

Social Studies – US History

MASTERY FOCUS

Inquiry/Compelling Question

Inquiry/Compelling Question: How radical were the ideas of Martin Luther King Jr.? How are they still relevant today?

Supporting Questions to consider as you prepare this lesson:

- How radical were the ideas of Martin Luther King Jr.? What was he critical of?
- What are changes he called for that have still not been implemented?
- What is lost if the Civil Rights struggle is viewed as completely in the past?
- Do some people want to ignore aspects of what MLK said? If so, what might be their motivation?
- What is gained by exploring more of MLK's ideas beyond "I have a dream"? How can this be challenging?

Standards – Texas Essential Knowledge and Skills / Student Expectations (TEKS/SEs)

Ethnic Studies

- 5(I) evaluate the extent to which the Civil Rights Movement transformed American politics and society.
- 5(C) **describe the continued struggle for civil rights in America** during this time in history such as the notable works of the NAACP, National Urban League, Jackie Robinson, Rosa Parks, **Martin Luther King Jr.**, Daisy Bates and the Little Rock Nine, the Student Non-Violent Coordinating Committee (SNCC), and local leaders;

Processing standards

- 17(A) analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions;
- 17(B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- 17(C) apply the process of historical inquiry to research, interpret, and use multiple types of sources of evidence

Learning Targets

I can:

- Identify major ideas in Martin Luther King Jr.'s writings and speeches
- Explain the challenges and criticisms Martin Luther King Jr. faced during the Civil Rights movement
- Summarize the position of Martin Luther King Jr. on specific social, political, and economic issues
- Make connections between current ESP issues and the words of Martin Luther King Jr.

Vocabulary

- | | | |
|-------------|------------------------|---------------|
| ● Radical | ● Freedom Rides/Riders | ● Boycott |
| ● Socialism | ● Capitalism | ● Communism |
| ● SNCC | ● Redlining | ● Reparations |

Sources Utilized

- | | | |
|--|---|---------------------------------|
| - <i>The National Guardian,</i>
<i>Progressive newsweekly</i> | - Government Archives, FBI
dossier | - CNN.com, Opinion polls on MLK |
| | - American Experience, PBS
Interview | - King Institute, Stanford.edu |



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Excerpts from the following speeches and writings of Martin Luther King Jr.		
- Letter From a Birmingham Jail (1963)	- I Have a Dream (1963)	- The Poor People’s Campaign: To Minister to the Valley (1968)
- Beyond Vietnam: A Time to Break Silence (1967)	- The Three Evils of Society (1967)	
	- Graphic Organizer Part I	
	- Graphic Organizer Part II	

Performance Task
 Write a tweet responding or reflecting on the ideas of MLK

LESSON CYCLE

Lesson Title		Teacher Moves
1	Engage Google Slides presentation 1) Project the first slide with tweets from various elected officials from across the political spectrum. 2) Give students a moment to read the tweets and have them think about anything that stands out. 3) SAY: “What do you notice about these tweets? What do they have in common? Is there anything that is surprising to you?” Transition to new learning: Even though these politicians are on opposite sides of the political spectrum Although in 2022, 95% of Americans polled by CNN news said they believed Martin Luther King Jr was an important figure in U.S. History. However, this was not the case during his lifetime.	
2	New Learning/Direct Instruction	

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Lesson Title	Teacher Moves
<p>1966 Gallup Poll and other polls, summary: https://www.cnn.com/2023/01/16/politics/martin-luther-king-jr-polling-analysis/index.html</p> <p>CLICK HERE TO ACCESS THE GRAPHIC ORGANIZER FOR THIS PORTION OF THE LESSON</p> <ol style="list-style-type: none"> 1) Project the polling data on slide 2. 2) SAY: Look at how the national data reflects King’s popularity in the years before his death. So how did we get to where we are today, where everyone in America seems to hold King in a high regard? Part of it is, many Americans often focus only on one aspect of MLK’s legacy, or even just one quote - “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.” — Martin Luther King Jr. (August 28, 1963) 3) SAY: Yet in his life, King was accused of being too radical, and hated by many because of the changes for which he called. Ending segregation was only one part of King’s message - so just because segregation is illegal today, this doesn’t mean all of his goals have been achieved. In fact, we will also see that many others within the Civil Rights movement accused King of not being radical enough! 4) Distribute graphic organizers and folder of excerpts 2-5 5) SAY: We are going to look a newspaper article from 1956, one month after the start of the Montgomery Bus Boycott, which King was helping to lead. Let’s look through and see what the Mayor is accusing King and those boycotting the buses of doing. 6) Read and model completing the first section together. Point out that the Mayor is accusing the boycott leaders of disrupting the “social fabric” of the community and that there have been great relationships between white and black community members, supposedly for generations. Ask students which category of accusation do the Mayor’s words fall into? (King is TOO radical) 	<p>If students need to review key moments in King’s life within the Civil Rights movement, here is a helpful timeline from LSU - https://guides.lib.lsu.edu/c.php?g=353667&p=2385247</p> <p>If this lesson is going to be split over multiple days, use this poem as the Engage activity for the second day.</p> <p>(Optional) Transition to Guided Practice: Poem - “A Dead Man’s Dream” by Carl Wendell Hines https://www.poemdujour.com/deadmanHines.html</p> <p>This poem was actually written in 1965, after the assassination of Malcolm X, however is often remembered in relation to MLK.</p> <p>Discussion questions:</p> <ol style="list-style-type: none"> 1) What line stands out to you and why? 2) What is the meaning of “It is easier to build monuments than to build a better world.” 3) What is lost if the Civil Rights struggle is viewed as completely in the past?

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<p>7) Students will complete a jigsaw reading with their group of four. Each student is responsible for completing one section of their graphic organizer (PART I)</p> <p>8) Give students time to share out among their table. Remind them, sharing means listening and asking questions, not passing papers around to copy. It's okay if they don't have the same exact wording as their group members.</p> <p>9) As students work, circulate and provide feedback if they are stuck or confused with what the criticism is. <i>(It may be helpful to assign students readings instead of letting them choose, as some excerpts may be more challenging than others.)</i></p>	
<p>3</p>	<p>Guided Practice/Modeling/Cooperative Learning</p>
<p>1) Distribute the four excerpts but do not have students look at them yet. Each group will be assigned one of the four excerpts to read together.</p> <p>2) SAY: "Now we are going to look at the words and ideas King actually had and evaluate how radical they were and how they are still relevant today."</p> <p>3) Together, watch and read excerpts from speeches during the Poor People's Campaign in 1968. Call on volunteers to identify which major issues King was addressing. <i>(Government spending, economic inequality/poverty)</i></p> <p>4) With their group, students will read their excerpt and complete their section of the graphic organizer.</p> <p>5) Students will share their summaries. Other groups should add to their graphic organizer - ask them to write at least 1 bullet point from what they hear.</p> <p>6) Large Group Discussion: Ask students the follow-up questions and have a brief discussion.</p>	<p>Excerpt A: Explain to students as needed - Subsidies and welfare are both types of payments using government funds, but subsidy is seen as positive aid and welfare is seen as being given to the "undeserving"</p> <p>Remind students that the source they have does not necessarily address each of the 7 issues.</p>

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<p>a) What is the level of urgency in each speech? How soon does King believe these changes should begin?</p> <p>b) How radical are these ideas? Show the definitions of radical and ask students to talk with their table groups and label on a scale from 1-5.</p> <p>c) Connect back - Look again at the 5 sources who were arguing against Martin Luther King Jr. Which of his specific ideas did you find that they would disagree with? How might they feel threatened or be made uncomfortable by his calls for change?</p> <p>7) Finally, ask students if there are any ideas that would <i>STILL</i> be considered radical today? (<i>some examples may include King’s call for a change in the economy, decrease military spending, government to spend more on the poor</i>)</p>	<p>Remind students that anyone who benefited from segregation, made money from “materialism” or “militarism,” would have been threatened by King’s message and his calls to upend the status quo and restructure government spending and the economy.</p>
<p>4 Application/Performance Task</p>	
<p>1) Distribute the half-sheet tweet templates to students.</p> <p>2) SAY: Now it is your turn to write a tweet, based on what you have read and discussed in this lesson. Your tweet can be your own reflection OR you can respond to a tweet from one of the political leaders we looked at in the beginning of the lesson.</p> <p>MUST HAVES:</p> <p>1) Must specifically refer to at least ONE key idea from King’s writing “<i>In the 1960s, MLK Jr. advocated for...</i>”</p> <p>2) Must evaluate how radical this idea is- “<i>This is (very/still/somewhat) radical because...</i>”</p>	<p>Remind students not to try and say what MLK would want or think. Instead, ask them to look at what he DID write/say and connect it to current issues facing the U.S. Why are his words still important in the year we are doing this lesson?</p>

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<p>3) Explain why this idea is still relevant today- <i>“The idea of ___ is still important today because...”</i></p> <p>4) If including a quote, should not be over half of the tweet</p> <p>5) If responding to another tweet, must include a call to action - what are you encouraging this political leader to do?</p> <p>REMEMBER:: Do NOT write, <i>“If he were alive today, MLK would think/want...”</i> Instead, explain what he DID say, and explain your opinion for how it is still relevant today.</p>	
5	Closure
	<ol style="list-style-type: none"> 1. If time allows, provide students an opportunity to share their response tweets and which Martin Luther King Jr. source they cited. 2. Students will submit their completed tweets