

Leading A Book Discussion

Adapted from the Anti-Defamation League Teacher's Guide: www.adl.org/education

Key Words

It helps to be clear and agree about definitions when discussing a book. Discuss and define these words together before reading *March: Book One*, and be mindful of their meanings as they come up in the book.

- Boycott
- Civil disobedience
- “Colored”
- Constitution
- Democracy
- Desegregation
- Eradicate
- Inauguration
- Liberated
- Moratorium
- Movement
- Philosophy
- Protest
- Racism
- Resistance
- Sermonizing
- Sit-in
- Unlawful assembly

Discussion Questions

- What is the book about? What did you think about when you looked at the cover?
- Had you ever heard of John Lewis before reading the book? What do you know about him?
- What did you learn about John Lewis as you read the book? What can you tell about his character and personality by reading the book?
- What was John Lewis' childhood like? How does his compare to your childhood up until now?
- Why was John Lewis so attached to the chickens on his parents' farm as a child? What did the chickens symbolize? Do you have pets or care for animals?
- What was it like when John took his first trip north with his Uncle Otis to Buffalo? What happened on the trip and what new experiences did he have?
- When John arrives home after the trip to Buffalo, why does he say, “After that trip, home never felt the same, and neither did I?” Have you ever experienced a trip that changed the way you feel?
- What did John experience in Alabama in terms of segregation and inequality?
- How did John Lewis feel when he first heard Dr. Martin Luther King, Jr. on the radio?
- What did you learn about the Montgomery Bus Boycott from John Lewis' perspective?
- How did John's parents feel about him wanting to attend Troy State College in order to desegregate it? Why do you believe they felt that way?
- How did the Civil Rights activists learn to use nonviolence? Do you think that was easy or difficult?
- Why do you think that nonviolence was such an important part of the Civil Rights Movement?
- How would you feel if you wanted to eat at a restaurant or lunch counter, and you weren't allowed to because of your race or another aspect of your identity?
- What strategies did activists use to desegregate the lunch counters, and what happened in the end?
- Why do you think this story was told as a graphic novel? Do you like learning and reading from graphic novels? Why or why not?
- Why do you think scenes about the inauguration of President Barack Obama were included in the book?
- How did you feel when the book ended?
- This book is the first in a trilogy. What do you think might happen in *March: Book Two*?
- What do you want to learn about John Lewis and the Civil Rights Movement?

For more teacher and discussion guides on *March: Book One*, visit:

Anti Defamation League: Parent and Family Guide

<https://www.adl.org/sites/default/files/documents/assets/pdf/education-outreach/book-of-the-month-march-book-one-parent-guide.pdf>

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