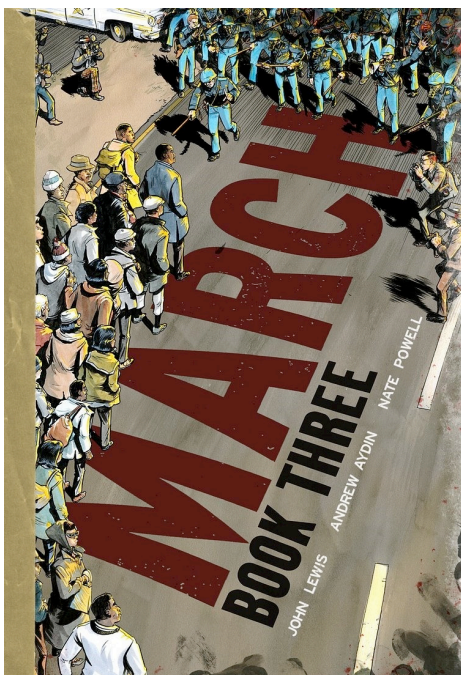


March: Book Three

By John Lewis, Andrew Aydin, Nate Powell

Lesson Plan



In **March: Book Three**, Congressman Lewis takes us through the struggle African Americans had to secure the right to vote. **Book Three** begins with an African American being required to count the number of jelly beans in a jar in order to be able to vote, and ends with the historic passage of the **1965 Voting Rights Act**.

Materials:

Creating a Common Language

Follow-up Questions:

1. Among the freedoms citizens are given in the **Bill of Rights** in our Constitution is the freedom to peacefully assemble. Members of both the Student Nonviolent Coordinating Committee (SNCC) and the Southern Christian Leadership Conference (SCLC) assembled peacefully but were arrested and charged with unlawful assembly. Think about today and times when large groups *assemble* (meet) for a wide variety of purposes. What do you think attracts concern when large groups assemble. How would you suggest the groups avoid that concern?
2. Dave Dennis was an active participant in the Civil Rights Movement. He participated in the first Freedom Bus ride from Montgomery, Alabama to Jackson, Mississippi, and in voter registration efforts during the 1964 Freedom Summer. In August of 1964, Dave Dennis delivered the eulogy at James Chaney's funeral. James Chaney was one of three Civil Rights workers who was murdered by the Ku Klux Klan in June of 1964. In his eulogy Dennis said, "Each and every one of us, as individuals, is gonna have to take it upon ourselves to become leaders in our community." As a young citizen, do you think you can be among those who are viewed as a leader in your community? Do you think you should be? Think about the things you do or would like to do that would distinguish you as a community leader. Be prepared to share.



3. There was a lot of discussion in preparation for how to proceed with the Mississippi Freedom Project. The Council of Federated Organizations (COFO), a coalition of the major Civil Rights organizations that operated in Mississippi, recommended that the Mississippi Freedom Project limit the number of white students who could participate in the Project to 100. Do you think that was a good idea? Why or why not? Be prepared to support your answer.
4. We know that organizations such as SNCC or SCLC need lots of money in order to survive. However, there was always a distrust of money because many felt that there were strings attached to financial contributions. Do you think that most contributions are made because a person or organization believes in what an organization/candidate/individual is doing? Do you think financial contributors want to have some influence on what the organization, candidate/individual is doing? Be prepared to support your answer.
5. In his effort to have the Voting Rights Act of 1965 passed, President Linden Johnson told the nation, *"There is no Negro problem. There is no Southern problem. There is no Northern problem. There is only an American problem."* What do you think President Johnson meant and why do you think he used those words to encourage the passage of the Voting Rights Act of 1965?
6. Although almost all SNCC members refused to join Dr. King in his historic showdown in Selma, Alabama, what does John Lewis' decision to join Dr. King tell you about him? What John Lewis demonstrated was resilience - his strength, spirit, flexibility, and toughness. Think of times in your own life when everyone wants to do something that you do not want to do, or everyone doesn't want to do something that you do want to do. Do think it is hard to be resilient and do what you think is right even if all of your friends are doing something else? Be prepared to share your answer.



Creating a Common Language

Directions: Whether your class is reading *March: Book One*, *Two*, or *Three*, take a few minutes to make sure that students have background knowledge of key concepts mentioned in the novels and the activities 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 that 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, Jr. He and many others felt that words were more powerful than *fight* or *flight*. Resolution is the way you can solve a problem.

Grassroots - A true "grassroots movement" isn't organized by political forces - instead, a "grassroots movement" springs up spontaneously due to some pressing issue that a community, organization, or group of like-minded people feel strongly needs to be changed or enhanced.

Coalition - A group of people or groups that join together for a common purpose.

Resiliency - The ability to do what a person thinks is right even when friends and/or colleagues disagree; that is, the ability to stand up for what you think is the right thing to do.