

## 8.6 Early Steps in the Civil Rights Movement (1940s and 1950s)

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Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Total: 12 marks

**KEY WORDS** brown v. board of education 布朗诉教育委员会案 • civil rights act of 1964 1964 年民权法  
• early civil rights movement 早期民权运动

### Objective

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Build the skills to explain the **early civil rights movement** 早期民权运动.

**You must be able to:**

- state what activists were seeking to fulfil
- state the CED's assessment of progress
- name the two federal measures the CED gives
- explain why 'all three branches' matters

### 1 Worked examples

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Study these first. Each one shows the method for a task used later.

#### ■ What they sought

**Seeking to fulfill Reconstruction-era promises**, civil rights activists and political leaders achieved some legal and political successes in ending segregation.

#### ■ The assessment

**Although progress toward racial equality was slow.** The CED grants the successes and qualifies them in the same sentence.

#### ■ Two measures

**The three branches of the federal government used measures including desegregation of the armed services and Brown v. Board of Education (1954) to promote greater racial equality.** One executive, one judicial.

#### ■ All three branches

Naming the three branches records that no single institution acted alone, and it sets up 8.10, where the legislative branch supplies the Civil Rights Act of 1964. The sequence across branches is itself the story.

## 2 Practice

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**2.1** State what activists were seeking to fulfil and the CED's assessment. [2]

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**2.2** Name the two federal measures and classify each. [2]

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**2.3** The CED names all three branches.

(a) State what this records. [2]

(b) State which branch supplies 8.10's measure. [1]

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## 3 Exam-style questions

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**3.1** The CED describes progress toward racial equality as [1]

- **A** slow
- **B** immediate
- **C** complete
- **D** absent

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**3.2** Brown v. Board of Education was decided in [1]

- **A** 1954
- **B** 1964
- **C** 1945
- **D** 1968

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**3.3** A movement invokes promises made eighty years earlier.

(a) State which promises. [1]

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(b) Explain what invoking them accomplishes.

[2]

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## Solutions

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**2.1** Reconstruction-era promises; progress toward racial equality was slow, despite some legal and political successes.

**2.2** desegregation of the armed services — executive; *Brown v. Board of Education* — judicial.

**2.3** (a) that no single institution acted alone and that the effort ran across the federal government over time. (b) the legislative branch, with the Civil Rights Act of 1964.

**3.1 A.** slow.

**3.2 A.** 1954.

**3.3** (a) Reconstruction-era promises. (b) it makes the claim one of enforcement rather than of novelty, since the rights were already granted by the 14th and 15th amendments.