

**Artifact:**

**“Address to the Nation on Civil Rights,”**

**President John Kennedy, Television, 1963.**



The Negro baby born in America today, regardless of the section of the Nation in which he is born, has about one-half as much chance of completing a high school as a white baby born in the same place on the same day, one-third as much chance of completing college, one-third as much chance of becoming a professional man, twice as much chance of becoming unemployed, about one-seventh as much chance of earning \$10,000 a year, a life expectancy which is 7 years shorter, and the prospects of earning only half as much.

This is not a sectional issue. Difficulties over segregation and discrimination exist in every city, in every State of the Union, producing in many cities a rising tide of discontent that threatens the public safety. Nor is this a partisan issue. In a time of domestic crisis men of good will and generosity should be able to unite regardless of party or politics. This is not even a legal or legislative issue alone. It is better to settle these matters in the courts than on the streets, and new laws are needed at every level, but law alone cannot make men see right.

We are confronted primarily with a moral issue. It is as old as the scriptures and is as clear as the American Constitution.

The heart of the question is whether all Americans are to be afforded equal rights and equal opportunities, whether we are going to treat our fellow Americans as we want to be treated. If an American, because his skin is dark, cannot eat lunch in a restaurant open to the public, if he cannot send his children to the best public school available, if he cannot vote for the public officials who will represent him, if, in short, he cannot enjoy the full and free life which all of us want, then who among us would be content to have the color of his skin changed and stand in his place? Who among us would then be content with the counsels of patience and delay? . . .

Now the time has come for this Nation to fulfill its promise. The events in Birmingham and elsewhere have so increased the cries for equality that no city or State or legislative body can prudently choose to ignore them.

The fires of frustration and discord are burning in every city, North and South, where legal remedies are not at hand. Re-dress is sought in the streets, in demonstrations, parades, and protests which create tensions and threaten violence and threaten lives. . .

Next week I shall ask the Congress of the United States to act, to make a commitment it has not fully made in this century to the proposition that race has no place in American life or law. . .

The old code of equity law under which we live commands for every wrong a remedy, but in too many communities, in too many parts of the country, wrongs are inflicted on Negro citizens and there are no remedies at law. Unless the Congress acts, their only remedy is in the street.

I am, therefore, asking the Congress to enact legislation giving all Americans the right to be served in facilities which are open to the public-hotels, restaurants, theaters, retail stores, and similar establishments.

**APUSH Framework Classifications**

**Period 8: 1945-1980**

**Key Concept 8.2.I**

**APUSH Theme/s:**

**Politics and Power, American and National Identity**

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 “Address to the Nation on Civil Rights,”  
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# SALLAN

## A primary source practice

One important note: Don't think you have to address all of the elements below. That'd be annoying.

Instead, see SALLAN as a sort of menu: Depending on the artifact, some elements will be more relevant than others.

## Source

- +**Context:** What's going on at the time??
  - +**Point of View:** What's relevant re the creator's worldview?
  - +**Purpose:** Why was this source produced?
  - +**Audience:** To whom is the message directed?
- How do these elements impact the artifact's Argument?**

## Argument

- +**Main Message:** Argument the creator makes?
- +**Supporting Details:** Specific parts especially relevant to the Main Message?
- +**Underground:** What's going on below the surface? POV, assumptions, tone?

## Links (to Content Knowledge)

- +**Broad CK:** Broad CK you can link to this artifact?
- +**Specific CK:** Specific CK you can link to this artifact?

## Links (to other Artifacts)

- +**Source Corroboration:** Does another artifact corroborate the Main Message of this artifact?
- +**Source Conflict:** Does another artifact conflict with the Main Message of this artifact?

## Analysis?

**Explain the historical significance of this artifact by using:**

- +1 element from Sourcing.
- +2 other elements of your choice.

## New Question?