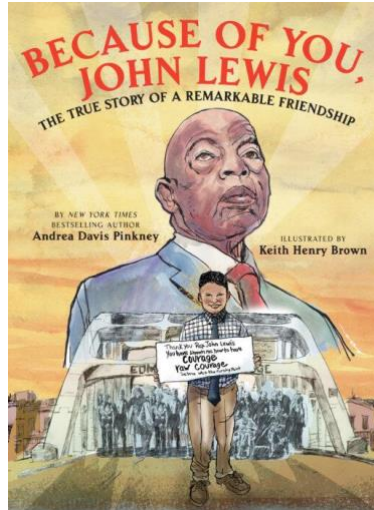


## Second Reaction: “Good Trouble” and Good Discussions

Andrea Pinkney. *Because Of You, John Lewis; The True Story of a Remarkable Friendship*. Scholastic Press, 2022.

*Breanya Hogue*



*Because of You, John Lewis; The True Story of a Remarkable Friendship* is a children’s book that I had the opportunity to model this summer during our inaugural Purdue CDF Freedom School Program. It had been a while since I had facilitated an integrated reading lesson within the Freedom School context with actual scholars (student participants). The Servant Leader Intern that let me model the lesson agreed to let me do so the night before, so I had to review the book and lesson quickly and consider ways to engage and support the third through fifth grade scholars with reading levels ranging from Pre-K to grade 6.

Before beginning the book, I had students look at the cover and make predictions about the story based on the title and illustration. One student recognized John Lewis' name and shared that they knew that he was a Civil Rights Leader. To engage them, I stated, "I'm going to give it away, this story is about a boy your age meeting his hero. Is there someone that you look up to or who is your hero?" Students went around and shared their heroes, ranging from The Rock to LeBron James. I asked following, how would you feel if you got an opportunity to meet these individuals? Students gasped and shared what they would do and/or say. I introduced the phrase, "**good trouble**" and asked the students what they thought this meant. They struggled with understanding, so I read John Lewis' quote:

***"Never, ever be afraid to make some noise and get in good trouble, necessary trouble."***

Students were able to make more inferences and as I turned each page I had them say "good trouble" and we connected the story's events to this quote.

The text is dense, filled with key vocabulary, historical figures, and significant places. **For struggling readers during the read aloud to scaffold the readers as well as make sure they were listening along and keeping track of their learning.** I had the students make a chart with rows and columns where they would track new words, important dates, Important people, and important places. As we read the book together, students were able to learn about key events such as Bloody Sunday and the significance of Selma, Alabama (specifically the Edmund Pettus Bridge). Students had a lot of good inquiries related to the ages of Dr. Martin Luther King and John Lewis and about the issues related to Jim Crow laws and racial injustice that arose in the story.

During the reading, there were so many moments to explain key vocabulary and terms such as equality, segregation, prejudice, legacy and more. Opportunities to integrate poetry or

song lyric analysis were also plentiful with this text. At one point in the story (when it was referenced) I had the students listen to the poem, *Invictus* by William Ernest Henley and printed them each a copy. Towards the end of the story, I played this slide show with the song *We Shall Overcome* by Peter Seeger in the background: <https://youtu.be/4gmTxc2wGTI>. Students were able to make connections to the text and also ask additional questions about some of the images included.

Though there were some moments of restlessness from the students during the read aloud, the call and response, tracking chart (of new and key vocabulary, dates, people, etc.), questioning, visual and audio aides, and discussions kept the students engaged and it was later shared that the students were making connections from this lesson with other books that were read following by their Intern. I recommend this book for students in grades three through six, and even as a supplementary text for middle school students learning about the Civil Rights Movement Teachers should identify key vocabulary prior to reading and having supplementary text sets readily available (of all levels) as students will be interested in reading and learning more about the given topic. This website offers some great additional information about the great John Lewis: <https://myhero.com/john-lewis-5>.

### **Works Cited**

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Seeger, Pete. *We Shall Overcome* (Song). June 8, 1963. Columbia Records.

### **About the Author**

Breanya Hogue is an assistant professor at Purdue University in Literacy and Language Education. Her research interests include pre-service teacher urban education, communities of practice, children's literature, culturally proactive pedagogy, and maximizing out of school time through literacy engagement. She began her education profession as a 5th grade elementary teacher for Jefferson County Public Schools in Louisville, Kentucky. Breanya also has served in various capacities for the national Children's Defense Fund's Freedom Schools Program. Additionally, she is a children's book author and active member of her sorority, Delta Sigma Theta Sorority, Incorporated.