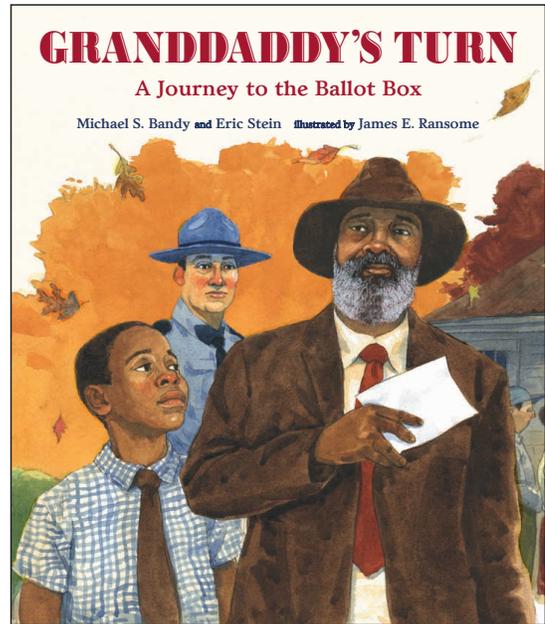


Teaching About the Civil Rights Movement with Picture Books

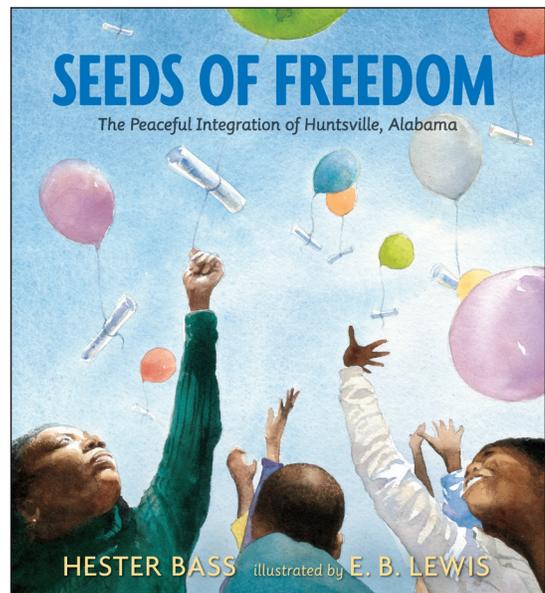
The civil rights movement can be a difficult topic to teach elementary-age students, but it is critical that this important period in United States history be introduced. *Granddaddy's Turn* by Michael S. Bandy and Eric Stein, illustrated by James E. Ransome, and *Seeds of Freedom* by Hester Bass, illustrated by E. B. Lewis, are stories of ordinary people overcoming the constraints of racism that were prevalent throughout the country but particularly in the South. Characters handling injustice with dignity is the common theme of these two books.

Before young readers learn about the notable leaders and heroes of the civil rights movement, these picture books can provide insight into the lives of everyday individuals who faced personal sacrifices with courage, grace, and a continuing hope for a better America. With only allusions to the violence that often accompanied the movement, these books focus on the strength and determination characterized by many individuals during the 1960s.

Both James E. Ransome and E. B. Lewis provide vivid illustrations that depict accurate images of the books' historical settings. The author's note at the end of each book includes valuable background material for teachers and students.



Granddaddy's Turn: A Journey to the Ballot Box
HC: 978-0-7636-6593-7

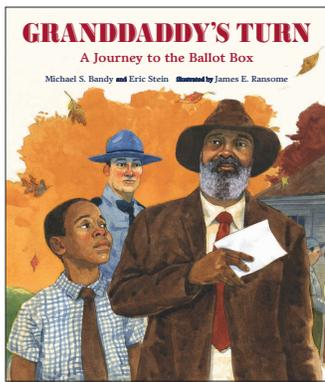


Seeds of Freedom: The Peaceful Integration of Huntsville, Alabama
HC: 978-0-7636-6919-5

Common Core Connections

This teachers' guide, with connections to the Common Core, includes an array of language arts activities, book discussion, vocabulary instruction, and more to accommodate the learning needs of most students in grades 3–5. Students are called upon to be careful readers without jeopardizing the pleasure they gain from reading. It is best to allow students to read the entire story before engaging in a detailed study of the work.

Notes throughout the guide correlate the discussion and activities to specific Common Core Language Arts Standards. For more information on specific standards for your grade level, visit the Common Core website at www.corestandards.org.



About *Granddaddy's Turn: A Journey to the Ballot Box*

Life on the farm with Granddaddy is full of hard work, but despite all the chores, Granddaddy always makes time for play, especially fishing trips. Even when there isn't a bite to catch, he reminds young Michael that it takes patience to get what's coming to you. One morning, when Granddaddy heads into town in his fancy suit, Michael knows that something very special must be happening — and sure enough, everyone is lined up at Town Hall! For the very first time, Granddaddy is allowed to vote, and he couldn't be more proud. But can Michael be patient when justice just can't come soon enough? Based on one family's true experience in the struggle for voting rights in the civil rights–era South, this moving tale sheds an emotional spotlight on a difficult facet of U.S. history.

This is a timely book to read to or with third and fourth graders during the election season. Fifth graders often study U.S. history, and *Granddaddy's Turn* provides an excellent background as to why the 1965 Voting Rights Act was so necessary.

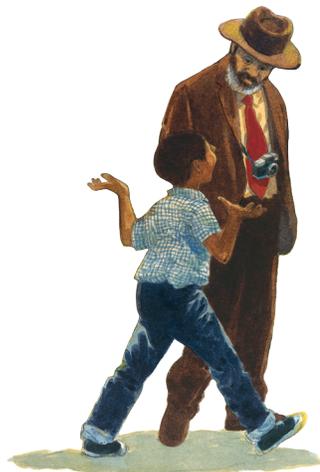


Illustration copyright © 2015
by James E. Ransome

Pre-Reading Activities

1. “Patience, son, patience.” In this book, readers will hear the grandfather tell his grandson to have patience. Ask your students, “What is patience? Is this a good quality to have?”
2. Help your students get a sense of the story and start to predict what is going to take place by flipping through the book and noticing the expressions on the faces of the characters. Do any of the people look like they are being patient? Do any look angry? Do any look happy?

COMMON CORE CONNECTIONS

RL.3.7

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Discussion Questions

After you have read *Granddaddy's Turn* to your students (or had them read the book independently), ask the following questions:

1. How do the illustrations that James E. Ransome has created help you better understand the setting of this story? Do his paintings change in any ways during the book?
2. During what time in the history of the United States do you think this story took place?

3. Why do you think the authors thought this was an important story to tell?
4. What do you think might have happened if Granddaddy *had* been able to read the long, complicated passage?
5. Why was it so important for Granddaddy not to lose his temper when he was not allowed to vote?
6. What do you think the grandson might have told his grandmother when they got back home?
7. How do you think people rationalized keeping others from exercising their constitutional rights?
8. How do you think the grandson felt when he was able to vote in an election?

COMMON CORE CONNECTIONS

SL.3.1, SL.4.1, SL.5.1:

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics and texts, building on others' ideas and expressing their own clearly.

Activities for After Reading

1. Until 1920, only white men were allowed to vote in elections held in the United States.

Ask your students to talk about who was left out of this important act in which citizens of a democratic nation participate.

Follow this discussion with a conversation about who is allowed to vote today in the United States. Ask your students if they know of any adults who are *not* allowed to vote.

2. Below are two sections of the Alabama Voter Literacy Test from 1965. Section 20 was given to white citizens in order to determine if they were literate and thus would be allowed to vote. Section 260 was given to black citizens who attempted to vote. Have your students discuss the differences between the two sections. What are their opinions about the fairness of having separate standards for voters?

SECTION 20: That no person shall be imprisoned for debt.

SECTION 260: The income arising from the sixteenth section trust fund, the surplus revenue fund, until it is called for by the United States government, and the funds enumerated in sections 257 and 258 of this Constitution, together with a special annual tax of thirty cents on each one hundred dollars of taxable property in this state, which the legislature shall levy, shall be

COMMON CORE CONNECTIONS

RI.4.9, RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

COMMON CORE CONNECTIONS

W.3.3, W.4.3, W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

COMMON CORE CONNECTIONS

L.3.4, L.4.4, L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies.

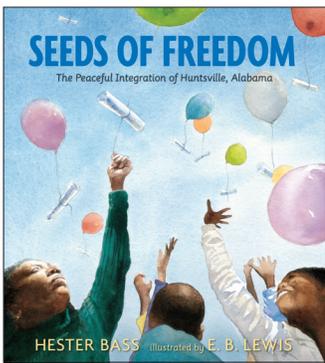
applied to the support and maintenance of the public schools, and it shall be the duty of the legislature to increase the public school fund from time to time as the necessity therefor and the condition of the treasury and the resources of the state may justify; provided, that nothing herein contained shall be so construed as to authorize the legislature to levy in any one year a greater rate of state taxation for all purposes, including schools, than sixty-five cents on each one hundred dollars' worth of taxable property; and provided further, that nothing herein contained shall prevent the legislature from first providing for the payment of the bonded indebtedness of the state and interest thereon out of all the revenue of the state.

3. In the dedication at the end of the book, Michael S. Bandy thanks Congressman John Lewis. Have your students research who Congressman Lewis is and hypothesize why the author might have recognized him in this way. Ask your students if they think that John Lewis had to use patience during the 1960s.
4. The story is told from the grandson's perspective. Have your students work with a partner or in small groups to write a retelling of the story from either Granddaddy's or the grandmother's point of view.

Vocabulary

Review with your students the list of vocabulary words below. Have your students use the text to predict the meanings or have them use a dictionary to define these words.

<i>ballot</i>	<i>harass</i>
<i>concede</i>	<i>nullification</i>
<i>constitutional</i>	<i>passel</i>
<i>deputy</i>	<i>polling</i>
<i>desegregation</i>	<i>segregation</i>
<i>dismantle</i>	<i>segregationist</i>
<i>Elizabethan</i>	<i>suppression</i>
<i>granted</i>	



About *Seeds of Freedom: The Peaceful Integration of Huntsville, Alabama*

Mention the civil rights era in Alabama, and most people recall images of terrible violence. But something different was happening in Huntsville. For the citizens of that community, creativity, courage, and cooperation were the keys to working together to integrate their city and schools in peace. In an engaging celebration of this lesser-known chapter in American and African-American history, author Hester Bass and illustrator E. B. Lewis show children how racial discrimination, bullying, and unfairness can be faced successfully with perseverance and ingenuity.

Hester Bass's story of the integration of Huntsville, Alabama, is an alternative view of the civil rights movement for elementary students. While only a portion of the violence that accompanied the movement is alluded to, Bass brings forward many of the injustices that occurred during segregation. The story Bass tells helps children and adults feel pride in peaceful change.

COMMON CORE CONNECTIONS

RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).



Illustration copyright © 2015
by E. B. Lewis

Pre-Reading Activities

1. On the second page of text of *Seeds of Freedom*, readers find out some things that were very different for blacks as compared to whites in Huntsville in 1962. After reading only the first two paragraphs of the book, ask your students, “What three things do the text tell us were different for some children?” Are there other things your students predict might have been different as well?
2. Ask your students: “Do you think that African Americans were tired of things being different? How could segregation be ended?”
3. Discuss what civil rights are, particularly what “equality under the law” means. Have students brainstorm some of the rights people in the United States have.

Discussion Questions for After Reading

After you have read *Seeds of Freedom* to your students (or had them read the book independently), ask the following questions:

1. Why were people across the United States shocked when the baby, her mother, and two other women were sent to jail?

COMMON CORE CONNECTIONS

SL.3.1, SL.4.1, SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics and texts, building on others' ideas and expressing their own clearly.

COMMON CORE CONNECTIONS

RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

2. Birmingham, Alabama, is a two-hour drive from Huntsville. How did police in the two cities handle things differently during the summer of 1963?
3. What do you think it felt like to be one of the four black children who headed to schools filled with white children?
4. What characteristics do you think Sonnie W. Hereford IV had that Monday morning as he and his dad walked into Fifth Avenue School?
5. What does “taste the sweet fruit homegrown from the seeds of freedom” mean?
6. Are there events happening today that may call for people to come together to plan and take action for change?

Activities for After Reading

1. After showing the illustration of the girl carrying a picture of her feet to buy new shoes, have students trace one of their shoes and cut out a paper shoe. Then ask students to write dates and activities on each cutout to make a timeline for January 1962 through September 1963 in Huntsville.

January 1962

[Sit-ins at lunch counters led to arrests]

April 22 (Easter Sunday)

[Blue Jean Sunday]

May 13 (Mother's Day)

[Families in the park]

July

[Lunch counters were quietly integrated]

September 1963

[Desegregation of schools began]

2. The phrase “seeds of freedom” is woven throughout this book. Have your students create packets of seeds that are illustrated with activities that led to freedom (Blue Jean Sunday, the release of balloons, and so on). Ask them, “What were some of the seeds of freedom planted in Huntsville?”
3. We know that the Huntsville newspaper did not include much coverage of Dr. Martin Luther King Jr.’s speech in Huntsville. We can infer that there was little local coverage of other events that transpired as well. Have your students create articles or newscasts that might have covered events in Huntsville, such as the lunch counter protests, the baby’s arrest, the release of the balloons, and the integration of elementary schools.

4. To help readers make connections between speeches mentioned in the story, locate video clips that are appropriate to share with your students to contribute to their understanding of the book:

COMMON CORE CONNECTIONS

RL.5.7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

- Show a short video of Dr. Martin Luther King Jr. giving a speech. Have your students write down reasons why people in Huntsville wanted him to come speak there. Ask your students, “Why do you think the Huntsville newspaper did not include much about Dr. King’s visit?”
- Show a clip of Governor George Wallace as he gave a speech calling for “segregation now, segregation tomorrow, and segregation forever.” Ask your students to recall what black people in Huntsville did when Wallace made a similar speech there. How did balloons carry the message that African Americans wanted to get to others? What might we use today to get messages to people we do not know?
- Share a short video of President John F. Kennedy’s September 11, 1962, visit to Huntsville. Ask your students why the president’s focus in the video seemed to be on the space program rather than on civil rights issues.

COMMON CORE CONNECTIONS

L.3.4, L.4.4, L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies.

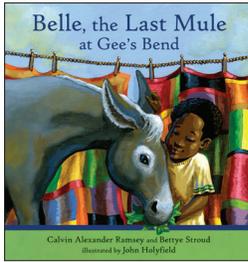
Vocabulary

Help your students learn vocabulary by using contextual definitions. Have students find each word below in the original text and derive its meaning from the sentence in which it is included.

<i>campaign</i>	<i>movement</i>
<i>confrontation</i>	<i>patriotic</i>
<i>cooperation</i>	<i>prosperous</i>
<i>courthouse</i>	<i>protest</i>
<i>dignity</i>	<i>reverse</i>
<i>gesture</i>	<i>segregation</i>
<i>inspiration</i>	<i>sow</i>
<i>integration</i>	<i>tradition</i>
<i>merchant</i>	

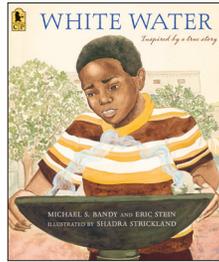
Additional Books to Share with Your Students

These books will also give young readers the opportunity to begin to understand the civil rights movement as an important part of the history of the United States.



Belle, the Last Mule at Gee's Bend
HC: 978-0-7636-4058-3

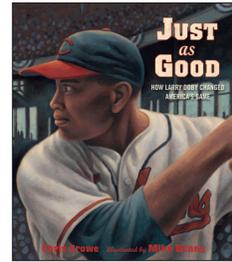
A true story inspires the moving tale of a mule that played a key role in the civil rights movement—and a young boy who sees history anew. (Ages 5–8)



White Water
HC: 978-0-7636-3678-4
PB: 978-0-7636-7945-3

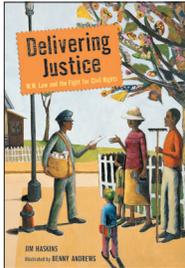
Q&A with the authors available at www.candlewick.com

For a young boy growing up in the segregated South, a town drinking fountain becomes the source of an epiphany. (Ages 5–8)



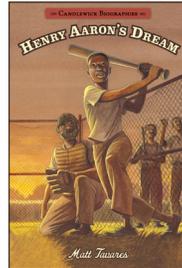
Just as Good: How Larry Doby Changed America's Game
HC: 978-0-7636-5026-1

Step up to the plate for the first-ever children's book about Larry Doby, the first African-American player to hit a home run in the World Series. (Ages 6–9)



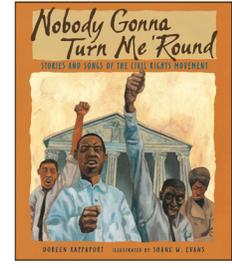
Delivering Justice: W.W. Law and the Fight for Civil Rights
HC: 978-0-7636-2592-4
PB: 978-0-7636-3880-1

A gripping biography of the mail carrier who orchestrated the Great Savannah Boycott—and was instrumental in bringing equality to his community. (Ages 5–8)



Henry Aaron's Dream
HC: 978-0-7636-3224-3
PB: 978-0-7636-5820-5
6 x 9 HC: 978-0-7636-7653-7
6 x 9 PB: 978-0-7636-7654-4

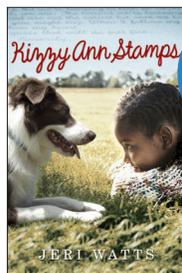
A powerful tale of a kid from the segregated South who would become baseball's home-run king. (Ages 8–10)



Nobody Gonna Turn Me 'Round: Stories and Songs of the Civil Rights Movement
HC: 978-0-7636-1927-5
PB: 978-0-7636-3892-4

Teachers' guide available at www.candlewick.com

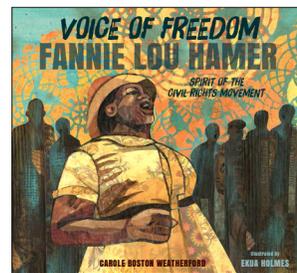
A powerful trilogy concludes with a look at both famous and lesser-known forces in the ongoing struggle for civil rights. (Ages 9–12)



Kizzy Ann Stamps
HC: 978-0-7636-5895-3
PB: 978-0-7636-6976-8
E-book: 978-0-7636-6200-4

Taking things in stride is not easy for Kizzy Ann, but with her stalwart border collie at her side, she sets out to live a life as sweet as syrup on cornbread. (Ages 9–12)

This chapter book is an excellent read-aloud for elementary classrooms.



Voice of Freedom: Fannie Lou Hamer, Spirit of the Civil Rights Movement
HC: 978-0-7636-6531-9

A stirring collection of poems and spirituals, accompanied by stunning collage illustrations, recounts the life of Fannie Lou Hamer, a champion of equal voting rights. (Age 10 and up)

Teachers' guide written by Ann M. Neely, professor of children's literature at Vanderbilt University.