

Document# 5

...I say to you today, my friends, that in spite of the difficulties and frustrations of the moment, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident: that all men are created equal."

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slaveowners will be able to sit down together at a table of brotherhood.

I have a dream that one day even the state of Mississippi, a desert state, sweltering with the heat of injustice and oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today.

"I have a Dream" by Martin Luther King, Jr., August 28, 1963

5A) What is the message in Martin Luther King's "I Have a Dream" speech?

5A) What approach did Martin Luther King have to gaining equality for African-Americans?

Document# 6

"You can't separate peace from freedom because no one can be at peace unless he has his freedom."

"I believe in the brotherhood of man, all men, but I don't believe in brotherhood with anybody who doesn't want brotherhood with me. I believe in treating people right, but I'm not going to waste my time trying to treat somebody right who doesn't know how to return the treatment."

"We are nonviolent with people who are nonviolent with us."

"We didn't land on Plymouth Rock, Plymouth Rock landed on us."

Quotes from Malcolm X

6A) How was Malcolm X's approach to the struggle for Civil Rights different than Martin Luther King's.

Document# 3

It is ordered and adjudged by this Court that the judgment of the said District Court in this cause be, and the same is hereby, reversed with costs; and that this cause be, and the same is hereby remanded to the said District Court to take such proceedings and enter such orders and decrees consistent with the opinions of this Court as are necessary and proper to admit to public schools on a racially nondiscriminatory basis with all deliberate speed the parties to this case.

Per. Mr. Chief Justice Warren, May 31, 1955

Ruling in the 1954 case of Brown v. Board of Education, Topeka, Kansas

- 3A) What were the circumstances behind the case of Brown v. Board of Education?
- 3B) What impact did the case have on segregation in the United States?

Document# 4



Associated Press Photo.
"Woman Fingerprinted. Mrs.
Rosa Parks, Negro
Seamstress, Whose Refusal to
Move to the Back of a Bus
Touched Off the Bus Boycott
in Montgomery, Alabama."
1956.

- 4A) What was the Montgomery Bus Boycott?
- 4B) What other efforts did Civil Rights groups make to end segregation?

Document# 1

Mr. Justice BROWN delivered the opinion of the Court...

... Laws permitting, and even requiring, that separation in places where they are liable to be brought into contact do not necessarily imply the inferiority of either race to the other, and have been generally, if not universally, recognized as within the competency of the state legislatures in the exercise of their police power.

Plessey v. Ferguson, Supreme Court 1896

- 1A) How did the Supreme Court allow Segregation in Plessey v. Ferguson?

Document# 2



Oklahoma City. 1939

- 2A) What aspect of segregation is shown in the picture?
- 2B) What other types of segregation were practiced in the South?

Document Based Essay

Grade 8

"Civil Rights"

Directions :

The following question is based on the accompanying documents (1-4). This question is designed to test your ability to work with historic documents. As you analyze the documents, take into account both the sources of the document and the author's point of view.

Historical Context

Some Historians have said that the North won the Civil War but lost the Peace. Following the Civil War, segregation and discrimination were legally protected until the middle of the 20th Century. Actions by Civil Rights leaders and the Government helped to bring an end to segregation.

Task:

Using information from the documents and your knowledge of social studies, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay in which you will be asked to.

- ✎ Describe the Plessey vs. Ferguson case and the phenomenon of segregation.
- ✎ Explain the how the Supreme Court and Civil Rights groups challenged and changed segregation.
- ✎ Evaluate the methods used by different Civil Rights groups and leaders to secure rights for African Americans.

Part A Short Answer :

Examine the documents that follow closely and then answer the questions that follow. Carefully read and analyze each document. Answer each question on the separate answer sheet using evidence from the document and your knowledge of Social Studies.

Part B Essay Answer :

Answer the question in a well-organized essay that uses your answers from Part A. Use evidence from the Documents and your knowledge of Social Studies to support the ideas in your essay. You should use definitions, examples, evidence, and other specific examples to fully develop the Topic.