

# Lesson Ten

Decade Ten: 1990 - 2000

## The Million Man March

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### Summary of Topic:

On October 16, 1995 an incredible event took place in our nation's capital. That even was called the Million Man March. The march was organized by Minister Louis Farrakhan. This gathering was the largest single gathering of African Americans in the history of the United States. This march lasted for fifteen hours and the goals of the march were:

- one million African American men take responsibility for the social despair of their communities
- reduce black-on-black crime
- respect African American women
- spiritual support and guidance

"It was a day of peace and spontaneous embraces, a day of reflection and self-examination, a day to pause and pray, a day to speak up and out against one another; a day to remind ourselves that we're not alone" (p24 Cottman). It was a call for African American men to do something positive with their lives.

Over one million men standing peacefully on the mall on the west side of the U.S. Capitol in Washington, D.C. on Oct. 16, and millions more watching television around the country and the world, raised their hands and took a pledge to improve their lives and the lives of their wives, children and families. The pledge was one of the highlights of the speech given by Min. Louis Farrakhan of the Nation of Islam, one of about 60 or more speakers at this historic Million Man March on Washington. A hush spread over the crowd as Min. Farrakhan asked each man to raise his right hand and take the pledge. Min. Farrakhan then asked each man to turn and "hug your brother". The pledge is as follows:

### The MMM Pledge

By Frances Murphy  
Washington AFRO staff

I - say your name- pledge that from this day forward, I will strive to love my brother as I love myself.  
I - say your name - from this day forward will strive to improve myself spiritually, morally, mentally, socially, politically and economically for the benefit of myself, my family and my people.

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I - say your name - pledge that I will strive to build business, build houses, build hospitals, build factories and enter into international trade for the good of myself, my family and my people.

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I - say your name - pledge that from this day forward I will never raise my hand with a knife or a gun to beat, cut or shoot any member of my family or any human being except in self defense.

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I - say your name - pledge from this day forward, I will never abuse my wife by striking her, disrespecting her, for she is the mother of my children and the producer of my future.

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I - say your name - pledge that from this day forward, I will never engage in the abuse of children, little boys or little girls, for sexual gratification. But I will let them grow in peace to be strong men and women for the future of our people.

I - say your name - will never again use the "b" word to describe any female, but particularly my own Black sister.

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I - say your name - pledge that from this day forward that I will not poison my body with drugs or that which is destructive to my health and my well-being.

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I - say your name - pledge from this day forward that I will support Black newspapers, Black radio, Black television. I will support Black artists who clean up their acts and show respect for themselves and respect for their people and respect for the heirs of the human family.

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I - say your name - will do all of this, so help me God.

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**Grade Level:** Middle/High School

**Subject:** Social Studies

**Topic:** Decade Ten: 1990 - 2000

## Million Man March

### Standards:

**Standards: USA- Nat. Council for Social Studies: Nat. Standards for Social Studies Teachers**

*Standard A1: Thematic Standard: Culture and Cultural Diversity*

Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Culture and Cultural Diversity.

*Type of Expectation:* Learner Expectations

Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Culture and Cultural Diversity.

*Expectation:* Human beings create, learn, apply, modify and adapt to their cultures.

Culture helps them comprehend and make sense of themselves as individuals and members of various groups. Culture predisposes individuals to develop perspectives, make assumptions, create ideas, and behave in particular ways. Cultures tend to be similar in the ways they influence individuals and different in the specifics of the influence they have upon them. Therefore, the behaviors and products generated within and by cultures exhibit similarities and differences as well as some equivalences. All cultures, for example, have systems of knowledge, values, traditions, and beliefs although the specifics of each may vary widely. Each cultural system is also unique. Cultures and each system within a culture are dynamic, ever-changing, and highly influential on the thoughts and actions of those who create them.

*Expectation:* In a democratic and culturally diverse society, students need to comprehend multiple perspectives that emerge from within their own culture and from the vantage points of the diverse cultural groups within that society and with whom the society may interact.

These understandings allow them to make appropriate sense of the actions, ideas, and products of others as well as to relate to and interact with people within their diverse society and throughout the world.

*Expectation:* Cultural diversity is a fact of existence in every modern-day society and few nations or empires in the past were void of such diversity.

The challenge of all people is, wherever and whenever possible, to consider the strengths and advantages that this diversity offers to the society in general, and to their own growth as a human being in particular. This consideration is especially important in societies that value human rights, the principles of democracy and equity, as well as the notion that individuals should act to promote the public good.

#### **Standard A4: Thematic Standard: Individual Development and Identity**

Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Individual Development and Identity

*Type of Expectation : Learner Expectations*

*Expectation:* All humans think, learn, act, and develop cognitively, socially, physically, emotionally, personally, and mentally as well as construct, test, confirm, revise, and apply multiple concepts of and multiple identities as to who they are.

While much of what humans are and become has been associated with genetics and assumed natural stages of physical, psychological, emotional, and mental development; a far greater factor in mental, social, emotional, personal, and identity construction and application is the interaction of the individual with his or her environments and the consequences of these interactions. All individuals should know the factors that contribute to who they are; to what they think, feel, and believe; to what they decide and do: to why they are likely to make certain decisions and act in particular ways; and to how they perceive themselves, their abilities, their personality, and the world.

#### **Standard A6: Thematic Standard: Power, Authority, and Governance**

Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Power, Authority, and Governance.

*Type of Expectation:* Learner Expectations

*Expectation:* Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary American society, as well as in other parts of the world, is essential for the development in learners of civic competence.

In exploring this theme, learners confront such questions as: What is power? What is legitimate authority? How are governments created, structured, maintained, and changed? How can we keep government responsive to its citizens' needs and interests? How can individual rights be protected within the context of majority rule? By examining the characteristics of various governance systems, learners develop an understanding of how groups and nations attempt to resolve conflicts and seek to establish order and security. Through study of dynamic relationships among individual rights and responsibilities, the needs of social groups, and concepts of a just society, learners become more effective problem solvers and decision-makers when addressing persistent social problems encountered in public life.

#### **Objectives:**

Upon completion of this lesson, the participant will:

- present evidence of the use of critical thinking skills in examination of community experiences from historical, current, and future perspectives,
- develop a better understanding of how change directly affects them,
- be able to research and evaluate materials using web browsers,
- demonstrate the ability to utilize a variety of technology skills.

#### **Essential Questions:**

- What was the Million Man March all about and why was there the need to have the march?
- Were there any controversies surrounding the march?
- In what ways would you include this in the history texts in the future?
- How did the Million Man March impact your life?
- What are your thoughts on the Million Movement March?

#### **Culturally Responsive Resources**

*Web Resources*

<http://www.millionmanmarch.org/>  
<http://www.cnn.com/US/9510/megamarch/sights/mall.jpg>  
A View of the Million Man March Gathering  
The Million Man March Pledge

The Nation of Islam's "World's Day of Atonement"  
CNN article: "An Emotional Celebration for Thousands of Black Men"  
CNN article: "Celebrities Speak out at the Million Man March"  
Transcript of Louis Farrakhan's speech  
CNN Article on the march and Louis Farrakhan  
<http://afroamhistory.about.com/>  
<http://www.toptags.com/aama/>  
<http://www.kn.pacbell.com/wired/BHM/AfroAm.html>  
<http://www.loc.gov/exhibits/african/intro.html>  
<http://blackquest.com/link.htm>  
<http://www.blackhistory.com/>  
<http://asalh.org/>

## Lesson Plan Activity

### a. Summary of Activity

The purpose of this activity is to provide students with an experiential-based opportunity to build the general community's awareness about the lives and history of African Americans.

### b. Procedure

The Association for the Study of African American Life and History (ASALH) has commissioned a new museum exhibit, to be dedicated to the study of the lives and history of African Americans. ASALH's executive directors have solicited several proposals for the content of the Million Man March museum.

#### *Task:*

You will be working in groups of four. Your group is going to submit a design proposal for the Million Man March museum exhibit. Assume that you have ANY AND ALL items at your disposal to include in the museum and be sure to include anything that is relevant to your exhibition on the Million Man March.

A successful proposal will be one that uses excellent research and creativity.

The proposal to be presented to ASALH executive directors should contain 3 elements:

#### *1. A written overview:*

1-2 pages in length. The overview should explain why you chose to implement a particular design. It should also provide an overview of the main topics around which the exhibit will be constructed, and explain the purpose of the museum and how that purpose is reflected in the design approach upon which your design team decided. The overview should also make mention of the specific items (artifacts) to be presented and the reasoning behind their selection.

#### *2. Exhibit Plan:*

A Map (actual floor plan): An overview, to scale. Options include: Virtual space (HTML or PowerPoint), 3D model (diorama), a large layout design, graph paper or a CAD program (or by using the drawing tools in Microsoft Word, Adobe Illustrator or other program). Use basic shapes to denote exhibits (it is not required that you draw images). The map should use letters or numbers to identify items within the exhibit and corresponding to the descriptions on the included key.

*A Key:* Identifying the specific items on display and relevant information needed for the average person to appreciate the exhibit. (NOTE: Explanations of particular items should not be more than 1-2 sentences in length) A detailed floor plan of the proposed museum should be included. It should detail what exhibits are to be presented and where. The "wings" of the museum should be organized according to the organizational model that your group selects.

#### *3. Presentation to the Executive Directors:*

Each proposal will be orally presented to the executive directors for their consideration. (The rest of the class will act as the board.) The presentations must: be at least 8-10 minutes in length, include visual elements (overview of floor plan, photos, etc..)

## **Group Roles:**

Each member of the design team is to be assigned a specific role. There are unique responsibilities associated with each of these roles and group members should become familiar with their individual expectations.

### **Historian**

You are responsible for explaining the theme of the Million Man March proposal. As historian, you should research the Million Man March and be able to provide accurate information for your group as they put together the design for the museum.

### **Public Relations**

You are in charge of orchestrating a powerful and dynamic presentation of the proposed Million Man March Museum to the Board of Directors. You may present alone, or you may get the assistance of the other experts on your team. Regardless of execution, your 10-15 minute presentation should detail the various aspects of your proposal while also winning the approval of the trustees.

### **Exhibit Designer**

You are charged with choosing and describing the specific memorabilia which will occupy the proposed Million Man March Museum. Each piece must coincide with the theme of the museum and present a vibrant reminder of the specific events and personalities associated with the Million Man March.

### **Curator**

You are responsible for the design and layout of the Million Man March Museum proposal. Your design must be easily presentable to a large group. With that in mind, consider sketching the design on large poster board, constructing a diorama or model, creating a virtual tour through the use of HTML or Microsoft PowerPoint. Be sure to pick a format that is doable, and that accentuates your strengths and skills.

### **Conclusion:**

The assignment will conclude with the presentation of the finished design before the executive directors. (The class will act as the board.) The directors will cast votes for the design approach they believe best reflects the theme of the museum. (NOTE: directors may not cast a vote for their own proposal!!)

The final grade for the assignment will be determined by a scoring rubric of your presentation to the class.

### **Materials Needed**

- Access to the Internet
- Library books of African American leaders/mayors
- Microsoft Word or other word processor
- Microsoft PowerPoint or presentation software

### **Time Needed**

The time will vary and will need to be determined by the teacher

#### **c. Differentiated Instruction Ideas (engaging students with disabilities):**

- Student can assist in the building of the model virtually or in 3-D (peers can provide verbal and/or physical prompting as necessary)
- Student can assist in creating a visual representation of what a "million" looks like (e.g., student can count by 10s, 100s, etc.).
- Student can be responsible for introducing each member of the group prior to the presentation.
- Student can be responsible for tallying and graphing the votes.

#### **d. De-Briefing**

- What was the Million Man March all about and why was there the need to have the march?
- Were there any controversies surrounding the march?
- In what ways would you include this in the history texts in the future?
- How did the Million Man March impact your life?
- What are your thoughts on the Million Movement March?

**e. Assessment:**

A rubric for assessing the quality of the Million Man March Museum Presentation is as follows:

<b>Category</b>	<b>8-10</b>	<b>6-7</b>	<b>3-5</b>	<b>1-2</b>
<b>Presentation</b>	Well-rehearsed with smooth delivery that holds audience attention.	Rehearsed with fairly smooth delivery that holds audience attention most of the time.	Delivery not smooth, but able to maintain interest of the audience most of the time.	Delivery not smooth and audience attention often lost.
<b>Sources</b>	Source information collected for all graphics, facts and quotes. All documented in desired format.	Source information collected for all graphics, facts and quotes. Most documented in desired format.	Source information collected for graphics, facts and quotes, but not documented in desired format.	Very little or no source information was collected.
<b>Attractiveness</b>	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often distract from the presentation content.
<b>Requirements</b>	All requirements are met and exceeded.	All requirements are met.	One requirement was not completely met.	More than one requirement was not completely met.
<b>Oral Presentation</b>	Interesting, well-rehearsed with smooth delivery that holds audience attention.	Relatively interesting, rehearsed with a fairly smooth delivery that usually holds audience attention.	Delivery not smooth, but able to hold audience attention most of the time.	Delivery not smooth and audience attention lost.
<b>Originality</b>	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.
<b>Content</b>	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
<b>Mechanics</b>	No misspellings or grammatical errors.	Three or fewer misspellings and/or mechanical errors.	Four misspellings and/or grammatical errors.	More than 4 errors in spelling or grammar.
<b>Organization</b>	Content is well organized using headings or bulleted lists to group related material.	Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is logically organized for the most part.	There was no clear or logical organizational structure, just lots of facts.
<b>Workload</b>	The workload is divided and shared equally by all team members.	The workload is divided and shared fairly by all team members, though workloads may vary from person to person.	The workload was divided, but one person in the group is viewed as not doing his/her fair share of the work.	The workload was not divided OR several people in the group are viewed as not doing their fair share of the work.