

Unit 9 Free-Response Exam

Directions: Complete this document (using all sources!!!) – Turn into Google Classroom by 11:59 TONIGHT!!! DO NOT WORK WITH A CLASSMATE – PLAGIARISM WILL RESULT IN BOTH OF YOU GETTING A “0” – and a cheating file upon return.

Type your answers on this form in a different color, please!

1. What was the central message of Martin Luther King’s “Letter from a Birmingham Jail?”

The central message of Martin Luther King’s “Letter from a Birmingham Jail?” was to show that people ought to use nonviolent protests and actions including breaking unjust laws in order to promote justice, and in his speech he emphasized justice and equality against racism and discrimination. He believes it is a moral obligation for people to violate unjust laws rather than wait for it to be brought to justice miraculously in the courts.

2. What events demonstrated the need for the passage of the Voting Rights Act of 1965?

After the assassination of Kennedy, Lyndon B Johnson took the presidency, and in 1964 was elected officially after a landslide vote. One of the civil rights laws he pushed for was equal voting rights and extending the right to African Americans especially. There were multiple protests and advocates that argued for equal voting rights in the 1950s and 1960s in the civil rights movement. And of the major events was the Selma to Montgomery March, where peaceful advocates for equal voting rights were met with harsh violence from the state. From this violent incident, Johnson spoke to Congress about the harshness against African Americans including unfair literacy tests and excuses such as blacks forgetting the place and time of polling. And after a month of debates, the Voting Rights Act of 1965 was passed and signed by Johnson into law.

3. What was John F. Kennedy’s “New Frontier,” and what did it involve?

John F. Kennedy’s “New Frontier,” represented a set of social and economic programs implemented during his presidency. The term showed the change these initiatives set to invoke. The New Frontier sought to advance civil and economic rights including increasing the minimum wage, increasing funding for education, dedicating Medicare for the elderly, ensuring equal pay for all, and allowing for a Peace Corps to help other countries, and increasing social security benefits.

4. How did Lyndon Johnson and Barry Goldwater differ with regards to social issues?

Lyndon B Johnson established a strong campaign that pushed for civil rights. He fought against discrimination, for equal voting rights, medicare, and was seen as a liberal democrat. Barry Goldwater on the other hand also believed in civil rights to an extent by opposing segregation but opposed the 1964 Civil Rights Act as he thought it was overreaching. He also opposed social security benefits and medicare. Goldwater did not believe it was not the duty of the federal government to deal with problems of racism and discrimination. He believed the federal government was the problem not the solution.

Explain the difference between de jure and de facto segregation – and give two examples of each.

De facto segregation was a type of discrimination and segregation that occurred from unwritten customs or traditions, it was simply a fact of life and was not imposed due to any law. Two examples of this include how African Americans in the North were denied housing in many neighborhoods. And another example is how they faced discrimination in employment and often could only get low-paying jobs. De jure segregation was segregation imposed by law. In the South for example Jim Crow laws enforced strict separation from the races. Another example was segregation of schools, hospitals, transportation and more which was deemed legal by Plessy v Ferguson as long as the facilities for each race were equal.

5. Which tragic events helped to prompt the passage of the Civil Rights Act of 1964?

One of the tragic events leading up to the Civil Rights Act of 1964 was the explosion of a bomb in the Sixteenth Street Baptist Church in Birmingham. The church was the SCLC's headquarters, and four young African American girls were all killed in the bombing. Two months later, Kennedy was assassinated in Dallas Texas, and Johnson assumed presidency. Johnson immediately threw his support behind civil rights. The civil rights bill then faced strong opposition where southern Democratic senators attempted to block it by means of a filibuster. This went on for more than 80 days, until Johnson finally could sign the Civil Rights Act of 1964. Years before, multiple protests and actions for the promotion of civil rights faced violent opposition, and could be seen as tragic despite success such as the freedom rider where riders were attacked by a white mob.

6. How did the Black Panthers and the Black Power movement influence the culture of young African Americans in the 1960s and 1970s?

In the 1960s and 1970s many young African Americans saw themselves as heirs of the radical Malcolm X. They moved away from the principle of nonviolence. They also began to question integration. The term "black power" was able to symbolize this idea and represent their fight for civil rights. Black power means that African Americans should collectively use their economic and political muscle to gain equality. In addition, Black Panthers became the symbol of young militant African Americans. They influenced the culture of young African Americans by showing them that they had a purpose and influenced many as they began to wear their hair in Afros and referred to themselves as black.

7. What was deficit spending, and how was it used in the United States in the early 1960s?

Deficit spending was an idea advocated by John Maynard Keynes and accepted by Kennedy. It was a way to stimulate the economy in which the government borrowed money to spend more than what was received from taxes. In 1963 for example, Kennedy called for dramatic tax cuts for middle-class Americans as a way to put more money in the pockets of more people. He also increased the tax burden on wealthier citizens. Kennedy's economic initiatives jump-started the tremendous economic growth of the late 1960s.

8. How did *Brown v. Board of Education* represent a landmark in the civil rights movement, and how did it pave the way for future court cases?

Brown V Board of Education represented a landmark in the civil rights movement by outlawing segregation and deeming separate but equal facilities to be unjust. In future court cases regarding discrimination and overall, trial juries would be segregated such as in Hernandez v. Texas. This was a landmark in the civil rights movement by achieving the major goal of integration.