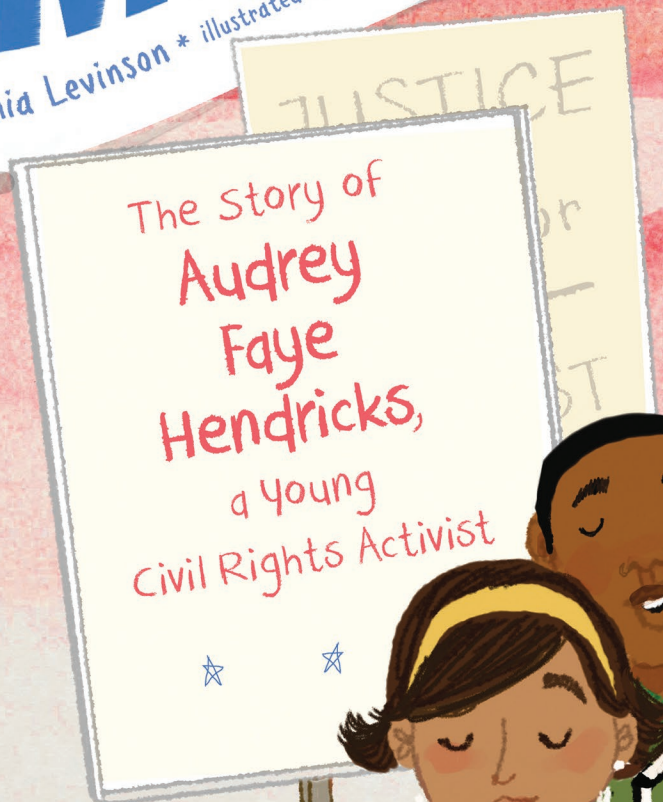
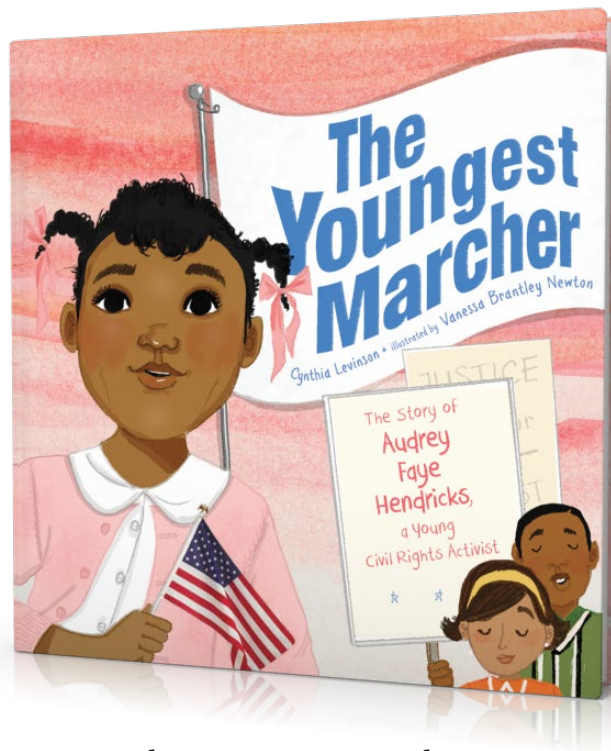


A Common Core Curriculum Guide to

The Youngest Marcher

Cynthia Levinson * illustrated by Vanessa Brantley Newton





The Youngest Marcher:

The Story of Audrey Faye Hendricks, A Young Civil Rights Activist

Written by Cynthia Levinson

Illustrated by Vanessa Brantley Newton

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Background/Summary

Audrey Faye Hendricks was nine-years-old when she became actively involved in the Civil Rights Movement. Talk of freedom, equality, and protest was in the air as she was growing up. When her parents hosted ministers such as Dr. Martin Luther King Jr., Fred Shuttlesworth, and James Bevel for dinner, Audrey heard talk about ending segregation in Birmingham, Alabama, and she wanted to be part of making this happen. After all, she had experienced the impact of segregation in her daily life and she wanted to see things change.

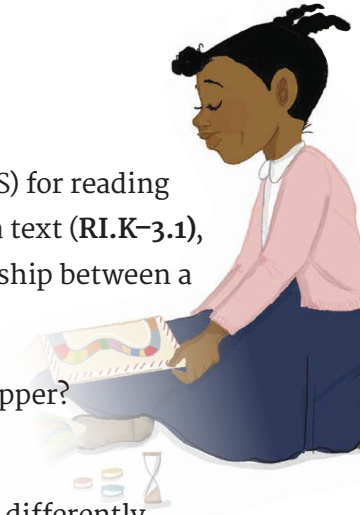
When Dr. King spoke at meetings in Audrey's church, he asked the people who attended to resist unjust laws by marching and picketing. Because this resistance was unlawful, they would get arrested, filling up the jails and making further arrests of protesters impossible. But fearing for their jobs and safety, the adults refused. So instead, Jim Bevel offered a different idea. He suggested that children should fill the jails. That's when Audrey boldly stepped forward.

As the youngest protester, Audrey faced hunger, horrible conditions, and humiliation in jail. Yet she and thousands of other children who volunteered to march filled the jail cells to capacity, making further arrests impossible. After one full week in jail, Audrey was allowed to return home, and two months later the segregation laws in Birmingham were lifted, enabling black people to walk into stores, movies, and restaurants and be served just like everybody else. It was a stunning victory for equal rights, and Audrey Faye Hendricks was part of it.

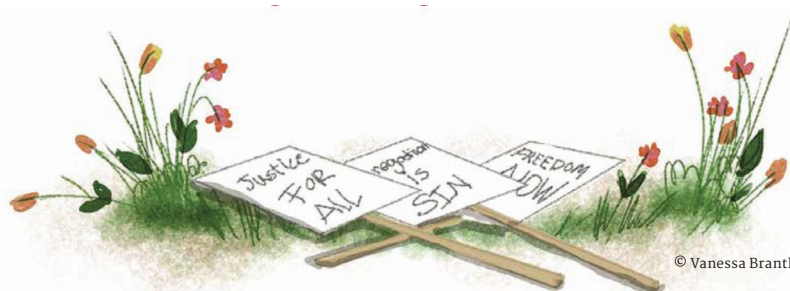
Discussion Questions/Activities

Key Ideas and Details

The discussion questions and activities below draw on Common Core State Standards (CCSS) for reading informational text (RI) that ask children to ask and answer questions about key details in a text (RI.K-3.1), identify the main topic and key details that support it (RI.K-3.2), and describe the relationship between a series of events, concepts, or ideas (RI.K-3.3).



1. What did Audrey learn about segregation laws when grown-ups talked during supper? What did she think about these laws?
2. How did segregation affect Audrey's life? In what ways were black people treated differently from white people?
3. Where and when does this story take place? Why does this matter?
4. When Mike visited Fred's church, what did he say about segregation and how to resist it? What was his plan?
5. How did grown-ups respond to Mike's plan? Why?
6. How did Audrey respond when Jim suggested a new idea? What do you think of her response?
7. Describe Audrey's experience in jail. Discuss the following:
 - Her treatment by the matron
 - The food she was given
 - The bed she slept in
 - Going outdoors with cell mates
 - Being questioned by four white men
8. Why were some protesters sopping wet when taken to jail? How was their experience different from Audrey's?
9. How did things change by the fifth day Audrey was in jail? How did things change after she returned home?
10. What does the author think about Audrey's story? How do you know?



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Craft and Structure

To learn about craft and structure, the CCSS asks us to help students learn and understand vocabulary words and phrases (RI.K-3.4), think about the features of nonfiction text (RI.K-3.5), and assess the author's point of view (RI.K-3.6). The questions and activities below emphasize these understandings.

1. **Looking Closely at Interesting Sentences.** What makes readers pay attention to an author's writing? It could be the descriptive words and phrases the author uses, the rhythm or sound of the sentences when read aloud, or the new information presented. See the Interesting Sentences Activity sheet on page 5 to determine what makes a sentence interesting.
2. **Examining the Author's Note.** In the author's note, Cynthia Levinson provides more information about Audrey Faye Hendricks. Discuss what she tells you about the following:
 - Audrey's return home from jail
 - How the Children's March affected America
 - What the author learned from her meeting with Audrey Faye Hendricks
3. **Creating Magnet Summaries.** Here's how to create Magnet Summaries. First, begin with a key word that explains the topic. You can think of this word as a magnet that attracts other related words. Second, list other words and phrases that describe and explain the magnet word. Third, use as many words and phrases as possible to write a magnet summary about the topic.

Here is an example:

unjust laws	Birmingham	textbooks
Audrey Fay Hendricks	SEGREGATION	bus
elevator	movie	ice cream parlor

Magnet Summary: Because of the unjust segregation laws in Birmingham, Alabama, Audrey Faye Hendricks received old, hand-me down textbooks. She paid for a bus ride at the front entrance of the bus and then had to walk off and enter through the back. She could not sit down and be served inside a local ice cream parlor, ride the main elevator of a department store, or sit where she pleased in a movie theater. Audrey wanted this treatment to change.

Check out the Magnet Summaries Activity Sheet on page 6 to try some of your own.

INTERESTING SENTENCES ACTIVITY SHEET

Examine each of the sentences below and write down what you notice.
What makes each sentence interesting to read?

In a voice as taut as steel cables, as smooth as glass, he intoned, “[S]egregation . . . is morally wrong and sinful.”

What I notice:

She twisted in her pew to see which grown-ups would walk down the aisle, volunteer for jail. But they mostly stayed put, eyes staring at their feet, hands on their knees. Feet, hands, and knees didn’t move.

What I notice:

If nobody protested, Mike’s plan would fail. Police could keep arresting anyone, anytime, for anything, forever.

What I notice:

Audrey leaped to her feet. “I want to go to jail,” she declared. Momma looked deep and saw that Audrey’s eyes begged, *Please*. “Okay,” Momma said.

What I notice:

After seven days, Audrey went home. Her momma and daddy wrapped their arms tight around her, washed the jail off her, and for dinner . . . hot rolls, baptized in butter!

What I notice:

MAGNET SUMMARIES ACTIVITY SHEET

Here's how to create Magnet Summaries. **First**, begin with a key word that explains the topic (the word(s) in bold). You can think of this word as a magnet that attracts other related words. **Second**, list other words and phrases that describe and explain the magnet word (supplied here for you). **Third**, use as many words and phrases as possible to write a magnet summary about the topic.

Try writing magnet summaries for the examples below.

unjust law	volunteers	protest
disobey	Mike's Plan	march
picket	get arrested	fill the jails

Magnet Summary:

children	paddy wagon	police
matron	Jail	hungry and tired
bare mattress and thin sheet	questioned	filled up all the rooms

Magnet Summary:

segregation laws wiped off the books		stores
home	Changes	like everybody else
Birmingham	black and white together	restaurants

Magnet Summary:

Create your own magnet word and related words. Write a magnet summary for your word choices. Illustrate your magnet summary.

Integration of Information

The Common Core State Standards ask students to use both the illustrations and details in the text to describe key ideas and to show how images contribute to and clarify a text (e.g., where, when, why, and how key events occur). (RI.1-4.7).

1. **Learning from Words and Illustrations.** The words and illustrations work together to explain a key idea and the details that support it. Examine the pages below to see how this is done.



- **Key Idea:** Audrey knew all about segregation.
- **Details:**
 - What details about segregation are provided only by the words?
 - What details about segregation are provided only by the illustrations?
 - How do the words and illustrations work together?



- **Key Idea:** Then came testimonies.
- **Details:**
 - What details about testimonies are provided only by the words?
 - What details about testimonies are provided only by the illustrations?
 - How do the words and the illustrations work together?

Writing

CCSS emphasizes writing informative and explanatory text in the early grades. The writing activities below provide experience writing to give an opinion (W.K-3.1), to inform (W.K-3.2), and to explain a sequence of events (W.K-3.3).

1. **Writing about Photographs of the Children’s March.** Examine the photograph below. Who are they? What do you think they are saying? Write down their conversation.



Photo credit Ed Jones/The Birmingham News

Research other photographs of the Children’s March in Birmingham. Use these photographs for further discussion and writing.

2. **Mind Portraits: What Did People Think about the Children’s March?** Show the points of view of different people mentioned in the story by creating mind portraits. First, draw a picture of the person—a face with features. Second, draw an empty face with no features. Instead, show what each person thinks about the Children’s March—what’s on the person’s mind. Use both words and pictures. See the Mind Portraits Activity on page 9.
3. **Giving Your Opinion.** The author makes this statement about Audrey: “She was going to break a law and go to jail to help make things right.” Was this the right thing to do? What do you think? Give your opinion. Explain your three strongest reasons.



MIND PORTRAITS ACTIVITY SHEET

Show the points of view of different people mentioned in the story by creating mind portraits. First, draw a picture of the person—a face with features. Second, draw an empty face with no features. Instead, show what each person thinks about the Children’s March—what’s on the person’s mind. Use both words and pictures.

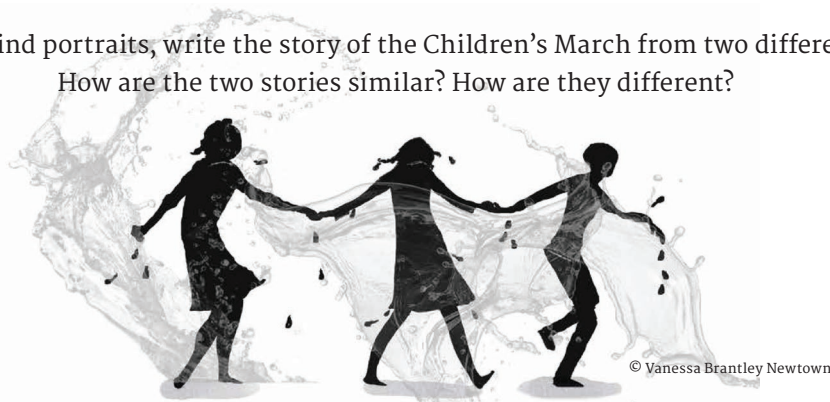
For example, here is Audrey’s face. Then, in the empty face, we see her thoughts about the Children’s March and her participation in it.



On separate sheets of paper, make mind portraits for the following people:

- The grown-ups who did not volunteer to go to jail
- Mike
- Audrey’s mother
- Jim
- The matron
- The white girls in Newberry’s

Then, using your mind portraits, write the story of the Children’s March from two different perspectives. How are the two stories similar? How are they different?



Extending the Experience of Reading the Book

1. Learn More about Author Cynthia Levinson
 - Visit her website at www.cynthialevinson.com.
 - Listen to Cynthia Levinson’s presentation at the Library of Congress where she discusses Audrey Hendricks’ role in the Birmingham Children’s March at <https://www.youtube.com/watch?v=xAcYz23CuEw>
2. Learn More about Illustrator Vanessa Brantley Newton
 - Learn about the books she has written and illustrated at <http://painted-words.com/portfolio/vanessa-brantley-newton/>
 - Examine some of the many books illustrated by Vanessa Brantley Newton:
 - *Let Freedom Sing*
 - *Don’t Let Auntie Mabel Bless the Table*
 - *Magic Trash: A Story of Tyree Guyton and His Art*
 - *My Three Best Friends and Me, Zula*
 - *Sewing Stories: Harriet Powers’ Journey from Slave to Artist*
 - *We Shall Overcome: The Story of a Song*
3. Read books about other children who have helped bring about change:
 - *Malala: A Brave Girl from Pakistan/Iqbal: A Brave Boy from Pakistan* by Jeanette Winter
 - *Through My Eyes* by Ruby Bridges
 - *Six Dots: A Story of Young Louis Braille* by Jen Bryant, illustrated by Boris Kulikov
 - *Samantha Smith: A Journey for Peace* by Anne Galicich
 - *Who Was Anne Frank?* By Ann Abramson and Nancy Harrison



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