**Discussion Questions**

1.     What did you know about the civil rights movement before reading this book? What key things did you learn about it from reading *Revolution*?

2.     Why do the Freedom Fighters, Raymond, and many others purposefully put themselves in danger?

3.     In different circumstances do you think Raymond and Gillette would be friends? Explain.

4.     How are Annabelle, Raymond, Jo Ellen, and Sunny brave in different ways?

5.     The book explores true accounts of people important to the civil rights movement, including Bob Moses, Emmett Till, Martin Luther King, Jr., Rosa Parks, Cassius Clay, and Polly Cowan and Dorothy Height. Which stories helped you to understand the civil rights movement more clearly? Explain.

6.     How does music help to set the tone of the events in the book? What songs would you include in a book about your lifetime?

7.     Why do you think some white people were so afraid of African Americans receiving equal rights?

8.     How do Sunny’s feelings toward Annabelle and Gillette change throughout the book?

9.     The importance of the events taking place around her lead Sunny to read the newspaper and follow current events. What current events do you think are important to learn more about?

10.   Have you ever seen anyone make unfair judgments about a person? What are some ways to get people to think differently?

**Discussion Questions for Revolution**

1.     How does Sunny change in the course of the book? Give specific examples. Consider Gillette’s view of Sunny (ch. 26). Do you agree with him? Why or why not? (RL.1, 3)

2.     Compare Sunny and Gillette. How are they alike? How are they different? What role, if any, does their gender play in their differences? How does their relationship change during the book? (RL.1, 3)

3.     One of the biggest changes over the course of the book concerns Sunny’s feelings about Annabelle. Find dialogue and actions that show Sunny’s feelings throughout the book, and discuss how you can tell that her feelings change. (RL.1, 3)

4.     Sunny calls Laura Mae the person who knows her best. Yet Sunny doesn’t even know that Laura Mae has a son in Chicago and doesn’t know his name (ch. 61). What does this say about their relationship? (RL.1, 3)

5.     Sunny narrates most of the novel. What are the advantages of having a first-person narrative? What are the drawbacks? Sometimes the viewpoint switches. Identify the sections that aren’t Sunny’s narration and discuss why the author included them. (RL.6)

6.     The novel opens with Sunny and Gillette sneaking into the swimming pool and briefly encountering Ray, although they don’t know him yet. How does this scene set the stage for the rest of the book? (RL.1, 5)

7.     The novel is divided into three parts: Encampment, Maneuvers, and Engagement. Discuss why the author divided the book this way. What do the section titles refer to? (RL.4, 5)

8.     Revolution contains photographs, song lyrics, documents like flyers and a voter registration form, cartoons, quotations, and more. How do these relate to each section of the book? How does this information affect your reading of the book? (RL.1, 7)

9.     In many ways, this is a book about courage. Find examples of the courage of different characters. Besides the courage it takes to face physical danger, what other kinds of courage can you find? (RL.2, 3)

10.   Reread the scene where Annabelle calls Sunny one of the bravest people she knows (ch. 60). When Sunny says she’s afraid all the time, Annabelle answers, “It’s okay to be afraid.” Why does she say that? (RL.2, 3)

11.   The civil rights workers believe that voting will change society. What consequences of black people not voting are shown in the book? How might voting change things? (RL.1, 2)

12.   Many white people in the book see no problem with segregation. In chapter 33, Parnell says that folks think, “We’ve always done it this way—separate but equal, and everybody’s happy—so why change it?” What are some of the laws and customs besides voting constraints that restrict black people? (RL.1, 2)

13.   Find examples that show intimidation of, or retaliation against, black people who were activists or who tried to register to vote. What was the effect of the intimidation? Why did some white people have such a violent reaction to the idea of blacks voting? (RL.1)

14.   White people who supported voting rights for black people were also intimidated or threatened. How was Sunny’s family threatened? Find other examples of threats and financial hardships to whites who supported voting rights.

15.   *Revolution* includes four Opinionated Biographies of Bob Moses, Lyndon Johnson, the Wednesday Women, and Muhammad Ali. In the Opinionated Biography of Bob Moses, it says, “Nobody’s free until everybody’s free.” What does this mean? How did racial prejudice hurt white people as well as black people? (RL.1, 2, 3)

16.   Find examples of the role newspapers and television news played in the voter registration effort. Polly’s mother is a journalist. Polly says her mother is “real careful” about how she writes about civil rights (ch. 34). Why would she need to be careful?

17.   Discuss the role of baseball in this book. How does it connect characters? What’s the significance of Willie Mays and the fact that both Gillette and Ray consider him their favorite player? (RL.1, 2, 3)

18.   Churches and pastors were important in the civil rights movement. Find examples in this book. How do different white characters respond to the pastors? (RL.1, 2, 3)

19.   Look at different names for civil rights workers such as “agitators” versus “freedom workers.” What do the labels show about the people using them? Analyze how white people and black people address one another. Why does it matter, for example, when Sunny calls her father’s employee “Mr. Isaiah” (ch. 64)? (RL.3, 4)

20.   Revolution incorporates many song lyrics. What connection do the words have to the book? Why do you think the author placed the songs where they are in the book? (RL.1, 7)

21.   The author uses figurative language, imagery, and rich vocabulary throughout the novel. For example, chapter 4 includes similes (“as serious as a jail sentence”); alliteration (“worried about worse than whippings”); strong imagery (“his suffocating presence”); and vocabulary that might be new to you (cheeky; deliverance). Discuss how they enrich the story. (RL. 4)

SIFT   I, Too Sing America by Langston Hughes (pg.2)

NAME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_ PERIOD:\_\_\_\_\_

SIFT Literary Analysis Strategy Directions: Use the table below to record examples of each of the poetic devices from the literary work

|  |  |
| --- | --- |
| **SYMBOLISM**  Examine the title and text for symbolism |  |
| **IMAGES**  Identify images and sensory details (sight, sound, taste, odor, texture) |  |
| **Figurative Language**  Identify and analyze non-standard use of language, including metaphor, simile, repetition, omission, unusual word order, slang, etc. |  |
| **Tone & Theme**  1) Discuss the tone taken by the author.  2) Message or moral: Why did the author create this work? |  |

Summarize in your own words the 3-4 passages found on the second pages of the book by Kennedy, the ku klux klan, LBJ and MLK, Jr.

|  |  |
| --- | --- |
| Passages | Summary(in your own words) |
| Pres. John F. Kennedy |  |
| ku klux klan |  |
| Rev. Dr. Martin Luther King, Jr. |  |
| Pres. Lyndon Johnson |  |

**Get the GIST**

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Title   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1.    Read the article or section of text. 2.    Fill in the 5 Ws and H.

Who:

What:

When:

Where:

Why:

How:

3.  Write a 20-word GIST summary.

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Summer School Final Project:(200 points)  due 7-14-15

Write your life story(so far) then create a Playlist that you would use along with the story. The songs you choose have to relate to your life.  They must also be appropriate with no obscenity, nor discriminatory toward race, ethnicity or gender. The autobiography itself has to be

at least 1 page to 1 page & ½, 12 font, Times New Roman.

Example:

I was born in Little Rock, Arkansas on October 13, 1956 to Mr. & Mrs. Floyd Dean.  I was the third daughter of the family.  My Father was a Postman and my Mother was a Teacher.

Playlist:

I Was Made to Love Her Stevie Wonder

Please Mr. Postman Martha Reeves and the Vandellas

Journal Writing Prompts:(Each number represents the work day. e.g 1 is for “Day 1”.)

1. “What do you know about the 60’s and the Civil Rights Era?”
2. “How can we eliminate racism in the world?”
3. “What are some of the injustices that are faced each day in society?.”
4. “What strategies should be used to fight injustices in the country, city & community?”
5. “Imagine living during this time in history, how would you have felt?”
6. “The Civil Rights Movement changed the world because....”
7. “Is civil disobedience (disobeying an unjust law) ever acceptable?”
8. “What do you think it would be like to live in a segregated society such as schools, restaurants and swimming pools?”
9. “People should be treated equally because…...” (This is in regard to race, gender or any difference)
10. “Is it important for schools to be racially diverse? Explain your answer.”
11. “What do you feel is the most important civil rights issue TODAY?.”
12. “Why do people encourage diversity in school and the workplace?”
13. “Which leader do you think was more effective-the Rev. Dr. Martin Luther King, Jr.’s  or Malcolm X’s during the civil rights movement?”
14. “Who are some leaders today, who you feel make a difference in civil and human rights?”
15. “What can you learn from someone of another race?”
16. “Do you think you would have been a Freedom Rider?.” Explain your answer.
17. “What is the most important event you learned while reading *Revolution*?”