

Master Teacher

Shannon Fike

Time Allotment

One-two class periods

Overview

Through the activities presented in this lesson, students will learn about Dr. Martin Luther King, Jr., the accomplishments of his life and his involvement in the Civil Rights Movement. Students will examine Web sites and a video clip and participate in hands-on activities in which they can learn about this Civil Rights leader of the 1960's. They will view actual footage of his famous "I Have a Dream" speech and view still shots of historic events that shaped current Civil Rights legislation and policies. In addition, the students will have ample opportunities to apply this knowledge in writing activities that follow. This activity will be an introductory lesson to a Civil Rights Unit. It can be modified for lower levels or for special education students.

Subject Matter

Reading—Language Arts

Social Studies—History

Independent Living Skills—Alternative Diploma (TASSEL)

Learning Objectives

Students will be able to:

- ✎ Participate in an online quiz about the life of Dr. King;
- ✎ Discuss and summarize in writing the major events in the life of Dr. King;
- ✎ Examine a timeline of major events from Dr. King's life and answer reading comprehension questions based on this timeline;

- ✎ Write a composition entitled "I Have a Dream."

South Carolina Standards

(These Standards are available online at [http://www.myschools.com/Offices/CSO/.](http://www.myschools.com/Offices/CSO/))

Language Arts (Grade 6)

- 6. W. 2.1 Demonstrate the ability to use writing to explain and inform.
- 6. W. 3.1 Demonstrate the ability to respond to texts both orally and in writing.
- 6. C. 1.3 Demonstrate the ability to participate in conversations and discussions by responding appropriately.
- 6. C. 2.3 Demonstrate the ability to ... make inferences with regard to what he or she has heard.
- 6. C. 3.2 Demonstrate the ability to summarize information that he or she receives from nonprint sources.

Language Arts (Grade 7)

- 7. W. 2.1 Demonstrate the ability to use writing to explain and inform.
- 7. W. 3.1 Demonstrate the ability to respond to texts both orally and in writing.
- 7. C. 1.3 Demonstrate the ability to participate in conversations and discussions by responding appropriately.
- 7. C. 2.3 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has heard.
- 7. C. 3.2 Demonstrate the ability to summarize information that he or she receives from nonprint sources.

Language Arts (Grade 8)

- 8. W. 2.1 Demonstrate the ability to use writing to explain and inform.

2003 National Teacher Training Institute

8. W. 3.1 Demonstrate the ability to respond to texts both orally and in writing.

8. C. 1.3 Demonstrate the ability to participate in conversations and discussions by responding appropriately.

8. C. 2.3 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has heard.

8. C. 3.2 Demonstrate the ability to summarize information that he or she receives from nonprint sources.

Social Studies (Grade 4)

II. B. 3. 4.3.3 Identify historical figures who shaped the values and principles of American democracy.

Social Studies (Grade 5)

II. B. 3. 5.5.3 Identify historical figures who shaped values and principles of American democracy.

II. B. 3. 5.5.5 Discuss events that demonstrate and promote principles of American democracy.

II. E. 3.5.8.3 Explain how citizens can influence policies and decisions by working with others.

Social Studies (Grade 8)

I. A. 1. 8.1.1 Discuss the nature, challenges, and contributions of African-American communities and Native American culture; women and their role in society; and other ethnic and religious groups.

II. B. 5. 8.7.5 Describe the means by which Americans can monitor and influence politics and governments.

Social Studies (Grades 11-12)

I. B. 3.12.2.5 Evaluate the struggle for racial and gender equality and the extension of civil liberties.

II. B. 6.12.4.6 Assess the ways conflicts about diversity can be resolved in a peaceful

manner that respects individual rights and promotes the common good.

II. C. 14. 12.5.14 Explain how citizens can monitor and influence the formation and implementation of public policies.

II. E. 10. 12.7.10 Explain how Americans can monitor and influence politics and government at the local, state, and national levels.

TASSEL Employment English (Grades 9-12)

I. A. Increase knowledge of personal information.

I. C. Improve reading comprehension skills.

Media Components

Video

The Civil Rights Movement, clip #1254635.

Download the clip from Search ETV Web site for South Carolina teachers only. See Web site listed below. The video clip is actual footage shot in Washington, DC, on the steps of the Lincoln Memorial when Dr. Martin Luther King, Jr. delivered his famous "I Have a Dream" speech in 1963. A video of this speech from another source could be used with this lesson.

Web Sites

SCETV, *The Civil Rights Movement* (<http://www.knowitall.org>) #1254635. Search ETV Link. Under the ETV Link, search using keywords Civil Rights Movement.

(Note to Teacher: You must teach at a public school in the state of South Carolina to download this video. Similar clips are available through other public news Web sites.)

This video in its entirety highlights the Civil Rights Movement and the key figures during that time. For the purpose of this lesson, the video clip is actual footage shot in

2003 National Teacher Training Institute

Washington, DC, on the steps of the Lincoln Memorial when Dr. Martin Luther King, Jr. delivered his famous “I Have a Dream” speech in 1963.

Timeline of the Life of Dr. Martin Luther King, Jr. (<http://www2.lhric.org/pocantico/taverna/98/king.htm>)

This Web site begins with a short PowerPoint slide presentation of Dr. King’s life. An accompanying worksheet provides students with reading comprehension opportunities. Along with the slide show, there are multiple links which include pictures of Dr. King, word find activity sheets and cross word puzzles.

(**Note to Teacher:** For lower grades, you may wish to exclude some of the activities that may be too difficult. For upper grades, you may wish to use exclude some activities that may be too simple.)

Dr. Martin Luther King, Jr. Quiz (<http://www2.lhric.org/pocantico/taverna/98/webquest.htm>) Print out copies of this quiz for use with the PowerPoint presentation mentioned above.

Books & Links to Martin Luther King, Jr. (<http://www2.lhric.org/pocantico/taverna/98/king-links.htm>) Explore this link to view additional links for further investigation.

The Seattle Times: Dr. Martin Luther King, Jr.—Photo Gallery (<http://seattletimes.nwsourc.com/mlk/king/photogallery.html>) Links to the *Seattle Times*’ Photo Gallery of King’s life.

The Seattle Times: Dr. Martin Luther King, Jr. (<http://seattletimes.nwsourc.com/mlk/classroom/MLKquiz.html>) This is an online quiz provided by the *Seattle Times* and based on general Civil Rights

events of the times, but primarily on Dr. King. This is for more advanced learners and not recommended for learners in the lower grades. In addition, while viewing the results of the quiz, the learner can go to additional links that will provide additional information about each question.

I Have a Dream

(<http://www.wmich.edu/politics/mlk/dream.html>) The complete text of the “I Have a Dream” speech by Dr. Martin Luther King, Jr., given in 1963 in Washington, DC.

Periscope: Dr. Martin Luther King, Jr. (<http://cfmedia.scetv.org/periscope/display/Story.cfm?articleID=45&pageNumber=1&moduleID=32>) This Web site provides additional information about Dr. King and other individuals who were instrumental in the Civil Rights Movement.

Materials

Per student:

“*Dr. Martin Luther King, Jr. Quiz*” (<http://www2.lhric.org/pocantico/taverna/98/webquest.htm>) (*Print this quiz.*) or <http://www.surfnetkids.com/games/king-sw.htm/> Take this quiz online and see how you score. The second website will need the plug-in, Shockwave, to play the quiz. Shockwave will load the quiz if it is available on your computer. If it is not on your computer, a link to the download page will appear.

“*I Have a Dream*” writing template (You can print that out from <http://library.thinkquest.org/10320/Starter.htm>.)
“*Dr. Martin Luther King, Jr.*”

Equipment

television

VCR with remote control

2003 National Teacher Training Institute

Blackboard/Whiteboard or overhead projector

computers (at least 1 per three students)
(**Note to Teacher:** If the clip has been downloaded onto your computer, the student will need to use a media player software that has a pause button on it. In addition, your computer will need a projection system to project to a large screen or TV.)

Prep for Teachers

- ✎ Prior to teaching this lesson, preview and cue the video clip from The Civil Rights Movement on SCETV's site knowitall.org.
- ✎ Arrange for a VCR and a television.
- ✎ Preview and bookmark the Web sites used in the lesson on each computer to be used in your classroom or lab. For lower grades, you may wish to exclude some of the activities that may be too difficult. For upper grades, you may wish to exclude some activities that may be too simple.
- ✎ Preview and copy the following handouts for each student:
 - “*Dr. Martin Luther King, Jr. Quiz*”
 - “*I Have A Dream*” writing template
 - “*Dr. Martin Luther King, Jr.*”
- ✎ When using media, provide students with a **Focus for Media Interaction**, a specific task to complete and/or information to identify during or after viewing of video segments, Web sites, or other multimedia elements.

Introductory Activity

Step 1: Begin this lesson by asking the students if they are familiar with Dr. Martin Luther King, Jr. Ask the students to brainstorm information that they know about

Dr. King, by asking them, “What do you know about Martin Luther King, Jr.?”

Use this opportunity to assess the accuracy of what the students know. This will be helpful in guiding them through the various Web sites during the activities that follow.

Step 2: (OPTIONAL) Give each student a copy of the “Dr. Martin Luther King, Jr. Quiz.” and ask the students to complete the quiz as a pre-test. The results of this pre-test can be compared to the results of the same quiz at the conclusion of the PowerPoint presentation on the Web site *Timeline of the Life of Dr. Martin Luther King, Jr.* (<http://www2.lhric.org/pocantico/taverna/98/king.htm>)

Learning Activities

Step 1: (upper grades only) Discuss briefly the following vocabulary:

assassinate—to kill a prominent person in cold blood for selfish motives

boycott—a refusal to use, purchase or support a product, service or place

civil rights—personal rights or freedoms or equalities that an individual has under the Constitution

harmony—to co-exist peacefully

violence—to use force, fighting and destruction to achieve goals

nonviolence—to use peaceful measures to achieve goals

sit-ins—to physically sit in a place peacefully and refuse to be moved in order to achieve a goal

2003 National Teacher Training Institute

protests—demonstrations of disagreement with a policy or the unfair treatment of individuals

riots—gatherings of individuals who are protesting and while doing so become agitated to the point of extreme behaviors and usually involving the destruction of property or the loss of life

Step 2: Ask your students to log onto the *Timeline of the Life of Dr. Martin Luther King, Jr.* Web site (<http://www2.lhric.org/pocantico/taverna/98/king.htm>) Explain that this Web site has several links that the students will explore. Provide your students with a **Focus for Media Interaction**, asking them to begin their exploration by viewing a PowerPoint presentation by clicking on the STARTS HERE link.

Give the students a copy of the “Martin Luther King, Jr. Quiz” handout and ask them to read the information from the PPT presentation and answer the questions on the handout. Allow time for the students to enter the data and answer the questions on the handout.

Step 3: Ask the students to log on to the Web site: *The Seattle Times: Dr. Martin Luther King, Jr. Photo Gallery* (<http://seattletimes.nwsourc.com/mlk/king/photogallery.html>) The students can also log onto this link by clicking the Books & More Links link and then proceeding to the Seattle Times Photo Gallery link. Provide your students with a **Focus for Media Interaction**, asking them to view the pictures and to write down five facts that they discover from the various photo summaries.

Distribute the handout “Dr. Martin Luther King, Jr.” for writing their facts. Provide

ample time to explore these photo galleries as they are quite large.

Step 4: Ask the students to log on to the Web site: *The Seattle Times: Dr. Martin Luther King, Jr. Online Quiz* (<http://seattletimes.nwsourc.com/mlk/classroom/MLKquiz.html>) Provide the students with a **Focus for Media Interaction**, asking them to complete the online quiz and to write five facts about Dr. King or the Civil Rights Movement that they learned from this site, recording their answers on the same handout, “Dr. Martin Luther King, Jr.” Explain to the students that they should also record the number of correctly answered questions on their list of five facts.

Step 5: Ask the students to log on to the following Web site: *Periscope: Dr. Martin Luther King, Jr.* (<http://cfmedia.scetv.org/periscope/display/Story.cfm?articleID=45&pageNumber=1&moduleID=32>)

Provide the students with a **Focus for Media Interaction**, asking them to explore the Web site and complete the questions on the “Dr. Martin Luther King, Jr.” handout. At the conclusion of this activity, collect the handouts and use them as a tool for assessment of learning.

Step 6: (upper grades only) Ask the students to log on to the *I Have a Dream* Web site. (<http://www.wmich.edu/politics/mlk/dream.html>). Provide the students with a **Focus for Media Interaction**, asking them, “What was one of the goals that Dr. King wanted for all Americans?” Give the students ample time to read the speech. Include a check for comprehension here for the focus question: “What was one of the goals that Dr. King wanted for all Americans?” Record the

2003 National Teacher Training Institute

student responses on the blackboard or overhead.

Culminating Activity

Step 1: Insert the video into your VCR or if you have downloaded it to your computer, play the video using a projector system with the computer. The video player used by your computer will need a pause button. Provide your students with a **Focus for Media Interaction**, asking them to answer the question, “What was Dr. King’s ultimate goal in his ‘I Have a Dream’ speech?”

Step 2: START the video clip *The Civil Rights Movement*. The video clip begins with picket signs and protestors wanting equality before Dr. King appears on the steps of the Lincoln Memorial. The first words you will hear are, “The dreams of the civil rights movement...” PAUSE the video after you hear, “Thank God Almighty, we’re free at last.” and you see Dr. King leaving the steps with police escorts.

Include a check for comprehension here for the focus question: “What was Dr. King’s ultimate goal in his ‘I Have a Dream’ speech?”

Step 3: Explain that every person has dreams for the future. Those dreams may include things that the individual will accomplish or they can be general dreams for a better world. Have the students write their own “I Have a Dream” speech on the “I Have a Dream” template handout.

Cross-Curricular Extensions

Social Studies: Have the students select some of the other Web site links provided by

the lesson to find additional individuals to research.

Have the students construct their own timeline of the life of Dr. King.

Have the students complete the Word Search activities found at the following Web Sites:

Martin Luther King, Jr. Word Search # 1 (<http://www2.lhric.org/pocantico/taverna/98/kingpuzzle2r.htm>) Word search to be printed and distributed to students for vocabulary development.

Martin Luther King, Jr. Word Search # 2 (<http://www2.lhric.org/pocantico/taverna/98/kingpuzzle2t.htm>) Word search to be printed and distributed to students for vocabulary development.

Language Arts: Have the students present their “I Have a Dream” speech as an oral presentation for the class.

Community Connections

- ✍ Ask a local African-American minister or leader to come to the class and share his/her experiences from the Civil Rights movement.
- ✍ Have your students to log on to <http://www.71originaltitans.com/locker.html> and e-mail the actual members from the T. C. Williams’ Titan Football Team coached by Herman Boone, when their high school in Alexandria, VA, was integrated for the first time.