Barriers and Breakthroughs

Compare forms of segregation and the tactics used to challenge them.

USH.C.7.1 "Analyze the major events, personalities, tactics, and effects of the Civil Rights Movement. Explain how segregation took multiple forms by comparing de jure segregation (e.g., miscegenation laws…"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two barriers created by laws, circle two barriers created by practices, and number two different ways people challenged segregation.

Changing the Rules, Changing the Reality

1 Segregation did not always announce itself. **De jure** segregation came from laws, such as rules requiring separate seats on buses. **De facto** segregation grew from practices, such as lenders denying loans in Black neighborhoods. Both limited opportunity, even when officials claimed separate facilities could be equal. A court victory against a law could not, by itself, change a bank's decisions.

TWO MORE BARRIERS

Type	Example
De jure	A state law banned interracial marriage.
De facto	Real estate agents steered Black families away from white neighborhoods.

2 The NAACP attacked legal segregation in court. Its attorney Thurgood Marshall argued Brown v. Board of Education, and the Supreme Court ruled in 1954 that separate public schools were inherently unequal. Yet a ruling needed enforcement: in 1957, nine Black students entered Little Rock Central High School amid hostile crowds, protected by federal troops. Court action and federal protection worked together.

3 Protesters also challenged segregation outside court. Montgomery residents boycotted buses, pressuring the system financially. Oklahoma City youths staged lunch counter sit-ins. Violence met activism, including the 1963 Birmingham church bombing. The Civil Rights Act of 1964 barred discrimination in public accommodations. The Voting Rights Act of 1965 attacked barriers to voting.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why might a court ruling change separate bus seating but not end the loan denials described in the passage?

2. What did federal troops add to the court victory when Black students entered Little Rock Central High School?

3. How did the Montgomery boycott and the Oklahoma City sit-ins put different kinds of pressure on segregated services?

4. What different barriers did the Civil Rights Act of 1964 and the Voting Rights Act of 1965 address?

3 YOUR TURN

Your own words

Imagine a town ends its law separating public parks, but landlords still refuse to rent homes near those parks to Black families. In three sentences, identify the remaining barrier, propose a protest tactic and a government action, and explain why ending the park law was not enough.

ANSWER KEY

Barriers and Breakthroughs

PART 1 · READ AND MARK

Underline two barriers created by laws, circle two barriers created by practices, and number two different ways people challenged segregation. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why might a court ruling change separate bus seating but not end the loan denials described in the passage?	**Separate bus seating was required by law, which a court could strike down. Loan denials were lenders' practices, which would not necessarily stop when that law changed.**
2	What did federal troops add to the court victory when Black students entered Little Rock Central High School?	**They protected the students amid hostile crowds, helping enforce desegregation.**
3	How did the Montgomery boycott and the Oklahoma City sit-ins put different kinds of pressure on segregated services?	**The boycott withheld bus fares and applied financial pressure. The sit-ins directly challenged the refusal to serve Black customers.**
4	What different barriers did the Civil Rights Act of 1964 and the Voting Rights Act of 1965 address?	**The 1964 law barred discrimination in public accommodations; the 1965 law targeted barriers to voting.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

The landlords' refusal is de facto segregation because it is a practice, not the park law. Residents could hold peaceful sit-ins at rental offices and seek a law banning racial discrimination in housing. Ending the park law was not enough because families still cannot rent homes near the parks.

Accept other plausible peaceful protest tactics and government actions that address rental discrimination. Students should distinguish the repealed legal barrier from the landlords' continuing practice.