

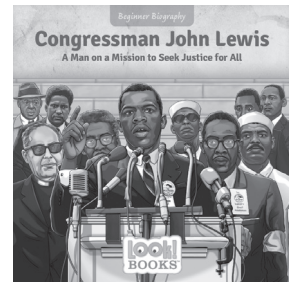
# Teaching with Congressman John Lewis: A Man on a Mission to Seek Justice for All

## CONNECTION TO STANDARDS

Students can describe the connection between two individuals, events, ideas, or pieces of information in a text. (CCSS.ELA-LITERACY.RI.1.3)

## DIFFERENTIATION FOR ESL

- Review these additional vocabulary words in context: *accept, inspired, protests, challenge, demand, banned, minorities, politics, tireless.*
- Have each student choose a vocabulary word and write it in a new sentence.



Lexile: 890L  
Words: 862

GRL: TK

## BEFORE READING

**Build Background Knowledge:** Write the word segregation on the board. Tell students that segregation is the act of keeping people of different races, religions, etc. separate from each other. Explain that many years ago, Blacks and whites in the United States were forced by law to be separated in places like schools and public restrooms. That's because some people believed that not all people were equal. That belief is not true, and by the mid-1960s segregation was illegal.

- Tell students that during the era of segregation, many people worked hard to bring about equality for all people. One of those people was John Lewis.

**Preview:** Show the cover of the book. Read the title and ask students if they have ever heard of Congressman John Lewis. If so, what do they know about him?

- Explore the cover illustration. Ask students to describe what they see, and to guess what the people in the illustration are doing.
- Lead students in a brief picture walk of the book, exploring the illustrations and photos on each page. Have students identify one or two details in each illustration or photo. Point out the text features.

**Predict:** Ask students to predict some of the things they will learn about John Lewis in the book, using evidence they discovered while previewing the book.

**Vocabulary:** Turn to page 23 (“Words to Know”). Read each vocabulary word. Invite students to raise their hands if they know the word and to define it for the class. Then read

the definition provided. Ask students to consider whether the provided definition matches their understanding of the word.

Strengthen understanding of words students do not know well by modeling how to use the word in a sentence. Create sentences with rich context clues, then review how the context clues help students understand the meaning.

**Skill Introduction:** Write *cause and effect* on the board. Tell students that *cause and effect* is the connection between two events where one is the result of another.

- Write the word *correlation* on the board. Explain that a *correlation* is when two events are related to each other, but not necessarily that one caused the other.
- Tell students they'll be reading about many events in the book that are related to each other, either through correlation or a cause-and-effect relationship.

## DURING READING

**Check for Understanding:** Ask students the following questions as they read.

- pp. 6-7, *What is one way John fought for civil rights?* (He organized and participated in sit-ins at segregated lunch counters.)
- pp. 8-9, *What did John and his fellow Freedom Riders do?* (They rode buses through the South to challenge segregation on buses and in bus stations.)
- p. 11, *What important law was passed in 1964?* (Civil Rights Act) *What did it do?* (It banned discrimination based on race, color, religion, sex, or national origin.)
- p. 14-15, *What important law was passed in 1964?* (Voting Rights Act) *What did that law do?* (It banned racial discrimination in voting.)
- pp. 16-17, *What are some things John did as a congressman?* (He fought poverty and gun violence. He worked to improve education and change healthcare. He spoke out against racism. He got the Voting Rights Act renewed several times.)

## Reinforce Vocabulary

- p. 11: Review the definition of *origin*. Invite students to share their national origin with the class.
- p. 17: Go over the definition of *respected*. Ask students to think about why John Lewis was so highly respected, and invite them to share their thoughts.

## AFTER READING

**Main Idea:** Point out that one of the book's main ideas is that John Lewis helped bring about equal rights for all people. Invite students to share key facts from the text that support that main idea.

**Skill:** Have students use information from the book to complete the "Cause and Effect" worksheet.

Name \_\_\_\_\_

## Cause and Effect

Read about some of the events that happened in John Lewis's life. Under each event, circle which of the two statements was a more likely effect of it.

1. John was often arrested and beaten for organizing sit-ins at segregated lunch counters.
  - a. His parents urged him to continue his work.
  - b. His parents told him to stop his work.
  
2. Over 200,000 people gathered in Washington, D.C. for the March on Washington to demand equal rights for all people.
  - a. It helped get the Civil Rights Act of 1964 passed more quickly.
  - b. It brought about equal voting rights.
  
3. When John and Hosea Williams led marchers from Selma to Montgomery to protest voting inequality, people across the country were angry about how they were treated by police.
  - a. The Voting Rights Act passed more quickly.
  - b. Segregation ended in schools.
  
4. John became director of the Voter Education Project.
  - a. The Voting Rights Act was passed.
  - b. He helped nearly 4 million people register to vote.
  
5. John wanted to inspire kids to continue fighting for civil rights.
  - a. He won the Presidential Medal of Freedom.
  - b. He created graphic novels about his work.