

“With Compassion” Analysis & Inquiry Lesson Plan - APUSH/US History

Teaching Unity and Compassion: a lesson plan on the connections between RFK and MLK and April 4th 1968

Name: Group 4 Lesson Plan	“With Compassion” Analysis & Inquiry Lesson Plan
Content Area: AP US History, United States History	Grade Level(s): High School

Lesson Content

Background Information/ Relevance/ Context/ Rationale (Purpose) – Please be clear about how this particular lesson is situated within the current instructional sequence (i.e., unit), why this content is important for students to learn, and how you will convey the relevance and significance of this lesson to students.

- **Students will explore April 4, 1968, specifically the speeches by Robert F. Kennedy at Ball State University before MLK jr’s assassination, and later that same day in Indianapolis informing his audience MLK’s assassination, as an introduction to the “AP Historical Thinking Skills” (Skill 1, Developments and Processes; Skill 4, Contextualization) and the AP Themes.**

Learning Targets

As a result of this lesson, students will...

Objectives: Students will be able to...

- **Analyze the Context of Historical Events, Developments or Processes: 4.B. Explain how a specific historical development or process is situated within a broader historical context.**
- **Analyze Patterns and Connections Between and Among Historical Developments and Processes: 5.A. Identify patterns among or connections between historical developments and processes.**
- **Analyze Patterns and Connections Between and Among Historical Developments and Processes: 5.B. Explain how a historical development or process relates to another historical development or process.**

Steps in the Lesson	Detailed Instructions
1.	<i>Show images of both MLK jr. and Bobby Kennedy giving speeches. Ask what they have in common. Include a quote from each using similar rhetoric of civil</i>

	<i>rights.</i>
2.	<i>Students will work in groups to read portions of each of the three speeches above. In groups, they will write one sentence individually describing the historical development addressed in the source. They may use outside information to build context.</i>
3.	<i>Students will then share their sentences with their group. The group will then decide which AP Theme is most relevant to this development. Themes: America and National Identity; Work, Exchange, and Technology; Geography and the Environment; Migration and Settlement; Politics and Power; America in the World; American and Regional Culture; Social Structures.</i>
4.	<i>Student groups then present summaries (annotations) of their groups primary source.</i>
5.	<i>Teacher will then randomly assign each pair of students an AP Theme that is different from the one their group selected in the previous step.</i>
6.	<i>Tell students to use all available resources to identify and describe a historical development related to the new theme that is happening at the same time or just before the development addressed in the source.</i>
7.	<i>With their group, have students draft a one-page response to this prompt: Does understanding the historical developments you described in step 6 prove a broader picture that helps you better understand the source? Why or why not?</i>
8.	<i>Close the activity by discussing how to differentiate between relevant and irrelevant events when considering the context of a particular development. Ask a few students to share their paragraphs and lead a discussion about how placing events in context helps us better understand historical developments.</i>

Primary Sources for Lesson

Martin Luther King's "I Have a Dream Speech" April 28, 1963 <https://www.npr.org/2010/01/18/122701268/i-have-a-dream-speech-in-its-entirety>

Robert F. Kennedy's Campaign Speech at Ball State University April 4, 1968 <https://dmr.bsu.edu/digital/collection/RFKen/id/22/>

Robert F. Kennedy's Speech concerning the death of MLK jr. April 4, 1968

<https://www.jfklibrary.org/learn/about-jfk/the-kennedy-family/robert-f-kennedy/robert-f-kennedy-speeches/statement-on-assassination-of-martin-luther-king-jr-indianapolis-indiana-april-4-1968>

Assessment

Summative: Students will journal about this experience.

Formative assessments are given throughout this lesson to accommodate AP structure.



Funded by a grant from the Library of Congress Teaching with Primary Sources Midwest Region program, managed by Illinois State University. Content created and featured in partnership with the TPS program does not indicate an endorsement by the Library of Congress.