



## Module 2, Unit 1, Lesson Plan 5

# Principle 5 - Nonviolence Chooses Love Instead of Hate (Grades 6-12)

### Learning Targets/Objectives:

- Describe Martin Luther King, Jr's Nonviolence365 Principle No. 5

### Success Criteria:

- Using experiences in Dr. King's life, students will brainstorm ways to engage in civil disobedience to integrate a segregated dining establishment

### Anchor Text:

- *Newport Daily Express*. "White Man Under Arrest for Hitting Martin Luther King." September 29, 1962. 1.

### Supplemental Resources:

- SNCC Digital. "Jim Lawson conducts Nonviolence Workshops in Nashville." Retrieved from <https://snccdigital.org/events/jim-lawson-conducts-nonviolent-workshops-in-nashville/>

### Lesson Content Overview:

Nonviolence recognizes that love is active. This is an unselfish "agape" love that does not wait for others to do good but acts immediately to create an environment where love and unending forgiveness is ever-present. The love that nonviolence embraces has no place for hating or destroying someone. Nonviolence resolves to love others, as well as forgive others and forgive yourself for past errors or mistakes. Nonviolence seeks ways to embrace and create relationships to promote a community where we are interrelated and connected for the common good. For King, the following is Nonviolence Principle No. 5:

*It resists violence of the spirit as well as the body.*

*Nonviolent love is spontaneous , unmotivated, unselfish, and creative. Nonviolent love gives willingly , knowing that the return might be hostility. Nonviolent love is active , not passive.*

*Nonviolent love is unending in its ability to forgive in order to restore community .*

*Nonviolent love does not sink to the level of the hater.*

*Nonviolent love for the enemy is how we demonstrate love for ourselves .*

*Love restores community and resists injustice. Nonviolence recognizes the fact that all life is interrelated .<sup>1</sup>*

### **Instructional Sequence:**

#### **Opener:**

Write Principle No. 5 and the word “Agape” and their definitions on the board. Have students copy the definitions into their notebooks. Then have students respond to the following prompt:

Choose a television show, movie, play, news story, or book you have seen or read recently. Describe how this principle could have been or was used to bring about nonviolent social change.

#### **Independent Work, Reading Comprehension:**

Students will read the *Newport Daily Express* article from September 29, 1962 that details the moment when an American Nazi assaulted Martin Luther King, Jr. while giving a financial report for the Southern Christian Leadership Conference. King refused to fight back or press charges. Have students summarize the incident, then respond to the prompt:

To what extent do you agree with King’s actions? Explain whether you would have been able to possess the same degree of restraint if it were you who was assaulted?

#### **Class Discussion, SEL Connection:**

The teacher will lead students in a discussion about nonviolent resistance/civil disobedience. Use the following prompts to guide the discussion.

How was Principle No. 5 demonstrated during the Montgomery Bus Boycott? Sit-ins? Freedom Rides? Project C?

How is agape love and the love you have for your caregiver(s) or carer(s) different?

Describe an instance where Principle No. 5 could be used in your school.

How can you use agape love in your life today to resolve an issue of concern nonviolently?

#### **Individual Reading, Reading Comprehension:**

Students will read a short [article](#) by SNCC Digital explaining how activists were trained in nonviolent resistance. Students should be ready to explain how civil rights activists were trained in nonviolent resistance.

### **Formative Assessment:**

- **Small Group Collaboration:**

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<sup>1</sup> Martin Luther King, Jr. quoted in The Martin Luther King, Jr. Center for Nonviolent Social Change. “The King Philosophy - Nonviolence365.” Retrieved from <https://thekingcenter.org/about-tkc/the-king-philosophy/>

Place students into small groups of three to four. Give each group the following civil rights protest scenario.

After a thorough investigation, the NAACP has made allegations that a white-owned restaurant located in a predominantly Black neighborhood in Miami, Florida engages in racist practices. The investigation found that the restaurant refuses to employ people of color. The NAACP also collected evidence that the establishment boosts tipping rates for Black patrons and typically seats Black customers in the smoking section with limited service.

Each student will read the scenario and discuss the best method of nonviolent protest. They'll answer the following questions:

What is the best method to protest? (sitting in at a lunch counter without purchasing food or moving; marching through the center of town; boycotting the lunch counter; starting a petition to deliver to the owner of the lunch counter; etc.)

What sort of response do you expect from the owners/ What response do you expect from patrons inside the store?

Who are some local allies that you can engage in the protest?

What is the best way to publicize the protest?

What sort of training is necessary before you begin the protest?

How will you ensure that your direct action is undergirded by all six principles of Nonviolence?

### **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