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Newspapers, frames & King

A qualitative framing analysis of how Martin Luther King Jr. was portrayed in three U.S. Newspapers & how this relates to the ESL classroom

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Abdullahi Abdiladif
Personnummer/Id nummer/ National registration number
1992-08-08-xxxx

Datum/Date
2019-06-26

Namn/Name
Abdullahi Abdiladif

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Lärare/ Teacher: Monica Karlsson (supervisor) and Stuart Foster (examiner)
Abstract

The aim of this piece of research is to analyze how Martin Luther King Jr. was portrayed in three U.S newspapers based on framing theory. Through the use of qualitative frame analysis, ten newspaper articles are studied from the period 20/04/1967-11/05/1967. The dates were selected in relation to King’s public opposition to the Vietnam war. The results show that the articles are in most cases characterized by a focus on difference of opinion, polemic responses, and appeals to MLK to stop opposing the war. When understood from the lens of framing theory, this way of writing has been termed the conflict frame. Furthermore, three classroom tasks related to the newspaper articles are suggested. These activities are based on the Swedish curriculum for teaching English as a second language, schema theory, and framing theory.

Keywords: Newspapers, Media, Framing theory, Martin Luther King Jr., frames, schemas, Education, ESL, English
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1. Introduction

According to the Swedish curriculum for teaching English (Skolverket, 2011), courses in the subject should include matters related to living conditions, social issues, history, politics, and culture in English-speaking countries. The United States may constitute an example of an English-speaking country that can be studied in such a course. In American history, the Civil Rights Movement is seen as one of the significant turning points in terms of human rights. The advances made by the movement as a whole had the effect of ending legal segregation, among other things (MacQueen, 2017, pp. 69–70; Baugess et al., 2011, p. 127). One of the key figures of this movement is Martin Luther King Jr. He has been described as one of the most recognized leaders of the movement (Baugess et al., 2011, p. 347). Moreover, his contributions to the movement have been acknowledged both in the United States and in countries all over the world (Jijon, 2017, p. 79).

As a possible result of the merits King is associated with, a large number of studies have been done on the civil rights advocate (Grimm, 2015, p. 314). However, very little research has been conducted on how newspapers portrayed him while he was alive (Ibid). Framing theory is one of the theories used to understand how the media portrays different phenomena. The fundamental concept of this theory is that the media does not present reality as it is (Strömbäck, 2012). Instead, reality is multifaceted, and therefore, newspaper articles are selective pieces of a complex phenomenon (Entman, 1993). Studies about Martin Luther King Jr.'s interactions with the press are relatively limited (Grimm, 2015). Thus, further studies in this subject can serve as a means of expanding a relatively unexplored domain. When it comes to how Martin Luther King Jr. is taught in a Swedish ESL context, there is also little to no research on this topic. Thus, the aim of this study is twofold. Firstly, it is to study how Martin Luther King Jr. was portrayed in three American newspapers for three weeks. The second aim of this study is to provide theoretical examples of how these newspapers can be used in a classroom context. The following two questions will be the point of departure for this piece of research:

1. How was Martin Luther King Jr. portrayed in three U.S newspapers based on framing theory?

2. How can the newspapers from this period be used in the classroom?
2. Theoretical framework

In this study, two interconnected theories have been used. The first theory is framing theory. The second one is cognitivist schema theory in relation to reading comprehension. The following chapter consists of three parts. The first part will consist of a definition of framing theory and the conceptual apparatus used for the analysis of data. The second part contains a presentation of schema theory as it relates to reading comprehension. Finally, the third part relates to how the two theories are connected.

2.1 Framing theory

The fundamental idea in framing theory is that the media does not objectively describe reality. Furthermore, reality is seen as multifaceted (Strömbäck, 2012, p. 271). Therefore, when journalists write newspaper articles, it is not possible for them to capture all aspects of a phenomenon. Consequently, media personnel focus on some aspects of an incident and disregard others. Framing theory has been articulated in numerous ways. For this study, the frequently quoted definition of the media professor Robert Entman will be used. It is as follows:

Framing essentially involves selection and salience. To frame is to select some aspects of a perceived reality and make them more salient in a communicating text, in such a way as to promote a particular problem definition, causal interpretation, moral evaluation, and/or treatment recommendation for the item described (Entman, 1993, p. 52).

In other words, framing can be understood as a filtered description of an incident. Moreover, some features of an incident are highlighted, whereas others are downplayed. As Entman (1993) mentions, how something is framed depends on what the agenda of the writer is. It could either be to endorse an idea, interpretation, or propose solutions to problems. Thus far, the theory and process of framing have been described. When research is conducted based on framing theory, certain frames are sought after (De Vreese, 2005, p. 53). Frames can be seen as the outcome of the process of framing. When articles are written with a focus on conflict, for example, this has been termed the conflict frame in previous research (Putnam & Shoemaker, 2007, p. 167).
Moreover, how something is framed is affected by how the media wants to portray a particular occurrence (Strömbäck, 2012, p. 271). In previous studies, a number of frames have been found. Researchers have made a number of distinctions between these. One of the distinctions is the difference between generic and issue-specific frames (Ibid). Generic frames are frames that have been observed in several studies regardless of the specific topic. Issue-specific frames, on the other hand, are frames that are specific to one piece of research or topic (De Vreese, 2005, p. 54). In this piece of research, generic frames will be the point of departure. How and why this is the case will be explained below.

2.2 Conceptual apparatus

In order to operationalize Entman’s (1993) definition of framing, five generic frames commonly found in previous research will be used in this piece of research (Semetko & Valkenburg, 2000). As mentioned above, generic frames are frames that have been found in numerous studies. The reason as to why generic frames have been selected as a point of departure is threefold. Firstly, generic frames can be used to study a range of incidents and are not limited to one incident, such as in the case of issue-specific frames. Secondly, there is a higher comparability of results, and this allows for less friction when formulating overarching theories (De Vreese, 2005, p. 54). Finally, the use of generic frames can allow for future researchers to conduct studies akin to this one on a larger scale. The frames below are the five most common generic frames in prior framing research (Semetko & Valkenburg, 2000).

**Conflict frame:** When the conflict frame is used in journalism, the focus of a story is on conflicts between individuals, groups, institutions, or countries. Moreover, Putnam & Shoemaker (2007) define the conflict frame as an emphasis on unease between different parties in a conflict, an accentuation of contradicting actions or thoughts, differences of opinion or irreconcilable differences regarding a phenomenon. According to Semetko & Valkenburg (2000) this frame is the most commonly occurring frame in previous research.

**Human impact frame:** When the Human Impact frame, also known as the Human-interest frame, is used in news framing, the focus of a story is on an individual level. The focus of the story is how a person or group is affected by something. Furthermore, there is an emotive angle to the story (Ibid).
Morality frame: The morality frame is characterized by incidents or problems being described with a focus on either religious or moral principles. Since there is a standard of objectivity in journalism, this frame often occurs indirectly in the form of quotes by advocates of religious or moral ideas about a phenomenon (Ibid).

Economic consequences frame: The central aspect of this frame when it occurs is a focus on the economic repercussions of an event related to an individual, group, institution, region, or country. Much like the conflict frame, this frame has also regularly been found in previous research (Ibid).

Responsibility frame: The responsibility frame has been characterized by events or problems being described with a focus on individual responsibility for specific actions. The responsibility for having caused an event or finding a solution is placed on specific agents such as a state, group, or individual. The media, in general, and particularly in the USA, have been associated with affecting how individual citizens conclude who should be held responsible for causing a problem or solving it (Ibid).

De Vreese (2005) argues that issue-specific frames allow for a more in-depth study of a phenomenon. The same strength, however, can also be a weakness. While issue-specific frames offer a more case-specific extraction of frames, there is an inherent difficulty in generalizing the results and relating them to other studies. Furthermore, it is harder to use the results to construct general theories. Finally, he argues that there is a difficulty in ensuring that the frames extracted are not a construction of the researcher's imagination. In other words, there is a risk that researchers too easily find what they are looking for, which De Vreese (2005) claims has been a problem in previous research. In this essay, generic frames will be analyzed in relation to how Martin Luther King’s public opposition to the Vietnam war was portrayed. How this will be done will be explained further in the method chapter (see chapter 4).

2.3 Reading comprehension

According to McKenna & Robinson (2014), the process of communicating through text involves two key steps. The first step is for the writer to convert their abstract thoughts into linguistic units in the form of text. The process of trying to understand the intended meaning
of a text is known as decoding, which is the second step. There is an assumption that when authors write texts, they are trying to communicate something. The quality of this type of communication depends on how well the intended message is processed and understood by the recipient. However, in some cases, there are impediments to understanding written texts. One of these obstacles is the lack of prior knowledge. McKenna & Robinson (2014, p. 26) argue that prior knowledge is one of the critical components of reading comprehension. If a text containing technical sports jargon is assigned to a group of students with little knowledge of sports, reading the text can evoke frustration. However, this lack of prior knowledge can be resolved without a great deal of difficulty by explaining basic facts about the sport (McKenna & Robinson, 2014, p. 25).

According to McKenna & Robinson (2014), prior knowledge can be seen as interrelated categories of previous knowledge in the brain. These categories are known as schemas. An example of a category/schema could be all the prior knowledge students have about the Civil Rights Movement. Each category is part of a more extensive network of similar categories. For example, if the Civil Rights Movement is an overarching category, subcategories of this would perhaps be Martin Luther King Jr. or the NAACP (McKenna, 2014, p. 25). As stated in the introduction, one of the purposes of this study is to provide suggestions on how newspapers about Martin Luther King Jr. can be used in a classroom context. The intended articles are from 1967. One of the risks of using newspapers from this period is the possibility of learners' lack of prior knowledge. This is because these articles contain references specific to the 1960s. Therefore, in the didactic element of this essay, activities to remedy this potential problem will be suggested (See appendix 9.3-9.5).

2.4 Schemas and frames
In previous research, the terms frames and schemas have been used interchangeably. Wood et al. (2018) argue that there is a need to clarify the relationship between the two. In their paper, the researchers offer a distinction between the terms. The core difference between frames and schemas is that frames deal with public culture and schemas relate to personal culture. Personal culture entails both conscious and subconscious knowledge that individuals bring to a given text. Public culture relates to tangible objects such as texts, pictures, books, and statues designed to evoke a response in the reader. In other words, schemas and frames have a transactional dynamic. Frames are designed to activate schemas in readers. The idea of frames and schemas as distinct yet interconnected terms will be used as a point of departure in the
didactic discussion of this paper. It will serve as an intersection between the theory of framing and the cognitive theory of reading presented above (Wood et al., 2018, p. 14).
3. Previous research

3.1 The political climate of the post-WWII era

During the post-war era, there were a number of anti-communist efforts in action on a federal level. These efforts became known as the period of “the red scare” or McCarthyism. McCarthyism was named after the famous senator Joseph McCarthy who during the 50s declared that a large number of communists had infiltrated the American ministry of foreign affairs. Furthermore, McCarthyism became the term used to refer to the strategy of accusing political opponents of being disloyal to the US (Storrs, 2015, p. 2). According to Lucks (2015), it was difficult for African-American leaders to express their opinion about the Vietnam war publically. This was due to the legacy of the "red scare" and McCarthyism that equated dissidence with treason. Numerous African-American peace activists were accused of being having communist sympathies in this context. The NAACP (National Association for the Advancement of Colored People) for example, stopped expressing anti-colonial sentiments and adopted the anti-communist rhetoric of the time (Lucks, 2015, p. 406). An example of how they adopted this rhetoric was when the head of the organization, Walter White, expressed that the organization should focus on fighting racism in Mississippi and not Nigeria. Furthermore, in the famous Brown v. Board of education case in 1954, one of the arguments that were used to further the cause of desegregation was that segregation could jeopardize the country's agenda in the Cold War (Lucks, 2015, p. 408).

Although McCarthyism was waning at the end of the 1950s, many activists in the Civil Rights Movement were generally careful when it came to commenting on foreign policy. Martin Luther King Jr. and other activists within the movement worked within these circumstances (Lucks, 2015, pp. 408-409). Until president Johnson intensified the Vietnam war at the beginning of 1965, only the most radical individuals would dare to comment on American foreign policy. Unlike the other members of the Civil Rights Movement, King viewed the fight against segregation to be related to the fight against colonialism and racism on a global level (Ibid). After observing the escalation of the war for two years, the civil rights advocate publicly expressed his opposition to the war (Lucks, 2015, p. 415). As a result of his public opposition, he was heavily criticized (Lucks, 2015, p. 399).
3.2 Previous framing research on King

News reporting on King 1960-1965

In his paper, *Hegemonic Framing of Malcolm X and Martin Luther King Jr.*, Grimm (2015) studies how Martin Luther King Jr. and Malcolm X were framed in the New York Times, Washington Post and Boston Globe during the years 1960-1965. Research on how King is portrayed in the media is relatively limited, particularly studies on news reports while he was alive (Grimm, 2015, p. 317). This study is one of few that examine how King and Malcolm X are framed in the media. Furthermore, it is the first to compare how the two were framed (Grimm, 2015, p. 314).

The results of Grimm’s research showed that the two leaders were framed as two counterparts with diverging goals (Grimm, 2015). While King was portrayed as favorable and the newspapers had a clear bias in his favor, Malcolm X, on the other hand, was framed with suspicion with regards to his objectives. In tandem with suspicion of his intent, he was also associated with a violent black uprising despite his expressions of the opposite (Grimm, 2015, pp. 322-323). King was given plenty of space in the medium of news reporting. He garnered favorable coverage. The positive attention King received was most likely also due to his participation and leadership in events such as the March on Washington, his leadership in the group Southern Christian Leadership Conference, and other events leading to media attention. Furthermore, King could, in some cases, express his thoughts in newspapers such as the New York Times without a middle-man (Ibid). In short, the newspapers were positively inclined towards King, and in some cases, he could express himself without a third party processing his words. He was even brought in as a consultant on race-related matters. The results showed that while Malcolm X was perceived as a radical and a threat towards the hegemony, King was seen as reasonable and a man of principles because he was perceived to want a gradual change in society (Grimm, 2015, p. 327).

King during his life and after death

In the study, *The Universal King? Memory, Globalization, and Martin Luther King, Jr.*, Jijon (2017) examines news coverage of Martin Luther King Jr. during the years 1963-2016. The author looks at how King is remembered and represented by journalists in Ghana, South Africa, and Mexico. Jijon uses the term *collective memory* to analyze different portrayals of King in different contexts. In short, the term collective memory means that there are
competing memories of a phenomenon by different populations. What parts the different groups choose to highlight is contingent on their interest. An example of this could be the political context of the time (Jijon, 2017, p.79).

The study focuses on *critical discourse moments* in King's life and after his death. The author defines critical discourse moments as events that resulted in extensive media attention (Jijon, 2017, p. 79). Examples of these are incidents such as the March on Washington 1963, when King received the Nobel Peace Prize, when he was killed in 1968, and the 50th anniversary of his march on Washington. For each occurrence, Jijon studies the reactions of newspapers from the same day as each event happened until one week after (Jijon, 2017, p. 84).

Furthermore, Jijon also studies media representations of King in Ghana, South Africa, and Mexico from the day of his death and 50 years forward. She does this by selecting articles from these three countries every five years (Jijon, 2017, p. 85).

**Coverage of King in the USA 1963-1968**

The results showed that during the early 60s, King was portrayed either as an advocate for American values such as democracy or a political nuisance depending on if the newspapers were based in the south or north (Jijon, 2017, p. 87). After the large-scale demonstration in Washington, he was awarded the "Man of the year" title by Time Magazine and The Nobel Peace Prize (Jijon, 2017, p. 88). In relation to these two events, the northern media portrayed King as a defender of America. It was America and not King that was to be congratulated because "she turned her glorious ideals into practical results." In the southern news media, King's Nobel Peace Prize was generally not given attention (Ibid).

From 1964-1968 King's relationship with the media began to decay, particularly after protests in Chicago, his critique of capitalism, and his public opposition to the Vietnam war (Jijon, 2017). During his life, he was associated with national values in a positive or negative way, depending on the given period in his life. After his death, newspapers both in the south and north referred to him with respect, although the newspapers in the southern states highlighted the violence that erupted after his death. It was these interpretations of King that journalists in Ghana, South Africa, and Mexico were to decipher (Jijon, 2017, p. 88).
**King internationally, during his life and after his death**

How Martin Luther King Jr. has been remembered has varied over time. Writers in the three countries have focused on how he has been important either locally or universally during different periods. In the pan-African Ghana in 1963, his African heritage was emphasized along with his revolutionary role and support of global change. On the other hand, he was also seen as a moderate whose allegiances were unclear and with time reporters started to distance themselves from him. In Mexico, he was interpreted through the prism of its complicated relationship with the US in which Mexico's agenda was to project itself as a part of the global society. Consequently, King framed as a "universal" figure. In effect, his moderate opinions, democratic engagement, and eloquent speech were emphasized. In South Africa, he was interpreted through the lens of apartheid. Therefore, he was framed as an American problem that was not relevant to their society (Jijon, 2017, p. 91). After his death, most newspapers lost interest in him. According to Jijon (2017), this is because newspapers often focus on current events. Fifty years after his death, King was used as a legitimizing voice for different ideas in all three countries. Even though these viewpoints might have had very little to do with his life and opinions (Jijon, 2017, p. 101).

**Summary of previous research on King**

To conclude, the previous research on King can be divided into two periods. The first of these can be categorized within the years 1960-1964 where King had a good relationship with the media and could express himself relatively freely. He was praised for his work and given both The Nobel Peace Prize and Time magazine's The Man of the Year in 1964. However, from 1965 and onwards, his relationship with the media began to deteriorate, mainly due to his comments on foreign policy (Jijon, 2017, p. 88; Grimm, 2015, p. 327). Internationally, King was interpreted through the lens of apartheid, in South Africa, his universal values in Mexico and his African heritage at times in Ghana. Each country emphasized aspects of King that were relevant to their current affairs. Many times, King was associated with ideas he might not have stood for or articulated himself (Jijon, 2017, p. 101). What can be said of King's memory, in general, is that his moderate opinions have generally speaking been accentuated while his more radical ones have been overlooked. His critique of what he termed the” triple evils” of economic exploitation, racism, and militarism mentioned in the speech *Beyond Vietnam* is one such example of an opinion downplayed (Lucks, 2015, p. 396).
3.3 Martin Luther King Jr. in the classroom

Martin Luther King Jr.’s more controversial political moments are often overlooked when it comes to how he is remembered in newspapers (Jijon, 2017, p. 79). In an educational context, the same pattern has been noted. According to Alridge (2006), an uncontroversial, sanitized and oversimplified portrayal of King dominates American history textbooks. Hence, Alridge argues that students should be exposed to a more nuanced portrayal of Martin Luther King, Jr (Alridge, 2006, p. 680). One of the suggested ways to achieve this is for teachers to make use of primary sources from the 1960s. Alridge (2006) argues that the use of primary sources can offer a more nuanced perspective of King. An example of such a source deemed relevant for the purpose is newspapers (ibid). According to Armstrong et al. (2002, p. 12), newspapers from the years King was alive can be used to provide a more multifaceted representation of the civil rights advocate. While the authors give examples of other sources that can be used, for this paper, newspapers will be the area of focus.
4. Material and Method

The following chapter is divided into three parts. The first part contains a description of the material that was analyzed. The second part consists of an explanation of the method used and how the data was collected. Finally, the third part is comprised of an explanation of how classroom activities were constructed based on the material from the study.

4.1 Material

The material analyzed in this study consisted of newspapers. In total, ten newspapers were analyzed. The analysis was restricted to written text only. The articles were produced by the newspapers The New York Times, Los Angeles Times, and Boston Globe. Three articles were selected from each newspaper, except for The New York Times in which four were selected. The date range of the articles spanned from 20/04/1967-11/05/1967. All articles were retrieved from online newspaper archives. The search terms and how the data collection took place will be described in more detail in the subchapter 4.4 (see 4.4 Data collection). Additionally, the same articles were used to construct lesson activities.

4.2 The newspapers

The data for this study was as earlier mentioned collected from three newspapers. The following section will contain a short description of each newspaper. The New York Times is a prize-winning daily newspaper based in New York. It was founded in 1851. The newspaper has won 125 Pulitzer prizes and is owned by the New York Times Company (New York Times, 2019). The Los Angeles Times is a daily newspaper based in Los Angeles, California (Los Angeles Times, 2019). It has been awarded the Pulitzer Prize 20 times, and it is the fourth largest newspaper in the US in terms of circulation (World Atlas, 2019). Boston Globe is a daily newspaper based in Boston, Massachusetts, and it was founded in 1872. The newspaper has won 26 Pulitzer Prizes since 2016, and it is the 25th most read newspaper in the US (Niemanlab 2014, Boston Globe Media 2019).
4.3 Framing analysis

Framing theory offers a methodological toolkit for performing textual analyses both qualitatively and quantitatively. In this study, a qualitative framing analysis was conducted on ten newspaper articles. The reason for this is that in order to study how Martin Luther King Jr. was portrayed in these newspapers, an in-depth reading of the text was necessary. The qualitative approach, therefore, was considered to be the most suited for such a purpose (Bergström & Boréus, 2012, s.24). Within framing research, studies can be done using a primarily inductive or deductive method. When a framing analysis is conducted deductively, researchers make use of pre-defined frames. In this study, five generic frames commonly found in previous research have been used. The purpose of a deductive framing analysis is to make the frames that are to be searched for explicit prior to engaging with the data. In order to efficiently do this, the frames need to be described and defined clearly (Reese et al., 2001, p. 100) (see conceptual 2.2 apparatus).

According to De Vreese (2005), there are three main benefits to using the deductive approach to framing analysis. Firstly, the research process is somewhat simplified because the researcher already knows what they are looking for before undertaking the study. Secondly, the deductive approach provides favorable chances of replicability because future researchers use the same conceptual apparatus. Finally, the coding process always has a degree of subjectivity because it involves a hermeneutical approach. Thus, through the use of pre-defined frames, the degree of subjectivity can be somewhat mitigated by an explicit conceptual apparatus prepared before conducting the analysis. Finally, the process of comparing the results of a given study is simplified with the use of the deductive method.

Framing research on Martin Luther King Jr. is a relatively unexplored field of studies. Grimm (2015) points out that despite the perceived stature of King, there is little research on how he was portrayed in newspapers while he was alive. Therefore, a deductive approach has been used in order to provide a basis for future research being conducted using the same method. The specific topic that was studied was the aftermath of King’s anti-war stand. Moreover, how the civil rights advocate was portrayed in the newspapers: The New York Times, Los Angeles Times, and Boston Globe was analyzed. This moment in King’s career was chosen due to its most likely attracting media attention. In a general sense, Martin Luther King Jr.’s anti-war
stand was highly controversial in its era (Jijon, 2017, p. 79). It can be referred to as what Jijon (2017) defines as a critical discourse moment.

4.4 Detecting news frames

There are primarily two ways of detecting news frames. As mentioned previously, it can either be done deductively or inductively. In this study, a deductive approach will be used. It is therefore relevant to delineate how a frame is found in a newspaper article. Jamieson and Capella (1997) argue for the use of some general rules for finding frames prior to beginning the research (Jamieson & Capella, cited in De Vreese 2005). They argue that it is unrealistic to search for frames without clear delimitations. This is because the scope of the research runs the risk of becoming too broad. Thus, they suggest four principles for finding a frame. Firstly, the frames need to be identifiable based on conceptual and linguistic features. Secondly, they have been observed in journalistic practice. Thirdly, the frames should reliably be distinguished from other frames. Fourthly, they should have general reliability, i.e., other researchers should also be able to extract similar frames (De Vreese, 2005, p. 54). In this study, a deductive approach will be used. Practically, this entails that generic frames commonly found in previous research will be defined and searched for.

4.5 Data collection

The data collection for the framing analysis began with the search terms “Martin Luther King Jr. and Vietnam” being entered into the online newspaper archive newspapers.com. Furthermore, the search term "Dr. King" was also used. The period was restricted to 20/04/1967-11/05/1967. This database allowed for access to newspapers from the LA Times and Boston Globe. The articles from the NY Times were retrieved from their online archive using the same search terms and period. A common denominator for the abovementioned newspapers is that they are all in the broadsheet format. This format is known for including longer articles in terms of content and a higher degree of impartiality (Sanderson, 1999, p. 2). The focus of this study was larger newspapers in terms of circulation. This is because smaller newspapers tend to purchase articles from the larger ones. Moreover, the newspapers were chosen based on accessibility. The Washington Post would have been a relevant newspaper to include. Unfortunately, articles from this era were not available from the geographical location in which this piece of research was conducted.
Two factors were considered when specific articles were chosen from each newspaper. Firstly, unique articles were prioritized for each newspaper to allow for a variety of content. Secondly, newspapers with Martin Luther King Jr. as the main subject were prioritized higher than others. Moreover, the analysis of the newspapers was conducted based on the four steps. Firstly, define each frame clearly (see conceptual apparatus 2.2). Secondly, create a coding scheme based on the frames (see appendix 9.1). The coding scheme was constructed based on the definitions of each frame in order to systematically study each article. Thirdly, collect the data from each newspaper. Fourthly, use the list of generic frames as categories in the textual analysis. Finally, code the articles based on these with the use of the coding scheme constructed beforehand.

4.6 Classroom activities

The second aim of this study was to provide suggestions on how the newspapers in the framing analysis could be used in a classroom context. Three activities were constructed in total. The tasks proposed are entirely theoretical as no in-class study was carried out. This section will only contain a summary of each suggestion. A more extensive description and examples of adaptations can be found in appendix 9.3-9.5. The first task was based on McKenna & Robinson's (2014, pp. 181-182) jigsaw reading technique. The core idea of the task is for students to be assigned parts of a broader topic and then present it to the rest of the class (see appendix 9.3). The second task was based on Rank, Warren & Millum’s (2011) handbook in teaching English using ICT. In this book, they suggest using digital mind maps as a means of processing texts (see appendix 9.4). The third and final task was a newspaper analysis activity based on Sanderson's (1999, p. 88) handbook on using newspapers in the classroom (see appendix 9.5).

Moreover, the activities were constructed for the purpose of being used in the course English 7 in the Social Science Program. This course is usually taken in the third year of upper secondary school in Sweden (Skolverket, 2011). The Social Science Program was chosen because in most cases, students have studied two to three courses in history and three courses in social studies. There is a high likelihood that they have at this stage already come into contact with the Civil Rights Movement through at least one of these subjects if not both (Skolverket, 2011). As for English 7, the requirements for this course are higher than English 5. Hence, from both a language and historical knowledge perspective, the students may
possibly possess more prior knowledge than students in the first year in English 5. According to the National Board of Education in Sweden (2011), courses in English should include the following points:

Societal issues, cultural, historical, political, and social conditions, and also ethical and existential issues in different contexts and parts of the world where English is used (Skolverket, 2011).

Strategies for drawing conclusions about the spoken language and texts in terms of attitudes, perspectives, purposes, and values, and to understand implied meaning (Ibid).

Oral and written production and interaction in different situations and for different purposes where students argue from different perspectives, apply, reason, assess, investigate, negotiate and give reasons for their views (Ibid).

The three activities constructed relate to the abovementioned points in the curriculum. As for the first point, the newspapers relate to a historical phenomenon in the English-speaking world. Namely, Martin Luther King Jr.’s opposition to the Vietnam war. Moreover, the first two tasks have been constructed to contribute to the prior knowledge of students before they engage with the newspapers. This prior knowledge is mainly historical. Furthermore, the final activity relates to the last two points from the curriculum. The activity was designed for students to reach conclusions based on their study of the newspapers. Furthermore, the activity was also designed for students to exemplify their conclusions with extracts from the articles.
5. Results

5.1 Los Angeles Times

The overarching frame dominant in the first article, *King Deplores 'Tragic Escalation' in Vietnam*, is the conflict frame. There is a clear focus on Martin Luther King’s disagreement with the Johnson administration’s decision to escalate the war in Vietnam. Among the key topics in the article is King’s disagreement with the general William C. Westmoreland, commander in Vietnam. This disagreement is expressed as follows:

Dr. King expressed sharp disagreement with a speech Monday by Gen. William C. Westmoreland, U.S commander in Vietnam, who said the antiwar protests will only cost more lives by encouraging prolonged communist aggression. “I absolutely disagree with Gen.Westmoreland" Dr. King said. "I think this subtle, sinister, and evil attempt to confuse the minds of the American people must be stopped. "There isn't going to be unity on this war" (LAT 1).

King goes further in the article to critique how the escalation will only make the communists more determined in their opposition to the U.S. While other frames in the article do occur, they do not occur as the primary frame, and they do so sparingly compared to the conflict frame.

The primary frame of the second article, *Westmoreland Home to Silence Dissent- King*, is the responsibility frame. In this article, Martin Luther King Jr. points President Johnson out as the culprit of an agenda to silence political opposition. This, he claims, is so that the war efforts in Vietnam can be intensified. The article repeatedly mentions assertions by King in which he rebukes both the Johnson administration and the USA as a nation. Moreover, he goes on to claim that the United States has been on the wrong side from the start of this conflict in the following terms:

“Dr. King said U.S policy on Vietnam has been wrong since 1946. He said the United States supported the French colonists in Indo-China rather than independence leader Ho Chi Minh. When France lost its war against Ho, the
The central theme of the article is one of assigning responsibility for taking the wrong course of action concerning Vietnam. One of the solutions that King proposes is that young men of draft age boycott participation in the war, even if it means going to jail.

In the third article, *King Expresses Fear Peking Will Enter War*, the dominant frame is the conflict frame. In this article, the focus is on how King defends his opinion about the Vietnam war and critiques those who do not agree with him. An example of how this is done is the following extract:

Dr. King also declared he will continue to speak out against American involvement in the Vietnam conflict despite critics who think he should stick to civil rights (LAT 3).

One of the critiques King received as a result of his Vietnam opinion is that he was conflating the Civil Rights and the peace movement. There is a section in the text in which he is quoted clarifying that he believes that they share common moral standpoints; nevertheless, they cannot be merged into one movement. Furthermore, his disapproval of secretary of state Dean Rusk's advice is also a key element in the article. King argues that Rusk is wrong in claiming that China will not enter The Vietnam War. As a whole, there is a focus on conflicting opinions regarding the war, the presidential administration's choices, and finally polemics regarding the future of the Civil Rights Movement.

### 5.2 New York Times

The first article in *The New York Times*, *Dr. King Upheld as Critic of War*, consists of extracts from a speech held by Rabbi Israel Margolies in which he defends Martin Luther King's right to oppose the Vietnam War. Margolies refers to primarily religious, moral, or ethical reasons to why King has the right to oppose the war. Therefore, this article is characterized by the morality frame (NYT 1).

The second article, *Dr. King: Another Opinion*, is a republished opinion article written by James P. Brown of the newspaper The Providence Journal. This article is also a defense of
Martin Luther King's outlook on the Vietnam War. The primary frame of this article is also the morality frame. The focus of the article is on how despite the detrimental consequences King's speech might have on the Civil Rights Movement; the critics need to understand that Martin Luther King Jr. is driven by moral and religious reasons. In other words, it only makes sense that he speaks out against the war because it is against his moral principles, both as a Christian and as an American. The article contains several quotes in which references are made to conscience, ideals of what it means to be an American, and how the war is causing damage despite the good intentions of the Americans (NYT 2).

The third article in the New York Times, Dr. King Criticized, is characterized by the responsibility frame. The article is essentially a recounting of criticism geared towards King for speaking out against The Vietnam War. The criticism is leveled by Dean Joseph O'Meara of University of Notre Dame Law school. The crux of the article consists of excerpts from a speech held by O'Meara in which he argues that King is irresponsible for taking a stand in the war issue. He argues that Martin Luther King either has an ulterior motive, is a communist or is naïve in regard to what the repercussions of his actions may have. O'Meara argues that both King and Stokely Carmichael (another activist) have caused irreversible harm to the Civil Rights Movement. There is a clear focus on individual responsibility for causing problems (NYT 3).

The fourth article in The New York Times, Dr. King Refutes Critics of His Stand, is about King refuting those who have criticized his opinion on Vietnam. The article consists of quotations from his speech in which he argues that it makes no sense for him view the Vietnam war and the Civil Rights Movement as two separate issues. The overarching frame of this article is the conflict frame. This is because King’s opinions are then interpreted by the author of the article to be directed at the NAACP, who expressed their objections towards linking civil rights to the Vietnam war. Martin Luther King Jr.’s opinions are juxtaposed with the NAACP’s opposite opinion. In effect, the focus on difference of opinion of the conflict frame is highly prevalent (NYT 4).

5.3 The Boston Globe

The first article in The Boston Globe, Threat to Both Peace and Civil Rights, is written in opposition to King’s position in regard to the Vietnam war. The primary frame of this article
is the conflict frame. The core theme of the article is how Martin Luther King Jr. is wrong for fusing the Civil Rights Movement with the Anti-War movement. Furthermore, King’s actions are contrasted with the NAACP who have rejected King’s alleged suggestion of wanting to fuse the two movements. According to the author, doing this will lead to helping Maoist and communist-oriented associations in the US. Moreover, in the long run, this merging of the two movements could end up benefiting the right-wing segment of the U.S society and thereby causing harm to the aims of the Civil Rights Movement. In conclusion, the author argues that the two movements should be kept separate because intertwining these issues will impede the actualization of civil rights domestically (BG 1).

The second article in The Boston Globe, King's Conscience Hurts Negro Cause, is a refutation of Martin Luther King’s political stand in regard to the Vietnam war. The conflict frame is the primary frame of the article. The article is written to address the possible reasons for why King chose to speak out against the war. Furthermore, there is a focus on how leaders from the NAACP and National Urban League have condemned his action and publically distanced themselves from King. The author argues that King is wrong in letting his religious values inform his political decision because his primary responsibility is being a civil rights leader rather than a preacher. The article as a whole is written as a critique towards King, and there is a focus on disagreements with King from other segments of the Civil Rights Movement (BG 2).

The final article in The Boston Globe, Rabbi Calls on Martin King to Forsake Doves, is an appeal from the Rabbi Joseph S. Shubow. The overwhelming focus of the article is on moral pleas to King to stop campaigning against the war in Vietnam. The primary frame is thus the morality frame. The article references pieces from one of Shubow’s sermons in which he addresses Martin Luther King. Shubow argues that King should stop working against the war effort because the Civil Rights Movement has a moral duty to fight to protect Vietnam. Moreover, he argues that the only way to solve problems in the U.S domestically and abroad in the world is through ideals such as "brotherly love, human compassion, and genuine understanding...". Shubow appeals to King's moral sense of leadership. Furthermore, he argues that to criticize the Johnson administration is to exploit one's liberty. Once again, there are explicit references to ideals such as freedom to persuade King to stop his dissent (BG 3).
6. Discussion

As the results in the previous section show, the most common frame that occurred in the study was the conflict frame. The reasons for this are manifold. The pattern in previous research has shown that the conflict frame has been found often in the study of newspapers (Semetko & Valkenburg, 2000, pp. 95-96). In this piece of research, this was also the case. In five out of ten newspaper articles, the dominant frame was the conflict frame. Judging from the reactions that King’s speech garnered, there is an indication that he positioned himself against the status quo regarding foreign policy. Many of the responses to his speech were in the form of attacks for his irresponsibility for conflating the Civil Rights Movement with the anti-war movement.

Furthermore, King was also juxtaposed with the NAACP (National Association for the Advancement of Colored People). Whenever the NAACP was mentioned, it was often in opposition to King. The organization’s specific grievance was always the perceived problem of conflating civil rights with foreign policy. This tendency noted in the material seems to support Lucks’s (2015) theory of the Cold War zeitgeist prevalent during the period. The NAACP, according to Lucks, aligned themselves with the foreign policy of the US (Lucks, 2015, p. 408). Thus, it would not come as a surprise that they did so in response to Martin Luther King’s anti-war stand. In summary, there was like Putnam & Shoemaker (2007) describe the conflict frame, a focus on irreconcilable opinions. Articles in which the conflict frame was prevalent were characterized by Martin Luther King either being criticized or pitted against other agents in the Civil Rights Movement.

The second most common frame that was detected in the study was the morality frame. The reason for this frame being prevalent in the material can perhaps be connected to the fact that King was heavily influenced by his religious upbringing and studies (Baugess et al., 2011, p. 347). This, however, does not account for the instances in which King was criticized for taking an anti-war stand on moral grounds. An example of this is the final article in the Boston Globe, in which a rabbi pleads with King to support the war in Vietnam based on moral grounds such as brotherly love and what it means to be American. However, this critique of King was only in one of the articles in which King was criticized on moral grounds. The other two articles argue in Martin Luther King’s favor.
Finally, the third most common frame was the responsibility frame. In one of the articles characterized by this frame, King was deemed irresponsible and accused of having an ulterior motive, being naïve or being a communist. According to Lucks (2015), many of the civil rights agents of this time feared being accused of being communist and therefore stayed silent on foreign policy. Perhaps this was what was expected of King as well. Many of the critiques leveled in the first article seem to confirm the looming nature of McCarthyism, despite the period of the red scare being less intense than its initial days in the 1950s (Lucks, 2015, pp. 406-409). The second article in which the responsibility frame occurs is one of King assigning responsibility to the Johnson administration and the United States for being wrong in this war from the start. The article consists of several quotes from a speech that King had held. These quotes make up the majority of the article. The author of the article does not add much of his thoughts. In this article, there seems to be somewhat of a confirmation of Grimm's (2015) theory that King had access to the media in a way that Malcolm X did not. However, for the period examined in this study, it can be argued that there was a more significant variation in how much access King had to newspapers. Moreover, his views were often represented in the form of quotes, rather than texts written by the civil rights advocate.

The human impact frame and the economic frame were not found to be primary frames in any of the articles. This can be seen as surprising due to the fact that they are part of the list of the five most common generic frames found in previous research. Akin to the conflict frame, the economic frame has been found to occur often. However, in this study, it did not appear once as the primary frame. This pattern differs from previous research in framing (Valkenburg & Semetko, 2000, pp. 95-96). This result can perhaps be misleading, mainly because the articles contained economic arguments for ending the Vietnam war. However, they did not occur as primary frames. There were perhaps one or two sentences referring to critiques of how the war drains resources for social enlistment. The same pattern was seen with the human impact frame. References to individual fates of Vietnamese children or poor people in the United States did occur. However, they only appeared in the form of short sentences.

The common theme in the majority of the articles examined is the appeal for King to stop opposing the war. The negative reactions he received as a result of his anti-war stand can be of interest in the context of teaching English as a second language. This is due to that a pattern has been noted in previous research in which oversimplified narratives of King have been prominent in educational contexts as well as how he is remembered in general
(Armstrong et al., 2012, p. 10; Alridge, 2006, p. 680; Jijon, 2017, p. 85). Therefore, one way of countering this oversimplification of Martin Luther King Jr. is to engage with primary source material as suggested in previous studies. One of the suggested types of primary sources is newspapers. The newspapers analyzed in this study can perhaps serve as an example of a juncture in King’s career that does not conform to the usual pattern noted in previous research. Thus, they can potentially be used as a means of providing more nuanced portrayals of the civil rights advocate.

While the benefits of using newspapers to teach about King have been discussed in previous research, several possible problems may arise in a classroom context. One of these potential problems is the lack of prior knowledge (McKenna, 2014, p. 25). References in these articles to individuals, ideas, or organizations specific to the 1960s can be problematic for students to grasp without some preparatory work. In order to equip the students with sufficient prior knowledge, two activities have been suggested. The third activity involves students engaging in activities relating to newspaper articles. The suggested activities have been designed to build on each other progressively. The first of these is a jigsaw reading activity (see appendix 9.3). In short, the jigsaw reading activity involves dividing the students into groups. When this is done, each student group is assigned questions on a relevant organization, individual or idea relevant from the 1960s. Lastly, the students present their assigned subjects to each other. One of the potential problems with this activity is that it is done orally. There is a risk that what is presented by each is group is forgotten shortly after that. This can be problematic because the task requires a high level of interdependence. In order to resolve this potential problem, the following activity: creating digital mind maps, has been designed to archive the information in a digital format (see appendix 9.4). If relevant information is forgotten by some of the students, they can look it up on the digital mind map.

The third activity involves engaging the hypothetical student group in a framing analysis of different newspapers in groups (see appendix 9.5). This last activity is an adaptation of Sanderson's (1999, p. 88) activity, 2.29 spot the differences. Two problems could occur when working with this activity. Firstly, the preparatory work does not account for every reference in the articles. Examples of this would be individuals or organizations that have not been accounted for in the preparatory work. While they might not be essential for understanding the articles, they can be confusing. This confusion can mislead the students from focusing on the main ideas in each article. Secondly, the fact that several frames may occur in the same
article can be a point of difficulty for learners. Deciding which frame is the primary frame may require several readings. The instructions to this activity, therefore, state that the students should individually read the articles first and decide which frame is the primary one. Following this, they are to compare their results in the group. The goal of proceeding in this manner is for students to reach a solid conclusion. This is to be done by arguing their case based on evidence from the text, as stated in the curriculum (Skolverket, 2011).

From a theoretical perspective, the activities suggested can be seen as an intersection of schema and framing theory, particularly in the way they have been constructed. Schemas and frames can broadly be understood as two sides of the same coin. Schemas entail the previous knowledge students bring to a text, whereas frames deal with how a text is designed in order to evoke a reaction from readers. Wood et al. (2018) refer to schemas as personal culture and frames as public culture. The first two activities primarily deal with the personal culture of the students, i.e., prior knowledge. The third activity deals with public culture; it relates to making explicit how the different articles are constructed in order to evoke particular reactions from readers. One of the limitations of the suggested activities, it may be argued, is that they are based on particular theories. However, one of the aims of this study was to suggest possible ways of working with the articles rather than a definitive list. If approached from a different learning perspective, perhaps the activities would have been formulated differently. Finally, the three suggested tasks do not necessarily have to be limited to English 7 and the Social Science Program. As mentioned in the subchapter classroom activities 4.6, the course and program were chosen because students studying English 7 in the Social Science program may have already come into contact with the civil rights movement, and Martin Luther King Jr. The newspapers contain what might be considered difficult language for courses such as English 5 or 6. Moreover, they also require at least a basic understanding of the civil rights movement. In other words, they require a basic historical understanding of the period as well as a higher level of proficiency in English compared to the courses English 5 or 6. Therefore, the chances of adequate prior knowledge and proficiency in English might be best matched at this level.
7. Conclusions & Pedagogical implications

In this piece of research, the following two questions were investigated:

1. How was Martin Luther King Jr. portrayed in three U.S newspapers based on framing theory?
2. How can the newspapers from this period be used in the classroom?

As for the first question, Martin Luther King Jr. was framed through the lens of conflict. Out of ten articles examined, half of the articles were characterized by the conflict frame. This means that in these articles, the emphasis was on a difference of opinion, King defending his position or someone condemning the civil rights advocate for his stance. The three primary frames that were found in the analysis were the conflict frame, the responsibility frame, and the morality frame. As for the occurrence of the conflict frame, the pattern noted seems to confirm Luck’s (2015) theory of the Cold War zeitgeist in which foreign policy and civil rights were to be kept separate. This argument was recurring in the data. It was manifested through the lens of these frames. Moreover, the economic frame and the human impact frame did not occur as primary frames at all. They were often discovered in the form of sporadic sentences or short passages.

As for the second question, the tendency to oversimplify King’s career has been noted in previous research (Alridge, 2006; Armstrong, 2002). One of the suggestions made to nuance how he is portrayed is the usage of newspapers from moments in his career that were controversial. However, without some preparatory work, the articles could potentially be difficult for students to understand. This may be because they contain references to groups, ideas, or individuals that students might not know of. Therefore, three activities were suggested. The first task was a jigsaw reading activity, the second was the use of digital mind maps, and the third was newspaper analysis. Due to the jigsaw reading being done orally, students may forget what is presented. For this purpose, the digital mind map activity can be used to archive the information they present. Finally, once the preparatory work is done, the newspapers can be analyzed based on questions related to framing theory. The questions are meant to be used to study how the articles portray Martin Luther King Jr. The final activity requires from students that they argue their case based on evidence from the text. The limitations, however, can be that interpreting articles is not without problems. Determining
which frame is the primary frame can be a point of difficulty. Thus, the students are divided into groups where they compare and discuss their results.

From a theoretical perspective, the activities were created as an intersection of schema and framing theory. The first two activities were constructed in order to mitigate potential gaps in prior knowledge. The final task was designed to make differences in how a topic can be covered across different newspapers explicit. In relation to the curriculum, this task relates to primarily history and politics in the English-speaking world. Moreover, the task is intended to allow for learners to study issues from different perspectives and argue their case based on evidence. In conclusion, the suggested activities are entirely theoretical and need to be tested. They are not to be seen as complete lesson plans. Rather, they are suggestions of how newspapers can be incorporated in a classroom setting.

The aim of this study was to study how Martin Luther King Jr. was portrayed in three U.S newspapers. Moreover, the secondary goal of this study was to provide examples of how articles written about King while he was alive can be used. There are a number of possibilities for future research in this domain. Studies in framing about Martin Luther King Jr. is a relatively unexamined area of research. More specifically, the way he was portrayed in the media while he was alive is scarcely examined (Grimm, 2015, p. 317). As for the coding process, perhaps future research could include two or three coders cross-referencing their interpretations in order to strengthen the reliability of the results. This would perhaps lessen the margin of error (Reese et al., 2001, p. 100).

Furthermore, from a pedagogical perspective, there is little to no research on how Martin Luther King Jr. is portrayed in a Swedish school context. This study is potentially one of the first of its kind in a Swedish context. Future research can be done in relation to four areas. Firstly, alternative sources such as newspapers can be used for teaching about King. The newspapers can then be compared to how he is portrayed in English course books used in Swedish schools. Secondly, in-class studies can be conducted in which students compare working in a preparatory fashion, as suggested in this study and compare it to being given the newspapers directly. This can be measured by questionnaires as well as tests of various kinds related to comprehension. Thirdly, the usage of newspaper archives need not be limited to articles about Martin Luther King Jr. Historical events, ideas or individuals from various parts of the English-speaking world can be found in online newspaper archives such as...
newspapers.com. The pedagogical implications of using articles from various time periods in relation to teaching English in a Swedish context may lead to useful findings. Fourthly, future research could be expanded in scope to include multimodality as the process of framing is not exclusive to written text (Wood et al., 2018, p. 14). Aspects such as how pictures are used in tandem with text may constitute a relevant area of research.
8. Reference list

Books:


Scientific Articles:


Grimm, J 2015, ’Hegemonic Framing of Malcolm X and Martin Luther


**Internet sources:**


32
Newspaper articles:

[LAT 1]

[LAT 2]

[LAT 3]

[NY 1]

[NY 2]

[NY 3]

[NY 4]

[BG 1]

[BG 2]
9. Appendices

9.1 Coding scheme

Conflict frame

1. Is there a focus on difference of opinion between individuals, groups, and institutions in relation to Martin Luther King Jr.’s opposition to the Vietnam war?

2. Does the article appear to be written against Martin Luther King Jr.’s decision to oppose the war?

Human impact frame

3. Does the article contain quotes or statements from King or a political ally regarding difficulties or successes as a group or individual?

4. Is there a focus on Martin Luther King Jr. as an individual, and does the article show signs of sympathy for his actions?

5. Is there a focus on individual fates be it Martin Luther King Jr. or victims of The Vietnam War?

Morality frame

6. Does the article mention or refer to religious or moral reasons for supporting Martin Luther King Jr. in relation to his opinion? alternatively, to be against him? (This involves references in the form of quotes).

7. Is there a focus on moral reasons for ending or continuing The Vietnam War?

8. Does the article discuss the human rights of the Vietnamese or African Americans in relation to Martin Luther King’s actions?
Economic frame

9. Is there a focus on positive or negative economic effects of the Vietnam war on individuals, groups, or institutions?

10. Does the article focus on opinions that connect poverty in the USA to the Vietnam war?

Responsibility frame

11. Does the article assign responsibility to Martin Luther King for causing problems?

12. Does the article assign Martin Luther King the responsibility for solving these problems?

13. Is responsibility for solving problems connected to the Vietnam war assigned to other individuals, groups, or institutions?

9.2 Tasks

The activities below will be described based on the sources they were retrieved from. Moreover, how they were adapted to fit the topic of the newspaper articles will be explained. Lastly, each activity will have examples of how the classroom procedure of the tasks can be formulated.

9.3 Task 1: Jigsaw reading

The jigsaw reading technique is a preparatory task suggested by McKenna & Robinson (2014, pp. 140-141). The students are to be split into five groups consisting of four students per group. The general principle underlying the jigsaw reading technique is to assign each group sections of a broader topic that are independent of each other. In this study, the historical context of Martin Luther King Jr.’s anti-war stand was the overarching topic. Therefore, each group is to be assigned an individual, idea, or organization relevant to the historical context of King’s anti-war stand. Below is an example of how this would look:
Procedure:

1. Divide students into five groups consisting of four students per group.

2. Assign each group the questions on a relevant topic.

3. Have each group present their assigned topic to the rest of the class.

<table>
<thead>
<tr>
<th>Group 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What was the “Red scare”?</td>
</tr>
<tr>
<td>2. What was McCarthyism?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What was the Cold War?</td>
</tr>
<tr>
<td>2. How was the Vietnam war connected to the Cold War?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is the N.A.A.C.P?</td>
</tr>
<tr>
<td>2. What is the N.A.A.C.P known for?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What was “the great society”?</td>
</tr>
<tr>
<td>2. How was it connected to the Vietnam war?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Who was Martin Luther King Jr.?</td>
</tr>
<tr>
<td>2. Why did he critique the Vietnam war?</td>
</tr>
</tbody>
</table>

9.4 Task 2: Digital mind maps

The suggested follow up activity to the jigsaw reading is for students to construct a digital mind map. This suggestion was based on Warren, Rank & Millum’s (2011, p. 82) handbook for teaching English using ICT. In this work, the authors suggest working with digital mind mapping applications. Unlike traditional mind maps being drawn on a whiteboard, digital mind maps offer the opportunity for students to edit their responses. For this task, the website www.wisemapping.com was chosen. This website offers the ability to add a note of text to
each topic on the mind map. For example, if a group is assigned biographical information of Martin Luther King Jr., the topic heading can be complemented with a box of text. Below is an example of how this would look:

**Procedure:**

1. Each group creates an entry in the digital mind map.

2. The students save their entries.
9.5 Task 3: Newspaper analysis

The final activity was selected from Sanderson’s (1999, pp. 88-89) handbook on newspaper usage. The core thought in the activity is for students to study the same story written by different newspapers. The activity was adapted in terms of group size, focus on meaning rather than facts, and the number of articles. In Sanderson’s suggestion, the students are to work in pairs. In this suggestion, groups of four students per articles were instead opted for. Instead of comparing the facts in these articles, the focus was instead put on how the newspapers portray King rather than what facts they mention. Finally, the number of articles was expanded to five instead of two. This was done so that each group can be assigned a unique article. The procedure for the suggested task will be provided below. Furthermore, examples of articles that can be assigned are provided, as well as how the activity can be conducted.

Procedure:
1. Assign each group an article

2. Assign each student questions on the assigned articles (A copy of the coding scheme will serve as the questions).

3. Instruct the students to read the articles and answer the questions individually first. Furthermore, ask the students to provide examples from the text to strengthen their arguments.

4. When the students have finished answering the questions, have them discuss which frame is most relevant for the article the group has been assigned.

5. When the students are finished, begin a feedback session in which the students share their discoveries with the rest of the class.
The title of each article assigned will be provided below. A summary of each article can be found in the results section of the essay.

**Group 1**
Westmoreland home to silence dissent (LAT 2)

**Group 2**
Dr. King upheld as critic of war (NYT 1)

**Group 3**
Dr. King criticized (NYT 3)

**Group 4**
Dr. King rebukes critics of his stand on war in Vietnam (NYT 4)

**Group 5**
Rabbi calls on King to forsake doves (BG 3)
Abdullahi Abdiladif