

INDIVIDUALS  
ENGAGING IN  
SOCIETY

*Citizenship Foundation*



# Using Go-Givers lessons

- This PowerPoint is designed to inform, and to support critical thinking and discussion.
- Go-Givers PowerPoints can be used in their entirety OR content can be saved and edited.
- In order for the **links** and **animation** to work, always show the PowerPoints in 'slide show' view.
- The **green dot** ● in the bottom right hand corner of the slide indicates when the slide animation is complete.
- More information about using PowerPoint can be found [here](#)
- The **LEARNING ACTIVITIES** are an **essential and integral part of this lesson**. They are linked at the end of this PowerPoint.

This lesson explores the effects of discrimination, and how Martin Luther King took a stand against racism in the United States.





*Sacrificing all for the Dream*



On 1<sup>st</sup> December 1955  
Rosa Parks was arrested  
in Montgomery, Alabama  
(USA) for refusing to  
give up her seat to a  
white man whilst riding  
home from work on a bus



In those days African Americans were expected to ride at the back of the bus and surrender their seats to white people when required.

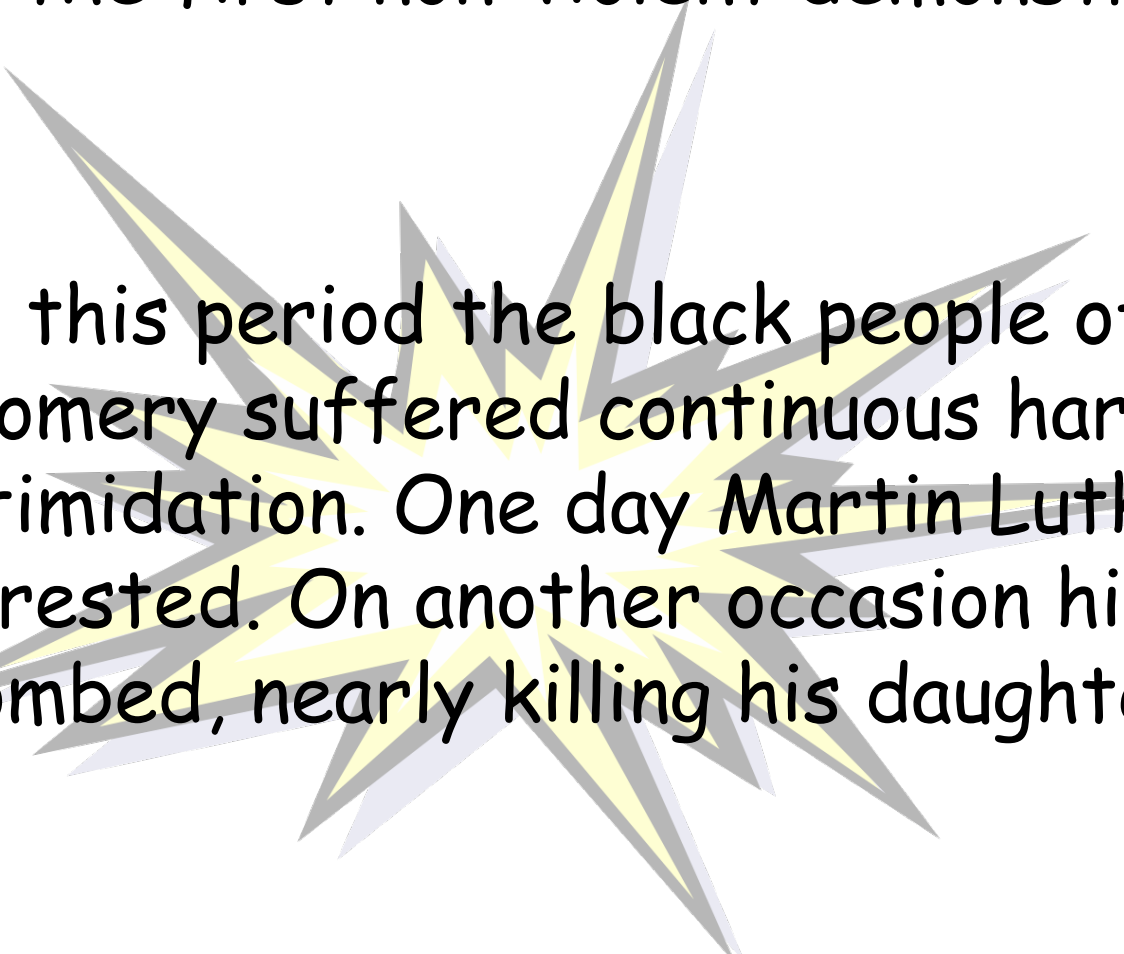


Dr Martin Luther King, Pastor of a Baptist church in the town, felt that a protest was needed.



He held a meeting, and it was decided to boycott the buses. For 382 days 17,000 black people walked to work, or hitched a lift.

It was the first non-violent demonstration.



During this period the black people of Montgomery suffered continuous harassment and intimidation. One day Martin Luther King was arrested. On another occasion his house was bombed, nearly killing his daughter.

However, on December 21<sup>st</sup> 1956, segregation on the buses was declared unlawful.





After this, Martin Luther King headed up a Civil Rights organisation. Their motto was:

*'Not one hair of one head of one person should be harmed.'*

He wrote a book entitled 'Stride Toward Freedom'



Students in Greensboro, North Carolina, had read his book, and they decided to stage a 'sit-in' at a restaurant which refused to serve African Americans.



They were often assaulted by white people, but they never hit back.

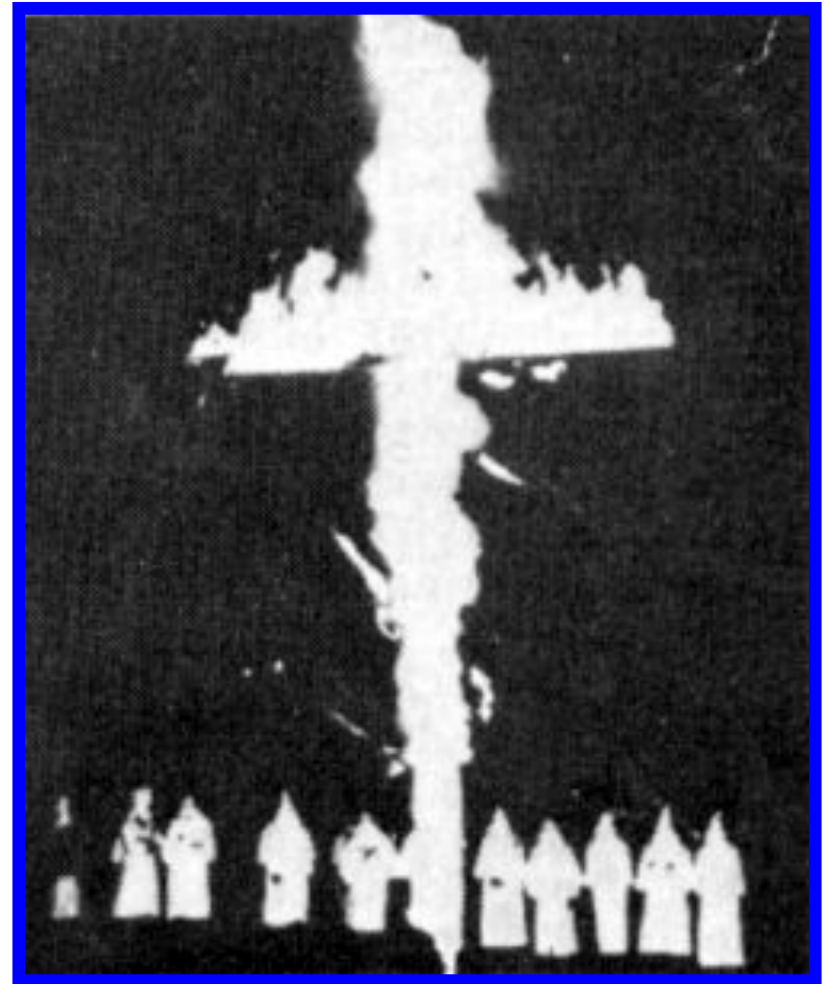
After six months of peaceful protest many restaurants, swimming pools, libraries and theatres in 26 cities had become de-segregated

Martin Luther King realised that African Americans, who made up 10% of the population, had political power as well as economic power.



In the Southern states of America black people were discouraged from voting by the Klu Klux Klan.

This was a racist group who intimidated black people from registering to vote by setting fire to their houses, and carrying out murders.





However in 1960  
John F Kennedy was  
elected president  
because 70% of  
registered African  
Americans voted for  
him.



However, the President took two years to bring the promised Civil Rights legislation before Congress.

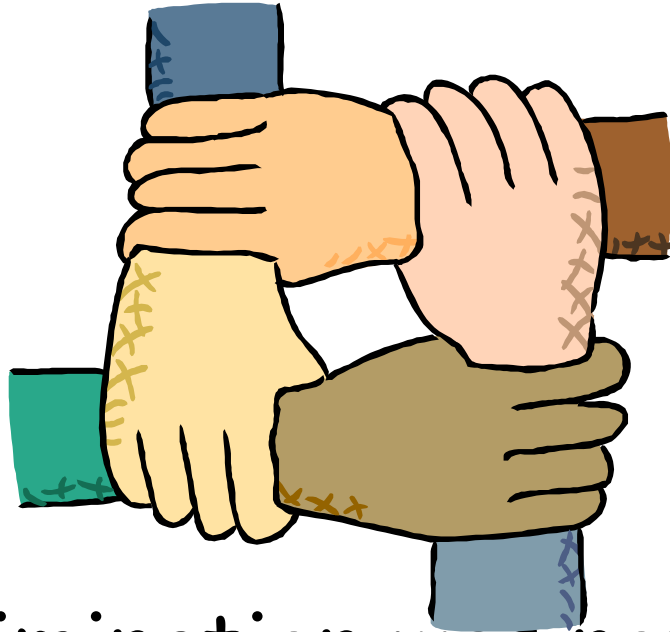


In 1963 Martin Luther King led 250,000 people in a peaceful march to Washington, 'for jobs and freedom'. It was here that he delivered his famous *'I Have a Dream'* speech.





President Kennedy was assassinated while the bill was still under discussion. However it was taken up by President Lyndon Johnson, and it became law in 1964.



Racial discrimination was now illegal, and employers were required to provide equal employment opportunities

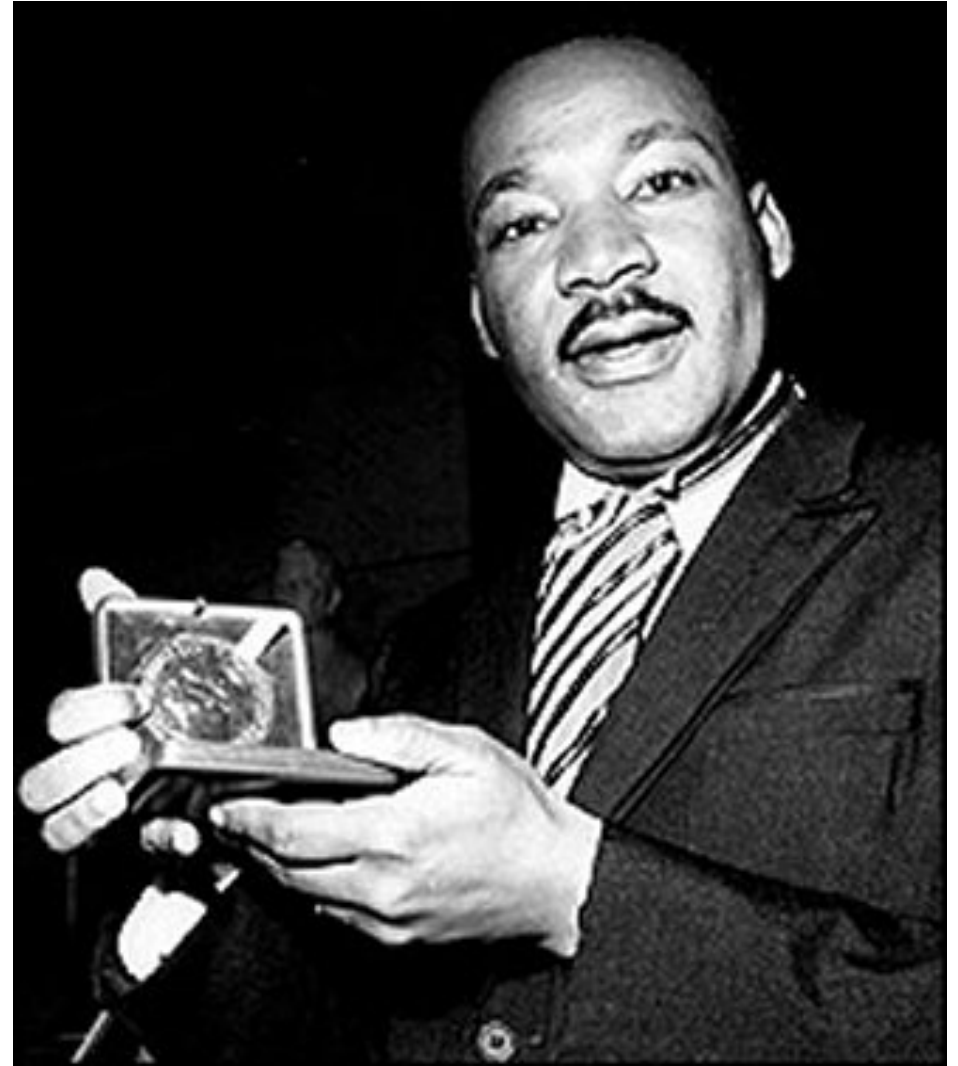
Now Martin Luther King turned his attention to bringing about an end to the Vietnam War.



He knew that money spent on the war was preventing the government from improving the Welfare system, and helping the poor.



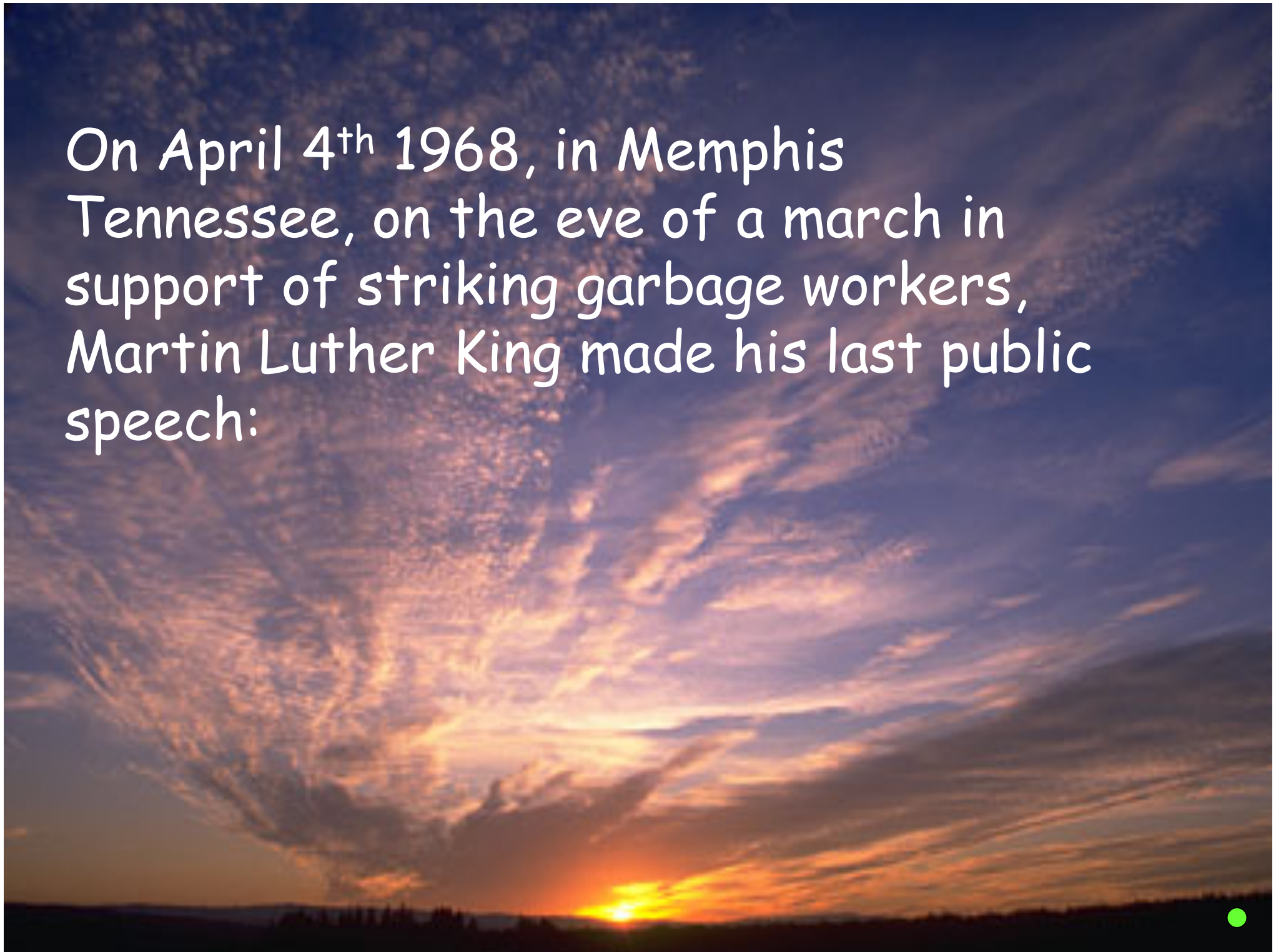
At the age of 35 Martin Luther King was the youngest person ever to receive the Nobel Peace Prize. He handed over his prize of nearly \$55 million dollars to the Civil Rights Movement.



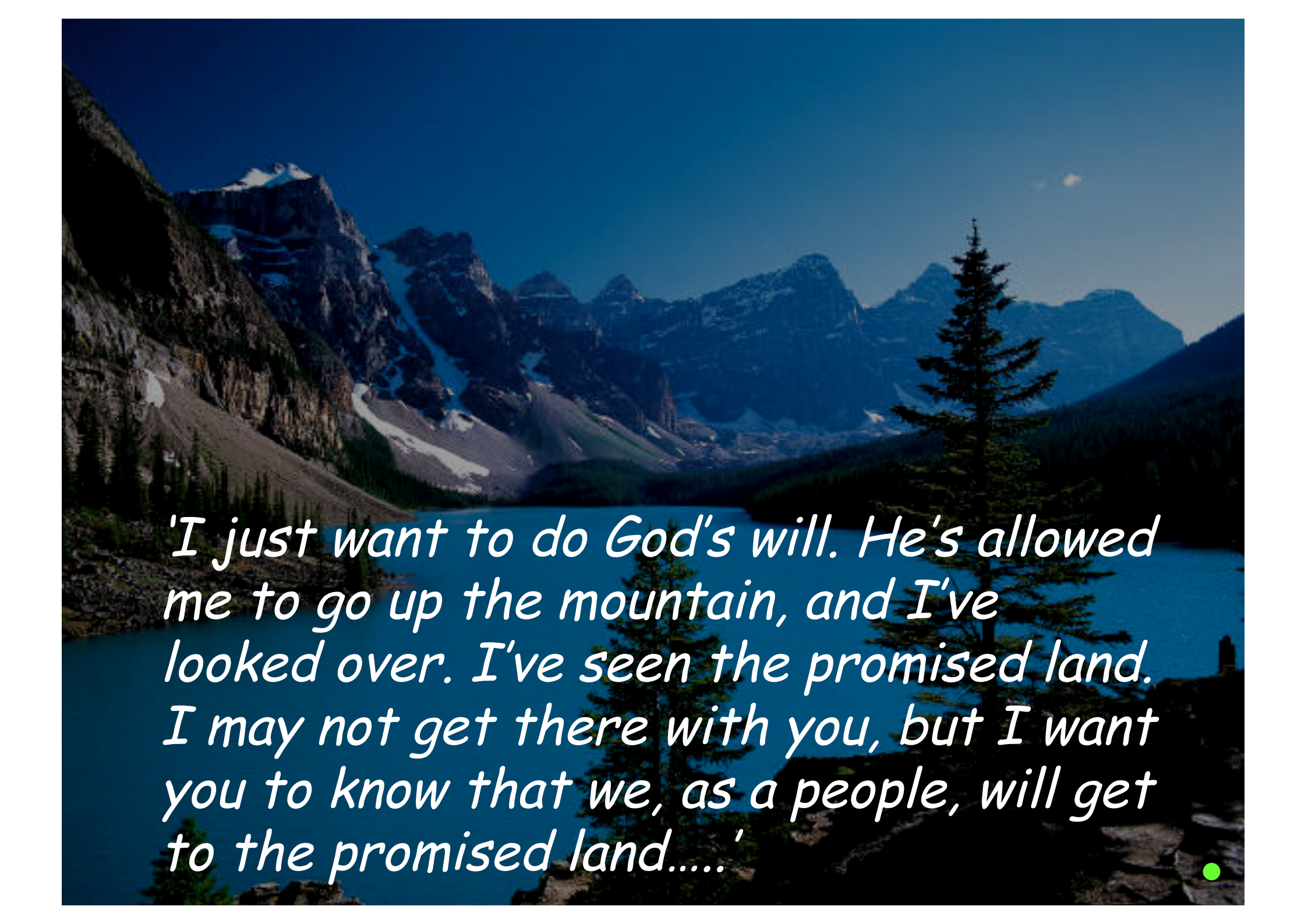
By this time he had been:

- o arrested twenty times,
- o assaulted 4 times,
- o awarded five honorary degrees.

On April 4<sup>th</sup> 1968, in Memphis Tennessee, on the eve of a march in support of striking garbage workers, Martin Luther King made his last public speech:





A scenic view of a mountain range with snow-capped peaks and a calm lake in the foreground. The mountains are rugged and rocky, with patches of snow. The lake is a deep blue, reflecting the sky. A large evergreen tree stands on the right side of the lake. The sky is a clear, pale blue.

*'I just want to do God's will. He's allowed me to go up the mountain, and I've looked over. I've seen the promised land. I may not get there with you, but I want you to know that we, as a people, will get to the promised land.....'*





As he walked out on to the balcony of his hotel that evening, a single gun shot rang out.

Martin had been struck down by an assassin's bullet.



His funeral was held five days later. A crowd of 70,000 stood at the sides of the street to watch his cortege pass.



On his crypt were carved the words:

*'Free at last!*

*Free at last!*

*Thank God Almighty I'm free at last.'*

In 1986 Martin Luther King's birthday on January 15<sup>th</sup> became a national holiday.

He has become a symbol of hope for African Americans and America as a whole.



*Click for Timeline*



# Glossary

- **Sacrifice** - give something up
- **Boycott** - stay away from
- **Harassment** - pestering, nuisance
- **Segregation** - separation
- **Intimidate** - frighten, bully
- **Discrimination** - favouritism, unfairness
- **Assassin** - a paid killer
- **Cortege** - a funeral procession



# Activities to complete this lesson include:

- group discussion
- class experiment
- research assignment on Martin Luther King

**LEARNING ACTIVITIES**  
**'SACRIFICING ALL FOR THE DREAM'**

**Key Learning Objectives:**

- 1. Charity**
  - To know that leading change has sometimes involved personal sacrifice.
- 2. Citizenship**
  - To talk and write about their opinions, and explain their views, on issues that affect themselves and society. (1a)
  - To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities. (2c)
  - To recognise and challenge stereotypes. (4e)
- 3. Other subjects**
  - To make contributions relevant to the topic and to take turns in discussion (En1 3a)
  - To use dramatic techniques to explore characters and issues (En 1 4c)
  - To place events, people and changes into correct periods of time. (History 1a)

**Key Vocabulary:**  
Sacrifice  
Boycott  
Harassment  
Segregation  
Intimidate  
Discrimination  
Assassin  
Cortege

**b) Make a class list of 'treats' appropriate to your setting, e.g.:**

- Let them out to play first
- Respond to their contributions more positively
- Provide them with more interesting tasks
- Offer them incentives (e.g. extra piece of fruit)
- Give them priority (teacher and TA)
- Give them extra Golden Time
- Allocate them special jobs
- Award them double house points
- Confer extra praise

**c) Each of the teams in turn is granted the treats on the list for a day/half a day.**

**d) After the experiment is over, discuss how the children felt, for example:**

- When you were in the team without treats, how did you feel about the team receiving treats?
- How did you feel towards the staff giving them out?
- When you were on the team receiving treats, how did you feel about the team not receiving them?
- How did you feel towards the staff giving them out?
- In real life what kind of things make people feel special?
- What kinds of things make people feel hard done by?
- What lessons did you learn?

**e) Working in small groups, ask the children to list three things they can do to help everyone feel that they belong.**

**f) Discuss the implications of this experiment for our school, and the wider community?**

Click on the image above to view and/or download learning activities.

Rate this lesson [here](#).





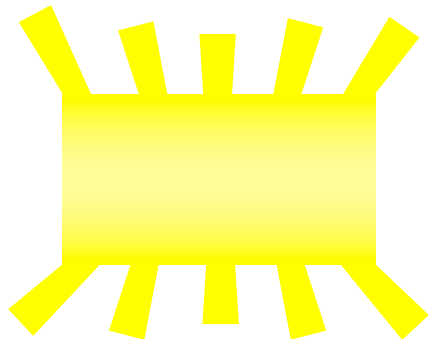
If you enjoyed this lesson, why not try:



### Freedom



How freedom is only maintained when there is a balance between rights and responsibilities. How Toussaint L'Ouverture fought for freedom from slavery.



### Great Soul



How Ghandi brought about change by peaceful means. Revenge and forgiveness. Racism and the law. Timeline.

# Useful Web Links

- [http://news.bbc.co.uk/cbbcnews/hi/newsid\\_4370000/newsid\\_4375200/4375266.stm](http://news.bbc.co.uk/cbbcnews/hi/newsid_4370000/newsid_4375200/4375266.stm) - Rosa Parks - a life in pictures
- <http://www.teacher.scholastic.com/rosa/index.htm> - Rosa Parks, mother of the Civil Rights Movement
- <http://www.martinlutherking.org/> - Martin Luther King
- <http://www.kingian.net/> - Non-violence or Non-existence – an educational resource with short film clips and quizzes for children
- <http://www.spartacus.schoolnet.co.uk/USAkingML.htm> - The Civil Rights movement and other non-violent protests
- <http://www.lib.virginia.edu/small/exhibits/sixties/civil.html> - the Civil Rights Movement and the Vietnam War
- [http://www.stanford.edu/group/King/liberation\\_curriculum/vietnam/index.htm](http://www.stanford.edu/group/King/liberation_curriculum/vietnam/index.htm) - Beyond Vietnam - a lesson plan for teenagers on Martin Luther King's famous speech about the Vietnam War