

Caitlin Genord
ED 398 Critical Literacy Invitation
Spring 2014
Butler University
Invitation Overview and Rationale

Title: The Controversy of Race
Focused on *The Adventures of Huckleberry Finn*

I. Theme and Essential Question

The theme of this Critical Literacy Invitation is race in Twain's novel, *The Adventures of Huckleberry Finn*. The book is considered one of America's most controversial and racist novels; yet most children will not graduate high school without reading it. Being an English teacher, it is likely that I will teach *Huckleberry Finn* at some point during my career. The book is particularly difficult to teach in a multi-ethnic classroom. *Huckleberry Finn* should be seen as more than just a racially corrupt novel that causes much controversy and hurts students feelings. It should be seen as an opportunity to encounter real-world issues as they occurred in the past and as they prevail in the present. *The Adventures of Huckleberry Finn* is a considerable starting point for promoting critical literacy skills, skills that are remarkably relevant in today's information packed world. The essential question that students will focus on during this invitation on *Huckleberry Finn* is: After glimpsing into America's racist past and reading *The Adventures of Huckleberry Finn*, are there still issues with racism present in your surroundings?

II. Critical Literacy Quadrants

This invitation will address the 4 critical literacy quadrants which are: disrupting the commonplace, considering multiple viewpoints, focusing on sociopolitical issues and taking action. Students can disrupt the commonplace with this unit by considering many questions about Twain's intentions as an author. They can think about how the issues of race present in the novel during 1830s and 1840s in the Mississippi South are still current issues in our country today. Students are invited to compare the issues of the 1830s and 1840s to today in the an

engagement which invites them to juxtapose photographs. Students will consider multiple viewpoints by contemplating Jim’s somewhat mottled voice in comparison to Huck’s as the narrator of *Huck Finn*. Students will be challenged to write poems with two voices in an engagement, retelling a particular scene or event from both Huck and Jim’s point of view or choosing two different voices to represent contrasting perspectives on race. To focus on the sociopolitical, students can explore how unequal power relationships which are formed in the book (especially focused on the use of the n-word) and will analyze the effects of these types of relationships. This will be accomplished in an activity which asks students to read two different scholarly articles on the topic. The poems with two voices that the students write will be posted around the school building for other students and faculty to see. By the end of the unit, students should have an understanding of critical literacy and should be inspired to take action and fight against racism or discrimination in their school or community. This is a challenge for students to become “border crossers” by seeking to understand each other and the different cultural contexts.

III. Engagements

The gateway engagement will introduce students to the issue of race in Huckleberry Finn and will initiate their involvement with the conversation of censorship in *Huck Finn*. This engagement will begin with a video from CBS News that explains the different opinions regarding the removal of the n-word from the book. Students can play the video twice pausing in between allowing the students to reflect for a couple of minutes. After watching the video, students will answer provocative questions that challenge them to think about the issue from different viewpoints. The skills addressed in this engagement include identifying and analyzing

alternative viewpoints, thinking about Twains intentions, thinking about power relationships and reflecting on their own viewpoints.

The first instructional engagement that I will be included in the unit is an activity that involves analyzing pictures. I will include pictures from America's history, from *Huck Finn*, and include images from the present. Students are invited to keep a log about their assumptions when viewing the photos and how these assumptions have changed after reading a statement about the pictures true meaning. The skills that will be accomplished with this invitation include: analyzing images and applying them to a particular content, comparing and contrasting images from different time periods, and considering multiple interpretations of the images. The second instructional engagement in the unit is an invitation that asks students to look at different articles regarding race in *Huckleberry Finn*. The excerpts from articles will present two drastically different viewpoints about race in the novel and will give students an overview about the conversation that exists among scholars. Students will be invited to read these articles with a critical edge by using questions as a reading guide. Students will be challenged in this activity to write reflections about their own thoughts and opinions and explain why they have interpreted the text in this way. Students can then brainstorm questions they still have about the reading or about the issue of race in *Huck Finn*. This activity will demonstrate the students ability to develop their own opinions and questions based on research and will challenge students to think about the sociopolitical. The third instructional engagement will require students to take action with a guided activity. Students will create poems with two voices with a partner or on their own. Students can first watch a two sided poem YouTube video and read a poem by Jeff Sapp which will give them an idea of what they are trying to accomplish. Students should write the poems

from multiple viewpoints to communicate their understanding of the complexity of race in Huckleberry Finn. This activity will challenge students to think critically, write from different perspectives, to make connections between characters or views, and ultimately to take action.

IV. Rationale

I chose to set up the invitation in this way to give students the opportunity to explore controversy in the classroom. When teaching a class based on literature, I believe it is extremely important not to recommend one particular interpretation or understanding of a text. Students should have the freedom to experience a text on their own and should be able to identify how the themes are particularly relevant to them. One of the most obvious and relevant themes in *The Adventures of Huckleberry Finn* is race, which can be observed in the relationships of the main characters. Specifically in the case of *Huckleberry Finn*, critical literacy would push students to question Twain's motivations and further influence them to reject an essentialist view of the novel. Teachers of Huck Finn who are critically aware have a much more manageable task when dealing with highly controversial texts. When taught with a critical edge, *Huck Finn* can help students realize how some of the prejudices in the book are still present in today's society. There is an undeniable existence of racism in *The Adventures of Huckleberry Finn*, but the issues are of key importance for adolescents who are learning to form opinions, debate, and stand up for their beliefs.

I think students will be very interested in the issue of race in *Huck Finn*. Many teachers fall into the trap of trying to explain how the book is relevant to the time period or try to defend the book's strong concluding message. Using the critical literacy invitation, the teacher would allow students to inquire on the topic and create their own informed opinions based on what they

read. I believe students will sort through the materials they are exposed to in this invitation to form their own opinions on the topic. I think students will enjoy applying what they are learning about race in Huck Finn to their own environments. This will allow students to be critical of their own world and may even inspire some students to change the way they think about those who are different from them. Some students may even choose to use the topic of race to write an essay about Huck Finn.

V. Critical Pedagogy Orientation

The invitation I have created values students of all backgrounds and should affect each of them in a unique way. The activities are accessible and easy to follow for each student and often allows students to work in groups or in pairs. For English Language Learners the invitation will include videos and pictures to provide visual support. ELL students may be able to connect especially well to the theme of the invitation because many ELL students have felt marginalized in their education or environment. The invitation will give ELL students a chance to speak up about their environment and their feelings. I think these students will be very interested in the material because it is such a controversial topic that they are likely to emphasize with.

I think this lesson will be successful in getting students to at least think about how racism effects their school environment and their community. This invitation will be especially interesting for minority students. It is important to include texts in the classroom that portray the experiences of different races and cultures. As Noguera writes in *Joaquin's Dilemma*, "Teachers can find ways to incorporate information related to the history and culture of students into the curriculum. This is important in helping students understand what it means to be who they are, an essential aspect of the identity formation process for adolescents." (Noguera 7). The students

who will be participating in this invitation are adolescents who are forming their identities. The invitation will especially target the culture and history of African American students. The contentious material that is exposed in this invitation is created to target problems that may arise, especially for African American students, when reading *The Adventures of Huckleberry Finn*. Hooks refers to the discomfort that African American students often face in school writing, “Still many black people suffer posttraumatic stress disorder as a consequence of sustained racist exploitation and oppression. More than not that pain is usually ignored in our culture” (Hooks 71). He continues with a suggested solution to this problem writing, “Of course it remains the responsibility of white citizens of this nation to work at unlearning and challenging the patterns of racist thought and behavior that are still a norm in our society” (Hooks 85). To teach about racism and how it effects our lives today will introduce students to this idea of “unlearning racism.” Students will be challenged to see each other from a different perspective. Tatum explains the importance of pushing White students to see beyond their racial barriers. He writes, “Though the process of examining their racial identity can be uncomfortable and even frightening for Whites, those who persist in the struggle are rewarded with an increasingly multiracial and multi-cultural existence” (Tatum 99). I believe that this critical literacy invitation will allow students to face the difficult topic of racism in a controlled way. I also believe students will have a more extensive understanding of each other and of different cultures after participating in the invitation.

VI. Standards Addressed

Indiana State Standards

EL.10.3.2 2006

Compare and contrast the presentation of a similar theme or topic across genres (different types of writing) to explain how each genre shapes the author's presentation of the theme or topic.

EL.10.3.12 2006

Analyze the way in which a work of literature is related to the themes and issues of its historical period.

EL.10.2.2 2006

Analysis of Grade-Level-Appropriate Nonfiction and Informational Text:

Extend - through original analysis, evaluation, and elaboration - ideas presented in primary or secondary source

EL.10.7.7 2006

Analysis and Evaluation of Oral and Media Communications:

Make judgments about the ideas under discussion and support those judgments with convincing evidence.

EL.10.7.1 2006

Comprehension:

Summarize a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.

Standards for the 21st Century Learner

1.2.1

Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.

2.2.3

Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.

4.2.3

Maintain openness to new ideas by considering divergent opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.

VII.Annnotated Bibliography

Arac, Jonathan. (1997). *Huckleberry Finn as Idol and Target*. 16-19

Annotation: This book explains how Huckleberry Finn has been hyper canonized throughout the years and tends to be the subject of many heated debates. Arac supports Huck Finn and believes it is an important part of American literary history. This article will present students with a praise of Huck Finn that will allow student to examine multiple perspectives on the novel.

National Resource Center for Healing Racism. (N.D.) *We Have a Dream Too*. Retreived from: <http://www.examiner.com/article/why-children-don-t-see-color-unless-we-allow-them-to-1>

Annotation: This advertisement was created by the National Resource Center for Healing Racism. This image shows two infant children of different races who are reaching out to each other and is meant to be a message about equality. The image challenges students to think about how we can avoid teaching racism to children and perpetuating racist ideals through the generations.

Russell, Lee. (1939 July) *Negro drinking at 'Colored' water cooler in streetcar terminal, Oklahoma City, Oklahoma*. Library of Congress. Retrieved from: <http://www.loc.gov/pictures/item/fsa1997026728/PP/>

Annotation: This image was taken while Jim Crow Laws which supported segregation were in effect in the US. The photograph was taken in 1939 and is a reflection of the racism that was a part of everyday life at the time. While the Whites had their own private restrooms and fountains, African Americans were forced to use the water cooler. This will be a powerful images for students to analyze how racism has changed over time.

Sapp, Jeff. (N.D). *I Heard It on the Bus One Day*. Retrieved from: <http://brookeann.wordpress.com/ci-3030-investigating-math-learning/>

Annotation: This poem by Jeff Sapp is an example of a poem with two voices. This written example has a powerful message about how two people experience the same event differently. The poem is also focused on race which will serve as a great example for students who are challenged to write their own poems.

Shoeller, Martin. (October 2013). *The Changing Face of America*. National Geographic. Retrieved from: <http://ngm.nationalgeographic.com/2013/10/changing-faces/funderburg-text#close-modal>

Annotation: This image is from and National Geographic article called The Changing Face of America. The article states that by the year of 2050 race will drastically change. Having a multi-racial background could become the norm by that time. Students will be challenged to think about how this might change or effect racism.

Strassmann, Mark. (January 5, 2011). *Edited “Huckleberry Finn” Stirring Heated Debate*. CBS Evening News. Retrieved from: <http://www.cbsnews.com/news/edited-huckleberryfinn-stirring-heated-debate/>

Annotation: This video is from CBS News and contains an interview with two different literary scholars. The video explains the controversial topic of race in Huckleberry Finn from two different perspectives: one college professor who supports the book and the other who does not. The video gives a short and clear overview of the conversation that exists about race in Huck Finn.

Strobridge & Co. Lith. (1900). *W.m H. West's Big Minstrel Jubilee*. Library of Congress.

Retrieved from: <http://www.loc.gov/pictures/item/var1994001770/PP/>

Annotation: This image originates from the early 1900s and is symbolic of WH M. West's Big Minstrel Jubilee show. West's show was one of the first minstrel shows to include African Americans. The minstrel shows were a main source of entertainment for the time and often poked fun at African Americans. The image will be used to disrupt the commonplace for students who may not be aware of minstrel shows. They are a part of The Adventures of Huckleberry Finn and can be explored by students by viewing this image.

Twain, Mark. (1885). *The Adventures of Huckleberry Finn*. 59 Retrieved from:

<http://www.nytimes.com/roomfordebate/2011/01/05/does-one-word-change-huckleberry-finn>

Annotation: This image is from Twain's novel and depicts Huck and Jim as friends having a casual conversation in the cave. The images Twain includes throughout the novel help readers to picture the relationship that develops between Huck and Jim. Students will analyze a picture from Twain's novel to think about what Twain's message may be about race.

Wallace, John H. (2005). *The Case Against Huck Finn*. 17-19

Annotation: This article by John H. Wallace is a strong opposition to teaching Huckleberry Finn. He believes the book may be a painful experience for African American students. Wallace feels so strongly about the racism of Huck Finn that he wrote his own revised version of the novel called: *The Adventures of Huckleberry Finn Adapted*. This article is useful for students because it portrays such a strong argument against the novel and it will challenge the students to think about multiple perspectives.

YOUTHSPEAKS. (2013, August 9). *BNV 2013-Quarter Finals-Washington DC*. Retrieved from: <https://www.youtube.com/watch?v=tv00xjClbx0>

Annotation: This video is of two young girls performing a poem with two voices for the Brave New Voices quarterfinals in Washington D.C. The poem they wrote is based on racism and how they are often falsely accused for things simply because of their racial identity. The video is a great example of multiple perspectives and unity since the girls stand together regardless of their differences. The powerful message of the poem will be a good example for students who are challenged to write poems for two voices.

VIII. References from Essay

Hooks, Bell. (N.D.) *Belonging: A Culture of Place*. Routledge. 67-86

Noguera, P. (2008). *The Trouble with Black Boys: And other reflections on race, equity and the future of public education*. San Francisco. Jossey-Bass. 5-16.

Tatum, B. D. (N. D.) *The Development of a White Identity*. 93-113.

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Student Version

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I. Standards Addressed

Indiana State Standards- English Language Arts

EL.10.7.7 2006: Analysis and Evaluation of Oral and Media Communications: Make judgments about the ideas under discussion and support those judgments with convincing evidence.

EL.10.7.1 2006: Comprehension: Summarize a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.

Standards for the 21st Century Learner

2.2.3: Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.

4.2.3: Maintain openness to new ideas by considering divergent opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.

II. Critical Literacy Quadrants

Disrupt the Commonplace:

- Consider Twains intentions when writing *Huckleberry Finn*. Why does he portray race in this way?
- Think about how the meaning of *Huck Finn* has changed over time and how it has remained the same.
- Students will be presented with shocking information that cannot be addressed by simply reading the novel.

Consider Multiple Perspectives:

- Compare the portrayal of Twains main characters (Huck and Jim). Whose voice is stronger? Why?
- Form an opinion about the different perspectives that surround banning *The Adventures of Huckleberry Finn*.
- Reflect on two different opinions or voices by writing a two sided poem.

Focus on Sociopolitical Issues:

- Consider the unequal power relationships in *Huckleberry Finn* and identify similar relationships in your world.
- Concentrate on how the n-word contributes to the unequal power relationships in *Huck Finn*.

Take Action:

- Brainstorm about how racism is still a part of your community, and think of ways to change it.
- Write a poem with two voices to post around the school.

Race in Huckleberry Finn--Stirring a Heated Debate

Gateway Engagement

The Adventures of Huckleberry Finn is considered one of America's most controversial novels; yet most children will not graduate high school without reading it. Why all the controversy? Racism. The book is set in the 1830s and 1840s Mississippi South and the main characters Huck and Jim are an unlikely pair. You are invited to explore the issue of race in Huck Finn by watching a short video clip titled *Stirring Heated Debate* from CBS news.

Steps:

1. Watch the video about Huckleberry Finn: <http://www.cbsnews.com/news/edited-huckleberry-finn-stirring-heated-debate/>
2. After watching the video, take a few minutes to reflect on it's message and what it is saying.
3. BEFORE moving on to the handout, watch the video a second time. This will allow you to analyze the video more fully. The second times focus on what the professors are saying and how they are defending their opinions.
4. After watching the video again, consider the questions that are listed on the handout. Answer them to the best of your ability.
5. Additional Information
 - PAIRS/GROUPS: After watching the video together and writing reaction statements, share your written summary paragraphs with each other. Discuss how your interpretations are similar and how they are different.

Name: _____

Period: _____

Race in Huckleberry Finn--Stirring a Heated Debate Gateway Engagement

1. Who was represented in the text? In your opinion, was there any person or opinion missing?
2. What do you believe CBS wants you to believe about Huckleberry Finn after watching this video?
3. What if the professors were different races? Would this change how you perceived the video? (i.e. the White professor was for Huck Finn and the African American professor was against it)
4. Have your opinions about The Adventures of Huckleberry Finn changed since watching the video? Why? If they haven't changed, explain why.

Scholarly Opinions--Huck Finn as Idol and Target

Invitation Activity

It is important to consider the opinions of those who have knowledgeable research based opinions about controversial issues. In this activity, you are invited to explore the opinions of John H. Wallace and Jonathan Arac about race in Huckleberry Finn. I have created shortened versions of their articles for you to analyze.

Steps:

1. Take one of the Wallace articles and one of the Arac articles.
2. As you read, annotate the articles highlighting or underlining things which stand out to you.
3. After you are finished reading both articles, complete the Comparing the Opinions of Scholars handout to differentiate and compare the contrasting opinions.
4. On each side include what you have taken away from the articles. This may include quotes, bullet points, sketches, or your reactions.
5. Brainstorm a few questions that you still have about the issue and put them in the middle of the two circles.
6. Additional Information:
 - This assignment may be done in groups of 2-3. However, this means students should be reading and annotating the articles together.
 - The ultimate goal is to think about where you stand on the issue how are these two writers persuading you? Who presents a stronger argument for you?

Name: _____

Period: _____

Comparing the Opinions of Scholars

John H Wallace:
The Case Against Huck Finn

Jonathan Arac:
Huck Finn as Idol and Target

Further Questions

Juxtaposing Racist Photos

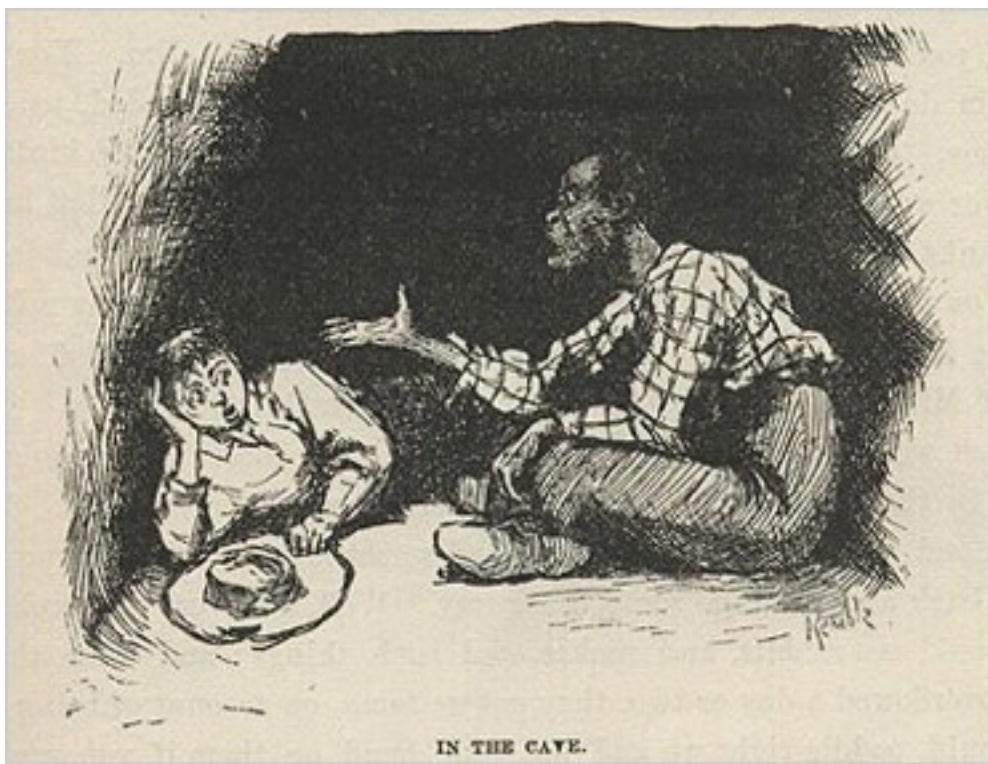
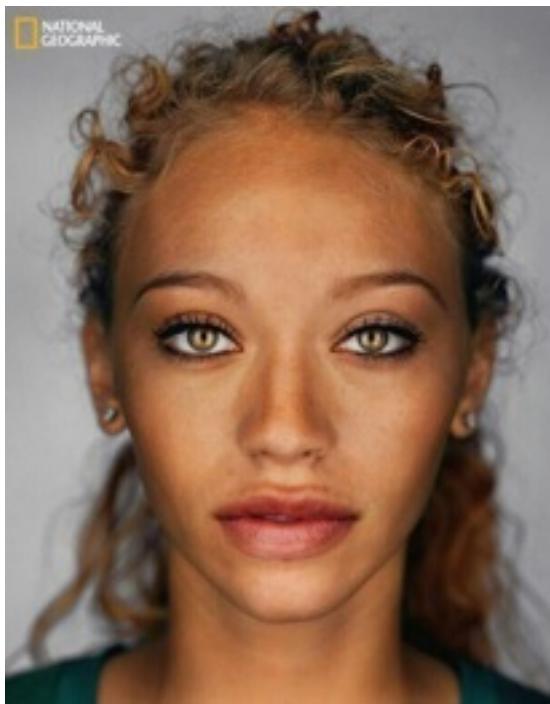
Invitation Activity

Photographs and images often speak louder than words. However, when looking at images we must be careful not to make assumptions about an image's meaning. In this activity you are invited to make observations about a set of photographs and images. The photos span from the 1930s to today.

Steps:

1. Observe. SIMPLY observe the photos in front of you. Take note of what you see. DO NOT make any assumptions about the images.
2. Consider the following questions while making observations:
 - What do you see?
 - Who do you see? How do you know?
 - Are there any words? What do they say?
3. After making observations, think about what you believe to be the message the photos are trying to convey. Write your assumed messages on your handout.
4. Now flip the photos over and reveal the true meaning/origin of the photographs. How were your assumptions wrong? How were they right? Write your reflections on the handout.
5. If possible share your responses with a partner or classmate.
6. Additional Information:
 - If working in pairs for this activity you can complete the handout together. Brainstorm observations together and share your assumptions.





IN THE CAVE.

Photo Meaning and Origin

These following explanations are to be posted on the back of the photos above.

Wm.H.West Big Minstrel Jubilee: This photo is from the year 1900. The photo came from the Library of Congress and is a primary source. West became one of the first white owners of a minstrel group with African American performers. The person on the left is a blackface minstrel, a white performer who pretends to be African American for the viewers entertainment. It is often considered offensive because they act based on stereotypes.

The Adventures of Huckleberry Finn

Illustration: Huck and Jim spend a lot of time together in the cave talking and staying dry during a series of storms. This is an important scene in the novel because Huck tries to talk to Jim about the dead man. Jim knows that the dead man is Hucks father but avoids the topic in order to protect him. This is also the locations where Huck plays a prank and Jim ends up getting bit by a rattlesnake. There is a lot character development and emotion revealed in this setting for both Huck and Jim.

Drinking Fountain Photograph: This image is titled “Negro drinking at the ‘colored’ water cooler in streetcar terminal, Oklahoma City, Oklahoma.” This image was taken while Jim Crow Laws which supported segregation were in effect in the U.S. The photograph was taken in 1939 and is a reflection of the racism that was a part of everyday life at the time. While the Whites had their own private restrooms and fountains, African Americans were forced to use the water cooler

National Geographic Portrait: This photograph is from an article written by National Geographic. The article opens with the statement, “We’ve become a country where race is no longer so black or white.” The article continues to discuss how the census category of “multi-racial” has grown by 32% in the last 10 years. The article predicts that by the year 2060 the United States will no longer be majority non-Hispanic white. If more and more people are born multi-racial people could all begin to look similarly. Think about what this would do to race

Baby Public Service Announcement:

This image was produced by the National Resource for the Healing of Racism and is relatively new. The image can be interpreted in several ways. The important thing to notice is that the adults in the photo have their backs to each other, while the infants reach out to one another. The innocent children have not yet been conditioned to believe that their race should keep them apart. It is a message that the possible solution to race issues involves the education of our nations youth.

Name: _____

Period: _____

Juxtaposing Racist Photos --Invitation Activity

	1. Minstrel Jubilee	2. National Geographic	3. Huck Finn and Jim	4. We Have a Dream Too	5. Drinking Fountain
A S S U M P T I O N					
R E F L E C T I O N					

Poem for Two Voices

Invitation Activity

Poems for two voices are an opportunity to creatively portray two sides of a story, an argument, or simply a conversation. The purpose of a two sided poem is to show how people have different opinions and thoughts. However, two sided poems also show a common ground. In this activity you are invited to write poems for two voices that are related to racism. Choose two characters, personalities, or people to portray the internal thoughts of. I challenge you to write about Huck and Jim by focusing on a particular scene from the book. This will give you the opportunity to imagine their internal thoughts during their experiences. You could also write about people from your community or even compare yourself to a friend of another race. Remember to be creative but appropriate. These poems will be shared with your classmates and hung in the school.

Steps:

1. Watch this Youtube video (possibly a couple of times) which is a powerful example of what a two sided poem is all about: <http://youtu.be/tv00xjClbx0>
2. Look at the example poem by and begin to ponder ideas about your two-sided poem.
3. Use the handout to organize your own two sided poem.
4. Consider the following questions when beginning to write the poem:
 - What are the similarities and differences about your two sides?
 - What message will your poem convey? What are values people might learn in their lives after reading your poem?
5. Additional Information:
 - This activity works best when collaborating in pairs. Each student can focus on a side.

Name(s): _____
Period: _____

Writing Your Own Poems for Two Voices-- Invitation Activity

Instructions:

A poem for two voices is meant to be read aloud. Each of the voices takes its turn reading a line out loud, and occasionally some lines are read together by both voices. Refer to Jeff Sapp's Poem: I Heard It on the Bus One Day. Think about how this poem could be read aloud.

Preparing to Write Your Own:

1. Think about who you would like your two voices to be. A few examples are:
 - Huck Finn and Jim (You could use a particular scene and show their internal thoughts)
 - You and a friend or classmate of another race
 - Imagine your own people: Think about a particular event and how people of different races might handle it.
2. What is the problem?
 - How are the opinions of your voices different? How are their opinions the same?
 - What event or scene is the focus of the poem?
3. Why is it important?
 - What message might your classmates and school community take away from reading your poem?
 - Make sure the poem is appropriate and easy to follow since they will be printed and posted around the school.

Writing:

1. Use the writing template below to begin writing your poem. Identify your two voices at the start of the poems.
2. You can work with a partner on this assignment. In fact, it is most effective when done in collaboration!

FINAL NOTE: This is an opportunity for you to take action and fight back against racism! So take your time and really think about what you are writing.

**Poem For Two Voices Example
I Heard It on the Bus One Day-- Jeff Sapp**

I drive the bus
everyday.

Are you getting on or not?

Get to the back of the bus.

Every day.

One day
I was driving
and this woman
I tell her to get up and let the white man sit.
She doesn't move.

That's when it all started.

Montgomery, Alabama
That Black preacher
started
trouble.

We waited.
And screamed and yelled.
381 days.

They made us
integrate
but we weren't done yet.

And that's how it all started.
Refusing to obey.

I ride the bus
everyday.

I get on and pay.

I move to the back.

Every day.

One day
I was riding
and this sister
She doesn't move.

That's when it all started.

Holt Street Baptist Church
Montgomery, Alabama
Martin Luther King Jr.
started
The Movement.

We walked.
And walked and walked.
381 days.

They made us
protest
to keep our dignity.

And that's how it all started.
Refusing to obey.

Name: _____

Two Sided Poem Template

Spoken Alone by Voice #1	Spoken Together	Spoken Alone by Voice #2
I am _____		I am _____

III. References

Arac, Jonathan. (1997). *Huckleberry Finn as Idol and Target*. 16-19

National Resource Center for Healing Racism. (N.D.) *We Have a Dream Too*. Retreived from: <http://www.examiner.com/article/why-children-don-t-see-color-unless-we-allow-them-to-1>

Northern Nevada Writing Project and Writing Fix. (2008). *Responding to Comparison/Contrast through Writing: A Poem for Two Voices*. Retrieved from: http://www.writingfix.com/PDFs/Comparison_Contrast/Poem_Two_Voices.pdf

Russell, Lee. (1939 July) *Negro drinking at 'Colored' water cooler in streetcar terminal, Oklahoma City, Oklahoma*. Library of Congress. Retrieved from: <http://www.loc.gov/pictures/item/fsa1997026728/PP/>

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Wallace, John H. (2005). *The Case Against Huck Finn*. 17-19

YOUTHSPEAKS. (2013, August 9). *BNV 2013-Quarter Finals-Washington DC*. Retrieved from: <http://youtu.be/tv00xjClbx0>