

## **The “5” Royales’ Map: Growing Up in Winston-Salem**

Grade 3 Lesson Plan and Student Handout, Day 2

*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: “[Bedside of a Neighbor](#)” (1952)
- “[5” Royales Winston-Salem Map](#)”
- Student Handout (map matching game; letter to the mayor)

**Objectives:** Students will learn that:

- Growing up in Winston-Salem in the 1920s, '30s and '40s, the members of the Royals Sons (later to become the “5” Royales) were immersed at church and at home in the sounds of gospel music.
- The “5” Royales began as a Winston-Salem gospel quintet called the **Royal Sons**; the group sang spirited gospel music typical of many African American churches in Winston-Salem and the North Carolina Piedmont 1930s, '40s and '50s.
- The “5” Royales’ fame as nationally-known recording and touring artists was a source of pride and joy for the African American community in Winston-Salem.

**Historical Background:** 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 one hundred songs and seven 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 went to 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**. Popular locally, they also 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. These Jim Crow laws governed the lives of members of the "5" Royales growing up in segregated Winston-Salem, as well as later when they toured the nation as professional musicians.

**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.

**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.

**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*.

**Acknowledgements:**

Thanks to the following "5" Royales descendants for providing information presented in this story map: 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
- The "5" Royales' Map
- Map Matching Game (Student Handout)
- Letter Writing to the Mayor (Student Handout)

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

**A. INTRODUCTION** (whole class)

1. Play in the background "[Beside of a Neighbor](#)" (1952) by the Royal Sons, the group that became the "5" Royales.
2. As the song plays, distribute the Student Handout (on pp. 7-8 of this lesson plan).

3. **Hook:**

- a) Ask students to think about the places in Winston-Salem where they spend most of their time. Tell students to close their eyes and picture these places in their minds as you say them slowly:  
*"Your school." "Your home." "Your place of worship, if you go to one." "The place your parents work." "The music you listen to." "Where you listen to it."*
- b) Tell students that in this lesson, they will learn about *places members of the "5" Royales spent their time in Winston-Salem during their childhoods and early adult years.* Tell them during that time, *there were a set of laws then that separated African Americans and whites.*

Project the term below on the board and read it to students:

**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 for blacks. Jim Crow laws meant that African Americans were not allowed in most clubs, restaurants, theaters, bathrooms, and other places where whites were allowed.

Tell students that because of these laws, *when members of the "5" Royales grew up in Winston-Salem, the people at their schools, churches, and neighborhoods were African-American. Gospel music was everywhere in the African American community at home, at school, and church, and at community events.*

**B. THE "5" ROYALES' MAP: Growing Up in Winston Salem**

Materials:

["5" Royales Winston-Salem Map](#)

Note: Before you present the lesson, it is recommended that you familiarize yourself with navigating this story map.

Procedure: (whole class; individual/small group)

1. **Preview:** Tell students to turn to their Student Handouts.

- Tell them that: *today we will examine a map that will show them where the members of the "5" Royales spent time living in Winston-Salem as children and young adults.*
- Tell students to: *pay attention to the:*
  - *Names of the places on the map.*
  - *Information they'll learn about each place.*
- Tell them: *after we explore the map together, we'll play a map matching game where you can show how well you paid attention.*

## **2. Exploring the Map:**

- [CLICK HERE](#) and project the map on the board.
- Explain to students that:
  - *The photos on the left-hand side of the map are of historic places where the "5" Royales spent time during the 1930s – 1960s.*
  - *The map on the right-hand side of the page is from today. Some of the places the "5" Royales spent time in are still standing, while others are not.*
- Go through all the locations in order.
  - For each photo on the left, read the text under it and comment on the photo.
  - The enlarged map image on the right shows where that location is today.
  - On the left side of the page under the text, click the encircled "X."
  - Click on the next site on the left-hand side of the map and repeat the procedure above.

(To encourage active participation as you go through this map, you may want to allow students to ask questions and make relevant comments.)

## **3. Map Matching Game:** (whole class) (Student Handout, p.7)

- Still projecting the map, go through the first 3 "places," one at a time in order.
- For each place, read its name and comment on the image, but do not read the text.
- Ask students to match each of the first 3 "places" with the correct first 3 "facts." Students should write the correct "place" letters (A, B or C) on the blank line in front of each matching "fact."  
Correct the first three answers together as a class.
- Proceed likewise for the 2nd and 3rd sets.

**Places:**

- A. Lowman Pauling childhood home on Derry Street
- B. John and Eugene childhood home on Spencer Ave.
- C. Kimberly Park Holiness Church

- 
- D. RJ Reynolds and Winston Leaf tobacco factories (Note: These are 2 sites.)
  - E. Kimberley Park School
  - F. Street corner at Glenn Ave. and Lime Ave.

- 
- G. Pepper Building in downtown
  - H. Fries Auditorium
  - I. Lowman Pauling home at 1135 Rich Ave.

**Answer Key:** The "facts" answers should read top to bottom:

1st set: **C**

**A**

**B**

2nd set: **E**

**F**

**D**

3rd set: **H**

**I**

**G**

C. **WRITING** (whole group/individual; Student Handout p. 8; may be completed as homework)

1. Read to students the 2-paragraph text in which local trumpeter Joe Robinson remembers the excitement he felt as a kid when the "5" Royales came home from touring the country. (See Student Handout p.8.)
2. Read the directions to students, which ask them to write a letter to the mayor saying why they think the city should help support the creation of a "5" Royales Festival.
3. You can have a whole-class brainstorming discussion. Students can take notes and then write their letters on separate paper. (Due to time constraints, they may need to finish their letters later or at home.)
4. Letters should explain:
  - A) why the "5" Royales are important
  - B) why a festival honoring them would make people in Winston-Salem feel happy and proud

C) what a “5” Royales festival could include, such as:

- a musical about the “5” Royales featuring local performers, including kids
- Gospel, R&B, soul, and rock and roll music
- soul food
- other fun activities students want to add

*As long as they are reasonable, accept a range of arguments, such as:*

- *The “5” Royales are important because they laid the groundwork for rock and roll. (The festival could be called something like the “5” Royales Roots of Rock and Roll Festival.)*
- *In the 1950s and 1960s, the group were hometown heroes in the African American community.*
- *Residents would be proud to learn that a group from their hometown were rock and roll pioneers.*
- *Learning about what the group achieved and hearing the music they made would bring a sense of pride and joy to people in Winston-Salem.*
- *The festival would highlight how innovative the “5” Royales were, reinforcing our city’s identity as the “City of Arts and Innovation.”*
- *A musical about the “5” Royales would teach history, while providing roles for local actors and singers, including kids.*

**Note:** The Mayor’s mailing address is:

Mayor Allen Joines  
P.O Box 2511  
Winston-Salem, NC 27102

**(Continued)**

**STUDENT HANDOUT**  
Map Matching Game and Letter Writing

**I. MAP MATCHING GAME:**

**Directions:** Match places A,B,C with the correct facts across from them. Do the same for places D,E,F and then for places G,H,I.

**Places:**

A. Lowman Pauling childhood home on Derry St.

B. John and Eugene Tanner's childhood home on Spencer Ave.

C. Kimberly Park Holiness Church

-----

D. RJ Reynolds and Winston Leaf tobacco factories

E. Kimberley Park School

F. Street corner of Glenn Ave. and Lime Ave.

-----

G. Pepper Building downtown

H. Fries Auditorium

I. Lowman and Ellise Pauling's home at 1135 Rich Ave.

**Facts:**

\_\_\_\_\_ the Tanners' childhood church, which hosted famous gospel singers

\_\_\_\_\_ a talented, creative boy played a guitar made from a cigar box here

\_\_\_\_\_ a musical family lived here in a house filled with soul food and gospel music

-----

\_\_\_\_\_ John and Eugene Tanner enjoyed music classes and school shows here

\_\_\_\_\_ Royal Sons gospel quintet sang here near Kimberly Park Holiness Church

\_\_\_\_\_ tobacco factories where John and Eugene Tanner's mother and father worked

-----

\_\_\_\_\_ Royal Sons recorded their first songs here for Apollo Records.

\_\_\_\_\_ "5" Royales practiced in the basement and famous musicians visited

\_\_\_\_\_ Royal Sons recorded their gospel radio shows here on radio station WAIR

**(turn over)**

## II. LETTER WRITING to the MAYOR

A. Directions: Read the following text:

Local jazz trumpeter Joe Robinson, who grew up a block away from the Tanner family, remembered what it was like when the “5” Royales returned home:

**“I remember being five or six years old when the “5” Royales would come back home from one of their tours. Word spread through the neighborhood: ‘The “5” Royales are in town!’ They were loved when they came home. People saw them as heroes, almost like servicemen coming home. They would drive into the neighborhood in two black Cadillacs. My mother would dress up, and there would be a party at the juke joint that night with “5” Royales music on the juke box and everybody dancing. When the “5” Royales came home, that meant a good time and everyone was happy.”**

*---Interview with Joe Robinson by Elizabeth Carlson, Winston-Salem, 2018*

B. Directions for Letter Writing:

**Write a letter to the mayor** of Winston-Salem about why you think the city should have a “5” Royales festival. This festival would bring back to Winston-Salem the feelings of pride and joy that Joe Robinson described.

The letter should be at least 4 sentences and explain:

1. Why the “5” Royales are important.
  
2. Why honoring the “5” Royales will make people in Winston-Salem feel happy and proud.
  
3. What a “5” Royales Festival could include, such as:
  - musical play about the “5” Royales local singers and actors, including kids
  - gospel, R&B, soul, and rock and roll music
  - soul food
  - other ideas