LIBRARY OF CONGRESS
PATHWAYS ADVENTURES:
Using Historical Documents to Develop Early Literacy

Alexis Bailey, Rachel Harmon, Joey Lazor, Mallory Stoffa, and Alexandrea West
College of Education
University of Northern Iowa

Book Backdrop Title:
Through Their Eyes: The Movement for Equality

Table of Contents
Introduction .........................................................................................................................2

Lesson Module
Lesson 1-- Water for All: Declaration of Human Rights ........................................3
Lesson 2-- The Bus to Integration .............................................................................6
Lesson 3-- Rosa Parks: An American Hero ..............................................................9
Lesson 4-- “I Have a Dream” ..................................................................................12
Lesson 5-- Words of Wisdom: Writing Letters ......................................................16

Appendix I: Library of Congress Resources .............................................................20

Appendix II: Bibliography and Webliography .........................................................26
INTRODUCTION

**Book Backdrop Title:**
Through Their Eyes: The Movement for Equality

**Focus Book Citation:**

**Focus Book Summary:**
Brewster is a young African American boy who gets bused across town to school in a white neighborhood. His excitement to start first grade is replaced with nervousness as being black in a white school is not easy. On his first day of school, Brewster ends up in detention. However, while there he meets a very special person. This woman teaches Brewster how to read, but most importantly, to believe in himself. Through this book, a powerful story of desegregation is told that introduces young readers to the brave heroes that helped shape a new world.

**Book Setting:**
The story takes place in Boston, Massachusetts in 1974 at Brewster’s home and a white neighborhood school.

**NCSS Notable Tradebook Theme:** History/Life & Culture in the Americas

**Historical Period:**
Civil Rights Movement (early 1900s)

**Grade Range:**
3rd (Primary)
LESSON MODULE

Five Lesson Primary Source-Based Book Backdrop Lesson Plans

Lesson #1

Title: Water for All: Declaration of Human Rights

Learning Goals:

Knowledge
- Students will learn the story of Michael and his attempt to drink the “white water”
- Students will understand the term “segregation”
- Students will begin to understand the events of the segregation era in the early 1900s

Skills
- Students will participate in making segregation signs similar to those in the early 1900s.
- Students will participate in writing a declaration of human writes for their school body.
- Students will create venn diagrams of how people may have felt in this time period.

Dispositions
- Students will develop an empathetic understanding of and compassion for the experiences of African Americans during the segregation era
- Students will evaluate multiple perspectives and think critically about what they can do to be active citizens against segregation.

Link to National Standards:
http://www.socialstudies.org/standards/strands

Culture: Social studies programs should include experiences that provide for the study of culture and cultural diversity.

Time, Continuity, and Change: Social studies programs should include experiences that provide for the study of the past and its legacy.

People, Places, and Environments: Social studies programs should include experiences that provide for the study of people, places, and environments.

Individuals, Groups, and Institutions: Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

General Instructional Materials:

- copy of White Water by Michael Bandy and Eric Stein
- poster board
- art supplies (crayons or markers)
- paper
- writing utensils

**LOC Primary Source Materials:**
Appendix I: #1 - Image: Drinking Fountain, 1943
Appendix I: #2 - Image: Colored Drinking Fountain, 1938

**Lesson Procedure:**

**Introduction**
1. Begin by placing a LOC photograph on the board. Ask the students to perform a “Think, Pair, Share” with the person sitting next to them regarding what they know or think this photograph shows.

2. After students have had a few minutes to discuss, have some students share out what they know or questions that they have about this picture.

3. Explain that about 60 years ago, we were in the Segregation-Era, which meant that whites and blacks were completely separated. They went to separate schools, drank from separate water fountains, and attended separate churches. The picture that I showed them was not uncommon as they would be seen all around informing where people of a certain race were welcome and where they were unwelcome.

4. Introduce the book *White Water.* Tell students that this book is about a boy who takes a drink of water from the “colored” water fountain and is not satisfied with the gritty and dirty taste. He sees another boy taking a drink from the water fountain for whites and imagines that this must be the best tasting water in the world. Michael cannot stop thinking about sneaking a taste for himself. However, what he will soon discover changes his life forever. Also, inform the students that this book is inspired by a true story.

5. Read *White Water,* making sure to stop throughout the read aloud to highlight illustrations, ask pertinent questions to check student comprehension, and elicit student engagement

**Development**
1. Students design posters to be placed around the school making it so that only certain groups of people can walk in designated areas, sit on benches, and drink out of certain water fountains. The student body will be informed of the experiment that the third graders are doing.

2. After the signs have been posted for three days, students will interview their peers and teachers to see how they felt when they were separated by these signs.

3. Students will share their findings with their classmates after they have gathered all of their
information.

4. After the students have discussed the effects of the signs that they posted around the school, the third graders will use this information to create a venn diagram of what African Americans and whites would have felt during the segregation era.

5. Have students share their thoughts and questions on the topic of segregation and how they would have reacted if they were being discriminated against.

**Culmination**

1. Invite students to participate in making a Declaration of Human Rights for their school body.

2. Students will use posters and art supplies to write their declaration on signs.

3. Have students post these signs around the school, making every student feel welcomed and valued within their school community.

4. Students will submit their declaration to the school administration to be considered to be made into an award that different students could be recognized for at some school ceremony. People will be recognized for their character and ability to make their peers feel valuable and capable of achieving their dreams. *(OPTIONAL)*

5. Provide some time for follow-up discussion and questions. Debrief this powerful learning experience by offering students a chance to respond to how they felt during this experiential learning opportunity.

**Assessment Strategies Linked to Lesson Goals:**

1. Have students create drawings of the something valuable that they learned from this experience.

2. Students will share their creations with their tablemates and express how they felt throughout this process. This will give the students opportunities to reflect on their learning.

3. Have a class discussion brainstorming ideas of what we as individuals can do to promote community and equality.
Lesson #2

Title: The Bus to Integration

Learning Goals:

Knowledge
- Students will learn the story of Brewster and how he was forced to attend a distant school to fulfill racial integration requirements
- Students will understand the terms “protest,” “forced busing,” and “integration”
- Students will begin to understand segregation and efforts that were made to integrate people of different races

Skills
- Students will use primary photos to help interpret and make sense of protesting and forced busing in the Segregation Era
- Students will discuss the positives and negatives of controversial issues (forced busing) and will practice their respectful debating skills
- Students will analyze methods of effectively and peacefully integrating African Americans and Caucasians

Dispositions
- Students will empathize with those individuals who were affected by forced busing
- Students will develop a hypothetical plan for how they could peacefully carrying out integration

Link to National Standards:
http://www.socialstudies.org/standards/strands

Culture: Social studies programs should include experiences that provide for the study of culture and cultural diversity.

Time, Continuity, and Change: Social studies programs should include experiences that provide for the study of the past and its legacy.

People, Places, and Environments: Social studies programs should include experiences that provide for the study of people, places, and environments.

General Instructional Materials:
- Photos (in Appendix I)
- Copy of Busing Brewster by Richard Michelson
- Elmo
- Pencil
- Paper
Materials for drawing (markers, colored pencils, etc.)

**LOC Primary Source Materials:**
Appendix I: #3 - Image: People protest segregation in New Jersey, 1962
Appendix I: #4 - Image: African American students pass mothers protesting busing, 1965

**Lesson Procedure:**

**Introduction**
1. Show students the picture at the beginning of the lesson of people protesting the city’s failure to end racial segregation in Englewood, New Jersey. Ask students what they think of when they hear the word “protest.” What does it mean “to protest” and why people do participate in protests? What is the result? Do they work? Write student ideas on the board. Ask students what cause they would be willing to personally protest for.

2. Explain that in the picture, people were protesting because they wanted segregation to end and didn’t feel like everyone was being treated equally or fairly. Use this to bring up issues of fairness. Ask students questions like these: What is fair? How can we make sure everyone is being treated fairly? As a class, create a list of rights that they believe every student should have. Post these in the classroom so all students can see them. Ask students what they would do if these rights weren’t being met? Some African Americans (and some Caucasians) protested to make people aware of how unfair Blacks were being treated.

3. Use this opportunity to introduce the book *Busing Brewster* by Richard Michelson. Ask students what the book will be about based on the cover’s pictures. Have them make predictions.

**Development**
1. Read *Busing Brewster* by Richard Michelson (including the Author’s Note at the end of the book). During the reading, be sure to ask students questions about various points made in the book. Questions should be used to make students consider issues within the Segregation Era and help them compare and relate these issues to their current lives.

2. After the reading, explain that one of the ways people tried to fix segregation was to transport students to various schools to overcome the segregation that was happening in residential neighborhoods. In other words, the government forced certain students to attend different schools so they would be able to be a part of a school that valued integration. This was called “forced busing.” A lot of people weren’t happy about this. Some African Americans, like Brewster’s brother, were upset that they had to rearrange their lives to follow the government’s rule, while some Caucasians were angry that African Americans were being integrated into the White schools. Show students the picture of African American students walking to school, passing mothers protesting the busing of students.

3. Have students do a quick write individually to brainstorm how they would feel if they were
asked to leave their school. Tell students that in this simulation, they have to wake up earlier to make it to their new school on time. Give students five minutes to jot down their ideas.

4. Break the class into pairs and assign each pair to brainstorm either the positive or negative aspects of forced busing. Ask each pair to record their ideas. Have each pair get together with another pair and try to convince the other group why forced busing was a good or bad idea. Make sure to emphasize using respectful language to try to persuade the other group. If necessary, model what this behavior would be like by showing the class how you would try to persuade them of something (even something silly, like why they should like dogs, McDonald’s, ice skating, etc.)

Culmination
1. Ask the class why busing didn’t work right away. Write suggestions on the board. Discuss the fact that change isn’t instant and takes time. Break the students into groups of four and ask each group to create a plan for how they would have tried to integrate African Americans and Caucasians in a peaceful way. They can use drawings too to show how this plan would be implemented.

2. Have students share the idea that they came up with in their groups to the class.

3. Explain that people protested for equality and came up with ideas to integrate African Americans with Caucasians because it was their dream to live in a fair society where everyone had the same basic human rights. Explain that they, the students, are helping to keep this dream alive by brainstorming ideas too. Foreshadow to the leaders students will be exploring in this book backdrop by saying that a lot of the civic rights leaders during this period used their dreams to fuel the decisions they made. Relate this idea back to Busing Brewster by explaining that even Brewster had dreams. (He wanted to be president.) It’s important to remember that everyone has a dream, regardless of the hard times they face.

Assessment Strategies Linked to Lesson Goals:
1. Students will discuss with other groups of students the positive and negative components involved with forced busing. During this activity, students will record what they think and how their idea supports their assigned stance.

2. Students will design and share a plan to implement for how they personally would have liked to have seen African Americans and Caucasians integrated in a peaceful way.
Lesson #3

Title: Rosa Parks: An American Hero

Learning Goals:

Knowledge
- Students will learn the story of Rosa and her incident on the Bus.
- Students will understand the term “segregation”
- Students will begin to understand the events of the segregation era in the early 1900s

Skills
- Students will participate in a readers theater to see what happened on the bus.
- Students will participate in a discussion of how this impacted a change.

Dispositions
- Students will learn about the different events that lead up to the change and how Rosa Parks bus incident triggered a chain reaction.
- Students will evaluate what happened on the bus and learn about what happened and how people acted back then.

Link to National Standards:
http://www.socialstudies.org/standards/strands

Culture: Social studies programs should include experiences that provide for the study of culture and cultural diversity.

Time, Continuity, and Change: Social studies programs should include experiences that provide for the study of the past and its legacy.

People, Places, and Environments: Social studies programs should include experiences that provide for the study of people, places, and environments.

Individuals, Groups, and Institutions: Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

General Instructional Materials:
- copy of Rosa Parks: An American Hero by Christine Dugan
- Primary source photos

LOC Primary Source Materials:
Lesson Procedure:

Introduction
1. Begin by asking the students if they know who Rosa Parks is and have them think, pair, share in their groups.

2. After students have had a few minutes to discuss, have some students share out what they know or questions that they have about Rosa Parks.

3. Explain that about 60 years ago, we were in the Segregation-Era, which meant that whites and blacks were completely separated. They went to separate schools, drank from separate water fountains, and attended separate churches. And even had separated seats on a bus.

4. Introduce Rosa Parks: An American Hero. I will tell the students that this is a brief summary of the events on bus when Rosa Parks was arrested. Each table will be assigned a either Reader 1,2, or 3 and also a table will be assigned to read Rosa. I will inform them that if they want to learn more about her that there are many different books over Rosa Parks and the events that took place on that day.

5. We will do the reader theater and I will show the primary source photo of Rosa being arrested to put a face to the story and have the students share their ideas of what happened on the bus and if they think it was right and then explain that, that is the way it was back in the day.

Development
1. Students will be split in half and one half of the students will have the privilege of doing everything first while the others have to wait and get what is left over if there is anything left over.

2. After they have done a couple of things around the room they will have time to talk and see if they think that this is right. The students should talk about how it’s not fair and they sometimes do not get the same privileges that the other students that go first get.

3. Students will try to compromise with the other group and see if they can come to an agreement about taking turns.

4. After the students have discussed a compromise they can talk about how this relates to Rosa Parks and her bus incident.

5. Have students share their thoughts about segregation and if what Rosa did needed to happen?
Culmination
1. The students can explore and see what happened after Rosa Parks incident happened.

2. Students will be allowed to use computer resources or books from the library and see what they can come up with. Show the bus boycott that happened after Rosa was arrested.

3. Have students talk about if they think that if Rosa would not of stood up for what she believed in would the events that followed would of happened.

Assessment Strategies Linked to Lesson Goals:
1. I will have the students create a drawing about Rosa Parks bus Incident.

2. Students will share their creations with their tablemates and express how they felt while they were learning about segregation. This will give the students time to reflect on their learning throughout the lesson.
Lesson #4

Title: “I Have a Dream”

Learning Goals:

Knowledge
- Students will learn who Martin Luther King, Jr. is.
- Students will understand Martin Luther King, Jr.’s role in freedom of segregation.
- Students will understand what the term “segregation” means.

Skills
- Students will create a diary entry from the perspective of someone who has been discriminated against.
- Students will participate in creating a written vow to not discriminate against others.

Dispositions
- Students understand what individuals had to endure because of discrimination.
- Students will evaluate multiple ways to prevent or stop discrimination.

Link to National Standards:
http://www.socialstudies.org/standards/strands

Culture: Social studies programs should include experiences that provide for the study of culture and cultural diversity.

Time, Continuity, and Change: Social studies programs should include experiences that provide for the study of the past and its legacy.

People, Places, and Environments: Social studies programs should include experiences that provide for the study of people, places, and environments.

Individuals, Groups, and Institutions: Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

Power, Authority, and Governance: Social studies programs should include experiences that provide for the student of how people create, interact with, and change structures of power, authority, and governance.

General Instructional Materials:
- Copy of Who was Martin Luther King, Jr.? by Bonnie Bader
-Journal/Paper
-Pencil
-Access to http://remembersegregation.org/
-"I Have a Dream" speech
-Access to images from the Library of Congress

**LOC Primary Source Materials:**
Appendix I: #7 - Image: Three American Women with sign reading, “Segregation is discrimination,” 1940-1960
Appendix I: #8 - Image: Caucasian woman and African American woman, protesting segregation, sitting side by side on stools at a Nashville, Tenn. Lunch counter that has been roped off, 1960
Appendix I: #9 - Image: “The Rex theater for colored people,” 1937
Appendix I: #10 - Image: “Sign on a restaurant,” 1938
Appendix I: #11 - Image: “A drinking fountain on the country courthouse lawn,” 1938

**Lesson Procedure:**

**Introduction**
1. Begin by opening the website http://remembersegregation.org/. Open both the “white visitors” and the “colored visitors” tabs. Allow the students to read the remarks following those tabs. Discuss with the class how those remarks makes the students feel. Tell the students to think about how they were feeling during the remaining parts of the lesson.

2. Determine the prior knowledge students have about Martin Luther King, Jr. Ask students probing questions such as "What did he do to become so famous? What is so important about the ‘I Have a Dream Speech’?” The questions should vary based on students’ prior knowledge.

3. Read the book *Who Was Martin Luther King, Jr.?* by Bonnie Bader.

4. After reading the book have a class discussion about what they now know about Martin Luther King, Jr. Discuss if there were any misconceptions students had. Relate this discussion to his “I Have a Dream” speech.

5. As a class read MLK Jr.’s “I Have a Dream” speech. Have the reading done in a reader’s theater format. Each student should have a copy of the speech. On each student’s section they should have a highlighted section for when they are suppose to read.

6. Following the reading give the students some silent time to reflect on what they thought of the speech. During this time the students can reread the speech, write down their thoughts or just reflect in their mind.

**Development**
1. While the students reflecting write on the board this quote from the speech, “I have a dream
that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character."

2. After the students had time to reflect have them read this quote from the speech. Have a class discussion on what they think this quote means. Tie the conversation in with how individuals were segregated against.

3. Show the students the pictures, from the Library of Congress, which represents how individuals were segregated. Have the students examine each picture.

4. After viewing the pictures have the students divide the students into two groups. One group will be the “majority” and the other group will be the “minority” (the parents should have a note notifying them that this will occur in the classroom as part of instruction).

5. Once the class is divided tell the students that they will be writing a diary entry about what they think it would feel like to be discriminated against. Allow the “majority” group to work in pairs and tell the “minority” group to work individually. Also tell the “majority” group that when they are finished with their diary entry they can have free time to do an activity of their choice. Explain to the “minority” group that when they are finished they will have to write a paper about what they think the term segregation means to them. While the students are doing their diary entries are sure to answer questions first and give more attention to the “majority” group compared to the “minority” group.

6. Allow some time so student from the “majority” group get free time and students from the “minority” group get to write about segregation. Once the students have had sufficient time ask the some students from the “majority” group to share their diary entry.

7. Following the sharing of their diary entry ask the “majority” students how they felt during the process of writing their diary entry. Have some of the students discuss their feelings. Following them sharing have the “minority” students share their feelings.

8. Once all students that would like to share how they felt have a whole class discussion about why the “majority” and the “minority” students felt the way they did during the diary activity.

9. The students should be lead to discussing about ways they can prevent people getting discriminated against by themselves or others. A brainstorm of ideas should be written on the board.

Culmination
1. Invite students to create a vow to never discriminate. Have the students write out a vow to not discriminate, which can include ways to prevent discrimination.

2. Students will sign their written vow.
3. After signing the vow, have the students then listen to MLK Jr. give the speech “I Have a Dream.” While the students are listening have them close their eyes and crowd around each other in the front of the room and imagine what it would be like to be at the event. Also have them imagine what it would feel like to hear this speech after being discriminated against.

4. Provide time for follow-up discussions and questions the student may have.

**Assessment Strategies Linked to Lesson Goals:**
1. Have students participate in a class discussion about Martin Luther King, Jr. and segregation.

2. Students will share the diary entry they wrote about what it is like to be segregated against (optional to share to class or just instructor).

3. Students will brainstorm ways to help prevent discrimination and keep themselves from discriminating.

4. Have students create and sign a written classroom vow not to discriminate against others.
Lesson #5

Title: Words of Wisdom: Writing Letters

Learning Goals:

Knowledge:
- Students will learn about the story Freedom Summer by Deborah Wiles and the segregation that occurred between blacks and whites
- Students will understand the idea of segregation and unfair treatment and relate it to their own feelings
- Students will write letters through different perspectives to each other declaring their thoughts and feelings

Skills:
- Students will write letters from the perspective of the book Freedom Summer
- Students will see segregation through both characters and write letters pertaining to their feelings
- Students will be familiar with the parts of a letter

Dispositions:
- Students will develop an empathetic understanding of what it was like to be segregated just for being a different race other than Caucasian.
- Students will be able to value varying perspectives of one situation

Links to National Standards:
http://www.socialstudies.org/standards/strands

Culture: Social studies programs should include experiences that provide for the study of culture and cultural diversity.

Time, Continuity, and Change: Social studies programs should include experiences that provide for the study of the past and its legacy.

People, Places, and Environments: Social studies programs should include experiences that provide for the study of people, places, and environments.

General Instructional Materials:
- Copy of the book Freedom Summer by Deborah Wiles
- Lined paper
- Writing utensils
- White Board
Lesson Procedures

Introduction
1. The lesson will begin by reviewing with students what the word ‘segregation’ means to them. I will put their thoughts on the board.

2. We will also review the similarities and differences in letters vs. speeches. We will relate it to the speech that was written by MLK Jr. that we completed in the previous lesson. This will help them know that letters and speeches both can make powerful statements that can be influential to others.

3. I will then show them the photo on the overhead projector entitled Woodrow Wilson writes a letter to Ruthven Deane about bookplates. I will have them observe how the letter is written. We will then discuss aloud how this letter is similar and different from letters from the present. We will complete this by doing a Venn diagram.

4. We will then review parts of a letter that I will provide on the overhead. I will inform the students that they will be writing letters to each other based on the characters from the book Freedom Summer by Deborah Wiles. (They will have done letter writing prior to this lesson and the journal entries will have refreshed their memories). We will also discuss briefly what they said about this letter and how it compares to the parts of the letter I have provided on the overhead.

5. I will then read the book Freedom Summer by Deborah Wiles and I will ask them to try to see the topic of segregation through both boys’ perspectives.

6. They will need to have an introduction, 3 paragraphs for the body, a conclusion, and a departure with their name signed after it.

Development
1. I will then draw names and separate students into groups. One group will be writing their letter through John Henry’s Perspective while the others write their letter through Joe’s perspective.

2. I will ask them to focus on the idea of ‘How do you feel about the segregation and situations
that happened in this book?’ Write only from the perspective you were assigned. Now truly think about how you would feel if you were this character. Remember, you are writing this letter to the other character (if you are Joe, you are writing to your friend John Henry and vice versa) so be sure to tell them all your thoughts and feelings on what has been happening in the town and how you feel about it. I also want them to conclude the letter by writing what their dream would be about how the town could change and how they would want everyone to be treated in the town and in society (beings if the town or society still were segregated).

3. Students will first gather in two separate groups (John Henry and Joe) and discuss with others their ideas so far and what their letter should be about. This will give them ideas on what they can write about.

4. They will then write their letters from their assigned character’s perspective to their friend who is the other main character in the book.

5. After a rough draft is written, students will then be paired with a character who is opposite of them and they will proofread and provide suggestions for corrections. They will also be able to see the different perspective of their friend and can add any more information if they want.

Culmination
1. The next day, I will invite students to have a teacher conference over their paper so I can correct or provide suggestions on their letters.

2. I will have the other students work independently on their letters during the conferencing so they can edit and add any information they need to before their conference with me.

3. We will also deliver our letters to our partner’s cubby with their character’s name on the front. The students will be able to open their letters and read them as if they received them in the mail.

4. We will then have a class discussion on how the letters made them feel when they were writing it and then after they read their friend’s letter. I will also state how powerful letters are and how words can create a movement just like action does. I will ask “Did you feel empowered while writing these letters?” ‘How powerful do you think words can be when written about certain subjects like segregation?’

5. Students will be able to see varying perspectives of one situation and truly focus on how segregation made different races feel.

6. We will then hang our letters on our classroom board to display our hard work on writing letters. Also, how writing can be bold and can make bold statements.

7. We can also remember how important it is that everyone’s feelings matter and feelings can vary when looking at a situation.
8. I will end the class by showing a final photo entitled *Civil rights march on Washington, D.C.*, Washington, D.C. I will ask them what they think is happening in the photo. ‘How do you think these people felt marching for their rights and their freedom?’ I will also relate it back to our first lesson of how people follow their dreams during hard and easy times. Dreams don’t always have to be something imagined, but they can be something that we fight for every day. I will also encourage students to follow their dreams and to go home and think about what their dream is and come to class tomorrow and share with all of us.

**Assessment Strategies Linked to Lesson Goals**
1. Students will write letters correctly (with all parts) and will write through another’s perspective so they can understand varying perspectives and that feelings can be different from their own.

2. Students will discuss with the class and their groups how their character felt about the situations that occurred in the book. This will allow for personal reflection on segregation and feelings towards it.

3. Students will have class discussion on how bold letter writing can be and how they felt about stating their feelings to someone else about such a strong subject. They can also discuss what we can do to respect others’ thoughts and feelings.
Appendix I:
Library of Congress Resources

1. Image
Bethlehem-Fairfield shipyards, Baltimore, Maryland. A drinking fountain. (1943)
http://www.loc.gov/pictures/item/owi2001027133/PP/

2. Image
Drinking fountain on the county courthouse lawn, Halifax, North Carolina. (1938)
http://www.loc.gov/pictures/item/fsa1997003218/PP/

3. Image
People, some with picket signs, gather outside Lincoln School in Englewood, N.J. protesting the city’s failure to end racial segregation. (1962)
4. Image
African American children on way to PS204, 82nd Street and 15th Avenue, pass mothers protesting the busing of children to achieve integration. (1965)
http://www.loc.gov/pictures/item/2004670162/
5. Image
Picture of Rosa Parks. (1956)
http://www.americaslibrary.gov/jb/modern/jb_modern_parks_1_e.html

6. Image
The newspaper from the Bus Boycott. (1955)
http://www.americaslibrary.gov/jb/modern/jb_modern_parks_3_e.html
7. Image
Three American Women with sign reading, “Segregation is discrimination,” (1940-1960)
http://www.loc.gov/pictures/item/98504419/)

8. Image
Image: Caucasian woman and African American woman, protesting segregation, sitting side by side on stools at a Nashville, Tenn. Lunch counter that has been roped off,.1960)
http://www.loc.gov/pictures/item/00653115/

9. Image
“The Rex theater for colored people.” (1937)
http://www.loc.gov/pictures/resource/fsa.8b32104/
10. Image
“Sign on a restaurant.” (1938)
http://www.loc.gov/pictures/resource/fsa.8a17588/

11. Image
“A drinking fountain on the country courthouse lawn” (1938)
http://www.loc.gov/pictures/resource/fsa.8a03228/

12. Image
Letter from Woodrow Wilson to Ruthven Deane about bookplates, New Jersey. (1911).
My dear Mr.-

I am very much obliged to you for sending a copy of my book plate, but unfortunately I have recently packed up my belongings and find that an attatched copy of the plate is inaccessible to me.

Yours sincerely,

[Signature]

Mr. [Name],

Chicago,

Illinois.

13. Image
Appendix II:
Bibliography and Webliography

Bibliography of Related Children’s Literature:


Webliography of Supporting Online Resources for Students:

**Congress For Kids**
This website is a kid friendly resource that teaches about the different parts of congress. It provides projects, quizzes, and colorful information in which students can learn more about the government and its role in our nation’s decisions. This page specifically talks about segregation and the rise and fall of Jim Crow laws.
*http://www.congressforkids.net/Judicialbranch_segregation.htm*

**Diverse, Not Equal: Segregation Persists at the Classroom Level**
A great website for teachers to explore and find many things by separate grade levels and also by core strategies. It also has videos and blogs.
*http://www.edutopia.org/dispatches-diverse-not-equal*
Encyclopedia of Chicago
This website provides information about segregation occurring in Chicago. This is a great website to show because it can get students excited about learning about desegregation in a school district not far from where they attend.
http://www.encyclopedia.chicagohistory.org/pages/1121.html

FREE: Segregation
This website takes you to many different links relating to segregation. This site offers teaching and learning resources from federal agencies.
http://free.ed.gov/keywords.cfm?keyword_id=763&res_feature_request=1

History Channel- Civil Rights Movement History
This website provides many great articles of different events that happened during the civil rights movement. The articles would be a great resource for teachers to gain knowledge about this important movement.
http://www.history.com/topics/civil-rights-movement-history

Martin Luther King Jr. and the Civil Rights Movement
This website is full of MLK Jr.’s life providing information through a timeline, study guides, his biography, and his speeches.
http://seattletimes.com/special/mlk/

NAACP: Interactive Historical Timeline
This website is an interactive timeline which gives information and insight about the NAACP and their vision of political, social, educational, and economic equality. It is a learning tool that has links to other multimedia resources.
http://www.naacphistory.org/#/home

Neok12: Civil Rights Movement
This website provides educational videos, lessons, and games for grade K-12. Students would gain great insight on facts and the history that changed our lives during the Civil Rights Movement.

PBS Kids- Stand Up for Your Rights
This website offers a variety of activities for students from listening to interviews, reenacting historical photographs, and learning more about individuals that played a huge role in religious freedom, women’s rights, school segregation, etc.
http://pbskids.org/wayback/civilrights/index.html

Remember Segregation
This website offers information regarding segregation. It provides a timeline of events that occurred during that time period. The website also provides an audio recording of two of Martin
Luther King, Jr.’s speeches.
http://remembersegregation.org/.