

# Remembering Dr. King: 1929 – 1968

## Classroom Resources

The following materials are designed to help students analyze and interpret the photographs in the exhibition. They can be used in the classroom as well as during a visit to the exhibition.



### Included in this packet:

*Recommended for grades 6 –12*

- Timeline of Dr. King’s life — contains the information from the exhibition related to the life of Dr. King.
- Timeline of National Civil Rights Events — contains the information from the exhibition related to national events that took place during the Civil Rights Era.
- Reading Photographs Worksheet — students “read” and interpret the photograph and answer some questions.
- Photograph Analysis Worksheet — students analyze, consider image context and identify their questions about the photograph. Please note, this worksheet ends with the same wrap up questions as the first.

*Please note: The photographs used for the activities are available in a second PDF.*

### Suggested Activities (use one or more):

*Using the timelines:*

- Separate the dates and the events, challenge the students to try to match them back together.
- Have students research some of the key events on either timeline, finding pictures if possible, and present them to their classmates.

*Using the photographs:*

- As a bell ringer, show one to two photographs and have students think about/discuss the image.
  - Ex. What is one feeling this photograph evokes?; What topic might we be discussing? What questions does this image raise?
- Use the *Reading Photographs* worksheet as an introduction to photograph analysis. Swap photos between students/small groups and ask them to complete the *Photograph Analysis* worksheet.
- Cut an image in half. Give smaller groups half the image to analyze using the *Reading Photographs* worksheet. Students can present findings then discuss the image as a whole and how that might change the interpretation.
- Choose 5-6 photographs for your students to analyze. Write out the four prompts from the top of the *Photograph Analysis* worksheet on a poster board or larger sized sheet of paper, one poster board for each photograph. Ask students to look at the photographs and respond to the prompts for 6-7 minutes. Next, students rotate to another photograph, read/respond to comments and add their own ideas for 5-6 minutes. Repeat this process, and decrease the time, until the students have viewed and responded to all the photographs. When students return to their original photograph, they read and discuss the additional comments by their classmates. Use the remaining worksheet questions to hold a classroom discussion.

### About the exhibition:

The Chicago History Museum’s exhibition *Remembering Dr. King: 1929-1968* invites visitors to walk through a winding gallery that features over 25 photographs depicting key moments in Dr. King’s work and the Civil Rights movement, with a special focus on his time in Chicago.

Chicago, like other U.S. cities, erupted in the wake of King’s assassination on April 4, 1968. While the center of his activism was focused on dismantling southern Jim Crow, the systems that kept African Americans oppressed in the American South, he spent time in Chicago and often spoke out on the realities of northern discrimination, particularly around the issues of poverty, education and housing.

**For more information on visiting the Chicago History Museum, visit <https://www.chicagohistory.org/education/field-trips/>**

# Standards Alignment for using Photographs

## Grades 6—8

### *Common Core State Standards — Anchors*

Reading 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Reading 6: Assess how point of view or purpose shapes the content and style of a text.

Reading 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Writing 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Writing 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Speaking and Listening 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

### *Illinois Social Science Standards*

SS.IS.4.6-8.MC: Gather relevant information from credible sources and determine whether they support each other.

SS.IS.5.6-8.MC: Develop claims and counterclaims while pointing out the strengths and limitations of both.

SS.CV.1.6-8.MC: Evaluate the powers and responsibilities of citizens, political parties, interest groups, and the media.

SS.CV.3.6-8.MC: Compare the means by which individuals and groups change societies, promote the common good, and protect rights.

SS.H.1.6-8.MC: Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

SS.H.3.6-8.MC: Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where information is not easily identified.

## Grades 9—12

### *Common Core State Standards — Anchors*

Reading 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Reading 6: Assess how point of view or purpose shapes the content and style of a text.

Reading 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Writing 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Writing 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Speaking and Listening 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

### *Illinois Social Science Standards*

SS.IS.4.9-12: Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources.

SS.IS.5.9-12: Identify evidence that draws information from multiple sources to revise or strengthen claims.

SS.CV.3.9-12: Analyze the impact of constitutions, laws, and agreements on the maintenance of orders, justice, equality, and liberty.

SS.CV.8.9-12: Analyze how individuals use and challenge laws to address a variety of public issues.

SS.H.3.9-12: Evaluate the methods utilized by people and institutions to promote change.

SS.H.7.9-12: Identify the role of groups, individuals and institutions in people's struggle for safety, freedom, equality, and justice.

*Remembering Dr. King: 1929 – 1968*  
**Timeline of Dr. King’s Life**

<b>Date</b>	<b>Event</b>
January 15, 1929	Martin Luther King Jr. is born in Atlanta, Georgia. He is the second of three children of Alberta (Williams) King and Reverend Martin Luther King Sr.
June 8, 1948	At age nineteen, King graduates with a bachelor’s degree in sociology from Morehouse College, a historically black, all-men’s college in Atlanta.
June 18, 1953	While in graduate school in Boston, King meets Coretta Scott, a music student. They marry on this day at her family’s home in Marion, Alabama, and will have four children.
September 1, 1954	King accepts his first full-time pastorship at Dexter Avenue Baptist Church in Montgomery, Alabama, where he serves until 1960.
June 5, 1955	King receives a doctorate in systematic theology from Boston University School of Theology.
December 5, 1955	Montgomery leaders select Dr. King to head the Montgomery Improvement Association which organizes the yearlong Montgomery bus boycott, the first large-scale demonstration against segregation in the US.
January 30, 1956	At 9:15 p.m., while Dr. King speaks at a mass meeting, his home in Montgomery, Alabama, is bombed. His wife Coretta and their daughter Yolanda are not injured.
<i>February 12, 1956</i>	During an early visit to Chicago, King delivers his “A Knock at Midnight” sermon at Shiloh Baptist Church. In it, he calls on churches to be active in times of crisis.
February 14, 1957	King is elected the first president of the newly formed Southern Christian Leadership Conference (SCLS), which helps organize peaceful, nonviolent civil rights protests across the south.
May 17, 1957	The Prayer Pilgrimage for Freedom draws a crowd of 25,000 to Washington D.C.. At the Lincoln Memorial, King delivers his “Give Us the Ballot” speech, advocating for voting rights for African Americans.
September 20, 1958	At a book signing in Harlem for his memoir of the Montgomery bus boycott, <i>Stride Toward Freedom</i> , Dr. King is stabbed in the chest by Izola Ware Curry, who inflicts a near-fatal wound.
October 19, 1960	Dr. King is arrested during a lunch counter sit-in at Rich’s Department Store in Atlanta. He is released from Georgia State Prison at Reidsville on October 27 with the assistance of presidential candidate John F. Kennedy and Robert Kennedy.
July 10, 1962	Convicted of obstructing the sidewalk and parading without a permit in Georgia, King chooses to accept a forty-five-day sentence, but he is released after his fine is paid anonymously.

*Remembering Dr. King: 1929 – 1968*  
 Timeline of Dr. King’s Life (continued)

Date	Event
April—May 1963	After disobeying a court injunction against marching, King is arrested on April 12 in Birmingham, Alabama. Placed in solitary confinement, he writes “Letter from a Birmingham Jail,” a defense of nonviolent direct action addressed to fellow clergymen.
May 27, 1963	In Chicago, King addresses attendees at a benefit for the SCLC at the Arie Crown Theater organized by Mahalia Jackson, celebrated gospel singer and civil rights activist. Other speakers include Rev. Ralph Abernathy and Mayor Richard J. Daley.
August 21, 1963	King delivers his speech “Remaining Awake Through a Great Revolution” at the National Insurance Association Convention in Chicago. First given in 1959, the sermon promotes black self-respect and advocates for nonviolent activism.
August 28, 1963	King delivers his “I Have a Dream” speech to a crowd of more than 200,000 at the Lincoln Memorial during the March on Washington for Jobs and Freedom. All major civil rights organizations support the march.
January 3, 1964	<i>Time</i> magazine names King “Man of the Year” of 1963. He is the first African American to receive the honor.
March 26, 1964	King briefly meets Malcolm X after a US Senate press conference. It si their first and only encounter.
April—July 1964	King and the SCLC join an anti-segregation movement in St. Augustine, Florida, led by Dr. Robert Hayling, who has taken up arms in self-defense against Ku Klux Klan night riders.
June 21, 1964	King is the keynote speaker at the Illinois Rally for Civil Rights at Chicago’s Soldier Field.
December 10, 1964	At age thirty-five, King receives the Nobel Peace Prize in Oslo, Norway. He is the youngest recipient of the award.
February 1, 1965	Along with hundreds of other voting rights activists, King is arrested an jailed in Selma, Alabama.
July 26, 1965	King’s three-day visit to Chicago ends with a rally at Soldier Field and a march to city hall to demand the resignation of Benjamin C. Willis, superintendent of schools.
January 7, 1966	With the launch of the Chicago Freedom Movement, King and the SCLC expand the civil rights movement north.
July 10, 1966	The Chicago Freedom Movement rally at Soldier Field is followed by a march to city hall, where King posts a list of fourteen demands on the door, the majority of which demand nondiscriminatory housing practices in Chicago.

*Remembering Dr. King: 1929 – 1968*  
 Timeline of Dr. King’s Life (continued)

Date	Event
April 4, 1967	At Riverside Church in New York, Dr. King delivers “Beyond Vietnam,” his first public anti-war address.
<i>April 9, 1967</i>	At New Covenant Baptist Church in Chicago, King delivers his sermon “The Three Dimensions of a Complete Life,” in which he validates the dignity of all work.
December 4, 1967	Dr. King launches the Poor People’s Campaign, which seeks to improve the material conditions of Americans living in poverty.
March 28, 1968	A solidarity march with striking sanitation workers in Memphis, Tennessee, quickly becomes violent, and King is rushed from the scene.
April 3, 1968	At a mass meeting for the sanitation workers, Reverend Abernathy compels King to speak to the capacity crowd. It is Dr. King’s final speech, and his words eerily foreshadow his death.
April 4, 1968	While standing on the second-floor balcony of the Lorraine Motel in Memphis, Dr. King is shot by white supremacist James Earl Ray. He is pronounced dead at St. Joseph Hospital at 7:05 P.M.
<i>April 5, 1968</i>	Riots break out nationwide after King’s assassination. They are especially devastating in Baltimore, Chicago, and Washington, DC.

Please note: Dates in *italics* are related to events in and around Chicago.

*Remembering Dr. King: 1929 – 1968*  
**Timeline of National Civil Rights Events**

<b>Date</b>	<b>Event</b>
June 25, 1941	President Franklin D. Roosevelt signs Executive Order 8802, banning discriminatory hiring practices in the government and defense industries.
July 26, 1948	President Harry S. Truman signs Executive Order 9981, declaring racial discrimination unlawful in every branch of the US armed forces.
July 11-12, 1951	When an African American family moves into Cicero, Illinois, white residents attack their apartment building. The ensuing riot results in nineteen injuries, 117 arrests, and thousands of dollars in property damage.
December 25, 1951	Civil rights pioneer Harry T. Moore and his wife, Harriette, are murdered when a bomb explodes in their home in Minns, Florida. They are considered the first martyrs of the modern civil rights movement.
May 17, 1954	In the <i>Brown v. Board of Education of Topeka</i> verdict, the Supreme Court renders segregation in public educational facilities unconstitutional.
August 28, 1955	Chicago teenager Emmett Till is brutally murdered in Money, Mississippi. His death receives national coverage and is a catalyst for civil rights activism.
December 1, 1955	Local activist Rosa Parks is arrested in Montgomery, Alabama, for refusing to give up her seat on a segregated city bus. The act sparks the Montgomery bus boycott, which lasts for 381 days and ends with the desegregation of the city's public transportation system.
June 1, 1956	The state of Alabama bans the National Association for the Advancement of Colored People (NAACP).
September 9, 1957	President Dwight D. Eisenhower signs the Civil Rights Act of 1957, the first civil rights legislation passed since Reconstruction.
September 23, 1957	Arkansas governor Orval Faubus calls upon the state's National Guard to prevent nine teenagers, known as the Little Rock Nine, from integrating Little Rock Central High School. With federal intervention, they attend their first full day of classes on September 25.
August 20, 1958	Educator and activist Clara Luper and the NAACP Youth Council stage a sit-in at Oklahoma City's Katz Drug Store.
February 1, 1960	North Carolina Agricultural and Technical State University freshmen Ezell Blair Jr., Franklin McCain, Joseph McNeil, and David Richmond state the first of many sit-ins at the Woolworth store lunch counter in Greensboro, North Carolina.

*Remembering Dr. King: 1929 – 1968*  
**Timeline of National Civil Rights Events**

<b>Date</b>	<b>Event</b>
May 6, 1960	President Dwight D. Eisenhower signs the Civil Rights Act of 1960, which establishes federal inspection of voter registration polls and introduces penalties against those who obstruct voter registration.
November 8, 1960	Massachusetts Senator John F. Kennedy wins the presidential election with strong support from African American voters.
May 4, 1961	Freedom Riders, an interracial group of student activists, begin their campaign to integrate interstate buses in the south. The campaign, often met with brutal violence, continues through the summer.
November 17, 1961	Leaders of various civil rights organizations initiate the Albany Movement in Albany, Georgia. It is the first attempt to desegregate an entire community.
June 12, 1963	Medgar Evers, civil rights activist and field secretary for the Mississippi NAACP, is assassinated in his driveway in view of his family.
September 12, 1963	Four young girls — Addie Mae Collins, Denise McNair, Carole Robertson, and Cynthia Wesley — are killed in the bombing of Birmingham’s Sixteenth Street Baptist Church.
November 22, 1963	President John F. Kennedy is assassinated in Dallas, Texas, by Lee Harvey Oswald.
January 23, 1964	Congress ratifies the Twenty-Fourth Amendment prohibiting the use of “poll taxes,” one of the several Jim Crow tactics used in southern states to prevent blacks from voting in federal elections.
June 21, 1964	While conducting a voter registration campaign in Mississippi, James Chaney, Andrew Goodman, and Michael Schwerner disappear. Their remains are discovered on August 4.
July 2, 1964	President Lyndon B. Johnson signs the Civil Rights Act of 1964. The broad, sweeping legislation prohibits discrimination in employment and education on the basis of race, color, religion, sex, or national origin and outlaws segregation in public accommodations.
July 12-13, 1964	Authorities find the remains of Charles Eddie Moore and Henry Hezekiah Dee, two black men killed by the Ku Klux Klan, during the search for Chaney, Goodman, and Schwerner.
February 21, 1965	Malcolm X is assassinated in Harlem, one week after his home was firebombed.

*Remembering Dr. King: 1929 – 1968*  
Timeline of National Civil Rights Events

Date	Event
March 7 –25, 1965	Dr. King and the SCLC join the Student Nonviolent Coordinating Committee (SNCC) in Selma, Alabama, on a campaign for voting rights and voting registration.
August 6, 1965	President Lyndon B. Johnson signs the Voting Rights Act of 1965 to counteract the legal barriers preventing African Americans from voting.
August 11 –16, 1965	In the Watts neighborhood of Los Angeles, two white police officers arrest a black motorist suspected of impaired driving. Racial tensions explode, resulting in thirty-four deaths and six days of looting and arson.
<i>May 25, 1966</i>	Jerome Huey, an African American teenager from Chicago, travels to Cicero, Illinois, for a job interview and is brutally murdered by four white teens.
June 6, 1966	James Meredith, the first African American to enroll at the University of Mississippi, is shot by a sniper while attempting to embark on his one-man “March Against Fear.”
<i>October 15, 1966</i>	The Black Panther Party for Self Defense is founded by Bobby Seale and Huey P. Newton in Oakland, California, to protect African American communities from police brutality. Chapters spring up nationwide, including in Chicago.
June 12, 1967	In the <i>Loving v Virginia</i> decision, the Supreme Court declares state laws against interracial marriage unconstitutional.
August 30, 1967	Civil rights attorney Thurgood Marshall becomes the first African American to serve on the US Supreme Court.
April 11, 1968	President Lyndon B. Johnson signs the Civil Rights Act of 1968. Title 8 of the law is the Fair Housing Act, which prohibits discrimination in the sale, rental, and financing of housing on the basis of race, religion, or national origin.
May 12, 1968	Demonstrators begin a two-week protest to demand an Economic Bill of Rights as part of the Poor People’s Campaign, launched by Dr. King in the year before his assassination.

Please note: Dates in *italics* are related to events in and around Chicago.

# Reading Photographs

Name: \_\_\_\_\_

## *Remembering Dr. King 1929–1968*

Examine and discuss your photograph using the following questions.

My photograph is: \_\_\_\_\_

List the objects and figures in the photograph.

What inferences can you make from this evidence?

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Which parts of the photograph are most important? Why?

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Are the people in the image posed or captured spontaneously? Why does that matter?

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## Reading Photographs

### *Remembering Dr. King 1929–1968*

**In broad terms, what does the photograph tell you about the time period in which it was taken?**

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**What point of view or perspective is not included in the photograph?**

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**Write a title and caption for this photograph.**

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# Photograph Analysis

Name: \_\_\_\_\_

## *Remembering Dr. King 1929–1968*

Look at the photograph and fill in the chart; describing key details, inferences, context of the photograph, and questions about this image.

<u>Key details:</u>	<u>Inferences:</u>
<u>Context of the photograph:</u>	<u>Questions about this image:</u>

How does this photograph relate to the life of Dr. King?

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## Photograph Analysis

### *Remembering Dr. King 1929–1968*

**In broad terms, what does the photograph tell you about the time period in which it was taken?**

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**What point of view or perspective is not included in the photograph?**

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**Write a title and caption for this photograph.**

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