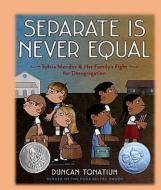
## TOWNER, AWARD NOMINEE BOOKS FOR, 2016



**Author and Illustrator: Duncan Tonatiuh** 

**New York: Abrams Books for Young** 

Readers, 2014

40 Pages

AR Level: 5.1 Lexile: 870

Curriculum Connections: Civil Rights, Segregation, Discrimination, Integration, Equality in Education, Brown vs. Board of Education, Mexican Americans, American History, Heritage

Excellent for close reading, review of book features, and building band 3-5 complex vocabulary, as well as persuasive writing activities.

Available as a DVD for read-along activities.

Almost 10 years before Brown vs. Board of Education, Sylvia Mendez and her parents helped end school segregation in California. An American citizen of Mexican and Puerto Rican heritage who spoke and wrote perfect English, Mendez was denied enrollment to a "Whites only" school. Her parents took action by organizing the Hispanic community and filing a successful lawsuit in federal district court, leading the way to desegregation of schools in California.

Text Features: Extensive Author's Note, Photographs, Glossary, Bibliography, About the Text, and Index.

## **CCSS for Primary Grades**

- RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- RI.2.3 Describe the connection between a series of historical events . . . in a text.
- RI.2.5 Know and use various text features . . . to locate key facts or information in a text efficiently.
- RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- RL.2.3 Describe how characters in a story respond to major events and challenges.

CCSS for Intermediate Grades

- RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.
- RI.4.3 Explain events, procedures, ideas, or concepts in a historical . . . , including what happened and why, based on specific information in the text.
- RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details: summarize the text.
- RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, . . . text based on specific information in the text.
- RI. 5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points.

Towner Award Committee September 2015

## TOWNER AWARD NOMINEE BOOKS FOR 2016

Lesson Ideas	Text Set Options			
Primary:				
Make Who, What, Where, Why cards. Have groups of students work together to answer each of these questions.  Compare and contrast the lives of Sylvia Mendez and Ruby Bridges.  Create student groups and assign each a person who made a difference. Provide students with picture books about those people, and guide each group in creating a poster that tells their story. Display the posters and let students present their "heroes" to the class.	A Day's Work by Eve Bunting Clarion	1994	AR 2.7	Lexile 350
	Ruby Bridges Goes to School: My True Story by Rul Scholastic	by Bridges 2003	AR 2.5	Lexile 410
	<b>The Other Side by</b> Jaqueline Woodson G.P. Putnam's Sons Books for Young Readers	2001	AR 2.7	Lexile 300
	Ron's Big Mission by Rose Blue Dutton Children's Books	2009	AR 2.9	Lexile 440
	Rosa Parks: A Life of Courage by Tonya Leslie Bellwether Media	2008	AR 3.2	Lexile None
ake a Venn Diagram comparing the lives and schools of nites with that of minorities during the story's era.  Interview with Sylvia Mendez: <a href="https://www.youtube.com/watch?v=SIMWdfSxoh8">https://www.youtube.com/watch?v=SIMWdfSxoh8</a>				
Create a storyboard or time-line of major events in order.	EdWeek Online News Magazine (gives background on the story): <a href="http://blogs.edweek.org/edweek/learning-the-language/2014/05/sylvia_mendez_and_californiashtml">http://blogs.edweek.org/edweek/learning-the-language/2014/05/sylvia_mendez_and_californiashtml</a>			
Intermediate:				
Research <i>Brown vs Board of Education</i> . Compare dates. What did the ruling mean? How does it impact schools today?	Sylvia and Aki by Winifred Conkling Tricycle Press	2011	AR 4.7	Lexile 460
	Civil Rights Timeline: http://www.infoplease.com/spot/civilrightstimeline1.html			
Make a Venn Diagram comparing the civil rights movement of the black population with that of Hispanic population.	<b>Ruth and the Green Book</b> by Calvin Alexander Ramsey Lerner Publishing	2010	AR 4.6	Lexile 810
Play a "Do I Have the Right" game: Make a list of things student may not know are rights/not rights (i.e.right to play my music as loud as I want, etc). Guide students in researching if they are rights or not.	My Country 'Tis of Thee by Claire Rudolf Murphy Henry Holt and Company	2014	AR 5.5	Lexile 1000
	Through My Eyes by Ruby Bridges Scholastic	1999	AR 5.9	Lexile 860
Do a close reading of the Author's Note, dividing into groups and investigating any unknown vocabulary.	Interview with Sylvia Mendez: <a href="https://www.youtube.com/watch?v=bZwH3cjivnE">https://www.youtube.com/watch?v=bZwH3cjivnE</a> Rosa by Nikki Giovanni			
	Henry Holt and Company	2005	AR 4.9	Lexile 900

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