Primary Sources Lesson Plan Template

**Lesson Title:** What’s the Plan? A Critical Look at Martin Luther King, Jr., Malcolm X and Stokley Charmichael

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**Appropriate for Grade Level(s):** 9-12

**Social Studies Standard(s):**

*H3.[9-12].9* Identify and describe the major issues, events, and people of minority rights movements, i.e., **Civil Rights** Act of 1964, Black Power Movement, United Farm Workers, American Indian Movement, Viva La Raza, and Women’s Rights Movement.

Social Studies Skills Standards/Content Literacy:

* Read texts by using reading strategies (i.e., prior knowledge, identify key vocabulary words, context clues, main ideas, supporting details, and text features: pictures, maps, text boxes).
* Read for a specific purpose (i.e., detect cause & effect relationships, compare & contrast information, identify fact v. opinion, and author bias).
* Respond to historical texts and various types of social studies literature by inferring, drawing conclusions, making predictions, and formulating historic, geographic, economic, and civic questions.
* Process or synthesize information through writing using note taking, graphic organizers, summaries, proper sequencing of events, and/or formulating thesis statements that examine why as well as how.

**Objective(s): At the end of this lesson, students will be able to…**

* Critically read primary source material by identifying main ideas, compare and contrast and synthesizing information into a workable plan of their own
* Identify the goal and the methods to improve the African-American condition in the United States of Martin Luther King Jr., Malcolm X and Stokley Charmichael
* Compare and Contrast the goal and the methods to improve the African-American condition in the United States of Martin Luther King Jr., Malcolm X and Stokley Charmichael
* Create their own plan to improve the African-American condition, complete with goal, methods, symbol and slogan

**Rationale: Why teach a lesson using these documents? (50-100 words)** Martin Luther King Jr., Malcolm X and Stokley Charmichael represent the three leading philosophies of the Civil Rights Movement in the 1960s. While their methods differed, each man had the same goal: to improve the condition of African-Americans living in the United States, politically, socially and economically. After critically reading short passages by each man, students will identify and compare and contrast each leader’s key goals and methods. Students will show what they know by creating their own plan to improve the condition of African-Americans, complete with a clearly stated goal, practical methods, an appropriate symbol and a catchy slogan.

**Primary Sources (at least 3 used in lesson):**

“I Have a Dream,” by Martin Luther King, Jr.

“The Black Revolution,” by Malcolm X

“What We Want,” by Stokely Charmichael

**Total Time Needed:** approximately 4--45 minute classes

**Historical Background & Context (+/- 250 words):** Promised the rights and privileges of citizenship during Reconstruction with the 13th, 14th and 15th Amendments, African Americans were unable to realize that promise thanks to racism in American society. Segregation, de jure and de facto, were the norm through the United States. However, in 1954, the Supreme Court handed down its *Brown vs. Board of Education Topeka, Kansas* ruling which ended segregation.

At the forefront of this movement were Reverend Dr. Martin Luther King, Jr, Malcolm X and Stokely Charmichael. Dr. King rose to prominence with the Montgomery Bus Boycott of 1955 and, for the next 13 years, led a non-violent fight to end segregation and expand opportunities for African Americans. By the mid-1960s, two new voices arose, those of Malcolm X and Stokley Charmichael. These civil rights activists also wanted to expand African American opportunities, but they had very different methods and goals from Dr. King. Malcolm X and Stokley Charmichael rallied African Americans to demand, sometimes violently, political and economic rights. Charmichael began the Black Panther Party in Lowndes County to rally African Americans to exercise political power in Lowndes County, Mississippi and Malcolm X used the Nation of Islam to promote his ideas of prosperous African American separatism.

From this milieu of philosophy, goals and methods, the United States faced a key historical question: How should the United States realize its promise that “all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty and the pursuit of happiness.”

(Source: “Eyes on the Prize, Volumes 1-4”)

**Detailed Steps of Lesson :**

|  |  |  |
| --- | --- | --- |
| **Time Frame****(e.g. 15 minutes)** | **What is the teacher doing?**  | **What are students doing?** |
| 5 min | Monitoring Students | Create a list, 5-7 points, about everything you know about Martin Luther King, Jr. (MLK), Malcolm X (MX) and Stokley Charmichael (SC) |
| 3 min | Monitoring Students | Share your list with a neighbor |
| 5 min | Write down brainstormed list while asking questions to confirm understanding | Brainstorm points to board |
| 5 min | Explain purpose of lesson: to compare and contrast the goals and methods of MLK, MX and SC | Listening with rapt attention |
| 3 min | Hand out MLK’s “I have a dream” speech, the notetaker and explain that students will identify words they don’t know with one color, identify methods with a second color and identify methods with a third color | Handing back reading, listening to instructions, taking out three different colored writing utensils (e.g. pen, pencil, highlighter) |
| 10 min | Read “I have a dream” and define all unknown words | Listening to “I have a dream,” writing down unknown words and definitions |
| 5 min | Instruct students to complete MLK portion of the notetaker | Students will complete the MLK section of the notetaker |
| 1 min | Hand out SC’s “What we want” reading and explain that students will identify words they don’t know with one color, identify methods with a second color and identify methods with a third color | Handing back reading, listening to instructions, taking out three different colored writing utensils (e.g. pen, pencil, highlighter) |
| 10 min | Read “What we want” and define all unknown words | Listening to “What we want,” writing down unknown words and definitions |
| 5 min | Instruct students to complete the SC portion of the notetaker and note similarities or differences between MLK and SC | Students will complete the SC section of the notetaker while noting similarities and differences |
| 1 min | Hand out MX’s “The Black Revolution” and explain that students will identify words they don’t know with one color, identify methods with a second color and identify methods with a third color | Handing back reading, listening to instructions, taking out three different colored writing utensils (e.g. pen, pencil, highlighter) |
| 5 min | Read “The Black Revolution” and define all unknown words | Listening to “The Black Revolution,” writing down unknown words and definitions |
| 5 min | Have students share responses from notetaker and write down 2 questions they have on the back of the handout.  | Students will share their notetaker responses with a neighbor and write down 2 questions they have on the back of the handout.  |
| 5 min | Discuss student questions | Take notes on question/answer on back of handout |
| 1 min | Hand out compare/contrast worksheet | Hand back compare/contrast worksheet, put name on it |
| 3 min | Explain how to complete compare/contrast worksheet | Listen raptly and ask clarifying questions |
| 10 min | Complete compare/contrast worksheet (singly, with partner or small group is up to you) | Complete compare/contrast worksheet |
| 10 min | Discuss similarities and differences between MLK’s, SC’s and MX’s goals and methods. | Amend compare/contrast worksheet. Take notes on the discussion. |
| 5 min | Hand out and explain the “Fix It Plan, 2011” activity | Listen attentively and ask clarifying questions |
| 30 min | Monitor students as they complete the “Fix It Plan, 2011” activity | Complete “Fix It Plan, 2011” |
| 30 min | Have students present their plan and grade via the activity rubric. Encourage students to ask questions about each plan. | Present plan and answer all student or teacher questions |
| 5 min | Lead post-activity discussion: what was hard about creating a plan of this type? Discuss key question | Participate in discussion |
|  |  |  |

**Description of Lesson Assessment Tied to Objective/Standards:** There are a variety of assessments for this activity, all of which help students understand the History Content Standard, H3.9.0

1. Notetaker: helps students read critically historical documents to identify key people, the main ideas of their position and organize information to be used for synthesis
2. Compare/Contrast Worksheet: helps students organize conclusions about historical documents into a graphic organizer
3. “Fix It Plan, 2011” Poster: helps students synthesize information from historical documents to create an original idea to solve a social issue

**Attached to the following pages are all readings, primary sources, guided questions, worksheets, assignment guidelines, rubrics, etc.**

COMPARE & CONTRAST NOTETAKER

What makes them different…

What do they have in common…

Stokely Charmichael

Malcolm X

Martin Luther King, Jr.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_\_

Goals-Methods Notetaker

|  |  |  |  |
| --- | --- | --- | --- |
|  | MLK | MX | SC |
| Goal |  |  |  |
| Methods |  |  |  |

FIX IT PLAN, 2011

You are an expert on the goals and methods of Martin Luther King, Jr., Stokley Charmichael and Malcolm X and the Civil Rights Movement in general. As such, the current administration of your school has asked you to create a “Fix It Plan” to deal with the lingering racial tensions that face your school. Your goal is to create a REALISTIC and COHERENT plan that clearly identifies your goal, your methods, the symbol of your program and a catchy, POSITIVE slogan.

1. Goal:
2. Methods (in detail, please):
3. On the back of this handout, present your symbol and catchy, POSITIVE slogan.