



Juneteenth Jamboree

written by Carole Boston Weatherford
illustrated by Yvonne Buchanan

About the Book

Genre: Realistic Fiction

Format: Paperback, \$10.95
32 pages, 8" W | 10" H

ISBN: 9781600602481

Reading Level: Grade 3

Interest Level: Grades PreK-5

Guided Reading Level: O

Accelerated Reader® Level/Points:
3.6/0.5

Lexile™ Measure: 650L

*Reading level based on the ATOS Readability Formula

Themes: Slavery, Sharing and Giving, Overcoming Obstacles, Home, Holidays/Traditions, US History, Food, Families, Cultural Diversity, Childhood Experiences and Memories, African/African American Interest, Gratitude, Optimism/Enthusiasm, Realistic Fiction, Pride, Collaboration, Texas

Resources on the web:

leeandlow.com/books/juneteenth-jamboree

SYNOPSIS

It's a fine day in June. Cassandra's family has just moved from the city back to her parents' hometown in Texas. Cassie likes her new house, and her new school is okay, but Texas doesn't quite feel like home yet.

What Cassie doesn't know is that her family has a surprise for her—a Texas tradition. As she helps prepare red velvet cake, fried chicken, and piles of other dishes, she wonders what makes June 19th so important. It isn't until Cassie and her family arrive downtown that she discovers what the commotion is about. And, in the process, she realizes that she and her family have indeed come home.

With text and illustrations as warm as a summer day, author Carole Boston Weatherford and artist Yvonne Buchanan bring the African American emancipation celebration of Juneteenth to life for children. Readers of all ages will delight in this declaration of freedom and homecoming.

All guided reading level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.

BACKGROUND

Author's Note from Carole Boston Weatherford

"Juneteenth, a blend of the words 'June' and 'nineteenth,' is an emancipation celebration that is said to have begun on June 19, 1865, when Union Army soldiers arrived in Texas and informed [the enslaved people] that they were free. It took this news two years, six months, and nineteen days after President Abraham Lincoln signed the Emancipation Proclamation to reach the [enslaved people] of Texas. Learning of freedom, the joyful ex-enslaved set out to find family members from whom they had been separated, and finally follow their dreams.

Over the years, different legends have been created to explain the reason for the delay, including the story that the messenger was sent from the nation's capital on mule back. Today, African Americans come together all around the country to celebrate Juneteenth with traditions from the early days, including parades, picnics, music, speeches, crafts, and African dance. It is a celebration of freedom and hope.

In 1980, June 19th was made a legal holiday in Texas." Today, many cities and states around the country recognize Juneteenth as an annual official holiday."

Resources for Teaching about Juneteenth

For additional resources about teaching about Juneteenth, consult the following websites and videos:

- "Teaching Juneteenth" from Learning for Justice <https://www.learningforjustice.org/magazine/teaching-juneteenth>
- "Slavery in America: A Resource Guide" from Library of Congress <https://guides.loc.gov/slavery-in-america/introduction>
- "Lies My Bookshelf Told Me: Slavery in Children's Literature" from Learning for Justice <https://www.learningforjustice.org/magazine/summer-2019/lies-my-bookshelf-told-me-slavery-in-childrens-literature>
- "This Is Why Juneteenth Is Important for America" from The Root <https://www.youtube.com/watch?v=iu6ntwHws5g>
- "Celebrating Juneteenth" from The National Museum of African American History and Culture, Smithsonian <https://nmaahc.si.edu/blog-post/celebrating-juneteenth>

The Civil War

PBS has organized a list of resources from the Library of Congress that offer online collections featuring maps, photographs, speeches, and other primary source documents from the Civil War. Additionally, there are lesson plans and primary source sets for further information and Civil War exploration in the classroom (<http://www.pbs.org/kenburns/civil-war/classroom/resources-librarycongress/>).

The Zinn Education Project also offers a list of free resources, lesson plans, and activities to use with students when teaching about the Civil War. Lesson plans range from election role play, walking tours with maps, and other handouts that contain primary source documents for students to examine (<https://zinnedproject.org/teachingmaterials/?period=1850>).

Slavery

Consult Learning for Justice's "Tongue-Tied" guide (<https://historyexplorer.si.edu/sites/default/files/PrimarySources.pdf>) and "Teaching Hard History: A Framework for Teaching American Slavery" (<https://www.tolerance.org/sites/default/files/2018-02/TT-Teaching-Hard-History-Framework-WEB-February2018.pdf>) for terminology, key concepts, objectives, and appropriate timelines for teaching about slavery correctly, honestly, and accurately.

BEFORE READING

Prereading Focus Questions

(Reading Standards, Craft & Structure, Strand 5 and Integration of Knowledge & Ideas, Strand 7)
(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

Before introducing this book to students, you may wish to develop background knowledge and promote anticipation by posing questions such as the following:

- Why do people hold celebrations? What kinds of moments or events do you think are worth celebrating? Why?
- Do you have a favorite holiday? What is special or important to you about that day? How do you celebrate with friends and family? What things do you do? Are there any specific foods that you eat?
- What do you know about Juneteenth? If students celebrate Juneteenth, how do they celebrate the holiday? If students are unfamiliar with Juneteenth, what do they think it is?
- Ask students what traditions mean to them. What are traditions? Why are traditions important? What are some traditions you (or you and your family) follow or observe each year?
- What is it like to move to a new place? Have you ever moved homes? How did it feel when you started living in your new neighborhood?
- What do you know about the Civil War? What was happening during the second half of the nineteenth century in the United States? What people and events do you know about that are associated with the Civil War?
- What do you know about slavery in the United States? What impact does our history of slavery have on the United States today? What other texts have you read that discuss or involve slavery?
- What does freedom mean to you? What do you think freedom meant during the Civil War? What does freedom mean now, in present-day? What does it mean to your family?

Exploring the Book

(Reading Standards, Key Ideas & Details, Strand 1; Craft & Structure, Strand 5; and Integration of Knowledge & Ideas, Strand 7)
(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

- **Book Title Exploration:** Talk about the title of the book, *Juneteenth Jamboree*. Then ask students what they think this book will most likely be about and whom the book might be about. What do they think might happen? What information do they think they might learn? What makes them think that?
- **Read Carole Boston Weatherford's Biography:** Read about Carole Boston Weatherford at her website <https://cbweatherford.com/>. Carole is an award-winning poet and children's book author. Encourage students to think about how she comes up with new ideas for her books and what her interests might be.
- **Read Yvonne Buchanan's Biography:** Read about Yvonne Buchanan on the *Juneteenth Jamboree* book page (leeandlow.com/books/juneteenth-jamboree). What do you think is involved when someone illustrates a children's book?
- Encourage students to stop and jot in their reading notebooks during the read-aloud when they: learn new information, see a powerful image, have an emotional reaction or an idea, have a question, or hear new words.
- Have students quickly write a feeling in their notebooks during reading. After reading, ask students why they wrote that feeling down and have them write a journal entry about it.

Setting a Purpose for Reading

(Reading Standards, Key Ideas & Details, Strands 1–3)

Have students read to find out:

- how Cassandra feels about moving to Texas
- why Cassandra's family is preparing for a surprise celebration
- what kinds of foods and things Cassandra's family prepares for the celebration
- why Cassandra and her family are celebrating
- how Juneteenth is an important day to remember, acknowledge, and celebrate
- how Juneteenth, the holiday, came to be
- why everyone should learn about Juneteenth

Encourage students to consider why the author, Carole Boston Weatherford, would want to share with young people this story about Juneteenth and the significance of this holiday.

VOCABULARY

(Reading Standards, Craft & Structure, Strand 4)

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

The story contains several content-specific and academic words and phrases that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary below.

Encourage a variety of strategies to support students' vocabulary acquisition: look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, create a specific action for each word, list synonyms and antonyms, and write a meaningful sentence that demonstrates the definition of the word. (Many of the Spanish words can be found in the book glossary, but there are also some that are not included. Students could be encouraged to create a log of these words—they will not be listed here.)

Content Specific

apple cobbler, tater pie, cloves, string beans, Memorial Day, Fourth of July, calico dress, junebugs, square, Juneteenth, President Lincoln, Emancipation Proclamation, fiddlers, corn-husk doll, 'Forever Free,' patchwork quilts, stilts, choir, spirituals, grand marshal, cymbals

Academic

tradition, company, glazing, shooing, freed, rejoiced, weaved, whirled, pealed, midst

AFTER READING

Discussion Questions

After students have read the book, use these or similar questions to generate discussion, enhance comprehension, and develop appreciation for the content. Encourage students to refer to passages and/or illustrations in the book to support their responses. **To build skills in close reading of a text, students should cite textual evidence with their answers.**

Literal Comprehension

(Reading Standards, Key Ideas & Details, Strands 1–3)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strand 4)

1. What does Cassandra think about Texas? What does she miss about the city?
2. What are Cassandra's parents doing in the kitchen? What are they making?
3. Why was Cassandra stumped about the surprise her parents were hiding?
4. Who came over to help Cassandra's parents prepare for the surprise? What kind of food did this person make?
5. How does Cassandra help her aunt prepare for the surprise?
6. What did Cassandra's mother give Cassandra to wear for the surprise? Why did this make Cassandra think her parents were acting funny?
7. Where did Cassandra and her family go?
8. How do Cassandra's parents reveal the surprise? How does Cassandra react?
9. What does Juneteenth mean? What important event happened on June 19th?
10. How does Cassandra think enslaved people reacted after they heard they were freed?
11. Who does Cassandra meet at the picnic table? What are they making?
12. What does the bearded man say about the first Juneteenth? How does Cassandra's father react?
13. What happens at noon on Juneteenth? What does Cassandra see? How are people celebrating?
14. What do the people do with the balloons? What does Cassandra imagine?
15. How does Aunt Bet react to the celebration? What does she say to Cassandra?

Extension/Higher Level Thinking

(Reading Standards, Key Ideas & Details, Strands 2 and 3 and Craft & Structure, Strands 4 and 6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strand 4)

1. What does the title *Juneteenth Jamboree* mean to you after reading? Why do you think Carole Boston Weatherford chose this particular title?
2. How does Cassandra feel about living in Texas? At the beginning of the story, "Texas didn't feel

like home yet" to Cassandra. What are some things she misses about her old home? What are some things she is excited about in her new neighborhood? What do you think it was like for Cassandra to move?

3. Why do Cassandra's parents want to keep the Juneteenth celebration a surprise? Why do you think it was important for Cassandra's family to have a big reveal at the Juneteenth celebration? How was it a momentous occasion for Cassandra's parents and aunt?
4. What were some of the traditions and customs that you observed at the *Juneteenth Jamboree*? What kind of food did Cassandra's family make? What kinds of things did Cassandra see at the Juneteenth celebration in the town square? What were people doing?
5. What does the *Juneteenth Jamboree* symbolize? What did Cassandra learn from her parents and other people in the town square about the Juneteenth holiday? How did they explain the holiday? What did the holiday mean to them? Why was it essential for them to acknowledge and celebrate Juneteenth?
6. How did the Juneteenth holiday come to be? What were the different explanations about the Juneteenth holiday?
7. What was the importance of letting the balloons go at the *Juneteenth Jamboree*? Why do you think everyone wrote their names on pieces of paper that said "Forever Free" and put them inside the balloon? What does this signify? How was this a powerful scene in the story?
8. What kinds of traditions and celebrations does your family take part in? Why are traditions important to your family? What are some of the different customs you observe? Are they around a particular holiday? How do the holiday or celebrations make you feel?

Reader's Response

(Writing Standards, Text Types & Purposes, Strands 1–3 and Production & Distribution of Writing, Strands 4–6)

Use the following questions and writing activities to help students practice active reading and personalize their responses to the book. **Suggest that students respond in reader's response journals, essays, or oral discussion.** You may also want to set aside time for students to share and discuss their written work.

1. What is one big thought that you have after reading this book? Think about the celebration of Juneteenth and the traditions that are part of the holiday. What is your takeaway from this book? What would you tell a friend about this book?
2. What do you think author Carole Boston Weatherford's message is to the reader? Think about possible motivations behind Carole Boston Weatherford writing this book. What do you think she wanted to tell her readers?
3. Have students make a text-to-self connection. What kind of connections did you make from this book to your own life? What do Cassandra's experiences, thoughts, and feelings mean to you?
4. Have students make a text-to-text connection. Did you think of any other stories or books while you read *Juneteenth Jamboree*? Why did you make those connections?
5. Have students make a text-to-world connection. What kind of connections did you make from

this book to what you have seen in the world, such as on television, in a newspaper, or online? Why did this book make you think of that?

6. What does freedom mean to students after reading? After reading *Juneteenth Jamboree*, what does freedom mean to you? Why?
7. Why are traditions and celebrations important to you? What are some memories you have of traditions and/or celebrations you share with family and friends?

ELL Teaching Activities

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–6)
(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

These strategies might be helpful to use with students who are English Language Learners.

1. Assign ELL students to partner-read the story with strong English readers/speakers. Students can alternate reading between pages, repeat passages after one another, or listen to the more fluent reader. Alternatively, ELL students could read the larger text and strong English readers/speakers, the smaller text.
2. Have each student write three questions about the story. Then let students pair up and discuss the answers to the questions.
3. Depending on students' level of English proficiency, after the first reading:
 - Review the illustrations in order and have students summarize what is happening on each page, first orally, then in writing.
 - Have students work in pairs to retell either the plot of the story or key details. Then ask students to write a short summary, synopsis, or opinion about what they have read.
4. Have students give a short talk about celebrations and what it means to enjoy a holiday celebration with family and friends.
5. The book contains several content-specific and academic words that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary. Expose English Language Learners to multiple vocabulary strategies. Have students make predictions about word meanings, look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, list synonyms and antonyms, create an action for each word, and write a meaningful sentence that demonstrates the definition of the word.
6. Please note this book is also available in Spanish: *¡Celebremos Juneteenth!* <https://www.leeandlow.com/books/celebremos-juneteenth>.

Social and Emotional Learning

(Reading Standards, Key Ideas & Details, Strands 1-3 and Craft & Structure, Strands 4-6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1-3 and Presentation of Knowledge & Ideas, Strand 4)

(Writing Standards, Text Types & Purposes, Strands 1-2 and Production & Distribution of Writing, Strands 4-6)

(Language Standards, Vocabulary Acquisition & Use, Strands 6)

Social and emotional learning involves being aware of and regulating emotions for healthy development. In addition to understanding one's own feelings, strong socio-emotional development allows individuals to develop empathy for others and to establish and maintain relationships.

Use the following prompts to help students study the socio-emotional aspects of this book.

1. How do Cassandra's parents act throughout the story? How does Juneteenth make them feel? Provide evidence from the text to demonstrate their emotions and how they act when they're preparing for and attending the *Juneteenth Jamboree*.
2. Select an illustration and describe what emotions are being conveyed. How can you tell that particular emotion is being shown in the illustration?
3. Choose an emotion that interests you: happiness, sadness, fear, anxiety, faith, hope, or perseverance. Discuss or write about what that emotion looks like in *Juneteenth Jamboree*.
4. Have students chart Cassandra's emotions over the course of the story. How does she feel at the beginning of *Juneteenth Jamboree* when she is reflecting on her new home? What about when her aunt comes to prepare for the celebration? How about when Cassandra arrives at the *Juneteenth Jamboree*? How does she feel at the end of the story, particularly about her new neighborhood? Use the illustrations as a visual reference and a way to tap into students' visual literacy skills.

INTERDISCIPLINARY ACTIVITIES

(Introduction to the Standards, page 7: Students who are college and career ready must be able to build strong content knowledge, value evidence, and use technology and digital media strategically and capably)

Use some of the following activities to help students integrate their reading experiences with other curriculum areas. These can also be used for extension activities, for advanced readers, and for building a home-school connection.

English/Language Arts

(Reading Standards, Key Ideas and Details, Strands 1-3, Craft and Structure, Strands 4-6, Integration of Knowledge & Ideas, Strands 7-9, Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1-3, Production & Distribution of Writing, Strands 4 and 6, Research to Build & Present Knowledge, Strands 7-9, Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3, Presentation of Knowledge and Ideas, Strands 4-6)

- **Reflect on the celebration of *Juneteenth Jamboree* and have students write about their own traditions and celebrations they have with family and friends.** After reading *Juneteenth Jamboree*, students may elaborate on some customs and traditions that are special to them, whether students celebrate or have celebrated Juneteenth or want to write about a different occasion. Do they have a particular holiday or celebration during the year that's important to their family and/or friends? What kinds of things do they do? Do

they make any particular foods or other objects? Students may share their own writing with a partner, a small group, or the whole class. Students may also choose to accompany their piece with an illustration or artwork of their choosing.

- **Conduct a unit comparing other children's books about Juneteenth.** The New York Public Library offers a list of books about Juneteenth for children (<https://www.nypl.org/blog/2019/06/18/juneteenth-kids-books>). If possible, borrow these books from the local public library or school library and compare and contrast the books. How does each book explain the Juneteenth holiday? How do the people in each of the books celebrate Juneteenth? What are their different customs and traditions, and how are they similar or different from the way Cassandra and her family observe? What new information did students learn from each of the books? Students may use a graphic organizer to manage their thoughts and ideas and write a compare and contrast essay afterward.
- **Conduct an author study on the award-winning author of *Juneteenth Jamboree*, Carole Boston Weatherford.** Carole Boston Weatherford has written many books about important African American historical figures and events, such as *Unspeakable: The Tulsa Race Massacre*, *Respect: Aretha Franklin, Queen of Soul*, *Freedom in Congo Square*, *Schomburg: The Man Who Built a Library*, *Moses: When Harriet Tubman Led Her People to Freedom*, and *Voice of Freedom: Fannie Lou Hamer, Spirit of the Civil Rights Movement*. The entire list of her books can be found at her website (<https://cbweatherford.com/>). Select books that are available in your public or school library for the author study. What do students notice that is similar in Carole Boston Weatherford's books? What is different? What do students observe about her topic choices? What is her writing and poetic style like? How/Why do you think the author was inspired to write her books? Students may write a compare and contrast essay analyzing the books chosen for the author study.
- **Write a letter to the federal government about making Juneteenth an official holiday.** Ask students to write their answers to the following questions: Why is Juneteenth important? Why should Juneteenth be a national holiday? How is Juneteenth celebrated across the country? Why is it critical to learn about Juneteenth and its historical implications? Students may share their letters with the class.
- **Generate a discussion about how we learn about the past.** When students volunteer that we learn by reading books, ask them about other ways to learn about history, such as songs, poems, interviews, or family stories. Discuss oral histories and interviews as a way to learn about past times and events by people who lived at the time of the events. Have students use oral histories to find out more about their own family histories.
- **Hold a Juneteenth celebration in your respective educational setting.** Have students use *The New York Times* article entitled "This Is How We Juneteenth" for additional information ([nytimes.com/article/juneteenth-celebration-history.html](https://www.nytimes.com/article/juneteenth-celebration-history.html)). After reading *Juneteenth Jamboree* and conducting additional research from literature and history about the holiday, how do students want to celebrate it in their classroom or library? What do they want to include as part of the celebration? Even if school is not in session on June 19, select a date to honor the holiday and acknowledge its importance in our country's history.

Social Studies/Geography

(Reading Standards, Key Ideas and Details, Strands 1–3, Craft and Structure, Strands 4–6, Integration of Knowledge & Ideas, Strands 7–9, Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1–3, Production & Distribution of Writing, Strands 4 and 6, and Research to Build & Present Knowledge, Strands 7–9, Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strands 4–6)

- **Create a unit on the history of Juneteenth.** With resources such as these, have students work in small groups to create informational posters about Juneteenth. Ask them to reflect on what it was like to read nonfiction articles about Juneteenth in comparison to reading a fictionalized account, such as *Juneteenth Jamboree*. The posters may contain photographs and other primary source documents about Juneteenth. Students may present their ideas to the whole class.

 - Smithsonian's National Museum of African American History and Culture's "The Historical Legacy of Juneteenth" (<https://nmaahc.si.edu/blog-post/historical-legacy-juneteenth>) contains more information about the story behind Juneteenth as well as historical documents, such as the Emancipation Proclamation, that are critical to this holiday.
 - Henry Louis Gates Jr. wrote the article "What Is Juneteenth" for PBS (<https://www.pbs.org/wnet/african-americans-many-rivers-to-cross/history/what-is-juneteenth/>). It provides more history and backmatter behind the holiday that celebrates the emancipation of enslaved people in the United States.
 - *The New York Times* article "So You Want to Learn About Juneteenth?" also contains additional resources and context (<https://www.nytimes.com/article/juneteenth-day-celebration.html>).
 - Learning for Justice's "Teaching Juneteenth" has critical resources, lesson plans, and ideas for ways to discuss Juneteenth with students (<https://www.learningforjustice.org/magazine/teaching-juneteenth>).
- **Food is a meaningful part of the Juneteenth celebration.** Have students study the importance of specific foods and drinks that are consumed at Juneteenth celebrations (<https://www.nytimes.com/2017/06/13/dining/juneteenth-food-slavery-abolition.html>). Investigate why red foods are also important to Juneteenth: what does the color red signify? *The Los Angeles Times* also has an article, "How a Texan showed L.A. the way to celebrate Juneteenth" (<https://www.latimes.com/food/story/2020-06-18/juneteenth-picnic-foods-jonathan-leonard>), that contains additional information about food and celebrations surrounding Juneteenth. Have students present their findings and what they learned about the different foods that people may prepare for Juneteenth celebrations.
- **Investigate why Texas is critical to the Juneteenth holiday.** In 1980, Texas was the first state to make Juneteenth an annual holiday. Why is Texas such an important state for Juneteenth? Why did Juneteenth originate in Texas? How does Texas play a geographic, economic, and political role in the creation of Juneteenth? How do people in Texas honor and celebrate Juneteenth today? Have students research from newspaper and reputable online articles to find out more (<https://www.texastribune.org/2020/06/19/juneteenth-texas-emancipation-day/>).

- **Study the Emancipation Proclamation and the history behind the document.** EDSITEment! has a lesson plan about how to introduce and teach the Emancipation Proclamation (<https://edsitement.neh.gov/lesson-plans/emancipation-proclamation-freedoms-first-steps>). The actual transcript to the Emancipation Proclamation can be found at the following source (<https://www.ourdocuments.gov/doc.php?flash=false&doc=34&page=transcript>). Students may also watch a reading of the Emancipation Proclamation in Galveston, Texas (<https://www.pbs.org/newshour/nation/watch-live-juneteenth-reading-of-emancipation-proclamation-in-galveston-texas>). Ask students to connect their findings back to *Juneteenth Jamboree* and how Cassandra, her family, and other people at the celebration felt about this day. Why is Juneteenth so important to African Americans? Why?

Arts/Media

(Reading Standards, Key Ideas and Details, Strands 1–3, Craft and Structure, Strands 4–6, Integration of Knowledge & Ideas, Strands 7–9, Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1–3, Production & Distribution of Writing, Strands 4 and 6, Research to Build & Present Knowledge, Strands 7–9, and Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strands 4–6)

- **Have students conduct a research study on spirituals Information about spirituals can be found here:** (<https://www.loc.gov/collections/songs-of-america/articles-and-essays/musical-styles/ritual-and-worship/spirituals>). A spiritual is a type of religious folksong closely associated with the enslavement of African people in the American south. Spirituals are a big part of Juneteenth celebrations. Why are spirituals important? What do they sound like? Classical MPR also has a Juneteenth playlist that also addresses spirituals (<https://www.classicalmpr.org/story/2019/06/17/juneteenth-playlist>).
- **Research and view Juneteenth parades all across the country.** The Philadelphia Juneteenth parade can be seen here (<https://www.classicalmpr.org/story/2019/06/17/juneteenth-playlist>) and other photographs and videos of celebrations can be seen in the article “Juneteenth: The 155-year-old Holiday's History Explained” (<https://www.cnb.com/2020/06/15/what-is-juneteenth-holidays-history-explained.html>). Students may compile photographs and videos to put together in a visual presentation and compare and contrast the parades and celebrations that happen all around the country. What are the Juneteenth parades like in different cities and states? What are some things students notice at each parade? How do the people look? How do students think the people who are celebrating feel? Display the photographs and other artifacts around the classroom for all students to see.
- **Encourage students to select an illustration in *Juneteenth Jamboree* that resonated with them the most.** Have students write a reflection about the illustration. What stood out to them? How did the image make them feel? What did it make them think about?

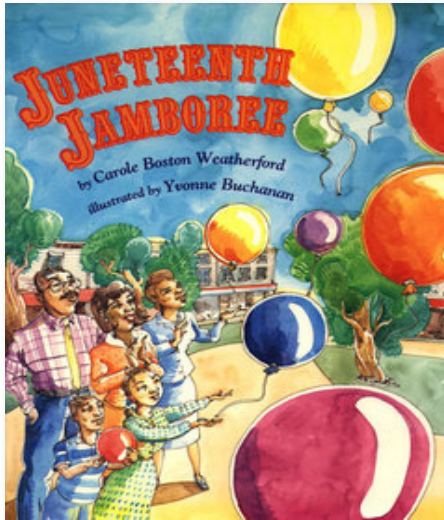
School-Home Connection

(Reading Standards, Integration of Knowledge and Ideas, Strands 7 and 9)

(Writing Standards, Text Types & Purposes, Strands 1-3, Production & Distribution of Writing, Strand 4, and Research to Build & Present Knowledge, Strands 7-9, Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3, Presentation of Knowledge and Ideas, Strands 4-6)

- **For students who celebrate or have celebrated Juneteenth with their families, ask how they celebrated and what is special to them about the Juneteenth celebration.** Why is Juneteenth an important holiday in their family? What do they like to do on Juneteenth? Do they make anything special? How have they celebrated Juneteenth in the past?
- **For families looking to learn more about Juneteenth, send home a copy of *Juneteenth Jamboree* (if possible) as well as the resources from the Background Information section of this guide.** Encourage families to research Juneteenth online, learn about its significance, and read more about how to honor and acknowledge Juneteenth in the future.
- **Provide students and their families with Carole Boston Weatherford's website address (<https://cbweatherford.com/>).** If possible, have students and families look at Carole's books at the public library, their school library, or online videos with Carole reading her books aloud. For example, Carole reads Schomburg: The Man Behind the Library at this link (https://www.youtube.com/watch?v=Uw-jYcXz_-0). What is unique about Carole's books? How are families and students inspired by her works, especially when learning about important African American historical figures?



Ordering Information

General Order Information:

leeandlow.com/contact/ordering

Secure Online Ordering:

leeandlow.com/books/juneteenth-jamboree

By Phone: 212-779-4400 ext. 25

By Fax: 212-683-1894

By Mail:

Lee & Low Books, 95 Madison Avenue,
New York, NY 10016

ABOUT THE AUTHOR

Carole Boston Weatherford is a poet and writer of numerous children's books, including *Moses: When Harriet Tubman Led Her People to Freedom*, *Dear Mr. Rosenwald*, *The Sound That Jazz Makes*, and Lee & Low's *Jazz Baby*. She is a contributing poet to Lee & Low's *In Daddy's Arms I Am Tall* and *I Remember: Poems and Pictures of Heritage*. Weatherford was an NAACP Image Award finalist for her book *The Sound That Jazz Makes*. She lives in High Point, North Carolina, with her family. *Juneteenth Jamboree* was her first book.

ABOUT THE ILLUSTRATOR

Yvonne Buchanan is a versatile artist whose political illustrations have appeared in the *New York Times*, *Washington Post*, and *Los Angeles Times*. She also created the award-winning animated children's video, "Follow the Drinking Gourd: The Story of the Underground Railroad." Buchanan lives in Syracuse, New York.

REVIEWS

"Weatherford does an excellent job of explaining what this holiday is, and what it means to African Americans. Buchanan's . . . illustrations add a joyous and celebratory touch. . . . A wonderful way to introduce this unique holiday." – *School Library Journal*

"Festive and full of mirth, [Buchanan's] fluid, motion-packed lines put a visible spring in her characters' steps, and her palette is as summery as lemonade and blue skies." – *Publishers Weekly*

"This touching story's factual information is enlivened with unforced family warmth and bustle. The festive mood carries over to the bouncy watercolor illustrations." – *Parenting*

ABOUT LEE & LOW BOOKS

LEE & LOW BOOKS is the largest children's book publisher specializing in diversity and multiculturalism. Our motto, "about everyone, for everyone," is as urgent today as it was when we started in 1991. It is the company's goal to meet the need for stories that children of color can identify with and that all children can enjoy. The right book can foster empathy, dispel stereotypes, prompt discussion about race and ethnicity, and inspire children to imagine not only a world that includes them, but also a world where they are the heroes of their own stories. Discover more at leeandlow.com.