2022 MLK DAY
HOPE & TOGETHERNESS
INSTRUCTIONAL LESSONS

This document is a compilation of instructional lessons from Carthage faculty members to acknowledge the legacy of Dr. Martin Luther King, Jr. Please consider delivering an instructional lesson on Monday, January 17th in honor of Dr. King. Let's reinforce hope and togetherness on this special day!

Students review the websites for two digital repositories devoted to MLK:
1. Stanford's King Institute (https://kinginstitute.stanford.edu), including the Online King Records Access (OKRA) tool, which allows access to a clearinghouse of MLK manuscripts and other documents at libraries around the world.
2. Boston University's Dr. Martin Luther King, Jr. Archive (https://www.bu.edu/dbin/mlkj/), housed in the Howard Gotlieb Archival Research Center.

Ask students to evaluate these websites as digital humanities projects: what are they trying to accomplish? How does one use them? Are they effective? Sustainable?

Additionally, I ask students to consider this question: if you were looking for materials about MLK's political engagement, how would you go about it on these sites? Find two different types of documents (perhaps, a manuscript document and a lesson plan): describe them and be ready to talk about them with your peers.

LESSON - DIGITAL HUMANITIES (CONT.)

You may find the lesson plans included on the Stanford site as part of a "Liberation Curriculum" (https://kinginstitute.stanford.edu/liberation-curriculum) helpful; here, for instance, is the link for a unit on the "Letter from Birmingham Jail" (https://kinginstitute.stanford.edu/liberation-curriculum/lesson-plans/martin-luther-king-jrs-letter-birmingham-jail-power-nonviolent).

Finally, for those wishing to drink from the firehose, this list of collections and repositories from the Library of Congress's Civil Rights History Project:

https://www.loc.gov/foylifecivilrights/survey/collections.php

The list is browsable by name and by location by state.
“We’ve got some difficult days ahead. But it really doesn’t matter with me now because I’ve been to the mountaintop... I’ve looked over and I’ve seen the promised land. I may not get there with you. But I want you to know tonight that we as a people will get to the promised land.”

**LESSON - LEADERSHIP ECONOMICS**

**Leadership**
- What is Leadership?
  - processes and behaviors used to motivate, inspire, and influence behaviors
- Leaders paint a vision – Proverbs 29:18

**Two Types of Leadership**
- Situational Leadership - behavior varies by situation
  - Transformational – need for change
  - Charismatic – interpersonal skills/optimism
- Servant Leadership
  - Doing others’ mindset
  - Ethical
  - A state of being – Actions speak louder than words

The Rev. Dr. Martin Luther King, Jr. used both types of Leadership.

**LESSON - Leadership Economics**

Economics can be defined in a few different ways. It's the study of scarcity, the study of how people use resources and respond to incentives or the study of decision-making. It often involves topics like wealth and finance, but it's not all about money. Economics is a broad discipline that helps us understand historical trends, interpret today's headlines, and make predictions about the coming years. (American Economic Association - https://www.aeaweb.org/resources/stud/ents/what-is-economics)

- Dr. King believed that economics/income was crucial in ending the racist plight of Black people.
- He advocated that everyone who wanted a job should be able to have one; or, implement a basic income scheme.
- Review Federal Reserve Economic data to determine where the races stand economically today. https://www.federalreserve.gov/releases/z1/dataviz/dfa/distribute/chart/#quarter:127;series:Net%20worth;demographic:race;population:all;units:levels

**LESSON - Leadership Resources**

Readings
- https://www.huffpost.com/entry/martin-luther-king-jr-a-t_b_427417
- https://news.wpcarey.asu.edu/20200117-martin-luther-king-jr-leader-inspire-businesses
- https://rocketninesolutions.com/2020/01/cost-servant-leadership/
- https://futureofworking.com/5-famous-servant-leaders/

Videos
- https://youtu.be/v0xq0cFvYks
- https://youtu.be/4ThvOU

**LESSON - Economic Resources**

Readings
- https://www.washingtonpost.com/outlook/2019/01/21/economic-equality-martin-luther-king-je-re-the-other-dream/
- https://www.salon.com/2020/01/20/martin-luther-kings-economic-dream-a-guaranteed-income-for-all-americans/279147/

Videos/Recordings
- The Other America
  - https://youtu.be/dOWDxDUXk-U
- Income Inequality
  - https://youtu.be/Hlgwtd4X_ePM
- New Phase of Civil Rights Struggle
  - https://www.pnr.org/2021/01/18/958120759/martin-luther-king-jr-s-vision-for-economic-justice
Dr. Martin Luther King paved the way for the environmental justice movement that targets the disproportionate impact of pollution and climate change on people of color and low-income communities.

Video: EcoSense for Living, “Environmental Justice” (26:47 minutes)
https://www.pbs.org/video/environmental-justice-265jdd/

Potential discussion questions:
1. What is “environmental justice” and how does it intersect with structural racism?
2. Why is there a perception that people of color don’t care about the environment?
3. Why are toxic facilities often located in low-income areas, and what effect does this have on inequality?

4. How are people of color disproportionately affected by environmental pollution?
5. What did Dr. King mean by the “network of mutuality”?
6. Why is it important to involve the residents of local communities in technological and environmental improvement projects?
7. How can data help to inform public policy regarding environmental issues and inequality?

Other resources:
https://www.naacpldf.org/naacp-publications/ldf-blog/legacy-dr-martin-luther-king-jr/

Religious ideas and practices can both lead to and be a catalyst for activism.
- Religions give institutions, communities, and individuals reasons to resist oppression and organize for personal and social freedoms…Distinguish between MLK’s religious reasoning for choosing:
  o Liberalism or liberation
  o Violent or non-violent resistance
  o Liberty or Equality
  o Desegregation or Integration
  o Gradualism or Nationalism

Freedom Faith - PBS Documentary
https://vimeo.com/354092018
“Ethical Demands for Integration” (1962)
https://www.faculty.umb.edu/lawrence_blum/courses/318_11/readings/king_ethical-demands.pdf

Multi-Racial Religious/Cultural Traditions
https://www.pbs.org/thisfarbyfaith/print/journey4.html
“Letter from a Birmingham Jail” (1963)
“Drum Major Instinct” (1968)
Last Sunday Sermon (1968)
https://www.youtube.com/watch?v=uFmP3YA3i9g
“There comes a time when one must take a position that is neither safe, nor politic, nor popular, but he must take it because conscience tells him it is right.”

LESSON - RELIGIOUS ACTIVISM CONT.
SOCIAL MOVEMENTS
Grassroots movements are necessary to enact justice and hold unjust institutions accountable
- Acknowledgement of social evils merits more than an individual or American response/commitment.
  - Add to or replace:
    - Social evils
    - Economic Exploitation
    - Racism
- The continued relevance of MLK's 4-step plan
  - o Collect facts to see if injustices exist
  - o Negotiation
  - o Self-Purification
  - o Direct-Action

LESSON - NON-VIOLENT RESISTANCE CONT.

Commitment Card
World House Podcast
https://kinginstitute.stanford.edu/world-house-podcast
“The World House” (1967)
“The Role of the Behavioral Scientist in the Civil Rights Movement” (1967)
March on Washington for Jobs and Freedom (1963)
https://www.loc.gov/item/today-in-history/august-28#march-on-washington-for-jobs-and-freedom
“All Labor Has Dignity” (1968)
“The Dignity of Labor” (1968)
https://www.youtube.com/watch?v=2ec7rtxytHs

LESSON - NON-VIOLENT RESISTANCE
Step 1: Watch MLK on non-violence
Step 2: The instructor will break down the principles (page 2) of non-violence & steps to non-violence resistance.
Step 3: Fill out the chart below detailing five non-violent protests/actions of a local organization (BLM, NAACP, BSU @Carthage, etc.) and the goals associated with that protest.

<table>
<thead>
<tr>
<th>ACTION</th>
<th>GOAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupying a whites-only seat on a segregated bus</td>
<td>Immediate goal: bringing attention to segregation; Long-term goal: desegregating buses</td>
</tr>
</tbody>
</table>

Add Step 4: Break into groups of four. Share out your responses to the above chart. Have your peers detail non-violent actions that you are unfamiliar with?

Step 5: Take a moment to reflect in your journal. What social issues in your community have you had a desire to be more involved in? What are the stakes of you being more involved in this issue? Where do you believe you are in the steps to NVR with this particular issue (information gathering, education, etc.)?
Nonviolence is a way of life for courageous people. It is active nonviolent resistance to evil.

Nonviolence seeks to win friendship and understanding. The end result of nonviolence is redemption and reconciliation.

Nonviolence seeks to defeat injustice, not people. Nonviolence recognizes that evildoers are also victims.

Nonviolence holds that suffering can educate and transform. Nonviolence willingly accepts the consequences of its acts.

Nonviolence chooses love instead of hate. Nonviolence resists violence to the spirit as well as the body. Nonviolence love is active, not passive. Nonviolence love does not sink to the level of the hater. Love restores community and resists injustice. Nonviolence recognizes the fact that all life is interrelated.

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Nonviolence is absolute commitment to the way of love. Love is not emotional bash; it is not empty sentimentalism. It is the active pouring out of one's whole being into the being of another.
LESSON - FAITH

This lesson will explore the Letter from Birmingham Jail through the lens of faith. Important note: The reading itself will need to be assigned the day before:

Materials and preparation

- Copy of Letter from Birmingham jail
- Class set of the Graphic Organizer Template Concept Web
- Class set of index cards

Introduction (10-15 minutes)

- Prompt students to turn and talk to a partner/in a small group about their reactions to the reading from the night before: Letter from Birmingham Jail. Have several share out with the class.
- Tell the class that the focus of today is to explore this reading through the specific lens of faith.
- Frontload potentially challenging vocabulary from the story to provide some background knowledge. Display the words and a student-friendly definition. Some vocabulary suggestions include a guiding principle - a belief and value that is important to a person.
- Display the six anchor charts with the guiding principles labeled on them. (See Materials section.) understand the context and the connection to the guiding principles.

Getting Students Started (30-45 minutes)

- Explain to students that in small groups of 3-5, they will be given one guiding principle and should write it in the center of the graphic organizer and then fill out the rest of the boxes for examples/supporting evidence/add examples of how Martin Luther King, Jr. lived by that principle or how the principle is currently present in their classroom, community, or country.
- They should then put the final copy on poster paper.
- Engage in a Gallery Walk, giving each group 2-3 minutes at each chart to read and add ideas to each.
- Have groups share out and discuss connections to other course content, implications, and next steps.
- Distribute a blank index card to each student and have them answer the following question: Which guiding principle do you think is the most important to live by and why?
- Remind students to offer explanations and use evidence from the text/their lives as relevant.
- Ask if any individuals want to share their responses on the index card with the class. Prompt them to explain, and ask if others agree or disagree.

LESSON - FAITH

Dr. King would want us to live his specific faith: work to defeat racist, speak out in principled opposition to war, and combat poverty with enlightened and compassionate public policy. Dr. King saw faith as an urgent call to service, a selfless ethic of concern that, he said, quoting the Hebrew prophet Amos, made “justice roll down like waters and righteousness like a mighty stream.” MLK believed in mankind and had faith in humanity: “Faith is taking the first step even when you don’t see the whole staircase.”

Restoring Faith in Humanity:
LESSON - FAITH CONT.

Potential discussion questions:
1. What is “faith in humanity” and how does it intersect with structural racism?
2. What are challenges in America today that need to be addressed to restore faith in mankind?
3. Visit the Poor People's Campaign website, Brainstorm and create a plan of action to work to defeat racism, speak out in principled opposition to war, and combat poverty with enlightened and compassionate public policy.

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LESSON - POLICY

As a student leader at your college, imagine that you have been asked by your college administration to identify policies/practices at your school that need to be reevaluated and reexamined from an equity and inclusion lens. When we talk about policy/practice what we mean are institutional policies or rules that guide the ways in which those policies are implemented. For example, financial aid policies guide the financial aid practices; how you apply for financial aid, who is awarded financial aid, how much they get, and how it is distributed. This is what we mean when we say “policy/practice.”

As student leaders on campus, you have been asked to analyze at least one policy/practice and to make recommendations for change to increase racial equity related to that policy/practice. Use the Racial Equity Toolkit developed by the Government Alliance on Race Equity (racialequityalliance.org) as a guide for this policy analysis project. How might you apply the methods described in this toolkit to integrate explicitly considerations of racial equity in decisions, including policies, practices, programs, and budgets at your college? How might you use ideas from this racial equity tool to help you develop strategies and actions that reduce racial inequities and improve success for all groups at your college?

The Exercise:
This should be completed in small groups of 3-4 students.

- On your own, take time in class to read and review the Racial Equity Toolkit so that you understand what is meant by “racial equity” and this particular model for conducting a policy analysis using racial equity as a lens.
- After reading the toolkit and in your small group, discuss some of the issues on campus from a racial equity perspective.
- Begin to apply some of the ideas from the toolkit that you read about. Where do you think the college needs to make progress in terms of racial equity? Select a policy/practice at your school and use the toolkit’s 6 steps to analyze current practices from an equity lens.
- Provide time for students in class to work on researching their policy/practice and create a “mock” presentation to the class as if they were college administration.
- Have each group do a 10-15 minute mock presentation and ask the class for feedback.

Specific Directions:
- After you have examined the existing policy you should now use the six steps to reimagine a changed policy or practice that incorporates a racial equity approach. Using the 6 steps in the Racial Equity Toolkit, create a “mock” presentation for the administration outlining:
  1. How this policy in its current form creates practices at the school that is inconsistent and/or undermines racial equity at your school.
  2. A reimagined vision for a new policy and its intended effects on school practices that increase racial equity at the college.
  3. Using the 6 steps, outline a process by which the college should undertake a policy analysis project to advance racial equity related to the development of a new policy.

- These 6 steps include:
“Nothing in the world is more dangerous than sincere ignorance and conscientious stupidity.”

LESSON - POLICY CONT.

1. Proposal: What is the policy, program, practice, or budget decision under consideration? What are the desired results and outcomes? (What policy/practice needs to be examined and fixed to achieve racial equity at the college?)

2. Data: What's the data? What does the data tell us? (What data would you recommend be gathered and examined?)

3. Community engagement: How have communities been engaged? Are there opportunities to expand engagement? (Whose voices have been left out of policy/practice decisions and how do you recommend those voices be included?)

4. Analysis and strategies: Who will benefit from or be burdened by your proposal? What are your strategies for advancing racial equity or mitigating unintended consequences? (By what process and mechanisms will proposed solutions be evaluated using a racial equity lens? Who will be involved in this process and what will this process look like?)

5. Implementation: What is your plan for implementation? (How will this new policy/practice be implemented—who needs to be involved in the implementation plan?)

6. Accountability and communication: How will you ensure accountability, communicate, and evaluate results? (After the policy/practice has been implemented what are some ideas for making sure it is increasing racial equity at the school? Who needs to be a part of this ongoing evaluation team?)

Things to think about that may help you with this project: Think about your own experiences and how decisions have been made regarding these policies that translate (oftentimes unintentionally) to racially inequitable practices. What do you think needs to change and using a racial equity policy/practice analysis, how will you:

1. Identify and present the problems with the current policy?
2. Identify and present a vision for a preferred future where the reimagined practices have been fixed to be more racially equitable? In other words, what does the solution look like and how might you get there?
3. Create a presentation for college administration using ideas from the toolkit to analyze the problem and create solutions to achieve your vision for a reimagined racially equitable practice with new policies that support this vision?

Some examples of college policy/practices that you might recommend for reexamination related to racial equity:

- Admissions
- Student-Athletes
- Student Housing
- Curriculum and/or graduation requirements
- Hiring practices
- Financial policies
- Student Codes of Conduct
- Student Organizations
- Student Support Services

These are only a few of the many different kinds of policy/practice areas that you could choose from. And under each one of the above topics, you will need to focus on a specific policies/practices that needs to be examined from a racial equity lens.

LESSON - VOTING RIGHTS

True or False Activity. Show each statement individually on a slide and have students write T or F on paper. Do not discuss them, just have them think on their own whether each statement is fact or myth.

1. The U.S. Constitution guarantees all U.S. citizens the right to vote.
2. Presidential elections are the ones that really matter.
4. College students have to vote where their parents live.
5. My vote won't make a difference.

Now go through them again. Each statement is false—they are all popular myths. Talk about what makes each one untrue. Use this handout.

Next, have them talk in small groups about the following questions:

- If everyone believed these myths, what would change?
- If no one believed these myths, what would change?
- Who benefits from each of these myths?

*Source: https://www.learningforjustice.org/classroom-resources/lessons/the-truth-about-voting
The vote is the most powerful instrument ever devised by human beings for breaking down injustice and destroying the terrible walls which imprison people because they are different from others.

Transition into the topic of voting rights by telling them you will have a class election. Tell them they will vote on whether the next test will be multiple choice or an essay.

Before you take the vote, tell them that only those who brought their textbook to class can vote. Have them hold up their textbook to prove they are eligible to vote.

- Some may have not thought it necessary that day to bring their book.
- Some may not have been able to afford the book.
- Some may be sharing the book and do not have their own copy.
- Remind them that they all could have voted if only they had the proper materials.

Ask, how does it feel to have only a portion of the class determine the type of test you will take?

Discuss the issue of voting laws and why they tend to suppress more voters than empower them.

Have students work in groups, each assigned one of the following sites to explore their information on voting laws:

- League of Women Voters
- Voting Rights Alliance
- Civil Rights
- U.S. Government
- Southern Poverty Law Center
- Religious Action Center
- Fair Vote

Groups must create a graphic organizer that conveys the central ideas and information found on their site. They will post their organizers on a Google Slide and share their insights with the whole group.

Finally, show them the following images created by Nadia Fisher (aka Aria del Sole):

![Image of voting rights campaign]

The right to vote is the most powerful nonviolent tool we have in a democracy for your future.
According to the ACLU, Nadia Fisher stated about this picture, “I created this piece to emphasize the importance of protecting voting rights for everyone. I wanted to illustrate something to show that in order to fight [for] democracy and equity, we have to protect voting rights. The stars in the background represent the states, as they are the ones that are currently trying to pass laws, at an alarming rate, to suppress voting rights, and the flag represents the rights that we are trying to protect and expand.”

Discuss the power of artwork to convey ideas around social justice issues. If time allows, have students create a visual to convey the importance of voting or registering to vote. Tell them you will have their images created into posters to display on campus (with their permission).

Finally, share information with students on how to register to vote in Wisconsin (or their home state). Check out this site in class with students:
https://www.usa.gov/register-to-vote
Allow time for them to register online, if possible.

Discuss the above piece by asking why the artist used a quote by John Lewis.
- Who was John Lewis?
- Why is he significant to this issue?
- Share information on the John Lewis Voting Rights Advancement Act and its progress through Congress as of this date.
  - Also share The Freedom to Vote Act

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“An individual has not started living until he can rise above the narrow confines of his individualistic concerns to the broader concerns of all humanity.”

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