

2008 Virginia Women in History

LESSON IDEAS BASED ON THE VIRGINIA STANDARDS OF LEARNING

*Connections to: History, Social Science, Civics, World Geography,
World History, English, Visual Arts*

Grade Level: Kindergarten – Grade 12

We hope that the Virginia Women in History project can become a part of your classroom curriculum. Below you will find a number of activities that tie the women honored on the 2008 poster to content covered by the Virginia Standards of Learning. You can also find more activities, primary sources, maps, and handouts online at the virtual component of the project: <http://lva.virginia.gov/vw2008/>.

ACTIVITIES FOR ALL AGES:

Research other important Virginia women and nominate someone for the 2009 poster! See the nomination form and directions for more information. Keep in mind that there are many significant female figures to choose from, and past honorees will not be recognized again. Students at all grade levels are encouraged to participate.

Before having your students study the Virginia Women in History poster, have them complete the Anticipation Guide. After reading and studying the poster, have them review the Anticipation Guide, correct their answers, and discuss their discoveries.

After reviewing the Virginia Women in History poster, have students complete the “Degrees of Separation” Activity Sheet to see how much they remember and understand about the lives of the eight honorees. “Degrees of Separation” refers to the idea that, no matter how different we think we are, each person is a few steps away from each person in history, and in turn they are only a few steps away from another person. With a little work, you can discover that many people have similar interests, challenges, and circumstances that they face in life. It is these commonalities that can connect us all. Challenge your students to connect the 2008 women in Virginia history as quickly as possible with as few links as possible. They must use all eight women and connect them in eight steps or fewer.

The following is an example of a successful connection:

- Lady Berkeley was her husband’s confidante during Bacon’s Rebellion involving the **Indians**.*
- Edith Turner (Wané Roonseraw), was an **Indian** who acted as a foster mother for Nottoway **children**.*
- Lucy Goode Brooks helped set up a **children’s** orphanage.*
- Providencia Velazquez Gonzalez introduced the custom of celebrating Epiphany, a **religious** Catholic celebration, with a **children’s** festival.*
- Patricia Buckley Moss helped famine-struck African countries through a Mennonite, a **religious** group, African relief fund.*

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- Isabel Wood Rogers was a moderator of the **General Assembly** of the Presbyterian Church (USA), a **religious** group.
- Elizabeth Bermingham Lacy was elected by the Virginia **General Assembly** and advised lawyers to **write** in plain English.
- Sharyn McCrumb **writes** myths and legends of the Appalachia region.

Start the class with a walk through history and tell students about a different woman honored on the 2008 poster for each of the first eight classes during March. This will give the students an introduction to the honorees for other projects throughout the month. Have students make their own 2008 Virginia Women in History “HER-Story” Book using the provided template.

Divide into groups and have students write a one-act play with one of the above moments in the 2008 Virginia Women in History’s lives as a theme.

If you want to learn more about women in Virginia’s history, read Suzanne Lebsock's book *Virginia Women, 1600–1945: “A Share of Honour”* (1987).

Social Science K.1, 1.2, 1.3

Share the stories of 2008 Virginia Women in History with your students to help them connect with the people and events of the past. Explain that we have Women’s History Month to honor important female figures.

Social Science K.2, 2.3

Talk about how these women’s lives were and are different from the lives of your students.

- Francis Culpeper Stephens Berkeley Ludwell petitioned the king and influenced politics at a time when only men were supposed to do those things.
- Edith Turner (Wané Roonseraw) was considered the chief of her people and one of the last speakers of the Nottoway (Cheroenhaka) language. She did what she could to pass on traditions of the Nottoway people to the younger generation. Today the languages once spoken by Virginia Indians are mostly forgotten. What traditions, stories, songs, or even recipes have been passed through your family?
- Lucy Goode Brooks experienced the life of a slave and witnessed life after emancipation. Today everyone in the United States has the pleasure of being born free. What might her life have been like as a young girl?
- From a young age, Providencia Gonzalez has made personal sacrifices to help those in need, including immigrants and the elderly. What have you done to help others?
- As a child, Isabel Wood Rodgers grew up with leaded gas and automobiles emitting high levels of exhaust because there was no Environmental Protection Agency. As an adult, Rodgers advocated safeguarding our natural resources.
- Patricia Buckley Moss had dyslexia when she went to school. Very little was then known about learning disabilities of this nature. Do you know anyone with a learning disability? What can they do or what have they done to overcome their challenges? Where can

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people go to get help? Note the fact that Pat Moss uses some of the money from the sale of her art to support children who have her same learning disability.

- Elizabeth Bermingham Lacy grew up watching television shows like *Leave it to Beaver* (1957) and *Dick Van Dyke Show* (1961) in which the mother traditionally stayed at home, but in spite of this influence, she chose to enter a male-dominated professional field.
- Sharyn Arwood McCrumb learned from listening to stories, myths, and legends. Today many people devote their free time to television programs, movies, and video games. What traditions, stories, songs, or even recipes have been passed through your family?

Social Science K.3, K.4, 1.4, 2.4, 3.6

Look at a Virginia map and find the locations associated with the 2008 Virginia Women in History. Are they near the coast? Are they far from the capital? Do you see mountains or rivers?

Social Science K.8, 1.10, 1.12, 2.10, 2.12

Talk about ways in which individual people can give back to the community. Edith Turner (Wané Roonseraw) and Lucy Goode Brooks served children throughout their lives, one being a foster mother and the other opening an orphanage. Patricia Buckley Moss has helped famine-struck African countries and continues to give to charities. Isabel Wood Rogers constantly gave back to the community by instructing and encouraging students her entire life. Develop a class project in which your students can give back to the community.

Social Science 1.1

Using the handouts provided, allow the students to cut and paste the images of the eight VWIH honorees on a timeline in chronological order based on date of birth.

Social Science 1.12, 2.12, 3.12

Discuss with your students the meanings of customs and traditions. Have your students give examples of traditions Americans have today or customs students might have in their own families. Study Providencia Velazquez Gonzalez with your class. What customs and traditions did she bring with her from Puerto Rico? Are there any benefits to having a nation full of diverse cultures? What unites America as a nation if we are comprised of so many diverse groups? What can we do to help everyone get along? Have your students research the Puerto Rican culture and plan a class celebration based on a Puerto Rican national holiday. Enhance lesson by having students read books about Puerto Rican life.

Social Science 2.2, English 1.1, 1.12, 2.3, 2.11, 3.2, 3.10

Study Edith Turner (Wané Roonseraw) and the Nottoway (Cheroenhaka) tribe with your class. Have students find location of the tribe on a Virginia map. Was it located along the coast, or in the mountains? How does the tribe location effect how Turner and her tribal members survived? Turner was a chief. What does that say about the position of power for women in American Indian cultures? How did Turner keep Cheroenhaka traditions alive? How can we keep these traditions from going extinct?

One way Edith Turner (Wané Roonseraw) helped keep Nottoway (Cheroenhaka) traditions alive was providing her native vocabulary to surveyor John Wood in 1820. Refer to the English-

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Nottoway (Cheroenhaka) Vocabulary Sheet. Have students write and illustrate and story about the life and times of Turner. Students should use at least ten words from the list in their story. Stories should discuss Indian life ways that students learned through studying the Nottoway (Cheroenhaka) people.

Virginia Studies:

VS.1, VS.2

Look at the Virginia map and identify where the 2008 Virginia Women in History live or lived. Where do the women fit into the five geographic regions of Virginia? What land or water features can you recognize?

VS.3

Have students investigate relations between the English and Virginia Algonquins by studying Bacon's Rebellion. Sir William Berkeley, governor of Virginia, refused to allow Nathaniel Bacon and frontiersmen to take action against Indian tribes. Men living on the frontier demanded that Indians be driven back or killed. As a result a form of civil war broke out. Frances Culpeper Stephens Berkeley Ludwell traveled to England and petitioned the king on Sir William Berkeley's behalf. Have your students imagine they are Lady Berkeley. What would you say to the king? Would you have supported your husband's decisions or not? Introduce the transcription of Lady Berkeley Petition. Why does she say that her husband could not be available to meet with the king in person? What does she request?

When Frances Culpeper Stephens Berkeley Ludwell returned to the Virginia colony in 1677 she was accompanied by Herbert Jeffreys, one of the royal commissioners sent to investigate the rebellion, as well as serve as her husband's replacement. Have your students write a letter from Lady Berkeley to her husband. In the letter students should describe the English and Indian relations that led up to Bacon's Rebellion, what she has told Jeffreys, and what her recommendation is to her husband.

VS.1, VS.9

Edith Turner (Wané Roonseraw) witnessed Indian lands, population, and traditional ways of life diminish. Lucy Goode Brooks grew up a slave and lost a daughter to the slave trade. Providencia Gonzalez served on a task force leading to the development of a human rights commission in Prince William County. Elizabeth Birmingham Lacy was the first woman to serve on the Virginia Supreme Court. Isabel Wood Rogers believed in the ethical treatment of all people and the full participation of women in all parts of society. Have students compare and contrast these women's lives. How are their lives the same? How are they different? Address the effect that segregation and/or discrimination had on these women and their work toward an integrated society.

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VS.1, VS.4, VS.5

Edith Turner (Wané Roonseraw) was born during the French and Indian War, and lived through the Revolutionary War. What position would you have taken on the onset of the Revolutionary War if you had been Turner? What was the relationship between the English and the Virginia Indians prior to the war? Did the war help the Virginia Indians or did it hinder them in the preservation of their culture? What was the result of the war on the Virginia Indians?

VS.1, VS.6

Have students read and attempt to transcribe the Nottoway Petition of 1821. Once they have made the attempt, provide them with the transcription of the document and ask them to analyze it. What was Edith Turner's position within the Nottoway (Cheroenhaka) tribe? For what were they asking? What was the reason for their claim? Why did the Nottoway (Cheroenhaka) make sure to state that they were not interested in suffrage? What effect did they believe it would have on their petition? Given the history of Virginia Indians and the reality of English settlement, what does this document represent? What types of transitions were the Nottoway making? What is unique about the signatures on the page?

VS.7, VS.8

Lucy Goode Brooks was born into slavery and lived through the Civil War and the coming of the emancipation. Present students with the 1862 register that indicates the emancipation of Brooks and her children. Ask them to read the original document, and then present them with the transcription. What is the date of the register entry? For how much were Brooks and her children purchased? What were the children's names? Who purchased them (refer to the biographical sheet)? What does the word *manumit* mean? Why does the register indicate that "the increase to the females" will also be free?

Have students read the Emancipation Proclamation. Knowing that Lucy Goode Brooks freed her family, how do you think she felt about emancipation? Did the document change her day-to-day life?

What were the effects of Reconstruction on the lives of people like Lucy Goode Brooks? Compare and contrast organizations such as the Freeman's Bureau, the American Missionary Association, and the Friend's Asylum for Colored Orphans. Which type of organization provided the most benefit to the African American community? Have your students plan and design an organization whose goal is to assist the numerous displaced communities after the U. S. Civil War. The organization should have a name, a written mission statement, a plan of action, and a description of how the plan will be carried out.

VS.10

Have students identify the three branches of Virginia government and the function of each. In what branch of the government did Elizabeth Bermingham Lacy serve? How did she receive her last position? What important decisions did she make, and how were those decisions affected by the two other branches of Virginia government? At the time of her retirement there were three other women serving on the Supreme Court. Who are those women, and how are they alike and different from Lacy?

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Elizabeth Bermingham Lacy made numerous decisions throughout her career. Have students research a decision and debate the pros and cons of one case heard before Judge Lacy and the other members of the Virginia Supreme Court, *Wilkins v. West* (2002).

English K.3, K.11, 1.1,1.12, 2.3, 2.11, 3.2, 3.10, 4.2, 4.7

Sharyn Arwood McCrumb has equated her books to quilts in that she likes to “take brightly colored scraps of legends, ballads, fragments of rural life, and local tragedy . . . piece them together into a complex whole.” Have each student orally present a family story, or story they have heard through the years. The story does not have to be necessarily true but can be a family legend or something that is based on truth. Each student should be assigned a partner. When a student is presenting his or her story the partner should be taking notes on the story. After all presentations are made, each student should write a story based on his or her partner’s family legend. The story should be similar to the legend, however the new authors need to re-create the story and make it their own. For older students, partners can work together in editing stories. Each student should provide an illustration for the story. The illustrations and stories can then be used to create a classroom writing quilt by taking each student’s work and piecing them all together.

Read the quotation from Sharyn Arwood McCrumb that addresses her drive to write with a purpose. Have your students think about a situation in the world they would like to change. Ask them to write a fictional story that would show the victims or those who were suffering. Once completed, have them read the story to the class. Whose story was the most realistic? Whose story motivated you to help them?

Read the quotation from Sharyn Arwood McCrumb that addresses her Appalachian roots and how it motivates her writing. Explore the meaning and implications of stereotyping. What stereotypes about Appalachian people does McCrumb seek to challenge? This quotation also deals with the importance of culture and environment or place. Places, sometimes cities and sometimes neighborhoods, have cultures of their own. Ask students to write a short story on the character of their “place,” the area or neighborhood where they live. They should include anything that they believe makes it unique—the type of people who live there, the language or dialect they speak, the housing in which they live, what they eat, how they entertain themselves, etc. Have the students share their stories in pairs. What was the same? What was different?

United States History to 1877

USI.1, USI.3

Write about the policies of the English towards the Virginia Indians from Edith Turner’s point of view. What pressures did the Virginia Indians face as the numbers of American colonists continued to increase and spread westward? How did these issues affected her life and culture and that of the Nottoway (Cheroenhaka)?

Edith Turner (Wané Roonseraw) lived during a time of changing relationships with the American colonists and later with the United States government. What do we know about the

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Nottaway (Cheroenhaka) people in Virginia? Where did they live (geographically)? As a leader among the Nottaway, what choices did Turner have when facing the threat of white encroachment on her people's land? What role did Turner play as a cultural gatekeeper? In what ways did she seek to keep intact Nottaway (Cheroenhaka) culture?

USI.1, USI.4, USI.5

Frances Culpepper Stephens Berkeley Ludwell was in the middle of one of colonial Virginia's most dramatic events, Bacon's Rebellion. Nathaniel Bacon was a distant relative of Lady Berkeley who came to Virginia and led a challenge to the power and authority of her husband, Governor Sir William Berkeley. Lady Berkeley forcefully defended her husband and even traveled to England as his emissary to represent him before the King of England in 1676. Compare the reality of Lady Berkeley's political influence and activism with the cultural norms for women in English society. What makes her such an unusual person?

USII.1, USII.3

During the late nineteenth century, many Americans initiated movements to address social ills in their communities. For this reason, the time period is called the Progressive Era. How did Lucy Goode Brooks' founding of the Friends' Asylum fit into the spirit of the Progressive Era? What other factors might have influenced her decision to found an orphanage?

USII.4, USII.5, USII.7

Providencia Velazquez Gonzalez is a native of Puerto Rico. Would she be considered an immigrant to the United States? Use this question to open a discussion on the history of the relationship between Puerto Rico and the United States dating back to the Spanish-American War. Also, Gonzalez and her family came to the mainland United States in 1934 in the midst of the Great Depression. What was the nation like when she arrived? What challenges might she and her family have faced when they arrived?

USII.1, USII.7, USII.8

Trace the history of women's rights in the United States, particularly women in the legal profession and within religious denominations. Discuss the importance of the careers of Isabel Wood Rogers and Elizabeth Bermingham Lacy in light of those developments. What changes in American society in the post-World War II era made their careers possible?

Have students read the excerpt from Isabel Wood Rogers's tract *Toward a Liberating Faith: A Primer on Feminist Theology*. Discuss the impact of the changing roles of women in American society on the changing expectations of women in regard to their churches. What historical and theological challenges faced women both in American society and within the church? What solutions does Rogers suggest?

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Civics and Economics:

CE.1, CE.7, CE.8

Elizabeth Bermingham Lacy served as a judge for the State Corporation Commission and later as a justice on the Virginia Supreme Court. What responsibilities did she have in those capacities? What role does the State Corporation Commission play in Virginia's government? What role does the Virginia Supreme Court play in Virginia's government?

Elizabeth Bermingham Lacy wrote a critical decision in the case *Wilkins v. West* in 2002 that dealt with a challenge to the use of race in legislative redistricting. Have students explore the implications of this case focusing on the redistricting debates, gerrymandering, and the influence of party politics in such decisions.

CE.1, CE.12

The eight women represented on the 2008 Virginia Women in History poster each had a very different career. Make a list of the personal qualities that made each of these women successful. Identify how the opportunities for American women have changed between the time of Frances Culpeper Stephens Berkeley Ludwell and Sharon Arwood McCrumb. Think about how the role Edith Turner (Wané Roonseraw) played in her community differs from, or is similar to, the role American women play in government today.

Compare the advocacy and social work conducted by Lucy Goode Brooks, Providencia Velazquez Gonzalez, and Isabel Wood Rogers. What motivated these women? What did they have in common? How did their work affect the people in their communities?

Have students analyze the photograph of Providencia Gonzalez receiving an award from Senator Charles Robb. When might the photograph been taken? What does the action say about Gonzalez's work in her community?

CE.9

Providencia Velazquez Gonzalez operated a farmers' market in Dale City for twelve years. Have students explore the economic significance of a farmers' market, particularly the function of a cooperative, as compared to other business structures.

World History and Geography: 1500 AD to the present:

WHII.1, WHII.6

Write about English policies towards the Virginia Indians from point of view of Edith Turner (Wané Roonseraw). What pressures did the Virginia Indians face as the numbers of American colonists continued to increase and spread westward? How did these issues affected the life and culture of the Nottoway (Cheroenhaka)?

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World Geography:

WG.1, WG.3

Discuss how Virginia's geography could have affected the lives of the 2008 Virginia Women in History. What role did the landscape play in shaping the world in which Sharyn Arwood McCrumb grew up and which influences her writing and music? What is the interaction between geography and culture?

Virginia and United States History:

VUS.1, VUS.2, VUS.6

Edith Turner (Wané Roonseraw) lived during a time of changing relationships with the American colonists and later the United States government. What do we know about the Nottaway (Cheroenhaka) people in Virginia? Where did they live (geography)? As a leader among the Nottaway (Cheroenhaka), what choices did Turner have when facing the threat of white encroachment on her people's land? What role did Turner play as a cultural gatekeeper? In what ways did she seek to keep intact Nottaway (Cheroenhaka) culture?

VUS.1, VUS.3

Frances Culpepper Stephens Berkeley Ludwell was in the middle of one of colonial Virginia's most dramatic events, Bacon's Rebellion. Nathaniel Bacon was a distant relative of Lady Berkeley who came to Virginia and led a challenge to the power and authority of her husband, Governor Sir William Berkeley. Lady Berkeley forcefully defended her husband and even traveled to England as his emissary to represent him before the King of England in 1676. Compare the reality of Lady Berkeley's political influence and activism with the cultural norms for women in English society. What makes her such an unusual person?

VUS.1, VUS.6, VUS.7, VUS.8

Lucy Goode Brooks was born into slavery and lived through the Civil War and the coming of the emancipation. Present students with the 1862 register that indicates the emancipation of Brooks and her children. Ask them to read the original document, and then present them with the transcription. What is the date of the register entry? For how much were Brooks and her children purchased? What were the children's names? Who purchased them (refer to the biographical sheet)? What does the word *manumit* mean? Why does the register indicate that "the increase to the females" will also be free?

Examine the experiences and life work of Lucy Goode Brooks. She was born into slavery, "married," and had children under that institution. One of her children was sold away from the family. She lived for a period of time as a free black woman while slavery was still a reality for the majority of African Americans. Discuss the realities of Brooks' life both while enslaved and after being freed, placing particular emphasis on the status of African American women and families under slavery.

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Richmond was a major slave market in the antebellum period and helped to fuel what historians call the domestic slave trade. This involved the sale of enslaved African Americans from states in the upper South like Virginia to areas in the lower South. How did the domestic slave trade impact Lucy Goode Brooks' life? Might her daughter have been sold as a part of the domestic slave trade?

During the late nineteenth century, many Americans initiated movements to address social ills in their communities. For this reason, the time period is called the Progressive Era. How did Lucy Goode Brooks' founding of the Friends' Asylum fit into the spirit of the Progressive Era? What other factors might have influenced her decision to found an orphanage?

VUS.1, VUS.14

The eight women represented on the 2008 Virginia Women in History poster each had a very different life. Identify how the opportunities for American women have changed between the time of Frances Culpeper Stephens Berkeley Ludwell and Sharyn Arwood McCrumb. Think about how the role Edith Turner played in her community differs from, or is similar to, the role American women play in government today.

Virginia and United States Government:

GOVT.1, GOVT.9

Explain how Elizabeth Bermingham Lacy and Providencia Velazquez Gonzalez worked to affect public policy. In what ways is their work similar? What differs about them?

GOVT.1, GOVT.17, GOVT.18

The women honored by the 2008 Virginia Women in History poster each show how an individual can be a positive member of a community. List the personal traits that assisted these women in achieving success. Identify how these women gave back to their communities. Ask your students to explain how they participate in society. Do they have a natural talent they can share? Do they contribute to economic development? Do they work for a cause they care about? If not, make finding a way to contribute the next assignment!

VISUAL ARTS:

VA 6.12, VA 6.14, VA 6.16, 6.16, 6.17, 6.18, 6.21, 6.22, 6.23, 7.16, 7.19, 7.20, 7.21, 7.23, 7.24, 7.26, 7.27, 7.28, 7.29, 7.30, 8.14, 8.15, 8.16, 8.17, 8.18, 8.19, 8.20, 8.21, 8.22, AI.15, AI.16, AI.17, AI.19, AI.20, AI.21, AI.21, AI.24, AI.25, AI.26, AI.27, AI.28, AI.29, AI.30, AI.31, AI.32

The art of P. Buckley Moss is ripe with material for analysis and interpretation. Included here are two images, "John and Mary" and "The Lords of the Realm," that are representative of Moss's styles and themes frequently used in her work.

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P. Buckley Moss has commented that her work was influenced by three artistic schools of thought: medievalism, traditionalism, and modernism. Have students define these schools of thought, identify their characteristics, and then evaluate Moss's art based on their findings.

How does environment or place influence Moss's work? How are the landscape, culture, and people of the Shenandoah Valley represented in her work? Who are the Mennonites and the Amish and how have they influenced Moss's "plain people" series, as reflected in her work "John and Mary"?

Compare and contrast Moss's "John and Mary" with Grant Woods's "American Gothic." How are they similar? How are they different? Discuss the influence of regionalism in both works.

Would you consider Moss a folk artist? Why or why not?

Moss frequently uses Canada geese in her work. Why are they significant? What do they symbolize to the artist? Why does Moss routinely depict them without feet?

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For Further Reading:

Frances Culpeper Stephens Berkeley Ludwell

Snyder, Terri L. "Frances Culpeper Stephens Berkeley." In *Dictionary of Virginia Biography*, edited by John T. Kneebone, et al., 1:450–451. Richmond, 1998–.

Edith Turner

Briggs, Martha Wren, and April Cary Pittman. "The Metes and Bounds in a Circle and a Square: The Nottoway Indians of Virginia," *Virginia Cavalcade* 46 (1997): 132–143.

Rountree, Helen C. "The Termination and Dispersal of the Nottoway Indians of Virginia," *Virginia Magazine of History and Biography* 95 (1987): 193–214.

Cheroenhaka (Nottoway) Indian Tribe. "History of the Cheroenhaka (Nottoway)." <http://www.cheroenhaka-nottoway.org/> (accessed December 17, 2007).

Lucy Goode Brooks

Kneebone, John T. "Lucy Goode Brooks." In *Dictionary of Virginia Biography*, edited by Sara Bearss, et al., 2:272–273. Richmond, Virginia: The Library of Virginia, 1998–.

Brooks, Charlotte K., Joseph K. Brooks, and Walter H. Brooks III. *A Brooks Chronicle: The Lives and Times of an African-American Family*. 1989.

Isabel Wood Rogers

McCarthy, Estelle Roundtree. "Christian, Scholar, Teacher: Remembering Dr. Izzie." *Richmond Times-Dispatch*, March 25, 2007, Editorial section.

Rogers, Isabel Wood. *Toward a Liberating Faith: A Primer on Feminist Theology*. Louisville, Kentucky: Presbyterian Church (USA), 1999.

Patricia Buckley Moss

Rippe, Peter. *Painting the Joy of the Soul: P. Buckley Moss*. Cumming, Iowa: Landauer Books, 1997.

The P. Buckley Moss Museum. "The P. Buckley Moss Museum." <http://www.pbuckleymoss.com/museum.html> (accessed December 17, 2007).

Elizabeth Bermingham Lacy

Markon, Jerry. "Justice Leaving a Legacy of Firsts" *Washington Post*, June 21, 2007.

Sharyn Arwood McCrumb

Holloway, Kimberley M., ed. *From a Race of Storytellers: The Ballad Novels of Sharyn McCrumb* (Macon, Georgia: Mercer University Press, 2003).

Sharyn McCrumb. "For Educators: The Ballad Novels in the Classroom." <http://www.sharynmccrumb.com/index.html> (accessed December 17, 2007).