

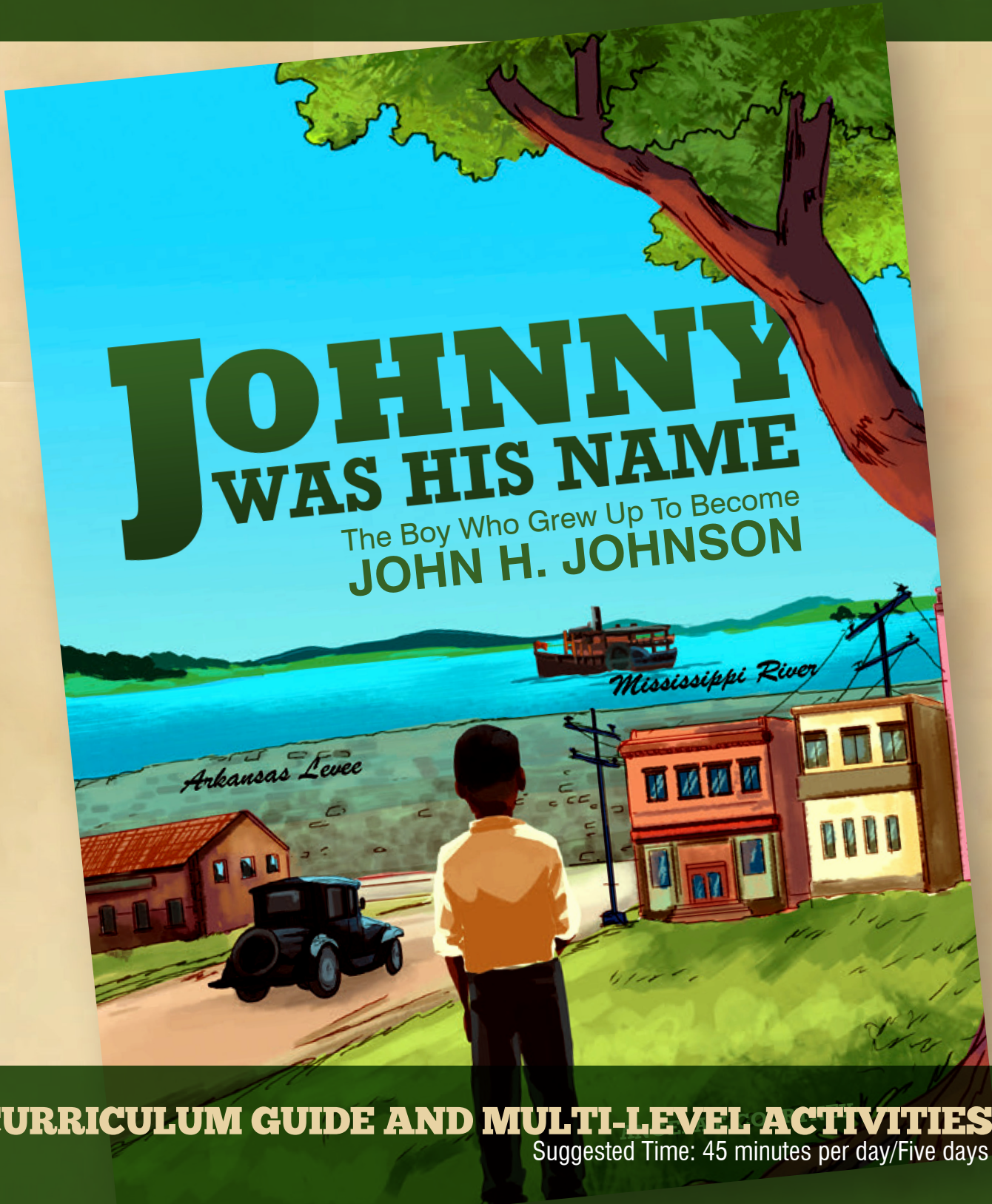
# SUCCESSING AGAINST THE ODDS

*by John H. Johnson with Lerone Bennett*

and

# JOHNNY WAS HIS NAME

*by Friends of John H. Johnson Museum*



**CURRICULUM GUIDE AND MULTI-LEVEL ACTIVITIES**

Suggested Time: 45 minutes per day/Five days

# COMMON CORE ELA STANDARDS:

## Key Ideas and Details:

**CCSS ELA – Literacy RL 6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS ELA – Literacy RL 6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**CCSS ELA – Literacy RL 6.3** Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

## Craft and Structure:

**CCSS ELA – Literacy RL 6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone

**CCSS ELA – Literacy RL 6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

**CCSS ELA – Literacy RL 6.6** Explain how an author develops the point of view of the narrator or speaker in a text.

## Integration of Knowledge and Ideas:

**CCSS ELA – Literacy RL 6.7** Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

**CCSS ELA – Literacy RL 6.9** Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

## Range of Reading and Level of Text Complexity:

**CCSS ELA – Literacy RL 6.10** By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

# WORD SEARCH

R C Q S H O P G O A A R S V B F W K U Q K W T A U S  
B E D U J M E Z R Y P E A T M F Z E X V W U B W C E  
B L T B C E N C R H R A Y I C P D U D M R F X S Q G  
R V L S G G H O S N I F T R L I L A P N Q D Q R Y D  
M E B I A I T T P C L P E L V R R A V Z S X Y X X E  
I M F D T S A J A W E E S F E M O T N M R T X C M V  
Z S K E I T I Y X S N B Y K T D Z A S T P Q G X Q A  
T U C H E A L D K I O T J U T J Q T D I A Z L F B S  
P T N S I C X G G U O T C W Y P I Y S S D T J P S E  
F M A W H H D N Y W S R S E W I U U C D K Y I J Y J  
M O N L M B E B L D S I U X B T L E T D X D C O E D  
A C D Z A S C J N S T V I F X B P P S Y Y O I A N U  
Z M Q Y Y I A A N T Z E L A N D M A R K S O V F N S  
T S U G U A L P K R A R A N G I S E D V A L P I W O  
Y B B I W W P R N O I T C U R T S N O C E F T A U N  
A I E U O M S O O A O S V K P B M D L R N E R T T A  
A R P L A J I P F J S O V T C D F Y I D D E T Z G H  
A F B R D V D E K Q Y T M R Y R L G N K D L P D F K  
U C M B C C B R Y P E A K B G I Z Y H K B V Z G J N  
Y X V U E U P T S J W P Y T M U F W G N R G W F J Y  
P U G U I T Y Y I X N V E L H Q A B R B C Y K Q M P  
M S X L Q D U A L H K A M V G I Y C E F W U P H W G  
N O D E S T F Z D O L W W N J I W C D E F X U G S D  
Z E L Y C C P G M A W C U E N Z Z F F B O G V X L Z  
R A Z L O S B O W K A B K C Y L L W S G Y V U Q Q T  
X M M L U Z Y E C H N O V D B R E B N R V N X I O Y

**April**  
**Builder**  
**Design**  
**Districts**  
**Flood**  
**Lowlands**  
**Peak**  
**Railroads**  
**Subside**

**Architect**  
**Construction**  
**Disaster**  
**Edges**  
**History**  
**Nodes**  
**Plantations**  
**River**  
**United**

**August**  
**Delta**  
**Displaced**  
**Engineer**  
**Landmarks**  
**Path**  
**Property**  
**States**

## HELPING DURING A NATURAL DISASTER OR IN TIME OF NEED

The Mississippi River Flood of 1927 impacted several states in the United States and was one of the worst floods in America's history. Lives were lost and property was destroyed.

Natural disasters are inevitable. Name a natural disaster other than a flood and how you can plan to protect your family during different natural disasters. How could you help others prepare for a natural disaster or in time of need?

### Natural Disasters

### Plans To Help Family and Others

Natural Disasters	Plans To Help Family and Others

### Activity 1: Redesign A City's Past

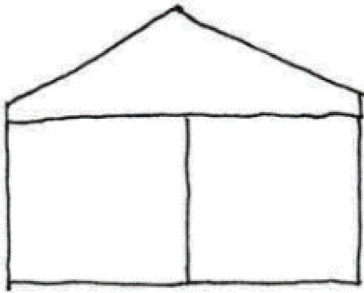
Imagine it's the year 1927. How would you redesign and build the homes and businesses if you were a community planner, architect, engineer or builder? Using the map of Arkansas City during Johnny's childhood, sketch one or more of the landmarks and decide where you would place it or them in a different location other than its current location on the map. For example, Dermott Grocery Store is located where on the map? Sketch Dermott Grocery Store and explain where you would have it located on the map in its new location. For example, you may want it closer to St. John Baptist Church so Johnny and his mother could get groceries for dinner after church.

### Activity 2: Redesign Johnson Publishing Company Building

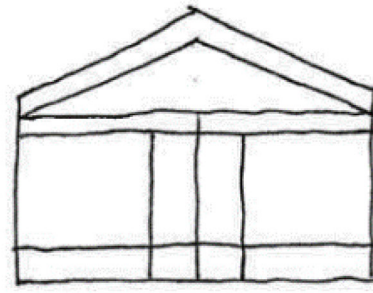
Review the design of Johnson Publishing Company building. Write about how you would redesign Johnson Publishing Company building. Redesign a model of Johnson Publishing Company building. Explain your design.

### Activity 3: Sketch a Design

Sketch a design of Johnny's boyhood home on white paper or a white canvas board. Color may be added as an option. **Activity 4** on the following page and the sketch examples below are courtesy of **Dr. Karen Spence, AIA, Professor of Architecture, University of Mississippi, College of Art, Architecture and Design**



1. Draw basic geometry of house



2. Add more geometries



3. Add doors and windows as rectangles



4. Add stairs and darken roof



5. Add details



6. Add shadows and grass

In *The Image of the City*, Kevin Lynch describes cities and towns to consist of **paths, edges, districts, nodes, and landmarks.**

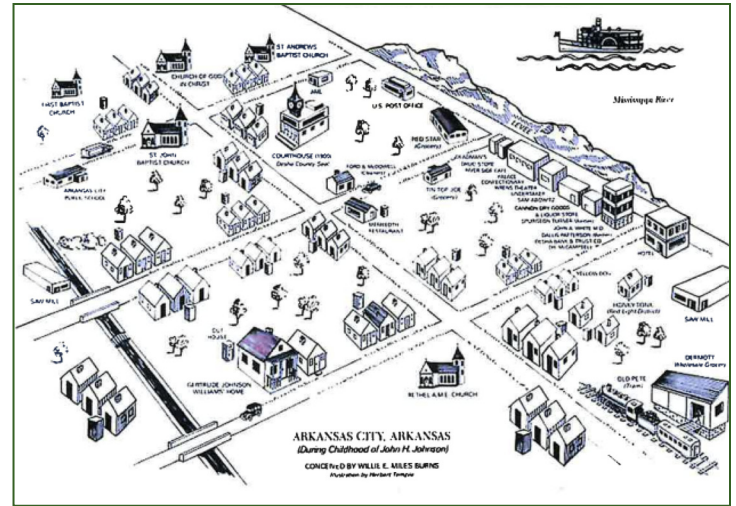
**Paths** are routes taken to move from place to place.

**Edges** are boundaries, like levees or railroad tracks.

**Districts** have common interests, such as government or civic buildings.

**Nodes** are spaces that connect, like intersections or plazas.

**Landmarks** are focal points, or important buildings or statues.



Map of my hometown, Arkansas City, Arkansas, in the 1920s.

Image from John H. Johnson's *Succeeding Against the Odds: The Autobiography of a Great American Businessman*, 1989.

## Activity 4: Engineering A City

In the space below, draw a map of Arkansas City using paths, edges, districts, nodes, and landmarks.



## Teacher Instructions

### Before Teaching

1. Read *Succeeding Against The Odds* and introduce **Chapter I: Two Against The Tide to the students. Teachers should read the big ideas and key understandings.** Please do not read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away after completing this task.

#### Big Ideas and Key Understandings

Through perseverance, Johnny Johnson and his mother were determined to see a future beyond their circumstances on top of the Arkansas Levee during the 1927 flood.

#### Synopsis

The entire community of Arkansas City was submerged underwater, forcing everyone to live on top of the Arkansas Levee with nothing but the clothes they wore the first day they arrived. With a determination to survive, Johnny, his mother and all the families worked together to create a life under tents until after the rain stopped and the water receded. The idea of uniting for a common goal and believing in a better tomorrow are evident in this story. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings. Refer to the children's book, *Johnny Was His Name*.

2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

### During Teaching

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

#### 4. Text Dependent Questions

Text-dependent Questions	Evidence-based Answers
<p>After looking at the pictures in the book <i>Johnny Was His Name</i> and the chapter, <i>Two Against The Tide</i> in the book <i>Succeeding Against The Odds</i>, what have we learned about the setting?</p>	<p>The entire town of Arkansas City submerged under water. The city is destroyed, homes and animals are floating, streets are invisible to the eyes.</p> <p>The characters are helping residents to the top of the Arkansas Levee. Everyone is living together, working together, and making the best out of one of the worse natural disasters in America's history. There is work to be done to get people lives back to a sense of normalcy.</p>
<p>What words or phrases does the author use to describe the natural disaster?</p>	<p>Running, submerge, receding, massive, hands of all colors reaching to help.</p>





## Supplemental lesson plan for use with the book title, Johnny Was His Name

Lesson Duration: 45-60 minutes

### Objectives:

- Students will identify key events and individuals from the 1927 Great Mississippi Flood.
- Students will analyze photos and accounts from the time period.
- Students will discuss how natural disasters impact communities.
- Students will reflect on lessons learned from Johnny and his community's perseverance.

### Materials:

- 25 copies of Johnny Was His Name
- Photos and first-hand accounts from 1927 flood
- Chart paper or digital space for collaboratively recording ideas

### Outline:

- Introduction (10 mins): Show students photos of 1927 flooding. The Great Mississippi River Flood of 1927 | National Museum of African American History and Culture. Have students share observations and what they see people experiencing.
- Reading (15 mins): Read "Johnny Was His Name" out loud to the class. Pause throughout to clarify and check comprehension.
- Discussion (10 mins): What major events occurred in Johnny's experience of the flood? How did the community unite to survive and persevere? What lessons can we learn? Chart student responses.
- Response Activity (15 mins): Students view more photos and accounts in small groups. They discuss what stood out to them and consider what advice they would offer to survivors.
- Reflection (5 mins): Individually, students write or draw about how they think they would have handled the challenges Johnny faced if they were in his situation. Did the story teach them any new life lessons?

The goal of this lesson is to enrich and enhance students' curiosity in this time period, build knowledge, and facilitate thoughtful dialogue on important themes brought forth. The text provides an insightful, timely medium for meeting learning standards across subjects.

R	C	Q	S	H	O	P	G	O	A	A	R	S	V	B	F	W	K	U	Q	K	W	T	A	U	S
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Y	X	V	U	E	U	P	T	S	J	W	P	Y	T	M	U	F	W	G	N	R	G	W	F	J	Y
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Z	E	L	Y	C	C	P	G	M	A	W	C	U	E	N	Z	Z	F	F	B	O	G	V	X	L	Z
R	A	Z	L	O	S	B	O	W	K	A	B	K	C	Y	L	L	W	S	G	Y	V	U	Q	Q	T
X	M	M	L	U	Z	Y	E	C	H	N	O	V	D	B	R	E	B	N	R	V	N	X	I	O	Y