

# *Alabama Story*

By Kenneth Jones  
Study Guide



Indiana Curriculum Standards were met with the help of Jennifer Kauffman, Indiana Educator  
510 3rd Avenue SW, Suite D, Carmel, IN 46032  
317.669.7983  
kclemons@atistage.org  
[www.atistage.org](http://www.atistage.org)  
Facebook: Student Theater Education Program with ATI  
Instagram: @stepwithati  
Twitter: @STEPwithATI



**Duration:**

Three-Five Fifty Minute classes & 1 optional Field Trip

**Objectives:**

- Students will be able to understand Racial Inequality throughout history.
- Students will be able to understand how and why some books were banned throughout history.
- Students will be able to identify how the banning of books and Racial inequality collide.

**Three Parts:**

- I. **Racial Inequality**
  - a. Opener: Privilege Aptitude Test
  - b. Mini Lesson: Civil Rights Terminology & Jim Crow Laws
  - c. Mini Lesson: Historical United States and South African Civil Rights Leaders
  - d. Closing: Persuasive piece
- II. **The Banning of Books**
  - a. Opener: Discuss Censorship
  - b. Mini Lesson: *The Rabbits' Wedding*
  - c. Small Group: What should be done with banned books?
  - d. Closing: Panel Discussion
- III. **Attend *Alabama Story* at Actors Theatre of Indiana**
- IV. **How does racial inequality and the banning of books collide?**
  - a. Research Project

## Study Guide Full Layout and Instructions

### Section One: Racial Inequality

#### Opener: Privilege aptitude test

I. Ask Students: "What Is Privilege?"

Suggestions: Depending on students' cognitive abilities and developmental levels, teachers can provide the definition and/or have students define what privilege means to them as young people. Merriam-Webster's Dictionary (2016) defines privilege as the following: : a right or immunity granted as a peculiar benefit, advantage, or favor : special enjoyment of a good or exemption from an evil or burden : a special opportunity to do something that makes you proud : the advantage that wealthy and powerful people have over other people in a society

II. Have students take the *Privilege Aptitude Test* Handout.

III. After Test have small group discussions answering the following questions:

1. How did you feel about this activity?
2. As you were reading and answering the questions, how did you feel?
3. Please describe your feelings to the others in your group.
- 4.. If you were creating your own privilege survey, what additional questions would you include on the survey? What are your reasons for including these questions?
5. Would you remove or rephrase any of the questions above? If so, why?
6. How does your TOTAL SCORE compare to other students in your group?
7. Why do you think that the scores are different for people in your group?
8. As a group, discuss specific questions from the survey.
9. Why did you choose to discuss these questions?
10. Compare the scores of each of your group members for each question.
11. Discuss the possible reasons for the different scores amongst your group members.

IV. Gather students back together and have an open discussion about what they discovered after their test and small group discussion. Talk about a lot of privileged issues lead to the Civil Rights movement and the Jim Crow Laws. Lead into First Mini Lesson:

#### Mini Lesson: Civil Rights Terminology & Jim Crow Laws

- I. Copy the Civil Rights Terms Handout. Cut apart the 11 terms and give each of 11 learners on term along with its definition.
- II. Write the 11 terms on the display board/overhead without their definitions. In random order, ask those learners holding the slips to read aloud only the *definition* of their term. After each reading, have the remaining learners attempt to guess the word on the display board that best fits the given definition.
- III. Now that the learners have had glimpse at some of the terms, have them explore in more depth some of the Jim Crow Laws for about 10-15 minutes. They can do this using their textbooks or by doing an internet search with the term "Jim Crow Laws."

- IV. Regroup and have the learners share what they have learned concerning some of the Jim Crow Laws. Encourage those who were unable to identify laws in all the areas to take notes covering those areas to take notes for things they did not miss.
- V. Ask the group as a whole if they can reach a consensus on whether or not the Jim Crow Laws are still being practiced today, in one way or another. Ask them to defend why they feel this way. *(This can be done in small groups if you wish - then bring them back to discuss their conclusions.)*

### **Small Group: Historical United States and South African Civil Rights Leaders**

- I. Distribute the Historical United States and South African Civil Rights Leaders handout and explain to the learners that this list represents some of the historical civil rights leaders that have been recognized as powerful individuals in the creation of positive changes in their society.
- II. Split class in to 5 or 6 groups. Giving each group 5 or 6 historical leaders and have them research and list at least 4 facts about each person and their effect on the Civil Rights Movement.

### **Closer: Writing Piece:**

- I. Have students write a short essay explaining if they think that privilege lead to the civil rights movement and the Jim Crow Laws. Which historical Civil Rights Leader do they think had the biggest impact? Do they feel that impact is still felt today? What can we do to continue on with the hard work they accomplished?

## Section Two: The Banning of Books

### Opener: Censorship

- I. Display a selection of banned or challenged books in a prominent place in your classroom. Include in this selection books meant for children and any included in the school curriculum. Ask students to speculate on what these books have in common.
- II. Explain to the students that these books have been "censored." Ask students to brainstorm a definition of censorship and record the students' ideas on the board or chart paper. When you have come up with a definition the group agrees on, have students record the definition.
- III. Brainstorm ways in which things are censored for them already and who controls what is censored and how. Examples include Internet filtering, ratings on movies, video games, music, and self-censoring (choosing to watch only 1 news show or choosing not to read a certain type of book). Discuss circumstances in which censorship would be necessary, if any, with the students.
- IV. Provide the students' definitions for challenged books as well as banned books. (Share these [American Library Association](#) definitions: "A challenge is an attempt to remove or restrict materials based upon the objections of a person or group. A banning is the removal of those materials.")
- V. After the students have seen the ALA definition, have the students "grow" in their own definitions. Ask them to revisit their definition and align it with the one presented by the American Library Association.
- VI. Invite the students to brainstorm any books that they have heard of that have been challenged or banned from schools or libraries. Ask them if they know why those books were found to be controversial.
- VII. Students should then brainstorm titles of other books that they feel could possibly be challenged or banned from their school collection. Allow time for students to share these titles with their classmates and offer an explanation of why they think these titles could possibly be challenged or banned.
- VIII. Share with the students [a list of banned books](#). (See Handout)
- IX. Take an informal poll to see how many books from the list the students have read or heard about. Elicit their responses to the books on the list:
  - a. Did they find them to be entertaining, informative, beneficial, or objectionable?
  - b. Can they suggest reasons why someone would object to elementary, middle school, or high school students reading these books?

### Mini Lesson: *The Rabbits' Wedding*

- I. As a large group, small groups, or individual have the students read the book [The Rabbits' Wedding](#) by Garth Williams.

- II. As they are reading, ask them to pay particular attention to the features in the books that may have made them controversial. As students find quotes/parts of the book that they find to be controversial, they should add them to their T-Chart (see hand out), along with an explanation of why they think that this area could be controversial. On the left side of their T-Chart, they will list the quote or section of the book (with page numbers); on the right side of the T-Chart, they will write their thoughts on why this area could be seen as controversial.
- III. After the students have completed the reading of the book, have a group discussion on the students' findings that they recorded on their T-Chart.

### Small Group: What should be done with banned books?

- I. Split students into four groups. Explain to the students that they will be writing a persuasive argument on what should be done with the banned book. Two groups are writing why the book should not be banned and two groups will write why it should. See Persuasion Rubric handout for defined writing guidelines. Use examples throughout history to increase their argument.

### Closer: Panel Discussion

- I. Tell students that they will be presenting their persuasive argument to a panel (*This may include other teachers, parents, or students from the other groups that are not in the current debate.*) Each group will pick a representative to speak on their behalf. (*If you are in need of more individualized speaking to meet academic standards, you may have each student do this individually and create their own argument.*)
- II. Explain that they should be ready to defend their argument to the panel who will ask at least 3 questions after they deliver their piece.
- III. After all the groups have presented, take a group consensus on what you believe should be done with the book.
- IV. Once completed, discuss as a group what they have learned about book bans. Do they know any modern examples of books that are banned? (Aka the Harry Potter School Controversy). Do they believe that we should ban books? Why or why not?



### Section Three: *Alabama Story* by Kenneth Jones

At this point in the study guide we highly encourage you and your students to attend Actors Theatre of Indiana's production of *Alabama Story*. This production runs October 25<sup>th</sup>-November 17<sup>th</sup>, 2019. If you would like to arrange to come and see this production as a group please contact Katherine Clemons ([kclemons@atistage.org](mailto:kclemons@atistage.org)) or Amanda Boldt ([aboldt@atistage.org](mailto:aboldt@atistage.org)).

We will be offering a Q&A with writer Kenneth Jones after show on October 27<sup>th</sup>.

If you wish, this and the following section of the study guide could be offered as an extra credit opportunity for students. In order to receive extra credit they must present proof of attendance along with the presentation in section four of this study guide.

### Section Four: *Alabama Story* by Kenneth Jones

#### Research Project: How does racial inequality and the banning of books collide?

- I. Now that you have seen or read *Alabama Story* By Kenneth Jones, explain that the students will be doing individual research projects. This project must have a visual representation, but they may choose what style they wish to present it in. For example: prezi, smore, testeach (formerly blendspace), kahoot, etc. (*You as the teacher may also choose what type of visual format they can use.*)
- II. Students must explore how racial inequality and the banning of books collides.
  - a. Give at least 4 specific examples from *Alabama Story*.
    - i. Characters and their relationships - (i.e Joshua & Lily, Senator Higgins & Emily, Emily & Thomas)
    - ii. What themes in the play, supported by specific examples from the show, represent how racial inequality and the banning of books coincide?
  - b. Give ay least 4 specific examples learned from outside research and knowledge from previous lessons in this study guide.
- III. The presentation should be at least 5-6 minutes long.

*(This final project is subject to change. You may use it as a guideline and change it to fit your students' abilities and individual standards.)*

**Information for this Study Guide was gathered and used from the following sources:**

Bethesda, MD. "Talking About Race and Privilege: Lesson Plan for Middle and High School Students." National Association of School Psychologists, 2016, [file:///C:/Users/katec/Downloads/Race\\_Privilege\\_Lesson\\_Plan\\_FINAL.pdf](file:///C:/Users/katec/Downloads/Race_Privilege_Lesson_Plan_FINAL.pdf)

"Civil Rights Leaders; Past and Present." Edited by Learning To Give, *Civil Rights Leaders; Past and Present*, 2019, [www.learningtogive.org/units/social-justice-here-there-now-then/civil-rights-leaders-past-and-present](http://www.learningtogive.org/units/social-justice-here-there-now-then/civil-rights-leaders-past-and-present).

"Frequently Challenged Books." *Advocacy, Legislation & Issues*, ALA, American Library Association, 9 July 2018, [www.ala.org/advocacy/bbooks/frequentlychallengedbooks](http://www.ala.org/advocacy/bbooks/frequentlychallengedbooks).

"JUSTICE and The Jim Crow Laws." Edited by Learning To Give, *JUSTICE and The Jim Crow Laws*, 2019, [www.learningtogive.org/units/social-justice-here-there-now-then/justice-and-jim-crow-laws](http://www.learningtogive.org/units/social-justice-here-there-now-then/justice-and-jim-crow-laws).

Storm Fink, Lisa. "A Case for Reading - Examining Challenged and Banned Books - ReadWriteThink." *Readwritethink.org*, National Council of Teachers of English, 2019, [www.readwritethink.org/classroom-resources/lesson-plans/case-reading-examining-challenged-410.html?tab=4](http://www.readwritethink.org/classroom-resources/lesson-plans/case-reading-examining-challenged-410.html?tab=4).



## PRIVILEGE APTITUDE TEST

Adapted From the National Civil Rights Museum at the Lorraine Motel

<https://civilrightsmuseum.org/wp-content/uploads/2014/03/YouthPrivilegeAptitudeTest.pdf>

**Directions:** Answer each of the following questions with YES or NO. If your answer is YES, give yourself 1 point. If your answer is NO, give yourself 0 points. After you have answered each of the questions, add up all of your points. Please complete this activity without any assistance from your teacher or friends. Also, because everyone is different, your friends will likely have different answers that don't apply to you. Very importantly, there are no right or wrong answers.

**Notes for teachers:** To accommodate the reading levels of some your students, you might consider reading each of the items aloud to the entire class. If students ask questions about the items, do your best to explain them without providing too many details. Encourage students to answer the items in the best way possible and that makes sense to them. If necessary, remind students that there are no right or wrong answers.

Item Number	Item	Yes	No	Points (0 or 1)
1	When I go to the store, people believe that I am trustworthy and I will not steal something. People in the store do not follow me around.			
2	As a boy I can play with dolls or as a girl I can play with trucks without anyone questioning my choice.			
3	I can walk after dark in public places without fear. I am not taught to fear walking alone after dark in most public spaces.			
4	When I am taught about American history or about contributions made, I am sure that I will see and hear stories about people who look like me.			
5	The majority of the staff at my school look like me.			
6	My school has plenty of books in the library, computers for students, and additional resources for students and teachers.			
7	I will not be teased because of my last name.			
8	I am encouraged to excel in every subject in school.			
9	When a question about my race is asked, I am not the only one singled out to answer or speak my opinion.			
10	When I watch television, there are a lot of people in positive roles that look like me.			
11	My intelligence is not questioned because of the way I speak.			
12	Using public bathrooms and going up and down the stairs in public spaces are easy for me.			
<b>Total Points</b>				

## Civil Rights Terminology

1. **Jim Crow:** This term refers to a type of racial caste system and forced racial segregation that existed primarily, but not exclusively, in the Southern and Border States between 1877 and the mid-1960s. These laws tightly controlled social interactions between blacks and whites and as a result, relegated African Americans to the status of second-class citizens. The effects of Jim Crow were most obvious in the separate public facilities for blacks and whites, such as restrooms, drinking fountains and all forms of public transportation.
2. **Color board:** This was used to separate a bus or train cars into separate sections for blacks and whites. The bus driver or train conductor would move the board forward or backward depending on the number of white passengers. For example, as more white passengers boarded the bus or train the driver would move the board further back to make more room, leaving less room for black passengers and therefore, requiring more of them to stand.
3. **Resistance:** The act of striving to work against, to remain firm against, oppose or withstand force.
4. **Segregation:** To separate from others or from a main body or group, or to impose the separation of a race or class from the rest of society.
5. **Working class:** The social standing of people who are employed in low wage positions that require physical labor and/or repetitive tasks.
6. **Militant:** Individual who chooses to engage in combative or aggressive behavior, especially for an ideal or cause. **Boycott:** To abstain from buying something or dealing with someone as a form of protest.
7. **Aryan supremacy:** This is the ideology that whites are physically and intellectually superior to all other races. It became well known during World War II as the driving force behind Hitler's annihilation of millions of European Jews.
8. **"Separate but equal":** The Supreme Court doctrine established in the case of Plessy v. Ferguson in 1896. In this precedent-setting case, the Supreme Court upheld the Louisiana "Separate Car Law" which created separate but equal train cars for blacks and whites. The doctrine made it legal for other states to extend this principle to other forms of public transportation and public facilities.
9. **Oppression:** To keep down by unjust use of force or authority, or to weigh heavily on the mind or spirit. It also means difficult to bear, burdensome and can be used in reference to those who are tyrannical or are affected by tyranny.
10. **Assert:** To state positively or affirm, to defend or maintain, or to put oneself forward boldly or forcefully.



11. **Civil society:** A set of intermediate associations which are neither the state nor the extended family; civil society therefore includes voluntary associations and firms and other corporate bodies. Empathy: Identification with and understanding the feelings of another person.
  
12. **Philanthropic acts:** The giving of one's time, talent or treasure for the sake of another, or for the common good. Commons: Resources which are not owned, either privately or by the state, but are left open for free use by all comers.



## Historical United States and South African Civil Rights Leaders

1. Ralph Abernathy -

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2. Ella Baker -

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3. Daisy Bates -

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4. Stephen Biko -

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5. Julian Bond -

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6. Yusuf Dadoo -

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7. Medgar Evers -

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8. Fannie Lou Hamer -

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9. Jesse Jackson -

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10. Helen Joseph -

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11. Martin Luther King, Jr. -

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12. Anton Lembede -

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13. John Lewis -

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14. Chief Albert J. Lutuli -

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15. Nelson Mandela -

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16. Peter Mokaba -

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17. Florence Mophoso -

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18. Lilian Ngoyi -

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19. Jordan Ngubane -

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20. Edgar Nixon -

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21. Dorothy Nyembe -

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22. Rosa Parks -

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23. Hector Peterson -

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24. A. Phillip Randolph -

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25. Amelia Robinson -

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26. Walter Sisulu -

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27. Oliver Tambo -

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28. Emmitt Till -

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29. Desmond Tutu -

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30. Roy Wilkins -

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31. Thurgood Marshall-

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## A List of Controversial or Banned Books Through Out History:

- *The Great Gatsby*, by F. Scott Fitzgerald
- *The Catcher in the Rye*, by JD Salinger
- *The Grapes of Wrath*, by John Steinbeck
- *To Kill a Mockingbird*, by Harper Lee
- *The Color Purple*, by Alice Walker
- *Ulysses*, by James Joyce
- *Beloved*, by Tonie Morrison
- *The Lord of the Flies*, by William Golding
- *1984*, by George Orwell
- *Lolita*, by Vladimir Nabokov
- *Of Mice and Men*, by John Steinbeck
- *Catch-22*, by Joseph Heller
- *Brave New World*, by Aldous Huxley
- *Animal Farm*, by George Orwell
- *The Sun Also Rises*, by Ernest Hemingway
- *As I Lay Dying*, by William Faulkner
- *A Farewell to Arms*, By Ernest Hemingway
- *Their Eyes Were Watching God*, by Zora Neale Hurston
- *Invisible Man*, by Ralph Ellison
- *Song of Solomon*, by Toni Morrison
- *Gone with the Wind*, by Margaret Morrison
- *Native Son*, by Richard Wright
- *One Flew Over the Cuckoo's*, by Kurt Vonnegut
- *Slaughterhouse Five*, by Kurt Vonnegut
- *For Whom the Bell Tolls*, by Ernest Hemingway
- *The Call of the Wild*, by Jack London
- *Go Tell It on the Mountain*, by James Baldwin
- *All the King's Men*, by Robert Penn Warren
- *The Lord of the Rings*, by J.R.R. Tolkien
- *The Jungle*, by Upton Sinclair
- *Lady Chatterly's Lover*, by D.H. Lawrence
- *A Clockwork Orange*, By Anthony Burgess
- *The Awakening*, by Kate Chopin
- *In Cold Blood*, by Truman Capote
- *Satanic Verses*, by Salman Rushdie
- *Sophie's Choice*, by William Styron
- *Sons and Lovers*, by D.H. Lawrence
- *Cat's Cradle*, by Kurt Vonnegut
- *A Separate Peace*, by John Knowles
- *Naked Lunch*, by William S. Burroughs
- *Brideshead Revisited*, by Evelyn Waugh
- *Women in Love*, by DH Lawrence
- *The Naked and the Dead*, by Norman Mailer
- *Tropic Cancer*, By Henry Miller
- *An American Tragedy*, by Theodore Dreiser
- *Rabbit, Run*, by John Updike

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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## T-Chart

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Select two things to compare (ideas, characters, events, etc.). List the topics as headings for the columns below. Then make comparisons by writing statements in the corresponding columns.

Topic:	Topic:

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Persuasion Rubric

**Directions:** Your assignment will be graded based on this rubric. Consequently, use this rubric as a guide when working on your assignment and check it again before you submit it.

Traits	4	3	2	1
<b>Organization</b>	The introduction is inviting, states the goal or thesis, and provides an overview of the issue. Information is presented in a logical order and maintains the interest of the audience. The conclusion strongly states a personal opinion.	The introduction includes the goal or thesis and provides an overview of the issue. Information is presented in a logical order but does not always maintain the interest of the audience. A conclusion states a personal opinion.	The introduction includes the main goal or thesis. Most information is presented in a logical order. A conclusion is included, but it does not clearly state a personal opinion.	There is no clear introduction, structure, or conclusion.
<b>Goal or Thesis</b>	There is one goal or thesis that strongly and clearly states a personal opinion and identifies the issue.	There is one goal or thesis that states a personal opinion and identifies the issue.	A personal opinion is not clearly stated. There is little reference to the issue.	The personal opinion is not easily understood. There is little or no reference to the issue.
<b>Reasons and Support</b>	Three or more excellent reasons are stated with good support. It is evident that a lot of thought and research was put into this assignment.	Three or more reasons are stated, but the arguments are somewhat weak in places.	Two reasons are made but with weak arguments.	Arguments are weak or missing. Less than two reasons are made.
<b>Attention to Audience</b>	Argument demonstrates a clear understanding of the potential audience and anticipates counterarguments.	Argument demonstrates a clear understanding of the potential audience.	Argument demonstrates some understanding of the potential audience.	Argument does not seem to target any particular audience.
<b>Word Choice</b>	Word choice is creative and enhances the argument.	Word choice enhances the argument.	There is evidence of attention to word choice.	Word choice is limited.
<b>Visuals/Delivery</b>	Visuals are appealing, highly relevant, and add support to the argument. Delivery is fluent, with an engaging flow of speech.	Visuals are appealing and add support to the argument. Delivery is fluent.	Visuals are related to the topic. Delivery lacks some fluency.	Visuals are not directly related to the topic. Delivery is not fluent.
<b>Grammar, Mechanics, &amp; Spelling</b>	There are no errors in grammar, mechanics, and/or spelling.	There are few errors in grammar, mechanics, and/or spelling, but they do not interfere with understanding.	There are several errors in grammar, mechanics, and/or spelling.	There are numerous errors in grammar, mechanics, and/or spelling.
<b>Comments</b>				