LESSON NINE

Martin Luther King, Jr. and Malcolm X: Two Sides of the Same Coin?

LESSON OVERVIEW
Note: This lesson is optional but may be required to meet certain state standards. Students work in groups of four to read and analyze different historical documents related to activist group activities and use the evidence they gather to compare and contrast the actions of Martin Luther King, Jr. and Malcolm X.

OBJECTIVES
Students will:
• Compare and contrast the messages and methods of Martin Luther King, Jr. and Malcolm X.
• Identify other groups involved in African American activism.
• Conduct analysis of historical documents.
• Engage in historical inquiry to identify and analyze evidence that supports a position.

ESSENTIAL QUESTIONS
• What different approaches did members of the Civil Rights Movement use to further their cause?
• How did adherents to these different approaches view their roles as democratic citizens? How did they perceive the role of conflict in the movement?

KEY CONCEPTS
• Democratic citizenship
• Conflict

VOCABULARY
• Accumulated
• Black Panthers
• Nation of Islam
• Nonviolent
• Resistance
• Activist

GROUPING
• Students will work in groups of four.

MATERIALS
Teacher Resources
• Audio recording of Malcolm X speech
• LCD or overhead projector
Student Handouts

- 9.1: Historical Inquiry Form
- 9.2: Evidence Document A
- 9.3: Evidence Document B
- 9.4: Evidence Document C
- 9.5: Evidence Document D
- 9.6: Evidence Document E

<table>
<thead>
<tr>
<th>Goal 1</th>
<th>Goal 2</th>
<th>Goal 3</th>
<th>Goal 4</th>
<th>Goal 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conflict</td>
<td>Democratic Citizenship</td>
<td>Historical Inquiry &amp;</td>
<td>Historical Empathy</td>
<td>Discussion &amp; Deliberation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Historiography</td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Procedures

INTRODUCTION/HOOK
Ask:

- In what situations do you think people have a right to use violence in settling disputes?

Engage students in a class discussion in which students cite examples and reasons for violence / non-violence. Record their ideas on the board or on chart paper.

After a brief discussion tell students that in today’s lesson they will look at evidence from historical documents to answer a similar question. Provide students with an introduction to activism and Malcolm X, a human rights activist, spokesperson, and leader during Civil Rights Movement.

Project the text of the Malcolm X Speech, *The Black Revolution Requires Bloodshed*. Play the 5-minute audio clip and ask students to follow along with the printed copy of the speech.

Tell students that their familiarity with the work of Martin Luther King, Jr. will help them to understand another civil rights leader, Malcolm X, since they had similar concerns about democratic citizenship and equality.

Teacher Notes

✓ To help get the discussion started, you could use the think-pair-share technique with students.

✓ You may want to remind students that they have already studied two leaders with similar goals but different methods for reaching those goals: W. E. B. DuBois and Booker T. Washington.
LEARNING ACTIVITIES

Explain to students that in this lesson they will be comparing the messages, goals, and methods of these two individuals who significantly impacted the Civil Rights Movement. Next place the headings Messages, Goals, and Methods on the board or on chart paper. Ask students to reflect on previous lessons and to assist you in completing the chart for the methods, goals, and message of Martin Luther King, Jr.

To complete the “messages” column ask students to think about what kinds of things Martin Luther King, Jr. believed in. (Lessons 5-7 in this unit detailed King’s messages, goals, and methods.)

To complete the “goals” column ask students to think about what kinds of outcomes Martin Luther King, Jr. wanted from his actions.

To complete the “methods” column ask students to think about how Martin Luther King, Jr. spread his message and achieved his goals.

Next, display a similar chart for Malcolm X telling students that their real work as historians today will be to analyze historical documents to find out about Malcolm X’s message, goals, and methods.

Explain to students that many individuals and groups, including the Black Panthers, became part of the movement that grew from Malcolm X’s call for an approach to gaining equality through more violent action than Martin Luther King, Jr.

Tell students that the information they receive from studying the documents will help the class to consider the similarities and differences between Martin Luther King, Jr.’s and Malcolm X’s approaches.

Hand out 9.1: Historical Inquiry Form and work through the items on using the Malcolm X speech. (Students should use 9.1 as a reference and record their answers about the speech on their own paper so that they can use 9.1 later in this lesson with another document.)

✓ Messages possible answers: move beyond racism, peaceful coexistence, and change. “Nonviolence is a powerful and just weapon” is a quote from Martin Luther King, Jr. relating to his message.

✓ Goals possible answers: the end of racial segregation, ability to exercise 13th, 14th, and 15th Amendment rights.

✓ Methods possible answers: sit-ins, boycotts, marches, rallies, speeches, fill the jails, nonviolence.

✓ The four generalizations are:
  • Citizens are active participants in their government (local, state and national).
  • Citizens must be informed in order to effectively participate in the political process.
  • Citizens value the public good.
  • Democratic citizens strive to create a just society.
LEARNING ACTIVITIES

Closely monitor students’ understanding of the model, the questions, and of any vocabulary words that may be challenging for them.

Once you are confident that the class has an understanding of what is expected, assign groups and provide copies of a document (9.2-9.6) to each group. Students in each group should work together to analyze their assigned document. You may choose to give each group one or two documents. Multiple groups may have the same document(s).

Monitor groups as they complete their analysis of each document and provide them with appropriate feedback.

Once groups have completed their analyses, display each document using an overhead projector, LCD projector, or a poster size copy for the entire class to see. Ask groups to share the results of their analysis.

After all groups have shared, guide the class in completing the final two columns of their Messages, Goals and Methods Chart, citing evidence from their document analysis.

DEBRIEFING
At the conclusion of the activity or the class period, bring students together for a brief discussion of:

- How they felt about the process of historical inquiry, and what makes it different from the ways they have studied primary documents in the past.
- What information they have gathered from the documents, if any information has surprised them and finally, how does the information relate to the current unit of study.

✓ Remind students to never take on a source without first considering its credibility, and finding a way to establish that.

✓ This is also a good time to conduct a brief check for understanding with any students who may struggle with this activity.

✓ This should be an open class discussion. Each student will benefit from hearing the perspectives of other students about the documents that they analyzed.

HOMEWORK: As a historian, what are two things that are very important when conducting historical inquiry? Be prepared to defend your selections.