

# Guided Reading Activity

The logo for 'networks' features the word 'networks' in a bold, lowercase sans-serif font. To the right of the text is a stylized graphic consisting of several thin, intersecting lines that form a starburst or network pattern.

## The Civil Rights Movement, 1954–1968

### Lesson 1 *The Movement Begins*

#### Review Questions: Outlining

**DIRECTIONS:** Read the lesson and complete the outline below. Refer to your textbook to fill in the blanks.

#### I. The Origins of the Movement

- A. In 1955 an African American woman, \_\_\_\_\_, refused to give up her seat for a \_\_\_\_\_. Her arrest marked a new era in the \_\_\_\_\_ movement.
- B. Since 1909, the \_\_\_\_\_ had supported court cases aimed at overturning \_\_\_\_\_.
- C. James Farmer and George Houser founded the \_\_\_\_\_. This group successfully integrated many \_\_\_\_\_ by using \_\_\_\_\_.
- D. An African-American attorney, \_\_\_\_\_, challenged segregation in schools. The \_\_\_\_\_ ruled in *Brown v. Board of Education of Topeka, Kansas* that segregation in \_\_\_\_\_ was \_\_\_\_\_.
- E. This decision angered some members of Congress, who signed the \_\_\_\_\_, which encouraged defiance of the \_\_\_\_\_ ruling.

#### II. The Civil Rights Movement Begins

- A. The head of the Women's Political Council encouraged African Americans to \_\_\_\_\_ when \_\_\_\_\_ appeared in court. A pastor named \_\_\_\_\_ led this action.
- B. He believed the only moral way to end segregation and \_\_\_\_\_ was through \_\_\_\_\_.
- C. As the civil rights movement unfolded, it could not have succeeded without the support of \_\_\_\_\_ in the city. Ministers and civil rights activists established the \_\_\_\_\_, which challenged segregation in voting, \_\_\_\_\_, \_\_\_\_\_, and accommodations.

#### III. Eisenhower Responds

- A. Although Eisenhower disagreed with segregation, he believed it would end \_\_\_\_\_, not through \_\_\_\_\_ and \_\_\_\_\_.
- B. The governor of Arkansas, \_\_\_\_\_, ordered the National Guard to prevent \_\_\_\_\_ from entering the high school. The president sent \_\_\_\_\_ to Little Rock.
- C. Congress passed the \_\_\_\_\_, which protected the rights of African Americans to \_\_\_\_\_. This act also created a \_\_\_\_\_ division in the Justice Department.

# Guided Reading Activity *Cont.*



## The Civil Rights Movement, 1954–1968

### Summary and Reflection

**DIRECTIONS:** Summarize the main ideas of this lesson by answering the question below.

How did the arrest of Rosa Parks energize into the civil rights movement?

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# Guided Reading Activity



## The Civil Rights Movement, 1954–1968

### Lesson 2 *Challenging Segregation*

**Review Questions: Recording Who, What, When, Where, Why, and How Statements**

**DIRECTIONS:** Read each main idea and answer the questions below. Refer to your textbook to write the answers.

**A. Main Idea:** The sit-in movement was started by four college students but quickly spread to many American cities.

1. **How** did the sit-in movement begin?

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2. **What** did Robert Moses do to end segregation?

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**B. Main Idea:** Despite court rulings, segregation remained in many parts of the South, and protests were met with violence.

1. **Who** were the Freedom Riders?

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2. **What** future Supreme Court justice did Kennedy appoint to the Second Circuit Court of Appeals?

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3. **When** did Martin Luther King, Jr., write “Letter from Birmingham Jail”?

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**C. Main Idea:** Though passage was difficult, the Civil Rights Act of 1964 was the most comprehensive civil rights law Congress had ever enacted.

1. **What** two incidents gave Kennedy an incentive to work towards civil rights legislation?

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# Guided Reading Activity *Cont.*



## The Civil Rights Movement, 1954–1968

2. **Why** was the March on Washington, D.C., a momentous event?

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3. **When** was the Civil Rights Act signed into law?

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**D. Main Idea:** African Americans faced many problems voting in the South.

1. **What** was “Bloody Sunday”?

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2. **How** did President Johnson respond to this violence?

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### Summary and Reflection

**DIRECTIONS:** Summarize the main ideas of this lesson by answering the question below.

How did nonviolent demonstrations lead to the Civil Rights Act of 1964 and the Voting Rights Act of 1965?

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## The Civil Rights Movement, 1954–1968

### Lesson 3 *New Civil Rights Issues*

#### Review Questions: Identifying Supporting Details

**DIRECTIONS:** Read each main idea. Use your textbook to supply the details that support or explain each main idea.

**A. Main Idea:** Although the civil rights movement had made gains, many African Americans encountered racism and lived in poverty.

- 1. Detail:** Between 1964 and 1968, \_\_\_\_\_ broke out in many American cities. The \_\_\_\_\_ broke out in Los Angeles over \_\_\_\_\_. The worst riots occurred in the city of \_\_\_\_\_.
- 2. Detail:** The Kerner Commission blamed \_\_\_\_\_ for most inner-city problems. The Commission recommended the creation of \_\_\_\_\_ and \_\_\_\_\_.
- 3. Detail:** By the mid-1960s, Martin Luther King, Jr., began focusing more on \_\_\_\_\_ problems. He started the \_\_\_\_\_, a civil rights campaign in the North that focused on the problems faced by African American residents of poor urban neighborhoods.

**B. Main Idea:** Black power gained acceptance among young African Americans who wanted to control the social, political, and economic direction of their struggle.

- 1. Detail:** Black power emphasized \_\_\_\_\_ by adopting African \_\_\_\_\_ and \_\_\_\_\_.
- 2. Detail:** A group called the \_\_\_\_\_ preached \_\_\_\_\_. One member, \_\_\_\_\_, gained national attention for his \_\_\_\_\_ and the \_\_\_\_\_.
- 3. Detail:** Huey P. Newton and Bobby Seale organized the \_\_\_\_\_. This group called for an end to \_\_\_\_\_ and control of the major \_\_\_\_\_ in the African American community.

**C. Main Idea:** The assassination of Martin Luther King, Jr., marked the end of an era in American history.

- 1. Detail:** Dr. King was to lead a national \_\_\_\_\_ to lobby the government for money to end \_\_\_\_\_ and \_\_\_\_\_ in the United States.
- 2. Detail:** After his death, Congress passed the \_\_\_\_\_, which outlawed discrimination in \_\_\_\_\_.

# Guided Reading Activity *Cont.*



## The Civil Rights Movement, 1954–1968

### Summary and Reflection

**DIRECTIONS:** Summarize the main ideas of this lesson by answering the question below.

Why did the focus of the civil rights movement shift away from nonviolent civil disobedience to more militant forms of protest?

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