MESSAGE TO ABC READERS
For our children, racial tensions and struggles to achieve civil rights may sound like ancient history. But, as you know, our collective struggle to overcome injustice of all kinds is ongoing.

President Obama stands upon the shoulders of many courageous people of conscience who walked before him. Their names and stories are in our history books – Rosa Parks, Dr. Martin Luther King, Jr., Brown vs. Board of Education, three civil rights workers slain while helping register black voters in the South, four little girls killed while they attended Sunday school – as well as a 6 year old girl named Ruby Bridges.

This is the story of one brave little girl who became an Upstander. Ruby and her family lived in New Orleans in the 1950’s. During that time, Ruby attended a segregated, all black school for kindergarten. This was the way school was conducted for many generations in the South.

Following the 1954 Supreme Court case Brown vs. Board of Education, school districts all over the South were ordered to end their policy of racially segregated schools. A federal court in New Orleans ordered two white public schools to integrate in 1960. The plan was to integrate only the first grade for that year – and only black kindergarten students had to pass a difficult test in order to attend the previously all white school. The test was designed so that no one would pass it. Despite others’ efforts to keep black students out, Ruby Bridges was one of only five students to pass the test.

The drama that unfolded on black and white TV screens all over the nation that fall was powerful. Ruby Bridges was one of four first grade girls attending their new school under the protection and safety of laws upheld by the Supreme Court of the United States of America. Day after day, the girls heard shouts of racial epitaphs from an angry crowd of white protesters at their school. They were escorted through angry crowds by Federal Marshals who were there to provide protection for the girls. In spite of it all, these little girls persevered.

The selection of these ABC books honors those who had the courage to stand tall for equality and social justice – whether they were a young eloquent minister, a seamstress “too tired of giving in” who fought for her seat on a bus, or an innocent, six year old child striving to achieve an equal education.

Clearly, intolerance and injustice continues today. We hope that by encouraging discussion of past intolerance and injustice, we can help guide our students toward actions that will build a more caring, just, inclusive, tolerant and safe school community for all.
Asset Information:
This book builds assets from 7 of the 8 categories:

- **Support**- #1 Family Support, #3 Caring Adults, #5 Caring School Climate
- **Positive Values**- #26 Caring, #27 Equality and Social Justice
- **Social Competencies**- #33 Interpersonal Competence, #34 Cultural Competence, #36 Peaceful Conflict Resolution
- **Positive Identity**- #37 Personal Power, #39 Sense of Purpose, #40 Positive View of Personal Future and #41 Positive Cultural Identity
- **Empowerment**- #8 Youth as Resources,#10 Safety
- **Boundaries and Expectations**- #3 Adult Role Models, #16 High Expectations
- **Commitment to Learning**- #21 Achievement Motivation, #22 School Engagement, #24 Bonding to School

In our lesson today, our goals are to

- Promote discussion about the importance of tolerance and acceptance of differences.
- Learn how it feels to walk in someone else’s shoes.
- Practice techniques to promote a sense of belonging in our school communities by relying on their personal power as UPstanders to include all students.
- Role model responsible ways to accept and tolerate differences in the real world and while online in the digital world.

Types of Bullying Addressed:
This lesson discusses racial hatred and bigotry and the illegal behaviors that today are classified as “Hate Crimes”. Since 1998, hate crimes dealing with race, ethnicity, and or national origin account for over 60% of reported hate crimes.

Though most don’t partake in hate crimes, many people still hold onto stereotypes, prejudices or discriminate others.

- **Stereotypes** are widely held but fixed and oversimplified image or idea of a particular type of person or thing. Define it as a generalized idea about a thing or person for example: All flowers are yellow.
- **Prejudice** is having an opinion or some ideas about someone based on appearance without really knowing that person.
- **Discrimination** is when we act on negative opinions or attitudes and deny people fair treatment based on our prejudice. Discrimination is bullying someone with words, exclusion, and physical attacks.

Today, research in schools shows that over the course of a year, nearly one-fourth of students across all grade levels report being harassed or bullied on school property because of their race, ethnicity, gender, religion, sexual orientation or disability. Today’s lesson can open doors to a deep and rich discussion about intolerance and injustice that our students experience today.

**LESSON**

**Conversation Starter**

**Special Note to ABC Reader:** How to deal with bias during discussions *(What we permit, we promote!)*

Project Cornerstone, ABC Champion, Lesson 5, *Through My Eyes and Ruby Bridges*
When students share *put downs, bucket dipping* experiences or *cold pricklies*, it is likely they will share derogatory labels and stereotypes about race, religion, sexual orientation, and gender. Some children may be passing on comments they have heard, but not understand. Others may reflect the bias deeply embedded in our society. Regardless of the roots of the comments, remember no child is born prejudiced—the ideas are learned. When you hear a comment expressed, don’t be afraid to take a second and say *something*. A response to what you heard is better than ignoring the situation. You must stop the harassment. Here are some ways and ideas to respond:

1. Respond thoughtfully and simply say:
   - a. Everyone at our school deserves to feel safe and cared for.
   - b. Everyone deserves our kindness and respect.
   - c. Remember we fill buckets in this class.
   - d. It’s not OK to use that phrase.

2. Be gentle and instructive. Say:
   - a. What do you mean by that?
   - b. Do you know what that means?
   - c. You may not have meant to be hurtful, but when you use the word “_____” to mean something is bad; it is hurtful. Do you know why?

3. Correct and inform students in a non-judgmental way.
   - a. If you have time to educate on the spot do it.
   - b. If not, mention the incident to the teacher.
   - c. Encourage empathy by asking children to imagine how they would feel if that particular comment was said about them.

4. Acknowledge that we all have feelings and encourage children to express their feelings in healthy ways rather than in a hurtful, derogatory manner.

**Option One:**
Separate students by eye color. Have the brown eyed students sit up front and the blue eyed students to the back and the green eyed students stand by the door. Smile and welcome the brown eyed children. Frown and be stricter with the children at the back and angry at the children near the door. Stop and ask the children how that felt. Have a short discussion using information in the box below and then introduce the book.

**OR**

With Middle School- divide the class into half. Students in front half are the even group and students in the back are the odd group. Treat the front group (even) with lots of kindness, give them candy, compliments, and warm fuzzies. Be colder to the back group (odd). Pass out the pop quiz. Give the even pop quiz to the front half and the odd pop quiz to the back half. The even quiz is an easier quiz. Correct the quiz together and again praise the front half students for their correct answers. Discuss how this treatment felt. Then introduce the book on page 5.

**Option Two:**
Use different colored stickers. Put them on the student’s foreheads so they can’t see. Don’t let them talk or gesture. They have 5 minutes to find their group of the same color. Ask how it felt to not have found their group and then how it felt to find their group. Talk about inclusion and how everyone wants to feel like they belong.

*Project Cornerstone, ABC Champion, Lesson 5, Through My Eyes and Ruby Bridges*
Option Three:
Go into the classroom wearing a pair of shoes that obviously do not fit well. Tell the students they are going to hear a true story and you would like for them to imagine they are walking in that person's shoes. Talk about what that expression means. Have them close their eyes and imagine themselves to be 6 years old and starting a new school. How would that feel? Go to the text box below and show the picture of Ruby. Have them continue to visualize what Ruby's first day was like.

Option Four:
Bring in two sets of adult clothing. One set should be neat and the other set older and ragged. Label them set A or set B. Ask students to tell you about the clothes. Describe the kind of person who might wear them. Ask how can they can tell what kind of a person would wear these clothes. What is the word for judging someone you don't know by the way they look? (prejudice-prejudging) Ask if they have ever used appearances to prejudge someone? Also ask how it would feel to be judged by your appearance alone?

Option Five:
Play the song from *Don't Laugh at Me* or bring in the book *Giraffes Don't Dance*. Even though this took place a long time ago, people are still treated unfairly because they are seen as “different” and made to feel that they “don’t belong here”. Even at our great school, you may have heard or seen kids doing things to purposefully leave someone out, exclude them or make them feel like they do not belong. Have you seen or heard people give each other cold pricklies (put-downs) or made fun of/teased because of their race, ethnicity, gender, religion, sexual orientation or disability? What should we do to prevent this?

Option Six:
Using eggs of varying colors and sizes, begin a discussion with your students about the similarities between eggs and us. Talk to the students about how the there are people of different heights and of different colors. Then, using a bowl, begin to crack the different eggs. Ask the students what it is that they see. End by saying that “even though we are different on the outside, we are all the same on the inside.” You can discuss how it is that we are in same inside but differ on the outside (i.e. similarities: we all have feelings, etc. differences on the outside: some people have curly hair, others have freckles, etc.).

Option Seven (For Upper Grades):
 Bring in the Norman Rockwell painting “Problem We All Live With”. Show it to the students and ask: What do you see? Tell me what is happening? Discuss their thoughts. Ask the kids about the title of the painting, "The Problem We All Live With." What did he mean by that title? This will get first ‘untainted’ impressions. Tell the students that the story you have to tell today is about the little girl in this painting.

Project Cornerstone, ABC Champion, Lesson 5, *Through My Eyes and Ruby Bridges*
Be aware of the word printed in the background of the painting. Be prepared to discuss it before going into the classroom. Even if none of the kids mention the word and we don't focus on it, the word is still there to see. In some ways, it would be worse if kids notice the word and it is not discussed because then it becomes part of their consciousness without any context or explanation.

**Read the Book – 1st and 2nd Grade – *Ruby Bridges Goes to School***:
Ruby Bridges wrote this book about her life – about a time in her young life when she had to have a lot of courage just to attend school every day. The story takes place in New Orleans, Louisiana and it is a true story.

**Discussion for 1st and 2nd Graders:**
1. How did Ruby feel about her experience?
2. How would you feel if you were Ruby Bridges and had her first grade experience?
3. How was Ruby an UPstander?
4. Who stood up for her? Who were her UPstanders?
5. Who were the caring adults in her life?
6. How did Ruby feel about her teacher, Mrs. Henry?
7. What words would you use to describe Ruby?
8. What effect does Ruby’s experience have on your life today?

(To Group Activity Section, Pg. 7)

**Read the Book – Upper Grades – *Through My Eyes* by Ruby Bridges.**
Read the following “script” along with the photos by page number:
Remember we said earlier that this is a true story and took place in New Orleans, Louisiana in 1960. This book isn’t a storybook – it’s more of a memory book with photographs from this time in Ruby’s life along with various people writing their memories of that time. I will be reading this a little differently today. I am going to share her story with you using the pictures from her book.

OR

Ask the students to be the readers:
Divide the students into small groups. Cut up the script and ask the students to read and show each page. Ask them to prepare to present their page and picture. Ask one group to narrate and one group to lead the discussion questions.

**SCRIPT:**

*(Pg. 7)* Ruby was born in a small cabin in rural Mississippi. “We were very poor, very, very poor,” Ruby said. “My daddy worked picking crops. There were times when we didn’t have much to eat. The people who owned the land were bringing in machines to pick the crops, so my daddy lost his job, and that’s when we had to move.”

*(Pg. 8)* In 1957, the family moved to New Orleans. Ruby’s father became a gas station attendant. Her mother took care of the children during the day. After they were tucked in bed, Ruby’s mother went to work scrubbing floors in a bank.
Read the first paragraph on this page. Even though the U.S. Supreme Court had ruled in 1954 that public schools could no longer be segregated or separate for black and white children, the schools were still segregated at the time Ruby and her family moved to New Orleans. With this system, black children did not receive the same education as white children. Black children were given old, used, out of date books. The black segregated school buildings were not well care for and often teachers hadn’t finished college.

In 1960, a New Orleans judge ordered four black girls to go to two white elementary schools in that city. Three of the girls – Leona, Tessie and Gail – were sent to McDonough Elementary School. Ruby was sent to first grade in the William Frantz Elementary School. The men you see in this picture with the students are like police for the federal government called Federal Marshals. It was their job to escort the girls to school and make sure they were safe. The crowds here (page 31) are people that didn’t want these girls to come to their school – simply because they were different – they were black, not white.

On Ruby’s first day, a large crowd of angry white people gathered outside the Frantz Elementary School. They carried signs that said they didn’t want black children in their school. People called Ruby names; some wanted to hurt her. They were trying to bully her and keep her from going to school.

It was the President of the United States who ordered these Federal Marshals to walk with Ruby into the school building. They carried guns in case the crowd got out of control, but they didn’t have to use them. Every day for weeks that turned into months, Ruby walked to school through angry crowds with the Marshals protecting her. Ruby would hurry through the crowd and not say a word.

The white people in the neighborhood would not send their children to school with Ruby, because they didn’t want their white children to be around a black child. After Ruby got inside the building every day, she was all alone in her classroom except for her teacher, Mrs. Henry. She had no other children in her classroom. (Read what her teacher wrote about her at the bottom of the page.)

In Ruby’s words, “The first week of school was very tense with all the crowds of people out front. Here I am all ready to go to school. Soon it was Thanksgiving and I had a week off! I had fun playing with my friends in the neighborhood.”

“After Christmas, my teacher and I settled into a routine. Being Mrs. Henry’s only student wasn’t a chore. It was fun and I felt special. She was like my best friend. We did everything together – reading and word puzzles, spelling and math. I couldn’t go outside, so we did jumping jack exercises in the classroom.”

Near the end of the school year, some white students slowly joined Ruby at Frantz Elementary. They would come and visit Ruby in her classroom. Then it was June and school was over. Ruby said good-bye to Mrs. Henry and went home for her summer vacation.

By second grade, there were no longer any angry crowds of white people waiting for Ruby outside of school. Second grade found Ruby in an integrated classroom with both white and black children. The school had been successfully desegregated.
Ruby went on to graduate from Frantz Elementary School and high school in New Orleans. Today, she is married to a building contractor and has four sons. She spends her time traveling around the country talking to people about her experiences in first grade and what it was like to be a part of change in our country’s history.

**Here is something Ruby’s mother says:**
Our Ruby taught us all a lot. She became someone who helped change our country. She was part of history, just like generals and presidents are part of history. They’re leaders, and so was Ruby. She led us away from hate, and she led us nearer to knowing each other, the white folks and the black folks. (See “The UPstander in Us” handout.)

**Discussion:**
1. How did Ruby stand tall?
2. Who was in her web of support? Who were her caring adults?
3. What effect does Ruby’s experience have on your life today?
4. What injustices do you see happening today in our school, community, or world?
5. What can one person do/say to make a difference as an UPstander?
   - Give each other warm fuzzies or fill their buckets.
   - You have the power to choose how to react. Don’t take the bait!
   - Say and do something to give support.
   - It just takes ONE to make a difference.
   - Use an I message.
   - Peaceful conflict resolution steps.
6. How can you be an UPstander in your community? What kind of agreements can we work toward to make sure we exhibit caring towards one another?

**GROUP ACTIVITIES:**
Choose one activity that you feel will work best with the students in your class. *Activities marked with an * may be especially suitable for students in grades 1-3.

**Norman Rockwell Painting**
Materials: painting “Problem We All Live With” by Norman Rockwell, equipment to view video
The painting is incredible, especially since Rockwell really veered away from his traditional popular subjects and made such a bold statement about civil rights. We are planning to show a photo of President Obama and Ruby standing in front of the painting to our class. We are also planning to ask the kids about the title of the painting, "The Problem We All Live With." We will ask them what did he mean by that title? Why is discrimination and treating someone unfairly everyone's problem? Indeed, this piece of art makes for an incredible discussion piece.

Showing the painting again. Explain a little bit about the painting and the painter. Rockwell really veered away from his traditional popular subjects and made such a bold statement about civil rights. Ask the same questions.
Show the YouTube video which shows Ruby visiting the painting and meeting with President Obama at the White House.

Here is the link:
*The Bus*

Materials: color squares of construction paper in green and yellow – 1 per student (half of the group receives one color and the other half receives the other color) or bus tickets –see handout

Explain to the class that they are going to take a trip on an imaginary bus. Distribute a square or ticket to each child. Ask the students to make two lines by color for the bus. Have the yellow bus arrive first. Take the yellow line outside for a pretend 1 minute ride in the bus. Upon return, have them sit in front as the yellow bus. When you return ask if the green bus has arrived. Wait for a bit. Have it arrive but only take a 20 second bus ride. Upon return, have the green bus sit in a corner or the back of the room. Sit down with the yellow school bus kids and ask them if they liked school and then ask why did some of their friends go to a green bus school? Have students get the green bus kids and have them come to school with them. End by having everyone agree it was better to go to school with ALL their friends!!!

And can you just imagine how sad it was that Ruby's friends didn't go to school with her for a whole year!!!!

OR

Pretend the classroom is the bus. Ask students to line up. Tell students with the yellow they can move to the front and green must move to the back. Next, have the yellow color sit down in the front of the “bus” and the green color at the back. Explain to the students that seating privileges on the bus were decided entirely on the basis of their color square.

When Ruby was a child, people in some parts of our country were not able to choose their seat on a bus or in a restaurant or what school to attend. They were treated unfairly, every day, because of their skin color.

Then ask the following questions:

- How did you feel having to line up last and sit in the back?
  - What if this was the rule, every day?
- How did you feel having to sit in designated parts of the bus?
  - What if this was the rule, every day?
- Being treated unfairly hurts. What could an UPstander say or do to make everybody on our bus feel like they belong?
  - As students give suggestions, have them re-seat themselves in pairs of UPstanders on “the bus”.

*Ruby’s Shoes/Walking in Someone’s Shoes*

Materials: crayons, pencils, large drawing paper

Go to the following link – [http://www.youtube.com/watch?v=-9qeYBnQMnA](http://www.youtube.com/watch?v=-9qeYBnQMnA) and listen to the song “Ruby’s Shoes”. Play the song. Remind students that you wore some different shoes in the classroom today. They were uncomfortable, but you wore them anyway. What does it mean for us to walk in someone else’s shoes?

*The lyrics are available as part of a You Tube video on Lyrics.com. Search using the song title or artist: Lori McKenna-Ruby’s Shoes. After you listen to the song, pair the students up with a partner. Have the partners trace their partners’ shoes with their crayons. They can be
creative with this. Once they are done, they can continue to work as partners or as individuals. In their shoes they can write what actions they will take to be UPstanders to help other students feel like they belong, create a caring school, or make a difference in their community.

**Web of Support**

Materials: balloon, ball of yarn, handout with octagon shapes in different colors

Draw diagram from octagon shapes handout on the board:
Write Ruby’s name in the middle. Ask the students to name the people closest to Ruby who gave her support (mom, dad) and write in the next ring. Next ring write (Mrs. Henry and students). Third ring write (US Marshals, NAACP) and fourth ring write (US Supreme Court, Federal Court, Civil Rights Demonstrators)

Talk about how Ruby had a web of support helping her with this historic time in her life. Now they are going to make a web of support for their classroom/school.

1. Ask the students to think about one thing they could say or do if they saw a person being treated unfairly or think of one thing they will say or do to bring the New Normal to their school. (See Resource –ABC UPstander Tools for more ideas.)
2. Have them all make one large circle by standing shoulder to shoulder. The first person holds on to the end of a ball of yarn and shares his/her commitment to action with the group. (I will say hello to people on my way to school.) While holding on to the end of the yarn, toss the ball to another person. Each person will have a chance to answer the question above and toss the ball of yarn to someone else.
3. Have them hold one end of the yarn as they toss the ball and to toss it so the yarn criss-crosses the room. This creates a web of support.
4. Tell the students let’s see how well we can support each other. Show them a balloon and name it Jane. Jane came to school today feeling rather deflated. Blow balloon up a little. But after she arrived, she started to feel welcome: like she belonged. She felt noticed and supported by all of the wonderful commitments you made as you build this web of support. Blow up balloon fully.
5. Toss Jane into the web and try using the web to support Jane for 5 bounces.
6. What happened? What did you discover about teamwork as you played this game?
7. Success or do you need to make your web stronger?
8. How can the lessons learned today make your school be a place where all students feel like they belong?

**For Younger Students:**
As students toss the ball of yarn, have them name people that they live with, people they see daily and people in their community. Have them make the web of support with paper. (Handout)

**The World is a Rainbow**

Materials: recorded version (CD, I-pod, or cassette tape) of We all Live Together vol. 2

This is a song that the classroom teacher may already have on hand. Here are some of the lyrics:

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Project Cornerstone, ABC Champion, Lesson 5, *Through My Eyes and Ruby Bridges*
“The world is a rainbow that’s filled with many colors, yellow, black, and white and brown you see them all around. The world is a rainbow with many kinds of people. It takes all kinds of people to make the world go round. Now you be you and I’ll be me. That’s the way we were meant to be. But the world is a mixing cup, just look what happens when you stir it up. The world is a rainbow with many kinds of people and when we work together it’s such a sight to see. The world is beautiful when we live in harmony. La, la, la, la, ... Now you be you and I’ll be me. That’s the way we were meant to be. But the world is a mixing cup, just look what happens when you stir it up. The world is a rainbow with many kinds of people and when we work together it’s such a sight to see.”

You can teach the students this song, Add some gestures to the words. Or you can write some of the phrases on large mural paper and have the students draw pictures of people working together to create a better world.

Digital Citizenship Connection:

Materials: STOP Cyberbullying Student Handout, one for every student.

GUIDE students through the scenario on the handout. After allowing students time to read it on their own, you may wish to read it aloud.

ENCOURAGE the class to answer the questions on their handouts. Invite them to share their answers.

- What do you think happened? (Students should conclude that Michael went to the website himself and messed up the pony’s stall.)
- How do you think this made Jada feel? (Students should recognize that Michael’s behavior probably made Jada feel upset, sad, angry, or let down by her friend.)

DIRECT students’ attention to the four rules for dealing with cyberbullying at the bottom of their STOP Cyberbullying Student Handout. Use the following questions to guide discussion.

ASK
- How will you know when someone is cyberbullying you? Students should recognize that they may be experiencing cyberbullying whenever someone does something online that makes them feel sad, scared, angry, or upset in any way.
- Why do you think it is important to stop using the computer when someone starts cyberbullying you? Students should realize that if they stay online, the cyberbullying may continue or get worse.
- If someone makes you feel angry, sad, or scared online, which grown-ups can you tell and ask for help? Students may name parents or grandparents, an older sister or brother, a teacher, or the school nurse or counselor. If students cannot think of someone right away, help them brainstorm and identify an appropriate adult.
- Why is it important to go online only with an adult, or when an adult says it is OK? Students should recognize that adults can help guide them online and keep them safe from cyberbullying.
- How can you decide whether you should play or chat with someone online? Students should acknowledge that they need adult guidance in deciding who to connect with online. If someone is very mean to them, or is mean repeatedly, then that person is a cyberbully and should not be contacted online. Remind students that they should never
talk to strangers online either without asking a trusted adult, even if that person is nice or has shared interests.

- Which of the four things do you think is the most important? Students should recognize that telling an adult is the single most important thing they should do if they experience or witness cyberbullying.

- Now what do they think Jada should do after Michael messes up her pony’s stall?
  Encourage students to apply the S-T-O-P rules to the scenario:
  
  o Jada should STOP using the computer.
  o Jada should TELL an adult she trusts what happened.
  o Jada should not go back ONLINE or return to the pony website until an adult says it is OK.
  o If Jada and Michael are good friends, Jada may want to tell Michael how his actions made her feel, after she gets advice from an adult. But if Michael continues cyberbullying her, she should PLAY with other kids who don’t take part in cyberbullying.

This lesson comes from Common Sense Media. It can be found at:  

**CLOSING**

**Three Minute Huddle** (Led by ABC Volunteer)

Ask everyone to close their eyes for a minute and try to imagine walking in the shoes of Ruby Bridges on that first day of first grade when that angry white crowd was yelling at her. (Let them be quiet with that for a minute, or so).

- What did that feel like to you?
- What will you say or do when you know someone needs an UPstander?
SCHOOL WIDE EXTENSIONS

10-Second Intervention:
Introduce the idea of the 10-second intervention at your school site. It is not the whole answer to reducing bullying, but it is a good start. Here is an approach to reducing name-calling, put-downs, slurs, swearing and other forms of verbal and relational abuse on campus.

Every adult on campus who hears an offensive remark or sees signs of relational bullying shares the responsibility of taking 10-seconds to intervene. Additional interventions may be required. But, every adult can be actively engaged in reducing bullying by using this technique:

The 10-Second Intervention

Here’s how it looks:
1. Stop.
2. Turn calmly to whoever said the inappropriate statement.
3. Say something like, "That's inappropriate language/behavior for school. Please don’t say it again".
4. Then, move on - no lecture, argument or further discussion.

Rather than asking adults on campus to intervene with a whole “teachable moment” around verbal bullying, the 10-second intervention has a higher likelihood of success because it is a low-risk intervention and is more likely to be used.

When every adult at school is doing this consistently, it really gets the attention of students! It also puts into the air that caring adults on campus are trying to do something about bullying and make school a safer and more caring place for all kids. Frequent use of the 10-second intervention sends a consistent and strong message to youth about what adults will permit at our school.

Another by-product of this action is that students may begin to see the adults intervening as people they can trust to take action against inappropriate behavior. Caring adults, who notice, name and respond with a 10-second intervention when they see and hear bullying become “islands of safety” for youth.

The 10-Second Intervention
- Engage all adults on campus as “interventionists”.
- Use as often as possible.
- Ideal for transitional moments when there is no specific target or perceived hostile intent. (That’s retarded! That’s so gay!)
- Make it brief and respectful; not a lecture.
- Make a mental note of who was involved.

Watch for repeat offenders and report them to administration for further action.

Positive Picket Signs:
Materials: poster board or large construction paper, markers

1) Help students brainstorm a list of UPstander actions (things an UPstander could say or do)

Project Cornerstone, ABC Champion, Lesson 5, Through My Eyes and Ruby Bridges
to help a classmate feel welcomed, supported and valued). From this list, ask each student to create a Positive Picket Sign of an UPstander Action. For example: smile, hi, let’s play, be a friend, listen, let’s hang-out, encourage, support, kindness, include, caring, etc.

2) March in front of school at drop-off or pick-up time, or at recess or at the cafeteria lunch line displaying your Positive Picket Signs. Bring along a boom box with festive music, smile and wave at passersby! When people ask what you are doing, tell them, “We are starting something!”

EXTENSIONS FOR TEACHERS

Three Minute Huddle (Led by Teacher)
Focus on the meaning of belonging and what it means for everyone to feel that they belong in our classroom. As a class, create a classroom chant, rap or saying that will help the students feel connected to one another and you. You also can play the song or read the book from year 2, “Don’t Laugh at Me.”

- **Note to Teacher:** This lesson may bring up some personal issues of bullying according to race, gender, religion or culture. You may want to provide a special message box that allows students to write a note to you to tell you about something they have heard or experienced. This may help the shyer students express their worries or concern.

Classroom Enrichment

Our Classroom Rights
Materials: worksheet The Rights of Room__ one for every 2 students, 1 large poster size of worksheet

Talk to the students about tolerance for one another and what it means:
- Tolerance means respecting others, no matter what they look like or what they believe. This doesn’t mean you have to agree with them, but that you accept that everyone is different.

Divide the students into pairs. Each pair should brainstorm on how people in class should treat each other fairly and safely. What can they do to help students belong? What UPstander or bucket filling actions can they do? Remind them to NOT use names. Have each pair write their ideas on the worksheet. Then have the students share what they have written. Combine their ideas to make The Rights of Room __. Post this on the board for all to see.

Write a Letter to Ruby Bridges
After your discussion, ask the students if they would like to each write a letter to Ruby Bridges to thank her for her courage in the first grade – ignoring the white adults that were bullying her, and not having any other students in her classroom to play with all year. Ruby Bridge’s courage helped bring about cultural change in our nation. That’s also something they could thank her for. Letters can be mailed to: Ruby Bridges, P.O. Box 870248, New Orleans, LA 70187.

Interview with Ruby Bridges
With a partner, students design an interview with Ruby Bridges as a presentation to the class. One of the team can be the interviewer and the other can be Ruby. Ask the students to Project Cornerstone, ABC Champion, Lesson 5, Through My Eyes and Ruby Bridges
choose one part of Ruby’s life to do the interview about. The interviewer could be an author, newscaster, etc. encourage them to be creative. Have them practice and then present the interview to the class. The interview should be 1-3 minutes long.

Homework

Interview with a Caring Adult
Interview a grandparent, neighbor, or older adult who remembers the Civil Rights Movement, and especially the integration of the schools. Ask them what they remember and what their feelings were at that time. Write a few paragraphs about the interview. Include your feelings on what the interviewee says or what you think about that time in history.

Family Walk
Take a family walk around your community. Look at the ways that your neighborhood works and plays together. Bring a camera and take pictures of what you see. Together, meet and greet people you see walking on the street. Ask a neighbor and their family to go on a walk together with yours. At home, make a map of where you went or print the pictures out and make a photo album. If it is fun for your family, take walks as many times a week as possible. Use a pedometer to see how far you walked. You can keep a family graph to chart the results.

Who’s in your Web of Support?
Materials: Web of Support

Send home this handout on the back of the parent letter for students and parents to do together. When it is returned, have the students make construction paper webs to post on a school bulletin board using the information filled out.

RESOURCES

Books:
• *Oliver Button is a Sissy* by Tomie de Paola is about a boy being teased for doing girl things.
• *Swimmy* by Leo Lionni talks about teamwork and cooperation.
• *If the World Were Blind, A book about judgment and prejudice*, by Karen Geding Burnett
• *40 Ways to Raise a Nonracist Child* by Barbara Mathaias and Mary Ann French gives parents advice for children from birth to high school on how to teach children to shun prejudice.
• *The Civil Rights Movement for Kids* by Mary Turck has lots of information about the civil rights movement.

Websites:
• Check out the Ruby Bridges Foundation at [www.rubyridges.com](http://www.rubyridges.com)
• Silicon Valley FACES offers educational programs that empower students of all ages to be leaders who foster inclusive communities. *Building Connections* is a four-week diversity education program for kindergarten through fifth grade. [www.svfaces.org](http://www.svfaces.org)
Check out the Southern Poverty Law Center website – www.teachingtolerance.org – is a national education project dedicated to helping foster equity, respect, and understanding in the classroom. It has a wealth of information on the Civil Rights Movement – past and present – as well as lessons and activities on bullying and discrimination. Look for their guide: Responding to Hate at School. Free copies are available upon written request.

Go to the Operation Respect website, www.operationrespect.org to order a copy of the curriculum guide that was developed to use with Don’t Laugh At Me. There are downloadable versions of the song on the website, too.

www.sccgov.org/portal/site/ohr contains information on Hate Crime Reports under selected findings section in the report named Hate Crime in California, 2007.

www.commonsensemedia.org

Video:
- Check your public or school library for videos of Ruby Bridges.
- This is the video clip of Ruby visiting the White House with President Obama: http://www.youtube.com/watch?v=BCsJ-24MdBc
- This you tube video can be shown in 5-8 grades. Make sure your school doesn’t have a you tube block. http://www.youtube.com/watch?v=u3CkNBZBVuM

Newsletters:
- Ideas for Parents Newsletters, #2-8 Support category, #11 Youth as Resources, #26-31 Commitment to Learning category, #32-35 Positive Values category, #39-44 Social Competencies category, and #45-49 Positive Identity Assets

21st Century Skills:
Here is a key to the 21st Century skills used in this lesson:

<table>
<thead>
<tr>
<th>21st Century Learning Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration</td>
</tr>
<tr>
<td>Critical Thinking</td>
</tr>
<tr>
<td>Communication</td>
</tr>
<tr>
<td>Creativity</td>
</tr>
</tbody>
</table>
Timeline

1948
Supreme Court says no to school segregation in Brown vs. Board of Education

1951
President Harry Truman orders integration of armed forces

1954
Barbara Johns speaks out at Monroe High School, asking for equal education

1955
Rosa Parks refuses to give up her seat on the bus

1956
Segregation on Alabama buses ends by order of the Supreme Court

1957
Mack Parker is lynched in Mississippi

1959
Montgomery bus boycott begins

Emmett Till is lynched
Civil Rights
Act of 1964
becomes law


Ruby Bridges begins school in New Orleans, integrating that city's elementary school system

Student sit-ins begin at Woolworth lunch counter in Greensboro, North Carolina

James Meredith integrates the University of Mississippi (Ole Miss), entering the university only under the protection of federal marshals

James Chaney, Andrew Goodman, and Michael Schwerner assassinated

Viola Liuzzo assassinated

Dr. Martin Luther King, Jr. marches in Cicero, Illinois

Dr. Martin Luther King, Jr. assassinated

Birmingham crusade; police attack children with fire hoses and dogs

Birmingham church bombing; four young girls killed

Medgar Evers assassinated

March on Washington

 Bloody Sunday in Selma, Alabama

Jimmy Lee Jackson assassinated

Reverend James Reeb assassinated

March from Selma to Montgomery, Alabama

Voting Rights
Act of 1965 becomes law

Vernon Dahmer assassinated

Dr. Martin Luther King, Jr. wins the Nobel Peace Prize

xiii
BRONFENBRENNER’S ECOLOGICAL SYSTEMS THEORY

Urie Bronfenbrenner (1917-2005) developed the ecological systems theory to explain how everything in a child and the child's environment affects how a child grows and develops. He labeled different aspects or levels of the environment that influence children's development, including the microsystem, the mesosystem, the exosystem, the macrosystem and the chronosystem.

The **microsystem** is the small, immediate environment the child lives in. Children's microsystems will include any immediate relationships or organizations they interact with, such as their immediate family or caregivers and their school or daycare. How these groups or organizations interact with the child will have an effect on how the child grows; the more encouraging and nurturing these relationships and places are, the better the child will be able to grow. Furthermore, how a child acts or reacts to these people in the microsystem will affect how they treat her in return.

The **mesosystem** describes how the different parts of a child's microsystem work together for the sake of the child. For example, if a child's caregivers take an active role in a child's school, such as going to parent-teacher conferences and watching their child's soccer games, this will help ensure the child's overall growth. In contrast, if the child's two sets of caretakers, mom with step-dad and dad with step-mom, disagree how to best raise the child and give the child conflicting lessons when they see him, this will hinder the child's growth in different channels.

The **exosystem** level includes the other people and places that the child herself may not interact with often herself but that still have a large effect on her, such as parents' workplaces, extended family members, the neighborhood, etc. For example, if a child's parent gets laid off from work, that may have negative effects on the child if her parents are unable to pay rent or to buy groceries; however, if her parent receives a promotion and a raise at work, this may have a positive effect on the child because her parents will be better able to give her physical needs.

The **macrosystem** is the largest and most remote set of people and things to a child but which still has a great influence over the child. The macrosystem includes things such as the relative freedoms permitted by the national government, cultural values, the economy, wars, etc.

Finally, the **chronosystem** is the patterning of environmental events and transitions over the life course, as well as sociohistorical circumstances.
● The **MICROSYSTEM** is the setting in which the individual lives.
● The **MESOSYSTEM** is about the relations between microsystems or connections between contexts.
● The **EXOSYSTEM** links between a social setting in which the individual does not have an active role and the individual’s immediate context.
● The **MACROSYSTEM** is defined as the culture in which individuals live.
● The **CHRONOSYSTEM** is the patterning of environmental events and transitions over the life course, as well as sociohistorical circumstances.
ABC’s **UPstander** Tools

- Give each other **warm fuzzies or bucket-fillers**. (*Have you Filled Your Bucket Today?*)
- You have the power to choose how to react. **Don’t take the bait!** (*Simon’s Hook*)
- Be an **UPstander**. (*Say Something*)
- **Say or Do Something**. (*Say Something*)
- **Rumors Stop With Me!** (*Mr. Peabody’s Apples*)
- Use an **I message** to express your feelings. (*Chrysanthemum*)
- Use **positive self-talk**. (*My Secret Bully*)
- Use non-verbal communication to **stand tall**. (*Stand Tall Molly Lou Melon*)
- Perform **intentional acts of caring** to help someone belong. (*Don’t Laugh At Me*)
- **Stand Up** for your beliefs. (*The Empty Pot*)
- Remember to be a **friendship booster**. (*Friends to the End, My Secret Bully*)
- As Gerald would say, “**You’ve got the power! Use it!**” (*Giraffes Can’t Dance*)
- **Be the biggest person you can be!** (*BIG*)
- Know the people in your **web of support** and ask them for help when you need it. (*Through My Eyes*)
Even Pop Quiz with Answers

1. What did Lincoln's Emancipation Proclamation state? What was it for?

(All slaves in all confederate states were free.)

2. What were some famous words spoken by Martin Luther King?

(I have a dream...)

3. Did the Amendment that allows women the right to vote get passed in the:
   A. 1700’s
   B. 1800’s
   C. 1900’s
   D. United States
   E. C and D

4. What is the Equal Opportunity Act about?
   A. Equal access to all for work/employment
   B. Equal access to all for education
   C. Equal access to all for legal representation
   D. All of the above

5. What is Gay marriage?

(When the state recognizes/legalizes the marriage between two people of the same sex.)

6. Through use of cartoons and speeches, what group of people were painted as being less than human by Hitler and Nazi Germany leading up to and including the time of World War Two?

(Mainly Jewish people)

7. The year that Black men were granted the right to vote took place before or after Lincoln was President?

(after)

8. Name 3 people important to Black American History.

Obama, Oprah Winfrey, Rosa Parks, etc.

9. What did Ruby Bridges do that made her an historic figure in American History?

(First black American to attend an all white school in the south.)

10. Should women be allowed the right to vote? Why or why not?
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10. Should women be allowed the right to vote? Why or why not?
Odd Pop Quiz with Answers

1. What year was the Emancipation Proclamation?

January 1, 1863. This document, issued by president Lincoln, proclaimed all slaves in all confederate states were free.

2. What year did Martin Luther King give his "I have a dream" speech?

August 28th, 1963, in Washington, D.C.

3. Which amendment allows women the right to vote in the United States?

19th Amendment passed June 4th, 1919, ratified by Congress, August 18, 1920.

4. In what year did the Affirmative Action legislation begin to be researched for the purpose of creating equal opportunity for all Americans, regardless of race?

1961

5. What states currently recognize Gay Marriage?

- Connecticut
- District of Columbia
- New Hampshire
- New Jersey
- New York
- Maine
- Massachusetts
- Vermont
- Washington
- California
- Iowa
- Delaware
- Hawaii
- Illinois
- Minnesota
- Rhode Island
- Maryland

6. In 1925 - 1945, Hitler's propaganda was mainly for the purpose of ostracizing Jews. How did he accomplish this?

Book, Movies of his speeches, photos, cartoons, live speeches

7. What is the year that black men were allowed to vote?

1870, (Fifteenth Amendment)
8. Name 3 prominent figures important to black American history.

*Harriet Tubman.*
*Martin Luther King Jr.*
*Rosa Parks*

9. Where did Ruby Bridges’ controversial school attendance take place and what was the significance?

*She was the first black American to begin taking classes in an all white school in the Southern United States (New Orleans, Louisiana).*

10. Who is primarily responsible for women being able to vote in the United States?

*Julia Howe*
*Lucretia Mott*
*Susan B. Anthony*
*Florence Nightengale*
*Women suffragettes*
*Congressional members of 1920*
Odd Pop Quiz

1. What year was the Emancipation Proclamation?

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4. In what year did the Affirmative Action legislation begin to be researched for the purpose of creating equal opportunity for all Americans, regardless of race?

5. What 16 states currently recognize Gay Marriage?

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The Rights of Room

Our Rights

The right to

The right to

The right to

The right to
RUBY’S BUS TICKET

Make 10 color copies of this sheet. Cut sheets down to 4" x 5". Glue with a quick 4 corner dot to a 4.25" x 5.5" green or yellow copy paper (8 1/2" x 11" cut in half). Make enough so that there is less green and more yellow.

Pass out the bus tickets to the class. Have students write their names and then write "I like to go to school."
“RUBY’S SHOES”
Sung by Lori McKenna

Ruby’s shoes would take her
A mile or so to the school every day
Where the white people hated her
They’d scream and hold signs and tell her
to go away

But Ruby’s will was stronger
Than the bigots with the signs could ever know
She stopped every morning on the corner
And prayed that someday the pain would go

And she’d stop and she’d pray
That all the hatred would go away
She was only six years old but she knew
Walk a mile in Ruby’s shoes

Ruby sat alone in the classroom
She never dreamed the other children
wouldn’t come
They hated her for the color of her skin
Well color is such an amazing illusion

She’d stop and she’d pray
That all the hatred would go away
She was only six years old but she knew
Walk a mile in Ruby’s shoes

Now Ruby knew about Dorothy
And the ruby shoes that she wore
She wondered about Oz sometimes
Well, well no other child ever walked her shoes before

And she’d stop and she’d pray
That all the hatred would go away
She was only six years old but knew
Walk a mile in Ruby’s shoes

Ruby, birds can always fly
Why oh why can’t you and I?

Ruby’s shoes would take her
A mile or so to school every day
Where the white people hated her
They’d scream and hold signs and tell her
to go away

And she’d stop and she’d pray
That all the hatred would go away
She’d stop and she’d pray
That no other children would be raised this way
Ruby’s shoes

If birds can fly
Then why oh why
If birds can fly then why can’t I

http://www.myspace.com/lorimckenna/music/songs/ruby-s-shoes-38118111
http://www.youtube.com/watch?v=-9qeYBnQMnA
http://www.youtube.com/watch?v=akqveHbywZ4

Project Cornerstone, ABC Champion, Lesson 5, Through My Eyes and Ruby Bridges
“RUBY B”
By Susan Salidor

Ruby B., Ruby B.
You were a little girl just like me.
Did they know what you knew?  
That you’d be big and brave
And maybe frightened too?

Ruby B., Ruby B.
You were a smart girl just like me.
Did they know what you knew?
That you did all your schoolwork
Just like you’re supposed to do.

Ruby B., Ruby B.
You were a gentle girl, just like me
Did they know what you knew?
That you’d behave so well
Just like mamma told you to.

Ruby B., Ruby B.
You were a sweet girl, just like me
Did they know what you knew?
That you would pray for them
When they shouted at you?

Ruby B., Ruby B.
You are a woman now that I can see
Did they know what you knew?
That color can’t be used to
Separate us two.

Ruby B., Ruby B.
You were a little girl just like me.
Did they know what you knew?
That you’d be big and brave
And maybe frightened too?

http://www.myspace.com/susansalidor

Project Cornerstone, ABC Champion, Lesson 5, Ruby Bridges
Directions
Jada’s parents let her play on a website where she can take care of a pet pony and decorate its stall. Her friend Michael has played with her in the past and knows her user name and password. One day Jada goes to the site to care for her pony. She finds that her pony's stall is a mess and that there are some things missing.

What do you think happened?

How do you think Jana feels?

What should you do if someone starts cyberbullying you?

STOP using the computer until it is safe.
TELL an adult you trust.
Go ONLINE only when a trusted adult says it’s OK.
PLAY online only with kids who are nice.
THE UPSTANDER IN US-Quotes from Ruby Bridges

FIRST DAY OF SCHOOL
The following is a quote from Ruby Bridges to a television reporter years later:
“The first morning I remember mom saying as I got dressed in my new outfit, ‘Now, I want you to behave yourself today, Ruby, and don’t be afraid. There might be a lot of people outside this new school, but I’ll be with you.’ That conversation was the full extent of preparing me for what was to come.”*

MY MOTHER, THE HERO
Looking back, Bridges calls her mother a hero:
“I was a six-year-old child. I’m a parent now. I’m an adult. I believe that it took more strength and courage for my mother, my parents, to go through that than it did for me as a six-year-old. I was actually doing what I was told...But for an adult to say that this is something that I will subject my six-year-old to, that takes a lot of courage and a lot of strength.”*

WHAT I LEARNED
“I was going to school that day. But the lesson that I took away that year in an empty school building was that none of us knows anything about disliking one another when we come into the world. It is something that is passed on to us,” Bridges said. “We should never look at another person and judge them by the color of their skin. That is the lesson I learned in first grade.”**

*From The Civil Rights Movement for Kids by Mary C. Turck (11-12)
**From Interview at White House July 15,2011
Ruby moved with her parents to New Orleans at the age of 4. In 1960, when she was 6 years old, her parents volunteered her to participate in the integration of the New Orleans School system.

Day after day she was escorted through angry crowds by federal marshals who were there to provide protection for her. No other child would attend school with her, so she had to spend her whole 1st Grade year alone with the teacher.

Her first day at school was so special that it was commemorated in a painting by Norman Rockwell.

February is Black History Month. The election of President Obama shows how much our country has changed since Ruby Bridges went to school. During this month think about the following:-
- How would you feel if you were Ruby Bridges?
- What effect does Ruby's experience have on your life today?
- What injustices do you see happening today in our school or community?
- What can you do to make a difference as an UP-stander?
Ruby Bridges

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Her first day at school was so special that it was commemorated in a painting by Norman Rockwell.
Neighborhood & School (people you see daily)
Web of Support

Each web of support will need three octagons (one of each size). Print the octagons on different colored paper. Cut shapes out. Paste or glue octagons together – the small size in the center of medium size and the medium size in the center of the large. (See sample)

After the web of supports has been assembled have students write the names of the people that support them.

Small octagon: people at home
Medium octagon: people in their neighborhood and school
Large octagon: people in their community
# ABC READER’S OUTLINE

*Through My Eyes & Ruby Bridges*

*By Ruby Bridges*

<table>
<thead>
<tr>
<th>Topic</th>
<th>Details</th>
</tr>
</thead>
</table>
| **Goals** | 1. Promote discussion about the importance of tolerance and acceptance of differences.  
2. Learn how it feels to walk in someone else’s shoes.  
3. Practice techniques to promote a sense of belonging in our school communities by relying on personal power as UPstanders to include all students.  
4. Role model responsible ways to accept and tolerate differences in the real world and while online in the digital world. |
| **Preparing for Lesson** (45 minutes) | **Review lesson plan, collect materials needed, and read the book at least once.**  
Contact Teacher  
  - Welcome feedback from last lesson *When Sophie Gets Angry*  
  - Set time and date for next reading  
Prepare **Parent Letter**  
  - Make copies and sign parent letter for every child in classroom  
  - Create a short personal email to send to every parent and attach parent letter (Send this out as soon as the classroom lesson is over.) |
| **Conversation Starters** (5-10 minutes) | Have all students put on **nametags**  
Ask the students about **last month’s book. When Sophie Gets Angry**  
  - Review and practice techniques for becoming the director of your emotions:  
    1. Stop. Take 5. Take a few deep breaths. (Do this with students!)  
    2. Count to 10… SLOWLY.  
    3. Think and choose how to respond in a way that is safe for you and others.  
    4. Remove yourself from the situation.  
    5. Stay calm and in control.  
    6. **Get active!** Do something physical to use up your energy.  
    7. Talk about how you feel with a friend, or caring adult.  
  - Consider telling a **personal story** about how you used one of the above techniques or another technique to gain control over your anger recently.  
  - Ask students if anyone has a story about getting angry this month. |
**Special Note to ABC Reader:** How to deal with bias during discussions (What we permit, we promote!)- Some sensitive topics may come up during this lesson. Please look at full Ruby Bridges Lesson Plan/Study Guide on how to handle this.

**Conversation Starter (See full lesson plan for more options)**

1. Go into the classroom wearing a pair of shoes that obviously do not fit well.
2. Tell the students they are going to hear a true story and you would like for them to imagine they are walking in that person’s shoes.
3. Talk about what that expression means.
4. Have them close their eyes and imagine themselves to be 6 years old and starting a new school. How would that feel?
5. Show students a photo of Ruby on page 36 of Through My Eyes or the cover of Ruby Bridges Goes to School.
6. Introduce the class to Ruby Bridges.
   - Tell them that Ruby Bridges was an UPstander at the early age of six years old when this photo was taken.
   - She made history while the whole world watched on TV.
   - This photograph is almost 50 years old – and at that time, black children and white children did not attend school together.
   - Ruby was one of the first little girls to break that barrier.
   - With the help of her parents and a caring teacher, she stood up to be an UPstander and made a difference for all students to come.

<table>
<thead>
<tr>
<th>Introduction to Book and Reading (5-10 minutes)</th>
<th>Ruby Bridges Goes to School: (K-2nd Grade)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tell the students: Ruby Bridges wrote this book about her life – about a time in her young life when she had to have a lot of courage just to attend school every day.</td>
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</tr>
<tr>
<td>2. Read the story Through My Eyes by Ruby Bridges; Upper Grades</td>
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</tr>
<tr>
<td>This book is too long to read. From the full lesson plan (on the website) read the “script” (starting on page 5) along with the photo captions listed by page number.</td>
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**Discussion Questions (5-10 minutes depending on grade level)**

1. How did Ruby feel about her experience?
2. How would you feel if you were Ruby Bridges and had her first grade experience?
3. How was Ruby an UPstander
4. Who stood up for her? Who were her UPstanders?
5. Who were the caring adults in her life?
6. How did Ruby feel about her teacher, Mrs. Henry?
7. What words would you use to describe Ruby?
<table>
<thead>
<tr>
<th>Group Activity</th>
<th><strong>Web of Support</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Option 1:</strong> Recommended Grades: K-8 (10-15 minutes)</td>
<td><strong>Materials:</strong> balloon, ball of yarn,</td>
</tr>
<tr>
<td></td>
<td>• Draw 5 concentric circles (circle within a circle within a circle) on the board.</td>
</tr>
<tr>
<td></td>
<td>• Write Ruby’s name in the middle of the middle circle.</td>
</tr>
<tr>
<td></td>
<td>• Ask the students to name the people closest to Ruby who gave her support (mom, dad). Write their names in the innermost ring.</td>
</tr>
<tr>
<td></td>
<td>• Next ring (Mrs. Henry and students)</td>
</tr>
<tr>
<td><strong>Option 2:</strong> Recommended Grades: K-8 (10-20 minutes)</td>
<td><strong>The Bus</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Materials:</strong> color squares of construction paper in two non-skin colors – 1 per student (half of the group receives one color and the other half receives the other color).</td>
</tr>
<tr>
<td></td>
<td>• Explain to the class that they are going to take a trip on a bus and that the classroom is going to be the bus.</td>
</tr>
<tr>
<td></td>
<td>• Distribute a square to each child.</td>
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<tr>
<td></td>
<td>• Ask students to line up for the bus by calling out a color name to get on the bus first.</td>
</tr>
<tr>
<td></td>
<td>• Then ask the second color to go to the end of the line.</td>
</tr>
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<td></td>
<td>• Have the first color sit down in the front of the “bus” and the second color at the back.</td>
</tr>
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<td></td>
<td>• Explain to the students that seating privileges on the bus were decided entirely on the basis of their color square. When Ruby was a child, people in some parts of our country were not able to choose their seat on a bus or in a restaurant or what school to attend. They were treated unfairly, every day, because of their skin color.</td>
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<td></td>
<td>• If there is time, have the color groups switch and get on the bus in the opposite order.</td>
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<td></td>
<td>• After the role play, ask the following questions:</td>
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<tr>
<td></td>
<td>1. How did you feel having to line up last and sit in the back?</td>
</tr>
<tr>
<td></td>
<td>2. What if this was the rule, every day?</td>
</tr>
<tr>
<td></td>
<td>3. How did you feel having to sit in designated parts of the bus?</td>
</tr>
<tr>
<td></td>
<td>4. What if this was the rule, every day?</td>
</tr>
<tr>
<td></td>
<td>5. Being treated unfairly hurts. What could an UPstander say or do to make everybody on our bus feel like they belong?</td>
</tr>
<tr>
<td></td>
<td>6. As students give suggestions, have them re-seat themselves in pairs of UPstanders on “the bus”</td>
</tr>
</tbody>
</table>

**8. What effect does Ruby’s experience have on your life today?**

**More Discussion Questions for Upper Grades:**

9. What injustices do you see happening today in our school, community, or world?

10. What can one person do/say to make a difference as an UPstander?

11. How can you be an UPstander in your community?
Third ring (US Marshals, NAACP)
Fourth ring (US Supreme Court, Federal Court, Civil Rights Demonstrators)

Talk about how Ruby had a web of support helping her with this historic time in her life. Now they are going to make a web of support for their classroom/school.

- Ask the students to think about EITHER one thing they could say or do if they saw a person being treated unfairly OR think of one thing they will say or do to create a more caring school. (See website –ABC UPstander Tools for more ideas.)
- Have them all make one large circle by standing shoulder to shoulder.
- The first person holds on to the end of a ball of yarn and shares his/her commitment to action with the group. (I will say hello to people on my way to school.)
- Each person will have a chance to toss the ball of yarn and say how they would answer the question above.
- Have them hold one end of the yarn as they toss the ball of yarn so the yarn criss-crosses the room. This creates a web of support.
- After every student is holding on to part of the web, tell the students “Let’s see how well we can support each other.”
- Show them a balloon and name it Jane. Jane came to school today feeling rather deflated. Blow balloon up a little. But after she arrived, she started to feel welcome: like she belonged. She felt noticed and supported by all of the wonderful commitments you made as you build this web of support. Blow up balloon fully.
- Toss Jane into the web and try using the web to support Jane for 5 bounces.

**Ask students:** What happened? What did you discover about teamwork as you played this game? Success—or do you need to make your web stronger? How can the lessons learned today make your school be a place where all students feel like they belong?

**For Younger Students:**
As students toss the ball of yarn, have them talk about their web by naming people that they live with, people they see daily and people in their community.

**Three Minute Huddle (3 minutes)**

- Ask everyone to close their eyes for a minute and try to imagine walking in the shoes of Ruby Bridges on that first day of first grade when that angry white crowd was yelling at her. (Let them be quiet with that for a minute, or so).
- What did that feel like to you? (Large group share)
- What will you say or do when you know someone needs an UPstander? (Pair share)
Dear Parents/Guardians:

The ABC Program chose a powerful, true story this month to share with our children. *Through My Eyes* or *Ruby Bridges* both tell the story of Ruby Bridges, a six-year-old black girl who on November 14, 1960 walked through a mob of screaming segregationists escorted by Federal Marshals into her new school in New Orleans, Louisiana. Surrounded by racial turmoil, Ruby spent first grade learning to read and add with one supportive teacher.

For our children, racial tensions and struggles to achieve civil rights may sound like ancient history. However, research in today’s schools shows that over the course of a year, nearly one-fourth of students across grades report that they have been harassed or bullied on school property because of their race, ethnicity, gender, religion, or disability.

In order to promote a more caring school, we discussed what it feels like to be targeted by others because we are “different.” These discussions helped the children become aware of the hurtful effects of ridicule, scorn, name-calling, bullying, intolerance and other forms of disrespect. Students learned how it feels to *walk in someone else’s shoes* and to focus on performing *intentional acts of caring*.

Please take this opportunity to talk with your child about ways your family can incorporate these ideas into your caring home and neighborhood:

1. Be a bucket filler. (*Have you Filled a Bucket, Today?*)
2. You have the power to choose how to react. *Don’t take the bait!* (*Simon’s Hook*)
3. Be an UPstander. (*Say Something*)
4. *Say or Do Something.* (*Say Something*)
5. *It just takes one to make a difference.* (*One*)
6. Use positive self-talk. (*My Secret Bully*)
7. Use non-verbal communication to *stand tall.* (*Stand Tall Molly Lou Melon*)
8. Perform *intentional acts of caring* to help someone belong. (*Don’t Laugh At Me*)
9. *Stand Up* for your beliefs. (*The Empty Pot*)
10. Know the people in your *web of support* and ask them for help when you need it. (*Through My Eyes*)

The names of the ABC books from past lessons are in parenthesis. I encourage you to read these books again at home. By role modeling your personal acceptance of differences in others, and your commitment to sharing *intentional acts of caring*, you will help your child acquire the tools needed to grow up healthy and strong at home and at school.

Sincerely,

ABC Volunteer

Telephone/Email

**PS. Please sit down with your child and talk about “Who is in their Web of Support”. Together list the people who care and support your child.**
WEB OF SUPPORT

Name: ______________________________

Project Cornerstone, ABC Champion, Lesson 5, Ruby Bridges