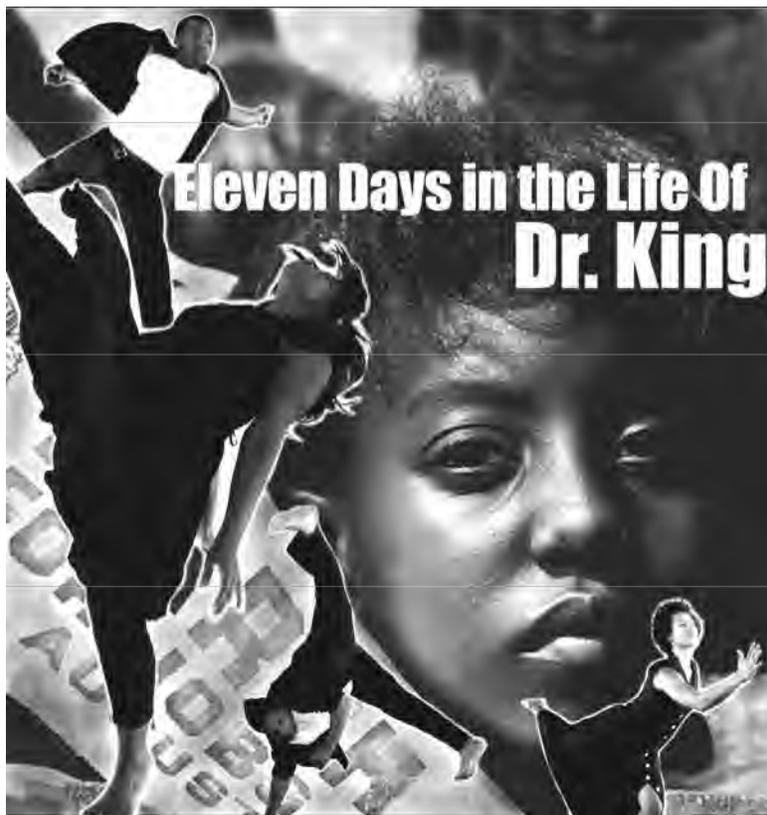




Eleven Days in the Life of Dr. King

Education Guide



Created by Lucas Smiraldo
Co-Written with Charhys Bailey and Antonio Edwards
Original Artwork created by Ayme Art Bergamot's Elk Plain School of Choice students

This Education Guide is offered as a supplement to the touring show.

Eleven Days: A Background and How to Use This Guide

This guide is a tool to use in support of the touring performance: *Eleven Days in the Life of Dr. King*. The work combines original poetry presented as spoken word with new choreography and theater. It is meant to offer a deeper, broader view of the life and legacy of Dr. Martin Luther King within the context of the Civil Rights Movement. In many cases the legacy of Dr. King has been relegated to his famous “I Have a Dream” speech. But the movement for peace, justice, and equality through non-violent action includes many dimensions. The poems highlight eleven key days in Dr. King’s life, reflecting major milestones including the Montgomery Bus Boycott, the Freedom Riders’ perilous journey on buses through the segregated south, the March on Washington, Dr. King’s Nobel Peace Prize Award, and the passage of the Voting Rights Act, as well as private moments such as his family’s celebration of his birth, the day he changed his name, and the day he lost two friendships to racism. Each page includes an exploration of concepts related to civics, social studies, social fairness, peaceful protest, community and change. We invite you to explore these concepts before and after the performance.



The Artwork

In affiliation with Elk Plain School of Choice and art teacher Ayme Art Bergamot, students explored all of the pieces from the Eleven Days Collection and created original art inspired by the poetry. Students adopted the style of master artist Jakob Lawrence, using a limited color palette and geometric shapes drawn with colored pencils on matte to express historical moments. Ms. Bergamot also led writing exercises which led students to describe their image. It was our deep desire to include every single image received. They are ALL wonderful and many are included in this guide as well as the live performance.

Activity Explorations

We have assessed the developmental level of each of the activities in this guide and made sure to include activities to serve all grade levels. Grade level determination for each activity is included in the table of contents as well as in the heading of each activity page. Activity explorations in this guide range from discussion format to project based, and connect to core content in Math/Science, Theatre and English Language Arts. Italic font is used for activity support content that is historic or defines vocabulary words. Selected poems from *Eleven Days in the Life of Dr. King* are included in this guide to support each activity exploration.

And finally . . .

The Eleventh Day is now. Invite your students to think about how they can keep Dr. King’s legacy alive, can speak out when someone is being picked on, and can invite a new person into their life and social circles. The Eleventh Day is alive and Dr. King lives in us when we act in the spirit of love, fairness and compassion.

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Prologue- Eleven

Eleven is a number
Eleven is number that can't be divided by any other number
Eleven can only be divided by itself
Eleven divided by eleven is one

Eleven is a prime number
Eleven days
Eleven days
Eleven prime days
Eleven prime days in the life of Dr. King

Eleven days divided by itself will make us one
When we divide up the days of Dr. King
Will we become one, too?

If you could save up eleven of your days
Which ones would you keep? Which ones?
Which days do you remember?
Which days do you wish you could forget?
Which day did you laugh a lot?
Which day did you cry?
Which day did you scream out for action because something was so unfair?
Which day did you make a stranger a friend?

If you had eleven days, would you share one of them?
Would you share one of your days?
Would you be fair?
Would you share your day with Dr. King?
Would you make a stranger your friend?
Again? And again? And again?
Eleven
Eleven days
Eleven days in the life of King
Eleven days divided
If we tell his story in eleven days
And divide them
Will eleven make us one?



Multi-racial people cheer for Dr. Martin Luther King Jr. as he says his, "I have a dream" speech after days in jail.
By
Cici Honig



Activity: My Life in Pictures

Grade Level: 2nd and up

Core Content Area: language arts, social studies, visual and performing arts

Themes: personal stories, life-changing moments

Materials: Activity - paper, markers/crayons, pencils, binding materials

Extension - biographical research materials

Everyone has a story to tell. What kind of things do you want people to know about you? If you were to create an illustrated book about your life and could choose eleven pictures, which pictures would you draw? 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?

Activity: Create a book about yourself with illustrations. Make your book include an odd number of chapters so that the last day of your book is about today. Your book might be called: Five Days in the Life of (Your Name), or Seven days in the Life of (your name). What days did you choose? Are any days similar to Dr. King's? Are some days different?

Extension: In groups, research an historic civil rights/social justice leader and illustrate 3-5 important days in their life. Instruct students to develop a tableau – a frozen picture – to further illustrate each of the 3-5 days. The tableau should use different height levels and dynamic shapes made with the body as students represent people or objects in the picture. Have each group present the tableaux of their illustrations.



The lovely peach mom watches her girl hold hands with the night
brown girl and looks at them with a smile. The mothers talk to each
other while the girls laugh at what they say.

By

Val Northington

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Day Four: The Montgomery Bus Boycott- "Back"

Back.
Back bus back.
Pay in the front
enter in the back...
when the white seats end
and the white man stands
get up
stand back
sit down
sit down
in the back.

Black.
Whites in the front
Blacks in the back
back sit back
Way back.

Blake
Bus driver Blake
sees a white man standing
in the front of the bus
four black passengers
seated in the middle,
"Get up! Sit back,
go back,
way back."

Three rise up
sit in the back
one stays put
sits up straight
won't go back.
"I won't go back."

Parks
Sister Rosa Sit Up Parks
settles in her seat:
"Do what you do. I won't go through
this sit back

hold back
go back
step back
straight back --
I'll sit in my seat and wait."

Who is going to speak back?
How we gonna fight back?
King steps up
What will he say?

"Time comes
when a people get tired--
stepped on
pushed back
drowned out
slapped back
no way no more.

Fairness is a river
we flow like a melody
can't hold our song back"

Strike back
Strike back --
we got
boycott
big fight
we thought
all 40,000 passengers could stay off the bus--
no bus
we wait
we will
boycott
we got
so many miles
so many days...
won't turn back though when we're treated this
way.

One month
two months
five months
10
one year
we're here
we walk
carpool
hot day
cold day
rain day
we stay
on track.

They saw
new law

*"We rule
you will sit where you want to."*

No more
sit back
we're back
on track
big plan
big fight
boycott
we fought
fight back
Martin spoke back...
his words
our fight
fight back
and we're never ever ever ever
going to go back.



The sound of footsteps, then the bus driver telling Rosa Parks to get
to the back of the bus and she said, "NO!"

By
Megan Begnaud

Activity: Boycott!!

Grade Level: 4th and up

Core Content Area: social studies, language arts

Themes: civil unrest, community, standing up for beliefs

Materials: Activity – research materials, writing materials

Extension – video technology, props/backdrops, poster paper, markers

Boycott: *Refusing to buy a something (like clothes), or a service (like paying for bus transportation) in order to protest an unfair practice.*

*When Dr. King was just starting out as a preacher, he learned that Rosa Parks had been arrested for not giving up her seat on the bus. What people may not know is that Rosa Parks had been working to end segregation for many years and was considered a leader in her community. Many leaders including Dr. King got together to figure out what to do to help Rosa Parks and to end bus segregation. They decided to begin a bus boycott. They decided if enough black people (and a few white supporters) didn't take the bus, the bus company would eventually run out of money or the government would make a change. It took 381 Days, but eventually the people won their fight, a new law was passed. The fight against segregation on buses would continue, though and you can read more about on a later page. ***

Activity: People continue to use the power of boycotts to protest something that they think is unfair. Research an example of a boycott in present day or more recent history. Using informational texts, gather details about this boycott.

- Why did it start?
- Who were the prime movers in the boycott?
- What did they hope to accomplish or change?
- Do you agree with them?
- How did they execute their boycott?
- What was the result of the movement?
- What was the opposing viewpoint and the reasons for their perspective?
- What led to the disagreement?

Answer these questions and present your findings to your class. For further exploration, research boycotts from various periods in history and compare. How have boycotts changed over time? How are they similar?

Extension: Find a creative way to present your findings to the class. Consider filming a video or doing a live mock news report, creating visual aids to help share your information, or portraying people involved in the boycott and share the information through dialogue between the people involved.

Tools of Change: Non Violent Protests

The first Freedom Ride took place on May 4, 1961 when a group of very brave people including seven blacks and six whites left Washington, D.C., on two public buses bound for the South. Other groups of Freedom Riders followed on different buses.

They all wanted to make sure that people of different races could sit anywhere on a bus travelling between different cities and states. They decided that no matter what happened, they would not hit anyone back or use any kind of a weapon to defend themselves.

Many white people were angry at these thirteen courageous people and threw rocks at the bus, yelled and screamed, and even set fire to the bus when it reached Anniston, Alabama. Many of the Freedom Riders were attacked and hurt. The President of the United States had to bring armed agents in to help these Freedom Riders. But the riders would not give up. They recruited new riders and by the end of the summer the government passed new laws that made it against the law to use segregation on any bus or train that carried people from one place to another.

Activity: Bullying – By the Numbers

Grade Level: K – 3rd

Core Content Area: math, science

Themes: bullying, data collection

Materials: paper, pencils, graphing materials, poster paper, markers

Activity: You are a researcher tasked with gathering information about experiences with bullying in your school or classroom. Create a survey including 2-3 questions about bullying. Ask these questions to as many of your classmates as possible, noting the total number of students surveyed. Go over your results and choose the best way to represent your data, such as a bar graph or a pie chart. Also show your results as percentages of the whole for each question.

Examples:

- If your questions are yes/no (i.e. “Have you ever been bullied at school?”) create a bar graph showing each question and how many people surveyed answered yes or no for each question.
- If your questions have multiple possible answers (i. e. “Where have you experienced being bullied?”) create a pie chart for each question showing the number of people out of the whole who gave each particular answer.

There are many other ways to represent your data – use your math and science skills to determine the best way to share your results.



Day Six: Letter from a Birmingham Jail- *Spoken, Out of Turn*

VOICE OF THE PAST

Teachers
Leaders
of our future
let me speak

I sit at my desk
I want to be called
But you can't see me

I have witnessed unfairness
In your class

When whites bully blacks
I must resist the hate

I must stand up for what is right
and speak out with all my might

End the bullying
Hear me
See me

We have so far to go
I must speak for those
who cannot speak
for themselves

Don't ignore me
Call on me

When blacks

VOICE OF THE PRESENT

Teachers
Leaders
of our future
let me speak

Some days you see me
And some days you don't.

We are rising.
They sky is calling.
Our mothers and fathers
made sure we would rise

I must stand up for what is right
and speak out for what is right

End the bullying
Hear Me
See Me

We have come so far

Finally I can speak for myself

Don't ignore me

I have so much to tell you

Are treated unfairly
Speak up
Speak up

Listen

Listen to us

I was sentenced to detention.

when whites bullied blacks
I could not speak out
so I wrote
this letter
from a Birmingham jail

I will rise

I write this letter

We write this letter

So life will be better

Adults and teachers

I have something to tell you

Read my letter

So blacks

Will be treated fairly

And others

As I was taught to do

Listen to me

Listen to us

You can learn from me

Hear me out

Don't sentence me

I am trying to tell you something

I am looking forward

I am still your child

Against all odds

I have made it here

We are rising

The sky is calling

Our mothers and fathers made sure

Of that.

I write this letter

We write this letter

Adults and teachers

I have something to tell you

Read my letter

And others

Help us to rise

And reach for the skies.

Non Violent Protest: The Power of the Written Word

Dr. King knew change meant taking big risks. He was arrested for leading several peaceful marches in Birmingham, Alabama. Dr. King did not like to be kept in small spaces. His time in a jail cell was hard on him. As he sat in the jail, the local newspaper published a letter from white ministers that criticized Dr. King for making trouble. Dr. King decided to fight back even while he was in a jail cell. He began to write a very long and very important letter on sheets of paper that his friends snuck in to him. In his letter, he said that people could not just keep waiting for segregation to end. He said people have to push their governments to do the right things and that segregation and other forms of racism were terrible and needed to be stopped. This letter was eventually published and changed many peoples' minds about the power of peaceful protest and the need for change.

Activity: Hear My Words!

Grade Level: 4th and up

Core Content Area: language arts, persuasive writing

Themes: creating change, speaking to others, fighting for a cause

Materials: paper and pencil

Activity: Think of a situation that you feel is really unfair in the world. Write a persuasive letter to someone about the issue of importance to you that you feel requires change. Share your information about this topic and explain your passion for the cause in hopes of encouraging the recipient, and others, to join you. Imagine that you are all alone like Dr. King and that what you write is going to be important to a lot of people. Make sure your teacher looks at the first draft of your letter so he or she can help you improve it and make your writing even better. Ask your teacher to collect all of the letters and create a book.



"I have a dream," said the man who changed the world.

By
Caleb Ortega

Activity: Hear Our Words!

Grade Level: 6th and up

Core Content Area: language arts, social studies

Themes: historical eras, personal beliefs, fighting for a cause

Materials: paper and pencil

Activity: Conversation between past and present voices/leaders:

Choose an historic leader who influenced our world politically, socially, environmentally, etc. Research that person to find out what they fought for, believed in and took action on to change our world for the better. Write 2 letters. The first is in the voice of the historic person, from their perspective. In this letter, write what you think that person would say to you today about their issue. Then write the second letter. Letter number 2 is what you would say to that historic person about where our world is now in regard to their issue.

Extension: Turn your letters into poems that can be read side by side, as in *"Spoken, Out of Turn"* from 11 Days in the Life of Dr. King. Here is a simple format for the side by side poems:

1. Address the poem to your chosen audience
2. Where are you? How do you feel about the issue right now?
3. What are you struggling with on the issue? Where do you see successes?
4. What work still needs to be done on the issue?
5. What actions can or should be taken?
6. What are you doing right now to help?
7. What is your goal or hope for the issue?

Pair up with a class mate and perform the side by side poems in the style of *"Spoken, Out of Turn"*





Day 8: The March on Washington- Let Fly

Let loose on the jam
let fly on the swing
forget words on the paper
let fly on the dream.

Let shake on the Hill
let Lincoln be free
let sleep be awakened
let fly on the dream.

Let seats on the bus
and homes on
The Hill
be open to any
and I'm sure that
you will
let dreams be the talk
let march be the walk.

To the "D" to the "R"
to the "E" to the "A"
to the "M"
I am not gonna be turned away
this time.

Let the speech on
the paper give way to the voice...
you can't hold the river of justice, my choice
is to wake you up!

Is to dream you
out of sleep
is to leave you
in a deep deep
wake up nation.

Deep deep
wake up nation
on the up step
of the Lincoln station.

Mahalia sing.
Make way for Dr. King.

"Your Dream Matters!"

Our dream matters.
This dream scatters
like daybreak.
Awake! Awake!
Change the laws for this sake.

Sing the cause
so we break down hate
take down straight
high powered hoses
aimed against peaceful marchers.

This is our nation
and here is the steeple --
the skies above us all.

Under one nation
against all sleep.

Let the dream be
a mountain
though the slope
may be steep --
a million faces
many schools
welcomed in
any color
from every mother
and every father.

You can't hold the river
you can't jam the dream.
Let loose on the jam.
Let fly on the dream.

Activity: Let Loose on the Jam

Grade Level: 3rd and up

Core Content Area: language arts, performing arts

Themes: personal beliefs, speaking your mind, speaking to a group

Materials: paper and pencil

Dr. Martin Luther King had seven minutes to make a difference. That is how much time he was given to offer his message of hope to the many people who came to see him in Washington DC during the March on Washington. Dr. King was trying to tell a very big story about the history of black people in the United States. In the middle of his speech Mahalia Jackson, the great gospel singer, felt like Dr. King needed to speak to people's hearts as well as their minds. She called out: "Tell them about the dream, Martin!" This is when Dr. King "let loose on the jam" spoke from his heart and finished one of the great speeches in American History.

It's time to let loose on your own jam. Think of something you would like to change in the world. It should be something you really care about. Now look at the words and short sentences below. These all come directly from Dr. King's speech during the March on Washington. **Circle the three you like the most.** Now write a short speech and include those words and phrases you circled. Your teacher should allow some time for you to take turns reading your speech to another classmate. What's your favorite line in your speech? What is your favorite line in your partner's speech? Your teacher should look at what you have written and help you make it even better. Create a display outside your classroom with the title "Our Dream Speeches" and place the speeches in a colored paper frame so people can see them as they walk by.

Words to include in or inspire your speech (circle three):

- dream
- time
- hands
- struggle
- freedom
- Light
- hope
- Shameful
- Magnificent
- brotherhood
- bitterness
- turn
- Stand
- bright
- justice
- alone
- march
- mighty
- changed



He says his, "I have a dream" speech, among
cheering people and violet blue water.

By
Cierra Walker



Day Eleven: Today- The Eleventh Day

What if I told you
that you were eleven?
No...not the age,
but the day.

What if I said that
the eleventh day is
not over
that you are living
Dr. King's
eleventh day
and this is a
number that
should not be divided.

Can we live together
without being divided?

He lives
when you take the side
of fairness
but when you turn away—
he really died.

He tried.

Will you?
Will you speak out
when they call your friend
an ugly name?

Will you let someone
new
sit at your lunch
table?

Are you able?

Are you brave?

Someone, somewhere,
will tell you
not to believe in your dream,
that day may come.
And if it does...

don't believe them,

Tell them you are living
the eleventh day--
that Dr. King lives
in you.

His life isn't over
and your work...

isn't through.



A mother and young daughter protesting
for a way out of the darkness they're in.

By
Emma Beha

Activity: Dream Box

Grade Level: K and up

Core Content Area: social studies

Themes: classroom management, community building, working together

Materials: a shoebox, construction paper, markers

You are living Dr. Martin Luther King's Eleventh Day. What are your dreams for yourself and for others? How can you make things better in your life and in the lives of people around you? Answer those questions on a sheet of paper. Turn those in to your teacher to review. Once your teacher has looked at them, they should all be folded and placed in a box. Each day one sheet should be pulled out and read out loud to the class.

You might write, "I will invite someone new to my lunch table who may be sitting alone."

Teachers might also create challenges for the class to accomplish or project ideas for the day to improve your community.

Dream #1: How do you feel when you are excluded from playing on a team, attending a party, sitting at a certain lunch table, or made to sit in a different seat on the bus? Sit across from a partner and talk about your experiences. What can kids do to stop segregation? What can adults do? Create a giant sheet of construction paper with the title *Our Plan to Include Everyone*. Take a picture of your sheet of solutions and share it along with a note to a community figure, such as a school leader or legislator.

Segregation: *The act of keeping people apart because of real or imagined differences, through laws or by choice.*

**One day, when he was just sixteen years old, Martin Luther King travelled to the state debate championships in the state of Georgia and won first prize. On his way home on the bus, he was confronted by a white person who told him he would have to give up his seat. At that time, black people were forced to sit in the back of the bus and could be sent to jail if they protested. Martin's teacher convinced him to give up his seat so he wouldn't get into trouble. But Martin never forgot how badly he was treated and he decided he would work put an end to these laws.*

Dream #2: Have you ever seen someone bullied and wanted to do something about it? Can you think of a way that you might use a non-violent action to interrupt the bullying? What if you were to stand by a person when they are being teased and tell people to stop? What if more than one person stood by that person and told people to stop? What if you were to create a sign for the school that said "Bully Free Zone." Talk with your teacher about other non-violent ways to help someone who is being picked on and ask them to help create a list that the whole class can use.

Who is willing to take action today and make the world better? Make this your day to bring kindness, courage, and action into the world. Raise your hand and say "I will do that." Do it and see how it feels. The Eleventh day begins every morning. Make this day your day to honor Dr. King, and tomorrow and the next day.

The world will be better because you did!

Acknowledgements

Eleven Days in the Life of Dr. King is a Broadway Center production and originally toured in January/February 2011. Original production credits are as follows:

- Created by Lucas Smiraldo, Broadway Center Associate Director of Education & Outreach
- Co-Written with Charhys Bailey and Antonio Edwards
- Directed by Katie (Stricker) Lappier, Broadway Center Education Manager
- Choreography by Franchessa Berry and Erricka Turner Davis
- Sound Score by Gabe McPherson
- Project Advisor: Dr. Dexter Gordon, University of Puget Sound
- Produced by Katie Stricker, Education Manager and Lucas Smiraldo, Associate Director of Education & Community Outreach
- Presented with the leadership of David Fischer, Broadway Center Executive Director
- Original performing ensemble included Angelica Barksdale, LaNita Hudson, April Nyquist and Charles Simmons, and the tour will reached over thirty schools and 17,000 youth over five weeks
- Education Guide Photography and Graphic Design by Michael Hoover
- Education Guide content by Lucas Smiraldo, with 2014 edits by Katie Lappier and Marsha Walner

The **Eleven Days in the Life of Dr. King Education Guide** is available at the Broadway Center Education website at www.broadwaycenter.org under the education tab.



Brown and white kids spinning into a giggle
as they fall on the green grass.

By
Matthew Nyholm

Bibliography

FOR EARLY READERS:

My Brother Martin:

A Sister Remembers Growing Up with the Rev. Martin Luther King

By Christine King Farris. Illustrated by Chris Soentpiet.

Aladdin Paperbacks a Division of Simon and Schuster, New York

© 2008

(Child Magazine Best Book of the Year)

Martin's Big Words

By Doreen Rappaport. Illustrated by Bryan Collier.

Hyperion Books for Children © 2001

FOR MIDDLE SCHOOL AND HIGH SCHOOL READERS:

Martin Luther King Jr. (Ten Days That Shook Your World)

By David Colbert

Simon and Schuster Publishing, © 2008

Martin Luther King Jr.

By Adam Fairclough

University of Georgia Press © 1995

381 Days: The Montgomery Bus Boycott Story

Written by Jeff Sapp and modified by Magda Nieves

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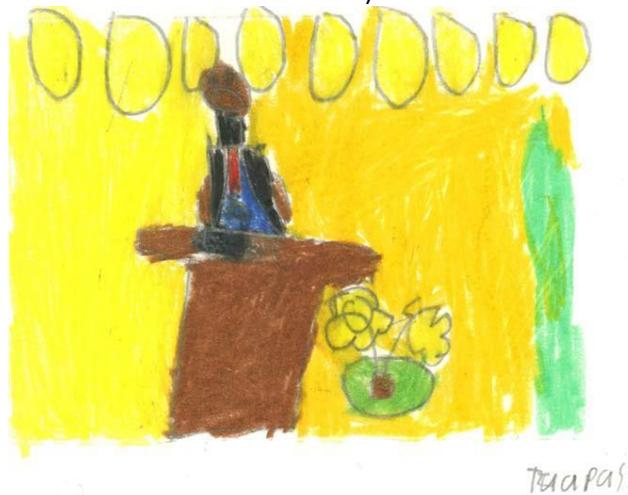
FOR ADVANCED READERS:

Parting the Waters: America in the King Years 1954-63

By Taylor Branch

Simon and Schuster Publishing, © 1988

(This Book was the Winner of the Pulitzer Prize)



Artwork Credits

The following at Elk Plain School of Choice students contributed original illustrations to this education guide under the direction of Art Teacher Ayme Art Bergamot.

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For more information or to receive an electronic version of this guide, please contact the Broadway Center for Performing Arts Education Department at:

Email: education@broadwaycenter.org



Spppsps, is the sound of white and black people
as they whisper to each other as best friends.

By
Terron Harrison

Eleven days...
Make us one.