

SHE STOOD FOR FREEDOM

The Untold Story of a Civil Rights Hero, Joan Trumpauer Mulholland



Joan Trumpauer Mulholland grew up in Virginia in the 1950s and often visited her grandmother in Georgia where she witnessed the injustice of segregation firsthand. As a teenager, she joined the Civil Rights Movement, attending demonstrations and sit-ins. She was one of the Freedom Riders in 1961 who was arrested and put on death row for months at the notorious Parchman Prison. Joan was a white student at a traditionally black university, Tougaloo College.

She was the first white person to join in the 1963

Woolworth's lunch counter sit-ins in Jackson, Mississippi, and that same year participated in the March on Washington with Dr. Martin Luther King Jr. and the Selma to Montgomery March in 1965, which contributed to the passage of the landmark Voting Rights Act that year.

Her willingness to stand up for justice has been an inspiration. "Anyone can make a difference. It doesn't matter how old or young you are. Find a problem, get some friends together, and go fix it. Remember, you don't have to change the world...just change *your* world."

**This is the first biography
of her life, published in picture book
and middle-grade editions.**

Common Core Connections

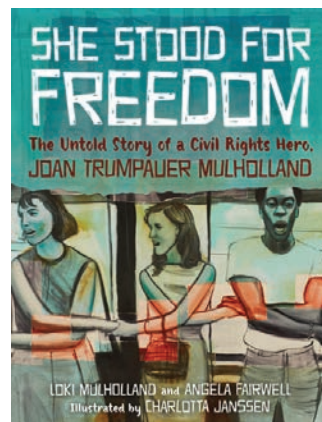
CCSS.ELA-Literacy.RL: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCSS.ELA-Literacy.RL: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

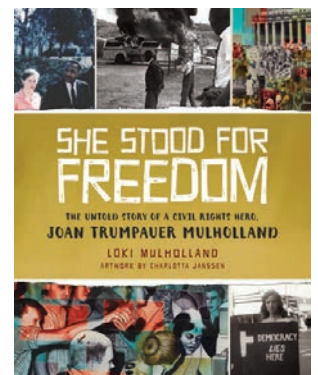
CCSS.ELA-Literacy.W: Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.W: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-Literacy.W: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.



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Discussion Guide (middle-grade edition)

The Civil Rights Movement of the 1960s describes the work of American citizens whose goal was to end racial segregation and discrimination against African-Americans and secure national recognition and federal protection of equal rights under the law.

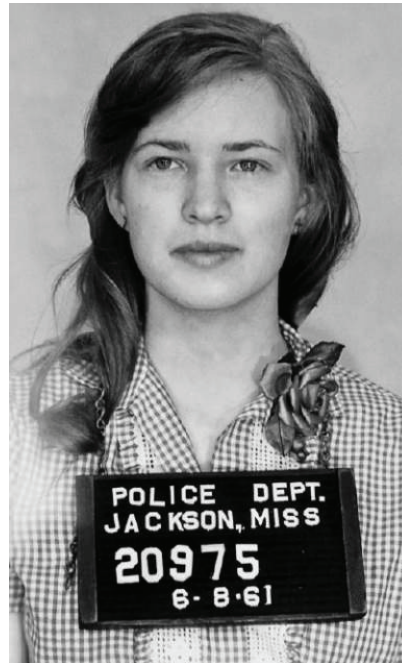
1. In school, Joan memorized the Declaration of Independence, which states, “All men are created equal.” How was life in the South the opposite of this statement?
2. Provide an example from the text to explain the following quote: “This was the difference between being taught that blacks were equals and being taught that blacks were inferior” (page 4).
3. When Joan and Mary went to visit the section of town where blacks lived, Joan said, “I think the people here are afraid of us” (page 6). Why did people in that section of town not want to be seen with the girls?
4. When black and white teenagers united at church, “Joan learned the black students and white students really weren’t that different” (page 10). Describe a time when you made friends with someone who you thought was different than you.
5. When Joan is first considering going to a demonstration, she thinks, “. . . she knew that if she did, her family in Georgia might never speak to her again” (page 14). Tell about a time you had to make a decision knowing it might result in someone being mad at you.
6. Joan says, “I couldn’t make a difference if I did nothing, and they were asking us to step forward, so I did” (page 16). Have you ever had to stand up for something you believed was right or know someone who has? Explain your answer using an example from a personal experience or an example of someone you know.
7. Joan describes sit-ins, jail-ins, and Freedom Rides. Which of these activities do you think you would have been most likely to participate in if you had lived during this time? Explain why.
8. Joan eventually attended Tougaloo College where “Some of the students didn’t trust her motives” (page 32). Explain why black and white people would have been suspicious of Joan.
9. Joan describes a time when she felt threatened: a car full of white people were chasing her and some of her friends with tire irons. Can you think of an example in our world today when people have felt physically threatened due to their beliefs?
10. On pages 38–39, Joan describes the sit-in at the Woolworth’s lunch counter. What surprised you most about the sit-in?
11. Joan witnessed many types of discrimination in the March on Washington, the funeral of the girls in Birmingham, Alabama, and traveling through Louisiana. Think about a time in your life or in a book you have read when you or someone else encountered discrimination. Describe this event and your reaction.
12. On page 55, Joan states, “Remember, you don’t have to change the world... just change *your* world.” What do you see as a problem in your world, and how can you fix it?



Before, During, and After Reading Activities

Before Reading Activity

1. *Two Truths and a Lie* activity will create interest and establish background knowledge for Joan Trumpauer Mulholland.
 - a. Divide your students into groups of four to five students.
 - b. Give each group a picture of Joan (below, on the left) and the activity from Appendix A. Appendix B is the answer sheet for this activity.
 - c. The picture of Joan below (on the left) is her mug shot but has been cropped so as not to give the students too much information for this activity.
 - d. Have students discuss the three statements they were given and decide which two statements are true and which one is a lie.
 - e. As each group shares their decisions on the statements with the class, the teacher will provide the correct answers as needed. This interaction will create schema about Joan and the Civil Rights Movement.
 - f. Show students the original photo (below, on the right) of Joan's arrest photo.



2. Watch the following clip about the Freedom Riders. This is a short clip that will give students background information.

<http://www.pbslearningmedia.org/resource/arct.socst.us.h.fr28/down-freedoms-main-line/>

During Reading Activities

1. Use the timeline on page 56 to create a large, class timeline of the Civil Rights Movement. Have students write on sticky notes important events from Joan's life to add to this timeline. Remind students to use the text of the book as well as the captions and information on the primary source documents.
2. Refer to the following writing and artwork prompts for additional "During Reading Activities."

Writing Prompts

1. Read Joan's poem on page 49. Pretend you are a reporter and write four questions that you would ask Joan.
2. Joan was sent from a county jail to Parchman Prison. Pretend that you are Joan and write a letter to your family telling them how you feel and the events you think you will face while in Parchman Prison.
3. "You can never go wrong by doing what is right. It might not be easy, but it is always right" (page 55). Identify someone who exemplifies this quote and describe him/her. You might want to think of an individual from history (examples: Abraham Lincoln, Marie Curie, members of the Pilgrim colonies, etc.).

Artwork Prompts

1. Look at the picture on pages 8–9. Are the people in this picture separated or are some people hiding? Defend your answer.
2. Look at the picture on pages 12–13. What makes the picture seem happy? What makes the picture seem secretive?
3. Look at the picture on pages 46–47. Describe how the feelings of the people on the outside of the car differ from the people on the inside of the car.
4. Compare and contrast the photograph on page 11 of Joan with the artwork on page 54 of Joan. Consider the format and mood of the images as well as the different stages of life these images represent.

After Reading Activities

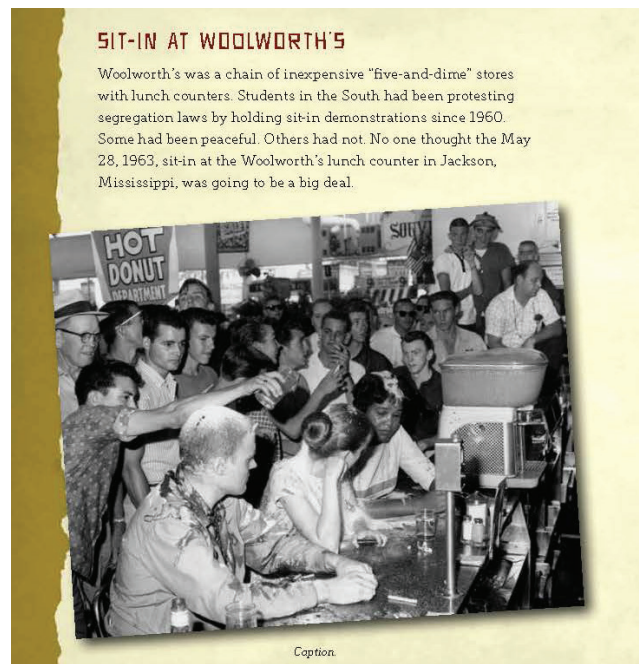
1. Have students create their own artwork of an "ordinary hero" from history or their own family. Use the link below to watch a video clip of Charlotta Janssen explaining her method for creating the "Freedom Riders" Exhibit to help give the students ideas. In addition, show the second video clip to provide schema and inspiration as they work on this project.

<http://www.oprah.com/oprahshow/Artist-Pays-Tribute-to-Freedom-Riders-Video>

<https://www.studiesweekly.com/beahero>

2. Have students create a blackout poem using primary source documents about the Civil Rights Movement. The content of primary source documents will make it easier for students to find key-words to use in their poems. The Library of Congress website (www.loc.gov) is a great place for students to find primary source documents. Refer to the link below for directions and examples for writing a blackout poem.

<http://www.makeblackoutpoetry.com/>



Picture Book Extension Activities

1. Have a class discussion about the definition of an “ordinary hero.” This will help students complete the following activity. Give the students a copy of the hero graphic organizer (Appendix C) to take notes on during the reading from the picture book *She Stood for Freedom*. Students will use this information to write an acrostic poem about Joan being a hero. For additional directions on writing an acrostic poem, go to www.readwritethink.org and search for acrostic poem.
2. Give students an additional copy of the hero graphic organizer and instruct them to pick a hero from their lives to analyze with the graphic organizer. Students will use this graphic organizer to write a paragraph about their hero. Students should then create a portrait of their hero. Display the artwork with the paragraph to create a “Hero Wall.”
3. What were the main goals of the Civil Rights Movement? Were these goals achieved? What are some examples of people being treated either equally or unfairly in our society today?
4. Barack Obama was elected as the first black President of the United States in 2008. How do you think Joan and other Civil Rights leaders felt about this? Pair up with another classmate. One person will be Joan, one person will be a reporter. The reporter will ask about Joan’s reaction to President Obama’s election. Both classmates will work together to write a newspaper article which includes the interview.

Picture Book Artwork Prompts

1. Look at the picture on the page titled “Schoolhouse.” Are the people in this picture separated or are some people hiding? Explain your answer.
2. Look at the picture on the page titled “Youth Dinner at Church.” Which people in this picture seem happy? Which people in the picture seem secretive?
3. Look at the picture on the page titled “The Dangers of Demonstrating.” Describe how you feel about the people inside the car. Describe how you feel about the people outside of the car.
4. Look at the picture on the page titled “Freedom Summer.” Make a list of 5 words that describe the people and the feelings in this picture.

Picture Book Writing Prompts

1. Joan kept a diary hidden in the hem of her skirt while she was in prison. Pretend that you are Joan and write an entry from her diary. Choose the most dangerous event that Joan was involved in and write about that event as if you are Joan.
2. Pretend that you are a newspaper reporter and you have been assigned to interview Joan. Write three questions you would ask a teenage Joan and three questions for Joan today.
3. Joan says, “Remember, you don’t have to change the world . . . just change *your* world.” Write about a way you can change your world for the better.



Picture Book Reflective Questions

1. In school, Joan memorized the Declaration of Independence, which states, “All men are created equal.” List examples of how black and white people weren’t treated equally when Joan was young.
2. When black and white teenagers united at the church, “Joan learned that black and white students really weren’t that different.” Describe a time when you made friends with someone you thought was different than you.
3. Joan was arrested after the Freedom Rides and sent to the notorious Parchman Penitentiary for months. Why were the Freedom Riders arrested? Why do you think officials sent her there? What were they hoping to accomplish by arresting Joan and other protesters and sending them to prison?
4. Why was it dangerous to participate in the Freedom Rides? Do you think you would have participated? Why or why not?
5. Joan was the first white person to participate in the Jackson, Mississippi, Woolworth’s lunch counter sit-in. This made the crowd very angry and they threatened her. Why was the crowd so angry about Joan and black people eating at the lunch counter together?
6. Joan says, “Anyone can make a difference.” In your opinion, what is the most memorable thing Joan did to make a difference in the Civil Rights Movement?

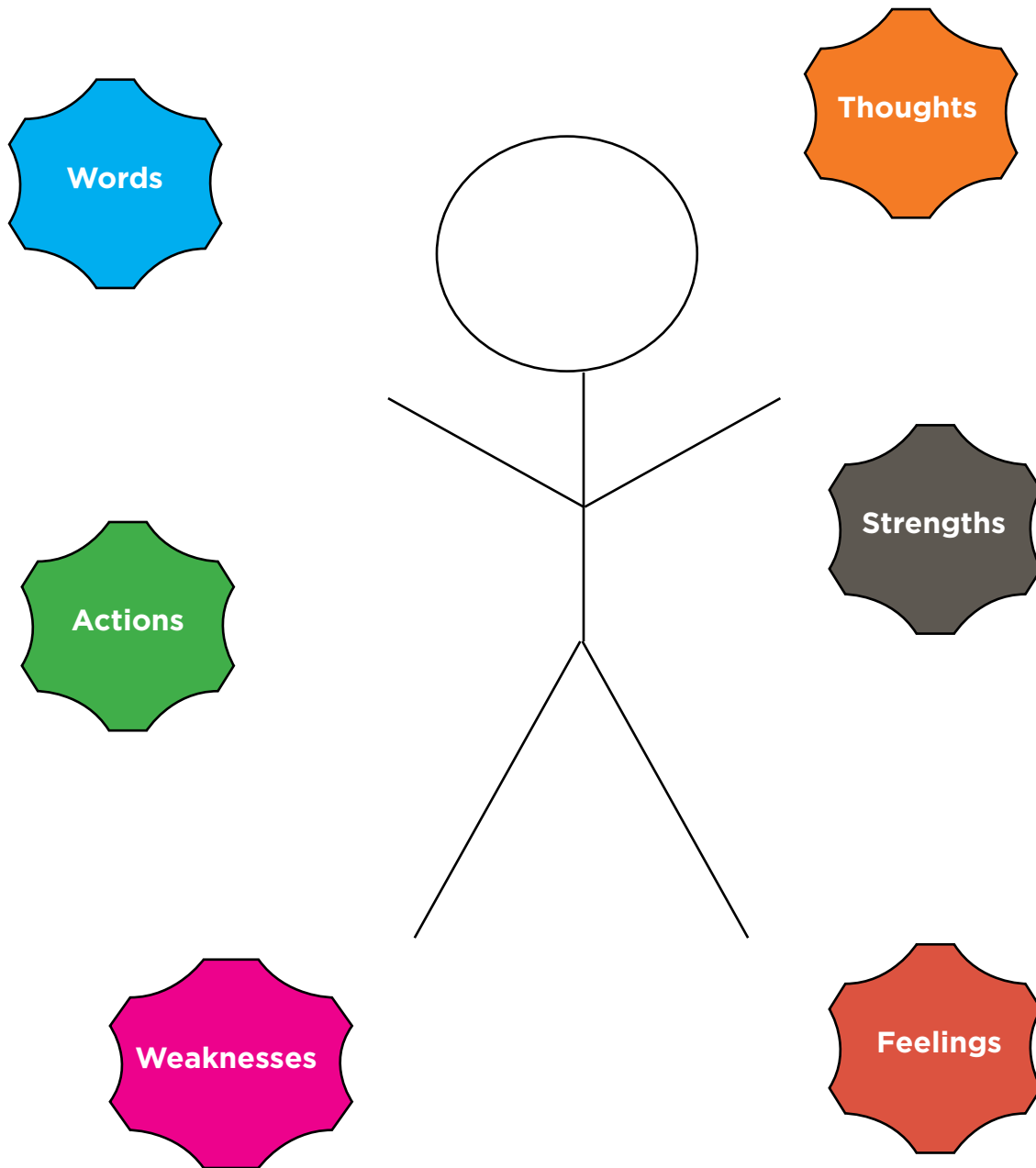


Appendix A Two Truths and a Lie	Appendix B Two Truths and a Lie Answer Key (Lies are highlighted in Red)
<p>Group 1</p> <p>She met Martin Luther King Jr. She attended college in California. She had a black nanny as a baby.</p>	<p>Group 1</p> <p>She met Martin Luther King Jr. She attended college in California. She had a black nanny as a baby.</p>
<p>Group 2</p> <p>The Ku Klux Klan wanted to kill her. This picture is her mug shot. She was born in Florida.</p>	<p>Group 2</p> <p>The Ku Klux Klan wanted to kill her. This picture is her mug shot. She was born in Florida.</p>
<p>Group 3</p> <p>She was a prisoner on death row. She went to school at Duke University. She met Abraham Lincoln.</p>	<p>Group 3</p> <p>She was a prisoner on death row. She went to school at Duke University. She met Abraham Lincoln.</p>
<p>Group 4</p> <p>In college, a girl in her dorm believed she was a ghost. People chased her with tire irons. She used baseball bats to beat people who hurt her friends.</p>	<p>Group 4</p> <p>In college, a girl in her apartment believed she was a ghost. People chased her with tire irons. She used baseball bats to beat people who hurt her friends.</p>
<p>Group 5</p> <p>She had a special dog who attacked her enemies. Protestors wanted to stay in jail and fill up prisons to call attention to equal justice. She was arrested and went to a high-security prison.</p>	<p>Group 5</p> <p>She had a special dog who attacked her enemies. Protestors wanted to stay in jail and fill up prisons to call attention to equal justice. She was arrested and went to a high-security prison.</p>
<p>Group 6</p> <p>She met Jackie Robinson. Bodyguards had to escort her to school. In some places, it was dangerous for black and white people to ride in the same car.</p>	<p>Group 6</p> <p>She met Jackie Robinson. Bodyguards had to escort her to school. In some places, it was dangerous for black and white people to ride in the same car.</p>

Appendix C

Name: _____

Directions: Use this graphic organizer to organize information about your hero.

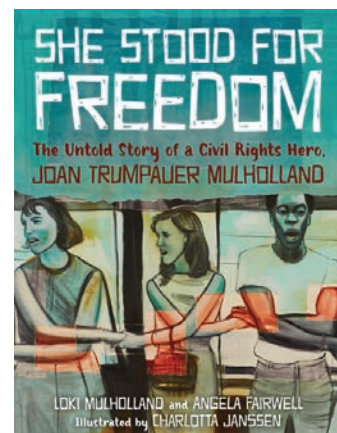
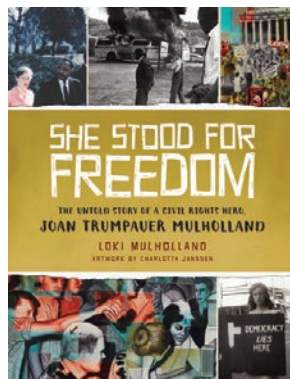


**Praise for *She Stood for Freedom*
The Untold Story of a Civil Rights Hero,
*Joan Trumpauer Mulholland***

Loki Mulholland

Illustrations by Charlotta Janssen

Picture book written with Angela Fairwell



“An ardent, devoted fighter for the cause of equal justice. The book is a testament to both Joan and the many other unknown individuals who worked so hard to accomplish so much.”

—Birmingham Civil Rights Institute

“Her story also illustrates that you are never too young to do the right thing. This book will help young people better understand how they too can be heroes and stand up for justice and equality for all people.”

—Terri Lee Freeman,
President, National Civil Rights Museum

“Martin Luther King Jr. once said, ‘One day, the South will recognize its heroes.’ How amazing in this book to tell all those stories through the life of one woman—Joan Trumpauer Mulholland, whose uncommon courage and unflinching perseverance continue to inspire us all.”

—Jerry Mitchell, winner of more than 20 national awards for his reporting on Civil Rights

2017 nominee American Library Association
Amelia Bloomer Award

 **SHADOW MOUNTAIN PUBLISHING**

“This readable, fast-paced narrative illustrates why a young white woman would feel compelled to join the Civil Rights Movement of the 1960s. It was simple, actually: she was a Southerner, a Christian, an American and it was the right thing to do.”

—William Pretzer,
Senior Curator, Smithsonian National
Museum of African
American History and Culture

“This well-written and beautifully illustrated book is one to be savored and shared with future generations who may need to look within themselves for similar courage.”

—Simeon Booker, award-winning journalist and
author of *Shocking the Conscience:
A Reporter's Account of the Civil Rights
Movement*

“A wonderfully written book about a wonderful, worthy hero. An individual who I greatly admire.”

—Hank Thomas, Civil Rights activist, one of the
original Freedom Riders

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