



National
Civil Rights
Museum®

AT THE LORRAINE MOTEL

CREATING *change* THROUGH. *action*

CURRICULUM AND COMPILATION
OF SOCIAL JUSTICE RESOURCES

young
activists
& families



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Introduction: Creating Change Through Action

Welcome to Creating Change Through Action!

This curriculum is a supplement to the National Civil Rights Museum MLK50 initiative to commemorate the life and legacy of Dr. Martin Luther King, Jr.

The attached curriculum includes many outside resources which have been compiled for the purpose of teaching youth and families about the six platforms that influenced Dr. King's work.

As we look back on the 50 years, since the assassination of Dr. King and look ahead to the next 50 years we should ask: "Where Do We Go From Here?"

That essential question was the title of Dr. King's final book and it asks us to consider what we want our world to look like with regard to freedom, equality, and justice. How can WE create beloved communities and a more just world for ALL people? This curriculum aims to answer that challenging question and suggest ways we can create change starting now.

Through this curriculum we will explore the following platforms: Peace, Justice, Ending Poverty, Better Jobs, Quality Education, and Better Housing/Stronger Communities. In each section, you will find educational information, links to websites, and action items.

An **activist** is someone who stands up against injustice and encourages others to do the same. With this set of resources and activities, we hope to inspire young activists and families to create positive change in their communities. We also encourage activism in communities that are different than our own. The activities can be used with classes, youth groups, families, and friends. The lessons build off of each other and can help to create a well-rounded view of activism and social justice.

The content we explore with this curriculum can be challenging and sometimes uncomfortable. While

using this curriculum, remind people to be tolerant and respectful of the views and opinions of others. Learners may experience and express a variety of emotions as you delve into these topics.

We recommend developing "contracts" where all who are involved in the suggested discussions and activities understand the rules for how to engage with an open mind. It is our hope that learners will grow and unite as they learn more about the themes that influenced Dr. King's life and work.



Ideally, the outcome of exploring the ideas and resources presented here is the development of young activists who welcome diversity, show empathy, try to understand the needs of others, and take peaceful action to "be the change we want to see in the world."

As young activists and families try out these activities and adopt the ethos of building stronger communities, we ask that they take pictures of their good deeds and community service and post them on social media using the hashtag #MLK50NCRM. Sharing pictures and stories has the potential to inspire others and create a ripple effect of positive change both today and for future generations.

Thanks for stepping up to the challenge and being a part of our MLK50 efforts to create change through action!

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No Justice. No Peace. Know Justice. Know Peace.

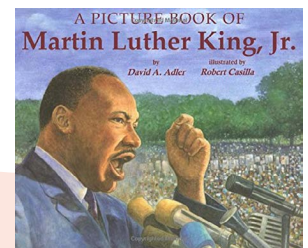
Dr. Martin Luther King, Jr. believed in equality for all people and that the way to achieve equality was through nonviolent action. We ask that going forward, if you observe injustice or a person or group of people being treated unfairly, you take action. Be peaceful and DO SOMETHING to improve your community and help to make our world a better place!

Let's start by learning about Dr. King.

For Elementary School

There are many fantastic books!

Check out *A Picture Book of Martin Luther King, Jr.* by David Adler and illustrated by Robert Casilla. [Click to listen to LeVar Burton reading this book on "Reading Rainbow Story Time."](#)

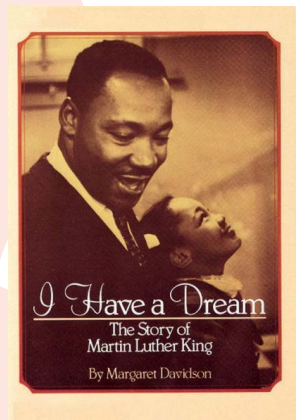


When Dr. King gave the speech, "Where Do We Go From Here?," he said "the arc of the moral universe is long, but it bends toward justice."

Scroll or turn to the next page to try an activity that illustrates how an arc can bend toward justice.

For Middle School

Go to your local library and check out *I Have a Dream: The Story of Martin Luther King* by Margaret Davidson.



For High School

[Listen to a short clip from Dr. King's speech, "Where Do We Go From Here?," given in Atlanta, GA, on August 16, 1967.](#) During this speech, Dr. King said, "the arc of the moral universe is long, but it bends toward justice." What do you think he meant by that?

Essential Questions

1. What did Dr. Martin Luther King, Jr. do to inspire people to take action?
2. Why do so many people admire Dr. King?
3. How did Dr. King change the United States and the world for the better?

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ACTIVITY: Your Arc of Justice

For Elementary School

Here is a rainbow! Is that an arc?

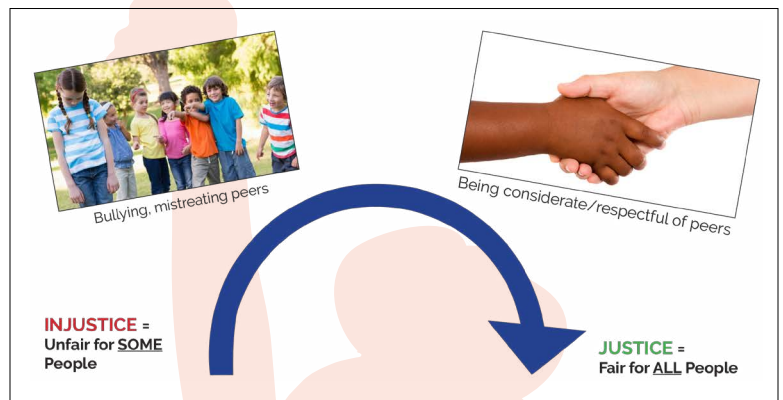
Yes, it's many arcs together!

An arc is a curved or bent line.



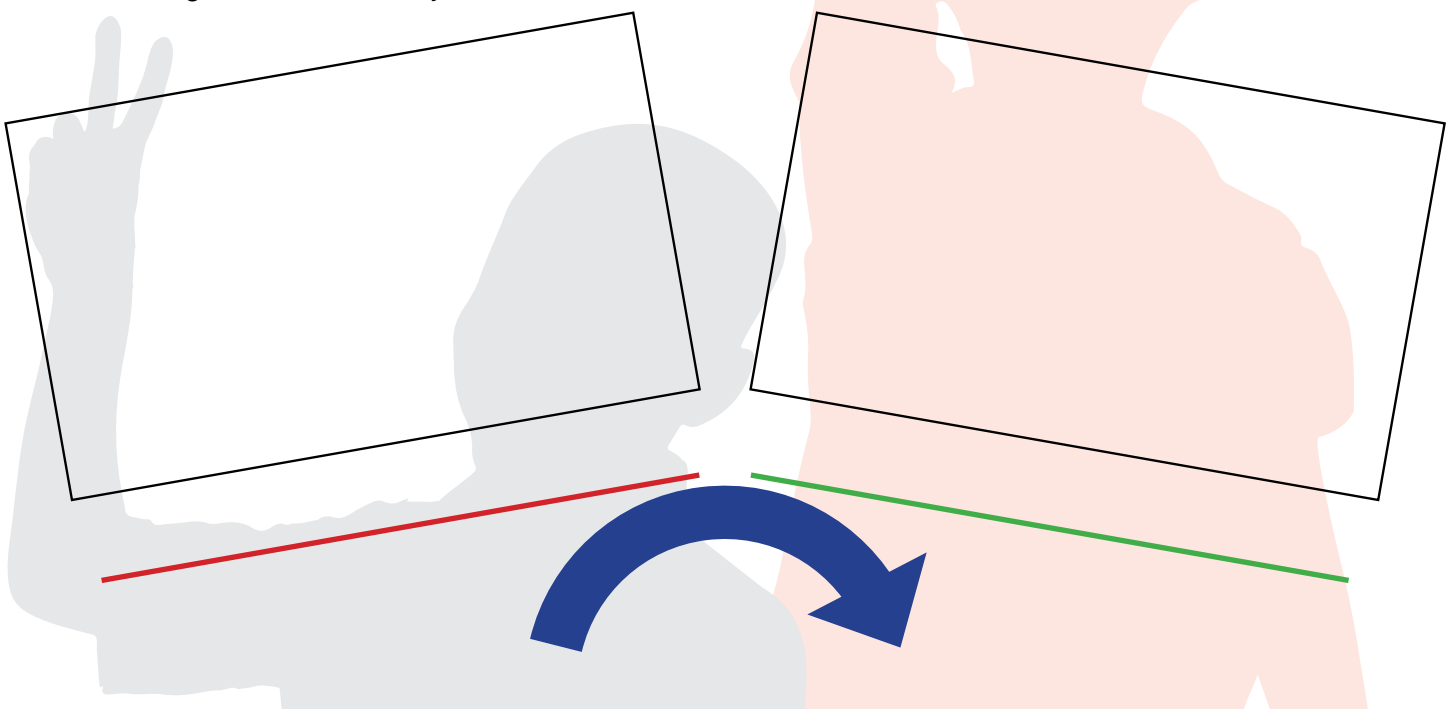
The arc below is an arrow.

If the arrow were pointing toward justice, maybe it would look like this!



Fill in words or pictures on your arc!

1. On a piece of paper, draw a curved line, OR print this page and use the arc below.
2. Write "injustice" on one end and "justice" on the other to show where YOU want to go from here.
3. Draw pictures in the boxes (or if you are using blank paper, just draw over each side of your arc, and leave room to label your drawing). Label your drawing by writing on the red line what you think injustice looks like and on the green line for what justice looks like.



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What is Justice?

Justice is:

1. upholding what is fair, just, and right
2. giving out what is deserved, whether reward or punishment
3. a person whose job it is to decide questions brought before a court; judge.

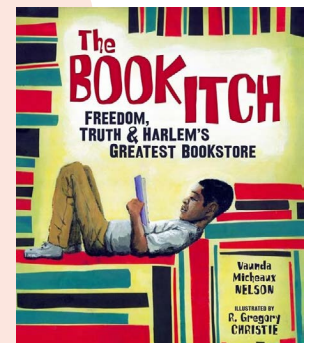
For this week, we are using definitions 1 and 2.

In 1963, in his famous *Letter from a Birmingham Jail*, Dr. King said, “**Injustice anywhere is a threat to justice everywhere.**” This important idea means that if people are being treated unfairly anywhere, that YOU could also be treated unfairly. No one is free from injustice, until there is justice for all people. It is everyone’s responsibility to create and uphold justice. That is why we must become activists.

Read the full [Letter from a Birmingham Jail](#) which has been archived by The King Center.

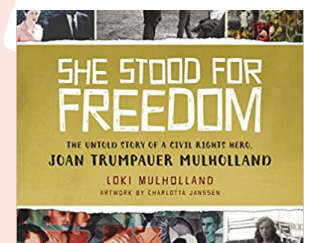
For Elementary School

To learn about how activism can change a community, read or listen to a read-aloud of [The Book Itch: Freedom, Truth, and Harlem’s Greatest Bookstore](#) by Vaunda Micheaux Nelson.



For Middle School

Go to your local library and read *She Stood For Freedom: The Untold Story of a Civil Rights Hero, Joan Trumpauer Mulholland* by Loki Mulholland to learn about one activist’s contributions to several events of the American Civil Rights Movement.



For All Ages

Learn how Dr. King was an activist by watching [this Flocabulary video](#).



Essential Questions

- How is hip-hop like protest music?
- How do some hip-hop artists use their music to spread messages about their experiences or their beliefs?

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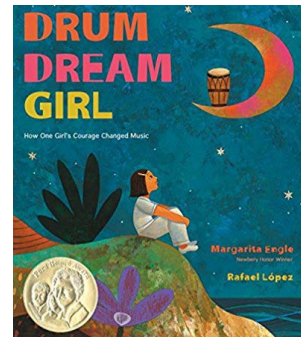
And Justice for All

For Elementary School

Take another look at justice with a [read-aloud of the book *Drum Dream Girl: How One Girl's Courage Changed Music*](#) by Margarita Engle. The reading and music for this story was presented by the Graham Elementary Music class.

Essential Questions

- How did the drum dream girl show courage?
- How did she change music?
- Why is it important that we try to do things we love, even if someone tells us “boys *can't* do this” or “girls *can't* do that”? Can these ideas also apply to people of different races or skin colors? How can we challenge those ideas and then help to change them?

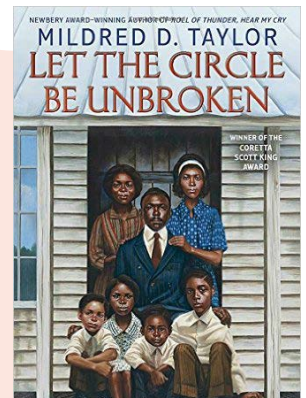


For Middle School

Go to your local library and check out the book *Let the Circle Be Unbroken* by Mildred Taylor. This is part of a series of books known as the Logan Family saga. Others in the series are *Song of the Trees*, *Roll of Thunder*, *Hear My Cry*, *Road to Memphis*, and *The Land*.

Essential Questions

- What makes these books so special? Is it the characters or how the author takes you back into a different time and place?
- Why do you think this series of books is so well-known and loved?
- How do these books relate to the theme of “justice for all people”?



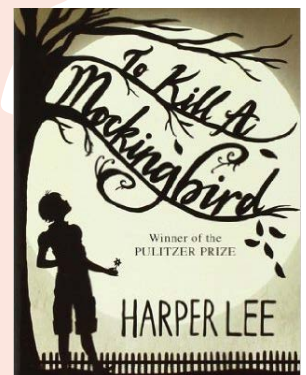
For High School

To Kill A Mockingbird is one of the most well-known and widely read American novels.

“If you can learn a simple trick, Scout, you will get along a lot better with all kinds of folks. You never really understand a person until you consider things from his point of view... until you climb into his skin and walk around in it.” —Atticus Finch (Lee, p. 33)

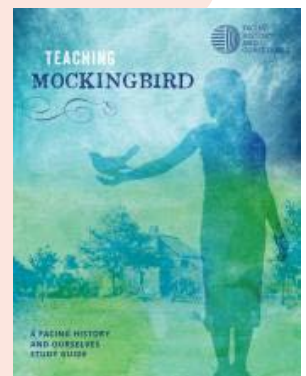
Essential Questions

- Can you ever fully understand another person’s point of view? What is the value in trying? How does Atticus’s advice relate to empathy?
- How does *To Kill A Mockingbird* relate to MLK50 themes or the theme of “justice for all people”?
- Which themes or ideas from *To Kill A Mockingbird* resonated or stuck with you?



For Teachers or Parents

To delve even deeper into *To Kill a Mockingbird*, explore the Facing History and Ourselves study guide, “[Teaching Mockingbird](#).”



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ACTIVITY: And Justice for All

For Elementary School

The Power of Protest

To **protest** means to **take a stand against something that seems unfair.**

Pick a topic that is important to you such as: equal rights for all people, cleaner and safer neighborhoods, or Black Lives Matter.

Create protest signs you would use in a march as your stand up for justice.

Materials needed: markers or paint and poster board(s). You can also use cardboard from a box.

Here are some examples:



For Middle and High School

Tackling Issues of Injustice

- Get together with a group of your peers and talk about issues that seem unfair or unjust to each of you.
Example: Some neighborhoods are clean and some are covered in litter OR in some neighborhoods there are grocery stores with fresh food and in others there are only corner stores.
- Make an action plan for what YOU CAN DO to address that issue.
- Discuss your plan with parents or guardians.
- Get together with peers and take action!

As Mahatma Gandhi and many other changemakers around the world have taught, “Be the change you wish to see in the world.”

If you do any of these activities, please take pictures, post on your social media page and tag us using the hashtags #MLK50NCRM and #NCRMuseum.

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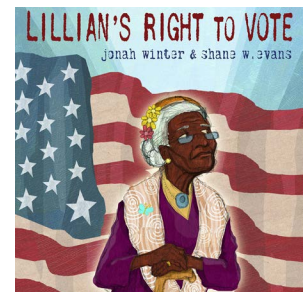
Voting with Our Voices

To **vote** is to express a choice in an election or decision (kids.wordsmyth.net). A vote is like our voice. It is how we take part in making decisions in the world.

For Elementary School

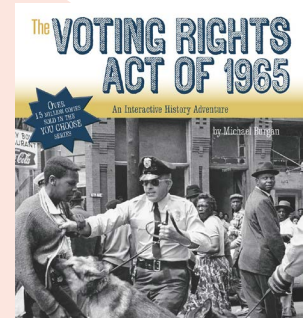
Until 1965, African-Americans were often denied the right to vote. Learn about voting rights in the United States with [a read-aloud of *Lillian's Right to Vote* by Jonah Winter](#).

Watch this PBS KIDS video from the You Choose series, [Presley Talks About Voting](#).



For Middle School

Head to your local library and check out this non-fiction You Choose book, *The Voting Rights Act of 1965: An Interactive History Adventure* by Michael Burgan.



Read the book or watch the movie *Selma, Lord, Selma* to learn about Sheyann Webb and Rachel West, who were 8- and 9-year-old activists in Selma, Alabama, in 1965.

Even though they were too young to vote, they were not too young to stand up for their rights and for freedom!

For High School

Watch *The New York Times* video on [A History of Voting Rights](#).

For more information on the history of voting rights in the U.S., review this [Voting Timeline from Scholastic](#).

To try an activity and find out more about voting, scroll or turn to the next page.



For All Ages

Learn about Sheyann Webb, who at age 8 was the youngest marcher to participate in the march that is known as “Bloody Sunday,” on March 7, 1965. [Read her story and watch a video about the Selma marchers and their quest for the right to vote.](#)

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ACTIVITY: Use Your Voice and Vote!

To **vote** means to allow your voice to be heard. Think of ways you can use your voice today!
Check off the items below as you accomplish them.

For Elementary, Middle, and High School

- Pick a topic that is important to you, like great schools, cleaner neighborhoods, or more community gardens, and write a letter to your Congressman or Senator. You can also contact a local legislator like a Mayor, County Congressman, Alderman, City Council member, or School Board member.
- Attend a school board meeting or a city council meeting.
- Ask your parent(s) or guardian(s) if they are registered to vote and if their information (such as their address) is up to date with the voter registration commission.
- Understand the rules and requirements for voting.
To register to vote in the United States, a person:
 1. Must be a citizen of the United States.
 2. Must be at least 18 years old by the next election.
 3. Must meet local residency requirements.



For High School

- If you are 16 or older, you can register to vote!
When you turn 18, you will be ready to vote!
- If you are 18 or older, you can vote this year!
- Encourage your friends to register and vote, too!



If you try any of these activities, please take photos and share on social media with hashtag #MLK50NCRM.

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The Confederate Statues Controversy: A Look at the Past and the Present

For Elementary, Middle, and High School

The topic of the Confederate symbols and their history can be challenging. [Engaging Young People in Conversations about Race and Racism](#) from the Anti-Defamation League (ADL) offers helpful tips for creating safe spaces for conversations that may be difficult.

Remember to always do your best to be respectful of the opinions of others. You can discuss your feelings openly without attacking the opinions of those with whom you are speaking.

Conversations are a great way to learn, but are not always fun. Try to keep an open mind and when you are not talking, be sure to listen carefully to your conversation partner(s) for understanding.

For High School, Teachers, and Parents/Guardians

Check out [3 Angles to the Confederate Monument Controversy](#) by Wayde Grinstead and Facing History and Ourselves. In this piece, you will find many perspectives, and at the end you will find links to explore this topic further. Please discuss this issue with youth, teachers, parents, and peers.

For more info on current issues of social justice, visit Facing History's [Charlottesville Roundup: Lessons to Use in Your Classroom Today](#).

[Read "New Marker to Recognize Victims of Gen. Forrest's 'Business Enterprises'" by Christopher Blank](#), and listen to radio interview with Rhodes College historian and history professor, Timothy Huebner, presented by WKNO and National Public Radio. This article refers to the idea of using a historic marker to right the wrongs of the past, instead of glorifying them. Beyond protest and statue removal, this new approach addresses the Confederate monuments issue head-on and acknowledges history as it truly happened.

Essential Questions

- How do you feel about the Confederate monuments?
- Do you think they belong in public spaces in today's society?
- How are these statues different than statues of other figures from American history?

Discuss these questions and your responses to them with family and friends.



Counter Protests Against New-
CSA, Richmond, VA, 9/16/17
Source: Creative Commons,
User: Mobilus In Mobili



Robert E Lee statue removed from Lee
Circle, New Orleans, LA 5/19/17
Source: Creative Commons
User: Infrogmation of New Orleans

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How Incarceration Affects Families

There are millions of children in the U.S. with a parent in jail or prison. Having a parent who is incarcerated can be hard for many reasons. They may be away for a short time or a long time, and they may miss fun times, such as seeing kids play sports or win awards.

For Families

To help families cope with this difficult issue, *Sesame Street* recently introduced a new character named Alex. His father is in prison, and Alex explains how it makes him feel to be away from his dad.

Check out this [Sesame Street Interactive Toolkit](#) for activities, videos, and ideas on how to work through challenging issues like coping with incarceration.

For more resources, here is a [recommended book list for families impacted by incarceration](#) from the Sentencing Project.



Alex talks to Abby and Rosita on *Sesame Street* about his Dad's incarceration. Image courtesy of Sesame Street

For Preschoolers and 1st Grade

Watch "[Little Children, Big Challenges: Incarceration](#)" by *Sesame Street*.

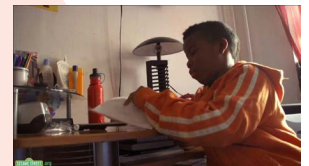
Ask a family member to read you [In My Family](#) by Rebecca Honig-Briggs.



For 2nd–5th Grade

Watch "[Little Children, Big Challenges: Incarceration - Nylo's Story](#)" by *Sesame Street*, about a young man whose mother is in prison and how he copes with being away from her.

Watch and listen to this [Reading Rainbow read-aloud of Visiting Day](#) by Jacqueline Woodson.



For Middle and High School

Through the Echoes of Incarceration Project, a group of young filmmakers with incarcerated parents made their first film. It is called [Caring Through Struggle: Caregivers of Children with Incarcerated Parents](#) and it helped the filmmakers understand some of the hidden consequences of our nation's approach to imprisonment.

Watch the *Reading Rainbow* video "[Visiting Day \(Parts 2 and 3\)](#)," which tells a story of how a parent's incarceration impacts an entire family.



Resources for Families of Incarcerated People

Incarceration is a problem that affects thousands of youth in the United States. We want those youth to feel supported and know they are not alone in coping with challenges that come with having an incarcerated family member. These young people deserve both encouragement and support.

If you have a family member who is incarcerated or know someone who does, please consult the following resources:

[Child Welfare Information Gateway: Supporting Children and Family of Prisoners](#), a list of local and national assistance programs.

The [Directory of Programs Serving Children and Families of the Incarcerated](#) for resources and information.

Alliance for Children & Families

1-800-221-3726
11700 W. Lake Park Dr.
Milwaukee, WI 53224
info@alliance1.org
www.alliance1.org

Amachi

215-557-4418
2000 Market St., Ste 600
Philadelphia, PA 19103
mwalker@ppv.org
www.amachimentoring.org

Angel Tree

800-552-6435, 800-55-ANGEL
44180 Riverside Parkway
Lansdowne, VA 20176
angeltree@pfm.org
www.prisonfellowship.org/about/angel-tree/

Big Brothers Big Sisters

450 East John Carpenter Frwy
Irving, TX 75062
bbbstx@bbbstx.org
www.bbbstx.org

Children of Incarcerated Parents Mentoring

410-532-6864
403 Markland Ave.
Baltimore, MD 21212
natloffice@ndmva.org
www.ndmva.org

Family Services

305-864-5553
9540 Collins Ave, P.O. Box 547127
Surfside, FL 33154
receptionist@aleph-institute.org
www.aleph-institute.org

Federal Bureau of Prisons

202-307-3198
320 First Street, NW
Washington, DC 20534
www.bop.gov/inmate_programs/index.jsp

Girl Scouts Beyond Bars

(800) GSUSA 4 U (800-478-7248)
(212) 852-8000
420 5th Avenue
New York, NY 10018
misc@girlscouts.org
www.girlscouts.org/who_we_are/our_partners/initiatives/gsbb.asp

Hope House

301-408-1452
PO Box 60682
Washington, DC 20039
cfennelly@aol.com
www.hopehousedc.org

Institute on Violence, Abuse, & Trauma

858-527-1860
10065 Old Grove Road, Suite 101
San Diego, CA 92131
forensics@alliant.edu
www.ivatcenters.org/

TRY IT!

Research the websites listed above. Write below or on your own paper about a few ways you can help someone whose family member is incarcerated.

CREATING *change* THROUGH *action*

What is Peace?

The goal of this unit is to understand peace and learn to create peace in your community.

What does the word “peace” mean to you? There are many meanings for peace.

One way to think of **peace** is **a time without violence or fighting**.

When we remember Dr. King, it is important to think of nonviolence and peace. Dr. King learned about peace from studying Mahatma Gandhi’s words and taking a trip to India to study Gandhi’s teachings. Gandhi, also nicknamed Bapu, spread his messages of peace all over the world. Dr. King was so inspired by Gandhi, that he shared his own hopes and dreams for peace with the world.

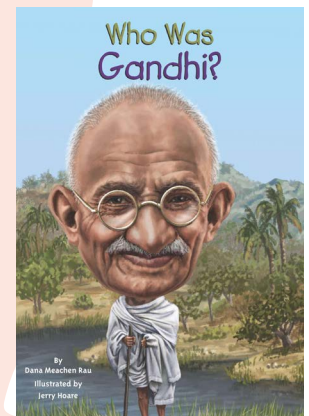
For Elementary School

Watch Fresburg’s [short cartoon video biography of Gandhi](#) on YouTube.

For an activity where you can identify ways YOU can be a PEACEMAKER, scroll or turn to the next page.

For Middle School

To learn more about Mohandas Gandhi, read *Who Was Gandhi?* by Dana Meachen Rau and illustrated by Jerry Hoare.

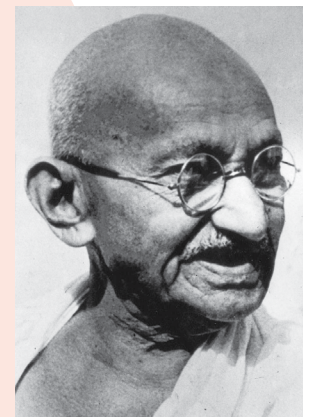


For Middle and High School

Watch [12 Things You Should Know About Mohandas Karamchand Gandhi](#).

For All Ages:

Hear and watch a 7th Grader’s perspective through a spoken word piece called [World Peace](#).



To try an activity about being a Peacemaker, scroll or turn to the next page.

CREATING *change* THROUGH *action*

ACTIVITY: What is Peace?

For Elementary School

Be a Peacemaker!

1. Circle the picture where you see someone being a peacemaker. Then color that picture, if you like.
2. Put an X through the picture where someone is not a peacemaker.
3. On the lines below, list how YOU CAN BE A PEACEMAKER today, tomorrow, and throughout your lifetime.



Below, list your own ideas on how to be a PEACEMAKER.

Example: Being kind to my little brother, even when it is hard to share toys.

CREATING *change* THROUGH *action*

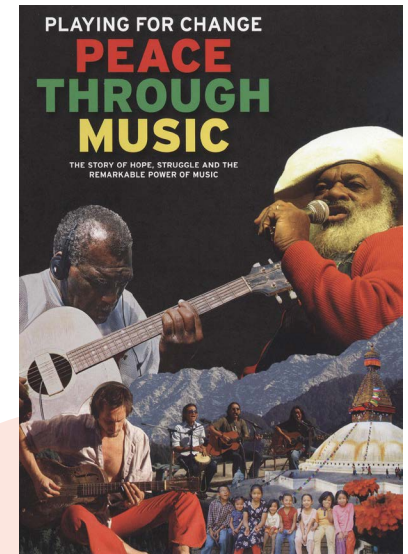
The Power of Peace

For All Ages

People create peace in many different ways.

[Watch *Playing for Change*](#) with a song about peace, *What a Wonderful World*, featuring Grandpa Elliott with children's choirs across the globe.

Watch Clarence Bekker perform [Talkin' Bout a Revolution](#).



In his book, *Strength to Love*, Dr. King wrote, “Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; only love can do that.”

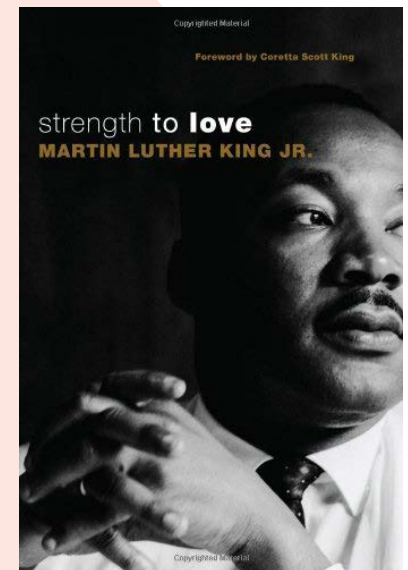
TRY IT!

- Stand in a dark room. How can you “drive out darkness?”
- Turn on a flash light. Is the room darker or brighter?
- Have a friend or family member come in with a flashlight. Does it get brighter?

Essential Questions

- How did the music you heard/videos you watched relate to the theme of peace?
- What did Dr. King mean when he said “Darkness cannot drive out darkness, only light can do that”?
- Was he really talking about darkness and light, or was he talking about something that is inside of each of us?
- How can YOU be the light? How can use your individual power (with your words and actions) to create peace?

To try an activity about getting to know people in your community and appreciating differences, scroll or turn to the next page.



CREATING *change* THROUGH *action*

ACTIVITY: Getting to Know You

How many kids in your community are different from you?

Get to know them and find out what you have in common!

If you don't have kids in your neighborhood that are different races, nationalities, or religions from you, talk to someone in your church, temple, mosque, or school.

Put away your electronic tablets, phones and game systems and talk to each other.

Make notes below, if you like.

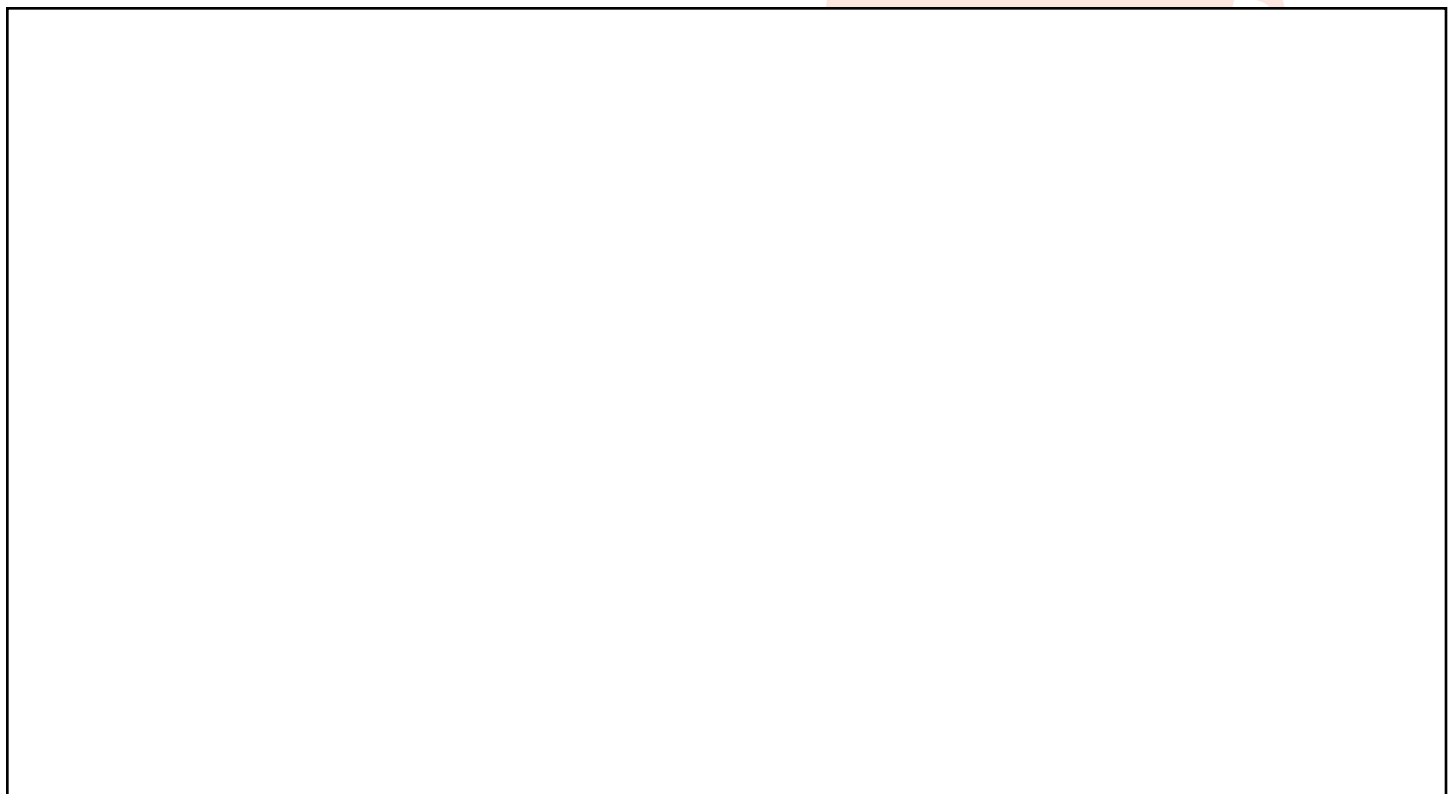
Here are some questions that you can ask one another:

- What do you like to do?
- What is your favorite food?
- What is your favorite book, movie, or TV show?
- What is your school like?

What do you have in common?

Take a picture of you and your new friend!

In the box below, write or draw a picture of something you learned about that person.
Or draw a portrait of the two of you! Trade contact information so you can stay in touch.



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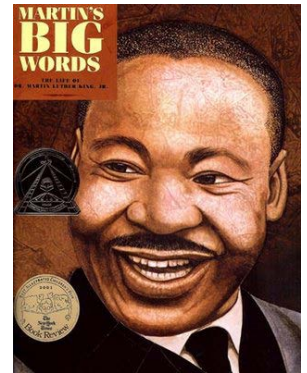
Peace for All People

For Elementary School

Dr. Martin Luther King, Jr. believed in peace among all people. Find out why with a [read-aloud of *Martin's Big Words*](#) by Doreen Rappaport.

Some of Dr. King's "BIG words" were LOVE, FREEDOM, TOGETHER, PEACE, and I HAVE A DREAM.

Think about what matters most to you, or your "BIG words." Discuss them with friends and family. Ask them to share their "BIG words" with you. You may learn what is most important to your friends and family. Hopefully, they will also learn what is most important to you!

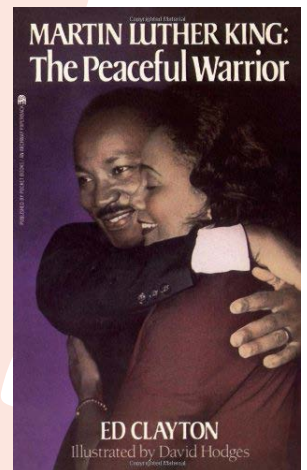


Supplementary Activity for Teachers or Students

Make a book of your BIG Words or make a list of your BIG words and write about why you chose those words.

For Middle School and High School

Head to your local or school library and check out *Martin Luther King: The Peaceful Warrior* by Ed Clayton.



For All Ages

Watch [Dr. Martin Luther King, Jr. Biography for Children](#).

To create your own poem for peace, scroll or turn to the next page.

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ACTIVITY: Your Poem for Peace

For All Ages

Create an *acrostic poem about peace. For each letter in PEACE, use a word or sentence that describes peace.

Go over your poem with a dark pen or marker. Then use colored pencils or crayons to lightly shade the land green and the bodies of water blue.



*An acrostic poem has a topic word, or BIG WORD, that reads from top to bottom. Each letter in the BIG WORD starts a word or sentence in the poem.

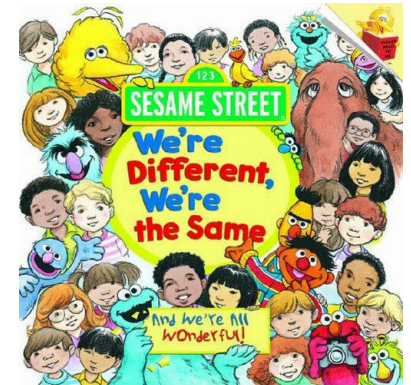
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The Same But Different

People come in all different shapes, colors, and sizes. We may think everyone is different, but when we talk to each other, we find that we have many things in common.

For Pre-K–1st Grade

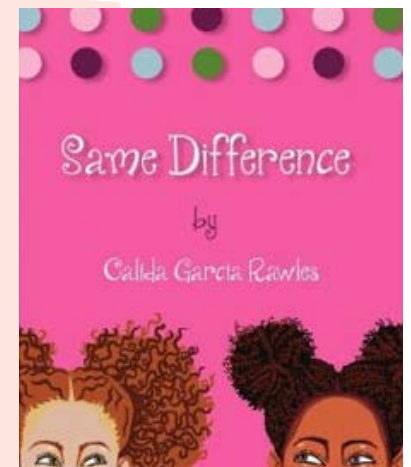
Listen to [We're Different, We're the Same](#) by Bobbi Jane Kates, featuring *Sesame Street* friends.



Watch "[We Are All Alike, We Are All Different](#)," a student project from the Calhoun School in New York.

For 2nd–5th Grade

Listen to [Same Difference](#) by Calida Rawles about cousins that are worried about the fact that they look so different from one another.

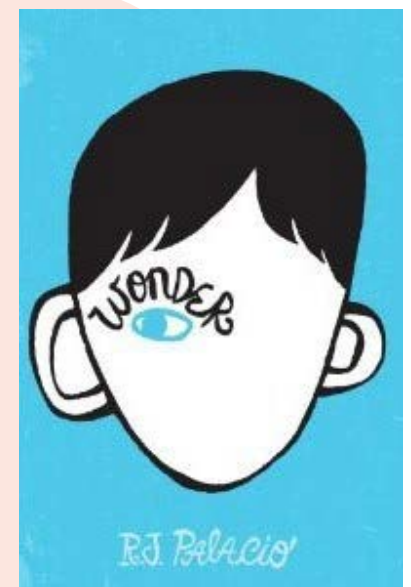


Listen to "[Everyone is Different](#)" by Lanny Sherwin. This song teaches about acceptance, tolerance, and celebrating diversity.

For Middle and High School

Go to your local library and check out the book *Wonder* by R.J. Palacio. This book is a true story about a young boy, Auggie Pullman, who is entering school for the first time in fifth grade due to a facial deformity.

There is also a movie that tells Auggie's story. [Watch the official movie trailer for *Wonder*](#). Will the other students accept him for who he is, or will they only look at his differences?



Watch "[Harry Baker: The Power of Self-Acceptance](#)" to find out why you should accept yourself and others just the way they are.

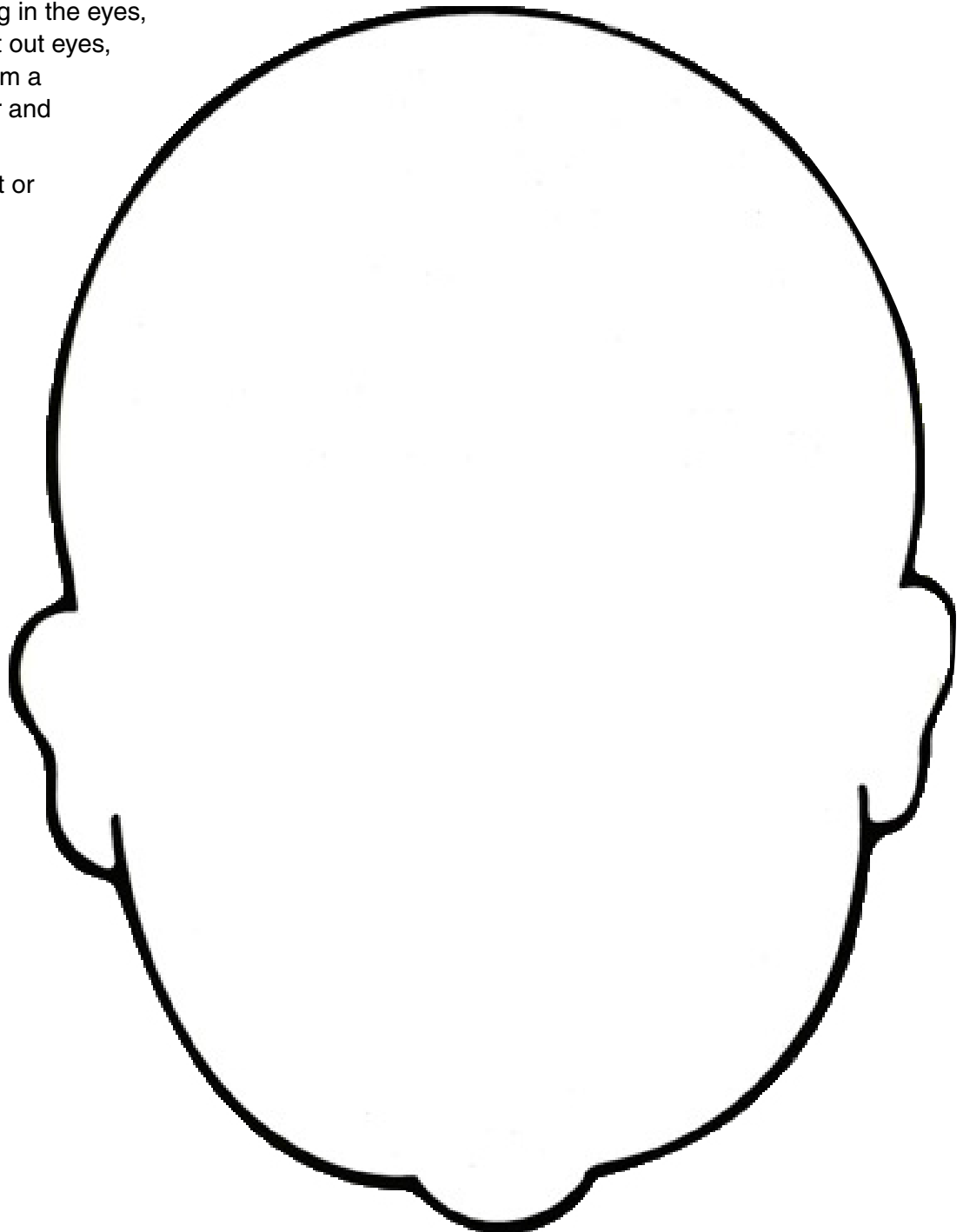
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ACTIVITY: The Same But Different

Our faces are different, but inside we are similar!

For Pre K–1st Grade

- Create a face by drawing in the eyes, mouth, and nose. Or cut out eyes, a mouth, and a nose from a magazine or newspaper and glue them on the face.
- Create hair by drawing it or glue on yarn or thread.
- It can be your face or it could be someone else's face! It can be silly or serious.
- Ask friends to create faces, too. Then compare the faces. How are they different? How are they similar? Aren't they all great?



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Quality Education for All

Quality education for all means that all people can attend schools which prepare them for a successful future. **Equal education** means that everyone gets the same things, like books, computers, and clean schools. **Equitable education** means that everyone gets what they need in order to be successful in school and achieve their academic goals. The picture to the right shows the difference between **equality** and **equity**. [Find out more about quality education.](#)

Schools were once segregated, meaning that black and white students attended separate schools. One hero who helped was Ruby Bridges. In 1960, she was the first African-American student to attend an all-white elementary school in the South.

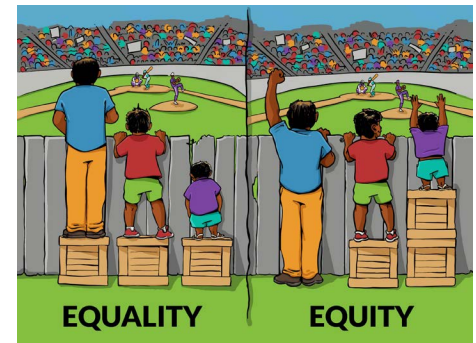


Illustration of Equality vs. Equity
Courtesy of Interaction and
Institute for Social Change

For All Ages

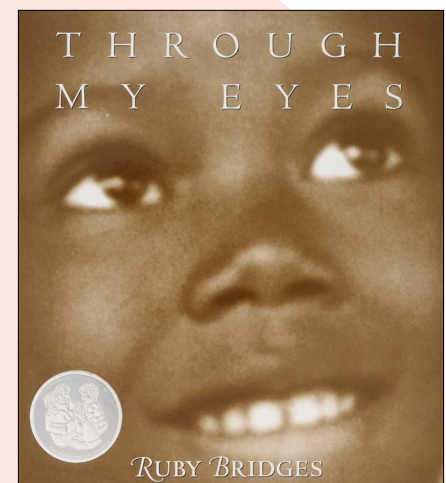
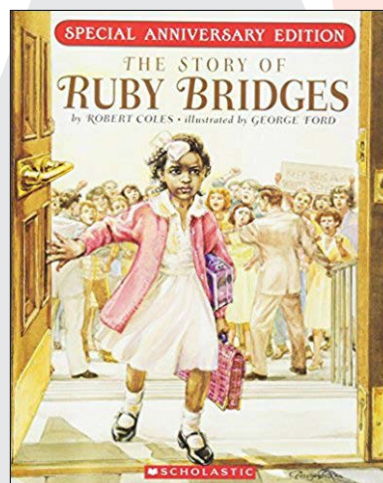
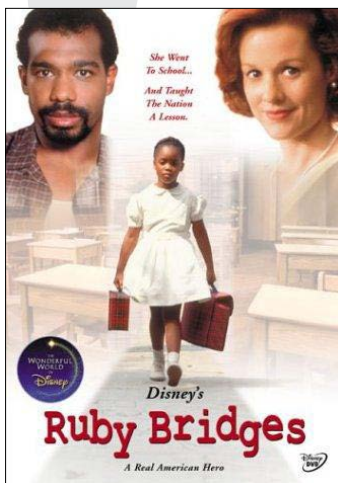
To learn about Ruby Bridges, watch [Disney's Ruby Bridges](#).

For Elementary School

[Listen to a read-aloud of *The Story of Ruby Bridges* by Robert Coles.](#)

For Middle School

Go to your local library and check out *Through My Eyes* by Ruby Bridges.





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ACTIVITY: Everyone Deserves a Great Education!

Education played a very important part in civil rights history. Dr. King believed that every person, no matter their skin color, should have the right to a great education.

Likes and Dislikes Chart

Fill in the chart below with things you think are good about your school and things that could be improved. You can write or draw. After you create your chart, share it with a friend.

Things I like about my school	Things that could be better at my school
 <p>Example: I love the playground at my school.</p>	 <p>The computers are old and don't work well.</p>

Great job completing your chart! Now print off a blank copy for a friend from a different school. Compare and contrast your chart with theirs. How are your schools the same and different?

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The Little Rock Nine and Their Choice for Change

In 1954, the U.S. Supreme Court ruled that schools should integrate “with all deliberate speed.” This would allow more parents to make choices about where their children would go to school. But integration of schools happened slowly in the South.

In 1957, nine brave students, known as the Little Rock Nine, **made the choice** to attend Central High School. Until that time, it was an all-white school. The Governor, National Guard, and many people in Arkansas tried to prevent integration. Daisy Bates helped this group of courageous teens break the color barrier. Thanks to her help, **they attended the school of their choice!**

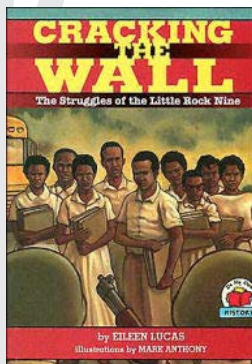


To learn about the Little Rock Nine, [watch this short documentary](#). Learn more about [Little Rock Central High School National Historic Site](#) and the role it played in the desegregation of schools in the United States.

Go to the library and check out a book!

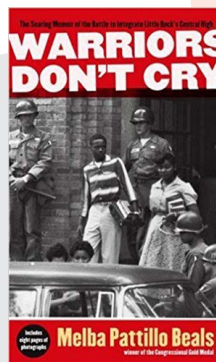
For Elementary School

*Cracking the Wall:
The Struggles of the Little
Rock Nine* by Eileen Lucas.



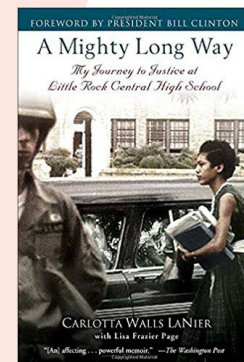
For Middle School

Warriors Don't Cry
by Melba Pattillo Beals.



For High School

*A Mighty Long Way: My Journey to
Justice at Little Rock Central High
School* by Carlotta Walls Lanier.



For Teachers and Families

Download Facing History and Ourselves Teaching Guide, [Choices in Little Rock](#).

For an activity analyzing a photograph of Elizabeth Eckford (member of the Little Rock Nine), scroll or turn to the next page.

CREATING *change* THROUGH *action*

ACTIVITY: A Choice for Change

For Elementary School

- What do you see?
- What do you think?
- What do you wonder?

For Middle and High School

- What is happening in this photo?



Image courtesy of Will Counts from Facinghistory.org

- Who is the young woman ahead of the crowd, carrying a book? How do you think she felt in this moment?
- What can you infer the crowd behind her is feeling? Why do you think they feel this way?
- What else do you notice about the photo? How does this photo make you feel?

Questions inspired by *Choices in Little Rock* Teaching Guide from Facing History and Ourselves.

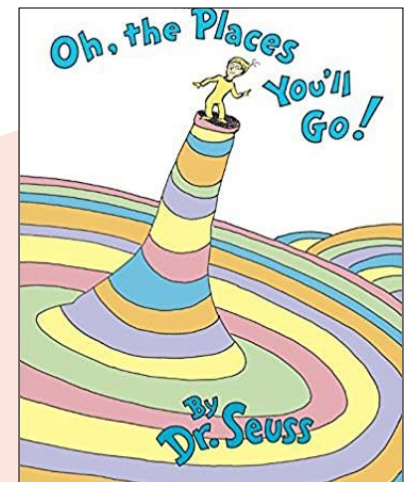
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Planning Financially for College

As we look ahead, it is clear that the cost of a college education is continually increasing. Currently the average student (without financial aid) pays approximately \$100,000 if they attend a public college for four years. A student attending a private college will spend approximately \$200,000 in four years. Scholarships and other types of financial aid can help pay for your tuition, books, fees, and possibly housing.

For Elementary School

As you start the new school year, consider all the wonderful places you'll go! Learn new skills, build on your strengths, and develop your talents! Listen to [a read-aloud of *Oh, The Places You'll Go*](#) by Dr. Seuss. If you have the book at home, or can get it from your school library, read along. Turn the page when you hear the "ding!"



For Middle and High School

As you go down the path toward college, the keys to your success are in your hands! Making good grades and graduating high school are actions you can take today that will affect the rest of your life! Check out this Rice College video, ["Welcome to College."](#)



Essential Questions

- What are you most interested in?
- How can you use your interests to fuel your career?

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ACTIVITY: Planning for College and Your Success

For Elementary School

Think about what you are good at and what you like to do.

Make a list.

Can you make a career based on your talents or interests? Do a Google search for jobs that are related to your talents and interests. [Find out which colleges offer degrees in what you hope to study, or to learn more about the college to career path.](#) You will go far if you are willing to learn, you are persistent (this means you won't give up), and you work hard!



For Middle and High School

Consider scholarships and financial aid to help pay for your education. By getting financial aid, you can avoid leaving college or graduate school with mounds of debt. [Visit this scholarships website](#) for information on a range of scholarship opportunities. Learn what kind of aid is available, and apply. Planning ahead and meeting application deadlines helps to keep student debt to a minimum. This can make a big difference for the rest of your life!



For High School

Talk with your School Counselor to get advice on colleges that may be a fit for your interests and talents.

[Complete your Free Application for Federal Student Aid.](#) On this site, you will find the college scorecard, info on deadlines, and video tutorials to guide you through the process of applying for financial aid. This site may help as you research, find, and apply to the school of your choice. Think big and plan ahead! Your future is in your hands!

CREATING *change* THROUGH *action*

Make This School Year Your Best Yet!



For Elementary School

Watch this Soul Pancake video, [“Kid President’s Pep Talk to Teachers and Students.”](#) Ask your teacher to watch this video with the class (if time allows) or with you after school.



For Middle and High School

Watch [“What Students Really Need to Hear”](#) by Chase Mielke. Although academics are of utmost importance, the teacher from this video says that conquering adversity and learning how to problem solve are also skills that you will need throughout your life.

In *The Maroon Tiger*, the Morehouse College Student Paper, Martin Luther King Jr. wrote,
“The function of education... is to teach one to think intensively and to think critically... Intelligence plus character—that is the goal of true education.”

Essential Questions

- What do you think Dr. King meant when he said that? What did he mean by the terms **intelligence** and **character**? Is it surprising that he wrote this as a college student? Why or why not?
- As you begin another school year, consider what your goals are in education. Once you know those goals, go out and achieve them!

For Families

Please check out the Scholastic Parents blog: [3 Superstar Tips to Starting the School Year Off Right.](#)

Check out [a list of books for the first weeks of school for young children.](#)



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ACTIVITY: YOU Can Make a Difference in Your School!

For All Ages

- **Let teachers know you are ready and willing to help!** If you notice posters and bulletin boards need work, ask if you can stay after school to help with their classroom or hallway displays. Ask teachers to let you know if they need help cleaning a classroom or resetting it for the next day.
- **Offer to be a helper!** Let administrative and support staff know you are there to help and that you will step up and assist whenever they need you to. If you can help a classmate who is struggling with their work, offer to tutor them or lend a helping hand.
- **Help to keep your school cleaner and greener!** Start a recycling program or environmental club, where students gather recyclables each day or pick up litter around school grounds each week.
- **Thank the adults who work at your school.** Teachers, office staff, librarians, cafeteria staff, custodians, and other workers are positive role models who can help you learn to grow and lead by example. Ask peers to join you and create a ripple effect of positive change!
- **Help a friend to get supplies.** If you have a friend who needs school supplies (like pencils, paper, folders, or a new backpack), but they cannot afford them, privately tell a teacher, counselor, or principal. They may be able to help get that friend what they need in order to be successful at school. If staff cannot help, ask your parent/guardian if you can share school supplies, or buy that friend what they need for school.



Courtesy of Flickr user kissyface



Courtesy of Tiverton Primary School, London, England



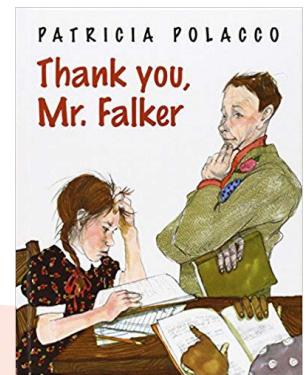
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Teachers Make a Difference

Have you ever had an awesome teacher? There are many incredible teachers who change their students' lives each and every day.

For Elementary School

Here is a story about a special teacher who changed a child's life. Check out this read-aloud of [Thank You, Mr. Falker](#) by Patricia Polacco.



For Middle and High School

Watch the film *Stand and Deliver*, based on the true story about the extraordinary educator Jaime Escalante. [Here is a preview.](#)



Be sure to thank your teachers. Think of ways you can help them and offer to lend a hand any time they need assistance.

Essential Questions for either story

- Would you describe the teacher in the story as heroic?
- What did the teacher in the story do that was so special?
- How did they change their students' lives?
- Have you ever had a teacher (or another adult in your life) make a HUGE impact on you? If so, who was it and what did they do to make a difference in your life?

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What is Your Dream Job?

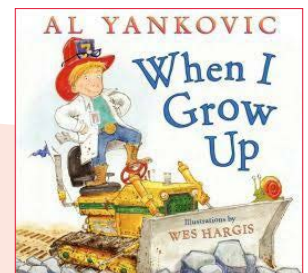
What do you want to do when you grow up? Think about your interests and your talents and how you can use those in your career.

Consider these questions:

- What kind of training and education will you need for this job?
- Who do you like working with? People who are your age? Older? Younger?
- Will that job be interesting for you? Are there many jobs like that out there?

For Elementary School

To help you think about jobs that you could do, check out Al Yankovic's *When I Grow Up* or [listen as the book is read aloud](#).

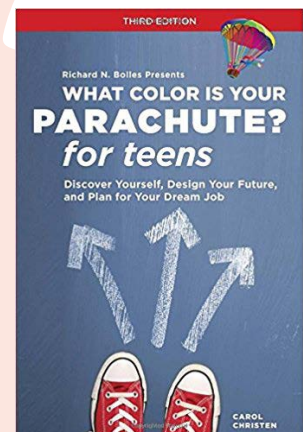


Watch The Berenstain Bears [Mama's New Job](#) (parts 1 and 2) to learn about different jobs that you might like.



For Middle and High School

Go to your local library and borrow *What Color is Your Parachute?* by Carol Christen and Richard N. Bolles. This book will help prepare you for choosing your career.



To try an activity that may help you to plan ahead for a great job and for your bright future, scroll or turn to the next page.

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ACTIVITY: Planning Ahead for Great Jobs

It is never too early to start thinking about career choices. There are so many jobs out there and with a little research you are bound to find something that is right for you.

For All Ages

What Career Best Suits You?

- Go to [School Finder's Career Quiz](#).
- Click on Step 1: Take the Quiz
- Click on Step 2: Identify Your Career Options or Step 3: Research Careers.
- Visit [DuBois Area School District's Career Exploration](#) to play games and find coloring pages about various careers.



For Middle and High School

Exploring Careers

- What is your dream career? Do you want to be an animal trainer, a park ranger, a crane operator?
- Research your dream career and explore what you are expected to accomplish by the end of high school and college.
- Log the information that you find so that you will have it as a reminder about what you need to accomplish to achieve your career goal.
- [Assess your personality](#) and find out what career may be the best fit for you!



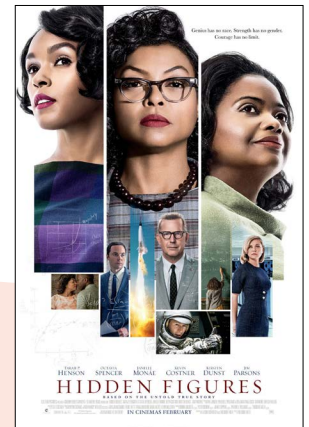
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Exploring Your Career Options: Think BIG!

You have the potential to get any job, if you prepare (with school) and work hard. Let's learn about a few women who paved the way for other African American women to work at NASA.

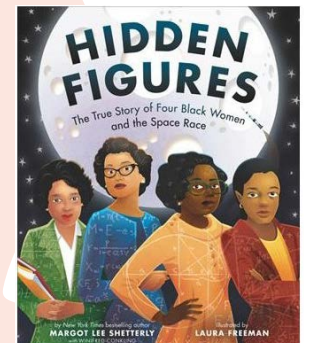
For All Ages

- Watch the film *Hidden Figures*. [Check out the trailer for the film.](#)
- [Meet the real-life NASA pioneer from the movie, Katherine Johnson.](#)
- The poster for the movie states, "Genius has no race. Strength has no gender. Courage has no limits." What do these statements mean? How does the film illustrate or reflect these ideas?



For Elementary School

Read *Hidden Figures: The True Story of Four Black Women and the Space Race* by Margot Lee Shetterly.



For Middle and High School

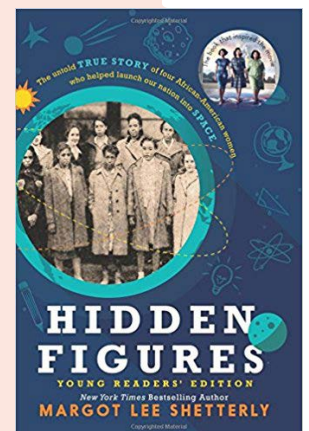
Read the book *Hidden Figures* by Margot Lee Shetterly.

Essential Questions

- What does the title *Hidden Figures* mean?
- Does this title have more than one meaning?
- Can you think of any "hidden figures" in your life? Why does that title fit them?

For Teachers and Parents

For more questions to consider for *Hidden Figures*, [see this discussion guide.](#)



Stand Against Unequal Pay

What do you think about when you hear the term unequal pay? Women are not always paid the same salary as men who do the same job. As we learn about the pay gap between men and women, think about the following questions:

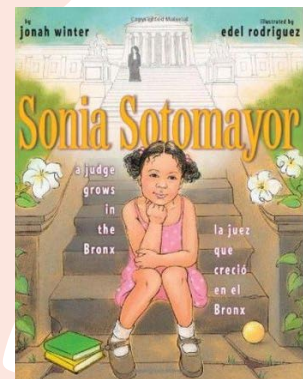
- Are women's career choices affected by the idea that there are only certain jobs that women can do?
- Why do women still earn less than men in almost every career?
- Are there other pay gaps (or unequal pay for the same job) than those between men and women? If so, for whom?

For Elementary School

Watch "[Pocket Money](#)," a video that helps explain the pay gap between men and women.

Watch [a video of Sonia Sotomayor and Abby from Sesame Street](#), which talks about what type of careers you could have when you grow up.

Go to your local library and check out the book *Sonia Sotomayor: A Judge Grows in the Bronx* by Jonah Winter



For Middle and High School

Watch [It Starts on the Court: Gender Equality in Sports and Beyond](#), a TEDx Deerfield Academy presentation by Sarah Du.

Read the *New York Times* article "[Why I'm Fighting for Equal Pay](#)" written by Carli Lloyd, an Olympic Gold Medalist and U.S. World Cup Soccer Champion.

Discuss this question with peers or friends: **How do YOU feel about the pay gap or other types of gender discrimination in work, school, or sports?**



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Getting College and Career Ready: Understanding Resumes and Interviews

A resume is a short list that describes your education, job experience, and skills, and is usually sent with job applications. It tells the person who is hiring for a job about the applicant. Your resume should list your accomplishments truthfully. Even if you have not had a job yet, you can still create a resume that shows how special and talented you are!

For All Ages

Build your resume using [My First Resume Template](#) or [Career Kids: My First Resume](#). It is easy to write your resume from scratch in just a few short steps using either of these sites.

Your resume should include:

- Your name and contact information (your email address, which should be simple and appropriate for applications, and phone number).
- Your education (where you go or have gone to school).
- Volunteer experiences (if you don't have any, go out and volunteer!).
- Clubs or organizations you participate in or help lead (Strings, Chess Club, Environmental Club).
- Awards or honors you have earned (honor roll, principal's list).
- Your interests, skills, and hobbies (what you enjoy doing and what makes you really special).
- References (people who can speak about you and your strengths) List their name, contact information, and job title or how they know you. (Be sure to ask people if they are willing to be a reference for you before listing them on your resume).

For Middle and High School

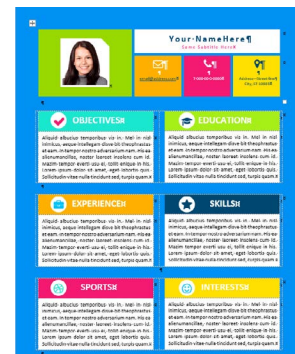
Watch "[6 Things Every High School Student Should Have on Their Resume.](#)"

Interviews are conversations where people ask questions to determine if the person being interviewed is a good fit for a school or job. Watch "[Succeeding at the College Admissions Interview.](#)" Although this is specific to college interviews, the same techniques would apply to job interviews, too.

Before going to an interview, study the school or workplace. Consider your answers to the following questions:

- Why are you particularly interested in this school (or job)?
- What are you most interested in studying? Or what are your career goals?
- What are your special skills? What are your strengths?
- What makes you an ideal candidate for that specific school (or job)?

Show self-confidence and try not to be nervous in interviews. If you are prepared to present yourself strongly, the interviewers will find out what an amazing person you are and why you are the best match for their school or workplace.



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Connecting Communities

For All Ages

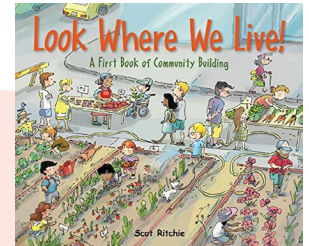
What is a community? **A community shares a common interest or goal.** A community may live, work, or play together like your family, neighborhood, school, sports team, or house of faith. A community could also be the city, state, or country where you live. We all belong to one big community: the world!

Dr. King often spoke of the “Beloved Community.” A “Beloved Community” is where **no one is without food or a home, and all people have what they need to live.** So, “Where Do We Go From Here?” How can we help to make our community stronger? How can we create a Beloved Community?

For Elementary School

To learn how YOU can help to make your community a better place, read *Look Where We Live: A First Book of Community Building* By Scot Ritchie. [Watch the book's trailer](#) and choose activities from the book to do with your friends or family.

[Check out this video from Sesame Street](#) to learn about some of the jobs people do in your neighborhood. What do you want to do when you grow up?



For Middle and High School

Consider ways you can help your community to grow stronger both today and in the future!

- Can you paint? Perhaps you could get a permit to put up a mural!
- Do you see yards that need tending to in your neighborhood? Ask the families that live in those houses if they need help with their yard work and gather friends to help you do it.
- Do you like to garden? Are you good at getting people together to work on projects? You could plant a community garden and grow fresh flowers or even fresh produce!



Public mural from Pilsen neighborhood in Chicago, IL
Creative Commons

Brainstorm various ways you could make your community healthier and try out some of your ideas. Remember to ask parents/guardians for permission or even help getting resources like tools or supplies for your service projects. YOU have the power to impact your community through positive change! This can benefit you and your neighbors for generations to come.

To try an activity about the strength and diversity of your community, scroll or turn to the next page.



Girls Inc. South Park Community Garden
Courtesy of Dory Lerner

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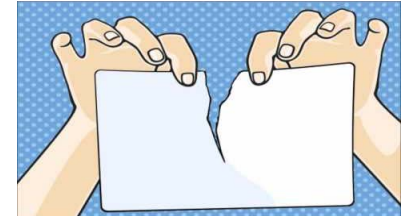
ACTIVITY: Connecting Communities

TRY IT!

1. Take a small piece of paper and rip it in half. It is pretty easy to do! Right?
2. Now, put several sheets of paper together and try to tear them. It is not as easy, is it?

In a way, this is like a community. By working together, many smaller parts can make something very strong.

[Find more activities and community lessons for kids!](#)



For Elementary School

Create a Community Workers Diagram

1. Take a sheet of paper or poster board and cut it into a circle. Draw a smaller circle in the middle.
2. Write "Community Workers" in the middle of the small circle.
3. Draw pictures of different community workers that you may see every day. They could be firefighters, police officers, doctors, nurses or garbage collectors and more. You could also find their pictures in magazines and glue them to your paper.
4. Share your work with others, and if there is room, let them add to your project.
5. Take a picture of you holding your diagram and send it to a parent, grandparent or friend.



For Middle and High School

Mix it Up

1. When you go to lunch sit with a group of students you do not know.
2. Have a discussion with them and get to know them better.
3. Reflect on what you learned from sitting with a new group of students. Try sitting with a new group weekly.

[Find more activities from Teaching Tolerance!](#)



CREATING *change* THROUGH *action*

Taking on Neighborhood Blight

For Families

Neighborhood blight refers to areas with buildings (like houses or businesses) and land that are not being used. Often, the buildings are left behind, or abandoned. If neighborhoods have buildings and houses with windows boarded up and not many people living there, it is known as blighted.

This happens when the population, or the number of people living in an area, decreases, or goes down. Over time, if fewer people live in an area, less of the buildings are used. Some people think that the way to change this is to demolish, or tear down, the unused buildings so that the area can become a meadow or forest again. Others think that if new businesses, community centers, or schools are built there, it would bring people back to the neighborhood. Areas that are experiencing blight are often littered with trash and need some attention.



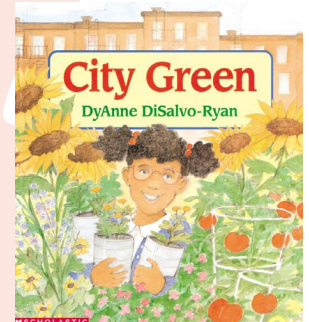
Neighborhood cleanups are one way YOU can make a difference in your community.

Check out this video from Fort Worth, Texas, where people are [Transforming their Neighborhood and Building Their Community](#).

Watch this news story: [Students Clean Up Neighborhood on Detroit's East Side](#).

For Elementary School

Planting community gardens can bring people together to grow food and flowers. This can help a neighborhood look brighter and more alive. To hear a story about urban renewal and community action through gardening, listen to a read-aloud of [City Green](#) by DyAnne DiSalvo-Ryan.



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ACTIVITY: Plan a Community Cleanup

All Ages

- Get a group of friends together who want to join you!
- Plan a date and time when everyone can come for the cleanup. Trade contact information, in case of changes.
- Pick a location! Ask your school or area parks and recreation department for recommendations.
- Figure out what to do with the trash and recyclables.
- Find out if your local trash service will pick up the bags or if they can donate a dumpster. If not, ask an adult with a pickup truck to help!
- Learn which items are recyclable (in most places these are: metal cans, plastic, paper, cardboard and glass) and which items can and cannot go in the trash, (such as batteries, paint or oil.)
- For items that cannot go in the trash, look up where you can take these items in your community. Many communities have a hazardous waste disposal program.
- Get sturdy gloves and trash bags. Borrow rakes and shovels.
- Get a First Aid Kit and enough drinking water for the whole cleanup crew.
- Take before and after pictures of the cleanup site and tell us about your experience making your community a better place! Post to your social media pages and tag us or hashtag #MLK50NCRM.



What will you need for a neighborhood cleanup? Label the items below!



For more info, [download a full how-to guide from the National Environmental Education Foundation.](#)

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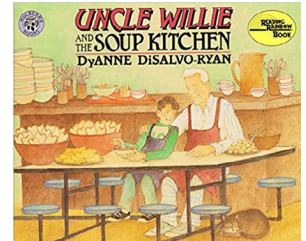
What is Poverty?

For Elementary School

People who live in poverty have little or no money and few or no material possessions. They may find it hard to meet their basic needs, such as food, clean water, clothes, and shelter.

In 1967, Dr. King announced that he wanted people who were living in poverty to meet in Washington to march for better jobs, better homes, and better education. He wanted ALL people to have better lives.

To learn more about poverty and how you can help, read the book *Uncle Willie and the Soup Kitchen* by DyAnne DiSalvo-Ryan, or [listen as the book is read aloud](#).



For Middle and High School

In 1967, Dr. King launched a new phase of the Civil Rights Movement focused on economic justice. While the Movement had won victories in desegregation and voting rights, King said it had done little to reduce poverty. African Americans suffered much higher rates of poverty, unemployment (not having steady work), illiteracy (inability to read), and malnourishment (not having enough food) than whites. As long as African Americans remained poor, they would never really be free, King declared.

King announced the Poor People's Campaign on December 4, 1967, to bring the poor, including Appalachian whites, Native Americans, and Mexicans, among many other groups, to Washington, DC, to demand economic justice. [King was intent on bringing a diverse movement to Washington](#) to demonstrate that poverty was not simply a problem that affected people of color. (King's Last March, "New Front in the Fight for Freedom." American RadioWorks) During the Poor People's Campaign, SCLC developed an [Economic Bill of Rights](#).

Today, we still face alarming poverty in the U.S., where economic disparity (or the difference between those who have money and those who do not) is oppressive, with the richest 1% owning more than half of the global wealth. Children are hit the hardest. We face a moral dilemma, not just an economic one.

TRY IT:

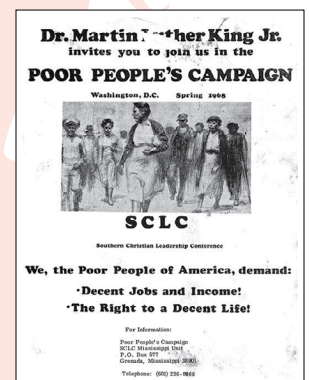
Read the SCLC's Economic Bill of Rights (linked above). Then list 2-3 recommendations you would add, to a similar policy statement today. Consider what could be done to eliminate or reduce poverty in the U.S. Discuss your ideas with family, classmates, teachers, and friends.

For All Ages

Check out the [Kids Respond to Child Hunger](#) video to learn about ways you can help people living in poverty.



Dr. King visited Marks, MS to prepare for the Poor People's Campaign
Courtesy of Creative Commons



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ACTIVITY: Understanding Poverty

All Ages

Donate your Old Stuffed Animals

1. Collect old stuffed animals that you don't play with anymore.
2. Donate them to a local shelter or an organization that collects toys for other children to enjoy.

[Stuffed Animals for Emergencies](#) is one place that collects stuffed animals.



All Ages

Donate Food to Help End Hunger

1. Collect nonperishable food from friends, neighbors and family members.
2. Donate it to a food bank or a shelter. Click on link below for more guidance.

[Find a food bank near you.](#)



Middle and High School

Create an Informational Book about Poverty

1. Research the facts about poverty in the U.S.
2. Brainstorm what you want to write about in your book.
3. Build your book. For instructions on how to build a book, visit [Instructables](#).
4. Create an informational text that educates others about poverty.
5. Share your book with friends, parents, grandparents, and other family members.



Do you have other ideas for how you could help people experiencing poverty?
Talk to your classmates, family or friends about ways YOU can make a difference.

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Poverty and Its Challenges

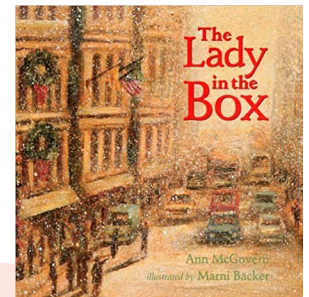
Last time we looked at poverty, we said that people living in poverty may find it hard to meet their basic needs. It may be difficult for them to have enough food, clean water, clothes and shelter. People who have no home may sleep in a homeless shelter or they may make or find a place to sleep, in order to survive.

For Elementary School

Watch and listen to a read-aloud of [The Lady in the Box](#) by Ann McGovern.

Essential Questions

- How did this story make you feel?
- Did it give you any ideas for how you could help someone in need?

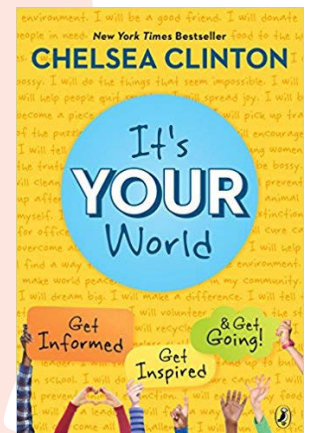


For Middle and High School

Go to your local library and check out *It's Your World: Get Informed, Get Inspired & Get Going!* by Chelsea Clinton. Read chapter one, "\$1.25 a Day: Poverty Around the World" or [learn more about the book online](#).

Essential Questions

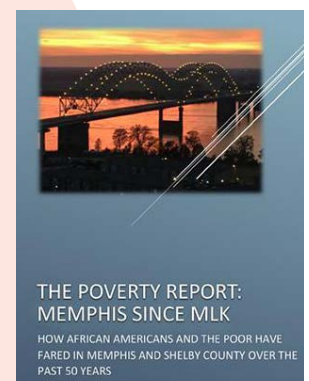
Consider that more than 1,000,000,000 people live on less than \$1.25 per day. What are things you like to do, places you like to go, and foods you like to eat? How many of those things could you afford if you only had \$1.25 per day?



As we commemorate the 50th anniversary of Dr. Martin Luther King, Jr.'s death, it is important to look at the status of economic equity in the last 50 years, since that was his critical focus towards the end of his life.

["The Poverty Report: Memphis Since MLK"](#) details how African Americans and the poor have fared in Memphis and Shelby County over the past 50 years much like "The Kerner Report" did 50 years ago. Many things have changed for minorities in America; some for the better, and some for the worse.

Lead researcher, Elena Delavega, PhD, MSW, Assistant Professor of Social Work at the University of Memphis, [shares her views of the findings](#).



To find out more about about how you can help people experiencing poverty, scroll or turn to the next page.

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ACTIVITY: Poverty – How Can I Help?

For All Ages

Donate Your Old Clothes

Imagine a child who does not have enough clothes to wear. They may not have clean clothes to wear to school. What are some ways you could help your peers?

- Do you have clothes that are too small or that you don't wear?
- Do you have a donation bin somewhere near your house?

Ask your parents if you can donate your old clothes to a homeless shelter, a donation box, or to your school (if your school accepts clothes donations).



Middle and High School Students

Plan a Clothes Drive

On a separate sheet of paper, create an outline of a plan to give back. Follow the directions and answer the questions below to get started.

- Get a plan together to have a clothes drive at school.
- Start thinking about how you will encourage people to donate.
- Will you make posters and put them up around your school or neighborhood?
- When and where will you collect the clothes?
- Will you set up donation boxes where people can drop off clothes, or have one event?
- Research organizations that accept clothing donations and select one. Some organizations sell the donated clothes and some organizations give clothes away to those in need.
- Make phone calls or send emails (with your parent or guardian's help) to local clothes closets.



Once you have checked off each item above and gathered answers to the questions, talk with a parent or guardian about your idea. Prepare to talk with a teacher, principal, or counselor at the beginning of the school year. Ask that person if they will be your advisor and staff mentor for your clothes donation drive.

[8 Tips on How to Organize a Successful Clothes Drive.](#) Using these same eight ideas, you could also choose to donate food, toys, care packages, or your time.

Sharing resources with people who are less fortunate is one way you can help to make the world a better place. This is also a way to pay tribute to Dr. King and his commitment to helping the poor. Through YOUR actions and good deeds, you can help to keep Dr. King's legacy alive.

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Another Way YOU CAN HELP People Experiencing Homelessness

For All Ages

Imagine yourself without a home. You have nowhere to bathe or brush your teeth. What if you don't have money to buy a toothbrush, toothpaste, shampoo, or soap? How do you take care of your basic needs to keep yourself clean? You might depend on the generosity of strangers to take care of these needs. What can you do to help someone in this situation?

Ask your parents if you can create care packages to keep in their car to give to people you see who are experiencing homelessness.

[Read about Armani Crews, an extraordinary 6-year-old who did this project for her birthday instead of having a party!](#)



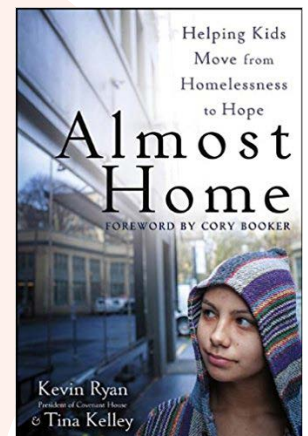
Armani Crews, age 6
Source: Artesha Crews

For Middle and High School

Go to your library and check out *Almost Home : Helping Kids Move from Homelessness to Hope* by Kevin Ryan and Tina Kelley. This book tells the stories of six remarkable young people from across the U.S. and Canada as they cope with life on the streets. Each teen eventually finds his or her way to Covenant House, one of the largest charities serving homeless and runaway youth in North America.

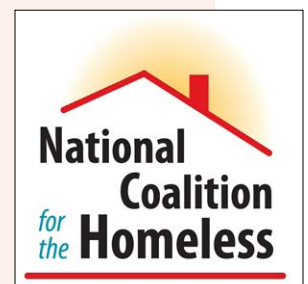
Research shelters in your area that serve teens who are living on the streets. If your parents approve, inquire what you can do to help. This could be a perfect place to deliver care packages or volunteer.

Check out [11 Facts About Homeless Teens from DoSomething.org](#) for facts and ideas on how YOU can take action to create positive change! Share and discuss this with your peers.



If you or someone you know is experiencing homelessness, check into these [Resources for Homeless Youth Service Providers](#). This page has guidance documents from HUD on defining youth homelessness and identifies agencies and organizations with whom HUD partners to assist homeless youth service providers.

Visit [The National Coalition for the Homeless](#), which is a national network of people who are currently experiencing or who have experienced homelessness, activists, advocates, community-based and faith-based service providers, and others committed to the common goal of ending the American homelessness crisis.



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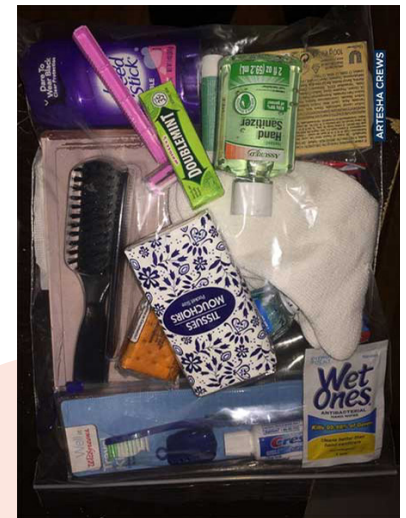
ACTIVITY: Making Care Packages

For All Ages

- Call a hotel near you and ask to speak with the manager. Tell them your name and that you are making care packages for the homeless. Ask if they will donate shampoos, conditioners, lotions, and soaps for this project.
- Ask your dentist to donate toothpastes and toothbrushes.
- Gather any washcloths at home that you can give away.
- If you can, buy combs, socks, wet wipes, and small packs of tissue. Or ask people at school, church, or in your neighborhood to donate these items for your project.
- Write out small notes of encouragement to put in each bag.
- Make care packages by packing the items into a Ziploc bag.
- Keep them in your parents' car or in your backpack.

If you see a person holding a sign or asking for help, you can offer them a care package from the window.

Make sure your parent or guardian is with you and that they are okay with your plan.



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The 1968 Sanitation Workers and Their Fight for Fair Wages

On February 1, 1968, two sanitation workers (workers who collected the garbage), Echol Cole and Robert Walker, stood in the barrel of an old garbage truck as they rode to the city dump at the end of a long day's work. It was raining that day, so the men got in the barrel of the truck to seek shelter. During the ride, the garbage truck malfunctioned and the trash compactor crushed and killed both men.

Until the 1968 strike, Sanitation Workers were treated unfairly. They worked long days for little money, some of them as little as \$0.65 per hour or about \$5 per day. These men were husbands, fathers, and grandfathers, with families to support. The pay was so low that even though they worked full time, they still qualified for welfare, or government aid, so they could afford to support their families.

The Sanitation Workers did not have uniforms, so they had to wear their own clothes. The trash tubs they carried on top of their heads had holes in the bottom. By the end of each day, they had juices from the garbage and bugs all over them. Bus drivers often would not let them ride the buses after working all day because of the odor from the trash. When they got home, they would have to peel off their clothes and shoes before going in their houses because they were so dirty.

Twelve days after the two men were killed, 1,100 of the 1,300 garbage collectors went on strike (or stopped working) to demand safer working conditions, uniforms, working equipment, and better pay. The Sanitation Strike demonstrated the sanitation workers' frustration with being mistreated as workers, as men, and as pillars of the community. T.O. Jones, a fellow garbage collector, led the strike and started organizing with the Union and the American Federation of State County and Municipal Employees (AFSCME). These protesters worked together to organize and make their voices heard. They marched, rallied, made demands at City Council meetings, and worked with the local African American churches to create change. Dr. King and the SCLC (Southern Christian Leadership Conference) came to Memphis to help with and bring national attention to the Sanitation Workers' Strike. Media coverage allowed the nation to see the injustice happening in Memphis. This strike was successful but it took time, determination, and teamwork from the Sanitation workers and their allies in the community.

Watch this video, [Memphis Sanitation Workers remember the 1968 Strike, 40 years later](#).

On April 3, Dr. King gave his final sermon, "the Mountaintop speech," at Mason Temple. Listen to an excerpt from the speech, "[I've Been to the Mountaintop](#)" or read the full speech from the King Encyclopedia.

The next day, on April 4, 1968, Dr. King was assassinated at the Lorraine Motel.

On April 8, Coretta Scott King and Ralph Abernathy led a silent march of 42,000 people to honor Dr. King.

The Sanitation Strike ended on April 16, when the City Council agreed to meet the union's demands. This is a true story of courageous people who wanted change, came together to fight injustice, and won.



Acrylic painting of a sanitation worker
Artist: Anthony Armstrong



The Silent March
April 8, 1968, Memphis, TN

Learn More About the 1968 Sanitation Workers Strike

For All Ages

Watch the video of [Never-Been-Told Stories of the Memphis Sanitation Workers](#) from The Root and Striking Voices.

See a [timeline of the 1968 Sanitation Workers Strike](#).

Essential Questions

Consider what it would have been like to have been a sanitation worker in 1968. Read the following questions and write your responses.

- How would it feel to work long days in difficult conditions and still not make enough money to support your family?
- Does it seem fair to be turned away from a ride on a bus because you smelled from the trash you handled all day at work? Why or why not?
- Why was the Sanitation Workers Strike so important to all of the strikers and to Dr. King?
- Have you ever seen something that seemed unjust or unfair to a certain group of people? If so, would you be willing to “stand up” and change it?
- What was it that seemed unjust or unfair? What action can you take to make a difference?

For Middle and High School

Watch [At the River I Stand](#), a short documentary of the 1968 Sanitation Workers Strike.

Consider the following questions. Write down or discuss your answers with family, classmates or friends:


- What are some of the reasons it would be difficult to go on strike?
- What are the consequences of continuing a strike for over eight weeks?
- What did the sanitation workers have to lose? What did they have to gain?
- Why was it so important that Dr. King came to Memphis during the Sanitation Workers Strike?
- How did Dr. King coming to participate in this protest show his courage?
- What happens in a community when the trash is not picked up? Why might we call the 1968 sanitation workers “heroes”?
- How can you be a hero in your community? What kind of legacy will you leave behind?

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ACTIVITY: Service-Over-Self Bingo

Make service not only a priority in your family, but FUN! Have your family complete the different service opportunities suggested on this Service-Over-Self Bingo Board. Plan a fun family activity when your family gets Bingo! But don't stop there! Print off a new card, and start again with a goal of completing one each month.

Leave a note of thanks for your sanitation worker and/or mailman	Donate food to the Food Bank	Fill up a bag of trash from your school yard or neighborhood	Sit with someone new at lunch	Help an elderly neighbor with chores or yard work
Pay someone a compliment	Bake cookies for your local firefighters	Call or visit a friend who is sick	Volunteer at a soup kitchen	Donate gently used clothes to a local shelter
Donate books to your local library	Clear the table after a meal and wash the dishes		Water a friend's plants	Share your toys and time with someone new
Volunteer in a community garden	Offer to help your teacher before or after school	Donate to Toys for Tots	Draw a picture for a family member and mail it to them	Pick up something a classmate dropped
Cook a meal for someone's family	Write a greeting card and give them in person at a senior center	Sweep off someone's porch or doormat	Share a snack with someone who doesn't have one	Make a new friend

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Call to Action: The Movement Continues Through You

Creating Change through Action presents a wide array of methods to engage in community service and to spark social change. Now that you know more about civil rights history, are familiar with the existing issues, and have the resources to make a change in your community. It is your responsibility, as an upstander, to carry the torch of justice. Choose a platform that you and your classmates, friends, or family feel truly passionate about and commit to take action and promote awareness of this issue.

Dr. King would not be remembered as he is today if he had not found a way to inspire people to care about the causes he stood for. We can make small changes in our communities on our own, but we need collective strength and the unified power of people standing up for social justice to make large and lasting social change. We can use our voices to amplify the messages of voices that have too often gone unheard. It is important to recognize the power of multiple voices from diverse perspectives as we imagine and create a future that is equal for all.

Ultimately, we hope you feel inspired to ask the question “Where Do We Go From Here?” and to answer that question through your actions. Consider your own legacy, or how you wish to be remembered. When you see injustice, if you take action, the world will be better off because of you and your activism.

Although you’ve come to the end of this curriculum and set of resources, this is only the beginning of your journey as an activist for social justice.

To continue your exploration of the American Civil Rights Movement:

Watch the [Eyes on the Prize series](#) from Blackside, Inc.

Read the [Eyes on the Prize Civil Rights Reader](#) edited by Clayborne Carson, David J. Garrow, Gerald Gill, Vincent Harding, and Darlene Clark Hine.

Use the [Eyes on the Prize Study Guide](#) from Facing History and Ourselves for activities, discussion questions, and specific lessons related to the *Eyes on the Prize* series.

Check out PBS’ [American Experience films](#): *Roads to Memphis*, *Freedom Riders*, *Citizen King*, *The March*, *Freedom Summer*, *The Murder of Emmett Till*.

For further research on Dr. Martin Luther King Jr. visit:

[The King Center Archive](#)

[The King Encyclopedia](#) from the Martin Luther King, Jr. Research and Education Institute at Stanford University.

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