



The King Center

Nonviolence365® Curriculum

STUDENT STUDY GUIDE

6th-8th Grade

Module One - Martin Luther King, Jr. and the Civil Rights Movement

Lesson One - GETTING TO KNOW DR. MARTIN LUTHER KING, JR.

Unit 1 -Life in Atlanta (Influences in Dr. King's Life)

Dr. Martin Luther King, Jr. was born in Atlanta, Georgia on January 15, 1929 to Rev. Martin Luther King, Sr. and Mrs. Alberta Williams King. His family and close friends fondly called him M.L. Originally named Michael or Michael Luther, Dr. King was described as a precocious little boy who was very healthy, inquisitive, sensitive, and smart. Martin was the second child and the first son. When his father, Michael Luther King, Sr., changed his name to Martin Luther, he also changed his son's name because he was his namesake. Dr. King credits his positive home life and loving parents as the reason why "it is quite easy for me to lean more toward optimism than pessimism about human nature." All through his life, Dr. King's strong family foundation gave him the blueprint he needed to strive to reach his creative potential.

At the early age of five, Dr. King dedicated his life to God and joined his family church - Ebenezer Baptist Church - during the spring revival. As he reflected, "The church has always been a second home for me. As far back as I can remember, I was in church every Sunday. My best friends were in Sunday school, and it was the Sunday school that helped me to build the capacity for getting along with people." Just as the church had an influence in Dr. King's life, he also had a great impact on the church and congregations across the nation. All through his life, the influence of the church was present. Years later in one of his sermons entitled, "Three Dimensions of a Complete Life," Dr. King addressed the subject of completeness as it relates to one's life.

"I want to use as the subject from which to preach: "The Three Dimensions of a Complete Life. " "You know, they used to tell us in Hollywood that in order for a movie to be complete, it had to be three dimensional. Well, this morning I want to seek to get over to each of us that if life itself is to be complete, it must be three-dimensional."

"And there are three dimensions of any complete life to which we can fitly give the words of this text: length, breadth, and height. Now the length of life as we shall use it here is the inward concern for one's own welfare. In other words, it is that inward concern that causes one to push forward, to achieve his goals and ambitions. The breadth of life as we shall use it here is the outward concern for the welfare of others. And the height of life is the upward reach for God. Now you got to have all three of these to have a complete life." Dr. Martin Luther King Jr.

Martin had an older sister, Christine and a younger brother, Alfred Daniel (A.D.) King. Mrs. Christine King Farris was an Associate Professor at Spelman College, the Vice Chair, Treasurer of The King Center, an active public speaker, and the author of a book about her brother called, "My Brother Martin." A.D. King was an ordained minister and civil rights activist.

Module One - Martin Luther King, Jr. and the Civil Rights Movement

Lesson One - GETTING TO KNOW DR. MARTIN LUTHER KING, JR.

Unit 1-Life in Atlanta (Influences in Dr. King's Life)- QUIZ

What are some of the words used to describe the “young” Martin Luther King, Jr?
What words can be used to describe who you are?

What are the names and birth order of the Rev. Martin Luther King, Sr. and Mrs. Alberta King's children?

How old was Dr. King when he joined Ebenezer? Have you ever made a serious commitment at a young age?

What are the three dimensions of a complete life?

Which of the three dimensions have you most developed and which one needs improvement?

Activity: Briefly discuss what you think life was like growing up back in the 1930s. If you could choose, would you grow up back in the day or now? Why?

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Unit One – Life in Atlanta (Influences in Dr. King’s Life)

6th – 8th Lesson Plan

Lesson Adapted from:	The King Center Nonviolence365® Curriculum
Subject/Course:	Social Studies, History, English Language Arts
Topic:	Martin Luther King, Jr. and the Civil Rights Movement
Lesson Title:	GETTING TO KNOW DR. MARTIN LUTHER KING JR.
Level:	6th-12th
Lesson Duration:	1 hour

Lesson Objectives: Students will be able to:

1. Name members of Dr. King’s immediate family
2. Identify influences on Dr. King’s early life
3. Use adjectives to describe Dr. King as a young boy
4. Explain Dr. King’s three dimensions of a complete life

Standard Alignments	6th-8th Georgia Standards SS and ELA (see attached)
Assessments: Informal	Observations
Assessments: Formal	Pre/Post Test; Quiz (attached); Activity (attached)
Material / Equipment	<p>Module One – Martin Luther King, Jr. and the Civil Rights Movement</p> <ul style="list-style-type: none"> • Lesson One – GETTING TO KNOW DR. MARTIN LUTHER KING JR. <ul style="list-style-type: none"> o Unit One – Life in Atlanta (Influences in Dr. King’s Life) <p>QUIZ ACTIVITY</p>
Supplemental Materials/Equipment	<p>“What is Your Life’s Blueprint” (MLK) A Time to Break Silence (MLK) The Three Dimensions of a Complete Life (MLK) Love Will See You Through (AFW)</p>
Next Lesson:	<p>Module One – Martin Luther King, Jr. and the Civil Rights Movement Lesson One – GETTING TO KNOW DR. MARTIN LUTHER KING JR. Unit Two – Injustice and Inequality</p>

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Module 1: Lesson 1 Getting to Know Dr. Martin Luther King Jr. 6th – 8th Standard Alignment

6th - 8th Grade Literacy in History/Social Studies, Science, and Technical Subjects Common Core

Module 1 - Lesson 1 Getting to Know Dr. Martin Luther King, Jr.	GPS 6th-8th Grade Literacy in History/Social Studies, Science, and Technical Subjects Common Core
	L6-8RH1: Cite specific textual evidence to support analysis of primary and secondary sources
	L6-8RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
	L6-8RH9: Analyze the relationship between a primary and secondary source on the same topic.
	L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ol style="list-style-type: none"> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the information or explanation presented.
	L6-8WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

8th Grade Social Studies

Module 1 - Lesson 1 Getting to Know Dr. Martin Luther King, Jr.	GPS 8th Grade for Social Studies
	<p>SS8H11: The student will evaluate the role of Georgia in the modern civil rights movement.</p> <ol style="list-style-type: none"> Describe major developments in civil rights and Georgia's role during the 1940s and 1950s; include the roles of Herman Talmadge, Benjamin Mays, the 1946 governor's race and the end of the white primary, Brown v. Board of Education, Martin Luther King, Jr., and the 1956 state flag. Analyze the role Georgia and prominent Georgians played in the Civil Rights Movement of the 1960s and 1970s; include such events as the founding of the Student Non-Violent Coordinating Committee (SNCC), Sibley Commission, admission of Hamilton Holmes and Charlayne Hunter to the University of Georgia, Albany Movement, March on Washington, Civil Rights Act, the election of Maynard Jackson as mayor of Atlanta, and the role of Lester Maddox

8th Grade English/Language Arts

Module 1 - Lesson 1 Getting to Know Dr. Martin Luther King, Jr.	GPS 8th Grade for English/Language Arts
	<p>ELAGSE8RL1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>
	<p>ELAGSE8RL2: Determine a theme and/or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p>
	<p>ELAGSE8RL3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>
	<p>ELAGSE8RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>
	<p>ELAGSE8RL5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p>
	<p>ELAGSE8RI1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>
	<p>ELAGSE8RI2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>

Module 1 - Lesson 1 Getting to Know Dr. Martin Luther King, Jr.	ELAGSE8RI3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
	ELAGSE8RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
	ELAGSE8RI5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
	ELAGSE8RI8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
	ELAGSE8SL3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.