

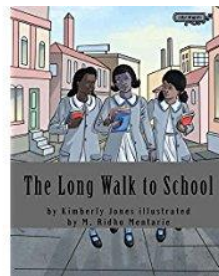
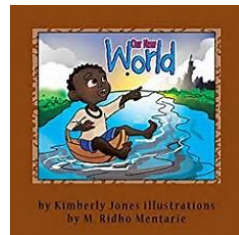
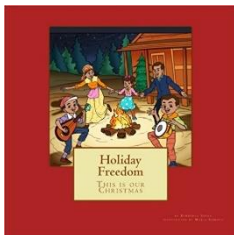


# Teachers Book Guide

## How to Use This Guide:

This teacher's guide from History for Preschool, LLP is designed to help teachers integrate the author picture books into English language arts (ELA), mathematics, science, and social studies curricula. Reading comprehension, art, and drama are encouraged throughout the guide and all activities were created in conjunction with relevant content standards in ELA, math, science, and social studies.

## Books by author:



## About the Author

Kimberly Jones is a professional early childhood educator. Jones was born in the small town of Saint George, South Carolina, on September 12, 1982. She graduated from Woodland High School in 2000, Benedict College in 2004 with bachelors of science in child and family development, and from Ashford University in 2013 with a master's in early childhood education.

After receiving her education and being a military spouse, she held several jobs as a preschool teacher and as a preschool director, but she wanted to put her education to use by writing children's books. She began to write children's books about slavery. She came across an article that explained how teachers could not implement such books into their lessons because the pictures were too violent. So, she decided to come up with fiction children's books that could be implemented in lessons, read in classrooms, and read at home by parents to their younger children.

Jones believes that children must learn and understand that the color of someone's skin doesn't make them worth any more or any less than someone else. Children in the upper grade levels study slavery, abolition, segregation, and prominent black figures, but this type of instruction should begin as early as preschool. Black history activities designed for young children help grasp the concept of equality. Here, learn several ways to introduce black history in a fun and engaging way.

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## English/Language Arts

### **Classroom Activities:**

**How I See It ~ Choose a character, other than the main protagonist, and let the students write the story from their point of view. Use one of the authors book: “Just Looking Not Buying,” or “Holiday Freedom,” as told by the author, Kimberly B. Jones, as an example.**

**How Do I Feel~, Take the book, “Our New World,” let the students place themselves as the main character and tell their own version on how they will feel?**

**“Our New World,” is a volume 1, series book of “What Became of us.” Read the book and ask students to write what they think will happen on the main characters long voyage, which is in volume 2, “The Long Voyage.”**

**Letter~ Read the book “Just Looking Not Buying,” have your students write a letter to the department store telling the department store how they feel about not allowing African Americans inside their store.**

**Black History Month Journal~ Each day have the students write or draw what they learn each day during Black History Month.**

**Newspaper Articles- Have your students find non-violent articles or pictures on the internet about segregation for African Americans and explain to the class what each article is about.**

**Vocabulary Detectives~ Have the students define each vocabulary and write a sentence to the vocabulary listed below:**

- |                   |                         |
|-------------------|-------------------------|
| 1. Civil Rights   | 6. Plantation           |
| 2. Discrimination | 7. Segregation          |
| 3. Freedom        | 8. Tobacco              |
| 4. Indifference   | 9. Underground Railroad |
| 5. Labor          | 10. Vote                |

**Letter to the author~ Students can write a letter to the author and ask questions about the books. During the author visit, random questions will be answered. Letter template in *Resources (3a)*.**

**KWL Chart worksheet provided in *Resources (3b)*.**



## Mathematics

### **Classroom Activities**

**Study of the Underground Railroad~ Have students do a study on how long the underground railroad is. There is not a starting or ending because slaves ran from many states. Pair students off in groups of 4. Have the students find the distance between the states below:**

**Graph It~ How many days and hours will it take on foot and car to get to a destination? Graph sheet available in *Resources (4a)*.**

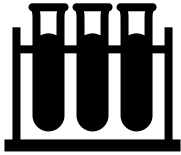
- 1. Florida to New Jersey**
- 2. Georgia to Pennsylvania**
- 3. South Carolina to Ohio**
- 4. Virginia to Canada**
- 5. North Carolina to New Jersey**

**Have a discussion with the answers they provide. Ex. What would you do if you had to walk that route on foot? How is it different then from now?**

**Newspaper Article~ Have students look at the Newspaper Ad. Gather magazines and sales ads. Get the students to choose items that they can get for the price of a slave (\$1200.00-\$1250.00). For sale newspaper ad in *Resources (4b)*.**

**Geometry Illustration~ Have students cut out different shapes from construction paper, recreate a character or illustration from one of the books. For older students, challenge them with three- dimensional found objects (ex. plastic cup, ball, shoe box, etc.). Using these objects have the students create a three-dimensional character from the author books.**

**The Secret Message Song Code~ Have the students guess the secret code song that slaves use on the path to freedom. For smaller children use letters/shapes to guess the secret code songs. Worksheet in *Resources (4c & 4d)*.**



## Science

### **Classroom Activities**

**Book-ploers~** This can be an individual or group project. Place index cards Allow your students to be scientists or “book-ploers.” Read “Our New World,” page-by-page and allow students to write down questions. **DO NOT READ THE BACK COVER UNTIL THIS ACTIVITY IS COMPLETED.** After they’ve read page, ask students what questions they have. Allow one student to be a recorder to write down the questions. At the end of the book, review the list of questions and discuss some answers. The last page states, “the long voyage,” have students guess or “hypothesize” what will happen next.

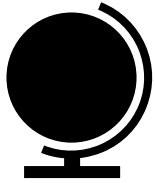
After their feedback, provide individuals/group with index cards with specific questions. Students will use a computer or library to research the questions below. Once, you have all the student’s answers “conclusions,” you can read the back cover.

1. How was Africans transported to America?
2. What happen to the children on these ships?
3. If a passenger was sick, what would happen to the passenger?
4. What foods did the Englishmen feed the Africans?

**Non-Fiction Show and Tell~** Read the books, “Just Looking Not Buying,” or “The Long Walk to School.” Ask the students to bring in internet article facts about segregation and discrimination. Students then share their facts with the rest of the class. *(Please advise parents not to allow students to bring in negative pictures)*

**Fact vs. Fiction Game~** The teacher will stand in front of the room, while the students line up in the back in the back of the room. If the teacher says a fact statement, then students will step forward. (Ex. Runaway slaves rode a train on the underground railroad). Students that move on a fictional statement should go back to the beginning.

**The Scientist Eye~** Compare the illustrations from, “Holiday Freedom,” to a similar photograph of a real person, place, or thing. What are some similarities and difference between the illustration and photo. Students take their own photos and create an illustration of their photograph.



## Social Studies

### **Classroom Activities**

**Find the similarities~** Using the books, “The Long Walk to School” and “Just Looking Not Buying,” have the students create a Venn diagrams of the main characters. Focus on the similarities between the two. If possible, add a third circle with a real-life person. (Ex. Harriet Tubman, Rosa Parks, etc.)

**This is my story~** Invite a guest speaker to visit or skype with your students. Have the guest speaker talk about either a cultural, political, historical, environmental or thematic element in the story.

**Book Pen Pals~** Arrange to have another classroom in a different town, city, state, or country read the same story. Assign pen pals to your students and have them share book reviews. Have pen pals research a real-life person like the book and create a summary of their findings.

**Map it~** Have students read the book, “Our New World,” have children draw conclusions of the main character destination. Have students study the 13 colonies of where slaves went in North America. Map available in *Resources (6a)*.

**Timeline it~** Have the children read any of the books that represents slavery, segregation, and civil rights. Have the students read and answer questions on the time line provided by Kidz World. Timeline worksheet in *Resources (6b & 6c)*.

**Challenge students to create their own timeline from events that happen during their time.**

**Collective Drawing~** As a class, create a piece of artwork that represent the people or places in the author books.

**Let’s vote~** Get one student to be class representative and that student will ask the author two questions about the books at the book signing. There can be only one representative to ask the author questions. The teacher will pick a topic and allow two students to debate and allow the other students to listen to each running representative. Assign groups of 4 to make posters for the two representatives. The groups don’t mean they must vote for the representative poster they are creating. Once, posters are made allow the two representatives to make their last remarks of why the students should vote for them. Afterwards, let’s vote! Ask children questions:

1. How did it feel to vote?
2. What were some things you could do in the process of voting? Ask representative from their point of view?
3. How would you feel if you couldn’t vote?

**This should open the teacher up to talk about African Americans not able to vote an inequality.**

**Mystery History~** Read the middle grade novel back description of “The Eyes of a Tigress.” Allow students to predict what will happen. After reading the book, the closest student to the answer will get a reward.

# Resources

Name \_\_\_\_\_

Date \_\_\_\_\_

**Allow students to write a letter to a department store, explaining how they feel about the character of “Just Looking Not Buying.”**

Dear \_\_\_\_\_

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Sincerely,

\_\_\_\_\_  
(Name)



Name \_\_\_\_\_

Date \_\_\_\_\_

# Slavery

<b>K</b> <i>What I Know</i>	<b>W</b> <i>What I Want To Learn</i>	<b>L</b> <i>What I Have Learned</i>



# ~Graph It~

How many days and hours will it take until you reach your destination by foot and by car? If the hours are longer than 120, record it on the side of the graph.

Destination: \_\_\_\_\_

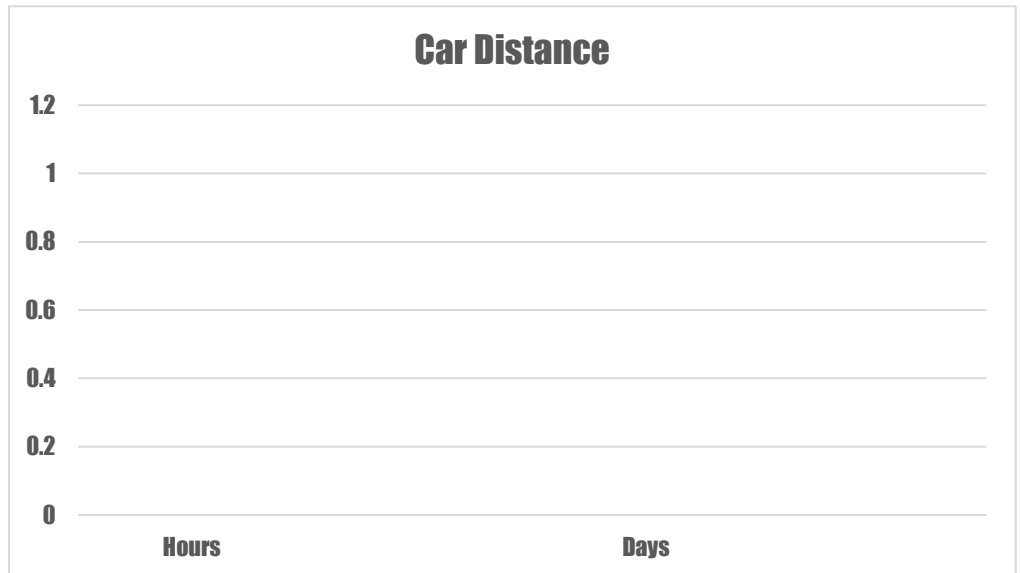
0-.1= 10 days/hrs. 0.2=20 days/hrs. 0.4=40 days 0.6=60 days/hrs. 0.8=80 days/hrs. 1.20=120 days/hrs.

Hours \_\_\_\_\_



0-.1= 10 days/hrs. 0.2=20 days/hrs. 0.4=40 days 0.6=60 days/hrs. 0.8=80 days/hrs. 1.20=120 days/hrs.

Hours \_\_\_\_\_





**\$1200**  
**TO**  
**1250 DOLLARS!**  
**FOR NEGROES!!**

---

**THE undersigned wishes to purchase a large lot of NEGROES for the New Orleans market. I will pay \$1200 to \$1250 for No. 1 young men, and \$850 to \$1000 for No. 1 young women. In fact I will pay more for likely**

**NEGROES,**

**Than any other trader in Kentucky. My office is adjoining the Broadway Hotel, on Broadway, Lexington, Ky., where I or my Agent can always be found.**

**WM. F. TALBOTT.**

**LEXINGTON, JULY 2, 1853.**



# Secret Code Song

Name \_\_\_\_\_

Date \_\_\_\_\_

Can you guess the secret code song slaves sang along their journey on the "Underground Railroad?"

Solve each math question and place the sum on the blanks below:

\_\_\_\_\_

14      4      10      6              8      20              12      2      6

\_\_\_\_\_

14      4      12      6      16

---

$5 \times 2 = D$

$4 \times 3 = T$

$4 \times 4 = R$

$56/7 = I$

$12/2 = E$

$10 \times 2 = N$

$7 \times 2 = W$

$14/7 = H$

$3 + 1 = A$



# Secret Code Song

Name \_\_\_\_\_

Date \_\_\_\_\_

Can you guess the secret code song slaves sang along their journey on the "Underground Railroad?"

Count the letters and place the sum on each blank below:

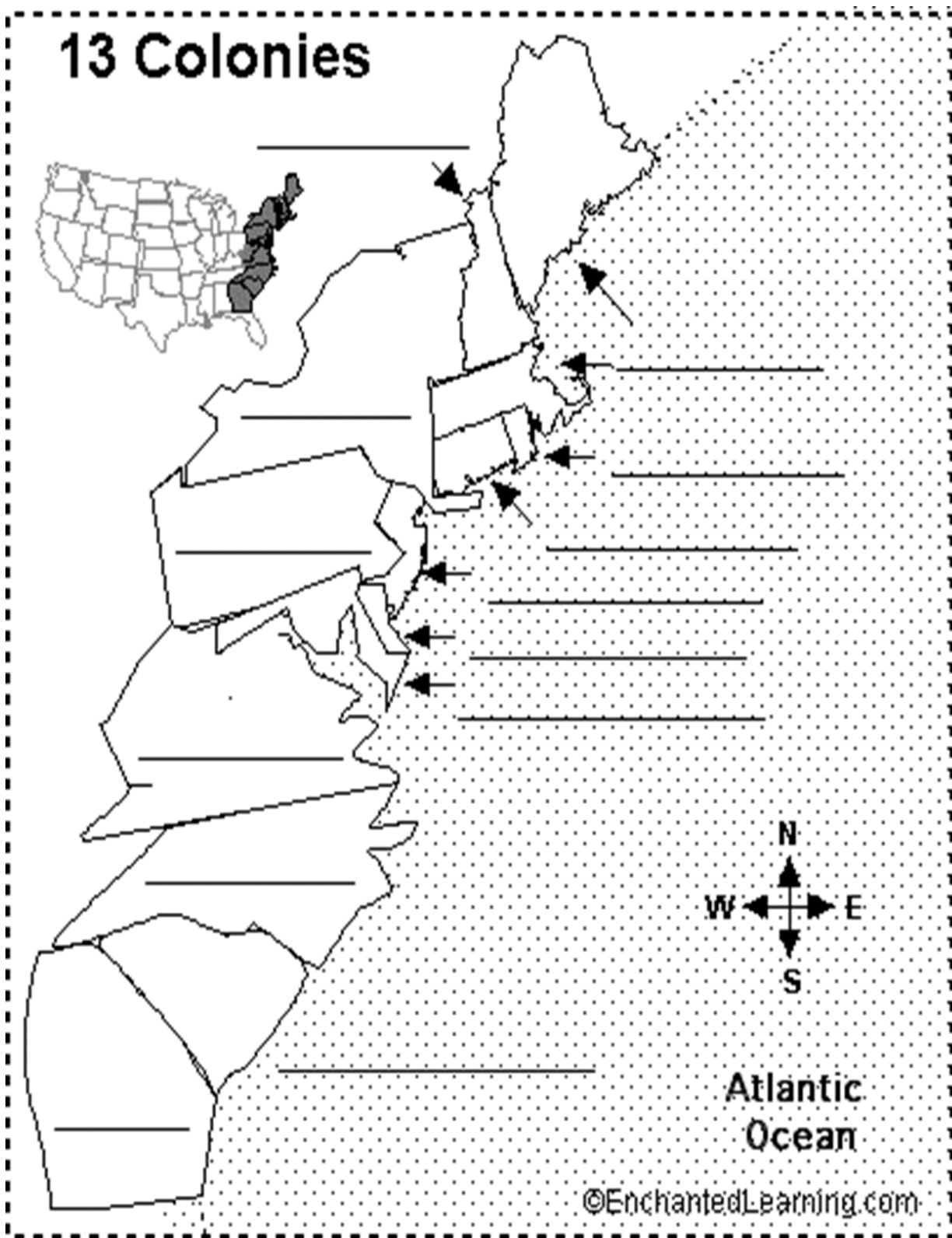
\_\_\_\_\_

4      5      9      8                  7      6                  10      2      8

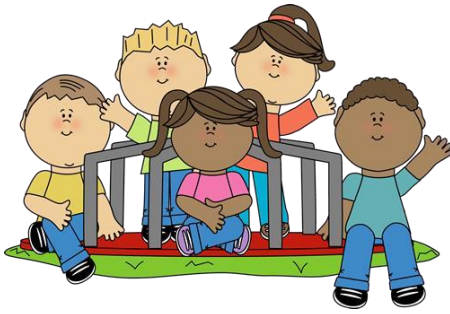
\_\_\_\_\_

4      5      10      8      3

<b>A A A A A = W</b>	<b>R R R = N</b> <b>R R R</b>
<b>V V V V = I</b> <b>V V V</b>	<b>Q Q Q Q Q = A</b>
<b>Z Z Z Z Z Z = D</b> <b>Z Z Z</b>	<b>C C = H</b>
<b>P P P = R</b>	<b>L L L L = E</b> <b>L L L L</b>
<b>O O O O O = T</b> <b>O O O O O</b>	



# Civil Rights Movement Timeline



Long before Martin Luther King Jr. walked onto the civil rights stage, many important events took place in the civil rights movement for equality and peace in America. Use the following timeline (summarizing some of the events in the Civil Rights Movement) to answer the questions at the end.

## Timeline

1820 - The Missouri Compromise is enacted; slavery is banned everywhere north of Missouri, but is still legal in the southern United States.

1849 - Harriet Tubman escapes slavery in Maryland and spends the next several years helping more than 300 people escape to free territory by way of the Underground Railroad.

1861 - The Civil War begins.

1862 - Congress gives President Abraham Lincoln the green light to allow black people to join the military.

1865 – The Civil War ends. The Thirteenth Amendment is passed and slavery is officially abolished from the United States.

1868 - The Fourteenth Amendment is passed giving black citizens in America full citizenship.

1870 - The right to vote is granted to all American males (other than Native Americans), regardless of race, color or previous condition of servitude (so even men who had previously been slaves could now vote).

1875 - Civil Rights Act is passed giving all black citizens the right to equal treatment in public and on any public transportation.

1883 - US Supreme Court declares the Civil Rights Act to be unconstitutional because laws covered by the Civil Rights Act should be left up to individual states, not the federal government.

1946 - US Supreme Court bans segregation of blacks and whites on public transit.

1955 - Rosa Parks is arrested for refusing to give up her seat on a bus in Montgomery, AL. Martin Luther King Jr. leads a boycott of Montgomery buses that lasts over a year.

1957 - Nine black students integrate with white students at Central High School in Little Rock, AR. President Dwight Eisenhower sends the paratroopers in to ward off any violence.

1963 - More than 250,000 civil rights demonstrators march on Washington, DC, where Martin Luther King Jr. delivers his "I Have A Dream" speech.

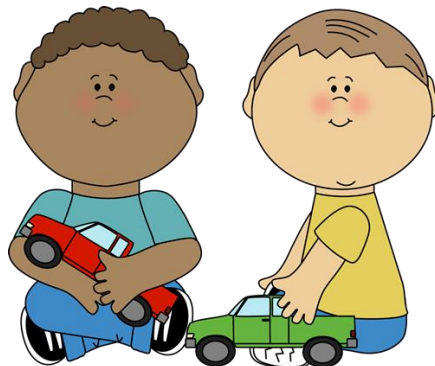
1986 - Martin Luther King, Jr.'s birthday is celebrated as a federal holiday for the first time.

2000 - Colin Powell becomes the first black US Secretary of State.

2009 - Barack Obama becomes first African American president of the United States.

## Questions

1. The Civil War lasted for how many years? \_\_\_\_\_
2. In what year did Martin Luther King, Jr. give his famous speech? \_\_\_\_\_
3. How many years between when the Civil Rights Act of 1875 was passed and when it was declared unconstitutional?  
\_\_\_\_\_
4. In what year did American males (other than Native Americans), regardless of race, color or previous condition of servitude earned the right to vote? \_\_\_\_\_
5. Who became the first black US Secretary of State? \_\_\_\_\_
6. Which Amendment officially abolished slavery in the United States? \_\_\_\_\_
7. Which US President allowed blacks to join the military? \_\_\_\_\_
8. Who was arrested for refusing to give up her seat on the bus? \_\_\_\_\_
9. The Missouri Compromise banned slavery everywhere \_\_\_\_\_ of Missouri.



Source: KidzWorld



## Civil Rights Movement Timeline Answers

1. The Civil War lasted for how many years? **4 years**
2. In what year did Martin Luther King, Jr. give his famous speech? **1963**
3. How many years between when the Civil Rights Act of 1875 was passed and when it was declared unconstitutional? **8 years**
4. In what year did American males (other than Native Americans), regardless of race, color or previous condition of servitude earn the right to vote? **1870**
5. Who became the first black US Secretary of State? **Colin Powell**
6. Which Amendment officially abolished slavery in the United States? **13<sup>th</sup>**
7. Which US President allowed blacks to join the military? **Abraham Lincoln**
8. Who was arrested for refusing to give up her seat on the bus? **Rosa Parks**
9. The Missouri Compromise banned slavery everywhere **north** of Missouri.



# HOLIDAY FREEDOM

