

About the Author Activities:

Activities

1. Alternative Book Report: Comic Strips

Language Arts Objectives: 1.03

Because this is the end of the book, it would be a great idea, to have students summarize the book. Instead of having them write the same old book report, it would be fun to have students make a summary comic strip. First you identify the key elements such as settings, characters, the problems, and solutions. After the key elements have been discussed, students then need to plan out their comic strip. This can be done by a planning sheet, found at http://www.readwritethink.org/lesson_images/lesson236/comic-strip-storyelements.pdf. This sheet allows students to fill out the elements of the story including props. After they have completed the sheet, students would then be able to begin creating their comic strip using the website: <http://www.readwritethink.org/materials/comic/index.html>. This program requires flash and can be downloaded from the website. This is a great alternative to usual book report.

- Materials
 - Computer lab
 - Planning sheet for comic strip
- Resources
 - <http://www.readwritethink.org/materials/comic/index.html>.
 - http://www.readwritethink.org/lesson_images/lesson236/comic-strip-storyelements.pdf.

2. Factories: from old to new.

History Objective 6.02

After an overview of factories, have students research factories and allow them time to look at the pictures and video clips. Also, there are activities for students to sequence how something is made in a factory. Students can also observe how factories have changed by technology, through the pictures and video clips as well as looking at the history of factories. Having the students go in the order that is presented under resources is recommended. The first one tells why factories are important, the next two show how factories have changed over time and the impact the industrial revolution had on them. The last two are pictures, video clips, and activities for students to look at and do. These two websites will be the ones the students enjoy the most.

- Materials
 - Computer lab with Internet
- Resources

- <http://www.aviatorrecords.com/essays/75.htm>
- <http://www.picturehistory.com/find/c/141/p/4/mcms.html>
- <http://www.socialstudiesforkids.com/subjects/industrialrevolution.htm>
- <http://www.fotosearch.com/video-footage/factories.html>
- http://pbskids.org/rogers/R_house/picpic.htm

3. Christopher Paul Curtis Writing

Language Arts Objectives: 1.03

After reading the book, have students review the three suggestions Curtis offers to kids who want to write. Let students read the suggestions and then write a piece based on the suggestions.

- Materials
 - Pen/pencil
 - Paper
 - A poster with the three suggestions Curtis gives
- Resources
 - <http://www.randomhouse.com/features/christopherpaulcurtis/activities.htm>

4. A Virtual Tour of Ontario

History Objectives: 1.03

Many students will not know where Ontario, Canada is. By using the website listed below, students can take a virtual tour of Ontario. They can look at the geography, history, culture and people, and more. After they have taken the virtual tour, students should be able to compare and contrast Ontario with their hometown.

- Materials
 - Computer lab with Internet
- Resources
 - http://www.gov.on.ca/ont/portal!/ut/p.cmd/cs/.ce/7_0_A/s/7_0_252/s.7_0_A/7_0_252/1/en?docid=004172

Lesson Plans:

There are two great lesson plans that go with the history objectives..

1. Capturing History

History Objectives: 1.02, 1.03, 1.05, 4.02, 4.03, and 4.06-4.08

The first lesson plan can be found at: <http://artsedge.kennedy-center.org/content/2368/> The lesson plan is described as “Through teacher-guided discussions and hands-on activities, students will understand the political and economic reasons for the African-American migration to Northern cities between the World Wars. They will discover the similarities and/or differences of life experiences in the South and the North through research, photographs, and artwork, as well as examine how these changes affected African-American life.”

2. Economics: Market Study

History Objectives: 1.04, 5.06 and 5.07

The second lesson plan can be found at: <http://www.learnnc.org/lessons/DeniseDelp5232002534>. The lesson is described as “This lesson plan is for an accelerated, academically gifted 4/5th grade combination class. The unit of study is economics (social studies). The goals and objectives cross grade levels and curriculum areas because of the nature of the children for whom this lesson was designed. This lesson was designed as a supplemental lesson for a unit I taught called Mini-Society (supported by the Kauffman Center for Entrepreneurial Leadership). I taught this unit for the first time this year after attending a workshop at Chapel Hill, NC. This lesson enhances the Mini-Society unit in which children create their own businesses.”

Note: Both of these lesson plans include activities such as creating your own business, conducting research using the Internet, and learning key words such as supply/demand.

Chapter 1 Activities

1. The Truth about Bullies

Objectives: Health 3.02

After reading the part in *The Watson's Go to Birmingham – 1963* when Buphead and Byron are bullying Kenny have a discussion with the students about bullying and its negative effects. Then have the students navigate the anti-bullying website and participate in the different aspects the website has to offer. Students should make sure to check out the club crew, and the smart stuff. Have the students write a paragraph or two about the most interesting things that they learned at the site, and tell whether or not they agree with what they learned. After students finish the paragraph they can visit the games and activities and do more investigating.

- Materials
 - Computers with Internet access
 - Paper
 - Pen/pencil
- Resources
 - *Pacer Center's Kids Against Bullying*. October 2006.
<http://www.pacerkidsagainstabullying.org/>
 - Curtis, C.P. (1995). *The Watson's Go to Birmingham – 1963*. New York, N.Y.: Yearling.

2. The Watson's Conflict

Objective: Health 10.02

After reading chapter one of *The Watson's Go to Birmingham – 1963* have students individually write down at least four examples of positive or negative conflict resolution in the text. Then have them pick one and analyze the behavior of the characters. Students should write down their thoughts and opinions of the situation. Have them decide if the conflict resolution strategy was effective or not, and why.

- Materials
 - Paper
 - Pencil/pen
- Resources
 - Curtis, C.P. (1995). *The Watson's Go to Birmingham – 1963*. New York, N.Y.: Yearling.

3. Water Works

Objectives: Science 3.01

The students explore the website where they can watch water change phases. Have the students write a paragraph explaining what is going on in the model. Ask them to include a description of phase change, composition, and molecule activity and interaction. Then ask them to give example of all of the phases in everyday life.

- Materials
 - Paper/pen/pencil
 - Computers with Internet access
- Resources
 - *Phases of Water*. 11 October 2006.
http://mutuslab.cs.uwindsor.ca/schurko/animations/waterphases/status_water.htm

4. Weather Report

Objectives: Science 3.02, 3.05, 3.06

Split the students into groups and give them each a weather scenario. Let the students research that kind of weather in their weather patterns and causes of the weather they are given. Then give the students a chance to share their weather in a pretend weather station setting. Give them use of a white board and a large pull-down map to “forecast” the weather to the class explaining what is happening in the atmosphere, drawing diagrams, predicting movement, and giving high and low temperatures as well as air pressure, humidity, and wind patterns.

- Materials
 - White board / dry erase markers
 - Large classroom map of United States or North Carolina
 - Access to a media center
 - A fake microphone and pointer
- Resources
 - The Weather Channel. October 2006.
http://www.weatherclassroom.com/home_students.php

5. Are We There Yet?

Objectives: Social Studies 1.01, 1.03

After locating Flint, Michigan on a classroom map, tell the students what section Michigan is in the country. Set up stations around the room. Each station should represent a different section of the United States. Split the class up into corresponding groups, and have them “travel” through the country in groups. At each station they can

practice state capitals, study the common geography of the section, and examine the exports and products of each section.

- Materials
 - Flash cards with state capitals
 - Several blank regional maps
 - Markers
- Resources
 - *Geography Resource Kit*. World Class Learning Materials: Kaplan Early Learning Company.
 - Curtis, C.P. (1995). *The Watson's Go to Birmingham – 1963*. New York, N.Y.: Yearling.

6. Disaster Strikes

Objectives: Social Studies 1.02, 1.06

Assign each student a different natural disaster that has occurred in the United States in the last one hundred years. Let them research their specific disaster using the media center. Encourage them to interview parents, grandparents, and teachers in the school to get perspectives of the disasters. Have each student give a three to four minute oral presentation on their disaster and the aftermath of each.

- Materials
 - Media center
 - Computers with Internet access
 - Note cards
- Resources
 - “List of Major Natural Disasters in the United States.” *Wikipedia*. 25 September 2006.
http://en.wikipedia.org/wiki/List_of_major_natural_disasters_in_the_United_States

7. The Water Cycle

Objective: Science 3.01

Introduce students to the water cycle. Describe how this cycle works, defining the words 'evaporation' and 'condensation.' Show the correlating transparency and review it with students. Discuss how we get rain and snow. Encourage children to speculate about the movement of water through the environment. Hand out supplies and explain that they will produce a model of the water cycle. Instruct students to fill their jar about 1/3 full with water. They should cover the top with plastic wrap and secure it with a rubber band. Have students place the jars directly in sunlight. Ask them to write their predictions about what might happen on their own paper. One hour later, have students get their jars. Write the following questions on the board and have students answer them on their own paper:

What processes involved in the water cycle occurred inside the jar? What caused the water to evaporate?

- Materials
 - Clear jars
 - Water
 - Plastic wrap
 - Rubber bands
 - Chalkboard

8. The Water Cycle

Objectives: Science 2.02, 3.01

Introduce the water cycle on overhead, tell students to take notes on their worksheet on the important terms and vocabulary needed to understand the water cycle:

(Sun - The sun is the energy source which provides heat for the evaporation of water into the atmosphere- evaporation is the process of changing water from its liquid to its gaseous state with heat- in the closed system of the earth.

Question: What happens to the gaseous water? Does it stay in the oceans, rivers, etc.? Why does it rise into the atmosphere?

Condensation of the gaseous water vapor occurs as it rises into the atmosphere- condensation is the changing of water vapor back into its liquid state through cooling as condensation occurs, clouds are formed.

Question: Explain what may happen as the water vapor becomes more solid?

The weight of the cooled water vapor causes water to fall from the clouds in the form of precipitation- can be rain, snow, sleet.)

Students will then go by row (or group) up to the water table where they will pick up a small Dixie cup and sandwich baggie. They will be instructed to add approximately 2 or 3 centimeters of water to the cups (about half). They will return to their seats with the materials. Movement around the room should be standard room procedure set-up by teacher. Once in their seats, each row will write their names on their baggies, along the top, then they will place their water cups into one of the corners of their baggies, tape will be passed along the rows to help secure the cups into place. Students will be instructed how to perform their seat procedures before the beginning of the lab, I will be available to answer questions or help. Once each student has taped the cups into the bags the students will be asked to go by row to the windows where they will seal their baggies tightly and tape the baggies to the windows. While in their seats before and after taping the baggies (mini-water cycles), the students will be asked to draw a picture of their set-up in the box for day one, and make a prediction, or hypothesis about what will happen for day two in the mini-water cycles. Students will share and explain their predictions and contemplate what factors may effect their experiments and may be different than the earth's water cycle; they will also receive instructions to monitor their mini-water cycles for the following three days (through Friday).

- Materials
 - Zip-loc bags
 - small Dixie cups

- tape
- water
- permanent markers
- tape

9. The Water Cycle

Objectives: Science 2.02, 3.01

The students should know the 3 states of water... liquid, gas, and solid. They should also know the water cycle... evaporation, condensation, etc. On a large piece of paper draw a picture of the water cycle: A raining cloud with an arrow to a lake, then a sun with an arrow from the lake to the sun then back to the cloud. Also make small copies of this (on the paper squares) for the students or groups. Fill the plastic cups about halfway with water and place them on the student's desk or the group's area. Explain to the students that this is liquid water and this would be the rain and the water in the lake in the picture of the water cycle. Heat some water up in the pan over the hotplate and let it boil. Explain to the students that the steam is water in the form of gas. Give each student some ice cubes and explain to the students that this is water in a solid state. Have them put the ice cubes in their cup of water. Let it sit for a few minutes while you fill the bucket with water and put plastic wrap over it. Put it in a sunny and warm place and let it sit overnight. The next day, you will see droplets of water on the bottom surface of the plastic wrap. Explain to the students that this is where the water has evaporated, then turned back to a liquid. When the cups start 'sweating' explain to the students that this is called condensation.

- Materials
 - large piece of paper
 - small paper squares
 - clear plastic cups
 - ice cubes
 - a hot plate and pan or some way to boil water
 - plastic wrap
 - a bucket

Chapter 2 Activities:

1. “All About Me Collage”

Objectives: Guidance 7.01 and 7.09

To foster a discussion about self-worth and individuality have students create a collage about themselves. Instruct students to include pictures of anything positive in their lives. After the project is finished allow the students to share their collage with the class. Then display the collages in the classroom so that everyone can look more closely at their classmates work. This project could be done inside or outside of the classroom.

- Materials:
 - Paper
 - Scissors
 - Glue sticks
 - A variety of magazines

2. “I’m Very Special!”

Objectives: Guidance 7.01, 7.09, and 7.10

Instruct students to write an expository essay about the things they think make them special. Tell students that everyone is special in one way or another. Give students a chance to share their essays when completed.

- Materials:
 - Paper
 - Pencils

3. “Stop Bullying Now”

Objectives: Guidance 7.01, 7.08, 7.09, and 7.10

Take students to your school’s computer lab and have them go to the Stop Bullying Now website. Allow the students to explore the website and complete the webquest found on the website.

- Materials:
 - Printed web quest found below
 - Pencils
- Resources:
 - Computer for each student or for a pair of students
 - The Stop Bullying Now website can be found at <http://stopbullyingnow.hrsa.gov/index.asp?area=main>

Name: _____

Date: _____

Stop Bullying Now WebQuest
(retrieved from <http://stopbullyingnow.hrsa.gov/index.asp?area=main>)

1. What is bullying?

2. Give three reasons why kids bully each other.

- _____

- _____

- _____

3. List three signs that you are a bully.

- _____
- _____
- _____

4. What are three effects of bullying?

- _____
- _____
- _____

5. What percent of students are bullied frequently? _____

6. What percent of students bully others frequently? _____

7. If you are being bullied list four things you can do to stop the bullying.

- _____
- _____
- _____
- _____

8. List four things you should not do if you are being bullied.

- _____
- _____
- _____
- _____

9. What are three things you can do if you see bullying?

- _____
- _____
- _____

10. If you are bully others what are two things you can do to help you stop?

- _____
- _____

4. “What it looks like!”

Objectives: Guidance 7.08, 7.09

Take students to your school’s computer lab and have them go to the Stop Bullying Now website. Allow the students to look around the website. Direct the students to the webisodes. Have them watch the webisode you select and then answer the questions that follow.

- Materials:
 - Paper
 - Pencils
- Resources
 - Computer for each student or for a pair of students
 - The Stop Bullying Now website can be found at <http://stopbullyingnow.hrsa.gov/index.asp?area=main>

5. “Give Yourself a Hand”

Objectives: Guidance 7.01 and 7.09

Give your students a piece of white paper and tell them to neatly trace their hand and then cut it out. While they are working give everyone a piece of tape. Then tell everyone to turn to their neighbor and help them tape their cut out hand on

their back. Tell the students that the point of this exercise is to write something positive or special about a classmate on his or her hand that is taped on their back. Give the class a few minutes to walk around and compliment their classmates. Then tell everyone to take the hand off their back and read the comments. When they are finished reading the comments classmates wrote tell the students to put the hand in a place they can pull it out easily when they are feeling bad about themselves. The comments will hopefully make them feel better.

- Materials
 - White paper
 - Pencils
 - Tape
 - Scissors

6. “Virtual Field Trip”

Objectives: Guidance 7.08, 7.09, 7.10; Social Studies 4.06

Take your students to your school’s computer lab and tell them to go to www.tolerance.org. When they arrive at the page explain to the class that this is a website designed to expose everyone to the idea of promoting tolerance and fighting hate. Direct them to the right hand side of the page to the section titled “Dig Deeper.” Then tell them to click on the link that says, “Visit the Civil Rights Memorial.” When the screen comes up tell them to wait as you go through the tour together. When you get to the turning wheel timeline pick out the events that you particularly want to talk about and click on the event. Then discuss the importance of the event and its relevance to the overall struggle for freedom. There are several possibilities as a teacher to foster discussion about the Civil Rights Movement, while actively engaging the learner with pictures and pertinent information. If you have a computer and projector in your classroom or library that you can use this might be useful as well.

- Resources:
 - Computer with projector or computer for each student to use.
 - www.tolerance.org

7. “Never Forget”

Objectives: Guidance 7.08, 7.09, 7.10; Social Studies 4.06

Instruct your students to research and write a one page paper about a person who was a part of the Civil Rights Movement, but one that is not popularized. For example, try to keep students from writing about the traditional heroes like Martin Luther King, Jr. and Rosa Parks. Although these people were very important try to help the students realize that average everyday students, children, parents, grandparents, cousins, etc. strived to achieve freedom in a number of ways. You may want to supply books from your library that cover such people and supply a

list of websites where that information can be accessed. One website that may be helpful is www.tolerance.org. When you visit the Civil Rights Movement Memorial on this page there are lots and lots of people listed that were part of the movement in one way or another. Allow students to share his or her hero when they are finished.

- Materials
 - Paper
 - Pencil
 - Selected books about unlikely heroes of the Civil Rights Movement
- Resources
 - Computer access for students
 - www.tolerance.org
 - <http://www.edchange.org/multicultural/>

8. “Interactive Timeline”

Objectives: Guidance 7.08, 7.09, 7.10; Social Studies 4.06

Take students to your school’s computer lab and instruct them to go to <http://www.voicesofcivilrights.org/>. Then tell them to click on “timeline” toward the bottom of the page. Then instruct them to click on the tab “1954-1968.” Go through the events on the timeline that you want to discuss and share with the class. Discuss the seriousness and tragedy that occurred during this era in our history.

- Resources
 - Computer with projector or computer for each student in the classroom
 - <http://www.voicesofcivilrights.org/>.

9. “What Were They Thinking?”

Objectives: Guidance 7.08, 7.09, 7.10; Social Studies 4.06

Read and share the book Remember by Toni Morrison with your class. Allow children to look at the pictures in detail after you have read the book. On each page discuss with students the comment made and who the person speaking may be. Once you have determined the speaker and discussed the reasons for his or her feelings expressed in the comment look at the other children or adults in the pictures. Ask the class decide what the other people in the picture might be thinking and why.

- Resources
 - Remember by Toni Morrison

10. “What Did They Say to You?”

Objectives: Guidance 7.08, 7.09, 7.10; Social Studies 4.06

Using the book Remember by Toni Morrison divide the class into three groups. Assign each group one of the pictures found on pages 42, 43, and 70. Have the students in each group create a dialogue for the children or adults in the pictures. Then allow the students to act out their dialogues for the class. There are numerous ideas to use in the classroom with this book including this one at:

http://www.houghtonmifflinbooks.com/readers_guides/morrison_remember.shtml

- Materials
 - Copied picture for each group
- Resources
 - Remember by Toni Morrison
 - http://www.houghtonmifflinbooks.com/readers_guides/morrison_remember.shtml

Chapter 3 Activities

1. Taking Responsibility

Objectives: Guidance 1.05, 6.03, 7.04, 7.06, 7.14, 8.02

After reading chapter three in *The Watsons Go to Birmingham-1963* as a class, ask students to think about Kenny's interactions with LJ. Allow time for several students to respond to each question. Was LJ's stealing appropriate behavior? Kenny's mom did not trust LJ and told Kenny not to bring all of his toy dinosaurs outside at once. Ask students to explain how Kenny did not exercise self control (he snuck all of the dinosaurs out to play with LJ), and ask them to consider the consequences of his behavior (he lost three piles of his dinosaurs). Then, ask students what consequences LJ faced by stealing the dinosaurs (Kenny never asked him over to play again). Ask how Kenny resolved the conflict (he avoided the conflict by simply never speaking to LJ again). Would any of the students have resolved the conflict differently? Now deal with self-control. Write on the board (or simply continue discussion) ways that both boys lacked self-control. (Kenny was having so much fun that he disobeyed his mother's advice. He also gave in to the excitement of seeing the fort. LJ lacked self-control because he constantly wanted more and more dinosaurs until he ended up stealing three piles of them). Finally, ask the students to consider ways that both boys could have had a long lasting friendship. (Kenny could have told LJ how he felt about stealing dinosaurs. LJ should not have tricked and stolen from Kenny).

- Materials
 - Dry erase board and markers if you want to record student responses
- Resources
 - Curtis, C.P. (1995). *The watsons go to birmingham-1963*. New York, NY: Yearling.

2. What Will Happen Next? (This activity should be done before reading chapter 3)

Objectives: Language Arts 2.02, 2.05; Guidance 6.04, 7.08, 7.12, 7.13, 8.03, 8.04

Read out loud to student's pages 32-44 (finish out the paragraph which ends on page 45). Review with students the language arts concepts of prediction and conclusion. If all students are comfortable with these two areas, begin to explain that they will work in groups of 3-4. Students will work together to predict how Kenny might solve his problem. Clarify that Kenny's problem is that he has hurt his friend Rufus. When Kenny tried to apologize, Rufus denied him. Kenny is feeling lonely. After making predictions, students will come to a conclusion on how the chapter and the problem will end. Each group will work together to come up with three predictions, choosing one as their "final" conclusion. Each group will then elect one member (or take turns) to share these predictions and their conclusion. Remind students to consider what they know about the characters based on chapters one and two. A review may be necessary. Before dividing

students into appropriate groups, read the picture book *Swimmy*. Point out to the students that each member has a place and a responsibility, and that the group as a whole can do more than any one member can, just as the fish in the book learned. Remind students that they will be unable to complete this task without each other's help, and that you will be grading them on their ability to work together as much as their ability to predict and draw conclusions. This activity will help students learn to communicate, take responsibility, work in groups, work through problems, predict, and draw conclusions. Students should have plenty of paper so that they feel comfortable writing out many possible responses.

- Materials
 - Plenty of scrap paper and pencils for each student

- Resources
 - Curtis, C.P. (1995). *The watsons go to birmingham-1963*. New York, NY: Yearling.
 - Lionni, L. (1963). *Swimmy*. New York, NY: Scholastic.

3. Communicate

Objectives: Guidance 6.03, 7.12, 8.03, 8.04, 8.05

This activity appears on page 13 of the Harcourt Brace *Your Health Activity Book* for fourth graders. However, this activity easily meets these fifth grade objectives, and it can be modified with more questions if desired. This activity presents a problem for a girl named Olivia. Olivia's brother is making mean comments about her, and she wants him to stop. This activity gives four steps for communicating: Understand your audience; Give a clear message; Listen actively; Gather feedback. This activity could be rewritten to incorporate Rufus' and Kenny's problems of being made fun of by Larry Dunn. Write these questions either on a board (if you want the class to answer verbally) or type them and print a copy for each student (if you want students to write individual responses):

1. How can Kenny and Rufus understand Larry Dunn?
2. How can they tell Larry Dunn to stop?
3. What might they learn if they listen actively to Larry Dunn?
4. How can they gather feedback?

This activity will help students consider ways to deal with problems, overcome conflicts, and communicate even to those who dislike them.

- Materials
 - Markers and dry-erase board or...
 - A typed copy of the above questions for each student

- Resources
 - Gibbons, C., Middleton, K., Ozias, J.M., & Stockton, C.A. (1999). *Your health: Activity book*. Orlando: Harcourt Brace & Company.

4. We're All Different, but We're Family

Objectives: Guidance 7.01, 7.09, 7.11, 7.12

This activity is designed to help students understand that there are different kinds of people and different kinds of families. It is a discussion/sharing activity modified from one found on www.edchange.com. If the students have not read chapter three of *The Watsons Go to Birmingham*, they should do so now (or you may read it aloud). Ask students to name several ways that Rufus seems different to Kenny and to the whole school (shoots rifles, eats squirrels, has a strange accent, only has two changes of clothes, is super-friendly). Have students sit in a circle with you. You should have a sheet of paper with these questions ahead of time for each student:

1. How is your family different from Kenny's? How is it different from Rufus' family?
2. Do you have any nicknames?
3. Where were you born?
4. Where were your parents born?
5. What is your family's favorite meal?
6. What is your family's favorite holiday?
7. Pick two people in the room and write one thing that you think will be very different about their family compared to yours. You will not share this with the class, but you may be surprised after everyone has shared questions 1-6!

Sharing time should start after everyone, including you, has had time to record their responses. Students should only be required to share what they are comfortable sharing. This needs to be made very clear as some of these questions may be too personal for some students. Depending on available time, you can limit each student's sharing time to a set amount of time. Students will learn much about their classmates. They will probably form many connections, despite family differences. They will gain a greater understanding about family differences, and they will likely learn to see themselves as a unique member in a classroom family.

- Materials
 - Copy of above questions for each student
- Resources
 - Gorski, P.C. (2006). Knowing the community: Sharing activity. Retrieved October 12, 2006, from www.edchange.org Web site: <http://www.edchange.org/multicultural/activities/activity2.html>

5. The Graves Family Read Aloud

Objectives: Language arts 2.02; Guidance 7.09, 7.11, 7.14

Read *The Graves Family* picture book to your class. After reading the first two pages, ask students how the kids in the story were trying to be friends with the Graves family, even though they were different (introduced themselves, had adventures with boy, became his friend). As you read the story, ask students to consider the many ways that the Graves family is different from most families. Also ask students to think about ways that the family tries to fit in. A good time to ask students to predict events would be after Mrs. Graves is invited to the tea party. Ask students what they believe might happen. Will Mrs. Graves fit in? After you finish reading the book, help students summarize the main points from the story. Also, ask the students if the Graves family were better off trying to fit in, or if they fit in more when they were themselves. This story is humorous, but is a light way to introduce the idea of feeling like part of a community despite differences.

- Resources
 - Polacco, P. (2003). *The graves family*. New York, NY: Scholastic.

6. Understanding Conflict Resolution

Objectives: Healthful Living: 3.02, 10.02

In order to introduce students to the technical terms of conflict resolution teachers can hold a whole group discussion with the class using the Resolution Vocabulary Worksheet. This worksheet will introduce students to terms and definitions that can aid them in the understanding of resolving conflicts.

- Materials
 - Pencil
- Resources
 - Resolution Vocabulary Worksheet. This worksheet can be found at: <http://www.teachervision.fen.com/conflict-resolution/lesson-plan/2991.html?detoured=1>

7. Identifying the Resolution

Objectives: Healthful Living: 3.02, 10.02

In order to use what is learned from the whole group discussion of the Resolution Vocabulary Worksheet, students can complete Identify the Resolution Worksheet. This worksheet will give students scenarios that will require them to determine what type of resolution is being used. This activity will require students to have an understanding of ways that problems can be resolved.

- Materials
 - Pencil

- Resources
 - Identify the Resolution Worksheet. This worksheet can be found at: <http://www.teachervision.fen.com/conflict-resolution/lesson-plan/3026.html?detoured=1>

8. Resolving The Conflict

Objectives: Healthful Living 3.02, 10.02

For this activity students will learn ways to resolve conflicts without fighting. Students will follow the how to resolve conflicts without fighting steps that are provided at the website (goodcharacter.com). Ask the children to describe a variety of conflicts that commonly occur at school. List these on the board. For two or three of them, discuss how the steps and rules of conflict resolution could be used. Then have pairs or small groups apply the steps and rules to the other situations listed on the board. Afterward, have a class discussion to compare results. Students can also create their own memo notebook of ways to handle conflict that can be used as a reference.

- Materials
 - Pencil
 - Paper
 - Board

- Resources
 - Steps to resolving conflict without fighting. This can be obtained from the good character website: <http://www.goodcharacter.com/YCC/ResolvingConflicts.html>

9. Conflict Acting

Healthful Living 3.02, 10.02

For this activity students can act out scenarios where conflict resolution must be used. Students can complete this activity in groups and present the scenarios to the class. The scenarios should be decided by the teacher and relate to the students age group and grade. Students can be given 15-20 minutes to decide how to resolve the conflict and then act it out to the class. Students can use the steps to resolving conflict without fighting to aid them in their attempt to resolve the conflict.

- Materials
 - Any props that students may use for their scenarios.

- Resources
 - Steps to resolving conflict without fighting. This can be obtained from the good character website:
<http://www.goodcharacter.com/YCC/ResolvingConflicts.html>

Chapter 4 Activities

1. Fieldtrip:

Objectives: Science 3.03, 3.05

Consider a fieldtrip to WBTV news station: go to: www.wbvtv.com/inside/visit/2811351.html. for more information. You may also want to invite one of the weather reporters visit your classroom.

2. A Bad Case of Bullying: Using Literature Response Groups with Students

Objectives: Healthful Living 3.02

This lesson provides an opportunity for students to reflect upon and personally relate to a teacher read-aloud of a narrative story. The lesson could be used with other stories; however, *A Bad Case of Stripes* allows for a personal connection by having students reflect on similar situations or emotions in their own lives. Acceptable behaviors and ways to prevent bullying in the classroom and school are also discussed.

- Materials:
 - A Bad Case of Stripes

3. Collecting Weather Data

Objectives: Science 3.02, 3.03, 3.05

- Materials
 - One or multiple computers
 - Large screen monitor or overhead projector with projection panel
 - Microsoft Excel software program to create a database
- Resources:
 - <http://www.weatherchannel.com>

Have the students collect weather data daily, using the worksheets provided at <http://www.weatherchannel.com>, and then predict the next day's weather. If possible, have the students develop a prediction template to use with the database/spreadsheet.

- Students should enter their collected data into the database/spreadsheet template weekly.
- After printing out summary reports and distributing them to the class, lead a discussion about weather trends.
- Lead a discussion about different ways the integrated software program can be used to analyze weather data. For example, have students identify the eight highest air pressure days and mark the cloud cover, wind speed, and wind direction; have them consider the

connection between high pressure and these variables. This can be repeated for low pressure days, etc.

- Using the large screen monitor, show sequences of days in the database and analyze what happens when something like a front occurs.

FOLLOW-UP/EXTENSION: Use the collected data and its analysis to predict weather. Trade information with other schools and compare weather in different towns and states

5. America's Civil Rights Movement

Objectives: Social Studies 4.03, 4.06

Ask students to brainstorm with you what they think it means to be non-violent and list ideas on the board without editing them in any way. They will no doubt have many misconceptions about what it means to be non-violent. This activity deconstructs misconceptions. Ask students if any of them has committed an act of violence in the last 24 hours. If a student raises his or her hand, ask for an explanation. Most will not raise their hands. This is because most believe that violence is only physical. Discuss the violence of bullying, name-calling, gossiping, teasing and other put-downs. Then ask again if anyone has experienced an act of violence in the last 24-hour period. Most hands will go up. Talk to your students about the many forms violence can take. For instance, when you say nothing as someone else gossips or puts down another person that becomes passive violence. Take the “Victory over Violence Peace Pledge” found at http://www.tolerance.org/images/teach/activities/guide_pledges.pdf with your class. Have them read it aloud together or copy the reproducible on the next page and have them sign it.

Materials:

- One class session
- Poster/board for charting student responses
- Peace Pledge

Resource:

- http://www.tolerance.org/images/teach/activities/guide_pledges.pdf
- www.tolerance.org

Chapter 5 Activities

1. Collectible Cultures

Objectives: Informational Skills 3.02

This activity is designed to help students better understand the diverse cultures that are an everyday part of their lives. The teacher places students into groups of three and the students choose a particular culture to research. The teacher provides the following list of questions that each group must have answers to within their research information: What is the culture? Where do these people live? What do they eat? Are there any customs or traditions that are important in their cultures? What do they wear? How do they move from one location to another? (transportation) What type of government or system of leadership do they have? How do they obtain things such as food, clothing, or material possessions? Name the one most interesting fact that the group found.

Once the groups have obtained all the answers to these questions, they will come back to class and get into their groups for the second part of the project.

- **Materials**
 - Access to computer internet to look up material.
 - Access to library
 - Paper/pencils
- **Resources**
 - List of questions for each group

2. Cultural Diversity Posters

Objective: Informational Skills 3.02

Students demonstrate the skills of collecting and displaying data using the information collected in the previous activity. The students should display pictures, articles from magazines, or drawings of their research topic.

- **Materials**
 - Magazines
 - Books
 - Pencils/Pens/Markers/Crayons
 - Paper
 - Tape/Glue/Stapler/Staples
 - Poster board (enough for each group)
 - Research information on culture

3. My Family Tree

Objective: Informational Skills 3.01

For students to better understand their own heritage students will make their own family trees. The students will take a piece of poster board and design the family tree like a picture of a tree. For example, the student could place his name on the tree itself and on each branch or leaf a name of a relative and the relationship to the student (mother, father, grandfather etc.). Students should try to include as many generations as possible. Under each relative have the children write down where that relative was born and the date of birth. This activity will likely provide an opportunity for students to recognize and discuss the many cultural heritages represented in one classroom.

- Materials
 - Poster board
 - Crayons/Markers/Pencils
- Resources
 - Access to relatives or recorded information about them

4. Fire Safety Trip

Objective: Guidance 9.01 and 9.03

Take a field trip to the local fire department and students will learn how firefighters do their jobs. Discuss ways that fires can be prevented and what students should do in case of fire.

- Materials
 - Permission slips to go on field trip
 - Attendance sheet
- Resources
 - Fire department
 - Transportation to fire department and back to school

5. Cultural Contribution Field Trip

Objective: Social Studies 4.03

So that students better understand the impact of other cultures in the United States the students will go on a field trip/treasure hunt to Wal-Mart or another retail store. Prior to the trip, students will receive a list of items that have helped change history. Once the students receive the list, they can either pair up with another student or do this activity alone. Next, the students must walk around the store until they find this item and then see where the item was made. The students will then record where it was made and the price of the item. This activity provides an opportunity to discuss economic concepts as well as how the United States benefits from the contributions of other countries and cultures.

- Materials
 - Paper/Pens/Pencils
 - List of items
 - Permissions slips to go on field trip
 - Attendance sheet
- Resources
 - Wal-Mart or another retail store
 - Transportation to and from school

6. Catawba County History Museum

Objectives: Social Studies 4.04 and 4.05

Students will better understand the impact of war on the United States through a visit to the Catawba County History Museum in Newton, NC. The students will be able to see artifacts and learn information about the history of wars on NC

- Materials
 - Permission slips to go on field trip
 - Attendance sheet
- Resources
 - Transportation to and from school
 - Catawba County History Museum

Chapter 6 Activities

1. Create a Food Guide Pyramid

Objectives: Healthful Living 4.01

Students create food guide pyramids to help them understand what food groups are and how many servings in each group they should consume each day. By using the website listed below a teacher can navigate the students through each section to find the information needed to create a pyramid.

- Materials:
 - Construction paper
 - pens
 - pencils
 - markers
 - crayons
 - colored pencils
- Resources:
 - <http://www.mypyramid.gov/pyramid/index.html>

2. Food Diary

Objectives: Healthful Living 4.01, 4.02

Students will be instructed to document everything they consume for one full week into a special notebook. This notebook will contain the food, the serving size, and all the nutritional facts that you find on the side of most food packages. Important things you should have students obtain are fat, saturated fat, calories, carbohydrates, sodium, sugars, and any kind of vitamins that the food contains. A model should be brought in to show students how to construct the diary. By creating this diary the students will be able to see how much they follow the food pyramid and what they need to do to improve in certain areas. Another option is to track their food intake on the web (listed below).

- Materials:
 - notebook
 - pencils
- Resources:
 - <http://www.mypyramidtracker.gov/>

3. Junk Food Junkies

Objectives: Healthful Living 4.01, 4.02

Students will look at various websites and gather information on the side effects of junk food. They will research how it makes their bodies feel and the long term effects of junk food. After they have gathered information they will then do the same thing for healthy foods such as fruits and vegetables. When all information is gathered they will compare the two and discuss which food type is a better choice with data to support their decisions.

- Materials:
 - notebook
 - pencils

4. Body Language

Objectives: Guidance 7.13

Have the students go through chapter 6 and write down every example of body communication that was described. They can do this in chart form having columns for: page number, character, action, and represented emotion. An example of this would be p.78, Byron, put his arm around Kenny's shoulder, happy/good-mood. After students have created individual or group charts they can share and compare them with a partner or in a whole group setting.

- Materials:
 - Paper
 - pencils

5. Alternate Endings

Objectives: Guidance 7.034, 8.04, 8.05

The students will be broken into groups and given a scenario from chapter 6 such as: Byron being told to go to the store, Byron getting upset about signing for food, Byron fighting with Kenny after the mourning dove died, etc. The students will analyze the characters' actions by concluding if the actions were appropriate or inappropriate and then suggesting a better solution.

- Materials:
 - Paper
 - pencils

Chapter 7 Activities

1. Word Trek

Objectives: Language Arts 1.03, 1.04

Use reference materials to find definitions and thesaurus to find words with similar meanings.

- **Materials**
 - Paper, pen, pencils
 - Dictionaries
 - Thesaurus
- **Resources**
 - (2005). *Webster's Dictionary and Thesaurus* Poland: Polaskabook

2. Mini Biographies of People from the Civil Rights Era

Objectives: Information skills 4.05, 4.07, 5.01, Social Studies 4.06, Language Arts 5.08

In small cooperative learning groups, students will research people from the Civil Rights Era and write mini-biographies that detail the important role the person played in that era. The students will present their reports orally to the class.

- **Materials**
 - Paper, pencils and computers with Internet Access
- **Resources**
 - <http://www.seattletimes.com/mlk/classroom/index.html>

3. Family History Project

Objectives: Information Skills 3.01, 3.02, 3.04, 5.01

Students will research their family ancestry and create a poster to display their family history. Write one page describing what they learned about their family.

- **Materials**
 - Poster board, glue, markers, scissors, crayons, photos.

Chapter 8 Activities:

1. Record Player

Objectives- Music 1.05, 6.06, 9.01, 9.02, 9.03, 9.04, 9.05

Bring in a record player with many different types of records that the Watsons may have listened to. Have the students listen to the records and try and pick out which genre the record is and what emotion they have from listening to the record. If you do not have access to a record player many jazz websites on the internet will let you listen to songs.

- Materials
 - Record Player
 - Several types of genres of records
 - Website
<http://www.jazzpromo.com/sections.php?op=viewarticle&artid=538>

2. Timeline

Objectives- Music 1.05, 6.06, 9.01, 9.02, 9.03, 9.04, 9.05

Have students research music related technology from the first music player, to the newest i-pod.

- Materials
 - Computer time for each child
 - Have children get poster paper to put information on

3. Brown Bomber

Objectives- English 4.05

Have children draw what they think the brown bomber looks like before and after Dad has it fixed up. Talk about what specific details the book tells us about the brown bomber.

- Materials
 - Drawing paper
 - List of details the author gives about the brown bomber

4. Community Visitors

Objectives- Guidance 2.01, 2.02, 2.03

Ask parents and friends to come in and share the importance of everyday information in their jobs. Have people from all kinds of fields come in and share experiences they have with using their everyday knowledge with their jobs.

- Materials
 - List of visitors and phone numbers

5. Comparing the South

Objectives- Information Skills 3.01, 3.02, 3.03, 3.04, 3.05

Talk about the issues of desegregation in the South during the 60's, how is it different today? Have the children write a story of what it might have been like to be an African American living in the South during the 1960's.

- Materials
 - Paper
 - Books for reference on desegregation- Historical Dictionary of School Segregation and Desegregation, and Historical Dictionary of the 1960's.

Chapter 9 Activities

1. Southern Talk

Objectives: English 5.02, 5.08

In order for students to understand the language used in the south the students will create their own stories using southern “hillbilly” talk like the father was using in this section of the book. As a class, review what exactly the father was saying and then have the students create their own stories. Once they have created their stories have them share their stories with the class. This activity is intended to help the students understand why the father was talking the way he was in the story and so that they will also understand the different dialects among the northern and southern states.

- Materials
 - Pencil and paper for the students to write on

2. Alabama Weather Chart

Objectives: Science 3.05; Math 4.03

In order for the students to understand the weather differences between Alabama and Michigan, the students will create weather graphs for both Flint, Michigan and Birmingham, Alabama. In order to do this they will be required to use the internet and go to www.weather.com and find the weather daily for two weeks for both Flint and Birmingham. They should record their data and once they are finished collecting their data they will create graphs to display what they have found. To mix the class up, you may give them other cities, one in the north and one in the south, so that everyone’s is not exactly the same. This will help the students understand why Buphus was making fun of Byron for having to spend the summer somewhere that was so hot.

- Materials
 - Paper
 - Markers and or crayons
 - Computer
- Resources
 - www.weather.com

3. Civil Rights Historians

Objectives: 4.01, 4.06

In order for students to understand the importance of history they will become historians and play the role in the time period of the civil rights movement. It is very important for everyone to understand what happened during this time period so to play out the whole movement have a group of student's research and be historians before the civil rights movement, during and after the movement. Include in this research key people and events that happened. It may be beneficial for the students to even create time lines of the whole civil rights movement. There are many websites and children's books dedicated to this topic so it should be very easy for the students to access the information they need to complete this assignment.

- Materials
 - Paper (sheets of connected computer paper to create timelines)
 - Books on Civil Rights
- Resources
 - www.teachingtolerance.org

4. History Comes Alive

Objectives: History 4.01, 4.06

In order for the students to better understand the civil rights movement, students will conduct investigations on key people during the civil rights movements. After conducting the research the students must reenact the events of that particular person's history. The students should be allowed plenty of time to complete this project and they could even create costumes for this event. It may be advisable to work in groups to complete this activity.

- Material
 - Costumes
 - Books on civil rights
- Resources
 - www.teachingtolerance.org

5. The Lawrence Welk Show

Objectives: Music 1.06, 1.09, 1.10, 4.01, 4.03, 9.05 Drama 2.07, 3.03

In order for students to have a better understanding of music in 1963 they will create their own “hillbilly song” and be a guest on The Lawrence Welk Show. As a class they can decide on someone to be Lawrence Welk himself! The students can take turns premiering their original song on the show. They can also create a costume to go along with their songs.

- Material
 - Examples of “hillbilly songs” for students to listen to
 - An episode from The Lawrence Welk Show
 - Costumes
- Resources
 - www.welkshow.com

6. What Makes You, You

Objectives: Visual Art 2.01, 3.01 Guidance 7.01, 7.10

In order to understand how Joey felt when Mrs. Davidson gave her the angel, students will create a self portrait of how they see themselves. This will give students a better understanding of how everyone is unique and special.

- Material
 - Crayons, Markers, Paper, Colored Pencils, Scrap Paper, and any other art materials

7. Create Your Own Jive Dance

Objectives: Dance 2.01, 5.01, 5.03

In order for students to understand “Jive Music”, students will create their own jive dance. They will research what is considered jive music, and learn the steps necessary to create their own jive dance.

- Material
 - CD Player
 - Jive Music CDs
- Resources
 - www.thedancestoreonline.com

Chapter 10 Activities

1. Grandfather Mountain Field Trip

Objectives: Social Studies 1.01, 1.02

Take a field trip to Grandfather Mountain. Take a walk across the Mile High Swinging Bridge. Take a hike up the mountain. Just enjoy nature and observe the surroundings. During your visit at Grandfather Mountain compare and contrast the difference between the mountains and the piedmont area where we live.

- Resources
 - <http://www.grandfather.com/index.php> This website includes information about Grandfather Mountain.

2. Absolute and Relative Locations

Objective: Social Studies 1.01

Give the students a map and have them find the absolute and relative locations of Ohio, Kentucky, Tennessee, and the Appalachian Mountains. This way they can travel along with the Watsons in this chapter. To tie this into North Carolina, have the children find the absolute and relative locations of North Carolina and the town they live in.

- Materials
 - Map of the United States
 - Map of North Carolina
 - Pencil
 - Paper
- Resources
 - Berson, M (2003). *United States History, Canada, Mexico, & Central America*. Orlando, FL: Harcourt. (textbook) Maps of the United States on pp. A10-A13
 - Cole, B (2006). Geology.com. Retrieved November 28, 2006, from North Carolina State Map Collection Web site: <http://geology.com/state-map/north-carolina.shtml> (Maps of North Carolina)

3. How far have the Watson's traveled?

Objectives: Science 4.01

Have the students find the distance that the Watson's have traveled. The students will start at Toledo, Ohio since at the beginning of Chapter 10 they arrive in Ohio. The students will end at Knoxville, Tennessee. They need to calculate the miles that they have driven from the start of travel to the end. This also gives students practice using the mileage key at the bottom of the map.

- Materials
 - Paper
 - Pencil
 - Map of United States

- Resources
 - Berson, M (2003). *United States History, Canada, Mexico, & Central America*. Orlando, FL: Harcourt. (textbook) There is a map of the United States on page A10-A11.

Chapter 11 Activities

1. Family Essay

Objectives: English Language Arts 4.05, 4.06, 5.06, 5.07, 5.08

When the Watson's arrived in Birmingham, Granny Sands kept saying, "My family, my beautiful family!" Have your students write a five paragraph essay on their family. How many members are there? What do they do together? Do they have any traditions? Do they all live in the same state or city? Is their family similar or different than the Watson's? Have them peer edit the first draft, and then create a final draft to share with the class.

- Materials:
 - Writing notebook and pencil

2. Create a Family Tree

Objectives: Information Skills 4.05, 4.07

Have your students create a family tree for the Watson's and then for themselves. Encourage them to ask their parents for help and to learn more about the members of their family. Use an online template or have them create their own!

- Materials
 - Drawing paper, markers or colored pencils, family tree template
- Resources:
 - <http://www.teachnet.com/lesson/misc/familytrees040199.html>
 - <http://www.thetreemaker.com/samples/family-tree-template.html>

3. Plan your own trip!

Objectives: Information Skills 4.05, 4.07

Wilona Watson planned her family's trip to Birmingham down to the penny. Have your students plan a trip to their destination of choice. Have them figure out how far it is to their destination, how many times will they need to stop, how much money should they bring, how much will they spend on gas and food, etc.

- Materials:
 - Writing notebook and pencil
- Resources:
 - <http://illuminations.nctm.org/LessonDetail.aspx?ID=L359>
 - <http://www.gaspricewatch.com/new>

4. Finding the story in a song

Objectives: Music 6.04, 6.05, 6.07

Listen to a country song of your choice. Ask the students these questions: In what ways is a song like a story? What are some songs that have lasted across generations? What themes do these songs deal with? Why do such themes remain relevant today? Have the students work in groups to write their own country songs on one of the themes discussed in class. Have them share their work when they're finished.

- Materials:
 - Writing notebook and pencil
 - Country music CD
- Resources:
 - http://www.pbs.org/americanrootsmusic/pbs_arm_into_the_classroom.html

5. Field Trip

Objectives: Music 6.04, 6.05, 6.07

Take a field trip to the Blue Ridge Music Center in Galax, VA. The Blue Ridge Mountains are the birthplace of country music. Students will enjoy the outdoor amphitheater and everything else the Blue Ridge Music Center has to offer, and it's so close to home!

- Resources:
 - http://www.blueridgemusiccenter.org/bluegrass_music.aspx

Chapter 12 Activities

1. Building on the Pyramid

Objectives: Healthful Living 4.01, 4.02, 4.03

With a partner review the types of foods included in each section of the food pyramid. For each section identify three new foods that could be added to that section of the pyramid. Draw your own pyramid, adding the foods you identified to the correct blocks.

- **Materials:**

- Markers
- Color pencils
- Construction paper
- Magazines
- Scissors
- Glue

- **Resources:**

- Gibbons, C, & Middleton, K (1999). *Your health*. San Francisco: Harcourt Brace & Company.
- <http://www.mypyramid.gov/>

2. Experiencing Racial Profiling

Objectives: Social Studies 3.01, 3.02, 3.05

Read the book *The Sneetches* by Dr. Seuss. The class will be split into two groups- the star bellies and the plain bellies. As a class, make up a list of rules that the star bellies will have to follow as well as ones that the plain bellies will have to follow. One group should have more privileges than the other group. This activity gives students an opportunity to experience discrimination based on group identification.

- **Materials:**

- *The Sneetches* By Dr. Seuss ISBN # 9780394800899 (14.95)
- Sticky Dots
- Washable Markers
- Safety Pins

Chapter 13 Activities

1. Speaker from the Red Cross

Have a speaker from the Red Cross visit the classroom. They can discuss basic first aid techniques for someone who is drowning or vomiting.

- Materials
 - Speaker from the Red Cross
- Resources
 - American Red Cross: Catawba Valley Chapter
1607 Highland Ave NE
Hickory, NC 28601
(828) 322-4151

2. Field Trip to Linville Caverns

Linville Caverns, in the Humpback Mountain, is a great place to visit. Many of the stalagmites and stalactites are created from mineral deposits. Passageways in the caverns are created from limestone and dolomite decomposing. This is a form of erosion. This is great to connect a local landmark with the erosion at Collier's Landing.

- Materials
 - Permission forms for Field Trip
 - Permission from the school/school board to visit
 - Parent/Supervisors/Chaperones
 - Information from Linville Caverns
- Resources
 - Linville Caverns
Toll free 1(800) 419-0540
Local (828) 756-4171
Park Open: November-March 9:00-4:30
April, May, Sept., Oct. 9:00-5:00
June 1 - Labor Day 9:00-6:00
Dec., Jan., Feb. Weekends Only
<http://www.linvillecaverns.com>

3. Tug of War

Lay a piece of tape on the ground to mark the finish line. Students will be divided into two groups. Each group will hold onto either side of a thick rope. Tie a handkerchief in the middle of the rope. Students will begin pulling and pushing to see which group can pull the rope on their side of the tape. After they are finished, the discussion can move into forces and how they are a push or a pull on something.

- Materials
 - Tape
 - Thick Rope that cannot be easily broken (check with PE teacher to see if you have a tug of war rope)
 - Handkerchief
- Resources
 - <http://library.thinkquest.org/10796/ch4/ch4.htm>

4. Scavenger Hunt

In the book, Kenny, Byron, and Joey have to decide whether to go right or left to go swimming. One way yields danger, while the other way yields safety. Make five different scenarios on signs. Each has an option of safety or of danger. One could be there are more snakes on this trail while this other trail is free of scary critters. However, each has its own consequence or bonus for choosing that way. Have students pair up. The pairs will follow the signs throughout a portion of the school. Have arrows that point them on the right path posted on the walls. Once the students have finished their hunt, they can learn their consequences for the ways they chose, one safe and one unsafe. Then, talk about the stress of picking the right situation, even though it might not be the cool thing to do. Discuss how they can cope with a situation in which they feel stressed.

- Materials
 - Poster board
 - Markers
 - Scenarios and Consequences
 - Pictures describing the scenarios (snakes, waterfall, etc.)
 - Tape
- Resources
 - [The Paradox of Choice: Why More is Less](#) by Barry Schwartz

5. Make Your Own Whirlpool

http://kss.scitech.org.au/files/roadshow_exhibit_notes.pdf)

Get 2 plastic 2-liter bottles (label taken off). Fill the bottles 2/3 full with water. Tape the two bottles together with a washer between them. Position a full bottle on top and rotate the bottle around ten times. Set the bottle on a flat surface. The water will form a vortex.

- Materials
 - 2, 2-liter bottles
 - Washer
 - Tape
 - Water
 - Flat surface
- Resources
 - Pg. 21 of http://kss.scitech.org.au/files/roadshow_exhibit_notes.pdf

6. Jelly Beans and M&Ms

Kenny used different estimates of numbers in this chapter. Set up five jars of jellybeans or M&Ms. Put different amounts of them in each. Have the children guess how many is in each jar on sheets of paper with their name. Then, go through the papers and write down their answers on the board. One person (or even two) will be the closest to the actual number in each jar (which you will already have known). The children have estimated!

- Materials
 - Jelly Beans or M&Ms
 - 5 clear jars
 - Slips of Paper
 - Pencil

Chapter 14 Activities

1. “I Have a Dream”

Objectives:

Social Studies 3.01, 3.05, 4.03, 4.06

Dr. Martin Luther King was a strong advocate of nonviolent protest and fought for civil rights for all Americans with an eloquence that can be found in speeches such as his famous “I Have a Dream” speech. Throughout U.S. history, certain groups of people have been discriminated against for characteristics as superficial as the color of their skin. That racism still exists despite the passage of laws that make it illegal. Stereotypes can lead people to make unfair judgments about individuals and groups. Segregation is hurtful and unfair to those discriminated against. Dr. Martin Luther King Jr.’s “I Have a Dream” speech (available online at <http://www.stanford.edu/group/King/>) After reading the speech, write the following quotation on the chalkboard: “I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character.”

Ask the class what they think that quote means and jot their ideas down on the chalkboard.

During a follow-up discussion of Dr. King’s quote explain to students that throughout American history, minorities have been discriminated against and judged for characteristics as superficial as the color of their skin. Talk about some examples of discrimination in our nation’s past. Here are some examples you may want to use:

- In the 17th and 18th century millions of African Americans were taken from their homeland and forced into slavery.
- For many years, Native Americans were forced from their land by European settlers who immigrated to America.
- Japanese American citizens were unfairly imprisoned in camps in the United States during World War II simply because their ancestry was Japanese and the United States was in a war against the country of Japan.

Materials:

- Copies of “I Have a Dream” speech by Dr. Martin Luther King Jr. available at <http://www.stanford.edu/group/King/> for each student, or one for the teacher to read out loud.

2. Strides to fight discrimination in history

Objectives: Social Studies 4.03, 4.06

Explain that our nation has made great strides fighting discrimination. Some examples are:

- the passage of the Thirteenth Amendment to the constitution, which abolished slavery;
- the Fifteenth Amendment, which made it illegal to deny people the right to vote because of the color of their skin or their religious beliefs; and
- the Civil Rights Act of 1964, which made it illegal to discriminate against other persons in a public place or facility based on their color, sex, or religion.

Explain to students that discrimination, like the examples discussed above, can grow from assumptions and stereotypes that people make about others. Explain that when we make assumptions about an entire group of people, those assumptions are referred to as stereotypes. When assumptions and stereotypes influence our attitudes, we may find that making a fair judgment about someone or something is difficult. This influence on our judgment is called a *bias*. During a discussion ask students what kind of discrimination they've observed in their everyday life. Ask them to think about how assumptions and stereotypes play a role in the discrimination examples they described? Do they see discrimination on TV? How about in their school or neighborhood?

Materials:

- Marker and board (dry erase or chalk board and chalk)

3. Segregation Now

Objectives: Guidance 7.04, 7.05, 7.10, 8.02, 8.03.

This lesson involves arbitrarily segregating students into two groups—a “majority” group and a “minority” group—during the course of one school day. Before beginning this lesson, teachers may want to send a letter home to parents to describe this activity. In the note, explain that in this experiment children will discover how stereotypes and biases toward others come about and how it feels to be discriminated against. If any parent is opposed to the idea of their child's participation, then of course that child is excused from the exercise. There is a documentary made in the 1960's called “A Class Divided” that you may want to view or even use with your class about the original version of this experience. Jane Elliott was the teacher in this classroom and the subject of the documentary. There are two copies in the Lenoir-Rhyne College Library.

Prior to the mock segregation, inform students that this exercise is merely “acting.”

Segregate students on an arbitrary but visible criterion. For example, you can randomly assign red and blue stickers for students to wear on their clothing throughout the

experiment. The reds will comprise a majority of the population; the blues will represent the minority. The minority will not be given the same privileges or opportunities as members of the majority, for example:

- The majority (reds) will be given free time to read or talk quietly with friends. The minority (blues) will work and not have free time to relax.
- The majority will be allowed to work together on projects, if they wish. The minority must work independently.
- The majority will get questions answered first. The minority will be called on last.
- The majority will be dismissed first for lunch, recess, and at end of day. The minority will be dismissed last.

NOTE: The “privileges” above will be exercised during the course of one full school day. To ensure that everybody has an opportunity to be in the majority and in the minority, you may want to switch groups halfway through the day or make this a two-day exercise.

Have all students keep a personal journal throughout the mock segregation. Encourage them to take notes on the dynamics of segregation and discrimination, noting how it feels to be a member of the privileged group and what it feels like to be discriminated against.

Materials:

- Pencil/pen
- Journal/notebook

4. Debate of “Segregated Now” Activity

Objectives: Guidance 8.02 , 8.03

Break the two groups from activity #3 into smaller subgroups of three or four students each. All the students within a subgroup must be from the same original group. In their small groups, have students share ideas and thoughts on the mock segregation experiment using their journals for reference. On chart paper, have a recorder in each group write down what they felt was the most striking aspect of the mock segregation experiment. What did they find most disturbing or hurtful? What was most memorable? Invite each group to report its findings to the whole class.

Materials:

- Pencil/pen
- Journal/notebook

Chapter 15 Activities

1. Scream Box

Objectives: Guidance 8.04, Visual Arts 1.01, 1.03

This activity gives students a safe way to release frustration when they are grieving or angry. They will use household items to construct a scream box. Discussion about this and other techniques Kenny could have used in the weeks and months following the church bombing to ease his grief and shame would be appropriate. In addition to providing students with acceptable coping strategies, this activity lends itself well to visual art instruction. After the scream box is constructed, have the students look in magazines or newspapers to find pictures or words that represent something that makes them angry. They may choose items that show terrorist activity, bullying, racism, etc. Once they have a good amount of materials, have them make a collage on the outside of their scream boxes to represent what they are letting go of when they scream into it.

- Materials
 - Cereal box
 - Paper towel tube
 - Tape
 - Paper
 - Scissors
 - Newspapers/Magazines
 - Glue
- Resources
 - <http://www.cgmaine.org/docs/subdocs/activities.htm>

2. Problem-Solving Practice

Objectives: Guidance 8.01

Write down hypothetical situations on slips of paper and distribute to small groups of students. Ask them to use the problem-solving model to determine the best course of action. (Identify the problem, consider possible choices and the consequences of each possibility make the best choice, then evaluate whether it was a good choice.) Have students act out their scenarios if there is time. To extend this problem-solving practice, teachers can have a “problem of the week” for which students consider the best solutions and vote on the best possible choice.

- Resources
 - <http://www.ncpublicschools.org/curriculum/guidance/scos/05elempersonal>
[2](#)

3. How'd You Cope? (Journal entry)

Objectives: Guidance 8.04

Have students write in their journals about a time in which they experienced hard times or had some sort of personal difficulty. Ask them to also write about how they dealt with those difficulties. Encourage them to elaborate upon what they write. (ie: Do you think you coped effectively, or do you look back and see better ways you could have dealt with the difficulties? How did you feel at the time? How does it make you feel to think about it now?)

- Materials
 - Journals
- Resources
 - <http://www.ncpublicschools.org/curriculum/guidance/scos/05elempersonal2>

4. Re-write the Story

Objectives: English Language Arts 3.01

Have students rewrite a portion of the chapter from Byron's point of view. Students should consider how he feels about Kenny hiding behind the couch: Is he worried? Does he think Kenny is acting like a baby? Does he feel sorry for him? Students should also consider Byron's perspective when Kenny is crying uncontrollably in the bathroom. Is Byron embarrassed or uncomfortable, or does he understand what Kenny is going through? Students could take this in a number of directions.

- Materials
 - Paper
 - Pencil

5. Build a Dam

Objectives: Science 2.07

Cut the top off of a 2 liter soda bottle, and punch three holes (vertically) in the side of it with push pins. Leave the push pins in the holes. Discuss with the class the potential and kinetic energy, and then ask students to predict what would happen if the push pins were removed. See the website below for more specific details.

- Materials
 - 2-liter soda bottle
 - push pins
 - Water
- Resources
 - <http://powerposse.aps.com/classroom/curriculums/pdf/fifth/fifgactivity7.pdf#search=%22learning%20about%20dams%20in%20fifth%20grade%22>

Epilogue Activities

1. Online tour and presentation

Objectives: Healthful Living 10.03; Computer/Technology Skills 2.02, 3.01, 3.02; Language Arts 2.10, 3.06, 4.03, 4.10, 5.06, 5.07, 5.08; Guidance 1.06, 1.08, 7.07, 7.12, 7.13; Information Skills 1.08, 3.05, 4.05, 4.09

In order for students to grasp a better understanding of the Civil Rights Movement as a whole they will navigate their way through two online photo galleries called “Powerful Days – the Civil Rights Photographs of Charles Moore” and Seattle Times "Photo Tour of the Civil Rights Movement." This will allow the students to get a first hand look at some of the things that took place during this movement. Once they have navigated through the photos students select the one photo that they found to be the most meaningful and write a one page explanation of why. They will then share their papers with the entire class.

- Materials
 - Computers with internet access
 - Computers with word processing and printing capabilities
 - Pencils
 - Paper
- Resources
 - The online galleries can be found at:
<http://www.viscom.ohiou.edu/moore.site/Pages/index2.html> and
<http://seattletimes.nwsourc.com/mlk/king/photogallery.html>

2. Illustrated time line of the Civil Rights Movement

Objectives: Healthful Living 10.03; Visual Arts 1.03; Computer/Technology Skills 2.02; Language Arts 2.10, 3.06, 4.03, 4.10, 5.06, 5.07, 5.08; Guidance 1.06, 1.08, 7.07, 7.12, 7.13; Information Skills 1.08, 3.05, 4.05, 4.09

In small groups students will use pictures of the times of the Civil Rights Movement to illustrate the events on a time line. They will illustrate major events, places, people, etc. and give a brief description of each. They will then explain the events to the class and discuss why they choose the photos they did. This will allow students to gain an understanding of not only the things that happened during the Civil Rights Movement but the order in which they took place.

- Materials
 - Paper
 - Markers
 - Pencils
 - Computers with internet access
 - Rulers

- Resources
 - Online photo galleries can be found at:
<http://www.viscom.ohiou.edu/moore.site/Pages/index2.html> and
<http://seattletimes.nwsourc.com/mlk/king/photogallery.html>
 - <http://www.tolerance.org/> and click on Visit the Civil Rights Memorial on the right hand side of the screen
 - A Dream of Freedom : The Civil Rights Movement from 1954 to 1968 by Diane Mcwhorter
 - The Civil Rights Movement (Journey to Freedom) by Rose Venable
 - America's Civil Rights Movement kit found for free at www.tolerance.org

3. Martin Luther King, Jr. Speech

Objectives: Healthful Living 10.03; Computer/Technology Skills 2.02, 3.01; Language Arts 2.10, 3.06, 4.03, 4.10, 5.06, 5.07, 5.08; Guidance 1.06, 1.08, 7.07, 7.12, 7.13; Information Skills 1.08, 3.05, 4.05, 4.09

Students will research Martin Luther King, Jr. and his influence on the Civil Rights movement. They will pick one speech and prepare a reading of it. Then they will make a poster board of the speech and annotate it for display. This will allow student the opportunity to see just how powerful speech can be and the influence that one man had on so many people.

- Materials
 - Computers with internet access
 - Computers with word processing and printing capabilities
 - Poster boards
 - Paper
 - Pencils
 - Markers
 - Scissors
 - Glue or tape
- Resources
 - Martin Luther King, Jr. Speeches found at
<http://www.sojust.net/speeches.html> or <http://www.mlkonline.net/>
 - Martin Luther King, Jr. by Amy Pastan
 - Meet Martin Luther King, Jr. by James T. Dekay

4. Climate Comparison

Objectives: Healthful Living 10.03; Computer/Technology Skills 2.02, 2.03, 3.01, 3.02; Language Arts 2.10, 3.06, 4.03, 4.05, 4.10, 5.06, 5.07, 5.08; Guidance 1.06, 1.08, 7.07, 7.12, 7.13; Information Skills 1.08, 3.05, 4.05, 4.09 Mathematics 4.01, 5.01; Science 3.02, 3.05

The climate in Flint and Birmingham is very different. Students will make a poster for each city. They will use the Internet to research the average temperatures over a year's time and

chart it for each. Put your chart on the appropriate poster. How would this difference affect the lives of the people who lived there? Which place would be less expensive to live? Research and find out why so many African Americans moved north during the period following the Great Depression.

- Materials
 - Computers with internet access
 - Computers with spreadsheets and chart capabilities
 - Poster board
 - Markers
 - Pencils
 - Paper
 - Glue or tape
- Resources
 - Flint, Michigan Weather
<http://weather.msn.com/local.aspx?wealocations=wc:USMI0295>
 - Official Website of Flint, Michigan <http://www.cityofflint.com/>
 - Birmingham, Alabama Weather
<http://weather.msn.com/local.aspx?wealocations=wc:USAL0054>
 - Official Website of Birmingham Alabama
<http://www.informationbirmingham.com/>

5. Vacation Comparison

Objectives: Healthful Living 10.03; Computer/Technology Skills 2.02, 2.03, 3.01, 3.02; Language Arts 2.10, 3.06, 4.03, 4.10, 5.06, 5.07, 5.08; Guidance 1.06, 1.08, 7.07, 7.12, 7.13; Information Skills 1.08, 3.05, 4.05, 4.09; Social Studies 1.02, 1.03, 1.04, 1.05, 3.01, 3.04, 4.02, 4.03, 4.06; Science 3.02, 3.05

Students will talk to their parents or an adult who took family vacations during this time period. They will write the story of one of their vacations. Where did they start? Where did they go? What differences and similarities do you see between your parents' trip and the Watson's? What would be different now? (Hint: what things have changed since then that would make a vacation easier?)

- Materials
 - Paper
 - Pencils
 - Computers with word processing and printing capabilities
- Resources
 - Vacation Guide <http://www.tripadvisor.com/>
 - People living during this time