

## ***Unstoppable: How Bayard Rustin Organized the 1963 March on Washington***

By Michael G. Long



**Vocabulary**

segregation	civil rights
unjust	discrimination
dignity	activist
protest	movement

### **SAMPLE DISCUSSION QUESTIONS & ACTIVITIES**

#### **Building Background Knowledge**

To engage with this text, readers need the following background knowledge:

- An overview of the March on Washington for Jobs and Freedom. This should include reference to Dr. King's "I Have a Dream" speech as well as information about other historical figures present, including A. Phillip Randolph, Mrs. Medgar Evers and John Lewis.
- A timeline to show students where 1963 falls in reference to present day and other major events and movements that may have been previously discussed in the classroom.

#### **During Reading**

- Page 10: Do a think aloud to model making inferences about a character's motivation with *"Bayard used his experiences with discrimination to motivate him to fight for justice. On this page, I can see that he also used the work of \*Mohandas Gandhi to inspire his decision to use marching as his form of protest."*
- Page 18: Turn and talk: *How did John Lewis, Dr. King and other movement leaders respond to the attacks against Bayard? What can you infer about these leaders based on their response?*

*\*It is essential to note that some of Gandhi's views on race, caste and gender are controversial and the educator should research this information prior to teaching this lesson in order to build upon their own knowledge and support students with questions that may arise.*

# Unstoppable: How Bayard Rustin Organized the 1963 March on Washington

By Michael G. Long

## Extension Activities

- Bayard Rustin has a rich history beyond his role in the March on Washington for Jobs and Freedom. Support students in conducting research and creating a Did You Know ebook that includes information on his other efforts, including his work with the SCLC, his humanitarian missions and his LGBTQ+ advocacy.
- Lead students in a series of lessons that cover examples of nonviolent protest movements around the world and compare and contrast these occurrences with the civil rights movement.

## SEL Connection

**Social Awareness**– This text allows students to consider how a character’s identity and experiences motivate their actions. They also discover how to recognize and address inequity in their communities and the communities of others.

## Identifying Cultural Behaviors

Cultural Behavior	Examples from the Text
Communalism - The group is more important than the individual.	Although Bayard endured intense discrimination, he still put the needs of his co-leaders and the needs of the movement before his own.