



Module 2, Unit 1, Lesson Plan 3

Principle 3: Nonviolence seeks to to defeat injustice not people (Grades 6-12)

Learning Targets/Objectives:

- Explain Martin Luther King, Jr's Nonviolence365 Principle No. 3
- Compare and contrast the philosophies of King and Robert F. Williams

Success Criteria:

- Illustrate the similarities and differences between the beliefs of Martin Luther King and Robert F. Williams about nonviolent activism.

Anchor Text:

The Martin Luther King, Jr. Research and Education Institute. "The Social Organization of Nonviolence."
Retrieved from
<https://kinginstitute.stanford.edu/king-papers/documents/social-organization-nonviolence#fn3>

Lesson Content Overview:

Nonviolence will identify the issue at hand and refuse to attack the person or personalities. With this approach, your focus is always directed at the problem, condition, or practice and not the person causing it. You commit to this because your purpose is not to defeat the person. You recognize they are victims of their own hatred or evil deeds. King said the following about Principle No. 3:

It recognizes that evildoers are also victims and not evil people. It seeks to defeat evil, not the person conducting the act.

Instructional Sequence:

Opener, SEL Connection:

Students should respond to the following prompts:

- Name three instances in history where a person or group was attacked rather than the issue.
- For each person and/or group, clearly state the issues and what should have been addressed.

- Identify the victims and tactics used against them.
- Who was identified as the aggressor or person/group perpetuating evil or an unjust act?
- Pick one of the instances you selected and describe how you would respond using Nonviolence365®, particularly Principle No. 3.
- How does Principle No. 3 apply to an event like the Montgomery Bus Boycott?

Individual Work, Reading Comprehension:

Students should independently read King and Robert F. William’s dueling 1959 articles “The Social Organization of Nonviolence” housed at The Martin Luther King, Jr. Research and Education Institute. After reading, they should complete a Venn diagram responding to the following prompts: Illustrate the similarities and differences between the arguments about nonviolence presented by both King and Williams.

Formative Assessment:

- Venn diagrams will serve as the mastery assessment for this lesson.

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