

Lesson Plan

Grade Level: Gr 8 to up

Subject: ELL/ENL, English Literature, and Social Studies.

Objective: The *March* trilogy will be used to teach the civil rights movement by reflecting on its relation to other historical resources and addressing economic, political, social, and racial issues during the period. Explore why this subject matters even today in America and students' everyday life.

Subject Focus: civic engagement, civil rights movement, human rights, individual rights, nonviolent resistance, racism, segregation, social justice

Getting Started:

- Before reading, discuss with your students what they know about John Lewis and the civil rights movement: Explore what books they have read on the subject and what films or television programs have they seen. Find out what they learned before.
- Ask if your students are familiar with graphic novels. Use the "How to Read a Graphic Novel" sheets to fill in gaps of knowledge.

Terminology/Vocabulary: Customize for your own students; consider drawing list from:

https://classroom.popcultureclassroom.org/wp-content/uploads/2018/01/MARCH_GUIDE.pdf

Suggested Discussion Topics (for a brief response, discussion, or close reading)

- What does the John Lewis timeline reveal about conceptions of race and attitudes toward Black people in the United States?
- How does John's education, both inside and outside school, impact his development?
- What critical lessons does John learn through his education?
- What do you think it means to love your enemy?
- By reading book one, we have seen John's upbringing and education and how other people influenced his own development. Think about your life and explain how a person, an event, an idea, and an institution have had a major effect on you.
- Define and discuss "racism and discrimination."
- Analyze how different characters in the book dealt with racism. How is racism the same/different across time and geographic locations nationally and or internationally?
- What insights does this graphic novel offer into the motivations of white people who were opposed to the Civil Rights Movement?
- Find actual media coverage (newspapers, film, recordings, etc.) of the events in the story, then discuss patterns in their emphases and approaches and how they compare and contrast to the graphic novel's.
- Discuss the meaning of non-violent protests. Were they always effective? Why? Why not?
- Is there something in your life that means so much to you that you would take the same risks John Lewis took in his life? If so, what and why? If not, why not?
- Compare parts of testimony (Fannie Lou Hamer) and speeches (John Lewis/ *Barry Goldwater*) in this trilogy to actual recordings (see further resources).
- Research, present, and discuss the lives and roles of the other Civil Rights Movement leaders mentioned in this book.
- What were the pivotal decisions made that helped/shaped the political and social status of African Americans?
- Why this book is titled *March*?

Words & Pictures:

- Construct factual information from words and picture presentations. For example, map the progress of the Civil Rights Movement through one book or the entire trilogy.

- Identify and analyze elements of graphic novel pages: panel layout, dialogue or thought balloons, captions, and sound effects (craft and structure).
- Compare and contrast two different literary forms, such as between his other biographies and this graphic novel.
- Search for, define, and discuss the use of idioms, hyperbole, oratory, similes, and slang in books two and three.