

**Teaching American History for All
MDUSD/UCB H-SSP**

11th grade lesson: Comparing and Contrasting Martin Luther King Jr. and Malcolm X through Speeches

Grant Focus Question:

How did definitions of citizenship change from the 17th century to the 20th century?

11th Grade Yearlong Focus Question:

How have the powers of the United States federal government expanded or been limited since the Civil War?

Unit Focus Question:

What forms of social change resulted from the Civil Rights Movements?

Unit Working Thesis:

Although the 1960s saw many subordinated groups pursuing different goals, those groups were united in their demands for social change, political empowerment, and enforceable equal rights under the law.

Lesson Focus Question/Writing Prompt:

How were the ideas of Martin Luther King Jr. and Malcolm X similar and different as they worked to achieve a better future for black people in America?

Lesson Working Thesis:

Both Martin Luther King and Malcolm X had similar overarching goals of achieving equality, justice and freedom for blacks in America; however, their plans for achieving change were very different. Martin Luther King Jr. promoted integration between whites and blacks and worked for equality and equal access for all of American's citizens, black and white. On the other hand, Malcolm X did not view blacks as citizens in America and he advocated that blacks separate from whites in America to create a separate nation.

Reading Strategy:

Passage Level: Differing Perspectives/ Point of View/ Debate:

Both passages side by side, p6 {Extra: Can use as a class set as a reference}

Martin Luther King excerpt "I have a Dream" for students, p7 and Teacher Key, p8

Malcolm X excerpt "God's Judgment" for students, p9 and Teacher Key, p10

Writing Strategy Lesson:

Compare and Contrast Starter activity, p5

Structured Compare and Contrast paragraph, p15

Suggested Amount of Time:

1-2 days

Textbook:

Danzer, Gerald et al. *The Americans: Reconstruction to the 21st Century*. Evanston, Illinois: McDougal Littell Inc., 2006,

Other Resources:

- Utube/ Google Video of Martin Luther King's "I have a Dream" speech
- Utube of Malcolm X "Ballot or Bullet" speech, search under dcourtney98 {unfortunately, there is not an audio or video clip of Malcolm X's "God's Judgment" speech to match the lesson. This clip of Malcolm X starts off with the following passage, which lasts 1 minute, 8 seconds:

“..We are Africans, and we happen to be in America. We are not Americans. We are a people who formerly were Africans who were kidnapped and brought to America. Our forefathers weren't the Pilgrims. We didn't land on Plymouth Rock; the rock was landed on us.

We were brought here against our will; we were not brought here to be made citizens. We were not brought here to enjoy the constitutional gifts that they speak so beautifully about today. Because we weren't brought here to be made citizens--today, now that we've become awakened to some degree, and we begin to ask for those things which they say are supposedly for Americans, they look upon us with a hostility and unfriendliness.”

Context of the lesson in the unit:

Suggested Teacher Procedure:

2-3 minutes:

- Welcome, introductions
- Goal for the day- look at reading and writing
- Overview / Review of civil rights movement—set context, system of slavery, constitution, civil war & amendments, 100 years later, still not equal

7 minutes:

- Start off with pictures of both men- what do you know? How are the men similar? What words describe the men? How are they different? Use a list of terms (integrationist, separatist, religious- Christian, Muslim, persuasive speaker, good leader, broke laws, spent time in jail, assassinated...) or prior knowledge, depending on class. Brainstorm list on worksheet, page 1 and discuss as a class
 - Students work alone, then share ideas in pairs/small groups.
 - Teacher elicits answers from students and fills in chart on overhead
- Formal Introduction—both men wanted change, they just achieved it in different ways. While the men had similar goals of achieving equality, justice and freedom for African Americans, their methods were very different.
- Today we will look at parts of speeches from both Martin Luther King and Malcolm X to see what they wanted and how they went about achieving their goals.

30-40 minutes:

- **Step 1- Explain the scene:**
 - Explain the chart—It is a perspectives/debate chart where they will be able to focus on one key idea and see how both men viewed this idea. They will write & mark up the speeches as they search for the different ideas and we will do this as a class first. Later, we will compare and contrast these men based on the ideas we have entered in the chart.
 - Look at the historic context of both speeches. Go over the dates, the name of the speech, who was in the audience, and the setting or place of the speech.
- **Step 2- Read the speeches**
 - Students read through both speeches silently and underline one phrase or word from each speech that is important.
 - Students share in pairs/small groups the phrase/word they underlined for each speech and explain why they chose the phrase/word. Model first—In MLK's speech, I believe the phrase “ _____ ” is important because...
 - {Or, alternatively, have students read one speech and talk about what they underlined then the other speech and talk about what they underlined.}
 - Elicit answers from students and underline the word/ phrase in the speeches on overhead.
- **Step 3- Deconstruct the speeches and fill in the chart: Teacher model**
 - Start with MLK's speech. Have students look at the chart and tell them they are looking for what MLK thought, said, or believed about **#1) living in America and being American**. They will put a

circle around any words or phrases that give clues. Tell them they will start with the pronouns—we, our, he, she, him, her—in order to understand what MLK thought about America and being American. MLK: “we” “our”= black and white people

- Read through the first paragraph and model circling the pronouns. Go through vocabulary as you read, writing the meaning on the overhead, and probe the students for connections regarding: the opening choice of words referring to a Lincoln speech (“Five score years ago,”) the next reference to Abe Lincoln & the setting (“whose symbolic shadow”), and Lincoln’s actions (“Emancipation Proclamation”).
- Have students discuss who is meant by “we” and “our” (blacks and whites) and write the answers in the chart.
- Do the same for Malcolm X’s first paragraph, noting “we” “our” (blacks) vs. “her” his” (whites)
- **Step 4- Deconstruct the speeches and fill in the chart: Teacher model with guided practice and independent practice**
 - Introduce the remaining topics that are to be compared between the two men on the chart: 2) Blacks and Whites working together (students will use a squiggly line) and 3) the goal/s for blacks in America (students will put a box around)
 - Read the remaining 2 paragraphs aloud. Could use a “cloze” style of reading here where the teacher pauses before a word and the students must orally say the next word in the sentence before the teacher continues.
 - Teacher clarifies vocabulary, asking students for help and ideas.
 - Teacher asks for input from students and models using the squiggly line on the overhead before transferring information into the chart to answer 2) blacks and whites working together.
 - Teacher allows students to work in pairs or small groups to complete the chart.

5 minutes

- **Step 5- Homework or Day 2 class work- Activity: Identifying Compare and Contrast Signal or Cue Words**
 - Teacher will guide students to think about how certain words give clues that reveal compare or contrast relationships. (p13, teacher key, p14)
 - Students will follow worksheet instructions and choose which words show comparisons or similarities and which show differences or contrasts. Students will practice using the cue words in the sample sentences.
- **Step 6-Homework or Day 2 class work- Completing the Contrast Paragraphs Worksheet**
 - Students will use the information from the “Differing Perspectives / Point of View / Debate” Chart (p.11) and “Activity: Identifying Compare and Contrast Signal or Cue Words” list (p.13) to complete the structured contrasting paragraph sheet (p .15).
 - Students will be using the notes from the speeches to write paragraphs that contrast the ideas of Martin Luther King Jr. and Malcolm X in order to answer the following Lesson Question: **How were the ideas of Martin Luther King Jr. and Malcolm X *different* as they worked to achieve a better future for black people living in America?**

History-Social Science Content Standards:

11.10 Students analyze the development of federal civil rights and voting rights.

4. Examine the roles of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King, Jr., Malcolm X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King, Jr. 's "Letter from Birmingham Jail" and "I Have a Dream" speech.

6. Analyze the passage and effects of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the Twenty-Fourth Amendment, with an emphasis on equality of access to education and to the political process.

Historical and Social Sciences Analysis Skills:

Historical Research, Evidence, and Point of View

4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

Historical Interpretation

1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.

Reading/Language Arts Content Standards:

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

2.0 Reading Comprehension (Focus on Informational Materials)

- 2.1 Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices. Patterns, arguments, and positions advanced.

1.0 Writing Strategies

Organization and Focus

- 1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

Research and Technology

- 1.7 Use systematic strategies to organize and record information

2.0 Writing Applications (Genres and Their Characteristics)

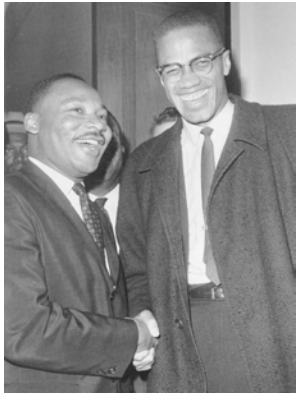
2.2 Write responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
- b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
- c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

Passage Level Strategy: Compare and Contrast the Perspectives of Martin Luther King and Malcolm X

NAME _____

How were the men *similar*? *Both* Martin Luther King Jr and Malcolm X *thought, said or believed or were*::



How were the men *different*?

Martin Luther King Jr. *believed or was*:

whereas

Malcolm X *believed or was*:



ONE word to describe Martin Luther King Jr. is:

ONE word to describe Malcolm X. is:



Passage Level Strategy: Compare and Contrast the Perspectives of Martin Luther King and Malcolm X

Excerpt of Martin Luther King's "*I Have a Dream*" Speech, 8/28/63

Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation.... But one hundred years later, the Negro still is not free... When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a ... promise that all men, yes, black men as well as white men, would be guaranteed the unalienable rights of life, liberty, and the pursuit of happiness.

...I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident: that all men are created equal."

...And when this happens, when we allow freedom to ring, when we let it ring... from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, "Free at last! Free at last! Thank God Almighty, we are free at last!"

Excerpt of Malcolm X's "*God's Judgment*" Speech, 12/4/63

How can America atone for her crimes? The Honorable Elijah Muhammad teaches us that a desegregated theater or lunch counter won't solve our problems. Better jobs won't even solve our problems. An integrated cup of coffee isn't sufficient pay for four hundred years of slave labor, and a better job in the white man's factory or position in his business is, at best, only a temporary solution. The only lasting or permanent solution is complete separation on some land that we can call our own.

...Part of what she is worth belongs to us. We will take our share and depart, then this white country can have peace... Give us our share in gold and silver and let us depart and go back to our homeland in peace. We want no integration with this wicked race that enslaved us. We want complete separation from this race of devils. But we should not be expected to leave America and go back to our homeland empty-handed. After four hundred years of slave labor, we have some back pay coming, a bill owed to us that must be collected.

Passage Level Strategy:
Compare and Contrast the Perspectives of Martin Luther King and Malcolm X

Excerpt:
Martin Luther King’s “*I Have a Dream*” Speech

Background information

Date: August 28, 1963

Audience:

Setting/ Place:



1 Five score years ago, a great American, in whose symbolic shadow we
2 stand today, signed the Emancipation Proclamation.... But one hundred years
3 later, the Negro still is not free...When the architects of our republic wrote the
4 magnificent words of the Constitution and the Declaration of Independence, they
5 were signing a ... promise that all men, yes, black men as well as white men,
6 would be guaranteed the unalienable rights of life, liberty, and the pursuit of
7 happiness.

8 ...I have a dream that one day this nation will rise up and live out the true
9 meaning of its creed: "We hold these truths to be self-evident: that all men are
10 created equal."

11 ...And when this happens, when we allow freedom to ring, when we let it
12 ring...from every state and every city, we will be able to speed up that day when
13 all of God's children, black men and white men, Jews and Gentiles, Protestants
14 and Catholics, will be able to join hands and sing in the words of the old Negro
15 spiritual, "Free at last! Free at last! Thank God Almighty, we are free at last!"

KEY: Passage Level Strategy
Compare and Contrast the Perspectives of Martin Luther King and Malcolm X

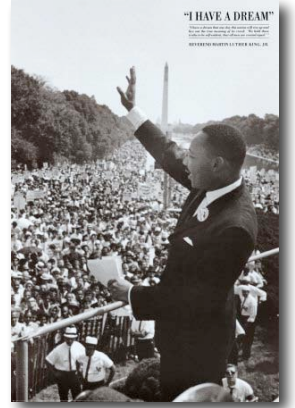
Excerpt of Martin Luther King's "I Have a Dream" Speech, 8/28/63

Background information

Audience: **Black and White people**

(estimates state 250,000 total, 75,000 white)

Setting/ Place: **March on Washington to apply pressure on Congress to pass the Civil Rights Act. Washington D.C., "the Mall"-public setting, Lincoln Memorial**



America

20 years (5X20= 100 years ago)=1863

1863, Lincoln: Freed the slaves in areas still rebelling against the North in the Civil War

1 Five **score** years ago, a great American, in whose symbolic shadow we
2 stand today, signed the **Emancipation Proclamation**.... But one hundred years
3 later, the Negro still is not **free**.. When the architects of **our republic** wrote the
4 magnificent words of the Constitution and the **Declaration of Independence**, they
5 were signing a ... **promise** that all men, yes, black men as well as white men,
6 would be guaranteed the **unalienable** rights of **life, liberty, and the pursuit of**
7 **happiness** *How does MLK view this promise? Belonging to a person, cannot be taken away*

8 ...I have a dream that one day this nation will rise up and live out the true
9 meaning of its **creed**: **"We hold these truths to be self-evident, that all men are**
10 **created equal."**

11 ...And when this happens, when we allow **freedom** to ring, when we let it
12 ring...from every state and every city, we will be able to speed up that day when
13 all of God's children, black men and white men, Jews and Gentiles, Protestants
14 and Catholics, will be able to **join hands and sing** in the words of the old Negro
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Passage Level Strategy:
Compare and Contrast the Perspectives of Martin Luther King and Malcolm X

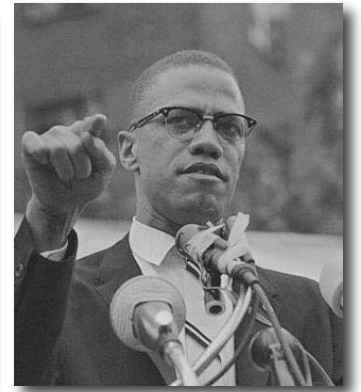
Excerpt of Malcolm X's "God's Judgment" Speech

Background information

Date: December 4, 1963

Audience:

Setting/ Place:



1 How can America atone for her crimes? The Honorable Elijah Muhammad
2 teaches us that a desegregated theater or lunch counter won't solve our problems.
3 Better jobs won't even solve our problems. An integrated cup of coffee isn't
4 sufficient pay for four hundred years of slave labor, and a better job in the white
5 man's factory or position in his business is, at best, only a temporary solution.
6 The only lasting or permanent solution is complete separation on some land that
7 we can call our own.
8 ...Part of what she is worth belongs to us. We will take our share and
9 depart, then this white country can have peace...Give us our share in gold and
10 silver and let us depart and go back to our homeland in peace. We want no
11 integration with this wicked race that enslaved us. We want complete separation
12 from this race of devils. But we should not be expected to leave America and go
13 back to our homeland empty-handed. After four hundred years of slave labor, we
14 have some back pay coming, a bill owed to us that must be collected.

KEY: Passage Level Strategy:

Compare and Contrast the Perspectives of Martin Luther King and Malcolm X



Excerpt of Malcolm X's "God's Judgment" Speech, 12/04/63

Background information

Date: December 4, 1963: after the assassination of JFK, 4 + months after MLK's speech

Audience: Predominantly Black people, smaller crowd

Setting/ Place: NYC, he lived in Harlem as a youth

*Leader of the Nation of Islam,
Malcolm X's source for ideas; he was thought of as a prophet
and great leader*

make up for

1 How can America **atone** for her crimes? The **Honorable Elijah Muhammad**
2 teaches us that a desegregated theater or lunch counter won't solve our problems.
3 Better jobs won't even solve our problems. An integrated cup of coffee isn't
4 sufficient pay for four hundred years of slave labor, and a better job in the white
5 man's factory or position in his business is, at best, only a temporary solution. *His=white man's*

6 The only lasting or permanent solution is complete separation on some land that
7 we can call our own. *America*

8 ...Part of what she is worth belongs to us. We will take our **share** and
9 depart, then this white country can have peace... Give us our **share** in gold and
10 silver and let us depart and go back to **our homeland** in peace. We want no
11 integration with this wicked race that enslaved us. We want complete separation
12 from this race of devils. But we should not be expected to leave America and go
13 back to **our homeland** empty-handed. After four hundred years of slave labor, we
14 have some **back pay** coming, a bill owed to us that must be collected.

15 *Africa money owed*

a paper or note that lists fees/\$ amount to be paid

amount owed

NAME _____

Passage Level Strategy Chart:

Differing Perspectives / Point of View / Debate

Lesson Question: How were the ideas of Martin Luther King Jr. and Malcolm X similar and different as they worked to achieve a better future for black people in America?

Use the excerpts from the speeches to find the messages of Martin Luther King Jr. and Malcolm X.

MAIN IDEAS from SPEECHES What they thought, said or believed about:	Point of View A: Martin Luther King Jr.	Point of View B: Malcolm X
<p><i>put a circle around</i></p> <p>1) living in America and being American</p> <p><i>Hint: Look for pronouns in the first paragraph that refer to America or groups of people in America Ex "we" "our" "his" "her." Who/what does each man refer to?</i></p>	<p>Quote/s or Evidence:</p> <p>This means he believed:</p>	<p>Quote/s or Evidence:</p> <p>This means he believed:</p>
<p><i>squiggly underline</i></p> <p>2) blacks and whites working together</p>	<p>Quote/s or Evidence:</p> <p>This means he believed:</p>	<p>Quote/s or Evidence:</p> <p>This means he believed:</p>
<p><i>put a box around</i></p> <p>3) goal/s for blacks in America</p>	<p>Quote/s or Evidence:</p> <p>This means he believed:</p>	<p>Quote/s or Evidence:</p> <p>This means he believed:</p>

TEACHER KEY

Passage Level Strategy Chart:

Differing Perspectives / Point of View / Debate

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MAIN IDEAS from SPEECHES What they thought, said or believed about:	Point of View A: Martin Luther King Jr.	Point of View B: Malcolm X
<p><i>put a circle around</i></p> <p>1) living in America and being American</p> <p><i>Hint: Look for pronouns in the first paragraph that refer to America or groups of people in America</i> Ex "we" "our" "his" "her." Who/what does each man refer to?</p>	<p>Quote/s or Evidence: "we"- both blacks and whites "our republic" = America & all Americans: black and white "they"= the forefathers Constitution and Dec. of Ind. for "all men, yes, black men as well as white men." This means he believed: He and other black people were American and should have the same rights as other citizens as outlined in the Dec. Ind/ Const.</p> <p style="text-align: center;"> INCLUSIVE Blacks & Whites = America </p>	<p>Quote/s or Evidence: "her" "she"= America (white America) "his"= white man "us" "our" "we" = only refers to black people in America "white government" / "White America" is separate</p> <p>This means he believed: He and other black people were not a part of America because America is referred to as a white America only.</p> <p style="text-align: center;"> Blacks = not a part of America Whites = America EXCLUSIVE </p>
<p><i>squiggly underline</i></p> <p>2) blacks and whites working together</p>	<p>"all men, yes black men as well as white men," "all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing...: free at last" This means he believed: In working together towards integration; integrationist</p>	<p>Quote/s or Evidence: "We want no integration with this wicked race that enslaved us. We want complete separation from this race of devils" "complete separation" This means he believed: In separation between whites and blacks; separatist</p>
<p><i>put a box around</i></p> <p>3) goal/s for blacks in America</p>	<p>Quote/s or Evidence: "free" "guaranteed the unalienable rights of life, liberty and the pursuit of happiness." "all men are created equal" "free at last" This means he believed: Freedom and equal rights was owed to black people in America</p>	<p>Quote/s or Evidence: The only lasting or permanent solution is complete separation on some land that we can call our own "We will take our share and depart, then this white country can have peace. Give us our share in gold and silver and let us depart and go back to our homeland in peace" "We want no integration with this wicked race that enslaved us. We want complete separation from this race of devils" This means he believed: Separation was best; blacks should go back to Africa Blacks should be given compensation for mistreatment</p>

Activity: Identifying Compare and Contrast Signal or Cue Words

Part 1 Directions: *Below are words or phrases that give clues to show if 2 ideas, people or things are similar (to compare) or different (to contrast). Decide if the word or phrase is used to make a comparison or a contrast and place it into either the compare or contrast box below.*

Sentence Starters:		
<u>On the other hand,</u>	<u>Furthermore,</u>	<u>As opposed to</u>
<u>However,</u>	<u>Also,</u>	<u>Likewise,</u>
<u>Similarly,</u>	<u>Moreover,</u>	<u>Conversely,</u>
<u>While</u> {EX: While MLK said...}	<u>Whereas</u>	<u>In addition,</u>
<u>Both.</u>	<u>Although</u>	<u>Not only</u>
<u>But</u>	<u>Additionally,</u>	<u>Even though</u>

Verbs: <i>differed</i> <i>disagreed</i> <i>agreed</i> <i>concurred</i> <i>shared</i> <i>opposed</i> <i>disputed</i>

To show a similarity; to compare:	
*Hint: Many are words that build upon the sentence that comes before it. Ex: Martin Luther King Jr. believed that black and white people should have the same rights. Furthermore , he stated in his "I Have A Dream" speech that this idea of equality for all was outlined by the forefathers in both the Declaration of Independence and the Constitution.	
Sentence Starters: _____	
_____	_____
_____	_____
_____	_____
Verbs:	
_____	_____
_____	_____
_____	_____

To show a difference, to contrast:	
Sentence Starters: _____	
_____	_____
_____	_____
_____	_____
Verbs:	
_____	_____
_____	_____
_____	_____

Part 2 Directions: *Use a sentence starter and/or verbs from the list above to complete the following compare/contrast sentences.*

To compare: Martin Luther King Jr. and Malcolm X **both** _____ that blacks in America deserved better opportunities and a better future. [choose a verb]

To contrast: _____ these two leaders *agreed* change was necessary, they *disagreed* in their outlooks on how to bring about the change. [choose a sentence starter]

A tip for better writing: Instead of using a flat and boring verb like <i>said</i> or <i>had</i>, try using some of the verbs below to show an opinion or perspective/point of view!				
<i>argued</i>	<i>claimed</i>	<i>responded</i>	<i>viewed</i>	<i>advocated</i>
<i>believed</i>	<i>decided</i>	<i>pointed out</i>	<i>articulated</i>	<i>gesticulated</i>
<i>sided</i>	<i>proposed</i>	<i>expressed</i>	<i>uttered</i>	<i>related</i>
<i>stated</i>	<i>spoke</i>	<i>disputed</i>	<i>contended</i>	

TEACHER KEY

Part 1 Directions: *Below are words or phrases that give clues to show if 2 ideas, people or things are similar (to compare) or different (to contrast). Decide if it shows a comparison or a contrast and place the word or phrase one of the boxes below*

Sentence Starters/ conjunctives:
Sentence Starters:
On the other hand, Furthermore, As opposed to
However, Also, Likewise,
Similarly, Moreover, Conversely,
While {EX: While MLK said...} Whereas In addition,
Both. Although Not only
But Additionally, Even though

Verbs:
differed
disagreed
agreed
concurred
shared
opposed
disputed

To show a similarity; to compare:

Sentence Starters:	<u>Moreover</u>
<u>Similarly</u>	<u>Additionally</u>
<u>Both</u>	<u>Likewise</u>
<u>Furthermore</u>	<u>In addition</u>
<u>Also</u>	<u>Not only</u>

Verbs:
agreed
concurred
shared

To show a difference, to contrast:

Sentence Starters:	<u>Whereas</u>
<u>On the other hand,</u>	<u>Although</u>
<u>However,</u>	<u>As opposed to</u>
<u>While</u> {EX: While MLK said...}	<u>Conversely,</u>
<u>But</u>	<u>Even though</u>

Verbs:
differed
disagreed
opposed
disputed

To compare: Martin Luther King Jr. and Malcolm X both agreed/ concurred/ shared the belief that blacks in America deserved better opportunities and a better future. *[choose a verb]*

To contrast: While/Although/ Even though/ these two leaders agreed change was necessary, they disagreed in their outlooks on how to bring about the change. *[choose a sentence starter]*

A tip for better writing: Instead of using a flat and boring verb like *said* or *had*, try using some of the verbs below to show an opinion or perspective/point of view!

<i>argued</i>	<i>claimed</i>	<i>responded</i>	<i>viewed</i>	<i>advocated</i>
<i>believed</i>	<i>decided</i>	<i>pointed out</i>	<i>articulated</i>	<i>gesticulated</i>
<i>sided</i>	<i>proposed</i>	<i>expressed</i>	<i>uttered</i>	<i>related</i>
<i>stated</i>	<i>snake</i>	<i>disputed</i>	<i>contended</i>	

Writing Contrast Paragraphs:

Directions: Use the information from the “Differing Perspectives / Point of View / Debate” Chart and your “Identifying Compare and Contrast Signal or Cue Words” list to complete the paragraphs below. You are answering the following Lesson Question:

How were the ideas of Martin Luther King Jr. and Malcolm X *different* as they worked to achieve a better future for black people living in America?

Martin Luther King Jr. and Malcolm X Contrasting Viewpoints

Both Malcolm X and Martin Luther King Jr. were strong and dedicated African American Civil Rights leaders. While they *shared* the idea that black people deserved better opportunities and a better future, they had **different** outlooks and ideas regarding how to change the life of black people in America.

While Martin Luther King *believed* strongly that white and black people were Americans that could live and work together, Malcolm X *disagreed* with this idea. Malcolm X *advocated* _____

(insert evidence from Point of View Box # 2)

In his “God’s Judgment Speech,” Malcolm X expressed this belief best when he *stated*, “_____”

(insert quote as your specific evidence from Point of View Box #22)

Conversely, as an integrationist Martin Luther King Jr. *argued* _____
(insert evidence from Point of View Box # 1 or 2)

Furthermore, Martin Luther King Jr. *proposed* his idea clearly in his “I Have a Dream Speech” when he *pointed out*, “_____”
(insert quote as specific evidence from Point of View Box 2)

Building upon the earlier points, Malcolm X and Martin Luther King Jr. also *disagreed* on _____

(Topic Sentence: Insert MAIN IDEA in BOX #3)

(Insert quote/evidence from both Points of View to support MAIN IDEA #3. Use the list of Sentence Starters and verbs to show the contrasting viewpoints of MLK and Malcolm X)

As shown through their own words and ideas, Malcolm X and Martin Luther King Jr. had fundamental **differences** in how they *viewed* the future of black people in America. **Although both** men wanted to achieve a better future for black people, they *differed* in their visions.