# Racial Segregation Storyboard Activity

## Lesson Overview

### Overview:

*The Watson’s go to Birmingham-1963*, tells the story of a family traveling from Flint, MI to Birmingham, AL all by bus in the heat of the Civil Rights Movement. Students will make Comparisons to the story and to real life images and create a storyboard using the Prints and Photographs from the Library of Congress.

### Grade Range:

6-8

### Objective:

At the conclusion of this project, the students will be able to:

1. Correlate fictional characters lives to real-life events.
2. Create a storyboard and describe an event in history using pictures, stories, and events.
3. Have a deeper understanding of the effects of racial segregation
4. Compare life in the 1960s to that of today.
5. Utilize the Library of Congress primary sources as a means to create a meaningful project and have a deeper understanding of the material mentioned in the novel and connect it to real life events.

### Time Required:

Five class periods of 45 minutes

### Discipline/Subject:

Reading

### Topic/Subject:

African American History, Culture/Folklife

### Era:

Postwar United States, 1950-1960

## Standards

### Illinois Learning Standards:

**English Language Arts:**

3.B.3a- Produce Documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, and coherence.

3.C.3a- Compose narrative, informative, and persuasive writings for a specified audience.

3.C.3b- Using available technology, produce compositions and multimedia works for specified audiences.

4.A.3c- Restate and carry out multistep oral instructions.

4.B.3a- Deliver planned oral presentations, using language appropriate to the purpose, message and audience; provide details and supporting information that clarify main ideas; and use visual aids and contemporary technology as support.

5.B.3b- Identify, evaluate and cite primary sources.

5.C.3b- Prepare and orally present original work supported by research.

5.C.3c- Take notes, conduct interviews, organize and report information in oral, visual and electronic formats.

**Social Science:**

16.A- Apply the skills of historical analysis and interpretation.

16.B- Understand the development of significant political events.
Racial Segregation Storyboard Activity

Materials

Handouts: Storyboard Sheet
           Student PowerPoint Worksheet

Rubric: The Watson’s go to Birmingham-1963 Racial Segregation Storyboard Rubric

Books: The Watson’s go to Birmingham-1963 by Christopher Paul Curtis

PowerPoint Slides:

1. Racial Segregation: A Story Told in Pictures
   By Mrs. Grubb
   Reading

2. What do we know about Racial Segregation from our book?
   - It happened to all races, regardless of status (the amount of money you have)
   - It was hurtful to the people being segregated
   - Racial segregation happened during the Civil Rights Movement
   - It affected everything about their lives
     - Where they went
     - Where they bought food
     - How they got from place to place
     - Who they were AND were not able to speak to
     - Where they worked
     - Where they went to the doctor
     - Can you think of more examples?

3. Telling a Story Through Pictures
   - Pictures can bring about deep emotion & thoughts. Have you ever seen a picture that made you want to laugh hysterically or cry like a baby because the picture is so sad?
   - Have you ever told a story through pictures? When?
   - Why would someone want to use pictures instead of words to tell a story? Can you think of an example when it is better to tell a story through pictures instead of words?

4. Creating a Storyboard
   - A storyboard is a learning tool that one would use to visually tell a story
   - Most storyboards are created around a theme
   - Themes would include a particular:
     - Subject
     - Song
     - Place
     - Person
     - Event
   - Storyboards should be in a specific sequence so the viewer understands the story you are trying to tell.
Creating a Storyboard

1. Select the images that you want to use for your story.
2. Your first image (picture) would be something very special or something very important about the story you are trying to tell. It is just as important to end your story with an image that is special or important to the story. This provides impact to your story.
3. Storyboards are limited to a particular number of pictures. You do not want to have too many or too few pictures. Why?
4. Take lots of time and care when choosing your pictures and determining which order that you believe they need to go.

My Pictures

- The story I want to tell in pictures is what one day in the life of an African American would have been like to travel from one place to another and what he/she might see along the way.
- Why did I choose these pictures?
  - What story am I telling?
    - These pictures would be images of what one person would see on a typical trip from one place to another
  - What feelings do I get from these photos?
    - I feel angry, sad, and a little embarrassed. “What were you thinking??”
  - Whose story am I telling?
    - I am telling the story of an average African American during the time of racial segregation.

What do you see in these two pictures?

A rest stop for Greyhound bus passengers on the way from Louisville, Kentucky, to Nashville, Tennessee, with separate accommodations for colored passengers
11. A cafe near the tobacco market, Durham, North Carolina

12. Bethlehem-Fairfield shipyards, Baltimore, Maryland. A drinking fountain

13. Image #1
Brief description of how image #1 and image #2 share similarities provides transition to your story

14. Image #2
Brief description of how image #2 and image #3 share similarities provide transition to your story

15. Image #3
Brief description of how image #3 and image #4 share similarities provide transition to your story

16. Image #4
Brief description of how image #4 and image #5 share similarities provide transition to your story

Racial Segregation Storyboard Activity
Library of Congress Items:

Title of Source: Bethlehem-Fairfield shipyards, Baltimore, Maryland. A drinking fountain.
Creator of Source: Siegel, Arthur S.
Date of Creation: 1943 May
URL of Source: http://loc.gov/pictures/resource/cph.3c31028/

Title of Source: A rest stop for Greyhound bus passengers on the way from Louisville, Kentucky, to Nashville, Tennessee, with separate accommodations for colored passengers.
Creator of Source: Bubley, Esther
Date of Creation: 1943 Sept.
URL of Source: http://loc.gov/pictures/resource/cph.3b46051/

Title of Source: A Greyhound bus trip from Louisville, Kentucky to Memphis, Tennessee, and the terminals. Waiting for the bus at the Memphis terminal.
Creator of Source: Bubley, Esther
Date of Creation: 1943 Sept.
URL of Source: http://www.loc.gov/pictures/item/owi2001035876/PP/

Title of Source: A Greyhound bus trip from Louisville, Kentucky, to Memphis, Tennessee, and the terminals. Waiting for the bus at the Memphis station.
Creator of Source: Bubley, Esther
Date of Creation: 1943 Sept.
URL of Source: http://loc.gov/pictures/item/owi2001035920/PP/

Title of Source: Tourist cabins for Negroes. Highway sign.
Creator of Source: Wolcott, Marion Post
Date of Creation: 1939 June
URL of Source: http://www.loc.gov/pictures/resource/fsa.8c10428/

Title of Source: A café near the tobacco market, Durham, North Carolina
Creator of Source: Delano, Jack
Date of Creation: 1940 May
URL of Source: http://www.loc.gov/pictures/item/fsa1998006213/PP/
### Procedures

<table>
<thead>
<tr>
<th>Procedure Step #</th>
<th>Resource or Material Used</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day One:</strong></td>
<td></td>
</tr>
<tr>
<td>2. Teacher will discuss the students’ thoughts and feelings in regards to the Civil Rights movement and how it affects Americans today. Can use Smartboard to write student’s ideas/responses.</td>
<td>PowerPoint</td>
</tr>
<tr>
<td>3. The teacher will begin the PowerPoint, Racial Segregation: A Story in Pictures. The teacher will discuss slide one (what do we know about racial segregation from our book) and slide two (telling a story through pictures).</td>
<td></td>
</tr>
<tr>
<td><strong>Day Two:</strong></td>
<td></td>
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<tr>
<td>1. The teacher will continue the PowerPoint and will open/discuss the Library of Congress website. The students will take notes on the Student PowerPoint slides sheet provided to them. The teacher will then provide an example of a storyboard (PowerPoint slides) and how to tell a story using five pictures.</td>
<td>PowerPoint Handout</td>
</tr>
<tr>
<td>2. The teacher will hand out the rubric to show the students how they will be graded and also the storyboard sheet to use with their project. The students will then go to the computer lab to begin researching.</td>
<td>Rubric Handout</td>
</tr>
<tr>
<td><strong>Day Three:</strong></td>
<td></td>
</tr>
<tr>
<td>1. Students research and plug in pictures and possible story transitions for their storyboard. Teachers will answer questions as needed.</td>
<td>Handout</td>
</tr>
<tr>
<td><strong>Day Four:</strong></td>
<td></td>
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<tr>
<td>1. Students continue to work in the computer lab finishing their storyboard project.</td>
<td>Handout</td>
</tr>
<tr>
<td><strong>Day Five:</strong></td>
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</tr>
<tr>
<td>1. Students will present their storyboards to the class and teachers and students will discuss and ask questions as needed.</td>
<td></td>
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</tbody>
</table>

### Evaluation

Students will be evaluated by following the rubric. The rubric will contain all the components that are necessary for the students to understand what they are being evaluated on and a description of each.

### Author Credits:

D. Grubb  
Cumberland Middle School
<table>
<thead>
<tr>
<th>The Watson’s Go to Birmingham – 1963</th>
<th>Racial Segregation Storyboard Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Photographs</strong></td>
<td><strong>5</strong></td>
</tr>
<tr>
<td>Student researched and located 5 photographs from the Library of Congress website that were pertinent to the topic.</td>
<td>Student researched and located 5 photographs that were pertinent to their topic but did not locate all sources from the Library of Congress website.</td>
</tr>
<tr>
<td><strong>Story</strong></td>
<td><strong>3</strong></td>
</tr>
<tr>
<td>Student provided accurate facts and ideas about their chosen topic. Student used transitions in order to connect the photographs and maintained appropriate rhythm to their story.</td>
<td>Student provided accurate facts but the flow of the story was uneven or out of order. Transitions were used but not always appropriate.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td><strong>5</strong></td>
</tr>
<tr>
<td>Storyboard was well organized and easy to understand.</td>
<td>Storyboard contained all the components but one picture was not in the correct sequence.</td>
</tr>
<tr>
<td><strong>Website</strong></td>
<td><strong>3</strong></td>
</tr>
<tr>
<td>Library of Congress website was used for all aspects of the project.</td>
<td>Library of Congress website was used for 80% or more of project.</td>
</tr>
<tr>
<td><strong>Following Directions</strong></td>
<td><strong>5</strong></td>
</tr>
<tr>
<td>Student took accurate notes and were able to follow the direction as provided in the handout in order to complete the storyboard</td>
<td>Student took notes and followed most of the directions as provided in the handout in order to complete the storyboard</td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td><strong>5</strong></td>
</tr>
<tr>
<td>Student provided a well-rounded presentation of his/her storyboard and provided thoughts and feelings about the information collected</td>
<td>Student provided an accurate presentation of his/her storyboard but did not provide thoughts and feelings about information collected.</td>
</tr>
<tr>
<td><strong>Citation</strong></td>
<td><strong>5</strong></td>
</tr>
<tr>
<td>Student accurately documented citations for each photograph</td>
<td>Student accurately documented 4/5 citations for each photograph</td>
</tr>
</tbody>
</table>
Racial Segregation: A Story Told in Pictures
By Mrs. Grubb
Reading

What do we know about Racial Segregation from our book?
- It happened to all races, regardless of status (the amount of money you had)
- It was harmful to the people being segregated
- Racial segregation happened during the Civil Rights Movement
- It affected everything about their lives:
  - Where they lived
  - Where they bought food
  - Where they went to school
  - Where they went to church
- What do you think of more examples?

Telling a Story Through Pictures
- Pictures are things about descriptions & thoughts.
- Have you ever seen a picture that makes you laugh, cry, or think hard because the picture is so sad?
- Have you ever told a story through pictures?
- When?
- Why would someone want to use pictures instead of words to tell a story? Can you think of an example where it is better to tell a story through pictures instead of words?
Creating a Storyboard

A storyboard is a learning tool that one would use to visually tell a story.

Most storyboards are created around a theme.

Themes would include:

- Subject
- Setting
- Place
- Person
- Event

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This provides impact to your story.

Storyboards are limited to a particular number of pictures. You do not want to have too many or too few pictures. Why?

Take lots of time and care when choosing your pictures and determining the order that you believe they need to go.

Creating a Storyboard

Where did you find any pictures?

- Microsoft Internet Explorer
  - Explore
  - Click on Images/Photographs under the Collection Highlights Section
  - Save pictures
  - Create your storyboard
  - Click on your pictures and copy it into your story
  - Paste (CTRL-C) / END YOUR STORY
  - Choose pictures that will tell a story. Follow the provided worksheet to complete your storyboard.
My Pictures

- The story I want to tell in pictures is what one day in the life of an African American would have been like to travel from one place to another and what he/she might see along the way.
- Why did I choose these pictures?
  - What story am I telling?
    - These pictures would be images of what one person would see at a particular stop or journey.
    - What feelings do you get from these photos?
  - Feel happy, sad, and a little scary.
  - What are you thinking?
  - Whose story am I telling?
- I am telling the story of an average African American during the time of racial segregation.

What do you see in these two pictures?

A Greyhound bus trip from Louisville, Kentucky, to Memphis, Tennessee, and the experience of waiting for a bus at the Memphis station.

First stop for Greyhound bus passengers on the way from Louisville, Kentucky, to Nashville, Tennessee, with separate accommodations for colored passengers.
Create a Storyboard to use images to visually “tell a story”.

What is the theme of your storyboard?
Examples: song, place, speech, person or event

Select images that represent the theme.
- Images can be placed in sequence to reflect a variety of characteristics: time periods, size, geography, etc.
- Select particularly meaningful images to begin and end the storyboard.
- Students may be limited to a specific number of squares.