

CURRICULUM GUIDE

The Issue of Race in 1968 A Case Study of the Broadway Neighborhood

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for the Indiana Historical Society Indiana Experience

You Are There 1968 *Robert F. Kennedy Speaks*



INDIANA HISTORICAL SOCIETY

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Cover Image: “Robert F. Kennedy Announcing Martin Luther King’s Death” (Indiana Historical Society, Digital Image Collections, Item ID: P0303_P_BOX79_FOLDER17_B_KENNEDY_ANNOUNCES_MLK_DEATH)

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Indiana Experience Connections

This lesson coordinates with the You Are There 1968: *Robert F. Kennedy Speaks* component of the *Indiana Experience* at the Eugene and Marilyn Glick Indiana History Center. In this experience, visitors are invited to step back in time to April 4, 1968, and attend a speech given by Robert F. Kennedy at a campaign rally at the corner of Broadway and Seventeenth streets in Indianapolis. Kennedy had scheduled a rally in this predominately African American inner-city neighborhood to garner support for his bid to win the Democratic Party's nomination for the 1968 presidential election. After stops earlier in the day at the University of Notre Dame in South Bend and Ball State University in Muncie, Kennedy planned to give his usual campaign "stump speech" to supporters at the rally in Indianapolis.

A tragic turn of events drastically changed the course of the evening. As Kennedy boarded a plane following his speech to Ball State students, he learned that Martin Luther King Jr., the famed civil rights leader, had been shot while standing on the balcony of the Lorraine Motel in Memphis, Tennessee. Upon landing in Indianapolis, Kennedy learned that King had died.

Against the advice of many who feared an outbreak of violence, Kennedy continued to the rally as planned and addressed the crowd with an iconic speech about compassion, forgiveness, and hope. Invoking King's call to nonviolence, Kennedy urged the crowd to go home and "say a prayer for our own country, which all of us love—a prayer for understanding and that compassion of which I spoke." Unlike other cities that experienced rioting following the news of King's assassination, Indianapolis was quiet—a testimony to King's life, the power of Kennedy's words, and the character of the people in the crowd that night.

These curriculum materials are intended to provide historical context for Kennedy's campaign, his speech, and the racial climate of the time. The lesson may be used to prepare students for a visit to You Are There 1968: *Robert F. Kennedy Speaks* or it may be used as a follow-up to the visit.

In addition, the historical context and themes of the materials will be relevant to classroom instruction even if a visit is not possible. You Are There 1968: *Robert F. Kennedy Speaks* is open through April 14, 2012.

Learning Objectives

This event will serve as a case study to show the importance of racial issues in the 1968 presidential election. It will also highlight the history of a particular neighborhood.

In this lesson, all students will:

- Consider the characteristics that define a neighborhood.
- Examine and analyze historic photographs of the Kennedy/King neighborhood.

In addition, high school students will:

- Examine and analyze historic newspaper articles related to race relations in the Kennedy/King neighborhood in the 1960s.
- Compare and contrast historic newspaper articles to accounts of a contemporary incident.
- Compare historic demographic data to present-day data for the Kennedy/King neighborhood.

Grade Level

Elementary (grades 3 and 4) and High School

Academic Standards for the Social Studies

- Indiana Standards (as of January 25, 2011)
 - Grade 3, Social Studies 3.1.6—Use a variety of community resources to gather information about the regional communities.
 - Grade 3, Social Studies 3.1.8—Write and illustrate descriptions of local communities and regions in Indiana past and present.
 - Grade 3, Social Studies 3.2.7—Use a variety of information resources to gather information about local, state, and regional leaders and civic issues.

- Grade 3, Social Studies 3.3.8—Construct maps and graphs that show aspects of human/environmental interaction in the local community, Indiana, and communities within the region.
- Social Studies 4.1.13—Identify and describe important events and movements that changed life in Indiana from the mid-twentieth century to the present.
- High School, U.S. History, Standard 7, The United States in Troubled Times: 1960 to 1980 (USH 7.1)—Explain the civil rights movement of the 1960s and 1970s by describing the ideas and actions of federal and state leaders, grassroots movements, and central organizations that were active in the movement. (Government, Economics, Individuals, Society, and Culture)
- High School, U.S. History, Standard 8, The Contemporary United States: 1980 to the Present (USH 8.5)—Describe social, economic, and political issues and how they impact individuals and organizations. (Government; Economics; Geography; Individuals, Society, and Culture)
- High School, U.S. History, Standard 9, Historical Thinking (USH 9.2)—Locate and analyze primary sources and secondary sources related to an event or issue of the past.
- High School, U.S. History, Standard 9, Historical Thinking (USH 9.4)—Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.
- National Standards (National Council for the Social Studies) as of January 25, 2011: II Time, Continuity, and Change; V Individuals, Groups, and Institutions; VI Power, Authority and Governance; and X Civic Ideas and Practices

Social Studies/Historical Concepts

Community, neighborhoods, racism, prejudice, and civil rights

Time Required

Multiple class periods depending on the classroom needs and the activities selected

Materials Required

For all students:

- Copies of the “Analyzing the Broadway Neighborhood in the 1960s” Student Handout found on pages 10 and 11 of this lesson.
- Copies of the following images from the Indiana Historical Society’s Digital Image Collections as shown on pages 12, 13, and 14 of this lesson:
 - “Couples Dancing at The College Room.” August 8, 1967 (Indiana Historical Society, *Indianapolis Recorder* Collection, Digital Image Collections, Item ID: P0303_BOX34_FOLDER11_COUPLES_DANCING)
 - “Vacation Bible School at Eastern Star Baptist Church.” (Indiana Historical Society, *Indianapolis Recorder* Collection, Digital Image Collections, Item ID: P0303_BOX45_FOLDER9_VACATION_BIBLE_SCHOOL)
 - “Barrington Coffee House at the Fall Creek Y.M.C.A.” August, 1968.” (Indiana Historical Society, *Indianapolis Recorder* Collection, Digital Image Collections, Item ID: P303_BOX150_FOLDER13_UNNUMBERED_001)

- Paper and pencils or pens

For high school students:

- Copies of “A Shooting at Light’s Market” Student Handout found on page 15 of this lesson.

- Copies of the following articles from the *Indianapolis Recorder*, reprinted on pages 16, 17 and 18 of this lesson:
 - “Charge grocer shot youth, 15, without cause,” February 17, 1968.
 - “Shooting of Negro Youth Stirs Grand Jury Probe,” March 9, 1968.
- Download from the Internet, two reports describing an incident that occurred on May 16, 2010, involving fifteen-year-old Brandon Johnson, an Indianapolis African American teen, and local police. Make photocopies of these reports for student use:
 - Indianapolis Metropolitan Police Department, “Press Release for Case Report:10-0069256-0000,” <http://ftpcontent.worldnow.com/wthr/PDF/brandonjohnsonreport.pdf> (accessed January 24, 2011).
 - 13 WTHR Television, “Teen alleges excessive force used by IMPD officers,” May 18, 2010, <http://www.wthr.com/story/12504856/teen-alleges-excessive-force-used-by-impd-officers?redirected=true> (accessed January 24, 2011).
- Dictionary

Background/Historical Context for Teachers

The 1960s in the United States were characterized by struggle, and 1968 in particular was a tumultuous year. The country was deeply divided about such issues as civil rights, the Vietnam War, and poverty. In the neighborhood near Seventeenth and Broadway streets, where Kennedy gave his speech on April 4, 1968, civil rights for African Americans was of utmost concern.

Located on the near northside of Indianapolis, the Broadway neighborhood, as it was called in the 1960s (the Kennedy/King neighborhood as it is called today), was a poor, predominantly African American community. The Kennedy campaign reportedly selected the Broadway Christian Center

at Seventeenth and Broadway streets as the location for a campaign rally because the site was “in the heart of the Indianapolis ghetto.”¹ This was also an area where voter registration was weak and Kennedy planned to pair the rally with a voter-registration drive in order to increase turnout at the polls. If neighborhood residents were registered, Kennedy could be reasonably assured of their support. “Neighborhoods heavily populated by African Americans were known to swing entire elections towards the Democratic side,” and Kennedy needed to capture the African American vote in order to win the Indiana Democratic primary on May 7.² According to Charles “Snooky” Hendricks, a leader in the Indianapolis African American community and president of the Black Radical Action Program, “The mere fact that Kennedy will come into the heart of the ghetto will pull the whole black vote.”³

Kennedy’s staff had also arranged for him to meet with local African American leaders following the rally. The meeting was to take place at the Marott Hotel, where it would put Kennedy face-to-face with black militants such as Hendricks and Ben Bell, as well as more moderate voices of the Indianapolis African American community.

While African Americans in Indianapolis remained moderates for the most part, Kennedy and his staff recognized the importance of the national Black Power movement as a group that could not be ignored. Hendricks and Bell were two representatives of the relatively moderate Black Power movement in Indianapolis.

1. Ray E. Boomhower, *Robert F. Kennedy and the 1968 Indiana Primary* (Bloomington and Indianapolis: Indiana University Press, 2008), 63.

2. Indiana45s.com, “Talkin’ ’Bout Revolution?: The Political and Cultural Moderation of Indianapolis’ African-American Community,” <http://www.indiana45s.com/chapter2.htm> (accessed February 15, 2011).

3. Boomhower, *Robert F. Kennedy and the 1968 Indiana Primary*, 63.

Hendricks led the Black Radical Action Project, the first black militant group in Indianapolis. In addition to advocating for civil rights, Hendricks had participated in several anti-Vietnam War demonstrations and protests at the City-County Building in Indianapolis. Bell had founded the College Room, a community center in the Broadway neighborhood that focused on “aid[ing] the fight against a ‘racist Amerika.’”⁴

Bell and Hendricks opposed what they believed to be police brutality against African Americans in Indianapolis. Recent incidents in the Broadway neighborhood provided examples to support their claims that the police used excessive force against African Americans or that they unfairly targeted African Americans in their investigations.

Several articles appearing in the *Indianapolis Recorder* in the months leading up to Kennedy’s April 4 visit provided details about a case in which Alvis Light, the white owner of Light’s Market, shot Peter Bible, an African American teen, in the arm during a scuffle. The incident occurred when Bible’s brother reached for a bottle of soda in Light’s store. The *Recorder* reported that when the fifteen-year-old Bible was arrested after having fled the market, police handled him roughly and ignored his injuries. When the youth pointed out that he was wounded, the arresting officer repeatedly noted, “You ought to be dead.” Local residents, led by Hendricks, demanded that the Board of Public Safety investigate the shooting, saying that it was “without cause” and that the police “behaved in a manner unbecoming officers.”⁵ Hendricks also organized picketing outside Light’s Market, urging neighborhood residents to take their business elsewhere.

4. Indiana45s.com, “Talkin’ ’Bout Revolution?: The Political and Cultural Moderation of Indianapolis’ African-American Community,” <http://www.indiana45s.com/chapter2.htm>
 5. “Ask Board to investigate shooting; Charge grocer shot youth, 15, without cause,” *Indianapolis Recorder*, February 17, 1968.

Picket signs proclaimed “Let’s send Light back to the whites” and “Let’s quit being Uncle Toms.”⁶

Tensions stirred by this incident belie the potentially tenuous peace in the Broadway neighborhood in the spring of 1968. These tensions resulted from years of discrimination against African American Hoosiers, changing neighborhood demographics, lack of equal access to public accommodations and housing, and a sense of political disenfranchisement on the part of African Americans in Indianapolis.

According to one author, the Indianapolis African American community had once been almost entirely centered on Indiana Avenue, but that situation was beginning to change in the 1960s. As a result of the Fair Housing Act of 1965, the restrictive housing covenants preventing African Americans from purchasing or renting homes in white neighborhoods began to fall apart. “By this time, many African Americans had well-paying jobs and were able to buy houses outside of the Indiana Avenue area,” noted a local historian.⁷ In addition, the construction of Interstate 65 and the Indiana University–Purdue University at Indianapolis (IUPUI) campus in and around the Indiana Avenue neighborhood in the mid-1960s displaced many African American residents. While African American residents gained the legal and financial ability, as well as the impetus, to take up residence in other parts of the city, they faced resistance from white residents, creating strained racial relations. A total of 87 percent of Marion County’s African American population still lived in Center Township at the end of the 1960s, spread across Indianapolis rather than being isolated in certain areas such as Indiana Avenue.⁸

6. “Shooting of Negro Youth Stirs Grand Jury Probe,” *Indianapolis Recorder*, March 9, 1968.
 7. Indiana45s.com, “Talkin’ ’Bout Revolution?: The Political and Cultural Moderation of Indianapolis’ African-American Community,” <http://www.indiana45s.com/chapter2.htm>
 8. Ibid.

As the Indianapolis African American population moved north toward Thirtieth Street, white residents were moving out in a pattern called “white flight” into suburban areas. While most white residents chose to relocate, some white-owned businesses remained in neighborhoods that had a new majority of African American residents. Indiana Avenue, home to several African American-owned businesses that benefited from the patronage of black and white customers, now faced competition from the African American community who supported white-owned businesses with more regularity, even though many of those businesses employed few if any African Americans. As a result, the black community suffered economically and the stresses of this situation resulted in an increase in drug use and crime.⁹

Indianapolis mirrored the scene in other large U.S. cities in the 1960s; however, African Americans in Indianapolis reacted with moderation. Those in other cities turned to a growing radical element within the civil rights movement in an attempt to force change. Black Power advocates such as Huey P. Newton and Stokely Carmichael claimed to offer a more advantageous alternative to the nonviolent arm of the civil rights movement, but African Americans in Indianapolis remained more temperate in their response to heightened tensions. “Black Indianapolis’ response to the Black Panthers and other militant organizations was at best limited . . . there was little participation and interest among the black community. Because of this limited interest, a mostly moderate incarnation of Black Power developed in the city that seemed more intent on community improvement than revolution,” according to a local historian.¹⁰ Hendricks and Bell were leaders of this “radically” community-focused response. Their goal was to lift the African American community in Indianapolis through “self help” and by calling the white-led government and police force to task.

According to State Representative William Crawford, Indianapolis’s tepid response to the

radical arm of the civil rights movement had a lot to do with the fact that Indianapolis was a “horizontal city.” He said, “We’re not stacked on top of each other. Everybody, rich or poor, had some green space that they could access. There was not that kind of tension that would arise out of places in more urban communities with a high population density and a high concentration of underprivileged people.”¹¹ The majority of the Indianapolis African American community was not crammed into crowded public housing or high-rise apartments. It also enjoyed a low unemployment rate and “strong, intact families.”¹²

While there were certainly racial tensions in the Seventeenth and Broadway neighborhood leading up to Kennedy’s visit, there was also an emphasis on taking control of the situation to improve the community “from the inside out.”¹³ By making an appearance in the neighborhood and meeting with leaders such as Bell and Hendricks, Kennedy was making a statement that he would not ignore the inner cities, that he acknowledged the issues facing African Americans, and that he would work with leaders of the black community to achieve gains in civil rights for African Americans. It is for these reasons that his presence for the rally on April 4, 1968, was particularly important.

Teachers Instructional Plan for Elementary Grades

Introduction for Elementary Grades

Introduce the lesson by asking students to consider the characteristics of a neighborhood. Ask them to start by considering the neighborhood where they live or where their school is located. What are the boundaries of the neighborhood? Ask students to name some streets, buildings, or landmarks that they think mark the boundaries of the neighborhood. Who do they consider to be their neighbors? What makes up a neighborhood? Houses? Businesses? Schools?

11. Ibid.

12. Ibid.

13. Ibid.

9. Ibid.

10. Ibid.

Have students take fifteen minutes to either draw a memory map or write a description of their own neighborhood or the neighborhood in which the school is located. Their descriptions may emphasize the answers to these questions.

Procedure for Elementary Grades

- After students complete their memory maps or written descriptions of their own neighborhoods, divide the group into smaller teams of three to four students.
- Give each group copies of the three images showing people from the Seventeenth and Broadway neighborhood of Indianapolis in the 1960s found on pages 12, 13 and 14 of this lesson.
- Ask students to study the photos and complete the “Analyzing the Broadway Neighborhood in the 1960s” student handout found on pages 10 and 11 of this lesson.
- After student groups have completed their worksheets, you may ask students to compare their own neighborhood with the one in the pictures to end the lesson.

Teachers Instructional Plan for High School

Introduction for High School

- Discuss the Broadway neighborhood in greater detail:
 - The 1960s were a decade filled with changes and tension. In Indianapolis, African Americans were fighting to achieve civil rights, including equal access to restaurants, hotels, housing, jobs, and education. The African American population was also spreading across Marion County, moving out of historically black neighborhoods in the downtown area, such as Indiana Avenue, and moving north toward Thirtieth Street.
 - By the late 1960s, the neighborhood surrounding Seventeenth and Broadway

streets in Indianapolis was considered “inner-city” or part of the city’s “ghetto,” which means a section of a city that is inhabited by a group of the same ethnic or racial group. It is often very crowded, and the residents live in poverty. Ghettos are formed as a result of the social and economic hardships faced by the residents.

Procedure for High School

- On a map of Indianapolis, show students where the Broadway neighborhood (as it was called in the 1960s) is located. Now known as the Kennedy/King neighborhood, it is bordered by Twenty-second Street on the north, Sixteenth Street on the south, the Monon Trail on the east, and Central Avenue on the west.
- Explain to students that this neighborhood, in the 1960s and today, is comprised of mostly of African American residents who are poor (of a low socioeconomic status). In the 1960s the crime rate was increasing and there was tension between the mostly white police force and African American residents.
 - Give each group copies of the three images showing people from the Seventeenth and Broadway neighborhood of Indianapolis in the 1960s found on pages 12, 13 and 14 of this lesson.
 - Ask students to study the photos and complete the “Analyzing the Broadway Neighborhood in the 1960s” student handout found on pages 10 and 11 of this lesson.
- After student groups have completed their worksheets Explain to students that 1968 was an election year. In November of that year, the United States would elect a new president. In May Indiana would hold a primary election, where voters would decide which Democratic candidate would face off against Richard Nixon, the leading Republican candidate.

Civil rights and decreasing poverty were two key issues on the minds of voters. Kennedy was trying to win Hoosier votes so that he would be chosen as the 1968 Democratic presidential nominee. Kennedy came to Indiana to campaign on April 4, 1968, where he had planned an evening campaign rally in the Broadway neighborhood.

- In a think-aloud discussion, ask students to contribute their ideas about why Kennedy chose the Broadway neighborhood as the site for his campaign rally. You might ask: “Do you think the issues of civil rights and decreasing poverty would have been important to the people in the Broadway neighborhood? Why or why not?”
- Read the following quotations taken from Kennedy campaign literature:
 - “In Indiana, as elsewhere in America, rising crime rates and community violence are an intolerable threat to every American, black or white. A violent few cannot be permitted to threaten the well being of the many. We must wipe this stain of violence from our land. . . . But punishment is not prevention. We will re-establish our domestic tranquility only when we resume our march toward full constitutional justice—so that every American citizen has a fair chance at a job and an education and a decent place to live.”¹⁴
 - “We must close the gaps between black and white, rich and poor, young and old in this country and around the world.”¹⁵ Kennedy also promised, “Total commitment to the cause of equal opportunity for all Americans.”¹⁶

14. Indiana Historical Society, Digital Image Collections, Robert F. Kennedy Campaign Materials, Indiana Democratic Presidential Primary, “These Are Not Ordinary Times” campaign pamphlet, Item ID: OM_271.

15. Ibid.

16. Indiana Historical Society, Digital Image Collections, Robert F. Kennedy Campaign

- Have students note vocabulary that they do not understand and discuss the meanings as a class.
- Ask students: Do you think the Broadway neighborhood residents might have been inclined to vote for Kennedy? Why or why not?
- Ask students to journal their response to this question: If you were Kennedy and were preparing your speech that night, what would you say to the audience?
- For advanced students:
 - Distribute copies of the *Indianapolis Recorder* articles on pages 16, 17, and 18 of this lesson that describe a controversial shooting in the Broadway neighborhood a few months prior to Kennedy’s visit. Explain that these articles were printed in the *Indianapolis Recorder*, a local African American newspaper, and they address the racial climate in the Broadway neighborhood in 1968. Have students read the articles and complete “A Shooting at Light’s Market” student handout provided on page 15 of this lesson.
- Download from the Internet, print, and make copies of recent reports describing an incident that occurred on May 16, 2010, involving fifteen-year-old Brandon Johnson, an Indianapolis African American teen, and local police.
 - Indianapolis Metropolitan Police Department, “Press Release for Case Report 10-0069256-0000,” <http://ftpcontent.worldnow.com/wthr/PDF/brandonjohnsonreport.pdf> (accessed January 24, 2010).
 - 13 WTHR television, “Teen alleges excessive force used by IMPD officers,” May 18, 2010, . <http://www.wthr.com/story/12504856/teen-alleges-excessive-force-used-by-impd-officers?redirected=true> (accessed January 24, 2010).

Materials, Indiana Democratic Presidential Primary, “I run for the Presidency.” campaign literature. Item ID: OM_271.

- Distribute copies of these reports and allow students twenty minutes to read them.
- Conduct a think-aloud discussion with the class asking for their reactions to the Johnson case. Did the police use excessive force? Did Johnson incur the injuries while resisting arrest? Was the force warranted? This incident occurred in May 2010. How is it similar to and/or different from the Peter Bible case in the Broadway neighborhood described in the 1968 *Indianapolis Recorder* newspaper articles? Has progress been made in the relationship between the city's African American community and the police department?
- Students may create their own narrated tour of the neighborhood by adding photographs and captions for specific locations.
- Visit the Digital Image Collections on the Indiana Historical Society Web site to view more images of African American life in Indianapolis in the 1960s.
 - Access “African American Indiana History” section of the Web site at <http://www.indianahistory.org/our-collections/digital-image-collections/african-american-digital/>.
 - Browse the digital images related to African Americans in Indiana.
 - Search the Indiana Historical Society's Digital Image Collections at <http://images.indianahistory.org/cdm4/search.php>.
 - In the “All of the words” field, type the phrase “1960s Indianapolis African American” to find more images.

Assessment

Use a teacher-developed rubric to assess students' participation in class discussions, completion of memory maps, photo analysis worksheets, and other written work as assigned. The rubric should evaluate historical accuracy, clarity of thought and presentation, thoroughness, and quality of writing.

Suggested Modifications

- Access Google Earth (available as a free download from Google™ at <http://www.earth.google.com>) and show students the Broadway (Kennedy/King) neighborhood.
 - To locate the neighborhood:
 - On the Google Earth home page, under the “fly to” search box, type “Landmark for Peace Memorial” and double click on the “Landmark for Peace Memorial, Indianapolis, IN” result. You will see an aerial view of the Broadway (Kennedy/King) neighborhood highlighting the Landmark for Peace Memorial at the Martin Luther King Jr. Memorial Park.
 - Use the controls on the right side of the screen to zoom in/out and around this site.

- Create a scrapbook of African American life in Indianapolis during the 1960s.
- Ask high school students to consider whether or not Alvis Light was guilty of a crime when he shot Peter Bible or whether he acted in self-defense. Select students to role play Light, Bible, the police officers, lawyers, a judge, and jury and hold a mock trial.

Additional Resources

Publications

Boomhower, Ray E. *Robert F. Kennedy and the 1968 Indiana Primary*. Bloomington and Indianapolis: Indiana University Press, 2008.

A comprehensive look at Kennedy's campaign in Indiana. The book discusses Kennedy's speech in the Broadway neighborhood in detail.

Thornbrough, Emma Lou. *Indiana Blacks in the Twentieth Century*. Edited by Lana Ruegamer. Indianapolis: Indiana University Press, 2001.

This book includes a chapter on the 1960s that describes the impact of the national civil rights movement on Indiana, as young activists, both black and white, challenged segregation and racial injustice in many aspects of daily life, often in new organizations and with new leaders.

Publications for Younger Students

Bridges, Ruby. *Through My Eyes*. New York: Scholastic Press, 1999.

Ruby Bridges recounts how she became the first black student ever at the all-white William Frantz Public School in New Orleans, Louisiana, at the age of six.

Levine, Ellen. *Freedom's Children: Young Civil Rights Activists Tell Their Own Stories*. New York: Putnam Juvenile, 2000.

This is a collection of true stories of thirty African-Americans who participated in the civil rights movement as youth.

Turck, Mary C. *The Civil Rights Movement for Kids: A History with 21 Activities*. Chicago: Chicago Review Press, 2000.

A comprehensive history of the civil rights movement, including information about how children participated in the struggle. Includes activities designed to help children understand civil rights and the importance and history of the movement.

Weatherford, Carole Boston. *Birmingham, 1963*. Honesdale, PA: Wordsong, 2007.

This book describes the feelings of a fictional character who witnessed the Sixteenth Street Baptist Church bombings in Birmingham, Alabama in 1963. Includes archival photographs.

Weatherford, Carole Boston. *Freedom on the Menu: The Greensboro Sit-ins*. New York: Puffin Books, 2007.

Young Connie describes her feelings about having to stand while she and her mother sip a cool drink at the Woolworth's store in Greensboro. Her siblings participate in the lunch counter sit-ins and Connie is eventually able to sit while eating at Woolworth's.

Woodson, Jacqueline. *The Other Side*. New York: G.P. Putnam's Sons, 2001.

Two girls, one white and one black, gradually get to know each other as they sit on the fence that divides their town.

Web sites

Indiana45s.com. "Talkin' 'Bout Revolution?: The Political and Cultural Moderation of Indianapolis' African-American Community" <http://www.indiana45s.com/chapter2.htm> (accessed January 24, 2010).

This site describes how the Indianapolis African American community reacted to the dissolution of the Indiana Avenue neighborhood as African Americans moved to other parts of the city.

Peace Learning Center. <http://www.peacelearningcenter.org/> (accessed February 15, 2011).

This Indianapolis-based community organization promotes healthy learning, workplace and community environments. The organization's youth programs emphasize conflict resolution, personal responsibility, and character building.

“Analyzing the Broadway Neighborhood in the 1960s” Student Handout

1) Take a few minutes to study each of the three following photos:

“Couples Dancing at The College Room.”

“Vacation Bible School at Eastern Star Baptist Church.”

“Barrington Coffee House at the Fall Creek Y.M.C.A.”

2) Complete the chart using your observations of the photographs.

People	Locations	Activities

3) Based on your observations charted above, what can you identify about the ethnic heritage or race of most people who lived in the Broadway neighborhood in the 1960s?

4) Look closely at the houses visible in the photograph of the “Vacation Bible School at Eastern Star Baptist Church.” What do you notice about the paint? Based upon your observations about the condition of the houses, how would you describe the status of the neighborhood? Is it a wealthy neighborhood? Poor? Middle class?

5) Review the list of locations in your chart. What can you infer from it about the types of places where the community gathered in the Broadway neighborhood during the 1960s?

6) Current census data for the neighborhood around Seventeenth and Broadway streets (now called the Kennedy/King neighborhood):

Total population: 1,270

Number of white residents: 72

Number of nonwhite residents: 1,197

Number of black residents: 1,167

Total dwelling units: 741

Occupied units: 532

Vacant units: 209

What percentage of the total population is white?

What percentage of the total population is black?

What percentage of the total dwelling units is occupied?

What percentage of the total dwelling units is vacant?

7) Based on your observations and inferences related to the photographs, do you think this data would be similar to census data for this neighborhood from the 1960s? Explain your answer.



“Couples Dancing at The College Room.” August 8, 1967 (Indiana Historical Society, *Indianapolis Recorder* Collection, Digital Image Collections, Item ID: P0303_BOX34_FOLDER11_COUPLES_DANCING) The College Room, a recreation space and community center on College Avenue, was located down the street from the place where Robert Kennedy gave his speech on April 4, 1968.



“Vacation Bible School at Eastern Star Baptist Church.” (Indiana Historical Society, *Indianapolis Recorder* Collection, Digital Image Collections, Item ID: P0303_BOX45_FOLDER9_VACATION_BIBLE_SCHOOL)



“Barrington Coffee House at the Fall Creek YM.C.A.” August, 1968. (Indiana Historical Society, Indianapolis Recorder Collection, Digital Image Collections, Item ID: P303_BOX150_FOLDER13_UNNUMBERED_001)

“A Shooting at Light’s Market” Student Handout

- 1) What was the age and race of the person shot? What was the age and race of the shooter?
- 2) Using complete sentences, write a brief description of the incident. (Who? What? When? Where? Why?)
- 3) Comment on Charles “Snooky” Hendricks’s statement in the February 17, 1968, news article that “black people feel insulted that a white merchant getting money from the black community can shoot a small boy for no apparent reason other than he is white and has a son on the police force.” What evidence is presented that the shooting was “without cause”?
- 4) According to the February 17, 1968, news article, what direct action is the Radical Action Project and the community taking in response to the shooting?
- 5) The March 9, 1968, news article indicates that there will be a “grand jury probe” regarding the incident. Use a dictionary to look up the terms “grand jury” and “probe.” What does this statement mean?
- 6) What do you predict will be the result of the grand jury probe? Will Alvis Light be charged in this case? Defend your answer using evidence from the article as well as your knowledge of this era’s history.
- 7) How could you go about finding the outcome of this case?

Charge grocer shot youth, 15, without cause

The Board of Public Safety will be asked to completely investigate charges that a white eastside merchant shot without cause a 15-year-old Negro and that police investigating the incident behaved in a manner unbecoming officers. One policeman reportedly told the boy after he learned he was wounded: "You ought to be dead."

Charles (Snooky) Hendricks chairman of the Radical Action Project, said that black people feel insulted that a white merchant getting money from the black community can shoot a small boy for no apparent reason other than he is white and has a son on the police force. RAP has threatened direct action against the store owner.

The confrontation with the Safety Board was to come Friday when RAP was to voice its sentiments to the administrators. Mr. Hendricks, who said RAP is attacking the white merchant verbally through the judicial system, also threatened a selective buying campaign and picketing of the white merchant, Alvis Light, 51, who owns Light's Market, 1504 E. 17th. Don Bunkles, vice-chairman of the Congress On Racial Equality, said his group wholeheartedly supports RAP's action.

Shot in the incident was Peter Bible, 1819 Broadway, who was struck in the right arm by a bullet from a .38 caliber revolver fired by Mr. Light.

Presently eight and a half by eleven yellow handbills are being distributed among residents in the area. They read: "Don't shop at Light's Brutality and Bigotry. Black teenager shot by white merchant who makes his living taking advantage of poor black people. Light fired five shots at 100-pound Peter Bible who was unarmed. Cops arrested the wounded youth—let Light go free — wouldn't give boy first aid. Stop this now — show Light whose money he takes. Don't shop at Light's Market."

So aroused is the community that one resident phoned The Recorder to say she heard that the store would be "blown up" if the merchant remains unarmed.

In announcing RAP's direct action, Mr. Hendricks said: "We will see that the merchant is used as an example of how the black man feels today about white men in the community taking money out of it and not putting anything into it."

The Recorder was able to learn through Mr. Hendricks what happened. The six boys, including Peter, went into

Light's Market to purchase some "orange flip" (sweet wine). They were told by Mr. Light that they couldn't get it so they decided to get some pop. Johnny Bible reached down to get some pop from the case and Mr. Light allegedly pulled him back where upon a scuffle ensued and Johnny Bible struck the merchant.

Johnny Bible attempted to run out of the store and the merchant tried to stop him. The other five youths tried to pull Johnny out and when they did get outside the store the owner grabbed Johnny by the hand and started shooting at him. Johnny broke away and fell.

His brother, Peter, thought Johnny was shot and he told the merchant that he had shot his brother. Peter then grabbed Mr. Light's arm and the merchant pushed Peter away and shot him in the arm. His wife, Mrs. Mary Light, 48, reportedly jumped on Johnny and the other four boys ran away. The bullets fired at Johnny reportedly went through his shirt.

The two boys then ran to Lichtenberg Hardware Store, 1710 Roosevelt, where police came and put Peter under arrest charging him with disorderly conduct and assault and battery.

Mr. Hendricks said that the police "snatched" the injured youth up off the floor and took him to a police car. When Peter told the unidentified police he was hurt, he remarked: "You ought to be dead."

"Charge grocer shot youth, 15, without cause," *Indianapolis Recorder*, February 17, 1968.

Shooting of Negro Youth Stirs Grand Jury Probe

White merchant still target of pickets

Submitted as an open case to the Marion County Grand Jury this week was an incident involving the unjustifiable shooting of a 15-year-old eastside Negro youth by a 51-year-old white merchant. Officials of the Police department, including Deputy Chief Spurgeon Davenport, presented the case on behalf of the poverty-area teenager.

Peter Bible, 1819 Broadway, was shot by Alvis Light, owner of Light's Market, 1504 E. 17th, following an altercation which also involved Peter's younger brother, Johnny Bible. The boys are two of six children of Mrs. Dorcas Bible, a widow.

The anticipated action from the grand jury comes after the Board of Public Safety reviewed the case at the request of the Radical Action Project (RAP).

According to Charles "Snooky" Hendricks RAP helped acquire information before the jury got the case.

Mr. Hendricks also said that pickets continue to march in front of Light's Market urging Negroes to shop elsewhere. The direct action has been effective. Signs worn include those which say: "Let's send Light back to the whites" and "Let's quit being Uncle Toms."

Both Peter and Johnny were tried in Juvenile Court and the charges of disorderly conduct and assault and battery against them were dropped. Peter reportedly had to undergo physical therapy to regain the use of his hand. Mr. Light shot the youngster with a .38 caliber revolver in his right arm.

"Shooting of Negro Youth Stirs Grand Jury Probe," *Indianapolis Recorder*, March 9, 1968, page one of two.

Mr. Hendricks told The Recorder: "Black people have seen a white injustice. RAP intends to keep picketing until it hears something from the Grand Jury."

In commenting on what else be done as a result of what he believes was an unjustified shooting, Mr. Hendricks responded: "We will wait to see if there is a 'white justice' to a 'white injustice. The black man will have to call on the power structure if we don't get response."

Mr. Hendricks said RAP wants to be forceful enough either to close the market or obtain a public apology from Mr. Light.

Peter was shot by Mr. Light shortly after he and five other youths attempted to purchase "Orange Flip" and were told they couldn't. Johnny reportedly reached down to get some pop from the case and Mr. Light allegedly pulled him back to whereupon a scuffle ensued and Johnny struck the merchant.

Johnny tried to run from the store and the merchant attempted to stop him. The other five youths tried to pull Johnny out and when they did get outside the owner grabbed Johnny by the hand and started shooting at him. Johnny broke away and fell.

Peter, thinking his brother was shot, grabbed Mr. Light's arm whereupon the merchant pushed him away and shot him in the right arm. It was reported that Mrs. Mary Light, the merchant's wife, jumped on Johnny and the other four boys ran away. The bullets fired at Johnny reportedly went through his shirt.

The two boys ran to Lichtenberg Hardware Store, 1710 Roosevelt, where police came and put Peter under arrest charging him with disorderly conduct and assault and battery.

"Shooting of Negro Youth Stirs Grand Jury Probe," *Indianapolis Recorder*, March 9, 1968, page two of two.