

Louisiana Maneuvers

Directions: After analyzing the sources, determine how the "Louisiana Maneuvers" contributed to WWII.

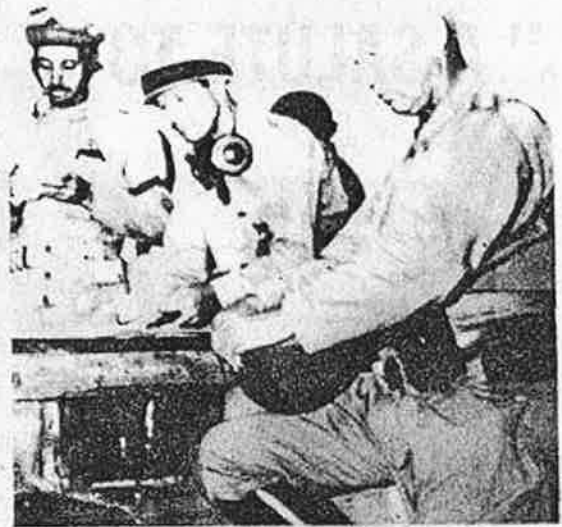


Background:

The Louisiana Maneuvers were headquartered at Camp Polk (later Fort Polk) and would take place on 3,400 square miles of land stretching east from the Sabine River to the Calcasieu River and north to the Red River. These exercises, called simply "maneuvers," would take place until 1944. Troops were billeted at the various camps in seemingly endless lines of pop up tents. In the field they camped out in densely wooded areas; some found shelter in local barns. The troops crossed rivers and sloshed through murky swamps while shooting at each other with wooden rifles. Flour sack bombs, dropped by dive bombers, were dodged as units maneuvered for victory. Officers insisted the maneuvers be as realistic as possible. Loudspeakers blared out recorded sounds of battle while smoke from canisters floated out over the battlefield and aircraft dropped bags of sand to simulate the impact of artillery shells. Millions of rounds of blank ammunition were allotted to soldiers, and rules governing engagement and "casualties" were established. Battles took place on lawns, in private yards, on town streets, and in the surrounding forests. Truces were declared at lunchtime so that the soldiers could eat. Hundreds of "umpires," armed with clipboards and armbands, assessed units and leaders according to a complex grading system and ruled on how many soldiers were "killed or injured." Monitoring the time it took medical units to transfer the "wounded" to combat hospitals was also important.

LOUISIANA MANEUVERS AND WORLD WAR II

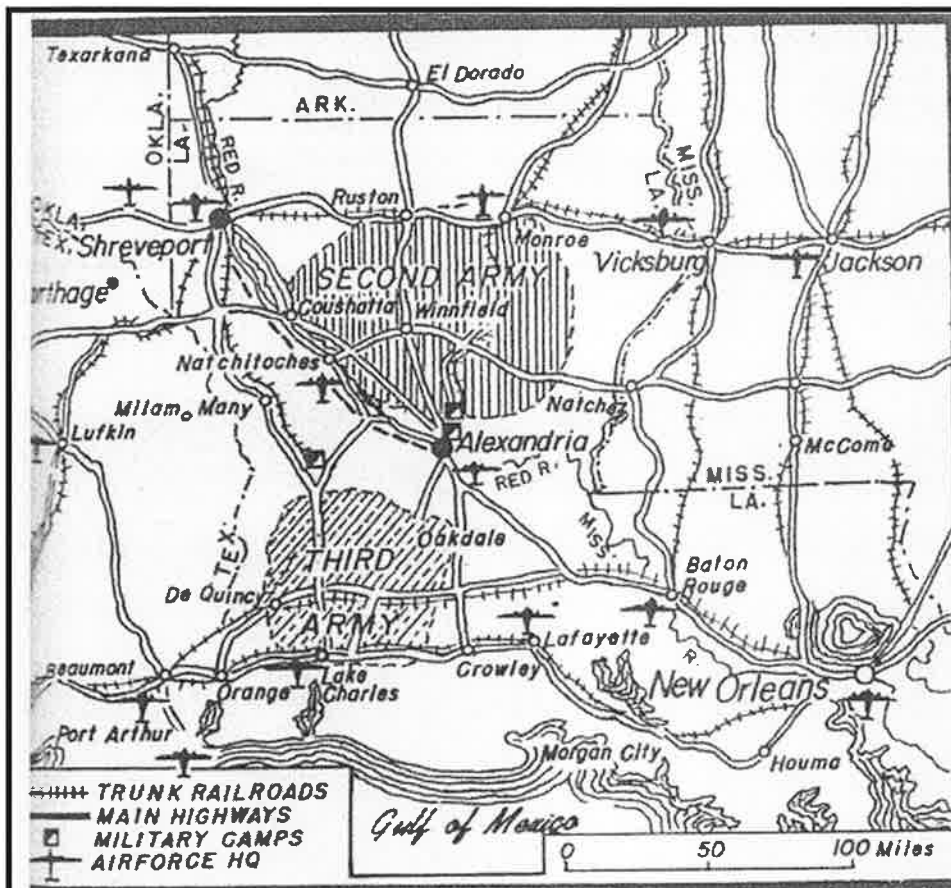
Camp Polk was built at a cost of about 22 million dollars. The post was established to support the famous Louisiana Maneuvers prior to World War II. Generals Eisenhower, Patton, Clark, and Bradley were but a few of the famous leaders that passed through Polk at the time. Thousands of wooden barracks sprang up virtually overnight to support the training of an Army enroute to victory in North Africa, Europe, and the Pacific. Units that received training here were the 3d, 7th, 8th, 9th Infantry and the 11th Airborne Division.



General George Patton, right, during the Louisiana Maneuvers.

Based on this source how did Louisiana contribute to WWII?

Source 2



Marshall called the 1941 maneuvers "a combat college for troop leading" and a test of the "new armored, antitank and air forces that had come of age since 1918." McNair's groundbreaking war games mobilized nearly half a million men split into nineteen army divisions. These divisions engaged in a mock battle for "navigation rights" of the Mississippi River as two opposing armies of two fictitious countries. Red Kotmk, representing Kansas, Oklahoma, Texas, Missouri, and Kentucky,

and headed by General Ben Lear, would go up against Blue Almat, representing Arkansas, Louisiana, Mississippi, Alabama, and Tennessee, headed by General Walter Krueger, a veteran taskmaster, and his Chief of Staff, Colonel Dwight D. Eisenhower. The exercises were made up of two phases: three weeks in August and three weeks in September. Lear's Red Army would try to take Louisiana from the Blue Army, which was occupying the area.

Based on this source how did Lousiana contribute to WWII?

Source 3

"The camp area was under a complete construction program, Thousands of workmen from the area were building the temporary housing and utility buildings for the entire camp that was expected to be used early in 1941. The area at that time consisted of 6,195 acres plus a large training and maneuver area extending west to Camp Polk, approximately 40 miles. Much of this area was on a lease basis and was used only as a maneuver and training area. The camp site consisted of a tent area and many more or less permanent tent structures that would last for an unknown period." Cecil Atkinson remembered when the army came to town, acquiring acreage from area residents and dislocating many, including his family. In his memoir Camp Claiborne, he related that mill operator Branch Smith gave his father the house in which they lived since the land where it stood was to become army property. The Atkinson family moved the building up the highway to where his father had purchased forty acres." Eventually, Camp Evangeline was renamed for William C.C. Claiborne, the governor of the Territory of Orleans and first governor of Louisiana, and officially opened on January 15, 1941.

Based on this source how did Louisiana contribute to WWII?

Source 4

Moran explained, to give men different experiences in preparation for their time overseas. "If you were going to fight in the desert, you went to the desert," Moran said. "If you were going to fight in the jungle, you went to Louisiana." The army didn't portray Louisiana's hot and humid climate in such terms, however, preferring to describe the central Louisiana weather as "admirably suited for year-round training as winters are mild and summers are not excessively hot" in its publicity publications.'

Based on this source how did Louisiana contribute to WWII?

Source 5

"Most notably, the Louisiana Maneuvers were staged in Central Louisiana in 1940 and 1941, and remains the largest peacetime exercise in American military history." Atkinson passed Camp Claiborne on his way to Forest Hill High School and watched the "trainload of troops" arriving in Forest Hill daily. "At Forest Hill, the small Missouri and Pacific Railroad depot was bursting at the seams with long trains filled with the 34th Infantry Division from North and South Dakota, Minnesota and Iowa. The fifteen to twenty coach troops trains seemed small compared to the double header coal burning monsters that delivered the tanks, trucks, jeeps, and guns by the thousands."

Based on this source how did Louisiana contribute to WWII?

Source 6

The camp housed several African American units, including the 761st Tank Battalion, known as the Black Panthers, the latter activated April 1, 1942, at Camp Claiborne with final training at Fort Hood, Texas. The 761st was the first armored African American unit to enter combat; deployed to Europe, it fought at the Battle of the Bulge and landed on Omaha Beach in France on October 10, 1944. The unit was also among the first to link up with Soviet forces."

Based on this source how did Louisiana contribute to WWII?

Source 7

Praised by the press as the star of the mock war for his skillful use of armor, Major General George S. Patton Jr. declared, "If you could take these tanks through Louisiana, you could take them through hell." Here was a virtuoso leader of mobile warfare, a commander capable of crafting an American blitzkrieg. He was also a colorful figure whose exploits were tailor-made for the papers. Reporters delightedly wrote of a frustrated military policeman who was directing traffic at an intersection in a town north of DeRidder, Louisiana, and was unable to unsnarl the jam. Patton suddenly appeared and started "cussing and raising hell." As the traffic jam began unwinding, a priest who had been celebrating Mass emerged from his church and told Patton to "hush up." Apologizing, Patton saluted the priest and turned the traffic control back to the M.P.

Based on this source how did Louisiana contribute to WWII?

Source 8



Based on this source how did Louisiana contribute to WWII?



Based on this source how did Louisiana contribute to WWII?

Source 9

This last phase was marked by heavy rains, which turned roads and fields into mud. The rain changed the nature of the war games, and left the soldiers in the field wet and miserable.

In a scene from the WWII movie "A Walk in the Sun", when soldiers are asked to take a farm house held by the enemy, one soldier comments that as bad as the fighting might get "It can't be worse than the Louisiana Maneuvers".

The conditions were so rigorous that one of the officers in charge, Colonel Gruber, stated that "in addition to the enemy, there are two redoubtable antagonist lurking to.... break up the best laid plans of a commander - Old Man Fog and his twin brother, Bog".

Based on this source how did Lousiana contribute to WWII?

Higgins Boats

Directions: Based on the sources and your knowledge of social studies, describe two ways in which the Higgins Boats contributed to the success of American Troops in WWII.

Background:



The term “Higgins boat” generally refers to the troop carrier known as the LCVP, for Landing Craft, Vehicle, Personnel. But it can also refer to the LCM, or Landing Craft, Mechanized, that carried tanks ashore. Both vessels shared a distinctive feature: a bow that dropped to become a ramp.

Their incredible success was largely due to their namesake: Andrew Jackson Higgins, a New Orleans–based lumberyard owner who had become a maker of small wooden boats. Higgins was brilliant and hot tempered, a dreamer with a disciplined mind and a cyclonic personality who had developed impatience into an art form. He had a burning patriotism rarely equaled in the business world, and he trampled anything and everything that tried to prevent him from doing his job now.

Eisenhower, a man not given to hyperbole, called Higgins “the man who won the war for us.” If Higgins hadn’t designed and built those boats, Eisenhower said, “we never could have landed over an open beach. The whole strategy of the war would have been different.”

Source 1

Excerpt from New Orleans: Home of the Higgins Boats

To win the war, the United States and its allies had to develop tactics and equipment to launch massive amphibious landings at sites ranging from Pacific atolls to the French coastline. The city of New Orleans made a unique contribution to this critical part of America's war effort.

New Orleans was home to Higgins Industries, a small boat company owned by the flamboyant entrepreneur Andrew Jackson Higgins. Higgins designed and produced a unique and ingenious collection of amphibious boats capable of delivering masses of men safely and efficiently from ship to shore, eliminating the need for established harbors.

Source 2

Excerpt from The Normandy Campaign: From D-Day to the Liberation of Paris By Victor Brooks

As the tank transports were regrouping in the Channel, the Higgins boats were making their dramatic dash for the beaches. Private Bradley recalled, "Making the run in to shore was intermittently lit by explosions, some of them of tremendous force. Bombs, shells from the battleships standing out to sea, rockets whooshing overhead, ack-ack from German positions and tracers were coming and going. An awesome display." The defenders may have undergone a mind-numbing bombardment, but German batteries were not all silenced and, one by one, seven Higgins boats sank or blew up from enemy fire. Scores of men in surviving landing craft watched in horror as dead bodies floated around them and the screams of still-living men pierced the early morning air. Private George McIntyre of the 4th Engineers recalled, "The water around us was cluttered with debris, crates, life belts, knapsacks, books, several K-rations and several bodies. They were face downward and were Americans."

Despite these disconcerting scenes, most of the landing craft were still more or less seaworthy and at almost exactly 6:30 A.M. members of the 2nd Battalion, 8th Infantry Regiment of the U.S. 4th Division scrambled out of their boats and either waded or dogpaddled onto Utah Beach. Lieutenant Arthur Jahnke, commander of one of the German fortifications, watched men throw off lifejackets and run across the wet sand. One of Jahnke's few surviving machine guns cut loose and bullets thumped into the soft sand, hitting at least some of the advancing Americans. Then his gunners managed to partially repair their single damaged 88mm gun and a just-landed Sherman tank ground to a sudden halt just beyond the shore. However, a moment later another amphibious tank lurched forward, fired a well-placed shell, and silenced Jahnke's strongpoint.

Source 4

Excerpt from Higgins and His War-winning Boats by Dwight Jon Zimmerman

During World War II, the United States created the largest and most powerful navy on the planet. But while its aircraft carriers, battleships, cruisers, and destroyers got the glory, there was another vessel whose role in the Allied victory over the Axis was equally crucial. That vessel was an ugly, rectangular, shallow draft craft designed to carry and deposit onto hostile shores troops and small vehicles: the Landing Craft, Vehicle, Personnel (LCVP) – also known as the Higgins boat.

Approximately 20,000 LCVPs were built during the war, and they proved to be one of the most rugged and versatile boats ever created. They deposited troops, vehicles, and equipment on every type of beach imaginable: shores made of sand, volcanic ash, and rocks; on coral atolls, islands, and continents; in locations ranging from the tropics to the Arctic; and on beaches sometimes free of opposition and obstacles and at other times heavily defended. Dwight Eisenhower, who commanded amphibious landings in North Africa, the Mediterranean, and northern France, later said Higgins' boats "won the war for us." Yet if the Navy's Bureau of Ships, responsible for all vessel designs, had had its way, Andrew Jackson Higgins' boat would never have gotten past the drawing board.

Source 4

Excerpt from the Higgins Boat by Mike Whaley

"Andrew Higgins is the man who won the war for us." -President Dwight D. Eisenhower, 1964 interview

The President went on to explain: "If Higgins had not designed and built those LCVPs (Landing Craft, Vehicle and Personnel), we never could have landed over an open beach. The whole strategy of the war would have been different." And as Colonel Joseph H. Alexander, USMC (Ret) said, "The Higgins boats broke the gridlock on the ship-to-shore movement. It is impossible to overstate the tactical advantages this craft gave U.S. amphibious commanders in World War II."

Formative Assessment Task:

Based on the sources and your knowledge of social studies, describe two ways in which the Higgins Boats contributed to the success of American Troops in WWII.

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The War's Impact

Directions: Based on the sources, identify the social, political, and economic impacts that WWII had on Louisiana.

Source 1

Excerpt from World War II

Jerry P. Sanson

The increased demand for the traditional Louisiana agricultural trinity—sugarcane, cotton, and rice—helped the state's farmers recover from the economic devastation of the Great Depression. World War II also accelerated the industrialization of Louisiana's economy, as major establishments provided vital material and petrochemicals to the war effort. While New Orleans remained the state's major industrial area, Baton Rouge, Shreveport, Monroe, Alexandria, Lafayette, and Lake Charles also served as important industrial centers. In Shreveport, for example, the J. B. Beaird Company employed approximately eight hundred people to make shell casings, tanks for the production of synthetic rubber and storage of high-octane gasoline, landing barge anchors, and armored tank parts. Though other towns lagged behind, even they slightly increased their industrial production. In 1941, the War Department announced its decision to build an ordnance plant, consisting of 430 buildings, in Minden, a small town near in northwestern Louisiana.

Source 2

Excerpt from Louisiana During World War II: Politics and Society, 1939-1945

Jerry P. Sanson

The United States' participation in the war led to changes in Louisiana: its Depression-ravaged economy improved because of an influx of federal money, and the people adjusted to life in a modern age of grave threats to national security. The most significant change in Louisiana politics during the war years, however, arose out of the simple greed of the state's elected officials. In 1939, that greed led to the temporary downfall of the dominant power in state politics, the Longite faction of the Democratic party created by Huey P. Long and, since his assassination in 1935, led by his political heirs. From the 1939 scandals originated a new political order-effective bifactionalism-in which both Longite and anti-Longite Democrats were competitive in statewide elections.

Source 3

Excerpt from World War II

Jerry P. Sanson

Louisianans continued to socialize during this period, but their social festivities, like other aspects of their lives, reflected the war's impact. In towns near military bases, young women were frequently recruited to attend military dances. In New Orleans, the Young Men's Business Club scheduled picnics, athletic contests, and seafood dinners for visiting servicemen. Residents of Baton Rouge sometimes opened their homes to soldiers for a meal, while the Elks Club and YMCA provided showers for soldiers passing through the city.

Source 4

Excerpt from The Cajuns: Americanization of a People

Shane K. Bernard

While most south Louisianians prepared to defend their homeland, thousands moved away to work in defense-related industries. A large south Louisiana landowner fretted over the resulting lack of field hands, most of whom, he wrote, had "gone into higher paying jobs-especially the shipyards in New Orleans, Orange, and Beaumont." In New Orleans these transplants worked for such firms as the Delta Shipyards and the Higgins Boat Company

Source 5

Excerpt from Louisiana During World War II: Politics and Society, 1939-1945

Jerry P. Sanson

Another severe wartime shortage was, of course, that of personnel. Hundreds of teachers and other school employees either entered the armed forces or accepted higher-paying jobs in war-related industries. As a result, the state issued more than a thousand temporary teaching certificates between March 1941 and March 1942. These "Class T" certificates were valid only for one year and were issued only to "applicants of high qualifications on recommendation of the superintendent."

The Louisiana education system, along with other systems across the country, attempted to inculcate a strong awareness of national defense and a vigorous patriotism in its students. The Times-Picayune observed, "National defense will be an underlying theme of classes from kindergarten through college," and the observation proved correct.

Source 6

Excerpt from *Louisiana During World War II: Politics and Society, 1939-1945*

Jerry P. Sanson

Mechanization of Louisiana agriculture had proceeded slowly before the 1940s. There were only 1,691 tractors on Louisiana sugarcane farms in 1930, but by 1945, the number had increased to 6,499. The labor shortage caused cane farmers to utilize machines whenever possible and affordable. The number of cane harvesters increased from 79 in 1942 to 124 in 1943, 192 in 1944, 329 in 1945, and 422 in 1946. In addition, county agents in the sugar-producing parishes reported 266 flame cultivators used to replace hand hoeing of sugar crops-in use in 1945 and 313 in 1946.¹⁰

Mechanization of production of other crops lagged behind that of sugar. The first mechanical cotton picker did not appear in the state until the 1945 harvest season, when it was used on a plantation near Cheneyville in southern Rapides Parish. It performed well, even though rain caused a lengthy delay between defoliation and harvest, so that the machine gathered an inordinate amount of trash along with the cotton in its first use. True mechanization of cotton farming did not occur anywhere in America until after the war. Cotton planters during 1940-45 still relied almost as much on hand labor as had antebellum planters."

Mechanization of rice harvesting lagged even further behind. The problem with rice was that successful mechanical harvesting required a moisture content in the grain well in excess of that needed for successful storage. While the use of tractors in planting and cultivating before World War II signaled the beginning of mechanization of rice production, mechanical harvesting devices could not be utilized until the development of modern grain-drying facilities during the postwar years.'

Source 7

Excerpt from *Save Those Scraps*

With so many commodities in short supply, the government not only rationed them but also campaigned to save and reuse vital materials. Many people who were children or teenagers during World War II remember how their small towns held scrap drives. People collected scrap paper so it could be used for packing around equipment and weapons. All kinds of metal was collected so it could be recycled and made into bombs. Engine grease was saved. The government needed copper for war material and minted pennies from zinc-coated steel in 1943. Towns had paper drives, rubber drives, and scrap metal drives. Children went door to door in their neighborhoods. The drives generated a strong sense of community and a patriotic feeling that everyone was helping in the war effort. The actual savings from these drives is difficult to measure.

Source 8

Excerpt from *Louisiana During World War II: Politics and Society, 1939-1945*

Jerry P. Sanson

State politics were affected most, however, not by America's involvement in the war, but by the venality of Longite politicians who in 1939 incurred the wrath of the voters by their greedy excesses. From Huey Long's death in 1935 until the exposure of the Louisiana Scandals in 1939, top officials of the Longite organization lived ostentatiously expensive lives largely financed by fraudulent or improper use of state resources. Their ambition to continue enjoying the "good life" clashed with the political ambitions of James A. Noe, who alerted federal officials to the misuse of state resources.

As a result of the subsequent federal investigation, Louisiana voters temporarily banished the Longite machine, exposed as greedy and unworthy, from control of the governor's office that it had dominated since Huey Long's election in 1928. That banishment left open the way for the anti-Longite faction of the Democratic party to prove its ability to govern Louisiana honestly and effectively.

Source 9

Louisiana was crucial to the nation's war effort. The military needed millions of gallons of fuel for its ships, tanks, and airplanes, and a new oil and gas field discovered at Olla greatly increased the state's oil production. Baton Rouge served as one of the nation's most important oil refining centers, and the Esso Refinery (today's Exxon Refinery) employed 10,000 people during the war, Lake Charles provided additional oil products and, along with New Orleans, served as a port for shipping goods overseas.

Source 10

Excerpt from *The Cajuns: Americanization of a People*

Shane K. Bernard

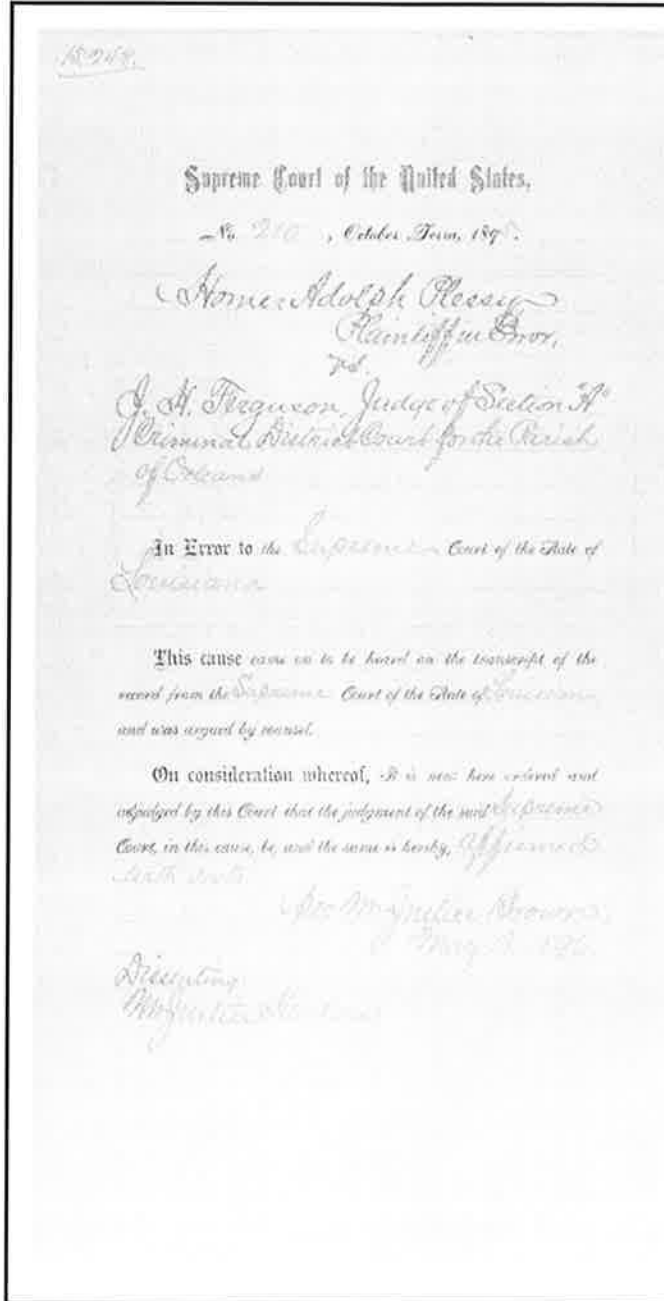
Across the nation, wartime anxiety infected the civilian population, giving rise to fears of enemy attack, infiltration, and subversion. Acadiana was caught up in this national trend, aided in part by Louisiana Governor Sam Jones, who toured the region in 1942 to stir interest in civil defense. Noting that the Japanese had swiftly carved out an empire by "marching through Malayan jungles as impenetrable as the Atchafalaya swamps, he warned that the region's oil fields could become targets for aerial attacks." "An airplane can fly from the Pacific Coast to Abbeville in four hours," the governor warned a Vermilion Parish audience. "You had better give up the idea that it can't happen in Louisiana." Spurred by such warnings, Acadiana citizens mobilized for home front defense.

WWII Impact on Louisiana			
Social	Political	Economic	

Separate But Equal

Directions: Analyze the sources and describe how life was like for African Americans in Louisiana during the years 1930 – 1970

Source 1



Plessy v. Ferguson

This 1896 U.S. Supreme Court case upheld the constitutionality of segregation under the “separate but equal” doctrine. It stemmed from an 1892 incident in which African-American train passenger Homer Plessy refused to sit in a Jim Crow car, breaking a Louisiana law. Rejecting Plessy’s argument that his constitutional rights were violated, the Court ruled that a state law that “implies merely a legal distinction” between whites and blacks did not conflict with the 13th and 14th Amendments. Restrictive legislation based on race continued following the Plessy decision.

The case came from Louisiana, which in 1890 adopted a law providing for “equal but separate accommodations for the white and colored races” on its railroads. In 1892, passenger Homer Plessy refused to sit in a Jim Crow car. He was brought before Judge John H. Ferguson of the Criminal Court for New Orleans, who upheld the state law. The law was challenged in the Supreme Court on grounds that it conflicted with the 13th and 14th Amendments.

By a 7-1 vote, the Court said that a state law that “implies merely a legal distinction” between the two races did not conflict with the 13th Amendment forbidding involuntary servitude, nor did it tend to reestablish such a condition.



Source 3

Much schooling for African Americans, especially in rural areas, continued to take place in churches or in crude and poorly lit buildings. In some cases rudimentary instruction was provided in the home. At the end of the nineteenth century and beginning of the twentieth century many white Louisianans, particularly in rural areas, also received a poor education in inadequate facilities, but typically benefited from more funding, if only slightly. In the cities, when modern brick schools became standard for white students, frame buildings continued to be constructed for African American students. Examples abound of disputes over school buildings and misallocation of funds meant for African American schools to white schools in the early twentieth century.

Source 4

During the 1950s and 1960s, the connections between municipal and state governments, law enforcement, and racial violence were well known by officials and citizens alike. White officers were known to harass black people, disrupt black neighborhoods, and assault black women. Arrested for inflated charges, denied satisfactory counsel, and serving harsh sentences, African Americans were further disadvantaged in the courtroom. Rarely did they receive good counsel, nor could they serve on juries. When black lawyers could appear in the courtroom to argue cases, white judges and juries rarely listened. All-white juries decided against black defendants, even in the most obvious cases of innocence, but rarely convicted white defendants, despite evidence of guilt. African Americans—including the innocent—suffered the harsher punishments of extended jail time, forced farm labor, and peonage. Even women could be placed on the chain gangs working the roads and tracks across the South.

The State of Louisiana

Literacy Test (This test is to be given to anyone who cannot prove a fifth grade education.)

Do what you are told to do in each statement, nothing more, nothing less. Be careful as one wrong answer denotes failure of the test. You have 10 minutes to complete the test.

1. Draw a line around the number or letter of this sentence.
2. Draw a line under the last word in this line.
3. Cross out the longest word in this line.
4. Draw a line around the shortest word in this line.
5. Circle the first, first letter of the alphabet in this line.
6. In the space below draw three circles, one inside (engulfed by) the other.

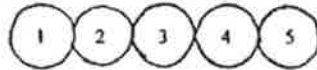
7. Above the letter X make a small cross.
8. Draw a line through the letter below that comes earliest in the alphabet.

Z V S B D M K I T P H C

9. Draw a line through the two letters below that come last in the alphabet.

Z V B D M K T P H S Y C

10. In the first circle below write the last letter of the first word beginning with "L".



11. Cross out the number necessary, when making the number below one million.

10000000000

12. Draw a line from circle 2 to circle 5 that will pass below circle 2 and above circle 4.



13. In the line below cross out each number that is more than 20 but less than 30

31 16 48 29 53 47 22 37 98 26 20 25

Louisiana Literacy Test

These tests, writes Rebecca Onion at Slate, were "supposedly applicable to both white and black prospective voters who couldn't prove a certain level of education" (typically up to the fifth grade). Yet they were "in actuality disproportionately administered to black voters." Additionally, many of the tests were rigged so that registrars could give potential voters an easy or a difficult version, and could score them differently as well.

Source 1 and 2

Source 3

**Life as an African
American in
Louisiana**

Source 4

Source 5

Summary: _____

Baton Rouge Bus Boycott DBQ

Directions: Analyze the sources and answer the questions regarding to the Baton Rouge Bus Boycott.



Background:

Baton Rouge's black community had a particular grievance against the municipal bus service. In 1950 the financially stressed city bus company won an exclusive contract for service in Baton Rouge after successfully lobbying the city council to revoke the licenses of nearly forty competing African American-owned bus services that transported black residents from their neighborhoods to jobs and businesses. Three years later, the council approved a fare increase from ten to fifteen cents for the still-struggling bus company.

In 1953 African American residents of Baton Rouge faced daily reminders of the hold white supremacy had over their lives. One-third were unemployed, and most of those with jobs earned low wages as domestic workers or unskilled laborers. But several important factors made race relations in Baton Rouge different from other southern cities.

Just north of the city was Southern University, a nexus for African American political organization, legal education, and economic development. Adjacent to the university campus, the sizable black middle-class community of Scotlandville was made up of educated professionals, business owners, skilled laborers, industrial workers, and teachers, whose union status or employment with national corporations provided a modicum of security. In addition, African American veterans of World War II had organized a successful Negro Chamber of Commerce and voters' leagues.

Source 1

Excerpt from African American passengers boycott segregated buses in Baton Rouge, 1953

The Jim Crow laws had been in full effect for quite some time before the 1950s era of Baton Rouge, Louisiana. The city, like most cities in the South, had laws regarding racial segregation. A major aspect of the city's laws was the seating policy on the city's buses. Black residents were restricted to sitting in a designated "colored section" located at the back of the bus while the front of the bus was reserved for white passengers. Over two-thirds of the buses' passengers were black and consequently, many blacks stood up on the bus while empty seats were available in front of them. With the outlawing of independently black-owned buses in early 1950, African Americans had no alternative and so they complied with the seating policy.

<http://nvdatabase.swarthmore.edu/content/african-american-passengers-boycott-segregated-buses-baton-rouge-1953>

1. Based on source 1, what was the main issue facing African Americans in Baton Rouge when it came to riding the bus? _____

Source 2

Excerpt from African American passengers boycott segregated buses in Baton Rouge, 1953

On February 11, 1953, Reverend Theodore Jefferson Jemison went to the Baton Rouge city council in order to vocalize his grievances regarding the seating policy. This action coincided with an increase in bus fare rates that occurred the month prior. Later, in early March, a group of leaders from the black community effectively petitioned the city council to enact an ordinance that would ease most of the black community's concerns regarding the city's buses.

This ordinance, which was called Ordinance 222, had the potential to have great ramifications on the city's segregation laws. The ordinance left no seats reserved for white passengers; instead, it called for a first-come-first-served policy. This meant that the seats were available to whoever was there to sit in them, regardless of skin color. There was, however, one condition; blacks were to be seated rear to front, while whites were to be seated front to rear. Once the ordinance went into effect in mid-March, many black passengers began to sit in seats previously available only to white passengers.

<http://nvdatabase.swarthmore.edu/content/african-american-passengers-boycott-segregated-buses-baton-rouge-1953>

2. What did African American leaders do in order to get Ordinance 222 enacted? _____

3. What changes did the Ordinance bring for African American bus riders? _____

Source 3

Excerpt from The Jim Crow Encyclopedia

Despite the city council's change of policy, bus drivers failed to observe the new rules. Reverend Jemison tested the new policy by refusing to give up his seat when ordered to by a driver. The driver then took the bus to the police station, but given the city council's ordinance, the police failed to take action against Jemison. Given the decision of the city of Baton Rouge's authorities, the bus drivers then chose to go on strike to protest Ordinance 222. The Louisiana Attorney General found the Baton Rouge ordinance to be in violation of state segregation law, whereupon the strike ended.

4. Describe two ways the bus drivers protested against the new ordinance? _____

Source 4

Excerpt from Baton Rouge Bus Boycott

The drivers claimed in official statements to be looking out for the rights of white riders, but public opinion in the press criticized the drivers and supported the city council's actions. "This silly strike is sending Louisiana back to the days of King Cotton," wrote one reader. "This is a progressive state and I hope the company fires all the drivers who don't want to comply with the laws of the people."

5. How did the views of the bus drivers and the people of Baton Rouge differ? _____

Source 5

Excerpt from Baton Rouge Bus Boycott

After four days of striking, union leaders turned to State Attorney General Fred Leblanc, who overturned the ordinance, ruling that it violated Louisiana's segregation laws. The June 18 decision that ended the drivers' strike galvanized the African American community. Black leaders formed the United Defense League (UDL), with Jemison elected as president. The UDL board of directors included church leaders, officers of the First and Second Ward Voters Leagues, Esso (oil company) employees, and local educators.

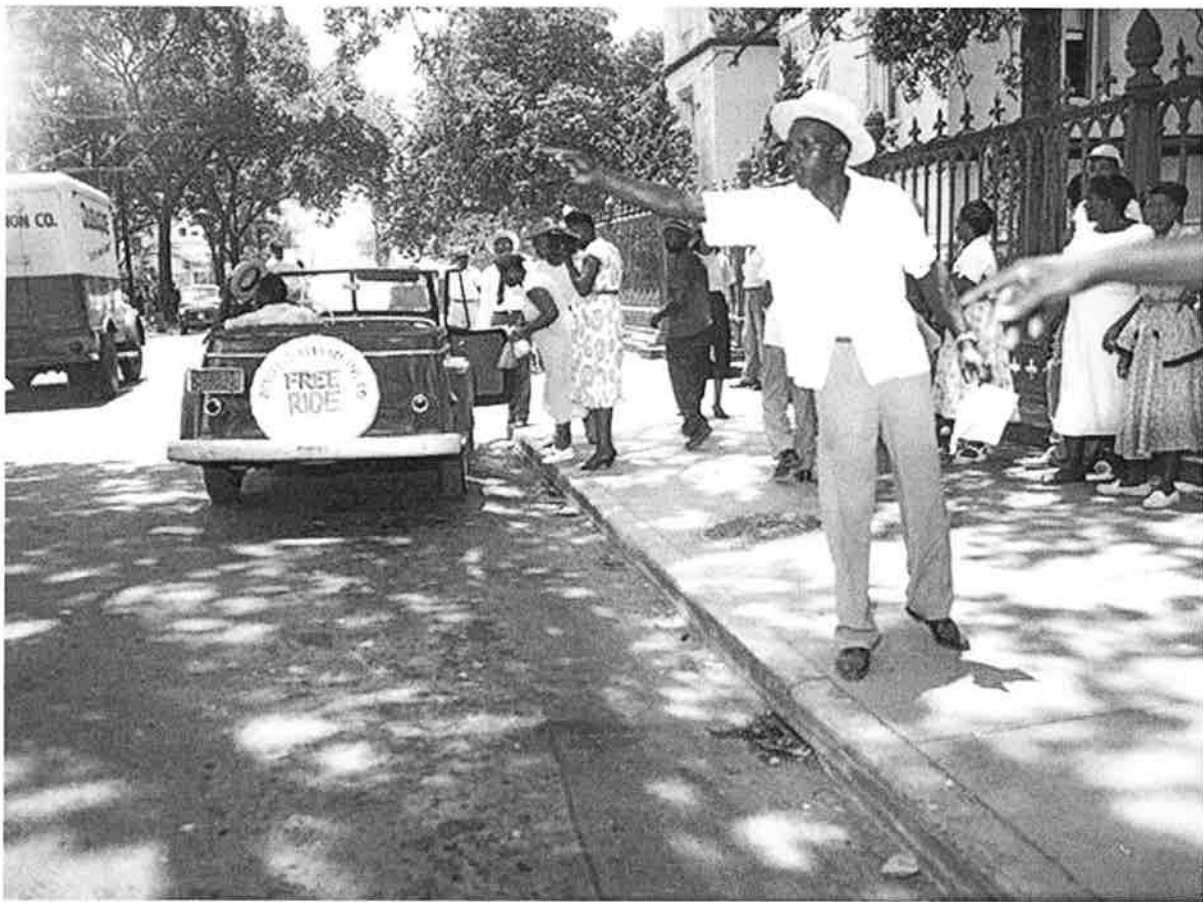
At a packed meeting called that night, participants vowed to stay out all night, knocking on doors and informing community members to stay off the buses the next day. To spread the word quickly, UDL secretary Raymond Scott made an announcement that night on WLCS radio, the city's most popular station—ironically, a white-owned radio station. Scott appealed to black residents to refuse to ride city buses until the law was changed, and he announced that a carpool service would be available the next morning. This was the first boycott of its kind seen in America by African Americans.

6. What did the strike by the bus driver unintentionally create? _____

7. What decision was made at the meeting seen in source 5? _____

8. What methods did the United Defense League use to get their message across to the people? _____

Source 6



African Americans who owned automobiles would pick up anyone needing a ride and take them where they needed to go.

9. How did African Americans help each other to impose the bus boycott? _____
- _____
- _____
- _____
- _____

Source 7

Excerpt from Baton Rouge Bus Boycott

With the Baton Rouge Bus Company facing financial collapse (more than 80 percent of its riders were African American), events took a dangerously serious turn. African American leaders and city council members were receiving death threats. As boycott counsel Johnnie Jones drove his car across a set of railroad tracks, two other drivers intentionally trapped him there, with a train approaching, but eventually released him.

On the evening of June 22 more than seven thousand African American citizens gathered in Baton Rouge's municipal stadium. "We don't have to ride the buses. There's nothing wrong with our feet!" they shouted. "We'll keep walking!"

10. How does source 7 exemplify the two sides of protests, both violent and non-violent? _____
- _____
- _____
- _____
- _____
- _____

Source 8

Excerpt from Baton Rouge Bus Boycott

On June 23 (8 days after the boycott began) Jemison announced he had reached an agreement with the city council, and the boycott was over. On June 24 the city council passed Ordinance 251 stipulating that the bus company would reduce the number of reserved "white" seats, but in exchange, the "first-come, first served" practice was ended, and black riders would have to remain standing even if seats in the whites-only area were available. Jemison's acceptance of the compromise came as a complete surprise, even to UDL board members. Many in the black community felt betrayed by the deal.

Some participants interviewed more than fifty years later still expressed anger over the boycott's abrupt end, insisting the protestors could have accomplished more, while others believed that, at the time, the white establishment was not ready to make further concessions. Furthermore, because they were engaging in the first large-scale public transit boycott, the protest leaders had no way to predict the white community's response to a full-fledged challenge to segregation.

11. In your opinion do you think the deal made by Jemison was fair or not? Explain your answer with evidence from the sources. _____

12. Based on source 8, why were UDL leaders quick to take the deal that was offered to them? _____
