



Story Walk Resource Guide

The Other Side

by *Jacqueline Woodson*, illustrated by *E. B. Lewis*



Before You Begin the Story Walk:

This guide is to provide your children with the historical context of Black History Month and of the story you are about to read together. We hope this handout is helpful, and we look forward to seeing your child's drawing once they have reflected on *The Other Side*. Remember to use the hashtag **#CUPStorywalk** when sharing your posts on social media.



Background Info:

A Brief Overview of Black History Month

There was once a time when the contributions of Black people were not acknowledged. In February **1926**, historian **Carter G. Woodson** established the first celebration of Black contributions to the United States, using the second week of February to honor the birthdays of **Abraham Lincoln (February 12, 1809)** and **Frederick Douglass (born in February 1818)** and their notable accomplishments. Over the years, more Americans, both Black and white, were honored. In the **1960s**, the civil rights movement further emphasized the impact of Blacks in American culture and throughout United States history.

Black History Month was officially recognized by the U.S. Government in **1976**, when President **Gerald R. Ford** asked Americans to "seize the opportunity to honor the too-often neglected accomplishments of Black Americans in every area of endeavor throughout our history." Every year since then, every American president has declared February Black History Month.

Reference: www.scholastic.com

A True Story: Providing Some Context for Segregation

Share this story about civil rights activist Ruby Bridges with your children as a way for them to better understand the main characters in *The Other Side*. While *The Other Side* is a fictional tale, this story is based on a real part of American history: segregation.

Did you know that not so long ago, there was a little girl who changed our country?

On November 14, **1960**, six-year-old **Ruby Bridges** started first grade at William Frantz Public School in New Orleans. She made history on that day. Ruby and three other girls were the first Black students to go to all-white schools in New Orleans. Ruby was the only Black student who went to William Frantz Public School.

Ruby's world was quite different from the world we live in today. In the South, Black students and white students went to separate schools because the law said they shouldn't be together. This was called **segregation**.

At the time, there were many laws that treated Blacks differently than whites. **Many people knew this was unfair**. They formed the civil rights movement in the **1950s** and **1960s**. The civil rights activists said that all people were equal. They believed everyone should be treated the same.

Ruby became an important part of the civil rights movement when she integrated her school. She was only six years old but her bravery helped change our world.

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Discussion Guide:

At the start of the story walk

ASK: What is the purpose of a fence?

SHOW: Look at the picture on the cover and read the title of the book. Talk about what is on each side of the fence on the cover. Talk about what those girls might be thinking. Think of some reasons why those girls aren't playing together.

CONNECT: How would you feel if you were one of those little girls?

As you continue the story walk

ASK: Why do you think the white girl seems so sad? How do you think the Black girl feels about that girl?

SHOW: Look at the picture of the girls seeing each other in town. Notice how the girls are dressed so much alike. The mothers are dressed alike, too. Do you think it is confusing to the girls why they should be kept apart? They are neighbors, the same age, and have the same interests. Does it seem likely that they would be friends? Why do you think the girls are looking at each other, but the mothers aren't?

CONNECT: If you could ask the girls a question, what would it be? If you could ask the moms a question, what would it be?

As you finish the story walk

ASK: Why do you think Clover's mother didn't tell her to get down from the fence?

SHOW: Look at the pictures on the last two pages of all the girls on the fence. What do you think is going on in these pictures?

CONNECT: Have you ever felt like something was wrong and you knew something had to be done to fix it? What did you do about it?

After the story walk

ACTIVITY: Annie and Clover were taking steps toward making their world a better place. Sometimes, children are the best people to make changes because adults are used to doing things in a certain way. Think of something you can do to make the world a better place. Share what you would do, then share it with us on social media (**#CUPStorywalk**)! Create a plan and do it!



Learn More:

These books will help you discover more ways to explore Black History Month and the ideas in *The Other Side* with your family.



The Story of Ruby Bridges by *Robert Coles* (Ages 4-8)

Separate is Never Equal by *Duncan Tonatiuh*

A Sweet Smell of Roses by *Angela Johnson*

We March by *Shane Evans*

Rosa by *Nikki Giovanni* and *Bryan Collier*

Designed by  *Camilo's ART*