

8th Grade N.E.S.T. Plans

MLK WEEK

This Week in N.E.S.T.:

This week, to commemorate Dr. Martin Luther King Jr.'s work on social justice, we will be having group discussions on his work with the Civil Rights Movement. Advisories will specifically discuss the events that took place during the Selma to Montgomery Voting Rights March. We will then compare the protests that took place in 1965 to protests that are happening today. The discussions will lead into a group discussion on how we each hold the power to promote positive change in our communities.

Routine Reminder

Students should walk into the meeting area and answer the DAILY NEWS on the board(s), get into their CIRCLE, and listen to the morning announcements. After morning announcements, students GREET each other and then begin to check-in. Mondays are all about the CHECK-IN. It is important to really scaffold students to get them sharing as much as possible. Once each student has had the opportunity to check-in the group may begin the ACTIVITY. 5 minutes before transition, the group may REVIEW the answers on the daily news board and/or REFLECT on the activity.

Day One

OBJECTIVE: Students will check in and share out on events from this past weekend.

Materials Needed: none

1. Daily News: Quote of the day: *In one short sentence, briefly describe what you know about Martin Luther King, Jr.*

2. Greeting: Everyone Greets and is greeted (students sit in a circle)

3. Formal Sharing/ Check-in: (15 minutes) Students will share out about their weekend. Students will discuss protesting.

- What did you do this weekend?
- What is one thing you accomplished last week that you are proud of (ie. Completing 100% of your homework, passing a test/quiz, doing well on classwork/group work.)
- Share with students that this week we will discuss MLK's work during the Civil Rights Movement. Share with students that one of the most powerful things MLK did was leading and organizing protests. What are protests and why do you think people decide to have a protest?
 - To protest is to express an objection against something that is being said or done. (i.e.: war, police brutality, laws, rights, etc.)

REASONS

- They see inequalities in the world.
- They want change.
- They want to create national/worldwide attention to their cause.

4. Review Daily News/Quote and Discuss: (5 minutes)

Ask the following questions to guide students in reflection:

- Where did you learn about MLK? School, social media, the news?

Day Two

Objective: Students will analyze a picture that depicts the Selma to Montgomery March.

Materials Needed: laptop, photo by James Kareles (supporting document)

1. Daily News: In today's times, we are flooded with images due to the rise of social media- Do you agree that a photo is worth a thousand words? (5 minutes)

2. Greeting: Everyone Greets and is greeted (students sit in a circle)

3. Formal Sharing/ Check-in: Whip check in...(5 minutes)

4. Activity: Describe how this photograph captures the spirit of the 1960's civil rights movement

Procedure

1. Project the photograph by James Kareles (see supporting documents for enlarged picture.)



2. Ask students to study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items.
3. Create a chart on the board with 3 categories: people, objects, activities. Study each section to see what new details become visible. What do you see when you look at the people...when you look at the objects....when you look at what the people are doing, holding, ect.

The **ground** dips down near the edges of the scene.

People carry **umbrellas and coats** or jackets.

Activities:

The group walks from right to left. Some face the camera; others turn away from it. Their arms and legs swing forward. The first three figures' legs stretch out in unison. Note the slant of the first four bodies. They may be walking downhill.

4. **Ask students:** Based on what you have observed, what are three things you might infer from this photograph?

Some inferences that students might make are:

- Dark clouds suggest that a storm has passed or is threatening. Clouds could symbolize past or future troubles. Because the marchers are not overshadowed however, maybe a better day is coming.
- The American flags suggest that these are patriotic American citizens. They may be thinking about their American values and democratic right to vote.
- Both blacks and whites are in this long line. They are working together for a common cause.
- Determined front marchers are walking briskly in unison. Maybe they are singing to keep in step.
- The woman wearing pants, tennis shoes, and carrying an umbrella or jacket in the front group seems prepared literally and figuratively for the weather and long walk, as well as for whatever difficulties come her way.
- With flags and well-dressed marchers, this seems like a noble cause that has been well planned. Organizers knew the march would be photographed by news media and wanted participants to look their best as they marched for a cause they felt passionately about.

5. **Ask students:** What questions does this photograph raise in your mind? Encourage them to notice details that will help them understand the event, the marchers, and why this photograph is so powerful.

Possible Questions

- Why are these people walking together on this country road?
- What had happened to them that caused them to make this journey?
- Where are they going? How far did they walk? Did they get wet?
- What do they hope to accomplish by walking together?
- What happened once they reached their destination?
- Did they accomplish their goal? How did their lives change?
- Is there still racism in America?

- Where was the photographer who took this picture? Why was he there?
- Why did photographs and videos of events like this change America?

6. **Ask students:** How can we find the answers to these questions?

Possible Answers:

History books, 1965 newspapers and magazines, videos of the events, diaries, and interviews of the participants are possible sources of information about this voting rights march. Much of this material is on the Internet.

7. Tell students that we will be exploring videos and articles on the events that took place on this date this week.
8. After discussing this photograph, lead students in considering how news, photographs and videos inform and shape their attitudes towards violence/non-violence and injustice/justice.

5. Review Daily Quote and Discuss:

Guide students in reflection:

Share with students that photographs and videos provide greater insight about our country’s history. Tomorrow they will learn how video had a huge positive impact on the civil rights movement.

Day Three

Objective: Students will learn details about the Selma to Montgomery March.

Materials Needed: laptop, internet access for YouTube video, image of map, Selma to Montgomery Article (on website.)

1. **Daily News:** Have you watched the movie: Selma? (5 minutes)

2. **Greeting:** Everyone Greets and is greeted (students sit in a circle)

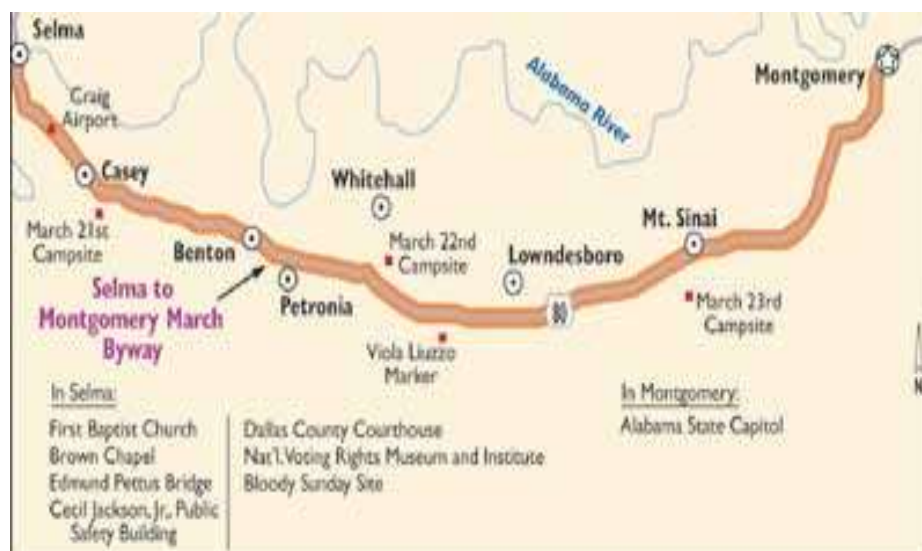
3. **Formal Sharing/ Check-in: Whip check in...(5 minutes)**

4. **Activity: Selma to Montgomery March**

Procedure

- Remind students of the image they analyzed yesterday. Share with students that the image was a picture of the Selma to Montgomery March.
 - Ask students if they know what the march was about and who led the march?

- March was organized by MLK
 - March was to protest the brutal murder of a civil rights advocate named Jimmie Lee Jackson and to protest the denial of African Americans constitutional right to vote which was taken away with new laws that created barriers for African Americans to vote. In order for an African American to practice his/her right to vote, he/she had to pay a tax, take literacy tests and other clauses. This law decreased the African American voters in the South to less than 2%. Therefore, they were not really considered citizens and were denied a basic human right.
- Show video of the movie Selma
 - Say: I asked you in Daily News if you have seen the movie: Selma. The movie depicts Dr. MLK's work during the Civil Rights Movement. The trailer shows scenes of what occurred on the Selma to Montgomery March (which is also called Bloody Sunday.) We are going to watch it now to give you a better idea of the hardship the marchers experienced on that day.
 - <https://www.youtube.com/watch?v=x6t7vVTxaic>
 - Ask students:
 - What stood out to you about this trailer?
 - Do you think these non-violent marches had an impact on our country?
 - Do you think if these marches had not happened, we would be living in a different world today?
 - Do you think that MLK's dream of equality has come to fruition or do we have more work to do?
 - Briefly share information about the Selma to Montgomery Voting Rights March.
 - Say: One of the most famous marches that MLK organized was the Selma to Montgomery Voting Rights March. It was a long march from Selma, Alabama to the state capital of Montgomery, Alabama. It took place on March 7, 1965.
 - Show students a map of what the march entailed (in supporting documents on website.)



- Tell students that the distance between Selma and Montgomery is 54 miles.
 - Ask students: If the average person walks 3 miles per hour, how many hours would it take to march to Montgomery from Selma? (18 hours; with stops it took the marchers 5 days.)

- **Read Article:** Have students read the article aloud as a group.
 - **Say:** To learn more about the march, we will read an article titled: **Selma to Montgomery March.** As we read the article try to answer these questions:
 - Was the violence that occurred on **Bloody Sunday** broadcasted? Was it a local broadcast or was it broadcasted worldwide?
 - Did the protesters get more recognition because of what occurred on **Bloody Sunday**? Did more people join the protesters?
 - How many marchers did they have the second time they attempted the march?
 - As a result of the march, what **ACT** was passed?

- After students read the article, have them answer the questions you prompted above.

5. Review Daily Quote and Discuss:

Guide students in reflection:

- Would you be interested in watch the movie Selma?

Day Four

Objective: Students will compare protest happening today to protests that occurred in the 1960's

Materials Needed: laptop, internet- YouTube videos

1. Daily News: Do you think the Selma to Montgomery march was necessary?

2. Greeting: Everyone Greets and is greeted (students sit in a circle)

3. Formal Sharing/ Check-in: Whip check in...(5 minutes)

4. Activity:

Procedure:

- Introduce the idea that civil rights campaigns are still needed today:
 - Say:
 - Since the 1960s, many laws have been passed to guarantee civil rights to all Americans. (Civil rights are the freedoms and rights that a person has as a member of a community, state, or nation. In the U.S., these rights are guaranteed to all citizens by the Constitution and acts of Congress.) But the struggle continues. Today, not only African Americans, but many other groups – including women, Hispanics, Asian-Americans, people with disabilities, homosexuals, the homeless, and other minorities – are waging civil-rights campaigns. Today we are going to compare the Selma to Montgomery March to protests that we are witnessing in our modern day.

- Compare and contrast different protests around the country:
 - Say:
 - We are going to watch coverage of events that occurred in Selma Alabama in 1965. Then we are going to watch protests that you have probably have seen on TV or social media. As you watch these two video's, ask yourself:
 - What is similar about these protests?
 - Are we still fighting the same fight that was being fought in 1965?
 - What began these protests?

Watch video titled: Bloody Sunday in Selma Alabama: <https://www.youtube.com/watch?v=K3fq79yKGaQ>

Pick one of these videos to compare and contrast to the Bloody Sunday in Selma Video

- https://www.voanews.com/a/usa_55-years-after-bloody-sunday-fight-vote-marches-selma/6185156.html
- Peaceful protesters march in Kansas City Tuesday night
https://www.youtube.com/watch?v=WlmLtdj_gE8
- March in NYC: (scroll to bottom of page for video.) <https://www.theguardian.com/us-news/2014/dec/13/marchers-protest-police-brutality-new-york-washington-boston>

George Floyd Protests: <https://www.cnn.com/2020/06/01/a-weekend-of-protests-and-riots-erupt-across-the-nation-demanding-justice-for-george-floyd.html>

- Allow time for students to discuss videos. Have students answer the questions you asked them prior to showing the video:
 - What is similar about these situations? (protest for equality)
 - Are we still fighting the same fight that was being fought in 1965?
 - What began these protests?
 - Do you think all protests are peaceful? Have you seen violent protests?
- Tell students that although there are still inequalities in the world, a lot has been resolved because of the actions by advocates like Dr. King. Thanks to Dr. King and other leaders like him the world is now a better place.
- Ask students: Dr. Martin Luther King Jr. once said, "Life's most persistent and urgent question is: 'What are you doing for others?'"
 - **He lived and died trying to make the world a better place for others. How can you follow in his footsteps? What can you do to make the world a better place?**
 - Walking a 5K for a cause
 - Helping non-profit organization
 - Volunteering your time for a good cause
 - Standing up for what you believe it right
 - If time permits: Read article titled: **Civil Rights: How Far Have We Come? By Scholastic**
 - <http://www.scholastic.com/browse/article.jsp?id=4794>

5. Review Daily Quote and Discuss:

Guide students in reflection:

- Explain how the march changed our world today.