

## PICTURING NONVIOLENCE OR NONEXISTENCE

**GRADE LEVEL:** 4 and 5

**TOPIC:** The Principles of Nonviolence

**CONTENT AREAS:** Social Studies  
Language Arts  
Art

### LEARNING OBJECTIVES/QCC:

The students will:

- **Social Studies:** Civic Participation – Identify and use alternative methods of conflict resolution by investigating the Principles of Nonviolence developed by Dr. Martin Luther Kings, Jr.;
- **Language Arts:** Listening/Speaking – Determine the literal meanings of words;
- **Language Arts:** Reference/Study – Locate information using the appropriate reference resources;
- **Social Studies:** Citizenship – Determine freedom of conscience and expression, the right to hold beliefs, whether religious, ethical or political, and to express one’s views; and
- **Art:** Creating, Performing, Producing – Produce artwork and graphic designs that use selected subject matter including symbols and ideas to communicate a message about nonviolence and nonexistence.

## **CRITICAL QUESTIONS:**

1. What was Dr. King's philosophy of nonviolence?
2. What is meant by "Nonviolence or Nonexistence?"
3. Will Dr. King's principles of nonviolence work today?
4. How can these principles be represented graphically?

## **BACKGROUND:**

This lesson introduces students to Dr. Martin Luther King, Jr.'s philosophy of nonviolence. In preparation for teaching this lesson, it would be helpful to read "Pilgrimage to Nonviolence" (excerpted from "Stride Toward Freedom," 1958),

<http://www.thekingcenter.org/non/pilgrimage.html>

Additionally, read excerpts from a 1967 interview of Dr. Martin Luther King, Jr. by Arnold Michaelis.

(Attachment 1)

## **MATERIALS/RESOURCES:**

### **Print:**

**Martin's Big Words: The Life of Dr. Martin Luther King, Jr.** by Doreen Rappaport, (Brian Collier, Illustrator)

### **Online:**

<http://green.rox.com/nonviolence/principles-steps.cgi>

**Attachment/Handout:**

- Attachment 1: 1967 Interview of Dr. Martin Luther King, Jr. by Arnold Michaelis
- Attachment 2: Sites to View Mission Patches and Explanations
- Handout 1: Series of Events Chain (Graphic Organizer)
- Handout 2: The Six Principles and Six Steps of Nonviolence
- Handout 3: Meeting New Vocabulary
- Handout 4: Insignia Display
- Handout 5: The Triple Venn Diagram

**Equipment:**

Computers

**Other:**

- Various types of paper, pencils, markers, watercolors, and other craft materials
- Various insignias or logos

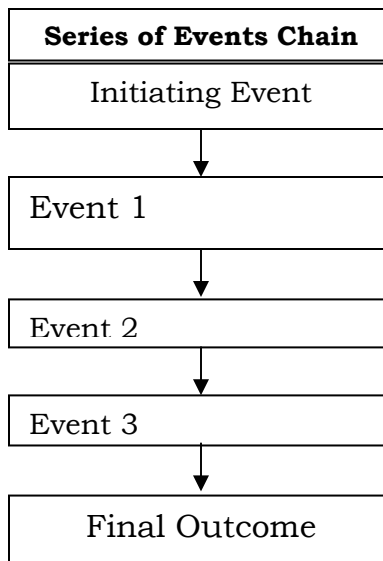
**HOOK:**

The goal of this lesson is to have the students represent graphically Dr. King's ideas of nonviolence or nonexistence. The following activities will assist the students in understanding the meaning of symbols such as M. L. King, Jr. National Historic Site's logo and other logos such as mission patches from NASA.

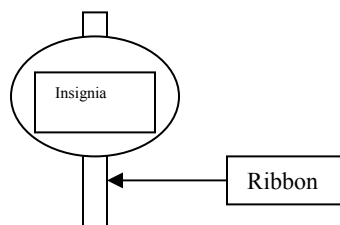
1. Have students search NASA's Website for samples of Mission Patches from various space missions.  
(Attachment 2)
2. Divide students into small groups to analyze together a single patch. They will describe the attributes of one patch and discuss how that patch was created.
3. As a whole group activity, have students view the logo from M. L. King, Jr. National Historic Site's Website and discuss why it was created as interlocking arms.

## PROCEDURES:

1. Set the stage for the lesson by reading the book: **Martin's Big Words: The Life of Dr. Martin Luther King, Jr.** by Doreen Rappaport with illustrator Brian Collier.
2. Discuss how Dr. King may have developed some of his ideas about his world by creating a series of events chain. (Handout 1)



3. Share background information with the students regarding Dr. King’s “Pilgrimage to Nonviolence;” that is, how he studied and developed his principles of nonviolence. (Share pictures of Mohandas K. Gandhi and others mentioned in the background information, if available.)
4. Follow this discussion with the introduction of the principles and steps to nonviolence. (Handout 2)
5. Introduce necessary vocabulary words. (Handout 3)
6. Have students read and discuss the principles and steps.
7. Encourage students to talk about the significance of these principles. Are they of value in the 21<sup>st</sup> century?
8. After reading and discussing the principles, have students brainstorm ideas with partners or teams for creating an original logo or insignia that represents the basic ideas of Dr. King’s Principles of Nonviolence.
9. Recalling some of the information from the HOOK activity, have students create their personal logo/insignia. (Handout 4)
10. Display insignias on two-inch wide ribbon and have students explain their design.



## **CENTERS/EXTENSION IDEAS:**

1. Use the new vocabulary organizer to assist students in comprehending additional vocabulary and concepts.
2. Have students compare the logo of the

M. L. King, Jr. National Historic Site



to the logos of

The Carter Center



and the

William Breman Jewish Heritage Museum



This would be a great time to introduce the triple Venn Diagram. (Handout 5)

3. Have students work in teams to research other organizations that support peace, tolerance, respect for differences, building community, responsible citizenship and the like and their logos. Students might choose to begin a scrapbook of “Logos of Tolerance, Peace, Respect for Others...”

## **REFERENCES:**

<http://www.proteacher.com/020067.shtml>

<http://www.crmvet.org/> (Buttons of the Civil Rights Movement)

## Attachment 1

### **Nonviolence or Nonexistence Audio/Video Text**

"Today there is no longer a choice between violence and nonviolence. It is either nonviolence or nonexistence. I feel that we've got to look at this total thing anew and recognize that we must live together. That the whole world now it is one--not only geographically but it has to become one in terms of brotherly concern. Whether we live in America or Asia or Africa we are all tied in a single garment of destiny and whatever effects one directly, effects one indirectly...

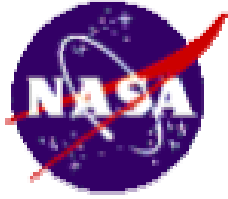
I'm concerned about living with my conscience and searching for that which is right and that which is true, and I cannot live with the idea of being just a conformist following a path that everybody else follows. And this has happened to us. As I've said in one of my books, so often we live by the philosophy 'Everybody's doing it, it must be alright.' We tend to determine what is right and wrong by taking a sort of Gallup Poll of the majority opinion, and I don't think this is the way to get at what is right.

Arnold Toynbee talks about the creative minority and I think more and more we must have in our world that creative minority that will take a stand for that which conscience tells them is right, even though it brings about criticism and misunderstanding and even abuse."

*Excerpted from a 1967 interview of Dr. Martin Luther King, Jr. by Arnold Michaelis.*

The University of Georgia and The Martin Luther King, Jr. Center for Nonviolent Social Change, Inc. (c) Estate of Martin Luther King, Jr., Mrs. Coretta Scott King, and Arnold Michaelis

## Attachment 2



Sites to view Mission Patches and explanations

**1. National Aeronautics and Space Administration**

<http://kids.msfc.nasa.gov/Sites/ExternSite.asp?url=http://spacelink.nasa.gov/>

**2. THE SPACE EDUCATORS' HANDBOOK**

<http://kids.msfc.nasa.gov/Sites/ExternSite.asp?url=http://spacelink.nasa.gov/>

**SPACE BUTTONS, BADGES, PATCHES, AND PINS**

**GALLERY HOME PAGE**

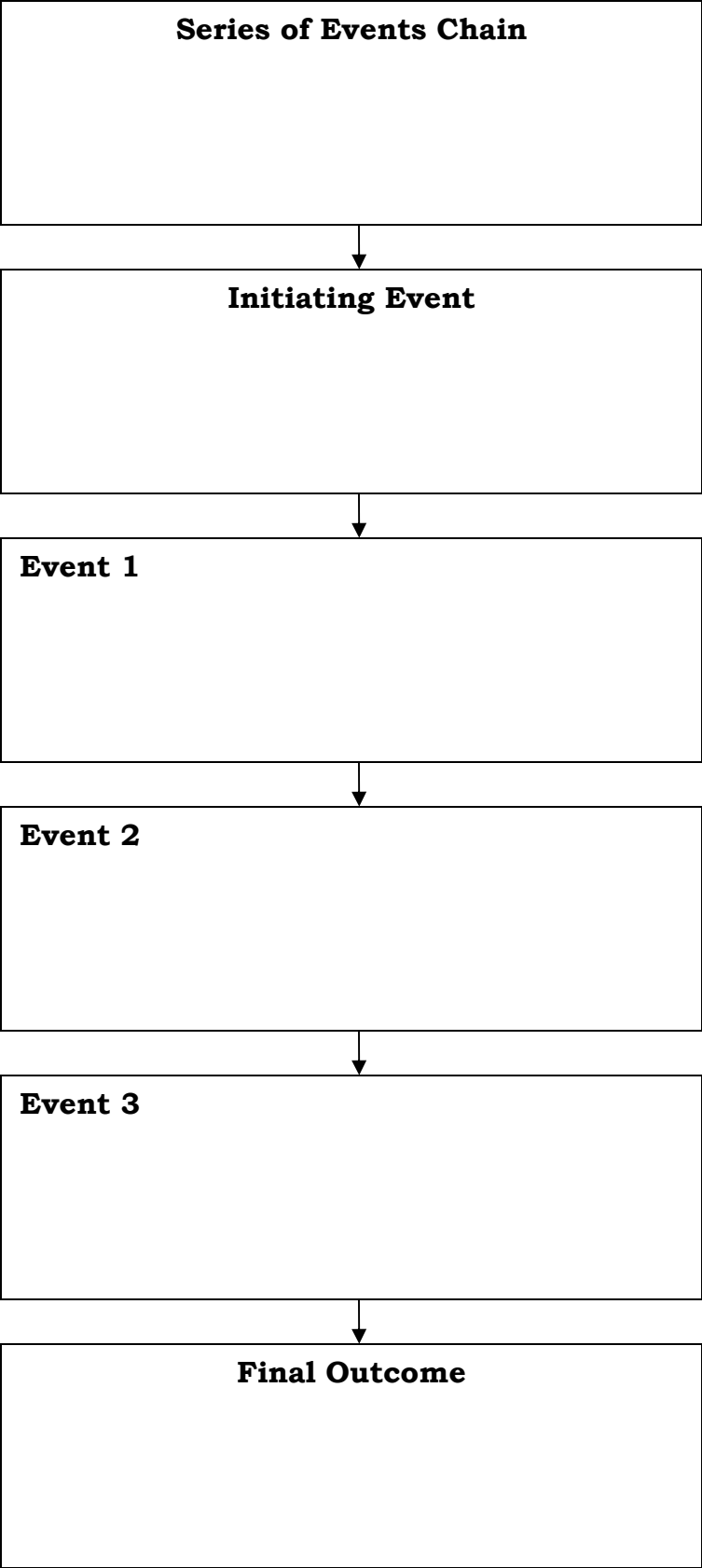
**APOLLO 11 MISSION PATCH (circa 1969)**

**DISCUSSION**

The eagle bearing Apollo 11 patch is, of course, the most famous of all space mission patches. Several, besides the Apollo 11 crew of Armstrong, Aldrin and Collins, contributed to its creation. The back-up to Neil Armstrong, Jim Lovell, suggested a bald eagle as the symbol of America. Collins sketched the initial version of the eagle on the patch adding the Earth overhead. Though the appearance of the scene was edifying, several errors existed in the astronomy. The sunshine came from the wrong direction so that the terminator line was vertical with respect to the lunar scene instead of horizontal. A simulator instructor name Tom Wilson suggested the eagle carry an olive branch as a message of the peaceful nature of the mission.



# Handout 1



## Handout 2

### Six Principles and Six Steps of Nonviolence ...as developed by Dr. Martin Luther King, Jr.

#### Principles

1. Nonviolence is a way of life for courageous people.
2. Nonviolence means seeking friendship and understanding among those who are different from you.
3. Nonviolence defeats injustice, not people.
4. Nonviolence holds that suffering can educate and transform people and societies.
5. Nonviolence chooses loving solutions, not hateful ones.
6. Nonviolence means the entire universe embraces justice.

1. Gather Information  
Learn all you can about the problems you see in your community through the media, social and civic organizations, and by talking to the people involved.
2. Educate Others  
Armed with your new knowledge, it is your duty to help those around you, such as your neighbors, relatives, friends and co-workers, better understand the problems facing society. Build a team of people devoted to finding solutions. Be sure to include those who will be directly affected by your work.
3. Remain Committed  
Accept that you will face many obstacles and challenges as you and your team try to change society. Agree to encourage and inspire one another along the journey.
4. Peacefully Negotiate  
Talk with both sides. Go to the people in your community who are in trouble and who are deeply hurt by society's ills. Also go to those people who are contributing to the breakdown of a peaceful society. Use humor, intelligence and grace to lead to solutions that benefit the greater good.
5. Take Action Peacefully  
This step is often used when negotiation fails to produce results, or when people need to draw broader attention to a problem. It can include tactics such as peaceful demonstrations, letter-writing and petition campaign.
6. Reconcile  
Keep all actions and negotiations peaceful and constructive. Agree to disagree with some people and with some groups as you work to improve society. Show all involved the benefits of changing, not what they will give up by changing.

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# Handout 3

Name \_\_\_\_\_ Date \_\_\_\_\_

## MEETING NEW VOCABULARY

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Word

Drawing Or Symbol For Word

Predicted meaning of word \_\_\_\_\_

Based on that meaning, use this word in a sentence:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Definition from dictionary: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Based on the dictionary's meaning, use this word in a sentence:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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Name \_\_\_\_\_ Date \_\_\_\_\_

## MEETING NEW VOCABULARY

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Word

Drawing Or Symbol For Word

Predicted meaning of word \_\_\_\_\_

Based on that meaning, use this word in a sentence:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

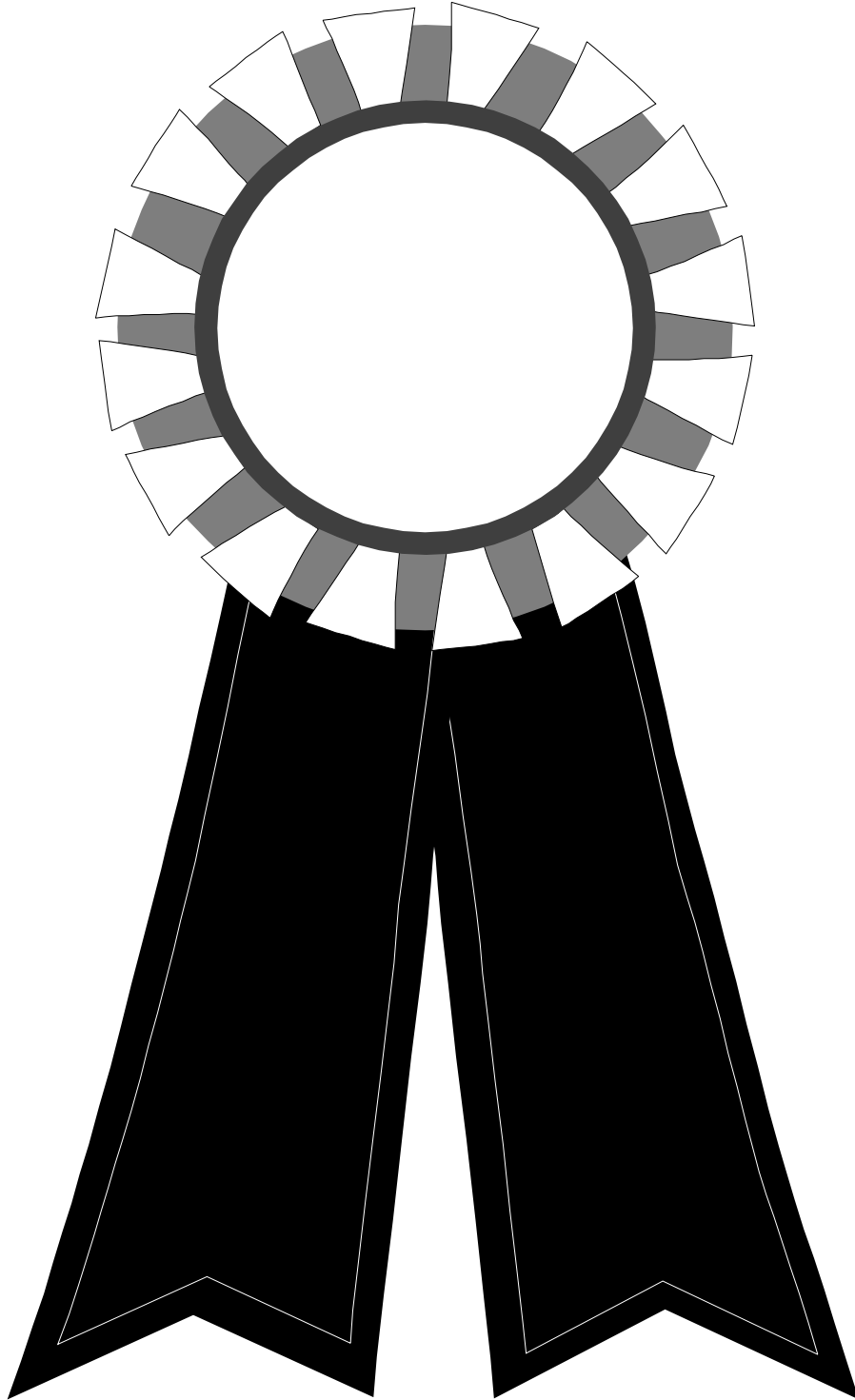
Definition from dictionary: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Based on the dictionary's meaning, use this word in a sentence:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Handout 4



# Handout 5

## The Triple Venn Diagram

