



Fannie Lou Hamer

• Reading Comprehension •

Activity

1

Stop and Think

Read the paragraphs.

Stop and think as you read.

Good readers are active readers.

Good readers stop and think about what they are reading. Active reading helps readers understand the ideas.

Fannie Lou starts to pick cotton at the age of six. She works from dusk to dawn. She spends more time in the field than in school. But she learns to read and write.

Stop and think: Think about your life at age six.
How was it different from Fannie Lou's life?
How was it the same as Fannie Lou's life?

Fannie Lou has to quit school after Grade 6.

Stop and think: Why do you think Fannie Lou quit school?
How do you think she feels about this?

Fannie Lou works in the fields all day. She cleans the landowner's house at night.

Stop and think: Close your eyes.
Imagine you are Fannie Lou.
You pick cotton all day in the hot sun.
Now you must clean the owner's house.
How do you feel?
How do you feel about the owner?



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Activity 2 Main Idea and Details



Good readers can find the main idea and details.

The main idea is the important idea. The details support the main idea.

The details help you understand and remember the main idea.

Read the details.

Circle the correct main idea.

The first one is an example.

Details	Main Idea
Fannie Lou starts to pick cotton at the age of six. Fannie Lou works in the fields all day. Fannie Lou works in the owner's house at night.	(a) Fannie Lou works hard. (b) Fannie Lou lives on a farm.
People must register to vote. People must pass a literacy test. Some white people hurt black voters.	1 (a) It is hard for black people to vote. (b) Black people cannot vote.
The president signs new laws. Black people get more rights. Black and white people use the same public places.	2 (a) People like Fannie Lou's work. (b) Fannie Lou's work brings change.

Activity 3 Invisible Messages



Writers do not always explain everything.

Sometimes, writers expect readers to read between the lines. Writers expect readers to figure out the invisible messages.

Read the writer's words.

Figure out the invisible message.

The writer's words	The invisible message
The farmer charges high prices. Fannie Lou's parents are always in debt.	<i>The farmer keeps black people poor. He does not care about black people. He is greedy.</i>
1. Fannie Lou's family live in a tar-paper shack.	
2. The police say, "Your bus is too yellow." The police arrest the bus driver.	

Activity**4****Fact and Opinion****Read the sentences.****Write (F) for fact or (O) for opinion.**

- Fannie Lou quit school after Grade 6. ____
Fannie Lou was sad to quit school. ____
- Everybody thinks Fannie Lou is a brave woman. ____
Fannie Lou does not leave Ruleville. ____
- Fannie Lou makes a speech on TV in 1964. ____
Fannie Lou likes to make speeches. ____

Good readers know the difference between facts and opinions.

Facts can be proven.

Opinions are personal beliefs.

Activity**5****The Table of Contents****Read each question.****Look at the Contents page in your book.****Which chapter has the answer to the question?****Write the name of the chapter.****Find the answer to the question. Write the answer.**

Good readers use the Table of Contents.

The Table of Contents helps readers find information quickly.

Question	Chapter	Answer
When does the Civil War end?	The Civil War	1865
1. What is the name of the segregation laws in the South?		
2. What does Fannie do for the black people as a civil rights worker?		
3. When does the Voting Rights Act become a law?		

Activity 6 Make a Connection

Read the idea from the story.
Make a connection to your life.

Reading is more than understanding
the ideas on a page.

Good readers connect the ideas
to their lives.



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Idea

Fannie Lou keeps working to register voters. She gives speeches about voting rights. Her speeches give people hope.



Your Life

Look at the chart.
Answer the questions.

Voter Turnout in Last Election

Country	Date	How many voted
Canada	2006	65%
United States	2004	55%

Sources: Election Canada On-Line/Infoplease.com

What do the numbers say about voter turnout
in each country?

Many people do not vote. Why?
Do you vote? Why or why not?

What can these groups do to increase voter turnout?

family	the government
schools	communities

How would Fannie Lou feel
if she saw the numbers in the chart?

• Writing •

Activity **1** Write Your Ideas

Complete these paragraphs about voting.
Use your ideas from page 19.

Your instructor will help you with spelling.

Good writers know that writing is a process.

Good writers think of ideas before they write.

Good writers check their writing.

Paragraph 1

In 2006, only ____ % of people in Canada voted. In 2004, ____ % of people in the United States voted.

Some people do not vote because _____
_____.

Paragraph 2

_____ and _____ might increase voter turnout. In my opinion, it is _____ to vote. I _____ vote.



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Read each paragraph out loud.
Which paragraph do you like better?
Copy the paragraph on the lines.

Check for capital letters and end punctuation.

Activity

2

Organize Ideas



Look at the idea map.

What is the topic of the idea map?

What are the 3 main ideas?

Add these details to the idea map.

Put the number in the correct box.

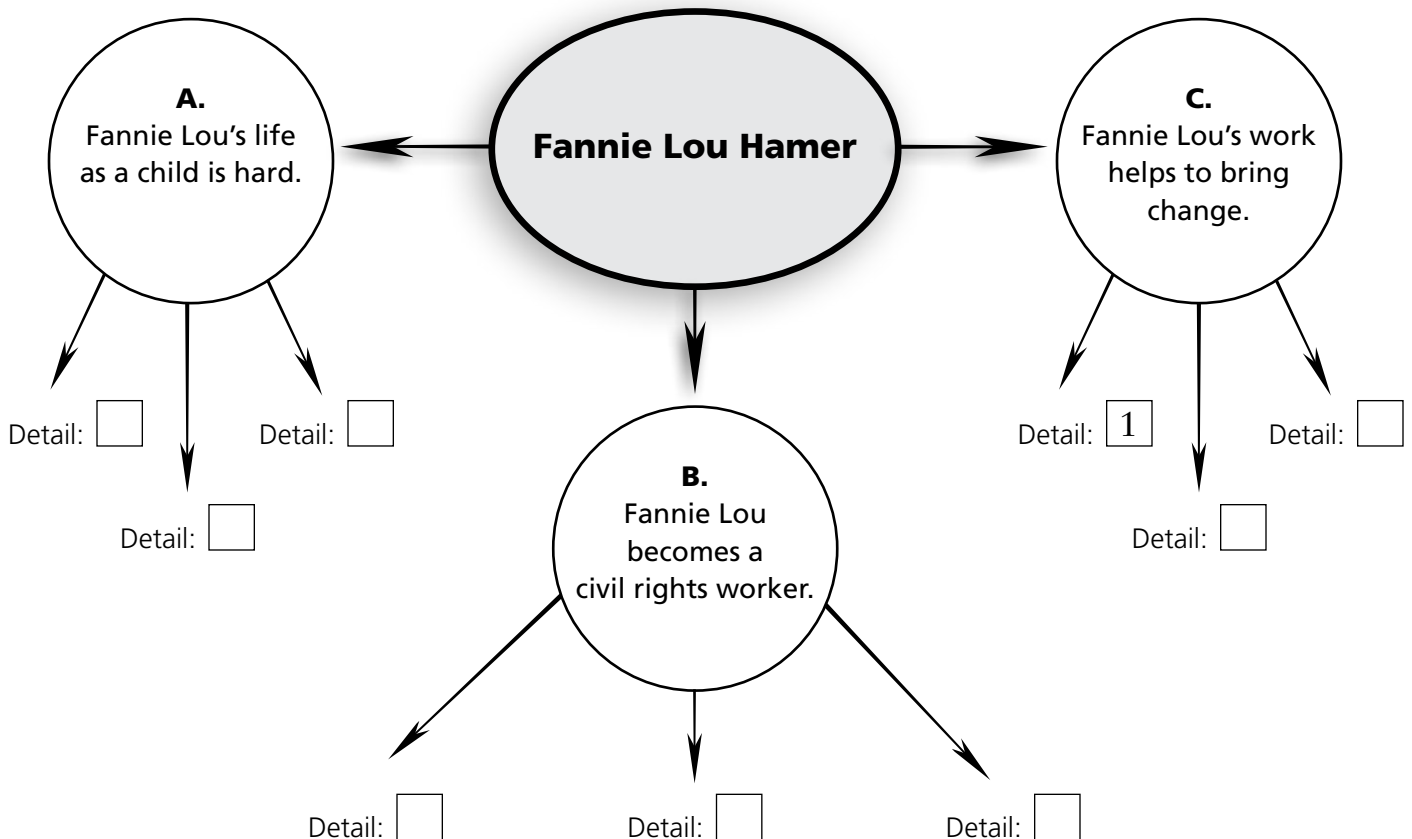
The first one is an example.

Good writers know that writing is a process.

Good writers organize their ideas before they write.

One way to organize ideas is to use a main idea and details.

- ✓ 1. The president signs the Voting Rights Act.
- 2. Fannie Lou works to register voters.
- 3. Fannie Lou has meetings.
- 4. Fannie Lou's family is poor.
- 5. The president signs the Civil Rights Act.
- 6. Fannie Lou works long hours in the fields.
- 7. Fannie Lou speaks about voting rights.
- 8. Black people can vote without fear.
- 9. Fannie Lou has to quit school in Grade 6.



Choose details from the idea map to complete the paragraphs.

Copy the details into the paragraphs.

Paragraph A

Fannie Lou's life as a child is hard. Fannie Lou's family is poor. Fannie Lou _____
_____. She has to _____
_____.

Paragraph B

Fannie Lou _____.
She works to register voters. She _____.
She speaks about voting rights.

Paragraph C

Fannie Lou's work helps to bring change. The president signs the Voting Rights Act and the _____.
Black people _____.

Activity 3 Use Capital Letters and Punctuation 

Read this paragraph.
Add capital letters and end punctuation.

some men want to kill fannie lou
fannie lou stays with friends they live in ruleville
fannie lou does not leave ruleville she is brave

In this activity...

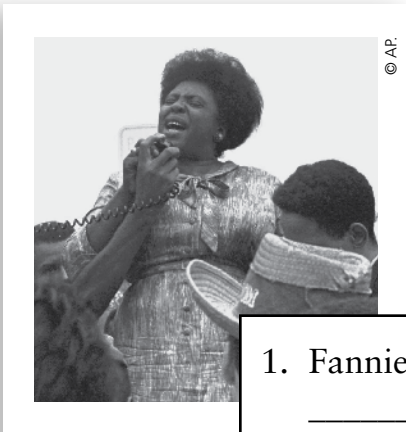
- use capital letters**
at the beginning of a sentence,
with names of people, and
with names of places.
- use punctuation**
at the end of a sentence.

• Word Attack Skills •

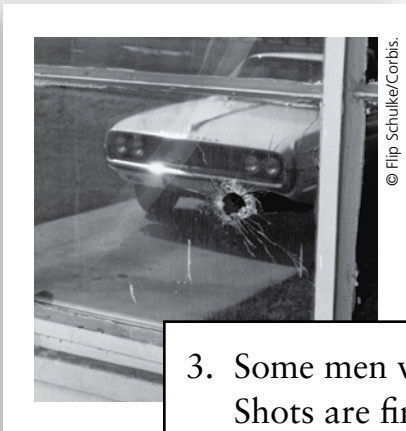
Activity 1 Predict the Word



Complete each sentence.
Use the pictures to predict the word.

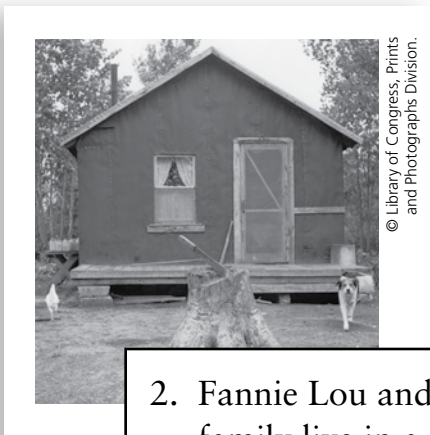


1. Fannie Lou makes a lot of _____.



3. Some men want to kill Fannie Lou.
Shots are fired _____ the window.

Readers see new words all the time.
They need to decode the new words.
Good readers decode words
in different ways.
They use pictures to predict words.
They use meaning clues to predict words.
These are two ways to decode words.



2. Fannie Lou and her
family live in a _____ shack.

Complete each sentence.
Use meaning clues to predict the word.

- 4. Black people cannot eat with white people. Black people and white people cannot _____ together on a bus.
- 5. Fannie Lou's family is poor. They do not have a lot of food. So they are often _____.

Activity 2 Find Common Patterns

Look at each word in the box.
Each word has a common pattern.
Group the words under the correct pattern.

<i>price</i> ✓	<i>bring</i>	<i>face</i>	<i>trace</i>
<i>place</i>	<i>twice</i>	<i>nice</i>	<i>sing</i>
<i>thing</i>	<i>grace</i>	<i>wing</i>	<i>slice</i>

Good readers look for common patterns in words.
This is another way to decode words.

ice

ing

ace

price

Read the sentences in the box.
Circle the words that have one of these patterns:

ice ing ace

Many words have common patterns.
The patterns look and sound the same.

Find the Common Patterns



1. The sharecroppers pay high prices for supplies.
2. Fannie Lou leaves her home twice.
3. Fannie Lou's work helps to bring change.
4. Fannie Lou does many things to help black people.
5. Fannie Lou has to leave her place of work.
6. Fannie Lou lies face down in the cell.

Activity

3

Divide and Conquer



Read these words.

Look for common endings.

Write the base word on the line.

fights fight

treated treat

1. laws _____

2. voter _____

3. goes _____

4. being _____

5. meeting _____

6. owner _____

7. leaves _____

Many words have a base word with a common ending.

Good readers look for base words and common endings

This is another way to decode words.

8. passes _____

9. worked _____

10. speeches _____

Read each sentence out loud.

Circle the words with common endings.

11. Black people are not treated like white people.

12. Fannie is sick of being treated like a second-class citizen.

13. Fannie goes to a church meeting.

14. She passes the literacy test.

15. She leaves her home and family.

16. Fannie fights hard to change the laws.

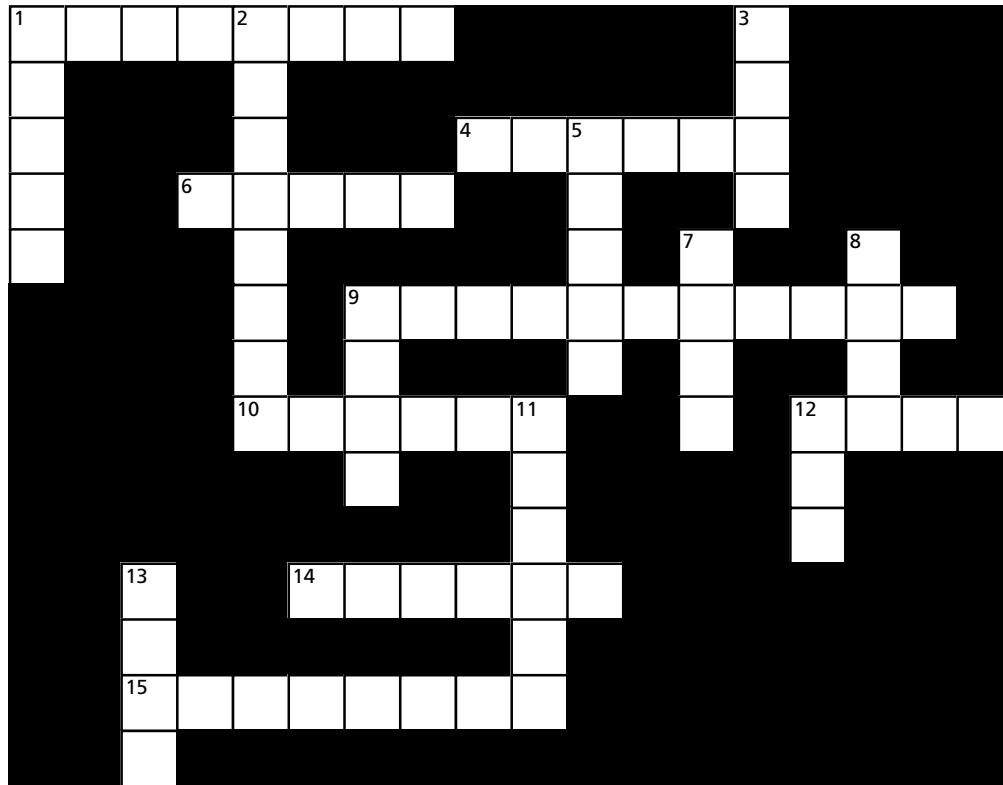
17. Fannie fights to become a voter.

18. Her speeches give people hope.

19. Fannie worked all her life to help black people.

• Crossword •

Fannie Lou Hamer



Crossword Clues

All the answers to the clues are from Fannie Lou Hamer's biography.

ACROSS

1. public talks
4. a crop that farmers grow in the South
6. these rights should be for every person
9. the act of separating a race or class of people from the rest of society
10. civil _____
12. hit again and again
14. colour of a banana
15. a person who does illegal things

DOWN

1. little poor house (rhymes with back)
2. the U.S. had this war (2 words)
3. this has four fingers and a thumb
5. number between two and four
7. criminals go here
8. people do this in an election
9. write your name on something
11. students go here to study and learn
12. public transit
13. not feeling well

Fannie Lou Hamer



1. **Main Idea and Details:** (1) a (2) b
2. **Invisible Messages*:** (1) Fannie Lou's family is poor. (2) The police use any reason to stop black people from voting. Some people do not want black people to vote.
3. **Fact and Opinion:** (1) F/O (2) O/F (3) F/O
4. **Table of Contents:** (1) Life in the South / Jim Crow Laws (2) Civil Rights Worker / Fannie works hard to register black voters (3) New Laws /1965
5. **Organize Ideas:** **Main Idea A** with details 4, 6, 9 **Main Idea B** with details 2, 3, 7 **Main Idea C** with details 1, 5, 8 **Paragraph A:** works long hours in the field / quit school in Grade 6 **Paragraph B:** becomes a civil rights worker / has meetings **Paragraph C:** Civil Rights Act / can vote without fear
6. **Use Capital Letters and Punctuation:** Some men want to kill Fannie Lou. Fannie Lou stays with friends. They live in Ruleville. Fannie Lou does not leave Ruleville. She is brave.
7. **Predict the Word*:** (1) speeches (2) little; poor; old; tar-paper (3) through (4) sit; talk; ride (5) hungry; starving
8. **Find Common Patterns:** (1) prices (2) twice (3) brings (4) things (5) place (6) face
9. **Divide and Conquer:** (1) law (2) vote (3) go (4) be (5) meet (6) own (7) leave (8) pass (9) work (10) speech (11) treated (12) being / treated (13) goes / meeting (14) passes (15) leaves (16) fights / laws (17) fights / voter (18) speeches (19) worked

*Accept any answer that makes sense.

Crossword Solution

