

# **LEARNING NATIONAL LINKS CIVIL RIGHTS FOR EXHIBITS MUSEUM**



AT THE LORRAINE MOTEL

# ABOUT

These Learning Links present overviews, questions to consider, activities, artifacts, and interactives for each of the exhibitions at the National Civil Rights Museum. They are intended for use by teachers, families, or students to further explore the history of the Civil Rights Movement.

Many of the questions posed could be used for discussion, essays, or projects. The activities are interdisciplinary and align to a variety of state and Common Core standards depending on how the user chooses to incorporate them into his or her learning.

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**THIS IS THE STORY OF A PEOPLE. Of hopes and dreams, of challenge and change, it is an American story. This story and struggle that started many centuries ago, continues today—with you.**

# A CULTURE OF SLAVERY OF IN AMERICA RESISTANCE 1619-1861

## OVERVIEW

Slavery in America lasted nearly 250 years and held captive at least 12 generations of black people. But as long as slavery existed, so did resistance. In fighting back, people of African descent compelled America to be truer to what it professed on paper: “that all men are created equal.”

The moment the first African laborers stepped ashore in Jamestown, Virginia, in 1619, slavery became part of American culture. It was the heart of southern agriculture and the foundation of northern industrial success; slavery fueled America’s expansion. By the Revolutionary War, it existed in all 13 colonies. Slavery created wealth in America and fueled the economics of countries throughout the world using systems of economic injustice.

By law, enslaved Africans and their descendants had no civil rights. Whites believed that Africans were inferior and that this justified their enslavement as well as the laws and brutality that maintained the institution of slavery.

## EXHIBITION INTERACTIVES



Push the silver buttons for resistance stories and highlighted heroes



A recreated slave ship hold with 3-dimensional figures invites visitors to crouch with them to imagine spending three months of the middle passage in that position

## QUESTIONS TO CONSIDER

- ➔ The U.S. Declaration of Independence states that “all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are Life, Liberty and the pursuit of Happiness.” Who was included in “all men”? Who was excluded, and why? Who do you think this statement should apply to today? Why?
- ➔ Why were Africans used as slaves in the Americas instead of a different group of people? Why were African slaves highly valued?
- ➔ How did slavery make the United States a wealthy nation? Consider how slavery affected the economy in the agricultural south and the industrial north. How could people who did not own slaves benefit from slavery? Are there still ways that people today have benefitted from slavery despite their own modern opinions of the past? Are there ways that people in the United States benefit from unjust or unfair actions that occur in other places in the world? Consider concepts such as sweat shops, blood diamonds, cheap food, etc.
- ➔ Why were enslaved Africans not allowed to read or write? What did slave owners fear would happen if enslaved people became educated? How did enslaved Africans use education as a tool of resistance? How can education help people fight injustice today?

## FROM THE COLLECTION



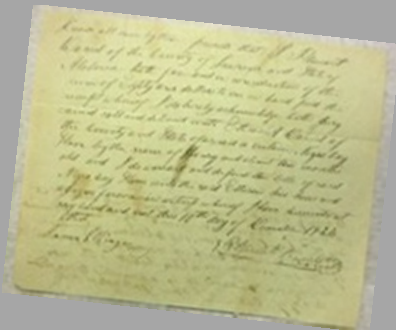
Senufo granary door locks. Ivory Coast; Late 20th century. Most West African farming families store the annual grain harvest in large, elevated granaries made from mud bricks, called *banco*. This traditional building method keeps grain cool and dry. A small door with a decorative “lock” keeps small children and hungry animals out. NCRM 2013.009.004a-b



*The Columbian Orator:* Frederick Douglass once heard his master say: “Learning would spoil the best n— in the world. He would at once become unmanageable and of no value to his master.” Recognizing that literacy was the key to freedom, 13-year-old Douglass taught himself to read. He purchased *The Columbian Orator*, a collection of famous speeches on equality and justice. The book helped Douglass hone his speaking skills. He went on to become one of the nation’s leading abolitionists and orators. NCRM 2012.001.006



One dollar note issued by Georgia's Bank of Commerce, 1861. Georgia and many other states celebrated the source of their prosperity by issuing bank notes that showed enslaved African American at work. Here, a slave holds a basket overflowing with cotton. NCRM 2012.019.001



Bill of Sale for 10 month old baby: The sale of young children or others who could not immediately be put to work was unusual. Often the mother or a surrogate who cared for the child until working age was bought at the same time. NCRM 2011.017.005



English clay tobacco pipes, c. 18<sup>th</sup> century. American Indians used tobacco for spiritual and medicinal purposes. By the 1580s, the English were inhaling tobacco as snuff or smoking it in clay pipes. The English thought tobacco was healthy, and demand skyrocketed. So, too, did the use of slaves to grow it. NCRM 2011.011.001-006

## ACTIVITIES

➔ Select one of the following African peoples to research. Report on the history of the people, their language, arts, and culture, their economy, governments, and other achievements or interesting facts. Identify something that you learned that you found surprising or unexpected. How does what you learned compare to what you thought about African cultures before the assignment?

- Mandinka Peoples
- Yoruba Peoples
- Akan Peoples

➔ Using a world map, draw in the routes of the Atlantic Triangle Trade. Draw lines with arrows to indicate the direction of the trade from one location to the next. Along those lines, write in what was traded along that route.

➔ Write an essay about the different ways slaves in the United States resisted. Identify three examples of resistance and explain each one. Consider why that method of resistance was used, how successful it was, and what the risks were to using that method of resistance.

## RESOURCES

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# I, TOO, COMBATTING AM JIM CROW AMERICA 1896-1954

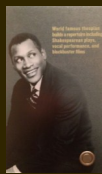
## OVERVIEW

Almost as soon as the gains of Reconstruction were being realized, that freedom began to fade. Jim Crow—a system of oppression enforced by law, custom, and violence—took hold. Yet African Americans persevered, creating the foundations of the freedom movement that would destroy Jim Crow.

Once southern whites regained control of state and local governments, southern blacks were stripped of the vote, denied justice in court, bound to white landowners, segregated in public places, and terrorized by lynch mobs and violent white supremacists. Blacks who fled the South found other parts of the country just as tough. Most lived in overcrowded, segregated neighborhoods and worked low-wage jobs.

Segregation created a veil between the races. Behind it, where whites could not or would not see, African Americans built communities and lives. They drew strength from each other and loved, worked, played, mourned, worshiped, and created.

## EXHIBITION INTERACTIVES



Push the silver buttons for resistance stories and highlighted heroes



Oral history towers provide first person accounts about what life was like under Jim Crow.

## QUESTIONS TO CONSIDER

➔ In addition to Jim Crow laws that oppressed African Americans in the south, white supremacists used violence to enforce a culture of fear and intimidation. What acts of violence were used against African Americans? Why did white supremacists resort to this type of violence and what did they hope would happen? How do you think this constant violence affected African Americans as individuals and as a community? Consider the physical, mental, emotional, spiritual, economic and political effects. Are there groups of people today that face the threat and reality of violence for being who they are or exercising their human and civil rights? How do you think those people are affected by that violence? What do you think should be done about those situations?

➔ Why did African Americans choose to serve in the U.S. military during World War I and II? What were conditions like for them in the military? Having served in the war and been willing to pay the ultimate price for their country, what were the expectations of black veterans when they returned to the U.S.? Were these expectations met? How did their experience serving in the military affect how African Americans felt about Jim Crow laws and their civil rights in U.S.?

➔ While the fight for civil rights and equality did succeed in destroying the overt Jim Crow laws of the 20<sup>th</sup> century, we still struggle with Jim Crow today. What are some examples of Jim Crow laws and cultural practices that exist today? Consider that many laws and practices may not be obviously discriminatory and unfair the way laws and practices were in the past, but may be subtle or “de facto.” One example could be an employer not wanting to interview someone for a job because their name seems “unusual” or hard to pronounce. Fighting this kind of subtle discrimination can be very difficult because it can be harder to recognize and easier to make excuses for it. What do you think should be done to fight this type of discrimination and injustice today? How can you help ensure all people are treated justly and given fair opportunities to succeed?

## FROM THE COLLECTION



Ku Klux Klan hood and robe, c. 1950: Klan regalia was the most recognizable symbol of white supremacy. But the Klan was never the only source of racial violence. Whites of all backgrounds—rich and poor, young and old, rural and urban, northern and southern—carried out and condoned lynching, murder, and beatings. NCRM 2011.017. 013a-e



Tokens from the Star Hill Plantation in Klotzville, Louisiana, and the Prospect Hill Store near Georgetown, South Carolina. Whites controlled poor and black workers by paying them in tokens that were worthless outside the plantation. This arrangement allowed whites to overcharge blacks for everyday items. Industrial workers were likewise paid in factory “scrip” that could only be spent at the company store. Deep in debt, families almost never amassed enough money to leave. NCRM 2011.014.001 and NCRM 2011.018.001



*Gospel Hymns No. 2*, published 1875: This volume contains a number of popular hymns like “Onward, Christian Soldiers” and “What A Friend We Have in Jesus.” Harriet Tubman owned a cherished copy. NCRM 2011.036.001



Brotherhood of Sleeping Car Porters jacket and cap: Working for the Pullman Car Company was a respectable job that allowed African Americans to work regularly and travel widely. However, porters were paid low wages, worked long hours and had to provide their own uniforms, food, and lodging on their long trips. NCRM 1991.002.01-03, 2011.012.001

## ACTIVITIES

➔ Segregation dominated every aspect of life for Americans in the south during Jim Crow. Make a list of things you do during one week. Consider general activities such as “go to school” or “go to church.” Also consider more detailed activities, such as “get a drink of water at the water fountain,” “ride the bus to school,” or “listen to the radio.” After you complete your list, put a check mark next to each item that would be affected by segregation if you lived in the South during Jim Crow. Pick at least 5 items with check marks next to them and write out in a few sentences how Jim Crow would have affected doing that activity.

➔ After Reconstruction, many African Americans migrated away from the south to other areas of the country and even abroad. Make a list of at least 3 different places a black family from the south might migrate to and write a few sentences about why they might chose to move to that particular place. Then select one place and imagine you are an African American who has moved there from the south. Write a letter to your friends and family who are still in the south and tell them about your experience. Include why you decided to move, how you got to your new home, what it was like to travel there, where you live now, where you work or go to school and what it is like, and what your new home location is like. Be as detailed as possible. (As an alternative, imagine you were an African American who decided to stay in the south. Write a letter to a friend who moved away, telling them about why you decided to stay and what your life is like in the south.)

➔ As Jim Crow laws and culture emerged, so did activists who fought for equality and justice. These activists and leaders often had different approaches of how to help the black community. Select two activist leaders that became prominent during the Jim Crow era before 1954. In essay format, compare and contrast the approaches of these leaders to combat Jim Crow and inequality in the U.S. Consider their overall goals, their strategies for change, who they wanted to work together with or have lead the people, and their timeframe for accomplishing these goals. In the conclusion of your essay, state which leader you would choose to follow and why. (Leaders to consider: W.E.B. Du Bois, Marcus Garvey, A. Philip Randolph, Booker T. Washington, Elijah Muhammad, Mary Church Terrell, James Farmer, Septima Clark, Ella Baker.)

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# SEPARATE BROWN V. IS NOT BOARD OF EQUAL EDUCATION 1954

## OVERVIEW

Beginning in the 1930s on, NAACP lawyers challenged school segregation, suing states to make graduate schools and teacher salaries fair to all. After decades of preparation and local victories, they decided to pursue a federal mandate against inequality in public schools.

In the landmark *Brown v. Board of Education of Topeka, Kansas*, ruling, the US Supreme Court declared separate schools based on race unequal and unconstitutional.

The unanimous ruling raised African American hopes and expectations for equality in schools, jobs, and housing. But the promise of *Brown* was hard to fulfill.

White southerners staged massive resistance efforts that held up desegregation in most districts for another ten years. The wording in a second Supreme Court *Brown* opinion in 1955—to carry out the ruling “with all deliberate speed”—left a vague timeframe for change.

*Brown* was a major breakthrough in the struggle for equal education. It capped the NAACP’s attack on de jure (by law) school segregation. By overturning the 1896 *Plessy v. Ferguson* decision, which allowed segregation, *Brown* put the law on the side of the movement. But the fight for quality education continues to this day.

## FROM THE COLLECTION

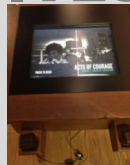


Dolls similar to the type used by Dr. Kenneth Clark in the “Doll Experiment” which presented African American children aged three to seven with two dolls, identical except for skin color. Most children preferred the white doll and described its attributes positively  
NCRM 2011.016.019 a - b

## EXHIBITION INTERACTIVES



A multi-touch multi-user interactive *Mapping Desegregation* allows visitors to select a state and learn about a story of desegregation.



Acts of Courage series located inside a school desk, explores three stories of school desegregation.

## QUESTIONS TO CONSIDER

➔ Why were “separate but equal” laws found to be unfair? Are there any examples of “separate but equal” laws or practices in our society today? Are these examples “fair?” Why or why not?

➔ Psychologists Kenneth and Mamie Clark conducted the “Doll Experiment” which revealed that black children suffered from internalized racism. What is internalized racism? Why or how did segregation contribute to internalized racism? Are there any stereotypes, discriminations, or media images that affect how people feel about themselves today?

➔ What does the phrase “with all deliberate speed” mean? How long do you think it should take for a school to de-segregate after the Supreme Court ordered them to do so in *Brown v. Board*? How long did it actually take? If you could reword the phrase “with all deliberate speed,” what would you have said?

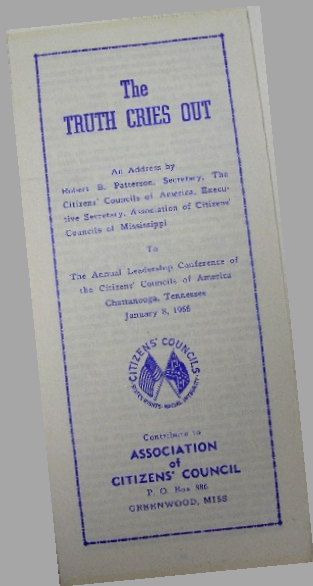
➔ Should all children have access to the same quality of education? Why or why not? Do all schools today provide the same quality of education? What factors might contribute to some schools having more or less than other schools? (consider private and public schools, schools in urban areas and rural areas, schools in different socio-economic neighborhoods.) What suggestions do you have to make sure all children have an equal and quality education?



Cartoon warning of the effects of miscegenation, or race mixing, published by the Christian Association in Union, New Jersey, c. 1958 (reproduction)

Courtesy of the Virgil Blossom Papers/University of Arkansas Library, Fayetteville





This 1966 booklet, created by the Annual Leadership Conference of the Citizens Councils of America in Chattanooga was used as propaganda against the integration of schools and property based on the Declaration of Independence and the "Difference Between Races." NCRM 2005.022.02



Color reproduction image of Teacher with Ruby Bridges at chalkboard William Frantz Elementary School in New Orleans, Louisiana. NCRM 2011.010.001

## ACTIVITIES

➡ Think of something that you feel is unfair or discriminatory today. (ie: no girls on the football team, or college is too expensive.) Write an argument about why it is unfair and what should be done to fix the problem. Go even further by comparing your points and argument to the Brown v. Board case arguments. What is similar and/or different from the way the lawyers argued their case in the 1950's, and how you are arguing your case today?

➡ Design your own school! Create a school that can benefit all types of students. Make a list of the features of your school. Include what classes you will require, what extra-curricular activities you will offer (sports, arts, etc), what food you will serve in the cafeteria, and more. How will you make sure your school is fair to all people? (consider gender, race, wealth, disability, etc). How will you divide up the money for your school? How much goes to teachers, food, supplies, sports, arts, books, etc? Add as much detail as possible. You may even include a drawing of your school.

➡ When the first black students arrived at all white schools, crowds gathered to discourage them. People made signs to tell the black students to go home and these signs also had other mean statements meant to intimidate the black students. Imagine someone new is coming to your school. Instead of discouraging them, you want to welcome them. Create a sign that would welcome a new student who may be very different from most of the students at your school. What would your sign say? Would it have pictures?

➡ When Dr. Kenneth Clark conducted the "Doll Experiment" in the 1940s, he found that black children preferred to play with white dolls and attributed positive traits to the white dolls but negative traits to the black dolls. This revealed that segregation contributed to internalized racism, or the children feeling badly about themselves. Draw a doll or action figure that looks like you. Then describe this doll or action figure by writing down what it looks like, its personality, what is good about it, what it can do, etc. Then circle the words that also describe you.

## RESOURCES

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# THE MONTGOMERY YEAR BUS THEY BOYCOTT WALKED 1955-1956

## OVERVIEW

Montgomery's black community rallied when an NAACP activist was arrested for refusing to give up her bus seat to a white passenger. The boycott that followed pushed the movement for civil rights in the bold new direction of mass protest.

African Americans in Montgomery, Alabama, were did not appreciate bus segregation. When 42-year-old Rosa Parks was arrested for refusing to give up her seat to a white man, the Women's Political Council (WPC) organized a one-day bus boycott. The boycott provided a way for the black community to stand together against segregation.

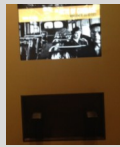
The widespread support of black citizens prompted local civil rights activists to create the Montgomery Improvement Association (MIA). It pledged to continue the boycott until the city and bus company agreed to treat blacks fairly and with dignity. The MIA approached a young newcomer, Reverend Martin Luther King Jr., to serve as its president.

African Americans stayed off the buses for over a year. Their spirit and determination—and a favorable Supreme Court ruling—forced Montgomery officials to end segregation on city buses. The victory paved the way for mass civil rights mobilizations across the nation.

## EXHIBITION INTERACTIVES



Dr. King is highlighted as an emerging leader of the movement, with an audio of his speech delivered the first night of the boycott.



The chronology of the boycott is explored in the exhibit panels, with Acts of Courage highlighting Jo Ann Robinson and E.D. Nixon.

## QUESTIONS TO CONSIDER

- ➔ What were the legal and cultural rules of bus segregation at the time of the boycott? Who benefitted from these rules? Were these rules fair? Why or why not? Are there legal or cultural rules today that benefit certain people and not others? Are these rules fair?
- ➔ Rosa Parks was not the first or the last person to refuse to give up her seat on a segregated bus, but she is perhaps the most famous. Why? A common myth is that Parks' refusal to give up her seat was a random act of defiance. The truth is, she was trained and had planned for that historic moment. What role does planning and organization play in standing up for what you think is right? Have you ever planned to stand up for something you believe in? How did you prepare to take a stand?
- ➔ Getting everyone to participate in the bus boycott took a huge effort. How did protesters get the word out about the boycott? Think of modern day protests and boycotts. How do people spread the word today to encourage others to join in a protest? (consider the Arab Spring and the Occupy Movement). How have communication methods changed from the 1950s to today?
- ➔ What were boycotters originally asking for from the city? When the city refused, how did their demands change? Why do you think they changed? Why did the boycott transform from a one day event to a mass protest that lasted 381 days? Do you think this method of mass protest was the best way to get their demands met? Why or why not?
- ➔ Who used the buses the most in Montgomery? What did this group of people sacrifice when they decided to boycott the buses? What challenges do you think they faced? How did they overcome these challenges and how did they influence the Civil Rights Movement. Consider modern day boycotts and protests. What have been the challenges of these movements? How would you suggest these challenges be overcome?

## FROM THE COLLECTION



Broadman Hymnal 1940.  
The Church and the Boycott  
African American churches were vital to the success of the boycott. During the week, small strategy sessions and large inspirational mass meetings took place in church buildings and grounds. On Sundays, worshippers shared news and information about the boycott. Missionary societies and other church-based groups supported the boycott by raising money and gathering resources.  
NCRM 2010.013.001



*The Montgomery Story*, 1956  
*The Montgomery Story* recounted in comic book format the Montgomery bus boycott and the critical role nonviolent resistance played in its success. The Southern Conference Educational Fund, a leading proponent of integration and civil rights established in 1946, distributed the book throughout the South.  
NCRM 2011.025.003

## ACTIVITIES

- ➔ Compare a modern day boycott or protest to the Montgomery bus boycott of the 1950s. What tactics were used to communicate with the masses? How did they gain support? Who opposed the boycott? Why? What do you think were the successes and failures of the boycott and why do you feel that way?
- ➔ Martin Luther King Jr. was elected to represent the Montgomery Improvement Association that supported the bus boycott. His inspiring speeches encouraged the community to join the movement. Select something you want to boycott or protest. Write a speech to encourage others to join your movement. Make sure your speech helps to keep people motivated because it may be difficult or dangerous to stand up against injustice. Practice your speech out loud.
- ➔ Walking to work or school every day for 381 days equals a lot of walking! Find out how far it is in miles from your house to school. Add up how far you would walk in one day if you walked to school and then home from school. Now multiple that by 381 days. How many miles would you have walked during the bus boycott? Now time how long it takes you to walk a mile. How many minutes would you have spent walking in 381 days? You would have had to walk in the heat and cold, rain and snow. Could you have done it? (you could also calculate how far it is to your parent's work or to your favorite place to eat.)
- ➔ Rosa Parks and other boycotters were supported by leaders in their community such as Jo Ann Robinson and E.D. Nixon. If you were going to take a stand for something, who in your community, school or family would you want to help you? Draw a picture of one or two of the people you might turn to for support.

## RESOURCES

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- King, Dr. Martin Luther, Jr. "Address to the first Montgomery Improvement Association (MIA) Mass Meeting." in Carson, Clayborne and Kris Shepard, Editors. *A Call to Conscience: The Landmark Speeches of Dr. Martin Luther King, Jr.* (New York: Grand Central Publishing, 2002). (Or read this speech online at: [http://mlk-kpp01.stanford.edu/index.php/encyclopedia/documentsentry/the\\_address\\_to\\_the\\_first\\_montgomery\\_improvement\\_association\\_mia\\_mass\\_meeting/](http://mlk-kpp01.stanford.edu/index.php/encyclopedia/documentsentry/the_address_to_the_first_montgomery_improvement_association_mia_mass_meeting/))
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Restored 1955 Montgomery city bus. While this is not the original bus from Rosa Parks' famous protest, it provides guests with an immersive experience of what that day might have been like.



Two sided token for Montgomery bus fare. One side reads "Montgomery Bus Lines Inc" with a bus in the middle of the token. The other side of the coin reads "Good for One Fare" with a bus in the middle.  
NCRM 2011.015.001

# STANDING STUDENT UP BY SIT-INS 1960 SITTING DOWN

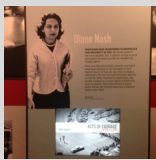
## OVERVIEW

Jim Crow customs held fast, despite the US Supreme Court's ruling in *Brown v. Board of Education of Topeka, Kansas*, and the successful Montgomery Bus Boycott. The slow pace of progress frustrated black youth, leading them to join the struggle. Their daring and defiance sped Jim Crow's demise.

In libraries and swimming pools, movie theaters and lunch counters, African Americans were still forced to accept poor treatment - if they were served at all. In response, black students began to openly disobey segregation laws. Their main target: white businesses. Their main weapon: non-violence, wielded boldly and creatively.

Black youth had challenged Jim Crow before. In 1960, however, their efforts expanded into a national movement. Teens and young adults participated in nonviolence training workshops and reached out to their friends. Local movements started up in cities and towns. Young people founded one of the major organizations of the civil rights movement—the Student Nonviolent Coordinating Committee (SNCC, pronounced “Snick”). It played a leading role in the sit-ins and other powerful acts of student protest.

## EXHIBITION INTERACTIVES



Acts of Courage highlight Diane Nash and Angeline Butler of the Nashville movement.

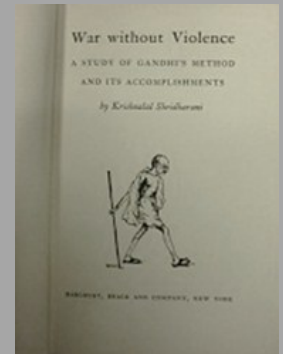


A multi-touch multi-user interactive, *Mapping Direct Action & Boycotts*, examines the decades-long strategy of nonviolent direct action, with examples from as early as the mid-19<sup>th</sup> century.

## QUESTIONS TO CONSIDER

- ➔ What is non-violent direct action? Who popularized this method of protest and why was it adopted in the United States by the Civil Rights Movement? What are the advantages and disadvantages of non-violent direct action? How is non-violent direct action used today?
- ➔ What role did the media (television and newspapers) play in the Sit-Ins movement? What role do you think the media plays today when thinking about protests or humanitarian issues? How has the role changed, evolved, and/or remained the same over time?
- ➔ Why did protesters who were arrested decide to stop paying bail money and stay in jail? How did this decision affect the Sit-Ins movement? How did it affect the police and government who were arresting the protesters? How did it affect the protesters and their families? Would you be willing to go to jail for something you believed in? How do you think going to jail for 30 days or longer would affect your life or your family?
- ➔ Many of the young people involved in the Sit-Ins in the early 60s went on to be great leaders in other Civil Rights organizations and in politics. Consider Diane Nash, Stokely Carmichael, John Lewis, and Marion Barry, for example. How do you think being involved in the Sit-Ins shaped these people into the adults and leaders they would become? What lessons did they learn during the Sit-Ins? What are you involved in now and how do you think that will shape the adult you will become? What activities or organizations could you join now that could teach you lessons for your future?
- ➔ The Sit-Ins were accompanied by boycotts of businesses that insisted on segregation. This often meant that protesters would not shop at popular stores, eat at popular restaurants, or go to movies at the local theater. How did boycotting affect these businesses? Why would businesses be concerned about boycotts that went on for a long time? Think about your favorite stores, restaurants, and places to go. Would you be willing to boycott these places if you found out they were doing something that discriminated against or mistreated other people?

## FROM THE COLLECTION



*War without Violence: A Study of Gandhi's Method and Its Accomplishments* written by Krishnalal Shridharani in 1939, this is a study of Gandhi's methods and accomplishments. This book was used by the CORE organization. NCRM 2011.016.016



Warning to White People flyer is propaganda distributed by segregationists denouncing integration and "race mixing," and advocating ostracizing and boycotting supporters of integration. C. 1960-1970 NCRM 2005.022.11



Billy club from 1964 to be used on African Americans in Lester Maddox's Pickrick restaurant in Atlanta, GA. NCRM 1996.004.01



Photo of Standing Up By Sitting Down exhibition at the National Civil Rights Museum. The menu card created for display states services to expect "Because You Are Colored."

## ACTIVITIES

➔ Not everyone was happy about students participating in the Sit-Ins. Many parents were worried and angry that their children were engaging in non-violent direct action protests and being arrested and sent to jail. Some students were expelled from their colleges and universities for participating in the protests. Think of an issue that you feel very strongly about. Now imagine you have been arrested for standing up for that issue. How would your parents/guardians react to the news? Write a letter to your parents/guardians explaining what you were doing and why you were arrested. How would you get them to understand why you did what you did and why you think it is important?

➔ The youth that participated in the Sit-Ins trained and prepared for the experience. Remaining non-violent when you are scared and angry can be very difficult. Keeping silent during these situations took lots of practice. Practice remaining silent for one day. Only speak when you have to (such as responding to a teacher or parent.) How difficult was it for you to stay quiet? Did others try to make you talk? How hard do you think it would be stay silent during a Sit-In when others are trying to scare you, provoke you, or hurt you?

➔ Being arrested for a Sit-In could cost a protester a lot of money. Many were fined for such charges as "breaching the peace." This \$250 fine would be the equivalent of \$2000 today! Minimum wage in Tennessee is \$7.25/hour. How many hours would you have to work to pay a \$2000 fine? If you work 8 hours a day, how many days would it take to save that much money? Also consider the "opportunity cost" of being arrested. An opportunity cost in this case would be how much you lose by not being able to work. Imagine you make minimum wage (\$7.25/hour) and worked 8 hours a day, 5 days a week. If you were sent to jail for 30 days for participating in a Sit-In, how much money would you lose from not working during that time? If you add the cost of the fine (\$2000) and the cost of not working, how much could one day of a protest cost you?

## RESOURCES

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Halberstam, David. *The Children*. (Robinsdale, Minnesota: Fawcett Books, 1999).

Holsaert, Faith S. *Hands on the Freedom Plow: Personal Accounts by Women in SNCC*. (Champaign: University of Illinois Press, 2012).

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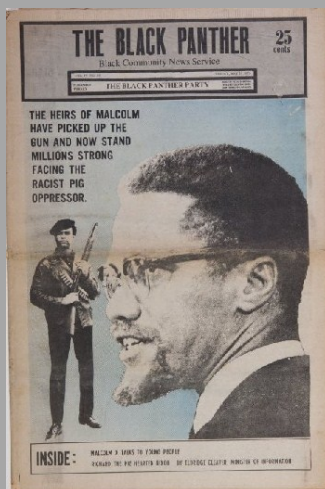
O'Brien, M.J. *We Shall Not Be Moved: The Jackson Woolworth's Sit-In and the Movement It Inspired*. (Jackson: The University Press of Mississippi, 2013).

Pinkney, Andrea Davis. *Sit-In: How Four Friends Stood Up by Sitting Down*. (New York: Little Brown Books for Young Readers, 2010).

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Malcolm X was more than the spokesperson for the Nation of Islam. He was an alternative voice for millions of African Americans, with the ability to make plain the problem of white supremacy. His popular appeal and oratorical flare made him one of the most sought after black speakers in the country. A formidable debater who honed his skills in prison, Malcolm X took on all challengers. His public debates with activists such as Bayard Rustin highlighted the black community's many strategies for change.

## FROM THE COLLECTION



Black Panther Newspaper with feature article on Malcolm X. NCRM 2002.001.25



Elizabeth Catlett, *Malcolm X Speaks for Us*, 1965, fine art print, 35 1/2 x 27 1/2", NCRM 2013.004.004.

This artwork was first created by Catlett after Malcolm X was assassinated in 1965. The print visualizes her support of Malcolm X and his success of inspiring pride in African American women as well as men. Catlett was a part of the Black Arts Movement during the 1960s. Her work presents the beauty, dignity, and perseverance of African Americans during a time when they were seldom represented in the visual arts of America.

# STRATEGIES FOR CHANGE

**African Americans used many strategies to create change—including one advocated by Malcolm X, the Nation of Islam national spokesperson.**

In the North, Malcolm X was one of the most vocal critics of integration. He believed whites would never allow blacks to merge fully into American society, never accept black children in white schools, and never welcome black families in white neighborhoods. He denounced tactics designed to achieve integration—particularly those that invited physical harm, such as sit-ins.

Instead, Malcolm X urged black people to strengthen their own communities by improving black schools and developing black businesses. He insisted that African Americans defend themselves. “I don’t advocate violence,” he said. “When it’s self-defense, I call it intelligence.”

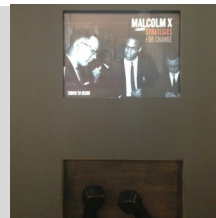
Malcolm X’s views resonated with many African Americans, especially in northern cities where racial discrimination was a fact of life. He spoke with a powerful voice, offering an alternative to nonviolent resistance as a way to create change.

## QUESTIONS TO CONSIDER

- ➔ While non-violence and self-defense were differing strategies, they weren’t always polar opposites. What were the similarities between the strategies of nonviolence and self-defense? What were the differences? How did they work together? How did they conflict?
- ➔ Both Martin Luther King Jr. and Malcolm X were influenced by their religions. How did their religious beliefs impact their strategy during the Civil Rights movement? How do today’s leaders’ beliefs impact how they handle current issues and concerns? How do your beliefs impact how you handle challenging situations or deal with unfairness?

## EXHIBITION INTERACTIVES

This exhibit includes five video selections of Malcolm X debating other movement leaders, conducting group interviews with other leaders and detractors, and speeches.



## ACTIVITIES

- ➔ Those who followed the strategy of non-violence and those who followed the strategy of self-defense all wanted to address the same issue: racial inequality and discrimination. Think of an issue today that has different groups trying to address it from different perspectives. (Consider different political parties’ response to the economy or healthcare, for example). Identify the issue the different groups are trying to address and their desired outcome. Then list the differences and similarities in their solutions for the problem. Brainstorm ways these differing groups could work together to achieve their common goal.
- ➔ Alternative group/partner activity- Get into pairs or groups of three and decide on a current issue that has people arguing about how to handle it, or choose an issue that is personal to you and come up with different solutions (again, consider healthcare, the economy, poverty, school achievement, etc.) Then have each partner or group member pick a different side of the argument and debate why that strategy is best. (For example, if you choose healthcare, one person could argue for federal government healthcare coverage, another could argue for state mandated coverage, and a third could argue for private insurance or charity, but all want the same thing: for people to have access to healthcare.) After everyone has presented their solution to the problem, find a way to compromise and work together to find a unified solution. How can you work together with your opposing views to solve the problem?

# WE ARE THE FREEDOM PREPARED RIDES TO DIE 1961

## OVERVIEW

Inspired by the sit-ins, nonviolent activists converged on the South. Their target: interstate travel. A great many were beaten and arrested. With the world watching, the federal government finally took action.

In 1946, the US Supreme Court ruled that segregating passengers on buses and trains traveling between states was unconstitutional. Southern officials refused to enforce the law. They ignored the Court again in 1960 when it banned segregation in bus and train station waiting rooms, restaurants, and bathrooms.

To break the grip of Jim Crow customs, an interracial group of nonviolent activists tried to desegregate buses and stations throughout the South. They called themselves Freedom Riders, and they expected die-hard segregationists to resist, but the level of violence they met in the Deep South surpassed their worst fears.

The fury of segregationists attracted more Freedom Riders from all across the country. When it was over, the Freedom Riders had raised the stakes for everyone—activists, segregationists, and the federal government.

## EXHIBITION INTERACTIVES



Acts of Courage feature Bernard Lafayette, James Peck, and Caroline Burks-Brooks.



Oral histories of six Freedom Riders who were imprisoned in Parchman Penitentiary in Mississippi are highlighted, telling of their experience in this notorious prison.

## QUESTIONS TO CONSIDER

- ➡ The Freedom Riders were black, white, men, women, young and old. Why do you think the group was so diverse? What message did this diversity send? How did segregationists respond to the diversity of the group? What traits do you think the Freedom Riders possessed in order to be willing to die to stand up for what they thought was right?
- ➡ The Supreme Court ruled in *Morgan v. Virginia* that interstate travel could not be segregated. Yet southern states refused to obey this ruling. Why did they choose to ignore it? Do you think it is important for states to obey Supreme Court rulings? Why or why not?
- ➡ The FBI knew about the plans for violent attack of the Freedom Riders in Birmingham but did not share that information. The police in Birmingham were also aware of the plans to attack the riders but did not intervene. Do you think the FBI and police had a responsibility to protect the freedom riders? Why or why not?
- ➡ How did the Cold War with the Soviet Union affect the Civil Rights movement? What were the Soviets saying about the segregation and racism in America? How did the rest of the world feel about how the U.S. government was responding to violence and discrimination against minorities? Did this affect how the U.S. government acted? Do you think global opinions of the U.S.'s actions affect how the U.S. government handles situations today? Think of some examples.

## FROM THE COLLECTION



### Vintage Florsheim Shoe Box

In 1957 Black travelers knew they would be turned away at roadside restaurants, so they planned ahead. They packed lunches in simple shoeboxes, including a variety of homemade specialties. Sisters Norma Jean and Carole Darden recalled that theirs included "fried chicken, peanut butter and jelly sandwiches, deviled eggs, carrot and celery sticks, salt and pepper, chocolate layer cake, and lemonade, all neatly wrapped in wax paper, with 'extra treats' like fruit, nuts, raisins, and cheese." These "shoebox specials" turned a hateful inconvenience into a comforting reminder of home. NCRM 2012.004.001a-b



Replica of the Greyhound Bus bombed in Anniston, Alabama in 1961. TSM 89.19.01



Washington, DC  
 Fredericksburg, VA  
 Richmond, VA  
 Petersburg, VA  
 Farmville, VA  
 Lynchburg, VA  
 Danville, VA  
 Greensboro, NC  
 High Point, NC  
 Salisbury, NC  
 Charlotte, NC  
 Rock Hill, SC  
 Winnsboro, SC  
 Columbia, SC  
 Sumter, SC  
 Augusta, GA  
 Athens, GA  
 Atlanta, GA  
 Anniston, AL  
 Birmingham, AL  
 New Orleans, LA

## ACTIVITIES

➡ Use the list of cities in the grey bar to plot the route of the CORE Freedom Riders. Print out a map of the area and locate each city on the map. Trace a route on the roads that connect these cities. Take the assignment a step further by selecting a city to research. Describe the likely climate at the time of the Freedom Ride, geographical information about the city, and any other information you think is interesting or important.

➡ While in Mississippi State Penitentiary, also known as Parchman Farm, the SNCC Freedom Riders sang freedom songs and created games to keep their spirits up and pass the time. One game they played was creating their own radio show. In the evenings, each cell had to perform their segment of the show. They spent all day thinking up what they would perform and this kept their minds off the horrors of the prison. They would even create commercials for the objects they used each day, such as the prison soap, the prison uniforms, or the food. Come up with your own radio show segment about civil rights or a current issue. You can write a freedom song, create a comedy skit that talks about an issue in a humorous way, give a news briefing or update of a situation, and/or create a commercial for a product you've used today. (This could also be a group activity, with each member of the group coming up with their short segment and then the group performing their radio show together.)

➡ Many of the Freedom Riders went on to become influential leaders. Pick one Freedom Rider to research. Write a brief biography of this rider. Include as much of the following as possible: date and place of birth, family members, education, involvement in the Freedom Rides, what they went on to be/accomplish. Include a quote from this person, if possible. Add as much information as you think is important to help someone understand the life of the person you chose. You may also find a picture of this person to include. Write a concluding paragraph about how the Freedom Rides influence this person and why you think this person is important to know about.

## RESOURCES

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Arsenault, Raymond. *Freedom Riders: 1961 and the Struggle for Racial Justice* (Oxford: Oxford University Press, 2007).

Bausum, Ann. *Freedom Riders: John Lewis and Jim Zwerg on the Front Lines of the Civil Rights Movement*. (Washington D.C.: National Geographic Children's Books, 2005).

Blake, John. "Freedom Riders inspire new generation of Arab protest leaders" *CNN* (May 15, 2011).

Holmes, Marian Smith. "The Freedom Riders, Then and Now," in *Smithsonian Magazine*. (February 2009).

Hill, Christine M. *John Lewis: From Freedom Rider to Congressman*. (Berkeley Heights, NJ: Enslow Publishers, 2002).

Perlman, Merrill. "1961: The Freedom Riders," *The New York Times*. (January 10, 2011).



The bottom Greyhound Bus advertisement is from a 1963 *Ebony* magazine, an African-American magazine that was started in 1945. It has the image of black and white children playing with a wooden bus. Note the differences in the depiction of African Americans within the advertisements after the success of the Freedom Rides.

NCRM 2010.022.005 &  
 NCRM 2012.039.002

# WE WHO ORGANIZING BELIEVE IN MISSISSIPPI IN FREEDOM 1945-1963

## OVERVIEW

Nearly 100 years after emancipation, black Mississippians were still poor and had few options but to work on plantations. In the 1950s and 1960s, however, a group of freedom fighters slowly changed Mississippi.

In Mississippi, Chief Justice Taney's 1857 ruling in the Dred Scott case still held true: African Americans had "no rights which the white man was bound to respect." They attended inferior schools, had no political power, and suffered attacks by racial terrorists.

National Association for the Advancement of Colored People (NAACP) Field Secretary Medgar Evers was one in a brave band of black Mississippians working for change. Evers and many others risked their jobs and lives challenging white supremacy in the 1940s and 1950s. By the early 1960s, a statewide network of activists was ready to work with the Student Nonviolent Coordinating Committee (SNCC) and the Congress of Racial Equality (CORE).

While the movement in Mississippi represented the very best of African American organizing. White Mississippians did not stand idle. They challenged activists at every turn. In Mississippi, change was hard won.

## QUESTIONS TO CONSIDER

➔ Why were organizations such as the Citizens' Council created by segregationists in the 1950s and 60s? What "cause" were they fighting for? How did they spread their message? How did they affect blacks in Mississippi and the Civil Rights movement?

➔ Most African Americans in Mississippi lived in poverty. Many still worked on plantations despite the end of slavery nearly 100 years earlier. Why did so many African Americans still work on plantations? What made it difficult for them to leave and what risks did they face if they did leave? (Consider laws that were passed as well as cultural practices.) What obstacles do people face today when trying to get out of poverty?

➔ In 1955, less than 5% of eligible black voters were registered to vote. Why were so few blacks registered to vote? What obstacles did they face if they wanted to register? Do you think it is important for people to be able to vote? What happens if a group of people are not represented in government? Are there any groups of people today who are not represented or underrepresented in government? (Consider people in the United States and also other countries.) How does being underrepresented affect these groups of people? What do you think should be done to address this?

➔ The murder of Emmitt Till inspired many people to fight for racial equality and justice in the United States, including such leaders as Rosa Parks. Hundreds of blacks had been murdered in Mississippi before Emmitt Till. Why did Till become the rallying point for so many people? How did people find out about his murder? What are some examples of how this happens today? Are there any cases of injustice that have made national news that cause people to rally for a cause?

➔ Despite the harsh conditions and difficult obstacles, many people and organizations decided to work hard to make life better for African Americans in Mississippi. Why were they willing to risk their lives to fight for what they believed in? What did they do to fight segregation and racism? Did they try different tactics? Do you think their efforts were effective? Why or why not?

## FROM THE COLLECTION



This gas mask is the type of riot gear worn by U.S. marshals at the University of Mississippi, 1962 when James Meredith's enrollment as first African American student sparked violence. NCRM 2012.026.001



Life magazine June 28, 1963: The cover of this magazine shows a color of image of Medgar Evers' widow, Myrlie Evers, with her son, Ben, at the funeral services. NCRM 2012.001.007

## ACTIVITIES

➔ Photographs and articles in magazines informed people across the country about the injustices happening in Mississippi. Many of those who read the stories and saw pictures of Emmitt Till in his coffin and Myrlie Evers at her husband's funeral were moved to join the Civil Rights Movement. Decide on an issue or topic that you would like more people to know about and care about. Then pick a specific story (or create a fictional story) for a magazine article. (For example, your topic may be animal rights and your specific story may be about a neighbor who rescues homeless dogs.) Magazine articles grab people's attention by including interesting photographs and interviews with the people involved in the story. Make sure you include pictures and quotes from people in your magazine article. You could even design a magazine cover that will entice people to read your article.

➔ Sometimes numbers and statistics can tell a story just as well as using words. Consider the accompanying historic statistics about Mississippi. What story do these numbers tell? Research the following questions about your town or state to discover what the numbers can tell you about where you live. What is the population of your city or state? What percentage is black? White? Hispanic? Asian? Native American? Other? How many hospitals are in your city or state? How many schools are in your city or state? How many colleges? How many libraries are in your city or state? What is the median income per household in your city or state?

➔ Despite the oppression and injustice faced by African Americans in Mississippi, many people were brave enough to stand up for equality. Several organizations were formed in Mississippi or went to Mississippi to help the people there. Some leaders even sacrificed their lives, such as Medgar Evers, to fight for fair treatment of all people. Who do you know in your life or in your community (or even anywhere in the world) that makes an effort to help others? It could be a teacher that treats everyone fairly, a friend who sticks up for others, or someone famous who supports a charity. Pick someone who you think is doing a good job helping others or standing up for a cause. Write them a thank you letter telling them that their good work does not go unnoticed and that you appreciate their kindness and dedication to what is right. (Younger children could draw a picture for someone they want to thank for being kind.)

## RESOURCES

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- Dittmer, John. *Local People: The Struggle for Civil Rights in Mississippi*. (Champaign: University of Illinois Press, 1995).
- Eagles, Charles W. *Price of Defiance: James Meredith and the Integration of Ole Miss*. (Chapel Hill: University of North Carolina Press, 2009).
- Evers-Williams, Myrlie. *The Autobiography of Medgar Evers: A Hero's Life and Legacy Revealed Through his Writings, Letters, and Speeches*. (New York: Basic Civitas Books, 2005).
- Gallagher, Henry T. *James Meredith and the Ole Miss Riot: A Soldier's Story*. (Jackson: University Press of Mississippi, 2012).
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- Moye, J. Todd. *Let the People Decide: Black Freedom and White Resistance Movements in Sunflower County, Mississippi, 1945-1986*. (Chapel Hill: University of North Carolina Press, 2004).
- Nossiter, Adam. *Of Long Memory: Mississippi and the Murder of Medgar Evers*. (New York: Da Capo Press, 1994).
- Till-Mobley, Mamie and Christopher Benson. *Death of Innocence: The Story of the Hate Crime That Changed America*. (New York: One World/Ballantine, 2004).

1960 black population in Mississippi: **921,353**  
Number of hospitals for black patients: **4**  
Number of libraries for black patrons: **5**  
1959 median income for black men: **\$984/year. (Whites earned more than three times that amount.)**  
Eligible black voters registered in 1955: **less than 5%**

"We Who Believe in Freedom" exhibition text, National Civil Rights Museum, 2015.



This "Never" button expresses segregationists' views on integration. Civil rights workers sometimes wore the button upside down.  
NCRM 2012.039.008

# AIN'T ALBANY GONNA MOVEMENT LET NOBODY 1961-1963 TURN ME 'ROUND

## OVERVIEW

Students working with veteran activists launched a full-scale movement to desegregate public facilities and secure voting rights in Southwest Georgia. The struggle, which centered on Albany, was hard fought and long lasting.

As in Mississippi, poverty and racial oppression had a tight grip on black communities in Southwest Georgia, making civil rights organizing hard to start and even harder to sustain. Things began changing in the early 1960s when students started sitting in and a team of organizers from the Student Nonviolent Coordinating Committee (SNCC) came to Albany. Their actions led to important victories, although these tended to be neither legal nor legislative. There were also many defeats due to a cunning, seemingly nonviolent opponent.

Through it all, the people kept fighting. Along the way, they transformed movement culture through the freedom songs they introduced. They also created a new kind of protest based on grassroots organizing, broad community involvement, and local leaders.

## EXHIBITION INTERACTIVES

A media as artifact program has a slide show of photos from the Albany Movement, while six different freedom songs play the lyrics are projected along with the photos. Visitors are encouraged to sing along and feel the power that comes from many people raising their voices together in song.



## QUESTIONS TO CONSIDER

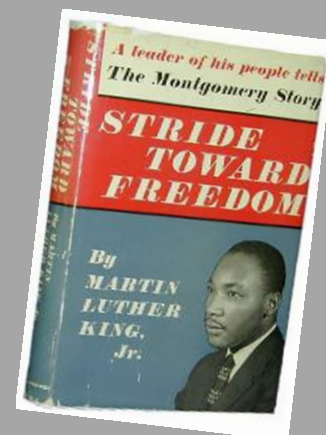
➔ The following quote appears in the Albany exhibit: "We've always looked after our Nigras.... We love them and they love us.... We've always had good relations in Albany. We know what's best for the Negro." - White Albany resident. Yet African Americans in the community were organizing to battle against inequality. Why do you think the white residents felt relations were good while black residents did not? Are there examples today of groups with privilege that may not recognize or understand the unfairness endured by those without the same privilege?

➔ When SNCC field secretaries arrived in Albany, they turned to the communities' youth to gain support. Why did SNCC seek out the youth first? Why were high school and college students willing to participate in protests while adults hesitated to get involved? How did activists eventually get the rest of the community involved? What do you think is the importance of having community support when organizing a movement for change?

➔ The Albany Movement faced many defeats and new forms of opposition. Police Chief Laurie Pritchett was a formidable opponent. How did Pritchett fight back against the movement? Why were his tactics in slowing down the movement more effective than how other cities responded? What did movement leaders and activists learn from this experience in Albany?

➔ What role did music play in the movement? Why did people sing Freedom Songs and why did these songs become so popular? Freedom Songs that were made popular during the Civil Rights Movement have been sung by other groups fighting for justice and equality around the world, including in Germany, China, South Africa and in 2011 in Egypt. Why do so many different people still sing these same songs?

## FROM THE COLLECTION



Albany Chief of Police, Laurie Pritchett had studied *Stride Toward Freedom*, Dr. King's book on the Montgomery bus boycott written in 1958. *Stride* outlined the strategies that made the boycott successful. Pritchett used non-violent tactics to arrest civil rights demonstrators. This weakened the media coverage of the Albany movement. NCRM 2012.001.003



This album was recorded by the Freedom Singers in 1963. The Freedom Singers were formed by activists from the Albany Movement and were influential in spreading Freedom Songs around the country. NCRM 2012.040.001



This button uses “We Shall Overcome,” a phrase that was made popular by the Freedom Song of the same title. The phrase continues to be used by activists around the world today.  
NCRM 1993.005.53

## ACTIVITIES

➔ Freedom Songs were important throughout the Civil Rights movement but were made particularly famous in Albany. Protestors sang Freedom Songs in meetings, during sit-ins. When they were arrested, they sang Freedom Songs in jails. Many songs were based on spirituals, but protestors changed the words. Write your own Freedom Song. You may base your song on the tune of another song or simply create a brand new one. Write lyrics that tell about the struggle for justice and express hope for change. Practice singing your song and teach it to others so you can sing together.

➔ Organizers in Albany reached out to Dr. Martin Luther King, Jr. to help them. They believed that his fame and experience could help give energy and bring national attention to their movement. Think of a local issue in your school or town that you want to support or an injustice you want to correct. Then pick someone famous (either in your community or nationally or internationally) that you think could represent your local cause and bring more attention to the issue. Write a letter to that person asking them to come to your school or town and support your cause. Explain why your cause is important and why you think they would be a good choice to help you.

➔ Some people considered the Albany Movement a failure because it did not bring about change as quickly as intended and did not gain the national attention and support of other local movements. However, Civil Rights activists learned from this “failure” and applied the lessons learned to other local campaigns. Sometimes you have to fail or make mistakes in order to learn a better way to do something. Make a list of times you have failed at something or made mistakes. Then next to each one, write at least one lesson you learned from that experience and how you can improve in the future.

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# THE CHILDREN SHALL BIRMINGHAM LEAD THEM 1963

## OVERVIEW

The use of police dogs and high-pressure water hoses to defeat nonviolent demonstrators in Birmingham shocked the nation. It changed the way people across the country viewed police brutality against African Americans. President Kennedy finally proposed a new civil rights bill while the determination of the black community—especially children—to end segregation, inspired people worldwide.

After the Civil War, the demand for iron and steel transformed mineral-rich Birmingham into an industrial powerhouse. Its spectacular rise earned it the nickname “Magic City.” African Americans made more in Birmingham’s mines and steel mills than as sharecroppers or tenant farmers. A vibrant African American middle class owned homes and ran successful businesses.

Birmingham was also “the most segregated city in America.” More than two dozen segregation laws defined the color line. The Ku Klux Klan and Public Safety Commissioner Eugene “Bull” Connor did not hesitate to employ violence. Connor famously used police dogs and fire hoses, and the Klan used dynamite bombs.

Blacks in Birmingham had always challenged segregation, usually in quiet, individual ways. But in the 1950s and 1960s, they organized publicly. The strength of this community under the fearless leadership of Reverend Fred Shuttlesworth, as well as the commitment of the city’s young people, brought Dr. King to town in 1963. It also drew President Kennedy into the fight.

## EXHIBITION INTERACTIVES



Guests can flip through the booklet highlighting the booming African American middle class in Birmingham.

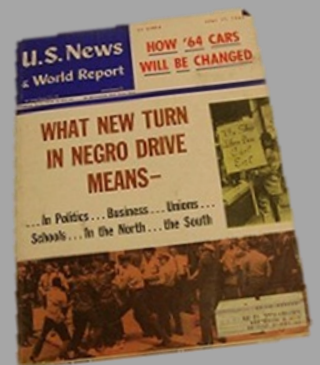
## QUESTIONS TO CONSIDER

- ➔ Birmingham was called the most segregated city in America. Every aspect of daily life was segregated, from the hospital where a baby was born, to the schools a child attended, to where an adult could work. Think of the places you go during the week. Imagine if you weren't allowed to go to these places because of what you looked like. How would you feel? How do you think black people in Birmingham felt in 1963?
- ➔ What technologies were present in 1963 that helped bring national and international attention to the movement in Birmingham? How did these technologies affect the movement? Would the response to Birmingham have been different if it had occurred 50 years earlier? Why or why not? What technologies exist today that are used for protests and campaigns? How do you think the Civil Rights Movement would have been different if today's technology existed in the 1950s and 60s?
- ➔ Why did the Civil Rights leaders in Birmingham decide to have the Children's Crusade? What were the arguments for and against having children march? How would you have felt about marching in Birmingham in 1963? How would your parents have felt about it? How old do you think someone should be to participate in a protest or demonstration and stand up for what they think is right?
- ➔ President Kennedy finally intervened in Birmingham and vowed to pass a sweeping civil rights bill. Why did Kennedy decide to get involved? Do you think the federal government should have gotten involved in the Civil Rights movement? Governor Wallace felt the federal government had overstepped its authority by interfering in a state's affairs. Do you agree or disagree and why? What responsibility do you think the government has to protect and support its citizens and those citizens' rights?

## FROM THE COLLECTION



Shards of glass from the church's shattered windows, of the 16th Street Baptist Church after the explosion that killed four girls. TSM 90.16.03a-f



*U.S. News and World Report* from June 17, 1963: The cover story focuses on the campaign for African American rights in Birmingham. NCRM 1992.002.08

## ACTIVITIES

➔ Read Martin Luther King, Jr.'s Letter from a Birmingham Jail. Why did he write the letter? Who was he speaking to in the letter? Considering his audience, do you think he made a good argument to appeal to them? Why or why not? Do you think Dr. King's letter is still relevant today? Why or why not?

➔ After the bombing of the 16<sup>th</sup> Street Baptist church in Birmingham, the people of Wales donated a stained glass window to the church. This is an example of how people all over the world were affected by the events happening in Birmingham and wanted to show their support. The window the people of Wales designed symbolized oppression and forgiveness. Design your own stained glass window. Think of words that describe or relate to the Civil Rights movement (peace, freedom, justice, struggle, etc.). Create a design that represents some of those words (a dove for peace, or broken chains for freedom, etc.). Stained glass windows typically use lots of colored shapes to create an image with black lines between the sections. You can draw your window with crayons, markers, or colored pencils on a sheet of white paper.

➔ Birmingham had a thriving black middle class which included black businesses and entertainments. The black community had their own banks, stores, and restaurants because of segregation and discrimination. Create your own restaurant that will serve your friends and family. Decide on a name for restaurant. Next, make a menu for your restaurant. List the different foods and drinks you will serve and the prices of each item. When deciding the prices, remember: you want your friends and family to be able to afford to eat at your restaurant, but you also want to make some money.

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Envelope style briefcase used by Attorney Arthur Shores. Mr. Shores represented those in the black community in Birmingham who were arrested during the civil rights demonstrations, including Martin Luther King, Jr. This briefcase was used by Shores to carry King's "Letter from a Birmingham Jail" from the jail.  
TSM89.14.01

# FOR JOBS THE MARCH AND ON WASHINGTON FREEDOM 1963

FROM THE **COLLECTION**

## OVERVIEW

The March on Washington was historic, memorable, and peaceful. Yet its demands were radical: an end to segregation in public accommodations and schools; a stop to discrimination in employment and housing; voting rights; and economic justice.

In the ten tumultuous weeks leading up to the March on Washington, there were nearly a thousand race demonstrations in more than 100 cities, 2,000 arrests, and 4 deaths. But on August 28, 1963, in the nation's capital, 250,000 people from many races, religions, and backgrounds—all of whom found meaning in the event's goals—marched together in orderly protest. The size and effectiveness of the march were the result of incredible imagination and logistical creativity on the part of civil rights leaders, their understanding of the concerns of working-class African Americans, and their willingness to compromise for the sake of unity.

Dr. King's stirring "I Have a Dream" speech capped off the march. But exactly what the president and Congress were going to do remained unclear. And a few short weeks later, four little girls were killed in yet another Birmingham church bombing. Clearly, the fight for freedom and justice was not yet over.



LIFE magazine September 1963: Article summarizes the 1963 march in Washington DC and highlights the many people who participated. TSM90.18.02

## EXHIBITION INTERACTIVES



Tablets allow visitors to explore 1-2 minutes of the speeches and performances presented during the March program.



Use magnifying glasses to browse film negatives of people attending the March on Washington.

## OVERVIEW

- ➔ Why did A. Philip Randolph propose the 1941 March on Washington? Why did he call off the march? What are the similarities and differences between the proposed march of 1941 and the march of 1963?
- ➔ What were the core demands of the March on Washington in 1963? Do you think these demands have been met? Why or why not? If you were planning another March on Washington today, what would you demand to help the country be more equal and fair?
- ➔ “[W]e wanted the voice of women to be heard.... Nothing that women said or did broke the impasse blocking their participation. I’ve never seen a more immovable force.” – Dorothy Height, on women’s attempts to get on the program. Why do you think women were not included in leadership roles during the planning of the march or included as speakers during the program? What roles did women play in other aspects of the Civil Rights Movement? How do you think women felt when they were told they could not speak at the March? Do you think women should have been included as speakers in the program? Why or why not? Do you think women are equally represented as leaders today? Consider female leaders in government and business as well.
- ➔ President Kennedy originally did not want the march to take place. Why did he initially try to stop the march? Why did he later support the march? How did Kennedy’s endorsement of the march affect the march? Do you think people viewed the march differently after the President supported it? How do you think people react today when the President supports an idea? (Consider health care initiatives, international intervention, etc).
- ➔ Not everyone supported the march. Why did Malcolm X not support the march? Do you agree or disagree with his opinion? Why? Others participated but were worried that the march would detract for the ongoing efforts of grassroots organizing. What do you think are the pros and cons of having a one day mass demonstration for a cause? What do you suggest can be done to offset or make up for some of the cons?



Fundraising button: Bayard Rustin commissioned a button with black and white clasped hands to raise money for the march. It sold for a quarter. More than 300,000 were ordered. NCRM 2012.007.004





Pass to sit on platform at March on Washington. NCRM 1993.023.02



Pennant souvenir from March on Washington NCRM L2013.010.001



*Untitled* by Don Reasor, 2006, Oil on Canvas. A. Philip Randolph, Bayard Rustin and Norman Hill were organizers of the March on Washington rally in 1963. NCRM 2006.008.001

## ACTIVITIES

➔ The signs that people carried during the March on Washington were premade by the March committee to ensure a consistent message was being put forth. Imagine you were on the committee that had to design the signs. Create two different signs that you think go together. Make sure these signs represent what you are marching for, are easy to read, and interesting to look at. You can draw your signs on pieces of paper or on large poster boards.

➔ Planning the march took a lot of work. Many details had to be considered. Try planning some details of a march that would take place in your town. What would be the theme of your march? (Why would people be marching?) Where would the march start and finish? What route would the march take? How many people from your town do you think would participate? If you had to provide a lunch for everyone who came to march, how many sandwiches would you make? How many slices of bread would you need to make that many sandwiches? What would you put on your sandwiches? Where would people go if they needed to use the bathroom? Where would you put trashcans? What are the rules marchers should follow? Who would you ask to speak at your march? Write down the details of your march plan.

➔ Dr. Martin Luther King, Jr. delivered one of his most famous speeches “I Have a Dream” at the March on Washington. Read this speech. What was Dr. King’s message in this speech? What makes this speech so successful? Dr. King uses style elements such as anaphora (repetition of phrases), alliteration (repeating sounds), extended metaphors, and many more. Pick an issue or cause that you want to support. Try writing your own speech using some of the style elements Dr. King used in his “I Have a Dream” speech. Practice your speech aloud to hear how it sounds.

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# IS MISSISSIPPI THIS SUMMER PROJECT AMERICA? 1964

## OVERVIEW

Movement leaders had made little headway against the Jim Crow system in Mississippi. To compel change, the Mississippi Summer Project was launched. Freedom Summer, as it came to be called, proclaimed the dawn of a new day.

Across Mississippi, African Americans still struggled against poverty, police brutality, segregation, and the lack of the vote. Without the vote, racial equality remained out of reach. The Council of Federated Organizations (COFO), which combined the efforts of several civil rights groups, realized it needed a task force large enough to focus attention on Mississippi. The answer was the Mississippi Summer Project.

White racists mounted a counterattack, using laws, harassment, beatings, and murder to stop the movement. But COFO, locals, and 1,000 volunteers fanned out to even the most dangerous areas of the state. From field offices across Mississippi, they organized voter registration drives, freedom schools, community centers, and legal and medical aid programs. They even organized the Mississippi Freedom Democratic Party (MFDP) to challenge Mississippi's all-white Democratic Party.

## EXHIBITION INTERACTIVES

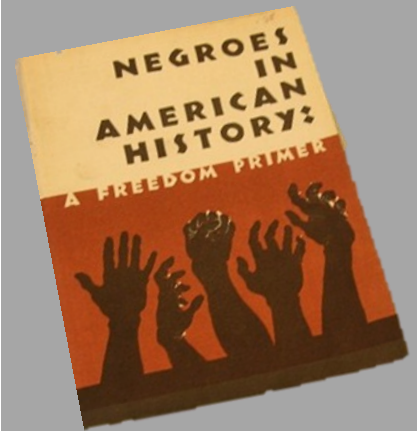
An Act of Courage film features Fannie Lou Hamer and her testimony in support of the Mississippi Freedom Democratic Party.



## QUESTIONS TO CONSIDER

- ➔ The Freedom Summer project was an integrated movement, with white and black volunteers from the north and south coming together to concentrate their grass roots efforts on a single state. Why do you think this was an integrated effort? What were the advantages and disadvantages of having a diverse group of volunteers? Do these same advantages and disadvantages exist today?
- ➔ One of the projects during Freedom Summer was the White Community Project. This initiative focused on educating white Mississippians on social change. Why do you think this initiative was started? What do you think would be the benefits of such a program? What would be the challenges? Think of other historic and modern day examples of movements and causes where educating opponents and allies did or could aid the movement.
- ➔ Freedom Schools were created as an alternative to public schools in Mississippi. Why did Civil Rights activists feel alternative schools were needed? What did Freedom Schools teach that public schools did not? Do you think public schools today do a good job of teaching history that is inclusive of all people and explores different perspectives? Why or why not? What would you add to public school curriculum to make it more inclusive today?
- ➔ Why was the Mississippi Freedom Democratic Party created? What were the Party's goals when they went to the Democratic National Convention in Atlantic City? Do you think the major parties (Republican and Democratic) represent all Americans today? Why or why not? Do you think any groups are represented *less* than others? What do you think should be done to ensure all Americans are appropriately represented by elected government officials?
- ➔ There was a lot of resistance to the Freedom Summer project by white segregationists. How did they attempt to stop the project? (consider legal efforts as well.) Why do you think they were so angry about the project? If you could go back in time, what would you say to them to help them understand the Freedom Summer project?

## FROM THE COLLECTION



This is a 1965 school history primer written and illustrated by civil rights activists Bobbi and Frank Cieciorka. The Primer begins with the American Revolution and ends with the formation of the Mississippi Freedom Democratic Party. It includes coloring pages, drawn images, and factual information about African Americans in American history. The primer promotes civil rights, black consciousness, and black history. They wrote the book in a Freedom School in Mississippi and it was used in the schools for African Americans, but all children were encouraged to read it. The primer was published and sold by the Student Nonviolent Coordinating Committee (SNCC) and all proceeds were used to help the organization.  
TSM 90.19.02



Photo of Gilbert Moses and John O'Neal co-founders of the Free Southern Theater.  
NCRM 2013.012.001



This button was used as encouragement to Black people to vote during the Civil Rights Movement.  
NCRM 2012.037.008



Congress of Racial Equality or CORE partnered with the other civil rights organizations to establish thirty Freedom Schools in Mississippi to help educate African Americans. These schools became the model for the future Head Start educational program. CORE continued to fight for equality throughout the 1970s and 1980s.  
NCRM 2013.020.002

## ACTIVITIES

➔ The Free Southern Theater traveled throughout Mississippi. One of their initiatives was to teach African American history through plays. Create your own play about an important moment in black history. Write down the characters that will be in your play and then write the script to your play. Be sure to be historically accurate by researching the events and people you wish to portray. You can recruit others to act in your play and put on a performance.

➔ Helping people register to vote and learn how to vote was an important part of the Freedom Summer project. Many people had never been able to vote before and the process could be intimidating. One way to teach people how to vote was to hold mock elections, where they could practice. Hold your own mock election. Decide who will be running against each other in the election and create a ballot that has a place to select the person you want to vote for. (You could research historic ballot formats or create your own.) You can make a ballot box out of an old shoe box by cutting a slit in the top to slide your ballots inside. Then have your family and friends cast their vote. (For a classroom activity, hold an election for classroom president or representative.)

➔ Many leaders of the Freedom Summer and the Mississippi Freedom Democratic Party were local, ordinary people who stood up to do something extraordinary. Make a list of the personality traits and characteristics of these leaders and volunteers. Consider Fannie Lou Hamer, Bob Moses, E.D. King, Myrlie Evers, and the many others. Then go through and circle the traits and characteristics you have also. In a different color, circle the traits and characteristics you want to develop.

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# HOW LONG? SELMA NOT VOTING RIGHTS LONG CAMPAIGN 1965

## OVERVIEW

In 1965, on a steeply arched bridge over the Alabama River in Selma, the battle for black voting rights reached a decisive turning point.

The civil rights movement had made significant gains by this time, but not in the area of voting. In Selma, Alabama, as in so many places throughout the South, whites used a combination of Jim Crow laws and acts of terror to keep blacks from even registering to vote. Yet whites failed to extinguish the burning desire of African Americans to exercise the most fundamental right in a democracy: the right to vote.

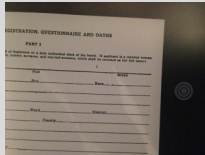
For decades, a small group of dedicated local activists fought bravely in Selma for political inclusion. The arrival of field secretaries from the Student Nonviolent Coordinating Committee (SNCC) gave their efforts a boost. A partnership with the Southern Christian Leadership Conference (SCLC) added another jolt of momentum.

By 1965, Selma was the frontline in the fight for voting rights.

## EXHIBITION INTERACTIVES



A phone conversation between LBJ and Dr. King allows visitors to listen in on their efforts to work together for passage of the Voting Rights Act.

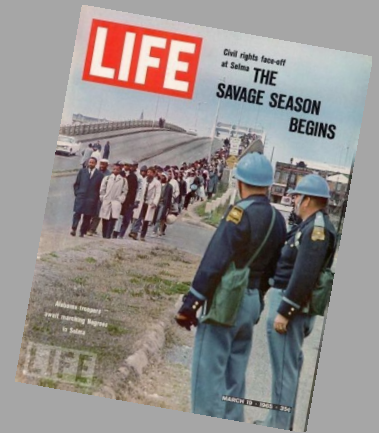


A light box interactive that explains just what African Americans were risking (from the safety of their families, their jobs, or the safety of the congregations) when they registered to vote.

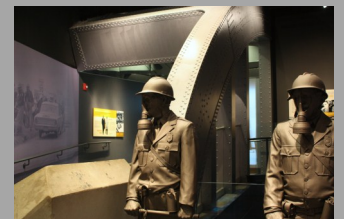
## QUESTIONS TO CONSIDER

- ➔ Why were so few African Americans registered to vote in Selma? What could happen to blacks who tried to register to vote? How could the answers on a voter registration application oppress black residents? What was the purpose of literacy tests? What are some of the challenges people face today when trying to register to vote or cast their vote at the polls?
- ➔ What do you think Amelia Boynton meant when she said “a voteless people is a hopeless people”? Why is the right to vote important to American citizens? Why did white segregationists and racists want to prevent black citizens from voting? What did African Americans hope to change with the ability to vote in elections? What do people today want to gain through the ability to vote?
- ➔ What role did President Lyndon B. Johnson play in the Selma campaign? Do you think he should have done more? Less? Why or why not? How did the Selma marches influence the President and the federal government? Do you think a president has a duty to respond to violence and discrimination against U.S. citizens? If you were President today, how would you respond when people are mistreated by their local governments? SNCC did not endorse the march from Selma to Montgomery. Why not? What do you think were the pros and cons of the march? Would you have endorsed it?
- ➔ During the second attempt of the march, Dr. King turned everyone around at the end of the Edmund Pettus Bridge and returned to Selma instead of trying to complete the march. Why did Dr. King turn the marchers back? Why were some people unhappy with him when he did this? Do you think he made the right decision? Why or why not?
- ➔ What did Malcolm X mean by “the ballot or the bullet” when he gave his speech at Brown Chapel AME Church in Selma in February 1965? Why did Malcolm X decide to lend his support to the Selma campaign? How did Malcolm X influence those listening to his speech that day in Selma?

## FROM THE COLLECTION



The cover of LIFE magazine 1965 shows demonstrators crossing the Edmund Pettus bridge Selma, Alabama and state troopers looking towards them. TSM90.18.01



As visitors cross the Museum's Edmond Pettus Bridge, they walk into a media as artifact film of the Bloody Sunday attack on peaceful protestors. Then visitors successfully march from Selma to Montgomery, with murals of the march to their side and a soundscape overhead: sounds of feet on pavement marching through a rural landscape with birds and thunderstorms, to an urban landscape with cars, sirens and hecklers, to the delivery of Dr. King's speech, "How Long, Not Long" audio from the Alabama state capitol steps.



In this photograph, on March 13, 1965, a group of about 30 student demonstrators spend the night around the Liberty Bell in Independence Hall in Philadelphia. In support of civil rights efforts in Selma, AL, the protesters declare they will remain at the Bell 24 hours a day until the federal government intervened in Alabama.

NCRM E2012.003.009



Photograph of protesters in San Francisco supporting marchers in Selma: In this photograph, civil rights demonstrators waded into a pool on March 14, 1965 to protest the injustices happening in Selma, AL. This was one of several protests happening throughout the country to show support for African Americans in Selma who were fighting and marching for the state to protect their right to vote.

NCRM E2012.003.011

## ACTIVITIES

➔ Print out a copy of some of these literacy tests provided by the Civil Rights Movement Veterans website: <http://www.crmvet.org/info/lithome.htm>. See if you could complete these tests in order to register to vote during the Selma campaign. Imagine trying to complete these tests while being harassed and intimidated, knowing that you could be attacked when you leave the building for simply trying to register.

➔ Sometimes a place can become a historical symbol for an event that happened there. The Edmund Pettus Bridge is such a place. Bloody Sunday, Turn-Around Tuesday, and eventually the successful march from Selma to Montgomery all involved the bridge in some way. The bridge itself has become iconic and forever tied to the Selma marches. Build your own bridge to represent the challenges that must be crossed on the road to equality, freedom and justice. You may build your bridge out of popsicle sticks, wooden doles, plastic straws, or any other material that is available to you.

➔ The activists from Selma decided to march to Montgomery, because Montgomery was the state capital. The city was where they could find the Governor to demand an explanation for being denied the right to vote. If you wanted to see the Governor of your state, what city would you need to march to? From your home town, how many miles would you have to march to get to your state capital? If the Selma marchers took 5 days to march 54 miles to Montgomery, how long do you estimate it would take you to march from your hometown to your state capital?

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# A TRIUMPH THE FOR VOTING RIGHTS ACT DEMOCRACY OF 1965

## OVERVIEW

On August 6, 1965—more than a century after emancipation—President Lyndon B. Johnson signed the Voting Rights Act into law. It was a historic moment, but to gain real political power, a great deal of work remained to be done.

Black southerners had been fighting for voting rights since emancipation. “Slavery is not abolished until the black man has the ballot,” said Frederick Douglass in 1865. Five years later, the Fifteenth Amendment was signed guaranteeing African American men the right to vote. By 1890, however, white southerners were passing laws and using violence to disenfranchise, or deprive, African Americans of their right to vote.

To secure black voting rights, civil rights activists in the 1960s organized throughout the South. The campaign in Selma, Alabama, motivated President Johnson to introduce the bill that became the Voting Rights Act. Now new challenges arose, including how to use the vote to create meaningful, lasting, social and economic progress. Lowndes County, Alabama, answered the challenge with the first all-black, independent, political party—known as the original black panther party.

## EXHIBITION INTERACTIVES



Acts of Courage films feature John Huelett, a founder of the LCFO who became the first black sheriff elected in Lowndes County, and Josephine Mayes, a Lowndes County resident who was evicted from her home because her brother registered to vote. As a result, she lived with her family in Tent City for more than three years.

## QUESTIONS TO CONSIDER

➔ What did Frederick Douglass mean when he said “Slavery is not abolished until the black man has the ballot?” What did African Americans hope to gain through voting? Why do people vote today? What do people today hope to gain through voting today?

➔ What did the Voting Rights Act (VRA) say? How did it help protect peoples’ right to vote? Who did it intend to help? Who else benefits from the VRA today? How did the VRA change the political landscape? How did it affect the Democratic and Republican parties?

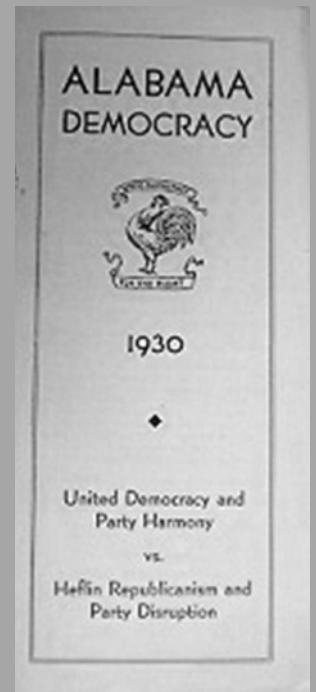
➔ Segregationist officials claimed that African Americans weren’t registered to vote in their counties and states because they were not interested in voting. How was this idea proven wrong? What were the real reasons African Americans weren’t registered to vote? Are there any assumptions made about groups of people today that may prove to be false when examined further? Consider issues of gender equality, poverty, etc.

➔ What was the Lowndes County Freedom Organization and why was it formed? Who did the Organization represent and what did it stand for? How did it affect local politics in the county and throughout the nation? Why do groups of people form their own political parties today? Think of some examples of political groups besides Democrats and Republicans and consider why these groups were created.

➔ In addition to helping African Americans register to vote, civil rights organizations provided political education workshops. Why were these workshops needed? What would a newly registered voter learn at these workshops? Do you think being educated about politics and how the government works is important for someone who is going to vote? How can people today become more educated about politics, current events, and the government? How do you think this type of education could affect how people vote or participate in government?

➔ The Supreme Court ruled in 2013 that Section 4 of the VRA is unconstitutional. How does this affect how the VRA functions? Do you think the VRA is still necessary and important today? Why or why not? What role do you think the federal government has to make sure people are able to vote?

## FROM THE COLLECTION



Alabama democratic party pamphlet: For years, the official slogan of the Alabama Democratic Party was “White Supremacy for the Right.” The party changed it only after LCFO organizers pointed to the slogan as evidence of racism. NCRM 2011.007.001



Poll Tax Receipt: A poll tax was a fee people had to pay before they could register to vote. It was often cumulative, meaning that people had to pay the fee even for those years when they did not vote. The high cost of the poll tax prevented many African Americans—and even some poor whites—from voting. (reproduction) Courtesy of the Alabama Department of Archives and History

## ACTIVITIES

➡ SNCC published a comic book to help those who struggled to read to understand the local civil rights movements, voter education materials, the duties of elected officials and the potential of an all-black party. Choose a local, national, or global issue you feel strongly about and would like to help more people understand. Create your own comic that explains this issue and how people can get involved to make a difference.

➡ Create your own political party. Decide what issues are important to you and how you will address them. Write these down as part of your political platform. Also design a party mascot, such as the Black Panther for the Lowndes County Freedom Organization, the donkey for the Democratic Party and the elephant for the Republican Party.

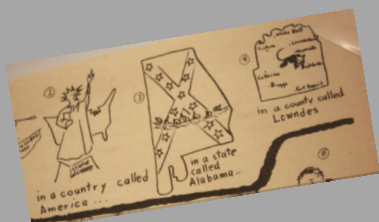
➡ Statistics are used to show how effective the VRA was in southern states. For example, black voter registration increased by 695.4% in Mississippi and by 21.6% in Tennessee between 1960 and 1966. Determine percentages in your class or your family according to what season people were born in. For example, what percentage of students in your class or members of your family were born in the summer? Then figure out if this group was not allowed to participate in an activity, what percentage of the class or your family would be participating? If the group previously excluded was now allowed to participate, by what percentage would participation increase?

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Photograph of President Lyndon B. Johnson signing the Voting Rights Act of 1965 in the Capitol Rotunda, Washington DC on 08/06/1965, photographer, Frank Wolfe (White House photographer for Lyndon Baines Johnson).  
NCRM 1955.057.001



Detail from "Us Colored People," published by SNCC in *The Movement*, August 1966. The segregated schools and plantation economy of Lowndes County resulted in high levels of adult illiteracy. To reach potential voters, LCFO and SNCC organizers distributed voter education materials in the form of comic books that chronicled the local movement. The comic books described the duties of elected officials and explained the potential of the all-black party. (reproduction)  
Courtesy of the Farmworker Movement Documentation Project

# WHAT DO BLACK WE WANT? POWER

## OVERVIEW

By the mid-1960s, the freedom movement had changed America. But for some, change came too slowly. Strategies demanding black independence and control over decision making evolved into challenging white supremacy head on. A new era of Black Power was born.

The freedom movement wiped segregation laws off the books and secured voting rights for African Americans. Yet in the rural South, African Americans still attended segregated schools and lacked political representation. In the urban North, they faced housing and job discrimination, as well as police violence.

Black Nationalist strategies, with deep roots reaching back to Marcus Garvey and even earlier, rose to new heights of popularity. Now they framed the way African Americans pressed for quality schools, decent housing, fair employment practices, and an end to police brutality.

The Black Power Movement spoke to African Americans with a new sense of urgency: "What do we want?" The answer was: "Black Power!" The question was shouted: "When do we want it?" The response was: "Now!"

## QUESTIONS TO CONSIDER

➔ The Black Panther Party for Self Defense was and is often portrayed as violent and radical. Why was the Party portrayed this way? Who was promoting this image of the Panthers and why? What were the goals of the Black Panther Party and why was the party created?

➔ One of the reasons black power activists promoted armed self-defense was in response to police brutality in black neighborhoods. What is meant by "police brutality?" Why was police brutality difficult to fight against? How do you think this treatment by police affected citizens' trust? Is police brutality a problem today? Try to think of or find examples of police brutality today. What do you think should be done about police brutality?

➔ A central demand of the Black Panther Party and of Dr. Martin Luther King, Jr. was fair housing opportunities. Why were African Americans upset about the housing conditions where they lived, especially in cities? What were the conditions of the urban communities like? Why did so many African Americans and other minorities live in such poor conditions, even in the north? Is fair housing still an issue today? (Consider race, class, and other factors.) How do you think having a safe, clean and comfortable home affects a person? How does living in an uncomfortable, unclean and unsafe home affect a person? Should decent housing and shelter be a considered a civil right? What do you think should be done to make sure people (and consider children) are able to live in safe and decent homes?

➔ Strikes and boycotts often focused on making sure blacks were allowed to work at the same businesses as whites and that they held management positions at those businesses. Why do you think blacks wanted the opportunity to work in places that refused to hire them? Why would it be important for black workers to be promoted to be bosses at the places where they worked? If the majority of workers are black but no bosses are black, do you think that is fair? Do you think it is fair for workers who do the same job to be paid different amounts just because of their race or gender? What do you think should be done to make sure all people get a fair wage for their hard work?

➔ The FBI spied on black power and civil right activists, including Dr. King, the Black Panthers and others. Why did they spy on these people and organizations? The FBI also tried to make these people and organizations look bad so others wouldn't listen to them. ? Why did the FBI want to stop these movements? Do you think the FBI and government should spy on Americans like that? Why or why not? Do you think it is fair for the FBI and government to try to stop black power and civil rights movements? Why or why not? If people are unhappy with the government, or think something should be improved to help a group of people today, how do you think the government and FBI should respond?

## FROM THE COLLECTION



*The Black Panther* was a media outlet used to express the views of the Black Panther Party. The Black Panther Party strongly and publicly opposed the war in Vietnam. Panthers saw the war as an extension of white racism and capitalist oppression. In this issue from September 20, 1969, they urged black soldiers to recognize their common interests with the revolutionaries in Vietnam and stop fighting. NCRM 2002.001.07



BPP clothing and accessories: Clothing items like these, and symbols such as the raised fist, came to typify the Black Panther style. NCRM 2012.010.002b



Dashikis: Widely worn in West Africa, dashikis became popular in America as symbols of cultural continuity with African traditions. NCRM 2012.010.003a-b





Kwanzaa kinara: Kwanzaa is a seven-day cultural celebration that occurs December 26 to January 1. Celebrants light candles representing the seven principles, or *Nguzo Saba*. E2012.002.001

## ACTIVITIES

➡ Read through the Black Panther Party 10 Point Program that lists their demands. Select one point to explore further. Write an essay explaining why the Panthers demanded this point and if you think it was a reasonable demand. Explain why it was or was not a reasonable demand. Also determine if this demand is still an issue today or if the demand has been met. If it has been met, explain how it is no longer an issue and how it was met. If it is still an issue today, give examples of the issue and offer suggestions for addressing the issue and who, if anyone, should be responsible for addressing the issue.

➡ A serious problem that plagued the black communities in urban areas, especially northern cities, was unfair housing. Minorities often had to live in slums, with apartments that were too small, unclean and unsafe. These apartments often did not have the basic things a person needs to live comfortably and safely. Imagine you work for the city planning department as a building architect and engineer. It is your job to design an apartment or house that is safe, clean, and comfortable for a family, but not too expensive (no mansions!). Draw a floor plan for your apartment or house. Think about what you need to use every day to cook, clean, sleep, study, get fresh air, etc. You may also include drawings of what the outside of the apartment or house would look like or what the furniture inside would look like. (For an advanced assignment, create a 3D model of the apartment or house.)

➡ There is still a 35% wage gap between black and white workers in the U.S. That means that black workers only make about 65% of what white workers make in a week. How do these percentages translate to dollars? Let's say a white worker makes \$200 per week. 65% of \$200 is \$130. How much less money does a black worker make a week? How much less money is made in a month? A year? 10 years? Many people work about 45 years before they can retire. How much less money is made over 45 years? (Keep in mind, the real number of money lost during a lifetime is much higher when accounting for raises and bonuses that are based on an employee's current salary. The gap in pay only increases throughout a person's lifetime.)

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Political buttons encouraged members of the black community to register and to vote for black candidates.

# SAY IT BLACK LOUD PRIDE 1968-1975

## OVERVIEW

The Black Power movement demanded no less than the liberation and self-determination of people of African descent worldwide. It also gave rise to a cultural revolution—a new era of Black Pride.

A militant independence, different from that of earlier eras such as the Harlem Renaissance, characterized the Black Pride era. The movement boldly challenged inequality in politics, economics, and society. It energized black writers, athletes, visual artists, and performers to focus on the African American and African experiences. Black scholars reinterpreted history from a black perspective. It changed how whites saw blacks, and how blacks saw themselves.

The movement strengthened bonds among black people in Africa, the Caribbean, and Latin America. It fostered a sense of a global African community, an appreciation of African roots, and a yearning for knowledge of that heritage.

This dynamic period of soulful music, Afrocentric scholarship, African fashion, political art, stirring poetry, and edgy literature gave new voice and definition to what it meant to be black—and black was beautiful.

## EXHIBITION INTERACTIVES



Listening stations provide ten tracks of music and poetry, including Amiri Baraka, The Temptations, Stevie Wonder, The Staples Singers, and of course, James Brown.

## QUESTIONS TO CONSIDER

- A significant part of the Black Pride movement was identifying with an African heritage. Why do you think *African* history and culture would be important to the black *American* community during this movement? What does it mean to have cultural pride? How does feeling connected to Africa create relationships between blacks in places outside the United States?
- How are black pride and black power related? Black pride artists and activists believed that black people had to change how they thought about themselves before they could change anything else. How did black pride artists help people think differently about themselves? How do you think people feel when there is no one that looks like them on television, in movies, in magazines, in paintings or written about in books? What responsibility (if any) do you think the media has to represent all types of people in television, movies, magazines, music, books, the arts, etc?
- What does the phrase “Power to the People” mean? How does this aspect of the black power and black pride movements relate to the idea of democracy? “Power to the People” has been used throughout the world by activists fighting for social and political change. Why would this saying appeal to so many people in different places and situations?
- How did black athletes contribute to the Black Pride movement? Why were sports a good way to promote black pride and racial awareness in America? Do athletes today help raise awareness about issues? How can celebrities be good role models and represent diversity in this country? Do you think celebrities have a responsibility to be good role models? Why or why not?
- How did black music genres, such as soul music, gospel and rhythm and blues and black musicians influence black pride? How did the style of the music relate to African heritage and black culture? What were these songs talking about in the lyrics? Think of examples of musicians today that use their music to talk about issues in the world.

## FROM THE COLLECTION



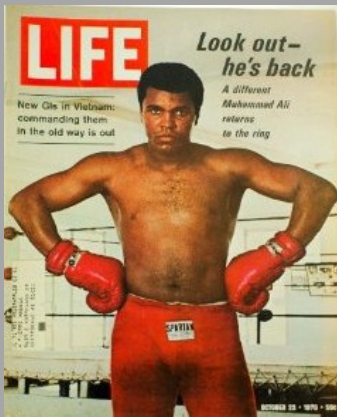
*Unite* by Barbara Jones-Hogu; screen print on paper; In *Unite*, Jones-Hogu calls for unity in the Black Power movement. Jones-Hogu was the first among AfriCOBRA artists to employ what became a signature element in the work of many member artists: the use of lettering in the artwork. NCRM 2013.004.001



Black Pride was a radical idea. It cut against the grain of prevailing concepts of beauty that revolved around white standards. Black Pride celebrated the beauty of African people. Dark skin complexions and natural hair textures became socially acceptable and appreciated. The saying “Black is Beautiful” captured the essence of the new norm. NCRM 1993.005.28



*Young, Gifted and Black*, Aretha Franklin, 1972  
Franklin commands all of the musical genres blended in this album—soul, pop, jazz, and gospel. The title song, first recorded by Nina Simone, conveys a message of uplift and cultural pride for young listeners.  
NCRM 2013.013.006



*Life*, October 23, 1970  
Black athletes used their prominence to encourage Black Pride and create awareness of racial discrimination both on and off the playing field. No one did this with as much flair and flamboyance as Muhammad Ali. In his own words, Ali “shook up the world” in 1964 by defeating Sonny Liston to become heavyweight boxing champion. A convert to the Nation of Islam, Ali shed what he called his “slave name,” Cassius Clay, and traveled around the world spreading the message of resistance to white domination.  
NCRM 2013.013.006

## ACTIVITIES

▶ Listen to the song “Say It Loud- I’m Black and I’m Proud” by James Brown and read the lyrics to help you follow along. Highlight or underline the lyrics that talk about the experience of being black during that time in America. Consider each verse. Write down what you think each verse is talking about or means. Use what you have highlighted and written down to write an explanation of why you think this song became an anthem of the black power and black pride movements.

▶ Select a poem by a black arts movement artist from the following list. Read through the poem and consider the message the writer is trying to get across. Then practice reading the poem aloud. Read (or recite from memory for an extra challenge) the poem you selected, either for your class or another audience. Be prepared to answer questions about the meaning of the poem you selected.

“To Anita” by Sonia Sanchez

“Nikki Rosa” by Nikki Giovanni

“Speech to the Young: Speech to the Progress Toward” by Gwendolyn Brooks

“There it is” by Jayne Cortez

“A Poem for Myself” by Etheridge Knight

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Barbara Jones-Hogu (b. 1938). *Relate to Your Heritage*, c. 1970.  
Screenprint on paper. NCRM 2013.004.002

Create your own artwork based on the print “Relate to Your Heritage” by AfriCOBRA artist Barbara Jones-Hogu, seen to the right. AfriCOBRA artists sought to celebrate African heritage by using artistic elements found in traditional African art, such as rhythmic patterns and bold colors. In “Relate to Your Heritage” Jones-Hogu uses the rectangular sections to create a rhythmic pattern in the overall composition. She also creates patterns within each rectangular panel by using the letters of the words “relate to your heritage.” Follow the directions below to create artwork in a similar style, using techniques similar to Jones-Hogu.

- ◆ Take a piece of white paper and using a ruler, draw 4 straight lines from the top of the page to the bottom of the page, dividing the page into 5 sections. Make sure each section is wide enough for you to draw a picture inside.
- ◆ Cut along the lines to create 5 separate strips of paper.
- ◆ Using a pencil, draw a profile (side view) of yourself in one strip.
- ◆ Draw a portrait (front view) of yourself in the second strip.
- ◆ In the third strip draw a picture (you may pick between profile, portrait, or full body) of either your mother, father, aunt, uncle, or someone in your family or community you look up to or feel close to.
- ◆ In the fourth strip, draw a picture of another relative or older friend or community member (you may pick between profile, portrait, or full body).
- ◆ In the fifth strip, draw a picture of what you think one of your ancestors may look like (you may pick between profile, portrait, or full body). Think of a great grandmother or grandfather several generations back. You may also choose someone who is a hero to you.
- ◆ Pick from the following sayings or create your own saying that represents your family or community:
  - Relate to Your Heritage
  - Celebrate Your Family
  - Proud of My Community
- ◆ In the background of each strip you drew on, write the saying you choose. Use block or bubble letters. You can write the words up and down or sideways. You can repeat words from the saying and have letters disappear off the edges of the page. Use the words of the saying to create a pattern.
- ◆ Pick 4 bold colored crayons or markers. In addition to the 4 colors, you may also use black and white. Using only these colors, color in each of the 5 strips you drew on. Make sure to color in the background too and each strip can have a different background color.
- ◆ Move the strips around until you find an order that looks good to you. Once you decide on the order of the strips, glue them down to second piece of paper to create one picture like in the artwork by Jones-Hogu.

# JOIN THE MOVEMENT



This multi-touch multi-user interactive invites visitors to experience the power of taking a stand on issues, and the power of people coming together to create change. Six topics are presented for exploration:

**Nonviolence**  
**Women's Rights**  
**War**  
**Riots**  
**Poverty**  
**Segregation.**

After selecting an issue, visitors are presented with three differing positions. When selecting a position, a historical asset – a video, audio or text of a statement by a movement leader – is presented reinforcing the selected position. An array of assets are then available for exploration. Visitors can choose to “Join the Movement” and pledge an action, such as pledging to practice nonviolence, or to speak out against sexism.

After taking the pledge, visitors can spread the word and a timed invitation pops up at all other work areas around the table. After the timer elapses, tickers on the table tally the total number of visitors who have made pledges on various issues.

Surrounding the table are large graphics with words such as “Vote, Take A Stand, Stand Up” along with images of political buttons from the museum’s collection.

# WORLD IN TRANSITION

The black freedom struggle changed America. Its revolutionary power touched people from all walks of life. Women, workers, American Indians, Latinos, gays and lesbians, students, and soldiers all gathered the courage to fight for their rights. The movement also crossed borders, inspiring millions around the world to take up the cause of freedom.

People borrowed strategies, organizing tactics, songs, and slogans from the black movement. They also borrowed symbols like the raised fist, an emblem of unity and power that became known across the globe.

## FROM THE COLLECTION



NCRM 2011.013.002



NCRM 1993.005.17



NCRM 2011.013.007



NCRM 2005.018.01



NCRM 2012.012.001

# I AM MEMPHIS A SANITATION MAN STRIKE 1968

## OVERVIEW

Memphis sanitation workers went on strike to protest the unsafe conditions, unjust treatment, and unfair wages they faced every workday. Dr. King supported them fully, declaring that “all labor has dignity.”

Memphis, once known as a “boss-run town,” has a long history of exploiting blacks for cheap labor. By the 1950s, the city was flooded with out-of-work black cotton laborers. Desperate for work, they took whatever jobs were available. Sanitation jobs, low paying and dangerous, were among the worst.

Two sanitation workers, Echol Cole and Robert Walker, were crushed in the rear of a garbage truck on February 1, 1968. Less than two weeks later, sanitation workers went on strike, determined to stay off the job until they received a decent living wage and safe working conditions. They also wanted their humanity and dignity recognized. The placards the strikers wore —“I Am a Man” —made their broader goal clear.

Memphis’s black community took up the workers’ cause. Dr. King joined in. He made his first visit to support the strikers in March 1968. His last visit ended in tragedy one month later.

## EXHIBITION INTERACTIVES



Acts of Courage films feature local union leader T.O. Jones, Rev. James Lawson, and Dr. King delivering his “All Labor Has Dignity” speech in Memphis

## QUESTIONS TO CONSIDER

➔ Why did Memphis Sanitation workers go on strike? What did they want changed and why? Do you think their demands were reasonable? Why or why not? What does the slogan “I AM A MAN” mean? What is a labor union? What are the pros and cons of unions? Why did sanitation workers want to join the union? Why was Mayor Loeb opposed to unions?

➔ The Commercial Appeal, the Memphis newspaper, only printed one side of the story and did not include the perspective of the sanitation workers. How do you think this affected people’s opinion about the strike? How does the media influence public opinion on current events? What responsibility do you think the media has to be fair and unbiased when covering current events and social issues?

➔ Who marched with the sanitation workers during their demonstrations? How did community members in Memphis support the sanitation workers during their strike? Do you think the sanitation workers would have been as successful without the support of their community? Why or why not? Why do you think the community rallied to support the sanitation workers? Why did national leaders such as Dr. Martin Luther King, Jr. come to Memphis to support the workers? Do you think it is important to have supporters and allies when tackling issues today? Why or why not?

➔ At the time that Dr. King came to Memphis to support the sanitation workers, he was in the middle of planning the Poor Peoples’ Campaign. What was the Poor Peoples’ Campaign? What was the Poor Peoples’ Campaign demanding from the federal government? How is economic justice related to the civil rights movement? Do you think we have achieved economic justice in the United States today? Why or why not? What should be done to help eliminate poverty around the world?

➔ When Martin Luther King, Jr. was assassinated at the Lorraine Motel in Memphis on April 4, 1968, there were riots in many cities across the country. Why do you think people rioted? How did the loss of Dr. King make people feel? Why? How do you think Dr. King would have wanted people to respond to news of his death? What do you think Dr. King would have said to the people who were mourning his death? What do you think he would say to people today who are frustrated, angry or sad about the state of peace, equality, and justice in the world?

## FROM THE COLLECTION



ca. 1968 garbage truck. This is a truck of the type that sanitation workers would have used in the 1960s and leading up to the strike. TSM 89.18.01



Sanitation workers uniform: One of the demands of the sanitation workers was city issued uniforms. The overalls on the left were typical of the clothing worn by sanitation workers before the strike when they had to supply their own work clothes. The jumpsuit on the right is a uniform provided to the sanitation workers after the strike. NCRM 2012.034.001 and 2012.034.003

## ACTIVITIES

➡ (Individual or group activity) Make a list of expectations you have when you go to school. Consider what you expect the buildings and rooms to look like and have in them, what tools or equipment do you expect to find in the school, what classes do you expect to be taught, what kind of food do you expect to be served, how do you expect to be treated by teachers and classmates? Next to the items in your list, explain why you have this expectation and what would happen, or how you would feel, if this expectation is not met. What would you do if many of your expectations were not met? Think about or discuss what expectations the sanitation workers had and what they did when these expectations were not met.

➡ One of the core issues during the Memphis Sanitation Strike and throughout the Civil Rights Movement is the idea of dignity. Look up the word dignity and write down its definition. Then make two columns on your paper. In one column, write down times when you felt you were treated with dignity. In the other column write down times you felt you were not treated with dignity. How did you feel when you were treated with dignity compared to when you were not? Considering how you have felt, write down your answers to the following questions: Is it important to treat people with dignity? Why or why not? Is there ever a time when people do not deserve to be treated with dignity? Why or why not? Please give examples.

➡ After Dr. King's assassination, the SCLC and the King family continued with his plans for the Poor People's campaign and to continue the Civil Rights Movement. If Dr. King were alive today, what do you think he would say is one of the most pressing issues in the United States, or the world, today? Write an essay explaining what issue you think Dr. King would want to address and why. Give 3 examples of how this issue could be addressed today and the pros and cons of each strategy.

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Original placards used in the I Am A Man March during 1968 in Memphis. Poster reads "I Am A Man" L2005.007.002

# I'VE SEEN THE PROMISED LAND

On the evening of April 3, 1968, a rally was held at Mason Temple, original headquarters of the Church of God in Christ. Fierce winds and driving rain rattled the windows as the crowd awaited King's arrival. When he took to the podium, he stirred the crowd with his powerful oratory and moved them with his prophetic vision of having been to the mountaintop, peered over, and seen the Promised Land. It was one of his most memorable speeches. It was also his last.

April 4 began uneventfully. Dr. King and his aides spent the day at the Lorraine Motel, waiting for Reverend James Lawson and Reverend Andrew Young to return with news of whether the federal court would lift the ban on holding a sanitation workers march.

Dr. King was in a jovial mood when he stepped onto the balcony outside of room 306. Leaning over the railing, he asked musician Ben Branch to play his favorite hymn, "Precious Lord," at that evening's mass meeting. "Play it real pretty," he added.

A moment later, the fatal shot rang out. In a flash, a single bullet fired from the boarding house across Mulberry Street struck Dr. King in the neck. The preacher collapsed instantly and lay motionless.

News of Dr. King's death spread quickly. Radio and television stations interrupted regularly scheduled programs with special reports announcing the tragedy. And the next morning it was on the front page of newspapers across the globe.

King's murder triggered a range of emotions among those who supported his cause. Many people were angry. In 172 US cities, African Americans poured into the streets, venting their rage in an outburst of violence. Others expressed their grief and their deep respect for Dr. King's work by holding solemn memorial marches.

"Like anybody, I would like to live a long life. Longevity has its place. But I'm not concerned about that now. I just want to do God's will. And He's allowed me to go up to the mountain. And I've looked over. And I've seen the Promised Land. I may not get there with you. But I want you to know tonight, that we, as a people, will get to the promised land!

And so I'm happy, tonight.

I'm not worried about anything.

I'm not fearing any man!

Mine eyes have seen the glory of the coming of the Lord!!"

-From "I've Been to the Mountaintop" speech at Mason Temple, Memphis, TN. April 3, 1968



Preserved Room 306: This is the room where Dr. Martin Luther King, Jr. was staying the evening he was assassinated at the Lorraine Motel in Memphis, TN. The room has been reconstructed from photographs to appear as it was that fateful evening.

## QUESTIONS TO CONSIDER

What are the themes Dr. King addresses in "I've Been to the Mountaintop?" How does Dr. King's final speech tie in to economics, justice, and the Civil Rights Movement?

What struggles did he and other African Americans face in order to get to the top of the 'mountain'? What does Dr. King mean by the 'Promised Land'? How did using these words help his audience to envision his message?

Read the entire "I've Been to the Mountaintop" speech at [http://mlk-kpp01.stanford.edu/index.php/encyclopedia/documentsentry/ive\\_been\\_to\\_the\\_mountaintop/](http://mlk-kpp01.stanford.edu/index.php/encyclopedia/documentsentry/ive_been_to_the_mountaintop/)



# THE LEGACY CONTINUES

A visit to the Legacy Building begins with the American Civil Rights Movement Timeline. The timeline encapsulates in chronological order the history once presented in the Lorraine exhibits up to the 1968 assassination of Dr. Martin Luther King, Jr.

On the second floor of the Legacy Building, the history continues with the investigation of the assassination, the case against James Earl Ray, and ensuing conspiracy theories.

The first floor exhibits illustrate the Movement's impact on human rights efforts globally. Civil and human rights leaders recognized by the museum's signature Freedom Awards are also recognized. The exhibitions end with a call to action for all to continue the legacy of the American civil rights movement.

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Reconstructed bathroom from the former boarding house. This is the bathroom where James Earl Ray was allegedly standing when he fired the weapon to assassinate Dr. Martin Luther King, Jr. The room has been reconstructed from photographs to appear as it was that fateful evening.

# FREEDOM AWARDS



2014 Recipients: Bob Moses, Charlayne Hunter-Gault, Tom Brokaw, Frank Robinson



**Check our website for the call for applications to bring your students to the Public Forum!**

The National Civil Rights Museum Freedom Award symbolizes the ongoing fight for civil and human rights in America and worldwide. It was first awarded in 1991, the year the Museum opened. It began with National and International Freedom Award the Lifetime Achievement and Legacy Awards were added.

The Freedom Award Ceremony is an event held annually in the fall. It is Memphis' premiere award event and the Museum's flagship fundraiser. During the Freedom Award celebrations there are three events in one day – opening with the Public Forum event in the morning, and the evening Award Ceremony followed by the Gala Dinner.

**WILL JOIN  
YOU THE  
MOVEMENT?**