

Growing Anti-racist UU's: A Curriculum for Children

www.uucharlottesville.org/anti-racist-curriculum/

Segregation - Lesson 5 for Grades 3-5

by Linda Dukes

LESSON OVERVIEW

INTRODUCTION

Big Question:

What has happened historically when noticing differences in skin color has been coupled with beliefs in White superiority?

GOALS

- To learn about segregation
- Further develop empathy

LEARNING OBJECTIVES

Participants will:

- empathize with African Americans who travelled in the Jim Crow period
- realize that racial segregation is unfair and wrong

ACKNOWLEDGMENTS

Handout 2 is from Psychology Benefits Society.

Handout 3 is from Teaching Tolerance, "How white parents should talk to their young kids about race" by Melinda Wenner Moyer.

LESSON-AT-A-GLANCE

Opening	7 minutes
Activity 1: Reading book	25 minutes
Activity 2: Look at Green Book & Photos	7 minutes
Activity 3: Draw	7 minutes
Closing	5 minutes

LEADER PREPARATION

Also read handouts and Leader Resources at the end of this lesson.

Watch you-tube -- <https://www.youtube.com/watch?v=IED97waWsrg> (Warning! This begins with graphic photos of lynchings.)

Read part of 1954 Brown vs Board of Education Supreme Court decision:

[D]oes segregation of children in public schools solely on the basis of race, even though the physical facilities and other "tangible" factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does. ...

Segregation of white and colored children in public schools has a detrimental effect upon the colored children. The effect is greater when it has the sanction of the law, for the policy of separating the races is usually interpreted as denoting the inferiority of the negro group. A sense of inferiority affects the motivation of a child to learn. Segregation with the sanction of law, therefore, has a tendency to [retard] the educational and mental development of negro children and to deprive them of some of the benefits they would receive in a racial[ly] integrated school system. ...

We conclude that, in the field of public education, the doctrine of "separate but equal" has no place. Separate educational facilities are inherently unequal.

Rev. Dr. Martin Luther King, Jr.:

There are some things concerning which we must always be maladjusted if we are to be people of good will. We must never adjust ourselves to racial segregation. We must never adjust ourselves to religious bigotry. We must never adjust ourselves to economic conditions that take necessities from the many to give luxuries to the few.

MATERIALS FOR LESSON

- Ramsey, Calvin Alexander, with Strauss, Gwen. *Ruth and the Green Book*. Illustrated by Floyd Cooper. Minneapolis: Carolrhoda Books, 2010. Print.
- Large map of U.S. between Chicago and Alabama.
- Photocopies of at least cover and a few pages from Green Book, including those for your state/city, stapled to look like a book. (See Leader Resources.)
- Photos of locations in your town from Green Book or of Charlottesville, VA and of Lewis Mountain (the "Negro" campground in Shenandoah National Park (if relevant to your locale) or some formerly racially segregated place near you. A few examples are in Leader Resources, C.
- Drawing paper and markers (including multi-cultural colors) with either clipboards or magazines (or tables).
- Copies of "Taking it Home" for this lesson, the articles "How white parents should talk to their young kids about race" from Teaching Tolerance and "Children Are Not Colorblind: 4 Ways to Talk to Young Children About Race" and plans to email them to families.
- Drawing paper and markers.
- Clipboards or magazine to lean on (or tables to work on).
- Copies of Taking It Home #5 for parents (Handout 2) and article (Handout 3) –
- Chalice and LED/battery-operated candle or matches and candle.

LESSON PLAN

OPENING (7 MINUTES)

Description of Activity

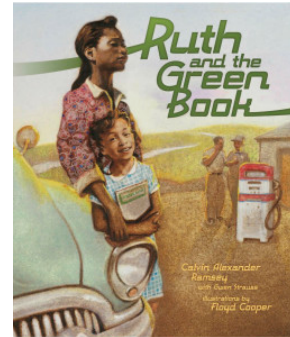
Sit in a circle and follow the class's usual opening procedures (check in, chalice lighting, listen to chime until silence for centering, opening words, etc.).

Share Joys and Concerns.

ACTIVITY 1: READING STORY, *RUTH AND THE GREEN BOOK* BY CALVIN ALEXANDER RAMSEY—25 MINUTES

Description of Activity

- When previewing this book before class, please note below the **places to stop to involve the children with questions about how the characters are feeling, what might happen next, or what the listeners think about the scenario. This process really helps to keep children engaged. Also, please note vocabulary words that some children in your group might not know.** If the words aren't central to understand the story, consider simply changing them for simpler words as you read. For example, if the story mentions a "pamphlet," you could simply say "booklet."



Be prepared to summarize a few of these pages if the story goes on too long or to pause after the first page about the Green Book and do Activity 2 (showing the Green Book and looking up your locality) and then completing the story.

- Reminder: In past Racial Justice classes, we talked about kindness and empathy (what does empathy mean?).
- Say we'll be using "thinking partners" today – set up pairs of children to work together occasionally today.
- Show cover of book and ask what they can tell about this book from the picture on the cover. (Ask anyone who has previously read the book to refrain from answering.) First share with "thinking partner." Hopefully one thing they'll notice is that the book takes place a long time ago. Explain that back then African American or Black people called themselves Negro. Sometimes they were also called "Colored."
- Note: this book doesn't have page numbers.
- Begin reading aloud, stopping at the end of the second page to ask what Brown Bear is and what it means to Ruth (the girl in the story). How does the girl feel?
- After the book mentions Chicago and Alabama, look at a map to see how far apart they are from each other. (Even with today's interstate highways—which didn't exist then—it takes 10 hours of straight driving time to drive from one to the other.)

- After the page that Daddy slammed the door, ask if anyone knew what had happened. Talk with your thinking partner. How do the characters in the book feel? Explain and discuss. Include the term **racial segregation** – back then making Black and White people use separate hotels, restaurants, and even bathrooms – just because of their different skin colors. Write the word on board or flip chart and ask if that seems fair . . . NO! Say that schools in the South and some other places were also segregated.
- After the page about singing in the car, point out that “White Only” signs were often seen in the days of racial segregation.
- After the page where Daddy and Eddy are playing music, say that the two men had fought for our country in World War II – but still so many places wouldn’t even let them eat in a restaurant. Was that fair – NO!
- After the page explaining Jim Crow, ask how Ruth felt now?
- (After the Green Book page) How did Ruth’s family feel after they got a copy of the Green Book?
- (After getting the car fixed) How did Ruth feel about herself? (thinking partner)
- (After Ruth gave Brown Bear to the little boy) Why did Ruth give away Brown Bear? What does this tell us about Ruth?
- (After finishing the book) What made Ruth’s family’s trip both more comfortable and safer? Who wrote the Green Book?

ACTIVITY 2: LOOK AT GREEN BOOK AND PHOTOS– 7 MINUTES

Description of Activity

Show photocopies of a Green Book and any other photos you have found from your area and discuss what it must have been like for African Americans to have had so few places to stay while traveling. Look up your state/town in the book.

ACTIVITY 3: DRAW SOMETHING ABOUT THE BOOK – 7 MINUTES

Description of Activity

Ask children to draw something about the book that they can share with their family.

CLOSING (5 MINUTES)

Description of Activity

Gather children in a circle. Say, in your own words:

Today we talked about racial segregation. Turn to a “thinking partner” and share what the words “racial segregation” mean. Give an example from the book.

Then follow your class’ usual closing.

Hand out Take it Home sheets and articles as parents/caregivers arrive.

LEADER REFLECTION AND PLANNING

When class ends, please stop for a minute with your co-teacher to . . .

- Take a deep breath together and acknowledge that you have done one thing today for racial justice. Sometimes the problems seem so huge that we need to find specific actions we can take, and this is one of them.
- Discuss if any children weren't fully included in the lesson and how they might be in the future.
- Note any issues that you want to follow up on in the next class.
- Note any issues that you want to mention to your congregation's racial justice curriculum planners or your religious educator.

TAKING IT HOME (HANDOUTS 1, 2, & 3)

Take It Home!

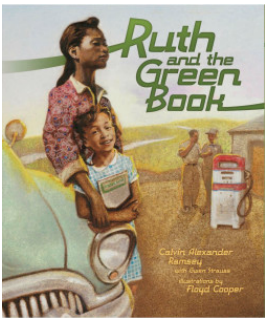
(for 5th Racial Justice Lesson)

In our classes we are building on past sessions' theme of empathy and are learning about **racial segregation**. We need to know about the past in order to understand the present and to be able to find ways to deal with the legacies of the past.

Teaching Tolerance's Social Justice Standards for grades 3-5 include " I know that the way groups of people are treated today, and the way they have been treated in the past, is part of what makes them who they are."

(<http://www.tolerance.org/anti-bias-framework>; click on the link near the bottom).

The children listened to the story *Ruth and the Green Book* and looked at sample pages from the *Green Book*.



The class explored segregation by reading *Ruth and the Green Book* by Calvin Alexander Ramsey, which takes place in 1952. Ruth's African American family travels from Chicago to visit relatives in Alabama and encounters "White Only" signs in many places. Despite her dad's army service during the war, they are not welcome. On the way, they learn about the *Negro Motorist Green Book*, which lists hotels, restaurants, and other facilities friendly to blacks, saving them from embarrassment and unsafe situations.

FOUR CORE GOALS OF ANTI-BIAS EDUCATION

From Louise Derman-Sparks & Julie Olsen Edwards, 2010. *Anti-Bias Education for Young Children & Ourselves*

1. Each child will demonstrate self-awareness, confidence, family pride, and positive social identities.
 2. Each child will express comfort and joy with human diversity; accurate language for human differences; and deep, caring human connections.
 3. Each child will increasingly recognize unfairness, have language to describe unfairness, and understand that unfairness hurts.
 4. Each child will demonstrate empowerment and the skills to act, with others or alone, against prejudice and/or discrimination.
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Children Are Not Colorblind:

4 Ways to Talk to Young Children About Race

By Jamica Holcomb, PhD (Licensed Marriage and Family Therapist). <https://psychologybenefits.org/res/>
June 29, 2018



This post continues our blog series regarding racial/ethnic socialization practices, programs, and approaches. APA is putting together a clearinghouse of resources to help parents/caregivers to protect youth of color and themselves from the psychological damage of discrimination and racism. For more information regarding APA's new initiative and to provide feedback as we continue to engage in this series, please visit: www.apa.org/res

By Jamica Holcomb, PhD (Licensed Marriage and Family Therapist)

Many ethnic-minority parents recognize the importance of talking to their children about race, especially during the current racially charged climate filled with police brutality, divisive rhetoric, and hate crimes. However, despite understanding its significance, many parents have questions regarding *how* to talk to their children about race, especially when their children are very young. This is due to a common *misbelief* that children this age, say 3 to 8 years old, are too young or not emotionally prepared to handle the complexities of race.

Studies have found that **racial-ethnic socialization (RES)**, the messages that parents of color provide their children to foster their sense of identity, self-esteem, and to prepare them for discrimination experiences or threats to their safety and wellbeing, have been positively related to academic and behavioral outcomes *AND* should be used with very young children (Reynolds, 2017).

Here is why it is important to talk to your young children about race, along with some tips on how to do so.

1. Talk About Racial Differences

Sorry to break it to you, but we do not live in a color-blind world. Not only do our young children recognize racial differences, but studies have found that children as young as 2 years old begin to form preferences for those individuals of their same race and that they experience discrimination through experiences such as being excluded from play groups (Hirschfield, 2008).

You can begin preparing your children to live in a diverse society in developmentally appropriate ways such as:

- Providing the appropriate vocabulary for racial or ethnic differences
- Model the use of inclusive and culturally sensitive language
- Being intentional about providing teachable moments while in public

Here are some children's books to help begin this important conversation:

- *All the Colors We Are/Todos los colores de nuestra piel: The Story of How We Get Our Skin Color/La historia de por qué tenemos diferentes colores de piel* by Katie Kissinger
- *Shades of Black: A Celebration of Our Children* by Sandra L. Pinkney

2. They have questions. Answer them.

Have you counted the number of questions young children ask daily? It can be overwhelming and many times a simple “hush” is the only thing we can stomach. However, answering your children’s questions about racial differences not only creates positive, open communication between you and your child, but it also demonstrates that you are comfortable tackling tough questions. Your children need to know that they can come to you with questions like “why is my skin dark?” or make statements such as “I wish I was white”. No more avoiding or telling them to “wait until you are older”, sit down, roll up your sleeves and engage with their questions in open, honest, and developmentally appropriate ways.

3. Focus on positivity and self-esteem

Studies have found that the RES messages that specifically focus on culture, heritage, and racial pride are associated with more positive child outcomes (Reynolds & Gonzales, 2017). So...

- Take them to see Michelle Obama’s portrait at the Smithsonian
- Visit Black Panther in Wakanda
- Read books with people of color as the protagonist such as *I Know I Can* by Veronica Chapman
- Expose them to their culture and heritage through food, music, artwork in your home, and family stories

These activities will begin to foster a sense of belonging and connection to positive representations of their racial and ethnic group, which is invaluable during this malleable developmental stage.

4. Don’t shy away from talking about hardships

I know it is tempting to avoid the hard conversation about the harsh realities of life as a person of color, but don’t shy away from these conversations! It’s important for your children to know that they can come to you with questions if their friend at school says “I can’t play with you because you are black”, or if someone yells “go back to your country” on the playground. If you are having trouble navigating this conversation, check out the following scripts and find what works for your family.

What methods/resources do you use to talk to your young children about race? Share below!

References:

- Hirschfeld, L. A. (2008). Children’s developing conceptions of race. In S. M. Quintana & C. McKown (Eds.), *Handbook of race, racism, and the developing child* (pp. 37–54). Hoboken, NJ: John Wiley & Sons.
- Reynolds, J. E., & Gonzales-Backen, M. A. (2017). Ethnic-racial socialization and the mental health of African Americans: A critical review. *Journal of Family Theory and Review*. doi: 10.1111/jftr.12192.
- Reynolds, J. E. (2017). Predictors of ethnic-racial socialization in early childhood among African American Parents. The Florida State University, ProQuest Dissertations Publishing, 2017. 10258625.

Biography:

Dr. Jamila Holcomb is a licensed marriage and family therapist in Tallahassee, Florida. Dr. Holcomb obtained her master's degree in Marriage and Family Therapy (MFT) from The Family Institute at Northwestern University, and her Ph.D. in MFT from Florida State University. Her dissertation was titled: Predictors of Ethnic-Racial Socialization Profiles in Early Childhood Among African American Parents. She currently works as a clinical counselor at Children's Home Society of Florida, working with children and their families who have been victims of trauma. In addition to being a therapist, Dr. Holcomb provides educational workshops and presentations on trauma, culturally sensitive parenting practices, and race and ethnicity. She has also published several peer-reviewed articles on these topics. Dr. Holcomb also enjoys teaching at the collegiate level and has taught several courses at Florida State University in their Family and Child Sciences Department.

How white parents should talk to their young kids about race

By [Melinda Wenner Moyer](#)



A little conversation can go a long way in heading off racial prejudice that can form in early childhood.

Photo by Purestock/Thinkstock

Last summer, my family moved from Brooklyn to a small town in the Hudson Valley. We love our new life, but one thing about the community is not so great: It's predominantly white. What will it mean in the long run if my white children don't see and befriend people who come from different racial backgrounds? And are there steps I can take to instill racial sensitivity and acceptance in my kids despite the fact that they're growing up in an ethnic

bubble?

To find out, I dug into research on the causes of racial bias and talked to developmental and social psychologists, race-relations researchers, and Africologists. The good news is that the answer seems to be yes—there *are* things I can do to keep my kids from harboring racial prejudice. Namely, I can talk to them about race.

First, a caveat: I'm writing this article as a white parent with white kids living in a mostly white neighborhood. I know that my experiences, perspectives, and considerations differ markedly from those of parents with different ethnic backgrounds living in different situations, and I also realize that I know nothing about the racial landscape that minority parents have to navigate with their kids. For many minority parents, talking about race is not an option—it's essential in helping their children move through a world that sees a "black kid" and not just a kid. Although I talked to researchers with diverse backgrounds while reporting my piece, I'm guessing that my findings and advice will apply predominantly to white parents like me. Still, I would love to hear from *all* readers on the issues discussed in this column, so please, send your thoughts, advice, and feedback to melindawmoyer@gmail.com.

In their book *Nurture Shock*, journalists Po Bronson and Ashley Merryman told the story of Birgitte Vittrup Simpson, a University of Texas at Austin Ph.D. student who in 2007 recruited 99 white families to participate in a study—the basis for her doctoral dissertation—that involved asking them to talk meaningfully about race with their kids.* Five families immediately dropped out when they heard what they had to do. Nine out of every 10 of those who stuck with the study admitted at the end that they did not have truly in-depth conversations with their kids on the topic.

Why? I've avoided talking about race with my kids mainly because I've thought that racial bias is learned by direct instruction and imitation—and that if I don't talk about race or act in explicitly racist ways, my kids won't pick up prejudices. My sources told me that this notion is pretty common; research suggests that nonwhite parents talk about racial identity much more frequently with their

kids than white parents do, but that even minority parents often avoid talking about racial *differences*. “There’s this idea that if you do call attention to race at a young age, you’re poisoning kids’ minds,” says Erin Winkler, chair of the department of Africology at the University of Wisconsin, Milwaukee.

This theory makes sense. In fact, it’s what social learning theorists believed for a long time, and why so many parents strive to make their children “color-blind.” But over the past 15 years, research has supported a different idea: that **children start assigning meaning to race at a very young age**. When researchers presented 30-month-olds with pictures of children of various races and asked them to pick who they would want to play with, the toddlers were more likely to pick kids of their race. Likewise, when sociologists Debra Van Ausdale and Joe Feagin observed kids in an urban day care center for 11 months, they found that **children as young as three excluded other kids from play based on their race and used race to negotiate power in their social networks**, as they described in their 2001 book *The First R: How Children Learn Race and Racism*.

Why does this happen? Kids actively try to understand and construct rules about their environment. As they do, they engage in what is called transductive or essentialist reasoning, which means that they simultaneously categorize people and objects according to multiple dimensions—so they might believe, wrongly, that people who have the same skin color have similar abilities or intelligence. They also notice class-race patterns—for instance that white people tend to hold privileged jobs or positions (or play them on television). One study found that by age 7, black children rated jobs held by blacks as lower in status than jobs held by whites. In other words, as Winkler wrote in a 2009 paper, “children pick up on the ways in which whiteness is normalized and privileged in U.S. society.”

Beverly Tatum, a race-relations scholar and the president of Spelman College in Atlanta, has referred to this pervasive cultural message as a “**smog in the air**,” noting that “we don’t breathe it because we like it. We don’t breathe it because we think it’s good for us. We breathe it because it’s the only air that’s available.” Ultimately, **kids may infer that the patterns they see in privilege and status are caused by inherent differences between groups. In other words, they may start to think that whites have more privilege because they are inherently, somehow, smarter or better.**

Other aspects of psychology come into play to promote racial biases, too. Children (and adults) exhibit a type of bias known as “**in-group**” bias, which basically means that we tend to prefer people who are members of groups we also belong to. Researchers have elicited strong in-group biases in children as young as 3 by assigning them to color-coded groups in their preschools; after a few weeks, the children said they preferred the other kids in their group more than kids outside their group and even preferentially chose toys that they were told their groups liked. Starting at around age 4 or 5, kids also start to develop what is called “**high-status bias**,” in that they show implicit preferences for individuals who are members of high-status groups—in our culture, whites.

So if children as young as 3 develop racial prejudices when left to their own (cognitively biased) devices, it may help for parents to intervene and, you know, actually talk to their kids about race. “Don’t you want to be the one to suggest to them—early on, before they do form those preconceptions—something positive [about other races] rather than let them pick up something negative?” asks Kristina Olson, a University of Washington psychologist who studies social cognitive development and racial bias. “**White parents seem very, very resistant to talking about race—even really liberal ones—and they have this attitude of ‘I wouldn’t want to talk about it because it would make it real to my kids.’** But inevitably, it’s their kids that show these really strong race biases.” In fact, Olson says, **when parents *don’t* talk about race, kids may infer from this silence that race is especially important, yet highly taboo**—basically, the last thing you want them to think.

In her University of Texas dissertation, Simpson reported that the children of parents who actually did talk meaningfully with them about race had better racial attitudes at the end of the study than they did at the beginning. The kids whose parents glossed over the issue or didn't discuss race did not improve.

But *how* should white parents talk about race with their kids? “It depends,” Winkler says, “on who the kid is, where they’re living, what the context is, how old they are.” But, generally speaking, **be upfront and specific**. If little Henry makes a mortifying comment in the grocery store about someone’s skin color being “dirty,” don’t shush him and change the subject or say something vague like *don’t say things like that; it’s hurtful*. Use the moment to explain what skin color is. An appropriate response might be, “Honey, that little girl is not dirty. Her skin is as clean as yours. It’s just a different color. Just like we have different color hair, people have different skin colors,” as Tatum explained her book *Why Are All the Black Kids Sitting Together in the Cafeteria: And Other Conversations About Race*. You can also use examples from television or books to start race conversations. As Howard Stevenson, a University of Pennsylvania professor of education and Africana studies and the author of *Promoting Racial Literacy in Schools: Differences That Make a Difference* explained to me, “I’ve always been in commentary with my sons while they’re watching TV, saying, ‘What do you really think about that?’ You may see an issue in diversity that bothers you that you want to comment on, like, ‘How come there are no black Santa Clauses on television?’ ”

Stevenson, who develops strategies to help parents, teachers, and kids cope with racial conflict, also points out that **when children say racially insensitive things**, parents should take a moment to consider, before admonishing them, **where they are coming from**. “Rather than challenge them about their words, get a sense of what they understand it to mean from their perspective,” he explains. “Where did they hear it from? How is it being used in the social context they’re in? **Then, you have a better angle as to how you can speak to it.**”

White parents can also make kids’ in-group biases work for them: Point out that even though Lily has darker skin, she, too, seems to really like playing with dolls. **The more similarities young kids see between themselves and children of other races, the more they may embrace them**. That said, for older kids, it may be smarter to encourage kids to embrace racial differences, rather than to downplay these differences. A Northwestern University study found that **when kids aged 8 to 11 were taught about diversity as a value, they were better able to detect evidence of racial discrimination than were kids who had been taught a “color-blind” message**. Pointing out how much diversity exists *within* races may help foster diversity acceptance, too. As Deborah Rivas-Drake, a psychologist at the University of Michigan, suggests, you could say to your children, **“Within our own group, we don’t all act and look the same, we don’t all think the same—so if we ourselves are really diverse, can you imagine all the different kinds of diversity that exist among other groups?”**

It may also help to broach the subject of our country’s racial history. In 2007, Rebecca Bigler, a psychologist at the University of Texas at Austin, conducted a two-part study—the first among white 6-to-11-year-olds at a Midwestern summer school, and the second among black 6-to-11-year-olds.* All of the kids were read short, positive biographies of famous Americans, half of whom were black and half of whom were white. Half of these kids were also taught about discrimination the famous Americans experienced; the other half did not get this extra lesson. At the end of the six-day study, Bigler and her colleagues assessed the children’s attitudes toward black and white people in general. The kids who had been taught about discrimination had higher opinions of black people than did the children who had simply been read the positive biographies. Van Ausdale and Feagin warn, however, against blaming racism and discrimination on “bad people” or “bad behavior,” because doing so may

dismiss inequality as something that's the fault of an "evil few" rather than being an institutional problem.

So, for any parent, talking about race with your kids is incredibly important. Even more essential, though, is **making sure that your kids get to know children of other races**. "Friendships are a major mechanism for promoting acceptance and reducing prejudice," Rivas-Drake explains. Kids should "have direct contact with people from different groups—to learn about them without relying on stereotypes." That said, simply sending your kid to a diverse school may not do the job. One study reported that in highly diverse schools, students self-segregate more by race than they do in moderately diverse schools, and the likelihood of cross-racial friendships goes down. But the study also reported that when diverse schools ensure that their extracurricular activities are racially mixed, interracial friendships become more common.

You know what else helps? When **parents have a diverse network of friends**. "We have some hints that parents' friends and the diversity of the people they hang out with matters a lot," Olson says. If we're telling our kids that they shouldn't judge people based on race, but our kids only ever see us hanging out with other people of our race, our words may not go very far. This notion has big implications for families like mine who live virtually cut off from other ethnic groups—for most white families, in fact, since research suggests that the average U.S. white family lives in a neighborhood where three-quarters of all other residents are also white. (This *New York Times* infographic on the distribution of racial and ethnic groups in New York City is, for instance, jaw-dropping.) If we truly want our children to accept and befriend people of other races and ethnicities, we need to address the institutional problems that keep us all apart from one another—and we need to remember that, as parents, the choices we make shape the world that our children see, and may limit the choices that they are able to make for themselves.

Correction, April 2, 2014: *This article originally misstated that Ph.D. Student Birgitte Vittrup Simpson recruited 93 families for her study. She recruited 99 families. (Return.) Due to a copy-editing error, the article also mischaracterized Rebecca Bigler's study of 6-to-11-year-old children. She did not study a mixed group of black and white students. She studied a group of white students and a group of black students, but they never mixed in the study.*

LEADER RESOURCES

A. PDF'S OF GREEN BOOK

http://www.autolife.umd.umich.edu/Race/R_Casestudy/Negro_motorist_green_bk.htm

pdf of 1949 Green Book

https://issuu.com/dafiyab.benibo/docs/negro_traveler_s_green_book

pdf of 1955 Green Book

B. E-MAIL FROM ANN J. SMITH, AN AFRICAN AMERICAN RETIRED TEACHER IN CHARLOTTESVILLE RE SEGREGATION

My father had his own one truck moving company and he was contracted to collect the 7 year old books from the white schools in Roanoke and take to the black schools after the new updated books arrived. Therefore in some courses, we were taught outdated information. As a result of this practice, when schools were desegregated, often it affected our background knowledge, that impacted our success in the white schools. In other words, we sometimes had to work twice as hard to be as successful as our white counterparts

I also recall a trip my family made when I was in 5th grade from home to outside New York City and we needed to pull off the side of the road and go into the woods to use the bathroom. I guess my parents didn't have the green book. In addition my mother would prepare enough food to take with us so we didn't need to look for somewhere to eat.

I recall a time when we went to visit my uncle who was a patient at the C and O Hospital that was either in Clifton Forge or Covington, Va. My sister and I had to use the bathroom room and my mother couldn't find the "Colored Only" ladies' restroom. So my mother decided to take us to the one we saw, which of course was the "White Only". You know how we'd wait to the last minute to tell someone we needed to go. Well as soon as we were preparing to go in this white woman was coming out and proceed to tell my mother that "n" couldn't use that bathroom. To this day I remember how polite my mother was to her in tells her we needed to use the restroom quickly and since that was the only one she could find, we were going to use that one and we did without any further incident. My mother had lived most of her adult life in New York and Connecticut and I think that had something to do with her actions that day.

A personal story may help to make it more real for the kids.

Ann (J. Smith)

C. PHOTOS



Shenandoah National Park (Skyline Drive)



Approximately 1950 – on Skyline Drive -- VA



Carver Inn on right (Charlottesville, VA)

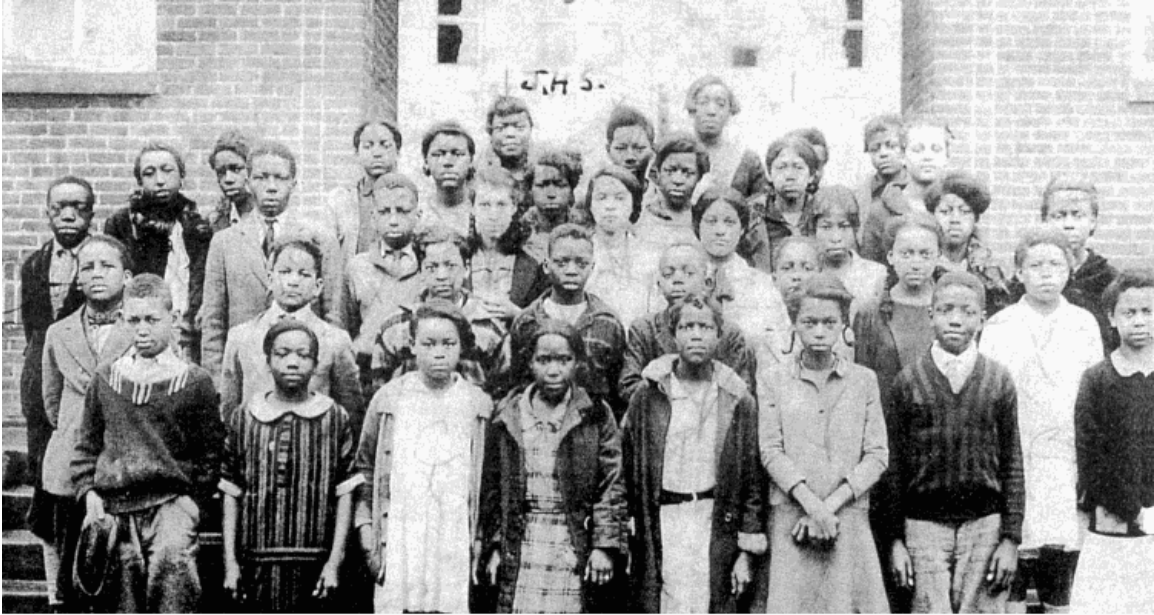


Carver Inn, Charlottesville, VA

<http://library.law.virginia.edu/ajm-blog/2018/02/06/gregory-swanson-and-the-integration-of-uva-law/>



Alexander's, 413 Dice Street, Charlottesville, VA (photo from 2017)



Jefferson School 6th Grade Class, 1928/29. (Courtesy of Rebecca McGinnis)
Charlottesville, VA



Swimmers in 1943 at the Brook Field Pool in Northside -- the only public pool for African-Americans in segregated Richmond, VA. Who took this photo is unknown. A copy was found at the Richmond Department of Parks, Recreation and Community Facilities.

Found at <https://ideastations.org/radio/news/central-virginia-groups-tackle-swimming-disparities-stem-segregation>



<https://www.thestranger.com/features/feature/2015/12/09/23231378/black-americans-came-to-washington-state-from-around-the-country-to-help-build-the-atomic-bomb>

Recreational facilities and churches were segregated at Hanford, Washington (State). 1943-44. Courtesy of Department of Energy

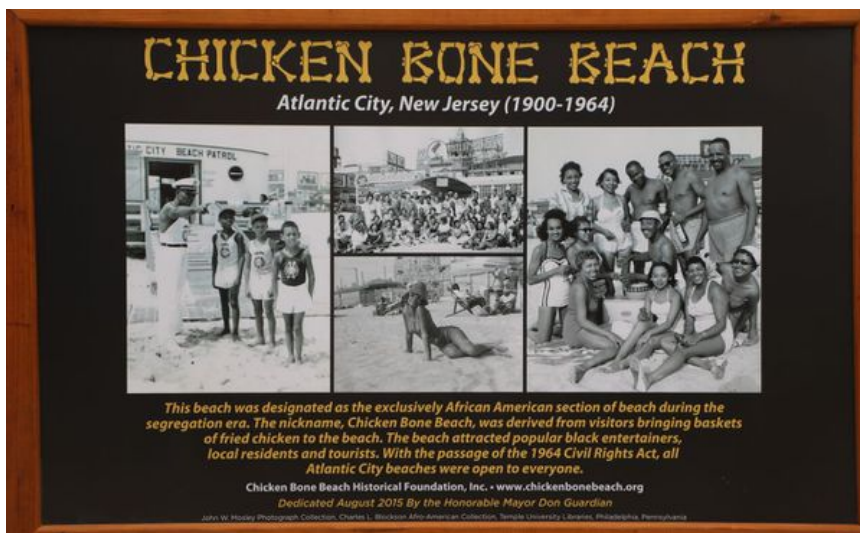


<https://www.nj.com/atlantic/2019/07/nj-beach-was-the-only-one-that-allowed-black-tourists-but-they-made-it-a-hip-place-to-be.html>

The legacy of Chicken Bone Beach and segregated Atlantic City, NJ live on through the efforts of local historians. (Atlantic City Heritage Collections, Atlantic City Free Public Library)

Ralph Hunter said he “went buck wild” in the late 1950s when he first laid eyes on what is now known as Chicken Bone Beach.

“I had never seen anything like it,” he said of Atlantic City and its prosperous African-American neighborhoods and business districts and the oceanfront paradise of Chicken Bone Beach. “I got off the bus and saw tens of thousands of people who looked like me.”





<https://www.blackpast.org/african-american-history/mt-calvary-missionary-baptist-church-tucson-arizona-1900/>

Mt. Calvary Missionary Baptist Church, Tucson, Arizona



Robert R. Moton High School for African Americans, 1951,
Farmville, VA

<https://snccdigital.org/events/barbara-johns-leads-prince-edward-county-student-walkout/>



<https://americanhistory.si.edu/brown/history/4-five/farmville-virginia-1.html>

The large and well-equipped whites-only Farmville High School (VA) served as a constant reminder to the Moton High School students of the glaring inequities of segregated education.

(Courtesy of *Richmond Times-Dispatch*)