GRADE 12 HISTORY

# INTERACTIVE ASSIGNMENT: CIVIL RIGHTS MOVEMENT

## The KKK and White Resistance

Name: _____ Class: _____

Date: _____ Suggested time: 40–45 minutes

**OBJECTIVE**

Examine the response of the Ku Klux Klan (KKK) and other forms of white resistance to the Civil Rights Movement.

**DIRECTIONS**

Read each section carefully and complete every activity. Answer using the information provided. The final BGCSE question requires a developed written response.

### SECTION 1 – VOCABULARY MATCH

Match each term (1–6) with the correct definition (A–F). Write the letter in the answer box.

| Term | Answer | Definition Bank |
|---|---|---|
| 1. Segregation | _____ | A. Organized attempts by southern officials to resist school integration |
| 2. Desegregation | _____ | B. Using fear or threats to influence someone's behaviour |
| 3. White supremacy | _____ | C. Separation of people according to race |
| 4. Intimidation | _____ | D. Ending the separation of racial groups |
| 5. White resistance | _____ | E. Belief that white people are superior to other racial groups |
| 6. Massive Resistance | _____ | F. Opposition to racial integration and civil rights changes |

### SECTION 2 – READ: WHITE RESISTANCE

During the 1950s and 1960s, African Americans and their supporters challenged segregation and racial discrimination through court cases, boycotts, marches, sit-ins, Freedom Rides and voter-registration campaigns. Some white Americans, especially segregationists in the South, strongly resisted these changes. This opposition became known as white resistance.

White resistance took several forms. Some politicians and state governments tried to prevent or delay integration. White Citizens' Councils used social and economic pressure against people who supported desegregation. The Ku Klux Klan (KKK), a white supremacist organization, used intimidation and violence. Klan groups used threats, cross burnings, beatings, bombings and murder in attempts to frighten African Americans and civil rights workers. The violence was also intended to warn entire communities that challenging segregation could be dangerous.

After the 1954 Brown v. Board of Education decision ruled racial segregation in public schools unconstitutional, some southern politicians promoted 'Massive Resistance' to delay or prevent school integration. The struggle showed that a court decision alone did not immediately end segregation.



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## SECTION 3 – MULTIPLE CHOICE

**1. What was a major goal of white resistance?**

- ☐ A. To expand voting rights
- ☐ B. To preserve segregation
- ☐ C. To support integration
- ☐ D. To end discrimination

**2. Which organization was especially associated with violent white resistance?**

- ☐ A. NAACP
- ☐ B. CORE
- ☐ C. KKK
- ☐ D. SNCC

**3. Which was a method used by Klan groups?**

- ☐ A. Sit-ins
- ☐ B. Cross burnings
- ☐ C. Freedom Rides
- ☐ D. Boycotts

**4. White Citizens' Councils were especially associated with:**

- ☐ A. economic and social pressure
- ☐ B. Freedom Rides
- ☐ C. court challenges to segregation
- ☐ D. voter-registration drives

**5. Massive Resistance was mainly an effort to:**

- ☐ A. oppose school desegregation
- ☐ B. support the Brown ruling
- ☐ C. integrate buses
- ☐ D. increase Black voting

**6. Brown v. Board of Education dealt directly with segregation in:**

- ☐ A. public schools
- ☐ B. interstate buses
- ☐ C. restaurants
- ☐ D. the armed forces

**7. Why was intimidation used?**

- ☐ A. To encourage integration
- ☐ B. To frighten activists and communities
- ☐ C. To increase federal protection
- ☐ D. To recruit civil rights workers

**8. Which is an example of economic resistance?**

- ☐ A. Cross burning
- ☐ B. Bombing a church
- ☐ C. Firing a worker for supporting integration
- ☐ D. Sending federal troops

**9. Which is an example of political/legal resistance?**

- ☐ A. A state official blocking integration
- ☐ B. A cross burning
- ☐ C. A beating
- ☐ D. A bomb attack

**10. Which statement best describes white resistance?**

- ☐ A. It took only violent forms
- ☐ B. It included political, economic, social and violent methods
- ☐ C. It occurred only before 1954
- ☐ D. It was led only by the KKK

## SECTION 4 – SORT THE RESISTANCE

For each action, select the best category: Political/Legal, Economic/Social, or Violence/Intimidation.



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| Action | Select a category |
|---|---|
| 11. Burning a cross outside a family's home | ☐ Political/Legal ☐ Economic/Social ☐ Violence/Intimidation |
| 12. Firing an employee for supporting integration | ☐ Political/Legal ☐ Economic/Social ☐ Violence/Intimidation |
| 13. State officials attempting to prevent school integration | ☐ Political/Legal ☐ Economic/Social ☐ Violence/Intimidation |
| 14. Bombing the home of a civil rights activist | ☐ Political/Legal ☐ Economic/Social ☐ Violence/Intimidation |
| 15. Refusing a loan to someone who supports desegregation | ☐ Political/Legal ☐ Economic/Social ☐ Violence/Intimidation |
| 16. Threatening civil rights workers | ☐ Political/Legal ☐ Economic/Social ☐ Violence/Intimidation |
| 17. Politicians organizing opposition to federal desegregation orders | ☐ Political/Legal ☐ Economic/Social ☐ Violence/Intimidation |
| 18. Beating civil rights demonstrators | ☐ Political/Legal ☐ Economic/Social ☐ Violence/Intimidation |

## SECTION 5 – CASE STUDY: LITTLE ROCK NINE

In 1957, nine African American students attempted to attend Central High School in Little Rock, Arkansas, following the Supreme Court's decision against segregated public schools. The students faced threats and harassment from hostile crowds. Arkansas Governor Orval Faubus initially used the Arkansas National Guard to prevent the students from entering the school. President Dwight D. Eisenhower later placed the Guard under federal authority and sent federal troops to protect the students as they attended Central High School.

**19. Why were the Little Rock Nine attempting to attend Central High School?**

- ☐ A. To challenge school segregation
- ☐ B. To join the National Guard
- ☐ C. To protest bus fares
- ☐ D. To register voters

**20. Who initially used the Arkansas National Guard to block the students?**

- ☐ A. Martin Luther King Jr.
- ☐ B. Orval Faubus
- ☐ C. Dwight Eisenhower
- ☐ D. Thurgood Marshall

**21. How did President Eisenhower respond?**

- ☐ A. He closed the school permanently
- ☐ B. He sent federal troops to protect the students
- ☐ C. He supported Faubus
- ☐ D. He cancelled the Brown ruling

**22. The Little Rock crisis best demonstrates that:**

- ☐ A. court rulings were always obeyed immediately
- ☐ B. federal intervention could be needed to enforce desegregation
- ☐ C. the KKK controlled the Supreme Court
- ☐ D. school integration ended in 1954

**23. In 1–2 sentences, explain what the Little Rock crisis reveals about the difficulty of ending segregation.**

_____

_____

## SECTION 6 – CASE STUDY: FREEDOM RIDERS

In 1961, interracial groups known as the Freedom Riders travelled on interstate buses through the South to challenge segregation in interstate transportation facilities. They encountered violent resistance. In Anniston, Alabama, a mob attacked a Freedom Riders bus, which was set on fire. Riders escaping from the bus were attacked. Despite the violence, additional



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Freedom Riders continued the campaign. News coverage of the attacks attracted national attention and increased pressure on the federal government to enforce desegregation in interstate transportation.

**24. What were the Freedom Riders challenging?**

- ☐ A. Segregation in interstate transportation
- ☐ B. School uniforms
- ☐ C. Voting ages
- ☐ D. Military service

**25. What happened in Anniston, Alabama?**

- ☐ A. The riders were welcomed
- ☐ B. A bus was attacked and set on fire
- ☐ C. The Supreme Court met
- ☐ D. A school was integrated

**26. What happened after the attacks?**

- ☐ A. The campaign immediately ended
- ☐ B. Additional Freedom Riders continued
- ☐ C. Segregation became federal law
- ☐ D. All buses stopped operating

**27. One important effect of news coverage was that it:**

- ☐ A. reduced national attention
- ☐ B. increased pressure for federal action
- ☐ C. ended all protests
- ☐ D. prevented further riders

## SECTION 7 – CAUSE AND EFFECT

Complete the sequence by choosing the best answer for each blank.

**Civil Rights Activists Challenge Segregation → [ 28. _____ ] → National Attention → [ 29. _____ ]**

28. Choose: A. White resistance B. End of all protest C. Return to slavery

29. Choose: A. Less media coverage B. Pressure for federal response C. End of the Supreme Court

**30. Why could violent resistance sometimes strengthen national support for civil rights?**

_____

_____

## SECTION 8 – SOURCE ANALYSIS

*SOURCE A: A newspaper photograph shows African American students approaching a newly integrated school while an angry white crowd gathers nearby. Police and officials are present.*

**31. What form of resistance is most clearly suggested by the source?**

- ☐ A. Social intimidation
- ☐ B. Economic growth
- ☐ C. Federal legislation
- ☐ D. Voting reform

**32. The crowd is most useful as evidence of:**

- ☐ A. opposition to integration
- ☐ B. support for school integration
- ☐ C. economic prosperity
- ☐ D. foreign policy

**33. Which is a limitation of this photograph?**

- ☐ A. It cannot show every form of white resistance or explain all motives
- ☐ B. It contains no visual evidence
- ☐ C. Photographs can never be useful
- ☐ D. It proves everyone in the South opposed integration

**34. Explain ONE way Source A would be useful to a historian studying white resistance.**



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## SECTION 9 – KKK vs. WHITE CITIZENS' COUNCILS

Complete the comparison using the reading from Section 2.

| Feature | KKK | White Citizens' Councils |
|---|---|---|
| **35. Main objective** | | |
| **36. Main methods used** | | |
| **37. Type of resistance** | | |

**38. State ONE similarity between the two organizations.**

**39. State ONE difference between their methods.**

## SECTION 10 – BGCSE JUDGEMENT CHALLENGE

**40. "Violence by the KKK was the most important form of white resistance to the Civil Rights Movement." How far do you agree? Explain your answer.**

*Planning prompts: Consider KKK violence, White Citizens' Councils, Massive Resistance, school integration and federal intervention. Give a clear judgement supported by evidence.*



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