

## TEACHING AMERICAN HISTORY PROJECT

### *Martin Luther King, Jr. vs. Malcolm X*

*Created by Matthew T. Warner*

Grade: 11<sup>th</sup> grade high school juniors (U.S. History)

Length of class period: 48 minutes

Inquiry: To what extent can protest bring about change?

Objectives: Students will know and be able to:

- 1) Analyze and interpret primary source documents
- 2) Evaluate the success and failures of protest
- 3) Compare and contrast historical figures and ideologies
- 4) Formulate a persuasive position

Materials:

- 1) Martin Luther King's "I have a Dream Speech" - abridged
- 2) Malcolm X's "Black Revolution Speech" - abridged
- 3) Venn Diagram worksheet

Activities:

- The class will begin by writing down the essential question – To what extent does protest bring about change? They will be asked to brainstorm with a partner to list all the different forms and ways that people can protest. Following the brainstorming, the class shall create a list of all of the forms of protest on the board.
- The class will then discuss their answers to the essential question and allow time to expand/piggy back off of other students' thoughts. Additionally, the teacher shall write V for violent or NV for non-violent next to each form of protest.
- The teacher will then pass out an abridged form of Martin Luther King Jr.'s "I have a dream" speech and Malcolm X's "Black Revolution" speech. Two volunteers will read through the speeches with 2 minutes of preparation in an attempt to act out the emotion as best they could.
- The class may in pairs or groups of three, fill out the Venn diagram on MLK and Malcolm X's thoughts, feelings, and actions that are emitted in their speeches.
- The class shall then openly discuss their findings; again the teacher shall list on the board.
- In an open discussion – the class will be asked if they had been alive back in the 1960's, who would they follow, Martin L. King, Jr. or Malcolm X?
- The teacher will then assign **homework**: write a letter of protest about whatever they choose. The letter should have correct formatting and an appropriate recipient based on the topic.

### Assessment:

- Formative: Venn Diagram
- Formative: Participation/Discussion
- Summative: Letter of Protest

### Connecticut Framework Performance Standards:

- formulate historical questions and hypotheses from multiple perspectives, using multiple sources;
- gather, analyze and reconcile historical information, including contradictory data, from primary and secondary sources to support or reject hypotheses;
- use primary source documents to analyze multiple perspectives.
  
- identify various parties and analyze their interest in conflicts from selected historical periods;
- describe, explain and analyze political, economic and social consequences that came about as the resolution of conflict
- demonstrate an understanding of the ways race, gender, ethnicity and class issues have affected individuals and societies in the past;
  
- initiate questions and hypotheses about historic events they are studying;
- describe and analyze, using historical data and understandings, the options which are available to parties involved in contemporary conflicts or decision making;
- describe relationships between historical subject matter and other subjects they study, current issues and personal concerns.