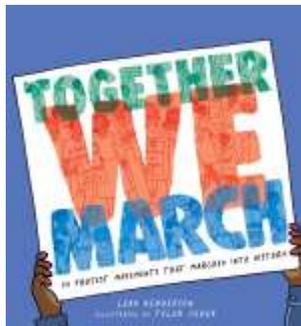


**A Common Core Curriculum Guide to**  
***Together We March: 25 Protest Movements That Marched into History***  
**Written by Leah Henderson**  
**Illustrated by Tyler Feder**



**About the Book**

In this country and around the world, people march in order to protest conditions that they believe need to be changed. You may be familiar with protest marches like those for the Black Lives Matter movement, the Women’s March, or the March for Science that took place on Earth Day. These marches are efforts by concerned citizens to make needed changes.

In this book, you will read about many marches that have occurred during different times and in different places. In each case, marches brought together groups of concerned people who found strength in joining together to make their views known. They also served to bring these views to the attention of even more people and to convince them that change was needed. As you read, you will discover how strongly motivated people have helped us rethink how our society works. These are inspiring stories for everyone.

**Discussion Questions & Activities**

The questions and activities below reflect the following Common Core Standards: RI 3.1, 3.2, 3.3-RI 5.1, 5.2, 5.3 (Reading for Key Ideas and Details), RI 3.4, 3.5. 3.6-RI 5.4 (Craft and Structure), W 3.2-W 5.2 (Writing Informative/Explanatory Texts to Explain a Topic), SL3.1-SL5.1 (Engaging in Collaborative Discussions)

They are broken down into groups of five marches for easier discussion and analysis, but many questions can be used across sections if preferred.

**Marches 1–5: What Motivated People to March?**

The questions and activities below refer to the first five marches discussed in the book: March of the Mill Children, Mud March, Silent Protest Parade, Salt March, and Bulgarian Jews March.

1. Fill in the chart below as you read about these marches. Information about the first march has already been filled in for you.

<b>March</b>	<b>Who Marched?</b>	<b>Why?</b>
March of the Mill Children	Mother Jones, almost 200 child strikers, approximately 100 adults	To bring attention to the cruelty of child labor
Mud March		
Silent Protest Parade		
Salt March		
Bulgarian Jews March		

2. After you complete the chart, discuss the following questions:

- What are the reasons why people marched?
- What changes were they demanding?
- What did marchers want people to know?
- Why do you think they were or weren't effective?

3. Select one of the marches to discuss further. Working with a partner, imagine that one of you is a protestor participating in the march and the other is a bystander watching. If you are the protestor, explain why you are marching and try to convince the bystander to join you. If you are the bystander, ask questions about the march. Also, explain why you will or won't join the march.

### **Marches 6–10: Who Marched?**

The questions and activities in this section refer to the following marches: Women Strike for Peace, Children's March (The Children's Crusade), March on Washington for Jobs and Freedom, Free Speech Movement and March, and Delano to Sacramento march.

1. As you read about each of the marches above, pay attention to the different groups of people that marched. Were they men, women, children? Were they from cities, towns, or both? Were they from all over the country? How did they come together, and how did they support one another?

For each march, jot down the answers to these questions: Who marched? What problem(s) brought the marchers together?

2. Now focus on one march, the Children's March. What thoughts might be in the mind of one of the marchers? Complete an open mind portrait, using words and pictures to show a child's thoughts about participating in the Children's March. First draw a large outline of a child's head;

then draw pictures or write phrases inside of it to reflect what they might be thinking about or the experience they're having.

3. Share your open mind portrait with a partner. Discuss what you think the children who marched were thinking about. What were their hopes and fears? What would you be thinking if you were to march for something you're passionate about?

### **Marches 11–15: What Did the March Accomplish?**

The marches discussed in this section include the following: “The March against Death” or Moratorium to End the War in Vietnam, Earth Day march, Christopher Street Liberation Day march, the Longest Walk, and Cape Town peace march. After reading about these marches, discuss the questions below and complete the activities.

1. As you read about each of the marches above, pay attention to what the marchers were able to accomplish. Hint: Usually the author describes these accomplishments at the end of her description of each march. Write down the name of each march and what it accomplished. Share these accomplishments with a partner.

2. Now focus on a single march, the Cape Town peace march. With a partner, discuss how the march was planned and organized. Then complete Word Splash #1.

### **Word Splash #1: Planning and Holding the Cape Town peace march**

Use the words listed below to write sentences about planning and holding the march. In each of your sentences, include two words and phrases from the list. Write two or more sentences.

Sample sentence: Archbishop Desmond Tutu organized the march even before he received permission from acting President de Klerk.

anti-apartheid

acting President de Klerk

permission

people of all backgrounds

Archbishop Desmond Tutu

peace and equality

government that includes all people

ready to defy authority

release of imprisoned leaders

new leadership



- Then read these directions for writing a list poem:  
<https://k12.thoughtfullearning.com/miniesson/writing-list-poem>
- Now write your own list poem about the memorable actions of a marcher. Here's a sample poem about Alicia Garza, Cofounder of Black Lives Matter:

I Want to Remember You, Alicia Garza

I want to remember what you did:

You shared your feelings with others  
Your words touched people around the world

Your words were heartfelt  
They were needed  
Your feelings were my feelings too

BLACK LIVES MATTER

3. Share your poem with a partner who has written about another person. What character traits do these two people have in common? What do they value? How do they behave?

**Marches 21–25: Why Have Young People Organized Marches? What Have They Accomplished? What Remains to Be Accomplished?**

The marches discussed in this section include the following: Women’s March, A Walk to Stay Home: A Journey of Hope, March for Our Lives, Youth Climate Strike: “Fridays for Future,” and Justice for George Floyd and Black Lives Matter protests.

1. What things have young people done to organize and lead recent marches? Discuss their efforts to promote these marches:

- A Walk to Stay Home
- March for Our Lives
- Youth Climate Strike

How does knowing young people have organized these make you feel? How do you think they change the way young people are viewed, or how young people view themselves?

2. Examine the flow diagram at the end of the book. A flow diagram shows how a process develops over time. In this book, the flow diagram shows a sequence of marches that began in 1903 with the March of the Mill Children and continues through 2020 and beyond with the Justice for George Floyd and Black Lives Matter protests. These marches are connected by a yellow pathway through time.

Discuss the following features of the flow diagram:

- How each march is identified
- How each march is illustrated
- How the yellow path moves through time, one event following another

After looking closely at the flow diagram, what conclusions can you make? Is there any other information you would add to the diagram?

3. Make your own flow diagram. In this case, focus on one of the youth-led marches you've read about: A Walk to Stay Home, March for Our Lives, or Youth Climate Strike. Draw your own path through time, including the sequence of events that led to the strike, how young people became activists, what they've accomplished, and what remains to be accomplished. Include both words and illustrations.

Share your flow diagram with a partner who has made a flow diagram about a different march. What was similar about the two marches? What was different?

### **Conclusion and Author's Note**

1. In the book's conclusion, the author shares this thought:

“Together, we march for many things—protection, equality, learning, independence, existence, acceptance, understanding, and life—but most of all, we march for one another, so that all of us might have a better life in the world we share.”

What does she mean when she states that “we march for one another”? Do you think this was true of participants in these 25 marches? Give examples from the book to support this answer. What does “march[ing] for one another” mean to you?

2. In her author's note, Leah Henderson explains how she became interested in protest marches. What sparked her interest in researching protest marches? What did she learn? What have you learned by reading her book? How might you incorporate this knowledge into your own life?

### **Extension Activities**

The questions and activities below reflect the following Common Core Standards: W3.1,3.2-W5.1-W5.2 (Supporting a Point of View with Reasons, Writing Informative/Explanatory Texts to Explain a Topic), SL 3.1-5.1 (Engaging in Collaborative Discussions)

1. **Create a Marchers Hall of Fame.** Design a poster showing how one of the people listed below worked to ensure a successful protest march:

Nelson Mandela  
Mahatma Gandhi

Mother Jones  
Jennifer Keelan

Seed Project & Walk to Stay Home  
Teens4Equality

Dr. Martin Luther King  
Archbishop Tutu  
Cesar Chavez &  
Dolores Huerta

Alicia Garza  
Greta Thunberg  
Dagmar Wilson

Women’s Social and Political Union  
American Indian Movement  
Parkland Survivors Organization:  
Never Again Movement

On your poster, include information about when and why the person marched, what the person said and did, and what that person accomplished. Include written information and illustrations. Show why the person you selected deserves to be in the Marchers Hall of Fame.

**2. Watch the following videos of children and teens marching in protest:**

- Watch young children explain why they are marching at <https://www.youtube.com/watch?v=fzYS6zGj7q0>
- Watch children in New York City join a Black Lives Matter march at <https://www.youtube.com/watch?v=r9hHYjyX0Co>
- Watch kids and teens marching and discussing the Black Lives Matter march at <https://www.youtube.com/watch?v=e5EwwAWUMjg>

What do you notice? What new information have you learned? How did the videos make you feel? How does reading about a march and then watching a march change the experience?

**3. Watch a video that compares Civil Rights Marches: Then and Now:**

<https://www.youtube.com/watch?v=gep5LRrp7So>

How have protest marches changed over time? How have they remained the same? What do your answers to those questions tell us?

**4. Reading and responding to quotes about protests.** After reading each of the quotes below, write your own thoughts and feelings about the content.

- “Never, ever be afraid to make some noise and get in good trouble, necessary trouble.” —Former congressman and civil rights leader John Lewis
- “There may be times when we are powerless to prevent injustice, but there must never be a time when we fail to protest.” —Elie Wiesel, Holocaust survivor, writer, and activist
- “If people were silent, nothing would change.” —Malala Yousafzai, women’s education advocate and human rights activist

- “I love America more than any other country in this world, and, exactly for this reason, I insist on the right to criticize her perpetually.” —James Baldwin, poet, novelist, civil rights activist
- “Let’s remember that we’re all part of one American family. We are united in common values, and that includes belief in equality under the law, basic respect for public order, and the right to peaceful public protest. —President Barack Obama
- “There’s nothing that oppressive forces want more from us than silence.” —Blair Imani, author, historian, and civil rights activist

#### 5. **Read other books about marching and protesting:**

- *We’ve Got a Job: The 1963 Birmingham Children’s March* by Cynthia Levinson
- *You Are Mighty: A Guide to Changing the World* by Caroline Paul, illustrated by Lauren Tamaki
- *Enough! 20 Protestors Who Changed America* by Emily Easton, illustrated by Ziyue Chen
- *Soldier for Equality: José de la Luz Saéiz and the Great War* by Duncan Tonatiuh
- *The Youngest Marcher: The Story of Audrey Faye Hendricks, a Young Civil Rights Activist* by Cynthia Levinson, illustrated by Vanessa Brantley Newton
- *Let the Children March* by Monica Clark-Robinson, illustrated by Frank Morrison
- *This Is Your Time* by Ruby Bridges
- *Woke: A Young Poet’s Call to Justice* by Mahogany L. Browne, Elizabeth Acevedo, and Olivia Gatwood, illustrated by Theodore Taylor III; Jason Reynolds, contributor

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