



Module 2, Unit 1, Lesson Plan 6

Principle 6 - Nonviolence believes that the Universe is on the Side of Justice (Grades 6-12)

Learning Targets/Objectives:

- Describe Martin Luther King, Jr.'s Nonviolence365 Principle No. 6

Success Criteria:

- Compare and contrast the struggles for equality in Dr. King's era to that of today

Anchor Text:

- King, Martin Luther, Jr. "The Birth of a New Age" Address delivered on August 11, 1956. Retrieved from The Martin Luther King, Jr. Institute at <https://kinginstitute.stanford.edu/king-papers/documents/birth-new-age-address-delivered-11-august-1956-fiftieth-anniversary-alpha-phi>

Lesson Content Overview:

Nonviolence strongly believes that good always prevails over evil. Dr. King said, "We must use time creatively and forever realize that the time is always ripe to do right." On another occasion, Dr. King said, "...no lie can live forever"

*Nonviolence knows that God is on the side of justice.
Nonviolence has deep faith that justice will eventually win.¹*

Instructional Sequence:

Opener, SEL Connection:

Give students time to write down responses to the following questions:

- Describe an instance in history where evil appeared to be triumphant but justice ultimately prevailed.
- How is the March on Washington an example of principle 6?
- Describe why the "Children's Crusade" in Birmingham is an example of this principle .

¹ 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/>

- The Sit-ins of the 1960's and the Freedom Riders of 1961 revealed that justice eventually wins. Describe the issues that the Sit-ins and the Freedom Riders faced and what did they ultimately accomplish?

Independent Reading, Comprehension:

Have students read an excerpt from Dr. King's "The Birth of a New Age" that describes three challenges. Students should identify King's three "challenges" for the "new age" and apply that to life in the United States today. How is American society the same? How is it different? Have new challenges replaced old challenges?

Students can discuss these prompts in small groups before sharing out to the class.

Formative Assessment:

Student responses 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