

Thurgood Marshall  
“Mr. Civil Rights”: A Fight for School Equality

Kingston Muiu, Carol Van Lancker  
Junior Division  
Group Exhibit  
Student Composed Words: 500/500 words  
Process Paper: 500/500 words

## Process Paper

We chose Thurgood Marshall and his efforts in the case, *Brown vs. The Board of Education* as our topic by brainstorming ideas as one large group in our NHD meetings. Civil Rights was one of the areas in history that we were both interested in and ended up coming across this monumental case as an idea. As we began to research, we found it fit well for the theme this year as it broke a racial and legal barrier that kept schools separated by race. Also, with our interest in the history of law, we were able to agree that Thurgood Marshall and *Brown v. the Board of Education* was a perfect fit for us.

We began our research by exploring books and websites. The primary sources we found were from the National Archives and Library of Congress. We used these for getting pictures and documents that fit our topic. Our secondary sources mainly came from biographies and articles that describe the *Brown* case and Thurgood Marshall. We split up the work by figuring out what parts appealed to our strengths and interests. One of us began researching the allies and resistance of our project while one of us started the work in exploring the historical context and the changes that resulted from Thurgood's work. We then worked together on spotting the barrier and the legacy. We divided up searching for quotes that fit our topic. The images we worked on together with one of us focusing on documents and the other working to find images of people. In our project, we have approximately 50 hours of research, writing, and creating.

We chose the exhibit category because we thought that category would allow us to be hands-on, creative, and the freedom to shape our project. Designing our exhibit was one challenge we faced. In our pre-planning, we looked at images of the Supreme Court to see what we could add to our exhibit. We sat down with our teachers with our original design of the Supreme Court for our project. We needed assistance in using power tools and assembly of the pieces. We painted our exhibit, built the rails ourselves, and purchased the stand where the judge sits. To take it a step further, we decided to add a red curtain to make you feel like you were looking into the actual Supreme Court.

Our project about Thurgood Marshall and his efforts in the *Brown v. Board of Education* cases connects to the theme "Breaking Barriers". Thurgood Marshall broke the barriers of educational inequality by fighting for school integration. He involved schools all around the United States by taking five cases that wanted integration and carried the battle to the Supreme Court. He won the battle to begin integration and spent over 30 years in the National Association of the Advancement of Colored People earning more rights for African Americans. He was an integral part of civil rights for all, which earned him the name "Mr. Civil Rights".

# Annotated Bibliography

## Primary Sources

### Images

“Birmingham, Ala., Feb. 29 - Negro Coed Leaves Court--Autherine Lucy, Left Foreground, Leaves Federal Court Here Today with Her Attorneys, Thurgood Marshall, Center and Arthur Shores, after Court Recessed / Wide World Photos.” *Library of Congress*, 1956. Accessed 15 Feb. 2020.

This primary source image shows Thurgood Marshall and one of his clients he was representing in a case to continue integrating schools from kindergarten and above. We used this image in our section titled, “Challenging Desegregation” to show other ways Thurgood tried to integrate schools after the Brown v. The Board of Education case. This image was used to show how Thurgood Marshall was trying to make sure the new educational laws were being put into place.

“Brown v. Board of Education of Topeka, Part 2,” *National Archives*, 17 May 1954, [www.archives.gov/publications/prologue/2004/spring/brown-v-board-2.html](http://www.archives.gov/publications/prologue/2004/spring/brown-v-board-2.html). Accessed 4 Mar. 2020.

We used this image of a newspaper from the Topeka State Journal that stated the ban of school segregation in schools. This was an image that we used in the section of our project titled, “Breaking Educational Barriers” to exemplify the change that was about to begin across the nation once the Brown v. The Board of Education case succeeded in beginning integration. This gave us a deeper understanding of how the news was spread among the people to begin changing segregated schools.

“Charles H. Houston, Half-Length Portrait, Seated at Desk, Facing Front,” *Library of Congress*, 22 Nov. 1939, [www.loc.gov/item/2004670211/](http://www.loc.gov/item/2004670211/). Accessed 15 Feb. 2020.

This primary source image shows Charles Houston, who was Thurgood Marshall’s mentor as he became more interested in law. This is an image that we used in the “Separate, but NOT Equal” section of our project to show how Thurgood got into law and where he began as a lawyer to become someone to make a change. We also used this image to explain Thurgood Marshall’s past as he began his work to end segregation.

“Escorted by Federal Troops, ‘Little Rock Nine’ Enter Front Door of Central High School,” *Library of Congress*, 1958,  
[www.loc.gov/search/?in=&q=little+rock+nine&new=true&st=](http://www.loc.gov/search/?in=&q=little+rock+nine&new=true&st=).

This primary source image shows the Little Rock Nine in our “Challenging Desegregation” section of our project. This was used to explain the advancement to integration of schools in America and how it would be accomplished. This source gave me a deeper understanding on how they would make their first in integration and it complemented our student composed text very well.

“First Grade Class of African American and White School Children Seated on the Floor, Albemarle Road Elementary School, Charlotte, North Carolina,” *Library of Congress*, 21 Feb. 1973, [www.loc.gov/item/2011646494/](http://www.loc.gov/item/2011646494/). Accessed 15 Feb. 2020.

This primary image was of both African American and white students together in a classroom after schools started integrating. We used this image in the “Breaking Educational Barriers” to show how Thurgood Marshall’s work in the Brown v. Board of Education case started the process of integrating schools. We also used this image to show that even in areas that denied integration, they still came around and ended up integrating.

“Holding a Poster against Racial Bias in Mississippi Are Four of the Most Active Leaders in the NAACP Movement, from Left: Henry L. Moon, Director of Public Relations; Roy Wilkins, Executive Secretary; Herbert Hill, Labor Secretary, and Thurgood Marshall, Special Counsel,” *Library of Congress*, 1956,  
[www.loc.gov/item/99401448/](http://www.loc.gov/item/99401448/). Accessed 3 Mar. 2020.

This primary image showed Thurgood Marshall and his allies holding a “Join the NAACP” sign. We used this image in our “Challenging Desegregation” section in our project. This was used to explain the way they advertised and encouraged people to join the organization. This image gave us a deeper understanding on how they worked together to have people join and their perseverance to work towards the goal.

“Left to Right: George E.C. Hayes, Thurgood Marshall, and James M. Nabrit, Congratulating Each Other, Following Supreme Court Decision Declaring Segregation Unconstitutional,” *Library of Congress*, 1954,  
[www.loc.gov/item/94505573/](http://www.loc.gov/item/94505573/). Accessed 15 Feb. 2020.

We used this primary source image to showcase some of Thurgood Marshall's allies that helped him get to the point to combine the cases that would change history forever. We used this image in our “Challenging Desegregation” section to enhance our student composed text, so it can show the allies of Thurgood Marshall.

“Photograph of President Lyndon B. Johnson Meeting with Thurgood Marshall,” *National Archives*, 1967. Accessed 20 Feb. 2020.

This primary source image shows President Lyndon B. Johnson and Thurgood Marshall in the president’s office. This image was used in our section called, “Breaking Educational Barriers” to show how Thurgood Marshall was appreciated for his work even though there was resistance to integrating schools. The image was used to show how Thurgood Marshall was recognized by the President of the United States and how he was honored for his work.

“Photograph of Thurgood Marshall,” *National Archives*, 3 June 1967, [catalog.archives.gov/id/2803441](https://catalog.archives.gov/id/2803441). Accessed 4 Mar. 2020.

We used this image of Thurgood Marshall when he was 55 years of age. This was an image that we used in our “Breaking Educational Barriers” section to show how far he had come from the *Brown v. The Board of Education* case to be recognized for his work and being put onto the Supreme Court. This gave us a deeper understanding of how he kept working to get even more rights for African-Americans beyond schools once he finished the *Brown v. The Board of Education* case.

“Pleasant Green School--One-Room Colored School near Marlinton, W. Va.--Pocahontas Co. It Is One of the Best Colored Schools in the County, with a Capable Principal Holding a First-Grade Certificate. All the Children Are Agricultural Club Workers. Location: Pocahontas County--Marlinton, West Virginia,” *Library of Congress*, [www.loc.gov/item/2018678722/](https://www.loc.gov/item/2018678722/). Accessed 15 Feb. 2020.

This primary source image shows an African American school in West Virginia. This image was used in the section of our project called, “Separate, but NOT Equal” to make a visual of showing what the title of this section was trying to convey. We used this image to showcase the differences between the white schools and the African American schools.

“Roy Wilkins, Walter White, and Thurgood Marshall, All Posed Half-Length, Facing Front, Standing, with Wilkins Holding Pipe Roy Wilkins, Walter White, and Thurgood Marshall, All Posed Half-Length, Facing Front, Standing, with Wilkins Holding Pipe,” *Library of Congress*, 1945.

We used this primary source image of Thurgood Marshall, Roy Wilkins, and Walter White all posed together in the section titled, “Mr. Civil Rights”, to enhance our student composed text. This enhanced our student composed text by giving visuals of how Thurgood Marshall was included into the National Association of Colored People to start making changes against the racist laws.

“Thurgood Marshall, Chief Counsel for the National Assn. for the Advancement of Colored People, Talking to Newsmen in New York City after Supreme Court Decree on School Desegregation,” *Library of Congress*, 1955, [www.loc.gov/item/94512268/](http://www.loc.gov/item/94512268/). Accessed 15 Feb. 2020.

This primary source image of Thurgood Marshall talking to a newsman about how the Supreme Court’s ruling on desegregation of schools was used in the section titled, “Challenging Desegregation”. This image was used to show how word spread throughout the United States about the new laws that were being put into place for the rights of African American people in education.

“Thurgood Marshall, Head-and-Shoulders Portrait, behind Microphones with Wiley Branton, after Court Ruling Ordering Little Rock Schools to Proceed with Integration,” *Library of Congress*, 1958, [www.loc.gov/item/97504560/](http://www.loc.gov/item/97504560/). Accessed 15 Feb. 2020.

This primary source image showcases Thurgood being interviewed after the Brown v. Board of Education case was successfully finalized to begin integration in schools. We used this image in the “Challenging Desegregation” section. We used this image to show how Thurgood Marshall was excited to spread the news of the new laws being put into place for integration for schools.

“Thurgood Marshall Shaking Hands with George Christopher, the Mayor of San Francisco, as Roy Wilkins and R.J. Reynolds Look on at 47th Annual NAACP Convention in San Francisco,” *Library of Congress*, 1956, [www.loc.gov/item/2015652308/](http://www.loc.gov/item/2015652308/). Accessed 15 Feb. 2020.

This primary source image shows Thurgood shaking hands with George Christopher and standing with Roy Wikins and R.J Reynolds. We used this image in the section titled, “Challenging Segregation” to show off some of Thurgood’s allies that supported and helped him through his journey. We also used this image to explain how even after the Brown v. The Board of Education case, they were still working for even more rights and making sure the Supreme Court upheld the new laws being put into place.

“Thurgood Marshall with Client Donald Gaines Murray, Who Was Denied Entry into the University of Maryland Law School, and Another Attorney, Probably Charles Houston, during Court Proceedings, Maryland,” *Library of Congress*, 1935, [www.loc.gov/item/95517077/](http://www.loc.gov/item/95517077/). Accessed 3 Mar. 2020.

We used this image of Thurgood Marshall and his mentor, Charles Houston, working on their first case together that was part of getting integrated schools. We used this image in the section of our project titled, “Separate, but NOT Equal” to show how Thurgood Marshall was determined to end segregation.

“Thurgood Marshall, Special Counsel,” *Library of Congress*, 1950, [www.loc.gov/item/2002706868/](http://www.loc.gov/item/2002706868/). Accessed 15 Feb. 2020.

We used this image of Thurgood Marshall when he was Special Counselor for the National Association of Colored People. We used this primary image in the section titled, “Separate, but NOT Equal”, to show what type of position Thurgood Marshall was in at the time as he began his work in ending segregation in schools. This image was also used to give a visual of who he was and how focused he was to end the educational barriers in schools faced by African Americans.

“Thurgood Marshall (r) and Spottswood W. Robinson III, Half-Length Portrait, Facing Each Other; in Washington, D.C. to Ask the Supreme Court to End School Segregation],” *National Archives*, 1955.

This image was used to give a visual of Thurgood Marshall and Spottswood W. Robinson. We used this primary image in our section titled, “Mr. Civil Rights” as a way to show that not only Thurgood Marshall wanted to end school segregation, but other people wanted to help him reach that goal of ending school segregation. This image was also used to show the allies that worked with Thurgood Marshall, without having to use student composed text to explain the supporters of school desegregation.

“‘White’ School House, Chaplin, Scotts Run, West Virginia,” *Library of Congress*, Sept. 1938, [www.loc.gov/item/2017752787/](http://www.loc.gov/item/2017752787/). Accessed 15 Feb. 2020.

We used this image of the white school in West Virginia to show a comparison of the West Virginia white school to the West Virginia African American school. This was a primary source image that we decided to use in our section titled, “Separate, but NOT Equal”, to give us a visual of what the title of this section was trying to explain. It gave us a deeper understanding of how the law was falsely advertised about the schools being equal, even being separated, and how African American people tried to make a stand about this unfairness, but were not taken seriously.

## Interview

Marshall, Cecilia. "Cecilia Suyat Marshall Oral History Interview Conducted by Emily Crosby in Washington, D.C., 2013 June 30.2013." *Library of Congress*, 30 June 2013, [www.loc.gov/item/2015669196/](http://www.loc.gov/item/2015669196/). Accessed 11 Feb. 2020.

This interview was about Cecilia Suyat, Thurgood Marshall's second wife, and what her life was like with Thurgood Marshall. We used this interview in all of our sections in our project. This explained what Thurgood was like outside of law and how he lived his life outside of that. This gave us a deeper understanding of him as a person because this showed his life was more than being a lawyer and Chief Justice of the Supreme Court.

## Legal Cases

*Briggs v. Elliot*. 23 June 1951,  
[www.archives.gov/files/education/lessons/brown-v-board/images/dissenting-opinion-01.gif](http://www.archives.gov/files/education/lessons/brown-v-board/images/dissenting-opinion-01.gif). Accessed 20 Feb. 2020.

This legal case was one of the five cases that were combined into the one case, *Brown v. The Board of Education*. *Briggs v. Elliot* was a case that went to court, before the combine case and also wanted integration in schools. We used this primary source in the section called, "Mr. Civil Rights", to show what the cases were being combined. This gave us a deeper understanding of how many cases were denied giving the African American families the rights were looking for.

*Brown v. Board of Education*. 31 May 1955,  
[www.archives.gov/files/education/lessons/brown-v-board/images/decision.jpg](http://www.archives.gov/files/education/lessons/brown-v-board/images/decision.jpg). Accessed 15 Feb. 2020.

We used this legal case that was the Supreme Court's final decision on the *Brown v. Board of Education* case. This legal case was a primary source that we used to give a visual of the Supreme Court's ruling to begin integrating schools. We used the legal case in our section titled, "Mr. Civil Rights" to show Thurgood Marshall's success in the case. This gave us a deeper understanding of the impact this ruling had on the nation.



*Brown v. Board of Education of Topeka*. 3 Aug. 1951,  
[catalog.archives.gov/search?q=2641494](https://catalog.archives.gov/search?q=2641494). Accessed 20 Feb. 2020.

We used this legal case that was of the opinion on the *Brown v. Board of Education of Topeka*, one of the five cases that were part of the combined case, *Brown v. The Board of Education*. This was a primary source that we used in our section called, “Mr. Civil Rights,” to show how it was part of the five other cases and how before it was combined with the other cases, it went to the Supreme Court also for school integration, but did not succeed. This legal case gave us a better understanding that there were many smaller cases that tried to get their children into white schools, but were denied and falsely promised better changes in the schools they were already in.

*Davis v. Prince Edward Corporation*. May 1956,  
[www.archives.gov/exhibits/documented-rights/exhibit/section5/detail/bolling-opinion.html](https://www.archives.gov/exhibits/documented-rights/exhibit/section5/detail/bolling-opinion.html). Accessed 20 Feb. 2020.

This legal case was of one of the five combined cases that went to the Supreme Court that denied integration. This legal case was a primary case that we used in the “Mr. Civil Rights” section of our project to show all the five cases together as a visual of each case. We used this legal case to give us a better understanding of all the people who agreed to work with Thurgood Marshall to get the rights they also wanted in their African American schools.

Library of Congress. *Bolling v. Sharpe*. 10 Dec. 1953, [www.loc.gov/item/usrep347497/](https://www.loc.gov/item/usrep347497/). Accessed 20 Feb. 2020.

We used this legal case that was of one of the five combined cases that created, *Brown v. The Board of Education*. This legal case was a primary source that we used in our section titled, “Mr. Civil Rights,” to show the five cases together in our project to give a strong view towards what brought down segregation in schools. We used this legal case to give us a better understanding of the type of cases that were part of the combined case.

National Archives. *Belton v. Gebhart*. 31 May 1955,  
[www.archives.gov/exhibits/documented-rights/exhibit/section5/detail/belton-judgment.html](https://www.archives.gov/exhibits/documented-rights/exhibit/section5/detail/belton-judgment.html). Accessed 15 Feb. 2020.

We used this legal case that was one of the five cases that were part of the *Brown v. The Board of Education* case. This legal case was a primary source that we used to show all the five cases together to highlight the change that was made because of the combine case. This was used in the section titled, “Mr. Civil Rights” and helped us understand the five cases that combined to get a change in how the schools were not following under the ruling “separate, but equal”.

National Archives. *Brown v. Board of Education*. 17 May 1951, [catalog.archives.gov/id/301670](https://catalog.archives.gov/id/301670). Accessed 15 Feb. 2020.

This legal case was of the order of appearance for Thurgood Marshall to argue the case, *Brown v. Board of Education*. This legal case was a primary source that we used to show the exact dates that were in place for the case. We also used this legal case in the section called, “Mr. Civil Rights”, as a visual to back up our student composed text when introducing Thurgood Marshall and his work in the *Brown v. Board of Education* case.

## Legislation

National Archives and Records Administration. *Civil Rights Act of 1964*. 2 July 1964, [catalog.archives.gov/id/299891](https://catalog.archives.gov/id/299891). Accessed 11 Feb. 2020.

We used this legislation of the Civil Rights Act of 1964 to look into the 14th Amendment. This legislation was a primary source that we used in our project in the section called, “Separate, but NOT Equal”, to understand what the Fourteenth Amendment stated about the rights of people in the United States. It gave us a deeper understanding on how the Constitution was used in the cases that wanted integration in schools and how it was falsely used as it stated everyone's rights regardless of race, but the government took those rights away from African American people who were also citizens of the United States.

Supreme Court of the United States. *Justice Earl Warren’s Appeal Saying to End Discrimination in Public Schools*. 1954, [www.archives.gov/files/education/lessons/brown-v-board/images/decision.jpg](https://www.archives.gov/files/education/lessons/brown-v-board/images/decision.jpg). Accessed 3 Mar. 2020.

This was a legislation of Justice Earl Warren’s appeal saying to end segregation in schools. This was a primary source legislation that we used in the section titled, “Mr. Civil Rights” to evidence of the change Thurgood Marshall made in public schools. This gave us a deeper understanding of the significance of Thurgood Marshall’s efforts into changing racist laws.

## Letter

Johnson, Lyndon B. "Letter of Nomination." received by the Senate of the United States, 13 June 1967.

This was a letter of nomination to the Supreme Court from President Lyndon B. Johnson to Thurgood Marshall. This is a primary source letter that we used in the section "Breaking Educational Barriers" in our project to show what was given to Thurgood Marshall as he finished his job in the Brown v. The Board of Education case. The letter to Thurgood Marshall nominating him to be an associate justice of the Supreme Court. We used this letter to give us a better understanding of Thurgood Marshall's legacy and how people supported his journey.

## News Article

Siebel, Fred O. "Massive Resistance," *Virginia Museum of History and Culture*, 2 Sept. 1958, [www.virginiahistory.org/collections-and-resources/virginia-history-explorer/civil-rights-movement-virginia/massive](http://www.virginiahistory.org/collections-and-resources/virginia-history-explorer/civil-rights-movement-virginia/massive). Accessed 4 Mar. 2020.

This was an image of a political cartoon that represented the "Massive Resistance" happening in the South when the laws to integrate were coming to their states. This cartoon was used in the section of our project titled, "1954 Southern Manifesto" to show how it was seen in the eyes of people during that time and to show how the people resisted the new integration laws. This gave us a deeper understanding of how many people didn't agree to integration and wanted to keep segregation, making their resistance known to other states.

## Speech

Faubus, Orval. *Speech on School Integration*. Website.

We used this speech by Orval Faubus, the Arkansas Governor who didn't want integration to happen in the school the Little Rock Nine were supposed to go to that school to show the resistance. This was a primary speech that we used to show some of the resistance that wanted to keep segregation and went to extreme limits such as shutting down schools to get there. We used this speech to have extra information for the resistance that was not mentioned in our project.

## Secondary Sources

### **Books**

Adler, David A, and Robert Casilla. *A Picture Book of Thurgood Marshall*. New York, Holiday House, 1997.

This book is about Thurgood Marshall's childhood and how Thurgood became a lawyer. We used this book mostly for quotes and spotting the barrier in our project. It was used to explain how Thurgood became interested in law and the build up to it. This gave us a deeper understanding on how Thurgood Marshall's law background and why it was so important to him.

Adler, David A, and Bill Farnsworth. *Heroes for Civil Rights*. New York, Holiday House, 2008.

This book was about heroes for civil rights which included Thurgood Marshall. It gave us a brief summary of his work in the Brown v. Board of Education case. This secondary source was used in the section of our exhibit called 'Separate but NOT Equal', to explain the barrier and how the school desegregation case ties into the theme breaking barriers.

Aldred, Lisa. *Black Americans of Achievement Thurgood Marshall*. New York, Chelsea House, 1990.

This book was about Thurgood's life from childhood all the way into his legacy as a lawyer and Chief Justice of the Supreme Court. We used this secondary source in all parts of our exhibit because it showed his whole life and how he worked with the Brown v. Board of Education case and other related cases to give African American people the rights they were looking for in schools.

Betsy Harvey Kraft. *Sensational Trials of the Twentieth Century*. New York, Scholastic Press, 1998.

We used this book about the Brown v. The Board of Education case to understand the case better. This book was a secondary source that we used in the section of our project titled, "Separate, but NOT Equal", to explain the difference in schools and how the case began to work its way to integration. It gave us background information to have about the case to link to the work Thurgood Marshall did.

Byrne, Dara N, et al. *Brown v. Board of Education : Its Impact on Public Education, 1954-2004*. Brooklyn, N.Y., Word For Word Pub. Co. ; New York, 2005.

We used this book that was about Brown v. Board of Education and other cases that tried to end school segregation but were turned against. This secondary book also gave us a summary of some of Thurgood's allies as he worked in many cases for equal educational rights. We used this book in the background section, "Separate, but NOT Equal" and in the allies section, "Mr. Civil Rights".

Dudley, Mark E. *Brown v. Board of Education (1954) : School Desegregation*. New York, Twenty-First Century Books, 1994.

This book is about the Brown v. Board of Education's smaller cases and how they built up to the major Topeka case. We used this information in all of the sections besides images. It was used to explain the other smaller cases and how they impacted the major cases. This source gave us a deeper understanding on how his legacy had such a big impact on schools around the nation and how schools would be very different if it weren't for Thurgood Marshall. This book gave us a deeper understanding on how there was a build up to make Brown v. Board of Education possible.

Hess, Debra. *Thurgood Marshall : The Fight for Equal Justice*. Englewood Cliffs, NJ, Silver Burdett Press, 1990.

This book is about the achievements of Thurgood Marshall and how he worked hard throughout his life. We used this book in the "Breaking Educational Barriers" part of our project. This source gave us a better understanding on how he was an advocate for school equality and how he accomplished this.

Hudson, Wade. *Powerful Words : Excerpts from Famous Speeches and Writings by African Americans*. New York, Scholastic, 2004.

We used this book that was about famous African American people of the United States, including Thurgood Marshall. This was a secondary book that gave a short summary of Thurgood Marshall's work in the Brown v. The Board of Education case. We used this book in the sections, "Separate, but NOT Equal" and "Mr. Civil Rights." This book gave us a deeper understanding of how hard Thurgood Marshall worked to get a change in the government laws.

James Jr., Rawn. *Root and Branch : Charles Hamilton Houston, Thurgood Marshall, and the Struggle to End Segregation*. New York, Bloomsbury Press, 2010.

In this book, it was about Thurgood's life and how he became part of the National Association of the Advancement of Colored People (NAACP) to start making changes for African Americans. This book was a secondary source that we used to show Thurgood Marshall's backstory and some of his allies that he worked with including his mentor, Charles Houston. We used this book in the sections titled, "Separate but NOT Equal" and "Mr. Civil Rights".

Prentzas, G S. *Thurgood Marshall Champion of Justice*. New York, Scholastic, Inc, 1994.

Richard Scott Rennert. *Book of Firsts : Leaders of America*. New York, Chelsea House, 1994.

In this book, it explained Thurgood Marshall's whole life including other cases he was apart of. This book was a secondary source that we used in all sections of our project besides the section titled, "1964 Southern Manifesto." We used this to give us a better understanding of how Thurgood Marshall was able to get to the point to succeed in the Brown v. The Board of Education case.

Schwartz, B. *History of the Supreme Court*. New York, United States, 1993.

This book is about the history of the Supreme Court. We used this book primarily in our "Separate But NOT Equal" part of our project. This book was used to explain how Thurgood Marshall joined the National Association of the Advancement of Colored People (NAACP) and became a Supreme Court Justice. This source gave us a deeper understanding on how his profession in law gave him the opportunity to join the NAACP and become a Supreme Court Justice.

Susan Goldman Rubin. *Brown v. Board of Education : A Fight for Simple Justice*. New York, Holiday House, 2016.

This book was about Thurgood Marshall's whole life and his work throughout the years in the NAACP, including Brown v. Board of Education. We used this book throughout our whole project, but mostly in the sections, " Separate, but NOT Equal" and the section, "Mr. Civil Rights". We used this book to explain how he dedicated his life to working for the NAACP and ending segregation.

## News Article

Southern Poverty Law Center. "BROWN V. BOARD: Timeline of School Integration in the U.S." *Teaching Tolerance*, 2004, [www.tolerance.org/magazine/spring-2004/brown-v-board-timeline-of-school-integration-in-the-us](http://www.tolerance.org/magazine/spring-2004/brown-v-board-timeline-of-school-integration-in-the-us). Accessed 6 Feb. 2020.

We used this website in our project to explore a timeline that started from 1849 to 2007 explaining integration and segregation through the years in the United States. This was a secondary source website that we used in the sections titled, "Separate, but NOT Equal", "Mr. Civil Rights", and "Breaking Educational Barriers" to give examples and detail into what and how segregation in schools affected the people. This gave us a deeper understanding of how long segregation was happening and how it came to be.

## Websites

"Cooper vs. Aaron." *Oyez*, 2019, [www.oyez.org/cases/1957/1\\_misc](http://www.oyez.org/cases/1957/1_misc). Accessed 20 Feb. 2020.

This website is about the Cooper v. Aaron case. We used this website in our "Separate, but NOT equal" part of our project. This was used to explain smaller cases that built up to the the big five cases which became Brown v. Board of Education. This source gave us a deeper understanding of the overall case of Brown v. Board of Education and how it was not just one case fighting for school integration.

History.com Editors. "Brown v. Board of Education." *HISTORY*, 14 Sept. 2018, [www.history.com/topics/black-history/brown-v-board-of-education-of-topeka](http://www.history.com/topics/black-history/brown-v-board-of-education-of-topeka). Accessed 11 Feb. 2020.

This website is about the general background of Brown v. Board of Education. We used this website in our "Mr. Civil Rights" section of our exhibit. It was used to explain the reason that Brown v. The Board of Education began. This source gave us a deeper understanding on the background of the fight for desegregation.

Hohenstein, Kurt. "Sit-in Movement | United States History." *Encyclopædia Britannica*, 15 Dec. 2015, [www.britannica.com/event/sit-in-movement](http://www.britannica.com/event/sit-in-movement). Accessed 15 Feb. 2020.

We used this website about sit-in movements to learn about ways African American people tried to get their rights. This website was used in our project as background information to show examples of ways people tried to get more rights beyond school integration.

Legal Information Institute. "14th Amendment." *LI / Legal Information Institute*, 17 May 2018, [www.law.cornell.edu/constitution/amendmentxiv](http://www.law.cornell.edu/constitution/amendmentxiv). Accessed 11 Feb. 2020.

We used this website in our project showing sections of the 14th Amendment. We used this secondary source website to find the exact section of the Amendment that was being violated by having segregated schools and which took away the rights of African American people. We used this website in our project under the section called, "Separate, but NOT Equal". We used it to give us a deeper understanding of what evidence Thurgood Marshall was trying to use to prove the point that the government was not following the Constitution.

NAACP Legal Defense and Educational Fund. "The Southern Manifesto and 'Massive Resistance' to Brown v. Board." *NAACP Legal Defense and Educational Fund*, 2019, [www.naacpldf.org/ldf-celebrates-60th-anniversary-brown-v-board-education/southern-manifesto-massive-resistance-brown/](http://www.naacpldf.org/ldf-celebrates-60th-anniversary-brown-v-board-education/southern-manifesto-massive-resistance-brown/). Accessed 11 Feb. 2020.

This was a secondary website that we used in the "1954 Southern Manifesto" section of our project to highlight the resistance that came from the Brown v. the Board of Education case being ruled to start integration in schools. This gave us a deeper understanding of what type of ways people resisted this new ruling and how people reacted to the decision of schools no longer being separated by race.

National Association of the Advancement of Colored People. "NAACP | NAACP History: Charles Hamilton Houston." *NAACP*, 2019, [www.naacp.org/naacp-history-charles-hamilton-houston/](http://www.naacp.org/naacp-history-charles-hamilton-houston/). Accessed 11 Feb. 2020.

This website is about Charles Hamilton and we used this in our "Mr. Civil Rights" section of your project. This was used to explain the relationship that Thurgood Marshall and Charles Hamilton have. This source gave us a deeper understanding on how Charles Houston impacted Thurgood and how he was an ally to Thurgood Marshall throughout his career.

"The Aftermath - Brown v. Board at Fifty: 'With an Even Hand' | Exhibitions - Library of Congress." *Loc. Gov*, 2019, [www.loc.gov/exhibits/brown/brown-aftermath.html](http://www.loc.gov/exhibits/brown/brown-aftermath.html). Accessed 15 Feb. 2020.

This website is about the schools around the Nation that shutdown and schools that successfully integrated. We used this in our "Breaking Educational Barriers" section to explain the impact the case had on schools around the nation. This source gave us a deeper understanding of the impact on schools.



The U.S. National Archives and Records Administration. "Brown v. Board of Education Timeline." *National Archives*, 15 Aug. 2016, [www.archives.gov/education/lessons/brown-v-board/timeline.html](http://www.archives.gov/education/lessons/brown-v-board/timeline.html). Accessed 15 Feb. 2020

We used this website in our project that gave us a timeline from 1857 to 1955 of events leading to the Brown v. The Board of Education case and the events following. We used this secondary website in all sections of our project since the timeline gave us background information for each. This gave us a deeper understanding of how long it took to make change in schools to start integration.

U.S. Department of Health & Human Service. "Civil Rights Requirements Title VI of the Civil Rights Act." *HHS.Gov*, 26 July 2013, [www.hhs.gov/civil-rights/for-individuals/special-topics/needful-families/civil-rights-requirements/index.html](http://www.hhs.gov/civil-rights/for-individuals/special-topics/needful-families/civil-rights-requirements/index.html). Accessed 6 Feb. 2020.

This website was about how the Civil Rights Movement and how it tied into the Brown v. Board of Education case. This was used to explain the connection between the Civil Rights movement and the Brown v. Board Education case and how the Brown v. The Board of Education case was the leading point that soon began the Civil Rights Movement. This website gave us a deeper understanding of the struggle of these two cases and how they had to fight for equality.

Virginia Museum of History and Culture. "Massive Resistance | Virginia Museum of History & Culture." *Virginiahistory.Org*, 2019, [www.virginiahistory.org/collections-and-resources/virginia-history-explorer/civil-rights-movement-virginia/massive](http://www.virginiahistory.org/collections-and-resources/virginia-history-explorer/civil-rights-movement-virginia/massive). Accessed 15 Feb. 2020.

This website was about the resistance of the Brown v. Board of Education and we used this in our "Challenging Desegregation" section of our project. This was used to explain the resistance and tension surrounding the evolution of schools in America. This helped us find resistance and issues with the advancements in school desegregation.



**Thurgood Marshall**  
**“Mr. Civil Rights”:**  
**A Fight for**  
**School Equality**

Kingston Muiu

Carol Van Lancker

Junior Division - Group Exhibit

Student Composed Text: 500 words

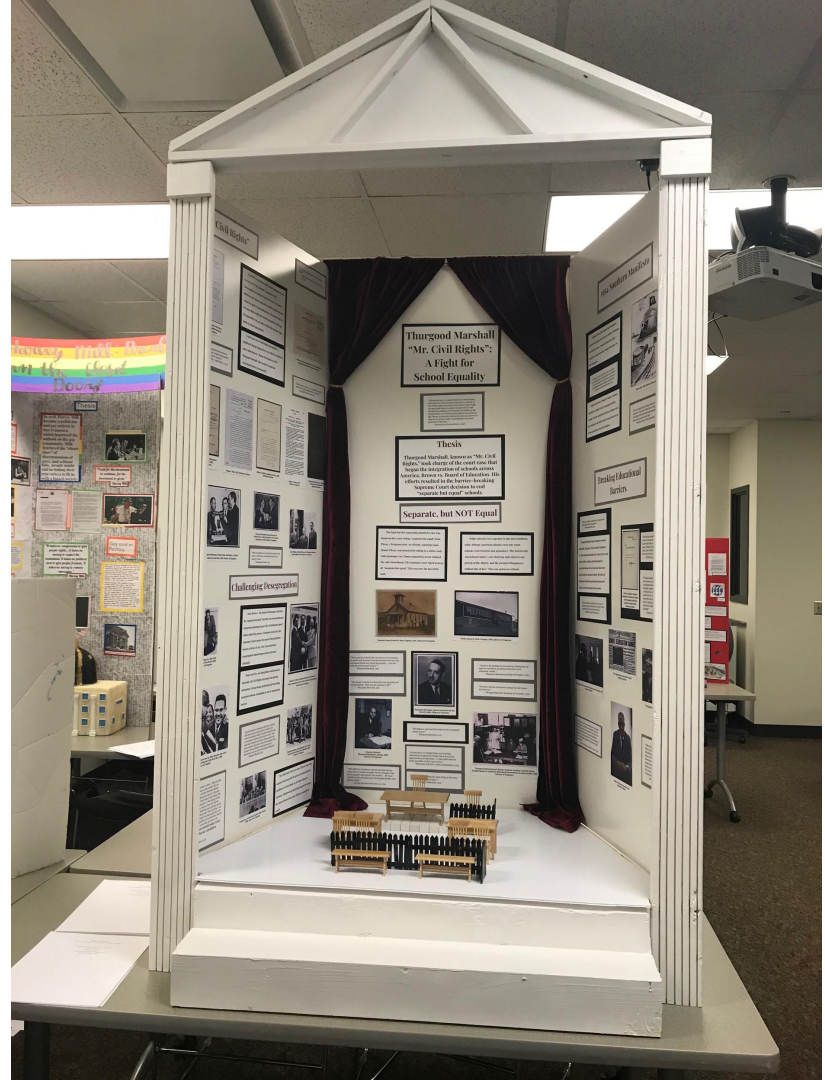
Process Paper: 500 words

# Thesis

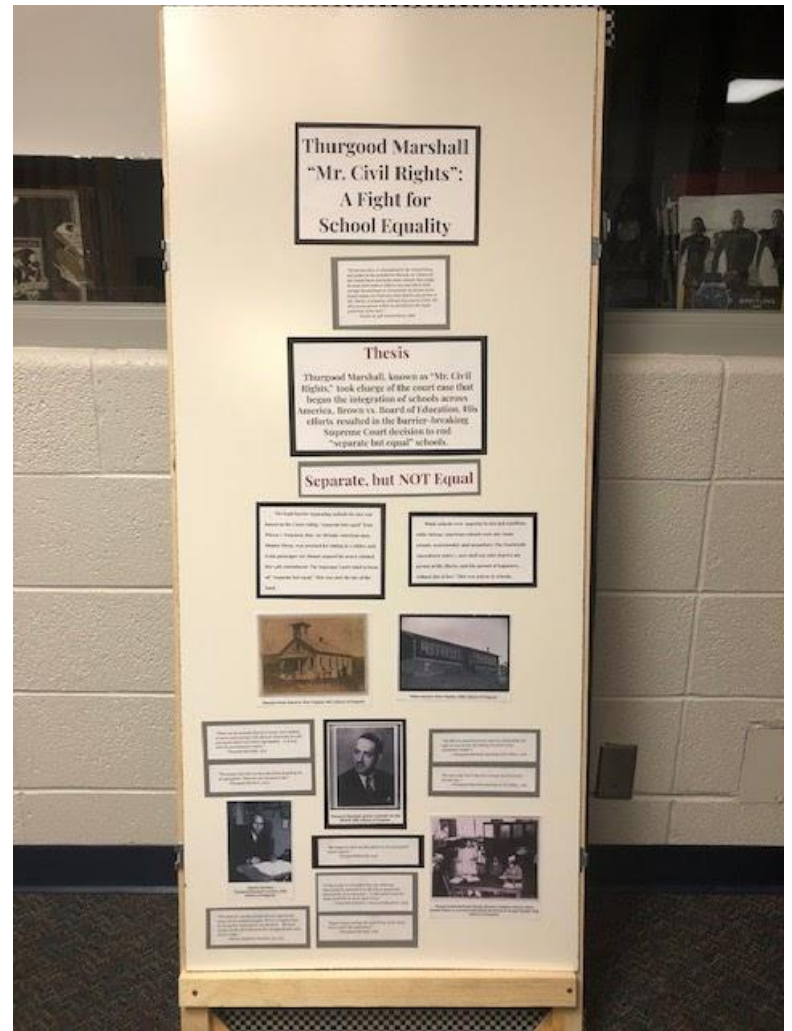
**Thurgood Marshall, known as “Mr. Civil Rights,” took charge of the court case that began the integration of schools across America, Brown vs. Board of Education. His efforts resulted in the barrier-breaking Supreme Court decision to end “separate but equal” schools.**

# Image of Full Project

Our project starts with the central panel, then left and right panel due to the flow of our student composed text.



# Image of Center Panel (Full)



# Center Panel of Exhibit (top)

## Thurgood Marshall “Mr. Civil Rights”: A Fight for School Equality

"All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws."  
— Section of 14th Amendment, 1868

### Thesis

Thurgood Marshall, known as “Mr. Civil Rights,” took charge of the court case that began the integration of schools across America, *Brown vs. Board of Education*. His efforts resulted in the barrier-breaking Supreme Court decision to end “separate but equal” schools.

Separate, but NOT Equal

## Thurgood Marshall “Mr. Civil Rights”: A Fight for School Equality

Thurgood Marshall, known as “Mr. Civil Rights,” took charge of the court case that began the integration of schools across America, *Brown vs. Board of Education*. His efforts resulted in the barrier-breaking Supreme Court decision to end “separate but equal” schools.

### Quotes:

*“All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.”*

*– Section of 14th Amendment, 1868*

# Center Panel (middle)

## Student Composed Text:

### Separate, but NOT Equal

The legal barrier separating schools by race was based on the Court ruling, “separate but equal” from Plessy v. Ferguson 1896. An African-American man, Homer Plessy, was arrested for sitting in a whites-only train passenger car. Homer argued his arrest violated the 14th Amendment. The Supreme Court ruled in favor of “separate but equal.” This was now the law of the land.

White schools were superior in size and condition, while African-American schools were one-room schools, overcrowded, and unsanitary. The Fourteenth Amendment states, “...nor shall any state deprive any person of life, liberty, and the pursuit of happiness, without due of law.” This was untrue in schools.





# Center Panel Middle Images



*White school in West Virginia, 1938,  
Library of Congress.*



*Pleasant Green School in West Virginia, 1921,  
Library of Congress.*

Pineau Green School in West Virginia, 1921, Library of Congress

White school in West Virginia, 1936, Library of Congress

"There can be no doubt that the farmers were calling to restore and to protect [the African American] as a full and equal citizen and school segregation... is at war with the Amendment's intent."

- Thurgood Marshall, 1933

"The lawyer was there to bear the brunt of getting rid of segregation. That was our purpose in life."

- Thurgood Marshall, 1970

Charles Houston,  
Thurgood Marshall's mentor, 1926,  
Library of Congress

"This fight for equality of educational opportunity (was) not an isolated struggle. All our struggles must be in together and support one another... We must remain on the alert and push the struggle further with all our might."

- Charles Hamilton Houston, ca. 1934

Thurgood Marshall, special counselor for the  
NAACP, 1961, Library of Congress

"We began to work out this attack on the segregated school system."

- Thurgood Marshall, 1939

"In these days it is doubtful that any child may reasonably be expected to go to [the] school he denied the opportunity of an education... a right which must be made available to all on equal terms."

- Transcript of Brown v. Board of Education, 1954

"Equal means getting the same thing, at the same time, and in the same place."

- Thurgood Marshall, 1954

"He did it by pointing me to argue by challenging my logic on every point, by making me prove every statement I made."

- Thurgood Marshall speaking of his father, 1930

"He never told me to become a lawyer but he turned me into one."

- Thurgood Marshall speaking of his father, 1930

Thurgood Marshall and Charles Houston working with his sister  
Oswald (seated) to examine Maryland University in away from, 1935,  
Library of Congress

*“There can be no doubt that the framers were seeking to secure and to protect [the African American] as a full and equal citizen and school segregation ... is at war with the Amendment’s intent.”*

*“The lawyer was there to bear the brunt of getting rid of segregation...That was our purpose in life.”*

*“This fight for equality of educational opportunity (was) not an isolated struggle. He did it by teaching me to argue All our struggles must tie in together and by challenging my logic on ever support one another. . . We must remain on point, by making me prove every the alert and push the struggle farther statement I made.”*

*– Thurgood Marshall*

*"We began to work out this attack on the segregated school system."*

*"In these days it is doubtful that any child may reasonably be expected to in life if he is denied the opportunity of an education.....a right which must be made available to all on equal terms."*

*“Equal means getting the same thing, at the same time, and in the same place.”*

e. “He did it by teaching me to argue  
by challenging my logic on ever  
n point, by making me prove every  
statement I made.”

*“He never told me to become a lawyer but he turned me into one.”*

– Thurgood Marshall speaking  
of his father, 1930

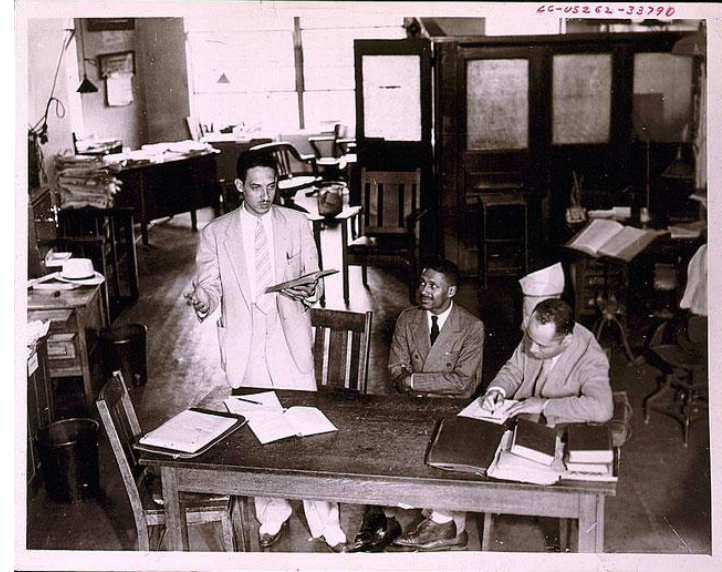
# Center Panel Bottom Images



***Charles Houston,  
Thurgood Marshall's  
mentor, 1939, Library of  
Congress.***

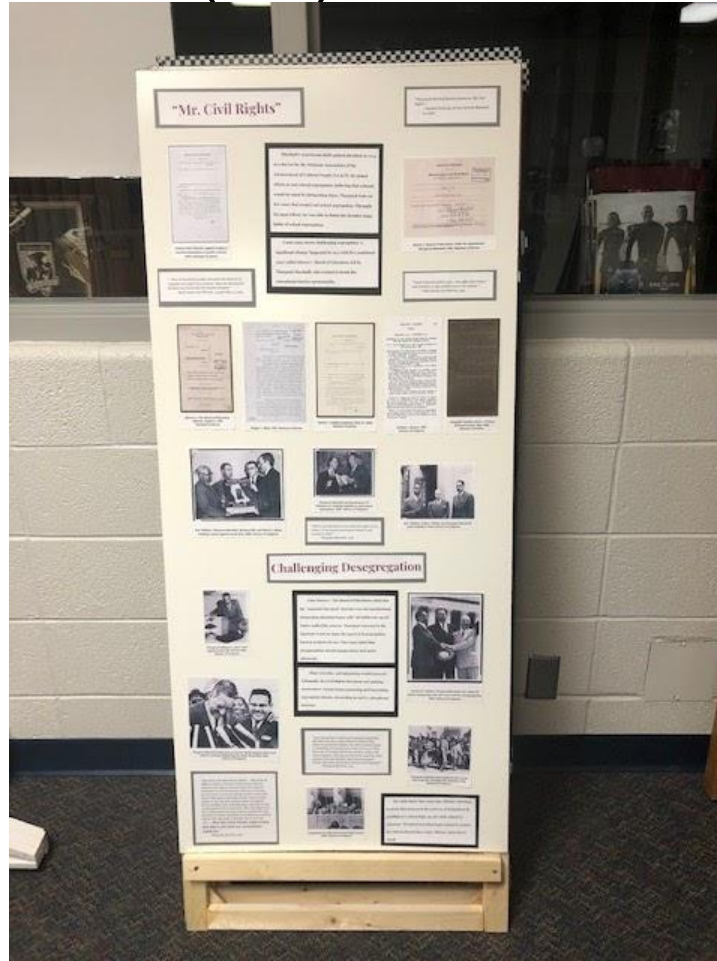


***Thurgood Marshall, special  
counselor for the NAACP,  
1950, Library of Congress.***



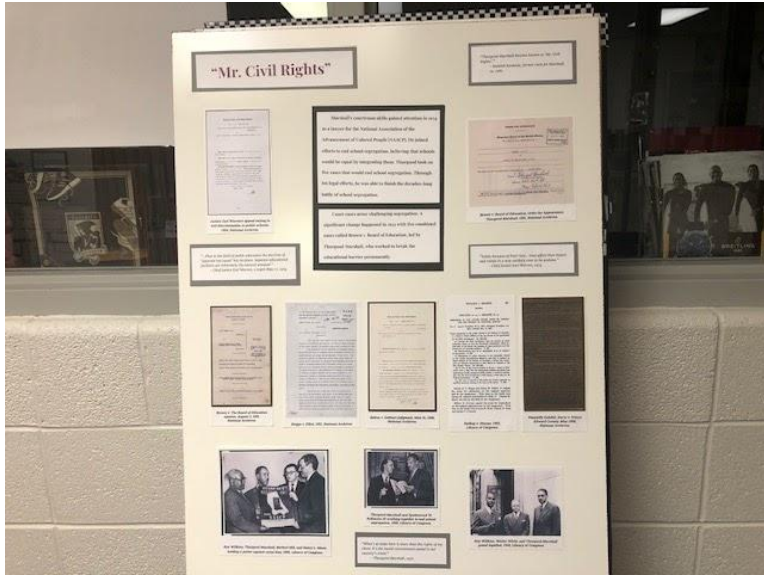
***Thurgood Marshall and Charles Houston  
working with his client Donald Gaines to  
convince Maryland University to accept  
Donald, 1935, Library of Congress.***

# Image of Left Panel (full)





# Left Panel of Exhibit (top)



## “Mr. Civil Rights”

**Marshall’s courtroom skills gained attention in 1934 as a lawyer for the National Association of the Advancement of Colored People (NAACP). He joined efforts to end school segregation, believing that schools would be equal by integrating them. Thurgood took on five cases that would end school segregation. Through his legal efforts, he was able to finish the decades-long battle of school segregation.**

**Court cases arose challenging segregation. A significant change happened in 1952 with five combined cases called Brown v. Board of Education, led by Thurgood Marshall, who worked to break the educational barrier permanently.**

## Quotes:

*“Solely because of their race... may affect their hearts and minds in a way unlikely ever to be undone.”*

*– Chief Justice Earl Warren, 1954*

*“What’s at stake here is more than the rights of my client. It’s the moral commitment stated in our country’s creed.”*

*– Thurgood Marshall, 1935*

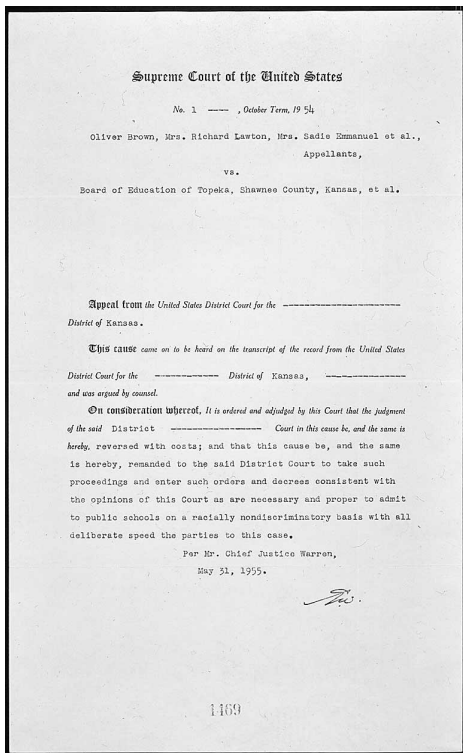
*“Thurgood Marshall became known as ‘Mr. Civil Rights’.”*

*– Randall Kennedy, former clerk for Marshall, ca.1980*

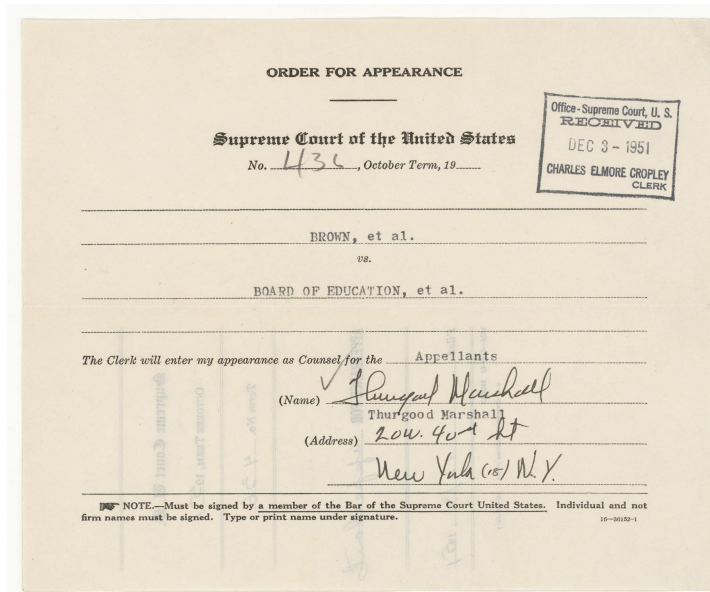
*“...That in the field of public education the doctrine of ‘separate but equal’ has no place. Separate educational facilities are inherently [by nature] unequal.”*

*– Chief Justice Earl Warren, 1:20 pm May 17, 1954*

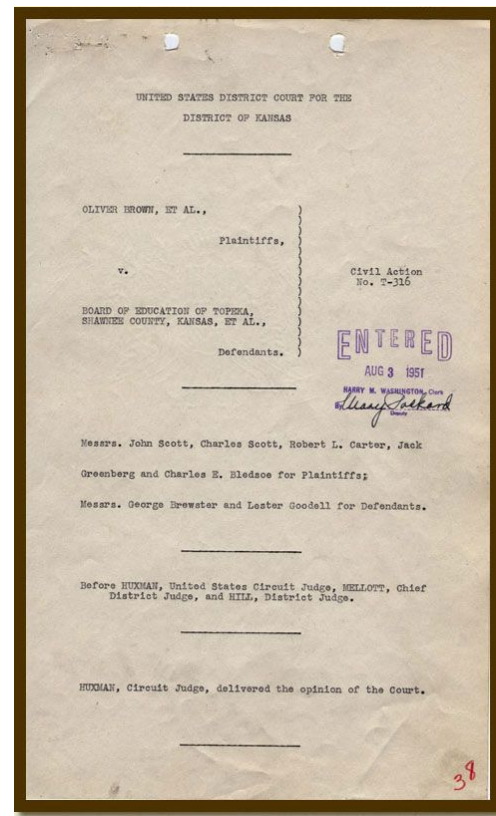
# Left Panel Top Images



**Justice Earl Warren's appeal  
saying to end discrimination  
in public schools, 1954,  
National Archives.**

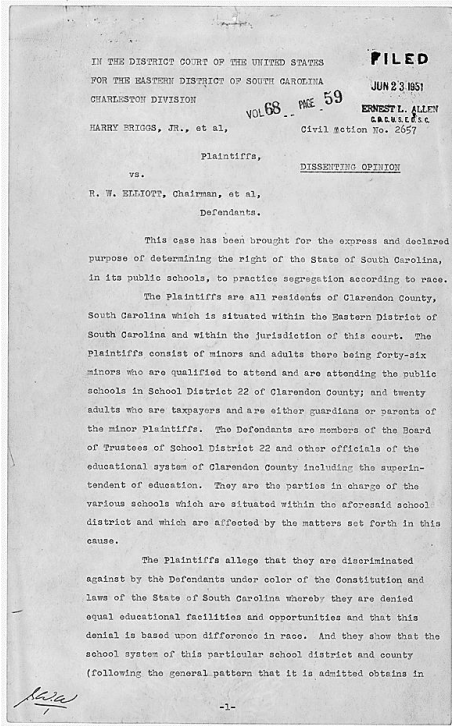


**Brown v. Board of Education, Order  
for Appearance,  
Thurgood Marshall, 1951,  
National Archives.**

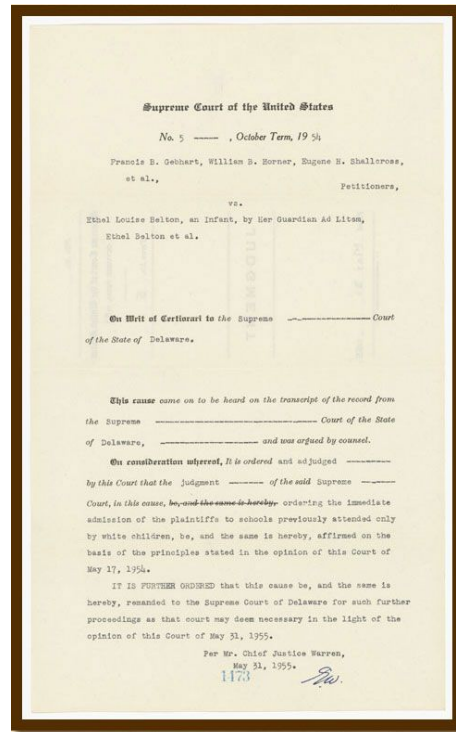


**Brown v. The Board  
of Education opinion,  
August 3, 1951,  
National Archives.**

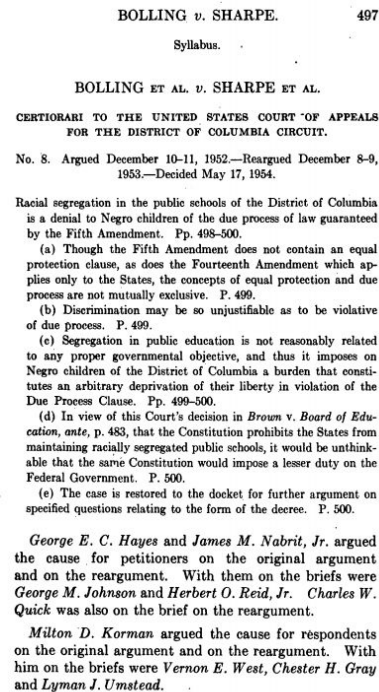
# Left Panel Top Images



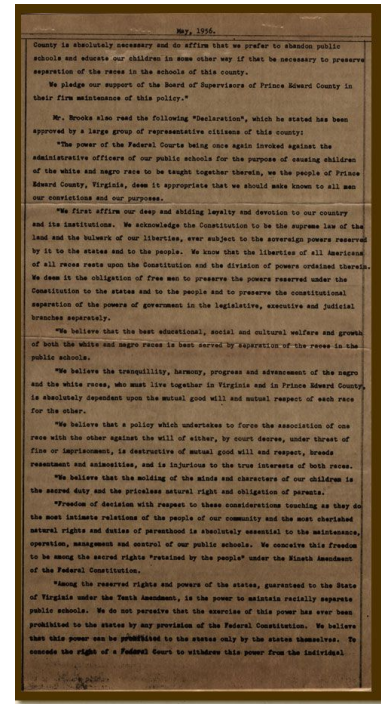
**Briggs v. Elliot, 1951, National Archives.**



**Belton v. Gebhart judgment, May 31, 1955, National Archives.**



**Bolling v. Sharpe, 1952, Library of Congress.**



**Plaintiffs Exhibit, Davis v. Prince Edward County, May 1956, National Archives.**



# Left Panel Top Images



***Roy Wilkins, Thurgood Marshall, Herbert Hill, and Henry L. Moon holding a poster against racial bias, 1956, Library of Congress.***



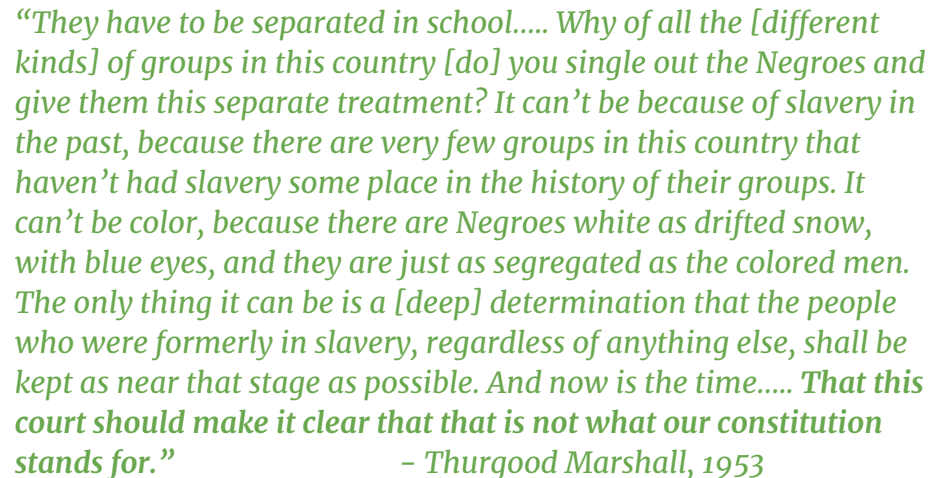
***Thurgood Marshall and Spottswood W. Robinson III working together to end school segregation, 1955, Library of Congress.***



***Roy Wilkins, Walter White, and Thurgood Marshall posed together, 1945, Library of Congress.***



## “Challenging Desegregation”



**Hope was alive, and integration would proceed. Nationally, the Civil Rights Movement was gaining momentum. Groups began protesting and boycotting segregated schools, demanding an end to educational barriers.**

The Little Rock Nine were nine African-American students that pioneered the process of integration by enrolling in Central High, an all-white school in Arkansas. Thurgood provided legal counsel to ensure the school allowed these nine African-American to enroll.

*"I got the feeling on hearing the discussion yesterday that when you put a white child in a school with a whole lot of colored children, the child would fall apart or something. Everybody knows that's not true. These same kids in Virginia and South Carolina...play in the streets together, they play on their farms together, they go down the road together, they separate to go to school, they come out of school and play ball together."*

- Thurgood Marshall, 1953

# Left Panel Bottom Images



*Thurgood talking to a New York reporter about the NAACP, 1955, Library of Congress.*



*George E.C. Hayes, Thurgood Marshall, and James M. Nabrit celebrating after the Court ruled to end segregation, 1954, Library of Congress.*

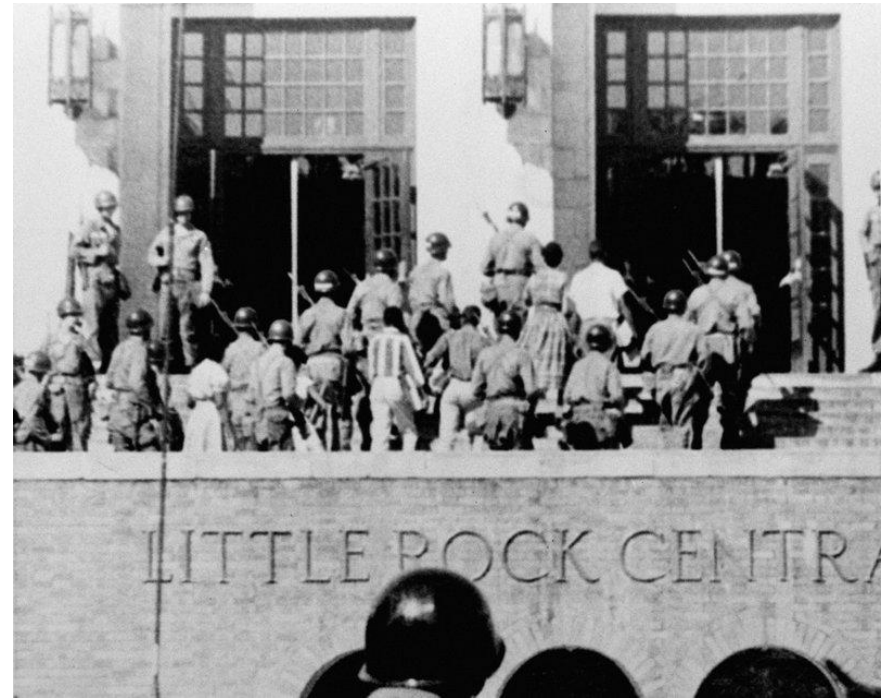


*Thurgood Marshall being interviewed by Wiley Branton after court ruled to continue integrating the Little Rock Nine, 1958, Library of Congress.*

# Left Panel Bottom Images

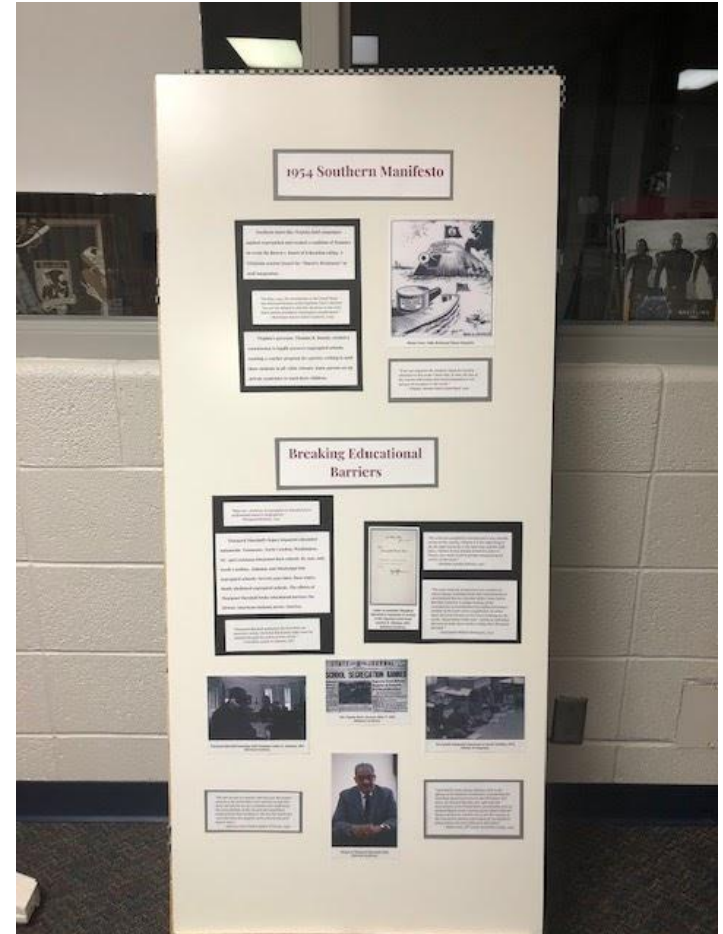


*Thurgood walking with Autherine Lucy to her case to get her accepted into Alabama, 1956, Library of Congress.*



*Integration of Little Rock Central High School, 1958, Library of Congress.*

# Images of Right Panel (Full)





# Right Panel of Exhibit (top)

## 1954 Southern Manifesto

Southern states like Virginia held campaigns against segregation and created a coalition of Senators to resist the *Brown v. Board of Education* ruling. A Virginian senator issued the “Massive Resistance” to stall integration.

Virginia’s governor, Thomas B. Stanely, created a commission to legally preserve segregated schools, wanting a voucher program for parents wishing to send their students to all-white schools. Some parents set up private academies to teach their children.

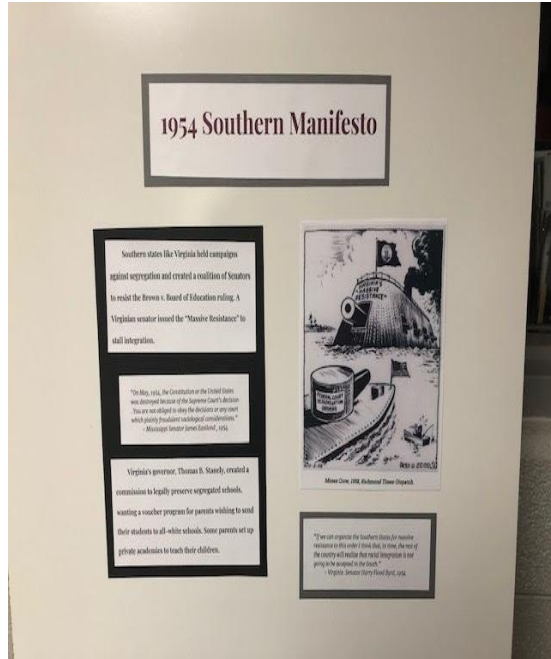
### Quotes:

*“On May, 1954, the Constitution or the United States was destroyed because of the Supreme Court’s decision . You are not obliged to obey the decisions or any court which plainly fraudulent sociological considerations.”*

*– Mississippi Senator James Eastland , 1954*

*“If we can organize the Southern States for massive resistance to this order I think that, in time, the rest of the country will realize that racial integration is not going to be accepted in the South.”*

*– Virginia Senator Harry Flood Byrd, 1954*

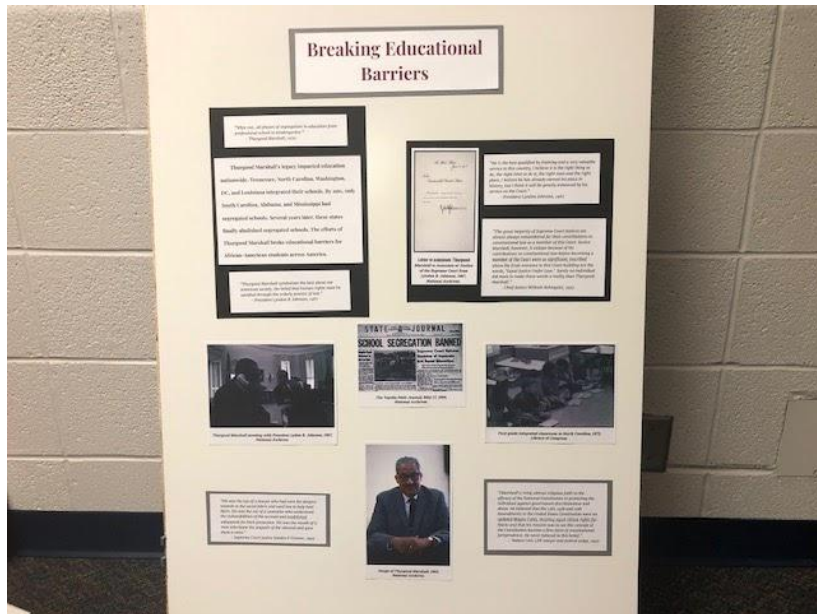


# Right Panel Top Images



*Moses Crow, 1958, Richmond  
Times-Dispatch.*

# Right Panel (bottom)



## “Breaking Educational Barriers”

Thurgood Marshall's legacy impacted education nationwide. Tennessee, North Carolina, Washington, DC, and Louisiana integrated their schools. By 1961, only South Carolina, Alabama, and Mississippi had segregated schools. Several years later, these states finally abolished segregated schools. The efforts of Thurgood Marshall broke educational barriers for African-American students across America.

*“Wipe out...all phases of segregation in education from professional school to kindergarten.”*

*- Thurgood Marshall, 1950*

*"Thurgood Marshall symbolizes the best about our American society, the belief that human rights must be satisfied through the orderly process of law."*

*- President Lyndon B. Johnson, 1967*

*“He is the best qualified by training and a very valuable service to this country, I believe it is the right thing to do, the right time to do it, the right man and the right place, I believe he has already earned his place in history, but I think it will be greatly enhanced by his service on the Court.”*

*- President Lyndon Johnson, 1967*

# Right Panel (bottom) Quotes

*"The great majority of Supreme Court Justices are almost always remembered for their contributions to constitutional law as a member of this Court. Justice Marshall, however, is unique because of his contributions to constitutional law before becoming a member of the Court were so significant, inscribed above the front entrance to this Court building are the words, 'Equal Justice Under Law.' Surely no individual did more to make these words a reality than Thurgood Marshall."*

*- Chief Justice William Rehnquist, 1993*

*"His was the eye of a lawyer who had seen the deepest wounds in the social fabric and used law to help heal them. His was the ear of a counselor who understood the vulnerabilities of the accused and established safeguards for their protection. His was the mouth of a man who knew the anguish of the silenced and gave them a voice."*

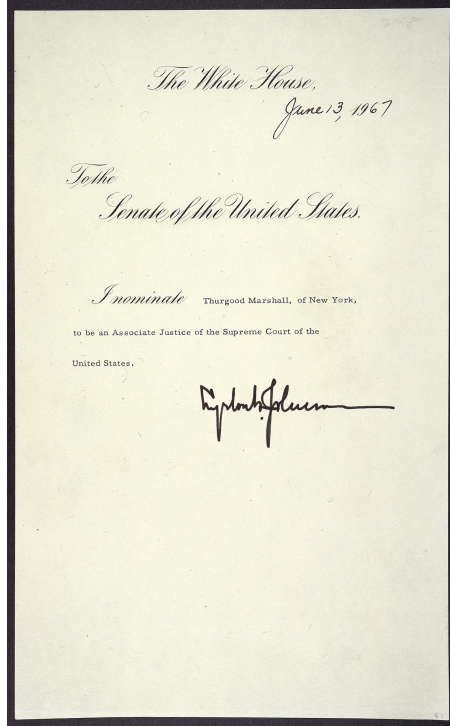
*- Supreme Court Justice Sandra O'Connor, 1993*

*"[Marshall's] vivid, almost religious faith in the efficacy of the National Constitution in protecting the individual against government discrimination and abuse. He believed that the 13th, 14th and 15th Amendments to the United States Constitution were an updated Magna Carta, insuring equal citizen rights for blacks and that his mission was to see this concept of the Constitution become a firm facet of constitutional jurisprudence. He never faltered in this belief."*

*- Robert Carter, LDF lawyer and federal judge, 1993*



# Right Panel Bottom Images



**Letter to nominate Thurgood Marshall to Associate of Justice of the Supreme Court from Lyndon B. Johnson, 1967, National Archives.**



**The Topeka State Journal, May 17, 1954, National Archives.**



**Thurgood Marshall meeting with President Lyndon B. Johnson, 1967, National Archives.**

# Right Panel Bottom Images



***Image of Thurgood  
Marshall, 1963,  
National Archives.***



***First grade integrated  
classroom in North Carolina,  
1973, Library of Congress.***

# Image of Courtroom

