

7th 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 inequalities that were present prior to his work with the Civil Rights Movement. Advisories will look at basic human rights and will analyze photographs that encourage group discussions on social issues. 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:** *What word comes to mind when you think about Dr. Martin Luther King Jr.?*
2. **Greeting:** Everyone Greets and is greeted (students sit in a circle)
3. **Formal Sharing/ Check-in:** (15 minutes) Share about their weekend and what the word 'Peace' mean to them?
 - 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.)
 - Describe a moment when you are most at PEACE.
 - Where are you?
 - What are you doing?
 - Who are you with?
4. **Review Daily News/Quote and Discuss:** (5 minutes)
Ask the following questions to guide students in reflection:
 - Why does that word come to mind?

Day Two

Objective: Students will share what they know about Dr. Martin Luther King Jr.

Objective: Students will begin discussing social justice.

Materials Needed: laptop, list of rights sheet, MLK timeline

1. **Daily News:** Have you ever seen or heard something that is simply unfair? (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:**

Procedure

- Share: This Monday we did not have school because it is reserved as a day to commemorate MLK and his efforts to society. (Dr. Martin Luther King Jr.'s Birthday -January 15th celebrated on the third Monday of January every year.)
- Tell students that this week in N.E.S.T. we will be discussing social justice and human rights which was the platform of Dr. King's mission.
 - Ask students:
 - What did Dr. Martin Luther King Jr. fight for/against? (equal education, voting rights, economic opportunity, social segregation)
 - Was he violent or non-violent in his movement? (non-violent)
 - What are some of the things he did? ([see timeline](#))
- Quickly share the [MLK timeline](#) to review some of the facts about Dr. King that students learned last year.
- Share with students that the most important thing to remember about Dr. King is that he fought against social injustice. He led people to fight non-violently with the use of protest marches, boycotts and strikes. He believed that people should be treated equally and that people deserve the same rights.
 - Ask students: Do you agree with Dr. King? Why?
- Ask students: What are rights and what are some examples of rights?

Watch Video: https://www.youtube.com/watch?v=6XXGF_V8_7M

- Rights are things that we need and deserve as human beings.
- Show students the "List of Rights"
 - Right to privacy
 - Right to live
 - Right to marriage and family
 - To own property
 - Free Speech
 - Safety from violence

- Equality of both males and females; women's rights
 - Fair trial
 - To be considered innocent until proven guilty
 - To be a citizen of a country
 - To be recognized as a person
 - The right to express his or her sexual orientation
 - To vote
 - To seek asylum if a country treats you badly
 - To think freely
 - To believe and practice the religion a person wants
 - To peacefully protest (speak against) a government or group
 - Health care (medical care)
 - To communicate through a language
 - Not be forced into marriage
 - The right to love and to be loved
 - The right to work
 - The right to express oneself
- Ask students if they think that everyone on earth is given equal rights. Is everyone on Earth or even in America treated equally?
 - Share with students that unfortunately a lot of people have been denied some/all of their rights in life and that this week we will be discussing and exploring some of these situations with the use of pictures. We will be looking at pictures and analyzing what we think is happening in the photos and which of the above mentioned rights have been unjustly denied to people. The photos we will see depict what was wrong with the way people were being treated and is what moved Dr. King to be the great leader he was.

5. Review Daily Quote and Discuss:

Guide students in reflection:

- How did the injustice you experienced make you feel?

Day Three

Objective: Students will analyze and discuss two pictures that depict social injustice.

Materials Needed: laptop, human rights list

1. Daily News: Yesterday we learned about human rights, what human right is most important to you?(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: Discussing Social Justice through Photography

Procedure

- [Pass out Human Rights sheet](#)
- Remind students that we will be looking at photos that depict social injustice.
- Ask students: What can a photograph teach us about history and about what happened in that moment in time?
- Tell students that as they look at the photo they should look at the:
 - Mood of the picture (is it sad, happy, angry, etc)
 - The meaning behind the photo
 - The photograph's point of view
- Split students up into partners.
- Show the following picture. Give students about a minute to look at what is happening in the picture.

1st Photo



Ask students: “Examine the photo and with a partner, write a list of hypotheses about the photo. Use these questions to guide you:”

- Who is the young woman ahead of the crowd carrying a book?
- Why does the crowd behind her seem angry?
- What do you think is happening in this photo?
- What else do you notice about the photo?

Have partners share their answers to the questions with the rest of the group. Once all partner pairs have shared, share the following information about the photo:

“The photo shows one member of the Little Rock Nine, a group of African American students attempting to enter a school that had previously been racially segregated. This followed the momentous 1954 Supreme Court ruling that ordered the end of segregated public schools. In the picture, Elizabeth Eckford, the black student, is carrying her books and trying to go into the school as Hazel Bryan Massery shouts at her from behind.”

Ask students:

- What right, look at the list, was denied to Elizabeth prior to this picture?
- Is her new found right being accepted by the girls around her?
- Do you think that things like this moved Dr. King and others to continue the Civil Rights Movement?

2nd PHOTO

Show students the following picture:



- **Ask students the following questions:**
 - Who are the people in the photo?
 - What do you think the photographer was thinking when he took this photo? Why do you think that?

- What major events in the United States were taking place when this photo was taken?
 - What rights do you think these young boys were being denied?
- Have partners share their answers to the questions with the rest of the group. Once all partner pairs have shared, share the following information about the photo:

Share the following information about the photo with students:

“This haunting 150-year-old photo found in a North Carolina attic shows a young black child named John, barefoot and wearing ragged clothes, perched on a barrel next to another unidentified young boy.

Art historians believe it's an extremely rare Civil War-era photograph of children who were either slaves at the time or recently emancipated.

The photo, which may have been taken in the early 1860s, was a testament to a dark part of American history, said Will Stapp, a photographic historian and founding curator of the National Portrait Gallery's photographs department at the Smithsonian Institution.

"It's a very difficult and poignant piece of American history," he said. "What you are looking at when you look at this photo are two boys who were victims of that history."

In April of 2010, the photo was found at a moving sale in Charlotte, accompanied by a document detailing the sale of John for \$1,150, not a small sum in 1854.” The photo was bought by a collector for \$30,000.

Ask students: If these children lived in our time, do you think they would be surprised by what you are allowed to do every day?

5. Review Daily Quote and Discuss:

Guide students in reflection:

- Why did you pick that one?

Day Four

Objective: Students will analyze and discuss two pictures that depict social injustice.

Objective: Students will tie the social injustice depicted in pictures to Dr. King’s work and the work we should all be a part of in our lives.

Materials Needed: laptop, human rights list

1. **Daily News:** Do you think Dr. King was selfish or selfless? (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:**

Procedure:

- Write the word “Unjust Law” on the board. Ask students what they think that means.
- Explain the term: *“Equality is one of the ideals on which the United States is based. Unfortunately, the country—and its laws—has not always lived up to that ideal.”*
- Ask students: Based on what you have learned what are some examples of unjust laws that we have or had in America?
- Pass out [Human Rights sheet](#)
- Remind students that we will be looking at photos that depict social injustice.
- Tell students that as they look at the photo they should look at the:
 - Mood of the picture (is it sad, happy, angry, etc)
 - The meaning behind the photo
 - The photograph’s point of view
- Split students up into partners.
- Show the following picture. Give students about a minute to look at what is happening in the picture.



- Ask students: “Examine the photo and with a partner, write a list of hypotheses about the photo. Use these questions to guide you:”
 - Describe the people in the photo. What do you notice about them?
 - Do the people seem happy? What kind of relationship do you think exists between them? What makes you think so?
 - What do you notice about the setting in which the photo was taken?
 - Based on what you see, when do you think this photograph was taken? (You don’t need to guess the exact year; identifying the decade is close enough.) Why do you think so?

“SAN FRANCISCO - MARCH 5: People rally in front of the California Supreme Court Building after arguments were heard for and against Proposition 8 March 5, 2009 in San Francisco, California. The controversial proposition that prohibits gays and lesbians the right to marry is being challenged by the gay community.”

Ask students:

- SAY: “In 2015, another group fought for the right to be legally married.”
 - Ask:
 - Do you know who fought for this right?
 - What do you know about the movement to make it legal for same-sex couples to marry?
 - How can some inequalities still remain legal?
- Tell students that a lot of the rights that have been denied to people have now been resolved because of actions that have been taken by people 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 is right

5. Review Daily Quote and Discuss:

Guide students in reflection:

- Explain how he was selfless.