
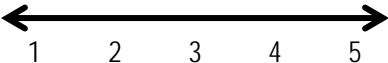


Book of the Month Club—Martin Luther King Jr. 8 Lessons

Lesson	Lesson Objective	Prior Knowledge	Activities	Closing
1	<p>The purpose of today's lesson is to begin to learn about the early years of the civil rights movement and also to better understand the environment in which Martin Luther King, Jr. was born in the Southern states.</p>	<p>What do you know about civil rights? Why would someone need to demonstrate for his/her civil rights? List the states that you consider to be Southern States: (Georgia, Mississippi, Alabama, Louisiana, South Carolina, Virginia, North Carolina...) What do you know about living in these states prior to 1970? What are some things that you know about Martin Luther King, Jr.?</p>	<p>Background Information: Martin Luther King, Jr. (January 15, 1929 – April 4, 1968) was an American clergyman, activist, and leader in the African-American Civil Rights Movement. He is best known for his role in the advancement of civil rights using nonviolent civil disobedience. King has become a national icon in the history of American progressivism.</p> <p>Born Michael King, his father changed his name in honor of German reformer Martin Luther. A Baptist minister, King became a civil rights activist early in his career. He led the 1955 Montgomery Bus Boycott and helped found the Southern Christian Leadership Conference (SCLC) in 1957, serving as its first president. With the SCLC, King led an unsuccessful struggle against segregation in Albany, Georgia, in 1962, and organized nonviolent protests in Birmingham, Alabama, that attracted national attention following television news coverage of the brutal police response. King also helped to organize the 1963 March on Washington, where he delivered his "I Have a Dream" speech. There, he established his reputation as one of the greatest orators in American history.</p> <p>Reading--Martin Luther King Jr. Pages 4-10 (Introduction)</p> <p>Activity #1—Reading the Book</p> <ol style="list-style-type: none"> 1. Divide students into pairs 2. Give each pair a copy of Martin Luther King, Jr. 3. Begin this lesson by having youth turn to pages 4-10 and discuss the pictures that you see on each of the pages. Talk about what you see in the picture and how you think it connects to the concept of civil rights. 4. Give each group a piece of copy paper. Ask them to fold it into four boxes (one hot dog and one hamburger fold) 5. Look at the things youth listed when you asked them what they think of when you say the word Martin Luther King, Jr. 6. The glossary for this book includes segregated, nonviolent, equality, civil rights. See if any of the words on the list youth made are included in the glossary on page 24. If yes, turn to page 24 of the book and read the description provided. Ask youth to record the word in one of the squares and to draw a representation of that word. If not, turn to page 24 where the glossary is and review the words. Ask youth to select which of these four words they would like to place on the "grid" first: segregated, nonviolent, equality, civil rights. 	<p>Review the activities of the day (no judgment, simply a recap of the day)</p> <p>Reflect on what you experienced. What is a key learning? List them on the board.</p> <p>Debrief: How will these key lessons affect you in the future? How can you carry this learning forward?</p> <p>What is meant by a whole to part or part to whole ratio?</p> <p>What is meant by a part to part ratio?</p> <p>Was there anything that surprised you about the ratios</p>

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			<p>7. Continue with vocabulary until each of the quadrants of the grid have a word written in it</p> <ol style="list-style-type: none"> When you review the word civil rights, turn to pages 8 and ask for someone to read the pages aloud. When you review the word nonviolent, turn to page 9 and ask the youth to review the page and then discuss the different tools professional photographers use to help them get the correct exposure. When you review the word segregated, turn to page 6 and ask youth to turn to a partner and read the page. There are 4 sentences, they should alternate between the two of them while they are reading. When you review the word equality, turn to page 10. Ask them to read page 10 as a pair and discover what equality means. <p>8. Ask youth to look at the Table of Contents on Page 3. Ask them if they believe there should be any other words included in the glossary.</p> <p>9. Ask them to turn the quadrant page over and include any words that they came up with.</p> <p>Activity: Southern Comfort Food</p> <p>Share with youth: Comfort food is something that you eat that bring memories of a particular time and/or place. In the Southern United States there is a tradition of “Southern Comfort Food”. If you have ever been to Kentucky Fried Chicken and had the traditional meal of fried chicken, coleslaw, mashed potatoes and gravy (or maybe you replaced those with macaroni and cheese) then you have had Southern Comfort Food. This type of cooking also includes dishes like fried green tomatoes, collard greens, barbecue, pulled pork poor boy sandwiches, and of course, desserts. Today you are making a version of Southern Comfort Food that a young man like Martin Luther King could have enjoyed as a boy growing up.</p> <p>What you will need:</p> <ul style="list-style-type: none"> • Oreo Cookie Crumbs (1 package for every 10 youth) • Hot fudge topping (such as Smucker’s—1 for every 10 youth) • Strawberry Ice Cream—1 scoop per youth • 1 bag pretzel sticks (1 for entire group) • Cool whip (dollop for each youth), strawberries (2 for each youth) • Plastic cups • Ice cream scoop • Spoons 	<p>with the beans? If yes, what was it?</p>

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			<p>Strawberry Ice-Cream Treat with Pretzels Recipe:</p> <ul style="list-style-type: none"> • 1 package of Oreo Cookie Crumbs (1 package for every 10 youth) • 1 (11.75-oz.) jar hot fudge topping (such as Smucker's—1 for every 10 youth) • Strawberry Ice Cream—1 scoop per youth • 1 bag pretzel sticks (1 for entire group) • Cool whip (dollop for each youth), strawberries (2 for each youth) <p>What you will do:</p> <ol style="list-style-type: none"> 1. Divide youth into groups of 4 2. Have youth wash hands and collect supplies they will need 3. Establish an assembly line to make the pie so that each group can walk through the line in the following order 4. THE CRUST: Press Oreo Cookie Crumbs into the bottom of a clear plastic cup, about ½" thick 5. THE FILLING: Spread a small amount of the hot fudge topping on to the crust; scoop in the ice cream, sprinkle with broken pretzels. 6. THE TOPPING: Top with Cool Whip, strawberry slices, and any remaining broken pretzel sticks 7. Eat and enjoy 8. Clean up 9. Ask youth to discuss why this might be considered Southern Comfort Food. Ask how comfort food might play into a way of life. <p>Wrap up: Civil rights are a class of rights that protect individuals' freedom from unwarranted infringement by governments and private organizations, and ensure one's ability to participate in the civil life of the state without discrimination or repression. Civil rights include the ensuring of peoples' physical and mental integrity, life and safety; protection from discrimination on grounds such as race, gender, national origin, color, sexual orientation, ethnicity, religion, or disability; and individual rights such as privacy, the freedoms of thought and conscience, speech and expression, religion, the press, assembly and movement. Thinking about the importance of civil rights, respond to the following quote by Martin Luther King, Jr. After reading it ask yourself what King is trying to tell you and what he would like for you to infer from this statement. Share your thoughts with a partner and then the entire group.</p> <p>"Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; only love can do that." Martin Luther King, Jr.</p>	

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2	<p>The purpose of today's lesson is to look at the role Martin Luther King played as a champion for civil rights and to also begin to understand the barriers to his dream.</p>	<p>What do you know about Rosa Parks?</p> <p>What do you know about the Ku Klux Klan?</p> <p>What does it mean to you that people should have equal rights?</p> <p>What about youth who rely on others to care for them—food clothing, and shelter? Is there a tradeoff for that sort of support?</p>	<p>Background Information: On October 14, 1964, King received the Nobel Peace Prize for combating racial inequality through nonviolence. In 1965, he and the SCLC helped to organize the Selma to Montgomery marches and the following year, he took the movement north to Chicago. In the final years of his life, King expanded his focus to include poverty and the Vietnam War, alienating many of his liberal allies with a 1967 speech titled "Beyond Vietnam". King was planning a national occupation of Washington, D.C., called the Poor People's Campaign. King was assassinated on April 4, 1968, in Memphis, Tennessee. His death was followed by riots in many U.S. cities. King was awarded the Presidential Medal of Freedom and the Congressional Gold Medal posthumously. Martin Luther King, Jr. Day was established as a U.S. federal holiday in 1986. Hundreds of streets in the U.S. have been renamed in his honor. A memorial statue on the National Mall was opened to the public in 2011.</p> <p>Reading--Martin Luther King Jr. Pages 11-14 (Starting His Work)</p> <ol style="list-style-type: none"> 1. Divide students into pairs 2. Give each pair a copy of RAZ Book Martin Luther King, Jr. 3. Begin this lesson by having youth turn to pages 11-14 and discuss the pictures that you see on each of the pages. Talk about what you see in the picture and how you think it connects to the concept of civil rights. Ask youth what they know about the Ku Klux Klan and Rosa Parks? 4. Ask youth to consider what it would mean for them if they could no longer ride a bus or use a car or another form of transportation to get around. 5. Give each pair of students a piece of copy paper. Ask them to fold it into four boxes (one hot dog and one hamburger fold) 6. Ask youth to consider four things that would be SO important to them that they would give up "rides" to places to make a point about being unhappy. Ask youth to put one item in each quadrant. For example: not being able to talk with my friends on the phone or having to leave in the middle of every soccer game I played in. 7. Draw the example shown below on the board. Tell students to draw the scale underneath each item they have created - 1 being the least and 5 being the most. <div data-bbox="785 1252 1478 1385" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">Leaving my soccer game when it was ½ way complete</p>  </div>	<p>Review the activities of the day (no judgment, simply a recap of the day)</p> <p>Reflect on what you experienced. What is a key learning? List them on the board.</p> <p>Debrief: How will these key lessons affect you in the future? How can you carry this learning forward?</p>

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			<p>8. Then ask youth to consider the following question for each of the things they identified: On a scale of 1 to 5, how important is the item you identified in comparison to the fight for equal rights for all people regardless of race or religion.</p> <p>Ask youth to share with one another the response they have to the question on each comparison. For example: "Compared to a fight for all people to have equal rights I think leaving my soccer game ½ way through is a 3. I think that because while it only affects me and my team, I think that this is a violation of my rights to pursue happiness." or "Compared to a fight for all people to have equal rights I think leaving my soccer game ½ way through is a 1 because a soccer game isn't anywhere nearly as important as life. or "Compared to a fight for all people to have equal rights I think leaving my soccer game ½ way through is a 5 because my rights matter as much as anyone else's so I think that should be part of the consideration."</p> <p>9. The glossary for this book includes integrate, protest, and race.</p> <p>10. Discuss each of these vocabulary words giving examples of what the word is and what the word is not. Record the information on a Double T-Chart.</p> <table border="1" data-bbox="688 805 1549 1110"> <thead> <tr> <th data-bbox="688 805 976 841">Word</th> <th data-bbox="980 805 1264 841">What it is</th> <th data-bbox="1268 805 1549 841">What it is not</th> </tr> </thead> <tbody> <tr> <td data-bbox="688 844 976 1110">Integrate</td> <td data-bbox="980 844 1264 1110">Put things together Blending ingredients in a recipe Mixing dish soap and water Making a salad</td> <td data-bbox="1268 844 1549 1110">Things that are separated Columns that do not overlap Tying your shoe with only one end of the string</td> </tr> </tbody> </table> <p>Locate each of the words in the story and ask youth to determine if there is another word that could have been used and created the same meaning.</p> <p>Activity: Help Wanted: Advocate</p> <p>What you will need:</p> <ul data-bbox="632 1328 1205 1396" style="list-style-type: none"> • Poster paper • Crayons, colored pencils, markers, pencils, rulers 	Word	What it is	What it is not	Integrate	Put things together Blending ingredients in a recipe Mixing dish soap and water Making a salad	Things that are separated Columns that do not overlap Tying your shoe with only one end of the string	
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			<p>What you will do:</p> <ol style="list-style-type: none"> 1. Divide youth into pairs 2. Distribute the supplies to each pair 3. Explain to youth that they are going to create a Help Wanted poster for an Advocate (discuss what an advocate is—someone who is willing to do anything that is legal to make something happen) for the Civil Rights Movement 4. Explain that they should start by listing all of the qualities they think this person should have—in other words what are the characteristics of this person that would make them someone people would follow. For example: honesty, hard-working, visionary, committed.... 5. Explain that the next task is to make a list of the skills you would like for them to have: For example: highly organized, able to write articulately; clear communication, good on the phone.... 6. Once they have these two lists the pair should consider what they want this person to do. For example: Lead marches, stage a protest, challenge some of the people who are responsible... 7. Now, youth should create a Help Wanted Post for this advocate 8. When the pairs have finished, they should share with other teams. <p>Wrap up: Civil rights are a class of rights that protect individuals' freedom from unwarranted infringement by governments and private organizations, and ensure one's ability to participate in the civil life of the state without discrimination or repression. Civil rights include the ensuring of peoples' physical and mental integrity, life and safety; protection from discrimination on grounds such as race, gender, national origin, color, sexual orientation, ethnicity, religion, or disability; and individual rights such as privacy, the freedoms of thought and conscience, speech and expression, religion, the press, assembly and movement. Thinking about the importance of civil rights, respond to the following quote by Martin Luther King, Jr. After reading it ask yourself what King is trying to tell you and what he would like for you to infer from this statement. Share your thoughts with a partner and then the entire group.</p> <p>"The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy." Martin Luther King, Jr.</p>	
3	The purpose of today's lesson is to consider how the civil rights	What is meant by the word "march" as it describes a protest?	<p>Background Information: Inspired by Mahatma Gandhi's success with non-violent activism, King had "for a long time...wanted to take a trip to India". With assistance from the Quaker group the American Friends Service Committee, he was able to make the journey in April 1959. The trip to India affected King, deepening his understanding of non-violent resistance and his commitment to America's struggle for civil rights. In a radio address made during his final evening in India, King reflected, "Since being in India, I am more convinced than</p>	<p>Review the activities of the day (no judgment, simply a recap of the day)</p>

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	<p>issue is still playing out in the area of immigration and pay for fast food workers...</p>	<p>How is that the same and different from a parade?</p> <p>What would be reasons that people would participate in a march?</p> <p>How effective do you think marches are? What makes you think as you do?</p>	<p>ever before that the method of nonviolent resistance is the most potent weapon available to oppressed people in their struggle for justice and human dignity".</p> <p>King's admiration of Gandhi's non-violence did not diminish in later years, he went so far as to hold up his example when receiving the Nobel Peace Prize in 1964, hailing the "successful precedent" of using non-violence "in a magnificent way by Mahatma Gandhi to Challenge the might of the British Empire...He struggled only with the weapons of truth, soul force, non-injury and courage."</p> <p>Reading--Martin Luther King Jr. Pages 15-17 (Marches and Struggles)</p> <ol style="list-style-type: none"> 1. Divide students into pairs 2. Give each pair a copy of Martin Luther King, Jr. 3. Begin this lesson by having youth turn to pages 15-17 and discuss the pictures that you see on each of the pages. Talk about what you see in the picture and how you think it connects to the concept of civil rights. Ask youth to identify what method is being used to turn the protestors away (no service fire, fire hoses). Ask them to consider these from a current point of view—what has happened that they know about that has been reactive to change or other things that people don't like (Tea Party, marches by fast food employees, marches to bring immigration to the forefront with Kevin McCarthy (from Kern County) 4. Ask youth to read the pages with one another and discuss the information. <p>Activity:</p> <p>What you will need:</p> <ul style="list-style-type: none"> • Article: <i>"Immigration activists depart Dodge Stadium for Bakersfield March"</i> • Article: <i>"Millions of low-wage workers losing ground to inflation as economic recovery continues"</i> • Chart paper • Markers, crayons, colored pencils <p>What you will do:</p> <ol style="list-style-type: none"> 1. Divide youth into groups of 4 2. Have each group of 4 divide into pairs 3. Give one pair the story about immigration and the other pair a story about the fast food workers 4. Once each pair has read the article, if you have access, have them watch the video through the link included in the lesson plan to gain more knowledge about the topic 	<p>Reflect on what you experienced. What is a key learning? List them on the board.</p> <p>Debrief: How will these key lessons affect you in the future? How can you carry this learning forward?</p>

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			<ol style="list-style-type: none"> 5. Once they have finished gathering information have youth create a Double T-Chart that they divide top and bottom 6. In the top columns they should list the things immigration, pay for fast food workers, and the civil rights movement of Martin Luther King have in common 7. On the bottom columns, they should list the things that are different among immigration, pay for fast food workers, and the civil rights movement of Martin Luther King. 8. Then as a team of 4 have youth prepare to share 3 ways in which they are alike, two ways in which they are different and one question that still remains and present it to the entire class for discussion <p>Wrap up: Civil rights are a class of rights that protect individuals' freedom from unwarranted infringement by governments and private organizations, and ensure one's ability to participate in the civil life of the state without discrimination or repression. Civil rights include the ensuring of peoples' physical and mental integrity, life and safety; protection from discrimination on grounds such as race, gender, national origin, color, sexual orientation, ethnicity, religion, or disability; and individual rights such as privacy, the freedoms of thought and conscience, speech and expression, religion, the press, assembly and movement. Thinking about the importance of civil rights, respond to the following quote by Martin Luther King, Jr. After reading it ask yourself what King is trying to tell you and what he would like for you to infer from this statement. Share your thoughts with a partner and then the entire group.</p> <p>"Faith is taking the first step even when you don't see the whole staircase." Martin Luther King, Jr.</p>	
4	The purpose of today's lesson is to read and listen to the I Have a Dream speech and identify the six specific "dreams that King identified.	<p>What do you know about King's I Have A Dream speech?</p> <p>What about this speech was so important?</p> <p>How might the speech have been different if King would have stated: "I</p>	<p>Background Information: King delivered a 17-minute speech, later known as "I Have a Dream". In the speech's most famous passage—in which he departed from his prepared text, possibly at the prompting of Mahalia Jackson, who shouted behind him, "Tell them about the dream!" King said: (see handout)</p> <p>I say to you today, my friends, so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.</p> <p>I have a dream that one day this nation will rise up and live out the true meaning of its creed: 'We hold these truths to be self-evident: that all men are created equal.'</p> <p>I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.</p> <p>I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and</p>	<p>Review the activities of the day (no judgment, simply a recap of the day)</p> <p>Reflect on what you experienced. What is a key learning? List them on the board.</p>

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		<p>have a plan..."</p> <p>Why is I have a plan perhaps less appealing than I have a dream?</p>	<p>justice.</p> <p>I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.</p> <p>"I have a dream that my four children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character</p> <p>I have a dream that one day, down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of interposition and nullification; one day right there in Alabama, little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.</p> <p>"I Have a Dream" came to be regarded as one of the finest speeches in the history of American oratory. The March, and especially King's speech, helped put civil rights at the top of the liberal political agenda in the United States and facilitated passage of the Civil Rights Act of 1964.</p> <p>Reading--Martin Luther King Jr. Pages 18-21 (I Have A Dream...)</p> <ol style="list-style-type: none"> 1. Divide students into pairs 2. Give each pair a copy of Martin Luther King, Jr. 3. Begin this lesson by having youth turn to pages 18-21 and discuss the pictures that you see on each of the pages. Talk about what you see in the picture and how you think it connects to the concept of civil rights. 4. Ask youth to read page 18. Ask youth to discuss with one another why they believe white and black Americans were involved in this protest. Ask them to consider who might be included in the March on Washington if it were to be done today. 5. In addition to Civil Rights there was also a problem around Voting Rights. What would make "voting rights" a "hot topic" 6. Ask what about one person one vote makes sense to them. Does it make sense when they are voting on things during program? During school? <p>Distribute a copy of the full text of the I Have A Dream speech to all students to keep.</p> <p>The link below is to the actual footage of the I Have A Dream speech. The entire speech is 17:29 in length. The I Have A Dream piece begins at approximately 12:00 minutes into this video.</p> <p>http://dailycaller.com/2013/08/28/watch-martin-luther-king-jr-s-i-have-a-dream-speech-video/</p>	<p>Debrief: How will these key lessons affect you in the future? How can you carry this learning forward?</p>

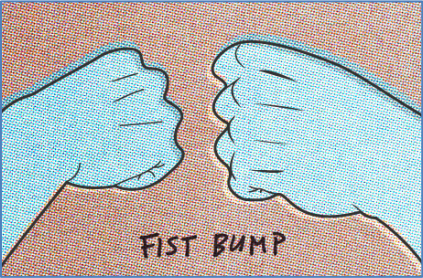
Lesson	Lesson Objective	Prior Knowledge	Activities	Closing
			<p>Activity:</p> <p>What you will need:</p> <ul style="list-style-type: none"> • “I Have A Dream” Handout • Graphic organizer • I Have A Dream (Complete Speech- for students to keep) • Pencils • Chart paper • Markers, crayons, colored pencils <p>What you will do:</p> <ol style="list-style-type: none"> 1. Begin by dividing youth into pairs 2. Distribute the materials to each pair 3. Explain that youth will review the text of King’s I Have A Dream Speech and create a graphic organizer by placing the words I Have A Dream in the center oval 4. Then pair will locate the 6 different things that King identified in his dream, writing one in each of the extended ovals surround the inner oval 5. Once the pair has completed that, they will find 2 other pairs, and together they will create a Graphic Organize on chart paper that mirrors this organize but instead of writing, they will include drawing, items cut from magazines or newspapers, to reflect each of the “dreams” that King had. 6. When groups of 6 are complete, they will share the chart with others <p>Wrap up: Civil rights are a class of rights that protect individuals’ freedom from unwarranted infringement by governments and private organizations, and ensure one’s ability to participate in the civil life of the state without discrimination or repression. Civil rights include the ensuring of peoples’ physical and mental integrity, life and safety; protection from discrimination on grounds such as race, gender, national origin, color, sexual orientation, ethnicity, religion, or disability; and individual rights such as privacy, the freedoms of thought and conscience, speech and expression, religion, the press, assembly and movement. Thinking about the importance of civil rights, respond to the following quote by Martin Luther King, Jr. After reading it ask yourself what King is trying to tell you and what he would like for you to infer from this statement. Share your thoughts with a partner and then the entire group.</p> <p>“We must develop and maintain the capacity to forgive. He who is devoid of the power to forgive is devoid of the power to love. There is some good in the worst of us and some evil in the best of us. When we discover this, we are less prone to hate our enemies.” Martin Luther King, Jr.</p>	

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5	<p>The purpose of today's lesson is for youth to articulate his/her dreams and share them with others.</p>	<p>Project yourself 10 years into the future. What do you dream of being? What you will do? What relationships will you have? Where will you live? How will you spend your free time? Where will you have traveled?</p>	<p>Background Information: In March 1955, a fifteen-year-old school girl in Montgomery, Claudette Colvin, refused to give up her bus seat to a white man in compliance with Jim Crow laws, laws in the US South that enforced racial segregation. King was on the committee from the Birmingham African-American community that looked into the case; because Colvin was pregnant and unmarried, E.D. Nixon and Clifford Durr decided to wait for a better case to pursue.</p> <p>On December 1, 1955, Rosa Parks was arrested for refusing to give up her seat. The Montgomery Bus Boycott, urged and planned by Nixon and led by King, soon followed. The boycott lasted for 385 days, and the situation became so tense that King's house was bombed. King was arrested during this campaign, which concluded with a United States District Court ruling in <i>Browder v. Gayle</i> that ended racial segregation on all Montgomery public buses. King's role in the bus boycott transformed him into a national figure and the best-known spokesman of the civil rights movement.</p> <p>Reading--Martin Luther King Jr. Pages 18-21 (I Have A Dream Part 2)</p> <p>Ask youth to review yesterday's reading (pages 18-21) and see if there are any questions related to the information on these pages. Ask youth to share what they know (if anything) about Governor George Wallace of Alabama. (Information about Wallace is attached—this is not for serious study, but for youth to look at and glean some information.)</p> <p>Ask youth to talk about the I Have A Dream Speech. Ask them to share the words in the speech that are powerful to them. Make a list. Ask them to consider the dreams that they have.</p> <p>Activity: My Dream</p> <p>What you will need:</p> <ul style="list-style-type: none"> • Paper • Pencils • Crayons, colored pencils, markers • Graphic Organizer (new copy of one used previously) • Governor George Wallace Fact Sheet • Large chart paper for each youth • Scissors • Magazines • Glue sticks 	<p>Review the activities of the day (no judgment, simply a recap of the day)</p> <p>Reflect on what you experienced. What is a key learning? List them on the board.</p> <p>Debrief: How will these key lessons affect you in the future? How can you carry this learning forward?</p>


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			<p>What you will do:</p> <p>Explain to youth that when you write or draw something that identifies something you want to accomplish, research has shown that you are far more likely to accomplish your goals or dreams.</p> <p>Explain that while “hope” is not a strategy, clearly understanding what you hope and dream for allow you to establish goals which can be actualized.</p> <p>Today youth are invited to share the dreams that each one has with others. There are certainly many ways to do this. Youth could complete the graphic organizer from yesterday. Youth could create a poster like the one shown here, or they could create a collage of words that they believe captures their thinking.</p> <p>Wrap up: Civil rights are a class of rights that protect individuals’ freedom from unwarranted infringement by governments and private organizations, and ensure one’s ability to participate in the civil life of the state without discrimination or repression. Civil rights include the ensuring of peoples’ physical and mental integrity, life and safety; protection from discrimination on grounds such as race, gender, national origin, color, sexual orientation, ethnicity, religion, or disability; and individual rights such as privacy, the freedoms of thought and conscience, speech and expression, religion, the press, assembly and movement. Thinking about the importance of civil rights, respond to the following quote by Martin Luther King, Jr. After reading it ask yourself what King is trying to tell you and what he would like for you to infer from this statement. Share your thoughts with a partner and then the entire group.</p> <p>“ Change does not roll in on the wheels of inevitability, but comes through continuous struggle. And so we must straighten our backs and work for our freedom. A man can't ride you unless your back is bent..” Martin Luther King, Jr.</p>	



Lesson	Lesson Objective	Prior Knowledge	Activities	Closing
6	<p>The purpose of today's lesson is to think about the contribution that he/she could make to move the quality needle.</p>	<p>When you think about civil rights, then and now (racial equality, voting rights, immigration, better wages) what other things might you add to the list of civil rights issues for today?</p> <p>In your opinion, why would it be important for the President of the United States to support a civil rights march and movement?</p> <p>If you were going to march for something you believed in, who would you like on your side?</p>	<p>Background Information: King, representing the SCLC, was among the leaders of the so-called "Big Six" civil rights organizations who were instrumental in the organization of the March on Washington for Jobs and Freedom, which took place on August 28, 1963. The other leaders and organizations comprising the Big Six were Roy Wilkins from the National Association for the Advancement of Colored People; Whitney Young, National Urban League; A. Philip Randolph, Brotherhood of Sleeping Car Porters; John Lewis, SNCC; and James L. Farmer, Jr. of the Congress of Racial Equality.</p> <p>The primary logistical and strategic organizer was King's colleague Bayard Rustin. For King, this role was another which courted controversy, since he was one of the key figures who acceded to the wishes of President John F. Kennedy in changing the focus of the march. Kennedy initially opposed the march outright; because he was concerned it would negatively impact the drive for passage of civil rights legislation. However, the organizers were firm that the march would proceed. With the march going forward, the Kennedys decided it was important to work to ensure its success. President Kennedy was concerned the turnout would be less than 100,000. Therefore, he enlisted the aid of additional church leaders and the UAW union to help mobilize demonstrators for the cause.</p> <p>Reading--Martin Luther King Jr. Pages 22-23 (One Last March)</p> <ol style="list-style-type: none"> 1. Divide students into pairs 2. Give each pair a copy of Martin Luther King, Jr. 3. Begin this lesson by having youth turn to pages 22-23 and discuss the pictures that you see on each of the pages. Talk about what you see in the picture and how you think it connects to the concept of civil rights. 4. Ask youth to read page 22. Ask youth to discuss the reasons that someone would want a man of peace to be dead? What would the person have to be thinking and feeling? 5. On the top of page 23 it states, "The whole world mourned the death of this great man." What does that mean? How would the world mourn? How would you mourn the loss of someone you admired? 6. King had been threatened many times. Why is it that he would continue to do the work that created such animosity? Who do you know personally that continues to do what he/she believes in even though others would like for him/her to stop? What makes them keep going? Have youth talk to one another about these questions. <p>Activity: Knuckle Bump What you will need:</p> <ul style="list-style-type: none"> • Paper • Crayons, markers, colored pencils 	<p>Review the activities of the day (no judgment, simply a recap of the day)</p> <p>Reflect on what you experienced. What is a key learning? List them on the board.</p> <p>Debrief: How will these key lessons affect you in the future? How can you carry this learning forward?</p>

Lesson	Lesson Objective	Prior Knowledge	Activities	Closing
			<p>What you will do:</p> <ol style="list-style-type: none"> 1. Divide youth into pairs 2. Distribute the materials to each pair 3. Discuss what happens in a Knuckle or Fist Bump 4. Talk about how many knuckles are involved in a knuckle bump (4). Explain that they will need to think of 4 things that they could do to support equal rights for everyone (Example: speak kindly to everyone and be sure you give them their turn) 5. Each youth should draw a fist and then call out, in word or pictures the 4 things that he/she would do to support civil rights 6. Once youth has finished, youth will share with a partner and then with the group as a whole  <p>Wrap up: Civil rights are a class of rights that protect individuals' freedom from unwarranted infringement by governments and private organizations, and ensure one's ability to participate in the civil life of the state without discrimination or repression. Civil rights include the ensuring of peoples' physical and mental integrity, life and safety; protection from discrimination on grounds such as race, gender, national origin, color, sexual orientation, ethnicity, religion, or disability; and individual rights such as privacy, the freedoms of thought and conscience, speech and expression, religion, the press, assembly and movement. Thinking about the importance of civil rights, respond to the following quote by Martin Luther King, Jr. After reading it ask yourself what King is trying to tell you and what he would like for you to infer from this statement. Share your thoughts with a partner and then the entire group.</p> <p>"The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education." Martin Luther King, Jr.</p>	
7	The purpose of today's lesson is to see the life of Martin Luther King, Jr. in the context of	What are some key "facts" that stand out to you about the life of Martin Luther King, Jr.? What about	<p>Background Information: The march originally was conceived as an event to dramatize the desperate condition of blacks in the southern U.S. and an opportunity to place organizers' concerns and grievances squarely before the seat of power in the nation's capital. Organizers intended to denounce the federal government for its failure to safeguard the civil rights and physical safety of civil rights workers and blacks. However, the group acquiesced to presidential pressure and influence, and the event ultimately took on a far less strident tone. As a result, some civil rights activists felt it presented an inaccurate, sanitized pageant of racial harmony; Malcolm X called it the "Farce on Washington", and the Nation of Islam forbade its members from attending the march.</p>	<p>Review the activities of the day (no judgment, simply a recap of the day)</p> <p>Reflect on what you experienced.</p>

Lesson	Lesson Objective	Prior Knowledge	Activities	Closing
	civil rights.	<p>each of these events is important?</p> <p>What is important about having a timeline of events?</p> <p>Who does that help?</p>	<p>The march did, however, make specific demands: an end to racial segregation in public schools; meaningful civil rights legislation, including a law prohibiting racial discrimination in employment; protection of civil rights workers from police brutality; a \$2 minimum wage for all workers; and self-government for Washington, D.C., then governed by congressional committee. Despite tensions, the march was a resounding success. More than a quarter of a million people of diverse ethnicities attended the event, sprawling from the steps of the Lincoln Memorial onto the National Mall and around the reflecting pool. At the time, it was the largest gathering of protesters in Washington, D.C.'s history.¹</p> <p>Reading--Martin Luther King Jr. Pages 4-24 (Picture Walk)</p> <ol style="list-style-type: none"> 1. Distribute the book, Martin Luther King, Jr. to each pair of youth 2. Ask youth to look through the book from beginning to end 3. Ask youth to share the story that the pictures tell with one another 4. Ask youth if the story the pictures tell is in chronological order (beginning to end) or is there some other order (important events, random, etc.) 5. Ask youth to discuss why telling the story in chronological order might be helpful to someone who is trying to "get the story straight". <p>Activity: Illustrated Time Line</p> <p>What you will need:</p> <ul style="list-style-type: none"> • Strips of construction paper—6" x 12" (multiple copies for each pair of youth) • Crayons, colored pencils, markers • Magazines • Scissors • Glue Sticks • Tape <p>What you will do:</p> <ol style="list-style-type: none"> 1. Explain that today the task that each pair will complete is a timeline of the events discussed in the book. Note: on page 6 the reference is to "before the Civil War". The Civil War occurred between 1860-1865, so pre-Civil War would be any time BEFORE 1860. This should be the beginning of the time line. On the very first page (4), the discussion is about celebrating King's birthday today, so the current date would be the other end of the time line. 2. Explain that youth should go both above and below the line to allow for detailed information—see the example below: 	<p>What is a key learning? List them on the board.</p> <p>Debrief: How will these key lessons affect you in the future? How can you carry this learning forward?</p>

Lesson	Lesson Objective	Prior Knowledge	Activities	Closing
			 <p>3. Distribute the supplies to each pair and have them create the illustrated timeline</p> <p>4. When pairs are finished, have them share with several other pairs</p> <p>Wrap up: Civil rights are a class of rights that protect individuals' freedom from unwarranted infringement by governments and private organizations, and ensure one's ability to participate in the civil life of the state without discrimination or repression. Civil rights include the ensuring of peoples' physical and mental integrity, life and safety; protection from discrimination on grounds such as race, gender, national origin, color, sexual orientation, ethnicity, religion, or disability; and individual rights such as privacy, the freedoms of thought and conscience, speech and expression, religion, the press, assembly and movement. Thinking about the importance of civil rights, respond to the following quote by Martin Luther King, Jr. After reading it ask yourself what King is trying to tell you and what he would like for you to infer from this statement. Share your thoughts with a partner and then the entire group.</p> <p>"An individual has not started living until he can rise above the narrow confines of his individualistic concerns to the broader concerns of all humanity.." Martin Luther King, Jr.</p>	
8	The purpose of today's lesson is to help youth make a commitment to make a change that will benefit everyone.	Ask youth what it means to make a commitment. Ask youth if they have ever made a commitment and if so, to what and/or to whom?	<p>Background Information: Dr. Martin Luther King Jr. is considered the formative figure in the modern fight for civil rights, and his legacy looms large in the work of all those who follow him in his cause. Dr. King's involvement with the NAACP dates back to his position on the executive committee of the NAACP Montgomery Branch in the 1950's, through his leadership in the various boycotts, marches and rallies of the 1960's, and up until his assassination in 1968. In 1957 the NAACP awarded him the Spingarn Medal, its most prestigious honor. In 1964, he received a Nobel Peace Prize for his efforts. Dr. King pushed America to fulfill its promise of equal rights for all. We honor his life and his legacy by recommitting ourselves to keeping his dream alive.</p> <p>"I have come to see more and more that one of the most decisive steps that the Negro can take is that little walk to the voting booth. That is an important step. We've got to gain the ballot, and through that gain, political power."</p> <p>- NAACP Emancipation Day Rally, January 1, 1957</p>	<p>Review the activities of the day (no judgment, simply a recap of the day)</p> <p>Reflect on what you experienced. What is a key learning? List them on the board.</p>

Lesson	Lesson Objective	Prior Knowledge	Activities	Closing
		<p>Ask youth if they honored the commitment.</p> <p>Ask youth what they needed to do to ensure that the commitment was kept?</p>	<p>Activity #1: Option 1 — What can we do TODAY? "Never doubt that a small group of thoughtful committed citizens can change the world; indeed, it's the only thing that ever has." Margaret Mead</p> <p>What you will need:</p> <ul style="list-style-type: none"> • Poster Board • Pledge Template to show students as an example (attached to this lesson plan) • Crayons, colored pencils, pens/pencils • Copy of the quote above on chart paper <p>What you will do:</p> <ol style="list-style-type: none"> 1. Divide youth into teams of 3 2. Distribute supplies to each team 3. Explain that each team needs to come up with 3 things that they could do RIGHT NOW that would change the world they live in (home, school, afterschool, other) 4. The team should create a poster of those activities—writing and illustrations (show students the Pledge Template sample) 5. Teams should share poster with others <p>Activity #2: Option 2 — Commitment Quilt</p> <p>What you will need:</p> <ol style="list-style-type: none"> 1. 6 inch squares of white construction paper 2. Crayons, markers, colored pencils 3. Black marker (enough for each youth to use) 4. Butcher paper to act as backing for the quilt <p>What you will do:</p> <ol style="list-style-type: none"> 1. Distribute squares to each youth as well as other supplies 2. Discuss with youth what a commitment is (something you are going to do for sure) 3. Explain that they will illustrate a commitment they are willing to make to ensure that the world they live in (home, school, afterschool, other) will be a better place for everyone—including themselves 4. Once squares are complete, have the youth join his/her square with the other squares of team mates to create a quilt 5. When the quilt is complete invite each youth to share his/her square. 	<p>Debrief: How will these key lessons affect you in the future? How can you carry this learning forward?</p>

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			<p>Wrap up: Civil rights are a class of rights that protect individuals' freedom from unwarranted infringement by governments and private organizations, and ensure one's ability to participate in the civil life of the state without discrimination or repression. Civil rights include the ensuring of peoples' physical and mental integrity, life and safety; protection from discrimination on grounds such as race, gender, national origin, color, sexual orientation, ethnicity, religion, or disability; and individual rights such as privacy, the freedoms of thought and conscience, speech and expression, religion, the press, assembly and movement. Thinking about the importance of civil rights, respond to the following quote by Martin Luther King, Jr. After reading it ask yourself what King is trying to tell you and what he would like for you to infer from this statement. Share your thoughts with a partner and then the entire group.</p> <p>“Human progress is neither automatic nor inevitable... Every step toward the goal of justice requires sacrifice, suffering, and struggle; the tireless exertions and passionate concern of dedicated individuals.” Martin Luther King, Jr.</p>	

Everyone deserves to be respected for who they are.

I Pledge to spread this message to all my friends and family.

I Pledge to....