

A GUIDE TO  
Doreen Rappaport's  
Big Words Series



TEACHER'S GUIDE

Disney • HYPERION

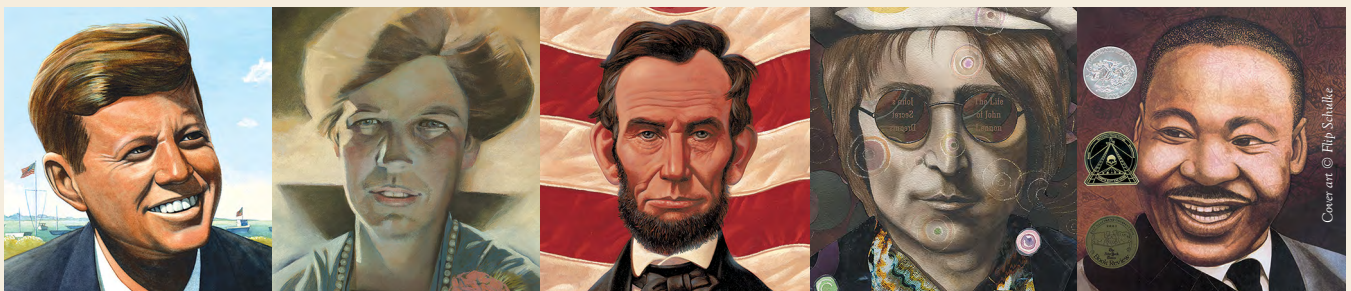


## About Doreen Rappaport's Big Words Series

The Big Words books by Doreen Rappaport give young readers an accessible, thorough introduction to the lives of our nation's most compelling historical figures. Drawing upon quotes from her subjects, along with a variety of sources, Rappaport's lyrical prose creates very human portraits of Martin Luther King, Jr., Abraham Lincoln, Eleanor Roosevelt, John F. Kennedy, Helen Keller, Theodore Roosevelt, John Lennon, Frederick Douglass, Walt Disney, and Wilma Manikoff. By beginning from childhood and showing the obstacles that the subjects faced on their paths of accomplishment, the books allow readers to admire and identify with people who might once have seemed difficult to relate to. Illustrated by an impressive roster of award-winning artists, these people and their worlds are recreated with accuracy and in stunning detail. A thorough list of sources and suggested books for further reading is included in each book to help readers expand upon their newfound knowledge.

## Common Core Alignment

This guide is aligned with the College and Career Readiness Anchor Standards (CCR) for Reading (Informational Text), Writing, and Language. The broad CCR standards are the foundation for the grade level-specific Common Core State Standards. Each question and activity in this guide includes a reference for the CCR strand, domain, and standard that is addressed. To support instruction, also reference your grade level-specific Common Core State Standards to scaffold the questions for your students.





# Wilma's Way Home: The Life of Wilma Mankiller



## About the Book

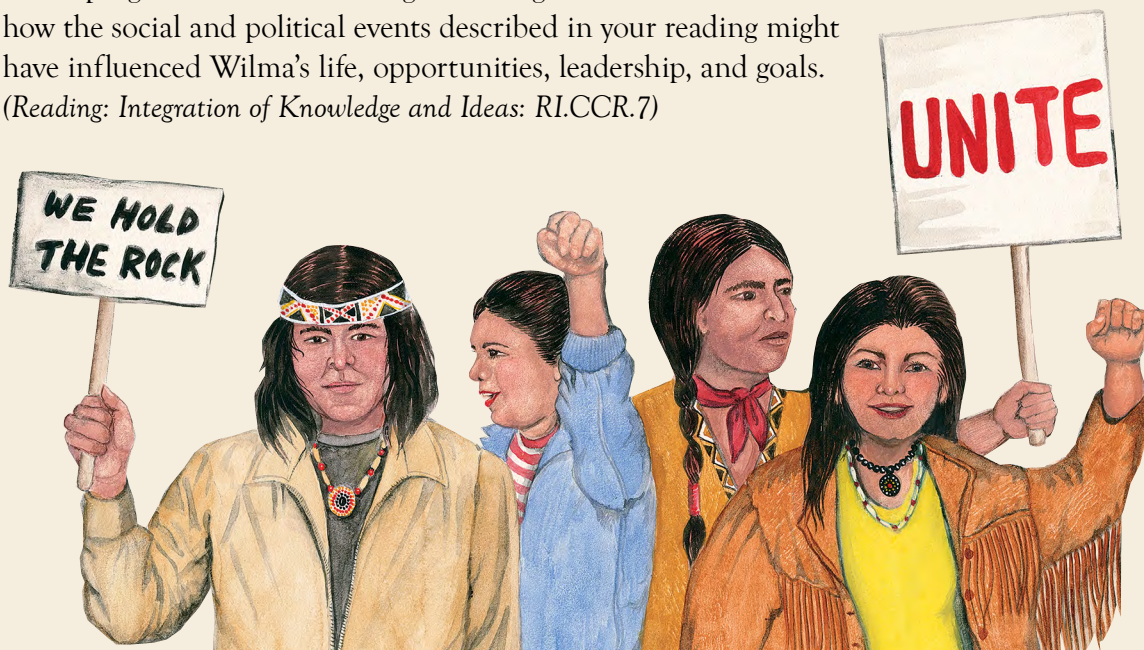
Wilma Mankiller was a true leader, as her courageous life journey and dedication to the Cherokee Nation demonstrated. Her actions embody the principle of *Gadugi*, which means to help one another. As a child she was one of many families forced to leave her home in Oklahoma and travel to California. Later, the Indian Center in San Francisco became a place of comfort for her and ignited her passion for advocacy. Among Wilma's many notable accomplishments, she was the first woman to be elected to the position of chief of the Cherokee Nation. In her leadership positions she established numerous educational, community, and health initiatives that greatly helped the Cherokee Nation. With this biography, Wilma's brave

determination, problem-solving skills, empathy, and resilience will reach a new generation of leaders.

## Discussion Questions

### PRE-READING

- 1 *Activate Prior Knowledge:* In the past, what types of challenges have Native people faced in the United States? What kinds of challenges might they still encounter today (e.g., Keystone Pipeline)? Why is it important to fight for equality for all groups living in the United States? (*Reading: Key Ideas and Details: RI.CCR.1*)
- 2 Before reading a biography, it can be helpful to understand the important events and issues that shaped the related time period. Review a brief article or electronic resource about social protests in the 1960s or the progression of women's rights during the 1960s to the 1980s. Discuss how the social and political events described in your reading might have influenced Wilma's life, opportunities, leadership, and goals. (*Reading: Integration of Knowledge and Ideas: RI.CCR.7*)



- 3 The author provided a *Pronunciation Guide* in the final section of the book. Review the following terms: *Atsilvsgi*, *Gadugi*, *gatiyo*, *anitsalagi*, *dodigegatinvstanv*. What is the meaning of each word? Why do you think these words are important to Wilma’s biography? Make a prediction. As you read, locate and discuss the words within the context of the story. Were your predictions accurate? Explain with evidence. (Reading: Craft and Structure: RI.CCR.4)

Word	Meaning	Significance in Text (Prediction)
Atsilvsgi		
Gadugi		
gatiyo		
anitsalagi, dodigegatinvstanv		

## DURING READING

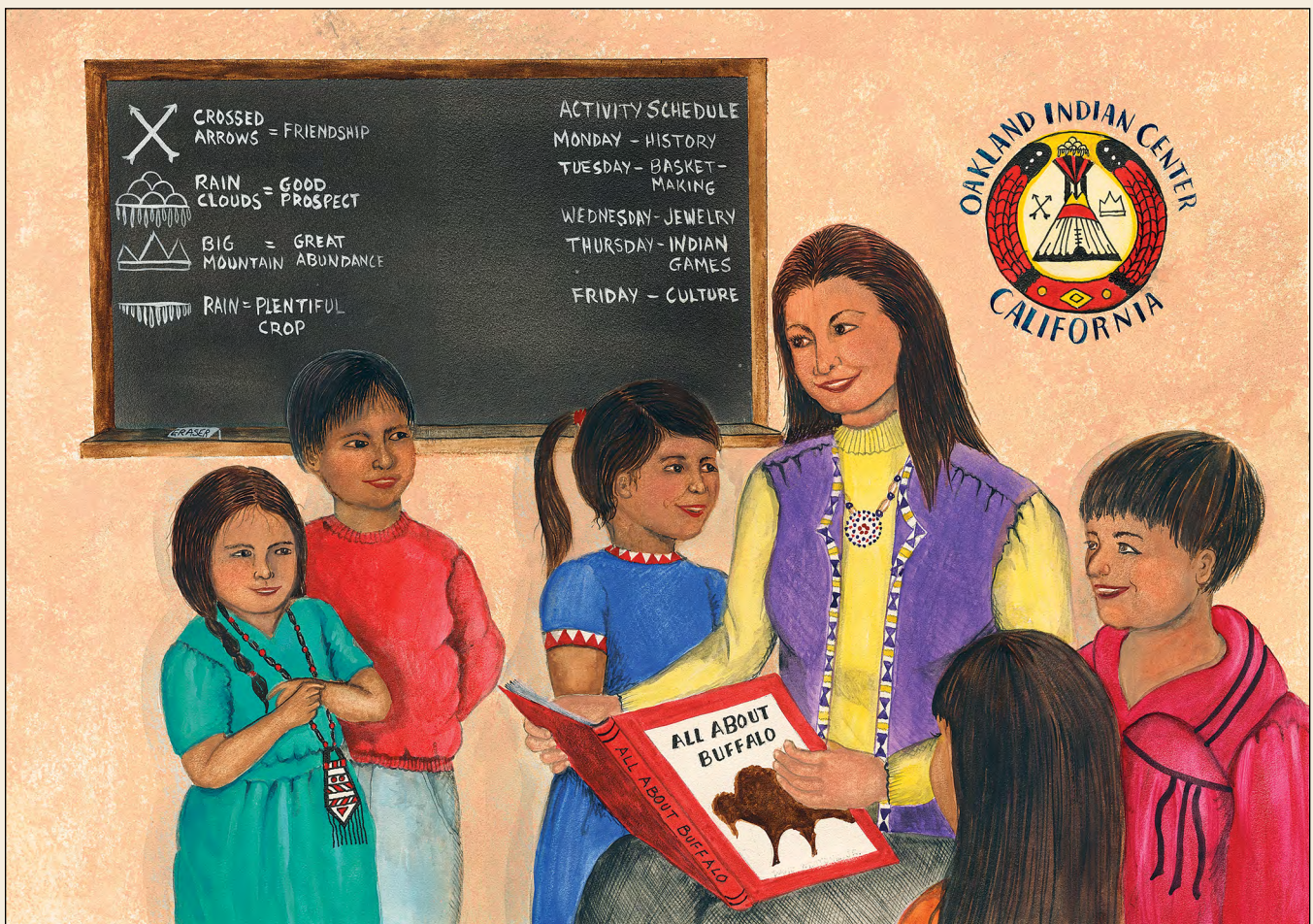
- 1 Describe daily life for Wilma and her family while they lived in Oklahoma. How did family and community members support one another? What is the meaning and importance of *Gadugi*? Use evidence from the text to support your response. (Reading: Craft and Structure: RI.CCR.4)
- 2 For Wilma and her family, what were the differences between living in Oklahoma and San Francisco? How did the move affect Wilma? Why might the federal policy be considered a “disaster”? (Reading: Craft and Structure: RI.CCR.5)
- 3 When discussing the Oakland Indian Center, Wilma declared, “*The militants, the wise elders, the keepers of the medicine, the storytellers—were my best teachers. I felt like a newborn whose eyes have just opened to the first light.*” Examine this quote; what does it mean literally and figuratively? As you read, locate and explain additional figurative language that is contained in the text. (Reading: Craft and Structure: RI.CCR.4)
- 4 Describe the partnership between Wilma and Charlie. How did they lead the people of Bell? Specifically, what process did they follow to create solutions and plans? What was the result of their actions? Cite textual evidence. Can you think of another situation in which this type of leadership would be helpful? Provide an example. (Reading: Key Ideas and Details: RI.CCR.3)



- 5 In the text we learn that Wilma became involved in a political campaign. What suggests that she would be a strong political leader? What challenges did she encounter during her political campaign? What does it mean to be “reelected in a landslide”? What does a *landslide* suggest about her leadership and relationships? (Reading: Key Ideas and Details: RI.CCR.1)
- 6 What did Wilma accomplish throughout her life? How do these accomplishments still affect the Cherokee Nation? Support your response with textual evidence. (Reading: Key Ideas and Details: RI.CCR.2)

## POST-READING

- 1 Examine the quote on the final page of the book: “We are a revitalized tribe. We have kept the best of our old way of life and incorporated the sounder elements of today’s non-Indian world.” How does this statement relate to the quote on the first page of the book? Does the quote reflect Wilma’s life work? Why or why not? Which quote from the story do you find most inspiring? Why? (Reading: Craft and Structure: RI.CCR.4)



- 2 Can you think of another powerful woman leader who has faced adversity? What did this leader do to overcome obstacles and accomplish goals? Compare and contrast Wilma to your selected leader. Use examples from the text to support your answer. (*Reading: Key Ideas and Details: RI.CCR.3*)

## Across the Curriculum

### Social Studies

In the biography we learn that the federal government imposed relocation on Cherokee men and women in the past. Research the history of the Trail of Tears by using text-based and online sources. After you have completed the research, create a news story from the 1800s that reports on the topic. Your article should inform the reader about the government policy, its impact on future generations, and your point of view. Your final report should also list your sources. (*Writing: Research to Build and Present Knowledge: W.CCR.7*)

Through her involvement at Alcatraz Island, Wilma demonstrated that protest is an effective way to express opinions. Why? Can you think of recent protests and their results? Consider the many issues that Native people faced in the past and still face today. Create a picket sign for an issue that you believe requires additional advocacy. Your picket sign should include both a phrase and illustration. After you create the sign, be prepared to discuss its meaning and importance to the issue. (*Writing: Text Types and Purposes: W.CCR.1*)

### Science

Many communities can benefit from the work that Wilma and Charlie completed in Bell (e.g., homes, waterline, etc.). Research the needs of impoverished communities and the ways that all people can support advancement or improvements. What specific actions, donations, and/or awareness could make a difference for these communities? Share the facts that you learn with a partner or small group in class. (*Speaking and Listening: Presentation of knowledge and Ideas: SL.CCR.4*)

### Writing

Retell the sequence of events in the story by creating your own timeline. Then compare your account of the story to the timeline located in the final section of the text. What are the similarities between your account and the book's timeline? What new details did you notice in the timeline? (*Writing: Research to Build and Present Knowledge: W.CCR.8*)

### Art

The illustrator of the book created many beautiful images to make a powerful statement about Wilma. The portrait on the final page of the biography makes literal and symbolic connections to Wilma's life. Create your own portrait of Wilma that includes imagery intended to give insight into her leadership, life, and social and political impact. Be prepared to explain the significance of the portrait, and what others can learn from your illustration. (*Speaking and Listening: Presentation of Knowledge and Ideas: SL.CCR.5*)



# Walt's Imagination: The Life of Walt Disney



## About the Book

Walt Disney is known for his groundbreaking work in family entertainment. His creations extend well beyond Mickey Mouse and Donald Duck. He also influenced numerous generations through his magical movies, such as *Bambi*, *Cinderella*, and *Snow White and the Seven Dwarfs*, and theme parks. In this biography, readers learn that during both childhood and adulthood Walt Disney always found ways to express himself through art. His attention to detail, love for engaging storytelling, dedication to innovation, and perseverance in spite of obstacles led him to many extraordinary successes throughout his life.

## Discussion Questions

### PRE-READING

- 1 Review the timeline of events in the final section of the biography. First, discuss how this timeline might relate to the chronology (order) of the text. Then, discuss which events from the timeline are familiar based upon your previous experience or research. What information is new or surprising? Finally, which events would you like to learn more about as you read the book? Be sure to refer back to the timeline as you read. (*Reading: Integration of Knowledge and Ideas: RI.CCR.7*)

Something Familiar on the Timeline	Something New I Discovered on the Timeline	Something on the Timeline that I Want to Learn More About



- 2 Take a picture walk of the book. As you review the illustrations, consider the following question: How do the films, characters, and amusement parks established by Walt Disney influence families and American culture to this day? Use examples to support your response. (Reading: *Key Ideas and Details*: RI.CCR.1)

## DURING READING

- 1 Compare the illustration of Walt Disney in Marceline, Missouri (*first page*), to the next image of him in Kansas City, Missouri. How do the images depict the differences in how he and his family lived in each location? How does Walt appear in each picture? Based upon the text, what was the effect of the move on Walt's life? In your opinion, was it a positive or negative change for Walt? Why? Support your response with evidence. (Reading: *Craft and Structure*: RI.CCR.5)
- 2 Based on the text, what were Walt's early interests? What did he like about the arts? How did the community and his family help foster his talents? Support your response with evidence. (Reading: *Key Ideas and Details*: RI.CCR.1)
- 3 As you read, when does it become evident that Walt experienced success with his career? Despite his success, what setbacks or challenges did he encounter? How did Walt respond to the setbacks and/or challenges? Support your answer with evidence. (Reading: *Key Ideas and Details*: RI.CCR.1)
- 4 Walt is described as *inspirational* by some employees and *controlling* by others. What is the difference between an *inspirational* and *controlling* individual? Can someone be both? Why or why not? Do you believe that the workers needed to go on strike? Use examples in your response. (Reading: *Craft and Structure*: RI.CCR.4)
- 5 The reader learns many new and interesting facts throughout the biography. In your opinion, what is the main idea of the text? Use evidence to support your answer. (Reading: *Key Ideas and Details*: RI.CCR.2)

## POST-READING

- 1 Take another look at the illustrations in the biography. How are Disney characters integrated into the text? What tone do the illustrations set? How do the illustrations provide insight into Walt's life and journey? Compare the old Disney images to the newer images. How did the illustrations evolve? Use textual evidence to explain the progression of Walt's storytelling style. (Reading: *Integration of Knowledge and Ideas*: RI.CCR.7)
- 2 The final quote in the book states, "Of all the things I've ever done, I'd like to be remembered as a storyteller." Based on the events in the biography, do you think that "storytelling" is Walt's legacy? Why or why not? Support your response with examples from the story. (Reading: *Craft and Structure*: RI.CCR.5)
- 3 Review the information in the *Author's Note* and *Illustrator's Note*. What did the author hope to convey about Walt's life? What did the illustrator hope to convey about Walt's life? Do you think the author and illustrator accomplished their goals? Why or why not? (Reading: *Integration of Knowledge and Ideas*: RI.CCR.8)

# Across the Curriculum

## Social Studies

Research World War II by using online and text-based resources. Specifically, explore the way that many companies, such as Disney, were involved in the war effort. Select one company to research further based upon your own interests. Describe how the company helped troops, tailored products to meet wartime needs, encountered challenges, and/or became more successful during the war. Create a multimedia presentation to share your findings with your classmates. (*Writing: Production and Distribution: W.CCR.6*)

Using the text and related sources, create a *fact cube* that provides interesting notes about Walt Disney's life and accomplishments. Each face of the cube should include a description of an important life event and related illustrations to engage participants. Then present the facts to a peer by rolling the cube and discussing each item that rolls to the top. Allow your partner to ask questions about ideas and/or details on the cube. (*Speaking and Listening: Presentation of Knowledge and Ideas: SL.CCR.4*)





## Writing

Research the history of animation by using online and text-based resources. Compare what you learned in the biography to other sources. What are Walt Disney's contributions to the cartoon industry? How was Walt Disney a pioneer? What challenges did Walt Disney face as an animator? Create a report about the history of animation and Walt Disney's contribution. Your report should clearly introduce the topic, incorporate important facts, include quotations and/or examples, highlight related illustrations, and provide multimedia connections. (*Writing: Text Types and Purposes: W.CCR.2*)

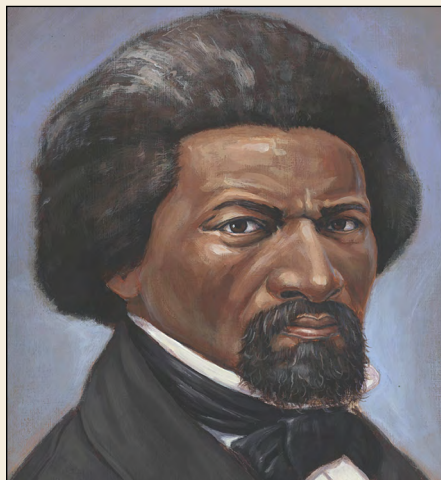
## Art

Throughout his life, Walt Disney considered himself a *storyteller*. Create and draw your own cartoon character. Then create a story line for the character using digital and/or handheld art tools. Your character's story should have a clear sequence of events, including a conflict and resolution, and dialogue. Also, be prepared to explain why your character would be a good addition to existing Disney characters. (*Writing: Text Types and Purposes: W.CCR.3*)





# Frederick's Journey: The Life of Frederick Douglass



## About the Book

Frederick Douglass encountered many obstacles during his journey to freedom. He was born a slave, separated from his mother as a baby, and denied the opportunity to obtain an education. Despite numerous challenges he risked his life for an education and to obtain freedom. As a free man Douglass shared his beliefs about equality with others through newspapers, public speeches, and books. His determination, success, and dedication to making the world a better place continue to inspire people today.

### PRE-READING ACTIVITIES

The author introduces the reader to many important people in Frederick Douglass's life. Each individual has unique interactions with Douglass. As students read, have them complete the chart below to highlight key figures in Douglass's life. Upon completion of the chart, briefly summarize each person's impact on Douglass's journey. (*Reading: Key Ideas and Details: RI.CCR.1*)

Individual's Name	Interaction with Douglass	Impact on Douglass's Journey

Define the term prejudice in your own words. How can prejudice affect a person's life? Everyone has the choice to speak out about prejudice, but sometimes it is dangerous to do so. What character traits are required for someone to take risks to fight prejudice? Write the character traits in the graphic organizer below. As you read, explain whether Frederick Douglass embodied each term you generated. Provide evidence from the text to support your answer. (*Reading: Craft and Structure: RI.CCR.4*)

### Character Traits to Fight Prejudice

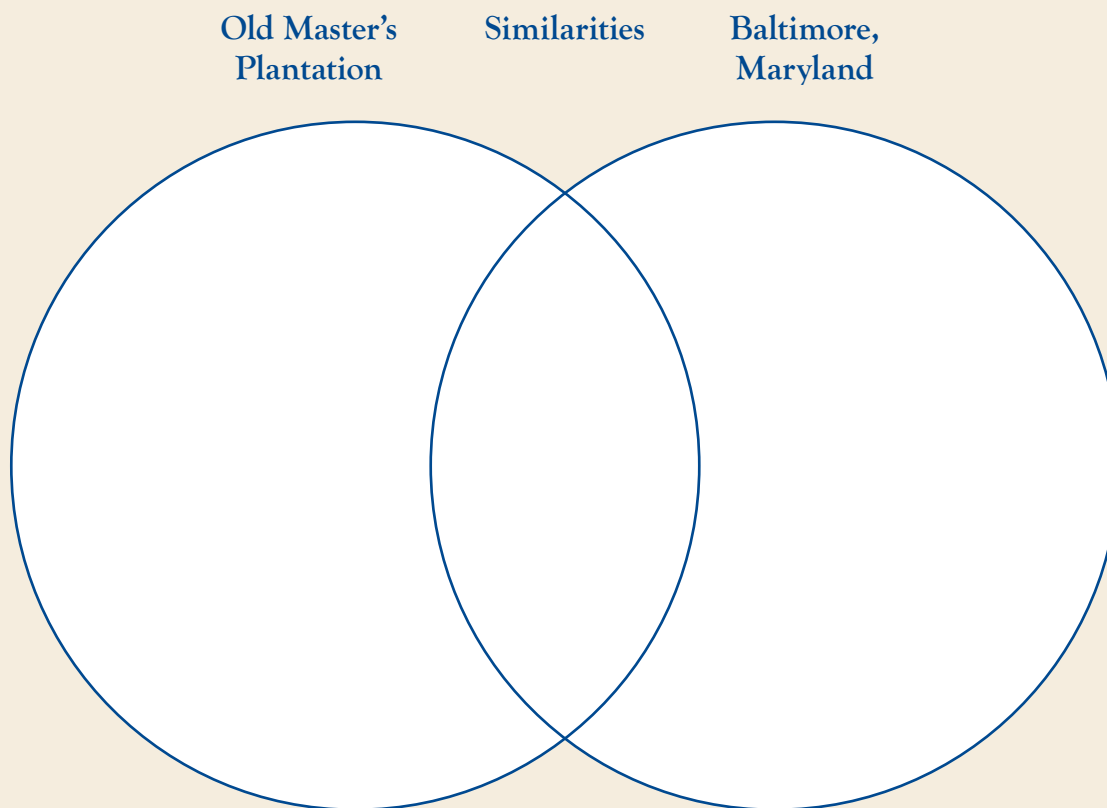
## Discussion Questions

### LIFE AS A SLAVE

- 1 The author describes how difficult life was for slaves by highlighting Douglass's experiences. Provide at least three examples from the text that illustrate the challenges of slavery. How does each example support the author's message? (*Reading: Integration of Knowledge and Ideas: RI.CCR.8*)
- 2 Douglass wrote, "The children were called to eat, like so many pigs. He that ate fastest got most." Based on this statement, how did Douglass experience meals? Locate another figurative phrase from the text and explain what it means. Why is using figurative language more powerful than just stating the details? (*Reading: Key Ideas and Details: RI.CCR.1*)



- 3 How did Douglass's life change when he moved to Baltimore, Maryland? How did his life remain the same? Complete the Venn diagram below to illustrate the similarities and differences between his experiences in each setting. (*Reading: Craft and Structure: RI.CCR.5*)



- 4 Douglass's new owner in Baltimore stated that the ability to read would "forever unfit him for the duties of a slave." What do you think he meant by that? What changes could come from having the skill to read and write? Explain why Douglass was willing to risk his life to learn to read. Provide details from the text to support your responses. (*Reading: Key Ideas and Details: RI.CCR.1*)
- 5 At several points in the book Douglass dreams about freedom. Describe two events and/or relationships that most inspired Douglass to pursue life as a free man. How did he escape to freedom? Support your response with examples from the text. (*Reading: Key Ideas and Details: RI.CCR.3*)

### **LIFE AS A FREE MAN**

- 1 *Make a Prediction:* A major event in the text is Douglass's escape to freedom. How do you think life will change for Douglass when he escapes to Massachusetts? What types of challenges will remain the same? As you read, check the accuracy of your prediction. Which of your ideas were mentioned in the text? How did Douglass's journey differ from your predictions? Provide evidence from the text. (*Reading: Craft and Structure: RI.CCR.5*)



- 2 How did Douglass's autobiography impact his life? Do you believe that he should have taken the risk to write the book? Why or why not? Why do you believe the book was a best seller? In your opinion, how did the book impact the views and/or lives of others? Support your response with examples from the text. (*Reading: Craft and Structure: RI.CCR.5*)
- 3 Explain the significance of Douglass's newspaper name, *The North Star*. Why did he select this name? What message did it send to individuals who read the paper? Examine the illustration of the newspaper. What additional information can you learn from the picture? Use evidence from the book to support each answer. (*Reading: Craft and Structure: RI.CCR.4; Reading: Integration of Knowledge and Ideas: RI.CCR.7*)
- 4 Describe the relationship between President Lincoln and Frederick Douglass. How did they help each other? How do you believe Douglass felt when Lincoln was assassinated? Why? Provide evidence from the text. (*Reading: Key Ideas and Details: RI.CCR.3*)
- 5 What types of actions did Douglass take to support blacks during the Civil War? How did he continue to change lives for blacks after the war? Do you believe that his actions made a difference? Why or why not? Provide evidence. (*Reading: Key Ideas and Details: RI.CCR.1*)

## POST-READING

- 1 The author emphasizes how Douglass changes from the beginning to the end of the story: "slave to free man," "illiterate to educated," "powerless to powerful." Look at the illustration on the final page of the story. Why is Douglass's journey important to share with people today? Use evidence from the text to support your answer. If Douglass were alive today, what causes do you believe he would be advocating for? (*Reading: Integration of Knowledge and Ideas: RI.CCR.8*)
- 2 Review all the quotes in the book and select one that you believe highlights an important aspect of Douglass's life. What does the quote teach you about Frederick Douglass and/or the time period? How does the quote build upon the author's message? Provide examples from the text. (*Reading: Key Ideas and Details: RI.CCR.1*)
- 3 In your opinion, what message is the author trying to convey about Douglass? What are two main ideas highlighted in the book? Select details from the story to support each main idea. What else do you believe we should learn about Douglass's life? (*Reading: Key Ideas and Details: RI.CCR.2*)
- 4 It's important to make connections to other books you have read. Think about another text that discusses the Civil War. Was the account of events the same? How did the account differ from this one? Provide examples from each text to support your response. (*Reading: Craft and Structure: RI.CCR.6*)

# Across the Curriculum

## Social Studies

Throughout the story, the author focuses on Douglass's journeys, which involved travel to many different places. Create a visual map of Douglass's travels throughout his life. Highlight the key events that occurred in each place, emphasize the significance of each location, and briefly summarize how the destination changed Douglass's life. (*Reading: Key Ideas and Details: RI.CCR.1*)

The author mentions that Douglass had a positive relationship with President Lincoln, but different views from Andrew Johnson, the subsequent president. Research the views of each president using online sources and related texts. Once your research is complete, conduct a debate on key topics within the Civil War, with one side taking on the views of Lincoln and the other the views of Johnson. (*Speaking and Listening: Comprehension and Collaboration: SL.CCR.1*)

## Writing

Create an article or speech that you believe would have been featured in Douglass's newspaper, *The North Star*. The article should convey an important experience or event during Douglass's time period. Your article should clearly describe a situation, include names and actions of those involved, provide a sequence of events, and incorporate dialogue to convey the central idea. (*Writing: Text Types and Purposes: W.CCR.3*)

Many white people did not believe that Frederick, who spoke so well, could have ever been a slave. He wanted people to believe him, so he wrote his autobiography. Read a section of the autobiography and summarize the ways in which it is similar to *Frederick's Journey*. Your summary should also highlight a new detail or point of view that you learned from reading both texts. (*Reading: Integration of Text and Ideas: RI.CCR.9*)

Last, create your own autobiography, highlighting two important events from your life for readers. Your autobiography should include a clear introduction, headings, logical sequence, facts to support the topic, precise vocabulary, and a concluding section for each event. (*Writing: Text Types and Purposes: W.CCR.2*)

## Research and Inquiry

Examine the Important Dates section at the end of *Frederick's Journey* and select one event to research. Your investigation should include one source from the Selected Research Sources section of the book, related print sources, and online tools. Upon completion of your research, explain why your event is historically significant through a ten-minute presentation. The presentation should incorporate photographs and/or illustrations, multimedia tools such as sound or video, and a concise summary of the event (main ideas and related details).

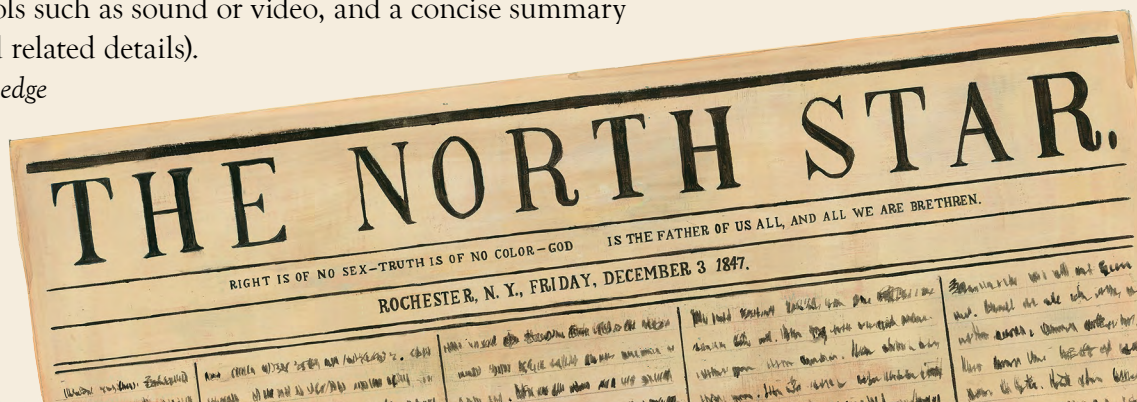
(*Reading: Integration of Knowledge*

*and Ideas: RI.CCR.7;*

*Speaking and Listening:*

*Presentation of Knowledge*

*and Ideas: SL.CCR.4)*



# To Dare Mighty Things: The Life of Theodore Roosevelt



## About the Book

As a boy, Theodore Roosevelt was curious about exploring the world around him. He enjoyed reading, writing, and all types of wildlife. After attending college he entered into government with a passion to do the right thing. Although many lawmakers did not agree with him, his outspoken nature made him a leader who stood out from the crowd. As the twenty-sixth president of the United States, Roosevelt helped the American people by confronting unfair business actions, initiating conservation efforts, and advocating for those in need. Despite challenges along the way, he remained focused and continued *To Dare Mighty Things*.

## Discussion Questions

### PRE-READING

- 1 The first quote that appears in the story is as follows; “It is not what we have that will make us a great nation; it is the way in which we use it.” In your own words, what does this quote from Theodore Roosevelt mean? Do you agree with this quote? Why or why not? What does this quote tell us about Roosevelt’s vision for the country? (*Reading: Integration of Knowledge and Ideas: RI.CCR.1*)
- 2 In the story, Roosevelt is a leader who speaks his mind and is not afraid to “stir things up.” Why might these characteristics be important for a leader. With a partner, discuss what you believe makes a great leader. Can you think of another leader who “stirs things up”? (*Speaking and Listening: Comprehension and Collaboration: SL.CCR.1*)
- 3 The following words are used in the story: *assembly, lobbied, criticized, reform, declared, conservation, unconstitutional, Nobel Peace Prize*. Use your text to find where the words appear; then create a short definition and picture for each word. (*Reading: Craft and Structure: RI.CCR.4*)
- 4 Based on the vocabulary words above, the title of the story (*To Dare Mighty Things*), and illustrations throughout the book, what do you believe the reader will learn about Theodore Roosevelt? Make a prediction by using the clues from the text. (*Reading: Integration of Knowledge and Ideas: RI.CCR.7*)

### DURING READING

- 1 In the story we learn that as a child Roosevelt loved reading, writing books, collecting animals, and exploring outdoors. How do his interests guide his decisions and goals as a government official? What key details from the story support your answer? (*Reading: Key Ideas and Details: RI.CCR.1*)



- 2 As you read, use the table to record the ways in which Roosevelt helped the nation throughout his life. For each one, you should include Roosevelt's action (Cause), its impact on the nation (Effect), and why you believe it is important (Personal Connection). (*Reading: Key Ideas and Details: RI.CCR.3*)

Theodore's Action (Cause)	Impact on the Nation (Effect)	Why you believe it's important (Personal Connection)

- 3 Many people in government did not like Roosevelt's ideas, but he still became a leader within the Republican Party. How was it possible for Roosevelt to be a leader if people disagreed with him? Can you think of a leader today who people disagree with? (*Reading: Key Ideas and Details: RI.CCR.1*)
- 4 Why were many lawmakers relieved when Roosevelt left Washington, DC, to be the police commissioner in New York City? What sequence of events happened prior to his departure? Use details from the story to explain how the events impacted the opinions of lawmakers. (*Reading: Key Ideas and Details: RI.CCR.3*)
- 5 Why did many lawmakers believe that Roosevelt's actions in Panama were unconstitutional? What does it mean for something to be unconstitutional? How did Roosevelt respond to their criticism? Do you believe that it was the right response? Why or why not? (*Reading: Craft and Structure: RI.CCR.3*)

## POST-READING

- 1 What positions did Roosevelt hold in government? How do you believe each role prepared him to become president? In your opinion, was Roosevelt a good leader? Why? Use an example from the text to support your answer. (*Reading: Key Ideas and Details: RI.CCR.1*)
- 2 How do the quotes throughout the story help the reader better understand Roosevelt's life? How do the author and illustrator make sure that the quotes stand out throughout the book? Which quote was most memorable to you? Why is the quote you selected important to our understanding of the story? (*Reading: Craft and Structure: RI.CCR.5*)
- 3 Which illustration from the story is your favorite? Why? What does your selected picture represent? How is this picture relevant to the life, challenges, or success of Theodore Roosevelt? (*Reading: Integration of Knowledge and Ideas: RI.CCR.7*)

# Across the Curriculum

## Math

Roosevelt saved 230 million acres for conservation efforts. Using books or electronic resources, explore how many acres of preserved land are currently in your state. Has the amount of preserved land increased or decreased since Roosevelt's presidency? Specify the increase or difference. What type of impact does the preservation have on your state? Create a summary that includes the key details, mathematic formulas that resulted in your answer, and a visual collage that represents the preserved land and protected animals in your state. Remember to list your sources. (*Writing: Research to Build and Present Knowledge: W.CCR.8*)

## Science

Use books and online resources to research an animal that was protected by Roosevelt's bird reservation, national forests, or game preserve. Your report should include the needs of the animal (e.g., food, reproductive cycle, unique traits) and why the habitat is beneficial for the selected animal. Share the facts that you learned with a partner or small group in class. (*Speaking and Listening: Presentation of Knowledge and Ideas: SL.CCR.4*)

## Writing

Choose your favorite Roosevelt quotation from the story. Create a brief journal entry that explains why it is your favorite quotation and how it reflects the life of Theodore Roosevelt. How can you use this quote in the future? (*Writing: Text Types and Purposes: W.CCR.1*)

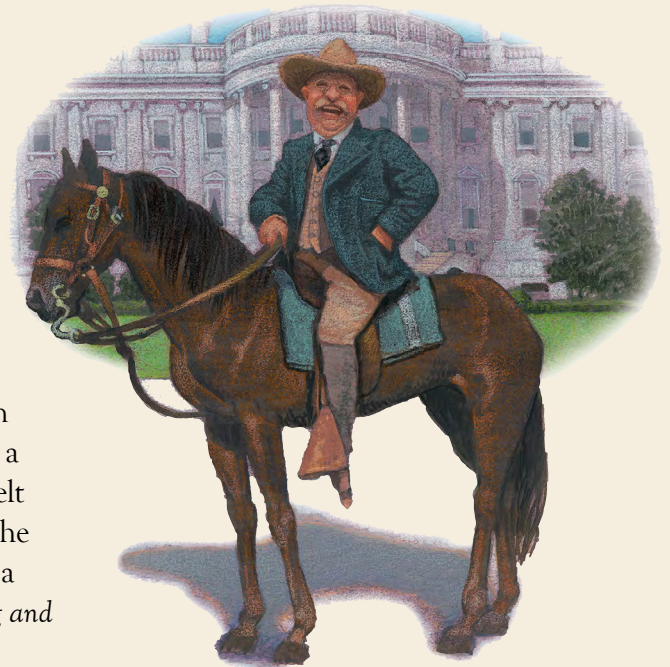
## History

Each of the events below was mentioned in the story. Research one of the topics, report the key details, and explain why this was an important event to include. Highlight how the event adds to the story and why it was significant for Theodore Roosevelt. (*Reading: Key Ideas and Details: RI.CCR.3*)

- Rough Riders (San Juan Hill in Cuba)
- McKinley presidency and assassination
- Mining Strikes (during Roosevelt's presidency)
- National monuments saved by Roosevelt
- War between Russia and Japan
- Building the Panama Canal
- Progressive Bull Moose Party

## Art

Roosevelt believed that "there can be no greater issue than that of conservation in this country." Paint a landscape of a national park, forest, reservation, or preserve that Roosevelt protected. Present your painting to the class and explain the importance of the habitat to wildlife. If you could protect a new habitat, which one would you choose? Why? (*Speaking and Listening: Presentation of Knowledge and Ideas: SL.CCR. 6*)



# Helen's Big World: The Life of Helen Keller



## About the Book

Helen Keller could not see, hear, or speak, yet she spent her life advocating for all people to have equal rights. This powerful story describes Helen's journey from living in silence to sharing her story with the world after receiving help from a dedicated teacher. The road was difficult because she had to learn to navigate the environment around her, communicate with others, read, and write. Today, her resilience, passion, and wisdom continue to inspire people with and without disabilities.

### PRE-READING ACTIVITIES

#### Anticipation Guide

**Step 1:** Display the table below and ask students to decide as a group or individually whether the answer is true or false. If time permits, also ask students why they selected a particular answer.

**Step 2:** After the completion of the story, refer back to the chart and ask students to answer the questions again. (*Reading: Range of Reading and Level of Text Complexity: RI.CCR.10*)

BEFORE	STATEMENT	AFTER
	Helen Keller was a famous woman who could not hear.	
	Individuals who cannot see will never be able to write or read.	
	Helen Keller traveled the world fighting for all people to have equal rights.	
	Helen Keller had a teacher who worked with her while she was a child and an adult.	
	Only elderly people can lose their ability to hear or see.	



## Vocabulary

**Step 1:** Introduce the key terms, definitions, and questions in the table to help students better understand individuals with specific types of disabilities.

**Step 2:** After introducing the vocabulary, make a connection to the text by presenting students with the following quote and question. Helen Keller says, “We do not think with eyes and ears, and our capacity for thought is not measured by five senses.” How do you think this quote from the text relates to the key terms in the table? (*Reading: Key Ideas and Details: RI.CCR.4*)

KEY TERMS	DEFINITION	QUESTIONS: Activating Background Knowledge
Individuals with Visual Impairments	People who can either see very little or who have no vision at all. If a person has no vision at all, he or she is considered blind.	What is the difference between a person who wears glasses and a person with a visual impairment?  Can you think of any famous actors or singers who are visually impaired?
Individuals with Hearing Impairments	People who can only hear some sounds, which may sound unclear or muffled. A person is considered deaf if he or she cannot hear any sound.	Do you know anyone who wears a hearing aid?  Can you think of inventions that help individuals with hearing impairments (e.g., closed captions, flashing crosswalk signs, books in Braille)?

# Discussion Questions

## EARLY YEARS

- 1 What events occurred that caused Helen to lose her hearing, sight, and ability to speak? Describe the effects of that loss on Helen and her family. Before she meets Annie Sullivan, how does Helen communicate her needs and frustrations? (*Reading: Integration of Knowledge and Ideas: RI.CCR.8*)
- 2 Why do you think Annie keeps tracing letters in Helen's palm? Make an inference by using your own ideas/experiences along with details from the text to answer the question. (*Reading: Key Ideas and Details: RI.CCR.1*)
- 3 The author includes many quotes from Helen Keller. For example, "That living word awakened my soul, gave it light, hope, joy, and set it free." How does this quote help us understand Helen? What figurative language can you find in the quote? (*Language: Vocabulary Acquisition and Use: L.CCR.5*)
- 4 Although Helen cannot see, hear, or speak, what senses does she use to understand what is going on around her? Give examples from the story. (*Reading: Key Ideas and Details: RI.CCR.1*)
- 5 What do we learn from the timeline of Helen's writing (July 12, 1887–January 29, 1889)? How does this information help the reader? (*Reading: Integration of Knowledge and Ideas: R.CCR.7*)
- 6 How is it possible for Helen to read if she cannot see? What steps does Annie take to teach Helen to read? (*Reading: Integration of Knowledge and Ideas: RI.CCR.8*)

## ADULT YEARS

- 1 How did Annie have a positive impact on Helen's life? Give specific examples from the text. (*Reading: Key Ideas and Details: RI.CCR.1*)
- 2 Helen Keller says, "Teacher read many books to me. In spite of repeated warnings from oculists, she has always abused her eyes for my sake." Use the context clues in the quote to figure out what the word *oculists* means. What is Annie risking for Helen? Do you think that this risk helped Helen succeed? Why or why not? (*Language: Vocabulary Acquisition and Use: L.CCR.4*)
- 3 Some say that Helen Keller is an inspirational woman who helped many people. What details from the story show that her life made a difference? (*Reading: Key Ideas and Details: RI.CCR.2*)
- 4 If Helen hadn't influenced others, how might the lives of blind and deaf individuals be different today? Give examples from the book. (*Reading: Key Ideas and Details: RI.CCR.1*)



## POST-READING ASSIGNMENT

Pick a book from the “If you would like to learn more about Helen Keller, you can read” list. Then give a five-minute oral report on what you learned about Helen Keller by reading both stories. (*Reading: Integration of Knowledge and Ideas: RI.CCR.9*)

## Across the Curriculum

### Writing

Do you believe that all books should be available in Braille? Write an opinion essay that explains why you do or do not agree. Be sure to support your argument with an introduction, multiple reasons, and a concluding statement. (*Writing: Text Types and Purposes: W.CCR.1*)



## Math

Use the timeline of important dates, located on the final pages of *Helen's Big World*, to calculate Helen's age during each year. Next, summarize what you learned from the timeline. (Reading: *Integration of Knowledge and Ideas*: RI.CCR.7)

## Music

Since many individuals with hearing impairments cannot listen to music by using their ears, they must rely on vibrations to enjoy a song. Insert earplugs and use the vibrations to “hear” the song. Research the use of vibrations online and write a report that explains how vibrations allow people to listen to music. Be sure to include an introduction, develop the topic with facts, and provide a concluding statement. (Writing: *Text Types and Purposes*: W.CCR.2)

## Home-School Connection

American Sign Language (ASL) is used by individuals who are deaf to communicate with others. With someone at home, use the Internet to research the history of ASL and the Manual Language Chart in *Helen's Big World* to create an informational book on each letter. In class with a partner present your work and discuss what points you made in your books. (Writing: *Production and Distribution of Writing*: W.CCR.6)



# Jack's Path of Courage: The Life of John F. Kennedy



## About the Book

As a boy, Jack Kennedy was frequently ill and fought to stay out of the shadow of his older brother. Jack worked hard to be recognized for his own talents and strengths. He came into the public eye as a writer, war hero, U.S. senator, and then a most vital American president. But this image did not come easily. He still struggled with his health problems and faced tough decisions that affected the country and the world. Despite these difficulties, John F. Kennedy forged a path that made him beloved by people all over the world. His path demanded strength, compassion, determination, and a tremendous amount of courage.

*Jack's Path of Courage* follows John F. Kennedy from childhood to the White House. In her signature style, Doreen Rappaport combines quotes from Kennedy and those close to him with her own lyrical prose to create a moving portrait of a beloved figure. Matt Tavares's stunning artwork vividly depicts this unique time in history.

## PRE-READING ACTIVITIES

Do you agree with this quote from Jack Kennedy? "Things do not happen. Things are made to happen." What does he mean by this? What details about Jack Kennedy can you look for in the story to support your answer? (*Reading: Integration of Knowledge and Ideas: RI.CCR.1*)

Create a KWL chart like the one below to use before, during, and after reading this biography. Allow students to engage in a small-group discussion with agreed-upon rules as you fill in the chart. (*Speaking and Listening: Presentation of Knowledge and Ideas: SL.CCR.1*)

What I KNOW about JFK	What I WANT to know about JFK	What I LEARNED about JFK

# Discussion Questions

## EARLY YEARS

- 1 In the book the reader learns that young Jack loved adventure stories. What types of stories do you love best? Do you think Jack's habit of reading a lot as a young person helped him become successful? What key details from the story support your answer? (*Reading: Key Ideas and Details: RI.CCR.1*)
- 2 How did Jack's father push his children? Give examples from the story. Do you think his father was right about competition? Why or why not? Do your parents ever push you to compete? How does that make you feel? What happens when they do that? (*Reading: Key Ideas and Details: RI.CCR.1*)
- 3 Many stories provide examples of cause and effect. What was the effect of Jack's hurting his back while playing football? Did this injury hold him back? What sports did Jack excel at? Use examples from the text to support your answer. (*Reading: Key Ideas and Details: RI.CCR.3*)
- 4 How did Jack become famous at the age of twenty-three, and what do you think he wrote about? Use the text and illustrations from this book to explain your answer. (*Reading: Integration of Knowledge and Ideas: RI.CCR.7*)

## A LEADER AND A HERO

- 1 Describe what happened when Jack's PT boat was hit during the war (the cause). How did he react and show courage (the effect)? What did he say when he was asked about this incident? (*Reading: Key Ideas and Details: RI.CCR.3*)
- 2 What happened to Joe, Jack's oldest brother (the cause)? What expectations landed on Jack's shoulders because of this loss (the effect)? (*Reading: Key Ideas and Details: RI.CCR.3*)
- 3 How did Jack's campaign for Congress go? Use text examples to explain why he found such easy success with people. (*Reading: Key Ideas and Details: RI.CCR.1*)
- 4 Do you think Jack's second book, *Profiles in Courage*, helped shape him as a politician and leader? What information from the story supports your answer? What do you learn from reading biographies of leaders? Why do you think he chose this topic to explore? (*Reading: Key Ideas and Details: RI.CCR.1*)
- 5 How is JFK's story a "profile in courage" itself? What important details from the story show that he was courageous? (*Reading: Key Ideas and Details: RI.CCR.2*)



## PRESIDENT

- 1 How was Jack different from the U.S. presidents that came before him? Compare and contrast him to other presidents. Why did even his own close friends and family believe that he might not get elected? Why do you think he was able to overcome this prejudice? (*Reading: Integration of Knowledge and Ideas: RI.CCR.8*)
- 2 Examine Jack's acceptance speech. What did he ask people to think about? Give examples from the text. What part of his speech was most important to you? Make a connection. (*Reading: Key Ideas and Details: RI.CCR.1*)
- 3 Use examples from the book to discuss his two responses about being president. Why do you think he answered this way? What did he mean? (*Reading: Key Ideas and Details: RI.CCR.1*)
- 4 Some of Jack's decisions were misguided. What were the most serious mistakes he made as a leader? How could these have ended badly for the United States? Use the timeline in the back of the book to show what other conflicts he faced as president. (*Reading: Craft and Structure: RI.CCR.5*)
- 5 Why was his death such a shock to the nation? How did Lyndon Johnson try to carry out his legacy? Use examples from the text to support your answer. (*Reading: Key Ideas and Details: RI.CCR.1*)



# Across the Curriculum

## Reading

After they fill out the KWL chart from the pre-reading activities, allow students the opportunity to share their answers with a partner and compare their responses. Pose this question: What do you think is the most important thing to know about JFK? (*Speaking and Listening: Presentation of Knowledge and Ideas: SL.CCR.1*)

## Writing

With the style of this book as inspiration, write a biography of another U.S. president using technology to design the book and create illustrations. (*Writing: Production and Distribution of Writing: W.CCR.6*)

## History

Use the book and the Internet to create a timeline of JFK's life, and include at least five facts on it. Add three important events from history to the timeline. Be sure to cite all the sources that you used to find your timeline information. (*Writing: Research to Build and Present Knowledge: W.CCR.8*)





# Eleanor, Quiet No More: The Life of Eleanor Roosevelt



## About the Book

As First Lady of the United States, Eleanor was often criticized for her beliefs. But she still spoke up, to change things that needed changing, and to help those who felt too vulnerable to speak for themselves. Doreen Rappaport lyrically combines poignant biographical details with Eleanor Roosevelt's words, while Gary Kelley's moving illustrations re-create a true first in First Ladies—and the world she helped make better. The quotes in this book are taken from Eleanor Roosevelt's autobiographies, her letters to Franklin, speeches before various Democratic women's groups, her newspaper columns, and the United Nations Universal Declaration of Human Rights.

## Discussion Questions

- 1 What did Franklin love most about Eleanor? Provide examples from the story. Do you agree with him that “most people only pretend” to listen? How do you become a good listener? (*Reading: Key Ideas and Details: RI.CCR.1*)
- 2 In the story, what issue helped Eleanor find her voice? How did she organize women to help? Provide examples to support your answer. How do you think we can help soldiers today? (*Reading: Key Ideas and Details: RI.CCR.1*)
- 3 Which illustration is your favorite? How do the illustrations help the reader know about the time period? Why do you think Gary Kelley chose the colors he did? (*Reading: Integration of Knowledge and Skills: RI.CCR.7*)
- 4 What can you learn from reading about the life of Eleanor Roosevelt? What are the important details that we learn about her life in the story? Which quote in the book is your favorite? Why? (*Reading: Key Ideas and Details: RI.CCR.1*)





# Across the Curriculum

## Reading

What kind of person was Eleanor? Create a character web based on the life of Eleanor Roosevelt. Brainstorm a list of adjectives to describe Eleanor (for instance, *brave*) and then use examples from the book to support why you chose each adjective. (*Language: Vocabulary Acquisition and Use: L.CCR.5*)

## Writing

Choose your favorite Eleanor Roosevelt quotation from the book and write your opinion about the quote. What does the quotation make you think about? How does it make you feel? How can you apply what you've learned to your own life? (*Writing: Text Types and Purposes: W.CCR.1*)

## Mentor Text

Study how the author uses quotes from Eleanor to enhance the story. How can you add direct quotations to strengthen your own writing? Where can you find quotations for your next piece? (*Reading: Craft and Structure: RI.CCR.3*)





## Math

Research the cost of living during the Great Depression and the cost of similar goods and services now. Find the average salary of Americans during each time period. Create an essay that compares the cost of living and the salaries of Americans then and now. Be sure to include a list of your sources. (*Writing: Research to Build and Present Knowledge: W.CCR.8*)

## Science/Health

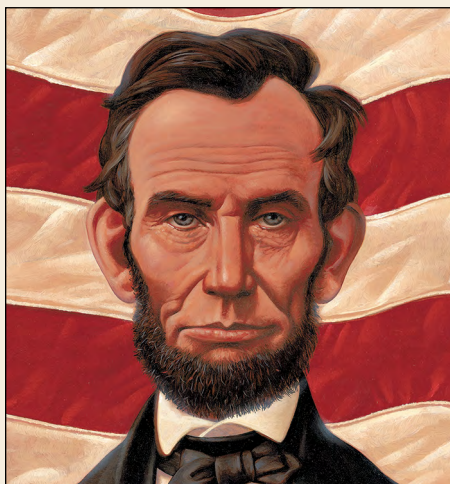
President Franklin Roosevelt was stricken with polio, but today vaccines have nearly eradicated the disease. Research the history of polio by using books and websites. Present the facts and relevant details that you learned to a partner or small group in class. (*Speaking and Listening: Presentation of Knowledge and Ideas: SL.CCR.4*)

## Current Events

Research the New Deal using books and technology. Find out what kinds of projects FDR initiated to help fuel the economy. Compare them with solutions that were used by President George W. Bush and President Barack Obama. In what ways are they similar? In what ways are they different? (*Writing: Research to Build and Present Knowledge: W.CCR.7*)



# Abe's Honest Words: The Life of Abraham Lincoln



## About the Book

From the time he was a young man, Abraham Lincoln was pained by the cruelty and evil of the institution of slavery. A voracious reader, Lincoln spent every spare moment of his days filling his mind with knowledge—from history to literature to mathematics—that helped him make difficult and crucial decisions when he eventually became president. Lincoln guided the nation through a long and bitter civil war and penned the document ending slavery in the United States. Doreen Rappaport's accessible, absorbing prose and Kadir Nelson's powerful illustrations reveal the passion for humanity that defined Lincoln's life.

## Discussion Questions

- 1 Why do you think the author makes a point to tell us in the first sentence that Lincoln was born in a slave state? What sequence of events occurs throughout the story to highlight the importance of this first sentence? Use illustrations and words from the book to retell the order of events. (*Reading: Key Ideas and Details: RI.CCR.3*)
- 2 Why are some of the words in the book printed in italics? Why do you think the author decided to include them? (*Reading: Craft and Structure: RI.CCR.5*)
- 3 What jobs did Lincoln hold? Did they correspond to what he liked to study? Use examples from the text to support your answer. (*Reading: Key Ideas and Details: RI.CCR.1*)
- 4 How did Lincoln pursue a career that satisfied him? Describe the events from the book that occurred and led him to become president. (*Reading: Key Ideas and Details: RI.CCR.3*)





5 Why did people doubt Lincoln’s ability to lead the country during war? How did he react to everyone’s negative views of him? Give examples from the text. (Reading: Key Ideas and Details: RI.CCR.1)

# Across the Curriculum

## Reading

In the following chart, pull important facts, quotes, or details from the book and list them on the left side. On the right, share your reactions, including feelings, thoughts, memories, or connections you made to the text. After you complete the left side of the chart, orally summarize the text and state the main idea of the story. (Reading: Key Ideas and Details: RI.CCR.2)

Important Quotes, Facts, or Details	Connections and Reactions
Ex. “He had just a mite of schooling, yet he loved words.”	Wow! I just figured out that Lincoln didn’t have much schooling, but his passion for education came from reading books.

## Music

Print and memorize the lyrics for both “Battle Hymn of the Republic” and “Dixie.” After singing them, discuss what the lyrics mean and how the messages of the songs are similar and different. (Reading: Integration of Knowledge and Ideas: RI.CCR.9)

## Social Studies

Create a three-dimensional map of the United States as it looked during the Civil War. Be sure to create categories by labeling which states fought for the Union and which for the Confederacy. (Writing: Production and Distribution of Writing: W.CCR.8)

## Dates to Remember

**February 12, 2009** was the 200th anniversary of Lincoln's birth. His birthday is a legal holiday in some U.S. states, but even if it's not, you can celebrate the anniversary of his birth.

**November 19, 1863** is the date Lincoln gave the Gettysburg Address; students may enjoy revisiting the speech on or around that date.

Other important dates of interest can be found at the back of *Abe's Honest Words*. Review the timeline and summarize the new information that you learned about Abraham Lincoln. (*Reading: Integration of Knowledge and Ideas: RI.CCR.7*)





# John's Secret Dreams: The Life of John Lennon



## About the Book

John Lennon's influence on music and culture is legendary. He was a rebel, a genius, an innovator, and a peace activist. From a young age he dreamed of fame and fortune. When he achieved it as one of the Beatles, he recognized the need for a deeper meaning in life. As a follow-up to their award-winning title, *Martin's Big Words*, Doreen Rappaport and Bryan Collier combine narrative and song lyrics, cut-paper collage and watercolor art to capture the energy and the essence of a man whose vision and creative genius continue to inspire people today.

## Discussion Questions

- 1 John Lennon is quoted on the first page of the book as saying, "I like to write about me, because I know about me." Based on examples from the book, what does this mean? Do you like to write about your own life? Should all writers just write about themselves? Why or why not? (Reading: *Key Ideas and Details: RI.CCR.1*)







- 2 Even though his Aunt Mimi discounted John's dreams of being an artist or musician, he stuck with it. Why do you think he was able to stay true to what he wanted? Use examples from the text. (*Reading: Key Ideas and Details: RI.CCR.1*)
- 3 Biographies are stories written about a person's life. Why do you think John Lennon is an important person to learn about? What is the main idea in the book? What details support that idea? Whom would you choose if you wrote a biography about someone? (*Reading: Key Ideas and Details: RI.CCR.2*)
- 4 A palette is the colors that an artist chooses to show the feelings of a picture. Choose and compare two pictures in the book. Why do you think Collier used these colors for each part of the story? (*Reading: Integration of Knowledge and Ideas: RI.CCR.9*)
- 5 Review the lyrics that are in the book. Which are your favorites? Why? Based on examples from the story, how do they relate to his life? Do they remind you of any other music or poetry you've listened to? (*Reading: Key Ideas and Details: RI.CCR.1*)

# Across the Curriculum

## Language Art

Write a letter to John Lennon about your own secret dreams and wishes. (*Writing: Range of Writing: W.CCR.10*)

John Lennon and Paul McCartney collaborated on song lyrics. Try your hand at collaborating with a friend: You write one line and your partner writes the next. Record the song with your partner and play it for the class. Also, remember to explain the meaning of your song to everyone. (*Speaking and Listening: Presentation of Knowledge and Ideas: SL.CCR.3*)

## History

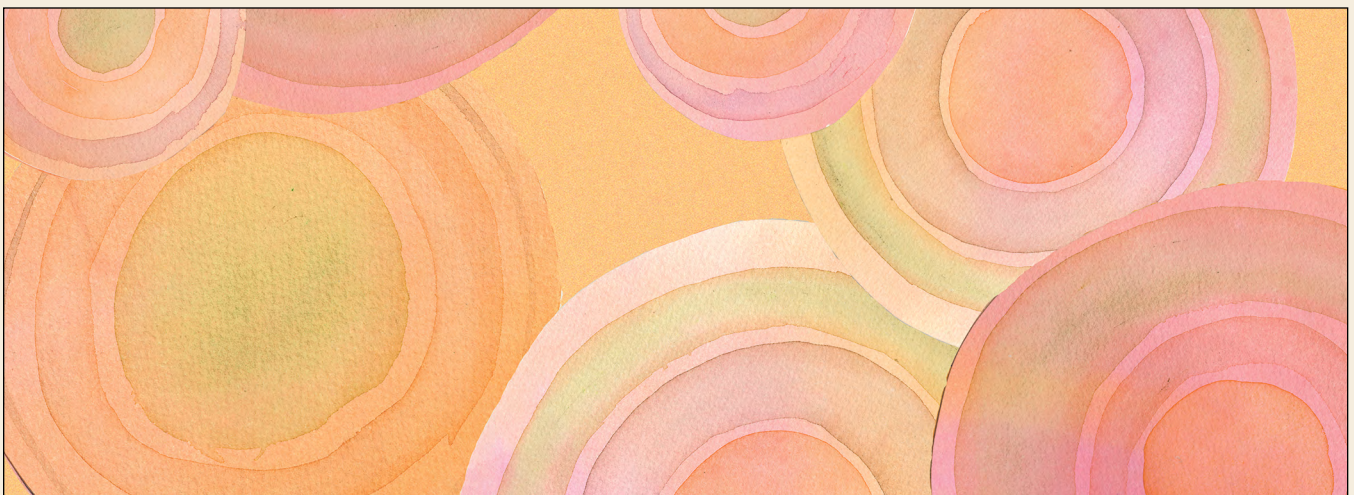
Use the book to create interview questions for someone who remembers when the Beatles were popular. Ask at least five questions about the time in which the Beatles were most popular. (*Reading: Key Ideas and Details: RI.CCR.1*)

Use the book to make a timeline of historical events that span John Lennon's lifetime. Then add notations about major events in John's life. In a short journal (or classroom discussion) explain how you think some of them are related. (*Reading: Key Ideas and Details: RI.CCR.3*)

## Art and Music

Illustrate the main idea and important details of any Beatles or John Lennon song. Use any technique you prefer, but consider a collage inspired by Collier's illustrations. (*Reading: Key Ideas and Details: RI.CCR.2*)

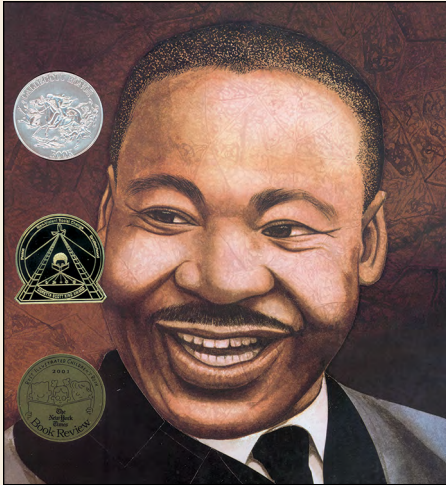
As a reward for completing the illustration activity, listen to the music of the Beatles and John Lennon! Throw a 60s party featuring the music, clothing, and sayings of the period.





# Martin's Big Words: The Life of Dr. Martin Luther King, Jr.

Cover art © Flip Schulke



## About the Book

This picture book biography of Dr. Martin Luther King, Jr., brings his life and the profound nature of his message to young children through his own words. Martin Luther King, Jr., was one of the most influential and gifted speakers of all time. Doreen Rappaport uses quotes from some of his most beloved speeches to tell the story of his life and his work in a simple, direct way. Bryan Collier's stunning collage art combines watercolor paintings with vibrant patterns and textures. A timeline and a list of additional books and websites help make this a standout biography of Dr. King.

### PRE-READING

With a small group discuss questions about leaders. What is a leader? What does a person do to become a leader? What makes a good leader? (*Speaking and Listening: Comprehension and Collaboration: SL.CCR.1*)

### GENRE

We study biographies to learn from the lives of others. Why is Dr. Martin Luther King, Jr., an important person to read about? What can we learn from the way he lived his life? Use examples from the text. (*Reading: Key Ideas and Details: RI.CCR.1*)

The author inserted many of Dr. King's own words throughout the text. Why do you think this was an important thing to do? Pick one quote and explain the significance. (*Reading: Integration of Knowledge and Ideas: RI.CCR.1*)

### ILLUSTRATION

Read the illustrator's note and study each page before answering the following questions: What does the collage add to the story of Dr. King? Which illustration is your favorite? Why? Why do you think there are no words on the front cover of the book? (*Reading: Integration of Knowledge and Ideas: RI.CCR.7*)

What does Bryan Collier mean when he says, "windows allow you to look past where you are"? Why is that idea important to the civil rights movement? Use examples from the text to support your answer. (*Reading: Key Ideas and Details: RI.CCR.1*)

### THEME: EQUALITY

The civil rights movement worked to create equal opportunities for African American people. What are some specific examples in education, employment, and public settings that needed to change for equality? Use the book to provide specific examples that support your answer. Are there still things that need to be changed? (*Reading: Key Ideas and Details: RI.CCR.1*)



## SETTING

What are the major settings in the biography of Dr. King? Which illustrations give you a clue that it is in a time different from today? What part of the country did most of Dr. King's work focus on? Why? Show where you found your answer in the text. (*Reading: Integration of Knowledge and Ideas: RI.CCR.7*)

## Across the Curriculum

### Language Arts

Use technology to research another hero or major figure of the civil rights movement and write a biography. Use a style similar to that of Rappaport—allow your subject to speak for himself or herself whenever possible. (*Writing: Research to Build and Present Knowledge: W.CCR.7*)

Write a letter to Dr. King about what you learned from him by reading the story. (*Writing: Range of Writing: W.CCR.10*)

### Vocabulary

Define the following words and draw a picture that will help you remember what they mean: *hymn, citizen, courage, protest, rights, movement, peace, freedom, and segregation*. Use your text to find how the words are used in the story. (*Reading: Craft and Structure: RI.CCR.4*)

### Social Studies

In small groups, research one of the following events or people from the civil rights movement and create a pamphlet about it. Include who was involved, where the event took place, why it is important, and what effect it had. (*Writing: Production and Distribution of Writing: W.CCR.7*)

- *Brown v. Board of Education*
- Rosa Parks
- Montgomery bus boycott
- Ruby Bridges
- March on Washington, DC
- Bombing of the 16th Street Baptist Church in Birmingham, Alabama
- Civil Rights Act
- March on Birmingham, Alabama
- Voting Rights Act
- Twenty-Fourth Amendment





## Art

Explore the technique of collage and depict another scene or person from the civil rights movement by printing online pictures and adding captions to the images. Present the collage to the class and answer any questions that classmates have about the scene. (*Speaking and Listening: Presentation of Knowledge and Ideas: SL.CCR.4*)

## Science/Health

Dr. King worked hard to help people earn a living wage—enough money to get their families out of poverty. Research what effects poverty has on children’s health and education. Make a poster that includes paragraphs and pictures about what you’ve learned. (*Writing: Research to Build and Present Knowledge: W.CCR.7*)

## Music

Find recordings of these songs that were sung during the civil rights movement. Write a brief journal entry about why you think they were important. Record one of the songs, play it for your classmates, and explain the significance. (*Speaking and Listening: Presentation of Knowledge and Ideas: SL.CCR.5*)

- “Lift Ev’ry Voice and Sing”
- “We Shall Overcome”
- “Oh, Freedom”
- “Keep Your Eyes on the Prize”
- “We Shall Not Be Moved”
- “Ain’t Gonna Let Nobody Turn Me ’Round”

# ACTIVITIES FOR ALL BIG WORDS SERIES BOOKS

## Biography Project

Create a timeline to organize information on any person you study in a biography unit. You might want to, as a class, brainstorm the topics that are most important to find out about a person. Or you could create a web with information such as the person's name, early years, major accomplishments, education, sports and hobbies, etc. (*Writing: Production and Distribution of Writing: W.CCR.7*)

## Discussion Questions or Writing Prompts

If you are using the questions as writing prompts, be sure that students include the following: an introduction, multiple reasons that support the main idea or opinion, and a concluding statement.

- 1 Why do you think the author chose this person to write about? Whom would you write about? Why? (*Writing: Text Types and Purposes: W.CCR.1*)
- 2 What are the most important things that you learned about this person in the text? What will you remember about this individual a year from now? Five years from now? (*Writing: Text Types and Purposes: W.CCR.2*)
- 3 Which biography is your favorite? Why? Explain your answer by using specific examples from your favorite text. (*Reading: Key Ideas and Details: RI.CCR.1*)

## Research Assignment

Research the life of someone you think is important to know about. Write a newspaper article about that person and include an introduction, at least five important facts, and a conclusion. Share your article with a classmate and discuss why your selected person is important. (*Writing: Production and Distribution of Writing: W.CCR.6*)

How do people find information to create biographies? Describe the process that the author used to write each story. Use online sources and related informational texts to research the topic. (*Writing: Research to Build and Present Knowledge: W.CCR.7*)

Great research is best done with primary sources rather than secondary ones. Primary sources are actual letters, notes, diaries, pictures, and other firsthand documentation of a person's life. As you research a famous person for a biography, be sure to list your sources and categorize them as primary or secondary. (*Writing: Research to Build and Present Knowledge: W.CCR.8*)



## Music

Research the type of music that was popular during your subject's life. What do you notice about the music's lyrics, instruments, beats and rhythms, and style? Create and record a song that you believe would have been popular during that time period. (*Speaking and Listening: Presentation of Knowledge and Ideas: SL.CCR.5*)

## Art

Create a piece of sculpture or collage that best represents the person you are studying. Use images that show important aspects of their life. Present your finished project to the class and use it to tell the story. Be sure to answer any questions that classmates ask about your work at the end of the presentation. (*Speaking and Listening: Presentation of Knowledge and Ideas: SL.CCR.6*)



## About the Author

**Doreen Rappaport** has written numerous award-winning books for children, including *Freedom Ship* and *The School Is Not White* (both illustrated by Curtis James); *Martin's Big Words: The Life of Dr. Martin Luther King, Jr.*, a Caldecott Honor Book and Coretta Scott King Honor Book; and *Abe's Honest Words: The Life of Abraham Lincoln*, illustrated by Kadir Nelson. She lives and writes in upstate New York. Find her at [doreenrappaport.com](http://doreenrappaport.com).



## Q&A with Doreen Rappaport

### 1 Can you describe your process for bringing your biographies to life?

The idea to tell a person's life including his/her words came when I was writing the first biography on Martin Luther King, Jr. I thought about what was the essence of Dr. King, how he communicated his ideas and beliefs to the world, how he reached other Americans, many who were not concerned with the difficulties of being black in the United States. I worked in the civil rights movement in the South and in the North. I was at the March on Washington and heard the famous "I Have a Dream" speech. I was well acquainted with the power of other speeches of Dr. King's. So as I was researching the details of his life, I heard his words. I believe in the power of words to convince, to persuade, to clarify. I wanted children to hear words that inspire, that confront and declare the values I believe in, and so as I shaped my narrative for my biographies, it was natural to include words in all of them.

### 2 What have you learned about writing over your career?

Writing is a process of thinking, focusing, and refining. The hardest books to write are the ones for younger children, because you must simplify complex ideas and use fewer words, while at the same time taking care not to "dumb down." Writing cannot be rushed. To write a good book always takes longer than you want, but the time between the drafts, the time you let the manuscript sit waiting for your next revision, is crucial time for you to get a fresh eye on what works and what doesn't. It takes time. You must go over and over your words. You must have the courage to cut out phrases you love if they do not belong.

### 3 Why do you think it is important for young people to study biography?

Like all of us, the people I write about struggled with how to overcome hardship, how to shape their lives, how to confront contradictions, and how to make meaningful choices to lead lives of integrity. Martin Luther King, Jr., gathered inner strength from his early surroundings despite the degradation of racial segregation. Eleanor Roosevelt had the luck to have a great teacher who helped her value herself and opened her mind to "think" and "respond" to the world around her. Abraham Lincoln refused to let his lack of formal education limit his life. John F. Kennedy struggled to create his own path out of the shadow of his older brother. I know lots of children and adults who face and have faced similar problems. I believe reading about people's lives and struggles helps young people understand their own capacities for change and that change is possible.



## About the Illustrators

**Bryan Collier** (*Martin's Big Words*, *John's Secret Dreams*) has created art for many award-winning children's books, including his master achievements *Rosa*; the Caldecott Honor Book and Coretta Scott King Illustrator Award winner *Martin's Big Words: The Life of Dr. Martin Luther King, Jr.*; and *Freedom River*. Bryan lives in Maryland with his wife and daughter

**Kadir Nelson** (*Abe's Honest Words*) is the illustrator of many books for children, including *Moses: When Harriet Tubman Led Her People to Freedom* by Carole Boston Weatherford, an NAACP Image Award winner, a Caldecott Honor Book, and a Coretta Scott King Illustrator Award winner; and *Ellington Was Not a Street* by Ntozake Shange, a Coretta Scott King Illustrator Award winner. He is also the author/illustrator of *We Are the Ship: The Story of Negro League Baseball*, which won the Sibert Medal, a Coretta Scott King Author Award, and a Coretta Scott King Illustrator Honor.

**Gary Kelley** (*Eleanor, Quiet No More*) earned a degree in art from the University of Northern Iowa in Cedar Falls. Among his many awards are twenty-three gold and silver medals from the Society of Illustrators and the 1991 Hamilton King Award for best illustration. Mr. Kelley lives in Cedar Falls, Iowa.

**Matt Tavares** (*Helen's Big World*, *Jack's Path of Courage*) is the illustrator of several books, including *'Twas the Night Before Christmas*, *Jack and the Beanstalk* by E. Nesbit, *Iron Hans: A Grimms' Fairy Tale* retold by Stephen Mitchell, and *Lady Liberty: A Biography* by Doreen Rappaport. He lives in Maine with his family.

**C. F. Payne** (*To Dare Mighty Things*) is an artist/illustrator whose work has graced the covers of *Time* magazine, the *New York Times Book Review*, and more. His picture books include *Late for School* by Steve Martin and *Lineup for Yesterday* by Ogden Nash, as well as *The Remarkable Farkle McBride* and *Micawber*, both by John Lithgow. He currently teaches illustration at Columbus College of Art and Design, where he also serves as co-chair of the Illustration Department.

**London Ladd** (*Frederick's Journey*) has illustrated a number of children's books, including the award-winning *March On! The Day My Brother Martin Changed the World* by Christine King Farris, *Under the Freedom Tree* by Susan VanHecke, and *Lend a Hand* by John Frank. He teaches art at an inner-city after-school program and hopes to one day open an art center so that families can develop projects of their own. He lives and creates in Syracuse, New York. Visit him at [londonladd.com](http://londonladd.com).

**John Pomeroy** (*Walt's Imagination*) is an animator, storyboard artist, and animation producer who began his forty-four-year career at Walt Disney Studios in 1973. He is also a painter of portraits and military history. He lives with his wife, Cami, and their family in Brentwood, Tennessee. Visit John online at [www.johnpomeroy.com](http://www.johnpomeroy.com).

**Linda Kukuk** (*Wilma's Way Home*), a native of rural Oklahoma with Choctaw ancestry, specializes in both scratchboard art and watercolor painting. She is a member of the Oklahoma Art Guild and has received numerous awards for her work. In addition to art, Linda enjoys travel, photography, gardening, cooking, and competing in 5K races. You can visit her online at [www.lindakukuk.com](http://www.lindakukuk.com).



**Guide Writers:** **Dawn Jacobs** holds a doctorate in special education with a concentration in learning disabilities, and continues to improve the academic outcomes for students with disabilities through teacher development, instructional design, and research in the areas of response to intervention, social support, and parent involvement.

**Tracie Vaughn Zimmer** is an award-winning children's book author and literacy specialist.

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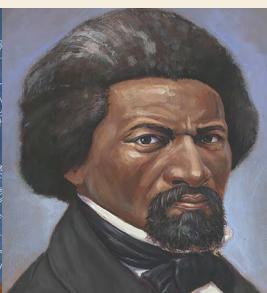
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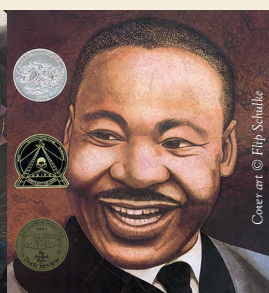
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