

Name:
Date:



'Civil Rights at 50' Gallery Guide

Explore what civil rights leaders in the 1960s were trying to change and how they went about it. Then compare their approaches to see which strategies were successful – and may offer lessons for today.

Visit “Make Some Noise: Students and the Civil Rights Movement,” Level 4

John Lewis said, “You have to get out there and push and organize and agitate and stand up and make some noise.” What injustices did students and civil rights leaders want to change?

How did students “make some noise?”

Under the Rev. Martin Luther King Jr.’s leadership, activists held fast to the principle of nonviolence. Read the guidelines for nonviolent action. Why was it a key strategy for the civil rights movement?

Notice the replica door to Martin Luther King’s jail cell. Principles of nonviolence came with risks to him and his students. What were they?

Put yourself in the students’ shoes. Imagine following these nonviolence guidelines in the face of some of the attacks made on the students. How would you describe these students and what they did?

One of the goals of the civil rights movement was to raise awareness about the injustices affecting African Americans. Do you think the leaders’ efforts were successful? Why or why not?

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Visit "1966: Civil Rights at 50," Level 4

Read the first exhibit panel about Stokely Carmichael. What was he trying to change?

Compare his approach for bringing change with that of the leaders and students you learned about in "Make Some Noise." Which tactics were the same; which were different?

Same: _____

Different: _____

Do you think this new strategy was needed to move the civil rights movement forward? Why/why not?

Read the two panels titled "March Against Fear." Was the more aggressive approach successful? List the positive and negative consequences of actions before drawing a conclusion.

Positive outcomes: _____

Negative outcomes: _____

Conclusion: The new approach was/was not successful because: _____

What About Today?

Do any of the civil rights issues described in the exhibits still exist in the U.S.? If so, which ones?

Name a civil rights issue you care about: _____

How could you use your First Amendment freedoms – petition, assembly, speech, press and religion – to help your issue? Explain.
