Explore the Past, Journey to the Present, and Create the Future
“Overcoming Adversity”

By Nancy Terrell and Rachele Chambers
Davis Middle School
Hampton, VA
DMS at a Glance

- Approximately 600 students
- 85% of our 6th graders are below reading level
- High Special Needs Population
- 2016/17 Title One School
- Going into 4th year in warning
- Reading is a focus area
- 1:1 iPad Program
Overcoming Adversity
Book Suggestions

Freedom on the Menu,
The Greensboro Sit-Ins
Carole Boston Weatherford

Henry’s Freedom Box
Ellen Levine

Brotherhood
A. B. Westrick

Bibliography of suggested books will be posted online (Read-Alouds/Picture Books, Fiction, NonFiction)
Funding

Grants
• Hampton Education Foundation
• Langley Federal Credit Union
• Virginia Education Association
• 21st Century

Box Tops for Education
District/School Funds
Thrift Store (LEGOs)
Planning...

- Objectives
- Target Population
- Curriculum/SOLs
- Overview of Project
- Learning Experiences
- Student Outcomes
- Budget
- Timeline

### Budget:

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book Title: Samuel Wilbert Tucker: The Story of a Civil Rights</td>
<td>4 Class Sets of 30 paperback books</td>
<td>$840 for books</td>
</tr>
<tr>
<td>Trailblazer and the 1939 Alexandria Library Sit-In'</td>
<td>$210 per set and $18 per set for</td>
<td>$72 Shipping/Handling</td>
</tr>
<tr>
<td></td>
<td>shipping</td>
<td></td>
</tr>
<tr>
<td>Bookmarks (from Upstart Promotions)</td>
<td>5 packs</td>
<td>$41.25</td>
</tr>
<tr>
<td></td>
<td>$8.25 per pack</td>
<td>$7.95 shipping</td>
</tr>
<tr>
<td></td>
<td>Total Requested: $961.20</td>
<td></td>
</tr>
</tbody>
</table>

### Dates

<table>
<thead>
<tr>
<th>Dates</th>
<th>Project Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 2014</td>
<td>Order books and bookmarks</td>
</tr>
<tr>
<td>December 2014</td>
<td>Meet with the social studies and language arts teachers to prepare for the program. Provide teachers with a copy of the book</td>
</tr>
<tr>
<td>April 13-14 2015</td>
<td>Kick off the program with their initial library visit.</td>
</tr>
<tr>
<td>April 20-21 2015</td>
<td>Additional library visit to discuss and communicate online and use their iPads to access QR codes about Historical Fiction books</td>
</tr>
<tr>
<td>April 29-30, 2015</td>
<td>Library Sit-In and evaluation of program</td>
</tr>
</tbody>
</table>
Planning...

* Contact Author
* Set up Edmodo Site
* Post introduction
* Order Books and bookmarks

Available as Paperback or School/Library Binding

Single Copy $7.50 (plus $3.00 S&H per copy)
Class Set of 25 books $175.00 (plus $15.00 S&H per set)
Class Set of 30 books $210.00 (plus $18.00 S&H per set)

Payment Information

Types of payment accepted: Purchase Order or Check
(Sorry, no credit card payments.)

Orders may be placed by postal mail:
History4All, Inc.
P.O. Box 1126
Fairfax, VA 22038

Or by e-mail: history4allkids@gmail.com

Contact: Paula Smith Elsey 703.201.2284  www.history4allkids.com
History4All, Inc.  FEIN 20-5049685
Me to ■ Great Library Sit-In

Welcome to our "Great Library Sit-In" Edmodo site. Here is a little information about the book we will be reading.

“First-ever biography of African American civil rights lawyer Samuel W. Tucker (1913-1990), who organized a 1939 sit-in at the Alexandria Public Library in Alexandria, Virginia, to protest that city’s "whites-only" policy. Born and raised in Alexandria during the time of Jim Crow, Tucker attended segregated schools, graduated from Howard University, passed the Virginia Bar exam at age 20, served overseas during World War II,...

Show Full Post
Nancy Noyes Silcox to Great Library Sit-In

I am so happy you are reading the biography I wrote about Samuel Wilbert Tucker. He was a remarkable person who saw things that were wrong and worked to make them right.

Sometimes people do things they never expect to do. I never expected to write a book. When I was the librarian at Samuel W. Tucker Elementary School in Alexandria Virginia, students wanted to know more about Samuel Tucker. They needed a biography to answer their questions. When I retired in June 2011, I decided to write the book to find answers to their questions. I don't go to school every day now, but I do keep busy. I like to travel, hike, dig in my garden and read. I especially like historical fiction.
Please help me get to know you. Tell me something about yourself. What do you like to read? What do you know about the fight for civil rights in Virginia and America? What questions do you have that you hope the book will answer?

I am excited to talk with you and hear your thoughts about this important period in America history. As you read the book, please post questions, comments and things you just wonder about.

All the best to you as you learn about the Alexandria Library Sit-in and the life of Samuel Wilbert Tucker.

Nancy Noyes Silcox
Essential Questions with SOLs

- How to make reading and analysis of a nonfiction text interesting? (R, U)
- How does learning about the past make me a better person? (U, AN)
- What are some examples of text features? (R, U) SOL 7.6b
- How does an author use text features to give information? (R, U, AN) SOL 7.6b
Essential Questions with SOLs

• How can chapter titles help the reader? (U, AP) SOL 7.6b
• How can one event in a story cause another to happen? (U) SOL 7.6h, 7.5k
• What events led to the Alexandria Library Sit-In? (U, AN) SOL 7.6h, 7.5k
Essential Questions

• How are heroes alike and different? (AP, AN) SOL 7.5b, 7.5k

• How are the Alexandria Library Sit-In and Little Rock 9 similar and different? (U, AP, AN), 7.5k

• How do know if something is a fact or an opinion? (R, U)
Samuel Wilbert Tucker: The Story of a Civil Rights Trailblazer and the 1939 Alexandria Library Sit-In

In class...
• Nonfiction text features-utilized a crossword puzzle to review the different features, the discussed how and why an author used them.
• Previewed the text
• Made and confirmed predictions, Drawing conclusions and make inferences
• Make connections with characters, time period
• Completed Word Analysis and Comprehension Questions
Connecting with Paired Text

- Paired texts
- “Integration of Central High School” Excerpt included with the students Reading Comprehension and Analysis Questions
- Out of My Mind
Out of My Mind by Sharon Draper

Realistic Fiction
Book Talk
Whole Class Reading
Reading... Fictional Text
Students created timelines and action plans to show conflicts throughout history and how to overcome adversity.
“We’ve got to keep our story told.”
Creating Stations

**Tools**
- iPads or phones
- Desktop Computers
- Laptops
- QR Codes

**Print/Non-Print**
- Text
- Articles
- Images
- Video clips
Organization
Research and Creation of Stations

Folders for easy storage

Violent & NonViolent Protests (past and current)

Format:
- Text
- Images
- QR Code
QR Code Reader and Scanner
By ShopSavvy, Inc.
Open iTunes to buy and download apps.

Description
Easiest and most beautiful QR Code Reader!

Scans both QR codes and barcodes. Scans quickly and in real-time.

ShopSavvy, Inc. Web Site › QR Code Reader and Scanner Support ›

What's New in Version 3.4
- Bug fixes

Free
Category: Utilities
Updated: Jun 01, 2016
Version: 3.4
Size: 17.7 MB
Language: English
Seller: ShopSavvy, Inc.
© ShopSavvy Inc. 2015
Rated 4+

Compatibility: Requires iOS 7.0 or later. Compatible with iPhone, iPad, and iPod touch.

Customer Ratings
156 ratings, average rating: 5.0 out of 5 stars

iPhone Screenshot
QR Code Generator

Website (URL)


Static  Dynamic (What does dynamic mean?)

Create QR code
QR Codes in the Classroom

Quick response (QR) codes are easy to create and have many uses in the classroom. With the posting of a QR code, you can lead students to information by just using their computer's or mobile device's camera. This page provides links to QR code readers and creators and tons of ideas for their use in the classroom!
Student Goals

*I will use QR codes to locate text, images, and video clips as I research violent and non-violent protests.  
*I will communicate with my classmates and author using Edmodo.  
*I will create a timeline of events.  
*I will work in my group to create a LEGO Word Wall and poster to emphasize non-violent ways to deal with issues.

English SOL 7.6 (read and demonstrate comprehension of a variety of nonfiction texts)  
English SOL 7.9 (apply knowledge of reference materials to produce project)  
Computer/Technology 6-8.11 (demonstrate organization with project), 6-8.14 (generate innovative product)
“We’ve got to keep our story told.”
<table>
<thead>
<tr>
<th>Station</th>
<th>Date it occurred</th>
<th>Location</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How to use QR Codes

Alexandria Sit-In

Scan the QR code for facts.
Multiple QR Codes

Alexandria Sit-In

Format:
Image
2 QR Codes
Station with Audio

Format:
- Text
- Image
- QR Code
- Audio of speech

March on Washington

More than 200,000 people gathered in the shadow of the Lincoln Memorial on August 28, 1963 to demand equal rights for African Americans. Dr. Martin Luther King Jr. delivered his "I Have a Dream" speech and roused a nation to action.

Read his speech (Scan QR code)
Teacher is actively engaged with her students.
<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>Missouri</td>
<td>A beating of a data analyst who later sued the police for alleged brutality.</td>
</tr>
<tr>
<td>August 28, 2014</td>
<td>Alexandria Library</td>
<td>Young men were arrested for sitting in the library causing no violence. The staff inside helped them leave.</td>
</tr>
<tr>
<td>March 3, 1913</td>
<td>Washington D.C., Pennsylvania Avenue</td>
<td>led a protest of more than 5,000 protesters. Protested for women's right to vote and raised over $14,000.</td>
</tr>
<tr>
<td>October 1, 2012</td>
<td>Elwood, Illinois</td>
<td>More than a dozen arrests. Riot police were there to arrest the 17 peaceful protesters who were workers on strike since September.</td>
</tr>
<tr>
<td>Event</td>
<td>Date</td>
<td>Location</td>
</tr>
<tr>
<td>-------</td>
<td>----------</td>
<td>----------------</td>
</tr>
<tr>
<td>1</td>
<td>1968</td>
<td>Mexico City</td>
</tr>
<tr>
<td>7</td>
<td>Aug 28, 1963</td>
<td>Lincoln Memorial</td>
</tr>
<tr>
<td>10</td>
<td>Dec 21, 2013</td>
<td>Hamburg (Hote Flora) Cultural Centre</td>
</tr>
<tr>
<td>11</td>
<td>June 9, 2014</td>
<td>Brazil, Sao Paulo</td>
</tr>
</tbody>
</table>

- Choose several words to represent a Non-Violent way to deal with issues in your life. Write the words in the bubble:
  - Brave
- Choose one word to type on the Promethean board. Be sure it is not a word that someone else chose.
- Create a poster to show students how to resolve conflict peacefully.
# Word Selection

<table>
<thead>
<tr>
<th>Word chosen for Word Wall</th>
<th>Group Members Names</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk away</td>
<td>Chyna, Nanyelli</td>
</tr>
<tr>
<td>calm</td>
<td>Jakorey, Semaj, Jonathan, Jerrious</td>
</tr>
<tr>
<td>chill</td>
<td>Tyvari, Jeremy, Darius</td>
</tr>
<tr>
<td>Ignore</td>
<td>Chris</td>
</tr>
<tr>
<td>passion</td>
<td>Imanie Dejah</td>
</tr>
<tr>
<td>peace</td>
<td>Zentrell, John, Stefan, Jayden</td>
</tr>
<tr>
<td>resolve</td>
<td>Cilla, Kelty, Harley</td>
</tr>
<tr>
<td>inspire</td>
<td>Ja’Kiya J, Regina H</td>
</tr>
<tr>
<td>Kindness</td>
<td>Sara, Kenzie, Kaylee</td>
</tr>
<tr>
<td>Equal</td>
<td>Travis, Caleb, Michael</td>
</tr>
<tr>
<td>Pacifism</td>
<td>Quinlin, Ryan, and Devante</td>
</tr>
<tr>
<td>nice</td>
<td>Laila, Genesis, Jazmyne</td>
</tr>
<tr>
<td>Think</td>
<td>Brandon, Inari, Jada</td>
</tr>
<tr>
<td>Leave</td>
<td>Robey’on</td>
</tr>
<tr>
<td>READ</td>
<td>Se’Miyah</td>
</tr>
<tr>
<td>Lead</td>
<td>Akeem, LL, Jayden, Delano</td>
</tr>
</tbody>
</table>
Word Wall
Non-Violent ways to deal with adversity
Extension Activity-Poster Making
Extension Activity-Timeline
**Exit Ticket**

**Exit Ticket:** Place a check in the appropriate box for each activity.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Comfortable</th>
<th>Need Help</th>
<th>Not Comfortable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using QR codes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graphic Organizer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEGO Wall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poster</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Explain the significance of one event that you researched and how it affects us today.**
**A Time to Reflect...**

**Action Plan**
Using ideas from this session, complete the following.

<table>
<thead>
<tr>
<th>Task</th>
<th>Fill in below</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one idea from this session</td>
<td></td>
</tr>
<tr>
<td>Subject Area/Topic to cover</td>
<td></td>
</tr>
<tr>
<td>Timeline of when you would do it</td>
<td></td>
</tr>
<tr>
<td>Resources needed</td>
<td></td>
</tr>
<tr>
<td>Someone I can contact for assistance</td>
<td></td>
</tr>
</tbody>
</table>
Contact Information

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