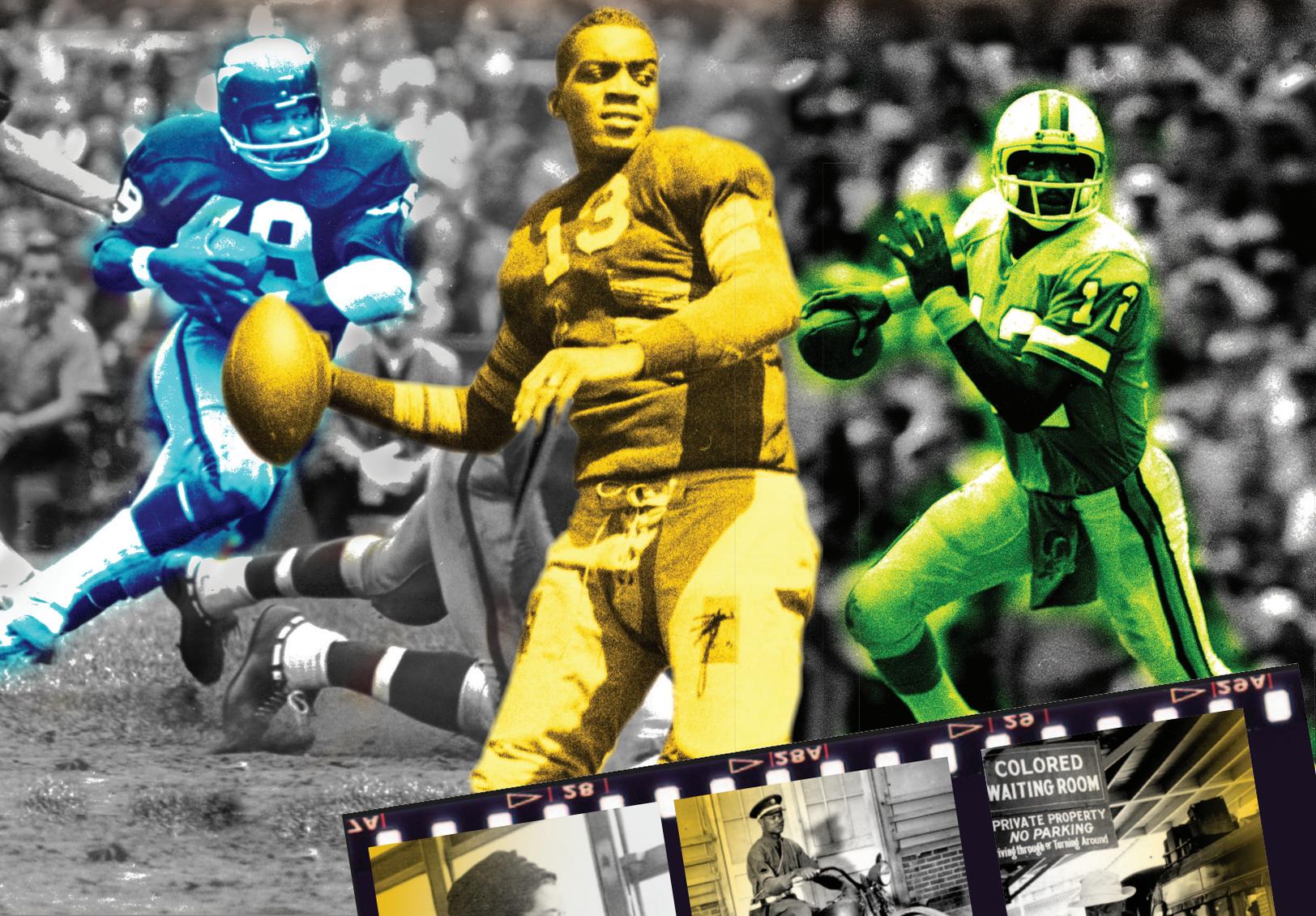


THIRD AND LONG

THE HISTORY OF AFRICAN-AMERICANS

IN PRO FOOTBALL 1946-1989



T-TIME
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LEARNING TOOLS

Student Workbook

THIRD AND LONG

THE HISTORY OF AFRICAN-AMERICANS IN PRO FOOTBALL 1946-1989

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PART 1

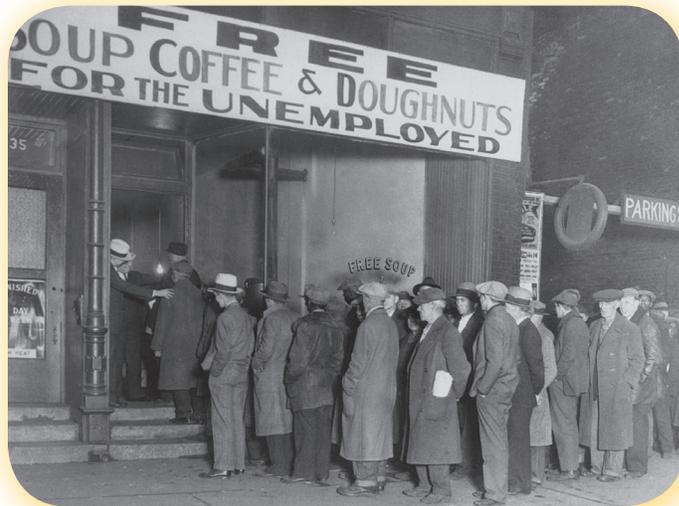
Segregation in Pro Football, 1930–1949

Read the information, then answer the questions.

The Great Depression



The harsh years of the Great Depression hurt African Americans more than other groups. In 1931, the unemployment rate for white men was 31.7 percent. For Black men, it was 52 percent. Two years later, the general unemployment rate was 25 percent, but the Black unemployment rate was 50 percent.



In part as a result of the high unemployment rate, 25 percent of African Americans in 1935 were receiving welfare, as compared with 15 percent of white Americans. Many charitable organizations, such as soup kitchens, refused to help or serve African Americans.



The high unemployment rate continued because of an unspoken “last hired, first fired” rule. The view that whites should not be unemployed while Blacks held jobs was unfortunately common.



This unfair treatment led to greater organization and protests. In cities including Chicago, Pittsburgh, Baltimore, and Washington, D.C., African Americans successfully boycotted shops that had many Black clients but hired only white employees.

Part 1 Segregation in Pro Football, 1930–1949

The Great Depression *continued*



The National Association for the Advancement of Colored People (NAACP) successfully lobbied for anti-discrimination rules to be written into many of President Franklin Delano Roosevelt's New Deal policies.

In 1933, the unemployment rate for African Americans was _____ as high as the unemployment rate for whites.

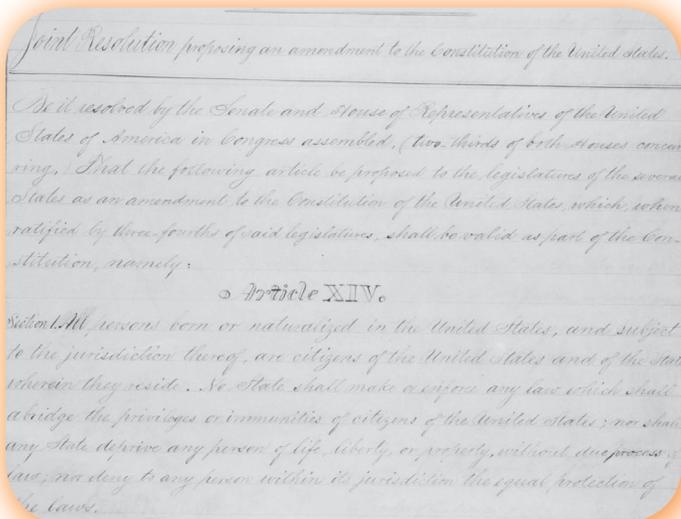
A common belief was that _____ should not have jobs while _____ were unemployed.

In several large cities, African American groups organized to _____ places that served but did not hire Blacks.

The _____ successfully lobbied President _____ to include anti-**discrimination** laws in the New Deal.

Discrimination: the practice of excluding a group or treating a group differently based on race, gender, ethnicity, religion, or other factor

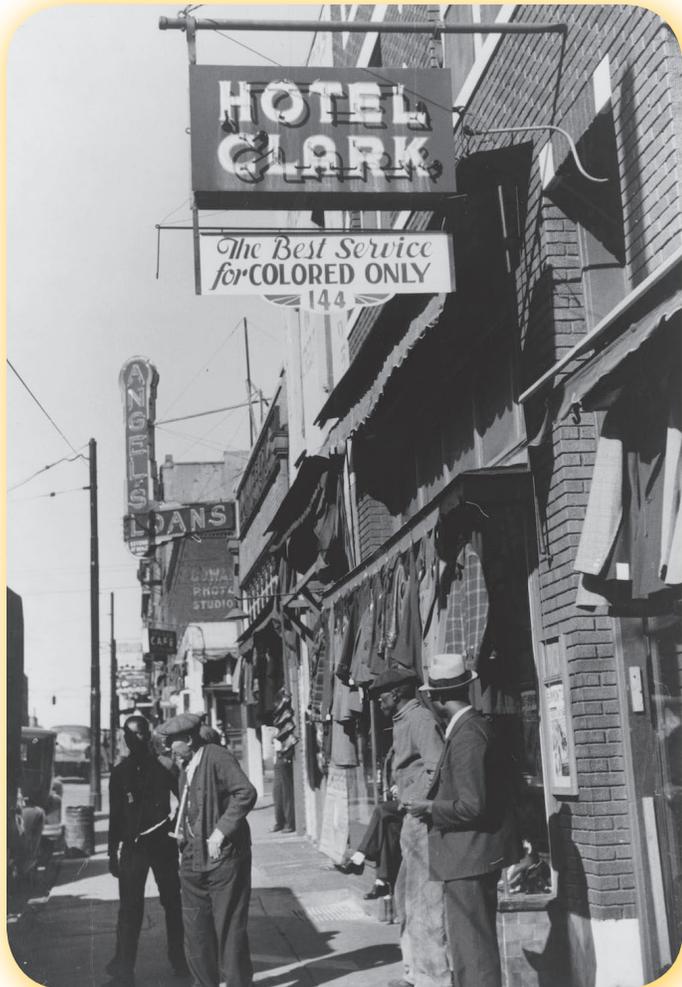
Jim Crow Laws and the Segregated South



After the Civil War, the states approved the Fourteenth Amendment to the Constitution. The amendment granted citizenship and "equal protection of the laws" to "all persons born or naturalized in the United States." That protection included African Americans and former slaves. The Fourteenth Amendment became the legal basis for many civil rights cases in the twentieth century.

Part 1 Segregation in Pro Football, 1930–1949

Jim Crow Laws and the Segregated South *continued*



In 1890, Louisiana passed a law that required all trains to have separate cars for white and Black passengers. Homer Plessy, a mixed race man, attempted to sit in the white car and was arrested. He sued, arguing that he was not granted his equal rights under the Fourteenth Amendment. In 1896, the Supreme Court ruled in *Plessy v. Ferguson* that “separate but equal” accommodations did not violate the Fourteenth Amendment. That ruling legalized segregation for the next fifty-eight years.



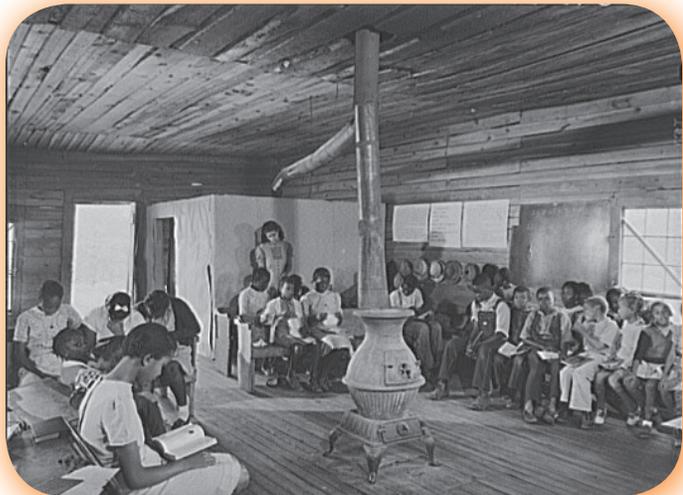
From 1871 to the 1960s, many businesses in the South, such as movie theaters and restaurants, served only White customers. Black customers were forced to go elsewhere. These restrictions were known as “Jim Crow” laws, after an insulting name for African Americans.



Places that did serve both White and Black customers had separate entrances or separate seating areas for Black patrons.

Part 1 Segregation in Pro Football, 1930–1949

Jim Crow Laws and the Segregated South *continued*



Schools in the South were segregated by race. Schools for African American children were often overcrowded and underfunded. For example, this school in Georgia only had one teacher for all African American students.



The segregation of Southern schools legally ended in 1954. Then the Supreme Court ruled in *Brown v. Board of Education of Topeka* that “separate educational facilities are inherently unequal.” The Court reversed the decision made in *Plessy vs. Ferguson*. This new ruling ordered all schools to integrate. Despite this ruling, many states resisted integration until the early 1970s.

The _____ to the US Constitution required that _____ citizens have equal protection of the law.

In _____, the Supreme Court ruled that public places were allowed to be “separate but equal.”

Many public places in the South, such as _____, _____, and _____, were **segregated** by race.

In 1954, the Supreme Court decision _____ ruled that segregation in _____ was **unconstitutional**.

Segregated: separated a group or race from society at large

Unconstitutional: not allowed under the founding document of the United States

Part I Segregation in Pro Football, 1930–1949

African Americans in World War II



During World War II, African American soldiers faced discrimination and segregation. Many soldiers recognized the irony of serving in a segregated US Army while fighting racism abroad. The military was officially desegregated in 1948.



Early in the war, Black soldiers were usually put into non-combat units led by White commanders. These units focused on service, transportation, and maintenance, not combat.



By 1945, troops were desperately needed, so African American servicemen increasingly took combat positions. Many Black soldiers took part in the D-Day invasion of France, as well as other battles in the war.



The first African American flying unit in the US military was the 99th Pursuit Squadron, formed in 1941. This new unit trained at the Tuskegee Army Air Field in Alabama.

African Americans in World War II *continued*



The Tuskegee Airmen, as they were called, fought in Europe and became one of the most successful air groups in the war. These men disproved the common belief that African American men were less intelligent, less capable, or less courageous than White men.



The 992 pilots who trained at Tuskegee won more than 850 medals during the war.

Soldiers during WWII realized they were fighting to end _____

in Europe, yet it existed all across _____.

The military was not officially desegregated until _____.

Many African Americans were restricted to _____

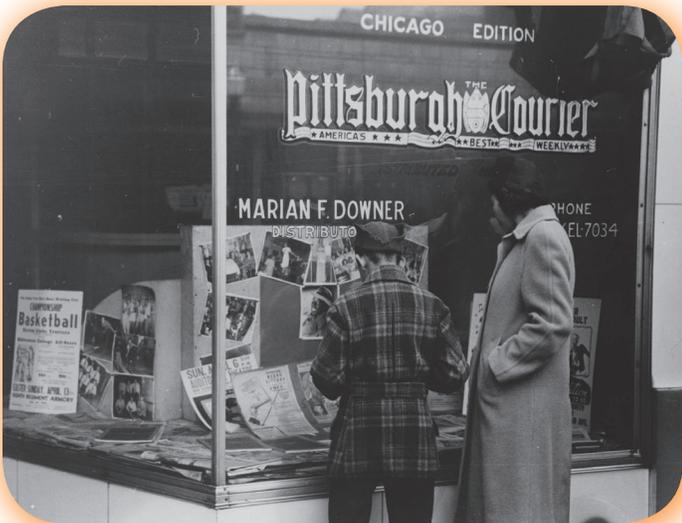
roles early in the war.

The first African American flying unit was known as the _____.

The name came from the base where they trained in _____.

Part 1 Segregation in Pro Football, 1930–1949

The Double V Campaign



The Pittsburgh Courier

The Pittsburgh Courier, founded in 1907, was once one of the most widely read African American newspapers in the United States. The paper had a long history of advocating for African Americans at a time when most media ignored issues important to minorities.



The Campaign Goes National

The Courier launched the campaign and published weekly articles, editorials, and cartoons arguing for equal rights in the military and at home. Many other Black newspapers endorsed the effort, making Double V a national campaign.



The Start of the Campaign

In 1942, a few months after the bombing of Pearl Harbor brought the United States into World War II, a Black man named James Thompson wrote a letter to the editor of the Courier. In his letter, Thompson explained that he was troubled that he may be drafted to fight for a country that treated him as inferior. He suggested that African Americans follow a “Double V” campaign during the war: Fight for victory aboard, and fight for victory over prejudice at home.

The Double V Campaign started at the

_____ ,
a popular Black newspaper founded in 1907.

The campaign started as a _____

to the editor from a man who worried he would
be _____

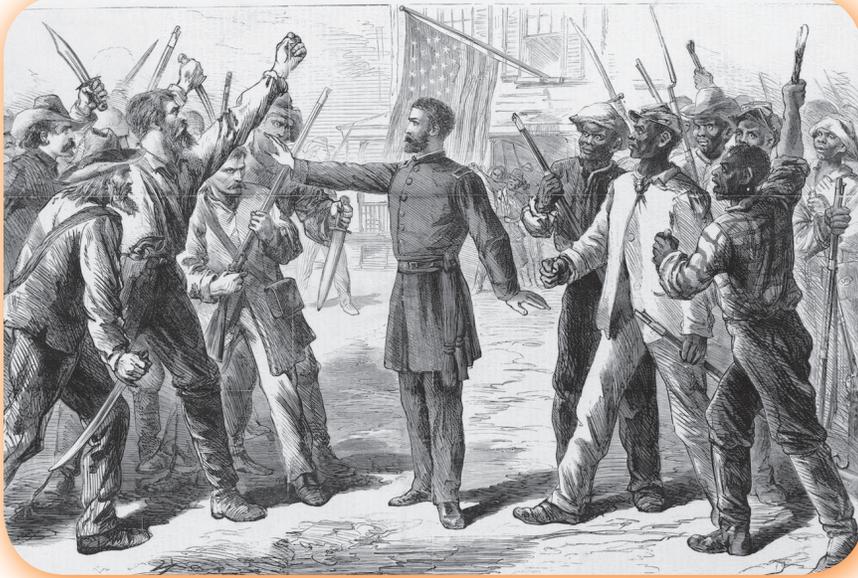
to fight for a country that did not treat African
Americans equally.

The “Double V” stood for victory over **prejudice** both

_____ and
_____.

prejudice: strong dislike of a group or race based on a negative judgment of that group

Historically Black Colleges and Universities



This cartoon from 1868 illustrates the goal of the newly created Freedmen's Bureau of the federal government. The bureau was officially named U.S. Bureau of Refugees, Freedmen, and Abandoned Lands. It provided aid and funding to build hospitals and schools for African Americans. The bureau closed in 1872 due to opposition from White Southerners in Congress and Northerners hoping to put memories of slavery and the war behind them.

Famous Graduates of HBCUs

Thurgood Marshall,
Lincoln University

Langston Hughes,
Lincoln University

Toni Morrison,
Howard University

Zora Neale Hurston,
Howard University

Dr. Martin Luther King, Jr.,
Morehouse College

Spike Lee,
Morehouse College

Nikki Giovanni,
Fisk University

Before the Civil War, very few opportunities existed for free African Americans. Most institutes of higher education did not admit Black students. Black colleges were founded in response to this injustice. The first Black college was the Institute for Colored Youth (now Cheyney University) in Pennsylvania, founded in 1837. Its founding mission was to teach former slaves to read and write so they could become teachers or tradesmen.

Early black colleges often had to provide most courses at elementary and high school levels, because public education for African Americans was so poor. The higher education that was offered was comparable to what was found at white universities at the time.

During Reconstruction after the Civil War, many Black colleges were founded by the Freedmen's Bureau, a government organization created to help former slaves transition to freedom. Many of these new schools, such as Howard University and Morehouse College,

provided a traditional liberal arts education. Other schools focused on trade skills, such as agricultural training.

After Reconstruction ended in 1871 and the Freedmen's Bureau was shut down, opportunities for African Americans dwindled again. Some leaders, such as Booker T. Washington, pushed for Black colleges to focus on industrial training to prepare men for the jobs available. Other Black leaders, such as W. E. B. Du Bois, criticized Washington for ignoring the intellectual possibilities of Blacks. Du Bois advocated for African Americans to pursue a traditional liberal arts education.

After public universities were desegregated in the 1960s, some Black colleges struggled to attract students. But by the late 1980s, enrollments were increasing again. There are still more than 100 historically Black colleges and universities (HBCUs) in the United States, and they welcome students of all races and interests.

Part 1 Segregation in Pro Football, 1930–1949

Document-Based Questions

Examine the cartoon on the previous page. Who are the two groups on each side? What is the man in the middle trying to stop from happening? What message is the artist trying to convey? Cite two pieces of evidence from the image to support your answer.

What type of education did Booker T. Washington think Black colleges should provide? What did W.E.B. Du Bois think? Why might these different viewpoints have led to controversy?

controversy: a disagreement or debate featuring opposing viewpoints

What struggles do Historically Black Colleges and Universities (HBCUs) face today?

The Black Press and Sports

The history of the Black press stretches back to 1827, when two African Americans founded *Freedom’s Journal*. The editors of the early Black press focused on **abolishing** slavery and gaining equal rights for free Blacks. By the Civil War, forty Black newspapers were published in the United States.

abolishing: stopping or ending the practice of something

In the 1920s and 1930s, major newspapers rarely hired African American reporters. The Black press filled the role as the voice of the African American community, often crusading for better schools, equal job opportunities, and full legal rights. The top Black newspapers—the *Chicago Defender* and the *Pittsburgh Courier*—each had hundreds of thousands of readers.

Journalists were an integral part of the effort to integrate all professional sports. African American sportswriters were in a unique position. They covered both the all-white professional leagues and the semi-pro Negro leagues. They knew African American players could compete with the white professionals.

In 1944, Sam Lacy, a sportswriter for the *AFRO-American*, was appointed to a committee set up to integrate Major League Baseball. Lacy met several times with Branch Rickey, the man famous for signing Jackie Robinson to the Brooklyn Dodgers in 1947, but Rickey cut Lacy out of his decisions before the sport was integrated.

Part 1 Segregation in Pro Football, 1930–1949

Jackie Robinson and the Integration of Baseball



Jackie Robinson (1919–1972)

Born in 1919 and raised in California, Robinson was an all-around star athlete. He played football, baseball, basketball, and ran track at UCLA. After leaving college, Robinson joined the army and later played both professional baseball and football.

In 1945, the general manager of the Brooklyn Dodgers, Branch Rickey, was looking for a player to integrate baseball. Rickey chose Robinson to be that player and signed him in 1945 to a minor league team. Two years later in 1947, Rickey called him up to the major leagues.

Robinson was an instant success. He was voted Rookie of the Year in his first season and voted the Most Valuable Player in 1949. Despite success on the field, Robinson faced racism both from fans and other baseball players. Some players refused to play with him, and others deliberately threw pitches at his head. But Robinson stayed in the big leagues until 1957. In 1962, Robinson was inducted into the Baseball Hall of Fame.

After retiring from baseball, Robinson became active with the NAACP. He made appearances with Martin Luther King, Jr., in support of civil rights. After his death, Robinson was awarded the Presidential Medal of Freedom, the highest honor for an American civilian.

In 1997, to recognize the importance of Robinson's contributions to baseball, Major League Baseball retired his number, #42, from all teams in the league, a move that had never been done before.

In college at UCLA, what sports did Jackie Robinson play?

Which major league team signed Robinson and called him up to play in 1947?

Who was Branch Rickey?

What did Robinson do after retiring from the Major League Baseball (MLB) in 1957?

What move, never before done, did the MLB take in 1997?

A Short History of Professional Football

Football Then and Now

Offense puts ball in play by snapping with the foot to a random player.		Offense puts ball in play by snapping with hands backwards to the quarterback.
THEN	←	→
Beginning a Play		
Offense has three downs to move 5 yards.		Offense has four downs to move 10 yards.
THEN	←	→
Offensive Possession		
Offense earns 2 points for a touchdown, 4 points for a goal after a touchdown, and 5 points for field goal.		Offense earns 6 points for touchdown, 1 point for a goal after the touchdown, 3 points for a field goal, and 2 points for a safety.
THEN	←	→
Scoring		
Players wore protective leather nose guards and normal athletic clothes.		Players wear helmets and heavy pads.
THEN	←	→
Safety		
Most passing was lateral and done with two hands.		One-handed forward pass dominates the offense.
THEN	←	→
Passing		

American football began as a **hybrid** of English rugby and soccer. The sport was formed and nurtured in American universities. The first intercollegiate football game was played between Princeton and Rutgers on November 6, 1869, but fans of football today would hardly recognize that game. In the 1880s, a student at Yale University, Walter Camp, led the early rules committee as they formed the new sport.

Camp's first essential rules change was establishing that one team begins the game with the ball, rather than fighting over the ball as in rugby. His second innovation was adding the idea of downs. Camp also proposed tackling and created the position of the quarterback.

Most early football was played by colleges and **amateur** clubs. Everything changed on November 12, 1892, when the Allegheny Athletic Association paid a player \$500 to play a game. That was the birth of professional football.

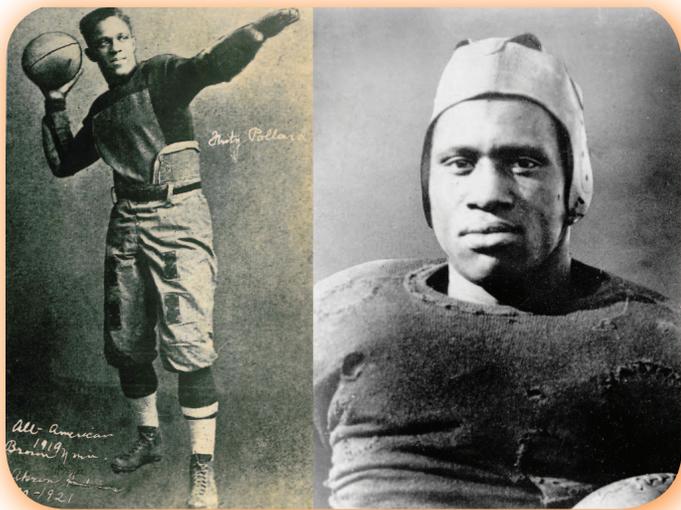
College football was hugely popular in the early part of the twentieth century. At least initially, professional football failed to take off. In 1920, the group that later became the National Football League started with 14 teams. The NFL slowly grew into the profitable and popular organization it is today.

hybrid: a combination of two or more different things

amateur: a person who engages in a sport or study without getting paid

Part 1 Segregation in Pro Football, 1930–1949

People to Know, 1920–1949



Fritz Pollard and Paul Robeson

Fritz Pollard and **Paul Robeson** were two of the first African Americans to play in the newly formed National Football League in the early 1920s.



Ray Kemp and Joe Lillard

Ray Kemp (Pittsburgh Pirates, later the Steelers) and **Joe Lillard** (Chicago Cardinals) were the last African American players in the NFL before an unofficial ban was instituted in 1933.

instituted: established or organized

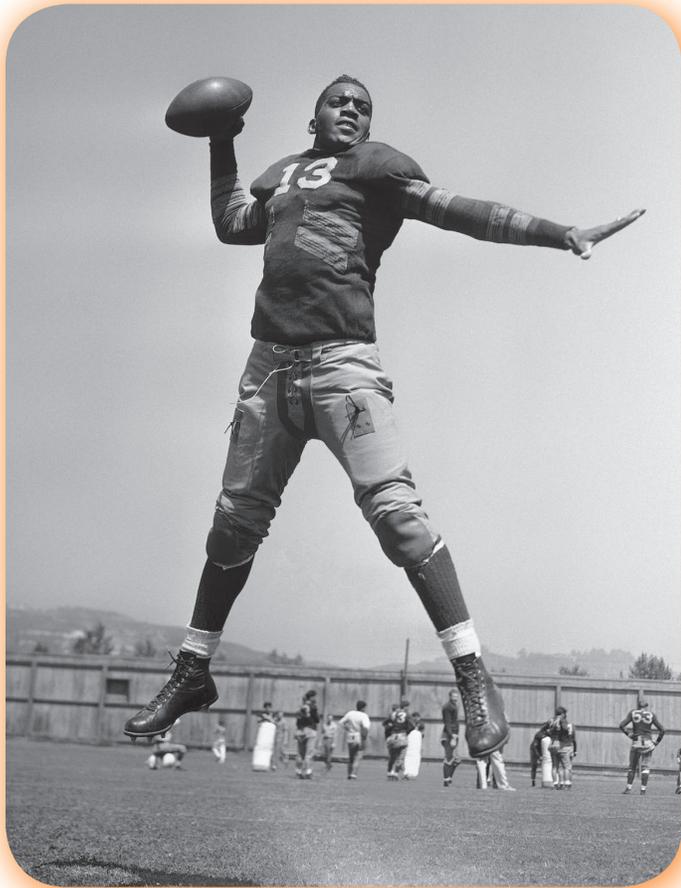


George Preston Marshall

George Preston Marshall was the owner of the Boston Braves (later the Washington Redskins). In 1933, he called for a gentlemen's agreement that NFL owners would not hire African American players. Other owners did not protest. Marshall did not integrate the Redskins until he was forced to do so in 1962.

Part 1 Segregation in Pro Football, 1930–1949

People to Know, 1920–1949 *continued*



Kenny Washington

Kenny Washington was the first African American since 1933 to sign with an NFL team. **Woody Strode** was also signed, and both players started in 1946 for the L.A. Rams. Both Washington and Strode were students at UCLA, and during WWII, both played for the Hollywood Bears, a team in the integrated Pacific Coast Professional Football League. In college, they played football with Jackie Robinson, who went on to integrate professional baseball.

Paul Brown coached the Cleveland Browns in the All-America Football Conference. In his search for the best players, in 1946, he **integrated** his team voluntarily. The Browns were not part of the NFL yet and not subject to Marshall's "gentleman's agreement" among NFL owners.

integrated: ended the segregation of a society or organization



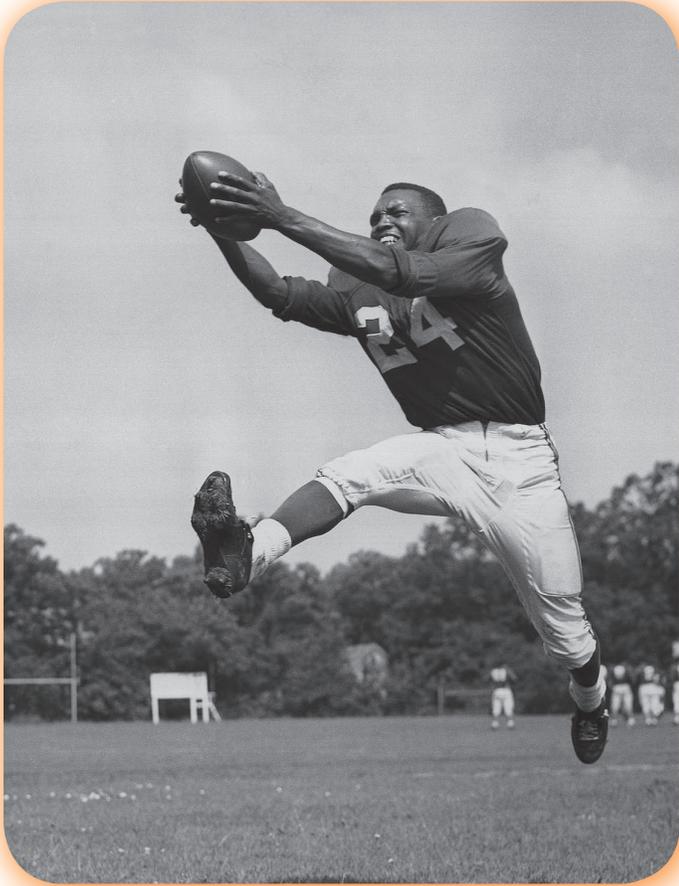
Marion Motley (third from left) and Bill Willis (second from left), with Coach Paul Brown

Marion Motley and **Bill Willis** played for the Cleveland Browns under coach **Paul Brown**. Motley had played for Brown on the Navy's Great Lakes Blue Jackets team. Willis had played for Brown at Ohio State. Both men were admitted to the Hall of Fame.



Paul Brown

People to Know, 1920–1949 *continued*

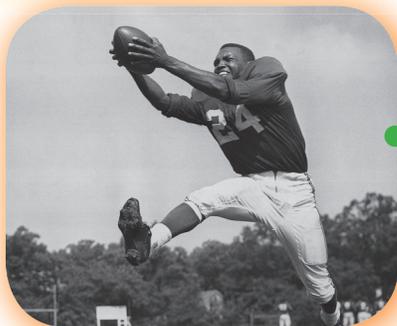


Wally Triplett

Wallace “Wally” Triplett *was the first Black starter for Penn State football. In 1948, he led his team to the Cotton Bowl. Normally a college bowl game would have been played between two all-white teams. SMU agreed to play Penn State, even though Penn State was integrated. In 1949, Triplett was the first African American player to be drafted and play in the NFL.*

Part 1 Segregation in Pro Football, 1930–1949

Segregation in Pro Football, 1920–1949 Timeline



1920

1920–1933

1921

13 total African Americans in professional football

1922

● 1929

Unemployment rises, stock market crashes, and the Great Depression begins

1923

1924

1925

● 1932

George Preston Marshall acquires Boston Braves (renamed Redskins in 1933)

1926

1927

1928

1933

George Marshall's "Gentleman Agreement" unofficially bans African Americans from professional football

1929

1930

1934

No black players remained in the NFL

1931

1932

1937

Marshall moves Boston Redskins to Washington

1933

1934

● 1941

The United States enters World War II

1935

1936

1945

World War II ends

1937

1938

1946

• Under pressure from the press, the L.A. Rams sign Kenny Washington and Woody Strode

1939

1940

●

Paul Brown brings in Marion Motley and Bill Willis to play for Cleveland Browns

1941

1942

1947

Jackie Robinson integrates professional baseball

1943

1944

1948

The first integrated Cotton Bowl, Penn St. vs. Southern Methodist, is played in Dallas, Texas

1945

1946

1949

●

Wally Triplett is the first African American NFL player to enter the league through the draft

1947

• All-America Football Conference ends; 49ers, Colts, Browns join the NFL

1948

• Paul "Tank" Younger is the first player from a Black college (Grambling State) to play in the NFL

1949

1950

Part 1 **Segregation in Pro Football, 1930–1949**

Were You Watching?

Watch the documentary and answer the questions.

1. Because of financial tensions following the _____, which began in 1929, football teams decreased the number of African American players.
2. _____ of hotel rooms, restaurants, and other public areas made it difficult for _____ teams to play each other.
3. _____, the owner of the Washington Redskins, got the other team owners to agree to ban _____ from professional football. This arrangement, known as a _____, lasted until _____.
4. _____ began in 1939. The United States entered the war in 1941. Thousands of African Americans fought for their country. However, when the soldiers returned home, they were greeted by _____.
5. _____ integrated the _____ when his Penn State team played Southern Methodist University in 1948.

Tips for Good Discussions

- Listen to others as they speak.
- Take notes.
- Wait your turn before speaking.
- Support all claims with reasons and evidence from the texts.
- If a speaker does not support his or her claim, suggest reasons and evidence that do provide support.
- Keep eye contact and speak clearly with good volume.

Discussion Questions

1. Look back at the photographs of the Jim Crow south. What strikes you in the photos? Choose three words that describe the images and share those words with the class.
2. Why did the Great Depression hit African Americans particularly hard? What added challenges did they face?
3. Why were some African Americans conflicted about fighting in World War II? What was the Double V campaign and what were its goals?
4. What role did the Black press play in the integration of professional sports? Cite specific examples in your answer.

Part 1 Segregation in Pro Football, 1930–1949

Writing Prompt

Complete the essay on a separate piece of paper. Remember to revise for sense and edit for correct spelling and grammar. Exchange papers with a partner if you wish.

Imagine you are a news reporter for the Pittsburgh Courier and write a feature article in which you summarize and discuss the early history of pro football and its historic ban of African American players between 1933 and 1946. Conduct outside research if needed to write a complete article.

Part 1 Vocabulary

- _____ • strong dislike of a group or race based on a negative judgment of that group
- _____ • to separate a group or race from society at large
- _____ • not allowed under the founding document of the United States
- _____ • the practice of excluding a group or treating a group differently based on race, gender, or ethnicity
- _____ • to end the practice of something forever
- _____ • a person who practices a sport or studies as a hobby rather than for money
- _____ • to establish or organize
- _____ • a combination of two or more different things
- _____ • to end the segregation of a society or organization

Word Bank

- abolish
- amateur
- discrimination
- hybrid
- institute
- integrate
- prejudice
- segregate
- unconstitutional

PART 2

The Rise of Civil Rights, 1950–1964

Read the information, then answer the questions.

The Murder of Emmett Till

On August 21, 1955, a fourteen-year-old Black teenager named Emmett Till arrived in Money, Mississippi, to visit his great uncle. A week later the boy was dead.

Till was born in Chicago in 1941. He lived with his mother after his father died during World War II. Known to be a jokester, Till loved to be the center of attention. Before he left to stay with his great uncle, his mother warned him not to joke around with White people. That behavior was not tolerated in the Deep South. She gave him a ring that belonged to his father and sent him off.

On arrival in Mississippi, Till went to stay with his great uncle Moses Wright and a cousin. Till helped Wright, a sharecropper, work his fields. After a long day of work, on August 24, Till and a group of teenagers went to a local grocery store owned by a White couple. What happened next is not clear. Some witnesses said Till was dared to go talk to the White store clerk. Others said Till whistled at her. Whatever he did, the clerk's husband thought Till needed to be taught a lesson. On August 28 at 2:30 am, Roy Bryant,

the clerk's husband, and his half brother, J. W. Milam, kidnaped Till from Wright's home. They brutally beat him, shot him in the head, and dumped his body in a river.

Three days later, Till's body was pulled from the river. The beatings made his face unrecognizable, but he was identified by his father's ring.

Till's body was returned to Chicago for burial. His mother decided to have an open casket funeral, so everyone can see the horrible things done to him.

Both *Jet* magazine and the newspaper the *Chicago Defender* published photos of Till's body, shocking people around the country.

Bryant and Milam were arrested and charged with the kidnaping and murder of Till. Despite witnesses and other evidence, an all-White, all-male jury declared the two men not guilty. Bryant and Milam went free.

The story called attention to the widespread problem of violence against African Americans in the South and the lack of justice for persons who commit crimes against them.



Emmett Till, a few years before his death.



Till's mother breaks down as his body is brought back to Chicago. Her shocking decision to hold an open casket funeral and allow photographs of Emmett to be published helped jump-start the growing civil rights movement.

The Murder of Emmett Till *continued*



Rallies and protests, such as this one cohosted by the NAACP in New York City, occurred all across the country after Till's murderers were set free. His mother Mamie traveled around the country and delivered speeches to crowds like this one.

Document-Based Questions

What kind of a personality did Emmett Till have? What did his mother warn him might be acceptable in Chicago but not in Money, Mississippi?

Why did the death of Till become a national **catalyst** for the Civil Rights Movement? How did his mother's decisions about his funeral increase public awareness of her son's murder?

catalyst: an agent of change or action

Rosa Parks and the Montgomery Bus Boycott

On December 1, 1955, a seamstress and local NAACP secretary named Rosa Parks refused to give up her seat to a White man on a segregated bus in Montgomery, Alabama. She was arrested for violating the city’s segregation ordinances. The arrest inspired Black leaders in the city to organize a boycott of the bus system, which had 70 percent Black ridership. Jo Ann Robinson, a local professor and activist, stayed up all night making flyers calling for a boycott of the buses on Monday, December 5, the day of Parks’s trial.

On that Monday, 40,000 people boycotted the buses. The massive success of that first day motivated activists to keep the boycott going.

A new reverend in town named Martin Luther King, Jr., became the leader of the boycott.

The Montgomery Bus Boycott lasted for more than a year. During that time boycotters walked to work or took part in a massive carpool system. White officials in Montgomery did not believe that Blacks would be capable of a long-term boycott. They thought it would collapse quickly. The homes of boycott leaders, including King’s, were bombed by White groups hoping to terrorize African Americans.

Frustrated by opposition in the city government, the NAACP took the bus fight to the courts. The Supreme Court ruled in *Browder*



v. Gayle that bus segregation was unconstitutional. On December 21, 1956, thousands of African American riders took the Montgomery buses again... and sat wherever they wanted.

The successful boycott showed King and other African American leaders the power of organized protest against racism and unfair laws.

Months after the brutal murder of Emmett Till in Mississippi, another event added a spark to the growing fire of the civil rights movement.

On December 1, 1955, _____ refused to give up her seat on the bus. Her actions helped spark a _____ of the local bus system.

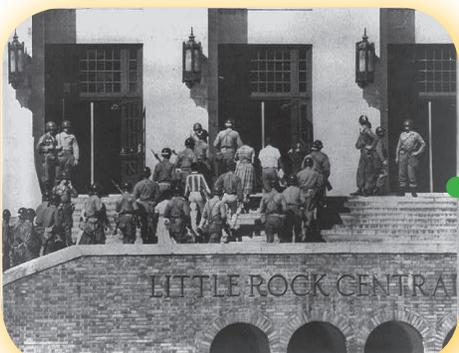
The **boycott** organizers elected a new reverend in town, _____, to be their leader. He helped keep the boycott going for _____.

The local _____ brought the bus fight to the Supreme Court. The Court ruled in _____ that bus segregation was illegal.

boycott: to refuse to do business with a store or an organization until certain demands for change are accepted

Part 2 **The Rise of Civil Rights, 1950–1964**

Desegregation Crisis in Little Rock **Timeline**



1954

Jan

Mar

May

July

Sep

Nov

1955

Jan

Mar

May

July

Sep

Nov

1956

Jan

Mar

May

July

Sep

Nov

1957

Jan

Mar

May

July

Sep

Nov

● May 17, 1954

In *Brown v. Board of Education of Topeka*, the Supreme Court unanimously rules that public schools segregated by race are inherently unequal.

● May 31, 1955

Responding to some school districts who were slow to integrate, the Supreme Court orders all schools to take steps to integrate with “all deliberate speed.”

● September, 1957

Nine African American teenagers plan to start school at the previously all-White Central High School in Little Rock, Arkansas. Governor Orval Faubus orders the National Guard to the school to prevent the students from entering.

● September 4, 1957

The nine students attempt to go to school, and they are met with angry mobs. The students are turned away by an armed National Guard. Reporters on the scene took photos and wrote stories that brought the plight of the “Little Rock Nine” to the country at large.

● September 20, 1957

The Black students have been kept away from school for several weeks. On September 20, a judge orders Governor Faubus to stop barring the students from school and to withdraw the National Guard.

● September 23, 1957

Three days later, the Black students are escorted into the school by police through a side door. An angry mob becomes aggressive when they learn that the Black students had entered the school. The Black students are escorted out before lunch. The situation in Little Rock has become an international embarrassment for the United States. Photos of students attempting to go to school—but blocked by White mobs and soldiers—are published around the world.

● September 24-25, 1957

President Dwight D. Eisenhower sends paratroopers and other federal troops to Little Rock. Federal troops escort the Little Rock Nine into the school. Nonetheless, Governor Faubus continued to try to prevent desegregation from happening in Arkansas.

Part 2 **The Rise of Civil Rights, 1950–1964**

In the _____ decision in 1954, the Supreme Court declared segregated schools to be unconstitutional.

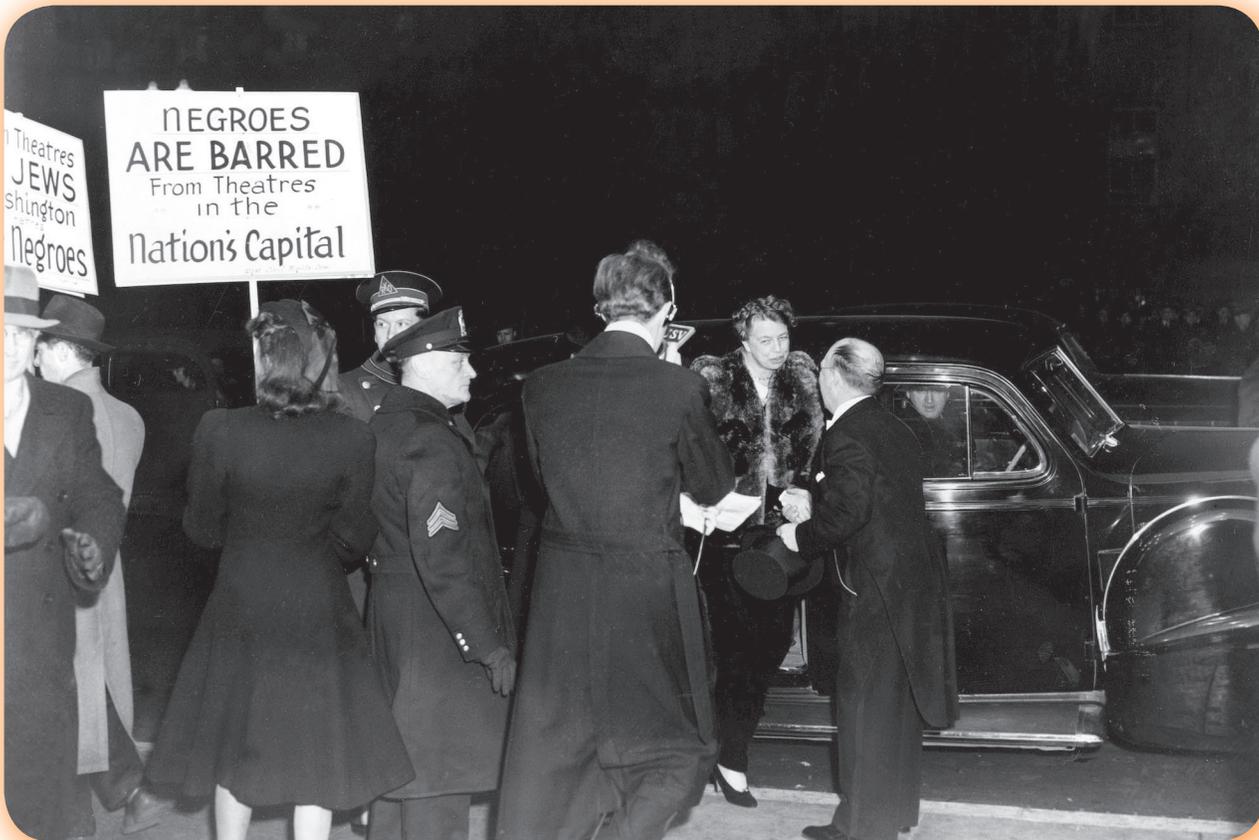
In 1957, nine African American teenagers attempted to go to _____ High School in Little Rock, Arkansas. They were stopped by the _____ sent by Governor _____.

The Black students were called the _____. Media attention made the event an **international** embarrassment for the nation.

international: between foreign countries; global

After several weeks, President _____ sent federal troops to help the students. They finally started school on _____.

Segregation in Washington, D.C., and the South



Protesters greet First Lady Eleanor Roosevelt as she arrives to see a play at a segregated theater in 1940.

Segregation in the Nation's Capital

African Americans have been a large and important part of Washington, D.C., since the city was founded. In 1800, Blacks made up nearly 25 percent of the city's population, but many were slaves. On April 16, 1862, almost a year before the Emancipation Proclamation, Congress outlawed slavery in the city.

During the Civil War and Reconstruction, many African Americans moved to Washington, and for a while it was a forward-thinking city. In 1872, segregation became illegal in public places. African American men earned the vote in Washington three years before the Fifteenth Amendment was added to the Constitution. Howard University, a leading Black college, was founded in 1867. Many Black-owned businesses and organizations thrived.

By the early twentieth century, many of the progressive laws of Washington were overlooked or forgotten. Even though "Jim Crow" laws were not actually law, segregation was common. Public schools and recreation areas separated students by race. Neighborhood associations forbade White owners from

renting or selling homes to African Americans. In 1913, President Woodrow Wilson segregated the federal government.

Wilson replaced Black workers who were already in federal jobs. More than twenty years later, President Franklin D. Roosevelt began to reverse the segregation of the federal government.

The large population of African Americans in the city also meant power in numbers. In 1933, young men from the New Negro alliance organized a boycott against businesses that practiced racist hiring. Howard University students staged sit-ins at Whites-only businesses. Activist Mary Church Terrell attempted to end segregation of public areas through picketing, boycotts, and legal challenges.

In 1953, the Supreme Court ruled that segregation in the city was illegal, based on the long-forgotten rule made in 1872. Four years later, the city became the first major city with a majority Black population. Unfortunately, racism and injustice continued through the 1960s. In 1967, the federal government appointed Walter Washington, an African American, as mayor-commissioner of the city. He was elected to the mayor's office in 1974.

Interracial Marriage in the United States

Anti-Miscegenation Laws

For a large part of US history, it was illegal for a Black person to marry a White person. These laws were known as “anti-miscegenation” laws. Only nine states never had an anti-miscegenation law on the books.

Many states repealed their anti-miscegenation laws after the Civil War, but 30 states still outlawed interracial marriage in the middle of the twentieth century.

The Lovings Get Married

In 1958, Richard Loving, a White man, and Mildred Jeter, a Black woman, wanted to get married in Virginia, but it was illegal. The couple married in Washington, D.C. in June and returned to Virginia. A month later, police broke into the Loving home and informed Richard that their marriage certificate was “no good here.” The couple was charged with breaking Virginia’s anti-interracial

marriage law, and both were sentenced to a year in jail. The judge said they could avoid jail if they left Virginia for 25 years. The couple was essentially forced to move out of state just for getting married.

The Lovings Want to Return Home

The Lovings moved to Washington, D.C. and had three children, but they wanted to return to their hometown. They asked the American Civil Liberties Union to find a lawyer to help them move back to Virginia. Their lawyer petitioned the judge in the original case, who refused to overturn his verdict.

Loving v. Virginia

In the spring of 1967, the Supreme Court heard the case *Loving v. Virginia*. In a unanimous decision, the court ruled that all interracial



marriages are legal under the Constitution. The ruling overturned remaining anti-miscegenation laws in 16 states.

Warren’s Decision

In the decision, Chief Justice Earl Warren called marriage “one of the ‘basic civil rights of man.’” He went on: “The Fourteenth Amendment requires that the freedom of choice to marry not be restricted by invidious racial discriminations. Under our Constitution, the freedom to marry, or not marry, a person of another race resides with the individual, and cannot be infringed by the State.”

Laws against marrying someone of a different race were called _____

laws. After the Civil War, _____ states still had these laws on the books.

Richard Loving and Mildred Jeter were unable to get married in their home state of _____

so they went to _____.

The Lovings took their case to the _____, which ruled that interracial

marriages are _____. The decision was written by Chief Justice _____.

Loving v. Virginia

PRIMARY SOURCE

Excerpt from Justice Earl Warren’s Opinion in Loving v. Virginia

The purpose of this case is to determine whether a Virginia state law (“statutory scheme”) to prevent interracial marriages violates the Fourteenth Amendment to the Constitution.

The Fourteenth Amendment requires that no citizen of the United States be deprived of “life, liberty, or property” without due process of the law, meaning without trial for a crime. The Amendment also says that no person can be denied “the equal protection of the laws,” which means that laws must apply to all citizens equally.

Supreme Court decisions contain references to previous cases. Historical decisions are called precedent, and the Court tries to follow what has been decided in the past.

Laws that create different rules for different races must be proven to be beneficial to the state government in some way. If the state cannot prove the racial law achieves some needed goal, then that law violates the Fourteenth Amendment and is unconstitutional.

Warren declares that the state of Virginia’s law against interracial marriage serves no purpose other than to discriminate against minorities.

LOVING v. VIRGINIA, 388 U.S. 1
(1967)

388 U.S. 1

LOVING ET UX. v. VIRGINIA.
APPEAL FROM THE SUPREME
COURT OF APPEALS OF VIRGINIA
No. 395.

Argued April 10, 1967.

Decided June 12, 1967.

This case presents a constitutional question never addressed by this Court: **whether a statutory scheme adopted by the State of Virginia to prevent marriages between persons solely on the basis of racial classifications violates the Equal Protection and Due Process Clauses of the Fourteenth Amendment.**

For reasons which seem to us to reflect the central meaning of those constitutional commands, we conclude that these statutes cannot stand consistently with the Fourteenth Amendment....

There can be no question but that Virginia’s miscegenation statutes rest solely upon distinctions drawn according to race. The statutes proscribe generally accepted conduct if engaged in by members of different races. Over the years, this Court has consistently repudiated “[d]istinctions between citizens solely because of their ancestry” as being “odious

to a free people whose institutions are founded upon the doctrine of equality.” **Hirabayashi v. United States, 320 U.S. 81, 100 (1943).** At the very least, the Equal Protection Clause demands that racial classifications, especially suspect in criminal statutes, be subjected to the “most rigid scrutiny,” *Korematsu v. United States*, 323 U.S. 214, 216 (1944), and, **if they are ever to be upheld, they must be shown to be necessary to the accomplishment of some permissible state objective, independent of the racial discrimination which it was the object of the Fourteenth Amendment to eliminate.** Indeed, two members of this Court have already stated that they “cannot conceive of a valid legislative purpose . . . which makes the color of a person’s skin the test of whether his conduct is a criminal offense.” *McLaughlin v. Florida*, supra, at 198 (STEWART, J., joined by DOUGLAS, J., concurring).

There is patently no legitimate overriding purpose independent of invidious racial discrimination which justifies this classification.

The fact that Virginia prohibits only interracial marriages involving White persons demonstrates that the racial classifications must stand on their own justification, as measures designed to maintain White Supremacy. We have

Continued on next page

Loving v. Virginia *continued*

PRIMARY SOURCE

This is the final conclusion of the Supreme Court: that states cannot make laws against interracial marriage.

Excerpt from Justice Earl Warren's Opinion in Loving v. Virginia

continued from previous page

consistently denied [388 U.S. 1, 12] the constitutionality of measures which restrict the rights of citizens on account of race. There can be no doubt that restricting the freedom to marry solely because of racial classifications violates the central meaning of the Equal Protection Clause.

These statutes also deprive the Lovings of liberty without due process of law in violation of the Due Process Clause of the Fourteenth Amendment. The freedom to marry has long been recognized as one of the vital personal rights essential to the orderly pursuit of happiness by free men.

Marriage is one of the “basic civil rights of man,” fundamental to our very existence and survival. *Skinner v. Oklahoma*, 316 U.S. 535, 541 (1942).

See also *Maynard v. Hill*, 125 U.S. 190 (1888). To deny this fundamental freedom on so unsupportable a basis as the racial classifications embodied in these statutes, classifications so directly subversive of the principle of equality at the heart of the Fourteenth Amendment, is surely to deprive all the State's citizens of liberty without due process of law. The Fourteenth Amendment requires that the freedom of choice to marry not be restricted by invidious racial discriminations.

Under our Constitution, the freedom to marry, or not marry, a person of another race resides with the individual and cannot be infringed by the State.

These convictions must be reversed. It is so ordered.



Mildred and Richard Loving in 1965, the year their lawyer petitioned the judge in the original case to throw out his verdict. The judge refused, starting the case's journey to the Supreme Court.

Quick Write

On a separate sheet of paper, think about what it would have been like to know you could not marry someone of a different race. How would you have responded?

President Kennedy and Civil Rights

In the years after World War II, the federal government provided little support to civil rights activists. The largest victories were won in the courts, with cases brought by organizations such as the NAACP.

In 1961, African Americans hoped the newly-elected President John F. Kennedy would help pass civil rights legislation. Even though Kennedy supported the movement, he did not make it a legislative priority at first, much to the disappointment of African American leaders. But Kennedy was willing to send in federal troops to protect protesters.

In June 1963, President Kennedy announced he would introduce civil rights legislation to Congress. Unfortunately, he was **assassinated** before the bill could be passed.

assassinated: murdered by surprise attack, usually for political reasons

PRIMARY SOURCE

Civil Rights Announcement

delivered by President John F. Kennedy

June 11, 1963

... Today we are committed to a worldwide struggle to promote and protect the rights of all who wish to be free. When Americans are sent to Vietnam or West Berlin, we do not ask for Whites only. It ought to be possible, therefore, for American students of any color to attend any public institution they select without having to be backed up by troops.

It ought to be possible for American consumers of any color to receive equal service in places of public accommodation, such as hotels and restaurants and theaters and retail stores, without being forced to resort to demonstration in the street. It ought to be possible for American citizens of any color to register and to vote in a free election without interference or fear of reprisal.

It ought to be possible, in short, for every American to enjoy the privileges of being American without regard to his race or his color. In short, every American ought to have the right to be treated as he would wish to be treated, as one would wish his children to be treated. But this is not the case today.

... We face, therefore, a moral crisis as a country and as a people. It cannot be met by repressive police action. It cannot be left to increased demonstrations in the streets. It cannot be quieted by token moves or talk. It is a time to act in the Congress, in your state and local legislative bodies and, above all, in all of our daily lives.

This is one country. It has become one country because all the people who came here had an equal chance to develop their talents. We cannot say to ten percent of the population that you can't have that right; that your children cannot have the chance to develop whatever talents they have; that the only way that they are going to get their rights is to go in the street and demonstrate. I think we owe them and we owe ourselves a better country than that.

... Therefore, I'm asking for your help in making it easier for us to move ahead and to provide the kind of equality of treatment which we would want ourselves; to give a chance for every child to be educated to the limit of his talents.

Part 2 **The Rise of Civil Rights, 1950–1964**

The Civil Rights Movement and the Federal Government **Timeline**



1954 ● 1954
Supreme Court rules in *Brown v. Board of Education* that segregated schools are unconstitutional.

1955 ● 1957
President Dwight D. Eisenhower forcibly integrates Little Rock Central High School in Arkansas using federal troops.

1956 ● 1960
Starting in Greensboro, North Carolina, thousands of protesters stage sit-ins at segregated lunch counters and restaurants.

1957 ● 1960
Martin Luther King, Sr., endorses John F. Kennedy for president after Robert Kennedy arranges for King's son to be released from an Atlanta jail. Kennedy wins more than 70 percent of the African American vote.

1958

1959 ● 1961
The Freedom Riders attempt to integrate interstate bus transportation. They are met with violence. Attorney General Robert Kennedy sends federal marshals to protect the protestors.



1960

● September 22, 1961
The Interstate Commerce Commission outlaws segregation on interstate bus routes and requires bus terminals to remove "Whites only" signs.

1961

● 1962
1962 James Meredith is denied admission to the University of Mississippi because of his race. The president and the attorney general call the governor on Meredith's behalf and send federal marshals to escort him to registration. A riot follows, leaving two people dead. President Kennedy sends in the National Guard. Meredith enrolls the next day.

1963



1964

1965

Continued on next page

The Civil Rights Movement and the Federal Government **Timeline**

Continued



1954

● May 1963

Protests in Birmingham, Alabama, lead to violence from police officers and a thousand arrests. President Kennedy sends several federal troops to Alabama.

1955

● June 1963

Governor George Wallace physically prevents two Black students from enrolling at the University of Alabama. President Kennedy sends in the National Guard to protect the students and help them gain admission.

1956

1957

● June 1963

In an address to the nation, President Kennedy argues that the civil rights movement is a moral, constitutional, and legal movement. He promises civil rights legislation will be introduced to Congress.

1958

1959

● August 1963

More than 200,000 people join the March on Washington. Martin Luther King, Jr., delivers his famous “I Have a Dream” speech from the Lincoln Memorial.

1960

● November 22, 1963

President Kennedy is assassinated. He does not live to see civil rights legislation passed.

1961

● November 27, 1963

President Lyndon B. Johnson calls on Congress to pass laws protecting civil rights in honor of Kennedy.

1962

● 1964

The Civil Rights Act is passed by Congress and signed by President Johnson.

1963

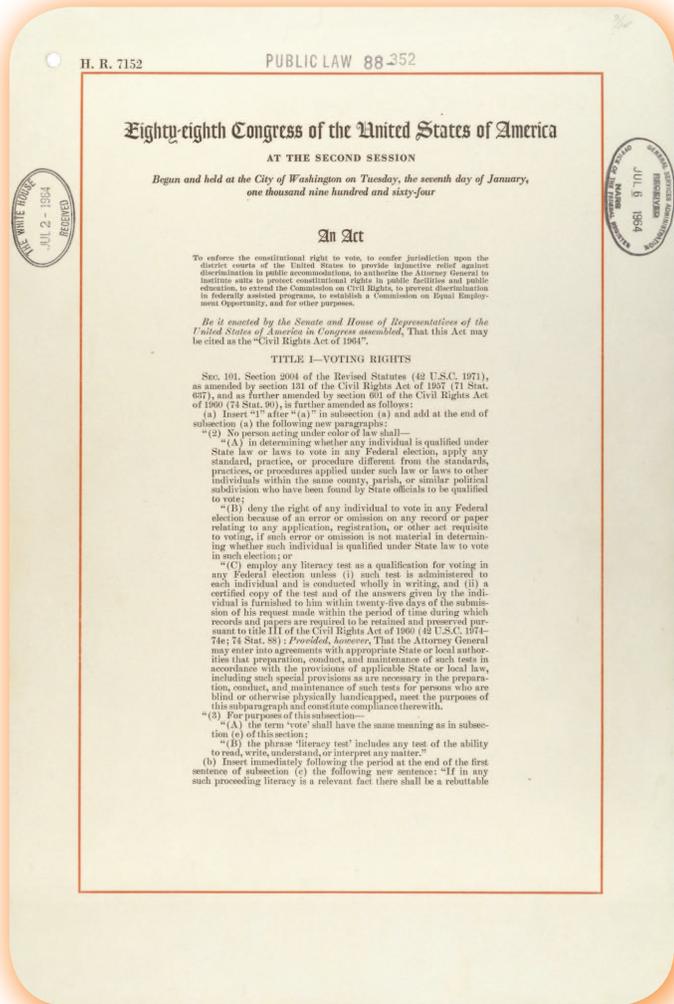
● 1965

The Voting Rights Act is passed.

1964

1965

The Civil Rights Act of 1964



Title I Voting Rights

Made unequal application of voter registration requirements illegal.

Title II Public Accommodations

Banned discrimination in public places engaged in interstate commerce, such as hotels, restaurants, and theaters.

Title III Public Facilities

Allowed the Justice Department to desegregate public facilities.

Title IV Public Education

Authorized the Attorney General to file suits against school districts that refused desegregation.

Title VI Nondiscrimination in Federal Programs

Authorized Congress to withdraw funding from programs that practiced discrimination.

Title VII Equal Employment Opportunity

Barred businesses from using discriminatory hiring practices.

“To enforce the constitutional right to vote, to confer **jurisdiction** upon the district courts of the United States to provide injunctive relief against discrimination in public accommodations, to authorize the Attorney General to institute suits to protect constitutional rights in public facilities and public education, to extend the Commission on Civil Rights, to prevent discrimination in federally assisted programs, to establish a Commission on Equal Employment Opportunity, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the “Civil Rights Act of 1964.”

The Rise of Television

At the end of the 1950s, television was still in a minority of American homes. But by 1965, more than 90 percent of homes had a television. Networks began to produce nightly national news programs, and the civil rights movement was one of the first big national stories they covered. Images of protests in Birmingham and Selma, Alabama, showed Northern whites what life was like in the South. Television was only a small part of the civil rights strategy, but it brought civil rights to the nation.

NFL games were first aired on television in the late 1940s. George Halas of the Chicago Bears agreed to let a local station broadcast six games in 1947. He hoped that it would increase interest in the team among the few people who owned television sets at the time. It worked and attendance rose.

Most early NFL teams made their money from ticket sales, so the thought of showing the games for free frightened many owners. By the early 1950s, most owners permitted away games to be televised, but not home games.

At the same time, advertisers discovered the potential money to be made from football. After the New York Giants won the championship in 1956, players were asked to endorse products and appear in commercials.

When the AFL was founded in 1960, it also saw the potential of television. The owners created a system that divided television **royalties** among all teams in the league.

This system allowed teams in smaller markets, such as Buffalo, to be equally as profitable as larger cities. Television sustained the AFL in the early years, giving all teams a profit.

In 1960, Pete Rozelle became the new commissioner of the NFL. He ended the practice of not broadcasting home games, and implemented the AFL system of dividing television payments equally. Rozelle introduced Monday Night Football to increase television views.

In 1964, the AFL signed a \$36 million broadcasting rights contract with NBC. That deal proved the legitimacy of the AFL and provided the league money to attract top players, including African American players.

royalties: payments made over use of a product, such as books, television shows, or inventions

Contributions of the AFL to Professional Football



- AFL created the successful television model that evenly divided television revenues among teams, to allow teams in smaller markets to thrive.
- The AFL used a slimmer, more aerodynamic ball. The new ball made it easier for receivers to catch a long, high pass.
- The AFL encouraged quarterbacks to pass more in an open field style of play. In 1960, AFL games averaged more points than NFL games.
- Lionel Taylor (Denver Broncos) had the first 100-catch season in professional football history.
- Joe Namath (New York Jets) was the first quarterback to pass 4,000 yards in a season.
- The pass-focused offense led to more interceptions.

Part 2 **The Rise of Civil Rights, 1950–1964**

History of Professional Football in the United States **Timeline**



1920

●1920

1921

The American Professional Football Association is founded with 14 teams.

1922

1923

1924

1925

●1922

1926

1927

1928

1929

1930

1931

1932

1933

1934

1935

1936

1937

1938

1939

1940

1941

1942

1943

1944

1945

●1926

An American Football League is founded, but lasts only one season.

●1946

The All-America Football Conference is founded.

1949

The All-America Football Conference folds, but contributes the Cleveland Browns, the San Francisco 49ers, and the Baltimore Colts to the NFL.

1946

1947

1948

1949

1950

1951

1952

1953

1954

1955

1956

1957

1958

1959

●1960

American Football League is founded by Lamar Hunt, and provides a serious challenge to the dominance of the NFL.

1966

The AFL and NFL first discuss merging. The leagues decide to hold a joint championship game.

1960

1961

1962

1963

1964

1965

1966

●1967

The first Super Bowl, then called the AFL-NFL World Championship, is played. The Green Bay Packers beat the Kansas City Chiefs, 35-10.

1967

1968

1969

1970

1970

The AFL completes the merger with the NFL, creating a 26-team league broken into two conferences, the National Football Conference and the American Football Conference.



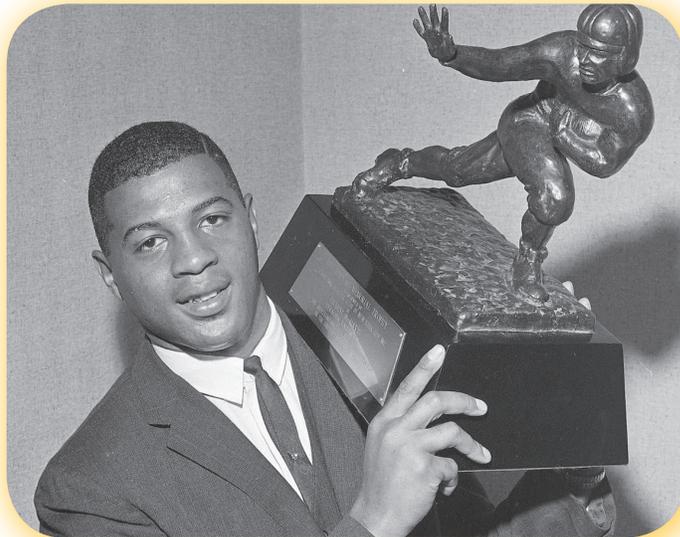
Part 2 **The Rise of Civil Rights, 1950–1964**

People to Know, 1950–1964



Al Davis with two players in 1963

Al Davis started his professional coaching career with the San Diego Chargers in 1960. He was hired in 1963 as head coach by the Oakland Raiders, a team he would remain with for most of the next 40 years. Davis wanted the best talent on his team, and he scouted the Black colleges to get it. Davis was commissioner of the AFL for a short period, before returning to the Raiders.



Ernie Davis with his Heisman Trophy

Ernie Davis was the first African American to win the Heisman Trophy, awarded to the best college football player in the country. Davis was then **drafted** by the Washington Redskins during their forced integration in 1962 but was traded to the Cleveland Browns. Sadly Davis never played in the NFL. He died of leukemia in 1963 at age 23.



The Fearsome Foursome of the L.A. Rams in 1964: (L to R) Lamar Lundy, Merlin Olsen, Rosey Grier, and Deacon Jones

The Fearsome Foursome consisted of Deacon Jones, Lamar Lundy, Rosey Grier, and Merlin Olsen. They were a strong defensive line for the L.A. Rams starting in 1961. This group of three Black players and one white player became a symbol of racial unity.



Vince Lombardi

Vince Lombardi started his professional coaching career with the New York Giants. He moved to the Green Bay Packers in 1959 and transformed the team into one of the greatest in the league, including winning three straight championship titles. Lombardi went to the Redskins in 1969, but died after only one season. Lombardi coached in the tradition of Al Davis and other "color-blind" coaches who elevated players based on skill, not race.

drafted: chosen for a purpose, such as joining the army or a professional sports team

People to Know, 1950–1964 *continued*



Bobby Mitchell

Bobby Mitchell joined the Cleveland Browns as a wide receiver in 1958. Together with Jim Brown, the Browns had one of the greatest running back combinations in football history. In 1962, Mitchell was traded to the Washington Redskins, who had resisted integration. Mitchell's great contributions to the Redskins helped fans see the value of an integrated team. After retiring from playing, Mitchell moved to the front office with the support of Coach Lombardi.

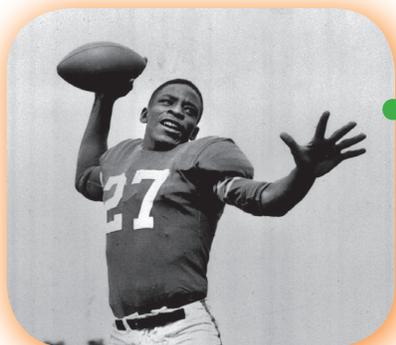


Buddy Young

Buddy Young was one of the first African Americans to play for the Baltimore Colts. When he retired from playing in 1955, he worked in the Colts front office and later at the NFL headquarters, becoming one of the first African American executives in NFL history.

Part 2 **The Rise of Civil Rights, 1950–1964**

The Civil Rights Era, 1950–1964 Timeline



1950

1953

Willie Thrower (Chicago Bears) is the first Black quarterback to play in NFL. He only plays one game.

1951

1952

1954

The Supreme Court hands down the Brown v. Board of Education decision, ending school segregation.

1953



1954

1955

- Emmett Till is murdered in Money, Mississippi.
- Rosa Parks is arrested and Montgomery bus boycott begins.
- Rosey Grier is drafted by the New York Giants.

1955

1956

1957

- Jim Brown is drafted by the Cleveland Browns.
- The “Little Rock Nine” integrate Little Rock Central High School in Arkansas.

1957

1958

1960

The American Football League is founded by Lamar Hunt. The original eight teams were the Boston Patriots, Buffalo Bills, Dallas Texans, Denver Broncos, Houston Oilers, Los Angeles Chargers, Oakland Raiders, and New York Titans.

1959

1960

1961

- The L.A. Ram’s “Fearsome Foursome” plays its first season together.
- Ernie Davis becomes the first African American to win college’s Heisman Trophy.

1961

1962

1962

The Washington Redskins are forced to integrate. They draft Ernie Davis, but trade him for Bobby Mitchell.

1963

1963

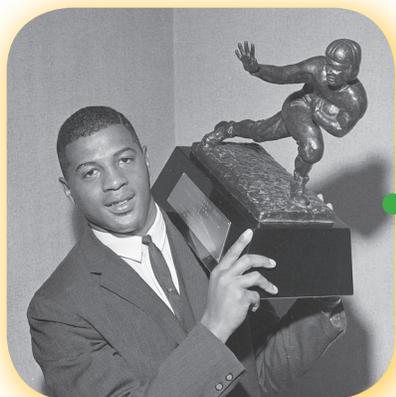
- The March on Washington for Jobs and Freedom culminates in Martin Luther King, Jr.’s “I Have a Dream” speech.
- President John F. Kennedy is assassinated.

1964

1965

1964

Congress passes the Civil Rights Act of 1964.



Were You Watching?

Watch the documentary and answer the questions.

1. George Preston Marshall marketed the Washington Redskins as the team for the _____.
He changed the fight song from “old D.C.” to “old _____.” He was forced to integrate the team by _____.
2. The Redskins team was finally integrated by _____ from the Cleveland Browns. Though he had wanted to be traded to Washington, he found the city to be very _____.
3. The first African American to win the Heisman Trophy was _____ in 1961.
4. _____, a player for the Baltimore Colts, went on to be one of the first African Americans to work in the front office of an NFL team. He worked as a _____.
5. Looking for the best players, the AFL scouted _____ in addition to the big schools. One of the AFL’s best scouts was _____ from the Kansas City Chiefs.

Discussion Questions

1. In what ways were television and the news media important to both football and the civil rights movement from 1950 to 1964? Talk about one or two specific examples in your answer.
2. What role did white coaches and owners, such as Paul Brown, Al Davis, and Vince Lombardi, have in the integration of professional football? What role did African American scouts and front office personnel play? How did they work together?

Writing Prompt

Complete the essay on a separate piece of paper. Remember to revise for sense and edit for correct spelling and grammar. Exchange papers with a partner if you wish.

Reread President Kennedy’s speech about civil rights. What is Kennedy’s purpose in his speech? How does he use specific examples of historical events and the civil rights movement to support his purpose? Use text evidence from the speech to support your claim.

Research Prompt

In small groups or as a class, conduct research into how the *Brown v. Board of Education* case reached the Supreme Court. What was the background of the case? What steps did the case take before it reached the Supreme Court? What notable people were involved? Create a flowchart or timeline to illustrate what happened. Be sure to include a bibliography of your sources.

Part 2 **The Rise of Civil Rights, 1950–1964**

Part 2 Vocabulary

- _____ • an agent of change or action
- _____ • to murder a public figure
- _____ • to refuse to do business with a store or an organization until certain demands for change are accepted
- _____ • between foreign countries
- _____ • the power or authority to apply the law
- _____ • a payment made over use of a product, such as books, television shows, or inventions
- _____ • to choose for a purpose, such as joining the army or a professional sports team

Word Bank

assassinate

boycott

draft

international

jurisdiction

royalty

catalyst

PART 3

An Increase In Social Activism, 1965–1974

Read the information, then answer the questions.

Voter Suppression in the South

After the Civil War, Congress passed several new protections for African Americans and guaranteed those new citizens the right to vote. The Fifteenth Amendment to the Constitution says that the right to vote cannot be withheld “on account of race, color, or previous

condition of servitude.” Despite this amendment, **legislatures** in the former Confederacy passed many laws that limited African American suffrage. By the early twentieth century, nearly all African Americans in the South were **disenfranchised**.

legislatures: government bodies that make laws
disenfranchised: to have the right to vote withheld, especially from a group of people

Outlawed by the Voting Rights Act of 1965

Intimidation of potential voters

Potential Black voters were occasionally rounded up en masse and held in jail until the polls closed. Some polls were “protected” by terrorist White supremacist groups like the Klu Klux Klan, who beat any Black man who attempted to vote. Some African American voters were even shot and killed for their efforts.

Literacy tests

These tests were used to keep Blacks (and occasionally poor Whites) from voting. The tests were not mere tests to see if someone could read. They were complicated and difficult even for educated people, written in a way as to be impossible to pass. Election officials used even the slightest errors to stop African Americans from voting.

Outlawed by the Twenty-Fourth Amendment in 1964

Poll taxes

A requirement that a voter needs to pay a set fee to vote. Poll taxes limited the participation of poor Blacks in elections.

Outlawed by the Supreme Court

Grandfather clauses

Laws used in seven Southern states to disenfranchise African Americans. The laws said that people who had been able to vote before 1866, or whose ancestors had been able to vote, did not have to meet property, literacy, or poll tax requirement for voting. African Americans, who only got the vote in 1870, were thus restricted from voting while poor and illiterate Whites



were permitted to vote despite tests and taxes. Ended in 1915.

Whites-only primaries

Laws that restricted Blacks (and Latinos and Native Americans) from voting in primary elections. This ensured that when the full election came around, only a candidate favored by White interests would win. Ended in 1944.

Selma to Montgomery March

January 2, 1965

The Southern Christian Leadership Conference (SCLC), led by Martin Luther King, Jr., the Student Nonviolent Coordinating Committee (SNCC), and other African American groups organized a voting rights campaign in Selma and Marion, Alabama. The first month resulted in mass arrests of the activists.

February 18

Activists organized an evening march in Marion. Alabama police and state troopers violently broke up the march. A trooper shot civil rights worker Jimmie Lee Jackson as he was protecting his mother from the violence. Jackson died a week later.

March 7

To protest Jackson's death, activists organized a march from Selma to Montgomery, the state capital. The marchers crossed Edmund Pettus

Bridge at the edge of Selma, where they were met by a wall of state troopers, who ordered the marchers to leave. When they did not, the state troopers and other locals attacked the marchers with tear gas and clubs. Police mounted on horses chased running marchers. The event was broadcast on television to a shocked nation. The date became known as "Bloody Sunday."

March 9

Activists planned to retry the march. A federal judge issued a restraining order to stop the march, and President Johnson asked the marchers to wait until protection could be sent. King decided to lead 2,000 marchers to the edge of the Bridge. There they stopped and prayed before turning back to Selma.

March 17

President Johnson introduced voting rights legislation to Congress.



March 21

With the protection of hundreds of National Guardsmen, the march from Selma to Montgomery began again. On March 25, the final day, 25,000 people marched.

August 6

President Johnson signed the Voting Rights Act with King and other civil rights leaders at his side.

On February 18, 1965, Alabama state troopers broke up a _____
in _____, Alabama. One trooper shot and
killed a local man named _____.

March 7 became known as _____ after marchers
from _____ were stopped and beaten by state
troopers. The event was broadcast on _____
for the whole country to see.

The marchers finally reached _____ on March 25. Several
months later, President Johnson signed the _____.
He credited the "outrage of Selma" for the legislation.

Selma to Montgomery March *continued*

PRIMARY SOURCE

President Lyndon B. Johnson's Special Message to Congress

March 15, 1965

... At times history and fate meet at a single time in a single place to shape a turning point in man's unending search for freedom. So it was at Lexington and Concord. So it was a century ago at Appomattox. So it was last week in Selma, Alabama.

There, long-suffering men and women peacefully protested the denial of their rights as Americans. Many were brutally assaulted. One good man, a man of God, was killed.

There is no cause for pride in what has happened in Selma. There is no cause for self-satisfaction in the long denial of equal rights of millions of Americans. But there is cause for hope and for faith in our democracy in what is happening here tonight.

... There is no Negro problem. There is no Southern problem. There is no Northern problem. There is only an American problem. And we are met here tonight as Americans—not as Democrats or Republicans—we are met here as Americans to solve that problem.

This was the first nation in the history of the world to be founded with a purpose. The great phrases

of that purpose still sound in every American heart, North and South: "All men are created equal"—"government by consent of the governed"—"give me liberty or give me death." Well, those are not just clever words, or those are not just empty theories. In their name Americans have fought and died for two centuries, and tonight around the world they stand there as guardians of our liberty, risking their lives.

... Their cause must be our cause too. Because it is not just Negroes, but really it is all of us, who must overcome the crippling legacy of bigotry and injustice.

And we shall overcome.

As a man whose roots go deeply into Southern soil I know how agonizing racial feelings are. I know how difficult it is to reshape the attitudes and the structure of our society.

But a century has passed, more than a hundred years, since the Negro was freed. And he is not fully free tonight.

It was more than a hundred years ago that Abraham Lincoln, a great President of another party, signed the Emancipation Proclamation, but emancipation is a proclamation and not a fact.

A century has passed, more than a hundred years, since equality was promised. And yet the Negro is not equal....

THE PURPOSE OF THIS GOVERNMENT

... This is the richest and most powerful country which ever occupied the globe. The might of past empires is little compared to ours. But I do not want to be the President who built empires, or sought grandeur, or extended dominion.

I want to be the President who educated young children to the wonders of their world. I want to be the President who helped to feed the hungry and to prepare them to be taxpayers instead of taxeaters.

I want to be the President who helped the poor to find their own way and who protected the right of every citizen to vote in every election.

I want to be the President who helped to end hatred among his fellow men and who promoted love among the people of all races and all regions and all parties.

I want to be the President who helped to end war among the brothers of this earth....

Quick Write

Write a brief summary of President Johnson's speech. Remember that a summary should not include your opinions.

Part 3 **An Increase In Social Activism, 1965–1974**

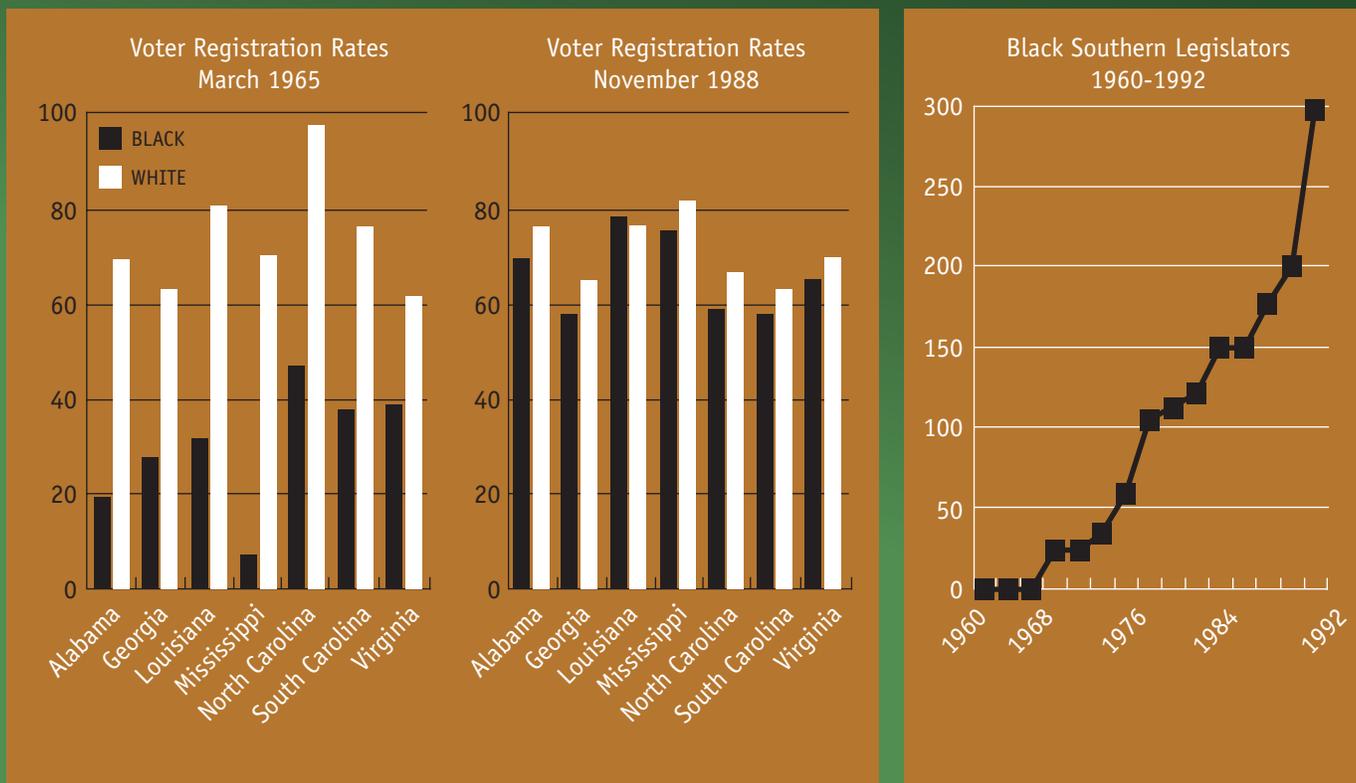
The Voting Rights Act

Some **voter suppression** laws were struck down by the Supreme Court, but it was the Voting Rights Act of 1965 that finally gave the federal government the power to stop Black disenfranchisement. The law banned **literacy tests** and gave the attorney general the power to challenge unfair laws. The impact of the law was quickly clear. Before the end of 1965, 250,000 new African American voters were registered to vote, a third added by federal examiners.

One of the most important provisions was known as “preclearance.” States and counties with a history of voter suppression were now required to submit any changes to voting laws to the federal government for approval. This practice was reaffirmed by Congress and the Supreme Court for decades. In 2013, the Supreme Court in *Shelby County v. Holder* declared that the formula used to determine which areas are subject to preclearance is unconstitutional and outdated.

voter suppression: preventing people from participating in elections
literacy tests: an unfair test used to prevent African Americans from voting

The Effect of the Voting Rights Act



Dr. Martin Luther King, Jr.



Dr. Martin Luther King, Jr. (1929–1968)

Born in Atlanta, Georgia, in 1929, Martin Luther King, Jr., came from a long line of Baptist preachers. King was raised in a middle-class home, but that did not prevent him from witnessing the injustice of segregation in Atlanta. In 1944, he spent the summer working on a tobacco farm in Connecticut and was shocked at the peaceful integration he witnessed. He wrote home to his parents expressing his surprise that he could attend church with both Blacks and Whites, and that he could eat at any restaurant in town.

King attended Morehouse College in Atlanta, graduating in 1948. He went on to Crozer Theological Seminary in Pennsylvania, and then earned a doctorate at Boston University.

It was in Boston that King met Coretta Scott, whom he married in 1953. King got a job as pastor of a Baptist church in Montgomery, Alabama. About a year later, local civil rights activists decided to boycott the local bus system and appointed King as the leader of the movement. His home was bombed for his efforts, but the actions of his enemies did not stop the bus boycott from being successful.

Motivated by his success in Montgomery, King founded the Southern Christian Leadership Conference (SCLC) to work for civil rights across the south. King was inspired by independence movements in Africa and India, and traveled to India in 1959 to meet with Mohandas Gandhi's followers to study their nonviolent protests. King understood the growing importance of television to the civil rights cause, and he used well publicized tactics to gain nationwide support.

In 1963, King was arrested and jailed, along with hundreds of students, for demonstrating in Birmingham, Alabama. From his cell, King wrote an eloquent defense of nonviolent tactics in what is now known as the "Letter from Birmingham Jail." That same year, King helped organize the massive March on Washington for the hundredth anniversary of the Emancipation Proclamation. There he gave his famous "I Have a Dream" speech. Such events increased public support for civil rights, culminating in the Civil Rights Act of 1964 and King's winning of the Nobel Peace Prize.

After the successes of the early 1960s, King's support waned. The growing Black Power movement wanted immediate change and viewed King's tactics as too slow and ineffective. King broadened his causes to include opposition to the Vietnam War and economic equality for all races. He gained little support or influence for either cause.

In the spring of 1968, King went to Memphis, Tennessee, to support a strike by the city's sanitation workers. On April 4, King was shot and killed at his motel. He was not even 40 years old. King's death caused riots across the country. A White man, James Earl Ray, was convicted of the murder in 1969, but later claimed he was the victim of a conspiracy.

A national holiday celebrating King's life and work was established on November 3, 1983, and is celebrated on the third Monday of January every year. A national memorial dedicated to King on the National Mall in Washington, D.C., opened to the public in 2011.

Part 3 **An Increase In Social Activism, 1965–1974**

Dr. Martin Luther King, Jr. *continued*

Dr. Martin Luther King, Jr., was born in _____.

His father was a _____.

King first realized how bad segregation was in the South when he spent a summer in

_____.

After attending the seminary, King was offered a job in _____.

There he was elected leader of the _____. After the

success of that movement, King founded the _____.

King traveled to _____ in 1959 to meet with followers

of Gandhi. While in jail in _____,

King wrote a famous defense of nonviolent methods.

The famous “I Have a Dream” speech was delivered at the _____

in 1963. The next year, Congress passed the _____

and King was awarded the _____.

On November 3, 1983, a _____ was established

for King and is celebrated on the third Monday of _____

each year.

Muhammad Ali's Conscientious Objection

In the early 1960s, Cassius Clay was one of the most famous athletes in the world. Winner of a gold medal at the Rome Olympics in 1960, his unconventional style irritated boxers with more traditional methods and thrilled his fans. On March 6, 1964, Clay announced that he had joined the Nation of Islam and was taking the name Muhammad Ali.

Three years later, Ali refused induction to the US Army based on his religious beliefs. He applied to be a **conscientious** objector, which means he was morally opposed to fighting.

The FBI complied a report investigating Ali's claims. A hearing officer concluded that Ali's beliefs were sincere and he should receive conscientious objector status. But the Justice Department rejected the application and Ali was **convicted** of refusing induction to the army. He never went to jail, but it took more than three years for the Supreme Court to declare that the decision was wrong.

Ali was ahead of his time. By the early 1970s, draft resistance was increasingly common. There were so many resisters that the government could not possibly convict them all. The government's attempt to squash Ali as a symbol of resistance failed.

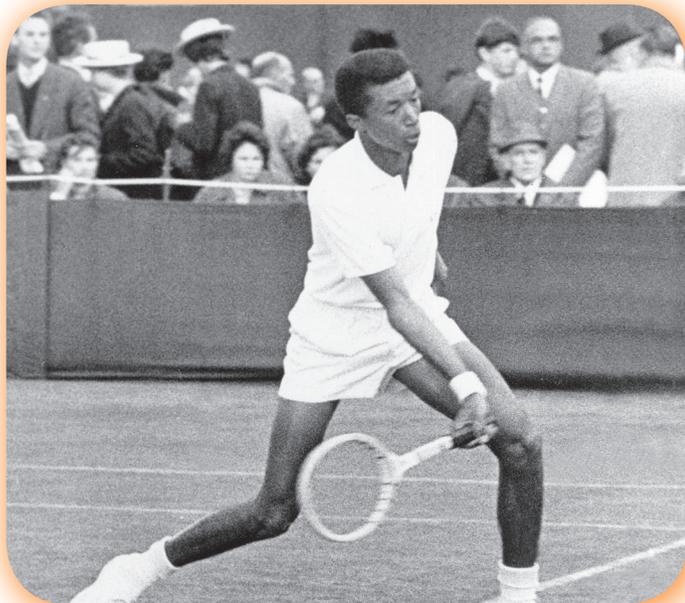
conscientious: ruled by morals and the desire to do what is right
convicted: found guilty of a crime



To gain conscientious objector status from the government, three criteria need to be met:

- 1** the opposition must be based in religious belief. Many early conscientious objectors came from Quaker communities, who have long been opposed to war.
- 2** the applicant must be opposed to all wars. This criteria was hard for some members of the Nation of Islam to meet, because they said they would fight in holy wars.
- 3** the applicant must be sincere in the opposition to war.

Social Activism of Athletes



Arthur Ashe

The champion tennis player was a vocal critic of apartheid in South Africa and was arrested twice during protests in Washington, D.C. He raised millions of dollars for inner city tennis clubs and college scholarships for minority students.



Jim Brown

After retiring from the NFL, Brown founded the National Negro Industrial and Economic Union, later the Black Economic Union, to support Black-owned businesses. He was an outspoken supporter of the civil rights movement. Later, Brown founded the Amer-I-Can Foundation to support minority communities.



Jackie Robinson

After retiring from baseball, Robinson became a board member of the NAACP and made public appearances with Martin Luther King, Jr. In 1964, Robinson founded the Freedom National Bank to provide loans to African Americans who suffered discrimination from other banks.



Wilma Rudolph

When runner Wilma Rudolph won a record three gold medals in the 1960 Olympics in Rome, her home state of Tennessee planned to throw a segregated celebration. Rudolph refused to attend. Her banquet was the first integrated event in her hometown.

Social Activism of Athletes *continued*



Bill Russell

While playing for the Boston Celtics, Russell supported Martin Luther King, Jr., and attended the March on Washington with him. Russell also spoke out against the Vietnam War and racism in sports.

Discussion Question

Are there any issues for which you would be willing to sacrifice your public standing, your livelihood, your reputation, and your freedom? Would other people stand with you, as many did with Muhammad Ali? How would that affect your decision?

The Victory Platform at the 1968 Mexico City Olympics



- 1 Athletes wore no shoes to represent Black poverty.
- 2 Neckwear, the scarf and beads, represented lynchings.
- 3 Black gloves and fists represented Black unity and power.
- 4 Australian Peter Norman wore an “Olympic Project for Human Rights” button in support of Smith and Carlos.

Tommie Smith and John Carlos

The Men Who Raised Their Fists

Runners Tommie Smith and John Carlos met at San Jose State University in California in 1967. Neither man was a stranger to racism. Smith grew up in Texas, the child of a sharecropper. Carlos, who grew up in Harlem, started college at East Texas State. There he found racism around campus and segregation in local businesses. He left the school and transferred to San Jose State.

Also at San Jose State was Harry Edwards, a sociologist and former athlete (featured in the Third and Long documentary). Edwards urged the Black students on campus to fight back against racism in housing and student activities. They threatened to disrupt the first football game of the season if their demands for equal treatment were not met. The university president met with the students and addressed their demands.

Next, Edwards helped organize Black athletes and suggested a boycott of the Olympics to protest racial injustice in the United States. These athletes formed the Olympic Project for Human Rights and submitted a list of demands to the Olympic Committee.

The list included: that South Africa be banned from the Olympics due to apartheid segregation, that more Black coaches be added to the US team (there was only one in 1967), and that the New York Athletic Club allow African American members.

The Olympic Committee sent famed track and field star Jesse Owens to meet with the group to convince them to drop their demands. It didn't work. Threatening letters poured in to the Project. But they gained the support of such figures as Jackie Robinson and Rev. Andrew Young, the director of the Southern Christian Leadership Conference. The boycott was later abandoned, but the idea remained to make a stand on the victory platform.

Tommie Smith decided that he would make a gesture if he won. He bought a pair of Black gloves in Mexico City and planned a gesture. In the 200-meter race, Smith won the gold and Carlos took bronze. After the race, Smith told Carlos of his plan and they decided to make a statement for racial equality. There on the victory platform, two men raised their fists as the world watched.

Part 3 **An Increase In Social Activism, 1965–1974**

Race Riots

A race riot is an outbreak of public violence and looting caused by racial tensions. Early in the twentieth century, “race riots” were often caused by White mobs targeting Black or other minority communities. The “Red Summer” of 1919 saw several large race riots across the country. The largest occurred in Chicago, Washington, D.C., and Elaine, Arkansas. All three riots were **initiated** by Whites. Other large race riots in the early twentieth century targeted Mexican Americans and Filipino immigrants in addition to African Americans.

Starting in the 1960s, “race riots” became a form of protest by angry Black groups damaging their own community or turning against whites in their community. These riots often began after a real or perceived conflict with white authority figures, mostly police officers.

initiated: started or began



The rioters focused on White-owned businesses in the predominately Black neighborhood. People looted and burned stores to the ground. Other cities in California, including San Diego and Pasadena, also had rioting. Close to 4,000 people were arrested.



August 11, 1965 was a hot night. Many residents of Los Angeles’s Watts neighborhood were sitting outside. Around 7:00 pm, a White police officer pulled over a Black motorist suspected of driving drunk. The driver was 21-year-old Marquette Frye. His brother, Ronald, who had been in the passenger seat, walked two blocks to tell their mother that Marquette was being arrested. When his mother arrived, Marquette began resisting arrest. His mother allegedly ripped the shirt of an officer. All three of the Fryes were arrested.

After the Fryes were taken away, someone from a gathered crowd spit on a police officer. The officer arrested a young Black woman in the crowd who some thought was pregnant. The crowd began to get angry and lit a remaining police car on fire.



The riots raged for six days until the National Guard was sent in. Thirty-four people died and more than 1,000 were injured. The riots caused over \$40 million in property damage. More than 600 buildings were damaged, mostly stores.

An official investigation by the California governor’s office found that the riot was a result of longstanding and legitimate problems in the Watts community, including high unemployment, poor housing, failing schools, and a deep distrust of White police officers.

Robert F. Kennedy



Robert “Bobby” Kennedy, brother of President John F. Kennedy, helped manage his brother’s successful campaign for the White House. During the campaign in 1960, Martin Luther King, Jr., was arrested in Atlanta during a sit-in. Bobby Kennedy called the judge and arranged for King to be released on bail. John called King’s wife Coretta and offered his sympathy. These actions helped the Kennedys improve their relationship with the African American community, and ultimately helped John win the election.

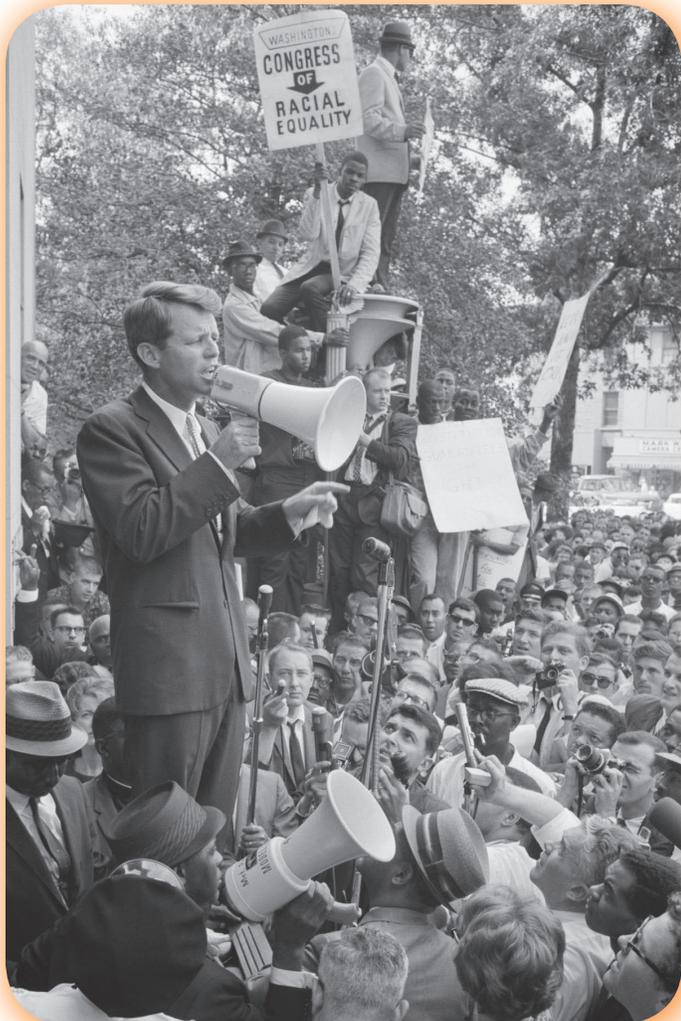
This photo shows Bobby Kennedy (center) with Martin Luther King, Jr. (to Kennedy’s right) and Vice President Lyndon B. Johnson (to Kennedy’s left).



When he reached the Oval Office, President Kennedy named his brother Attorney General. Though both men supported civil rights, neither did much at first to help the movement. That changed in 1961, when a group of young people called the Freedom Riders attempted to integrate interstate buses. The group was met with violence. Bobby sent in federal marshals to protect the protestors. That event stuck with Bobby. From then on he championed civil rights and worked to convince his brother to support it as well.

Part 3 **An Increase In Social Activism, 1965–1974**

Robert F. Kennedy *continued*



Bobby Kennedy continued to intervene in racial conflicts in the south during the early years of the 1960s. Finally, in 1963, President Kennedy introduced a sweeping civil rights bill to Congress. In November 1964, a year after President Kennedy's assassination, Bobby Kennedy was elected as senator from New York. As senator he worked to increase economic opportunities for poor people in inner cities and rural areas. These policies helped both the Black and White communities.

Writing Prompt

On a separate piece of paper, write a 150-word eulogy for Bobby Kennedy, celebrating and memorializing his contributions to the civil rights movement. If you wish, you may write your eulogy as a poem or as a song to be performed in class.



In 1968, Bobby Kennedy decided to run for president. Many African Americans, including retired football player Rosey Grier (second from right), seen here with Kennedy, supported his campaign. Unfortunately, he was assassinated in California on June 5, 1968.

During his brother's presidential campaign, Bobby

Kennedy helped _____
get released from jail.

When his brother was president, Bobby served as

_____.

Bobby was a stronger supporter of

_____ than the
president, and advised President Kennedy to act.

After serving in that office, Bobby was elected as a

_____ from New York.

In 1968, Bobby decided to run for

but he was _____

on June 6.

Sports Franchises in the South

In the days of segregation, cities in the Deep South lacked professional sports teams. Only after the Civil Rights Act did southern cities begin to have franchises.



Franchise Locations between 1937–1964:

- California
- Colorado
- Illinois
- Maryland
- Massachusetts
- Michigan
- Minnesota
- Missouri
- New York
- Ohio
- Pennsylvania
- Texas
- Washington, D.C.
- Wisconsin

Franchise Locations by 2013

- Arizona
- Florida
- Georgia
- Indiana
- Louisiana
- North Carolina
- Oklahoma
- Oregon
- South Carolina
- Tennessee
- Utah
- Washington

“Stacking” and Football Positions

Rewatch the video “You Can’t Play There” on thirdandlong.tv

Discussion Questions

1. Why were African American players restricted to certain positions?
2. What does Art Shell mean by “thinking man’s positions”?
3. What did the NFL risk losing by restricting Black players to certain positions? What may have happened differently if the NFL had allowed Blacks to play at all positions?

Football Positions

Offense

- 1** Quarterback: The leader of the team. He calls plays, receives the snap, is the primary passer, and runs the ball.
- 2** Center: Snaps the ball (begins the play) to the quarterback. Blocks defensive players from sacking (tackling) the quarterback once he has the ball.
- 3** Guards: Protects the quarterback.
- 4** Tackles: Protects the quarterback. With the guards and center, makes up the interior line.
- 5** Tight End: Both a blocker and a receiver. The side of the line with the tight end is called the “strong side.”
- 6** Wide Receiver: The fastest pass catchers on the team. Their main job is to get open for a pass from the quarterback.
- 7** Halfback (Running Back): Does a little of everything: runs, blocks, receives, even passes.
- 8** Fullback (Running Back): Lines up behind the tight end. Both a receiver and a blocker.

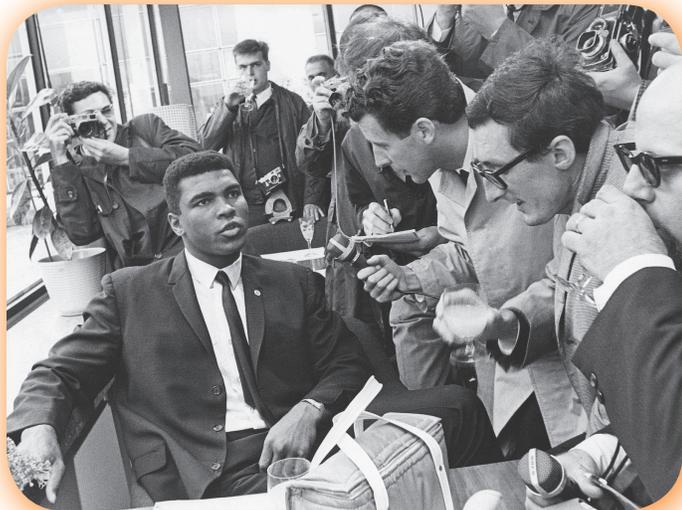


Defense

- A** Tackle: One of the largest players on the team. Rushes the passer and stops the run.
- B** End: Rushes the passer and stops the run.
- C** Linebacker: Does a little of everything defensive: stop running backs, defends against passes, rushes the passer.
- D** Cornerback: Plays in the area called the secondary. Stops runners and passes plays to the outside.
- E** Safety: Stops runners and passes plays down the field.

Part 3 **An Increase In Social Activism, 1965–1974**

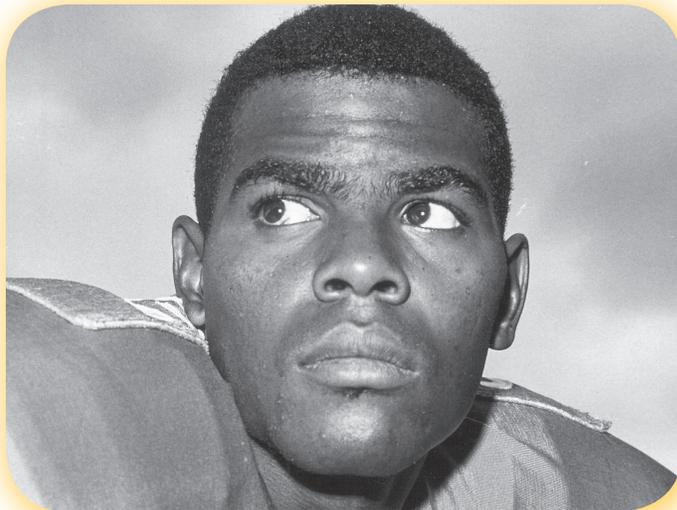
People to Know, 1965–1974



Muhammad Ali

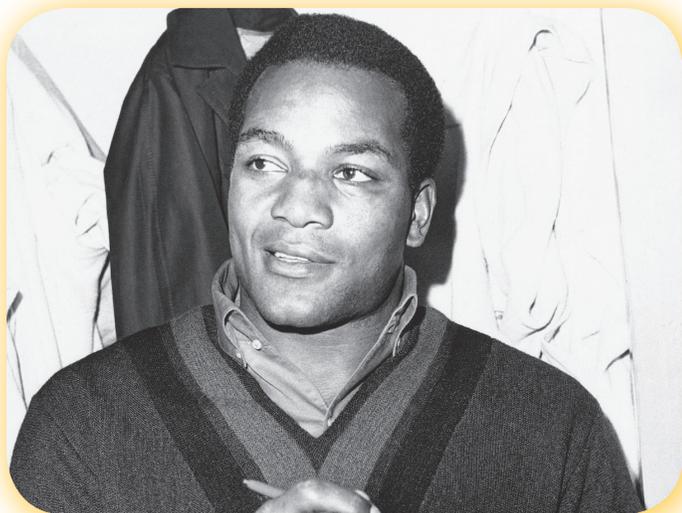
Muhammad Ali (born *Cassius Clay*) won all of his boxing matches in the 1960s. In 1964, Clay joined the Nation of Islam and changed his name to Muhammad Ali. Already a popular figure, Ali drew more attention in 1967 when he refused to join the army. Later in life Ali devoted himself to **philanthropy**.

philanthropy: actions in support of charity or improving the lives of others



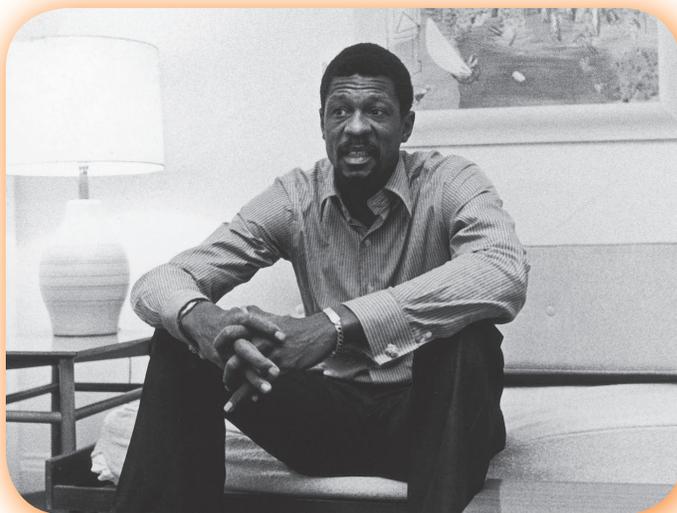
Marlin Briscoe

Marlin Briscoe was the first African American to play and start as quarterback in the AFL. After a strong season as quarterback in Denver, Briscoe was traded to the Bills, who moved him to wide receiver. He never played quarterback again, but he opened doors for others, including James Harris.



Jim Brown

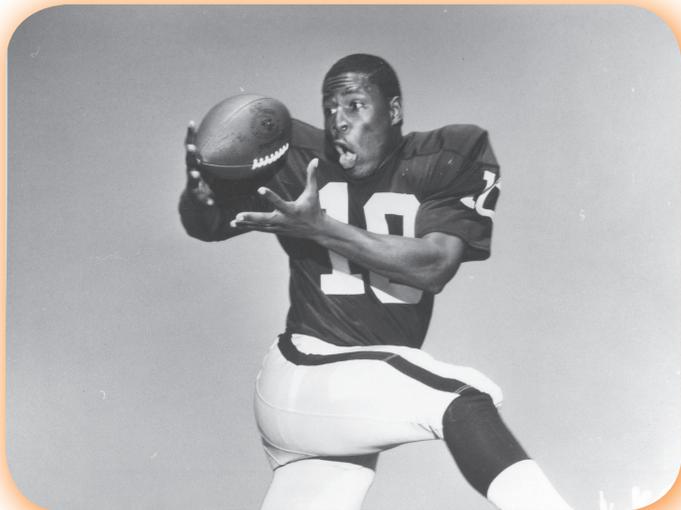
Jim Brown was the number one draft pick of the Cleveland Browns in 1957, and he was named Rookie of the Year after his first season. Brown was named to nine Pro Bowls in nine seasons and broke numerous records. When he retired from playing, Brown acted in movies and worked for the civil rights movement, including founding the Negro Industrial and Economic Union.



Bill Russell

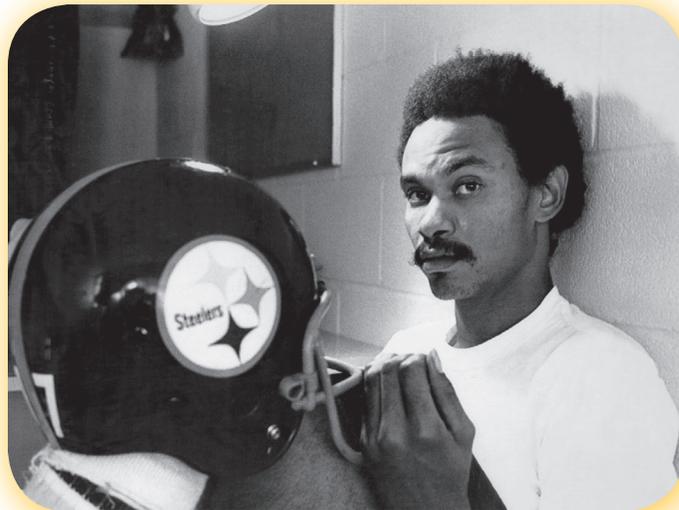
Bill Russell is one of the greatest basketball players in history, winning NBA Most Valuable Player five times. Russell experienced racism during his time with the Boston Celtics and did not always feel welcome in the city. After retiring, Russell joined the Negro Industrial and Economic Union and worked on other civil rights causes.

People to Know, 1965–1974 *continued*



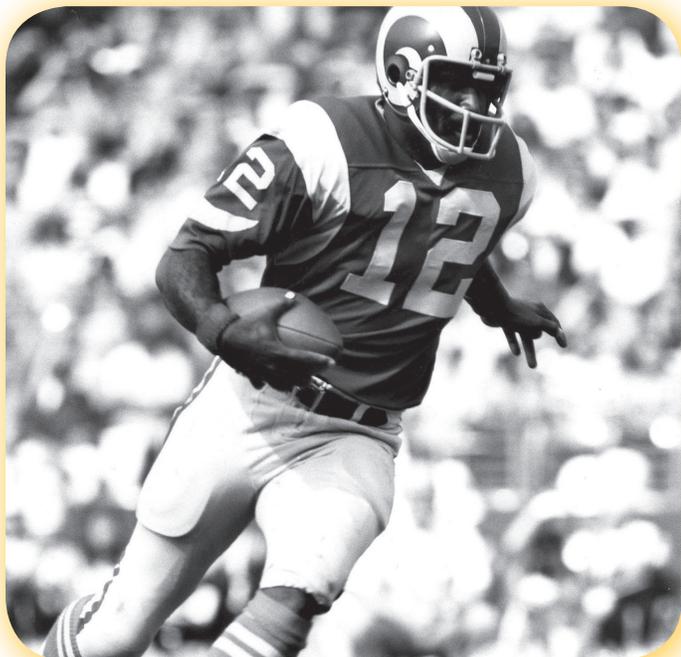
Eldridge Dickey

Eldridge Dickey was the first Black quarterback drafted in the first round by an NFL team, the Oakland Raiders. Dickey was moved to wide receiver and never played quarterback in the league.



Joe Gilliam

Joe Gilliam was the first African American quarterback to start a season (1974) at that position in the NFL. Gilliam led the Steelers to four regular season wins before being benched in favor of Terry Bradshaw.



James "Shack" Harris

James "Shack" Harris was the first African American quarterback to start a season in professional football, for the Buffalo Bills. He joined the team as starting quarterback in 1969. Later, he was the first Black quarterback to play in a playoff game, with the L.A. Rams in 1974, and the first to start in a Pro Bowl.



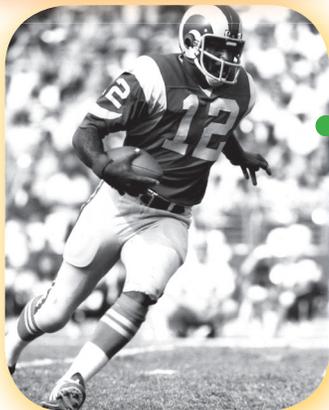
Willie Lanier

Willie Lanier was the first African American to play middle linebacker for a professional football team. He was drafted in 1967. Lanier broke the "stacking" rules that restricted Black players to certain positions. He helped **dispel** the notion that African Americans were unable to play "thinking" positions.

dispel: eliminate; to drive away

Part 3 **An Increase In Social Activism, 1965–1974**

An Increase in Social Activism, 1965–1974 **Timeline**



1965

1965

- The AFL All-Star game in New Orleans is boycotted by players
- President Johnson signs Voting Rights Act
- Watts riots occur in Los Angeles

1966

1966

NFL and AFL announce merger

1967

1967

- Muhammad Ali refuses to enter army and is stripped of titles
- Thurgood Marshall becomes first African American Supreme Court justice

1968

1968

- Martin Luther King, Jr., and Robert F. Kennedy are assassinated
- Eldridge Dickey is the first Black quarterback drafted in the first round; he never plays the position in NFL
- Marlin Briscoe (Denver Broncos) becomes the first Black starting quarterback in AFL
- Tommie Smith and John Carlos display the Black Power salute at the Mexico City Olympics

1969

1970

1969

James "Shack" Harris earns starting quarterback position for Buffalo Bills (AFL)

1971

1972

1970

- NFL and AFL merger is complete
- Super Bowl IV champion Kansas City Chiefs have more Black starters than White

1973

1974

1974

- Joe Gilliam named starting quarterback for the Pittsburgh Steelers
- James "Shack" Harris is the first African American to be the starting quarterback in an NFL playoff game

Were You Watching?

Watch the documentary and answer the questions.

1. In 1965, AFL players boycotted the _____ in New Orleans because they faced severe _____. Al Davis helped moved the game to _____.
2. Jim Brown formed the _____ to encourage economic development in African American communities.
3. When _____ refused to join the army in 1967, he was supported by a group of other top athletes.
4. The first AFL team to win the Super Bowl was the _____. The victory of the _____ the next year proved both the legitimacy of the AFL and the skills of black players.
5. The practice known as _____ limited Black players to certain positions. The first African American player to start at quarterback was _____ of the _____. He was traded to the Bills and moved to wide receiver after only one season.

Discussion Questions

1. Why might athletes make good activists or leaders for social change? Why might they do poorly in that role?
2. What purpose does voter suppression serve? Why would people want to restrict African Americans from voting? Why is it in the country's best interest to have a national law giving all citizens the right to vote? Look back at the graphs in this section to support your answer.
3. Explain the practice of "stacking." How did stacking hurt African American players? How did it hurt teams?

Writing Prompt

Complete the essay on a separate piece of paper. Remember to revise for sense and edit for correct spelling and grammar. Exchange papers with a partner if you wish.

Imagine that you lived in the United States in 1965 and watched the footage of "Bloody Sunday" in Selma, Alabama, on television. Write a letter to President Johnson in which you explain why voting rights are important and try to persuade him to pass the Voting Rights Act. Include personal details about how you felt watching the Selma marchers and details about other civil rights protests you have read about.

Part 3 **An Increase In Social Activism, 1965–1974**

Part 3 Vocabulary

- _____ • a government body that makes laws
- _____ • to drive away
- _____ • ruled by morals and the desire to do what is right
- _____ • actions in support of charity or improving the lives of others
- _____ • to withhold the right to vote, especially from an entire group of people
- _____ • to start or get going
- _____ • to find to be guilty of a crime
- _____ • an unfair test used to prevent African Americans from voting
- _____ • preventing people from participating in elections

Word Bank

- conscientious
- convict
- disenfranchise
- dispel
- initiate
- literacy tests
- legislature
- philanthropy
- voter suppression

PART 4

Black Consciousness and Black Pride, 1975–1989

Read the information, then answer the questions.

Black History Month

Black History Month began as Negro History Week in 1926. The week was sponsored by the Association for the Study of Negro Life and History, an organization formed to promote achievements by people of African descent. The first Negro History Week was in February, to **coincide** with both Abraham Lincoln’s and Frederick Douglass’s birthdays.

coincide: to be in or happen at the same place and the same time

Starting in the 1960s, local governments began to officially recognize Negro History Week, and that evolved into Black History Month. President Gerald Ford officially recognized Black History Month in 1976, and every president since has celebrated it in February.

Carter G. Woodson (1875–1950)

Carter G. Woodson was born to former slaves in West Virginia. Woodson was unable to attend school as a child because he was needed to help on the farm. He entered high school at the age of 20 and graduated in only two years. He went on to Berea College and the University of Chicago, finally earning his Ph.D. in history at Harvard University in 1912.

In 1915, Woodson founded the Association for the Study of Negro Life and History in Chicago. The organization aimed to raise awareness of the importance of Black history to both the United States and the world.

He started a scholarly journal called the Journal of Negro History to distribute articles about African American history. A few years later, he started the Associated Negro Publishers to publish books about and written by African Americans.

To further his mission of spreading Black history, Woodson started Negro History Week in 1926. He created educational materials to help participating teachers teach African American history. Woodson died before his Negro History Week became the national Black History Month, but he is remembered today as an early champion of African American studies and history.

President Gerald Ford’s Message on the Observance of Black History Month

February 10, 1976

In the Bicentennial year of our Independence, we can review with admiration the impressive contributions of Black Americans to our national life and culture.

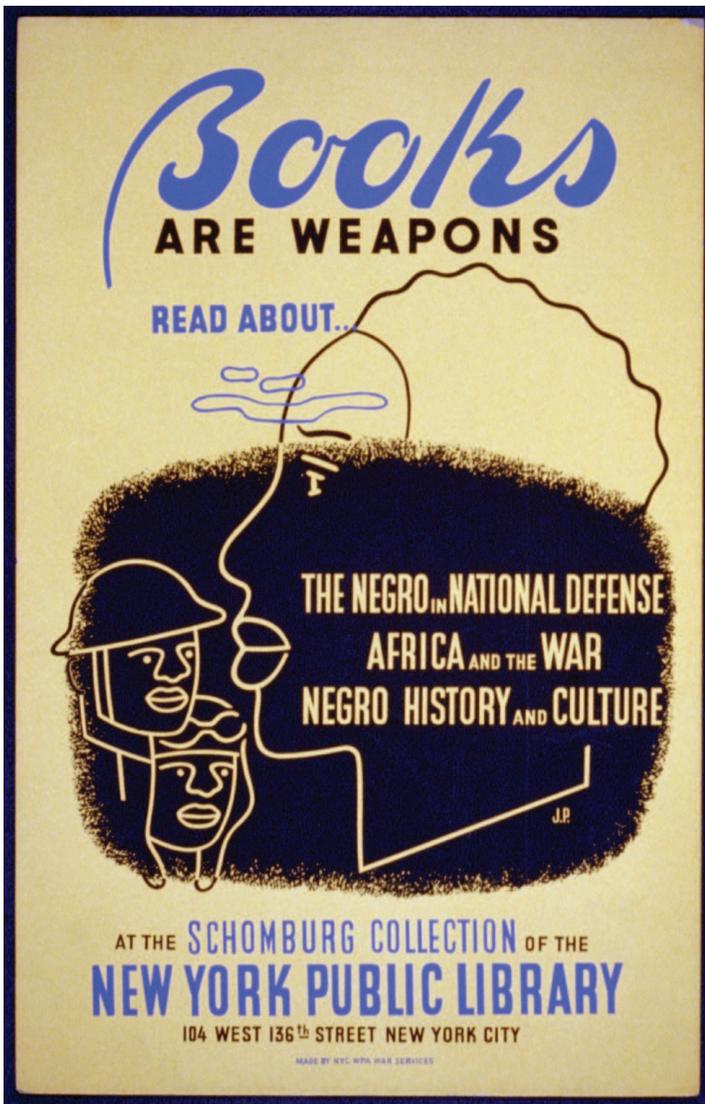
One hundred years ago, to help highlight these achievements, Dr. Carter G. Woodson founded the Association for the Study of Afro-American Life and History. We are grateful to him today for his initiative, and we are richer for the work of his organization.

Freedom and the recognition of individual rights are what our Revolution was all about. They were ideals that inspired our fight for Independence: ideals that we have been striving to live up to ever since. Yet it took

many years before ideals became a reality for Black citizens.

The last quarter-century has finally witnessed significant strides in the full integration of Black people into every area of national life. In celebrating Black History Month, we can take satisfaction from this recent progress in the realization of the ideals envisioned by our Founding Fathers. But, even more than this, we can seize the opportunity to honor the too-often neglected accomplishments of Black Americans in every area of endeavor throughout our history.

I urge my fellow citizens to join me in tribute to Black History Month and the message of courage and perseverance it brings to all of us.



This poster from the 1940s encourages people to visit the New York Public Library to read about African American history and Culture. The Schomburg Collection, now the Schomburg Center for Research in Black Culture, is still a leading research library for African American studies.

Discussion Questions

1. Black History Month went national in 1976. Based on what you have learned so far in the film and workbook, what changes in the country made the 1970s the time right for beginning to celebrate Black History Month?
2. Why is it important for African Americans to learn their own history? What did Carter G. Woodson hope to accomplish with Negro History Week? To what extent did he succeed?
3. Some people think that Black History Month should no longer be celebrated, because it separates Black history from the rest of American history. Others say that it should be celebrated because it calls attention to Black voices and stories that otherwise would not be heard. What do you think? Host a classroom discussion.

Black Nationalism

Martin Delany

Some abolitionists in the nineteenth century called for free African Americans to leave the United States. Abolitionist and doctor Martin Delany, who worked for a time with Frederick Douglass on his North Star newspaper, encouraged former slaves to return to Africa. He participated in the politics of Liberia, a new country founded on the west coast of Africa as a home for former slaves.

Marcus Garvey

An immigrant from Jamaica, Marcus Garvey founded the United Negro Improvement Association in 1914. Through it, he promoted Black-owned businesses and encouraged African Americans to be proud of being Black. Garvey believed economic power was the key to respect. He promoted emigration to

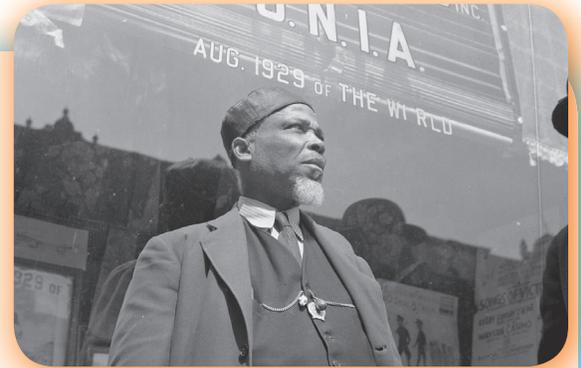
Africa if a person could not make it in the United States.

The Nation of Islam

Founded in the 1930s, the Nation of Islam called for a separate Black community with the ideals of the Muslim faith. Under Elijah Muhammad and Malcolm X in the 1950s and 1960s, the Nation promoted Black pride and mocked attempts at integration.

SNCC

The Student Nonviolent Coordinating Committee (SNCC) was founded in 1960 to support nonviolent civil rights protests. In 1966, Stokely Carmichael was elected chairman, and the organization turned away from nonviolence. Carmichael coined the term “Black power” and pushed for African Americans to gain political and economic power.

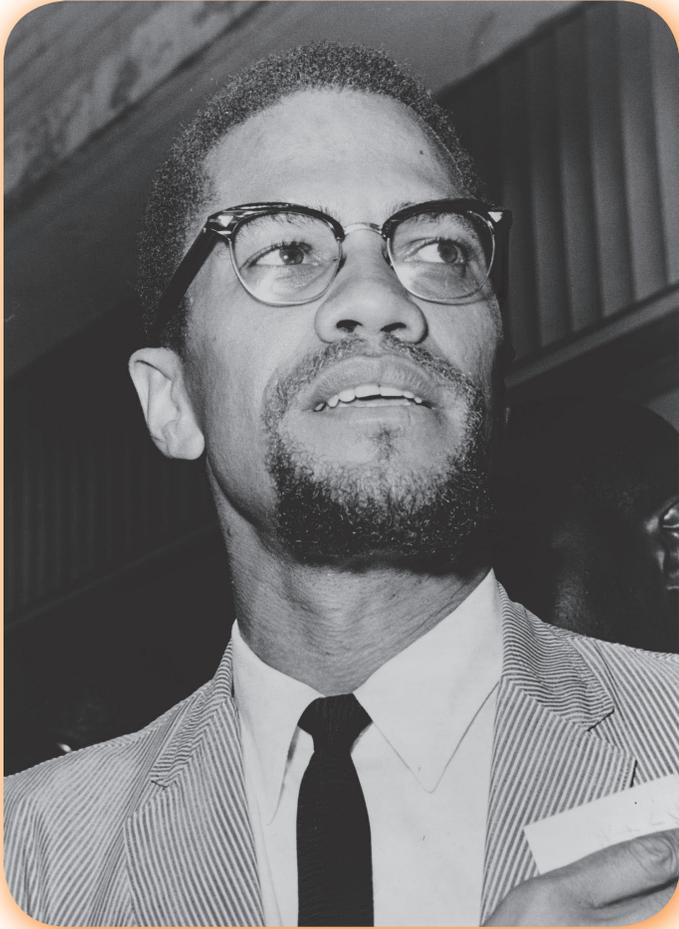


Marcus Garvey

Black Panthers

Out of all Black nationalist organizations, the Black Panthers garnered the most publicity. Founded in 1966 in California, the Black Panther Party became an armed revolutionary group. They became famous for following police officers to prevent unnecessary brutality toward African Americans. Panther membership remained small, and in 1971, refocused on providing community services.

Malcolm X (1925–1965)



Born Malcolm Little in Nebraska, Malcolm X was raised in Michigan. Starting at age 21, he spent six years in prison for robbery. During that time he converted to Islam and joined the Nation of Islam (NOI). He replaced his last name with an X, as was custom in NOI, because he believed his last name originated with White slaveholders. Though he had dropped out of school years before, he spent his time in jail educating himself in the prison library.

After his release from prison, Malcolm X began organizing new temples for NOI and founded NOI's newspaper Muhammad Speaks. He eventually became the National Representative of the Nation of Islam, second in command to Elijah Muhammad. Under his leadership, membership in NOI rose significantly.

*Malcolm X was a vocal critic of the civil rights movement's goals of nonviolence and integration. Due to disagreements with Elijah Muhammad in the early 1960s, Malcolm X left NOI in 1964. He founded the Organization of Afro-American Unity to increase support for human rights in Africa. Members of NOI assassinated Malcolm X on February 21, 1965. His life story, *The Autobiography of Malcolm X* (written by Alex Haley), was published the same year. The book continued to spread his ideas of Black nationalism and helped inspire the Black Power movement of the late 1960s.*

Black Nationalism

Abolitionist _____ encouraged former slaves to go to the country of _____ in Africa.

_____, an immigrant from Jamaica, founded the United Negro Improvement Association. He encouraged African Americans to be proud of being Black.

The _____, an African American Muslim organization, called for a separate Black community. Led by Elijah Muhammad and _____, the organization gained many followers in the 1950s and 1960s.

The _____ started as an organization against police brutality against African Americans. It became a militant organization, but later refocused on _____.

Independence Movements in Africa

Many civil rights supporters, especially Black nationalists, closely watched and supported the independence movements in Africa. They saw parallels between their own fight for rights and the fight of Africans for independence and rights.

1 **Angola**

Former colonizer: Portugal

Year of independence: 1975

Leaders: Agostinho Neto, Holden Roberto, Jonas Savimbi

Fight for freedom: A revolt in 1961 started a long guerrilla war. The anticolonial cause was weakened by divisions between three separate independence movements, led by Neto, Roberto, and Savimbi. Portugal withdrew from the country in November 1975 without handing clear power to any group. A decades-long civil war followed.

2 **Mozambique**

Former colonizer: Portugal

Year of independence: 1975

Leaders: Eduardo Mondlane, Samora Machel

Fight for freedom: In the 1950s, the Portuguese government sent European settlers to Mozambique and offered them jobs denied to Africans. In 1962, the Mozambique Liberation Front was founded, and a war for independence began in 1964. After a coup in Portugal, Mozambique asked for a cease-fire and became independent in 1975.

3 **Namibia**

Former colonizer: South African Whites

Year of independence: 1990

Leader: Sam Nujuma

Fight for freedom: Thanks to diamond and copper mining, Europeans became rich in Namibia (then called West South Africa) after World War II. But the benefits did not extend to the native population. Two-thirds of Black Namibians lived in poverty by the late 1980s. Independence finally came with elections in 1989, aided by the United Nations.

4 **South Africa**

Former colonizer: Great Britain (until 1931), then the White minority

Year of independence: 1994

Leaders: Nelson Mandela, Robert Sobukwe

Fight for freedom: Under the segregated system called apartheid, Whites owned almost nine-tenths of the land in South Africa. Only Whites were allowed to vote and serve in parliament. Police were allowed to use violence on people or arrest them without trial. Blacks were forced to live on reserves. Leaders of resistance movements, including Nelson Mandela and Robert Sobukwe, were arrested and sentenced to long jail terms. The global community widely condemned



apartheid. White leaders started in 1978 to make reforms, but those changes did not affect the main power structure of the country. Opposition groups organized protests, strikes, and boycotts that were met with violence from the government. Starting in the early 1990s, the apartheid rules were repealed, and the White government began to work with opposition leaders to bring Blacks into the government. South Africa's first election with universal suffrage—meaning everyone regardless of race could vote—occurred in 1994. Nelson Mandela was elected president of the new South Africa.

Independence Movements in Africa *continued*

5 **Zimbabwe**

Former colonizer: Great Britain

Year of independence: 1980

Leaders: Robert Mugabe, Joshua Nkomo

Fight for freedom: Then called Rhodesia, Zimbabwe was a self-governing colony started after World War I. In 1969, a new constitution limited power to the White minority and established Rhodesia as a republic. Black independence groups

began pressuring the government for equal rights and power. In 1978, a transitional government was set up, led by Blacks, and the country changed its name to Zimbabwe. The fighting continued until 1980, when Zimbabwe was recognized as an independent nation.

6 **Guinea-Bissau**

Former colonizer: Portugal

Year of independence: 1974

Leader: Amilcar Cabral

Fight for freedom: In 1956, a national liberation party was founded. Its leaders hoped to achieve independence with peaceful protest, but Portuguese authorities responded with violence. The rebels declared their independence in 1973, which was finalized in 1974 after a coup in Portugal.

Portugal was one of the last large European powers in Africa. It controlled _____, _____, Mozambique, and _____.

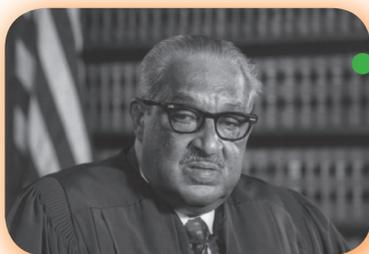
Those countries gained their independence after a _____ in Portugal that replaced the **dictatorship**.

Unlike territories controlled by European governments, _____ was controlled by South African whites. Leaders became rich from _____ and _____ while many native people remained very poor.

After Great Britain pulled out of South Africa, the minority White population began a strict system of _____ that severely limited the opportunities for Blacks. Opposition groups using peaceful protests were met with violence from the _____. The first free elections in 1994 made _____ the first Black president of the country.

dictatorship: a form of government led by one absolute leader

African American Politicians: Gaining a Voice in Politics **Timeline**



1966

1967

1966

Edward Brooke from Massachusetts becomes the first African American popularly elected to the US Senate.

1968

1969

1970

1971

1972

1973

1974

1975

1976

1977

1978

1979

1980

1967

Thurgood Marshall, former lawyer for the NAACP who argued *Brown v. Board of Education*, becomes Supreme Court justice.

1967

Cleveland, Ohio, and Gary, Indiana, become the first major US cities to elect African American mayors.

1968

Shirley Chisholm becomes the first African American woman to be elected to Congress.

1972

Representative Shirley Chisholm, from New York, is the first African American woman to make a serious run for the presidency.

1976

Representative Barbara Jordan gives the keynote address at the Democratic National Convention.

1976

Civil rights leader Andrew Young becomes the first African American ambassador to the United Nations.

1992

Carol Moseley Braun from Illinois is the first African American woman elected to the US Senate.

2001

Colin Powell is appointed Secretary of State, the first African American to hold the position. He is succeeded by Condoleezza Rice, an African American woman.

2005

2006

2007

2008

2008

Barack Obama is elected president of the United States.



Who was the first African American...

Woman elected to Congress? _____

Supreme Court Justice? _____

Secretary of State? _____

President? _____

Black Coaches in the NFL

Black Coaches Visitation Program

In 1949, Paul Younger became the first African American player from a historically Black college or university to join the NFL. After he retired, he worked in the Rams front office. Younger, along with John Wooton (scout for the Dallas Cowboys) and Frank Gilliam (scout for the Minnesota Vikings), saw that many talented African Americans were not moving up the ladder.

Younger, Wooton, and Gilliam had an idea. They thought they could set up a program in which African American coaches from Historically Black Colleges and Universities came to NFL training camps to work with NFL coaches. It would give these Black coaches a chance to understand how the NFL works, as well as introduce them to those in charge. NFL leaders might then consider Black coaches for open positions. The men took their idea to NFL commissioner Peter Rozelle.

Rozelle implemented the idea, and so the Black Coaches Visitation Program was founded in 1979. Gradually, the program increased the number minority coaches in the NFL.

Bill Walsh NFL Minority Coaching Fellowship

Bill Walsh, former head coach of the San Francisco 49ers, saw that few NFL teams employed minority coaches. When the NFL implemented the Black Coaches Visitation Program, he was an early and strong supporter.

In 1987, Walsh created a minority internship program at the 49ers. He got names of promising Black coaches from John Wooton, one of the founders of the Visitation Program, and hired those coaches at part-time or low-level positions to help them work their way up in the league.

The Fellowship is still active, and all 32 NFL teams participate. Each team is encouraged to bring in four participants for at least the duration of training camp and the preseason. Minority coaches are given the chance to observe and participate in meetings and player sessions. They gain experience, with the ultimate goal of earning a full-time NFL coaching position.

Document-Based Questions

What is the connection between the Black Coaches Visitation Program and the Bill Walsh Fellowship?

What is the goal of both programs? How do they work toward that goal?

The Bill Walsh Fellowship continues today. What changes in the league, if any, would make the fellowship unnecessary?

People to Know, 1975–1989

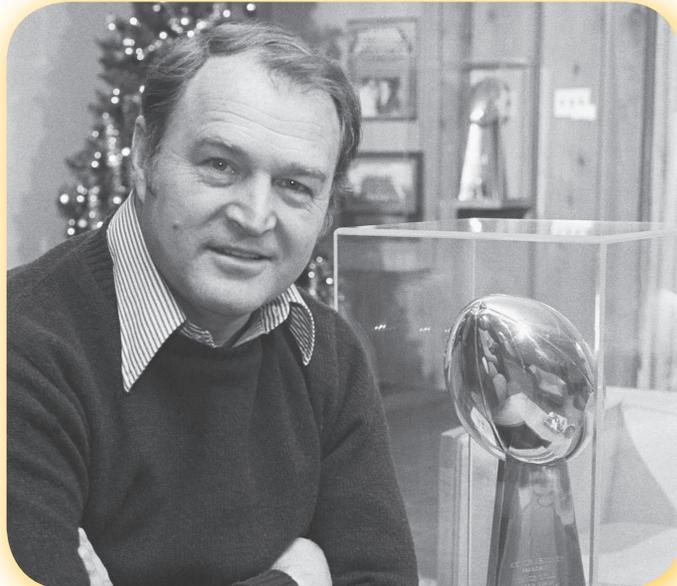


DR. HARRY EDWARDS
PROFESSOR EMERITUS, UC BERKELEY

Harry Edwards

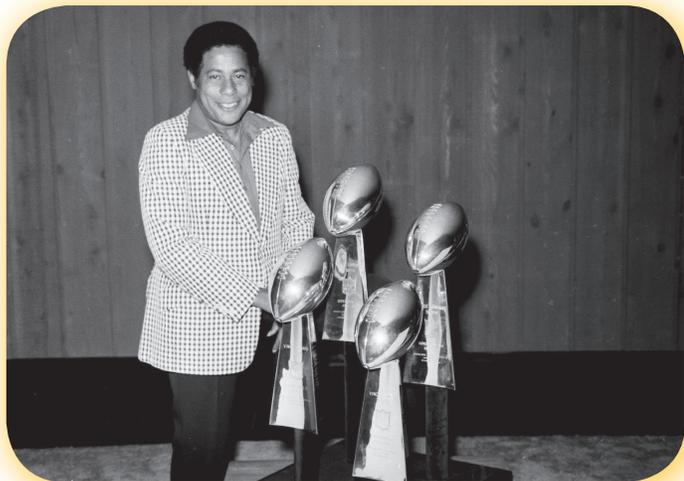
Harry Edwards is a *sociologist* and former professor at University of California, Berkeley. Edwards helped organize the Olympic Project for Human Rights in 1967, which led to Tommie Smith's and John Carlos's Black power salute at the 1968 Olympic Games. Edwards is an outspoken advocate for more Black leaders in sports management and equality on and off the field for athletes.

sociologist: a person who studies the group behavior of human beings



Chuck Noll

Chuck Noll was coach of the Pittsburgh Steelers for 23 seasons. He took over a team that had never won a championship and led them to win four Super Bowls in six years. Noll was able to create a strong team by recruiting the best talent regardless of race.



Bill Nunn

Bill Nunn started his career in the sports department at the Pittsburgh Courier, one of the top Black newspapers in the country. His work as a reporter gained him many contacts at Black colleges. He was hired by Dan Rooney as a scout for the Pittsburgh Steelers, initially focusing on the Black colleges and universities. Rooney later sent him to scout at all colleges. The scouting department drafted a record four players in the 1974 draft that are in the Pro Football Hall of Fame. Nunn remains with the team to the present day.



Art Shell

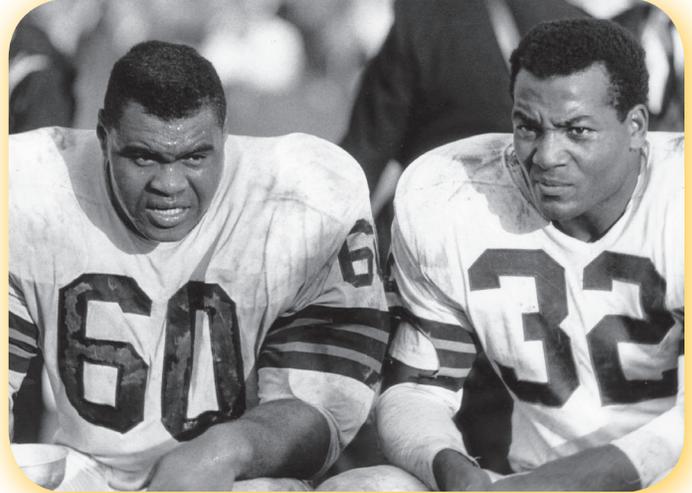
Art Shell was the first African American NFL head coach of the modern era. After playing football at Maryland State-Eastern Shore, Shell was drafted by the Raiders in 1968. In the 1970s, he was a feared offensive tackle and played in eight Pro Bowls and won two Super Bowls. After retiring from playing in 1982, Shell became an offensive line coach until he was named head coach in 1989. He held that position until 1994, when he went to work for the Atlanta Falcons and then to the NFL front office. He returned to the Raiders as head coach in 2006 but coached for only one season.

People to Know, 1975–1989 *continued*



Bill Walsh (center)

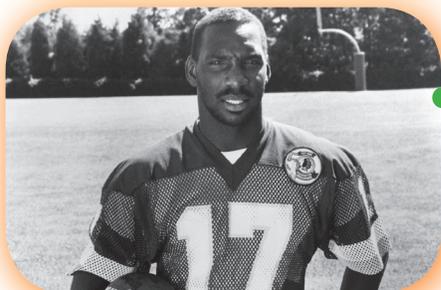
Bill Walsh was head coach of the San Francisco 49ers from 1979 until 1989. Walsh came into a struggling franchise and turned it into one of the best teams of the 1980s, winning three Super Bowls. Walsh developed the pass-based style of offense called the “West Coast Offense,” which has become popular across the league today. Inspired by the Black Coaches Visitation Program, Walsh created the NFL’s Minority Coaching Fellowship in 1987. The fellowship continues today.



John Wooten (left) with Jim Brown

John Wooten was a star player for the Cleveland Browns in the 1960s. He played one season for the Redskins in 1968 and then retired. He never missed a game. After retiring, Wooten joined the Dallas Cowboys front office. He helped found the Black Coaches Visitation Program in 1979. Though retired from NFL management, Wooten continues to serve as Chairman of the Fritz Pollard Alliance Foundation.

Black Consciousness and Black Pride, 1975–1989 **Timeline**



1975

1976

The first national Black History Month is recognized by President Gerald Ford.

1976

1977

1978

1979

Black Coaches Visitation Program is founded.

1979

1980

1981

1983

Congress creates federal holiday celebrating Martin Luther King, Jr.

1982

1983

1984

1987

Bill Walsh creates minority coaches internship program at the 49ers.

1985

1986

1987

1988

Doug Williams (Redskins) becomes first African American quarterback to win Super Bowl MVP.

1988

1989

1989

Art Shell is named head coach of Oakland Raiders.

1990

Were You Watching?

Watch the documentary and answer the questions.

1. The Pittsburgh Steelers ruled the 1970s thanks in part to legendary scout _____.
In 1974, the Steelers drafted four players who went on to be included in the _____,
a record.
2. John Wooten helped establish the _____. It brought African American coaches from
historically Black colleges into NFL meetings to learn how the league works.
3. San Francisco 49ers coach _____ supported minority hiring in his team. A fellowship
was named in his honor.
4. The first African American head coach of the modern era was _____, who was hired by
Al Davis to lead the _____.

Part 4 **Black Consciousness and Black Pride, 1975–1989**

Discussion Questions

1. In the film, Willie Brown says about African American coaches, “I think that’s the greatest thing in the world when you see that you’re playing a team that has a Black coach.” Why is it important to have African Americans in coaching positions in sports? What does it show players?
2. Why was the Black Coaches Visitation Program founded? Why do you think African American coaches need to experience the NFL firsthand?

Writing Prompt

Complete the essay on a separate piece of paper. Remember to revise for sense and edit for correct spelling and grammar. Exchange papers with a partner if you wish.

Compare the main principles of Black nationalism—self-reliance and self-defense—with Martin Luther King, Jr.’s ideas about non-violent resistance. Which approach do you think is more effective? Is violence ever justified when fighting for a larger moral cause? Use the resources provided in this part and in Part 3 to support your argument.

Research Prompt

Choose one of the African nations discussed on page 44. Conduct a short research project into the history and current government of that country. Give a short presentation to the class. Use visuals and maps to support your information. Be sure to include a bibliography of all sources.

Part 4 Vocabulary

- _____ • a form of government led by one absolute leader
- _____ • a person who studies the group behavior of human beings
- _____ • to be in or happen at the same place and the same time

Word Bank

coincide

dictatorship

sociologist

PART 5

Diversity in the National Football League, 1989–present

Read the information, then answer the questions.

Affirmative Action

Affirmative Action is a **policy** with the goal of leveling the playing field for people who, historically and today, have had more difficulty finding opportunities due to discrimination, such as racism or sexism. These policies often apply to minorities and women in college and job application processes.

Affirmative: a positive approach

Policy: a management course or procedure used by an organization as a guideline to make decisions

Arguments in Favor

- 1** Because of past discrimination, minorities and women have been denied a fair share of opportunities. Affirmative action makes up for past wrongs.
- 2** Minorities today grew up as children of people denied opportunities, so they started behind other children who had a history of opportunity.
- 3** Increasing the number of minorities and women in businesses and colleges further dispels notions that those populations are less capable or lack potential.
- 4** Everyone at a business or college benefits from exposure to diverse experiences.

Arguments Against

- A** Because intelligence and ability is not related to skin color or gender, minorities and women should be able to compete on equal grounds today.
- B** Past discrimination does not affect minorities any more. Giving preferential treatment to minorities is a step backwards toward discrimination.
- C** White people today are not responsible for past racism. They should not be punished for past wrongs.
- D** Affirmative action policies hurt businesses and colleges because the most qualified candidates may be passed over in favor of a less-qualified minority.

Discussion Question

Affirmative Action policies remain controversial. Why? Discuss in small groups.

Race in the 1990s

Economic Disadvantages in the 1990s

Black adults were 2 times as likely as White adults to be unemployed.

Black adults made 11 percent less for the same work.

Black households had 12 times less wealth than White households. For every dollar of wealth a White household had, a Black household had 10 cents.

Racial residential segregation declined in the 80s and 90s, but segregation remained.

Studies showed that landlords and banks discriminated against Black families.

Rodney King Riots, Los Angeles 1992

Shortly after midnight on March 3, 1991, a man named Rodney King had been drinking with friends when he and two others left in his car. Two California Highway Patrol officers saw King driving erratically and attempted to pull him over. King ignored the police and kept driving dangerously fast. When finally stopped, King and his two passengers were ordered out of the car. King was hit twice with a stun gun, and then beaten with batons and kicked for a minute and a half.

A local man named George Holliday heard the arrest happening outside his apartment. He used his video camera to film the beating and took the tape to a local TV station. Soon the brutal beating was being played around the country on CNN.

The tape confirmed what many in the Black community already knew: African Americans often received different, and in many cases hostile, treatment from police officers.

The four officers involved were taken to trial for using unnecessary force. A jury with no African Americans acquitted, or declared not guilty, three of the officers and declared a mistrial for the fourth. About one hour later, riots began in Los Angeles.

Rioters smashed buildings, lit fires, and beat up drivers. It took five days to calm the city.

During that time, more than fifty people died, hundreds were injured, and more than one billion dollars in damages had been caused.

O. J. Simpson Trial

After a highly successful career as an NFL player in the 1970s, O.J. Simpson retired and began work as a sports commentator and actor. Through those roles, he became a very well-known public figure. Then, on June 12, 1994, Simpson's ex-wife Nicole and her friend Ronald Goldman were found stabbed to death at her home. Simpson was arrested a few days later and charged with the two murders. The long trial became the media event of the year.

Racial undertones surrounded the trial—a Black celebrity accused of murdering two White people. The detective in the case, Mark Furhman, was revealed during the trial to harbor unsympathetic, if not racist, attitudes toward African Americans. The evidence was occasionally conflicting, and the police investigation was considered rushed. Some people viewed the conflicting evidence as proof Simpson was framed.

Many White citizens thought the jury did not want to convict a Black celebrity. Simpson was ultimately acquitted of the charges.

Race in the 1990s *continued*



On October 16, 1995, close to one million African American men gathered on the Washington Mall for a celebration of Black unity called the Million Man March. It was one of the largest gatherings ever in Washington, D.C. The event focused on eliminating poverty, improving education, and reducing drug use and gang violence.

Document-Based Questions

Describe what happened to Rodney King and how that event led to rioting around Los Angeles.

Compare and contrast the Rodney King-related trial and the O.J. Simpson trial. What similarities and differences can you see?

What types of **economic** hurdles did African Americans face in the 1990s? Why might these hurdles cause violence or civil disorder in the community?

Economic: related to trade, business, and/or money

Black Coaches in the National Football League: Superior Performance, Inferior Opportunity Report

Report Conclusions

- From 1986 to 2001, there were 139 openings for coaching jobs. Six went to African Americans.
- In that time, Black coaches averaged 1.1 more wins per season than White coaches. (9.1 wins compared to 8.0 wins)
- Black coaches took their teams to the playoffs 66 percent of the time, versus 39 percent for White coaches.
- Black coaches were more likely to be fired after winning seasons.

Results of the Report

- The NFL implemented one of the report's central proposals: that every team looking for a new head coach must interview at least one minority candidate. The rule is named after Steelers owner Dan Rooney, who championed it.
- In the ten years since the Rooney rule went into effect, eleven African Americans and one Latino have been named head coaches.



- The seven Super Bowls from 2006–2013 featured at least one African American head coach or general manager.

According to the report, out of _____ coaching job openings between 1986 and 2001, _____ went to African Americans. That's less than one percent.

After a winning season, an African American coach is _____ likely to be fired than a White coach.

In response to the report, the NFL instituted a rule that teams need to interview a minority candidate for openings. The rule is known as the _____, after the owner of the Pittsburgh Steelers.

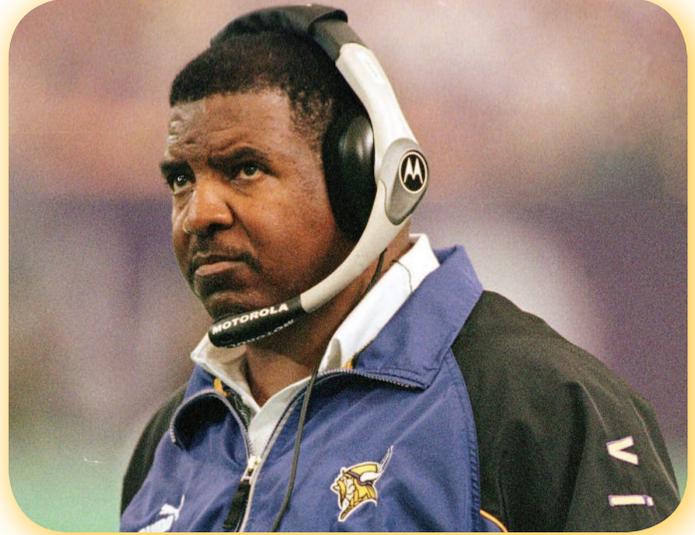
In 2003, a group of minority coaches and NFL employees founded the _____, named after an early African American football player and coach.

People to Know, 1989–present



Johnnie Cochran, Jr.

Johnnie Cochran, Jr. was a well-known civil rights lawyer, most famous for defending O.J. Simpson against murder charges. Cochran and Cyrus Mehri compiled a report about the lack of African American coaches in the NFL titled *Black Coaches in the National Football League: Superior Performances, Inferior Opportunities*. The report and the threat of a lawsuit encouraged the NFL to implement the Rooney Rule to increase the number of minority head coaches.



Dennis "Denny" Green

Dennis "Denny" Green was the second African American head coach in the NFL modern era, after Art Shell. Green coached football at Northwestern University and Stanford University before being hired by the Minnesota Vikings. Green coached the Vikings and the Arizona Cardinals.



Lovie Smith and Tony Dungy before Super Bowl XLI

Lovie Smith was head coach of the Chicago Bears from 2004 to 2012. Super Bowl XLI saw Smith's Bears face Tony Dungy's Colts, which marked the first time two African American head coaches competed in the Super Bowl.

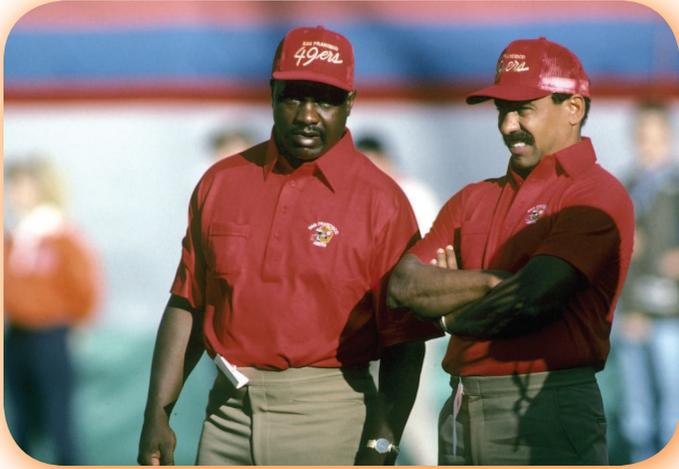
Tony Dungy played three seasons in the NFL before moving to coaching. He was the most successful head coach in Tampa Bay Buccaneers history. In 2002, Dungy became the head coach of the Indianapolis Colts and became the first African American coach to win the Super Bowl (SB XLI).



Ozzie Newsome

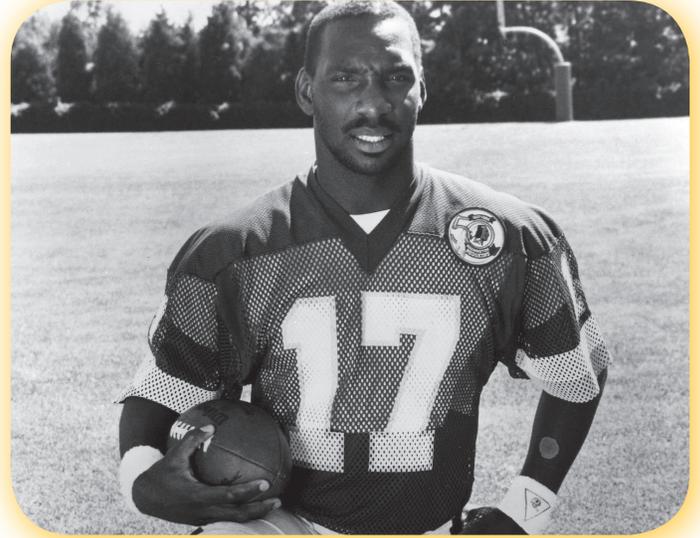
Ozzie Newsome was drafted in 1978 by the Cleveland Browns and played thirteen years as tight end. He became the Browns director of pro personnel in 1994. In 2002, Newsome was promoted to General Manager of the Baltimore Ravens, the first African American to hold that position. The team has won two Super Bowls under his management.

People to Know, 1989–present *continued*



Ray Rhodes (left) with Sherman Lewis

Ray Rhodes played in the NFL for seven seasons before moving to coaching. He was named head coach of the Philadelphia Eagles in 1995. In his first season, he won the NFL Coach of the Year award. After four years in Philadelphia, Rhodes coached the Green Bay Packers for one season. He remains a defensive coach for the league.



Doug Williams

Doug Williams was quarterback for the Tampa Bay Buccaneers and the Washington Redskins, and the first African American quarterback to win the Super Bowl Most Valuable Player award, in 1988.

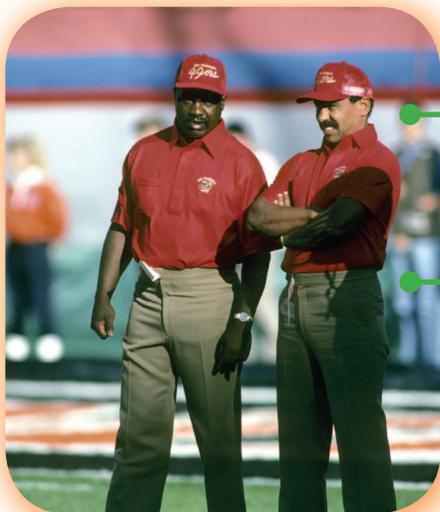


Dan Rooney (left) with Dallas Cowboys owner Jerry Jones and Commissioner Paul Tagliabue (right) in 1996

Dan Rooney is and has been an important part of the NFL. His father founded the Pittsburgh Steelers, and Rooney has worked for the team since 1955. Rooney helped **negotiate** player contract disputes and was chairman of the NFL's Minority Committee, founded after the Black Coaches in the National Football League report was released. The Rooney Rule is named for him.

Negotiate: to discuss in order to reach an agreement

Black Coaches and MVPs, 1989–present **Timeline**



- 1992
 - 1992
 - Denny Green is named head coach of Minnesota Vikings.
 - Rodney King verdict causes riots in Los Angeles.
- 1993
- 1992
- 1993
- 1994
 - 1995
 - Ray Rhodes is named head coach of Philadelphia Eagles.
 - Former NFL player O.J. Simpson is tried for murder.
- 1995
- 1996
 - 1996
 - Tony Dungy is named head coach of Tampa Bay Buccaneers.
- 1997
- 1998
- 1999
- 2000
 - 2002
 - Ozzie Newsome is named General Manager of Baltimore Ravens.
- 2001
- 2002
 - 2002
 - Black Coaches in the National Football League report is released.
- 2003
- 2004
- 2005
 - 2007
 - Super Bowl XLI features Black coaches.
- 2006
- 2007
- 2008
- 2009
- 2010

Were You Watching?

Watch the documentary and answer the questions.

1. In the early 1990s, _____ African Americans were named as head coaches. After the 1996 season, _____ new coach hires were minorities.
2. In 2002, a team of civil rights lawyers released a report about _____ in the NFL. The report motivated Paul Tagliabue, the _____ of the league, to create a minority committee.
3. The new rule that requires teams to interview a minority candidate for open head coach and general manager jobs is called the _____.
4. In Super Bowl XLI, coach _____ of the Chicago Bears faced coach _____ of the Indianapolis Colts.
5. Ozzie Newsome was named general manager of the _____ in 2002.
6. _____ of the Washington Redskins became the first Black quarterback to be named _____ in Super Bowl XXII.

Discussion Questions

1. Why did Cyrus Mehri and Johnnie Cochran release the *Black Coaches in the National Football League* report? What did they hope to accomplish? What did they accomplish?
2. Discuss two or three things you learned or that surprised you from the film. How did the film change your perspective on sports or the civil rights movement?

Writing Prompt

Complete the essay on a separate piece of paper.

Remember to revise for sense and edit for correct spelling and grammar. Exchange papers with a partner if you wish.

Why is it important for both players in and fans of the NFL to know the history of African Americans in the league? Support your claim with information from both the documentary and the student edition.

Part 5 Vocabulary

- _____ • a management course or procedure used by an organization as a guideline to make decisions
- _____ • to discuss in order to reach an agreement
- _____ • related to trade, business, and money
- _____ • a positive approach

Word Bank

economic

affirmative

policy

negotiate

Football Glossary

benched: When a player is removed from the game and must sit on the sidelines.

bowl game: In college football, a bowl game is a postseason game played between two teams with winning seasons.

block: The move by an offensive player to keep a defensive player from stopping the current play. Blocking players are trying to prevent sacks, tackles, and interceptions.

conference: The NFL is divided into two 16-team conferences—the AFC and the NFC. Postseason playoff games are used to determine the champion of each conference. Those two champions face each other in the Super Bowl.

coordinator: A member of the coaching staff for a football team. Each team has an offensive and a defensive coordinator, who often call plays and are second only to the head coach. These coordinators are in charge of all players and assistants in their side.

defense: The team that does not have the ball and is defending their end zone.

down: One play. The offense has four downs (or chances) to move the ball 10 yards down the field.

draft: The system in which professional teams choose new players from a pool of college players.

end zone: The 10-yard scoring area at each end of the field. A player must carry the ball into or catch a ball in the end zone to score a touchdown.

extra point: After a team scores a touchdown, they attempt to kick the ball through the yellow goal posts. A successful kick is worth one point.

field goal: A score when a kicker kicks the ball through the yellow goal posts following a drive, not a touchdown. A field goal is worth three points.

forward pass: One of two ways for the offense to move the football (the other is to run). Passes are usually thrown by the quarterback to a receiver down the field.

franchise: A sports team and its whole operating organization. For example, the Chicago Bears franchise includes the team and all front office employees.

Heisman trophy: The award given to the top college football player in the country.

interception: When a defensive player catches a pass intended for an offensive player. An interception means a change of possession, and the defense now becomes the offense.

jersey: The white or colorful mesh top worn over the pads by a football player. The jersey shows the player's last name and number.

line of scrimmage: The imaginary line running from one sideline to the other, shown with a yellow computer-generated line on TV. The two teams line up on the line of scrimmage, and that is where the ball is snapped and the play begins.

Most Valuable Player (MVP) Award: The award given to the player who was considered most valuable to his team that season.

National Football League: The main professional football league in the United States. The NFL has 32 teams. The League is run by a commissioner.

offense: The team with the ball.

playoff: Playoff games are used to determine who will go to the Super Bowl. After the regular season ends, the teams with the best records (most wins and fewest losses) compete in playoff games. The team who wins the playoff continues on, but the loser's season ends.

preseason: A period of four games played before the real season begins. The four preseason games do not count toward a team's record in the regular season.

punt: A kick down the field by a punter on the fourth down after the offense fails to gain 10 yards.

rookie: A player in his first year with a professional league.

sack: When the quarterback is tackled behind the line of scrimmage, causing a team to lose yards.

safety (score): The least common method of scoring in football. A safety earns two points for the defense when a ball carrier is tackled in his own end zone. After a safety, the team that earned the point (who was playing defense) receives possession of the ball.

Football Glossary

scout: A front office employee of a team who goes out to colleges and minor league teams to look for new players to draft or sign.

season: The regular batch of games a team plays. The NFL has a 16-week season, which starts after training camp and the preseason, and is followed by the postseason and the Super Bowl.

snap: A move to put the ball in play. A snap happens when the center passes the ball backwards through his legs to the quarterback. A long snap happens before a field goal attempt or a punt.

Super Bowl: The NFL's championship game, played between the champions of each conference. Played in the first week of February after the end of the season.

tackle: A move to stop a player with the ball by knocking him to the ground. Also the name for offensive linemen.

touchdown: The score worth the most, six points. A touchdown is scored when a team carries or throws the ball into the end zone. A touchdown is followed by the extra point kick or a 2-point conversion.

trade: When a player is given to another team in exchange for another player, money, or draft pick rights.

training camp: The preseason training period in the summer. Teams travel to a different location, often a college, and stay for a few weeks to prepare for the upcoming season.

two-point conversion: A play after a touchdown when a team attempts to run or throw the ball into the end zone again, rather than kick through the goal posts for one point. This play is worth two point and used most often to prevent a tie game.

Vince Lombardi Trophy: The award given to the winner of the Super Bowl each year. The team keeps the trophy, and each player gets a ring to celebrate the win.

Offensive Positions

Quarterback: The leader of the team. He calls plays, receives the snap, is the primary passer, and runs the ball.

Center: Snaps the ball (begins the play) to the quarterback. Blocks defensive players from sacking (tackling) the quarterback once he has the ball.

Guards: Protect the quarterback.

Tackles: Protect the quarterback. With the guards and center, makes up the interior line.

Tight End: Both a blocker and a receiver. The side of the line with the tight end is called the "strong side."

Wide Receiver: The fastest pass catchers on the team. Their main job is to get open for a pass from the quarterback.

Halfback (Running Back): Does a little of everything: runs, blocks, receives, even passes.

Fullback (Running Back): Lines up behind the tight end. Both a receiver and a blocker.

Defensive Positions

Tackle: One of the largest players on the team. Rushes the passer and stops the run.

End: Rushes the passer and stops the run.

Linebacker: Do a little of everything defensive: stop running backs, defend against passes, rush the passer.

Cornerback: Play in the area called the secondary. Stop runners and pass plays to the outside.

Safety: Stop runners and pass plays down the field.

Special Teams Positions

Kick/Punt Returner: A player who catches kickoffs or punts and returns the ball in the opposite direction to gain field position for the offense.

Kicker: A special player who comes onto the field only to do kickoffs, attempt field goals, and kick the extra point.

Punter: A special player who comes out on fourth down. He receives a snapped ball from the line of scrimmage and kicks it as far down the field as possible.

Answer Key

Part 1: Segregation in Pro Football, 1930–1949

The Great Depression

1. twice
2. blacks; whites
3. boycott
4. NAACP; Roosevelt

Jim Crow Laws and the Segregated South

1. Fourteenth Amendment; all
2. Plessy v. Ferguson
3. Sample answer: restaurants; movie theaters; schools
4. Brown v. Board of Education; schools

African Americans in World War II

1. racism; the United States
2. 1948
3. non-combat
4. Tuskegee Airmen; Alabama

The Double V Campaign

1. Pittsburgh Courier
2. letter; drafted
3. abroad; at home

Historically Black Colleges and Universities

1. Sample answer: The two groups are white men and black men. The man in the middle is trying to stop them from fighting. The artist is trying to convey the message that fights between black and white people can be stopped by the Freedman’s Bureau.
2. Sample answer: Washington supported industrial training. DuBois supported traditional liberal arts education. The controversy was over whether African Americans should train for the jobs available or the jobs they want to have someday.
3. Sample answer: Historically black colleges and universities face lower enrollments. Some HBCUs may have trouble attracting non-black students, while black students may want to go to a bigger, more diverse university.

Jackie Robinson and the Integration of Baseball

1. football, baseball, basketball, track
2. Brooklyn Dodgers
3. the general manager of the Brooklyn Dodgers
4. He worked for the NAACP and the civil rights movement.
5. They retired Robinson’s number from all teams in the league.

Were You Watching?

1. Great Depression
2. Segregation; integrated
3. George Marshall, African Americans; gentlemen’s agreement; 1946
4. World War II; racism
5. Wally Triplett; Cotton Bowl

Answer Key

Part 2: The Rise of Civil Rights, 1950–1964

The Murder of Emmett Till

1. Sample answer: Emmett Till was outgoing and liked to joke around. His mother warned him that his jokes might not be appropriate in Mississippi, where African Americans were not allowed to talk back to white people.
2. Sample answer: Till’s mother allowed graphic photographs of Emmett to be published in national magazines. Those photos outraged the public and drew national attention to the trial and lack of justice for Emmett.

Rosa Parks and the Montgomery Bus Boycott

1. Rosa Parks; boycott
2. Martin Luther King, Jr.; a year
3. NAACP; Browder v. Gayle

Desegregation Crisis in Little Rock

1. Brown v. Board of Education
2. Central; National Guard; Orval Faubus
3. Little Rock Nine
4. Dwight D. Eisenhower; September 25

Interracial Marriage Laws

1. anti-miscegenation; 30
2. Virginia; Washington, D.C.
3. Supreme Court; legal; Earl Warren

Loving v. Virginia

Answers will vary.

Were You Watching?

1. South, Dixie, Stewart Udall
2. Bobby Mitchell; segregated
3. Ernie Davis
4. Buddy Young; scout
5. historically black colleges, Lloyd Wells

Answer Key

Part 3: An Increase in Social Activism, 1965–1974

Selma to Montgomery March

1. march; Marion; Jimmie Lee Jackson
2. Bloody Sunday; Selma; television
3. Montgomery; Voting Rights Act
4. Answers will vary, but should show an understanding of Johnson’s speech and be free of personal opinions.

Dr. Martin Luther King, Jr.

1. Atlanta; preacher; Connecticut
2. Montgomery; bus boycott; Sothern Christian Leadership Conference
3. India; Birmingham
4. March on Washington; Civil Rights Act; Nobel Peace Prize
5. national holiday; January

Robert F. Kennedy

1. Martin Luther King, Jr.
2. Attorney General; civil rights
3. senator
4. president; assassinated Writing Prompt: Answers will vary.

Were You Watching?

1. All-Star Game; racism; Houston
2. Negro Industrial and Economic Union
3. Muhammad Ali
4. New York Jets; Kansas City Chiefs
5. stacking; Marlin Briscoe; Denver Broncos

Answer Key

Part 4: Black Consciousness and Black Pride, 1975–1989

Black Nationalism

1. Martin Delany, Liberia
2. Marcus Garvey
3. Nation of Islam; Malcolm X
4. Black Panthers; community service

Independence Movements in Africa

1. Angola, Guinea-Bissau, coup
2. Namibia; diamonds; copper
3. apartheid; government; Nelson Mandela

Congressional Black Caucus

1. Shirley Chisholm
2. Thurgood Marshall
3. Colin Powell
4. Barack Obama

Black Coaches in the NFL

1. Sample answer: Bill Walsh was an early supporter of the Black Coaches Visitation Program. He went to the organizers, such as John Wooten, for recommendations of African American coaches to join the 49ers.
2. Sample answer: The goal of the Black Coaches Visitation Program was to show black college coaches how the NFL worked and to prepare them to apply for positions in the NFL. The goal of the Bill Walsh Fellowship is to train individual minority coaches and prepare them for jobs in the NFL. Both programs used on the job training during the preseason to accomplish their goals.
3. Sample answer: For the Bill Walsh Fellowship to be unnecessary, African Americans would need to have a proportional number of coaching and front office jobs based on the number of black players in the league.

Were You Watching?

1. Bill Nunn; Pro Football Hall of Fame
2. Black Coaches Visitation Program
3. Bill Walsh
4. Art Shell; Raiders

Answer Key

Part 5: Diversity in the National Football League, 1989–present

Race in the 1990s

1. Sample answer: Rodney King was pulled over for speeding and beaten by the police. His beating was filmed and aired on television. The officers involved were tried but acquitted. Many African Americans thought the case represented the high level of police brutality in the black community.
2. Sample answer: The people on trial for King’s beating were white police officers. O.J. Simpson was on trial for murdering a white woman. Both trials seemed to show bias against African Americans in the legal system.
3. Sample answer: African Americans were more likely to be unemployed, to be paid less for the same work, and faced discrimination in housing and for work. These problems would cause anger at the unfairness of the situation.

Black Coaches in the National Football League Report

1. 139; 6
2. more
3. Rooney Rule
4. Fritz Pollard Alliance

Were You Watching?

1. three; zero
2. black coaches; commissioner
3. Rooney Rule
4. Lovie Smith; Tony Dungy
5. Baltimore Ravens
6. Doug Williams; MVP

Common Core State Standards Correlation Chart

This product is correlated to the Grade 6 Common Core State Standards. Other grade levels may need to adjust activities accordingly.

BENCHMARK CODE	BENCHMARK	PAGE WHERE BENCHMARK IS ADDRESSED
Reading Standards for Informational Text		
Key Ideas and Details		
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Page number: 24, 26, 28, 39, 40, 67, 68, 76
RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Page number: 39, 40, 43, 67, 68
RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	
Craft and Structure		
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	Page number: 18, 19, 39, 40, 59, 74
RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	Page number: 39
RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	Page number: 39
Integration of Knowledge and Ideas		
RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	Page number: 4, 6, 8, 9, 18, 24, 26, 28, 39, 43, 46, 55, 59, 67, 68, 72, 81
RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	
RI.6.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	
Range of Reading and Level of Text Complexity		
RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Page number: 11, 21, 22, 24, 26, 28, 43, 46, 63, 67, 68, 72, 81
Reading Standards for Literacy in History/Social Studies		
Key Ideas and Details		
RH.6.1	Cite specific textual evidence to support analysis of primary and secondary sources.	Page number: 24, 26, 28, 39, 40, 67, 68, 73

Common Core State Standards Correlation Chart

BENCHMARK CODE	BENCHMARK	PAGE WHERE BENCHMARK IS ADDRESSED
RH.6.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	Page number: 39, 40, 43, 65, 69, 73
RH.6.3	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	Page number: 39, 40
	Craft and Structure	
RH.6.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	Page number: 18, 19, 39, 40, 59, 73, 74
RH.6.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).	Page number: 39, 40
RH.6.6	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	Page number: 39, 40
	Integration of Knowledge and Ideas	
RH.6.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Page number: 4, 6, 8, 9, 18, 19, 24, 26, 28, 44, 45, 58
RH.6.8	Distinguish among fact, opinion, and reasoned judgment in a text.	
RH.6.9	Analyze the relationship between a primary and secondary source on the same topic.	Page number: 26, 27, 28, 29, 42, 43, 61
	Range of Reading and Level of Text Complexity	
RH.6.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	Page number: 11, 21, 22, 24, 26, 28, 42, 46, 50, 65, 69, 73, 75, 77
Writing		
	Text Types and Purposes	
W.6.1	Write arguments to support claims with clear reasons and relevant evidence.	Page number: 39, 59, 73, 81
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Page number: 19, 28, 59, 69
W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Page number: 53
	Production and Distribution of Writing	
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Page number: 19, 39, 53, 59, 73, 81

Common Core State Standards Correlation Chart

BENCHMARK CODE	BENCHMARK	PAGE WHERE BENCHMARK IS ADDRESSED
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Page number: 19, 39, 59, 73, 81
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	Page number: 39, 73
Research to Build and Present Knowledge		
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	Page number: 19, 39, 73, 81
W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	Page number: 19, 39, 73, 81
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Page number: 19, 39, 59, 73, 76, 81
W.6.9b	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	Page number: 39
Range of Writing		
W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Page number: 19, 39, 59, 73, 76, 81
Speaking and Listening		
Comprehension and Collaboration		
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	Page number: 18, 39, 49, 55, 59, 62, 73, 74, 81
SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	Page number: 18, 39, 62, 74, 81
SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	Page number: 18, 39, 55, 59, 62, 63, 74, 81
Presentation of Knowledge and Ideas		
SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	Page number: 18, 39, 59, 62, 74

Common Core State Standards Correlation Chart

BENCHMARK CODE	BENCHMARK	PAGE WHERE BENCHMARK IS ADDRESSED
SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	Page number: 74
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Page number: 18, 39, 49, 59, 62, 74, 81
Language		
Conventions of Standard English		
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Page number: 18, 19, 39, 40, 49, 53, 55, 59, 62, 69, 73, 74, 76, 81
L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Page number: 18, 19, 39, 40, 49, 53, 59, 62, 73, 74, 81
Knowledge of Language		
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Page number: 18, 19, 39, 40, 59, 62, 73, 74, 76, 81
Vocabulary Acquisition and Use		
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	Page number: 18, 19, 39, 40, 50, 73, 74, 81
L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Page number: 39, 40
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Page number: 18, 19, 39, 40, 59, 73, 74, 81

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