

TEACHER READING GUIDE

***Delivering Justice: W. W. Law
and the Fight for Civil Rights***

By Jim Haskins

illustrated by Benny Andrews

Essential Question: How does explaining a character's responses to events help readers understand how the character develops throughout the text?

BOOK SNAPSHOT

Selected from the New Worlds Reading Initiative Booklist

Text Type: Nonfiction

Genre: Narrative Nonfiction, Biography

Themes/Topics: The Civil Rights Movement, Equality, Leadership

Lexile: AD850L

**SKILLS ALIGNED WITH FLORIDA'S ELA
B.E.S.T. STANDARDS**

Word Work

ELA.4.F.1.3 (a)

Encode multisyllabic, compound words.

Vocabulary

ELA.4.V.1.1

Use grade-level academic vocabulary. (Tier 2)

Comprehension

ELA.4.R.1.1:

Explain how events and character development contribute to the plot.

BUILDING BACKGROUND

Use the following prompts to discuss what it means to be respectful to others:

- What does respect mean to you?
- What can you do to show respect to a friend, teacher, or family member?
- How can you tell if someone is not being respectful?

Explain that in the past, some people were not treated with respect. Students will learn about Westley Wallace Law, a mailman who fought for equal rights and respect for African Americans.

STUDENT LEARNING TARGETS

Today I am:
identifying key events in W. W. Law's life.

So that I can:
explain how his actions helped deliver justice.

WORD WORK – ENCODING MULTISYLLABIC, COMPOUND WORDS

Students will use their knowledge of **letter-sound correspondence** to segment and encode multisyllabic, compound words. **Letter-sound correspondence** is knowing that letters correspond to a specific sound or set of specific sounds.

For example:

- The letter *m* always represents the sound /m/.
- Consonant digraphs are two letters that make one sound. The letters *s-h* always represent the sound /sh/.

Guide students in segmenting and encoding multisyllabic, compound words.

- Select a word from the list, and orally read it to students. Do not let them see the word.
- Students will:
 1. Use their knowledge of letter-sound correspondence to segment the word into its sounds.
 2. Encode (spell) the word on paper or a whiteboard.
 3. Read the word, and determine the two words used in the multisyllabic, compound word.
 4. Draw a line between the two words that make the compound word.

ELA.4.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.

a. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context.

foot | ball

Students will practice segmenting and encoding multisyllabic, compound words found in the text *Delivering Justice: W. W. Law and the Fight for Civil Rights*.

- downtown (p. 4), saleswoman (p. 4), understood (p. 7), courthouse (p. 9), membership (p. 11), mailman (p. 11), sidewalk (p. 20), restrooms (p. 21), storeowners (p. 24)

TALK ABOUT NEW AND INTERESTING WORDS

Tier 2 vocabulary words, paired with student-friendly definitions, can be used for explicit vocabulary instruction. It is important to provide background information and learning opportunities to help students make connections to the words.

Examples of Tier 2 vocabulary words for this text are:

ELA.4.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.



segregation (p. 6): **Segregation** describes the practice of keeping people apart, usually people of different sexes, races, or religions. When Westley was in school, students were **segregated** into different schools because of their race.



protest (p. 13): If someone takes part in a **protest**, they are saying or showing publicly that they object to something. Westley taught students how to participate in a **protest** without using violence.



boycott (p. 20): When someone participates in a **boycott**, they refuse to be involved with something because they disapprove of it. The Great Savannah **Boycott** began when a group of citizens announced they would not shop at stores on Broughton Street until they were treated as equals.



justice (p. 27): **Justice** describes fairness in the way people are treated. W.W. Law helped deliver **justice** to the African American community in Savannah, Georgia.

Vocabulary Extension Activity

Use **context clues** to determine the meaning of unfamiliar words and phrases. **Context clues** are sources of information in the text that readers use to predict the meaning of unknown words. According to Florida's ELA B.E.S.T. Standards, there are five types of **context clues**: *definition, synonym, antonym, example, and inference*.

READ FOR MEANING – CHARACTER DEVELOPMENT

- ELA.4.R.1.1: Explain how setting, events, conflict, and character development contribute to the plot in a literary text.
- ELA.4.R.2.1: Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description in texts.
- ELA.4.R.3.2: Summarize a text to enhance comprehension.



Before:

Introduce the book, *Delivering Justice: W. W. Law and the Fight for Civil Rights*, as a biography. A **biography** is a person's life story written by someone else.

- This biography is about the life of Westley Wallace Law, but it was written by the author Jim Haskins.
- The chronology of events begins in 1932 when Westley was a child and follows his efforts to help end segregation in Savannah, GA through 1961.
- This biography is a reminder of the heroic work ordinary people did for justice during the Civil Rights Movement.

Read the book summary on the back cover, and engage readers in a discussion to activate students' schema and build background knowledge.

- Potential Discussion Topics:
 - Define the Civil Rights Movement, and connect it to what students already know.
 - Introduce the topic of segregation, and discuss what it means.
 - Ask students to discuss what it means to "be somebody."
 - Ask students to discuss what it means to be nonviolent.



During:

Students will summarize W. W. Law's experiences with segregation, identify his response to those experiences, and explain how his actions supported his fight for justice.

Model (I do): Read pages 1 – 8. Recreate the chart, and use the following prompts to guide the discussion:

- **Summary:** What happened during this time period? What major events did Westley experience?
- **Response/Action:** How did Westley respond to the events? What actions did he take?
- **Explanation:** Why did he take those actions? What do they say about Westley?

Date	Summary of Event(s)	Response/Action	Explanation
1932	Westley experienced how segregation affected his mom and grandma.	He got upset and made a promise to his grandma to "be somebody" and to be a leader for his people.	Making a promise to his grandma shows that W. W. Law understood that African Americans were being mistreated and that he wanted to do something to change it, even if he didn't know how.

READ FOR MEANING – CHARACTER DEVELOPMENT

Continue to use the chart and suggested questions for each date listed below.

Guided (We do):

- **1942:** p. 9 – 10
- **1949:** p. 11 – 12
- **February, 1960:** p. 13 – 19

Independent (You do):

- **March, 1960:** p. 20 – 26
- **September, 1961:** p. 27 – 28

Cross-Curricular Connection

SS.4.CG.2.1 Identify and describe ways citizens work together to influence government and help solve community and state problems.

Introduce the Civil Rights Movement, and describe how Westley Wallace Law helped to solve community and state problems.

- **Civil rights** describe the rights people have to equal treatment and equal opportunities, regardless of their race, sex, or religion.
- A **movement** describes a group of people who share the same beliefs, ideas, or aims.
- **The Civil Rights Movement** of the 1950s and 1960s describes a time in American History where groups of people fought for the equal rights and treatment of African Americans.



After:

Engage students in a discussion about how W. W. Law delivered justice in his fight for civil rights.

- Reread the quote from p. 27, “Westley Wallace Law delivered more than just the mail to the citizens of Savannah; he delivered justice, too. His grandma’s prayers had been answered.”
- What does the author mean when he says that Westley delivered more than just mail; he delivered justice?
 - How did he deliver justice?
 - What did he do that made a difference?
- W.W. Law made a promise to his grandma to be somebody. How did he keep that promise?

Students will synthesize the information gathered in the chart and respond to the following prompts:

- W.W. Law delivered justice by _____.
 - Think: What did he do and how?
- W.W. Law delivered justice so _____.
 - Think: Why did he do what he did? What was his purpose?
- W.W. Law delivered justice; however _____.
 - Think: What challenges do we still face today?

Did You Know?

Delivering Justice: W. W. Law and the Fight for Civil Rights has an AD850L. When AD, or “Adult Directed,” appears in front of a Lexile Level, the text is best suited for a read aloud by an adult rather than being read independently by a child. Texts can be labeled as adult directed for reasons such as:

- Challenging Vocabulary
- Text Complexity
- Design Elements
- Layout of Text