

The Civil Rights Movement and Martin Luther King Jr.

NCSS Thematic Strand: Time, Continuity and Change

Grade Level: 7-12

Time Outline: 2-50 minute periods

Purpose, Background, Content:

The March on Washington in 1963 was a central event in the Civil Rights Movement. Martin Luther King was one of the pre-eminent figures in the struggle of equal rights and equality of opportunity. By analyzing King's "I Have a Dream" speech, and a poster advertising the March on Washington, students will learn the reason why African Americans and their white allies arranged a March on Washington. Students will be able to form ideas on how King's enthusiasm drove other activists to be a strong force in the Civil Rights Movement.

Objectives & Student Outcomes:

- ❖ List ideas from the materials that demonstrate the overarching ideas for people of this time period.
- ❖ Underline parts of the "I Have a Dream Speech" and the advertisement for the March on Washington to answer: what demands did leaders of the Civil Rights Movement insist from the United States during the early 1960's?
- ❖ Write a reflective essay demonstrating how the March on Washington and King's speech to answer the central question: *What demands did leaders of the Civil Rights Movement insist from the United States during the early 1960's?*

Materials:

- ❖ Audio and text of Martin Luther King Jr.'s "I Have a Dream" speech
- ❖ Advertisement for March on Washington

Procedures:

Day 1:

Procedure 1:

- ❖ Put the following central question for the day on the black board for reference:
“What demands did civil rights leaders demand at this period (early 1960s) in the civil rights Movement?”
- ❖ Distribute advertisement for the March on Washington.
- ❖ Have students analyze the poster to answer: *What demands did civil rights leaders demand at this period (early 1960s) in the civil rights Movement?*

Procedure 2:

- ❖ Distribute the text of King’s “I Have a Dream Speech”
- ❖ Show a video recording of Dr. Martin Luther King Jr.’s “I Have a Dream Speech” as the students follow along.
- ❖ Have students underline important parts of the speech to answer the central question: *“What demands did civil rights leaders demand at this period (early 1960s) in the civil rights Movement?”*

Procedure 3:

- ❖ Break students into smaller groups (3-4).
- ❖ Designate a recorder to report each group’s answer to the large group.
- ❖ With each student offering at least one contribution, have the recorder take notes on the students’ contributions to answering the central question.

Procedure 4:

- ❖ Record answers to the central question from each of the small groups on the board for the whole class.

Day 2

Procedure 5:

- ❖ Review ideas from day 1 and rewrite the main ideas from each group to evaluate.
- ❖ Ask the class for additional ideas on central question: *What demands did Martin Luther King Jr. and other leaders of the Civil Rights Movement insist from the United States during the early 1960’s?*

Procedure 6:

- ❖ Have students write an in-class essay in which they employ evidence from King's speech and the flyer advertising the March on Washington to answer the central question.

Assessment of Outcomes:

- ❖ Students take notes demonstrating they can employ Martin Luther King Jr.'s speech and the ad for the March on Washington as evidence to answer the lesson's central question.
- ❖ Write an in-class essay using evidence to answer the central question.

Extensions and Adaptations:

- ❖ Have students create their own advertisement that might have been used to urge people to join the March on Washington.
- ❖ Use additional sources to document strategies employed during the Civil Rights Movement such as Black Power strategies, e.g, organizing for the defense of black communities and the establishment of free breakfast programs.

Resources:

I Have a Dream Address at March on Washington for Jobs and Freedom

[http://mlkkpp01.stanford.edu/index.php/encyclopedia/documentsentry/
doc_august_28_1963_i_have_a_dream](http://mlkkpp01.stanford.edu/index.php/encyclopedia/documentsentry/doc_august_28_1963_i_have_a_dream)

Labor-Management Documentation Center: March on Washington Announcement

[http://mlkkpp01.stanford.edu/index.php/encyclopedia/documentsentry/
march_on_washington_for_jobs_and_freedom_announcement/](http://mlkkpp01.stanford.edu/index.php/encyclopedia/documentsentry/march_on_washington_for_jobs_and_freedom_announcement/)