Beyond the Law

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

USH.C.7 "Analyze the cause and effects of significant domestic events and policies impacting the lives of American citizens. Analyze the major events, personalities, tactics, and effects of the Civil Rights Movement..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two examples of segregation required by law and circle one example maintained by lending practices. Write 1 beside a court action and 2 beside a protest tactic to track how people challenged these barriers.

Changing Rules, Changing Practices

1. In the 1950s, a Black child in the South might attend a school assigned by race and ride in a bus section set aside by law. This was de jure segregation, separation enforced by government rules. Supporters claimed that separate facilities could be equal, but unequal resources and exclusion told another story. Segregation also shaped neighborhoods without a law ordering families to live apart. Lenders often denied mortgages in neighborhoods marked as risky because Black families lived there, a practice called redlining. Such lending choices helped create de facto segregation, separation maintained by practices rather than an explicit law requiring separation.

2. To challenge legal barriers, the NAACP brought cases to court, with attorney Thurgood Marshall playing a leading role. In Sipuel v. Board of Regents (1948), the Supreme Court required Oklahoma to provide a Black applicant legal education within the state on equal terms with white applicants. In Brown v. Board of Education (1954), the Court ruled that racial separation in public schools was inherently unequal. A ruling did not make every school integrate overnight. In 1957, nine Black students entering Little Rock Central High School faced an angry crowd. President Eisenhower sent federal troops to enforce their entry after state officials resisted desegregation.

3. People also used organized protest to challenge segregation outside courtrooms. In Montgomery, Alabama, Black residents boycotted city buses for more than a year after Rosa Parks was arrested in 1955 for refusing to give up her seat. Their sustained boycott pressured the bus system while a separate court case ended bus segregation. The Civil Rights Act of 1964 later prohibited racial discrimination in many public places, including restaurants and hotels. Yet neither a school ruling nor a ban on discrimination in public places automatically changed mortgage decisions. Together, these examples show why changing laws and confronting everyday practices required different strategies.

2 ANSWER WITH EVIDENCE

Use the passage

1. How did the source of school and bus segregation differ from the source of neighborhood segregation described in the passage?

2. How did the goals of the legal challenges in Sipuel and Brown differ?

3. What did events at Little Rock show about the limits of a court ruling, and how did the federal government respond?

4. Why would the bus boycott and the Civil Rights Act of 1964 not automatically end the housing barrier described in the passage?

3 YOUR TURN

Your own words

Imagine your town ended a law that separated students by race, but banks still reject qualified mortgage applicants from a mostly Black neighborhood. Write four sentences that identify the past and current forms of segregation, propose a step to address the lending barrier, and explain why ending the school law was not enough.

Beyond the Law

PART 1 · READ AND MARK

Underline two examples of segregation required by law and circle one example maintained by lending practices. Write 1 beside a court action and 2 beside a protest tactic to track how people challenged these barriers. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How did the source of school and bus segregation differ from the source of neighborhood segregation described in the passage?	**Government rules separated students and bus riders by race. Lending practices helped separate neighborhoods without a law requiring families to live apart.**
2	How did the goals of the legal challenges in Sipuel and Brown differ?	**Sipuel sought equal access to legal education within Oklahoma. Brown challenged racial separation in public schools itself.**
3	What did events at Little Rock show about the limits of a court ruling, and how did the federal government respond?	**A ruling did not end resistance to desegregation. Eisenhower sent federal troops to enforce the students' entry.**
4	Why would the bus boycott and the Civil Rights Act of 1964 not automatically end the housing barrier described in the passage?	**The boycott challenged bus segregation, and the act prohibited discrimination in many public places. Neither automatically changed lenders' mortgage decisions.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

The former school law was de jure segregation. The banks' treatment of qualified applicants is de facto segregation. Town leaders could collect lending data and refer evidence of discrimination to fair-lending investigators. Ending the school law did not change the mortgage decisions that still limit where families can buy homes.

Accept responses that distinguish a rule requiring separation from a practice producing separation. For the open task, accept a specific, plausible step to investigate or challenge discriminatory lending.