

# The Unstoppable Garrett Morgan: Inventor, Entrepreneur, Hero

written by Joan DiCicco  
illustrated by Ebony Glenn

## About the Book

**Genre:** Biography

**Format:** Hardcover, \$19.95  
40 pages, 8-1/2 x 10-1/2

**ISBN:** 9781620145647

**Reading Level:** Grade 5

**Interest Level:** Grades 1-8

**Guided Reading Level:** S

**Accelerated Reader® Level/Points:**  
N/A

**Lexile™ Measure:** N/A

\*Reading level based on the ATOS Readability Formula

**Themes:** Biography/Memoir,  
Discrimination, Dreams & Aspirations,  
History, Identity/Self Esteem/Confidence,  
Imagination, Inventors / Inventions,  
Overcoming Obstacles, People In Motion,  
Persistence/Grit, Pride, African/African  
American Interest

**Resources on the web:**

[leeandlow.com/books/the-unstoppable-garrett-morgan](http://leeandlow.com/books/the-unstoppable-garrett-morgan)

## SYNOPSIS

"If a man puts something to block your way,  
the first time you go around it,  
the second time you go over it,  
and the third time you go through it."

Living by these words made inventor and entrepreneur Garrett Morgan unstoppable! Growing up in Claysville, Kentucky, the son of freed slaves, young and curious Garrett was eager for life beyond his family's farm. At age fourteen, he moved north to Cleveland, where his creative mind took flight amidst the city's booming clothing-manufacturing industry.

Using his ingenuity and tenacity, Garrett overcame racial barriers and forged a career as a successful businessman and inventor. But when a tunnel collapsed, trapping twenty men, the rescue would test both Garrett's invention -- and his courage.

Told in compelling prose by debut picture-book author Joan DiCicco and dynamic illustrations from artist Ebony Glenn, *The Unstoppable Garrett Morgan: Inventor, Entrepreneur, Hero* is a powerful biography of an extraordinary man who dedicated his life to improving the lives of others.

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

## Highlights of Garrett Morgan's Life and Legacy from Joan DiCicco

"Highlights of Garrett Morgan's Life and Legacy" from author Joan DiCicco is a timeline with accompanying photographs located in the back of the book for information about monumental events in Garrett Morgan's life and how his efforts and legacy are still impactful today.

## 'PBS' Who Made America: Garrett August Morgan

Read more about Garrett Morgan and his inventive nature and creations online. PBS' "Who Made America?" series features Garrett Morgan and provides more information about his life as well as his development of the gas mask ([http://www.pbs.org/wgbh/theymadeamerica/whomade/morgan\\_hi.html](http://www.pbs.org/wgbh/theymadeamerica/whomade/morgan_hi.html)). The U.S. Department of Transportation also highlights his contributions to the three position-traffic signal (<https://www.transportation.gov/connections/garrett-augustus-morgan-inventor-gas-mask-and-traffic-signal>).

## Slavery

Consult Teaching Tolerance'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.

## Sharecropping

Garrett Morgan and his family were sharecroppers, meaning they worked on land owned by a different family in exchange for a share of the crop at harvest time. Sharecropping often left families in debt after the cost of their housing, farm tools, and other farming materials were subtracted from their share. Teaching Tolerance also has more information and activities about how to address Sharecropping in the classroom (<https://www.tolerance.org/frameworks/teaching-hard-history/american-slavery/summary-objective-20>). Additionally, PBS has a description and videos on sharecropping and its effect on formerly enslaved people.

## Segregation

Garrett Morgan had to travel north at the age of fourteen to find greater opportunity because segregation was strictly enforced in the South. The Library of Congress has a lesson plan on the history of segregation in the United States (<http://www.loc.gov/teachers/classroommaterials/lessons/jimcrow/>). Teaching Tolerance has a unit called "Toolkit for 'Segregation by Design,'" which suggests ways to use primary sources to help students uncover the realities of segregation and how it was deliberately perpetuated in the United States (<https://www.tolerance.org/magazine/fall-2018/toolkit-for-segregation-by-design>).

## Patents & Inventions

When Garrett Morgan first developed the safety hood, he applied for a patent, which gives the inventor the sole right to make, use, and sell an invention. Find out more about how patents are created from the United States Patent and Trademark Office (<https://www.uspto.gov/patents-getting-started/patent-process-overview#step2>). The United States Patent and Trademark Office also

has a lesson plan and unit guide about teaching students the development of patents as well as trademarks and copyright issues ([https://www.uspto.gov/sites/default/files/kids/icreatm\\_guide\\_ms.pdf](https://www.uspto.gov/sites/default/files/kids/icreatm_guide_ms.pdf)).

## 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:

- Who is an inventor that you have heard of? What did that person invent? How does that person's invention help others? Who are some other inventors or inventions that you can think of? How do you use them in your everyday life?
- What is segregation? When did it occur in this country? Do you think segregation is still present today? Why or why not?
- What does it mean to have a passion? Do you have a passion? Why do you like to do that particular activity? How does it make you feel?
- Was there ever a time where you solved a problem creatively? What did you do? Why did you have to solve that particular problem? How did you think quickly?
- What does it mean to be treated equally? What are some ways, in history and today, that people are not treated equally? Why do you think they are not treated equally?
- What does it mean to be persistent? How do you demonstrate persistence even though something may be challenging? Why is it important to be persistent? Do you think persistence can be learned? How so?
- Why is hard work important? What does it mean to be a 'hard worker'? What are some personality traits and characteristics that make up a hard worker?

### 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, *The Unstoppable Garrett Morgan: Inventor, Entrepreneur, Hero*. 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 Joan DiCicco's Biography:** Read about Joan DiCicco on the back cover as well as on her website at [joandiccowriter.com](https://joandiccowriter.com). *The Unstoppable Garrett Morgan: Inventor, Entrepreneur, Hero* is her first picture book. What do you think the writing process is like, especially as a first-time author? Consider reaching out to Joan for an author visit at your school or library ([joandiccowriter.com](https://joandiccowriter.com)).

- Read Ebony Glenn's Biography: Read about Ebony Glenn on the back cover as well as at her website [ebonyglenn.com](https://www.ebonyglenn.com). Have students look into her other illustrations and compare and contrast across books. How are her illustrations similar? How are they different? Does the subject matter influence her illustrations?
- 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:

- the different inventions Garrett Morgan created and their impact throughout history
- what time period Garrett Morgan lived in and what life was like
- how Garrett Morgan was treated because of his race
- how Garrett Morgan demonstrated hard work, dedication, and persistence, despite the obstacles and oppression he faced
- how Garrett Morgan used creative problem-solving methods to approach situations and come up with practical solutions
- why Garrett Morgan's motto was critical to his work and how it inspired him to pursue his dreams

Encourage students to consider why the author, Joan DiCicco, would want to share with young people this story about Garrett Morgan and his entrepreneurial spirit, creative thinking skills, and heroism.

## 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

plumes, sharecroppers, slaves, Claysville, Kentucky, debt, innovation, segregation, Cincinnati, Ohio, handyman, manufacturing, garment, machinery, janitor, drive belts, belt tightener, repairman, manufacturer, machinist, Mary Hasek, *Morgan's Cut Rate Ladies Clothing*, heat-resistant, canvas, valve, patent, Safety Hood, ammonia, tar, sulfur, 1914 International Exposition of Safety and Sanitation, invention, Cleveland Waterworks, Lake Erie, Carnegie Medal for Heroism, Citizen's Committee, World War I, *Call*

### Academic

soared, slack, garments, whirling, innovation, impressed, promoted, permitted, unstoppable, expanded, affordable, whizzed, stumbled, gasping, witnessed, fumes, device, smoldering, amazement, posed, rigorous, donned, compressed, whooped, injustice, self-appointed, acknowledge, ingenuity, barred, collision, pedestrians

## 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 did Garrett's parents do? What are the types of problems that they experienced?
2. What became a way of life for Garrett? Why?
3. Why did Garrett move north for more opportunity? How old was he? Where did he go?
4. What was Garrett's first job in Cincinnati? What did Garrett continue to do while he was working?
5. Where did Garrett move next? What did he hope to find?
6. What was Garrett's job in Cleveland?
7. What did Garrett invent at the clothing manufacturer? What impact did it have?
8. What happened to Garrett in 1906?
9. Why were Garrett and Mary not permitted to speak to one another? Did this have an effect on their relationship?
10. What kind of shop did Garrett open? How did Mary help?
11. How did fires make Garrett think of his childhood? What did he realize about fires and how was he inspired to act?
12. What did Garrett create for firefighters to wear? What were the different parts?
13. What did Garrett apply for in 1912? Why did he need to apply for it?
14. What was the name of Garrett's invention? What was the audience's reaction after Garrett demonstrated wearing it? What prize did it win?
15. Why did some people refuse to acknowledge the Safety Hood? How did Garrett overcome this obstacle?
16. What disaster took place on July 25, 1916? How was this event Garrett's "greatest test of all"?
17. What happened when Garrett arrived at the Cleveland Waterworks?
18. Why was Garrett unsure about using the Safety Hood underground? What did he do? Was he successful?

19. Who was awarded the Carnegie Medal for Heroism? How did people react?
20. What did the Citizen's Committee do for Garrett? What award did they honor him with?
21. How was the Safety Hood important during World War I?
22. Why did Garrett start the newspaper Call?
23. What did Garrett invent after witnessing a terrible collision between a horse-drawn carriage and a car? What did it do?

### 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 *The Unstoppable Garrett Morgan: Inventor, Entrepreneur, Hero* mean to you after reading? Why do you think Joan DiCicco chose this particular title?
2. What are some things that Garrett did when he encountered problems? How did he come up with solutions to things that weren't working?
3. What does, "problem solve through innovation" mean? Why did Garrett use innovation to think through difficult situations? Why is this an important skill to have? How did it make Garrett stand out amongst his different jobs?
4. How did Garrett's experiences build on one another? How did his different jobs and places he lived influence his inventions? How did his childhood play a role in the way he thought about his different creations?
5. In what ways did Garrett fight for equality? Why do you think he did those things? How did Garrett encounter racism and injustices throughout the book, and how did he respond?
6. What was Garrett Morgan's motto and how did it influence his career and the way he approached situations? How was this motto important to Garrett's work?
7. What message does *The Unstoppable Garrett Morgan: Inventor, Entrepreneur, Hero* send about pursuing your dreams and aspirations? What makes you think that?
8. What makes someone a hard worker? What are the different qualities that make up a hard worker? How do you continue to work hard on a task, even though it may be difficult or frustrating?
9. What do you admire about Garrett Morgan? How could Garrett inspire you in your own life? Why?

### 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 Garrett Morgan's dedication to his work as an inventor and creative thinker. What would you tell a friend about Garrett Morgan and this book?
2. Why do you think the subtitle, *Inventor, Entrepreneur, Hero* is important for the book's title? What does it mean to be all of those different things? How does Garrett embody each one?
3. What do you think author Joan DiCicco's message is to the reader? Think about possible motivations behind Joan DiCicco's intentions to write the book. What do you think she wanted to tell her readers?
4. Have students make a text-to-self connection. What kind of connections did you make from this book to your own life? What do Garrett's experiences, thoughts, and feelings mean to you?
5. Have students make a text-to-text connection. Did you think of any other books while you read *The Unstoppable Garrett Morgan: Inventor, Entrepreneur, Hero*? Why did you make those connections?
6. 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 or in a newspaper? Why did this book make you think of that?
7. How has a childhood experience or memory impacted your life? What are some memories that you have of someone doing something to help you in times of need? What did they do, and how was this meaningful?

### 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 pages, repeat passages after one another, or listen to the more fluent reader.
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: have students review the illustrations in order and summarize what is happening on each page, first, orally, then in writing. Students can also work in pairs to retell either the plot of the story or key details. Then ask students to write a short summary, or opinion about what they have read.
4. Have students give a short talk about what hard work means to them or share a time when they overcame an obstacle and how they solved a problem.
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. Make a list of Garrett Morgan's different inventions in a graphic organizer. Students can draw a picture of the invention and in the right hand-column, describe the invention, its purpose, and how it was helpful to people.

### 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 does Garret Morgan use hard work, grit, and perseverance throughout the book? Provide evidence from the text with different events that show how he used determination to get through difficult times.
2. Select an illustration and describe what emotions are being conveyed. How can you tell that particular emotion is being shown in the illustration? Why do you think that emotion is being expressed here?
3. What inspired Garrett Morgan to problem solve by innovating? How did he channel his creative drive, even though he encountered many obstacles along the way?
4. Choose an emotion that interests you: happiness, sadness, fear, anxiety, faith, hope, or perseverance. Discuss or write about what that emotion looks like in *The Unstoppable Garrett Morgan: Inventor, Entrepreneur, Hero*.
5. Have students chart Garrett's emotions over the course of the story. How does he feel during the fire he experienced during his childhood? When he gets married to Mary? Use the illustrations as a visual reference and 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)

- Conduct an “inventor” mentor text study with the following Lee & Low titles: Read *George Crum and the Saratoga Chip* ([leeandlow.com/books/george-crum-and-the-saratoga-chip](https://www.leeandlow.com/books/george-crum-and-the-saratoga-chip)) and *Honda: The Boy Who Dreamed of Cars* ([leeandlow.com/books/honda](https://www.leeandlow.com/books/honda)) along with *The Unstoppable Garrett Morgan: Inventor, Entrepreneur, Hero*. Analyze the main characters’ different actions in these texts and how they are similar. What risks did they take to achieve their goals? What did they have to do in order to overcome obstacles in their lives? How did they demonstrate persistence and hard work? How did they come up with their various inventions, and how are those inventions impactful today? What did they learn from each of these historical figures and their creative thinking skills? What character traits do they share in order to allow them to overcome obstacles while still pursuing their dreams? Provide students with a graphic organizer to differentiate the three titles, and then have students write an essay answering the previous questions.
- Have students write an essay or reaction to Garrett Morgan’s motto, “If a man puts something to block your way, the first time you go around it, the second time you go over it, and the third time you go through it.” What do students think of when they read this statement? Have students talk about a time when they had to think creatively in order to accomplish a difficult task. What was it like? What did they have to do in order to solve the problem? How does Garrett Morgan’s motto inspire them to think about problem solving in the future?
- Provide students with a graphic organizer that has the following four columns: Invention; Industry; What did it do?; Changes & effects it had. Have students re-read the story and examine each of Garrett Morgan’s creations. Students can provide details as to what that specific invention did, and how it changed its respective industry moving forward. Afterwards, have students write a reflection about Garrett Morgan’s inventions and how he used his creativity to constantly come up with solutions to difficult problems.
- How was reading a picture book about Garrett Morgan different from reading a newspaper article about Garrett? Have students read the article, “Inventor, Businessman, Activist: The Remarkable Life Of Ohio Valley Native Garrett Morgan” (<https://wfpl.org/inventor-businessman-activist-the-remarkable-life-of-ohio-valley-native-garrett-morgan/>). Have students create a Venn Diagram with the headings, “Picture Book Nonfiction: *The Unstoppable*

*Garrett Morgan: Inventor, Entrepreneur, Hero* and Expository Nonfiction: "Inventor, Businessman, Activist: The Remarkable Life of Ohio Valley Native Garrett Morgan." Students can compare and contrast the different formats of the texts and the information they learned in both.

- Consider using *The Unstoppable Garrett Morgan: Inventor, Entrepreneur, Hero* as an anchor text to teach students about biography writing. The "Our Journey Westward" blog has tips and step-by-step instructions on how to ease students into writing biography and the different techniques and strategies that are used to make engaging and informative stories (<https://ourjourneywestward.com/picture-books-teach-biography-writing/>).
- Although his tips are geared toward adult authors, Alan Schroeder also offers suggestions on how to create compelling picture book biographies that can be adapted for students (<https://blog.leeandlow.com/2012/05/09/writing-a-life-how-to-write-a-biography-for-children/>). Students can select a person of their choosing, and using Joan DiCicco's writing style in *The Unstoppable Garrett Morgan: Inventor, Entrepreneur, Hero* as a guide, they can develop and write a picture book biography and present it in small groups, to the class, or as part of a writing celebration.
- Inspire students to think about what hard work means to them after reading *The Unstoppable Garrett Morgan: Inventor, Entrepreneur, Hero*. Consult Angela Duckworth's playbook on "Grit" for more ideas on how to inspire students to think about what it means to demonstrate grit and to work hard on something. Have students think about their values and how their values inspire them to persist on a particular project or achieve a specific goal. ([https://static1.squarespace.com/static/5980a22e9de4bb9ca8bce449/t/5bbe5c56652dea11f261f1ca/1539202135034/grit\\_fullcompiled\\_v2.pdf](https://static1.squarespace.com/static/5980a22e9de4bb9ca8bce449/t/5bbe5c56652dea11f261f1ca/1539202135034/grit_fullcompiled_v2.pdf)).

### 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)

- Conduct an inventors of color study with students, encouraging students to select an inventor of their choosing to present a research project about. To prepare students, consult the Smithsonian National Museum of American History's "Engaging Students with Primary Sources" (<https://historyexplorer.si.edu/sites/default/files/PrimarySources.pdf>) for their research process. Students can refer to different lists of inventors of color online to begin their search ([kids.nationalgeographic.com/explore/science/black-inventors-and-pioneers-of-science/](https://kids.nationalgeographic.com/explore/science/black-inventors-and-pioneers-of-science/)) ([bustle.com/articles/87678-8-female-inventors-of-color-whose-innovations-are-shaping-the-future-of-science-and-health](https://bustle.com/articles/87678-8-female-inventors-of-color-whose-innovations-are-shaping-the-future-of-science-and-health)) ([smithsonianmag.com/science-nature/these-four-black-women-inventors-reimagined-technology-home-180962060/](https://smithsonianmag.com/science-nature/these-four-black-women-inventors-reimagined-technology-home-180962060/)). Afterwards, have students prepare a visual presentation of their choosing while thinking about the following questions: why did students pick this particular inventor? What was their invention? How was it impactful? Why is it important to people today?

- Have students examine the timeline in the back of the book from the “Highlights of Garrett Morgan’s Life and Legacy” and elaborate on the events that happened during the time period. In order for students to understand the historical context of Garrett’s life, encourage students to research the events in the timeline by gathering photographs and other primary source documents about the particular events mentioned. Display both enlarged timelines in the front of the class so that students have easy access to both the dates and events. Students can work in groups in different years (i.e. 1875-1900) and then add their events and findings to the class timeline, located below the enlarged timeline from the book.
- Encourage students to select a resource from the Bibliography from the back of the book. Students can examine the piece, whether it’s a book, video, photograph, or website, and write a reaction to how they think the author and illustrator were informed by this information and how it helped to develop the book. Have students consider what kind of resource it is, how they know that it contains accurate and correct information, and why research is critical in developing a book. The Library of Congress has a lesson plan for further information about teaching students about using primary sources (<http://www.loc.gov/teachers/usingprimarysources/>).
- In the beginning of *The Unstoppable Garrett Morgan: Inventor, Entrepreneur, Hero*, Garrett has to move north in order to avoid segregation in the south. Garrett also did not get recognized for his achievements because he’s African American without protest. Students can research how other historical figures were affected by segregation, and how it influenced the development of their careers and lives. Another Lee & Low title, *Sixteen Years in Sixteen Seconds* ([leeandlow.com/books/sixteen-years-in-sixteen-seconds](http://leeandlow.com/books/sixteen-years-in-sixteen-seconds)), showcases Olympic diver’s Sammy Lee’s experiences with segregations and limitations just because of his race. Arthur Ashe could not play on specific tennis courts because of the color of his skin in *Game Set, Match, Champion Arthur Ashe* ([leeandlow.com/books/game-set-match-champion-arthur-ashe](http://leeandlow.com/books/game-set-match-champion-arthur-ashe)). Richard Wright in *Richard Wright and the Library Card* could not receive a library card because of his race (<https://www.leeandlow.com/books/richard-wright-and-the-library-card>). Students can conduct an online research study about different historical figures and their personal experiences with segregation and racism, and then write a comparative essay in regard to Garrett’s experiences.

### Art & 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 create a drawing, painting, or other visual representation of something that they would like to invent or innovate. Why did they choose this particular object to invent or innovate? How would they innovate it? Have students create labels and captions for their innovative object. Then, have students create a caption for their innovation. What made them choose that caption?
- Come up with questions to interview the illustrator, Ebony Glenn. What was her process

## The Unstoppable Garrett Morgan

Teacher's Guide [leeandlow.com/books/the-unstoppable-garrett-morgan](https://leeandlow.com/books/the-unstoppable-garrett-morgan)

behind creating the illustrations for *The Unstoppable Garrett Morgan: Inventor, Entrepreneur, Hero*? Why did she choose a particular art medium to create the illustrations? What was her inspiration to depict Garrett Morgan in the way that he did in the book? Consider reaching out to Ebony Glenn via her website for a school visit or digital interview ([ebonyglenn.com/](https://ebonyglenn.com/)).

- Encourage students to select an illustration that resonated with them the most from *The Unstoppable Garrett Morgan: Inventor, Entrepreneur, Hero*. Have students write a reflection about the illustration. What stood out to them? How did it make them feel? What did it make them think about?

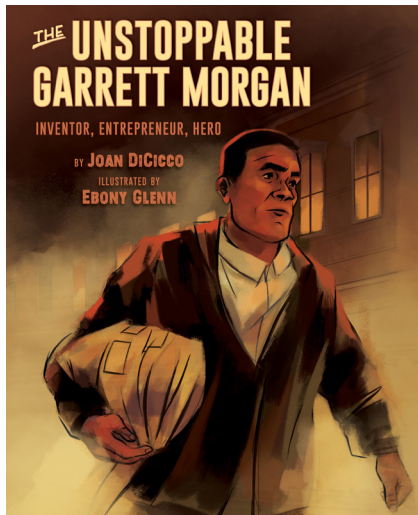
### School-Home Connection

(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)

- Have students ask caregivers if there was ever a time they had to do something difficult or risk their lives for others. At the Cleveland Waterworks, Garrett went underground despite not knowing if the Safety Hood would protect him or not. Have students engage in a discussion about times that family members had to sacrifice something for their family or for other people in need.
- Students, families, and caregivers can brainstorm about who their heroes are. Garrett Morgan was admired for his heroic efforts in coming up with life-changing inventions for the greater good of others. Who do members in students' families admire? Why do they admire that person? How do they inspire them in their everyday lives?



## Ordering Information

### General Order Information:

[leeandlow.com/contact/ordering](http://leeandlow.com/contact/ordering)

### Secure Online Ordering:

[leeandlow.com/books/the-unstoppable-garrett-morgan](http://leeandlow.com/books/the-unstoppable-garrett-morgan)

**By Phone:** 212-779-4400 option 3

**By Fax:** 212-683-1894

### By Mail:

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

## ABOUT THE AUTHOR

**Joan DiCicco** loved reading biographies and was inspired by other people's stories growing up. She was drawn to Garrett Morgan's story after seeing him described in an anthology of African-American inventors as the only "hero-inventor" among them. This is her first picture book. Joan and her husband live in Exeter, New Hampshire. You can visit her online at [joandiccowriter.com](http://joandiccowriter.com).

## ABOUT THE ILLUSTRATOR

**Ebony Glenn** is a children's book illustrator who enjoys bringing stories to life with whimsical and expressive imagery. A passion for the arts, great storytelling, and advocating for more diverse narratives in children's books, she aims to create art that will foster a love of reading in young readers. You can find her online at [ebonyglenn.com](http://ebonyglenn.com).

## REVIEWS

**VERDICT** "Young readers will relate to this straightforward message of perseverance and encouragement and will warm to Glenn's attractive sepia-tinted pencil and watercolor illustrations." —*School Library Journal*

"Garrett Morgan's story of invention, ingenuity, and steadfast determination is captured in this episodic biography of his life... This biography will find plenty of use in intermediate grades with units on Black history, inventors, segregation, the great migration, or early American history." —*Booklist*

"DiCicco's well-researched debut picture book highlights the life of boundary-breaking African-American inventor Garrett Morgan... An extensive timeline and bibliography wrap up this riveting tale of a man who fought against stacked odds to accomplish what he put his mind to." —*Publishers Weekly*

"Garrett Morgan's story of invention, ingenuity, and steadfast determination is captured in this episodic biography of his life... This biography will find plenty of use in intermediate grades with units on Black history, inventors, segregation, the great migration, or early American history." —*Booklist*

## 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](http://leeandlow.com).