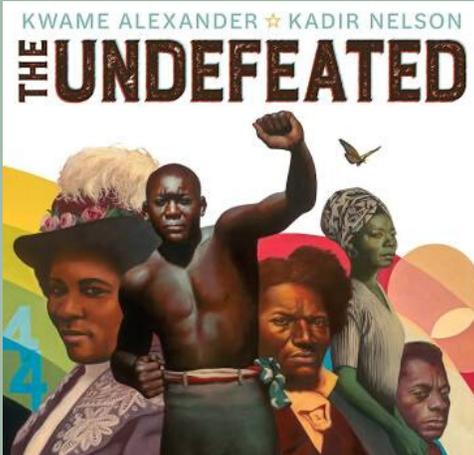




READING AIDE

Focus Group: 1st-4th grade



GOALS

Describe the main idea of this text, including key details.

Ask and answer questions about those key details.

- What does it mean to be UNDEFEATED?
- Look at the people on the cover. What do you think this book is about?
- Do you recognize anyone in this picture? *Talk about one of the heroes on the cover.

Pre-Reading

- Why do you think the illustrator left these pages blank?
- What does Kwame mean when he says "This is for the unspeakable." Look at the pictures he uses with those words.

During Reading

- Why do you think Kwame wrote this book? *Then read the afterword where he discusses why he wrote it.
- What words or pictures really caught your attention?
- What do you think made these people UNDEFEATED?

After Reading

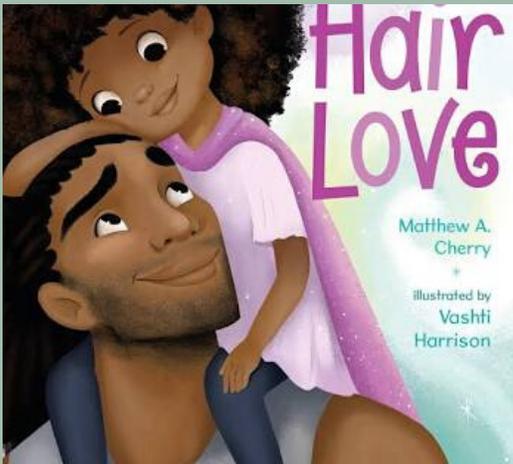
- Choose one illustration. Have each family member complete the prompt: THIS PICTURE MADE ME FEEL ___ BECAUSE ___.
- Research 2 of the historical figures featured in the book.
- Draw a picture of someone/something that is UNDEFEATED.

Engagement
Activities



READING AIDE

Focus Group: 1st-3rd grade



GOALS

Describe the main idea of this text, including key details.
Ask and answer questions about those key details.

- Let's look at the cover. What do you think this book is about?
- What clues led you to think that?
- Do you think this will be a fiction or nonfiction book? Why?

Pre-Reading

- Who is the main character?
- What clues led you to think that?
- What words would you use to describe Zuri?

During Reading

- Let's talk about DETERMINATION. How did Zuri show determination?
- How did the father show determination?
- Why do you think Zuri wanted her hair to be perfect on that day? *Show clues when Zuri's mom called from the door.

After Reading

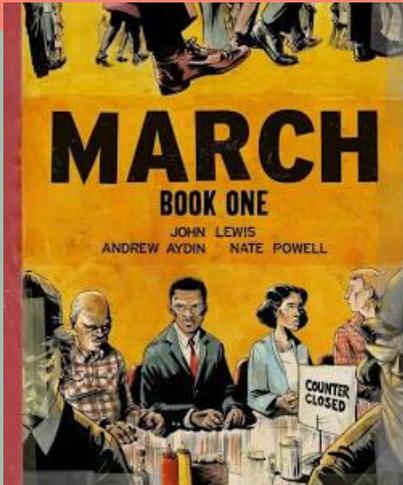
- Writing Prompt: Write about a time you were determined.
*If reader isn't ready for written response, discuss it.
- What was the CHALLENGE/PROBLEM in this story?
- How did Zuri and her dad solve the problem?

Engagement
Activities



READING AIDE

Focus Group: 4th-8th



GOALS

Analyze the text , draw inferences and provide textual evidence to support their analysis.

- Author Study: Who is John Lewis?
- What do you know about the Civil Rights Movement? *Brainstorm people and events
- Based on your research and the illustrations on the cover, what do you think this book will be about?

Pre-Reading

- As you read, write down the names of the important figures mentioned. Choose 3 to research.
- What were some of the obstacles to change they faced? List at least 3.

During Reading

- What lesson do you think the author wants you to learn?
- What 2 examples led you to believe that?
- Define **institutional racism** mentioned in the book. Describe at least two examples of institutional racism mentioned in the book.

After Reading

-Writing Prompt 1: Briefly describe how the civil rights movement affected the way you live today. Think about your school, family , and community.

Family Interview: Interview a family member who was alive during the civil rights movement. Record the similarities and differences between John Lewis' experiences and theirs.

Engagement
Activities