



Martin Luther King Jr.: Defender of the Dream

7
A

Note: Introducing the Read-Aloud may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

5 minutes

Using the timeline from the previous lessons and the following questions, review some of the content of this domain.

- Who is depicted in these images? (Susan B. Anthony, President Lincoln, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, Rosa Parks)
- What did Susan B. Anthony want women to be able to do?
- What were some of the causes for which Eleanor Roosevelt fought?
- In what ways did Mary McLeod Bethune work for equal rights for all?
- How would you describe Jackie Robinson's achievements?
- Why do you think Major League Baseball retired Jackie Robinson's number?
- How did Rosa Parks respond to being denied equal rights?

Image Preview

5 minutes

Remind students that civil rights are the rights the government promises to every citizen in our country. Although slavery had ended after the U.S. Civil War, many African Americans didn't gain all their civil rights. The fight for this cause—especially during the time of Rosa Parks—is called the civil rights movement.

Tell students that today they will hear about one of the most important leaders of the civil rights movement. That leader's name was Martin Luther King Jr.



← **Show image 7A-11: Martin Luther King Jr. at Lincoln Memorial**

Ask students if they recognize the man in this image. If they do not recognize him, state that they may be more familiar with his name. Explain that this man was so important to our nation's history that there is even a special day set aside each year to honor this man and what he did to make people's lives better.

Vocabulary Preview

5 minutes

Activists



← **Show image 7A-7: Civil rights march**

1. In today's read-aloud, you will hear that Martin Luther King Jr. was one of the most famous and respected civil rights *activists* in the United States of America.
2. Say the word *activists* with me three times.
3. Activists are people who take some kind of action to achieve a goal.
4. Susan B. Anthony led a group of activists who were fighting for women's suffrage.
5. Can you name one of the activists you have learned about in this domain? What did this activist fight for?

Minister



← **Show image 7A-8: Martin Luther King Jr. delivering a sermon**

1. In today's read-aloud, you will hear Martin Luther King Jr. was a *minister*.
2. Say the word *minister* with me three times.
3. A minister is a person who works for a church and performs religious ceremonies and duties.
4. The minister delivered an inspiring message during the church service.

5. What qualities or characteristics do you think a minister should have? Try to use the word *minister* in a complete sentence when you answer.

Purpose for Listening

Read the title of today's read-aloud, and ask students if they can tell what this story might be about. Explain to students that often the title of a story will give a clue about the main idea, or main topic, of a story.



Martin Luther King Jr.: Defender of the Dream

← Show image 7A-1: Martin Luther King Jr.

1 What does *discrimination* mean?

2 An activist is someone who takes action to achieve a goal.

3 What does it mean to challenge something?

As a young African American boy growing up in the South, Martin Luther King Jr. witnessed and experienced discrimination.¹ Martin knew that it was unfair, and it made him sad. As a young boy, he could not have known that he would grow up to become one of the most famous civil rights **activists** and leaders in American history.² He challenged discrimination.³ He helped to change unfair laws and influenced people to change their attitudes. He brought people of all races together. America is a better place because of him.



← Show image 7A-2: Martin Luther King Jr.'s childhood home

Martin was born in 1929, in Atlanta, Georgia. Martin had an older sister, Willie Christine, and a younger brother, Alfred Daniel. He lived in a loving home with his parents, his brother and sister, and his grandparents. Martin's father, Martin Luther King Sr., was the pastor of Ebenezer Baptist Church in Atlanta. Martin was a member of his father's church.



← Show image 7A-3: Martin Luther King Jr. and Rosa Parks

4 What are some examples of segregation that they experienced?

Just like Rosa Parks, Jackie Robinson, and Mary Bethune, Martin was born during a time when African American people in the United States did not have equal rights. Segregation kept people apart.⁴



← Show image 7A-4: Morehouse College

Martin was a very bright boy. Because he was such a good student, Martin skipped two grades. When he was just fifteen years old, Martin became a student at Morehouse College. Students usually start college at age seventeen or eighteen, so Martin was very young to be a college student. At first, Martin considered becoming a doctor or a lawyer, but he later changed

5 A minister is someone who works for a church and performs religious services.

6 A doctorate is the highest academic honor or degree awarded to a student. When someone receives a doctorate, they are called “doctor.” Martin was known as Dr. King.



← **Show image 7A-5: Martin Luther King Jr. and his wife, Coretta**

his mind and decided to become a **minister** like his father and grandfather before him.⁵

Martin completed his education at Boston University. He received his doctorate when he was just twenty-five years old.⁶

Martin had not only gained a doctorate in Boston, he had also gained a wife—a beautiful young lady named Coretta Scott. Coretta had been studying music at the New England Conservatory in Boston. Martin and Coretta moved to Montgomery, Alabama, where he became the minister of the Dexter Avenue Baptist Church.



← **Show image 7A-6: Rosa Parks on the bus**

Martin and Coretta lived in Montgomery, Alabama, the same time Rosa Parks lived there. Martin had experienced the same discrimination that Rosa Parks had experienced while riding city buses.⁷

7 What was the discrimination Rosa, Martin, and others experienced on buses?

African Americans had to sit at the back of the bus, and if the bus was full, the driver would ask a person of color to stand up so that a white person could sit down. Martin thought it was humiliating—shameful and embarrassing. Martin decided that he would become a civil rights activist.⁸

8 What is an activist? (someone who takes action to achieve a goal)

When Rosa Parks challenged racial segregation in the Montgomery city bus system and a bus boycott began, Martin was asked to be the leader of this boycott.⁹ The African American community stood together under his leadership. They refused to ride the buses until they were able to choose a seat freely.

9 What is a boycott? (an action in which a group of people refuse to buy or use something in order to protest or bring about change)



← **Show image 7A-7: Civil rights march**

The boycott lasted more than a year. People walked, rode bicycles, and rode in carpools to get to work. Martin led the boycott. Martin and his fellow activists were threatened and

10 How do you think African American people felt when bus segregation was finally declared to be against the law?

11 What is the word you learned in the first read-aloud in this domain that refers to this type of peaceful response to unfair treatment? (*nonviolence*)



12 Why do you think Martin encouraged people to vote?



13 Sit-ins were nonviolent protests that involved people sitting down in specific locations.

intimidated. But they did not back down. Finally, the United States Supreme Court, the most powerful court in the country, ruled that bus segregation was illegal and had to stop.¹⁰ At that moment, Martin became one of the most important people in the American civil rights movement. In fact, Martin became its leader.

Martin was prepared to be the leader of the civil rights movement even though he knew he was putting himself and his family in danger. There were many people who did not like the changes he and his fellow activists wanted. Despite the dangers, he insisted that those involved in the civil rights movement remain peaceful and never use force.¹¹ Martin believed that an organized, nonviolent movement that protested against inequality with thoughtful words—not fists and guns—would succeed.

← **Show image 7A-8: Martin Luther King Jr. delivering a sermon**

Martin and many other ministers of African American churches worked together to try to bring about social changes that would improve the lives of all Americans. They encouraged African Americans in the South to vote so that they could use the power of their vote to bring about change.¹²

In his first speech to this group, Martin said, “We have no alternative but to protest. For many years we have shown an amazing patience. We have sometimes given our white brothers the feeling that we liked the way we were being treated. But we come here tonight to be saved from that patience that makes us patient with anything less than freedom and justice.”

← **Show image 7A-9: Lunch counter sit-in**

And so it began. African Americans living in southern states where segregation was legal began to protest. Young African American students began to hold **sit-ins** at lunch counters that would not serve them.¹³ Many people of different races supported the civil rights movement. People rode buses from state to state and protested in places that practiced segregation. Over and over again, they “sat in” at lunch counters, waiting rooms, and college

campuses. Many people were arrested for taking part in these peaceful protests.



← **Show image 7A-10: Martin Luther King Jr., Coretta, and children**

Martin and his family moved to Atlanta, where he worked with his father at the Ebenezer Baptist Church. Both Martin’s father and grandfather were ministers who had, during their lifetimes, worked for equal rights for African Americans.



← **Show image 7A-12: Martin Luther King Jr. in jail**

The civil rights movement kept going. Martin and others continued to demonstrate peacefully and to lead marches. During one demonstration in Birmingham, Alabama, Martin was sent to jail. There he wrote his famous “Letter from the Birmingham Jail.” In this letter he explained that it was his view that whereas just, or fair, laws must be obeyed, unjust, or unfair, laws, such as segregation laws, must be ignored.



← **Show image 7A-11: Martin Luther King Jr. at Lincoln Memorial**

The following year, Martin led a march on Washington, D.C., to pressure the government into changing segregation laws in southern states. More than two hundred thousand people walked from the Washington Monument to the Lincoln Memorial. There in front of the Memorial, Martin delivered his famous “I Have a Dream” speech. He said that he hoped for a day when people would be judged not by the color of their skin, “but by the content of their **character**.”¹⁴

14 *Character* means how a person is on the inside, and how they act or treat other people, which often reveals who they really are.

Later, Martin was given one of the highest awards anyone can achieve: the Nobel Peace Prize. With this award came \$54,000 in prize money, which he donated to a number of civil rights groups.



← **Show image 7A-10: Martin Luther King Jr., Coretta, and children**

Martin often felt threatened. He often feared for his own safety and that of his family. In his lifetime, Martin was jailed thirty times. But he was a peaceful warrior who fought with words. Sadly, in 1968, this courageous man was killed.

This terrible tragedy happened in Memphis, Tennessee. Martin had gone to that city to support workers who were not being treated fairly. Martin seemed to have had a feeling that he would not live to see the changes he so wanted. The night before he died, Martin told a crowd gathered to hear him speak, “I’ve seen the promised land. I may not get there with you. But I want you to know tonight that we, as a people, will get to the promised land.”



← **Show image 7A-13: Martin Luther King Jr. monument**

Because of Martin Luther King Jr. and those people involved in the civil rights movement, a law was passed called the Civil Rights Act, which **banned** segregation.¹⁵ Martin Luther King Jr. had led the way for a better, brighter future for all people.

Almost twenty years after his death, the United States Congress decided the third Monday in January would become a federal holiday in Martin’s honor. On this day we remember this **extraordinary** man for all that he achieved.¹⁶ This day is now celebrated as a national day of service where all people are encouraged to find ways to help others, just as Martin did during his life.

There is also a monument not far from the Lincoln Memorial, from which Martin delivered his famous “I Have a Dream” speech in Washington, D.C. It is the first monument in Washington, D.C., to honor an African American. The young boy who experienced discrimination grew up to become a national hero.

15 *Banned* means outlawed, prohibited. In other words, segregation was now against the law.

16 Something that is extraordinary is incredible or out of the ordinary.

Comprehension Questions

10 minutes

1. *Literal* Who is today's read-aloud about? (Martin Luther King Jr.) What was he the leader of? (the civil rights movement)
2. *Literal* What did Martin study in college? (He studied to be a minister.)
3. *Inferential* What were some of the ways Martin Luther King Jr. fought for civil rights? (Dr. Martin Luther King Jr. protested, marched, and spoke about civil rights.)
4. *Literal* What did Martin do after Rosa Parks refused to give up her seat? (Martin organized the Montgomery Bus Boycott.)
5. *Literal* Did Martin believe in fighting peacefully for equal rights, or did he believe in using force or violence? (Martin believed in peaceful protest.)
6. *Evaluative* [Reread the quote from Dr. King's "I Have a Dream" speech.] How would you explain to your family or friends what these words mean? (Dr. King wanted people to be judged by their character, not by the color of their skin.)
7. *Evaluative* What are some adjectives that you can use to describe Martin Luther King Jr.? (fair, peace-loving, hardworking, etc.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

8. *Evaluative Think Pair Share:* Do you think Martin's dream of people being judged by the content of their character rather than by the color of their skin has come true? Why or why not? (Answers may vary.)

9. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Extraordinary

5 minutes

1. In the read-aloud you heard, “On this day we remember this *extraordinary* man for all that he achieved.”
2. Say the word *extraordinary* with me.
3. The word *extraordinary* means that someone or something is incredible or out of the ordinary.
4. The first astronaut to talk on the moon was an extraordinary moment in history.
5. In what ways would you say that Martin Luther King Jr. was an extraordinary man? Try to use the word *extraordinary* when you tell about it.
[Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “Martin Luther King Jr. was extraordinary because . . .”]
6. What’s the word we’ve been talking about?

Use a *Compound Word* activity for follow-up.

Note: You may wish to write several compound words found in this domain on the board or on chart paper and have students identify the separate words in each one by drawing a box around them. Some compound words found in this domain include: *lifetimes, schoolhouse, headquarters, congressman, baseball, basketball, football, troublemaker* and *farmworkers*.

Directions: The word *extraordinary* is an adjective because it is used to describe nouns, or people, places, or things. *Extraordinary* is created by joining two separate words together—*extra* and *ordinary*.

The word *extra* means something additional, or something that has been added on. The word *ordinary* means something that is regular, or not unusual in any way.

When these two words are combined, or put together, they form or create a new word with a new meaning. Words like this are called compound words. Compound words are written as one word.

We have already learned several compound words in this domain. [Remind students of the words *teammates* and *sit-ins*. Write these words on chart paper, a chalkboard, or a whiteboard.]

Let's look at the separate parts of these compound words and describe what happens when they are combined to form a new word.

[Ask students for examples of other compound words, and add those to the list.]



Complete Remainder of the Lesson Later in the Day



Martin Luther King Jr.: Defender of the Dream

7_B

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Extensions

20 minutes

Timeline

5 minutes

- Review the individuals placed on the timeline thus far. Show students Image Card 7 (Martin Luther King Jr.). Ask students to describe the cause for which Martin Luther King Jr. fought, and how his hard work helped everyone have access to more equal rights. Help students understand that before Martin Luther King Jr. led the March on Washington and gave his “I Have a Dream” speech, he helped organize the bus boycott in which Rosa Parks was involved.
- Tell students that Dr. King gave his “I Have a Dream” speech after Rosa Parks refused to give up her seat on the bus. Ask students where on the timeline the Image Card of Martin Luther King Jr. should be placed. (after Rosa Parks)

Individual Timelines

- Have students cut out the image of Martin Luther King Jr. from their image sheets.
- Then have them glue the image in the appropriate place on their timelines (on the sixth notch, after Rosa Parks).
- Have students label the image. [Write *Martin Luther King Jr.* on the board.]
- Save timelines and image sheets for future lessons.

Free Verse Writing: Martin Luther King Jr. (Instructional Masters 2B-4 and 7B-1)

20 minutes

- Ask students what type of poetry they have been writing. Ask which parts of a free verse poem can relate, or tell, the poet's opinion. (the words, phrases, and rhythm)
- Explain to students that they are going to write a free verse poem in which they express an opinion about Martin Luther King Jr.'s achievements.
- Tell students that they first need to plan their poem by brainstorming ideas using Instructional Master 2B-4. Explain that they are going to work in groups to brainstorm ideas and recall facts from the read-aloud they have just heard. Have students write "Martin Luther King Jr." in the circle in the center of Instructional Master 2B-4, and then write the ideas, words, or phrases they might use to write their free verse poem in the other circles.
- After students have worked in groups to brainstorm ideas for their free verse poems, have them individually create a free verse poem in which they express their opinion of Martin Luther King Jr. and his achievements. Encourage students to use facts from the brainstorming chart in their free verse poems. Students should write their free verse poems on Instructional Master 7B-1, writing Martin Luther King Jr.'s name on the line to the left of the image of Martin.

Opinion Paragraph: Martin Luther King Jr. (Instructional Master 7B-2)

15 minutes

- Distribute a copy of Instructional Master 7B-2 (Opinion Paragraph: Martin Luther King Jr.) to each student. Tell students that they are going to complete the outline of an opinion paragraph about Martin Luther King Jr. Explain that their opinion paragraph should include the following:
 - an introductory sentence that states the cause that Martin Luther King Jr. fought for
 - their opinion of him or his cause (e.g., I think Martin Luther King Jr. was a great leader . . . ; I think people should protest with nonviolence . . .)

- two reasons for their opinion
- a concluding sentence

[You may wish to show Flip Book images from this lesson to help students generate ideas. Provide examples for students to help them state their opinion.]

Domain-Related Trade Book

20+ minutes

- Refer to the list of recommended trade books in the Introduction at the front of this *Supplemental Guide*, and choose one trade book about Martin Luther King Jr. to read aloud to the class. [Suggested trade books are Items 24–28.]
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask text-based questions to ensure comprehension; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.
- Provide students with drawing paper, drawing tools, and writing tools. Have students draw one detail or idea from the trade book that is new or different from the read-aloud they heard. Then have students write several sentences to go along with their drawing. Have students share their drawing and writing with their partner or home-language peers.