

Selected evidence:

Adamson, H., *The Civil rights Movement; an Interactive History Adventure*, Minnesota, 2009. Chapter 3.

[13 lines of printed evidence]

Annotation example:

- [1] This evidence relates to FQ2. It shows what the Freedom Rides were and is a secondary source explaining what the people did so that they could see a change in the world where they lived because they believed that the laws were outdated or unfair. The source is
- [8] reliable, because the author's name is available, and she has written a lot of books about the history of the world. The information in the book matched up with what I found on the
- [4] Freedom Riders Foundation website, but because the book is aimed at younger readers, the
- [2] evidence may be missing description of some aspects that were deemed inappropriate for young children.

Other examples of annotation comments:

- [2] FQ2. The Freedom Riders Foundation website is reputable because it contains the author's name, and the year it was written. However it's an organisation, so it may have some particular agenda so care needed. It has an emotional viewpoint - the author David Lisker - seems very proud of what the Freedom Riders did for his country.
- [1] FQ3. These guidelines show that the Freedom Rides were based on "peaceful protesting" and that the plan was organised thoroughly by the Congress of Racial Equality. This source is reliable because the authors name is available and he would have done his research properly because he is an Associate Professor of History at the University of Texas. It was published at the University of Kentucky, so can be relied on to produce quality material. The book also has a thorough bibliography and there is no bias on the information used.
- [8]
- [1] FQ2. This evidence links to the focusing question because these songs were ones Freedom Riders sang when they were jailed, being threatened or faced any danger. It helped release tension and anxiety too, but worked to the advantage of the activists as it was an effective political tool. So, the songs are now remembered as a type of campaign associated with the Freedom Riders because they also contained a meaning behind their catchy tunes. Strictly the black PoV only. The Metro Lyrics website may not always be accurate, because anyone can submit lyrics for a particular song. In this case though, the lyrics are correct, because I have listened to the song on you tube to check their accuracy. Good for attitudes rather than details.
- [3]
- [2]

Evaluation

- [5] The most successful part of my investigation was finding a very wide range of internet sites related to the Freedom Rides. Most of them provided similar summaries of what happened; the most useful ones went further and provided primary evidence to support what they wrote.
- [7] Nearly all of these sites were American but hopefully the primary evidence helped to show that what was written was true and there was no bias. There was not much from the point of view of those opposed to the Freedom Rides – but how could they justify their opposition anyway?

- [8] For Focusing questions 1 and 2, the information I sourced was relatively simple to find and went successfully. I credit this to the fact that more information has surfaced ever since the release of the film about the Freedom Riders, as historians weren't completely aware of this aspect of the Civil Rights movement. I found it challenging to find information for the positive reactions of the public to the Freedom Rides. I think this is because the media focuses on sensational events instead of looking at the complete story.

- [6] The evidence I gathered from the PBS website and the American Express websites helped me to address the focusing questions because they were very thorough with their newspaper articles, interviews and letters. I don't think the book "Civil Rights in the USA, 1863-1980, by David Paterson and Susan Willoughby," would be completely reliable to
- [7] historians because the secondary information contains words such as "believed," and "likely," and was quite opinionated. The secondary pieces of information I used could also be disagreed with and a historian should use primary sources to ensure their accuracy.

- [5] If I was to do this assessment again I think I would search harder for an even wider range of sources to get a better general idea of what the Freedom Rides were about. I was the most satisfied with the information I gained from the interviews with C.T Vivian and Glenda Gaither Davis. I personally found them very interesting and it gave me an insight into what the African Americans would have felt. I was also satisfied with the two books, "Freedom's Main Line, by Derek Catsam," and "Freedom Riders, by Raymond Arsenault," because I liked the books and I thought they covered the topic really well by containing primary and secondary information. An example of this is the Seven Guidelines for the Bus Rides, which I used as relevant evidence for Focusing Question 1.