

THE NAACP'S MISSION TO FORGE A MORE PERFECT UNION

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GUIDING QUESTION:

How has the NAACP's mission helped the United States to forge "a more perfect union?"

OVERVIEW

Students will analyze a collection of National Association for the Advancement of Colored People (NAACP) primary sources to complete a graphic organizer. Students will research one of the NAACP's missions to evaluate the degree to which it has been fulfilled.

OBJECTIVES

At the conclusion of this activity, students will be able to

- > Discuss the motivations for creating the NAACP;
- > Determine the NAACP's mission and effectiveness through analysis and interpretation of primary sources; and
- > Evaluate how the NAACP has pushed to make the United States "a more perfect union" for all Americans.

STANDARDS CONNECTIONS

CONNECTIONS TO COMMON CORE

- > CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- > CCSS.ELA-LITERACY.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

CONNECTIONS TO C3 FRAMEWORK

- > D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity.
- > D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.
- > D2.His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.

DOCUMENTS USED

PRIMARY SOURCES

The Crisis, Volume 4, Number 6, October 1912 (excerpt)
Brown University Library
<https://repository.library.brown.edu/studio/item/bdr:520823/PDF/>

Interactive Constitution, Preamble
National Constitution Center
<https://constitutioncenter.org/interactive-constitution/preamble>

"The Negro Silent Parade," *The Crisis*, Volume 14, Number 5, September 1917 (excerpt)
Brown University Library
<https://repository.library.brown.edu/studio/item/bdr:510785/PDF/>

Newspaper Article, "Revival Of 'Birth Of A Nation' Hit by NAACP;" March 30, 1940
The Phoenix Index [Phoenix, Arizona]
<https://chroniclingamerica.loc.gov/lccn/sn96060866/1940-03-30/ed-1/seq-6/>

Pamphlet, *The Civil Rights Act of 1964. What's in it: Leadership Conference on Civil Rights*, 1964 (excerpt)
NAACP Collection, Library of Congress (na0125)
<https://www.loc.gov/exhibits/naACP/the-civil-rights-era.html>

Platform of the National Negro Committee, 1909
NAACP Records, Library of Congress (na0024)
www.loc.gov/exhibits/naacp/founding-and-early-years.html

Photograph, Marion Post Wolcott, *Negro schoolhouses near Summerville, South Carolina*, December 1938
Library of Congress (2017799753)
<https://www.loc.gov/pictures/item/2017799753/>

Photograph, Underwood & Underwood, *Silent Protest parade in New York [City] against the East St. Louis riots*, 1917
Library of Congress (95517074)
<https://www.loc.gov/pictures/item/95517074/>

Poster, *At the Ballot Box, everybody is equal, register and vote*, c.1970-1980
Gary Yanker Collection, Library of Congress (2016648751)
<https://www.loc.gov/pictures/item/2016648751/>

Telegram, Roy Wilkins to Attorney General Herbert Brownell, February 7, 1956
NAACP Records, Library of Congress
<https://www.loc.gov/exhibits/brown/images/br0121s.jpg>

TEACHER-CREATED MATERIALS

- > NAACP Primary Source Placards
- > NAACP Mission Graphic Organizer

ACTIVITY PREPARATION

- > Make one copy of the NAACP Mission Graphic Organizer for each student.
- > Set up the NAACP Primary Source Placards around the classroom to encourage movement.
- > Pre-set projections for Activity One.

CONNECTIONS

The NAACP is one of many interest groups that has fought for the rights of its members and organized to push for social change. Other lessons in this book include primary sources related to groups, including the Japanese American Citizen League (JACL), American Association of People with Disabilities (AAPD), and the American Equal Rights Association, among others.

PROCEDURE

ACTIVITY ONE (20 MINUTES)

- > Begin by asking students to respond to the following question: *What does it mean to be your “best self” and how or why has your best self changed over time?*
 - > Give students five minutes to respond in writing and ask them to share with a classmate. Call on a few students to share the highlights from their response.
- > Project the Preamble of the U.S. Constitution and read as a class. You can use the [National Constitution Center’s Interactive Constitution](#) or a copy from a textbook or other source.
- > Ask students to compare the meanings of: “to form a MORE perfect Union” versus “to form a PERFECT Union.” Discussion questions:
 - > *How does the word “more” impact the meaning of this phrase?*
 - > *What ideas about government and people does this question reflect?*
 - > *What historical evidence can you provide regarding how the U.S. has or has not progressed toward becoming more perfect?*
 - > *In what ways do we continue to build a more perfect union?*
- > Introduce the NAACP. Ask students if they know what the National Association for the Advancement of Colored People is and list any background information given. Next, provide students with some basic background on the organization. Talking points can include:
 - > The NAACP is an African American civil rights organization in the United States, formed in 1909.
 - > The NAACP helped African Americans gain rights, such as access to voting, education, and desegregation.
 - > The mission of the NAACP is “to ensure the political, educational, social, and economic equality of rights of all persons and to eliminate racial hatred and racial discrimination.”

ACTIVITY TWO (45 MINUTES)

- > Organize students into groups of three and distribute one copy of the NAACP Mission Graphic Organizer to each student. Clarify what is meant by the terms political, educational, social, and economic as needed.
- > Direct students to circulate around the room and take notes using their NAACP Mission Graphic Organizer. Students should determine how the NAACP has fulfilled their mission. Note that some sources may show actions that fulfill more than one part of the NAACP mission and can be used as evidence for more than one.
- > Remind students to write the placard letter and notes about the sources.

- > Stop students after about ten minutes (two or three sources into the activity.) Ask students:
 - » *What are key issues and points of view addressed in the sources?*
 - » *What evidence do you have from the sources to show how the NAACP worked to enact its mission?*
 - » *What questions about the NAACP and the U.S. at the time do these sources raise?*
- > Stop students again when they are about 60 percent complete. Ask students, *In what ways do the sources demonstrate the NAACP's push to make America a "more perfect union"?*
- > Allow students time to circulate through the remaining placards.

ASSESSMENT OPTIONS

- > Assign students to select one of the NAACP mission focus areas. Research its history and legacies today.
- > Students can pursue a lingering question from the class discussion.

STUDENTS INTERESTED IN THIS TOPIC MIGHT BE INTERESTED IN RESEARCHING THE FOLLOWING FOR AN NHD PROJECT

- > The Niagara Movement and the NAACP
- > W.E.B. Du Bois' *The Crisis*
- > NAACP's protest of *The Birth of a Nation*
- > The Grandfather Clause
- > Anti-lynching legislation
- > The Women of the NAACP
- > Thurgood Marshall: NAACP and the U.S. Courts

To access a PDF containing all of the sources and materials to complete this lesson plan, go to:

WWW.NHD.ORG/250

EDSITEment!

RELATED RESOURCES

Lesson Plan: *Birth of a Nation*, the NAACP, and Civil Rights

<https://edsitement.neh.gov/lesson-plans/birth-nation-naacp-and-balancing-rights>

Curriculum: NAACP'S Anti-Lynching Campaigns: The Quest for Social Justice in the Interwar Years

<https://edsitement.neh.gov/curricula/naacps-anti-lynching-campaigns-quest-social-justice-interwar-years>

Media Resource: BackStory: Shattering the Glass Ceiling

<https://edsitement.neh.gov/media-resources/backstory-shattering-glass-ceiling>

Media Resource: W.E.B. Du Bois Papers

<https://edsitement.neh.gov/media-resources/web-du-bois-papers>

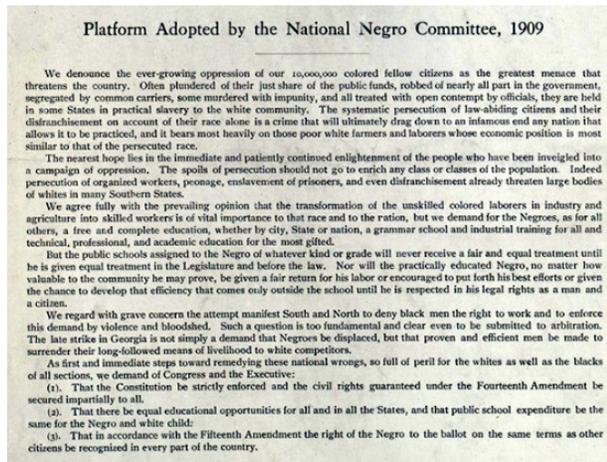
Student Activity: African-Americans & CCC

<https://edsitement.neh.gov/student-activities/african-americans-ccc>

NAACP PRIMARY SOURCE PLACARDS: PLACARD A

Platform of the National Negro Committee, 1909
NAACP Records, Library of Congress (na0024)
www.loc.gov/exhibits/naacp/founding-and-early-years.html

Historical Context: Following the Springfield, Illinois, race riot of 1908, an interracial group of 300 activists outlined a new political platform. Known as the National Negro Committee, their platform meant to address the racial inequalities experienced by people of color in the United States. They called for a national conference to address social change and demanded a guarantee of civil protections under the U.S. Constitution. Prominent members included W.E.B. Du Bois, Ida B. Wells-Barnett, Mary Church Terrell, Jane Addams, and Livingston Farrand. On May 12, 1910, the Committee adopted its current name, the National Association for the Advancement of Colored People (NAACP). The NAACP's goals were to advance the rights of African Americans by ending segregation, discrimination, disenfranchisement (inability to vote), and racial violence in the United States.



“We denounce the ever-growing oppression of our 10,000,000 colored fellow citizens as the greatest menace that threatens our country. Often plundered of their just share of the public funds, robbed of nearly all part in the government, segregated by common carriers, some murdered with impunity, and all treated with open contempt by officials, they are held in some States in practical slavery to the white community. The systematic persecution of law-abiding citizens and their disfranchisement on account of their race alone is a crime that will ultimately drag down to an infamous end any nation that allows it to be practiced, and it bears most heavily on those poor white farmers and laborers whose economic position is most similar to that of the persecuted race.

“The nearest hope lies in the immediate and patiently continued enlightenment of the people who have been inveigled into a campaign of oppression. The spoils of persecution should not go to enrich any class or classes of the population...

“...As first and immediate steps toward remedying these national wrongs, so full of peril for the whites as well as the blacks of all sections, we demand of Congress and the Executive:

- (1) That the Constitution be strictly enforced and the civil rights guaranteed under the Fourteenth Amendment be secured impartially to all;
- (2) That there be equal educational opportunities for all and in all the States, and that public school expenditure be the same for the Negro and white child;
- (3) That in accordance with the Fifteenth Amendment the right of the Negro to the ballot on the same terms as other citizens be recognized in every part of the country.”

NAACP PRIMARY SOURCE PLACARDS: PLACARD B

Photograph, Underwood & Underwood, *Silent Protest parade in New York [City] against the East St. Louis riots, 1917*
Library of Congress (95517074)

<https://www.loc.gov/pictures/item/95517074/>

“The Negro Silent Parade,” *The Crisis*, Volume 14, Number 5, September 1917 (excerpt)

Brown University Library

<https://repository.library.brown.edu/studio/item/bdr:510785/PDF/>

Historical Context: In spring 1917, a labor dispute led to the death of at least 40 African Americans in East St. Louis, Illinois, at the hands of an angry mob. On May 15, Jesse Washington, a 17-year-old farm hand, was lynched outside of city hall in Waco, Texas. A few days later, on May 22, Ell Persons was arrested and awaiting trial when a mob captured him and murdered him in Memphis, Tennessee. In response to this violence, the NAACP organized the Negro Silent Protest Parade. On July 28, 1917, around 10,000 African Americans marched along Fifth Avenue in New York City, garnering national attention.



“The Negro Silent Parade”

“On the afternoon of Saturday July 28, a vast body of Negroes marched through the streets of New York ... [i]n silent protest against the recent killing of Negroes... in Waco, Memphis and East St. Louis, 15,000 Negroes marched here yesterday afternoon. The parade formed in Fifth avenue [sic] and marched from Fifty-seventh street to Madison Square...”

“Placards carried by boy scouts, aged men and by women and children explained the purpose of the demonstration...”

“During the progress of the march circulars were distributed among the crowds telling of the purpose which brought the Negroes together. Under the caption, ‘Why Do We March?’ the circular read, in part, as follows:

‘We march because we want to make impossible a repetition of Waco, Memphis, and East St. Louis by arousing the conscience of the country, and to bring the murderers of our brothers, sisters and innocent children to justice.’

‘We march because we deem it a crime to be silent in the face of such barbaric acts...’

‘Mother, Do Lynchers Go to Heaven?...’

‘Make America Safe for Democracy...’

‘Give us a chance to live...’

‘So treat us that we may love our country...’

‘Your Hands Are Full of Blood’ ”

NAACP PRIMARY SOURCE PLACARDS: PLACARD C

The Crisis, Volume 4, Number 6, October 1912 (excerpt)
Brown University Library
<https://repository.library.brown.edu/studio/item/bdr:520823/PDF/>

Historical Context: Created by founding editor, W.E.B. Du Bois, *The Crisis* is the official publication of the NAACP. It is a journal of civil rights, history, politics, and culture that seeks to educate and challenge its readers about issues that continue to plague African Americans and other communities of color for over 100 years. This article from 1912 discusses talking to your child about the racism they will face growing up in America.

“The first temptation then is to shield the child: to hedge it about that it may not know and will not dream. Then, when we can no longer wholly shield, to indulge and pamper, and coddle, as though in this dumb way to compensate. From this attitude comes the multiple of our spoiled, wayward, disappointed children: and must we not blame ourselves? For while the motive was pure and the outer menace undoubted, is shielding and indulgence the way to meet it?

“Of the Grim Thrust.

Some parents realizing this, leave their children to sink or swim in this sea of race prejudice. They neither shield nor explain, but thrust them forth grimly into school or street, and let them learn as they may from brutal fact. Out of this may come Strength[,] poise, self-dependence, and out of it, too, may come bewilderment, cringing deception and self-distrust. It is, all said, a brutal, unfair method, and in its way as bad as shielding and indulgence. Why not rather face the facts and tell the truth? Your child is wiser than you think.”

NAACP PRIMARY SOURCE PLACARDS: PLACARD D

Photograph, Marion Post Wolcott, *Negro schoolhouses near Summerville, South Carolina*, December 1938
Library of Congress (2017799753)
<https://www.loc.gov/pictures/item/2017799753/>

Historical Context: The NAACP fought for both equal funding and desegregation of African American schools like the one below in South Carolina (1938). Years later, the NAACP legal team found success through *Brown v. Board of Education* (1954), in which the Supreme Court ruled unanimously that racial segregation in schools was unconstitutional.



NAACP PRIMARY SOURCE PLACARDS: PLACARD E

Newspaper Article, "Revival Of 'Birth Of A Nation' Hit by NAACP;" March 30, 1940
The Phoenix Index [Phoenix, Arizona]
<https://chroniclingamerica.loc.gov/lccn/sn96060866/1940-03-30/ed-1/seq-6/>

Historical Context: The NAACP protested against the racial violence, stereotyping, and glorification of white supremacy in the movie, *The Birth of a Nation*. The 1915 movie was re-released in theaters at various times, leading to protests like this one in March 1940.

PAGE SIX PHOENIX INDEX, PHOENIX, ARIZONA SATURDAY, MARCH 30, 1940

Revival Of "Birth Of A Nation" Hit By NAACP

Appeal Is Sent To Movie Czar

NEW YORK—(SNS)—Condemning the proposed revival of "The Birth of a Nation," as a talking picture in color as a plain case of pandering to the "forces of bigotry and race prejudice" the National Association for the Advancement of Colored People has urged Will Hays, president of the Motion Picture Producers-Distributors of America "to use the full power of your office to prevent the re-making of this film."

The association demanded action from Hays' office in a letter sent to the motion picture czar March 21 at his New York office, 28 West 44th Street. The letter was sent out following a recent press announcement that the Epoch Production Company, a film concern, plans to produce a talking version of the picture, whose distribution the association has fought on a nation-wide basis for more than twenty years.

Since 1915, when the association appealed to Mayor Thompson, of Chicago resulting in the refusal of a license for showing the film in that city, twenty states have either banned the film from showing anywhere within the state or stopped the showing of the picture in key cities.

Last February 28, Robert E. Allen, former operator of the Jewel Theatre, in Denver, Colorado, pleaded guilty in the Denver city race hatred. He was fined \$200 by Judge H. Lawrence Hinkley. The judge suspended half the fine and allowed Allan sixty days in which to raise the balance.

The Association's letter to Hays follows in part:

"We vigorously urge that you use the full power of your office as President of the Motion Picture Producers-Distributors of America to prevent the re-making of this film.

"As you, of course, know, the production of THE BIRTH OF A NATION in 1915 was one of the chief factors in the recrudescence of the Ku Klux Klan whose depredations during the '20's constituted one of the gravest threats to orderly and democratic government in America during recent years. It spread bitterness against and hatred of religious and racial minorities, and particularly against the Negro with its falsification of the history of the Reconstruction period.

Footlight Flickers . .

By ALVIN MOSES FOR ANP

NEW YORK—Nightly at the Hickory house Sturr Smith, most colorful of the topflight bandleaders, takes countless bows after a jam session during which he makes the violin do everything but talk. DeLoyd McKay, pianist of national reputation, is an added attraction for patrons of the west 52nd street nightery.

ETHEL WATERS, is in such demand by Broadway playwrights that three at this writing, are angling for services after the re-opened "Mamba's Daughters," closes a fortnight hence. Were we La Ethel's adviser, a tieup with Eddie Cantor in his musical-fantasy, "Darn That Dream," would be the best box-office bait.

MABEL SCOTT, The cocoa-brown number whom we saw grow up virtually from curls to international fame, opened at the SWELlegant "Delmonico" Philadelphia. With her marriage gone completely "Hollywood", she may appear around May with Jimmy Lunceford's band, but we have spoken of that tieup so many times before in this space that we'll believe it, when the curtain rises, and not before.

MARIAN ANDERSON, appeared Saturday afternoon on a coast-to-coast program that featured President Roosevelt and Queen Wilhemina of Holland. As usual, her singing left nothing to be desired, a voice that stands unchallenged.

"G. W. T. W." (Gone With the Wind) moves into our neck of Manhattan Thursday, and that por-

NAACP PRIMARY SOURCE PLACARDS: PLACARD F

Telegram, Roy Wilkins to Attorney General Herbert Brownell, February 7, 1956
NAACP Records, Library of Congress
<https://www.loc.gov/exhibits/brown/images/br0121s.jpg>

Historical Context: In September 1952, two African American women, Autherine Lucy and Pollie Myers, applied for admittance to the University of Alabama. Both were accepted, but their acceptances were rescinded when the school learned they were African Americans. This led to a three-year legal challenge where the courts ordered the university to admit Lucy. On February 3, 1956, she attended her first class. On February 6, riots broke out on campus where Lucy faced death threats and physical attacks from a mob of over 1,000 people. Roy Wilkins, a NAACP lawyer, sent this telegram the next day to Attorney General Herbert Brownell, who served under President Dwight D. Eisenhower.

DOMESTIC SERVICE		WESTERN UNION		INTERNATIONAL SERVICE	
Check the class of service desired; otherwise this message will be sent at a full rate telegram.		1211		Check the class of service desired; otherwise this message will be sent at the full rate.	
FULL RATE TELEGRAM	SERIAL	W. P. MARSHALL, PRESIDENT		DAY LETTER	NIGHT LETTER
DAY LETTER	NIGHT LETTER	CHARGE TO THE ACCOUNT OF		TIME FILED	
NO. WORDS-CL. OF SVC.		FD. OR COLL.	CASH NO.	NAACP, 20 WEST 40th STREET	

Send the following message, subject to the terms on back hereof, which are hereby agreed to

JNE STRAIGHT WIRE FEBRUARY 7, 1956

ATTORNEY GENERAL HERBERT BROWNELL
DEPARTMENT OF JUSTICE
WASHINGTON, D. C.

NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE URGES YOU TO INVOKE TITLE 18 U.S. CODE, SECTIONS 401 AND 1503, AND PROCEED AGAINST ANY AND ALL PERSONS ACTING IN ANY MANNER TO PREVENT MISS AUTHERINE J. LUCY FROM ATTENDING CLASSES AT THE UNIVERSITY OF ALABAMA PURSUANT TO AN ORDER OF THE U. S. DISTRICT COURT FOR THE NORTHERN DISTRICT OF ALABAMA. AS YOU ARE AWARE, MISS LUCY HAS BEEN SUSPENDED FROM CLASSES BY THE UNIVERSITY BOARD OF TRUSTEES AFTER MOBS HAD DEMONSTRATED AGAINST HER ATTENDANCE AND HAD THROWN ROCKS, EGGS AND OTHER MISSILES AT HER. WE URGE THAT IN ACCORDANCE WITH THE LAW YOU INSTITUTE CRIMINAL CONTEMPT PROCEEDINGS AGAINST ALL GUILTY PARTIES.

ROY WILKINS
EXECUTIVE SECRETARY

*Uof Ala
Lucy
Brownell
Copy*

Transcription: National Association for the Advancement of Colored People urges you to invoke Title 18 U.S. Code, Sections 401 and 1503, and proceed against any and all persons acting in any manner to prevent Miss Autherine J. Lucy from attending classes at the University of Alabama pursuant to an order of the U.S. District Court for the Northern District of Alabama. As you are aware, Miss Lucy has been suspended from classes by the University Board of Trustees after mobs had demonstrated against her attendance and had thrown rocks, eggs and other missiles at her. We urge that in accordance with the law you institute criminal contempt proceedings against all guilty parties.

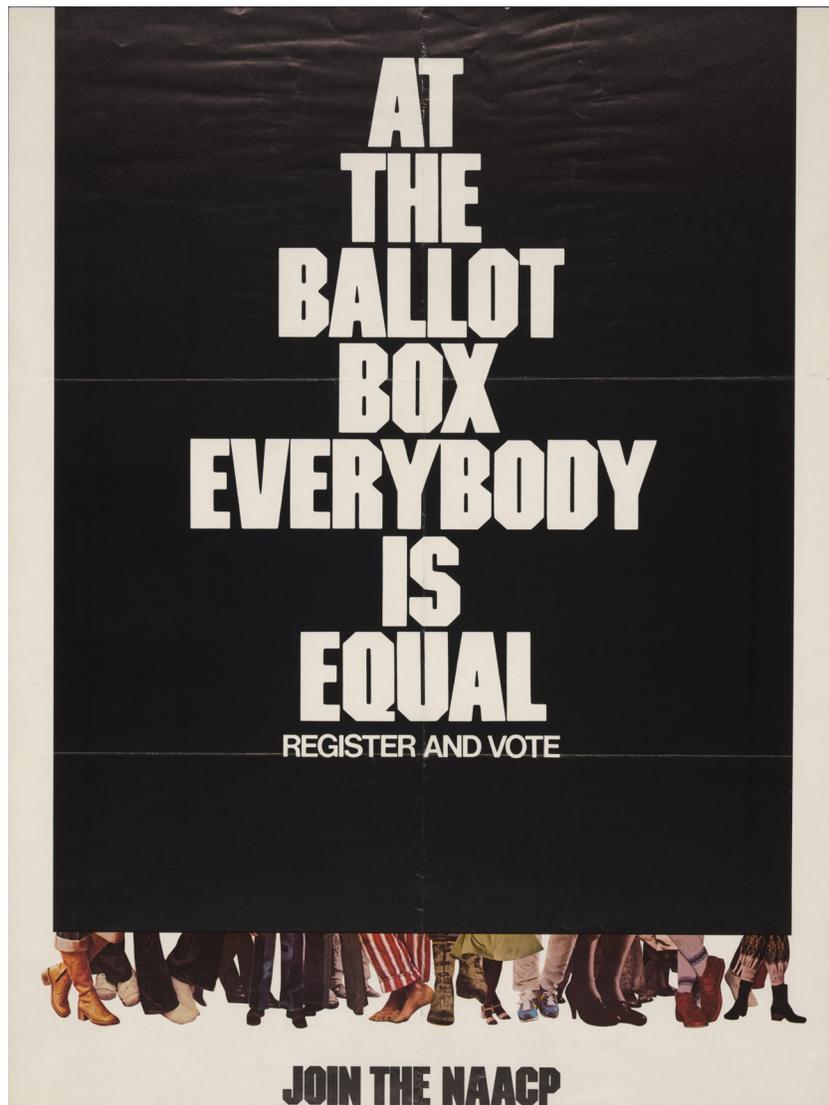
Roy Wilkins
Executive Secretary

NAACP PRIMARY SOURCE PLACARDS: PLACARD G

Poster, *At the Ballot Box, everybody is equal, register and vote...*, c.1970–1980
Gary Yanker Collection, Library of Congress (2016648751)
<https://www.loc.gov/pictures/item/2016648751/>

Historical Context: As part of its mission, the NAACP worked to end disenfranchisement, or the inability to vote. African American men earned the right to vote under the Fifteenth Amendment (1870). Yet, segregation and racism prevented many African American men from voting. Grandfather clauses, poll taxes, and literacy tests became legal ways to prevent Black men from voting at the polls. Organizations like the Ku Klux Klan (KKK) also used violence and fear to stop African Americans from voting in local and national elections. Black women faced even more challenges, since as women, they did not receive the legal right to vote until the Nineteenth Amendment in 1920.

The NAACP protested these restrictions. Throughout the Civil Rights era, they worked with the Council of Federated Organizations to set up Freedom Summer, a large campaign to help educate and register new voters in Mississippi. The NAACP's efforts were instrumental in pushing forward the Voting Rights Act of 1965.



NAACP PRIMARY SOURCE PLACARDS: PLACARD H, PART 1

Pamphlet, *The Civil Rights Act of 1964. What's in it: Leadership Conference on Civil Rights, 1964* (excerpt)
NAACP Collection, Library of Congress (na0125)
<https://www.loc.gov/exhibits/naacp/the-civil-rights-era.html>

Historical Context: The NAACP successfully lobbied for the passage of landmark legislation such as the Civil Rights Act of 1964, which prohibited discrimination based on race, color, religion, sex, or national origin.

PARKS, HOSPITALS AND OTHER PUBLIC FACILITIES

THE LAW SAYS:

- ★Where there is discrimination in public libraries, hospitals, museums, playgrounds or in any place owned, operated or managed by the state, you or the Attorney General can sue to stop it. For if your taxes support a public facility, you should be able to use it.

What You Can Do If You Are Denied Use of a Facility:

- ★If you can't afford to sue or are afraid for your personal safety or fear economic reprisal if you do, you can ask the Attorney General to sue.
- ★However, *this complaint has to be in writing.* The Justice Department can't even begin to investigate until it gets a written complaint. You can keep the complaint short and simple and write it as a letter. A lawyer doesn't have to draw it up.

SCHOOLS

THE LAW SAYS:

- ★The Attorney General can bring suit to desegregate public schools and colleges, where he receives a written complaint and feels those barred from the school have a justified case and are unable to carry it on themselves.
- ★To communities trying to desegregate their schools, the Federal government can offer help in the form of technical assistance, training institutes for school officials and grants.

What You Can Do If Entrance to Schools Is Denied Because of Race:

- ★You can send a written complaint to the U.S. Attorney General and ask him to investigate and sue. He is authorized to act where he feels the complaint has merit, the signer or signers can't bring suit themselves and legal action will help further the desegregation of public schools.
- ★Or you can hire your own lawyer and bring suit for yourselves and other parents.

FEDERALLY-AIDED PROGRAMS

THE LAW SAYS:

- ★Wherever the Federal government puts up money to help a program—such things as vocational training, crop loans, hospital or highway construction, aid to small businesses, etc.—it shall see that everyone has an equal opportunity to share in the benefits of the program.
- ★Every federal agency that gives funds must issue rules and regulations that make it clear there is to be no discrimination in any programs for which funds are given.
- ★The government can cut off funds for these programs as a last resort.

What You Can Do If You Suffer Discrimination under a Federally-Aided Program:

- ★You can write to the government department or agency that is helping to pay for the program.
- ★You can also complain to the U.S. Attorney General.

JOBS

THE LAW SAYS:

- ★Employers, labor unions and employment agencies must not discriminate because of race, color, religion, sex or national origin in the hiring, promotion or firing of employes.
- ★When this section of the law goes into effect on July 2, 1965, it will apply, first, to businesses or unions with 100 or more employees or members. By 1968, it will apply to those with 25 or more.
- ★A new government agency, the Equal Employment Opportunity Commission, will be set up to investigate complaints and try to settle them by persuasion.

What You Can Do If You Suffer Discrimination in Employment:

- ★If your state or local community has an FEPC law, you must complain to its agency first. If the

NAACP PRIMARY SOURCE PLACARDS: PLACARD H, PART 2

Pamphlet, *The Civil Rights Act of 1964. What's in it: Leadership Conference on Civil Rights, 1964* (excerpt)
NAACP Collection, Library of Congress (na0125)
<https://www.loc.gov/exhibits/naacp/the-civil-rights-era.html>

Historical Context: The NAACP successfully lobbied for the passage of landmark legislation such as the Civil Rights Act of 1964, which prohibited discrimination based on race, color, religion, sex, or national origin.

agency can settle your complaint, you can then take it to the Equal Employment Opportunity Commission. You can also complain to the U.S. Attorney General and ask him to investigate and bring suit.

★If your state or local community has no FEPC law, you should have your complaint sworn to before a notary public and send it directly to the Commission. Or you can write to the Attorney General.



WHAT ELSE THE LAW DOES

★It sets up in the Department of Commerce a brand new agency, the Community Relations Service, and gives it power to help individuals and local communities settle problems of discrimination and racial tension voluntarily without going to court.

★It also extends the life of the Civil Rights Commission for four years and gives it power to investigate vote fraud cases and act as a national clearing house on civil rights.

WHAT YOU SHOULD DO

★Remember: Getting the law passed was only part of the job. Now we must make it work. This depends on you as well as the Federal Government.

★As a citizen, it is not only your right but your duty to file a complaint when the law is violated. If you are denied any right under a civil rights law, *do something about it*. If you don't, you are helping to nullify the law. It's the same as though you said you don't care whether the law is enforced or not.

DO YOU NEED HELP WITH THE LAW?

★If you are not sure that the law applies to you, or if you are uncertain about approaching an agency or a Federal official yourself, you can still get help. Your union local and such private groups as the NAACP, the Urban League, the Southern Christian Leadership Conference, CORE, SNCC, etc., are all committed to work for enforcement of the Civil Rights Act. Your church, sorority and fraternity may be able to help. Most of these groups have programs of assistance. The Leadership Conference on Civil Rights, in which nearly 90 religious, labor and civic groups take part, is always ready to help.



WHERE DO YOU WRITE?

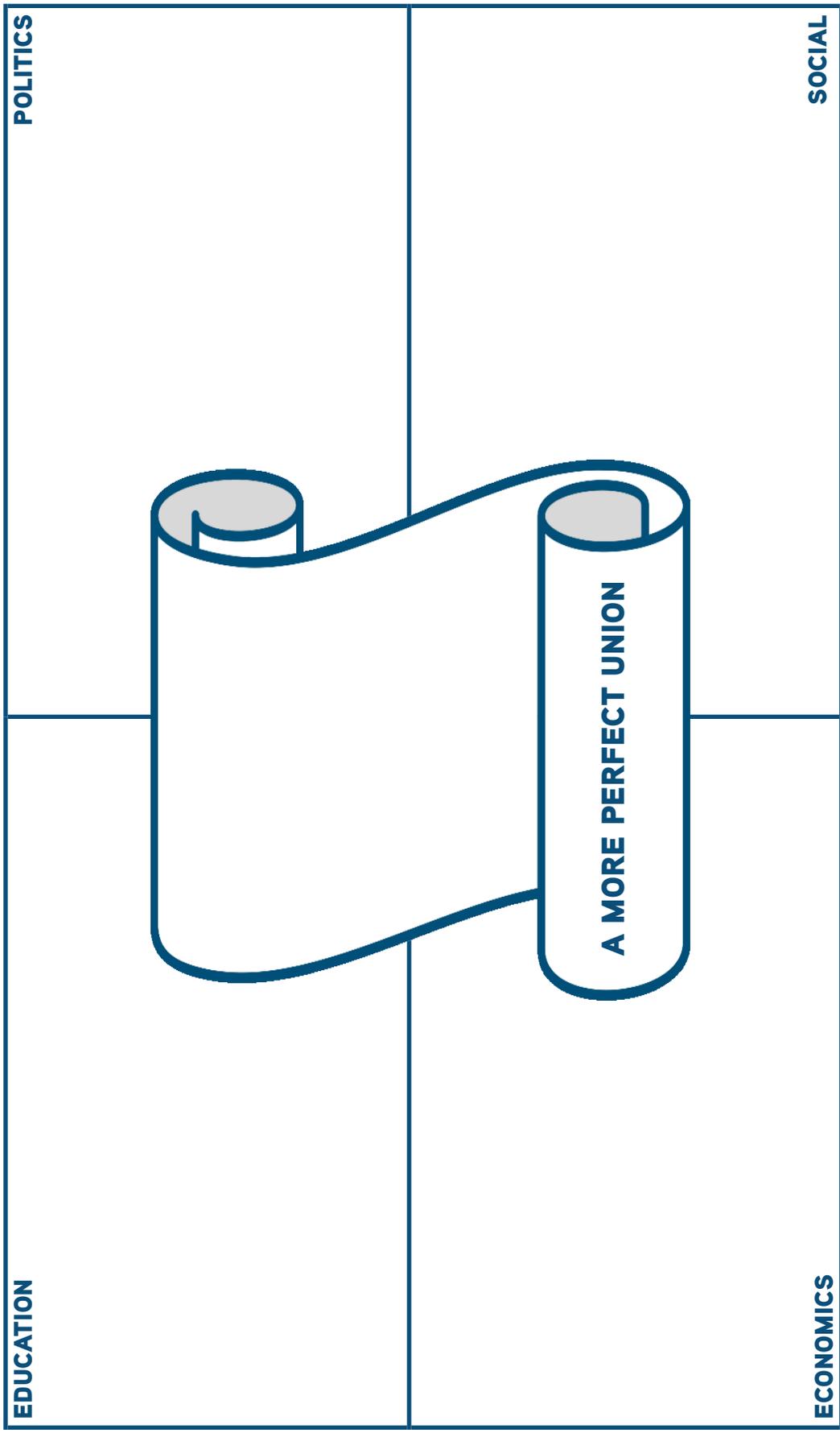
1. All complaints to the Justice Department should be sent to:
The U.S. Attorney General
Washington, D. C. (20530)
2. Complaints about job discrimination should be sent to:
Equal Employment Opportunity Commission
Washington 25, D. C.
3. You can also get help from:
The Community Relations Service
Department of Commerce
Washington, D. C. (20230)
4. And from:
The U.S. Commission on Civil Rights
1701 Pennsylvania Avenue, N.W.
Washington, D. C. (20425)

COOPERATING ORGANIZATIONS

A. M. E. Zion Church
Alpha Kappa Alpha Sorority
Alpha Phi Alpha Fraternity
Amalgamated Clothing Workers of America
Amalgamated Meat Cutters and Butcher Workmen
American Civil Liberties Union
American Ethical Union
AFL-CIO
American Jewish Committee
American Jewish Congress
American Newspaper Guild
American Veterans Committee
Americans for Democratic Action
Anti-Defamation League of B'Nai B'rith
B'Nai B'rith Women
Brotherhood of Sleeping Car Porters
Catholic Interracial Council
Christian Methodist Episcopal Church
Church of the Brethren Service Commission
Citizens Lobby For Freedom & Fair Play
College YCS National Staff
Congress of Racial Equality
Council for Christian Social Action—United Church of Christ
Delta Sigma Theta Sorority
Episcopal Society For Cultural and Racial Unity
Frontiers International
Hadassah
Hotel, Restaurant Employees & Bartenders International Union

NAACP MISSION GRAPHIC ORGANIZER

Complete this organizer by using the primary source placards as evidence to determine how the NAACP has fulfilled its mission and made the United States of America "a more perfect union."



NAACP MISSION GRAPHIC ORGANIZER QUESTIONS

How has the NAACP's mission helped the United States to forge "a more perfect union?"

What questions do you have after reviewing these materials?

What further research might you need to do to learn more?



BUILDING A MORE PERFECT UNION



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END
TO
POLICE
BRUTALITY
NO