

What was it like

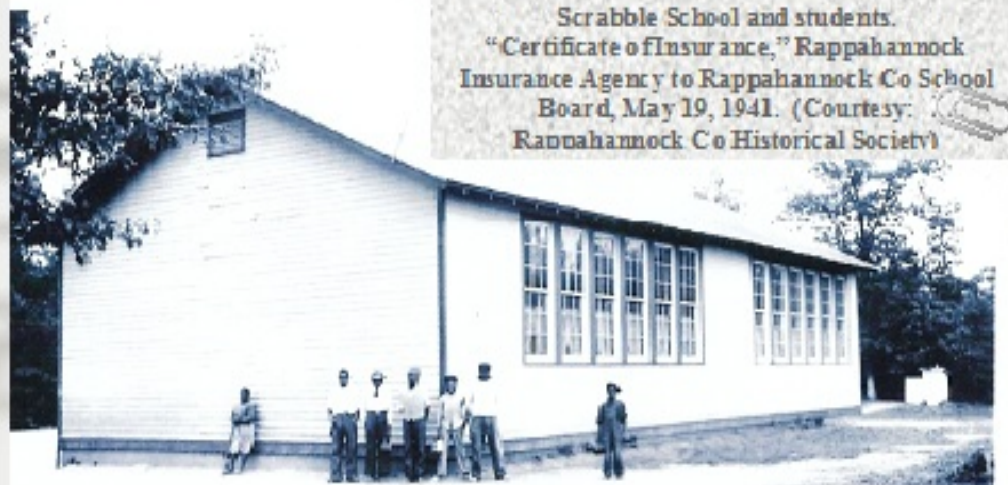


Peggy Ann Ander & Joana Aylor,
ca 1950s. (Gift of Lillian Aylor)

to attend a



SEGREGATED SCHOOL?



Scrabble School and students.
"Certificate of Insurance," Rappahannock
Insurance Agency to Rappahannock Co School
Board, May 19, 1941. (Courtesy:
Rappahannock Co Historical Society)

By the Scrabble School Preservation Foundation

WHAT WAS IT LIKE TO ATTEND A SEGREGATED SCHOOL?
AFRICAN-AMERICAN EDUCATION & SEGREGATION IN THE 20TH CENTURY
ROSENWALD SCHOOLS IN RAPPAHANNOCK COUNTY, VIRGINIA.



**A CURRICULUM FOR ELEMENTARY
SCHOOL**

**COMPANION TO VIRTUAL EXHIBIT AT
<WWW.SCRABBLESCHOOL.ORG>**

**By the Scrabble School Preservation Foundation
& the African-American Heritage Center of Rappahannock County**

**THE MISSION OF THE SCRABBLE SCHOOL PRESERVATION FOUNDATION
IS TO PRESERVE THE SCRABBLE SCHOOL AND TO SHARE ITS LEGACY THROUGH EDUCATIONAL PROGRAMS.
SSPF IS A 501(c)3, NON-PROFIT ORGANIZATION.**



**SCRABBLE SCHOOL
111 SCRABBLE ROAD
CASTLETON, VA 22716**

**SCRABBLE SCHOOL PRESERVATION FOUNDATION
ROBERT J. LANDER, PRESIDENT**

**For additional information about Scrabble School, the curriculum project,
and/or to schedule a tour, contact:**

Susanna Spencer, Program Director
Scrabble School Preservation Foundation
Tel. 540-923-4441
contact@scrabbleschool.org
www.scrabbleschool.org

Scrabble School is also home to the Senior Center of Rappahannock County.
SSPF does not have staff on the premises, but welcomes tours
on an appointment only basis Friday-Sunday.

CREDITS

PROJECT DIRECTOR, EDITOR

Susanna Spencer

CURRICULUM

Sharon C. Mohrmann
Gifted Resource Teacher
Orange Elementary School
Orange, VA 22960

Note: In addition to teaching at Orange Elementary School, Sharon has worked with Andy Mink on several Hands on History projects.

ADVISORS

Dr. Andrew Mink
Executive Director, LEARN NC
School of Education
University of North Carolina at Chapel Hill

Note: Beginning during his tenure at the University of Virginia's Center for Digital History and then the UVA Curry School of Education, Andy has worked with master teachers to develop interactive educational curriculum development projects for K-12 and university educators. The National Society of Experiential Educators honored him in 2003 as Educator of the Year. For examples, see America on the World Stage, Teaching American History Grant Digital Library at <http://www.handsonhistorylibrary.org/library.aspx>

Dr. Lynn Rainville
Research Professor in Humanities
Sweet Briar College
Sweet Briar, VA

Note: Lynn has studied extensively the history of Rosenwald Schools. In 2009/10, she co-curated and served as an advisor for the Scrabble School Preservation Foundation website and exhibit.

PHOTOS

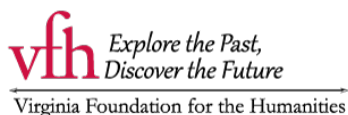
Cover: Peggy Ann Andes & Joana Aylor, ca 1950s. (Gift of Lillian Aylor)

Scrabble School and students, accompanied "Certificate of Insurance" from Rappahannock Insurance Agency to Rappahannock County School Board, May 19, 1941. (Courtesy, Rappahannock County Historical Society)

Page 7: Report Card, Peggy Ann Andes, June 4, 1959. (Gift of Lillian Aylor)

Page 11: Crowning of the May Day King and Queen. (n.d.) (Courtesy of the Rappahannock News)

Funding for this project from individuals and the following:



SCRABBLE SCHOOL CURRICULUM CORRELATES

TO VIRGINIA STATE HISTORY S.O.L.'s

KINDERGARTEN

Standard K.1

The student will recognize that history describes events and people of other times and places by

- b) identifying the people and events honored by the holidays of Thanksgiving Day; Martin Luther King, Jr., Day; Presidents' Day; and Independence Day (Fourth of July).
 - Important Information: Martin Luther King, Jr. Day: This is a day to remember an African American who worked so that all people would be treated fairly. It is observed in January.

2ND GRADE

Standard 2.11

The student will identify George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr., as Americans whose contributions improved the lives of other Americans.

- Jackie Robinson
- Martin Luther King, Jr.: He was an African American minister who worked so that all people would be treated fairly. He led peaceful marches and gave speeches.

3RD GRADE

Standard 3.11

The student will explain the importance of the basic principles that form the foundation of a republican form of government by

- b) identifying the contributions of George Washington; Thomas Jefferson; Abraham Lincoln; Rosa Parks; Thurgood Marshall; Martin Luther King, Jr.; and Cesar Chavez;
 - Rosa Parks: She was an African American woman who refused to give up her seat on a public bus as was required by law many years ago. She helped to bring about changes in laws and worked so that all people would have equal rights.
 - Thurgood Marshall: He was a lawyer who defended people at a time when not all people had equal rights. He was the first African American justice of the United States Supreme Court.
 - Martin Luther King, Jr.: He was an African American minister who worked for equal rights for all people. He helped bring about changes in laws through peaceful means.

4TH GRADE

Standard VS.8a

The student will demonstrate knowledge of the reconstruction of Virginia following the Civil War by

- a) identifying the effects of Reconstruction on life in Virginia.
 - Problems faced by Virginians during Reconstruction
 - Millions of freed African Americans needed housing, education, clothing, food, and jobs.
 - Measures taken to resolve problems
 - The Freedmen's Bureau was a government agency that provided food, schools, and medical care for freed African Americans and others in Virginia.

Standard VS.8b

The student will demonstrate knowledge of the reconstruction of Virginia following the Civil War by

- b) identifying the effects of segregation and "Jim Crow" on life in Virginia for whites, African Americans, and American Indians.
 - The freedoms and rights that had been promised to African Americans were slowly taken away after Reconstruction, and it would take years to win them back.

Standard VS.9c

The student will demonstrate knowledge of twentieth- and twenty-first-century Virginia by

- c) identifying the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history.
 - After World War II, African Americans demanded equal treatment and the recognition of their rights as American citizens. As a result of the Civil Rights Movement, laws were passed that made racial discrimination illegal.
- Terms to know
- segregation: The separation of people, usually based on race or religion
 - desegregation: Abolishment of racial segregation
 - integration: Full equality of people of all races in the use of public facilities and services
 - Desegregation and Massive Resistance in Virginia
 - The U.S. Supreme Court ruled in 1954 (*Brown v. Board of Education*) that "separate but equal" public schools were unconstitutional.
 - All public schools, including those in Virginia, were ordered to desegregate.
 - Virginia's government established a policy of Massive Resistance, which fought to "resist" the integration of public schools.
 - Some schools were closed to avoid integration.
 - The policy of Massive Resistance failed, and Virginia's public schools were finally integrated.
 - Harry F. Byrd, Sr., led the Massive Resistance Movement against the desegregation of public schools.

Terms to know

- segregation: The separation of people, usually based on race or religion
- discrimination: An unfair difference in the treatment of people

- During Reconstruction, African Americans began to have power in Virginia's government, and men of all races could vote.
- After Reconstruction, these gains were lost when "Jim Crow" laws were passed by southern states. "Jim Crow" laws legally established segregation, or separation of the races, and reinforced prejudices held by whites.
- Effect of "Jim Crow" laws on the lives of African Americans and American Indians
 - Unfair poll taxes and voting tests were established to keep African American men from voting.
 - African Americans found it very difficult to vote or hold public office.
 - African Americans were forced to use separate, poor-quality facilities and services, such as drinking fountains, restrooms, and restaurants.
 - African-American and white children attended separate schools.

Standard VS.9d

The student will demonstrate knowledge of twentieth- and twenty-first-century Virginia by

- d) identifying the political, social, and/or economic contributions made by Maggie L. Walker; Harry F. Byrd, Sr.; Oliver W. Hill; Arthur R. Ashe, Jr.; A. Linwood Holton, Jr.; and L. Douglas Wilder.
- Political, social, and/or economic contributions made by the following citizens
 - Maggie L. Walker was the first African American woman in the United States to establish a bank and become a bank president.
 - Harry F. Byrd, Sr., as governor of Virginia, was known for a "Pay As You Go" policy for road improvements, and he modernized Virginia state government.
 - Oliver W. Hill, a lawyer and civil rights leader, worked for equal rights of African Americans. He played a key role in the Brown v. Board of Education decision.
 - Arthur R. Ashe, Jr. was the first African American winner of a major men's tennis singles championship. He was also an author and eloquent spokesperson for social change.
 - A. Linwood Holton, Jr., as governor of Virginia, promoted racial equality and appointed more African Americans and women to positions in state government than previous governors.
 - L. Douglas Wilder, as governor of Virginia, was the first African American to be elected a state governor in the United States.

LEARNING OBJECTIVES

Lesson One:

The students will be able to sequence the events that lead to the building and use of The Scrabble School in Rappahannock County.

Lesson Two:

The student will be able to compare and contrast the similarities and differences in a day at the Scrabble School in the 1900's to a modern day school day.

The student will be able to describe and illustrate special days at the Scrabble School.

Lesson Three:

The students will be able to recognize and document acts of segregation in the 1900's.

Lesson Four:

The student will be able to research the life of a famous African American during the Civil Rights Movement and write an introduction for that person.

The student will be able to identify the cause and effect relationships of events during the Civil Rights Movement.

Lesson Five:

The students will be able to create a video using images and words from the website and lessons.

LESSON ONE: THE HISTORY OF THE SCRABBLE SCHOOL

Lesson Objective:

The students will be able to sequence the events that lead to the building and use of The Scrabble School in Rappahannock County.

Introduction: Ask the students-

When you came to school at the beginning of the year, did you have all of the supplies that you needed?

Was your classroom decorated with pretty bulletin boards and pictures?

Was it warm enough or cool enough?

Were all of your friends here when you returned in September or did they have to go to a different school?

*A long time ago, when your grandmother and grandfather were little, school was not the same as it is today. Some schools were new and some were old. Some might be close to your house and some might be far away. Some were just for white children and some just for black children. Sometimes your family and friends had to raise the money before a school could even be built in your town. In many small towns in the South, this is just what happened. Two special men, Booker T. Washington and Julius Rosenwald, helped these towns build schools for African American children. The book, *Dear Mr. Rosenwald*, tells the story of how many schools for African American children were started in the South.*

Best Shot: Read **Dear Mr. Rosenwald** by Carol Boston Weatherfold.

What was the problem in the story? The children needed a new school

What had to happen before they could start building the new school?

They had to raise the money, white folks had to pitch in, they had to get land

How did they raise the money? Sold cotton, raised hogs and chickens, held box parties, donated at church

Who built the school and where did they get the supplies? The townspeople and parents. They cut the lumber from the forest and they got donations from the white schools.

Discuss some of the special quotes from the book. You can have the students share what they think the quotes mean orally or with a partner, write the quote and describe the meaning in writing or with a picture.

Professor James told the children that "Learning is priceless"

Mrs. Shaw said, "Children, you are diamonds in the rough. I will polish you bright as stars."

The child said, "Tomorrow is in our hands."

Daddy said, "Our family is like a tree."

Daddy said, "This child will have a better chance."

The teacher said, "You can't judge a school by the building."

Guided Practice: Have the students visit the Scrabble School Website

<http://www.scrabbleschool.org/> and look at the history of the Scrabble School in the **Introduction** and the **Timeline of African-American Education**. Younger students can read **The History of The Scrabble School for Children Digital Storybook**. Discuss the similarities to the history of The Scrabble School and the story of Dear Mr. Rosenwald.

What parts of the story are the same? A school was needed, they needed to raise the money, land was donated, Mr. Rosenwald helped with a donation, the school was built by the community.

Independent Practice: Have the students take a piece of paper and fold it into four sections. Have them cut the paper in half and tape the papers together so that it looks similar to a comic strip. Have them label the paper: First, then, next, last. Using what they have learned from **Dr. Mr. Rosenwald**, the Scrabble website, and the Scrabble School Digital Storybook, have the students sequence four events from start to finish with written statements and illustrations. Display sequence descriptions and have the students visit each picture.

Closure: At the end of **Dear Mr. Rosenwald**, Ovella writes a letter of thanks to Mr. Rosenwald for helping to make a new school come to her community.

Has anyone ever helped you with something in your life, a special teacher, friend, a neighbor, a family member? Write a letter to that person and thank them for that special thing that they did for you. Help the students deliver their letters by mail or personal delivery.

Lesson Two: A Day At The Scrabble School

Lesson Objective:

The student will be able to compare and contrast the similarities and differences in a day at the Scrabble School in the 1900's to a modern day school day.

The student will be able to describe and illustrate special days at the Scrabble School.

NAME: <i>Peggy Ann Jones</i>	1	2	3	4	Term Ave.
WRITING					
Tries to make all written work look well.	S	S	S	S	S
READING					
Reads well to others.	S	S	S	S	S
Understands what he reads.	S	S	S	S	S
Attacks new words for himself.	S	S	S	S	S
Reads in free time without being told to do so.	S	S	S	S	S

Introduction: Have the students work together to draw a large picture map of their school. Have them label the parts of the school by class and room. Include the cafeteria, gym, library, playground, parking lot, ect. Visit The Scrabble Website at <http://www.scrabbleschool.org/> and find the **Everyday Life** tab. On the right of this site, you can visit the Scrabble Classroom. On this site, student can view a map of the Scrabble Classroom. Have students compare their classroom to the Scrabble Classroom.

What do you notice that is the same at both schools? Playground, desks, windows

What is different? Only 2 classrooms, no parking lot, a room to put your coats, stove to keep warm, room for wood

Best Shot: Visit The Scrabble School Website at <http://www.scrabbleschool.org/>

Once on the website, visit the **Everyday Life** tab. On this tab, students can view pictures of the Scrabble School and a description of a regular school day. On the right side of the website, the students can watch a video, and listen to two recordings about Religion at School and The School Day. This can be done in a class setting, at the computer lab, or at a center. After all students have had an opportunity to listen to the recordings and visit the website, discuss the content with the students.

Guided Practice: Have the students work in groups to complete the **Day at Scrabble Same and Different Activity Page**.

Work with the students to complete the center of the page.

What do we still do today that children did at The Scrabble School? Reading, Math, Spelling, Flash Cards, Lunch, Play on the playground, say the Pledge of Allegiance

The students will write down all of the things that are the same today and were present at the Scrabble School in the middle of the paper. On the left side of the paper, the students will write all of the things that happened at the Scrabble School that we do not have or do today. On the right side of the paper, the students will write all of the things that they have that were not available at the Scrabble School. Have students compare their list with their partner or table mates.

Independent Practice: Write a letter to a child at The Scrabble School. Tell them how things have change since 1968 when Scrabble closed the doors for the last time. Let them know what things are still the same.

Closure: In some counties in Virginia, public schools were closed and children were not able to go to school for many years. Think about a time when there was no school for some children. Make a list of the good things about not going to school and a list of the bad things about not going to school.

How do you think the children felt about not being able to go to school?

What do you think they did all day long?

What effect did closing schools for some children have on their life?

Extension Activity:

1. Raising money for a special event in the community helps bring a community close together. Think of a need in your community that could use assistance and plan an event to help.

What could YOU do to help?

What is a need in your community that needs help or money?

2. Visit The Scrabble School Website at <http://www.scrabbleschool.org/>

Once on the website, visit the **School Days** tab. On this tab, students can view pictures of the Scrabble School and a description of special activities that occurred at The Scrabble School. On the right side of the website, the students can watch a video, and listen to three recordings about Special Occasions, PTA and Negro History Week. This can be done in a class setting, at the computer lab, or at a center. After all students have had an opportunity to listen to the recordings and visit the website, have the students complete the **Lesson Two: Special Events Activity**. Have students select one of the Special Events from the recording and write a paragraph to summarize and describe the event. The student will then describe an event that takes place in their school today.

Are there any special events that we still do at our school?

What is your favorite special activity at school today?

What activity sounded like the most fun for students at The Scrabble School?

LESSON TWO: A DAY AT SCRABBLE ACTIVITY (RUBRIC)

How is my day like a day at the Scrabble School?

How was it different?

EVERYDAY LIFE AT THE SCRABBLE SCHOOL	THINGS THAT ARE THE SAME AT SCRABBLE SCHOOL AND MY SCHOOL	EVERYDAY LIFE AT MY SCHOOL TODAY
Started the day with devotional, prayer, bible songs and bible verses for about 15 minutes	Pledge of Allegiance	Only one grade in my classroom
A divider between the two classroom for opening devotions and special events	Math	Computers
More than one grade in the classroom (1-3 rd and 4 th -7 th)	Writing and Printing	Cafeteria
Wood/Coal Stoves	Reading	Start the day with announcements over the loud speaker
Cleaned the floor with oil every Friday afternoon	Recess	Lots of classrooms
Had to put wood on the fire	Songs	Cafeteria
Played outside until the teacher got there	Flash Cards for Math	Library with lots of new books
Each grade level had a row in the classroom	Bulletin Boards	Gym
You had to work on work while the teacher worked with other grade levels	Sang patriotic songs	Indoor bathrooms
Only had 2 rooms	Story telling	Water fountains
Ran around the school when they misbehaved	Busy work while the teacher was working with other students	Heat and air conditioning
Learned a job- sewing, cooking, carpentry, canning, gardening	Playtime	Whiteboard and Smartboards
Coat room to put your coats	Rode the bus or walked	
Outdoor bathrooms	Planted flowers outside the , school	
Children swept the floor each day before they went home	Chores and jobs	
Picked up trash outside on clean-up days	Had a desk where you could keep your things	
Pumped water from the well each day so that you would have water to drink		
Library was for books/wood/ and a place to keep your classes		
Ice Cream Room		

LESSON TWO: A DAY AT SCRABBLE SCHOOL**How is my day like a day at Scrabble School?****How was it different?**

Everyday life at Scrabble School	Things that are the same at Scrabble School and my school	Everyday life at my school today

Read: It Wasn't All Work and No Play

Listen to: Special Event

- 1. After listening and reading, write a paragraph that describes what you remember about one of the special events.**
- 2. After you have completed your paragraph, illustrate your paragraph based on what you think the event would have looked like.**



May Day Activities

Christmas

Cake Walk

Soup Days

Plays at Holidays

Activity Day (Field Day)

Negro History Week in February

What do you do today that celebrates special events or activities at your school?

Are some of the activities the same?

LESSON THREE: SEGREGATION: THEN AND NOW

Lesson Objective:

The students will be able to recognize and document acts of segregation in the 1900's based on "Jim Crow Laws."

Introduction: This activity will need to take place the day before the lesson. Explain to the class that for the entire day, the students will be divided into two groups- The Red Group and the Yellow Group. At the end of the day, the groups will join together and the class will be whole again. Remind the students that this is just an activity and that tomorrow they will have a normal day with no Red and Yellow Groups. With young children, a half day may be enough to show the reason for the lesson. During the day have the Red Group line up first each time you leave the room. During lunch have the Red Group and the Yellow Group sit at different tables. During Recess, only allow the Yellow group to play on the blacktop or grassy area of the playground. Arrange to have an art activity where the Red group is given markers and crayons and the Yellow Groups is allowed only pencils. Based on the level of frustration with the students, you may need to shorten the length of activity. You do not want students to reach the level of crying, but you do want all students to see that differences are being made for each group.

Best Shot: Select one of the following books to read to the class. A description of each book can be found in the Annotated Bibliography.

Suggested Books with the Same Theme:

Freedom Summer by Deborah Wiles

Ruth and the Green Book by Calvin Alexander Ramsey

Finding Lincoln by Colin Bootman

Freedom on the Menu by Carole Boston Weatherford

After reading the book:

How are the events in the book like our day yesterday? Some groups were allowed some things and some were not.

Share with students about:

"Separate, but Equal"-In 1896, the US Supreme Court ruled it was legal to have separate but equal schools for black and whites. Schools for African American children were often rundown and materials were old and used. They were separate but NOT equal. These schools made it hard for African Americans to get a good education and a good job. Sometimes the students had to travel long distances just to go to another school, because their school might be on the other side of town or in another county. White children and black children did not attend the same school. Many people felt that the schools were not equal and they went to court to change that law. That law was changed in 1954.

“Massive Resistance”- In 1956, laws were put in place to prevent desegregation after the *Brown v. Board of Education* decision in 1954. By 1960, most of the laws were negated. In Virginia, many school systems selected to close instead of integrate.

“Jim Crow Laws” were laws that were present in Southern states from 1876 to 1964. Many things happened in schools and in towns that were not equal or fair for all people. African Americans were not allowed to drink at the same water fountains, go to the same restaurants, or swim in the same pools as whites. These were called the “Jim Crow Laws.” Many people believed that these laws were unfair and worked hard to stand up for what they believed. Eventually these laws were changed.

In 1964, Jim Crow Laws were declared illegal by The Civil Rights Act of 1964. The Act stated that “All persons shall be entitled to the full and equal enjoyment “of any public place, regardless of “...race, color, religion, or national origin.”

Read and display this statement to the students.

What is enjoyment? Something that you like to do

What does entitled mean? To be able to do it

*According to the Civil Rights Act of 1964, who should have been **ENTITLED** to **FULL** and **EQUAL** enjoyment?* All people!

Were they? No

How do you know? In the books the children were not allowed to go to the places and do things that others were allowed to do.

How is this like our day yesterday? Some groups were allowed some things and some were not.

Guided Practice:

Give the students all of the books suggested and some others that you may have collected. **Make sure to review the material before giving it to the children. Some of material on this topic is not age appropriate for younger children. The selected books have been carefully read and are content appropriate for students in 1st -4th grade.** Have the students review the books to find examples of segregation. Have the students document their examples on the Lesson Three: Segregation: Then and Now Example Page. Students will write their examples in the THEN section of the Example Page.

Freedom Summer : Private Pool- Members Only, General Store- John Henry was not allowed, Town Pool- Closed (example of Massive Resistance)

Ruth and the Green Book – They couldn’t use the restroom at the gas station and they had to go to the woods, were not allowed to spend the night at the hotel

Finding Lincoln –He was not allowed to go to the public library to get a book for his report, get a strawberry shake at the drugstore lunch counter, swing on the swings at City Park, sit in the best seats at the movie theater

Freedom on the Menu – She was not allowed to sit at the lunch counter to drink a Coke, drink at the water fountain, swim at the swimming pool, go to the movie theater, and use the bathroom.

Independent Practice: At the end of each book, the characters stand up for what they believe. Make a poster for each one of the books. On the poster write the name of the book. Divide the student up into groups for each book and have them write and illustrate how characters stood up for Civil Rights and what they believed was full and equal enjoyment for all people.

Freedom Summer - The boys went onto the General Store together to get a an ice pop

Ruth and the Green Book - The Green Book was created by Victor Green to guide blacks who were traveling in the South to hotels, restaurants, and parks that were open to African Americans

Finding Lincoln - Walking into the library and checking out a book, getting a library card, getting a book for his dad

Freedom on the Menu - Sitting at the lunch counter and being served

Closure: Have students complete the TODAY section of their THEN and TODAY EXAMPLE PAGE to compare what they are allowed to do in their school and community that children were not allowed to do in the past.

Extension: Have several students act out one of the events from the book. The other classmates can be the bystanders. Assign students to be newspaper/magazine or television reporters to cover the event. Have the reporters create a list of questions that they will ask. Make sure to have them speak with the people who are participating and those who are watching. When they have completed the question and answer portion of the task, have the students complete an article that describes the event.

LESSON THREE: SEGREGATION: THEN AND TODAY EXAMPLE PAGE

THEN Write and draw an example of segregation from the book.	TODAY Write and draw an example of how this has changed.

LESSON FOUR: STANDING UP FOR WHAT YOU BELIEVE

Lesson Objective:

1. The student will be able to research the life of a famous African American during the Civil Rights Movement and write an introduction for that person.
2. The student will be able to identify the cause and effect relationships of events during the Civil Rights Movement.

Introduction: Have you ever been on the playground and seen a bully making someone sad? Did you look the other way or did you take a **STAND**? Did you **STAND** up for what you knew was right? There are many people in our history that stood up for what they believed. One of those great Americans was Rosa Parks. Let's learn what she did, why she felt it was so important to stand up for what she believed in, and the result that it had in history!

Best Shot: Divide the students into 3 teams. Give each group one of the selected books to read. If students are too young to read, arrange to have guest readers from an older grade or a parent come to read with the small groups.

Suggested Books for younger students:

Back of the Bus by Aaron Reynolds

If the Bus Could Talk-The Story of Rosa Parks by Faith Ringgold

Rosa Parks by Wil Mara

A Picture Book of Rosa Parks by David Adler

Young Rosa Parks- Civil Rights Heroine by Anne Benjamin

Suggested Books for older students: (These books may take several days and could be read in a literature circle)

Take a Stand, Rosa Parks! by Peter and Connie Roop

Rosa Parks-Fight for Freedom by Keith Brandt

Guided Practice: After reading the book, have each group fill out the Famous Americans Take a Stand: Cause and Effect Chart. After all groups have completed their chart, have each team select a speaker to share their results. After each group has had the opportunity to share, compare each section.

Did each story have the same problem and result?

Independent Practice: In 1999, Rosa Parks was awarded the Congressional Gold Medal of Honor, the highest honor a United States civilian can receive.

Why was she given this special medal? For standing up for what she believed and taking an action which resulted in a change for the Civil Rights Movement.

You have been given the task of writing the speech for a special ceremony that will describe Rosa Parks and the actions and reason she received the award. What will you say about her character? Why do you think she stood up for what she believed? Do you think you would have been that brave?

Closure: Have you ever had to stand up for something that you believe in? Write a story about what happened and why you thought it was important to stand up for what you believe in. When you are finished, illustrate your story and design a medal that could be used in your school for students who stand up for what they believe in.

Extension: The same activity could be used for other famous African Americans who believed, took a STAND, and their dedication resulted in a change. The following list is a sample of the many that could be used:

Ruby Bridges

Ruby Bridges by Hallie Marshall

Through My Eyes by Ruby Bridges

Let's Read About Ruby Bridges by Ruby Bridges and Grace Maccarone

Ruby Bridges Goes To School-My True Story by Ruby Bridges

The Story of Ruby Bridges by Robert Coles

Martin Luther King

Let's Dream, Martin Luther King, Jr. by Peter and Connie Roop

Let's Read About Martin Luther King, Jr. by Courtney Baker

Young Martin Luther King, Jr. "I Have a Dream" by Joanne Mattern

Martin's Big Words-The Life of Martin Luther King, Jr. by Doreen Rappaport

Martin Luther King, Jr. The Fight For Freedom by Joanne Mattern

Singing For Dr. King by Angela Self Medearis

If You Lived at the Time of Martin Luther King, Jr. by Ellen Levine

I Have A Dream by Dr. Martin Luther King

My Brother Martin- A Sister Remembers by Christine King Farris

A Picture Book of Martin Luther King, Jr. by David Adler

Oliver Hill

Oliver W. Hill by Carole Marsh

Thurgood Marshall

A Picture Book of Thurgood Marshall by David Adler

Thurgood Marshall (Rookie Biographies) by Christine Taylor-Butler

Thurgood Marshall (Famous Americans) by Helen Frost

Jackie Robinson

Who Was Jackie Robinson by Gail Herman

Time For Kids: Jackie Robinson: Strong Inside and Out by Editors of TIME for Kids

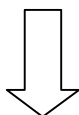
A Picture Book of Jackie Robinson by David Alder

LESSON FOUR: STANDING UP FOR WHAT YOU BELIEVE CAUSE AND EFFECT

Name of Famous African-American: _____

What was the action that was taken by _____?

Because of this action, what was the result? What happened?



LESSON FIVE: CULMINATING ACTIVITY

Lesson Objective:

The students will be able to create a video using images and words from the website and lessons.

Introduction: Write on the board- History is Like a Mystery.

What is history? Things that happen in the past.

What does History is Like a Mystery mean? If we are not there, how do we know what happened? It is a mystery unless we have clues.

How do we record history? What clues do we have about history? How do we remember history? Diary and journal entries, newspapers, photographs, scrapbooks, oral histories, articles and artifacts, interviews, records

Best Shot: Antimoto www.antimoto.com is a free educational movie making website and is very easy to use. Have the students create a simple movie with a title, 2-3 pictures and 2 text blocks. This activity will teach them the process of making a movie. You will need to have a file with pictures pre-selected for them to use. They will be able to add their own text to describe the pictures. A sample movie is available to show students an example.

<http://animoto.com/play/08JU5ioMZw21gVIX40797Q>

Guided Practice: After the students have had the opportunity to practice creating a movie, they may begin creating a new movie about what they have learned about The Scrabble School. It may be easier for the students to work in pairs. Students may select pictures and images from the Scrabble Image Library and add words or phrases that they thought were important about the Scrabble Project. When the students have completed their movie have them review their movie with a friend. Each peer should comment on what they liked about the movie and what they learned and if they see any areas of improvement.

Independent Practice: Allow time for all students to view movies from all of the students in the class.

SCRABBLE SCHOOL KEY VOCABULARY

- **Jim Crow Law**-Laws that were enacted between 1876 and 1964. They institutionalized segregation and racism and denied African Americans rights we now take for granted. Laws that prevented or hindered educating African-American children. These laws created segregated railroad cars, streetcars, restaurants, water fountains, school, parks and even cemeteries.
- **Segregation**: The separation of people, usually based on race or religion
- **Desegregation**: Abolishment of racial segregation by opening schools, parks, and libraries to people of all races
- **Integration**: Full equality of people of all races in the use of public facilities and services
- **"Massive Resistance"**- New laws passed by state legislature closed desegregated public schools and said that state funds could be used to create private school for white students only.
- **Civil Rights**- The promise of personal liberty made to citizens by the U.S. Constitution
- **Discrimination**- the unfair difference in the treatment of people.

THE SCRABBLE SCHOOL CURRICULUM ANNOTATED BIBLIOGRAPHY

Bridges, Ruby, Grace Maccarone, Wright Cornelius. Van, and Ying-Hwa Hu. *Let's Read About-- Ruby Bridges*. New York: Scholastic, 2003. Print.

Scholastic shares the story of Ruby Bridges in this easy reader for young students. The book gives young readers an introduction to the meaning of segregation with words and pictures. In easy to read text, the book tells the story of Ruby and her entry to William Frantz Elementary School and her teacher Mrs. Henry. The book also gives a brief history of how her courage was documented with John Steinbeck, Norman Rockwell and Eleanor Roosevelt.

Bridges, Ruby. *Ruby Bridges Goes to School: My True Story*. New York: Scholastic, 2009. Print. Ruby Bridges (born 1954) uses primary source pictures and easy text to tell her story for young students. Bridges introduces the word segregation and what the United States mandated about segregation.

Bridges, Ruby. *Through My Eyes*. New York: Scholastic, 1999. Print.

Ruby Bridges tells her story through primary source pictures, quotes from teachers and supporters, newspaper articles, and a timeline. Her story begins in 1954 in the same year that the U.S. Supreme Court ordered the end of "separate but equal" and ends with the work that she is currently pursuing for equal rights. This book includes a timeline of major events of the Civil Rights Movement.

Coleman, Evelyn, and Tyrone Geter. *White Socks Only*. Morton Grove, IL: A. Whitman, 1996. Print. A small child listens to a story told by her Grandmother about her first trip into a small southern town in Mississippi during the time of segregation. Near the end of the story, the small child and others around her are hit by a man with a belt as she drinks from a "Whites Only" drinking fountain. A local gentleman comes to her rescue and assures her that she has done the right thing and shortly later the sign is removed forever.

Coles, Robert, and George Ford. *The Story of Ruby Bridges*. New York: Scholastic, 2010. Print. It is 1960 in New Orleans and Ruby Bridges enters first grade in an all-white school. This picture book from Scholastic shares Ruby's challenges and courage that begins her journey that will allow her to help others during her life.

Malaspina, Ann, and Colin Bootman. *Finding Lincoln*. Morton Grove, IL: Albert Whitman, 2009. Print. A young boy needs to write an essay on Abraham Lincoln. He needs a book from the local library, but it 1951 in Alabama and the local library is for "Whites Only". After a brave trip to visit the library, he is befriended by the librarian who allows him to visit after hours. After obtaining his book, Louis completed his essay and learned how much he was like President Lincoln- "doing what he thought was right, even when it shook people up." This book contains a history of the Civil Right Movement, a short biography on Abraham Lincoln, and a bibliography of additional readings.

Marshall, Hallie. *The Ruby Bridges Story*. New York, NY: Disney, 1997. Print.

This book is based on the life of Ruby Bridges and Robert Coles. The book contains an insert of colored photographs from the Disney version of the story. The book is in novel form and more appealing to older elementary students.

Morrison, Toni. *Remember: The Journey to School Integration*. Boston: Houghton Mifflin, 2004. Print. This book is filled with historical information and primary source pictures that include discrimination, integration, segregation and a reflection on the civil rights movement by Toni Morrison. The book also includes a timeline of key events in civil rights and school integration history. Each photograph is annotated with date and location.

Ramsey, Ramsey A. *Ruth and the Green Book*. Minneapolis: Carolrhoda, 2010. Print.

Dad has a new job and a new car, and Ruth's family has planned a trip to visit grandmother in Alabama. This book follows the challenges that Ruth and her family face as they make their way to the South. An attendant at an Esso gas station in Georgia gives Ruth *The Negro Motorist Green Book* which makes the trip easier for her family as well as others that she meets along the way. The book includes the history of *The Negro Motorist Green Book* and website to view the primary source document and additional information.

Reynolds, Aaron, and Floyd Cooper. *Back of the Bus*. New York: Philomel, 2010. Print.

On the historical day of December 1, 1955 in Montgomery, Alabama, a young boy tells the story of the story of Rosa Parks as he observed the actions from the back of the bus. As Rosa Parks is escorted off of the bus, the young boy dreams of how this event may change his life.

Shelton, Paula Young., and Rauquel Colon. *Child of the Civil Rights Movement*. New York: Schwartz & Wade, 2010. Print.

Author Paula Young Shelton, daughter of a civil rights leader (Andrew Young), take readers back to her childhood as a young child in the South during the time of the Jim Crow laws.

Weatherford, Carole Boston, and Jerome Lagarrigue. *Freedom on the Menu: The Greensboro Sit-ins*. New York: Dial for Young Readers, 2005. Print.

A young southern girl tells her feelings as she spends the afternoon shopping with her mother in Greensboro, North Carolina. She was faced with many signs that dictate where she could or couldn't- water fountains, movie theaters, swimming pools, bathrooms and lunch counters. The story continues to tell the story of the 'Woolworth's lunch counter sit-in and how it was resolved. The author included a primary source picture and background information about the important event in history.

Weatherford, Carole Boston, and R. Gregory Christie. *Dear Mr. Rosenwald*. New York: Scholastic, 2006. Print.

This book shares the history of Rosenwald Schools in the south in the early 1900's. The book is told in sequential order from the idea and fund-raising of the school to the ribbon cutting and first day in a new Rosenwald School. The author also provides a history of the Rosenwald School Program (1912-1932).

Wiles, Deborah, and Jerome Lagarrigue. *Freedom Summer*. New York: Atheneum for Young Readers, 2001. Print.

It is 1964 and Joe and John Henry are excited to spend the summer doing things together that young boys look forward to. A new law has been passed that forbids segregation and opens the way to allow them this passage together. Joe and John Henry soon learn that it takes more than laws to change opportunities for the young boys as they visit the town pool and the local general store. This book also includes an explanation of the Civil Rights Act of 1964.