



HIGH MUSEUM OF ART

ATLANTA

Picture the Dream

The Story of the Civil Rights Movement
through Children's Books

Grade 3 Social Studies TEACHER RESOURCE

Written by Lisa Rogers,
Cobb County Schools

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Pacing: Three classes
GRADE: 3

LESSON ACTIVITY TITLE: Stand Up with Audrey Faye!

ESSENTIAL QUESTIONS:

- What message did Audrey Faye Hendricks send to the world?
- How did Audrey Faye and the people in the community use their voices to protest?
- What are some character traits that would describe Audrey Faye?

ENDURING UNDERSTANDING:

Students will learn that no matter their age, they can have a voice and stand up for what is right.

PICTURE THE DREAM REFERENCE BOOK: *The Youngest Marcher: The Story of Audrey Faye Hendricks, a Young Civil Rights Activist* by Cynthia Levinson, illustrated by Vanessa Brantley-Newton

SOCIAL STUDIES GSE TO ADDRESS IN ACTIVITY:

SS3CG1: Describe the elements of representative democracy/republic in the United States.

SS3CG2: Explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic.

MAJOR CONCEPTS AND VOCABULARY:

- perseverance
- segregation
- protest
- unfair
- voice
- Standing up for what is right

DIFFERENTIATED LEARNING (OPPORTUNITIES FOR SCAFFOLDING AND EXTENSION):

Scaffolds:

Students may use descriptive words, instead of writing a full letter, to describe the young Audrey Faye Hendricks. Allow the students to verbally tell you why they chose certain words.

Extensions:

Follow-up books that you can read aloud to the students or encourage students to read on their own:

We March by Shane W. Evans

A Sweet Smell of Roses by Angela Johnson

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MATERIALS:

STUDENT SUPPLIES:

- Students will need their writer's notebook or lined paper to construct a letter at the end of the lesson
- Materials to construct their mini protest sign

TEACHER SUPPLIES:

- *Picture the Dream* image, "At night a bare mattress . . ." (included on PPT resource at High.org)
- *The Youngest Marcher* by Cynthia Levinson
- Create a mini protest sign that says, "Bring Back Tennis Shoes!" You can use 8.5" x 11" paper and attach it to a ruler. Do not show the students until the work period for the lesson begins.

OPENING

HOOK/INTRODUCTION ACTIVITY:

Day One:

- Present to the students a series of statements of things Audrey Faye may have experienced that they can relate to. As you read each statement, ask your students to stand if they have experienced the same things. They should remain standing if every statement relates to them. You may add generic statements of your own if you so desire. (Feel free to use all or a few of these statements.)
 - Stand if you are between eight and nine years old.
 - Stand if you have ever stood up for something you believe in.
 - Stand if you have a favorite dish or meal that your mom, dad, or caregiver cooks.
 - Stand if you are not old enough to drive a car.
 - Stand if you like to play various games to keep busy.
 - Stand if you have ever wanted something so badly that it was all you thought about.
 - Stand if you attend elementary school.
 - Stand if you have ever been afraid.
 - Stand if you have ever thought about your classmates or missed them.
 - Stand if you love ice cream sundaes.
 - Stand if you love your family, caregivers, teachers, and friends.
- As the students stand, ask if anyone knows why you have made these statements. Students may attempt to answer your question; however, they will not be able to make the connection until the end of the story.
- Before reading the book, let the students know that they are going to hear a story about a little girl who was the same age as most of them are now. She did a very brave thing—she used her voice and joined in a protest to stand up for what was right!
- Students may look bewildered or puzzled that they had to stand up in response to the statements. Do not reveal anything to them. Ask them to join you on the carpet or at your designated reading spot. From there, you will begin reading the book.
 - Link to read aloud if you don't have the book:
<https://www.youtube.com/watch?v=2wD4q4VXVvM>

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WORK PERIOD

STUDENT AND TEACHER PROCEDURES:

Day One continued:

- Before you begin reading the story, take out your premade protest sign. Explain to the students that the principal has created a new rule that the faculty, staff, and students are no longer able to wear tennis shoes in the building. Explain that many people are angry about this new rule. Say, "One morning when you arrived at school, you noticed a crowd of people out front holding signs. They are protesting this new rule." Show them your sign that says, "Bring Back Tennis Shoes!"
- Ask the students why people are so angry. Ask them to look at how this new rule affects everyone. How does it affect them? What is the significance of the protest? Why protest? What result do the protestors hope to achieve?
- Show the students the cover of the book and ask them to make a prediction as to what they think it will be about.
- Display the image from the *Picture the Dream* exhibition, "At night a bare mattress . . ."
 - What's going on in this picture? What do you see that makes you say that?
 - How do you think Audrey might be feeling in this picture? What do you see that makes you say that? Have you ever felt this way? What happened to make you feel that way?
 - What do you think happened right before this picture? What about right after?
- Read the inside flap of the book to the students.
- Ask if students have new ideas about the image shown.
- Then proceed to read the book all the way through, only pausing to show the pictures. When you have read the book, close it and allow the students time to process the story.

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WORK PERIOD

Day Two:

- Turn to page 13 in the book. You should be on the page where Audrey is marching with a group of people holding protest signs.

See, Think, Wonder*

- Students will analyze the illustration and identify the following:
 - What they see
 - What they think
 - What they wonder about the picture

*This thinking routine was developed as part of the Visible Thinking project at Project Zero, Harvard Graduate School of Education. Explore more Thinking Routines at pz.harvard.edu/thinking-routines.

- Ask the students to read the signs and describe what they think the signs are about. Some may say they are about hate; others may say it looks like the people want freedom or justice. Ask them who these signs are referring to—they may or may not be able to make the connection, but this will let you know what they understand.
- Stop on page 18, with the image from *Picture the Dream*. Ask students again what they think might be happening in this picture to see if they have new insights after reading the first part of the book.
- Stop again when you get to page 28. On this page, Audrey is very excited because the rooms in the jail have filled up with children like her. Ask the students why Audrey is so excited now when she was so sad and scared to be in jail earlier in the story. Allow time for processing and conversations.
- Once you've finished the book, ask the students to think about everything they have heard. This will be a good time to develop a writing reflection using the vocabulary words in this writing activity. This is also a good time for students to document their text-to-text connections, text-to-self connections, or text-to-world connections.

Day Three:

- Before you visit the story again, open the lesson with these statements. Students should stand as the questions resonate with them just as they did at the beginning of the lesson.
 - Stand if you thought about the actions of everyone in the book after we finished reading it.
 - Stand if you think Audrey was brave.
 - Stand if you think Audrey showed perseverance.
 - Stand if you think Audrey used her voice to protest and to fight for what was right.
 - Stand if you think Audrey's actions made an impact on the world.
 - Stand if you think the world is a bit better because of Audrey's actions.

*Say to the students: "Look around this room. I want you to know that you all have a voice, you all can make a stand, and you all can be the 'change you wish to see in the world!'"

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CLOSING

- Project an image of Audrey Faye Hendricks on your board.
- Give each student a Post-it note.
- Tell them to think of the story and brainstorm words that represent an idea, fact, or thought from the story.
- After brainstorming, they should choose only one word that could summarize the entire book. This will require the students to dig deep as they will naturally want to use more than one word.
- After students have determined their one word, they will then create a mini protest sign using an 8.5" × 11" (or smaller) sheet of paper to write their word on.
- To complete the summarizing activity, students will write a letter to the **young** Audrey Faye Hendricks. Before the students begin, allow them to frame the idea of what should go in their letter. Will they thank her? Will they sympathize with her? Will they tell her she was brave and that they long to be like her? Will they comment on her experiences in the story? Students should also incorporate the one word they wrote on their protest sign into their letter. The sky is the limit as to what the students will say to her in their letters.
- Set the timer for fifteen minutes; watch the magic unfold.
- After time is up, allow students to share their signs and their letters out loud.



Vanessa Brantley Newton (American, born 1963), "At night—a bare mattress with one thin sheet for a cover." *The Youngest Marcher: The Story of Audrey Faye Hendricks, a Young Civil Rights Activist*, 2017, written by Cynthia Levinson, digital collage, collection of the artist, XL.2019.29.



Lisa Rogers is a dedicated and enthusiastic educator preparing innovative leaders for tomorrow. She began her teaching career almost twenty years ago in the Cobb County School District. She has taught all grade levels ranging from kindergarten through eighth, as well as Special Education, and is now a Gifted and Talent Development teacher for grades K-5. Since 2003, she has shared her educational pedagogy at numerous educational conferences throughout the state of Georgia, and she has written curriculum for the State of Georgia and for Cobb County for well over a decade. She was filmed by Georgia Public Broadcasting Television, where she demonstrated how to get students excited and engaged in the art of inquiry. In September of 2014, she was awarded the Javits-Frasier Scholarship for Diverse Talent Development, which helped propel her into mentoring others on how to serve underrepresented groups in gifted and talent development as it relates to literacy and learning.