GED Social Studies Day 5







STEVENS, FORNEY & CAMERON are for NEGRO SUFFRAGE; they are all Candidates for the UNITED STATES SENAT

Said in a Speech, at Harrisburg, 11th of August, 1866-- THERE CAN BE NO POSSIBLE UBJ



CLYMER'S
Platform is for the White Man.

GEARY'S
Platform is for the Negro.

READ

THE ON TIMES

GOOD FOR LIFE

Brown v. Board

COLORED - ADM. 104













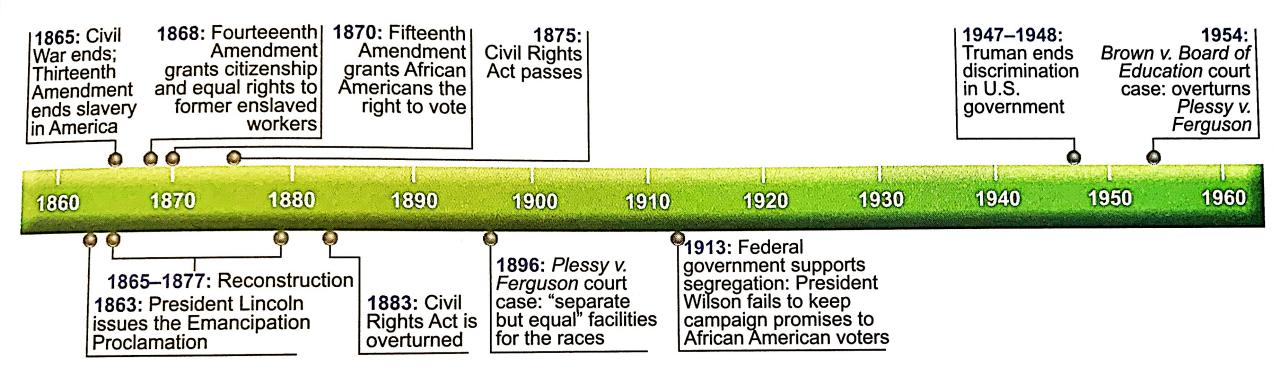






Segregation: What is it?

IMPORTANT DATES IN AMERICA'S JIM CROW PERIOD



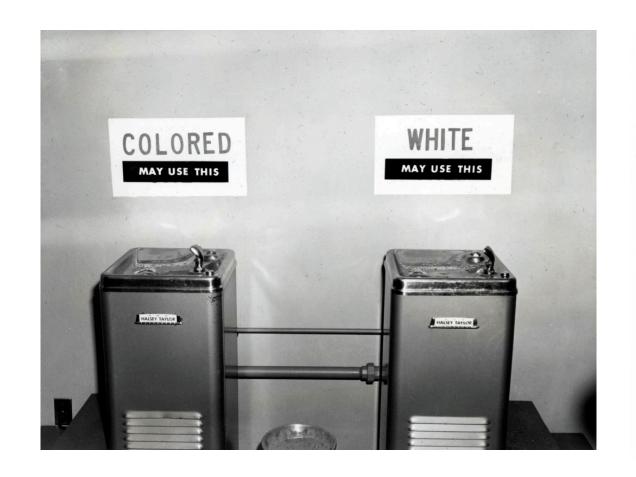
Following the Civil War, most Southern states as well as some border states enacted laws that denied basic human rights to newly freed African Americans. A white minstrel, popularly known as Jim Crow, wore blackface and mocked characteristics of African Americans. The term "Jim Crow" evolved to encompass the laws, customs, and personal behavior that white people displayed in their segregation and degradation of African Americans.

Jim Crow laws and practices in the South represented the biased racial hierarchy that was prevalent during the decades following the Civil War, with white people at the top and African Americans at the bottom.





For example, during the Jim Crow period, an African American person was expected to move from a front seat of a train or a bus to a seat in the back when a white person boarded. Segregated drinking fountains were common. Supporters of Jim Crow and racial segregation believed that if the two races shared public facilities, it might promote social equality, leading, they feared, to the destruction of American culture.





Also common during this time were separate hospitals, prisons, churches, cemeteries, public and private schools, public restrooms, and other public accommodations. In general, the facilities for African Americans were quite inferior, less conveniently located, much older, smaller, and dirtier. In many locations, there simply were no facilities available for African Americans, including no place to eat or sit or no public restrooms.

African Americans from all states received the

right to vote years after

the Civil War ended.



because practices of racial segregation were supported in the U.S. government.

White citizens who practiced racial segregation during the Jim Crow period did not

want			

between the races.

Maintaining separate-but-equal public facilities between the races was ensured by the Supreme Court case

Read the first five paragraphs of an article about a Supreme Court case in 1896. Then answer the questions that follow with a partner.



Plessy v. Ferguson (1896)

In Plessy v. Ferguson (1896), the Supreme Court considered the constitutionality of a Louisiana law passed in 1890 "providing for separate railway carriages for the white and colored races." The law, which required that all passenger railways provide separate cars for blacks and whites, stipulated that the cars be equal in facilities, banned whites from sitting in black cars and blacks in white cars (with exception to "nurses attending children of the other race"), and penalized passengers or railway employees for violating its terms.

Homer Plessy, the plaintiff in the case, was seven-eighths white and one-eighth black, and had the appearance of a white man. On June 7, 1892, he purchased a first-class ticket for a trip between New Orleans

and Covington, La., and took possession of a vacant seat in a white-only car. Duly arrested and imprisoned, Plessy was brought to trial in a New Orleans court and convicted of violating the 1890 law. He then filed a petition against the judge in that trial, Hon. John H. Ferguson, at the Louisiana Supreme Court, arguing that the segregation law violated the Equal Protection Clause of the Fourteenth Amendment, which forbids states from denying "to any person within their jurisdiction the equal protection of the laws," as well as the Thirteenth Amendment, which banned slavery.

The Court ruled that, while the object of the Fourteenth Amendment was to create "absolute equality of the two races before the law," such equality extended only so far as political and civil rights (e.g., voting and serving on juries), not "social rights" (e.g., sitting in a railway car one chooses). As Justice Henry Brown's opinion put it, "if one race be inferior to the other socially, the constitution of the United States cannot put them upon the same plane." Furthermore, the Court held that the Thirteenth Amendment applied only to the imposition of slavery itself.

The Court expressly rejected Plessy's arguments that the law stigmatized blacks "with a badge of inferiority," pointing out that both blacks and whites were given equal facilities under the law and were equally punished for violating the law. "We consider the underlying fallacy of [Plessy's] argument" contended the Court, "to consist in the assumption that the enforced separation of the two races stamps the colored race with a badge of inferiority. If this be so, it is not by reason of anything found in the act, but solely because the colored race chooses to put that construction upon it."

Justice John Marshall Harlan entered a powerful -- and lone -- dissent, noting that "in view of the Constitution, in the eye of the law, there is in this country no superior, dominant, ruling class of citizens. There is no caste here. Our Constitution is color-blind, and neither knows nor tolerates classes among citizens."

What law was passed in Louisiana in 1890?

Why did Homer Plessy argue against this law?

What did the Supreme Court decide in his case?

Did all of the justices agree?

The Plessy v. Ferguson decision led to legalized segregation. Read the final paragraph:

Until the mid-twentieth century, *Plessy v. Ferguson* gave a "constitutional nod" to racial segregation in public places, foreclosing legal challenges against increasingly-segregated institutions throughout the South. The railcars in Plessy notwithstanding, the black facilities in these institutions were decidedly inferior to white ones, creating a kind of racial caste society. However, in the landmark decision *Brown v. Board of Education* (1954), the "separate but equal" doctrine was abruptly overturned when a unanimous Supreme Court ruled that segregating children by race in public schools was "inherently unequal" and violated the Fourteenth Amendment. *Brown* provided a major catalyst for the civil rights movement (1955-68), which won social, not just political and civil, racial equality before the law. After four decades, Justice Harlan's dissent became the law of the land. Following *Brown*, the Supreme Court has consistently ruled racial segregation in public settings to be unconstitutional.

What was the result of the <i>Brown v. Board of Education</i> case in 1954?							

Today, most people agree that segregation is unequal.

What do you think?

What is it?

Who has a viewpoint?

Where do viewpoints come from?

Whys is it important to recognize people's viewpoint?

Viewpoint

Brainstorm

Martin Luther King Jr.

Malcom X

As you read...

 Think about the viewpoints of Martin Luther King Jr. and Malcolm X

Consider:

- What is their *background?* (You can search online for more information.)
- How might their background affect their viewpoint?

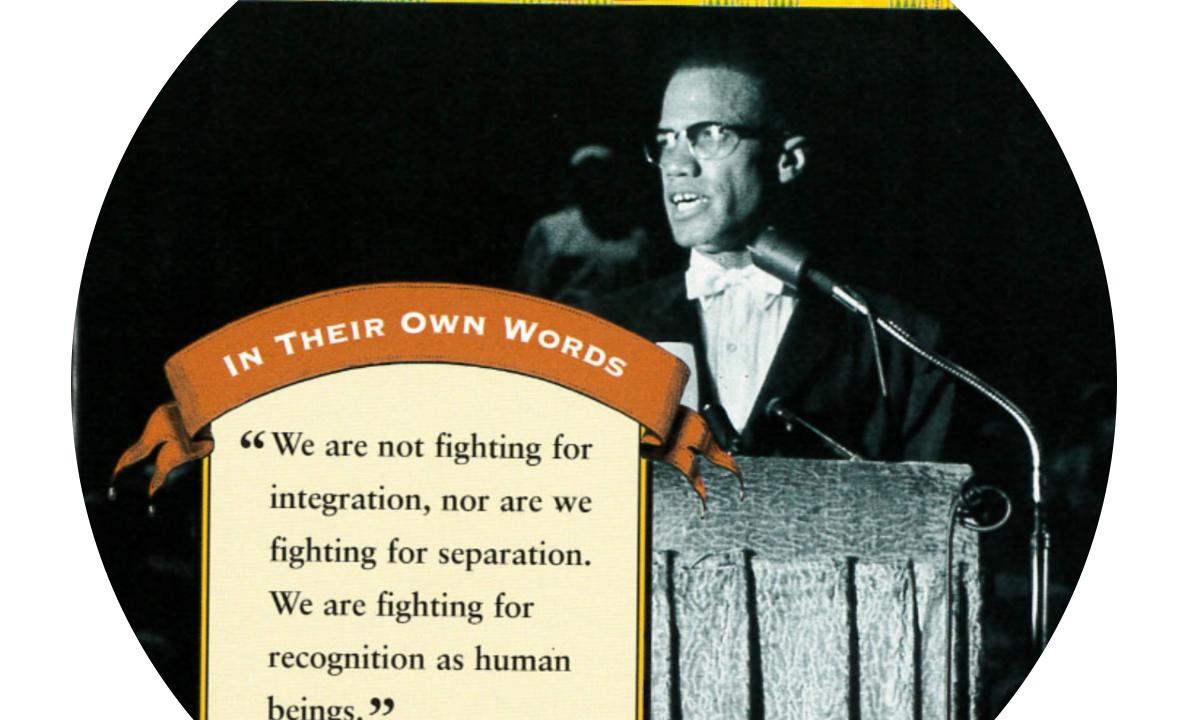
I have a dream.

What does this make you think of?

What do you think?







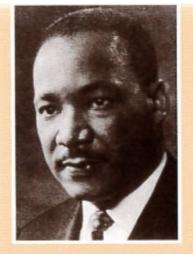
MALCOLM X

Most African Americans shared Martin Luther King's belief in nonviolence. But one black leader had a very different philosophy. Malcolm X rejected integration. He wanted to create a separate black nation. He supported armed selfdefense. And he encouraged blacks to take pride in their own culture and history.

POINTS OF VIEW

How Should African Americans Win Their Rights?

In the 1960s, Martin Luther King, Jr., and Malcolm X came to stand for opposite points of view on how African Americans should win their civil rights.



Martin Luther King, Jr., stressed nonviolent methods. Although King himself was jailed and his own home was bombed, he begged civil rights supporters not to fight back. Soon, his ideas about nonviolent protest became one of the main features of the civil rights movement.

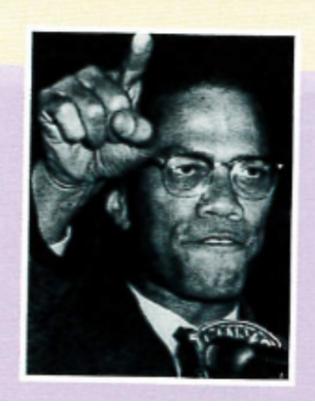
In the process of gaining our rightful place, we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred.

If cursed, do not curse back. If pushed, do not push back. If struck, do not strike back.

Hate cannot drive out hate; only love can do that.



AFRICAN-AMERICAN AND WHITE CIVIL RIGHTS WORKERS SINGING TOGETHER IN 1964

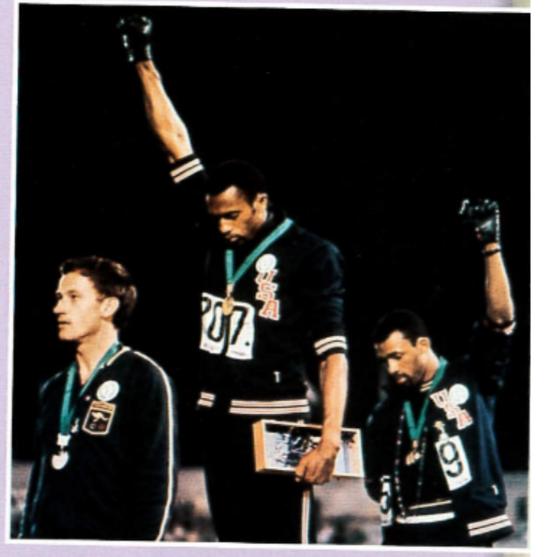


Malcolm X became impatient with King's nonviolent strategy. He had his own ideas for how to win the long-running black struggle.

Nonviolence is the philosophy of a fool. There is no philosophy more befitting to the white man's tactics for keeping his foot on the black man's neck.

You get freedom by letting your enemy know that you'll do anything to get your freedom; then you'll get it. It's the only way you'll get it.

I don't have any hate. I've got some sense. I'm not going to let somebody who hates me tell me to love him.



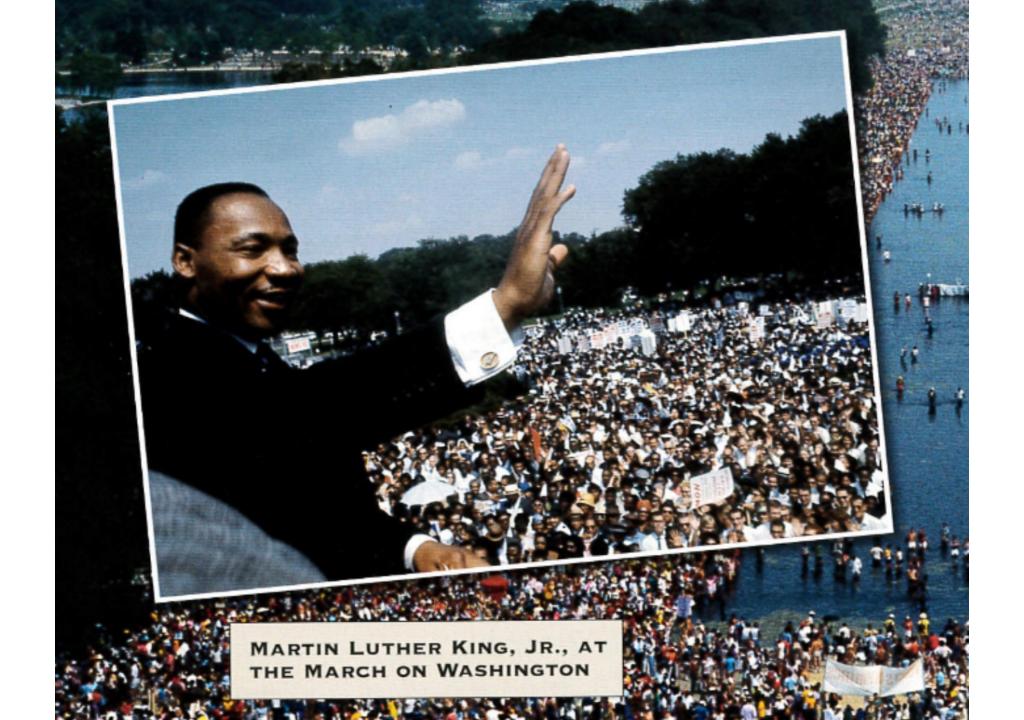
U.S. ATHLETES TOMMIE SMITH
(CENTER) AND JOHN CARLOS
(RIGHT) GIVE BLACK POWER
SALUTES AFTER THEIR VICTORIES
IN THE SUMMER OLYMPICS IN 1968.



"I HAVE A DREAM"

In June 1963, President Kennedy demanded that Congress pass a strong civil rights bill. In a speech to the nation he asked, "Are we to say to the world—and much more importantly to each other,—that this is the land of the free, except for the Negroes?"

To persuade Congress to pass the bill, civil rights leaders A. Philip Randolph and Bayard Rustin organized a huge march on Washington, D.C. On August 28, more than 250,000 people—both African Americans and whitescame together in the nation's capital. Labor unions and religious leaders joined the protest.



Listen to the speech:



Discuss:

- How does King's speech make you feel?
- Does he sound like anyone else that you've heard?
- What words did he use often? Why is this word important?
- How does his voice change during the speech? Does this add to the meaning of the speech?
- If you had the opportunity, would you have gone to the March on Washington? Why or why not?