



A FREE ELEMENTARY RESOURCE FROM EDMENTUM

Martin Luther

PreK-6th

Grade Range

What Does This Pack Include?

This pack has been created by teacher, for teachers. In it you'll find high quality teaching resources to help you and your students understand why we celebrate this day and how Martin Luther King Jr. contributed to the civil rights movement.

To go directly to the content, simply click on the title in the index below:

LESSON PLANS:	
Pre-K – Grade 2	Grades 3-6
Listen and respond to excerpts from a biography on Dr. Martin Luther King Jr.	Interpret the 'I Have a Dream' speech and reflect on the Civil Rights movement.
FACT SHEETS:	
Pre-K – Grade 2	Grades 3-6
Understand the life and achievements of Martin Luther King Jr.	
ACTIVITY SHEETS:	
Pre-K – Grade 2	Grades 3-6
Think about what you would say to Martin Luther King Jr. if you met him.	Think about what your dream would be to make our country a better place.
CRITICAL THINKING QUESTIONS:	
Pre-K – Grade 2	Grades 3-6
Discuss why we celebrate Martin Luther King Jr. Day.	Discuss what Martin Luther King Jr's speech tells us about him.
POSTERS:	
Martin Luther King Jr. Day	

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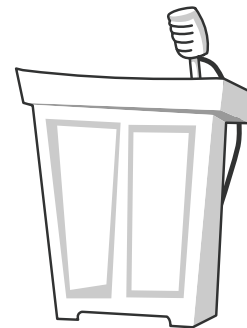


Overview

In this 60-minute activity, students will listen and respond to excerpts from a biography on Dr. Martin Luther King, Jr.

Materials

- Martin Luther King, Jr. biography
- Martin Luther King, Jr. Fact Sheet
- KWL chart (optional)
- Posterboard (optional)



Lesson Preparation (20 minutes)

Choose a biography about Martin Luther King, Jr. from the school library. Review it for information about his involvement in the civil rights movement of the 1960s that you may wish to share with students. Consider having students complete a KWL chart prior to the lesson.

Lesson (40 minutes)

Introduction

Tell students that Dr. Martin Luther King, Jr. was one of the most important figures in the fight for fair and equal treatment of all people in the United States. Engage students by asking what they know about Dr. Martin Luther King, Jr. and the Civil Rights Movement.

Procedure

Part I

Tell students that you will read aloud the excerpts from a biography about Dr. King, along with information from the Fact Sheet. Explain to students that they will make a timeline of Dr. King's life based on information they hear, so they will need to pay close attention as you read to the class.

Part II

When the reading is complete, have the students work in pairs to create timelines. Each timeline should contain at least seven events from Dr. King's life, but students are free to choose which facts they want to include. Consider having students place this information on a posterboard to share with the class.

Optional Follow Up

Give each student pair the opportunity to present to the class the timeline and explain why they chose the events on the timeline.



Overview

In this 70-minute activity, students consider the Civil Rights movement since the death of Martin Luther King, Jr. in 1968. Through an interpretation of part of King's famous speech, "I Have a Dream," students reflect on the achievements of men and women that would not have been possible without the implementation of the 1964 Civil Rights Act. The research could act as an impetus for some further literacy work.

Materials

- Copies of the Fact Sheet on Martin Luther King, Jr.
- Access to the Internet

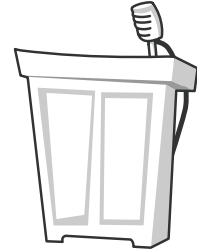
Lesson Preparation (5 minutes)

- Write the following excerpt from Martin Luther King, Jr.'s "I Have a Dream" speech on the board:

"I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character."

King, Martin Luther, Jr. "I Have a Dream." Speech, Washington, DC, August 28, 1963.

- Pair students with partners



Lesson (65 minutes)

Introduction

Share with students the Fact Sheet on Martin Luther King, Jr. and draw their attention to the 1964 Civil Rights Act and King's subsequent Nobel Peace Prize. Elicit from students some of the personal attributes Dr. King possessed.

Procedure

Part I

Explain to students that Martin Luther King, Jr.'s "I Have a Dream" speech is one of the most famous in American history. Then draw their attention to the part of his speech where King describes how he dreamed that children would be judged by their character rather than the color of their skin. Ask the students to reflect on what he meant by this and discuss its importance. Elicit the understanding that without the work of the Civil Rights movement, making a speech like this would not have been possible.

Part II

- Explain to the students that you would like them to research other great achievements by people of color. Organize the students into pairs and provide access to the Internet.
- Bring the class back together and ask them to share their findings by listing any achievements that they may have discovered.

Part III

Bring the students back to the question, asking them if they think that if Martin Luther King, Jr. were alive today he would feel that his dream had come true. Have the students talk to their partners about whether they personally think Dr. King's dream has come true. (Some students may mention the election of the first black American president. Others may say that inequality still exists, so King's dream hasn't come true.)

Optional Follow Up

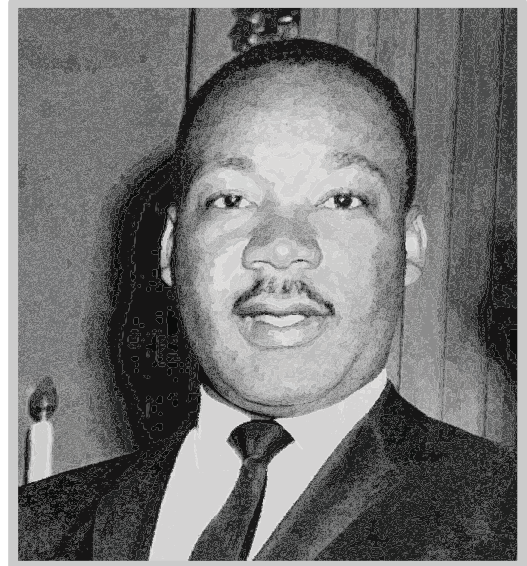
Have students work in pairs or groups to write a newspaper report about Dr. King's life or write an opinion or editorial about his "I Have a Dream" speech.



Martin Luther King, Jr.

Martin Luther King, Jr. was one of the most important figures in the fight for fair and equal treatment for all Americans. Who was he, where was he from, and how did he help?

- Martin Luther King, Jr. was born on January 15, 1929 in Atlanta, Georgia.
- As a child, he was a hardworking, bright student who later went to college and earned a degree.
- King married Coretta Scott in 1953. They had four children.
- King was a Baptist minister in Montgomery, Alabama.
- In 1955, Rosa Parks was arrested for sitting in the “whites only” area of a bus and refusing to give her seat up to a white man. King was upset about the way Mrs. Parks was treated.
- King encouraged black people to stop traveling on buses. This lasted over a year until there were no longer any “whites only” areas on buses.
- King became the leader of the American civil rights movement. He put together peaceful protests including marches and sit-ins at “whites only” food counters in cafes and restaurants.
- In 1963, he marched to Washington where he made his famous “I Have a Dream” speech, spelling out his dream of black and white men and women living and working side by side.
- In 1964, King was awarded the Nobel Peace Prize for the work he had done for civil rights.
- In 1968, Dr. Martin Luther King, Jr. was killed by James Earl Ray.

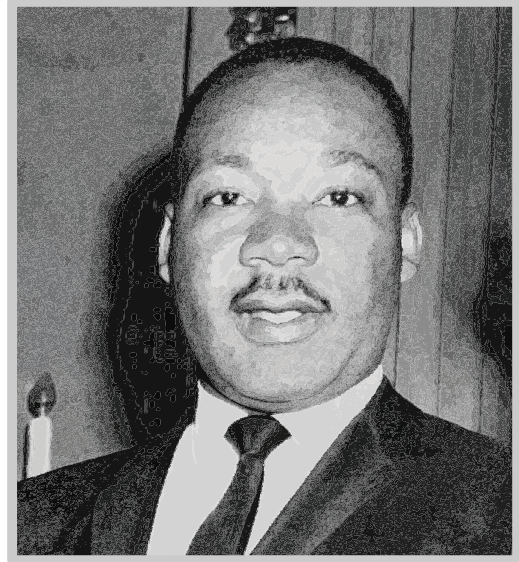




Martin Luther King, Jr.

Martin Luther King, Jr. was one of the most important figures in the civil rights movement in America in the 1950s and 1960s. Who was he, where was he from, and what influenced him?

- Martin Luther King, Jr. was born on January 15, 1929 in Atlanta, Georgia.
- As a child, he was a hardworking, bright student who later went to college and earned a degree.
- King married Coretta Scott in 1953. They had four children.
- After his marriage, King became a Baptist minister in Montgomery, Alabama.
- In 1955, a year after King joined the church in Montgomery, Rosa Parks was arrested for sitting in the “whites only” area of a bus and refusing to give her seat up to a white man.
- King led the protests against Parks’s arrest and encouraged black people to stop traveling on buses. The boycott lasted over a year until there were no longer any “whites only” areas on buses.
- King became the leader of the American civil rights movement and led many protests against the way black people were treated. He insisted that protests be nonviolent.
- He organized peaceful protests including marches and sit-ins at “whites only” food counters in cafes and restaurants.
- Even though he believed in nonviolence, he and his family were in danger. King himself was stabbed and his house was bombed.
- In 1960, King moved back to Atlanta where he continued with the civil rights movement.
- In 1963, he marched to Washington where he made his famous “I Have a Dream” speech, spelling out his dream of black and white men and women living and working side by side.
- In 1964, the Civil Rights Act banning discrimination in public places was passed. To recognize the part he played, King was awarded the Nobel Peace Prize.
- In 1968, Dr. Martin Luther King, Jr. was shot on the balcony of his motel room in Memphis by James Earl Ray. His killer was convicted and sentenced to 99 years in jail.





Name: _____ Class: _____

What Would You Say to Martin Luther King, Jr.?

I would thank him for

I would ask him

I would tell him





Name: _____ Class: _____

What Would You Say to Martin Luther King, Jr.?

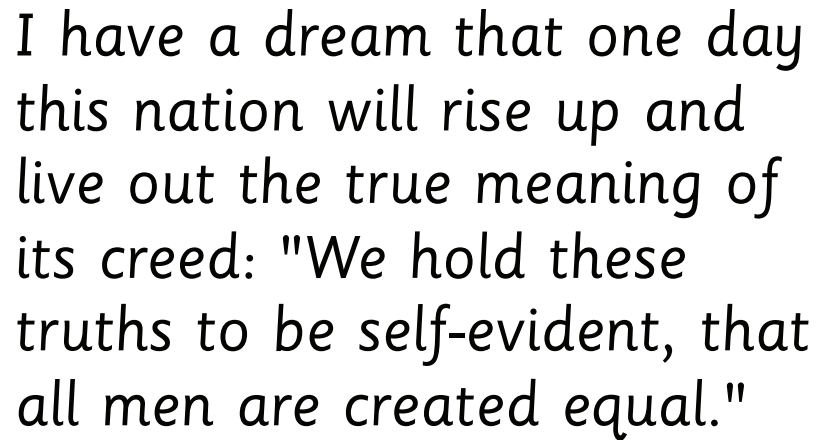
I would thank him for

Accept all reasonable responses

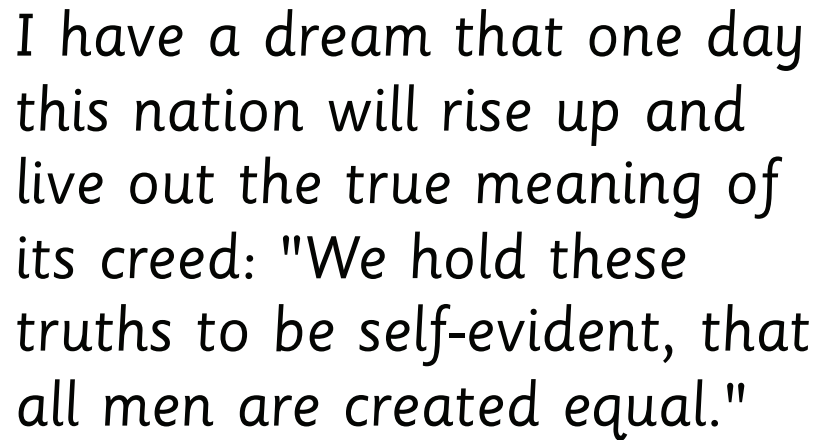
I would ask him

I would tell him



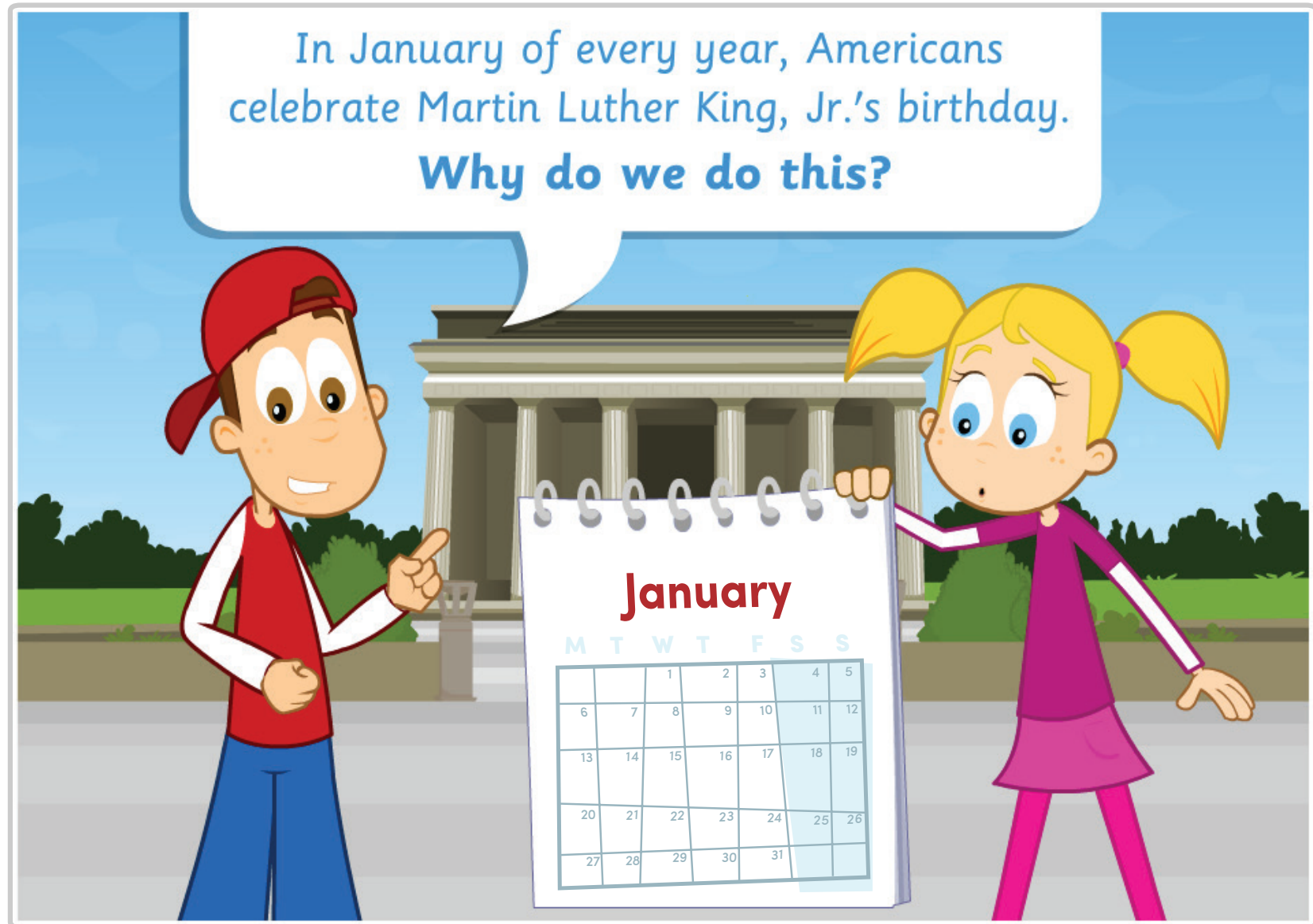


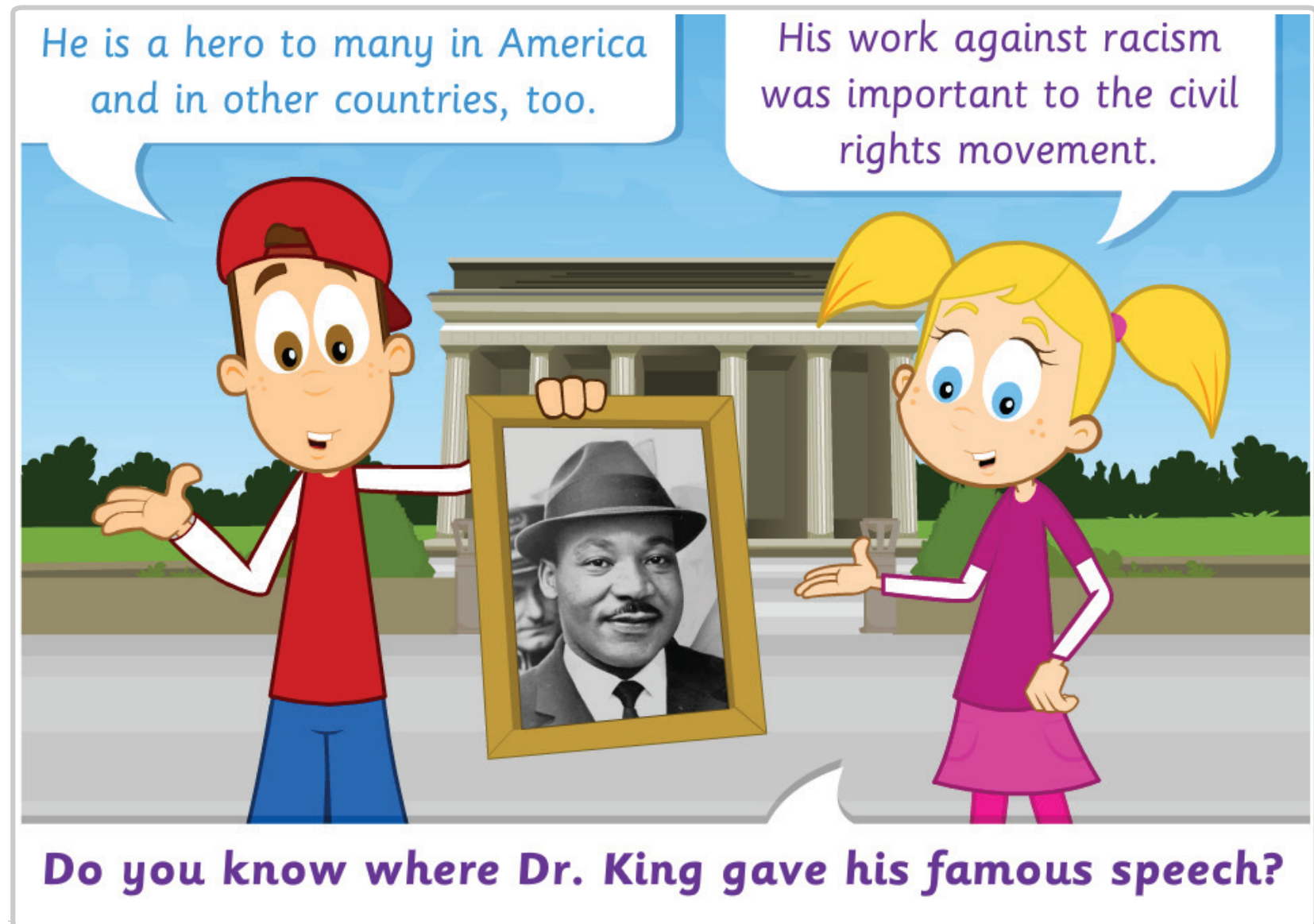
Write about a dream that you have for making our country a better place.



Write about a dream that you have for making our country a better place.

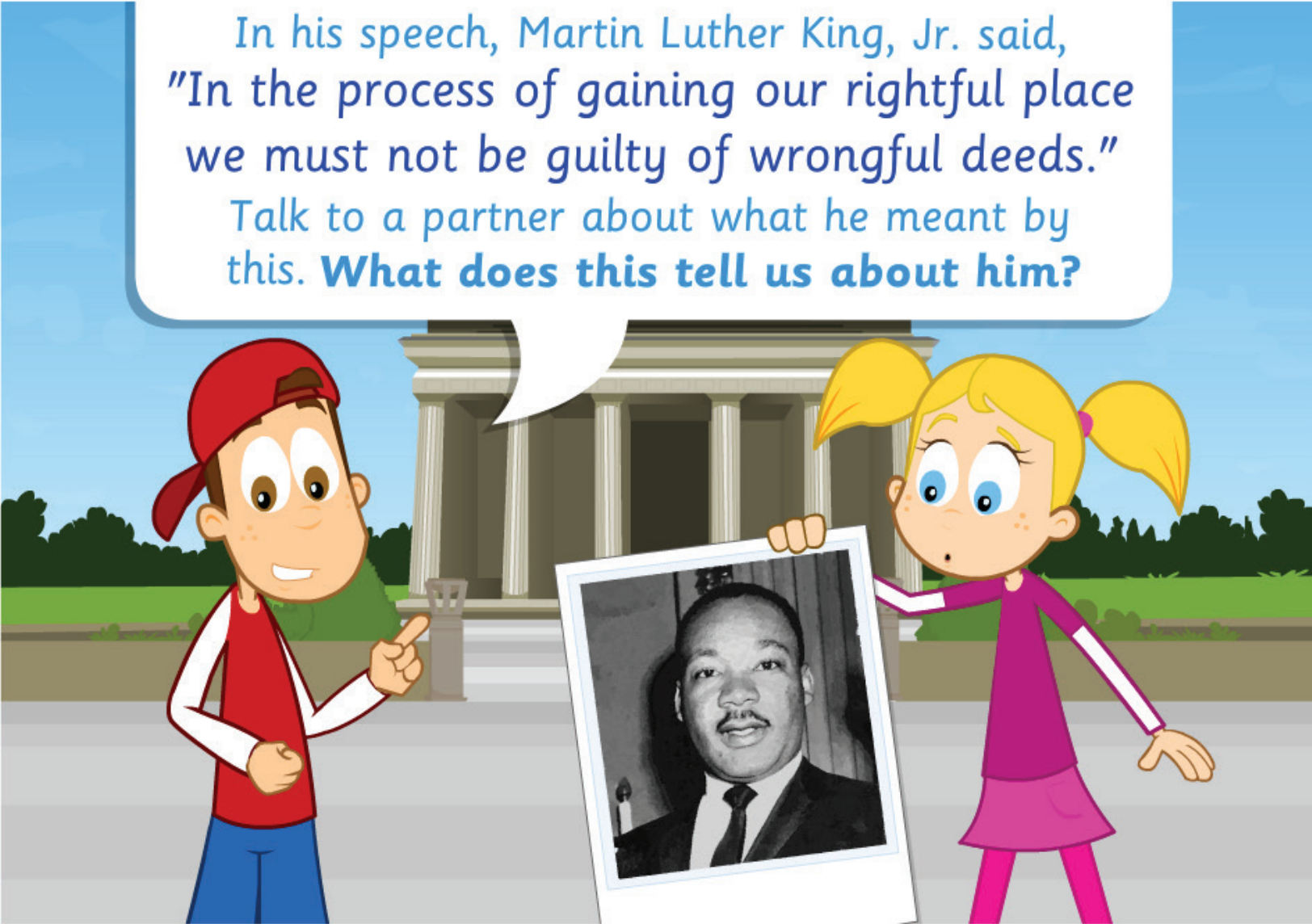
Accept all reasonable responses





Critical Thinking Question

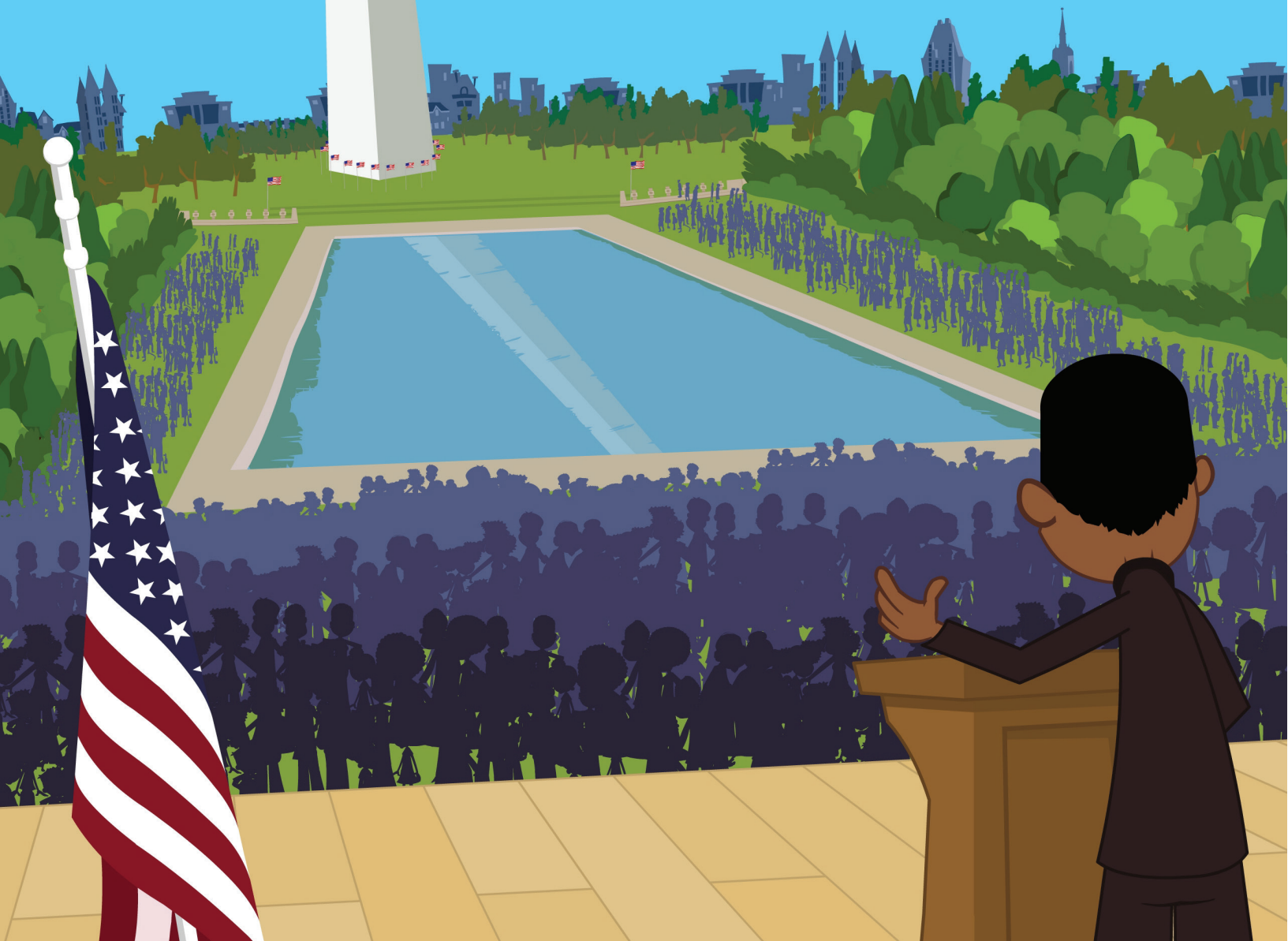
In his speech, Martin Luther King, Jr. said,
"In the process of gaining our rightful place
we must not be guilty of wrongful deeds."
Talk to a partner about what he meant by
this. **What does this tell us about him?**



The illustration shows two cartoon children, a boy and a girl, standing in front of a classical building with columns. The boy, on the left, is wearing a red cap and a red shirt, pointing towards a large speech bubble. The girl, on the right, is wearing a pink dress and holding a framed black and white portrait of Martin Luther King Jr. The speech bubble contains a critical thinking question about his speech. The background features a blue sky, green trees, and a grey path.



" I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character."





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