

**Instructional Materials #1**  
**Entry 3: Small Groups**

“Letter from Birmingham Jail” Quotations

1. “Injustice anywhere is a threat to justice everywhere.”
2. “Privileged groups seldom give up their privileges voluntarily.”  
“Groups tend to be more immoral than individuals” –Reinhold Niebuhr
3. “Justice too long delayed is justice denied.”
4. “An unjust law is a human law that is not rooted in eternal law or natural law.”
5. “Segregation substitutes an ‘I-it’ relationship for an ‘I-thou’ relationship and ends up relegating persons to the status of things.” –Martin Buber
6. “Shallow understanding from people of good will is more frustrating than absolute misunderstanding from people of ill will.”
7. “Society must protect the robbed and punish the robber.”
8. “Time itself is neutral.”  
“Human progress never rolls in on wheels of inevitability.”
9. “Oppressed people cannot remain oppressed forever.”
10. “It is wrong to use immoral means to attain moral ends.”  
“The last temptation is the greatest treason: to do the right deed for the wrong reason.” –T.S. Eliot

Michael

## 3 Cheers and a Wish

### 3 Cheers (Good Things about Today’s Lesson)

1. Understood more about the quote we worked with with other people’s views.
2. It is fun working in groups and hearing everyone’s opinions and discuss
3. How it got me thinking about how this applied outside the world, in life, in history, and in literature.

### 1 Wish (Something You Would Do Differently)

- Got to work with a couple of other quotes and
1. viewed them differently and related them differently

**We must rise to the majestic heights of meeting physical force with soul force.**

**-Martin Luther King, Jr.'s "I Have a Dream" speech**

**1. Explain the context in which MLK said this and how it applies to that situation:**

MLK was speaking of the demonstrations for civil rights, particularly in 1963. He was asking participants to react to the violence of the past and present with nonviolence. Particularly, he was asking fellow demonstrators not to react to taunting or even blows or fire hoses. Instead he believed that the people of the United States would outlaw segregation and discrimination when these practices were illuminated by people who remained nonviolent, even in the face of violence.

**2. Show evidence of this understanding at another time(s) in human history:**

Gandhi helped lead his people of India to independence. He was a leader who brought change through nonviolence. Even though he helped bring lots of changes in India, he always effected that change without violence.

**3. Give an example when a fictional character (short story, novel, or movie) understood this philosophy:**

In the book The Quiltmaker's Gift, the king is very greedy and has a ridiculous number of material treasures. When he hears of the Quiltmaker's beautiful quilts, he wants one of those also. He tries to demand a quilt, but the Quiltmaker tells him that her quilts are only for the poor. He reacts violently to her in a number of ways including chaining her in a bear's cave and dooming her to a tiny island with no provisions. Because of her kindness in these situations, creatures always save her. In the end, the king begins to honor the Quiltmaker's demand by giving away his material treasures. While doing so, he learns about the true treasure of generosity. Because the Quiltmaker answered the king's violent attempts with kindness, the king and the world are better.

**4. Describe a situation in a teenager's life when he/she could apply this principle in a noble way.**

Since physical violence is not allowed in school, we decided to use an example of verbal violence. If a student, Mike, decided to brush quickly by Madison and say "Get out of my way, Punk," Madison would be tempted at least to call Mike a name. Instead, maybe he could say something like, "Mike, I hope your day gets better, Man." Hopefully, this "turning of the other cheek" would defuse the situation and make Madison reluctant to be so verbally aggressive again.

**5. Explain a current event in the news today that would show this quotation to be true or would be a situation where conditions would be made better if this philosophy were applied.**

In the most recent activities in Egypt, the majority of the demonstrators remained mostly nonviolent. As the world looked on, it saw some stone throwing and occasional other violence, but, by and large, the protests were done nonviolently. In the end, they were successful in achieving their goal of having their leader step down. It remains to be seen what the next chapter will be for Egypt, but, regardless, it is impressive that these people carried out their movement, mostly with nonviolent means.

**Instructional Materials #3**  
**Entry 3: Small Group**

Students in Group Mary Colleen Bishop  
Katie Indy

Chosen Quotation: "Privileged groups seldom give up their privileges voluntarily." and "Groups tend to be more immoral than individuals."

1. Explain the context in which MLK said this and how it applies in that situation: He is saying that the higher officials in Birmingham are reluctant to give up their superiority of the African-American population, and that people feel better about supporting segregation because others support it, too.
2. Tell about a time in history where this quotation applies. Explain. A time in history where this quotation applies is the Holocaust. During Nazi rule people felt better about discriminating against the Jews because many others were also doing it.
3. Tell about a time in fiction (book, story, movie) where this quotation applies. Explain. In Watership Down the higher class rabbits did not want to give up their superiority to admit that some of the lower class rabbits could help. The Owsla also felt better about bullying the other rabbits because the rest of the Owsla was doing it, too.
4. Tell about a time in a teenager's life when he/she could apply this wisdom. Explain. The popular crowd at school might not want to give up their nice lunch table to a less "cool" group. They also might bully them and not feel bad about it because others were doing it, too.
5. Tell about a current news story/event where this quotation applies. Explain. The (former) president of Egypt did not want to give up his privileges and leave the country, and

# Entry 3

## CLASSROOM LAYOUT FORM

(For Informational Purposes Only.)

Please make a sketch of the physical layout of the "classroom" (i.e., setting in which the instruction took place) as it appears in the video recording. This sketch will provide assessors with a context for the video since the camera cannot capture the whole instruction area at once.

It is helpful to assessors for you to identify where particular students are located in the room by using the same student identifiers that you refer to in your Written Commentary (e.g., "the girl in the green sweater"). The sketch will **not** be scored.

