

Teaching Young Children about the Civil Rights Movement

Applying Effective & Developmentally Appropriate Strategies

Janet E. Foster, Tonja L. Root, & Seungyouon Lee

Introduction

It is crucial for teachers to persistently examine, be knowledgeable about, and reflect on their beliefs, assumptions, values, standpoints, experiences, biases, prejudices, and stereotypes about diversity and multicultural education that they carry into their teaching and learning. Teachers' viewpoints and interpretations about the Civil Rights Movement will affect their problem-solving and decision-making as well as discussions on the topic and resources and materials they choose for such lessons.

The Civil Rights Movement is today just as important a topic as it was in 1954 when Chief Justice Warren of the United States Supreme Court wrote in *Brown v. Board of Education of Topeka*:

Today, education is perhaps the most important function of state and local government...Today it is a principal instrument in awakening the child to cultural values, in preparing him for later professional training, and in helping him to adjust normally to his environment. (*Brown v. Board of Education of Topeka*, 1954, Opinion section, para. 10)

As a part of children's education, the study of the Civil Rights Movement can help us achieve Chief Justice Warren's stated ideal. To this end teachers should include instruction about the Civil Rights Movement to provide evidence that every citizen of the United States of America enjoys the rights and freedoms outlined in the U.S. Constitution.

Janet E. Foster is an associate professor and Tonja L. Root is a professor (retired), both with the Department of Early Childhood and Special Education at Valdosta State University, Valdosta, Georgia.

Seungyouon Lee is president of C. E. Ward and Associates, Douglasville, Georgia.

Considering the importance of the Civil Rights Movement, children need to be introduced to the related concepts early in their school experiences, and teachers need to consider students' developmental needs and curriculum standards in order to provide appropriate content and methods of instruction.

The purpose of this article is to introduce a variety of resources to support teaching and learning about the Civil Rights Movement based on the premise that concrete learning experiences permit children to build an understanding that will impact their learning, attitudes, and beliefs about diversity and multicultural education.

Curriculum Standards Related to the Civil Rights Movement

Many states have curriculum standards that specifically relate to the Civil Rights Movement, or standards that can be supported and fulfilled by including content about the Civil Rights Movement as a part of the curriculum. By reviewing their state standards, teachers can identify the opportunities that exist to provide children with background experiences to allow them to build a foundation for knowledge and understanding of the Civil Rights Movement.

Standards for grades kindergarten through five typically include topics that range from identifying and describing Martin Luther King, Jr. Day and describing how historical figures displayed positive character traits, to discussing the lives of people who expanded people's rights and freedoms in a democracy and important events of the Civil Rights Movement. As children engage in developmentally appropriate learning experiences, they can obtain an understanding of the events, people, and significance of this important historical movement.

Selected Developmental Characteristics That Influence Children's Learning

Teachers must consider the developmental levels of the children they are teaching as guidance in planning instruction about the Civil Rights Movement, since aspects of emotional, social, cognitive, and moral development are important in organizing effective instruction. According to Copple and Bredekamp (2008), kindergarten-aged children are able to form and sustain relationships and seek peer acceptance. These characteristics are important in understanding the Civil Rights Movement.

In order to create harmonious relationships with people of diverse races, ethnicities, and cultures, children must be able to form friendship bonds with others and care about forming those relationships. Likewise, kindergarteners are at an age when they are becoming increasingly sympathetic and better able to understand others' minds and emotions. These developing characteristics support their understanding and sympathy for the unfairness of the situations which non-Caucasian people faced prior to and during the period of the Civil Rights Movement.

In addition, children in the primary and early intermediate grades are developing the ability to infer others' thoughts, expectations, feelings, and intentions (Copple & Bredekamp, 2008). This social understanding will permit them to examine the historical events associated with the Civil Rights Movement and experience appropriate emotional responses.

All children have adequate life experiences and developmental growth to understand the concept of fairness. If another child receives more cookies at snack time, the slighted child understands that his portion is not fair. The child who receives a negative consequence for her misbehavior understands that it is unfair

when another child does not receive the same consequence for the same infraction. When teachers use the concept of fairness as the foundation for teaching children about the Civil Rights Movement, children are more likely to respond to instruction with feelings of sympathy.

Regarding cognitive development, kindergarten, primary, and early intermediate grade children share three developmental characteristics that impact their learning about the Civil Rights Movement (Coppie & Bredekamp, 2008). First, as children move into the early grades, they are becoming less egocentric, are beginning to understand multiple perspectives, and are able to understand the implications of being treated unfairly on people's feelings and responses to situations. This understanding will allow them to put themselves into the position of people who have been treated unfairly and to reason about ways to respond to such treatment.

Second, children in kindergarten, primary, and even early intermediate grades require "hands-on" learning, as they need concrete materials for the effective teaching strategies that are selected. Since children need to be personally engaged with their minds, bodies, and hands, the effective teacher will examine multiple resources that can be used to support children's learning and use them to enable children to experience and think about the Civil Rights Movement through multiple avenues.

Finally, children in kindergarten, primary, and early intermediate grades demonstrate good memory of information that is meaningful to them. Therefore, teachers must help children make connections between content related to the Civil Rights Movement and the students' own lives in order for that content to be learned and to be meaningful to children.

When teachers select instructional strategies that support children's cognitive needs, they are likely to build a foundation of learning which will impact future opportunities to learn. When this learning is made relevant to their lives, the knowledge and dispositions that they obtain can impact society in positive ways, now in the present and in the future.

Resources to Support Teaching about the Civil Rights Movement

In order to make the curriculum appropriate and accessible to the needs of children, teachers should differentiate teaching according to the children's learn-

ing styles, in order to guide, activate, and provide practice for the children. Teachers can support the children's achievement and successful learning about the Civil Rights Movement by providing them with hands-on experiences in relation to the topic.

In the sections below we describe a variety of resources that give more ownership of learning to children, provide more interaction and collaboration with their peers and teachers, and enhance teaching and learning about the Civil Rights Movement.

Iconic Images

A picture is worth a thousand words. Because the Civil Rights Movement took place in the modern age, numerous images exist to help children become acquainted with leaders and events of that historical period. Introducing children to these iconic photographs, teachers can discuss the people or events depicted in the images, and provide children with the op-

portunity to reenact or represent their learning and thinking about the Civil Rights Movement.

Here are some illustrations of teachers' use of images to give children a concrete learning experience with people and events of the Civil Rights Movement:

School integration. View the photograph of Ruby Bridges (see Figure 1) being escorted to and from school by federal marshals; discuss what children notice about the image. Ask questions about Ruby's experiences, such as:

How do you think Ruby felt when she was surrounded?

Why do you think Ruby needed law officers to escort her?

Allow children to write letters to Ruby Bridges to thank her for the bravery she exhibited when she was the first African-American child to attend an 'all-White' school in New Orleans.

FIGURE 1



Ruby Bridges being escorted from her school (William Frantz Elementary) by federal marshals in 1960.

March on Washington. View the image of Dr. Martin Luther King, Jr. greeting the thousands of people who participated in the March on Washington (see Figure 2). Discuss what children notice about the image.

Why do you think so many people participated in this event?

Why did the people choose Washington, D.C., for the march?

How do you think the people felt as they stood in front of the Lincoln Memorial?

Allow children to construct protest signs.

What changes do you think are needed now so that society is fair to everyone?

Many additional iconic photographs exist that can be used to provide visual support for children's learning. Consider photographs that depict the Montgomery Bus Boycott, the Greensboro sit-ins, and the Freedom Riders. Discussion built around these photographs help children make the connection between significant events of the Civil Rights Movement and their contemporary experiences.

However, a word of caution is given to carefully consider the age and developmental levels of children when selecting iconic photographs. Select photos that provide good imagery to promote thinking, but avoid photos that are too graphic and that may traumatize children.

Technology Connections

While a picture is worth a thousand words, a video is worth even more. Events of the Civil Rights Movement were well-documented on video, and teachers have easy access to these resources. In addition, a large number of internet sites are available to assist teachers in planning appropriate instruction about the Civil Rights Movement.

Considering that children need teachers' assistance in building their understanding of these events, teachers can introduce a video, provide children the opportunity to view the video, lead children in a discussion in which they connect the video and the historical event with children's personal experiences, all helping the children represent their learning in a concrete way.

Following are descriptions of some educational videos and other internet re-

FIGURE 2



Dr. Martin Luther King, Jr., greeting the thousands of people who participated in the March on Washington in 1963.

sources about the Civil Rights Movement that are appropriate for children:

PBS Website (<http://www.pbs.org/teachers/thismonth/civilrights/index1.html>). This website provides teachers with activity ideas when teaching the Civil Rights Movement. The activities are listed by grade and subject level and include books to use during the lesson, online resources, and other print sources to go along with the activity.

PBS Website (<http://www.pbs.org/wgbh/amex/malcolmX>). This website provides resources and information about Malcolm X. The website includes films, biographical timeline, and pictures about Malcolm X, interviews with people who remember Malcolm X, and a debate about different approaches of the Civil Rights Movement with Martin Luther King, Jr. and Malcolm X.

PBS Website (http://www.pbs.org/thisfarbyfaith/journey_4/p_8.html). On the website, the viewer can click on the timeline to trace major events and people about the Civil Rights Movement from 1946 to 1966. It shows African-American history, faith, hopes for freedom, arts, artists, and architects during the Civil Rights Movement as well.

PBS Website (<http://www.pbs.org/wnet/aaworld/reference/pbs.html>). This website, *African-American World*, provides a wealth of sources and links to further discuss the Civil Rights Movement between 1954 and 1971. It describes injustice and inequality during the Civil Rights Movement era, African-American arts and culture, race and society, politics, and the influence of science on minorities.

Houghton Mifflin Website (<http://www.proteacher.com/cgi-bin/out-sidesite.cgi?id=6425&external=http://www.eduplace.com/ss/act/civil.html&original=http://www.proteacher.com/090056.shtml&title=A%20Civil%20Rights%20Timeline>). This website by the Houghton Mifflin Company provides information for teachers about an idea to create a Civil Rights timeline with children. They can discuss the Constitutional amendments, as an extension of the Civil Rights, and annotate the Civil Rights timeline.

ProTeacher Website (<http://www.proteacher.com/090056.shtml>). This website provides a list of various teaching activities, lesson plans, and resources that are helpful for teachers to teach the Civil Rights

Movement. It includes, for example, relevant topics of Civil Rights Movement and Martin Luther King, Jr., Civil Rights, Civil Rights history, Black history in America, school integration and educational equality with Little Rock, and how I fought for Civil Rights.

Youtube Website (<http://www.youtube.com/watch?v=F6kMgUzNxKM>). Youtube provides videos that integrate pictures into a slide show that depict a variety of Civil Rights Movement moments. The photos show African-Americans' struggles from racial segregation, resistance, and hopes to gain Civil Rights.

TeacherTube Website (<http://www.teachertube.com/videos.php>). Video-clips that are found on the TeacherTube website illustrate the Civil Rights Movement with songs and images.

Classroom Guests

Teachers can present the Civil Rights Movement to children in a concrete and meaningful way by inviting guests to the classroom. The ideal classroom guest

has first-hand experiences during the Civil Rights Movement and is able to share those experiences with children. Classroom guests can be identified from a variety of sources in the community, including the local chapter of the NAACP, the Chamber of Commerce, and other community leaders. The most accessible source may be children's family members, since many grandparents and great-grandparents of today's primary and intermediate grade children may have personal memories of life prior to and during the Civil Rights Movement.

In order to prepare children to effectively interact with a classroom guest, it may be helpful to schedule the classroom visit after the children have learned initial things about the Civil Rights Movement. Children can then develop interview questions using the information that they have learned in order to ask the classroom guest more specifically about their experiences with the Civil Rights Movement when they visit the classroom.

Following the visit, teachers can prepare learning opportunities for the children to discuss what they learned about the Civil Rights Movement from the visitor, seeking to represent their learning in a creative, concrete format that

helps children develop meaning from the information they have learned about that historical period.

Children's Books Related to the Civil Rights Movement

Children's books are a wonderful source for providing children with a concrete, vicarious experience about the Civil Rights Movement. Such books will fulfill children's desire for knowledge and help them better understand their own world.

Books can provide a strong foundation of materials to support teaching about the Civil Rights Movement. Understanding will result when authentic experiences are presented in literature and children are able to see those experiences from the perspectives of the people who lived them (Brinson, 2008). Research has shown that children as young as four years old can learn real information from books and transfer that information to the real world (Ganea, Ma, & DeLoache, 2011).

In the book, *Freedom on the Menu: The Greensboro Sit-ins* (Weatherford, 2005), children see the unfairness of a world in which a family cannot enjoy a snack at a lunch counter in a store because of their skin color. This snapshot into the reality of the period of the Civil Rights Movement gives children the understanding of what life was like (see Figure 3).

When the stories found in quality children's literature are combined with discussion and opportunities to interpret ideas through creative activities, positive dispositions related to justice, equality, and unity are nurtured.

A plethora of excellent children's books are available to provide children with opportunities to interact with the people and events of the Civil Rights Movement. An annotated list of some of these books on important themes and events appears in the Appendix.

Developmentally Appropriate Experiences for Teaching Children about the Civil Rights Movement

The resources mentioned above provide concrete materials that the teacher can use to help make children's learning about the Civil Rights Movement accessible to them. In addition, teachers need to help children make connections between the content they learn and its relevance to their own lives by planning explicit learning opportunities for them.

Children need to represent their learn-

FIGURE 3



Sit-in at Woolworth lunch counter in Jackson, Mississippi, in 1963.

ing in concrete ways to make meaning and build the concepts that enable them to understand such a complex historical period. Concrete and creative learning experiences can be used to provide children with developmentally appropriate opportunities to represent their learning about the Civil Rights Movement include the incorporation of music, writing, drama, and visual arts.

Music

Music experiences, such as sharing recordings of and singing songs, should be followed with an explicit discussion about how the song is related to the event of the Civil Rights Movement that is being learned. Since voluminous songs were adapted from old spiritual hymns, the words are repetitive which makes them ideal for children to sing. In order to provide a relevant music experience, the songs can be taught in conjunction with learning about an individual, viewing and discussing an iconic image, or after reading a related children's book about the Civil Rights Movement.

For example, when discussing sit-ins, teachers could read the book, *Freedom on the Menu: The Greensboro Sit-ins* (Weatherford, 2005), and listen to the song, *I'm Gonna Sit At the Welcome Table*, sung by Hollis Watkins (found at the following internet site: <http://www.folkways.si.edu/TrackDetails.aspx?itemid=27593>). As they feel comfortable with the words, they can begin to sing along with the recording. Children can also view the iconic photograph of a sit-in (see Figure 3). By viewing the photograph along with reading the text of the book, children gain meaning of the relevance of the song to capture the spirit of the movement.

Singing the music of the Civil Rights Movement accomplishes a number of goals in the curriculum. Children have the opportunity to hear the music and participate in concrete learning experiences that are appropriate for their developmental levels. They listen to the expressive representation of period recordings that provide them with a personal link to learning about the Civil Rights Movement.

Perhaps most important, they sing the songs in a participatory manner. By connecting the words of the songs with other concrete learning experiences, such as learning about people, images, speeches, and literature, they begin to develop a clear understanding of the relevance and significance of the music of Civil Rights Movement.

Drama

By far the easiest drama technique to use is role play as it requires no rehearsal, no costumes, no script, and few props, if any. Role play involves permitting children to assume the role of individuals who were involved with important events of the Civil Rights Movement and act out that role as they interact with other children who are portraying other roles.

After learning about a particular event or person significant to the Civil Rights Movement, children can volunteer for or be assigned a role in the dramatic reenactment of the event. By representing their learning within the context of a role play, they have a vicarious experience with the event. By discussing their role play involvement at the conclusion, they begin to form more clear understandings about the Civil Rights Movement. A word of caution is in order. Since many events of the Civil Rights Movement were violent and horrifying, the teacher must use discretion in selecting events to portray through role play.

Another drama strategy is to engage children in dramatic play since children possess a natural predisposition for play. Teachers can establish learning centers in which children use play materials to represent and reenact their understanding of the Civil Rights Movement. A collection of toys that could be used to reenact events and people of the Civil Rights movement include toy busses, multi-ethnic miniature dolls, materials to develop protest signs, "shoebox" buildings representing schools and lunch counters. Children can use these materials in an individual way to retell important events about which they are learning.

Children can use magnetic or flannel board figures to reenact important events of the Civil Rights Movement. Teachers can make these figures by photocopying appropriate images for the events under study, laminate the figures, and attach either felt or self-stick magnetic tape to the backs. Add the figures to a flannel or magnetic board. Children can retell and act out various events by using the figures and manipulating them on the boards.

Drama strategies provide an excellent and developmentally appropriate way to engage young children with learning about this important historical period. As they act, retell, and reconstruct events, they gain important learning that can impact their knowledge of and dispositions towards rights of people.

Writing

A variety of writing experiences lend themselves as appropriate concrete activities for children. Letters are a writing form with which most children are familiar. In addition, the teacher can use more contemporary communication forms with which children are familiar, such as text messaging, Facebook messaging, and emailing.

After learning about important people and events of the Civil Rights Movement, children can write letters expressing their thoughts about the event or a message to an important person. For instance, after learning about the Greensboro Four and their sit-in at the Woolworth's lunch counter, children could write a letter to the young men describing their thoughts about the courage and determination the Greensboro Four exhibited.

Poetry is another writing format which children easily use. Some of the works of numerous poets, of many ethnicities, can be used to introduce the idea of poetry writing as a way to communicate personal ideas about the Civil Rights Movement. A selection of poems and poets can be found at the following internet site: <http://www.crmvet.org/poetry/poemhome.htm>.

Children can read a poem and then share their own thoughts through writing poems about the historical period. The teacher can consider teaching poetic forms, such as free form, acrostic, and five-senses poems (Tompkins, 2009). In the free form poem, children write their thoughts without concern for pattern or rhyming.

For an acrostic form, children select an important name or event, write the name of the person or event vertically down the left-hand side of their paper, and then use each letter of the title as the first letter of a word or phrase telling what they have learned about the Civil Rights Movement. In the five-senses poem format (Looks like . . . , sounds like . . . , tastes like . . . , feels like . . .), children use sensory sentence starters to describe sensory reactions about famous people or events of the Civil Rights Movement.

Writing provides a wonderful vehicle for self-expression. As children organize their thoughts and compose a communication to others about their thinking, they solidify their understanding of the events and people of the Civil Rights Movement.

Visual Art

Children are attracted to the materials and processes used in the visual arts

and can use a range of materials to create visual representations (i.e., drawing and painting) to communicate their learning and interpretations of the Civil Rights Movement. Children can draw the ideas about which they are learning using various media, including crayons, markers, colored chalks, charcoal, colored pencils, graphite pencils, and pen and ink. Encouraging children to tell about what they have drawn enables them to articulate their learning and provides the teacher with the opportunity to discuss the misunderstandings that they display.

Painting is another art form that children enjoy. Since watercolors and tempera paint are staples of most classrooms, teachers can explore techniques for using these versatile materials. In similar ways to drawing, children learn about a significant person or event associated with the Civil Rights Movement, represent their understanding using painting, and share what their painting is about and how they developed their subject. When paired with knowledge of culture and African-American artists who have represented the struggles of people for equality and justice, painting can become a powerful tool for corresponding ideas and feelings about the Civil Rights Movement.

Conclusion

How do teachers teach children about the Civil Rights Movement when they have not experienced it? What do they teach about the Civil Rights Movement? How can teachers help children understand the Civil Rights Movement? What does the Civil Rights Movement mean to children? Why is the Civil Rights Movement important for children to learn today? How were teachers taught about the Civil Rights Movement? What perspectives and interpretive frameworks do teachers demonstrate when they teach children the Civil Rights Movement?

Many questions must be answered before quality teaching and learning takes place. This study focuses on concrete materials and strategies available to teachers to provide deep and meaningful experiences to guide children in their learning about the Civil Rights Movement.

Teaching children about the Civil

Rights Movement is critical in order for them to understand that each one of them creates history every day. While the Civil Rights Movement is unfinished and Civil Rights issues continue today, in order to advocate and protect the civil rights of all people socially, legally, and politically, children must be challenged to consider these issues early in life.

Through the learning about the significant events and people of the Civil Rights Movement, children will learn to appreciate the *ordinary* people who struggled to change the society, to use their voices to make the world a better place to live, to understand the importance of legislatures and policies in overcoming an uphill battle in the United States, to stand up for what they believe in, to consider diversity appreciably, to connect diverse cultures, and to realize the value of equality, justice, freedom, and democracy.

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APPENDIX
Children's Books about The Civil Rights Movement

SEGREGATION AND DISCRIMINATION

Marie Bradby
Momma, Where Are You from?
 (Chris Soentpiet, Illustrator)
 New York: Orchard Books, 2000

In answer to her daughter's question about where she is from, an African-American mother describes the community in which she grew. Among various positive descriptions of family life, the description includes depictions of a segregated community where the sidewalk ends before it reaches the African-American neighborhood and where children must travel past several Caucasian schools to attend an African-American school.

Libba Moore Gray
Dear Willie Rudd
 (Peter M. Fiore, Illustrator)
 New York: Simon & Schuster, 1993

Miss Elizabeth reflects with regret to the time of her childhood when her beloved caretaker, the family maid, Willie Rudd, was treated the way African-Americans were treated in the South prior to the Civil Rights Movement. She wishes she could visit with Willie Rudd and greet her at the front door instead of the back, serve her lemonade in the best glasses, and attend the movies and sit together.

Janice N. Harrington
Going North
 (Jerome Lagarrigue, Illustrator)
 New York: Farrar, Straus & Giroux, 2004

During the Great Migration of African-Americans from the South to the North, Jessie and family move north in search of a better life. The reader watches as they eat in the car because there are no restaurants where they are allowed to eat, they sleep along the roadside because there are no motels that rent rooms to African-Americans, and almost run out of gas because there are no service stations that will sell to African-Americans.

Kathleen Krull
Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman
 (David Diaz, Illustrator)
 New York: Scholastic, 1996

This biography describes a segregated world in which Wilma Rudolph, an Olympic gold medalist, grew from childhood to become a celebrated athlete. "Wilma Unlimited" depicts how a tiny girl with a disabling illness became the first African-American woman gold medalist at the Rome Olympics.

William Miller
Richard Wright and the Library Card
 (R. Gregory Christie, Illustrator)
 New York: Lee & Low Books, 1997

The book provides a fictionalized account of Richard Wright's struggle to earn enough money to escape to the North from the segregated South. While earning travel money, he borrows a Caucasian co-worker's library card so that he can read the books that free his soul. Overcoming prejudices and injustices that his reality has to offer in the South and making his dream come true, Wright became an author.

Toni Trent Parker
Sienna's Scrapbook: Our African American Heritage Trip
 (Janell Genovese, Illustrator)
 San Francisco: Chronicle Books, 2005

Sienna's family takes an African-American heritage vacation. Their visit to Washington, D. C. provides the reader with information about two historic events that occurred at the Lincoln Memorial, Martin Luther King, Jr.'s 'I have a dream' speech and Marian Anderson's concert. Visiting African-American heritage and historic sites, history came alive with people and places.

Andrea Davis Pinkney
Fishing Day
 (Shan W. Evans, Illustrator)
 New York: Hyperion Books for Children, 2003

Reenie and her mama who are African-Americans love to fish in Jim Crow river. Reenie's mama knows that they cannot talk to Peter Troop and his daddy who are Caucasian and fish beside them. One day, Reenie helps the Caucasian boy with bait that will work. They become "silent" friends.

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APPENDIX
Children's Books about The Civil Rights Movement

Diane Z. Shore & Jessica Alexander
This is the Dream
(James Ransome, Illustrator)
New York: Harper Collins, 2006

The powerful rhyming text brings children through the days of segregation and Jim Crow and contrasts it with the Civil Rights progress of today. This book is a great source to instigate a discussion about the Civil Rights Movement through its lyrics and illustrations.

Deborah Wiles
Freedom Summer
(James Lagarrigue, Illustrator)
New York: Atheneum, 2001

Young friends, one Caucasian and one African-American, look forward to the summer of 1964 after the passage of the Civil Rights Act. Unfortunately, they find that many in their Southern town are not happy about the end of segregation

THE MONTGOMERY BUS BOYCOTT

Russell Freedman
Freedom Walkers: The Story of the Montgomery Bus Boycott
New York: Scholastic, 2006

Freedman presents a photo essay to document the people and events of the Montgomery Bus Boycott. For children, reading and viewing the photos in separate sections and sessions will provide an excellent introduction to this galvanizing event of the Civil Rights Movement.

PROTESTS AND MARCHES

Patricia C. McKissick
Abby Takes a Stand
(Gordon C. James, Illustrator)
New York: Viking Penguin, 2005

McKissick tells the story of the Nashville sit-in movement as seen by a 10-year-old girl, Abby. Looking at Abby who could eat at the new restaurant in Nashville, Tennessee, children can see what it was like to live without freedom and learn that freedom is about having choices.

Jake Miller
The March from Selma to Montgomery: African Americans Demand the Vote
New York: Just Us Books, 2004

Miller chronicles the effort for the Civil Rights through the march from Selma to Montgomery with several marches interrupted by the National Guard.

Jake Miller
The 1963 March on Washington: Speeches and Songs for Civil Rights
New York: PowerKids Press, 2004

Miller discusses the circumstances and events that led up to the 1963 march on Washington. Children will learn why the 1963 March on Washington is important, what happened, and what was achieved.

SIT-INS

Jake Miller
Sit-ins and Freedom Rides: The Power of Nonviolent Resistance
New York: PowerKids Press, 2004

Miller gives children information regarding the Montgomery Bus Boycott, the Greensboro Sit-Ins, and the Freedom Rides. With photographs of Rosa Parks, Martin Luther King, Jr., students, and their relevant events, this book makes the Civil Rights Movement accessible to children showing the racial segregation, nonviolent protest, and social change in American history.

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Children's Books about The Civil Rights Movement

Andrea Davis Pinkney

Sit-in: How Four Friends Stood Up by Sitting Down

(Brian Pinkney, Illustrator)

New York: Little, Brown Books for Young Readers, 2010

Four college friends sit at the Woolworth lunch counter and order doughnuts and coffee. They wait all day and into the night for service that never comes. Their courage begins peaceful protest, sit-ins, throughout segregated society with racial injustice and inequality, and grows the Civil Rights Movement.

Carole Boston Weatherford

Freedom on the Menu: The Greensboro Sit-ins

(James L. Lagarrigue, Illustrator)

New York: Penguins Young Readers Group, 2005

Weatherford provides a portrait of a family who participate in the Greensboro freedom marches and sit-ins. The reader shares the indignity of family members who cannot eat at the Walgreen's lunch counter and their feelings of justification when the discrimination ends.

SCHOOL INTEGRATION

Eileen Lucas

Cracking the Wall: The Struggles of the Little Rock Nine

(Mark Anthony, Illustrator)

New York: Lerner Publishing Group, 1997

The story of the Little Rock students is used to introduce the Civil Rights Movement and the desegregation of the Central High School in Little Rock, Arkansas. Children are introduced to the school integration during the Civil Rights Movement.

Toni Morrison

Remember: The Journey to School Integration

Boston: Houghton Mifflin Company, 2004

Morrison provides a poetic, mixed photo essay of the events leading to and following school integration. The book shows the truth 'separate but equal' doctrine created, Brown vs. Board of Education of 1954, racial conflict, the courage of African-Americans, and the importance of the school integration during the Civil Rights Movement.

PEOPLE OF THE CIVIL RIGHTS MOVEMENT

David A. Adler

Heroes for Civil Rights

(Bill Farnsworth, Illustrator)

New York: Scholastic, 2008

Adler presents short biographies of courageous people who made changes to the social injustice and inequality and to the contributions to the Civil Rights.

Andrea Davis Pinkney

Let It Shine: Stories of Black Women Freedom Fighters

(Stephen Alcorn, Illustrator)

Orlando, FL: Harcourt, 2000

Pinkney presents the biographies of ten African-American women from Sojourner Truth in the days following slavery to Congresswoman Shirley Chisholm. These women made a difference by blazing trails of success to be followed by those who follow.

MARTIN LUTHER KING, JR.

David A. Adler

A Picture Book of Martin Luther King, Jr.

(Robert Casilla, Illustrator)

New York: Scholastic, 1989

Adler provides a biography for children about the life of Martin Luther King, Jr., and his peaceful struggle to secure freedom for all people. The biography demonstrates his experiences of racism, efforts for racial equality, assassination, and other important elements of his life.

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APPENDIX
Children's Books about The Civil Rights Movement

Jan Colbert & Ann M. Harms. (Eds)
Dear Dr. King: Letters from Today's Children to Dr. Martin Luther King, Jr.
New York: Hyperion Books., 1998

This book presents a collection of letters written to Dr. King. Children pose questions, tell about their own lives, experiences, feelings, how they understand the past, and their dreams for the future.

James Haskins
The Day Martin Luther King, Jr. Was Shot: A Photo History of the Civil Rights Movement
New York: Scholastic, 1992

Haskins recounts the story of the Civil Rights Movement through historic photographs, illustrations, and newspaper headlines. The book tells the story of the movement from its pre-Civil War days through the present. A focus on Dr. Martin Luther King, Jr., is included.

Jean Marzollo
Happy Birthday, Martin Luther King
(J. Brian Pinkney, Illustrator)
New York: Scholastic, 1993

This lovely biography is written for children to understand and have better access the Civil Rights Movement. It provides a simple text that describes the accomplishments of the Civil Rights leader.

Doreen Rappaport
Martin's Big Words: The Life of Dr. Martin Luther King, Jr.
(Bryan Collier, Illustrator)
New York: Scholastic, 2001

The words spoken to and by Dr. King guide this biography of the Civil Rights leader as he works to change the world. Many illustrations of segregation and Jim Crow laws are included.

Frances E. Ruffin
Martin Luther King, Jr. and the March on Washington
(Stephen Marchesi, Illustrator)
New York: Grosset & Dunlap, 2000

Ruffin provides the background and story of the March on Washington and Martin Luther King's 'I Have a Dream' speech written for children. Through the 1963 March on Washington for the racial equality and jobs, the book shows an American historical period of racial segregation, discrimination, injustice, and inequality.

ROSA PARKS

Nikki Giovanni
Rosa
(Bryan Collier, Illustrator)
New York: Scholastic, 2005

Giovanni tells the story of Rosa Parks and of events leading up to the Montgomery bus boycott. Children can see the injustice contrasted with the quiet dignity of Rosa Parks.

Louise Meriwether
Don't Ride the Bus on Monday: The Rosa Parks Story
Englewood Cliffs, NJ: Prentice-Hall, 1973

Rosa Parks refused to move to the back of the bus and give up her seat to a Caucasian bus rider. This book describes the story of Rosa Parks, the Montgomery Bus Boycott, hardships for the protester, and the Supreme Court's decision.

Faith Ringgold
If a Bus Could Talk: The Story of Rosa Parks
New York: Scholastic, 1999

Marcie accidentally finds herself sitting in a seat reserved for Rosa Parks on the Cleveland Avenue bus. The bus driver asks her to move to another seat and then tells her the story of Rosa Parks. Children can see how one woman's courageous action sparked movement for people's rights and freedoms.

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APPENDIX
Children's Books about The Civil Rights Movement

RUBY BRIDGES

Ruby Bridges
Ruby Bridges Goes to School: My True Story
 New York: Scholastic, 2003

Ruby Bridges tells her own episodic biography as the first African-American child to attend an all-Caucasian elementary school in New Orleans. Written for young children, Bridges writes in positive, hopeful prose while not hiding the sadness of this life event.

Robert Coles
The Story of Ruby Bridges
 (George Ford, Illustrator)
 New York: Scholastic, 1995

Coles chronicles the bravery of one little girl, Ruby Bridges, who defied the hate and anger of people who did not want integrated schools. The episodic biography illustrates the historical incident of a six-year-old girl, Ruby Bridges, and her strength, faith, and hope that change the society and the world.

IDA B. WELLS

Philip Dray
Yours for Justice, Ida B. Wells: The Daring Life of a Crusading Journalist
 (Stephen Alcorn, Illustrator)
 Atlanta, GA: Peachtree Publishers, 2008

Born into slavery, Ida B. Wells fought for the rights of African-Americans through her writings for newspapers. Wells, an antecedent to the modern Civil Rights Movement, became an activist following the lynching of one of her friends.

MARIAN ANDERSON

Deborah Hopkinson
Sweet Land of Liberty
 (Leonard Jenkins, Illustrator)
 Atlanta, GA: Peachtree Publishers, 2007

The beautifully illustrated book chronicles the story of Marian Anderson's struggle to perform at a "white only" venue in Washington, D. C. in the 1930s. The story of a talented woman who was prevented from sharing her talent with others due to her skin color provides children with a picture of her triumph and a successful cornerstone of the Civil Rights Movement.

Pam Munoz Ryan
When Marian Sang: The True Recital of Marian Anderson, the Voice of a Century
 (Brian Selznick, Illustrator)
 New York: Scholastic, 2002

Marian Anderson, a world famous opera singer, was not allowed to sing at Constitution Hall in Washington, D. C., a Caucasian-only venue. The Department of the Interior and President Franklin Roosevelt granted permission for Anderson to perform on the steps of the Lincoln Memorial. The book introduces children to Marian Anderson who became one of the greatest singers in America and the world through her struggles to overcome the racial discrimination and how the country and its people of different races became connected through her voice and the historic concert.