

Freedom Rides in Mississippi 50th Anniversary

Online Lesson

In the spring of 1961, the Congress of Racial Equality (CORE) organized rides in an attempt to end segregation under the auspices of “separate but equal” in the American South. The riders were volunteers, black and white, young and old, who bravely set out on a journey to change an accepted practice that was firmly entrenched in the south. Students will discover and discuss the Freedom Rides, the participants on both sides, the origins and background of the movement, and the impact of the rides on Mississippi and the country. Lessons and handouts are adaptable for grades 4-12.

Objectives

- Students will learn about and examine segregation and “separate but equal” as it existed in Mississippi and the American south.
- Students will identify the laws and court rulings that were in effect and were challenged with the Civil Rights movement.
- Students will learn about the Freedom Rides and the challenges faced by the participants during the rides.
- Students will use historic images, oral histories, and documents to examine the events and people surrounding the Freedom Rides in Mississippi.
- Students will discuss, examine, and determine the outcome of the Freedom Rides and the legacy of the Civil Rights Movement.

Common Core and Mississippi Department of Education Curricular Connections

Common Core Language Arts	Grade 4	RI1; RI2; RI3; RI4; RI5; RI7; RI8; RI9; W1; W4; W7; W8; SL1; SL2; SL3; SL4; SL5; SL6; L1; L2; L3
	Grade 5	RI1; RI2; RI3; RI4; RI5; RI7; RI8; RI9; W1; W4; W7; W8; SL1; SL2; SL3; SL4; SL5; SL6; L1; L2; L3
	Grade 6	RI1; RI2; RI3; RI4; RI5; RI6; RI7; RI8; W1; W4; W7; W8; SL1; SL2; SL3; SL4; SL5; SL6; L1; L2; L3; RH1; RH2; RH3; RH4; RH5; RH6; RH7; RH8; WHST4; WHST7
	Grade 7	RI1; RI2; RI3; RI4; RI5; RI6; RI7; RI8; W1; W4; W7; W8; SL1; SL2; SL3; SL4; SL5; SL6; L1; L2; L3; RH1; RH2; RH3; RH4; RH5; RH6; RH7; RH8; WHST4; WHST7
	Grade 8	RI1; RI2; RI3; RI4; RI5; RI6; RI7; RI8; W1; W4; W7; W8; SL1; SL2; SL3; SL4; SL5; SL6; L1; L2; L3; RH1; RH2; RH3; RH4; RH5; RH6; RH7; RH8; WHST4; WHST7
	Grades 9-10	RI1; RI2; RI3; RI4; RI5; RI6; RI7; RI8; W1; W4; SL1; SL2; SL3; SL4; SL5; SL6; L1; L2; RH1; RH2; RH3; RH4; RH5; RH8; WHST4
	Grades 11-12	RI1; RI2; RI3; RI4; RI5; RI6; RI7; W1; W4; SL1; SL2; SL3; SL4; SL5; SL6; L1; L2; RH1; RH2; RH3; RH4; RH7; RH8; WHST4
Common Core Math	Grade 4	4.OA.1; 4.NBT.1; 4.NBT.4; 4.NBT.5
	Grade 5	5.NBT.5; 5.NBT.6; 5.NBT.7
	Grade 6	6.NS.2; 6.NS.3
	Grade 7	7.SP.1; 7.SP.2
Social Studies	Mississippi Studies (Grade 4)	1c; 3a; 3c; 4a-c; 6b; 6c
	World Geography and Citizenship	2b; 3a; 3b; 6a; 6b; 6d; 6e
	Mississippi Studies (Grade 9)	4a-d; 6b
	U.S. History from Post-Reconstruction to the Present	4a-e
	U.S. Government	5a; 5b
	African American Studies	1c; 1d; 4c; 4d
	Minority Studies	1b; 1d; 2a; 2c; 4a; 4b

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Lesson One: Separate but Equal?

Objective

Students will understand the history of segregation laws and practices that lead to the Freedom Rides and the Civil Rights Movement.

Materials: Power Point; Breaking the Law? historic images; Breaking the Law? worksheet; and (*Level 1 – grades 4-8 & Level 2 – grades 9-12*)

Procedures

Activity One: *Segregation in the South*

1. Discuss the power point presentation. Choose presentation that is grade-level, appropriate. **NOTE:** *There are teacher notes on each slide of the presentation. Click “Notes Pages” under “View” to read them.*

Activity Two: *Breaking the Law?*

1. Print up images 1 & 2 and show/handout the Breaking the Law images to the students.
2. Have the students analyze what they think is happening in the historic images.
3. Point out these features in the images:
 - a. Breaking the Law #1 Lady and the Restroom
 - i. Sign in the background – *White Women*
 - ii. Police guarding the restroom – *During the Freedom Rides people tried to integrate facilities*
 - iii. Suitcase – Where do you think she might be? *Airport.*
 - iv. How is she breaking the law? - *Until the Boynton v. Virginia ruling, states had created laws that made it illegal for African Americans to use the same facilities and transportation as whites. At this time 1961, the ruling overturned the state laws, declaring them unconstitutional, so she was breaking no laws if she had been allowed to enter the restroom.*
 - b. Breaking the law #2 Library
 - i. Where are they? – *Library, Hinds County Library, Jackson*
 - ii. What people do you see in the image? – *Students, photographer, police, officials*
 - iii. What are/were they doing? – *Studying in the library but were kicked out.*
 - iv. How are they breaking the law? - *Until the Brown v. Board of Education ruling, states had created laws that made it illegal for African Americans to use the same schools or facilities as whites with the understanding that everything would be separate by equal. At this time 1963, the ruling overturned the state laws declaring them unconstitutional, so they were breaking no laws by studying in the library.*
4. Using the events and historic images, discuss the idea of “separate but equal” and the difference between then and today.

Extension Activities

Elementary: Have the students read the book *Richard Wright and the Library Card* by William Miller and discuss the following points:

1. How did Richard learn to read and what did he find to read?
2. Why couldn't he go to the library?
3. Why was he safe if he kept his head down and started every sentence with Sir?
4. Why did Jim not want anyone to know about the card?
5. What did the librarian say about him not being able to read?
6. Why was Jim brave to do what he did when Richard left?

Wrap-up 1. What would you do if someone told you that you were not allowed to read because of the way you looked? **2.** What do you think a librarian would say today if you told her you couldn't read?

High School: Research the places in your town or county that were the “colored” areas/districts or show evidence of segregated facilities.

1. Discuss their discoveries in the class.
2. Discuss how “Separate but Equal” had an effect on the community they live in.
3. Ask; How far do you think society has come in the last 50 years?



Courtesy Mississippi Department of Archives and History

Breaking the Law? #1



Courtesy Mississippi Department of Archives and History

Breaking the Law? #2

Lesson Two: *A Freedom Rider's Journey*

Objective

Students will learn about the 1961 Freedom Rides, the riders, the challenges faced along the way, the impact of the rides on the civil rights movement, and the nation's awareness of segregation in the south.

Materials: *Put Yourself in Their Shoes* – handout; *Plan Your Protest* – handout; *Freedom Rides Revisited: How Far Would You Go?* Online Interactive Challenge [ADDRESS HERE](#), (*Level 1 – grades 4-8 & Level 2 – grades 9-12*)

Activity One: *Put Yourself in Their Shoes*

1. Hand out the worksheet to the students (grade appropriate)
2. Have them write their feelings on the situations presented.
3. Discuss their findings and ideas on the way things happened.

Activity Two: *Equal Justice: Plan Your Protest*

1. Break students into groups and hand out one sheet per group.
2. Read over the introduction, the situation, and instructions with the students.
3. Have the students present their plan to the class.

Activity Three: *Freedom Rides Revisited: How Far Would You Go?*

1. Have students access the *Freedom Rides Revisited: How Far Would You Go?* Online Interactive Challenge at [ADDRESS HERE](#). This activity may be done in pairs if necessary.
2. Have the students complete the journey as they feel they would if they were in the situation.
3. Discuss the events along the journey and the determination of the riders as they faced the challenges on the journey.

Extension Activities

Elementary: Pretend you are a reporter covering the Freedom Rides. How and what would you report about their journey? - *Have students use Who? What? Where? When? Why? to write their "articles."*

High School: The ordeal for the Freedom Riders did not end when they were arrested in Jackson. Have the students research the Freedom Riders' experiences at Parchman Penitentiary.

NAME: _____ DATE: _____

Put Yourself in Their Shoes (Level 1)

Imagine yourself in the situation that is described below and write down your honest reactions and thoughts about it. *If you need more room, you may continue your answer on the back of your page.*

You are heading out to recess. When you get outside the teacher tells you that you are not allowed to play on the new playground equipment because you do not have the right eye color.

How does this make you feel? _____

Why do you think they made this rule? _____

Would you try and change this rule? How? _____

NAME: _____ DATE: _____

Put Yourself in Their Shoes (Level 2)

Imagine yourself in the situation that is described below and write down your honest reactions and thoughts about it. *If you need more room, you may continue your answer on the back of your page.*

You and your friends go out for lunch one Saturday. You are sitting at a table and notice that the waitress won't serve you. You finally get her attention and she stops to speak to you. You ask her if you could order, and she tells you "No, we do not serve their kind here," pointing to your blue-eyed friend as she walks away.

How does this make you feel? _____

Why do you think they made this rule? _____

Would you try and change this rule? How? _____

Plan Your Protest Intro (Levels 1 & 2)

To help the students realize that the Freedom Riders did not just board a bus and undertake a dangerous journey without careful planning and preparation, please read the following to them. This will help them in the exercise to plan their protest.

The Congress of Racial Equality (CORE) founded by a group of students from the University of Chicago in 1942, was organizing force behind the 1961 Freedom Rides. This was not the first freedom ride that CORE had sponsored. In 1947 the *Journey of Reconciliation* made its way through the upper south, but avoided a trip through the Deep South.

Individuals who made the decision to embark on the 1961 Freedom Rides were required to complete an application process before they could even prepare for the ride. They were instructed on how to dress, and behave. They were to undergo several days of non-violence training. This training was based on Gandhi's method in order to change the hearts and minds of individuals without the use of violence. Training and role-playing took place on how to protect one's self physically and emotionally when encountering certain situations.

The CORE organizers knew they would meet resistance, but they were unsure of how it would present itself. They wanted all their riders to be aware of the situation that they were fighting against and the resistance they might encounter. They tried to prepare the riders for anything they might come across.

When you are planning your protest take into consideration the situations that your riders/protesters could encounter. How will you prepare for any resistance, violence, law enforcement, harassment, etc.? Remember there only needs to be one little thing and you could be arrested. In Mississippi you could be considered a vagrant if you did not have \$.50 on your person. If you strike out in defense you could be beaten or hauled off to jail. Think about how you would get your message across without resorting to the violence that you are trying to end.

NAME: _____ DATE: _____

Plan Your Protest (Level 1)

Plan your steps in fighting the injustice of the segregation in bus and train stations and airports. You are part of the non-violent movement and your group must decide the best way to change the situation. *If you need more room, you may continue your answer on the back of your page.*

You have learned that segregation continued in the south, even after the U.S. Supreme Court said that it is illegal to segregate public transportation under the *Interstate Commerce Act*.

What are your goals? _____

What steps will you take to reach your goals? _____

What will you do if you meet resistance? _____

NAME: _____ DATE: _____

Plan Your Protest (Level 2)

Plan your steps in fighting the injustice of the segregation in bus and train stations and airports. You are part of the non-violent movement and your group must decide the best way to change the situation. *If you need more room, you may continue your answer on the back of your page.*

You have learned that segregation in the south, continued even after the U.S. Supreme Court said that racial segregation in public transportation was illegal. Segregation violates the Interstate Commerce Act, which forbids discrimination in interstate passenger transportation. The Court said that because bus transportation was related to interstate commerce, the United States federal government could forbid racial discrimination in the industry.

What are your goals? _____

What steps will you take to reach your goals? _____

What will you do if you meet resistance? _____

Lesson Three: *Who Makes a Movement?*

Objective

Through historic images and documents students will learn about the riders, the authorities, and everyday citizens who helped them.

Materials : Breach of Peace introduction, Biography and mug shot sheets - (*Level 1 – grades 4-8 & Level 2 – grades 9-12*); Construction paper, scissors and glue *Level 1*; Computer classroom; *Listen in on History* worksheet

Activity One: *Who are the Riders?*

Using images and biographies to confront stereotypes of those involved in the rides and the civil rights movement.

- Discuss arrests and Breach of Peace charge.

Level 1

1. Break the students into groups.
2. Hand out the biography sheet and the mug shots sheets.
3. Have the students cut out the biographies and mug shots.
4. Have the students match and paste the biography with the mug shot that they think it matches.
5. Have them present their matches.
6. Once they have all presented them reveal the correct matches.
7. Discuss the idea of stereotypes and how they played a role in their matches.

Level 2

1. Break the students into pairs/groups, and give a rider mug shot to each pair.
2. Have the students write a one paragraph biography about who they imagine that person to be.
3. Give the student the matching name and have them start searching the MDAH online digital collections Sovereignty Commission Files. http://mdah.state.ms.us/arrec/digital_archives/sovcom/
4. Have the students research the person assigned to them.
5. Discuss the many types of people who took part in the Freedom Rides.
6. Have the students write a biography of their person and present it to the class.
7. Discuss the idea of stereotypes and how they played a role in their stories of the riders.
8. Also discuss the idea of the Sovereignty Commission and its surveillance of people during the civil rights movement.

Activity Two: *Listen in on History*

Understand the feelings and actions of Mississippians on both sides through their own words.

1. Listen to the Clarie Collins Harvey recording at ADDRESS HERE.
2. Listen to the Ross Barnett recording at ADDRESS HERE.
3. Have students work on the *Listen in on History* worksheet.
4. Discuss the students' answers and findings based on their observations.

Extension Activities

Elementary: The riders kept their spirits up on the bus and in jail by singing freedom songs. Have the students do some research on freedom songs from the Freedom Rides.

High School: Conduct your own oral history with someone who lived through the Freedom Rides in Mississippi. Interview them and present it to the class.

Breach of Peace (Introduction)

The Freedom Riders were arrested in Mississippi as they tried to use the public waiting rooms and facilities of the bus and airport terminals and the train stations. The Federal Government through the U.S. Supreme Court ruling in 1961 on ***Boynton v. Virginia***, had declared all interstate public transportation and facilities integrated. Individual states ignored the ruling and were ready to fight anyone who tried to push the ruling to action.

When the Riders tried to entering the segregated waiting rooms as a “mixed” (black and white) group, they were told by police to move along. When they attempted to sit down or enter a restroom they were arrested on the charge of breach of peace. In 1960 the Mississippi State Code 2087.5., breach of peace is defined as “Disorderly conduct; certain acts performed with the intent to provoke breach of peace.”

- Is it really a breach of peace to walk into a waiting room to sit down and wait for the bus to leave again?
- How did Mississippi justify arresting people for in these circumstances?
- Did the federal government overturn any of these convictions?

<http://www.mscode.com/free/statutes/97/035/0003.htm>

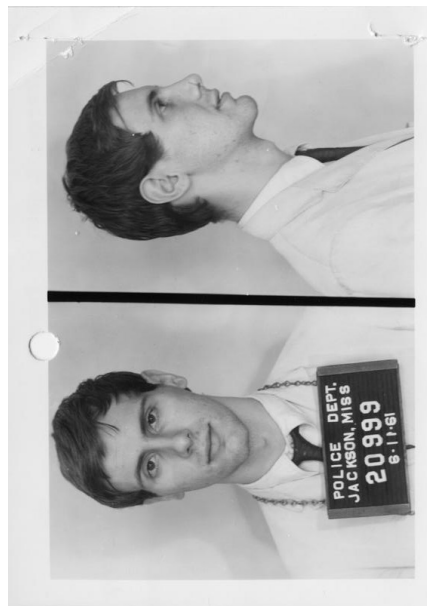
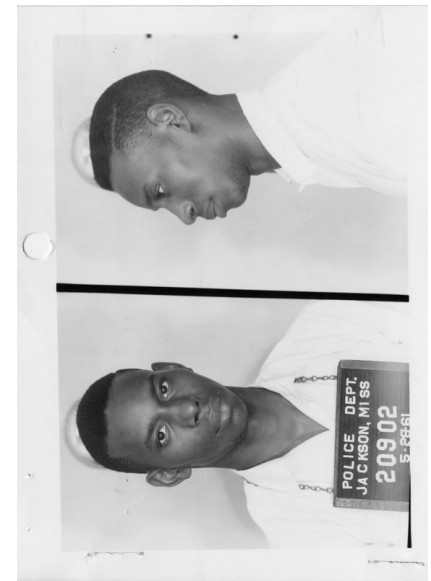
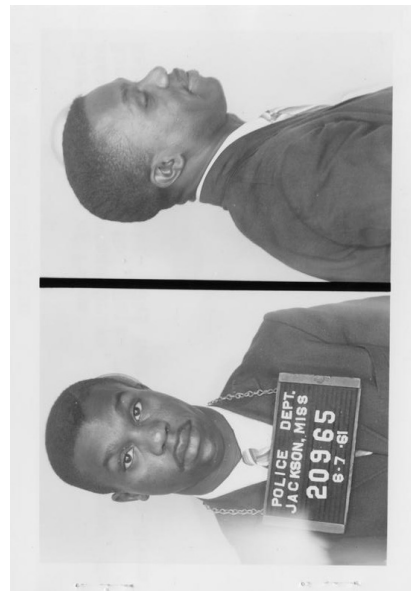
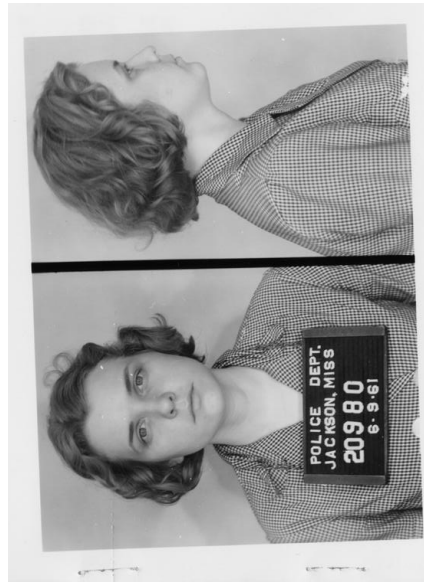
<http://caselaw.lp.findlaw.com/scripts/getcase.pl?court=us&vol=386&invol=547>

Who are the Riders?

Mugshot sheet

Level 1

Cut out the images and try to match them to the rider biographies on the next page.



Who are the riders?

Level 1 Biographies.

Cut out the biographies and match them to the images of the riders

1. Winonah Margaret Beamer

Hometown: Cleveland, Ohio

Age: 19

Occupation: Student

Organization: Central State College

Arrest Date: June 9, 1961

Transportation: Train / Illinois Central Railroad

Fact: Beamer was arrested 5:35 a.m. at the Central depot after arriving from Nashville, via Birmingham and Meridian.

2. Patricia Elaine Bryant

Hometown: New York City, New York

Age: 20

Occupation: Student

Organization: Central State College

Arrest Date: June 9, 1961

Transportation: Train / Illinois Central Railroad

Fact: Bryant was member of the twelfth group of Freedom Riders that were arrested in Jackson, Mississippi, coming from Nashville, at 5:30 a.m.

3. John Luther Dolan

Hometown: San Francisco, California

Age: 20

Occupation: Student

Organization: University of California

Arrest Date: June 25, 1961

Transportation: Train / Illinois Central Railroad

Fact: Dolan was a member of the CORE in 1961. Dolan filed into the white-only section of the train depot and was arrested.

4. William Edd Harbour

Hometown: Piedmont, Alabama

Age: 19

Occupation: Student

Organization: Tennessee A&I College (now Tennessee State University)

Arrest Date: May 28, 1961

Transportation: Bus / Greyhound Bus Lines

Fact: Harbour was expelled from Tennessee A&I College due to his participation in the Freedom Rides. He was reinstated later in 1961.

5. David Kerr Morton

Hometown: Salt Lake City, Utah

Age: 21

Occupation: Folk singer and freelance writer

Organization: ?

Arrest Date: June 11, 1961

Transportation: Bus / Greyhound Bus Lines

Fact: Morton was arrested at the Jackson bus depot for trying to order a meal in the Negro section.

6. Carolyn Yvonne Reed

Hometown: Nashville, Tennessee

Age: 21

Occupation: Nurse's aide

Organization: Meharry Hospital

Arrest Date: June 2, 1961

Transportation: Bus / Trailway Bus Lines

Fact: Reed was a member of the seventh group of Freedom Riders who arrived in Jackson, from Montgomery, June 2, 1961, at 6:55p.m. at the Trailway Bus Terminal.

7. Ralph Edward Washington

Hometown: Webster Grove, Missouri

Age: 24

Occupation: Receptionist - pathology assistant

Organization: St. Louis County Hospital

Arrest Date: June 7, 1961

Transportation: Airplane/ Jackson Municipal Airport

Fact: Washington arrived in Jackson, from Memphis, June 7, 1961 at 5:25p.m. by Delta Airlines.

8. Helene Dorothy Wilson

Hometown: Brooklyn, New York

Age: 26

Occupation: Housewife

Organization: ?

Arrest Date: June 8, 1961

Transportation: Train / Illinois Central Railroad

Fact: Wilson worked as a NAG and CORE activist.

Who are the Riders?

Mugshot sheet

Level 1

Cut out the images and try to match them to the rider biographies on the next page.

KEY



Patricia Elaine Bryant



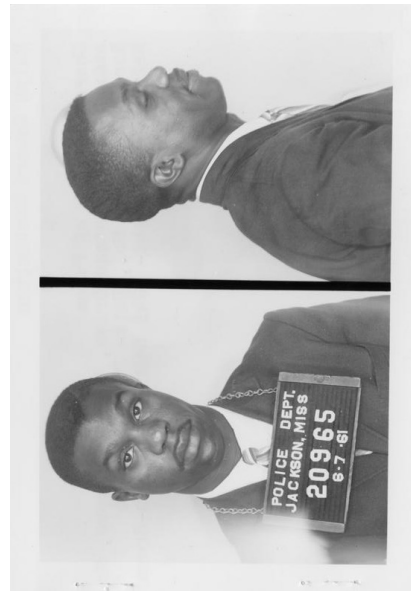
Winonah Margaret Beamer



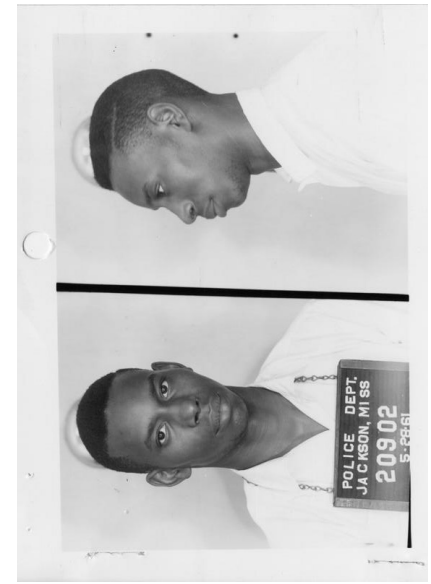
John Luther Dolan



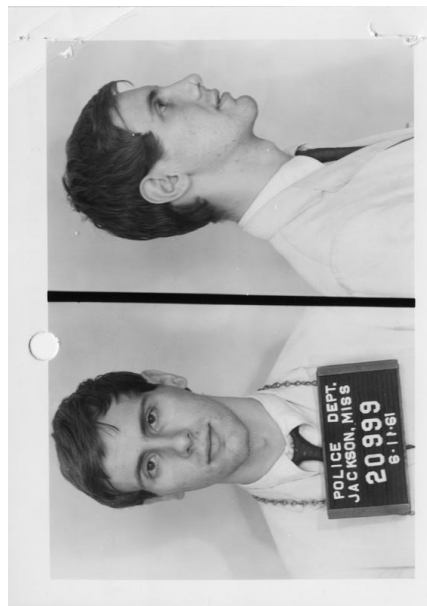
Carolyn Yvonne Reed



Ralph Edward Washington



William Edd Harbour



David Kerr Morton



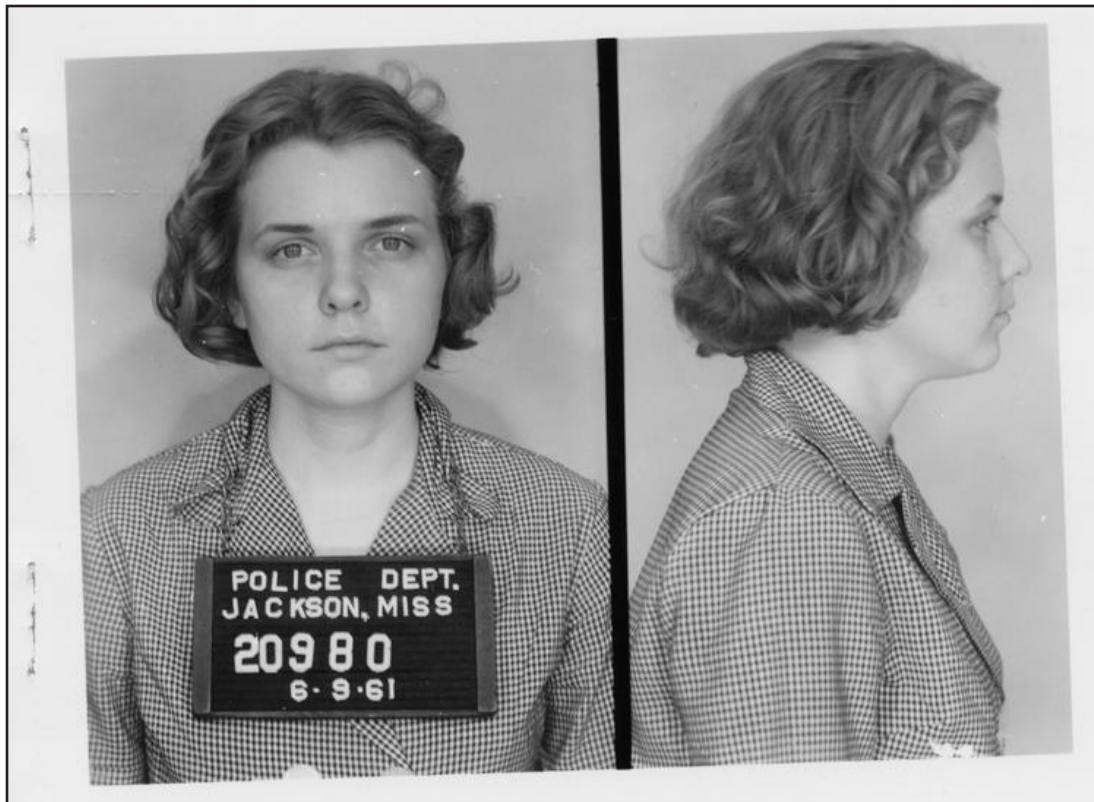
Helene Dorothy Wilson

NAME: _____ DATE: _____

Who are the Riders?

Level 2

#1



Part I.

What do you think this person's story is? _____

Part II.

What is this person's name? _____

What have you found out about this person? _____

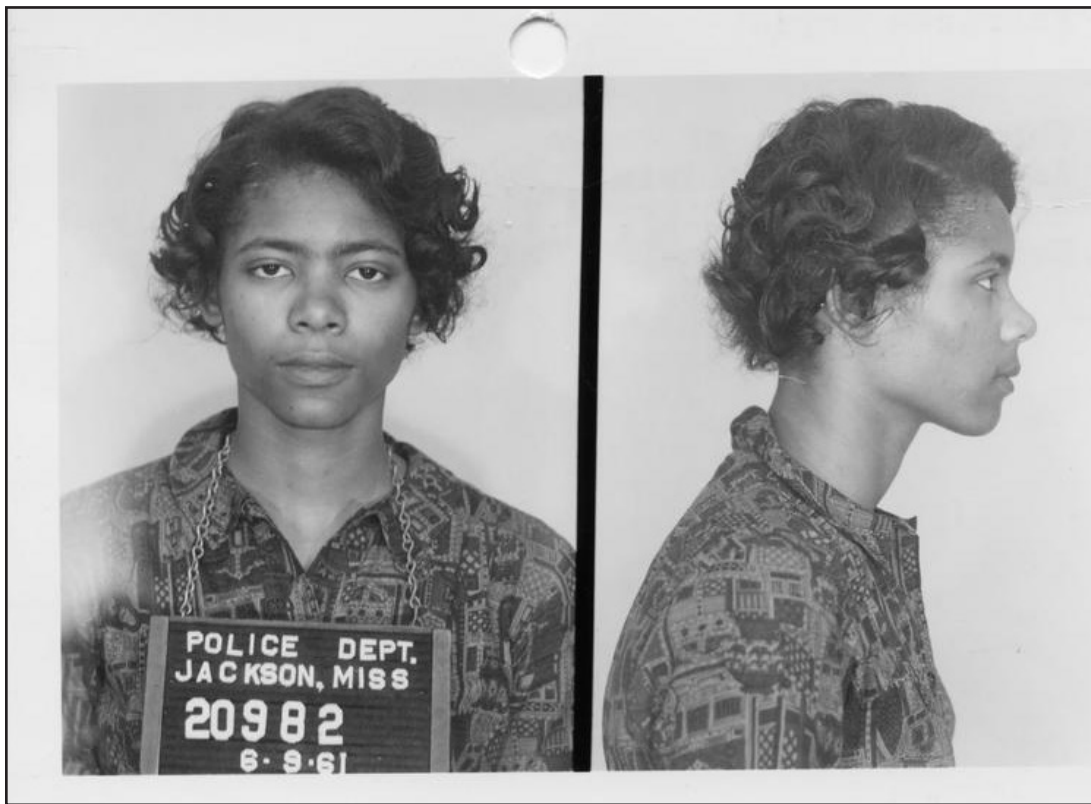
Compare your idea with the facts. How do they compare? _____

NAME: _____ DATE: _____

Who are the Riders?

Level 2

#2



Part I.

What do you think this person's story is? _____

Part II.

What is this person's name? _____

What have you found out about this person? _____

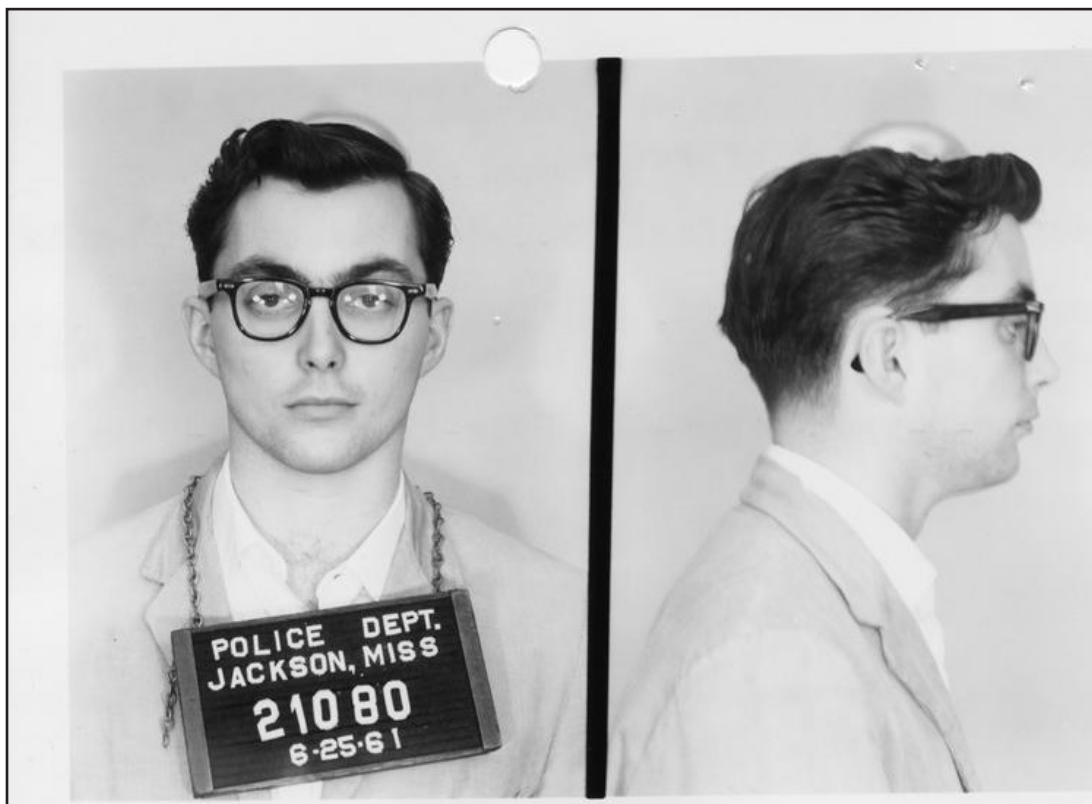
Compare your idea with the facts. How do they compare? _____

NAME: _____ DATE: _____

Who are the Riders?

Level 2

#3



Part I.

What do you think this person's story is? _____

Part II.

What is this person's name? _____

What have you found out about this person? _____

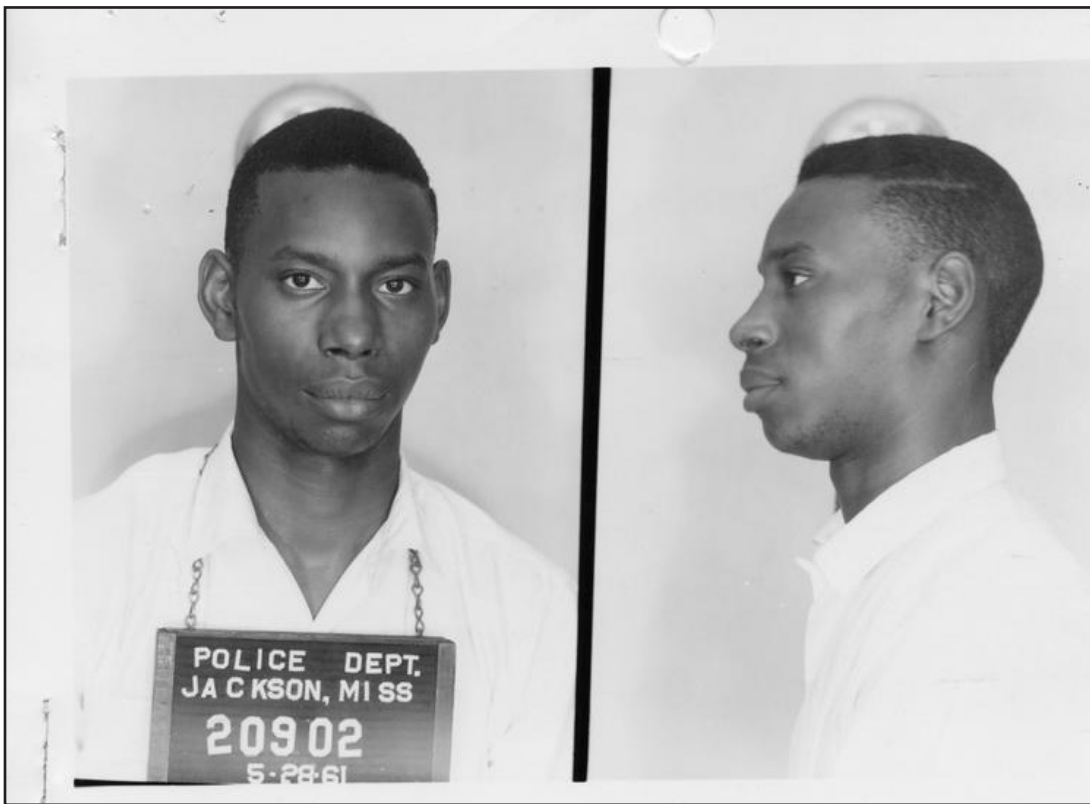
Compare your idea with the facts. How do they compare? _____

NAME: _____ DATE: _____

Who are the Riders?

Level 2

#4



Part I.

What do you think this person's story is? _____

Part II.

What is this person's name? _____

What have you found out about this person? _____

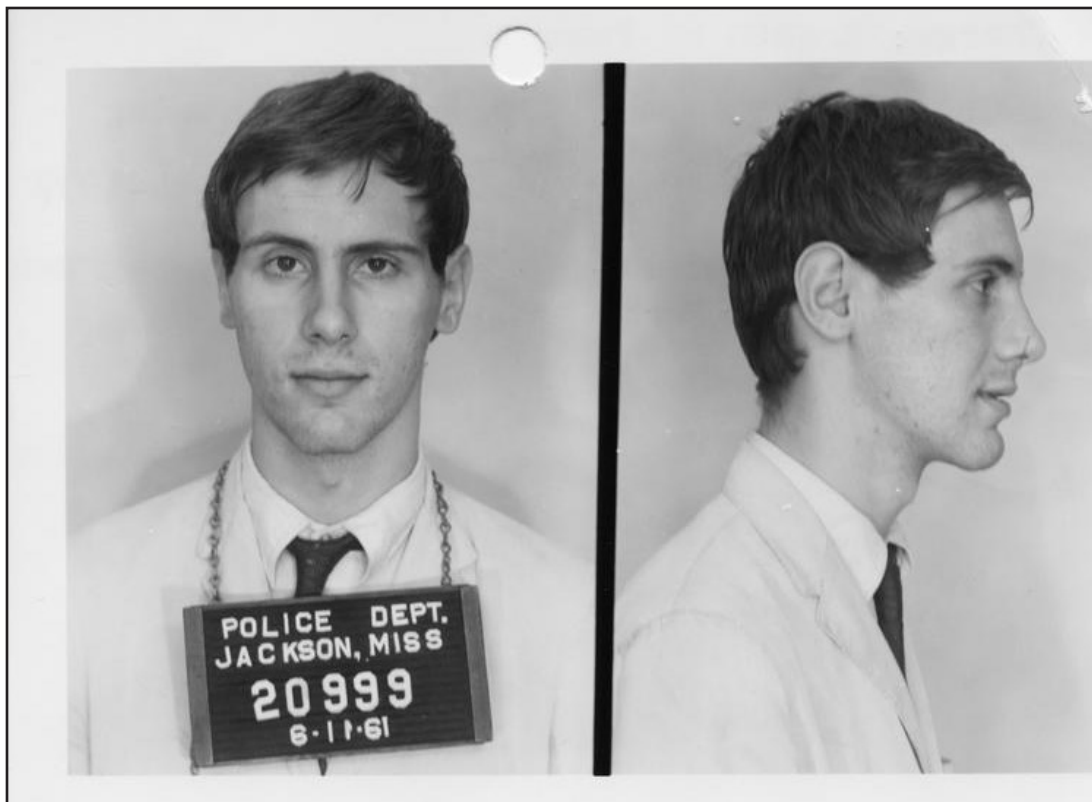
Compare your idea with the facts. How do they compare? _____

NAME: _____ DATE: _____

Who are the Riders?

Level 2

#5



Part I.

What do you think this person's story is? _____

Part II.

What is this person's name? _____

What have you found out about this person? _____

Compare your idea with the facts. How do they compare? _____

NAME: _____ DATE: _____

Who are the Riders?

Level 2

#6



Part I.

What do you think this person's story is? _____

Part II.

What is this person's name? _____

What have you found out about this person? _____

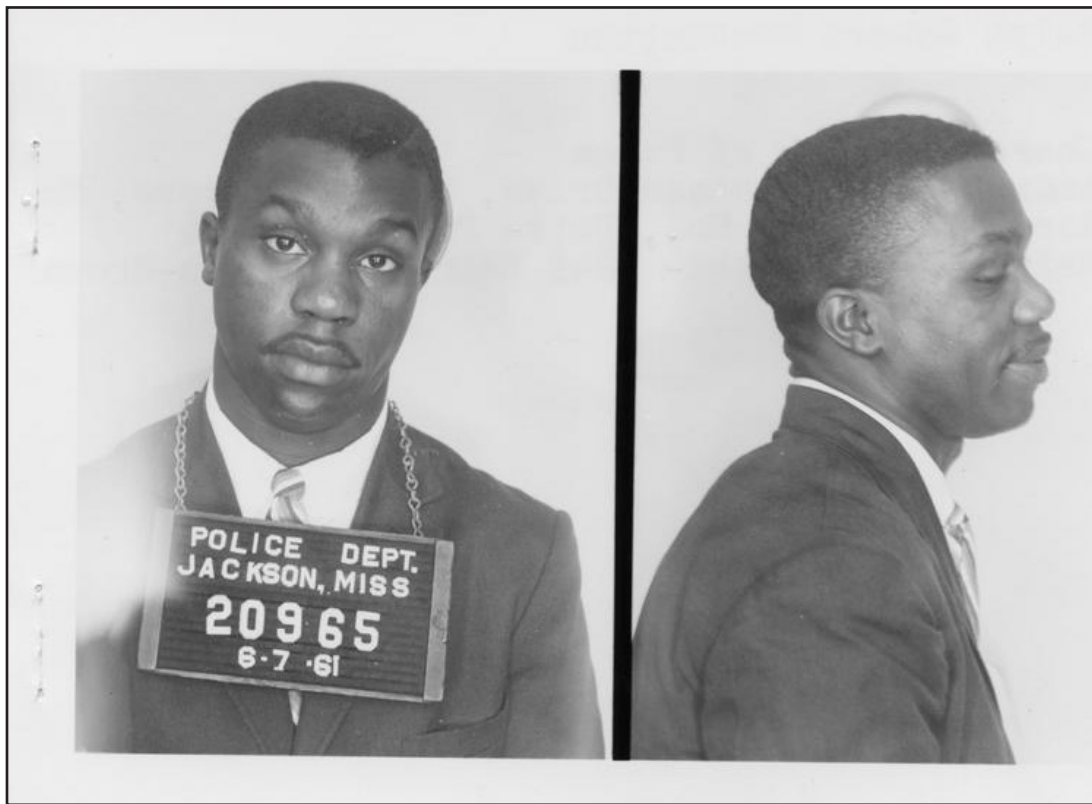
Compare your idea with the facts. How do they compare? _____

NAME: _____ DATE: _____

Who are the Riders?

Level 2

#7



Part I.

What do you think this person's story is? _____

Part II.

What is this person's name? _____

What have you found out about this person? _____

Compare your idea with the facts. How do they compare? _____

NAME: _____ DATE: _____

Who are the Riders?

Level 2

#8



Part I.

What do you think this person's story is? _____

Part II.

What is this person's name? _____

What have you found out about this person? _____

Compare your idea with the facts. How do they compare? _____

Who are the riders?

Level 2 **KEY**

1. Winonah Margaret Beamer

Hometown: Cleveland, Ohio

Age: 19

Occupation: Student

Organization: Central State College

Arrest Date: June 9, 1961

Transportation: Train / Illinois Central Railroad

Fact: Beamer was arrested 5:35 a.m. at the Central depot after arriving from Nashville, via Birmingham and Meridian.

2. Patricia Elaine Bryant

Hometown: New York City, New York

Age: 20

Occupation: Student

Organization: Central State College

Arrest Date: June 9, 1961

Transportation: Train / Illinois Central Railroad

Fact: Bryant was member of the twelfth group of Freedom Riders that were arrested in Jackson, Mississippi, coming from Nashville, at 5:30 a.m.

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Age: 20

Occupation: Student

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Fact: Dolan was a member of the CORE in 1961. Dolan filed into the white-only section of the train depot and was arrested.

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Age: 21

Occupation: Folk singer and freelance writer

Organization: ?

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Organization: Meharry Hospital

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Age: 24

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Hometown: Brooklyn, New York

Age: 26

Occupation: Housewife

Organization: ?

Arrest Date: June 8, 1961

Transportation: Train / Illinois Central Railroad

Fact: Wilson worked as a NAG and CORE activist.

NAME: _____ DATE: _____

Listen in on History

You are going to listen to two recordings. One is an oral history of a Mississippi citizen, Clarie Collins Harvey. The other is an interview with a Mississippi official, Ross Barnett. After listening to each recording please answer the questions below.

Recording One - Clarie Collins Harvey

What was her role with Freedom Rides in Mississippi? _____

What three things does she say that stand out to you? _____

Do you think you could be brave enough to try and make a difference like she did? Why?

Recording Two – Ross Barnett

What was his role in the Mississippi civil rights movement? _____

What three things does he say that stand out to you? _____

Why do you think he said what he did? (Fear, anger, intimidation)

Listen in on History

Biographies

Biographies of Listen in on History interviewees and interviewers.

Clarie Collins Harvey (Interview #1) Interview – April 21, 1981

Clarie Collins Harvey was born in Meridian, Mississippi, to Malachi Collins, Rust College professor and Mary Augusta Collins, the first African American librarian in Mississippi. In 1916, Clarie's father started a funeral home and insurance partnership in Hattiesburg, and then Jackson. Clarie attended public and private schools in Jackson and high school at Tougaloo College. She attended and in 1937 graduated from Spelman College in Atlanta. Clarie also attended Indiana College of Mortuary Science at Indianapolis. She went on to receive an M.A. from Columbia University and taught high school and junior college. She co-founded the Farish Street Y.W.C.A. in Jackson and was active member of Central United Methodist Church. After the death of her father, Clarie joined her mother in managing the Collins Funeral Home. After the death of her mother, she acquired ownership of the business. Clarie became known for involvement in providing goods for the Freedom Riders who came to Jackson and were arrested. Also in 1961 she founded and became leader of *Womanpower Unlimited*, an underground inter-faith group that provided assistance to civil rights workers who came to Mississippi in the 1960s. In 1964 she started her ten-year appointment to the Mississippi Advisory Council to the United States Council on Civil Rights.

Governor Ross R. Barnett (Interview #2) Interview – February 11, 1981

(1898-1987) Governor of Mississippi (1960–1964)

Born in Leake County, Mississippi, January 22, 1898. After graduating from Mississippi College in 1922, and earning a law degree at the University of Mississippi in 1926, Ross R. Barnett opened a law practice in Jackson. Barnett was a successful trial lawyer in Mississippi when he became governor in 1960.

Governor Barnett is most remembered for fighting integration in Mississippi, but he also amended the state's workmen's compensation law and the enactment of a "right to work law." He made Mississippi more attractive to outside industries. Governor Barnett's industrial development program created over 40,000 new jobs and included construction of industrial parks throughout the state. Governor Barnett resumed his law practice after leaving office in 1964. Ross Barnett Reservoir in Madison and Rankin counties and Barnett Lake in Smith County are named in honor of Governor Barnett.

John Dittmer (Interviewer)

Is a professor emeritus of history at DePauw University, Greencastle, Indiana, and Tougaloo College in Mississippi. He is the author of *Black Georgia in the Progressive Era, 1900-1920* and several essays on the civil rights movement. His book *Local People: The Struggle for Civil Rights in Mississippi* is the winner of multiple awards including the Bancroft Prize in American History, Lillian Smith Book Award, Southern Regional Council, Mississippi Historical Society's McLemore Prize, and the 1995 Outstanding Book on the subject of human rights in North America given by the Gustavus Myers Center.

John Griffin Jones (Interviewer)

John Griffin Jones is senior partner at the Jackson, Mississippi, law firm of Jones, Funderburg, Sessums, Peterson & Lee, PLLC. This Jackson native attended Jackson public schools, Millsaps College and the University of Mississippi, before returning to Ole Miss where he received the J.D. in 1985. He served a clerkship with United States District Judge Tom S. Lee, Southern District of Mississippi.

He has published articles and papers on both non-legal and legal issues. Mr. Jones serves as a member of the Eudora Welty Foundation, member, 2007 - present. He also was a member of the Mississippi Civil Rights Education Commission from 2006-2009. This commission was established by Mississippi Legislature in 2005 to plan and prepare public school curriculum on history of Civil Rights Movement in Mississippi.

Lesson Four: *Making Change Happen*

Objective

Discover and discuss the legacy of the Freedom Rides in Mississippi and the country: subsequent movements, integration in the south, and the effects on our life today.

Materials: *Segregation to Integration: A Timeline* worksheet; and *Then and Now* worksheet (Level 1 – grades 4-8 & Level 2 – grades 9-12)

Activity One: *Timeline of Change*

Work through the timeline worksheet to see changes over time. From slavery to integration how long did change take?

1. Hand-out and complete the *Segregation to Integration: A Timeline* worksheet. Have students use their note sheet and some basic math to fill in the blanks on the timeline.
2. Discuss the length of time it took for change to occur and the events that helped spur movements on. Have the students note that integration was not an overnight happening. As late as the 1970s, schools were just being integrated in Mississippi.
3. Students may refer to the PowerPoint if desired by teacher.
4. Optional activity *The Numbers Behind the Facts* is available to follow up the timeline.

Activity Two: *Freedom Ride Wrap Up*

After discovering the Freedom Rides and the people who took on the journey, students come to their own conclusion on the success and triumph of them.

1. Discuss outcome of the Freedom Rides.
2. Have the students come to a consensus about whether or not the Freedom Rides were successful. Is there really a right answer?

Activity Three: *Then and Now*

Students will compare situations from the 1950s to present day, analyzing the effects of the civil rights movement on their lives today.

1. Have the students break into groups and hand out the *Then and Now* worksheet.
2. Discuss their answers as a class.
3. Have them discuss appreciation for the change and the bravery of the individuals who fought for it.

Extension Activities

Elementary: Have the students write a thank you note to the Freedom Riders.

High School: Have students research current events and find a place where segregation / discrimination based on religion, race, sex, or political views are still present today.

NAME: _____ DATE: _____

Segregation to Integration: A Timeline (Level 1)

Look for clues in the facts after the blanks. Do the math to find the answers to the timeline.

- 1862** – The *Emancipation Proclamation* freed slaves in states in open rebellion.
- 1865** – U.S. Congress passes the Thirteenth Amendment outlawing slavery.
- 1866** – Civil Rights Act attempts to grant U.S. citizenship to all native born Americans except Native Americans.
- 1868** – The Fourteenth Amendment finally grants African Americans citizenship and equal protection under the law.
- 1870** – The Fifteenth Amendment grants African American males the right to vote.
- 1875** – *Civil Rights Act* grants equal access to public accommodations.
- _____ – The U.S. Supreme Court nullifies the *Civil Rights Act of 1875* eight years after it was passed into law.
- 1884** – Mississippi native Ida B. Wells refuses to give up her seat on the train. She is forcibly removed.
- 1890** – Mississippi passes into law a new constitution that craftily disenfranchises the African Americans and is used as a model for other southern states.
- 1896** – U.S. Supreme Court validates “separate but equal” in *Plessy v. Ferguson*.
- 1920** – The Nineteenth Amendment grants women the right to vote.
- _____ – Four years after women were given the right to vote, Native Americans become the last to be granted citizenship and the right to vote.
- _____ – Congress of Racial Equality (CORE) starts the *Journey of Reconciliation* rides to integrate U.S. transportation fourteen years before the Freedom Rides.
- 1948** – President Harry S. Truman ends segregation in the U.S. Military.
- _____ – African American Sarah Keys is arrested in North Carolina for refusing to move to the back of the bus sixty-eight years after Ida B. Wells’ train ride.
- 1954** – In *Brown v. Board of Education of Topeka* U.S. Supreme Court overturns “separate but equal.”
- _____ – Three years after Keys was arrested, the U.S. Supreme Court hands down its decision in *Sarah Keys v. the Carolina Coach Company* stating separate but equal ruling should not apply to bus travel across state lines.
- Rosa Parks sparks the Montgomery bus boycott when she is arrested for refusing to move to the back of the bus.

- 1957** – President Dwight D. Eisenhower sends the U.S. Army to Little Rock to force the integration of Central High School.
 - Mississippi Sovereignty Commission produces films about segregation being wholesome and good.
- 1960** – U.S. Supreme Court decision in *Boynton v. Virginia* declares racial segregation in public transportation illegal under the *Interstate Commerce Act*. This included trains, buses, air travel, and the facilities in the stations and airports associated with them.
 - A national movement to integrate public facilities begins with sit-ins at lunch counters in North Carolina.
- 1961** – Integrated groups organized by CORE begin Freedom Rides across the south to challenge the segregation of transportation, stations, and facilities. Many are arrested and beaten. In Mississippi all are arrested and some serve time in Parchman Penitentiary.
 - African American James Meredith attempts to apply to the University of Mississippi and is refused twice.
- 1962** – The U.S. Supreme Court orders University of Mississippi to accept Meredith’s application.
 - Ross Barnett blocks Meredith’s admission to the University of Mississippi.
 - James Meredith enrolls at the University and entered the school amidst riots, enforced by the federal authorities. Escorted by the U.S. Justice Department attorney John Doar, James Meredith registers. The U.S. Army called in to quell riots.
- _____ – After nine years of inaction in states including Mississippi, the U.S. Supreme Court orders its 1954 *Brown v. Board of Education* decision to be enforced with no delays.
 - African American citizens in Jackson, Mississippi, meet with the mayor to demand desegregation of the police force and facilities.
 - Tougaloo College students begin sit-ins in downtown Jackson that result in 50 arrests and the beatings of two individuals.
 - NAACP Jackson Field Secretary Medgar Evers is assassinated in his driveway.
- 1964** – A mistrial is declared in the Evers murder trial of Byron De La Beckwith.
 - Freedom Summer begins in Mississippi.
- _____ – Eleven years after the *Brown v. Board of Education* decision, the U.S. District judge orders Jackson public schools to speed up integration.
 - African American parents in the Madison County and Canton public school districts file a lawsuit seeking the end of segregation in those districts.
- 1968** – The U.S. Supreme Court rules all school districts must end segregation at once.
 - _____ – Sixteen years after the *Brown v. Board of Education* ruling Mississippi schools are integrated.
 - _____ – Thirty-one years after the Medgar Evers’ assassination, Byron De La Beckwith is convicted of his murder.

Segregation to Integration: A Timeline (Level 1)

Look for clues in the facts after the blanks. Do the math to find the answers to the timeline.

- 1862** – The *Emancipation Proclamation* freed slaves in states in open rebellion.
- 1865** – U.S. Congress passes the Thirteenth Amendment outlawing slavery.
- 1866** – Civil Rights Act attempts to grant U.S. citizenship to all native born Americans except Native Americans.
- 1868** – The Fourteenth Amendment finally grants African Americans citizenship and equal protection under the law.
- 1870** – The Fifteenth Amendment grants African American males the right to vote.
- 1875** – *Civil Rights Act* grants equal access to public accommodations
- 1883** – The U.S. Supreme Court nullifies the *Civil Rights Act of 1875* eight years after it was passed into law.
- 1884** – Mississippi native Ida B. Wells refuses to give up her seat on the train. She is forcibly removed.
- 1890** – Mississippi passes into law a new constitution that craftily disenfranchises the African Americans and is used as a model for other southern states.
- 1896** – U.S. Supreme Court validates “separate but equal” in *Plessy v. Ferguson*.
- 1920** – The Nineteenth Amendment grants women the right to vote.
- 1924** – Four years after women were given the right to vote, Native Americans become the last to be granted citizenship and the right to vote.
- 1927** – Congress of Racial Equality (CORE) starts the *Journey of Reconciliation* rides to integrate U.S. transportation fourteen years before the Freedom Rides.
- 1948** – President Harry S. Truman ends segregation in the U.S. Military.
- 1952** – African American Sarah Keys is arrested in North Carolina for refusing to move to the back of the bus sixty-eight years after Ida B. Wells’ train ride.
- 1954** – In *Brown v. Board of Education of Topeka* U.S. Supreme Court overturns “separate but equal.”
- 1955** – Three years after Keys was arrested, the U.S. Supreme Court hands down its decision in *Sarah Keys v. the Carolina Coach Company* stating separate but equal ruling should not apply to bus travel across state lines.
 - Rosa Parks sparks the Montgomery bus boycott when she is arrested for refusing to move to the back of the bus.

- 1957** – President Dwight D. Eisenhower sends the U.S. Army to Little Rock to force the integration of Central High School.
 - Mississippi Sovereignty Commission produces films about segregation being wholesome and good.
- 1960** – U.S. Supreme Court decision in *Boynton v. Virginia* declares racial segregation in public transportation illegal under the *Interstate Commerce Act*. This included trains, buses, air travel, and the facilities in the stations and airports associated with them.
 - A national movement to integrate public facilities begins with sit-ins at lunch counters in North Carolina.
- 1961** – Integrated groups organized by CORE begin Freedom Rides across the south to challenge the segregation of transportation, stations, and facilities. Many are arrested and beaten. In Mississippi all are arrested and some serve time in Parchman Penitentiary.
 - African American James Meredith attempts to apply to the University of Mississippi and is refused twice.
- 1962** – The U.S. Supreme Court orders University of Mississippi to accept Meredith's application.
 - Ross Barnett blocks Meredith's admission to the University of Mississippi.
 - James Meredith enrolls at the University and entered the school amidst riots, enforced by the federal authorities. Escorted by the U.S. Justice Department attorney John Doar, James Meredith registers. The U.S. Army called in to quell riots.
- 1963** – After nine years of inaction in states including Mississippi, the U.S. Supreme Court orders its 1954 *Brown v. Board of Education* decision to be enforced with no delays.
 - African American citizens in Jackson, Mississippi, meet with the mayor to demand desegregation of the police force and facilities.
 - Tougaloo College students begin sit-ins in downtown Jackson that result in 50 arrests and the beatings of two individuals.
 - NAACP Jackson Field Secretary Medgar Evers is assassinated in his driveway.
- 1964** – A mistrial is declared in the Evers murder trial of Byron De La Beckwith.
 - Freedom Summer begins in Mississippi.
- 1965** – Eleven years after the *Brown v. Board of Education* decision, the U.S. District judge orders Jackson public schools to speed up integration.
 - African American parents in the Madison County and Canton public school districts file a lawsuit seeking the end of segregation in those districts.
- 1968** – The U.S. Supreme Court rules all school districts must end segregation at once.
- 1970** – Sixteen years after the *Brown v. Board of Education* ruling Mississippi schools are integrated.
- 1994** – Thirty-one years after the Medgar Evers' assassination Byron De La Beckwith is convicted of his murder.

NAME: _____ DATE: _____

Segregation to Integration: A Timeline (Level 2)

Fill in the blanks. Research the missing information or look for clues and do the math to find the answers to the timeline.

1862 – The _____ freed slaves in states in open rebellion.

1865 – The 13th Amendment outlawing slavery is passed by U.S. Congress.

1865 – The Freedmen’s Bureau is formed to _____
– Ku Klux Klan founded.

1866 – Civil Rights Act attempts to grant U.S. citizenship to all native born Americans except Native Americans.

1868 – The 14th Amendment finally grants African Americans citizenship and equal protection under the law.

1870 – The 15th Amendment grants African American males the right to vote.

1875 – Civil Rights Act grants equal access to public accommodations.

_____ – Eight years later the U.S Supreme Court nullifies the *Civil Rights Act of 1875*.

1884 – _____ refused to give up her seat on the train, and is forcibly removed.

1890 – Mississippi passes into law a new constitution that craftily disenfranchises the African Americans and is used as a model for other southern states.

1896 – U.S. Supreme Court decision in _____ validates
“separate but equal.”

1909 – National Association for the Advancement of Colored People (NAACP) is formed.

1915 – The Ku Klux Klan is re-formed.

1920 – The 19th Amendment grants _____ the right to vote.

_____ – Four years later Native Americans are granted citizenship and the right to vote.

1942 – Congress on Racial Equality (CORE) is formed.

1947 – CORE starts the _____ rides to integrate transportation in the U.S.

_____ – President Harry S. Truman ends segregation in the U.S. Military.

1952 – African American U.S. Women Army Corps (WAC) member, Sarah Keys is arrested in North Carolina for refusing to move to the back of the bus.

1954 – U.S. Supreme Court case *Brown v. Board of Education of Topeka* overturns “separate but equal.”
– White Citizens Council, a private organization, is formed in Sunflower County, MS.

_____ – Three years after her arrest the U.S. Supreme Court decision in *Sarah Keys v. the Carolina Coach Company* held the “separate but equal” ruling should not apply to bus travel across state lines.
– _____ sparks the Montgomery bus boycott when she is arrested for refusing to move to the back of the bus.

1956 – The Mississippi Sovereignty Commission is formed by the State of Mississippi.

1957 – President _____ sends the U.S. Army to Little Rock, AR to force the integration of the Central High School.

- Southern Christian Leadership Conference is formed.
- Sovereignty Commission produces films about segregation being wholesome and good.

1960 – U.S. Supreme Court decision in _____ stated, racial segregation in public transportation is illegal under the Interstate Commerce Act. This included trains, buses, air travel, and the facilities in the stations and airports associated with them.

- A national movement to integrate public facilities begins with sit-ins at lunch counters in North Carolina.

– _____ (SNCC) is formed to work to end segregation.

_____ – Integrated groups organized by CORE begin Freedom Rides across the south to challenge the segregation of transportation, the stations, and facilities. Many are arrested and beaten. In Mississippi all are arrested and some serve time in Parchman Penitentiary.

- African American _____ attempts to apply to the University of Mississippi and is refused twice.

1962 – The U.S. Supreme Court orders University of Mississippi to accept Meredith's application.

- Ross Barnett blocks Meredith's admission to the University of Mississippi.
- With the assistance of the NAACP, James Meredith was enrolled at the University, but was barred from entering the school. He eventually entered amidst violent riots and enforced by the U.S. Federal Marshalls, U.S. Army MPs, Mississippi National Guard, and the U.S. Border Patrol.

1963 – The U.S. Supreme Court orders its 1954 school desegregation decision to be enforced with no delays.

- A group of black Jackson, Mississippi, citizens meet with the mayor to demand desegregation of the police force and facilities.
- _____ College students begin sit-ins in downtown Jackson that result in 50 arrests of college and high school students and the beatings of two individuals.
- NAACP Jackson Field Secretary, Medgar Evers was assassinated in his driveway.
- Martin Luther King Jr. led the March for Racial Equality on Washington, D.C.

1964 – A mistrial is declared in the Evers murder trial of Byron De La Beckwith.

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1965 – U.S. District Judge orders Jackson public schools to speed up integration.

- Black parents in the Madison County and Canton public school districts file a lawsuit seeking the end of segregation in those districts.

1968 – The U.S. Supreme Court rules all school districts must end segregation at once.

_____ – Sixteen years after Brown v. Board of Education decision, Mississippi schools are integrated.

_____ – Thirty-one years after Medgar Evers assassination, Byron De La Beckwith is convicted of his murder.

NAME: KEY DATE: _____

Segregation to Integration: A Timeline (Level 2)

Fill in the blanks. Research the missing information or look for clues and do the math to find the answers to the timeline.

1862 – The **Emancipation Proclamation** freed slaves in states in open rebellion.

1865 – The 13th Amendment outlawing slavery is passed by U.S. Congress.

1865 – The Freedmen’s Bureau is formed to **help freed slaves adjust to their new lives**.
– Ku Klux Klan founded.

1866 – Civil Rights Act attempts to grant U.S. citizenship to all native born American except Native Americans.

1868 – The 14th Amendment finally grants African Americans citizenship and equal protection under the law.

1870 – The 15th Amendment grants African American males the right to vote.

1875 – Civil Rights Act grants equal access to public accommodations.

1883 – Eight years later the U.S Supreme Court nullifies the *Civil Rights Act of 1875*.

1884 – **Ida B. Wells** refused to give up her seat on the train, and is forcibly removed.

1890 – Mississippi passes into law a new constitution that craftily disenfranchises the African Americans and is used as a model for other southern states.

1896 – U.S. Supreme Court decision in **Plessy v. Ferguson** validates “separate but equal.”

1909 – National Association for the Advancement of Colored People (NAACP) is formed.

1915 – The Ku Klux Klan is re-formed.

1920 – The 19th Amendment grants **women** the right to vote.

1924 – Four years later Native Americans are granted citizenship and the right to vote.

1942 – Congress on Racial Equality (CORE) is formed.

1947 – CORE starts the **Journey of Reconciliation** rides to integrate transportation in the U.S.

1947 – President Harry S. Truman ends segregation in the U.S. Military.

1952 – African American U.S. Women Army Corps (WAC) member, Sarah Keys is arrested in North Carolina for refusing to move to the back of the bus.

1954 – U.S. Supreme Court case *Brown v. Board of Education of Topeka* overturns “separate but equal.”
– White Citizens Council, a private organization, is formed in Sunflower County, MS.

1955 – Three years after her arrest the U.S. Supreme Court decision in *Sarah Keys v. the Carolina Coach Company* held the “separate but equal” ruling should not apply to bus travel across state lines.
– **Rosa Parks** sparks the Montgomery bus boycott when she is arrested for refusing to move to the back of the bus.

1956 – The Mississippi Sovereignty Commission is formed by the State of Mississippi.

1957 – President **Dwight D. Eisenhower** sends the U.S. Army to Little Rock, AR to force the integration of the Central High School.

- Southern Christian Leadership Conference is formed.
- Sovereignty Commission produces films about segregation being wholesome and good.

1960 – U.S. Supreme Court decision in **Boynton v. Virginia** stated, racial segregation in public transportation is illegal under the Interstate Commerce Act. This included trains, buses, air travel, and the facilities in the stations and airports associated with them.

- A national movement to integrate public facilities begins with sit-ins at lunch counters in North Carolina.
- **Student Non-Violent Coordinating Committee** (SNCC) is formed to work to end segregation.

1961 – Integrated groups organized by CORE begin Freedom Rides across the south to challenge the segregation of transportation, the stations, and facilities. Many are arrested and beaten. In Mississippi all are arrested and some serve time in Parchman Penitentiary.

- African American **James Meredith** attempts to apply to the University of Mississippi and is refused twice.

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1963 – The U.S. Supreme Court orders its 1954 school desegregation decision to be enforced with no delays.

- A group of black Jackson, Mississippi, citizens meet with the mayor to demand desegregation of the police force and facilities.
- **Tougaloo** College students begin sit-ins in downtown Jackson that result in 50 arrests of college and high school students and the beatings of two individuals.
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1968 – The U.S. Supreme Court rules all school districts must end segregation at once.

1970 – Sixteen years after Brown v. Board of Education decision, Mississippi schools are integrated.

1994 – Thirty-one years after Medgar Evers assassination, Byron De La Beckwith is convicted of his murder.

NAME: _____ DATE: _____

Segregation to Integration: The Numbers Behind the Facts

Figure out the answers to the problems below.

1. In 1866 the Civil Rights Act attempted to, and the 14th Amendment in 1868 did, grant U.S. citizenship to all native born Americans (with the exception of Native Americans). The total population of the United States was 31,443,321 in 1860. That meant 4,431,830 African Americans and 340,389 Native Americans were not considered citizens before 1866.

A. What percentage of the total population were not considered citizens in 1860?

B. What percentage were still not citizens in 1868?

2. In 1920 105,710,620 people lived in the United States. That same year some 51,790,820 of 51,810,189 women were finally given the right to vote.

A. What percentage of the total population was given the right to vote in 1920?

B. Men and women of what race were still not considered citizens and denied the right to vote?

3. The 1964 Freedom summer was an organized push to help African Americans register to vote for the 1964 elections. In 1960 only 525,000 of the 1,273,465 voting age Mississippians were registered to vote.

A. What percentage of voting age Mississippians were not registered to vote in 1960?

NAME: KEY DATE: _____

Segregation to Integration: The Numbers Behind the Facts

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A. What percentage of the total population were not considered citizens in 1860?

B. What percentage were still not citizens in 1868?

A.
$$\begin{array}{r} 4,431,830 \\ + 340,389 \\ \hline 4,772,219 \end{array}$$
$$\frac{4,772,219}{31,443,321} = .1517$$

15%

B.
$$\frac{340,389}{31,443,321} = .0108$$

1.1%

$$.0108 \times 100 = 1.08$$

$$.1517 \times 100 = 15.17$$

2. In 1920 105,710,620 people lived in the United States. That same year some 51,790,820 of 51,810,189 women were finally given the right to vote.

A. What percentage of the total population was given the right to vote in 1920?

B. Men and women of what race were still not considered citizens and denied the right to vote?

A.
$$\frac{51,790,820}{105,710,620} = .4899$$

B. Native Americans

49%

$$.4899 \times 100 = 48.99$$

3. The 1964 Freedom summer was an organized push to help African Americans register to vote for the 1964 elections. In 1960 only 525,000 of the 1,273,465 voting age Mississippians were registered to vote.

A. What percentage of voting age Mississippians were not registered to vote in 1960?

A.
$$\begin{array}{r} 1,273,465 \\ - 525,000 \\ \hline 748,465 \end{array}$$
$$\frac{748,465}{1,273,465} = .5877$$

$$.5877 \times 100 = 58.77$$

59%

NAME: _____ DATE: _____

Then and Now

The Freedom Rides opened the door for other civil rights organizations and movements in Mississippi. The 1964 Freedom Summer would also test and change Mississippi and its citizens for the better. After learning about the Freedom Rides, think about the rights you have today and answer the questions below.

1. What would be different today if the Civil Rights Movement had not occurred? _____

2. What can everyone do today that would have been impossible 50 years ago? _____

3. Think of the impact of African American culture on American society today. Do you think that it would have such an impact if the Civil Rights Movement had not occurred? Why?

4. If you had the chance to speak to the Freedom Riders what would you say or ask them?

Freedom Riders Vocabulary List

Admission – the act of allowing (a person, animal, or group) to enter; entrance. (World Book 2000)

Amendment – a change made or offered in a law, bill, or motion by addition, omission, or alteration of language. (World Book 2000)

Appeal – 1. to ask earnestly; make an earnest request; ask for help or sympathy. 2. to ask that a case be taken to a higher court or judge to be heard again. (World Book 2000)

Application – a spoken or written request for a job, money, position, help, entrance, or office. (World Book 2000)

Assassination – the act of murdering someone, especially a public personage, by a sudden or secret attack; a killing. (World Book 2000)

Black Codes – any of the various state laws that regulated the activities of blacks in the south after the Civil War, used generally to restrict the rights of blacks by circumscribing their right to hold office and vote, forbidding ownership of land or the bearing of arms, and curtailing other civil rights. (World Book 2000)

Boynton v. Virginia – This case interprets the idea that interstate facilities were for the use of all citizens regardless of race. In 1958, Bruce Boynton, a black student at Howard University Law School took a Trailways bus from Washington to his home in Montgomery, Alabama. On a 40-minute layover at the Trailways Bus Terminal in Richmond, Virginia, the passengers went inside to eat. Boynton entered the segregated restaurant, sat in the white section and ordered a sandwich and tea. When asked to move to the colored section, he refused and was arrested by local police. He was charged with trespassing, and fined \$10. (<http://law.jrank.org/pages/24302/Boynton-v-Virginia-Significance.html>, 2010)

Brown v. Board of Education – In 1950 the Topeka NAACP, led by McKinley Burnett, set out to organize a legal challenge to an 1879 state law that permitted racially segregated elementary schools in certain cities based on population. For Kansas this would become the 12th case filed in the state focused on ending segregation in public schools. The local NAACP assembled a group of 13 parents who agreed to be plaintiffs on behalf of their 20 children. Following direction from legal counsel they attempted to enroll their children in segregated white schools and all were denied. Topeka operated eighteen neighborhood schools for white children, while African American children had access to only four schools. In February of 1951 the Topeka NAACP filed a case on their behalf. Although this was a class action it was named for one of the plaintiffs Oliver Brown. The case dismantled the legal basis for racial segregation in schools and other public facilities. The laws and policies were products of the human tendencies to prejudice, discriminate against, and stereotype other people by their ethnic, religious, physical, or cultural characteristics. (<http://brownvboard.org/summary/>, 2010)

Citizenship – the duties, rights, and privileges of a citizen. (World Book 2000)

Conviction – the act of proving or declaring guilt. (World Book 2000)

Congress of Racial Equality (CORE) – a not-for-profit human rights organization that seeks to bring about equality for all people regardless of race, creed, sex, age, disability, sexual orientation, religion, or ethnic background. (<http://www.core-online.org/Features/what-is-core.htm>, 2010)

Desegregate – to abolish racial segregation. (World Book 2000)

Disenfranchise – to take any right or privilege away from. (World Book 2000)

Emancipation – the act or process of setting free from slavery of any kind. (World Book 2000)

Equality – the condition or quality of being equal; exact likeness in amount, size, number, value, degree, or rank. (World Book 2000)

Executive Order 9981 – July 27, 1948. Violence against African American members of the U.S. Military during and following World War II prompted President Harry S. Truman to investigate African Americans' treatment and opportunities for advancement in the United States Armed Forces. Two and one-half years after the end of World War II President Truman issues Executive Order 9981 to end segregation the U.S. Military. The President establishes the President's Committee on Equality of Treatment and Opportunity in the Armed Services headed by Charles Fahy. The Fahy committee oversaw the integration of all the branches of the Armed Forces. The Navy had begun integration at the end of the war, and a year after E.O. 9981 was signed, the Air Force was ready to integrate. The other branches were not so willing to accept the idea of integration. The Army continued to have separate African American units in 1950 and the Korean War. The breakdown of segregation in the Army occurred during the Korean War when the large number of African American recruits could not be accommodated in the African American units. By 1953 the U.S. Army announced that 95% of its African American soldiers were serving in integrated units. (<http://www.trumanlibrary.org/9981.htm> 2011)

Filibuster – the act or process of deliberately hindering the passage of a bill in a legislature by long speeches or other means of delay. (World Book 2000)

Freedman – a man freed from slavery; emancipated slave. (World Book 2000)

Freedom Summer – a highly publicized campaign in the Deep South in 1964 that helped blacks register to vote. (http://www.core-online.org/History/freedom_summer.htm, 2010)

Integration – the inclusion of people of all races on an equal basis in neighborhoods, schools, parks, or other facilities. (World Book 2000)

Interstate – between persons or organizations in different states; between states. (World Book, 2000)

Interstate Commerce Commission (ICC) – an independent agency created in reference to the Interstate Commerce Act which regulates carriers engaged in transportation in interstate commerce and in foreign commerce within the United States. (<http://www.archives.gov/research/guide-fed-records/groups/134.html>, 2010)

Jim Crow – discrimination against Negroes. (World Book 2000)

Journey of Reconciliation – In 1946 the U.S. Supreme Court banned segregation in interstate bus travel. A year later the Congress of Racial Equality (CORE) and the Fellowship of Reconciliation tested the ruling by staging the Journey of Reconciliation, on which an interracial group of activists rode together on a bus through the upper south, though fearful of journeying to the Deep South. (<http://www.britannica.com/EBchecked/topic/1006069/Journey-of-Reconciliation>, 2010)

Mistrial – an inconclusive trial, especially a trial in which the jury cannot agree on a verdict. (World Book 2000)

Morgan v. Virginia –this case consisted of Virginia's law requiring racial segregation in interstate public transportation. On July 16, 1944, twenty-seven-year-old Irene Morgan boarded a Greyhound bus in Gloucester County, bound for Baltimore via Washington, D.C. After standing for several miles and sitting on the lap of an accommodating young black female passenger, Morgan finally took a seat three rows from the back of the bus, in front of some white passengers. When the bus became crowded as it reached Saluda, Virginia, the bus driver insisted that Morgan yield her seat to a white passenger. After she refused and was forcibly removed from the bus, Morgan was arrested, tried, and convicted of violating a state segregation ordinance, and fined ten dollars, which she refused to pay. In a 7 to 1 ruling, the Court reversed the Virginia appellate court and struck down the Virginia law and, by extension, all similar laws in other states mandating Jim Crow practices on interstate conveyances. In April 1947, sixteen interracial passengers—eight white, eight black, and all members of the Congress of Racial Equality (CORE) and the Fellowship of Reconciliation (FOR)—engaged in

a “Journey of Reconciliation” to test adherence to the decision and to help educate people about the Court’s decision. The journey was a precursor to the Freedom Rides that would pass through Virginia in May 1961. (http://www.encyclopediavirginia.org/Morgan_v_Virginia_1946, 2011)

National Association for the Advancement of Colored People (NAACP) – a civil rights organization for ethnic minorities in the United States that is to ensure the political, educational, social, and economic quality of rights of all persons and to eliminate race-based discrimination. (<http://www.naacp.org/pages/our-mission>, 2010)

Non-violence (Non-violence movement) – a political or philosophical belief based on peaceful methods to achieve any goal; opposite to any form of violence. (World Book, 2000)

Nullify – to make of no effect; destroy; cancel; wipe out. (World Book 2000)

Parchman – known as the Mississippi State Penitentiary that is known to provide public safety by maintaining the confinement of offenders within a safe, secure, humane and cost-effective environment, while providing meaningful work and other self-improvement opportunities to assist them in becoming productive law abiding citizens, upon their release. (http://www.mdoc.state.ms.us/division_of_institutions/state_prisons.htm, 2010)

Plessy v. Ferguson – This case upheld the idea the constitutionality of an 1890 Louisiana statute requiring white and “colored” persons to be furnished “separate but equal” accommodations on railway passenger cars. Homer Adolph Plessy, who was seven-eighths Caucasian and one-eighth African, paid for a first-class seat on a Louisiana railroad. He took a seat in the coach that was reserved for white passengers, but the conductor told him to leave the “white” car and go to the “colored” coach under threat of being expelled from the train and arrested. When Plessy refused, he was ejected from the train and imprisoned. (<http://law.jrank.org/pages/9234/Plessy-v-Ferguson.html>, 2010)

Protest – a statement that denies or objects strongly. (World Book 2000)

Public accommodation – An entity that owns or operates a place of business to which the public is invited. (http://www.education.uiowa.edu/icater/AT_glossary.htm, 2010)

Rebellion – resistance against any power or restriction. (World Book 2000)

Reconciliation – the act of reconciling; bringing together again. (World Book 2000)

Rights – The power or privilege to which one is justly entitled. (World Book 2000)

Ruling (Supreme Court ruling) – a decision of a judge or court. (World Book, 2000)

Sarah Keys v. Carolina Coach Company – In August 1952 Private Keys was granted a furlough to visit her parents in Washington, North Carolina, and purchased a bus ticket home. Traveling from Ft. Dix, New Jersey, when the bus reached Roanoke Rapids, North Carolina, there was a change in buses. Keys, who was seated at the front of the bus was asked by the bus driver to exchange seats with a white Marine seated near the back of the bus. She refused to move from her seat so the driver removed all passengers except for her to another bus. Keys was not allowed to board the second bus and was arrested by force and charged with disorderly conduct. (<http://www.womensmemorial.org/Education/BHMSys.html>, 2010)

Southern Christian Leadership Conference (SCLC) – an American organization, consisting chiefly of southern churches, formed in 1957 to campaign for Negro civil rights. (World Book 2000)

Segregation – separation from others; setting apart; isolation. (World Book 2000)

Separate but Equal – having to do with a policy of racial segregation between Negroes and whites, as in education, employment, or transportation, by providing ostensibly equal facilities for all. (World Book 2000)

Sit-ins – a form of protest in which a group of people enter and remain seated for a long period of time in a public place. (World Book 2000)

Student Non-violent Coordination Committee (SNCC) – an organization that was established from the student sit-ins that occurred on February 1, 1960 in Greensboro, North Carolina. (<http://www.sncc50thanniversary.org/sncc.html>, 2010)

Sovereignty Commission – was a secret state police force operating to suppress the civil rights movement and maintain segregation. (<http://mississippisovereigntycommission.blogspot.com/>, 2010)

Supreme Court – the highest court in the United States, consisting of the Chief Justice and eight associate justices. (World Book 2000)

Upheld – (uphold) to give support to; confirm. (World Book 2000)

Validate – to make valid; give legal force to. (World Book 2000)

Women's Army Corps (WAC) – was founded during World War II by some of the mothers of women in the Women's Army Auxiliary Corps (WAAC) which later became the Women's Army Corps. The purpose was to help both men and women by serving in hospitals and USOs, selling bonds, mending clothes, sending comfort packages to the WACs, and doing anything they could to make life more comfortable for the men and women serving their country. (<http://www.armywomen.org/aboutUs.shtml>, 2010)

MISSISSIPPI FREEDOM RIDES ON-LINE UNIT

TEACHER EVALUATION

COMPLETE BOTH SIDES AND PLEASE SEND OR FAX TO THE ADDRESS ON THE SECOND PAGE. THANK YOU!

TEACHER NAME _____

SCHOOL NAME & ADDRESS _____

EMAIL (OPTIONAL) _____

TOTAL NUMBER OF STUDENTS _____ GRADE LEVEL _____

1. In your opinion, did this unit elicit better than average student response; if so, how?

2. Did any of the various segments of the unit exceed your students' attention span; if so, which part(s)?

3. Will this unit be of assistance to you in developing future classroom activities; if so, how?

4. Did this unit add to your earlier teaching on the same subject; if so, in what way(s)?

5. Would this teaching unit be handier to use as a:
___1-week unit ___3-day unit ___2-week unit ___other

6. Were one of the two levels of the activities and lessons appropriate for your students? How?

7. We would appreciate any additional comments on this teaching unit and any suggestions for improvement. Comments may be entered in the space below.

Freedom Rides online unit: Teacher Evaluation Form

Please rate the following trunk materials and activities by circling the appropriate number.

4=excellent, 3=good, 2=average, 1=inadequate

MATERIALS

PowerPoint programs & notes	4	3	2	1
Historic Audio visual elements	4	3	2	1
Interactive activities	4	3	2	1
Historic images	4	3	2	1
Lesson plans	4	3	2	1

LESSONS

Separate but Equal?

Segregation in the South presentation	4	3	2	1
Breaking the Law?	4	3	2	1
Extension Activities	4	3	2	1

A Freedom Rider's Journey

Put Yourself in Their Shoes	4	3	2	1
Equal Justice: Plan Your Protest	4	3	2	1
Freedom Rides Revisited: How Far Would You Go?	4	3	2	1
Extension Activities	4	3	2	1

Who Makes a Movement

Who are the Riders?	4	3	2	1
Listen in on History	4	3	2	1
Extension Activities	4	3	2	1

Making Change Happen

Timeline of Change	4	3	2	1
Freedom Ride Wrap up	4	3	2	1
Then and Now	4	3	2	1
Extension Activities	4	3	2	1

OTHER

Curricular Connections	4	3	2	1
References and resources	4	3	2	1
Overall unit	4	3	2	1

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