Part 1: Main Ideas

Write the letter of the answer that best completes each sentence. (4 points each)

1. In Brown v. Board of Education, the doctrine of ___ relating to public education was finally overturned.
   a. due process of law
   b. “separate but equal”
   c. “all deliberate speed”
   d. equal protection under the law

2. Events such as ___ helped set the stage for the civil rights movement.
   a. the rise of the Black Power movement
   b. the Civil Rights Act of 1968
   c. better access to good jobs during World War II
   d. the policy of apartheid in South Africa

3. The first organized movement by African Americans to fight segregation was ___.
   a. the “children’s crusade” in Birmingham
   b. the Montgomery, Alabama, bus boycott
   c. the mass march on Washington, D.C.
   d. the Selma, Alabama, voting rights campaign

4. Martin Luther King, Jr., was a founder and the first president of the ___.
   a. Nation of Islam
   b. Mississippi Freedom Democratic Party
   c. Southern Christian Leadership Conference
   d. Student Nonviolent Coordinating Committee

5. One accomplishment of the ___ was bringing about a federal ban on segregation in all interstate travel facilities.
   a. Little Rock Nine
   b. freedom riders
   c. Black Panthers
   d. Montgomery bus boycott

6. In the summer of 1964, thousands of white college students took part in ___.
   a. riots in Northern cities resulting from racial tensions
   b. a demonstration in support of integrating Southern colleges
   c. a funeral procession for Martin Luther King, Jr.
   d. a campaign to register African American voters in Mississippi

7. De jure segregation is segregation that results from ___.
   a. laws
   b. random chance
   c. habit and custom
   d. inequalities in education
8. Appealing to many African Americans’ anger and frustration over a lack of social and economic power, ___ preached a militant approach to civil rights.
   a. Martin Luther King, Jr.  
   b. Malcolm X  
   c. Medgar Evars  
   d. Fannie Lou Hamer

9. A major turning point in the civil rights movement was marked by ___.
   a. the conversion of Malcolm X to orthodox Islam  
   b. the drifting apart of SNCC and SCLC  
   c. the assassination of Martin Luther King, Jr.  
   d. the assassination of Robert Kennedy

10. One legacy of the civil rights movement that has been challenged in recent years is ___.
    a. equal opportunity in housing  
    b. affirmative action programs  
    c. black participation in politics  
    d. separate but equal facilities

Part 2: Map Skills
This map plots 156 civil disorders, or race riots, that were studied and classified by the Kerner Commission. Use the map to answer questions 11–15 in complete sentences. Write on the back of this paper or on a separate sheet. (4 points each)

11. How are the race riots shown on this map classified?

12. In what region or regions did most of the 1967 race riots occur?

13. What is the distinction between a major and minor disturbance, according to the map key?
14. The map key does not describe “serious disturbances.” What might be the characteristics of these riots?

15. Why do you think the Northeast region of the United States experienced so many race riots? Use your knowledge of American history to answer this question.

**Part 3: Document-Based Questions**

**Historical Context:** Singing became an integral part of African Americans’ struggle for justice and equality. As the civil rights movement spread in the 1960s, the songs spread too, and new ones were written to fit the changing times.

Study each document carefully and answer the question about it. The first and second documents are songs. The third document is an essay written by black activist Stokely Carmichael. (4 points each)

**Document 1**

“We Shall Not Be Moved”  
(Adaptation of traditional song)

We are fighting for our freedom, we shall not be moved,  
We are fighting for our freedom, we shall not be moved,  
Just like a tree, planted by the water,  
We shall not be moved.

**Chorus**  
We shall not, we shall not be moved,  
We shall not, we shall not be moved,  
Just like a tree, planted by the water,  
We shall not be moved.

We are black and white together, we shall not be moved,  
We are black and white together, we shall not be moved,  
Just like a tree, planted by the water,  
We shall not be moved.

We will stand and fight together, we shall not be moved,  
We will stand and fight together, we shall not be moved,  
Just like a tree, planted by the water,  
We shall not be moved. . . .

—Song sung at sit-ins, mass marches, and freedom rides

16. Why do you think students taking part in sit-ins and the freedom rides sang this song?
17. Why do you think the writer of this song refers several times to John Brown, the well-known abolitionist who was active before the Civil War?
One of the tragedies of the struggle against racism is that up to now there has been no national organization which could speak to the growing militancy of young black people in the urban ghetto. There has been only a civil rights movement, whose tone of voice was adapted to an audience of liberal whites. It served as a sort of buffer zone between them and angry young blacks. None of its so-called leaders could go into a rioting community and be listened to. In a sense, I blame ourselves—together with the mass media—for what has happened in Watts, Harlem, Chicago, Cleveland, Omaha. Each time the people in those cities saw Martin Luther King get slapped, they became angry; when they saw four little black girls bombed to death, they were angrier; and when nothing happened, they were steaming. We had nothing to offer that they could see, except to go out and be beaten again. We helped to build their frustration.

For too many years, black Americans marched and had their heads broken and got shot... After years of this, we are at almost the same point—because we demonstrated from a position of weakness. We cannot be expected any longer to march and have our heads broken in order to say to whites: “Come on, you’re nice guys.” For you are not nice guys. We have found you out.

An organization which claims to speak for the needs of a community—as does the Student Nonviolent Coordinating Committee—must speak in the tone of that community, not as somebody else’s buffer zone. This is the significance of black power as a slogan. For once, black people are going to use the words they want to use—not just the words whites want to hear.


18. Summarize Carmichael’s message in this passage in one sentence.

19. Do you think white people would have responded to the song “We Shall Not Be Moved” in the same way as they responded to “Move On Over”? Which song do you think Stokely Carmichael would have preferred in 1966? Write a brief essay in response to these questions, citing examples and evidence from the three documents. You may use the back of this paper or a separate sheet for your essay. (8 points)
Part 4: Extended Response

Answer each of the following questions in a short essay on the back of this paper or on a separate sheet. (10 points each)

20. How did the civil rights movement evolve from the mid-1950s to the late 1960s? Discuss changes in the goals, tone, and leadership of the movement during this period. **Think About:**
   - de jure versus de facto segregation
   - contributions of major leaders
   - objectives and strategies of various civil rights organizations

21. What did the civil rights movement accomplish? Would you describe the movement as a success? Explain. **Think About:**
   - political gains
   - social and economic gains