



Lessons in Courage: Martin Luther King Rosa Parks Ruby Bridges

Denver Public Schools

In partnership with Metropolitan State College of Denver

El Alma de la Raza Project



Lessons in Courage: Martin Luther King, Rosa Parks, and Ruby Bridges

By Barbara J. Williams

Grade 1

Implementation Time
for Unit of Study: 3 weeks

Denver Public Schools
El Alma de la Raza Curriculum
and Teacher Training Program

Loyola A. Martinez, Project Director

DENVER PUBLIC SCHOOLS

THE ALMA PROJECT

The Alma Curriculum and Teacher Training Project

The Alma Curriculum and Teacher Training Project was made possible with funding from a Goals 2000 Partnerships for Educating Colorado Students grant awarded to the Denver Public Schools in July 1996. The Project is currently being funded by the Denver Public Schools.

The intent of the Project is to have teachers in the Denver Public Schools develop instructional units on the history, contributions, and issues pertinent to Latinos and Hispanics in the southwest United States. Other experts, volunteers, and community organizations have also been directly involved in the development of content in history, literature, science, art, and music, as well as in teacher training. The instructional units have been developed for Early Childhood Education (ECE) through Grade 12.

As instructional units are developed and field tested, feedback from teachers is extremely valuable for making any necessary modifications in the topic development of future units of study. Feedback obtained in the spring of 1999, from 48 teachers at 14 sites, was compiled, documented and provided vital information for the field testing report presented to the Board of Education. The information gathered was also instrumental in the design and planning of the 2001-2002 of Alma unit development.

Each instructional unit is based on the best scholarly information available and is tied directly to the state and district Academic Content Standards. The scope of the materials includes the history of indigenous peoples in the Americas, contacts of Spanish explorers in the New World, exploration of Mexico and areas of the present-day United States, colonization of New Mexico and southern Colorado, and contemporary history, developments, events, and issues concerning Latinos in the southwest United States. The instructional units also address areas that need to be strengthened in our curriculum with regard to the cultural and historical contributions of Latinos.

The Project has reaped numerous benefits from partnerships with a various of colleges and universities. We hope to continue to secure agreements with curriculum experts from various institutions and teachers to work directly on the Project and who will provide a broad, diverse, and inclusive vision of curriculum development. As the Project continues, these partnerships will allow us to broaden the range of topics to be covered in the units.

Basic Premise of the Project

This curriculum innovation will serve several major purposes.

- It will provide the opportunity for every teacher in the Denver Public Schools to integrate fully developed instructional units (K-12) tied to state and district standards into the curriculum at every grade level or courses in language arts, social studies and history, and art and music.
- It will broaden a teacher's ability to teach a more inclusive and accurate curriculum.
- The instructional units will facilitate the infusion of the cultural and historical contributions of Latinos.
- The Project will have a positive effect on the engagement and achievement of Latino students in the Denver Public Schools and other districts that adopt the curriculum.
- A formal link among and between the Denver Public Schools and various colleges and universities throughout the state of Colorado has been created.

The instructional units were developed by teachers (K-12) from the Denver Public Schools beginning in March 1997. The Denver-based Mid-Continental Regional Educational Laboratory (McREL) provided a standards-based framework that was used in the development of the instructional units. A second round of units was developed in March 1998. There is a distinct difference in the instructional framework of the units developed in 1997 as compared to those developed in 1998. Regardless of the framework used, all instructional units are aligned with the Denver Public Schools Academic Content Standards for reading, writing, mathematics, science, history, and geography. The art and music instructional units are aligned with the Colorado Content Standards.

Alma instructional units are currently available on the Alma Project website (<http://almaproject.dpsk12.org>).

For more information on the Alma Project, please contact:

ALMA PROJECT

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Special thanks are extended to the following professors who gave freely of their time and expertise. Their great contributions were key factors in the initial and continued success of the Project.

Dr. Luis Torres, Chicano Studies Department Chair
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Dr. Vincent C. De Baca, Assistant Professor of History
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Dr. Priscilla Falcon, Professor of International Relations
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University of Northern Colorado

Dr. Margarita Barcelo, Professor of Chicano/Chicana Studies and English
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The Alma Project moved forward with the combined efforts of the following people, whose commitment to this Project was evident in the many long hours of hard work spent with project endeavors. Mil Gracias.

Dr. Diane Paynter, Mid-Continental Regional Educational Laboratory (McREL)
Patty Dennis, Editor
Greg Lucero, Graphic Designer, (DPS)
Bessie Smith, authenticator for *Introduction to Navajo Culture* instructional unit
Richard W. Hill, Sr, authenticator for *Exploring Northeast Native Americans*
The Iroquois instructional unit

We acknowledge and commend the following contributors whose instructional units of study continue to be requested by teachers in and around Colorado.

1998-1999

<u>Contributing Author</u>	<u>Topic</u>	<u>School</u>
Flor Amaro	Exploring Literary Genre Through Latin American Literature Hispanic Literature	Cheltenham Elementary
Leni Arnett	The Spanish Conquest and the Role of La Llorona	Denver School of the Arts
Stella Garcia Baca	Study Guide for <i>Among the Volcanoes</i> by Omar S. Castañeda	Lake Middle School
Sallie Baker	The Clash of Cultures: Moctezuma Hosts Cortes	Denver School of the Arts
Shanna Birkholz	Día de Los Muertos	Gilpin Elementary
Richard Bock	Coming of Age	West High School
Virginia Coors	Essential Values Woven Through Hispanic Literature	Florence Crittendon School
Susanna DeLeon	The Importance of Music in the Life of the Aztec People	Smedley Elementary
Amanda Dibbern	Everyone Has a Tale	Lake Middle School
Gabe Garcia	Twin Hero Myths in Literature of the Americas	West High School
Steven Garner	The Impact of the Mexican Revolution on the United States	West High School
Hilary Garnsey	Heralding Our Heroes Times	Montclair Elementary
Deborah Hanley	Music of the Aldean Altiplano	Knapp Elementary
Janet Hensen	Viva Mexico! A Celebration of Diez y Seis de Septiembre, Mexican Independence Day	Montclair Elementary
Irene Hernandez	California Missions Denver School of the Arts <i>Heart of Aztlan</i> Study Guide	
Leigh Heister	Latina Women	Knapp Elementary
Dorothea Hogue	Science of the People	Florence Crittendon School
Pat Hurrieta	El Día de los Muertos	Cheltenham Elementary
Heidi Hursh	Latino Legacy: A Community Oral History Project	West High School
Pat Dubrava Keuning	Changing Borders and Flags	Denver School of the Arts
Jon Kuhns	The Rise of the United Farmworkers Union: A Study of the Chicano Civil Rights Movement	Florence Crittendon School
Lu Liñan	Curanderismo: Holistic Healing	West High School
Charlene Meives	Santos and Santeros	Rishel Middle School
Frances Mora	Spanish Settlement and Hispanic History of Denver and Colorado	Schenck Elementary
Julie Murgel	Mayan Mathematics and Architecture	Lake Middle School
Jerrilynn Pepper	Spanish Missions in Florida, Texas, New Mexico, and Arizona	Bryant-Webster Elementary
Kristina Riley	Biographies of Famous Hispanics/Latinos/Chicanos Piñatas!	Cheltenham Elementary
Sharon Robinett	Francisco Vasquez de Coronado	McGlone Elementary
Kathleen Stone	Latinos in War: The American Military Experience	West High School
Dan Villescas	Mother Culture of Mexico: The Olmecs	Lake Middle School
Joanna Vincenti	Our Stories, Our Families, Our Culture	Florence Crittendon School
Linda Weiss	Spanish Exploration of Colorado	Schenck Elementary

The following topics were developed in Rounds IV and V of the curriculum development process. Special thanks to the following authors for their quality work and their commitment to the Alma Project. Their contributions will greatly benefit all students in the Denver Public Schools.

1999-2000

<u>Contributing Author</u>	<u>Topic</u>	<u>School</u>
Leni Arnett	Americans Move West: The Santa Fe Trail	Denver School of the Arts
Stella Baca	Study Guide for <i>Walking Stars</i>	Lake Middle School
Suzi Bowman	In Memory of Sand Creek	Brown Elementary
Denise Engstrom	Exploring Northeast Native Americans: The Iroquois	ECE Specialist
Debbie Frances	La Mariposa/The Butterfly The Desert Easter/Spring Celebration From Corn to Tortillas	Kaiser Elementary
Jennifer Henry	The Mexican Muralist Movement and an Exploration of Public Art	Student
Ronald Ingle II	Music of the Tex-Mex Border Region	Smith Elementary
Lu Liñan	The Voice of a Latina Writer: Author Study on Sandra Cisneros	West High School
Cleo McElliot	Families...A Celebration Plants/Las Plantas	Kaiser Elementary
Sandy Miller	Pepper, Pepper, Plants!	Samuels Elementary
Maria Salazar	The Treaty of Guadalupe Hidalgo	Lake Middle School
Jessica Schiefelbein	Diego Rivera	Doull Elementary School
Sandy Stokely	Haiku and Beyond: A Study of Japanese Literature	Ellis Elementary
Dan Villescascas	The Conquest of the Aztec Civilization The Mexican American War	Alma Project Curriculum Specialist

2000-2001

<u>Contributing Author</u>	<u>Topic</u>	<u>School</u>
Nina Daugherty	Three Latin American Folktales Aztec Folk Literature	
Conchita Domenech	An Introduction to the Navajo Culture	West High School
Denise Engstrom	American Indian Storytelling: A Tradition Thanksgiving: An American Indian Celebration The Denver March Powwow	ECE Specialist
Deborah Francis	The Cowboys/Vaqueros	Kaiser Elementary
Ron Ingle II and Dan Villescascas	Celebrations	Smith Elementary Former ALMA Project Curriculum Specialist
Sandra Miller	Mercado Only What We Need: Living in Harmony and Nature	Samuels Elementary
Astrid Parr	Cinco de Mayo: A Historical Celebration	Swansea Elementary
Jessica Schiefelbein	Faith Ringgold	Doull Elementary School
Barbara J. Williams	Lessons in Courage: Martin Luther King, Rosa Parks, and Ruby Bridges	Jessie Whaley Maxwell Elementary

Instructional Framework

The Alma instructional units are *not* to be used in isolation, but rather should be infused or integrated into the adopted Scope and Sequence for K-8 grade levels. Units at the high school level can be integrated into the recommended courses for a more in-depth, broader based scope of the topic. All Alma units can be translated into Spanish upon request.

The framework for the instructional units was originally provided by Dr. Diane Paynter with the Denver-based Mid-Continental Regional Educational Laboratory (McREL). The framework of the initial round of units consists of a **Title Page**, which includes the title, author's name, recommended grade levels, and a timeframe for implementation; an **Introduction**, which has content-focused background information that the teacher should know before starting to teach the unit; **Standards Addressed**, which gives the basic knowledge and skills that the unit will teach; an **Annotated Bibliography**, which lists the sources used for the development of the topic; and a short **Biography** of the author.

The individual lesson components contain the following:

Content Knowledge

The standard/benchmark information students should understand within a specified content domain and the skills or processes they should be able to do within that domain.

Specifics

Identification of relevant supporting knowledge that will help students understand the information.

Instructional Strategies

Any instructional strategy to be used by the teacher based on what students already know and how students can make sense of the new information and the learning patterns and relationships.

Student Activities

The activities in which students will be involved and that will help them process new content knowledge. They should be purposeful activities that are a means to an end, which is that students attain an understanding of the information they are learning.

Resources/Materials

Required or suggested sources such as textbooks, audio- and videotapes, guest speakers, lectures, field trips, CDs and laser discs, software sources, newspapers, magazines, brochures, encyclopedias, trade books and literature, charts, exhibits, TV programs, community resources, murals, advertisements, journals, and filmstrips to be used to provide students with information related to the identified content knowledge.

Performance Task

A rigorous task that asks students to apply the content knowledge they have been learning within a highly contextualized, real-world setting.

Scoring Rubric

A set of criteria that describes levels of expected performance or understanding that includes four levels of performance.

Additional Evidence

Pieces of any other assessments or evidence that can be used to determine the degree to which students have mastered the identified knowledge.

The second round of the Alma units of study were modified and expanded to provide a more comprehensive instructional framework tailored to state and district standards.

These units have all the components that the initial units have. The **Title Page** still has the same information, but it is formatted differently. New components are the **Unit Concepts** section, which gives the general themes and concepts that when taken together describe the entire unit; the **Implementation Guidelines**, which provide guidance on recommended grade levels, adaptations, specific classes into which the topic can be infused, and any other information important to teaching the specific topic; and a **Lesson Summary**, which is a snapshot of the content covered in the lesson.

Each lesson contains a set of key components, which are listed below.

What will students be learning?

- Standards
- Benchmarks
- Instructional objectives
- Specifics

What will be done to help students learn this?

- Instructional strategies
- Preliminary lesson preparation (optional)
- Activities
- Vocabulary (optional)
- Resources/materials for specific lesson
- Assessment
- Extensions

The Alma instructional units can be integrated into the regular course of study at a particular grade level according to content standards. Each unit is specific to either primary, intermediate, middle, or high school. The basic premise for the integration of the Alma instructional units is that a more accurate, more diversified perspective can be taught, given the content and resources to support a particular topic.

The instructional units are available on the Internet to teachers who wish to integrate into their curriculums the Latino cultural and historical contributions in literature, history, art, science, and music (<http://almaproject.dpsk12.org>). Teachers in the Denver Public Schools have the opportunity to draw from a large pool of Alma materials/kits housed in the Classroom Resource Library to help them in teaching the units. The Center is located at 1330 Fox Street, Denver, Colorado.

Teachers who implement Alma units/materials into their curriculum are asked to complete an evaluation questionnaire for data collection purposes.

Lessons in Courage: Martin Luther King, Rosa Parks, and Ruby Bridges

Unit Concepts

- Courage
- Freedom
- Role Playing
- Symmetry
- Race
- Civil Rights
- Emotion(s)
- Segregation
- Inequality/Equality
- Peace/Symbolism

Standards Addressed by This Unit

History

Students know how to use the processes and resources of historical inquiry. (H2)

Students understand that societies are diverse and have changed over time. (H3)

Students understand political institutions and theories that have developed and changed over time. (H5)

Students know that religious and philosophical ideas have been powerful forces throughout history. (H6)

Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (H1)

Math

Students develop spatial sense and use geometric concepts, properties, and relationships in problem-solving situations and communicate the reasoning used in solving these problems. (M4)

Reading and Writing

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes and audiences. (RW2)

Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

Students read and recognize literature as a record of human experience. (RW6)

Introduction

Dr. Martin Luther King Jr. is a renowned civil rights leader. While his attempts to end segregation are the vital aspects of his life. Young children can better relate to his life as a boy who enjoyed sports and liked to read. It is beneficial for young people to learn about his academic success and family devotion. Family is a major theme in first-grade social studies.

Children are too often interested in the date of his death, April 4, 1968. The major emphasis should be on his birthday, January 15, 1935, and his contributions.

Rosa Parks was a civil rights advocate long before the bus boycott. In fact, she had tried to defy segregation laws on public transportation before. Yet, it was her defiance, interacting with the actions of Martin Luther King Jr. and others, that became the catalyst for the modern civil rights movement. She was chosen for this unit because she brings a softness to lessons about the harshness of segregation. Children can relate because they have ridden a bus at one time or another. She is like a mother, and children would find it hard to understand why a “mother” figure would be denied equal access.

Ruby Bridges is the third person in this study because she created history as a six-year-old—the same age as many of the students who may complete this unit. While children cannot understand the concepts of inequality, they can envision the isolation of a child having no friends, and being in a classroom alone. Ruby Bridges helped integrate New Orleans schools. She spent much of the first grade alone in her classroom with only her teacher. Today, she is married and has four children of her own.

The experiences of these three individuals help create an introduction to a study of race relations in the past and today.

Implementation Guidelines

It is recommended that this unit be taught to first graders. However, adaptations can be made to instruct second graders. Important to this unit is a careful reading of the contents well before implementation so that resources can be gathered. Several lessons refer to a display table. This consists of a table with a piece of fabric where books, props, pictures and other hands on items are placed. An effort should be made to place this table in front of a bulletin board so that completed assignments can provide a backdrop to the display. Some books may not be available at your school. So an early start will give you the opportunity to gather materials from your local library. Another important source of information is the Internet. Information on these three individuals is being added all the time.

A final point is that this unit is intended to introduce young children to these three individuals. Hopefully, each year the complexity of the concepts involved will deepen their understanding of race relations. Brutal and violent pictures, discussions of the Ku Klux Klan, and inflammatory language that was most certainly a part of the period is to be avoided for the very young children. Therefore, the teacher should preview all of the materials before presenting them. The children must be comfortable with the topics presented.

Lesson Summary

Lesson 1	A Time Not Too Long Ago 4 Segregation is defined for young children.
Lesson 2	Dr. Martin Luther King, Dreams of Freedom 7 Children connect with the accomplishments of Dr. King.
Lesson 3	Martin Luther King, A Young Boy 12 Childhood experiences are compared then and now.
Lesson 4	Rosa Parks Takes a Bus Ride 18 Children are involved in a reenactment of that famous bus ride.
Lesson 5	Symmetry: Preparing to Make a Portrait 29 Children prepare to draw using the math concept of symmetry.
Lesson 6	Our View of a Leader, A Portrait of Dr. King 33 A drawing of Dr. King is created by the children.
Lesson 7	Ruby Bridges, A Six-Year-Old With Courage 37 The story of a first grader who challenged the system demonstrates the power of silence.
Lesson 8	Ruby Bridges: Then and Now 42 Children revisit Ruby Bridges as an adult.
Unit Assessment 47

LESSON 1: A Time Not Too Long Ago

What will students be learning?

STANDARDS

Students understand the chronological organization of history and know how to recognize events and people into eras to identify and explain historical relationships. (H1)

Students know how to use the processes and resources of historical inquiry. (H2)

Students write and speak for a variety of purposes and audiences. (RW2)

Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

Students read and recognize literature as a record of human experience. (RW6)

BENCHMARKS

Students will use chronology to present historical events and people.

Students will apply knowledge of the past to compare and contrast present-day issues and events from multiple, historically objective perspectives.

Students will write and speak for a variety of purposes.

Students will identify the purpose, perspective, and historical and cultural influences of a speaker, author, or director.

Students will read literature to investigate common issues and interests in relation to self and others.

Students will read literature that reflects the uniqueness, diversity, and integrity of the American experience.

Students will read classic and contemporary literature of the United States about the experiences and traditions of diverse ethnic groups.

OBJECTIVES

Students will learn metaphors and examine the use of a specific metaphor “fence” as an introduction and examination of the concept of segregation.

Students will read, write, and learn about the characteristics of three important individuals and their stories as they face segregation.

SPECIFICS

Segregation is a complicated concept. Young children living in a visually integrated world have difficulty understanding this concept. Segregation played a major role in the lives of our three subjects. Therefore, this issue must be addressed. Teachers should have a definition of this concept in mind as they teach this lesson. Segregation can be defined as the separation or division of groups based on racial, ethnic, and cultural differences. Segregation has educational, social, economic and political implications for all the groups involved. In *The Other Side*, two young girls near the age of our students face and, to some degree, triumph over the segregation forced upon them.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Read Aloud

Group Discussion

Reading and Writing

PRELIMINARY LESSON PREPARATION

Prepare a display of books and pictures to be used in the unit.

Prepare a brief discussion of a metaphor. Since this is a higher-level comparison skill, start by saying to your class that you want them to be as quiet as a mouse or that you want them listen as carefully as a rabbit. While these are similes, these statements do denote that a word or phrase can explain an idea by its likeness to the idea. Explain that the mouse and rabbit represent the kind of behavior you want to observe as you read the story to them.

ACTIVITIES

Put the word segregation on the board. Ask the students if they know the meaning of the word. Briefly take two groups of forest animals (objects or pictures) and divide the two groups with a ruler. Explain to the children that both groups want to live in the forest and make it good place. Yet, the ruler divides them. Tell them that the two groups are segregated and can't work or play together. Tell them this was something that happened a lot a long time ago among people. Also, tell them that unfortunately it still happens. Say that you are going to read a story about two little girls who didn't understand this big word.

Picture walk through the story noting the presence of the fence. Read the story aloud, and then do a retelling of the story.

Explain that the fence was like a line or barrier between people. Tell children that adults and children had to stay on their side of the fence just as the girls in the story. Tell the children that the fence was in schools, on buses, in restaurants and in housing.

Write the names of Martin Luther King Jr., Rosa Parks, and Ruby Bridges on the board. Read the three names and tell something about each briefly.

Have the children copy the names and a little symbol/sign to represent each next to the name. For example, hands of different colors next to doctor King's name, a bus next to Rosa Parks, and books next to Ruby Bridges.

RESOURCES

Brief identifying statements about all three subjects

The Other Side by Jacqueline Woodson

ASSESSMENT

First, have students draw a picture where boys and girls are not segregated (a playground, restaurant, schoolroom, library, buses, etc.). Take a dictated sentence about each picture.

Rubric Points

Description

- | | |
|---------|--|
| 3 | The picture shows an area or institution where segregation was practiced. Identifiable children of different hues are present in the picture with an emphasis on people doing things together. The sentence relates to the concept of segregation. |
| 2 | The picture shows children together but they are of one hue. The sentence does not relate to the concept of segregation but demonstrates some awareness of racial harmony. |
| 1 | The picture doesn't show people of various colors. The primary emphasis in the picture is objects such as flowers and topics/details not relevant. The sentence is about the picture not the concept. |

Second, have the children use green, red, and blue to color-match the three names of the subjects. Color the first and last names of each subject with the same color. Box each name so the children can cut out the names and match them to other events and activities as the unit progresses.

LESSON 2: Dr. Martin Luther King—Dreams of Freedom

What will students be learning?

STANDARDS

Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (H1)

Students understand political institutions and theories that have developed and changed over time. (H5)

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes and audiences. (RW2)

Students read and recognize literature as a record of human experience. (RW6)

BENCHMARKS

Students know the general chronological order of events and people in history.

Students understand how democratic ideas and institutions in the United States have developed, changed, and/or been maintained.

Students use information from their reading to increase vocabulary and language usage.

Students will write and speak for a variety of purposes.

Students will read literature that reflects the uniqueness, diversity, and integrity of the American experience.

OBJECTIVES

Students will celebrate the birthday of Dr. Martin Luther King.

Students will identify the freedoms and kind of life that Martin Luther King wanted for all people.

Students will learn five vocabulary words specific to Dr. King's birthday.

SPECIFICS

The teacher should have in mind that Dr. King's dream of freedom was having equal access for all people in these areas: education, employment, housing, and public accommodation.

Opportunities to point this out will occur throughout the unit. Dr. King was involved in major political and social battles, but the tone of these lessons focuses on his life as a child and the freedoms he wanted all people, especially children, to enjoy.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Read Aloud

Picture Viewing

Teacher-Directed Questioning

Poetry

Demonstrate writing definitions for words on chart paper

IMPLEMENTATION GUIDELINES

In this lesson, it is suggested that the teacher again allow children to browse and explore books and pictures at a center devoted to the three subjects. The Martin Luther King Center in Atlanta, Georgia, has excellent postcards showing pictures of his home and Ebenezer Baptist Church. If you or friends visit this area, make sure that you collect some excellent resources. Freedom is another key word here. It is recognized that this is an abstract term so a brief role-play may crystallize the idea for young children. Have them first select from two choices what they want. Emphasize that everyone didn't have to make the same choice. Repeat the exercise and assign children to a choice without their input. Briefly explore the different feelings students have about not having a choice.

PRELIMINARY LESSON PREPARATION

Use white butcher paper to make a large picture of a sheet cake. Attach this to the board. Later, you will have to turn the picture to write some words. Label it "Happy Birthday Dr. King." (Please explain to children that Dr. King was not a medical doctor. Children will accept this explanation readily.) Explain to the children that we celebrate a person's birth because that is when the many contributions of the person are given life. Try to have the children focus on the birth date rather than the assassination. Model writing his birth date on the cake. Verbalize as you write ... capital J, a, etc., one, five, comma, 1929. As the children listen, tell them that certain words will have importance in this lesson. Prepare ahead of time or develop with the children a list of key words: contributions, freedom, celebrate, and sharing. Tell the children now I want you to listen to a story that will tell you why we celebrate January 15, 1929. Say that we will come back to the cake later.

ACTIVITIES

Read aloud *Happy Birthday Dr. King*. Discuss. List on chart paper or the board words that describe or tell about his contributions. Suggested words are: freedom, dream, sharing, schools, safe homes, etc. Allow students to suggest other words that reflect the work done by Dr. King. Complete the decoration of the large cake displayed on the board. Have the children share in the decoration. Use crayons. Select four words to put on each line on the cake. Tell the children you will put a candle near each of the words to show that the dream burns brightly. (Children may one day visit the King Center and see the eternal flame at his gravesite.) Pass out individual copies of the cake. Guide children in writing the date of his birth on their cakes. Next, discuss and guide them in the selection of four words from the list that relate to his life. Again, allow them to brightly color the flame near each word. Allow the children to complete the decoration of their cakes. Form two groups and have the children share their cake pictures and read the words selected.

VOCABULARY

The teacher may want to keep a vocabulary chart sheet. Keeping a record of the words used in the unit will offer opportunities to reinforce vocabulary development. Again, the teacher may prepare the chart ahead of time or develop the definitions with the students.

Freedom having the ability/right to make choices between alternatives

Contributions giving things, money, ideas and time to people or organizations for their improvement (concrete examples are giving money to a church, or collecting food for the needy)

Celebrate to have festivities to honor or mark a holiday or reward the work of a person

Sharing letting others use your resources and ideas so that everyone benefits

Always allow students the time to give examples of the words.

RESOURCES/MATERIALS

Happy Birthday, Martin Luther King by Jean Marzollo.

What Is Martin Luther King, Jr. Day? by Margot Parker (excellent pictures)

Large cake drawn on butcher paper

Individual cake pictures for each child

Crayons

Chart paper

ASSESSMENT

There are two parts to the assessment. Each statement is worth 10 points. The second part is worth 20 points depending on accuracy and neatness. Teachers may read the statements to the class.

1. Complete a brief quiz on the kind of life Dr. King wanted for children and adults.
2. Write on the board:

June	10	1929
January	5	2001
July	15	1968
April	25	2000

Have students complete the “A Green Light for Dr. King” worksheet.

3. Children will speak and discuss the lesson as they describe their cake and their choices of vocabulary. The teacher should use this time to move from group to group to observe oral language skills and peer interactions.

The teacher can listen for and model grammar. This will be an excellent opportunity to listen for vocabulary. Another wise observation is to write ideas, words and details that students have developed independently. Also observe those students who need help in interacting within the small group.

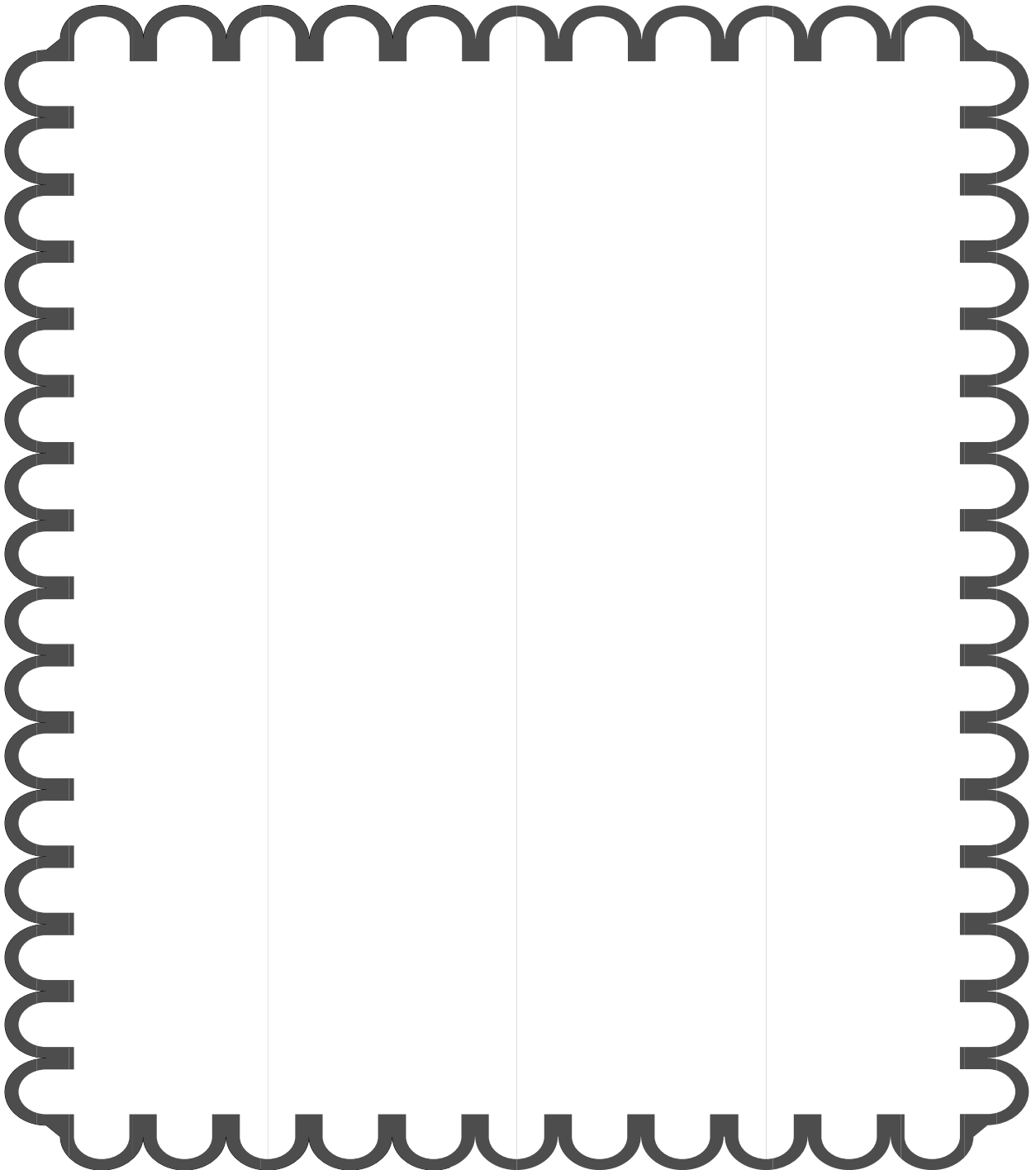
EXTENSIONS

1. What’s a birthday celebration without treats? Share mini cupcakes or cookies.
2. *Happy Birthday, Martin Luther King* has several pages that picture segregation: on a bus, at a water fountain, and on a playground. Use these pages to review the concept of segregation.
3. Listen to and sing the song, “Happy Birthday to You,” written and sung by Stevie Wonder.
4. Read the poem about Dr. King from *Followers of the North Star*.

Name _____

A Birthday Cake for Dr. Martin Luther King

Write Martin Luther King's birth date on cake below. Then, select four words from the list on the board that relate to his life and draw a candle next to each word. Color the candles and decorate the rest of the cake.



Name _____

A Green Light for Dr. King

Color the circle green if Dr. King would want to see this happening today.
Color the circle red if Dr. King would not want to see this happening today.

- People keeping children out of school.
- Children sharing and playing together.
- Children calling each other names.
- Families living in safe houses.
- People of all colors working together to make a neighborhood garden.
- Children reading books in school.
- People fighting each other in the streets.
- Poor people begging for food on the streets.
- People singing songs of freedom.
- Children reading about Martin Luther King.

Select the correct words and numbers from the board to write the birth date of Martin Luther King.

Martin Luther King was born on

_____ , _____.

LESSON 3: Martin Luther King, A Young Boy

What will students be learning?

STANDARDS

Students know how to use the processes and resources of historical inquiry. (H1)

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes and audiences. (RW2)

Students write and speak using formal grammar, usage, sentences structure, punctuation, capitalization, and spelling. (RW3)

Students will apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

Students read and recognize literature as a record of human experience. (RW6)

BENCHMARKS

Students know how to interpret and evaluate primary and secondary sources of historical information.

Students apply knowledge of the past to compare and contrast present-day issues and events from multiple, historically objective perspectives.

Students will use comprehension strategies.

Students will write several sentences that focus on one topic.

Students will apply formal usage in speaking and writing.

Students will use correct sentence structure in writing.

Students will demonstrate correct punctuation, capitalization, and spelling.

Students read literature to understand places, people, events, and vocabulary, both familiar and unfamiliar.

OBJECTIVES

Students will read information and answer questions in complete sentences.

Students will compare their childhood experiences with those of Martin Luther King as a young boy.

PRELIMINARY LESSON PREPARATION

Read the fact sheet on Dr. King on page 15. Make sure you have information on Martin's childhood. On the Internet, web sites, such as ask.com, are good resources for more information on Martin's childhood. Take care that age-appropriate information is used.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Read Aloud

Independent Reading

Writing Answers to Questions

IMPLEMENTATION GUIDELINES

This lesson must start with a review. Each lesson reinforces and builds additional information and concepts. In this lesson students will compare and contrast the childhood experiences of Martin Luther King and those of today's children. An opportunity is given for children to write answers to questions about Martin's childhood. This also provides time for a brief review of the question format and punctuation.

PRELIMINARY LESSON PREPARATION

Collect books on Dr. King. When children are unable to read independently, form groups of five or six, putting several books in each group. Assign groups so that good and moderate readers are grouped with less-experienced readers. Children will review through teacher-directed questions facts about Martin Luther King. Read selected pages from the books on Martin Luther King's childhood. Next, allow the children to read and explore books. Have at least six to eight copies of resource books on Dr. King available. Use multiple copies of *Easy Theme Readers, Famous Americans: Martin Luther King, Jr.* Allow the children a minimum of 10 minutes to browse through the books. Tell the children that Martin Luther King had a nickname, M.L. Explain what a nickname is. Have the children volunteer their nicknames.

ACTIVITIES

Read and discuss the worksheet with the students. While answering the questions with the students, have the children compare their childhood activities to those of Martin. Role-play problems/arguments while playing a game of baseball. Demonstrate how a peacemaker acts. Model writing answers to the questions using the words from the questions. Solve writing and grammar questions out loud as you write.

RESOURCE/MATERIALS

Martin Luther King worksheet

Books on Martin Luther King

Multiple copies of *Easy Theme Readers, Famous Americans: Martin Luther King, Jr.* by Marcia Greska

Fact sheet on Dr. King's childhood.

Venn diagram

ASSESSMENT

Have students write sentences or words on a Venn diagram to compare their childhood to that of Dr. King. They can draw small pictures in each section to strengthen their comparison.

Rubric Points

Description

- | | |
|---------|---|
| 3 | Student writes two or more sentences or words that demonstrate likenesses and differences in each of the three sections. At least one recognizable picture is in the diagram. |
| 2 | Student writes one sentence or words that demonstrates likenesses and differences in each of the three sections. At least one recognizable picture, is in the diagram. |
| 1 | Student has words in two or fewer sections. Pictures do not define the content of the comparison. |

EXTENSIONS

Use a picture of Martin's two-story house, to draw him and other children of all colors celebrating a birthday party on the porch and lawn. Remind children that part of his dream was that all people would come together in peace.

Read aloud *Dear Dr. King: Letters from Today's Children to Dr. Martin Luther King, Jr.* This book of letters written to Dr. King should inspire children to write letters to Dr. King, Rosa Parks, or Ruby Bridges. Publishers and museums probably receive letters each year.

Design your own Martin Luther King bookmark. Connect with reading by showing several bookmarks. Encourage children to create their own bookmark devoted to any of the three subjects. You will run across pictures of Dr. King reading in the books about his life.

Locate Martin L. King's birthplace, Atlanta, Georgia, on a map of the United States. This is an excellent time to tell the children about the King Center. Encourage them to visit when they're in the area.

Facts About Martin Luther King's Childhood

- Martin's name was Michael when he was born.
- When he was five, his father changed his name to Martin.
- Martin was born January 15, 1929.
- He was born in Atlanta, Georgia.
- When he was young, his best friend was a white boy who lived on his street.
- His best friend's mom told Martin he could not play with her son because he was black.
- Martin had an older sister and a little brother.
- His father was a minister.
- Martin loved his grandmother very much.
- Martin was small for his age.
- He lived in a two-story house.
- Martin attended an all-black school, Yonge Street Elementary School in Atlanta.
- Sometimes Martin got in trouble.
- Martin loved to read books.
- His mother taught him to read at an early age.
- Martin was a good speaker as a child.
- Martin worked hard in school.
- He called his mother "Mother Dear."
- He liked sports, especially football and baseball.
- He played the piano.
- Martin loved riding his bike.
- One of his favorite games was hide and seek.
- Martin had to sit on the back of the bus as a child.

Name _____

Martin Luther King Worksheet

- When Martin was a child, he loved to read.
- Martin worked hard in school.
- After school, he did his homework.
- Then, he played baseball with his friends.
- Martin did not fight with his friends.
- Martin was a peacemaker.

1. What did Martin love to do? _____

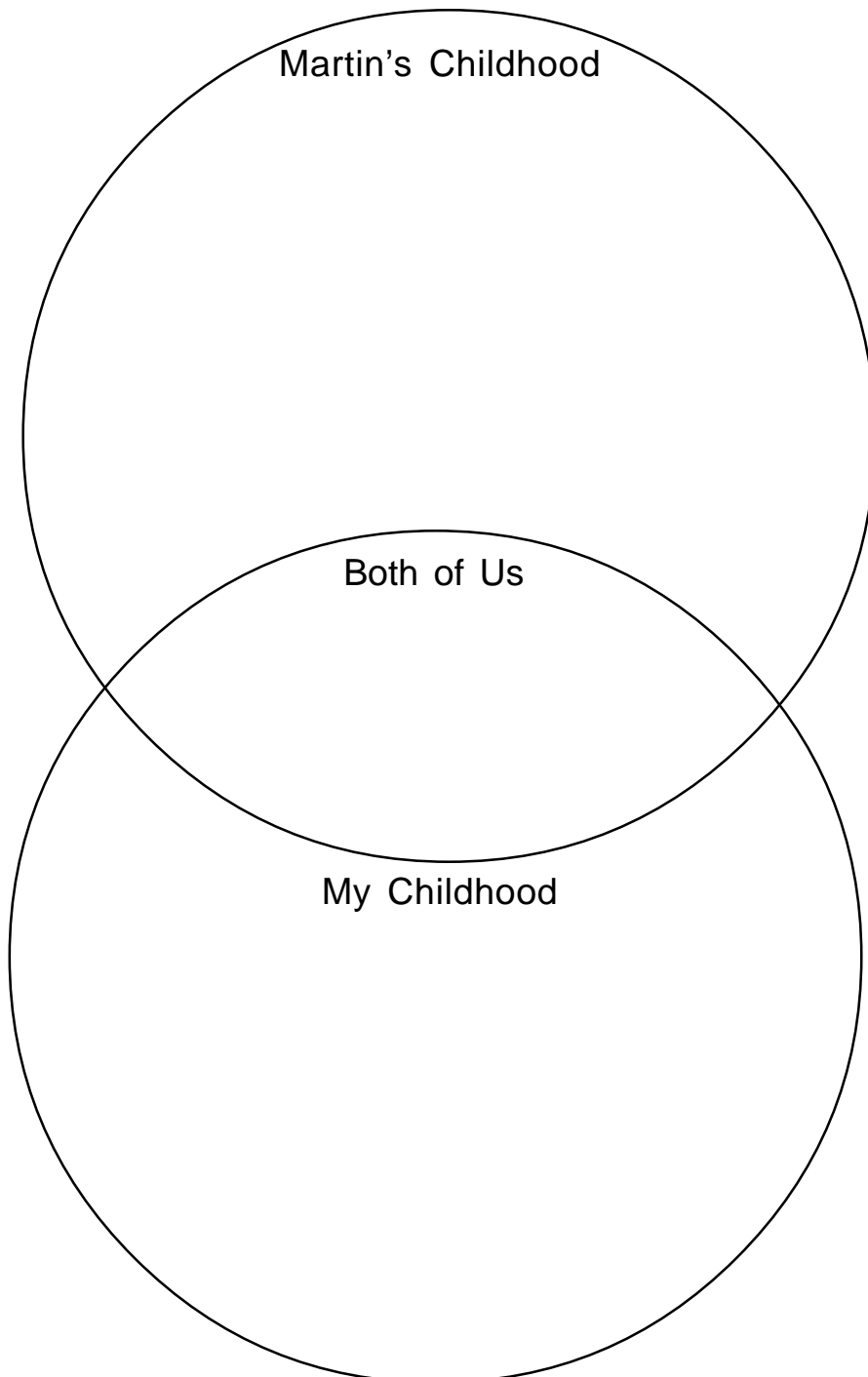
2. When did Martin play baseball? _____

3. What is a peacemaker? _____

Name _____

M.L. Was Martin's Nickname

Compare your childhood to Martin's by writing activities that are unique to Martin in the "Martin's Childhood" circle, activities that are unique to your childhood in the "My Childhood" circle; and the activities you have in common in the overlapping "Both of Us" section.



LESSON 4: Rosa Parks Takes a Bus Ride

What will students be learning?

STANDARDS

Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (H1)

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes. (RW2)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

Students read and recognize literature as a record of human experience. (RW6)

BENCHMARKS

Students use chronology to present historical events and people.

Students will use comprehension strategies.

Students will write and speak for a variety of purposes.

Students identify the purpose, perspective, and historical and cultural influence of a speaker, author, or director.

Students will read literature to investigate common issues and interests in relation to self and others.

OBJECTIVES

Students will be introduced to Rosa Parks and the reason why she is called the “Mother of the Civil Rights Movement.”

Students will learn the concept of emotion and label some feelings that the people on the bus might have had during this historical event.

Students will learn the concept of peace and the symbolism associated with this historical time period.

Students will write appropriate peace signs relating to this historical moment.

Students will learn the words to “We Shall Overcome” and provide an interpretation of the words.

SPECIFICS

We all know the story of Dr. Martin Luther King. But, there is another story. This is the story of a very important lady named Rosa Parks.

On December 1, 1955, Mrs. Parks was on her way home from work. She was very tired, and all she wanted to do was to ride the bus home. Then, she would cook a warm meal for her husband.

She took her money from her purse and stood quietly waiting for the bus. The bus arrived. Rosa Parks got on the bus and paid her fare. She looked around for a seat.

The only seat was in a “white-only” section of the bus. Mrs. Parks sat down and because she sat down, America stood up for what was right.

A white man said, “Get up. You know coloreds can’t sit here.” Remember, Mrs. Parks believed all men were equal. She would not move. Others on the bus said, “Get up, get up, you silly woman.” The bus driver stopped the bus. He said, “You had better get up. All right now, I’m going to call the police.” Mrs. Parks would not move.

Mrs. Parks wanted people to sit wherever there was a seat. The bus driver and the riders were mad. The bus driver got off the bus and called the police. The police came. They told Mrs. Parks to get up too. The police said, “If you don’t get up, you’ll go to jail.”

Well, Mrs. Parks went to jail. The people in Montgomery met in churches. They said, “We will walk if we can’t sit where we want.”

This was the birth of the Montgomery Bus Boycott. Men, women, and children walked to work, to church, to school, to the store, and to their freedom.

Can you imagine walking here and there? Remember, in those days people didn’t always have cars like they do today. Could you walk to the store for food? Could dad walk to work? Could you walk to the doctor when you were sick? These brave people walked, and sometimes rode in cars, for one year. They would not give in. Finally, the bus company did. Martin Luther King led the people in their marches. He said, “We will win.” They walked in the rain, cold, and even snow.

This was the beginning of the civil rights movement for the everyday person. Today, Rosa Parks is called “the Mother of the Civil Rights Movement.” We all can sit down because Rosa Parks would not get up.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Read Aloud

Role Play

Singing

March with freedom signs

PRELIMINARY LESSON PREPARATION

This lesson focuses on the bravery demonstrated by Rosa Parks. Children will role-play the events of that day. While books are available to read to the children, a text is given that is a retelling of the events at a young child’s level. After a first reading, the text can either be read as the children act out the event. Young children want to watch everything, so the teacher usually reads the script. Additional information can be gathered online. Rosa Parks now has a Museum in Montgomery, Alabama, on the grounds of Troy State University. Drawing connections for young children is crucial. Teachers should note that to reinforce the concept of “Mother of the Civil Rights Movement” other such labels should be explained such as George Washington, “Father of Our Country” and Carter G. Woodson, “Father of Black History.”

PRETEACHING

Use *A Picture Book of Rosa Parks* for background information. The last few pages are excellent read-aloud pages as you culminate the activities for this lesson. Also, there is a beautiful updated picture of Mrs. Parks. Note for the children that Mrs. Parks usually has or receives flowers. This will help them design a medal of honor for her during the culminating stage of

the lesson. Read over the script for the bus ride role-play. The script is sectioned off if the teacher wants to assign it as parts to be read by students. Collect a few props, such as a purse and a small shopping bag for Mrs. Parks to carry as she rides the bus. Script out all the major parts. Usually about six other people on the bus, a driver, and two police officers. Set up your classroom chairs to simulate a bus. With younger children, have the driver actually practice his motions and behavior. Remember the children do not role-play this scene just once. Several role-plays are needed so the children all get an opportunity to participate.

Explain to the children that many men and women were in the struggle for freedom. Tell the children that today they will read and study about a woman, Rosa Parks, who would not give up her freedom. Explain how segregation existed in stores, on buses, and in housing, etc. Explain that they are going to act out her story from the time she gets on the bus to the time when she and Dr. King march for freedom. Note: This probably will take several days. Also, it is important that roles are assigned regardless of race or gender. Many times girls play the part of Dr. King.

ACTIVITIES

Read the text to them. Allow the children to act out the story from the bus ride to the part where Mrs. Parks goes to jail. Then have them make freedom signs on construction paper or have them prepared for the students in advance. Next, role-play Dr. King and others going to the jail and taking Mrs. Parks out. Then, give the children the signs and have them march around the room.

Teach them the song “We Shall Overcome.” Take a dictated explanation from the students about the meaning of the song. As the teacher writes, guide them in their interpretation by giving some historical background for the song.

Take time to discuss feelings: How did the other bus riders feel? What was Mrs. Parks thinking and feeling as she went to jail? Ask, “How would you feel walking to work, school, and the store?” Allow the children to speak as if they were the bus driver, Dr. King, or Mrs. Parks. On the board, put a web of the feelings that might have been demonstrated during this time: fear, shame, anger, determination, doubt, etc. Lead the children in this exploration of feelings. Ask children to share times when they have experienced these feelings. If they don’t do this, share your experiences with feelings.

Allow the children to take the roles of the various riders on the bus. Let them write a sentence about each one’s feelings. Then, students can read it as if portraying that individual.

CULMINATING ACTIVITY

Children will design a Rosa Parks medal. Make construction-paper circles of a desired size. Cut red ribbons to string through a hole on the medal. Allow children to design their medal including words and pictures. The children should tell or write about the recipient of the medal. Encourage them to use roses in the design. Encourage them to include roses, words, designs that demonstrate the event and/or the woman. Allow the children to tell or write about the person they will present the medal to. This can be mom, dad, or any person in their life who has proven worthy of a medal.

RESOURCES/MATERIALS

A Picture Book of Rosa Parks by David A. Adler

Construction paper (11" x 18")

Rosa Parks "books" (copy pages 24–28 in this lesson and assemble into a book for each student)

Markers

Red ribbon

Props, such as a purse, shopping bag, etc.

Copy of "We Shall Overcome" for the students

ASSESSMENT

Make copies of pages 24 through 28 in this lesson and assemble into a book for each student. Over time, students will complete a book about Rosa Parks. (Later, give students construction paper or tag board to create a cover.)

Provide the children with an appropriate review as they write each day. An initial word web is acceptable to promote the writing. Children will write sentence(s) response about the topic pretyped on each page. Also, they can make appropriate illustrations. Try to evaluate content more than writing ability.

Rubric Points

Description

- | | |
|----------------|---|
| 20 to 15 | Cover reflects the topic content. Sentences reflect ideas related to the topic. Page 5 of their book reflects an idea that isn't covered on other pages. Factual information is the rule. Writing is clear enough so that ideas are readable. Illustrations enhance the text. Illustrations stand on their own as explanations for the topic. |
| 14 to 9 | Cover reflects the topic content. There is at least one sentence on each page that reflects factual information. Page 5 of their book reflects additional information. Some indication of the "I like ..." and "She was nice..." kind of sentences. Most illustrations match the text but not the specific pages. |
| 8 to 0 | Random statements. Pictures are the same on each page. Page 5 is a copy or repeat of other pages. Identifiable book language is not present. |

EXTENSIONS

Several extensions are listed. Some extensions can be turned into a lesson if the teacher has the time.

1. Another area crucial to the study of Black history is the role of the cotton crop as an economic and social influence on southern politics. Rosa Parks picked cotton as a child and Ruby Bridges' father picked cotton. Some great-grandparents and grandparents of students in your class may have done the same. Children of Hispanic decent may also relate to the life of working in the fields.
Cotton was "king." Reading aloud *Working Cotton* by Sherley Anne Williams is a must. Note for the children the vernacular of the period. This gives the teacher an opportunity to discuss the book and standard English versus slang, regional speech, and nonstandard English.
2. To further emphasize the role of the cotton crop in our history, contact the National Cotton Council (www.cotton.org) to purchase educational kits. Have the children bring in cotton products for the display table. Did you know that cotton is used to make paper money?
3. Have the children draw the cotton plant using the middle page of *Working Cotton*. This beautiful illustration hides the difficulty of picking cotton. Tell them that the brown sections were hard. After picking the cotton, the hands were often bruised and cut.
4. Again, read the poem about Rosa Parks from *Followers of the North Star*. It provides a lyrical review of her contributions to the civil rights movement.
5. The children will love to dance to "Sister Rosa Parks" on *The Best of the Neville Brothers, Uptown Rulin* CD.

We Shall Overcome

“We Shall Overcome” in its most recent version was written by William J. Reynolds. This tune was originally entitled, “I’ll Overcome,” written by Charles Albert Tindley in 1901. Times changed and the more politically militant 1960s saw the song emerge as a gentle battle cry for the civil rights movement. *Source: www.ask.com, History of Hymns: “We Shall Overcome.”*

We shall overcome

*We shall overcome
We shall overcome
We shall overcome some day*

Refrein:

*Oh deep in my heart
I do believe
We shall overcome some day*

*We are not afraid
We are not afraid
We are not afraid today*

*We’ll walk hand in hand
We’ll walk hand in hand
We’ll walk hand in hand
some day*

*We shall live in peace
We shall live in peace
We shall live in peace some day*

*The truth will make us free
The truth will make us free
The truth will make us free
some day*

*We shall brothers be
We shall brothers be
We shall brothers be some day*

*We shall once be free
We shall once be free
We shall once be free some day*

*The whole wide world around
The whole wide world around
The whole wide world around
some day*

*We shall overcome
We shall overcome
We shall overcome some day*

My Story About Rosa Parks

Page 1:
Rosa Parks got on the bus.

My Story About Rosa Parks

Page 2:
Rosa Parks is the
“Mother of the Civil Rights Movement.”

My Story About Rosa Parks

Page 3:
Peace signs were a part of the marches.

My Story About Rosa Parks

Page 4:
The people would sing “We Shall Overcome.”

My Story About Rosa Parks

Page 5:
This is your page.

LESSON 5: Symmetry: Preparing to Make a Portrait

What will the students learn?

STANDARDS

Students develop spatial sense and use geometric concepts, properties, and relationships in problem-solving situations and communicate the reasoning used in solving these problems. (M4)

BENCHMARKS

Students will recognize, draw, construct, describe, and analyze geometric shapes in one, two, and three dimensions.

OBJECTIVES

Students will identify symmetrical objects and shapes.

Students will produce symmetrical shapes and drawings.

Students will relate how knowledge of symmetry prepares them to draw a portrait.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Teacher Modeling of fold line or line of symmetry

Board Drawings

Worksheet

Discussion

PRELIMINARY LESSON PREPARATION

The purpose of this lesson is to prepare the children to draw a portrait of Dr. King. At the same time, children can explore the concept of symmetry. While children should be told that the human face is not 100 percent symmetrical, they need to know that there is a balance and a likeness.

ACTIVITIES

Write the word *symmetry* on the board. Tell the children that this is a long word and often difficult to remember. Define the word. Next, fold pieces of construction paper in half and cut several symmetrical items, such as a heart, triangle, and stovepipe hat. Identify the fold line as a line of symmetry or a midline. Explain the properties of symmetry using examples from the cutouts.

On the board, draw several clown faces. Put in only half of the face. Include hats and even some collar area. Have the children come up and complete the other half of the faces.

Tell the children that they are preparing to draw a portrait of Dr. King. Display several pictures of his face. Explain the balance that exists in the human face. Example: we have two ears that are opposite each other the same size and basically the same shape. Tell the children to keep what has been discussed about symmetry in mind as they draw the portrait.

Allow the children to practice the concept by drawing a midline on those letters in the alphabet that are symmetrical, using the worksheet included in this lesson

VOCABULARY

symmetry correspondence in size, shape, and position of parts on opposite sides of a midline

midline a line dividing shapes in two parts of equal size and shape

fold line a line created as paper is folded in half so that cutting a shape on the line produces two shapes of the same size

Enhance these definitions with concrete paper examples.

RESOURCES/MATERIALS

Construction paper

Worksheet

Rulers

Drawing paper

ASSESSMENT

Give each child a sheet of paper folded into four sections. Tell them to look around the room and locate four objects, three of which are symmetrical. Draw one object in each section. Label the midline on each symmetrical object. Put an X on the drawing that is not symmetrical.

Each student says something to the class or in small group about the one symmetrical object. Then tells why the asymmetrical object does not have a midline.

Rubric Points

Description

- | | |
|---------|--|
| 3 | Student understands the vocabulary word and demonstrates it orally and through their drawings. |
| 2 | Student understands the vocabulary word and expresses it orally, but does not reflect this understanding in their drawing. |
| 1 | Student does not understand the vocabulary word and has not expressed it orally or in their drawing. |

EXTENSION

Using construction paper and tempera, have the children fold their paper in half. Paint or draw dabs of paint on one side of the sheet. Before their paint dries, refold the paper and press down on both parts. Open the paper and see the one side repeated on the other side. This is similar to tempera paint butterfly picture.

Name _____

Symmetrical Letters

Draw midline on the letters of the alphabet that are symmetrical.

A

B

C

D

E

F

G

H

I

J

K

L

M

N

O

P

Q

R

S

T

U

V

W

X

Y

Z

LESSON 6: Our View of a Leader—A Portrait of Dr. King

What will students be learning?

STANDARDS

Students understand the chronological organization of history and know how events and people into major eras to identify and explain historical relationships. (H1)

Students develop spatial sense and use geometric concepts, properties, and relationships in problem-solving situations and communicate the reasoning used in solving these problems. (M4)

Students read and understand a variety of material. (RW1)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

BENCHMARKS

Students will use chronology to present historical events and people.

Students will recognize, draw, construct, describe, and analyze geometric shapes.

Students will use word recognition skills.

Students will use reading, writing, speaking, listening, and viewing to gather data, define the problems and apply problem-solving skills.

OBJECTIVES

Students will be learning the various descriptors used when referring to Dr. Martin Luther King.

Students will draw a likeness of Martin Luther King using the principles of symmetry.

SPECIFICS

Students will tell you that they can't draw. Drawing certain parts of the face will prove difficult. Go through the steps and draw a portrait before presenting the tasks to the children.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Reading Descriptor Cards

Viewing Pictures

Modeled Drawing

PRELIMINARY LESSON PREPARATION

Prepare on tag board the following words: leader, father, peacemaker, nonviolent, worker, American, freedom fighter and courageous. The definitions of these words should relate to events, people and situations that children can understand. While some concepts are abstract, examples will help clarify the terms. Here are suggested definitions and prompts to encourage discussion among young children. Many more can be added. It is important at this time to reinforce these descriptors as they apply to all three subjects.

<u>Descriptors</u>	<u>Definition/Prompt for Discussion</u>
Leader	One with skills and knowledge who inspires people to follow him or her. Examples: principal, father, teacher, minister, or priest. Recall for children the game Follow the Leader.
Father	Emphasize to children that Dr. King had children and was a father. Use synonyms pop, dad, papa, etc. A father is one who leads the family. A father is a leader.
Peacemaker	One who brings opposing sides together to end war, fights, or conflict. Discuss citizenship. Identify children in class who are helpers and or demonstrate problem solving rather than fighting.
Nonviolent	This is a way of problem solving that uses quiet behavior, “talk it out” ways of acting rather than fighting. Use pictures from the books of marchers singing but not fighting. Ruby Bridges will be another example of nonviolent protest against things that are wrong.
Worker	One who helps, builds, and makes things better for the family, community, and country. Workers are paid. Tell students that workers in this context were paid with freedom and rights for everyone.
Americans	People who are either born in the United States or study to become citizens. They are then loyal to this country. They act in ways to make the country better.
Freedom fighter	One who see things that are wrong and unfair for some members of a country and proceeds to change what is unfair. This person may give up his or her life in the struggle.
Courageous	Acting bravely. A person who says and acts in a fair way with all people. These people are often treated badly because they will not stand for things that are wrong or unfair. They take their turn but not someone else’s. Sometimes they give up their turn and give it to another.

Another suggestion is to set up situations that demonstrate these characteristics.

ACTIVITIES

In a review, retell the major events in the life of Dr. King. Use descriptors on tag board cards. Show and help the children to explain the meaning and relevance to his life of the following words: leader, father, peacemaker, nonviolent, worker, American, freedom fighter, and courageous.

Tell the children that today they’ll make a portrait of Martin Luther King. Make it clear that the theme is “our view of a leader.” Explain that each portrait will differ, but that all will follow the rules of symmetry that were discussed the day before.

Display as many pictures of Dr. King as possible. Tell the children that an artist starts by studying the subject.

STEPS

1. Tell the children they will use their pencils at a slanted position and that they will not press hard on the lead. Explain that many of the pencil lines will be erased.
Model the steps as best you can as the process proceeds. Again, you will get a wide variety of pictures. Product is not the concern, but process is.
2. Draw an oval shape for a face. Use the pencil lightly.
3. Lightly draw a line of symmetry down the middle of this oval.
4. Start adding facial features: eyes, eyebrows, nose and ears. Note: features must balance.
5. Continually direct the children to draw one feature on one side of the face. Then attempt to make the other feature on the other side equal in size and shape.
6. Pencil in curly hair lightly using the pictures as a guide.
7. Draw out from the face shoulders to either side of the paper. Do not allow space for arms. You are drawing the upper one third of the body.
8. Draw in collar and tie.
9. Draw suit jacket lapels.
10. After the picture is complete, erase the midline.
11. Color in eyes black and brown.
12. Use a black crayon to go over the hair and eyebrows. Color the skin brown. I have had children make this picture white. The teacher must decide how to handle this.
13. Encourage the children to color the suit blue. Tell them this is what Dr. King wore. The tie should be a subtle matching color.
14. The children may want to color in a flag image in the background.
15. Lightly color in the background. Encourage them not to leave any white paper showing.
16. Outline the face and upper body with black crayon.
17. Back each picture on either red or blue paper.
18. Display the pictures. Use the caption "Our View of a Leader." Surround the pictures with words used as descriptors.

RESOURCES/MATERIALS

White construction paper, 8" x 11" (hold the paper the long way)

Crayons

Pictures of Dr. King

Art gum erasers

Rulers

ASSESSMENT

Assess students on how they completed the process of drawing a symmetrical portrait of Dr. Martin Luther King.

<u>Rubric Points</u>	<u>Description</u>
4	Student has completed a symmetrical drawing of Dr. King, it is evident that the student employed symmetrical techniques such as midline, fold line, etc.
3	Student has completed a symmetrical drawing of Dr. King, it is evident that the student employed the symmetrical techniques employed from the previous lesson, but there is no obvious midline.
2	Student has completed a drawing of Dr. King, however it is obvious that the symmetrical concept was not used as the facial features are out of alignment and no midline or fold line is present.
1	Student has an incomplete drawing of Dr. King and no symmetrical concepts are evident in the drawing.

Allow the children to award Martin Luther King Certificates to children or adults who meet the descriptors used for Dr. King. Help the children write out these awards. Each child must tell whom the award will go to and give a descriptor, discussed in the lesson, which fits this individual. The children sign where it says “peacemaker.” Allow them to make a colorful border for the award.

To reinforce that the students grasped the understanding of the “descriptor” in describing Dr. King, each student must be able to orally provide three characteristics that describe each descriptor they use in their certificate.

An example would be courageous. A student would say that courageous might mean: brave, fair, does for those less able, tells the truth, etc.

<u>Rubric Points</u>	<u>Description</u>
4	Student states at least three characteristics that are synonymous with the descriptor.
3	Student states at least two characteristics that are synonymous with the descriptor.
2	Student can only state one characteristic that might be synonymous with the descriptor.
1	Student cannot provide any characteristics that would define the descriptor word, but tries to devise some similar words.
0	Student makes no attempt to find a synonymous word to the descriptor.

LESSON 7: A Six-Year-Old with Courage

What will the students be learning?

STANDARDS

Students understand that societies are diverse and have changed over time. (H3)

Students know that religious and philosophical ideas have been powerful forces throughout history. (H6)

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of audiences and purposes. (RW2)

Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

BENCHMARKS

Students know how various societies have been affected by contacts and exchanges among diverse people.

Students know how various forms of expression reflect religious beliefs and philosophical ideas.

Students will use comprehension strategies.

Students write and speak for a variety of purposes, such as telling stories and responding to literature.

Students will apply formal usage in speaking and writing.

Students will make predictions, analyze, and draw conclusions.

Students will recognize, express, and defend points of view orally and in writing.

OBJECTIVES

Students understand that even children can make a difference in our world.

Students evaluate and predict the outcomes in a piece of literature.

Students draw pictures to illustrate their shared writing.

Students use descriptors to identify behavior.

SPECIFICS

The book you will read has very strong religious overtones. However, religion was a major component of the civil rights movement. Churches were the centers of activity during this time period. Ruby Bridges and her family were deeply religious and it was their religion that provided them with the strength to challenge segregation laws. There is a poignant section where she prays for good and bad people. Teachers need to prepare for this discussion without violating any school rules.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Read Aloud

Complete a story map

Illustration the story map

Complete a Before and After worksheet

Complete a homework sheet with parents

PRELIMINARY LESSON PREPARATION

Read the book carefully. Review the descriptors used with Dr. King and analyze how and why they can be applied in this situation. Again, identify how the themes of problem solving, nonviolence, the pursuit of education, segregation, major events, and celebration are components of this child's life. The celebration component is really alive when the children meet Ruby Bridges again as a successful teacher and mother.

ACTIVITIES

First, the teacher will administer a Before and After Reading Evaluation. Picture walk and examine the cover. Next, lead the children in completing the "Before Reading" section of the evaluation. The teacher will read aloud *The Story of Ruby Bridges*. The children will discuss the events in the story. The teacher will prepare a story map on large chart paper. The children will then tell what the setting and the main characters are. The teacher will record this information. Next she will help identify the major problem(s) and then record it on chart paper. Finally, the teacher will list solutions to the problem. Children can draw pictures of Ruby in the various sections of the story. Encourage students to draw a picture of Ruby when her classmates came back to school. These pictures can be placed along the story map. If students are writing independently, encourage them to write captions.

Summarize for the children that the integration of Frantz Elementary School was a major event in ending segregation and destroying "fences" among people. Tell the children this was an event parallel to Rosa Parks' bus ride and Dr. King's visions and dreams.

For homework, send home "Children Have Courage" sheet for discussion with parents. Before sending this sheet home, read and explain the forward in the book written by Ruby's mother. The teacher will model one example for the sheet. An example is on the sample sheet. Parents will be encouraged to help the children write frank and honest statements about how their children have helped them. A sharing time for these responses should be planned in class.

MATERIALS/RESOURCES

The Story of Ruby Bridges by Robert Coles

Story map

Construction paper for drawings

Worksheets

ASSESSMENT

What Can A Six-Year-Old Do?

Assess students on the after-reading section of “What Can A Six Year Old Do?” Observe if there are any changes in the answers.

<u>Rubric Points</u>	<u>Description</u>
4	Student filled out the before-reading section and corrected all incorrect answers on the after-reading section and gave obvious verbal support.
3	Student filled out the before-reading section and corrected most incorrect answers on the after-reading section and gave obvious verbal support.
2	Student filled out the before-reading section, corrected one incorrect answer on the after-reading section, but gave no obvious verbal support.
1	Student filled out the before-reading section and did not correct the answers for the after-reading section.

Children Have Courage Worksheet

The student should have completed 6 sentences. Award the student one point for each sentence that is correct. If there are misspellings or if the student forgot to put a period at the end of a sentence then they aren’t awarded the point.

<u>Rubric Points</u>	<u>Description</u>
6	Six completed sentences that are spelled and punctuated correctly.
5	Five completed sentences that are spelled and punctuated correctly.
4	Four completed sentences that are spelled and punctuated correctly.
3	Three completed sentences that are spelled and punctuated correctly.
2	Two completed sentences that are spelled and punctuated correctly.
1	One completed sentence that is spelled and punctuated correctly.
0	Did not complete assignment, or all sentences have spelling and punctuation errors.

The Story of Ruby Bridges-Story Map

The teacher will observe for participation: focus, listening, verbal input, attentive throughout the process, etc.

<u>Rubric Points</u>	<u>Description</u>
5	The student has participated in the class discussion for the story map.
0	The student did not participate in the class discussion for the story map.

EXTENSION

Note that on the page where the family is in church, the text states, “Ruby was a credit to her people and all American people.” Make a real effort to show how all of these subjects made America a better place through their contributions and courage.

Name _____

Children Have Courage

Parent: Help your child write three sentences about what they can do for themselves and what they have done or can do for others, especially family members.

I can ...

Example: I can pickup my toys in my room.

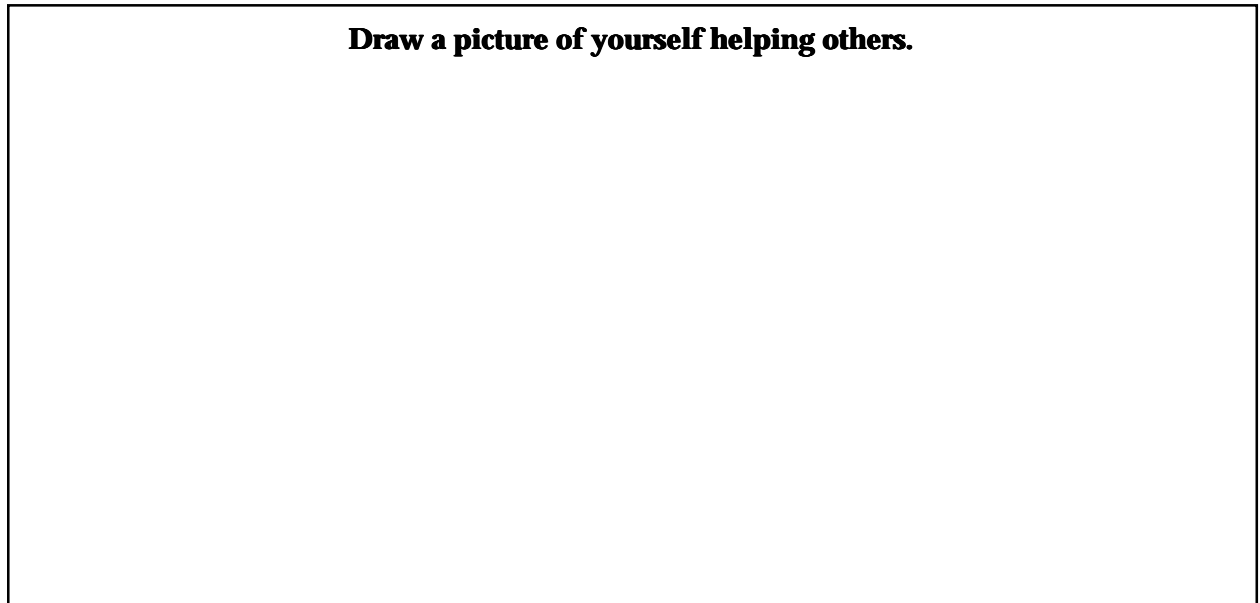
1. _____
2. _____
3. _____

I can do for my family (community/country) ...

Example: I can help my dad and mom pick up trash in the yard.

1. _____
2. _____
3. _____

Draw a picture of yourself helping others.



Name _____

What Can a Six-Year-Old Do?

Today, we will read the story of Ruby Bridges, a six-year-old girl. Predict if these sentences about Ruby are True or False. Circle your answer before you read. Then, we'll circle your answer after we've read and discussed the story.

Do you think these sentences are True or False?

	Before Reading	After Reading
1. A six-year-old girl can make a crowd of 100s be silent.	True	False
2. A six-year-old can be in a classroom without other children.	True	False
3. There was a time when Black children were walked to school by police officers.	True	False

LESSON 8: Ruby Bridges Then and Now

What will students be learning?

STANDARDS

Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (H1)

Students know how to use the processes and resources of historical inquiry. (H2)

Students understand that societies are diverse and have changed over time. (H3)

Students understand political institutions and theories that have developed and changed over time. (H5)

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes. (RW2)

BENCHMARKS

Students will use chronology to present historical events and people.

Students will apply knowledge of the past to compare and contrast present-day issues and events.

Students will understand how democratic ideas and institutions in the United States have developed, changed, and/or been mutated.

Students will adjust reading strategies for a variety of purposes.

Students will write and speak for a variety of purposes.

Students will compare and contrast.

Students will compare and contrast young people's lives in the past and present.

Students will identify a variety of sources of historical information.

Students will compare new and old family traditions.

OBJECTIVES

Students will use oral language to tell how schools were then and now.

Students will learn how photographs can tell history.

Students will compare childhood events in their lives to those of Ruby Bridges.

Students will chronicle the life of Ruby at three stages.

Students will distinguish between an autobiography and a biography.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Book Comparison

Viewing a Norman Rockwell painting

Writing on a Venn diagram (by teacher and/or students)

Drawing of Ruby at different stages in her life

SPECIFICS

Through My Eyes is primarily an autobiography intended to give the teacher important background information. However, many pages, when handled carefully, support the study of this woman's life. The photographs are historical in nature. There are pictures of Eleanor Roosevelt, Thurgood Marshall and John F. Kennedy. Also, the Norman Rockwell painting of Ruby is in this book. A reference is given in the bibliography that locates a bigger version of this famous picture. Ruby Bridges stated on a recent television show that it was many years before she realized that she was the subject in that picture. Let children know that art often reflects the history of major events. This is an excellent picture to use to demonstrate how Ruby had to fight for an education. Contrast this to the ease in which children today can gain an education.

PRELIMINARY LESSON PREPARATION

Go through the book carefully and mark those pages you will want to use. Some pages are objectionable for young children.

PRETEACHING

Review the learning about Ruby from Lesson 7. Write her birth date on the board. Demonstrate how 1954 is subtracted from 2001 to get her current age of 47 (she was born September 8). Tell students that this book is an autobiography and that the book in Lesson 7 was a biography. Identify the differences. Take the children on a picture walk through the book. Refer to the title ask the children how this supports the idea that they will hear an autobiography. Also, note the author's name. Comment on those pictures most pertinent. Stop and explain the Norman Rockwell painting, *The Problem We All Live With*. Discuss the adversity Ruby had to overcome to get an education.

ACTIVITIES

The children will listen to what Ruby says about her childhood in the section "Born in the Deep South." Using a Venn diagram, the teacher will help the children compare their lives as children to that of Ruby. Emphasis can be on the summer activities or the entire piece. Make sure students understand the concept of poverty and hard work as demonstrated in the picture on page 7 of the story.

Lead your students in a discussion of how people grow and change. The then and now pictures of Mrs. Henry and the federal marshals will help make this comparison.

Emphasize that Ruby wanted to go to college.

MATERIALS/RESOURCES

Norman Rockwell's America by Harry N. Abrams

The Problem We All Live With (oil painting)

Through My Eyes, articles and interviews by Ruby Bridges compiled and edited by Margo Lundell

The Story of Ruby Bridges by Robert Coles

ASSESSMENT

Divide an 11" x 18" sheet of white construction paper into three sections. Have the children draw Ruby at three ages: 1) at six years old; 2) as a high school graduate (note there is a picture of her in her cap and gown on page 56 of *Through My Eyes*); and 3) as a mother and wife (she later married a lawyer and has four children). The teacher will then prepare six sentence strips. Have one sentence clearly appropriate for each of the three time periods. Read them to the children. Have the children select and write the sentence for each stage.

Example sentences:

Ruby was the only child in the classroom.

Mrs. Henry was Ruby's teacher.

She knew she wanted to go to college and become a teacher.

Today, she is very happy that her children will not sit alone in a classroom.

<u>Rubric Points</u>	<u>Description</u>
2	Five or six strips placed correctly.
1	Three or four strips placed correctly.
0	Two or fewer strips placed correctly (reteach)

EXTENSIONS

Prepare an autobiography outline for students. Have them complete the outline with the help of their parents .

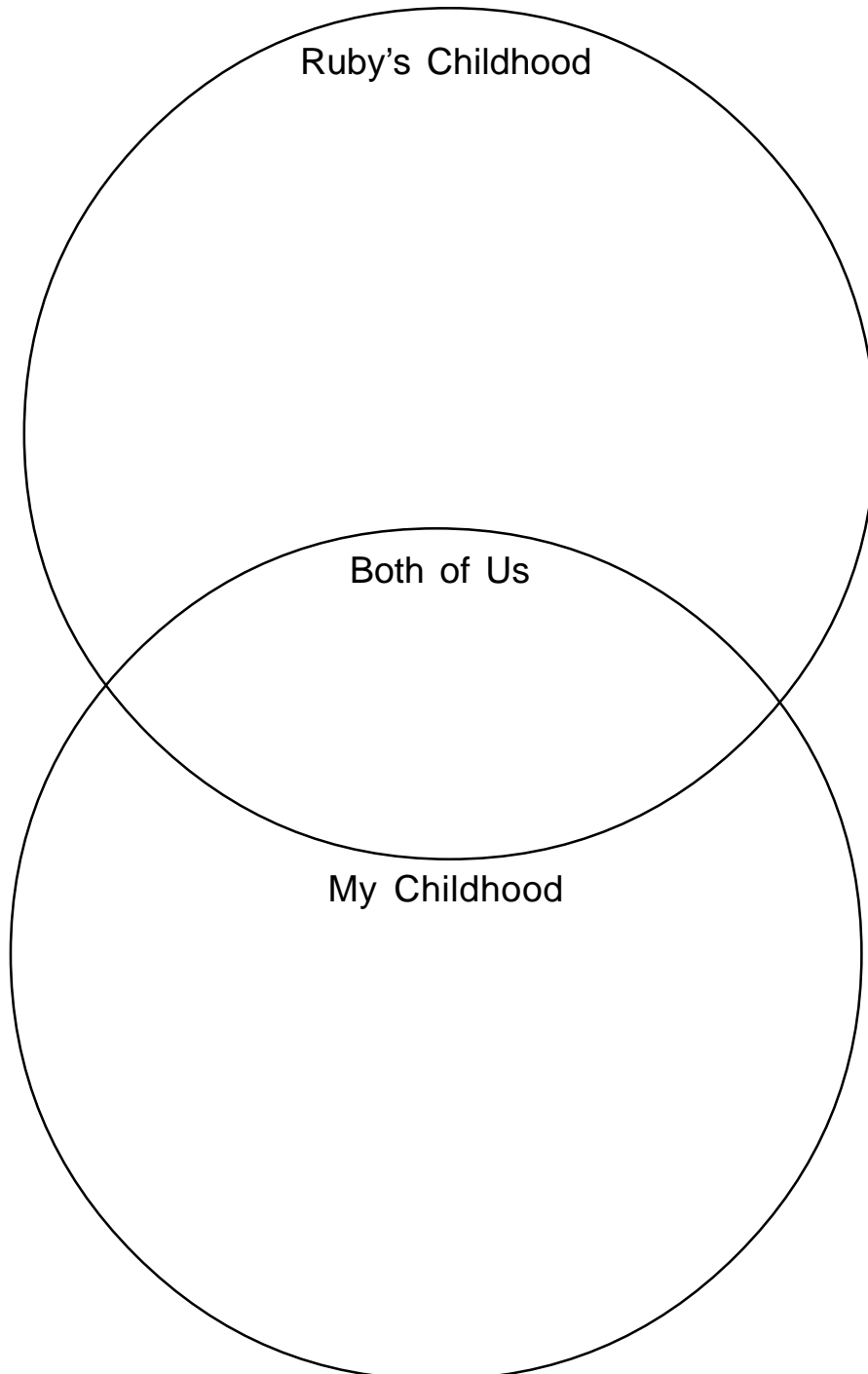
Show examples of other books that are biographies and autobiographies.

Vocabulary: Add biography and autobiography to the chart of words.

Name _____

Ruby Bridges: Same and Different

Compare your childhood to Ruby's by writing activities that are unique to Ruby in the "Ruby's Childhood" circle, activities that are unique to your childhood in the "My Childhood" circle; and the activities you have in common in the "Both of Us" part that overlaps.



Name _____

Story Map
The Story of Ruby Bridges
by Robert Coles

Who?

Where?

BEGINNING: What is the problem?

MIDDLE: What happens?

ENDING: How is the problem solved?

Unit Assessment

REVIEW

As a review for the assessment, students will be given time reading and experiencing the resources for the unit. Put three sheets of chart paper on the board and title the sheets: 1) Martin Luther King; 2) Rosa Parks; and 3) Ruby Bridges. The children will dictate factual information to the teacher about all three. The teacher will model writing these facts under the appropriate name. The teacher will take at least 10 facts about each subject. Then she will take the facts and type them out. Duplicate them on tag board and cut them out as individual game pieces.

UNIT ASSESSMENT PART 1

The teacher will type out the facts and duplicate them on tag board. Children will select facts from an envelope and place them under the right name. Children will use a simple game board to register their choices. Statements will be numbered and coded to the correct name so that children can self correct. Later children can play this as a game with a buddy.

The kind of statements the teacher should encourage are listed. An answer key is included.

Reproduce on tag board:

1. My nickname was M.L.
2. I love flowers especially roses.
3. I gave many speeches.
4. I am the Mother of the Civil Rights Movement.
5. I picked cotton as a child.
6. My initials are R. P.
7. I was born in the first month of the year
8. I went to Frantz Elementary School.
9. I was born in Atlanta, Georgia
10. My name was Michael.
11. I was six years old when I made history.
12. I lived in a two-story house.
13. My teacher's name was Mrs. Henry
14. I had a "dream" for all people.
15. I was coming home from work when I made history
16. I led people in peaceful marches.
17. I was born on January 15, 1929.
18. Today, I am over 80 years old.
19. I sat in my first grade classroom alone
20. I died in April, 1968.
21. Today, I have four children.
22. I went to jail many, many times.
23. The bus driver said, "Get out of that seat."

24. I loved sports as a child.
25. I called my mother "Mother Dear"
26. I worked in the cotton fields as a child.
27. Baseball was the game I liked best.
28. Federal marshals walked me to school every day.
29. My home was Montgomery, Alabama
30. I prayed for the good and bad people every day on my way to school.
31. I wanted everyone to have jobs, homes and good schools.
32. My father was a minister.
33. Norman Rockwell painted a picture about me.
34. I have a museum on the Troy State campus in Montgomery, Alabama.

Answer Key

Numbers: 1,3,7,9,10,12,14,16,17,20,22,24,25,27,31, and 32 are Dr. King.

Numbers: 2,4,5,6,15,18,23, 26, 29, and 34 are Rosa Parks.

Numbers: 8, 11, 13,19, 21,28, 30, and 33.

UNIT ASSESSMENT PART 2

Pass out the assessment worksheet on page 49. Read the major unit themes. Students are to circle the letter(s) of the statements that describe the themes.

Name _____

Assessment Worksheet

Circle the letter(s) of the statement that describe the major theme above it (in bold).

Nonviolence:

- a. Fighting those who would not let you sit in the seat of your choice.
- b. Refusing to ride a bus where you could not choose your seat.

The Pursuit of Education:

- a. Ruby worked hard in classroom all by herself.
- b. Doing homework is not as important as playing ball and having fun.

Segregation:

- a. A playground where all children (Hispanic, African American, Native American, Anglo American, Asian American) play together.
- b. A playground where there are swings for Hispanic children, swings for African American children and swings for Anglo children.

Celebration:

- a. Marching, singing and displaying our flag.
- b. Recognizing April 4, as the most important date.
- c. Reading, viewing pictures, talking about the contributions of Ruby Bridges.

Major Events:

- a. Ruby Bridges enters Frantz Elementary School.
- b. Rosa Parks refuses to give up her seat on the bus.
- c. Martin Luther King shares dreams of freedom.

Annotated Bibliography

Adler, David A. *A Picture Book of Rosa Parks*. Holiday House, 1993.

A gentle look at a powerful woman is the focus of this book. The factual information is a must for any unit on Black history.

Altman, Susan and Susan Lechner. *Followers of the North Star: Rhymes about African American Heroes, Heroines and Historical Times*, Children's Press, Inc., 1993.

This is a rhythmic and lyrical approach that chronicles the major people and events in African American history. This is a listening gem for children and adults. Poems about Dr. King and Rosa Parks are in this book.

Bridges, Ruby. *Through My Eyes*. Scholastic Press, 1999.

The then and now theme in this book is crucial for young children. Pictures help children to connect to the concept of history. A photographic autobiography that ends on a high note.

Colbert, Jan and Ann McMillan Harms. *Dear Dr. King: Letters from Today's Children to Dr. Martin Luther King, Jr.* Hyperion Books for Children, 1998.

Children respond to work of Dr. King and his legacy. The letters are thought provoking for children and adults. Children will be inspired to write letters to Dr. King and other heroes.

Coles, Robert. *The Story of Ruby Bridges*. Scholastic, Inc., 1995.

This is a biography written by Dr. Coles. Dr. Coles was Ruby's doctor as she went through her integration experience at the Frantz Elementary School.

Finch, Christopher. *Norman Rockwell's America*. Harry N. Abrams, Inc., 1975. *The Problem We All Live With* original oil painting for *Look*, January 14, 1964.

This painting depicts the kind of courage Ruby displayed as she walked bravely to school each day under the watchful eyes of the Federal marshals. Viewing the picture is an excellent prompt for a discussion about racism.

Gresko, Marcia S. *Easy Theme Readers, Famous Americans: Martin Luther King, Jr.* Teacher Created Materials, Inc., 1999.

This is an easy reader. Multiple copies of this inexpensive book can be purchased so children can read in small groups.

Marzullo, Jean. *Happy Birthday, Martin Luther King*. Scholastic, Inc., 1993.

This is a biography that is appropriate for young children. It focuses on his work for families and children.

Nevill, Aaron. CD: *Best of Neville Brothers*, "Sister Rosa Parks." Uptown Rulin, A&M Records.

Children will listen carefully to the "rap" account of the famous bus ride. After that everyone will want to get up and move to the music.

Parker, Margot. *What Is Martin Luther King, Jr., Day?* Children's Press, 1990.

There are excellent pictures in this biography. If children want to draw a picture of Dr. King's house, this is an excellent source. The story starts with a kid-friendly discussion about the King holiday.

Ringgold, Faith. *My Dream of Martin Luther King*. Crown Publishers, 1995.

This is beautifully illustrated in the Ringgold tradition. The story is a creative approach to the “dream” theme. In the center of the book, there’s an excellent picture of freedom marchers with pertinent signs and the American flag.

Roop, Peter and Connie. *Martin Luther King Jr.* Heinemann Library, 1998.

This book gives glimpses of Martin’s childhood and those events that shaped his adult life.

Schaefer, Lola M. *Martin Luther King, Jr.* Pebble Books, 1999.

This easy-to-read book has excellent photographs that will help children draw portraits of Dr. King. There is also a beautiful picture of Coretta Scott King.

Schlank, Carol Hilgartner. *Martin Luther King, Jr.: A Biography for Young Children*.

This book gives the most information about Martin’s childhood. It supports the study of the family in the first grade curriculum.

Williams, Sherley Ann. *Working Cotton*. Voyager Books, 1992.

The background of Black culture is rooted in the politics of cotton. This book tells the story of a young girl who picks cotton with her family. The vernacular and illustrations literally put the reader in the hot cotton fields of the south. This depiction of the cotton culture is realistic and visually accurate.

Woodson, Jacqueline. *The Other Side*. G.P. Putnam’s Sons, 2001.

Finally, a book that allows you to define segregation for young children. This is naturally the first definition that will give way to harsh and painful definitions in the future. Again, the illustrations make powerful statements and move the story along gracefully.

About the Author

Barbara J. Williams was born in Chicago, Illinois. While she lived in a segregated community and attended all Black elementary schools, most of the rich African American culture was not a part of her education. She remembers that some of her friends attended Jean Baptiste Point DuSable High School. Yet, to this day she can't recall one of them ever mentioning that this was a famous Black settler who helped to establish the city of Chicago. Black history just was not considered worthy curriculum. There were rich stories about life in the south that were often shared by relatives with children on summer evenings, but these stories tended to focus on the harsh and cruel life of Blacks before coming north.

Ms. Williams has taught over 30 years. Currently, she teaches first graders at Jessie Whaley Maxwell in Montbello. This is an elementary school named after a pioneering African American female educator. She was the first Black female principal in Denver Public Schools. Her teaching career has given her an opportunity to teach not only first graders but also every grade from first to community college. She says that she never had the pleasure to teach high school. Yet, she too admits to failing students in those early years of teaching. Unfortunately, Booker T. Washington and George Washington Carver often were the extent of her Black history curriculum in those early days of teaching. Then came, Lerone Bennett's *Before the Mayflower*, Alex Haley's *Roots*, and an inspirational visit to England in 1984. Each book and event shaped a determination not to allow another generation to lose its history. While traveling in England, she was quite impressed by the extent to which multiculturalism was being introduced into what is the equivalent of our public school system. In England, the minority population was much more diverse. The establishment of these minority communities had only occurred in the last 20 years.

Suddenly, everywhere she looked, read, and visited, a new wealth of material became available. While collecting materials and resources for over 25 years, one of the most poignant experiences occurred in the summer of 2000. She visited Atlanta, Georgia. This time the Martin Luther King Museum and Educational and Research Center were complete. Standing in the original Ebenezer Baptist Church caused her to rededicate herself to teaching Black history to even the youngest of children of every color. She believes Black history is everyone's history.