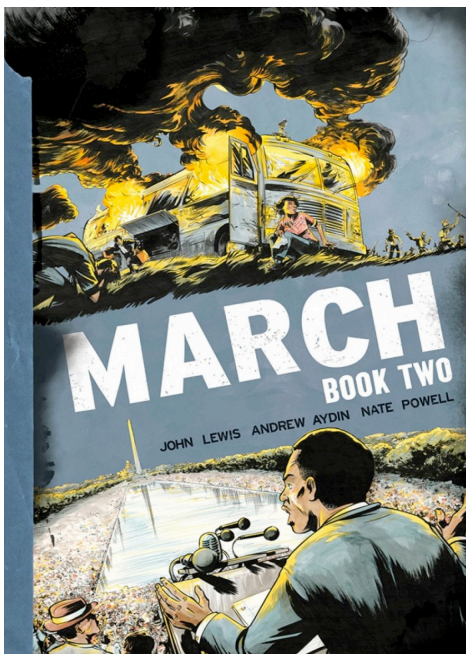


March: Book Two

By John Lewis, Andrew Aydin, Nate Powell

Lesson Plan and Activities



March: Book Two continues John Lewis' story of the Freedom Riders' commitment to changing the world through non-violence. What the reader learns in Book Two is that the Freedom Riders faced incredible brutality, imprisonment, and even murder as they road through the Deep South in their effort to achieve racial equality. Their courage not only kept them strong, but also attracted the attention of notables such as **Dr. Martin Luther King, Jr.** and **Attorney General Robert F. Kennedy**. For John Lewis, who at the time was only 23 years old, this marked the time that he became known as one of the **Big Six** leaders of the **Civil Rights Movement**. He was part of the group that organized the landmark **1963 March on Washington for Jobs and Freedom**.

Materials:

Creating a Common Language Activity
What's Your Caption Activity
Practicing Conflict Resolution Activity, 2

Follow-up Questions:

1. John Lewis said, "By **respectfully** insisting to be treated fairly, we would draw attention to the **unfairness** of segregation." The "we" in this quote are the Freedom Riders, members of the Student Nonviolent Coordinating Committee (SNCC), and/or members of the Southern Christian Leadership Conference (SCLC). Think about things you feel are unfair in your life. Do you think dealing with things you think are unfair in a respectful manner is the right practice to adopt? Be prepared to support your answer.
2. **Civil disobedience** is the active, public violation of the law in order to bring about a change in the law or a change in public policy. Congressman Lewis, Dr. King and countless others affiliated with the Civil Rights Movement used nonviolent civil disobedience to protest laws that supported racial discrimination. They defied the laws through sit-ins, marches, boycotts, etc. to highlight racial injustice. Think about things that are happening today in your world. Each of you is a citizen of the



United States. Do you think a good citizen questions authority? Do you think an individual should be considered a good citizen if he/she practices civil disobedience when protesting or calling attention to a law or policy that he/she feels is unjust? Be prepared to support your answer.

3. In 1963, President John F. Kennedy proposed a civil rights bill. The Kennedy Bill did not guarantee the right of all African Americans to vote. The administration took the position that, if you had a sixth-grade education, you should be considered literate and able to vote. Do you think this bill is a good one? Do you think it is a fair one? Why or why not?

4. Thinking on the same lines as question #3, do you think we should lower, raise or keep the same the age of eighteen (18) as the age at which citizens are allowed by law to vote for President of the United States? Be prepared to support your answer.

5. Look at the illustration on the activity sheet labeled ***What's Your Caption?*** Before writing your caption, think about what you see in the illustration. Also, think about what you want others to see.

6. By the end of 1962, some people who were active in the Civil Rights Movement began to question whether SNCC – the Student Nonviolent Coordinating Committee – should continue to be a multi-racial organization. Some thought there was more power in being an all African American organization, while others thought the diversity in the organization made it more powerful. What do you think and why?

7. Finally, let's continue to practice our nonviolent skills. History has shown us that fight and flight do not work to achieve a solution to a problem in which each side both wins something as well as compromises somewhat. Use the activity sheet to fine-tune your nonviolent voice.



Creating a Common Language

Directions: Whether your class is reading *March: Book One*, *March: Book Two*, or *March: Book Three*, take a few minutes to make sure that students have background knowledge of key concepts mentioned in the novels and the activities are designed to support an understanding of the information in the novels. Below is a list of concepts that students should understand as they work on the follow-up activities. Feel free to add any concepts you feel need some further explanation.

Segregation (during the Civil Rights Movement) - The practice of keeping different races separate from each other.

Civil Disobedience - Disobeying a law or policy as a way of showing that the law/policy is unfair.

Affiliation - Belonging to...as in John Lewis and many, many others had an affiliation with the Student Nonviolent Coordinating Committee.

Discrimination - Racial discrimination deprived southern blacks of decent jobs and schools and of the right to vote during the time of the Civil Rights Movement.

Multi-racial - There were those who were active in the Civil Rights Movement who felt that other races besides African Americans should not be allowed to affiliate with the activities of the Movement. Everyone did not agree with the idea that groups such as the Southern Christian Leadership Conference should be made up of many races (multi-racial).

Resolution - Nonviolence was the philosophy of Civil Rights Movement leaders such as Dr. Martin Luther King. He and many others felt that words were more powerful than *fight* or *flight*. Resolution is the way you can solve a problem. The following are the three types of resolutions:

A. The two parties or groups who are in disagreement can arrive at a resolution in which neither of them get what they want. This is called a **Lose/Lose Resolution**.

B. The two parties who are in disagreement arrive at a resolution in which only one of the parties gets what he/she wants. In other words, one person wins and gets what he/she wants, and one person loses and does not get what he/she wants. This is called a **Win/Lose Resolution**.

C. The two parties who are in disagreement each get some of what they want and compromise on the resolution. This is called a **Win/Win Resolution**.



What's Your Caption?

Directions: First have a discussion one-to-one, in small groups, or with the whole class about what they see in the illustration below and what they want others to see. Then, have each student write a caption for the illustration. Tell the students to be prepared to share.



CAPTION:



Practicing Conflict Resolution, 2

Directions: In *March: Book Two*, page 152, the reader learns that Attorney General Robert Kennedy told John Lewis that John and the young people of the Student Nonviolent Coordination Committee had educated him. Robert Kennedy said that many had been critical of Lewis' response to federal intervention. Now, however, Mr. Kennedy said he understood. John Lewis's reaction was that Robert Kennedy had shown him something he had come to respect. He learned that, although Robert Kennedy could be rough, sometimes even ruthless, he was willing to learn. Write the scene below that you think could have happened between John Lewis and Attorney General Robert Kennedy on the issue of paying the jail fines to get the Freedom Riders out of jail.

Scene to Build Student Voice

Pick a Setting: _____

Name 2 Characters:

A: John Lewis

B: Attorney General Robert Kennedy

Define a Conflict: The Attorney General wanted the Freedom Riders who were being arrested to pay their fine and to get out of jail. John Lewis and the other leaders of the Civil Rights Movement refused to pay the fine because they felt paying the fine was an admission that they had done something wrong.

Decide who should speak first:

Curtain Up...

In the first two lines the characters introduce themselves to the audience.

A: (3 words) _____

B: (3 words) _____



In the next two lines, the characters introduce their conflict.

A: (9 words) _____

B: (9 words) _____

The next two lines, the conflict rises.

A: (7 words)

B: (7 words)

The following two lines, the conflict reaches a climax.

A: (3 words)

B: (3 words)

The final two lines, the characters reach a resolution.

A: (15 words)

B: (15 words)

End of Scene

IDEA: Think about an issue for which you would like to change someone's mind. Write a brief scenario about your conversation with this person. Model how words can be much more powerful than fight or flight!