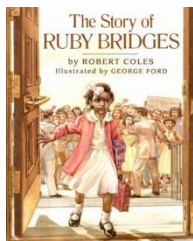


# INTEGRATING DRAMA AND TEXT

## Ruby Bridges




*(click here for a PDF of the text sections)*



**AGE LEVELS:** Upper elementary


**DESCRIPTION:** Students dramatize the characters and situations of this historical event of school desegregation through small text selections. The teacher and students then engage in an improvised Town Meeting as characters who were affected by the historical event.

<p><b>STEP ONE</b></p>	<p><b><u>SNAPSHOT</u></b>  <i>(Click for strategy facilitation handout)</i></p> <p>Students creatively explore key vocabulary before reading or hearing the story.</p> <ul style="list-style-type: none"> <li>Exclude</li> <li>Include</li> <li>Protect</li> <li>Stubborn</li> </ul>	
<p><b>STEP TWO</b></p>	<p><b><u>SCULPTED SNAPSHOT</u></b>  <i>(Click for strategy facilitation handout)</i></p> <p>Students shape each other's bodies to show some of the key characters of the historical event.</p> <p>Text Selection  <b>On Ruby's first day, a large crowd of angry white people gathered outside the Frantz Elementary School. The people carried signs that said they didn't want black people in a white school. People called Ruby names; some wanted to hurt her. The city and state police did not help Ruby.</b></p>	
<p><b>STEP THREE</b></p>	<p><b><u>IF I WERE YOU</u></b>  <i>(Click for strategy facilitation handout)</i></p> <p>Standing in two lines facing each other, one student—representing Ruby Bridges—walks along the corridor. The other students speak aloud from the following perspectives:</p>	

	<p><b>Question:</b> What feelings or words might be inside of Ruby as she walks to school?</p> <p><b>Question:</b> What might you say to help her make the walk?</p>	
<p><b>STEP FOUR</b></p>	<p><b><u>PAIR SNAPSHOT</u></b>  <i>(Click for strategy facilitation handout)</i></p> <p>Pairs of students create images that interpret the relationship between the main characters, based on the first text selection.</p> <p>Text focus:  <b>The President of the United States ordered federal marshals to walk with Ruby into the school building. The marshals carried guns. Every day, for weeks that turned into months, Ruby experienced that kind of school day. She walked to the Frantz School surrounded by marshals. Wearing a clean dress and a bow in her hair and carrying her lunch pail, Ruby walked slowly for the first few blocks. As Ruby approached the school, she saw a crowd of people marching up and down the street. Men and women and children shouted at her. They pushed toward her. The marshals kept them from Ruby by threatening to arrest them. Ruby would hurry through the crowd and not say a word.</b></p>	
<p><b>STEP FIVE</b></p>	<p><b><u>HUMAN BAROMETER</u></b>  <i>(Click for strategy facilitation handout)</i></p> <p>In response to each of the following statements, students stand on an imaginary line to show how much they agree or disagree with the statement.</p> <p><b>I think it was a good idea to force Ruby to attend this school  I would walk with Ruby to school  People should be allowed to express their disagreement</b></p>	
<p><b>STEP SIX</b></p>	<p><b><u>PAIR SNAPSHOT</u></b>  <i>(Click for strategy facilitation handout)</i></p>	

	<p>Pairs of students create images that interpret the relationship between the main characters, based on the first text selection.</p> <p>Text focus:  <b>The white people in the neighborhood would not send their children to school. When Ruby got inside the building, she was all alone except for her teacher, Mrs. Henry.</b>  <b>So Ruby began learning how to read and write in an empty classroom, an empty building.</b>  <b>Mrs. Henry would question Ruby in order to find out if the girl was really nervous and afraid even though she seemed so calm and confident. But Ruby kept saying she was doing fine.</b>  <b>The teacher decided to wait and see if Ruby would keep on being so relaxed and hopeful or if she'd gradually begin to wear down—or even decide that she no longer wanted to go to school.</b></p> <p>Snapshots  <b>Ruby and the Marshals</b>  <b>The Marshals and the Crowd</b>  <b>Ruby and Mrs. Henry</b></p>
<p><b>STEP SEVEN</b></p>	<p><b><u>TOWN MEETING</u></b>  <i>(Click for strategy facilitation handout)</i></p> <p>Text Introduction  <b>Some families withdrew their children from Frantz Elementary School because of pressure from the protesters. However, they did not agree with the protests.</b>  <b>Now their children were no longer attending class.</b></p> <p><b>SNAPSHOT</b>  Before the Town Meeting, students create images of those parents who will gather for the meeting: <b>How might those parents have felt about this situation?</b></p> <p><b>TOWN MEETING</b>  The meeting begins with the question: <b>What should we, as parents, do?</b></p>
<p><b>STEP EIGHT</b></p>	<p><b><u>ADD-ON SNAPSHOT</u></b>  <i>(Click for strategy facilitation handout)</i></p> <p>Student pairs observe and add on to each other's images to capture specific story moments.</p> <p>Text focus:  <b>Then one morning, something happened. Mrs. Henry stood by a window in her classroom as she usually did, watching Ruby walk toward the school. Suddenly Ruby stopped</b></p>



	<p>– right in front of the mob of howling and screaming people. She stood there facing all those men and women. She seemed to be talking to them.</p> <p>Ruby and the Crowd Ruby and Mrs. Henry</p>
<b>STEP NINE</b>	<p><b><u>IF I WERE YOU</u></b> <i>(Click for strategy facilitation handout)</i></p> <p><b>Question:</b> What feelings or words might be inside of Ruby as she walks? <b>Question:</b> What might you say to Ruby now?</p> 
<b>STEP TEN</b>	<p>Read 'The Story of Ruby Bridges'</p>