

Annotated Bibliography

Primary Sources:

Newspapers:

“Jim Crow Car Law” *The Times- Picayune*, 19 November 1892. *Newspapers.com*,
<https://www.newspapers.com/clip/47031937/judge-jh-ferguson-declares-the/>.

This newspaper article reports on how Plessy v. Ferguson was ruled constitutional. We used it to learn about the historical context for Brown v. Board of Education. We gained an understanding of how the ruling set a precedent that officially legalized segregation and was a major roadblock for the LDF during their debate, as it was used to support the defense’s argument.

The New York Times, 17 May 1954, Archive New York Times.
<https://archive.nytimes.com/www.nytimes.com/learning/general/onthisday/big/0517.html>.

This is a newspaper article declaring the success of Brown v. Board of Education. We used this newspaper as a photo on our website. This image helped us depict the success of the decision in a visual format, and helped us understand how the success was viewed by the public.

The Russell Daily News, May 17, 1954. Historic Events Newspaper Collection, Serial and Government Publications Division, Library of Congress
<http://www.loc.gov/exhibits/brown/images/br0084.jpg>.

This article details the Brown v. Board of Education ruling and how schools would be changing, so we used this source intending to research further into the immediate short term impact of the Brown v. Board of Education case. This source helped us understand how the final decision was made as well as the plan to execute specific actions in the following months.

The Saint Paul globe, 19 May 1896. Chronicling America: Historic American Newspapers. Lib. of Congress.
<https://chroniclingamerica.loc.gov/lccn/sn90059523/1896-05-19/ed-1/seq-1/>.

This newspaper article recounts the Plessy v. Ferguson ruling and the beginning of the “separate but equal” doctrine. When researching for newspapers, we knew a newspaper reporting the Plessy v. Ferguson case could provide us with information on how the “separate but equal” doctrine started and provide us with additional details of how the case unfolded. This source helped us comprehend the way the Plessy v. Ferguson's case was delivered and how the ruling was made, giving us insight into the historical context of Brown v. Board of Education.

“SCHOOL SEGREGATION BANNED.” *Topeka State Journal*, 17 May 1954. *Kansas Memory Project*, <https://www.kansasmemory.org/item/415>.

This newspaper article delivers the news of the Brown v. Board of Education ruling. When we saw this source we recognized that this was a significant source, and used it to further research on the aftermath and reactions of the Brown v. Board of Education verdict. This article allowed

us to understand the immediate aftermath of the ruling and how plans to integrate schools were being composed.

Court Cases:

Belton v. Gebhart, 32 Del. Ch. 343, 1952. Court of Chancery of Delaware, New Castle. Library of Congress, <https://casetext.com/case/belton-v-gebhart>.

This is the case of Belton v. Gebhart, the first LDF success in the journey to the Supreme Court. Through the transcript, we were able to understand the court proceedings and what arguments the LDF used to achieve the successful integration of the plaintiffs' children. This provided historical context regarding arguments used in desegregation cases.

Briggs v Elliott, 342 U.S. 350. 1952. United States District Court for the Eastern District of South Carolina. Proquest, <http://blackfreedom.proquest.com/wp-cxontent/uploads/2020/09/briggs12.pdf>.

The Briggs v Elliott case provided an introduction into the world of Brown v. Board of Education. The transcript provided us with information for our historical argument as it contained a direct account of the arguments being made during the trial. We analyzed this source to understand the unique debate strategy the LDF created, starting with the initial case.

Brown v. Board of Education, 347 U.S. 483. 1954. Supreme Court Of The United States. Black Freedom Proquest, <http://blackfreedom.proquest.com/wp-content/uploads/2020/09/browne29.pdf>.

The Brown v. Board of Education Supreme Court documents were extremely essential to developing our project. Since they were records of our very topic, we studied them in depth to understand the court proceedings as well as analyze the debates used by both sides. By using these documents, we were able to write about the unique debate strategies used by both sides and to enhance our project with a view of the multiple perspectives of the topic.

Brown v. Board of Education, 347 U.S. 483. 1952. United States District Court for the Eastern District of South Carolina. Civil Rights Litigation Clearinghouse, <https://clearinghouse.net/doc/9104/>.

The Brown v. Board of Education district case documents before it made its way to the Supreme Court were essential in understanding how the case progressed throughout its active years. Using these documents helped us grasp the original arguments of the case and how it was changed through its journey to the Supreme Court.

Davis v. Prince Edward County, 347 U.S. 483. 1952. United States District Court for the Eastern District of Virginia Richmond Division. Black Freedom Proquest, <http://blackfreedom.proquest.com/wp-content/uploads/2020/09/davis2.pdf>.

We used this case to learn about one of the cases that made up Brown v. Board of Education. It was integral to our analysis of the debate strategies and it aided us in developing the “Debate” section of our website.

Plessy v. Ferguson, 163 U.S. 537. 1895. Supreme Court Of The United States. Library of Congress, www.loc.gov/item/usrep163537.

This case was of extreme importance when developing our project because it served as context for the creation of the “separate but equal” doctrine, and allowed us to provide examples of the arguments presented in the case which served as a roadblock precedent for the LDF’s fight for integration. As we reviewed the disputes from both sides we were able to fully understand how the “separate but equal” doctrine remained an obstacle until the Brown v. Board of Education case.

Documents

Brief for Appellants in the cases of Brown v. Board of Education in the United States Supreme Court-October Term, 1953. Pamphlet. Library of Congress, www.loc.gov/exhibits/brown/brown-brown.html#obj73.

This was a list of questions the Supreme Court had for the LDF. It showed us what was being debated and questioned within the Supreme Court and what the main issues they had when deciding their votes.

“Brief of the Attorneys for the Plaintiffs in the case of Oliver Brown.” June 1951. Page 2. NAACP Records, Manuscript Division, Library of Congress, www.loc.gov/exhibits/brown/brown-brown.html#obj54.

This is brief of the attorneys, which is a summary of the issues the plaintiffs were debating in the original district case for Brown v. Board of Education. This source gave us insight into the main topics of debate during the case.

Complaint in Brown v. Board of Education of Topeka, U.S. District Court for the First Topeka Division of the District of Kansas. 1951. Digital Public Library of America, <http://catalog.archives.gov/id/6997520>.

This complaint details issues involved in the case of Brown v. Board of Education, which we used in developing our knowledge of the inner workings of the Brown v. Board of Education case. This source supported us in researching further into the beginnings of the Brown v. Board of Education case.

“Complaint for Brown v. Board of Education. No. T-316. U.S District Court of Kansas.” 26 February 1951. Eisenhower Library, <https://www.eisenhowerlibrary.gov/sites/default/files/research/online-documents/civil-rights-brown-v-boe/complaint.pdf>.

This document is the complaint from Brown v. Board of Education original district case. This document provided us with a direct account of the issues the plaintiffs were raising. We used it to comprehend what matters the Kansas plaintiffs were debating against in the district case

District Court Opinion in Brown v. Board of Education of Topeka, 1951, National Archives at Kansas City, *DocsTeach*,
<https://www.docsteach.org/documents/document/brown-v-board-district-court>.

This is a document containing the ruling of the Brown v. Board of Education district case. It showed us how many of the initial cases failed at a district level. We included this as a photograph in our website to provide viewers with an example of the court documents.

United States District Court for the Eastern District of Virginia. Final Decree, 1952. Typed memorandum. Kenneth Clark Papers, Manuscript Division, Library of Congress,
<http://www.loc.gov/exhibits/brown/brown-brown.html#obj59>.

This document is the final judgment of the Davis case, which ruled in favor of the defendants. It helped us understand how the LDF faces many failures in their debate against segregation. We used it in our website to amplify how despite the LDF having strong debate, many times it resulted in failure.

United States. The Constitution of the United States of America. Washington, Govt. Print. Off, 1787. Pdf. Retrieved from the Library of Congress, www.loc.gov/item/20013929/.

The 13th, 14th, and 15th amendments to the constitution are extremely essential to our topic, the 13th amendment outlawed slavery and the 14th amendment was created after the Brown v. Board of Education case to outlaw segregation. Violations of these amendments were central to the argument the LDF used in the Supreme Court, so we used the amendments to understand which aspects were being violated by segregation.

Waring, Julius, "Judge Waring Dissenting Opinion" National Archives Catalog, 1951.
<https://catalog.archives.gov/id/279306>.

This is the lone dissent of Judge Waring for the Briggs v. Elliott case. We used this source to understand the multiple perspectives of judges, and the small successes the LDF had in convincing judges through their debates. We used it to learn how some judges were on the side of the LDF and gave us insight into their perspectives as white supporters of desegregation.

Federal Testimonies

"Trial Testimony in Briggs v Elliott: Dr. Kenneth Clark." 1951.
<http://law2.umkc.edu/faculty/projects/ftrials/brownvboard/brownaccount.html>

This is a testimony of expert witness Dr. Kenneth Clark who conducted the famous Doll Experiments. Through his responses, we learned about how his experiment proved segregation

psychologically harmed children's perception of race and self value. We studied the questioning and his responses to understand the unique legal strategy the LDF created around his experiments.

"Trial Testimony in Brown Et Al. v Board of Education of Topeka: Hugh w. Speer." 1906.
<http://law2.umkc.edu/faculty/projects/ftrials/brownvboard/speertestimony.html>.

This testimony was by Hugh Speer, a psychology professor who provided scientific evidence against segregation. Scientific evidence was the core of the LDF's debate, since court precedent was not on their side. The testimony helped us determine how the LDF used social science to support their debate against segregation.

"Trial Testimony in Brown Et Al. v Board of Education of Topeka: Louisa Holt." 1951.
<http://law2.umkc.edu/faculty/projects/ftrials/brownvboard/holttestimony.html>.

Louisa Holt's Testimony helped us understand the detrimental effects of segregation on children's mental health. We analyzed the LDF's questioning of her to comprehend how the LDF utilized her studies to debate against the constitutionality of segregation.

Images

"African American students in Calhoun County, South Carolina walk past a white school bus."
1945. *South Carolina's Equalization Schools*,
<http://www.scequalizationschools.org/briggs-v-elliott.html>

This image depicts African American children walking to school beside a white school bus, displaying the inequalities segregation caused in a visual format. We used this source to visually enhance our website with an example of disparities caused by segregation in a visual form, and it helped us understand how large the gap between white and African American students was within schools.

"Assignment of Errors from Harry Briggs, Jr., et al., vs. R. W. Elliott, Chairman, et al.", 1952.
National Archives Catalog, <https://catalog.archives.gov/id/279305>

This image depicts the Assignment of Errors from the Briggs v. Elliott case, which aided us in providing visual descriptions of essential elements to cases similar to Brown v. Board of education. This source helped us learn about the significant elements of the Briggs v. Elliott case and what they were fighting for.

"Attorneys for Negro Plaintiffs", 1955. *The Library of Virginia*,
<https://www.lva.virginia.gov/exhibits/brown/whatwas.htm>

This photograph depicts some of the attorneys involved in the Brown v. Board of education case, including Thurgood Marshall, Oliver W. Hill, and Spottswood Robinson III. We used this image

as a visual example of the significant people involved in the case, which aided us in researching further about their impacts on the case and arguments that furthered the case.

Bettman, "Colored Water Fountain." 1939. *National Geographic*

<https://www.nationalgeographic.org/encyclopedia/black-codes-and-jim-crow-laws/>

This image shows an instance of the separated facilities caused by segregation, depicting a black man drinking from a water fountain labeled "colored". This image gave us an illustration of how facilities were segregated between races to visually enhance our website, and helped us understand the disparities faced during segregation

Bettman, "Mrs. Nettie Hunt, Sitting on Steps of Supreme Court, Holding Newspaper, Explaining to Her Daughter Nikie the Meaning of the Supreme Court's Decision Banning School Segregation." *Library of Congress*, 1954, <https://www.loc.gov/pictures/item/00652489/>.

This image displays a woman explaining to her daughter the *Brown* ruling. We used it to understand the success and impact the case had on the future generations. We displayed it on our website to show the end of the case.

Bettmann, "Thurgood Marshall's work challenging school segregation in Hearne, Texas laid the groundwork for the pivotal *Brown v. Board of Education* case". *Smithsonian*.
<https://www.smithsonianmag.com/history/how-thurgood-marshall-paved-road-brown-v-board-education-180977197/>

"Black Schoolroom circa 1930's", *America's Black History Museum*,

<https://www.abhmuseum.org/education-for-blacks-in-the-jim-crow-south/>

This image depicts a classroom in a black school, which we used to help us display the major inequalities between the segregated schools. This photograph helped us understand some of the major differences in segregated schools.

Bledsoe, John T, "Man speaking at microphone in front of crowd at the Arkansas State Capitol protesting the integration of Central High School, with signs reading "Race mixing is Communism" and "Stop the race mixing,".1920. *Library of Congress*,
www.loc.gov/item/2021792152/

This photo displays a group of people protesting integration. We used it to understand the multiple perspectives on the *Brown* ruling.

"*Brown v. Board of Education*." *Encyclopædia Britannica*,

<https://www.britannica.com/event/Brown-v-Board-of-Education-of-Topeka>

This image depicts significant figures in the *Brown v. Board of education* debate, which we used to emphasize the important role they played in the case. This photograph helped us further

comprehend the extent to which they impacted the debate and the immense importance of their role.

“Brown v. Board of Education Image 1.” 1954. *PBS Learning Media*,
<https://ca.pbslearningmedia.org/resource/911c34b4-37e6-4c65-8834-aac4d45794dc/911c34b4-37e6-4c65-8834-aac4d45794dc/>

This is a facsimile of the Brown v. Board of Education decision. By using this document we were able to provide a visual representation of the ruling, and it aided us in understanding how the decision was made.

Collins, Marjory, “Washington, D.C. Reading lesson in a Negro elementary school”, 1942,
Library of Congress, <https://www.loc.gov/pictures/item/2017829448/>

This image depicts a lesson in a black school, which we used to compare differences between the education facilities. This source helped us contrast the segregated facilities when discussing the “separate but equal” idea pushed by the Plessy v. Ferguson verdict.

“Conferring at the Supreme Court.” 1955. *Library of Congress*,
<https://www.loc.gov/exhibits/brown/brown-brown.html#obj111>

This image depicts Thurgood Marshall and Louis L Redding, two significant figures involved in the debate. While adding multimedia to our project, we chose to add this image because it displayed two extremely important figures involved in the debate. This image allowed us to provide more visual resources of significant people working on the case.

Davidson, Bruce, “School Segregation in Alabama.” 1965. *Equal Justice Initiative*,
<https://eji.org/news/history-racial-injustice-school-segregation-in-alabama/>.

This image depicts a segregated school, which we used to intensify the contrast between white education facilities and black education facilities. This image aided us in comprehending the disparities between the segregated schools.

Delano, Jack, photographer. “At the bus station in Durham, North Carolina”. May. Photograph.
Library of Congress, www.loc.gov/item/2017747598.

This image depicts a segregated waiting area for a bus station. We used this photograph to digitally enhance our website with a visual representation of segregated areas. Using this photograph helped us visually comprehend the experience of segregation in everyday facilities.

Demarsico, Dick, “African American children on the way to PS204, 82nd Street and 15th Avenue, pass mothers protesting the busing of children to achieve integration.”
Photograph. Retrieved from the Library of Congress, www.loc.gov/item/2004670162/.

This photograph depicts African American children walking by African American mothers protesting segregated busing, allowing us to enhance our website with a visual example of

historical context. This image assisted us with learning about the historical context of the Brown v. Board of Education debate and anti segregation movements before it.

“Doll Test.” 1949. *Artsmia*, <https://collections.artsmia.org/art/137932/doll-test-gordon-parks>.

This image provides a visual representation of The Doll Test, a test performed by Kenneth and Mamie Clark to observe the effects of segregation and racism on young black children, where they would be asked to pick between a white baby doll and black baby doll. We used this source to show a visual of the process, which also helped us visualize how the test was performed.

“Document for May 17th: Brown v. Board of Education of Topeka.”, 1955. *National Archives*, <https://www.archives.gov/historical-docs/todays-doc/index.html?dod-date=517>

This document provides a visual example of the Brown v. Board of Education decree. When researching significant multimedia for our project, we knew using this image helped provide a visual example of the procedures of the Brown v. Board of Education trial, as well as allow us to research further into significant legal documents concerning the debate.

“Eisenhower and Davis.” 1952. *Library of Congress*, www.loc.gov/exhibits/brown/brown-brown.html#obj73A

This image depicts at the time Presidential candidate, future president, Dwight Eisenhower talking with one of the defense attorneys on the case, John W. Davis. We used this image to depict the side of the defense, and this image helped us learn of a connection between the defense to soon to be president Eisenhower.

“Exterior View of Farmville High School” 1951. *Docsteach National Archives*, <https://www.docsteach.org/documents/document/farmville-exterior>

This image depicts a white school, which we used to contrast the conditions shown in the segregated schools. This image helped us understand just how big the gap between the segregated schools was regarding the conditions of the facilities.

“Farmville High School Auditorium.” 1951, *Docsteach National Archives*, <https://www.docsteach.org/documents/document/farmville-auditorium>

This image depicts an auditorium in a white school, in noticeably good condition and proper auditorium seats. We used this photo to depict the differences between White schools and Black schools, by showing how the “separate but equal” doctrine was not enforced. This image gave us a visual representation of the extent at which the schools contrasted.

“Farmville High School Home Economics Living Room.” 1951, *Docsteach National Archives*, <https://www.docsteach.org/documents/document/farmville-home-economics-living>

This image pictures the home economics classroom of Farmville Highschool, a white segregated school. It was one of the pieces of evidence used during the Davis v. Prince Edward County case

to show the disparity between schools. We used it to provide examples of the evidence being used to support the LDF's arguments.

Fox, C.J. "The Collection of the Supreme Court of the United States." 1952. *Oyez*.
https://www.oyez.org/justices/earl_warren

This painting illustrates Earl Warren, a Supreme Court judge during the Brown v. Board of Education case. We displayed the painting in our page titled "Diplomatic Success", as Warren engineered the diplomacy that was integral to the ruling of the case.

Ike with John W. Davis at the Herald Trib Forum 10/21, 1952. Photograph. New York World-Telegram & Sun Collection, Prints and Photographs Division, Library of Congress. <https://www.loc.gov/pictures/item/00651760/>

This image depicts President Eisenhower discussing with John W. Davis, which we added in order to show additional influential figures in the case. Using this source helped us emphasize people with a big impact, and furthered our understanding of the people who influenced the case.

"James Lindsay Almond Jr., John Davis, and Justin Moore." 1952, *Smithsonian National Museum of American History*,
<https://americanhistory.si.edu/brown/history/5-decision/detail/defenders.html>

This image features the attorneys on the defense of segregation. We included this image to provide an example of who the defense of the debate was made of, as well as assist us in learning more about the inner workings and arguments of the defense of segregation.

"Judgment in Plessy v. Ferguson." 1896, *National Archives Catalog*,
<https://catalog.archives.gov/id/1685178>.

This image depicts the judgment from the Plessy v. Ferguson case, which we used to strengthen our visual representation of the debate. This document helped us understand the perspective of the court and why they ruled in favor of a "separate but equal" doctrine.

"Kenneth B. Clark and his wife, Mamie Phipps Clark, three-quarter length portrait, seated, facing front." 1947. *Library of Congress*, <https://www.loc.gov/item/96501919/>

This image depicts Kenneth B. Clark and his wife Mamie Phipps Clark, two essential figures in the Brown v. Board of Education argument due to their work conducting the doll test. We added this photograph to provide the website with more information and visual media concerning the important figures in the case, which also pushed us to further research into the importance of the testimonies in the Brown v. Board Education case.

"Kenneth B. Clark with the NAACP Legal Defense Fund lawyers, outside the U.S. Court House, Richmond Va., during the Davis v. County School Board desegregation case." 1952. *Library of Congress*, <https://www.loc.gov/item/96501874/>

This photograph portrays Kenneth B. Clark with the Legal Defense of the NAACP during the Davis v. Prince Edward County case. When researching multimedia, we choose to use this image because it portrays many extremely influential figures involved in the Davis v. Prince Edward County debate, as well as the inclusion of Kenneth B. Clark who was an extremely important testimony in the Brown v. Board of Education debate. Using this image aided us in understanding the impacts of those involved in the multitude of debates fighting for integration.

“Lawyers for Brown v. Board of Education gathered in front of courthouse”, *LDF*,
<https://www.naacpldf.org/press-release/ldf-remembers-linda-brown-thompson/>

This photograph illustrates the lawyers involved in the Brown v. Board of Education debate, which we included in our website to offer multimedia with the significant figures involved in the case. Using this source, we were able to research further about the importance of these lawyers in the ruling of the debate.

Leffler, Warren K, “Integrated classroom at Anacostia High School” 1957. *Library of Congress*,
www.loc.gov/item/2003654359.

This image portrays an integrated classroom after the Brown v. Board of Education decision, which we used to show the short term impacts the debate had in schools. This source helped us visualize the short term impacts of the Brown v. Board of Education decision.

McCutcheon, John T.. “*Jim Crow Laws*”. 1904. *Georgia College*,
https://www.gcsu.edu/sites/files/page-assets/node-2213/attachments/separate_but_equal_educational_resources.pdf

This image is a political cartoon portraying the state of Jim Crow Laws, which the Supreme Court ruled as constitutional previously. We used this illustration as a primary image in our project, because it illustrated the unfair reality of Jim Crow Laws and the “separate but equal” doctrine.

“Moton High School.” 1951. *Docsteach National Archives*,
<https://www.docsteach.org/documents/document/moton-auditorium-front>

This image portrays the auditorium of a black highschool, in noticeably poor condition, containing fold up chairs and a smaller space. We used this source to compare the disparities between Black and White highschools to show how the “Separate but Equal” message was not being fulfilled. This source helped us learn more of the differences found within segregated schools by providing historical context on the matter.

“Moton High School Library.” 1951. *Docsteach National Archives*,
<https://www.docsteach.org/documents/document/moton-library>

This image depicts a Library in a Black high school, which the defense in Davis v. Prince Edward County debate used as evidence when arguing they were providing equal facilities in White and Black schools. Compared to the White highschool, Worsham Highschool, the rooms

share many similarities and both appear to be in good condition. This image gave us historical context on the conditions faced by black students due to segregated schools, which allowed us to visually depict defense arguments made in *Davis v. Prince Edward County* and how they impacted the ruling of the case.

“Negro Expulsion from Railway Car, Philadelphia.” Washington D.C., 1856,
<https://www.loc.gov/pictures/item/2007678048/>.

This illustration depicts a black man being forced to leave from a Railway car, which we used to show a primary depiction of Jim Crow Laws, even before the *Plessy v. Ferguson* ruling. This cartoon gave us historical context regarding Jim Crow Laws, by helping us understand the normalized Jim Crow Laws which later became stricter in more facilities and establishments.

O'Halloran, Thomas J, “School integration. Barnard School, TOH.”1955, Library of Congress,
www.loc.gov/item/2003654384.

This image depicts an integrated school after *Brown v. Board of Education*, which we used to show the impact the ruling had on society and the school system. This image helped us visually understand the impacts of the ruling on children, and how it provided students with equal learning opportunities regardless of race.

Parks, Gordon “Dr. Kenneth Clark Conducting the Doll Test.” 1947. *Library of Congress*,
<https://www.loc.gov/exhibits/brown/brown-brown.html#obj62>

This image depicts the doll test, conducted by Dr. Kenneth Clark who was a major attestant in the *Brown v. Board of Education* debate, which we used to provide a visual example of how Clark conducted the doll test. This image aided us in learning about how the Doll Test worked and how the results influenced the ruling of the *Brown v. Board of Education* debate.

“Petition of Clarendon County Parents to Board of Trustees,” 1949. *University of South Carolina*, <https://digital.tcl.sc.edu/digital/collection/jad/id/373/>

This is an image of the petition that Clarendon County black parents signed asking for a bus and better school equipment for their children. We used this petition to determine the initial issues the Clarendon families had with the unequal school systems/

“Photograph, c. 1938, (Clarendon County, S.C.), of African American school on Spring Hill A.M.E. Church property” 1938. *University of South Carolina*,
<https://digital.tcl.sc.edu/digital/collection/jad/id/842/rec/1>

This image provides a depiction of a Black school before integration, which we used when comparing the facilities White schools had compared to Black schools. This image helped us comprehend the inequalities within White and Black schools and how the “Separate but Equal” Doctrine was not followed during the time before the 14th amendment.

“Photograph, 1951 June 17, (Summerton, S.C.), Plaintiffs in the Clarendon County School Segregation Case”, 1951. *University of South Carolina*, <https://digital.tcl.sc.edu/digital/collection/jad/id/878>

This photograph depicts people involved in the Briggs v. Elliott, which we used to provide visuals for information regarding the case and the individuals involved. Use of this photograph assisted us in learning about the people involved in this case and helped us understand their approach to this case.

“Robinson, George Leakes, Elaine Bowen, and Hill”, 1953. *Library of Virginia*, <https://www.lva.virginia.gov/exhibits/brown/decision.htm>

This image depicts two attorneys who represented African American families who didn't want to send their children to far segregated schools, which aided us when visually enhancing our website regarding the topic of the Davis v. Prince Edward County case. This source helped us learn about important figures in similar cases regarding desegregation.

“R.R. Moton High English 9 Class,” 1951. *DocsTeach National Archives*, <https://www.docsteach.org/documents/document/moton-english-class>

This image shows a black segregated classroom and was used as evidence during Davis v. Prince Edward County. We used it to provide visual aids to our description of the arguments used in the case.

Stacks, Richard. “1st grade at Public School 60, say the pledge of allegiance to the flag.” 1955. *The Baltimore Sun*, <http://darkroom.baltimoresun.com/2013/02/richard-stacks-award-winning-sun-photographer/#8>

This image portrays an integrated classroom pledging to the flag, a year after the Brown v. Board of Education decision. We used this image to portray the short term impact of Brown v. Board of Education, as well as understand the changes that happened after the decision.

“Three Lawyers to Confer.”, 1953. *Library of Congress*, <https://www.loc.gov/exhibits/brown/brown-brown.html#obj98>

This image depicts Lawyers Thurgood Marshall, Spottswood Robinson III, and Harold Bouldware, who were the attorneys for the Brown v. Board of Education case. We included this image to portray some of the important individuals involved in this case, and the photograph aided us in understanding the importance they provided to the case.

“Thurgood Marshall.” 1940, *Library of Congress*, <https://www.loc.gov/item/2002706868/>.

This image depicts a portrait of Thurgood Marshall, special counsel in the Brown v. Board of Education debate. We used this photograph to intensify his importance alongside other depictions of him during the case, which also aided us in understanding why he worked on this case and his impact on the way this case went.

“Thurgood Marshall And 'Brown V. Board Of Ed.’ 1954, *NPR*,
<https://www.npr.org/2003/12/08/1535826/thurgood-marshall-and-brown-v-board-of-ed>

This image depicts Thurgood Marshall celebrating the victory, which we used to enhance our website when discussing the effects of the ruling and how they won. This image helped us understand some of the reactions to the case, and provide our website with more multimedia to tell a story visually.

“Thurgood Marshall and other members of the N.A.A.C.P. legal defense team who worked on the Brown v. Board of Education case.” 1953. *The New York Public Library*.
<https://digitalcollections.nypl.org/items/8e0ab460-3604-4be6-e040-e00a18063fa6>.

This picture depicts Thurgood Marshall alongside other legal defense team members who worked on the debate for Brown v. Board of Education, which we included to exemplify the significance they had on the outcome of the case. This source helped us understand how impactful the legal team was, and how they were a major factor in the ruling.

“Thurgood talks to Press.” *LDF*, <https://www.naacpldf.org/brown-vs-board/>

This image depicts significant attorney Thurgood Marshall talking to the press. We used this photograph to depict how the debate was involved with the media, which aided us in visually enhancing our website.

“U.S. Supreme Court Justices”. 1958. *NPS*,
<https://www.nps.gov/brvb/learn/historyculture/justices.htm>

This photograph displays the supreme court judges during the Brown v. Board case. The image was used in our website in the “Diplomatic Successes” to give readers understanding on essential figures in the case, which helped us compose a page that covered the various parts of the Brown v. Board of Education case.

“View of the Boys Bathroom at Gloucester Training School” 1948. *Docsteach*,
<https://www.docsteach.org/documents/document/boys-bathroom-gloucester-training-school>

This image depicts a bathroom in a black school, which portrays a bathroom in disarray. A case concerning differences within White and Black schools in the same county used this photograph when contrasting the conditions, comparing it to the Girls bathroom in Botetourt High School, which appears in a significantly better condition. With the aid of this image, we were able to comprehend the vast disparities in White and Black schools.

“View of the Girls Bathroom at Botetourt High School.”, 1948. *Docsteach*,
<https://www.docsteach.org/documents/document/botetourt-girls-bathroom>

This image depicts a bathroom in a white highschool, which appears to be in good condition. A debate concerning the inequalities in schools used this image when contrasting the conditions in white and black schools, comparing it to the Boys bathroom at Gloucester Training School,

which appears in a much worse condition. Using this image, we were able to grasp visually just how extreme the differences were between White and Black schools.

“Waiting for Courtroom Seats.”, 1953. *Library of Congress*,
<https://www.loc.gov/exhibits/brown/brown-brown.html#obj74>

This image portrays people of the public waiting for the Brown v. Board of Education debate to start, which we included to show how the members of the general public felt about the debate. This photograph helped give us an example of reactions from the general public, an important point of view.

“White Schoolroom.” 1935, *America’s Black History Museum*,
<https://www.abhmuseum.org/education-for-blacks-in-the-jim-crow-south/>

This image portrays a classroom in a white schoolroom, which we used to provide visual examples of the major disparities between segregated schools. By using this photograph, we were able to comprehend the vast differences between schools for white students and schools for black students.

Williams, Cecil, “Photograph, [1951], (Summerton, S.C.), of Joseph A. De Laine, Sr. and others.” 1951. *University of South Carolina*,
<https://digital.tcl.sc.edu/digital/collection/jad/id/883/rec/7>.

This photograph depicts some of the people involved in the Briggs v. Elliott case, a case similar to Brown v. Board of Education that had an unsuccessful outcome. We included this image to provide examples of the similar cases that came before the Brown v. Board of Education debate, and it assisted us in helping visualize the Briggs v. Elliott case.

Wolcott, Marion Post, “Negro going in colored entrance of movie house on Saturday afternoon”, 1939. *Library of Congress*, www.loc.gov/item/2017754826/.

This image depicts a black man going to a movie house, from the “colored entrance”. We used this photograph to show some of the different things that were segregated due to the Jim Crow Laws, and it aided us in understanding the extent at which segregation separated the population.

Wolcott, Marion Post, “Negro schoolhouses near Summerville, South Carolina.” 1938. *Library of Congress*, <https://www.loc.gov/pictures/item/2017799753>.

This image depicts some of the schoolhouses Black students had to go to, which, compared to the white schools, were in poor condition. We used this source to emphasize the disparities between the students, and it allowed us to further understand the extent of the inequalities.

“Worsham High School Library.”, 1951. *Docsteach*,
<https://www.docsteach.org/documents/document/worsham-library>.

This image portrays a Library in a White high school, which the defense in Davis v. Prince Edward County used to compare how they were providing equal facilities in White and Black

schools. Compared to Moton Highschool, a Black highschool, the rooms appear equal. This image allowed us to visually display the arguments made during *Davis v. Prince Edward County*, and enhance our website with a variety of multimedia.

Videos:

Clark, Kenneth. "Interview with Dr. Kenneth Clark." *Washington University Repository*, 4 Nov. 1985, <http://repository.wustl.edu/concern/videos/v405sc20j>.

This interview with Dr. Kenneth Clark, the psychologist behind the Doll Experiment, was extremely valuable to us. It was essential to our understanding of the use of psychological evidence in the debate. Dr. Clark explains how evidence from his famous experiment was used to provide the damage segregation had on black children. We learned how that evidence was used to shape the unique legal strategy the LDF used in court. We used this video on our website to visually display the evidence used.

Briggs, Eliza and Briggs, Harry. "Interview with Eliza and Harry Briggs Sr." *Washington University Repository*, 25 Oct. 1985, <http://repository.wustl.edu/concern/videos/rv042v71h>.

This interview was with Harry and Eliza Briggs, the plaintiffs in *Briggs v. Elliott*. We used this source to fully comprehend the historical context and conditions of segregated schools through Harry Brigg's description. We gained insightful information into the perspective of a plaintiff on the case and a couple living during the time of school segregation.

Briggs, Harry. "Interview with Harry Briggs Jr." *Washington University Repository*, 2 Nov. 1985, <http://repository.wustl.edu/concern/videos/h415pc191>.

This interview was with Harry Briggs Jr. the son of the plaintiffs. We used it to understand how the Jim Crow Eras felt to a child experiencing segregation in education. We learned about his perspective as one of the children of the plaintiffs and the impact the case had on his family.

Carter, Robert. "Interview with Judge Robert Carter." *Washington University Repository*, 5 Nov. 1985, <http://repository.wustl.edu/concern/videos/dn39x3198>.

This interview was with Robert Carter, a plaintiff attorney on *Brown v. Board of Education*. His discussion of the debate strategies he used during his trials gave us insight into the use of debate in the court case. We also got to see the debate through his interesting perspective as a lawyer, as he described the process he went through during his time on the case.

Smith, Linda. "Interview with Linda Brown Smith." *Washington University Repository*, 26 Oct. 1985, <http://repository.wustl.edu/concern/videos/1n79h614g>.

This interview was with Linda Brown Smith, the daughter of Oliver Brown and the namesake of the *Brown v. Board of Education* case. Though she was too young to understand the legal proceedings, we learned what it was like to grow up as a child during segregation. We used it to strengthen our understanding of the multiple perspectives involved in our topic.

“What Was It like Growing up in Alabama under Jim Crow?” *Youtube*, Choices Program, 8 Nov. 2012, <https://www.youtube.com/watch?v=3p8tTiJ3EoY>.

This interview was with Representative John Lewis, who grew up during the Jim Crow Era. We learned about his experiences with the discriminatory practice of segregation. This video was used in our preliminary research, to help us understand the historical context and situation of the time of *Brown v. Board of Education*.

Wilson, Paul. “Interview with Paul E. Wilson.” *Washington University Repository*, 26 Oct. 1995, <http://repository.wustl.edu/concern/videos/zw12z710n>.

This interview was with Paul Wilson, a defense attorney for the schools in *Brown v. Board of Education*. We learned about the arguments he used during the trial to justify segregation. This source was very valuable because it provided us information from someone who was in support of segregation and allowed us to understand their perspective and arguments.

“Thurgood Marshall on Civil Rights after *Brown v Board.*” *NBC News*, 2014. *NBC News*, <https://www.nbcnews.com/video/thurgood-marshall-on-civil-rights-after-brown-v-board-257622595655?v=b>.

This is a video of Thurgood Marshall after the court decision on *Brown v. Board of Education*. It showed us the significance of the success the LDF had achieved. Thurgood’s joy helped us understand just how big of a success the decision was and gave us a perspective to the ruling that we could display in our research.

“65th Anniversary Of *Brown Vs. Board Of Education* | *NBC Nightly News.*” *Youtube*, *NBC Nightly News*, 17 May 2019, <https://www.youtube.com/watch?v=BBKX-FyQWaE>. Accessed 31 Jan. 2022.

This video reflects on the *Brown v. Board of Education* case and interviews people who were impacted by the verdict from the past and from the present. We used this video to view the multiple perspectives of the *Brown v. Board of Education* case. This source enriched our understanding of the long term impact the ruling had on America for future generations.

Journals:

Clark, Kenneth B., and Mamie P. Clark. “Racial Identification and Preference.” 1940, <https://i2.cdn.turner.com/cnn/2010/images/05/13/doll.study.1947.pdf>.

This is the journal of Dr. Kenneth Clark and his wife, Mamie Clark, who conducted the famous Doll Experiment. They present their results and analysis of the experiment. Through their results and writing, we learned about the psychological harm segregation caused children and we used it in our website to display the evidence used during the cases.

Letters:

Briggs R.E. and Briggs W.T, “Letter, 1947 Nov. 7, (Silver, S.C.), W.T. Briggs, R.E. Briggs, to Principal and teachers of Silver School” 7 Nov. 1947, University of South Carolina.

Typescript. *University of South Carolina*.
<https://digital.tcl.sc.edu/digital/collection/jad/id/591/rec/1>

This letter was written by Harry Briggs Sr., one of the plaintiffs was Briggs v. Elliot, and addressed to the principal of the Silver School, stating that the black schools were not meeting required standards. We used it to show the initial complaint that stirred the case. It provided us with context about the issues with the Clarendon County black schools.

Burton, Harold H. "A Great Day for America." 17 May 1954, Library of Congress, Washington, D.C. Manuscript. *Library of Congress*.
<https://www.loc.gov/exhibits/brown/brown-brown.html#obj82>.

This letter is written by Justice Harold Burton, in which he congratulates Warren for the unanimous vote to end segregation in education. Harold credits Warren for organizing the unanimous vote. We learned through the letter how the other Justices viewed Warren as the instigator of the unanimous vote, through using diplomacy to persuade them.

Douglas, William. "A Beautiful Job." 11 May 1954, Library of Congress, Washington, D.C. Manuscript. *Library of Congress*.
<https://www.loc.gov/exhibits/brown/brown-brown.html#obj82>.

Associate Justice William Douglas wrote this letter to Justice Earl Warren, praising him for the draft opinion Warren had written on the Brown v. Board of Education case. Douglas expresses his agreement with Warren's writing. This helped us understand the good relationships Warren had developed in his short time in the court, and showed us how his diplomatic efforts led to the unanimous court decision.

Frankfurter, Felix. "Frankfurter's Congratulations to Warren" 17 May 1954, Library of Congress, Washington, D.C. Manuscript. *Library of Congress*.
<https://www.loc.gov/exhibits/brown/brown-brown.html#obj81A>.

Frankfurter was one of the Justices who had previously opposed desegregation and relentlessly questioned the LDF's attorneys. Despite this, in the letter, he congratulated Warren on the unanimous decision that Frankfurter himself had contributed towards. We were able to learn how Warren had used diplomacy to make Frankfurter a supporter of integration and how he established a good relationship with the serious Frankfurter.

Warren, Earl. "Warren Works For Unanimity" 7 May 1954, Library of Congress, Washington, D.C. Manuscript. *Library of Congress*.
<https://www.loc.gov/exhibits/brown/brown-brown.html>

This is a letter that Justice Earl Warren wrote to his fellow Justices, where he is organizing a meeting to discuss the proceedings of the Brown v. Board of Education case. It showed us how he used diplomatic tactics, like planning discussions, to lead the *Brown* case to a successful unanimous decision.

Patterson, William L. "Executive Secretary of the Civil Rights Congress, to Walter White congratulating White on the NAACP's victory in Brown v. Board of Education" 17 May

1954, Library of Congress, Washington D.C. Typescript. Library of Congress
<https://www.loc.gov/exhibits/brown/brown-brown.html>

This letter written by William L Patterson addressed to Walter White was an essential aspect of our research because it provided a primary example of reactions to the Brown v. Board of Education verdict. This letter was an example of research that aided us in understanding how people felt about the ruling.

Secondary Sources:

Books:

Bell, Derrick A. *Silent Covenants: Brown v. Board of Education and the Unfulfilled Hopes for Racial Reform*. Oxford University Press, 2006.

This book is written by Derrick Bell, a lawyer who worked on many desegregation cases. Bell believes that Brown v. Board of Education could have been executed differently and it failed to improve certain things, so we knew to make use of this source by viewing another perspective on the case. This source helped us see a unique perspective that also highlighted issues Brown v. Board of Education did not solve.

Boyd, Richard Henry. *The Separate or "Jim Crow" Car Laws or Legislative Enactments of Fourteen Southern States, Together with the Report and Order of the Interstate Commerce Commission to Segregate Negro or "Colored" Passengers on Railroad Trains and in Railroad Stations*. National Baptist Pub. Board, 1909,
https://www.google.com/books/edition/The_Separate_Or_Jim_Crow_Car_Laws/f0kKAA-AAIAAJ?hl=en&gbpv=0.

This book includes copies of all the Jim Crow car laws along with analysis of what the laws meant and how they were carried through. It helped us to understand how segregation was enforced, specifically during Plessy v. Ferguson. We used an image of the Louisiana Car Act to provide a visual representation of the law Plessy v. Ferguson was attempting to strike down.

Gitlin, Marty. *Brown v. the Board of Education*. ABDO Pub. Co, 2008.

This book by Marty Gitlin offered us a comprehensive summary of the Brown v. Board of Education case, including the separate district cases that led up to it. We used this to gain a holistic view on the entire case. This book specifically went into detail about how the LDF utilized social science to prove their debate, rather than court precedent, which was not on their side. It helped us understand the specific evidence that was used to support the unique debate the LDF created.

Goldstone, Lawrence. *Separate No More: The Long Road to Brown v. Board of Education*. Scholastic Focus, 2021.

This book by Lawrence Goldstone delved into the specific arguments used by the LDF in Brown v. Board of Education. It was integral to our understanding of the unique debate strategy that was formed, different from the evidence that was used. We used this book to develop the debate

section of our project, through learning about the different arguments the LDF created to support their case.

McNeese, Tim. *Brown v. Board of Education: Integrating America's Schools*. Chelsea House, 2007.

This book discusses the overall Brown v. Board of Education Supreme Court Case. It also detailed the individual district cases that were combined. We used this source to better our understanding of the nuances in the different cases. We learned about the variation the LDF lawyers had in their debates they used in every case, despite using similar evidence.

Patterson, James T. *Brown v. Board of Education: A Civil Rights Milestone and Its Troubled Legacy*. Oxford University Press, 2001.

This book discusses the setbacks of integration in Brown v. Board of Education. It also details Justice Warren's use of diplomacy to engineer the unanimous vote. We used the book to learn about a different perspective on the historical significance of the case as well as further develop the diplomacy section of our historical argument.

Tackah, James. *Famous Trials - Brown v. Board of Education*. Lucent Books, 1997.

In this book, Tackah delves into the behind the scenes of the Brown v. Board of Education case, discussing each district case in depth. It was especially helpful to our portrayal of Thurgood Marshall in our website because it provided many primary quotes from him. It helped us understand the intricacies in each individual case rather than the Supreme Court case and was valuable to us when creating our “District Cases” page.

Williams, Juan. *Thurgood Marshall: American Revolutionary*. Crown Publishing Group, 2000.

This book focused on the life of Thurgood Marshall, the head of the LDF and an integral lawyer in Brown v. Board of Education. We used this book to learn about his contributions to the arguments the LDF used in court. This book helped us understand the case from the perspective of a lawyer on the plaintiff's side of the case.

Wilson, Sharon J. *Brown v. Board of Education of Topeka*. Abdo Publishing, 2016.

This book provided us with a basic understanding of our topic. We used it in our preliminary research, to map out the key points in the case, rather than to go into depth. It was essential to us when figuring out how to organize our historical argument and website due to its summary of the case.

Images

“Children Reading.” *Getty Images*,

<https://www.gettyimages.com/detail/photo/children-reading-royalty-free-image/11476563>

This photograph depicts three friends who are children reading together. We used this photo to visually enhance our website and display the impacts Brown v. Board of Education had on education and how children of different races interacted with each other.

Elementary school students taking a test.” *Getty Images*,
<https://www.gettyimages.com/detail/photo/elementary-school-students-taking-a-test-royalty-free-image/1138228594?adppopup=true>

This image depicts a group of multi-racial students taking a test. We used this photo to display the diversity seen in schools today as the long term impact of Brown v. Board of Education.

“Reading A Storybook.” *Getty Images*,
<https://www.gettyimages.com/detail/photo/reading-a-storybook-royalty-free-image/870035748?>

This image depicts a group of children of various races listening to a story. We choose to use this photo in the long term impacts section of our project when discussing the impacts Brown v. Board of Education caused today. We used it to show how diverse classrooms are the norm in America today and how thanks to the success of Brown v. Board of Education, children of all races are able to learn together.

Papers:

Andrews, Leigh S. “REACTIONS TO BROWN V. BOARD OF EDUCATION.” *Miami University*, 2005, pp. 1–57,
https://etd.ohiolink.edu/apexprod/rws_etd/send_file/send?accession=miami1114703454&disposition=inline.

This paper discusses peoples reactions to the Brown v. Board of Education case verdict, we used this source to comprehend multiple perspectives and enhance our prior knowledge on how people felt about the verdict. This source informed us of many different perspectives on the ruling seen in newspaper articles.

Anita Fleming-Rife, and Jennifer M. Proffitt. “The More Public School Reform Changes, the More It Stays the Same: A Framing Analysis of the Newspaper Coverage of Brown v. Board of Education.” *The Journal of Negro Education*, vol. 73, no. 3, 2004, pp. 239–54,
<https://doi.org/10.2307/4129609>. Accessed 20 Apr. 2022.

This journal article analyzes the different reactions to the Brown ruling through analyzing newspapers. It served us multiple perspectives of the Ruling and how it impacted different areas of America. We used to create the “Consequences” section of our website and portray how various opinions led to different impacts.

Bell, Derrick A. “Brown v. Board of Education and the Interest-Convergence Dilemma.” *Harvard Law Review*, vol. 93, no. 3, The Harvard Law Review Association, 1980, pp. 518–33, <https://doi.org/10.2307/1340546>.

This paper discusses the consequences of *Brown v. Board of Education*. It provided us with a nuanced perspective of the impact of the case. We learned that the case was not perfectly successful and how even today, school segregation exists through demographic patterns and underfunded schools.

Ulmer, S. Sidney. "Earl Warren and the Brown Decision." *The Journal of Politics*, vol. 33, no. 3, 1971, pp. 689–702, <https://doi.org/10.2307/2128278>.

This was the landmark decision of *Brown* that Justice Earl Warren delivered. It was the final ruling and marked the success of the LDF. We used it to determine how the LDF's debate and Warren's diplomacy led to him delivering a speech that began the dismantling of segregation.

Websites:

"The Battleground: Separate and Unequal Education." *The Battleground - Separate Is Not Equal*, <https://americanhistory.si.edu/brown/history/2-battleground/battleground.html>.

This source discusses how segregation started after the end of slavery. We used it to improve our understanding of the factors that eventually led to the implementation of segregation. The source helped us connect the events that led up to the beginnings of segregation and developed our understanding of historical context.

"The Black Codes and Jim Crow Laws." *National Geographic Society*, 13 Mar. 2020, <https://www.nationalgeographic.org/encyclopedia/black-codes-and-jim-crow-laws/>.

This website provided context for the beginnings of Jim Crow Laws and how they impacted African Americans. This website gave us an opportunity to view how Jim Crow laws operated, as well as examples of how they impacted African Americans. It provided us with context to why segregation was challenged.

"*Brown v. Board of Education*." *History.com*, A&E Television Networks, 27 Oct. 2009, <https://www.history.com/topics/black-history/brown-v-board-of-education-of-topeka>.

This website contains a brief summary of the *Brown v. Board of Education* case, and we applied the information from this source by using it to develop our historical argument. This source allowed us to get a general idea of the *Brown v. Board of Education* case, and served as our foundation to set up which topics of the case we researched further.

"Civil Rights in the United States, a Brief History: 1870s - 1950s." *Georgetown Law Library*, <https://guides.ll.georgetown.edu/c.php?g=592919&p=4172697>.

The Jim Crow Period marked the beginning of major segregation in the United States, which we used to gain a better understanding of the Jim Crow Era. With the assistance of this source we were able to fully comprehend the beginnings of the Jim Crow period and its effects on future segregation laws which resulted in the *Brown v. Board of Education* case.

"Combined Brown Cases, 1951-54." *Combined Brown Cases, 1951-54 | Brown Foundation*, <https://brownvboard.org/content/combined-brown-cases-1951-54>.

This website explains the different state cases that were combined and brought to the supreme court as Brown v. Board of Education. When learning about Brown v. Board of Education, we discovered that it was made up of several different cases against school boards, we immediately knew this would be essential information in developing our multiple perspectives and historical context. With this source, we could grasp the importance these cases had in bringing the issue of school segregation to the supreme court.

“Compare Coverage of Brown v. Board Ruling.” *NewseumED*,
<https://newseumed.org/tools/lesson-plan/compare-coverage-brown-v-board-ruling>.

This website gave us information comparing how people viewed the ruling of Brown v. Board of Education, which was essential to develop the use of multiple perspectives in our website. By using this source we were provided insight into how people watching the case unfold viewed the verdict, through viewing analysis of multiple newspaper articles published about the case at the time.

Duignan, Brian. "Brown v. Board of Education". *Encyclopedia Britannica*, 30 Nov. 2021,
<https://www.britannica.com/event/Brown-v-Board-of-Education-of-Topeka>.

When starting our research, we knew we had to gain a general comprehension of the case and how it unfolded. By using this source we were able to start enhancing our historical argument, and the source allowed us to truly grasp the progression of the Brown v. Board of Education case and its impact.

Eckert, Jon, et al. “The Impact of Brown v. Board of Education.” *Wheaton College*, Wheaton College, 3 Apr. 2018,
<https://www.wheaton.edu/news/recent-news/2018/april/the-impact-of-brown-v-board-of-education/>.

We used this source to understand the long term effects of the Brown v. Board of Education Case. It helped us comprehend how the ruling of Brown has shaped the lives of African Americans and other people of color forever.

“Interview Browns: Brown vs. Topeka Board of Education.” *Interview Browns, Brown vs Topeka Board of Education*,
http://www.kawvalley.k12.ks.us/brown_v_board/interview_browns.htm.

This website contains an interview with the Brown sisters, Linda and Cheryl, who were children when their father opposed the Topeka board of education. We used this source to gain the perspective of what it was like to watch this chase unfold especially being a child and being so closely related to it. With this source we learned about the immense impact of the ruling and how the case impacted the Brown sisters.

“Plessy v. Ferguson (Jim Crow Laws): Topics in Chronicling America: Introduction.” *Research Guides*, <https://guides.loc.gov/chronicling-america-plessy-ferguson>.

While we chose to focus on the Brown v. Board of Education case, we used this source to research further into similar cases for historical context. Plessy v. Ferguson is a case which

legalized segregation, and this source helped us enhance our historical context on the events that paved the way for the Brown v. Board of Education case.

Rothstein, Richard. "Why Brown v Board of Education Was Unsuccessful in Ensuring Equal Educational Outcomes - Talkpoverty." *Talk Poverty*, 7 Mar. 2018, <https://talkpoverty.org/2014/05/27/rothstein/#:~:text=There%20were%20initial%20integration%20gains,central%20feature%20of%20American%20schooling.>

This article provides an interesting perspective on Brown v. Board of Education, and how the case wasn't able to fully ensure equal learning opportunities. When we discovered this article, we were intrigued by the perspective of someone who believed that it wasn't fully successful in its purpose. This article aided us in seeing how, while Brown v. The Board of Education was able to ensure the end of segregation in schools, it was unable to get rid of gaps in learning especially concerning low income black children.

"Separate but Equal' in Photographs." *National Archives and Records Administration*, National Archives and Records Administration, <https://education.blogs.archives.gov/2018/05/29/davis-photographs/>.

This website contains photographs that compare the segregated schools, with noticeably better features in white schools. We used this source to understand why the "separate but equal" doctrine was challenged, and it aided us in developing a visual understanding of the extreme disparities.

"Separate Is Not Equal." *Separate Is Not Equal - Brown v. Board of Education*, <https://americanhistory.si.edu/brown/index.html>.

This website recounts the major factors that led to the Brown v. Board of Education decision and its impact on society, which we used to start our research regarding the timeline of the case. Use of this resource allowed us to gain insight into the causes leading up to the case, and the effects it had on society.

"The Southern Manifesto and 'Massive Resistance' to Brown v. Board." *NAACP Legal Defense and Educational Fund*, NAACP Legal Defense and Educational Fund, Inc. , 4 May 2020, <https://www.naacpldf.org/ldf-celebrates-60th-anniversary-brown-v-board-education/southern-manifesto-massive-resistance-brown/>.

This website described the Southern reaction to the Brown v. Board of Education ruling. We used it to learn about the multiple views on the landmark ruling. From this source we were able to find the short term consequences of the ruling and how hateful segregationists caused failure in the execution of the ruling.

"Timeline of Events Leading to the Brown v. Board of Education Decision of 1954." *National Archives and Records Administration*, National Archives and Records Administration, <https://www.archives.gov/education/lessons/brown-v-board/timeline.html>.

This timeline recounts significant events and court cases that led to the Brown v. Board of education case, this source introduced us to extremely significant events like Plessy v. Ferguson,

Briggs v. Elliott, and the Jim Crow Laws, which had a major impact on society. The timeline helped us understand how the Brown v. Board of Education case came to be, and the impact of the events that came before it.

Urofsky, Melvin I. "Jim Crow Law." *Encyclopedia Britannica*, Encyclopædia Britannica, Inc., <https://www.britannica.com/event/Jim-Crow-law>.

This article defines and gives context to the "Jim Crow Law", which were laws intended to enforce racial segregation. Jim Crow Laws were some of the first laws enforcing racial segregation so we found it essential to research how they started, using the article aided us in gaining a better understanding on the history of Jim Crow Laws and how they were challenged.

"What Was Brown v. Board of Education?" *NAACP Legal Defense and Educational Fund*, <https://www.naacpldf.org/case-issue/landmark-brown-v-board-education/>.

This website discusses the impact, successes, and consequences of the Brown v. Board of Education decision. We used this website to further research into the short term and long term impacts of the ruling, and it helped us understand how significant the ruling was in history, as well as to society today.