

The Freedom Riders of 1961: Makers of Good Trouble

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Performance
Junior Division
497 words

Topic Chosen

We heard Freedom Rider Charles Person speak at a Dr. Martin Luther King Jr. event in our town, sparking our interest in the origins of the Civil Rights Movement. We learned the 1960's definition of segregation: the separation of races under the grounds of the "separate but equal" doctrine, meaning segregated bus stations, buses, lunch counters, and restrooms in the South. Non-violent protest methods gained momentum through sit-ins, boycotts, and marches. **In 1961, the Freedom Rides triumphed over the tragedy of segregated transit and fueled the Civil Rights Movement.** This story is one of people from many ethnicities, races, and upbringings who banded together to **triumph** over the segregation of interstate travel in the South during one of America's darkest times.

Research Conducted

Our research began by reading books and watching interviews of the Freedom Riders, such as:

- *Freedom Riders* (Bausum)
- *Breach of Peace* (Etheridge)
- *Walking with the Wind* (Lewis)
- *Freedom Riders* (Arsenault)
- Mississippi Civil Rights Project (mscivilrightsproject.org)

We came across the story of *The Parchman Hour*, a mock radio show the riders created at Parchman Prison. We learned how singing provided the riders with a sense of hope and unity in both **triumphant** and **tragic** times.

In December, we went to Chicago and visited Quinn Chapel AME Church, the Dusable Museum, and the Vivian Harsh Afro-American Archival Collection.

In January, we went to Atlanta to interview Charles Person in his home. We also visited the Civil Rights Center and the MLK Historical Park.

In March, we did phone interviews with Freedom Rider Jim Zwerg and Joanne Sheehan, coworker of Rider Marv Davidov and non-violent direct action trainer.

Performance Development

We developed our performance by writing scenes, revising, memorizing lines, building props, and rehearsing. During our past NHD experiences, judges encouraged us to narrow our storyline, so we chose which of the scenes to portray in depth. We incorporated rich historical content, including quotes and songs. We performed in front of audiences to gain feedback. We worked to make the message of unity, courage and perseverance clear. We built props to represent Fisk University, Parchman Prison and the Trailways bus. We have met twice a week for several hours since August. After Regionals, we updated the props, including two original photographs. We also gained further insight about our characters from our interviews.

Relationship to Theme

The Civil Rights Movement helped end the **tragedy** of segregation, law by mob, and acts of racially fueled violence by opening the nation's eyes to how injustice impacts ALL people. The Freedom Rides **triumphed** with non-violent protest methods. As riders were brutalized, people all over the world saw U.S. actions were not aligned with their message of equality. Through perseverance of non-violent protest and persistence of riders to fill every jail in Mississippi until their voices were heard, laws were finally changed and enforced. After the Freedom Rides **triumphed**, The Civil Rights Act of 1964 outlawed discrimination and segregation. The words, "liberty and justice for all" became truth.

PRIMARY Works Cited – Freedom Riders: Makers of Good Trouble

- “A Roundtable Discussion.” Performance by Jorunn Ricketts et al., NBC, 14 Oct. 1957. This roundtable discussion about the integration of Little Rock Highschool by two black and four white students enrolled at Little Rock Highschool helped our project by telling us that even people who have grown up around racism can change their views about it. This conversation on NBC took place one month into the Little Rock Highschool integration crisis in which the governor of Arkansas placed state troops around Little Rock Highschool to bar black students from coming into the integrated high school. In this conversation the students talk about how you need to treat people according to the golden rule and how they were ashamed of what the white citizens of Little Rock did when they mobbed a black student who was trying to integrate Little Rock Highschool.
- Africans American Protest School Segregation, Englewood, N.J., 1962.* Englewood, NJ, 2014, This photo of protestors and their sign protesting school segregation make us able to copy it down onto a piece of cardboard to use as a protest sign for our performance. Non-violent protestors used signs like these every day for protests back in the 1960s, and we wanted ours to be authentic.
- Anonymous. “Shelley v. Kraemer (1948).” *LII / Legal Information Institute*, Legal Information Institute, 12 June 2015, www.law.cornell.edu/wex/shelley_v_kraemer_%281948%29. This source gave us a brief overview of the court case, "Shelley v. Kraemer." It told us of what the case accomplished. For instance, the website told us of how there were once restrictions on the selling of property to Non-Caucasians. The most useful thing about this source is that it led us to do more research on both the court cases during the Civil Rights Movement.
- Azbell, Jo. “At Holt Street Baptist Church, Deeply Stirred Throng Of Colored Citizens Protests Bus Segregation.” *The Montgomery Advertiser*, 7 Dec. 1955. This gave us an eyewitness account of the church service that was happening at the Holt Street Baptist Church to start the Montgomery bus boycott. The church service was being played on loudspeakers to a crowd three times the people that were crammed into the church. This church service launched the Montgomery Bus Boycott and was the first time Martin Luther King Jr. spoke as leader of the Montgomery Bus Boycott. The Montgomery Bus Boycott ended up triumphantly desegregating the buses in Montgomery.
- Baldwin, James. *I Am Not Your Negro. I Am Not Your Negro*, 2016. This film was precious since it was by two important Civil Rights figures, Raoul Peck, the director, and James Baldwin, the famous black writer. It was valuable because it also gave great perspective on how black people still feel and how racism against them has tragically progressed.
- Benyouky, Jason Elrond, et al. “A Personal Interview with Our Friend Danielle Boggs Robertson.” 14 Jan. 2019. This interview story with our acting helper Ms. Danielle. She helps us enunciate and project in our voices so that we will do well when practicing and performing our skit. The interview was during a session where we asked about her story from her childhood during the Civil Rights Movement. She told us of how she attended a private College that had a relationship with the Movement. She was able to go to multiple different protests and told us of how she helped the Movement progress in California. She also had some run-ins with the Black Panther movement. She was riding home from Los Angeles on the main highway there when the road and traffic suddenly stopped. Suddenly, hundreds of young "colored" teens sprung up from the side of the road and began to beat people's cars. A group of the boys came up to her car and beat in her windows and doors.

Essentially, we learned of how she became aware of how helpless and angry colored people were (although we knew this we didn't realize the length it went to). Even people that were trying to help were hurt. The movement had its bad side too.

- Berner, Scott, and Gene Allen. "Mississippi U.S.A. 1961." *Mississippi U.S.A. 1961*, WKY-TV. This let us see a news report of Freedom Riders coming off of buses in Jackson Mississippi to be arrested. This news video showed several important people in Mississippi at that time: Medgar Evers, William Simmons, and Ross Barnett. Medgar Evers was the Mississippi state secretary of the NAACP. William Simmons was the head of the White Citizens council, a council in Mississippi that was made up of 85,000 white, racist citizens dedicated to stopping integration. And Ross Barnett was the governor of Mississippi.
- "Braun-Renitz Janet: Oral History." *Mississippi Civil Rights Project*, The Winter Institute, 10 Nov. 2001, mscivilrightsproject.org. Accessed 29 Nov. 2018. Janet Renitz-Braun went on a freedom ride to observe segregation. The first place her ride stopped was Little Rock, Arkansas where they were met by a mob of 500. The police asked them to leave three times, but they were trapped, and could not. Janet and her four companions were arrested for breach of peace but were able to leave the city in 24 hours to suspend the sentence. As they continued to Pine Bluff, Arkansas, their bus was pelted by projectiles such as two-by-fours. They made it to Texas, where there was no opposition, but when they reached Shreveport, Louisiana, the national KKK headquarters, there were snipers on the buildings, cops with attack dogs, and a crowd armed with rotten food.
- Carson, Clayborne. *The Eyes on the Prize: Civil Rights Reader: Documents, Speeches, and Firsthand Accounts from the Black Freedom Struggle*. Penguin Books, 2007. This book gave us dozens of primary sources not only the Freedom Rides of 1961, but many other events that happened in the Civil Rights movement. One of the primary source documents told us about how nonviolence was still be using after the Civil Rights Movement. This source helped our performance by telling us a lot more about the Civil Rights movement and the songs that were used in it along with several magazine articles, court cases, and interviews with people involved in the Civil Rights movement.
- "Civil Rights Movement Photographs." *Civil Rights Movement Photographs*, 1960, www.crmvet.org/images/imgcoll.htm. This is the photo of student Civil Rights Activists and their protest signs that we reproduced for our sit-in poster in the performance.
- "Davidov, Marv: Oral History." *Mississippi Civil Rights Project*, National Endowment for the Humanities, The Winter Institute, Rethink Mississippi, 10 Nov. 2001, mscivilrightsproject.org. Accessed 23 Nov. 2018. Marv Davidov is a freedom rider from Minnesota, who ended up in Parchman Prison for 45 days. In this interview he talked about how he had to try to stay positive in prison. Finally, he shared about the intelligence of his fellow inmates and how they tried to triumph over the tragic, inhuman atrocities committed against them in Parchman Prison. Davidov is now a professor of social justice and peace. We play his role in our performance.
- Dent, Cliff et al. "Panel Discussion: Racism Today." 30 Oct. 2018. This lecture at the local library with Cliff Dent and Don Zolman and hosted by David Kolbe helped our project by telling us more about racism and its impact today. It gave us interesting facts like when the Constitution was written that a black person was considered 1/3 of a person. One of the lecturers told us about when their grandfather from Virginia had a farm with sharecroppers on it. When his grandfather was meeting with local wealthy planters, he remembers them complaining about how the black sharecroppers

Desegregated. images.app.goo.gl/Ax58sS5reTSgQL1N6. This is another photo of student Civil Rights Activists and their protest signs that we reproduced for our performance.

Dresner Et Al. v. City of Tallahassee. Library of Congress. Oct. 1963, p. 14. This court case taught us more about the legal process and the convictions of Freedom Riders under the unconstitutional Breach of Peace charges. The ten Freedom Riders involved in this court case had been riding by air in 1961 to Tallahassee, Florida to challenge the segregated waiting rooms at the airport. The ten Freedom Riders had gotten to Tallahassee but changed their flight tickets continuously in the hopes that the segregated airport terminal restaurant would open so they could engage in a sit-in, but they were arrested on Breach of Peace charges before the restaurant opened. The *Dresner et al. v. City of Tallahassee* not only overturned those riders' convictions but also made it illegal for airports to be segregated.

“Freedom Ride Head Lists Motives.” *The Kansas City Times*, 24 July 1961, pp. 4–4. This source interviewed rider James Farmer who tells about how segregation is wrong and that if you accept segregation you are encouraging it. James Farmer also talks about how because of this the Freedom Rides won't be called off until something is changed. He says that people from Jackson are personally getting involved, going to Louisiana and back to Jackson to be arrested as inter-state passengers. He also talks about how Mississippians and Alabamians may say that it is nobody's business to question what happens in Alabama and Mississippi, but that it is really a problem for the whole nation.

“Freedom Rides Fit Into Plan Of Communist Propaganda.” *The Monroe News-Star*, 27 Sept. 1961, pp. 4–4. This interview of a white southerner in Louisiana showed us the prevailing opinion which was that the Freedom Rides fit into a communist plan. He said that the Freedom Riders should have waited for a bus integration plan to be put into place. He talked about the second circuit judge, a black man by the name of Thurgood Marshall, and how he was put in by the Congress without any time for inquiry. He was also upset that clergymen who participated in the Freedom Riders never got reprimanded by their churches.

Fuller, John, and Kathryn Whitbourne. “How the Civil Rights Movement Worked.” *HowStuffWorks*, HowStuffWorks, 6 May 2008, history.howstuffworks.com/historical-events/civil-rights-movement5.htm. This website showed photos of the protests inside of Nashville, TN so we could make a reproduction sign for our protest scene.

Hoffert, Ryun, et al. “Interview with Charles Person, Freedom Rider.” 3 Jan. 2019. We traveled to Atlanta to have this interview with Charles Person, a Freedom Rider who was on the second bus to Birmingham during the Anniston bus bombings. He hosted us in his home to give us a first-hand account of what tragically occurred that day. This enlivened our scene with Person in it further. Person told us about what had happened on the bus from Anniston to Birmingham. Person told us that he was sitting in the front of the bus when members of the Ku Klux Klan got on the bus and told him to go sit in the back. He refused and the KKK members beat him and the other Freedom Riders on that bus up and piled them in the back of the bus like pancakes. Person also told us many other things about the Freedom Rides and his subsequent service to our country in the Vietnam War.

Hoffert, Ryun, et al. “Jim Zwerg Freedom Rider Interview.” 22 Mar. 2019. This phone interview with Jim Zwerg, a Freedom Rider in our performance, helped our project by giving us exact quotes from Zwerg himself. We asked him several questions that we ask old Zwerg in our performance like, “How easy was it for you to become a nonviolent protestor?” He

answered that question with: "Not easy at all" and told us about his struggles to become a nonviolent protestor. We asked more questions like, "Do you think that people today could have done something like the Civil Rights Movement? How are people today different from people back then?" Zwerg told us many interesting stories. Many of the quotes that we included in the skit are from that interview. We also found that our characters fit both the description that he gave us as far as their emotions and mindset. Finally, we asked how he had to train in non-violent workshops. He told us that to endure the beatings and be called a white negro was not as bad as he thought it would be. He said things like: "During the beatings, I had the strongest spiritual connection of my life." He said that it was not hard to endure the beating because he was prepared for anything and fully expected death. For him to die would be noble. To us this would be very hard to endure because he was the only white protesting for Civil Rights in many of his protests. Essentially, this was easily the best source we have because of our connection to both the source and the information that we got. We felt an emotional link to Zwerg himself.

"In Their Own Words Freedom Riders Attacked." Performance by Bernard Lafayette, CivilRightsTrail.com. This video helped our NHD project by giving us an eyewitness account of a Freedom Rider who was attacked at the Greyhound station in Montgomery, Alabama. The Freedom Rider was Bernard Lafayette Jr.; he talked about how when the bus arrived in Montgomery to silence; the Freedom Riders knew that they were going to get mobbed by the Ku Klux Klan. Bernard tried to get all of the girl Freedom Riders into a taxi cab but the driver, who was black, wouldn't take white people so half the girl Freedom Riders couldn't go in that cab. Because of this the girls decided to take a beating with the rest of the Freedom Riders.

"Interview with Diane Nash." Washington, University in Conjunction with Eyes on the Prize. Blackside, Inc. 1985. <http://repository.wustl.edu/concern/videos/qf85nd261> This source was extremely useful to us because of the fact that it is about someone we did not previously know very much about. It told us about Diane Nash, of whom we knew was an original Freedom Rider and that was all. We did not have any primary sources about her or have any quotes from her. The only thing I knew about her previous to watching this interview was a quote from the man leading all of the state guard protection for the Freedom Riders, "Who the hell is Diane Nash." Overall, this was a great source for our entire team.

"Interview with John Lewis (Video)." *Interview with John Lewis*, repository.wustl.edu/concern/videos/vt150m28q. This interview with John Lewis helped our performance by giving us John Lewis's inside perspective of the beatings that occurred in Montgomery. Lewis said he was beaten with a crate and how the moment he stepped off the bus a rush of humanity rushed towards the Freedom Riders.

John Lewis. *LUNCH COUNTER SIT-IN SUGGESTIONS. LUNCH COUNTER SIT-IN SUGGESTIONS*, Crown Publishers, 1960. This source helped our performance because it told us what kinds of things the nonviolent, Civil Rights activists of the 1960s had to go through, had to say, had to not do, and had to have felt when protesting in dangerous situations. It tells us about the ways the activists responded to someone who did not agree with their activism. It was very important to our performance because it taught us how Civil Rights activists (the Freedom Riders) responded to violent retaliation for their activism.

Kennedy, John. "President Kennedy's Nationally Televised Speech." 11 June 1963. This speech by John Kennedy, the president during the Freedom Rides helped our NHD project by teaching us more about how the president wanted to change the voting rights crisis. In the speech Kennedy talks about how slaves were freed a hundred years ago but the generations after them have never been truly free because they have never been allowed to vote. A few hours after this speech Medgar Evers, the first NAACP secretary in the state of Mississippi, was killed in his driveway.

King Center Historic Museum and Preservation Site. Atlanta, Georgia: General Management Plan & Development Concept Plan, 0AD. We traveled to this museum to help our project by learning about Martin Luther King Jr., Coretta Scott King, Rosa Parks, and Mahatma Gandhi. At the museum they had the burial site of Mrs. King, and Dr. Martin Luther King Jr.. They also had the Nobel Peace Prize that Martin Luther King Jr. earned and a bunch of other personal stuff that belonged to King. They had pictures of Rosa Parks and artifacts of Gandhi, the person who started nonviolent resistance. Overall the trip to the King Center was interesting because we got to see so many historical artifacts there.

King Jr., Dr. Martin Luther. "Paul's Letter to the American Church." 4 Nov. 1956. This sermon by Dr. Martin Luther King Jr. helped us learn how John Lewis got called to be a pastor. King, unlike almost every pastor of his time, gave sermons that didn't talk about rewards in heaven. Instead of those types of sermons he gave sermons that talked about how God would want to see this world. This is what inspired John Lewis to be a pastor. In this sermon King talks about how God sees all men as equal. He also talks about how people were taught in church that all men are equal, but that that equality never extended to the outside world or the church itself. Back then churches were segregated.

King, Dr. Martin Luther. "Letter From Birmingham City Jail." Received by Fellow Clergymen, City Jail, 1964, Birmingham, Alabama. This letter from Dr. Martin Luther King Jr. helped our NHD project by telling us more about how white churches would get complacent in the Civil Rights issue impacting the everyday lives of citizens. This letter was King's response to a published attack on him by eight clergymen who said that his marches were untimely. King talked about how his marches were not untimely because the African American has been waiting for 350 years.

King, Dr. Martin Luther. "A Letter from a Selma, Alabama, Jail." Received by Friends of the Civil Rights Movement, Jail, 1 Feb. 1965, Selma, Alabama. This letter taught us about the Selma Voter Drives. King was in jail less than 60 days after he had received the Nobel Peace Prize award. In this letter King says, in all caps, "THIS IS SELMA, ALABAMA. THERE ARE MORE NEGROES IN JAIL WITH ME THAN THERE ARE ON THE VOTING ROLLS." We also learned from this letter the cruel injustices that black people had to suffer to even vote.

King, Dr. Martin Luther. "I See the Promised Land." 3 Apr. 1968, Memphis, Mason Temple. This speech told us about the final days of MLK's life when he went down to Memphis to lead a sanitation workers protest. In this speech he talks about how he has seen the "promised land" and that he would like to live another decade, but that he will accept God's will. Twenty-four hours after this speech he died, shot by a white supremacist.

King, Dr. Martin Luther. "Speech By Martin Luther King Jr. at Holt Street Baptist Church." Montgomery Bus Boycott. Montgomery Bus Boycott, 5 Dec. 1955, Montgomery, Alabama. This speech was MLK's first speech in front of a bunch of people. It was also his first speech as leader of the Civil Rights movement. In this speech he calls for he boycott

- of Montgomery buses after Rosa Parks was arrested. He says that people need to fix this issue now instead of later. He also talks about how in any other country besides America they couldn't solve this issue because America is a democracy not a communist country.
- King, Dr. Martin Luther. *Stride Towards Freedom*. Beacon Press, 2011. This book helped our performance by teaching us about the six principles of non-violence and the Montgomery bus boycott that launched the Civil Rights Movement. The reason it was useful was because we used this to create part of our thesis and to build some of our characters. This was also one of the foundations for our knowledge of the Civil Rights Movement. Essentially, this was a very useful source for us.
- King, Dr. Martin Luther. "The Social Organization of Non-violence ." *Liberation Magazine*, 1959. This article told us more about the philosophy of nonviolence. MLK talks about how nonviolence is the right way to protest against racism, because when a mass of nonviolent people protest, the violent people are forced to commit futile acts of hurtful violence that garners sympathy for the nonviolent masses.
- Lawson, James M. "Eve of Nonviolent Revolution?" *The Southern Patriot*, Nov. 1961. This source taught us more about the nonviolent philosophy that the Freedom Riders embraced. James Lawson talks about how nonviolence forms a better revolution and how segregation is more of a political system than a custom. He called for an army of nonviolent protesters saying that they would change the world. James, who was a former Freedom Rider, also talked about how the Freedom Riders failed to recruit a big enough army.
- Lawson, James. "Student Nonviolent Coordinating Committee Statement of Purpose." SCLC Temporary Student Coordinating Delegation. SCLC Temporary Student Coordinating Delegation, 15 Apr. 1960, Raleigh, Shaw University. This speech helped our performance by giving us a greater understanding of the philosophy of nonviolence. James Lawson talked about what the student led sit-ins represented and went into even more detail about nonviolence like how nonviolence stands for love and love matches the capacity of evil to inflict suffering. This source also has quotes that we use at the end of our performance.
- Lewis, John, and Michael D'Orso. *Walking with the Wind: A Memoir of the Movement*. Simon & Schuster Paperbacks, 2015. This autobiography gave us valuable information about one of the most famous Freedom Riders. It gave us plenty of quotes and insight onto how he thought. He talks about the philosophy of nonviolence and how when you are being beat up by a racist bigot, you have to look him in the eyes so he will see that you love him. It was especially interesting since he grew up in a much different background than what he became. Currently Lewis is a U.S. congressman for Georgia.
- Lewis, John. "Original Text of Speech to Be Delivered at the Lincoln Memorial." March On Washington. March On Washington, 28 Aug. 1963, Washington D.C., Lincoln Memorial. This is a transcript of the original speech by John Lewis, a former Freedom Rider. Lewis's speeches were known for being radical, often times so radical, that many people had to talk him into editing the speech. This speech would of come at the Washington Rally where Martin Luther King Jr. gave his "I Have A Dream Speech." Lewis talks about how the government has done nothing for the Civil Rights movement. Lewis also talks about how the Civil Rights demonstrators have to burn down Jim Crow like Sherman's March to the Sea.
- Mahoney, William. "In Pursuit of Freedom." *Liberation* , Sept. 1961. This is an eyewitness account of the Freedom Rides and the riders' imprisonment in Parchman prison. William, the writer of this eyewitness account, talks about how he was in the Parchman wave of the

Freedom Rides. William talks about how none of the bus terminals he passed on the way to Jackson would serve him and his friend. William also talks about how he was arrested and how the Freedom Riders would debate nonviolence and Gandhi and how it related to their situation in Parchman Prison.

Massmediaandculture, director. *YouTube. YouTube*, YouTube, 4 Feb. 2013,

[m.youtube.com/watch?v=vnWJkVmuce4](https://www.youtube.com/watch?v=vnWJkVmuce4). This is an original news update about the Freedom Rides. The news update talked about how president Kennedy was calling for a cooling off session with the Freedom Rides, so that when he met with top officials worldwide he wouldn't be embarrassed. The news film also talked about how when Freedom Riders arrived in Jackson Mississippi they were arrested the moment they got off the bus on breach of peace charges.

McCain, Franklin. "Interview with Franklin McCain." *My Soul Is Rested: Movement Days In The South Remembered*, 1977. This helped us understand what started the Greensboro sit-ins which inspired the Nashville movement which in turn led to the Freedom Rides.

Franklin McCain, the interviewee in this interview, was one of the original people to participate in a student led sit-in. He says when they were refused service because they were black at a lunch counter, they asked if they needed a membership card for the whites-only lunch counter and the waitress behind the counter got mad. A policeman came in also and started slapping his baton. Franklin said that the policeman didn't know what to do because he hadn't been provoked with bodily harm.

Montgomery Improvement Association. *Integrated Bus Suggestions. Integrated Bus Suggestions*, 1956. This source helped our NHD project by showing us the level of nonviolence the people leading the Montgomery bus boycott were going to integrate the trans city buses of Montgomery after the Montgomery bus boycott. The reproduction of the originally distributed pamphlet talks about how the protestors are not supposed to provoke fights with white supremacists and if they get hit by a white person while claiming their rightful seat they are supposed to turn the other cheek and report the incident to the bus driver.

Moody, John. "Viewing Page 11 of 12." *Slavery Documents, 1710-1865 | Smithsonian Digital Volunteers*, transcription.si.edu/view/9593/NMAAHC-3F32C888CCBB2_3011. This letter written by John Moody to his parents gave us the first-hand experience of a Freedom Rider who was arrested in Jackson, Mississippi. He said that his attorneys spun a court case so elaborate that even he didn't think that he would be convicted. At the end of the letter he talked about how it's better to be behind bars in jail than support the system of segregation which degrades human life.

Mount, Madonna dir. School Values in World Thought. *John Lewis Interview 2016*. 30 Nov. 2016, www.youtube.com/watch?v=1LyFgyEbfeU. Watching this video helped us capture the true character of people in our skit. It was useful because it tells of the personality and the responses that John Lewis would give to interviewers.

Peck, James. *Freedom Ride*. Martino Fine Books, 2017. This book is a first-hand account of the Freedom Rides by James Peck, a Freedom Rider we portray in our performance. We learned about his life and how he decided to go on the Freedom Rides. The book also told us about what tragically happened on the Trailways bus from Anniston to Birmingham, Alabama. How the Freedom Riders were piled up like bloody pancakes in the back of the bus just for trying to integrate the bus. The book also told us about how Peck confronted Harry Truman about his comments on the Freedom Rides and how Truman did not respond

to those comments. Overall this source was a great source that told us more about the Freedom Rides through the eyes of James Peck.

Pinktank10, director. *FR Project-Jim Zwerg in Hospital. YouTube*,

[m.youtube.com/watch?v=uQbqzaRAqI8](https://www.youtube.com/watch?v=uQbqzaRAqI8). This source let us experience Jim Zwerg's famous hospital bed speech after being beat up in Montgomery, Alabama. The speech was a critical turning point in the Freedom Rides as a whole and the Civil Rights movement in general because Jim Zwerg inspired hundreds of young activists to continue the Freedom Rides. In his speech he says that they are willing to take a beating even accept death, but more Freedom Rides will come.

"Plessy v. Ferguson." *LII / Legal Information Institute*, Legal Information Institute,

www.law.cornell.edu/supremecourt/text/163/537. The website of Cornell Law School provided us more than just one article that we used. None of which were put into the skit directly but all of which were used to give us both a deeper understanding of our topic and to let us see some of the more well-known aspects of our topic. This source was a very useful website to us and gave us good background information.

Post, Washington, director. *John Lewis Reflects on Freedom Rides. YouTube*, YouTube, 11 May

2017, www.youtube.com/watch?v=juzd5zJq-4A. This interview with John Lewis helped our performance by taking us into the Freedom Rides through the eyes of John Lewis.

Lewis talked about how America is changing and that we need to expect that some racial fueled event is going to happen.

Robinson, Jo Anne. "A Letter From The Women's Political Council to the Mayor Of

Montgomery Alabama." Received by Mayor of Montgomery, 1955, Montgomery, Alabama. This letter told us more about the demands for reform on buses before the Montgomery bus boycott. It tells the mayor that people are planning to boycott the buses and that it would be extremely unprofitable for the bus company. The letter also gives the mayor three demands: that buses stop at all corners of the black neighborhood sections, that African Americans not have to pay their fare up front and then enter through the rear of the bus, and that anyone regardless of race could sit anywhere they wanted.

"Siegenthaler, John: Oral History." John Siegenthaler describes his contact with Diane Nash in 1961. He states that she "would not be moved." Nash told him, "we all signed our last wills and testaments today." This was a very useful quote to us as we used it during our skit. It also gave us information and personality for John Siegenthaler in our skit. Which we removed for time purposes. Overall, this was an essential source to us for both quotes and the way we should play our parts.

"Singleton, Robert: Oral History." *Mississippi Civil Rights Project*, National Endowment for the Humanities, The Winter Institute, Rethink Mississippi, 8 Nov. 2001,

mscivilrightsproject.org. Accessed 15 Nov. 2018. Dr. Robert Singleton, a Freedom Rider, went to UCLA and was the director of the NAACP there. He and his wife took part in the freedom rides and were arrested. They were separated at Parchman Prison. To Singleton, the part of being arrested that frightened him was when the door slammed shut to his jail cell. Also, he was worried for his wife because he did not know what was happening to her. He shares the impact of their "intellectual hours," in which a man or woman would discuss a topic which they understood or, thought they understood for an hour. They normally shared about politics. He says he learned so much important information which impacted his later life in Parchman Prison.

SNCC. *SNCC Structure and Leadership*. SNCC Structure and Leadership, SNCC, 1963. This source helped our project by showing us a pamphlet from the Civil Rights era that advertised the SNCC and tried to get people to join it. The pamphlet also had the SNCC leadership structure on it with John Lewis, a former Freedom Rider, as the leader of the SNCC. The pamphlet also talked about how SNCC was founded in the wake of local sit-in movements to protest segregation. The pamphlet also told us about the voter projects the SNCC participates in.

“Support Bus Boycotts: Give People Lifts.” *Struggles For Freedom*, 2000,

www.aluka.org/stable/10.5555/al.sff.document.pos00000000.043.053.0439. This is the poster for the bus boycott that we reproduced authentically in the performance.

Supreme Court. *Brown V. Board of Education of Topeka Et Al*. 17 May 1954. This source helped us by giving us the entire Brown V. Board of education case. The court case was based on the unconstitutionality of school segregation and the tragedy of the separate but equal doctrine as a whole. In this court case the integration of schools was ordered which triumphantly led to the integration of the Little Rock high school which we talk about in our performance. This court case paved the way for many triumphant future court cases about Civil Rights and segregation.

Supreme Court. *Brown v. Board of Education-The Implementation Decision*. 31 May 1955. This court case showed us more about the Brown V. Board of Education of Topeka decision. This decision by the Supreme Court, also known as Brown 2, gave school boards delaying tactics to postpone integration of schools.

Supreme Court. *Cox V. Louisiana*. Oct. 1964. This court case (Cox V. Louisiana) helped our performance by telling us more about the Supreme Court decision in 1964 that reversed the Breach of Peace charges the Freedom Riders were arrested on. Cox appealed his Breach of Peace charges to the Supreme Court after a march he had been leading was tear gassed and broken up. The Supreme Court ruled that all Breach of Peace arrests for peaceful protests violated the constitution for the second time.

Supreme Court. *Plessy v. Ferguson*. Oct. 1895. *Library of Congress*. This court case helped us by showing us how the Supreme Court established a separate but equal decision that brought authority for Jim Crow laws in the south. In 1890 a man in Louisiana who was 7/8ths white tried to sit down in a white passenger coach on a railroad; he was immediately hauled off to jail. That man took his case through all the circuits of court before getting to the Supreme Court where the Supreme Court conflicted the 13th and 14th amendment saying that the knowledge of being white is your property, so basically upholding segregation. Only one judge by the name of Harlan J. disagreed with the verdict saying it violated the 13th and 14th amendments.

United States, Congress, Constitution. “13th Amendment.” *13th Amendment*, OAD. This Amendment to the Constitution taught us about slavery or servitude. People in the Civil Rights movement used this Amendment in court cases to try to charge segregation and extreme racism. It was also imperative to the Civil Rights Movement as it helped people to realize that they needed to do something about the issue of racism. Overall, this was a useful source because it was the reason that the Civil Rights Movement happened as it did.

United States, Congress, “Emmett Till Unsolved Civil Rights Crime Act of 2007.” *Emmett Till Unsolved Civil Rights Crime Act of 2007*, U.S. G.P.O., 2008. This source helped us by letting us know about the Emmett Till Civil Rights Crime act of 2007. It gave us information about the bill. The bill talks about how unsolved murders or cold cases about

Civil Rights murders were going to be reopened while the witnesses still lived. John Lewis, a freedom rider proposed the bill, which turned into a law.

University, Lawrence, director. *John Lewis and Jim Zwerg Press Conference*. YouTube, YouTube, 16 June 2015, www.youtube.com/watch?v=TzSLoGU2kQQ. This video of Zwerg and Person shows the relationship between two old Freedom Ride veterans. It shows how they think of the people that were not a part of the rides and the racist people. It tells of this and tells of their modern, more cultivated and put together thoughts of what they experienced together. The source is excellent and very useful because we can portray the attitudes of modern Freedom Riders in our skit now.

Winfrey, Oprah, and John Lewis. "Oprah's Master Class Interview with John Lewis." *Podcasts*, 17 Jan. 2019. This podcast interview with John Lewis (freedom rider and now US Senator from Georgia) taught us about John Lewis and his heroic actions on the 1961 Freedom Rides. He taught us about the march on Washington and how his speech had to be edited because it was too radical. We also learned about the march on Selma and how John Lewis was the first person in line on the march.

Wright, Simeon, and Herb Boyd. *Simeon's Story: An Eyewitness Account of the Kidnapping of Emmett Till*. Lawrence Hill Books, 2011. This book told us the true story of the kidnapping and murder of Emmett Till, one of the first martyrs of the Civil Rights movement. Till was a black youth from Chicago who went down to Money, Mississippi in the summer of 1954. Till was lynched. The author of this book was in the same bed as Till when he was kidnapped and subsequently slaughtered. The author says that the friends he and Till were with never dared Till to whistle at a white lady, contradicting popular theory. He says that the trial of Till was a rough trial that showed the tragedy of "Mississippi Justice" (the mock justice encountered) to the whole world because of the news coverage of the trial.

Zellner, Robert, and Clayborne Carson. "Interview With Robert Zellner." *Eyes On The Prize A Civil Rights Reader*, 1991, pp. 127–130. This interview with Robert Zellner helped our performance by telling us more about the Montgomery riot that happened because the Freedom Rides came to Montgomery, Alabama. It was the riot where Jim Zwerg was tragically beaten up at. Zellner said that churches were being torn up and that cars were on fire by the Montgomery bus station. He talked about his grandfather; his grandfather was a Ku Klux Klan member and how his father and him triumphed over that legacy.

Secondary Works Cited – Freedom Riders: Makers of Good Trouble

"AIN'T SCARED OF YOUR JAILS 1960-61." 1986. This documentary helped our project by teaching us more about the Civil Rights period of 1960-1961. This film talked about the Nashville silent march that marked the end of the Nashville sit-ins, it talked about the sit-ins, and it also talked about the Freedom Rides. the silent march is used in our skit in the first unison scene. This documentary told us more about the Parchman Prison phase of the Freedom Riders and the mattress incidents we highlight in our performance.

Anderson, Dale. *Freedom Rides: Campaign for Equality*. Compass Point Books, 2008. This book on the Freedom Rides gave us interesting facts like how John Lewis had to leave the original Freedom Rides to go to be interviewed about taking a trip to study nonviolence abroad. The book also told us about the tragic conditions in Parchman Prison, which are described in the skit prior to the first prison scene. Females were the only ones in cells that were thirteen feet by fifteen feet alone or paired with one other, while males were packed

three or four to a cell with the same cell space. Overall this source was important to our performance because it gave us little known important facts that helped us in our performance with our stage set.

- Arsenault, Raymond. *Freedom Riders 1961 and the Struggle for Racial Justice*. Oxford University Press, 2006. This book was infinitely useful to us because it gave us many of interesting facts that most people don't know about the Freedom Rides. It told us about organizations like FOR, SNCC, and, CORE. This book was useful because we read it during the beginning of our research and we got quick information. Overall, this was a very important source that gave us tons of information and facts to begin our research.
- Bausum, Ann. *Freedom Riders: John Lewis and Jim Zwerg on the Front Lines of the Civil Rights Movement*. National Geographic, 2006. This book helped our NHD project by giving us a early understanding of the Freedom Rides when we started our project. This book talks about the lives of John Lewis and Jim Zwerg African American and white respectively. It compares their lives to each other: John Lewis grew up in poverty and Jim Zwerg grew up in a middle class family. This book also talks about how they met and how they inspired the Civil Rights movement. Finally this book talks about the major checkpoints of the Freedom Rides such as the bus bombing in Anniston, the riot in Birmingham, and the violence of Montgomery.
- Bowers, Rick, and Wade Henderson. *Spies of Mississippi: the True Story of the Spy Network That Tried to Destroy the Civil Rights Movement*. ReadHowYouWant, 2017. This source helped our project by telling us about a secret Mississippi state commission that tried to discredit the Civil Rights movement and arrest or harm "agitators" who supported it. The Sovereignty Commission tracked and took mugshots of the Freedom Riders in Jackson Mississippi. This book also gave us a song that we used in our performance. It also told us about how the old race problems in Mississippi could flare up again because the author said that now that the schools aren't being supervised by the government, the schools are slowly re-segregating.
- Brimner, Larry Dane. *Twelve Days in May: Freedom Ride 1961*. Perseus Distribution Services, 2017. This book helped us because it outlined important dates during the Freedom Rides. We learned how the movement began and impacted the Civil Rights time period. Our team made a timeline of important dates in the Civil Rights movement because of this. This book really helped our project by giving us some basic understanding of the Freedom Rides and where they went through.
- Caouette, Mike, director. *Mr. Civil Rights Thurgood Marshall and the NAACP*. Overdrive, PBS, 2014, www.youtube.com/watch?v=kOoSHnCNrQ4. This documentary on Thurgood Marshall, the leading lawyer for the NAACP and the first African American U.S. Supreme Court Justice, helped our performance by showing us the other side of mass Civil Rights protests, the court case side. Thurgood Marshall was born in Baltimore, Maryland and in his childhood the racist film Birth of a Nation was released and inspired racist people to reform the Ku Klux Klan. Marshall decided that he was going to be a lawyer, so he went to college and then applied for law school at the University of Maryland to be turned down because he was black. He then went to Howard, a black university. After law school, he brought a court case against the University of Maryland and won using the racist Plessy V. Ferguson Supreme Court decision saying that separate but equal facilities must be provided for black people. He then settled Morgan V. Virginia, which was a Supreme Court decision that prohibited segregation on inter-state travel facilities and buses. This decision was

ignored, so it thus led to the Freedom Rides fifteen years later. Then he settled *Brown V. Board of Education*, which prohibited segregation of schools before becoming a Supreme Court Justice.

“Chronicling America « Library of Congress.” *News about Chronicling America RSS*, Roanoke Pub. Co., chroniclingamerica.loc.gov/. This source helped our project by giving us dozens of primary sources about the Freedom Rides and the Civil Rights movement.

Coles, Robert, and George Ford. *The Story of Ruby Bridges*. Scholastic, 2012. The short story of Ruby Bridges gave us a much-needed breath of fresh air from the usual scholarly source. It told us of a story that we had not heard of before hand. Ruby Bridges was similar to the Little Rock Nine in that she attended an all white school due to a Judge order. However, she was very different. Ruby was only six years old when she attended William Frantz Elementary School. Although she was the only "colored" attendee to the school. She would soon become the only student in the school. Every morning before she entered the school, an angry mob of protesters and parents of the other students would yell at her and get in her way for going to school. The US government had to decree that Marshal Law Enforcers would escort her to school every morning. Because of her safety and the apparent fact that she would continue going to school. All other students that previously attended William Frantz Elementary School dropped out for more than three months.

“CORE.” *History.com*, A&E Television Networks, www.history.com/topics/black-history/congress-of-racial-equality. This website helped our performance by giving us background information on one of the many organizations that organized the Freedom Rides. CORE was established in 1942 as an outgrowth of an organization called the pacifist fellowship of reconciliation. Before 1955 CORE was only in the north with little or no African Americans in it. Then CORE went to Montgomery to teach demonstrators nonviolence. CORE organized the Freedom Rides in 1961 with the leader of the Freedom Rides, James Farmer, organizing and riding on the Freedom Rides. It was interesting because in 1966 the groups attention changed to black nationalism instead of integration.

DuVernay, Ava, director. *Selma*. This movie taught us about the Selma marches and voter drives. For instance, John Lewis, one of the Freedom Riders, leads one of the three Selma marches in this movie. This movie also has scenes where Martin Luther King Jr. speaks to Lyndon B. Johnson, the president at that time about voters rights because back then in Alabama, African Americans were being intimidated into not voting, but Johnson’s 1965 Voting Rights Act stopped that.

Etheridge, Eric, et al. *Breach of Peace: Portraits of the 1961 Mississippi Freedom Riders*. Vanderbilt University Press, 2018. This book could possibly have been the most useful source to us because of a simple fact. It gave us hundreds of primary sources and people that were both obscure and well known. It also taught us about the infamous Parchman Prison that tragically housed hundreds of Freedom Riders charging them with the infamous, “Breach of Peace.” It taught us so much that I believe it to be one of the most essential books about the freedom riders.

“Fellowship of Reconciliation .” *Lebanon's Cedar Revolution / Lokashakti Encyclopedia*, www.lokashakti.org/encyclopedia/groups/674-fellowship-of-reconciliation. This website helped us by telling us about FOR-which stands for the Fellowship of Reconciliation. FOR was founded in 1914 to promote pacifism during WWI. In 1942 FOR helped found CORE. In 1947 FOR co-sponsored the journey of reconciliation which was essentially the original Freedom Rides with buses going into Virginia and the Carolinas, but stopping short of the

Deep South. The journey of reconciliation did not gain as much publicity as the Freedom Rides.

“Historical Newspapers from 1700s-2000s.” *Newspapers.com*, newscomwc.newspapers.com/.

This website helped our project by giving us dozens of primary sources (newspapers) about the Civil Rights movement.

History.com, A&E Television Networks, www.history.com/topics/civil-rights-movement/naACP.

This website helped our project by giving us information on the NAACP, the oldest Civil Rights organization in America. The NAACP stands for the National Advancement of Colored People. Established in 1909 to protest lynching, the NAACP tried to bring changes in segregation through challenging the legal system to outlaw segregation.

Hoffert, Ryun, et al. “Joanne Sheehan Interview.” 9 April 2019. This phone interview with Joanne Sheehan, non-violent direct action protest training instructor for the War Resisters League, helped our project in the following ways: 1) Provided information about Marv Davidov, a Freedom Rider in our performance; 2) Provided information about past and present issues of protest in the United States; and 3) Provided detailed information about non-violent direct action training sessions, in which Freedom Riders participated.

Hollars, B. J. *The Road South Personal Stories of the Freedom Riders*. University of Alabama Press, 2018. The book, “The Road South” gave us foundation information about what kind of important events happened in the Freedom Rides and Civil Rights movement as a whole. Furthermore, the source told us about the story of how some of the Freedom Riders met with Martin Luther King Jr. in Birmingham to tell them two things, for one, he would not become a Freedom Rider due to the danger of the situation, and two, he advised them not to ride as well also due to the clear danger. However, the riders were fully aware of the danger, yet they did not want to become Freedom Riders for fun. They were there to change the world. Overall, this was a very good source for us as it laid the groundwork for our project and told us interesting unique stories.

“Icons: The Deacons for Defense and Justice.” *The Progress*, The Progress, 28 Jan. 2014, progressivepupil.wordpress.com/2014/02/06/icons-the-deacons-for-defense-and-justice/. This source helped our NHD project by telling us about a little known self defense group called the Deacons of Defense and Justice. The Deacons of Defense and Justice were founded in 1964 to protect CORE activists from the KKK and other white supremacist groups. The Deacons of Defense and Justice idea’s were contrary to CORE’s ideas which were based on nonviolence while the Deacons’ ideas were based on self-defense.

“Ku Klux Klan.” *History.com*, A&E Television Networks, www.history.com/topics/reconstruction/ku-klux-klan. This website helped our project by giving us information about the Ku Klux Klan, a violent, white supremacist group whose goal was to persecute black people and withhold rights that were guaranteed by our country for all of its citizens. The KKK was founded in 1866 by confederate soldiers coming back from the Civil War. They were resentful of the ex-slaves who were black. The ex-slaves after the Civil War got many freedoms they didn’t use to have before the Civil War like the right to vote, so the KKK went on a killing spree killing black republicans and their white counterparts until they were outlawed in 1871.

Nelson, Stanley, director. *American Experience: Freedom Riders*. Firelight Media, 2010, www.pbs.org/video/american-experience-freedom-riders/. Stanley Nelson chronicles the non-violent efforts of civil rights activists in the 1960s. The government did not choose to

enforce the laws until absolutely necessary due to their interests in other things like Vietnam and China. Most of the information was about the freedom rides; how they impacted the southern states and their bus companies. The riders forced Attorney General Bobby Kennedy to try to get the Freedom Riders buses. After Parchman Prison was filled with hundreds of riders, the government forced integrated buses, finishing the successful and non-violent freedom rides.

Nelson, Stanley. *Devils Walking*. Louisiana State University Press, 2016. This book helped our NHD project by letting us know about Klan crimes that happened in Natchez Mississippi. The book helped us learn about three Klan organizations the United Klans of America, the White Knights of Mississippi, and the original knights. We also learned about another sect of the Klan called the silver dollar group that was located in Natchez Mississippi. The silver dollar group committed more than ten murders including the burning of a black shoemaker's shop. The FBI meanwhile was compiling dozens of informants and evidence that was reopened in 2007 to ultimately convict only one member of the Silver Dollar group because when hate crimes were brought to trial in the South the defendant was often times found not guilty in a racially biased court room. This book gave our group an overall picture of Klan brutality in the south.

Patterson, Charles. *The Civil Rights Movement*. Facts on File, 1995. This book helped us by giving us an overall detailed summary of the Civil Rights movement. It started with the Montgomery bus boycott then it talked about the Freedom Rides and the Selma marches. It also talked about black power that was based on black supremacy instead of white supremacy.

“Sitting Down to Take a Stand.” *US Civil Rights Trail*, civilrightstrail.com/experience/student-led-sit-ins-across-the-south-lead-to-desegregated-businesses/. This website helped our project by teaching us about the sit-in movements which happened before the Freedom Rides. Sit-ins were where African Americans would sit at a lunch counter where they were refused service at until they were given service. This campaign of the Civil Rights movement would publicize it and would train many of the activists on the Freedom Rides in nonviolence because activists who participated in sit-ins had to face violence and arrests from racist white people and police officers.

“SNCC.” *History.com*, A&E Television Networks, www.history.com/topics/black-history/sncc. This website helped our project by telling us about the SNCC, the Student Nonviolent Coordinating Committee, also pronounced “Snick” was founded in 1960 with the purpose of protesting segregation in Nashville as a result of the Greensboro sit ins. The SNCC played a key role in the Freedom Rides with many of the young activists being students in the SNCC. Many of the activists that belonged to this group were known as the “shock troopers” of Civil Rights. In 1966 the group's attention shifted away from nonviolent protests to black power.

“Southern Christian Leadership Conference (SCLC).” *National Parks Service*, U.S. Department of the Interior, www.nps.gov/subjects/civilrights/sclc.htm. This website on the SCLC (Southern Christian Leadership Conference) helped our NHD project by teaching us about another important Civil Rights organization. The SCLC was founded in 1957 to lead the conflict against segregation through civil dissent. Civil dissent was when protestors would not comply with what they didn't believe in like when Civil Rights demonstrators combated segregation they did not comply with their aggressors demands like to leave the segregated lunch counter.

- Thomas, Velma Maia. *We Shall Not Be Moved: the Passage from the Great Migration to the Million Man March*. Crown Publishers, 2002. This book was absolutely in the TOP TEN most useful sources for us because it held over 30 primary sources in their original formats within pockets. Yet it was a secondary source! The book has information overlining just about every topic in the Civil Rights Movement that you can imagine. It was extremely useful because it gave us a great outline of topics that we should research within the Movement. It told us more about topics like the Little Rock Nine or how little children unknowingly provided inspiration for the entire Civil Rights Movement. Overall, this source was an absolutely excellent source for our entire team in every aspect.
- Turck, Mary. *Freedom Song: Young Voices and the Struggle for Civil Rights*. Chicago Review Press, 2009. This source was one of the more interesting sources that we have read because it told a unique story about students. In the book it tells of students that go on strike in Chicago. This was interesting but not entirely useful. It gave us more understanding about the lives of people not in the Freedom Rides. It was a small but interesting source.
- Vecchione, Judith, director. *Eyes On The Prize: Awakenings Episode 1*. PBS, 1987. This documentary on the awakenings of the Civil Rights movement helped our NHD project by telling us more about what happened before the Freedom Rides. This episode goes over the Montgomery Bus Boycott and the murder of Emmet Till. The murder of Emmet Till was when a black boy, age 14, was murdered for whistling at a white woman in Missouri. His killers were acquitted of all charges despite overwhelming evidence that pointed to them being guilty. That trial was the first time a black man accused a white man of doing something in a courtroom in Mississippi. The Montgomery Bus Boycott was started when Rosa Parks, an old, black lady refused to give up her seat to a white man. The Montgomery Bus Boycott was the first time the Civil Rights movement gained publicity.
- Vecchione, Judith, director. *Eyes On The Prize: Fighting Back Episode 2*. PBS, 1986. This documentary about school integration helped by telling us more about the school integration and states rights crisis that was going on in Arkansas, Virginia, and Mississippi. In Arkansas the Little Rock Nine were caught up in a nationwide integration crisis when Little Rock High School, an all white high school that they were integrating, was surrounded by state troopers who didn't allow them to go in. Because of this and the rioting that was going on outside the high school, President Eisenhower sent the national guard so the students could get in. In Virginia the governor was closing down school after school so they wouldn't integrate. In Mississippi during the Freedom Rides, Meredith Jackson, a black college student, tried to integrate the Ole Miss college, so he took his case to court. In the court of appeals Jackson won the case and Ole Miss was forced to integrate. There were huge, violent riots that broke out on campus and the army was called in to get the riots under control.
- “Visit to the Center For Civil And Human Rights.” Georgia, Atlanta, 4 Jan. 2019. This museum trip helped our performance by teaching us more about the Freedom Rides and the Civil Rights movement. We got to participate in a sit in at the lunch counter experience they had there. The lunch counter experience was scary because you experienced a toned down experience that sit-inners would have experienced. You had to put on headphones and the audio coming out of those headphones was scary; death threats. The chairs would also shake. The Center for Civil and Human Rights helped our project by putting us in the shoes of what the Freedom Riders felt when demonstrating.

Zullo, Allan. *10 True Tales: Young Civil Rights Heroes*. Scholastic (Us), 2015. This book helped our performance by telling us about the nonviolent approach Civil Rights protestors took and by giving us the outline for our Charles Person scene. We knew we needed more action in our performance so we decided to do a scene on Charles Person after we heard about the tragedies he had to triumph over on a bus going from Anniston to Birmingham, Alabama. The Freedom Riders on the bus were beaten up and piled like pancakes in the back of the bus just for trying to sit in the front of the bus.