LESSON PLAN CODE: SS-1

SUBJECT: Social Studies

GRADE LEVEL/COURSE: 6th Grade

TITLE: The Dream for Change/Martin Luther King Jr.

TEACHER(S) NAME(S): Jennifer Kiehlmeier

ALIGNMENTS:

PA State Standards:
  8.1 Historical Analysis and Skills Development
    8.1.6.A: Explain continuity and change over time using sequential order and context of events
  8.2 Pennsylvania History
    8.2.6.C: Explain how continuity and change have impacted Pennsylvania history.
    Belief systems and religions
      • Commerce and industry
      • Technology
      • Politics and government
      • Physical and human geography
    • Social organizations
  8.2.6.D: Explain how conflict and cooperation among groups and organizations have impacted the history and development of Pennsylvania.
    • Ethnicity and race
    • Working conditions
    • Immigration
    • Military conflict
    • Economic stability

Performance Standard:
  R6.B.3.3.1 Identify, explain, interpret, and/or analyze text organization, including sequence, question/answer, comparison/contrast, cause/effect, or problem/solution.

Big Ideas:
  • The history of the United States continues to influence its citizens, and has impacted the rest of the world.

Concept:
  • Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending the American society.

Competencies:
  • Summarize how conflict and compromise in United States history impact contemporary society.
Contrast how a historically important issue in the United States was resolved and compare what techniques and decisions may be applied today.

**VOCABULARY:**
- **Segregation:** The forced separation and/or division of different racial groups in a country, community, or establishment.
- **Desegregation:** (Also can be defined as integration) The action of incorporating and/or merging of a racial or religious group into a community.

**LEARNING OBJECTIVES:**
- The students will analyze primary sources of original pictures, notes, and videos to interpret and build their own ideas on American History.
- The students will become familiar of how Martin Luther King Jr. became involved in the movement towards equal opportunity for all individuals.
- The students will reenact the role as Martin Luther King Jr. by presenting their own “I have a dream” speech, providing historical information/documentation as well as incorporating personal ideas on thoughts for change.

**ESSENTIAL QUESTIONS:**
1. How have American’s obtained the equal right and the freedom to have the personal right of choice throughout our daily life?
2. What influential individuals played a large role in the movement from segregation to desegregation?

**DURATION:** 2 Class Periods

**MATERIALS:**
- MLK Original Bibliographic Organizer
- Teacher’s MLK Source Set
- Recording of Martin Luther King Jr’s “I Have a Dream” Speech
- Audio-player
- Individual Analysis Tool Activity Sheet (1 per student)
- Lined Paper
- Writing Utensils

**SUGGESTED INSTRUCTIONAL STRATEGIES [WHERE TO]:**
- Students will be presented with the overall objectives of what is intended to be learned throughout this lesson. They will be analyzing sequential ordered photographs, making interpretations, changing thoughts/ideas as the photographic timeline advances. As they analyze and their thoughts change, they will document their thought process.
H - Students will listen to various recordings and oral readings of separation laws and regulations between white and black races.

   Ex: Seating arrangements on bus transportation/Lack of voting rights for the black community.

E - The students will have the opportunity to evaluate their own daily lifestyle; making the connection of rights and laws that are present in today’s society that were originally not allowed.

R - Students will be asked to analyze Martin Luther King Jr.’s approach to desegregation between all individuals. After they analyze the approach, accomplishments, and disappointments of the approach, students will be asked to provide their thoughts and ideas on how he could have made his fight stronger.

   Ex: Incorporate more ideas and/or examples in speeches/Other organizations and causes he could have helped.

E - The students will provide a short “I have a dream” speech supporting the movement and effort made for the freedom of all individuals having all equal rights; incorporating thoughts, ideas, and examples for present day history.

   Ex: Mentioning current President Obama’s success in the election of the United States President.

T - Throughout the lesson a variety of learning styles, such as visual, auditory, and kinesthetic, will be addressed. Visual learners will have photographs and visual notes throughout the lesson. Auditory learners will have the presence of listening to speeches and have the opportunity for open discussion/responses throughout the lesson. Kinesthetic learners will have the opportunity to gain knowledge and understanding of the lesson through a short role play section in which everyone in the class will present a short speech, as Martin Luther King Jr. had done.

O - In the start of the lesson, the students will analyze original documents to interpret the movement of change from segregation to desegregation. The students will use guided activity sheets as well as open discussion among peers to activate prior knowledge of historical events and the movement of Martin Luther King Jr. for equal opportunity for all individuals. Students will then evaluate the well known “I have a dream” speech presented by Martin Luther King Jr. After discussing the strengths and the weaknesses of the speech, the students will independently create their own individual speech of change representing their understanding of equal rights; incorporating present day events that may not have occurred if the movement for equal rights for all individuals and races had not been put into effect.
INSTRUCTIONAL PROCEDURES [INQUIRY-DRIVEN]:

Introduction:
Invite the students to think about their daily lives. Ask them to think of the daily freedoms and rights that they have (Allow the students to orally provide answers as an open discussion). Explain that there may be many forms of freedom and rights that each and every student does not realize they have while carrying on their daily lives.

For example explain, “Do you think it is a freedom to drink from the same water fountain as the rest of your peers... or perhaps sitting wherever you would like while riding the school bus?”
Ask the students to openly share their thoughts and opinions as to if these examples count as freedoms? What other examples can they provide that sometimes, we as individuals take for granted or may not recognize as a right?

Students will be provided a list of laws and regulations that used to be in affect that forbid individuals the rights they have today. The list will include laws such as:

- White American’s are to sit in the front of a bus while African American’s are to report to the back of the bus.
- Eligibility of rental and/or ownership of land property or housing may be determined by race, ethnicity, and/or religion.
- Only white males are allowed to vote in any public election.
- Designated restrooms and drinking fountains will be provided for both African Americans and White Americans.

The teacher and the students will discuss each law/regulation on their thoughts and opinions of why the law may have been in effect, how the law/regulation may have made people feel (on both sides: the forbidden/the permissible), and if the law was still in effect today; how might it affect the daily routines of school?

Guided and Group Collaboration:
After discussing the different laws that used to be in effect, divide the students into small groups of about three to four. Provide each group with a small photographic packet that includes original snapshots of events that took place during the historical desegregation movement. Along with the photographic packet, provide the students with an analysis tool/graphic organizer that will allow the groups to write down necessary information to guide them through the next part of the lesson.

Ask the students if they know what the word desegregation means. Once students have had the opportunity to answer, clarify any uncertainty by providing the students with the definition of: The action of incorporating and/or merging of a racial or religious group into a community.

Ask the students what they see in the first photograph of the woman and the gentleman sitting on the transportation bus system. What do they think about the two individuals? Is either of the two people recognizable from historical events previously learned about? If so who? What do they think the picture is trying to tell us?
Allow the students to fill out their analysis tools/graphic organizers to the best of their knowledge and understanding. After allowing some time for the groups to discuss and jot down their answers, go over each portion of the analysis tool as a whole class. This will allow the different groups to see how each individual group interpreted the picture, the various ideas that came about the picture, and possibly to influence groups to have a different outlook on the photograph than they had originally thought.

Once the groups have all had a chance to discuss and share, clarify that the photograph provided shows a woman by the name of Rosa Parks. Rosa Parks plays a very important role in American History because, as discussed previously, it used to be forbidden that the African American race could sit in the front of the bus transportation system. One day she stood up against the law/regulation by refusing to give up her seat to a white man. With her courage and dedication to stand for what she believed, eventually a new law was passed allowing any individual from any race to sit anywhere on the bus system; whether front, middle, or the back of the bus.

Allow the students to view the second photograph; a group of African American’s assembling in a large circle. Using the analysis tool, once again have the students investigate their ideas on the photograph. Why do they think the people are gathering? Although there are a lot of individuals within the photograph, is there anyone that stands out to the students? Is that person a recognizable face to our American History?

Once the groups have had the appropriate time to discuss the picture, allow for an open discussion among groups. Go through the questions on the analysis tool to allow students to share their thoughts, opinions, and interpretations about the photograph. After groups have shared their answers explain that the man centered in the middle of the photograph is the well known American, Martin Luther King Jr. Ask students to share their previous knowledge of Martin Luther King Jr. Once allowing the students to share, clarify that after the word of Rosa Parks’ actions, he decided to take an active role in the public to make the change of desegregation, and the opportunity for all individuals to have equal opportunity.

Allow students to proceed to analyze the third picture as a group. Once again, after allowing time for the students to use the analysis tool, have an open discussion of the photograph. We have already determined the man in the middle of the photograph is Martin Luther King Jr, but who might the other two individuals be? What can we say about the time of this photograph (was it taken during the beginning, middle, or near the end of the desegregation movement)?

For the final portion of the group activity, students will analyze a typewritten speech presented by Martin Luther King Jr at the school of Yale. Instead of using the analysis tool, the students will jot down notes on the emotional intake of the speech. They will pull examples from the speech to show the strengths and weaknesses they think occurred. After having some time, allow the students to openly discuss on the questions provided.

Allow the students to go back to their seats. At this time of the lesson, students will move more to an independent but still guided portion of the lesson. Here students will be provided with a copy of the...
famous and well known speech, “I have a dream” presented by Martin Luther King Jr. While the students follow along, an audio copy of the speech will play for the students to hear the voice of power by Martin Luther King Jr, himself. After having a moment to take in the speech, allow students to openly share their independent thoughts on the strengths and weaknesses of the speech. What did they like about it? Did it seem powerful and directed for a change that would influence others? What could have been added?

After having some time to share personal/independent thoughts of the class, explain to the students that a lot of individuals did think the speech was powerful and truly supported the actions of Martin Luther King Jr. Although many supported the thoughts and actions of Mr. King, some individuals still did not believe he was in the right. A few short years following his speech, King was assassinated (clarified as killed/murdered) by an angry citizen who did not support King’s actions. Ask the students how they feel of this citizen’s actions. What steps could have been taken, besides murder, which could have resolved the conflict?

Independent Work:
The students will now have the opportunity to work independently. Provided with a rubric, the students will create their own “I have a dream” speech. In this speech, the students will rewrite Martin Luther King Jr’s intentions by providing and incorporating present day information, such as the election of the first African American President Barack Obama or the right for all individuals to have an equal education. The students will be asked to present their speeches just as Martin Luther King Jr had in front of an audience, which will simply be the students’ peers.

Closure:
To close the lesson, portray the final image of a poster encouraging the population to vote. As a class, discuss what the poster is intended to mean. Although answers may vary, encourage students to focus on the printed quote, “Somebody paid the price for your right.”

Summary:
The students will use photographic primary sources to help determine and understand the movement individuals, such as Rosa Parks and Martin Luther King Jr, played in the movement to desegregation. The students will use their prior knowledge, as well as new information, to develop an understanding of the time and progression that took place for the right for equal opportunity for all individuals. They will then listen to the well known “I have a dream” speech delivered by audio recording of Martin Luther King Jr. himself. After taking the time to analyze the strengths and weaknesses of the speech, the students will independently create a remake of the speech, incorporating present-day events such as the right for an equal education to all students, the election of President Barack Obama, etc…

Extend:
- For visual and/or auditory learners, online videos and/or recording of presented speeches may be incorporated throughout the lesson instead of initially analyzing the form of photographs. Although analysis of photographs allow for individual interpretation, students may gain a better understanding
of the power, time, and dedication one must have by allowing for the opportunity to experience the speech without necessarily being present at the time the speeches were given.

- For individuals who need concrete dates/times in which events happened to clarify the movement of desegregation; the students may be provided with a timeline in which they research (independently or possibly in small groups). They can find information on specific dates/years that will allow the students to write significant events in their own words and in sequential order.

- Instead of providing their speech to the entire class, students can be pared in small groups for a peer review and discussion after independently creating the required, “I have a dream” speech. This will allow the opportunity for role play to still occur but with a less dynamic group or audience. Students can get feedback from their peers on the strengths and weaknesses of their speeches, as well as making sure all requirements of the rubric were accomplished.

**FORMATIVE ASSESSMENTS [PERFORMANCE TASK AND RUBRIC]**

During the lesson, the students will be provided and required to complete the use of analysis tools and graphic organizers. These tools and planners will help guide the students in the direction to their thinking, as well as keep their ideas classified in an organized way while examining original documentation and photographs. With the use of the analyses tool and graphic organizers, the students will use their prior knowledge and new understanding to identify the movement from segregation to desegregation with the help of influential American History figures such as Rosa Parks and Martin Luther King Jr.

Observing and monitoring small groups as they work will allow for the opportunity to see which students seem to be participating and which are allowing others to do all the work. Explaining that each student has to incorporate at least two ideas to every photograph that is being viewed and completed with an analysis tool document will help all students to participate. If students still do not partake in sharing thoughts or ideas, one can assume they are having difficulty understanding the information or the task being asked to complete. With this, immediate support will be provided such as verbally rewording the questions or segments of the organizer. Clarification of what each picture is actually representing will also help individuals and groups gain a better understanding of what the following or proceeding primary source is suggesting or representing.

Whole class discussions and/or open discussions allow for students to provide different thoughts and opinions. These ideas of others may trigger more knowledge and understanding by an individual, helping clarify the overall task. Openly talking about each individual picture and documentation will allow for the opportunity for new ideas and understandings of what is being represented in the picture.

For the independent portion of the lesson, students are asked to recreate the “I have a dream” speech which was initially presented by Martin Luther King Jr. With the use of a rubric/checklist, the students will have guidance and a reference to if they are completing every portion of the task being asked. The tasks include:

- Make reference to the famous quote “I have a dream…” throughout their speech.
● The uses of prior American historical events are mentioned. (Examples include: Rosa Parks’ actions/Martin Luther King’s events)
● The incorporation of present day events are mentioned throughout the speech. (Examples include: The right for all individuals to have an equal education/President Obama’s election as the first African American United States President)
● Speaker attempts to portray role as Martin Luther King Jr, by presenting emotion, arguments, solutions, and/or strong point of views.

RELATED MATERIALS & RESOURCES:
Performance Task:

After researching Martin Luther King Jr. on desegregation, write a speech that argues your position in regards to present day merging between races, ethnicity, and religions. Support your position with evidence from your research. Be sure to acknowledge competing views. Give examples from past or current events or issues to illustrate and clarify your position.

**Historical Role Play: Martin Luther King Jr. - I Have a Dream Speech**

<table>
<thead>
<tr>
<th>Student Name: _______________________________</th>
<th>Date: _________________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Category:</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role</td>
<td>Point-of-view, arguments, and solutions proposed were consistently in character.</td>
<td>Point-of-view, arguments, and solutions proposed were often in character.</td>
<td>Point-of-view, arguments, and solutions proposed were sometimes in character.</td>
<td>Point-of-view, arguments, and solutions proposed were rarely in character.</td>
</tr>
<tr>
<td>Required Elements</td>
<td>Student included more information than was required.</td>
<td>Student included all information that was required.</td>
<td>Student included most information that was required.</td>
<td>Student included less information than was required.</td>
</tr>
<tr>
<td>Historical Accuracy</td>
<td>All historical and present day information appeared to be accurate and in chronological order.</td>
<td>Almost all historical and present day information appeared to be accurate and in chronological order.</td>
<td>Most of the historical and present day information was accurate and in chronological order.</td>
<td>Very little of the historical and present day information was accurate and/or in chronological order.</td>
</tr>
<tr>
<td>Presentation Techniques</td>
<td>Student spoke in a clear tone of voice that could be heard at all areas of the classroom, including the back corners of the room.</td>
<td>Student spoke in clear tone of voice that could be heard in almost all areas of the classroom but could not be heard in the back of the classroom.</td>
<td>Student spoke in a clear tone of voice but simply could not be heard in the majority of areas within the classroom.</td>
<td>Student did not speak in a clear tone a voice and could not be heard in the majority of areas within the classroom.</td>
</tr>
<tr>
<td>Make Reference to Famous Quote: “I have a dream…”</td>
<td>X</td>
<td>Made reference to famous quote.</td>
<td>X</td>
<td>Did NOT make reference to famous quote.</td>
</tr>
</tbody>
</table>
# Lesson Plan Template

**Teacher’s Name:** Jennifer Kiehlmeier  
**Lesson Title:** Martin Luther King Jr.

<table>
<thead>
<tr>
<th>Thumbnail Image of Primary Source</th>
<th>Collection Title/Primary Source Title with MLA Citation and Permanent URL/Digital ID</th>
<th>Annotation – How are you planning to use this primary source instructionally?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="http://hdl.loc.gov/loc.pnp/cph.3c20210" alt="Prints and Photographs" /></td>
<td>Stanziola, Phil. United States. Library of Congress. <em>Mayor Wagner greets Dr. &amp; Mrs. Martin Luther King, Jr. at City Hall</em>. Washington: Library of Congress Prints and Photographs Division, 1964. Web. <a href="http://www.loc.gov/pictures/item/98503083/">http://www.loc.gov/pictures/item/98503083/</a>.</td>
<td>I could/would use this primary source to show how influential Martin Luther King Jr. was to the public. The picture provides evidence of making his dream a reality by breaking the separation between what was known as the white and black community. This picture shows his wife shaking hands with Mayor Wagner.</td>
</tr>
<tr>
<td><img src="http://hdl.loc.gov/loc.pnp/cph.3c20211" alt="Prints and Photographs" /></td>
<td>Anonymous,. United States. Library of Congress. <em>Dr. Martin Luther King, Jr., hands outstretched, addressing group of African Americans in Albany, Ga.</em>. Washington: Library of Congress Prints and Photographs Division, 1962. Web. <a href="http://hdl.loc.gov/loc.pnp/cph.3c20211">http://hdl.loc.gov/loc.pnp/cph.3c20211</a>.</td>
<td>I could/would use this primary source to represent how influential Martin Luther King was to the African American community. Here he is shown arm spread talking and interacting with the a large group. The students will analyze how the crowd looks to Martin Luther King, noting that they seem to admire and respect him.</td>
</tr>
<tr>
<td><img src="http://hdl.loc.gov/loc.pnp/ppmsca.08112" alt="Prints and Photographs" /></td>
<td>Randolph, A. United States. Library of Congress. <em>Somebody paid the price for your right register/vote</em>. . Washington:</td>
<td>This public poster would be used to show how even after the death of Martin Luther King Jr., he was viewed as an influential candidate to the public to persuade the African American community to vote, now that they had the right.</td>
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<tr>
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<td></td>
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</tr>
<tr>
<td>Prints and Photographs <a href="http://hdl.loc.gov/loc.pnp/cph.3c11235">http://hdl.loc.gov/loc.pnp/cph.3c11235</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This image will be shown to the students to represent the first act of protest Martin Luther King Jr. took an active leadership role in. This image shows Rosa Parks sitting near the front of the bus which used to be prohibited due to the division of white and blacks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This primary source is a typewritten speech Martin Luther King Jr. presented at Yale. This documentation will be a firsthand look to the students the personal emotion and word choice King used while speaking to the public.</td>
<td></td>
<td></td>
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</tbody>
</table>