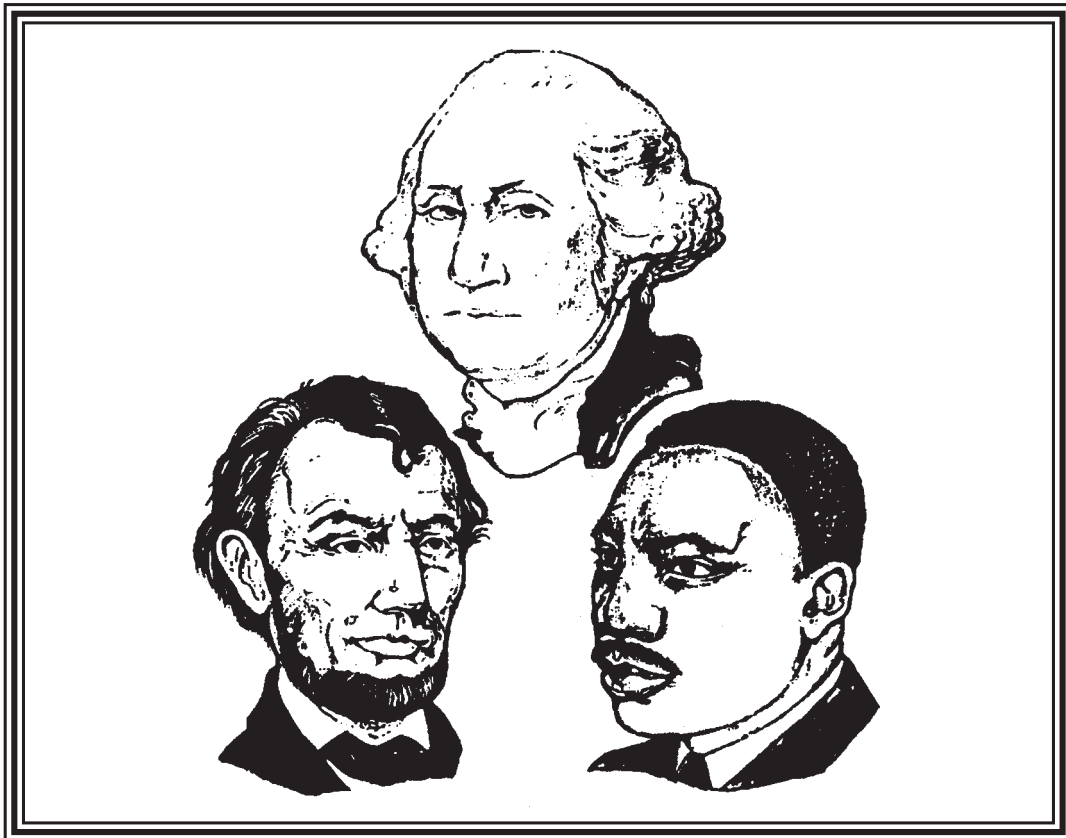


THEMATIC UNIT

Presidents' Day and Martin Luther King, Jr. Day

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My First Martin Luther King Book

by Dee Lillegard

In this book, the life story of Martin Luther King is presented in a unique poetry format. Each poem focuses on a different event in the life of Dr. King and is accompanied by a vivid illustration. The language employed by the author is simple and her messages are allowed to come through clearly. As the students read and learn about Martin Luther King's life, they will see that in many ways he was just like them. He was also an extraordinary man with a vision and a plan that lives on today.

The outline below is a suggested plan for using the various activities that are presented in this unit. You may adapt these ideas to fit your own classroom situation.

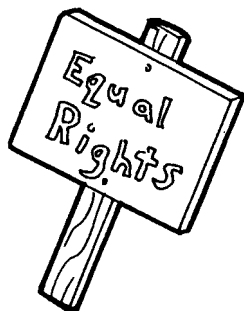
Sample Plan

Lesson I

- Background Information: Learn about Georgia (page 10)
- Brainstorm the meaning of prejudice (#2, top of page 7).
- Have students write what they know about Dr. King (#3, top of page 7).
- Read *My First Martin Luther King Book*.

Lesson II

- Begin Page by Page activities. Choose one or more of the activities to complete (page 11).
- Tell about your dream for peace. Draw a picture (see page 12).
- Write initial poems (see page 13).
- Learn more about the life and work of Martin Luther King, Jr. (see page 17).



Lesson III

- Continue Page by Page activities (page 11).
- Describe colors (page 13).
- Critical Thinking Character traits on page 15
- Art: Commemorative plate (page 17)

Lesson IV

- Continue Page by Page activities (page 11).
- Lists of favorite words (page 13)
- Skip-counting activity (page 16)
- Inferences. Identifying facts and non-facts (page 15)

Lesson V

- Role play story events (page 17).
- Read other books with the theme of prejudice (#4, page 8).
- Big Book Idea (#5, page 8)

Overview of Activities

SETTING THE STAGE

1. Learn the words and music of the Civil Rights song, “We Shall Overcome.” One source for the words and music is *If You Lived at the Time of Martin Luther King* by Ellen Levine (Scholastic, 1990). It can also be found, along with the text of the “I Have a Dream” speech, in the appendices of *Martin Luther King: The Peaceful Warrior* by Ed Clayton (Simon & Schuster, 1968). Listen to a recording of the song, if possible. Discuss the meaning of the lyrics.
2. With the students, brainstorm the meaning of prejudice. Talk about instances in which they have experienced prejudice because of age, race, or sex.
3. Tell students that they will be learning about Dr. Martin Luther King, Jr. Ask them what they know about this famous leader. Have them record their responses (see sample worksheet on page 9). Save the papers for later use. At the end of the unit, return the papers and let students write what they have learned.
4. Dr. King was born in Atlanta, Georgia. The area around his birthplace, church, and tomb is called The Martin Luther King, Jr. National Historic Site. Learn about Martin Luther King’s home state of Georgia. Have the students complete the activity sheet on page 10. You may want the children to write some more Georgia facts on the back of that page.
5. Begin reading aloud *My First Martin Luther King Book*. Some suggested ways to present the pages of his text are outlined at the bottom of Page by Page (page 11).



ENJOYING THE BOOK

1. Continue to use the suggested activities from page 11 as the different poems are read. Students may be paired or grouped to work together on some projects. You may want them to work individually on other activities.

Soul Food	Not Soul Food

2. Creative Writing. On page 13, there are five different activities from which to choose. Students can write poems, descriptive phrases, or new verses for “We Shall Overcome.” They may also write about their favorite words or construct a chart of soul foods and non-soul foods. Choose those projects best suited for the skill levels of your students.

3. Continue to learn about Martin Luther King. Have the students fill in the blanks and the word puzzle on page 14.

Overview of Activities *(cont.)*

ENJOYING THE BOOK *(cont.)*

4. Develop critical thinking skills. Two possible methods are outlined on page 15. In the first activity, students are asked to identify characteristics of Martin Luther King. Then they must cite evidence(s) of this characteristic through specific examples within the text. Students may be asked to complete a sentence frame (see below) for this activity.

Martin Luther King was _____
I know this because _____

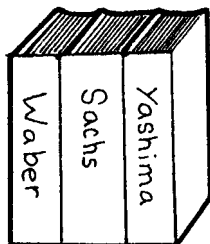
5. Help students learn to locate supporting material for factual statements. Note that there may be disagreements about what is inferred. It is the process which is most important, rather than having the right or wrong answer. (See page 15.)

EXTENDING THE BOOK

1. Sample some fresh peaches. Ask the produce person at the supermarket if they are Georgia peaches. Prepare peach pie or peach cobbler as a class project, or serve peaches with ice cream.



2. Learn about the peaceful protest of 1963 in which a quarter of a million people marched on Washington, D.C. to demand equal rights for blacks. Students can use their skip-counting skills to help figure out the name of this historic event. (See A Peaceful Protest, page 16.)
3. To Discuss and Do, the nine activities on page 17 are suggested follow-ups to your studies about Martin Luther King. You may want to read correlating stories to the class, stage a boycott, role play, or make a commemorative plate. Choose those activities that are best-suited to your teaching style and the skill level of the students.



4. Read other books about prejudice. Appropriate titles include *But Names Will Never Hurt Me* by Bernard Waber (Houghton Mifflin, 1976); *Crow Boy* by Taro Yashima (Viking Press, 1955); *Tico and the Golden Wings* by Leo Lionni (Peter Smith, 1993).

5. Big Book Idea. Trace around each student's body onto butcher paper. Direct the children to cut out the forms and draw their own portraits, clothes, and other features. Tell them to write their dreams for peace on the body. Join all the paper bodies by the hand and line the classroom walls with them.

Martin Luther King Facts

1. Write or draw some things you know about Martin Luther King, Jr.

2. Write or draw some things you have learned about Martin Luther King, Jr.

