



Teacher Adaptations

Submitted by: Kim Heckart

Extension for Activity 5, The Negro League

Description of activity:

Students use photo analysis of the Negro League photo in Activity 5 as well as hear a story to depict how life was for baseball players.

Day 1

1. In small groups students complete a KWL chart for the Negro League photo. (10-15 minutes)
2. After the KWL is complete, meet with whole group and record their ideas onto an enlarged KWL chart. (15 minutes)

Day 2

1. Read aloud **The Bat Boy and His Violin** by Gavin Curtis. This story is about a batboy whose daddy manages the worst team in the Negro League. The boy uses his violin to help with a miracle victory of a game.

The story tells about how many African-Americans were going to the major leagues like Jackie Robinson did the year before.

Day 3

1. Read Aloud The Picture Book of Jackie Robinson by David Adler.

Discuss with students how Jackie resisted segregation and became the first African-American to play in the majors.

Resources:

- ❖ **The Bat Boy and His Violin** (Gavin Curtis; 2001, Aladdin Library.)
- ❖ **The Picture Book of Jackie Robinson** (David A. Adler, Robert Casilla; 1994, Holiday House.)



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Extension for Activity 5, Fifteenth Amendment & The Voting Rights Act of 1965

Description of activity:

Students explore the Fifteenth Amendment and the Civil Rights Act of 1965 to discover when and how African-American men were finally able to vote.

Activity:

1. Read Aloud The Fifteenth Amendment (use p.80 in **Words That Build A Nation**). Instruct students to write in their own words the meaning of the amendment. For example – “In 1870, African-American men can vote”. Then tell them that it isn’t until 1965, almost 100 years later, that they actually do get to vote.
2. Read **Granddaddy’s Gift** or **Papa’s Mark**. Both stories are told from a child’s point of view and explain the barriers whites created to prevent African Americans from voting. These included literacy and difficult citizenship tests, and poll taxes
3. After reading the story, students brainstorm as a class why African-American should be able to vote.
4. Students then write a persuasive letter to President Johnson to make him see the need to create a law allowing African-Americans to vote. (President Johnson was president in 1965 when he signed the Voting Rights Act prohibiting poll taxes and literacy tests.)

Resources:

- ❖ **Words That Build A Nation** (Marilyn Miller; 1999, Scholastic.)
- ❖ **Granddaddy’s Gift** (Margaree King Mitchell, Larry Johnson; 1997, Bridgewater Books.)
- ❖ **Papa’s Mark** (Gwendolyn Battle-Lavert, Colin Bootman; 2004, Holiday House.)



Student example:

851 South Marion

Washington, Iowa 52353

January 27, 2004

Dear President Johnson,

I'm writing to you today about the Fifteenth Amendment. The Fifteenth Amendment said that African-Americans can vote, but white people would not let them because they made them take literacy tests. The Constitution has laws about black people voting and the Bill of Rights has rights for our country. White people have unfair tests for black people which is against what our Constitution says. Black people in America should be treated equal like white people. People should not be treated different because of their skin color. Please help everyone to be equal.

Your Friend,

Kyle



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Extension for Activity 6, Nineteenth Amendment

Description of activity:

Students learn the Nineteenth Amendment allowed women to vote.

*I chose to do this lesson because I had girls in my class who couldn't understand why only men could vote. Two girls were reading a story about Mary Church Terrell where they found that she helped Susan B. Anthony get this amendment made into law.

Activities:

1. Read the Nineteenth Amendment (Use **Words That Built A Nation** book page 100-101 as a resource). Have students put it into kid words what the amendment means. Example....Women get to vote.
2. Read **Susan B. Anthony: Daring to Vote** by Barbara Keevil Parker. Discuss how she helped get the 19th Amendment passed. Show the students a Susan B. Anthony coin. Discuss why she was chosen to be on the coin.

Resources:

- ❖ **Words That Build A Nation** (Marilyn Miller; 1999, Scholastic.)
- ❖ **Susan B. Anthony: Daring to Vote** (Barbara Keevil Parker; 2000, Millbrook Press.)



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Extension for Activity 6, Overcoming Segregation

Description of activity:

Activity 6 allows students the opportunity to work in small groups to read, discuss, write about, and create a poster about an African American who overcame the hardships of segregation. After presenting their posters, the children asked to read about another African-American of their choosing. This time they could choose to read on their own or with a partner, but the children recorded information and wrote a paragraph on their own about the African-American they were researching. Then they drew their person to research and typed their paragraph for a final project.

Day 1 (30- 40 minutes)

Students choose and read a book of their choice. We read books and if needed search google.com with their person's name to identify books or find biographical information on the web. As students read, they record information about the person they are researching.

Day 2 (20-30 minutes)

Students use their information sheets to create a paragraph about the African-American they are studying. Edit with children as they finish writing. If needed, have volunteer or classroom aide to help with editing.

Day 3 (30-40 minutes)

On an 8x11 sheet of white paper, students do a mini lesson on sketching facial features and shading with colored pencils. My students drew their pictures in a small group session during an activity center, and colored their pictures during another center time. Each session took about 20 minutes.

Day 4 (30 minutes)

Students type their paragraph about an African-American on computers. When finished, they glue their pictures and paragraphs on a large sheet of construction paper.