



Module 3, Unit 3, Lesson Plan 3

Where Do You Go From Here?

(Grades 6-12)

Learning Targets/Objectives:

- Use the words of Martin Luther King III to draw conclusions about the future of the United States and global community

Success Criteria:

- Compose a treatise explaining your “Why”

Anchor Text:

- King, Martin Luther III. “My Father Had Another Dream.” New York Times. January 28, 2021. YouTube. Retrieved from <https://youtu.be/81FVXAmX35o>
- King, Bernice A. Dr. “Dr. Bernice King Honors the Legacy of Rev. Dr. Martin Luther King, Jr.” American Jewish Committee. June 2, 2019. YouTube. Retrieved from https://youtu.be/b7apqb22_Hs
- King, Bernice A. Dr. “Dr. Bernice King: I Think It’s Time for Massive Civil Disobedience, Noncooperation with Evil.” MSNBC. January 17, 2022. YouTube. Retrieved from <https://youtu.be/bXMaNu2Mm3Q>

Lesson Content Overview:

Over the past several weeks, learners participated in an in-depth study of Nonviolence365® and reconciliation. Recognized as a philosopher by the American Philosophical Association, Dr. King's philosophy of nonviolence and reconciliation addresses self-interests – what he deemed the root cause of evil in our society. Dr. King sacrificed his personal safety to embrace a life of love instead of hate and peaceful reconciliation instead of chaos and conflict.

In this final lesson, learners have the ability to choose love, nonviolence, and reconciliation over hate, violence, and conflict. As Dr. King so passionately explained, “We are now faced with the fact that tomorrow is today.” Today’s learners, unlike those from yesteryear, have an opportunity to realize the dream of Rev. Dr. Martin Luther King, Jr. by working in your homes, communities, and schools to make the “Beloved Community” a place where people of all different walks of life will want to be a part of. Some people and circumstances may never change, but you can start impacting change right *now!*

Instructional Sequence:

Opener, 3-2-1 Activity:

Students will watch Martin Luther King III [speak](#) to the *New York Times* about the legacy of his father, Rev. Dr. Martin Luther King, Jr. After the video, students will form small groups of two to three and discuss what King III means by “My Father had *another* dream.” Have students generate three meanings of King III’s comments, two issues that King III claims still plague US society, and one sentence describing the “purpose” of MLK’s life.

Small Group Collaboration:

Based on the teacher’s preference, students will view one of the videos of Dr. Bernice A. King’s ([Dr. B. A. King’s 2019 at the American Jewish Committee](#) or her [Joy Reid interview](#) on MSNBC, marking the 2022 Rev. Dr. Martin Luther King, Jr. Day holiday). As they watch, students should take notes about Dr. B. A. King’s key arguments about what the public should understand about MLK’s legacy. After the video, students will return to the small groups they formed in the opening activity. They will generate an answer to this prompt:

- How convincing is Dr. Bernice A. King’s argument that the public must look beyond her father’s “I Have a Dream” speech to understand the life and legacy of MLK? Create a line of reasoning that outlines her argument. What is her main argument? What 2-3 claims does she make to prove her argument? Does she use any evidence to support those claims? Does she offer any solutions?

Formative Assessment:

- Working alone, students will identify an issue they are passionate about. Using the notes from the videos of King III and Dr. Bernice A. King, how can students explain “why” they dedicate their efforts and to build a coalition to find solutions for their chosen topic?

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