



HIGH MUSEUM OF ART

ATLANTA

Picture the Dream

The Story of the Civil Rights Movement
through Children's Books

Grade 5 Social Studies TEACHER RESOURCE

Written by Lisa Rogers,
Cobb County Schools

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Pacing: One class
GRADE: 5

LESSON ACTIVITY TITLE: Green Doesn't Always Mean Go!

ESSENTIAL QUESTIONS:

- What was the significance of the Green Book?
- How did the Jim Crow era affect how African Americans could travel throughout the United States?

ENDURING UNDERSTANDING: The students will learn about one of many unspoken difficulties that many African Americans faced during the Jim Crow era.

PICTURE THE DREAM REFERENCE BOOK: *Ruth and the Green Book* by Calvin Alexander Ramsey with Gwen Strauss, illustrated by Floyd Cooper

SOCIAL STUDIES GSE TO ADDRESS IN THIS ACTIVITY:

SS5H6: Describe the importance of key people, events, and developments between 1950-1975.

MAJOR CONCEPTS AND VOCABULARY:

- Jim Crow laws
- segregation
- Negro

DIFFERENTIATED LEARNING (OPPORTUNITIES FOR SCAFFOLDING AND EXTENSION):

Scaffolds:

- Students may need or want additional prompts during book and illustration discussions. Prompt students to note the expressions on the characters' faces throughout the book. Prompt them to look for as many details in the illustrations as they can.
- Students may verbally tell or draw their responses to I Used to Think . . . Now, I think . . .
- Students may choose three to five letters to fill out in the alphabox instead of all twenty-six.
- Students may collaborate on the alphaboxes.

Extensions:

- Students may complete alphaboxes individually.
- Students may write multiple words or phrases for each letter in the alphabox.



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MATERIALS:

STUDENT SUPPLIES:

- social studies notebook or writing journal
- pencil
- alphaboxes template

TEACHER SUPPLIES:

- *Picture the Dream* PPT resource (available at High.org)
- *Ruth and the Green Book* by Calvin Alexander Ramsey
- Create an alphabox template for each student.

OPENING

BEFORE THE LESSON:

- Review an interview with Floyd Cooper where he discusses his illustrations in *Ruth and the Green Book*, as well as additional books he illustrated, and his expansive career: https://www.youtube.com/watch?v=2e_NszCwvQY.
- Review the primary source document, Green Books, at the following websites. Green Books were updated yearly and had many volumes.
 - New York Public Library Digital Collection, where you will see one copy of the Green Book <https://digitalcollections.nypl.org/items/88223f10-8936-0132-0483-58d385a7b928#/?uuid=890ecb80-8936-0132-6e6f-58d385a7b928>
 - The South Carolina University Library's copy of another published Green Book <https://digital.tcl.sc.edu/digital/collection/greenbook/id/2>
- There are a few advertisements in the book from the New York Public Library that make references to selling alcohol. You will also see the term *Negro* used throughout the book. This is part of the history and can serve as a teachable moment to explain to the students that this word was used during the Jim Crow era and afterward to describe African Americans. Take time to look through the book and determine what pages you would like your students to see.



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OPENING

HOOK/INTRODUCTION ACTIVITY:

- Project a primary source document from an original Green Book on your board for the students to see. Do not let the students know any information about the books they are viewing. Try to scroll past the title.
- Scroll through each page, and ask the students to make notes about the types of businesses and advertisements they see. Students should write the names of these businesses and advertisements in their journals. Next, project the following political map on your board: <https://geology.com/world/the-united-states-of-america-satellite-image.shtml>. Ask the students if they have ever taken a road trip with their parents to any of the states that they see on the map. Allow students time to share with the class where they have traveled. Ask the students if while on their road trip they ever stopped at any of the following places: a gas station, a restaurant, a hotel, a park, stores, etc.
- Prompt students with the question, "When you stopped at these places, did your parents ever have to get out of the car (leaving you behind) to go into any of these locations and ask permission to use the restroom or purchase a cold drink?" Students will most likely say NO! Ask them why.
- Tell the students that they will be listening to a story called *Ruth and the Green Book* by Calvin Alexander Ramsey.
 - Link to read aloud if you do not have the book:
<https://www.youtube.com/watch?v=COIPOzCe710>
- Explain to the students that you want them to listen to the story and compare their experiences to the main character in the book, Ruth.

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WORK PERIOD

STUDENT AND TEACHER PROCEDURES:

- Open the book if you have it, and if it is the hardcover edition, read the jacket flap to the students.
- Display the image of the Esso station worker from the *Picture the Dream* exhibition to pique student interest in the story, "*The man showed us a pamphlet called The Negro Motorist Green Book.*" (available on PPT resource).
- See, Think, Wonder*
 - Students will analyze the illustration and identify the following:
 - What they see
 - What they think
 - What they wonder about the picture

*This thinking routine was developed as part of the Visible Thinking project at Project Zero, Harvard Graduate School of Education. Explore more Thinking Routines at pz.harvard.edu/thinking-routines.

- Continue reading the book to the students, pausing to show them the pictures. Read the entire book. When you get to the last page, read the "History of the Negro Motorist Green Book" to the students.
- Allow time for the students to reflect in their journals about the story by using the model below called I Used to Think . . . Now, I think . . . Students' thoughts should be centered on the Green Book and the idea of segregation. Allow students to share their thoughts.

A THINKING ROUTINE FROM PROJECT ZERO, HARVARD GRADUATE SCHOOL OF EDUCATION

I Used to Think... Now I Think...

A routine for reflecting on how and why our thinking has changed.

Remind students of the topic you want them to consider. It could be the ideal itself—fairness, truth, understanding, or creativity—or it could be the unit you are studying. Have students write a response using each of the sentence stems:

- I used to think...
- Now, I think...

CLOSING

CLOSING ACTIVITY:

Students will create alphaboxes** with their table groups.

- Give each student one premade alphabox template. Alternatively, you could give one alphabox to each group and have the students complete it together. If you go with the latter option, be sure to have the students select a scribe for the group.

** See the example below:

AlphaBoxes			
A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V	W X	Y Z

- Students will come together in small groups/pairs and fill in the boxes with statements, vocabulary words, or thoughts that begin with the letter in each box. Determine how you want the students to fill in the boxes. For example, students may write a sentence that includes a word starting with the letter "G": "The Green Book was used by African Americans during the Jim Crow Era to help them find safe places to visit as they traveled across the United States."
- Give the groups time to fill out their alphaboxes and share their answers with their classmates.

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Floyd Cooper (American, born 1956), "The man showed us a pamphlet called *The Negro Motorist Green Book*." *Ruth and the Green Book*, 2010, written by Calvin Alexander Ramsey, oil erasure, collection of the artist, XL.2019.33.2.



Lisa Rogers is a dedicated and enthusiastic educator preparing innovative leaders for tomorrow. She began her teaching career almost twenty years ago in the Cobb County School District. She has taught all grade levels ranging from kindergarten through eighth, as well as Special Education, and is now a Gifted and Talent Development teacher for grades K-5. Since 2003, she has shared her educational pedagogy at numerous educational conferences throughout the state of Georgia, and she has written curriculum for the State of Georgia and for Cobb County for well over a decade. She was filmed by Georgia Public Broadcasting Television, where she demonstrated how to get students excited and engaged in the art of inquiry. In September of 2014, she was awarded the Javits-Frasier Scholarship for Diverse Talent Development, which helped propel her into mentoring others on how to serve underrepresented groups in gifted and talent development as it relates to literacy and learning.