

Paired Texts Teacher's Guide: American Civil Rights Movement

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Pre-reading warm-up activity: Teachers could show a slideshow of pictures that depict life in America in the early to mid 1900's for African Americans. By looking at these pictures students are looking at and analyzing primary sources. Also, this activity could be done as a 'gallery walk' if teachers want their students to be able to get up and out of their seats.

An alternative activity could involve a K-W-L chart. Students could fill out the 'what I know' and 'want to know' sections before reading the two books. Next students could watch a video that gives an overview of the Civil Rights Movement. After reading both books students could finish the K-W-L chart.

Bulletin board idea:

Students could create their own civil rights poster based off of what they learned while going through Civil Rights pictures or watching the Civil Rights video. The poster does not have to be elaborate, but it should send a clear message: What would you have wanted to say on your sign if you participated in the American Civil Rights Movement.

Book Reviews:

Stella by Starlight by Draper is an excellent book to help young readers understand the American South in the 1900s. Segregation, discrimination, friendships, family, confusion, and even disappointment come into play in this work of historical fiction and Stella handles them all with grace. This book would perhaps be best suited for ages 10-13, but is still appropriate for audiences of all ages. Students can view 1930s Southern America through the eyes of Stella, a little black girl who is optimistic despite it all. Jessica Thornton, M.L.I.S Candidate, Old Dominion University, Norfolk, VA, Highly Recommended.

We've Got a Job: The 1963 Birmingham Children's March by Levinson does a great job of telling the story of the American Civil Rights Movement from an entirely different perspective than usual. Upper elementary and middle school students could read this book and maybe even see a little bit of themselves in one of the four main characters which helps make this nonfiction book that much more relatable for students. Yet still some of the more prominent figures of the movement are mentioned and the photos throughout the book will help students better understand and visualize as it is being read. Even if readers are not able to make it through the entire book, parts of this book could definitely be used as primary sources in social studies classrooms. Jessica Thornton, M.L.I.S Candidate, Old Dominion University, Norfolk, VA, Highly Recommended.

Discussion questions:

Stella By Starlight

1. What group is the reader introduced to at the very beginning of the novel?
2. Who are some of the people that live near Stella, what do they do for a living?
3. What was Stella's town like? Be as specific as possible.
4. Why didn't white children and black children go to school together?
5. What was the voting registration like for the black men vs. the white men that came in to vote at the same time?

We've Got a Job: 1963 Birmingham Children's March

1. How would you feel if you went to jail right now, as a kid? How would your parents/guardians/family/friends feel?
2. Do you think that young people should participate in movements like this one, why or why not?
3. Compare how you think white children and black children felt during this time.
4. What was Birmingham like in the 1960s
5. What do you think some of these children like Audry, James and Arnetta did for the rest of their lives?

Questions About Both Books:

1. *Stella By Starlight* is not about the American Civil Rights movement, but it does tell the story of a little girl in 'Bumblebee, NC' in 1932 how does her experience compare to children's experiences in *We've Got a Job*?
2. Because people and specifically Children across the south had experiences like Stella do you think that this led to the American Civil Rights Movement, if not what do you think led to it?
3. Both books were about children, after reading both books do you think that you could have an impact at your age?
4. Do you think that change can be brought about through peace or is violence more effective?
5. The American Civil Rights movement took place in the United States less than 100 years ago. Do you think today's movement is its own or an extension?

Three instructional ideas:

Seventh grade VA SOL USII.9a The student will apply social science skills to understand the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by examining the impact of the Civil Rights Movement. History and social sciences students could do a short biography project/poster on the adult leaders of the Civil Rights movement. Students would need to be able to research and find out: full name, date of birth, and elaborate on the role that they played in the American Civil Rights Movement and their legacy as a result of the role they played.

Seventh grade VA SOL 7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion. English students could create a journal entry from the perspective of a child like Stella living in the American south in the early to mid 1900s. The journal entry should be done in the style of historical fiction. Each entry will have a different prompt. One prompt could be about the KKK, another prompt about literacy tests, another about going to school, and more prompts about life in the American south in towns like Bumblebee, North Carolina.

As an extension of the VA history SOL activity students will be asked to present this information to the class via prezzi, canva, Google Slides, Powerpoint or some other presentation site. In alignment with the 2017 Computer Science Standards of Learning for Virginia Public Schools

Citations for professional reviews:

Amborski, G. (2015). *Stella by starlight* [Review of the book by Draper, S.] YOYA.

<https://enterprise-clcd-com.proxy.lib.odu.edu/#/bookdetail/1/0/tjmpiHmLiQElnNJ/bdrto>

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Coats, K. (2015). *Stella by starlight* [Review of the book by Draper, S.] Bulletin.

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Theiss, J. (2012). *We've got a job: the 1963 Birmingham Children's March* [Review of the book by Levinson, C.] SoundCommentary.

<https://enterprise-clcd-com.proxy.lib.odu.edu/#/bookdetail/1/1/pdnmLJmlmMFOHnhH/b>

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Rochman, H. (2011). *We've got a job: the 1963 Birmingham Children's March* [Review of the book by Levinson, C.] Booklist.

<https://enterprise-clcd-com.proxy.lib.odu.edu/#/bookdetail/1/1/pdnmLJmlmMFOHnhH/b>

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Five additional resources:

[Ku-Klux-Klan](#): Students could go to this resource to find out more about the Ku-Klux-Klan. The KKK is referred to in *Stella by Starlight* throughout the book so students could use this website provided by History.com to do a little research of their own.

[Literacy Test](#): This site not only tells students about literacy tests, but it also allows students to see what a literacy test could have looked like. Students can first read to find out more about the literacy tests that are mentioned in *Stella by Starlight* and then they could even take the test themselves if the teacher prints it off for them to do so.

[Civil Rights Teaching](#): This site has great resources primarily in the form of lessons for teachers that may be looking for some ideas regarding the Civil Rights movement.

[Facing History | Civil Rights Movement](#): This site includes many great resources like handouts, videos and teaching strategies. This website is very comprehensive and great

for educators who may not know where to start with topics that are a little harder to teach and handle in the classroom.

[Civil Rights Movement In America YouTube Video](#): This video would be great to watch before reading either book to give all students a visual understanding of the American Civil Rights Movement and how it came to be.

Resource Citations:

Facing History and Ourselves. (n.d.). *Race in US History*. Facing History and Ourselves.

<https://www.facinghistory.org/topics/race-us-history>

Harmony Square. (2019, October 9). *Civil Rights Movement In America - Standing Up for Freedom on the Learning Videos Channel* [Video]. YouTube.

<https://youtu.be/C0JJHZUUAJU>

History.com Editors. (202, April 20). *Ku Klux Klan*. History.

<https://www.history.com/topics/reconstruction/ku-klux-klan>

Lessons & Resources. (n.d.). Civil Rights Teaching.

<https://www.civilrightsteaching.org/resources>

Smithsonian. (n.d.). *Literacy Tests*. National Museum of American History.

<https://americanhistory.si.edu/democracy-exhibition/vote-voice/keeping-vote/state-rules-federal-rules/literacy-tests>