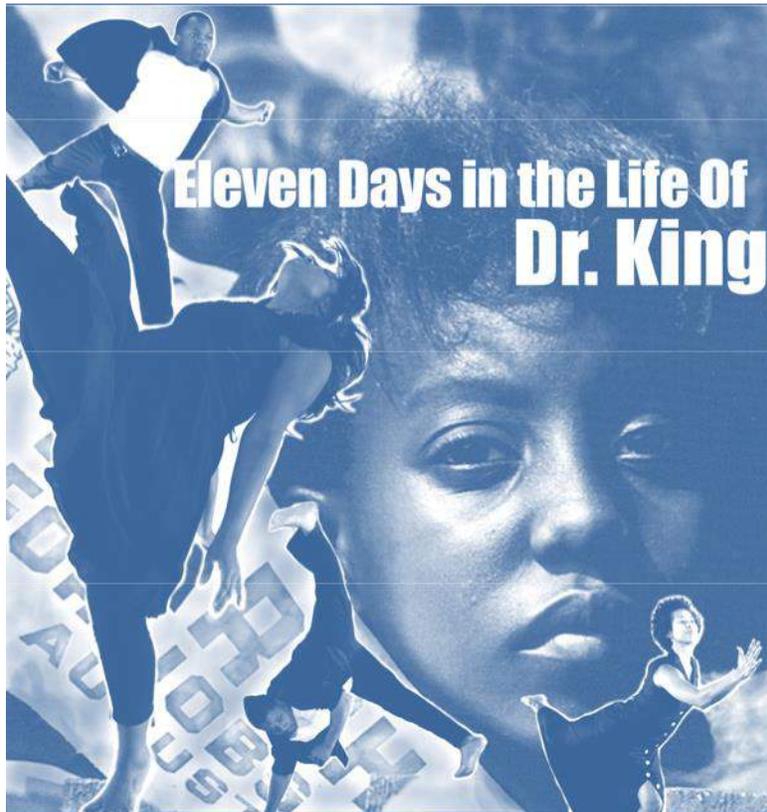




Eleven Days in the Life of Dr. King

Education Guide Grades 6 -12



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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 offers 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. Nevertheless, 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 like 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. But, also include 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.

Activities

We have assessed the developmental level of each of the activities in this guide and made sure to include activities to serve multiple 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. Activities in this guide range from structured discussions to project-based learning. They connect to core content in English Language Arts, Math/Science, and Performing Arts. Italic font indicates 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.

A Living Legacy

The Eleventh Day is now. The study of Dr. King is about social-emotional development and civics as much as it is about history. 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.



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 Jacob 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.

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Key Words

Segregation: *The act of keeping people apart because of real or imagined differences, through laws and actions; treating people differently and unequally because they belong to a certain group*

Integration: *When all people and all groups enjoy equal access to activities, places and opportunities, regardless of their background; when diverse members of a community welcome and interact with each other in various aspects of their lives.*

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



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

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?



Activity: My Life in Pictures

Grade Level: 6 – 12

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

Themes: autobiography, life-changing moments

Materials: Activity - paper, markers/crayons, pencils, binding materials OR digital images
Extension - biographical research materials, internet access

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 images, which pictures 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?

Activity: Create a printed or virtual book about yourself using illustrations and/or photographs. This is NOT a social media “best-of” photo collection. Work to select images that truly define you and your life story. Who are the people, the places, and the events that have shaped you? Include an odd number of chapters so that the last day of your book is about today – 5, 7, 9 or 11. 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? Are any days similar to Dr. King’s? Are some days different?

Extension: In groups, research a civil rights/social justice leader and illustrate 3-5 important days in that person’s life. Use either media-based or theatre-based strategies to present your work. For media format, organize a slide show or Prezi presentation. To present in a theatre format, develop a series of tableaux – frozen pictures – to illustrate each of the 3-5 days. The tableaux 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 tableaux to the rest of the class, along with commentary to contextualize each pose.



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: 6 - 12

Core Content Area: social studies, language arts

Themes: civic action, 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 was a leader in a community effort that had long-planned to challenge unjust laws. Other 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 the fight in that community. But, the struggle to integrate public facilities and interstate travel would continue.

Activity: People continue to use the power of boycotts to protest something that they think is unfair or to encourage large institutions to change their behavior. Recent boycotts in 2017 have targeted companies ranging from Uber and Trump brands, to McDonald's, Starbucks, Netflix and Wells Fargo. Historic boycotts include the Montgomery Bus Boycott, the Delano Grape Boycott and the student walkouts of the 1970s. Research an example of a boycott in present day or 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?
- 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 I: 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.

Extension II: Plan a boycott. What is the goal/message you want to communicate? What company or government agency will your boycott target? Explain how this boycott will serve your goal. Present your action plan to the class and field questions and criticisms about your plan.

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: Campus Climate – By the Numbers

Grade Level: 8 - 12

Core Content Area: social studies, math/statistics, social-emotional learning

Themes: social scientific research, data collection

Materials: paper, pencils, graphing materials, poster paper, markers, web or social media-based survey tools (optional)

Activity: You are a researcher tasked with gathering information about campus climate with regard to Race & Equity. Create a survey including 3 - 10 questions.

Design your survey

Consider what specific questions you will ask. Will you measure attitudes and actions between students, between students and adults? Be as detailed as possible. For example, asking “Do you think there is racism at our school?” is a yes/no question that only gives you an idea of broad opinions, whereas asking “Have you ever been treated differently at this school because of your race (or ethnicity, gender, sexual orientation, etc.). If you ask “By who?” limit responses to multiple choice options such as A. Another student; B. Teacher or Staff, etc. You might ask where at the school or at what time during the schedule, this experience took place.

You might also creating a question that challenges respondents to suggest solutions or courses of action. You will likely need a combination of Yes/No, Multiple Choice and Open-Ended questions.

Plan the characteristics of your sample

A sample is the segment of the overall population that will take part in the survey. How useful or accurate is a sample that never goes beyond your circle of friends or classmates? What steps will you take to make sure different perspectives, grade levels, genders, ethnicities, etc. are reflected in your sample? ** Math classes can use statistics strategies to determine what sample size would be necessary to reflect accurately the population of the entire school.

Methodology

Once you have identified the questions you want to ask and the people you will approach, consider

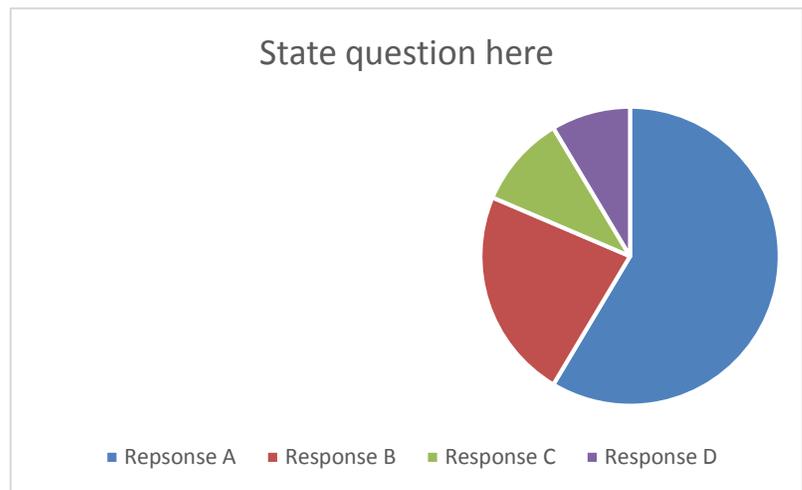
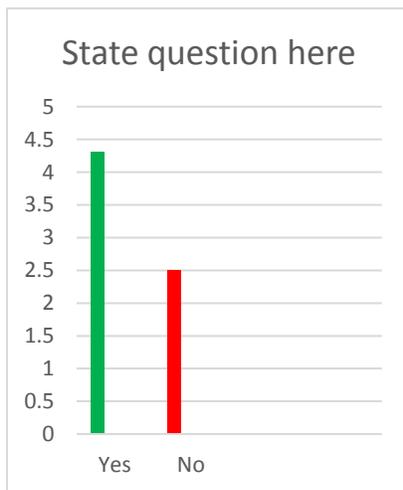
how you will deliver the survey to your sample – and how you will accurately collect data. Will you design an online survey using a tool like Survey Monkey? Will you use a polling tool on social media or print surveys for people to fill out by hand. If the survey has sensitive information, how will you ensure that respondents will maintain their anonymity? How might you prevent people from taking the survey multiple times and skewing the results? If you are using a combination of yes/no and multiple choice questions, along with open-ended questions, chances are you are collecting *quantitative* (number-based) and *qualitative* (language/feeling based) data.

Results & Findings

Once your sample has responded to your survey, it's time to organize the data. This is the phase where you tally responses and compare them to the total number of participants. You determine percentages based on numbers of responses. You place open-ended responses together.

There are different tools you can use to present your raw data:

- 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.



- If you used open-ended questions, make sure to gather and type out the responses, so that they can be seen as a group.
- One of the most important steps is to determine what your data is and isn't telling you. Look for patterns and trends. Can you *deduce** any trends? (To deduce is to make a conclusion based on the information you have gathered.) If you ran into problems in collecting data, make sure you acknowledge them in your final reporting.

Extension: Present your findings to the school council and/or the building administrators.



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

(Both columns to be read in tandem)

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: Primary Source from a Prison

Grade Level: 9 – 12

Core Content Area: language arts, persuasive writing

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

Materials: paper and pencil



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

Activity: In this activity, you will form into groups to analyze quotes from Dr. King's *Letter from a Birmingham Jail*. The quotes focus on various topics related to the goals of social justice and the means of working toward them. Depending on which quote you select, you will look at the literary devices Dr. King uses to convey his message, as well as his rationales for both convictions and actions. All groups will also look at whether and how the quotes apply today.

You will work in small groups and then come together for a larger class discussion. Divide into groups of three to four and select a quote with its accompanying questions. Elect a recorder to take notes and a spokesperson to read your quote for the whole class and share your findings.

Excerpts from Dr. Martin Luther King, Jr.'s *Letter from a Birmingham Jail*

To see a complete transcription of the letter follow this [link](#). To see a primary copy of the document, follow this [link](#).

ON THE TIME TO ACT

We must use time creatively, in the knowledge that the time is always ripe to do right. Now is the time to make real the promise of democracy and transform our pending national elegy into a creative psalm of brotherhood. Now is the time to lift our national policy from the quicksand of racial injustice to the solid rock of human dignity.

- According to Dr. King, when is the right time to act against injustice?
- What metaphors does he use to describe the transformation from injustice to justice?
- Based on this reading, how might he respond to the urgent issues of racial inequities in our own time?

ON PROTEST AND DIRECT ACTION

You may well ask: "Why direct action? Why sit ins, marches and so forth? Isn't negotiation a better path?" The purpose of our direct action program is to create a situation so crisis packed that it will inevitably open the door to negotiation Actually, we who engage in nonviolent direct action are not the creators of tension. We merely bring to the surface the hidden tension that is already alive. We bring it out in the open, where it can be seen and dealt with. Like a boil that can never be cured so long as it is covered up but must be opened with all its ugliness to the natural medicines of air and light, injustice must be exposed, with all the tension its exposure creates, to the light of human conscience and the air of national opinion before it can be cured.

- What types of protest activities does Dr. King reference as “direct action”? Are examples of these strategies being used today? Give an example.
- What would Dr. King say to those who call protesting “stirring up trouble”? Would he agree that protest is the cause of trouble?
- According to Dr. King, why is direct action an important element of social change?

ON THE RULE OF LAW & CIVIL DISOBEDIENCE

One may well ask: "How can you advocate breaking some laws and obeying others?" The answer lies in the fact that there are two types of laws: just and unjust. I would be the first to advocate obeying just laws. One has not only a legal but a moral responsibility to obey just laws. Conversely, one has a moral responsibility to disobey unjust laws. I would agree with St. Augustine that "an unjust law is no law at all."

- How does Dr. King distinguish between laws to be obeyed and laws to be broken.
- Why does he argue that it is our moral duty to both follow and disobey laws?
- Are there current laws or policies you see as unjust and worthy of being challenged? Why?

ON ALLIES & PRIVILEGE

I have almost reached the regrettable conclusion that the Negro's great stumbling block in his stride toward freedom is not the White Citizen's Council or the Ku Klux Klanner, but the white moderate, who is more devoted to "order" than to justice; who prefers a negative peace which is the absence of tension to a positive peace which is the presence of justice; who constantly says: "I agree with you in the goal you seek, but I cannot agree with your methods of direct action"; who paternalistically believes he can set the timetable for another man's freedom; who lives by a mythical concept of time and who constantly advises the Negro to wait for a "more convenient season." Shallow understanding from people of good will is more frustrating than absolute misunderstanding from people of ill will.

- Dr. King asserts that blatant racism is not the only obstacle to achieving greater racial equity. What types of attitudes does he feel create additional barriers?
- Are “Order” and “Peace” the same thing in King’s eyes? What does he mean by “negative peace” versus “positive peace”?
- Is this same issue pertinent to our own times? How so?

ON JUSTICE AND TIME

We know through painful experience that freedom is never voluntarily given by the oppressor; it must be demanded by the oppressed. Frankly, I have yet to engage in a direct action campaign that was "well timed" in the view of those who have not suffered unduly from the disease of segregation. For years now I have heard the word "Wait!" It rings in the ear of every Negro with piercing familiarity. This "Wait" has almost always meant "Never." We must come to see, with one of our distinguished jurists, that "justice too long delayed is justice denied."

- Why is Dr. King uninterested in waiting for the “opportune” time to act for change? Does such a thing exist? From whose point of view?
- How might Dr. King respond to someone who says, “I share your goals, but think you need to be more patient?” Why?
- What social issues are with us today that might indicate that “justice too long delayed is justice denied?”

ON INTERCONNECTION

Moreover, I am cognizant of the interrelatedness of all communities and states. I cannot sit idly by in Atlanta and not be concerned about what happens in Birmingham. Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly. Never again can we afford to live with the narrow, provincial "outside agitator" idea. Anyone who lives inside the United States can never be considered an outsider anywhere within its bounds.

- According to Dr. King, why should people in one place be concerned with injustice in another place, even if it does not affect them directly?
- Why is it that “injustice anywhere is a threat to justice everywhere?”
- If we are connected to even those injustices that do not affect us personally, what is an example of a current issue Dr. King would encourage you to act on – even though it does not impact you directly?

ON AFRICAN AMERICAN CONTRIBUTIONS TO THE U.S.

We will reach the goal of freedom in Birmingham and all over the nation, because the goal of America is freedom. Abused and scorned though we may be, our destiny is tied up with America's destiny. Before the pilgrims landed at Plymouth, we were here. Before the pen of Jefferson etched the majestic words of the Declaration of Independence across the pages of history, we were here. For more than two centuries our forebears labored in this country without wages; they made cotton king; they built the homes of their masters while suffering gross injustice and shameful humiliation -and yet out of a bottomless vitality they continued to thrive and develop. If the inexpressible cruelties of slavery could not stop us, the opposition we now face will surely fail.

- In what ways and which eras have African Americans contributed to the progress of the United States, according to Dr. King?

- How might Dr. King respond to the alt-right of today's assertion that the United States is the product of and inheritance of white society?
- Despite the dark chapters of the past, this passage is essentially one of hope. What are some of the phrases King uses to invoke hope in the face of adversity?

ON A NATIONAL VISION

Let us all hope that the dark clouds of racial prejudice will soon pass away and the deep fog of misunderstanding will be lifted from our fear drenched communities, and in some not too distant tomorrow the radiant stars of love and brotherhood will shine over our great nation with all their scintillating beauty.

- Dr. King wrote these words over fifty years from his cell in a Birmingham jail. Would you argue that the “dark clouds of racial prejudice” have cleared in our country, or do they still hang over our heads?
- The letter cites “fear-drenched communities.” In what ways is fear still being used as a tool for division in today's political climate?
- King lists “love” and “brotherhood” as stars that will someday shine over this nation. What other conditions or qualities would you include as “stars” to form a constellation of justice over our nation?



Activity: One Cause, Many Voices

Grade Level: 6 - 12

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: In this activity, you will focus on an issue important to you and identify a contemporary or historical figure who is a champion of that issue. You will write/compile two sets of writing, one from the perspective of the public figure and one from your own point of view. Inspired by the 11 Days poem, “Spoken, Out of Turn,” you will arrange the two bodies of writing as a tandem spoken word piece.

- **Read “Spoken, Out of Turn.”** How do the poets emphasize ideas and messages? Consider the use beats (spaces of silence), solo sections, voicing in unison and repeated phrases.
- **Select an issue or cause** that relates to our shared social well-being (civil rights, gender equality, healthcare access, LGBTQ, immigration, Black Lives Matter, religious freedom, environmental causes, gun safety/rights, student/educational rights, animal testing, GMOs, safe water, college access affordability, voting rights, free speech/press, rights to safe water, etc.).
- **Select a champion** from a previous era or from today. The leader should have public comments – in the form of articles, speeches, blogs, letters, tweets – from which you can assemble statements into a poem-like list. As you assemble this first column of the tandem poem, look for quotes from the champion that speak to the issue, which identify the problem, which suggest solutions or courses of action. Try to use primary source material from your champion. But, if you chose a historic figure and a contemporary issue, you may need to imagine how that champion would respond today and write from their perspective. (For example, if you chose Fredrick Douglas and the issue of Black Lives Matter, you could use Douglas’ principles, but would need to extrapolate those ideas to the modern issue.)
- **Write the second column in your own voice.** What are your personal feelings on the issue at hand? Why is this important to you and to the larger community? What are your own calls to action? All of these emotional and rational elements have a place in your own poetic column.
- **Revise and finalize** the chosen writing from your champion and yourself. Re-examine the texts you have compiled and written. How might you use some of the same poetic devices used in “Spoken, Out of Turn,” to bring your message home and make your tandem poem more compelling?

Extension: Take your written work to the next level by performing your tandem poems in a live setting.



Day 8: The March on Washington- Let Fly

(Both columns to be read in tandem)

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 really important to you. 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?

After revising, consider a way to share the speeches in print or through a spoken word session.

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: If Not Us, Who?

Grade Level: 6 - 12

Core Content Area: social studies, civics

Themes: community building, working together

Materials:

Dr. King's Eleventh Day is not a day in his life; it is a day in yours. Schools do not observe the birthday of Dr. Martin Luther King, Jr. to pay tribute to a man. Rather, it is to reflect on a vision of justice; to acknowledge the power of nonviolent action; to accept that we, ourselves, are the leaders of civic change.

Use one of the following prompts to reflect on King's legacy and take a stand on the social justice issues of your day. Write shorter responses and share them as a class via a hallway display, social media campaign (Twitter, Instagram, SnapChat) or through school news/announcements. Or, write longer prompts and compile as a collection of many voices.

- *The issues Dr. King faced were _____ and _____; the issue I am focused on in my day is _____.*
- *Dr. King used direct action such as marches, sit-ins and boycotts to convey his message; I use _____ in my quest for change. For example....*
- *One injustice that remains despite the efforts of Civil Rights Movement of the 1950s and 60s is _____; I'm addressing this by _____.*
- *I am an inheritor of Dr. King's work every day when I _____.*
- *One example of injustice that Dr. King's generation did not solve, but which is up to me and my generation is _____. My strategy to tackle this issue is _____.*
- *One way it's up to me to continue the work of Dr. King in my community is to address _____. I'm doing this by _____.*
- *Dr. King's work lives on at our school because we _____.*

**The Eleventh day begins every morning. Who is willing to take action to work for change?
Make this your day to bring kindness, courage, and action into the world. If not us, who?**

Acknowledgements

Eleven Days in the Life of Dr. King is a Broadway Center production which 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 updates by Katie Lappier, Marsha Walner and Antonio Gómez

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; or, email education@broadwaycenter.org.



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

By
Matthew Nyholm

Online Resources

There is an incredible (almost overwhelming) wealth of online teaching resources relating to the legacy of Dr. King. Some highlights include:

The Martin Luther King, Jr. Research & Education Institute at Stanford University

<https://kinginstitute.stanford.edu/liberation-curriculum/lesson-plans>

The King Center (founded by Coretta Scott King) <http://www.thekingcenter.org/>

Edutopia <https://www.edutopia.org/article/resources-martin-luther-king-jr-day-matt-davis>

National Park Service

<https://www.nps.gov/malu/learn/education/lessonplansandteacherguides.htm>

Teaching Tolerance <https://www.tolerance.org/search?query=martin%20luther%20king>

Rethinking Schools <https://www.rethinkingschools.org/>

National Education Association <http://www.nea.org/tools/lessons/mlk-day.html>

PBS Learning Media <https://www.pbslearningmedia.org>

Select Reading List

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

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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Page 19	Tuapasi
Page 21	Terron Harrison

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.**