No Easy Walk to Freedom

Grade Level: Second Grade
Presented by: Lisa Sanderson, Green River School, Greenfield, MA
Length of Unit: 4-6 weeks

I. ABSTRACT
In this joint unit of Civil War and Civil Rights, students will gain an understanding that the road to freedom in the United States has not been an easy walk nor has the journey ended. A "Freedom Folder" will be organized by students about specific persons and events in the Core Knowledge sequence. Specific content also will be taught through music, poetry and an individual project.

II. OVERVIEW
A. Objectives: By the end of this unit, students will be able to . . .
1. To identify the different views on slavery.
2. To name a specific slave: Harriet Tubman.
3. To define "Underground Railroad."
4. To identify the map directions given in "Follow the Drinking Gourd."
5. To name Abraham Lincoln as President during this time period.
6. To define "Yankees" and "Rebels."
7. To locate the northern states, southern states and territories of the U.S. on a map.
8. To name the head General of the North: U.S. Grant.
9. To name the head General of the South: Robert E. Lee.
10. To name Clara Barton as founder of the American Red Cross.
11. To name the significance of the Emancipation Proclamation.
12. To identify the civil right to express one's opinion (Freedom of Speech).
13. To identify Susan B. Anthony as an activist for women's voting rights.
14. To name reasons why women should be able to vote.
15. To name Eleanor Roosevelt as a First Lady of the U.S.
16. To identify the contributions of Mary McLeod Bethune to civil rights.
17. To name Jackie Robinson as the first African-American Major League Baseball player.
18. To name Rosa Parks as the catalyst for the bus boycott in Montgomery, Alabama.
19. To name Martin Luther King, Jr. as a leader in the Civil Rights Movement.
20. To explain King's Dream for all people.
21. To identify the significance of Cesar Chavez to the rights of migrant workers.

B. Core Knowledge Sequence
1. American History and Geography
   a. The Civil War
      (1) Controversy over slavery
      (2) Harriet Tubman, the "underground railroad"
      (3) Northern v. Southern states: Yankees and Rebels
      (4) Ulysses S. Grant and Robert E. Lee
      (5) Clara Barton, "Angel of the Battlefield and founder of American Red Cross
   b. Civil Rights
      (1) Susan B. Anthony and the right to vote
      (2) Eleanor Roosevelt and civil rights and human rights
      (3) Mary McLeod Bethune and educational opportunity
(4) Jackie Robinson and the integration of major league baseball
(5) Rosa Parks and the bus boycott in Montgomery, Alabama
(6) Martin Luther King, Jr. and the dream of equal rights
(7) Cesar Chavez and the rights of migrant workers

c. Symbols and Figures
(1) U.S. flag: current and earlier versions
(2) Lincoln Memorial

2. Music: Songs
a. Dixie
b. Follow the Drinking Gourd
c. Swing Low Sweet Chariot
d. When Johnny Comes Marching Home

3. Language Arts
a. Reading Comprehension and Response
   (1) Recall incidents, characters, facts, and details of stories and other texts.
   (2) Discuss similarities in characters and events across stories.
   (3) Gain answers to specific questions from reading nonfiction materials, and interpret information from simple diagrams, charts, and graphs.
   (4) Pose plausible answers to how, why, and what-if questions in interpreting texts, both fictions and nonfiction.
   (5) Explain and describe new concepts and information in his or her own words.
   (6) Demonstrate familiarity with a variety of fiction and nonfiction selections, including both read-aloud works and independent readings.

b. Writing
   (1) Produce a variety of types of writing - such as stories, reports, letters, poems, descriptions - and make reasonable judgments about what to include in his or her own written works based on the purpose and type of composition.
   (2) With assistance, revise and edit to clarify and refine his or her meaning in writing, and attend to spelling, mechanics, and presentation in final drafts of selected works.

c. Poetry
   (1) Harriet Tubman (Eloise Greenfield)
   (2) Lincoln (Nancy Byrd Turner)

d. Fiction - Stories
   (1) Beauty and the Beast
   (2) The Emperor's New Clothes (Hans Christian Andersen)

C. Skills
1. writing: letter, point of view, opinion, newspaper, note taking and summary
2. reading: fiction and non-fiction
3. dictionary work
4. organization: notebook and chronological events
5. cooperative group work
6. presentation
7. mapping
8. diagramming

III. BACKGROUND KNOWLEDGE
A. For teachers
1. America's Civil Rights Movement and Starting Small (video and text kits).
   Teaching Tolerance, 400 Washington Ave., Montgomery, Alabama 36104 (334) 264-0286  WWW.SPLCENTER.ORG  Materials are free.

B. For students
1. Kindergarten
   a. July 4, "Independence" - slavery
   b. Presidents, Past and Present - Abraham Lincoln
2. First Grade
   a. English Settlers
   b. The American Revolution
3. Second Grade
   b. Westward Expansion - Native Americans

IV. RESOURCES
A. Literature

Note: Books not mentioned specifically in lessons should be used for read-alouds, independent reading and reading groups.

B. Other Sources
7. Peter, Paul and Mary. "No Easy Walk To Freedom." (song)
12. "We Shall Overcome." (song)

Note: See Core Knowledge Sequence in Overview for more poems and songs.

V. LESSONS
A. Lesson One: A Reaction to Slavery
1. Daily Objectives:
   a. To identify the different views on slavery.
   b. To write a letter.
2. Materials:
   a. *Nettie's Trip South*
   b. lined paper
   c. pencils
3. Key Vocabulary: slavery
4. Procedure:
   a. Read and discuss *Nettie's Trip South*.
   b. Write a letter to Nettie, responding to what she has told you.
   c. Share letters.
B. Lesson Two: Defining Freedom

1. Daily Objectives:
   a. To define "slavery," "freedom," and "controversy."
   b. To apply freedom definition to student's own life.
   c. To work cooperatively with a partner.
   d. To locate a given word in a dictionary.
   e. To take notes.
   f. To organize a folder/notebook.

2. Materials:
   a. 18" x 11" construction paper
   b. "Freedom Folder" cover sheet (Appendix A)
   c. lined paper
   d. pencils and crayons
   e. dictionaries
   f. stapler
   g. overhead/overhead transparency sheet
   h. letter to Nettie from Lesson One
   i. chalkboard, marker board or chart paper

3. Key Vocabulary:
   a. Freedom
   b. Slavery
   c. controversy

4. Procedure:
   a. Ask students to remind you about what happened in Nettie's Trip South.
   b. Write "slavery," "freedom," and "controversy" on marker board (chalkboard, chart paper, etc.).
   c. Have students in pairs discuss what these words mean and how the words are related.
   d. Share with whole group.
   e. Assign each pair to look up one of the words in the dictionary. Make sure all words are being researched evenly.
   f. Pass out lined paper. Have each child label it "Notes" on center top as s/he finishes dictionary work.
   g. Have students share dictionary definitions.
   h. Write down each word and the definition on overhead sheet labeled "Notes." Have students copy onto his/her "Notes" paper. Discuss the connections between these words.
   i. Pass out "Freedom Folder" cover sheet (Appendix A). Have students fill in and color. Staple to folded construction paper.
   j. Label "Notes" as page 1 and put in folder.
   k. Pass out letters to Nettie from previous lesson and label as page 2 in folder.

Note: Depending on your class' experience with organization, steps i-k can be completed during an independent work time.

5. Evaluation:
   a. partner work
   b. dictionary use
   c. written application of definitions on cover
   d. folder organization

C. Lesson Three: Harriet Tubman: A Slave's Life

1. Daily Objectives:
a. To describe a slave's life.
b. To name a specific slave: Harriet Tubman.
c. To write from a different point of view.
d. To maintain the organization of a folder.
e. To create a "Table of Contents."

2. Materials:
   a. Freedom Folder
   b. Minty - A Story of Young Harriet Tubman
   c. Story of Civil War Coloring Book or slave auction picture.
   d. lined paper
   e. pencils and crayons
   f. "Harriet Tubman" poem by Eloise Greenfield

3. Key Vocabulary: auction

4. Procedure:
   a. Read and discuss Minty - A Story of Young Harriet Tubman.
   b. Go to page 4 of Story of Civil War Coloring Book depicting a slave family on the auction block. (Any picture showing this situation may be used.) Discuss what's happening in the picture.
   c. Have students choose one of the slaves and pretend to be him/her, writing a reaction to how s/he is feeling or what s/he is thinking that moment in time.
   d. Share writing.
   e. If possible, have students color the picture or draw his/her own picture to go along with the writing.
   f. Label as page 3 of folder. (This is a good time to begin a Table of Contents for the folder.)
   g. Teach "Harriet Tubman" poem within the next few days. Add to folders if desired.

5. Evaluation:
   a. oral discussion
   b. writing contents
   c. folder organization

D. Lesson Four: The Underground Railroad

1. Daily Objectives:
   a. To define "Underground Railroad."
   b. To identify the map directions given in "Follow the Drinking Gourd."

2. Materials:
   a. Freedom Folder - "Notes"
   b. Follow the Drinking Gourd
   c. "Follow the Drinking Gourd" song
   d. pencils and crayons

3. Key Vocabulary:
   a. Underground Railroad
   b. conductor
   c. The Drinking Gourd

4. Procedure:
   a. Review slave life information from previous lesson.
   b. Review Harriet Tubman. (At another time of day, read A Picture Book of Harriet Tubman for adult life. Also, page 4 and 5 of Civil War Heroines can be used.)
   c. Introduce or reintroduce term "Underground Railroad" - the secret journey a slave took to gain his/her freedom. The most famous conductor was Harriet Tubman. Add to "Notes" page in Freedom Folder.
   d. Read and discuss Follow the Drinking Gourd.
e. Teach song. (Lyrics can be illustrated, added to folder and numbered if desired).
Note: Other songs that can be taught are "Harriet Tubman" by Walter Robinson and "Swing Low Sweet Chariot."

5. Evaluation:
   a. oral discussion
   b. illustration content
   c. folder organization

E. Lesson Five: North v. South
1. Daily Objectives
   a. To name Abraham Lincoln as President during this time period.
   b. To define "Yankees" and "Rebels."
   c. To locate the northern states, southern states and territories of the U.S. on a map.
2. Materials:
   a. Abraham Lincoln - President of a Divided Country
   b. Freedom Folder- "Notes"
   c. North v. South map (Appendix B)
   d. "Lincoln" poem
   e. pencils and crayons
3. Key Vocabulary
   a. Yankees
   b. Rebels
4. Procedure:
   a. Introduce Abraham Lincoln as the President during this time in history. Read and discuss *Abraham Lincoln - President of a Divided Country* (Chapters 1-3).
   b. Define terms "Yankees - people from the northern states" and "Rebels - people from the southern states." Add to "Notes" page of folder.
   c. Color the map "North v. South" (Appendix B). Number and add to folder.
   d. Teach the poem "Lincoln" by Nancy Byrd Turner.

   (This poem can be introduced, illustrated and added to the folder at another time over the next few days.)
5. Evaluation:
   a. oral discussion
   b. map completion
   c. folder organization

F. Lesson Six: Grant and Lee
1. Daily Objectives:
   a. To list the qualities of a leader.
   b. To name the head General of the North: U.S. Grant.
   c. To name the head General of the South: Robert E. Lee.
   d. To recite a morale song of the Civil War.
2. Materials:
   a. Freedom Folders
   b. Grant and Lee (Appendix C)
   c. "Dixie" song
3. Key Vocabulary
   a. Leader
   b. General
4. Procedure:
   a. Pose question to students: What does it take to be a leader?
   b. Have students list as many qualities as possible on top of Appendix C.
   c. Share ideas.
   d. Introduce U.S. Grant and Robert E. Lee as Civil War Generals.
e. Have students appropriately color and fill in information on Appendix C. Number and add to folder.
f. Teach morale song of the soldiers: "Dixie." Illustrate, number and add to folder.

5. Evaluation
   a. oral discussion
   b. written response
   c. folder organization
   d. participation

G. Lesson Seven: "Angel of the Battlefield."
1. Daily Objectives:
   a. To identify the dangers of war.
   b. To name Clara Barton as founder of the American Red Cross.
2. Materials:
   a. Cecil's Story
   b. Civil War Heroines
   c. red and white construction paper
   d. "When Johnny Comes Marching Home" song
   e. Freedom Folders
3. Key Vocabulary: founder
4. Procedure:
   a. Read and discuss Cecil's Story and the dangers of war.
   b. Introduce Clara Barton.
   c. Read pages 40 & 41 of Civil War Heroines. If possible color page 41.
   d. Make American Red Cross symbol out of construction paper. Write "Clara Barton, founder of American Red Cross" on back. Add to folder.
   e. Teach song "When Johnny Comes Marching Home." Illustrate, number and add to folder in next few days.
   f. Possible Extension: Write similes. For example, Clara Barton was like an "Angel on the Battlefield."
5. Evaluation:
   a. oral discussion
   b. symbol construction
   c. participation

H. Lesson Eight: The End of Slavery
1. Daily Objectives:
   a. To name the significance of the Emancipation Proclamation.
   b. To take notes.
   c. To write an opinion to a story's ending.
2. Materials:
   a. Emancipation Proclamation Poster
   b. Pink and Say
   c. Freedom Folders -"Notes"
   d. lined paper
   e. pencils
3. Key Vocabulary: Emancipation Proclamation
4. Procedure:
   a. Introduce the Emancipation Proclamation and how it ended slavery, but didn't end the war. Discuss possible reasons why. Eventually, the South would surrender. Show picture or poster of it.
   b. Add Emancipation Proclamation and definition to "Notes" page.
   c. Read and discuss Pink and Say.
   d. Have students write a reaction to the end of the story on lined paper.
   e. Share reactions.
Lesson Nine: Our Civil Rights

1. Daily Objectives:
   a. to define "equality"
   b. To locate a word in a dictionary.
   c. To identify the Civil Right to express one's opinion (Freedom of Speech).

2. Materials:
   a. chalkboard/marker board/chart paper
   b. dictionaries
   c. Freedom Folder - "Notes"
   d. "Our Civil Rights" poem

3. Key Vocabulary:
   a. Civil Rights
   b. equality

4. Procedure:
   a. Write "All men are created equal." on board. Brainstorm in pairs what this means. Share with whole group.
   b. Look up definition for "equality" in dictionary. Add to notes.
   c. Introduce or review poem "Our Civil Rights." (this poem could have been previously used with the study of the constitution.)
   d. Discuss last stanza, regarding freedom to express one's opinions. Tell students that the second half of the unit will introduce them to people who have exercised this right.

5. Evaluation:
   a. oral discussion
   b. dictionary work
   c. folder organization

Lesson Ten: Susan B. Anthony and the right to vote

1. Daily Objectives:
   a. To identify Susan B. Anthony as an activist for women's voting rights.
   b. To name reasons why women should be able to vote.
   c. To define "suffrage."

2. Materials:
   a. The Day the Women Got the Vote
   b. chalkboard/marker board/chart paper
   c. poster paper
   d. markers
   e. optional - sticks
   f. America Rock (School House Rock Video)
   g. Freedom Folder - "Notes"
   h. dictionaries

3. Key Vocabulary: suffrage

4. Procedure:
   a. Pose a question to the class, such as: "The cafeteria would like to know if we should make chocolate milk available everyday at lunch?" Then ask boys to vote 'yes' or "no."
   b. Discuss reactions of the class to this voting procedure. Tell students that women have not always been able to vote.
   c. Read pages 24 & 25 of The Day the Women Got the Vote, highlighting Susan B. Anthony's contributions.
d. Brainstorm why women should be able to vote on board/chart. Tell students to create posters like women's movement protesters/campaigners did to convince people why women should vote.
e. Watch "Suffering for Suffrage" on School House Rock to get more ideas about posters and parades.
f. Display posters or reenact a voting rights parade.
g. Add and define term "suffrage" to "Notes."

5. Evaluation:
   a. oral discussion
   b. poster outcome
   c. folder organization

K. Lesson Eleven: Eleanor Roosevelt
1. Daily Objectives:
   a. To name Eleanor Roosevelt as a First Lady of the U.S.
   b. To write a newspaper column.
2. Materials:
   a. The Day the Women Got the Vote
   b. local newspaper articles written by columnists
   c. lined paper
   d. pencils
   e. Freedom Folders
3. Key Vocabulary:
   a. First Lady
   b. Columnist
4. Procedure:
   a. Read and discuss about Eleanor Roosevelt from The Day the Women Got the Vote. Compare Eleanor's position of power to the grass roots protesting and parades of other women.
   b. Show students various columnists from local newspapers
   c. Ask students to pretend that they have his/her own newspaper column. Have students write about something important to him/her.
   d. Share and put in folders.
   e. Optional: Submit columns to school newspaper.
5. Evaluation:
   a. oral discussion
   b. writing content
   c. folder organization

L. Lesson Twelve: Mary McLeod Bethune
1. Daily Objectives
   a. To identify the contributions of Mary McLeod Bethune to civil rights.
   b. To interpret a quote through art.
2. Materials:
   a. Mary McLeod Bethune - A Great Teacher
   b. drawing paper or various colors of construction paper
   c. optional - scissors & glue
   d. crayons
   e. Freedom Folders
   f. Famous African Americans
3. Key Vocabulary: educational opportunity
4. Procedure:
   a. Read and discuss Mary McLeod Bethune - A Great Teacher.
   b. Have students draw a picture or create a "people garden" with the caption: 'Just because you have not seen such a thing doesn't mean it doesn't exist.'
   c. Options - create a bulletin board or add individual pictures to folders.
d. If available, page 4 of Famous African Americans can be colored and added to folders.

5. Evaluation:
   a. oral discussion
   b. project outcome
   c. folder organization

M. Lesson Thirteen: Jackie Robinson
1. Daily Objectives:
   a. To name Jackie Robinson as the first African-American Major League Baseball player.
   b. To work cooperatively in a group.
   c. To summarize using a 3-2-1.
2. Materials:
   a. Jackie Robinson and the Story of All Black Baseball
   b. "CNN Perspectives: Idols of the Game"
   c. Famous African Americans
   d. Freedom Folders
   e. lined paper
3. Key Vocabulary: Negro Leagues
4. Procedure:
   a. Pose question to students: "What does it take to be a good baseball player?"
   b. Share qualities
   c. Explain to students about Negro Leagues. Read information from Jackie Robinson and the Story of All Black Baseball.
   Note: This is a good reading group book. Students who have been in this group could report information to the class. See Appendix D.
   d. Show video from "CNN Perspectives: Idols of the Game."
   e. Do a 3-2-1 about Jackie. List 3 words to describe Jackie, 2 ways he changed/affected sports today; and 1 thing you would say to him or ask him if you met.
   f. Share and add to folders.
   g. If available, color page 14 of Famous African Americans.
5. Evaluation:
   a. oral discussion
   b. group cooperation
   c. 3-2-1 content
   d. folder organization

N. Lesson Fourteen: Rosa Parks
1. Daily Objectives:
   a. To name Rosa Parks as the catalyst for the bus boycott in Montgomery, Alabama.
   b. To state an opinion about Rosa Parks' actions.
   c. To write a letter to obtain more information.
   d. To define "segregation."
2. Materials:
   a. A Picture Book of Rosa Parks
   b. America's Civil Rights Movement Teaching Tolerance video
   c. Famous African Americans
   d. lined paper
   e. pencils and crayons
   f. dictionaries
   g. Freedom Folders - "Notes"
3. Key Vocabulary:
   a. segregation
Lesson Fifteen: Martin Luther King, Jr.

Daily Objectives:
1. To name Martin Luther King, Jr. as a leader in the Civil Rights Movement.
2. To explain King's Dream for all people.
3. To name one's own dream(s).

Materials:
- Young Martin’s Promise
- Famous African Americans
- pencils and crayons
- “Martin Luther King,” “His Dream Lives On” and “We Shall Overcome” songs
- paper

Key Vocabulary:
- segregation
- dream

Procedure:
1. Read and discuss Young Martin’s Promise.
2. Have students finish sentence - "I have a dream . . . " and illustrate.
3. Share. (Then display or add to folders.)
4. If available, color page 9 of Famous African Americans.
5. Teach the following songs at this time or within the next few days - "Martin Luther King," "His Dream Lives On" and "We Shall Overcome." Illustrate and add to folders if desired.

Evaluation:
1. oral discussion
2. written response
3. folder organization

Lesson Sixteen: Cesar Chavez

Daily Objectives:
1. To identify the significance of Cesar Chavez to the rights of migrant workers.
2. To define "migrant workers."
3. To define "prejudice."
4. To define "unions."
5. To compare Chavez to Rosa Parks using a Venn diagram.

Materials:
- Learning About Justice from the Life of Cesar Chavez
- Freedom Folders - "Notes"
- Chart paper (draw a Venn diagram)
- small Venn diagrams on sheets for students.

Key Vocabulary:
- Migrant workers
b. prejudice
c. union

4. Procedure:
   a. Read and discuss Learning About Justice from the Life of Cesar Chavez.
   b. From the reading, define the following terms and add to "Notes": migrant workers, prejudice and union.
   c. Make a Venn diagram. Compare Cesar Chavez and Rosa Parks. Have students do this individually. Share and make a large, class diagram.
   d. Add individual diagrams to folders.

5. Evaluation:
   a. oral discussion
   b. folder organization
   c. Venn diagram content

VI. CULMINATING ACTIVITIES
A. Individual Project
   1. Students will research one individual from the unit and compose an acrostic poem (Appendix E).
   2. Using a shoe box, students will design a diorama of his/her individual.
   3. Students will share poems and dioramas with the class.
   4. An open house for these projects can take place.

B. Time Line
   1. As a review to American History, have students find the birth/death dates or beginning/ending dates of critical persons and events studied this year. Your time line could include: Constitution's birthday, James Madison, War of 1812, Francis Scott Key, Westward Expansion, Transcontinental Railroad, Sequoyah, Trail of Tears, Robert Fulton, Civil War, Emancipation Proclamation and all the persons being researched for individual projects.
   2. On one 4” X 4” card, label person/event and dates. On another card, make into a picture frame and illustrate person or event.
   3. Order cards chronologically.
   4. On a bulletin board, draw a centered horizontal line. Affix cards on board above and below line. Use string/yarn to connect the cards to the line.
   Note: This is a good class activity to do while students are completing individual projects at home.

C. Optional: Vocabulary Test
   Have students define words from "Notes."

VII. HANDOUTS/WORKSHEETS
   Appendix A Freedom Folder Cover
   Appendix B North v. South Map
   Appendix C Grant and Lee
   Appendix D Jackie Robinson Reading Group Questions
   Appendix E Individual Projects

VIII. BIBLIOGRAPHY
Freedom Folder

I'm glad that I'm free to

Inside you will find information about what people have done to help others and to make sure that everyone is treated equally.
APPENDIX C

What does it take to be a leader?

Circle the quality that you think is most important.

Why do you think so?

Name: ___________________________  Name: ___________________________

Army: ___________________________  Army: ___________________________
Chapter 1
1. Vocab: deatening
   Use a dictionary to find the definition.
2. Why is April 15, 1947 so special?
3. What are two bad things that happened to Jackie during his first season?
4. What are two good things that happened to Jackie during his first season?

Chapter 2
5. Vocab: cut (p. 12), shin, ordinary
   Use a dictionary to find the definitions.
6. Why did black players always get cut or traded?
7. Do you think that was fair? Why or why not?
8. Why did the first all-black team call themselves the Cuban Giants?
9. What was barnstorming?

Chapter 3
10. Vocab: hunting, stadium
    Use a dictionary to find the definitions.
11. Tell two ways that black baseball was different from white baseball?

Chapter 4
12. Vocab: sharp (p. 27), bold (p. 28), confidence, prejudice, clinch
    Use a dictionary to find the definitions.
13. How did Satchel Paige get his nickname?
14. Why doesn't Josh Gibson hold the record for most home runs?
15. Do you think Josh should hold the record? Why or why not?

Chapter 5
16. Vocab: daring (p. 42)
    Use a dictionary to find the definition.
17. What were Branch Rickey's two reasons for wanting to bring a black into major-league baseball?
18. What does Jackie have to promise Branch? Why?

Chapter 6
19. Vocab: honor, eligible
    Use a dictionary to find the definitions.
20. Do you think the superstars of the Negro Leagues should have been elected to the Baseball Hall of Fame? Why or why not?

Project: Do a project about Jackie Robinson. Choose: diorama, puppet, comic strip or story.
You will share your project with the class.
APPENDIX E

Civil Rights Project

name: ________________________________

I am doing my project on _______________________.

This is what I need to do:

1. Find out more information about my person. I could get a book from the library to help me.

2. Write a rough draft acrostic poem about my person. My poem should describe why my person is famous for civil rights. My poem should also describe what the person was like (looks, personality, favorite things, etc.). My poem can also include any other interesting facts I learned about him/her. My poem should be mostly facts, not opinions.

3. My rough draft poem must be passed in by Friday, February 27. Doing a rough draft poem is a must. I will get my edited poem back to copy over.

4. My final draft poem is due Friday, March 6. It must be perfect! Neatness and spelling of all words count!

5. I also need to make a diorama about my person. I will need a shoe box. If I can't get my own, I should ask Ms. Sanderson right away!

   I can use any materials I want to make my diorama: cloth, construction paper, markers, paints, sticks, styrofoam, etc. My diorama should be a scene showing my person in action. I should really take my time and make this look like my best work.

6. My diorama and final draft poem must be passed in together. They are both due on Friday, March 6.

Note: If I have any questions about my responsibilities for this project, I should ask Ms. Sanderson right away!
APPENDIX E

ABRAHAM

K

LINCOLN

TUBMAN

written by:

written by:

ROBERT

ROSA

LEE

PARKS

Written by:

Written by:
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