

Exercise walk-through

8.6

Early Steps in the Civil Rights Movement (1940s and 1950s)

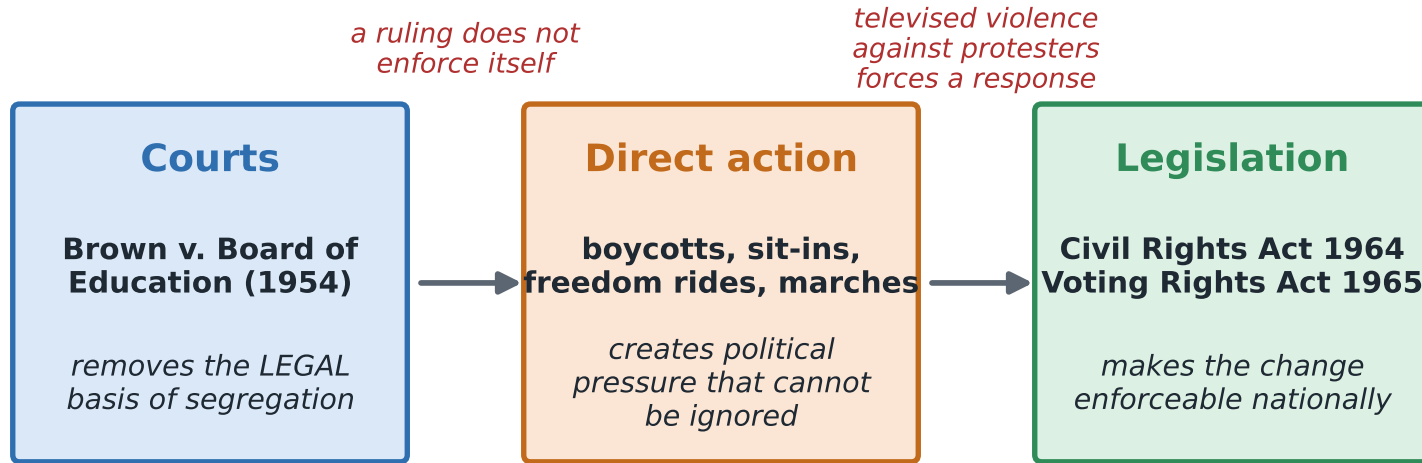
AP United States History

Three arenas, each converting pressure into the next

Early steps in the 1940s and 1950s worked mainly through the **courts** .

Legal strategy produced **Brown v. Board of Education** , which held segregated schooling unconstitutional and stripped away the legal basis of segregation.

Three arenas, each converting pressure into the, in detail



each stage creates the conditions for the next - that chain is the argument

federal action consistently FOLLOWED the pressure rather than leading it

Early steps in the 1940s and 1950s worked mainly through the **courts** .

The Civil Rights Movement

Early steps in the 1940s and 1950s worked mainly through the **courts**. Legal strategy produced **Brown v. Board of Education**, which held segregated schooling unconstitutional and stripped away the legal basis of segregation.

Court victories did not enforce themselves, so the movement turned to **direct action**: the Montgomery bus boycott, sit-ins, freedom rides, and mass marches, organised through churches and student groups and grounded in **nonviolent protest**.

Exercises 2.1-2.2

2.1 State what activists were seeking to fulfil and the CED's assessment. [2]

2.2 Name the two federal measures and classify each. [2]

Exercises 2.1-2.2

2.1 State what activists were seeking to fulfil and the CED's assessment. [2]

2.1

- Reconstruction-era promises; progress toward racial equality was slow, despite some legal and political successes
-

2.2 Name the two federal measures and classify each. [2]

2.2

- desegregation of the armed services – executive; Brown v. Board of Education – judicial

Exercise 2.3 (a)

2.3 The CED names all three branches.

(a) State what this records.

[2]

Exercise 2.3 (a)

2.3 The CED names all three branches.

(a) State what this records.

[2]

(a)

- that no single institution acted alone and that the effort ran across the federal government over time

Exercise 2.3 (b)

2.3 The CED names all three branches.

(b) State which branch supplies 8.10's measure.

[1]

Exercise 2.3 (b)

2.3 The CED names all three branches.

(b) State which branch supplies 8.10's measure.

[1]

(b)

- the legislative branch, with the Civil Rights Act of 1964

Exercises 3.1-3.2

3.1 The CED describes progress toward racial equality as

[1]

☐

- A slow
- B immediate
- C complete
- D absent

3.2 Brown v. Board of Education was decided in

[1]

☐

- A 1954
- B 1964
- C 1945
- D 1968

Exercises 3.1-3.2

3.1 The CED describes progress toward racial equality as

[1]

☐

- A slow
- B immediate
- C complete
- D absent

3.1 A

- slow

3.2 Brown v. Board of Education was decided in

[1]

☐

- A 1954
- B 1964
- C 1945
- D 1968

3.2 A

- 1954

Exercise 3.3 (a)

3.3 A movement invokes promises made eighty years earlier.

(a) State which promises.

[1]

Exercise 3.3 (a)

3.3 A movement invokes promises made eighty years earlier.

(a) State which promises.

[1]

(a)

- Reconstruction-era promises

Exercise 3.3 (b)

3.3 A movement invokes promises made eighty years earlier.

(b) Explain what invoking them accomplishes.

[2]

Exercise 3.3 (b)

3.3 A movement invokes promises made eighty years earlier.

(b) Explain what invoking them accomplishes.

[2]

(b)

- it makes the claim one of enforcement rather than of novelty, since the rights were already granted by the 14th and 15th amendments