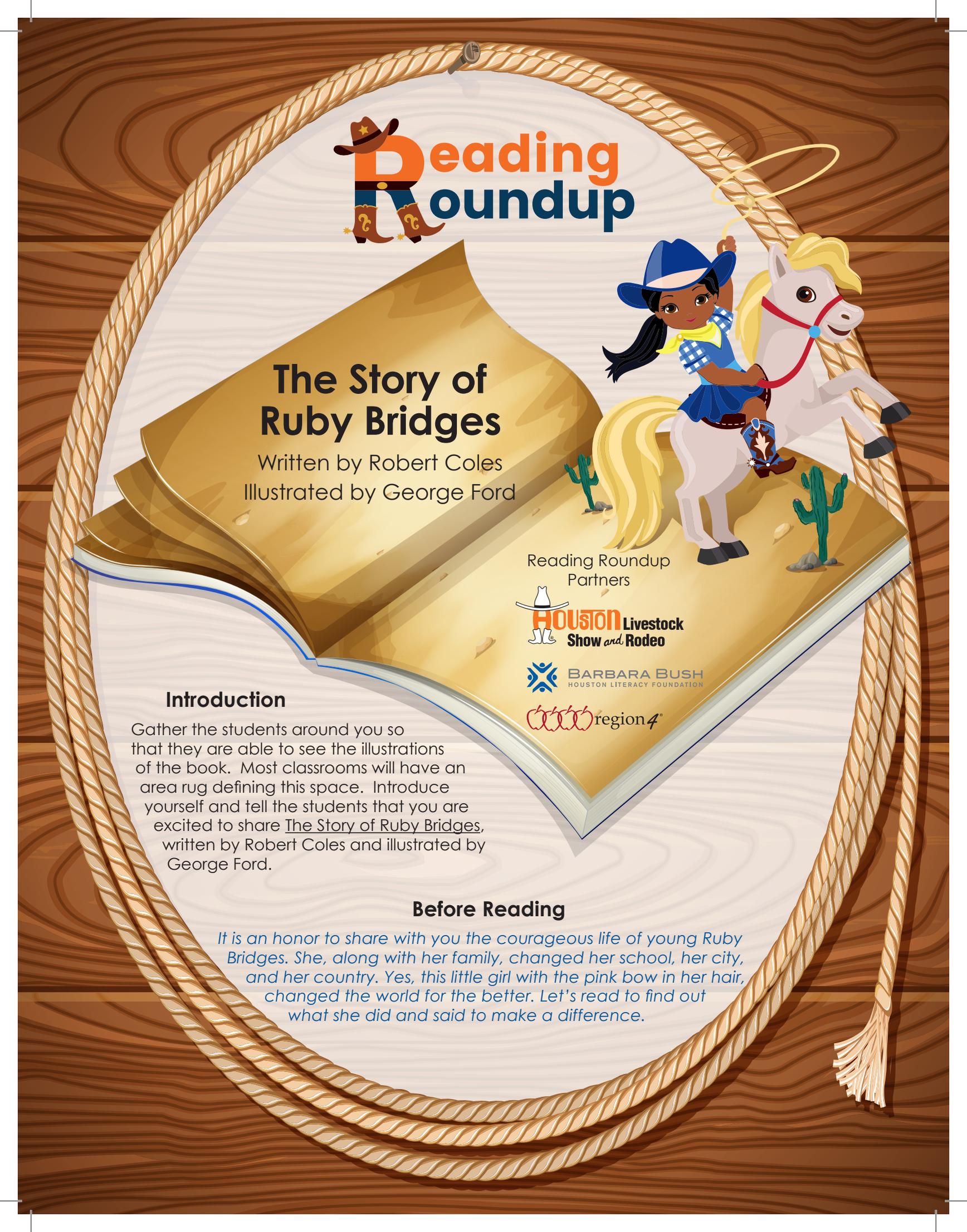




Reading Roundup



The Story of Ruby Bridges

Written by Robert Coles
Illustrated by George Ford

Reading Roundup
Partners



Introduction

Gather the students around you so that they are able to see the illustrations of the book. Most classrooms will have an area rug defining this space. Introduce yourself and tell the students that you are excited to share The Story of Ruby Bridges, written by Robert Coles and illustrated by George Ford.

Before Reading

It is an honor to share with you the courageous life of young Ruby Bridges. She, along with her family, changed her school, her city, and her country. Yes, this little girl with the pink bow in her hair, changed the world for the better. Let's read to find out what she did and said to make a difference.

During Reading

- Begin reading the book by starting on the title page. Hold the book so that students are able to see the illustrations. Give plenty of time for students to “read” and think about the pictures. Continue to read through **page 12**.

- **Page 12 – T/T –** *We know Ruby's parents were strong and determined. It's unfair for Ruby not to be allowed to go to school with white children. Not only are her parents strong and willing to go to court to fight for Ruby, there's another important part of their lives. Turn and talk to your partner about other words we could use to describe Ruby and her family.* (Ruby's parents and family go to church. They pray for courage. They pray that Ruby will be a good girl and make all people proud.)

- **Page 15 – P –** *Federal marshals are police who work for the United States. Imagine being Ruby on your very first day at a new school. What would you be thinking if you were Ruby?* (Accept all logical answers. Ruby might have been thinking the crowd wants to hurt her. She may have thought the federal marshals were scary. She probably was wishing for her parents.)

- **Page 18 – T/T –** *We know Ruby is brave because she walks through the angry crowd week after week. How do we know Ruby is also strong and determined to make the best of her new school? What do we know about the classroom?* (Ruby's teacher, Mrs. Henry, said Ruby was polite and happy. She worked well at her desk and didn't seem nervous, or anxious, or irritable. Ruby was the only child in the school because the white parents wouldn't send their children to learn with a black child.)

- **Page 22 – T/T –** *Mrs. Henry is surprised to see Ruby stop in the middle of the crowd and start speaking. Turn and talk to your partner about what you might be saying to the crowd if you were Ruby?* (Answers will vary.)

- **Page 28 – P –** *What are you thinking?* (Accept all answers.)

After Reading

Later that school year, two white boys joined Ruby at her school. When Ruby was a second grader, the angry mob gave up and went home. The federal marshals went home, too. She graduated from high school and is now a successful businesswoman. I often wonder how life would be different if Ruby and her parents hadn't been so brave.

Remember and be thankful for the people who helped change our world. Don't forget about the people who stood up to those who hated because of racial or religious differences.

Vocabulary

federal marshals – United States police,
p. 14

persuade – talk someone into, p. 24

**WORD
WAGON**

