

## TEACHING & ACTIVITY GUIDE

### TOGETHER

#### *An Inspiring Response to the “Separate-but-Equal” Supreme Court Decision that Divided America*

by Amy Nathan / Paul Dry Books/ 2021

[www.PaulDryBooks.com](http://www.PaulDryBooks.com) / [www.AmyNathanBooks.com](http://www.AmyNathanBooks.com) /

<https://www.plessyandferguson.org>

Half the book's royalties support  
the work of the Plessy and Ferguson Foundation

#### ABOUT THE BOOK:

*TOGETHER* intertwines the personal stories of Keith Plessy and Phoebe Ferguson with an account of the long-lasting impact of the 1896 Supreme Court decision that bears their last names—*Plessy v. Ferguson*—which ushered in the era of Jim Crow segregation.

-- **Chapters 1–7** give an overview of the history—pre-Civil War, Reconstruction, the Plessy case and beyond—with a personal link to that history by explaining its impact on Keith Plessy and Phoebe Ferguson.

-- **Chapters 8–11** present the work of the Plessy & Ferguson Foundation, describing its historical markers and other projects.

-- **Afterword** introduces other groups that bring people together across racial lines.

-- **Historical Marker How-To Guide.**

#### COMMON CORE STANDARDS

that relate to the lessons included in this Guide

##### CCSS.ELA-LITERACY.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

##### CCSS.ELA-LITERACY.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

##### CCSS.ELA-LITERACY.RH.6-8.6

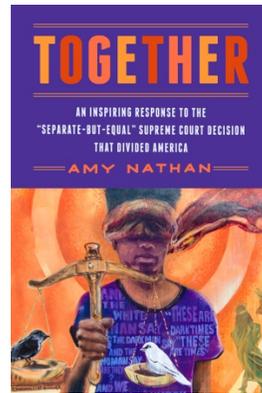
Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

##### CCSS.ELA-LITERACY.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

##### CCSS.ELA-LITERACY.RI.9-10.2

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.



#### Chapter-By-Chapter Pages and Worksheets

(Teacher Pages in this Guide: pp. 1 to 4)

(Student Worksheets in this Guide: pp. 5 to 6)

These Pages and Worksheets provide discussion questions and activity ideas for each chapter.

**Teacher Pages** also have suggested answers and a list of additional project ideas.

**Student Worksheets** can be used for classroom work and discussions, or as reading guides for independent student reading.

For each chapter, students are asked to create a #Hashtag giving the main message of the chapter. A suggested final project asks students to make a One-Pager to reflect what they learned. (*About One-Pagers, see:*

<http://www.nowsparkcreativity.com/p/ready-for-one-pager-success.html>)

#### Historical Marker Lesson

(Teacher Page for this lesson in the Guide: p. 7)

(Student Worksheets in this Guide: pp. 8 to 9)

This lesson is for use after students read the book, with its description of the Plessy and Ferguson Foundation's historical markers. This lesson analyzes the “5-W’s” used in historical markers—Who, What, Where, When, Why—which can also be a useful tool for student mastery of any nonfiction material. The lesson has students use an incident in the book to write a new historical marker and offers suggestions for researching and writing local historical markers.

#### Supplementary Articles on Author's Website:

- [http://www.amynathanbooks.com/attachments/articles\\_for\\_teaching\\_guide.pdf](http://www.amynathanbooks.com/attachments/articles_for_teaching_guide.pdf)
- [http://www.amynathanbooks.com/attachments/baltimore\\_monument\\_curriculum.pdf](http://www.amynathanbooks.com/attachments/baltimore_monument_curriculum.pdf)
- [http://www.amynathanbooks.com/attachments/together\\_text\\_1811\\_uprising.pdf](http://www.amynathanbooks.com/attachments/together_text_1811_uprising.pdf)

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**TEACHER PAGE: Chapters 1 - 5**  
**CHAPTER-BY-CHAPTER GUIDE**  
(See pp. 5-6 for Student Worksheets)

**Pre-Reading Discussion: Exploring The Cover and Explaining the Lesson Plan**

**Cover Analysis:** Before students start reading, ask them to look at the cover and discuss who they think the young man is supposed to be and what the art suggests the book will be about?

(FYI for teacher: See comment on book's copyright page.)

**#Hashtag Project:** After reading a chapter, there will be activities for students to do, including creating a #hashtag—a phrase (no more than 280 characters)—that sums up the chapter's main message. For example, ask students what #hashtag might fit the cover illustration?

(#colorblindjustice, #justiceforachange, or . . .)

**One Pager:** After reading the book, students will create a One-Pager on what they learned.

**Chapter 1:** (pp. 3-9)

- 1) How did rules that separated people by skin color affect Keith Plessy and Phoebe Ferguson as children? (Not understanding why skin color kept Keith from playing ball in a park or being served in a store or why Phoebe's babysitter couldn't sit with her in a movie theater or on a carousel)
- 2) How might these experiences affect them as they grow up? (Varied answers.)

**Activity:** Write a paragraph about when you first realized that skin color can affect how some people are treated by others, and how that realization made you feel.

**#Hashtag:** Create a hashtag to sum up the main message of this chapter.

**Chapter 2:** (pp. 10-35)

- 1) What rights did free people of color and those who were enslaved have in Louisiana before the Civil War? (**Both:** Couldn't vote, testify in court, use public schools, sit with whites in public places, meet without whites present; **Enslaved:** no rights, hard to buy freedom; forbidden to read; **Free people:** had to register; but could own property, run businesses, form schools, and be slaveholders)
- 2) What new rights did Black people gain after the Civil War from three new amendments to the U.S. Constitution and from Louisiana's new 1868 Constitution? (**13th:** end of slavery; **14th:** citizenship, equal protection of the laws; **15th:** vote for Black men; **From 1868 Constitution:** granted voting rights for Black men, integrated schools, end to segregation in businesses, led to laws allowing interracial marriage, and led to Blacks being elected to office)
- 3) How did former Confederacy supporters try to block equal rights for people of color? (pass laws limiting Black rights, terrorize Black communities and their supporters to discourage voting, end integrated schools)

**Activity:** Write a paragraph, poem, or rap about the roots that you see in this chapter for rules that would later trouble Keith and Phoebe as children/ or that still exist in the U.S. today.

**#Hashtag:** Create a hashtag to sum up the main message of this chapter.

**Chapters 3 and 4:** (pp. 36-57)

- 1) What strategy did the Citizens' Committee use to try to overturn the Separate Car Act? (*Civil disobedience, followed by a court case that would reach the U.S. Supreme Court*)
- 2) What were the main arguments used in court by the Citizens' Committee's lawyer and by Judge Ferguson in ruling against Homer Plessy? (**Lawyer:** The Separate Car Act violated the 14th Amendment, it let a train conductor decide a passenger's fate; **Judge:** not judge's job to rule on constitutionality, train company did what the law required, white people limited by the law too)
- 3) Martinet and Tourgée wrote each other letters with deeply felt messages but never met in person. Might that have made it easier to express those feelings? If there had been e-mail then, would it have been easier or harder to express such personal views? (Varied answers.)

**Activity:** On page 53, Martinet describes the pain he experiences as a person of color; on page 57, Tourgée says Blacks and whites need to work together. Write a paragraph on each quote and its relevance for today.

**#Hashtag:** Create a hashtag to sum up the main message of each chapter.

**Chapter 5:** (pp. 58-67)

- 1) What main points did Tourgée make to oppose the Separate Car Act? (*Violates 14th & 13th Amendments, pretends to treat Black and white passengers the same, Justice and Law should be color blind*)
- 2) What main reasons did the court's seven-judge majority use to support the Separate Car Act? (*14th Amendment applies to business issues not social interactions, others found "equal but separate" to be acceptable and legal*)
- 3) What arguments did Justice John Marshall Harlan use to oppose the majority decision? (*Amendments meant all are equal, laws like that will lead to race hatred and division, worse than Dred Scott decision*)

**Activity:** The book introduces different interpretations of the 14th Amendment: in Supreme Court decisions of 1876 and 1883 (p. 55), in 1896 (p. 60-61); in Harlan's dissents (pp. 62-4); in Walker and Tourgée arguments (pp. 52, 59). Write a paragraph with YOUR interpretation of the 14th Amendment. (See p. 173 for the Amendment's text.)

**#Hashtag:** Create a hashtag to sum up the main message of the chapter.

## TEACHER PAGE: Chapters 6 - 11

### Chapter 6: (pp. 68-81)

- 1) What similarities are there between Jim Crow's restrictions and the pre-Civil War limits that were placed on free people of color, as described in Chapter 2? (See pp. 13-23).
- 2) How did the 1898 Constitution—especially the voting rules—help guarantee Jim Crow a future? (Few Black voters meant elected officials unlikely to support Black rights; less access to secondary education and more arrests could also limit Black people's ability to pass the complex tests set up to discourage Black people registering to vote but which white people didn't have to pass because of the Grandfather Clause)

**Activity:** In two paragraphs, explain which Jim Crow restrictions you think were most destructive to African Americans' ability to succeed? Which would have felt most insulting?

**#Hashtag:** Create a hashtag to sum up the main message of the chapter.

### Chapter 7: (pp. 82-99)

- 1) What are some reasons why *Brown v. Board of Education* succeeded in ending a form of segregation while the *Plessy v. Ferguson* case didn't? (There had been recent similar court cases that succeeded, Thurgood Marshall had a research report with proof of segregation's negative impact)
- 2) How did lawmakers make sure that the Civil Rights Act of 1964 wouldn't be struck down by the Supreme Court, as a similar law was in 1883 (page 55)? (Congress used the Commerce Clause instead of the 14th Amendment to support its right to pass such a law).
- 3) What examples of Jim Crow attitudes linger on today? What examples of progress moving away from Jim Crow attitudes do you see? (Varied answers.)

**Activity:** New Orleans is changing the names of streets that had been named for slaveholders or Confederacy supporters. Pick someone you met in this book and explain why a street should be named in that person's honor? (See pp. 5-9 of this pdf for article on name changes:

[http://www.amynathanbooks.com/attachments/articles\\_for\\_teaching\\_guide.pdf](http://www.amynathanbooks.com/attachments/articles_for_teaching_guide.pdf)

**#Hashtag:** Create a hashtag to sum up the main message of the chapter.

### Chapters 8, 9 & 10: (pp. 100-135)

- 1) How did Keith and Phoebe's childhood experiences influence their decision to work together and the main way they chose to bring history to life for others? (Keith wanting history to be more accessible, their training as visual artists, influence of Keith Weldon Medley, Phoebe's warm relationship with her childhood babysitter, her mother's civil rights work.)

- 2) Chapter 8 ends (p. 117) with a quote from Rodolphe Desdunes on the short-lived Unification Movement of 1870 (p. 31): "The movement failed, but we have retained the memory of it. If it did not succeed, it was because it was premature." How does the Plessy and Ferguson Foundation help fulfill the goals of the Unification Movement? Would a Unification Movement succeed today? (Varied answers.)
- 2) What are the pros and cons of telling history by using historical markers? (People come upon them by surprise, more real to see where it happened; con: not many details, not teach people in other parts of the country)
- 4) Pick one of the historical markers that told a story that really surprised to you. What was surprising about it and why should people to learn about it? (Varied answers.)

**Activity:** Do one or more of these creative activities: Create a slogan or design a logo for the Plessy and Ferguson Foundation; write a theme song for the Foundation; create a playlist for a Plessy Day celebration; write a poem or song that could be used at a Plessy Day celebration.

**#Hashtag:** Create a hashtag to sum up the main message of each chapter.

### Chapter 11 & Afterword: (pp. 136-152)

- 1) Which ways of bringing people together across racial lines discussed in the Chapters 10, 11 and in the Afterword might work best in your community? What new ways can you suggest? (Varied answers.)
- 2) On page 141, Dr. Kate Kokontis says the "history of solidarity and collaboration" told in this book shows "that we don't have to be each other's enemies, unless we choose to be." Do you agree? Why or why not? (Varied answers.)
- 3) Phoebe Ferguson says on page 144: "You can't really have a dialogue on race unless we both have an understanding of what has occurred over the past 400 years." She adds, quoting from a book by Michael Eric Dyson: "When it comes to race, the past is always present." Do you agree? Why or why not? (Varied answers.)

**Activity:** Create a "One-Pager" that reflects what you learned from this book. The One-Pager should include at least two quotes from people they met in the book; descriptions or illustrations of at least three events presented in the book; suggestions for projects that members of your community could do to bring people together.

**#Hashtag:** Create a hashtag to sum up the main message of the whole book.

## **TEACHER PAGE**

### **FOLLOW-UP PROJECTS**

#### **Creative Writing:**

- Two photos in the book (*pages 10 & 136*) show scenes from a play created by teenagers— *Se-Pa-Rate*—to explore connections between their lives and the history the book tells. After students finish reading the book, ask them to think about connections to their lives of the events described. Students could work together (or on their own) to write about these connections—in an essay, poem, play, song, or a Letter to the Editor of a newspaper, or text for a video. Or if there is a drama program in the school or community, they could explore creating a play together, using improvisation techniques as was done at NOCCA, New Orleans Center for Creative Arts. [www.nocca.com](http://www.nocca.com)
- Students could write about the importance of what the New Orleans Citizens’ Committee tried to do—in a Letter to the Editor of a newspaper or in a letter to give to a younger family member.
- Students could write an imaginative story about what might have happened if Louis Martinet and Albion Tourgée met in person, before or after the Supreme Court ruled in the *Plessy* case.
- Students could select quotes from people they met in the book and write about what message those quotes have for them. The writing could be prose, poetry, rap, or lyrics for a song.
- Students could write an essay on how efforts to overturn the Separate Car Act would have been different if there had been TV and Internet.

#### **Art-Making:**

- There are images in the book (*pages 36, 58, 82, 123, 147, and the Cover*) from a mural by New Orleans artist Ayo Scott that responds to the history presented in this book. These images could inspire student artwork. Students could create a mural or a frame from a mural about something in the book that made a strong impact, using the artwork of Ayo Scott as an example.
- Students could create a clay model for a statue of someone they met in this book that they imagine could be placed in New Orleans or elsewhere, to celebrate the achievements of that individual. Here’s a link to an article about an innovative

curriculum developed by Baltimore teachers with ideas for a “monuments” project.

[http://www.amynathanbooks.com/attachments/baltimore\\_monument\\_curriculum.pdf](http://www.amynathanbooks.com/attachments/baltimore_monument_curriculum.pdf)

- Ask students to write a paragraph (or make a drawing) about someone they would paint a portrait of in their old elementary school to inspire the students (as Keith Plessy was asked to do)—or describe a different kind of artwork they would make for the walls of their old elementary school.

#### **Family Interviewing:**

- Students could interview an older member of their family—parents, grandparents, aunts, uncles—to ask about their memories of or knowledge about events described in this book. Students could write up the family member’s comments and include photos and other materials to create a family scrapbook.

#### **Research Projects:**

- Students could explore a problem in the local community or beyond that a committee similar to the Citizens’ Committee could help with today. The Citizens’ Committee members were all male, people of color and mainly successful businessmen, writers or craftsmen. Would it help to have a more diverse membership in such a committee today? Students could do research on the issue and write an essay or Letter to the Editor on how a Committee could help. For additional ideas, see articles in this link: [http://www.amynathanbooks.com/attachments/articles\\_for\\_teaching\\_guide.pdf](http://www.amynathanbooks.com/attachments/articles_for_teaching_guide.pdf)
- Students could use articles, books and videos in the Bibliography of *TOGETHER*, an online resources, to do research on health, educational, and financial disparities, as well as issues concerning voting rights and mass incarceration that have resulted from the longterm effects of the Jim Crow era. Students could also research local events that might merit a historical marker. See suggestions in the Historical Marker lesson for doing such research.
- To learn more about the Plessy and Ferguson Foundation, students can visit its website: <https://www.plessyandferguson.org>

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Thanks to Abeer Shinnawi, Altair Education Consulting, LLC for help with this Teaching Guide.

## STUDENT WORKSHEET: Chapters 1-5

### CHAPTER-BY-CHAPTER GUIDE

#### **Pre-Reading Discussion: Exploring The Cover and Explaining the Lesson Plan**

**Cover Analysis:** Before you start reading, look at the cover and think about who the young man is supposed to be and what this artwork suggests that the book will be about.

**#Hashtag Project:** After reading a chapter, you will be asked to create a #hashtag—a phrase (no more than 280 characters)—that sums up the chapter’s main message. What #hashtag might fit the cover illustration? (*#colorblindjustice, #justiceforachange. or ...?*)

**One Pager:** After reading the book, you will be asked to create a One-Pager on what you learned. Be on the lookout for quotes, people, and incidents to include on your One-Pager.

#### **Chapter 1:** (*pp. 3-9*)

- 1) How did rules that separated people by skin color affect Keith Plessy and Phoebe Ferguson as children?
- 2) How might these experiences affect them as they grow up?

**Activity:** Write a paragraph about when *you* first realized that skin color can affect how some people are treated by others, and how that realization made you feel.

**#Hashtag:** Create a hashtag to sum up the main message of Chapter 1.

#### **Chapter 2:** (*pp. 10-35*)

- 1) What rights did free people of color and those who were enslaved have in Louisiana before the Civil War?
- 2) What new rights did Black people gain after the Civil War from three new amendments to the U.S. Constitution — and also from Louisiana’s new 1868 Constitution?
- 3) How did former Confederacy supporters try to block equal rights for people of color?

**Activity:** Write a paragraph, poem, or rap about the roots that you see in this chapter for rules that would later trouble Keith and Phoebe as children/ or that still exist in the U.S. today.

**#Hashtag:** Create a hashtag to sum up the main message of Chapter 2.

#### **Chapters 3 and 4:** (*pp. 36-57*)

- 1) What strategy did the Citizens’ Committee use to try to overturn the Separate Car Act?
- 2) What were the main arguments used in court by the Citizens’ Committee’s lawyer to argue against the Separate Car Act — and by Judge Ferguson in ruling against Homer Plessy?
- 3) Martinet and Tourgée wrote each other letters with deeply felt messages but never met in person. Might that have made it easier to express those feelings? If there had been e-mail then, would it have been easier or harder to express such personal views?

**Activity:** On page 53, Martinet describes the pain he experiences as a person of color; on page 57, Tourgée says Blacks and whites need to work together. Write a paragraph on each quote and its relevance for today.

**#Hashtag:** Create a hashtag to sum up the main message of Chapter 3 and of Chapter 4.

#### **Chapter 5:** (*pp. 58-67*)

- 1) What main points did Tourgée make to oppose the Separate Car Act?
- 2) What main reasons did the seven-justice Supreme Court majority use to rule that separating people by skin color on trains was legal?
- 3) What arguments did Justice John Marshall Harlan use to oppose the majority decision?

**Activity:** The book introduces different interpretations of the 14th Amendment:

- in Supreme Court decisions in 1876, in 1883 (*p. 55*), and in 1896 (*p. 60-61*)
- in Harlan’s dissents (*pp. 62-4*)
- in Walker and Tourgée arguments (*pp. 52, 59*). Write a paragraph with *YOUR* interpretation of the 14th Amendment. (*See p. 173 for the Amendment’s text.*)

**#Hashtag:** Create a hashtag to sum up the main message of Chapter 5.

## STUDENT WORKSHEET: Chapters 6-11

### Chapter 6: (pp. 68-81)

- 1) What similarities are there between Jim Crow's restrictions and the pre-Civil War limits that were placed on free people of color, as described in Chapter 2?
- 2) How did the 1898 Constitution—especially the voting rules—help guarantee Jim Crow a future?

**Activity:** In two paragraphs, explain which Jim Crow restrictions you think were most destructive to African Americans' ability to succeed? Which would have felt most insulting?

**#Hashtag:** Create a hashtag to sum up the main message of Chapter 6.

### Chapter 7: (pp. 82-99)

- 1) What are some reasons why *Brown v. Board of Education* succeeded in ending a form of segregation while *Plessy v. Ferguson* didn't?
- 2) How did lawmakers make sure the Civil Rights Act of 1964 wouldn't be struck down by the Supreme Court, as a law was in 1883 (page 55)?
- 3) What examples of Jim Crow attitudes linger on today? What examples of progress moving away from Jim Crow attitudes do you see?

**Activity:** New Orleans is changing the names of streets that had been named for slaveholders or Confederacy supporters. Pick someone you met in this book and explain why a street should be named in that person's honor?

**#Hashtag:** Create a hashtag to sum up the main message of Chapter 7.

### Chapters 8, 9 & 10: (pp. 100-135)

- 1) How did Keith and Phoebe's experiences as young people influence their decision to work together—and also the main way they chose to bring history to life for others?
- 2) Chapter 8 ends (p. 117) with a quote from Rodolphe Desdunes on the short-lived Unification Movement of 1870 (p. 31): "The movement failed, but we have retained the memory of it. If it did not succeed, it was because it was premature." How does the Plessy and Ferguson Foundation help fulfill the

goals of the Unification Movement? Would a Unification Movement succeed today?

- 3) What are the pros and cons of telling history by using historical markers?
- 4) Pick one of the historical markers that told a story that surprised to you. What was surprising about it? Why should people learn about it?

**Activity:** Do one or more of these creative activities: Create a slogan or design a logo for the Plessy and Ferguson Foundation; write a theme song for the Foundation; create a playlist for a Plessy Day celebration; write a poem or song that could be used at a Plessy Day celebration.

**#Hashtag:** Create hashtags to sum up the main message of Chapter 8, Chapter 9 and Chapter 10.

### Chapter 11 & Afterword: (pp. 136-152)

- 1) Which ways of bringing people together across racial lines discussed in the Chapters 10, 11 and in the Afterword might work best in your community? What new ways can you suggest?
- 2) On page 141, high school teacher Dr. Kate Kokontis says the "history of solidarity and collaboration" told in this book shows "that we don't have to be each other's enemies, unless we choose to be." Do you agree? Why or why not?
- 3) Phoebe Ferguson says on page 144: "You can't really have a dialogue on race unless we both have an understanding of what has occurred over the past 400 years." She adds, quoting from a book by Michael Eric Dyson: "When it comes to race, the past is always present." Do you agree? Why or why not?

**Activity:** Create a "One-Pager" that reflects what you learned from this book. The One-Pager should include at least two quotes from people you met in the book; descriptions or illustrations of at least three events presented in the book; suggestions for projects that members of your community could do to bring people together.

**#Hashtag:** Create a hashtag to sum up the main message of the whole book.

## TEACHER PAGE

### HISTORICAL MARKERS LESSON

(Duration: 1 to 2 class periods)

#### Introduction:

This lesson introduces the “5-W’s” strategy that can help in identifying the main ideas in any nonfiction material, by having readers look for the “5-W’s”: **Who, What, Where, When, Why**. The 5 W’s are essential in writing a good Historical Marker. After students complete the activities below that relate to *TOGETHER*, you could add the 5-W’s Strategy to your approach for future historical events that students will study — a way to help them grasp and remember the basics of any historic event.

- Distribute to students the worksheet: “**THE 5-W’S**” OF HISTORICAL MARKERS”
- Read with students each of the “5-W’s.”
- Ask students to read the text from the CIVIL RIGHTS PIONEERS MARKER (p. 168 of *TOGETHER*—also printed on the worksheet)
- Working individually or in small groups, students should identify and write on the worksheet the “5-W’s” of the marker
- Distribute to students the worksheet: “**WRITING A HISTORICAL MARKER**”
- Using text on pp. 20 – 22 of *TOGETHER* or in:  
<http://www.amynathanbooks.com/attachments/together-text-1811-uprising.pdf> - students will write a historical marker on either:
  - the January 8, 1811, Slavery Uprising
  - the November 9, 2019, re-enactment.Students could design a logo or illustration for the historical marker..

#### FOLLOW-UP MARKER ACTIVITIES

- Research existing historical markers in your area by searching the Historical Marker Database - <https://www.hmdb.org>, or by contacting your state’s department that handles installing historical markers.
- Research topics for new historical markers that could be created in your area. Look at the

guidelines in the How-to Guide in *TOGETHER* for Louisiana’s rules. Each state has its own rules, but Louisiana’s can give a general idea about what is thought to be appropriate.

- Ideas for researching events or people that might merit a local historical marker: Search the archives of the local newspaper looking for civil rights protests, school de-segregation efforts, or other protest events in the 1960s to today; ask older relatives, community leaders, local historical societies or the local library’s reference librarian for suggestions.
- If students find events that merit a historical marker, they could write markers as a classroom activity and then share them with community groups, newspapers, and officials to see if there might be interest in creating a real marker.
- Projects could also involve thinking of statues, murals, or naming a street corner to celebrate a local event or person of importance that is discovered by students. Articles in these links may offer additional ideas:  
<http://www.amynathanbooks.com/attachments/articles-for-teaching-guide.pdf>  
<http://www.amynathanbooks.com/attachments/baltimore-monument-curriculum.pdf>
- The articles on pages 2-3 of the link above describe markers that have been damaged. Students could explore ways to safeguard a marker or monument.
- Here is a link to an additional free online lesson on historical markers, using information from an earlier book by the author of *TOGETHER* that focuses on a 1963 civil rights event in Baltimore: the de-segregation of an amusement park whose carousel is now on the National Mall in Washington, D.C.  
[http://marylandpublicschools.org/about/Documents/DCAA/RFLM/Taking\\_Merry-Go-Round\\_Ride.pdf](http://marylandpublicschools.org/about/Documents/DCAA/RFLM/Taking_Merry-Go-Round_Ride.pdf)  
For more on the book on which that lesson is based *Round and Round Together*, see the book’s listing on the author’s website:  
<http://www.amynathanbooks.com>

## STUDENT WORKSHEET

### THE “5-W’S” OF HISTORICAL MARKERS

1. **WHO** - the *main* focus of the marker  
(a person, place, or object)
2. **WHAT** -the *main or most important* thing that happened to the person, place or object that’s the focus of the historical marker (Sometimes there may be more than one main event.)
3. **WHERE** - the event took place
4. **WHEN** - the event took place
5. **WHY** – it is important

### ACTIVITY: Finding the “FIVE W’S”

Read the text below of the CIVIL RIGHTS PIONEERS MARKER (also on p. 168 of *TOGETHER*). Then answer the questions in the next column about the 5-W’s in this marker.

#### CIVIL RIGHTS PIONEERS

**McDonogh No. 19 Elementary School**  
Site of the Integration of Southern Elementary School  
November 14, 1960

On November 14, 1960, four six-year-old children in New Orleans became the first African Americans to integrate white only public elementary schools in the Deep South. On that day, three girls enrolled in McDonogh 19 School at 5909 St. Claude Avenue. A fourth girl began classes at William Frantz School at 3811 North Galvez Street.

The integration of New Orleans public elementary schools marked a major focal point in the history of the American Civil Rights Movement. With worldwide attention focused on New Orleans, federal marshals wearing yellow armbands began escorting the girls to the schools at 9 am. By 9:25 am, the first two elementary schools in the Deep South were integrated. As front line soldiers in the Civil Rights Movement, the four girls, their families, and white families who kept their children in integrated schools endured taunts, threats, violence and a yearlong boycott by segregationists. Despite danger, the four children successfully completed the school year. Their courage paved the way for a more peaceful expansion of integration into other schools in the following years.

1. **WHO** is the *main* focus of the historical marker?

2. **WHAT** is the *main or most important* thing that happened ?

3. **WHERE** did the event take place?

4. **WHEN** did the event take place?

5. **WHY** is that event important?

## STUDENT WORKSHEET

### WRITING A HISTORICAL MARKER

#### Directions:

Using text on pages 20 – 22 of *TOGETHER*  
or in this excerpt online

[http://www.amynathanbooks.com/attachments/together\\_text\\_1811\\_uprising.pdf](http://www.amynathanbooks.com/attachments/together_text_1811_uprising.pdf)

write a historical marker on either:

- the January 8, 1811, Slavery Uprising
- the November 9, 2019, re-enactment.

You could also design a logo or illustration for your historical marker. Such a marker might be placed near the start of both events: LaPlace, Louisiana, close to where the plantation on the banks of the Mississippi River was located in 1811, where the uprising began.