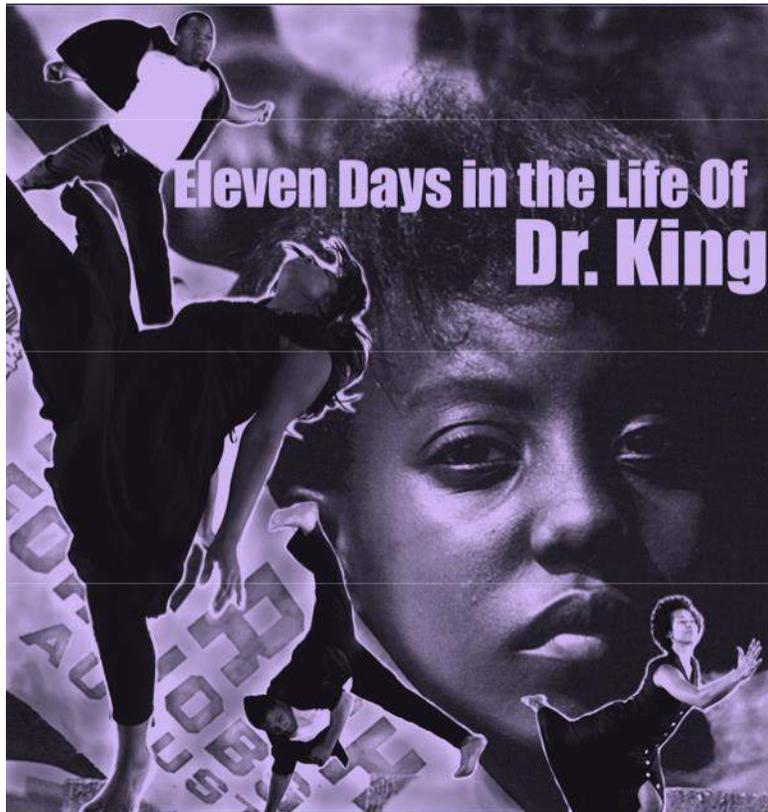




# **Eleven Days in the Life of Dr. King**

## **Education Guide Grades K-6**



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

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

## Eleven Days: A Background and How to Use This Guide

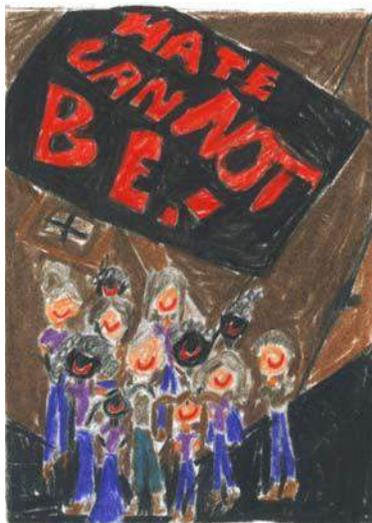
This guide is a tool to use in support of the touring performance: *Eleven Days in the Life of Dr. King*. The work combines original poetry presented as spoken word with new choreography and theater. It is meant to offer a deeper, broader view of the life and legacy of Dr. Martin Luther King within the context of the Civil Rights Movement. In many cases the legacy of Dr. King has been relegated to his famous “I Have a Dream” speech. But the movement for peace, justice, and equality through non-violent action includes many dimensions. The poems highlight eleven key days in Dr. King’s life, reflecting major milestones 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 arts 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

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

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

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



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



## **Activity: My Life in Pictures**

Grade Level: K and up

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

Themes: personal stories, life-changing moments

Materials: Activity - paper, markers/crayons, pencils, binding materials, digital photos  
Extension - biographical research materials

Everyone has a story to tell. What kind of things do you want people to know about you? If you were to create an illustrated book about your life and could choose eleven 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. 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 an important moment 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 the important moments. 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.



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

# 4

## 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: 4<sup>th</sup> and up

Core Content Area: social studies, language arts

Themes: civil unrest, community, standing up for beliefs

Materials: Activity – research materials, writing materials

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

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

*When Dr. King was just starting out as a preacher, he learned that Rosa Parks had been arrested for not giving up her seat on the bus. What people may not know is that Rosa Parks 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. 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:** Find a creative way to present your findings to the class. Consider filming a video or doing a live mock news report, creating visual aids to help share your information, or portraying people involved in the boycott and share the information through dialogue between the people involved.

### **Tools of Change: Non Violent Protests**

*The first Freedom Ride took place on May 4, 1961 when a group of very brave people including seven Blacks and six whites left Washington, D.C., on two public buses bound for the South. Other groups of Freedom Riders followed on different buses. They all wanted to make sure that people of different races could sit anywhere on a bus travelling between different cities and states. They decided that no matter what happened, they would not hit anyone back or use any kind of a weapon to defend themselves.*

*Many white people were angry at these thirteen courageous people and threw rocks at the bus, yelled and screamed, and even set fire to the bus when it reached Anniston, Alabama. Many of the Freedom Riders were attacked and hurt. The President of the United States had to bring armed agents in to help these Freedom Riders. Nevertheless, 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 illegal to use segregation on any bus or train that carried people from one place to another.*

### **Activity: Bullying – By the Numbers**

Grade Level: 3<sup>rd</sup> and up

Core Content Area: math, science

Themes: bullying, data collection

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

**Activity:** You are a researcher tasked with gathering information about experiences with bullying in your school or classroom. Create a survey including 2-3 questions about bullying. Ask these questions to as many of your classmates as possible, noting the total number of students surveyed. Consider what type of questions you might ask: yes/no questions, multiple choice questions and/or open-ended questions (where people respond in their own words). A good research usually uses a combination of these question types. Go over your results and choose the best way to represent your data, such as a bar graph or a pie chart. Also, show your results as percentages of the whole for each question.

Examples:

- If your questions are yes/no (i.e. “Have you ever been bullied at school?”) create a bar graph showing each question and how many people surveyed answered yes or no for each question.
- If your questions are multiple choice (i. e. “Where have you experienced bullying?” A. In class; B. On the playground; C. In the cafeteria; D. In the hall), 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 type out the various types of respondents.
- Review your data to *deduce*\* any trends. (To deduce is to make a conclusion based on the information you have gathered.)

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

**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. 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 end. This letter was eventually published and changed many peoples' minds about the power of peaceful protest and the need for change.

**Activity: Hear My Words!**

Grade Level: 2<sup>nd</sup> and up

Core Content Area: language arts, persuasive writing

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

Materials: paper and pencil

**Activity:** Think of a situation that you feel is really unfair in the world. Write a persuasive letter to someone about the issue of importance to you that you feel requires change. Share your information about this topic and explain your passion for the cause in hopes of encouraging the recipient, and others, to join you. Think carefully about an issue that is unfair, not something you simply do not like. In your letter:

- State your issue of concern
- Explain why this is a situation of concern
- Describe how you think things should be different
- Give reasons why someone who disagrees with you should change their mind
- Summarize your argument



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

By  
Caleb Ortega

**Extension:** Read your letters out loud in a class discussion

## **Activity: Hear Our Words!**

Grade Level: 4<sup>th</sup> and up

Core Content Area: language arts, social studies

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

Materials: paper and pencil

**Activity:** Conversation between past and present voices/leaders:

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

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

1. After writing your letters, re-read *“Spoken, Out of Turn”* (p. 12 above)
2. Break the first letter into individual sentences or phrases
3. Lay them out in a vertical format
4. Read through the letter
5. If certain points need to more emphasis, can you rewrite certain passages or repeat phrases to underscore an idea?
6. Break the second letter down in a similar process
7. Structure lines from both letter-poems in two side-by-side columns

Pair up with a classmate and perform the side-by-side poems in the style of *“Spoken, Out of Turn”*





## 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: K - 6 (see below for lower grades adaptation)

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

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. Create a display outside your classroom with the title "Our Dream Speeches" and place the speeches in a colored paper frame so people can see them as they walk by.

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

- dream
- time
- hands
- struggle
- freedom
- light
- hope
- shameful
- magnificent
- brotherhood
- bitterness
- turn
- stand
- bright
- justice
- alone
- march
- mighty
- changed

### **Lower Grade Adaptations**

In place of a speech, consider exploring some of the words individually to come up with shared definitions. Have students illustrate the meanings of these words with pictures or short, written phrases. Compile the student work into a social justice word wall or a class book.



## Day Eleven: Today- The Eleventh Day

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

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

Can we live together  
without being divided?

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

He tried.

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

Will you let someone  
new  
sit at your lunch  
table?

Are you able?

Are you brave?

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

don't believe them,

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

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

isn't through.



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

By  
Emma Beha

## **Activity: Dream Box**

Grade Level: K and up

Core Content Area: social studies, social-emotional learning

Themes: classroom management, community building, working together

Materials: a shoebox, construction paper, markers

Dr. King's Eleventh Day is not a day in his life; it is a day in yours. What are your dreams for yourself and for others? How can you make things better in your life and in the lives of people around you? Answer these questions on a sheet of paper. Turn those in to your teacher to review. Once your teacher has looked at them, they should all be folded and placed in a box. Each day the class can pull out one of the sheets and read aloud to the class.

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

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

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

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

**Dream #2:** Have you ever seen someone bullied and wanted to do something about it? Can you think of a way that you might use a non-violent action to interrupt the bullying? What if you were to stand by a person who was being teased and tell people to stop? What if more than one person stood by that person and told people to stop? Talk with your teacher about other non-violent ways to help someone who is being picked on and ask them to help create a list that the whole class can use. Now imagine you are the bully: What leads you to act that way? How could you do things differently, so that you could get your message across or express your feeling without resorting to bullying? Create a list of these strategies as well!

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

**The world will be better because you did!**

## Acknowledgements

*Eleven Days in the Life of Dr. King* is a Broadway Center production 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. The inaugural tour reached over thirty schools and 17,000 youth in 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](http://www.broadwaycenter.org) under the education tab; or, email [education@broadwaycenter.org](mailto: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 Bibliography

### FOR EARLY READERS:

*My Brother Martin:*

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

By Christine King Farris. Illustrated by Chris Soentpiet.

Aladdin Paperbacks a Division of Simon and Schuster, New York

© 2008

(Child Magazine Best Book of the Year)

*Martin's Big Words*

By Doreen Rappaport. Illustrated by Bryan Collier.

Hyperion Books for Children © 2001

### FOR MIDDLE SCHOOL AND HIGH SCHOOL READERS:

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

By David Colbert

Simon and Schuster Publishing, © 2008

*Martin Luther King Jr.*

By Adam Fairclough

University of Georgia Press © 1995

*381 Days: The Montgomery Bus Boycott Story*

Written by Jeff Sapp and modified by Magda Nieves

**FOR ADVANCED READERS:**

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

By Taylor Branch

Simon and Schuster Publishing, © 1988

(This Book was the Winner of the Pulitzer Prize)

**Artwork Credits**

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

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

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**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.**