

March On! The Day My Brother Martin Changed the World

by Christine King Farris

In this powerful text, Martin Luther King, Jr.'s sister presents a personal, stirring account of the remarkable day Dr. King delivered his "I Have a Dream" speech. Christine pays tribute to her brother, the man who went on to inspire a nation, by marching through Washington.

Create Successful Reading Habits

Research states that when children know information about the topic of a book before they read it, they can make personal connections between the book and their own lives.* Making these connections will help students understand and remember what they have read. For example, knowing information about the ocean will help students better understand a book about sharks. You can help your students make connections with books by previewing the text and having conversations about the topic before you begin reading. Previewing the text will help students recall prior knowledge and set a purpose for reading.

* U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, What Works Clearinghouse. (n.d.). Practice Guides. <https://ies.ed.gov/ncee/wwc/PracticeGuides>

SCIENCE OF READING – CONNECTING RESEARCH TO PRACTICE

Reading Skills

The National Reading Panel report in 2000 categorized reading instructional content into five major areas: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. The science of reading focuses on a hierarchy of skills that develop when students are learning to read.

- First, it is important for students to develop **phonemic awareness**, which is the conscious awareness of the individual sounds in language. The students then need to know the letters of the alphabet and their corresponding sounds.
- After developing phonemic awareness and basic letter knowledge, students are able to use this knowledge to begin to decode. This is called the **alphabetic principle**, which is the understanding that letters make sounds, and sounds go together to make words.
- Through explicit and systematic **phonics** instruction paired with repeated practice, children's **decoding** skills become more automatic. Students are able to decode words without much thought, which leads to **fluent** reading.
- Ultimately, with sufficient practice, reading becomes automatic.

In addition to this hierarchy of skills, in order to **comprehend** what they read, students need to have:

- a robust **vocabulary** and knowledge about texts.
- knowledge about the world.

This knowledge is:

- developed through life experiences and instruction students receive in school.
- described as **schema**, which is the framework and organization of what someone has learned and how that information is stored in the brain.

A student's schema, along with the aforementioned knowledge and skills, influences how well they learn to read and comprehend written text.

STANDARDS ALIGNMENT FLORIDA'S B.E.S.T. STANDARDS

A complex literary and informational text requires students to analyze and interpret the different meanings that it conveys to a reader. Reading complex texts builds students' vocabulary and knowledge, which are essential to developing their reading comprehension skills.

The B.E.S.T. standards promote the use of a variety of complex texts to:

- prepare students to interpret a variety of texts in a variety of formats.
- expose students to a diverse selection of quality texts.
- emphasize the use of explicit, systematic instruction.
- develop critical thinking skills in students.
- increase knowledge about a breadth of subjects.*

Look for standards alignment in each section of this guide.

*Florida Department of Education. <https://www.fldoe.org/core/fileparse.php/7539/urll/elabeststandardsfinal.pdf>.

WORD WORK – SYLLABLE PATTERNS

Students will practice segmenting syllables in words. Words are divided into syllables using syllable patterns. Students can use syllable patterns to help them decode unfamiliar words when reading.

This book uses a variety of Tier 2 and Tier 3 multisyllabic vocabulary words. Practice syllable segmenting with words in the text to help students read more fluently and increase comprehension of this complex text.

Model:

- Say to students, “Today we are going to practice segmenting multisyllabic words into syllables.”
- Display the word *protesting* on the board.
- Say, “The word is *protesting*.” Ask students to repeat the word.
- Say, “When I segment a word into its syllables, I can think about how to pronounce each part and blend them together to read the word. Practice segmenting the word *protesting* into its syllables.”
- Say the word *pro - test - ing*, out loud while placing emphasis on each syllable. Write *pro - test - ing* on the board with hyphens.
- Model reading each syllable by pointing your finger under them as you read. Then slide your finger under the word as you read it blended together.

Guided Practice:

- Write another multisyllabic word from the text on the board.
- Ask students to segment the word, using hyphens, on their paper.
- Students will then turn and talk to a partner to share how they segment the word.
- Review the syllable segmentation pattern with the whole class, and allow students to check their understanding.

While reading, continue to identify multisyllabic words that students can practice segmenting into syllables. Continue to follow the gradual release process throughout the book.

ELA.4.F.1.3: Use knowledge of grade-level phonics and word-analysis skills to decode words.

- a. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context.

ELL and SWD suggestion:

Multisensory instruction can be utilized to engage various sensory pathways. Encourage students to clap or tap as they segment syllables. This will help reinforce syllable segmentation by incorporating kinesthetic movement.

TALK ABOUT NEW AND INTERESTING WORDS

Modest (p. 2), **effective** (p. 11), **influence** (p. 21), and **magnificent** (p. 21) are suggested Tier 2 words that can be used for explicit vocabulary instruction. Create and share a student-friendly definition that is appropriate for the level of your students. Help students make connections to the word by providing contextual information that relates to the text they are reading and builds upon their background knowledge.

Give One, Get One is a discussion strategy that actively engages students in the gathering and sharing of information about a topic. Use this strategy with your students to build their knowledge of a topic through collaboration and sharing of ideas.

Explain to students that in this book, the author talks about the power of words and their ability to impact people in a positive and meaningful way. Use the **Give One, Get One Strategy** to facilitate a conversation about the Power of Words.

- Tell students to think about a time when someone used kind and uplifting words with them. Ask, “How did it make you feel?”
- Model this for students by giving an example of a time when someone used kind and uplifting words to you.
- Allow students time to write down the kind, uplifting words and how they made them feel.
- Ask students to circulate the room, and prompt them to pair up with a partner.
- Each partner GIVES, or shares, their experience while the other partner GETS, or listens, to their partner and writes down what they share.
- Repeat this process for several rounds.
- As a whole group, ask the students to share some of the kind and uplifting words they heard from their partners. Record student responses on the board.
- Engage students in a discussion about why these words are uplifting. Why can words be powerful? Why is it important that we use kind and uplifting words?

ELA.4.V.1.3: Use context cues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.

ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

As you read with students, help them identify the uplifting and powerful words that the author uses in the book *March On! The Day My Brother Martin Changed the World*.

TALK ABOUT NEW AND INTERESTING WORDS

ELL and SWD suggestion:

Help students make connections to the idea of powerful words. Explain to them that powerful words are words that can be used to affect someone in a positive way. Use a T-Chart to record the kind and uplifting words that students have heard and how they made them feel. After completing the T-Chart, work with the students to come up with their own definition of what powerful words are. Use the book to continue to identify powerful words the author uses to describe how she feels about the events in the story.

Powerful Words	How They Make Me Feel

READ FOR MEANING – DETERMINING AUTHOR’S PERSPECTIVE

- **ELA.4.R.2.3: Explain an author’s perspective toward a topic in an informational text.**
- **Clarification 1: The term perspective means “a particular attitude toward or way of regarding something.”**
- **ELA.4.R.3.2: Summarize a text to enhance comprehension.**

Before:

- Say, “The author’s perspective is their attitude toward or way of thinking about a particular topic. An author’s perspective can be determined by looking at the words they use to describe the topic and the thoughts and feelings those words represent. As we read the book *March On! The Day My Brother Martin Changed the World*, you will use the author’s words, thoughts, and feelings to determine her perspective toward her brother Martin.”

During:

- Who is the author of this book? What is her relationship to Dr. Martin Luther King, Jr.?
- As you read, track the author’s perspective toward the events that take place on August 8, 1963. Use the graphic organizer to help guide student thinking.
 - Read and summarize the events that are taking place on that page.
 - Determine the author’s perspective on the events that take place. Use the following questions to help guide your discussion with students:
 - What is the author trying to say?
 - Why do you think the author uses that word/phrase?
 - How does she feel?
 - What is she thinking?
- Provide evidence from the text to support your inference of the author’s perspective.

READ FOR MEANING – DETERMINING AUTHOR’S PERSPECTIVE

Page	Summarize	Author’s Perspective	Text Evidence
2 - 3			
5			
6			
9 - 10			
12			
14			
18			
19			
21			

After:

Discussion Questions:

- What is the most likely reason Christine King Ferris wrote this book?
- What does the author mean when she writes that the march on Washington teaches us all about the power of words?
- Reflect on the author’s perspective on a few major events in the story:
 - Does the author expect the March on Washington and her brother’s speech to be as huge and impactful as they are? Why?
 - How does the author feel about people, black and white, coming together to march in support of equality for all?
 - What is the author’s reaction to her brother’s speech and the power of his words?

Writing Activity: Get the GIST

- Who wrote this book? Who is the author related to in this story?
- What is the author’s purpose for writing this book?
- Where does Martin Luther King, Jr. give his speech?
- When does this event take place?
- Why does the author believe that her brother Martin changed the world?

Ask students to answer each question. Then use their answers to write a summary of the author’s perspective in the book *March On! The Day My Brother Martin Changed the World*. A GIST summary contains approximately 30 words.

ELL and SWD suggestion:

Help students determine the author’s perspective by providing the following scaffolds:

- Preview the text with students to activate their prior knowledge about Martin Luther King, Jr., and make connections to what they already know about the topic.
- Chunk the text into smaller sections. Ask students to focus on a few lines of text instead of the entire page.
- Use a summarization strategy throughout the text, such as hashtag summaries, headline summaries, or the use of summary sentence stems.