

## AT THE TABLE

WITH DR. KING

### Pre-Show Lesson Plan Grades 6-12

#### Overview:

Before Dr. King's rise to prominence in the American Civil Rights Movement... before he received the Nobel Peace Prize...before he articulated his dream for humanity at the steps of the Lincoln Memorial, he was alone at his kitchen table one night, ready to abandon his social responsibility. Then came the call. At the Table with Dr. King, a dynamic multi-media experience featuring award-winning band Dave LeMieux and House of Soul, 2011 US national champion slam poet team member Ayinde Russell, exclusive video footage, and compelling student involvement, dramatizes the "kitchen table moment" in Dr. King's life, using it as both model and catalyst for what can happen when one person hears the call to serve his or her community, overcomes obstacles and lives it out!

Students and faculty in schools across the world wrestle with common social themes: *diversity, inclusivity, bullying and global citizenship*...At the Table with Dr. King approaches social responsibility from a standpoint of "call and response." Dr. King speaks of being called into action and having a choice whether or not to respond. Inasmuch as this "call and response" phenomenon is duplicated in the lives of students, At the Table with Dr. King is committed to encouraging students to listen well, respond with courage and leave a legacy.

In order for students to meet the objectives of the show, they will need to have some historical background information of the Movement as well as a basic understanding of how the government functioned at that time. Students will also need to be able to actively listen in order to fully benefit from the content provided during the show, and will need to be prepared to be active participants as well. Finally, students will be asked to think about the ways in which they can make a difference in their own communities by looking at the life and legacy of Dr. King to help them.

#### Content Standards and NCSS Themes:

- Civics Standard 4.1
  - Analyze origins, structure, and functions of governments and their impacts on societies and citizens
    - What are the consequences if a government does not provide for the common good?
    - What are fundamental human rights?
    - How can the definition of citizen change?
    - What is the purpose of government?
    - What roles of citizens are the most important?

- History Standard\_1.1
  - Develop an understanding of how people view, construct, and interpret history
    - What questions help us understand the development and interaction of peoples in the Western Hemisphere?
    - How can different sources on the same topic vary and how can we determine which sources are most helpful in interpreting the past?
    - What are the key primary sources that help to understand the history of the Western Hemisphere?
  
- Common Core\_W.1
  - Write arguments focused on discipline-specific content.

**Content Information:**

- For additional information regarding the Civil Right Movement, the following list of resources may be useful for teachers and their students as they prepare for the implementation of the curriculum and the presentation:
  - <http://www.atlantahighered.org/civilrights/> (Atlanta in the Civil Rights Movement)
  - <http://www.pbs.org/wgbh/amex/eyesontheprize/> (Eyes on the Prize)
  - <http://www.montgomeryboycott.com> (Montgomery Bus Boycott)
  - <http://www.bcri.org/index.html> (Birmingham Civil Rights Institute)
  - <http://www.pbs.org/wgbh/amex/mlk/> (Citizen King)
  - <http://www.core-online.org> (Congress on Racial Equality)
  - <http://www.takestockphotos.com/imagepages/portfoliostable.php?CollectionID=c> (Images of Change)
  - <http://www.nps.gov/chsc/index.htm> (Little Rock High School)
  - <http://www.kodak.com/US/en/corp/features/moore/mooreIndex.shtml?CID=go&idhbx=civilrights> (Powerful Days in Black and White: The work of Charles Moore)
  - <http://www.sojournproject.com> (Sojourn to the Past)
  - <http://www.loc.gov/exhibits/civilrights/> (Voices of the Civil Rights Movement: Library of Congress)

**Learning Objectives (Outcomes) and/or Guiding Questions (Established Goals):**

Students will be able to:

- Identify how different forms of government relate to their citizens.
- Interpret documents and data from multiple primary and secondary sources while formulating historical questions. Sources should include (but not be limited to) art, artifacts, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams and written texts.
- Critique information to determine if it is sufficient to answer historical questions.
- Examine ways citizens may effectively voice opinions, monitor government, and bring about change nationally.
- Describe examples of citizens and groups who have influenced change in United States government and politics.
- Describe instances in which major political, social, economic, or cultural changes occurred and the reasons for the changes.

### **Academic Language:**

- Students will be exposed to a variety of terms used during the Civil Rights Movement that will be reflected in the presentation. Most of this language will also be addressed in the pre and post presentation activities:
  - Diversity
  - Racism
  - Inclusive
  - Injustice
  - Multiculturalism
  - Race
  - Prejudice
  - Inequality
  - Community
  - Participation
  - Action
  - Segregation
  - Integration
  - “Call and Response”
  - Citizenship
  - Colored
  - Negro
  - Global Citizenship
  
- Academic language functions:
  - Students will be asked to use this language to express their developing understanding of the content being presented both during and after the presentation.
  - Students will be asked to use the language both written and/or orally either during the pre/post lesson or during the actual presentation.

### **Lesson Procedure:**

- **Essential Questions for the Lesson:**
  - Under what conditions are most people likely to feel more responsible for helping others? What factors reduce feelings of personal responsibility?
  
- **Essential Questions for the Show:**
  - Why do some people stand by during times of injustice while others try to stop or prevent inequality?
  - What reasons influence individuals or groups to make a decision to act or not in the face of injustice?
  - What obstacles keep individuals from getting involved in their communities and larger world? What factors encourage participation?

### **Duration:**

- 45-60 minutes

### **Preparation:**

It is important that the room is set up for the activity prior to the onset of the debate. The teacher should label four areas of the room with the following statements: Strongly Agree, Agree, Disagree, Strongly Disagree. On handout “A” is a list of controversial yet age-appropriate statements related to the Civil Rights Movement. The Statements most likely to encourage discussion typically do not have one correct

or obvious answer, elicit nuanced arguments, and represent respected values on both sides of the debate. The statements students will be debating are geared towards everyday decisions they make that are directly in line with the kinds of choices individuals like Dr. King had to make during the Civil Rights Movement.

- Step 1: Explain to the students that the activity they are about to engage in is in preparation for a presentation about the Civil Rights Movement and the life and legacy of Dr. Martin Luther King, Jr. If you have technology available in your classroom, you can show them the promotional video of the show. It can be found on our website <http://mtmonline.org/at-the-table-home.html> - or <http://www.mtmonline.org/att-video.html> (if YouTube is not available at your school)
- Step 2: After showing the promotional video, explain to the students that the presentation is interactive and will require them to make choices regarding the everyday decisions they make in their lives.
- Step 3: Explain to the students that they are about to engage in a debate. Point out the four corners in the room and ask them if they understand the positions outlined in each corner (it would also be a good idea to have student volunteers define the meaning of the position in each corner for themselves, that way, it would be easier for others to understand).
  - **Four Corners/Spectrum Activity**  
The Four Corners/Spectrum Debate requires students to show their position on a specific statement (strongly agree, agree, disagree, strongly disagree) by standing in a particular corner of the classroom. This activity draws the participation of all students by requiring everyone to take a position. This is a great opportunity to have students engage with the content and message of the show, as well as facilitating what they may or may not know about certain topics as it relates to the academic language students will be exploring and in many ways experiencing.
- Step 4: Once you have done this, pass out handout “A” to the students and have them look over the statements. Then give students the opportunity to respond to the statements in writing. Many teachers provide students with a graphic organizer or worksheet that requires students to mark their opinion (strongly agree, agree, disagree, strongly disagree), and then provide a brief explanation (Handout “B”).
- Step 5: After students have thought about and written their personal response to the statements on their graphic organizer, read one of the statements out loud, and have students move to the corner of the room that best represents their opinion. Once students are in their places, ask for volunteers to justify their position. When doing so, they should refer to evidence from history if they can, as well as other relevant information from their own experiences. The teacher can encourage students to switch corners if someone presents an idea or position that causes them to change their mind. After a representative from each corner has defended his or her position, you can allow students to question each other’s evidence and ideas. When the discussion has ended, move to the next question.

**Before beginning the discussion, remind students about norms for having a respectful, open discussion of ideas.**

- Step 6: There are many ways you can debrief this exercise. You can have students to reflect in their journals about how the activity changed or reinforced their original opinion. Some students' views may have strengthened by the addition of new evidence and arguments, while others may have changed altogether.

Some students will be more confused or uncertain about their views after the four corners debate. This can feel uncomfortable for students, but it is an important part of the understanding process, and represents the authentic wrestling with moral questions that have no clear right or wrong answers.

If you need to clarify ideas shared during the discussion, you can chart the main “for” and “against” arguments on the board as a whole-class activity.

- Step 7: **Possible Debrief Questions** (Adapted from: <http://www.partnersagainsthate.org/>)
  - How did it feel to take a position on some of the topics?
  - If there was a particular topic that you were unsure about, what information would you need in order to form an opinion?
  - How did you feel when you saw others taking a completely different position from yours on a topic? Were any of your classmates' opinions surprising to you? Explain.
  - Was there a statement where you were clearly in the minority in your position? Did you consider changing your position to conform to the majority? Why or why not?
  - What do you think was the purpose of this lesson?
  - How does the variety of beliefs and opinions that people hold present challenges when people work and live together? How can different opinions be beneficial?
  - Do you think people sometimes pretend to agree with another person in order to avoid conflict?
  - Do you think it likely that people change their opinions on topics like the ones presented in this lesson? If so, what kinds of things are likely to cause opinions to change?

### **Closure:**

- Reflection is a key component of this activity. Because of the emotions some of the questions may provoke in students, please encourage them to continue the reflection process as they prepare for the ATT presentation.
- You can also ask students to think about what questions they have regarding some of the statements presented during the debate and how those questions will be reflected in the ATT presentation. Some students might already see the connection, while others will have a harder time doing this until after they see and experience the show.

### **Materials:**

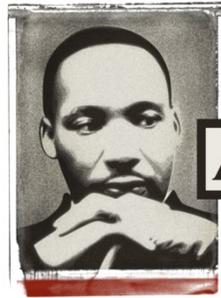
- Handout “A”
- Handout “B” Optional

### Handout "A"

1. Prejudiced people cannot be changed.
2. Jokes that focus on ethnicity, race, or sexual orientation reinforce prejudice.
3. The media unfairly portrays certain groups of people.
4. Anyone who wants to come to the United States should be allowed to enter.
5. Bullying is a normal part of being a teenager so people should just get over it.
6. Racism doesn't happen anymore.
7. Calling someone a name targeting his or her sexual orientation is wrong.
8. If I see something being done to another person or group that I know isn't right, I should say or do something about it.
9. It is important that I try to get to know someone different from myself.
10. It's perfectly OK to stereotype groups of people.
11. Telling someone they are acting "ghetto" is not a put down.
12. If my friends are making fun of people because they are different, sometimes it is hard for me to tell them to stop.
13. I try really hard to not use words that would be hurtful to another person.
14. My school promotes tolerance well.
15. Sometimes, I am afraid to make certain kinds of decisions because of what my friends might think of me.

Handout "B"

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#### Overview:

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#### Content Standards and NCSS Themes:

- Civics Standard\_4.1
  - **Compare how various nations define the rights, responsibilities, and roles of citizens**
    - What are the consequences if a government does not provide for the common good?
    - What are fundamental human rights?
    - How can the definition of citizen change?
    - What is the purpose of government?
    - What roles of citizens are the most important?

- History Standard\_1.1
  - **Seek and evaluate multiple historical sources with different points of view to investigate a historical question and to formulate and defend a thesis with evidence**
    - What questions help us understand the development and interaction of peoples in the Western Hemisphere?
    - How can different sources on the same topic vary and how can we determine which sources are most helpful in interpreting the past?
    - What are the key primary sources that help to understand the history of the Western Hemisphere?
- Common Core\_W.2
  - **Write informative/explanatory texts, including the narration of historical events, scientific procedures / experiments, or technical processes.**

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  - <http://www.core-online.org> (Congress on Racial Equality)
  - <http://www.takestockphotos.com/imagepages/portfoliostable.php?CollectionID=c> (Images of Change)
  - <http://www.nps.gov/chsc/index.htm> (Little Rock High School)
  - <http://www.kodak.com/US/en/corp/features/moore/mooreIndex.shtml?CID=go&idhbx=civilrights> (Powerful Days in Black and White: The work of Charles Moore)
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  - Community
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### **Duration:**

- 45-60 minutes

### **Procedure:**

- After seeing and experiencing the “At the Table with Dr. King” show, have your students define “race” and “racism.” It’s important that you encourage them to think about the difference between the two (encourage them to reflect on their own experiences of dealing with race and racism as a way of helping them define and conceptualize their meaning). Once they have agreed on defining both terms, have them think about what they would add to the definitions if they could. What would they take away? What aspects of the assembly affirm their understanding of racism? What aspects of the assembly helped them understand racism at a new and/or deeper level? You can have them explore this individually and then have them come to a consensus as a

group regarding their understanding of the two words. *Writing is also a great way to help students process difficult topics. If your students keep journals, please feel free to use that as a medium for thought and process. We want them to recognize the potential impact of one person's actions, the significance of helping each other and-their obligation to themselves and others.*

- In small groups, have students discuss their feelings about the global significance of ending racism and honoring diversity. Make sure each group records the main points of their group's discussion. Once each group has had a chance to record their main ideas, have each group share their thoughts with the rest of the class. The teacher can write one main idea from each group on the board. These ideas can be used as writing prompts for the next part of the activity.
- Once each group has had a chance to share the main points of their conversation, have each student choose one of the main ideas presented and journal about how that main idea resonates with them. It would be great if students could connect the main idea back to their own lives by taking that idea and applying it to something they are currently doing in either their school communities or other communities. If students are feeling especially inspired, encourage them to create a "call-to-action" statement. This statement should provide concrete action items for students to explore and/or engage.

**Materials:**

- Pen/Pencil
- Journal