

# Peaceful Protest Tactics

Read the text and answer the questions.

Civil Rights leaders used many types of protests to support their cause. The most effective protests were nonviolent protests in the form of boycotts, sit-ins, and marches. African American leaders such as Dr. Martin Luther King, Jr., used nonviolent protests. Many Civil Rights leaders saw nonviolence as the only way to bring positive attention to their cause and create lasting change.

From 1955 to 1965, nonviolent protest was effective in causing change. Sometimes, nonviolent protesters disobeyed the laws they felt were unjust without fighting or causing people to get hurt. In Alabama, people protested against segregated city buses by boycotting, or refusing to ride them. Black college students began "sit-ins," where they sat down in "white-only" diners. If told to leave, the students stayed seated, quietly and respectfully, until they were forced to leave, often by police.

Peaceful marches were another form of nonviolent protest. But peaceful marchers were often treated with violence and hate. On one famous march from Selma to Montgomery, Alabama, police tried to stop the peaceful marchers with tear gas, clubs, and whips. These televised marches of police violence caused many Americans to speak out about the need for change.

1. Define the purpose of nonviolent protest as used in the text.
2. Describe an example of a nonviolent protest including who, what, when, where and why.
3. What was the purpose of using nonviolent protest?
4. Based on the text, what can you conclude about the motives of protestors who participated in sit-ins?
5. Predict what might have happened if African American protesters had used violence during marches, sit-ins, and boycotts.
6. Compare what you know about America today with America as described in the text to answer the question, "Were nonviolent protests effective in the Civil Rights Movement?"

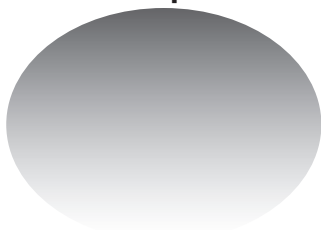
Complete the graphic organizer by identifying the key issues and change agents of the Civil Rights Movement. Write issues and agents in each circle and explain the **significance of each on the lines next to it.** Then define Civil Rights in your own words.

# Key Issues

The graphic organizer consists of four circles arranged vertically. Each circle is connected to three horizontal lines for notes. A large, semi-transparent watermark reading 'SAMPLE' is oriented diagonally across the circles. To the right of the circles, the word 'civil' is written in a large, bold, black font. Below the word 'civil' is a rectangular box with a black border, containing the word 'Definition' in a bold, black font.

# Change Agents

People



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## Rights

Methods



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Events



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Legislation



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## PRIMARY SOURCE ANALYSIS

# March on Washington

Analyze the picture and text to answer the questions.

This picture was taken on August 28, 1963, during the March on Washington for Jobs and Freedom. Representatives from many labor and religious organizations marched alongside supporters of the Civil Rights Movement. Of the approximately 300,000 marchers, 75 percent were African American and 25 percent were non-African American.



Courtesy of National Archives

1. List some of the civil rights the protesters wanted.
2. How important are the posters in getting across the message here?
3. Infer the mood and tone of the people in this photograph. Cite evidence to support your opinion.
4. What message do the protesters give by the clothing they wear?
5. Describe the relationship between African Americans and non-African Americans in the March on Washington. Cite both text and image.