

Lesson 8: *Let the Children March*

Teachers, you know your audience.

This book is recommended for ages 6 – 9 /Grades 1st to 4th. Some teachers/parents recommend this for 5 year olds as well .

THEMES: Appreciate Diversity, Believe in Yourself - (Empowerment)

BOOK: *Let the Children March* Written by Monica Clark-Robison
and Illustrated by Frank Morrison

MATERIALS:

- **Song:** “We Shall Overcome” https://youtu.be/l2QIQU6p_KM
- ***Laminated Poster 1:** Include titles, authors, & illustrator of books
Include this quote from book and Underlined Vocabulary words:
Vocabulary words: march—walking or going forward in regular steady steps to walk with others to protest or support something
civil rights - guarantees of equal social opportunities and equal protection under the law, regardless of race, religion, or other personal characteristics
protest – to show or express strong disapproval of something at a public event with other people or to say in a forceful way that you do not agree with something
harm – to hurt
segregation - the act of separating people of different races and cultures
desegregation – to end a policy of separating people of different races and cultures
overcome – to defeat or beat (Someone or something); to successfully deal with or gain control or rise above something difficult.
- ***Laminated Poster 2:** Lyrics of the song – “We Shall Overcome”
- **Pointer**
- **Vis-a-vis for laminated poster**
- **Highlighter Tape** (optional)

POSSIBLE LITERACY FOCUS: Preschoolers – K: Letter “d”, Letter “w”
Sight words: “we” and “will”
1st -2nd - contractions there’s, that’s, it’s

MATERIALS FOR ART ACTIVITY: If you are reading this book to 1st/2nd graders, think about including a writing activity for this lesson.

- **Art Activity sheet for each child** (card stock or copy paper) with Martin Luther King Jr. quote written on bottom “I have a dream...little black boys and girls will be able to join hands....”
- **Two Pre-cut out construction paper shapes of hands** for each child in class in colors representing black and white children’s hands
- **Glue.**
- **Optional:** Crayons or markers for further decoration or drawing on activity sheet.

BEFORE READING OF BOOK/DISCUSSION: This book has a calendar of events of the Civil Rights Crusade -1963. I would read the book first and go over the calendar at another time, maybe the next day. For the older students, this book can be a basis for more written activities and discussion of Martin Luther King Jr. and Civil Rights.

Show children the book cover and read the author’s and illustrator’s names. Ask: *Do you have any idea what the book will be about just from looking at the cover. After discussing their ideas, read title. What does the word “march” mean in this title? Have you ever heard of Martin Luther King Jr.? Who was he? (African American minister and activist who became the most visible spokesperson and leader in the civil rights movement from 1955 until his assassination in 1968 (Wikipedia)*

I would like you to think about how he is important to the story and what the author’s message may be. Pay careful attention to the illustrations as they are supporting what the author is saying. Think about what both the illustrator and author are trying to tell us. Are they trying to give us information or entertain us, or do they have a lesson they are trying to teach us?

READ STORY

AFTER READING OF BOOK/DISCUSSION: Ask children what they think the author’s message might be. *Why did the children march? Do you think it is fair to separate children in schools because of the way they look, because of the color of their skin? Does the color of one’s skin, or the color of one’s eyes, or color of one’s hair make a difference as to how one should be treated? Why did some of the parents say they could not march? How did the children feel while they were marching? What happened to them during the march? Were the children successful? How does this story compare to “Separate is Never Equal”?* Discuss the similarities and differences. So much of what kind of discussion transpires will depend on the grade level and age of the children. Most children will understand the unfairness of segregation, but a teacher can use this book for deeper study into the Civil Rights Period of the 1960’s and more study of Martin Luther King, Jr. The calendar of events on the inside front and back cover can lead to much more in depth study.

SONG/DISCUSSION: *We are going to learn one of the songs that the children sang when they were protesting. The song contains one of the vocabulary words on our poster. “overcome”. The lyrics say we shall “overcome” someday. The children were protesting because they could not attend the good schools that the white children were going to... they could not have the same good education that the white children had because of the Alabama laws, which kept the black children in poorer schools resulting in a poorer education. The children and their parents wanted to overcome or defeat, and rise above these laws and change them. They were marching so that black and white children could go to school together. They wanted the people all over the United States to know about this unfairness. As you go over the lyrics, discuss them with the children. Using pointer, point to the lyrics as you read each word. (One to one matching) You may want to do this twice. Sing song with music on a speaker or play on YouTube. After singing it once, invite one of the children (Pre-K) to come and point to the words (with help if needed).*

After singing of song: This is a time to do a short interactive literacy activity with the song. If the song is on a laminated poster, the children can use a Vis-a-Vis marking pen to identify letters or sight words, or they can use highlighting tape to highlight the letters or words. What decoding/ sight word/ rhyming word literacy activity you choose to do, should depend on what your current goals are for your students. Use the songs with your goals in mind. The same kind of activity can be done on a Smart Board.

AFTER LITERACY ACTIVITY WITH SONG: You may want to choose art activity or poem activity.

ART ACTIVITY(Pre-K): There is not very much creativity in this activity. The act of choosing one dark color hand shape and one light color hand shape to put them together is an activity to reinforce the message of Martin Luther King Jr. and the message of the book. Refer back to the book where he is mentioned. Read the quote to the children and explain. The children will choose the different colors and bend the fingers to mimic joining of hands of black and white. Demonstrate the bending of the fingers and gluing of the wrist edges of hands near the top part of the long edges of paper above the quote. The children can write their names on the back before the gluing of the hands, or below the quote. If you would like them to have more of an art activity, they can decorate or draw around the blank spaces around the hands. The children will have more room, if the hands are glued a little higher on the page.



WRITING ACTIVITY:

Questions you might ask: (Write on the board)

Janice Kelsey, who was one of the young Marchers, said, *“I want young people to know that each one has the ability to make a difference in their environment....You just have to have enough courage to evaluate the situation and stand up for what is right.”...*

Do you think you can make a difference?

Is it better to stand up for what is right, or just ignore what is wrong?

How would you stand up for what is right, if you saw one treating another child unkindly? What would be the right thing to do?

Be sure that you review with your students the steps they should take if someone is being bullied. Adult intervention is necessary.

“I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin, but the content of their character.”

(learners dictionary.com) Character- the way someone thinks, feels, and behaves: someone’s personality

Why is “content of character” important?

“We Shall Overcome”

We shall overcome

We shall overcome

We shall overcome

Some day.

Oh deep in my heart I do believe

That we shall overcome some day.

Truth will make us free

Truth will make us free

Truth will make us free

Some day

Oh deep in my heart I do believe that we shall overcome some day.

Black and white together

Black and white together

Black and white together

Some day

Oh deep in my heart I do believe that

We shall overcome some day

We shall overcome

We shall overcome

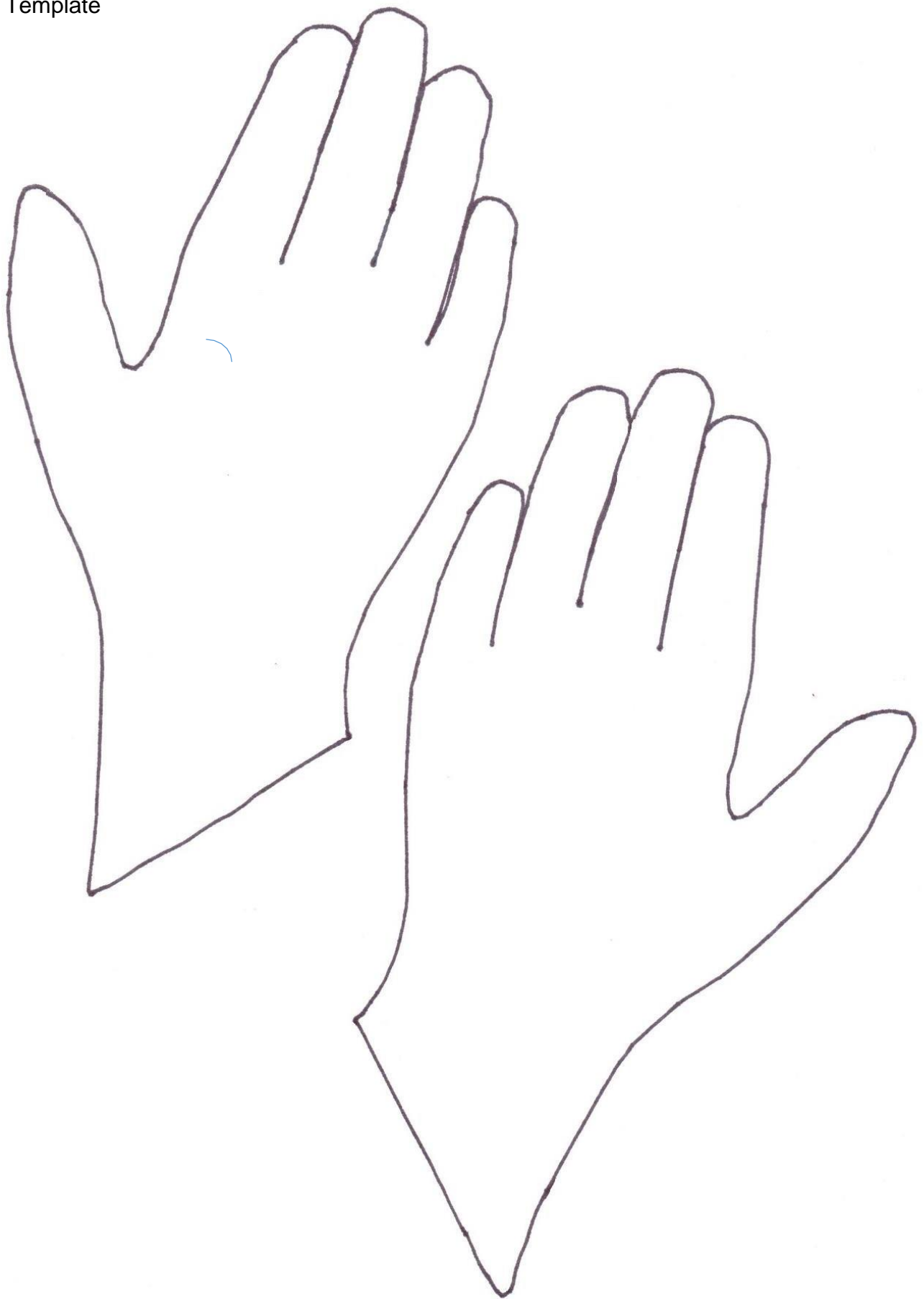
We shall overcome

Some day

Oh deep in my heart I do believe that we shall overcome some day

We shall overcome some day.

Hand Template



I have a dream that one day little black boys and girls will be able to join hands with little white boys and girls as sisters and brothers.

Martin Luther King Jr.

