

Lesson Plans

Interviewee Lola Strong Hendricks

Useful Documents Segregated Zoning pg 49, 50
“Birmingham Police Nab 32 Negroes” pg. 66
“TV: ‘CBS Reports’ Turns Camera on Birmingham” pg. 67
“Birmingham Jail is so Crowded Breakfast Takes Four Hours” pg. 66

Useful Images Segregated housing maps pg. 6, 17, 18, 33
Shuttlesworth preaching pg 20
Selective Buying Campaign pg. 36, 37
KKK pg. 38, 39, 41, 42
Mass Meeting pg. 16

Suggested Activities “Organizations Involved”

1. View the clip, about 4 minutes
2. While the clip is previewed ask the students to answer the following questions
 - a. Why was the Alabama Christian Movement for Human Rights Organized?
 - b. Why did Ms. Hendricks want to get involved with the ACMHR?
 - c. What occurred at ACMHR meetings?
 - d. Was Ms. Hendricks scared to attend the meetings? Why? Would you be scared to attend the meetings, why?

Selective buying campaigns 1962

1. View the clip, about 5 minutes
2. In the clip Ms. Hendricks explains that her nine year old daughter was put in jail for marching. Please write a letter either from the daughter’s perspective in jail, or the mother’s (Ms. Hendricks’) perspective. If you chose to write a letter from the daughter’s perspective to your mother, please explain why you marched, and how you feel about being in jail. If you chose to write a letter from the mother’s perspective to her daughter in jail please state how you feel about her being in jail and why?
 - a. Students need background information on the children’s march, as well as reasons for the movement either from these oral histories or other sources to adequately complete the task.

Selective buying campaigns 1962

3. Prior to viewing the clip review the term “Selective Buying Campaign” and “Boycott.”
 - a. Ask the students if there is a difference between the two terms, if any? Additionally, under what circumstances would they engaged in a boycott or Selective Buying Campaign?
4. Preview the clip, about 5 minutes

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Student Instructions

Wow...Can you believe that a nine year old is now jail for peacefully protesting?!?!

Instructions:

Please write a letter either from the daughter's perspective in jail, or the mother's (Ms. Hendricks) perspective.

- If you chose to write a letter from the daughter's perspective to your mother, please explain why you marched, and how you feel about being in jail.
 - Are you proud? What conditions are you facing? Would you march again? Why? Etc.
- If you chose to write a letter from the mother's perspective to her daughter in jail please state how you feel about her being in jail and why?
- Please write at least 5 detailed sentences.

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Interviewee Catherine Burks Brooks

Useful Documents SCLC meeting agenda pg. 53, 54
“Albany holds 300 Negroes Behind Bars” pg. 56
“Birmingham Police Nab 32 Negroes” pg. 66.
“Birmingham News Urges Bus Riders Be ‘Held in Check’” pg. 69
“Federalers Would Exclude ‘Riders’ From Injunction pg. 72

Useful Images Freedom Rides violence pg. 5, 11, 12, 28
Segregated housing maps pg. 6, 17, 18, 33
Birmingham Campaign pg. 10, 13, 34
Sit Ins pg. 19
Images of Ms. Burks pg. 21, 22
Freedom Ride posters pg. 23, 32
Freedom Ride sleep in church pg. 24
Freedom Rides police protection pg. 25, 26, 27, 30
Freedom Ride map pg 31

Suggested Activities **Life growing up black**

1. View the clip, about 6 minutes
2. After watching the clip have the students reflect on the following question:
 - a. Ms. Brooks states that she learned the phrase, “If you’re brown stick around, if you’re black get back, if you’re white you’re right.” If you learned that phrase to be true from an early age, how would it effect your future outlook and behavior? Why? How did it affect Ms. Brooks
 - b. Possible sentence frame (if needed):

“If I heard that specific phrase I think that I would grow up to be _____ (upset, scared, depressed, angry etc.) in the future. This is because_____.
This would cause me to act _____.

Freedom Rides and Her Arrest

1. View the “Freedom Rides” clip, about 17 minutes, and “Her Arrest” about 4 minutes.
2. Show the students images of Catherine Brooks from the 1960s found in the “Photos” Section—pages 21 and 22. This will make her story connect more with students since she is in school in those photos, and closer to their age.
3. Have the students read the article “Federalers Would Exclude Riders From Injunction” found in the “Documents” section. Additionally, show the students images of injured Freedom Riders found in the “Photos” section.
 - a. Based on the photos, the interview and the newspaper article have the students answer the following question in

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paragraph form, incorporating and citing specific evidence from given sources.

- i. “During the civil rights movement of the 1960s, should individuals test civil rights legislation knowing that they would encounter violence and strong resistance?”

1. After watching the clip have the students a two-sided poster. On one side create a catchy slogan or phrase like those shown from the bus on page 23. On the other side create an informational poster about the Freedom Rides attempting to get people to join them. Make sure that you include information on where the bus is going, why the mission is important, and what conditions they might face. Showing all Freedom Ride images prior to this helpful
1. Many people from CORE left the Freedom Rides after experiencing such violence. However, many SNCC individuals remained. Please write a letter either from the perspective of a SNCC member remaining on the ride, or a CORE member, leaving the ride.
 - a. If you are writing the letter as a CORE member, address your letter to a SNCC member stating why you need to leave. If you are writing the letter as a SNCC member, address your letter to you parents, explaining why you will continue the Freedom Rides, what you have faced thus far, and what more you expect to face. Please write at least 5 detailed sentences.

SNCC

1. View the SNCC Clip, about 10 minutes long
2. Ms. Brooks is clear that she is not 100% sure that non-violent resistance is the best way to advocate for change. Because of this reason, as well as others, SNCC started to break apart.
3. Engage your students in a debate about the effectiveness of non-violence vs. defensive strategies. Which should you follow and why?
 - a. Students should have a background on SCLC and nonviolence prior to informal debate
 - b. This activity will lead into how the movement progresses into Black Panthers and Black Power.

Extra Research Topics

- The differences between SNCC and CORE
- When and reasons why SNCC started to break apart.

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Student Instructions

Instructions:

Many people from CORE left the Freedom Rides after experiencing such violence. However, many SNCC individuals remained. Please write a letter either from the perspective of a SNCC member remaining on the ride, or a CORE member, leaving the ride.

- b. If you are writing the letter as a CORE member, address your letter to a SNCC member stating why you need to leave. If you are writing the letter as a SNCC member, address your letter to you parents, explaining why you will continue the Freedom Rides, what you have faced thus far, and what more you expect to face.
- c. Please write at lease 5 detailed sentences.

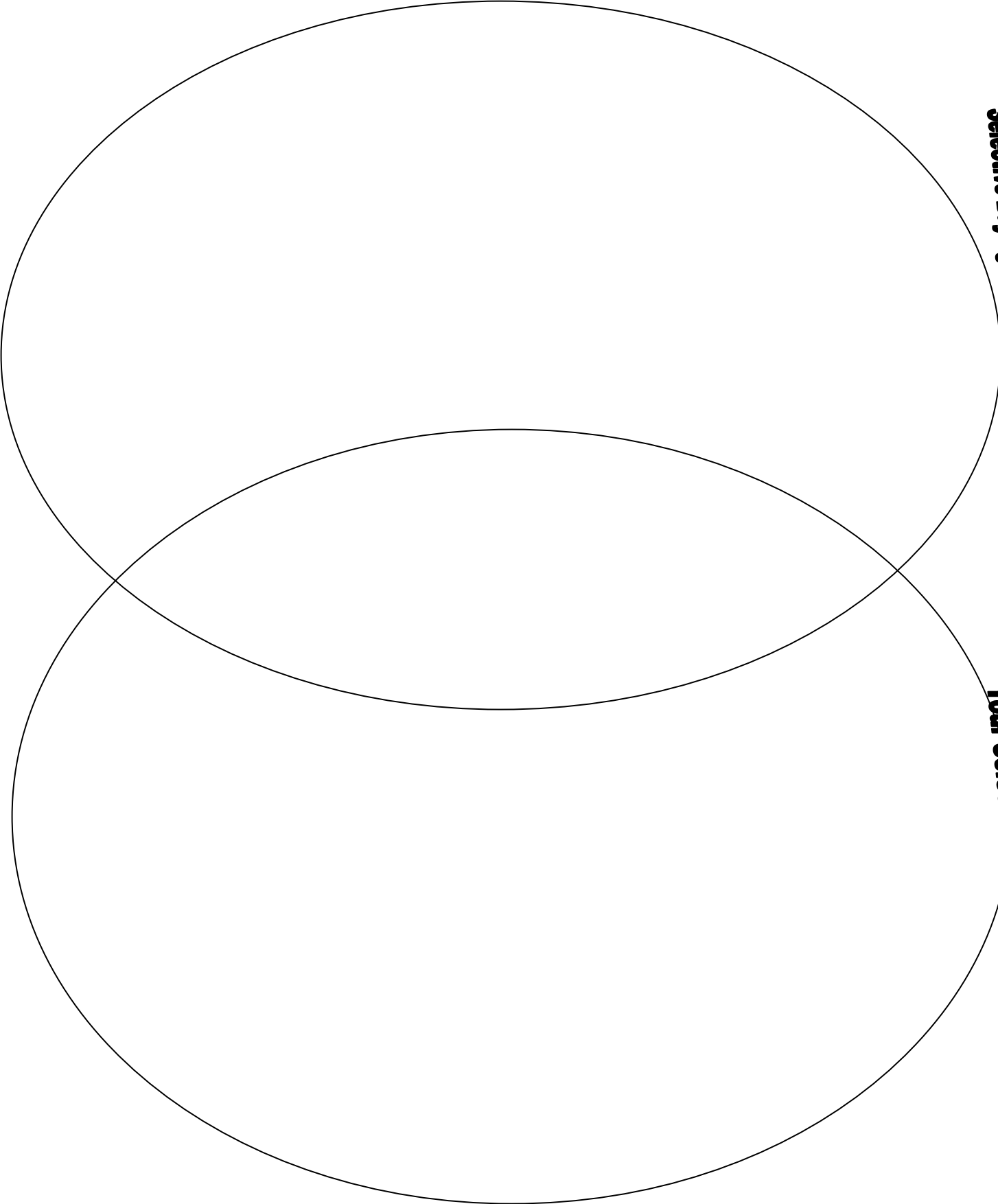
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Interviewee	Reverend Frank Dukes
Useful Documents	Housing Zoning Codes pg. 50, 51 SCLC Meeting Agenda pg. 53, 54 “National Affairs: BIRMINGHAM: Integration’s Hottest Crucible” pg65 “CBS Reports’ Turns Camera on Birmingham” pg. 67 “Jim Crow Laws” pg. 70, 71 “Albany holds 300 Negroes Behind Bars” pg. 56 “Birmingham Police Nab 32 Negroes” pg. 66.
Useful Images	Segregated housing maps pg. 6, 17, 18, 33 Bull Connor pg. 9 Birmingham Campaign pg. 10, 13, 34 Reverends pg. 15 Mass Meeting pg. 16 Shuttlesworth pg. 20 Selective Buying Campaign pg. 36, 37
Suggested Activities	Selective Buying Campaign <ol style="list-style-type: none">1. Prior to viewing the clip review the term “Selective Buying Campaign” and “Boycott.”<ol style="list-style-type: none">a. Ask the students if there is a difference between the two terms, if any? Additionally, under what circumstances would they engaged in a boycott or Selective Buying Campaign?2. View the clip, about 16 minutes3. After viewing the clip ask have a discussion covering the following questions<ol style="list-style-type: none">a. What places would be on their “Selective Buying Campaign” list and why? Movie theaters because they restrict rated “R” movies, a grocery store because they don’t sell organic food, or free range chickens?b. What would you need to have an effective selective buying campaign?4. In groups of 3 have the students plan their own selective buying campaign<ol style="list-style-type: none">a. They need to—plan a specific place (other than school) to have a selective buying campaign. The place needs to be a place that students frequent. Have a clear reason for launching a campaign against that place, and clear demands, that once meant, would result in the end of the campaign. Lastly, students need to develop a plan that would make their campaign successful.b. Students will present their information, including a visual aid and a venn diagram comparing their selective buying campaign to the selective buying campaign in Birmingham.c. After all of the presentations, the students will vote on

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which campaign they would join, students only get one vote. After this vote, students might see how easy/hard it is to launch a successful buying campaign.

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Selective Buying Campaign Birmingham

Your Selective Buying Campaign

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Interviewee Reverend John Porter

Useful Documents Segregated Housing Zoning pg. 49, 50
“Albany holds 300 Negroes Behind Bars” pg. 56
“Birmingham Police Nab 32 Negroes” pg. 66.
“White Birmingham 4th Graders Back Negroes in Class Themes” pg. 51.
“Negroes Pour Out into Streets in Shock and Anger at Bombing” pg 52
“Patterson says State Schools will never Mix Schools” pg. 57
“Congressmen are Urged to Help Oust Outsiders” pg. 58
“Segregation a Must, Says John Patterson” pg. 59.
“The Day a Church Became a Tomb” pg. 62
“Birmingham Jail is so Crowded Breakfast Takes Four Hours” pg. 68
“Jim Crow Laws” pg. 70, 71

Useful Images Segregated Housing Maps pg. 6,
African Methodist Episcopal Church Bombing pg. 7
Bethel Baptist Church Bombing pg. 8
Birmingham Campaign pg. 10, 13, 34
Reverends pg. 15
Mass Meeting pg. 16
Shuttlesworth pg. 20

Suggested Activities **Family/growing up**

1. View the clip, about 12 minutes.
2. Have the students compare and contrast the differences between life today and life the 1920s and 1930s South. What the pluses and minuses of each time? What do you think about sweeping the dirt?

Growing Up in Birmingham

1. Watch the clip, about 4 minutes.
2. Rev. Porter discusses his own private rebellions. Discuss with the class the effectiveness of his private rebellion? Why was his rebellion private? Why do you think he acted in such a way? Do the students have their own private rebellions?

Birmingham Movement and Jail

1. Watch the clip, about 11 minutes in total
2. The first marches were organized in the church, with powerful sermons to engage in people and motivate them.
3. Have the students write a sermon motivating people to march on Palm Sunday. Why should they march? What might they face? Why should they remain non-violent?
 - a. For additional information on sermons was the ministry and preaching clips as well (time permitting). Researching a preaching King clip to show the class might additionally give them insight on the importance of sermons in the Birmingham Campaign.

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1. Porter states that the time was right for the Birmingham Campaign—all of the ingredients were right in the pot.
 - a. Have the students create a perfect recipe with ingredients and amounts to put together to make a place ripe for civil rights.

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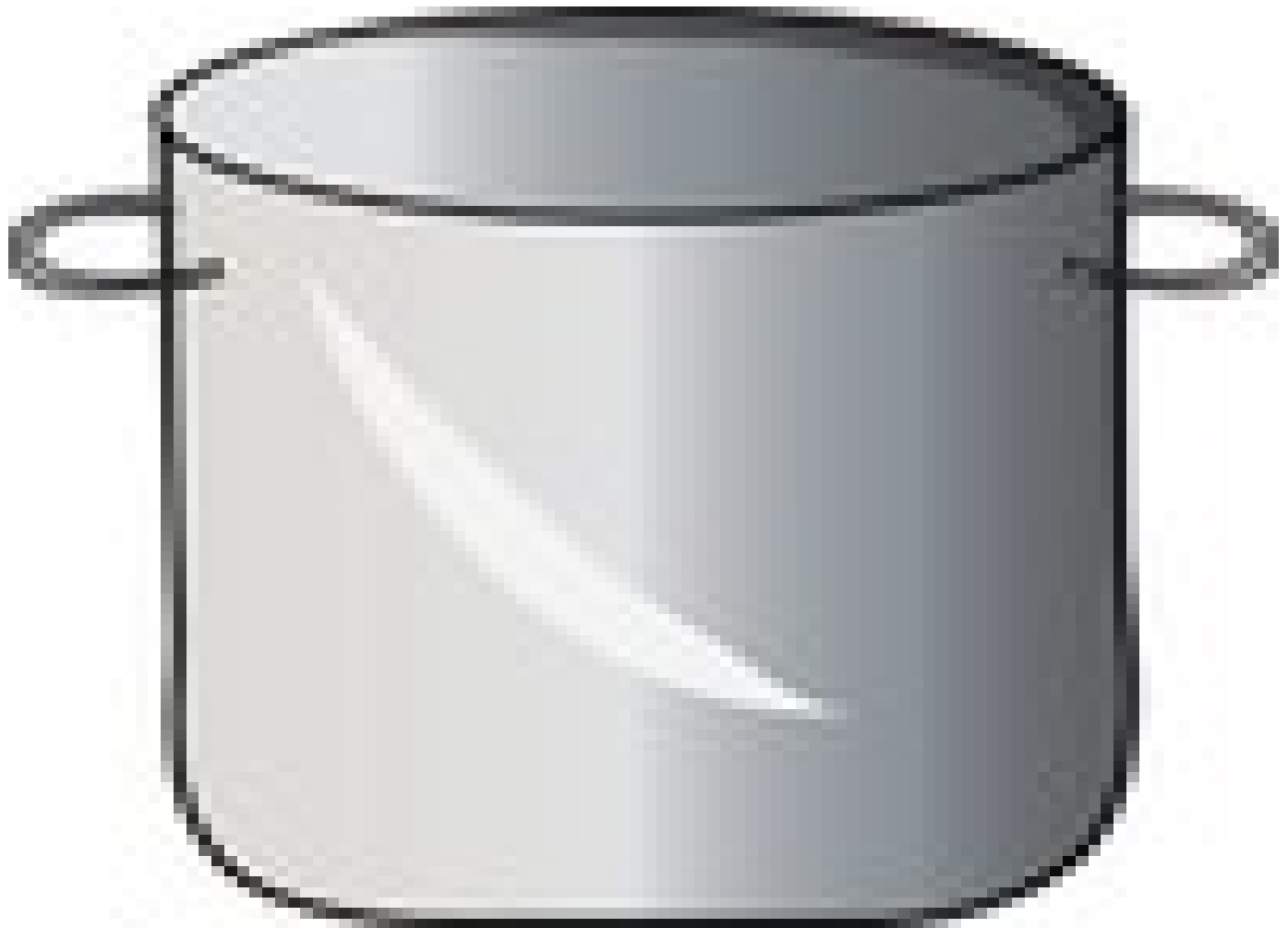
Student Instructions

Instructions—

- Reverend Porter states that the time was right for the Birmingham Campaign—all of the ingredients were right in the pot.
- Create a perfect recipe with ingredients and amounts to put together to make a place ripe for civil rights. Please indicate the amount for the ingredients and add any ingredients that you think need to be in the Civil Rights Stew.
- Please write the ingredients in the pot, and change their size to indicate the amount needed.

_____ Bull Connor
_____ Martin Luther King Jr.
_____ Segregation
_____ Selective Buying Campaign

_____ Violence



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Interviewee Elizabeth Fitts

Useful Documents Housing Zoning Codes pg. 50, 51
SCLC Meeting Agenda pg. 53, 54
“National Affairs: BIRMINGHAM: Integration’s Hottest Crucible” pg65
“CBS Reports’ Turns Camera on Birmingham” pg. 67
“Jim Crow Laws” pg. 70, 71

Useful Images Segregated housing maps pg. 6, 17, 18, 33
Bull Connor pg. 9
Birmingham Campaign pg. 10, 13, 34
Reverends pg. 15
Mass Meeting pg. 16
Shuttlesworth pg. 20
Selective Buying Campaign pg. 36, 37
Selma Campaign pg. 40.

Suggested Activities **The Movement**

1. View the clip, about 7 minutes
2. Questions to discuss with the class
 - a. Why would some students be apathetic during the meeting at Miles College?
 - b. At your school what percent of student would be apathetic as described by Ms. Fitts?
 - c. Would you want to be involved with the action described by Ms. Fitts? Why or why not?

Participation in the Demonstration and Birmingham Campaign

1. View both clips, about 13 minutes total
2. Show some of the images from the Birmingham Campaign in the documents section, pages 10, 13, 34.
3. Ms. Fitts explains how SCLC often had retreats to re-energize the campaign, to keep it’s workers motivated.
4. Instruct the students that after the Birmingham Campaign, as described in the oral history, a lot of civil rights workers need motivation after watching children going to jail, bitten by dogs and sprayed with fire hoses.
 - a. Have the students create an SCLC agenda for a day’s retreat with motivational speakers, activities to practice non-violence and workshops.
 - b. The students must give 2 sentences summaries for each event, explaining why it is important
 - c. After the students completed the activity, share the SCLC agenda on pages 53 and 54 in the documents section.

Effects of the Movement

1. View the clip, about 10 minutes
2. Discuss the clip after watching it

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- a. What is the difference between activism today and in the past?
- b. Why do you think it is different?
- c. According to Ms. Fitts how did the movement negatively effect the black community today? Do you agree?
- d. Her interview was in 1995, do you think that she would have the same feelings about present day?
- e. To what degree do you believe the movement should continue? Are there new or different minority groups that need to continue the movement?

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SCLC Agenda

Place: _____

Date _____

Time: _____

Time of event

Type of Event

Summary

Organizer of Event

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Interviewee Dr. Jonathan McPherson

Useful Documents “Segregation a Must, Says John Patterson” pg. 59.
“The Day a Church Became a Tomb” pg. 62
Housing Zoning Codes pg. 50, 51
“Negroes Pour Out into Streets in Shock and Anger at Bombing” pg. 52
SCLC Meeting Agenda pg. 53, 54
“National Affairs: BIRMINGHAM: Integration’s Hottest Crucible” pg65
“CBS Reports’ Turns Camera on Birmingham” pg. 67

Useful Images Segregated housing maps pg. 6, 17, 18, 33
Bull Connor pg. 9
Birmingham Campaign pg. 10, 13, 34
Reverends pg. 15
Mass Meeting pg. 16
Shuttlesworth pg. 20
Selective Buying Campaign pg. 36, 37
African Methodist Episcopal Church Bombing pg. 7
Bethel Baptist Church Bombing pg. 8
KKK pg. 39, 41, 42
16th St. Baptist Church Bombing pg. 35

Suggested Activities **The Movement and Good Friday March**

1. View the clip, about 20 minutes total.
2. Ask the students if they would sign the non-violence pledge given what Mr. McPherson experienced.
3. Have the students read the following newspaper debate, “Is Violence Necessary to Combat Non-Violence?”
 - a. Have the students complete a T-Chart noting the different arguments and point of views.
 - b. After completing the T-Chart, ask the students if they would be willing to sign the non-violent pledge? Have the students complete the pledge form filling in all boxes.

Bombs in Birmingham

1. View the clip, about 6 minutes.
2. This clip can also be viewed for the previous activity
3. Show the students the images and maps in the images section relating to bombs in Birmingham, pages 7,8 and 35,
4. Questions for class discussion
 - a. Would you still live in “dynamite hill” given the high occurrences of violent intimidation? Why?
 - b. Would you seek police assistance if you lived in that area?
 - c. Why would Martin Luther King and other civil rights leaders from out of town stay in dynamite hill? How does that help their cause?

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Most Memorable Moment/Reflections

1. Watch the last 7 minutes of the clip and interview when he is reflecting on the movement and today
2. Questions for class discussion
 - a. Do you agree with Mr. McPherson's assessment of today's society, students and education?
 - b. What is your reaction to his comments?
 - c. Does the civil rights movement need to continue? To what extent? How would/should it be different from the past's movement?

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The Great Debate

Is Violence Necessary to Combat Injustice?

For the Positive: Williams Says 'We Must Fight Back'

By ROBERT F. WILLIAMS

In 1954, I was an enlisted man in the United States Marine Corps . . . I shall never forget the evening we (heard) the historic Supreme Court decision that segregation in the public schools is unconstitutional . . .

At last I felt that I was a part of America and that I belonged. That was what I had always wanted, even as a child.

I returned to civilian life in 1955 and the hope I had for Negro liberation faltered . . . Acts of violence and words and deeds of hate and spite rose from every quarter . . . There is open defiance to law and order throughout the South today . . . I have become disillusioned . . .

What Will Deter?

Laws serve to deter crime and protect the weak from the strong in civilized society. Where there is a breakdown of law . . . where is the force of deterrent? . . . Only highly civilized and moral individuals respect the rights of others . . . The Southern brute respects only force. Nonviolence is a very potent weapon when the opponent is civilized, but nonviolence is no repellent for a sadist . . .

I have great respect for the pacifist, that is, for the pure pacifist . . . I am not a pacifist and I am sure I may safely say most of my people are not. Passive resistance is a powerful weapon in gaining concessions from oppressors, but I venture to say that if Mark Parker had had an automatic shotgun at his disposal, he could have served as a great deterrent against lynching . . .

In 1957 the Klan moved into Monroe and Union County (N.C.) . . . Their numbers steadily increased to the point



Robert Williams

wherein the local press reported 7500 at one rally. They became so brazen that mile-long motorcades started invading the Negro community.

These hooded thugs fired pistols from car windows . . . On one occasion they caught a Negro woman on the street and tried to force her to dance for them at gun point . . . Drivers of cars tried to run Negroes down . . . Lawlessness was rampant . . . instead of cowering, we organized an armed guard . . . On one occasion, we had to exchange gunfire with the Klan.

Each time the Klan came on a raid they were led by police cars. We appealed to the President of the United States to have the Justice Department investigate the police. We appealed to Governor Luther Hodges. All our appeals to constituted law were in vain . . . A group of nonviolent ministers met the

City Board of Aldermen and pleaded with them to restrict the Klan from the colored community. The city fathers advised these cringing, begging Negro ministers that the Klan had constitutional

Editor's Note

The great debate in the integration movement in recent months has been the question of violence vs. nonviolence, as instruments of social change. The non-violent way was brought dramatically to the public consciousness by the successful Montgomery bus protest of 1955-56. The debate, long simmering under the surface, was precipitated last spring when Robert Williams, Negro leader of Monroe, N. C., made his much-publicized statement that Negroes must "meet violence with violence." Much misunderstanding of both positions has followed. In the opinion of Patriot editors, the most meaningful and enlightening discussion of the issue was presented in the September and October issues of the journal Liberation. In the favor of articles by Mr. Williams and by Dr. Martin Luther King, Jr., leader of the non-violent movement. We reprint excerpts from both articles here.

rights to meet and organize in the same way as the NAACP.

Not having been infected by turn-the-other-checkbook, a group of Negroes who showed a willingness to fight caused the city officials to deprive the Klan of its constitutional rights after local papers told of dangerous incidents between Klansmen and armed Negroes. Klan motorcades have been legally banned from the City of Monroe . . .

'Sick Inside'

On May 5, 1959, while president of the Union County branch of the NAACP, I made a statement to the United Press International after a trial wherein a white man was supposed to have been tried for kicking a Negro maid down a flight of stairs in a local white hotel. In spite of the fact that there was an eyewitness, the defendant failed to show up for his trial, and was completely exonerated.

Another case in the same court involved a white man who had come to a pregnant Negro mother's home and attempted to rape her. In recorder's court the only defense offered for the defendant was that "he's real guilty." He was just drunk and having a little fun." . . . A white woman neighbor testified that the woman had come to her house excited, her clothes torn, her feet bare and begging her for assistance; the court was unmoved . . .

This great miscarriage of justice left me sick inside, and I said then what I say now. I believe Negroes must be willing to defend themselves, their women, their children and their homes. They must be willing to die and to kill in repelling their assailants . . . Negroes must protect themselves, it is obvious that the federal government will not put an end to lynching; therefore it becomes necessary for us to stop lynching with violence . . .

Taught to Fight

Some Negro leaders have cautioned me that if Negroes fight back, the racist will have cause to exterminate the race . . . This government is in no position to allow mass violence to erupt, let alone allow twenty million Negroes to be exterminated . . .

. . . It is instilled at an early age that men who violently and swiftly rise to oppose tyranny are virtuous examples to emulate. I have been taught by my government to fight . . . nowhere in the annals of history does the record show a people delivered from bondage by patience alone.

For the Negative: King Sees Alternative in Mass Actions

By MARTIN LUTHER KING, JR.

Paradoxically, the struggle for civil rights has reached a stage of profound crisis, although its outward aspect is distinctly less turbulent and victories of token integration have been won in the hard-

the Negro sets, his struggle will not be free of violence initiated by his enemies, and he will need ample courage and willingness to sacrifice to defeat this manifestation of violence. But if he seeks it and organizes it, he cannot win.

Does this leave the Negro without a positive method to advance? Mr. Robert Williams would have us believe that there is no effective and practical alternative. He argues that we must be cringing and submissive or take up arms. To so place the issue distorts the whole problem. There are other meaningful alternatives.

The Negro people can organize socially to initiate many forms of struggle which can drive their enemies back without resort to futile and harmful violence . . . many creative forms have been developed—the mass boycott, sitdown protests and strikes, sit-ins,—refusal to pay fines and



Martin Luther King, Jr.

hail for unjust arrests—mass marches—mass meetings—prayer pilgrimages, etc.

There is more power in socially organized masses on the march than there is in guns in the hands of a few desperate men. Our enemies would prefer to deal with a small armed group rather than with a huge, unarmed but resolute mass of people.

However, it is necessary that the mass-action method be persistent and unyielding. Gandhi said the Indian people must "never let them rest," referring to the British. He urged them to keep protesting daily and weekly, in a variety of ways. This method inspired and organized the Indian masses and disorganized and demobilized the British. It educates its myriad participants, socially and morally. It is this form of struggle—non-cooperation with evil through mass actions—"never letting them rest"—which offers the more effective road for those who have been tempted and goaded to violence.

Boldness Needed

It needs the bold and the brave because it is not free from danger . . . It requires dedicated people, because it is a luck-breaking task to arouse, to organize, and to educate tens of thousands for disciplined, sustained action.

Our present urgent necessity is to cease our internal fighting and turn outward to the enemy, using every form of mass action yet known—create new forms—and resolve never to let them rest. This is the social lever which will force open the door to freedom.

Our powerful weapons are the votes, the feet, and bodies of dedicated, united people . . . Greater tyrants than Southern segregationists have been subdued and defeated by this form of struggle. We have not yet used it, and it would be tragic if we spurn it because we have failed to perceive its dynamic strength and power . . .

resistance areas of Virginia and Arkansas.

The crisis has its origin in a decision rendered by the Supreme Court more than a year ago which upheld the pupil placement law. Though little noticed then, this decision fundamentally weakened the historic 1954 ruling of the Court. It is imperceptibly becoming the basis of a *de facto* compromise between the powerful contending forces . . .

Taken integration is a developing pattern. This type of integration is merely an affirmation of principle without the substance of change . . . Full integration can easily become a distant or mythical goal . . .

'No Compromise'

The Negro was the tragic victim of another compromise in 1878, when his full equality was bargained away by the Federal Government . . . There is reason to believe that the Negro of 1959 will not accept slyly any such compromises in the contemporary struggle for integration . . .

It is axiomatic in social life that the imposition of frustrations leads to two kinds of reactions. One is the development of a wholesome social organization to resist with effective, firm measures any efforts to impede progress.

The other is a confused, anger-motivated drive to strike back violently, to inflict damage . . . It is punitive—not radical or constructive. The current calls for violence have their roots in this latter tendency.

Here one must be clear that there are three different views on the subject of violence. One is the approach of pure nonviolence, which cannot readily or easily attract large masses, for it requires extraordinary discipline and courage.

The second is violence exercised in self-defense, which all societies, from the most primitive to the most cultured and civilized, accept as moral and legal.

The third is the advocacy of violence as a tool of advancement, organized as in warfare, deliberately and consciously. To this tendency many Negroes are being tempted today.

Violence Confuses

There are incalculable perils in this approach . . . The greatest danger is that it will fail to attract Negroes to a real collective struggle, and will confuse the large uncommitted middle group, which as yet has not supported either side . . . It is unfortunately true that however

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For the Positive

For the Negative

NON-VIOLENCE PLEDGE

I _____, pledge to engage in non-violence, knowing that I will face such things as _____ . I am signing this pledge because _____ .

I _____, cannot pledge to engage in non-violence, because I might face such things as _____ . I cannot sign this pledge because _____ .

Signature: _____ Date: _____

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Interviewee Former Mayor David Vann

Useful Documents Segregated Zoning pg. 49, 50
“Patterson says State will Never Mix Schools” pg. 57
“Segregation a Must Says John Patterson” pg. 59.

Useful Images Bull Connor pgs. 9.
Segregated housing maps pg. 6, 17, 18, 33
Freedom Rides violence pg. 5, 11, 12, 28
Birmingham Campaign pg. 10, 13, 34
Sit Ins pg. 19
Images of Ms. Burks pg. 21, 22
Freedom Ride posters pg. 23, 32
Freedom Ride sleep in church pg. 24
Freedom Rides police protection pg. 25, 26, 27, 30
Freedom Ride map pg 31

Suggested Activities **Changing the City Government**

1. Ask the students a few opener questions before viewing the clips
 - a. Under what circumstances is it ok to change a government?
 - b. What type of government do we have in our city, nation?
 - c. If you could form a new type of government, what would it be?
2. View both clips, about 20 minutes
3. Discussion Questions
 - a. What type of government did Birmingham have under Bull Connor?
 - b. What was the new government?
 - c. Why did it change?
 - d. Was it good idea to change the government in that situation?
 - e. How did Birmingham get the government changed?
4. Now that Birmingham has a new city government, partner up to help the city government rolling
 - a. As a team, write a speech as a candidate running for the new position of city Mayor. This speech should include information on why you should be mayor, what you plan on doing with the city as mayor, and your thoughts on Connor and the prior City Commission.
 - b. Additionally, write a list of 5 laws that the city of Birmingham should adopt. Use your knowledge of the city of Birmingham to construct this list. Next to each new law, write why you think you need this law, who would be in support of it, who would be against it.
 - c. At the end of class, teacher will call on three random teams to present in front of the class.

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New Government

1. View the clip, about 22 minutes
2. Discussion Questions—
 - a. Why would there be tension after a new government was organized?
 - b. What was the difference between what King wanted to do, and what Shuttlesworth wanted to do? Who would you agree with?
 - c. Who did the city agree with, Shuttlesworth or King?
3. After the discussion, have the students write an open letter to the Birmingham City Press, either from the point of view of King, or Shuttlesworth. Should the movement continue through marches and increasing demands while the “iron is hot” or should the city move together through compromise during this new time?
 - a. Make sure to include specific reasons for your opinion.

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Interviewee Jesse Champion Sr.

Useful Documents Segregated Zoning pg 49, 50
“Birmingham Police Nab 32 Negroes” pg. 66.
“Albany Holds 300 Negroes Behind Bars” pg. 56
“Patterson says State Schools will never Mix Schools” pg. 57
“Congressmen are Urged to Help Oust Outsiders” pg. 58
“Segregation a Must, Says John Patterson” pg. 59.
“Birmingham Jail is so Crowded Breakfast Takes Four Hours” pg. 68
“Jim Crow Laws” pg. 70, 71

Useful Images Segregated housing maps pg. 6, 17, 18, 33
Bull Connor pg. 9
Birmingham Campaign pg. 10, 13, 34

Suggested Activities **Background**

1. View the clip, about 7 minutes
2. Instruct the students to write down as many differences that they can think of from the time he grew up, to the time they grew up

Demonstrations

1. View the clip, about 8 minutes
2. Read the newspaper article, “Albany Holds 300 Negroes Behind Bars ” on page 56 in the documents section.
 - a. Jail appeared to be the weapon that police used against protesters, but also the weapon that protesters used against the police, city and a segregated community—it brought media attention, forced the police to confront the problem and garnered support for their cause.
 - b. After Mr. Champion’s teaching career he became a reporter and radio personality. In honor of his oral history, have your students partner up and take on the role of reporter and Jesse Champion. What questions would they ask him, how would he answer. Please come up with at least 4 questions.
 - c. After students finish with this assignment, call on a few students to share

Changes over time in Birmingham

1. View the clip, about 5 minutes
2. Read the document “Patterson Says State Will Never Mix School” on page 57 in the documents section. The students will be able to compare school integration in the past, and reflect on it now.
3. Discussion Questions
 - a. Why is Patterson not in favor of school integration?
 - b. What does Mr. Champion say about school integration today?
 - c. Is there racial violence and tension in school today?

Lesson Plans

Interviewee (Addine) Dennie Davis Drew

Useful Documents Jim Crow Laws pg. 70, 71

Useful Images Birmingham Black Business District Map pg. 6
Mass Meeting pg. 16
Dynamite Hill Map pg. 18
Shuttlesworth pg. 20
KKK pg. 38, 39, 41, 42

Suggested Activities **Alabama Christian Movement for Human Rights and the Police**

1. View the clips, about 11 minutes
2. Show the student the map of Birmingham and Dynamite Hill on page 18 in the images section, and the KKK poster and photograph on pages 38, 29, 41 and 42.
3. Discussion Questions:
 - a. What circumstances did Ms. Drew face living in Birmingham?
 - b. If you were her, would you remain living in Birmingham?
 - c. How would you handle the police if you lived in Birmingham?
 - d. Would this make you more inclined to join the movement or less inclined, why?

ACMHR

1. View the clip, about 9 minutes long
2. Have the students read “Jim Crow Laws” on pages 70 and 71 in the documents section.
3. Create an informational poster educating people on the limits Jim Crow places on blacks in the South. This poster should be informative, persuasive and catchy.

The Movement and King in 1963—The Movement

1. View the clips, about 17 minutes
2. Have the students create two diary entries from the clips written by Ms. Drew. The diary entries should be about 5 sentences each and sound like a diary—personal, emotional and reflect on the occurrences of the day, month or year.

Lesson Plans

Name: _____ Date: _____

Dennie Davis Drew Diary Entries

Create two diary entries from the clips written by Ms. Drew. The diary entries should be about 5 sentences each and sound like a diary—personal, emotional and reflect on the occurrences of the day, month or year.

A large rectangular writing area with a black border. A vertical red line runs down the left side, creating a margin. The area is filled with horizontal blue lines for writing. There are three black dots on the left side, one near the top, one in the middle, and one near the bottom, likely indicating where to start writing each entry.

Lesson Plans

Interviewee Carrie Locke

Useful Documents Segregated Zoning pg 49, 50
“Birmingham Police Nab 32 Negroes” pg. 66
“TV: ‘CBS Reports’ Turns Camera on Birmingham” pg. 67
“Birmingham Jail is so Crowded Breakfast Takes Four Hours” pg. 66
“Patterson says State will Never Mix Schools” pg. 57
“Segregation a Must Says John Patterson” pg. 59.

Useful Images Segregated housing maps pg. 6, 17, 18, 33
Shuttlesworth preaching pg 20
Mass Meeting pg. 16
White student protest school integration pg. 44
Birmingham Campaign pg. 10, 13, 34
Sit Ins pg. 19
16th St. Baptist Church Bombing pg. 35

Suggested Activities **Parents’ Involvement in the Movement**

1. View the clip, about four minutes
2. Carrie’s dad gets into trouble with the law over language, being called “boy.” Have the students read the following essay entitled, “Racial Etiquette: The Racial Customs and Rules of Racial Behavior in Jim Crow America.”
3. After the students read the essay have them answer the following questions:
 - a. How were blacks expected to address white males?
 - b. How were black men addressed versus black women?
 - c. What etiquette was expected of a black person when talking with a white person?
 - d. If a black person wanted to eat out, what would their experience be like?
 - e. If a black person went clothes or apparel shopping, what would that experience be like?
 - f. What other public places had specific racial etiquette and racial segregation? Of these places, which would you be most upset? Why?
 - g. Would you follow these etiquette regulations if you were a black man or women? Why?
 - h. Based on the essay and the oral history clip, what did Ms. Locke’s father’s actions reveal about him? Why did the police officer call him, “boy”? Was her father’s rebellion effective? Why or why not?

Marching/Mass Meetings

1. Have the students complete the opener activity on the next page. After writing and discussing the answers, reveal the whole image on page 13

Lesson Plans

2. View the clip, about 10 minutes
3. Ms. Locke discusses attending mass meetings, marching and jail during this clip. After the clip discuss the experiences of Ms. Locke—Would you remain non-violent under those circumstances, how would you feel about being sent to jail after marching? What would you do once you saw the fire hoses?
4. Show the students some images from the images section relating to the Children's March and the Birmingham Campaign, pages 10, 13, 34.

Switching Schools 1964-1965 school year

1. Watch the clip, about 13 minutes.
2. Have the students write a speech defending Ms. Locke's actions. This speech should be about a minute and a half in length and state what happened, why she should not be expelled and how her presence at the school is a positive for the school.

Lesson Plans



Name: _____

Date: _____

Period: _____

Opener Questions:

1. Who is in this picture?
2. What do you think they are doing?
3. What duties or job tasks fall under the job title “fireman”?
4. On a scale of 1-5, with 5 being the highest, what level of respect do you have for firemen in your community? Why?

After viewing the whole image, please write down your thoughts about the image, the situation, the firemen etc.

Lesson Plans

Racial Etiquette: The Racial Customs and Rules of Racial Behavior in Jim Crow America

By Ronald L. F. Davis, Ph. D.

California State University, Northridge

Most southern white Americans who grew up prior to 1954 expected black Americans to conduct themselves according to well-understood rituals of behavior. This racial etiquette governed the actions, manners, attitudes, and words of all black people when in the presence of whites. To violate this racial etiquette placed one's very life, and the lives of one's family, at risk.

Blacks were expected to refer to white males in positions of authority as "Boss" or "Cap'n"--a title of respect that replaced "Master" or "Marster" used in slave times. Sometimes, the white children of one's white employer or a prominent white person might be called "Massa," to show special respect. If a white person was well known, a black servant or hired hand or tenant might speak in somewhat intimate terms, addressing the white person as "Mr. John" or "Miss Mary."

All black men, on the other hand, were called by their first names or were referred to as "Boy," "Uncle," and "Old Man"--regardless of their age. If the white person did not personally know a black person, the term "nigger" or "nigger-fellow," might be used. In legal cases and the press, blacks were often referred to by the word "Negro" with a first name attached, such as "Negro Sam." At other times, the term "Jack," or some common name, was universally used in addressing black men not known to the white speaker. On the Pullman Sleeping cars on trains, for example, all the black porters answered to the name of "boy" or simply "George" (after the first name of George Pullman, who owned and built the Pullman Sleeping Cars).

Whites much preferred to give blacks honorary titles, such as Doctor, or Professor, or Reverend, in order to avoid calling them Mister. While the term "nigger" was universally used, some whites were uncomfortable with it because they knew it was offensive to most blacks. As a substitute, the word "nigra" often appeared in polite society.

Black women were addressed as "Auntie" or "girl." Under no circumstances would the title "Miss." or "Mrs." be applied. A holdover from slavery days was the term "Wench," a term that showed up in legal writings and depositions in the Jim Crow era. Some educated whites referred to black women by the words "colored ladies." Sometimes, just the word "lady" was used. White women allowed black servants and acquaintances to call them by their first names but with the word "Miss" attached as a modifier: "Miss Ann," "Miss Julie" or "Miss Scarlett," for example.

This practice of addressing blacks by words that denoted disrespect or inferiority reduced the black person to a non-person, especially in newspaper accounts. In reporting incidents involving blacks, the press usually adopted the gender-neutral term "Negro," thus designating blacks as lifeless and unknown persons. For example, an accident report might read like this: "Rescuers discovered that two women, three men, four children, and five Negroes were killed by the explosion."

In general, blacks and whites could meet and talk on the street. Almost always, however, the rules of racial etiquette required blacks to be agreeable and non-challenging, even when the white person was mistaken about something. Usually it was expected that blacks would step off the sidewalk when meeting whites or else walk on the outer street side of the walk thereby "giving whites the wall." Under no circumstances could a black person assume an air of equality with whites. Black men were expected to remove their caps and hats when talking with a white person. Those whites, moreover, who associated with blacks in a too friendly or casual manner ran the risk of being called a "nigger lover."

Blacks and whites were not expected to eat together in public. It was okay for blacks to enter a restaurant to buy food to take out or to stand at the end of a lunch counter until their order was taken. Usually, they would then leave and wait outside for their food to be brought to them. Some places allowed blacks to eat in the kitchen. Nor were black customers always allowed to use store implements such as plates or dishes or even boxes. Black customers commonly brought their own tin pails and buckets to be filled.

Lesson Plans

The white owners of clothing stores did not allow blacks to try on clothing as a general rule, fearing that white customers would not buy clothes worn by African Americans. Some stores did allow blacks to put on clothing over their own clothes or to try on hats over a cloth scarf on their heads. Shoes were never tried on as a general rule, but most white clerks did allow exact measurements to be made. In most towns, black customers knew which stores could be expected to treat them with respect while not breaking the rules of racial etiquette.

Many public places, parks, and entertainment centers excluded blacks altogether after 1890, frequently by law if not by custom. Signs were often posted equating blacks with animals: "Negroes and dogs not allowed." In some communities blacks could attend public performances but only by using separate entrances in the back or via an alley. In public halls, theaters, and movie houses, they always sat upstairs in the so-called "nigger heaven" or "buzzard roost." Even the **annual state fairs** would have a "colored day", allowing the black population to attend only on that specific day.

Law rather than custom separated the races in public transportation, but local habits of racial etiquette usually determined how the statutes were implemented. Some towns and municipalities put blacks in the rear of the streetcars while others required them up front where they could be watched by the car's operator. Custom did not allow motormen or conductors to assist black women with bags or parcels. Some municipal codes required blacks to be seated from the front to the rear while others allowed blacks to sit anywhere they wanted in the black section. In general, it was expected that blacks would give up their seats to white passengers during peak or crowded times.

Some towns required **separate entrances** to public buildings with blacks using one entry and whites another. In most cases, white clerks in stores and ticket stands always served white customers first, although no state or municipal law required this practice. Signs in the black section of waiting rooms at train stations, for example, customarily warned against loafing, spitting, and unacceptable behavior. No such signs were usually displayed in the white sections. Nor did blacks generally eat in the dining cars on trains, and, if they were allowed to eat there, a drawn curtain separated the one or two "colored tables" from the rest of the car. These rules did make exceptions, however, for black nurses and nannies who accompanied white children or elderly white people on trains and streetcars.

The color line and the codes of racial etiquette were also strictly observed in public hospitals, with separate wards for whites and blacks. Black nurses were allowed to minister to whites but not the other way round. If a black person needed an ambulance, for example, a private, black-owned-and-operated wagon or auto would have to be obtained. No exceptions were allowed no matter the extent of the injury or emergency. A similar Jim Crow code of conduct applied even in the U. S. Army. It was not until Eleanor Roosevelt intervened in WWII that black nurses were allowed to care for white soldiers, even though a serious shortage of nurses existed. The black nurses were used prior to Roosevelt's intervention to attend to German prisoners of war rather than U. S. soldiers.

The whole intent of Jim Crow etiquette boiled down to one simple rule: blacks must demonstrate their inferiority to whites by actions, words, and manners. Laws supported this racist code of behavior whenever racial customs started to weaken or breakdown in practice--as they did during the Reconstruction era. When the laws were weakly or slowly applied, whites resorted to violence against blacks to reinforce the customs and standards of behavior. Indeed, whites commonly justified lynchings and the horrible murders of blacks during the Jim Crow era as defensive actions taken in response to black violations of the color line and rules of racial etiquette.

This Historical Essay was written by Dr. Ronald Davis, a history professor at California State University at Northridge.

Lesson Plans

Student Questions

Racial Etiquette: The Racial Customs and Rules of Racial Behavior in Jim Crow America

1. How were blacks expected to address white males?
2. How were black men addressed versus black women?
3. What etiquette was expected of a black person when talking with a white person?
4. If a black person wanted to eat out, what would their experience be like?
5. If a black person went clothes or apparel shopping, what would that experience be like?
6. What other public places had specific racial etiquette and racial segregation? Of these places, which would you be most upset? Why?
7. Would you follow these etiquette regulations if you were a black man or women? Why?
8. Based on the essay and the oral history clip, what did Ms. Locke's father's actions reveal about him? Why did the police officer call him, "boy"? Was her father's rebellion effective? Why or why not?

Lesson Plans

Interviewee Cleopatra Goree

Useful Documents Segregated Zoning pg 49, 50
“TV: ‘CBS Reports’ Turns Camera on Birmingham” pg. 67
“Patterson says State will Never Mix Schools” pg. 57
“Segregation a Must Says John Patterson” pg. 59.
“The Day a Church Became a Tomb” pg. 62
“Negroes Pour Out into Streets in Shock and Anger at Bombing” pg. 52
“Excerpt from ‘Letter From Birmingham Jail’” pg. 60
“Eulogy for the Martyred Children” pg. 61.

Useful Images Segregated housing maps pg. 6, 17, 18, 33
Shuttlesworth preaching pg 20
Mass Meeting pg. 16
White student protest school integration pg. 44
Birmingham Campaign pg. 10, 13, 34
16th St. Baptist Church Bombing pg. 35
African Methodist Episcopal Church Bombing pg. 7
Bethel Baptist Church Bombing pg. 8

Suggested Activities **Voting Test and NAACP/ACMHR**

1. Opener questions. Do you believe that people should pass a test in order to vote? Why or why not? If so, what type of questions should be on the test?
2. Discuss opener question
3. View the two clips, about 6 minutes
4. Discuss the work that Ms. Goree did with voting rights and test preparation
5. Give the students the Voting Registration Test
6. Correct the test, and see how many students passed
7. Questions for discussion:
 - a. Was the test fair?
 - b. If you had a study guide would you have passed?
 - c. Should an examination like this be given to potential voters today?
 - d. If someone passed the test, and the test administrator did not want that person to vote what could they do to ensure that they did not vote? POSSIBLE ANSWERS, POLL TAX, MORALITY QUESTIONS, TRIVIAL QUESTIONS

Martin Luther King and Mass Meetings

1. Watch the two clips, about 10 minutes
2. Ask the students what characteristics King had as described by Ms. Goree. Why was King’s speeches so captivating?
3. Have the students read the excerpt from “Letter from Birmingham Jail” on page 60 in the documents section.
4. Instruct the students to write down powerful lines that portray that

Lesson Plans

strength that Ms. Goree described. Then have the students write down the strength of the speech.

5. Discuss once they are done.

**Students can also use the Eulogy to mix it up. Of you read the eulogy as a sample located on page 61 in the documents section.

Lesson Plans

Voter Registration Test

****You must earn 100% to pass the test and earn the right to vote.**

1. Can the president of the United States be impeached?
2. Check the applicable definition for “representatives:”
 Agreement between states
 Person chosen to act for others
 Good Character
3. FBI Stands for the _____
4. Each county in Alabama may decide by vote whether or not it will have legalized sale for alcoholic beverages. _____
5. In what year did the Congress gain the right to prohibit the migration of persons to the states?
6. Who is the Commander in Chief of the Army and Navy of the United States?
7. Which part of the United States Constitution deals with the federal government’s authority to call the state militia into federal services?
8. The president is forbidden to exercise his authority of pardon in cases of _____
9. How many members are there in the House of Representatives?
10. What determines the number of representatives that each state should send to the House of Representatives
11. Each country in Alabama may decide by vote whether or not it will have legalized sale of alcoholic beverages T/F
12. If a person seeks to search your home, what kind of paper must he have before you are compelled to allow him to do it?
13. If the United States wishes to purchase land for an arsenal and have exclusive legislative authority over it, consent is required from _____
14. Prior to the adoption of the United States Constitution, the organization of states was known as _____

Lesson Plans

Voter Registration Test-KEY

**You must earn 100% to pass the test and earn the right to vote.

1. Can the president of the United States be impeached?

YES

2. Check the applicable definition for “representatives:”

_____ Agreement between states
 Person chosen to act for others
_____ Good Character

3. FBI Stands for the **Federal Bureau of Investigation**

4. Each county in Alabama may decide by vote weather or not it will have legalized sale for alcoholic beverages. **YES**

5. In what year did the Congress gain the right to prohibit the migration of persons to the states?

1808

6. Who is the Commander in Chief of the Army and Navy of the United States?

THE PRESIDENT

7. Which part of the United States Constitution deals with the federal government’s authority to call the state militia into federal services?

ARTICLE 1

8. The president is forbidden to exercise his authority of pardon in cases of

HIS OWN

9. How many members are there in the House of Representatives?

246

10. What determines the number of representatives that each state should send to the House of Representatives

CENSUS POPULATION

11. Each country in Alabama may decide by vote whether or not it will have legalized sale of alcoholic beverages T/F

TRUE

12. If a person seeks to search your home, what kind of paper must he have before you are compelled to allow him to do it?

WARRANT

13. If the United States wishes to purchase land for an arsenal and have exclusive legislative authority over it, consent is required from

LEGISLATURE

14. Prior to the adoption of the United States Constitution, the organization of states was known as **CONFEDERATION**

Lesson Plans

Another Voter Form for Additional Reference

VOTER QUESTIONNAIRE

1. State your name, the date and place of your birth, and your present address
2. Are you single or married?
 - (a) If married, give name, resident and place of birth of your husband or wife, as the case may be:
3. Give the names of the places, respectively, where you have lived during the last five years; and the name or names by which you have been known during the last five years:
4. If you are self-employed, state the nature of your business:
 - A. If you have been employed, by another during the last five years, State the nature of your employment and the name or names of such employer or employers and his or their addresses:
5. If you claim that you are a bona fide resident of the State of Alabama, give the date on which you claim to have become such bona fide resident:
 - (a) When did you become a bona fide resident of _____ County:
 - (b) When did you become a bona fide resident of _____ Ward or Precinct:
6. If you intend to change your place of residence prior to the next general election, state the facts:
7. Have you previously applied for and been denied registration as a voter?
 - (a) If so, give the facts:
8. Has your name been previously stricken from the list of persons registered?
9. Are you now or have you ever been a dope addict or a habitual drunkard?
 - (A) If you are or have been a dope addict or habitual drunkard, explain as fully as you can:
10. Have you ever been legally declared insane?
 - (a) If so, give details:
11. Give a brief statement of the extent of your education and business experience:
12. Have you ever been charged with or convicted of a felony or crime or offense involving moral turpitude?
 - (a) If so, give the facts:
13. Have you ever served in the Armed Forces of the United States Government?
 - (a) If so, state when and for approximately how long:
14. Have you ever been expelled or dishonorable discharged from any school or college or from any branch of the Armed Forces of the United States, or of any other Country?
If so, state facts:
15. Will you support and defend the Constitution of the United States and the Constitution of the State of Alabama?
16. Are you now or have you ever been affiliated with any group or organization which advocates the overthrow of the United States Government or the government of any State of the United States by unlawful means?
 - (a) If so, state the facts:
17. Will you bear arms for your country when called upon it to do so?
If the answer is no, give reasons:
18. Do you believe in free elections and rule by the majority?
19. Will you give aid and comfort to the enemies of the United States Government or the Government of the State of Alabama?
20. Name some of the duties and obligations of citizenship:
 - (A) Do you regard those duties and obligations as having priority over the duties and obligations you owe to any other secular organization when they are in conflict?
21. Give the names and post office addresses of two persons who have present knowledge of your bona fide residence at the place as stated by you:

Insert Part III (5)

(The following questions shall be answered by the applicant without assistance.)

1. What is the chief executive of Alabama called? Governor
2. Are post offices operated by the state or federal government? Federal Government
3. What is the name of the president of the United States? Lyndon B. Johnson
4. To what national lawmaking body does each state send senators and representatives? Congress

Instructions "A"

The applicant will complete the remainder of this questionnaire before a Board member and at his instructions. The Board member shall have the applicant read any one or more of the following excerpts from the U. S. Constitution using a duplicate form of this Insert Part III. The Board member shall keep in his possession the application with its inserted Part III and shall mark thereon the words missed in reading by the applicant.

Lesson Plans

EXCERPTS FROM THE CONSTITUTION

1. "The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause supported by oath or affirmation, and particularly describing the place to be searched, and the person or things to be seized."
2. "Representatives shall be apportioned among the several states according to their respective numbers, counting the whole number of persons in each state, excluding Indians not taxed."
3. "Treason against the United States, shall consist only in levying war against them, or in adhering to their enemies, giving them aid and comfort."
4. "The senators and representatives before mentioned, and the members of the several legislatures, and all executive and judicial officers, both of the United States and of the several states, shall be bound by oath or affirmation, to support this constitution."

INSTRUCTIONS "B"

The Board member shall then have the applicant write several words, or more if necessary to make a judicial determination of his ability to write. The writing shall be placed below so that it becomes a part of the application. If the writing is illegible, the Board member shall write in parentheses beneath the writing the words the applicant was asked to write.

HAVE APPLICANT WRITE HERE, DICTATING WORDS FROM THE CONSTITUTION

Signature of Applicant _____

Source: Hon. Rufus A. Lewis Collection, Archives, H. Council Trenholm State Technical College, Montgomery, Alabama. <http://www.alabamamoments.state.al.us/sec59ps.html>