

Dear Martin

(aka Dr. King) . . .

I wanna try to live like you.

Do what you would do.

**See where it
gets me.**



Introduction

Welcome! As we embark on our book study of "Dear Martin" by Nic Stone, please focus on answering the discussion questions clearly and thoughtfully. Take a moment to share your ideas. Also, engage with your classmates by responding to at least one other post; you can share your thoughts, ask questions, or connect your own experiences. Through actively answering questions and engaging in responses, we can create a collaborative environment that fosters meaningful discussions on teaching empathy and promoting cultural awareness.

Let's take a moment to introduce ourselves while also considering our goals for this reading experience.

1. Please share your name, your role, and one personal insight or experience related to the themes of racial identity, empathy, or social justice that you believe will enrich our discussions
2. What do you hope to gain from reading "Dear Martin"? Are there specific themes, questions, or discussions you are particularly interested in exploring?

Chapters 1-3 – Introducing Justyce and Themes of Prejudice

Learning Focus: Overview of initial chapters and Justyce's encounter with police.

1. Why do you think Nic Stone chose to write *Dear Martin* as a way to address issues of race and justice?
2. What aspects of Justyce's story might resonate with today's high school students?
3. How can you introduce the themes of race and social justice in a way that feels safe and inclusive for students?
4. How does Justyce's character reflect the challenges faced by students of color in predominantly white institutions?
5. What are the potential benefits and risks of teaching a book like *Dear Martin* in diverse classrooms?

Chapters 4-6 – Friendships, Microaggressions, and Identity

Learning Focus: Discuss Justyce's relationships with peers and examining microaggressions.

1. How does the conversation between Justyce, SJ, Manny, and Jared reveal tensions around race and privilege?
2. What subtle or overt microaggressions does Justyce experience, and how might you help students recognize these?
3. How does Justyce's relationship with his mother influence his thoughts on identity and safety?
4. What does the party incident reveal about peer pressure and the impact it has on Justyce and Manny?
5. How could reflective journaling help students process similar social dynamics in their own lives?

Chapters 7-9 – Systemic Injustice and Privilege

Learning Focus: Analyze the debate on privilege and Justyce's experiences with systemic bias.

1. How does the debate about affirmative action and privilege impact Justyce's view of his classmates?
2. What do Jared's arguments reveal about his understanding (or lack thereof) of systemic privilege?
3. How does Justyce's internal struggle with his place in society come through in these chapters?
4. How can you support students in recognizing the difference between individual bias and systemic injustice?
5. What strategies might help students engage critically with their own perspectives on privilege?

Chapters 10-12 – Escalation and the Psychological Toll

Learning Focus: Examine Justyce's experiences with Officer Tison and its lasting impact.

1. How does the encounter with Officer Tison affect Justyce's view of his safety and status in society?
2. In what ways does Justyce's emotional response illustrate the psychological toll of racial profiling?
3. How might students process Justyce's trauma, and how can you help them explore the topic of mental health?
4. How does Justyce's decision to continue his letters to Dr. King reflect his search for guidance?
5. How might a classroom discussion address students' reactions to Justyce's experiences without overwhelming them?

Chapters 13-15 – Loss, Grief, and Reflection

Learning Focus: Address themes of loyalty, grief, and systemic injustice following Manny's death.

1. How does Manny's death affect Justyce's outlook on justice and his sense of belonging?
2. What emotions and conflicts does Justyce experience in response to losing his best friend?
3. How can you help students connect content knowledge with Justyce's experiences?
4. How does the portrayal of media coverage in the novel highlight issues of bias and sensationalism?
5. How might this section prompt students to think about loyalty and the complexities of friendship?

Chapters 16-18 – The Courtroom and Society’s Perceptions

Learning Focus: Explore the trial and how it underscores racial inequities in the justice system.

1. How does the trial outcome affect Justyce’s faith in the justice system?
2. In what ways does media portrayal in the novel impact the characters’ reputations and public perception?
3. How does Justyce’s reaction to the verdict reflect real-world struggles for justice faced by marginalized communities?
4. How might students analyze the impact of the courtroom setting on different characters in the story?
5. What questions can you use to guide students in examining their views on justice and fairness?

Chapters 19-21 – Internal Conflict and Growth

Learning Focus: Analyze Justyce's struggle with identity, resilience, and forgiveness.

1. How does Justyce's letter to Dr. King show his shift in perspective on handling anger and forgiveness?
2. What do these chapters reveal about Justyce's growth and self-reflection?
3. How can you support students in exploring concepts of resilience and forgiveness within challenging contexts?
4. How might Justyce's search for direction mirror students' own struggles with personal identity and change?
5. What reflective prompts could help students connect with themes of resilience and personal growth?

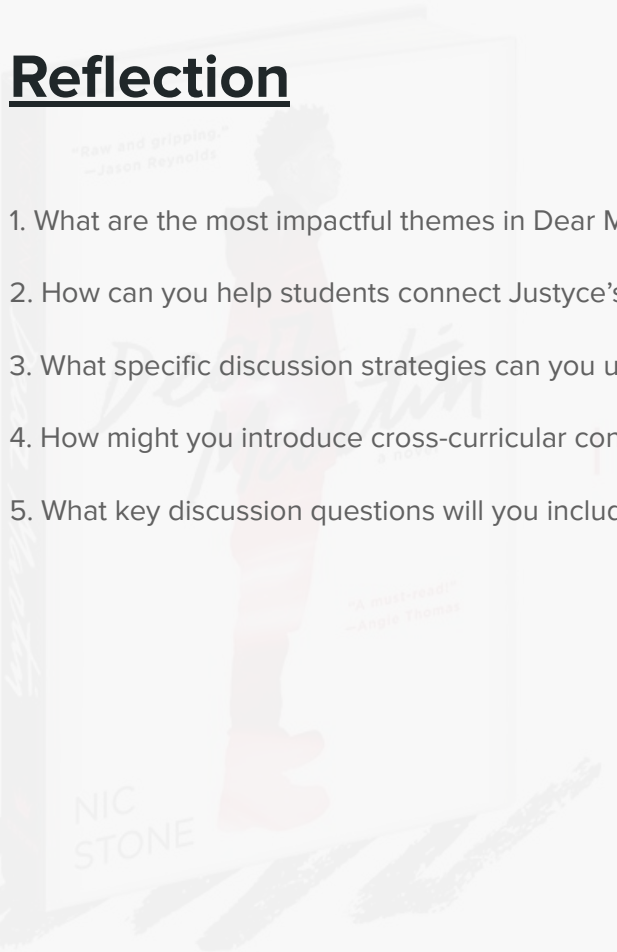
Chapters 22-23 – Self-Realization and Moving Forward

Learning Focus: Discuss Justyce's acceptance of his identity and future path.

1. How does Justyce's final letter to Dr. King reflect his acceptance of his own identity?
2. What role does forgiveness play in Justyce's journey, and how might this help students process similar ideas?
3. How does Justyce's decision about where to go next symbolize his acceptance of change?
4. What assignments might encourage students to reflect on their own identity and personal values?
5. How does Justyce's growth challenge students to consider ways they can impact positive change in their communities?

Reflection

1. What are the most impactful themes in *Dear Martin*, and why are they relevant for today's students?
2. How can you help students connect Justyce's journey to real-world issues and events?
3. What specific discussion strategies can you use to encourage deeper engagement with the text?
4. How might you introduce cross-curricular connections to enhance students' understanding of the themes?
5. What key discussion questions will you include to help students process their learning from the novel?



Dear Martin
(also Dr. King)
I wanna try to live like you.
Do what you would do.
**See where it
gets me.**



Final Lesson Plan and Classroom Application

As part of today's activities, each teacher will create a lesson plan centered on "Dear Martin" that they can implement in their classroom. This plan should include the following. Please attach a Google Doc with the following areas addressed.

Introduction to Dear Martin:

How could you introduce "Dear Martin" to set the tone for discussing sensitive topics in a social studies classroom while ensuring classroom respect? What background knowledge should students need to know prior to introducing Dear Martin. Consider strategies that create a democratic classroom for dialogue.

Main Objectives/Standards:

What main objectives will you set for students to analyze both the literature and its social implications? Think about what key takeaways you want your students to gain from the novel. What KY standards do the objectives align with?

Incorporating Social-Emotional Learning:

How could you incorporate Social-Emotional Learning (SEL) to support students' responses to the material? Discuss methods to help students process their emotions and reactions to the themes explored in the book

Cross-Curricular Projects:

How can cross-curricular projects, such as media analysis or civics, deepen students' understanding of the themes in "Dear Martin"? Explore ways to connect the novel with other teachers in your building.

Assessment Tools:

What assessment tools will best gauge students' engagement and comprehension of "Dear Martin's" themes? Consider formative and summative assessments that reflect students' understanding of Dear Martin and its connection to the social studies curriculum.

Standards Covered

Chapters 1-3:

- HS.C.RR.1 Evaluate the civic responsibilities of individuals within a society
- HS.C.PR.3 Evaluate intended and unintended consequences of public policies locally, nationally and Internationally

Chapters 4-6:

- HS.UH.CH.1 Examine the ways diverse groups viewed themselves and contributed to the identity of the United States in the world from 1877-present.
- HS.UH.CE.5 Evaluate the ways in which groups facing discrimination worked to achieve expansion of rights and liberties from 1877-present.

Chapters 7-9:

- HS.C.CP.4 Evaluate how the U.S. judicial system is designed to uphold equality before the law, due process and inalienable rights.

Chapters 10-12:

- HS.C.CV.2 Assess how the expansion of civic virtues, democratic principles, constitutional rights and human right influence the thoughts and actions of individuals and groups.

Chapters 13-15:

- HS.C.RR.2 Explain how active citizens can affect the lawmaking process locally, nationally and internationally.

Chapters 16-18:

- HS.C.CP.4 Evaluate how the U.S. judicial system is designed to uphold equality before the law, due process and inalienable rights.
- HS.C.I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key civics concepts framed by compelling questions.

Chapters 19-21:

- H.C.CV.3 Analyze the impact of the efforts of individuals and reform movements on the expansion of civil right and liberties locally, nationally and internationally.

Chapters 22-23:

- HS.C.KGO.3 Describe how active citizens can affect change in their communities and Kentucky.