



More Than a Bus Ride©

Teacher & Curriculum Guide
 To accompany the Documentary
More Than a Bus Ride©

The Story of the Browder v. Gayle Lawsuit
 that resulted from the Montgomery Bus Boycott

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Bill of Rights

Dred Scott

14th Amendment

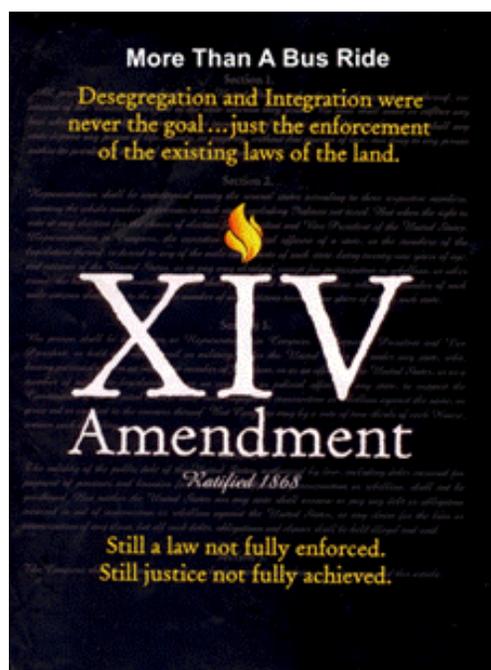
Black Codes

Plessy v. Ferguson

UN Declaration
 of Human Rights

Brown v. Board
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Negroes Most
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More Than a Bus Ride is a comprehensive, interactive, multi-media curriculum guide that tells the true un-told story of the Montgomery Bus Boycott and the impact of the Browder v Gayle lawsuit that ended segregated seating on intra-city buses and ultimately destroyed the remaining vestiges of Jim Crow Segregation in the United States of America. The curriculum guide commemorates the fortitude and accomplishments of Ms. Claudette Colvin, Mrs. Mary Louise Smith, Mrs. Aurelia S. Browder, Mrs. Susie McDonald, and Mrs. JoAnn Gibson Robinson, and their unfailing quest for justice and equality in the “. . . land of the free and the home of the brave.” This multi-leveled, multi-perspective approach to teaching and learning takes a cross curricular approach to connect traditional American history to economics, language arts, math and fine arts.

The story of the Montgomery Bus Boycott has never been fully told. For the first time, five un-sung heroines will be heralded for their contributions in making the promises of the Declaration of Independence and the Constitution a reality for all Americans regardless of gender, race, ethnicity, disability, station in life, or economic standing. Five women, five ordinary citizens who had the courage to challenge laws they viewed as unjust in order to give all people the right to be treated as first class citizens.

This curriculum guide was developed using National Standards of History, Geography, Civics, and English making it usable in school districts across the nation. The flexible inter-active



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approach will allow teachers to differentiate instruction to meet the needs of all learners. The plethora of primary source documents, the wealth of activities and rubrics, and the comprehensive documentary that supports the curriculum guide will motivate and inspire young people to take active roles in their local communities to “ensure the blessings of liberty” for generations to come.

Students will learn not only about the contributions of Mrs. Rosa Parks and Dr. Martin Luther King, Jr. but also about how teenagers like Claudette Colbert(Colvin) & Mary Louise Smith challenged the system and won. To set these events in their proper perspective, students will be transported back in time via the **More Than a Bus Ride** documentary to examine the efforts of pioneers for justice like Mrs. Elizabeth “Liz” Jennings and Mrs. Ida B. Wells. The quest for freedom, equality, and justice may have been delayed but it could not be denied.

Using a variety of instructional strategies aimed at developing critical thinking skills, improving research skills, enhancing reading and writing skills, students will examine foundational documents of our government as they literally dismantle the structures that men of power in places of authority built to keep African Americans in a place of non-citizenship. Justice John M. Harlan, in rendering his dissenting opinion in Plessy v Ferguson was the lone voice of reason that cried out in 1896, for justice and equality for all citizens. Fifty four years later, he was vindicated, to some degree with the Supreme Court decision in Brown v Board of Education of Topeka Kansas. Finally, in 1956 when the courts ruled favorably for the plaintiffs in the Browder v Gayle case, the issue of segregation was at least to put to bed if not to rest.



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Suggestions For Use

The **More Than A Bus Ride**© documentary covers a range of issues including a brief history of constitutional law, origin of the freedom amendments, and a detailed look at the 14th amendment (sections 1 and 5).

More Than a Bus Ride© provides a framework for teachers and students to gain a better understanding of and an appreciation for the role women played in ending Jim Crow Segregation. The curriculum guide provides an opportunity to examine the history of Jim Crow and the transformative Reconstruction Era. Another key component of the guide examines constitutional laws enacted at the national level to protect the rights of citizens and how social action in support of legal action brought about enforcement of these laws.

The landmark Supreme Court cases of Dred Scott, Plessy v Ferguson, Brown v Board of Education of Topeka Kansas, and Browder v Gayle are the legal lenses that will be used to examine how the rights of African American citizens were addressed at various times in our nation's history. The relationship of the court cases is synonymous with a horse and rider. Think of the rider as amendments to the U.S. Constitution enacted to ensure that all citizens enjoy the rights and privileges of citizenship. The horse, represents the demands of some citizens to maintain a segregated society. The rider may place a bit in the horse's mouth, but that does not stop the horse from trying to go in other directions. Sometimes, the rider needs a whip.



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Goals: We have all read, heard about and even laughed at some of the issues addressed in the popular book *Lies My Teacher Told Me*. The documentary **More Than a Bus Ride**© and the **More Than A Bus Ride**© **Curriculum Guide** seeks to correct a major historical wrong and correct yet other lies our teachers told us. Historians have perpetuated the myth that the actions of Mrs. Rosa Parks and the success of the Montgomery Bus Boycott ended segregated seating on intra city buses and that Brown v Board ended segregation in the United States of America. Without a doubt, both of these were nation-changing events. Events, that shook this nation to its core and caused us to take a hard look at the values we espoused as a leader of the free world. But the event that actually ended segregation is the Browder v Gayle lawsuit. Browder v Gayle barely gets a nod from historians and is seldom mentioned in textbooks. Browder v Gayle ended segregated seating not only on intra-city buses but ended segregation in every area of life. The lawsuit virtually opened the doors of citizenship to all citizens and put the nail in the coffin of “separate but equal”.

In 1955, there was more at stake than a seat on the bus. The entire future of a race of people and the life of a nation were on the “bus-line.” This cataclysmic era in the history of the United States and the State of Alabama was about an opportunity to participate fully in the political, social, and economic affairs of this nation. The right to sit down and discuss community, state, and national affairs with and as elected officials was on the “bus-line.” Seats in movie theaters, congress, state legislatures, the governor’s mansion, the judicial bench, restaurants, schools, libraries, jury boxes,



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concert halls, boardrooms, and at discussion tables in in all walks of life were on the “bus-line.” The Montgomery Bus Boycott was a major social movement that brought international attention to the plight of African Americans. The tenacity of the women who were plaintiffs in the Browder v Gayle lawsuit actually ended segregation. This social protest and the lawsuit that followed was about equal rights of citizenship for all who called the United States of America home.

Students will become historians and sociologists as they examine the minutes of the Alabama Constitutional Convention of 1901 to expose the roots of segregation in Alabama and throughout the nation. They will come to understand that segregation governed all areas of life from birth to death. Every phase of life was segregated including hospitals, parks, schools, department stores, bank lines, cemeteries, libraries, restaurants, and even lines at the state operated Alcohol Beverage Control store. Students will also come to understand that some basic rights of citizenship like attending school, getting medical help, owning a home in the neighborhood of your choice, and voting, were greatly restricted depending upon the color of your skin.

In preparation for this unit of instruction the concepts, terms, court decisions, people, key events, important organizations, etc need to be identified and or explained. An example would be the term civil rights. When most people hear the term they tend to think about the struggle of African



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Americans against white oppression, never about the role of the government in securing the rights of citizenship for all citizens.

To help students understand the deeper underlying forces that supported the move to challenge segregated seating on intra-city buses in Montgomery, Alabama, it is important that we look at the broader issues that gave the citizens the determination to walk until they could "sit down" in all the places that the seat on the bus symbolically represented.



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[Quadrant 1](#) [Quadrant 2](#) [Quadrant 3](#) [Quadrant 4](#)

Quadrant 3 Left: Practice

Objectives:

To examine primary documents and explore their national significance in addressing and obtaining basic human and civil rights.

To improve geographic skills.

To improve writing and research skills.

Activities: Students will complete one of the activities below.

Activity Two: Examining Regional Practices of Segregation and Discrimination. Students will use a "Tic Tac Toe Board" and a regional map as graphic organizers to record their findings. First, students will use a map of the U.S. to determine the region of the country where their states are located. There can be no more than nine students in a

group, One student for each block of the game board/graphic organizer. Each student will examine a different state in the selected region. Students will color their map section. Using the "Tic Tac Toe Board" as a graphic organizer, students will display population trends, and share at least eight other facts about the states in the region. To make the best use of time, it is suggested that the students be given roles when working in cooperative groups. Please see the [Student Role Cards](#) for suggested roles. As the students complete their maps and boards, they will color in the map and post their "Tic Tac Toe Boards." The teacher should allow one person from each "region" to report the group's findings.



Student Role Cards

Cooperative Group -Work Task Cards:

<p>1</p> <p>Group Leader: Keeps group on task</p>	<p>2</p> <p>Clock Watcher: Monitors time on task</p>
<p>3</p> <p>Reader: Reads information for group</p>	<p>4</p> <p>Turn Maker: Ensure everyone participates</p>
<p>5</p> <p>Encourager</p>	<p>6</p> <p>Scribe</p>