Part 1: Main Ideas

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

______ 1. Which of the following affirmed the legality of racial segregation and prompted the passage of Jim Crow laws?
   a. the Fourteenth Amendment  
   b. the Civil Rights Act of 1875  
   c. the decision in *Plessy v. Ferguson*  
   d. the decision in *Morgan v. Virginia*

______ 2. Which doctrine relating to public education was overturned by the Supreme Court decision in *Brown v. Board of Education*?
   a. due process of law  
   b. “separate but equal”  
   c. “all deliberate speed”  
   d. equal protection of the law

______ 3. According to the Kerner Commission, what was the main cause of urban violence?
   a. white racism  
   b. school segregation  
   c. black nationalism  
   d. de jure segregation

______ 4. The Civil Rights Act of 1964 made segregation illegal in which of the following?
   a. housing  
   b. churches  
   c. private universities  
   d. public accommodations

______ 5. What did the Voting Rights Act of 1965 enable federal officials to do?
   a. register voters  
   b. oversee the collection of poll taxes  
   c. oversee programs to test voter literacy  
   d. recount votes

______ 6. The Civil Rights Act of 1968 banned discrimination in which activity?
   a. hiring an employee  
   b. selling or renting a home  
   c. awarding a construction contract  
   d. admitting students to state universities

______ 7. Which of the following is not associated with the Black Power movement?
   a. Malcolm X  
   b. Stokely Carmichael  
   c. the Black Panthers  
   d. the Mississippi Freedom Democratic Party

______ 8. What was the main type of pressure exerted by the Montgomery Improvement Association in response to segregation on buses?
   a. social  
   b. economic  
   c. political  
   d. physical force

______ 9. Which of the following was not advocated by the Black Panthers?
   a. nonviolence  
   b. Black Power  
   c. black nationalism  
   d. community development
10. Which of the following is an example of de facto segregation?
   a. poll taxes  
   b. Jim Crow laws  
   c. a concentration of urban African Americans in slum areas  
   d. a voter literacy test given to African Americans in the South

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 complete this section. Write the letter of the best answer. (4 points each)

   11. In the map key, what word has the same meaning as “riot” or “civil disorder”?
      a. violence  
      b. disturbance  
      c. demonstration  
      d. sniping

   12. How many major race riots occurred in 1967?
      a. 8  
      b. 20  
      c. 31  
      d. 117

   13. In which region did the highest concentration of riots occur?
      a. Northeast  
      b. Midwest  
      c. South  
      d. West

   14. How many injuries resulted from race riots across the nation in 1967?
      a. 83  
      b. 237  
      c. 705  
      d. 1,897

   15. What type of law enforcement was needed to respond to a minor riot?
      a. local police  
      b. state troops  
      c. federal troops  
      d. federal troops plus local police

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### Civil Disorders, 1967

- **Major Disturbances (8):** Looting, sniping, fires, and violence lasting several days, and requiring use of state or federal troops as well as local police.
- **Serious Disturbances (31):**
  - Minors Disturbances (117): Lasting less than a day and involving only local police.

Altogether, the 1967 race riots resulted in 83 deaths and 1,897 injuries.
Use the map on page 520 to answer the following questions in complete sentences. Write on the back of this paper or on a separate sheet. (5 points each)

16. Describe the number and types of civil disorders in Florida in 1967, according to the map.

17. From this map, what generalization can you make about where race riots were most likely to occur?

**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
18. What statement is repeated most often in the song “We Shall Not Be Moved”? Why is this statement appropriate in a song that was sung by students at sit-ins?

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Document 2

“Move On Over”
Words: Len H. Chandler, Jr.
Tune: “Battle Hymn of the Republic” and “John’s Brown Body”

Mine eyes have seen injustice in each city, town and state
Your jails are filled with black men and your courts are white with hate
And with every bid for freedom someone whispers to us, “Wait!”
That’s why we keep marching on.

*Chorus*
Move on over or we’ll move on over you
Move on over or we’ll move on over you
Move on over or we’ll move on over you
And the movement’s moving on.

You conspire to keep us silent in the field and in the slum
You promise us the vote and sing us, “We Shall Overcome”
But John Brown knew what freedom was and died to win us some
That’s why we keep marching on.

It is you who are subversive, you’re the killers of the dream
In a savage world of bandits it is you who are extreme
You never take your earmuffs off nor listen when we scream
That’s why we keep marching on.

I declare my independence from the fool and from the knave
I declare my independence from the coward and the slave
I declare that I will fight for right and fear no jail nor grave
That’s why we keep marching on.

Many noble dreams are dreamed by small and voiceless men
Many noble deeds are done the righteous to defend
We’re here today, John Brown, to say we’ll triumph in the end
That’s why we keep marching on.

—Civil rights song from 1966
19. What would you say is the main feeling expressed in the song “Move On Over”? What lines best express this feeling?

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Document 3

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.


20. Why are young urban blacks angry, according to this passage from Carmichael’s essay?
21. How did African-American attitudes toward achieving the goal of equality change during the sixties? Write a brief essay in response to this question, 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)

22. Explain some of the most important factors that led to the development of the civil rights movement in the 1950s and 1960s. Think About:
   - economic gains made by African Americans during World War II
   - participation of African Americans in the war
   - early efforts by civil rights organizations
   - early successes in the courts

23. What accomplishments of the civil rights movement were achieved through nonviolent means? Why, despite these accomplishments, did some African Americans come to reject nonviolence? Think About:
   - accomplishments in education, voting, and use of public facilities
   - what was required of nonviolent protesters
   - difference between de facto and de jure segregation