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EDU 6710 C15- *The Enduring Legacy of the American Revolution- Equality*

July 17, 2009

Title: Commemorating Heroes for Equality of the Twentieth Century

Grade Level: Grade 5

"What lies behind us and what lies before us are tiny matters compared to what lies within us" –Ralph Waldo Emerson

Introduction:

The lessons in this unit of study will focus on some of the emerging leaders/heroes of the twentieth century civil rights movement and the impact their commitments to equality and human rights had on social change in America during this era. Students will be encouraged to reflect on their personal civic spirit and compassion as they research the measures of heroism from those in our country's past who fought to secure equality for all. Students will study those people and events of this era to examine the ways they, as students can become actively involved in furthering this quest for equality for all people.

Focus:

Using both primary and secondary sources, consideration will be given to how leaders'/heroes' written correspondences, speeches, articles, songs of protest, and artwork have continued to influence people throughout our United States history to the present. Another main focus will be to compare and contrast the inequities and struggles endured by people in the American Revolution to those in the twentieth century as well as to examine strategies the leaders/heroes from both eras utilized that were influential and catalyst for change. Lessons and activities will be created that include higher order questions from Blooms Taxonomy and focus on the *multiple intelligences*. Lessons will also encompass more opportunities for students to use a variety of the technology available in the classroom to research and present their learning.

Lessons and Activities:

Day 1

As an introduction to the Civil Rights Movement, teachers can choose from a variety of brief exercises that give students the opportunity to personally experience acts of discrimination, segregation, prejudice, etc. Students

would be selected and grouped based on a particular physical characteristic such as hair or eye color, age, wearing sneakers, color of shirt etc. Without any prior explanation, groups would experience the injustice of discrimination.

Some ideas for these types of exercises would be;

- Students cannot use a desk or chair for a period of time and must either sit on the floor or stand while doing class work.
- The teacher stands at the door and hands out bookmarks, gum, special treat, or "no homework" coupons to a certain segment of the students.
- During an ice cream sundae treat, a portion of students receives only the vanilla ice cream without the toppings and others receive *the works*.
- Recess is important to elementary students. Allow only a portion of students an extra recess and have the other group stand and observe them play.

After one of these exercises has been applied, it is important that students have the opportunity to respond in writing prior to any follow-up explanations or discussion. Students should express every aspect of what they observed and felt. Then the written pieces should be shared. These responses lead to great discussions. At this same time rich vocabulary may be introduced. (*Vocabulary: segregation, integration, racial prejudice, boycott, protests, non-violent, injustice*)

Day 2-3

Use the lesson *Standing in the Schoolhouse Door* from *Primary Sources, Civil Rights Movement* kit. The historical event portrayed in the photograph on the history card shows Governor Wallace as he stands at the entrance of the University of Alabama blocking two black students who wish to enroll. Follow the lesson and discussion questions that are provided in the teacher manual. Follow up with the extension activities on the photograph card. This would also be a good opportunity to assign a writing piece in which students can express their thoughts and opinions about this particular event.

(Note: Previous lessons should focus on Blooms Taxonomy so students understand the terminology under *Analyzing History* questions in each of the photograph cards from this kit such as 'knowledge', "comprehension", "application", "analysis", "synthesis", and "evaluation".)

Day 4-8

Students examine other photographs from *Primary Sources, Civil Rights Movement* kit. Teachers can choose a couple of ways of having them do

this;

- Discuss and complete some of the activities for each history card with the entire class card by card
- Group students into teams of 3-4 members. These team members would be the “experts” on their history card person/event. These “expert” teams would answer questions and complete extension activities for their assigned card. Once these assigned tasks are completed, new groups would be formed. The new teams would consist of an “expert” from each history card that would then share information and completed projects with the members in the team.

Day 9-23

Students will begin a research project choosing to focus from a couple of perspectives:

- Students or teams of students could research an historical leader’s life and their writings and/or correspondence using a variety of primary and secondary sources. Students would then write a biographical report focusing on that individual’s stance on human rights.
- Students or teams of students could focus on how the influences of music or art impacted the civil rights movement. For example, students would research and examine various renowned singer-song writers and protest songs of this era. Lyrics would be examined and analyzed.

Students select from a list of ways they may present their reports.

Several presentation ideas would be:

- **To reenact this researched historical event.** Students would create a short reenactment of an important moment in their civil rights leader’s accomplishments. These reenactments could be videotaped in a newscast format with another student interviewing. Follow up activities would include a question and answer discussion.
- **To present students’ researched information as part of a “wax museum”.** A wax museum is a gallery of students dressed as their historical person and “displayed” in a “frozen or waxed” pose in front of a presentation board of quotes, information, copies of primary documents, books, and artifacts that this student has researched and collected. When visitors touch the arm of a figure, a memorized biography of this famous person is recited. Once the monologue is completed the figure returns to a posed position. The “wax museum” format has proven to be a very successful choice. Students are engaged and enthusiastic about presenting their “report” in this manner.
- **To create a photograph history card similar to the photograph/history cards from the *Primary Sources, Civil Rights***

Movement kit. On the front side, students would use a computer program such as *Publisher* to create a collage of photographs relating to their topic. The backside of this card would include a short summary in a section called "Historical Background Information". Several ideas for both non-fiction and fiction writing would be included under a title called, "Historical Writing" and a few activities would be created and listed under the title, "History Challenges". A section of questions or activities would be included under the title, "Analyzing History" using terms from Bloom's Taxonomy. Students would also record a quote and list of vocabulary words with definitions pertinent to their research topic. These cards could be laminated and included in the kit. Using *Publisher* or a similar computer program, these cards could be electronically designed as a photo story or power point presentation. Each card could then include historical movie clips and recordings as well. To focus on other major influences of this civil rights movement such as music or art. For example, students would be given a list of singer-song writers and protest songs of this era. Lyrics would be examined, analyzed, and discussed. Students would research information about the singer-song writers and create a photograph/card with questions that reflected the levels of Bloom's Taxonomy similar to the history cards from. Students would be encouraged to write their own "protest song" about a contemporary issue. Students could perform their composition.

Note: Several lessons from the social studies text, DVDs, and other resources that will give comprehensive information relative to the twentieth century and the civil rights movement must be taught prior to these research activities. Also, lessons in language arts must include ways to research using the library and *Internet*. Students need to be taught how to cite works for their bibliography.

Also at the same time, in language arts classes, students could read/discuss an historical fiction book, *Dear America: I Thought My Soul Would Rise and Fly; The Diary of Patsy, a Freed Girl by Joyce Hanson* or *Night John* by Gary Paulsen. Reading historical fiction about those bound by slavery in earlier centuries sensitizes students to the rationale supporting civil rights movement of the twentieth century.

Day 24-34 Students will read and choose from the numerous follow-up activities from *The Civil Rights Movement for Kids*, by Mary Turck. This book includes historical background information followed by several related activities that students may do.

Students will read/discuss non-fiction book, *Freedom's Children: Young Civil*

Right Activists Tell Their Own Stories by Ellen S. Levine. Students will respond through discussion or writing. Follow up activities would include ways students could become involved in current global issues.

Day 35-40

Students will present their research projects of the civil rights movement and complete activities from *The Civil Rights Movement for Kids*, by Mary Turck.

Additional Activities:

- The student-created history cards could be laminated and included with the commercially made history cards. Using *Publisher* or a similar computer program, these cards could be electronically designed as a photo story or power point presentation. Each card could then include historical movie clips and recordings as well.
- Use biographical sketch of a twentieth century leader/writer/artist to prepare a display of books, artifacts, models for the presentation.
- Write a "Response to Literature" writing portfolio piece based on Picture of Freedom, The Diary of Clotee, A Slave Girl, by Patricia C. Mckissack, or I Thought My soul would rise and Fly, The Diary of Patsy, A Freed Girl, by Joyce Hansen.
- Write a narrative writing portfolio piece as a sequel to the book, *Night John*, by Gary Paulsen.
- With a small group, create a scene from a particular event during the 1900's that depicts the struggles faced by those who took part in the civil rights movement. Role-play and have student audience guess the event and explain its significance.)
- Following research of various singer-songwriters and the influence music had on the civil rights movement, students would be encouraged to write their own "protest song" about a contemporary issue. Students could perform their composition.
- Play a game of *Jeopardy* using questions and answers from researched reports on people and events of the civil rights movement

Central Questions:

- Research a hero/heroine of the twentieth century who experienced hardships and dangers to further the cause of equality. What qualities of leadership did this person exhibit to be successful? Compare these to

some of the qualities you possess and the goals you may have to improve a situation.

- Compare and contrast the issues of segregation and integration during the twentieth century from the perspectives of a white and a black citizen of the United States. Investigate how these differing attitudes affected the events of the 1900's and continue to impact Americans today.
- Describe some of the nonviolent tactics used successfully by African Americans during the civil rights movement of the twentieth century. Do you feel that some of these same peaceful tactics are useful for issues of injustice today?
- Describe the kinds of inequities that African Americans endured in the twentieth century. Elaborate on examples of discrimination or prejudices you personally have experienced or are aware of.
- Compare and contrast protest songs of the twentieth century to some of today's modern tunes. What are some of the similarities and differences in the words and melodies? Do modern songs of this century inspire listeners and if so, for what cause(s)?

Challenge Questions:

- Examine the essential reasons why the women and men who emerged as leaders of the civil rights movement of the twentieth century were motivated to bring about social change under dire circumstances and the strategies they adopted that proved to be successful. Describe what some of these strategies were. Choose a leader, writer, singer, or artist of this decade. Describe the specific cause that this leader supported and the tactics used to further this cause. Give examples of how some of the nonviolent tactics of the twentieth century could be useful in solving this problem today?
- Examine primary source documents, speeches, news articles, letters, songs, artwork, and poems from the twentieth century. Choose several examples and examine the impact these written pieces made to further the cause of civil rights movement during this era. How did these written pieces inspire Americans to unite? What are some of today's songs, speeches, or articles that have inspired people in this century to join a cause?
- Compare and contrast the women's movement and the civil rights movement of the twentieth century. What are some of the similarities and differences? Use a Venn Diagram to present your findings.

Lesson Length:

40 lessons (1 hour/class period/week) (approximately 8 week unit)

Key Ideas:

- The Declaration of Independence of America states that “all men are created equal” and yet this country continues to struggle with the issues of equality.
- The leaders/heroes and heroines of the twentieth century practiced nonviolent tactics that were effective in eliminating some of the inequities of human rights.
- Leaders/heroes and heroines of the twentieth century exhibited qualities of leadership similar to those individuals of the past.
- Becoming knowledgeable about the historical events and people of our past teaches us ways to deal with issues of the present and aids in establishing greater improvements politically, socially, and individually as we plan for the future.
- Individuals that shared basic principles during the civil rights movement formed organizations based on some of the same tactics applied in the American Revolution. By uniting as a group rather than pursuing these endeavors individually, it was realized that more effective change was possible.
- Communication prior to the twentieth century was primarily through oral or written form. Newer modes of transportation in this century (i.e. train, planes) and communication (i.e. telephone, computers) more rapidly informed citizens of issues and aided in formation of social organizations and networks.
- The art of persuasive writing and speaking was critical to influencing people and events of the twentieth century.
- Individuals who were proficient as writers, singer songwriters, poets, or speakers emerged as leaders of the 20th century.

Intended Learning Outcomes:

Students will:

- Use available modes of technology to research and present their learning about the people and events of the twentieth century.
- Research examples of primary documents; articles, letters, protest songs, poems, and artwork that influenced an event of this period or continue to

inspire individuals of today in the quest for freedom and equality for all people.

- Analyze the importance of oral and written expression and tell how these forms of communication greatly influenced the outcome of many events during this era.
- Evaluate the effectiveness of non-violent tactics practiced by leaders of the civil rights movement of the twentieth century and investigate ways in which these strategies could continue to be effective in the present day.
- Recognize key elements of persuasive writing used by twentieth century writers, political leaders, artists, and singer songwriters and apply to the student's own persuasive pieces.
- Observe, through hands-on activities, how working collaboratively in an organized group to accomplish a task or persuade others can be more effective and be more influential than working individually.
- Examine and reflect in discussion and/or writing on students' personal sense of inequality and prejudice, after experiencing discriminatory conditions created in the classroom.
- Examine and reflect in discussion and/or writing the effectiveness of non-violent tactics of Martin Luther King. Compare these non-violent tactics with the more aggressive and violent strategies of Malcolm X.

Preparation for Teaching:

- Read/discuss critical information about important people and events of the twentieth century.
- Prepare lists of primary and secondary sources for student research.
- Prepare list of key political and social rights leaders, writers, artists, musicians and events of the twentieth century for student research.
- Prepare hands-on activities and materials to illustrate the effectiveness and power various political and social leaders and organizations
- Prepare hands-on activities and materials that give students an opportunity to experience first hand some of the injustices that existed in the twentieth century
- Prepare constructed responses for historical novel, *Dear America; I Thought My Soul Would Rise and Fly; The Diary of Patsy, a Freed Girl* by

Joyce Hanson

- Prepare constructed responses for historical novel, *NightJohn* by Gary Paulsen
- Prepare materials and questions using Blooms Taxonomy as a reference for teacher created game such as Jeopardy and/or student created history cards as culminating activities and assessments for the unit

Assessment(s):

- **Video-taped newscast production** (Following research and lessons about events and people of the twentieth century, students will portray a famous civil rights leader and be interviewed by a student reporter. Questions will focus on the accomplishments made by these leaders in furthering the cause of equality for all.)
- **Wax museum presentations/projects/portraits** (Students will research a famous individual, and using computer technology, will create a backdrop of primary source pictures and documents. They will memorize their written biographical sketch and perform as a wax figure in a museum for audiences of students and teachers. Some students will create power point presentations of their researched leader of equal rights or a brochure for guests of the Wax Museum.
- **Writing portfolio: Reports**
- **Student journals** responding to constructed responses from historical novels
- **Game** (A jeopardy or team game with questions that would assess students understanding and knowledge of the Civil Rights Movement of the 20th century and used as a culminating activity)
- **History Cards** (Similar to Teacher Created Materials: *Exploring History Through Primary Sources Civil Rights Movement*.) Students will research a famous civil rights activist and/or important event of the 20th century and create a history card. On the front side, students would use the computer program; Publisher to create a collage of photographs relating to their topic. The backside of this card would include a short summary in a section called "Historical Background Information", several ideas for both non-fiction and fiction writing would be included under a title called, "Historical Writing", a few activities would be created and listed under the title, "History Challenges", and a section of questions or activities would be included under the title, "Analyzing History."

Accommodations

- Students work with a partner or in small groups
- Students may work with assigned para-educator
- Class discussions and lessons will be presented and then reviewed prior to students' independent work
- Teacher will modify assignments to meet needs of students (Students working below grade level will study one individual leader but report on one aspect of his life in the Wax Museum reports and performance.
- Tests and assignments will be shortened

National History Standards:

Era 9

Era 9 Postwar United States (1945 to early 1970s)

Standard 1: The economic boom and social transformation of postwar United States

Standard 4: The struggle for racial and gender equality and the extension of civil liberties

Vermont Standards:

H&SS 5-6:1 Students initiate an inquiry by:

- Asking relevant and focusing question that will lead to independent research based on what they have seen, what they have read, what they have listened to, and/or what they have researched.

H&SS 5-6:2 Students develop a hypotheses, thesis, or research statement by:

- Using prior knowledge, relevant questions, and facts to develop a prediction and/or propose an explanation or solution.

H&SS 5-6:3 Students design research by:

- Identifying the quality and quantity of information needed including primary and secondary resources.
- Identifying tools, tasks, and procedures needed for conducting an inquiry, including a plan for citing sources.
- Determining possible ways to present data (report).

H&SS 5-6:4 Students conduct research by:

- Locating relevant materials such as print, electronic, or human resources.
- Describing evidence and recording observations using notecards, journals

H&SS 5-6:5 Students develop reasonable explanations that support the research statement by:

- Organizing and displaying information, in a manner appropriate to the research statement through narratives, posters, timelines, models, maps, or dramatizations.

H&SS 5-6:10 Students show understanding of the past, present, and future time by:

- Identifying the beginning, middle, and end of an historical narrative or story.
- Identifying an important event in the United States and/or world, and describing multiple causes and effects of that event.
- Explaining transitions that occurred over time as well as those that occurred as a result of pivotal event.

H&SS 5-6:13 Students analyze how and why cultures continue and change over time by:

- Describing the contributions of various cultural groups to the world, both past and present.
- Identifying ways in which culture in the United States and the world has change

Primary Sources:

- <http://www.footnote.com/image/#4346749> (document/creation of colored troops 1863)
- http://www.footnote.com/page/1342/underground_railroad/ (Excellent source for teachers to copy. Do not let students go to this site without supervision due to some links not appropriate for elementary classrooms.)
- www.teacheroz.com/slavery.htm (great site and includes incredible amount of information on abolition, slavery, roles of African/Americans in the Civil War using timelines, primary documents, outlines, etc)
- <http://memory.loc.gov/ammem/doughtml/words.html> (writings of Frederick Douglass)
- <http://www.history.com/search.do?searchText=civil+rights+movement+in+the+U.S.> (History channel great resource for research)

Secondary Sources:

- Build Our Nation, Houghton Mifflin, 1997 (Unit)
- A History of US, All the People Since 1945, by Joy Hakim, Oxford University Press, 2006

- The Everything Green Classroom Book, by Tessa Hill, F+W Media, Inc. Adamsmedia, Avon, MA, 2009
- What are the Admendments?,by Nancy Harris, Heinemann Library, Chicago, Illinois, 2008
- Nobody Gonna Turn Me "Round, by Doreen Rappaport, Candlewick Press, Cambridge, MA 2008

Internet sites:

- <http://www.timeforkids.com/TFK/specials/bhm/0,8805,97503,00.html> (**Time for Kids site on famous Black Americans of today.**)

Annotated Bibliography

American History, History in a Box. (Civil Rights Movement) Gilder Lehrman Institute of American History, 2009.

This is an excellent collection of photographs and other primary sources in a box depicting important people and events during the Civil Rights Movement of the 1960's. Each card can be used as a lesson and includes the photo, a summary of the historical background information, and questions for students to analyze history using critical thinking questions based on Bloom's Taxonomy categories. There is also a section that includes a non-fiction and fiction idea for an historical writing prompt. A history challenge is included that gives creative ideas that students may research. I will be using these cards in my fifth grade classroom as we study this era. As one project, my students will create similar cards based on their research of an important person or event of the Civil Rights Movement. They will use the computer to make a collage of photos for the front side of the card and then will write up the questions, activities, and historical background information summary from their research that will be similar to

these commercially made cards.

Fradin, Dennis B., and Judith Bloom. Fradin. *Ida B. Wells: Mother of the Civil Rights Movement*. New York: Clarion, 2000.

This book is the story of Ida B. Wells, who became one of America's earliest civil rights leaders who was involved in forming the NAACP and as a journalist campaigned against the lynching, burning, or shooting of a person without a trial. Due to her successful efforts, by the 1930's these practices had completely disappeared. This book is filled with many disturbing photographs of these executions and therefore I would be sensitive in using this book with a fifth grade class. However, I would not hesitate in discussing these events and the impact Ida B. Wells's efforts had on eliminating these types of executions.

Freedman, Russell. *Freedom Walkers: the Story of the Montgomery Bus Boycott*. New York: Scholastic, 2007.

This is an excellent book to read aloud and discuss with a fifth grade class. It tells the story of the Montgomery Bus Boycott of 1955 to 1956 through the many black and white photographs that are included. Every chapter is told from the point of view of one of the Freedom Walkers. Some of them are very famous individuals such as Rosa Parks and Martin Luther King. Other Freedom Walkers are not so well known but through all their personal reflections, this historical event unfolds. I would discuss parts of this book and leave other portions for students to use as a reference for their

individual research projects.

Hakim, Joy. *All the People, since 1945*. New York: Oxford UP, 2006.

This book is an excellent resource to use as students study American history from 1945- 2005. Fifth grade students to adults will enjoy the colorful format of text, photographs, and captions. Within its nearly 300 pages, this book is packed with a timeline of information and interesting facts about this tumultuous time period in the United States history. It is during these years as school segregation is outlawed and women campaigned for equal rights that the United States begins to really emerge as a country that is attempting to ensure equality for all. This book tells of those extraordinary leaders like Rosa Parks and Martin Luther King, but it also tells of the ordinary citizens who dramatically changed the laws of segregation and racial prejudices. It is a great book for students to gain a more comprehensive perspective of the events and people of this time period. Multiple copies in the classroom should be available for students to use in small groups.

Levine, Ellen. *Freedom's Children: Young Civil Rights Activists Tell Their Own Stories*. New York: Puffin, 2000.

This book is filled with the personal reflections of those Southern blacks who were directly involved in the Civil Rights Movement during the 1950's and 1960's. Their stories make these events of this time period come alive and should be read aloud and discussed as a class.

Levine, Suzanne, and Mary Thom. *Bella Abzug: How One Tough Broad from the Bronx Fought Jim Crow and Joe McCarthy, Pissed off Jimmy Carter, Battled for the Rights of Women and Workers, Rallied against War and for the Planet, and Shook up Politics along the Way : an Oral History*. New York: Farrar, Straus and Giroux, 2007.

Bella Abzug, as a congresswoman, activist, and social leader was a remarkable individual that greatly influenced the people and events of her time. For over fifty years she was involved in issues of labor civil rights, anti-Vietnam War movements, women's rights movements and environmental topics. This book is an oral biography told by those who knew her best. It is not a book to read aloud or use as a resource for fifth grade but is an excellent supplement to include as a teacher resource. Bella's daughter, Liz Abzug is quoted in the book as saying the following about her mother; "she lived-fast, passionate, wild, ...the thing that made my mom so different was not only the level of the passion and intelligence but the commitment to persevere, no matter what, in all things that she believed in, whether it's music, politics, her family, working hard...not retreating in any of those departments." Bella's accomplishments should be discussed in the classroom and she could serve as a model of a type of person who worked hard, was completely involved, and worked relentlessly to bring about change. Bella defines the word, "persevere".

McCully, Emily Arnold., and Emily Arnold. McCully. *The Escape of Oney Judge:*

***Martha Washington's Slave Finds Freedom.* New York: Farrar Straus Giroux, 2007.**

This is a picture book that can be read aloud to an elementary class. It is about slave girl that takes the risk to escape from the home of George and Martha Washington to become free. It helps students understand some of the turmoil slaves had to endure to become free. It lightly covers the issue of slavery.

McKissack, Fredrick. *This Generation of Americans: a Story of the Civil Rights Movement.* Columbus, Ohio: Waterbird, 2004.

This fictitious novel is the story of a teenage boy named Clayton Banks living in the mid 1900's who wants to just play baseball but whose life is impacted by the events of the Civil Rights Movement. It is an easy read for an average 5th grade reader.

Morrison, Toni. *Remember: the Journey to School Integration.* Boston: Houghton Mifflin, 2004.

This book of black and white photographs depicting many events in the history of school desegregation. It is a great book to read and discuss with an elementary grade school class. Possible writing reflection pieces could follow. If possible, the photographs are excellent and it would be worth the time to scan them and view from a SmartBoard.

Olson, Lynne. *Freedom's Daughters: the Unsung Heroines of the Civil Rights*

***Movement from 1830 to 1970.* New York: Scribner, 2001.**

This is a great resource to use for students when they are selecting individuals from the Civil Rights Movement to research. This book tells the stories of those individuals that paved the way many years before the more well known leaders of this movement were recognized. Learning about some of these lesser known persons helps students understand that in truth there are always many more ordinary people that play a behind-the-scenes part in furthering a cause such as the Civil Rights Movement that are not as often remembered as the great leaders.

Powers, Ron. *Mark Twain: a Life.* New York: Free, 2005.

In the book, Mark Twain: A Life, Ron Powers tells the life story of this famous 19th to 20th century writer. Powers not only demonstrates how aspects of Samuel Clemens's personal life and the events of this century influenced Twain's writing but throughout the book examines how such an individual could create writings "—nearly all of it problematic, much of it mediocre, a healthy part of it unfinished, some of it simply awful"— and become known as " *the* representative figure of his times." This book was interesting and informative. I would not use it as a resource in my social studies curriculum but would describe some highlights of this man, writer, and celebrity that I learned as well as encourage my students to read some of the annotated accounts of *Huckleberry Finn*.

Paulsen, Gary. *Nightjohn.* New York: Delacorte, 1993.

Gary Paulsen tells the story, set in the 1850s, about a twelve-year-old Sarny's life as a slave. Her life becomes even more dangerous when a newly arrived slave offers to teach her how to read. Sarny, who is a female slave at the Waller plantation, first meets Nightjohn when he is brought to her plantation, his body covered in scars. Nightjohn had escaped and was a free slave. Knowing that the penalty for reading was dismemberment, Nightjohn still returned to this dangerous area to teach others how to read. Sarny was willing to risk of punishment to learn as much as she can from him. This novel is unlike anything else Gary Paulsen has written. It portrays the brutal life of slaves through the story of two unforgettable characters, NightJohn and Sarney.

Rappaport, Doreen, and Shane Evans. *Nobody Gonna Turn Me 'round: Stories and Songs of the Civil Rights Movement*. Cambridge, Mass.: Candlewick, 2006.

This book includes stories and songs from the Civil Rights movement with illustrations by Shane Evans that portray the struggles of historical people and events of this time. It is another great book to scan and view on the SmartBoard. I recommend finding music to go with the words in the book and letting the students either hear or sing along.

Schiff, Karenn Gore. *Lighting the Way: Nine Women Who Changed Modern America*. New York: Miramax /Hyperion, 2005.

This book is written by Al Gore's daughter Karenn. She writes nine fascinating biographies of women in America's history who advocated for equality and brought

about dramatic changes in America. It is another great book to use as a teacher resource and list of individuals 5th grade students may choose to research in more detail.

Turck, Mary. *The Civil Rights Movement for Kids: a History with 21 Activities*. Chicago, Ill.: Chicago Review, 2000.

This is an excellent resource and comprehensive manual for elementary teachers and also a book that could be read and used by any upper elementary student. In each of the ten chapters the historical background information to specific event or an important leader of the Civil Rights Movement of America in the 1950's and 1960's is given followed by several activities that students may try. In the first chapter, *Let the Children Lead*, background information and several accounts of children and young adults are described. For example, Ruby Bridges is quoted telling what happened the day she was led into school in New Orleans in 1960. Following these accounts there are two hands-on- activities for students to try: *Starting Somewhere Survey* and *In a Civil Rights Event*. Each of the following chapters follow the same format but with different and creative activities to try.

Suggested TAH Teacher Resources

Great Issues in American History, 1765-1865 *by Richard Hofstadter, Ed.*
(NY: Random House, 1969)

Bring History Alive! A Sourcebook for Teaching United States History (5- 12)
National Center For History in the Schools, University of California, Los Angeles, California 199

Annotated Bibliography: For Student Use

Pearson, Jim and Robertson, John, *Slavery in the Nineteenth Century*, National Center for History in the Schools, University of California, Los Angeles, 1991