

**What was it like**

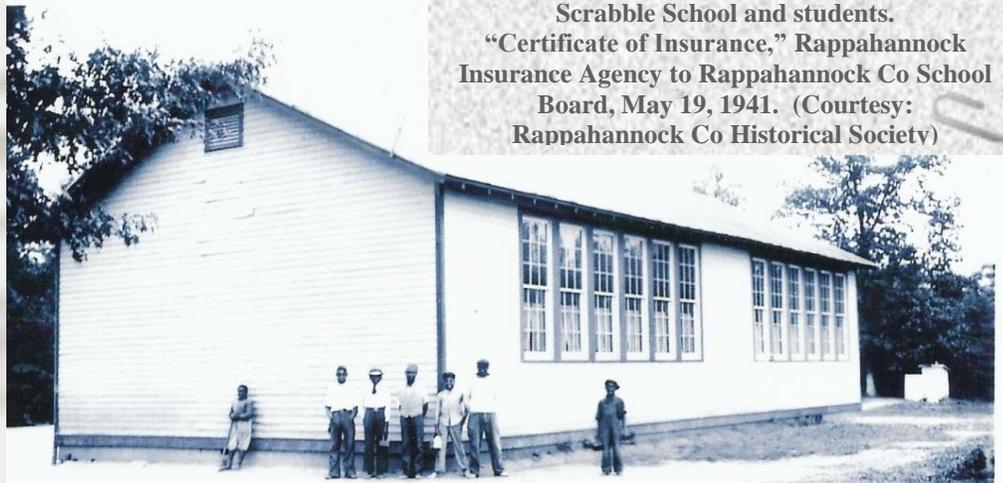


Peggy Ann Andes & Joana Aylor,  
ca 1950s. (Gift of Lillian Aylor)

**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 20<sup>TH</sup> CENTURY**  
**ROSENWALD SCHOOLS IN RAPPAHANNOCK COUNTY, VIRGINIA.**



**A CURRICULUM**

**COMPANION TO VIRTUAL EXHIBIT AT**  
**<[WWW.SCRABLESCHOOL.ORG](http://WWW.SCRABLESCHOOL.ORG)>**

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

© 2013 (Reproducible for Educational Purposes)

**“WE CAN IF WE THINK WE CAN”**

**THE SCRABBLE SCHOOL MOTTO**



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

**To purchase a curriculum kit or request additional information about Scrabble School,  
the curriculum project, and to schedule a tour, contact:**

The Scrabble School Preservation Foundation  
Cell/text 540-661-2013 Nan Butler Roberts, President, SSPF  
or email: [contact@scrabbleschool.org](mailto:contact@scrabbleschool.org)  
[www.scrabbleschool.org](http://www.scrabbleschool.org)

fb: <https://www.facebook.com/Scrabble-School-Preservation-Foundation-477370055722139/>

SSPF does not have staff on the premises, but welcomes tours  
on an appointment only basis.

Scrabble School is also home to the Senior Center of Rappahannock County,  
open Monday-Thursday, 10am-2pm (with exceptions for special trips).

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 PRESERVATION FOUNDATION

E. FRANKLIN WARNER, FOUNDER (d2003)

## BOARD OF DIRECTORS

NAN BUTLER ROBERTS (Scrabble School alumna), PRESIDENT

LILLIAN F. AYLOR (Alumna, Rosenwald School in Washington, Virginia), VICE PRESIDENT/TREASURER

ELLEN TIMBERS (Scrabble School alumna), SECRETARY

*And in alphabetical order—*

JAMES ALLSBERRY (alumnus, Rosenwald School in Flint Hill, VA)

STEPHANIE DEUTSCH (Author, *You Need a Schoolhouse: Booker T. Washington, Julius Rosenwald and the Building of Schools for the Segregated South*)

MELANIE THORNHILL KOPJANSKI (Scrabble School alumna)

BRION G. PATTERSON

IRENE TIMBERS (Scrabble School alumna)

## CURRICULUM

### EDITOR & PROGRAM DIRECTOR

Susanna Spencer

### LESSON PLANS

Sharon C. Mohrmann  
Gifted Resource Teacher  
Orange (VA) Elementary School

### ADVISORS

Dr. Andrew Mink  
Vice President of Education Programs  
National Humanities Center

Dr. Lynn Rainville  
Associate Dean of Academic Affairs  
Director, Tusculum Institute  
Sweet Briar College

Special thanks to Kelly Estes, 4<sup>th</sup> grade teacher, at  
Rappahannock County (VA) Elementary School for feedback and suggestions.

## 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)

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

Crowning of the May Day King and Queen. (ca1960s) (Courtesy of *Rappahannock News*)

Cover design: Susanna Spencer

Revised, April 2020

THANK YOU! ORIGINAL FUNDING FOR THIS PROJECT WAS FROM INDIVIDUALS AND THE FOLLOWING:



National Trust for  
Historic Preservation  
*Save the past. Enrich the future.*



Virginia  
Humanities



# THEY WANTED A BETTER EDUCATION

## FOR THEIR CHILDREN.

It was the early 1920s. Jim Crow segregation was the law. Inspired by Booker T. Washington, Sears, Roebuck founder Julius Rosenwald established a fund to help build schools for black children in the South. It required matching funds from black and white citizens. In Rappahannock County, Virginia, white residents contributed, but African Americans donated ten times more, plus they donated the land and built the school themselves.

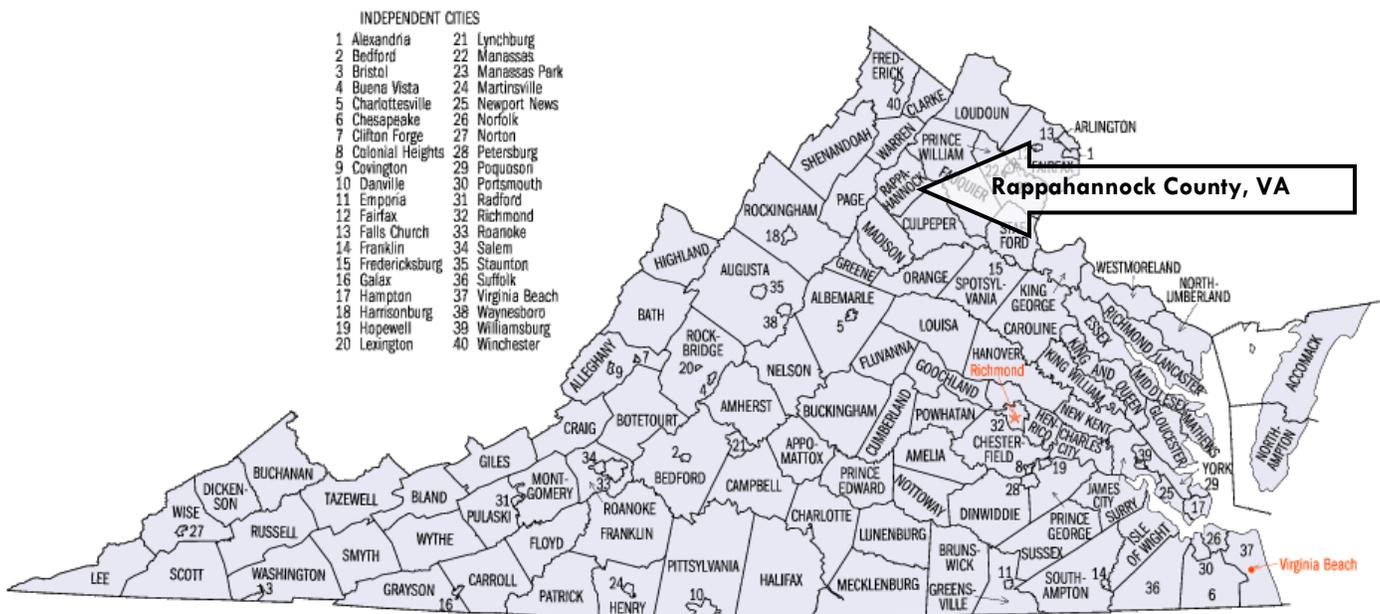
The result was Scrabble School, which served as a school for African-American children in grades one through seven between 1921 until it closed in 1968 following integration. During its last school year of operation—1967-68—Scrabble was an integrated school for 1<sup>st</sup> graders.

Scrabble was one of four Rosenwald Schools in Rappahannock County.

Having survived the test of time, Scrabble School was restored in 2009 and is an outstanding example of the innovative Rosenwald School design. An exhibit about its history opened in 2010, joined by a children's interactive exhibit that opened in 2014. The Scrabble website features the exhibit text, oral histories, artifacts, and more. It is a helpful supplement to the curriculum materials.

The lessons correlate to specific Virginia Standards of Learning, but are relevant to, and can be modified for, many grades.

We welcome your questions and feedback.



### THE SCRABBLE SCHOOL PRESERVATION FOUNDATION

Tel. 540-222-1457 or (best!) Email: [contact@scrabbleschool.org](mailto:contact@scrabbleschool.org)

[www.scrabbleschool.org](http://www.scrabbleschool.org) and Facebook

SSPF does not have staff on the premises, but welcomes tours on an appointment basis.

Scrabble School is also home to the Senior Center of Rappahannock County, open Monday-Thursday, 10am-2pm (with exceptions for special trips).

Map: [http://quickfacts.census.gov/qfd/maps/virginia\\_map.html](http://quickfacts.census.gov/qfd/maps/virginia_map.html)

# CONTENTS

*Virginia Standards of Learning – 4<sup>th</sup> Grade\**  
*(updates pending new standards 2017)*

Lesson Objectives & Materials/Equipment

Lessons One: The History of Scrabble School

Lesson Two: A Day at Scrabble School

Lesson Three: Segregation, Then and Now

Lesson Four: Standing Up for What You Believe

Lesson Five: Culminating Activity

Scrabble School Key Vocabulary

Annotated Bibliography

Documentary Films

Selection of Online Resources

## **Related Documents (conveyed separately)**

Content List and Feedback Form for Teachers

Exhibit Panels (Lesson One) suitable for copying

“History of Scrabble School for Children Digital Storybook”  
(Lesson One) is a separate powerpoint file

\*The lessons were designed to be used in part or as a whole, and can be adapted for different grade levels, student abilities, and/or time constraints. The 4<sup>th</sup> grade is specified here only because it corresponds so closely with current Virginia Standards of Learning. They are also relevant for units on segregation and Jim Crow in the 7<sup>th</sup> grade

**SCRABBLE SCHOOL CURRICULUM CORRELATES  
TO VIRGINIA STATE HISTORY S.O.L.'S**

## VIRGINIA STANDARDS OF LEARNING - 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 20<sup>th</sup>- and 21<sup>st</sup> centuries 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.

(4<sup>th</sup> Grade SOL cont'd)

- 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 20<sup>th</sup>- and 21<sup>st</sup> centuries 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.

## LESSON OBJECTIVES & MATERIALS/EQUIPMENT

Background on the topic—

For younger students: *This Is the Dream* by Diane Z. Shore and Jessica Alexander.

For older students: *Schools of Hope: How Julius Rosenwald Helped Change African American Education* by Norman H. Finkelstein.

Class time for Lessons 1- 4 is approximately 45 minutes, or one class period, each.  
Templates for lessons included.

### Lesson One - The History of Scrabble School

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

Materials/Equipment needed—Book, *Dear Mr. Rosenwald* by Carole Boston Weatherford; Internet access to [www.scrabbleschool.org](http://www.scrabbleschool.org); projector for Powerpoint entitled “History of Scrabble School for Children Digital Storybook.”

### Lesson Two - A Day at Scrabble School

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

Materials/Equipment needed—Internet access to [www.scrabbleschool.org](http://www.scrabbleschool.org)

### Lesson Three - Segregation: Then and Now

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

Materials/Equipment needed—Books, *Ruth and the Green Book* by Calvin Alexander Ramsey and Gwen Strauss and *Freedom on the Menu* by Carole Boston Weatherford.

Optional: Internet access to sample of the Green Book at <http://digital.tcl.sc.edu/cdm/ref/collection/greenbook/id/88> (choose “page flip view” for optimal viewing.)

### Lesson Four – Standing Up for What You Believe

- 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.

Materials/Equipment needed—Suggested books for younger students: *A Picture Book of Rosa Parks* by David Adler; *Rosa Parks* by Wil Mara; *Back of the Bus* by Aaron Reynolds; *If a Bus Could Talk: The Story of Rosa Parks* by Faith Ringgold

Suggested books for older students: *Rosa Parks: Civil Rights Pioneer* by Editors of TIME for Kids, with author Karen Kellaher; *Who Was Rosa Parks?* By Yona Zeldis McDonough. Book, *Oh, Freedom!* by Casey King and Linda Barrett Osborne (editors) is collection of interviews by 4<sup>th</sup> graders of non-famous people.

### Lesson Five – Culminating Activity (Estimated time: 3-5 class periods)

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

Materials/Equipment needed—Internet access to [www.animoto.com](http://www.animoto.com)

Book, *Oh, Freedom!* by Casey King and Linda Barrett Osborne (editors). Interviews by 4<sup>th</sup> graders might provide inspiration.

## LESSON ONE: THE HISTORY OF SCRABBLE SCHOOL

(Class time needed – 45 minutes)

### Lesson Objective:

The students will be able to sequence the events that led to the building and use of Scrabble School.

**Introduction:** Ask the students—

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

*Was your classroom decorated with pretty bulletin boards and pictures?*

*Was it warm enough or cool enough?*

*Were all your friends here when you returned in September or did they 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.

### Best Shot:

1. Read *Dear Mr. Rosenwald* by Carole 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, church donations.

*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.

2. 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 Scrabble School in the tabs for the **Introduction** and the **Timeline of African-American Education**. Younger students can read the “History of Scrabble School for Children Digital Storybook.” (see powerpoint document of this name). Discuss the similarities to the history of Scrabble School in *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 *Dear 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 SCRABBLE SCHOOL

(Class time needed – 45 minutes)

### Lesson Objective:

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

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

**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, etc. 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.

NAME: <i>Peggy Ann Jones</i>	1	2	3	4	Term Avg.
<b>WRITING</b>					
Tries to make all written work look well	5	5	5	5	5
<b>READING</b>					
Reads well to others	5	5	5	5	5
Understands what he reads	5	5	5	5	5
Attacks new words for himself Reads in free time without being told to do so					

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 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 **Lesson Two: A Day at Scrabble Same and Different** activity sheet.

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

What do we still do today that children did at 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 Scrabble School in the middle of the paper. On the left side of the page, the students will write all of the things that happened at 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 Scrabble School. Have students compare their list with their partner or table mates.

**Independent Practice:** Write a letter to a child at 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?*

Visit the Scrabble School website at <http://www.scrabbleschool.org/>

2. Once on the website, visit the **School Days** tab. On this tab, students can view pictures of Scrabble School and a description of special activities that occurred at 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 sheet. 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 Scrabble School?*

## LESSON TWO: A DAY AT SCRABBLE – SAME AND DIFFERENT (RUBRIC)

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

**How is it different?**

EVERYDAY LIFE AT SCRABBLE SCHOOL	THINGS THAT ARE THE SAME AT SCRABBLE SCHOOL AND MY SCHOOL	EVERYDAY LIFE AT MY SCHOOL
Started the day with devotional, prayer, bible songs and bible verses.	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 <sup>rd</sup> and 4 <sup>th</sup> -7 <sup>th</sup> ).	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 worked 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		
Blackboards and Chalk		



## LESSON TWO: SPECIAL EVENTS ACTIVITY

Read on Scrabble website: **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

(Class time needed – 45 minutes)

### 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—

*Finding Lincoln* by Ann Malaspina and Colin Bootman (Grades 2-4)

*Ruth and the Green Book* by Calvin Alexander Ramsey and Gwen Strauss (Grades 2-5)

*Freedom on the Menu* by Carole Boston Weatherford (Grades K-4)

*Freedom Summer* by Deborah Wiles and Jerome Lagarrique (Ages 4-8)

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 blacks 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, sex, 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 the books suggested and some others that you may have collected. **Make sure to review the material before giving it to the children. Some 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 1<sup>st</sup>-4<sup>th</sup> 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 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 NOW section of the **Lesson Three: Segregation: THEN and NOW** activity sheet to compare what they are allowed to do in their school and community that children were not allowed to do in the past.

**Extension Activity:** 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 NOW**

<p><b>THEN</b></p> <p>Write and draw an example of segregation from the book.</p>	<p><b>NOW</b></p> <p>Write and draw an example of how this has changed.</p>

## LESSON FOUR: STANDING UP FOR WHAT YOU BELIEVE

(Class time needed – 45 minutes)

### Lesson Objective:

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.

**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:

*A Picture Book of Rosa Parks* by David Adler (Grades 2-4)

*Rosa Parks* by Wil Mara (Grades 1-2)

*Back of the Bus* by Aaron Reynolds (Grades 1-3)

*If a Bus Could Talk: The Story of Rosa Parks* by Faith Ringgold (Grades K-4)

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

*Rosa Parks: Civil Rights Pioneer (Time for Kids Biographies)* by Editors of TIME for Kids, with author Karen Kellaher. (Grades 2-4)

*Who Was Rosa Parks? (Who Was Biographies)* by Yona Zeldis McDonough. (Grades 3-7)

**Guided Practice:** After reading the book, have each group fill out the **Lesson Four: Standing Up for What You Believe – Cause and Effect** activity sheet. 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 Activity:** The same activity could be used for other famous African Americans who believed, took a STAND, and whose dedication resulted in a change. The following list is a sample of the many that could be used. A description for each is included in the annotated bibliography. Many of these books can be found in your school or public library.

### **Ruby Bridges**

*Ruby Bridges Goes To School: My True Story* by Ruby Bridges

*Through My Eyes* by Ruby Bridges

*The Story of Ruby Bridges* by Robert Coles

### **Martin Luther King**

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

*Who Was Martin Luther King, Jr.?* by Bonnie Bader

*My Brother Martin: A Sister Remembers* by Christine King Farris

*I Have A Dream* by Dr. Martin Luther King

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

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

### **Oliver Hill**

*Oliver W. Hill* by Carole Marsh

### **Thurgood Marshall**

*A Picture Book of Thurgood Marshall* by David Adler

*Thurgood Marshall* by Montrew Dunham

*Thurgood Marshall (Famous Americans)* by Helen Frost

### **Jackie Robinson**

*A Picture Book of Jackie Robinson* by David Adler

*Who Was Jackie Robinson?* by Gail Herman

*Jackie Robinson: Strong Inside and Out (Time for Kids Biographies)* by Editors of Time for Kids, with author Denise Lewis Patrick

### **Booker T. Washington**

*Fifty Cents and a Dream: Young Booker T. Washington* by Jabari Asim.

*Booker T. Washington: A Lesson in Character Building* by Robin Banks.

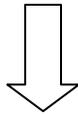
**And “ordinary” people:** Included in the curriculum kit is the book *Oh, Freedom!* by Casey King and Linda Barrett Osborne (editors). Per Amazon: the book is “a personal look at the civil rights movement of the 1950s and '60s told through dozens of interviews conducted by Washington, D.C., fourth graders with their parents, grandparents, neighbors, and others who helped fight the battle against segregation and changed the course of history. With a foreword by Rosa Parks, three introductory essays, and over 40 archival photographs, this thoughtful, compelling, and educational book pays tribute to the many ordinary people who dedicated themselves to the cause of freedom and the fight for equality. “

## 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

(Class time needed – 3-5 45-minute class periods)

### 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. (See *photo gallery and scrapbook on Scrabble website.*)

**Best Shot:** Animoto 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. Website: <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 Scrabble School. It may be easier for the students to work in pairs. Students may select pictures and images from the website 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.

**Additional option:** The book *Oh, Freedom!* edited by Casey King and Linda Barrett Osborne might provide inspiration for a student project. Per Amazon: the book is “a personal look at the civil rights movement of the 1950s and '60s told through dozens of interviews conducted by Washington, D.C., fourth graders with their parents, grandparents, neighbors, and others who helped fight the battle against segregation and changed the course of history. With a foreword by Rosa Parks, three introductory essays, and over 40 archival photographs, this thoughtful, compelling, and educational book pays tribute to the many ordinary people who dedicated themselves to the cause of freedom and the fight for equality. “

## SCRABBLE SCHOOL KEY VOCABULARY

**Civil Rights:** The promise of personal liberty made to citizens by the U.S. Constitution.

**Desegregation:** Abolishment of racial segregation by opening schools, parks, and libraries to people of all races.

**Discrimination:** The unfair difference in the treatment of people.

**Integration:** Full equality of people of all races in the use of public facilities and services.

**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.

**Massive Resistance:** Laws passed by the Virginia state legislature closed public schools rather than integrate and said that state funds could be used to create private schools for white students only.

**Segregation:** The separation of people, usually based on race or religion.

## THE SCRABBLE SCHOOL CURRICULUM ANNOTATED BIBLIOGRAPHY

The titles included in specific lesson plans are in boldface type. Others are the suggested titles. All are written for elementary age children and have received excellent reviews. Descriptions for titles are from Amazon unless noted otherwise.

Adler, David. Adler's "Picture Book Biography" series "serves as a highly effective, empathetic way to introduce the life and legacy of important Americans to young children." (*Publishers Weekly*). Titles include **A Picture Book of Rosa Parks** (1995), as well as biographies about Martin Luther King (1990), Thurgood Marshall (1999), and *Jackie Robinson* (1997). Published by Holiday House. (Grades 2-4)

Asim, Jabari. *Fifty Cents and a Dream: Young Booker T. Washington*. (Little Brown, 2012) Born into slavery, young Booker T. Washington could only dream of learning to read and write. After emancipation, Booker began a five-hundred-mile journey, mostly on foot, to Hampton Institute, taking his first of many steps towards a college degree. When he arrived, he had just fifty cents in his pocket and a dream about to come true. The young slave who once waited outside of the schoolhouse would one day become a legendary educator of freedmen. Award-winning artist Bryan Collier captures the hardship and the spirit of one of the most inspiring figures in American history, bringing to life Booker T. Washington's journey to learn, to read, and to realize a dream. (Grades Preschool-1)

Bader, Bonnie. *Who Was Martin Luther King, Jr.?* (Who Was Biographies) Dr. Martin Luther King, Jr. was only 25 when he helped organize the Montgomery Bus Boycott and was soon organizing black people across the country in support of the right to vote, desegregation, and other basic civil rights. Maintaining nonviolent and peaceful tactics even when his life was threatened, King was also an advocate for the poor and spoke out against racial and economic injustice until his death from an assassin's bullet in 1968. With clearly written text that explains this tumultuous time in history and 80 black-and-white illustrations, this Who Was? celebrates the vision and the legacy of a remarkable man. (Grades 3-7)

Banks, Robin. *Booker T. Washington: A Lesson in Character Building*. (Trafford, 2012) In a fun, interactive coloring book format, Booker T. Washington's quotations give substance to character traits that were needed at four stages of his life — as a boy, as a student, as a builder, and as an educator. Robin Banks is a retired educator, speaker, and author. She was born in Tuskegee, Alabama, the home of Tuskegee University, the school founded by her great grandfather, Booker T. Washington.

Bridges, Ruby. *Ruby Bridges Goes to School: My True Story*. (Scholastic, 2009) 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. (Grades Preschool-3)

\_\_\_\_\_. *Through My Eyes*. (Scholastic, 1999) 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. (Grades 3-7)

Coleman, Evelyn, and Tyrone Geter. *White Socks Only*. (A. Whitman, 1996) 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. (Grades K-4)

Coles, Robert, and George Ford. *The Story of Ruby Bridges*. (Scholastic, 2010) 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. (Grades Preschool-3)

Dunham, Montrew. *Thurgood Marshall* (Biography Series). (Aladdin, 1998) A biography emphasizing the childhood of the man who became the first African-American to sit on the United States Supreme Court. (Grades 3-7)

Deutsch, Stephanie. *You Need a Schoolhouse: Booker T. Washington, Julius Rosenwald, and the Building of Schools for the Segregated South*. (Northwestern University Press, 2011) Booker T. Washington, the founder of Tuskegee Institute, and Julius Rosenwald, the president of Sears, Roebuck, and Company, first met in 1911 at a Chicago luncheon. By charting the lives of these two men both before and after the meeting, Stephanie Deutsch offers a fascinating glimpse into the partnership that would bring thousands of modern schoolhouses to African-American communities in the rural South in the era leading up to the civil rights movement. (For adults or older children.)

Editors of TIME for Kids, with Denise Lewis Patrick. *Jackie Robinson: Strong Inside and Out* (*Time for Kids Biographies*). (HarperCollins, 2005) Jackie Robinson was the first African American to play baseball in the modern major leagues. That may not seem like a big deal today -- but in 1947 it was a very big deal. Until Jackie stepped up to the plate, African Americans couldn't play on most professional sports teams. (Grades 2-4)

Editors of TIME for Kids, with Karen Kelleher. ***Rosa Parks: Civil Rights Pioneer*** (*Time for Kids Biographies*). (HarperCollins, 2006) Take a close-up look at Rosa Parks, a dignified woman who took a stand against segregation. Interviews with experts and lively writing deliver the accurate reporting you expect from *Time For Kids*®. Historical and contemporary photographs show how one person's quiet act of defiance triggered the civil rights movement in the United States—and made a difference today. (Grades 2-4)

Erskine, Kathryn. *Seeing Red*. (Scholastic, 2013) National Book Award winner Kathryn Erskine delivers a powerful story of family, friendship, and race relations in the South. (Grades 5-9)

Farris, Christine King. *My Brother Martin: A Sister Remembers Growing Up with the Rev. Dr. Martin Luther King Jr.* (Aladdin, 2005) Long before he became a world-famous dreamer, Martin Luther King Jr. was a little boy who played jokes and practiced the piano and made friends without considering race. But growing up in the segregated south of the 1930s taught young Martin a bitter lesson—little white children and little black children were not to play with one another. Martin decided then and there that something had to be done. And so he began the journey that would change the course of American history. (Grades 1-6)

Finkelstein, Norman H. ***Schools of Hope: How Julius Rosenwald Helped Change African American Education***. (Calkins Creek, 2014) From *School Library Journal*: "This highly accessible, beautifully illustrated book tells how a Jewish tycoon helped provide educational opportunities for countless African Americans. Rosenwald, president of Sears, Roebuck, and Company, used his millions to support social causes like YMCAs, hospitals, and universities. In 1911, his life's purpose was forever changed after reading *Up from Slavery* and then meeting the author, Booker T. Washington, who introduced him to the deplorable educational opportunities offered African Americans in the South. Rosenwald put his personal philosophy of "Give While You Live" into practice by establishing the Rosenwald Fund for "the well-being of mankind." Its largest accomplishment was to help build, furnish, and staff schools for African Americans in the rural South. Before the program ended in 1932, it had contributed funds to help build more than 5300 schools. Rosenwald Schools, as they were known, operated until the 1960s when they were closed due to

forced school integration. Rosenwald did not just give money to build schools—he required community "buy-in" from both the black and white communities in an effort to promote racial reconciliation. This is a fascinating look at how one man's vision changed the lives of more than 600,000 people through increased educational opportunities. The book is superbly illustrated with numerous black-and-white, excellently captioned photos. A first purchase, and of special interest for Jewish collections and communities with Rosenwald Schools." (Lisa Crandall, formerly at the Capital Area District Library, Holt, MI) (Grades 5-8)

Frost, Helen. *Thurgood Marshall* (Famous Americans). (Capstone, 2003) Read about the lives of famous people who made important contributions to the history of the United States. Simple text and historical photos will bring history to life for young readers. (Grades K-1)

Herman, Gail. *Who Was Jackie Robinson?* (Who Was Biographies). (Grosset & Dunlap, 2010) As a kid, Jackie Robinson loved sports. And why not? He was a natural at football, basketball, and, of course, baseball. But beyond athletic skill, it was his strength of character that secured his place in sports history. In 1947 Jackie joined the Brooklyn Dodgers, breaking the long-time color barrier in major league baseball. It was tough being first—not only did "fans" send hate mail but some of his own teammates refused to accept him. (Grades 3-7)

Hopkinson, Deborah and Ron Husband. *Steamboat School*. (Jump At The Sun, 2016) A Missouri law passed in 1847 made it illegal to have any kind of school for "negroes or mulattoes," slave or free. Historical fiction based on the life of John Berry Meachum, the story describes how Reverend John got around the law by building a steamboat and holding classes on the Mississippi River, which was considered federal property. An author's note shares more of Meachum's life, describing how he worked in a mine to make enough money to buy freedom for himself and his father. Walking from Kentucky to Missouri, Meachum then worked as a carpenter and cooper in order to purchase his wife's and children's freedom. (Lucinda Snyder Whitehurst, *School Library Journal*) (Grades 1-4)

King, Casey and Linda Barrett Osborne (editors). ***Oh, Freedom!*** The book is "a personal look at the civil rights movement of the 1950s and '60s told through dozens of interviews conducted by Washington, D.C., fourth graders with their parents, grandparents, neighbors, and others who helped fight the battle against segregation and changed the course of history. With a foreword by Rosa Parks, three introductory essays, and over 40 archival photographs, this thoughtful, compelling, and educational book pays tribute to the many ordinary people who dedicated themselves to the cause of freedom and the fight for equality." (Grades 4-8)

King, Martin Luther, Jr. *I Have a Dream*. (Schwartz & Wade; Har/Com Re edition, 2012) On August 28, 1963, on the steps of the Lincoln Memorial during the March on Washington, Martin Luther King gave one of the most powerful and memorable speeches in our nation's history. His words, paired with Caldecott Honor winner Kadir Nelson's magnificent paintings, make for a picture book certain to be treasured by children and adults alike. The themes of equality and freedom for all are not only relevant today, 50 years later, but also provide young readers with an important introduction to our nation's past. Included with the book is an audio CD of the speech. (Grades K-12)

Lewis, John and Andrew Aydin. ***March*** (Trilogy). (Top Shelf Productions, 2013, 2015, 2016) Congressman John Lewis was a leader in the American Civil Rights Movement. He was chairman of the Student Nonviolent Coordinating Committee (SNCC) and played a key role in the struggle to end segregation. *March* is a vivid first-hand account of his lifelong struggle for civil and human rights, meditating in the modern age on the distance traveled since the days of Jim Crow and segregation. Rooted in Lewis' personal story, it also reflects on the highs and lows of the broader civil rights movement. Graphic Novel format. (Grades 8+)

Levine, Ellen. *If You Lived at the Time of Martin Luther King*. (Scholastic, 1994). The question and answer format lends itself to reading aloud and then discussing topics that come up, like segregation, white supremacy, the Montgomery bus boycott, etc. ...an excellent introduction to many aspects of

the Civil Rights movement. This is one title that, in my opinion, should be in every elementary school in the nation. Amazon review by Volkert Volkersz, high school librarian. (Grades 2-5)

Malaspina, Ann, and Colin Bootman. ***Finding Lincoln***. (Albert Whitman, 2009) A story set in 1951, when most public libraries in the South were for whites only. Louis, an African-American child, needs to find information on the boyhood of Abraham Lincoln for a school report. Using his usual sources, his father's collection of books and the family's church library, he still cannot find what he needs and longs to be allowed to visit the local public library. Bravely conquering his fear, he walks into the building and is met by total disapprobation by everyone except one understanding librarian, who finds a way to help him. Soft, rich watercolor illustrations accompany the text, creating a compelling look at an important piece of history. Some brief facts on Lincoln and the slavery issue, a suggested list of further reading, and a note on the history behind the book's subject are appended.—*Judith Constantinides, formerly at East Baton Rouge Parish Main Library, LA (School Library Journal) (Grades 2-4)*

Mara, Will. ***Rosa Parks (Rookie Biographies)***. (Children's Press, 2007) No description.

Marsh, Carole. ***Oliver W. Hill***. (Gallopade International, 2005). No description.

McDonough, Yona Zeldis. ***Who Was Rosa Parks? (Who Was Biographies)***. (Grosset & Dunlap, 2010) In 1955, Rosa Parks refused to give her bus seat to a white passenger in Montgomery, Alabama. This seemingly small act triggered civil rights protests across America and earned Rosa Parks the title Mother of the Civil Rights Movement. This biography has black-and-white illustrations throughout. (Grades 3-7)

Morrison, Toni. ***Remember: The Journey to School Integration***. (Houghton Mifflin, 2004) 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. (Grades 3-8)

Osborne, Linda Barrett. ***Miles to Go for Freedom: Segregation & Civil Rights in the Jim Crow Years***. (Abrams Books, 2012) Told through unforgettable first-person accounts, photographs, and other primary sources, this book is an overview of racial segregation and early civil rights efforts in the United States from the 1890s to 1954, a period known as the Jim Crow years. Multiple perspectives are examined as the book looks at the impact of legal segregation and discrimination on the day-to-day life of black and white Americans across the country. Complete with a bibliography and an index, this book is an important addition to black history books for young readers. Note: index contains information for photographs available through Library of Congress. (Starred reviews by *Publishers' Weekly*, *Kirkus Reviews*, & *School Library Journal*) (Grades 7+)

\_\_\_\_\_. ***Traveling the Freedom Road: From Slavery and the Civil War Through Reconstruction***. (Abrams Books, 2009) Told through unforgettable first-person accounts from slave narratives, journals, diaries, and other sources—much of it never before published for young people—this book is an overview of the antebellum South, the Civil War, and Reconstruction, 1800 to 1877. The perspectives of children and adults who lived through this time and witnessed its significant events are provided alongside photographs, engravings, news clippings, and other archival material held in the collections of the Library of Congress, and offer a poignant message for readers. A bibliography and an index round out the many offerings of this important addition to black history books for young readers. (Starred reviews by *Publishers' Weekly* & *School Library Journal*) (Grades 6+)

Pinkney, Andrea Davis. *Boycott Blues: How Rosa Parks Inspired a Nation*. (Greenwillow Books, 2008) Rosa Parks took a stand by keeping her seat on the bus. When she was arrested for it, her supporters protested by refusing to ride. Soon a community of thousands was coming together to help one another get where they needed to go. Some started taxis, some rode bikes, but they all walked and walked. (Grades K-3)

\_\_\_\_\_. *Dear America: With the Might of Angels*. (Scholastic, 2011) In the fall of 1955, twelve-year-old Dawn Rae Johnson's life turns upside down. After the Supreme Court ruling in *Brown v. Board of Education*, Dawn learns she will be attending a previously all-white school. She's the only one of her friends to go to this new school and to leave the comfort of all that is familiar to face great uncertainty in the school year ahead. (Grades 3-7)

\_\_\_\_\_. *Sit-In: How Four Friends Stood Up by Sitting Down*. (Little Brown, 2010) This picture book is a celebration of the 50th anniversary of the momentous Woolworth's lunch counter sit-in, when four college students staged a peaceful protest that became a defining moment in the struggle for racial equality and the growing civil rights movement. (Grades 3-6)

Ramsey, Calvin A., and Gwen Strauss. *Ruth and the Green Book*. (Carolrhoda, 2010) In this powerful picture book, Atlanta playwright Ramsey tells a 1950s story from "unknown pages in African American history." Driving with her parents from Chicago to Grandma's house in Alabama, Ruth is excited until the family is refused access to the restroom at a service station. They face more bitter realities of segregation when they sleep in the car because they are turned away from hotels. The double-page spreads show the hurt, anger, and scariness of the "No Vacancy" signs, but words and images also capture moments of peace, as Ruth sings and feels safe with her loving parents as they drive across the country. Then they are welcomed at an Esso station, where they get a copy of the pamphlet called "The Negro Motorist Green Book," which lists places where black people are welcome... With a long final note about The Green Book, this is a compelling addition to U.S. history offerings.—Hazel Rochman (*Booklist*) (Grades 2-5)

Rappaport, Doreen. *Martin's Big Words: The Life of Dr. Martin Luther King, Jr.* (Hyperion, 2007) This picture-book biography is an excellent and accessible introduction for young readers to learn about one of the world's most influential leaders, Dr. Martin Luther King, Jr. Doreen Rappaport weaves the immortal words of Dr. King into a captivating narrative to tell the story of his life. With stunning art by acclaimed illustrator Bryan Collier, *Martin's Big Words* is an unforgettable portrait of a man whose dream changed America—and the world—forever. (Grades 1-3)

Reynolds, Aaron, and Floyd Cooper. *Back of the Bus*. (Philomel, 2010) 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. (Grades 1-3)

Ringgold, Faith. *If a Bus Could Talk: The Story of Rosa Parks*. (Aladin, 2003) If a bus could talk, it would tell the story of a young African-American girl named Rosa who had to walk miles to her house in Alabama while white children rode to their school in a bus. It would tell how the adult Rosa rode to and from work on a segregated city bus and couldn't sit in the same row as a white person. It would tell of the fateful day when Rosa refused to give up her seat to a white man and how that act of courage inspired others around the world to stand up for freedom. In this book a bus does talk, and on her way to school a girl named Marcie learns why Rosa Parks is the mother of the Civil Rights movement. At the end of Marcie's magical ride, she meets Rosa Parks herself at a birthday party with several distinguished guests. Wait until she tells her class about this! (Grades K-4)

Shelton, Paula Young, and Raúl Colón. *Child of the Civil Rights Movement*. (Schwartz & Wade, 2010) Author Paula Young Shelton, daughter of a civil rights leader (Andrew Young), takes readers back to her childhood as a young child in the South during the time of the Jim Crow laws. (Grades Preschool-3)

Shore, Diane Z. and Jessica Alexander. James Ransome (Illustrator) ***This Is the Dream***. (Amistad, 2005) Ransome creates a striking juxtaposition of closely focused paintings and collage borders incorporating powerful historical photographs. These images will make a strong impression on readers of this expository chronicle of events preceding, during and following the civil rights movement, as Ransome's artwork makes large ideas comprehensible through visual details. The singsong rhythm and "House-that-Jack-Built" meter creates a chilling contrast to what's going on between the lines: "These are the buses—a dime buys a ride,/ but the people are sorted by color inside." Ransome shows the demarcation of the bus's white and black sections, and in a border across the top creates a collage of stirring portraits. Text and artwork similarly depict segregated lunch counters, libraries and schools. One of the most powerful spreads portrays three black children stepping into a newly integrated school ("These are the students who step through the doors/ where people of color have not walked before"), Confederate flags flying, while a photocollage on the top edge shows the fractured images of angry white bystanders, effectively emulating a mob mentality. Concluding spreads demonstrate the contrast today, with images of a multiracial array of people waiting to use the same drinking fountain and reciting the Pledge of Allegiance in one voice at school. This will provide a solid springboard for adult-child discussions, especially since younger readers might need help deciphering some of the poetic narrative's references. (*Publishers Weekly*) (Age range 4-8 years)

Weatherford, Carole Boston, and R. Gregory Christie. ***Dear Mr. Rosenwald***. (Scholastic, 2006) 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. (1912-1932). (Grades 2-5)

Weatherford, Carole Boston, and Jerome Lagarrigue. ***Freedom on the Menu: The Greensboro Sit-ins***. (Puffin, 2007) Connie likes to shop downtown with her mother. When they feel tired and hot, they stop in at Woolworth's for a cool drink, but stand as they sip their sodas since African Americans aren't allowed to sit at the lunch counter. Weatherford tells the story from the girl's point of view and clearly captures a child's perspective. Connie wants to sit down and have a banana split, but she can't, and she grumbles that, "All over town, signs told Mama and me where we could and couldn't go." When her father says that Dr. King is coming to town, she asks, "Who's sick?" She watches as her brother and sister join the NAACP and participate in the Greensboro, NC, lunch counter sit-ins. Eventually, Connie and her siblings get to sit down at the counter and have that banana split. Lagarrigue's impressionistic paintings convey a sense of history as they depict the pervasive signs of a Jim Crow society. An author's note about the 1960 Greensboro sit-ins concludes the book, pointing out the role young African Americans played in the struggle for civil rights. – *Mary N. Oluonye, Shaker Heights Public Library, OH (School Library Journal)* (Grades K-4)

Wiles, Deborah, and Jerome Lagarrigue. ***Freedom Summer***. (Atheneum for Young Readers, 2001) 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. (Ages 4-8)

## DOCUMENTARY FILMS

"Albemarle's Black Classrooms." (2017) A film by Lorenzo Dickerson and Maupintown Films. The story of historical African-American grade schools in Albemarle County, VA, along with Virginia's "Massive Resistance" to school desegregation and the experience of African-American educators and students over the past 100 years. See trailer at <https://albemarlesblackclassrooms.splashthat.com/>

"Julius Rosenwald: A Force for Change." In 2009, Spertus Institute presented *A Force for Change*, an exhibit about the Julius Rosenwald Fund and its support of African American artists, writers, teachers, and scholars. In conjunction, Spertus commissioned this original short documentary film. The film was written, directed, and produced by Lauri Feldman Fisher of Brainchild Productions and edited by Sharon Karp of Media Monster. Its videographer was Mirko Popadic. To view the film, go to <http://vimeo.com/24479737> The film can also be accessed on the Spertus Institute website at [spertus.edu/exhibits/rosenwald](http://spertus.edu/exhibits/rosenwald)

"Locked Out: The Fall of Massive Resistance." Produced by WCVE Richmond PBS & distributed by American Public Television. (2010) In 1958, the Commonwealth of Virginia led other Southern states in refusing the U.S. Supreme Court's mandate to integrate its public schools... . Several counties "locked down" or closed their public schools altogether...rather than allow black students into all-white schools. Includes interviews, academic commentary, and archival footage. (Note: Good background; use discretion if planning to show it to children.) "Locked Out" is available on DVD for \$24.95 including shipping and handling. Purchase online at [www.ideastations.org](http://www.ideastations.org). Or mail check to: The Community Idea Stations; 23 Sesame Street; North Chesterfield, VA 23235.

"Rosenwald: The Remarkable Story of a Jewish Partnership with African-American Communities." Written, produced, and directed by Aviva Kemper (2015). Julius Rosenwald never finished high school, yet became the President of Sears Roebuck Company. Inspired by his Jewish faith and the educator Booker T. Washington, Rosenwald joined forces with African-American communities to build over 5,300 schools during segregation. The Rosenwald Fund also furthered the higher education and careers of many African-Americans, including well-known performers, artists, and writers. See [www.rosenwaldfilm.org](http://www.rosenwaldfilm.org).

## SELECTION OF ONLINE RESOURCES

Carole Boston Weatherford Homepage for author of *Dear Mr. Rosenwald* and *Freedom on the Menu: The Greensboro Sit-ins*. Great powerpoint about Jim Crow suitable for early elementary students. <https://cbweatherford.files.wordpress.com/2014/01/jim-crow-powerpoint.pdf>

Culpeper County Schools, Virginia. Social Studies Curriculum Standards. [http://www.culpeperschools.org/pages/CulpeperCPS/Departments\\_Programs/Instruction/Secondary\\_Social\\_Studies](http://www.culpeperschools.org/pages/CulpeperCPS/Departments_Programs/Instruction/Secondary_Social_Studies)

Educational Broadcasting Corporation. "The Rise and Fall of Jim Crow." (2002) Stories, tools & resources for teachers. [http://www.pbs.org/wnet/jimcrow/stories\\_events\\_plessy.html](http://www.pbs.org/wnet/jimcrow/stories_events_plessy.html)

Encyclopedia Virginia (Virginia Foundation for the Humanities)  
[http://www.encyclopediavirginia.org/Massive\\_Resistance](http://www.encyclopediavirginia.org/Massive_Resistance)

Fisk University Rosenwald Fund Card File Database. <http://rosenwald.fisk.edu/>

National Trust for Historic Preservation Rosenwald Initiative  
<https://savingplaces.org/places/rosenwald-schools#.Wm8sj6l6AWU>

Preservation Virginia. <http://preservationvirginia.org/programs/teacher-resources>

Smithsonian Institution. National Museum of African American History and Culture. <https://nmaahc.si.edu/>

Smithsonian Institution. National Museum of American History. "Separate is Not Equal: Brown v. Board of Education." <http://americanhistory.si.edu/brown/history/4-five/five-communities.html>

University of South Carolina (interactive version of the 1956 *Negro Travelers' Green Book*)  
<http://digital.tcl.sc.edu/cdm/ref/collection/greenbook/id/88>

Virginia Center for Digital History (University of Virginia)  
<http://www.vcdh.virginia.edu/index.php?page=Projects>

Virginia Department of Historic Resources. Slide show on Rosenwald Schools in Virginia,  
<http://www.dhr.virginia.gov/SlideShows/Rosenwalds/RosenwaldTitleslide.html>

Virginia Historical Society  
<http://www.vahistorical.org/civilrights/massiveresistance.htm>

## THE SCRABBLE SCHOOL CURRICULUM – SEPARATE DOCUMENTS

Exhibit Panels – Black and white versions (suitable for copying) of the sections on the website ([www.scrabbleschool.org](http://www.scrabbleschool.org)) that can be used with lesson plans on same topics.

Titles: Why a Scrabble School?; We Can If We Think We Can; School Days; It Wasn't All Work and No Play; A New Beginning for an Old School

“History of Scrabble School for Children Digital Storybook” Powerpoint

Contents of kit, feedback forms for kit and tours



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

**To purchase a curriculum kit, contact:**

The Scrabble School Preservation Foundation

email: [contact@scrabbleschool.org](mailto:contact@scrabbleschool.org)

[www.scrabbleschool.org](http://www.scrabbleschool.org)

