

"I Have A Dream"

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Riverlawn Elementary, Pulaski, VA

Grade Levels: K-3

Time Allotment: Two 25 minute lessons

Overview: Through hands-on activities and video streaming, students will learn who Martin Luther King Jr. was and the important role that he played in our country's past. Students will also see how different things are now as compared to the past in terms of people's feelings and attitudes toward each other. Students will then share their hopes for future generations.

Subject Matter: Social Studies, Math

Learning Objectives:

The students will be able to:

- Identify Martin Luther King Jr.
- Compare feelings and everyday life of Americans from the sixties and the present.
- Make simple patterns using color.

Standards:

This lesson addresses Virginia's Introduction to History and Social Science Standards of Learning available at:

<http://www.pen.k12.va.us>.

- K.1 The student will recognize that history describes events and people of other times and places by:
 - b) identifying the people and events honored by the holidays of Thanksgiving Day, Martin Luther King, Jr. Day, Presidents' Day, and Independence Day (Fourth of July).
- K.2 The student will describe everyday life in the present and in the past and begin to recognize that things change over time.
- K.17 The student will sort and classify objects according to similar attributes (size, shape, and color).
- K.18 The student will identify, describe, and extend a repeating relationship (pattern) found in common objects, sounds, and movements.
- 1.10 The student will apply the traits of a good citizen by:
 - a) focusing on fair play, exhibiting good sportsmanship, helping others, and treating others with respect.
- 2.10 The student will explain the responsibilities of a good citizen, with emphasis on
 - a) respecting and protecting the rights and property of others;
 - b) describing actions that can improve the school and community;
 - c) practicing honesty and trustworthiness.
- 3.11 The student will explain the importance of the basic principles that form the foundation of a republican form of government by
 - a) describing the individual rights to life, liberty, and the pursuit of happiness; and equality under the law;
...identifying the contributions of George Washington, Thomas Jefferson, Abraham Lincoln, Rosa Parks, Thurgood Marshall, and Martin Luther King, Jr.
- 3.12 The student will recognize that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by the basic principles of a republican form of government and respect for individual rights and freedoms.

Media Components:

Streaming Video:

- *The Boyhood of Martin Luther King Jr.*, Use the following clips: “What is Prejudice?”, “The Realities of Segregation “, “I Have a Dream Speech”
- *Holiday Facts and Fun: Martin Luther King, Jr., Day*, Use the following clip: “How We Celebrate Martin Luther King, Jr. Day”

United Streaming - www.unitedstreaming.com

Materials:

For the introductory activity you will need:

- Copies of the phrase “I Have A Dream.” Each phrase should be a different color. (**I Have A Dream** **I Have A Dream** **I Have A Dream**) Each phrase should be cut into single words. You should have enough phrases to assure that each student will be able to participate. Each word of the phrase should be on a full size sheet of paper or bigger. The words should be large enough to easily be read from a distance of several yards.
- Have all videos downloaded and cued so that there is very little downtime between the introductory activity and the learning activity.

For the Culminating Activity each student will need one piece of white paper and some crayons.

Preparations for Teacher:

- The teacher should download from United Streaming, the needed clips of the videos *The Boyhood of Martin Luther King, Jr.*, and *Holiday Facts and Fun: Martin Luther King, Jr. Day* onto the desktop of a computer or burn them on a disk. By hooking up a LCD projector or other presentation device the teacher may show this clip in full screen on a television or on a pull-down screen.
- Prepare the “I Have a Dream” phrases for the introductory activity. Each phrase should be a different color. (**I Have A Dream**, **I Have A Dream**, **I Have A Dream**) Each phrase should be cut into single words. You should have enough phrases to assure that each student will be able to participate. Each word of the phrase should be on a full size sheet of paper or bigger. The words should be large enough to easily be read from a distance of several yards.
- When using video segments, always provide students with a **FOCUS FOR MEDIA INTERACTION**. This is a specific task to complete and/or information to identify during or after the viewing of the intended video segments.

Introductory Activity:

The following activity will prepare your students for a lesson on Martin Luther King Jr.

1. Write the phrase “I have a dream” on the board. **Say:** “Have any of you ever heard this phrase before?” After responses, **Say:** “A famous man once said that during a speech.” At this point, **hand out** the colored words to students. **Say:** “You are going to work to find the same color parts of the phrase in order to put them together. Each student is to find the words of a like color and put them in order.” At this point you can **ask** the students to form patterns based on colors. You may do a simple AB pattern such as

red blue, red blue, or you can do more difficult patterns depending on time and student ability.

2. **Repeat** to the students that a famous man said those words during a speech and his name was Martin Luther King Jr. **Say:** “He was a man that struggled for equality for all men. Who knows what *equality* means?” Write *equality* on the board. Allow students to respond and then define *equality* as everyone being treated the same. **Say:** “We are going to learn more about Martin Luther King Jr. and see why he struggled for equality.”

Learning Activities:

Step 1. Say: “Students, today I would like for you to watch a video clip entitled ‘What is Prejudice?’” Write the word *prejudice* on the board. Provide students with a **FOCUS FOR MEDIA INTERACTION** by telling them to listen for the definition of *prejudice*. **Start** *What is Prejudice?*, a United Streaming video. **Pause** the video when the speaker says, “... finding out anything about that person” (:28) and ask for a student to tell you what *prejudice* is (to judge someone to be bad without even knowing them). **Rewind** video and then **ask** students to look for examples of prejudice. **Pause** the video when you see the “Colored Only” sign and point out to the students that these types of signs were posted so that people knew who was allowed to use the fountains and bathrooms. After the video, **ask** for examples of prejudice (not being friends with a person with blue eyes, ML was not allowed to play with his white friend because he was black). Have a short discussion about video with students.

Step 2. Provide students with a **FOCUS FOR MEDIA INTERACTION** by **telling** them that you would like for them to watch the second video clip “The Realities of Segregation”. Before starting the video, write the word *segregation* on the board and **Say:** “Watch and listen for the definition of *segregation*. Also, look for examples of segregation.” When the examples are given (the definition is not given specifically but students should be able to

determine it as separation of black and white through the examples the video gives), **pause** the video when the speaker says, "...he'd have to give up his seat." (:49) and have students explain what *segregation* means and give examples of it. **Resume** the video again and play until the end of the clip. While the video is going, hand out stickers to a specific group of students while intentionally not giving the other group a sticker. Make sure that when deciding which group to give stickers to, the reason would be obvious to the students. An example would be giving all males a sticker and not the females. When the video is over, **ask** students to explain what *segregation* is again. At some point during the discussion, a student should ask why some people got stickers and other did not. This would be a good example of segregation. This would also be a good time to talk about how it felt not to get stickers. When the discussion is over, make sure to go back and give each student a sticker.

End of Day 1

Day 2

After a brief review of yesterday's lesson, continue with step 3.

Step 3. Provide students with a **FOCUS FOR MEDIA INTERACTION**.

Say: "I would like for you to watch the third video clip "I have a Dream." "In the video yesterday, we saw a little boy who is an actor, pretending to be Martin Luther King Jr. In this video we are going to actually see the real Martin Luther King Jr. and hear his real voice." Before the video, **Say:** "Martin Luther King Jr. was a man that struggled for equality and just treatment for all people. Listen for what Martin Luther King Jr's dream was (hoped that one day there would be no inequality or prejudice in the world)." **Play** the video until (:21) when the speaker says, "all men are created equal." **Say:** "That was part of Martin Luther King Jr.'s speech in front of the Lincoln Memorial in Washington D.C. in front of

thousands of people in the 1960's. What was Martin Luther King Jr's dream?" (that all me are treated equally) After student responses, **Say:** "Do you think that he meant only men were created equal or does that include women as well?" After student responses, **say:** "We are going to watch the second part of his speech." Provide students with a **FOCUS FOR MEDIA INTERACTION**. **Say:** "Martin Luther King Jr had a dream for his children as well. I would like for you to listen for what that dream was." When the video is finished, **say:** "What was Martin Luther King Jr's dream for his children (that they would grow up in a world free from prejudice)?" After students responses, **say:** "Do you think that his dream was just for his own children or all children?" After student responses, **say:** "Martin Luther King,Jr. hoped that one day there would be no inequality or prejudice in the world." Obtain thoughts and feeling of students. **Say:** "Do you feel that things are different now?" After student responses, **say:** "In what ways do you think things have changed?" Allow students to respond.

Step 4. Provide students with a **FOCUS FOR MEDIA INTERACTION**. **Say:** "I would like for you to watch the final video clip "How we Celebrate Martin Luther King, Jr. Day". Look for ways that we celebrate Martin Luther King, Jr. Day." After the video is shown, **say:** "What types of things do we do to celebrate Martin Luther King, Jr. Day?" (3rd Monday in January in MLKJ day, special programs, speeches, read and discuss life of MLKJ). After student responses, **Say:** "What can you do to honor the memory of Martin Luther King, Jr.?" Wait for student responses.

Culminating Activity:

Provide students with a **FOCUS FOR MEDIA INTERACTION**. **Say:** "We have talked about prejudice and how Martin Luther King, Jr. fought against it. I now want you to think about how you can fight against prejudice and for equality." Have each student draw a picture of how they can make their school and world a better place

to live in. How can they get rid of prejudice? After students have drawn their pictures, have them share their pictures with the class. After lesson is complete, the teacher can make a class book by combining all student pages with any type of binder or folder. Don't forget to include a title page with a title and authors' names.

Cross-Curricular Extensions:

Technology:

Scan the student's pictures from the culminating activity into a slideshow. Present the slideshow as a review.

Reading:

Find available books in the school's library to read with class.

Writing:

Have students write a caption for their page on their own time after the book has been completed. Help should be given to students with spelling and punctuation.

Community Connections:

Invite a community member that was alive during the 60's in to the class so that they could talk about life during the civil rights movement. If at all possible, ask an African-American preacher to come so that he can share his unique perception of the times.

Student Materials:

- 1 sheet of white paper
- crayons