

# APUSH BLACK HISTORY REVIEW

## Colonial Era (1600s-1750s)

- I. Europeans Enslaving Africans
  - a. Purchased captured slaves mostly from West Central Africa
  - b. From Natives to Africans
    - i. Natives difficult to enslave
      - 1. succumbed to European diseases
      - 2. unadjusted to intense agricultural labor
      - 3. escaped due to knowledge of land
    - ii. Reasons for African enslavement
      - 1. less likely to escape in unfamiliar lands
      - 2. easier to control due to language barriers between Europeans and tribal differences
      - 3. dark skin made easy to identify and emphasized European superiority
  - c. Middle Passage of Triangle Trade
    - i. From Africa to the Americas
    - ii. 20% of slaves died en route to colonies due to conditions, diseases, treatment, suicides
- II. First African Slaves in 13 Colonies
  - a. First African slaves arrive in Jamestown, VA in 1619
  - b. Most labor in colonies depended on voluntary indentured servitude
    - i. First African slaves established as indentured servants
      - 1. released after certain amount of years
    - ii. as colonies and plantations grew and more indentured servants released, labor became scarce
      - 1. plantation systems in Virginia, North and South Carolina growing tobacco, rice, and indigo required intense labor
      - 2. released black indentured servants became labor competition among whites
      - 3. given European perception of blacks as inferior, Africans become lifetime slaves as dependent labor source
- III. Slaves in 13 Colonies
  - a. Slave Demographics
    - i. By 1700, 25,000 slaves in colonies; 10% of population
    - ii. By 1790, 700,000 slaves in colonies
    - iii. Northern colonies used slaves mostly for domestic servants or apprentices
      - 1. Northern slaves accounted for 2% of population
    - iv. Southern colonies used slaves mostly for plantation labor and domestic servants
      - 1. Southern slaves accounted for 25% of population
      - 2. by 1750, slaves accounted for more than 50% of population in South Carolina and Georgia
  - b. Legal status of slavery
    - i. Massachusetts first to legalize slavery in 1641
    - ii. Before American Revolution, all colonies legalized slavery
      - 1. Quakers banned slavery, but Pennsylvania colonial government legalized slavery
      - 2. laws protected inhumane treatment and killing of slaves
    - iii. children born of slave mothers automatically slaves no matter legal status of father
      - 1. Virginia passed first such law in 1662
    - iv. Manumission
      - 1. freed slaves through acts or wills for hard work, guilty conscience
  - c. Conditions
    - i. Working Conditions
      - 1. Field hands on plantations suffered the most due to intense field labor
      - 2. domestic servants and skilled slaves fared better conditions
    - ii. Family and Living Conditions
      - 1. demeaning life under slavery
      - 2. nuclear families separated by being sold off
        - a. thus developed extended kinship ties to cope with conditions
  - d. Uprisings and Slave Codes
    - i. Stono Rebellion aka Cato Rebellion (1739) in South Carolina
      - 1. 20 slaves launched an uprising killing whites, confiscating weapons, and liberating slaves
      - 2. goal was to escape into Spanish Florida and amassed 100 participants
      - 3. enraged whites recaptured and executed the rebels

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- e. Slave Codes
  - i. As a result of Stono Rebellion and other uprisings, white colonists feared future uprisings
  - ii. Colonial governments enacted slave codes to restrict and manage slave behavior
- IV. Colonial Blacks
  - a. By 1750, 200,000 blacks lived in the colonies; mostly slaves
  - b. Free blacks
    - i. Mostly lived and settled in urban centers
    - ii. Rarely accepted into white-dominated colonial society
    - iii. Suffered discrimination and possible kidnappings for enslavement

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### **Revolutionary Period (1750s-1780s)**

- I.      Opportunity during Revolution
  - a.     Tensions between colonists and Britain inspired slaves to resist or escape
    - i.    Some slaves posed as free men during war confusion
    - ii.   Some slaves escaped on British ships
  - b.     Choosing Sides
    - i.    Fighting for British - Loyalists
      - 1.   slaves believed loyalty to British would improve conditions or eliminate slavery and an American victory would entrench and deepen slavery
      - 2.   Lord Dunmore's Proclamation (1775)
        - a.   Virginia governor provided emancipation in return for military support
    - ii.   Fighting for Americans – Patriots
      - 1.   Crispus Attucks first to die in Boston Massacre (1770)
      - 2.   George Washington initially rejected idea of blacks/slaves enlisting in military
        - a.   Changed his mind when British offered freedom
      - 3.   More than 5,000 blacks (mostly free) fought for Americans
      - 4.   Prince Hall, Boston abolitionist, argued for black participation war
- II.    Philosophical Arguments
  - a.     British used irony of colonists demanding freedom from “enslavement” and no representation when some/most colonists own slaves

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## Early Republic Period (1780s-1810s)

- I. Northern states start abolishing slavery
  - a. Inspired by revolutionary rhetoric of freedom
  - b. Pennsylvania gradually abolishes slavery in 1780
    - i. Frees future children of slaves; prior to 1780 enslaved for life
    - ii. New Hampshire, Connecticut, Rhode Island, New York, New Jersey follow Pennsylvania model by 1804
  - c. Massachusetts abolishes slavery in 1783
- II. Articles of Confederation
  - a. Northwest Ordinance prohibits slavery (1787)
- III. Constitution
  - a. Three-Fifths Compromise
    - i. Deal between northern and southern states regarding representation where each slave counted as 3/5 a person
    - ii. Northerners wanted abolition of slavery and/or secure higher degree of representation over the South
    - iii. South wanted slaves (much of the population) counted to prevent northern states from dominating the House of Representatives
  - b. Article I, Section 9
    - i. Prohibits export and import of slaves (international slave trade) by 1808
  - c. Fugitive Slave Clause (Article IV)
    - i. Extradition of fugitive slaves to claimants
    - ii. Federal crime to assist or house fugitive slaves
- IV. Black Demographics
  - a. In 1790, approximately 60,000 free blacks; in 1810, approximately 186,000 free blacks
    - i. Revolutionary sentiments fueled manumission and wills in all regions
  - b. In 1810, 95% of Virginia's black population remained slaves
  - c. 11% of total U.S. black population free
- V. Slavery as the "PECULIAR INSTITUTION"
  - a. The South's established plantation/agricultural economy stabilized by cheap slave labor
    - i. Slavery argued as a NECESSARY EVIL
  - b. improved conditions as slaves were an investment
    - i. autonomy for travelling between plantations and urban centers
    - ii. education and reading, especially through the Bible
  - c. Eli Whitney's cotton gin in 1793
    - i. Cotton production and fields increased substantially
    - ii. Slave labor demand increased as King Cotton established
      - 1. 70% increase in slaves
      - 2. demand in slaves also increased with end of international slave trade in 1808
  - d. more slaves concentrated in Deep South
    - i. cotton plantations more conducive in Deep South climate
    - ii. Upper South diversified agriculture and traded/sold excess slaves to Deep South
- VI. Free Blacks
  - a. Limited civic rights, education, and opportunities
  - b. Benjamin Banneker (1731-1806)
    - i. Astronomer, mathematician, surveyor, writer, farmer
    - ii. Wrote letters to Thomas Jefferson vilifying him for slavery and racism in America
  - c. Free African Society of Philadelphia (1787)
    - i. Founded by Richard Allen and Absalom Jones
    - ii. Religious-based association to provide economic and social guidance and assistance for blacks in Philadelphia
- VII. Black Codes/Slave Codes
  - a. Gabriel's Rebellion (1800) in Virginia
    - i. Inspired by Haitian Revolution
    - ii. Gabriel, educated blacksmith slave, began organizing large rebellion
      - 1. free black population increased due to manumission
      - 2. little restrictions for slave movement
    - iii. conspiracy leaked and Gabriel and supporters all captured and executed
  - b. Restrictions
    - i. Education of slaves almost totally prohibited
    - ii. Autonomy of slaves restricted, including movement/travelling
    - iii. Free blacks forced/threatened to move out of state

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## Antebellum Period and Sectionalism (1820-1860)

- I. Political Developments
  - a. Political Parties
    - i. Democratic Party
      - 1. becomes party of slavery with Southern states, agricultural platform, and territorial expansion
    - ii. Liberty Party (1840)
      - 1. abolitionist party
    - iii. Free Soil Party (1848)
      - 1. against the expansion of slavery
    - iv. Republican Party (1854)
      - 1. absorbs Conscience Whigs, Free Soil, Liberty, and some Northern Democrats
  - b. Congressional Balance
    - i. By 1819, 11 free states and 11 slave states
    - ii. House dominated by Northern representation, but Senate's equal representation preserved South's influence
  - c. Missouri Compromise (1820)
    - i. Missouri petitions for statehood and would become a slave state upsetting balance
    - ii. Henry Clay's compromise
      - 1. 36°30' line prohibiting slavery above the line
      - 2. Missouri enters as slave state, Maine as free state
    - iii. Tallmadge Amendment
      - 1. prohibit more slaves in Missouri and free slave children by 25 years old
      - 2. voted down and dismissed for Clay's idea
  - d. Denmark Vessey Conspiracy (1822)
    - i. Former slave who bought his freedom and organized massive slave revolt of slaves and free blacks in South Carolina
    - ii. Intensified white fear and hysteria over slave revolts and rebellions
  - e. Nat Turner Rebellion (1831)
    - i. Led by slave, Nat Turner, resulting in over 50 whites murdered, but eventually suppressed and massacre of free blacks and slaves
    - ii. Led to strict slave and black codes across the South
  - f. Manifest Destiny
    - i. Used by pro-slavery to expand slavery to preserve institution
  - g. Texas and Mexican-American War (1836-1848)
    - i. Texas Revolution
      - 1. Mexico opened Texas for development and slaveowners moved into Texas
        - a. Mexico abolished slavery upsetting American Texans
      - 2. American Texans defeat Mexico and petition for statehood
        - a. Would enter as a slave state
        - b. Andrew Jackson opposed due to upsetting sectional balance
        - c. John Tyler strongly endorses Texas annexation
    - ii. Texas Annexation (1845)
      - 1. James Polk endorses congressional resolution to annex Texas
      - 2. leads to war with Mexico
    - iii. Mexican-American War (1846-1848)
      - 1. American victory led to control of Mexican Cession (California, Utah, Nevada, New Mexico, Arizona, Colorado)
      - 2. Wilmot Proviso
        - a. Admit Texas as slave state and Mexican Cession as free territory
  - iv. Compromise of 1850
    - 1. intense migration to California as a result of Gold Rush led to immediate petition for statehood upsetting sectional balance
    - 2. Clay and Stephen Douglas's plan
      - a. California admitted as free state
      - b. Mexican Cession land determines free/slave on popular sovereignty
      - c. Strictly enforced fugitive slave law
  - v. Fugitive Slave Law
    - 1. any escaped slave may be recaptured and reclaimed
    - 2. Special Commission determined alleged fugitive slaves free or slave
      - a. Earned \$10 for finding for claimant; \$5 for finding for slave
    - 3. right to trial by jury denied for blacks

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- vi. Ostend Manifesto (1852)
    - 1. failed secret deal to acquire Cuba as a slave state
  - vii. Kansas-Nebraska Act (1854)
    - 1. admit Kansas and Nebraska based on popular sovereignty
    - 2. led to Bleeding Kansas and formation of Republican Party
  - viii. *Dred Scott v. Sanford* (1857)
    - 1. slaves as property thus Missouri Compromise ruled unconstitutional for violating property rights
    - 2. blacks, slave/free, could never become citizens
  - ix. Lecompton Constitution
    - 1. proslavery document for Kansas endorsed by President Buchanan, but dismissed
  - x. Harper's Ferry (1859)
    - 1. extreme abolitionist John Brown raids federal arsenal in Virginia to launch slave revolt, but failed
    - 2. South enraged and view as Northern invasion conspiracy
  - xi. Election of 1860
    - 1. Democrats
      - a. Stephen Douglas nominated for Democrats
      - b. Southern states, upset with Douglas, nominate Breckenridge
    - 2. Republicans
      - a. Nominate Abraham Lincoln
      - b. Southern states threaten to secede if Lincoln elected
    - 3. Lincoln defeats Douglas and Breckenridge
      - a. South Carolina secedes in December leading to Confederacy
- II. Blacks and Slaves in Antebellum Period
- a. Free Blacks
    - i. Northern states provided limited economic opportunities with limited civil rights and education due to discrimination
      - 1. skilled labor among blacks very limited
      - 2. hired as cheap labor in some markets and industries, but suffered white resentment
      - 3. increased immigration displaced blacks in the workforce
    - ii. Southern free blacks lived in urban centers, especially in Upper South
      - 1. suffered threat of kidnapping into enslavement and intense discrimination
      - 2. rebellions severely restricted free black opportunities and movements
  - b. Black Community
    - i. Hampered by discrimination and restrictions, blacks developed their own economic and social communities
    - ii. American Society of Free Persons of Colour (1830)
      - 1. provide economic, social, and educational opportunities for blacks
      - 2. support for abolitionism
    - iii. Black church
      - 1. Second Great Awakening led to conversion of blacks to Baptists and Methodists
      - 2. became focal point and basis of black communities
      - 3. formed separate congregations such as African Methodist Episcopal Church or First Baptist Church
  - c. Abolitionism
    - i. Characteristics
      - 1. Inspired by Second Great Awakening for moral and social reforms
      - 2. heavily concentrated in the North and severely restricted or prohibited in the South
    - ii. American Colonization Society
      - 1. developed to return blacks to Africa to solve "black problem"
      - 2. led to founding of Liberia
    - iii. American Antislavery Society
      - 1. founded by William Lloyd Garrison for complete abolition of slavery
      - 2. *The Liberator* published abolitionist articles
    - iv. Frederick Douglass
      - 1. self-taught escaped slave who founded *The North Star* to publish abolitionist articles

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2. wrote autobiography: *Narrative of the Life of Frederick Douglass, an American Slave*
- v. Harriet Beecher Stowe
  1. *Uncle Tom's Cabin* (1852) inspired abolitionism among Northerners
- vi. *Impending Crisis of the South* (1857) by Hinton Helper
  1. Southern author used empirical data to defend against slavery's economic viability
- vii. Underground Railroad
  1. escape routes through waterways and anti-slavery households from South to North/Canada
  2. Harriet Tubman
- d. Slavery in the South
  - i. Justification
    1. Calhoun and Positive Good Speech
      - a. Paternalism – owners as father figures
      - b. Christian duty – saving from wilderness of Africa
    2. *Sociology for the South* by George Fitzhugh
      - a. Slavery essential and productive for slaves and even poor whites based on capitalist principles
    3. *Cannibals All!* by George Fitzhugh
      - a. Southern slaves live better and more productive lives than northern wage workers
  - ii. Black and Slave Codes
    1. Nat Turner Rebellion led to white hysteria and harsh restrictions for blacks across the South
    2. anti-literacy laws prevented slaves and free blacks from learning to read and write
    3. slaves could not congregate in large numbers
    4. black churches required the presence of white ministers

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## Civil War and Reconstruction (1860-1877)

- I. Lincoln, Union, and Slavery
  - a. Border states (Kentucky, Maryland, Delaware, Missouri) remained “Union” and retained slavery
  - b. Lincoln could not end slavery since it was constitutional and controversial
    - i. Freed blacks could take jobs
    - ii. Democrats used fear of freed slaves to gain seats in Congress
  - c. Confiscation Acts
    - i. Confiscation Act of 1861 labeled Union-freed slaves as “contraband of war”
  - d. Emancipation Proclamation (1863)
    - i. Freed slaves in Confederate states
    - ii. Opportunity for blacks to fight for Union
      - 1. Army of Freedom, i.e. 54<sup>th</sup> Massachusetts
- II. Confederacy
  - a. Peculiar Institution suffers during war
    - i. Poor whites fighting and Union invasions caused chaos on plantations
    - ii. Tighter slave codes to control slave population
  - b. Slave choices
    - i. Most slaves stayed on plantations due to sense of familial loyalty and only escaped on approaching Union forces
    - ii. Some slaves fought for masters, but Confederacy never fully endorsed conscripting slaves as contradictory to whole ideology of institution
- III. Civil War Amendments after Union Victory
  - a. 13<sup>th</sup> Amendment – abolishes slavery
  - b. 14<sup>th</sup> Amendment – citizenship in states and punishment for states who denied right to vote
  - c. 15<sup>th</sup> Amendment – right to vote for blacks
- IV. Radical Reconstruction in the South
  - a. Way of Life for Freed Slaves
    - i. Prefer sense of autonomy with independent churches and own schools
    - ii. Sharecropping and tenant farming
      - 1. white landowners provided supplies for half of production
      - 2. akin to slave plantation system
    - iii. blacks use much of Mississippi Delta land to develop
    - iv. only 5% of southern blacks claimed economic independence
    - v. Move out West for new opportunities
      - 1. Exodusters suffered same discrimination out West and only 20% became successful farmers
  - b. Northern blacks to the South
    - i. Used opportunities to develop and build schools and businesses
    - ii. Sense of black identity and community Reconstruction South
  - c. Black Codes (1866)
    - i. Passed by former Confederate states limiting movement for blacks, prohibit interracial marriage, certification for certain jobs
  - d. Freedmen’s Bureau (1865)
    - i. Federal organization to assist free slaves and Southern whites gain employment, education, and relief
  - e. Civil Rights Act of 1866
    - i. Guaranteed federal citizenship and enforcement of 13<sup>th</sup> Amendment
  - f. Civil Rights Act of 1875
    - i. Equal accommodations and right to participate on juries
  - g. Reconstruction Act of 1867
    - i. Former Confederate states placed into military districts
    - ii. Federal troops enforced 15<sup>th</sup> Amendment
  - h. Blacks voting in South
    - i. 630 blacks elected to Southern state legislatures in 1870
    - ii. 16 blacks elected to House, one in Senate in 1870
    - iii. P.B.S. Pinchback elected governor of Louisiana
  - i. Southern White Reaction
    - i. Many whites refused to participate in elections due to Radical Reconstruction plans
    - ii. Ku Klux Klan (1866)
      - 1. paramilitary group as “invisible empire” to scare, abuse, destroy, kill opportunities for blacks and Republicans
    - iii. White League

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- 1. paramilitary group who openly attacked or killed blacks and Republicans
- j. Compromise of 1877
  - i. Rutherford B. Hayes (R) given presidency on condition of federal troops removed from the South
  - ii. Ended most of Reconstruction programs in the South

# APUSH BLACK HISTORY REVIEW

## Gilded Age and Progressive Era (1877-1920)

- I.    Redeemer Democrats and New South
  - i. Southern politicians returned to power and began eliminating Reconstruction programs
  - ii. *Civil Rights Cases of 1883*
    - 1. Congress could not regulate racial discrimination of private citizens, even in business practices
  - iii. *Plessy v. Ferguson* (1896)
    - 1. separate but equal and desegregation
  - iv. Jim Crow Laws in the South
    - 1. segregated facilities in public places
    - 2. disenfranchisement
      - a. literacy tests
      - b. poll taxes
      - c. grandfather clauses
      - d. white-only primaries
    - 3. prohibited blacks from serving on juries, harsher penalties compared to whites
  - v. discrimination and limited economic opportunities prevented blacks from learning trades and skills
  - vi. lynching plagued blacks throughout the South
- II.   Philosophical Developments
  - a. Social Darwinism used to promote white sense of superiority over blacks and other races/minorities
- III.   Black Response to Discrimination
  - a. Progressives virtually ignored the plight of blacks since they either shared in racism or not a priority among other reforms
  - b. Bishop Henry Turner and International Migration Society (1894)
  - c. Booker T. Washington
    - i. Former slave who promoted economic opportunity for blacks to gain civil rights and equality
    - ii. Founded Tuskegee University in 1881 as industrial and agricultural school
    - iii. Invited to white House dinner by President Theodore Roosevelt and friends with Andrew Carnegie
  - d. W.E.B. DuBois
    - i. Free Northern black promoted fight for black civil rights as way for opportunities
    - ii. Founded Niagara Movement in 1905 and National Association for the Advancement of Colored People (NAACP) in 1908
  - e. First Great Migration (1910-1940)
    - i. By 1900, 90% of blacks lived in the South; by 1910 began migrating to the North
    - ii. Reasons
      - 1. discrimination and segregation
      - 2. harsh agricultural conditions
      - 3. factory jobs during World War I
    - iii. National Urban League (1911)
      - 1. assisted blacks in adjusting in new urban life
- IV.   World War I
  - a. Job opportunities for blacks as whites drafted into military
  - b. Segregated troops in military units
  - c. During war and on return from Europe, whites enraged at loss of jobs and housing by blacks
    - i. Led to race riots in Northern cities and lynchings in the South
      - 1. East St. Louis, IL (1917)
      - 2. Chicago (1919) killed 40 people

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## Roaring Twenties to Depression to World War II (1920-1945)

- I. Roaring Twenties
  - a. Great Migration continued as 20% of blacks lived in the North
  - b. Marcus Garvey
    - i. United Negro Improvement Association (1916)
      - 1. advocated individual and racial pride among blacks
      - 2. developed the concept of black nationalism leading to promotion of black pride, separatism, economic self-sufficiency
  - c. Harlem Renaissance
    - i. Harlem section of New York became largest black community
    - ii. Concentration of talent and secured promotion of black expression
      - 1. Langston Hughes – poet
      - 2. Duke Ellington and Louis Armstrong – musicians
        - a. Jazz music and jazz clubs
          - i. Labeled as black music or devil's music by white rural America
    - 3. focused on wide range of emotions but promoted black pride and heritage
  - d. Ku Klux Klan
    - i. Emerged in 1915 in the Midwest, North, and South in response to Great Migration and immigration
- II. Great Depression
  - a. Blacks join Democrats in New Deal Coalition
    - i. Lumped with Southern Democrats
      - 1. limited FDR's support for blacks as he wanted to preserve Southern Democrats in coalition
    - ii. Favored FDR's New Deal relief programs
  - b. Reduced and limited opportunities due to discrimination and depression
    - i. First to be fired from jobs
    - ii. Southern governments excluded blacks from New Deal relief programs
    - iii. Lynchings continued in the South
    - iv. Scottsboro Boys trial in 1931
      - 1. nine blacks accused of raping two white women
      - 2. no real evidence but led to convictions and death penalty
- III. World War II
  - a. Increased job opportunities with war economy led to Second Great Migration (1940-1970)
  - b. Segregated troops and military units usually reserved for menial chores
    - i. Tuskegee Airmen never lost an escorted bomber on any of their missions
  - c. Double V Campaign
    - i. Promoted defeat of Axis Powers and end of racial discrimination
  - d. NAACP increased membership and Congress for Racial Equality (CORE)
    - i. Organized sit-ins and boycotts
  - e. violence and race riots due to white worker resentment and upon return from service
  - f. *Smith v. Allwright* prohibited denial of voting in primaries

# APUSH BLACK HISTORY REVIEW

## **Post-World War II and Civil Rights Movement (1945-Present)**

- I. 1940s Developments
  - a. Jackie Robinson breaks race barrier in baseball (1947)
  - b. Truman's Executive Order 9981 (1948)
    - i. Ended discrimination and segregation in military and federal government
- II. Spark of the 1950s
  - a. *Brown v. Board of Education of Topeka, Kansas* (1954)
    - i. Overturns *Plessy v. Ferguson*
    - ii. End segregation in schools with all deliberate speed
    - iii. Southern states resist by closing schools or preventing blacks from attending formerly white-only schools
      - 1. Little Rock Nine (1957)
        - a. President Eisenhower nationalizes Arkansas National Guard to ensure black students attend school
  - b. Montgomery Bus Boycott (1955)
    - i. Rosa Parks refuses to give up seat in Montgomery, AL and arrested
    - ii. Martin Luther King Jr. launches boycott of public buses and launches his leadership
    - iii. Supreme Court rules Alabama segregation laws on public transportation unconstitutional
  - c. Southern Christian Leadership Conference (1957)
    - i. Organized by King as network of civil rights organizations and black churches
    - ii. Promoted nonviolent protest and resistance as key to victory
  - d. Civil Rights Act of 1957
    - i. Establishes Civil Rights Commission to enforce right to vote for blacks
  - e. Civil Rights Act of 1960
    - i. Enforcement of civil rights through the Justice Department and justices
- III. Nonviolent Resistance in 1960s
  - a. Sit-ins (1960)
    - i. Black and white students sit at segregated lunch counters
    - ii. Passively resist racist reactions and gain sympathy
    - iii. Student Nonviolent Coordinating Committee (SNCC) established to promote nonviolent resistance
  - b. Freedom Riders (1961)
    - i. Whites and blacks tour the South on buses to promote desegregation and integration
    - ii. Suffer firebombs and white paramilitary group-led violence
    - iii. Earns sympathy from national politicians
  - c. Birmingham Campaign (1963)
    - i. King arrested for protesting in Birmingham
    - ii. President Kennedy calls for release bringing Kennedy's support for movement
  - d. March on Washington (1963)
    - i. Political rally for equal opportunities for jobs and rights
    - ii. "I Have a Dream" Speech by King
  - e. Civil Rights Act of 1964
    - i. Prohibits discrimination in public accommodations and employment
  - f. Selma March (1965)
    - i. Marches from Selma to Montgomery to call attention to voting rights in the South
    - ii. Met with constant violence and resistance by Southern whites
  - g. Voting Rights Act of 1965
    - i. Inspired by March on Washington and Selma March
    - ii. Eliminated Jim Crow laws disenfranchising blacks in the South
- IV. Black Power in the 1960s
  - a. Nation of Islam
    - i. Elijah Muhammad and Malcolm X promoted idea of black nationalism and separation
    - ii. Denounced slow pace of violent resistance and endorsed aggressive tactics
    - iii. Believed in violent reactions
  - b. SNCC and Stokely Carmichael
    - i. Promoted black power leading to black pride and nationalism
    - ii. Blacks should not be "begging" white politicians for rights, equality, and opportunities
  - c. Black Panthers
    - i. Founded by Huey Newton and Bobby Seale in 1966
    - ii. Provocative rhetoric
      - 1. "Kill whitey" and "Burn, baby, burn!"
    - iii. military posture and image

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1. designed to protect blacks from abuse and brutality
  2. exemplify show of force
  3. engaged in violence, especially with police
- d. national reaction
- i. some whites considered black power as a threat to society
  - ii. reactions and rhetoric often led to race riots in cities in late 1960s and early 1970s
- V. Post-Civil Rights Movement
- a. Affirmative action programs established to provide equal opportunities for blacks and other minorities
    - i. *Regents of University of California v. Bakke* eliminated racial quotas but upheld affirmative action programs
  - b. blacks and poverty
    - i. government cuts in relief programs and limited social policies have led to impoverished families
    - ii. poverty rates have affected nuclear families
  - c. political opportunities
    - i. Thurgood Marshall appointed to Supreme Court in 1967
      1. Clarence Thomas appointed in 1991
    - ii. Jesse Jackson ran for president in 1984 and 1988