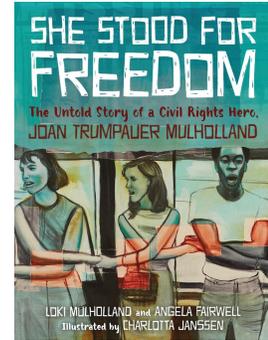


She Stood for Freedom The Untold Story of a Civil Rights Hero, Joan Trumpauer Mulholland by Loki Mulholland



Lesson Plan Guide and Resources for Teachers

Note to the Teacher: There are suggested lesson plans and resources to be used in conjunction with the “She Stood for Freedom” book. Teachers should use their professional judgment to decide which activities and projects are appropriate for the unique needs of their classes and individual students. Teachers will need to differentiate the ideas presented here to ensure all students, regardless of exceptionality or first language, are able to meet with success and enjoy learning about this special time in American history and this special lady, Joan Trumpauer Mulholland.

If you have a Studies Weekly teacher account, please login* to access the videos and PDF documents mentioned in the lesson plan activities. If you do not have a Studies Weekly teacher account, please be our guest and use our demo account:

- ❖ Educators have free access to the online demo* Studies Weekly teacher accounts. Please use the two-letter U.S. postal state code to access the correct state materials. The username changes from state to state, but the password is always demo. The majority of the lesson plans’ suggested videos and PDF documents are available on the “Resources” area located in this way: Reading Tab>Select any grade level social studies or science publication>Click on a week>Scroll down below the article>See K-6 General Resources>Click “General Resources” and also “Professional Development on Demand.”

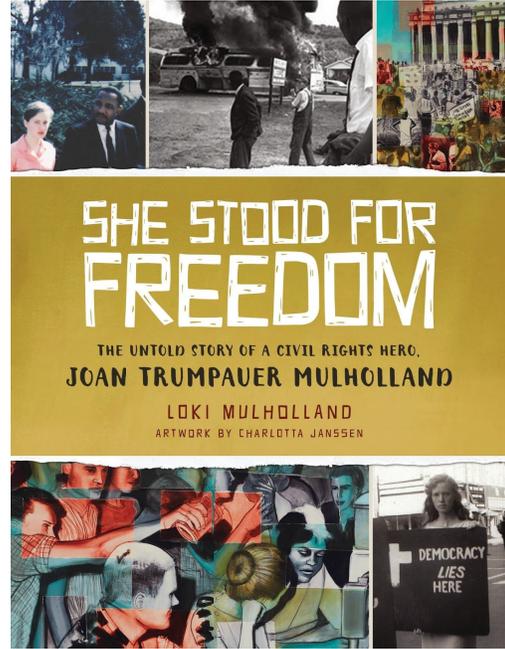
→ Go to <https://www.studiesweekly.com/online/>

★ **Username:** UTteacher (for Utah teacher access), ALteacher for Alabama teacher access, and so on.

★ **Password:** demo

Building Background & Inquiry Activities

These lesson suggestions and activities are for students in upper elementary to high school grade. Lessons should be used in conjunction with the gold-colored cover of “She Stood for Freedom” and the Student Edition newspaper.



Lesson 1

Audience: Intermediate grades

Materials:

- “She Stood for Freedom” book
- Large chart paper
- Markers
- *Studies Weekly KWL Chart video**
- The Smallest KWL Chart by Studies Weekly*
- *Studies Weekly Fab Four* (Reciprocal Teaching Method cover sheet and video)*
- Notebook paper
- Studies Weekly Cooperative Job Cards*
- Pencils

Approximate Time the Lesson Will Take:

- 45 minutes

Balanced Literacy Format:

- Modeled Reading
- Shared Writing

Lesson Presentation Format:

- Whole group
- Small cooperative groups

Specific Strategies:

- Using graphic organizers (KWL Chart and Fab Four)
- Building background knowledge
- Accessing prior knowledge
- Making predictions

- Clarifying unknown words
- Summarizing
- Questioning
- Citing sources
- Oral presentation skills

Activities:

1. Introduce the topic of equality and fairness. You may choose to include civil rights, the civil rights movement, and Joan Trumpauer Mulholland, too. Explain to the students you will be completing a shared KWL Chart. The students will provide the responses and ideas, and the teacher will record them on the chart. Students should also record their specific responses on their own Smallest KWL Chart by Studies Weekly*. Please note that the KWL Chart will be used throughout the week (five days of lesson plan activities). You may wish to view or show the video *KWL Chart by Studies Weekly*.*
2. Begin in the “K” column of the chart. Ask students what do they **know** about equality, fairness, civil rights, the civil rights movement, and Joan Trumpauer Mulholland. Allow for several students to respond. Record their answers in the “K” column. Then address the “W” column of the chart. Ask students what they **want to know** about equality, fairness, civil rights, the civil rights movement, and Joan Trumpauer Mulholland. Allow for several students to respond. Record their responses in the “W” column.
3. Next have the students gather around so that the students can easily see the primary source photos, memorabilia, letters, historical artifacts and the illustrations of the book “She Stood for Freedom.” Explain to the students that as a class they will be completing a Fab Four (Reciprocal Teaching Method) activity in small cooperative groups. You may wish to use the **Studies Weekly Cooperative Job Cards*** to help facilitate the process. The teacher should assign each person within each small cooperative group a specific job: director, recorder, presenter and materials manager.
4. You may wish to view or show the video *Fab Four (Reciprocal Teaching Method) by Studies Weekly** and use this research-based strategy before, during and after the shared read-aloud.
5. Read the title of the book aloud for the students and display the book cover. Ask students to begin thinking about what they predict this story will be about. Have students turn and talk within their small cooperative group or “pair and share.”
6. The students should fold their shared sheet of notebook paper into fourths so that they can cooperatively complete their own Fab Four activity. Working in small cooperative groups students should make and record their predictions about the story and shared their background knowledge. Read the story “She Stood for Freedom” to the students.

7. Guide students to work within their small groups to complete the clarification portion of the Fab Four by eliciting the answers from the students using strategies to figure out the meaning of unknown words (context clues, examine the illustrations, etc.).
8. Then move onto the summarizing portion of the Fab Four process. This is a great opportunity to incorporate a mini lesson on grammar, punctuation and the main idea. Have students summarize the story of “She Stood for Freedom” in one to three sentences.
9. Finally have students create a question they could pose to the class about the story. The question can be a “who, what, when, where, why or how” format, but it must be something someone can answer if they have read the story. Be sure to have students record the answer to their question and cite the source (page number, paragraph or a specific sentence).
10. Each cooperative group should stand before the “audience” of classmates. The presenter from the group should review the group’s answers and/or responses from the Fab Four.
11. Revisit the shared KWL Chart and add information as needed.

Lesson 2

Audience: Intermediate Grades

Materials:

- “She Stood for Freedom” young readers book
- The KWL Chart from Lesson 1
- **The Primary Source Analysis Tool modified by Studies Weekly***
- *The Primary Source Analysis Tool* video by Studies Weekly*
- **Studies Weekly Productive Google Search Quick Tips***
- **Studies Weekly Digital Developments***
- **Studies Weekly Rapps***

Approximate Time the Lesson Will Take:

- 45 to 60 minutes

Balanced Literacy Format:

- Modeled reading
- Shared Reading
- Shared Writing

Lesson Presentation Format:

- Whole group
- Small cooperative groups

Specific Strategies:

- Using a graphic organizer (KWL Chart)
- Observing
- Reflecting
- Questioning
- Researching
- Citing sources

Activities:

1. Introduce the lesson and let students know that they will be analyzing and researching information about primary source photographs, specifically the primary sources featured in the book “She Stood for Freedom.”
2. Review or introduce what primary sources are and why they are important to understanding history.
3. Optional: As a whole class, watch the video *Primary Source Analysis Tool**. The video will provide an overview of the analysis procedure.
4. As a whole class, use the **Primary Source Analysis Tool*** (projected onto a screen or written on the whiteboard) and complete the activity. The teacher should record the information for the class.
5. Optional: Provide each small group of students with a hard copy of the **Primary Source Analysis Tool***, a primary source photo from the book “She Stood for Freedom.” You may wish to use the **Studies Weekly Cooperative Job Cards*** to help facilitate the process. The teacher should assign each person within each small cooperative group a specific job: director, recorder, presenter and materials manager.
6. Either in a whole group or small cooperative group setting, one question generated during the third part of the **Primary Source Analysis Tool*** (the “Questioning” column) should be selected.
7. Model how to locate answers by either visiting the school’s media center to learn how to find books by using the online card catalog and/or how to find information on the internet using **Studies Weekly’s Productive Google Search Quick Tips for Kids***.
8. Be sure to cite any sources used in finding the answer to the selected question. Cited sources can be in the form of a bibliography or a webliography.
9. If you would like to increase the rigor and relevance level of this activity, include 2.0 technology (web-based) and/or applications. Studies Weekly has two PDF documents to provide suggestions called **Digital Developments*** and **Rapps***. Many educators and students enjoy the following 2.0 technology sites descriptions available in our **Digital Developments*** PDF: Blabberize, Fodey and the Timeline Generator. The following application descriptions are available in our **Rapps*** PDF: Shadow Puppet and Green Screen by Do Ink.

10. Revisit the shared KWL Chart and add information as needed.

Lesson 3

Audience: Intermediate Grades

Materials:

- “She Stood for Freedom” young readers book
- The KWL Chart from Lesson 1
- **The Primary Source Analysis Tool modified by Studies Weekly***
- Chart paper to be used as a bulletin board
- Yarn
- Optional map of the USA
- Copies of the student-selected primary source artifacts from the book “She Stood for Freedom”
- Push pins/thumbtacks or stapler
- **Studies Weekly Digital Developments***
- **Studies Weekly Rapps***

Approximate Time the Lesson Will Take:

- 45 to 60 minutes

Balanced Literacy Format:

- Shared Reading
- Shared Writing
- Independent Reading
- Independent Writing

Lesson Presentation Format:

- Whole group
- Small cooperative groups
- Independent work

Specific Strategies:

- Using a graphic organizer (KWL Chart)
- Observing
- Reflecting
- Questioning
- Researching
- Citing sources

- Persuasive writing

Activities:

1. Students will create a shared bulletin board display called “Mapping Joan’s Life” or “A Timeline of Joan’s Life” (or something similar). Students should be given the choice of whether to work individually, with a partner or in a small cooperative groups. Explain to the students that they will be creating an interactive bulletin board that will help others learn more about equality, fairness, civil rights, the civil rights movement and Joan Trumpauer Mulholland.
2. Have students select another primary source artifact from the story “She Stood for Freedom.” Students should complete a new **Primary Sources Analysis Tool*** activity and follow all of the steps they completed during Lesson 2.
3. As students complete their research, gathered materials and organized their artifacts, they should think about how to make their product interactive. Interactive components could be a simple lift-the-flap to reveal information or answer a question. Students may generate a QR code (recommendation and description available within the **Digital Developments*** PDF).
4. The class, with the teacher’s guidance, should place completed interactive products on either a map of the USA to indicate where a particular event took place geographically or create a timeline and place (using thumbtacks/pushpins or staples) the interactive products on the timeline to indicate when a particular event took place. Use the yarn to connect each event as it relates to those that precede it and follow it.
5. Once all of the interactive projects are placed on the map or timeline, students should work cooperatively to create a “Public Service Announcement” (PSA) to be shared on the in-house video system, emailed to classes on campus, or create hard copy items (e.g. invitations, flyers, or posters) advertising the interactive bulletin board. The PSA can be a video, an item created using **Digital Developments*** and/or **Rapps*** or hard copy items such as invitations or posters.
6. The PSA should provide some background information and invite other classes to “tour” the board. Students should be encouraged to act as docent (e.g. a museum volunteer).
7. Revisit the shared KWL Chart and add information as needed.

Lesson 4

Audience: Intermediate Grades

Materials:

- “She Stood for Freedom” book
- The KWL Chart from Lesson 1

- Computer
- Printer
- Smart device with QR code reader app
- **Display Tray by Studies Weekly*** template and example
- You may wish to view or show the video *Display Tray by Studies Weekly**
- **Studies Weekly Digital Developments***
- Construction paper
- Manila paper
- Glue
- Newspapers, magazines
- Crayons
- Scissors
- Markers
- Pencil

Approximate Time the Lesson Will Take:

- 45 minutes

Balanced Literacy Format:

- Shared Reading
- Shared Writing
- Independent Reading
- Independent Writing

Lesson Presentation Format:

- Whole group
- Small cooperative groups
- Independent work

Specific Strategies:

- Using graphic organizers (KWL Chart and Display Tray)
- Using 2.0 technology
- Oral language/public speaking
- Researching
- Citing sources

Activities:

1. Use the **Studies Weekly Display Tray*** (2-D or 3-D) project as a way for your students to demonstrate their knowledge and understanding of an assigned topic.

2. You may wish to view or show the video *Display Tray by Studies Weekly** and use this strategy before beginning the activity.
3. Students will fill each “compartment” of the Display Tray with an artifact that represents the topic being studied. Be sure to provide students with a variety of artifacts and/or periodicals to find pictures or words. Perhaps allow students to search, download and print information about Joan Trumpauer Mulholland and the civil rights movement from the internet.
4. If the teacher would like to have students use a rubric to guide students and objectively assess their final projects, we suggest using a free rubric generator called Rubistar (<http://rubistar.4teachers.org/index.php>).
5. Students should think about Joan Trumpauer Mulholland and what might be placed on a Display Tray to demonstrate what kind of person she is, what kinds of things she did or civil rights.
6. A suggested QR code generator is available on the **Studies Weekly Digital Developments*** PDF document. Each student should generate a QR code that links to a significant online resource (an approved video, website, or photograph that adds depth to the Display Tray topic) and copy the code to a Word document and print it. The hard copy QR code should be attached to the Display Tray. A QR code reader app should be downloaded to a smart device to be used in the classroom. Please note: There are many QR code reader apps available for download. The free apps usually have advertisements. If you do not want the advertisements, it is recommended that the teacher pay for a QR code reader app. Many can be purchased for 99-cents.
7. Students should presentation their completed Display Tray to the class and explain why they selected certain items and how it relates to the topic(s).
8. Have students use a smart device to demonstrate what the QR code leads to and allow students to interact with each other’s completed Display Tray projects.
9. Revisit the shared KWL Chart and add information as needed. Wrap up today’s activities with completing the “L” section of the KWL chart.
10. Any unanswered questions from the “W” section of the organizer should be addressed. Additional research may be required.

Lesson 5

Audience: Intermediate Grades

Materials List:

- “She Stood for Freedom” book
- The completed KWL Chart from Lesson 1

Approximate time the lesson will take:

- 30-minutes initially and the time needed to complete the culminating activity/project

Balanced Literacy Format:

- Shared Writing

Lesson Presentation Format:

- Whole group

Specific strategies:

- Identifying a problem
- Making an action plan
- Problem solving
- Organization

Activities:

- As a culminating activity the students will help make the world a better place. The place can be within themselves, the class, the school, the community, etc. Meet as a whole group and begin brainstorming problems that need to be solved or an issue that should be addressed to improve the quality of life for others.
- Specifically/clearly identify the problem (e.g. bullying, not recycling containers at lunch time, the school grounds are unkempt, over-testing).
- As a group come into consensus and connect with people who agree. This can be in the form of general discussions with friends or put up a notice of a meeting to discuss the problem so students, parents, school staff and community members can work together.
- Consider plans of action and decide on the one to try first.
- Do it. If appropriate, put the word out to the school/church/temple/other houses of worship/press about what the group will be doing. The group may just do "random acts of kindness" type things and not make a big deal of it except in conversations with people who may or may not agree with you.
- Make sure that responsible adults are involved and can assist students if needed.

Lesson 6

Audience: Intermediate and Advanced Grades

Materials List:

- “She Stood for Freedom” book (optional)
- **Article from Student Edition:** “The Dedication Page: Medgar Evers”
- Studies Weekly **Penny for Your Thoughts*** template

- You may wish to view or show the video *Penny for Your Thoughts**

Objective: Students will identify Medgar Evers as a catalyst for the national Civil Rights Movement. Students will question why Dr. Martin Luther King, Jr. and Rosa Parks have been prominent figures of the time period. Students will draw conclusions about the contributions of Medgar Evers, the students he mentored, and sacrifices those students made for all people.

Approximate time the lesson will take:

- 45- to 90-minutes

Lesson Presentation Format:

- Whole group
- Small group
- Independent Work

Activities:

- Have students read the article “The Dedication Page: Medgar Evers.”
- Students should work in small cooperative groups to create a description of the kind of man Medgar Evers was and how he contributed to the national Civil Rights Movement.
- Students should work within the small groups to discuss the following questions:
 - Do you think Medgar Evers should be a more prominent figure in Civil Rights lessons and readings in the same way that MLK and Rosa Parks are featured? Why or why not?
 - Why do you think MLK and Rosa Parks are more widely known when compared to Medgar Evers?
 - How do you think should Medgar Evers be honored?
- Use the Studies Weekly **Penny for Your Thoughts*** blackline master and provide your students with a provocative prompt. Please review the **Penny for Your Thoughts*** video (located on the Studies Weekly teacher account in the Professional Development on Demand folder). Prompts can include a variation on the small group discussion questions.

Lesson 7

Audience: Advanced Grades

Materials List:

- “She Stood for Freedom” book (optional)
- **Article from Student Edition:** “Tougaloo: An H.B.C.U.”
- Paper for journal
- Paper for cause and effect timeline

- Pencil and/or pen
- Message Board (either a bulletin board or online messaging board such as Padlet)

Objective: Students will make connections to the significance of HBCUs to the Civil Rights Movement of the 1940s through the 1960s. Students will connect the historical context for today’s Black Lives Matter Movement back to the year 1619. The arrival of the first Africans on North American soil occurred in 1619, the enslavement of the Africans and African-Americans, to Reconstruction Era, to the lynchings of the Jim Crow period as the main form of social control of African-Americans in the late 19th and early 20th century and connecting this history to what is going on today. Tougaloo College and other HBCUs continue the tradition of working for change, not just for African-Americans but also for all people.

Approximate time the lesson will take:

- Several class periods

Lesson Presentation Format:

- Whole group
- Small group
- Independent Work

Activities:

- Before reading the article “Tougaloo: An H.B.C.U.,” instruct your students to jot down a few notes about what they know about Historically Black Colleges/Universities (H.B.C.U.s). Students will share their background knowledge of the topic with others in the class. Have your students then brainstorm two or three ways this information could be used in class and/or community. Tell students that this information they have just shared will be part of the first journal entry of the three entries required. All journal entries will be posted to the message board. Students must respond to two other students’ journal entries for a total of six times.
- After reading the article, students will create a cause and effect timeline using two to three events from the “Tougaloo: An H.B.C.U.” article and seek out three more sources outside of this lesson to demonstrate how Tougaloo College is but one point on the historical timeline of slavery to the ongoing quest for freedom, equality, and justice for African-Americans and other disenfranchised cultural and/or ethnic groups. Students should make one of the sources outside of this lesson a current event article.
- Students will add two more entries to their reflection journals after the cause and effect timeline activity is completed. The third entry should be written after the activity and discussions have concluded. The third entry must address how this knowledge was

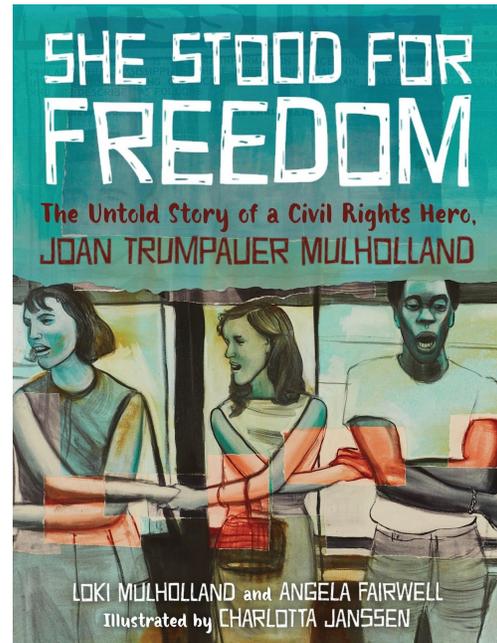
applied or drawn upon in each students' school and/or community setting(s). Ask students if their point of view changed at all as a result of the activities? Why or why not?

Enrichment Ideas

- Recommended Literature:
 - “Freedom Walkers: The Story of the Montgomery Bus Boycott” by Russell Freedman
 - “Sit-In: How Four Friends Stood up by Sitting Down” by Andrea Davis Pinkney
 - “Cracking the Wall: The Struggles of the Little Rock Nine” by Eileen Lucas and Mark Anthony
 - “Through My Eyes” by Ruby Bridges
 - “The Split History of the Civil Rights Movement” (Perspectives Flip Book Series) by Nadia Higgins
- Invite community members, grandparents into the school/classroom to share what they remember life was like before, during and after the Civil Rights Movement of the 1950's and 1960's.
- Learn more about biographies and history by taking a “field trip” to your school's library or media center. Ask your librarian or media specialist to provide lessons on how the media center is arranged and how to find particular genre of book or a specific topic.

Building Background & Inquiry Activities

These lesson suggestions and activities are for students in the primary elementary school grades. Lessons should be used in conjunction with the blue-colored cover of “She Stood for Freedom.”



Day 1

Materials List:

- “She Stood for Freedom” picture book
- Large chart paper
- Markers
- *Studies Weekly KWL Chart video**
- Sticky notes
- Pencils

Approximate time the lesson will take:

- 30-minutes

Balanced Literacy Format:

- Modeled reading
- Shared writing
- Independent writing

Lesson Presentation Format:

- Whole group

Specific strategies:

- Using a graphic organizer (KWL Chart)
- Building background knowledge
- Accessing prior knowledge
- Making predictions

Activities:

1. Introduce the topic of equality and fairness. You may choose to include civil rights, too. Explain to the students you will be completing a shared KWL Chart. The students will provide the responses and ideas and the teacher will record them on the chart. Please note

that the KWL Chart will be used throughout the week (five days of lesson plan activities). You may wish to view or show the video *KWL Chart by Studies Weekly*.*

2. Begin in the “K” column of the chart. Ask students what do they **know** about equality, fairness, and civil rights. Allow for several students to respond. Record their answers in the “K” column. Then address the “W” column of the chart. Ask students what they **want to know** about equality, fairness, and civil rights. Allow for several students to respond. Record their responses in the “W” column.
3. Next have the students gather around so that the students can easily see the illustrations of the book “She Stood for Freedom.” Explain to the students that as a class they will be making predictions, identifying special parts of the book and talking about what they know about equality, fairness and civil rights.
4. Provide direct instruction or have students lead a review of the parts of a book. Students should be able to identify the main parts of a book and describe the purpose or add details to the definition. Teachers of younger students may want to have student “helpers” point to each part of the book, how the book opens, how to carefully turn the pages, etc. Be sure to include the title, title page, publisher, copyright, dedication, authors, illustrator, sub-titles or subheadings and timeline.
5. Read the title of the book aloud for the students and display the book cover. Ask students to begin thinking about what they predict this story will be about. Have students turn and talk (two or three students in small groups turn to each other to share what they think the story will be about) or “pair and share.”
6. Next have the students view the book while the teacher turns each page (allow for students to have a chance to examine each page).
7. Ask the students to get back together with the partner(s) and ask them to share if their original prediction is the same as the first time or did their prediction change. Have students turn and talk or “pair and share.”
8. Wrap up the lesson with a review of the KWL Chart and select several students to share their predictions with the class. Pose a question to the group: How do you think the KWL chart words (equality, fairness, civil rights) and the book “She Stood for Freedom” are related? Provide sticky notes to students so they can record their guesses or for younger students, the teacher can write down some of the group’s guesses. Save these sticky notes or teacher notes for the “Day 2” activities.

Day 2

Materials List:

- “She Stood for Freedom” picture book
- The KWL Chart from Day 1
- The sticky notes or teacher notes from Day 1 (How do you think the KWL chart words [equality, fairness, civil rights] and the book “She Stood for Freedom” are related?)
- Markers
- *Studies Weekly Fab Four* (Reciprocal Teaching Method cover sheet and video)*
- Notebook paper
- Pencils
- 2 eggs (white shell and brown shell)
- clear container to hold cracked eggs
- Paper towels

Approximate time the lesson will take:

- 45-minutes

Balanced Literacy Format:

- Modeled reading
- Shared writing

Lesson Presentation Format:

- Whole group

Specific strategies:

- Using a graphic organizer (KWL Chart)
- Clarifying unknown words
- Summarizing
- Questioning
- Making a hypothesis
- Creating a tally chart
- Creating a frequency table
- Creating bar graphs (vertical and horizontal)

Activities:

1. Review the KWL Chart and select several students to share their answers to the question “How do you think the KWL chart words (equality, fairness, civil rights) and the book ‘She Stood for Freedom’ are related?”
2. You may wish to view or show the video *Fab Four (Reciprocal Teaching Method) by Studies Weekly** and use this research-based strategy before, during and after the read-aloud.

3. The students have already made predictions about the story and shared their background knowledge during the Day 1 activities. If it is grade-level appropriate, the students should fold their notebook paper into fourths so that they can complete their own Fab Four activity or it can be done whole group. Read the story “She Stood for Freedom” to the students.
4. Next ask the students if they heard any words from the story that they did not quite understand. Write those words on the board or chart paper. Complete the clarification portion of the Fab Four by eliciting the answers from the students using strategies to figure out the meaning of unknown words (context clues, examine the illustrations, etc.).
5. Then move onto the summarizing portion of the Fab Four process. This is a great opportunity to incorporate a mini lesson on grammar, punctuation and the main idea. Have students summarize the story of “She Stood for Freedom” in one to three sentences.
6. Finally have students create a question they could pose to the class about the story. The question can be a “who, what, when, where, why or how” format, but it must be something someone can answer if they have read the story.
7. The second part of the Day 2 activities is a demonstration. The teacher should have the students examine the two raw eggs (white and brown) visually and have them each make a hypothesis on what color the egg is on the inside of the shell. On the board, create a tally table and record the different hypotheses. Narrow the hypotheses down to two or three choices. Have students come up to the board (or chart paper) and draw a tally mark next to their selected hypothesis. As a class, count up the tally marks next to each hypothesis.
8. Take the tally mark results and use it to create a frequency table. You may ask students how the tally table and frequency table are the same and different. Now that the tally table and frequency table are completed, use the data to create bar graphs. You may wish to complete a horizontal bar graph or a vertical bar graph or both.
9. Now it’s time to observe and learn the the truth! The teacher should crack the white-shelled egg first and allow the raw egg pour into the clear container. Repeat the process for the brown-shelled egg. What was the result? Compare the “egg-periment” to people. Does the color of the “shell” make the insides different?
10. Use the information gathered, recorded and learned and add it to the KWL Chart.

Day 3

Materials List:

- “She Stood for Freedom” picture book
- The KWL Chart from Day 1

- Construction paper (variety of colors so students can choose their favorite; 1 per student)
- White construction or copy paper cut into a square (1 per student)
- Manila paper or white copy paper (1 per student)
- Hole puncher
- Yarn
- White glue and water mixture (approximately 50/50)
- Cups or bowls (1-to-1 or 1 per small group)
- Paintbrushes (1 per student)
- Newspapers, magazines (to be used to create the decoupage work)
- Drawing paper (to be used to create the decoupage work)
- Crayons
- Scissors
- Sharpie marker or pencil

Approximate time the lesson will take:

- 45- to 60-minutes

Balanced Literacy Format:

- Shared writing
- Independent writing

Lesson Presentation Format:

- Whole group
- Independent work

Specific strategies:

- Using a graphic organizer (KWL Chart)
- Connecting writing, drawing, and decoupage to “She Stood for Freedom”

Activities:

1. The students will create a “Quilt of Kindness” by placing their individual “quilt” pieces in an array. Each “quilt” piece should be designed by a student.
2. Students should write one to three sentences about equality, fairness, and/or civil rights using “She Stood for Freedom” as inspiration on the top portion of their white paper square.
3. Students should illustrate their sentence(s) on the same white paper square. When the sentence(s) and illustration are completed, have the students glue the white square onto their favorite colored construction paper.

4. The edges of the “quilt” pieces should have two hole punches on the sides that will be attached to another “quilt” piece. The teacher or students should then tie the “quilt” pieces together using yarn.
5. The “Quilt of Kindness” should be displayed in an area where the students can read and reread their own contribution and that of their classmates.
6. The next activity will be decoupage. Decoupage is the art or craft of decorating items with paper cut-outs. Have students examine the artwork of the book “She Stood for Freedom.” The pictures seem to be layers of different types of media (photos, illustrations, variety of paper, and a unifying color scheme of blues, grays, reds, and greens).
7. Each student should be given one sheet of paper in which to layer torn bits of different types of paper including their own drawings on the provided drawing paper. Students will use the glue and water mixture to “paint” the layers of paper together. After every area of the original paper is covered, apply a thin layer of the glue and water mixture over the entire area.
8. Allow the decoupage projects to dry for 24 to 48 hours.
9. Once all of the decoupage projects are completed, as a class, decide what kind of message should be spelled out. For example, “We Stand for Freedom” or “Our Class Stands for Freedom” and use the decoupage paper to form the 8.5” to 12” tall letters. Select a message that takes into consideration how many students are in the class and the student decoupage projects needed for each letter.
10. When the decoupage papers are fully dried, begin the next step. Use a Sharpie marker or pencil to draw on each decoupage paper the outline of the individual letters.
11. Use scissors to cut out the letters and arrange them to form the message your class has chosen and staple, tape or tack the message on a bulletin board or wall.
12. Revisit the shared KWL Chart and add information as needed.

Day 4

Materials List:

- “She Stood for Freedom” picture book
- The KWL Chart from Day 1
- **Display Tray by Studies Weekly*** template and example
- You may wish to view or show the video *Display Tray by Studies Weekly**
- Construction paper
- Manila paper

- Glue
- Newspapers, magazines
- Crayons
- Scissors
- Markers
- Pencil

Approximate time the lesson will take:

- 45- to 60-minutes

Balanced Literacy Format:

- Modeled Reading
- Shared Writing

Lesson Presentation Format:

- Whole group

Specific strategies:

- Using graphic organizers (KWL Chart and Display Tray)
- Oral language/public speaking

Activities:

1. Use the **Studies Weekly Display Tray*** (2-D or 3-D) project as a way for your students to demonstrate their knowledge and understanding of an assigned topic.
2. You may wish to view or show the video *Display Tray by Studies Weekly** and use this strategy before beginning the activity.
3. Students will fill each “compartment” of the Display Tray with an artifact that represents the topic being studied. Be sure to provide students with a variety of artifacts or periodicals to find pictures or words. Perhaps allow students to search, download, and print information about Joan Trumpauer Mulholland and the Civil Rights Movement from the Internet.
4. Students should think about Joan Trumpauer Mulholland and what might be placed on a Display Tray to demonstrate what kind of person she is, what kinds of things she did, or about civil rights.
5. Students should present their completed Display Tray to the class and explain why they selected certain items and how it relates to the topic(s).
6. Revisit the shared KWL Chart and add information as needed. Wrap up today’s activities with completing the “L” section of the KWL chart.

7. Any unanswered questions from the “W” section of the organizer should be addressed. Additional research may be required.

Day 5

Materials List:

- “She Stood for Freedom” picture book
- The completed KWL Chart from Day 1

Approximate time the lesson will take:

- 30-minutes initially and the time needed to complete the culminating activity/project

Balanced Literacy Format:

- Shared Writing

Lesson Presentation Format:

- Whole group

Specific strategies:

- Identifying a problem
- Making an action plan
- Problem solving
- Organization

Activities:

- As a culminating activity the students will help make the world a better place. The place can be within themselves, the class, the school, the community, etc. Meet as a whole group and begin brainstorming problems that need to be solved or an issue that should be addressed to improve the quality of life for others.
- Specifically/clearly identify the problem (e.g. new kids have nobody to eat lunch with or play with at recess, not recycling containers at lunch time, the school grounds are unkempt).
- As a group come into consensus and connect with people who agree. This can be in the form of general discussions with friends or put up a notice of a meeting to discuss the problem so students, parents, school staff and community members can work together.
- Consider plans of action and decide on the one to try first.

- Do it. If appropriate, put the word out to the school/church/temple/other houses of worship/press about what the group will be doing. The group may just do "random acts of kindness" type things and not make a big deal of it except in conversations with people who may or may not agree with you.
- Make sure that responsible adults are involved and can assist students if needed.

Enrichment Ideas

- Recommended Literature:
 - "I am Martin Luther King, Jr. (Ordinary People Change the World" by Brad Meltzer
 - "Ruby Bridges Goes to School: My True Story (Scholastic Reader, Level 2)" by Ruby Bridges
 - "I am Rosa Parks" by Brad Meltzer and Christopher Eliopoulos
- Invite community members, grandparents into the school/classroom to share what they remember life was like before, during and after the Civil Rights Movement of the 1950's and 1960's.
- Learn more about biographies and history by taking a "field trip" to your school's library or media center. Ask your librarian or media specialist to provide lessons on how the media center is arranged and how to find particular genre of book or a specific topic.