

Pat Cunningham Devoto

*My Last Days as Roy Rogers*  
*A Novel*



**A CROSS-CURRICULUM GUIDE  
FOR TEACHERS**

# A Cross-Curriculum Guide To “*My Last Days as Roy Rogers*”<sup>©</sup> by Pat Cunningham Devoto

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## **Collaboration Team**

### **Pat Cunningham Devoto**

Author

### **Donna Fuller**

Public Information Specialist, Alabama Department of Education

### **Jane Garrett**

Librarian, Baldwin Middle Magnet School

### **Scott Lawrence**

Science Teacher, Brewbaker Technology Magnet High School

### **Eve Neeland**

Head, Youth Services Auburn Public Library

### **Juanita Owes**

Director, Montgomery County Public Library

### **Denise Oliver**

Education Specialist, Library Media Technology, Alabama Department of Education

### **Beth St. Jean, M.ED**

Gifted/ESOL/Reading Teacher, Dickerson Middle School, Marietta, Georgia

### **Grace Slaughter**

Birmingham Public Library

### **Sandy Thompson**

Guidance Counselor, Baldwin Middle Magnet School

### **Maureen Womack**

Director, Washington County Public Library

### **Curriculum Guide**

Jane Garrett, Sandy Thompson, Denise Oliver, Pat Devoto, Beth St. Jean

### **Graphic Design**

Scott Lawrence, Donna Fuller

# Threaten Over U. S.; Precautions Urged

Atlanta, August 14 (AP) —

## GEORGIA HAS 100 CASES OF POLIO AND ONE DEATH

ATLANTA, Aug. 14 (AP) — Dr. C. David Rowland, state health commissioner, reported today there have been 100 polio cases in Georgia this year. Dr. Rowland said he had been informed of only one death from polio. Last year at the same time, he said, there were 130 cases. The health department also reported 401 polio cases. He commented that the general case about Florida travelers who are one of the great dangers still effective by this state.

# POLIOMYELITIS FATAL TO TRUSSVILLE BOY; 7

BIRMINGHAM, (AP) — James

## INCIDENCE OF POLIO MOUNTS OVER NATION

Outbreak Worse Since 1934, Say

# Urged as Polio Precaution

Parents should see that children wash hands thoroughly as one precaution against polio, particularly during the summer epidemic, according to the National Foundation for Infantile Paralysis. The National Foundation through its local chapter is launching a series of six simple rules that should be observed.



## POLIO WARD'S APPEAL GAINS QUICK RESULTS

In reply to the request made by the polio nurse and the hospital staff on Saturday for an ice box of an exhaust fan, the response has been most generous. Hospital officials said this morning.

## CHILDREN IN POLIO CLINIC REMEMBERS

Through the generosity of clubs, churches and individuals, the children who are patients in the polio ward at the Memorial hospital will have all the luxuries. Miss Myers

## 5 POLIO CASES OVER WEEK-END; CHILD, 3, DIES

## A Wise Polio Precaution: Keep Foods Well Covered!

Covered food in keep flies away especially during the polio danger months in summer. It is another wise precaution to follow in combating spread of the disease, the National Foundation for Infantile Paralysis cautions through its local chapter. The "blue bottle" fly, particularly, is suspected as a possible factor in transmitting the virus as a result of evidence disclosed by investigations financed by March of Dimes funds.



The National Foundation also urges that all fresh fruit and vegetables should be washed before use, left over foods covered properly, and garbage

## POLIO TOTAL MOUNTS TO 86

## SPECIAL CLINIC FOR VICTIMS OF POLIO READIED

## INFANTILE PARALYSIS

DR. O'BRIEN ANSWERS YOUR QUESTIONS ABOUT THIS DREAD DISEASE

## Last Polio Health Hint: Avoid Sudden Chilling

Sudden chilling such as plunging into cold water on a very hot day should be avoided as the sixth and final health precaution that should be observed in the polio season—June through September—the National Foundation for Infantile Paralysis cautions through its local chapter. Scientific research financed by March of Dimes funds has shown that when laboratory animals exposed to the polio virus were suddenly chilled, twice as many developed acute and paralyzing attacks of the disease as did a control group which had been protected from sudden temperature changes. Therefore, take no chances. To be on the safe side avoid sudden chilling, the National Foundation advises.



## POLIOMYELITIS STRIKES 2 MORE

The one case of polio... (text is partially obscured and difficult to read)

## Over-Fatigue Invites Polio in Summer Months

Strenuous exercise or games causing extreme fatigue should be avoided during the hot summer months as another precaution against polio, the National Foundation for Infantile Paralysis, through its local chapter, cautions. The health rules that should be observed in combating the disease. Laboratory animals shown that where animals strenuously exercised, twice as many of them contracted the virus developed more severe forms of infantile paralysis than did those which had rested quietly in their cages. The studies indicate, the National Foundation points out, that the habit of avoiding extreme fatigue is a worthwhile precaution during the polio danger months—June through September.



## *Pat Cunningham Devoto*

### **ABOUT THE AUTHOR**

**P**at Cunningham Devoto is also the author of *Out Of The Night That Covers Me*. Prior to her days as a writer, Devoto raised two children, taught high school, earned a private pilot's license, served on the board of her local historical society, was president of her local community civic association, ran programs for inner-city youth, and designed and helped build her lakeside writing retreat in Alabama. She has been a longtime volunteer in the United States Tennis Association, serving as president of the local Atlanta tennis association and on many national committees of the USTA. Devoto was born and raised in Alabama where her family first settled in the 1820s. She lives in Alabama and Atlanta.

### **THE BOOK'S BEGINNINGS**

This book grew out of a conversation I had with my mother and sisters several years ago when I was home in Alabama for a visit. We were sitting around the kitchen table drinking coffee discussing the news of the day and the news of that day happened to be the AIDS crisis and how much fear it had spawned in our country.

I asked my mother what, if anything, in her lifetime was comparable to the AIDS fear. She immediately said, "oh, the polio summers in the late forties and early fifties. Every adult lived in fear, especially if you had young children."

For those of you who are not old enough to remember polio, I will tell you it was a terrible disease. It manifested itself in symptoms that were, at first, much like coming down with a cold or the flu. Then two mornings later you might wake up and not be able to move. Recovery, if you recovered, was a very painful and slow process and left many with permanent scars. No one knew who would get it next, where it came from, or what caused it. In the summer there would be outbreaks of polio in towns all over the United States. Sometimes the movies closed or the pools closed. Rumors ran rampant. If someone came down with polio, people wanted to know what they had eaten the night before, who they had played with, what they had touched.

The day after our conversation at the kitchen table and on several subsequent visits home, I went to the library of our local university and began to research that period and those summers. After many hours in the library scrolling through old microfilm of my hometown newspaper there emerged a fascinating picture of what life was like during those summers. There were weekly announcements of the spraying schedule of DDT by the crop dusting plane ('don't worry,' it said, 'the yellow dust won't hurt you. It will only stain your clothes so don't hang any on the line during spray time.'). This coupled with lists of people who had come down with polio and helpful hints - don't get in cold water, don't get tired, wash your hands constantly, cover your food - of how to avoid catching the disease.

And yet my recollection of the time was one of childhood summers filled with grace. How interesting, I imagined, to write a book about childhood, set against such a fearful background. I hoped the setting would only exacerbate what we all come to know as adults - that our parents lived lives burdened with hopes and fears we never imagine until, of course, the mantle is passed on to us in our adult years.

After months of filling stacks of yellow legal pads with times researched and remembered, *My Last Days As Roy Rogers* came to life.



## ***My Last Days As Roy Rogers*** **by Pat Cunningham Devoto**

### **Introduction**

This unit was developed as a joint project between the author, Pat Cunningham Devoto, and a collaboration team of school and public librarians and teachers. The project was developed as a way of putting good literature into the classroom and making it easy for teachers to plan cross-curricular activities promoting literacy.

The activities provide enrichment activities for students in the middle grades to focus on friendship and prejudice. There are activities providing study of epidemics (disease) and their impact on society in regard to how victims of these diseases are viewed by others.

### **Points for Discussion**

1. What does the title of the book imply?
2. Do you think the fear of polio in the 1950s compares with the present day fear of AIDS? Also do you think that the fear of a disease can sometimes have a devastating effect that is equal to the disease itself?
3. Did the movies have as much influence on Maudie May and Tab as they have on children today?
4. At what point in the story does Tab begin to have some recognition of Maudie May as a black person as opposed to simply being a friend?
5. Do you think the grandmother in the story wanted Tab's mother to fit in because she was afraid her daughter-in-law would embarrass her or was she trying to be helpful?
6. Who in the story was afraid of being a nonconformist? Are people today afraid of being perceived as nonconformists?
7. The role of the mother has changed drastically since the fifties. Why?
8. The children in the story spent all summer in unsupervised play. Was this good or bad?



<http://www.med.sc.edu:85/lecture/images/ilung2.jpg>

9. Some sociologists think the primary socializing factor for children in the fifties and sixties was the family and that today it is the media. Do you think this is true?
10. In the story, does conflict between the generations come about because each generation is at a different place on the learning curve or did the economics and politics of the time affect each generation differently?
11. What do you think really happened to Maudie May?

## **Extension Activities**

### **Writing Activities**

1. Write a five-minute broadcast that would model old theatre news events including one broadcast about polio and other events pertinent to the time period.
2. At the end of the book Tab hears several rumors about Maudie May and what happened to her after contracting polio. Select one of the rumors you think should be the conclusion of the story and explain “why” in a two-page paper, or write your own conclusion about what happened to Maudie May. Pick one of the scenarios or write your own ending.
3. Break into small groups and nominate the funniest scene from the book. Design a role-play to act out for the class.

### **Art Activities**

1. Draw a map of the imaginary town of Bainbridge and the surrounding areas. Note the location of the following places on the map:
  - The River, the Fish Camp and the river bridge
  - The houses of the characters
  - The Town Stores such as the theater, the five and dime and other places of significance.
  - The Fort
  - The Farm
  - The Hospital
2. Illustrate a picture of Fort Polio and include a flag of your own design because “every good fort needs a flag.”
3. Each student should select a quote or a sentence from the book. Write it on construction paper and decorate it to be placed on a bulletin board or a poster board. Then play “What’s my line?” in class trying to identify the origin and characteristics of the selected line.

## Science Activities

1. Break into small groups and select one epidemic in history from the list below to research on the Internet or on an AVL (Alabama Virtual Library) site. Write a list of the symptoms, note the period of the outbreak and any cures or vaccines that were discovered: AIDS, Cholera, Diphtheria, Ebola, Hepatitis, Influenza, Mad Cow, Bubonic Plague, Smallpox, Tuberculosis, Typhoid, and Whooping Cough.
2. As a whole group create a timeline of a history of diseases. Get bulletin board paper and prepare a chart with decades noted in marker.

## Social Studies Activities

1. Research one of following people that had contracted polio and describe the successes they achieved in their lifetime. Answer these questions:
  - A. What were the treatments for polio in their time period?
  - B. Did having polio affect their drive to succeed? Why?
  - C. Have you ever viewed someone differently because of a physical or mental handicap? Did you ever think their handicap would hinder their ability to be successful?
  - D. How would you attempt to change someone's negative attitude towards others who might have a physical or mental handicap?

Alan Alda (Actor)

Franklin D. Roosevelt (President)

William Orville Douglas (Assoc.

Supreme Court Justice)

Francis Ford Coppola (Director)

Judy Collins (Singer)

Mia Farrow (Actress)

Neil Young (Singer)

Wilma Rudolph (Gold Medalist)

Buddy Daley (Baseball All-Star)

Arthur C. Clarke (Author)

Georgia Coleman (Olympic Diver)

Frida Kahlo (Mexican Painter)

Frank Mars (Business man- M&M  
Candy)

Dorothea Lange (Photographer)

Marjorie Lawrence (Opera Singer)

Tanaquil Le Clercq (Ballet Dancer)

Jack Nicklaus (Golfer)

J. Robert Oppenheimer (Physicist)

Sir Walter Scott (Author)

2. Your assignment is to design an invitation that the Ladies Help League would send to a prospective member. Then plan a reception menu that reflects what would be typically served at this event. Interview an older relative or adult, study old Southern recipes or a family cookbook. Plan and make decorations for a class party. Select a day for your class to have a southern tea and have the class dress accordingly for the event.
3. People were very concerned about good manners in the 1950's. Design a program that will teach the class about good manners.

4. Gather Oral Histories. Take a tape recorder and interview senior family members or neighbors who remember the polio summers. Make a list of questions you want to ask beforehand. Bring the recording to school and play it for the class. If you find someone who is particularly interesting, you might want to have him or her speak to the class or invite a panel of people to speak to the class. (Sample questions – Did you know anyone who had polio and what happened to them? What was your town like in the summer when polio came? Was there anything your parents told you to do to avoid polio? How much did a Coke cost back then? Did you have unsupervised play most of the time in the summer? Who was your favorite movie star? Did you like Roy Rogers or Gene Autry better? How much did a movie cost back then? Etc.)

### Analysis of Language

Discuss the context and the meaning of the selected quotes. Have students select their own quote from the book, and place them on a poster or bulletin board. The teacher could introduce the word **Colloquialisms** and its definition (informal speech or writing) to spark a class discussion of sayings students know. Point out other examples of colloquialisms in the book, and provide examples that are southern in origin. Below are several quotes from the book.



<http://www.med.sc.edu:85/lecture/images/victimchilren.jpg>

“Life in Bainbridge was to Mother like dropping Tallulah Bankhead down in the middle of the Amazon Rainforest.”

“By the end of the third grade we were thoroughly disgusted with the federal government and its bloodsucking ways, believe me.”

“It’s like I am here and you is there and them are the circumstances. Tomorrow I might be there and you might be here and them would be the circumstances.”

“Miss Mama say I’m gonna fry my brain if I don’t stop thinkin’ all the time.”

“You mark my words, you lady, guilt can drive a person to the depths of despair and well it should, well it should. The Bible is very clear about that.”

“To all of us that last summer was the messenger of great changes to come.”



## Now and Then

This activity is designed to help students compare their world to the world of the 1950s. Teachers may want to have students collect photos or visual examples from reference sources in the library or from the Internet. Group activities may include taking an item from each side of the table, researching it, and then making presentations to the class that could include playing music or videos from each era. Designing timelines to compare the development of music, art, toys, television, and how these things influenced society would also be useful.

<b>Fads of the 1950s</b>	<b>Fads of Now</b>
1. Scrabble	1. Your Favorite Board Game:
2. Crew Cuts	2. Your Favorite Boy Hair Cut:
3. Two- Tone Hair	3. Your Favorite Girl Hair Style:
4. "Gunsmoke", "Have Gun will Travel" and "Wyatt Earp"	4. Your Favorite Action TV shows:
5. Hopalong Cassidy	5. A favorite kid TV character:
6. Poodle Skirts	6. Favorite Girls Fashion:
7. Calypso (a type of music sung by Harry Belafonte, West Indies Music, "The Banana Boat Song")	7. Favorite Music, Singer and Title of Song:
8. Kookie (A wild young television character on "77 Sunset Strip" who made owning a pocket comb a major rage and who spoke lingo with everything ending in "ville" like "squaresville,")	8. A Favorite "kooky" TV character: (Describe)
9. 3D and Theater (wearing special glasses at the movie to make things look three dimensional)	9. Favorite Technology:
10. Hula Hoops and Frisbees	10. Favorite Fad Toys:

## Chapter Questions

These questions are useful for testing or for generating class discussion and are correlated to the Big6 Standards.

### The Big6™ Skills

#### Chapter 1

1. What is the setting of the story?
2. What does the title mean?
3. Explain how a child's life in the 1950s was different from your life today.
4. Was Mrs. Rutland a typical 1950's Mom? Why or why not?
5. How did Tab's mother get along with Grandmother Rutland? Give 2 examples.

#### Chapter 2

1. Describe Mrs. Blankenship.
2. Why did Tab meet Mrs. Blankenship at the movie theater?
3. Describe the fight at the movies.

#### Chapter 3

1. Describe Maudie May's relationship with Tab.
2. Why didn't Maudie May go to school?
3. Why did Tab and Maudie May argue about Roy Rogers?

#### Chapter 4

1. What was so great about the hideout?
2. What did the girls name the fort? Why?

#### Chapter 5

1. What was DDT and why was it important to the story?
2. Why did Tab's family move from their farm into the town?

#### Chapter 6

1. What happened to Tab's mother when she was in the choir?
2. Why didn't Tab's mother laugh with the others when the grandmother told her story about Mr. and Mrs. Myers?
3. Was the Rutland family prejudiced? Why or why not?

#### Chapter 7

1. Explain how Tab and Maudie May built Fort Polio.
2. Why was Tab selected to be in the boys' club?
3. What did Mr. Jake use his mailbox for?

#### Chapter 8

1. Who was John? What was so strange about him?
2. Why did Tab want John on her football team?
3. How did Tab convince Maudie to be on the football team?

#### Chapter 9

1. Why did John agree to let the brothers play with his toys?
2. Describe the ability of Tab's Football team.
3. Who won the game? Why?



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**Chapter 10**

1. How did Tab trick J.W.?
2. What did Mr. Jake do to J.W.?

**Chapter 11**

1. Why was Mother excited about joining the Ladies Help League?
2. Why did Grandmother want her to join the club?
3. Describe Edna McMillan's life.
4. Why was it so important to know that Mrs. Poovey's real name was Grace Rutherford Westmoreland Poovey?
5. Describe the Poovey twins.
6. Why did Mrs. Poovey get upset?
7. Why did Mrs. Myers get upset?
8. What was Mother's response when Tab said she should act more like Grandmother?

**Chapter 12**

1. Why did Tab rush to Grandmother's house?
2. Why did Grandmother get upset when her son Tommy's name was mentioned?

**Chapter 13**

1. Describe Mother's culinary talent.
2. What happened at the farm the day Tab visited with Dad?
3. Why was Granddaddy mad at Tab's father?

**Chapter 14**

1. Why did Maudie want to, "play school" all the time?
2. Explain the irony in Tab's version of school.
3. Why did Tab get so upset over Maudie's story about Sonja Henie's divorce?

**Chapter 15**

1. Why was Maudie responsible for "the Brothers" school supplies?
2. Why did Maudie want to catch a big fish?

**Chapter 16**

1. Why were Tab and Maudie May really fishing?
2. Why did they decide to use Mr. Jake's boat?
3. Why did Tab want the old apple cider jugs?
4. Why did Tab panic?
5. What happened to the #3 jug?
6. What happened to Mr. Jake's boat?
7. How much money did Miss Maydean pay Maudie?

**Chapter 17**

1. Why did Reverend Mengert want to talk to Tab's parents?
2. What happened to Grace Poovey?
3. What was Mr. Rutland's reaction to Reverend Mengert's offer?

**Chapter 18**

1. What did Tab's mother think about the new house?
2. Why was Mrs. Myers crying?

**Chapter 19**

1. What was the significance of the item Tab found hidden in the wall?
2. Why did Tab want John to look at the notebook?
3. Why was John sitting in the big chair reading the newspaper?

**Chapter 20**

1. Why did Tab have to climb out of her bedroom window?
2. Why do you suppose John had never been in a hammock before?
3. What did Tab mean when she said that a whiskey car was coming?
4. What was the conversation between Mr. Jake and Mr. Ben about?
5. Compare and contrast John's mother with Maudie May's mother?

**Chapter 21**

1. What was the effect of polio on the town?
2. What was wrong with Miss Mama when she came to Mrs. Rutland's house?
3. Why did Mrs. Rutland not believe Miss Mama?
4. What did John say to Miss Mama when she came to work?
5. Was John's reaction normal? Why or why not?
6. Why did John refuse to leave the basement?

**Chapter 22**

1. Why did people bring food to Mrs. McMillan's house? Is that a southern custom or a custom all over the U.S.?
2. What did Eugene Waverly do?
3. Where did John stay? Why?
4. How did John feel about the Lane sisters wanting to adopt him?
5. How did John feel about going to live with Aunt Nelda and Uncle Luther? Why?

**Chapter 23**

1. How was Mrs. McMillan's funeral different from others Tab had attended?

**Chapter 24**

1. Why was John having so much trouble packing?
2. Why was Mrs. Rutland so depressed?
3. What had Mr. and Mrs. Rutland planned to do with John if they had more money?

**Chapter 25**

1. What were Maudie's plans for the next summer?
2. What was wrong with Mr. Ben?
3. What did Mr. Ben tell Mr. Jake about Mrs. Poovey?
4. What did Mrs. Poovey write in the notebook? Why?
5. Where did Mr. Ben think the notebook was? Why?
6. Who paid for the leg braces for the children with polio?

**Chapter 26**

1. Why did Tab suddenly want to go to Knoxville for the rest of the summer?

**Chapter 27**

1. Why did Mr. Ben break in Tab's house?
2. What two items were in the hiding place in the wall?
3. What did Mr. Ben do to Tab? Why?
4. Why did her mother and her grandmother not believe Tab when she told her story?

**Chapter 28**

1. What was the mother's reaction to Mr. Ben? Why?
2. What did Mr. Ben tell Tab's mother? Why?
3. What was the grandmother's plan to get information from Mr. Ben?
4. Where was Mrs. Poovey? Why?
5. What did Grandmother say when the truth about Mrs. Poovey surfaced?

6. What did the grandmother mean when she said to Tab's mother, "Maybe you and I are finally coming to some kind of common ground."
7. What would be the purpose of Mr. Ben's Defense Fund?
8. Why was Tab mad at her mother at the end of the chapter?

### **Chapter 29**

1. Was Grace Poovey a fake? Give reasons to support your answer.
2. Why was Tab's mother in such a good mood?
3. Why was Maudie not interested in Tab's story?
4. Why didn't Maudie go to Tab's school?
5. Why was Miss Mama in such a daze?
6. Where did Maudie and Miss Mama go? Why?
7. Why was Maudie's gift to Tab so special?

### **Epilogue**

1. In your opinion, what happened to Maudie?

## **Content Standards for *My Last Days as Roy Rogers* By Pat Cunningham Devoto**

**(Note: The lesson plans contained in this guide are constructed to meet the Alabama Course of Study content standards contained in either the 7<sup>th</sup> or 8<sup>th</sup> grade curriculum.**

The guide offers suggested activities or can serve as a springboard for teachers to develop other activities for their students. A variety of art and writing activities are included in the guide. To find Alabama Course of Study content standards in a searchable database, go to: <http://www.alex.state.al.us>, the Alabama Learning Exchange Web portal.)

### **English - 8<sup>th</sup> Grade**

- EL1999* Apply appropriate strategies to materials across the curriculum to construct meaning through interpretation and evaluation.
- EL1999* Determine the author's purpose.
- EL1999* Demonstrate an appreciation for the power of language as it evokes emotion; expands thinking; and influences problem solving, decision making, and action.
- EL1999* Conduct individual research utilizing all aspects of the research process.
- EL1999* Internalize the writing process.

### **Health Education - 7<sup>th</sup> and 8<sup>th</sup> Grade**

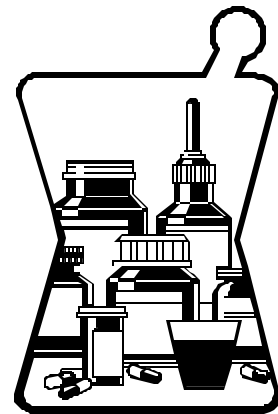
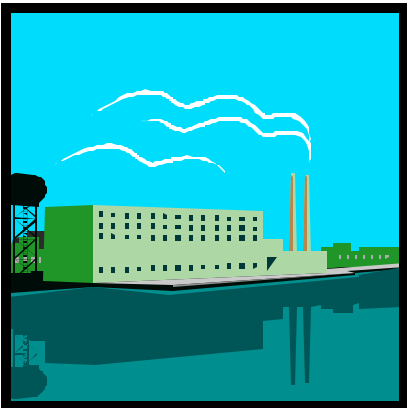
- HE1997* Understand how medical personnel help to prevent and/or treat disease.
- HE1997* Use technology to access health information.
- HE1997* Identify diseases that are prevented by immunization.
- HE1997* Express opinions about health issues based on accurate information.
- HE 1997* Investigate reliable sources of health information.

### **Science - 8<sup>th</sup> Grade**

- SC2001* Explain how scientific discoveries have been influenced by historical events and cultures, including technological advances.
- SC2001* Describe major factors affecting human health.

## **Social Studies - 7<sup>th</sup> and 8<sup>th</sup> Grade**

- SS1998* Read, interpret, and organize information using a variety of sources and tools.
- SS1998* Apply reference skills in independent investigations of selected topics.
- SS1998* Explain how principles of scientific management and technological innovations influenced production, work and daily life.
- SS1998* Evaluate changes in the United States after WWII.
- SS1998* Describe American society and culture of the 1950s Baby Boom.



# **Literacy Standards for Student Learning**

Excerpted from Chapter 2, "Information Literacy Standards for Student Learning," of *Information Power: Building Partnerships for Learning*. Copyright © 1998 American Library Association and Association for Educational Communications and Technology. ISBN 0-8389-3470-6.

## **Information Literacy**

- Standard 1: The student who is information literate accesses information efficiently and effectively.
- Standard 2: The student who is information literate evaluates information critically and competently.
- Standard 3: The student who is information literate uses information accurately and creatively.

## **Independent Learning**

- Standard 4: The student who is an independent learner is information literate and pursues information related to personal interests.
- Standard 5: The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.
- Standard 6: The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.

## **Social Responsibility**

- Standard 7: The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.
- Standard 8: The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.
- Standard 9: The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.



## Bibliography

**Books** appropriate for middle school students:

**Kehret, Peg. *Small Steps: The Year I Got Polio.*** Albert Whitman and Co., Morton Grove. Illinois. 1996

(Acclaimed children's author, Peg Kehret tells the true story of the year she was twelve when she suffered from polio. A 1997 ALA Notable Book for Children and a 1997 Top 10 Quick Pick for Reluctant Young Adult Readers. 179 pgs. Appropriate for 6-12 grades.)

**Seavy, Nina Gilden. et als. Eds. *Paralyzing Fear: The Triumph over Polio in America,*** TV Books, New York. 1998

(This book is the companion text to the documentary by the same name. It is an excellent source of pictures from this period with accompanying captions. 287 pgs. Appropriate for 8-12 grades.)

**Books** appropriate for high school reading and teacher research:

**Black, Kathryn, *In The Shadow of Polio: A Personal and Social History,*** Addison and Wesley, Reading, Massachusetts. 1996

(A portrait of the author's mother who died of polio. It is a journey into the homes and hospitals, the lives and memories of the people who lived through this period in our common past. 307 pgs. Appropriate for 10-12 grades.)

**Bruno, Richard L, *The Polio Paradox.*** Warner Books, New York. 2002

(A helpful guide for those suffering from post polio syndrome. Appropriate for 10-12 grades.)

**Gallagher, Hugh Gregory, *FDR's Splendid Deception,*** Dodd, Meade, New York. 1985.

(The moving story of President Roosevelt's massive disability and the intense efforts to conceal it from the public. 250 pgs. Appropriate for 9-12 grades.)

**Halberstam, Davis, *The Fifties,*** Ballentine, New York. 1993

(Pulitzer-prize winning author chronicles the decade of the 1950's. 800 pgs. Appropriate for 10-12 grades.)

**Mee, Charles, *A Nearly Normal Life,*** Little, Brown. Boston. 1999

(In the summer of 1953, Charles Mee was a carefree, athletic boy of fourteen until suddenly he was stricken with spinal polio. Mee's moving personal narrative is a textured portrait of life in the fifties. 226 pages. Appropriate for 9-12 grades.)

**Smith, Jane S, *Patenting the Sun,*** William Morrow, New York. 1990

(The dramatic story behind one of the greatest achievements of modern science, the discovery of the polio vaccine. Jane Smith is an authority in this field. 403 pgs. Appropriate for 10<sup>th</sup>-12<sup>th</sup> grades.)

## **Video**

*A Paralyzing Fear: The Story of Polio in America.* PBS Video.

## **Web Sites**

**Title:** *Polio Late Effects*

**Address:** <http://www.cloudnet.com/~edrbsass/poliolateeffects.htm>

**Title:** *What is Polio?*

**Address:** <http://www.cloudnet.com/~edrbsass/poliodefinition.htm>

**Title:** *A Polio Timeline*

**Address:** <http://www.cloudnet.com/~edrbsass/poliotimeline.htm>

**Title:** *From The Polio Narratives*

**Address:** <http://www.cloudnet.com/~edrbsass/polionaratives.htm>

**Title:** *Famous People Who Had Polio*

**Address:**

<http://www.geocities.com/Heartland/Ranch/5212/poliopeople.html>

**Title:** *Fifties Boulevard, a graphic portrait of the fifties in America*

**Address:** <http://paperpast-archives.com>

## **Online Lesson Plans**

**Title:** *Invisible Insiders: Analyzing the Effects of Epidemics on Different Aspects of Society*

**Address:**

<http://www.nytimes.com/learning/teachers/lessons/19990317wednesday.html>

**Title:** *Epidemic*

**Address:** [http://www.pbs.org/mnet/newyork/laic/lessons/e4\\_t5-lp.html](http://www.pbs.org/mnet/newyork/laic/lessons/e4_t5-lp.html)

**Title:** *Doctors as Detectives: Simulating the Work of a Medical Sleuth*

**Address:**

<http://www.nytimes.com/learning/teachers/20010417tuesday.html>

**Title:** *Epidemic Proportions: Researching Epidemics in the Math Classroom*

**Address:**

<http://www.nytimes.com/learning/teachers/lessons/19990908tuesday.html>

## Reference and Resources

**Alabama Virtual Library** provides access to many full-text articles on the subjects of polio, epidemic and disease. These articles can be imbedded in your lesson plan as resources or supplemental reading for your students. <http://www.avl.lib.al.us>



**Alabama Learning Exchange (ALEX)** provides a searchable database of the Course of Study content standards as well as lesson plans tied to the Alabama content standards. Teachers can create and submit lesson plans to share with others.

<http://www.alex.state.al.us>

**MarcoPolo** provides lesson plans in science, math, the humanities, arts, and social studies. This web portal supports a wealth of information and links to support teachers, students, and parents.

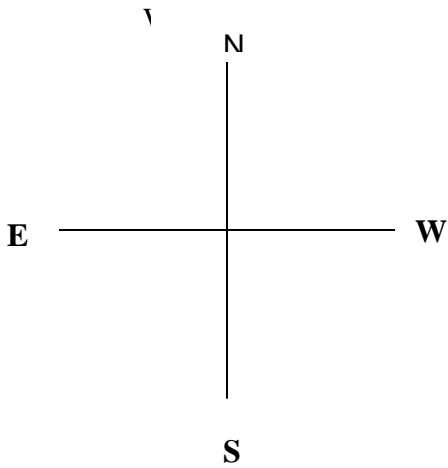
<http://www.marcopolo-education.org>



## Design the flag for the Top Secret Club



# MAP OF BAINBRIDGE, ALABAMA





***My Last Days as Roy Rogers***  
**Cross Curricular Middle School Guide**

**Teacher Evaluation Form**

We appreciate your assistance in evaluating this guide. Please indicate your rating of the guide and the overall activities in the categories below by circling the appropriate number, using a rating of 5 (High) or 1(Low).

**OVERALL GUIDE EVALUATION**

1	2	3	4	5
Poor	Fair	Average	Good	Excellent

1. Were the activities provided relevant to the subject matter of the novel? 1  
2 3 4 5

2. The guide was:

a) interesting	1 2 3 4 5
b) useful	1 2 3 4 5
c) informative	1 2 3 4 5

Comments:

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3. How was the format of the guide (print, design, graphics, etc.)? 1 2 3 4 5

Comments:

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4. The length of the guide was: a) Too short b) About right c) Too long

5. What was the best feature of the guide?

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6. What improvements could be made?

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7. Do you think the novel and the activities were appropriate for the middle school audience?

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8. What activities did you develop that were not provided in the guide:

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Thank you for taking time to complete this evaluation.

## Commitment Form for My Last Days As Roy Rogers

**We would like to know who is using our guide and this book. This information is strictly for our information and will used only for tracking the number of students and teachers who have utilized the guide and book in their classrooms. Please take the time to fill out this form and return it to us with your student and teacher surveys.**

**PLEASE PRINT**

NAME: \_\_\_\_\_

POSITION: \_\_\_\_\_

E-MAIL ADDRESS: WK: ( ) \_\_\_\_\_ HM: ( ) \_\_\_\_\_

SCHOOL SYSTEM: \_\_\_\_\_

SCHOOL NAME: \_\_\_\_\_

SCHOOL ADDRESS : \_\_\_\_\_

\_\_\_\_\_

HOME ADDRESS: \_\_\_\_\_

\_\_\_\_\_

GRADE(S) YOU TEACH: \_\_\_\_\_

SUBJECT(S) YOU TEACH: \_\_\_\_\_

# CLASSES USING OUT OF THE NIGHT THAT COVERS ME: \_\_\_\_\_

# STUDENTS USING OUT OF THE NIGHT THAT COVERS ME: \_\_\_\_\_

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CONTACT INFORMATION:

DENISE OLIVER [doliver@alsde.edu](mailto:doliver@alsde.edu)

3519 Lansdowne Dr., Montgomery, AL 36111

334-288-8365 (Home voice mail)