

USHCP Quiz CH 16 & 17 - Also online at: <https://bit.ly/2S8crfb>**Multiple Choice**

Identify the choice that best completes the statement or answers the question.

- _____ 1 What effect did World War II have on the civil rights movement?
 - A The war slowed down the civil rights movement.
 - B The war made the civil rights movement a success.
 - C The war gave the civil rights movement momentum.
 - D The war discouraged people from supporting the civil rights movement.
- _____ 2 How did students in Greensboro, North Carolina, protest a segregated lunch counter?
 - A They staged a sit-in.
 - B They mounted a protest march.
 - C They boycotted the lunch counter.
 - D They threw rocks through the windows.
- _____ 3 How did President Kennedy respond to the buildup of nuclear missiles in Cuba?
 - A He threatened a nuclear strike on Havana.
 - B He threatened a nuclear strike on Moscow.
 - C He called Khrushchev and made a deal with him.
 - D He ordered a blockade of Cuban ports, and held firm.
- _____ 4 What was Johnson able to get passed through Congress soon after he took office?
 - A tax cuts
 - B voting rights
 - C the 24th amendment
 - D Great Society programs
- _____ 5 What role did John Lewis play in the civil rights movement?
 - A He was a key sponsor of the Voting Rights Act of 1965.
 - B He led the Selma march that was attacked on Bloody Sunday.
 - C He led the third march from Selma and successfully reached Montgomery.
 - D He was a Unitarian Universalist minister who was killed by segregationists.
- _____ 6 How did Mohandas Gandhi inspire Martin Luther King, Jr.?
 - A through his practice as a Hindu
 - B through his support of British rule in India
 - C through his advocacy of violent political protest
 - D through his belief in nonviolent civil disobedience
- _____ 7 Why did Kennedy choose Lyndon Johnson as his running mate?
 - A because Johnson was Kennedy's close, trusted friend
 - B because Kennedy hoped Johnson would appeal to Southern voters
 - C because Kennedy hoped Johnson would appeal to California voters
 - D because Kennedy needed the more liberal Johnson on the ticket for balance
- _____ 8 What did Khrushchev want in exchange for removing missiles from Cuba?
 - A the removal of all U.S. troops in Cuba
 - B an end to the naval quarantine of Cuban ports
 - C the restoration of trade between the U.S. and Cuba
 - D a promise not to invade Cuba and the removal of missiles from Turkey

- _____ 9 What did the Warren Commission determine?
- A that both Oswald and Ruby had acted alone
 - B that Oswald had acted alone, but Ruby was a foreign agent
 - C that Oswald was part of a conspiracy directed by Fidel Castro
 - D that Oswald was angry about Kennedy's advocacy for civil rights
- _____ 10 In what area did the Civil Rights Act of 1964 fall short?
- A It did not cover discrimination in the work place.
 - B It did not address issues of gender discrimination.
 - C It only applied to workplaces or facilities that received federal funding.
 - D It did not prohibit literacy tests and other tricks to take away the right to vote.

Essay

Use the documents and your knowledge of the civil rights movement to answer the questions below. Use a complete sentence to write the answer in the space provided.

INTRODUCTION Civil rights groups and activists used many strategies to bring attention to the inequality African Americans faced and to push for equal rights, but one strategy was particularly effective.

Primary Source This excerpt from a National Park Service website about the strategies used during the civil rights movement explains how direct action was able to engage African Americans in the movement and force whites to address racism.

In the early days of the civil rights movement, litigation and lobbying were the focus of integration efforts. The 1954 U.S. Supreme Court decision in *Brown v. Board of Education* led to a shift in tactics, and from 1955 to 1965, “direct action” was the strategy—primarily bus boycotts, sit-ins, freedom rides, and social movements.

Locally initiated boycotts of segregated buses, especially the Montgomery bus boycott of 1955–1956, were designed to unite and mobilize black communities on a commonly-shared concern. . . .

Student-organized sit-ins like the February 1960 protest at Woolworth's lunch counter in Greensboro, North Carolina, offered young men and women with no special skills or resources an opportunity to display their discontent and raise white awareness. . . .

. . . The commitment to nonviolence gave the civil rights movement great moral authority. Using nonviolent strategies, civil rights activists took advantage of emerging national network-news reporting, especially television, to capture national attention and the attention of Congress and the White House.

Source: “The Strategy,” We Shall Overcome: Historic Places of the Civil Rights Movement, National Park Service
<https://www.nps.gov/nr/travel/civilrights/strategy.htm>

- 1 How was direct action able to engage many African Americans?
- 2 What does “the commitment to nonviolence gave the civil rights movement great moral authority” mean?