Chapter 1

1. Q: The story opens by speaking of the weather and used the word climate with two different meanings. Use the text to support your explanation of the word climate.

2. Q: The narrator speaks to the mood of the American people during this time. He refers to other historical events that have a major resemblance to what is going on in the country. Name these historical events using text based information.

3. Q: What is the law that allowed states the power to slowly move with their process of desegregation, and what exactly did this law allow the states the power to do with the children?

4. Q: The narrator explained that 1963 was a year that has several history making events to have happened. How many times had a group seized the streets, the squares, the sacrosanct business through-fares and marbled halls of government to protest? Use textual information to tell which groups were protesting.

5. Q: If the pace that the southern states were moving continued, it would be 2054 before integration would completely take place. Nine years after the Supreme Court ruled to desegregate the schools what percentage of Southern Negro students attended integrated schools?

Chapter 2

1. Q: The narrator is reminded of a popular and widely respected novel and film To Kill A Mockingbird, where Atticus Finch, a white southern lawyer, confronts a group of his neighbors that are described as a lynch – crazed mob seeking the life of his Negro clients. Finch is able to disperse the mob. Using textual information explain how he completes this task.

2. Q: What did the narrator say every minority and every people have their share of? Use information from the text to support your answer.

3. Q: The narrator talks about major events that take place in the state of Alabama. What is one major event that he speaks of early in this chapter that gave a spark to the Negro Revolution?

4. Q: The narrator talks about the nonviolent army in the chapter. Using text explain who he said were the most valuable soldiers in the Non – violent Army?

5. Q: Nonviolence was tested and passed the test of its steel in the fires of turmoil according to the narrator. He said that southern segregation was a hammer and Birmingham was an anvil. Explain what he meant by this.
Chapter 3

1. What is the Central Idea in this chapter?
2. How is this idea conveyed?
3. How does the analogy “a city which had been trapped for decades in Rip Van Winkle slumber” reveal or foreshadow upcoming events?
4. What are Jim Crow laws?
5. How did these laws oppress Black people in this setting?
6. What is the significance of Bull Conner’s Birmingham?
7. How did Dr. King evoke mood and tone in this chapter?

Chapter 4

1. What does “A New Day in Birmingham” symbolize?
2. How does opposition serve as a positive catalyst that ultimately drives this revolution?
3. What does the Commitment Card reveal about the leaders of this movement?
4. Why was Easter a targeted time for protest?
5. Dr. King and Rev. Ralph Abernathy’s going to jail symbolized what important factor?

Chapter 5

1. What was the purpose of the direct action program in Birmingham?
2. How did Dr. King feel about being called an extremist?
3. How long did King say that African Americans had waited on their rights?
4. How did Dr. King feel about laws he considered unjust?
5. Who was the leader of the Alabama Christian Movement for Human Rights?

Chapter 6

1. The idea of filling up the jails in Birmingham was adapted from _______________________
2. What was Bull Connor’s response to mass protests?
3. Why did Dr. King feel the moral conscience of the nation was deeply moved?
4. Why was Burke Marshall sent to Birmingham?
5. What role did the NAACP play in the Birmingham crisis?
Chapter 7

1. Q. What two things caused the summer of 1963 to be “explosively, powerfully and socially transforming”?

2. Q. According to the text, where did the real victory take place in the summer of 1963? Why?

3. Q. Why was “White America…forced to face the ugly facts of life”? Based on previously read text, how did the Negro accomplish this?

4. Q. How does King answer the claim that “all the heroism, daring and sacrifice of Negroes had ended, ‘Not with a bang but with a whimper.’”?

5. Q. What is the difference between a ‘revolt’ and a ‘revolution,’ according to King?

6. Q. How did social culture become powerful in desegregation? Cite direct text from Chapter 7 to support your answer and link it to consequences people face today from the power of social culture.

7. Q. Who was A. Philip Randolph? What did he propose in the summer of 1963?

8. Q. What was “one significant element of the March”? Why is the word ‘March’ capitalized in the text?

9. Q. Infer the stereotype of the Negro before the March, and how and why did it suffer a ‘blow’ after the March?

Chapter 8

1. Q. What does “half the loaf” mean?
   A. Dr. King is referring to the life that Negroes had been faced with since the Civil War. Although technically by Federal Law they were “equal,” in the face of everyday life they were not considered “equal.”

2. Q. What is gradualism?

3. Q. Explain how Bull O’Connor helped civil rights legislation? Based on the text.

4. Q. What must a leader understand if he or she is to be successful, and what must he or she be sensitive to?

5. Q. Explain in your own words this quote: “When you are right, you cannot be too radical; when you are wrong you cannot be too conservative.”

6. Q. Identify the analogy on p. 165 and explain how it is analogous to the Negroes plight for freedom and equality.

7. Q. How did the Indian government and social culture affect the lives of the “untouchables”?
8. Q. Throughout the book, Dr. King is very concrete with his language and shows how concreteness is necessary to see results. How does he say this concreteness must play a role in helping to create a concrete reality of equality and freedom among the Negro community?

9. Q. What examples does Dr. King use as support for his claim that Negroes must be atoned for and compensated to bring them to true concrete equality and freedom?

10. Q. What was the sole significant source of tolerating social change in “some southern regions”? 