

THE TRUE STORY OF THE GRANDMOTHER OF JUNETEENTH

OPAL LEE

AND WHAT IT
MEANS TO
BE FREE

WORDS BY
ALICE
FAYE
DUNCAN

ART BY
KETURAH
A. BOBO
NEW YORK TIMES
BESTSELLING
ILLUSTRATOR



EDUCATOR'S GUIDE

TITLE: OPAL LEE AND WHAT IT MEANS TO BE FREE: THE TRUE STORY OF THE GRANDMOTHER OF JUNETEENTH

AUTHOR: ALICE FAYE DUNCAN

(Genre: Non-Fiction) Lexile: 610-800L

Suggested Grade Level	Third Grade based on qualitative measures
Key Vocabulary	<ul style="list-style-type: none">• Juneteenth• Weary• Divine• Lone• Mob• Jig• Proclamation• Flocked• Barreled• Cobbler
Enduring Understanding	Juneteenth is an important day for all people to recognize.
Essential Questions	<ol style="list-style-type: none">1. Why is Juneteenth a symbol of freedom?2. How does the author's word choice impact the moral of the story?

TASK 1

Standard Strand	Language
Standard Category	Vocabulary Acquisition
Task 1 Objectives	<ul style="list-style-type: none">• Students will understand the meaning of figurative language.• Students will explain the meaning of simple similes and metaphors.
Task 1	<p>Figurative language can be a difficult concept for students. This card sort will allow students to take their knowledge of figurative language concepts and apply them to our text. Have students work independently or with a partner to complete this activity. You may choose to have this card sort pre-cut to save time or allow students to cut out the squares.</p> <p>Directions:</p> <ol style="list-style-type: none">1. Identify the three categories: similes, metaphor, hyperbole and lay them out side by side horizontally.2. Write the definition of each figurative language category on the define guide page.3. Read each card and place the example under the category that the card best defines. (Some cards could be under more than one category.)4. Repeat until all cards are sorted.5. Use the define guide to explain the meaning of one or two examples from each category.

SIMILE | METAPHOR | HYPERBOLE

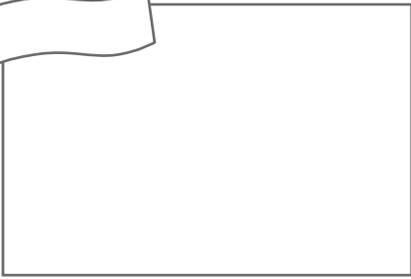
<p>Freedom was dazzling news like a bright, starry night.</p>	<p>Slavery was a thief.</p>	<p>Then, finally, joy jumped up on dancing feet.</p>	<p>Her braided hair was a silver crown.</p>
<p>Juneteenth is bigger than Texas.</p>	<p>Her eyes were twinkling stars.</p>	<p>Happy tears rolled down like rain.</p>	<p>Their broken minds and evil hearts.</p>
<p>Freedom is a golden coin. Struggle makes it shine.</p>	<p>Some memories are chocolate sweet.</p>	<p>American slavery dragged on like a plague.</p>	<p>And yet the embers burn—that fire still lives in me.</p>

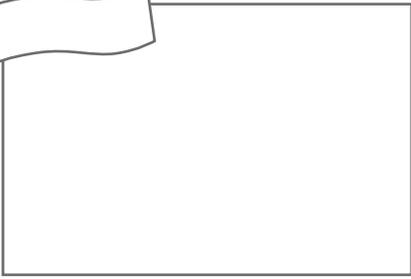
Define Guide

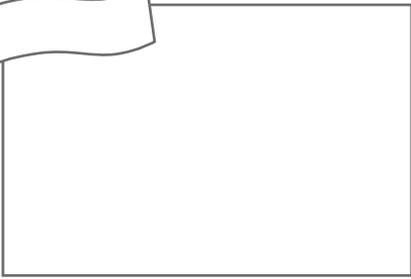
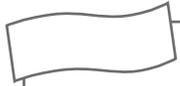
	Example 1	Meaning	Example 2	Meaning
SIMILE Definition:				
METAPHOR Definition:				
HYPERBOLE Definition:				

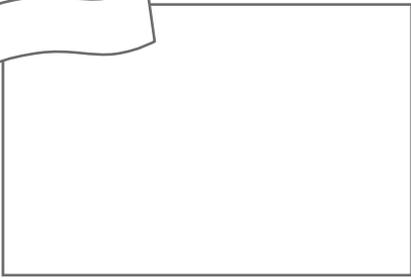
TASK 2

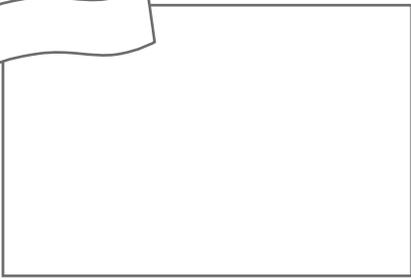
Standard Strand	Informational Text
Standard Category	Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas
Task 2 Objectives	<ul style="list-style-type: none">• Students will explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.• Students will interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on webpages) and explain how the information contributes to an understanding of the text in which it appears.
Task 2	<p>It is important for students to be able to interpret information in multiple ways for comprehension. In this activity students will use the information given on the Juneteenth Timeline page to create a timeline of their own.</p> <p>Directions:</p> <ol style="list-style-type: none">1. Students will use the timeline sheet to write down the key idea from each of the important dates from the timeline in the text.2. Students will use the key ideas and illustrate what is occurring to help them make connections.3. Students will cut out the individual timeline strips.4. Students will begin to link their timeline strips together by gluing each strip in a circle. Begin with the first date, following the directions on the strips, then continue until the linking timeline is complete.

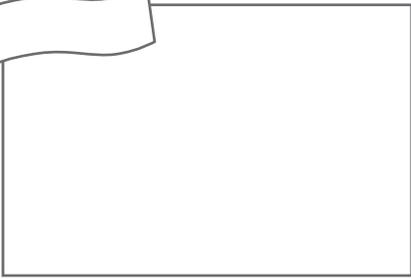
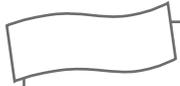












TASK 3

Standard Strand	Reading Literature & Informational Text
Standard Category	Key Ideas and Details
Task 3 Objectives	<ul style="list-style-type: none">• Students will explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.• Students will describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
Task 3	<p>During this graffiti wall activity, students will have the freedom to express their thoughts, opinions, and understandings of the text. Students will have freedom of expression without fear of being talked over, overlooked, or criticized for sharing their points of view.</p> <p>Directions:</p> <ol style="list-style-type: none">1. Students will create a graffiti sheet to answer the question: what is Juneteenth and why is it important?2. Students should reread the text identifying important elements they want to communicate about Juneteenth. They can use symbols, drawings, shapes, and colors. They are encouraged to use words, phrases, and direct quotations from the text to support their answers.3. This activity is not a one size fits all activity; students' products will vary.

TASK 4

Standard Strand	Language
Standard Category	Vocabulary Acquisition and Use
Task 4 Objectives	<ul style="list-style-type: none">• Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing from a range of strategies.
Task 4	<p>In this activity students will use the game “I have, Who has.” A list of words is provided. However, it is also a great idea to have students chart words they do not know the meaning of during a second reading of the text. They can then use these words collectively to create their own version of “I have, Who has.”</p> <p>Directions:</p> <ol style="list-style-type: none">1. Have students sit or stand in a circle.2. Have one student (or teacher) pass out ALL the cards in the deck. In some cases, students may have more than one card.3. All students read their cards. Whoever has the card that says, “I have the first card,” goes first and reads their card aloud to the group.4. The student with the answer to the previous student’s question will say their answer and then read their question.5. The game will continue until the last student reads, “I have the end.”

<p><i>I have the first card.</i></p> <p>Who has the definition of Juneteenth?</p>	<p>I have...a holiday celebrated on 19 June to commemorate the freedom of enslaved people in the US.</p> <p>Who has the definition of Weary?</p>	<p>I have...feeling or showing tiredness.</p> <p>Who has the definition of Divine?</p>
<p>I have...excellent or delightful.</p> <p>Who has the definition of Lone?</p>	<p>I have...solitary or single.</p> <p>Who has the definition of Mod?</p>	<p>I have...modern.</p> <p>Who has the definition of Jig?</p>
<p>I have...a lively dance with leaping movements.</p> <p>Who has the definition of Proclamation?</p>	<p>I have...a public or official announcement of great importance.</p> <p>Who has the definition of Flocked?</p>	<p>I have...gather in a large group.</p> <p>Who has the definition of Barreled?</p>
<p>I have...drive or move in a way that is so fast as to almost be out of control</p> <p>Who has the definition of Cobbler?</p>	<p>I have...a deep-dish fruit dessert with a thick top crust.</p> <p><i>I have the last card.</i></p>	

TASK 5

Standard Strand	Writing
Standard Category	Text Types and Purposes
Task 4 Objectives	<ul style="list-style-type: none">• Students will write informative/explanatory texts to examine a topic and convey ideas and information clearly.• Students will write opinion pieces on topics or texts, supporting a point of view with reasons and information.
Task 4	<p>Writing is important for students to practice. Here is a list of short answer questions students can use to practice their writing skills.</p> <ol style="list-style-type: none">1. Why was Opal Lee successful in her pursuit of freedom? Use text evidence to support your answer.2. Explain why Opal Lee was passionate about Juneteenth becoming a holiday using specific examples from the text.3. Describe a Juneteenth celebration based on what you read in the text. Write a persuasive letter to someone persuading them to have a Juneteenth celebration in your town, neighborhood, or school.4. Why was Opal Lee considered the Grandmother of Juneteenth? Use text evidence to support your answer.

