



Module 1, Unit 4, Lesson Plan 2

The Drum Major Instinct – Everyone Can Serve (Grades 6-12)

Learning Targets/Objectives:

- Use King’s words to discuss service for the wellbeing of others

Success Criteria:

- Work in groups to create an action plan to create social change in school or the community

Anchor Text:

- King, Martin Luther, Jr. “The Drum Major Instinct.” February 4, 1968. Atlanta, GA. Retrieved from <https://youtu.be/-7airx8MLMY>

Lesson Content Overview:

Dr. Martin Luther King, Jr. gave this sermon at Ebenezer Baptist Church Atlanta, Georgia, February 4, 1968, two months before his assassination.

Every now and then I guess we all think realistically about the 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. And I don 't think of it in a morbid sense. Every now and then I ask myself, "What is it that I would want said? " And I leave the word to you this morning.

If any of you are around when I have to meet my day, I don't want a long funeral. And if you get somebody to deliver my eulogy, tell them not to talk too long. Every now and then I wonder what I want them to say. 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 him 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. I'd like for somebody to say that day, that Martin Luther King, Jr. tried to love somebody. I want you to say that day, that I tried to be right on the war question. I want you to be able to say that day, that I did try, to feed the hungry. And I want you to be able to say, that day, that I did try, in my life, to clothe those who were naked. I want you to say, on that day that I did try, in my life to visit those who were in prison. I want you to say that I tried to love and serve humanity.

Yes, if you want to say that I was a drum major, say that I was a drum major for justice: say that I was drum major for peace; I was a drum major for righteousness. And all of the shallow things will not matter. 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.

And that's all I want to say ... 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. If I can do my duty, as a Christian ought, if I can bring salvation to a world once wrought, if I can spread the message as the master taught then my living will not be in vain.

Yes, Jesus, I want to be on your right side or your left side, not for any selfish reason. I want to be on your right or your best side, not in terms of some political kingdom or ambition, but I just want to be there in love and in justice and in truth and in commitment to others, so that we can make of this old world a new world.

Instructional Sequence:

Opener:

With a partner, students will discuss the following prompt: What are some of the ways in which you can serve others?

- SEL Connection: What are some of the ways in which you can serve others? How can you use Nonviolence 365[®] as a means to serve others?

Individual Work, Speech Analysis:

Pass out the text of King's February 4, 1968 speech at the Ebenezer Baptist Church in Atlanta titled "The Drum Major Instinct" and provide students with a link to the [video](#) of the speech. Students will work independently to watch and read along with Dr. King's address.

Formative Assessment:

- Students will work in small groups of three to four to identify a project or campaign that you/group can use to create change. If possible, look through the Nonviolence 365[®] curriculum. Groups should create an action plan.

Adaptations for Student Needs

IEP:

- Sizes of student groups range
- Students team up with a peer partner, while others would prefer to work individually.
- There is a variety of small-group work
- Chunking information
- Visual cues and wait time
- Visual supports (maps, images, PowerPoint slides, handouts)
- Assessments will be modified, and students given extra time

ELD

- Modified/simplified reading material
- Content-related lists/handouts of key terms

- Text is supported by visuals and connected to real-life experiences