Dr. Martin Luther King, Jr.

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Martin Luther King Jr. and His Speech Today

Grade: 6

Standards:

 1.B.3a Preview reading materials, make predictions and relate reading to information from other sources.

 1.B.3b Identify text structure and create a visual representation (e.g., graphic organizer, outline, drawing) to use while reading.

 Objectives:

Students will be able to use the reader response method to read texts.

Students will be able to summarize the life of Martin Luther King Jr.

 Materials: http://memory.loc.gov/ammem/today/jan15.html

http://beta.congress.gov/congressional-record/2011/08/01/house-section/article/H5876-1

 Procedures:

1. Students will read a text put on the Smartboard in front of the class about Martin Luther King Jr. to give them context on the next article
2. Students will then read a text that ponders how Martin Luther King Jr.'s speech would sound today if he gave it.

3. Students will use this second article and write an answer to each of the following questions after they are done reading. They will be given to them on a worksheet:

    1. Which parts stand out? Why?
    2. What did you picture in your mind as the story was read?
    3. Was there anything that you did not like about the story?
    4. Was there anything that surprised you about the story?
    5. What was the main feeling?
    6. What was the best sentence?
    7. Was there anything that was relatable to your life?
    8. Have you ever read a similar story?
    9. Any questions for the author?
    10. What was the author trying to say?
    11. How would you change the story?
    12. What are some special words that were used?
    13. How would you evaluate this story?

4. Students will also write a paragraph summarizing their feelings during the reading and they will explain what they think the author was trying to say with the passage.

5. Students will discuss what they have read and written as a class and what they liked and disliked about the text.

6. Students will then get in groups and create a storyboard on the reading.

7. Students will then turn in their papers and group storyboards to the teacher.

Rationale: I think this lesson is important because students need to understand how to take a story or text and share their feelings about it using details from the text. It also is important historically to look at famous speeches like Dr. King's and to be able to understand historical context. Creative writing like the author of this article did helps students to take past works and turn it into their own.

Assessment:

The teacher looking at their papers and seeing if they came up with good and logical responses and thoughts for each question will help assess the students. The class discussion will also let the teacher know if they were getting the intended feelings from the text as well as if they understood the text in general.

References

Congressional Record. (2011, August 1). *I have a dream* . Retrieved from http://beta.congress.gov/congressional-record/2011/08/01/house-section/article/H5876-1

Library of Congress. (2010, October 14). *Dr. martin luther king jr.* . Retrieved from http://memory.loc.gov/ammem/today/jan15.html

A Few Sample Questions and Answers

1) Which parts of the story stand out? Why? I thought the part about unemployment in today's world stood out to me because my dad was unemployed for a while and I could relate to it.

2) What did you picture in your mind as the story was read? I pictured a powerful leader giving a strong motivational speech. I imagined people clapping and cheering.

3) Was there anything that you did not like about the story? No, I liked the speech and thought it was good that he prefaced it by saying he does not know what Dr. King would say but he imagined he would say something like the speech in the article.

4) Was there anything that surprised you about the story? No, I thought it was a good and powerful speech just like I expected.

5) What was the main feeling? I think the author was trying to convey a sense of hope and togetherness. In order to overcome problems we have to work together.