

The Green Book: Black Traveler's Guide to Happy Motoring

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Grade Level 8
Duration 2-3 class periods

National Standards

GEOGRAPHY

Element 2: Places and Regions

4. The physical and human characteristics of places.

Element 4: Human Systems

9. The characteristics, the distribution, and migration of human populations on Earth's surface

Element 6: The Uses of Geography

17. How to apply geography to interpret the past

AZ Standards

ELA

Writing

Production and Distribution of Writing

8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

8.W.6 Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Research to Build and Present Knowledge

8.W.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Arizona Social Science Standards

GEOGRAPHY

The use of geographic representations and tools helps individuals understand their world.

8.G1.1 Use geographic tools and representations to analyze historical and modern political and economic issues and events. Key tools and representations such as maps, globes, aerial and other photos, remotely sensed images, tables, graphs, and geospatial technology

Human-environment interactions are essential aspects of human life in all societies.

8.G2.2 Evaluate how political, social, and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

8.G3.1 Evaluate the impact of economic, political, and social decisions that have caused conflict or promoted cooperation throughout time.

CIVICS

Citizens have individual rights, roles, and responsibilities

8.C2.3 Analyze concepts and ideals such as majority and minority rights, civil dissent, and the rule of law.

Process, rules, and laws direct how individuals are governed and how society addresses problems

8.C4.1 Compare historical and contemporary means of changing societies to promote the common good.

8.C4.2 Assess specific rules and laws (both actual and proposed) as means of addressing public problems.

HISTORY

Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.

8.H3.3 Compare how individual rights, freedoms, and responsibilities have evolved over time around the world.

Overview

The Great American Road Trip, often seen as the ultimate sign of freedom for travelers, was not that free for African Americans who had to worry about which businesses would allow them to service their cars and themselves.

Purpose

In this lesson, students will understand the role social networking played in African American business and leisure travel along America's highways before the Civil Rights Act of 1964 was passed.

Materials

- Ruth and the Green Book by Calvin Ramsey
- "The Car and Jim Crow" article by Thomas Sugrue
http://www.autolife.umd.umich.edu/Race/R_Casestudy/R_Casestudy2.htm
- The Green Book: the Black Travelers' Guide to Jim Crow America
<https://www.history.com/news/the-green-book-the-black-travelers-guide-to-jim-crow-america>
- The Green Book 1949 edition to print or computer access to electronic version
http://www.autolife.umd.umich.edu/Race/R_Casestudy/Negro_motorist_green_bk.htm
- Route 66 Map (Route 66 Corridor Preservation Program)
- Citations for My Research worksheet
- Access to computer lab

Objectives

The student will be able to:

1. Describe the impact that the Jim Crow laws had on African Americans.
2. Integrate visual information with other information in print.

Procedures

SESSION ONE

1. Begin the lesson by asking students to think of a road trip they took that lasted several days.
2. Have students make a list of the preparations before and during the trip. Have the students work in partners to list the items—one item per

- turn (passing the paper back and forth) without talking. After 2 minutes, have them stop.
3. Project and read the book or ebook, Ruth and the Green Book by Calvin Ramsey.
4. Project and read The Green Book: the Black Travelers' Guide to Jim Crow America and The Car and Jim Crow articles highlighting what travelers did in areas where there were no services for blacks.
5. Invite discussion after having students take a look at the list they created at the beginning of class and comparing it to a list that might have been created by an African American traveler during the time of Jim Crow laws.

SESSION TWO

6. Tell the students they are going to plan a road trip for the characters in the story only this time they are traveling from Chicago to Los Angeles using Route 66. They will be divided into groups. Each group will be assigned a city to research in the copy of the 1949 edition of The Green Book. Their task will be to make one PowerPoint slide with two images for a trip scrapbook/guidebook. They should check The Green Book for hotels, gas stations, and any other places that would provide services to the characters from the story. The one slide with two images and information should seem believable for a 1950s traveler.
7. Show the students the sample PowerPoint slide "Leaving Chicago" for the beginning of the journey. Explain the Citations for My Research worksheet and scoring system.
8. Then show the students the online version or printed copy of The Green Book. Use Chicago as an example of what is listed. However, in some cities, not all services (gas, hotel, restaurant) are given. Students should then describe what they had to do to make up for those services that are not available. (For example: no hotel—slept in a tent, no restaurant—ate food stored in the car) They can add clip art or actual historic photos to make this seem believable.
9. Groups may need to communicate with cities prior to their city in the journey. This will tell them if they need to buy food at the store and put it in the car or if they need to get gas. Then when their city comes in the trip, there is food to eat, etc.
10. Groups should write their conclusion page as if they are commenting today on how things have changed for black travelers since the time of The Green Book.

SESSION THREE

Teacher will combine the group slides in order of the cities listed on the Route 66 map. At a later date, show the students the complete PowerPoint. Have students share their conclusion paragraphs.

Assessment

ELA and Social Sciences

Powerpoint slide and conclusion statement can be graded for geography, civics, history, reading and writing according to the scoring guide on the Citations for My Research worksheet. Mastery will be considered 80% or higher.

If Accelerated Reader program or similar computer comprehension program is available, students can take a quiz on Ruth and the Green Book. Mastery will be considered 80% or higher.

Extensions

Invite a guest speaker to class to talk about traveling in the U.S. and using The Green Book.

Have students interview friends and family that used The Green Book.

Research the connections between ESSO, Rockefeller, Standard Oil, The Green Book, and Spelman College.

Visit some of the businesses listed in The Green Book and take pictures or interview neighbors about the sites.

Suggest that students read The Watsons Go to Birmingham 1963 by Christopher Paul Curtis.

Sources

Automobile in American Life and Society and Copy of The Green Book

- http://www.autolife.umd.umich.edu/Race/R_Casestudy/R_Casestudy2.htm
- http://www.autolife.umd.umich.edu/Race/R_Casestudy/Negro_motorist_green_bk.htm

Story Map based on Ruth and the Green Book
<http://publicdomain.nypl.org/greenbook-map/>

Ramsey, Calvin. Ruth and the Green Book. 2010
Minneapolis: Carolrhoda Books.

Route 66 Maps

- <http://www.theroadwanderer.net/route66.htm>
- <https://www.nps.gov/nr/travel/route66/maps66.html>
- https://en.wikipedia.org/wiki/U.S._Route_66