



Granddaddy's Turn: A Journey to the Ballot Box

By Michael S. Bandy and Eric Stein

NOTES TO 2nd GRADE TEACHERS:

Please complete the Teacher Activity with your class prior to the volunteer's visit. Since the volunteers only have 30 minutes with your class, it's important to build the background knowledge needed for listening comprehension.

Lesson Objectives:

At the end of the lesson, the students will be able to discuss the essential questions, as well as define and synthesize the vocabulary important to the theme of Civil Rights.

Essential Questions:

1. What is courage?
2. What is kindness?
3. What can I learn from the text that can help me be a better citizen?

Comprehension Strategy (Synthesizing):

Synthesis takes place when readers' thinking changes. Their thinking evolves. They infer meanings beyond the story line. They recognize themes.

Teacher Activity (Prior to the Volunteer's Visit):

Share Information:

1. Tell the students that there as a period of time, not so long ago, when black people and white people in our country did not have the same rights. For example, black people could not drink from the same water fountains, eat in the same restaurants, or go to the same schools as white people. Tell them that this was called segregation.
2. Explain to them why being separate did not mean being equal.

Vocabulary:

1. **Segregation** - separation because of skin color
2. **Integration** - to give everyone equal opportunity to belong
3. **Vote** – the ability to express your choice
4. **Ballot Box** – a box where you place your paper (choice) when you vote
5. **Citizen** – a member of a community

Discussion:

1. Discuss what courage is and identify traits that show courage.
2. Discuss what kindness is and identify situations when students have been kind or have seen kindness.
3. Discuss the question, "Why does kindness matter?"
4. Record responses on chart paper.

Teacher Activity (Day of the Volunteer's Visit):

Setting the Purpose:

1. Tell students they will be listening to the story Granddaddy's Turn: A Journey to the Ballot Box by Michael Bandy and Eric Stein. As they listen to the story, they should be thinking about courage and kindness. Explain that at the end of the story, they will be having a discussion and will need to support their response with evidence from the text.
2. Review what courage and kindness are and the identified traits that show each. Display the responses that were recorded on the chart paper.
3. Review the vocabulary words that they will hear in the story.

Volunteer Activity:

Explain to the listeners that the book is a fictional story that is based on real events that happened in the U.S. in the 1950s and 1960s.

Read the book, Granddaddy's Turn: A Journey to the Ballot Box, straight through (without stopping) so that the students get the flow of the story.

After you read the story, ask the students the following questions.

Questions for Comprehension:

1. What do you think the grandfather meant when he said, "He didn't take nothing off nobody?" (Answer: He plowed his own fields, chopped his own wood, and made his own fences)
2. Why do you think Granddaddy wore his suit and tie and took a camera with him? (Possible follow up question: Do you think it was a big event for him?)
3. Why do you think it was important for Granddaddy to be able to vote? (Possible follow up question: Had he ever been allowed to vote?)
4. What did Granddaddy do after he was told that he wouldn't be allowed to vote? (Answer: He walked away without challenging the deputy)
5. We learned something about the boy that went with his grandfather to vote that day. What was he able to do after he was an adult? (Answer: He voted)

Closure:

1. How did Granddaddy show courage?
2. Were the people being kind to Granddaddy? Why or why not?
 - a. The people who cut in line in front of him?
 - b. The deputy?
3. Why does kindness matter?
4. What can I learn from the story that can help me be a better citizen?



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