



## Teaching Guide

### SEGMENT 3, WEBISODE 14

Please note: Each segment in this Webisode has its own Teaching Guide



#### Segment Overview



#### Let's Discuss

Martin King, Sr., born the son of an impoverished Georgia sharecropper, worked his way through high school and college and rose to become a prosperous and well-respected businessman and pastor. His son Martin Luther King, Jr., was raised in a middle-class family in segregated Atlanta and graduated from Morehouse College. Believing God had called him to the pastorate, Martin Jr. attended an integrated seminary in Pennsylvania where he studied the Bible and the writings of Thoreau and Gandhi. Convinced of the effectiveness of nonviolent resistance in bringing about social change, he took a job as pastor of a small church in Montgomery, Alabama, where he would play a pivotal role in the emerging civil rights movement.

#### Teacher Directions

1. Ask the students.
  - What obstacles did Mike King overcome?
  - Why did he change his name?
  - What advantages did Martin Jr. have that his father had lacked?
  - How do you think Martin Luther King, Sr., influenced his son?
  - What influences led Martin Jr. to believe in nonviolent resistance?
2. Make sure students understand the following points in discussing the questions.

Mike King overcame poverty, ignorance, and a troubled family background. He worked hard to become prosperous, and returned to school to get an education. He changed his name because he admired Martin Luther, the German priest who protested injustice in the church and founded Protestantism.

His son, Martin Luther King, Jr., was raised in a well-respected middle-class family and received the best education possible for African Americans in Atlanta. His father valued hard work, education, serving God, and serving the African American community—all values that Martin Jr. came to embrace.

While at Crozer Seminary, Martin studied Christianity's ethic to not return "evil for evil." He read the works of Gandhi, the Indian leader whose nonviolent resistance protested British rule in India. He studied the writings of Thoreau, who believed unjust laws could be changed with civil disobedience.



### History Sleuth

#### Teacher Directions

1. Students locate photographs of Martin Luther King, Jr., in Montgomery at <http://www.lifemag.com/life/mlk/mlk01.html> and at <http://www.seattletimes.newsource.com/mlk/photogallery/1956-62>.
2. Distribute the Student Sheet: *Photo Analyzer*. Working with teammates, students analyze the photographs and answer the questions on the photographic analysis worksheet.
3. Make sure students understand that Martin Luther King, Jr., was arrested a number of times while leading nonviolent protests.



### What do you Think?

#### Teacher Directions

Students write to the following prompt.

You are an African American high school student in Montgomery who depends on buses to take you two miles to school every day. Your mother and father also ride the buses several miles to work each day. Would you support the boycott? Why or why not? Plan and give a persuasive speech outlining your arguments.



### Moving Toward Freedom

#### Teacher Directions

1. Ask students in their teams to think about and list what qualities Martin Luther King, Sr., and Martin Luther King, Jr., had or what actions they took to prepare themselves to move toward freedom.
2. Students then consider what they can do to protest injustice. What traits or qualities do they have that would help them?



## Connections

### Teacher Directions

Use the following activities with your students.

**Language Arts** — Students read a biography of Gandhi or Thoreau. Students write a brief report about each man's life and his influence on Martin Luther King, Jr.

**Language Arts** — Students research Martin Luther, the German monk whose actions spearheaded the Protestant Reformation. Students compare how Luther and King were alike.

**Language Arts** — Students read excerpts from King's "Letter from a Birmingham Jail" in which he answers the objections of those who disagree with the civil rights movement.

**Geography** — Students locate Montgomery, Alabama on a map. Students research the population, demographics, and history of Montgomery. What industries or businesses fuel the economy of Montgomery?

# PHOTO ANALYZER

## Step 1. Observation

A. Study the photograph for two minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photograph into four sections. Study each section to see what new details become visible.

B. List people, objects, and activities in the photograph in the chart below.

PEOPLE	OBJECTS	ACTIVITIES

## Step 2. Inference

A. Based on what you have observed, list three things you might infer from this photograph.

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## Step 3. Conclusion and Questions

A. What two conclusions about life during the Civil War can you draw from the photograph?

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B. What questions does this photograph raise in your mind?

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C. Where might you find answers to your questions?

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