Demands Into Action

Evaluate two organizations' efforts to expand equal rights.

USH.C.2.2.F "Evaluate the influence of the Niagara Movement and the National Association for the Advancement of Colored People (NAACP) on expanding opportunities for African Americans."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle two rights the Niagara Movement demanded, underline two methods the NAACP used, and write 1 beside a change these efforts achieved and 2 beside a barrier that remained. Use your marks to judge each organization's influence.

From Demands to a Court Victory

1. At the start of the twentieth century, many Black Americans faced segregated schools and barriers to voting. In 1905, W. E. B. Du Bois, William Monroe Trotter, and other Black activists founded the Niagara Movement. They rejected the idea that African Americans should wait quietly for equal rights. In public statements, they demanded voting rights, equal education, and an end to segregation. Their meetings gave activists a place to plan and made their demands harder to ignore. Yet the group was small, had limited funds, and struggled to turn its bold demands into changes in law.

2. In 1909, some Niagara activists joined with other Black and white reformers to help establish the National Association for the Advancement of Colored People, or NAACP. Du Bois became an important leader in the new organization. The NAACP shared Niagara's insistence on full rights, but drew on a wider network of supporters. It used court cases, public campaigns, and its magazine, *The Crisis*, to challenge discrimination. The magazine reported injustices and argued that equal rights mattered nationwide. This larger organization could bring attention and resources to fights that a small protest group could not sustain alone.

3. One fight centered on Oklahoma's "grandfather clause," which let many white voters avoid a voting requirement that blocked many Black voters. The NAACP supported the legal challenge that reached the Supreme Court as *Guinn v. United States*. In 1915, the Court struck down that clause. The ruling removed one legal barrier to voting and showed that organized legal action could open opportunities. It did not end other barriers, such as literacy tests and intimidation. Niagara helped make immediate equality a public demand; the NAACP turned that demand into sustained campaigns and, in this case, a court victory.

2 ANSWER WITH EVIDENCE

Use the passage

1. How did the Niagara Movement help expand possibilities for African Americans, even though it struggled to change laws?

2. Why was the NAACP better able than the Niagara Movement to sustain fights against discrimination?

3. How did the ruling in *Guinn v. United States* expand opportunity, and what limited its effect?

4. How did the NAACP build on Niagara's approach while using different tools to seek change?

3 YOUR TURN

Your own words

Write a five-sentence plan for a new campaign in 1916 to expand access to public schools. Combine a tactic from Niagara with a tactic from the NAACP, explain how your plan could expand opportunity, and identify one obstacle it might still face.

ANSWER KEY

Demands Into Action

PART 1 · READ AND MARK

Circle two rights the Niagara Movement demanded, underline two methods the NAACP used, and write 1 beside a change these efforts achieved and 2 beside a barrier that remained. Use your marks to judge each organization's influence. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How did the Niagara Movement help expand possibilities for African Americans, even though it struggled to change laws?	**It publicly demanded voting rights, equal education, and an end to segregation, giving activists a way to plan and making those demands harder to ignore.**
2	Why was the NAACP better able than the Niagara Movement to sustain fights against discrimination?	**The NAACP drew on a wider network of supporters, which brought more attention and resources to its campaigns.**
3	How did the ruling in *Guinn v. United States* expand opportunity, and what limited its effect?	**It struck down Oklahoma's grandfather clause, removing one barrier to voting. Literacy tests and intimidation still blocked voters.**
4	How did the NAACP build on Niagara's approach while using different tools to seek change?	**Both insisted on full rights. The NAACP also used court cases, public campaigns, and *The Crisis* to pursue those rights.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our campaign would demand equal access to public schools at meetings in communities where Black students face segregation. Like Niagara activists, we would state clearly that students should not have to wait for equal education. We would gather families' accounts of unequal treatment and ask the NAACP to bring a court case. A successful case could give more Black students access to schools that had excluded them. Even with a legal victory, some communities might resist the change.

Accept supported judgments that distinguish Niagara's public demands and organizing from the NAACP's broader network and sustained legal and public campaigns. For the final task, the proposed campaign should use a tactic from each organization and acknowledge a plausible limit.