

Martin Luther King, Jr. Day of Service

SERVICE-LEARNING CURRICULUM

A Guidebook for Schools, Organizations & Parents

**EVERYBODY CAN BE
GREAT, BECAUSE
EVERYBODY CAN
SERVE.**



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California Martin Luther King, Jr. Day of Service Grants Program

SERVICE-LEARNING CURRICULUM INTRODUCTION



Why We Serve

On Monday, January 20, 1986, the first national celebration took place in honor of Dr. Martin Luther King, Jr. Schools, libraries, government offices, community organizations and business across the country paused to recognize one man's struggle of bridging the gap that divided humanity. A new holiday was born in America.

Dr. King once said, "Everybody can be great, because everybody can serve." In the spirit of this ethic, the United States Congress passed the King Holiday and Service Act in 1994. On this day, a new national service day was born. Thousands and thousands of Americans of all ages, races, religions and backgrounds join hands to serve our neighbors and our communities in need. There is no doubt Dr. King would have wanted his legacy to be one of action, one of peace and one of unity.

Please join your fellow Americans and answer the call of freedom. Answer "life's most persistent and urgent question," as Dr. King called it. "What are you doing for others?" Make this Martin Luther King Day of Service a day on, not a day off.

Curriculum Guide Overview

This guide is a tool that can be used by service leaders, educators, agency staff and parents to educate individuals serving the community on the Martin Luther King, Jr. Day of Service. The goal of this curriculum is to provide a snapshot of the life and work of Dr. King as a vehicle for enhancing the service experience for people of all ages. This guide is provided in the following sections:

Section I: HISTORICAL SKETCHES: DR. MARTIN LUTHER KING, JR.'S LIFE, WORK AND LEGACY

Section II: MLK LEARNING TOOLKIT: ACTIVITIES FOR ALL AGES

Section III: MLK REFLECTION TOOLKIT: ACTIVITIES FOR ALL AGES

Section IV: RESOURCES: BIBLIOGRAPHY FOR FURTHER INFORMATION



Suggestions on Making the Curriculum Work For You: The following chart represents just some of the ways in which this curriculum can be used to enhance your service project and give volunteers the opportunity to learn more about Dr. Martin Luther King, Jr. on this day of service.

Service Setting	Leader	Volunteer	PRE-Service LEARNING Activities	POST-Service REFLECTION Activities
School-Based Project	Teacher	Youth – Preschool to High School	<ol style="list-style-type: none"> 1. Have students read all or a portion of the Historical Sketch handouts of Dr. King found in Section I. Review MLK Values and Vocabulary handouts. 2. Choose any cross-age educational activity from the MLK Learning Toolkit found in Section II and spend time in class teaching the life, work and values of Dr. King. 3. Review what the students have learned. 	<p>Have students participate in cross curriculum reflection activities that support standards in:</p> <ol style="list-style-type: none"> 1. Reading 2. Writing 3. Critical thinking 4. Visual arts <p>Refer to section III for more details.</p>
Community or Faith-Based Project	Agency Staff or Volunteers	Youth	<ol style="list-style-type: none"> 1. Take a few moments before the service project to provide a brief overview of who Dr. King was. 2. Provide youth with one or more of the Historical Sketch handouts for young readers found in Section I. Provide a brief discussion on key points or have youth read the handout out loud. 3. Distribute any of the puzzle or maze worksheets from Section II. 	<ol style="list-style-type: none"> 1. Conduct a 1-15 minute reflection exercise from the Reflection Toolkit in Section III, such as <i>1 to 3</i> or <i>Let's Draw</i> activities. 2. Lead older youth in a discussion using one of the discussion questions using the <i>Concentric Circles</i> activity.
		Adults	<ol style="list-style-type: none"> 1. Take a few moments before the service project to provide a brief overview of who Dr. King was. 2. Provide the Historical Sketch handouts found in Section I. Divide adults in groups and have each group focus on a different section (Biography, Speeches and Writings, or Actions). Have each group identify and discuss 3 key points. 3. Distribute any of the puzzle or maze worksheets from Section II just for fun! 	<ol style="list-style-type: none"> 1. Conduct a 5-30 minute reflection exercise from the Reflection Toolkit in Section III, such as <i>Written Reflection</i> or <i>A String of Words</i>. 2. Lead adults on any discussion question.
Family Volunteer Project	Parents	Young Children	<ol style="list-style-type: none"> 1. Explain to children the importance of this national holiday and why you decided to volunteer as a family. 2. Read the Historical Sketch information for young readers together with your children and ask children to identify 3 important things they remember. 3. Work with your child to do any of the handouts found in the MLK Learning Toolkit in Section II. 	<ol style="list-style-type: none"> 1. Conduct a 1-15 minute reflection exercise from the Reflection Toolkit in Section III, such as <i>Let's Draw</i>. 2. Together, do the worksheet, "I Have A Dream" and talk about your dream and your child's dream for themselves, the family and their community.



Quotes of Dr. Martin Luther King, Jr.

"I have a dream that one day this nation will rise up and live out the true meaning of its creed...."

"Everybody can be great because anybody can serve. You don't have to have college degree to serve. You don't have to make your subject and verb agree to serve. You only need a heart full of grace. A soul generated by love."

"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."

"In the end, we will remember not the words of our enemies, but the silence of our friends."

"We have flown the air like birds and swum the sea like fishes, but have yet to learn the simple act of walking the earth like brothers."

"It may be true that the law cannot make a man love me, but it can stop him from lynching me, and I think that's pretty important."

"We are prone to judge success by the index of our salaries or the size of our automobile rather than by the quality of our service and relationship to mankind."

"When you are right you cannot be too radical; when you are wrong, you cannot be too conservative."

"Without love, benevolence becomes egotism."

"All men are caught in an inescapable network of mutuality."

"The quality, not the longevity, of one's life is what is important."



VALUES of Martin Luther King, Jr.

Achievement	Equality	Nonviolence	Social Justice
Altruism	Family Involvement	Perseverance	Social Responsibility
Compassion	Forgiveness	Personal Commitment	Social Transformation
Confidence	Freedom	Personal Responsibility	Tolerance
Courage	Kindness	Sacrifice	Unconditional Love
Education	Leadership	Service to Others	Wisdom

VOCABULARY WORDS

1st Amendment- An amendment to the Constitution of the United States guaranteeing the right of free expression; includes freedom of assembly and freedom of the press and freedom of religion and freedom of speech

Altruism- Unselfish concern for the welfare of others; selflessness

Anarchist- one who believes in the theory or doctrine that all forms of government are oppressive and undesirable and should be abolished

Aorta-The main trunk of the systemic arteries, carrying blood from the left side of the heart to the arteries of all limbs and organs except the lungs.

Appeal- The transfer of a case from a lower to a higher court for a new hearing

Benevolence- An inclination to perform kind, charitable acts

Boycott- To abstain from or act together in abstaining from using, buying, or dealing with as an expression of protest or disfavor or as a means of coercion

Commitment- The state of being bound emotionally or intellectually to a course of action or to another person or persons

Compassion- Deep awareness of the suffering of another coupled with the wish to relieve it

Confidence- A feeling of assurance, especially of self-assurance

Courage- The state or quality of mind or spirit that enables one to face danger or fear with self-possession, confidence, and resolution; bravery.

Desegregation- State of opening (a school or workplace, for example) to members of all races or ethnic groups, especially by force of law.

Determination- Firmness of purpose; resolve

Egotism- An inflated sense of one's own importance

Empower- To equip or supply with an ability; enable

Equality- The state or quality of being equal.

Eradicate- To get rid of as if by tearing up by the roots

Exemplify-To illustrate by example

Expel-To force to leave; deprive of membership

Facilitate-To make easy or easier:

Forgiveness- The act of excusing for a fault or an offense; pardon.

Freedom- Exemption from an unpleasant or onerous condition

Implement-To put into practical effect; carry out

Indicted- Accused of wrongdoing; charged

Injustice- Violation of another's rights or of what is right; lack of justice

Intimidate- To make timid; fill with fear.

Leadership- Capacity or ability to lead; guidance; direction

Longevity-Long life; great duration of life

Mutuality- Possessed in common

Nonviolence- The doctrine, policy, or practice of rejecting violence in favor of peaceful tactics as a means of gaining political objectives.

Perseverance- Steady persistence in adhering to a course of action, a belief, or a purpose; steadfastness

Racism- Discrimination or prejudice based on race.

Responsibility- Something for which one is responsible; a duty, obligation, or burden.

Sacrifice- Forfeiture of something highly valued for the sake of one considered to have a greater value or claim.

Segregation- The policy or practice of separating people of different races, classes, or ethnic groups, as in schools, housing, and public or commercial facilities, especially as a form of discrimination.

Self-worth- Self-esteem; self-respect

Service- An act of assistance or benefit; a favor

Social Justice- the distribution of advantages and disadvantages within a society

Tolerance- The capacity for or the practice of recognizing and respecting the beliefs or practices of others.

Unconditional Love- affection with no limits or conditions; complete love

Unconstitutional-Not in accord with the principles set forth in the constitution of a nation or state.

Unity- The state or quality of being one; singleness.

Values- A principle, standard, or quality considered worthwhile or desirable

Wisdom- The ability to discern or judge what is true, right, or lasting; insight.



Timeline of the Life of Dr. Martin Luther King, Jr.

1929	Born at noon on January 15, 1929. Parents: The Reverend and Mrs. Martin Luther King, Sr. Home: 501 Auburn Avenue, N.E., Atlanta, Georgia.
1944	Graduated from Booker T. Washington High School and was admitted to Morehouse College at the age of 15.
1948	Graduates from Morehouse College and enters Crozer Theological Seminary. Ordained to the Baptist ministry, February 25, 1948, at the age 19.
1951	Enters Boston University for graduate studies.
1953	Marries Coretta Scott and settles in Montgomery, Alabama.
1955	Received Doctorate of Philosophy in Systematic Theology from Boston University, Boston, Massachusetts on June 5, 1955. Dissertation Title: <i>A Comparison of God in the Thinking of Paul Tillich and Henry Wiseman.</i> Joins the bus boycott after Rosa Parks was arrested on December 1. On December 5, he is elected president of the Montgomery Improvement Association, making him the official spokesman for the boycott.
1956	On November 13, the Supreme Court rules that bus segregation is illegal, ensuring victory for the boycott.
1957	King forms the Southern Christian Leadership Conference to fight segregation and achieve civil rights. On May 17, Dr. King speaks to a crowd of 15,000 in Washington, D.C.
1958	The U.S. Congress passed the first Civil Rights Act since reconstruction. King's first book, <i>Stride Toward Freedom</i> , is published. On a speaking tour, Martin Luther King, Jr. is nearly killed when stabbed by an assailant in Harlem. Met with President Dwight D. Eisenhower, along with Roy Wilkins, A. Philip Randolph, and Lester Grange on problems affecting black Americans.
1959	Visited India to study Mahatma Gandhi's philosophy of nonviolence. Resigns from pastoring the Dexter Avenue Baptist Church to concentrate on civil rights full-time. He moved to Atlanta to direct the activities of the Southern Christian Leadership Conference.



Timeline of the Life of Dr. Martin Luther King, Jr.

1960	<p>Becomes co-pastor with his father at the Ebenezer Baptist Church in Atlanta, Georgia.</p> <p>Lunch counter sit-ins began in Greensboro, North Carolina. In Atlanta, King is arrested during a sit-in waiting to be served at a restaurant. He is sentenced to four months in jail, but after intervention by John Kennedy and Robert Kennedy, he is released.</p> <p>Student Non-Violent Coordinating Committee founded to coordinate protests at Shaw University, Raleigh, North Carolina.</p>
1961	<p>In November, the Interstate Commerce Commission bans segregation in interstate travel due to work of Martin Luther King, Jr. and the Freedom Riders.</p> <p>Congress on Racial Equality (CORE) began first <i>Freedom Ride</i> through the South, in a Greyhound bus, after the U.S. Supreme Court outlawed segregation in interstate transportation.</p>
1962	<p>During the unsuccessful Albany, Georgia movement, King is arrested on July 27 and jailed.</p>
1963	<p>On Good Friday, April 12, King is arrested with Ralph Abernathy by Police Commissioner Eugene "Bull" Connor for demonstrating without a permit.</p> <p>On April 13, the Birmingham campaign is launched. This would prove to be the turning point in the war to end desegregation in the South.</p> <p>During the eleven days he spent in jail, MLK writes his famous <i>Letter from Birmingham Jail</i></p> <p>On May 10, the Birmingham agreement is announced. The stores, restaurants, and schools will be desegregated, hiring of blacks implemented, and charges dropped.</p> <p>On June 23, MLK leads 125,000 people on a Freedom Walk in Detroit.</p> <p>The March on Washington held August 28 is the largest civil rights demonstration in history with nearly 250,000 people in attendance.</p> <p>At the march, King makes his famous <i>I Have a Dream</i> speech.</p> <p>On November 22, President Kennedy is assassinated.</p>
1964	<p>On January 3, King appears on the cover of <i>Time</i> magazine as its Man of the Year.</p> <p>King attends the signing ceremony of the Civil Rights Act of 1964 at the White House on July 2.</p> <p>During the summer, King experiences his first hurtful rejection by black people when he is stoned by Black Muslims in Harlem.</p> <p>King is awarded the Nobel Peace Prize on December 10. Dr. King is the youngest person to be awarded the Nobel Peace Prize for Peace at age 35.</p>



Timeline of the Life of Dr. Martin Luther King, Jr.

1965	<p>On February 2, King is arrested in Selma, Alabama during a voting rights demonstration.</p> <p>After President Johnson signs the Voting Rights Act into law, Martin Luther King, Jr. turns to socioeconomic problems.</p>
1966	<p>On January 22, King moves into a Chicago slum tenement to attract attention to the living conditions of the poor.</p> <p>In June, King and others begin the March Against Fear through the South.</p> <p>On July 10, King initiates a campaign to end discrimination in housing, employment, and schools in Chicago.</p>
1967	<p>The Supreme Court upholds a conviction of MLK by a Birmingham court for demonstrating without a permit. King spends four days in Birmingham jail.</p> <p>On November 27, King announces the inception of the Poor People's Campaign focusing on jobs and freedom for the poor of all races.</p>
1968	<p>King announces that the Poor People's Campaign will culminate in a March on Washington demanding a \$12 billion Economic Bill of Rights guaranteeing employment to the able-bodied, incomes to those unable to work, and an end to housing discrimination.</p> <p>Dr. King marches in support of sanitation workers on strike in Memphis, Tennessee.</p> <p>On March 28, King led a march that turns violent. This was the first time one of his events had turned violent.</p> <p>Delivered <i>I've Been to the Mountaintop</i> speech.</p> <p>At sunset on April 4, Martin Luther King, Jr. is fatally shot while standing on the balcony of the Lorraine Motel in Memphis, Tennessee.</p> <p>There are riots and disturbances in 130 American cities. There were 20,000 arrests.</p> <p>King's funeral on April 19 is an international event.</p> <p>Within a week of the assassination, the Open Housing Act is passed by Congress.</p>
1986	<p>On November 2, a national holiday is proclaimed in King's honor.</p> <p>36 USC 169j -- (United States Code, Title 36 (Patriotic Societies and Observances), Chapter 9 (National Observances))</p>

Source: URL:<http://www.lib.lsu.edu/hum/mlk/srs216.html>

Section I

EVERYBODY CAN BE GREAT, BECAUSE EVERYBODY CAN SERVE.



Historical Sketches

Life, Work & Legacy of Martin Luther King, Jr.



Historical Sketch: BIOGRAPHY OF MARTIN LUTHER KING, JR.

Birth and Family

Martin Luther King, Jr. was born at noon on Tuesday, January 15, 1929, at the family home in Atlanta, Georgia. Dr. Charles Johnson was the attending physician. Martin Luther King, Jr., was the first son and second child born to the Reverend Martin Luther King, Sr., and Alberta Williams King. Other children born to the Kings were Christine King Farris and the late Reverend Alfred Daniel Williams King. Martin Luther King's maternal grandparents were the Reverend Adam Daniel Williams, second pastor of Ebenezer Baptist, and Jenny Parks Williams. His paternal grandparents, James Albert and Delia King, were sharecroppers on a farm in Stockbridge, Georgia.

He married the former Coretta Scott, younger daughter of Obadiah and Bernice McMurray Scott of Marion, Alabama on June 18, 1953. The marriage ceremony took place on the lawn of the Scott's home in Marion. The Reverend King, Sr., performed the service, with Mrs. Edythe Bagley, the sister of Mrs. King, maid of honor, and the Reverend A.D. King, the brother of Martin Luther King, Jr., best man.

Four children were born to Dr. and Mrs. King:
Yolanda Denise (November 17, 1955 Montgomery, Alabama)
Martin Luther III (October 23, 1957 Montgomery, Alabama)
Dexter Scott (January 30, 1961 Atlanta, Georgia)
Bernice Albertine (March 28, 1963 Atlanta, Georgia)

Education

Martin Luther King, Jr. began his education at Yonge Street Elementary School in Atlanta, Georgia. Following Yonge School, he was enrolled in David T. Howard Elementary School. He also attended the Atlanta University Laboratory School and Booker T. Washington High School. Because of his high score on the college entrance examinations in his junior year of high school, he advanced to Morehouse College without formal graduation from Booker T. Washington. Having skipped both the ninth and twelfth grades, Dr. King entered Morehouse at the age of fifteen.

In 1948, he graduated from Morehouse College with a Bachelors degree in Sociology. That fall, he enrolled in Crozer Theological Seminary in Chester, Pennsylvania. While attending Crozer, he also studied at the University of Pennsylvania. He was elected president of the senior class and delivered the valedictory address; he won the Pearl Plafker Award for the most outstanding student; and he received the J. Lewis Crozer fellowship for graduate study at a university of his choice. He was awarded a Bachelor of Divinity degree from Crozer in 1951.

In September of 1951, Martin Luther King began doctoral studies in Systematic Theology at Boston University. He also studied at Harvard University. His dissertation, *"A Comparison of God in the Thinking of Paul Tillich and Henry Wieman,"* was completed in 1955, and the Ph.D. degree from Boston, a Doctorate of Philosophy in Systematic Theology, was awarded on June 5, 1955.

Honorary Degrees

Dr. King was awarded honorary degrees from numerous colleges and universities in the United States and several foreign countries. They include the following:

1957	Doctor of Human Letters, Morehouse College Doctor of Laws, Howard University Doctor of Divinity, Chicago Theological Seminary	1963	Doctor of Letters, Keuka College
1958	Doctor of Laws, Morgan State College Doctor of Humanities, Central State College	1964	Doctor of Divinity, Wesleyan College Doctor of Laws, Jewish Theological Seminary Doctor of Laws, Yale University Doctor of Divinity, Springfield College
1959	Doctor of Divinity, Boston University	1965	Doctor of Laws, Hofstra University Doctor of Human Letters, Oberlin College Doctor of Social Science, Amsterdam Free University Doctor of Divinity, St. Peter's College
1961	Doctor of Laws, Lincoln University Doctor of Laws, University of Bridgeport	1967	Doctor of Civil Law, University of New Castle Upon Tyne Doctor of Laws, Grinnell College, Grinnell, Iowa
1962	Doctor of Civil Laws, Bard College		

Martin Luther King entered the Christian ministry and was ordained in February 1948 at the age of nineteen at Ebenezer Baptist Church, Atlanta, Georgia. Following his ordination, he became Assistant Pastor of Ebenezer. Upon completion of his studies at Boston University, he accepted the call of Dexter Avenue Baptist Church, Montgomery, Alabama. He was the pastor of Dexter Avenue from September 1954 to November 1959, when he resigned to move to Atlanta to direct the activities of the Southern Christian Leadership Conference. From 1960 until his death in 1968, he was co-pastor with his father at Ebenezer Baptist Church and President of the Southern Christian Leadership Conference.

Dr. King was a pivotal figure in the Civil Rights Movement. He was elected president of the Montgomery Improvement Association, the organization which was responsible for the successful Montgomery Bus Boycott from 1955 to 1956 (381 days). He was arrested thirty times for his participation in civil rights activities. He was a founder and president of Southern Christian Leadership Conference from 1957 to 1968. He was also vice president of the national Sunday School and Baptist Teaching Union Congress of the National Baptist Convention. He was a member of several national and local boards of directors and served on the boards of trustees of several institutions and agencies. Dr. King was elected to membership in several learned societies including the prestigious American Academy of Arts and Sciences.

Awards

Dr. King received several hundred awards for his leadership in the Civil Rights Movement.

Among them were:

- Selected one of the most outstanding personalities of the year by **Time**, 1957.
- Listed in *Who's Who in America*, 1957.
- The Spingarn Medal from NAACP, 1957.
- The Russwurm Award from the National Newspaper Publishers, 1957.
- The Second Annual Achievement -- The Guardian Association of the Police Department of New York, 1958.
- *Link Magazine* of New Delhi, India, listed Dr. King as one of the sixteen world leaders who had contributed most to the advancement of freedom during 1959.
- Named *Man of the Year* by **Time**, 1963.
- Named *American of the Decade* by Laundry, Dry Cleaning, and Die Workers International Union, 1963.
- The John Dewey Award, from the United Federation of Teachers, 1964.
- The John F. Kennedy Award, from the Catholic Interracial Council of Chicago, 1964.
- The Nobel Peace Prize in 1964. At age 35, Dr. King was the youngest man, the second American, and the third black man awarded the Nobel Peace Prize.
- The Marcus Garvey Prize for Human Rights, presented by the Jamaican Government. (Posthumously) 1968.
- The Rosa L. Parks Award, presented by the Southern Christian Leadership Conference. (Posthumously) 1968.
- The preceding awards and others, along with numerous citations, are in the Archives of the Martin Luther King, Center for Nonviolent Social Change, Inc. in Atlanta, Georgia.

Publications

Speeches

Dr. Martin Luther King, Jr. was a vital personality of the modern era. His lectures and remarks stirred the concern and sparked the conscience of a generation; the movements and marches he led brought significant changes in the fabric of American life; his courageous and selfless devotion gave direction to thirteen years of civil rights activities; his charismatic leadership inspired men and women, young and old, in the nation and abroad.

Dr. King's concept of "*somebodiness*" gave black and poor people a new sense of worth and dignity. His philosophy of nonviolent direct action, and his strategies for rational and non-destructive social change, galvanized the conscience of this nation and reordered its priorities. The Voting Rights Act of 1965, for example, went to Congress as a result of the Selma to Montgomery march. His wisdom, his words, his actions, his commitment, and his dreams for a new cast of life, are intertwined with the American experience.

Dr. King's speech at the march on Washington in 1963, his acceptance speech of the Nobel Peace Prize, his last sermon at Ebenezer Baptist Church, and his final speech in Memphis are among his most famous utterances (*I've Been to the Mountaintop*). The Letter from Birmingham Jail ranks among the most important American documents.

Death

Dr. King was shot while standing on the balcony of the Lorraine Motel in Memphis, Tennessee on April 4, 1968, by James Earl Ray. James Earl Ray was arrested in London, England on June 8, 1968 and returned to Memphis, Tennessee to stand trial for the assassination of Dr. King. On March 9, 1969, before coming to trial, he entered a guilty plea and was sentenced to ninety-nine years in the Tennessee State Penitentiary. Dr. King had been in Memphis to help lead sanitation workers in a protest against low wages and intolerable conditions. His funeral services were held April 9, 1968, in Atlanta at Ebenezer Church and on the campus of Morehouse College, with the President of the United States proclaiming a day of mourning and flags being flown at half-staff. The area where Dr. King was entombed is located on Freedom Plaza and surrounded by the Freedom Hall Complex of the Martin Luther King, Jr. Center for Nonviolent Social Change, Inc. The Martin Luther King, Jr. Historic Site, a 23 acre area was listed as a National Historic Landmark on May 5, 1977, and was made a National Historic Site on October 10, 1980 by the U.S. Department of the Interior.

Compiled by Louisiana State University

Source: <http://www.lib.lsu.edu/hum/mlk/srs218.html>



Historical Sketch: **UPBRINGING**

By Julie Stokes, Ph.D.

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California State University, Fullerton

Martin Luther King, Jr. was born on Tuesday, January 15, 1929 at the family home in Atlanta, Georgia. He was born the second child and first son of Reverend Martin Luther King Sr. and his wife Alberta. He had one older sister and one younger brother.

At the age of five, Martin Luther King, Jr. began school, before reaching the legal age of six, at the Yonge Street Elementary School in Atlanta. When his age was discovered, he was not permitted to continue in school and did not resume his education until he was six. Young Martin grew up in an environment filled with racism and segregation.

Nearly 65 percent of African Americans were on public relief in the community he grew up in, during the 1930s.ⁱ However, the King family was not on public relief.

At the age of six, young Martin was told he could no longer play with his young white friend, by his friend's father. Later his parents informed him of the facts of life, as it pertained to race relations, and reminded him that it was his duty to love "the white man."ⁱⁱ

Following Yonge School, Martin was enrolled in David T. Howard Elementary School. He also attended the Atlanta University Laboratory School and Booker T. Washington High School. Because of his high scores on the college entrance examinations in his junior year of high school, he advanced to Morehouse College without formal graduation from Booker T. Washington. Having skipped both the ninth and twelfth grades, Dr. King entered Morehouse at the age of fifteen.ⁱⁱⁱ

Education and exposure greatly influenced Martin's thinking. He came to see racism as a structural problem linked to the political economy of capitalism rather than a personal one.^{iv} He eventually came to believe that by making race irrelevant,

racism could be eliminated and justice achieved with intelligent people working together. He became a social activist pastor, speaking against injustice and segregation. Integration became the major theme in King's political philosophy.^v

Martin Luther King Jr. had become the symbol of the civil rights movement when his life was ended, by assassination, on April 4, 1968 by James Earl Ray.^{vi} He gave numerous speeches and led non-violent marches during his lifetime as a way to advance his desire for equality, freedom, and opportunity for all. A great deal of progress has been achieved in regards to social equality. Still, in regards to political and economic equality, much remains to be done.

ii Cone, J. H. (1992). *Martin & Malcolm & America: A dream or a nightmare*. New York: Orbis Books, pp23.

ii Cone, J. H. (1992). *Martin & Malcolm & America: A dream or a nightmare*. New York: Orbis Books, pp23.

iii <http://www.thekingcenter.com/mlk/bio.html>

iv Cone, J. H. (1992). *Martin & Malcolm & America: A dream or a nightmare*. New York: Orbis Books, pp27.

v Cone, J. H. (1992). *Martin & Malcolm & America: A dream or a nightmare*. New York: Orbis Books, pp36.

vi Clayborne, C. (1998). *The autobiography of Martin Luther King, Jr.* New York: Warner Books.



Historical Sketch: **IDEAS & PHILOSOPHY**

By Julie Stokes, Ph.D.

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Martin Luther King Jr. (MLK) is a national icon for projects promoting service to ones fellow man through action related to social change and non violence, such as that practiced by Mahatma Gandhi, as a method for achieving one’s goals. As a young child MLK was greatly influenced by his religious and church upbringing and his minister father (Martin Luther King Sr.), who himself became a symbol of thrift, service, responsibility, and sacrifice.

In his adult life, Martin Luther King Jr. was influenced by ideas advanced by the progressives and John Dewey who wrote that “ideas could become instruments of change”ⁱ, evangelical liberalism stressing “people... should be involved in practical affairs to improve both the larger society and the lives of individuals”ⁱⁱ, and theological personalism which located “moral value exclusively in human personality.”ⁱⁱⁱ Most progressives were environmentalists. The progressives were convinced that environment was much more important than heredity in forming character (e.g., trustworthiness, respect, responsibility, fairness, and caring). Their approach suggested that if one could build better schools and houses, one could make better people and a more perfect society. Martin Luther King Jr. extended ideas offered by progressives to include all people.

Evangelical liberalism moved the concern for improving the lives of all humanity from not only spiritual to also the practical (i.e. meeting an individual’s needs for food, shelter, safety, love, belonging). Theological personalism provided King with a grounding for his belief in “the dignity and worth of all human personality.”^{iv} Martin Luther King Jr. believed in the ideas offered by influential thinkers of his time. Moreover, Martin Luther King Jr. embraced significant ideas presented to him and transformed them into effective social action.

ⁱ Nash, G. B., Jeffery, J. R., Howe, J. R., Frederick, P. J., Davis, A. F., & Winkler, A. M. (1990). *The American People: Creating a Nation and a Society* (2nd ed.). New York: Harper Collins Publishers, pp. 712-713.

ⁱⁱ Writings of Vernon Johns, copyright 2001 by the estate of Vernon Johns, <http://www.vernonjohns.org/tcal001/vjwscgsp.html>

ⁱⁱⁱ PART III. LIBERALISM IN RELIGIOUS THOUGHT CHAPTER 6. WHITE SOCIAL GOSPEL <http://www.vernonjohns.org/tcal001/vjwscgsp.html>

^{iv} Cone, J. H.(1992). *Martin & Malcolm & America: A dream or a nightmare*. New York: Orbis Books, pp29.



BIOGRAPHY OF MARTIN LUTHER KING, JR.

BIRTH & FAMILY

Martin Luther King Jr. was born on January 15, 1929 in Atlanta Georgia. His father's name was Reverend Martin Luther King Sr. and his mother's name was Alberta King. The young Martin had one older sister and one younger brother.

Martin married Coretta Scott on June 18, 1953. They got married in the Scott's home in Marion. Martin's father was the reverend who married them. Martin's Aunt was the maid of honor. His brother was the best man. Martin and Coretta had 4 kids.

EDUCATION

The first school Martin went to was Yonge Street Elementary. Later he went to David T. Howard Elementary School and the Atlanta University Laboratory School. Finally he went to Booker T. Washington High School. He took an exam there to see if he could get into college. He did very well on the exam! Morehouse College accepted him without even finishing high school because he did so well. Martin had skipped both 9th grade and 12th grade. He started going to college at Morehouse when he was 15 years old.

He graduated from Morehouse in 1948 after studying Sociology. Next, he studied at Crozer Theological Seminary in Chester, Pennsylvania until 1951. Here, he was president of the senior class and won an award for most outstanding student! He also won another award to continue studying at any university he wanted. So, he began working on his PhD at Boston University. He got his PhD from Boston University in 1955.

HIS WORK

Martin Luther King Jr. was ordained as a pastor in 1948 when he was 19 years old in Atlanta, Georgia. He began working as an Assistant Pastor at Ebenezer Baptist Church. After finishing his PhD at Boston University, he became a pastor at the Dexter Avenue Baptist Church in Montgomery, Alabama. He worked there as a pastor for 5 years until 1959. In 1959, he left Montgomery and moved to Atlanta to lead the Southern Christian Leadership Conference. He was President of this conference until he died in 1968.

Dr. King was a key figure in the Civil Rights Movement. He was President of the group that was in charge of the Montgomery Bus Boycott. This boycott lasted 381 days from 1955 to 1956.

Dr. King was arrested thirty times for his civil rights work. He worked as Vice President of the National Sunday School and Baptist Teaching Union Congress of the National Baptist Convention. He also had many leadership roles in many other organizations. Dr. King won hundreds of awards for his work in the Civil Rights Movement. He was the youngest person to be awarded the Nobel Peace Prize at age 35.

SPEECHES

Dr. Martin Luther King Jr. was an important person for our times. His words deeply affected many people. His work changed the American way of life. His passion inspired men and women all over the world. His ideas made African American people and poor people realize their value again. These ideas changed the nation.

DEATH

Dr. King was shot in Memphis, Tennessee by James Earl Ray in 1968. He had been in Memphis trying to help workers get better working conditions. James Earl Ray escaped to London, England but was caught and brought back to Memphis. In 1969, he was sent to jail for 99 years.



Historical Sketch: Youth Edition

CHILDHOOD AND UPBRINGING

GROWING UP

Martin Luther King, Jr. was born on January 15, 1929 in Atlanta, Georgia. His father's name was Reverend Martin Luther King Sr. and his mother's name was Alberta King. The young Martin had one older sister and one younger brother.

Martin Luther King Jr. began going to school when he was 5 years old. But you had to be 6 years old to go to his school, Yonge Street Elementary. When the school found out how old he was, they sent Martin home. He started going to school again when he turned 6 years old.

There was a lot of racism where young Martin grew up. The schools were segregated-African American kids were not allowed to go to the same school as Caucasian kids.

More than half of the people in Martin's neighborhood were very poor. They needed help from the government to live. But Martin's family did not need help from the government. They could live on their own.

When Martin was 6, he had a Caucasian friend. This friend's father told Martin that he wasn't allowed to play with his son. This was an example of the racism Martin lived with. Later,

Martin's parents explained to him that this was the way things were. They told him he had to love "the white man."

Martin went to high school at Booker T. Washington High School. He took an exam there to see if he could get into college. He did very well on the exam! Morehouse College accepted him without even finishing high school because he did so well on the test. Martin had skipped both 9th grade and 12th grade. He started going to Morehouse College when he was just 15 years old.

The things Martin learned at school and in his life really changed the way he thought. He started to think that racism was a big problem. It was not just about the way people spoke to each other. It was much deeper. It had roots in the way the country was run. Martin wanted to change this. He wanted to end racism. He started by trying to end segregation.

Dr. Martin Luther King Jr. became a symbol for civil rights. He was killed on April 4, 1968. He gave many speeches and led many non-violent marches during his life. He tried to create equality, freedom, and opportunity for everyone in this country. We have reached some goals since Dr. Martin Luther King Jr.'s time. But there is still much more to do.



Historical Sketch: Youth Edition

IDEAS OF DR. MARTIN LUTHER KING, JR.

We remember Dr. Martin Luther King Jr. (MLK) for his ideas. Dr. King got his ideas from many people. As a young child, Dr. King learned from his father. His father was a minister and also a leader. As an adult, Dr. King liked the ideas of forward thinking people, called progressives, like John Dewey. Dewey thought that "ideas could become instruments of change." This meant that you could use ideas to make changes in people's lives. People like Dewey thought that you were affected more by your surroundings than by genetics. So if people had better schools and homes, they would behave better.

Dr. King, also liked the ideas of evangelicals. They believed that "people... should be involved in ...affairs to improve both the larger society and the lives of individuals." This meant that you should try to help people in both little ways and big ways. Dr. King's education taught him to value all people. He worked by turning his ideas into action and trying to make society better.



Historical Sketch: SPEECHES BY DR. MARTIN LUTHER KING, JR.

Background and Keynotes by: Davida Hopkins-Parham
Executive Assistant to the Vice President for Academic Affairs
California State University, Fullerton

The following are excerpts of some of the speeches given by Dr. Martin Luther King, Jr. They provide additional insight and information into the values, action and character of Dr. King as well as his call to the nation in non-violently fighting for the civil rights of every man, woman and child – rich or poor, black or white.

These excerpts can be used as assigned reading and study for students or as a companion reading to provide more context to the Historical Sketches: Actions of MLK found in this curriculum manual.

“I HAVE A DREAM”

Background:

A keynote address delivered by Dr. Martin Luther King, Jr., on August 28, 1963 at the March for Civil Rights in Washington, D. C. at the Lincoln Memorial.

This is Dr. King’s most well-known and most quoted speech – a plea to the country for justice and freedom for African-Americans (“Negroes), and all oppressed and poor peoples.

Summary of Key Points:

One hundred (100) years ago (from Aug. 1963), Abraham Lincoln signed the Emancipation Proclamation which ended slavery in the U.S.; one hundred (100) years later to the present (Aug. 1963) the Negro is still not free because of:

1. Persistent discrimination in employment, education, housing, public accommodations (e.g. lodging in hotels, “whites only” signs forbidding use of restrooms, restaurants, public transportation systems) and, disenfranchisement with regard to the right to vote (legal bars to voting and other actions to hinder Negroes ability to get to the voting polls and cast ballots).
2. Segregation
3. Poverty “in the midst of material prosperity”

MLK in this speech, provides an eloquent analogy about how the U.S. Constitution and the Declaration of Independence were “promissory notes” to and for the benefit of Americans – a promise that every American, African-Americans as well as White Americans, were guaranteed rights of life, liberty, and the pursuit of happiness. . . but for “citizens of color”, America broke that promise - “defaulted on the promissory note” – and, instead gave the African-American (‘Negro’) a “bad check”; a check that came back marked insufficient funds.” African-Americans, still believing, have come to the March on Washington to demand freedom, equality, justice and an end to police brutality.

EXCERPTS from the speech:

“ . . . This is not time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. Now is the time to make real the promises of democracy; now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice; now is the time to lift our nation from the quicksands of racial injustice to the solid rock of brotherhood; now is the time to make justice a reality for all God’s children.”

“ . . . There will be neither rest nor tranquility in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.”

“ . . . But there is something that I must say to my people. . . . In the process of gaining our rightful place we must not be guilty of wrongful deeds. . . . We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. . . . The marvelous new militancy which has engulfed the Negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny and they have come to realize that their freedom is inextricably bound to our freedom.”

“No, we are not satisfied, and we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream.”

“So I say to you, my friends, that even though we must face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American 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.’”

“I have a dream that one day on the red hills of Georgia, sons of former slaves and sons of former slave-owners will be able to sit down together at the table of brotherhood. I have a dream that one day, even the state of Mississippi . . . will be transformed into an oasis of freedom and justice. I have a dream 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. I have a dream today! I have a dream that one day, down 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. I have a dream today. . . . With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day. This will be the day when all of God’s children will be able to sing with new meaning – ‘ my country ‘tis of thee; sweet land of liberty; of thee I sing’ . . . So let freedom ring from the prodigious hilltops of New Hampshire . . . from the mountains of New York . . . from the curvaceous slopes of California . . . let freedom ring. . . and when we allow freedom to ring, when we let it ring from every village and hamlet, from every state and city, we will be able to speed up that day when all of God’s children – black men and white men, Jews and Gentiles, Catholics and Protestants – will be able to join hands and sing in the words of the old Negro spiritual, ‘Free at last, free at last; thank God Almighty, we are free at last.’”

“The Drum Major Instinct”

Background:

This is a sermon by Dr. Martin Luther King, Jr. on February 4, 1968, two months before his assassination. Excerpts of this sermon were played at his funeral service, in that same church, two months later, on April 9, 1968.

Summary of Key Points:

In this sermon, Dr. King uses a passage from the King James Bible (Mark Chapter 10) to tell a story about James and John who are followers of Jesus and who want to be designated by Jesus as chief disciples, out of a basic human need for recognition, importance, and attention. Dr. King, in this sermon uses the story to preach about the “Drum Major Instinct” – a human instinct that all human kind has – “a desire to be out front, a desire to lead the parade, a desire to be first . . . something that runs a whole gamut of life” beginning in childhood and throughout adulthood.

In this story, Dr. King says that Jesus responds to James and John’s request by saying to them:

“ . . . I see you want to be first. You want to be great. You want to be important. You want to be significant. Well you ought to be. If you’re going to be my disciple, you must be. . . Yes, don’t give up this instinct. It’s a good instinct if you use it right. It’s a good instinct if you don’t distort it and pervert it. Don’t give it up. Keep feeling the need for being important. Keep feeling the need for being first. But I want you to be first in love. I want you to be first in moral excellence. I want you to be first in generosity. . . I can’t give you greatness. And I can’t make you first. . . You must earn it.

As adults, humans like to do good and like to receive praise for the good things that they do; it feeds our ego. People join organizations that provide recognition; we often live above our economic means in terms of the cost of the houses and cars we buy – trying to keep up with the Joneses - because of this “drum major instinct”, and this instinct, if it is not controlled properly or channeled in a positive direction, could result in harmful things happening (e.g. boasting and telling lies to get attention). Criminologists have also shown that people commit crimes - out of this drum major instinct - to get attention or to feel important. . . . this instinct, left unchecked, is also responsible for people thinking, believing and acting as if they are better than others.”

Thus, the “drum major instinct, Dr. King wrote, is at the root of racial prejudice – and reflects the need of some to feel superior...

“a need... to feel that their white skin ordained them to be first... it also goes into the struggle between nations... what is wrong in the world today is that the nations of the world are engaged in a bitter, colossal contest for supremacy... nations are caught up with the drum major instinct.... ‘Our nation must rule the world’.... And I am sad to say that the nation in which we live is the supreme culprit. And I am going to continue to say it to America, because I love this country too much to see the drift that it has taken.... God didn’t call America to do what she’s doing in the world now. God didn’t call America to engage in senseless, unjust war [such] as the war in Vietnam. And we are criminals in that war. We have committed more war crimes almost than any other nation in the world, and I’m going to continue to say it. And we won’t stop it because of our pride and our arrogance as a nation.”

The challenge for us is to “harness the drum major instinct”. According to Dr. King:

“True greatness comes not by favoritism, but by fitness. And the right hand and the left are not mine to give, they belong to those who are prepared... and so Jesus gave us a new form of greatness. If you want to be important, wonderful! If you want to be recognized, wonderful! If you want to be great, wonderful! But recognize that he who is greatest among you shall be your servant...by giving that definition of greatness it means that everybody can be great, because everybody can serve. You don't have to have a college degree to serve. You don't have to make your subject and your verb agree to serve. You don't have to know about Plato and Aristotle to serve. You don't have to know Einstein's theory of relativity to serve. You don't have to know the second theory of thermodynamics in physics to serve. You only need a heart full of grace. A soul generated by love. And you can be that servant.”

This following excerpt is famous because of its prophetic nature, providing a self-made eulogy for the funeral he was to have two months later:

“Every now and then I guess we all think realistically about that day when we will be victimized with what is life's final common denominator – that something we call death. We all think about it. And every now and then I think about my own death, and I think about my own funeral.... I don't want a long funeral. And if you get somebody to deliver the eulogy, tell them not to talk too long... tell them not to mention that I have a Nobel Peace Prize, that isn't important. Tell them not to mention that I have three or four hundred other awards, that's not important. Tell them not to mention where I went to school. I'd like somebody to mention that day that Martin Luther King, Jr., tried to give his life serving others...that I tried to love somebody... that I tried to be right on the war question...that I did try to feed the hungry...that I did try, in my life, to clothe those who were naked...that I did try...to visit those who were in prison...that I tried to love and serve humanity.”

“... If you want to say that I was a drum major, say that I was a drum major for justice...a drum major for peace...a drum major for righteousness.... I won't have any money to leave behind. I won't have the fine and luxurious things of life to leave behind. But I just want to leave a committed life behind.... If I can help somebody as I pass along, if I can cheer somebody with a word or song, if I can show somebody he's traveling wrong, then my living will not be in vain.... I want to be on your (Jesus') right or best side, not in terms of some political kingdom or ambition, but...so that we can make of this old world a new world.”

Speech before the Youth March for Integrated Schools (April, 1959)

Background:

On April 18, 1959, Dr. Martin Luther King spoke before 26,000 black high school and college students who had come to Washington D.C. to march and support the 1954 Supreme Court decision "Brown vs. Board of Education." This was the 2nd year that this march was held. The first was on Oct. 25, 1958 and 10,000 students participated. Other dignitaries and famous folks who were with Dr. King at this 1959 march included: Harry Belafonte, A. Philip Randolph, Roy Wilkins and Jackie Robinson.

Key Point:

Dr. King gave a call to the young people to serve humanity by carrying on the fight for civil rights for as well as the instilling in them the value for voting.

Excerpts:

This is an "unprecedented gathering of young people. . . a uniquely American march of young people. Nothing like it has ever happened in the history of our nation. Nothing that is, except the last youth march (Oct. 25, 1958).... This march demonstrates to me...that you young people, through your own experience, have somehow discovered the central fact of American life – that the extension of democracy for all Americans depends upon complete integration of Negro Americans."

"By coming here you have shown yourselves to be highly alert, highly responsible young citizens. And very soon the area of your responsibility will increase, for you will begin to exercise your greatest privilege as an American – the right to vote. Of course, you will have no difficulty exercising this privilege – if you are white."

"But I wonder if you can understand what it feels like to be a Negro, living in the South, where by attempting to exercise this right, you may be taking your life in your hands."

"... in your great movement to organize a march for integrated schools you have actually accomplished much more. You have awakened on hundreds of campuses throughout the land a new spirit of social inquiry to the benefit of all Americans. This is really a noble cause."

Then he gave them this call to serve humanity:

"...as June approaches, with its graduation ceremonies and speeches...I do have a graduation thought to pass along to you.... Whatever career you may choose for yourself – doctor, lawyer, teacher – let me propose an avocation to be pursued along with it. Become a dedicated fighter for civil rights. Make it a central part of your life. It will make you a better doctor, a better lawyer, a better teacher. It will enrich your spirit as nothing else possibly can. It will give you that rare sense of nobility that can only spring from love and selflessness helping your fellow man. Make a career of humanity. Commit yourself to the noble struggle for equal rights. You will make a greater person of yourself, a greater nation of your country, and a finer world to live in."ⁱⁱⁱ

Civil Right No. 1: The Right to Vote (March, 1965)

Background:

What happened to deny or limit African-Americans the right to vote? What was the voting process and what was the fate of African-Americans in 1965?

At that time in history, although it was LEGAL for ALL people to vote, African-Americans were routinely denied the right to vote (disenfranchised), and or subjected to discrimination, delay, intimidation, harassment, brutality, jailed or otherwise mistreated when they attempted to exercise their right to vote, especially in the Southern states of the U.S.

“There were “Gestapo-like control of county and local government in the South by the likes of Sheriff Jim Clark of Selma, Ala., and Sheriff Rainey of Philadelphia, Mississippi. There is a carefully cultivated mystique behind the power and brutality of these men. The gun, the club and the cattle prod reinforce the fear that is the main barrier to voting – a barrier erected by 345 years’ exposure to the psychology and brutality of slavery and legal segregation. It is a fear rooted in feelings of inferiority... But the fear is also real, as the broken bodies and bloody heads of citizens in Selma and Marion bear witness. And the snakes placed on people standing in line were not hallucinations...public officials, sworn to uphold the law...who clubbed a negro woman registrant, and who callously inflicted repeated brutalities and indignities upon nonviolent Negroes peacefully petitioning for their constitutional right to vote.”^{iv}

While it was a federal law to prohibit the jailing of citizens for trying to exercise their right to vote, in the South other tactics were used to disenfranchise Blacks:

- Implementing complex voter registration procedures that made the registration process cumbersome, making applicants frustrated and unwilling and unable to complete the process;
- Delays and false charges of offenses such as breach of peace, contempt of court, disorderly conduct, unlawful assembly, contributing to the delinquency of minors and criminal provocation in addition to the obvious intimidation, arrest and jailing of over 3,000 Negro citizens;
- Negro citizens faced years of expensive and frustrating litigation before these charges are defeated and their right to vote reinstated.”^v
- Administering difficult literacy tests and in an unfair manner. Dr. King noted that “there are many instances of ‘fair-skinned’ Negroes and white persons being helped to register.”

Facts^{vi}:

In 1965 in Mississippi, 26,000 Blacks of 450,000 were allowed to register to vote; in Alabama and Louisiana a more liberal state administration (before George Wallace’s administration) had at one point allowed 150,000 Blacks to register.

In Dallas County, Texas, only 635 of 15,000 Negroes of voting age were registered; 9,543 of 14,440 whites of voting age were registered.

In Selma in 1965, 3,400 Negroes were arrested which meant there were ten times as many Negroes in a Selma jail than registered to vote. Selma succeeded in limiting Negro registration to about 145 persons per year. At that rate, it would take about 103 years to register the 15,000 eligible Negro voters of Dallas County.

Why is the right to vote so important? How were Blacks affected by not being allowed to vote?

The denial of the right to vote deprived Blacks of their constitutional rights and denied Blacks full state and national citizenship. Further, it degraded Blacks as human beings and cut into their sense of dignity.

Voting is the foundation for political action. It is an effective tool for change. By being able to vote, Blacks could:

- Get rid of the pervasive discrimination in education, housing, employment and public accommodations;
- Vote out of office public officials who discriminate against them in housing, employment, public accommodations;
- Get jobs; and
- Go to decently funded, integrated schools.

Excerpts:

“When the full power of the ballot is available to my people, it will not be exercised merely to advance our cause alone. We have learned in the course of our freedom struggle that the needs of twenty million Negroes are not truly separable from those of the nearly two million whites and Negroes in America, all of whom will benefit from a color-blind land of plenty that provides for the nourishment of each man’s body, mind and spirit. Our vote would place in Congress true representatives of the people who would legislate for the Medicare, housing, schools and jobs required by all men of any color.”^{vii}

On Sunday, March 14, 1965, this article by Dr. King’s article titled, **Civil Right No. 1: The Right to Vote** appeared in the NY Times. He ended the article with the following plea:

“I urge Congress to enact a voting rights bill including these basic principles:

1. *Registration machinery so automatic that it eliminates varying standards and undue discretion on the part of hostile state registrars and requires only elementary biographical details from applicants.*
2. *The abolishment of literacy tests in those areas where Negroes have been disadvantaged by generations of inferior, segregated education.*
3. *Application of the law to all elections, federal and state, and especially to local elections, for sheriff, school boards, etc.*
4. *Enforcement of the law by federal registrars appointed by and responsible to the president.*
5. *Such legislation...must be versatile enough to overcome more sophisticated resistance in cities like New Orleans, Chicago, New York or Miami.”*

“One of the difficult lessons we have learned is that you cannot depend upon American institutions to function without pressure. Any real change in the status quo depends on continued creative action to sharpen the conscience of the nation and establish a climate in which even the most recalcitrant elements are forced to admit that change is necessary.... At a time when the Supreme Court has said that the law of the land demands ‘one man, one vote,’ so that all state legislatures may be democratically structured, it

would be a mockery indeed if this were not followed without delay by an insistence upon 'one vote for every man.'”

On Monday, March 15, 1965, President Johnson addressed the nation on television by giving his historic address which urged the passage of his Voting Rights Bill. President Johnson said, “It is wrong—deadly wrong – to deny any of your fellow Americans the right to vote in this country... history and fate meet a single time in a single place to shape a turning point in man’s unending search for freedom.”^{viii}

ⁱ Washington, James, Melvin, Editor, A Testament of Hope: The Essential Writings and Speeches of Martin Luther King, Jr. Harper San Francisco, New York, 1991. (All speech excerpts)

ⁱⁱ Washington, James, Melvin, Ibid. (All speech excerpts)

ⁱⁱⁱ King, Martin L. , Jr. *Civil Right No. 1 The Right to Vote*. New York Times, Sunday, March 14, 1965

^{iv} King, Martin Luther, Jr., Ibid.

^v King, Martin Luther, Jr., Ibid.

^{vi} King, Martin Luther, Jr., Ibid.

^{vii} King, Martin Luther, Jr., Ibid.

^{viii} McWhorter, Diane, A Dream of Freedom: The Civil Rights Movement From 1954 to 1968. Scholastic Non-Fiction, 2004.



Historical Sketch: THE ACTIONS OF DR. MARTIN LUTHER KING, JR.

Though Dr. Martin Luther King, Jr. was a man of many words, it was his actions that spoke volumes about the ills of society and the solutions necessary for its progress. King really did practice what he preached. As an educated man, he combined his knowledge of such great thinkers as Mahatma Gandhi with his own beliefs and values and showed the world an alternative way of protest for progress. From speeches to sit-ins, King understood that goals could be achieved through peaceful, non-violent means.

What follows are snapshots of some of King's actions. They illustrate not only his values, but his character.

VOTER REGISTRATION

In 1957, the Southern Christian Leadership Conference (SCLC) was formed. It would serve as a permanent organization to facilitate coordinated action of local protest groups. Dr. Martin Luther King, Jr. was president of the SCLC.

In that same year, the organization embarked on a Crusade for Citizenship whereby they would get African Americans throughout the South to exercise their newfound right to vote. Dr. Martin Luther King, Jr. strongly believed that the African-American vote would solve the problems of South.

"I had come to see that one of the most decisive steps that the Negro could take was a short walk to the voting booth." Dr. Martin Luther King, Jr.

ON THE DESEGREGATION IN LITTLE ROCK, ARKANSAS

Though Dr. Martin Luther King, Jr. embodied a strong belief in nonviolence, he agreed with President Eisenhower's use of federal troops as protection for the new African-American high school students in Little Rock, Arkansas. He believed the president had no other choice. He states in his autobiography:

"I believe firmly in nonviolence, but, at the same time, I am not an anarchist. I believe in the intelligent use of the police force... It wasn't an army fighting against a nation or a race of people. It was just police force, seeking to enforce the law of the land".

Desegregation of public schools was one step closer to Dr. Martin Luther King, Jr.'s dream of equality.

NON-VIOLENT RESISTANCE

Dr. Martin Luther King, Jr. was in a department store in Harlem, New York signing autographs when a deranged woman walked up and asked if his name was Martin Luther King. She then stabbed him in the chest with a letter opener. Her name was Mrs. Izola Ware Curry.

King was later told after surgery that if he had sneezed during the operation he would have bled to death, as the tip of the letter opener was touching the aorta of his heart. The event did not weaken Dr. Martin Luther King, Jr. He remained focused on his duties. Keeping in tune with his belief of perseverance, King continued on in his fight for equality once he regained his health. He reflects on his belief of nonviolence:

"The believer in non-violence is the person who will willingly allow himself to be the victim of violence but will never inflict violence upon another." Dr. Martin Luther King, Jr.

THE SIT-IN MOVEMENT

During the times of segregation, African-Americans were refused the right to eat at variety store lunch counters. They were serviced at other counters in the store, but at those which served food and drink that were denied service. Almost every African-American had experienced the segregation at the lunch counters. Just as with the segregated buses in Montgomery, Alabama the African-American community, especially the segment of college students, had once again reached its saturation point of inequality.

Upholding Dr. Martin Luther King, Jr.'s values of nonviolence, college students throughout the South simply sat the lunch counters of various segregated variety stores. It was not an easy task; these students were confronted with great difficulty. They endured tear gas, police guns, arrests and jail sentences all in the name of justice. Some students were expelled from school from their participation in the movement. Whole student bodies at several of the colleges walked out in protest, withstanding the intimidation of the police force. Again, King's belief in the power of unity was exemplified.

The movement gained national attention. With this, city officials tried to divert its focus. They indicted King for perjury. King could face at least ten years in prison. The attempt was unsuccessful and King was found not guilty; the movement did not falter. The sit-in

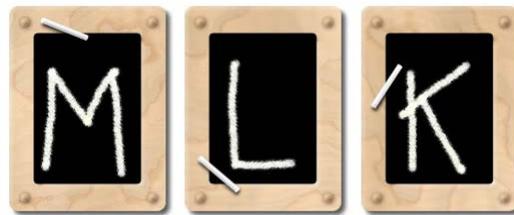
movement, more specifically nonviolent resistance, was a success. Integration was accomplished across the states and it was done so in the fastest rate of change in the Civil Rights Movement up until that point.

"Our ultimate aim was not to defeat or humiliate the white man, but to win his friendship and understanding. We protested with the ultimate aim of being reconciled with our white brothers."

Dr. Martin Luther King, Jr.

SECTION II

EVERYBODY CAN BE GREAT, BECAUSE EVERYBODY CAN SERVE.



Activities for All Ages



MLK Learning Toolkit

COLORING SHEETS



Name: _____



Martin Luther King, Jr.
was born on January 15, 1929



Name: _____



Dr. Martin Luther King, Jr.



Name: _____



UNITY



MLK Learning Toolkit

DRAWING ACTIVITIES



Name: _____

“I Have A Dream...”

Dr. Martin Luther King, Jr. dreamed about living in a world filled with social justice and equality. In the space below, draw a dream you have for you, your family or our world to make it a better place to live for all people.



Name: _____

“Everybody Can Be GREAT...”

Dr. Martin Luther King, Jr. was passionate and dedicated to answering the call of freedom. His beliefs centered on empowering individuals to become actively involved in the community to eradicate racism, segregation and injustice. Today, we as citizens have the opportunity to give back to our community. We, like Dr. King, can be heroes too. Draw a way that you can help the community and be a hero!



MLK Learning Toolkit

WRITING ACTIVITIES



Name: _____

Dr. King & I

Dr. Martin Luther King, Jr. was born on January 15, 1929, in Atlanta, Georgia. Both his father and grandfather were ministers. His mother was a schoolteacher who taught him how to read before he went to school. Martin had a brother, Alfred, and a sister, Christine.

Young Martin was an excellent student in school; he skipped grades in both elementary school and high school. He enjoyed reading books, singing, riding a bicycle, and playing football and baseball. Martin entered Morehouse College in Atlanta, Georgia, when he was only 15 years old.

Martin experienced racism early in life. He decided to do to something to make the world a better place.

Fill in the following chart about Martin Luther King, Jr., and about yourself.

	Martin Luther King, Jr.	Me
Date of Birth		
Place of Birth		
Brothers and Sisters		
Activities Enjoyed		
Father's Occupation		
Mother's Occupation		
Goal		



Name: _____

“Everybody Can Be GREAT...”

Dr. Martin Luther King, Jr. was passionate and dedicated to answering the call of freedom. His beliefs centered on empowering individuals to become actively involved in the community to eradicate racism, segregation and injustice. Today, we as citizens have the opportunity to give back to our community. We, like Dr. King, can be heroes too. List 10 ways that you can help the community and be a hero!

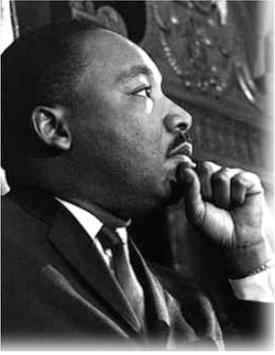
WAYS I CAN MAKE A DIFFERENCE:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



MLK Learning Toolkit

COMPREHENSION ACTIVITIES



Name: _____

Definitions

Define the following words, using the curriculum for clues!

- 1). Nonviolent resistance-

- 2). Acquittal-

- 3). Segregation-

- 4). Ku Klux Klan-

- 5). Montgomery Improvement Association (MIA)-

- 6). Southern Christian Leadership Conference (SCLC)-

- 7). Crusade for Citizenship-

- 8). Sit-in Movement-

- 9). Perseverance-



Name: _____

The ACTION Matching Game

Dr. Martin Luther King, Jr. took action in the community in many ways to ensure that people could live a life filled with social justice and equality. Match the actions he took with the definitions on the right. Draw a line from the action title to the description.

Title

Description

Sit-In Movement

Addressed the community at local schools, churches, and meetings to unify the African-American community.

Marches

Exercised this 1st amendment right to express opposition to social injustice.

Non Violence

Started the Crusade for Citizenship to motivate African American's to vote.

Speeches

Organized the African-American community to demonstrate the power of unity and civil rights.

Voter Registration

The act of resistance toward segregated restaurants.

Protests

The refusal of the African-American community to ride the buses of the goal of desegregation was achieved.

Montgomery Movement

Reaching your goals peacefully.



Name: _____

Actions on the Map

Looking at the map and using the curriculum, determine where each significant event took place in the life of Dr. Martin Luther King, Jr. Put the number in the box next to the event.

Montgomery. January 1956. Arrested and received \$14 fine for speeding.

Atlanta. Born on January 15, 1929.

Montgomery. February 1960. Arrested and accused of perjury. Was later acquitted.

December 5, 1955. Montgomery Movement Begins.

Washington. August 28, 1963. Led march and delivered "I Have a Dream" speech.

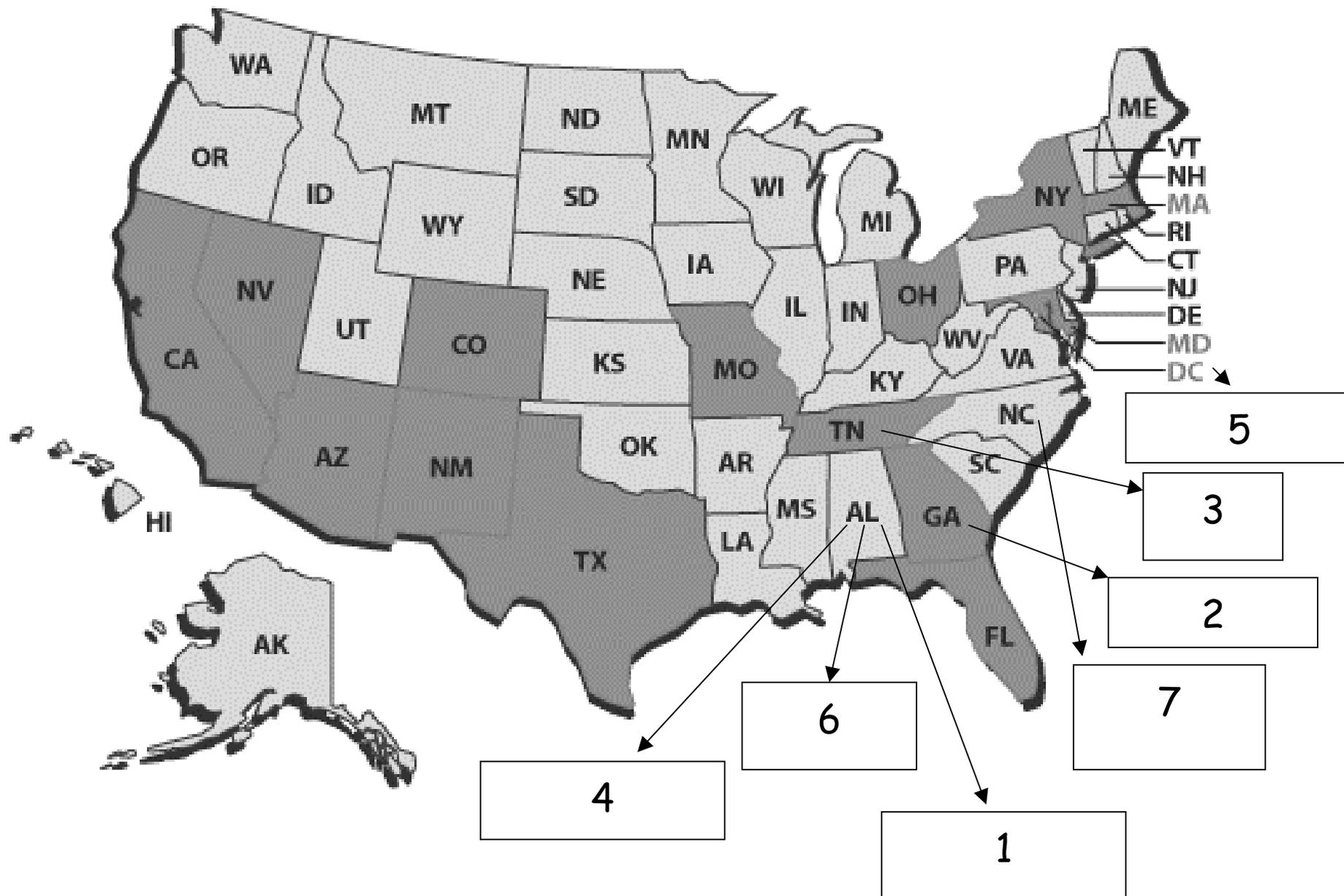
Memphis. April 4, 1968. Assassinated.

Greensboro. Feb. 1960. Four college students sit-in at Woolworth's lunch counter.

Actions on the Map

Name: _____

Using the curriculum, match the numbers with the important event according to the location in which it occurred.



Actions on the Map - Answer Key

Name: _____

Using the curriculum, match the numbers with the important event.

The map shows the following state abbreviations: WA, OR, ID, MT, WY, ND, SD, MN, WI, MI, NY, ME, VT, NH, MA, RI, CT, NJ, DE, MD, DC, PA, OH, WV, VA, NC, SC, TN, KY, IL, IN, IA, MO, KS, NE, CO, UT, NV, CA, AZ, NM, OK, AR, MS, AL, GA, FL, TX, LA, HI, AK.

Callout boxes and their descriptions:

- Washington. Aug. 28, 1963
Leads march and delivers "I have a Dream"
- Memphis. April 4, 1968
Assassinated
- Atlanta. Born January 15, 1956.
- Greensboro. Feb. 1960
Four college students sit-in at Woolworth's lunch counter.
- Montgomery. February 1960.
Arrested. Accused of perjury.
Acquitted.
- December 5, 1955
Montgomery Movement Begins
- Montgomery. January 1956.
Arrested. Receives \$14 fine for speeding.



MLK Learning Toolkit

PUZZLES & MAZES ACTIVITIES



Name: _____

Dr. Martin Luther King Values Word Search

P Z E H S L L E J Q A G M M B N U K Y S E E U U K O E E E B
X E T V O E C B A A D O E X P V M W O I F B M B R X C C Q G
W S R U O I L T N E M T T I M M O C L A N O S R E P I N U N
U I I S V L U F G S N G N A C H I E V E M E N T E F T E A Y
F Q S R O N L J W O I V M T R A T O L E R A N C E A S D L R
U W E D H N D A I O O X M U L C A R I N G A N M G M U I I L
L S E O O J A T N L R I V T P I H S R E D A E L Q I J F T I
I P N H N M A L V O R T R L P F S D M B R E Z J H L L N Y Y
T S B N O C D E R M I A H R Y Q G V K E N S C P T Y A O C S
M O X O U A M V J E N T R E U K D L V M O C W V Q X I C Z H
H C G D K E Y U O S S F I S E K W E F N N C Z S V D C M Z L
B I E L N C J Z F Z W P E D H Y S N W L V A T Z C K O X W M
L A F T R E Z O W S M G O B N R R G A P I P D V E F S H J Q
Y L F O O F R S P S H I N N E O S A A B O X P B S U N Y R I
Z R O U R M E B T D L M B P S S C N D S L I H M Z V J Q N P
Z E D I A G H P N T Q F U M U I V N H M E Q V R L T C K V A
C S F T I C I F X G U M O D Q A B J U T N D B A F Y M O N M
N P I S U J O V S B T Q L M L P Z I V A C N F L S B Z C Z W
E O W Z I L I D E L S F P T O S Z B L F E U K B P T L J P C
N N I L N Z U J D N D N R X K D J M R I J Q F C P W G E I F
Y S F S V Y G E S J E U A Y N X E W E Q T I E G D O L R Z B
V I B G S Z Z L E Q I S Z L F X P E D X X Y G O P O Z O H A
J B L S T A L R R S H P S D G J H O R S R H A T U Z C Q L E
I I O X G S P W M E G S E J K B U U A F F T R H C G D Y B Y
U L Z A B O W M S S E N D N I K D Q D G A D U M X X F O B Q
K I V W L P R E O I B N N D K K K V C Y Y X O D I K Z W Q J
W T D K Y U P M I C T O F O I S O K M I T W C X P H N N J S
J Y X X F S O E B P X C K H W I M Y N A W R Z A A V R I F P
W N L O F Y Y X V P S N K S F T S F R W I T E I N V J W N A
J F X Y P P J V L A Q U N H R G Q T E N X W D S B K B Y X M

ACHIEVEMENT
ALTRUISM
CARING
COMPASSION
CONFIDENCE
COURAGE
EDUCATION
EQUALITY
FAMILY

FORGIVENESS
FREEDOM
INVOLVEMENT
KINDNESS
LEADERSHIP
NONVIOLENCE
PERSEVERANCE
PERSONAL COMMITMENT
PERSONAL RESPONSIBILITY

SELFWORTH
SERVICE
SOCIAL JUSTICE
SOCIAL RESPONSIBILITY
SOCIAL TRANSFORMATION
TOLERANCE
UNCONDITIONAL LOVE
WISDOM



Dr. Martin Luther King Values Word Search Solutions

P + E + S + + E + + + + + + + + + + S + + + + + + E E E +
+ E + V + E C + + + + + + + + + + O + + + + + + C C Q +
W + R + O I L T N E M T T I M M O C L A N O S R E P I N U +
+ I + S V L + F + + N + N A C H I E V E M E N T E F T E A +
+ + S R O + L + W O + V + + + A T O L E R A N C E A S D L +
+ + E D + N + A I O O + + + L C A R I N G + N + + M U I I +
+ S + + O + A T N L R + + T P I H S R E D A E L + I J F T +
+ + + + + M A L V O + T R + + + + + + R + + + + L L N Y +
+ S + + + C + E R + I A H + + + + + E N + + + + Y A O + +
+ O + + U + M + + E N T + + + + + V + O + + + + I C + +
+ C + D + E + + + S S + I + + + + E + + N + + + + C + + +
+ I E + N + + + F + + P + D + + S + + + V + + + + O + + +
+ A F T + + + O + + + + O + N R + + + + I + + + + S + + +
+ L + O + + R + + + + + N E O + + + + O + + + + + + + +
+ R + + R M + + + + + + P S + C + + + L + + + + + + + +
+ E + + A G + + + + + + + I + N + + E + + + + + + + +
+ S + T + + I + + + + + + + + A B + U + N + + + + + + + +
N P I + + + + V + + + + + M L + + I + + C + + + + + + + +
+ O + + + + + E + + + + T O + + + L + E + + + + + + + +
N N I + + + + + N + + R + + D + + + I + + + + + + + + +
+ S + S + + + + + E U + + + + E + + + T + E + + + + + + +
+ I + + S + + + + + I S + + + + + E + + + Y G + + + + + + +
+ B + + + A + + + S + + S + + + + + R + + + A + + + + + + +
+ I + + + + P + M + + + + + + + + + F + + R + + + + + + +
+ L + + + + + M S S E N D N I K + + + + + U + + + + + + + +
+ I + + + + + O + + + + + + + + + + + O + + + + + + + +
+ T + + + + + + C + + + + + + + + + + + C + + + + + + + +
+ Y +
+
+ +

(Over,Down,Direction)

- | | | |
|----------------------|--------------------------------|-------------------------------|
| ACHIEVEMENT(14,4,E) | FORGIVENESS(3,13,SE) | SELFWORTH(5,1,SE) |
| ALTRUISM(16,17,SW) | FREEDOM(20,24,NW) | SERVICE(2,7,NE) |
| CARING(16,6,E) | INVOLVEMENT(14,3,SW) | SOCIALJUSTICE(27,13,N) |
| COMPASSION(10,27,NW) | KINDNESS(16,25,W) | SOCIALRESPONSIBILITY(2,9,S) |
| CONFIDENCE(28,10,N) | LEADERSHIP(24,7,W) | SOCIALTRANSFORMATION(20,1,SW) |
| COURAGE(23,27,N) | NONVIOLENCE(21,9,S) | TOLERANCE(17,5,E) |
| EDUCATION(3,12,NE) | PERSEVERANCE(14,15,NE) | UNCONDITIONALLOVE(19,17,NW) |
| EQUALITY(29,1,S) | PERSONALCOMMITMENT(26,3,W) | WISDOM(1,3,SE) |
| FAMILY(26,4,S) | PERSONALRESPONSIBILITY(1,1,SE) | |

Name: _____



Dr. Martin Luther King Values Word Search

Y C J Y A I D S S G D T Y O F L G L Q Q
 E T K I R O N U C C G N W N R E N U I K
 N C I Z N O N V I O L E N C E A I W S J
 R O I L F V V G O B T M Z G E D R Z M N
 Y D I V I O E M G L G E T S D E A T R U
 H Z R T R B T N H A V V S Z O R C N R Y
 L V Y V A E I R K C J E E F M S K B M H
 M D R Y C C S S O P N I M P I H N X B A
 K O Q B I M U M N E Y H E E S I Y N G Y
 A H E U O Z P D V O T C G X N P D Q L E
 K W Z D Z A H I E R P A Z P O T P E Y C
 Z K S W S O G F O F O S E C I T S U J N
 T I I S C R H W L E C N E D I F N O C A
 W D I N O E F A M I L Y V R Q F G O U R
 N O Q F D L E Q U A L I T Y B D U D B E
 N J D U E N I X R X E C Y X Z R O H U L
 O E L S P T E G T F O A Z M A J F B N O
 M D J J V X B S Q D T R V G W U Z N E T
 C I V H T V O W S G B Y E U K Y F H F Z
 B C Y N M A U L W S I A J Q U F I J Z V

ACHIEVEMENT
 CARING
 COMPASSION
 CONFIDENCE
 COURAGE
 EDUCATION
 EQUALITY

FAMILY
 FORGIVENESS
 FREEDOM
 INVOLVEMENT
 JUSTICE
 KINDNESS
 LEADERSHIP

NONVIOLENCE
 RESPONSIBILITY
 SELF WORTH
 SERVICE
 TOLERANCE
 WISDOM



Dr. Martin Luther King Values Word Search Solution

Y + + + + I + + + + T + + F L G + + +
 E T + + + + N + + + + N + + R E N + + +
 N C I + N O N V I O L E N C E A I + + +
 + O I L + + + + O + + M + + E D R + + +
 + + I V I + + + + L + E + S D E A + + +
 + + + T R B + + + + V V S + O R C + + +
 + + + + A E I + + C + E + + M S + + + +
 + + + + + C S S O + N I M + + H + + + +
 + + + + + M U M N E + H + E + I + + + +
 + + + + O + P D V O T C + + N P + + + E
 + + + D + A + I E R P A + + + T + + + C
 + K S + S + G + O + + S E C I T S U J N
 + I I S + R + W + E C N E D I F N O C A
 W + I N O + F A M I L Y + R + + + O + R
 + O + F D L E Q U A L I T Y + + U + + E
 N + + + E N + + + + + + + + + R + + + L
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(Over,Down,Direction)

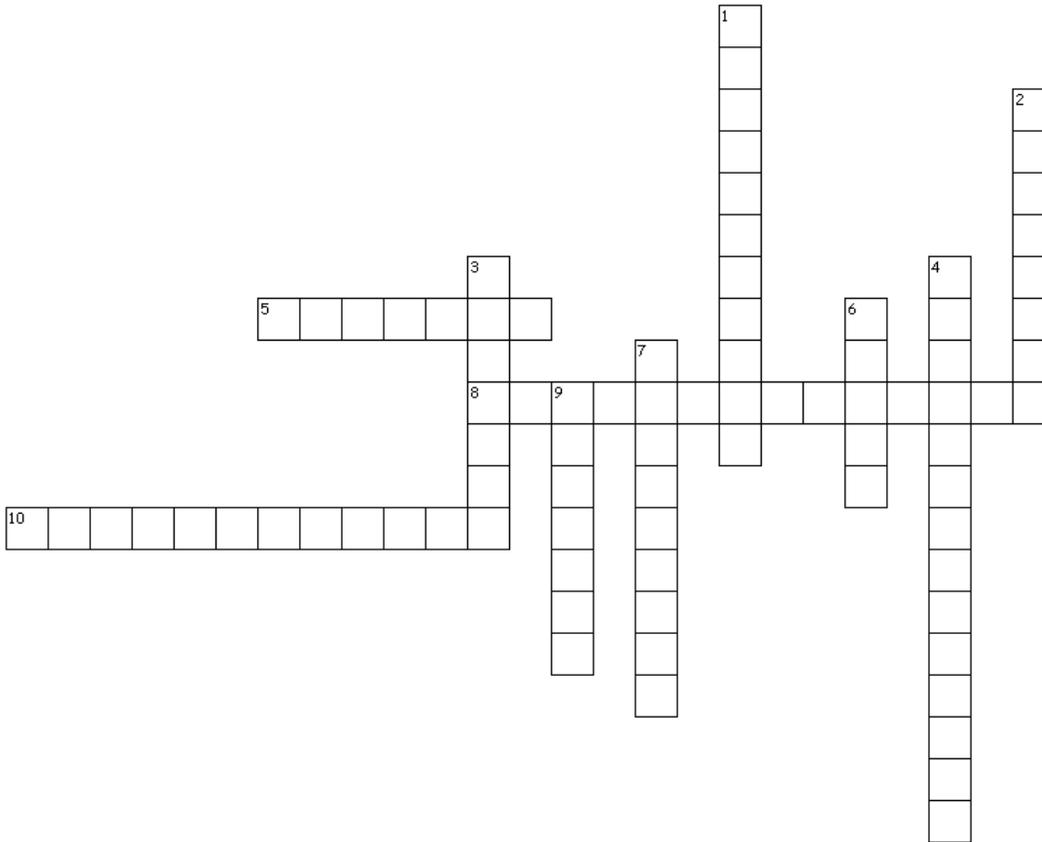
ACHIEVEMENT(12,11,N)
 CARING(17,6,N)
 COMPASSION(10,7,SW)
 CONFIDENCE(19,13,W)
 COURAGE(19,13,SW)
 EDUCATION(9,11,NW)
 EQUALITY(7,15,E)

FAMILY(7,14,E)
 FORGIVENESS(4,15,NE)
 FREEDOM(15,1,S)
 INVOLVEMENT(6,1,SE)
 JUSTICE(19,12,W)
 KINDNESS(2,12,SE)
 LEADERSHIP(16,1,S)

NONVIOLENCE(5,3,E)
 RESPONSIBILITY(14,14,NW)
 SELFWORTH(4,17,NE)
 SERVICE(7,8,NW)
 TOLERANCE(20,18,N)
 WISDOM(1,14,NE)



The Values of Dr. Martin Luther King, Jr.



Word List

- ★ forgiveness
- ★ responsibility
- ★ equality
- ★ courage
- ★ tolerance
- ★ non-violence
- ★ freedom
- ★ service
- ★ social justice
- ★ unity

Across

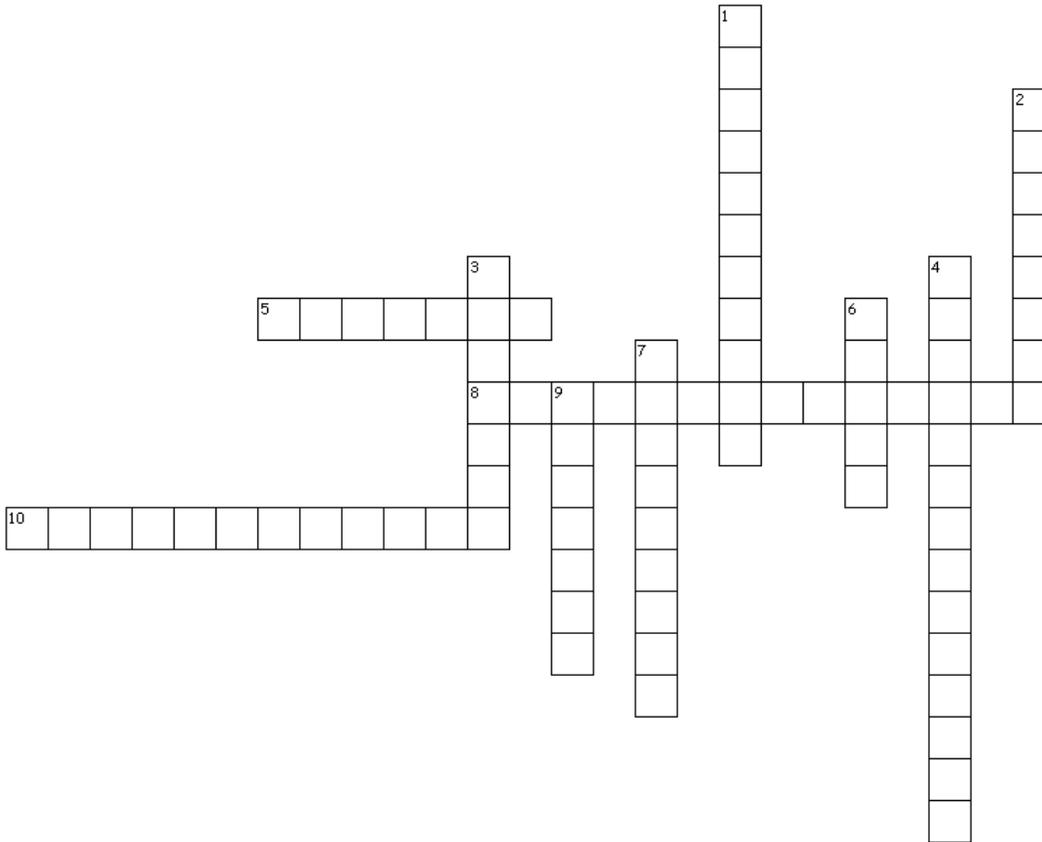
- 5. right to choose
- 8. the quality of being dependable
- 10. reaching your goals peacefully

Down

- 1. accepting someone's apology
- 2. treating people the same
- 3. when you have this, you can face danger
- 4. having a fair society (2 words)
- 6. to come together as one
- 7. respecting the beliefs of others
- 9. a helpful act



The Values of Dr. Martin Luther King, Jr. Crossword Puzzle Solutions



Word List

- ★ forgiveness
- ★ responsibility
- ★ equality
- ★ courage
- ★ tolerance
- ★ non-violence
- ★ freedom
- ★ service
- ★ social justice
- ★ unity

Across

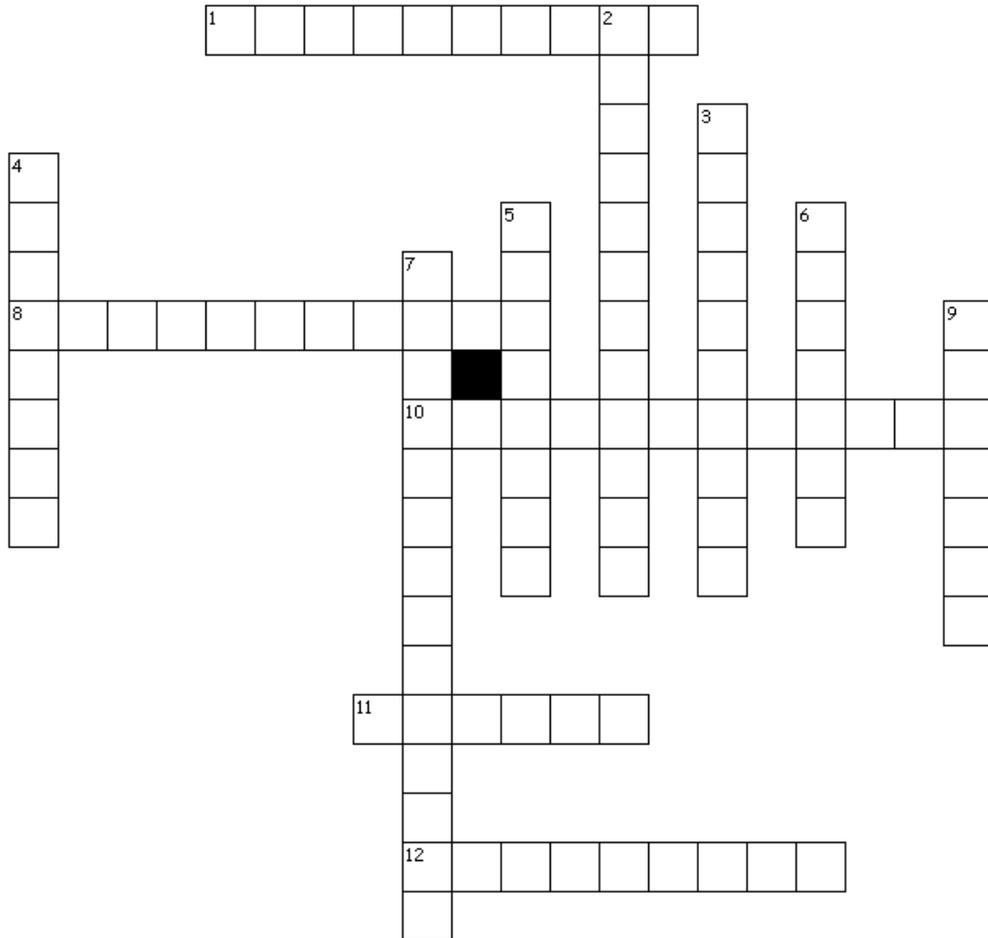
- 5. right to choose = freedom
- 8. the quality of being dependable = responsibility
- 10. reaching your goals peacefully = non-violence

Down

- 1. accepting someone's apology = forgiveness
- 2. treating people the same = equality
- 3. when you have this, you can face danger = courage
- 4. having a fair society (2 words) = social justice
- 6. to come together as one = unity
- 7. respecting the beliefs of others = tolerance
- 9. a helpful act = service



The Values of Dr. Martin Luther King, Jr. Values Synonym Crossword Puzzle



Across

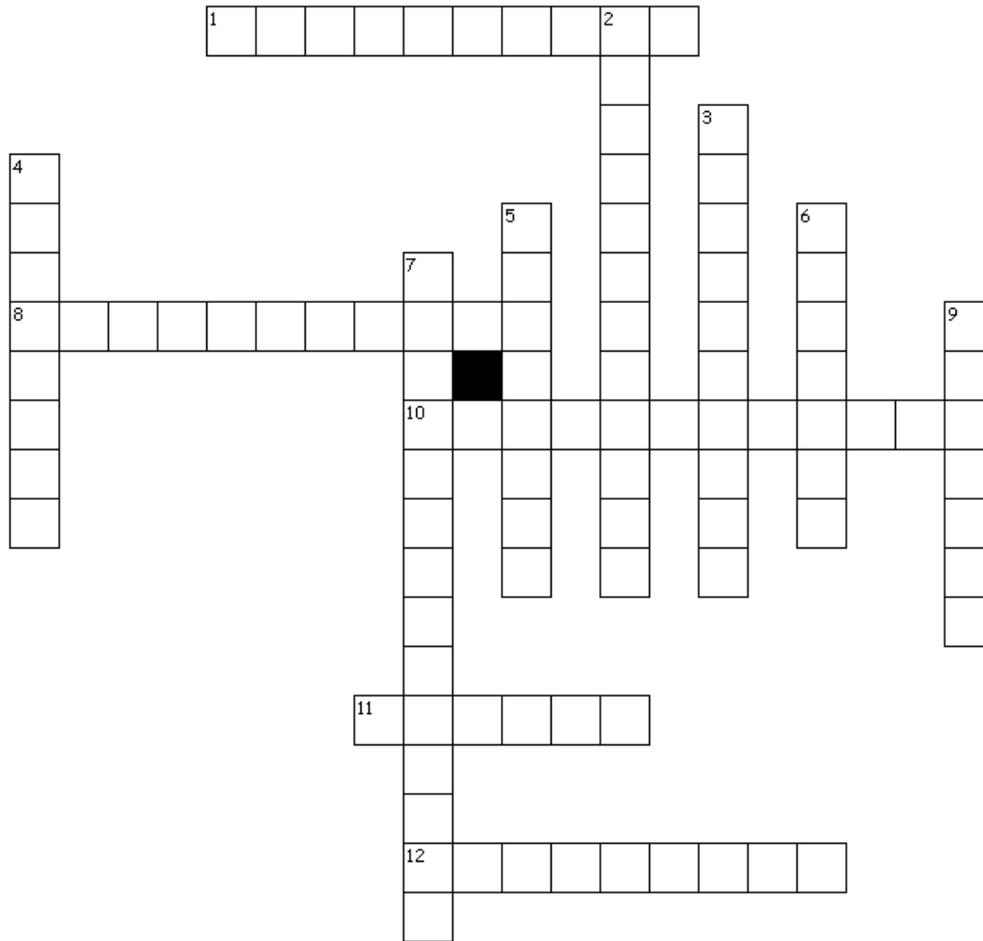
- 1. pledge
- 8. feat
- 10. steadfastness
- 11. knowledge
- 12. endurance

Down

- 2. peaceful
- 3. certitude
- 4. par
- 5. unselfish
- 6. mettle
- 7. reliability
- 9. liberty



The Values of Dr. Martin Luther King, Jr. Values Synonym Crossword Solutions



Across

- 1. pledge = commitment
- 8. feat = achievement
- 10. steadfastness = perseverance
- 11. knowledge = wisdom
- 12. endurance = tolerance

Down

- 2. peaceful = non-violent
- 3. certitude = confidence
- 4. par = equality
- 5. unselfish = altruism
- 6. mettle = courage
- 7. reliability = responsibility
- 9. liberty = freedom



Quotes of Dr. Martin Luther King, Jr.

"I have a dream that one day this nation will rise up and live out the true meaning of its creed...."

"Everybody can be great because anybody can serve. You don't have to have college degree to serve. You don't have to make your subject and verb agree to serve. You only need a heart full of grace. A soul generated by love."

"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."

"In the end, we will remember not the words of our enemies, but the silence of our friends."

"We have flown the air like birds and swum the sea like fishes, but have yet to learn the simple act of walking the earth like brothers."

"It may be true that the law cannot make a man love me, but it can stop him from lynching me, and I think that's pretty important."

"We are prone to judge success by the index of our salaries or the size of our automobile rather than by the quality of our service and relationship to mankind."

"When you are right you cannot be too radical; when you are wrong, you cannot be too conservative."

"Without love, benevolence becomes egotism."

"All men are caught in an inescapable network of mutuality."

"The quality, not the longevity, of one's life is what is important."



Name: _____

Dr. Martin Luther King, Jr. Quote Scramble

Unscramble the tiles to reveal three of Dr. King's famous quotes.

| | | | | | | |
|---------|---------|---------|-------|-------|---------|-------|
| D | L I | A V E | S E U | T H I | O F I | T S C |
| S | N A | O N E | I N G | L R I | E A M | W I L |
| R U E | T H A T | T I O N | A D R | V E O | . . . " | |
| M E A N | P A N | H E T | D A Y | " I H | U T T | |
| R E E D | | | | | | |

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| V E . " | C A N | S E R | D Y C | A N B | E A T . |
| A U S E | | | | | |

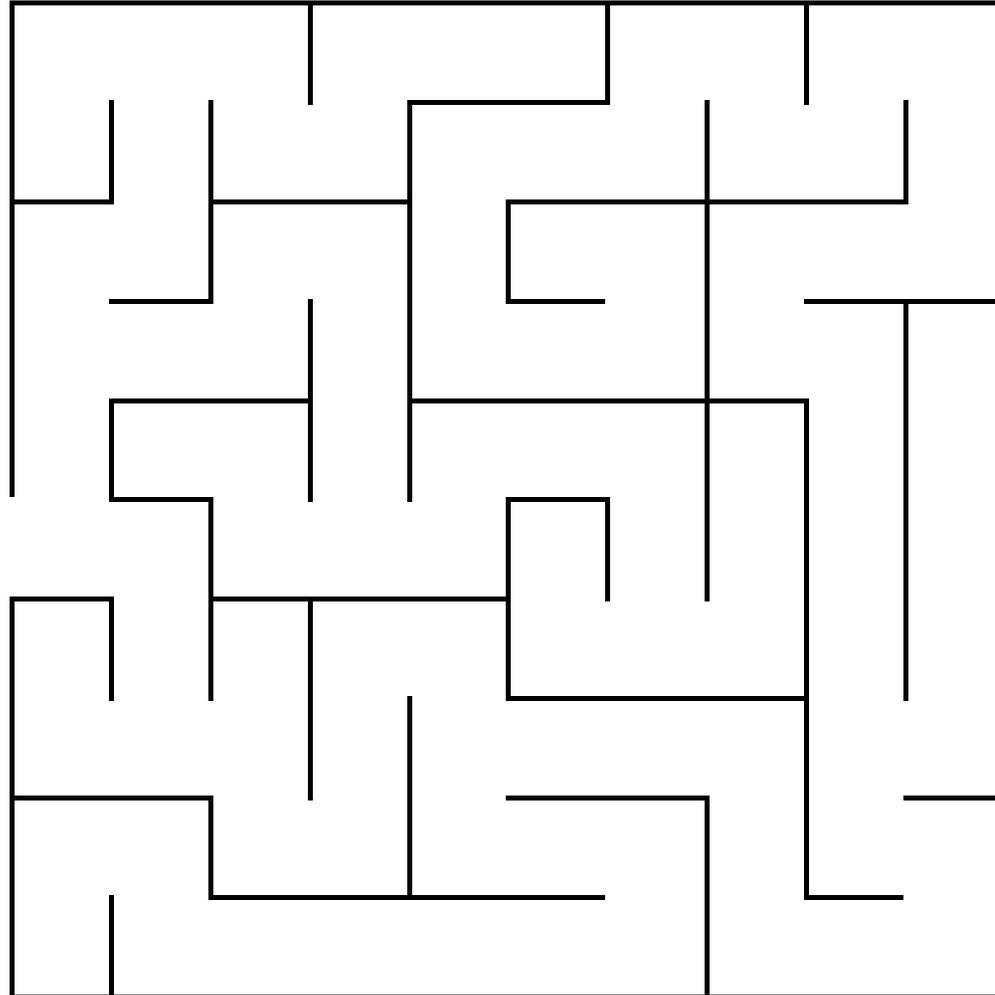
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| Y L I | C H I L | O T B | M Y | B Y | W I L |
| V E I | H E R E | T H A T | T H E | Y W I | E R . " |
| E J U | C O L O | B Y | D R E N | A D R | R O F |
| N A | C H A | L L N | D G E D | L I T | O N W |
| O F T | L O N | K I N . | C O N T | T H E | " I H |
| T H E | B U T | E A M | F O U R | N A T I | E N T |
| H E I R | I R S | R A C T | E D A | T L E | A V E |
| T H E | | | | | |

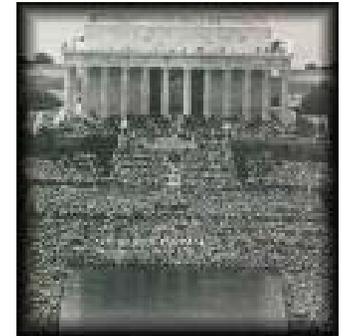
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Dr. Martin Luther King, Jr. → Follow His Path to Freedom



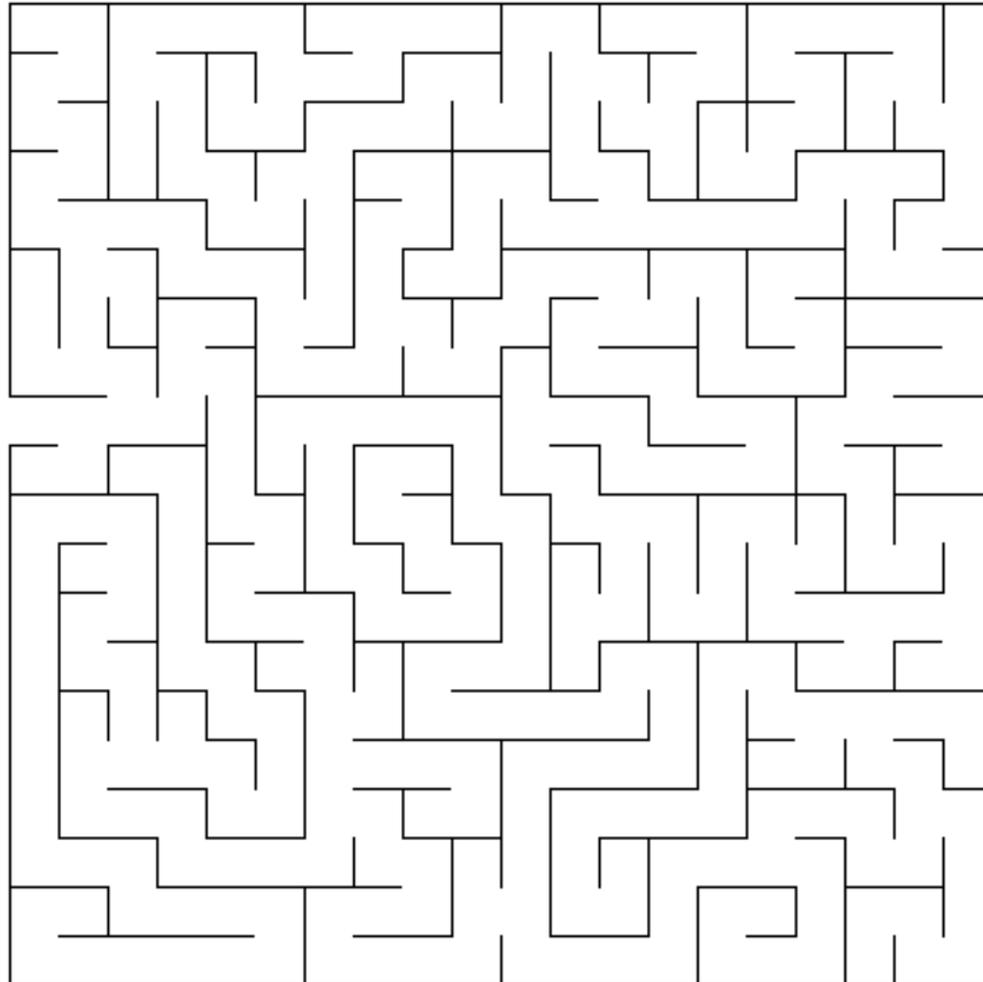
The March On Washington
August 28, 1963



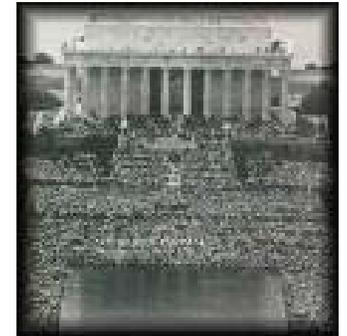
The March On Washington,
Lincoln Memorial
August 28, 1963



Dr. Martin Luther King, Jr. ➔ Follow His Path to Freedom



The March On Washington
August 28, 1963



The March On Washington,
Lincoln Memorial
August 28, 1963



MLK Learning Toolkit

DISCUSSION ACTIVITIES



Name: _____

Dr. Martin Luther King, Jr. Life and Work

Possible Discussion Questions/Assignments:

- ★ Pick five events from the timeline. On a separate sheet of paper, give a brief explanation of their significance in society. For each event, choose one or more of Dr. Martin Luther King, Jr.'s values and explain how it is related to the event.
- ★ If Dr. King were alive today, what issues do you think he would be fighting for?
- ★ Is the King holiday important mostly to African Americans? Why or why not?
- ★ If King were to come to your school one day, and look around and listen, what would he say about the nature of race relations there now?
- ★ In his article about the King holiday, Paul Andrews writes: "King is the only American besides George Washington to have a national holiday designated for his birthday." What were the reasons people argued FOR and AGAINST creating the holiday? Do you think it was a good idea? Why, or why not? (Students would have to research the argument to provide a substantive paper/discussion.)
- ★ What did King mean when he said, in 1965, "I'm much more than a civil rights leader"? Try to imagine what King might have done in five years or in 10 years had he lived. (Students would have to research the life of Dr. King to provide a substantive paper/discussion.)
- ★ What examples of a movement similar to the civil rights movement exist today, either in America or elsewhere in the world? What are some of the strategies people are using to win those rights? (Students would have to research to provide a substantive paper/discussion.)

SECTION III

EVERYBODY CAN BE GREAT, BECAUSE EVERYBODY CAN SERVE.





MLK Day of Service REFLECTION TOOLKIT

Adapted from Northwest Service Academy, Metro Center, Portland, OR, A Concise Guide to Reflection from the Service Learning Center 2000 and the Volunteer Center Orange County MLK Day of Service Packet

A Few Words About Reflection

Taking the time to reflect on the service your volunteers experienced will be an important part of the day. It is an essential and critical element to providing individuals with the opportunity to make connections from their service to learning about the life and work of Martin Luther King, Jr. It is also through this process that volunteers ponder the impact of their service, not only on the community, but on themselves. It is through this process change takes place -- Insight is revealed -- Knowledge is gained -- Vision is created. Reflection truly is at the very heart of meaningful service.

Reflection answers three main questions:

- What?** What service was performed? Facts are provided.
- So What?** What does our service to others mean? Why did we serve here today? What impact did we make? What did we learn? Feelings, opinions and insights should be discussed.
- Now What?** Now what do we do? How else can we help? Future possibilities of action should be explored. Thoughts on what might be different in the future as a result of our actions should be considered.

Facilitating Reflection Activities

Introduce volunteers to the concept of reflection as a process for thinking more deeply about the service experience and to explore how it relates to the world around them. It is during this time, that we give meaning to the service just performed as we examine the values of Dr. Martin Luther King, Jr.

Here are a few tips for leading reflections with small groups:

- ★ Help the group maintain focus by reminding volunteers of the three key questions.
- ★ Allow silence to occur. Individuals may need to internally reflect before they can participate in the group. Be patient for responses to the questions you ask!
- ★ Ensure that all people have an opportunity to engage in the conversation.
- ★ Start with low-risk activities. Work your way up to activities that may evoke emotion and personal convictions.
- ★ Provide a diversity of ways to answer any given question to appeal to multiple learning styles.
- ★ Have fun!

Reflecting on SERVICE

1 – 15 MINUTE EXERCISES

1 TO 3!

Have each participate share one to three words to describe the service project and how they felt.

Poetry and Music

Have groups *create* and *perform* a poem or song that describes the service project and how the community benefited.

Let's Draw

Give participants a blank canvas to draw their favorite part of the day and what it meant to them. Have them share with the group.

10 – 30 MINUTE EXERCISES

What? So What? Now What? Question Discussion:

Lead participants in discussion based on the three key questions mentioned above.

Written Reflection

Ask any of these questions and have participants journal their responses.

- What is something that stands out for you today?
- What did you learn about this community or a particular societal issue
- How did this project change your assumptions or stereotypes?
- What have you learned about yourself?
- Describe a typical day for the person who *received* or *benefited* your service today.
- What can you or this group do to further address the issue you addressed through today's service activity?
- What can society do to deal with this issue better?

A String of Words

Stand in a circle with a ball of yarn. Each person throws it to another and discusses what they learned. End the activity discussing how we are part of our community and we are all connected and have a tremendous opportunity to help one another.

Reflecting on MLK VALUES

Concentric Circle Exercise (10-15 Minutes)

Engage the group in a discussion on the questions below using a concentric circles model.

- Divide the group evenly.
- Have one group form a circle and face outward.
- Ask the second group to find a partner and face them, to create two circles, one on the outside and the other on the inside.
- Ask a question.
- Have the volunteers share their answer with the person across from them.
- After they have finished sharing thoughts on that question have the volunteers in the inner circle take one step to the right.
- Continue with the next question.

Questions:

- Name one thing you learned about MLK today.
- What is one value of MLK that you experienced or witnessed today?
- Talk about a time when you experienced social injustice or prejudice? How did you feel what did you do?
- Name a value of Martin Luther King, Jr. that you will try to embody.
- If you could meet Dr. Martin Luther King, Jr., what would you ask him?
- If Dr. Martin Luther King, Jr. was alive today, what do you think he would be doing?
- How can we make a difference like Dr. Martin Luther King, Jr.?

SECTION IV

EVERYBODY CAN BE GREAT, BECAUSE EVERYBODY CAN SERVE.



Resources

Bibliography, Children's Books, Websites



Bibliography & Resources

Books

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Web Sites

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www.toptags.com/aama

Corporation for National and Community Service - Martin Luther King Day of Service

www.mlkday.org

Education Planet - Lesson Plans on MLK

www.educationplanet.com/articles/mlk.html

Enchanted Learning Lesson Plans on MLK

www.enchantedlearning.com/history/us/MLK/

The King Center
www.thekingcenter.org

Lesson Tutor
www.lesstutor.com/belm16.html

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www.lib.lsu.edu/hum/mlk/index.html

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www.stanford.edu/group/King

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<http://encarta.msn.com>

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