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**Lasker Memorial Library-Highlander Folk School Buildings
Monteagle, TN**

<http://www.highlandercenter.org/photo-gallery-hfs-monteagle.asp>

Introduction

A Note to Teachers – Welcome to *The Summer We Got Saved Teacher's Guide*. This guide was designed for teachers to pick and choose materials that are suitable for their classrooms, be it high school or college. The guide was designed to make every attempt to gauge the age appropriateness of the materials chosen. This was done through a series of classroom pilots in order to judge relevancy to curriculum, quality of subject matter and grade level. Pilot teachers were seasoned professionals with expertise in their field and who served on the task force to develop the guides that are distributed through the project. The team hopes this material will be helpful in designing project based learning activities based on the book.

The Summer We Got Saved has been selected for **high school and above students**. Pilot teachers felt that the mature theme and some language in the book are not appropriate for younger students. Ultimately, teachers must judge how to use the materials with their students.

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Learning Activities

Discussion-Writing-Vocabulary-Games

1. **Worlds Apart**-Tab often has her foot in two worlds – the world of her immediate family and the world of her aunt; the world of the present and the world of her ancestors; the world of junior high and the world of high school; the world of her predominantly white community and the world of the integrated Highland Folk School. In some ways, we are all like that, straddling more than one world, community, or clique. Write an essay or create a piece of artwork which fuses two of the "worlds" in which you find yourself.

2. **Influence Web**- In *The Summer We Got Saved*, Tab is influenced by many people around her such as family members, close friends, acquaintances, and even people of whom she has heard, but with whom she has not interacted personally. We, too, are influenced by a web of contacts around us. Complete an "Influence Web" first for Tab and then for yourself. Take a moment to consider the people in Tab's world and your world whose beliefs, personalities, demeanors, and comments have an impact upon you in some way.

**Note the example, using characters from *The Summer We Got Saved*. This exercise can be extended to include character education objectives by discussing the importance of being aware that every person in our circle has the potential to influence our beliefs.

3. **Defining Character**- As you read, create a folder with a page for each major character in the novel. Many good movies begin with a novel. Imagine that you are in charge of casting a movie version of *The Summer We Got Saved*.

(a) On each character's page, paste a picture from a magazine of a person who seems to match the appearance, age, and personality of the character.

(b) Then, write a brief paragraph on the page, explaining what you know about the character that makes the person in the picture an appropriate choice.

(c) As you continue to read, add quotations that reveal something about the character and his or her role in the novel, using MLA or APA style for

documentation. The quotations can be something the narrator reveals about the character, something the character says or thinks, or something another character states about the character.

(d) After reading the novel, add one vocabulary word per character. You may wish to use a thesaurus to locate a new-to-the-student grade-level word that is synonymous with some dominant characteristic of each character. Then, you may wish to use a dictionary to help them define the word.

4. **Opinion Paper**-Work together in small cooperative groups. Consider the following questions: What is integration? What is the opposite of integration? What problems do you see with integration in today's society? How has integration been perceived in the past? What problems have arisen from integration? Formulate a brief opinion paper from your findings.

5. **Classroom Newspaper**- Choose an important event that occurred in the book and write an article for the Bainbridge News. Articles should be as accurate as possible; however, you may add unknown details to enhance the news story. Use publishing software to format and combine articles. Print the paper for distribution to the class or school.

4. **Back Boosters**- This is a game to play at the beginning of class to create interest in the book and determine how well students know the book's content. The teacher should create questions for the students to attach to their back. They cannot read their own question. Each student should number a paper from one to ten. They should then walk around the room and silently read the questions on their classmates' backs and answer the questions. From the answers, the students must attempt to guess the question attached to their back.

Example questions might include:

- a. What national issues would Aunt Eugenia be a part of today?
- b. Based on Charles's friendship with Ruben, with whom would Charles associate in today's world?
- c. What popular songs from the 1960's to the present would be Tina's favorite?
- d. What is Tab's favorite color of nail polish?

- e. From what country did Dominique send Tab postcards?
- f. What were the favorite dishes served to the Rutland's for Sunday dinner?
- g. What are Jessie's favorite movies?
- h. Name one of Maudie's favorite books.

5. **Classroom Dinner**- Because of the importance of family and the family dinner, students will prepare their favorite family dishes and bring them to a classroom dinner featuring a discussion of the book. Students may invite parents to participate in the meal and the discussion. **Note:** *Teachers may want to design a "family read" project around this activity.*
6. **Class Recipe Book** - Have the class bring in family recipes -if possible from the period of the 1950/60s period - and fashion them into a class recipe cook book. This is a good project to use in conjunction with Classroom Dinner. (#5)
7. **Generation Project**- Allow students to research someone in their family who has passed away. Conduct three interviews to better know the family members hopes, dreams, accomplishments, personality, etc. Students create a collage and write a short paper describing the person based on the interviews.
8. **Sixties Believe It or Not!** - Using the "Ripley's Believe It or Not," theme, have students research fun facts about the 1960s that would seem unusual or amazing today. Use facts like the price of gasoline, the divorce rate, the types of cars on the market, etc. Students could make a poster with the facts or make a mobile with the information (The facts are written out note cards decorated to resemble the trivia and then hung from a coat hanger, which is then covered with construction paper.)

9. **Here's Your Sign** – Each student chooses a prominent character in the novel. The student then finds a quote from the book either by or about the character. The quote should capture the essence of the character, representing what the person believed or how he or she acts. The quote can also be an important thing the character says in a significant scene. Once students have a character and a quote, they make small signs (about the size of a quarter sheet of poster board) and decorate them with the quote and artwork. Nothing on the sign should bear the character's name, and no artwork should give away who the quote represents. Once signs are finished, students stand in a large circle, signs held in front of them facing inward, with one person chosen to be in the middle. That person then walks over to a random person in the circle and says, "Here's your sign" holding out the sign he or she made to the chosen student. The student he or she chooses must then look at the sign and decide who it represents and why, then share that information with the class. If correct, he or she then switches places with the person in the center and repeats the process. If incorrect, the person in the center of the circle chooses another student to identify the sign. The process continues until everyone's sign had been identified correctly.



Desegregation Workshop, 1950's

<http://www.highlandercenter.org/photo-gallery-1930s-1950s.asp>

Art Activities



1. Postcards from Paris-Dominique sent Tab a postcard from Paris, France. Have students design a postcard from Paris writing the contents of a note to Tab on the

2. It's What's On the Outside that Counts-After reading much of the novel, discuss the role of covers in selling books with students. Explain that publishers sometimes use

different covers for different audiences. (You may wish to show pictures of the British version of *Harry Potter and the Philosopher's Stone* and the American version of *Harry Potter and the Sorcerer's Stone* as an example.) Divide the class into small marketing groups** and have one person in each group draw a particular location or group to whom they will market this novel. Ask students to create a new cover that will appeal to the group and to write new cover notes, emphasizing an element of the book that might particularly appeal to this group.

**Sample groups could include: a conservative, church-going community in the Midwest; junior high school students; high school students; bookstores that specialize in African American literature; English teachers; female, adult readers in southern states; etc.

3. What's Happening? - Have students research, either individually or in small groups, aspects of the period -the early 1960s.

Sample topics might include:

Political Issues

Music

Fashion

Slang/Pop Culture

Movies/Television

Health/Scientific Advances.

Every person/group makes a poster, combining facts and trivia with pictures, examples and artwork. The posters are presented to the rest of the class and discussed.

4. Town Model – Have one person/group build a model of the town of Bainbridge using poster paper and fashioning small cardboard buildings to resemble the town as they think it is described in the book. Draw in roads, trees, river, airport, etc.

Display the models in the classroom or library.

5. Highlander Billboards – Use information from the book to make posters either promoting or denouncing Highlander Folk School. The posters should resemble billboards that would have been seen in the South in the 1960's. Use photographs, drawings and other images to make the case either for or against Highlander, and use a strong slogan or phrase to grab the reader's attention. Post billboards in classroom, hall, or library to promote student awareness.



Literary Terms

Have students identify numerous literary elements as they are used in *The Summer We Got Saved*. After defining the terms, students should find examples from the text.

Examples of Literary Terms from *The Summer We Got Saved*

1. Allegory
2. Allusion
3. Antagonist
4. Conflict
 - a. person vs. person

- b. person vs. society
 - c. person vs. self
 - d. person vs. nature
 - e. person vs. fate
5. Epiphany
 6. Exaggeration
 7. Understatement
 8. Flashback
 9. Foil
 10. Foreshadowing
 11. Imagery
 12. Impressionism
 13. Local Color
 14. Memoir
 15. Mood
 16. Moral
 17. Pathos
 18. Plot Line
 19. Point of View
 20. Protagonist
 21. Sarcasm
 22. Setting
 23. Stereotype
 24. Symbol
 25. Theme
 26. Tone



Harriet Lipton leading an adult education discussion, 1953

<http://www.highlandercenter.org/photo-gallery-1930s-1950s.asp>

Thematic Essay Questions

1. "I have no way and therefore want no eyes. I stumbled when I saw." is a quote from King Lear. Explain how this quote is a metaphor for the novel, *The Summer We Got Saved*.
2. In the novel, Tab and Maudie just miss meeting at the Word of Truth Missionary Baptist Church. If they had met again, how do you think their reunion would have been described? How would it have changed the essence of the story?
3. Discuss the infamous Ku Klux Klan plaque on the wall in Pulaski, Tennessee as a symbol of either racism or historical tradition in the story. Provide details and examples in your story. Throughout the book, Tab seems to see the "romanticism" of the plaque in regard to the South and to loyalty to family. Do you think her opinion changed by the end of the story?
4. What is the significance of the pencil box that is mentioned in the Prologue?
5. In chapter one, readers begin to learn about Tab's family history. Begin creating a family tree based on the information provided in the first chapter and throughout the novel. Discuss genealogical research and create your own family trees or interview and record family stories. Write a brief essay about how you think family history can influence the way a person thinks and feels about their life. Include the family tree in the essay to support your theory.

6. Study an issue or concern that is addressed in today's society. Create a model parade float that would educate society or convince them to think a different way about the issue. Present float along with an essay and/or presentation explaining why this issue needs attention.

Topics for Research Papers

1. Define miscegenation. In *The Summer We Got Saved* there are several incidents that allude to this concept. Identify these examples. This was a dominant theme in the court case *Brown v. Board of Education* that eventually ended segregation in the schools. Research the case identifying the main components of this landmark Supreme Court decision. Design a graphic organizer that includes: a. the main players, b. important dates, c. some of the "prehistory," d. events during the trial, e. outcome and results.

2. The character Brad La Forte, who was running for governor in the story, closely resembles a figure in Alabama history named Ryan deGraffenried who was touted to be Alabama's first 'New South' governor. Acting as a reporter, write a series of 2-3 articles covering the race between George Corley Wallace (actually Lurleen, his wife, ran as a stand-in) and deGraffenreid. Or, write two editorials, one in support of each candidate. Your research should include actual campaign slogan/songs, and political candidate's platforms. Use primary resources



Class, 1930s; Virginia Durr & others

<http://www.highlandercenter.org/photo-gallery-1930s-1950s.asp>

3. Every family has what is considered its most "colorful character" such as the description of Eugenia in *The Summer We Got Saved*. Describe your most memorable character.

4. The Highlander School in the novel brought together people from different races and backgrounds to address a major social issue of the day. What would the Highlander School of today address? (Research Highlander Center.)

5. Examine the educational opportunities and literacy rate of the black population in the late 1950's. Why were voting schools necessary? How successful were they?

6. Compare social change agents or social reformers such as Jesus Christ, Martin Luther King, Ghandi , to Aunt Eugenia. How are these reformers alike? How are they different?

Do they share similar personalities and backgrounds?



Rosa Parks, Septima Clark, and Rosa Parks' mother at Highlander; Monteagle, TN; undated.

<http://www.highlandercenter.org/photo-gallery-rosa-parks.asp>

Civil Rights Research Based Story Project Student Syllabi

(This project addresses 17 of the 28 objectives listed in the Alabama Course of Study, English Language Arts for Twelfth Grade, including the following objective numbers addressed as minimum required content for seniors: 1, 5, 7, 10, 11, 13, 14, 16, 18, 19, 20, 21, 22, 23, 24, 25, and 26.)

As we read *The Summer We Got Saved*, let's take this opportunity to collect some of our history and create an anthology of research-based narratives, telling the true-to-life tale of one person's encounter with the Civil Rights movement in some way.

I. PEOPLE TO INTERVIEW

Here are a few ideas to consider for the interview.

- A. Someone who was a student the first year a high school or college was integrated
- B. Someone who participated in a sit-in, a civil rights demonstration or march, etc.
- C. Someone who worked for racial equality in a daring way
- D. Someone who experienced a "paradigm shift" when their stereotypes about someone of another race were shattered
- E. Someone who attended an all-black school during segregation
- F. Someone who met or attended an event at which Dr. King spoke
- G. Someone witnessed or who was the victim of a particularly harsh instance of racism and who survived and triumphed in spite of this event[s]
- H. Someone who has made a significant contribution in creating a more equal society by holding a professional or political position of importance
- I. Someone who broke boundaries by being "the first African American to _____"
- J. Someone whose life was affected by racism

II. SAMPLE QUESTIONS AND PROMPTS FOR THE INTERVIEW

Before the interview, try to find out as much as you can beforehand and create a list of starter questions. The next step is to LISTEN – really listen, taking notes or even taping the interview so you will have it for reference when you turn the information into a story. Then, ask follow-up questions, gathering more and more information.

- A. What else can you tell me about that time period/that event/that person?
- B. Tell me more about that.
- C. Who was that...?
- D. What was that...?
- E. I'm not sure I understand. Can you tell me in a different way?
- F. Are you saying that...?

- G. I'm not sure I know what it would have been like to...? What else can you tell me?
- H. What else do you remember about that period/event/person?
- I. Do you remember the first time you...? (heard of this person, felt this way, etc.)
- J. The other students at my school were born in 1987-1992, so they don't know much about this person/event/period of history/etc. What else would you want other students to know about this...?
- K. How did this experience/person/growing up in this time period influence or change you?
- L. My teacher has asked me to take a photograph of the person I chose to write about. Do you mind if I take your picture?

III. THE NARRATIVE

You will be playing the role of a non-fiction author, a reporter, or a biographer as you turn your interview notes into a written record of one person's civil rights story. There are at least two different approaches you may opt to take:

- A. The Straight Narrative - You tell the story as a story, using direct, indirect, and/or partial quotations from your interview.
- B. The Journalistic Approach - You tell the story as a newspaper or magazine-type feature article, telling the story in bits and spurts as you highlight one particular person.

IV. STARTING THE STORY

In media - in the middle of the action: Open by describing a scene important to the story.

- A. Use a quotation: For example, you might write, "[Insert famous person] said..., and no one exemplifies this/believes this more than [insert name of your person]."
- B. Use a startling fact related to a subject in your story: For example, you might write, "Between 1950 and 1965, there were 900 jobs available at ___ plant, and none of them were held by African Americans. The company did not hire

black people during this time. __should know. He/she...."

C. Ask a question: "What if you found yourself [insert situation experienced by the person you interview]? For __ this isn't a what-if scenario; it really happened...."

D. Start with an interesting quotation from your interview. For example, you might write: "Equality," said __, "never made its way to my door" or "In those days..." or "__'s ability to __ always surprised me."

E. Start with a description of the person you are interviewing: 's eyes... or __'s smile or __'s hands or "As [insert some small action taken by the interviewee during your interview], she/he...."

F. Start with an interesting general overview: ____ is a person who....

G. Start with one detail that introduces the interviewee: More than anything else in his/her life, __ wanted....

H. Start with a happy memory shared by the interviewee.

I. Start with a shocking moment shared by the interviewee.

V. THE BEST ADVICE

A. Don't put yourself in the story

B. Tell the story as a writer and/or reporter

VI. THE DEADLINES

A. Deadline for having the interview completed: _____

B. Deadline for having the story drafted and as good as you can make it:

C. Appointment for having your one-on-one writing conference with the teacher: _____

- D. Deadline for emailing the completed, revised, polished story as a Word attachment to: _____ to _____.



Martin Luther King, Peter Seeger, Charis Horton, Rosa Parks, & Ralph Abernathy at Highlander's 25th Reunion, 1957
<http://www.highlandercenter.org/photo-gallery-1930s-1950s.asp>

Complementary Study

1. Read **Papa's Mark**, by Gwendolyn Battle-Lavert. Discuss the tone. How does the tone of *Papa's Mark* reflect the tone of The Summer We Got Saved?

2. Read **Freedom Summer**, by Deborah Wiles and **The Other Side** by Jacqueline Woodson. Discuss Point of View. With a partner, write in the point of view of two different characters which think differently about something. Ex.
 Dominique/Tab,
 Jessie/Maudie May, Charles/Ruben, Eugenia/her family, Maudie May/Tab, etc.

3. Read **After You, My Dear Alphonse** by Shirley Jackson
 Read the Jackson story after the "Riddle Scale" discussion described above.
 Discuss stereotypes. What stereotypes does Johnny's mother hold in the story?
 What stereotypes do Tab and her relatives have about...

4. Read: **The Ponder Heart** by Eudora Welty
 Use APT's video of Eudora Welty's *The Ponder Heart* at some point during the study of *The Summer We Got Saved* and discuss the use of the starting line, "My uncle is just like your uncle except...." Have students write a paper from Tab or Tina's perspective, beginning with "My aunt is just like your aunt except...." They may also wish to use the line to begin a vignette about a relative of their own.

5. Read **Blackberry Winter** by Robert Penn Warren
 Read Warren's short story and discuss the way Warren also interweaves the topics of racial difference, maturity, the relationship between a youth and adult, etc.
 Make predictions about whether readers believe that Tab, like the boy in Warren's story, metaphorically "follows...all [her] life" the people with whom she comes into contact during her time with her aunt.

6. Read **The Poisonwood Bible** by Barbara Kingsolver and **At Play in the Fields of the Lord** by Peter Matthiessen
 Upper-level students may wish to study one or both of the books above and then discuss, research, and write about the psychology of "the helper." What motivates Aunt Eugenia to participate in the movement? Is she similar to the other novels' well-meaning characters who are somehow oblivious to the danger in which they put those they are trying to help? Lead students to understand that

Eugenia continues to learn, whereas some of the characters in the novels above are static, believing that they are superior to those they are trying to help

Other books to use with *The Summer We Got Saved...*

Martin's Big Words, by Doreen Rappaport

Remember, The Journey to School Integration, by Toni Morrison

A Dream of Freedom, The Civil Rights Movement from 1954 -1968, by Diane McWhorter

George C. Wallace, Alabama Political Power, by Alice Yeager

Lurleen B. Wallace, Alabama's First Woman Governor, by Alice Yeager



Student Generated Discussion Questions by Chapter

- Chapter 1. Discuss the environment in which Charles grew up.
- Chapter 2. What does “the seduction” refer to and why?
- Chapter 3. Describe the relationship between Tab and Tina.
- Chapter 4. How do you think you would deal with Maudie’s situation if you were in her place?
- Chapter 5. How do Eugenia’s views differ from those of her family?
- Chapter 6. Relate the historic events of the Civil War period to its importance in Southern Society of the time.
- Chapter 7. Describe the segregation of the drive-in theater.
- Chapter 8. Why did Will’s situation upset Aunt Eugenia?
- Chapter 9. Why was Tab reluctant to leave with Aunt Eugenia at first and what changed her mind?
- Chapter 10. Why didn’t Aunt Eugenia inform the family of their real destination before their departure?
- Chapter 11. Does the church welcome Maudie? Does Mrs. Laura? How?
- Chapter 12. Why would some people object to Maudie’s presence in the community?
- Chapter 13. Describe your first impression of both Highlander and Tab and Tina’s roommates.
- Chapter 14. Compare and contrast Tab’s impression of and experience with divorce with your own.
- Chapter 15. Discuss the dynamics of Mrs. Laura’s family and how Maudie’s presence affects the situation.

- Chapter 16. Who were the first people to attend Maudie's voter registration class and why did they come?
- Chapter 17. How is Highland Folk School different from the environment in which Tab has grown up?
- Chapter 18. Why does Dominique not want her father to tell Tab about her mother? Why is their family unique?
- Chapter 19. Why do people still support W. D. Ladd if he has little chance of winning the election for Governor?
- Chapter 20. Who is Reuben? Describe his relationship with Charles?
- Chapter 21. Who is Brad LaForte? Why does Charles agree to support him?
- Chapter 22. If you were Charles or Rueben, how would you feel about the rally's success? What does this mean for them in the future?
- Chapter 23. Discuss Maudie's experience at the drive-in movie.
- Chapter 24. What happens at Jessie's first class?
- Chapter 25. Why didn't the men want Brother Earl to see Mr. Calvin's money? Do they see something that Maudie doesn't?
- Chapter 26. If you were Mr. Calvin, how would you have felt about your first banking experience? What happened and why?
- Chapter 27. Where do Dominique and Tab go and why?
- Chapter 28. Describe what happens at the sit-in.
- Chapter 29. What was the gift? Who gave it and why?
- Chapter 30. What did Maudie do for Yolanda and how did she feel about it afterward?
- Chapter 31. What did Charles mean when he said, "That was the funny thing, I think he was delighted."?
- Chapter 32. What was the Nat King Cole dream and what do you think it symbolizes?

- Chapter 33. Why did Izzy and Lou Ann come to Maudie's class? How did this change the group dynamic?
- Chapter 34. How did the float get wet? How is this significant?
- Chapter 35. What did Jessie say about Maudie? What did he mean when he said, "You do for the ones you love."? How does the relationship between Jessie and Maudie change after this?
- Chapter 36. What events transpire Tab and Dominique that night? Why did Tab feel the need to comfort Dominique?
- Chapter 37. Describe the raid.
- Chapter 38. How would you have felt if you were one of the girls leaving Highlander?
- Chapter 39. Do you see any foreshadowing in this chapter? What do you think will happen next?
- Chapter 40. Place yourself in Charles' shoes and describe how you would react to the accident.
- Chapter 41. How do Tab's views now differ from the opinions she held before this summer?
- Chapter 42. Describe what happens on the girls' trip home.
- Chapter 43. What is the significance of the chapter's title, "The Last Night."?
- Chapter 44. How was home different than when the girls left? How do you think the girls feel about home when they compare it to Highlander?
- Chapter 45. How is this visit to Trowbridge's different from the one in Chapter 3?
- Epilogue How does this last scene tie the story together? (in Trade paper only)

Student Generated Vocabulary by Chapter

Vocabulary - Ch. 1-5	Vocabulary-Ch. 6-10
Inevitable Loath Receptacle Calloused Sweltering Pretentious Precocious Insurmountable Scrimping Indemnified Tarmac Derogatory Careening Damask Relinquish Academia Sixteen-disk harrow Chastity belt	Assemblage Formidable Howitzers Dysentery Jaunty Haversack Boisterous Plumb Crinolines Assuage Gauge Cicadas Flogging Convoluted Perspective

Students are assigned 10 vocabulary words per group to define and tell how each is related to *The Summer We Got Saved*.

<p>Vocabulary Ch. 11-15</p> <p>Rough-hewn Haphazardly Engrossed Apropos Irrefutable Reprisal</p>	<p>Vocabulary Ch. 16-20</p> <p>Writhing Twittering Dynamic Ku Klux Klan Diatribes Enthralled Acquiesce</p>
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<p>Vocabulary Ch. 21-25</p> <p>Pawn Amalgam Akin Blatantly Couched Intermittent Demurred Boisterous Antagonize Countenance Ample Camisole Sprawling Incongruous</p>	<p>Chapters 26-30</p> <p>Provisionally Mollified "Laisse tomber ma copine" Gimp plated lariat Conveyed Stridently Shoo-in Town crier Emanated</p>
<p>Chapters 31-35</p> <p>Lulling Final reckoning Redneck</p>	<p>Chapters 36-40</p> <p>Ember Blatant Quiver</p>

Unassuming Astounded Bartering Tenant Houses Encased Utilitarian	Precarious Intermittent Fathomless Irrational Unequivocal Retribution Intimidate Disperse Communist Endurance Macramé Ransack Assuage Disgruntled Largesse Ineptitude Dais Consecrating Entourage Rivulets
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Chapters 36-40 Ember Blatant Quiver Precarious Intermittent Fathomless Irrational Unequivocal Retribution Intimidate Disperse Communist Endurance Macramé	Chapters 41-The Parade Tumult Realm Culmination Toiling Enthralled Melancholy Implications Ominous Monotheistic Incessantly Conjure Inquiries Vagaries Solace
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Ransack	Crepe
Assuage	Intermittently
Disgruntled	Stifle
Largesse	Frenzied
Ineptitude	Jaded
Dais	Gawking
Consecrating	Jostling
Entourage	Interspersed
Rivulets	Critiquing
	Jeering
	Unparallel
	Caveat



Student Designed Multiple Choice Questions

Divide into groups and create multiple choice questions.

- 1) What is Charles's full name?
 - a. Charles Lane
 - b. Charles de Gaulle
 - c. Charles Whittman
 - d. Charles Lane Westmoreland Rutland
- 2) Who was Charles's wife?
 - a. Annie
 - b. Mary
 - c. Helen
 - d. Sue Ann
- 3) Which of the girls is a "rising senior"?
 - a. Tina
 - b. Tab
- 4) Where was Maudie being hospitalized?
 - a. Birmingham
 - b. Anniston
 - c. Tuskegee
 - d. Bainbridge
- 5) Where does Aunt Eugenia live?
 - a. New York
 - b. Mississippi
 - c. Hawaii
 - d. California
- 6) Why is Maudie being hospitalized?
 - a. She has AIDS.
 - b. She has syphilis.
 - c. She has polio.
 - d. She has rickets.
- 7) Dominique speaks which language other than English?
 - a. Russian
 - b. French
 - c. German
 - d. Zulu
- 8) Where is Highlander Folk School?
 - a. Monteagle, TN
 - b. Highland, AL
 - c. Brandon, MS
 - d. Atlanta, GA
- 9) Who challenged Wallace for the position of governor?
 - a. JFK
 - b. Brad LaForte
 - c. John de Graffenreid
 - d. None of the above.

- 10) What are segregationists comparing integration to?
a. the Second Coming of Christ b. Armageddon
c. World War Two d. invasion of privacy
- 11) Where was the sit-in?
a. Memphis, TN b. Gatlinburg, TN
c. Nashville, TN d. Knoxville, TN
- 12) Who died in the tornado?
a. Tina b. Maudie
c. Tab d. Yolanda
- 13) If Wallace's challenger had won, what would be Charles's position?
a. Conservation Commissioner b. State Treasurer
c. Secretary of State d. Lieutenant Governor
- 14) What happened to Nat King Cole?
a. He was lynched. b. He was shot.
c. He was stabbed. d. He was beaten.
- 15) What happened to the folk school?
a. It was burned. b. It was bombed.
c. It was raided and closed. d. It was demolished.
- 16) What happened to Reuben?
a. He was shot. b. He was attacked and beaten.
c. He was stabbed. d. He fell
- 17) How did Wallace's challenger die?
a. In a car wreck. b. Plane crashed.
c. Lynched. d. Assassinated.
- 18) In what town did Aunt Eugenia find the Ku Klux Klan plaque?
a. Pulaski, IN b. Bainbridge, AL
c. Gatlinburg, TN d. Stone Mountain, GA
- 19) What did Aunt Eugenia plan on doing with the plaque?
a. Toss it into a lake. b. Toss it into a river.
c. Burn it. d. Hold it for ransom.
- 20) Which vehicle followed Aunt Eugenia and the girls?
a. A blue Chevrolet b. A blue Dodge

- c. A blue GMC d. A black Dodge
- 21) How did Maudie May die?
a. Gas explosion caused by a gun accident. b. She died in the tornado.
c. Polio killed her. d. A bomb in the parade.
- 22) Who is Tina and Tab's father?
a. Reuben b. Brad
c. Charles d. None of the above.
- 23) Name the town where Tab and Tina live?
a. Pulaski b. Bainbridge
c. Nashville d. Highlander
- 24) What was Aunt Eugenia ashamed to tell Uncle Val?
a. she was previously married
b. she was in a Civil Rights Movement
c. her cousin was John Lester, the leader of KKK
d. she had led a racist raid
- 25). Where does Aunt Eugenia take Tab and Tina?
a. Nashville b. to see Cousin John Lester
c. Highlander Folk School d. to a KKK rally
- 26). Who got into a fight?
a. Jeremy and Greg b. Eugenia and Viola
c. Tina and Tab d. Tab and Dominique
- 27) Who did Charles support for governor against A.W. Ladd.?
a. Myles Horton b. Brad La Forte
c. Rueben Rosenstein d. Brother Earl
- 28) What did Reuben want to do?
a. integrate places b. make money
c. hang Negroes d. be governor
- 29) Who asked Maudie to move in with her?
a. Dominique b. Ms. Laura
c. Rev. Earl d. JD
- 30) What reason did the police give for raiding Highlander Folk School?
a. they were too loud c. there was alcohol on the premises
b. the police were angry d. the KKK was there

- 31) What was Jessie's punishment for fighting?
a. go to sit-ins b. take three lessons at Maudie's voting school
c. go to jail d. go to Highlander Folk School
- 32) What was the reason Mr. Calvin came to Maudie's class?
a. to learn to read b. to learn the construction business
c. to learn about banking d. to learn about voting
- 33) Who hid in Rev. Calder's bus?
a. Tina b. Tabitha and Dominique
c. Eloise d. Earl
- 34) Who hit Dominique at Woolworth's?
a. manager of Woolworth's b. her dad
c. Dwayne d. Tabitha
- 35) What happened at the Polio Unit in Tuskegee?
a. there was a tornado and Yolanda died
b. Dominique kills Tabitha
c. a curtain rod stabs Yolanda in a hurricane
d. Maudie runs away
- 36) Where did Charles take Mary?
a. the Governor's Mansion b. to Birmingham
c. to the Rosenstein's house d. to the plantation
- 37) To which concert did Charles take Mary?
a. The Platters b. Red Skelton
c. Nat King Cole d. The Temptations
- 38) Who was the owner of the truck Roy Boy was repairing?
a. Rev. Earl b. Maudie
c. Jessie d. JD
- 39) Reverend Earl was the pastor of what three churches?
a. Pleasant Valley AME, First Grove CME, Harvest Moon CME
b. Harvest Moon CME, Word of Truth MB, Pleasant Valley AME
c. Truth Missionary Baptist, 1st Baptist Church of Bainbridge, Church of Christ CME
- 40) What happened to the truck before the parade?
a. the flood ruined it b. it caught on fire

c. it wrecked

d. the tornado destroyed it



Main Building-Highlander Folk School

<http://www.highlandercenter.org/photo-gallery-hfs-monteagle.asp>