

THEMATIC UNIT

Related to ELA Prototypes



Theme: **Equality**

Suggested for: **Middle School**

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~Thematic Units~

Dear Colleagues:

The purpose of this project was to organize thematic units related to previously published MEAP ELA prototypes using best practices in reading and writing.

These were developed by, **real teachers**, just like you! We worked to make them teacher friendly for easy implementation in your classroom. Teachers from school districts across St. Clair County gathered the material. The units are a representation of what each group of teachers thought was important to your grade level and to the themes in the prototypes.

Every packet includes **THEME RELATED TEXT SETS**. These are titles that can be used in a variety of ways to develop a deeper understanding of themes. We have noted the **PAIRED TEXTS** (look for the #2) and **LISTENING TEXT** (#3) that are included in the prototypes. We also noted the title(s) we used for **FRAYER'S MODEL** (#1).

A **PROFUNDITY MATRIX** was developed for each set of paired texts in the prototype to help in identifying possible themes. The matrix also helps look across text to make cross text connections. Blank copies of this chart are included and can be used in your classroom to help students make connections between other texts.

CROSS TEXT QUESTIONS were written and answered to aid in responding to both the multiple choice questions and the provocative question given in the second writing piece of the ELA MEAP assessment.

Many packets include one or more **WRITING MODELS** for the second writing piece. We suggest you use these before or after student writing to exhibit a well written constructed response.

The **TEACHER SUGGESTION PAGE** is a personal response by the individuals involved in the project. Some contain anecdotes from the use of the material in their classrooms. Others contain a plethora of ideas to implement. We hope these help.

OTHER ACTIVITIES (#4) are poems, plays, articles, reader's theater presentations and related suggestions to further develop understanding of the themes.

It is our sincere hope these packets are useful to you and your students.

Happy reading and writing!

ELA Prototype Materials

- **Thematically related texts**
- **Fruyer’s Model examples**
- **Writing from knowledge and experience using narrative strategies**
- **Profundity examples**
- **Cross Text Question examples**
- **Writing in Response to Reading example**

These materials were designed to provide examples of instructional approaches that will help you and your students prepare for the ELA assessment. The examples are all possible answers; they are not to be considered the “right” answers. We wanted to provide examples of other teachers’ thinking through Fruyer’s Profundity and cross text questions to guide you through your own thinking.

The sequence of instruction would be to introduce the theme through using the Fruyer’s Model of concept attainment. Have students write from knowledge and experience. Think through each reading selection using the profundity scale to create a matrix by which cross text questions can be posed and answered. Examples and blank copies are provided to help you in planning instruction.

Thematically Related Text Sets – Equality

CODE	TITLE	AUTHOR
1, 2, *	Rosa Parks, The Woman Who Changed a Nation	Kira Albin www.grandtimes.com/rosa/html
1, 2	The Softball Team	From <i>Tough Issues, Good Decisions</i> , Scholastic, Inc.
3	The Detroit Riots	Kevin Hollaway
*	“Standing Up by Sitting Down” The True Story of the Greensboro Sit-in	Storyworks January 2003 Vol. 10 #4 Scholastic www.scholastic.com/storyworks
*	Sitting Down for Dr. King	Mack Lewis Storyworks January 2003 Vol. 10 #4 Scholastic www.scholastic.com/storyworks
*	Pink and Say	Patricia Palocco
*	Should Race Be a Factor in College Admissions?	Karen Fanning
	The Bus Ride	William Miller
*	“I Hear America Singing”	Walt Whitman
*	The Story of Ruby Bridges	Robert Coles
	I Have a Dream	Dr. Martin Luther King, Jr.
	Watson’s Go To Birmingham	Christopher Paul Curtis
	The Disability Rights Movement	Deborah Kent
	Dr. Martin Luther King, Jr.	A Biography from www.biography.com

Code Key:

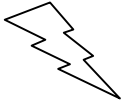
Suggested Uses

1 – Frayer’s Model /
Brainstorming the Theme

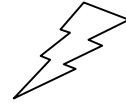
2 – Paired Text

3 – Listening

* – Extension Activities



Brainstorming the Theme



Equality means . . .

- Treating everyone the same.
- Being fair.
- Standing up for what is fair.
- Accepting other people even if they are different.

Note: Accept all reasonable responses from students that focus on the definition of the theme.

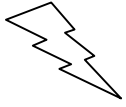
Examples of Equality...

- When everyone's vote counts the same.
- When I get the same allowance as my sister.
- When people are paid the same for the same job.
- When girls can play on the wrestling team.
- When the color of my skin doesn't matter.
- When Rosa Parks refuses to give up her seat, just because of the color of her skin. (This could be added after Reading Selection #1.)
- When Cori lets Maggie play on the baseball team, even though she is physically challenged. (This could be added after Reading Selection #2.)

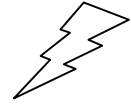
Note: Students should brainstorm events, personal experiences, examples from related text, a person from history, or someone that students know that demonstrate/support the theme.

Circle one example from above that you will write about.

Note: Students select one of the above examples and use as a writing topic. (MEAP Part 1 writing)



Brainstorming the Theme



Equality means . . .

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Examples of Equality . . .

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-
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Circle one example from above that you will write about.

Writing From Knowledge and Experience

The English Language Arts MEAP assessment requires students to write from knowledge and experience. Students may choose the style or genre of writing that suites them best. However, the majority of students choose to write personal narratives. Dr. Elaine Weber, Barbara Nelson and Ray Woods, the authors of *Profiles in Writing 2002*, have granted us permission to offer you some information from the book. This information may help you instruct students in personal narratives.

These resources will provide you with:

- Description of the four qualities of writing the MEAP assessment used to evaluate student writing;
- A model for creating writing prompts;
- Examples of well written student papers;
- Attributes of writing that commonly appear at this grade level;
- Strategies used by narrative writers; and
- Examples of student papers with the narratives strategies highlighted.

attributes of **writing**

Note

This year the Profiles Project has reorganized the attributes of writing to align with the 4-trait rubric most widely used by Profiles Network members:

Focus on Content and Ideas

Organization

Voice/Style,

and

Conventions.

focus on content

Focus refers to concentration on the content and ideas of the piece of writing and to the development of the content and major ideas with appropriate details, examples, etc.

or gan i za tion

Organization refers to the structure of a piece of writing with logical sequence; beginning, middle, and end; flow; cohesion, coherence, unity, effective leads; transitions and conclusions; sense of wholeness, etc.

Voice/style

Voice refers to the writer's ability/attempts to engage and interest the reader through stylistic elements and techniques such as: descriptive detail, precise word choice, sentence variety, strong verbs, humor, figurative language, personal reflection, etc.

con·ven·tion(s)

Conventions refer to a writer's presentation of a piece of writing through accurate and effective use of writing form including: directionality, spacing, mechanics (capitalization, punctuation), grammar and usage, spelling, etc.

profiles prompt

Topic

A Special Place

Thinking About The Topic

Do you have a favorite place that is important to you?

- Where or what is this place or space? (indoors, outdoors, your bedroom, closet, tree house, a place you like to visit, etc.)
- What is it like there?
- What do you do there
- Why is it special to you?

Writing About The Topic

Write about a special place.

You might, for example, do one of the following:

- describe in detail a place that is important to you.
- or ■ tell what you like to do in your special place.
- or ■ tell why your special space is important to you.
- or ■ write about the topic in another way.

You may use examples from real life, from what you read or watch, or from your imagination. Your writing will be read by interested adults.

grade six *A Special Place*

A Special Place

If you have a special place, you know why I like the stream near my Grandma's house. Whenever I want to get away from everything and just relax, I go there.

When I am there, I feel relaxed. The endless babble of the water, and the ongoing "conversation" of the treefrogs, blend in perfectly with the rustle of the reeds blowing in the breeze.

The aroma of lilacs sweeping in from the yard behind me, settles my worries. Minnows, darting here and there, avoiding the shadow of the kingfisher above, look so timeless. Rocks and pebbles at the bottom

of the water look so shiny in the mid-day sun. Almost like jewels at the bottom of the ocean. Sometimes you can hear a cicada, buzzing in a nearby tree, or see a butterfly, fluttering silently over the surface of the water. Pearly Queen Anne's lace and lavender Forget-me-Nots litter the grass around me. Visiting each one is a bee or butterfly, pollinating busily. Dragonflies glide cheerfully over the water, landing on cattails or reeds.

Though I love this place I cannot stay there forever. I have to go back home. Yet, I can always return when I feel like it.

focus on content

- ✓ on topic
- ✓ develops with concrete details

organization

- ✓ well-organized and developed with details
- ✓ effective introduction
- ✓ conclusion summarizes

Voice/style

- ✓ voice-speaking to reader
- ✓ strong word choice
- ✓ uses sense – sounds, smells
- ✓ uses figurative language – simile, metaphor, personification

convention(s)

- ✓ uses standard writing conventions
- ✓ effective use of quotation marks

attributes **grade six**

focus on content

- ✓ focuses on topic or theme
- ✓ use of creative, insightful detail
- ✓ uses supporting details
- ✓ uses definition with examples
- ✓ clarity of thought
- ✓ message is life lesson
- ✓ develops with a personal experience
- ✓ includes lesson or moral
- ✓ sophisticated and consistent use of narration
- ✓ use of anecdotes
- ✓ develops character

organization

- ✓ organization unifies writing
- ✓ flow
- ✓ uses logical sequence
- ✓ strong introduction/conclusion
- ✓ comes full circle (end ties in with beginning)
- ✓ uses good transitions
- ✓ uses sophisticated plot structure (ascending, descending action, resolution)
- ✓ effective introduction
- ✓ conclusion summarizes

Voice/style

- ✓ engages reader
- ✓ shows sense of audience
- ✓ uses variety of sentence structure and length
- ✓ includes mature thinking/tone
- ✓ uses consistent tone
- ✓ uses conversational tone
- ✓ uses imagery
- ✓ evidence of risk-taking
- ✓ uses writer's voice/personal perspective
- ✓ shows originality in style
- ✓ uses sarcasm
- ✓ includes empathy
- ✓ uses humor/emotional appeal/pathos
- ✓ displays sense of humor
- ✓ includes cynicism
- ✓ appeals to senses
- ✓ uses metaphor/simile/personification
- ✓ selects and uses vocabulary effectively
- ✓ uses onomatopoeia/alliteration
- ✓ uses literary allusions
- ✓ uses dialogue, dialect, exclamatory remarks
- ✓ uses rhetorical question
- ✓ uses foreshadowing
- ✓ uses a variety of speech tags: "explained," "screamed," "recited"
- ✓ is reflective
- ✓ sequencing effective to pull reader into story (suspense)
- ✓ uses asides and parenthesis
- ✓ shows significance of topic to writer
- ✓ objective presentation of information
- ✓ summarizes evidence
- ✓ uses vernacular to be authentic
- ✓ expresses opinion
- ✓ uses sentence fragment effectively

con-ven-tion(s)

- ✓ evidence of revision/editing
- ✓ uses standard writing conventions
- ✓ uses correct punctuation and grammar
- ✓ control of mechanics
- ✓ demonstrates skill with paragraphing
- ✓ is consistent with verb tenses
- ✓ correct use of quotation
- ✓ correct use of semi-colon
- ✓ effective use of dashes
- ✓ correct use of ellipses
- ✓ experimentation with parenthesis
- ✓ experimentation with "i.e."
- ✓ experimentation with underlining and capitalization for emphasis

strategies used by **narrative writers**

The next step in the Profile process, after selecting the most effective writings and holistically scoring the papers with a rubric, is to identify writing strategies used by the authors of the effective papers. The following list of writers' strategies is a combination of the original list that came from the New Standards Project shared by Sally Hampton and modified by Barbara Nelson to include the writing strategies of Barry Lane. These writing strategies can be taught in focused lessons. It is also a way to talk about narrative writing with students during writing conferences. The list of strategies used by narrative writers follows:

1. forecasting
2. flashback / flash forward
3. foreshadowing
4. compressing - shrink a century
5. naming (specific names of people or objects quantities, number)
6. describing visual details of scenes, objects, or people (size, colors, shapes, feature, dress) binoculars
7. describing sounds or smells of the scene - snapshots
8. narrating specific action (movements, gestures, postures, expressions) snapshots
9. creating dialogues, interior monologues, or expressing remembered feelings or insights at the time of the incident - thoughtshots
10. slowing the pace to elaborate the central moment in the incident - explode a moment
11. using syntax to support meaning
12. creating suspense or tension - explode a moment
13. including the element of surprise
14. comparing or contrasting other scenes or people
15. detailing subjects's routines habits or typical activities - binoculars
16. humor or irony
17. repetition / recurring events, objects, phrases
18. using various characters' voices to narrate a story
19. inserting historical or factual information into a story
20. figurative language - simile, metaphor, personification, onomatopoeia, alliteration
21. effective lead
22. effective conclusion, ending
23. literary allusion
24. creative, insightful word choice/word order (eg. active not passive voice, strong verbs, interesting or unusual use of or combination of words, etc.)
25. transitions
26. engaging audience intentionally and effectively (questioning, conversational tone)

strategies used by narrative writers (cont.)

Sixth Grade

The Secret Valley

Next to the woods on my great-grandma's farm there is a special place for me. The walk to my spot (the first time I went there) was long and hard, but when I finally got there it was worth it. It was the first time I had ever noticed the valley. I had heard my dad talk about it. He said "it's all swamp land," but I decided to look around anyway.

I leapt **strong verb** across a small stream, and landed on both feet. To my right I saw a large patch of plants that looked like bamboo. To my left I saw tall pine trees that looked like soldiers guarding a cave. In front of me I saw a large field with trees speckled **personification** across it like baseball players on a baseball diamond **snapshots, similes**. I walked towards the bamboo. After walking a while I found a small clearing. I stopped to rest on a tree stump. **specific action**

It was so peaceful I could hear the birds chatter and the creek sing **personification**. I could feel the dampness in the air, and the wind on my face. I could smell the blooming flowers, and the apples in the trees. **snapshots: hear, smell, feel**

I got up to go explore again. I found an apple tree and sat down on its low branches. I knew **forecasting** this valley would be my secret place, my secret valley **repetition**. I knew it would be special to me. **thoughtshot** I go there to get away from the world, and to sort out my problems. I love my special place. I love my secret valley.

Using Profundity in Grades 3-12

To get third through twelfth graders to think about books at the theme level we use an activity that is systematic, based on the Profundity Scale, and dependent upon group discussion. The activity must be presented using the to, with and by format. First the teachers model the entire activity to their students. Next, teachers will share the responsibility of the activity with their students. Then teachers will guide students working in small groups through the use of the activity. Finally, students will independently work in small discussion groups to complete the activity or independently complete the activity. Following are the directions we give to teachers to guide students working in small groups. From these directions you should be able to model and share the activity and to help students move to independent use of this activity. The directions will be followed by some hints to help you do that. Depending upon the age of the student, adjust how much direction is needed.

To prepare for the activity you need the following materials for each small group working on the activity; sets of eight different color markers, large sheets of unlined chart paper: two sheets for the teacher and one sheet for each small group. You will also need a great book. There is a list of thematically linked text at the beginning of this unit. If they are books that you and your students have enjoyed over time they are probably good books with good lessons to be learned.

We are going to demonstrate the use of the activity using the book, *Elmer*, by David McKee. *Elmer*, is the story of a patchwork colored elephant. He is always the center of attention until one day he mistakenly gets the notion that the other elephants are laughing at him, not with him. He leaves the herd to find a berry bush that has elephant colored berries. He covers himself in berry juice until he looks like any other elephant. When he rejoins the herd he is unnoticed by the others. He stands there seriously still until he can't stand it any longer and yells, "Booo!" The other elephants think it is a great joke and make the remark that Elmer should have been there to enjoy the joke. In the next moment a rain cloud showers Elmer back to his normal patchwork color. All the elephants think that what Elmer did was his best joke ever and they decide to have a parade each year to celebrate Elmer's best joke. So, every year Elmer comes to the parade looking like a normal elephant and all the other elephants color themselves patchwork.

To begin, hang two sheets of chart paper up where everyone can see them. Devise a way for students to gather the material they need. We usually have them count the number of buttons on their person. The one with the most buttons gets to come up and get the markers and sheet of chart paper. Once everyone is situated in small groups, four to a group seems to be a workable size, and has the materials they need you tell the students to listen for the actions of the main character in the story as you read. Profundity depends on following the actions of one character throughout the story.

Tell the students to listen for the actions of Elmer as you read the story. Remind them that actions are the things Elmer does. Read the story aloud to the class. As a class cooperatively build a list of important actions on the first piece of chart paper. **This list goes along with the Physical Plane: the reader is aware of the physical actions of the character.** Choose the three actions the class feels are the most important being sure that one of them is the turning point of the story (the turning point is often the clearest example of the theme in stories). Then explain that they will be working in co-operative groups, which means we will listen to each person talk and each person will have an opportunity to talk. The person with the most buttons needs to pick up the black marker and draw this shape (a rectangle divided into three equal parts) in the middle of their group chart paper. Then they write one of the three actions chosen by the class in each of the boxes. As they are writing the teacher also draws the boxes and

writes one of the three actions in each of the boxes (on the second sheet of chart paper), as a model.

We always have the students use the markers as their talking sticks. That means when you have the marker in your hand it is your turn to talk and everyone should listen to what you have to say. It is very important to establish this procedure from the very beginning especially if this is the first time the student will be working in cooperative discussion groups. The first student in each group to have a marker is the one with the most buttons on his or her person. We always start there and then have the students exchange the use of the marker by the order they are sitting in, moving clock-wise around the group. So, moving clock-wise around the group the next person needs a red marker to draw a red bubble that connects to the first action box. We are going to use the example for *Elmer* to help explain the next steps. What the group is going to be thinking about is “Why did Elmer think the other elephants were laughing at him?” **This question goes along with the Mental Plane: the reader is aware of the intellectual actions of the character.** The person with the red marker tells why first, then passing the marker clock-wise, everyone gets to share his or her reason why. When everyone is done sharing, the group synthesizes the information and the person with the red marker writes their response in the red bubble. The next person takes a blue marker and draws a blue bubble that connects to the red bubble. What the group is going to be thinking this time is “was it right or wrong for Elmer to think the other elephants were laughing at him and tell why?” **This question goes along with the Moral Plane: the reader is aware of the character in light of an ethical code.** Repeat the process of sharing and writing shared response in the bubble. The next person takes a green marker and draws a green bubble that connects to the blue bubble. What the group is going to be thinking this time is “What did Elmer get from thinking the other elephants were laughing at him?” **This question goes along with the Psychological Plane: the reader is aware of the psychological forces influencing the character.** It is important to remember that Profundity begins with the actions of the character and always goes back to the actions. It is also important to remember that for the third bubble you must stay specific to the action, you can never go beyond the next action. Students repeat this process for the next two actions on their own. As they are working you wander from group to group monitoring the group discussion, giving advice, modeling discussion behavior, prompting for deeper discussion and giving evaluative feedback that students can use to help monitor their own discussion groups.

Next, the teacher explains to the students that they will understand stories and theme better when they attempt to identify with the characters of the story. Every group now turns over their large sheet of chart paper and makes a list of how these are like a character in the story. Think about the ways you are the same as Elmer to make your list. This typically starts out as a list of physical characteristics; such as, we are both animals. Teachers should get students to think deeper by posing situations from the story to consider while they are filling out the chart. One such situation is pointing out that when Elmer was standing with the herd still, quiet and serious, he yelled, “Booo!” If you would do that then you are like Elmer. Teachers want students to see how their thinking is the same as Elmer’s. Do they do the same things as Elmer? Do they think the same things are right or wrong?

An example of the power identifying with characters has in helping students get to the theme level came about one day as while presenting this activity in a third grade classroom in Memphis, Michigan. We walked into the classroom and were immediately able to identify at least one Elmer, in the room. You can always identify the Elmers in classrooms very quickly. He was a very vivacious, very blond boy seated with a group of about 10 students and he was keeping them very entertained as we were preparing for the activity. He did stop long enough to become thoroughly engaged in the activity. However, when we got to the part where they had to think about “Why did Elmer yell, “Booo!” he stood up, threw his arms in the air, in very Elmer fashion, and announced, “Nobody needs to think, I know the answer, Elmer was addicted to

attention, just like me!” It was a very easy jump for him to get from that understanding to the theme of “Be true to yourself.”

Go back to the person with the most buttons and have them turn the chart paper back over to the bubbling side. He or she needs to draw a large brown bubble. What the group is going to be thinking about here is “What is the theme of this story?” **This question goes along with the philosophical plane: the universal truth the author is trying to expound.**

Then you finish up the activity by having everyone draw a square and respond to one of the prompts listed on the three ways reading can transform your thinking page. This illustrates to students that universal truths are generative. This step often takes you beyond the theme level to the ideas in action level. Now that you know this to be true what can or are you going to do about it. This is the social action level that is described well by Terri and Randy Bomer in their book, *Reading and Writing for Social Action*, (1999) and by Paula Rogovin in her book, *The Research Workshop, Bringing the World into Your Classroom* (2001).

Here are some helpful hints to help you manage the activity in the classroom. This activity takes a few hours to do with the children so think of creative ways to break it down and spread the instruction over several days. You could do all the red bubbles one day, the blue bubbles the next day and then the green bubbles another day or you could do the first action one day or you could do the first action one day the second action the next day and then the third action another day. We recommend that the book be reread each day before resuming the activity. Since it takes a great deal of time to complete the activity, be sure to select text carefully. The teachers we have worked with always stress that they would never have students complete this activity with a book they themselves had not personally analyzed. They want to make sure they are able to help students through the tough spots and they want to make sure that the theme the students infer is reasonable and justifiable given the evidence in the story.

Here are some helpful suggestions to help you present this activity in a to, with, and by format. When modeling the activity the teacher will do all the talking and will be demonstrating how to draw the boxes and bubbles and how to think about the questions before filling in the bubbles. A time or two of modeling should be enough for most classes. When sharing the activity the teacher will share the talking and thinking about the questions with the students. The teacher still draws the boxes and bubbles and fills them in with synthesized answers. It looks and sounds like this when a teacher is sharing, the teacher draws the red bubble and poses the question, “Why did Elmer think the other elephants were laughing at him?” He or she then asks for responses from several students. The teacher then shares their own response and shows the children how to synthesize the several responses into a statement that can be written into the bubble. The teacher continues to share the talking and thinking until the activity is completed. Again, a time or two of sharing should be enough for most classes. When independently completing the activity, the students are to work alone. The teacher’s job becomes one of facilitator and evaluator. As they are working, you wander from group to group, monitoring discussion, giving advice, modeling discussion behavior, prompting for deeper discussion, and giving evaluative feedback that students can use to help monitor their own discussion groups. The ultimate goal is to have kids either using the Profundity Scale in small discussion groups or individually to understand text at a deeper level.

It is very helpful to repeat this process with a second thematically related book. A book that I often pair with *Elmer* is *Stand Tall Molly Lou Mellon*, by Patty Lovell. The theme of both stories is “Be true to yourself,” however; both characters accomplish this through entirely different means. By repeating the process with thematically related books students can compare and contrast one character’s understanding of the theme with the other character’s understanding of the theme and with their own understanding of the theme. It also demonstrates to students that theme is inferred. It is the teacher in this case who is inferring the theme of both books,

declaring them thematically related and then asking students if they agree or disagree with the theme that the teacher has inferred. To answer that question effectively students will need to provide clear examples from the text to support their position. Looking at two thematically linked books will lead students to a deeper understanding of both texts.

As mentioned before, our ultimate goal is to have kids either using the Profundity Scale in small discussion groups or individually to understand text at a deeper level. We hope, by now, that it is becoming clear to you how useful the Profundity Scale is in helping students discuss and think about text. Hopefully, students will be able to choose text about which they are curious, get with interested others and successfully start and sustain a discussion group around that text. Hopefully, individual students will have enough experience with thinking this way that it will become internalized and students will think this way about all text. One teacher during a workshop remarked, "Now I have all the questions I need to discuss texts with my students." She was referring to the questions asked at each plane during the bubbling activity.

Another adaptation was to use the Profundity Scale Matrix as shown on the next page. Teachers should read two thematically linked texts. Then on a greatly enlarged version of the matrix they would lead children through a group discussion about each box of the matrix. You complete the matrix one book at a time. When you have completed the matrix for both books you can then lead discussions that compare and contrast the two characters' understanding of the theme to your own understanding of the theme. Students then can agree or disagree if the theme of both stories really is the same. Of course, to effectively answer that question, they will need to provide clear examples from the texts to support their position. Using this matrix truly helps students develop a deeper understanding of both texts.

Thematically Related Text Sets

Titles of paired texts	List three important actions of one character	Why did the character act this way?	Was it right or wrong for the character to act this way?	What did the character get from acting this way?	How am I like the characters in this story?	What is the lesson learned from this story?	How has this lesson learned changed the way I think?
<p>"Come Back Salmon"</p> <p>Chapter 2: <u>Operation Pigeon Creek</u></p>	<p>Students gather litter from creek.</p> <p>Students "adopt" creek continue to fight to keep it clean.</p> <p>Students initiate public recognition and support to block building of log storage facility.</p>	<p>To bring salmon back to Pigeon Creek</p> <p>People continued to pollute the creek.</p> <p>To assure the success of keeping Pigeon Creek clean for salmon</p>	<p>Right, they were taking care of the environment.</p> <p>Right, they were supporting their dream.</p> <p>Right, they were learning to develop public awareness & support for the creek.</p>	<p>Students learned to work together for a common dream.</p> <p>Students learned perseverance.</p> <p>They learned the power of community support for a common good.</p>		<p>When we work together doing what is best for our community, we can make a difference.</p>	
<p>An excerpt from <u>Eleanor Roosevelt</u> By: William Jay Jacobs</p>	<p>Eleanor gets involved in Politics.</p> <p>Eleanor fights for world reform/social change.</p> <p>Eleanor has Marion Anderson sing for the DAR.</p>	<p>To keep Franklin in the public eye during his recovery</p> <p>Eleanor becomes aware of the conditions of the poor.</p> <p>To fight against racial prejudice</p>	<p>Right, she thought it was her "duty" as his wife.</p> <p>Wrong, it wasn't her job.</p> <p>Right, because she was trying to make a difference in the world.</p> <p>Right, she stood up for the rights of others.</p>	<p>Eleanor became the president's conscience.</p> <p>Eleanor receives recognition for her efforts and the resulting reforms.</p> <p>The rights of blacks became a national priority.</p>		<p>One person can have a great impact toward helping others.</p>	

Thematically Related Text Sets

Titles of paired texts	List three important actions of one character	Why did the character act this way?	Was it right or wrong for the character to act this way?	What did the character get from acting this way?	How am I like the characters in this story?	What is the lesson learned from this story?	How has this lesson learned changed the way I think?
<p>"Rosa Parks, The Woman Who Changed a Nation" by: Kira Albin</p>							
<p>"The Softball Team" from <u>Tough Issues, Good Decisions</u></p>							

CROSS TEXT QUESTIONS FOR “COME BACK SALMON” AND “AN EXCERPT FROM ELEANOR ROOSEVELT”

- Q. Did Rosa Parks and Cori do the same kinds of things? How were their actions similar or different?**
- A. They both realized there was inequality in a situation, but Rosa Parks stood up for what is fair, while Cori was not sure what to do.
- Q. How are their reasons for acting the way they did similar or different?**
- A. Rosa Parks was personally affected by lifelong discrimination and stood up for her self. Cori was unsure how to stand up for Maggie.
- Q. Did you agree more with the way that Rosa Parks acted or the way that Cori acted? Why?**
- A. We agree with Rosa Parks because she stood up for herself and other people.
- Q. Did Rosa Parks and Cori get the same thing for their actions? Why or why not?**
- A. Rosa Parks brought national attention to the issue of discrimination against blacks. Cori ended up with a bigger problem by allowing the team to vote and thereby discriminating against Maggie.
- Q. What lesson did each character learn?**
- A. They learned that there is inequality in the world.
- Q. Do you agree or disagree that the theme of these two stories is “equality?”**
- A. We agree.

Related Language Arts Activities:

Before, During and After Prototypes

Extension Activities

The following suggestions provide additional ways to use the theme related text.

- Do a Reader's Theater with "Sitting Down for Dr. King."
- Read *Pink and Say* and *The Story of Ruby Bridges*. Then practice scenario writing using the scenario and question provided. Use the "House" organizer to help students organize the paragraph.
- Use "Inner Voice" reading strategy for the poem "I Hear America Sing." Have students read the first two stanzas in the poem and ask them, "What is your inner voice saying about this?" Have students write their response on the right side of the page. Have students continue reading each stanza and writing their inner voice thoughts on the right hand side of the page. When completed, ask students to write what they learned from reading this poem.
- After reading "Should Race Be a Factor in College Admissions" and "Standing Up by Sitting Down" introduce the Position Paragraph Activity. Have students respond to the question and use the organizer. A rubric has been provided for the students. (This is practice for the Social Studies Extended Response.) Grade these paragraphs using a five-point rubric. One point for each item on the organizer. When students have finished their paragraphs divide them into their viewpoints and have them debate the issue, or have students share their paragraphs with the class.
- Have students complete a Character "T" using "Rosa Parks, A Woman Who Changed A Nation."
- After reading "Standing Up by Sitting Down" have students answer the multiple-choice questions. Also have students complete the corresponding "Write It Out" activity.

What is Reader's Theater?

Readers Theater is minimal theater in support of literature and reading. There are many styles of Reader's Theater, but nearly all share these traits:

No full memorization. Scripts are held during performance.

No full costume. If used at all, costumes are partial and suggestive, or neutral and uniform.

No full stage sets. If used at all, sets are simple and suggestive. Narration provides the framework for dramatic action. Reader's theater was developed as a convenient and effective means to present literary works in dramatic form. This is still its primary use, though many scripts now published are original dramatic works rather than literary adaptations.

Originally popular on college campuses, Reader's Theater has now moved to the lower grades, where it is seen as a key tool for creating interest in reading. Kids love to do it, and they give it their all – more so because it's a team effort, and they don't want to let down their friends! And if the script is based on an available book, they of course want to read it. What's more, Reader's Theater is a simple activity for the teacher, since it requires no setup apart from the reproduction of scripts.

Reader's Theater has been found effective not only for language arts, but for social studies as well. Performing multicultural literature is one of the best ways for students to become interested in and familiar with other cultures.

Internet Resources:

www.lisablau.com

www.aaronshep.com

Standing Up By Sitting Down

**Based on the Greensboro
Sit-in February 1960**

Characters:

Announcer
Narrator
Wesley
Mrs. Beal (Wesley's Mother, Emily)
Papa (Moo and Wesley's
Grandfather)
Moo (Wesley's little brother)
Waitress
Protester#1
Protester#2
Protester#3
Protester#4
Man#1
Man#2
Officer Dan

**Setting for scene one is a
Woolworth's department store.**

SCENE ONE:

Narrator: There was nothing better than a double dipped cherry soda from Woolworth's department store. My mother took us there when I was especially good in school. My baby brother liked the coconut crème pie so much, he'd make himself sick .

Announcer: Woolworth's was a large department store chain that had a lunch counter that used to be "whites only," until one day.

Narrator: My mother wanted to take us out for a treat and we were excited to go to Woolworth's. We walked in the door and sat down at the counter.

Waitress: Well hey! Nice to see the Beal family in here, long time no see. How have you been Emily?

Mrs. Beal: Just thought I'd get out of the house and get the kids a treat. Justin has been out of town on business so we don't get out much, besides my Wesley here just brought home an outstanding report card, didn't ya honey?

Wesley: Yes Ma'am I've been doin' real good so mama said I could have whatever I want.

Waitress: Well what do ya think you'll have little man?

Wesley: Oh, come on Miss, you know, the usual.

Waitress: That wouldn't happen to be a Cherry soda now would it?

Wesley: Oh yes ma'am , thank you.

Waitress: What about this little sweet heart?

Mrs. Beal: His favorite is the coconut cream pie.

Moo: Coco ceeem pie, peese ma'am.

Narrator: My brother's name is Mason but we all called him Moo.

Mrs. Beal: I'll just have a cup of coffee please.

The waitress brings the order and then looks at the baby.

Waitress: would ya look at that baby eat? He eats like he aint never had pie before. But we know better don't we little Moo.

Narrator: Of course it looked like he was eating but I think there was more on his face and clothes than in his mouth.

Mrs. Beal: Slow down Moo, your gonna choke.

Waitress: Let him go, I'll clean him up when he's finished.

Moo: This is nummy

Announcer: Just then four African-American men walked in and took a seat at the counter.

Narrator: We'd never seen this before. We'd seen them in the store before but never at the lunch counter.

Protester#1: Excuse me ma'am, we would each like a cup of coffee. Please.

Protester#2: How about some of that pie? (Smiling at Moo)

Waitress: Now boys, you know I can't serve you here.

Protester#3: I'll just have a cherry soda, if it aint too much trouble, please ma'am.

Waitress: This is the way it is boys, now if you don't like it you can go

somewhere else but I aint supposed to serve you here. (pointing at the sign that reads, "Whites Only.")

Protester#4: Pardon me ma'am but I just don't see why that is. Why can't we get served at your lunch counter?

Moo: They have pie too? It's nummy.

Wesley: Mama why can't they get a soda or some pie? I know they aint all out.

Mrs. Beal: Maybe we should go on home now children lets get a goin'.

Wesley: But mama I didn't even get to drink my soda, I didn't stir the ice cream until it was melted yet. Oh man...

Announcer: Because of "Jim Crow" laws, African- Americans weren't allowed in many different places, especially restaurants. It would not be uncommon for them to be sent away from parks and beaches. They weren't even allowed in the same churches as white people.

Protester#2: We don't think it's right.

Protester#3: We don't plan on leaving until we're served.

Waitress: Suit yourselves boys but I aint giving ya any pie or coffee.

Protester#3: Well how about that cherry soda then? (He says with a smile.)

Protester#4: That's okay ma'am we're not trying to start any trouble.

Wesley: They can have my soda since I can't drink it anyway.

Mrs. Beal: Wesley! Now come on you two let's go, (exit the stage) I'll explain later.

Scene two:

Narrator: My mom told me that we could go again another day, and we did two days later. This time there were hundreds of protesters including the same four men that were there the last time.

Moo: They not eatin'?

Mrs. Beal: No sweetie they're trying to protest something.

Wesley: Where are we going to sit?

Narrator: The protest that had started a couple of days earlier had grown. Four college men from the local university were the start of all of this. Right before our eyes, two days before we had witnessed history in the making.

Waitress: Come on, everyone out, we're closing up. The police have been called and officer Dan is on his way so you'd better get out of here.

Wesley: Can't we get a soda real quick before you close?

Waitress: Sorry Emily, sorry kids, not today.

Narrator: All I wanted was my soda. What could I do?

Mrs. Beal: Let's go children this is no place for us to be right now. We'll come back another day.

(Wesley stomped his feet as he walked through the door and into his room.)

Papa: What's the matter with him?

Moo: We mad!

Narrator: My Grandfather was old but he was in good health. He stayed with us when my father went out of town.

Mrs. Beal: We went back to Woolworth's today to get a soda and there were a ton of protesters and they closed the store just as we got there. Wes is pretty mad about it.

Wesley: They took all the seats so the waitresses couldn't even serve anyone.

Papa: Oh yeah, I heard about that on the radio. It's called a sit-in. They are students from the college.

Moo: Why they sittin'?

Papa: No Moo, a SIT-IN, they aren't hurting anyone they are just sitting there.

Wesley: Why?

Papa: Because black people aren't allowed to sit where they want to like you and I. I think it's a good idea, they need to change those laws.

Wesley: I have a great idea let them do it somewhere else so we can get a soda.

Papa: As soon as someone listens and something is done about it then they will carry on again.

Mrs. Beal: I know how hard it is for those people and I understand that they have to do something about it.

Papa: Wesley, there once was a lady named Rosa Parks from Alabama. She wouldn't give up her seat to a white man on a bus, it's the same kind of thing.

Moo: Mama can I have some pie today?

Papa: These people don't want pie Moo, they want freedom and equal treatment just like we do. It's about common respect.

Wesley: I wish they'd just serve them already so we can have our treat.

Scene three:

Narrator: The next day we went back to Woolworth's. We were hoping that the protesting was done. There were even more people than before.

Wesley: Why don't you all go away they aren't gonna serve you anyway and I want a soda.

Mrs. Beal: Wesley, be nice.

Wesley: We want a treat and we can't get on because of them.

Protester#3: I want a cherry soda how about you? We aren't that different are we?

Narrator: I agreed with him.

Announcer: Just then two white men walked up to the counter.

Man#1: Hey, you boys need to get out of here because we need a seat.

Protester#1: I'm sorry. This seat is taken.

Man#2: Hey! I said we're takin this chair.

Protester#1: I'm a paying customer just like you. As soon as I get my order I'll eat it and go.

Man#2: You aint getting your order so you better give up your seat.

Narrator: The man dumped salt and mustard in the protester's hair and then knocked him on the ground.

Man#1: Eat this and get outta here.

Moo: He fall down, my scaredd mama.

Wesley: Isn't anybody gonna help?

Mrs. Beal: (Picked up Moo and headed for the door.) Come on boys, let's get out of here.

(Just then officer Dan came in.)

Officer Dan: All right boys this is over, right now. This is getting out of hand.

(Officer Dan put the handcuffs on the black boy).

Man#2: Now maybe we can sit down.

(Wesley sits in the stool before the man can get to it)

Wesley: I am a paying customer and I would like to order my friends some pie, a cup of coffee and (looking at protester#3) two cherry sodas.

Moo: My want pie toooo.

Mrs. Beal: Make that two cups of coffee and two slices of coconut cream pie, please.

Wesley: (to protester #3) You were right, we both want a cherry soda.

Applying Ideas to a Task: A Practice Scenario

Answer the question in the following scenario. You may use personal experiences that support your ideas, but you must use key ideas and generalizations from the two reading selections, *Pink and Say* and *The Story of Ruby Bridges*. Relate your response to the theme of the two reading selections, equality.

Scenario:

Moussauo is a new student attending your school. The clothes he wears and his accent tell you he is from a foreign country. Moussauo seems like a nice person, but he has been having a difficult time adjusting to his new school and making friends. He sits alone at lunch and no one seems to talk to him in the halls. Yesterday, you observed several students teasing him. Your favorite teacher, Mrs. Paulson, has asked you to be Moussauo's friend and help him adjust. If you do this, your friends may also tease you.

Scenario Question:

Will you be Moussauo's friend and help him adjust? Write a letter to Mrs. Paulson letting her know of your decision.

Use examples and details from BOTH reading selections to support your answer. Be sure to show how the reading selections are connected or alike.

When finished writing fill out this checklist:

_____ Did I take a position on the question?

_____ Did I tell why I took this position?

_____ Did I use examples from the two reading selections to support my thinking?

_____ Did I show how the selections are connected or alike?

“House” Organizer

Use the graphic organizer below to organize your response to the scenario question.

State your position

Support from selection #1

Support from selection #2

Connect both selections

State your position	

Support from selection #1	_____

Support from selection #2	_____

Connect both selections	

Should Race Be a Factor in College Admissions?

By Karen Fanning

In a landmark decision, the U.S. Supreme Court voted Monday to allow colleges and universities to use race in their admissions decisions. The ruling ends nearly a decade of legal debate that has divided American campuses.

Citing the importance of a diverse student body, America's highest court supported the University of Michigan's "affirmative action" policy. Affirmative action is a program that promotes opportunities for minorities and women.

Under the policy, the University of Michigan's law school wanted to admit a significant number of minority students. The court ruled that race can be a factor in deciding whether a student should be accepted to the school – but it could not be the only or deciding factor.

Affirmative action supporters hailed Monday's historic ruling.

"This is a momentous day in American civil rights history," said Elaine R. Jones, president and director-counsel of the NAACP Legal Defense Fund. "It's a solid win. It's a very good day."

The Point System

In a separate decision, the U.S. Supreme Court ruled that schools could not set quotas, or decide beforehand how many minority students to admit.

This reasoning led the Court to strike down University of Michigan's undergraduate admissions affirmative action policy. The policy granted 20 bonus points to minority applicants toward admission.

Many American politicians, including President Bush, weighed in on the day's decisions. Bush wanted the court to defeat both Michigan programs. While the President commended the court for supporting diversity in U.S. colleges, he said universities must consider "race-neutral alternatives" before they embrace affirmative action.

Many Democrats, on the other hand, applauded the court's decision.

"All of us here know the vast importance of affirmative action and its essential role in achieving genuinely equal opportunity for all in our society," said Senator Edward M. Kennedy, a Democrat from Massachusetts.

Position Paragraph Activity

After reading the Internet articles “Should Race Be a Factor in College Admissions?” and “Standing Up by Sitting Down” respond to the following question:

Should race be a factor in college admissions?

To respond to this question you must:

1. State your position by restating the question in a positive or negative form.
2. Select a Core Democratic Value and explain how it supports your position.
3. Support your position with economics (money) or civics (government). Ask yourself how is money or government related to this issue?
4. Further support your position with facts and/or personal opinion.

1. State your position:

2. Select a CDV: _____

3. Support with economics or civics: _____

4. Support with facts: _____

5. Conclusion sentence: _____

Name _____

Character “T”

To say that something fits a person to a “T” means that it fits them just right. When you describe someone to a “T” you use **character traits** that describe him or her just right.

Think about a character in the story you are reading. Write the **character traits** that describe your character on the left of the **T** below. Then support each trait with an example from the text where you found the example on the right side of the “T”.

Character: Rosa Parks

Character Trait	Support (example) from Text
1. _____	_____
2. _____	_____
3. _____	_____

Character Trait List

Ambitious	Caring	Dependable
Disrespectful	Tolerant	Patient
Responsible	Reliable	Sociable
Strong-willed	Trusting	Egotistical
Honest	Conceited	Thoughtful
Unreasonable	Persistent	Intelligent
Self-confident	Supportive	Persuasive
Resourceful	Apprehensive	Determined

The Facts About the Greensboro Sit – in

Has anything really important ever happened by sitting down? Read about four men who took a stand for equality, justice and peace by sitting down.

February 1, 1960 in Greensboro, a city in North Carolina, four college students sat down to stand up for their rights as African-American citizens. At the lunch counter at the local Woolworth's department store they were determined to be heard.

This lunch counter, not unlike many other businesses in the area, refused to serve the African-American population. This refusal was humiliating and often quite cruel.

Ezell A. Blair Jr., Franklin McClain, Joseph O'Neil and David Richmond decided to fight back against racism. They fought a peaceful war. The four college students walked into Woolworth's, knowing that the other customers would be rude and maybe even violent. The gentlemen remained peaceful and determined. They were polite and quite reserved.

The inspiration for this action was the civil rights leader Dr. Martin Luther King Jr. (1929-1968). Dr. King encouraged young African – Americans to challenge racism and demand to be treated equally, however, Dr. King did not urge

violence as a means for results. King said that love will lead to understanding, but hate can only lead to more hate. He said, African-Americans must do something extremely difficult: They must fight against violence and hate with peace and love. These men in Greensboro believed passionately in the works of Dr. King. But as they took a seat at the lunch counter, they had to wonder if the ideas would work for them. By the end of the week the four young men were joined by hundreds of other protesters and news spread across the entire country. Soon all segregated restaurants in the south were being protested. By July the lunch counter at Woolworth's was open to African-Americans. Other restaurants soon followed.

See what four men can do by sitting down and standing up for their rights?

The True Story of the Greensboro Sit-in **Text Questions**

1. This article is mostly about
 - a. Dr. Martin Luther King.
 - b. Woolworth's lunch counters.
 - c. a protest in Greensboro, North Carolina.
 - d. violence in the South.

2. From this article, you can tell that the four protesters
 - a. were very hungry.
 - b. were committed to nonviolence.
 - c. were wealthy men.
 - d. had met Dr. King.

3. How did the four men know the waitress would not serve them?
 - a. somebody told them.
 - b. the waitress was rude.
 - c. Woolworth's did not serve African-Americans at the lunch counter.
 - d. Dr. King told them.

4. Which of the following is an opinion?
 - a. the protests took place in 1960.
 - b. Woolworth's was an evil place.
 - c. Dr. King was a civil rights leader.
 - d. eventually, Woolworth's counter was opened to African-Americans.

5. In paragraph 6, what does the word "passionately" mean?
 - a. angrily
 - b. thoughtfully
 - c. with great emotion
 - d. with great effort

6. What was the author's main purpose in writing this story?
 - a. to encourage you to protest.
 - b. to inform you about an important event in history.
 - c. to share a funny story.
 - d. to persuade you not to eat at Woolworth's lunch counters.

Answer Key
For *The True Story of the Greensboro Sit-in*

1. C
2. B
3. C
4. B
5. C
6. B

Dr. Martin Luther King, Jr. 1929-1968



"Certainly I don't want to die. But if anyone has to die, let it be me."

Martin Luther King, Jr., a Baptist minister and civil rights leader was born January 15, 1929, in Atlanta, Georgia, and assassinated April 4, 1968, in Memphis, Tennessee.

There was always something special about Martin Luther King, Jr., even as a child, according to his father. He loved books and liked to keep them around him, even before he could read. King early recognized his talent as an orator and sought ways for its best use. He deliberated for years about becoming a minister like his father but felt that the ministry was not sufficiently intellectual to allow him to speak on contemporary problems. He then considered medicine, law, and other professions, but he remained unable to make up his mind.

In 1944 King entered Morehouse College, having skipped a year in high school. He majored in sociology and in his junior year decided to enter the ministry. Voicing his opinion on the role of education, he wrote, "The function of education ... is to teach one to think intensively and to think critically. But education which stops with efficiency may prove the greatest menace to society ... The most dangerous criminal may be the man gifted with reason, but with no morals."

After graduating from Morehouse College in 1948, King entered Crozer Theological Seminary to further his training for the ministry. While there he attended a lecture by Modest Johnson, president of Howard University, on Indian pacifist Mahatma Gandhi. Johnson's lecture provided King the direction he needed for his life. "His message was so profound and electrifying," King later said, "that I left the meeting and bought a half dozen books on Gandhi's life and works."

After graduating from Crozer in 1951 with the highest grade average in his class, King entered Boston University as a doctoral student. In Boston he met his future wife, Coretta Scott, who was studying voice at the New England Conservatory of Music. King received his doctorate from Boston University in 1955, then became pastor of the Dexter Avenue Baptist Church in Montgomery, Alabama. The future course of his ministry became apparent when he joined the supporters of Rosa Parks, a black woman who had been arrested in Montgomery for quietly refusing to give up her bus seat to a white person. King also began his relationship with Ralph Abernathy, a minister with whom he would work for the rest of his life.

In 1957 King and Abernathy were instrumental in founding the Southern Christian Leadership Conference, one of several groups King helped start. On January 14 that year, King's home and church in Montgomery were bombed as violence against black protesters continued.

After this bombing King began to reveal more of the dual nature of his personality—the desire to live and fight for the rights of black people, but also the resignation to die and thus become a martyr. William Robert Miller, one of King's biographers, commented on this nature: "When he

did obey what seemed to be an occasional irresistible inner compulsion, he said that he felt seriously called to be a martyr—but he found it extremely difficult, and equally difficult to admit that he was worried about what he regarded as his inadequacy for the destiny that God had given him. After the Montgomery bombing, King had said: "Lord, I hope no one will have to die as a result of our struggle for freedom in Montgomery. Certainly I don't want to die. But if anyone has to die, let it be me."

Though always conscious of the possibility of death, King was steadfastly dedicated to nonviolence because of its power over violence. "Nonviolence can touch men where the law cannot reach them," he felt, because nonviolence allows the just consciences of the "great decent majority" of people to shine through, as Gandhi had demonstrated. He knew black people would have to suffer while adopting the role of nonviolence. "The Negro all over the South must come to the point that he can say to his white brother: 'We will match your capacity to inflict suffering with our capacity to endure suffering. We will meet your physical force with soul force. We will not hate you, but we will not obey your evil laws. We will soon wear you down by pure capacity to suffer!'"

King's life was filled with confrontations, for he was always ready to rush to a city or a scene where he could help demonstrate the power of nonviolence. In March of 1963, the scene was Birmingham, Alabama. A *New York Times* reporter had said that Birmingham was a city that was culturally and racially backward: "The striking thing about Birmingham," he wrote, "is that it seems so advanced industrially and so retarded politically." Into this fray King threw himself. He was one of the black leaders whom most people watched and from whom the most was expected. He led with stirring oratory and insistence on nonviolence: "If you don't go," he said of the proposed march, "don't hinder me! We will march nonviolently. We shall force this nation, this city, this world, to face its own conscience. We will make the God of love in the white man triumph over the Satan of segregation that is in him... The struggle is not between black and white. But between good and evil."

These were the days when King began to use the language and wisdom of the visionary. In Detroit he had used the "I have a dream" motif, which was to carry him to his greatest heights of persuasiveness. Speaking at the March on Washington, August 28, 1963, from the Lincoln Memorial, he began the litany that would sound in the hearts of every listener: He dreamed of that day, he said, when "my four little children ...will not be judged by the color of their skin but the content of their character." It was a note that touched the very heart of America. King ended his talk with the stirring lines: "Free at last! Thank God Almighty, we are free at last!"

Through the years King continued to be the center around which a whirlwind of events made history. In 1963 he became *Time* magazine's Man of the Year. In 1964 he was awarded the Nobel Peace Prize, becoming the youngest recipient of that prize in history. And through the years he was always willing to demonstrate for civil rights, as he did in leading a march across Pettus Bridge in Selma, Alabama, on March 21, 1965. His resulting speech, delivered from the steps of Alabama Capitol in Montgomery, demonstrated again King's unequalled gift for oratory. How long, he asked, would it take for justice to take over the world? "How long? How long? Because mine eyes have seen the glory of the coming of the Lord," he quoted from "The Battle Hymn of the Republic."

Though himself a nonviolent person, King was surrounded by violence and by allies who preached violence on his part. In Harlem while autographing copies of his book *Stride Toward Freedom* he was stabbed. King was frequently jailed, but he regarded this as a realistic and practical way of symbolizing his willingness to suffer and sacrifice for the common good. He expected no less of fellow sympathizers, black and white. Nonviolence "may mean going to jail," he said. "If such is the case the resister must be willing to fill the jail houses of the South. It may even mean physical death. But if physical death is the price a man must pay to free his children

and his white brethren from a permanent death of the spirit, then nothing could be more redemptive." Further, King's marches were not always successful. In 1966 he had taken on militancy in Chicago, further arguing for nonviolence, but did not win. Such radical leaders as Stokely Carmichael criticized King for his stand. Congressman Adam Clayton Powell of Harlem derisively called the great leader Martin "Loser" King. And at times even his closest friends, such as Andrew Young and Ralph Abernathy, began to feel that King was becoming so visionary as to be ineffective. King's wife, Coretta, remarked on her husband's demons in life: "My husband was what psychologists call a guilt-ridden man. He was so conscious of his awesome responsibilities that he literally set himself the task of never making an error in the affairs of the Movement."

In the violent America of the 1960s, perhaps it was inevitable that the driven civil rights leader would meet fatal violence. He went to Memphis, Tennessee, to help out striking garbage workers in their push toward better salaries. Perhaps it was fitting that King saw his highest and most tragic goal in this setting. "Well, I don't know what will happen now," he said in his speech. "But it doesn't matter with me now. Because I've been to the mountaintop. I won't mind. Like anybody, I would like to live a long time. Longevity has its place. But I'm not concerned about that now. I just want to do God's will. And He's allowed me to go up to the mountain. And I've looked over, and I've seen the Promised Land." He darkened his vision with strong hints of his own doom: "I may not get there with you, but I want you to know tonight that we as a people will get to the promised land. So I'm happy tonight. I'm not worried about anything. I'm not fearing any man." And he ended this emotional climb with the words: "Mine eyes have seen the glory of the coming of the Lord!"

King was assassinated April 4, 1968, on the balcony outside his Memphis motel room. Perhaps no more fitting tribute could be raised to the slain believer in the power of nonviolence than one of his own statements: "If a man hasn't found something he will die for, he isn't fit to live."

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