

CIVIL RIGHTS MUSEUM EXHIBITS

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Topic: Civil Rights Movement

Grade Level : 7-8

Main Ideas/ Goals:

This activity can be used as a culmination to any study of the civil rights movement and can be adapted for any grade level. The goal is for students to work in groups to become experts on one event of the civil rights movement and create an original museum exhibit/ display as a result of their research.

Objectives:

1. To enrich student understanding of people, places and events that are significant to the civil rights movement
2. To familiarize students with sources and stories pertaining to the civil rights era
3. To make connections between civil rights events and evaluate their impact.
4. To evaluate what life may be like today if the civil rights movement did not occur.

Procedures:

1. Teacher will introduce and discuss various events that took place during the civil rights movement using videos, lecture and textbook readings.
2. Students (guided by teacher) will brainstorm a list of civil rights events they feel were of the most significance. They will then select one or two that they would personally like to research further, and will be grouped with other students with like research interests. Some ideas for areas of research may include:

The Emmett Till Story

Dr. King's "I Have a Dream" speech

Rosa Parks

Fannie Lou Hamer

Brown vs. Board of Education

Montgomery Bus Boycott

Civil Rights Acts of 1866, 1871, 1875

Reconstruction Act of 1867

Plessy vs. Ferguson

Race Riots and Red Summer of 1919

NAACP

Freedom Rides

Voting Rights Act of 1965

Assassination of Martin Luther King Jr.

Lunch Counter Sit-ins

3. Each student group will create an original museum exhibit display on their event. Each exhibit should include three main components: a summary of the event in text and pictures, individual stories from the people involved (including

quotes, interviews, etc), and a summary or interpretation of the impact of this specific event and how it may have been tied to other events. Depending on the amount of time available and the depth at which the content is being studied, this project may take anywhere from a week to several weeks. It can be used as a culmination project or as an ongoing project as the content is being taught.

Culmination:

On the day the exhibits are due, a student-led “opening ceremony” can be planned for the classroom museum. Other classes can attend the ceremony and see each display unveiled.

Resources:

<http://www.emmettillstory.com/>

<http://www.blueshighway.org/EmmettTillsmall.pdf>

www.voicesofcivilrights.org

www.civilrightsmuseum.org

www.jimcrowhistory.org

Crowe, Chris. *Getting Away with Murder: The True Story of the Emmett Till Case*. New York: Dial Books for Young Readers, 2003.

Evaluation:

A rubric may be used to assess this project. The rubric should be aligned to the specific objectives as outlined by the teacher.