Lesson Length: 1 hour

Objective: SWBAT explain the value of will power and discipline in strategically reaching a long-term goal, as exemplified in the use of nonviolent strategy in the US civil rights movement and Indian independence movement.

Standards:

Warm Up/Whole Class Discussion: 8-10 minutes
Students discuss in groups of three to four the following; students are called at random to share responses in whole-class discussion.

1. What does will power mean? What does discipline mean? In your groups, generate a working definition for each term based on your discussion.
2. Based on your definition, is having will power a desirable quality for a person to have? Explain, and support your response with a real-life scenario in your discussion. Your example can be a personal experience, an experience of someone you know, or a hypothetical scenario.
3. Based on your definition, Is having discipline a desirable quality for a person to have? Explain, and support your response with a real-life scenario in your discussion. Your example can be a personal experience, an experience of someone you know, or a hypothetical scenario.

Video Clips/Introduction of Non-Violent Strategy: 15-20 minutes

Video Clip Round 1
Link: : **https://www.youtube.com/watch?v=h4PqLKWuwyU**

Students watch a debate about the use of violence versus the non-violent strategy between Martin Luther King Jr. and Malcolm X. Students record each speaker's main ideas in a T chart:

Martin Luther King Jr.	Malcolm X:

Students share their thoughts in groups: who do you think is right and why?

Teacher: Key points: Malcolm X accuses Martin Luther King Jr. of being complicit in white brutality…he says that Martin Luther King Jr. is paid by the white man to teach the black man to not resist white attack. Martin Luther King Jr. responds, explaining that non-violence is not the same as non-resistance. He explains non-violence is powerful resistance that requires great organization, will power and discipline…

Teacher introduces non-violent strategy: Martin Luther King Jr. is referring to a **strategy** made famous by Gandhi's independence movement against the all-powerful British empire. Even though India was dominated by the largest and most powerful empire in the world, India defeated the British with its use of non-violence. That's why MLK traveled there to study the

non-violent strategy and apply it in the United States. Let's see if we can figure out what this strategy is…

I'm going to play you two videos: one of Gandhi's Salt March to protest British control of Indian salt and one of the famed Freedom Riders' sit-in to protest restaurant segregation under Jim Crow laws in the 1960s.

Video Clip Round 2:
Links
https://www.youtube.com/watch?v=zqn6ysHacnM
https://www.youtube.com/watch?v=yrHNig2aIjQ

Students watch a re-enactment of Gandhi's Salt March and the ensuing British response. Students then watch video clip that is a re-enactment of a Freedom Riders sit-in from a scene and the ensuing white violence response in the Butler. As they watch, they respond to the following for each video:

1. List the elements of each video clip. What do you see happening? Who do you see? What are people on each side doing?
2. What common elements do you see in each video that might reveal use of strategy?
3. Do you see evidence of will power or discipline in either or both video clips? Do these qualities seem to be useful in this moment? Explain.

10 minutes: Whole-class
Students share responses with each other in their groups. They try to devise what they believe the non-violent strategy is.

Teacher reviews students' responses and supplements as needed to reveal the key elements of the non-violent strategy; students should take notes.

- The goal of the non-violence movement is to undeniably expose the violence of the oppressor to the community, country and world.
- Non-violent resisters organize peaceful resistance: boycotts, protests, marches, strikes, sit ins…
- Non-violent resisters plan for the predictably violent reaction of the oppressor. Medical care and first aid may be set up in advance in preparation for injury.
- Media presence is organized to capture and publicize emotionally evocative and undeniably brutal nature of the footage as the oppressor uses violence against people who are clearly not attacking. The hope is this will create public outcry, "discomfort," and "guilt" as MLK explained in the video clip.

10 minutes: Group Discussion question to anchor new knowledge in prior knowledge and experiences:

Teacher: In 2020, the BLM movement was born out of the disturbing footage of the fatal police brutality against George Floyd.

We know that racist police brutality is nothing new in the United States, but the outrage in the country was unusual. Let's think about why.

1. What was it about that footage that caused the widespread public outrage, even by people that don't normally think or talk about police brutality?
2. How did that video impact the outcome of the trials of the policemen responsible for his murder?
3. How can we relate your responses to #1 and #2 to the non-violent strategy?

Wrap Up: 10 minutes
Students receive a small index card to respond to the following:

1. Why does the non-violence strategy require exceptional will power and discipline in the people using it? What does this show about how these qualities can be used?
2. Based on the lesson today, have your ideas and/or opinions about will power and discipline changed or stayed the same? Explain.
3. Think about a goal in your life, either short-term or long-term. How might will power and discipline be useful in helping you reach that goal? When do you think you will need to use it?
4. Will power does not happen over night. It is like a muscle. If you use it, it will become stronger. If you don't, it becomes weaker. If will power is a muscle you want to strengthen, how might you practice strengthening it? When can you exercise your will power muscle in your llfe? Try to think of specific times in your day or week's routine.