



TeachersFirst READING TREKS

March: Book One

Teacher Guide

Grade Level & Content Areas

Access Reading
Trek Map

Ages: 12–18

Grades: 7–12

Reading Level: 4.6th Grade

Lexile Measure: GN760L

Guided Reading Level: W

Developmental Reading

Assessment (DRA): 60

Content Areas: English/language arts, reading, literature, and social studies (including identity, history, geography, and social justice).

Synopsis of Book

In this graphic novel, coauthors John Lewis and Andrew Aydin, along with illustrator Nate Powell, take the reader through time and across locations, from the events of John Lewis's life and involvement in the civil rights movement to the morning of the historic inauguration of Barack Obama. The story and artwork portray the segregation, poverty, and the heinous actions and disregard for human dignity inflicted on Black Americans in the South. Many foundational events of Lewis's young life are graphically depicted, including his summer trip to Buffalo, moments from his college years, Bloody Sunday, Nashville lunch-counter sit-ins, Freedom Rides, and the bombing of Alexander Looby's house. The book's title, *March: Book One*, draws from the historic voting rights march from Selma to Montgomery, Alabama.

Standards

Common Core State Standards for 6–12

Reading: Literature

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

Writing

- Text Types and Purposes
- Research to Build and Present Knowledge

National Curriculum Standards for Social Studies

- Theme 1: CULTURE
- Theme 2: TIME, CONTINUITY, AND CHANGE
- Theme 3: PEOPLE, PLACES, AND ENVIRONMENTS
- Theme 4: INDIVIDUAL DEVELOPMENT AND IDENTITY
- Theme 6: POWER, AUTHORITY, AND GOVERNANCE
- Theme 10: CIVIC IDEALS AND PRACTICES

National Core Arts Standards for Visual Arts

- CREATING
- RESPONDING

Social Justice Standards

- Identity
- Diversity
- Justice
- Action

Using a TeachersFirst® Reading Trek to Explore This Book

TeachersFirst Reading Treks create a virtual field trip of resources about a piece of literature or a text using the My Maps feature of Google Maps. To motivate and enrich student reading, teachers and students can reference this visual collection of web resources and images as they relate to the contents of a book.

TeachersFirst has done the hard work for you! Use the activities in this teacher guide and the accompanying [Reading Trek map](#) as you and your students explore this book. And, if you feel inspired, you (or your students) can create your own Reading Trek about this or another book!

Using This Reading Trek in Class

Below is a list of ideas for how to use this Reading Trek in your educational setting.

Working with the Map:

1. Introduce the book to the class on an interactive whiteboard using the [Reading Trek map](#) and highlighting its various layers.
2. Discuss the demographics of the classroom and school, “the elephant in the room,” and how stereotypes and cultural racism impact individual and group academic performance and social and emotional development. Use [The Montgomery Story](#) as an inspirational introduction to the discussion, explaining that the pain and prejudice of that time persist today and that the students have the opportunity to change that. Another option is to discuss how beneficial nonviolent resistance could be in other matters.
3. Using [The Five Cases](#) that fall under the Brown v. Board of Education umbrella, have students debate which argument was the strongest. Using the [Clark Doll Test](#) as supporting evidence, discuss how these

situations have changed over time. Students can work in pairs or small teams to debate or offer short speeches reenacting the court cases.

4. Use Make Beliefs Comix ([TeachersFirst review](#)) to write and illustrate a potential encounter with strangers that young John Lewis and his uncle may have had at a stopping point along the way to or from Buffalo. *The Negro Motorist Green Book*, an international travel guide for people of color (1949 edition), would have been a resource of friendly places to stop for food or lodging.
5. The 1963 March on Washington for Jobs and Freedom was thoroughly planned, and participants were provided with an [organizing manual](#). After choosing a particular cause to support, have groups of students collaborate to create a similar event document describing the cause and answering the pertinent questions:

who is sponsoring the event, who will attend, what demands or issues will be addressed, when the event will take place (including a schedule), where the event will be held, why this event is important, and other supportive details. Address appropriate behavior if the cause may incite volatile actions or responses.

6. Using [The Civil Rights Movement \(1954-1968\): A Leader's Account](#) and Time Graphics Timeline Maker ([TeachersFirst review](#)), students can create a timeline of civil rights milestones and John Lewis's life events. "Black History Milestones: Timeline" ([TeachersFirst review](#)) and the [section summaries](#) in the Course Hero Study Guide are other helpful resources. Referencing the organizations to which John Lewis belonged will help to build a better understanding of the man and his beliefs.

Extension Activities:

1. Most students don't have the opportunity to visit an elected official in their office as John Lewis did. As a class, have students create a list of questions to ask elected officials or even those running for elected office. Share [Stickies \(TeachersFirst review\)](#) with students to collect potential questions, then choose a select number of questions to enter into a Google Form ([TeachersFirst review](#)) document. Attach the form to a letter, then email it to the selected officials (a suggested response date will help ensure timely replies). Once the response date has passed, the response data can then be aggregated and discussed.
2. Students can use IdeaBoardz ([TeachersFirst review](#)) to create a digital display of the hurtful actions of others that they feel they could or could not tolerate. This display can then be uploaded and shared on the class's Learning Management System (LMS), where

classmates could offer suggestions for handling conflicts or provide words of encouragement.

3. Students could participate in a Coloured Glasses workshop activity or several activities, depending on the student group's age and time restraints. View [Looking at the World through Other Glasses: How to Understand Cultural Misunderstanding](#) as an introduction. These activities are designed to allow individuals to discover and examine their attitudes toward other cultures. It should be noted that underlying feelings may surface. Be sure to debrief students to address them.
4. Use these 50 Quizlet ([TeachersFirst review](#)) digital [flashcards](#) to monitor understanding of the content. Students can also use the 20-question test option as a self-check for comprehension.

5. “The Brave Warriors of Justice” are individuals who make up the International Civil Rights Walk of Fame. Give students the opportunity to select and research one of these individuals, then create a virtual gallery walk using a digital whiteboard, such as Microsoft Whiteboard ([TeachersFirst review](#)), Padlet ([TeachersFirst review](#)), or FigJam ([TeachersFirst review](#)).
6. After viewing some of [Nate Powell’s most popular](#) artworks, ask students to offer a written response to a particular piece and create either a drawing, poem, or song as a follow-up in the medium of their choice.

Helpful Resources

From TeachersFirst:

- [TeachersFirst Review of Google My Maps](#)
- [TeachersFirst CurriConnects Book List - Maps](#)
- [OK2Ask: Building Background Knowledge with Reading Treks](#)
- [OK2Ask: No Passport Required: Cross-Curricular Learning Journeys with Google My Maps](#)

Other Resources:

- [Andrew Aydin](#)
- [Representative John R. Lewis](#)
- [John Lewis Biograph \(Stanford University\)](#)
- [John Lewis Biography](#)
- [John Lewis Quotes](#)
- [Nate Powell](#)
- [Making Comics with Graphic Novelist Nate Powell](#)
- [“Brown v. Board of Education”](#)
- [A Teacher’s Guide to *March: Book One*](#)
- [Coloured Glasses Manual](#)
- [“Reflections on the Greensboro Lunch Counter”](#)
- [How “March” Books can Teach Students about Civil Rights](#)
- [Freedom’s Story: Segregation](#)
- [March: Book One Study Guide - Course Hero](#)
- [Civil Rights Movement Timeline](#)
- [Comic Beats Interview with Andrew Aydin](#)
- [Lunch Counter Sit-Ins: 50 Years Later](#)