

## Story Hour Program Guide

Grade Levels: K-3<sup>rd</sup> grade

Time Requirements: 1 hour

Thank you for reserving the “Story Hour,” program for your class. Your students will have a great experience learning about the Glorious March to Liberty: Civil War to Civil Rights, and I hope that you will find the attached pre- and post-visit materials helpful. At the African American Civil War Museum, our mission is to engage the public in an exploration of the soldiers of African descent who served the Union during the American Civil War. Our programming will facilitate a meaningful United States Colored Troop learning experience.

### **Program Synopsis:**

Our “Story Hour” program engages our youngest visitors in historic objects and museum settings by using traditional and contemporary stories about the Civil War and Civil Rights movement. “Story Hour” is followed by hands-on activities that will allow students to understand how life today and in the past differ.

As a result of this program, your students will:

- Gain a better understanding of the Civil War.
- Gain a better understanding of the connection of the Civil War to Civil Rights.
- Learn how people lived in the past.

Enclosed are educator materials specifically designed to help you;

- Prepare your students for their experience through thought-provoking activities;
- Arrange your visit to ensure the best possible museum experience;
- Plan meaningful time for classroom reflection after your museum visit.

Other teacher materials are available on our website at [www.afroamcivilwar.org](http://www.afroamcivilwar.org). If you have additional questions, please contact the education department at [education@afroamcivilwar.org](mailto:education@afroamcivilwar.org) or call 202.667.2667.



## ▶ Preparing for “Story Hour”

- The museum schedules a story hour program on the first Friday of every month at 11 am, except for December, January, March and April. However, if this time does not work for you, we can schedule a time just for your group. Just chose a book and let us know.

### ★ **Books For Story Hour**

*Henry’s Freedom Box* by Ellen Levine & Kadir Nelson

Henry “Box” Brown was a slave in Virginia with dreams of liberty so he mailed himself to the free state of Pennsylvania. This engaging book tells his story.

*Follow the Drinking Gourd* by Jeanette Winter

The Underground Railroad helped hundreds of slaves reach freedom. This moving tale chronicles the experience of the Underground Railroad.

*Seven Miles to Freedom: The story of Robert Smalls* by Janet Halfmann

Robert Scott Smalls was a slave aboard the Confederate gun boat *The Planter*. This story tells the tale of his heroic journey to freedom when he took *The Planter* and sailed himself and his family to freedom.

*Hold the Flag High* by Catherine Clinton

William H. Carney earned the Congressional Medal of Honor for keeping the flag of the United States from touching the ground. This book tells his story.

*Child of the Civil Rights Movement* by Paula Young Shelton

This story depicts the Civil Rights movement through the eyes of a child. Paula Young Shelton shares her memories of some of the most important figures in the Civil Rights movement.

*Freedom on the Menu: the Greensboro Sit-Ins* by Carole Boston Weatherford

This straightforward first person narrative, relates the Greensboro Sit-Ins from the point of view of Connie a little girl living in Greensboro, North Carolina with the wish to sit a lunch counter an eat.

*Moses: When Harriet Tubman Led Her People to Freedom* by Carole Boston Weatherford

Harriet Tubman was a slave on a Maryland plantation who not only escaped herself, but helped many others to escape as well. This book offers a glimpse into Tubman’s determination to be free.

▶ Experience “The Civil War Soldier

- When your group arrives at the museum you will receive a short orientation and introduction to the book.
- Next they will listen to a story about the Civil War or Civil Rights movement and engage in a craft related to the story.
- Finally your students will reflect on their visit to the African American Civil War Museum and what they learned.

▶ Reflect on “Story Hour”

- Each student will participate in a craft activity after the story hour. To continue their visit away from the museum take their craft projects and make a board in your classroom, add pictures to remind them of their experience. Discuss what they learned during their visit to the museum and what they liked about their visit.

## ***Standards of Learning***

### ***Language Arts***

#### ***Kindergarten***

- K.LD-D.1. Follow agreed-upon rules for discussion, including raising one's hand, listening politely to the ideas of others, waiting one's turn, and speaking one at a time.
- K.LD-Q.2. Share information, opinions, and questions, speaking audibly in coherent sentences.
- K.LD-Q.4. Use appropriate tone and inflection to express ideas, feelings, and needs.
- K.LD-Q.5. Follow directions that involve one- or two-step related sequences of action.
- K.LD-V.9. Sort common objects into basic categories (e.g., colors, shapes, foods).
- K.IT-E.2. Retell important facts from a text heard or read.
- K.LT-U.3. Ask and answer questions about the important characters, settings, and events.
- K.W-I.1. Draw pictures and/or use letters or phonetically spelled words to tell a story.
- K.W-E.3. Draw pictures and/or use letters or phonetically spelled words to give others information.

#### ***1st Grade***

- 1.LD-D.1. Follow agreed-upon rules for discussion, including raising one's hand, waiting one's turn, speaking one at a time, and listening politely to the ideas of others.
- 1.LD-Q.2. Listen attentively by facing the speaker.
- 1.LD-Q.4. Give, restate, and follow oral directions that involve two unrelated sequences of action.
- 1.LD-O.5. Retell stories using standard grammar rules, sequencing story events by answering who, what, where, when, how, and why questions.
- 1.IT-E.2. Respond appropriately to questions based on facts in text heard or read.
- 1.LT-S.8. Identify words that the author selects in a literary selection to create a graphic visual experience.
- 1.R.1. Generate questions and gather information from several sources in the classroom, school, or public library.
- 1.EL.2. Write in complete sentences.

#### ***Second Grade***

- 2.LD-D.1. Follow agreed-upon rules for discussion, including raising one's hand, waiting one's turn, speaking one at a time, listening politely to the ideas of others, and gaining the floor in respectful ways.
- 2.LD-Q.5. Give, restate, and follow oral directions that involve a series of unrelated sequences of action.
- 2.LT-U.2. Identify cause and effect of specific events in a biography.
- 2.R.1. Generate questions and gather information from several sources in the classroom, school, or public library.

#### ***3rd Grade***

- 3.LD-Q.3 Respond to questions with appropriate elaboration and detail.
- 3.LD-O.5 Give presentations about experiences or interests that have a recognizable organization using appropriate eye contact, adequate volume, and clear pronunciation.
- 3.Lt-F.10 Identify who is telling the story or speaking in a poem.

### ***Social Studies***

#### ***Kindergarten-3rd Grade***

- K.1. Broad Concept: Students demonstrate an understanding of the concept of location.
- K.2. Broad Concept: Students describe the way people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, having fun).
- K.6. Broad Concept: Students retell stories that illustrate honesty, courage, friendship, respect, responsibility, and the wise or judicious exercise of authority, and they explain how the stories show these qualities.

#### ***History and Chronology***

- 1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context.
- 2. Students correctly apply terms related to time.

#### ***Historical Research, Evidence, and Point of View***

- 1. Students analyze societies in terms of the following themes: military, political, economic, social, religious, and intellectual.
- 2. Students pose relevant questions about events they encounter in historical documents.
- 3. Students distinguish fact from fiction.
- 4. Students use non-text primary and secondary sources, such as maps, charts, graphs, photographs, works of art, and technical charts.

NCSS

II, III, V, VI, VIII, X,