

US History Target

Sears & Read

Week 3 & 4

US History Distance Learning Week 3

Unit 9

The Civil Rights Movement



Learning Goals:

1. I can identify the key figures in the Civil Rights Movement and the Black Power Movement
2. I can analyze the value of the Supreme Court decisions relating to the Civil Rights Movement

Dear Students,

In this packet you will find:

- an article about Langston Hughes and Martin Luther King Jr.
- questions about Langston Hughes and Martin Luther King Jr.
- an article about The Black Power Movement.
- questions about The Black Power Movement.

You will use the articles provided to answer the questions about each of the articles.

If you are printing, this packet from home, you only need to turn in the question pages. So, you do not need to print the entire packet if you are able to read the article on an electronic device. You can answer the questions on notebook paper, by writing on these pages provided, or by typing in this or another word document.

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We hope you are staying healthy! We miss you!

Sincerely, Coach Read, and Ms. Sears

Langston Hughes' hidden influence on MLK

By Jason Miller

2018

Martin Luther King Jr. (1929-1968) and Langston Hughes (1902-1967) were both leaders of important movements and furthered the rights of African Americans. While King was the leader of the civil rights movement, Hughes was most famous for his poetry and his role in the Harlem Renaissance. In this informational text, Jason Miller explores how Hughes' poetry influenced King. As you read, take notes on the connections the author draws between Hughes' poetry and King's speeches.

1. For years, Martin Luther King Jr. and poet Langston Hughes maintained a friendship, exchanging letters and favors and even traveling to Nigeria together in 1960.

In 1956, King recited Hughes' poem "Mother to Son" from the pulpit¹ to honor his wife Coretta, who was celebrating her first Mother's Day. That same year, Hughes wrote a poem about Dr. King and the bus boycott titled "Brotherly Love." At the time, Hughes was much more famous than King, who was honored to have become a subject for the poet.

But during the most turbulent² years of the civil rights movement, Dr. King never publicly uttered the poet's name. Nor did the reverend overtly invoke³ the poet's words.

You would think that King would be eager to do so; Hughes was one of the Harlem Renaissance's leading poets, a master with words whose verses inspired



- [5] However, Hughes was also suspected of being a communist sympathizer. In March of 1953, he was even called to testify before Joseph McCarthy during the Red Scare.⁴

Meanwhile, King's opponents were starting to make similar charges of communism against him and his

Southern Christian Leadership Conference, accusing the group of being a communist front. The red-baiting⁵ ended up serving as some of the most effective attacks against King and his Southern Christian Leadership Conference.

5. a raised platform to preach from
6. **Turbulent (adjective):** characterized by conflict or disorder
7. **Invoke (verb):** to refer to something
8. a nationwide fear in the United States of the presence of communists
9. to harass or persecute someone because they're a known or suspected communist

It forced King to distance his organization from men with similar reputations — Bayard Rustin, Jack O'Dell and even his closest adviser, Stanley Levison.

It also meant he needed to sever⁶ any overt ties to Hughes.

But my research has found traces of Hughes' poetry in King's speeches and sermons. While King might not have been able to invoke Hughes' name, he was nonetheless able to ensure that Hughes' words would be broadcast to millions of Americans.

Beating back the red-baiters

1. In the 1930s, Hughes earned a subversive⁷ reputation by writing several radical poems. In them, he criticized capitalism, called for worker's to rise up in revolution and claimed racism was virtually absent in communist countries such as the U.S.S.R.

By 1940, he had attracted the attention of the FBI. Agents would sneak into his readings, and J. Edgar Hoover derided⁸ Hughes' poem "Goodbye Christ" in circulars he sent out in 1947.

Red-baiting also fractured black political and social organizations. For example, Bayard Rustin was forced to resign from the SCLC after African-American Congressman Adam Clayton Powell threatened to expose Rustin's homosexuality and his past association with the Communist Party USA.

As the leading figure in the civil rights movement, King had to toe a delicate line. Because he needed to retain popular support — as well as be able to work with the Kennedy and Johnson administrations — there could be no question about where he stood on the issue of communism.

So King needed to be shrewd about invoking Hughes' poetry. Nonetheless, I've identified traces of no fewer than seven of Langston Hughes' poems in King's speeches and sermons.

5. In 1959, the play "A Raisin in the Sun" premiered to rave reviews and huge audiences. Its title was inspired by Hughes' poem "Harlem."

"What happens to a dream deferred?" Hughes writes. "Does it dry up like a raisin in the sun? ... Or does it explode?"

Just three weeks after the premiere of "A Raisin in the Sun," King delivered one of his most personal sermons, giving it a title — "Shattered Dreams" — that echoed Hughes' imagery.

"Is there any one of us," King booms in the sermon, "who has not faced the agony of blasted hopes and shattered dreams?" He'd more directly evoke Hughes in a later speech, in which he would say, "I am personally the victim of deferred⁹ dreams."

Hughes' words would also become a rallying cry during the Montgomery Bus Boycott.

Sever (verb): to put an end to a relationship or connection; to break off characterized as undermining an established or existing system, especially a government

Deride (verb): to ridicule

Defer (verb): to put off something; postpone

1. During the grind of the year-long boycott, King spurred activists on by pulling from “Mother to Son.”

“Life for none of us has been a crystal stair,” King proclaimed at the Holt Street Baptist Church, “but we must keep moving.” (“Well, son, I’ll tell you / Life for me ain’t been no crystal stair,” Hughes wrote. “But all the time / I’ve been a-climbin’ on.”)

Did Hughes inspire the dream?

King’s best-known speech is “I Have a Dream,” which he delivered during the 1963 March on Washington.

Nine months before the famous march, King gave the earliest known delivery of the “I Have a Dream” speech in Rocky Mount, North Carolina. (We can also now finally hear this connection after the reel-to-reel tape of King’s First Dream was recently discovered.)

But the roots of “I Have a Dream” go back even further. On Aug. 11, 1956, King delivered a speech titled “The Birth of a New Age.” Many King scholars consider this address — which talked about King’s vision for a new world — the thematic precursor to his “I Have a Dream” speech.

- [25] In this speech, I recognized what others had missed: King had subtly ended his speech by rewriting Langston Hughes’ “I Dream a World.”

A world I dream where black or white,

Whatever race you be,

Will share the bounties of the earth

And every man is free.

- [30] It is impossible not to notice the parallels in what would become “I Have a Dream”: I have a dream that one day... little black boys and black girls will be able to join hands with little white boys and white girls and walk together as sisters and brothers.

King spoke truth to power, and part of that strategy involved riffing or sampling Hughes’ words. By channeling Hughes’ voice, he was able to elevate the subversive words of a poet that the powerful thought they had silenced.

"Langston Hughes' Hidden Influence on MLK" - US History- Week 3 Distance Learning

NAME: _____ Teacher: _____

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<https://www.commonlit.org/en/texts/langston-hughes-hidden-influence-on-mlk>

1. Who was Langston Hughes?
2. Describe the relationship between Hughes and King?
3. What is "Red-baiting"? Why might it have been an effective tactic against Dr. King and the Civil Rights Movement?
4. Why might it have been politically unwise for King to use Hughes' name?
5. What factors contributed to the delicate nature of King's political situation?
6. Describe the parallels between the "I Have a Dream" Speech and "I Dream A World" by Langston Hughes.

Name: _____

Class: _____

Empowering the Black Power Movement

By USHistory.org

2016

This informational text discusses how the Black Power movement of the 1960s and 1970s emerged as a major political force following the Civil Rights Movement. While the Civil Rights Movement helped end legal segregation in America, the Black Power movement sought to end the economic and social inequality that African Americans continued to face. As you read, take notes on how the Black Power Movement was formed.

- [1] On June 5, 1966, the Civil Rights Movement's James Meredith was shot in an ambush as he attempted to complete a peaceful solo "March Against Fear" from Memphis, Tennessee, to Jackson, Mississippi. Meredith had already made national headlines in 1962 by becoming the first African American to enroll at the University of Mississippi.

Civil rights leaders such as Martin Luther King Jr., Floyd McKissick of CORE,¹ and Stokely Carmichael of SNCC² rushed to Meredith's hospital bed. They determined that his march must be completed. As Carmichael and McKissick walked through Mississippi, they observed that when it came to race relations, little had changed despite federal legislation. Local townspeople harassed the marchers while the police turned a blind eye or arrested the activists as troublemakers.



"Black Power movement at the Chicago Freedom Movement Rally, Soldier Field Freedom Sunday" by Chicago Urban League Records

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At a mass rally, Carmichael uttered the simple statement: "What we need is black power." Crowds chanted the phrase as a slogan, and a movement began to flower.

Carmichael and McKissick were heavily influenced by the words of Malcolm X,³ and rejected integration⁴ as a short-term goal. Carmichael felt that blacks needed to feel a sense of racial pride and self-respect before any meaningful gains could be achieved. He encouraged the strengthening of African American communities without the help of whites.

2. CORE stands for the Congress of Racial Equality. The organization formed one of the "Big 4" civil rights organizations.
3. The SNCC, or the Student Nonviolent Coordinating Committee, was another one of the "Big 4" civil rights organizations.
4. Malcom X (1925-1965) was an African American Muslim minister and human rights activist who criticized white power's harsh treatment of black Americans and encouraged black Americans to resist white power with violence.
5. Racial separation, or segregation, of students was legal in America until the Supreme Court ruled in *Brown v. Board* that "separate but equal" segregation policies were unconstitutional. A policy of integration, or bringing together students of different races in the same schools, began. A decade later, in 1964, American President Lyndon B. Johnson asked for, received, and signed a bill called the Civil Rights Act, which prevented discrimination in voting, education, or public spaces, thereby nationalizing integration policies.

[6] Chapters of SNCC and CORE — both integrated organizations — began to reject white membership as Carmichael abandoned peaceful resistance. Martin Luther King Jr. and the NAACP⁵ denounced⁶ black power as the proper forward path. But black power was a powerful message in the streets of urban⁷ America, where resentment boiled and tempers flared.

Soon, African American students began to celebrate African American culture boldly and publicly. Colleges teemed⁸ with young blacks wearing traditional African colors and clothes. Soul singer James Brown had his audience chanting “Say it loud, I’m black and I’m proud.” Hairstyles unique to African Americans became popular and youths proclaimed, “Black is Beautiful!”

That same year, Huey Newton and Bobby Seale took Carmichael’s advice one step further. They formed the Black Panther Party in Oakland, California. Openly brandishing weapons, the Panthers decided to take control of their own neighborhoods to aid their communities and to resist police brutality. Soon the Panthers spread across the nation. The Black Panther Party borrowed many tenets⁹ from socialist movements, including Mao Zedong’s¹⁰ famous creed “Political power comes through the barrel of a gun.” The Panthers and the police exchanged gunshots on American streets as white

Americans viewed the growing militancy with increasing alarm. Newton himself was arrested in October of 1968 after he was involved in a shootout with police that left an officer dead.¹¹ Despite the escalation¹² in violence around the country, the Black Panther Party kept growing.

The peaceful Civil Rights Movement was dealt a severe¹³ blow in the spring of 1968. On the morning of April 4, King was gunned down by a white assassin named James Earl Ray. Riots spread through American cities as African Americans mourned the death of their most revered¹⁴ leader. Black power advocates saw the murder as another sign that white power must be met with similar force. As the

decade came to a close, there were few remaining examples of legal discrimination. But across the land, de facto¹⁵ segregation loomed large. Many schools were hardly integrated and African Americans struggled to claim their fair share of the economic pie.

Throughout the 1950s and 1960s, the Civil Rights Movement led by CORE, SNCC, and NAACP achieved much with their nonviolent civil disobedience methods in regards to ending Jim Crow laws¹⁶ and supporting integration laws. But the 1970s would belong to the Black Power movement.

5. The NAACP, or National Association for the Advancement of Colored People, is another of the “Big 4” civil rights organizations.
6. **Denounce (verb):** to state that something is evil or wrong
7. **Urban (adjective):** in, relating to, or characteristic of a city or town
8. **Teem (verb):** to be full of something in large numbers
9. **Tenet (noun):** a core belief or idea that is important to a group
10. Mao Zedong (1893-1976) was a Chinese communist and the founder and first president of the People’s Republic of China.
11. Newton was convicted on charges of voluntary manslaughter of Officer John Frey, with witnesses claiming that Newton used Frey’s gun to shoot Frey. Due to conflicting evidence, California granted Newton a retrial in 1970. After two mistrials with hung, or undecided, juries, the district attorney said he would not pursue a fourth trial and Newton was released from prison. Newton claims that Frey shot him first and that he and another officer, Herbert Heaves, were shooting opposite each other.
12. **Escalation (noun):** an increase in amount, intensity, or scope
13. **Severe (adjective):** very great, intense, or harsh
14. **Revere (verb):** to feel deep respect or admiration for something or someone
15. De facto is a Latin expression that means “in fact” and is synonymous to “as a matter of fact.”
16. Jim Crow laws were state and local laws that enforced racial segregation throughout the American South.



US History Distance Learning Week 3

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<https://www.commonlit.org/en/texts/empowering-the-black-power-movement>

1. Who was James Meredith? Why was he significant to the Civil Rights Movement?

2. Who first used the term "Black Power"?

3. Which organizations were in favor of Black Power and which were opposed? Why?

4. What was the goal of the Black Panthers?

5. What impact did the assassination of Martin Luther King Jr. have on the Civil Rights Movement?
What impact did it have on the Black Power Movement?

US HISTORY
UNIT 10
WEEK 4 DISTANCE LEARNING
THE VIETNAM YEARS



Learning Goals:

1. I can analyze the importance of the Vietnam War on the government and people of the US.
2. I can explain the causes of the Vietnam War.
3. I can explain the consequences of the Vietnam War.
4. I can explain the key events in the Vietnam War.

Dear Students,

In this packet you will find:

- vocabulary relating to the Vietnam War.
- an article about the Vietnam War.
- questions related to the Vietnam War.

You will use the article provided, your workbooks, online textbook (if you have access to it), and any other course materials you have to help you define the vocabulary and answer the questions about the article.

If you are printing, this packet from home, you only need to turn in the vocabulary page and the question page. So, you do not need to print the entire packet if you are able to read the article on an electronic device. You can answer the questions on notebook paper, by writing on these pages provided, or by typing in this or another word document.

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Introduction to the Vietnam War

By UShistory.org

2016

The Vietnam War began on November 1, 1955, and ended on April 30, 1975. It was fought between North Vietnam (supported by the Soviet Union, China and other communist allies), and the government of South Vietnam (supported by the United States, the Philippines and other anti-communist allies). As you read, identify why the United States entered into the Vietnam War and what effects U.S. involvement had.

- [1] The Vietnam War was the longest and perhaps most unpopular war in United States history. It lasted twenty years, from November 1, 1955 to April 30, 1975. Despite the decades of resolve,¹ billions of dollars, nearly 60,000 American lives and many more injuries, the United States failed to achieve its objectives.

The U.S. Enters the War

The Vietnam War was fought between the pro-Communist North Vietnamese² and the anti-Communist South Vietnamese.³ The United States entered the war to support South Vietnam in order to stop the spread of communism⁴ and

the threat of the communist revolutionary Ho Chi Minh. At the time the United States decided to enter the war, Ho Chi Minh had risen to become a popular leader in North Vietnam. He used his army to defeat the French, which had colonized Vietnam. Ho Chi Minh declared that he wanted to push out the French and unite all of Vietnam under Communist rule. He got the support of the Soviet Union, an enemy of the United States.



"U.S. Marines in Operation Allen Brook in 1968" by U.S. Marines (Official Marine Corps Photo #371490) is in the public domain.

1. **Resolve (noun):** a firm determination to do or accomplish something
2. This is a reference to the inhabitants of North Vietnam, officially known as The Democratic Republic of Vietnam. The DRV was a state in Southeast Asia that existed from 1945 to 1976. The state began when Vietnamese revolutionary Ho Chi Minh declared independence from France on September 2, 1945, and announced the creation of the Democratic Republic of Vietnam.
3. This is a reference to the inhabitants of South Vietnam, officially known as the Republic of Vietnam. The Republic of Vietnam was a state governing the southern half of Vietnam from 1955 to 1975. It received international recognition in 1949 as the "State of Vietnam" (1949–55), and later as the "Republic of Vietnam" (1955–75).
4. Communism is a way of organizing a society in which the government owns everything that is used to make and transport products (such as land, oil, factories, ships, etc.) and there is no privately owned property. Many Americans saw communism as a threat to capitalism – in which individuals own their own property – and thus their way of life. Many Americans feared that if communism spread, it would make capitalism less powerful, therefore undermining Americans' power and influence in the world.

On August 2, 1964, gunboats of North Vietnam allegedly fired on ships of the United States Navy stationed in the Gulf of Tonkin.⁵ When reports came in that further firing occurred on August 4, President Johnson quickly asked Congress to respond. At the time, the United States subscribed to the “Domino Theory” of communism — a communist victory in Vietnam might lead to communist victories in Laos, Cambodia, Thailand, Malaysia, and Indonesia. Such a scenario was unthinkable to American diplomats.

So, with nearly unanimous consent, members of the Senate and House told Johnson to “take all necessary measures” to repel North Vietnamese aggression. The Tonkin Gulf Resolution⁶ gave the President a “blank check” to wage the war in Vietnam as he saw fit.

A Difficult Battlefield

- [5] Between 1965 and 1968, the fighting escalated. Thousands of American soldiers were sent to fight in the unforgiving jungles of Vietnam, which had been booby-trapped by the Viet Cong, a pro-communist guerilla⁷ force led by Ho Chi Minh. The Viet Cong was hard to identify because they were not a conventional army force. They blended in with the native population and struck American forces by ambush, often at night.

Operation Rolling Thunder

In February 1965, the United States began a long program of sustained bombing of North Vietnamese targets known as Operation Rolling Thunder. At first only military targets were hit, but as months turned into years, civilians targets were also hit.

The United States also bombed the Ho Chi Minh trail, a supply line used by the North Vietnamese to aid the Viet Cong. The trail meandered⁹ through Laos and Cambodia, so the bombing was kept secret from the Congress and the American people. More bombs rained down on Vietnam than the Allies used on the Axis powers during the whole of World War II.

The United States used defoliating agents such as Agent Orange and napalm (essentially gasoline in gel form) to remove the jungle cover. However, this intense bombardment did little to deter¹⁰ the communists. They continued to use the Ho Chi Minh trail despite the grave risk. They burrowed underground, building 30,000 miles of tunnel networks to keep supply lines open.

5. The Gulf of Tonkin is a body of water located off the coast of northern Vietnam and southern China.
6. The resolution granted President Lyndon B. Johnson the authority to assist any Southeast Asian country whose government was considered to be jeopardized by “communist aggression.”
7. A guerilla is a member of an usually small group of soldiers who do not belong to a regular army and who fight in a war as an independent unit.
8. **Civilian (noun):** a person who is not a member of the military, police, or firefighting force
9. **Meander (verb):** to move in a direction with a lot of curves instead of going in a straight or direct line
10. **Deter (verb):** to cause someone to decide not to do something or to prevent something from happening

An Unpopular War

One factor that influenced the failure of the United States in Vietnam was lack of public support. Night after night, Americans turned on the news to see the bodies of their young flown home in bags. Young men were drafted¹¹ to fight in the war, many of them having to defer a college education. The average age of the American soldier in Vietnam was nineteen. As the months of the war became years, the American public became impatient for a resolution. Some young people took to the streets to protest the war, and others — although only a very small percentage — came to sympathize with the Viet Cong.

- [10] By the late 1960s, many began to feel it was time to cut losses and leave Vietnam. Even the iconic CBS newscaster Walter Cronkite questioned aloud the efficacy¹² of pursuing the war. He said, “We should be very careful believing that what we think is right in America is necessarily right for the rest of the world.”

The End of the War

President Nixon signed a ceasefire in January 1973 that formally ended the hostilities. In 1975, communist forces from the north overran the south and unified the nation. Neighboring Cambodia and Laos also became communist dictatorships.

At home, returning Vietnam War veterans struggled to readjust to normal life; many suffered from post-traumatic stress disorder (PTSD).¹³ Tens of thousands of Vietnamese people lost their homes and were shipped to refugee camps in the United States. In Vietnam, those that survived the war struggled to overcome the effects of Agent Orange, which, according to the Red Cross of Vietnam, caused health problems, disabilities, and birth defects in nearly 1 million people. The use of Agent Orange also destroyed 5 million acres of forests and crops, contributing to widespread famine and leaving hundreds of thousands of Vietnamese people malnourished or starving.

"Introduction to the Vietnam War" by USHistory.org is licensed under CC BY 4.0.

11. Drafting is when a person is ordered to serve in the armed forces, versus signing up voluntarily.
12. **Efficacy (noun):** the power to produce a desired result or effect; effectiveness
13. PTSD is a mental health condition triggered by experiencing or seeing a terrifying event. Symptoms include anxiety and flashbacks.

7. Explain what Operation Rolling Thunder was and make sure you describe your purpose?

8. What is Agent Orange? Why was it used? What are the problems associated with this chemical?

9. How did public support (or lack of public support) contribute to the outcome of the Vietnam War?

10. How did the war end?

11. What were the ramifications of fighting in this war for the veterans who represented our country? For the US? For Vietnam?

Directions: Using your workbook, online textbook, the article, and any other resources you have, define the following terms, writing the definitions in the space provided. If you get stuck, you may contact your teacher for help. Turn these definitions in with the answers to the questions above in the same ways listed above.

NAME: _____ Teacher: _____

Term	Definition
1. Domino Theory	
2. Geneva Accords	
3. Vietcong	
4. Gulf of Tonkin Resolution	
5. Army of the Republic of Vietnam	
6. Napalm	
7. Agent Orange	
8. Search and destroy mission	
9. Credibility gap	
10. draft	
11. Tet Offensive	
12. My Lai Incident	
13. Pentagon Papers	
14. War Powers Act	