



Module 2, Unit 2, Lesson Plan 1

The Six Steps of Nonviolent Social Change (Grades 6-12)

Learning Targets/Objectives:

- Describe Martin Luther King, Jr.'s Six Steps of Nonviolent Social Change

Success Criteria:

- Design a website that applies Dr. King's Six Steps of Nonviolent Social Change to a contemporary issue of the students' choosing

Lesson Content Overview:

Step 1: Information Gathering

To understand and articulate an issue, problem, or injustice facing a person, community or institution, you must do research. You must investigate and gather all vital information from all sides of the argument or issue to increase your understanding of the problem. You must become an expert on your opponent's position.

Step 2: Education

It is essential to inform others, including your opposition, about your issue, and this minimizes misunderstandings and gains support.

Step 3: Personal Commitment

Daily check and affirm your faith in the philosophy and methods of nonviolence. Eliminate hidden motives and prepare yourself to accept suffering, if necessary, in your work for justice.

Step 4: Negotiations

Using grace, humor and intelligence, confront the other party with a list of injustices and a plan for addressing and resolving these injustices. Look for what is positive in every action and statement the opposition makes. Do not seek to humiliate the opponent but call forth the good in the opponent. Look for ways in which the opponent can also win.

Step 5: Direct Action

These actions are taken to morally force the opponent to work with you to resolve the injustices. Direct action imposes a "creative tension" into the conflict. There are over 250 direct action tactics, including boycotts, marches, rallies, rent strikes, work slowdowns, letter-writing campaigns, bank-ins, property occupancy, financial withdrawal, and political denial through the ballot. Direct action is most effective when it illustrates the injustice it seeks to correct.

Step 6: Reconciliation

Nonviolence seeks friendship and understanding with the opponent. Nonviolence is directed against evil systems, forces, oppressive policies, and evil and unjust acts, not against persons. Reconciliation includes the opponent being able to "save face." Both sides resolve the injustice through reasoned compromise with a plan of action. Each act of reconciliation is one step closer to the "Beloved Community." Individuals and the entire community are empowered through reconciliation. With this come new struggles for justice and a new beginning.

Instructional Sequence:

Opener:

The teacher should write the six steps of nonviolent social change on the board. Students should copy and write down their own definitions of each step. The teacher will lead a class discussion on student definitions.

Independent Reading, Comprehension:

Students will read the April 5, 1968 article reporting on Robert F. Kennedy's visit to Indianapolis, Indiana on the evening Martin Luther King, Jr. was assassinated. The teacher can also find the YouTube link to RFK's speech. Students should pick out a direct quote from Kennedy and explain how their chosen quote connects to the six steps of nonviolent social change.

Formative Assessment:

- Using GoogleSites or another free website designer, students will create a webpage that responds to the following prompts:
 - Identify a current issue and describe how you could bring about nonviolent social change using the Six Steps of Nonviolence, as undergirded by all Six Principles of Nonviolence.
 - What is the issue?
 - How and where will you gather your information?
 - What is your plan to educate yourself, others and your opponent?
 - How will you gauge or measure your level of commitment? Will you know by doing certain things or not doing something? What are your negotiating points? How will you determine if they are realistic?

- How will you determine what method of negotiations is best? Will you or a team decide your negotiation plan?
- If your demands or requests are not met, what form of direct action will you take and why?
- What is your plan to lay the groundwork for reconciliation?

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