



WHEN WE MARCH

written by Kimberly Rae Gilbert
illustrated by Shannon Frabbiele

Lesson Plan & Discussion Guide PRE-K to GRADE 2

Essential Questions & Learning Objectives

- What is a march?
- Why do people march?
- How do the marchers feel?

Depth of Knowledge Levels

Level 1: Recall

Level 2: Skills and Concepts

Level 3: Strategic thinking

Level 4: Extended thinking

Materials & Resources

- WHEN WE MARCH text
- Card stock and crayons, markers, colored pencils, and/or paint
- Printed cutouts of marchers
- Images of real-world marches from the web
- Recordings of "This Land is Your Land" and/or "America the Beautiful" (hint: try YouTube)

STANDARDS - common core aligned

- CCSS.ELA-LITERACY.CCRA.R.1: Read closely to determine what the text says explicitly and make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCSS.ELA-LITERACY.CCRA.R.2: Determine central ideas or themes of the text and analyze their development; summarize key supporting details and ideas.
- CCSS.ELA-LITERACY.CCRA.R.3: Analyze how and why individuals, events, or ideas develop and interact in the text.
- CCSS.ELA-LITERACY.CCRA.R.4: Interpret words and phrases used in the text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- CCSS.ELA-LITERACY.CCRA.R.8: Delineate and evaluate the argument and specific claims in the text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- CCSS.ELA-LITERACY.CCRA.R.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- CCSS.ELA-LITERACY.CCRA.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.CCRA.SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding.
- CCSS.ELA-LITERACY.CCRA.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Before the lesson

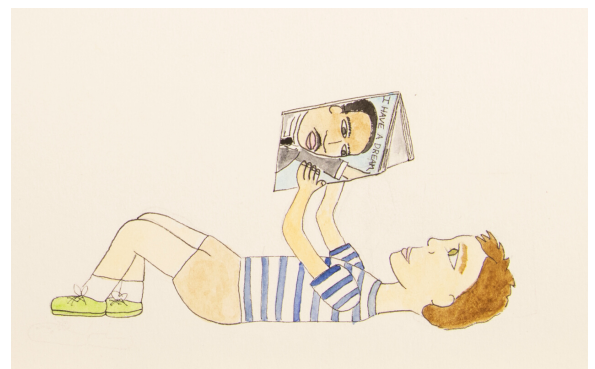
- In advance of the lesson, reach out to parents to request any pictures or books about marches that families might have at home. It's especially meaningful to include photographs of people the children know.
- Prepare a classroom display of photographs of famous marches throughout history.
- Provide the WHEN WE MARCH text for students to peruse.
- Create a learning library that students can browse, containing several books on the topic of marching, social justice, and advocacy.
- It is always helpful to read a book twice, once for the heart and once for the head. Feel free to read WHEN WE MARCH on Day 1 so students see the pictures and hear its words. On Day 2, conduct the lesson.

SUGGESTIONS FOR A TIMELINE OF MARCHES:

- 1894: Protests by "armies" of unemployed
- 1911: March for Women's Suffrage
- 1963: March on Washington for Jobs & Freedom
- 1965: Selma to Montgomery March
- 1969: Anti-Vietnam War Demonstration
- 1982: Anti-Nuclear Protests
- 1993: March on Washington for Gay Rights
- 1995: Million Man March
- 2003: Anti-Iraq War Protests
- 2014: People's Climate March
- 2016: Dakota Access Pipeline Marches
- 2017: Women's March
- 2018-2019: School Strike 4 Climate

SUGGESTIONS FOR FURTHER READING:

- *We March*, by Shane Evans
- *What Can a Citizen Do?* by Dave Eggers
- *Brave Girl*, by Michelle Markel
- *Si, Se Puede! / Yes, We Can!* by Diana Cohn
- *Say Something!* by Peter H. Reynolds
- *If You're Going to a March*, Martha Freeman
- *Peaceful Fights for Equal Rights*, by Rob Sanders
- *We Are the Change: Words of Inspiration from Civil Rights Leaders*, by Harry Belafonte (Introduction)



The lesson

INTRODUCTION:

- Pass out color-printed copies of photographs from past marches to students and have them share with one another informally about what they see in their pictures.
- Teacher asks what students notice about their pictures and quickly jots down a drawing and/or word to accompany the drawing on an anchor chart or large piece of paper to collect students' ideas. (Examples: lots of people, signs, the sky, buildings, specific colors).
- Teacher helps students compare and contrast information found in their pictures.
- Teacher asks if anyone has ever participated in a march.
- Teacher asks, "What is a march?" "What do you think it feels like to march?"

DISCUSSION PROCEDURE:

- Teacher says, "I want to find out what a march is and how it makes someone feel."
- Teacher begins read aloud of WHEN WE MARCH.
- During discussion of the text, teacher can choose for the class to share as a group or turn and talk to peers.

PAGES 1-2

- Where are your feet?
- What do you do with your feet?
- What are the feet doing in this picture?
- What does the word "lead" mean?
- Play "Follow the Leader" with the first person in a class line leading the way to the next activity

PAGES 3-4

- Can we all hold hands?
- In our class/community we do not leave anyone out.
- What activities do we do in school where we all participate?

PAGES 5-6

- What you say is important. What is something important to you that you would like to say?
"Something that is important to me is _____."
- List ideas on an anchor chart or poster board.

PAGES 7-8

- Who is a good listener?
- Who do you listen to? What does that person say?
- What does "liberty" mean? Or: Liberty means free; what are you free to do?
- What does "justice" mean? Or: Justice means fair treatment; how do we treat each other fairly?
- Name some places where we practice liberty and justice.

PAGES 9-12

- Tell a partner a hope or dream of yours.
- Share answers as a class. (Jot answers on an anchor chart or poster board.)
- How will you make your dreams come true?
- We are going to make our own signs when we are finished reading this book

PAGES 13-14

- Listen to one of the songs now, if you choose.
- Has anyone ever heard this song before?
- Why do we as communities sing these types of songs?
- What is the theme of this/these songs?

PAGES 15-16

- What does the word "chant" mean? (A chant is a repeated rhythmic phrase, typically one shouted or sung in unison by a crowd.)
- What does "democracy" mean? (Democracy is rule by the people.) Feel free to discuss voting and the concept of elected officials.
- There is a Spanish phrase in this book; can anyone translate it for us? ("Si, se puede!" = "Yes, we can!")
- What can you do?

PAGES 17-18

- Do you ever shout to say something nice? What do you say?

PAGES 19-20

- Think of a time you made a mistake.
- How did you fix your mistake?
- What will you do the next time?
- What do we do to keep our earth beautiful?

PAGES 21-22

- What do all of these pictures have in common?
- How can we help each other?
- What can we do together that we cannot do alone?

PAGES 23-24

- What do you think it means to "carry all hearts with us"?

PAGES 25-26

- What is a march?
- Why do you think people march?
- How do people feel when they march?





Independent practice

- Teacher says: We are going to do an activity now where we draw a picture of ourselves marching and fill in the sign with our hopes and dreams.
- Here is an example of mine. I wrote on the sign what is important to me.
- Think about what is most important to you.
- Walk around while students draw to help them write their signs.

Variation:

Students write signs expressing their hopes and dreams. Then, they practice marching in the classroom. (You may use a soundtrack such as “This Land is Your Land”). If possible, students might even march through the hallways singing or chanting what is written on their signs.

Share

- Students can share their signs with each other or as a whole group.
- Hang the students' artwork in the classroom or the hallway as a display.

Conclusion

You might consider passing out the pictures of previous marches again while asking the conclusion questions. If your school requires this in your lesson, students can write their responses on a post-it note, and you can use their conclusion answers as an assessment.

QUESTIONS:

- Did you like the book? (Thumbs up or down.)
- Turn and tell a partner what you learned about the book.
- Why do people march?
- What happens at a march?
- Do you think marches are a good idea? Why or why not?
- What do you think happens when the march is finished?