



Teacher's Notes: MLK

Learning Objectives:

- The students will be able to identify a picture of MLK.
- The students will be able to define: dream, speech, rule, separate
- The students will be able to find pictures that represent a dream they have
- The students will be able to demonstrate the concept of 'separate'
- The students will be able write an opinion.
- The students will be able to use a graphic organizer to write about MLK.
- The students will be able to discuss MLK and Civil Rights issues.
- The students will read non-fiction material about MLK

Activities

1. Students do image searches of MLK, drinking fountains, schools, and bathrooms. Discuss the pictures found, and discuss which one to select. Have students save and insert them into a PowerPoint or Word document. Students can type a word or sentence under each picture. (Support as needed)
2. Have students give a speech using their presentation.
3. Create a class collage of pictures cut out from magazines or drawings that represent a dream that you have.
4. Page two teacher notes outline an activity to demonstrate separating people based on criteria.
5. **Culminating activity:** Have students find pictures in magazines of people from all races and cut them out. Then, have a poster with a picture of one school for everyone. Talk about it being MLK's dream to have people together and that the rules did change. Have students glue pictures of the people they cut out on to one school.

General Tips: The goal is to build background knowledge while leading an engaging discussion on any and all information that can be talked about on a given page. The items that you choose to bring up or focus on can be modified for the students you are working with. For example, if you have a student who can point to something in the picture, answer yes/no questions be sure to incorporate a lot more of that as you go through the book. On the same token, be sure to ask a lot of comprehension questions and critical thinking questions at the level appropriate for students. Always summarize info. before moving on. We provide video links. **Please view videos ahead of time** to make sure that you start them past the commercials.

Page 1: (If students have been taught about the Civil War (3 books in curriculum) , discuss the discrimination that followed the release of slaves, and the ongoing problems they had with not being treated well.) MLK is a man who is very famous. He was a man with black skin. People with black skin had a lot of problems with rules in the U.S. not being fair. White people had better rules than people with black skin. It was not right. MLK wanted to change that. His dream was that people would not pay attention to the color of a person's skin. He wanted rules to be fair. He had a speech called "I have a

dream". A dream is something you want. My dream is that there is peace on earth. I also have another dream. My dream is to go to Hawaii on vacation! His name is long, so we can write 'MLK' instead of his full name. 'MLK' are his initials.

WH Questions: What is this man's name? What are his initials? What was his dream? What color is this man's skin?

Yes/No: Is this man MLK? Is this man Nick Jonas? Did he have a dream? Did he want people to be together?

Opinion/Experiences: Do you have a dream? What is it? What are your initials? (write them on board) What color is your skin?

Activity Card: Have students find the picture of MLK on their card and put a penny or game marker on that picture. Have the students ask a question about that picture.

Peer to Peer Interaction using Main Idea Cards: After you read Page 1, ask students, "Who is this man?" The answer is the main idea card "MLK." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions talked about above.

Page 2: One way of making rules to separate people with black skin was making them use different things than people with white skin. White people could use nice things and black people had things that were not as nice. Separating things that are for white or black people is called segregation.

Activity to conceptualize what it means to separate people: Find things to separate in the class. For example, separate the class into two groups of boys and girls, and/or separate people who have black hair from people who have another color of hair. Physically have the students move into the groups to make the concept more visual through movement.

Point: picture with people who are white, people who were black. Line that separates the two.

WH Questions: What is separate?

Yes/No: Did MLK like people to be separated? Did MLK like the rules that made people separate.

Opinion/Experiences: Anne Frank lived in a country called Germany. What country do we live in?

Activity Card: Have students find the picture of people being separated on their card and put a penny or game marker on that picture. Have the students ask a question about that picture.

Peer to Peer Interaction: After you read Page 2, ask students, "What was it called when black and white people had rules to separate them? The answer is the main idea card "separate" Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions talked about above.

Page 3: One of the rules that separated white and black people was a rule about schools. Some schools only let kids with white skin be students there. If a black student wanted to go to that school, they would say NO. Black students could not go to a school that is for white people. The black students did have schools they could go to, but they were not as nice. They didn't get to learn as much as the students who were white. It was not fair, and MLK and many, many people did not like it. Students who were white did not want to go to schools that were for black students, because they were not nice schools. These are old pictures. They are pictures from when the rule was white students were in one school and black students were in another school. Today students with both black and white skin can all go to the same school.

Point: Point to the class that has white students. Black students, girl raising her hand, desks

WH Questions: Was there a rule that black students had to go to a school for black students? Was there a rule that students who were white had a school that was white only? Is there a rule now that black and white students could not go to the same school?

Yes/No: Can a black student go to all white school?

Opinion/Experiences: What do you think about separate schools? What do you think should happen? What are some rules that you know of?

Peer to Peer Interaction: After you read Page 3, ask students, “What is one thing that was separate for black and white people?” The answer is the main idea card “schools.” Students will find the main idea card and read it to their partner. Teacher will prompt them to talk to each other about separation of schools.

Page 4: Another rule was that black and white people could not drink from the same drinking fountain. They had two drinking fountains in many places. One was for white people and one for black people. The reason that things like schools and drinking fountains were separated was to make black people feel bad. It was not nice. A long time ago when this was happening black people were called colored people. The sign on the drinking fountain says ‘colored only’. Today everyone can use the same drinking fountains, but not then. (**Functional opportunity** to talk about standing in line for a drink-practice standing in line to get a drink in a polite way and talk about why we don’t push, etc.) **Video on drinking fountains in Disney World:** <https://www.youtube.com/watch?v=wG1BrdzirnU>

Point: lady with black skin, drinking fountain for colored people drinking fountain for white people.

WH Questions: What does ‘colored people’ mean? What is a drinking fountain? Why do you use a drinking fountain? Why are there two fountains?

Yes/No: Did people with black skin like having a separate drinking fountain? Is the lady getting a drink? Is it ok for that lady to drink from the white only drinking fountain? Can black and white people use the same drinking fountain now?

Sharing Opinion/Experiences: Where have you seen drinking fountains before? How do you use a drinking fountain?

Activity Card: Have students find the picture of drinking fountains on their card and put a penny or game marker on that picture. Have the students ask a question about that picture.

Peer to Peer Interaction: After you read Page 4, ask students, “What was another thing that was separate for black and white people?” The answer is the main idea card “drinking fountains.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions talked about above.

Page 5: Another thing that was separate was bathrooms. You can see on the picture that one bathroom was for ladies and one for men and one for colored. Colored is what they called black people back then. Today everyone can use the same bathroom. (**Functional opportunity:** You can talk about restroom protocol-waiting in line, flushing toilet, washing hands)

Point: sign for men, women, toilet,

WH Questions: Is one bathroom for women? Can girls go in the men’s restroom? Can a boy go in the women’s restroom? Why did they used to have a restroom just for colored people?

Yes/No: Did white women have their own restroom? White men? Colored people?

Opinion/Experiences: Where are some places where you find a men's and women's bathroom? (get them to talk about all the public places that have restrooms)

Activity Card: Have students find the picture of restrooms on their card and put a penny or game marker on that picture. Have the students ask a question about that picture.

Peer to Peer Interaction: After you read Page 5, ask students, "What was separate back then?" The answer is the main idea card "bathroom." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions talked about above.

Page 6: Martin Luther King Jr. did not like separate schools, separate drinking fountains, separate bathrooms. To change this the rules had to change. MLK gave a lot of speeches to help people understand how these rules were not right. All people should be able to use the same restrooms, fountains, and schools. People loved to listen to him. He gave great speeches to big groups of people. Remember we said he had a dream on the first page? He has a speech about his dream. It is very famous. He gave the speech in Washington D.C. in front of the Lincoln Memorial (if you covered the Civil War -Lincoln book remind them of this connection)

Video of Kids saying MLK's I have a dream; <https://www.youtube.com/watch?v=JBhCd9GYbqk> MLK's

Original: <https://www.youtube.com/watch?v=vP4iY1TtS3s>

Point: audience, microphone, MLK, photographer

WH Questions: What is a speech? Where was this speech? What is a microphone? Why do people giving a speech use one? Why do you think photographers were there?

Yes/No: Is this MLK? Is he singing to the group? Is he giving a speech?

Opinion/Experiences: When have you heard someone speaking with a microphone? What was their speech about?

Activity Card: Have students find the picture of restrooms on their card and put a penny or game marker on that picture. Have the students ask a question about that picture.

Peer to Peer Interaction: After you read Page 6, ask students, "What is it called when you speak to a group of people?" The answer is the main idea card "speech." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions talked about above.

Page 7: When people have rules against them that are not fair, it's called Civil Rights. For example, a school should not be able to say only white students go there. Black people should be able to go there. It is a Civil Right. MLK gave a lot of speeches so that people would change the rules so that black people have their Civil Rights. Civil Rights are things that all people should have. Sometimes rules made it so that they did not have Civil Rights, and then people like MLK had to give speeches to change it. People had marches. Marches are when you go outside in front of a government building and hold signs that say why you are mad.

Point: Signs, people holding signs

WH Questions: Why did people go to marches? What are the signs for?

Yes/No: Was MLK a Civil Rights leader? Why? What rules did MLK not like. What are Civil Rights?

Opinion/Experiences: Have you seen people on TV holding signs? Do you know what they were mad about? What other signs have you seen?

Activity Card: Have students find the picture of a Civil Rights leader on their card and put a penny or game marker on that picture. Have the students ask a question about that picture.

Peer to Peer Interaction: After you read Page 7, ask students, “What was MLK?” The answer is the main idea card “Civil Rights Leader.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions talked about above.

Page 8: There were some white people who liked black people having different schools, different drinking fountains, and different bathrooms. One group of white people who liked this was the Ku Klux Klan. They are wearing those white outfits and the pointed hat over their head. They think white people should be able to tell black people they can’t use the same things. The KKK could be quite mean. Many people are scared of them. There were also a lot of white people who knew that the rules were bad. All of the black people did not like the rules. Someone who didn’t like MLK talking about changing the rules shot him. It was in a hotel in Tennessee. Many people were very, very sad about that.

Point: Your state, Tennessee, KKK, MLK, coffin

WH Questions: Who are the people in the picture? What did they think? Why is there a picture of a coffin on this page? Who died? Why? How?

Yes/No: Did MLK get shot? Did he die? Were the KKK helping MLK? Did the KKK like MLK’s speeches? Did the KKK want black people to have Civil Rights?

Opinion/Experiences: Do you know anyone famous who died?

Activity Card: Have students find the picture of coffin on their card and put a penny or game marker on that picture. Have the students ask a question about that picture.

Peer to Peer Interaction: After you read Page 8, ask students, “What did Anne write in?” The answer is the main idea card “diary.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions talked about above.

Page 9: Even though MLK died, black people did get their Civil Rights. The rules about separate bathrooms, separate drinking fts., separate schools changed. Those rules were not allowed anymore. Because MLK gave a lot of speeches and was a Civil Rights leader, there is a holiday named after him. It is in January. (Push Let’s play for jeopardy game-only works on a computer screen.

Point: MLK sign, boy,

WH Questions: Who is MLK Jr. Day for? Why? When is it?

Yes/No: Did the rules change? Can black and white people all use the same drinking fountain? Restroom? School? Is MLK Jr. Day a holiday?

Opinion/Experiences: What do you like to do on a holiday where you get to stay home from school?

Activity Card: Have students find the picture of the calendar for January on their card and put a penny or game marker on that picture. Have the students ask a question about that picture.

Peer to Peer Interaction: After you read Page 9, ask students, “What holiday is in January?” The answer is the main idea card “Martin Luther King Jr. Day.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions talked about above.