Grades: 9-12
Subjects: Social Studies
Time required: 1-2 days
Author: Ethan Holden, Teaching With Primary Sources—MTSU

OVERVIEW
The road trip has become an iconic American tradition. Families load up their cars and drive across the country, stopping at any historical sites or points of interest that catch their attention. This freedom that the road offers is what draws so many people to the road trip and will continue to do so in the foreseeable future.

However, the American road trip has not always been free for all Americans. Jim Crow laws made it extremely difficult and dangerous for African Americans to travel, affecting their entertainment and places they could go. Stopping at the wrong gas station or town could result in harassment, assault, or even death. The Green Book 1962 Edition included is a travel companion published to help African Americans navigate segregated America.

UNDERSTANDING GOAL
Students will understand the effects of Jim Crow on African Americans in regards to how they travelled and accessed public accommodations.

OBJECTIVES
- The student will recognize the attacks on civil liberties under Jim Crow.
- The student will analyze primary sources to discover how Jim Crow affected African Americans in regards to travel and public accommodations.
- The student will communicate observations to classmates in a scholarly way.
- The student will construct an effective answer to the investigate question “How did Jim Crow affect African Americans in regards to travel and public accommodations?”
- The student will construct a map plotting points from the Green Book 1962 Edition.

INVESTIGATIVE QUESTION
How did Jim Crow affect African Americans in regards to travel and accommodations?

CURRICULUM STANDARDS
English/Language Arts:
- Key Ideas and Details 11-12.RL.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
- Writing: Text Types and Protocol 11-12.W.TTP.2 Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.

United States History and Geography:
- US.35 Examine challenges related to civil liberties and racial/ethnic tensions during this era, including First Red Scare, efforts of Ida B. Wells, immigration quote acts of 1920s, resurgence of Garveyism, resurgence of the Ku Klux Klan, and rise of the NAACP
- US.79 Examine the roles of civil rights advocates

African American History:
- AAH.21 Assess the economic and social impact of Jim Crow laws on African Americans.
The learning strategy used for this lesson plan is the “Fishbowl.” This learning strategy consists of students analyzing primary sources in depth and then discussing them in an open forum. The steps below are taken and adapted from the Fishbowl Analysis with a Primary Source worksheet.

Step 1
Begin the class by defining Jim Crow and key points of the time period. Show the students a clip (30:44-36:40) of the interview with Dr. Cynthia Fleming for historical context purposes.

Step 2
The fishbowl group activity is an excellent tool. However, it can be a bit tricky. To prepare the students for the activity, use the Negro Motorist Green Book and run through the group work with the entire class. Simply follow the steps below or use the aforementioned Fishbowl Analysis with a Primary Source Worksheet as a model.

Step 3
Have 4-5 students place their chairs/desks in a small circle in the center of the classroom. The small circle is known as the fishbowl.

Alternative Step 3
One alternative to having just one group of 4-5 students is to create more than one “fishbowl.” The other sources under the Resource heading can be used to create other examination groups. You can modify with the size of the groups, the size of the audiences, the number of sources they analyze, so on and so forth.

Step 4
Have the other students in the class form a large circle around the “fishbowl.” As the students or the teacher becomes more familiar, you can have more than one “fishbowl” going at the same time.

Step 5
Give each student a Primary Source Analysis Tool.

Step 6
Hand the sources out to all students.

Step 7
Introduce the investigative question: “How did Jim Crow affect African Americans in regards to travel and public accommodations?”

Step 8
Instruct all students, both inside and outside the fishbowl, to examine the sources using the Primary Source Analysis Tool. Allow 3-5 minutes depending on the grade level.

Step 9
Instruct the “fishbowls” to begin sharing with each other their findings from the Primary Source Analysis Tool using the investigative question to focus the analysis. You may have to help facilitate this instruction by posing example discussion questions.
### Step 10
Instruct the rest of the class to watch the discussion. Assign roles and tasks for the students sitting in the outer circle. General tasks without roles can be assigned depending on preference. Sample roles are listed below. All paperwork must be turned in for a grade.

- **Reporter:** Take notes and prepare a summary that discusses strengths and weaknesses of the dialogue.
- **Silent Contributor:** What would you say if you were in the inner circle? Provide additional observations from the Primary Source Analysis Tool. Offer a comment on whether you agree or disagree with a student in the fishbowl. Provide an explanation on why you agree or disagree.
- **Reference Text Tallyer:** Count how many times each member in the fishbowl references the text and then write that down.
- **Comment Tallyer:** Record how many times each person in the fishbowl speaks.
- **Shadower:** Evaluate a member of the inner circle on the following criteria. Did the member: *Speak loudly and clearly?* *Cite reasons and evidence for statements?* *Use the text to find support?* *Listen to others respectfully?* *Stick with the subject?* *Talk to the whole group and not a side conversation?* *Paraphrase accurately?* *Avoid inappropriate language?* *Ask for help to clear confusion?* *Support others?* *Seem prepared?*

### Step 11
Have the “outside” group members take turns briefly sharing what they have observed.

### Alternative Step 12
Instead of going straight to class discussion, you could have your groups do presentations in front of the class. Instruct each group to come up with their five main observations of the primary source as it relates to the investigative question. While they are doing that, pull up the sources on your screen. Have each group come up in front of the class and present the five main takeaway the group came up with from their source. Make sure that their source is displayed on the big screen. Have the other students not presenting write down questions they might have about the source. These questions can be answered during the general class discussion. Rotate until every group has presented.

### Step 13
Lead discussion to bring the experiences and ideas together.

- As the facilitator, be sure that the student discussion focuses around the investigative question.
- What did the students inside the fishbowl learn about their source?
- How did this source relate to the investigative question?
- In what ways does this source change perceptions about Jim Crow in America? In what ways does it reinforce previous knowledge?

### Step 14
For an exit ticket, have the students in their own words answer the investigative question. Have the students turn in their Primary Source Analysis Tool and the “outsider” comments on the “fishbowl” participants.

### DAY 2
Day two gives the teacher an opportunity to have their students further explore the affects Jim Crow had on African Americans in regards to travel and public accommodations. The students will be assigned a city in Tennessee and use the *Green Book 1962 Edition* to plot each stop on Google Maps. They will then present their findings to the class. A great example of how maps can be used to tell a powerful story is Kelli Gibson’s Story Map titled “Jim Crow and the American Road Trip: Tennessee Green Book Sites, an Interactive Map.” Gibson’s Story Map features many of the stops in the Green Book. Teachers can either present this to their class or have their students use it as a professional model for their own projects. For more information on Story Maps in general, see this page.

### Step 1
Have your students listen to the Dr. Cynthia Fleming lecture clip from yesterday. Have them write down all of the locations that she talks about. For example, the students might learn write down Fleming and her family took the L&N Railroad, that the station they arrived at in Knoxville was on Henley Street, and that Fleming’s grandmother lived on Vine Street. Reiterate the difficulty with which it would have been to navigate Jim Crow in America as an African American.
### Step 3
Assign each student/group a city. This lesson plan uses the Green Book 1962 Edition, which can be found at the end of this lesson plans as a printable handout. Be aware that smaller cities, such as Murfreesboro, are going to have a shorter list of stops than more important junctions like Knoxville or Nashville.

### Step 3
For this project, you can divide your students up into groups or have them work on it individually. This is also a great project for using laptops and tablets in the classroom.

### Step 4
Have each student/group go through and plot the stops from the Green Book on Google Maps. Each student/group should search for a primary source image that accompanies that stop, and if applicable a short description based on research. The following sites are great sources for information: Trials and Triumphs, Tennessee State Library and Archives, and the Library of Congress.

### Step 5
During this project, a student may find that some of the street names have changed. If this occurs, have your students find a period accurate map of their city and locate their stop. Using that information, the student can then determine the new name of the street and plot their point on Google Maps.

### Step 6
Also, your students may find that some of their stops have been torn down or redeveloped. Still have your students plot where that stop would have been. This can be a great instructional tool on how urban development and renewal has affected minority communities. For some background information on gentrification and urbanization and its affect on minority communities, see this article.

### Step 7
Once your students have completed their maps, have each student/group present their findings to the class. After their presentations, ask some of the following questions. How are the stops grouped? In what areas are the grouped? Why do you think they were grouped this way? How does this compare with modern travel? Are there any patterns that you may have noticed?

### Step 8
At the end of this lesson, the teacher can use the sample rubric below to grade the project. Additionally, the teacher can have their students create posters with their information on it for a gallery walk or publish their maps on their website for parents, faculty and students to look at.

### Evaluation

<table>
<thead>
<tr>
<th>TOTAL POINTS: 100</th>
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</thead>
<tbody>
<tr>
<td>60 points: Primary Source Analysis Tool</td>
</tr>
<tr>
<td>10 points: Exit Ticket</td>
</tr>
<tr>
<td>30 points: Group Work/Participation</td>
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### Extension

This lesson provides a great opportunity for creative extension ideas. For example, teachers could

- Have students create a new cover for the Negro Motorist Green Book.
- Create a digital exhibition using sources from the Library of Congress and the Trials and Triumphs Web sites documenting how Jim Crow affected African Americans’ travel and entertainment.
- Have your students write a blog post about the Jim Crow era in their state, or in their town/city, if information is available.
- Give the students this newspaper and this map. The newspaper in question has a racist bias and the map features the distribution of the colored population of America in 1890. Have the students analyze the document to see how communities made arguments to justify Jim Crow and segregation. Let them fact-check the newspaper article against the map.
Day 1: Rubric

Student Name:__________

1. Fishbowl Score:_________ out of 20
   The student completed and fulfilled their fishbowl duties.

2. Questioning/Discussion:_______ out of 10
   The student contributed to the discussion/questioning. The questions and comments were tied to the investigative question.

3. Presentation:_______ out of 20
   The student contributed to their group’s presentation. The presentation included five main takeaways from the groups primary source.

Total Points: 50

Grade:______

Points Achieved:______

Day 2: Rubric

Student Name:__________

Assigned City:__________

1. Include All Stops:_________ out of 10
   The students uses all stops in Green Book

4. Brief Description:_______ out of 10
   Brief description accompanies stop

2. Stops are Mapped:_________ out of 10
   All Green Book stops are mapped

5. Presentation:_______ out of 10
   Engaging presentation that clearly communicates findings

Total Points: 50

Points Achieved:______

Grade:______

3. Primary Source Image:_________ out of 10
   Primary source images accompanies stop
FOREWORD

No travel guide is perfect. Changing conditions, of course, contribute to this.

The listings in this Guide are carefully checked. Despite this, past experiences have shown. This from the time we check to the time you use our guide, changes have been made. Therefore, may we emphasize that these listings are printed just as they are presented to us. We would like you to understand that the publishers cannot be responsible after this check has been made.

If you should experience unpleasant or unsatisfactory service at any of the places listed, you will do our fellow traveler a favor by reporting this place to us.

INFORMATION

In planning your trip or tour, secure a road map from your local service station for the trip you expect to take. Plan your trip from this map, noting the route and cities you expect to pass through. Then you can make note of the accommodations in these cities in case you might want to stop over. No maps are published in our guide as they would not be large enough for your convenience.

DON’T BE DISAPPOINTED — Make reservations in advance. State date of arrival, number of persons in your party adults or children and the number of single or double beds required. After confirmation of your reservation get rates and send one night’s lodgings to be certain reservations are held.

★Denotes The Travelers’ Green Book recommended Hotels, Motels, Tourist Homes, etc. (Omission of ★ does not necessarily mean inferior accommodations.)

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## TENNESSEE

### Hotels — Motels — Tourist Homes — Restaurants

#### BRISTOL
- **MOROCCO MOTEL & GRILL**
  - 1200 Moore Street
  - Clean, comfortable, courteous service.
  - Welcome to travelers.
  - Mrs. M. C. Brown Tourist Home
    - 225 McDowell St
  - Mrs. A. D. Henderson Tourist Home
    - 301 McDowell St

#### CHATTANOOGA
- Dallas Hotel
  - 230½ E. 9th St
- Kat’s Korner Restaurant
  - 601 Lincoln
- La Grand Eat Shop
  - 206 East 9th St
- M-Y-B Package Store
  - 320 East 9th St
- Martin’s Esso Center
  - 3701 Alton Park Blvd
- Millender’s Pharmacy
  - 1800 East 3rd St
- Peoples Hotel
  - 1104 Carter St
- Reuben’s Place
  - 411 East 9th St
- Ruby’s Drive-In
  - 101 E. 46th St
- Y.M.C.A.
  - 915 Park St
- Y.W.C.A.
  - 924 E. 8th St

#### CLARKSVILLE
- Northington Tourist Home
  - 717 Main St
- Virginia’s Cafe
  - 908 E. College St

#### CLEVELAND
- Kline’s Rest Home
  - 680 E. Inman Street, East
- Quality Cafe
  - 795 Inman St

#### COLUMBIA

- Stop & Rest Motel & Restaurant
  - 4 mi. South on Hiway 31

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- Booker T. Motel
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- College Cafe
  - 1518 University Ave., N.W.
- Graves Drug Store
  - 1901 Texas Avenue
- Hartford Hotel
  - 219 E. Vine Street
- Miller’s Modern Motel & Resort...On Hiway 11-W, 7 mi. East of Knoxville
- Rosebud Tavern & Restaurant
  - 120 E. Vine Avenue
- Streamline Snack Bar
  - 125 E. Vine Street
- The Pink House
  - 1514 University Ave., N.W.
- Tommy’s Service Station
  - 1304 Vine Ave., S.E.
- Toussaint L’Ouverture Post No. 80, American Legion
  - 1112 Main Ave., S.E.
- Y.M.C.A., Cansler Branch
  - 716 E. Church Avenue
- Y.W.C.A.
  - 2026 McCalla Avenue

#### MEMPHIS
- Annie’s Cafe
  - 155 Beale Street
- Cain Bros. Gulf Service & Garage
  - 1252 Breedlove Street
- Coker’s Service & Garage
  - 8205 Crammer Avenue
Carnes Ave, Gulf Service Station & Garage.........2585 Carnes Avenue
Eosary Hotel..................................181 Beale Avenue
Four Way Grill..................................998 Mississippi Blvd.
Georgia's Cafe..................................671 Mississippi Avenue
Handy House....................................995½ Mississippi Blvd.
Hotel Queen Ann..............................228 Vance Avenue
J. A. Ewing Service Station........Mississippi & Alston Avenues
Jiffy Sundry....................................2509 Park Avenue
Lorraine Motel & Hotel........................406 Mulberry Street
Marquette Hotel................................507 Linden Street
Mitchell's Hotel................................160 Hernando Street
Mrs. Young's Tourist Home..................1191 Smith Street
Nu-Way Service Station & Garage...............855 Porter Street
Presley Gulf Station..........................181 W. Brooks Road
Ragland's Mobilgas Service Station..........282 Beale Street
Sue's Bakery & Snack Bar.......................158 Beale Street

Memphis

The Ann's Grill................186 E. Calhoun
The Cosmos Cafe................3514 Boxtown Road
The Friendly Three Cafe........416 Peoples Road
Travelers Hotel................347 Vance Avenue
United Taxi.........................240 Linden Avenue
Walker's Shell Service Station & Garage......Bellevue at Vollintine
Ware's Super Market..............226 W. Brooks Road
Ware's Texaco Station...........337 W. Mitchell Road
Washburn's Mobilgas Service Station......941 Mississippi Avenue
Wells Sundry & Cafe.............516 N. 3rd Street
White Star Cleaners.............225 S. 4th Street

MURFREESBORO

Benford's Amoco Service Station..........429 Maney Avenue
Moore's Tourist Home..................State & University Streets

NASHVILLE

Cozy Corner Restaurant & Tavern........1137 Jefferson Street
Eldorado Motel.........................2806 Buchanan Street
Family Service Grocery..............1601 Jefferson
Jet Restaurant.........................1815 Jefferson — 1510 Charlotte Ave
Price's Dinner Club & Tavern........3020 Centennial Blvd
R & R Liquor Store.....................1043 Jefferson
White's Lunch Room....................2116 Meharry Blvd
Y.M.C.A.................................4th & Charlotte Avenues
Y.W.C.A.................................1708 Pearl Street