



# VOICES FOR CHANGE

*A LESSON EXPLORING SOME OF  
DR. KING'S ACTIONS OF PROTEST.  
CREATING A 'SIT IN' IN YOUR CLASSROOM.*

**UNIT: Values of Dr. Martin Luther King, Jr.**  
**GRADE: 7-12**

## **Length of Lesson:**

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2 class periods (50 minutes each)

\*\*This could be extended into 3 class periods, if students need more time or are really engaged in the activity.\*\*

## **Standards Addressed:**

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(Minnesota – Language Arts) Writing 7.1; Speaking, Viewing, Listening, and Media Literacy 9.1, 9.4

## **Objectives:**

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Students will be able to.....

1. Write arguments to support claims in an analysis of substantive topics, using valid reasoning and relevant and sufficient evidence.
2. Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
3. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

## **Materials Needed:**

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Paper, pencils, scissors, markers, glue, posterboard, colored paper, (possibly a video camera)

## **Meeting needs of individual, ethnic, and diverse students:**

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Example – use of multiple learning styles (tactile, verbal, auditory, visual, cooperative, etc.), use of multiple discussion formats (linear, non-sequitur, partner, groups, etc.)

TACTILE, VERBAL, AUDITORY, VISUAL, COOPERATIVE, KINESTHETIC, PARTNER/GROUP WORK

## **Agenda:**

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### **About 10-15 minutes**

Anticipatory set – Ask students to brainstorm ideas for one policy in the classroom that they would like to change. (As the teacher, you will need to be flexible with your classroom routines enough to give one up or change it. Choose a couple ahead of time that will work for you, and offer these up as suggestions for the class to get their ideas going.) For example, students might want argue to change to these classroom policies:

- No homework on Fridays
- Snacks allowed in class

- Lunch in the classroom with 2 friends instead of the cafeteria
- Incentives for reading (free book of their choice, bookmarks, etc.)
- Music to be played in the classroom during worktimes – student choice
- Visiting time at the end of each class, if everything has been accomplished for the day
- Incentives for top marks in the class on daily work or tests

Try to focus students on not just choosing something to eliminate from the class simply because they don't like it. Encourage them to be thoughtful in their brainstorming. They should be able to give strong arguments on their side. Record these ideas on the board. The goal here is to stimulate prior knowledge while getting them ready for the work ahead.

### **About 10 minutes**

Introduce the lesson, being Voices for Change. Connect it to MLK's values and missions during his lifetime. Explain that they will be participating in a SIT IN in the classroom, and that it is a peaceful protest to gain a change in classroom policy.

Narrow the choices on the board to the best 2 or 3 ideas. Have the students vote on these to decide on the purpose of their SIT IN. Remind them that they will be arguing for change in this activity, and that they will be working together in groups and as a class. Tell them they will have 10 minutes to state their case tomorrow, and that they must try to be as persuasive and thoughtful as they can in order to be effective.

### Remainder of Day 1

Worktime to create signs/posters, slogans, speeches, etc. Divide students into small groups or partners – poster area, slogan area, speech area, etc. Posters can be hung as they are completed. Picketing signs can be set aside for use tomorrow.

### Day 2 (most of it)

Worktime to create posters, slogans, speeches, etc. Divide students into small groups or partners. You may even allow students to picket through the halls during your class period, just for the experience.

### **Last 15 minutes**

Students present their arguments in 10 minutes or less. It might be interesting to videotape this argument time, or even the whole process. It could be quite helpful when doing further work on persuasive writing. Teacher decides: Were students convincing? Effective? Have strong arguments? Good effort? If so, change your policy.

### **Last 2-3 minutes**

Exit Ticket. Students write down three things they learned in this process. Due as they leave the classroom.

### **Assessment(s):**

Classwork, group participation and effectiveness, creativity of slogans/speeches/signs, 10 minute argument effectiveness.

**Go to the many other lessons, resources and videos that promote the message and mission of Dr. King.**

**<http://www.racebridgesforschools.com/wp/?p=2376>**



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