



34TH ANNUAL DETROIT BRANCH NAACP  
FIGHT FOR FREEDOM FUND DINNER  
**ART & ESSAY**  
CONTEST

THEME:

**What the Civil Rights Struggle Means to Me**





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**FIGHT FOR FREEDOM FUND DINNER**  
**ART & ESSAY**  
 CONTEST



THEME:

**What the Civil Rights Struggle Means to Me**

**OPEN TO GRADES K-12**

ENTRY DEADLINE:

**MONDAY, MARCH 18, 2024 BY 5 P.M.**

**PRIZE AMOUNTS!!**

1<sup>ST</sup> PLACE - \$500  
 2<sup>ND</sup> PLACE - \$350  
 3<sup>RD</sup> PLACE - \$250

SPONSORED BY:



IN PARTNERSHIP WITH:

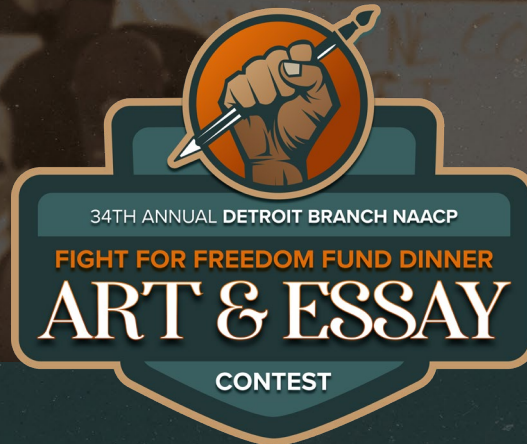


69TH ANNUAL FIGHT FOR FREEDOM FUND DINNER  
 SENIOR CORPORATE CHAIR



Scan here for more details

Dear Educators, Parents and Community:



THEME:

## What the Civil Rights Struggle Means to Me

Tell us how the Civil Rights struggle has affected your life and/or the lives of others and how it is relevant today.

### Essay Entries:

- One or two page essay typewritten or neatly handwritten on 8.5 x 11 paper.
- Handwritten entries will only be accepted from elementary (Grades K-5) contestants.
- Sample writing prompts are included in the packet.
- Essays will be judged on:
  - Continuity of Thought
  - Grammar and Syntax

### Art Entries:

- All art entries must be between 16 x 20 inches and 18 x 24 inches.
- Poster Board, Bristol Board, Heavy Paper, Ak Tag, *(no newsprint paper)*
- Only 2 dimensional entries will be accepted.
- Student artist should carefully plan and complete their art entries.
- All lettering/ text must be legible, spelled correctly and appropriate to theme.

### Art Categories:

- Paintings *(Watercolor, Acrylic)*
- Drawings *(pencil, ink, crayons, oil pastel, ink markers, etc.)*
- Graphic Design
- Photography
- Printmaking
- Digital
- Mixed Media *(combining of art materials)*
- Collage

### Note:

Students may submit an Art entry, an Essay entry, or both. **An entry form must be attached to each entry.** We encourage teachers to make this contest a classroom activity. Schools may submit up to five (5) entries for each level (elementary, middle, high school) for both the art and essay entries. **Teachers must include list of names of all students who participated so that they can be recognized as participants.**



**Participants:**

Public and Private elementary, middle and high school students in Detroit, Ecorse, Hamtramck, Highland Park, Inkster, Oak Park, Redford, River Rouge, Romulus, Southfield and Detroit NAACP Youth Council Members are eligible.

**Deadline:**

Monday, March 18 by 5 p.m.

**Additional Details:**

Please discuss participation in this contest with your child/student. We encourage students to conduct research on this topic. Students may have conversations with parents, grandparents, great-grandparents, other relatives and friends to develop their entries. To help facilitate these conversations we have included sample writing and art prompts. Our goal is to broaden the students perspective of the contributions that African people have made on the continent and in this country. **The student does not have to use those individuals listed on the writing and art prompts.**

**Selection of Winners:**

A special committee will screen and select finalists and winners.

**Recognition:**

- The three first place Essay and the three first place Art winners from each level will receive a \$500 educational scholarship. The six first place winners and their entries will appear in the Fight for Freedom Fund Dinner Souvenir Book.
- Second place winners will receive a \$350 educational scholarship.
- Third place winners will receive a \$250 educational scholarship.
- Winners will also be acknowledged at a private reception.

**All first, second and third place winners** will receive tickets to the Detroit Branch NAACP's 69th Annual Fight For Freedom Fund Dinner at Huntington Place. The winning entries will also be showcased during the Freedom Fund Dinner.



**DEADLINE:**  
**Monday, March 18 by 5 p.m.**

Please submit all entries to:  
**Detroit Branch NAACP  
Art & Essay Contest  
8220 Second Avenue  
Detroit, MI 48202**

Every entry must have a **COMPLETED** entry form attached to the back of the Art/Essay Submission.



Questions or requests may be referred to:  
LaToya Henry, [lhenny@detroitnaacp.org](mailto:lhenny@detroitnaacp.org) or (313) 447-6404

## Ruby Bridges & Rosa Parks: Acts of Courage



*"The Problem We All Live With" by Norman Rockwell (1964)*



*Rosa Parks, Montgomery Alabama (1955)*

### THEME:

In the 1950s and 1960s there were many laws that treated African Americans differently than whites. Many people knew this was unfair. They were part of the Civil Rights Movement. Ruby Bridges and Rosa Parks were people who made a difference during that time.

### RUBY BRIDGES

In 1960, Ruby Bridges was 6 years old when she became the first African-American child to integrate a white Southern elementary school. In kindergarten, she was one of many African-American students in New Orleans who were chosen to take a test determining whether or not she could attend a white school. Ruby Bridges' parents were informed by officials from the NAACP that she was one of only six African-American students to pass the test. So, little Ruby was enrolled into William Frantz Elementary School. Every day for many months, she had to face angry mobs of parents who refused to send their children to school with her. But, she was brave!

### ROSA PARKS

In the 1950s, city busses in the South were divided into three sections: a section for White people to sit in, a section for Black people to sit in, and a neutral section. The neutral section was used whenever it got too crowded in any of the other sections. On December 1, 1955, Rosa Parks got on a Montgomery, Alabama city bus after work. She and a friend had to sit in the neutral section because the back of the bus, where Black people sat, was too crowded. On that day, she was told to give up her seat to a White man, but she refused. Her actions sparked a revolution!

### BUILD KNOWLEDGE:

1. Before students are able to write, you may need to build their *background knowledge* on the concepts of **segregation** and **civil rights**. The following resources can be found at a library or online:

*This is the Dream*, by Diane Z. Shore & Jessica Alexander (Harper Collins, 2006): By using powerful verse and gorgeous illustrations, this book offers a simple look at the complicated issue of Civil Rights.

**BUILD KNOWLEDGE (CONT.):**

2. Please use the following link from *Scholastic, Inc.* to access a fantastic teaching guide and slide show about Ruby Bridges. <http://www.scholastic.com/teachers/article/ruby-bridges-and-civil-rights-movement-slide-show-teaching-guide-kindergarten-grade-2>

This teaching guide provides in-depth historical background to accompany the slide show about Ruby Bridges, her role in desegregating public schools in New Orleans in 1960, and her place in the broader civil rights movement. It also provides a broad look at the Civil Rights Movement.

3. Though several books are available about Ruby Bridges and Rosa Parks, the following are excellent resources for read-alouds:

***The Story of Ruby Bridges, by Robert Coles*** (Scholastic, 1995) This beautiful picture book, illustrated by Coretta Scott King Award-illustrator George Ford, and written by Pulitzer Prize-winning author Robert Coles, tells the true story of six-year-old Ruby Bridges.

***Rosa, by Nikki Giovanni*** (Holt, 2007) A Caldecott Honor and Coretta Scott King Award Book, this book is a celebration of Rosa Parks' courageous action and the events that followed in 1955.

**SAMPLE WRITING ENTRIES — PLEASE NOTE THESE ARE SAMPLES!** Entries should not just be a book report. Student essays should make a personal connection to the person they have chosen to write about.

**Example - Write about Ruby Bridges.** Tell what you have learned from her experience integrating William Frantz Elementary School.

**Example - Write about Rosa Parks.** Tell what you have learned from her experience of not being afraid to stand up for what is right.

Write your response neatly on an 8 ½ x 11 sheet of paper.

**SAMPLE ART ENTRIES —**

Draw a poster (9 x 12) showing how we should treat others. You may use pictures and words.

Draw a poster (9 x 12) showing how to stand up for what is right. You may use pictures and words.

# THE 34<sup>th</sup> ANNUAL DETROIT BRANCH NAACP ART AND ESSAY CONTEST

## Grades 3-5



The NAACP is an organization that works to ensure that citizens of the United States keep civil rights. Civil rights and social justice are about individuals having the right to receive equal and fair treatment.

There was a Civil Rights Movement in the United States that lasted many years (1948-1968). The Civil Rights Movement was needed because African Americans throughout much of the South were denied the right to vote, were not allowed to enter certain public facilities, were subjected to insults and violence, and could not expect justice from the courts. In the North, Black Americans also faced discrimination in housing, employment, education, and many other areas.

During those years, the NAACP supported the Supreme Court ruling of *Brown v. Board of Education* (1954), which outlawed segregation in public schools. They not only helped to integrate the US Armed Forces (1948), but also helped the passage of the *Civil Rights Acts of 1957, 1964, and 1968*, as well as the *Voting Rights Act of 1965*.

### **SAMPLES THEME:**

Achieving civil rights was slow, painful, and often times violent, yet many men, women and children persevered through those difficult times. Dr. Martin Luther King, Jr. and Rosa Parks are two of the most famous Americans who worked for civil rights and social justice during that time. However, there were many others like them. The following are names of people who made a difference in the fight for equality:

- W.E.B. Du Bois
- Charles Hamilton Houston
- Oscar Micheaux
- Harry T. and Harriette Moore
- Medgar Evers
- Myrlie Evers-Williams
- Paul Robeson
- Fannie Lou Hamer
- Daisy Elliot
- Mayor Coleman A. Young
- J.L. Chestnut Jr.
- James Weldon Johnson & Walter White
- Mary White Ovington
- Roy Wilkins & Clarence Mitchell
- Carter G. Woodson
- Thurgood Marshall
- Malcolm X
- Daisy Bates
- Erma Henderson
- Harry Belafonte

**Research one of the names above, or another person who has worked to maintain civil rights in your community or America.** What did they do? How were their achievements important to civil rights and the fight for fair and equal treatment in America? Entries should not be book reports. Student entries should make a personal connection to whom they have chosen to write or create an art entry about.

### **ESSAY ENTRIES:**

Write a one or two-page essay, typewritten or neatly handwritten on 8 x 11 paper.

To successfully communicate your knowledge and ideas, use the rubrics that have been provided.

### **ART ENTRIES:**

Create an art entry that expresses the theme and shows the aesthetic qualities of the materials in which you select. Two-dimensional works of art may be submitted. Adhere to the *Art Guidelines* that have been provided.

# THE 34<sup>th</sup> ANNUAL DETROIT BRANCH NAACP ART AND ESSAY CONTEST

## Grades 6-12

The NAACP is a civil rights organization that works to ensure political, educational, social, and economic equality for minority group citizens of the United States.

During the Civil Rights Movement (1948-1968), African Americans throughout much of the South were denied the right to vote, were barred from public facilities, were subjected to insults and violence, and could not expect justice from the courts. In the North, Black Americans also faced discrimination in housing, employment, education, and many other areas.

The implementation of civil rights was slow, painful, and often times violent, yet many men, women and children persevered through these difficult times. The NAACP advocated for the Supreme Court ruling of *Brown v. Board of Education* (1954), which outlawed segregation in public schools. They not only helped to integrate the US Armed Forces (1948), but also helped the passage of the *Civil Rights Acts of 1957, 1964, and 1968*, as well as the *Voting Rights Act of 1965*. Although issues may have changed since then, civil rights and social justice issues remain relevant in our world today.

### **THEME:**

Maintaining and protecting civil rights is slow, painful, and often times violent. Yet, the NAACP is committed to eliminating racial and ethnic disparities that plague people of color in the United States. These disparities are issues (problems) involving education, health care, law enforcement, and racial injustice.

Choose a civil rights issue—a problem in the world today. Explain what makes the issue a problem and tell how the problem can possibly be fixed. **Entries should make a personal connection to the topic.**

### **ESSAY ENTRIES:**

Write a one-two-page essay, typewritten on 8 x 11 paper. **High school essay entries must be two pages.**

To successfully communicate your knowledge and ideas effectively and efficiently, use the rubrics that have been provided.

### **ART ENTRIES:**

Create an art entry that expresses the theme and shows the aesthetic qualities of the materials in which you select. Two-dimensional works of art may be submitted. Adhere to the *Art Guidelines* that have been provided.





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MONDAY, MARCH 18 BY 5 P.M.

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**Detroit Branch NAACP**  
**Art & Essay Contest**  
8220 Second Avenue  
Detroit, MI 48202

**"What the Civil Rights Struggle Means to Me"**  
Entry Form

Student's Name: \_\_\_\_\_ Parent's Name: \_\_\_\_\_

Home Address: \_\_\_\_\_  
City, State, Zip

Grade: \_\_\_\_\_ Home Phone Number: \_\_\_\_\_ Mobile Phone Number: \_\_\_\_\_

Name of School: \_\_\_\_\_

School Address: \_\_\_\_\_  
City, State, Zip

School Phone Number: \_\_\_\_\_ Principal: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_ Teacher's Mobile or Email: \_\_\_\_\_



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Name of School: \_\_\_\_\_

School Address: \_\_\_\_\_  
City, State, Zip

School Phone Number: \_\_\_\_\_ Principal: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_ Teacher's Mobile or Email: \_\_\_\_\_