**Lawson’s Lessons Part A**

Excerpt taken from *The Children* by David Halberstam (1998) ***“Your idea is not \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”***

What important challenge faced Lawson at the beginning of his work in Nashville? What could be discouraging the students, and what hope did Lawson offer?

Pages 61-62

Therefore when he [Jim Lawson] first met with them regularly in November and December, the most important thing he had to do was change their mind-set, … therefore others would be forced to act, and in turn to take their place.

How could a decision by local authorities to lash out against the students, which was the response many feared, actually work to the benefit of the students’ cause?

Why was the “righteousness of their idea” so important?

**Lawson’s Lessons *“The greater the injustice,* Part B**

Excerpt taken from *The Children* by David Halberstam (1998) ***the greater the force of the idea that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”***

What did Lawson say held the power to transform ordinary people into heroes?

Page 62

He was absolutely confident of this [that others would be forced to join in because of the righteousness of their cause], and it became his most basic lesson. … for the greater the injustice, then the greater the force of the idea which opposed it.

What did Lawson teach would be the “force” behind the students’ actions?

*Extension:* consider/research stories from the lives of Jesus and Gandhi that support Lawson’s argument

How could city officials involuntarily help the students in their cause?

**Lawson’s Lessons *How to Gain \_\_\_\_\_\_\_\_\_\_\_* Part C**

Excerpt taken from *The Children* by David Halberstam (1998) ***and end the Cycle of \_\_\_\_\_\_\_\_\_\_\_\_\_***

What kind of treatment were the students taught to expect for their participation in the movement?

Pages 77-78

AS THE WORKSHOPS EXTENDED into December 1959, …They had to start by forgiving their enemies - just as Jesus and Gandhi would have done.

What role was forgiveness to play in the movement? Explain fully.

How did Lawson propose to break the devastating cycle of anger, hatred, and violence – how did he claim that the other side would come to respect them?

In your own words, express what Lawson said was a lesson that individual students had to learn in order to create the inner strength and confidence necessary for the movement to succeed.

**Lawson’s Lessons Part D**

Excerpt taken from *The Children* by David Halberstam (1998) ***The disarming power of \_\_\_\_\_\_\_\_\_\_\_\_\_***

In his efforts to confront injustice, why did Lawson value intelligence and commitment over anger?

Pages 78-79

His [Lawson’s] teaching style was surprisingly clinical. …where the citizenry made a constant effort to address even the most difficult problems of ordinary people.

Lawson talked about reshaping society into what he called “the beloved community” – what did he mean by this?

In what ways did Lawson expect the students to become teachers as well as demonstrators?

Lawson saw love as a powerful tactic that could be used in a personal or a political crisis. In what ways can love be a disarming weapon? Examples?

**Lawson’s Lessons Part E**

Excerpt taken from *The Children* by David Halberstam (1998)

What is the “age old assumption” that had to be confronted in order to reverse the social order which had been so psychologically crippling? Do you see how one word had the power to destroy individuals, or even a whole community?

Pages 79-81

In the most primal sense Lawson was trying to end the power of their accusers to destroy with words, … source of shame and weakness into a source of strength.

How did Lawson prepare the students to respond without violence or hatred when they were being verbally and even physically attacked?

Give two examples of actions that students were taught to use to protect themselves, or others, if attacked.

Explain Lawson’s argument that the use of that “crude word” said more about the one using it, than of the one it was used against.