

**The “5” Royales and *The Green Book***  
4<sup>th</sup> Grade Lesson Plan and Student Handout- DAY 2

by Elizabeth Carlson, Nicholas Sebesta, and Kathy White

**GRADE LEVEL/SUBJECT:** 4th Grade Social Studies

**LENGTH:** 20 minutes

**CONTENTS:**

- Teacher Preparation (pp. 1-2)
- Step-By-Step Procedure (pp. 2-4)
- Student Handout (pp. 5-6)

**I. TEACHER PREPARATION**

**Materials:**

- [“Crazy, Crazy, Crazy”](#) (1953) (You can also find this song on the Jukebox on the “The Singles” section of the [website](#).)
- [Ruth and the Green Book](#) video (10 minutes)
- Student Handout – video question; writing activity

**Objective:** Students will learn about the challenges African Americans from North Carolina and other states faced when traveling by car during the segregated Jim Crow era.

**Historical Overview:** From 1877 until 1964, many states and cities, especially in the South, were governed by Jim Crow laws. These laws provided separate and often unequal facilities for African Americans. In the 1950s and '60s, the pioneering rhythm and blues (R&B) group the “5” Royales from Winston-Salem, North Carolina, traveled the segregated Chitlin' Circuit during the days of Jim Crow. During those days, African Americans were not welcomed in many places where whites congregated. *The Green Book* was a guidebook written by postal worker Victor H. Green for African American travelers looking for safe, welcoming places to eat, rest, and spend the night while on the road.

**Pedagogy:**

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

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

**NC Social Studies Standards:**

**4.B.1.1** Explain how traditions, social structure, and artistic expression have contributed to the unique identity of North Carolina.

**4.H.1.1** Explain how the experiences and achievements of minorities, indigenous groups, and marginalized people have contributed to change and innovation in North Carolina.

**Teacher Background Resources:**

[\*The Green Book in Winston-Salem\*](#)  
[\*The Green Book in North Carolina\*](#)  
[\*The Green Book in the United States\*](#)

**Authors Bios:**

Nicholas Sebesta, Instructional Coach, Social Studies Department, Winston-Salem Forsyth County Schools: An experienced classroom teacher and content designer, Nick creates curriculum, trains teachers in classroom settings, and leads teacher workshops for the WSFCS.

Elizabeth Carlson, Founder and Program Director, Carolina Music Ways: A former teacher and reading specialist, Elizabeth researches North Carolina music history and writes scripts and curriculum for Carolina Music Ways, an arts-in-education nonprofit based in Winston-Salem.

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: 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).  
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**II. STEP-BY-STEP PROCEDURE:**

- Introduction
- Vocabulary
- *Ruth and the Green Book* Video
- Video Question (Student Handout)
- Writing (Student Handout)

(In all discussions and written answers, be sure students provide evidence for their arguments.)

**A: INTRODUCTION** (whole class)

1. Play "[Crazy, Crazy, Crazy](#)" (1953) or another "5" Royales song of your choice in the background.
2. As the song plays, distribute the Student Handout (pp. 5-6).
3. **Hook:** Tell students that just as music stars of today like (*name musicians you think your students know and like*) travel around the country performing at concerts in different cities, so too did the musicians of the 1950s and 1960s. The "5" Royales from Winston-Salem were one of the most popular groups of this time period performing around the country on the Chitlin' Circuit.

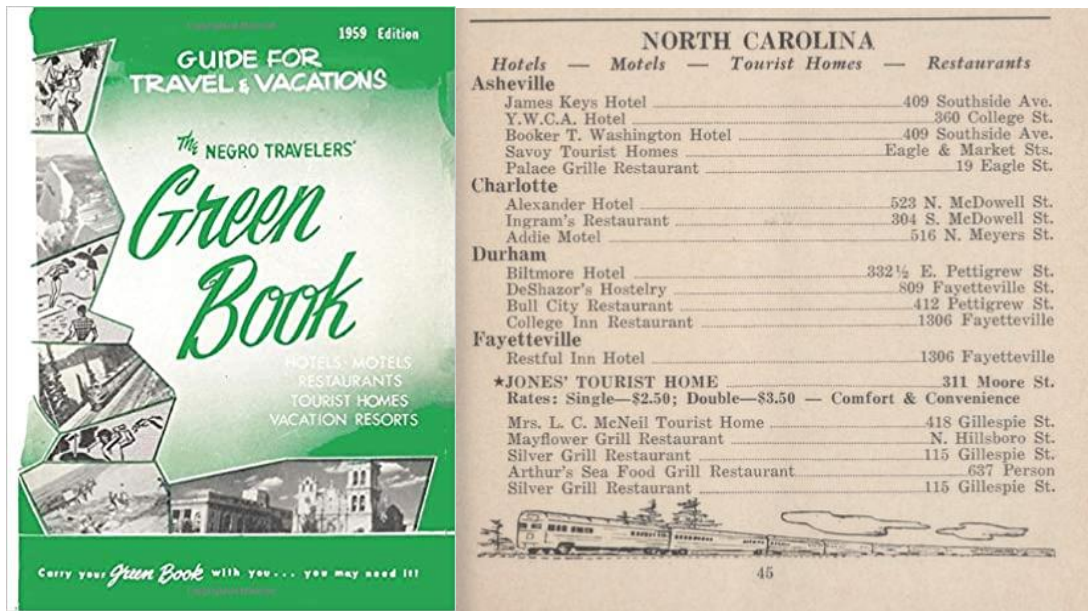
**B: VOCABULARY** (whole class)

Procedure: Project the following vocabulary words on the board, so students can see them as you read and briefly discuss them together.

**Chitlin' Circuit:** a group of clubs, theaters, dance halls, and other settings large and small where African Americans went to dance and listen to live music played by African American musicians. These were needed and popular when there were Jim Crow laws.

**Jim Crow Laws:** a series of laws between 1877 and the mid-1960s in the South and other parts of the country that called for separate facilities for whites and blacks. The most common types of Jim Crow laws ordered business owners and public institutions to keep their black and white customers separated. Jim Crow laws meant that African Americans were not allowed in most clubs, restaurants, theaters, bathrooms and other places and facilities where whites were allowed.

**The Green Book:** a guidebook written by postal worker Victor H. Green for African American travelers, which included Chitlin' Circuit performers, looking for safe places to eat, rest, and spend the night while on the road. *The Green Book* informed readers about safe businesses where African Americans would be welcomed, served, and respected. These businesses, typically owned and operated by African Americans, included gas stations, lodgings, and restaurants.



Photos courtesy the New York Public Library

**C: *RUTH and the GREEN BOOK*** (whole class)

Materials: Video: [Ruth and the Green Book](#)

Procedure:

1) Pre-Video Preparation:

Explain to students that during the days of Jim Crow in the South and some other parts of the United States, North Carolinians—whether entertainers like the “5” Royales traveling the Chitlin' Circuit or everyday citizens of all ages on vacation—faced the same unequal treatment while traveling by car.

Tell students that they will listen to a fiction story based on real experiences of African Americans. The story is about a girl named Ruth who goes on a trip with her parents sometime during the 1950s. The family drives from their home in Chicago to visit Ruth's grandmother in Alabama, about an 11-hour drive south.

Ask students to pay close attention to:

- People who turned away Ruth and her parents because of their skin color.
- People who welcomed Ruth and her parents.

2) Show the video [Ruth and the Green Book](#).

3) Video Question (whole class/individual; Student Handout, p. 5)

Discuss as a whole class. Students write answers in their Student Handouts.

Group A: *man who ran the hotel, man at first service station, whites-only restaurant owners*

Group B: Mrs. Melody, *Dad's friend Eddy, Esso station attendant, inn owner*

**D: WRITING:** (individual; Student Handout, pp. 5-6; may be completed as homework)

Question A, #1 and 2, p. 5: Pretend you are living in Jim Crow times and are Ruth or a child like her. Describe how the people who accepted you/turned you away made you feel.

*Answers will vary. Accept a range of answers as long as they are reasonable.*

Question B, p. 6: “During Jim Crow times, in what settings do you think the “5” Royales and other African Americans from North Carolina might have felt most comfortable and relaxed?” *Answers will vary. Accept reasonable answers, such as:*

*at home, at church, in Chitlin' Circuit venues.*

**(Continued)**

**STUDENT HANDOUT:**

*Ruth and the Green Book* Question and Writing Activity

**I. Ruth and the Green Book Video Question:**

Put the following people in Group A or Group B:

- man at the first service station    -Mrs. Melody    -man who ran the motel    -Dad's friend Eddy
- Esso station attendant    -whites-only restaurant owners    -inn owner

Group A: People who turned away Ruth and her parents because of their skin color

Group B: People who welcomed Ruth and her parents

Group A: \_\_\_\_\_

\_\_\_\_\_

Group B: \_\_\_\_\_

\_\_\_\_\_

**II: Writing Activity** (may need to be completed as homework)

A) Pretend you are living in Jim Crow times and you are Ruth or a child like her on a road trip with your family.

- 1) Pick 3 words to describe how the people who turned you away made you feel. Write at least 2 sentences. Give details and be specific.

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- 2) Pick 3 words to describe how the people who welcomed you made you feel. Write at least 2 sentences. Give details and be specific.

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**(turn over)**

