

## Green Book Exploration Lesson

**Materials Needed:** Internet access, laptops for students and teachers, handouts

**Objectives:**

- Compare and contrast the content of the *Green Books* from the 1930s to the 1960s
- Discuss the historic context and impact of the *Green Books* on African American lives

**Do Now (10 minutes)**

1. Introduce the *Green Books* with [1937 Edition](#)
  - Teachers may want to have the link bookmarked on devices, or push the site out through Google Classroom, a class site, or other platforms.
  - Students will use laptops to access the [New York Public Library collections site](#) to complete their do now based on the cover and first page.
  - The teacher will also show students how to best navigate the site when completing their do now.
2. Students will complete [See Think Wonder \(see appendix 1\)](#) chart based on the Cover and 1st page of 1937 the edition
  - Teachers can assess this chart informally (ask students to share responses and lead a whole class discussion about what students see, think, and wonder), or formally (teachers collect the chart to assess).

**Jigsaw (20 - 25 minutes):**

1. Students will be broken up into groups of four based on a specific year for each *Green Book*.
2. Students will be assigned a specific portion of the *Green Book* to read and respond to within their graphic organizer.
3. Every group member will be responsible for sharing out within their groups to complete their entire graphic organizer before the whole class shares out.
4. Student groups will then present the key info from their book while the entire class takes notes within the general graphic organizer ([see appendix 2](#)).
5. Student groups will then respond to the general analysis questions after presentations. ([see appendix 4](#))

**Jigsaw Activity with areas of focus: 1947, 1956, 1963 - 1964** ([see appendix 3](#))

[1947](#): Cover, Index, Schools, States, Advertisements, NYC, Cars Essay

[1956](#): Cover, Foreword, Index, Essay (Choice between Many Happy Returns, Two Weeks' Pay), Advertisements, States

[1959](#): Cover, Foreword page, Index, Essay (How to Guard your home during the Vacation Season), Ads

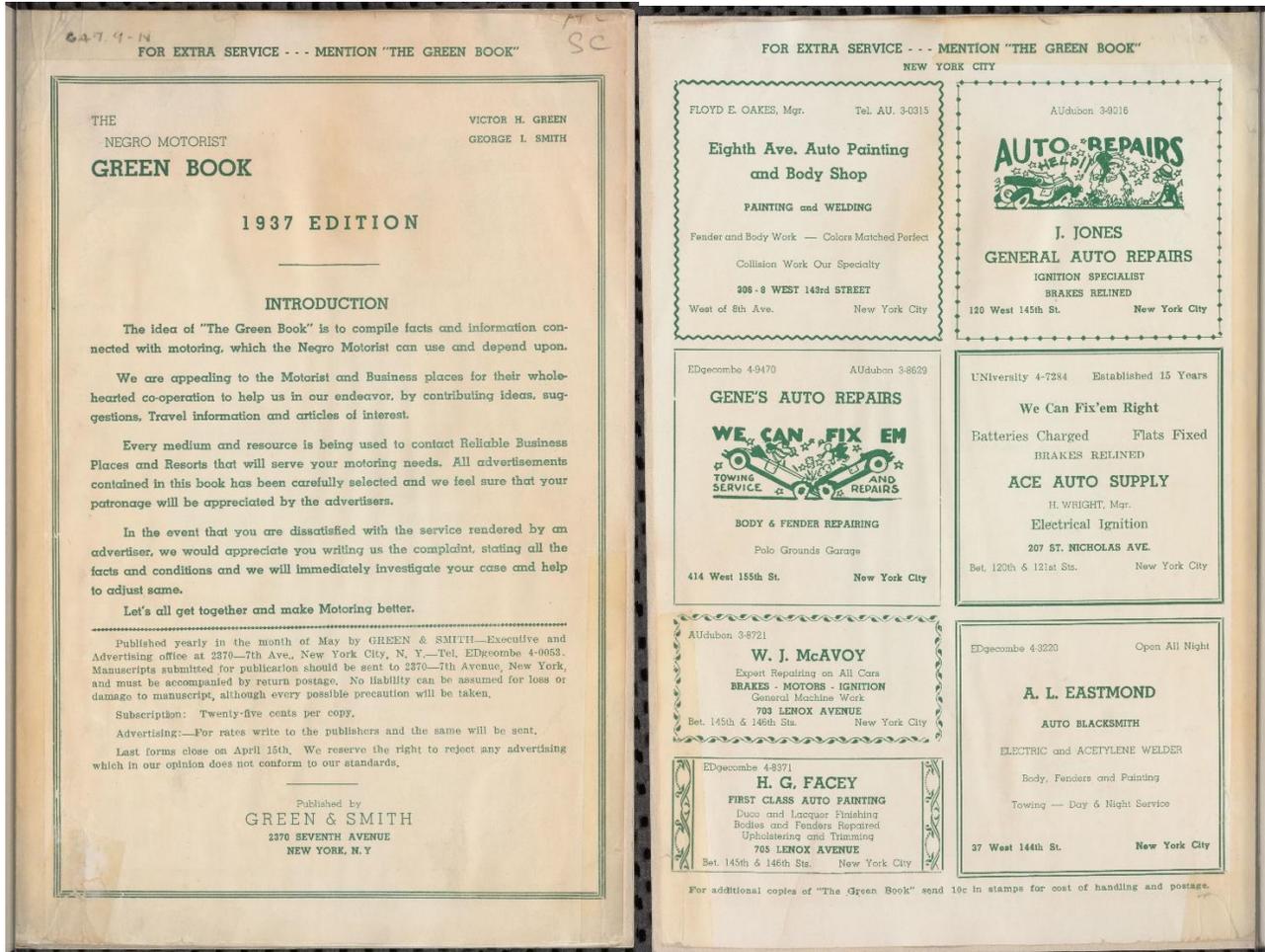
[1963 - 1964](#): Cover, Your Rights Briefly Speaking, Advertisements, States, History Makers, International Section

**Closure/Exit Slip (5 - 7 minutes):**

1. Following presentations, students will answer the general analysis questions.
  - **Historic purpose:** Why were the *Green Books* necessary?
  - **Historic synthesis/comparison:** How do the *Green Books* compare to present day travel guides?
  - **Historical context:** What was happening in America at the time the books were published?
  - **Synthesis:** What do the existence of the *Green Books* tell you about the social and economic conditions of African Americans between 1936 and 1963?
  - **Synthesis:** How do the *Green Books* illustrate the impact of automobiles and industrialization on African Americans between 1936 and 1963?

## Appendix 1: Do - Now - See Think Wonder

**Directions:** Each of the images below comes from the 1937 edition of the *Green Book*. Use them to complete the chart on the back of these images.



### See

List three things you **see** in the two images.

### Think

What are two **thoughts** you have or **claims** you can make about the *Green Books* - based on what you can see?

### Wonder

After observing and thinking, what are two **questions** you have about the *Green Book*?

## Appendix 2: Green Books Presentations Graphic Organizer

Directions: As each group presents key content from their book, please take notes below. These notes will help you to answer the aim/objective question at the end.

<b>Green Books</b>	<b>1947</b>	<b>1956</b>	<b>1959</b>	<b>1963-64</b>
<b>Cover</b>				
<b>Index</b>				
<b>Foreword</b>				
<b>Essay</b>				
<b>Ads and Accommodations</b>				

## Appendix 3: Jigsaw graphic organizers

### Investigating the Green Books

Year: [1947](#)

*Objective: How do the Green Books illustrate the social and economic impact of cars on African Americans from the 1930s to 1960s?*

Directions: Use the link above to find the *Green Book* from 1947. Each member of the group should choose one section to explore and then answer the key questions that follow. Every member of the group needs to have each section answered before your presentation to the whole class.

Cover 	Describe the cover of the 1947 Green Book. What stands out? Why?
Index  Pg. 2	Which of the 50 states are not listed? Why do you think that was? What do you notice about the listings for New York?
Schools Section  Pg. 3-4	Why do you think the section on schools was included in 1947? (Hint: consider the year & historical context)  What does this essay tell you about the experiences of African Americans in American society in 1947?
Cars Essay Pg. 13-20	Read the description of either: The 1946 Lincoln, 1946 Mercury, the Ford Car, OR General Motor Cars. Why would the Green Book list this information? What do these essays suggest to you about the impact of the automobile on African Americans?

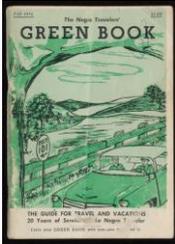
States Pg. 26	Look through the listings for California, Ohio, Maine, and Louisiana. What do you notice about how the information is presented? What are the sorts of things that are listed? What is not listed?
Advertisements	Closely examine at least two advertisements. What goods or services are they advertising? Why do you think these businesses took out ads in the Green Book?
New York City Pg. 56	What does the New York City section list? Why do you think New York City is a separate section?

## Investigating the Green Books

Year: [1956](#)

*Objective: How do the Green Books illustrate the social and economic impact of cars on African Americans from the 1930s to 1960s?*

Directions: Use the link above to find the *Green Book* from 1956. Each member of the group should choose one section to explore and then answer the key questions that follow. Every member of the group needs to have each section answered before your presentation to the whole class.

<p><b>Cover</b></p> 	Describe the cover of the 1956 <i>Green Book</i> . What stands out? Why?
<p><b>Foreword</b></p>  <p>Pg. 3</p>	How were the Jim Crow laws reflected in the experiences between white and African American travelers, according to the foreword?
<p><b>Index</b></p>  <p>Pg. 4</p>	Which of the 50 states are not listed? Why do you think that was? What do you notice about the listings for New York?
<p><b>Essays</b> Pg. 5-7 or Pg. 54-56</p>	Read either "Many Happy Returns" or "Two Weeks' Pay." How does this essay compare to the information available in travel guides today? ( <a href="#">Sample Travel Guide - London</a> )
<p><b>States</b> Pg. 8-25</p>	Look through the listings for California, Ohio, Maine, and Louisiana. What do you notice about how the information is presented? What are the sorts of

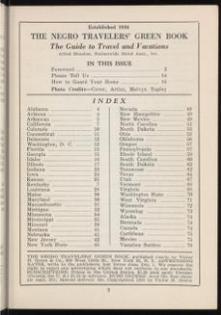
	things that are listed? What is not listed?
Advertisements Pg. 7 and throughout the book	Closely examine at least two advertisements. What goods or services are they advertising? Why do you think these businesses took out ads in the Green Book?
New York City Pg. 41	What does the New York City section list? Why do you think New York City is a separate section?

## Investigating the Green Books

Year: [1959](#)

Objective: *How do the Green Books illustrate the social and economic impact of cars on African Americans from the 1930s to 1960s?*

Directions: Use the link above to find the Green Book from 1959. Each member of the group should choose one section to explore and then answer the key questions that follow. Every member of the group needs to have each section answered before presenting to the whole class.

<p style="text-align: center;"><b>Cover</b></p> 	<p>Describe the cover of the 1959 <i>Green Book</i>. What stands out? Why?</p>
<p style="text-align: center;"><b>Foreword</b></p>  <p style="text-align: center;">Pg 2</p>	<p>What tips and advice do they provide for African American travelers on this page? Provide two examples.</p>
<p style="text-align: center;"><b>Index</b> Pg 3</p> 	<p>Which of the 50 states are not listed? Why do you think that was? What do you notice about the listings for New York?</p>

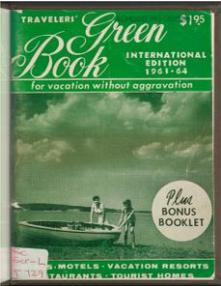
<p><b>Essays</b></p>  <p><b>Pg. 85</b></p>	<p>Read "How to Guard your Home during the Vacation Season." Which of these suggestions would still be helpful today? Which suggestions are outdated?</p>
<p><b>States</b> <b>Pg. 4</b></p>	<p>Look through the listings for California, Illinois, Michigan, and Florida. What do you notice about how the information is presented? Why do you think the number of available stops varies by location?</p>
<p><b>Advertisements</b> <b>Pg. 6 and throughout the book</b></p>	<p>Closely examine at least two advertisements. What goods or services are they advertising? Why do you think these businesses took out ads in the Green Book? Which ads catch your attention and why?</p>
<p><b>New York City</b> <b>Pg. 47</b></p>	<p>What does the New York City section list? Why do you think New York City is a separate section?</p>

## Investigating the Green Books

Year: [1963-64](#)

Objective: *How do the Green Books illustrate the social and economic impact of cars on African Americans from the 1930s to 1960s?*

Directions: Use the link above to find the *Green Book* from 1963 - 1964. Each member of the group should choose one section to explore and then answer the key questions that follow. Every member of the group needs to have each section answered before your presentation to the whole class.

<p><b>Cover</b></p> 	<p>Describe the cover of the 1963 - 1964 <i>Green Book</i>. What stands out? Why?</p>
<p><b>Foreword Pg. 2</b></p> 	<p>What impact did Jim Beckwourth have on U.S. History? What was the purpose of the Unisphere and where is it located today?</p>
<p><b>Index Pg. 3</b></p> 	<p>Which of the 50 states are not listed? Why do you think that was? What do you notice about the listings for New York?</p>

<p>Essays Pg. 2-4</p> 	<p>Read "Your Rights, Briefly Speaking!" and answer the following questions: What was the purpose of this essay? Choose two states and <b>compare/contrast</b> their laws on discrimination. Do you notice any differences based on region (northern states vs southern or western states)?</p>
<p>States Pg. 4</p>	<p>Look through the listings for California, Michigan, New Hampshire, and Mississippi. What do you notice about how the information is presented? What are the sorts of things that are listed? What is not listed?</p>
<p>Advertisements Pg. 4 and throughout the book</p>	<p>Closely examine at least two advertisements. What goods or services are they advertising? Why do you think these businesses took out ads in the Green Book?</p>
<p>New York City Pg. 45</p>	<p>What does the New York City section list? Why do you think New York City is a separate section?</p>

## Appendix 4: General Analysis Questions

### General Analysis Questions

**Historic purpose:** Why were the *Green Books* necessary?

**Historic synthesis/comparison:** How do the *Green Books* compare to present day travel guides?

**Historical context:** What was happening in America at the time the books were published?

**Synthesis:** What do the existence of the *Green Books* tell you about the social and economic conditions of African Americans between 1936 and 1963?

**Synthesis:** How do the *Green Books* illustrate the impact of automobiles and industrialization on African Americans between 1936 and 1963?