

## GRADES K-2 LESSON PLAN

WE MARCH

**Title:** *We March*

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**Grade Level:** K-2

**Standards\*:**

- **Common Core:** *CCSS.ELA-Literacy.RL.K.1, K.2, & K.3; CCSS.ELA-Literacy.RL.1.1, 1.2, & 1.3; CCSS.ELA-Literacy.RL.2.1, 2.2, & 2.3*
- **Virginia Standards of Learning:** K.9; 1.9; 2.8

**Overarching Theme(s):** Segregation, Fairness, Point of View, Empathy, Inferencing

**Timeframe:** (30-45 minutes)

*We March*

**Summary:** This book presents a simple narrative alongside vivid pictures depicting a Black family's journey to the March on Washington that took place on August 23, 1963. The book is told from the perspective of a Black family and describes, in no more than one sentence per page, what they did before, during and after the March on Washington.

**Lesson Goals:**

1. Identify feelings and motivations of characters

**Key Terms:**

*These words are not explicitly in the text, but may come up.*

- **Civil Rights Movement:** an organized effort by Black people for social justice, to end racial discrimination and to gain equal rights under the law in the United States; timeframe: late 1940's-1960's; prominent activists: Bayard Rustin, Black Panthers, Ella Baker, Fannie Lou Hamer, Freedom Riders, John Lewis, Little Rock Nine, Malcolm X, Rev. Dr. Martin Luther King, Jr., Medgar Evers, NAACP, SNCC, and many more
- **Discrimination:** the purposeful unjust and unfair treatment of people, usually based on their race, age, or gender; with the purpose of keeping the dominant group in control or power
- **Jim Crow Laws:** laws and rules that discriminated against or enforced the segregation of Black people in the United States (for example, Black people had to use separate drinking fountains, restrooms, medical facilities, theaters, restaurants, railroad cars, buses, and separate schools with old or used textbooks and equipment, etc.); the laws purposely created disadvantages for Black people; Jim Crow was not an actual person but was the name of a song and dance done by a white entertainer who wore Blackface
- **Race:** a way to group people based on their skin color, facial features, hair texture, or ancestry; created in the United States during slavery to oppress Black people; different "races" (i.e. Black and White people) have the same genetics

- **Racial Segregation:** separating people because of their race; it was legal to do this because of laws created by people who thought White people in America were the superior race; this led to “separate but equal” policies, which implied people of different races had separate but equally good options for things like schools, restaurants and hospitals; the reality was that People of Color had poorer options compared to White people; legal from 1896 (*Plessy v. Ferguson*) to 1954 (*Brown v. Board*)
- **Racism:** the unfair treatment of people based on the opinion that one race is better than another race or races; a system of advantage based on race; racial prejudice plus social power; individual racism: actions and/or language toward a person that intentionally expresses prejudice, hate or bias based on race; institutional racism: discriminatory treatment, unfair policies and inequitable opportunities and impacts, based on race, that are produced and perpetuated by institutions (schools, workplace, mass media, etc.); structural or systemic racism: normalization and legitimization of historical, cultural, institutional and interpersonal dynamics that routinely advantage White people, while producing cumulative and long-lasting disadvantages for People of Color

#### Procedure:

*\*Important! Before the start of the lesson, students **must** engage in transactive discussion practice for the discussion to be meaningful. This does not have to take place before every lesson but students need to be familiar with this type of discussion for the lesson to be effective.\**

Before reading the story with students, teachers should provide a primer on the Civil Rights Movement. It does not need to be very detailed, but rather explain that inequality existed because of differences in the color of people’s skin (sample language below):

*“Many years ago, there were laws that said Black and White people could not do the same things. They could not go to the same schools, or eat at the same restaurants, or drink from the same water fountain. Black people were treated unfairly in America because of the color of their skin. The places Black people could go usually were not as nice as the places White people could go. Many people were very angry about these laws and thought they were unfair. During the Civil Rights Movement (the 1950-1960s), people fought against these unfair laws in different ways throughout the country.”<sup>1</sup>*

Teacher should read the story aloud to the whole group. During the read aloud process, teacher should stop and ask teacher-generated comprehension questions to assess/support student understanding, address misconceptions, and answer questions.

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<sup>1</sup> K-2 students won’t be able to fully grasp the racial injustice that took place during the Civil rights movement; therefore, it is not necessary to go into major detail when discussing it.

- Students should discuss and answer book-specific discussion questions (see below) in pairs. (Teacher-generated comprehension questions can be discussed as a whole group.)
- Teacher can then have students share the answers they generated in pairs.
- During whole group discussions, teacher should provide guiding questions rather than providing answers.
- Immediately following reading and discussion, teacher should have students *independently* respond to writing prompts or assign for homework.

### *Discussion Questions*

1. Do you think it was fair that Black people were treated unkindly because they were Black? (The answer will likely be no)
  - a. How do you think the little boy and girl in the story feel about being treated unfairly because they are Black?
  - b. Have you ever been treated unfairly?
    - i. How did that make you feel?
2. How do you think this family feels before the March on Washington?
3. Why do you think they have to “pray for strength”? (Answers should include that the family may feel frightened)
  - a. What might they be afraid of?
4. How do you think they are feeling when they are actually marching?
5. What do you think they mean when they say they are marching for *justice, freedom, and our dreams*?<sup>2</sup>

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<sup>2</sup> This question is best reserved for 2<sup>nd</sup> graders. Discuss with students the definitions of *justice, freedom, and what it means to have dreams*. They will likely need a definition for justice, but ask them what they think it means to be free.

Writing Prompt

In the story, the family was marching for *justice, freedom,* and *our dreams*. How did the family feel during the march?

The family felt

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Writing Prompt

In the story, the family was marching for *justice, freedom, and our dreams*.

- How did the family feel during the march?
- What is something you would march for?

I think the family felt \_\_\_\_\_ because \_\_\_\_\_

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I would march for \_\_\_\_\_ because \_\_\_\_\_

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## Standards\*

[CCSS.ELA-Literacy.RL.K.1](#)

*With prompting and support, ask and answer questions about key details in a text.*

[CCSS.ELA-Literacy.RL.K.2](#)

*With prompting and support, retell familiar stories, including key details.*

[CCSS.ELA-Literacy.RL.K.3](#)

*With prompting and support, identify characters, settings, and major events in a story.*

[CCSS.ELA-Literacy.RL.1.1](#)

*Ask and answer questions about key details in a text.*

[CCSS.ELA-Literacy.RL.1.2](#)

*Retell stories, including key details, and demonstrate understanding of their central message or lesson.*

[CCSS.ELA-Literacy.RL.1.3](#)

*Describe characters, settings, and major events in a story, using key details.*

[CCSS.ELA-Literacy.RL.2.1](#)

*Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.*

[CCSS.ELA-Literacy.RL.2.2](#)

*Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.*

[CCSS.ELA-Literacy.RL.2.3](#)

*Describe how characters in a story respond to major events and challenges.*

**Virginia Standards of Learning (SOL)**

- **K.9** The student will demonstrate comprehension of fictional texts: a) Identify the role of an author and an illustrator; b) Relate previous experiences to what is read; c) Use pictures to make predictions; d) Ask and answer questions about what is read; e) Use story elements of characters, settings, and events to retell stories sequentially using beginning, middle, and end.
- **1.9** The student will read and demonstrate comprehension of a variety of fictional texts: a) Preview the selection; b) Set a purpose for reading; c) Relate previous experiences to what is read; d) Make and confirm predictions; e) Ask and answer who, what, when, where, why, and how questions about what is read; f) Identify characters, setting, and important events; g) Retell stories and events, using beginning, middle, and end in a sequential order; h) Identify the theme.
- **2.8** The student will read and demonstrate comprehension of a variety of fictional texts: a) make and confirm predictions; b) connect previous experiences to new texts; c) ask and answer questions using the text for support; d) describe characters, setting, and plot events in fiction and poetry; e) identify the conflict and resolution; f) identify the theme; g) summarize stories and events with beginning, middle, and end in the correct sequence; h) draw conclusions based on the text.