



MARCH

Teacher's Guide

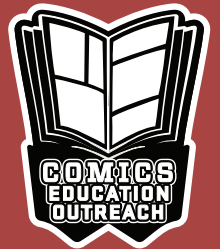


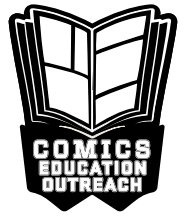


TABLE OF CONTENTS

INTRODUCTION LETTERS	3
PLOT SUMMARY	5
COMICS TERMS/GLOSSARY	6
VOCABULARY	7
PRE-READING ACTIVITY.....	9
DISCUSSION QUESTIONS	10
PROJECT IDEAS	11
PAIRING SUGGESTIONS.....	14
OPPORTUNITIES FOR FURTHER LEARNING	15



WHY MARCH? LETTER OF INTRODUCTION



Dear Educator,

After visiting the National Civil Rights Museum in Memphis during the summer of '16, I realized just how poor of a job the schools that I had attended did of teaching students about the Civil Rights Movement. I left Memphis inspired to learn more and share that knowledge with my students. I bought my first copy of *March: Book One* at the Civil Rights Museum gift shop and read it on the car ride home, stopping at a local book store to buy Book Two before I even made it home from Memphis.

As a teacher of AP Language and Composition and a Graphic Novel senior elective, I was going to make sure that my students experienced *March*. I had my curriculum director purchase a class set of Book One and Book Two, and we were off. While you have an amazing collection of resources in your possession here (created by us!), there is also a good number of resources out on the inter-webs for the *March* Trilogy; that's where I started. I created a hybrid of questions and projects, a best of the best of what I had found, and my students took to the topic like fish to water.

If I could say one good thing about our current political climate as I write this (June of '17), it would be that students are more informed, if not just interested, about politics than any time I can remember. It's because of this that *March* works so well in the 21st century classroom. My students have opinions and reactions to John Lewis' narrative, and the images created by Nate Powell allow for an abundance of analysis and discussion. Thinking back on our discussions, I wish

I had some of the projects that we have created for this packet last school year! I can't wait to use them this coming year...

Don't shy away from the difficult discussions that arise from the series, but always make sure to lead the discussion in positive directions. If it's one thing this book has seemed to teach my kids it's that one person can make a difference, and I hope *March* inspires students and educators in your building as it has mine.

-Eric Kallenborn



GETTING IN GOOD TROUBLE LETTER OF INTRODUCTION



If you ask your students who Dr. Martin Luther King, Jr was, you can be confident that they will spit out facts about his involvement in the Montgomery bus boycotts, or how he was a civil rights leader. Some kids may even be familiar with his "I Have A Dream" speech, or "Letters From a Birmingham Jail." Ask who Rosa Parks was, and many of your students will know she helped start the Montgomery bus boycotts by refusing to give up her seat at the front of the bus. But ask your students who Bayard Rustin is, or Fannie Lou Hamer, or Ella Baker, or John Lewis and chances are you might get more than a few quizzical looks. But when John Lewis decided to tell his story, and to tell it in a way that would be accessible to young and old audiences, he took the first step towards making sure he left an indelible mark on the world. He told his story and changed the world.

The biggest takeaway my students get from *March* is the power of telling your story, and more importantly, it's using that power to affect change. Since design thinking and problem based learning have become more prominent in education, students have even more of an opportunity to make a positive impact on the world around them. Using John Lewis' early childhood as a model, students can identify problems in their school, community, city, or even the world, and think of actions, no matter how small, to address those issues.

When John Lewis was a child, his parents told him that there was no way to change how Black people were treated. That the problem was too big. That he should just stay out of the way, and not get in trouble. But, as his story in *March* makes abundantly clear, Representative Lewis knew that the only way to make a difference was to speak out, to tell one's story and to

"find a way to get in the way and get in good trouble, necessary trouble." I think *March* can be the manual for students looking for the right trouble to get into.

-Ronell Whitaker



MARCH PLOT SUMMARY



Congressman John Lewis (GA-5) is an American icon, one of the key figures of the civil rights movement. His commitment to justice and nonviolence has taken him from an Alabama sharecropper's farm to the halls of Congress, from a segregated schoolroom to the 1963 March on Washington, and from receiving beatings from state troopers to receiving the Medal of Freedom from the first African-American president.

Now, to share his remarkable story with new generations, Lewis presents *March*, a graphic novel trilogy, in collaboration with co-writer **Andrew Aydin** and New York Times best-selling artist **Nate Powell** (winner of the Eisner Award and LA Times Book Prize finalist for *Swallow Me Whole*).

March is a vivid first-hand account of John Lewis' lifelong struggle for civil and human rights, meditating in the modern age on the distance traveled since the days of Jim Crow and segregation. Rooted in Lewis' personal story, it also reflects on the highs and lows of the broader civil rights movement.

Book One spans John Lewis' youth in rural Alabama, his life-changing meeting with Martin Luther King, Jr., the birth of the Nashville Student Movement, and their battle to tear down segregation through nonviolent lunch counter sit-ins, building to a stunning climax on the steps of City Hall.

Many years ago, John Lewis and other student activists drew inspiration from the 1950s comic book "[Martin Luther King and the Montgomery Story](#)." Now, his own comics bring those days to life for a new audience, testifying to a movement whose echoes will be heard for generations.

Source: <http://www.topshelfcomix.com/catalog/march/760>



COMICS TERMS/GLOSSARY



Bleed - images that run outside the border of the panel

Border - edge or outline of the comic page

Captions - contain information about a scene or character

Colorist - This person gives the comic color, and add to the weight and vibrancy of the image. The colorist is often responsible for helping set tone and mood via color.

Dialogue Word Balloons - contain character dialogue; communication between/among characters

Emanata - text or icons that represent what is going on in a character's head

Frame - lines or boxes around a panel(s)

Graphic weight - a term that describes the way some images draw the eye more than others, creating a definite focus using color and shading in various ways

Gutters - space between panels where the reader infers movement and action between panels

Panels - squares or rectangles that contain a single scene

Penciler - Primary artist. This person takes the script and draws the comic. They draw the comic in pencil which then gets inked and colored later on.

Sound Effect - words that show sound is happening

Thought Balloons - contain a character's thoughts

Writer - The writer writes the story and has the overall vision of how the story will go. They write the dialogue and how the story will progress.



MARCH VOCABULARY



Page 6

Conducive – tending to promote or assist

Disperse – to spread widely

Page 22

Sharecropper – a tenant farmer especially in the southern U.S. who is provided with credit for seed, tools, living quarters, and food, who works the land, and who receives an agreed share of the value of the crop minus charges

Page 28

Congregation – an assembly of persons; a religious community

Page 54

Segregation – the act of setting someone or something apart from other people, places, or things.

Page 56

Social Gospel Movement – a religious movement that arose during the second half of the nineteenth century. Ministers, especially ones belonging to the Protestant branch of Christianity, began to tie salvation and good works together.

Page 58

Boycott – to remove yourself from social or commercial relationships as a form of protest.

Page 75

Non-violence/non-violent protest – a type of activism or resistance that uses methods besides violence to achieve a societal goal: sit-ins; marches/protests; boycotts; etc.

Page 76

Pacifist – a person who is opposed to violence and war

Fellowship of Reconciliation [FOR] – a religious non-violent organization

Page 80

Dehumanize – to deprive of human qualities, personality, or spirit

Page 83

Nashville Student Movement –

Page 101

Conspicuously – obviously; noticeably

Page 110

Instigated – provoked

Page 112

Southern Christian Leadership Council [SCLC] – a group of Black churches that was formed to coordinate the actions of local protest groups throughout the country



MARCH VOCABULARY



Page 112

Student Nonviolent Coordinating Committee [SNCC] – a student run civil rights organization that remained independent of the other organizations

Jim Crow Laws – after the Civil War, Southern Legislation passed laws of racial segregation ("Jim Crow Laws") against African Americans at the end of the 19th century.

Memoir – a work of non-fiction about a subject written from the perspective of that subject.

Flashback – literary device where the author takes the reader back to an earlier time to further develop plot, character, setting, etc.



PRE-READING ACTIVITY



Martin Luther King and the Montgomery Story: http://www.crmvet.org/docs/ms_for_comic.pdf

Gandhi Speech on Non-Violence: <https://www.youtube.com/watch?v=dEEZsocrm0A>



DISCUSSION QUESTIONS



1. What are some possible meanings for the title, *March*?
2. In the opening pages, we meet John Lewis during the confrontation with police on the Edmund Pettis Bridge. How would you characterize (using character traits that describe him as a person) John Lewis?
3. How does the book use flashback to connect important moments from the past to the present day?
4. (Pg. 12-15) What is the significance of the date? What happened? Where is this person going? Who do you think he is? How do you think he would feel about this event? Why?
5. Why do you think the creators chose to use the device of Mr. Lewis telling his life story to the young visitors in his office? And how does this device impact the way that readers perceive or understand the story?
6. Page 27 contains an image of young John with a Bible scripture printed on him. What might be the significance of this scripture to John at the time?
7. What role did the chickens play in preparing John for his life in the Civil Rights Movement?
8. (Pg 36, panel 1) What advice did John's parents give for African-Americans to survive in the South at that time?
9. (Pg. 36-47) John takes his first trip north. What were some of the differences in quality of life for African-Americans in the North and the South?
 - a. How did John's first trip North impact him? How did it change him and why?
10. (Pg. 48-52) Describe the effects of segregation on African-Americans during this time. How were their lives different from White people?
11. (Pg. 55-56) How did hearing Martin Luther King, Jr on the radio effect John? Why do you think he mentioned the other preachers in his community on the previous page compared to MLK?
12. Detail the death of Emmett Till and how it impacted the fight for civil rights. How did things change after his death?
13. (Pg. 78) John is depicted all in black and just his thoughts printed on the page. Why do you think the creators chose to depict this moment this way? What was happening at this moment for John? How did he feel?
14. (Pg. 76-78) What was the point of the meeting? What method of protest were the students planning to use? Why?
15. How did the protesters prepare for their protests? Why was this important? Is this something you think **you would have been able to do**?
16. How were the initial protests received by Whites in the town? How did they react?
17. Were the protests successful in the end? Explain why or why not?
18. Do you think non-violent protest is effective?
19. How does the book end? Has segregation been defeated? What happens?
20. Last question – go back to your first answer. Now answer it again – why do you think this book is titled *March*?



PROJECT IDEA #1: WHAT'S YOUR PROBLEM?



John Lewis saw several problems in his life and took actions to address them. When he wanted to go to Troy University, he reached out to Dr. King for help. When he saw there were issues with integrating lunch counters, he joined a student protest group. More recently, he saw that young people were disengaged from the civil rights movement, so he co-wrote *March* to engage young readers. Have students use this modified version of problem based learning to address a problem in their own lives. It could be a problem in school, their neighborhood, their home or their town.

Step 1: identify the problem

What is a problem you have in your life that you might be able to change? This problem should not be as big and broad as “racism,” rather it should be specific and solvable. It could be in school, your neighborhood, your home or your town.

Step 2: research causes of the problem

The best way to find solutions to a problem is to identify the causes of the issue and isolate those causes into things that can be addressed.

Step 3: identify people or resources who could be partners in solving this problem

Mr. Lewis did not address his problems on his own, and neither should you! Who are people or resources you could tap into to help you with your problem? How could you reach out to them for help?

Step 4: generate possible solutions to your problem

This is where you think of products or actions that could directly address your problem. It could be as simple as a letter writing campaign to as ambitious as a clothing drive.

Step 5: get feedback from a classmate

This step would be a great place to get feedback on your problem and possible solutions. Your classmates are a resource who could help you choose the best solution to your problem

Step 6: choose a solution you could enact

After brainstorming possible solutions, pick the one you have the most passion and ability to actually address. Generate the action steps you would need to take to accomplish this problem. This is where the product (a letter, a presentation, a comic book, etc) comes in.

Step 7: Present to class

Present your project to the class! Explain your problem, and the process you took to address your problem!



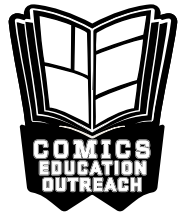
PROJECT IDEA #1: WHAT'S YOUR PROBLEM?



Identify your problem:
Causes of the problem?
Who could help?
Generate possible solutions to the problem
Choose one solution you could actually enact
Action steps
Product that could help address the problem



GENERAL PROJECT IDEAS FOR VARIOUS CONTENT AREAS



Characterization of John Lewis: Select one of the John Lewis YouTube videos listed below (or find another video in which John Lewis speaks) and write a compare/contrast response comparing the John Lewis in the video to the John Lewis that we meet in *March: Book One*. What similarities do we find? What differences? Is it evident that the man in the video is the same man that the book is about? Why or why not?

Interview Project: Much of this story is written as if it were told to a younger audience. As such, the reader was informed about a pivotal moment in the United States' history, but it was delivered in a digestible way for its intended audience. At times, real history is not just as we are taught. Find three people of different backgrounds that lived through the Civil Rights' Movement and interview them with seven-ten questions that you have created based off your reading of *March: Book One* (questions will be edited and approved by teacher). You will present your findings to the class.

Alteration: Interviews must be typed out and properly formatted to teacher specification.

Alteration 2: After you have collected your three interviews, create an object that you feel exemplifies the Movement. Format the words of your interviews into that shape. The shape, placement, coloring, etc., is up to you! Project must be approved by teacher. This one takes a lot of creativity!

Art Vocabulary: Select some (teacher can determine amount) of the Comics Terms/Glossary terms, and find two-three instances of these terms in action in the book. Explain where it is found, what it is, and how your example works in the book. This can be written, oral, or a group/individual presentation. Images should be shared in some way with the class for discussion.

Social Studies: Multi-media Text Set Project: Using *March* as inspiration, have students create a DBQ (document based question) also known as a synthesis essay packet. Students will need to discover a question based on the

era of John Lewis; and while this question can allude to or ask about other time periods, the framework of the question needs to find a solid foundation in the Civil Rights' Movement. Students will need to develop a question that will be accompanied by 6-8 found sources that could be used to answer the question. Sources should be no longer than one page; one should be an image of some sort, and one should be a chart or graph. Here is a great resource for teaching with DBQ: <http://www.edteck.com/dbq/index.htm>

To differentiate, allow students to create their own documents through research or interviews.

March Vocabulary Project: select one of the *March* Vocabulary terms listed above, research it, and prepare a five-seven minute presentation explaining it to the class. You can choose whatever format you wish to present your idea, but you will be graded on how well you were able to convey the information to the class

Design March T-shirt: In an effort to find deeper meaning in a text, have students use the first panel of page 27 as inspiration for this project. What phrase from the book *March* or another work has stayed with them or impacted them? What is the meaning behind that phrase? Why is it important to you? Students will put their powerful phrase on a t-shirt paired with the image of their choice. (This, like many of the options here, may be typed out if the student is not an artist.)

Movie Poster: Think of your favorite movie poster. What makes it memorable? What makes it pop? What makes you want to see the film? Do some research into cool movie posters. Find your style. Create your own movie poster for the film *March*! You do not need to draw the poster, but you will need to write-up a detailed explanation as to what the poster looks like. You can let your imagination fly...as long as you can write down exactly what your poster would look like.



PAIRING SUGGESTIONS



Selma

The film chronicles the tumultuous three-month period in 1965, when Dr. Martin Luther King, Jr. led a dangerous campaign to secure equal voting rights in the face of violent opposition. John Lewis is a featured person in the film. Although the film is PG-13, there is some strong language at moments.

Letter From Birmingham Jail

Give students the opportunity to read about the civil rights movement from one of its most famous actors. "Letter from Birmingham Jail" is one of the most widely available civil rights artifacts, and it speaks directly to the tenants of getting in "good trouble."

The Silence of Our Friends

In 1960s Texas, a white family from a notoriously racist neighborhood and a black family from its poorest ward cross Houston's color line, overcoming humiliation, degradation, and violence to win the freedom of five black college students unjustly charged with the murder of a policeman. This graphic novel gives a different perspective on the injustices of the time period.

We've Got a Job: The 1963 Birmingham Children's March

We've Got a Job tells the little-known story of the 4,000 black elementary-, middle-, and high school students who voluntarily went to jail in Birmingham, Alabama, between May 2 and May 11, 1963. Fulfilling Mahatma Gandhi's and Dr. Martin Luther King, Jr.'s precept to fill the jails, they succeeded where adults had failed in desegregating one of the most racially violent cities in America. Focusing on four of the original participants who have participated in extensive interviews, We've Got a Job recounts the astonishing events before, during, and after the Children's March.



OPPORTUNITIES FOR FURTHER LEARNING



"The Comic that Changed the World" by Andrew Aydin <http://www.creativeloafing.com/news/article/13074611/the-comic-book-that-changed-the-world>

"Martin Luther King and the Montgomery Story" http://www.crmvet.org/docs/ms_for_comic.pdf

"John Lewis Speaks at the March on Washington" <https://www.youtube.com/watch?v=tFs1eTsokJg>

"John Lewis on Late Show: Get into good trouble" <https://www.youtube.com/watch?v=6ATwisIrtfg>

"PBS American Experience: Jim Crow Laws"

<http://www.pbs.org/wgbh/americanexperience/features/freedom-riders-jim-crow-laws/>



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Igniting Imaginations.