

***Who is Ruby Bridges?  
A story of integration!***

## Some web resources about Ruby Bridges

- [http://en.wikipedia.org/wiki/Ruby\\_Bridges](http://en.wikipedia.org/wiki/Ruby_Bridges)
- <http://www.biography.com/people/ruby-bridges-475426#awesm=~oCK7n02A09oxnx>
- <http://aprojectforkindness.wordpress.com/2013/11/15/ruby-bridges/>
- <https://www.nwhm.org/education-resources/biography/biographies/ruby-bridges/>
- [http://www.softschools.com/timelines/ruby\\_bridges\\_timeline/49/](http://www.softschools.com/timelines/ruby_bridges_timeline/49/)

**First task (work in pair)**

*Searching for Ruby Bridges*

**Search for biographical information about Ruby Bridges following these topics:**

- **Ruby Bridges and her early life: birth and childhood**
- **Ruby Bridges in an all-white elementary school: what happened and what it changed**
- **Ruby Bridges and her recent contribution**

**Second task (work in  
pair)**

*Complete this biography of Ruby Bridges*

## The story of Ruby Bridges

- Born in \_\_\_\_\_ in Mississippi, Ruby Bridges moved with her family to \_\_\_\_\_ when she was \_\_\_\_\_. In spring of 1960, Bridges was one of six \_\_\_\_\_ children in New Orleans to pass the test that determined they could go to the \_\_\_\_\_ school.
- Ruby was the only one assigned to William Frantz, an \_\_\_\_\_ school. Her \_\_\_\_\_ was initially reluctant, but her \_\_\_\_\_ finally convinced him to let \_\_\_\_\_ go to the \_\_\_\_\_, not only to give her a better education, but "for all African-American children".
- On 14th November 1960, Ruby went to school escorted by \_\_\_\_\_.
- As soon as Bridges entered the school, \_\_\_\_\_ pulled their own \_\_\_\_\_ out; all the \_\_\_\_\_ refused to teach while a black child was enrolled. Only one person agreed to teach Ruby: \_\_\_\_\_ and for over a year taught her alone "as if she were teaching a whole class."

- \_\_\_\_\_ Robert Coles volunteered to provide counseling to Bridges during her first year at \_\_\_\_\_ : he met with \_\_\_\_\_ weekly in the Bridges home, later \_\_\_\_\_ a children's book, *The Story of Ruby Bridges*.
- The \_\_\_\_\_ family suffered for their decision to send her to William Frantz Elementary: her \_\_\_\_\_ lost his job and her \_\_\_\_\_ were turned off their land.
- Bridges, now Ruby Bridges Hall, still lives in \_\_\_\_\_ with her \_\_\_\_\_, Malcolm Hall, and their four \_\_\_\_\_. For 15 years she \_\_\_\_\_ as a travel agent, later becoming a full-time parent. In \_\_\_\_\_ she \_\_\_\_\_ the Ruby Bridges Foundation to \_\_\_\_\_ "the values of tolerance, respect, and appreciation of all differences".
- In \_\_\_\_\_ \_\_\_\_\_ Ruby Bridges was awarded the \_\_\_\_\_ \_\_\_\_\_ Medal by President \_\_\_\_\_.
- In \_\_\_\_\_ she met with President \_\_\_\_\_ \_\_\_\_\_, when the painting of Ruby Bridge by \_\_\_\_\_ \_\_\_\_\_ has been posted on a display of the \_\_\_\_\_.

**Third task (work in pair)**

*How to write the biography of Ryan Reynolds*

## **The chapters of the biography of Ruby Bridges**

- **Ruby Bridges and her early life: birth and childhood**
- **Ruby Bridges in an all-white elementary school: what happened and what it changed**
- **Ruby Bridges and her recent contribution**

	<b>EXCELLENT (10)</b>	<b>GOOD (9-8)</b>	<b>FAIR (7-6)</b>	<b>POOR (5)</b>
<b>CONTENT</b>	All the parts of the project are included with correct descriptions and precise facts. The assignment is perfectly understood.	Something in the project and description is missing. The assignment lacks minor understanding.	Some important facts are missing. The assignment has been partially understood.	Many/all facts are missing and descriptions are not sufficiently given. The assignment has not been correctly understood.
<b>Written ORGANISATION</b>	The project organisation is clear and the text is well written, easy to understand.	The project organisation is clear on the whole, although there are little errors in the text.	The project organisation is sufficiently clear, but several errors make sometimes difficult to understand the text.	The project is unclear and is hard to understand.
<b>Oral PRESENTATION</b>	Students speak fluently and in a clear way.	Students speak clearly with few mistakes.	Students speak sufficiently clearly, although with several mistakes.	Students speak with many mistakes, making the communication hard to understand.
<b>Group work</b>	All group members participated equally.	All the group members participated but some of them with more value.	All the group members participated, although with strong differences in value.	Only a minority of students participated actively.