

**Introducing the “5” Royales—
The Soul of Winston-Salem**
3rd Grade Lesson Plan and Student Handout, DAY 1

by Elizabeth Carlson, Nicholas Sebesta, and Kathy White

GRADE LEVEL/SUBJECT: 3rd Grade Social Studies

LENGTH: 20 minutes

CONTENTS:

- Teacher Preparation (pp. 1-2)
- Step-By-Step Procedure (pp. 2-6)
- Student Handout (pp. 7- 8)

I. TEACHER PREPARATION:

Materials:

- Song: [“Baby Don’t Do It”](#)
- Website: [“Introducing The “5” Royales—The Soul of Winston-Salem”](#)
- Student Handout – website questions

Objectives: Students will learn that:

- The “5” Royales hold a distinguished place in local and national history.
- The gospel music the “5” Royales grew up listening to during the 1920s, '30s, and '40s on records, on the radio, and at church, influenced their distinctive, spirited “5” Royales’ sound.
- Rooted in gospel, the “5” Royales’ music and singing style influenced rhythm and blues (R&B), soul music, and rock and roll, reflecting the concept of “change over time.”

Historical Overview: The “5” Royales were a pioneering rhythm & blues (R&B) group from Winston-Salem whose roots were in the city’s thriving African American gospel scene. From 1952 to 1965, the group recorded more than 100 songs and 7 top-ten R&B hits. In 2015, the “5” Royales were inducted into the Rock & Roll Music Hall of Fame. Music historians view them as hugely influential. David Fricke, Senior Editor of *Rolling Stone* magazine, calls the “5” Royales the first rock and roll group.

Four members of the group grew up in Winston-Salem. John and Eugene Tanner and Lowman Pauling attended Kimberley Park School. The Tanners went to Atkins High School. Jimmy Moore attended schools in the city. Otto Jeffries and Obadiah Carter grew up in South Carolina and moved to Winston-Salem as young adults.

In the late 1930s, the “5” Royales began as a gospel quintet called the Royal Sons. They were popular locally and performed around North Carolina and neighboring states. In 1952, the Royal

Sons signed with Apollo Records in New York City and changed their name to the “5” Royales. Their music retained its distinctive gospel sound, but now their lyrics were clearly secular.

From 1877 until 1964, many states and cities, especially in the South, were governed by Jim Crow laws, which provided separate and often unequal facilities for African Americans. Jim Crow laws governed the lives of the “5” Royales growing up in segregated Winston-Salem, as well as later when the group toured the nation as professional musicians.

Pedagogy:

Multisensory Learning: Music makes this lesson appealing to a wide range of learners.

Primary Source Materials: This lesson presents historical facts by engaging students in primary source materials.

NC Social Studies Standards:

3.B.1.1 Explain how the values, beliefs, and cultures of various indigenous, religious, racial and other groups contribute to the development of local communities and the state.

3.H.1.1 Explain how the experiences and achievements of women, indigenous, religious, and racial groups have contributed to the development of the local community.

Authors Bios:

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Kathy White, Master Fellow, Gilder Lehrman Institute of American History: A nationally board-certified teacher in American History and English, Kathy is a curriculum designer and teacher trainer who has led professional development workshops around the country. Kathy was a member of the Gilder Lehrman team that created lessons for the Broadway hit *Hamilton*.

Acknowledgement:

Thanks to the following “5” Royales descendants for providing the authors with first-hand information about the group: Darryl Pauling (Lowman Pauling’s son), Janice Pauling Lucas (Lowman Pauling’s niece), Karen Scales (Obadiah Carter’s daughter, Lowman Pauling’s niece), Dr. Fred Tanner (John’s and Eugene’s brother), Willard Tanner (John Tanner’s son).

II. STEP-BY-STEP PROCEDURE:

- Introduction
- Vocabulary
- Website Presentation
- Questions (Student Handout)

(In discussions and written answers, encourage students to provide evidence for their arguments.)

A. INTRODUCTION (whole class)

1. Play in the background “[Baby Don’t Do It](#)” (1953)
2. As the song plays, distribute the Student Handout (on pages 7-8)
3. **Hook:** Tell students you will play for them three song clips by a group that was famous in the 1950s and '60s called the “5” Royales. The “5” Royales grew up in Winston-Salem singing gospel music and were one of the earliest and most influential groups in the creation of rhythm and blues, soul music, and rock and roll.

Ask students to listen and decide:

- which song is a gospel song from 1952
- which song is an early rhythm and blues (R&B) song from 1953
- which song from 1958 sounds like early rock and roll.

Play the songs in the order below.

- After each song, ask students to raise their hands if they think it sounds like gospel, if they think it sounds like R&B, and if they think it sounds like rock and roll.
- Tell students that later in the lesson they’ll see if they were right.

“[Bedside of a Neighbor](#)”: 0–:25 seconds

“[Baby Don’t Do It](#)” 0 – :25 seconds

“[The Slummer the Slum](#)”: 1:17 – 1:35

(Continued)

B. VOCABULARY (whole class):

Procedure: Project these vocabulary words on the board. Read together and briefly discuss.

*Note: Words marked with and **asterisk** (*) are optional items to do if time allows.*

Jim Crow Laws: the name of laws that governed many states and cities, especially in the South, from 1877 until 1964; these laws provided separate and often unequal facilities for African Americans.

How this Impacted the “5” Royales and other African Americans:

The “5” Royales grew up and performed during the time when there were Jim Crow laws. In Winston-Salem and throughout North Carolina and the South, this meant that the “5” Royales and other African Americans were not allowed in most places where whites were allowed. Schools, churches, parks, theaters, and restaurants were for African Americans only or whites only.

African American gospel music (n.) a form of joyful spiritual music that became very popular in the 1930s and is rooted in the church singing of the African American South.

rhythm and blues (R&B) (n.) a form of popular music of African American origin that arose during the 1940s from blues, with added rhythms taken from jazz.

rock and roll (n.) a popular music style that started in the United States in the late 1950s that mixes rhythm and blues (R&B), jazz, and country music with electric instruments.

***Soul music** (n.) a popular music style that started in African American communities in the United States in the late 1950s, with roots in African American gospel music and rhythm and blues.

***Billboard Charts** (n.) the music industry charts—divided into separate categories such as R&B, Pop, Hot 100—that each week measure the best performing songs and albums in the United States, with the results published in *Billboard* magazine.

***single record** (single) (n.) a small-sized vinyl record with only one or two songs.

***album** (n.) a collection of audio recordings issued on compact disc (CD), vinyl, audio tape, or digital formats. (The “5” Royales albums were vinyl discs encased in colorful cardboard album covers.)

***cover** (song) (n.) a new recording of a song by a musician who is not the original singer or composer of the song.

***legacy** (n.) the long-lasting impact of particular events or people that took place in the past.

C. WEBSITE PRESENTATION: “The “5” Royales and the Soul of Winston-Salem”

Materials: “[The “5” Royales—The Soul of Winston-Salem](#)” website

Procedure (whole class):

- 1) Preview: Explain to students that they will watch a presentation about the “5” Royales from Winston-Salem.

Ask students to pay close attention to:

- The gospel group the Royal Sons that later became the “5” Royales.
- Where the Royal Sons performed in Winston-Salem.
- The names of the “5” Royales group members.
- Where the “5” Royales performed in Winston-Salem.

- 2) Go through the [website presentation](#) with the whole class.

D. QUESTIONS: (whole class and individual) (Teacher’s Answer Key included)

(Questions are about the website presentation they just saw.)

- Discuss each question as a whole class.
- Students should write the answers on their handouts, question by question.

Note:

- If time is short, you can skip some questions or do a combination of written and oral responses.

For your convenience, the questions are listed below with possible responses *italicized in red:*

- 1) Where did the “5” Royales come from? *Winston-Salem*
- 2) Before they became the “5” Royales and performed rhythm and blues music, what was the name of their group and what kind of music did they sing? *Gospel music; Royal Sons*
- 3) Where were some places the Royal Sons performed in Winston-Salem?
*(See the newspaper clippings in the “Beginnings” section.)
Rural Hall Methodist Church; Sunday afternoon church program at Macedonia Holiness Church; on the radio and in school auditoriums*
- 4) In 1952, the Royal Sons changed their name to the “5” Royales and started performing rhythm and blues instead of gospel. The style of the music was the same, but the words were different. What is the difference between the words in gospel music and in R&B music? *Gospel music has religious words and subjects, often from the Bible. R&B has non-religious words, and the songs are about subjects having to do with everyday life and relationships.*

- 5) What were the names of the members of the “5” Royales, including the member who became their road manager? (*Scroll back up to the “Meet the Band” section.*) *Lowman Pauling: Guitarist and song writer; John Tanner: lead singer; Eugene Tanner: 2nd lead singer; Obadiah Carter: back-up singer; Jimmy Moore: back-up singer; Otto Jeffries: back-up singer (changed to road manager in 1953)*
- 6) The “5” Royales had their first #1 hit song, “Baby Don’t Do It,” in 1953 just after they switched from gospel to R&B. What words would you use to describe this song? ([Click here](#) or scroll down to the “The Singles” section and press on this song on the jukebox. “Baby Don’t Do It;” *Accept any reasonable descriptive words students provide*
- 7) Where were some places the “5” Royales performed in Winston-Salem when they came home after doing shows around the country?
*(See the newspaper clippings in the “Meet the Band” section):
Columbia Heights Elementary School; Atkins High School*
- 8) What is the name of this 1957 “5” Royales song that was covered by famous artists and became a big hit? What do you think this song is saying?
*Teacher should play part of “Dedicated to the One I Love” (1957) by [clicking here](#) or scroll down to the “The Singles” section and press on this song on the jukebox.
In this song, the singer expresses his love for someone and sings about how much he misses this person. Lowman Pauling wrote this song for his wife Ellise, who lived in their house on Rich Ave. in Winston-Salem.*
- 9) Listen again to these songs by the “5” Royales from 1952, 1953, and 1958 that you heard at the start of class. Which song sounds like gospel, which like R&B, and which like rock and roll?
(Teacher should play in order “[Bedside of a Neighbor](#),” (0-:25) “[Baby Don’t Do It](#)” (0-:25), and “[The Slummer the Slum](#)” (1:17-1:35) to show the “5” Royales’ progression from gospel, to R&B, to rock and roll.)

In “The Slummer the Slum,” describe what you hear that sounds like rock and roll.
Students may recognize that the sounds of Lowman Pauling’s electric guitarwork sounds like rock and roll music. (You may want to tell students that some rock and roll music historians think Lowman Pauling was the first musician heard on record to purposefully play feedback on electric guitar, predating the Beatles and other British rockers who got credit for it. Senior Editor of Rolling Stone David Fricke considers the “5” Royales the first rock and roll group!)

- 10) What sites are there in Winston-Salem for people to visit that honor the “5” Royales?
Winston-Salem Walk of Fame star; Five Royales Dr. street sign (in the neighborhood where the Tanners and Lowman Pauling grew up); downtown mural at Trade St. and MLK, Jr. Blvd. (spring 2024), located 1 mile from where the Tanners and Lowman Pauling grew up

STUDENT HANDOUT

Introducing the “5” Royales—The Soul of Winston-Salem
Questions

Directions: Please answer in full sentences.

1) Where did the “5” Royales come from? _____

2) Before they became the “5” Royales and performed rhythm and blues music, what was the name of their group and what kind of music did they sing?

3) Where were some places the Royal Sons performed in Winston-Salem? _____

4) In 1952, the Royal Sons changed their name to the “5” Royales and started performing rhythm and blues instead of gospel. The style of the music was the same, but the words were different. What is the difference between the words in gospel music and in R&B?

5) What were the names of the members of the “5” Royales, including the member who became their road manager?

Guitarist and song writer: _____

Lead singer: _____

2nd lead singer: _____

Back-up singer: _____

Back-up singer: _____

Back-up singer: _____

(changed to road manager in 1953)

(turn over)

- 6) In 1953, the “5” Royales had their first #1 hit song, “Baby Don’t Do It,” just after they switched from gospel to R&B. What words would you use to describe this song?

- 7) Where were some places the “5” Royales performed in Winston-Salem when they came home after doing shows around the country?

- 8) What is the name of this 1957 “5” Royales’ song that was later covered by famous artists and became a big hit? What do you think this song is saying?

- 9) Listen again to these songs by the “5” Royales from 1952, 1953, and 1958 that you heard at the start of class. Which song sounds like gospel, which like R&B, and which like rock and roll?

“Bedside of a Neighbor”: _____

“Baby Don’t Do It”: _____

“The Slummer the Slum”: _____

In “The Slummer the Slum,” describe what you hear that sounds like rock and roll.

- 10) What sites are there in Winston-Salem for people to visit that honor the “5” Royales?
