



TeachersFirst **READING TREKS**

Turning 15 on the Road to Freedom

[TeachersFirst Reading Treks Link](#)

Synopsis of Book

Lynda Blackmon Lowery shares her story of the historic civil rights march from Selma to Montgomery, Alabama, first with history collaborators Elspeth Leacock and Susan Buckley, and in turn with the world. As the story unfolds the reader learns that despite segregation and often violent efforts to limit the opportunities for African Americans at that time, many individuals including school children joined the movement for voting rights and so much more. In her memoirs, Lowery tells of her arrests and injuries on Bloody Sunday, of stereotyping and changes of mindsets, and how this march sparked change across America.

Using a TeachersFirst Reading Trek to Explore This Book

TeachersFirst Reading Treks are a way of creating a virtual field trip of resources about a piece of literature or text, using the My Maps feature of Google Maps. To motivate and enrich student reading, teachers and students can reference this visual collection of web resources and images as they relate to a book.

TeachersFirst has done the hard work for you! Use the activities in this Instructional Guide and the accompanying Reading Trek as you and your students explore this book. And, if you feel inspired, you (or your students) can create your own Reading Trek about this or another book!

Grade Level & Content Areas

Grades 6-12 or Ages 12-16 as a Teacher Read-Aloud. Guided Reading Level: X. Lexile: 780L. AR Level: 5.10. English/language arts and Social Studies (including history).

Common Core State Standards for 6-12

Reading

- **Literature** (key ideas and details and craft and structure)

Writing

- **Text Types and purposes**
- **Research** (to build and present knowledge)

ISTE: Student Standards

- (1) Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- (3) Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- (6) Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

National Curriculum Standards for Social Studies

- **Theme: CULTURE**
- **Theme: TIME, CONTINUITY, AND CHANGE**
- **Theme: PEOPLE, PLACES, AND ENVIRONMENTS**
- **Theme: POWER, AUTHORITY, AND GOVERNANCE**
- **Theme: CIVIC IDEALS AND PRACTICES**

National Core Arts Standards for Visual Arts

- **CREATING**
- **RESPONDING**

Using the Reading Trek in Class

This title has connections to culture and people, places, and environment; additionally, this text has history connections in the realm of time, continuity, and change.

1. Introduce the book to the whole class on an interactive whiteboard using the Reading Trek map, and highlighting the various layers.
2. View the [Selma movie clip](#) about the official [Selma movie trailer](#) (Note: these portray the graphic violence of Bloody Sunday).
3. The media's coverage of Bloody Sunday and the Selma to Montgomery March mobilized citizens across the United States. Watch [NewseumED The Press and Civil Rights \(TeachersFirst review\)](#) video as a class; students will complete comprehension questions and an extension activity.

4. Students can create a Civil Rights Timeline of the top ten to twenty events using [eStory](#) ([TeacherFirst review](#)). Students can view the [Civil Rights Timeline](#) by NewseumED ([TeachersFirst review](#)).
5. Students can play [That's Your Right](#) ([TeachersFirst review](#)), either independently or against classmates, choosing five tokens that represent the five Rights that have the highest priorities to the individual. [Kids, Know Your Rights](#) ([TeachersFirst review](#)) will be a helpful resource.
6. Students can reflect on an activity or event where they were denied participation and craft a letter to the person or organization explaining their disappointment and other emotions as appropriate. The students should suggest alternatives for the future.

Additional Activities

1. Lynda Blackmon's grandmother took her to hear Dr. Martin Luther King, Jr. speak on January 3, 1965. Students can reflect on hearing an individual that had a serious, positive impact on their lives; then create a motivational "Who's Who Video Wall" using [Animoto](#) ([TeachersFirst review](#)). Link all student videos to be displayed in a common area. Alternatively, display a single image print version that can be mounted and displayed within the community using [DesignCap](#) ([TeachersFirst review](#)).
2. Create a visual essay or infographic about the importance of voting using [Canva Infographic Maker](#) ([TeachersFirst review](#)).
3. Students can play [Do I Have a Right?](#) ([TeachersFirst review](#)), including the extension pack.
4. Students can select an illustration by [PJ Loughran](#) and respond to its meaning.
5. Students can reflect through journal writing and illustrating following each chapter to demonstrate comprehension using this [Read Write Think](#) ([TeachersFirst review](#)) lesson plan.

Helpful Resources

- [Penguin's Turning 15 Instructional Guide](#)
- [Foundation Document for Selma to Montgomery, Alabama National Trail](#)
- [Selma to Montgomery March](#)
- [John Lewis: The Selma to Montgomery Marches](#)
- [Kids, Know Your Rights](#)
- [PJ Loughran Illustrations](#)
- [OK2Ask: Formative Assessments with Infographics](#)
- [TeachersFirst CurriConnects Book List - Maps](#)
- [TeachersFirst Review of Google My Maps](#)
- [OK2Ask: Google MANIA - Google Maps: Make Learning a Journey with Reading Treks](#)