



We March

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History
Grades K-2



Introduction

Marches have historically been a key component in the fight for equality. In the children's book, *We March*, by Shane W. Evans, the author gives the readers a glimpse into the preparation for a march. The students will write an explanatory essay about the purposes of marches in relation to fighting for equality.

Learning Objectives

([CCSS.ELA-Literacy.W.1.2](#)) Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Materials Needed

- [Video of *We March* by Shane W. Evans](#)

Procedure

1. Introduce the word *equality*. Provide examples so that the students will understand. For example, is it fair if I gave Helen four pieces of candy and only give Daquavious one piece?
2. Discuss how people use marches to get equality. Explain to the students that marches were used instead of violence.
3. Introduce the video of *We March* By Shane W. Evans. Have the students look at and listen to the read-aloud.
4. Lead the students in a discussion of some of the things that the character did before and during the march.
5. Have the students talk to a partner about two reasons that people march.
6. The students should use the two ideas to compose an essay to explain the purposes of marching.

Writing Prompt: Marches have been key in the fight for equality. Think about how the character in the story *We March* participated in a march to achieve his dreams of equality. Do you think that participating the march helped? Write an explanatory essay describing how marches have helped in our fight for equality.

Evaluation

Please use the included [essay rubric](#) to grade student writing.