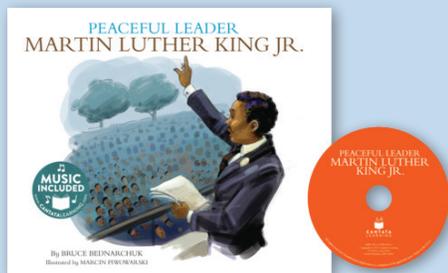


Peaceful Leader: Martin Luther King, Jr.

Content Areas: Social Studies, Language Arts, Music, and Technology



MATERIALS

- *Peaceful Leader: Martin Luther King, Jr.* book and accompanying CD
- drawing paper
- crayons or markers
- online flipbook tools, such as FlipSnack, available at flipsnackedu.com

OBJECTIVES

Students will:

- learn about and discuss the significance of Martin Luther King, Jr.
- discuss what it means to have a dream.
- write and illustrate their own dreams.
- create an online flipbook and respond to the class's work.



GET READY TO READ

Engage Students

Ask students: *What does it mean to have a dream? Prompt if needed: There are dreams we have at night, and then there are dreams that are really ideas that we have about the way we wish things were. I have a dream, for example, that all the animals in animal shelters find families. What is a dream or a wish that the students have? List students' ideas on the board. Tell students that Martin Luther King, Jr. was a man with a very big dream. He had a dream that all people would be treated equally no matter who they were and no matter how they looked. Tell students: Today you are going to read a book about Martin Luther King, Jr. and find out all about his dream.*

Focus on Vocabulary and Concepts

Before reading, focus on vocabulary. Read the glossary words and their definitions. For each word, give an example or ask a question to aid understanding, such as:

- **Boycott** Say: *A boycott is a way to protest, or complain, about something. Suppose that our cafeteria decided to serve only unhealthy food, so everyone boycotted the cafeteria, which means they would stop buying food there. We would all bring food from home. The cafeteria would not make any money if people did not buy lunch there. So the cafeteria might change its mind and sell healthy food again.*
- **Segregation** Say: *Imagine that today when you walked in the room, I said that all the girls could have comfortable seats in the front of the room and the boys had to sit in the hallway. That would be segregation. You would be separated from each other. When Martin Luther King, Jr. was alive, African American people were segregated. They went to separate schools from white students, sat in different sections of the bus, and so on. Do you think this is fair? Tell why or why not.*
- **Protest** Say: *When we protest, we show that we disagree with something. People who protest might make speeches or march with signs to show they disagree. What protests have you seen or heard about?*

LISTEN AND READ

Set a Purpose

Read the biography of Martin Luther King, Jr. on page 5. Before sharing the rest of the book and CD *Peaceful Leader: Martin Luther King Jr.*, ask children to LISTEN and LOOK carefully to answer the question: *What was Martin Luther King, Jr.'s dream?*

Focus on the Text

Consider what routine what works best for you and your students as you share the text. You might have students listen to the text the first time as you turn the pages and share. Students can also follow along with the book, listening in small groups as they track the print.

After reading, take a look at the illustrations with students and prompt thinking:

- Look at the illustrations on pages 8 and 10. What do you notice about the protest and speech? (*There were many people there. The protestors are peaceful.*)
- What do you notice about Martin Luther King, Jr. on page 13? How do you think he feels? How can you tell? (*He is looking out the window with his hands clasped together. He is probably thinking about peace. He looks very thoughtful.*)
- Look at page 20. How do you think this illustration shows the ideas of the book? (*The children playing together are white and African American. They are getting along—united. This is what Martin Luther King, Jr. wanted.*)

RESPOND TO READING

Discuss the Text

Use the activities on page 24 to allow students to think critically about the text.

Then ask:

- *What was Martin Luther King Jr.'s dream?* His dream was that people of all races be treated equally.
- *Why is it important for everyone to have the same rights?* Answers will vary, but students might say that the world would be more peaceful and people would be happier if everyone had the same rights.

Write Together

1. Play the song and book again. Then ask students to think about something in their own lives that they have dreams about. What do they wish could happen? What do they wish were different? How could their dreams help other people?
2. Distribute drawing paper and crayons or markers. Have students write "I have a dream" at the top. Then, ask them to write a word or sentence about the dream and illustrate it.
3. Upload each of the students' pages into an online flipbook program to make a virtual class book. Encourage students to share the book with other classes and with their families. Take time to view the online book with the entire class. Have students compare their dreams to Martin Luther King, Jr.'s dream. How would their classmates' dreams change the world?
4. Consider creating a physical copy of the book. Students can sign their names on their pages and work together to create a cover before you share their work in the school or classroom library.

Provide Closure

Ask: *What did you learn about Martin Luther King, Jr. and his dream?* As students respond, add their ideas to the list that you started before reading. Be sure to have the book and CD available for independent reading and listening.



CCSS.ELA-LITERACY.RI.1
CCSS.ELA-LITERACY.RI.2
CCSS.ELA-LITERACY.RI.7

CCSS.ELA-LITERACY.SL.1
CCSS.ELA-LITERACY.W.2
CCSS.ELA-LITERACY.W.6