

Name _____

Period _____

Unit 1 Reconstruction and Civil Rights Document Based Question

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. As you analyze the documents, take into account both the context of each and any point of view that may be presented.

Directions:

This document-based question consists of two parts, scaffolding questions and the essay question.

Historical Context:

The 13th, 14th, and 15th Amendments gave African-Americans several important rights and freedoms. However in the years following Reconstruction, many of these rights were lost. African-Americans faced discrimination, racism, and a lack of civil rights until the mid 1900's.

Task:

- Identify and describe **four** methods that Civil Rights activists used to gain rights for African Americans.

Be sure to include:

- A plan to organize your writing
- An introduction
- A body that addresses all aspects of the questions
- Specific examples and details from at least one more than half the documents as well as outside information
- A conclusion
- Proper grammar

Document 1

The 1954 Supreme Court decision, *Brown v Board of Education of Topeka, Kansas* was an important case regarding civil rights for African Americans. All nine justices of the Supreme Court ruled that segregation in public schools was unconstitutional

We come then to the question presented. Does segregation of children, in public schools, solely on the basis of race, even though the facilities and other factors may be equal, deprive the children of equal educational opportunities? We believe it does.

...We conclude that in the field of public education the doctrine of "separate but equal" has no place. Separate educational facilities are inherently unequal. Therefore, we hold that the plaintiffs are, because of segregation, being deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment.

1. What was the name of this Supreme Court Case? [1]

2. What did the court mean by "separate but equal" in the decision? [1]

3. What was the conclusion that the Supreme Court came to in this decision? [1]

Document 2

Segregation was part of life throughout the South from the end of Reconstruction to the late 1900's.



1. What does this picture tell us about life in the South after Reconstruction? [1]

2. What types of actions did Civil Rights organizers do to help gain equality for African-Americans in the South? [2]

A. _____

B. _____

Document 3

During the Civil Rights movement, many young students participated in sit-ins. This is a typical account of a sit-in.

The basic plan was that a group of students would go to the lunch counter and ask to be served. If they were, they'd move on to the next lunch counter. If they were not, they would not move until they had been. If they were arrested, a new group would take their place. The students always remained nonviolent and respectful. Another part of the sit-in was that the students would always be dressed in their best Sunday clothing. This created an interesting contrast with the whites who came to harass them:

Here were the colored students, in coats, white shirts, ties, and one of them was reading Goethe and one was taking notes from a biology text. [The students often brought schoolbooks with them to sit-ins so they could study.] And here, on the sidewalk outside was a gang of white boys come to heckle, a ragtail rabble, slack-jawed, black-jacketed, grinning fit to kill, and some of them, God save the mark, were waving the proud and honored flag of the Southern States in the last war fought by gentlemen. It gives one pause.

1. What method of protest is evident in this excerpt? [1]

2. How does the speaker describe the contrast between the African Americans and the whites? [1]

Document 4

But far beyond this, *we call upon them* [African Americans] *to accept Christian Love in full knowledge of its power to defy evil.* We call upon them to understand that *non-violence is not a symbol of weakness or cowardice*, but as Jesus demonstrated, *non-violent resistance transforms* [changes] *weakness into strength and breeds courage in face of danger.*

We urge them, no matter how great the provocation [aggravation] to dedicate themselves to this motto:

“Not one hair of one head of one white person shall be harmed.”

We advocate [support] non-violence in words, thought and deed, we believe this spirit and this spirit alone can overcome the decades of mutual fear and suspicion that have infested and poisoned our Southern culture. . . .

Source: Southern Negro Leaders Conference on Transportation and Nonviolent Integration, “A Statement to the South and Nation,” January 11, 1957, Atlanta, Ga.

1. According to this document what method was recommended to help African Americans achieve equality? [1]

2. What is one example of a non-violent form of protest? [1]

Document 5

The photograph shows Rosa Parks being fingerprinted at police headquarters after refusing to give up her seat on a bus to a white man.



1. According to this document, what did Rosa Parks refuse to do that led to the situation shown in this photograph? [1]

2. According to this document, what methods did African Americans use to deal with the inequality they faced in Montgomery, Alabama? [1]

Document 6

This photograph shows some of the 250,000 Americans who gathered for the March on Washington in August 1963.



1. What are the people in this photo doing? [1]

2. Why was the March on Washington an important accomplishment for the Civil Rights Movement? [1]

3. Based on the photograph state one goal of the March on Washington in August 1963? [1]
