

FOR ALL THE WORLD TO SEE

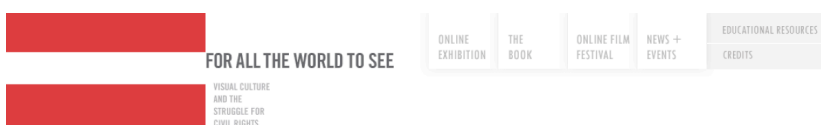
Visual Culture and the Struggle for Civil Rights

Comparing and Contrasting “Jim Crow” and Emory Douglas: A Learning Activity for Grades 5-12

This activity invites students to compare and contrast images of African Americans in two periods: in the years leading up to and in the last decade of the civil rights movement. It explores how representations of African Americans changed over time.

About this Guide

This guide is an accompaniment to the online exhibition, For All the World to See: Visual Culture and the Struggle for Civil Rights:



For All the World to See: Visual Culture and the Struggle for Civil Rights is organized by the Center for Art, Design and Visual Culture, University of Maryland, Baltimore County in partnership with the Smithsonian National Museum of African American History and Culture. Through a host of media—including photographs, television and film, magazines, newspapers, posters, books, and pamphlets—the project explores the historic role of visual culture in shaping, influencing, and transforming the fight for racial equality and justice in the United States from the late-1940s to the mid-1970s. For All The World To See includes a traveling exhibition, a website, online film festival, and a richly illustrated companion book.

<http://www.foralltheworldtosee.org>

Through these changing portrayals it analyzes how images can shape identity and attitudes.

Learning Objectives

After this activity, students will be able to:

- Discuss how representations of African Americans changed over time.
- Analyze issues of identity and who influences identity, noting the changing portrayals of African Americans over the decades.
- Recognize how African Americans took control of their self-representation.

Identify how this control helped African Americans achieve racial equality and justice.

Duration: 1-2 Class Periods.

MATERIALS

For All the World to See website

Printouts of the following images from the site:

The Birthday Card

<http://www.umbc.edu/cadvc/foralltheworld/section1/jimcrow.php>

Emory Douglas, *We Shall Survive without a Doubt*, 1971

<http://www.umbc.edu/cadvc/foralltheworld/section5/panther.php>

Image and Object Analysis Worksheet

http://www.umbc.edu/cadvc/foralltheworld/education/fatwts_k12_image_analysis.pdf

Compare and Contrast Worksheet

http://www.umbc.edu/cadvc/foralltheworld/education/fatwts_k12_image_comp.pdf

RESOURCE FOR THE EDUCATOR

For additional historical background and visual analysis, teachers may also read the book:

Berger, Maurice. *For All the World to See: Visual Culture and the Struggle for Civil Rights* (New Haven and London: Yale University Press, 2010)

<http://www.umbc.edu/cadvc/foralltheworld/book/>

ACTIVITY

WARM-UP DISCUSSION

Ask students to discuss the Jim Crow laws and the resulting racial segregation that began in the late 1800's and lasted well into the 1960's. Invite them to describe how these local and state laws worked, as they examine evidence of segregation in schools, transportation, restrooms, restaurants and public places.

American culture, particularly in the South, was steeped in images and objects that reinforced “Jim Crow” segregation. These objects reinforced stereotypes of African Americans as “inferior.”

WORKING WITH IMAGES: THE LEGACY OF “JIM CROW”

As a group, examine The Legacy of “Jim Crow” section of the exhibition:

<http://www.umbc.edu/cadvc/foralltheworld/section1/jimcrow.php>

Take time to explore the images, captions and introductions. Invite students to read the exhibition text out loud to the group.

IMAGE STUDY PART I

Distribute or display *Birthday Card*, c 1940 along with copies of the Image and Object Analysis Worksheet to each student.

Invite students to complete the worksheet.

Discuss the following questions:

Who do you think created this image?

What did the artist or manufacturer hope to achieve?

What impact could this item have had on the outcome of the civil rights movement?

BREAK

IMAGE STUDY PART II

This image study will examine the work of Emory Douglas, who was the art director for the *Black Panther* newspaper from 1967 until the party disbanded in 1980.

In the first image study, we began with a discussion of the historical period and worked our way into the images. In this image study, we will work from the image up to the larger topic of the Black Panther organization and the Black Power movement.

Distribute or display Emory Douglas, *We Shall Survive without a Doubt*, 1971.

Distribute copies of the image and Object Analysis Worksheet to each student.

Invite students to complete the worksheet.

Once they have completed the worksheet, discuss the following questions:

Who do you think created this image?

What did the artist or manufacturer hope to achieve?

What impact could this item have had on the outcome of the civil rights movement?

THE BLACK PANTHERS AND THE BLACK POWER MOVEMENT

As a group, examine Emory Douglas and the Black Panther Party [link] section of the exhibition: <http://www.umbc.edu/cadvc/foralltheworld/section5/panther.php>

Take time to explore the images, captions and introductions. Invite students to read the exhibition text out loud to the group.

COMPARE AND CONTRAST

Ask students to complete the Compare and Contrast Worksheet using the work *Birthday Card*, c 1940 and Emory Douglas, *We Shall Survive without a Doubt*, 1971.

CONCLUDING DISCUSSION

Ask students any of the following questions to stimulate a discussion:

What is the message from the Birthday Card from 1940?

What is the message from Emory Douglas, *We Shall Survive without a Doubt* from 1971?

In the years between 1940 and 1971, how have representations of African Americans changed?

Who is creating these images? Who is viewing them?

What impact did they have on our culture?

Where are we now? Do you see images like either of these in your daily life?

How have things changed since the beginning of the struggle for civil rights? How have they remained the same?



For All The World To See was organized by the Center for Art, Design and Visual Culture, University of Maryland, Baltimore County in partnership with the National Museum of African American History and Culture, Smithsonian Institution.



This project has been funded in part by the National Endowment for the Humanities, Trellis Fund, National Endowment for the Arts, St. Paul Travelers Corporation, Communities Foundation of Texas, and Maryland State Arts Council. Additional support has come from CBS News Archives, Ed Sullivan/SOFA Entertainment, Sullmark Corporation, and Sony Pictures Entertainment.



For All the World to See was designated a "We the People" project by the National Endowment for the Humanities. The goal of the "We the People" initiative is to "encourage and strengthen the teaching, study, and understanding of American history and culture through the support of projects that explore significant events and themes in our nation's history and culture and that advance knowledge of the principles that define America."



Any views, findings, conclusions, or recommendations expressed in this project do not necessarily reflect those of the National Endowment for the Humanities.



FORALLTHEWORLDTOSEE.ORG