**Vocab Definition**

**Jigsaw Activity**

**C.O.R.E**. – (p. 868) Congress of Racial Equality, founded 1942 in Chicago, Use sit-in to protest segregation, strategy used by unions. Attempt to desegregate restaurants that refused African Americans serves. Members of CORE would go to segregated restaurants and if they were denied serves they would sit down and refuse to leave

**S.N.C.C. (Student Nonviolent Committee)** – (p. 874) Lead by Marion Barry and John Lewis, a student lead civil rights organization. Played key role in desegregating public facilities in dozens of Southern communities; sent volunteers to Deep South to register African Americans to vote (Voter Education Project); SNCC helped to serve the rural communities; 3 SNCC workers were brutally murdered in 1964 in Mississippi

**Sit-ins --** strategy used to protest segregation; protester would sit and refuse to leave

**Freedom Riders** – (p. 874-875) team of CORE members (both black and white) who traveled to the South to draw attention to the South’s refusal to integrate bus terminals. May 1961, 1st Freedom Riders traveled to the South; when they arrived in Alabama angry white mobs attacked them, slitting tires, throwing rocks and firebombs, and beating them. The violence against the Freedom Riders made national news

**Thurgood Marshall** – (p. 868, 870) chief counsel of NAACP legal defense team; focused on ending segregation in public schools. Played critical role in Brown v. Board of education. Helped lay out the NAACP legal strategy for challenging discrimination in different aspects of American life. Later became first African American to serve on the Supreme Court

**Earl Warren** – (p. 843, 868) Chief Justice of the Supreme Court. Chief Justice during Brown v Board: “In the field of public education, the doctrine of separate but equal has no place. Separate educational facilities are inherently unequal.”

**Little Rock Nine** – (p. 871 – 872) Central High in Little Rock Arkansas forced to integrate and accept nine black students into its white student body of 2,000 students. Governor of Arkansas Orval Faubus refuses to allow students in, orders Arkansas National Guard to prevent African American students from entering the school. Guards and angry white mob surround the students to protest the integration. Court orders guards to leave school, leaving it at the mercy of the angry mob, which riots, breaking windows and breaking 2 African American reporters covering the event. President Eisenhower orders Army to the schools and nationalizes the National Guard in order to allow African American students to register and attend classes.

**James Meredith** – (p. 876) an African American air force veteran who applied for a transfer to the University of Mississippi. The University of Mississippi at this time had avoided complying with the Supreme Court ruling to end segregation. 1962 Meredith tried to register at the University, only to find the Governor blocking his path. President Roosevelt ordered 500 federal Marshals to escort Meredith to campus. An angry white mob attacks the campus and a riot erupts. Fighting continued into the night, with 150 marshals being injured. Kennedy eventually orders army troops to the campus and Meredith attends classes there for the rest of the year.

**George Wallace** – (p. 877, 909, 953, 959) Governor of Alabama who at his inauguration (when he is sworn into the office of Governor) stated “I draw the line in the dust… and I say, Segregation now! Segregation tomorrow! Segregation forever!” On June 11, 1963 Wallace stood in front of the University of Alabama’s admissions office to block the enrollment of two African Americans. He stayed there until federal marshals ordered him to move.

**Rosa Parks** – (p. 866, 869) challenges segregated busses. Busses in Montgomery. Alabama were segregated, with seats in the front reserved for whites, and ones in the back for blacks. Seats in the middle were open to blacks so long as a white person did not need one. Parks boarded a bus in 1955, took a seat in the white section and once the bus was filled and the driver ordered Parks to give her seat to a white man that was standing, refused. Parks was subsequently arrested.

**Montgomery bus boycotts** – outraged by Parks arrest, JoAnn Robinson (head of a local organization called the Women’s Political Council) called on African Americans to boycott Montgomery’s buses on the day Parks was to appear in court. Martin Luther King Jr was elected to lead the help run the boycott and negotiate with city leaders to end segregation

**Martin Luther King, Jr.** — (p. 869 – 870, Pastor elected to help run Montgomery bus boycotts. Encouraged people to continue protesting, but in a peaceful manner. Believe that the only moral way to end segregation was through nonviolent passive resistance. Drew on the philosophy and techniques of Mohandas Gandhi, who had used nonviolence to protest British rule in India.

**March on Washington** – (p. 877- 878) as a way to draw attention and support for the Civil Rights Act of 1964, on August 28, 1963 200,000 demonstrators flocked to Washington D.C. The audience heard speeches, and sang hymns and songs about gathering peacefully near the Lincoln Memorial. MLK delivered a powerful speech (I have a Dream) outlining his dream of freedom and equality for all Americans.

**24th amendment** – ratified in 1964 eliminated poll taxes in federal elections

**Civil Rights Act of 1964** – the most comprehensive (inclusive, or complete) civil rights laws ever passed by Congress. Gave the federal government broad power to prevent racial discrimination in a number of areas. The law made segregation illegal in most places of public accommodation, and gave citizens of all races equal access to restaurants, parks, libraries, parks, and theaters. Gave the attorney general more power to bring lawsuits to force school desegregation and it required employers to end discrimination in the workplace.

**Voting Rights Act of 1965** – (p. 880) authorized the attorney general to send federal examiners to register qualified voters, bypassing local officials who often refused to register African Americans. Also suspended discriminatory devices such as literacy tests in counties where less than half of all adults had been allowed to vote. By the end of the year almost 250,000 African Americans had registered as new voters. The number of African American officials elected to office also increased in the South, from about 100 in 1965, to more than 5,000 in 1990