



HIGH MUSEUM OF ART

ATLANTA

# Picture the Dream

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

## Grades 9-12/US History Social Studies **TEACHER RESOURCE**

Written by Jan Hansen,  
Fayette County Schools  
Page 1 of 15

**Pacing: Four 50-minute class periods**  
**GRADE: 9-12**

**LESSON ACTIVITY TITLE:** The Long Civil Rights Movement: Growing Up in the Shadow of Jim Crow

### **ESSENTIAL QUESTIONS:**

- As seen through visual art, how did segregationist policies affect life for Black people and African Americans in the 1950s and 1960s?
- In what ways did the Black and African American community adapt and innovate in light of these circumstances?

**ENDURING UNDERSTANDING:** The civil rights movement in the 1950s and 1960s happened as a result of a long history of political and social oppression reaching back to slavery. While events have shaped political policy, parts of the Black and African American experience remain strained and difficult. Artists and writers convey unique interpretations of historical and social events through their artwork.

**PICTURE THE DREAM REFERENCE BOOKS:** *The Beatitudes: From Slavery to Civil Rights* by Carole Boston Weatherford, illustrated by Tim Ladwig; *Ruth and the Green Book* by Calvin Alexander Ramsey, illustrated by Floyd Cooper

### **SOCIAL STUDIES GSE TO ADDRESS IN ACTIVITY:**

**SSUSH20:** Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Truman and Eisenhower administrations.

- b. Connect major domestic issues to their social effects including the G.I. Bill, Truman's integration policies, McCarthyism, the National Interstate and Defense Highways Act, and Brown v. Board of Education.

**SSUSH21:** Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Kennedy and Johnson administrations.

- b. Connect major domestic issues to their social effects including the passage of civil rights legislation and Johnson's Great Society, following the assassination of John F. Kennedy.

- d. Investigate the growth, influence, and tactics of civil rights groups, Martin Luther King, Jr., the Letter from a Birmingham Jail, the I Have a Dream Speech, and Cesar Chavez.



HIGH MUSEUM OF ART

ATLANTA

# Picture the Dream

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

## Grades 9-12/US History Social Studies **TEACHER RESOURCE**

Written by Jan Hansen,  
Fayette County Schools  
Page 2 of 15

### MAJOR CONCEPTS AND VOCABULARY:

- Brown v. Board of Education, school desegregation (1954)
- Rosa Parks and the Montgomery Bus Boycott (1955-1956)
- Desegregating Little Rock Central High School, Little Rock Nine (1957)
- Nonviolence and nonviolence training, sit-ins (1958-1960)
- Ruby Bridges (1960)
- Freedom Rides (1961)
- March on Washington, Martin Luther King Jr. and his message of nonviolence (1963)
- Freedom Summer (1964)
- Malcolm X in the movement (1964-1965)
- Civil Rights Act of 1964
- Fair housing movements (1966-1968)
- King assassination and the Poor People's March (1968)
- Civil Rights Act of 1968
- Tourist home
- Green Book

### DIFFERENTIATED LEARNING (OPPORTUNITIES FOR SCAFFOLDING AND EXTENSION):

#### Scaffolds:

- Students may read additional articles and books or investigate artwork, films, photographs, and primary documents from and about the civil rights movement to further inform their understanding of the time period.
- Students may take more time than suggested if needed to complete activities.
- Students may represent their thinking visually in addition to or instead of through writing for some tasks.

#### Extensions:

- Brainstorm and/or research additional marginalized groups who were fighting for justice alongside the Black community. What are some ways these movements intersect with the civil rights movement?
- Have students discuss what they feel is the most critical event(s) during the civil rights movement and how the movement may have been different if the event had not happened. Students will defend their answers with evidence for the class.
- Have students create their own children's story with illustrations about one event in the vocabulary terms.
- Have students rewrite one of the stories in this lesson for young adults rather than young children. How does the story change for the audience? Would the illustrations need to change? In what ways?



HIGH MUSEUM OF ART

ATLANTA

# Picture the Dream

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

Grades 9-12/US History  
Social Studies

## TEACHER RESOURCE

Written by Jan Hansen,  
Fayette County Schools  
Page 3 of 15

### MATERIALS:

#### STUDENT SUPPLIES:

- Copies of handouts
- Computer with access to YouTube

#### TEACHER SUPPLIES:

- *Picture the Dream* PPT resource (available at High.org)
- Background guide
- Handouts
- Copies of each book or a computer with access to YouTube

### OPENING

### HOOK/INTRODUCTION ACTIVITY:

- Have students read the quote from Edward Ayers, "What We Talk About When We Talk About the South" and answer the questions (Handout 1).
- Discuss the questions as a group in order to introduce the racial issues that exist in the South in this period.



HIGH MUSEUM OF ART

ATLANTA

# Picture the Dream

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

## Grades 9-12/US History Social Studies **TEACHER RESOURCE**

Written by Jan Hansen,  
Fayette County Schools  
Page 4 of 15

### WORK PERIOD

#### STUDENT AND TEACHER PROCEDURES:

- Have students complete the chart in Handout 2 and answer the questions. Have a discussion on the continuities and changes within each time period.
- Have students complete Handout 3. Then, have students place critical events from the chart and/or their textbooks, and then lead a discussion of why students chose those events as their most critical. At this point, students should have an understanding of the major events of the civil rights movement.
- Read or listen to *The Beatitudes: From Slavery to Civil Rights* by Carole Boston Weatherford.
  - Link to read aloud: [https://www.youtube.com/watch?v=oqAp5y\\_bb\\_U](https://www.youtube.com/watch?v=oqAp5y_bb_U)
- Divide students into small discussion groups and have them answer the questions in Handout 4. In answering the questions, students should use the illustrations in the book to inform their answers. Then, have each group brainstorm discussion questions of their own and lead a six- to eight-minute discussion with the class.
- Now that students have a deeper understanding of the politics and important events of the period, the next activity will explore more day-to-day aspects of the segregated South for Black people and African Americans, particularly the simple act of going on a family vacation.
- Read or listen to *Ruth and the Green Book* by Calvin Alexander Ramsey.
  - Link to read aloud: <https://www.youtube.com/watch?v=COIPOzCe710>
- Then, have students complete the Written Document Analysis Worksheet (attachment) about the Green Book attached here: <https://digitalcollections.nypl.org/items/9c454830-83b9-0132-d56a-58d385a7b928/book#page/21/mode/2up>
- In small groups, have students discuss what a trip for Black people and African Americans would have been like in the 1950s and 1960s, using the Green Book as a reference guide.

### CLOSING

#### Closing discussion and invitation for further reflection:

- What issues did participants in the civil rights movement succeed in changing?
- What other groups were influenced by the Black and African American movement for civil rights?
- What issues remain unresolved for marginalized groups in the United States?



HIGH MUSEUM OF ART

ATLANTA

# Picture the Dream

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

## Grades 9-12/US History Social Studies **TEACHER RESOURCE**

Written by Jan Hansen,  
Fayette County Schools  
Page 5 of 15

### TEACHER/STUDENT BACKGROUND ESSAYS:

#### 1. Medgar Evers, Teaching Tolerance

This essay was first published in *Free At Last: A History of the Civil Rights Movement and Those Who Died in the Struggle* in 1989.

**AUTHOR: TEACHING TOLERANCE STAFF**

**GRADE LEVEL: 9-12**

By the time Medgar Evers was 28, he had lost a family friend to a lynch mob. He had been turned away from a voting place by a gang of armed white men. He had been denied admission to a Mississippi law school because he was black. Nevertheless, Medgar Evers loved Mississippi. He fought in World War II for the United States "including Mississippi," he told people. And he returned from overseas with a commitment to steer his home state toward civilization.

That determination and a great deal of personal courage would carry him through many trials during the next nine years. Evers became the first NAACP Field Secretary for Mississippi, and he spent much of 1955 investigating racial killings. Evers' research on the murders of George Lee, Lamar Smith, Emmett Till and others was compiled in a nationally distributed pamphlet called *M is for Mississippi and for Murder*.

There was immense danger and little glory attached to civil rights work in Mississippi—even for the NAACP's highest state official. Medgar Evers was the one who arranged the safe escape of Mose Wright after the elderly black man risked death to testify against the white killers of Emmett Till. It was Medgar Evers who counseled James Meredith through the gauntlet of white resistance when Meredith became the first black person to enroll at the University of Mississippi. When there were no crises to respond to, there were long hours on the road organizing NAACP chapters.

In the spring of 1963, Evers was living in Jackson, leading a drive for fair employment and integration against a stubborn city government. When Evers sent a list of black demands to Mayor Allen C. Thompson, the mayor replied in a televised speech to blacks: "You live in a beautiful city," Thompson said, "where you can work, where you can make a comfortable living ... do not listen to false rumors which will stir you, worry you and upset you."

The mayor's speech only angered blacks more. The television station granted Evers equal air time. "History has reached a turning point, here and over the world," Evers said. He compared black life in Jackson to the lives of black Africans. "Tonight, the Negro knows ... about the new free nation in Africa and knows that a Congo native can be a locomotive engineer, but in Jackson he cannot even drive a garbage truck."

The bold speech made Evers the focus of racial tensions in the city. Young blacks became more impatient as city officials stubbornly refused to listen to civil rights demands. On May 28, an integrated group of students sat quietly at a white lunch counter while white thugs sprayed them with paint and poured salt and pepper on their heads. A photo of the incident was published nationwide, and Mayor Thompson was suddenly forced to negotiate with black leaders. During the series of meetings and demonstrations which followed, Medgar Evers became a hero to blacks in Jackson and a mortal enemy to whites.



HIGH MUSEUM OF ART

ATLANTA

# Picture the Dream

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

Grades 9-12/US History  
Social Studies

## TEACHER RESOURCE

Written by Jan Hansen,  
Fayette County Schools  
Page 6 of 15

### TENSIONS RISE

As the momentum of the movement increased, so did the threat of violence. A molotov cocktail was thrown at Evers' house. Student demonstrators were beaten by police. So many protestors were arrested that the state fairground had to be turned into a detention camp. Evers spent day and night in negotiations and strategy sessions, seeking desperately to avoid violence.

Then, on the night of June 12, 1963, President Kennedy delivered his strongest message ever on civil rights, "We face ... a moral crisis as a country and a people," Kennedy said. "A great change is at hand, and our ... obligation is to make that revolution, that change, peaceful and constructive for all."

Evers watched the presidential address with other NAACP officials. Greatly encouraged, they held a strategy session lasting late into the night. When Evers finally arrived home, it was after midnight. He pulled into his driveway, gathered up a pile of NAACP T-shirts reading "Jim Crow Must Go," and got out of his car.

Myrlie Evers had let her children wait up for their father that night. They heard his car door slam. "And in that same instant, we heard the loud gunfire," Mrs. Evers recalled. "The children fell to the floor, as he had taught them to, and I made a run for the front door, turned on the light and there he was. The bullet had pushed him forward, as I understand, and the strong man that he was, he had his keys in his hand, and had pulled his body around the rest of the way to the door. There he lay."

Neighbors lifted Evers onto a mattress and drove him to the hospital, but he was dead within an hour after the shot.

The next morning, police discovered a small clearing in a patch of honeysuckle near the house. On the ground nearby lay a high-powered rifle with a telescopic sight. An FBI investigation later showed the fingerprints on the rifle belonged to Byron De La Beckwith, a charter member of the White Citizens Council. Beckwith was tried twice for murder—both trials ended in hung juries and he was never convicted.



HIGH MUSEUM OF ART

ATLANTA

# Picture the Dream

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

Grades 9-12/US History  
Social Studies

## TEACHER RESOURCE

Written by Jan Hansen,  
Fayette County Schools  
Page 7 of 15

### RAGE CONTAINED

Myrlie Evers had often heard her husband counsel forgiveness in the face of violence. But the night he was killed, there was only room for grief and rage in her heart. "I can't explain the depth of my hatred at that point," she said later. The next night, with newfound strength, she spoke before 500 people at a rally. She urged them to remain calm and to continue the struggle her husband died for.

Others were unable to contain their anger. On June 15, after more than 5,000 people had gathered in silent tribute to Evers, a group of black youths began singing and marching in defiance of a court order. Police and fire engines confronted them on a downtown street, and the youths began throwing rocks. Several police officers drew their pistols. John Doar, a Justice Department lawyer who had come to attend Evers' funeral, knew there was going to be a riot unless someone acted quickly. Doar walked in between the police and demonstrators and urged the youths to turn back. They obeyed, and there was no violence.

Four days later, Evers was buried in Arlington National Cemetery. A military bugler played "Taps" and the crowd of 2,000 sang "We Shall Overcome."

The day after Evers' funeral, Mayor Thompson appointed the city's first black police officer, as part of an agreement reached with black leaders in the aftermath of Evers' murder. Although the settlement was not a complete victory for Jackson's black citizens, it was a major step toward the goals for which Medgar Evers had fought.

A year before his death, Evers told an interviewer why he devoted his life to the struggle for civil rights: "I am a victim of segregation and discrimination and I've been exposed to bitter experiences. These things have remained with me. But I think my children will be different. I think we're going to win."

Source

Copyright © Teaching Tolerance.

<https://www.tolerance.org/classroom-resources/texts/medgar-evers>



HIGH MUSEUM OF ART

ATLANTA

# Picture the Dream

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

## Grades 9-12/US History Social Studies **TEACHER RESOURCE**

Written by Jan Hansen,  
Fayette County Schools  
Page 8 of 15

### 2. Jim Crow and Segregation, New Visions for Public Schools

#### Jim Crow and Segregation

Racial segregation dates back to colonial times, and its effects can still be observed throughout the United States. After the Civil War (1865) most freed African Americans continued to live at little more than a subsistence level, however, a minority of African Americans gained a measure of prosperity. They could plan leisure travel for the first time. Affluent African Americans arranged large group excursions for as many as 2,000 people at a time, for instance, traveling by rail from New Orleans to resorts along the coast of the Gulf of Mexico. In the pre-Jim Crow era this necessarily meant mingling with whites in hotels, transportation, and leisure facilities. They were aided in this by the Civil Rights Act of 1875, which had made it illegal to discriminate against African Americans in public accommodations and public transportation.

By 1877, white Democrats controlled every state government in the South. The Civil Rights Act was declared unconstitutional by the United States Supreme Court in 1883, resulting in states and cities passing numerous segregation laws. White governments in the South required even interstate railroads to enforce their segregation laws, despite national legislation requiring equal treatment of passengers. In 1896, the US Supreme Court ruled in *Plessy v. Ferguson* that "separate but equal" accommodations were constitutional. In practice, however, facilities for African Americans were far from equal, and soon laws were passed that restricted African American travel, housing, schools, use of private and public facilities, amusement parks and other recreational areas.

#### Travel during the Jim Crow Era

During the Jim Crow era, when open and legally prescribed discrimination against African Americans was widespread, travel could be difficult, dangerous or even fatal. Because public transportation was segregated many African Americans took to driving. As the writer George Schuyler put it in 1930, "All Negroes who can do so purchase an automobile as soon as possible in order to be free of discomfort, discrimination, segregation, and insult." In addition African Americans employed as athletes, entertainers, and salesmen also traveled frequently for work purposes. While traveling, stopping for basic necessities such as food, gas, water, restrooms or an overnight hotel stay, could bring danger to African American travelers. They did not know which businesses would refuse to serve them or repair their vehicles. In addition some communities purposely excluded people of other races. Known as "sundown" towns, these communities used discriminatory laws, intimidation, and violence to keep African Americans from stopping in their towns. The term came from signs posted stating that people of color had to leave the town by sundown.

#### The Green Book

In 1936, Victor H. Green published the Green Book. It was an annual guidebook for African American travelers, commonly referred to as the Green Book. The purpose behind its publication was to assist African American travelers in finding businesses that welcomed them. From a New York-focused first edition published in 1936, Green expanded the work to cover much of North America, including most of the United States and parts of Canada, Mexico, the Caribbean, and Bermuda. The Green Book ran until 1966. The Green Book was used "to give the Negro traveler information that will keep him from running into difficulties, embarrassments and to make his trip more enjoyable." The Green Book became "the bible of African American travel during Jim Crow" enabling African American travelers to find lodgings, businesses, and gas stations that would serve them along the road. Shortly after the passage of the Civil Rights Act of 1964, which outlawed all types of racial discrimination, the Green Book's publication ceased and it fell into obscurity.

#### See Full Document in Attachments:

From pages 2-3 of the Green Book DBQ Document from New Visions for Public Schools





HIGH MUSEUM OF ART

ATLANTA

# Picture the Dream

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

Grades 9-12/US History  
Social Studies

## TEACHER RESOURCE

Written by Jan Hansen,  
Fayette County Schools  
Page 9 of 15

### What We Talk About When We Talk About The South Handout 1

Read the following quote and answer the questions that follow. Be prepared to discuss your thoughts.

*Southern history bespeaks a place that is more complicated than the stories we tell about it. Throughout its history, the South has been a place where poverty and plenty have been thrown together in especially jarring ways, where democracy and oppression, white and black, slavery and freedom, have warred. The very story of the South is a story of unresolved identity, unsettled and restless, unsure and defensive. The South, contrary to so many words written in defense and in attack, was not a fixed, known, and unified place, but rather a place of constant movement, struggle, and negotiation.*

- What argument about the South is Ayers making here?
- What does it mean to be Southern (i.e., what is Ayers saying about Southern identity)?
- How does this quote fit into the context of the civil rights movement?
- Display the images from the *Picture the Dream* exhibition from *The Beatitudes* and *Ruth and the Green Book* (available on PPT resource). How do these illustrations demonstrate any of the concepts in this quote? What visual details can you find that make you say that?

**Reconstruction to the Civil Rights Movement  
Handout 2**

Define each term in the chart below and answer the questions that follow.

<b>Congressional Protections Reconstruction</b>	<b>US Supreme Court Response Reconstruction</b>	<b>Congressional and Supreme Court Responses to Reconstruction</b>
Civil Rights Act, 1866	Slaughterhouse Cases, 1873	<i>Shelley v. Kramer</i> , 1948
Enforcement Act, 1870	<i>Minor v. Happersett</i> , 1874	<i>Brown v. Board of Education</i> , 1954
Force Acts, 1875	<i>US v. Reese</i> , 1875	Civil Rights Act, 1957
Thirteenth Amendment	<i>US v. Cruikshank</i> , 1876	<i>Heart of Atlanta Motel v. United States</i> , 1964
Fourteenth Amendment	<i>Hail v. DeCuir</i> , 1877	Civil Rights Act, 1964
Fifteenth Amendment	Civil Rights Cases, 1883	Voting Rights Act, 1965
	<i>Plessy v. Ferguson</i> , 1896	Executive Order 11246
	<i>Williams v. Mississippi</i> , 1898	Fair Housing Act, 1968
	<i>Cumming v. Richmond City BOE</i> , 1899	

- How did each of the congressional protections further civil rights for Black people and African Americans after the Civil War?
- How did Supreme Court decisions slowly chip away at congressional protections?
- How did both the Supreme Court and Congress in the 1950s and 1960s correct Supreme Court decisions in earlier periods?



HIGH MUSEUM OF ART

ATLANTA

# Picture the Dream

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

## Grades 9-12/US History Social Studies **TEACHER RESOURCE**

Written by Jan Hansen,  
Fayette County Schools  
Page 11 of 15

### **The Beatitudes Handout 3**

As you read the book, answer the first set of questions. When you have finished reading the book, discuss the second set of questions with your group.

#### **Set 1:**

- List the events that are illustrated in this book. Why do you think these events are included? How do the text and images work together to tell the stories of these events?
- Note, in particular, the two images included in the *Picture the Dream* exhibition (available on PPT resource). Why might the curator have chosen these two images to include in the exhibition?
- How does the book trace continuity and change over time during the civil rights era? How is this reflected in the illustrations?
- What events are left out of the book? Why do think these events were excluded?

#### **Set 2:**

- What is the importance of religion and the church in the civil rights movement?
- What message(s) might the author and illustrator be trying to send the audience about the civil rights movement? What are some details from the illustrations that support this (these) message(s)?
- How does the book make the civil rights movement accessible for young children? Why?
- Create a discussion question based on the book to generate class discussion. Be prepared to lead a short discussion based on your question.



HIGH MUSEUM OF ART

ATLANTA

# Picture the Dream

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

## Grades 9-12/US History Social Studies **TEACHER RESOURCE**

Written by Jan Hansen,  
Fayette County Schools  
Page 12 of 15

### **Ruth and the Green Book Handout 4**

Analyze *Ruth and the Green Book* along with the primary source text from an original Green Book. Use the questions below for a guide in analyzing the text.

<https://digitalcollections.nypl.org/items/9c454830-83b9-0132-d56a-58d385a7b928/book#page/21/mode/2up>

- What historical circumstances led to the creation of the Green Book?
- What is a "tourist home" as described in the story? What, if any, information does the illustration give that the text leaves out?
- What do you believe the author and illustrator are trying to tell the reader about racism in the South during this time period? What do you believe the author and illustrator are telling us about the role of the Green Book during this time period? How are these messages presented through the illustrations in the book?
- What difficulties did Black people and African Americans face when planning to travel and during travel?
- To what extent did the Supreme Court's decision in *Heart of Atlanta Motel, Inc. v. United States* rectify the problems Black people and African Americans faced when attempting to travel? What are some persisting inequities that exist that perpetuate difficulties for marginalized groups planning vacations or travel? What are some ways that groups are currently working on solving those problems? What could your role(s) be?



HIGH MUSEUM OF ART

ATLANTA

# Picture the Dream

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

Grades 9-12/US History  
Social Studies

**TEACHER RESOURCE**

Written by Jan Hansen,  
Fayette County Schools  
Page 13 of 15



**Tim Ladwig** (American, born 1952), "I was with Barack Obama when he took his oath as President of the United States." *The Beatitudes: From Slavery to Civil Rights*, 2010, written by Carole Boston Weatherford, watercolor and pastel on Twinrocker tinted watercolor paper, collection of the artist, XL.2019.43.2.





HIGH MUSEUM OF ART

ATLANTA

# Picture the Dream

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

Grades 9-12/US History  
Social Studies

**TEACHER RESOURCE**

Written by Jan Hansen,  
Fayette County Schools  
Page 14 of 15



**Tim Ladwig** (American, born 1952), "I was with the mother of fourteen-year-old lynching victim Emmett Till." *The Beatitudes: From Slavery to Civil Rights*, 2010, written by Carole Boston Weatherford, watercolor and pastel on Twinrocker tinted watercolor paper, collection of the artist, XL.2019.43.3.





HIGH MUSEUM OF ART

ATLANTA

# Picture the Dream

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

Grades 9-12/US History  
Social Studies  
**TEACHER RESOURCE**

Written by Jan Hansen,  
Fayette County Schools  
Page 15 of 15



**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.



Jan Hansen has been teaching AP US History at McIntosh High School in Fayette County for fifteen years. She has spoken at state and national social studies conferences, presenting original lessons on the economic impact of the Tennessee Valley Authority and the creation of Oak Ridge, Tennessee. She served on the Georgia Standards of Excellence committee to review and refresh the US Government Standards and also served on the committee to implement the Every Student Succeeds Act for the State of Georgia. She is most proud to have been named the 2019 STAR Teacher at her school.