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Ms.Gray

US PBA

6/8/20

[Title]: [Subtitle]

During the Civil Rights movement, the tactics of media and economic boycott were equally useful in the struggle against injustice and they are still effective today. The tactic economic boycott is when someone refuses to buy a product or do business with a certain company. The media is associated with newspapers, television, radios, etc.

In 1830, sectional lines had been very tough on the slavery question. In the North, opponents' feelings grew more and more powerful. Compromises concerning slavery, country ' rights, and economical outlet were created to satisfy the Frederick North and Confederate States of America , but were not sufficient enough to informality the differences to prevent the Civil War. The rebuilding of the South after the Civil War is called the Reconstruction Period . The Reconstruction lasted from 1865 to 1877. The use of the Reconstruction was to help the South become a percentage of the Union again. The Reconstruction era was the period in American history which lasted from 1863 to 1877. Reconstruction ended the leftovers of Confederate separation and abolished slavery, making the newly freed slaves citizens with civil rights allegedly guaranteed by three new constitutional amendments. The "Reconstruction Amendments" passed by U.S. Coitus between 1865 and 1870 abolished bondage , gave black Americans equal protection under the law, and granted suffrage to black men. On the negative side, however, Reconstruction led to great bitterness and even violence among Southerners. Terrorist organizations, like the Ku Klux Klan, struck concern into the hearts of African Americans and anyone who cooperated with the Republican governments. Jim Crow laws are laws that made racial segregation and discrimination against African Americans acceptable in the United States. The name of these laws, "Jim Crow" is a racist term towards black people. They were denied the right to vote, have jobs, education, and many more opportunities. In different states, these laws were enforced 1876-1965. Those who didn't follow the laws were either arrested, jail sentences, faced

violence or even death. Obstacles that many black people had to face during the Jim Crow laws is a lot of segregation, whites and blacks were separated and shared nothing. Different neighborhoods, different bathrooms, different phone booths, etc. Blacks faced a lot of violence and hate, black schools were vandalized, black citizens were lynched and tortured by groups of violent white people at night. The KKK were on the rise and were killing many African Americans. To Black people living in America, segregation was constant hate, racism, and fearing for your life. Anything they did could lead to their death, a white man could just look at a African American and decide, "I want to kill him because of his skin." And get away with it. White people in America had it easy, they never had to fear being tortured, lynched, or hated because of their skin. Many white people liked the Jim Crow laws and tried to push for more laws and more segregation against African Americans. Although the Jim Crow laws aren't a law today, elements of the laws still exist. To this day many African Americans are locked behind bars, some serving life sentences to crimes they didn't even commit. I agree with Michelle Alexander's claim that mass incarceration is another Jim Crow, because the criminal justice system seems like it's heavily based on imprisoning blacks and keeping them there. And it's not just blacks it's also minorities such as blacks(obviously), spanish, asian etc. Cops would racially profile someone off their skin color and automatically think that they are a drug dealer, scammer, or in a gang. And they would think they are a threat would instantly go to violence to make an arrest and if not they would draw their guns and shoot.

Freedom Riders were fighting in southern states against segregation on interstate transportation facilities. Freedom Riders were both black and white activists from Washington D.C. fighting for civil rights on public transportation. The Freedom Riders are a group of 13 people, 7 African Americans and 6 whites. Freedom Riders main goal was to bring more attention to civil rights and to end segregation on public transportation facilities. The tactics that was used the use of the media because they protested segregated bus terminals throughout the American South,, they participated in Freedom Rides, they would try using "whites-only" bathrooms and lunch counters at bus stations in South Carolina and other southern states. These activists were often arrested by police and received violence from white protesters. At the time, these tactics were appropriate because African Americans were still being treated terribly and facing segregation. The Freedom Riders brought a lot of attention to the Civil Rights movement and was one of the many events in history that helped change America. They wanted to show badly they were being treated and how they couldn't go to certain places because they were whites only and they had low budgeted places only for blacks. Birmingham became a civil rights movement in.

1963. Martin Luther King Jr. and his supporters were involved with a plan called Project C. Birmingham was the most segregated place in America. Blacks were forced to attend different schools, eat in different restaurants, live in different neighborhoods, and drink from different water fountains. They were highly segregated and didn't share anything with white folks. Their goal was to change segregation in Birmingham, the most segregated place Martin Luther King Jr. said it was, he had a goal to change that along with his many believers/supporters. The tactic that they used was media because they did sit-ins, protests, and marches. There were 50 bombings and dozens of cross burnings that gave Birmingham the nickname "Bombingham." They were arrested and children and adults were attacked with dogs and fire hoses. The tactic was appropriate because soon, local businesses leaders agreed to desegregate and in 1964 a civil rights bill was passed to U.S Congress by Kennedy that banned employment discrimination and segregation in public places.

The Montgomery Bus Boycott event happened exactly 4 days after Rosa Parks was arrested and fined for not giving her seat up to a white man. With the help of Martin Luther King Jr. leading them, this protest went on from December 5, 1955 to December 20, 1956. African Americans who took part in this event were attempting to change segregation in city busses. The 1950s was a decade where many blacks were fighting for equality and their rights. The tactic is economic boycott because African Americans refused to comply with the law of blacks sitting in the back and whites in the front. During the Montgomery Bus Boycott, African Americans refused to ride the city busses, they walked, or were driven by other black people to work if they didn't pass the drivers job because of segregated seating. This protest caused a lot of problems because the bus company's lost a lot of money. These tactics were appropriate because even though many people (African Americans) suffered, they brought change with suffering. The day after the boycott ended, the U.S Supreme Court ordered Montgomery to integrate its bus system on December 21, 1956. The Montgomery bus service lost \$3,000 daily.

In the Book *The New Jim Crow*, historian and author Michelle Alexander draws parallels between the drug war, mass incarceration and Jim crow. She argues that mass incarceration is a system of racialized social control that, like slavery and Jim Crow before it, operates to discriminate and create a stigmatized racial group locked into an inferior position by law and custom. In the first chapter of her book, she explores the origins of Jim Crow and its development into a "racial caste" system. Her expert analysis and summary provide a modern historian

perspective on the mainstream and modern study of Civil Rights and African American History in the United States.

During the Civil Rights movement, the tactics of media and economic boycott were equally useful in the struggle against injustice and they are still effective today. The tactic economic boycott is when someone refuses to buy a product or do business with a certain company. In 1830, sectional lines had been very tough on the slavery question. The name of these laws, "Jim Crow" is a racist term towards black people. differences to prevent the Civil. Overall these tactics were essential to achieving the necessary outcome.

Momodu, Samuel. "The Birmingham Campaign (1963) •." •, 11 Jan. 2020, www.blackpast.org/african-american-history/birmingham-campaign-1963/.

Editors, History.com. "Freedom Riders." *History.com*, A&E Television Networks, 2 Feb. 2010, www.history.com/topics/black-history/freedom-rides.

Editors, History.com. "Montgomery Bus Boycott." *History.com*, A&E Television Networks, 3 Feb. 2010, www.history.com/topics/black-history/montgomery-bus-boycott.

Historical Context: In 1948, President Harry Truman issued Executive Order 9981 ending segregation in the U.S. Military. Then, in 1954 the Supreme Court of the United States in a unanimous decision declared school segregation a violation of the constitution. Schools did not immediately desegregate and Jim Crow was still the way of life in many parts of America. By 1955, African Americans across the country, including those in the segregated South, had begun to increase their efforts in the struggle for justice.

Emmett Till's murder created a spark in the upsurge of activism and resistance. This resistance became known as the Civil Rights movement. The movement had its first major success in the wake of Till's murder when Rosa Parks refused to give up her seat to a white man on a Montgomery, Alabama bus. Her defiant stance was used as a vehicle for organizing a year long direct action tactic, the Montgomery bus boycott.

Inspired and motivated by the success of the boycott, Sixty black pastors and civil rights leaders from several southern states—including Martin Luther King, Jr. met in Atlanta, Georgia in January 1957, to coordinate nonviolent protests against racial discrimination and segregation. One month after this meeting Martin Luther King in the essay "Nonviolence and Racial Justice", asked, "**How is the struggle against the forces of injustice to be waged?**"

This inquiry focuses on the impact of particular approaches of resistance through the actions of key actors, both individuals and organizations. Although there are numerous notable figures throughout this time period, this inquiry suggests a focus on the events and activities of :

The National Association for the Advancement of Colored People (NAACP)

Notable Figure: Thurgood Marshall

The Southern Christian Leadership Conference (SCLC)

Notable Figures: Martin Luther King, Rosa Parks

The Student Nonviolent Coordination Committee (SNCC)

Notable Figures: Ella Baker, Bob Moses, Stokely Carmichael

The Congress for Racial Equality (CORE)

Notable Figure: James Farmer

The Black Muslims/The Nation of Islam

Notable Figure: Malcolm X, Muhammed Ali

The Black Panthers

Notable Figures: Bobby Seale, Huey P. Newton, Fred Hampton, Angela Davis,

TASK:

You will write a research paper answering Martin Luther King's question by **arguing which tactic(s) if any, best helped civil rights activists achieve the goal of overcoming injustice and which if any can/should be used today to overcome injustice in marginalized groups.** Your research paper must accompany a multimedia presentation of your work.

Using the information gathered from your research and your knowledge of United States History write an essay, in which you:

- ☐ **Describe** historical circumstances that foreshadowed the U.S Civil Rights movement
- ☐ **State** a relevant **thesis** that directly addresses all parts of the prompt.
- ☐ Support the thesis or a relevant argument with evidence from a variety of sources

- ☐ **Explain** at least three different strategies for overcoming injustice
- ☐ **Discuss** at least three different Civil Rights activists/groups
- ☐ **Analyze** primary documents to highlight the strategies of your three selected civil rights groups

US History Project Based Assessment Task:

"An Examination of Social Protest Through the Lens of the Civil Rights Movement"
How is the struggle against the forces of injustice to be waged?

Historical Context: In 1948, President Harry Truman issued Executive Order 9981 ending segregation in the U.S. Military. Then, in 1954 the Supreme Court of the United States in a unanimous decision declared school segregation a violation of the constitution. Schools did not immediately desegregate and Jim Crow was still the way of life in many parts of America. By 1955, African Americans across the country, including those in the segregated South, had begun to increase their efforts in the struggle for justice.

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- ☐ **Explain** at least three different strategies for overcoming injustice
- ☐ **Discuss** at least three different Civil Rights activists/groups
- ☐ **Analyze** primary documents to highlight the strategies of your three selected civil rights groups
- ☐ **Evaluate** the strategies employed by the groups presented
- ☐ Incorporate analysis of **at least six primary sources**
- ☐ Properly introduce, discuss, analyze and cite the documents that you use to support your thesis.
- ☐ Focus your analysis of each primary source on at least one of the following: intended audience, purpose, rhetoric, and/or point of view.
- ☐ Connect historical phenomena relevant to your argument to broader events or processes.
- ☐ **Conclude** with an evaluation of the method that would be most effective in creating social change for a marginalized group in America today.
- ☐ **Synthesize** the elements above into a persuasive essay that extends your argument, connects it to a different historical context, or accounts for contradictory evidence on the topic.

(a) describe means "to illustrate something in words or tell about it"

(b) state means "to specify in clear terms the key aspects pertaining to a topic without being overly descriptive. Refer to evidence and examples where appropriate."

(c) explain means to "to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of"

(d) discuss means "to make observations about something using facts, reasoning, and argument; to present in some detail"

(e) analyze means to "Break an issue into its component parts using supporting arguments and evidence for and against as well as how these connect to one another."

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(g) conclude means to "close"

(h) To synthesize an essay you are being asked to

- **Discuss** your understanding of the material in your own words.
- **Demonstrate your knowledge** of key concepts in your own words.
- **Apply** that knowledge to your writing in your own words.

General Requirements:

- I. Take a position on the issue. (*Consider your general response to the question "How is the struggle against the forces of injustice to be waged?"*)
- II. All work must be your own unless properly cited in MLA format (**Plagiarism will result in a ZERO**)
- III. Sources: You must use at least 12 sources. (6 must be primary sources, 1 must be from academic journals/historians, 1 must be a book , 1 must be an image)
- IV. Bibliography: An MLA bibliography
- V. Page Length: Minimum **10**
- VI. Page Details: Your essay must be double spaced and typed in Times New Roman 12 point Font with standard 1" margins **Laptops will be provided in class for research and data entry purposes only. You are also able to access the technology required for this assignment in the school's computer lab (Room 302).**
- VII. A Multimedia presentation of your work
- VIII. Demonstrate proficiency of all Learning Targets

Argument:

- ☐ Description of Tactic: _____
 - First Example of Tactic 1
 - Analysis of Document about first example
 - Second Example of Tactic 1
 - Analysis of Document about second example
 - Evaluation of Tactic 1

- ☐ Description of Strategy 2: _____
 - First Example of Tactic 2
 - Analysis of Document about first example
 - Second Example of Tactic 2
 - Analysis of Document about second example
 - Evaluation of Tactic 2

- ☐ Description of Strategy 3 : _____
 - First Example of Tactic 3
 - Analysis of Document about first example
 - Second Example and Analysis of Tactic 3
 - Analysis of Document about first example
 - Evaluation of Tactic 3

- ☐ **Counterclaim**
 - Statement that makes a point DIFFERENT from your claim.
 - Example and Analysis of Tactic (s) different from your thesis

- ☐ **Rebuttal**
 - **Evidence that contradicts the counterclaim**

- ☐ **Extension of Argument**
 - Identify a modern day marginalized group in America
 - Describe the injustice faced by the selected group
 - Discuss the tactics that have been used by the group to overcome injustice.
 - Justify the use of strategy that would help the selected group to overcome injustice. be helpful to the selected group.
 - Comment on what new strategies or changes in strategies are required for a 21st century movement

- ☐ **Conclusion**
 - Restate Thesis
 - Summary of main arguments

- ☐ **Formatting**

- ☐ In Text Citations
- ☐ Works Cited Page (MLA Format)
- ☐ Work Cited Page Alphabetized

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Formatting

- ☐ In Text Citations
- ☐ Works Cited Page (MLA Format)
- ☐ Work Cited Page Alphabetized
- ☐ Typed; Times New Romans 12 point Standard 1" margins
- ☐ Double Spaced
- ☐ Proofread
- ☐ Proofread by Counselor or another Teacher
- ☐ Edited
- ☐ Revised
- ☐ MultiMedia Presentation

LIVE! AMERICA: A HISTORY

Notable Figures: Bobby Seale, Huey P. Newton, Fred Hampton, Angela Davis.

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 - ☐ Conclude with an evaluation of the method that would be most effective in creating social change for a marginalized group in America today.
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- VII. A Multimedia presentation of your work
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Name: _____

Checklist:

- ☐ Thesis _____
- ☐ 7 Primary Sources
 - ☐ Source 1 Description: _____
 - ☐ Source 2 Description: _____
 - ☐ Source 3 Description: _____
 - ☐ Source 4 Description: _____
 - ☐ Source 5 Description: _____
 - ☐ Source 6 Description: _____
 - ☐ Source 7 Description: _____
- ☐ Book Name + Description: _____
- ☐ Academic Journal Article Name + Description: _____

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3 of 5

Name: _____

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 - ☐ Source 6 Description: _____
 - ☐ Source 7 Description: _____
- ☐ Book Name + Description: _____
- ☐ Academic Journal Article Name + Description: _____
- ☐ Image Name + Description: _____

A NOTES ABOUT SOURCES

You are being asked to write a research paper and as tempting as it may be, know that throughout this process, Google may not be your friend.

A reference librarian is specially trained to help people find the best sources.

An internet search engine like Google, Bing, Yahoo etc., on the other hand, will show you plenty of sources that will waste your time and weaken your argument and overall research. That is why a list of curated sources and databases have been provided for you throughout the course of your PBAT.

An Internet Search Engine Will Show You...

1. newspaper or magazine articles (written by professional writers who are not experts in the subject matter, such as brain surgery or international politics).
2. commercial or activist web pages (written by people who are trying to sell you a thing or an idea, and have no interest in giving you a balanced and accurate overview of a complex issue).
3. instructional web pages (like class websites) or student projects (neither of which have been approved by the peer review process)
4. spoof web pages that are posted by pranksters, or creative works that imitate scholarly websites
5. some perfectly acceptable scholarly sources (though most will be locked behind paywalls which I do not want you to pay for).

Historical Context

- ☐ Description of Pre-Civil Rights Era:
- Slavery
 - Reconstruction
 - Jim Crow
 - The Great Migration and or Progressive Era
- ☐ Description of Civil Rights Era:
- ☐ Brief Discussion of Civil Rights Groups and Tactics
- Brief Discussion of Civil Rights Groups and Tactics

- ☐ Tactic: _____ Description of Who it was Used by: _____
- ☐ Tactic: _____ Description of Who it was Used by: _____
- ☐ Tactic: _____ Description of Who it was Used by: _____

Argument:

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- ☐ Description of Strategy 2: _____
- First Example of Tactic 2
 - Analysis of Document about first example
 - Second Example of Tactic 2
 - Analysis of Document about second example
 - Evaluation of Tactic 2
- ☐ Description of Strategy 3: _____
- First Example of Tactic 3
 - Analysis of Document about first example