



HUMAN
RIGHTS
CAMPAIGN
FOUNDATION

Welcoming Schools



A DAY IN THE LIFE OF MARLON BUNDO: FOR EVERY BUNNY WHO EVER FELT DIFFERENT

SUGGESTED GRADE LEVEL: K – 5

LENGTH OF TIME: 35 – 40 minutes

GOALS

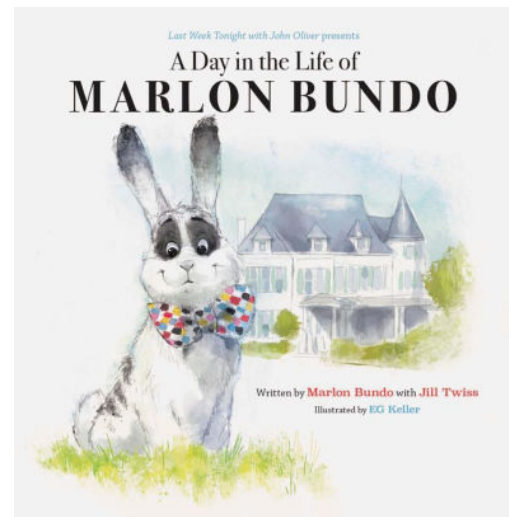
- + To explore the idea that love is love.
- + To see that our differences are what make us special.
- + To explore different kinds of families and relationships.
- + To help children from diverse family structures feel affirmed in their classroom and school communities.
- + To explore and embrace differences in the classroom community.
- + To look at democracy and the power of voting for the good of all.

OBJECTIVES

- + Students will develop empathy and acceptance of diversity.
- + Students will see mirrors and windows into family diversity and relationships.
- + Students will develop acceptance of the many kinds of love and feelings between people.
- + Students will acquire vocabulary to talk respectfully about LGBTQ people and families.
- + Students will acquire knowledge of democratic processes for solving problems.

ACADEMIC STANDARDS

- + CCSS.ELA-LITERACY.RL.2.1: Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text. (Also RL.K.1 and 1.1,3.1,4.1,5.1)
- + CCSS.ELA-LITERACY.RL.2.3: Describe how characters in a story respond to major events and challenges. (Also RL.K.3,1.3, 3.3,4.3,5.3)
- + CCSS.ELA-LITERACY.RL.2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot. (Also RL.K.7,1.7,3.7,4.7,5.7)



CHRONICLE BOOKS

EDUCATORS' NOTES

As you prepare to read the story, consider the composition of your classroom and the different kinds of families and important relationships for the students represented in it. It is our job as educators to both mirror students' lives to them so they can develop healthy identities, as well as to provide them with windows into other lives so they become global citizens who understand and embrace differences. It is important to teach your students about many different kinds of families and relationships, whether those particular families are present in your school or not.

If you have only one student in your class with same-gender parents, for example, be mindful not to put that student in the position of teaching others about their family. That is the job of the educator, not the student.

RESOURCES AVAILABLE TO PREPARE FOR READING THE BOOK TO STUDENTS

Welcoming Schools has a number of resources that will help you prepare for reading the book to students and responding to their questions (you will be sharing key vocabulary with your students):

- + [Defining LGBTQ Words for Elementary School Students](#)
- + [Family Diversity Definitions](#)
- + [Who Can Marry Whom? Inclusive Conversations About Marriage](#)
- + [What Does Gay Mean?](#)
- + [What Do You Say To That's So Gay and Other LGBTQ Comments?](#)

If you are not familiar with the context of the children's book *Marlon Bundo*, you could read, [Kid Lit Has a Bunny Battle](#) in the School Library Journal to familiarize yourself.

BOOK SYNOPSIS

Meet Marlon Bundo, a lonely bunny who lives with his Grampa, Mike Pence—the Vice President of the United States. But on this very special day, Marlon's life is about to change forever when this very special boy bunny falls in love with another boy bunny.

With its message of acceptance, this charming children's book explores issues of same gender love, marriage and democracy. Sweet, funny and beautifully illustrated, this book is dedicated to every bunny who has ever felt different.

MATERIALS

- + *Last Week Tonight with John Oliver* presents *A Day in the Life of Marlon Bundo* by Marlon Bundo with Jill Twiss

INTRODUCTION TO A DAY IN THE LIFE OF MARLON BUNDO

Before reading this book to your students, share that the book is called *A Day In The Life of Marlon Bundo*. Marlon, the bunny on the cover of the book, is the BOTUS—the Bunny of the United States—because he is the pet of Charlotte Pence, who is Vice President Pence's daughter. Marlon uses the pronouns he/him/his.

READ AND DISCUSS

As you read the book and for discussion afterwards, ask these questions about Marlon Bundo:

Marlon and Wesley

- + Where does Marlon Bundo live?
- + What happens on Marlon's very special day?
- + Who does Marlon meet? What pronouns does Wesley use?
- + Where do Marlon and Wesley hop together?
- + Why do you think Marlon and Wesley want to get married?

The Stink Bug, Marriage and Voting

- + What do the other animal friends do when Marlon and Wesley say, "We are getting married so we can hop together forever"?
- + Who is the Stink Bug and what does the Stink Bug say?
- + How does that make the animal friends feel?
- + How do each of the animal friends share that they are different?
- + What do the animal friends do to solve their problem?
- + Why do the animals vote out the Stink Bug?
- + What happens after they vote out the Stink Bug?
- + Why is voting important?
- + What do Wesley and Marlon do after the vote is taken?

Windows and Mirrors

- + How is the family in the story similar to your family?
- + How is the family in the story different from your family?
- + Do you know anyone who is in a loving relationship like Marlon and Wesley?

For Older Students

- + Who is the Vice President of the United States?
- + What are the responsibilities of the Office of Vice President?
- + How is voting usually conducted for public offices and issues?
- + What can citizens do when they disagree about a law or policy?

EXTENSIONS

- + For Grades K – 2, we recommend the Welcoming Schools lessons [What Is A Family?](#) and [Draw Your Family Todd Parr Style.](#)
- + For Grades 3 – 5, we recommend our lesson [Our Family: A Video About Family Diversity.](#)
- + For a K – 5 school-wide project, we recommend [Love Makes A Family.](#)
- + You can highlight this book when you have a class vote or when there is a school election.
- + Students in grades 3 – 5 can write an extension of the story: What happens to Marlon and Wesley next?

ASSESSMENT AND EVALUATION

Listen for student responses to your questions throughout the book:

- + Are the students incorporating the vocabulary and concepts?
- + Are the students forming connections to other families?
- + Are the students recognizing and affirming differences?

DIVERSE AND UP-TO-DATE RESOURCES FROM WELCOMING SCHOOLS

- + [Children’s Books to Embrace Family Diversity](#)
- + [Lesson Plans to Embrace Family Diversity](#)
- + [Embracing Family Diversity School Resources](#)
- + [Professional Development Training](#)

Lesson developed by: Michele Hatchell, Welcoming Schools.

Photo credit: from *A Day in the Life of Marlon Bundo*

by Jill Twiss & Illustrated by EG Keller

