

Chapter **11**

How Can We Use a Geographic Lens to Analyze Primary Sources?

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Figure 1. 1750 Map of North America



Note. North America. (ca. 1750). [Map]. Library of Congress. www.loc.gov/item/73694929

What was the association between the spatial distribution of services in *The Negro Motorist Green Book*, racial segregation, and Black American migration patterns during the Great Migration?

C3 Disciplinary Focus Geography	C3 Inquiry Focus Evaluating primary sources and communicating conclusions	Content Topic Analyzing through a geographic lens
C3 Focus Indicators		
<p>D1: Explain how the relationship between supporting questions and compelling questions is mutually reinforcing. (D1.4.6–8)</p>		
<p>D2: Use paper based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics. (D2. Geo.3.6–8)</p>		
<p>D2: Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement. (D2.Geo.8.6–8)</p>		
<p>D3: Evaluate the credibility of a source by determining its relevance and intended use. (D3.2.6–8)</p>		
<p>D3: Develop claims and counterclaims while pointing out the strengths and limitations of both. (D3.4.6–8)</p>		
<p>D4: Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts. (D4.8.6–8)</p>		
Suggested Grade Levels 6–8 (This could be adapted for grades 9–12)	Time Required Variable	

When people think about geography and geographic thinking, analyzing maps is often a focus (Swanson & Herman, 2017). [Figure 1](#) provides an example of a map that could be analyzed for perspectives on North America in the mid-18th century. While maps are an important aspect, geography is much more than maps. Focusing on the topic of racial segregation, which is oftentimes associated with historical thinking, this chapter provides methods for using geographic analysis through a variety of sources.

The protests for Black Lives Matter are historical events which have highlighted aspects of systemic racism within the United States. Scholars have recognized urban segregation as a part of a broader, racialized continuum of control (Hawthorne, 2019). Segregation is a topic often associated with history. When students are provided with the tools to formulate the proper questions, geographic analysis can be juxtaposed with history to provide a richer understanding. When it comes to questions of race, the academic scholarship should

[require], at least, that it be undergirded by theories of race and a normative commitment to antiracism, that it be deeply social-historical and focused upon specific places in all their gritty ugliness, that it be based upon empirical evidence such as records, documents, and interviews, and it would have to have a theory of power and its exercise. (Mitchell, 2003; Shein, 2009, p. 819)

This supports the benefits of using primary sources in students' exploration of geographic topics and should be connected to a commitment to changing the system (i.e., taking informed action). This chapter addresses the importance of geography education in the curriculum. This chapter demonstrates how geography can be juxtaposed with the C3 Framework for the preparation of social studies educators in teacher education programs about racial segregation, and this chapter also provides classroom examples that include analyzing primary sources through a geographic lens.

By providing the means for a spatial analysis, geography can be used to provide a deeper understanding of the historical consequences of discriminatory policies. Primary sources can be used in this analysis process by exploring sources through a geographic lens, allowing students to understand a topic using spatial features and relationships. For example, one way to bring in geographic questions while analyzing a primary source would be to have students begin by asking spatial questions, which look at the locations of items, the conditions at differing places, and the connections between locales. The students might do this by looking at the photograph in [Figure 2](#) and reflecting on transportation impacts through the following questions:

1. What do the words on the taxi cabs say?
2. What do the words imply about potential travel for White Americans?
3. What do the words imply about potential travel for Black Americans?

Students could combine this photograph and series of questions with maps that highlight neighborhoods and businesses that are racially segregated, which students could use to identify correlations. Further, this example demonstrates how geographic thinking can intersect with history to provide a deeper understanding of systemic racism. Unfortunately, according to the firm Market Data Retrieval, less than 8% of social studies teachers identified teaching geography as part of the curriculum (Kerski, 2011).

Figure 2. *White Only Cabs*



Note. Leffler, W. K. (1962). [Taxi cabs with sign “White only, Beck’s cabs” on side, Albany, Georgia] [Photograph]. Library of Congress. www.loc.gov/item/2012649184/

Rationale for Classroom Practice

The necessity of being geographically literate is more essential now than ever. Merryfield (2000) suggests that globalization, or the ever-increasing interaction between peoples around the world, has permanently altered the knowledge and skills young people need for job opportunities, effective communication, and stewardship. Kennedy (2007) argues that the scale of current economic, technological, political, and cultural transformations is unprecedented, generating webs of interconnectivity across societies. Therefore, as people become more interconnected, students need to gain familiarity with the world around them. Unfortunately, while all U.S. states have K–12 geography standards (Edelson et al., 2013), these standards have not translated into a geographically literate populace. In the most recent survey completed by the National Assessment of Educational Progress (NAEP, 2010), the nation’s sole ongoing, representative sample survey of student achievement in core subject areas, only 20% of twelfth graders scored at or above the geography proficient achievement level. Edelson, Shavelson, and Wertheim (2012) concluded that more than 70% of high school graduates have not gained the geographic reasoning skills necessary to be effective citizens. Further, students have difficulty identifying locations of current events and the scale and importance of these events, further eroding students’ ability to make spatial, historical, and civic connections that

will better prepare them to understand and empathize with people around the world (Milson & Kerski, 2012).

Many scholars argue that geography educators should spend more time focusing on critical aspects of geography, such as spatial arrangement of phenomena (i.e., where things are, why they occur there, and the interconnecting results), by preparing students to make informed civic decisions, and spend less time on the phenomena themselves (Shin & Bednarz, 2018). Unfortunately, U.S. geography education instruction has not been following suit, focusing primarily on rote knowledge, rather than critical thinking (Wertheim & Edelson, 2013). When geography focuses on spatial patterns and processes, it provides a unique lens for viewing the world's cultures, systems, and issues (Kenreich, 2010). In geography, through sense of place—the emotive bonds and attachments people develop or experience in particular locations—these spatial patterns can be thought of in a myriad of ways. Many of these ways of thinking about place are attempts to rethink what constitutes power (Thrift, 2003).

Defining Geography Education

To counter the lack of geographic literacy and reasoning skills needed to be successful in the 21st century and to provide a clear vision for what geography education should entail, four prominent geography organizations—the National Geographic Society, the Association of American Geographers, the American Geographical Society, and the National Council for Geographic Education—partnered to develop landmark reports that provide strategies for establishing meaningful improvements and guidelines in geography education (Edelson et al., 2013). This partnership, called the Geography Education Research Committee, advocates for incorporating well-developed big ideas and geographic practices into social studies instruction to develop geographic literacy. The committee identified the following three geographic areas: (1) formulating geographic questions; (2) acquiring, organizing, and analyzing geographic information; and (3) explaining and communicating geographic patterns and processes (Schell et al., 2013). Each area represents an aspect of problem-solving and encompasses specific practices that can achieve reasoning goals (see [Table 1](#) for specific practices).

Table 1. Geographic Areas and Practices

Area	Practices
Formulating Geographic Questions	Identify problems or questions that can be addressed using geographic principles, models, and data; express problems and questions in geographic terms.
Acquiring, Organizing, and Analyzing Geographic Information	<ol style="list-style-type: none">a. Identify geographic data that can help to answer a question or solve a problem.b. Collect data (including observations and measurements) about geographic phenomena, and/or gather existing data to help answer a question or solve a problem.c. Organize data and create representations of data to help solve a problem or answer a question.d. Identify data analysis strategies that can be used to help solve a problem or answer a question.e. Find and describe spatial and temporal patterns in data, or find data that matches a pattern, to help solve a problem or answer a question.f. Construct an explanation or prediction for phenomena by comparing data to a model or theory.
Explaining and Communicating Geographic Patterns and Processes	<ol style="list-style-type: none">a. Construct an answer to a question or a solution to a problem using geographic principles, models, and data.b. Evaluate one or more answers to a question or solutions to a problem using geographic principles, models, and data.c. Inform or persuade an audience using geographic principles, models, and data.

Note. The table, which is adapted from Schell et al. (2013), depicts recommended geographic areas and geographic practices in social studies instruction to develop geographic literacy.

Geography Practices, C3 Framework, and Teacher Preparation

The practices articulated by the geography partnership fit into the inquiry learning outlined in the C3 Framework and the types of skills necessary to analyze primary sources through a geographic lens. In order to analyze and synthesize these sources of information, it is important to establish a common vocabulary between and among them (Riska, 2013). This can be accomplished with the geographic areas and C3 Framework Dimensions 1, 3, and 4 (see Table 2).

Table 2. C3 Framework Dimensions and Corresponding Geographic Areas

C3 Dimensions	Geographic Areas
Dimension 1: Developing Questions and Planning Inquiries	Formulating Geographic Questions
Dimension 3: Evaluating Sources and Using Evidence	Acquiring, Organizing, and Analyzing Geographic Information
Dimension 4: Communicating Conclusions and Taking Informed Action	Explaining and Communicating Geographic Patterns and Processes

By understanding the common vocabulary between these two sources, we can isolate the processes most important to geography education, thus ensuring that students are both developing the skills to become geographically literate while also gaining the C3 Framework skills that will put them in the position for successful college and career readiness and civic engagement. Formulating geographic questions can include questions about space, attributes, time, multiple geographic entities, attribute relationships, and temporal relationships (see the examples in [Table 3](#) for each category). Each of these question types deals with where things are, how things relate to other things, and how things change or persist relative to these locations.

Additionally, the following four key categories from the C3 Framework's Dimension 2 are represented in these geographic questions:

1. Geographic Representations: Spatial Views of the World
2. Human-Environment Interaction: Place, Regions, and Culture
3. Human Population: Spatial Patterns and Movements
4. Global Interconnections: Changing Spatial Patterns

Within each of these categories are specific geographic indicators and skills that students should develop by the time they graduate (National Council for the Social Studies [NCSS], 2013).

Table 3. Geographic Question Types and Examples

Geographic Question Type	Examples
Questions about space	Where is Suriname located? What is the size of Suriname?
Questions about attributes	What are the physical and human characteristics of Suriname? What is the extent of the roadway system in Suriname? How does Suriname’s rainforest impact the country’s transportation system?
Questions about time	How have the physical and human characteristics of Suriname changed over time? When was the current Suriname human population data measured?
Questions concerning multiple geographic entities	How are the physical and human characteristics of Suriname connected? What is the correlation among waterways, rainforest, population density, and transportation systems?
Questions about attribute relationships	How has the rainforest changed in areas where Ma-rooms live versus areas where Indigenous peoples live? How has the savannah changed in areas where Ma-rooms live versus areas where Indigenous people live?
Questions about temporal relationships	How has life in rainforest villages changed since having tourism and/or Peace Corps volunteers?

Connections to the C3 Inquiry Arc

Observing, Reflecting, and Questioning Through a Geographic Lens

Analyzing primary sources is a skill that is often associated with the study of history, but it can also be used to engage students in geography. The Teaching with Primary Sources Program at the Library of Congress offers a pedagogical method for using primary sources through a process of observation, reflection, and questioning. Using this as a framework, in 2014, a collaboration of geography educators—the Geographic Alliances of Arizona, Colorado, Nevada, and Oregon—developed teaching guides to help students analyze primary sources through a geographic lens. The geographic lens incorporates three enduring understandings, which teachers should emphasize during inquiry learning:

1. Geographic representations, analyses, and technologies support problem solving and decision making by enabling students to interpret the past, understand the present, and plan for the future.

2. Human cultures and identities are deeply connected to the physical and human features that define places and regions.
3. Spatial patterns on Earth are ever changing, and human actions contribute to the changes as people constantly modify and adapt to the realities of their cultural and physical environments. (Jennings & Ekiss, 2016, p. 304)

This four-state geography alliance collaboration developed guides for teaching with a variety of media types more commonly associated with historical analysis. The guides, which include example geographic questions to ask when using the various sources, can be accessed free online (<https://geoalliance.asu.edu/geolens>). The example lesson provided in this chapter will highlight geography questions for each of these media source types.

Additionally, social studies has long been criticized for its failure to provide students with engaged action opportunities (Levinson, 2014). Swan et al. (2019) point out that the Inquiry Design Model, through incorporating the C3 Framework, counters this failure by integrating informed action in three stages. In the initial stage, the *understand* stage, students demonstrate reflection about an inquiry topic in new contexts. Next, during the *assess* stage, students contemplate differing perspectives while beginning to articulate possible actions. In the *act* stage, students choose how they will share their informed work. The sequence used in analyzing primary sources fits into these three geographic enduring understandings and can provide the building blocks for students' informed action.

Activity: The *Green Book's* Correlation to Migration Patterns

While maps seem to be the most obvious manner for incorporating a geographical perspective into primary source analysis, geographic reasoning (spatial relationships) can also be combined with historical thinking (temporal relationships) when analyzing primary sources in order to provide greater texture to an assignment. For example, historical thinking involves sourcing, contextualizing, close reading, using background knowledge, reading the silences, and corroborating the sources (Wineburg, 2010). "Geographic reasoning requires using spatial and environmental perspectives, skills in asking and answering questions, and being able to apply geographic representations including maps, imagery, and geospatial technologies" (NCSS, 2013, p. 40).

In the next section, readers are presented with an example of how the [Teaching with Primary Sources Observe, Reflect, and Question structure](#) can be applied in a lesson in order to explore five types of media—maps, documents, images, audio-visuals, and political cartoons—through a geographic lens while also demonstrating how historical thinking can be combined with geographic reasoning in order to gain a more critical understanding of events. The example lesson uses student inquiry with materials that can be accessed digitally through the Library of Congress.

Table 4

Inquiry Design Model (IDM) Blueprint™		
Compelling Question	What was the association between the spatial distribution of services in <i>The Negro Motorist Green Book</i> , racial segregation, and Black American migration patterns during the Great Migration?	
Standards and Practices	D1.4.6–8, D2.Geo.3.6–8, D2.Geo.8.6–8, D3.2.6–8, D3.4.6–8, D4.8.6–8	
Supporting Question 1	Supporting Question 2	Supporting Question 3
What human and environmental associations can be made between the types of racial segregation and discrimination occurring in the images?	What are the density patterns of safe places for Black American travelers along the driving route that Ruth and her family took?	How did the population density of where Black Americans live change?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Students will do a gallery walk of Library of Congress images and political cartoons and analyze the images through a geographic lens using the Library of Congress’ Observe, Reflect, and Question structure.	Students will read a picture book and analyze a document through a geographic lens using the Library of Congress’ Observe, Reflect, and Question structure.	Students will analyze maps using the Library of Congress’ Observe, Reflect, and Question structure.
Featured Sources	Featured Sources	Featured Sources
<p>Source A: <i>Tourist cabins for Negroes. Highway sign. South Carolina</i> (Figure 3)</p> <p>Source B: <i>Secondhand clothing stores and pawn shops on Beale Street, Memphis, Tennessee</i> (Figure 4)</p> <p>Source C: <i>Drinking fountain on the county courthouse lawn, Halifax, North Carolina</i> (Figure 5)</p> <p>Source D: <i>A rest stop for Greyhound bus passengers with separate accommodations based on race</i> (Figure 6)</p> <p>Source E: Taxi cabs with sign “White only, Becks cabs” on side, Albany, Georgia (Figure 2)</p> <p>Source F: <i>Sign on Restaurant, Lancaster, Ohio</i> (Figure 7)</p> <p>Source G: Political cartoon by Herbert Block (1962), “<i>I’m Eight. I Was Born on the Day of the Supreme Court Decision</i>” www.loc.gov/item/2003652660/</p>	<p>Source A: <i>Ruth and the Green Book</i></p> <p>Source B: Book Questions for Discussion (Appendix A)</p> <p>Source C: Green Book pages (Appendices B–I)</p>	<p>Source A: 1890 map (Figure 11)</p> <p>Source B: 1950 map (Figure 12)</p>

Summative Performance Task	Argument	Students construct a visual representation (i.e., poster, slideshow presentation, or video) that cites information gathered through analyzing the sources in this lesson.
	Argument	Watch and listen to the video, Bill Russell: Violations of Civil Rights & Discrimination , and analyze using the audio-visual geographic analysis tool.
Taking Informed Action	<p>Action: Raise awareness on local spatial racial segregation issues.</p> <p>Be Informed: Create a pamphlet or flyer.</p> <p>Be Engaged: Attend a neighborhood or city commission meeting on racial segregation or gentrification issues.</p> <p>Be a Leader: Create a social media (e.g., Facebook) page about this issue in the local community.</p> <p>Be the Change: Speak at a community meeting about this issue at the local level.</p>	

Note. This table provides an example inquiry geography lesson using primary sources.

Lesson Narrative

This section outlines the details of a geography lesson showcasing the C3 Framework steps (NCSS, 2013) through the Inquiry Design Model (see [Table 4](#)). The lesson ends with examples of taking informed action for students. The examples follow four category ranges of taking informed action, from smaller to grander, as outlined by Muetterties and Swan (2019): be informed, be engaged, be a leader, be the change.

Dimension 1

Dimension 1 includes question development and inquiry planning (NCSS, 2013). In the C3 Framework, these questions take the form of *compelling questions* and *supporting questions*. In this chapter, we focus on compelling and supporting questions that are addressed using geographic principles, models, and data. In the sample lesson (see [Table 4](#)), the compelling question is “What was the association between the spatial distribution of services in *The Negro Motorist Green Book*, racial segregation, and Black American migration patterns during the Great Migration?” As hopefully is clear from this question, a compelling question cannot be answered without investigating supporting questions that enable students to build a foundation of knowledge and skills to develop a more complex understanding. Ultimately, students need to understand that the relationship between supporting questions and compelling questions is mutually reinforcing, which is a key C3 Framework indicator (NCSS, 2013). In other words, the compelling question drives the inquiry and triggers the types of supporting questions that the students investigate. The supporting questions then build on each other to produce answers to the compelling questions. In this lesson (see [Table 4](#)), some questions about key ideas in geography have been identified that utilize an array of primary

sources. While exploring the next two sections, the reader should continuously reflect on how the supporting questions are building on each other in order to help answer the compelling question.

Dimension 2

It is critical to ground students in understanding how to source, analyze, and contextualize items as they answer the compelling and supporting questions from the disciplinary lens they are using. The geographic representations indicator of the C3 Framework asks students to take a spatial view of the world. In this example lesson (see [Table 4](#)), students are asked to “use paper based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics” (D2.Geo.3.6–8) (NCSS, 2013, p. 41) and “analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement” (D2.Geo.8.6–8) (p. 43). Students work on these C3 Framework indicators by analyzing a variety of sources. This lesson example includes a gallery of texts, including maps, photographs, written texts, and audio-visuais, along with analysis prompts that use a geographic lens in order to help answer the supporting questions.

The following supporting questions will help guide the exploration of the C3 Framework indicators and answer the compelling question of this sample lesson:

- What human and environmental associations can be made between the types of segregation and discrimination occurring in the images?
- What are the density patterns of safe places for Black American travelers along the driving route that Ruth and her family took?
- How did the population density of where Black Americans live change?

For the initial supporting question above, students will do a gallery walk of Library of Congress images (see [Figures 2–7](#)) and a political cartoon and use the image analysis and political cartoon analysis tools (see [Figures 8 and 9](#)) to aid the investigation.

For the second supporting question, the teacher and students next read *Ruth and the Green Book* (Ramsey, 2010), a picture book that is set in the 1950s. The story follows a young Black American girl named Ruth who is taking a trip with her parents from their home in Chicago to her grandmother’s house in Alabama. The book details the discrimination they encounter as they journey south and the ways that *The Negro Motorist Green Book* (Green, 1946), which students learn about in the story, allows them to safely navigate their journey from Chicago to Alabama. During a time of segregation, *The Negro Motorist Green Book* provided directory information for such consumer necessities as eateries, lodging, and gas stations in each state and neighboring countries that would open their doors and provide a safe place for the Black American traveler. As the teacher reads through *Ruth and the Green Book* with students, they should discuss the questions in [Appendix A](#). While questions are at comprehension level, their purpose is to highlight the events of Ruth’s family’s experience and provide background information that enables students to connect Ruth’s family’s travel experiences to the

photographs that students observed during the gallery walk activity. After reading *Ruth and the Green Book*, direct students to look at pages from *The Negro Motorist Green Book* (see [Appendices B-I](#)).

For the final supporting question, students analyze the maps in [Figures 11](#) and [12](#). In the next section, we look at multiple ways these sources can be analyzed through a geographic lens.

Dimension 3

Analyzing different sources can provide students multiple perspectives. Looking at a multitude of sources about the spatial distribution of racial segregation and Black American migration patterns from a geographic lens emphasizes that point. Additionally, this section describes how students gain an understanding of how to “evaluate the credibility of a source by determining its relevance and intended use” (D3.2.6–8) (NCSS, 2013, p. 54).

Supporting Question 1

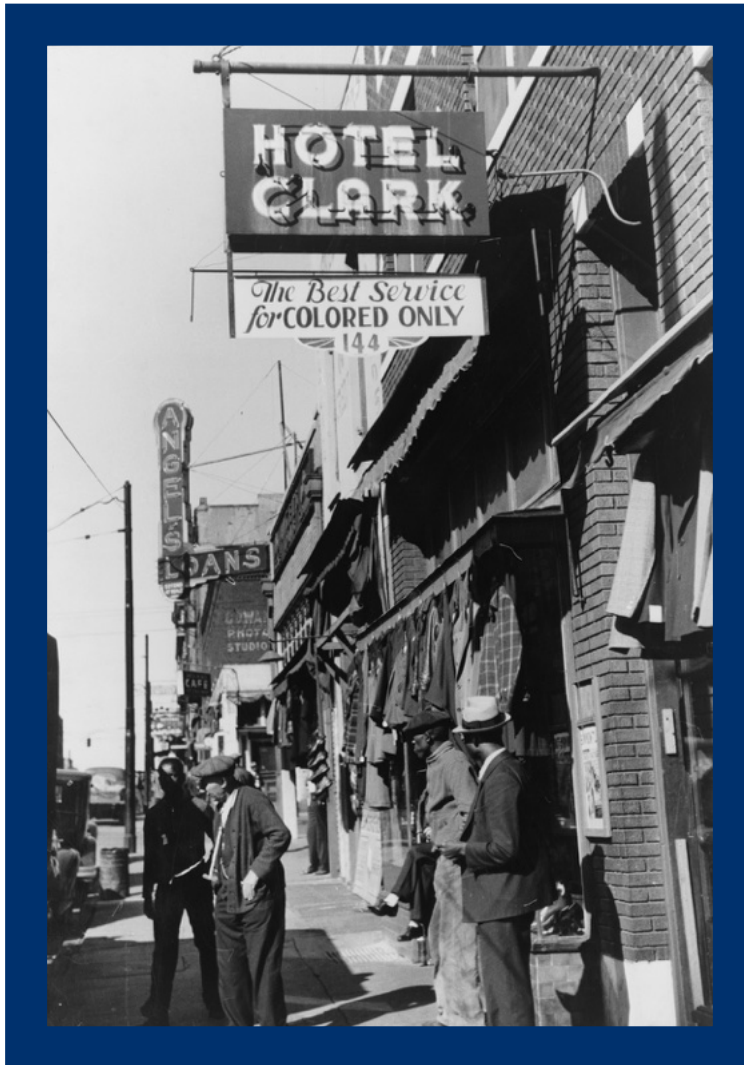
Initially, students will be placed in groups of two or three and use the image analysis and political cartoon analysis tools (see [Figures 8 and 9](#)) to do a gallery walk of digital images from the Library of Congress (see [Figures 2–7](#)) in order to answer the initial supporting question, “What human and environmental associations can be made between the types of racial segregation and discrimination occurring in the images?” Each group will start with one of the seven images and will be provided two minutes per image to discuss selected questions in [Figure 8](#) and [Figure 9](#) and to take notes on their collective answers. After students rotate through each of the images, the teacher should facilitate a whole class discussion on student answers to the image questions. Afterwards, students will use the notes they have taken on the gallery walk group and whole class discussion to write an answer to the initial supporting question.

Figure 3. *Tourist Cabins for Negroes, Highway Sign, South Carolina*



Note. Wolcott, M. P. (1939). *Tourist cabins for Negroes. Highway sign. South Carolina* [Photograph]. Library of Congress. www.loc.gov/pictures/item/2017801170/

Figure 4. *Secondhand Clothing Stores and Pawn Shops on Beale Street, Memphis, Tennessee*



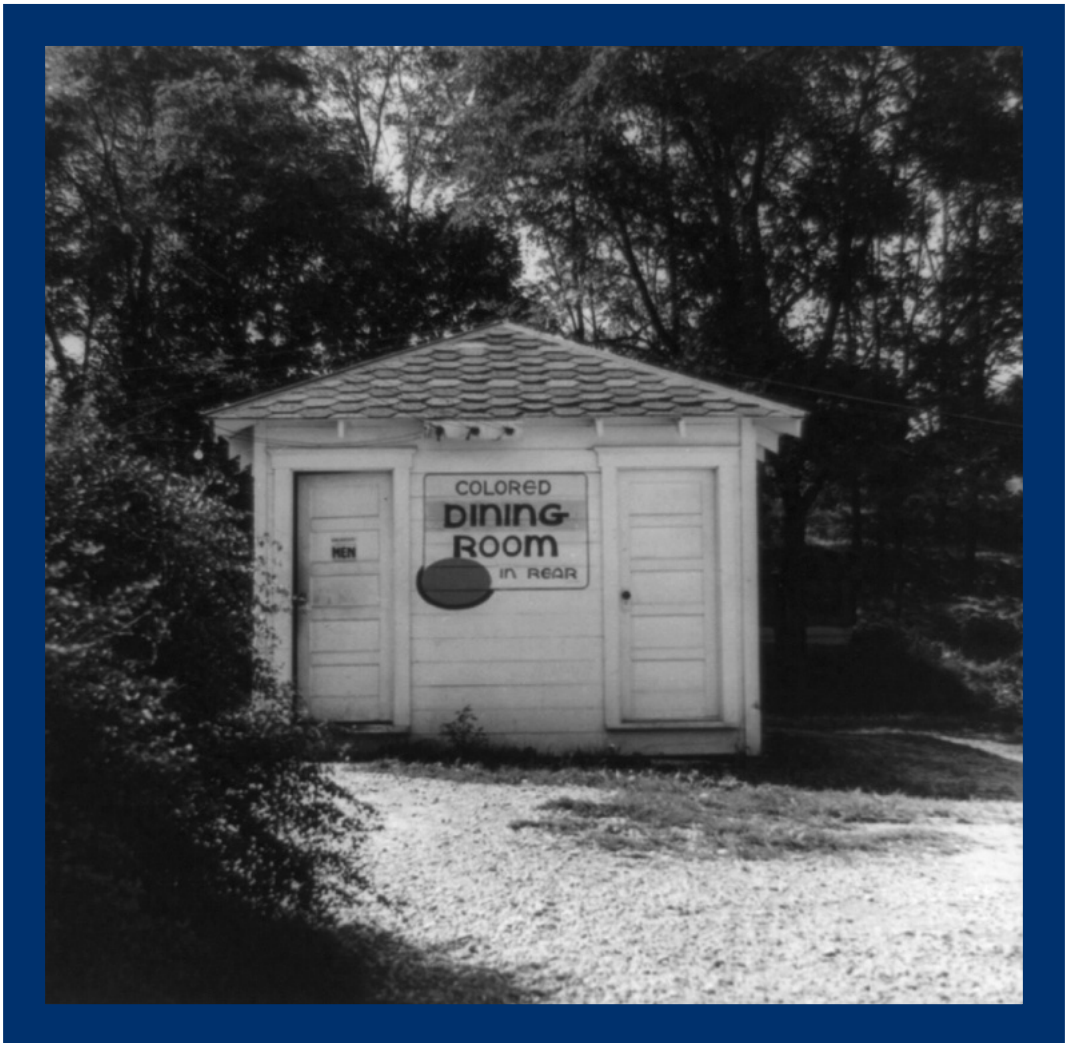
Note. Wolcott, M. P. (1939). *Secondhand clothing stores and pawn shops on Beale Street, Memphis, Tennessee* [Photograph]. Library of Congress. www.loc.gov/pictures/item/201775097/

Figure 5. *Drinking Fountain on the County Courthouse Lawn, Halifax, North Carolina*



Note. Vachon, J. (1938). *Drinking fountain on the county courthouse lawn, Halifax, North Carolina* [Photograph]. Library of Congress. www.loc.gov/pictures/item/2017717044/

Figure 6. *A Rest Stop for Greyhound Bus Passengers on the Way from Louisville, Kentucky, to Nashville, Tennessee, With Separate Accommodations for Colored Passengers*



Note. Bublely, E. (1943). *A rest stop for Greyhound bus passengers on the way from Louisville, Kentucky, to Nashville, Tennessee, with separate accommodations for colored passengers* [Photograph]. Library of Congress. www.loc.gov/pictures/item/2017862090/

Figure 7. Sign on Restaurant, Lancaster, Ohio



Note. Shahn, B. (1938). *Sign on restaurant, Lancaster, Ohio* [Photograph]. Library of Congress. www.loc.gov/pictures/item/2017731352/

Figure 8. Image Analysis Tool

Observe	Reflect	Question
<p>What words are in the image?</p> <p>Describe the buildings in the image.</p> <p>Describe the landscape and physical features in the image.</p>	<p>What can you infer about the location of this place?</p> <p>What can you infer about racism in this place?</p> <p>What is the most likely purpose (audience) for this image?</p> <p>What inferences or connections can you make about geography and racial segregation from the image?</p> <p>How do the clothing, buildings, transportation and/or landscape reflect the economic, political, or societal conditions for the time when the image was created?</p> <p>How are the racial patterns similar or different across the different geographic areas?</p>	<p>What do you wonder about this image?</p> <p>What question would you ask the author of this image that is unanswered?</p>

Figure 9. Political Cartoon Analysis Tool

Observe	Reflect	Question
<p>Where was the cartoon published?</p> <p>Describe any references to a location or place.</p> <p>List any numbers or dates you see in the cartoon.</p> <p>List the geographic features you see. Are they in the foreground or background?</p> <p>Describe the people, transportation, buildings, and objects in the cartoon.</p> <p>What geographic event, issue, or problem does this cartoon illustrate?</p> <p>What objects shown in the cartoon have symbolic meaning?</p>	<p>Describe what is happening in the cartoon.</p> <p>Is there a cultural, geographic, or political bias shown in the cartoon?</p> <p>What geographic themes are represented in this cartoon?</p> <p>How do the clothing, buildings, transportation and/or landscape reflect the economic, political, or societal conditions for the time when the cartoon was made?</p> <p>What inferences or connections can you make about geography and racial segregation from the political cartoon?</p> <p>How are the spatial implications of the symbolic imagery?</p> <p>How does this cartoon connect to other documents or pictures?</p>	<p>What geographic questions would you like to ask the creator of this cartoon?</p>

Supporting Question 2

Next, the teacher and students read the picture book, *Ruth and the Green Book*. After the reading, students look at pages from *The Negro Motorist Green Book* (see [Appendices B-1](#)) while being guided by the supporting question, “What are the density patterns of safe places for Black American travelers along the driving route Ruth and her family took?” In order to do this, students identify locations in the document on a blank United States map and use questions in the document analysis tool (see [Figure 10](#)) to guide and defend their written answers to the supporting question.

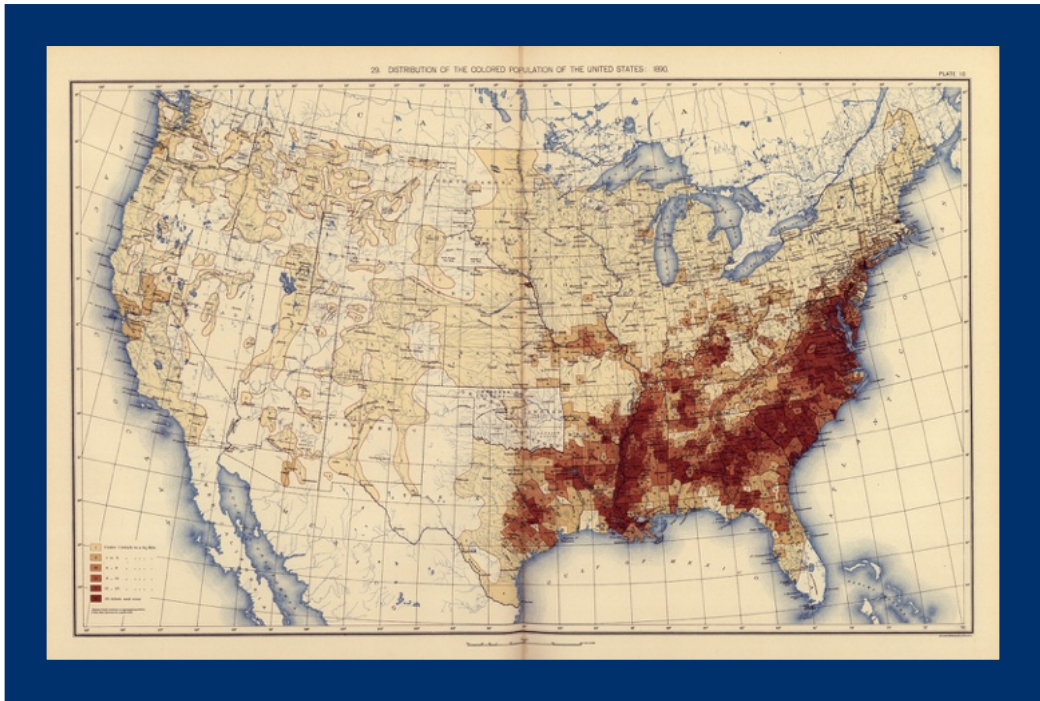
Figure 10. Document Analysis Tool

Observe	Reflect	Question
What states are referenced in this document?	What is the purpose of this document?	What do you wonder about for this document?
Where do you see safe places to travel in the states that Ruth and her family traveled through?	What is the significance of the locations mentioned in the document? What is the intended audience of this document? What inferences or connections can you make about geography and racial segregation from the document? How are the racial segregation patterns similar or different across different geographic areas?	What question would you ask the author of this document that is unanswered?

Supporting Question 3

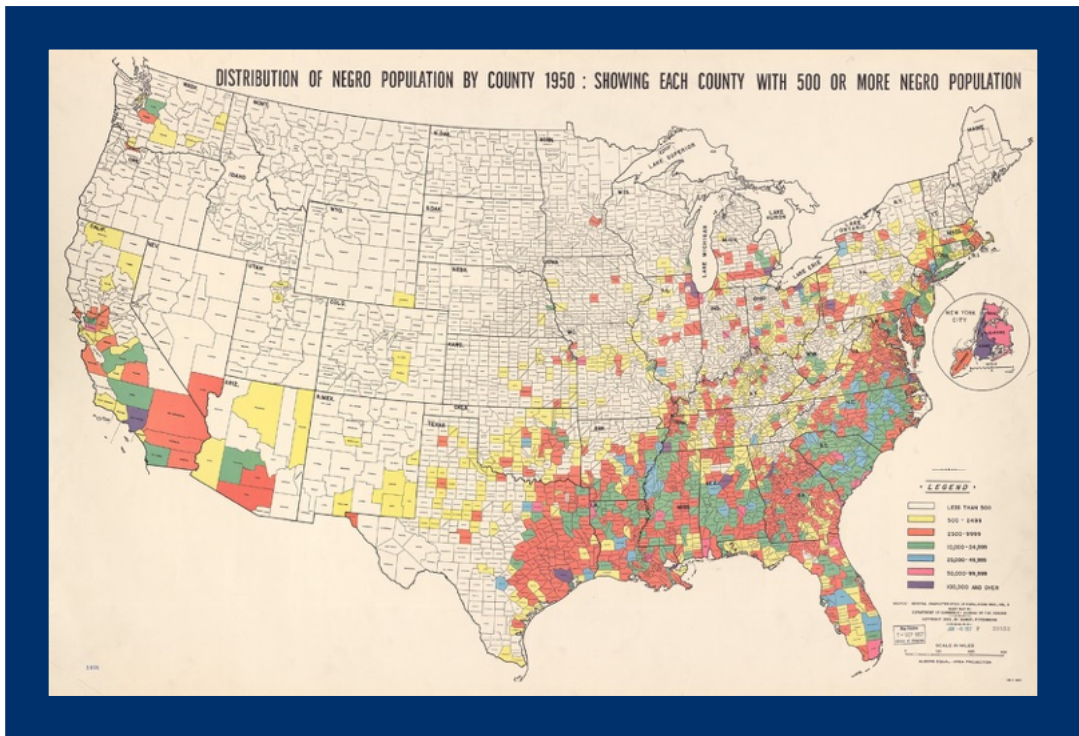
Next, students will analyze maps (see [Figures 11](#) and [12](#)) that display Great Migration patterns in order to answer the supporting question, “How did the population density of where Black Americans live change?” To answer this question, students will begin by collecting additional background information through using the map analysis tool (see [Figure 13](#)). After analyzing the maps and discussing them as a class, students will use this information to provide an answer to the third supporting question by creating a bar graph that displays the changing population density between Northern and Southern states over the time shown in the maps.

Figure 11. *Distribution of the Colored Population of the United States: 1890*



Note. Gannett, H. (1898). *Distribution of the colored population of the United States: 1890* [Map]. In H. Gannett, *Statistical atlas of the United States, based upon the results of the eleventh census* (plate 10). Library of Congress. www.loc.gov/resource/g3701gm.gct00010/?sp=26

Figure 12. Distribution of Negro Population by County 1950



Note. Fitzsimmons, S. (1956). *Distribution of Negro population by county 1950: Showing each county with 500 or more Negro population* [Map]. Library of Congress. www.loc.gov/item/2013593062/

Figure 13. Map Analysis Tool

Observe	Reflect	Question
What is the title of this map?	Describe the spatial patterns illustrated on this map (movement, connections, ecosystems, etc.).	About what does this map leave you curious?
What is the date of this map?		
When was this map published?		
Who is the author or cartographer of this map?		
Who produced this map?		
What kinds of symbols are on this map?		
What is the purpose of this map?		
	What is the cartographer's bias or point of view of this map?	

Dimension 4

Summative Performance Task

At this point in the inquiry, students have examined the geographic and historical particulars of racial segregation and discrimination taking place during the era in which *The Negro Motorist Green Book* was in publication. To answer the compelling question—“What was the association between the spatial distribution of services in *The Negro Motorist Green Book*, racial segregation, and Black American migration patterns during the Great Migration?”—students construct a visual representation (i.e. poster, slideshow presentation, or video) that cites information gathered through analyzing the sources in this lesson in order to demonstrate their understandings and abilities to use evidence from multiple sources while supporting their claims.

In order to extend the student arguments and hear from a voice who experienced this spatial correlation (i.e., conditions at differing places and connections between locales) specific to discriminatory actions imposed on Black Americans, students can watch and listen to the video, [Bill Russell: Violations of Civil Rights & Discrimination](#) (The National Visionary Leadership Project, 2010) then analyze the video clip by using the audio-visual analysis tool (see Figure 14). In the video, Bill Russell, a former professional basketball player in the 1950s and 1960s, discusses discrimination that he and his teammates experienced in Lexington, Kentucky. He contrasts this discriminatory experience with experiences elsewhere and shares the type of action that he and his fellow Black American teammates decided to take for their scheduled basketball game.

Figure 14. Audio-Visual Analysis Tool

Observation	Reflection	Questions
Who is featured in the audio-video? What are their roles?	Describe the spatial patterns illustrated in this audio-video (movement, connections, ecosystems, other geographic themes). What features in the audio-video determine place, region, and/or theme?	What other questions do you have about the geography described in the audio-video?
What aspects of physical geography are referenced?		What questions do you have for other Black Americans living during this time?
What aspects of human geography (such as people, architecture, transportation systems) are referenced?	How does the interviewee describe the changing dynamics pertaining to racism as geography changed?	
	How does this audio-video represent and/or illustrate geographic themes?	

Taking Informed Action

Students have opportunities for making deliberative decisions and taking informed action in a variety of ways (D4.8.6–8), depending on the depth, time, and resources to undertake various endeavors inside or outside the classroom. Students could make an argument and provide evidence while raising awareness on local spatial racial segregation through various methods. Examples might include researching the root causes of segregation and gentrification in their community and interviewing people experiencing it, using racial segregation and inequality maps and resources (see [Appendix J](#)). They can also inform others (i.e., family and friends) by creating a flyer that maps out spatial racial segregation in their community. They might attend a neighborhood meeting or city commission meeting and join the discussion on issues such as local racial segregation and gentrification. Students could become leaders by creating a social media page or a youth-led community organization about these issues in the local community. Finally, they can be change agents, not only by attending neighborhood or city commission meetings but also by speaking about what they have learned through their research about the issue while at the meetings.

Conclusion

Juxtaposing geographic thinking with a historic lens provides students a more critical understanding of events. When using inquiry to analyze primary sources through a geographic lens, it is important for teachers and students to use geographic questions that will lead to answers that explain and communicate geographic patterns and processes. The lesson in this chapter models five sources and analysis questions that can be used through the Teaching with Primary Sources analysis tool. For further background information and resources on *The Negro Motorist Green Book* and racial segregation, see the teacher resources in Appendix J.

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Appendix A

Questions for Discussion: *Ruth and the Green Book*

1. Where does Ruth's family live?
2. What is the route and final destination of Ruth's family trip?
3. What are they not allowed to do at the first gas station?
4. What do they do the first night?
5. Where did they eat the next day? Why?
6. Where did they stay their first night in Tennessee?
7. While Daddy and Eddy were talking at night, what was their topic of conversation?
8. When they leave, what does Eddy warn them about?
9. What document makes Ruth and her family's travels safer?
10. What types of places did Ruth's family look for in the document that made traveling safer?

Appendix B

The Negro Motorist Green Book, 1946 (Image 31)

PLEASE MENTION "THE GREEN BOOK"

<p style="text-align: center;">ALABAMA</p> <p style="text-align: center;">ANNISTON</p> <p>HOTELS St. Thomas—127 W. 10th St.</p> <p style="text-align: center;">ANDALUSIA</p> <p>TOURIST HOMES Mrs. Ed. Andrews—69 Cotton St.</p> <p style="text-align: center;">BIRMINGHAM</p> <p>HOTELS Dunbar—323 N. 17th St. Fraternal—1619 N. 4th St. Palm Leaf—328½ N. 18th St. Rush—316 N. 18th St. New Home—1718½—4th Ave.</p> <p style="text-align: center;">DECATUR</p> <p>TOURIST HOMES F. Hayes—207 W. Church St.</p> <p style="text-align: center;">GADSDEN</p> <p>TOURISTS HOMES Mrs. A. Sheperd—1324 4th Ave. Mrs. J. Simons—233 N. 6th St.</p> <p style="text-align: center;">GENEVA</p> <p>TOURISTS HOMES Joe Dondal Susie M. Sharp</p> <p style="text-align: center;">MOBILE</p> <p>TOURISTS HOMES E. Reed—950 Lyons St. E. Jordan—256 N. Dearborn St. F. Wildins 254 N. Dearborn St.</p> <p>BEAUTY PARLORS Ritz—607 Congress St.</p> <p style="text-align: center;">MONTGOMERY</p> <p>HOTELS Douglass—121 Monroe Ave. Royal Palm—109 Monore Ave.</p> <p>RESTAURANTS Bonnie's—390 W. Jeff Davis Ave.</p> <p>TAVERNS Douglas—121 Monroe St.</p> <p style="text-align: center;">SHEFFIELD</p> <p>HOTELS McClain—19th St.</p> <p>TOURIST HOMES I. Hawkins—S. Atlantic Ave.</p> <p style="text-align: center;">TUSCALOOSO</p> <p>TOURISTS HOMES M. A. Barnes—419 30th Ave. G. W. Clopton—1516 25th Ave. G. Robinson—11th St.</p>	<p style="text-align: center;">ARKANSAS</p> <p style="text-align: center;">ARKADELPHIA</p> <p>HOTELS HilPs—1601 W. Pine St. Trigg's—Caddo St.</p> <p>TOURIST HOMES Mrs. B. Dedman—W. Caddo St. Mrs. L. Cooper—W. Pine St. P. Anderson—W. Caddo St.</p> <p>RESTAURANTS Richie Square Deal—Caddo St. Hill's—River St.</p> <p>BARBER SHOPS Scott's—6th & Clay St. Richie's Upright—16th St.</p> <p style="text-align: center;">BRINKLEY</p> <p>TOURIST HOMES Davis—709 S. Main St.</p> <p style="text-align: center;">EL DORADO</p> <p>HOTELS Brewster—E. & B. Sts. Green's—303 Hill St.</p> <p>TOURIST HOMES C. W. Moore—5th & Lincoln Ave. Dr. Dunning—7th & Columbia Ave.</p> <p>RESTAURANTS DeLuxe—212 St.</p> <p>BARBER SHOPS Leaders—301 1/2 Hill St.</p> <p>GARAGES Williams—1305 E. 1st St.</p> <p style="text-align: center;">FAYETTEVILLE</p> <p>HOTELS Mebbs—9 N. Willow St.</p> <p>TOURIST HOMES Mrs. S. Manuel—313 Olive St. N. Smith—259 E. Center St.</p> <p style="text-align: center;">FORT SMITH</p> <p>HOTELS M. Stratford—803 No. 9th St. Ullery Inn—719 N. 9th St.</p> <p>TOURIST HOMES E. O. Trent—1301 N. 9th St.</p> <p style="text-align: center;">HOPE</p> <p>HOTELS Lewis-Wilson</p> <p style="text-align: center;">HOT SPRINGS</p> <p>HOTELS Crittenden—314 Cottage St. The Reed House—115 Cottage St. Crussader—501 Malvern Ave. Poro Flat—410 Cottage Ave.</p>
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Note. Image 31 from Green, V. H. (Ed.). (1946). *The Negro motorist Green-book*. Victor H. Green. Library of Congress. www.loc.gov/item/2016298176/

Appendix C

The Negro Motorist Green Book, 1946 (Image 39)

PLEASE MENTION "THE GREEN BOOK"

GEORGIA

ALBANY

TOURIST HOMES
Mrs. A. J. Ross—514 Mercer St.
Mrs. A. Bentley—525 Mercer St.
Mrs. L. Davis—313 South St.
Mrs. C. Washington—228 S. Jackson St.

ATLANTA

HOTELS

The South's
MOST MODERN HOTEL
HOTEL ROYAL
214 AUBURN AVENUE, N. E.

REMODELED
REDECORATED
"BELL SERVICE"

TEL:
JACKSON - 6796
WALNUT - 2077

Mrs. C. Cunningham, Prop.

Mack—548 Bedford Place, N. E.
Savoy—239 Auburn A. (formerly Roosevelt)
Shaw—245 Auburn Ave.
James—241 Auburn Ave. N. E.
McKay—Auburn Ave.
Y. M. C. A.—22 Butler St.

TOURIST HOMES
Connally—125 Walnut St. N. E.

RESTAURANTS
Suttons—312 Auburn Ave. N. E.
Nans'—529 Irwin St. N. E.
Dew Drop Inn—11 Ashby St. N. E.
Smitty's—Auburn Ave. N. E.

TAVERNS
Yeah Man—256 Auburn Ave. N. E.
Sportmans Smoke Shop—242 Auburn N. E.

BEAUTY PARLORS
Poro—Auburn & Belle St. N. E.

BARBER SHOPS
Artistic—55 Decatur
Gate City—Auburn Ave. N. E.

NIGHT CLUBS
The Top Hat—Auburn Ave. N. E.

SERVICE STATIONS
Harden's—848 Hunter Ave. Cor. Belle
Hall's—Auburn Ave. N. E.

GARAGES
Eglin's—Ivy St.

AUGUSTA

HOTELS
Crimm's—725 9th St.
Harlem—1145 9th St.

TOURIST HOMES
Mrs. M. Beaseley—1412 Twigg St.

WINE & LIQUOR STORES
Bollinger's—1114 Gwennett St.

BRUNSWICK

TOURIST HOMES
The Palms—1309 Gloucester St.

COLUMBUS

HOTELS
Lowes—724 5th Ave.
Y. M. C. A.—521 9th St.

RESTAURANTS
Economy Cafe—519 8th St.

BEAUTY PARLORS
Ann's—832 4th Ave.

BARBER SHOPS
Sherrell's—First Avenue

NIGHT CLUB
Golden Rest—1026 7th Ave.

GARAGES
Seventh Avenue—816 7th Ave.

DUBLIN

TOURIST HOMES
Mrs. M. Burden—508 McCall St.
Mrs. R. Hunter—504 S. Jefferson
Mrs. M. Kea—405 S. Jefferson

EASTMAN

TOURIST HOMES
J. P. Cooper—211 College St.
Mrs. M. Mariano—408 1st Ave.

GREENSBORO

TOURIST HOMES
Mrs. C. Brown—Caanen Section
Mrs. E. Jeter—Railroad Section
Mrs. B. Walker—Springfield Section

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Note. Image 39 from Green, V. H. (Ed.). (1946). *The Negro motorist Green-book*. Victor H. Green. Library of Congress. www.loc.gov/item/2016298176/

Appendix D

The Negro Motorist Green Book, 1946 (Image 40)

IN PATRONIZING THESE PLACES

MACON

HOTELS

Douglas—361 Broadway
Richmond—319 Broadway

TOURIST HOMES

Mrs. E. C. Moore—122 Spring St.
Brs. F. W. Henndon—139 1st Ave.

SAVANNAH

RESTAURANTS

Dreamland—43rd & Hopkins St.

BEAUTY PARLORS

Rudies'—1827 Ogechee Road
Rose—348 Price St.

SCHOOL OF BEAUTY CULTURE

456 Montgomery St.

SERVICE STATIONS

Gibson's—Wayne & W. Broad St.

DRUG STORES

Moore's—37th & Florence

TAILORS

Halls—1014 W. Broad St.

TRAILERS PARK

Cocoanut Grove—Mrs. J. Cox

WAY CROSS

TOURIST HOMES

Mrs. K. G. Scarlett—843 Reynolds

ILLINOIS

CHICAGO

HOTELS

Ritz—409 E. Oakwood Blvd.

Alpha—2945 S. Michigan Blvd.
Como—5204 S. Parkway
Green Gables—3920 S. Lake Park Ave.
Du Sable—764 E. Oakwood Blvd.
Strode—820 E. Oakwood Blvd.
Almo—3800 Lake Park Ave.
Evans—733 E. 61st St.
Oakwood—820 E. Oakwood Blvd.
Perishing—6400 Cottage Grove Ave.
Praire—2836 Praire Ave.
S & S—4142 S. Park Ave.
Southway—6014 S. Parkway
Spencer—300 E. Garfield
Western—6357 Champlain Ave.
Grand—5044 S. Parkway
Tyson—4259 S. Parkway
Vincennes—601 E. 36th St.
Y. M. C. A.—3763 S. Wabash Ave.
Y. W. C. A.—4559 S. Parkway
Franklin—3942 Indiana Ave.
Lincoln—2901 State St.
Pompeii—20 E. 31st St.
New Hazie—3910 Indiana Ave.
Clarilge—51st & Michigan Ave.

FOURIST HOMES

Mabel Bank—712 E. 44th St.
Poro College—4415 S. Parkway

RESTAURANTS

Morris'—410 E. 47th St.
Wrights—3753 S. Wabash Ave.
A & J—105 E. 51st St.
Hurricane—345 E. Garfield Blvd.
Pitts—812 E. 39th St.
Palm Gardens—720 E. Oakwood Blvd.
Tim's—5516 S. State St.
400 Club—715 E. 63rd St.
Southwest—617 W. Junean Ave.
Clara's—722 W. Walnut St.
Pioneer—533 E. 43rd St.

BEAUTY PARLORS

Matties'—4212 Cottage Grove Ave.

BARBER SHOPS

Tipton's—5509 S. Michigan Ave.
Bank's—209 E. 39th St.

TAVERNS

The palm—466 E. 47th St.
El Casino—823 E. 39th St.
Roseroom—604 W. Walnut St.
Freddie's—619 W. Junean Ave.
Hillside Inn—1300 N. 7th St.
Key Hole—3965 S. Parkway

NIGHT CLUBS

Boulevard Lounge—104 E. 51st St.
El Grotto—6400 Cottage Grove Ave.
Rhum-Boogie—353 E. Garfield Blvd.
820 Club—820 E. 39th St.
Show Boat—6109 S. Parkway

SERVICE STATIONS

Parkway—5036 S. Parkway
Waterford's—6000 S. Wabash Ave.
Standard—Garfield & S. Parkway
American Giants—5900 S. Wabash Ave.
Roosevelt—4600 S. Wabash Ave.

GARAGES

Grove—4751 S. Cottage Grove Ave.
Zephyr—4535 S. Cottage Grove Ave.

DRUG STORES

Partee—4308 S. Parkway
Thompson—545 E. 47th St.

CENTRALIA

TOURIST HOMES

Mrs. E. B. Claybourne—303 N. Pine St.

BEAUTY SHOPS

M. Coleman—503 N. Poplar St.

BARBER SHOPS

P. Coleman—503 N. Poplar St.

SERVICE STATIONS

Langenfield—120 N. Poular St.

DANVILLE

HOTELS

Just A Mere Hotel—218 E. North St.

TOURIST HOMES

Stewart—214 E. Main St.
Mrs. G. Wheeler—109 Hayes St.

Note. Image 40 from Green, V. H. (Ed.). (1946). *The Negro motorist Green-book*. Victor H. Green. Library of Congress. www.loc.gov/item/2016298176/

Appendix E

The Negro Motorist Green Book, 1946 (Image 41)

PLEASE MENTION "THE GREEN BOOK"

EAST ST. LOUIS

TOURIST HOMES
P. B. Reeves—1803 Bond Ave.
W. E. Officer—2200 Missouri Ave.

NIGHT CLUBS
Cotton Club—1236 Mississippi Ave.
Dave's—343 E. Garfield

PEORIA

TOURIST HOMES
Clara Gibbons—923 Monson St.

RESTAURANTS
Twenty Grand—523 Smith St.

BEAUTY PARLORS
S. Thompson—816 Sanford St.

BARBER SHOP
Stone's—323 N. Adams St.

NIGHT CLUB
Bris Collins—405 N. Washington St.

SPRINGFIELD

HOTELS
Dudley—130 S. 11th St.

TOURIST HOMES
Mrs. M. Rollins—804 S. College St.
Mrs. B. Mosby—1614 E. Jackson St.
Mrs. H. Robbins—1616 E. Jackson St.
Mrs. G. Bell—625 N. 2nd St.
Mrs. E. Brooks—705 N. 2nd St.
Dr. Ware—1520 E. Washington St.

OTTAWA

TOURIST HOMES
Mrs. G. Danile—605 S. 3rd Ave.

ROCKFORD

HOTELS
Briggs—429 S. Court St.

TOURIST HOMES
Mrs. C. Gorum—301 Steward Ave.
Mrs. G. Wright—422 S. Court St.
S. Westbrook—515 N. Winnebago

WAUKEGAN

TOURIST HOMES
Mrs. R. Norwood—819 Mott Ave.

IDAHO

BOISE

TOURIST HOMES
D. H. Hanna—812 E. Bannock St.
D. H. HANNA—812 E. Bannock St.

POCATELLO

TOURIST HOMES
A. M. E. Parsnage—625 E. Fremont St.
Tourist Park—E. Fremont St.

"EXPERIENCES"

"The Green Book" will pay \$5.00 for manuscripts accepted by the publishers. Subjects based on Negro motoring conditions, scenic wonders in your travels, places visited of interest and one's motoring experiences.

INDIANA

ANDERSON

TAVERNS
Terrance Cafe—1411 Madison Ave.

RECREATION PARKS
Fox Lake Summer Resort
1½ miles S. W. of Angola

ELKHART

TOURIST HOMES
Miss E. Botts—336 St. Joe St.

EVANSVILLE

TOURIST HOMES
Mrs. B. Bell—672 Lincoln Ave.
Mrs. Lauderdale—309 Locust St.
Miss F. Snow—719 Oak St.
Community Ass'n—620 Cherry St.

FORT WAYNE

RESTAURANT
Leo Manuals—1329 Lafayette St.

GARY

HOTELS
States—1700 Washington St.

FRENCH LICK

HOTELS
Thurman—222 Indiana Ave.

INDIANAPOLIS

HOTELS
Y. M. C. A.—450 N. Senate Ave.
Y. W. C. A.—653 N. West St.
Anderson—Indiana Ave.
Ferguson—1102 N. Capitol Ave.

HOTELS
Hawaii—406 Indiana Ave.
Zanzibar—420 N. Senate Ave.

TOURIST HOMES
Morris Fur. Rms.—518 N. West St.
Neatly Fur. Rms.—330 N. Missouri
Mrs. L. Lewis—2357 N. Capitol Ave.

Note. Image 41 from Green, V. H. (Ed.). (1946). *The Negro motorist Green-book*. Victor H. Green. Library of Congress. www.loc.gov/item/2016298176/

Appendix F

The Negro Motorist Green Book, 1946 (Image 42)

IN PATRONIZING THESE PLACES

RESTAURANTS

Lasley's—510 Indiana Ave.
A. B.'s—413 Indiana Ave.
Delicious—337 W. Michigan St.
Broaden's—1645 N. Western Ave.
Parkview—321 N. California Ave.
Green's—Indiana & California Ave.
Stormy Weather—319 Indiana Ave.
Log Cabin—524 Indiana Ave.

CHINESE RESTAURANT

Yee Sen—545 Indiana

BEAUTY PARLORS

Petite—420 W. Michigan St.
Stephens & Childs—527 Indiana Ave.
Beauty Box—2704 Clifton St.
Dancy's—436 N. California Ave.
Smith's—446 Douglas St.

TAVERNS

Mayer's Cafe—503 Indiana
Hambric Cafe—510 Indiana
Ritz—Sinate & Indiana
Sunset—875 Indiana
M. C.—544 W. Maryland St.
Blue Eagle—648 Indiana
Midway—736 Indiana
Panama—306 Indiana

SERVICE STATIONS

Harris—458 West 16th St.

GARAGES

25th St. Garage—553 W. 25th St.

DRUG STORES

Ethical—642 Indiana

TAILORS

Hollywood—120 N. West St.
Neighborhood—1642 Northwestern Ave.
Lee's—401 W. 29th St.

JEFFERSONVILLE

TOURIST HOMES

Charles Thomas—607 Missouri Ave.
Leonard Redd—711 Missouri Ave.

MARION

RESTAURANTS

Marshall's—414 E. 4th St.

KOKOMO

TOURIST HOMES

Mrs. C. W. Winburn—1015 Kennedy St.
Mrs. Charles Hardinon—812 Kennedy St.
Mrs. A. Woods—1107 N. Purdun St.
Mrs. S. D. Hughes—1045 N. Kennedy St.

LAFAYETTE

TAVERNS

Pekin Cafe—1702 Hartford St.

MICHIGAN CITY

TOURIST HOMES

Allen's—210 E. 2nd St.

MUNCIE

HOTELS

Y. M. C. A.—905½ Willard St.

SOUTH BEND

RESTAURANTS

Smokes—432 S. Chapin St.

NEW ALBANY

TOURIST HOMES

J. D. Clay—513 Pearl St.
Mrs. E. Huggins—514 State St.

TERRE HAUTE

HOTELS

Booker—306 Cherry St.

TAVERNS

Dreamland Cafe—306 Cherry St.

WEST BADEN SPRINGS

HOTELS

Waddy

EVANSVILLE

TOURIST HOMES

Z. Knight—410 S. E. 9th St.

IOWA

CEDAR RAPIDS

TOURIST HOMES

Mrs. W. H. Lavelle—812 9th Ave. E.
Brown's—818 9th Ave. S. E.

COUNCIL BLUFFS

TOURIST HOMES

Davis—2004 7th Ave.

DES MOINES

HOTELS

Y. W. C. A.—1407 Center St.
Marguerite—1423 Center St.
Parker-Roach—762½ 9th St.

RESTAURANTS

Sampson—1246 E. 17th St.
Cunningham's—1602 E. University
Ida Bell's—783 11th St.
May's—2217 Locust St.

BEAUTY PARLORS

Vo-Pon—1656 Walker St.
Berline—1206 Center St.
Polly's—1544 Walker St.
Evalon—762 W. 9th St.
Bernice's—911 W. 16th St.
Murlians—933 16th St.
Lena's—1204 Center St.
Miniature—1143 Enis

Note. Image 42 from Green, V. H. (Ed.). (1946). *The Negro motorist Green-book*. Victor H. Green. Library of Congress. www.loc.gov/item/2016298176/

Appendix G

The Negro Motorist Green Book, 1946 (Image 44)

IN PATRONIZING THESE PLACES

MANHATTAN

TOURIST HOMES
Mrs. E. Dawson—1010 Yuma St.
Mrs. H. Jackson—830 Yuma St.

OTTAWA

TOURIST HOMES
Rev. John Allen—211 E. Logan St.
Mrs. Marie Clayborn—502 E. 2nd St.
Mrs. Folsom—112 N. Poplar
Mrs. R. W. White—821 Cypress

PARSONS

TOURIST HOMES
Mrs. F. Williams—2216 Grand Ave.
Womack—2109 Morgan

TOPEKA

HOTELS
Dunbar—400 Vincy St.
TOURIST HOMES
Mrs. E. Slaughter—1407 Monroe
TAVERNS
Macks'—400 Quincy St.
Power's Cafe—116 E. 4th St.

WICHITA

TOURIST HOMES
Oklahoma House—517½ N. Main S.
RESTAURANTS
Oklahoma Cafe—517 N. Main St.

KENTUCKY

ELIZABETHTOWN

TOURIST HOMES
Mrs. Bettie Board—N. Mile St.
A. Johnson—Valley Creek Road
Mrs. B. Tyler—Mile St.
M. E. Wintersmith—S. Dixie Ave.

HAZARD

TOURIST HOMES
Mrs. J. Razor—436 E. Main St.
Mrs. Jessie Richardson—

PADUCAH

TOURIST HOMES
Amy Cox—813 Washington St.

HOPKINSVILLE

TOURIST HOMES
Mrs. M. McGregor—200 E. First St.
L. McNary—113 Liberty St.
J. C. Hopkins—128 Liberty St.

LINCOLN RIDGE

TOURIST HOMES
Lincoln Institute

LOUISVILLE

HOTELS
Allen—2516 W. Madison St.
Pythian Temple—10th & Chestnut
Walnut—615 Walnut St.
Y. W. C. A.—528 S. 6th St.
May's—623 S. 10th St.

TOURIST HOMES
Lee L. Brown—1014 W. Chestnut
Hattie Daniels—1512 W. Chestnut

RESTAURANTS
Eatmore—964 S. 12th St.
Sam's—409 E. 2nd St.
White Swann—1208 W. Walnut
Honey Dripper—1208 Breckinridge St.
Jones—525 S. 13th St.
Du Rez—Madison & 26th St.

BEAUTY PARLORS
Bellonia—1625 Callagher St.
Mae Ella's—1110 W. Walnut St.
McKissick's—505 S. 8th St.
Scotty—422 S. 21st St.
Elizabeth's—962 S. 12th St.
Jones—409 S. 18th St.
Bennett's—811 S. 11th St.
Land's—1609 W. Walnut St.

BARBER SHOPS
Hunter's—1501 W. Chestnut St.

TAVERNS
Herman—1601 W. Walnut St.

LIQUOR STORES
Palace—12th & Walnut St.

GARAGES
Eade's—2420 Cedar St.

TAXI CABS
Avenue—921 W. Madison
Lincoln—705 W. Walnut

LOUISIANA

BATON ROUGE

HOTELS
Ever-Ready—1325 Government St.

TOURIST HOMES
T. Harrison—1236 Louisiana Ave.

RESTAURANTS
Ideal Cafeteria—1501 E. Blvd.

TAVERNS
Waldo's—864 S. 13th St.

BEAUTY PARLORS
Carrie's—561 S. 13th St.

BARBER SHOPS
Malacher's—1312 Government St.

NIGHT CLUBS
Paradise—220 Boatnes St.

Note. Image 44 from Green, V. H. (Ed.). (1946). *The Negro motorist Green-book*. Victor H. Green. Library of Congress. www.loc.gov/item/2016298176/

Appendix H

The Negro Motorist Green Book, 1946 (Image 76)

IN PATRONIZING THESE PLACES

BEAUTY PARLORS

Harmon—221 N. Dean St.
Callaham—226 N. Dean St.
Clowneys—S. Liberty St.

BARBER SHOPS

R. Browning—122 Short Wofford

TAVERNS

Moonlight—N. Vito & Chasander

NIGHT CLUBS

Club Paradise—491 S. Liberty

SERVICE STATIONS

Collins—398 S. Liberty St.
Service—114 Short Wofford St.
South Side—S. Liberty St.

SUMTER

TOURIST HOMES

Mrs. Julia E. Byrd—504 N. Main

Edmonia Shaw—206 Manning Ave.
C. H. Bracey—210 W. Oakland

TAVERNS

Steve Bradford—N. Main St.

SERVICE STATIONS

Esso Gas Station

DRUG STORES

Peoples—5 W. Liberty St.

SOUTH DAKOTA

ABERDEEN

HOTELS

Alonzo Ward—S. Main St.

RESTAURANTS

Virginia—303 S. Main St.

BEAUTY PARLORS

Marland—321 S. Main St.

BARBER SHOPS

Olson—103½ S. Main St.

SERVICE STATIONS

Swanson—H'way 12 & Main Sts.

GARAGES

Spaulding—S. Lincoln St.
Wallace—S. Lincoln St.

PIERRE

TOURIST CAMPS

U. S. No. 14 (Inquire)

SIoux FALLS

TOURIST HOMES

Service Center—415 S. 1st Ave.
Mrs. J. Moxley—915 N. Main
Chamber of Commerce—131 S. Phillips Ave.
(Inquire)

TENNESSEE

BRISTOL

HOTELS

Palace—210 Front St.

TOURIST HOMES

A. D. Henderson—301 McDowell

CHATTANOOGA

HOTELS

Y. M. C. A.—793 E. 9th St.
Lincoln—1101 Carter St.
Martin—204 E. 9th St.
Peoples—1104 Carter St.

TOURIST HOMES

Mrs. J. Baker—843 E. 8th St.
Mrs. E. Brown—1129 E. 8th St.
Mrs. D. Lowe—803 Fairview Ave.
Y. W. C. A.—839 E. 8th St.
J. Carter—1022 E. 8th St.

RESTAURANTS

Chief—215 W. 9th St.

BEAUTY PARLORS

Mays—208 E. 9th St.

BARBER SHOPS

Wright's—219 E. 9th St.
Melody—218 E. 9th St.

SERVICE STATIONS

Mann Bros.—528 E. 9th St.

GARAGES

Volunteer—E. 9th St. & Lindsay

TAXICABS

Simms—915 University Ave.

CLARKSVILLE

HOTELS

Central—535 Franklin St.

TOURIST HOMES

E. F. Thompkins—411 Poston St.
Mrs. H. Northington—717 Main St.

JACKSON

TAXICABS

Knox Cab Co.—614 Lane Ave.

KNOXVILLE

HOTELS

Y. W. C. A.—329 Temperance St.
Brownlow—219 E. Vine St.
Hartford—219 E. Vine St.

TOURIST HOMES

N. Smith—E. Vine St.
Walker's—E. Church St.

LEXINGTON

TOURIST HOMES

C. Timberlake—Holly St.

MEMPHIS

HOTELS

Clarke—144 Beale Ave.
Travelers—347 Vance
Mitchells—160 Hernando St.
Marquette—406 Mulberry St.

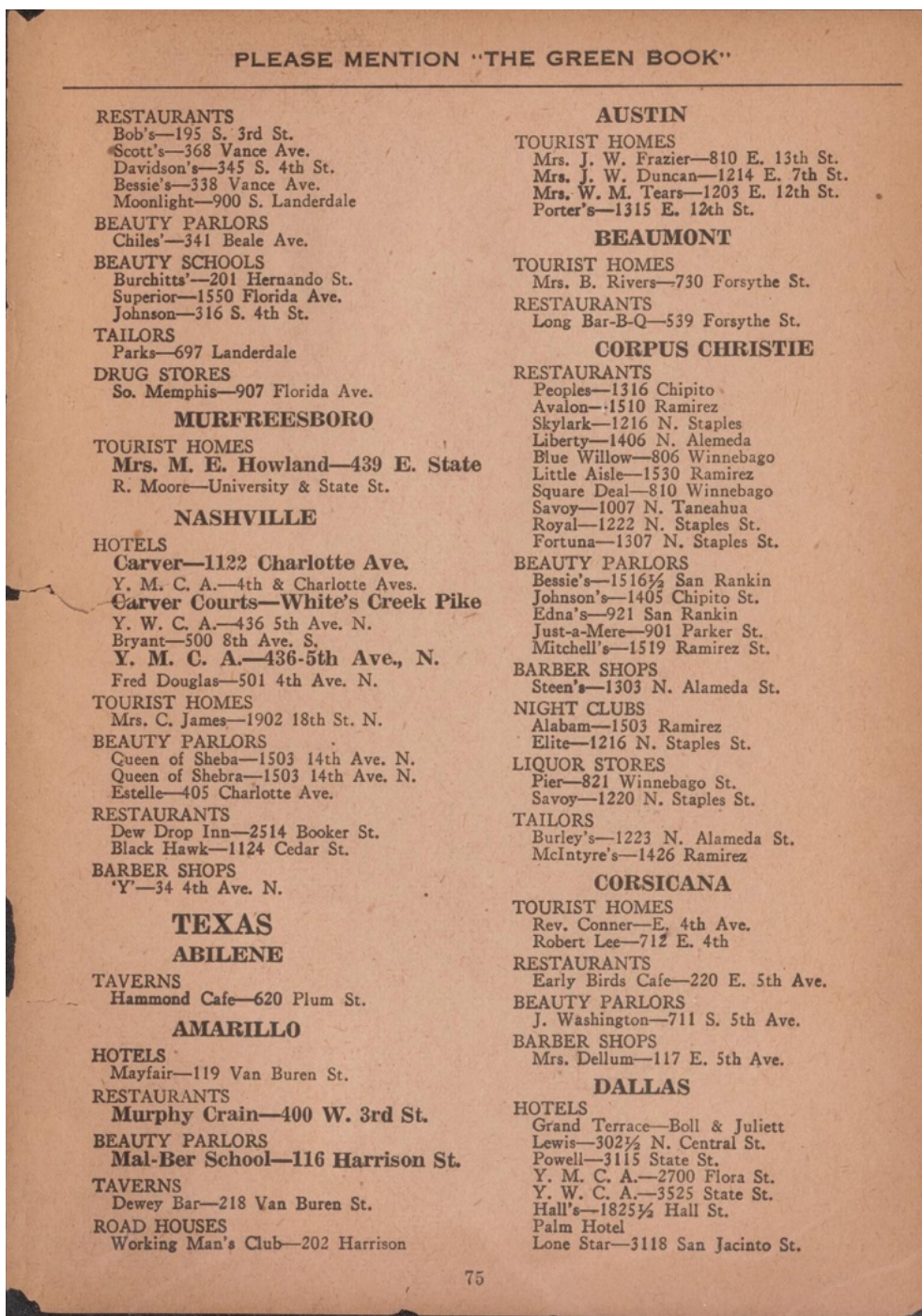
RESTAURANTS

The Parkview—516 N. 3rd St.
Rosary—154 Hernando St.

Note. Image 76 from Green, V. H. (Ed.). (1946). *The Negro motorist Green-book*. Victor H. Green. Library of Congress. www.loc.gov/item/2016298176/

Appendix I

The Negro Motorist Green Book, 1946 (Image 77)



Note. Image 77 from Green, V. H. (Ed.). (1946). *The Negro motorist Green-book*. Victor H. Green. Library of Congress. www.loc.gov/item/2016298176/

Appendix J

Teacher Resources for *The Negro Motorist Green Book* and Racial Segregation

- Bui, Q. (2016, September 6). The Geography of U.S. Inequality. *The New York Times*. www.nytimes.com/interactive/2016/09/06/upshot/up-geo-inequality.html?mcubz=0
- Finn, J., & Living Together/Living Apart. (n.d.). *Mapping Segregation*. ArcGIS. www.arcgis.com/apps/Cascade/index.html?appid=5ccb9580d7a9489c918d57ab04af7296
- Goodavage, M. (2013, January 10). “Green Book” helped keep African Americans safe on the road. *Independent Lens*. PBS. www.pbs.org/independentlens/blog/green-book-helped-keep-african-americans-safe-on-the-road
Additional background and historical information on *The Negro Motorist Green Book*
- Keefe, J., Wolfe, D., & Hernandez, S. (2021, August 12). Race and ethnicity across the nation. CNN. <https://edition.cnn.com/interactive/2021/us/census-race-ethnicity-map/>
- Mapping inequality: Redlining in New Deal America*. (n.d.). <https://dsl.richmond.edu/panorama/redlining/>
- Mapping the “Green Book.” (n.d.). Tumblr. <http://mappingthegreenbook.tumblr.com>
A project documenting the landscape of *The Negro Motorist Green Book*
- Nazaryan, A. (2017, March 9). How the “Green Book” saved Black lives on the road. *Newsweek Magazine*. www.newsweek.com/2017/03/17/green-book-jim-crow-era-travel-guide-saved-black-lives-565430.html
Background information on *The Negro Motorist Green Book*
- Pappas, P. (2014, November 11). Segregated America’s TripAdvisor. *PeterPappas.com*. <https://peterpappas.com/2014/11/segregated-america-jim-crow-tripadvisor-negro-motorist-green-book.html>
- Pappas, P. (2016, January 7). Driving while Black in mid century America. *PeterPappas.com*. <https://peterpappas.com/2016/01/driving-while-black-interactive-map-mid-century-america.html>
- Townsend, J. (2016). How the Green Book helped African-American tourists navigate a segregated nation. *Smithsonian Magazine*. www.smithsonianmag.com/smithsonian-institution/history-green-book-african-american-travelers-180958506
Article and embedded video clip (5:37) about documentary film *Driving While Black*
- Williams, A., & Emamdjomeh, A. (2018, May 10). America is more diverse than ever—but still segregated. *The Washington Post*. www.washingtonpost.com/graphics/2018/national/segregation-us-cities/