

# SEPARATE AND UNEQUAL



1963  
IN

HOW CAN WE CREATE A FAIR SOCIETY?



COLORED



“I could never adjust to the separate waiting rooms, separate eating places, separate rest rooms, partly because the separate was always unequal, and partly because the very idea of separation did something to my sense of dignity and self-respect.”

—Dr. Martin Luther King, Jr., 1958

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# LIVING IS CHOOSING

*by Dr. David Mathews*

# Life is about making choices.

Some are personal: What kind of job do I want to prepare for? Where should I live? Who do I want for friends? Other choices have to do with the life we live with other people and the problems we share with them.

For example, what should we do when violence, bullying, or drugs invade our schools?

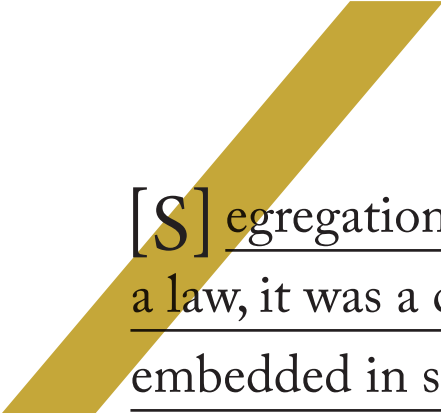
Making choices about dealing with shared problems is hard work. We have difficult trade-offs to consider because we care about many things. And getting more of some of the things we want often means getting less of other things we value. For example, giving everyone more freedom to do what they want individually may mean we have less ability to work together collectively and support one another. Making choices forces us to deal with tensions like this. The most difficult choices involve deciding what is really most important in a world where we can't get everything we want and everything we do has costs.

Learning how to make tough choices with the people we live and work with, people who may be different, and not necessarily our friends, is one of the major challenges and an essential life skill that calls for the exercise of good judgment. Judgment requires carefully weighing various actions that we might take against all that we consider valuable or

hold dear. This weighing is called deliberation, which is also used in juries to ensure fair trials.

People have strong feelings about the things they hold dear, so having to face up to the tensions that occur when we have to make trade-offs is stressful. Still, we all have the capacity to deliberate even if it is aggravating and we don't use this skill all the time. We have to practice deliberation to get better at it. And that is what this issue book is for; it is an exercise book for strengthening your ability to make good decisions with others.

This book uses an important decision our country faced in the past to set up the exercise. You are asked to consider three options that communities faced in 1963 when schools and other institutions, including businesses, were segregated by race. At that time, communities talked about various strategies for ending segregation. However, more than competing strategies were at issue; behind all of the options for action were things most everyone cared about. Even though there was a tendency to just debate the strategies, the real question was what was most



[S]egregation was more than  
a law, it was a custom deeply  
embedded in society.

important or valuable. The tensions that drew out of this question needed to be recognized and worked through.

What did most people care about in 1963? To begin with, most everyone knew it was important to obey and respect the law. Few, if any, wanted to live in a lawless society. So one option for ending segregation was to go through the courts to overturn the existing laws that required racial separation.

However, segregation was more than a law, it was a custom deeply embedded in society. Maybe the real enemy was prejudice and racially divided communities that couldn't work together for the benefit of all. For instance, most people 50 years ago wanted—as they do today—communities with strong economies that would provide jobs for everyone. Economic security, who could be against that? Conflict and disruption over segregation would be

bad for the economy and could divide communities even more than they already were. So a second option was taking one step at a time to improve race relations and build support for ending segregation.

But lawfulness and economic well-being weren't all people cared about in 1963. America was founded on the principle of justice for all. No one wanted to be treated unfairly. So a third option was to take direct action immediately to end segregation: protests using sit-ins and marches; refusing to obey laws that required segregation.

Now, try to imagine yourself and your classmates have traveled back to 1963 and are looking at the options people were considering then. How would you weigh the three options that are presented in this issue book? Can you give each of them a "fair trial," even the options that you don't like? You'll need to say what you

think and listen closely to what others say. (Deliberation requires both.) This exercise will strengthen your ability to deliberate; and, in addition, it will teach history in a way that allows you to experience it.

Deliberative exercises like this have been used in schools all across the country for years, and the benefits have been demonstrated in many ways. The most important lesson students have learned is the power of their own voices, the power in the way they talk with others. That power helps us to come together even with those who are different and may not agree. Your ability to make a difference in your world increases when you join your work with that of others. This is a lesson you can use long after you are out of school.

# CIVIL RIGHTS TIMELINE



MARCH 02,  
1807

The U.S. Congress abolishes the African slave trade.

APRIL 09,  
1865

General Robert E. Lee surrenders, and the Civil War ends.

APRIL 09,  
1866

Congress passes the Civil Rights Act, granting citizenship and guaranteeing equal rights to black Americans.

FEBRUARY 03,  
1870

The 15<sup>th</sup> Amendment is ratified, granting former slaves voting rights.

NOVEMBER  
1901

Alabama authors a new constitution that institutionalizes “Jim Crow” segregation.



JANUARY 01,  
1863

President Lincoln issues the Emancipation Proclamation.

DECEMBER 06,  
1865

The 13<sup>th</sup> Amendment is ratified, outlawing slavery.

JULY 09,  
1868

The 14<sup>th</sup> Amendment is ratified, granting former slaves citizenship.

MAY 18,  
1896

The U.S. Supreme Court removes federal barriers to “Jim Crow” laws by ruling in the court case Plessy v. Ferguson that segregated, or “separate but equal,” public facilities for whites and blacks are legal.

FEBRUARY 12,  
1909

Black and white activists found the National Association for the Advancement of Colored People (NAACP).



MAY 17,  
1954

The Supreme Court rules unanimously to end school segregation in the court case *Brown v. Board of Education of Topeka, Kansas*.

DECEMBER 01,  
1955

Black citizens begin a yearlong bus boycott after Rosa Parks refuses to give up her seat to a white man on a Montgomery, Alabama bus.

FEBRUARY 01,  
1960

Black citizens launch a series of nonviolent sit-ins to protest racial segregation in Greensboro, North Carolina, setting in motion similar demonstrations across the South.

MAY 04,  
1961

The first Freedom Riders board buses in Washington D.C. and begin a journey across the South to protest Jim Crow laws and racial segregation.



SEPTEMBER 25,  
1957

Nine black students, escorted by the U.S. 101st Airborne Division under orders of President Dwight D. Eisenhower, desegregate Central High School in Little Rock, Arkansas.

NOVEMBER 06,  
1960

The U.S. Supreme Court rules in the court case *Gomillion v. Lightfoot* that redrawing electoral district lines to disenfranchise black voters violates the 15th Amendment.

JANUARY 01

1963

YOU ARE HERE



## NEW YEAR'S DAY 1963

### An Open Letter to Readers of the Birmingham Gazette from a Concerned Citizen



BIRMINGHAM—Citizens Protest School Segregation

Today is not only the first day of a new year, it's also a momentous anniversary for our nation. One hundred years ago, on New Year's Day of 1863, President Abraham Lincoln issued the Emancipation Proclamation, which called for an end to slavery in our country. Lincoln described his Proclamation as "an act of justice." I am writing this letter to make a case that as we enter this new year, more acts of justice are needed. The Emancipation Proclamation was only an initial step toward the achievement of true freedom for all. It has been 100 years, and black Americans continue to experience severely unequal treatment in all segments of their lives.

On this first day of 1963, we are a nation that is tense—and intensely divided. The tension around racial segregation, inequality, and civil rights in the United States is nearing a boiling point. The reality in our country is that state and local laws are denying black Americans equal access to jobs, to schools, to housing, to business establishments, to public transportation and to voting booths. These laws are based solely on a belief that black people are inferior to white people. Segregation has a long and disturbing history in our country. Seg-

### STATE-SUPPORTED RACIAL DISCRIMINATION

regation on railroad cars, for example, began in the 1880s with the passing of laws requiring separation of the races in public transportation. When Homer Plessy challenged Louisiana's segregation law in 1896, the U. S. Supreme Court ruled that it was legal to separate people based on race. Many states, including Alabama, relied on this ruling to justify "Jim Crow" laws that required racial segregation on a much wider scale—including in public schools. In addition, Alabama and other states created laws that removed or restricted black voters' access to the polls. These laws have had the effect of both restricting black Americans' opportunities and communicating an alarming message to all Americans about racial superiority and inferiority.

Segregation laws prevent black Americans from having equal access to such basics as education, employment, housing, and participation in the political process. Further, these laws restrict black Americans'

access to churches, restaurants, theaters, bathrooms, water fountains, hospitals, cemeteries, baseball games, parks, playgrounds, telephone booths, and libraries.

Fortunately, there are people and groups working for change. The National Association for the Advancement of Colored People (NAACP) has worked since 1909 to change the laws that keep the races separate. In 1951, the NAACP filed a lawsuit, *Brown v. Board of Education*, on behalf of a black elementary school student in Topeka, Kansas who could not attend the school that was nearest her home because it was designated as a whites-only school. This lawsuit reached the U. S. Supreme Court, and in 1954, the Court's justices ruled that racially segregated schools were unconstitutional.

Many white citizens, particularly in the southern states, reacted negatively to the *Brown* decision and formed citizen councils to work for continuing the practice of segregation. In Montgomery, a law was passed that required black riders to sit in the backs of city buses, leaving seats in the front to whites. Propelled to action by the unfairness of this law, a group of concerned citizens came together as the Montgomery Improvement Association and agreed to manage a boycott of the city's bus system. The boycott began in December 1955 and stayed strong even as bombs destroyed the homes of many of Montgomery's black citizens—including the home of Dr. Martin Luther King, Jr. These bombs were meant to put fear into the hearts and homes of boycott supporters.

However, the boycotters continued their fight until May 1956, when a panel of federal judges ruled that *Brown v. Board of Education's* ban on segregation in schools extended also to segregation on public buses.

racial prejudice and discrimination. As we reflect on the year we are leaving behind and the one we are entering, it is undeniable that Birmingham is a city in turmoil.

I encourage those of you who

## The long-term lesson of the Montgomery Improvement Association is that citizens can make a difference when they come together to seek solutions to the problems they share.

In Birmingham, the Alabama Christian Movement for Human Rights (ACMHR) also serves as an inspiration. Initiated under the leadership of Reverend Fred Shuttlesworth in response to Alabama's outlawing of NAACP activities, the ACMHR has successfully targeted the courts to challenge discriminatory policies. While there has been progress, there remains much more that needs to be done.

We cannot continue to ignore the harmful impact segregation is having on communities and citizens across the country.

## It Is Time For Action.

It is time for people to come together to talk about what's wrong and to deliberate on what needs to be done. Right here and now in Birmingham, we are experiencing segregation's harmful effects firsthand. Our parks are closed, our downtown businesses are threatened by boycotts, and our churches are being bombed—all because of

read my letter to feel alarmed by the current state of race relations in our city, and to commit to an effort to make Birmingham better. The unfairness of segregation should be on the consciences of every American who has read the Declaration of Independence ("...all men are created equal...") or recited the Pledge of Allegiance ("...indivisible, with liberty and justice for all").

Despite all our differences as individuals, it can be agreed that we all value safe communities that offer us hope for the future. The practice of segregation has led our city, our state, and our country to become a place where we feel neither secure nor hopeful. If we are going to truly endorse the principles of our founding fathers, then we must work together to improve our city's future. We must collectively address the divisions that keep fairness and equality from being available to all of our citizens. And then we must figure out what we need to do in order to ignite the kinds of changes that will improve all of our lives, all of our communities, and all of our futures. ★

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*Although the Birmingham Gazette is a fictional newspaper, the concerns expressed by this letter's writer are very real.*



APPROACH ONE

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# Take a Legislative and Legal Stand

## We can achieve lasting equality only through laws that ensure fairness and justice.

If the United States is the land of the free, then we must do more to make sure that everyone is treated fairly. To honor our founding principles of freedom and equality, we need to aggressively change laws to get rid of segregation. Lawmakers must enact and enforce federal laws prohibiting segregation and discriminatory practices. Federal courts must require states and cities to respect court rulings. If citizens and institutions do not respect existing laws, then lawyers must work to ensure equality through lawsuits.

### POSSIBLE ACTIONS

### CONSEQUENCES TO CONSIDER

- |  |   |
|--|---|
| <p>Lobby legislators and write letters asking them to pass laws that guarantee justice, equal access to government-funded institutions, and voting rights for all.</p> | <p>.....▶ Lobbying requires a lot of time and money. Lawmakers may face reelection challenges if they support and pass civil rights legislation. Written letters may not reach lawmakers.</p> |
| <p>Influence policymakers and voters across the country to support federal civil rights legislation by organizing a march in Washington D.C.</p>                       | <p>.....▶ A march in Washington may be seen by some as an illegal and disorderly protest, and some marchers may be arrested. Disorder and arrests may damage the civil rights movement.</p>   |
| <p>Hire lawyers to file lawsuits against institutions still enforcing segregation.</p>   | <p>.....▶ Legal cases against major institutions may be time-consuming and expensive. It may be challenging to find plaintiffs for such civil rights lawsuits.</p>                            |
| <p>Encourage public officials to use the military and police officers to enforce fair treatment.</p>   | <p>.....▶ Military and police enforcement may lead to violence and social unrest. Also, enforcement may not change the hearts and minds of citizens.</p>                                      |
| <p>Organize voter registration drives for disenfranchised black voters.</p>  | <p>.....▶ Lawmakers may oppose extending voting rights because voter demographics may change.</p>   |



APPROACH TWO

# Build and Strengthen Relationships

Inequality is a serious problem, but we must be very cautious not to disrupt relations in our community as we work to deal with it.

Rapid change could lead to a disordered society that threatens everyone regardless of race. We must work together in our communities to improve relationships between black and white citizens. We must study the issue, learn to work together, and push for change at the local level. We must search for common ground to unite us and work to eliminate fear. Cities, states, and local communities should work peacefully on policies that guarantee equality and fairness for all citizens.

**POSSIBLE ACTIONS**

**CONSEQUENCES TO CONSIDER**

<p>Create groups and commissions to study segregation and its impact on communities.</p>	<p>.....▶</p>	<p>Segregation and inequality are complicated issues. Studying the issues may take a very long time, and meanwhile citizens may continue to suffer.</p>
<p>Hold community discussions on race and discrimination.</p>	<p>.....▶</p>	<p>Community discussions may lead to arguments and violent public meetings. Conveners may need to invest a lot of time in planning the meetings.</p>
<p>Improve job training for all citizens to promote economic equality.</p>	<p>.....▶</p>	<p>High quality job training may not be available to all and may be expensive.</p>
<p>Encourage faith-based leaders to promote equality.</p>	<p>.....▶</p>	<p>Faith-based leaders, both black and white, may face retaliation from congregation members and the public.</p>
<p>Encourage radio and television stations to hire diverse staff and create programs that promote diversity.</p>	<p>.....▶</p>	<p>Spotlighting diversity through radio and television might influence opinions, but this may be a slow process, and some Americans might choose to ignore the programs.</p>

A black and white photograph of a protest. A yellow semi-transparent rectangle is overlaid on the center of the image. The background shows a crowd of people holding signs. One sign in the foreground reads "Seek DESEGREGATED Public Schools". Another sign to the left has "School" written on it. The scene is outdoors, with a building facade visible in the background.

APPROACH THREE

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# Take Direct & Immediate Action

## We cannot wait for gradual change.

It has been 100 years since the Emancipation Proclamation, and segregation is still being practiced in communities across the country. People are being treated unfairly, and Washington D.C. and state capitals are not moving fast enough. We cannot expect legislation and lawsuits alone to create equal opportunities. If we want to make real change, all citizens must take direct action now. Rapid change in the community may lead to positive changes across the country and the world. It's urgent that we protest, boycott, and educate immediately. We must be willing to risk jail, injury, perhaps even death.

### POSSIBLE ACTIONS

### CONSEQUENCES TO CONSIDER

Organize sit-ins in segregated restaurants, businesses, and public places.	.....▶	Business owners, customers, and police officers may react to sit-ins with violence; protestors may be tempted to fight back.
Boycott stores and transportation systems that refuse to serve all citizens equally.	.....▶	Boycotts could hurt the local economy. People could lose their jobs.
Organize and train young people in nonviolent resistance.	.....▶	Young people may face arrest, physical danger, and expulsion from school.
Organize local marches to fight for voting rights and to protest segregation. Prepare marchers to serve jail time for the movement.	.....▶	Police and policymakers may respond to marches with physical force and mass arrests.
Focus press coverage on the harmful impact of segregation and discrimination.	.....▶	Some coverage may inaccurately or unfairly portray the civil rights movement.



# CLASSROOM ACTIVITIES



## Letter to the Editor

After participating in a forum using “Separate and Unequal in 1963,” ask students to write a letter to the editor of their local newspaper from the perspective of a citizen living during 1963. Encourage students to make a claim based on the themes and ideas that emerged during their forum on “Separate and Unequal in 1963: How Can We Create a Fair Society?” and to support that claim by citing relevant data and/or evidence.

- ▶ Ask students to reflect in small groups on the common themes and ideas that emerged during the forum as they prepare to write their letters.
- ▶ Provide examples of letters written by citizens during the Civil Rights Movement for students to reference. For example:
  - ▶ **“Letters from the Field”** authored by those working to advance the Civil Rights Movement in the 1960s South. The letters share the successes and the immense challenges Civil Rights Movement workers faced:  
<http://www.crmvet.org/lets/letshome.htm>
  - ▶ **Letters from Alabama citizens to Gov. George C. Wallace** sharing their opinions of desegregation efforts and the Civil Rights Movement:  
<http://www.archives.alabama.gov/teacher/rights/rights2.html>
  - ▶ **Dr. Martin Luther King, Jr.’s “Letter from a Birmingham Jail”**:  
[http://www.africa.upenn.edu/Articles\\_Gen/Letter\\_Birmingham.html](http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html)

### LEARNING OUTCOMES

- ▶ Students will read informational texts and be able to cite relevant, accurate data or evidence.
- ▶ Students will write persuasive arguments that introduce a claim about an issue.
- ▶ Students will demonstrate understanding of the issue by supporting their claims with relevant, accurate data and evidence.
- ▶ Students will identify credible sources and use those sources for relevant, accurate data and evidence.

#### Alabama Course of Study: English Language Literacy for College and Career Readiness Correlation<sup>1</sup>

##### Writing Standards

###### **Text Types and Purposes**

- ▶ 7th and 8th Grade: [W.7.1] [W.8.1]
- ▶ 9th and 10th Grade: [W.9-10.1]
- ▶ 11th and 12th Grade: [W.11-12.1]

##### Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

###### **Write arguments focused on discipline specific content.**

- ▶ Using the same English Language Literacy for College and Career Readiness Writing Standards for the argument text type listed by grade level above.

# 02 Taking Action

Ask students to choose an action idea (“Possible Actions”) contained in one of the three approaches in “Separate and Unequal in 1963: How Can We Create a Fair Society?” Have students research historical events, stories, photographs, and videos to gather relevant, accurate information related to that action idea. After researching, students can present their findings to their classmates, author a report, film a video, or create online wikis sharing their research.

- ▶ After identifying an action idea, students will work in small groups or individually to research historical events from the Civil Rights Movement that illustrate their chosen action idea.
- ▶ Students will share their findings with their classmates through an appropriate medium, such as: PowerPoint presentations, posters, online wikis and blogs, individual or group oral presentations, role-playing activities, dramas, or classroom panel discussions.

## LEARNING OUTCOMES

- ▶ Students will conduct research to answer a question.
- ▶ Students will identify and gather information from a variety of credible sources and draw evidence from these sources that will support action ideas.
- ▶ Students will collaborate effectively with peers.
- ▶ Students will demonstrate effective presentation and media skills, making sure to credit and cite sources.

### Alabama Course of Study: English Language Literacy for College and Career Readiness Correlation<sup>2</sup>

#### **Writing Standards**

##### **Research to Build and Present Knowledge**

- ▶ 7th and 8th Grade: [W.7.7][W.8.7][W.7.8][W.8.8][W.7.9][W.8.9] [W.7.9b] [W.8.9b]
- ▶ 9th and 10th Grade: [W.9-10.7][W.9-10.8][W.9-10.9][W.9-10.9b][W.9-10.9b]
- ▶ 11th and 12th Grade: [W.11-12.7][W.11-12.8][W.11-12.9][W.11-12.9b]

#### **Speaking and Listening Standards**

##### **Presentation of Knowledge and Ideas**

- ▶ 7th and 8th Grade: [SL.7.4][SL.8.4][SL.7.5][SL.8.5][SL.7.6][SL.8.6]
- ▶ 9th and 10th Grade: [SL.9-10.4][SL.9-10.5][SL.9-10.6]
- ▶ 11th and 12th Grade: [SL.11-12.4][SL.11-12.5][SL.11-12.6]

<sup>1</sup> The English Language Arts: English Language Literacy for College and Career Readiness Standards from the 2013 Revised Alabama Course of Study can be found in its entirety via the link below. Alabama English Language Literacy for College and Career Readiness Standards are based on Common Core Standards. <http://tinyurl.com/pb45pkg>

<sup>2</sup> The English Language Arts: English Language Literacy for College and Career Readiness Standards from the 2013 Revised Alabama Course of Study can be found in its entirety via the link below. Alabama English Language Literacy for College and Career Readiness Standards are based on Common Core Standards. <http://tinyurl.com/pb45pkg>

# GLOSSARY of TERMS

**ABOLISH:**

To get rid of completely.▲

**BOYCOTT:**

To join with others and refuse to buy or sell something or to deal with someone.▲

**COMMISSION:**

A group of people who are chosen to do a certain thing.▲

**DEMOGRAPHICS:**

The qualities (such as age, sex, and income) of a specific group of people.▲

**DISCRIMINATION:**

The practice of treating persons in a less kind or fair way because of prejudice.▲

**DISENFRANCHISE:**

To prevent (a person or group of people) from having the right to vote.▲

**DIVERSITY:**

The condition of being different or varied; difference or variety.▲

**EMANCIPATION:**

The act of setting free from slavery or strict control.▲

**ENACT**

To make into law.▲

**ENFORCE:**

To make people obey.▲

**FAITH-BASED:**

Affiliated with or based on religion or a religious group.▲

**FEDERAL:**

Of the central government of the U.S.▲

**INTEGRATE:**

To open to people of all races.▲

**INSTITUTION**

A church, school, prison, or other organization with a special purpose.▲

# GLOSSARY of TERMS

**JIM CROW:**

Ethnic discrimination especially against blacks by legal enforcement or traditional sanctions.◦

**JUSTICE:**

The quality of being just or fair.▲

**LAWSUIT:**

A case brought before a law court by one person or group against another to settle a dispute between them.▲

**LEGISLATION:**

The act or process of making laws.▲

**LOBBY:**

An organized group of people who work together to influence government decisions that relate to a particular industry, issue, etc.◦

**MOBILIZE:**

To bring people together for action.◦



**PLAINTIFF:**

A person who sues another person or accuses another person of a crime in a court of law.◦

**POLICYMAKER:**

Someone who sets the plan pursued by a government or business etc.◦

**PREJUDICE:**

An unfair feeling of dislike for a person or group because of race, sex, religion, etc.◦

**PROHIBIT:**

To forbid by law or by an order.▲

**SEGREGATION:**

The practice of forcing people of different racial groups to live apart from each other or to go to separate schools.▲

**TENSION:**

A state in which people, groups, countries, etc. disagree with and feel anger toward each other.◦



**UNCONSTITUTIONAL:**

Not allowed by the constitution of a country or government.◦

▲Webster's New World Children's Dictionary. Editor: Victoria Neufeldt. (New York: Prentice Hall, 1991).  
 ◦Merriam-Webster Online Dictionary. Accessed July 21, 2014. Link: <http://www.merriam-webster.com/>

# RESOURCES

## PRIMARY SOURCES

The Alabama Department of Archives and History preserves numerous documents from the Civil Rights Movement in Alabama. The site also includes lesson plans: <http://www.archives.alabama.gov/teacher/rights.html>

The American Public Media and American RadioWorks "Say it Plain, Say it Loud" website chronicles a century of African-American speeches: <http://americanradioworks.publicradio.org/features/blackspeech/>

The Avalon Project at Yale University contains a collection of African-American autobiographies: [http://avalon.law.yale.edu/subject\\_menus/african\\_americans.asp](http://avalon.law.yale.edu/subject_menus/african_americans.asp)

The Civil Rights Movement Veterans website shares documents and stories preserved by Civil Rights Movement veterans: <http://www.crmvet.org/docs/dochome.htm>

George Mason University's "History Matters" website contains numerous U.S. historical documents, including primary sources from the Civil Rights Movement: <http://historymatters.gmu.edu/>

The Library of Congress houses numerous Civil Rights primary sources: <http://www.loc.gov/teachers/classroommaterials/themes/civil-rights/set.html>

The Library of Congress houses several public domain photographs from the Civil Rights Movement: [http://www.loc.gov/rr/print/list/084\\_civil.html](http://www.loc.gov/rr/print/list/084_civil.html)

PBS's "Eyes on the Prize: America's Civil Rights Movement 1954 – 1985" website links to several primary sources: <http://www.pbs.org/wgbh/amex/eyesontheprize/sources/>

Sam Houston University's Library database includes links to primary sources and a Civil Rights Litigation Clearinghouse: <http://shsulibraryguides.org/content.php?pid=123437&sid=1061876>

Stanford University's Martin Luther King Jr. Research and Education Institute provides links to King's sermons and speeches: <http://mlk-kpp01.stanford.edu/>

The University of Virginia hosts a website detailing the television news of the Civil Rights Movement from 1950 – 1970: <http://www2.vcdh.virginia.edu/civilrightstv/index.html>

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## SECONDARY SOURCES

The Alabama Department of Tourism Civil Rights App for smart phones contains an interactive timeline of the Civil Rights Movement in Alabama for travelers along Alabama's Civil Rights Trail: <http://alabama.travel/civil-rights-app>

The Encyclopedia of Alabama provides a comprehensive overview of the Modern Civil Rights Movement in Alabama: <http://www.encyclopediaofalabama.org/face/Article.jsp?id=h-1580>

"Freedom Summer," a PBS documentary, tells the story of over 700 student volunteers who combated segregation over 10 weeks during the summer of 1964: <http://www.pbs.org/wgbh/americanexperience/films/freedomssummer/>

The Southern Poverty Law Center's "MightyTimes: The Children's March" multimedia education kit seeks to inspire youth activism through civil rights history: <http://www.splcenter.org/get-informed/news/inspiring-youth-activism-through-civil-rights-history>

"The African Americans: Many Rivers to Cross," a PBS video series, chronicles the journey of African Americans from their first arrival on the North American continent to the inauguration of Barack Obama: <http://www.pbs.org/wnet/african-americans-many-rivers-to-cross/video/>

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DAVID MATHEWS  
CENTER for CIVIC LIFE

## DAVID MATHEWS CENTER FOR CIVIC LIFE

The David Mathews Center is a 501 (c) 3 non-profit organization that works with citizens who want to make positive, innovative decisions that lead to action in their communities on issues that concern them. The Center works to encourage sustainable community practices that are aimed at building and preserving a healthy democracy. We do this through signature programs such as Alabama Issues Forums, Teachers' Institute, Coaching Community Innovation Workshops, and the Jean O'Connor-Snyder Internship. We take a non-advocacy, non-partisan approach to facilitating the important work that citizens must do to maintain a civic environment that promotes engagement. The Center honors the life and work of Dr. David Mathews, a native of Grove Hill, Alabama and President and CEO of the Kettering Foundation in Dayton, Ohio. Our offices are in Montevallo, Alabama, on the American Village campus, an institution with which we share a passion for educating the next generation of citizens.

## PROJECT C

Produced by Alabama Public Television, Project C: Lessons from the American Civil Rights Movement is a three-year series of electronic field trips taking place throughout the civil rights fiftieth anniversary years of 2013 – 2015. Project C focuses on the role of citizenship in a democracy through the study of historical events and examines the past to teach the importance of civic engagement in support of a humane, civil, and just society.

Additional Project C resources can be accessed at [www.aptv.org/project-C/](http://www.aptv.org/project-C/)

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