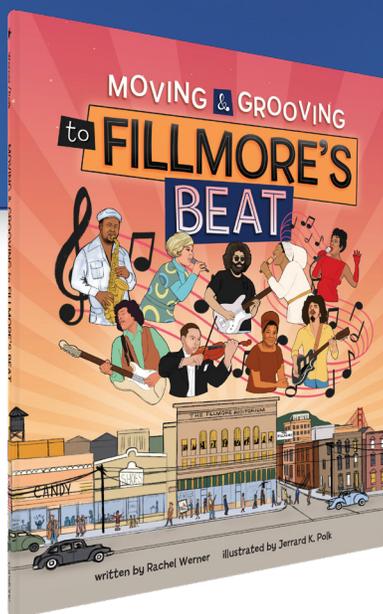


# MOVING & GROOVING

# to FILLMORE'S BEAT

## EDUCATOR'S GUIDE



### ABOUT THE BOOK

From music to art to poetry, creativity filled the air in the Fillmore District. The creativity and inclusion brought communities together—with no exceptions. Everyone was welcome, and everyone was accepted. In this beautiful story about the historical Fillmore District in San Francisco, author Rachel Werner touches on themes of inclusivity and culture in a lyrical manner with an overt celebration of diverse representation within artistic fields.



Rachel Werner

### ABOUT THE AUTHOR

Rachel Werner is the founder of The Little Book Project WI, a bi-annual community arts and nonprofit printmaking collaboration. Her literary writing and craft essays have been published by Off Menu Press, Digging Through The Fat and Voyage YA Literary Journal. A selection of

Rachel's recipes are also included in *Wisconsin Cocktails* (UW-Press, 2020)—and her poetry in the anthology *Hope Is The Thing: Wisconsinites On Hope and Resilience in the Time of Covid-19* (The Wisconsin Historical Society, 2021).



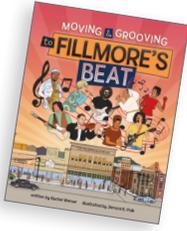
Jerrard K. Polk

### ABOUT THE ILLUSTRATOR

Jerrard K. Polk has been drawing all his life. He received his professional start as an artist at the age of 15 and was educated at The Art Institute of Charlotte. His love of books and poetry was encouraged by his mother, a librarian. Today, he enjoys sharing his fondness for art and

entrepreneurship with children. He is greatly inspired by jazz and the dapper fashions of its innovators. He has illustrated several books for children including *The Story of John Lewis*, *Black Inventors*, and *A Child's Introduction to Jazz*.

## Before Reading



1. **Analyze the book cover.** What do you notice? Based on the illustrations, what do you think this story is about? What emotions do you think the people on the cover might be experiencing? What connections can you make between your theories and the book's title?

2. **Using your classroom whiteboard, create a K-W-L chart** to help build student's background knowledge about the historical context in which this story takes place. Exploring students' understanding of the time frame will help illustrate the significance of the Fillmore District.

3. **Show students how the book progresses from the 1960s to current day.** The years are called out at the bottom left corner of many pages. You could have students point that out while reading the book and ask them which details they notice changing from each decade.



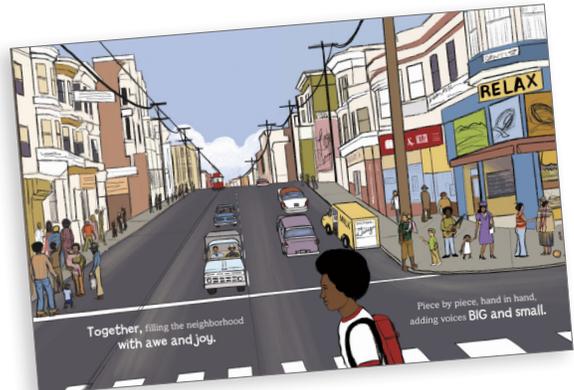
## During Reading

1. Why was the Fillmore District an important neighborhood?
2. Throughout the story, what do you notice about the people in the illustrations? Why do you think that is important?
3. What type of art and artists are highlighted in the book?
4. At the end of the story, the author refers to the Fillmore District as the "Harlem of the West." Why?
5. **Explore Figurative Language:**
  - What does the author mean when she writes, "Music became the glue and set the mood"?
  - On Page 16 (1980s), who are the instruments calling? What do you think the message is?
  - On page 22 (1990s), what does the author mean when she writes, "They broke down walls and turned them into bridges."?



## After Reading

1. How did you feel after reading this book? What made you feel that way?
2. The author writes "all faces were welcomed and appreciated." How can you take that sentiment and use it in your life?
3. Performers at the Fillmore had many different talents, from singing to poetry. Talk about one of your talents. How can you share it with others?
4. Inclusivity means everyone is included. Nobody is left out or ignored. Why is inclusivity so important?
5. The Fillmore was a place for everyone. Talk about a time when you felt included. Then talk about a time when you felt left out. Compare those two events.
6. Revisit the K-W-L chart from earlier and have students share what they learned about the Fillmore District after reading the book.



7. **Explore the geographical references of the book with one or more of the following questions:**
  - Where exactly is the Fillmore located in San Francisco? Are there other places of historical or modern significance located nearby?
  - How has San Francisco or the Bay Area changed over the last 100-150 years in terms of population, architecture, etc.?
  - Do you know what city/state the original Harlem is in? How is this region similar and/or different to California?

## Extension Activities

1. Ask students to pick their favorite part of the book and write down the passage. Then have them illustrate what those words mean to them.
2. Ask students to choose one of the artists highlighted in the back of the book to learn more about and present their research.



3. Have students reread the text from the 1980s page (passage below). Talk about each portion of this text and what it means. Why is it important to call out this history?

### ELA-LITERACY STANDARDS:

- Add drawings or other visual displays to descriptions as desired to provide additional detail
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Instruments sent up a call,  
that told them to be **proud**  
of who they were **born to be.**

Children of refugees,  
the enslaved unchained,  
of laborers and migrants whose lives  
were not **lived in vain.**

