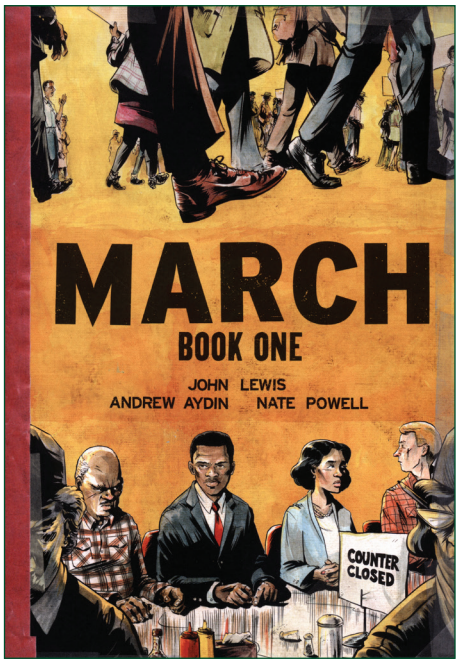
Vermont Reads 2019

Vermont Humanities
Because Ideas Matter

March: Book One

by John Lewis, Andrew Aydin, and Nate Powell

A Statewide One-Book Community Reading Program



March: Book One is the first of a trilogy by civil rights icon John Lewis, in collaboration with co-writer Andrew Aydin and award-winning graphic artist Nate Powell. The book's graphic novel format combines prose with narrative drawing.

Lewis is considered one of the "Big Six" leaders of the civil rights movement. *Book One* tells of Lewis's childhood in rural Alabama, his desire as a young man to be a preacher, his life-changing interactions with Martin Luther King, Jr., and the nonviolent sit-ins he joined at lunch counters in Nashville as a means of undermining segregation.

All three volumes of *March* illustrate Lewis's commitment to nonviolence in the pursuit of social justice. Readers will be inspired to keep exploring, reading about, and discussing this seminal time in our country's history.

Any community organization may apply to host Vermont Reads. We strongly encourage collaborations with other organizations and businesses.

VHC invites all Vermonters—students and adults alike — to read the same book and participate in a wide variety of community activities related to its themes. A brief application from a community-based organization is all it takes to get started.

- **RECEIVE FREE BOOKS** and programming support for your community.
- **HOST** readings, discussions, and community events in your schools, libraries, and local businesses.
- **LISTEN** to Vermont Public Radio's Vermont Reads feature.

Apply

Applications due June 1, 2019. Visit **vermontreads.org** or contact us at 802.262.1355 or **community@vermonthumanities.org**.

Vermont Humanities Council
11 Loomis Street, Montpelier, Vermont 05602
802.262.2626 • **info@vermonthumanities.org**
vermonthumanities.org

Underwriter: *Jan Blomstrann*

Media Partner: VPR

With support from the Jack & Dorothy Byrne Foundation

Vermont Reads
March: Book One
Information and Application

Vermont Humanities
Because Ideas Matter

Vermont Reads Supporters

The Vermont Humanities Council is grateful to the supporters of Vermont Reads 2019: Jan Blomstrann and the Jack & Dorothy Byrne Foundation. **Vermont Public Radio** is VHC's media partner; each year VPR presents several days of Vermont Reads programming.

Application Deadline

June 1, 2019 for priority consideration. Applications will be accepted after the deadline if books are available. We will respond to your application within two weeks of the deadline. Award notifications will contain an estimated ship date for your books based upon your event schedule. **Apply online**.

Program Implementation Dates

Events may be scheduled anytime in 2019. We suggest planning activities over a concentrated period of weeks or months.

Participating Communities Receive

- Up to 75 copies of the Vermont Reads books with a Vermont Reads 2019 seal on the cover. (The number of books awarded depends on the project's size, scope, and creativity.) To purchase additional books at a discount, **contact VHC** (subject to availability).
- Program ideas, discussion guides, recommended related books for all ages, and links to web resources (all found on our **website**)
- Vermont Reads stickers and bookmarks
- Poster templates for promoting events
- Publicity assistance through the VHC media calendar, press releases, and website
- Contact names upon request of prior Vermont Reads project directors who would be happy to share tips for how to make your project successful.

How do we get involved?

To participate, a community should have:

- An organization willing to be the primary sponsor/coordinator—a library, school, historical society, or social service organization are all possibilities. The primary sponsor will collaborate with other community partners to plan creative and diverse humanities-based activities that support community-wide reading and discussion of the book and the themes it contains, and undertake vigorous publicity in the months leading up to the activities.
- 1-2 representatives of that organization willing to act as project director(s).
- At least two other organizations to join the project team and help develop and carry out the activities. In addition to groups mentioned above, potential local partners might include bookstores, museums, church groups, local businesses, service organizations, afterschool and summer programs, teen centers, senior centers/assisted living facilities, and adult education and literacy services centers.
- For priority consideration, **apply online** before June 1, 2019. Applications will be accepted beyond the deadlines if books are available.

A Note on Dispensing Books:

It is our intention that Vermont Reads books be shared far and wide! The strongest Vermont Reads applications will include a thoughtful plan to distribute and encourage reuse of books.

Alternate Versions of the Book:

An e-book version of *March: Book One* is available in the ListenUp! Vermont catalog, the digital lending library used by over 170 public and school libraries statewide. Patrons of any of these libraries may check out this book (in addition to thousands of other titles!) through your library's website or at **https://gmlc.overdrive.com**.

The Vermont Department of Libraries operates a Library for the Blind and Physically Handicapped for the visually impaired and print disabled. Patrons of this library service may access a wide variety of library materials. *March: Book One* is available within the complete *March Trilogy* in digital talking books format (the number is DB087098). Visit their website to learn more about this service: **http://libraries.vermont.gov/library_for_the_blind**

Vermont Reads
March: Book One
Frequently Asked Questions

Vermont Humanities
Because Ideas Matter

How can I participate in Vermont Reads?

If you represent a community organization — like a library, school, historical society, or social service organization — you are eligible to apply to host a Vermont Reads project. First, find at least two collaborating organizations to help distribute books and develop a series of programs and activities. Then fill out a **Vermont Reads Application**. If your application is approved, we'll mail you the books and help publicize your events and activities.

If you are an individual, see our **Calendar of Events** for upcoming Vermont Reads programs in your area. If you don't see any, reach out to your local library or another community organization to let them know their community members want to participate in Vermont Reads.

Where do I get a book?

We count on the community organizations leading local Vermont Reads projects to loan books to their community members. But we still encourage everyone who can get their hands on a copy to read this year's title. Watch our **calendar** for events that may involve book loans, or check your local library for lending copies. Or buy a copy from your favorite local bookstore, and when you're done reading, loan it to a friend or neighbor.

My book group wants to read this year's Vermont Reads title. Where do we get copies?

While book groups alone are not eligible to apply for a Vermont Reads project, we're always pleased to see discussions about this year's title taking place. Contact your local library to see if they have copies to loan, and see our **calendar** for Vermont Reads events that your entire book group may be able to participate in.

VHC also retains a limited number of lending sets for book clubs and other non-eligible groups. Contact **community@vermonthumanities.org** to check on availability. Shipping charges may apply.

My organization is applying to host a project. Who should participate in our activities?

Anyone in your community may choose to take part. You may be interested in hosting programs for adults, young adults, middle-school students, or all of the above. Vermont Reads books are chosen to appeal to a wide range of people: young and old, strong and fragile readers.

Be sure you know your audience before determining the activity or activities you plan to undertake. No matter who they are, involve participants in planning your programs — in the choice of activities, the event details, and the on-site coordination. This will help everyone feel invested in the events, and increase participation dramatically.

Do participants keep the books?

We award books to the community organizations that apply, which then keep and manage those copies. We encourage hosts to distribute, collect, and re-distribute books repeatedly so that as many people as possible can read them.

Vermont Reads
March: Book One
Frequently Asked Questions

Ideally, participants will come to any related program having read some or all of the book. However, with the possible exception of book discussion programs, this should not be a stringent requirement. After all, an interesting discussion may be just the thing to get the person to finish reading the book! Please make every effort to accommodate beginning readers or those needing a reading partner. Places to contact for assistance include adult basic education centers, libraries, and schools. See **Alternate Versions of the Book** for details on audio and talking book formats.

My organization wants to plan our own events. Why do we need to apply with other organizations?

Vermont Reads projects have the strongest impact when several organizations in a community work together on programming. A collaborating organization can be one that works closely with you to develop a specific program, or simply an outside venue that helps distribute books or provides event space. Not every activity has to involve every collaborating organization, but we encourage cross-promotion whenever possible. Collaborations also lead to the maximum number of readers having access to a limited number of books.

Frequent Vermont Reads partners include libraries, schools, museums or historical societies, and senior centers. Traditional venues like these are excellent for activities, but we encourage you to think non-traditionally as well in order to increase your audience. Try reaching out to town halls and civic buildings; cafés, coffee shops, and restaurants; retirement communities; city parks and other public-use areas; town pools, beaches, and lakefronts; youth organizations such as the YMCA/YWCA and Boys-and-Girls Club; church function rooms; bookstores; and other local businesses.

Consider transportation needs when deciding on event locations and arrange for busing or carpools when necessary. For some, getting to an out-of-the-way site presents a challenge, so consider central locations with easy access (including access for those with disabilities).

How should we publicize our activities?

Submit the **Vermont Reads event form** at least one month before the event date(s). For each activity, include a title and description, plus the date, time, location, and contact information. VHC will use this information to spread the word through our web calendar, email newsletters, social media channels, and our biannual print newsletter (schedule and space permitting).

Use the Vermont Reads poster templates included with your book shipment, or design a custom flyer using our **downloadable graphics**. Hang posters everywhere you can think of: libraries, schools, colleges, bookstores, churches, general stores and co-ops, restaurants, cafés, laundromats, town halls, community bulletin boards, and other gathering sites. Contact your local newspapers, radio stations, cable access channels, and newsletters, and send out a press release before their deadlines. Make use of the social media tools used in your community, such as Front Porch Forum and local organizations' Facebook and Twitter pages. And don't forget: word-of-mouth is still one of the best ways to draw participants.

Making food available—and advertising it—almost always increases attendance. Relate food and beverage items to the books for added flair. Have participants join in the preparation of the refreshments. Local grocery stores, co-ops, restaurants, cafés, coffee shops, and other food-service businesses are often happy to donate food items in return for recognition.

How do you choose the Vermont Reads book each year?

We choose a book accessible and appealing to a broad range of readers, based on suggestions from scholars, educators, and community members around the state. We also invite nominations from the public through our **website**.

If you represent an organization that's hosted a Vermont Reads project, your feedback is critical to our ability to select great titles and improve this program in future years. Please be sure to evaluate your project carefully using our **online Evaluation Form**.

Other questions? **Contact us**.

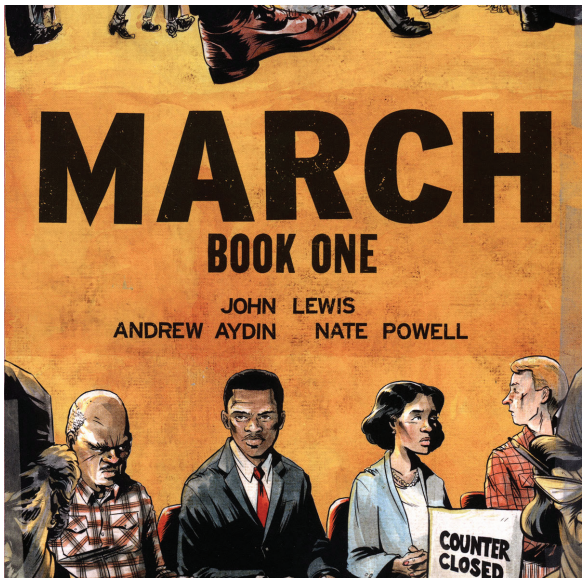
Vermont Reads
March: Book One
SUGGESTED ACTIVITIES AND PROGRAM COORDINATION TIPS

Vermont Humanities
Because Ideas Matter

Planning Your Vermont Reads Events

This year's Vermont Reads book, ***March: Book One***, presents opportunities for numerous extension activities ranging from book discussions to field trips to art and craft projects. The kinds of activities that promote shared reading and discussion are bounded only by the imaginations that you and your collaborators bring to the project. If you develop a new idea, please let us know so that we can share it with other communities!

Please be sure to let us know in advance about your Vermont Reads-related events by submitting them **here** and we will help spread the word!



Book Discussions

Ideally, a discussion group should be facilitated by a person comfortable leading conversations in which everyone feels encouraged to participate. Facilitators might be teachers, librarians, or others who are skilled and enthusiastic about leading a discussion. See the **Vermont Reads 2019 discussion guide** for discussion questions and tips for a successful book discussion. **Note**: VHC does not fund discussion facilitators for Vermont Reads; facilitators should either be volunteers, or project coordinators must make their own honorarium arrangements with facilitators.

Discussion about books related to *March: Book One*:

Host one of VHC's Reading and Discussion series or individual books on:

- **African American Experience: South to North** (part of our **Democracy and the Informed Citizen** series)
- **American Stories Across the Generations** (part of our **Bridging the Generations** series)
- **Vermont Reads** (mix and match)

Note that you must apply separately to host VHC-subsidized Reading and Discussion programs. Visit the **Reading and Discussion section of our website** to apply and to see the entire catalog of offerings and discussion facilitators. Or host your own book discussion on related books.

Read-a-Thon

Advertise a day or evening read-a-thon, where participants take turns reading and describing the drawings of chapters from ***March: Book One*** aloud. Everyone who wishes to participate should have the opportunity. This is a unique way for people of all ages and backgrounds to share the reading experience.

Art and Craft Projects

In addition to (or instead of) writing, young people and adults may wish to express their feelings about the book's subject through artwork, music, or performance. Here are some ideas:

- Participants can create their own comic strips based on stories from ***March: Book One***.
- They also can create protest posters and banners. Arrange for exhibit space at your local library, school, museum, or coffee shop to show participants' artwork.
- Have participants learn and sing spirituals or protest songs. (Insert a protest banner photo)
- Make a cartoon quilt: draw pictures that represent people or situations that celebrate communities that are often marginalized or considered different through race, religion, LGBTQ identity, gender, economic situation, and others.

More ideas from the Teaching Tolerance website: **https://www.tolerance.org/classroom-resources/tolerance-lessons/art-and-activism**

Vermont Reads
March: Book One
SUGGESTED ACTIVITIES AND PROGRAM COORDINATION TIPS

Vermont Humanities
Because Ideas Matter

Listen to the VPR Broadcast

Gather a group around the radio — or around a computer — to listen to VPR's Vermont Reads program after it is made available on the web. Vermont Public Radio is VHC's media partner for Vermont Reads. Use the program as a lead-in to a discussion. Broadcast dates and times will be publicized when they are available.

Field Trip

The Vermont African American Heritage Trail

View the Vermont African American Heritage Trail brochure (PDF).

"Sometimes overlooked as part of Vermont's history are the African Americans who made Vermont their home. Over the centuries, they have had a profound impact on agriculture, owned businesses, held public office, fought alongside fellow citizens in major wars, and worked to make Vermont and the nation a better place." – State of Vermont Dept of Tourism

The Vermont Center for Cartoon Studies and the Schultz Library

Both located in White River Junction, the **Center for Cartoon Studies** is home to a world of drawings, artists, comics and graphic novels. **The Schultz library** holds an extensive collection of books about cartooning—both academic and instructional, in addition to comic books and graphic novels. Workshops, tours, and classes are possible.

Host a Movie Night or Series

There are many documentaries and movies related to the Civil Rights Movement and also graphic novels that may provide context and complement the themes of ***March: Book One.*** Here are some suggestions; this is not an exhaustive list!

The movies noted with an asterisk (*) are approved for screening through the Vermont Department of Libraries (VTLIB)'s motion picture public performance license with Movie Licensing USA. Visit the **VTLIB website** for information on registering for this service.

- *4 Little Girls* (Documentary, 1997, TV-13) A documentary of the notorious racial terrorist bombing of an African American church during the civil rights movement.
- *13th* (Documentary, 2016. TV-MA) An in-depth look at the prison system in the United States and how it reveals the nation's history of racial inequality.
- **42: The Jackie Robinson Story* (Biography, 2013, PG-13) In 1947, Jackie Robinson became the first African American to play in Major League Baseball in the modern era when he was signed by the Brooklyn Dodgers. He faced considerable racism in the process.
- *Arena: Art Speigelman's Maus* (Documentary, 1993, Unrated) This documentary follows Art Speigelman as he works through his graphic novel Maus, an account of his father's experiences in a WWII concentration camp.
- *At the River I Stand* (Documentary, 1987, Unrated) This moving documentary recounts the two months leading to Dr. Martin Luther King Jr.'s death in 1968, coinciding with the 65-day strike of 1300 Memphis sanitation workers. Features John Lewis.
- *Autobiography of Miss Jane Pittman* (Drama, 1974, PG) Story of a black woman in the South who was born into slavery in the 1850s and lived to become a part of the civil rights movement in the 1960s.
- **Black Panther* (Action/Adventure/Sci-Fi, 2018, PG-13) T'Challa, heir to the hidden but advanced kingdom of Wakanda, must step forward to lead his people into a new future and must confront a challenger from his country's past.
- **BlacKKKlansman* (Biography/Drama, 2018, R) Ron Stallworth, an African American police officer from Colorado Springs, successfully manages to infiltrate the local Ku Klux Klan branch with the help of a Jewish surrogate who eventually becomes the Klan's leader. Based on actual events.
- **Do the Right Thing* (Drama, 1989, R) On the hottest day of the year on a street in the Bedford-Stuyvesant section of Brooklyn, hate and bigotry smolders and builds until it explodes into violence.

- ***February One: The Story of the Greensboro Four*** (Documentary, 2003) Based largely on first-hand accounts and rare archival footage, this film documents one volatile winter in Greensboro that not only challenged public accommodation customs and laws in North Carolina, but served as a blueprint for the wave of non-violent civil rights protests that swept across the South and the nation throughout the 1960s.
- ***Hidden Figures*** (Biography/History, 2016, PG) The story of a team of female African-American mathematicians who served a vital role in NASA during the early years of the US space program.
- ***I Am Not Your Negro*** (Documentary, 2016, PG-13) Using writings from James Baldwin's unfinished novel, ***Remember This House***, the film tells the story of race in modern America.
- **Remember the Titans* (Biography/Drama, 2000, PG) The true story of an African-American football coach and his high school team during their first season as a racially integrated unit.
- **Roots* (Biography/History, 1976, TV-14) A dramatization of author Alex Haley's family line, from ancestor Kunta Kinte's enslavement to his descendants' liberation.
- ***Selma*** (Biography/History, 2014, PG) A chronicle of Dr. Martin Luther King, Jr.'s campaign to secure equal voting rights via an epic march from Selma to Montgomery, Alabama, in 1965.
- **Selma, Lord, Selma* (Wonderful World of Disney, 1999) In Alabama in 1965, an 11-year-old girl is touched by a speech by Dr. Martin Luther King, Jr. and becomes his devout follower. But her resolution is tested when she joins others in the famed march from Selma to Montgomery.
- ***Sounder*** (Drama, 1972, G) The oldest son of a loving and strong family of black sharecroppers comes of age in the Depression-era South after his father is imprisoned for stealing food.
- **The Butler* (Drama, 2013, PG-13) Cecil Gaines serves eight presidents during his tenure as a butler at the White House. The civil rights movement, Vietnam, and other major events affect his life, family, and American society.
- **To Kill a Mockingbird* (Drama, 1962, Unrated) Atticus Finch, a lawyer in the Depression-era South, defends a black man against an undeserved rape charge, and his children against prejudice.
- **Woodlawn* (Drama, 2015, PG) A gifted high school football player must learn to embrace his talent and his faith as he battles racial tensions on and off the field.

Host a Sing-Along or Performance of Music from the Civil Rights Era

Music played a major role in the civil rights movement. Sing songs or view a documentary to experience the power of many voices united for a single cause.

- **The Sound of Freedom: Survey of Freedom Songs** (Smithsonian)
- **Civil Rights: The Music and the Movement**

Guest Speakers

VHC Speakers Bureau

Host a **VHC Speakers Bureau** program that relates to some of the broad topics of Vermont Reads: ***March: Book One***.

- **Daisy Turner's Kin**
  Vermont Folklorist Jane Beck shares the story of the Turner family, a multigenerational saga spanning two centuries. Daisy Turner's own life story is a powerful and rare account of the African American experience in New England from the 1880s forward.
- **A History of the Concept of Race**
  The first European to divide the peoples of the world into distinct races, in the seventeenth century, claimed that the Sami people of northern Scandinavia were one of four races on earth; Native Americans, Europeans, South Asians, and North Africans together were considered a second race, while sub-Saharan Africans

were the third, and East Asians the fourth. How did such a bizarre distinction among groups of people develop into one of the most historically significant ideas of the modern world? Presented by William Edelglass who teaches philosophy, environmental studies, and Buddhist studies at Marlboro College.

- **Restorative Justice: How Vermont, Argentina, and Rwanda Wrestle With Crime, the Past, and Rebuilding Community**
  Norwich University Professor Rowly Brucken explains these initiatives as a way of sparking discussion on the strengths and weaknesses of these creative but controversial attempts to respond to criminal wrongdoing by emphasizing the needs of victims and communities.
- **Cartooning Reconsidered**
  In this thought-provoking lecture, James Sturm, the co-founder of the Center for Cartoon Studies in White River Junction, will explore a brief history of the language and art of comics, and the new ways that cartooning and visual storytelling are changing the world.

Note that you must apply separately to host VHC-subsidized Speakers Bureau programs. Visit our **Speakers Bureau website** to apply and to see the entire catalogue of Speakers Bureau offerings.

Writing or Drawing Project/Contest

Writing contests are a popular means for younger readers and writers to approach the written word. In the spirit of *March: Book One*, contestants can be encouraged to use drawing to tell a story along with words. Entries can be assembled in print or on the web, and winning selections cread at a special event. If you choose to run a contest, we suggest offering prizes in different age or grade categories. (Be sure to let us know about the contest at **community@vermonthumanities.org** so we can help advertise it.)

Culminating Celebrations

Communities often choose to conclude their Vermont Reads activities with a celebratory event co-hosted with other collaborating organizations. Organize a show that documents your activities with drawings and posters, storytelling, and a movie or presentation. These final events are useful for showcasing student work done as part of the Vermont Reads project, recognizing contest winners, or hosting a panel discussion or presentation. Consider singing or playing sounds from the civil rights movement during the event!

Displays

Libraries, Bookstores, Schools

Create a prominent display of Vermont Reads *March: Book One* books and other related titles at the public library, school library, or local bookstore.

Display created at the Richmond Free Library for Vermont Reads 2017: Brown Girl Dreaming.

Vermont Reads
March: Book One
AUTHOR BIOGRAPHIES

Vermont Humanities
Because Ideas Matter

John Lewis

John Lewis was born the son of sharecroppers on February 21, 1940, outside of Troy, Alabama. He grew up on his family's farm and attended segregated public schools in Pike County, Alabama. As a young boy, he was inspired by the activism surrounding the Montgomery Bus Boycott and the words of the Reverend Dr. Martin Luther King, Jr.

As a student at Fisk University, John Lewis organized sit-in demonstrations at segregated lunch counters in Nashville, Tennessee. In 1961, he volunteered to participate in the Freedom Rides, which challenged segregation at interstate bus terminals across the South. Lewis risked his life on those Rides many times by simply sitting in seats reserved for white patrons.

During the height of the Movement, from 1963 to 1966, Lewis was named Chairman of the Student Nonviolent Coordinating Committee (SNCC), organizing student activism in the Movement, including sit-ins and other activities.

By 1963, John was dubbed one of the Big Six leaders of the Civil Rights Movement. At 23, he was an architect of and a keynote speaker at the historic March on Washington in August 1963. In 1965, Lewis was a leader of over 600 peaceful, orderly protestors across the Edmund Pettus Bridge in Selma, Alabama on March 7. He continued to work in civil rights, especially voter rights and volunteerism.

John was elected to Atlanta City Council in 1981. He was elected to Congress in November 1986 and has served as US Representative of Georgia's Fifth Congressional District since then.

John Lewis holds a BA in Religion and Philosophy from Fisk University, and he is a graduate of the American Baptist Theological Seminary, both in Nashville, Tennessee. He has been awarded over 50 honorary degrees from prestigious colleges and universities throughout the United States.

John Lewis lives in Atlanta, Georgia. He has one son, John Miles.

To see his full biography, visit John's website: **https://johnlewis.house.gov/**

Andrew Aydin

An Atlanta native, Andrew was raised by a single mother, and grew up reading comic books. He attended the Lovett School in Atlanta, Georgia, earned a Bachelor of Arts from Trinity College and a Master of Arts in public policy from Georgetown University. After college, he took a job with Congressman John Lewis.

Today, Andrew serves as Digital Director & Policy Advisor to Congressman Lewis in Washington, D.C. Andrew wrote his master's thesis on the history and impact of Martin Luther King and The Montgomery Story. Andrew often speaks at schools and universities, participates in reading programs with incarcerated youth, and serves as a national project advisor to the National Endowment for the Humanities (NEH) for "The Great Stories Club (GSC): Reading and Discussion for At-Risk Youth." He has taught classes on script writing at the Smithsonian.

Andrew lives and works in Washington, DC.

For more information, visit Andrew's website: **http://www.andrewaydin.com/**

Vermont Reads
March: Book One
BIOGRAPHIES AND RESOURCES

Vermont Humanities
Because Ideas Matter

Nate Powell

Photo by Ben Rains

Nate Powell is a *New York Times* bestselling graphic novelist born in Little Rock, Arkansas in 1978. He began self-publishing at age 14. Nate graduated from School of Visual Arts in 2000.

Powell is the first cartoonist ever to win the National Book Award.

In addition to the *March* Trilogy, Nate's work includes Ozark existential horror tale ***Come Again, You Don't Say, Any Empire, Swallow Me Whole, The Silence Of Our Friends, The Year Of The Beasts,*** and Rick Riordan's *The Lost Hero*.

Powell has discussed his work at the United Nations and his books have been placed on school curriculum in over 40 states. His animated illustrations in the Southern Poverty Law Center's ***Selma: The Bridge To The Ballot*** documentary has reached over a million students in 50,000 schools across the nation.

From 1999 to 2009, Powell worked full-time providing support for adults with developmental disabilities alongside his cartooning efforts. He managed underground record label Harlan Records for 16 years, and performed in punk bands Soophie Nun Squad and Universe. He lives in Bloomington, Indiana.

To learn more about Nate, visit his website: **www.seemybrotherdance.org/**

Fun fact

Did you know that Katherine Paterson, our two-time Vermont Reads author, presented John Lewis, Andre Aydin and Nate Powell with their National Book Award for *March: Book Three* in 2016?

See this clip: **https://www.youtube.com/watch?v=vQr3BokQpEk**

Other resources about the authors and artist, and *March: Book One*

- **"Graphic Novel Depicts John Lewis's 'March' Toward Justice"**, *NPR* story, August 31, 2013
- **"How Rep. John Lewis's 'March' trilogy found inspiration in a 60-year-old MLK comic book"** *Washington Post* article, January 15, 2018
- **"The Incredible Adventures of Nate Powell"**, *Arkansas Times* article, January 15, 2017

Additional Resources About Civil Rights

From the Library of Congress:

- **Civil Rights Resource Guide**
- **From Slavery to Civil Rights: A Timeline of African-American History**

Leading a Book Discussion

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

Vermont Reads
March: Book One
DISCUSSION QUESTIONS

Vermont Humanities
Because Ideas Matter

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

- 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's 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's 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 ,ovement?

Additional Ideas for a Dynamic Discussion

- Use a facilitator, preferably someone who loves literature, has experience leading discussions, and has taken the time to read and research the book carefully. They should be prepared with a list of stimulating questions (the above list is a good start) and should try to include everyone in the conversation.
- Make every attempt to seat people in a circle. If the group is too large for this configuration, ask people to speak loudly and clearly so that everyone can hear, or, as appropriate, ask them to stand and face the group when talking.
- Don't forget the introductions! Be creative — in addition to stating their names, people might briefly share their general impressions of the book, their reason for attending, or something about the book for discussion.
- Discussion facilitators should end the discussion with some kind of "closer." One example is asking everyone (or, if the group is large, volunteers) to share a final thought about the book or the experience they've just had discussing it. Or ask volunteers to read their favorite sentence or paragraph from the book.
- Serve refreshments!