# **Disposition:** Being Hopeful and visionary

## **Lesson:** Two

### Question/LO: What are the good things in the world, and what needs to be changed? How did Martin Luther King talk about his vision of the future?

| **Dimension of learning** | **Activities** | **Resources** |
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| Learning from experience | Recap with pupils the list created of the things in the world that need changing. | n/a |
| Learning about religious traditions and non-religious world-views | One of these is unfair treatment of people. Pupils may be well aware of racial inequality, but a story is a good way in, if they are not. Introduce Rev Dr Martin Luther King, showing a picture of him as an adult. Talk to the pupils about how the lives of white people and black people in America have been very different, and that there were many unfair laws about what black people were not allowed to do. The story of Martin Luther King Jr shopping for shoes with his father is relatable to pupils’ experiences and gives a good starting point to Martin’s growing awareness of injustice. Explain that, as he grew up, he was one of many people who saw these rules as wrong and who wanted to change them.  Martin Luther King’s father and grandfather were preachers and he was brought up in the black church in the American South, growing up with background helped him to see how the world should be different.  Because of the Christian faith, he believed that this difference in lives was wrong, and that people who followed God should not allow such injustice. An idea from the older part of the Bible (important to Jewish people and Christians) that was very important to him was this verse “But let justice roll down like waters and righteousness like an ever-flowing stream.” Amos 5 24 Like many Christians today, he believed that this said something about what God is like, and what life should be like in God’s Kingdom. He believed that God wants people to live with justice (fairness for all) and righteousness (living the right way). Many black Christians in America agreed with this and the protests and marches that were organised always began with a prayer meeting in a local church. Can pupils imagine what the people might have prayed for?  As an adult, he made many speeches and supported many campaigns to change life in America. In 1963, he delivered a powerful and moving speech about his vision for the future. In it are the famous words: “I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin, but by the content of their character.” Explain to pupils what he meant by this.  Also in the speech are the repeated words “Let freedom ring”. Can the pupils listen out for them? Martin Luther King wanted all people to live in peace and be free from fear of each other. The place names mentioned are all in America, and not so familiar to people in the UK. If Martin Luther King had lived in Birmingham, what places may he have mentioned as places where freedom from fear, and freedom to live in peace with each other needs to be? What places are more familiar to the pupils? Could they write – either individually or as a class group a poem which used places from the local area eg:  “Let freedom ring – from the top of….  Let freedom ring- in the streets of…  Let freedom ring – down by the …  Let freedom ring.  (The length of the poem is only limited by the pupils’ suggestions)  You may wish to compare the version created in class with this one:  Freedom, Freedom, Let It Ring *to the tune of "Twinkle, Twinkle, Little Star"*  Freedom, freedom, let it ring. Let it ring, said Dr. King. Let it ring from North to South. Let it ring from house to house. Let it ring for everyone, All across the whole nation.  Let it ring for black and white, Let it ring both day and night. Let it ring for young and old, Forever may its song ring bold. Freedom, freedom, let it ring. Let it ring, said Dr. King.\*  As an extension activity, if pupils are aware of particular parts of the world where freedom from unequal relationships is needed, the poem could reflect that. | A brief account of the shoe shop story can be found here:  <https://castle.eiu.edu/~wow/classes/fa03/mlkchildhood.html>  or here  <https://www.annmanheimer.com/martin_luther_king__jr___dreaming_of_equality_101115.htm>  There are great internet resources. A short section of the speech can be seen here:  <https://www.youtube.com/watch?v=3vDWWy4CMhE>. This is a five minute clip, but you may wish to choose a shorter section.  \*song found at: <http://www.theholidayzone.com/mlk/mlksongs.html> |
| Learning from faith and non-religious world-views | It is over 60 years since Martin Luther King made this speech. Do pupils think that the world has changed enough, or are there are still things in the world that need changing?  What kind of a world would pupils like to see? How would they like people to behave towards each other? Can they produce an image, a rap, a mime to show their dream? | n/a |