



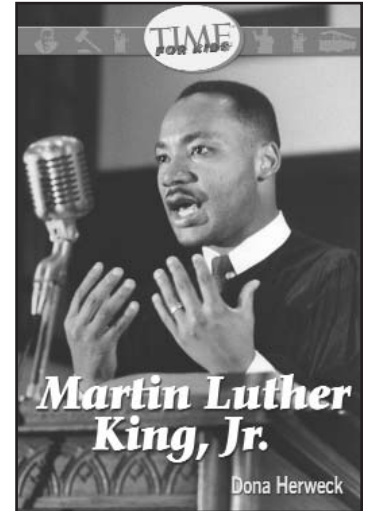
Martin Luther King, Jr.

Objectives

Scope and Sequence: Standard 1, Benchmarks B, D, E, F, and G; Standard 2, Benchmarks A, B, and C; Standard 4, Benchmarks A, B, and C; Standard 6, Benchmarks A, B, and E; Standard 7, Benchmarks A, B and C; Standard 8, Benchmarks A and B; Standard 9, Benchmarks B and E; Standard 11, Benchmarks C, E, F, and G; Standard 12, Benchmark B

Skills

- retelling information read
- reading for important facts
- extracting significant information from text read
- connecting new information to prior knowledge
- applying nonfiction material to real-life experiences
- using graphic features to understand text
- using a table of contents
- using a glossary
- making observations
- asking and answering questions while reading



Word Study

The activities within this section may be completed before, after, or while reading the book. It is up to the teacher's discretion and the students' needs. Select the activities which best suit your purposes. In so doing, it is best to complete similar activities for all books within the kit so as to breed familiarity and, subsequently, comprehension and fluency.

1. Review the important vocabulary of the book. A long list of vocabulary can be found on the inside back cover of the reader. Here is an abbreviated list of important vocabulary:

African American	minister
arrested	Mohandas Gandhi
Baptist	musician
boycott	national
causes	nonviolence
central	pastor
Civil Rights Movement	segregation
Coretta Scott	Supreme Court
equal	theology
illegal	threatened
march	

2. If you have a classroom word wall, add the vocabulary words to it. Read the words together from time to time throughout the day to reinforce the vocabulary.



3. Instruct the students to add the vocabulary words to their own dictionaries. If desired, you can use the cover sheet on page 67 for their dictionaries.
4. Guide the students in sorting the words into lists, for example phonetic parts such as beginning or end sounds, word structures such as the number of syllables, or parts of speech such as common nouns and proper nouns.
5. Develop the students' vocabulary by naming together words related to Martin Luther King, Jr. Write them on the board or chart paper. Your chart may look something like this:

leader	speaker
hero	man
strong	peaceful

Comprehension

Introducing the Book

1. Show the students the book cover and ask them what the subject of the book might be. How do they know? What clues do they have? What does the cover photograph tell them about the book?
2. Read aloud the book title. Ask the students to suggest other fitting titles they imagine for the book.
3. As a class, list all the things you know about Dr. King. Write your list on the board or chart paper.
4. Ask the students if they have ever seen a television show or movie about Dr. King. What did they learn there?
5. Ask the students if they know of any schools, parks, streets, and so forth named for Dr. King.
6. Ask the students if there are any things about Dr. King they do not know that they would like to learn.

Reading the Book

1. Read the book title together. Read the author's name.
2. Read the table of contents. Ask the students what it tells them about what they will find in the book. Show them how to use it.
3. Show the students the glossary. Explain what a glossary is and how to use it when vocabulary is challenging. (Also, explain to them that a dictionary can be a useful tool when reading challenging and unfamiliar words.)
4. Read the book aloud to the students, showing them the photographs and illustrations while you read. Also, track the text by pointing to the words as you read them.
5. As you read the book aloud once more, ask the students to raise a hand in the air each time the name *Martin* is read.
6. Give each student in a small group a copy of the book and read it aloud, asking the students to track the text. As you do so, help the students to discover the best way to read photo captions and sidebars of information. Should they be read in the midst of reading the regular text on the page? Before reading it? After reading it?



7. Allow each student to reread the book with a partner, once again text tracking.
8. Finally, have the students read the book independently.
9. To reinforce the reading, read the book together several times throughout the day. You can also read the book chorally, dividing into groups to read aloud different pages.

Discussing the Book

1. Ask the students to tell you in their own words what this book is about.
2. Invite the students to share what they learned from the book about Martin Luther King, Jr. Were the questions they had prior to reading answered? What information, if any, is still lacking.
3. Ask the students where they think they will be likely to find more information about Dr. King.
4. Let the students explain in their own words what it might have been like to march with Dr. King or to listen to him speak in person.
5. Ask the students if they think Dr. King was a hero. Why?

Cross-curricular Connections

Social Studies:

1. Dr. King appreciated the work of Mohandas Gandhi. As a class, learn more about Gandhi and his work.
2. Learn more about the Civil Rights Movement as well as other Civil Rights leaders.
3. On page 8 of the reader, some of the words on the signs have been deleted. They were deemed too offensive for primary grade literature. If you feel your students are ready, lead a discussion about the angry and hostile words people used during these times and why they are not acceptable at any time. Knowledge of this aspect of racial hostilities adds even more clarity and weight to the importance of Dr. King's work.

Language Arts:

Ask the students to write and illustrate their own books about Dr. King and the difference he made in the world.

Comprehension Activity

Create a true-or-false test for the book. Write some true and some false statements on the board or on individual sheets for the students. Read the statements aloud. Let the students answer *true* or *false* to each. (To represent *true* and *false*, they may write the words themselves, write a *T* or *F*, or draw a happy or sad face.)

Fluency

1. Refer to the CD within the *TFK Nonfiction Readers* kit so that students can practice reading the book to build fluency.
2. As a class, create a skit about the life and work of Susan B. Anthony. Use the text of the book as much as possible to narrate the skit. Perform the skit for another class or the parents.



3. Building upon the book’s vocabulary in order to develop reading fluency, read and repeat the following poem as a class.

Martin’s Message

Peace of mind,
Peace of heart,
Peace among us—
It’s time to start.

Love your neighbor,
Love your friend,
Love yourself—
And love won’t end.

4. Discuss the poem. Ask the students how the poem is like and different from the book.
5. Provide copies of the poem for the students. They can put this and other poems together into their own poetry books. If desired, use the cover sheet on page 68 for their books.
6. Write the poem on the board or a chart and reread it throughout the day. It can also be read chorally or put into a melody and sung.
7. Make a book of the poem by cutting appropriate pictures from magazines to illustrate each line of verse. Alternatively, the class can create an accompanying collage or mural.
8. Challenge the students to write and illustrate Dr. King poems of their own. Let them share their poems with the class.

Assessment

Refer to the *Assessment Guide* for directions and an activity that will assess the students’ mastery of the skills. You will also find an oral reading record to aid in assessing reading progress.

Home-School Connections

See *Home-School Connections* for a matching black-and-white copy of this book as well as guidelines for extending the students’ learning into their homes.