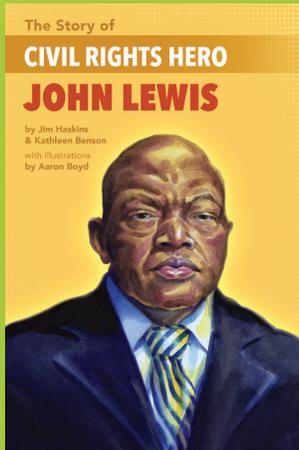


## TEACHER'S GUIDE



LEE & LOW BOOKS

## The Story of Civil Rights Hero John Lewis

written by Jim Haskins & Kathleen Benson,

illustrated by Aaron Boyd

### About the Book

Genre: Nonfiction Biography

\*Reading Level: Grade 6

Interest Level: Grades 4–8

Guided Reading Level: X

Accelerated Reader® Level/  
Points: N/A

Lexile™ Measure: N/A

\*Reading level based on the Spache  
Readability Formula

**Themes:** Biography/Memoir,  
Civil Rights Movement, Politics,  
Legal System, Voting, Courage,  
Discrimination and Segregation,  
Nonviolence, Dreams and Aspirations,  
History, Nonfiction/Informational  
Text, Social Justice, United States  
History (Georgia), African/African  
American Interest

### SYNOPSIS

The son of an Alabama sharecropper, John Lewis experienced the injustice of segregation early in life. Inspired by the words of Dr. Martin Luther King, Jr., Lewis joined with civil rights leaders who believed in fighting segregation peacefully. In the face of physical attacks, he persevered with dignity and a devotion to nonviolence, standing in the forefront of major civil rights protests and helping southern black people gain the right to vote. In 1986 Lewis was elected to represent Georgia in the United States Congress, where he continues to serve today. Lewis's passionate belief in justice is a beacon for all who wish to make our country a better place. *The Story of Civil Rights Hero John Lewis* celebrates the life of a living legend of American history.



## BACKGROUND

### The Story Of Series

*The Story of Civil Rights Hero John Lewis* is part of LEE & LOW's *Story Of* series. Every title in our *Story Of* chapter book line introduces independent readers to a diverse historical figure with a powerful life story. All books in this series include informative sidebars, highlighted vocabulary words, a timeline, a glossary, photographs and images with captions and labels, a bibliography with complete sources, and recommended reading.

### Nonfiction Text Features

*The Story of Civil Rights Hero John Lewis* has different nonfiction text features that readers need to be aware of. The chart below lists the nonfiction features that readers will find. Consider printing or enlarging this chart for students to refer to in your classroom or library.

See the section titled, "Nonfiction Text Features: *The Story of Civil Rights Hero John Lewis*" for details on how to teach these features with specific information in the book.

Types of Print	Words that are darker are called <b>bold</b> and words that are slanted are called <i>italics</i> , which point out specific information.
Sidebar	Additional information about a person, time period, or subject that is helpful to understand the story.
Table of Contents	A list of the book's sections that says what information is in the book.
Timeline	A lists of the dates and years when events happened.
Glossary	An alphabetical list of vocabulary words mentioned in the book and their definitions, located in the back of the book.
Captions	A line underneath a photograph or image that describes what's in the picture.
Text Sources	A list of the books, images, photographs, and other forms of information that the author used to write the story.
Title	The name of the chapter (that's usually larger in size and in a different font) that describes the text and information that follows.
Label	A word that tells the name of the part of the photograph or image.
Key	A guide to understanding the symbols within a photograph or image.

## Additional LEE & LOW titles in The Story Of series:

***The Story of World War II Hero Irena Sendler***  
written by Marcia Vaughan, illustrated by Ron Mazellan

<https://www.leeandlow.com/books/the-story-of-world-war-ii-hero-irena-sendler>

***The Story of Car Engineer Soichiro Honda***  
written by Mark Weston, illustrated by Katie Yamasaki

<https://www.leeandlow.com/books/the-story-of-car-engineer-soichiro-honda>

***The Story of Movie Star Anna May Wong***  
written by Paula Yoo, illustrated by Ling Wang

<https://www.leeandlow.com/books/the-story-of-movie-star-anna-may-wong>

***The Story of Tennis Champion Arthur Ashe***  
written by Crystal Hubbard, illustrated by Kevin Belford

<https://www.leeandlow.com/books/the-story-of-tennis-champion-arthur-ashe>

***The Story of Olympic Swimmer Duke Kahanamoku***  
written by Ellie Crow, illustrated by Richard Waldrep

<https://www.leeandlow.com/books/the-story-of-olympic-swimmer-duke-kahanamoku>

## VOCABULARY

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

The story contains several content-specific and academic words and phrases that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary below.

### Content Specific

sharecroppers, sermons, Montgomery (Alabama), plantations, harvesting, Martin Luther King Jr., Mohandas K. Gandhi, Student Nonviolent Coordinating Committee, Freedom Rides, sit-ins, press conference, colonial, satyagraha, loincloth, fasting, boycotts, Mahatma, the March on Washington, hamlet, Delta in Mississippi, Black Belt of Alabama, Congress, President Lyndon B. Johnson, Greensboro (North Carolina), Ella Baker, Southern Christian Leadership Conference, Big Six, Stokely Carmichael, “Black Power!”, Jim Clark, Selma (Alabama), Marion (Alabama), Jimmie Lee Jackson, George Wallace, Reverend, Hosea Williams, Baptist, Methodist, Bethel African Methodist Episcopal Church, Ralph David Abernathy, Andrew Young, Wyatt Tee Walker, James Farmer, Congress of Racial Equality, Brown Chapel African Methodist Episcopal Church, First Baptist Church, Edmund Pettus Bridge, bullhorn, beautician, undertaker, Major John Cloud, concussion, House of Representatives, Congressional District, Social Security, Medicare, welfare, caucuses, King Holiday and Service Act of 1994, National Museum of African American History and Culture Act, Martin Luther King Jr. National Historic Site and Exchange Act, Emmett Till Unsolved Civil Rights Crime Act of 2007, Marjorie Stoneman Douglas High School

### Academic

torrent, hustled, howl, hushed, preached, segregated, boycott, dilemma, drawbacks, portion, dismay, protest, injustice, nonviolence, deserted, anxious, brutal, adopting, credited, fiery, excerpted, legislation, dignity, splinter, picketing, eligible, disperse, swarm, troopers, contorted, initiatives, walkout, icon, advocates, agricultural, economy, civil rights

## BEFORE READING

### Prereading Focus Questions

(Reading Standards, Craft & Structure, Strand 5 and Integration of Knowledge & Ideas, Strand 7)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

Before introducing this book to students, you may wish to develop background knowledge and promote anticipation by posing questions such as the following:

1. What do you know about the Civil Rights Movement in the United States? Who were some of the movement's leaders? What historical figures do you think of when you hear “Civil Rights Movement”?
2. What do you think “nonviolent resistance” means? When have you heard of situations where nonviolent resistance has been involved?
3. What does it mean to be persistent? How do you demonstrate persistence even though something may be challenging? Why is it important to be persistent? Do you think persistence can be learned? How so?
4. What is segregation? When did it occur in this country? Do you think segregation is still present today? Why or why not?
5. What does it mean to stand up for what's right? What are some instances in history where people had to stand up for what they believe in even though they encountered adversity and opposition?

### Exploring the Book

(Reading Standards, Key Ideas & Details, Strand 1, Craft & Structure, Strand 5, and Integration of Knowledge & Ideas, Strand 7)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

1. **Book Title Exploration:** Talk about the title of the book, *The Story of Civil Rights Hero John Lewis*. Then ask students what they think this book will most likely be about and whom the book might be about. What do they think might happen? What information do they think they might learn? What makes them think that?
2. **Read Jim Haskins, Kathleen Benson, and Aaron Boyd's biographies:** Read about Jim Haskins, Kathleen Benson, and Aaron Boyd on the back page of the book.



3. Encourage students to stop and jot in their reading notebooks during the read-aloud when they: learn new information, see a powerful image, have an emotional reaction or an idea, have a question, or hear new words.
4. Have students quickly write a feeling in their notebooks during reading. After reading, ask students why they wrote that feeling down and have them write a journal entry about it.

### Setting a Purpose for Reading

(Reading Standards, Key Ideas & Details, Strands 1–3)

Have students read to find out:

- how John Lewis was inspired at an early age to advocate for himself and stand up to injustices that he witnessed in the world around him
- who helped John Lewis along his career and path to becoming an icon of the Civil Rights Movement
- why nonviolent resistance was critical to John Lewis' legacy and how he executed nonviolent resistance during his protests and marches
- why John Lewis demonstrated persistence and courage in the face of not only racism but danger and life-threatening situations
- what causes John Lewis is passionate about in his current role as Congressman and the different ways that he's enacting change in the current government
- how John Lewis had a lasting impact in both the Civil Rights Movement and American society today

Encourage students to consider why the authors, Jim Haskins and Kathleen Benson, would want to share with young people this story about John Lewis and his determination to stand up to injustices despite the risks.

## AFTER READING

### Discussion Questions

After students have read the book, use these or similar questions to generate discussion, enhance comprehension, and develop appreciation for the content. Encourage students to refer to passages and/or illustrations in the book to support their responses. **To build skills in close reading of a text, students should cite evidence with their answers.**

### Literal Comprehension

(Reading Standards, Key Ideas & Details, Strands 1–3)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3; and Presentation of Knowledge & Ideas, Strand 4)

#### Chapter One: Walking with the Wind

1. Where was John playing when the storm began?
2. What did Aunt Seneva tell John and his cousins to do during the storm?

#### Chapter Two: Learning to Preach

3. What did John have to do when he turned five? What did he have to do for his new role?
4. What did John do to quiet the chickens at night? What did he want to be when he got older?
5. How did John get the nickname Preacher?
6. What did it mean to be segregated? How did John feel about segregation?
7. Who did John hear on the radio? What was that person saying?

#### Sharecropping

8. What was the southern agricultural economy based on before the Civil War?
9. What were some of the problems after the war ended?
10. How was sharecropping an answer to the dilemmas after the war for former slaves?



11. What were some of the drawbacks to sharecropping?
12. When did the system of sharecropping change? What happened?
13. What did John Lewis say about sharecropping?

### **Chapter Three: Getting In the Way**

14. What were John's first steps to protest segregation? What did he ask for?
15. Where did John go after high school? What did he do there?
16. Who did Dr. King tell John to study? What was the reason behind it?
17. What did John organize and what committee did he join? What did they do as part of that committee?
18. How was John's commitment to nonviolence tested? What happened in May 1961? How did Dr. King and John react and respond?

### **Mohandas K. Gandhi**

19. What is Mohandas K. Gandhi known for?
20. Where did Mohandas K. Gandhi travel to as a young lawyer? What did he discover there?
21. How did Mohandas K. Gandhi lead the way for India to gain independence from Great Britain? What did he want people to engage in?
22. How else did Gandhi protest nonviolently?
23. What did Gandhi eventually become known as?
24. When did India gain independence from Great Britain?

### **Chapter Four: The March on Washington**

25. What was John committed to fighting for?
26. Where did John speak in August 1963? What did he discuss in his speech?
27. What happened after John's speech? What was the March on Washington's impact?

### **Student Nonviolent Coordinating Committee**

28. What happened on February 1, 1960?
29. How did the four students react to being refused service at the counter? What did they do?
30. Who was Ella Baker? Where did she work?
31. What became the new symbol for the Student Nonviolent Coordinating Committee (SNCC)? What did it mean?
32. Who were the "Big Six"?
33. Who was Stokely Carmichael and what did he do?
34. What eventually happened to the SNCC?

### **Chapter Five: Trouble in Selma**

35. What happened in Selma after black people were eligible to vote? How did John react and what did he do?
36. Who was Jimmie Lee Jackson?
37. After the funeral, what did John and Dr. King decide to do?
38. Who took Dr. King's place during the march from Selma to Montgomery?

### **The Black Church and the Civil Rights Movement**

39. How do Black churches play a major role in African American life?
40. What was the first independent black congregation?
41. How were black churches critical to the Civil Rights Movement?
42. Who were the major Civil Rights Movement leaders that were also Baptist ministers?
43. What church played a particularly critical role to the moment? Why?

**Chapter Six: On the Bridge**

44. What happened at the crest of the Edmund Pettus Bridge? Who was leading the marchers?
45. What did Major John Cloud order?
46. How did John solve the problem that he saw? What did he remember during the moment on the bridge? What did he ask people to do?
47. How did the troopers react? What did they do to John?
48. What did this event become known as? What did the reports reveal about Bloody Sunday? What were people calling for?
49. What happened on Sunday, March 21? How was this march different?
50. After the march, what act was passed by President Johnson?

**Chapter Seven: John Lewis in Congress**

51. What was John elected to in 1986?
52. What does John do as a Congressman?
53. What are examples of important bills that John has worked on?
54. What are some of John's special interests as Congressman?
55. How does he work on other issues besides civil rights? What are some examples?

**Extension/Higher Level Thinking**

(Reading Standards, Key Ideas & Details, Strands 1-3; and Craft & Structure, Strands 4 and 6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1-3; and Presentation of Knowledge & Ideas, Strand 4)

1. What does the title *The Story of Civil Rights Hero John Lewis* mean to you after reading? How did your perceptions of John Lewis change after reading the story?
2. Why do you think John never forgot the storm at Aunt Seneva's house? What do you think he learned from Aunt Seneva and how she reacted

to the bad weather? How did this inspire his work during the Civil Rights Movement and in the present day?

3. How was John Lewis an advocate for himself and others at an early age? What were some of the things that John did as a young boy to stand up to the racial injustices that he witnessed and experienced in his everyday life?
4. How did Martin Luther King Jr. inspire John Lewis at an early age? How did he play a significant role in how John perceived protesting and advocacy?
5. What kind of legacy does John Lewis have? How was he impactful as both a social activist and Civil Rights Movement icon? Why was he honored for his work? What are the different ways that he is admired and acknowledged today?
6. How would you describe John Lewis to a person who had never heard of him before? What are some of the qualities that you would use to speak about John? What are the most important things to say when explaining John's life and legacy?
7. Why did John Lewis become involved in several different causes other than civil rights? What made him want to create awareness around issues other than civil rights as his role as Congressman? How is he an influential and important changemaker in American government?
8. Explore the structure of the text. Was it written as chronology, comparison, cause/effect, or problem/solution? Why do you think the author made this choice? How does it compare to other texts you have read?



## Reader's Response

(Writing Standards, Text Types & Purposes, Strands 1–3 and Production & Distribution of Writing, Strands 4–6)

1. What is one big thought or takeaway that you have after reading this book? Think about John's dedication to the Civil Rights Movement as well as the causes that he is passionate about in his work as Congressman. How does he show dedication to what he believes in?
2. What do you think the essential message is to the reader? Think about possible motivations behind Jim Haskins and Kathleen Benson's intentions in writing the book. What do you think they wanted to tell their readers?
3. Have students make a text-to-self connection. What kind of connections did you make from this book to your own life? What do John's experiences, thoughts, and feelings mean to you?
4. Have students make a text-to-text connection. Did you think of any other books while you read *The Story of Civil Rights Hero John Lewis*? Why did you make those connections?
5. Have students make a text-to-world connection. What kind of connections did you make from this book to what you have seen in the world, such as on television or in a newspaper? Why did this book make you think of that?
6. How has a family member, teacher, or friend impacted your life? John Lewis was inspired by some early lessons from Martin Luther King Jr. and Mohandas K. Gandhi. How has a family member, coach, or friend's words inspired you to pursue an important cause in your life?

## ELL Teaching Activities

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–6)  
(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

1. Assign ELL students to partner-read the story with strong English readers/speakers. Students can alternate reading between pages, repeat passages after one another, or listen to the more fluent reader.
2. Have each student write three questions about the story. Then let students pair up and discuss the answers to the questions.
3. Depending on students' level of English proficiency, after the first reading:
  - Review each chapter and have students summarize what is happening in the chapter, first orally, then in writing.
  - Have students work in pairs to retell either the plot of the story or key details. Then ask students to write a short summary, synopsis, or opinion about what they have read.
4. Have students give a short talk about how John's story inspired them and his persistence for justice during the Civil Rights Movement, despite racism and violence along the way.
5. The book contains several content-specific and academic words that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary. Expose English Language Learners to multiple vocabulary strategies. Have students make predictions about word meanings, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, list synonyms and antonyms, create an action for each word, and write a meaningful sentence that demonstrates the definition of the word. Guide students to the glossary at the back of the book for further definitions.
6. Use the text features to help ELL students make sense of what they're reading. The



table of contents, chapter titles, callout boxes, bolded words, and diagrams are all visual, vocabulary, and content aids in helping students prepare to engage with the text.

7. There are many terms pertaining to different organizations in the Civil Rights Movement used throughout the text. Create a chart with all of the different organizations, leaders, and their objectives. Keep the graphic organizer up throughout the course of using the book.
8. There are many events with significant ties to geographic locations that are important to the story of John Lewis and the CRM. For students unfamiliar with the region, consider displaying a map of the United States highlighting the Southern states, their capitals, and the cities referenced in the book. Label significant places as your students move through the book, John Lewis' life, and the unfolding Civil Rights Movement. Make sure to mark your students' town/city on the map as well.

## INTERDISCIPLINARY ACTIVITIES

(Introduction to the Standards, page 7: Students who are college and career ready must be able to build strong content knowledge, value evidence, and use technology and digital media strategically and capably)

Use some of the following activities to help students integrate their reading experiences with other curriculum areas. These can also be used for extension activities, for advanced readers, and for building a home-school connection.

### English Language Arts

(Reading Standards, Key Ideas and Details, Strands 1-3; Craft and Structure, Strands 4-6; Integration of Knowledge & Ideas, Strands 7-9; Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1-3; Production & Distribution of Writing, Strands 4 and 6; Research to Build & Present Knowledge, Strands 7-9; Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3; Presentation of Knowledge and Ideas, Strands 4-6)

1. If possible, present students with Facing History's videos of excerpts from John Lewis' speeches (<https://www.facinghistory.org/resource-library/video/congressman-john-lewis-civil-rights-movement>). Have students write a reaction essay to what it was like to watch John deliver a speech as opposed to reading about his life and legacy. Students can compare and contrast what it's like to see a person deliver a speech in real life in contrast to reading about the person or excerpts of a speech in text. Ask: How did this make you think of John Lewis differently? Did it change how you viewed him after reading *The Story of Civil Rights Hero John Lewis*? What inspired you from his speeches? Why?
2. Provide students with the opportunity to reflect on how Martin Luther King Jr. and Mohandas K. Gandhi played a role in the development of John Lewis' leadership. Have students write a reaction essay to the influences that John had in his life, and how they affected him both personally and professionally. Students can also refer to the article, "How Martin Luther King Jr. Recruited John Lewis" (<https://www.theatlantic.com/magazine/archive/2018/02/john-lewis-martin-luther-king-jr/552581/>) for more details in an interview with John about how King Jr. influenced his life. Students can create a chart with two columns, one column dedicated to each influential figure, to map out their ideas. How were these two individuals different in how they affected John? How were they similar? As a follow-up activity, encourage students to write about a coach, teacher, or family figure who has influenced and motivated them to pursue their dreams, and what the mentor did to inspire the student to work hard. How are those people different in their teaching styles? How are they similar?
3. Have students think about expository nonfiction versus narrative nonfiction. How was reading *The Story of Civil Rights*



Hero John Lewis different from reading a newspaper article about John? Have students read the article, “Five Things to Know About Congressman John Lewis” (<https://www.ajc.com/news/five-things-know-about-congressman-john-lewis/uzHfUBLepoRaRnvwjImpkK/>). Have students create a Venn Diagram with the headings, “Narrative Nonfiction: *The Story of Civil Rights Hero John Lewis*” and “Expository Nonfiction: ‘Five Things to Know About Congressman John Lewis.’” Students can compare and contrast the different formats of the texts and the information they learn in both.

4. Encourage students to select a resource from the Text & Sidebar Sources from the back of the book. Students can examine the piece, whether it’s a book, video, photograph, or website, and write a reaction to how they think the author and illustrator were informed by this information and how it helped to develop the book.
5. Consider reading John Lewis’ graphic novel trilogy *March* with students in grades 5 and above along with *The Story of Civil Rights Hero John Lewis* (<http://cdn.topshelfcomix.com/guides/march-book-one-teachers-guide.pdf>). Refer to the Teacher’s Guide for *March* for additional resources and questions on how to teach the graphic novels with students. The National Education Association has additional information about the books in the *March* series as well as other lesson plans about the Civil Rights Movement that you can use along with the books: <http://www.nea.org/tools/lessons/67442.htm>. Have students think about the difference between reading John Lewis’ graphic novels versus reading a biographical text about him. How was the process different? What did they learn from one book that they didn’t learn from the other?
6. Read the Lee & Low title *Dear Mrs. Parks* (<https://www.leeandlow.com/books/dear-mrs-parks>) along with *The Story of Civil Rights*

Hero John Lewis. Students can compare and contrast these different leaders of the Civil Rights Movement and how they influenced history during the Civil Rights Movement and today. How were they both essential to the Movement? What were the ways that they stood up for what they believed in? How were those ways similar? Different? Why are they critical historical figures to learn about? Students can write their findings in a comparative essay and then share their thoughts with partners, small groups, or the whole class.

7. Have students think about the main idea and details for a chapter of their choosing. Looking at the table of contents, have students pick a chapter that interested them. Then, have students write three key details, the most important information, in that chapter. Students can then generate the main idea, or what the chapter was mainly about. Finally, have students form small groups with each student representing a different chapter to share their results.

<p>Details:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>
<p>Main Idea: _____</p> <p>_____</p> <p>_____</p>



## Social Studies/Geography

(Reading Standards, Key Ideas and Details, Strands 1–3; Craft and Structure, Strands 4–6; Integration of Knowledge & Ideas, Strands 7–9; Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1–3; Production & Distribution of Writing, Strands 4 and 6; Research to Build & Present Knowledge, Strands 7–9; and Range of Writing, Strand 10)

1. Consult Teaching Tolerance’s “Civil Rights Done Right: A Tool for Teaching the Movement” for culturally responsive accuracy when teaching students about Civil Rights ([https://www.tolerance.org/sites/default/files/2017-06/TT\\_TTM\\_Civil\\_Rights\\_Done\\_Right\\_o.pdf](https://www.tolerance.org/sites/default/files/2017-06/TT_TTM_Civil_Rights_Done_Right_o.pdf)) and Zinn Education Project’s “‘We Had Ourselves Set Free’: Lessons on the Civil Rights Movement” (<https://www.zinnedproject.org/materials/we-had-set-ourselves-free/>) to prepare and engage in teaching a Civil Rights Movement in your respective setting. Background knowledge leading up to the Civil Rights movement, examination of multiple leaders and perspectives, and current day applications are all integral to teaching the Civil Rights Movement in the classroom. Please examine the materials carefully and make sure all critical content areas are covered. Consult the article “Martin Luther King Jr. and Other Civil Rights Activists to Celebrate” for additional Lee & Low titles and further information about the Civil Rights Movement (<https://blog.leeandlow.com/?s=civil+rights&commit=Go>).
2. Have students examine the timeline in the back of the book and elaborate on the events that happened during the time period. In order for students to understand the historical context of John’s life, encourage students to research the events in the timeline by gathering photographs and other primary source documents about that particular event. Display both enlarged timelines in the front of the class so that students have easy access to both the dates and events. Students can work in groups in different years (i.e. 1960-1965) and then add their events and findings to the class timeline, located below the enlarged timeline from the book.
3. In the beginning of *The Story of Civil Rights Hero John Lewis*, John could not receive a library card because he was black. Have students research how other historical figures were affected by segregation, and how it influenced the development of their careers and lives. Another Lee & Low title, *Sixteen Years in Sixteen Seconds* (<https://www.leeandlow.com/books/sixteen-years-in-sixteen-seconds>), showcases Olympic diver’s Sammy Lee’s experiences with segregations and limitations just because of his race. Arthur Ashe could not play on specific tennis courts because of the color of his skin in *The Story of Tennis Champion Arthur Ashe* (<https://www.leeandlow.com/books/the-story-of-tennis-champion-arthur-ashe>) and *Game Set, Match, Champion Arthur Ashe* (<https://www.leeandlow.com/books/game-set-match-champion-arthur-ashe>). Students can conduct an online research study about different historical figures and their personal experiences with segregation, and then write a comparative essay in regard to John’s experiences.
4. Encourage students to research additional information about John’s current work as Congressman. What has he accomplished? How has he worked to raise awareness about other critical issues in the United States? Students can select one of his causes and conduct a research project on that specific issue today and how John, other members of Congress, and organizations are working towards equity and equality for all people. Visit John Lewis’ personal website for more information (<https://johnlewis.house.gov/>). Students can showcase their findings in a visual presentation format of their choosing.
5. Have students conduct a research project on each of the “Big Six” Civil Rights Movement leaders. Divide students into six groups and have them each focus on one leader. Provide



the following guiding questions: How was this person influential in the Civil Rights Movement? What were some of the things that they did to help advance the Civil Rights Movement? What was their leadership style, legacy, and impact? Why do people need to learn about them? Consult the following resources for additional information and resources ([https://www.huffpost.com/entry/big-six-march-on-washington\\_n\\_3826958](https://www.huffpost.com/entry/big-six-march-on-washington_n_3826958)) (<https://americanhistory.si.edu/changing-america-emancipation-proclamation-1863-and-march-washington-1963/1963/leaders-march>). Students can present their findings in a visual presentation format of their choosing.

6. Provide students with the opportunity to investigate the Bloody Sunday event in more detail and its impact in the Civil Rights Movement and our society today. Students can create a timeline of actual events leading up to and after Bloody Sunday. How was this event critical to the Civil Rights Movement? What additional information did students learn about Bloody Sunday that they hadn't gathered from *The Story of Civil Rights Hero John Lewis*? Consult Zinn Education Project's Bloody Sunday resources for more (<https://www.zinnedproject.org/news/tdih/bloody-sunday/>).

### Arts/Media

(Reading Standards, Key Ideas and Details, Strands 1-3, Craft and Structure, Strands 4-6, Integration of Knowledge & Ideas, Strands 7-9, Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1-3, Production & Distribution of Writing, Strands 4 and 6, Research to Build & Present Knowledge, Strands 7-9, and Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3, Presentation of Knowledge and Ideas, Strands 4-6)

1. Have students create a drawing, painting, or other visual representation after reading *The Story of Civil Rights Hero John Lewis*. Encourage students to think about how the story impacted them and why it motivated them to create this particular art piece.

### School-Home Connection

(Reading Standards, Integration of Knowledge and Ideas, Strands 7 and 9)

(Writing Standards, Text Types & Purposes, Strands 1-3, Production & Distribution of Writing, Strand 4, and Research to Build & Present Knowledge, Strands 7-9, Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3, Presentation of Knowledge and Ideas, Strands 4-6)

1. If possible, provide students with a copy of Lee & Low's *John Lewis in the Lead: A Story of the Civil Rights Movement* (<https://www.leeandlow.com/books/john-lewis-in-the-lead>). Encourage family members to read the picture-book version of *The Story of Civil Rights Hero John Lewis* at home. Have students and their families talk about what hard work, dedication, and social activism means to them. Students can also examine the illustrations and how they differ in each book based on illustrator style.
2. Encourage families and children to learn more about John Lewis. Have students explain to their families and caregivers why John Lewis is essential to both the Civil Rights Movement and our government today. If possible, have students and their families visit John's website to learn more about the causes he's passionate about today in addition to his work as Congressman (<https://johnlewis.house.gov/>). Another place students can learn more about civics, our government, and voting rights is iCivics (<https://www.icivics.org/>) which was started by former Supreme Court Justice Sandra Day O'Connor.



### Nonfiction Text Features

(Reading Standards, Key Ideas and Details, Strands 1–3, Craft and Structure, Strands 4–6, Integration of Knowledge & Ideas, Strands 7–9, Range of Reading of Text Complexity, Strand 10)  
(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strands 4–6)

Types of Print	Point students to the words that are darker in the book, such as <b>discrimination</b> . Why do they think those words are darker, or in bold? What can they use to figure out what the word means if they do not know the meaning? Encourage students to look at the rest of the sentence, and if they still don't know the word's meaning, then point them to the glossary.
Sidebar	When students see: “Sharecropping,” why do they think that the text and format look different from the text on the first few pages in Chapter One? Why do they think that there are these specific parts in the book? What is the point of sidebars? What kind of information can they learn from sidebars?
Table of Contents	Point students to the Table of Contents prior to reading. Why do they think a Table of Contents exists? Why is a Table of Contents important?
Timeline	Show students the timeline in the back of the book. Encourage students to think about why timelines are important. After reading, make photocopies of the timeline and then cut up the different events. Have students rearrange and place the different events in order.
Glossary	Prior to reading, show students the glossary in the back of the book. Why do students think that there is a glossary? What can you find in a glossary? When students read and encounter a bold word, have them go to the glossary and read the definition.

Captions	Ask students why they think there is a line of text next to a photograph, illustration, or diagram. What is the purpose of that line of text, or a caption? How would it be different if there was no caption? Have students look at the photograph of the members of SNCC and CORE chained to the courthouse. Have students describe what they see. Then uncover the caption. Have students describe what they see with the additional knowledge of the caption. How do their feelings about the photograph change? Use the caption and the rest of the page to describe the photograph in more detail.
Text Sources	Have students look at the text sources in the back of the book. Why do you think the author chose to include these? Why is it important to show the sources that you used in your writing? Have students select one of the web links (or books if available) and have them look for information that the author could have used in writing the book.
Title	Show students the text that comes after the chapter number. Then, have students read the title of that chapter and make a prediction from the words about what the chapter is going to be about. How does the title of the chapter help them to think about what they're about to read?



## ABOUT THE AUTHOR

**Jim Haskins** was the celebrated author of more than one hundred books, most on topics of African American history and achievement. His works received numerous honors, including the Coretta Scott King Author Award and the Carter G. Woodson Award. In 1994 Haskins was the recipient of the Washington Post Children's Book Guild Award for a body of work in nonfiction for young people.

**Kathleen Benson** long served as the Curator of Community Projects at the Museum of the City of New York. With her late husband, Jim Haskins, she co-authored some twenty books for children, young adults, and adults. She lives in New York City. Find her online at [kathleenbenson.com](http://kathleenbenson.com).

## ABOUT THE ILLUSTRATOR

**Aaron Boyd** has illustrated numerous picture books, including *Calling the Water Drum*, *Janna and the Kings*, and *Babu's Song* for Lee & Low Books. His work has been recognized by the Children's Africana Book Award and the International Literacy Association (ILA). He lives in Milwaukee, Wisconsin. You can visit him online at [aaronboydart.blogspot.com](http://aaronboydart.blogspot.com).

## ABOUT LEE & LOW BOOKS

**LEE & LOW BOOKS** is the largest children's book publisher specializing in diversity and multiculturalism. Our motto, "about everyone, for everyone," is as urgent today as it was when we started in 1991. It is the company's goal to meet the need for stories that children of color can identify with and that all children can enjoy. The right book can foster empathy, dispel stereotypes, prompt discussion about race and ethnicity, and inspire children to imagine not only a world that includes them, but also a world where they are the heroes of their own stories. Discover more at [leeandlow.com](http://leeandlow.com).

## ORDERING INFORMATION

### On the Web:

[www.leeandlow.com/contact/ordering](http://www.leeandlow.com/contact/ordering) (general order information)

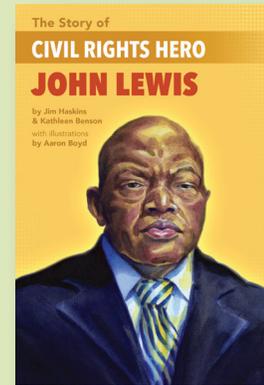
<https://www.leeandlow.com/books/the-story-of-civil-rights-hero-john-lewis> (secure online ordering)

**By Phone:** 212-779-4400 ext. 25 | **By Fax:** 212-683-1894

**By Mail:** Lee & Low Books, 95 Madison Avenue, New York, NY 10016

## Book Information for *The Story of Civil Rights Hero*

John Lewis



\$8.95, PAPERBACK

9781620148549

64 pages, 5-1/2 X 8-1/4

\*Reading Level: Grade 6

Interest Level: Grades 4–8

Guided Reading Level: X

Accelerated Reader® Level/Points: N/A

Lexile™ Measure: N/A

**THEMES:** Biography/Memoir, Civil Rights Movement, Politics, Legal System, Voting, Courage, Discrimination and Segregation, Nonviolence, Dreams and Aspirations, History, Nonfiction/Informational Text, Social Justice, United States History (Georgia), African/African American Interest

### RESOURCES ON THE WEB:

<https://www.leeandlow.com/books/the-story-of-civil-rights-hero-john-lewis>

*All guided reading level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.*