



**STORY HOUR**

**K-3<sup>RD</sup> GRADE  
60 MINUTES**

**AFRICAN AMERICAN  
CIVIL WAR MUSEUM**

Dear Educator;

Thank you for reserving the “Story Hour,” program for your class. Your students will have a great experience learning about the Civil War, and the United States Colored Troops through the wonderful stories they will hear in our story hour program, 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. The names of 209,145 soldiers are listed on the walls of the African American Civil War Memorial. These soldiers served in the Union Army under the Bureau of United States Colored Troops (USCT) from 1863 - 1867. They were brought together to preserve the Union of the United States, but many of them were fighting for their freedom and the freedom of their families.

By participating in “Story Hour” program students will explore the Civil War and Civil Rights through literature. They will be engaged in 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.

Sincerely

*Dawn Chitty*

Dawn Chitty  
Director of Education  
African American Civil War Museum



# • • • • • Preparing for Your Visit • • • • •

## *Prepare*

The museum schedules a story hour program on the first Friday of every month at 11 am, except for January, April, July, August and September. 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.

## *Visitor Guidelines*

The museum requires one chaperone for every ten students. Please notify the museum if your group size changes, in advance of your visit or upon your arrival to the museum. Depending on the size of your group it may be necessary to split them evenly into smaller groups. Each group will participate in the same activities, however in rotation. If this becomes necessary the museum's staff will notify you after your reservation is made.

The museum has a gift shop located directly in front of the museum's front entrance. Students are invited to shop in the store with adult supervision. If your school or organization would like to purchase gifts for your students in advance please notify the museum at least 3 weeks before your visit.

## *Directions*

### *Metro*

Use the WMATA trip planner for all bus or rail travel itineraries ([wmata.com](http://wmata.com))

Rail: *U Street/African American Civil War Memorial/Cordozo* (Green & Yellow Lines) has an exit directly across the street from the museum. Exit the metro at **10<sup>th</sup> & U Street**, directly in front of the African American Civil War Memorial; the museum is across the street at 1925 Vermont in the annex portion of the Grimke School.

Bus: The X3 and 63 Metro Bus stop in front of the African American Civil War Memorial.

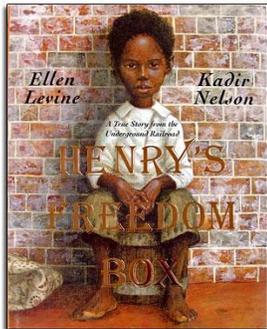
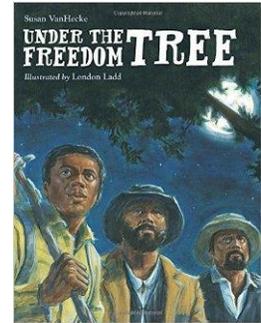
If your group is arriving by a private bus you may instruct the driver to let passengers out in front of the museum gates or the memorial area and the bus may stay there until your departure.



## Books for Story Hour: *Slavery & Freedom*

*Under the Freedom Tree* by Susan Van Hecke

One night in the spring of 1861 three slaves escaped to union lines at Fort Monroe, Virginia. Union General Benjamin Butler would make the decision not to return the slaves to their owner as their labor was being used to support the confederacy. *Under the Freedom Tree* is a poetic account of the 'contraband decision' that would open the door for thousands of slaves to seek their freedom.

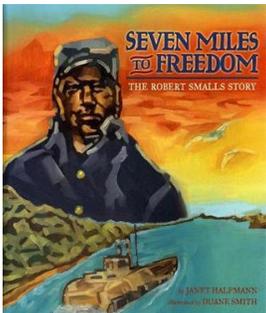
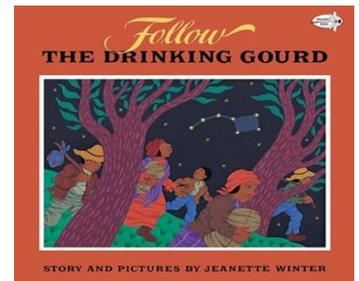


*Henry's Freedom Box* by Ellen Levine & Kadir Nelson

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.

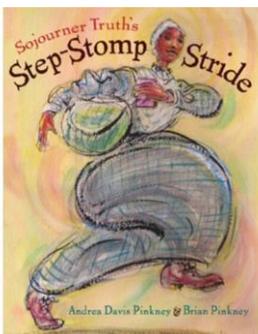
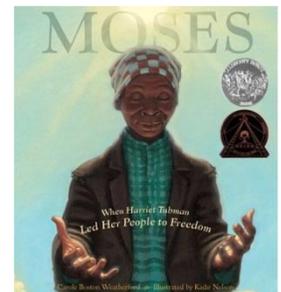


*Seven Miles to Freedom: The story of Robert Smalls* by Janet Halfmann

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.

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

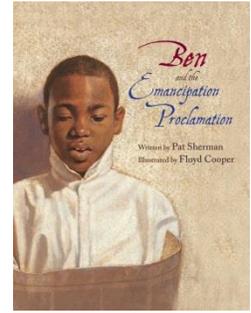
Harriet Tubman was a slave on a Maryland plantation who not only escaped herself, but helped many others to escape as well. This book offers a glimpse into Tubman's determination to be free.



*Sojourner Truth's Step-Stop Stride* by Andrea Davis Pinkney

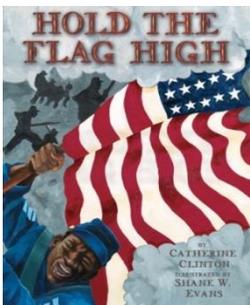
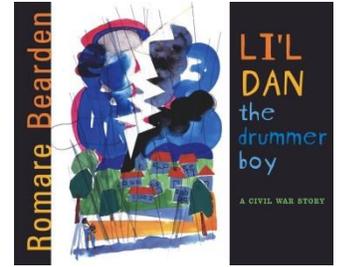
Born into slavery, Belle had to endure the cruelty of several masters before she escaped to freedom. But she knew she wouldn't really be free unless she was helping to end injustice. Andrea Davis Pinkney tells the masterful story of Sojourner Truth's contributions to the freedom movement in the United States.

*Ben and the Emancipation Proclamation* by Pat Sherman  
A self-taught young slave astonishes his fellow prisoners by reading aloud the newspaper account of Lincoln's new Emancipation Proclamation based on the life of Benjamin Holmes.



## Books for Story Hour: *Civil War Soldiers*

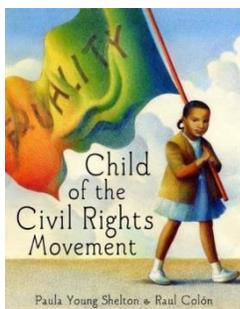
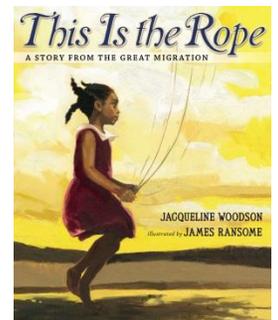
*Li'l Dan the Drummer Boy: A Civil War Story* by Romare Bearden  
Li'l Dan is a slave on a southern plantation, who loves to play his drum. When a company of Union soldiers announce that the slaves have been set free, Dan with no place to go follows the soldiers. Written and illustrated by legendary American artist Romare Bearden, *Li'l Dan the Drummer Boy*, sheds light on the Civil War era



*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 and the bravery of the soldiers he served with.

## Books for Story Hour: *Civil Rights*

*This is the Rope: A Story from the Great Migration* by Jacqueline Woodson  
This story follows a little girl's journey in one of the largest mass migrations in U.S. history. Jacqueline Woodson weaves together this fictive memoir inspired by the 6 million African Americans who moved from the rural south to northern cities.

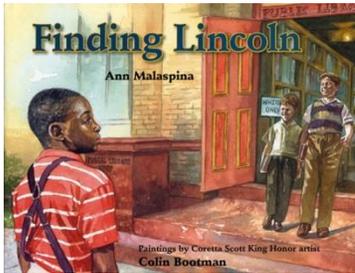
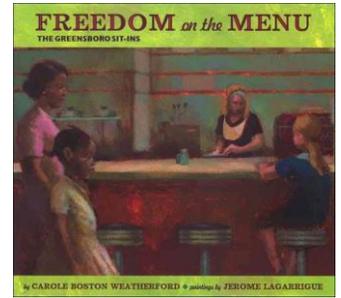


*Child of the Civil Rights Movement* by Paula Young Shelton  
This story depicts the Civil Rights movement through the eyes of a child. Paula Young Shelton shares her memories of some of the most important figures in the Civil Rights movement.



*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 and eat.

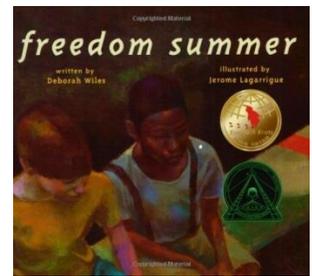


*Finding Lincoln* by Ann Malaspina

Louis needs to write an essay for school about a young Abraham Lincoln. But it's 1951 in Alabama, and African Americans cannot use the public library. Ann Malaspina's moving story evokes the troubles and triumphs of the past and the courage it took to overcome racial segregation.

*Freedom Summer* by Deborah Wiles

Joe and John Henry are not alike. They both like shooting marbles, they both want to be firemen, and they both love to swim. But there's one important way they're different: Joe is white and John Henry is black, and in the South in 1964, that means John Henry isn't allowed to do everything his best friend is.



*When Marian Sang* by Pam Muñoz

Marion Anderson is best known for her historic concert at the Lincoln Memorial in 1939, which drew 75,000 people. While this momentous event showcased the uniqueness of her voice, the strength of her character, and the struggles of the times in which she lived, it is only a part of her story. Pam Muñoz brings the story of Marion Anderson to life in this harmonious introduction to one of our nation's most important singers.

# .....Visiting the Museum & Memorial.....

The Story Hour program is 60 approximately 60 minutes in length. This program engages students in literature themed from Civil War to Civil Rights.



## Itinerary:

### 1. Museum and Memorial History

Students will be greeted by staff or volunteers and receive an orientation to the museum and memorial history and purpose.

### 2. Story

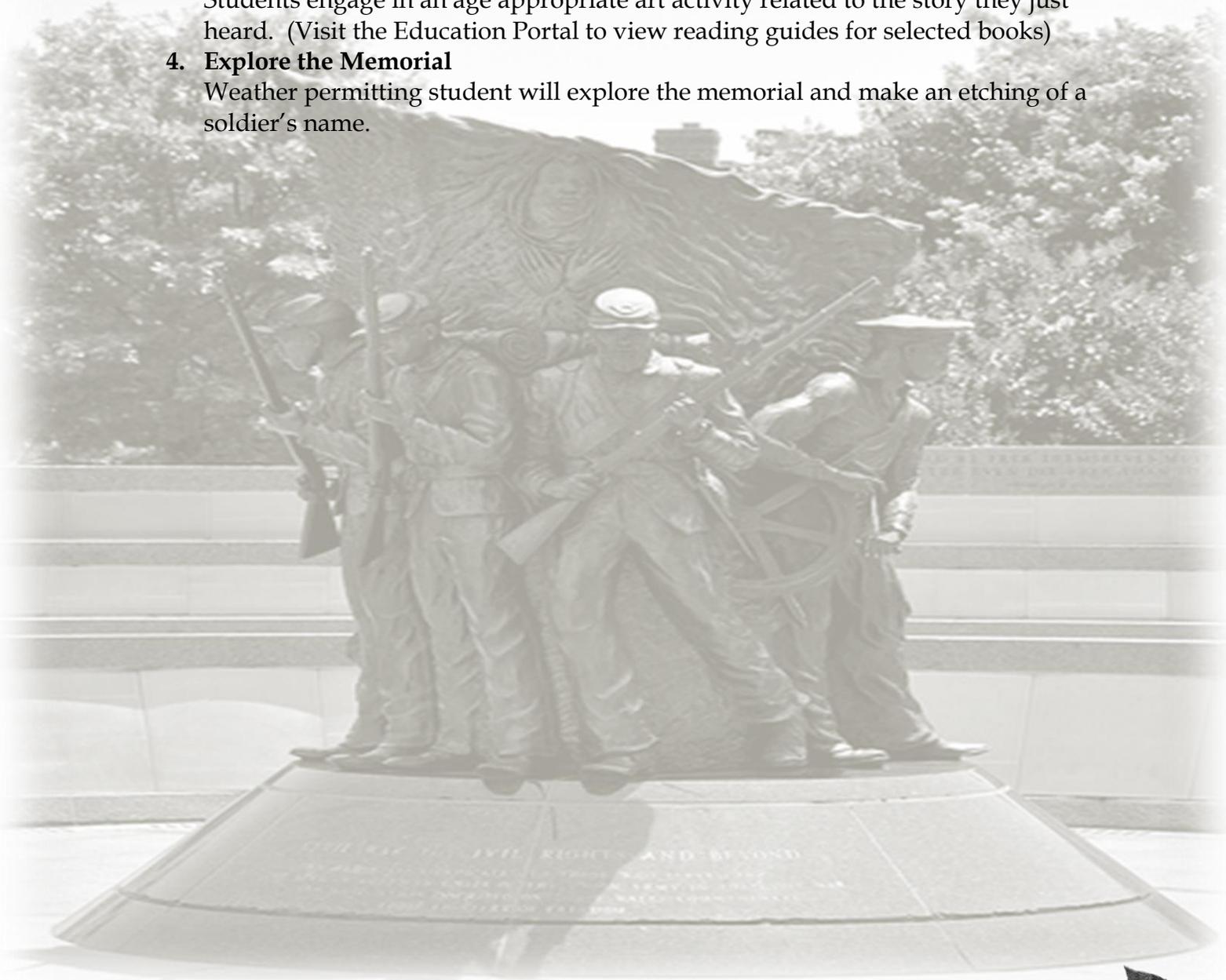
Students engage in a story under the theme Civil War to Civil Rights and learn about life in the past.

### 3. Arts Activity

Students engage in an age appropriate art activity related to the story they just heard. (Visit the Education Portal to view reading guides for selected books)

### 4. Explore the Memorial

Weather permitting student will explore the memorial and make an etching of a soldier's name.



# Reflect on Your Visit

## ***Activity 1: Reflecting on Story Hour***

***Definition:*** Reflection- careful thought about something that happened.

### ***Overview***

Reflection helps students to build ideas, problem solve and connect the past with the present. This activity will assist students in reflecting on their experiences during their visit to the African American Civil War Museum.

- ★ ***What you will need***  
Reflection worksheet

### ***Procedure***

To begin this activity, discuss student's experiences and what they learned about the soldiers of the United States Colored Troops. Students will communicate their experiences in a picture. Students should think about what they liked the most in their trip and draw a picture that is inspired by what they learned. Selected student's pictures may be exhibited on the museum's website at [www.afroamcivilwar.org](http://www.afroamcivilwar.org), on the education page.

Students can mail or email their pictures to the museum at;

Attn: Education

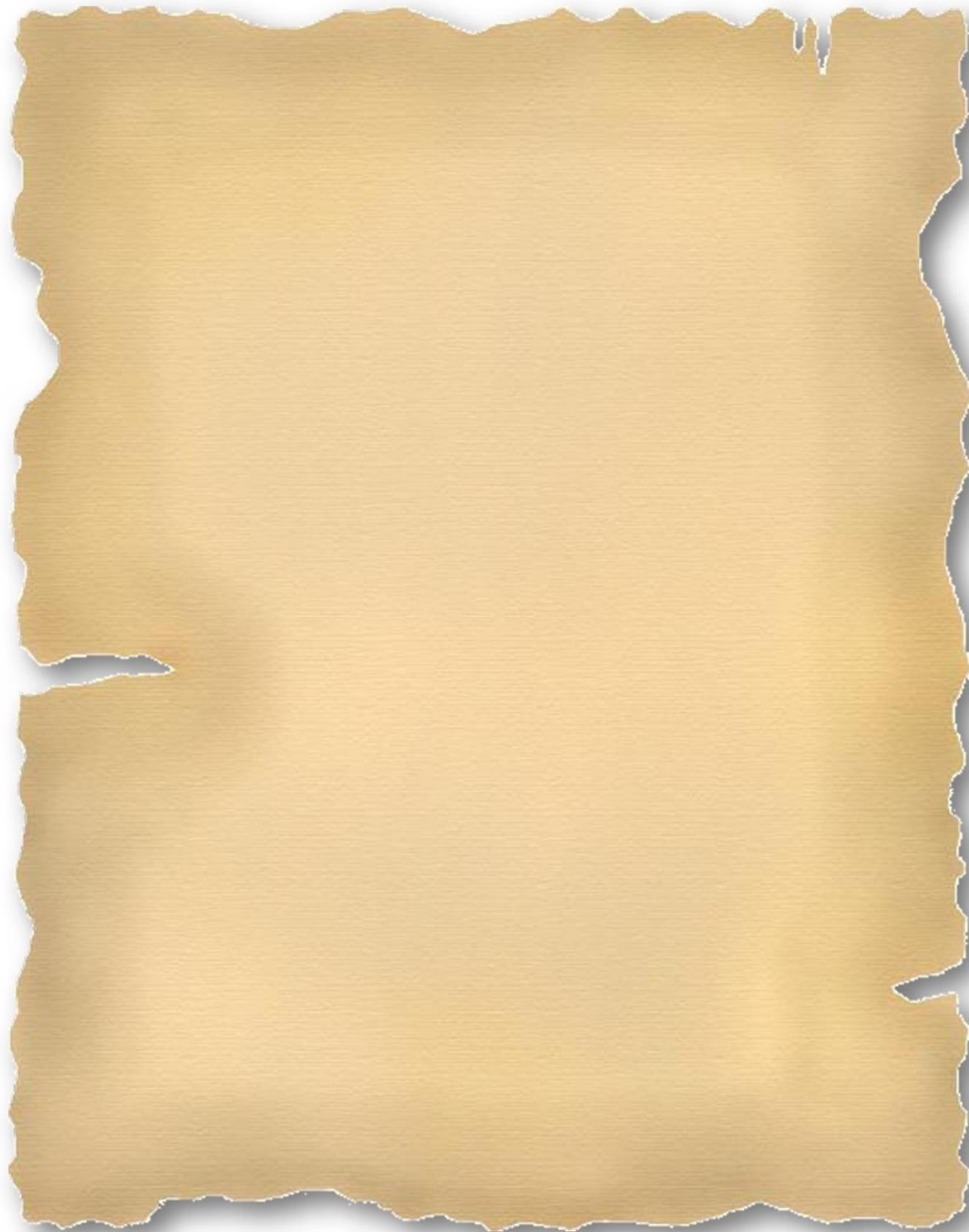
1925 Vermont Ave, NW

Washington DC 20001

[education@afroamcivilwar.org](mailto:education@afroamcivilwar.org)



# REFLECTIONS WORKSHEET



## **Standards of Learning Covered in School of the Soldier**

**Language Arts Common Core ( [www.corestandards.org](http://www.corestandards.org) )**

### **Kindergarten**

CCSS.ELA-LITERACY.SL.K.1.A. 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.

CCSS.ELA-LITERACY.SL.K.1.B Continue a conversation through multiple exchanges.

CCSS.ELA-LITERACY.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood

CCSS.ELA-LITERACY.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

CCSS.ELA-LITERACY.SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood

CCSS.ELA-LITERACY.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood

### **1st Grade**

CCSS.ELA-LITERACY.SL.1.1.A Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion)

CCSS.ELA-LITERACY.SL.1.1.B Build on others' talk in conversations by responding to the comments of others through multiple exchanges

CCSS.ELA-LITERACY.SL.1.1.C Ask questions to clear up any confusion about the topics and texts under discussion

CCSS.ELA-LITERACY.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media

CCSS.ELA-LITERACY.SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood

### **Second Grade**

CCSS.ELA-LITERACY.SL.2.1.A Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)

CCSS.ELA-LITERACY.SL.2.1.B Build on others' talk in conversations by linking their comments to the remarks of others

CCSS.ELA-LITERACY.SL.2.1.C Ask for clarification and further explanation as needed about the topics and texts under discussion

CCSS.ELA-LITERACY.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media

CCSS.ELA-LITERACY.SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue

### **3rd Grade**

CCSS.ELA-LITERACY.SL.3.1.B Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)

CCSS.ELA-LITERACY.SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

CCSS.ELA-LITERACY.SL.3.1.D Explain their own ideas and understanding in light of the discussion.

CCSS.ELA-LITERACY.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

## **Social Studies**

### **Kindergarten**

K.2. Broad Concept: Students describe the way people lived in earlier times and how their lives would be different today.

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.

### **1st Grade**

1.2.1 Understand when and why we celebrate Labor Day, Columbus Day, **Veterans Day**, Thanksgiving Day, Martin Luther King Jr. Day, President's Day, **DC Emancipation Day**, Memorial Day, Flag Day, and Independence Day.

### **2nd Grade**

2.4 Students understand the importance of individual action and character, and they explain, from examining biographies, how people who have acted righteously have made a difference in others' lives and have achieved the status of heroes in the remote and recent past.

### **3rd Grade**

3.4.1 Compare and contrast how people in the past met their needs in different ways.

3.4.2 Construct a chronological explanation of key people and events that were important in shaping the character of Washington, DC, during the 18<sup>th</sup>, 19<sup>th</sup>, and 20<sup>th</sup> centuries.

