**Protesting for Civil Rights**

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| **Name(s):** | **Class:** | **Date:** |

**Part I: The Civil Rights Movement of the 1950s and 1960s**

For each of the following methods of nonviolent protest, find a key event from the Civil Rights era where it was used. Summarize the event (include dates), write a definition of the protest method, and record the results of the protest.

**Sit‑In**

Identify a key event in which civil rights protesters staged a sit‑in:

What is a sit‑in?

What happened as a result of the sit‑in?

**Boycott**

Identify a key event in which civil rights protesters staged a boycott:

What is a boycott?

What happened as a result of the boycott?

**Demonstration**

Identify a key event in which civil rights protesters staged a demonstration:

What is a demonstration?

What happened as a result of the demonstration?

**Protest March**

Identify a key event in which civil rights protesters staged a march:

What is a protest march?

What happened as a result of the protest march?

**Education/Awareness Initiatives (petitions, voter registrations, media campaigns)**

Identify a key event in which civil rights protesters staged an education or awareness initiative?

What is the purpose of an education or awareness initiative?

What happened as a result of this initiative?

**Part II: A Campaign for Civil Rights Today**

Research recent articles on discrimination or civil rights issues. Choose a group of people that would benefit from a campaign to end a particular type of discrimination or to ensure the group's civil rights. Once your teacher has approved your selection, prepare a presentation for your class that outlines a campaign for your chosen group. Your presentation should answer the following:

* How are the civil rights of your group being denied or ignored? Use two to three specific examples that demonstrate how members of the group are being denied or refused equal rights.
* What changes are needed to ensure civil rights for your group? Establish three goals for your campaign and prioritize them.
* What individuals, institutions, or groups can affect the necessary changes?
* What individuals, institutions, or groups would work against these changes?
* Do local, state, or federal laws need to be enforced, changed, or written?
* How do you plan to draw attention to the need for change?
* What individuals, institutions, or groups will join your protest actions?

Determine what form of nonviolent protest you will use. How will you organize and implement the protest? How will you decide if and when a protest has achieved one or more of your stated goals?

Links:

<http://www.sitins.com/index.shtml>

<http://www.cnn.com/EVENTS/1997/mlk/links.html>

<http://www.crmvet.org/tim/timhis60.htm#1960>

<http://www.watson.org/~lisa/blackhistory/civilrights-55-65/index.html>