



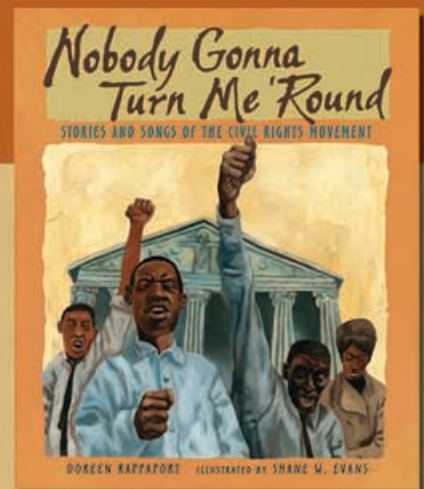
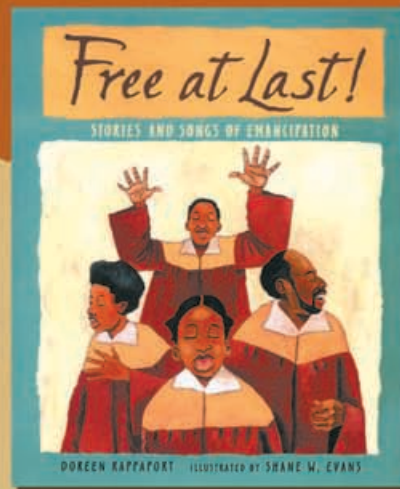
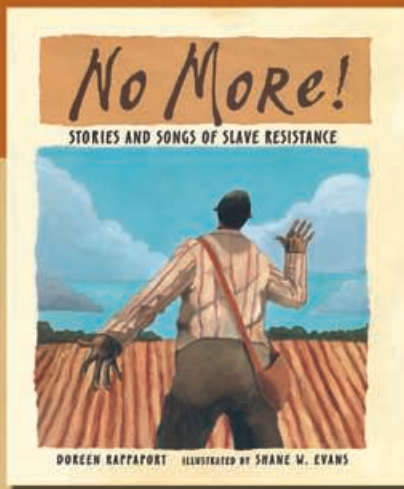








# STORIES AND SONGS OF RESISTANCE, EMANCIPATION AND CIVIL RIGHTS!



## About the Books

No More!, Free at Last!, and Nobody Gonna Turn Me 'Round comprise a trilogy of first-person accounts, vignettes, spirituals, work songs, blues lyrics, and poems woven together to create a compelling narrative recounting the black experience in America spanning from slavery through emancipation, all the way to the civil rights movement and beyond.

No More! tells the story of enslaved Africans from their journeys across the ocean to emancipation. Free at Last! sheds light on a lesser-known era in African-American history—the crucial decades between emancipation and the start of the civil rights movement. Nobody Gonna Turn Me 'Round celebrates the struggles in the 1960s civil rights movement to secure equality before the law for black Americans.

Boldly illustrated with dramatic oil paintings by award-winning artist Shane W. Evans and meticulously researched by Doreen Rappaport, these three books are an invaluable resource for teachers, parents, libraries, students, and people everywhere who care about what it means to be free and what it is to be human.

NO MORE!, FREE AT LAST!, AND NOBODY GONNA TURN ME 'ROUND

## TEACHER'S GUIDE

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## Pre-reading Activities

### Keep a Reading Journal

Have students keep a journal throughout the reading and discussion of these books. Display the covers of the books and ask the students to write about their first impressions of the books based on their titles and the cover art. What are they about? Are they related to each other? If so, how are they connected? What do the titles mean? The student will use this first entry to create a KWL chart (see below).

Throughout the unit, students should write about feelings, questions, and comments that they have. Students may want to address class discussions in their journals and write their opinions about things they have read. Students should also list questions for discussion or further research.

### Create a KWL Chart

Ask the students to bring their journal entries and share their thoughts about the book covers. Create a chart with three columns titled “What We Know, What We Want to Know and What We Learned.”

Ask students to give you examples of what they know about these times in history. Then ask students to list their questions. These questions will go in the middle column. The third column can be filled periodically during the unit or after the unit is over. Depending on the time you have allotted for these books, you may want to create a chart for each book.

## Discussion Questions

### *No More! Stories and Songs of Slave Resistance*

1. Slaves struggled to adapt to their new lives. Describe some ways in which slaves resisted their masters’ control.
2. How did the elders help the young feel “more hopeful and confident”?

3. Why was it against the law to teach slaves to read and write? How did slaves get around this law?
4. What was the Underground Railroad?
5. How did black Americans participate in the Civil War?
6. Explain the meaning of: Middle Passage, mutiny, oral tradition, resistance, “the Promised Land,” abolitionist, Civil War, the Emancipation Proclamation

### *Free at Last! Stories and Songs of Emancipation*

1. To which states did the Emancipation Proclamation first apply?
2. How did slave holders continue to keep their former slaves as indentured servants?
3. Why was the Thirteenth Amendment needed? What did it mean for the slaves?
4. How did southern whites get around laws to keep blacks from making new lives for themselves?
5. What does “separate but equal” mean to you? What did segregation really mean for black Americans?
6. Why did other black leaders have problems with some of Booker T. Washington’s ideas?
7. The illustration on page 36 shows a man holding a mask. What emotion does the mask show? How does the man really feel?
8. List some of the ways black Americans organized to fight for their rights. How were these movements similar? Do you think they were successful?
9. How did Thurgood Marshall obtain evidence to prove that segregation was damaging black children? What do you think would happen if someone asked those questions to children today?



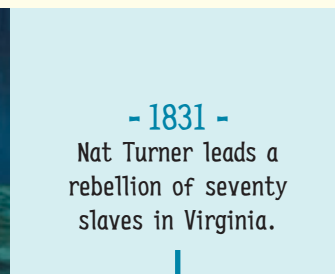
- 1619 -

The first twenty African settlers arrive in Jamestown Virginia, as indentured servants.



- 1776 -

The Declaration of Independence, which states that “all men are created equal,” is approved. The final draft omits Thomas Jefferson’s attack on the King of England for allowing the slave trade.



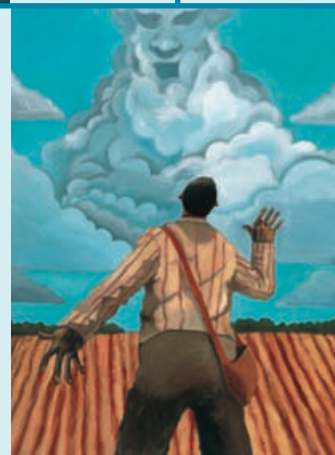
- 1831 -

Nat Turner leads a rebellion of seventy slaves in Virginia.



- 1851 -

Harriet Tubman takes her first trip back to the South to lead nine African Americans to freedom.



- 1808 -

Federal law ends the importing of slaves to the United States.

10. Explain the meaning of: “apprenticeship” laws, Black Codes, Ku Klux Klan, suffrage, Exodusters, sharecropping, lynching, John Henry, “policy of accommodation,” “Lift Ev’ry Voice and Sing,” Harlem Renaissance, segregation.

### ***Nobody Gonna Turn Me ‘Round: Stories and Songs of the Civil Rights Movement***

1. Who was Emmett Till? Why was the trial of the men who murdered him so significant?
2. What is nonviolent direct action? How did black Americans use this approach to change policies in the United States?
3. Who were Malcolm X and Martin Luther King Jr.? How did they differ in their ideas?
4. How did the civil rights activists bring education and voter registration to the black communities?
5. Explain the meaning of: NAACP, civil rights, bus boycott, school integration, sit-ins, “Keep Your Eyes on the Prize,” Freedom Rides, “We Shall Overcome,” the Voting Rights Act.

### **Tying It All Together**

1. Out of all the true stories you have heard in these three books, which one is the most interesting or inspiring to you?
2. Themes of strength, courage, and dignity course through these stories of the black American experience. Choose a story from each book that best portrays these themes. Compare and contrast how the people in the stories face the obstacles in front of them.
3. Discuss the author’s style of writing. Why did she intersperse poetry, songs, and narratives throughout the books? Do you think her style succeeded in strengthening this history? Explain.

4. Compare the illustrations for “The Story of Adeline” (*No More!* pp. 25-26) and “Keep Your Eyes on the Prize” (*Nobody Gonna Turn Me ‘Round* p. 32). What is similar about the figures in the paintings? Why do you think the artist chose to show the shadows of the slaves and the front images of the blacks at the courthouse?
5. What is your favorite song or poem in these books? Why? Had you heard this song or poem before? In what context?
6. Discuss challenges facing black Americans today. Who are some present-day leaders? What are their goals? How will we know when equality has been attained? What policy changes would you make to give better opportunities to people who are in need?

## **Activities**

### **Create a Local Timeline**

Have the students create a timeline of events from their city or town during the time periods covered in this trilogy. The timeline should reflect important events in black history as well as monumental events in the city’s history. Divide the class into three groups. Each group will be responsible for researching important local events during 1619-1863, 1863-1954, and 1954-1965. Briefly describe and illustrate each event on a large piece of paper. Display the timeline by putting all of the events in order around the walls of the classroom.

### **Paint Murals**

Shane W. Evans uses paintings to depict the stories of these time periods. Break the students into groups to create murals. Their murals could illustrate one story, multiple stories from one book, or all of the time periods of the trilogy. Display these murals in your classroom and invite other classes to view them.

**- April 21, 1861 -**  
Confederate troops fire on Fort Sumter, and the Civil War begins.

**- January 1, 1863 -**  
The Emancipation Proclamation is signed, ending slavery in the Confederate states.



**- March 30, 1870 -**  
The Fifteenth Amendment secures the vote for black men



**- December 18, 1865 -**  
The Thirteenth Amendment to the Constitution outlaws slavery and all forms of involuntary servitude.

**- April 9, 1866 -**  
The Civil Rights Act gives blacks the rights of full citizenship—to make contracts, hold property, testify in court—and declares them responsible to the laws, punishments, and penalties of the United States.





## Write Songs and Poems

Bring in recordings of songs featured in the books. If possible, have the students learn the songs; the music teacher might be involved. Encourage students to write their own songs or poems about the time periods covered in the books. Allow time for sharing these pieces with the rest of the class.

## Perform a Play

Invite students to break into groups of three or four. Ask the students to create a play about an event in a book. The play can focus on one event or include a series of events. Give students time to practice and perform their plays.

## Listen to a Guest Speaker

Invite a guest speaker who had direct experience with the civil rights movement to speak to your students. Ask the speaker to bring in any photos of himself or herself at the time. The speaker should address the politics of the movement and how it affected his or her life, including everyday life, during that time and today. Have the students prepare questions to ask the speaker.

## Write Dialogue Between Characters of Different Time Periods

Ask students to imagine what the people of the different time periods would say to each other if they were able to communicate. The dialogues could be between people on opposite sides of the issues, such as Edward Covey and Martin Luther King Jr., or they could be between two people sharing stories, such as Vina and Rosa Parks. Students can use their journals to write the dialogues. Give students the opportunity to share their dialogues with the class.

## Discuss Current Injustices and Goals for the Future

Students played an important part in changing the segregated society. After completing the KWL chart, ask the students to

research equality in today's world. They can cover topics such as dropout rates, literacy, and job status among people of different socioeconomic backgrounds. Ask: Do you feel all people are given equal opportunities today? What are some current injustices that need attention? How can people of all ages make a difference? Chart the students' answers and display them.

## Book-Specific Activities

### No More!:

#### Tell Stories

Elders told stories about the weak outwitting the strong to empower the children. Ask the students to think about stories from their childhood that had a positive impact on them. Have volunteers tell the stories to their classmates and explain how this story gave them courage when they were facing a challenge.

### Free At Last!:

#### Discover the Harlem Renaissance

Bring in the literature of Zora Neale Hurston and Nella Larsen. Look through art books featuring works by Jacob Lawrence, William H. Johnson, and Palmer Hayden. Listen to music by James P. Johnson and Fats Waller. Throw a party where the students wear 1920s clothing and dance to music from the era. Try to have them copy the moves of the Lindy Hop, a dance originated in Harlem during that era. This dance can be seen in the 1992 film *Malcolm X*.

### Reflect-on-the-Reading Journals

Jackie Robinson was able to succeed on the baseball field despite constant jeers and name-calling. Ask the students: How would you have reacted in this situation? Have the students write a journal entry about a time when they faced ill treatment. Ask: How did you deal with the problem? Would you do anything differently if it happened again?



-1920s -

During the Harlem Renaissance, black artists achieve prominence.



- August 28, 1955 -

Emmett Till is lynched.



- May 18, 1896 -

Plessy v. Ferguson justifies segregation by race.



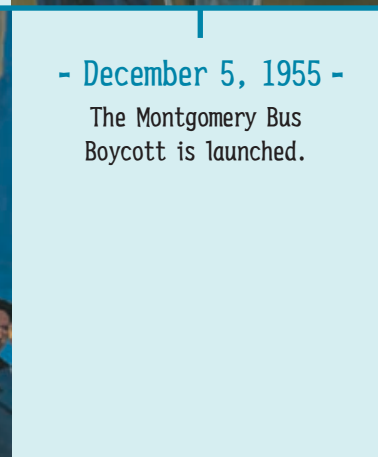
- May 17, 1954 -

In *Brown v. Board of Education of Topeka, Kansas*, the U.S. Supreme Court rules that racial segregation in public schools is unconstitutional and that separate education is inherently unequal.



- December 5, 1955 -

The Montgomery Bus Boycott is launched.



## Nobody Gonna Turn Me 'Round:

### Conduct Interviews

Ask each student to interview a relative or family friend who lived in the United States during the civil rights movement. Ask how they participated they had in the movement or, if they didn't participate, how they felt about what they read about what was going. Give the students time to share their interviews with the class. Were there many similarities between the experiences of the interviewees?

### Re-create Moments in the Civil Rights Movement

Bring in photographs and/or video footage of significant moments in the civil rights movement. Ask the students to write in their journals how they feel about these images.

Read and discuss speeches by civil rights leaders such as Martin Luther King Jr., Fannie Lou Hamer, Malcolm X, and David Dennis. The PBS video *Eyes on the Prize* is a great reference for visual material and speeches.

## Additional Resources

*Eyes on the Prize* [video recording], Blackside, Inc.; produced and directed by Judith Vecchione; executive producer, Harry Hampton; series writer, Steve Fayer. (PBS Video, 1989)

Lists of suggested websites and further reading are featured in each of the books:

*No More!* —pages 58-59

*Free at Last!* —pages 61-62

*Nobody Gonna Turn Me 'Round*—pages 61-62

## About the Author and Illustrator



**Doreen Rappaport** is the author of numerous books for young readers. In 1965, she went to McComb, Mississippi, to teach at a freedom school. The experience changed her life. She says, "I met extraordinary ordinary people—black Americans who had been deprived of rights that I took for granted, and who were

threatened with death every day. Their courage inspired me. They were heroic. I knew there had to be many more unknown heroes, people who helped change history. I set out to recover and write about this lost history."

**Shane W. Evans** is the illustrator of many children's books. About illustrating this trilogy, he says, "I was faced with the challenge of making beautiful images out of images that are not always beautiful. There are dark moments in American history—our story—that need to be told, need to be known, and very important, need to be seen. It has been a welcome challenge and honor to tell these stories in pictures."

Teachers' Guide written by Taunya Nesin, who has graduated from the Teachers College at Columbia University where she earned a masters degree in curriculum and teaching.

Grades 4–7



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### - September 1957 -

Nine black students enroll at Central High School, Little Rock, Arkansas.



### - August 28, 1963 -

More than 250,000 people participate in the March on Washington.

### - August 6, 1965 -

The 1965 Voting Acts Right is signed into law.

### - February 18, 1960 -

Nashville students sit in at lunch counters.

