

Brown v. Board of Education: The
Integration of America

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Process Paper

Last year, the topic of Brown v. Board of Education was brought up in AP World History, and the new trend of pursuing legal action to create change in society. The impacts of Brown v. Board of Education on our society today are undeniable, so we thought to pursue the topic further to understand the growing impact of legal cases. Brown v. Board of Education was also important to the development of the Civil Rights movement, and the research on the case informed us about the direct and indirect effects of the ruling. The research on Brown v. Board of Education led us to understand more fully the complex nature of the case, and the events that worked together to allow it to make an impact on society.

The research that we did on Brown v. Board of Education began in various social studies classes in high school to give us a base of knowledge about the specifics of the case. We then took this knowledge to help us research the case on the internet, and we continually learned more and more about the case. From there we learned about psychological tests done by Drs. Kenneth and Mamie Clark on the effects of segregation as well as other primary documents that we use to enhance our research. On the internet, we found the original studies posted by the Clarks on the negative effects of segregation, and original court documents, newspaper articles, and pictures from the era of Brown v. Board of Education to gain a deeper understanding of all aspects of the case.

We chose the category of documentary because we felt that it would be the most effective method to displaying the causes, events, and effects of the case Brown v. Board of Education. We had experience editing video before, so we didn't have to learn the new skill allowing us to focus more on the research aspect of the project. We created our documentary by first getting all the research done, visual aids found, and script finished before we recorded and edited the video. We spent a larger portion of time on the first part, but still put effort in to making the presentation appealing and organized.

The topic of Brown v. Board of Education relates to the theme of Breaking Barriers because the decision of the case broke through segregation in various aspects of society, and not just education. The case paved the way for the Civil Rights movement to effectively develop and bring about change in society. Brown v. Board of Education also action by the federal government against the discrimination of people based on race, and this brought about progress the latter half of the 20th century. Last but not least, Brown v. Board of Education gave people hope that they did not have before that American society could become an accepting, integrated, and fair one for all.

Primary Sources

Abraham Lincoln (1809-1865), 16th President of the United States, Portrait as Lawyer, 1832. Abraham Lincoln (1809-1865), 16th President of the United States, Portrait as Lawyer, 1832. 1832. *TIME*, TIME USA, [time.com/5257581/lincolns-last-trial-excerpt/](https://www.time.com/5257581/lincolns-last-trial-excerpt/). The image of Abraham Lincoln helped us contextualize the series of events leading up to the eventual case *Brown v. Board of Education*. The image was used towards the beginning of the documentary as the assassination of President Lincoln was at the beginning of the timeline of the post-slavery journey for racial justice in the United States.

African American Students Walk Past White School Bus . 1945. *South Carolina's Equalization Schools*, www.scequalizationschools.org/briggs-v-elliott.html. The photograph of black students walking past a white school bus on their way to school helped us understand the lack of equal facilities and services provided to black and white people at the time, and one of the main concerns of the plaintiffs in *Brown v. Board of Education* of transportation issues. The photograph shows the inequality and injustice of society at the time for African Americans. We used the photograph while talking about the case *Briggs v. Elliot*, which was consolidated under *Brown v. Board of Education*, because it was taken in South Carolina.

American Students in Classroom. *National Park Service*, www.nps.gov/brvb/index.htm. The photograph of the students in their classroom shows how the decision in *Brown v. Board of Education* might have not completely desegregated schools, but the reversal of *Plessy v. Ferguson* allowed for somewhat more diverse classrooms. The photograph was used while talking about the reversal of *Plessy v. Ferguson* because it shows a classroom that has desegregated a small amount.

Attorneys for Negro Plaintiffs. Brown V. Board of Education: Virginia Responds, www.lva.virginia.gov/exhibits/brown/whatwas.htm. The photograph of the three lawyers providing legal defense for a case regarding racial justice helped us understand the amount of

cases that the NAACP were involved with because the case was *Davis v. Board of Education* before it was consolidated at the Supreme Court level. This photograph helps emphasize the role that the NAACP took in legal action at the time. We used this photograph to symbolize *Brown v. Board of Education's* use of legal action to obtain the ruling of desegregation.

Baker, Robert E. L. "Segregation's Citadel Unbreached in 4 Years." *The Washington Post*, 11 May 1958. *Library of Congress*, www.loc.gov/exhibits/brown/brown-aftermath.html. The newspaper article "Segregation's Citadel Unbreached in 4 Years" showed us how the decision in *Brown v. Board of Education* did not translate to immediate action and the desegregation of schools. The article shows how schools in the South are just as desegregated as they were before the decision. We used this article while talking about the shortcomings of the decision because the Supreme Court did not break through and get desegregation for many more years.

Bamn: Coalition To Defend Affirmative Action & Integration And Fight For Equality By Any Means Necessary, Sponsor. Save *Brown vs. Board of Education* build the new civil rights movement. Photograph. Retrieved from the Library of Congress, <www.loc.gov/item/2004666478/>. The photograph of the poster calling to build the civil rights movement by saving *Brown v. Board of Education* helped us understand the effect that the case had on the Civil Rights movement in America. We used the picture to demonstrate this during the introduction because the Civil Rights movement was an important development in the United States that was sparked by the case.

Black Americans for Democracy. Nov. 1972. *University of Arkansas Libraries Digital Collections*, *Brown v. Board of Education: The First Step in the Desegregation of America's Schools*. The newspaper page from the Black Americans for Democracy group informed us that student groups began to take hold during the Civil Rights movement advocating for equality for all. The newspaper helped us understand the growing trend of activism among students at the time. We

used this newspaper as an effect of the decision in *Brown v. Board of Education* because the decision pushed many to take action to continue the progress of racial justice.

A Black and a White Doll. *Northside Center*, www.northsidecenter.org/our-history.html. The photograph of the black doll and the white doll helped us understand what the doll test was, and what was meant by its name. The photograph shows the general premise of the study which was to see which doll was reacted to more favorably, and in general how kids interacted with the dolls. We used this photograph while talking about the doll test because it's important to understand what the study was trying to accomplish, and the results it got when looking at the decision by the Supreme Court in *Brown v. Board of Education*.

Black Lives Matter March. NPR,

www.npr.org/sections/codeswitch/2016/03/02/468704888/combing-through-41-million-tweets-to-show-how-blacklivesmatter-exploded. The photograph of the Black Lives Matter movement marching for equal treatment of all helped show us that steps are still needed to be made, even today. The photograph highlights that *Brown v. Board of Education* and the subsequent Civil Rights Act did not fully gain racial justice for black people, but that with all our progress, we need to make more. We used this picture while talking about the effects that *Brown v. Board of Education* has today because of the injustices that still face minorities in the United States.

Black Man Standing in Front of "Colored Waiting Room" Sign. *American Experience*, PBS,

www.pbs.org/wgbh/americanexperience/features/freedom-riders-jim-crow-laws/. The photograph of the "Colored Waiting Room" sign was important for us to understand segregation in the United States at the time, and contextualize the Separate Car Act of Louisiana that legally segregated rail cars. The photograph helped us show the general premise of the Louisiana Car Act, and to help viewers understand why Plessy took the law to court in *Plessy v. Ferguson*.

Block, Herbert. "If the Government Doesn't Support Separate-But-Equal Schools for Our Children, Its Guilty of Discrimination!" *Library of Congress*, 12 Feb. 1963, www.loc.gov/item/2004665750/.
 Cartoon. The cartoon helps us understand the reactions that the case of Brown v. Board of Education had to its ruling. The sarcasm that Block uses shows one point of view that segregation is against democratic ideals, and the person he is depicting is angry and upset with the ruling. We used the picture to help understand the immediate effects of the ruling among different groups of people.

The Brown Family . Teaching Tolerance, www.tolerance.org/print/11367/print. The photograph of the Brown Family is important because they symbolize the case of Brown v. Board of Education, and they will forever be tied to the case. The photograph was used by us as our last photograph because the family picture represents the case as a whole, and it ties all of the events, effects, causes, conflict, and the decision of Earl Warren all back together.

"Brown V. Board of Education: Topeka, 1954." *American Experience*, PBS, www.pbs.org/wgbh/americanexperience/features/eisenhower-brownvboard/. The article on the web page American Experience produced by PBS, the opinion of Earl Warren is quoted when giving the unanimous decision to overturn segregation in the original ruling. This opinion of the court helped us understand what factors lead to the unanimous decision, what exactly the decision meant, and why the cases were reheard after the original hearings. We used this to understand the view of the Supreme Court during the case Brown v. Board of Education.

Buchanan V. Warley. Sutori,

www.sutori.com/item/1917-buchanan-v-warley-was-a-court-case-won-by-the-naacp-that-dependd-upon-pr. The photo of the protestors to housing segregation and discrimination helped us display the premise of the court case Buchanan v. Warley which was an early

legal victory for the NAACP. The photo was important in demonstrating that segregation existed outside of education, and there were many fronts that the NAACP was fighting on. The photograph of the protestors helped us understand the growing racial tension in the United States that led to the growing Civil Rights movement.

Chief Justice Fred Vinson at His Desk, 1949. 1949. *Separate Is Not Equal: Brown V. Board of Education*, Smithsonian National Museum of American History, americanhistory.si.edu/brown/history/5-decision/detail/vinson.html. The photograph of Fred Vinson helped show us who he was, and learning about his subsequent death in the middle of the case *Brown v. Board of Education* was important to the case itself because the appointment of the next chief justice would be pivotal in the fight for racial justice in America. The picture shows Vinson at his desk doing work. We used the picture while talking about the time period in between the original hearings, and the rehearings scheduled later because Vinson passed away during this time period.

Clark, Kenneth B., and Mamie P. Clark. *Racial Identification and Preference in Negro Children*. The sociological study done by Kenneth and Mamie Clark gave me information on the type of arguments that were used by Thurgood Marshall in his representation of the plaintiffs in *Brown v. Board of Education*. The study was a primary source because it outlined the effects that segregation had on black children during the time period.

Classroom That Is Desegregated and Integrated. *American Civil Liberties Union*, www.aclu.org/blog/racial-justice/race-and-inequality-education/brown-v-board-made-it-64-how-much-longer-will-it. The photograph showing a classroom that is integrated and desegregated helped us understand what effects the ruling in *Brown v. Board of Education* would potentially have, and it helped us show what desegregation should have looked like. The photograph was

used at the beginning of the documentary during the quote of the ruling in favor of desegregation because it showed the effects of the ruling.

Conflict between White and Black People. *NPR*, www.npr.org/tags/697694112/separate-car-act. The illustration of the conflict between white and black people helped us understand the strong racial divide that existed in America at the time of the case *Plessy v. Ferguson*. *Plessy v. Ferguson* was an important event in the timeline of *Brown v. Board of Education*, and contextualizing the period in which it happened was important to understanding why segregation was upheld as constitutional. The picture was used during the description of the case *Plessy v. Ferguson* to highlight it was so important to have the ruling in *Brown v. Board of Education* to start and desegregate America.

Desegregated Class Picture. District Administration,

districtadministration.com/boston-schools-take-new-look-at-civil-rights/. The photograph of the desegregated class helped us understand that the decision in *Brown v. Board of Education* did have successful effects in certain areas of the United States. The photograph shows a class that is desegregated, and shows the positives to *Brown v. Board of Education*. We used the photograph while talking about the effects of the decision in *Brown v. Board of Education* because the most direct of them was desegregated classrooms.

Desegregation of Berkeley Public Schools. *Berkeley Public Schools,*

www.berkeleyschools.net/2018/12/50th-anniversary-of-berkeleys-pioneering-busing-plan-for-school-integration/. The photograph of the integration of students in Berkeley Public Schools helped us understand that there were some successful attempts to desegregate schools. The photograph helped us show that desegregation was not an impossible achievement, and that the integration of schools was something that could happen all across America. We used the photograph at the end

of the introduction to highlight the positive effect from the ruling of *Brown v. Board of Education*.

The Doll Test. 1947. *Aperture*, aperture.org/blog/racial-innocence-postwar-america/. The photograph of the doll test done by Drs. Kenneth and Mamie Clark showed us an important piece of testimony, and how Marshall was able to prove the adverse effects of segregation on African American children. The photograph shows a black kid being shown two dolls, a black and a white one, and the kid is pointing at the white doll. This shows the lack of confidence, the racial prejudice taught to children indirectly through the segregation of school, and the negative mental health effects of segregation. We used this photograph while talking about the doll test's importance in the case of *Brown v. Board of Education*, and ultimately the decision to desegregate schools.

Drs. Kenneth and Mamie Clark. Hogg Foundation for Mental Health, U of Texas, hogg.utexas.edu/podcast-dr-kenneth-clark-on-racism-and-child-well-being. The photograph of Drs. Kenneth and Mamie Clark showed us that Marshall focused on the psychological effects of segregation, and that they testified because they were leaders in their field. The photograph was used to show who Kenneth and Mamie Clark were, and we used it while talking about the argument that Marshall developed focusing on the negative psychological effects that segregation had on black children.

Earl Warren, 1953-1969. The Supreme Court Historical Society, supremecourthistory.org/timeline_warren.html. The illustration of Earl Warren helped us understand and show the importance of his appointment to the Supreme Court. The illustration of Warren helped us show that his appointment in the middle of *Brown v. Board of Education* was an important moment in the case. The illustration was used during the introduction because Warren was an important person in the case *Brown v. Board of Education*.

Ethel Belton. Brown v. Board: The Untold Stories, brown65.the74million.org/beltonvgebhart. The

photograph of Ethel Belton was similar to the picture of Linda Brown in that it symbolized the case of *Belton v. Gebhart* for the purpose of our project. The photograph showed Ethel Belton as a high school student which illustrated that the case was the work of the students themselves. We used the photograph when talking about *Belton v. Gebhart* because it represented the case.

Farmville High School Auditorium . *National Archives* , www.archives.gov/education/lessons/davis-case.

The photograph of the auditorium in Farmville High School helped show how to use the facilities that were provided to white students at the time, and it helped us understand that the facilities provided for black students were worse. The picture shows a normal auditorium, and it helps us understand the facilities that were supposed to be provided for everyone at the time. We used the photograph when talking about the case *Davis v. Board of Education* because it was used as evidence in the case.

First Graders Recite the Pledge of Allegiance, Gwynns Falls Elementary School . 1955. *Maryland Historical Society* ,

www.mdhs.org/underbelly/2014/09/25/are-we-satisfied-the-baltimore-plan-for-school-desegregation/. The photograph of the desegregated class reciting the pledge of allegiance showed us that America was capable of desegregation despite the opposition mainly from the South. The photograph represents what a perfect American society should look like because of its inclusiveness to all. We used the photograph to depict the desegregation of schools, the broken barrier between the races, and the successes of *Brown v. Board of Education*.

Houston Delivers Oral Argument in Court. *Harvard Law Today* ,

today.law.harvard.edu/the-man-who-killed-jim-crow-the-legacy-of-charles-hamilton-houston/.

The photograph of Charles H. Houston helped us understand how the NAACP was fighting for racial equality and justice. The photograph shows that Houston, a lawyer, was instrumental in

achieving progress in racial equality, and that it was primarily through legal action. We used the photograph while talking about the contributions that Houston and Thurgood Marshall made for the NAACP because those two guys had a large impact on the case of *Brown v. Board of Education*, and on society today.

"'Jim Crow' Cars: The Supreme Court Says That They Are Constitutional ." *The Saint Paul Globe* [Saint Paul, MN], 19 May 1896. *Library of Congress*, chroniclingamerica.loc.gov/lccn/sn90059523/1896-05-19/ed-1/seq-1/#words=CROW. The newspaper article on the decision of *Plessy v. Ferguson* helps us understand the view of the federal government at the time which was that segregation was constitutional. The article talks about the case, and illustrates the basic details of it. We used the article when mentioning the reversed precedent that *Brown v. Board of Education* set over *Plessy v. Ferguson*.

John Philip Sousa Junior High School . National Park Service, www.nps.gov/places/washington-dc-john-philip-sousa-junior-high-school.htm. The photograph of John Philip Sousa Junior High School helped us understand where the case of *Bolling v. Sharpe* originated from, and to see one of the segregated schools that were protested against and outlawed in *Brown v. Board of Education*. The picture of the junior high school represents the case of *Bolling v. Sharpe*, and we used the photograph when talking about the case.

Joint Resolution Proposing the Thirteenth Amendment to the United States Constitution. 31 Jan. 1865. *National Archives*, prologue.blogs.archives.gov/2013/01/03/emancipation-proclamation-the-13th-amendment/. The photograph of the proposed 13th amendment to the Constitution helped us contextualize the events leading up to *Brown v. Board of Education*, and it helped us understand the importance of the presidency of Abraham Lincoln on the course of racial justice. We used this photograph at the

beginning of the timeline of events because the 13th amendment helped pave the way for *Brown v. Board of Education* nearly a century later.

Karsh, Yousuf. Earl Warren in Front of the Supreme Court Building. 1955. *Karsh* ,

karsh.org/photographs/earl-warren/. The photograph of Earl Warren showed us who President Eisenhower appointed to replace Fred Vinson. The photograph shows Warren in front of the Supreme Court building with his arms crossed, and it shows the importance that Warren has on the course of history in the United States. We used the photograph while talking about the appointment of Warren to be the next chief justice of the Supreme Court, and after the death of Fred Vinson.

Kenneth Clark Observing a Child Playing with Black and White Dolls. 1947. *The New York Times*,

www.nytimes.com/2014/05/07/upshot/how-an-experiment-with-dolls-helped-lead-to-school-integration.html. The photograph shows a black child playing with two dolls, one white and one black, with Dr. Kenneth Clark observing him in the background. This photograph helped us understand the nature of the doll test, an important test to the testimony of Thurgood Marshall in *Brown v. Board of Education*, and it helped us understand the negative effects that segregation had on minority children. We used the photograph while talking about the testimony by Drs. Kenneth and Mamie Clark used the doll test to illustrate the adverse effects of segregation, and how Marshall was eventually able to prove those effects using the test.

"Lincoln Shot: Condition Considered Hopeless." *The National News* [Washington], 14 Apr. 1866. *NBC News*,

www.nbcnews.com/news/us-news/150-years-ago-today-how-lincoln-assassination-was-covered-n341246. The newspaper article on the assassination of President Lincoln showed us the large impact of the event, specifically on *Brown v. Board of Education* as it delayed progress in regards to racial justice and with the integration of slaves into society as free people. The articles

represents the massive impact the murder had during the time after the Civil War in getting the Union integrated back together again. We used this article in the conclusion on the recap of the timeline of events leading to *Brown v. Board of Education* because of its importance.

Linda Brown at 1979 Ceremonies of the Anniversary of *Brown V. Board of Education*. 1979. *NPR*, www.npr.org/sections/thetwo-way/2018/03/26/597154953/linda-brown-who-was-at-center-of-brown-v-board-of-education-dies. The photograph of Linda Brown helped us understand that she was at the center of *Brown v. Board of Education*, and that her father's actions propelled the case forward. The photograph is important because Linda Brown became a symbol of the movement to desegregate schooling in America. We used the photograph while talking about all the cases consolidated under *Brown v. Board Education*.

Martin Luther King Jr. Leads March from Selma to Montgomery for Voting Rights for African Americans. *ABC News*, abcnews.go.com/US/photographers-lens-martin-luther-king-civil-rights-movement/story?id=44768267. The photograph of Martin Luther King Jr. leading a Civil Rights march for voting rights helped us understand what the decision in *Brown v. Board of Education* helped build. The Civil Rights movement was pushed forward with the victory in *Brown v. Board of Education*, so it was important for us to understand the development of the Civil Rights movement nationally. We used this photograph when listing the Civil Rights movement as an important effect of the decision in *Brown v. Board of Education*.

Martin Luther King Jr. Waving to a Crowd during the March On Washington. 28 Aug. 1963. *NPR*, www.npr.org/2010/01/18/122701268/i-have-a-dream-speech-in-its-entirety. The photograph helped show us that the Civil Rights movement had gained a significant following from, and became a national movement that spanned across all backgrounds even with the heavy opposition still faced from white supremacists. The photograph was used to highlight the growing popularity

of the Civil Rights movement, and tie it back to the decision in *Brown v. Board of Education* because it gave many minorities hope that racial justice could be achieved. We used the photograph while talking about the development of the Civil Rights movement in the United States.

McCutcheon, John T. "Car for White Folks V. Jim Crow Car." *North Carolina Museum of History*, 1904, www.ncmuseumofhistory.org/session-four-late-19thearly-20th-century. Cartoon. The cartoon depicting the condition of rail cars for white people and those for black cars helped us understand that the facilities that were usually provided were separate but not equal, leading many black people to take action against that injustice. We used the cartoon while talking about *Plessy v. Ferguson* to help outline that segregation was oftentimes discriminatory against minorities, and was definitely not equal.

Mother Embracing Daughter after Victory in *Brown V. Board of Education*. *Civil Rights Movement Archive*, www.crmvet.org/info/schools.htm. This photograph of a mother sitting in front of the Supreme Court embracing her daughter after the decision in *Brown v. Board of Education* helps us understand and show how the ruling was very important to a lot of people, and how the case was a landmark decision based on the reactions of people afterwards. The photograph was used in the beginning of the documentary during the quote that admission to schools was to be done on a racially non-discriminatory basis to show the reactions and effects of the ruling people.

Moton High School Auditorium. *National Archives*, my.noodletools.com/web/bibliography.html. The photograph of the auditorium in Moton High School shows the inferior facilities provided for African American students at the time. The photograph shows how the auditorium is not near the quality of the one in Farmville High School. That helps us understand the injustice that many black students faced at the time. We used the photograph while talking about the case *Davis v. Board of Education* because it was used as an exhibit by the plaintiffs, and the photograph

compared to the auditorium showed at Farmville High School illustrates the gap between the quality of the two schools.

NAACP Headquarters. *The Oklahoma Eagle*,

theoklahomaeagle.net/2018/02/12/little-known-black-history-fact-naacp/. The photograph of the NAACP at their headquarters helped us to understand that it was a big organization that stretched across the country. We used the photograph to show the size of the organization as well as show the formation of the organization. The photograph was used in the section about the formation of the NAACP.

NAACP History: Charles Hamilton History. NAACP,

www.naacp.org/naacp-history-charles-hamilton-houston/. The photograph of Charles H. Houston helped us understand how the NAACP was fighting for racial equality and justice. The photograph shows that Houston, a lawyer, was instrumental in achieving progress in racial equality, and that it was primarily through legal action. We used the photograph while talking about the contributions that Houston and Thurgood Marshall made for the NAACP because those two guys had a large impact on the case of Brown v. Board of Education, and on society today.

NAACP History: Mary White Ovington. NAACP, www.naacp.org/naacp-history-mary-white-ovington/.

The photograph of Mary White Ovington helped us understand that women were part of the founding of the NAACP, and there were a number of women who pushed for equal rights in the United States. We used her picture to show that this fight for racial justice didn't just include men, but that women were involved, too. The photograph was used while talking about the founding of the NAACP because it was important to demonstrate that women were important in the movement to organize efforts to protect justice and liberties for minorities.

NAACP Leader Oswald Garrison Villard. Library of Congress,

www.loc.gov/exhibits/naacp/founding-and-early-years.html. The photograph of Oswald Garrison

Villard further helped show to us that the leaders within the NAACP were white which was contradictory to the general premise of the organization to fight for racial justice. The photograph helped us show who was in the early leadership roles of the NAACP. We used the photograph while talking about the founding of the NAACP because Villard was another equal rights advocate that attended the meeting issued by Walling.

NAACP Legal Defense Team . NAACP Legal Defense and Education Fund,

www.naacpldf.org/case-issue/landmark-brown-v-board-education/. The photograph of the NAACP Legal Defense team helped show us the importance of the case Brown v. Board of Education because of the amount of people they had present at the case. The photograph shows many lawyers, including Thurgood Marshall, that were at the case. We used the photograph to express the importance of Brown v. Board of Education in the fight for racial justice while talking about the effects of the case.

Negro Expulsion from Railway Car, Philadelphia. Library of Congress,

www.loc.gov/pictures/item/2007678048/. The illustration of a black man getting kicked out of a railway car helped us understand what was happening to minorities at the time of the case Plessy v. Ferguson. The illustration was used to demonstrate what happened to instigate the case Plessy v. Ferguson which involved Plessy getting kicked out of a railway car. However, there are no pictures of Plessy or the case, so the illustration was used to demonstrate the concept of it. The illustration helps us show the racial injustice in America during the time period.

The Niagara Movement Annual Meeting, Boston, 1907. VCU Libraries Social Welfare History Project,

Virginia Commonwealth University,

socialwelfare.library.vcu.edu/eras/civil-war-reconstruction/niagara-movement-1905-1909/. The photograph of the Niagara Movement annual meeting helped us understand that the NAACP was not the only group of people pushing for equal rights for minorities at the time. The photograph

shows that other groups of people in the Niagara Movement meet annually to discuss racial justice, and that shows the wide range of these movements that were spreading across America at a time when liberties weren't always being granted to minorities, mainly black people. We used this photograph while talking about W.E.B. Du Bois because he was an influential member of the Niagara Movement, and he ties back with the NAACP and *Brown v. Board of Education*.

Ogletree, Charles J. *All Deliberate Speed*. New York, Norton, 2004. The book by Ogletree helped us understand how *Brown v. Board of Education* impacted the lives of black kids growing up in America as he provides his experiences relating to the topic. The book helped us understand the benefits and shortcomings of the decision more in depth. We used the book to help contextualize our information on the short term effects of *Brown v. Board of Education*.

Oliver and Linda Brown. 1952. *Washington Post*,

www.washingtonpost.com/news/retropolis/wp/2018/03/27/the-determined-black-dad-who-took-li-nda-brown-by-the-hand-and-stepped-into-history/. The photograph of Oliver and Linda Brown helped us understand, show, and contextualize the case of *Brown v. Board of Education*. To us, it was important to understand who the plaintiffs were in order to understand why they were successful in legally outlawing segregation. Oliver Brown was a minister, and it helped us to understand that because his belief that God would do the right thing pushed him to continue to fight for desegregation. We used this photograph at the beginning because Oliver and Linda Brown were important plaintiffs in the case *Brown v. Board of Education*.

Order of Argument in the Case, Brown v. Board of Education. *National Archives*,

www.archives.gov/education/lessons/brown-case-order. The photograph of the order of arguments for the case *Brown v. Board of Education* helped us understand that the case did not just include the plaintiffs from Topeka, Kansas, but also five other cases from four other jurisdictions from around the country. This photograph helps show that there was more

backstories than just *Brown v. Board of Education*, and how the case was a lot more complicated than it seems. The photograph also helps us show that people from all over the country were consolidated under *Brown v. Board of Education*, and that tells us that the fight for racial justice was becoming a national movement. We used the photograph at the beginning of talking about the case when it was brought in front of the Supreme Court because the consolidation of the other cases was an important thing to note about the case.

"*Plessy V. Ferguson: Justice Harlan's Dissent 1896.*" *Reconstruction and Civil Rights*, 22 Apr. 2017, sageamericanhistory.net/reconstruction/documents/Harlan.htm. The dissenting opinion of Justice Harlan in the case *Plessy v. Ferguson* helped provide information about the views of the critics of segregation in the 19th century. Harlan's dissenting opinion was important because it signified that not all Americans believed in segregation, and that trend would continue and still continues to grow. We used this opinion to understand that segregation was supported by a lot of people, but not everyone, and the model looked backed by Supreme Court justices during the *Brown v. Board of Education* case.

President Lyndon B Johnson Signs the Civil Rights Act in a Ceremony at the White House. 2 July 1964. *TIME*, time.com/3911037/civil-rights-act-1964/. The photograph of President Johnson signed the Civil Rights Act helped us understand the effects of the Civil Rights movement which itself was a result from *Brown v. Board of Education*. The photograph represents the progress in regards to racial justice made after the ruling in *Brown v. Board of Education*. We used the photograph in the conclusion as another example of the effects of the ruling in *Brown v. Board of Education*.

President Obama Shakes Hands with Supporters after a Speech at the University of Wisconsin. 29 Sept. 2010. *CNN Politics*, www.cnn.com/2010/POLITICS/09/29/obama.wisconsin.crowd/index.html. The photograph of former President Obama shaking hands with the crowd after a speech showed us the steps that American Society has taken since the decision in *Brown v. Board of Education*.

The photograph represents the progress because Obama was the first black person to be elected as President of the United States which showed racial prejudice fading, although some still exists.

We used the photograph to show the effects of *Brown v. Board of Education* in today's society.

Protesters Protesting Segregation. *Anti-Defamation League*, ADL,

www.adl.org/education/educator-resources/lesson-plans/60-years-later-the-legacy-of-brown-v-board-of-education. The photograph of the protesters with signs against segregation helps us understand and show the opposition by African Americans to segregation for the first place, and how they were attempting to gain desegregation through other methods and not just legal action. The picture was used in the introduction of the documentary and later on during a part outlining the shortcomings of the ruling in *Brown v. Board of Education* because desegregation was not gained immediately.

Protesting Segregation. Filson Historical Society ,

filsonhistorical.org/behind-the-scenes-of-segregation-in-louisville/. This photograph helped us by allowing us to show the level of discrimination that many minorities, especially African Americans, felt in American society at the time. The photograph also shows how they correctly feel its against democratic ideals to be segregated, and that also highlights the contradictory elements to segregation and even slavery in the United States. This photograph was used when discussing the impacts of *Brown v. Board of Education*, and how its end of segregation helped create a more equal society.

Roy, Johnny. "Plessy V. Ferguson." *Apprend*, apprend.io/apush/period-6/plessy-v-ferguson/. Cartoon.

The cartoon about Plessy v. Ferguson helped us understand the injustice that faced many American minorities at the time of the case. We used the cartoon to symbolize the state of America at the time in regards to its racial equality, and to display how minorities rarely ever won

in the courts in the 19th century. The cartoon was used while talking about Plessy v. Ferguson in the documentary because it was about the case.

Scherman, Roland. Civil Rights Protest. *Anti-Defamation League*,

www.adl.org/education/resources/backgrounders/civil-rights-movement. The photograph of the Civil Rights movement protest was important because it highlighted that American society post-Brown v. Board of Education decision still had a lot of steps to take in a lot of other aspects of society to achieve racial justice. Brown v. Board of Education was an important moment in Civil Rights history, and nothing could have progressed without it, but work was still to be done. This photograph shows that idea that the fight for racial injustice didn't just stop at the desegregation of education. We used this picture while discussing the Civil Rights movement as an important social development caused by Brown v. Board of Education.

"School Segregation Banned." *The Topeka State Journal*. *National Archives*,

www.archives.gov/publications/prologue/2004/spring/brown-v-board-2.html. The newspaper article showed us the reaction from Topeka, Kansas which was the originating point of Brown v. Board of Education. the article again shows that everyone knew the magnitude of the decision, and that it would be groundbreaking affecting generations of Americans to come. We used the article while talking about the reversal of Plessy v. Ferguson because the subheading mentions the dismissal of the separate but equal doctrine.

Segregated Water Fountain . *Kentucky Women in the Civil Rights Era*, U of Kentucky,

www.kywrh.org/archives/2985. The photograph of the segregated water fountain sign was important and useful to helping us understand what segregation would look like in public areas. The water fountain photograph was important to our documentary to show the level of segregation in the United States at the time. We used the photograph after we talked about the

case of Plessy v. Ferguson to highlight the effects that the Supreme Court's decision had on American society.

Segregated Water Fountains. *Equal Justice Initiative*,

eji.org/news/memphis-cotton-gin-boss-threatens-black-worker-with-hanging/. The segregated water fountains helped us understand the server level of segregation that occurred in the United States at the time, and the severe punishments for not adhering to these policies. The photograph was found in an article about a white man threatening to hang a black man because the black man took a sip of water from the drinking fountain for whites which shows the sharp segregation in American society. We used this picture to outline the segregation of the races in the United States to show how Brown v. Board of Education was necessary to propel the fight for racial justice forward.

Seigel, Arthur S. Sign Resisting the Integration in Communities. 1942. *Bunk History*,

www.bunkhistory.org/resources/553. The photo of the sign resisting the integration of multiple races in a community was used to display the opposition facing the NAACP in the court case Buchanan v. Warley, which was an early legal victory for the organization. The sign also displays how segregation extended farther than schools. The photo of the sign helped us understand the racial tension prevalent in the United States during the rise of the NAACP.

Sign at a Greyhound Bus Station in Rome, GA. *American Experience*, PBS,

www.pbs.org/wgbh/americanexperience/features/freedom-riders-jim-crow-laws/. The photograph of the "Colored Waiting Room" sign helped us understand the issue of segregation that was the context for the rise of the case Brown v. Board of Education. The photograph showed what segregation looked like in public at the time, and it displays the rigid separation of the races. We

used this photograph to illustrate the imaginary barrier between the two races that was segregation.

Springfield Riot of 1908: Black Neighborhood Burned by White People. 15 Aug. 1908. NPR Illinois,

NPR,

www.nprillinois.org/post/efforts-rebuild-after-springfield-s-1908-race-riot-still-ongoing-0#stream/0. The photograph of the black neighborhood burned by white people during the Springfield Riot of 1908 helped us understand the heavy racial prejudices still present in American society, and why it was necessary to organize efforts to fight for racial justice in the NAACP. The photograph helped us illustrate why many equal rights advocates began to meet to provide for the defense of justice for minorities, and why they created the NAACP. We used the photograph before talking about the formation of the NAACP to show the reasons for its creation.

Student Protest, Prince Edward County, 1963. 1963. *Virginia Museum of History and Culture,*

www.virginiahistory.org/collections-and-resources/virginia-history-explorer/civil-rights-movement-virginia/brown-i-and-brown. The photograph of the student protest showed us how the decision of *Brown v. Board of Education* didn't always succeed right away in areas that were previously segregated. The photograph shows that the decision by the Supreme Court was just step one, and that many more steps needed and still need to be taken today. We used the photograph while talking about the shortcomings of the decision by the Supreme Court.

Student Raising His Hand in Class. *Education Next,*

www.naacpldf.org/case-issue/landmark-brown-v-board-education/. The picture of the student raising his hand in class was important because the classroom was desegregated, and that showed us how new generations of kids were being raised in desegregated classrooms leading to new beliefs of racial justice and equality. The photograph represents the new generations of students, and how society is continually pushing to become more equal. We used this photograph when

describing the effect that *Brown v. Board of Education* had on new students who were raised in a somewhat more racially equal society.

Tension between Black and White Students after Desegregation. *Thought Co*, Dotdash,

www.thoughtco.com/brown-v-board-of-education-summary-3194665. The photograph shows black students showing up to school while white students are watching them on presumably the first day the school was desegregated, and this helped us understand how the decision led to tension and conflict because the transition was usually not smooth. We used this photograph during the introduction to show that the desegregation of schools did not come without tension and conflict between black and white people.

Texas Western Men's Basketball, NCAA Champions, 1966. 1966. *NPR*,

www.kcur.org/post/how-missouri-man-made-ncaa-basketball-history-not-playing#stream/0. The photograph of the Texas Western men's basketball team helped show us some examples of the effect of *Brown v. Board of Education* in sports. The photograph shows a desegregated, integrated, and national championship team which highlighted the trend of higher inclusion in athletics for African Americans. We used the photograph as an example for how desegregation began to start and affect our society.

Three Lawyers Confer at Supreme Court, 1953. *Library of Congress*,

www.loc.gov/exhibits/brown/brown-brown.html. The photograph of Marshall and the other two lawyers showed us them collaborating during the timeline of *Brown v. Board of Education*. The photograph shows the prominence of the case because there are multiple lawyers providing counsel, and that illustrates the large effect the decision will have on society. We used this picture while discussing *Brown v. Board of Education* coming before the Supreme Court because Marshall provided legal counsel for the plaintiffs.

Thurgood Marshall in Front of the Supreme Court. 22 Aug. 1958. *NBC News*,

www.nbcnews.com/news/nbcblk/moral-authority-justice-thurgood-marshall-transformed-society-n779821. The photograph of Thurgood Marshall helped us understand the ties between the NAACP and *Brown v. Board of Education*. The photograph helps illustrate that *Brown v. Board of Education* was connected to the NAACP through Thurgood Marshall because he provided legal counsel for the case. The photo also shows that Marshall had a large impact on the course of racial justice in American society like Charles H. Houston. We used the picture of Marshall while talking about his contributions to the NAACP and the fight for liberty and justice for African Americans.

Thurgood Marshall, 1940-1961. NAACP Legal Defense Fund,

www.naacpldf.org/about-us/history/thurgood-marshall/. The photograph of Thurgood Marshall helped us understand the ties between the NAACP and *Brown v. Board of Education*. The photograph helps illustrate that *Brown v. Board of Education* was connected to the NAACP through Thurgood Marshall because he provided legal counsel for the case. The photo also shows that Marshall had a large impact on the course of racial justice in American society like Charles H. Houston. We used the picture of Marshall while talking about his contributions to the NAACP and the fight for liberty and justice for African Americans.

United States, U.S. Supreme Court (U.S.). *Brown v. Board of Education of Topeka. United States*

Reports, vol. 347. *Library of Congress*,

cdn.loc.gov/service/ll/usrep/usrep347/usrep347483/usrep347483.pdf. The court case of *Brown v. Board of Education*'s decision released by Earl Warren on May 17th, 1954 showed us that the opinion of the federal government on segregation had changed with *Plessy v. Ferguson*, and the unanimous decision to overturn segregation was now viewed as unconstitutional because of the adverse effects it had on black students that made it inherently unequal. The court case was a

landmark decision, and its ruling had many lasting effects that are still felt today. We used this case while going over the decision in *Brown v. Board of Education* because it is an important primary document.

---, ---. *Brown v. Board of Education of Topeka*. *United States Reports*, vol. 349, 11 May 1955. *National Archives*, www.archives.gov/files/education/lessons/brown-v-board/images/decision.jpg. The judgement released in the court case known as *Brown II*, the case that succeeded *Brown v. Board of Education*, helped us understand the lack of direction provided by the Supreme Court for the desegregation of schools. That information was helpful in understanding the shortcomings of *Brown v. Board of Education*, and why many schools avoided desegregation for many years. We used this information to form the effects of *Brown v. Board of Education* because the lack of direction from the Supreme Court had a profound effect in delaying the desegregation of schools.

---, ---. *Buchanan v. Warley*. *United States Reports*, vol. 231, 1916. *Historical Shift from Explicit to Implicit Policies Affecting Housing Segregation in Eastern Massachusetts*, The Fair Housing Center of Greater Boston, www.bostonfairhousing.org/timeline/1917-Buchanan-v.Warley.html. The court case of *Buchanan v. Warley* helped demonstrate to us that legal victory was the primary method of protecting the liberties of African Americans for the NAACP because it was an early case that got the decision against racially discriminatory housing and zoning. The court case was used to demonstrate that cases in between *Plessy v. Ferguson* and *Brown v. Board of Education* had large impacts, too, and that legal action was an effective method for the NAACP. We used the photograph while talking about the NAACP strategy of legal action because *Buchanan v. Warley* was an early victory for the organization, and paved the way for later cases such as *Brown v. Board of Education*.

---, ---. *Franklin v. State of South Carolina*. *United States Reports*, vol. 218. *Legal Information Institute*, Cornell University, www.law.cornell.edu/supremecourt/text/218/161. The court case *Franklin v.*

South Carolina helped us understand the type of cases that the NAACP was defending since this was their first case. The case was about the racial injustice that occurred when a black man was charged with murder. We used this information to understand the motives of the NAACP as well as explain the purpose of the NAACP.

---, ---. *Plessy v. Ferguson*. *United States Reports*, vol. 210, 18 May 1896. *Library of Congress*, www.loc.gov/rr/program/bib/ourdocs/plessy.html. The court case of *Plessy v. Ferguson* helped understand why *Brown v. Board of Education* was necessary, and the state of America in the late 19th century, early 20th century. We used the court document while talking about the Supreme Court decision to help and display its importance to the course of racial justice in the United States. *Plessy v. Ferguson* was important to our documentary because it led to the continuation of segregation, something *Brown v. Board of Education* fought against.

U.S. Supreme Court Justices of the 1953 Session. 1953. *National Parks Service*, www.nps.gov/brvb/learn/historyculture/justices.htm. The photograph of the Supreme Court justices of 1953 helped us understand who made the unanimous decision to overturn segregation, and the lasting impact that the decision had on federal action against segregation. The justices were comprised of all white males, but their decision showed the shift in views of the federal government since *Plessy v. Ferguson*. We used the pictures while talking about the ruling in *Brown v. Board of Education* because it helped contextualize the decision.

Vinson Court. Separate Is Not Equal: Brown V. Board of Education, Smithsonian National Museum of American History, americanhistory.si.edu/brown/history/5-decision/justices.html. The photograph of the Vinson Court helped us understand that all white justices were hearing the case of *Brown v. Board of Education*. The photograph shows the nine justices, and it also shows that none of them are minorities. This was important because the court under Earl Warren later ruled

unanimously favoring desegregation. We used the photograph to illustrate who was hearing the case when it first came before the Supreme Court in 1952

The Washington Post. 18 May 1954. *The Washington Post*,

www.washingtonpost.com/news/post-nation/wp/2014/05/16/how-the-washington-post-covered-brown-v-board-of-education-in-1954/. The newspaper from the Washington Post on May 18, 1954 showed us the reaction from the press that the decision in *Brown v. Board of Education* caused.

The newspaper headline also mentions that the official plan for desegregation was going to be deferred until later, and we used it while we talked about the delaying of the desegregation plan.

The newspaper shows the magnitude of the event because the headline takes up a large portion of the page, and most of the other stories cover parts of the case.

W.E.B. Du Bois. *U of Nebraska-Lincoln*, www.unl.edu/oasis/web-du-bois-biography. The photograph of

W.E.B. Du Bois helped show us that Du Bois was a very prominent equal rights advocate because he was among the founders of the NAACP, and he had an advanced role in the organization. The photograph helped us show that it wasn't just white liberals who advocated for equal rights for minorities because our other 3 pictures of NAACP leaders were white. We used this photograph after talking about the founding because Du Bois was prominent in other movements, such as the Niagara Movement, so we needed to a whole section about him to show his importance to the course of racial justice in America.

White People Protesting Desegregation of Schools. *Thurgood Marshall Central Trust*,

tmcsh.org/brown-v-board-of-education/. The photograph of the white people protesting the integration of the races showed us the opposition the ruling and subsequent desegregation of schools had especially in the South. The picture shows white protesters with signs that call for the integration of the races to stop. The picture highlights the resistance and unfair society that the case of *Brown v. Board of Education* had at the time. We used this photograph when talking

about the lack of an initial plan from the ruling in *Brown v. Board of Education* on the desegregation of schools because of this exact opposition was expected.

William English Walling, an NAACP Founder. 1906. Library of Congress,

www.loc.gov/exhibits/naacp/founding-and-early-years.html. The photograph of William English Walling, who was one of the founders of the NAACP, helped us understand that although the goal of the NAACP was to gain racial justice for minorities, many white liberals were involved, too. The photograph helps show that some white people did want equality for all people regardless of race, and that those beliefs were slowly becoming more common. We used the photograph at the beginning of the NAACP section because Walling was the one who called for a meeting to discuss the growing injustice of minorities after the Springfield Riot of 1908.

Young W.E.B. Du Bois. Virginia Museum of History and Culture,

www.virginiahistory.org/collections-and-resources/virginia-history-explorer/civil-rights-movement-virginia/w-e-b-du-bois-and. The photograph of W.E.B. Du Bois helped show us that Du Bois was a very prominent equal rights advocate because he was among the founders of the NAACP, and he had an advanced role in the organization. The photograph helped us show that it wasn't just white liberals who advocated for equal rights for minorities because our other 3 pictures of NAACP leaders were white. We used this photograph after talking about the founding because Du Bois was prominent in other movements, such as the Niagara Movement, so we needed to a whole section about him to show his importance to the course of racial justice in America.

Secondary Sources

"Briggs V. Elliott (1947-1951)." *South Carolina's Equalization Schools 1951-1960,*

www.scequalizationschools.org/briggs-v-elliott.html. The web page article about the case Briggs

v. Elliot helped provide details about the case before it reached the Supreme Court. The article provided information on the circumstances that led the plaintiffs to take legal action, and the injustices faced by black students in the area. We used this information to help explain the premise of the cases that were consolidated under *Brown v. Board of Education* since they were combined for their similarity.

"*Brown V. Board at Fifty: 'With an Even Hand': A Century of Racial Segregation, 1849–1950.*" *Library of Congress* , Library of Congress, www.loc.gov/exhibits/brown/brown-segregation.html. The web page article about racial segregation in the United States leading up to *Brown v. Board of Education* built context, and explained to us why *Brown v. Board of Education* had to reverse the practices of segregated America. The article provided examples and historical figures, and helped corroborate the details of segregation found in other sources. We used this information to describe segregation that was happening in the United States.

Brown V. Board: The Untold Stories. brown65.the74million.org/. The web page about the untold stories of *Brown v. Board of Education* provided more corroboration for the information about the cases consolidated under *Brown v. Board of Education*. The page also included new information about the cases that was used to gain context about them. We used the web page to corroborate our information in the section about the timeline of *Brown v. Board of Education*.

"*Brown vs Board of Education Timeline.*" *National Archives*, 15 Aug. 2016, www.archives.gov/education/lessons/brown-v-board/timeline.html. The timeline of the events that led to the case *Brown v. Board Education* helped us contextualize the period between *Plessy v. Ferguson* and the case. The timeline also helped us understand the legal history of the fight for racial justice. We used the timeline to help construct our contextualization of the events that led up to *Brown v. Board of Education*, and connect all the different events together.

"Combined Brown Cases, 1951-54." *Brown Foundation*,

brownvboard.org/content/combined-brown-cases-1951-54. The web page article on the cases from the five jurisdictions consolidated under *Brown v. Board of Education* at the Supreme Court level helped us to gain more knowledge about the case itself, and learning about the cases helped explain why they were combined. We used this information to build the story of the case itself because it provided details about each individual case.

"Founding and Early Years." *NAACP: A Century in the Fight for Freedom*, Library of Congress ,

www.loc.gov/exhibits/naacp/founding-and-early-years.html. The web page article about the events of the early years of the NAACP helped us learn about all the factors that led to its creation, and why it was necessary for it to be founded during that time period. The article provided information on people, events, and documents that helped establish the NAACP. We used this information to create our section about the NAACP, and helped contextualize and corroborate other information we used for that section.

Hansen, Mary. "1908 Springfield Race Riots." *NPR Illinois*, 20 Sept. 2019,

www.nprillinois.org/term/1908-springfield-race-riots#stream/0. The web page article about the Springfield Race Riots helped us contextualize the period in which the NAACP was founded, and to highlight the rigid segregation and racial tension facing America at the time. The article provided lots of details about the horrifying events that took place. We used the article to corroborate information learned from other sources to help contextualize the period of the establishment of the NAACP.

"History - *Brown v. Board of Education* Re-enactment." *United States Courts*,

www.uscourts.gov/educational-resources/educational-activities/history-brown-v-board-education-re-enactment. The web page article on the timeline of events going from *Plessy v. Ferguson* through *Brown v. Board of Education* helped us understand and corroborate the chain of events

of racial justice in American history. We used this information to build the stories of the events leading up to *Brown v. Board of Education*, and the case itself.

"Impact of Civil Rights Laws." *U.S. Department of Education*, 25 Sept. 2018,

www2.ed.gov/about/offices/list/ocr/docs/impact.html. The web page article about the positive impacts of Civil Rights Laws provided information about the increased performance of minority students in the education system. The article provided many statistics that pointed to the long term benefit of the Civil Rights Laws. We used this article to help understand why the Civil Rights movement was so important, and we used it as a positive effect that came from the decision in *Brown v. Board of Education*.

"Justice Thurgood Marshall Profile - *Brown V. Board of Education* Re-enactment." *United States Courts*,

www.uscourts.gov/educational-resources/educational-activities/justice-thurgood-marshall-profile-brown-v-board. This web page article on Thurgood Marshall helped us understand why Marshall was a lawyer for racial justice, and his legal history of cases. The article also explained his contributions to racial justice through the legal counsel he provided for the case of *Brown v. Board of Education*. We used the information to build context of the events leading up to *Brown v. Board of Education*, and the events that occurred during the case.

Levy, Peter B. *The Civil Rights Movement*. Wesport, Greenwood Press, 1998. The book by Levy on the Civil Rights Movement showed us the effects that the case of *Brown v. Board of Education* had on the movement, and statistics on why it was necessary for black people to push for equality in the first place. The statistics gave us contextualization on the divide between races in the early twentieth century that was worse for the African Americans. We used this information to build contextualization in the first part of our documentary, and the relationship between *Brown v. Board of Education* and the Civil Rights Movement.

Meador, Derrick. "How Brown Vs. Board of Education Changed Public Education for the Better."

ThoughtCo., 9 July 2019, www.thoughtco.com/brown-v-board-of-education-summary-3194665.

The article on the effects of Brown v. Board of Education on public education helped us understand the successes of the decision, and how the decision shape public education. The article helped us understand that progress has been made in the area of public education for the most part. We used this article to help us understand better the results of Brown v. Board of Education and how the decision affects us today.

"Memphis Cotton Gin Boss Threatens Black Worker with Hanging for Drinking from Racially

Segregated Water Fountain." *Equal Justice Initiative*, 9 June 2014,

eji.org/news/memphis-cotton-gin-boss-threatens-black-worker-with-hanging/. The web page

article about a cotton warehouse that still subjects its workers to racial discrimination in 2014

helped provide information about the effects of Brown v. Board of Education. The article helped

show that steps are still needed to be taken to insure the decline of racial prejudice, and that

Brown v. Board of Education did not fix everything. We used this article to develop the part

about the shortcomings of decision in Brown v. Board of Education.

Milano, Brett. "The Man Who Killed Jim Crow: The Legacy of Charles Hamilton Houston." *Harvard*

Law Today, 5 Sept. 2019,

today.law.harvard.edu/the-man-who-killed-jim-crow-the-legacy-of-charles-hamilton-houston/.

The web page article about Charles H. Houston provided information about the legal career, and

his work in regards to racial justice in American history. The article also provided information

about how Houston paved the way for later lawyers like Thurgood Marshall to make even more

progress in the fight for equality. We used this article to provide information on Houston for the

section about him.

"NAACP History: W E B DuBois." *NAACP*, www.naacp.org/naacp-history-w-e-b-dubois/. The biography of W. E. B. DuBois on the NAACP website helped me understand the impact that he had on the formation of the organization in the early 20th century in the early fight for equal rights by African Americans. The information that I learned was used to build context between Plessy v. Ferguson and Brown v. Board of Education.

"Nation's Premier Civil Rights Organization." *NAACP*, www.naacp.org/nations-premier-civil-rights-organization/. The web page on the history of the NAACP helped us understand and contextualize the foundation of the NAACP, and understand why it was important that it was founded. We used this information to build a timeline of events that led to Brown v. Board of Education, specifically the formation of the NAACP. The article also helped us understand why the NAACP was important in the case of Brown v. Board of Education.

"Niagara Movement (1905-1909)." *VCU Libraries Social Welfare History Project*, Virginia Commonwealth University, socialwelfare.library.vcu.edu/eras/civil-war-reconstruction/niagara-movement-1905-1909/. The web page article on the Niagara Movement provided context for us on the time period that the NAACP was created. The article also helped provide information about the other organizations that existed at the time to fight for racial justice, specifically ones that Du Bois was involved in since we did a section on him. We used this information to build more context on the path leading up to the case Brown v. Board of Education alongside the formation of the NAACP.

Ober, Lauren. "How the Civil Rights Movement Shaped Us." *American University*, 19 Feb. 2013, www.american.edu/media/news/20120220_1963_civil_rights_movement.cfm. The web page article about the Civil Rights movement provided information about the desegregation of schools, and the impact that increasing racial integration had on society. The article also provides

information about how American society was forever changed by the Civil Rights movement. We used this article to corroborate information on other effects, and provide information about the change in society that resulted in *Brown v. Board of Education*.

"Order of Argument in the Case, *Brown V. Board of Education*." *National Archives*,

www.archives.gov/education/lessons/brown-case-order. The web page article about the order of argumentation in *Brown v. Board of Education* helped us understand how the case worked being a consolidated case. The article provided background information on why the court reheard the case. We used this information to help corroborate information about the timeline of the case, and to provide formation about the consolidation of the case.

"Photographs from the Dorothy Davis Case." *National Archives*, 25 May 2018,

www.archives.gov/education/lessons/davis-case. The web page article had, in addition to photographs, information about the *Davis v. Board of Education* case. The article was used to corroborate information learned from other sources about the cases consolidated under *Brown v. Board of Education*. We used this information to continue to corroborate and understand the circumstances that many black students were put in at the time leading to legal action.

"*Plessy V. Ferguson (1896)*." *Landmark Cases of the U.S. Supreme Court*, Street Law,

www.landmarkcases.org/cases/plessy-v-ferguson. The web page article on the Supreme Court case of *Plessy v. Ferguson* helped us understand the events that led to and occurred during the case. The article also highlighted why the case was important in regards to *Brown v. Board of Education*. We used this information to help build the timeline of events leading up to *Brown v. Board of Education*.

"*Plessy V. Ferguson (1896)*." *Library of Congress*, www.loc.gov/rr/program/bib/ourdocs/plessy.html. The

web page article helped us understand what the ruling in *Plessy v. Ferguson* applied to in terms of day to day lives of Americans. The article provided us with information that segregation was

extended to public facilities, trains, movie theaters, restaurants, and more. We used this information to help understand why the ruling in Plessy v. Ferguson was important, and why it needed to be reversed by Brown v. Board of Education.

Telgen, Diane. *Brown V. Board of Education*. Detroit, Omnigraphics, 2005. The book by Telgen on the subject of Brown v. Board of Education gave us insight into the effects of the case today, and how the case changed and didn't change our lives today. The book contextualized our knowledge of the time period as well. The book was use to add information to the long lasting impacts of the case, and some details about the timeline of the case.

"The Postwar Economy: 1945-1960." *American History: From Revolution to Reconstruction and beyond*, U of Groningen,

www.let.rug.nl/usa/outlines/history-1994/postwar-america/the-postwar-economy-1945-1960.php.

The article on the post-World War II economic growth in the United States helped us contextualize the period in which Brown v. Board of Education took place. The article outlined the economic growth, and that helped us understand that the wage gap was growing between whites and blacks. We used this information to better understand the period in which Brown v. Board of Education took place to help understand why the case happened when it did.

Pruitt, Sarah. "Brown V. Board of Education: The First Step in the Desegregation of America's Schools."

History , 16 May 2018,

www.history.com/news/brown-v-board-of-education-the-first-step-in-the-desegregation-of-american-schools. The web page article about the lasting impact of Brown v. Board of Education informed us of the concept that the Supreme Court believed to rule in favor of desegregation, and that was that separate could never mean equal. The article also provided details about the effects of the case. We used this article to corroborate information from other sites about the impact of

Brown v. Board of Education, and about the opinion of the Supreme Court in ruling against desegregation.

Rothman, Lily. "Linda Brown's Legacy and the Hidden Ripple Effect of Brown V. Board of Education."

TIME, 28 Mar. 2018, time.com/5217938/linda-brown-case-impacts/. The web page article about the effects of Brown v. Board of Education highlighted the positive effects from the case that aren't related to the integration of schools, and negative effects in the failed desegregation in certain areas. The article provided information on both the positive and negative effects of the desegregation that were applied legally and otherwise in the Civil Rights movement, as well. We used this article to provide details about the long lasting impact of Brown v. Board of Education.

"Separate Is Not Equal: Brown V. Board of Education." *Separate Is Not Equal: Brown V. Board of Education*, Smithsonian National Museum of American History Behring Center, americanhistory.si.edu/brown/history/index.html. This web page about Brown v. Board of Education helped us understand a lot about the events that happened within the case itself. The information provided on the case itself helped us develop the section of the documentary about Brown v. Board of Education, and the different aspects of the case on the web page helped us build further contextualization and effects for the case.

"The Significance of 'the Doll Test.'" *NAACP Legal Defense Fund*,

www.naacpldf.org/ldf-celebrates-60th-anniversary-brown-v-board-education/significance-doll-test/. The web page article about the doll test helped us understand the significance of it in Brown v. Board of Education, and it helped us understand the general premise of the study, the results, and the impact that it has regarding segregation. We used this information to help explain important testimony and arguments of the case of Brown v. Board of Education, and to explain why the vote was unanimous.

Simon, Mashaun D. "'Moral Authority': How Justice Thurgood Marshall Transformed Society." *NBC News*, NBC Universal , 7 July 2017,

www.nbcnews.com/news/nbcblk/moral-authority-justice-thurgood-marshall-transformed-society-n779821. The web page article about the effects of the career of Thurgood Marshall helped provide information about the progress made throughout the 20th century by equal rights advocates. The article also provided information about the barrier Marshall broke, and that was being the first African American appointed to the Supreme Court. We used this information to corroborate information on Marshall, and to develop the section about the effects of *Brown v. Board of Education* and the progress made since the decision in the case.

Strauss, Valerie. "How, after 60 Years, *Brown V. Board of Education* Succeeded-And Didn't."

Washington Post, 24 Apr. 2014,

www.washingtonpost.com/news/answer-sheet/wp/2014/04/24/how-after-60-years-brown-v-board-of-education-succeeded-and-didnt/. The article on the web page the *Washington Post* helped us understand that the decision of *Brown v. Board of Education* also had its shortcomings. The article also mentioned that the decision was successful in stimulating the Civil Rights movement. We used the information from the article on the section about the effects of the decision in *Brown v. Board of Education*.

"Thurgood Marshall, 1940-1961." *NAACP Legal Defense Fund* ,

www.naacpldf.org/about-us/history/thurgood-marshall/. The web page article about Thurgood Marshall helped corroborate information from other sources about his legal career and impact on *Brown v. Board of Education*. The article also provided details about his strong work ethic and his full schedule of cases he oversaw. We used this information in the section about him, and to corroborate it with information learned from other sources.

"W. E. B. Du Bois and the NAACP." *Virginia Museum of History and Culture*, Virginia Historical Society,

www.virginiahistory.org/collections-and-resources/virginia-history-explorer/civil-rights-movement-virginia/w-e-b-du-bois-and. The web page article about W.E.B. Du Bois gave us information on his role in the creation of the NAACP which tied him to *Brown v. Board of Education*, and his involvement in other organizations such as the Niagara Movement advocating for civil rights. The article helped us create our section on the NAACP, and show that it wasn't the organization was not the only one out there advocating for the rights of minorities at the time as the Niagara movement and others turned the fight for racial equality to slowly build support across the nation.

"W.E.B. Du Bois Biography." *Welcome to Oasis*, U of Nebraska-Lincoln,

www.unl.edu/oasis/web-du-bois-biography. The web page article on W.E.B. Du Bois corroborated the information learned in another article about him. The article provided more information about the effect Du Bois had on the Civil Rights movement, and education from Harvard paired with his scholarly work. We used this information to create the section about Du Bois because he had a diverse range of work and experience that benefited the movement for racial justice in America.