

Basketball & *The Green Book*: Racialized Spaces in 1956 Indianapolis

Created by Lisa Laker

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for NEH *Racialized Spaces* Summer Teacher Institute 2023

Intended Audience/Participants: One semester, English elective 11th & 12th grade students in an Indiana Literature course

Lesson Goals:

- Students will be able to understand the social and historical context of Indiana in 1956 after reading excerpts about the Crispus Attucks Basketball Team that was instrumental in integrating the city of Indianapolis and the 1956 *Green Book* (Indianapolis locations).
- Students will be able to perform a jigsaw collaboration and research 1956 Indianapolis *Green Book* locations to find out information on then and now.
- Students will be able to synthesize their mentor texts and research to produce a gallery walk presentation with QR coded information, visuals, and a poetic tribute to honor that *Green Book* Indianapolis safe haven.

Indiana State Standards:

- 11-12.RN.2.3: Analyze a complex set of ideas or sequence of events and explain how specific, ideas, events, or individuals develop throughout the text.
- 11-12.RN.4.3 : Analyze and synthesize foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.
- 11-12.W.3.2: Write informative compositions on a variety of topics that – a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; b. Utilizing credible sources, develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic
- 11-12.SL.4.1: Using a range of informal and formal tasks, present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, address opposing perspectives, ensuring the organization, development, substance, and style are appropriate to purpose, audience.

Mentor Texts:

- a) excerpts from [Attucks! Oscar Robinson & the Basketball Team that Awakened a City](#) by Phillip Hoose (Indiana author & National Book Award Winner) and/or [Unbeatable: How Crispus Attucks High School Basketball Broke Racial Barriers and Jolted the World](#) by Phillip Hoose
- [1956 The Green Book](#)

Method & Approximate Timeline:

Day 1 (50 minute class period)

Step 1: Opening Hook/Prediction & Image Inferences: Give students a large 5 X 7 index card or a graphic organizer, and have them make three columns labeling them 1) Image #1, 2) Image #2, and 3) Film Clip. On the classroom overhead big screen, show students [this image](#) and then [this image](#). Students then infer and predict through three out of the five senses for what they see, hear, smell, taste, or touch in each image, filling in Column 1 & Column 2. Students then go to a corner of the room and do a quick share out with their small groups. While students are still standing in the four corners, have a rep from each group do a quick share out of what the group inferred from the images.

Step 2: View the [short film](#) about Crispus Attucks High School by the Indiana Pacers NBA Team. Then have students fill in their Column #3 (3 out of 5 of the senses, what they saw, heard, smelled, tasted, and touched).

Step 3: Students view the excerpts of the 1956 Indianapolis locations listed in the [Green Book](#).

Step 4: Students flip their 5 X 7 index card over and write a reflection of appearance vs. reality in 1956 Indianapolis. Students turn cards in before leaving for accountability grade.

Day 2: (50 minute class period)

Step 1: Begin class by sharing a handful of observations from yesterday's reflection cards. Hand back cards to students so they have it as a reference for future work.

Step 2: Jigsaw students into six groups. Give students another large 5 X 7 notecard to prepare for the Socratic Seminar the following day.

Step 3: Groups 1, 2, and 3 read excerpts from Phillip Hoose's National Book Awards ([Attucks! Oscar Robinson & the Basketball Team that Awakened a City](#)); Groups 3, 4, and 5 read [Unbeatable: How Crispus Attucks High School Basketball Broke Racial Barriers and Jolted the World](#) by Phillip Hoose. Give students time to silently read their selections.

Step 4: Students prepare on the notecard based on the mentor texts and film clip: a) 3 big idea questions from the reading (Can sports really unify a city? Are there places in Indianapolis today that are more safe than others? Is the American dream attainable); b) 2 notable key points of the readings; and c) 1 life lesson they can carry with them. This will get them ready to discuss and talk tomorrow.

Day 3 (50 minute class period)

Step 1: Students sit in a Fishbowl (chairs in inner and outer circles). For fun: Teacher hands out little cups of Goldfish crackers to the outer circle to munch on while they listen to inner circle discuss! Do this for the next group, too.

Step 2: Fishbowl Discussion/Socratic Seminar ensues based on the prepared notecard and the two different jigsaw groups (Groups 1, 2, and 3 read excerpts from Phillip Hoose's National Book Awards ([Attucks! Oscar Robinson & the Basketball Team that Awakened a City](#)); Groups 3, 4, and 5 read [Unbeatable: How Crispus Attucks High School Basketball Broke Racial Barriers and Jolted the World](#) by Phillip Hoose). A predictive grade is scored based on written notecard, insightful speaking role, and listening role. (Tip: Begin with students in the inner circle just going

around throwing out their best question on their notecard to everyone to generate discussion). Each inner and out round should be given 20 minutes; the last 10 minutes talk as a whole group).

Day 4: (90 minute block/reserve the school Media Center for printing and collaborative research needs)

Step 1: Students may work with a partner and sign up/choose one of the following locations in Indianapolis based on the 1956 Green Book locations to research *then* and *now*:

[1956 Green Book](#) Indianapolis Locations:

- Trade Winds Motel
- Ferguson Hotel
- YMCA 653 N. West St.
- [Senate Ave. YMCA](#)
- [Foster Hotel](#) + others
- Guest House
- Severin Hotel
- Hawaii Hotel
- Lasley's Restaurant
- Parkview Restaurant
- Log Cabin Restaurant
- Taylor's Restaurant
- Westmoreland Restaurant
- Blue Eagle Restaurant
- Courtesy Restaurant
- Perkins Restaurant

Step 2: Partners research and create the following for an upcoming gallery walk station: 1) a QR code that takes visitors to this location in 1956 and gives information about this safe haven then and what has happened to it now; 2) a printed visual of the location; 3) a creative 10-20 lined poem to honor this Indianapolis location that is printed.

Day 5: (50 minute class period)

Step 1: Students present their findings in 15-16 stations around the media center or LGI via a Gallery Walk (QR codes take visitors to the info).

Step 2: Out of the 15-16 stations, students must visit at least 7 stations and write Post-It Note comments on them about what they discovered.

Extension Activity:

- Write an Indiana Humanities Grant to develop this into a community service project that is featured in our school media center.
- Have students write letters to the Indiana Pacers for funding to develop this into a community service project.

