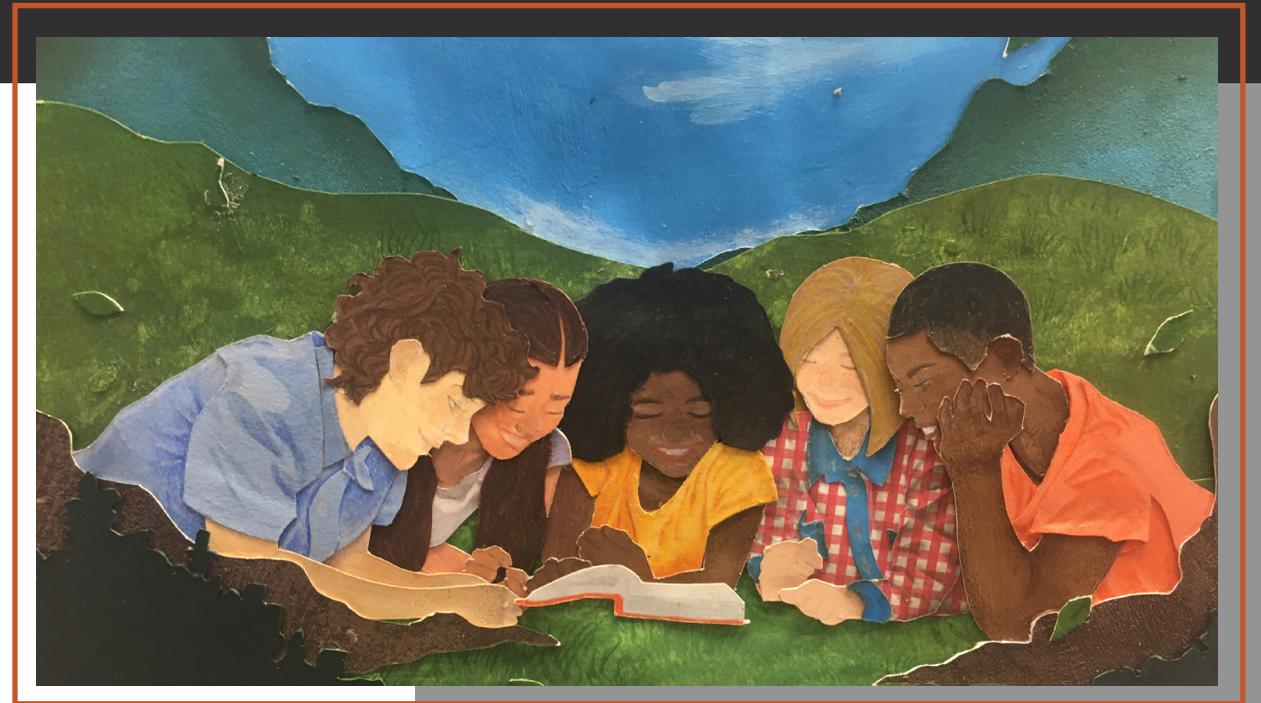
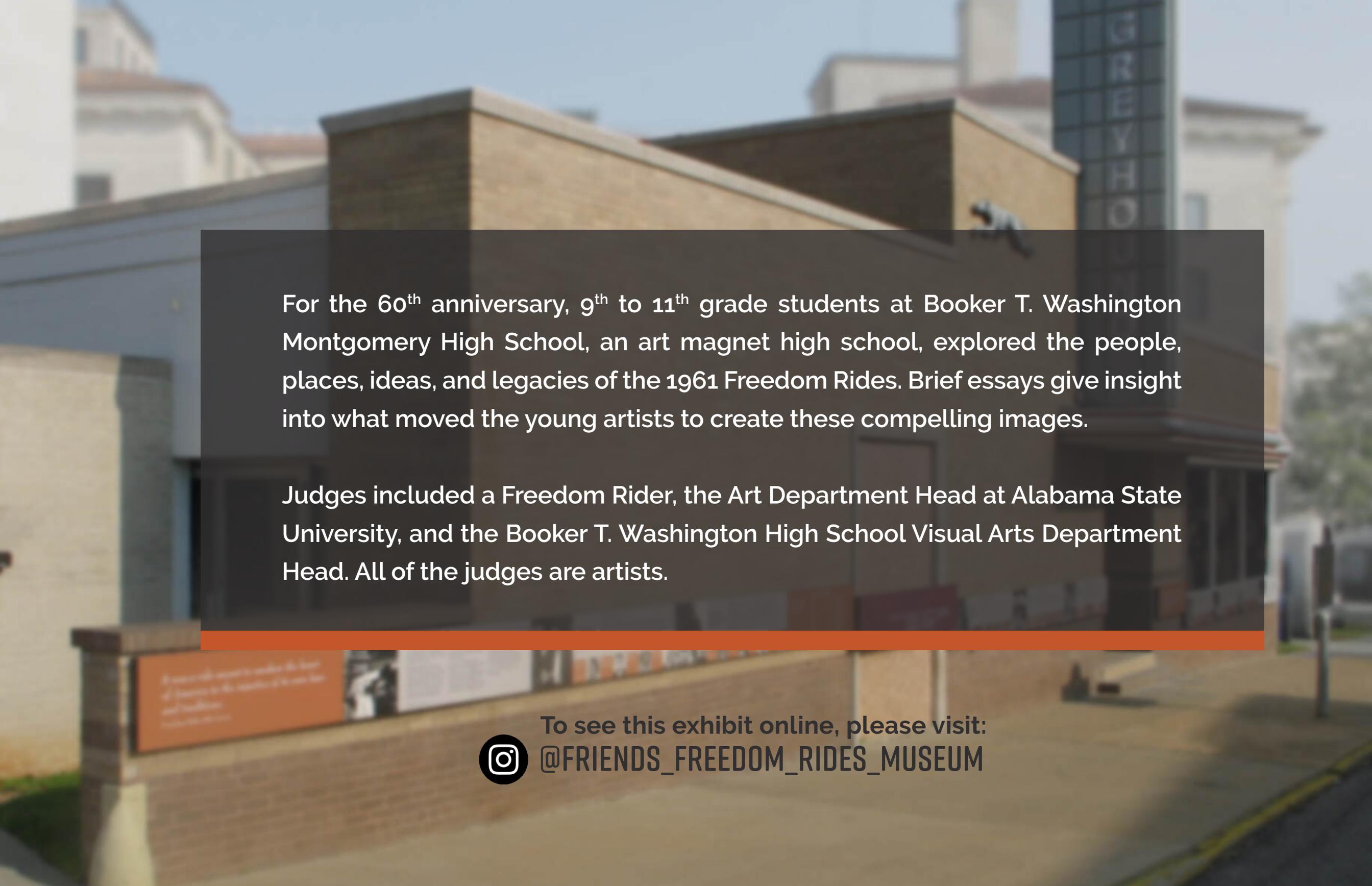


# THE LEGACY OF GOOD TROUBLE

A 60TH ANNIVERSARY ART EXHIBIT



Friends of the Freedom Rides Museum  
Freedom Rides Museum  
Booker T. Washington Montgomery High School

A photograph of the Booker T. Washington High School building, a large brick structure with a prominent sign on the right side that reads "GREYHORN". The building is set against a clear blue sky. In the foreground, there is a brick wall with a sign that partially reads "A museum dedicated to the history of the school and the community." The overall scene is bright and clear.

For the 60<sup>th</sup> anniversary, 9<sup>th</sup> to 11<sup>th</sup> grade students at Booker T. Washington Montgomery High School, an art magnet high school, explored the people, places, ideas, and legacies of the 1961 Freedom Rides. Brief essays give insight into what moved the young artists to create these compelling images.

Judges included a Freedom Rider, the Art Department Head at Alabama State University, and the Booker T. Washington High School Visual Arts Department Head. All of the judges are artists.



To see this exhibit online, please visit:  
[@FRIENDS\\_FREEDOM\\_RIDES\\_MUSEUM](https://www.instagram.com/FRIENDS_FREEDOM_RIDES_MUSEUM)



## ARIEL STEELE

10<sup>TH</sup> GRADE

My piece "**Changes**" depicts a group of children reading a book with famous black people, Dr. Martin Luther King Jr., Rosa Parks, Harriet Tubman, John Lewis, and Malcolm X, in the clouds. The children reading together are different races; this represents unity amongst each other. The famous African Americans in the clouds represent that they still have an impact on the world. Although they are gone, they will never be forgotten. The materials I used are mixed media.





## ASHLEY LUNA MENDEZ

### 11<sup>TH</sup> GRADE

My acrylic piece titled "**Bluebird**" is an 11 x 14 portrait of poet and activist Amanda Gorman. The art style was inspired by poster art. In my piece, Amanda is surrounded by birds that have been released from the cage behind her. Attached to the birds are words from Amanda Gorman's poem "The Hill We Climb." The same way a bluebird sings its graceful tune, Amanda serenades us with her poetry, all of which are filled with the difficulties minorities face on a global scale. Just like the birds in the background that have broken free from their cage, Amanda has broken past society's barriers as a black woman.

Throughout the piece, primary colors are used to recreate the feeling of serenity and balance that Amanda has given me. I ensure that I don't lose the power in Amanda's pose; because, like bluebirds, she has become a pillar of hope and strength. Through my characterization of the birds, I hope to show the impact her words have as they begin their travel into different communities that need faith and hope.

## DANIEL VALLEJO

### 9<sup>TH</sup> GRADE

This piece is dedicated to James Leonard Farmer Jr. and is done in colored pencil. James was a civil rights activist and was among "the Big Four" civil rights leaders in the 1960s. He co-founded the Committee of Racial Equality, later renamed the Congress of Racial Equality (CORE). Its focus was to end racial segregation in the US through nonviolent methods. James was the first national director of CORE from 1942-1944. He was the person who started and organized the first freedom ride in 1961. This piece depicts James and a GM-PD 4104 Greyhound bus, the same model that was attacked on May 14, 1961. The background consists of the numbers some freedom riders received for their mugshots. I decided to place James next to one of the buses the freedom riders were on because it was this form of protest that helped pave the way to a world with less racial injustice.





## NAEUN KIM

### 9<sup>TH</sup> GRADE

My piece expresses the impact of the Freedom Riders and their movement using ink and brush, colored pencil, and charcoal. Their actions affect how we live in a society today. They tried to spread the idea of how wrong segregation is. Now, we try to develop a better community for everyone, including people of color and minority. In the artwork, there is a bus attacked, and the smoke coming out of the bus in the background. There are many components through the smoke: the Washington Freedom Riders Committee members, the hands of Diane Nash and other Riders, and Ralph David Abernathy and Martin Luther King Jr.

The policies in the corner represent how some communities reacted to the situation during the time. The sprout expresses the start of a new world where everyone is equal. The little girl expresses innocence and optimism. The color pink and white symbolize peace, and the background's black and white represents the past.

## SABRINA RAMIREZ

9<sup>TH</sup> GRADE

The **Sound Behind The Revolution** is an art piece dedicated to Louis Armstrong. It was created using watercolor, ink pens, and a colored pencil. Louis Armstrong was one of the most influential figures in the Jazz genre, with his hit songs bringing entertainment to the table. He spoke up about The Little Rock Nine, condemning racial injustice.

This piece uses vibrant colors to symbolize the entertainment and passion he shares with the world. Orange is associated with warmth and joy, white is associated with safety, yellow is associated with hope and happiness, and red and brown is associated with strength.

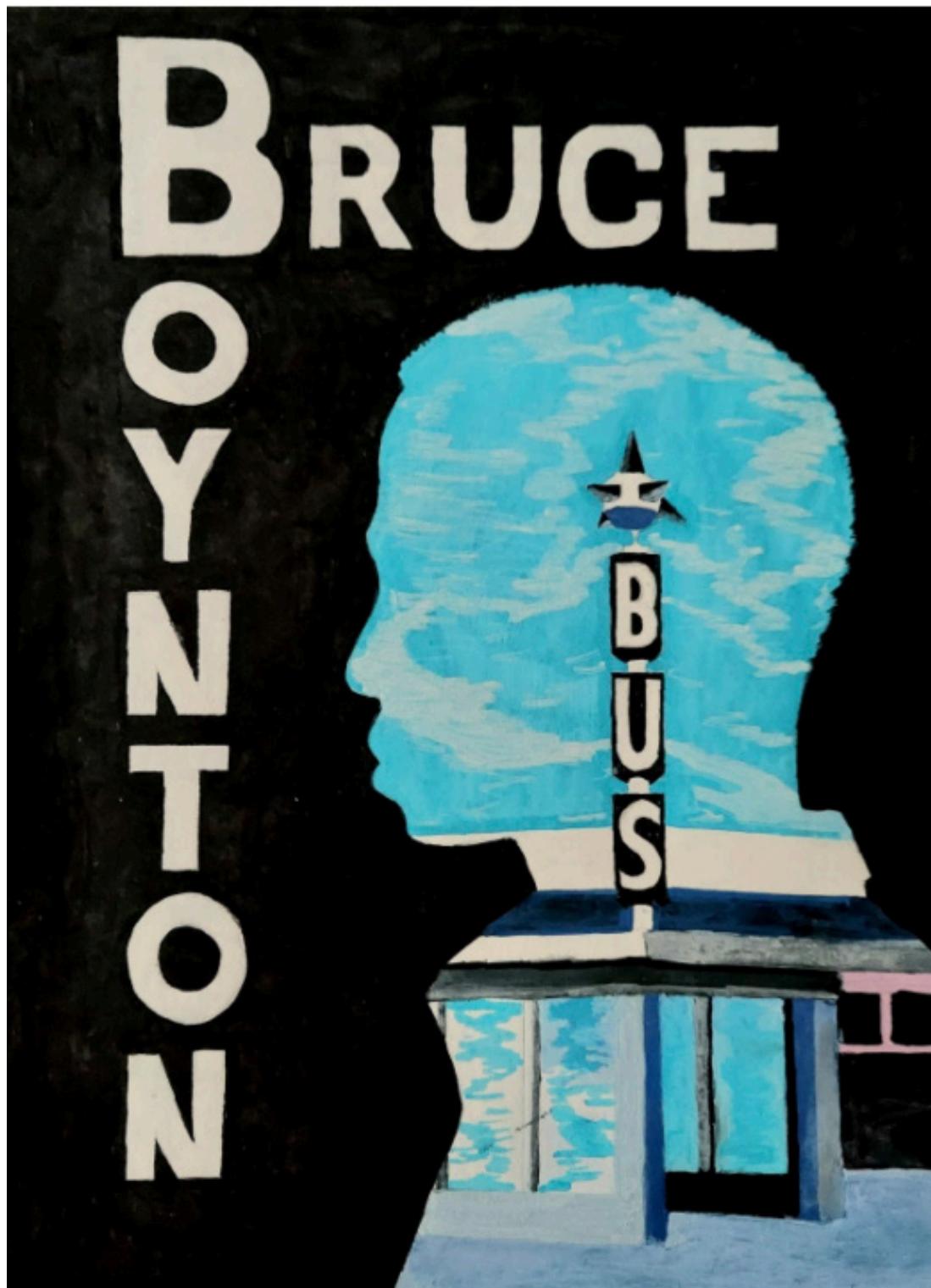




## CHRISTA MURRAY

### 11<sup>TH</sup> GRADE

My artwork is titled "**Change.**" It is 10 x 12 inches. The material used is acrylic paint. My work represents the will power and the determination African American women had to change the world. It also depicts what is still happening in today's society. On the left, a hand holding a gun representing the hardships, whether it be segregation or the racism we faced every day. On the right, an African American woman stands up for not just herself but also for all who are suffering. She does not let fear control her. Instead, she fights for freedom and justice no matter the consequences. In the back, a statue which some call or search as the "Black Statue of Liberty." This statue could have meant different things at the time, but personally, I saw it as a figure of hope. I thought it symbolized how we are fighting for a change to this day. Even though change might not happen now, I know change will come or at least gradually because nothing stays the same. Therefore we must never give up hope.



DEVIN HARPER

9<sup>TH</sup> GRADE

In 1958, civil rights icon Bruce Boynton was arrested at a bus station for refusing to leave the "Whites Only" section of the restaurant at a bus station. This piece works as a tribute to commemorate Boynton. In "**Bruce Boynton**," I used a silhouette of Boynton. I made the inside blue to convey the emotion of calmness and peace, which contradicts the event that occurred at the bus station. The bus station restaurant represents where he was arrested and the first event that formed him into becoming an influential activist.

## DILLAN JOHNSON

9<sup>TH</sup> GRADE

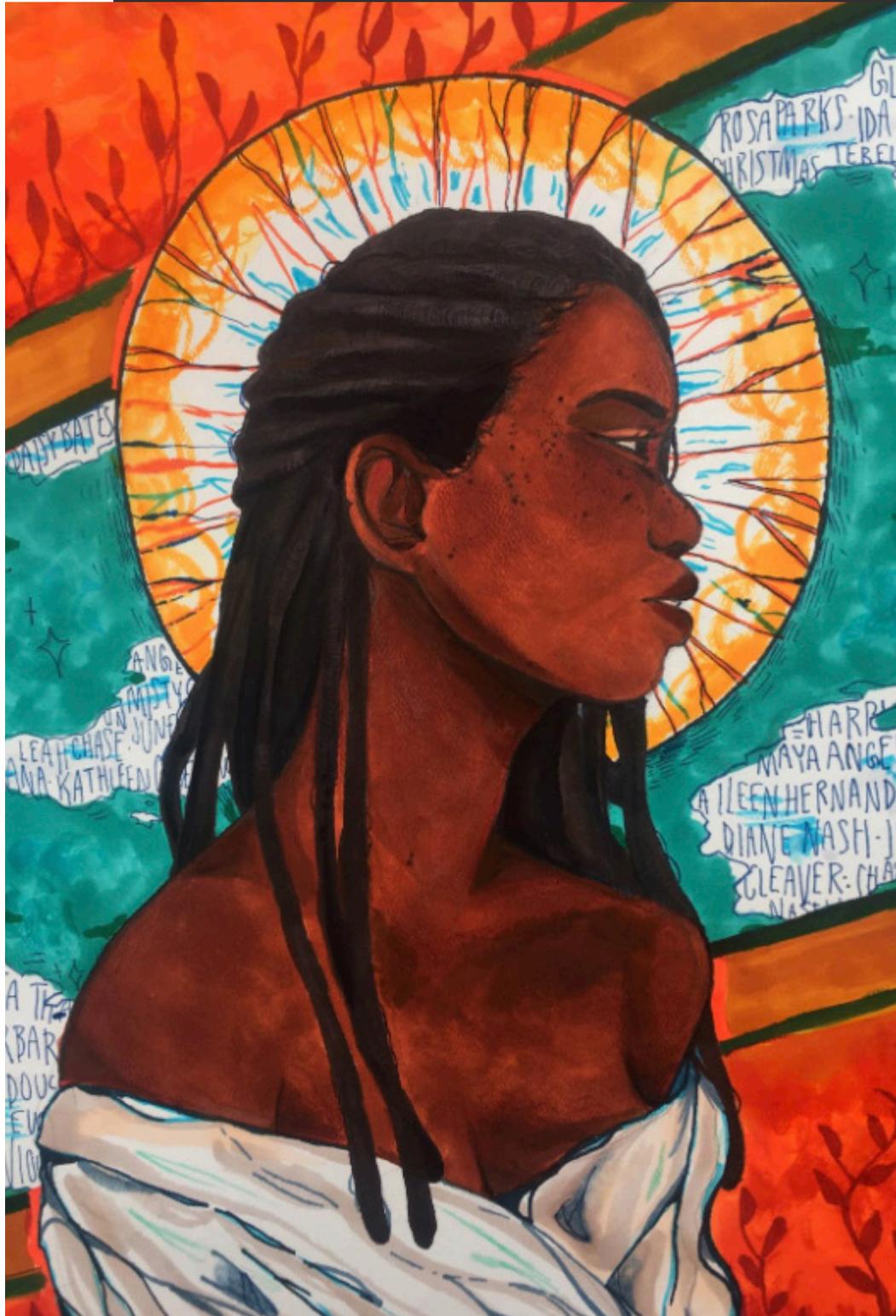
*"Get in good trouble, necessary trouble"*

—Rep. John Lewis

Catherine Burks-Brooks is a teacher, social worker, newspaper editor, jewelry retailer, and an American civil rights movement activist. She was also a 'Freedom Rider.' This piece is a dedication to her for being courageous and fighting for the rights of all African Americans.

At the top of my work, the quote, "A journey through fire to freedom," essentially summarizes what African Americans had to go through to get to where they are today. We are still fighting for equality and trying to overcome racial prejudice today. Thanks to people like Catherine, we have to fight a little less.





## ISABELLA DENNISON

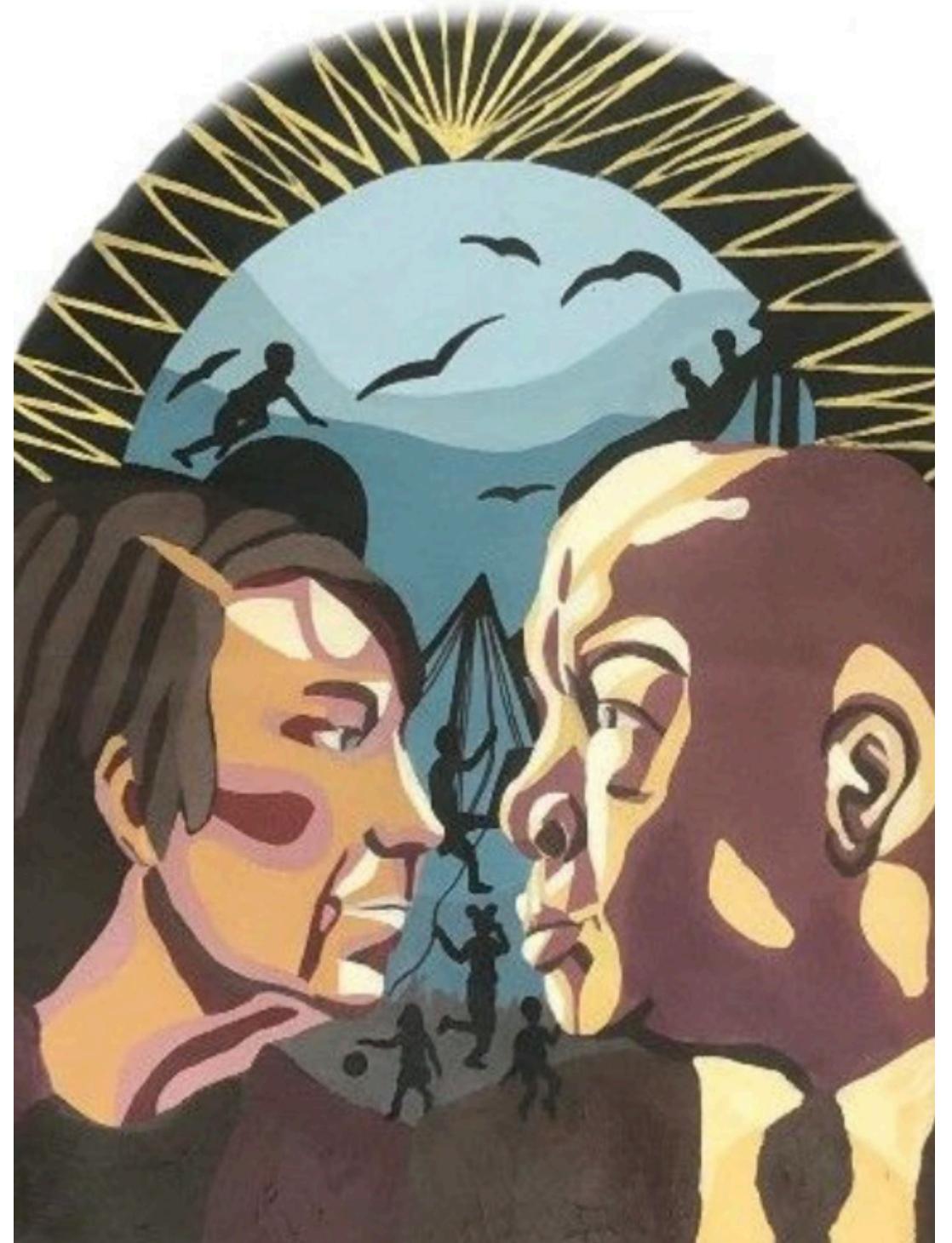
9<sup>TH</sup> GRADE

This piece was created in an attempt to emphasize the impact of Black women throughout history. It utilizes colorful textured strokes of marker and watercolor that set the stage for a portrait of a modern African American woman gazing into her past. In the background, seen are strong vines, representing the growth Black women brought to their communities and the world in general. Right in the middle portion, pictured, is a peacefully blue stylized sky, in which the clouds are engraved with the names of the women who have made a said impact. These women, influential activists and all-around icons, have set the stage for equality today, and I hope they continue to be honored and immortalized in art.

## VALENTINA SULBARAN

9<sup>TH</sup> GRADE

For the longest time in history, especially in the south, there have been problems with race and equality. The Civil Rights movement and the Freedom Riders were a way to let society know that justice exists. In my artwork, I wanted to express the tension between races, overcome that divide, and uniting to create a safer and trustworthy environment. Even though there is this tension in the background, one can see the product of justice; happy kids in a secure environment. After many years of the contradiction of races, one can see the impact that the Civil Rights movement and the Freedom Riders.





## MAYA TYIISMAA

### 9<sup>TH</sup> GRADE

My drawing "**Growth**" is a piece created using colored pencils and paint. It illustrates two instances of one person; one depicts the late Representative John Lewis in his mugshot taken during his youth. The other depicts him after having received the Medal of Freedom. These two events present a staggering contrast. The growth alluded in the title represent John Lewis's experiences from being brutalized by police for advocating for Civil Rights to being elected representative of Georgia's 5th congressional district receiving the Medal of Freedom.

John Lewis was a colorful individual, and I reflect this in my drawing. Using bright blue and yellow shades for the drawing and adorning the backdrop of his portrait with splashes of color. The line that divides both instances of John Lewis resembles a growing plant, going back to the drawing theme and title.

## WILLIAM ROCHELLE

11<sup>TH</sup> GRADE

My artwork **"Faces of Unsung Heroes"** depicts this theme as a journey to freedom. Different genders and races come together for a common cause of equality. Their faces in the artwork share their willingness to fight for justice. Their courage and determination are expressed to bring change to people bound by oppression and racism. It shows the influence people have when they unite. The materials I selected for this artwork are acrylic paint and mixed media paper.



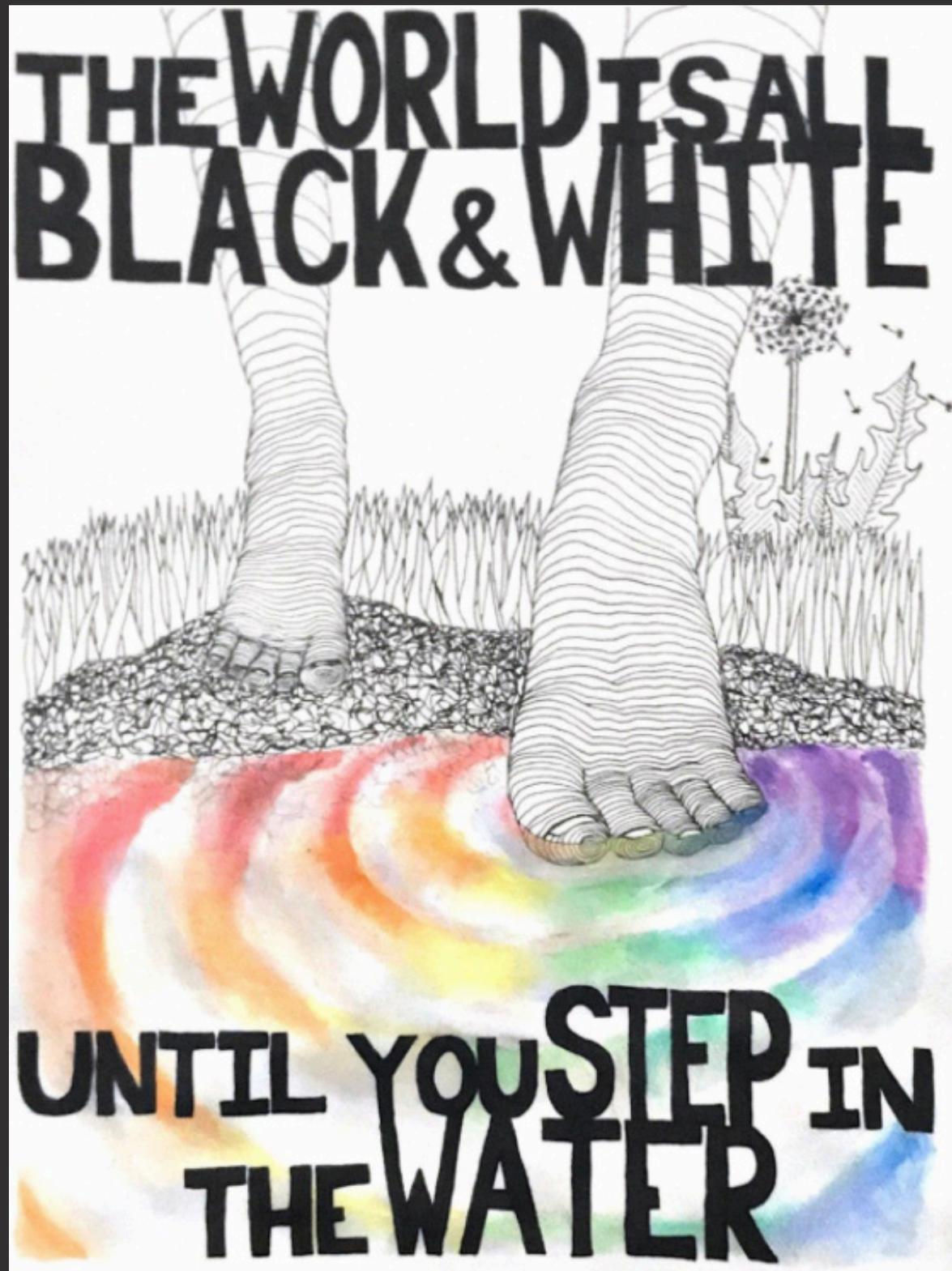
## HEAVEN HARPER

### 11<sup>TH</sup> GRADE

The title of my piece is called **Falling**. It is 8 x 11 inches and the materials used are acrylic paint and colored pencil. It depicts an African American woman with her head tilted up and the American flag sliding down her face.

This piece is supposed to symbolize the veil of America's devices, that once covered the eyes of the oppressed, as coming down. Slowly, it is becoming undone, and the eyes of many will be open soon. The head lifted up is a nod to the future. America will no longer blind the eyes of its people.





**MARGARETE SCHULER**

**9<sup>TH</sup> GRADE**

My piece is made up of ink pen and watercolor. My work was inspired by the Reverend Leodis Strong, Pastor of the Brown Chapel AME in Selma, who spoke at Congressman John Lewis's funeral. The text in my work has multiple meanings, one of which refers to an onlooker perspective of an argument to an onlooker. There are two sides to the discussion. Of course, a participant of said argument would understand that the sides are not just black and white but also grey. One side is not all good or bad but muddled, much like a stirred-up puddle. Stepping into water is a metaphor made by reverend Strong, referring to stirring-up good trouble. Every person may have a different take away from this intentional piece.

## KEIRA UNDERWOOD

### 9<sup>TH</sup> GRADE

This piece is a symbol of African Americans. When you look into the world, you see a lot of African Americans wear their afros. However, they feel self-conscious about their hair because they feel judged or insignificant. Lately, in the world, there have been a lot of citizens protesting for Black Lives Matter. The African Americans have to fight for their lives because they are scared to walk in the street or even get hurt. But the citizens came together to let their voices be heard: to fight for the better world: fight for equality: fight for justice. In the past, African Americans had to fight for their right. They all wanted "equal rights."

In this piece, the color red symbolizes many things, but I would describe red as courage and religion. Black means to have power, and green means to be healthy. The colors are also the colors of the African flag. This piece is a symbol of what the African Americans in the past have fought for us today.





## WILLIAM WILLIAMS

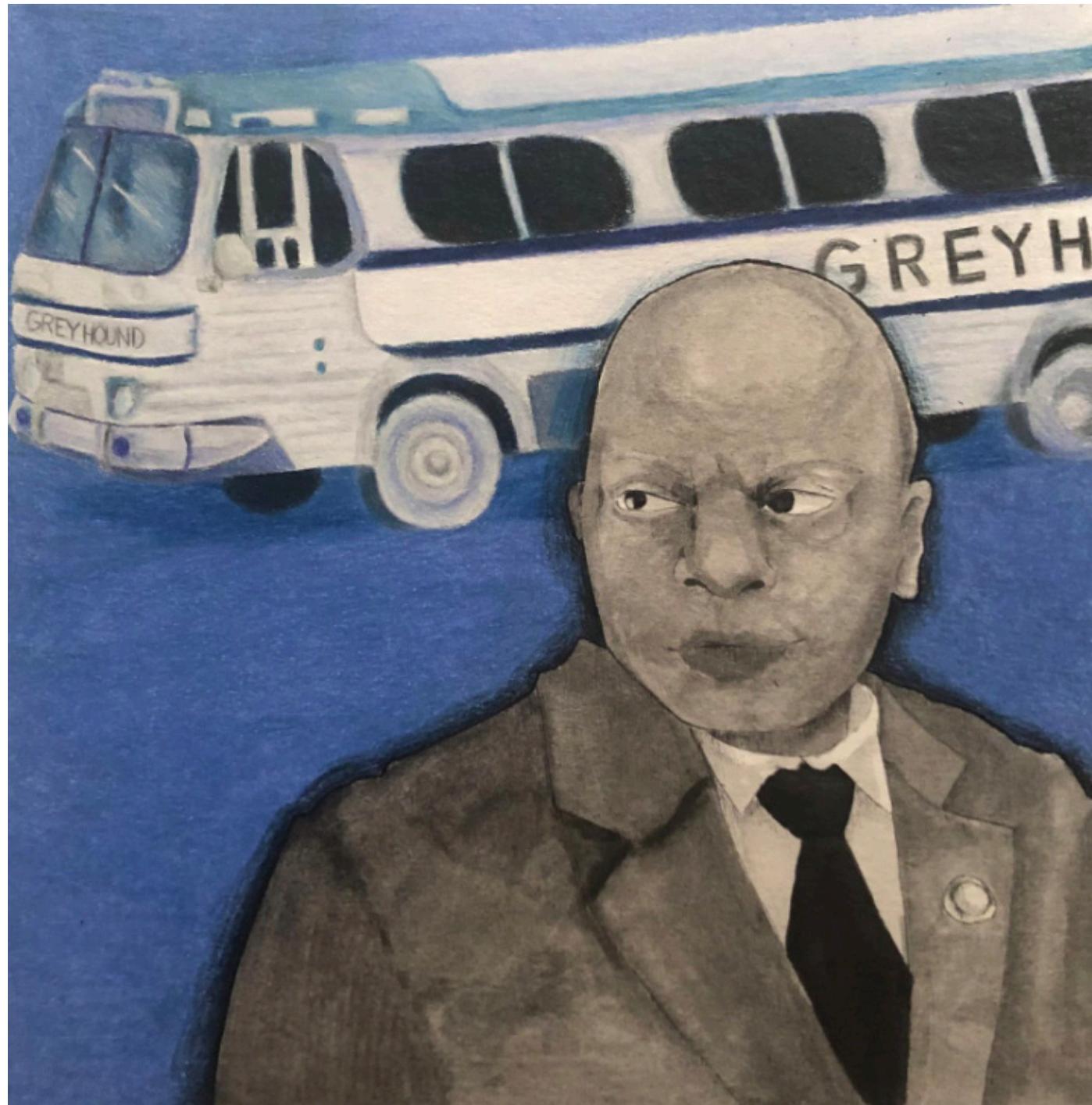
### 10<sup>TH</sup> GRADE

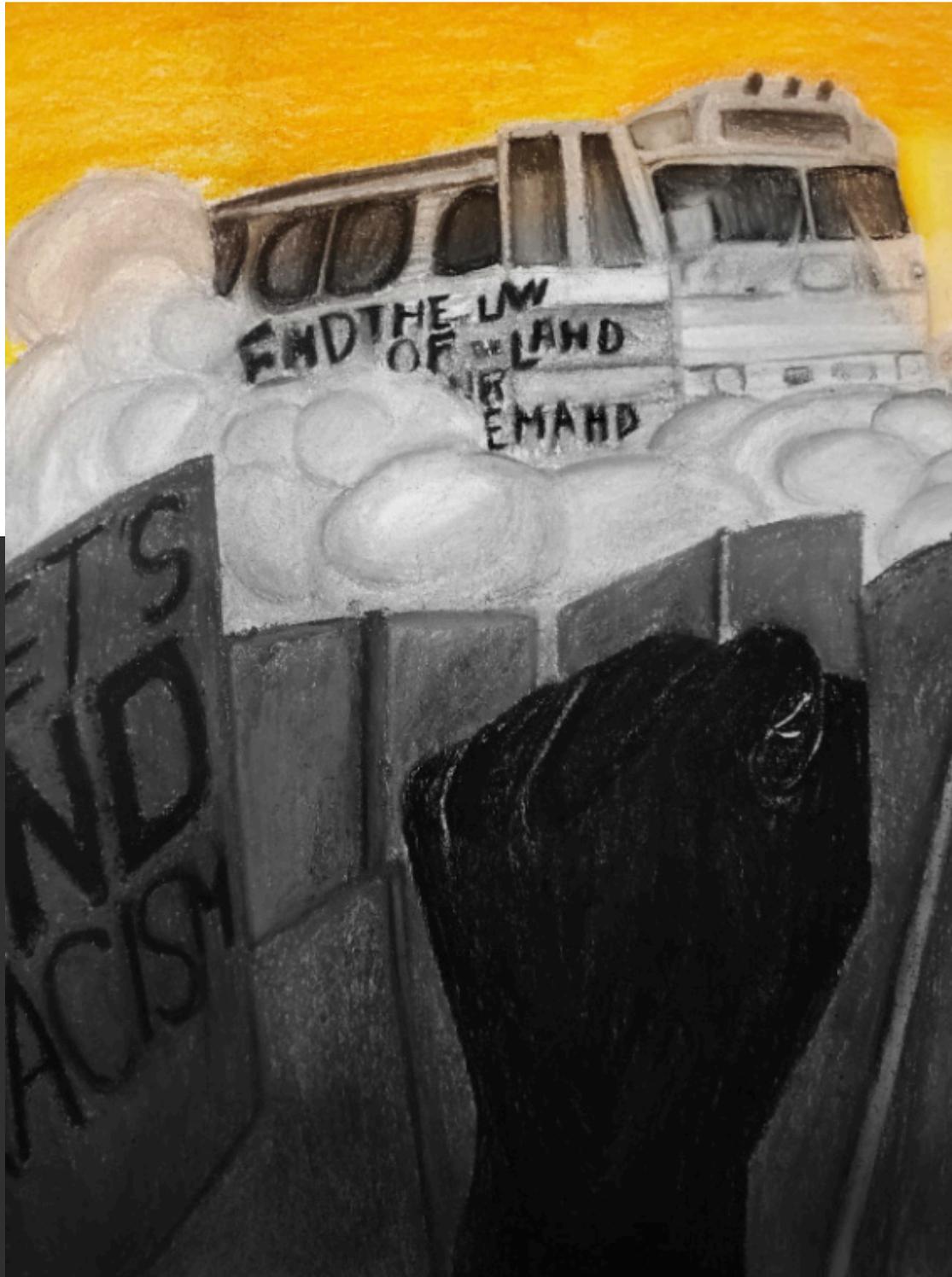
My piece "**Onward to Freedom**" has a man who is riding on the Freedom Riders bus. He has his head and arm sticking out the window, looking forward. He is looking towards the future. He knows he will face obstacles and isn't afraid because he is fueled by John Lewis' quote, "Get in trouble, good trouble, necessary trouble." He is willing to make that sacrifice to get into some trouble, "Good Trouble."

## HANNAH JONES

9<sup>TH</sup> GRADE

My piece is a dedication to John Lewis, a prominent figure during the Civil Rights Movement. While he was a part of the Freedom Riders Movement, John Lewis advocated for "Good Trouble," which is why I had chosen to do this piece dedicated to him. The work itself depicts a greyscale portrait of John Lewis with a Greyhound bus in a monochrome blue background. I chose to keep his portrait in greyscale to make it appear like a statue, as statues are often made of important people in history.





## KATIE AHN

### 9<sup>TH</sup> GRADE

The piece is created to represent the courage and hope of the freedom riders. The smoke surrounding the bus creates a dream-like atmosphere around it. Even with the smoke covering the bus, the posters' messages will still keep going with full power and eventually spread the message. The yellow-orange hue in the background symbolizes confidence and energy, which is a fuel to fuel their belief and accomplish it. The protest signs and the fist in the air are cheering on for the dream.

## JOSEPH HIGBE

9<sup>TH</sup> GRADE

"I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. I have a dream today." This quote from Dr. Martin Luther King Jr. is the basis for the ideal community. John Lewis worked his entire life for this, as should we. He protested and worked hard in government, all so that children can play without a care in the world about their skin color. I wanted to honor him in this piece.





## MADELIN MORGAN

### 10<sup>TH</sup> GRADE

The Good Trouble contest presented me with an issue that I struggled to depict with concrete imagery and make it unique. I decided to submit an original idea; I would focus on the significance of the overall civil rights movement rather than the significance of a person. All of the people involved have such a massive amount of relevance to the movement's success because regardless of individual contributions, a person's involvement in the movement gave it fuel to continue having an impact.

My painting utilizes the meaning of numbers to give it a deeper meaning. The number "555" painted in the top center of the piece represents the change incited by African Americans during the civil rights movement. Since the number 555 means that the time to let go of things that don't positively affect one to thrive genuinely has come, it represents the protesting and fighting against segregation injustices.

# DA'NADIA ROSS

## 11<sup>TH</sup> GRADE

My piece is titled **How Far Have We Come From Segregation**. I derived my idea from the quote, "The Legal Battle Against Segregation Is Won, but the Community Battle Goes On." It is a silhouette portrait of an African-American and a Caucasian woman, along with a singular fountain. It is a 10 x 12 watercolor piece.

The black woman represents me and my race. She is blue because that color illustrates sadness, but it also symbolizes wisdom and inspiration. I thought this would showcase the quote, "Wisdom is the Daughter of Experience." Once one experienced enough, one learned that they did not have to live like that anymore. The woman opposite to her represents the oppressors of my ancestors. I used the color magenta as an ironic quip; it means universal harmony and love and balance. It promotes compassion, kindness, and cooperation, all of which were not usually shown at that time. The drinking fountain represents one way that African Americans were humiliated and revealed they were not equal.

I intend for this work to propose the question, "Has segregation been fully solved, or are we in a new modern form of it?" by representing a singular fountain. I want everyone to be able to look at my piece and feel a sense of hope, but also see the reality of the world for it is. That is my goal for all of my works, to give people a visual outlet for themselves and bring forth essential questions for society's development.



# Friends of the **Freedom Rides** Museum

Your generous tax-deductible donations allow the **Friends of the Freedom Rides Museum** to fund projects like this. The Freedom Rides Museum is small but powerful and tells an essential American story.

**[FreedomRidesMuseumFriends.org/donate](https://FreedomRidesMuseumFriends.org/donate)**