

Eleven Days in the Life of Dr. King

My Life in Pictures



<i>Grades</i>	K & up
<i>Core Content Area</i>	Language arts, social studies, visual and performing arts
<i>Themes</i>	Personal stories, life-changing moments
<i>Arts Vocabulary</i>	Artistic investigations, attributes, color, illustration, line, shape, texture, visual imagery, tableau
<i>Materials</i>	Paper, markers/crayons, pencils, binding materials, digital photos <i>Optional extension:</i> Add biographical research materials

Background

Everyone has a story to tell. What kind of things do you want people to know about you? If you were to tell your life story in “eleven days” as the poets did in *Eleven Days in the Life of Dr. King*, which days would you choose? What are your most exciting moments? When did you feel left out? When did you speak up for someone else? When did you speak up for yourself?

Lesson Procedure

1.) Illustrate a printed or virtual book about yourself

Select images that truly define you and your life story.

- Who are the people, the places, and the events that have shaped you?
- What are the attributes (or specific characteristics) of each of the moments that you have identified?
- How will you use color, line, shape and texture to communicate these attributes in your illustration?

2.) Final Page

Include an odd number of chapters so that the last day of your book is about today, just like in *Eleven Days in the Life of Dr. King*. For the final page, the “today page” consider what you would like life to be like today.

- How do you want it to feel?
- How do you want to be treated, collaborated with, supported?
- Your book might be “Five Days in the Life of (Your Name),” or “Seven days in the Life of (your name).”
- What days did you choose?
- What are some of the similarities and differences to the 11 days of Dr. King’s life?

Extensions

1.) Conduct a Gallery Walk

Set a time for one-half of the group to show their work while the other half are the viewers. Then flip groups. After students have had the opportunity to see each other's stories, discuss or write on the following:

- What are some of the key moments that showed up in the life stories?
- Were there any similarities or differences?
- Did anyone address a moment of conflict or have to address an unfair situation? How did they respond?
- Did anyone choose moments that made them feel happy, content or safe? What was it about those events that gave them those feelings?

2.) The Life of a Change Maker in Pictures

As a class, in small groups or as individuals, select civil rights or social justice leaders and research their stories so that you can create their lives in pictures. Choose 5 or 7 iconic moments in their lives to tell their stories, just as 11 Days in the Life of Dr. King tells the story of Dr. Martin Luther King, Jr.

Possible leaders could include Rosa Parks, Coretta Scott King, Malcolm X, John Lewis, Ruth Bader Ginsberg, Cesar Chavez, Thurgood Marshall, among others, or living leaders like Ruby Bridges, Dolores Huerta, Greta Thunberg or Malala Yousafzai.

3.) Alternative to Drawing Pictures

As an alternative to drawing pictures, consider using media elements like photographs or historical documents/images. Alternatively, consider using a theater format by working in groups to create "tableaus" which represent different moments in the life story. Tableaus are frozen images created when a group of people pose together and hold their positions. Participants can use facial expressions as well as gesture and body positions to tell the story. The tableaus should use different height levels and dynamic shapes made with the body as the group represents people or objects in the picture. Physically present the sequence of tableaus to the rest of the class.