FOR ALL THE WORLD TO SEE

VISUAL CULTURE AND THE STRUGGLE for CIVIL RIGHTS

Family Guide
for Parents and Caregivers

SOME OF THE CONTENT in this exhibition shows the consequences of violence and racism.

Parental discretion is strongly advised.

Included in this booklet are activities to do during the exhibit, ideas for continued learning at home, and tips on how to talk to children about this difficult time in our history.

Each section in this booklet corresponds to each section in the exhibit.

Parents and Caregivers

You and your child will encounter **sensitive and graphic content** as you explore the exhibit.

Find the **"For Parents/Caregivers"** section throughout this guide and in the exhibition for helpful conversation starters and reflective questions.

Consider these basic guidelines for approaching tough subjects:

- **Use open ended questions.** Help your child find their own voice.

- When confronted with a tough question, **take your time.** It is ok to say "I don't know" or "Let's find out together."

- **Be sensitive to** the fact that **your own experiences** with race and racism will play a part in how you answer questions.

The Dawn of Civil Rights: Clowns, Civil Servants, and Invisible Men

In this section, you will explore how images harmed African Americans in the struggle to gain the same rights as white Americans. Beginning after the Civil War, harsh **Jim Crow** laws required African Americans to remain separate from whites. Using racial **stereotypes** in advertisements, postcards, and even kitchenware supported Jim Crow laws because they portrayed African Americans as less-than-human.

FOR PARENTS/CAREGIVERS

Find the postcard of the boy eating the watermelon.

Ask *Why do you think the artist made the boy look like a cartoon?*

Explain that this is called a **caricature**. Caricatures are drawings based on stereotypes and made African Americans look clown-like. Caricatures were meant to make fun of African Americans, making Jim Crow laws separating races seem necessary.

Stereotype postcard, c. 1920s. From the NEH on the Road exhibition *For All the World to See: Visual Culture and the Struggle for Civil Rights.* 2011. Photo: E. G. Shempf.

In Your World

How can an image of a person influence your opinion of them?

On the inside of the figure on the next page, **write words** that describe *you*.

On the outside and below, **write impressions** *others* might have about you based on how *you look*.

Whose views are more important?
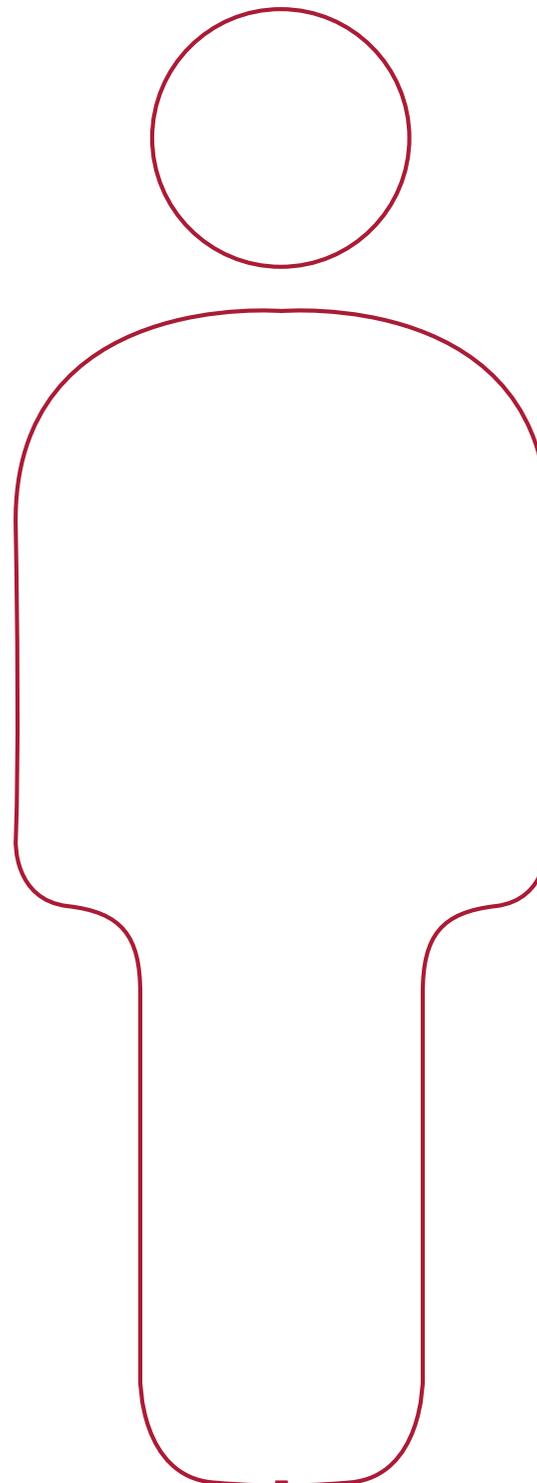
The Culture of Positive Images

African Americans called on each other to promote positive images of black life in magazines and newspapers. Fed up with stereotyping, African American leaders spread positive images and stories about black role models, leaders, and sports heroes.

Sepia. November 1959.
Collection of Civil Rights Archive/CADVCUMBC, Baltimore, Maryland, 2005.206

Louis "Satchmo" Armstrong. Orchestra leader. 1953.
Library of Congress Prints and Photographs Division. LC-USZ62-127236

Adele Addison, an African-American lyric soprano, 1955.
Library of Congress, Prints and Photographs Division, Carl Van Vechten Collection, LC-USZ62-54231.

Portrait of Howard P. Perry, the first African-American Marine Corps recruit, 1942.
Photo by Roger Smith. Public domain US Marine Corps official photograph.
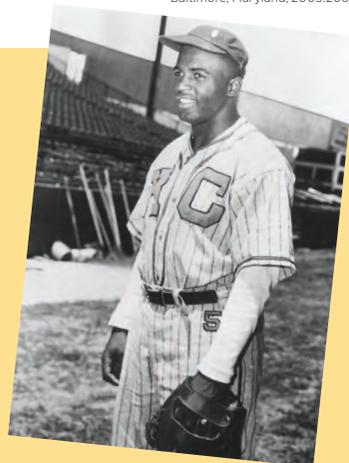
Jackie Robinson in his Kansas City Monarchs uniform. 1945.
Kansas City Call newspaper (first publication).

Jesse Owens at the Berlin Olympics, 1936.
Library of Congress Prints and Photographs Division. LC-USZ62-27663

Shirley Chisholm thanking delegates at the Democratic National Convention.1972.
Library of Congress Prints and Photographs Division. LC-U9-26274- 22

In Your World

Name and **draw** someone in your community who is a positive role model.
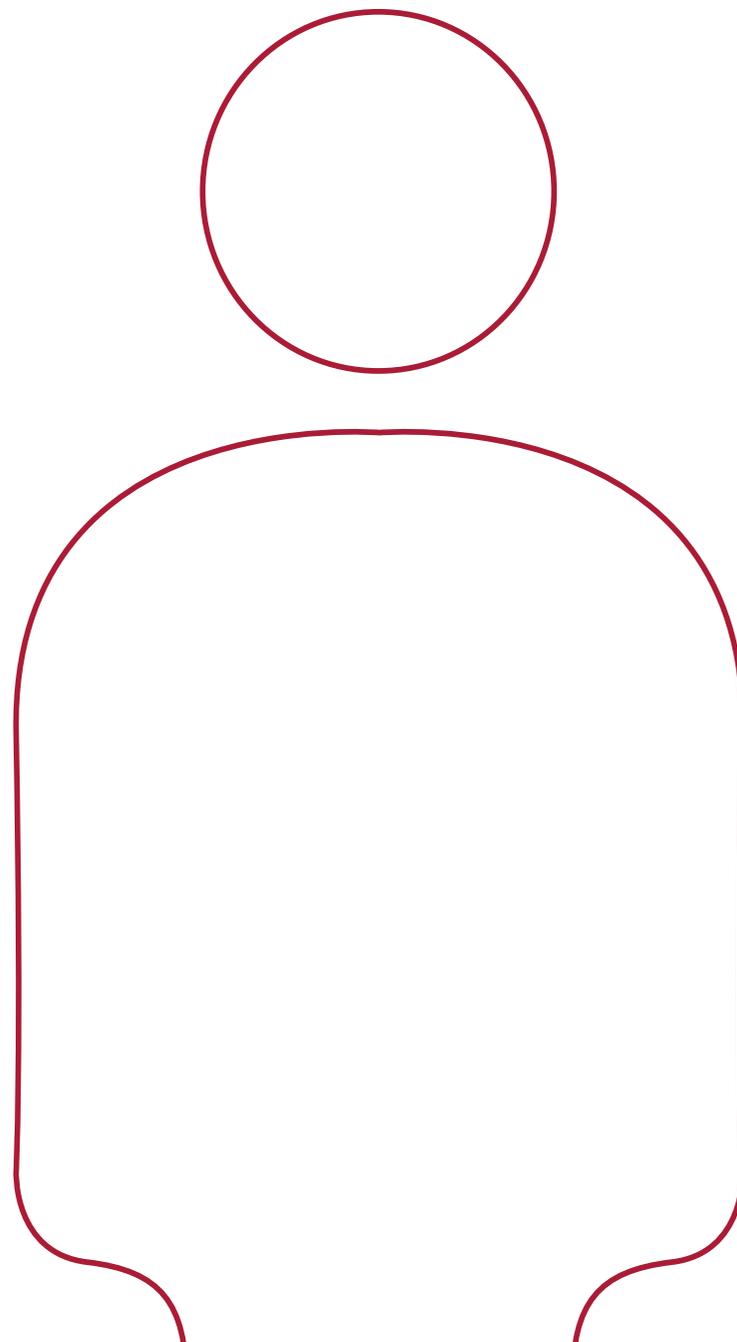
"Let the World See What I've Seen": Evidence and Persuasion

Positive images were not enough to move the struggle for civil rights forward. African American leaders decided that the best way to "wake up America" was to show the realities of racism. Images of abuse and violence were featured in magazines, newspapers and on TV.

FOR PARENTS/CAREGIVERS

Find the *LIFE* magazine cover of Medgar Evers' family at his funeral.

Ask *What is going on in this picture?*
*What kind of message does this image send?*

Explain that even though African Americans used peaceful tactics during the Civil Rights movement, some white Americans reacted with fear and violence. A number of Civil Rights activists (like Medgar Evers) were killed because of their role in the movement.

Medgar Evers Funeral, *Life Magazine*, June 28, 1963. From the NEH on the Road exhibition *For All the World to See: Visual Culture and the Struggle for Civil Rights*. 2011. Photo: E. G. Shempf.

In Your World

Think about a problem in your community that needs to be fixed. How would you get the message out?

Write the problem inside the bubble and the solution on the lines.
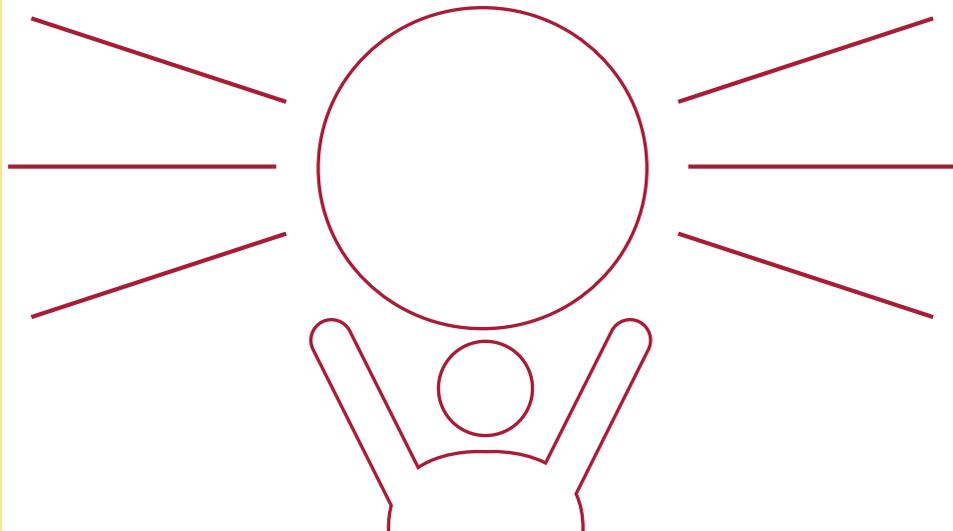
Guess Who's Coming to Dinner: Broadcasting Race

As the Civil Rights era reached its peak, more and more Americans were turning on their TVs for news and entertainment. Some TV programs continued to promote racial stereotypes, while others, like *The Ed Sullivan Show*, showed black and white entertainers on an equal stage. In the 1960s-70s, African Americans created and produced local TV programming representing black life and culture the way they wanted it to be represented.

Publicity photo of The Supremes on *The Ed Sullivan Show*, 1966. This work is in the public domain in the United States.

FOR PARENTS/CAREGIVERS

Find three African American TV characters from the 1960s-70s.

Ask *How does this character represent (or misrepresent) African Americans?*

Explain that in the 1960s and 1970s, Americans got their news and entertainment from TV. Some TV shows ignored the problem of racism and others relied on old stereotypes to get laughs.

Good Times cast, TV Guide, December 14-20, 1974. From the NEH on the Road exhibition *For All the World to See: Visual Culture and the Struggle for Civil Rights*. 2011. Photo: E. G. Shempf.

In Your World

Think about your favorite TV show, movie, or video game. How do the characters represent people from different backgrounds and races? Can you find any examples of stereotyping?

Imagine yourself as the main character:

What would your job be?

_____

What would you wear?

_____

What would your special talents be?

_____

In Our Lives We are Whole: Rethinking Blackness

In the 1960s and 1970s, black leaders took greater control over media images of African Americans that had previously been regulated by mainstream America. Social and political groups like the Black Panther party expressed their concerns directly to the people. Activists like Malcolm X frequently used the media to influence public opinion.

Find Emory Douglas' poster *Hey, Mister, What Are You Doing to the Poor?*

Ask *What is the artist trying to communicate with this poster?*

Explain that in the 1960s and 1970s, the Black Panther party created poster art that spurred community-based activism on issues like equal housing, hunger, and crime. Their message was direct, powerful, and meant to be seen and heard by the ordinary person.

In Your World

Imagine that you and your friends could change people's opinions about an important issue.

What would that issue be? **Create** a poster to support your issue.

In Our Lives We are Whole: Snapshots from Everyday Life, 1935-1975

Since World War II, taking pictures with a personal camera has been central to family life, no matter what your skin color. But for African Americans, the personal camera provided some balance of power because it allowed the user full control over the images.

Find your favorite photograph in this section.

Ask *Why is it your favorite?*

Explain that even though mainstream culture ignored the richness and beauty of black life and culture, it was always there — and personal photographs captured it.

In Your World

How is a personal photograph different from images in the media?

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_____
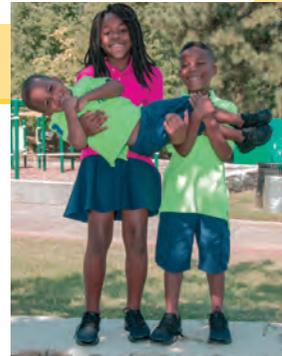
What is your favorite picture of yourself or your family?

Imagine that this photograph ended up on the internet for all the world to see.

Write a caption for it below. Why would it be important for you to write the caption?

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_____

_____

_____

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For All the World to See:
Visual Culture and the Struggle for Civil Rights

In our everyday lives, we are surrounded by hundreds of images —
in magazines, on the internet, even lining grocery store aisles. Many
photographers knew that images had the power to influence people's
attitudes and actions. Armed with cameras, they hoped that their
pictures would lead to positive change in society.

In Your World

If your camera/phone could change the world, what would
you want the world to see?