



Form A

CHAPTER TEST *Civil Rights*

Part 1: Main Ideas

Write the letter of the person who best matches each description. (4 points each)

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|----------------------------|-----------------------|
| a. Martin Luther King, Jr. | f. Stokely Carmichael |
| b. James Meredith | g. Lyndon B. Johnson |
| c. Thurgood Marshall | h. Malcolm X |
| d. Dwight D. Eisenhower | i. Rosa Parks |
| e. Fannie Lou Hamer | j. John F. Kennedy |

- _____ 1. spokesperson for the Mississippi Freedom Democratic Party at the 1964 Democratic Convention
- _____ 2. NAACP lawyer who argued the *Brown v. Board of Education* case before the Supreme Court
- _____ 3. Black Muslim leader who urged blacks to separate from white society
- _____ 4. civil rights leader and minister who believed deeply in the power of nonviolent protest
- _____ 5. president who demanded that Congress pass a sweeping civil rights law but did not live to see it enacted
- _____ 6. president who appointed a committee to study the causes of urban violence
- _____ 7. veteran who became the first African American to attend the University of Mississippi
- _____ 8. activist whose protest helped spark the Montgomery bus boycott
- _____ 9. president who ordered soldiers to protect African-American students trying to integrate a white high school in Little Rock, Arkansas
- _____ 10. civil rights leader who became impatient with nonviolence and called for “Black Power”

Part 3: Document-Based Questions

Historical Context: During the 1950s and 1960s, African Americans and their white allies participated in boycotts, marches, demonstrations, and sit-ins to gain justice and equality.

Student each document carefully and answer the question about it.

The first document is a song popular among civil rights protesters. The second document is a photograph of an important tactic of the civil rights movement—the sit-in. 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

16. According to the words of this protest song, what things will “we” do?

Document 2



News photo of a sit-in in Jackson, Mississippi, 1963

17. What kind of place is pictured, and what appears to be happening?

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.

—Stokely Carmichael, “What We Want,” essay in
The New York Review of Books, September 22, 1966

18. According to Stokely Carmichael, what has been going on for too many years?

19. How do Documents 1 and 2 illustrate the problems of the civil rights movement that Stokely Carmichael discusses? Write a paragraph 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 paragraph. (8 points)