

Eleven Days in the Life of Dr. King

The Tools of a King in Your Hands



Grades 8 – 12

Core Content Area Social studies, language arts

Themes Civic engagement, activism, nonviolent change

Materials Glossary of Nonviolence from the King Center
<https://thekingcenter.org/about-tkc/glossary-of-nonviolence/>

Background

In this first part of this activity, students work in groups to define key terms from Dr. King's philosophy and practice of nonviolent changemaking. After presenting terms to each other, the second part involves students identifying nonviolent strategies and concepts they can apply to create change on issues that important to them.

Lesson Procedure

1.) Part 1: Defining Terms

In small groups, students will receive a list of terms from the King Center's Glossary of Nonviolence (<https://thekingcenter.org/about-tkc/glossary-of-nonviolence/>). There are about 34 terms ranging from nonviolent action strategies like Direct Action, Passive Resistance and Boycott to moralistic concepts from King and Mahatma Gandhi's respective practices, such as Agape, Redemptive Suffering and Satyagraha. Each one has a brief definition.

Students can use the definitions in the glossary to create an explanation in their own terms. Each small group should do more than regurgitate the glossary definition. They can illustrate terms using an example from history, a quote, an image or even a skit or tableau (frozen scene).

As each group presents, have students make personal notes on each term to use later. Follow up with conversation to better clarify terms as needed.

2.) Part 2: Applying Nonviolent Strategies

In the second part of the activity, students will think about applying these nonviolent concepts and strategies on issues that are important to them.

Start by having students list issues on which they would like to see change: from policies at school to police reform, voting rights/reform, immigration, free speech, church/state, climate change, women's issues, corporate practices, racial equity, political change, school/gun safety, food/water safety, LGBTQ+ issues, etc. As individuals or in small groups, students should identify at least two terms that would be useful in movements around that issue.

In groups or as individuals, students present their proposals for how concepts and practices from the *Glossary of Nonviolence* can be applied on issues important to them.