

# Martin Luther King Jr. Activities & Lesson Plans

CELEBRATE THE MARTIN LUTHER KING, JR.

**DAY OF SERVICE**

**VOLUNTEER**



**"EVERYBODY CAN BE GREAT,  
because everybody can serve."**

— Dr. Martin Luther King, Jr.

**THINK ABOUT IT.** Dr. King knew what makes a great American.  
Doesn't matter if you're young or old. Doesn't matter where you live.  
Doesn't matter how busy you are.

All that matters is what you do for others.

**HONOR THE DREAM.  
BE GREAT.  
VOLUNTEER.**



**JANUARY 19, 2009**

Corporation for  
**NATIONAL &  
COMMUNITY  
SERVICE** ★★ ★

[www.mlkday.gov](http://www.mlkday.gov)

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## **A Brief Biography of Dr. Martin Luther King, Jr.**

Dr. Martin Luther King, Jr. was a vital figure of the modern era. His lectures and dialogues stirred the concern and sparked the conscience of a generation. The movements and marches he led brought significant changes in the fabric of American life through his courage and selfless devotion. This devotion gave direction to thirteen years of civil rights activities. His charismatic leadership inspired men and women, young and old, in this nation and around the world.

Dr. King's concept of "somebodiness," which symbolized the celebration of human worth and the conquest of subjugation, gave black and poor people hope and a sense of dignity. His philosophy of nonviolent direct action, and his strategies for rational and non-destructive social change, galvanized the conscience of this nation and reordered its priorities. His wisdom, his words, his actions, his commitment, and his dream for a new way of life are intertwined with the American experience.

### **Birth and Family**

Martin Luther King, Jr. was born at noon on Tuesday, January 15, 1929 at the family home, 501 Auburn Avenue, N.E., Atlanta, Georgia. Dr. Charles Johnson was the attending physician. Martin Luther King, Jr. was the first son and second child born to the Reverend Martin Luther King, Sr. and Alberta Williams King. Also born to the Kings were Christine, now Mrs. Isaac Farris, Sr., and the Reverend Alfred Daniel Williams King. The Reverend A.D. King is now deceased.

Martin Luther King, Jr.'s maternal grandparents were the Reverend Adam Daniel Williams, second pastor of Ebenezer Baptist Church, and Jenny Parks Williams. His paternal grandparents were James Albert and Delia King, sharecroppers on a farm in Stockbridge, Georgia.

He married Coretta Scott, the younger daughter of Obadiah and Bernice McMurry Scott of Marion, Alabama, on June 18, 1953. The marriage ceremony took place on the lawn of the Scott's home in Marion, Alabama. The Rev. King, Sr. performed the service, with Mrs. Edythe Bagley, the sister of Coretta Scott King as maid of honor, and the Rev. A.D. King, the brother of Martin Luther King, Jr., as best man.

Four children were born to Dr. and Mrs. King:

- Yolanda Denise (November 17, 1955, Montgomery, Alabama)
- Martin Luther III (October 23, 1957, Montgomery, Alabama)
- Dexter Scott (January 30, 1961, Atlanta, Georgia)
- Bernice Albertine (March 28, 1963, Atlanta, Georgia)

## **Education**

At the age of five, Martin Luther King, Jr. began school, before reaching the legal age of six, at the Yonge Street Elementary School in Atlanta. When his age was discovered, he was not permitted to continue in school and did not resume his education until he was six. Following Yonge School, he was enrolled in David T. Howard Elementary School. He also attended the Atlanta University Laboratory School and Booker T. Washington High School. Because of his high scores on the college entrance examinations in his junior year of high school, he advanced to Morehouse College without formal graduation from Booker T. Washington. Having skipped both the ninth and twelfth grades, Dr. King entered Morehouse at the age of fifteen.

In 1948, he graduated from Morehouse College with a B.A. degree in Sociology. That fall he enrolled in Crozer Theological Seminary in Chester, Pennsylvania. While attending Crozer, he also studied at the University of Pennsylvania. He was elected President of the Senior Class and delivered the valedictory address. He won the Peral Plafkner Award as the most outstanding student, and he received the J. Lewis Crozer Fellowship for graduate study at a university of his choice. He was awarded a Bachelor of Divinity degree from Crozer in 1951.

In September of 1951, Martin Luther King, Jr. began doctoral studies in Systematic Theology at Boston University. He also studied at Harvard University. His dissertation, "A Comparison of the Conceptions of God in the Thinking of Paul Tillich and Henry Nelson Wieman," was completed in 1955, and the Ph.D. degree was awarded on June 5, 1955.

## **Honorary Degrees**

Dr. King was awarded honorary degrees from various colleges and universities in the United States and several foreign countries. They include:

- Doctor of Humane Letters, Morehouse College
- Doctor of Laws, Howard University
- Doctor of Divinity, Chicago Theological Seminary
- Doctor of Laws, Morgan State University
- Doctor of Humanities, Central State University
- Doctor of Divinity, Boston University
- Doctor of Laws, Lincoln University
- Doctor of Laws, University of Bridgeport
- Doctor of Civil Laws, Bard College
- Doctor of Letters, Keuka College
- Doctor of Divinity, Wesleyan College
- Doctor of Laws, Jewish Theological Seminary
- Doctor of Laws, Yale University
- Doctor of Divinity, Springfield College
- Doctor of Laws, Hofstra University
- Doctor of Humane Letters, Oberlin College
- Doctor of Social Science, Amsterdam Free University

- Doctor of Divinity, St. Peter's College
- Doctor of Civil Law, University of New Castle, Upon Tyne
- Doctor of Laws, Grinnell College

## Career

Martin Luther King, Jr. entered the Christian ministry and was ordained in February 1948 at the age of nineteen at Ebenezer Baptist Church, Atlanta, Georgia. Following his ordination, he became Assistant Pastor of Ebenezer Baptist Church. Upon completion of his studies at Boston University, he accepted the call of Dexter Avenue Baptist Church in Montgomery, Alabama. He was the pastor of Dexter Avenue from September 1954 to November 1959, when he resigned to move to Atlanta to direct the activities of the Southern Christian Leadership Conference. From 1960 until his death in 1968, he was co-pastor with his father at Ebenezer Baptist Church.

Dr. King was a pivotal figure in the Civil Rights Movement. He was elected President of the Montgomery Improvement Association, the organization that was responsible for the successful Montgomery Bus Boycott from 1955 to 1956 (381 days). He was arrested thirty times for his participation in civil rights activities. He was a founder and president of the Southern Christian Leadership Conference from 1957 to 1968. He was also Vice President of the National Sunday School and Baptist Teaching Union Congress of the National Baptist Convention. He was a member of several national and local boards of directors and served on the boards of trustees of numerous institutions and agencies. Dr. King was elected to membership in several learned societies including the prestigious American Academy of Arts and Sciences.

## Awards

Dr. King received numerous awards for his leadership in the Civil Rights Movement. Among them were the following:

- Selected as one of the ten most outstanding personalities of the year by Time Magazine, 1957.
- Listed in Who's Who in America, 1957.
- The Spingarn Medal from the NAACP, 1957.
- The Russwurm Award from the National Newspaper Publishers, 1957.
- The Second Annual Achievement Award from The Guardian Association of the Police Department of New York, 1958.
- Selected as one of the sixteen world leaders who had contributed most to the advancement of freedom during 1959 by Ling Magazine of New Delhi, India.
- Named "Man of the Year," by Time Magazine, 1963.

- Named “American of the Decade,” by the Laundry, Dry Cleaning, and Die Workers, International Union, 1963.
- The John Dewey Award, from the United Federation of Teachers, 1964.
- The John F. Kennedy Award, from the Catholic Interracial Council of Chicago, 1964.
- The Nobel Peace Prize, at age 35, the youngest man, second American, and the third black man to be so honored, 1964.
- The Marcus Garvey Prize for Human Rights, presented by the Jamaican Government, posthumously, 1968.
- The Rosa L. Parks award, presented by The Southern Christian Leadership Conference, posthumously, 1968.
- The Aims Field-Wolf Award for his book, Stride Toward Freedom.

The above awards and others, along with numerous citations, are in the Archives of The Martin Luther King, Jr. Center for Nonviolent Social Change, Inc. in Atlanta, Georgia.

## **Publications**

Although extremely involved with his family, his church, the Southern Christian Leadership Conference, activities for peace and justice, his world travels, and his many speaking engagements, Dr. King wrote six books and numerous articles. His volumes include:

- Stride Toward Freedom, (New York: Harper & Row, 1958). The story of the Montgomery Bus Boycott.
- The Measure of a Man, (Philadelphia: Pilgrim Press, 1959). A selection of sermons.
- Why We Can't Wait, (New York: Harper & Row, 1963). The story of the Birmingham Campaign.
- Strength to Love, (New York: Harper & Row, 1963). A selection of sermons.
- Where Do We Go From Here: Chaos or Community? (New York: Harper & Row, 1967). Reflections on the problems of today's world, the nuclear arms race, etc.
- The Trumpet of Conscience, (New York: Harper & Row, 1968). The Massey Lectures. Sponsored by the Canadian Broadcasting Corporation. (Posthumously).

## **Death**

Dr. King was shot while standing on the balcony of the Lorraine Motel in Memphis, Tennessee on April 4, 1968. Dr. King was in Memphis to help lead sanitation workers in a protest against low wages and intolerable working conditions. James Earl Ray was arrested in London, England on June 8, 1968, and returned to Memphis, Tennessee on July 19, 1969 to stand trial for the assassination of Dr. King. On March 9, 1969, before coming to trial, he entered a guilty plea and was sentenced to ninety-nine years in the Tennessee State Penitentiary.

On December 8, 1999, a jury of twelve citizens of Memphis, Shelby County, TN concluded in *Coretta Scott King, Martin Luther King, III, Bernice King, Dexter Scott King and Yolanda King Vs. Loyd Jowers and Other Unknown Conspirators* that Loyd Jowers and governmental agencies including the City of Memphis, the State of Tennessee, and the federal government were party to the conspiracy to assassinate Dr. Martin Luther King, Jr.

Dr. King's funeral services were held on April 9, 1968 at Ebenezer Baptist Church and on the campus of Morehouse College, with the President of the United States proclaiming a day of mourning and flags being flown at half-staff. The area where Dr. King is entombed is located on Freedom Plaza and is surrounded by the Freedom Hall Complex of the Martin Luther King, Jr. Historic Site. The site is a 23-acre area was listed as a National Historic Landmark on May 5, 1977 and was made a National Historic Site on October 10, 1980 by the U.S. Department of the Interior.

(Source: <http://www.thekingcenter.org/mlk/bio.html>)



# MLK DAY 2009

January 17, 2009



*"Life's persistent and most urgent question is 'What are you doing for others?'" -Dr. Martin Luther King, Jr.*

On **January 17, 2009** **volunteers** will have the opportunity to celebrate the ideals of Dr. King by doing something worthwhile for senior citizens living in a public housing project in Liberty City. By painting the homes of these senior citizens and landscaping the common area of a public housing project in Liberty City, volunteers will make the area a more attractive place to live. The minimum age is 10, when accompanied by an adult. Starbucks coffee will provide a complimentary light breakfast.

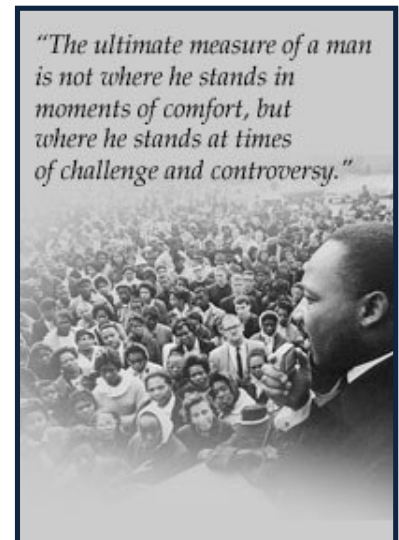
Since this project is considered a Special Event, you can register directly on website by clicking the MLK Day banner. Groups should use the "create a team" option. You also can register by contacting Bobbi Wald at [Bobbi@HandsOnMiami.org](mailto:Bobbi@HandsOnMiami.org) or Jonna Gandelman at [Jonna@HandsOnMiami.org](mailto:Jonna@HandsOnMiami.org).

# WASHINGTON, D.C. MARTIN LUTHER KING, JR. NATIONAL MEMORIAL

Build The

Directions: Answer the following questions utilizing the attached MLK National Memorial fact sheet

1. Name the city and location of the building site for the Martin Luther King, Jr. National Memorial?
2. What is the historical significance of the site location that has been chosen to build the Martin Luther King, Jr. Memorial?
3. What famous speech did Martin Luther King Jr. deliver from this historic site?
4. The approved site creates a visual "line of leadership" from which memorials?
5. In December 1999, an international design competition to create the memorial attracted more than 1,900 registrants from 52 countries, what architect group submitted the winning design?
6. To date, 100 million has been donated, what is the total cost to build the Martin Luther king Jr. Memorial?
7. What president signed a joint Congressional Resolution authorizing the building of the Martin Luther King, Jr. King Memorial?
8. Explain in your own words, how the building of the Martin Luther King, Jr. National Memorial preserve the memory and spiritual presence of Dr. King?



# WASHINGTON, D.C. MARTIN LUTHER KING, JR. NATIONAL MEMORIAL

## **FACT SHEET**

### **HISTORY**

On September 28, 1996 the U.S. House of Representatives passed Joint Resolution 70 authorizing Alpha Phi Alpha Fraternity, Inc. to establish a memorial in Washington, DC to honor Dr. Martin Luther King, Jr. The Senate followed by passing Joint Resolution 426 on October 3, 1996, and on July 16, 1998, President Clinton signed a Joint Congressional Resolution authorizing the building of a memorial.

### **LOCATION**

Situated on a four-acre site along the Tidal Basin, the Washington, DC Martin Luther King, Jr. National Memorial will be adjacent to the Franklin D. Roosevelt Memorial and on a direct line between the Lincoln and Jefferson Memorials.

### **DESIGN**

In December 1999, the Foundation formed a panel of international architects and designers to develop and coordinate the program of requirements for the Memorial. The design competition attracted more than 1,900 registrants from 52 countries. More than 900 submissions were received from architects, landscape architects, students, sculptors, and professors. In September 2000, the winning design of the ROMA Group of San Francisco was selected. The partnership of Devroux & Purnell/ROMA Design Group Joint Venture was named Architect of Record in February, 2004.

### **VISION**

The Memorial will evoke the memory and spiritual presence of Dr. King. It will honor not only a great man, but the values that empowered his leadership, including courage and truth, unconditional love and forgiveness, justice and equality, reconciliation and peace.

### **COST**

The groundbreaking is contingent upon the Foundation's "Build the Dream" campaign raising the estimated \$120 million required to build the Memorial.

### **FOUNDATION LEADERSHIP**

The Foundation is chaired by Global Group Vice President, General Motors Corporation Gary Cowger; former U.N. Ambassador Andrew Young, and in memory of Coretta Scott King. The Executive Leadership Cabinet (ELC) is comprised of the following members: David Bell, Operating Advisor, Pegasus Capital Advisors; Philippe P. Dauman, President and CEO, VIACOM; Suzanne de Passe, Chair and CEO, de Passe Entertainment; George Foreman, CEO, Foreman, Inc.; Dr. Robert M. Franklin,

President, Morehouse College; Earl G. Graves, Chairman and CEO, Black Enterprise Magazine; William H. Gray, III, Chairman, The Amani Group; H. Edward Hanway, Chairman and CEO, CIGNA Corporation; The Honorable Alexis M. Herman, 23rd U.S. Secretary of Labor & Chair and CEO, New Ventures, Inc.; Thomas J. Hilfiger, Principal Designer, Tommy Hilfiger USA; Joel Horowitz, Co-Founder, Tommy Hilfiger Corporation; Chad A. Jester, President, Nationwide Foundation; Sheila C. Johnson-Newman, CEO, Salamander Hospitality, LLC.; Vernon Jordan, Esq., Senior Managing Director, Lazard Freres & Company, LLC; The Honorable Jack Kemp, Founder and Chairman, Kemp Partners; Victor B. MacFarlane, Managing Principal, MacFarlane Partners; J.W. Marriott, Jr., Chairman and CEO, Marriott International, Inc.; Emilio Pardo, Chief Brand Officer, AARP; Dr. William F. Pickard, Chairman and CEO, Vitec, LLC; General Colin L. Powell, USA (Retired); Franklin D. Raines, Director, Revolution Health Group; Henry Schleiff, President and CEO, The Hallmark Channel; Ivan G. Seidenberg, Chairman and CEO, VERIZON Communications; Russell Simmons, Chairman and CEO, Rush Communications; Daniel Snyder, Owner, NFL Washington, Redskins; David Stern, Commissioner, National Basketball Association; Dale A. Stinton, Executive Vice President and CEO, National Association of Realtors; in memory of Jack Valenti, Former Chairman and CEO, Motion Picture Association; J.C. Watts, Jr., President and CEO, J.C. Watts Companies; and Dr. Robert L. Wright, Chairman, Flight Explorer.

### **BOARD OF DIRECTORS**

Roderick Gillum is the Chairman of the Board and Darryl R. Matthews, Sr. is the Vice Chairman. Board members include: David Drummond, Vice President, Corporate Development & General Counsel, Google, Inc.; Arthur Fleming, First Vice President and Director, Community Investment Services Federal Home Loan Bank Atlanta; Steven R. Gursky, Partner, Dreier LLP; Mari Snyder, Communications Director, Community Relations & Corporate Projects, Marriott International, Inc.; Willard C. Hall, Jr., Executive Director, Alpha Phi Alpha Fraternity, Inc.; Frank Jenkins, CEO, Jenkins & Associates, Inc.; Honorable Jack Kemp, Founder & Chairman, Kemp Partners; Honorable Patrick J. Kennedy, U.S. Congressman; Tyrone Means, Attorney at Law, Thomas, Means, Gillis, Devlin, Robinson & Seay, P.C.; Reverend Joe Ratliff, Pastor, Brentwood Baptist Church; George N. Reaves, Treasurer, Alpha Phi Alpha Fraternity, Inc.; Frank Russell, Jr., Retired Executive, AXA; Caryl M. Stern, Chief Operating Officer, US Fund for UNICEF; Guy Vickers, President, Tommy Hilfiger Corporate Foundation.; Robert Wingo, President & CEO, Sanders/Wingo Advertising and Chris C. Womack, Senior Vice President, Southern Company Generation.

### **PRESIDENTS' COUNCIL**

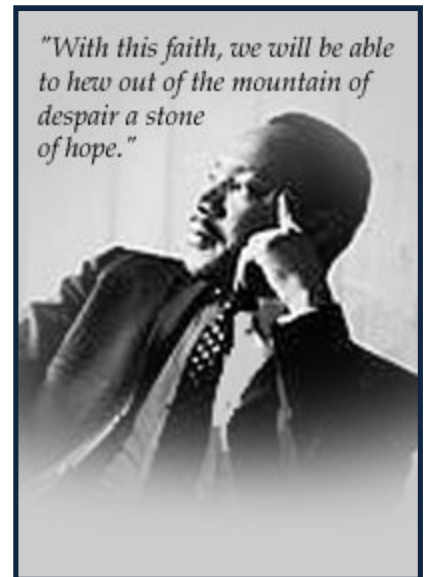
President George H. W. Bush; President Jimmy Carter; President Bill Clinton; Nancy Reagan (representing President Ronald Reagan); and in memory of Lady Bird Johnson (representing President Lyndon B. Johnson).

### **CONGRESSIONAL COMMITTEE**

The Congressional Committee, which is still in formation, currently consists of 250 Members of Congress. To review the list, visit [www.buildthedream.org](http://www.buildthedream.org)

## DREAM TEAM

Laila Ali, Muhammad Ali, Dr. Maya Angelou, Clarence Avant, Angela Bassett, Richard Brooks, Chris Brown, Roger Aaron Brown, Tommy Davidson, Suzzanne Douglas, Kenny "Babyface" Edmonds, Tracey Edmonds, Laurence Fishburne, Antwone Fisher, Harrison Ford, George Foreman, Vivica A. Fox, Morgan Freeman, Whoopi Goldberg, Dennis Haysbert, Dule Hill, Dustin Hoffman, Ernie Hudson, Samuel L. Jackson, Anne Marie Johnson, Patti La Belle, Walt "Baby" Love-Shaw, Peter Max, Holly Robinson Peete and Rodney Peete, Joseph C. Phillips, Paul Pierce, James Reynolds, Lionel Ritchie, Al Roker, Victoria Rowell, Deborah and Carlos Santana, Oz Scott, Martin Sheen, Elisabeth Shue, Andrew Shue, Tavis Smiley, Jerry Stackhouse, Sean Patrick Thomas, Lorraine Touissant, Dr. Debbie Turner, Dionne Warwick, Chris Webber and Brad Whitford.

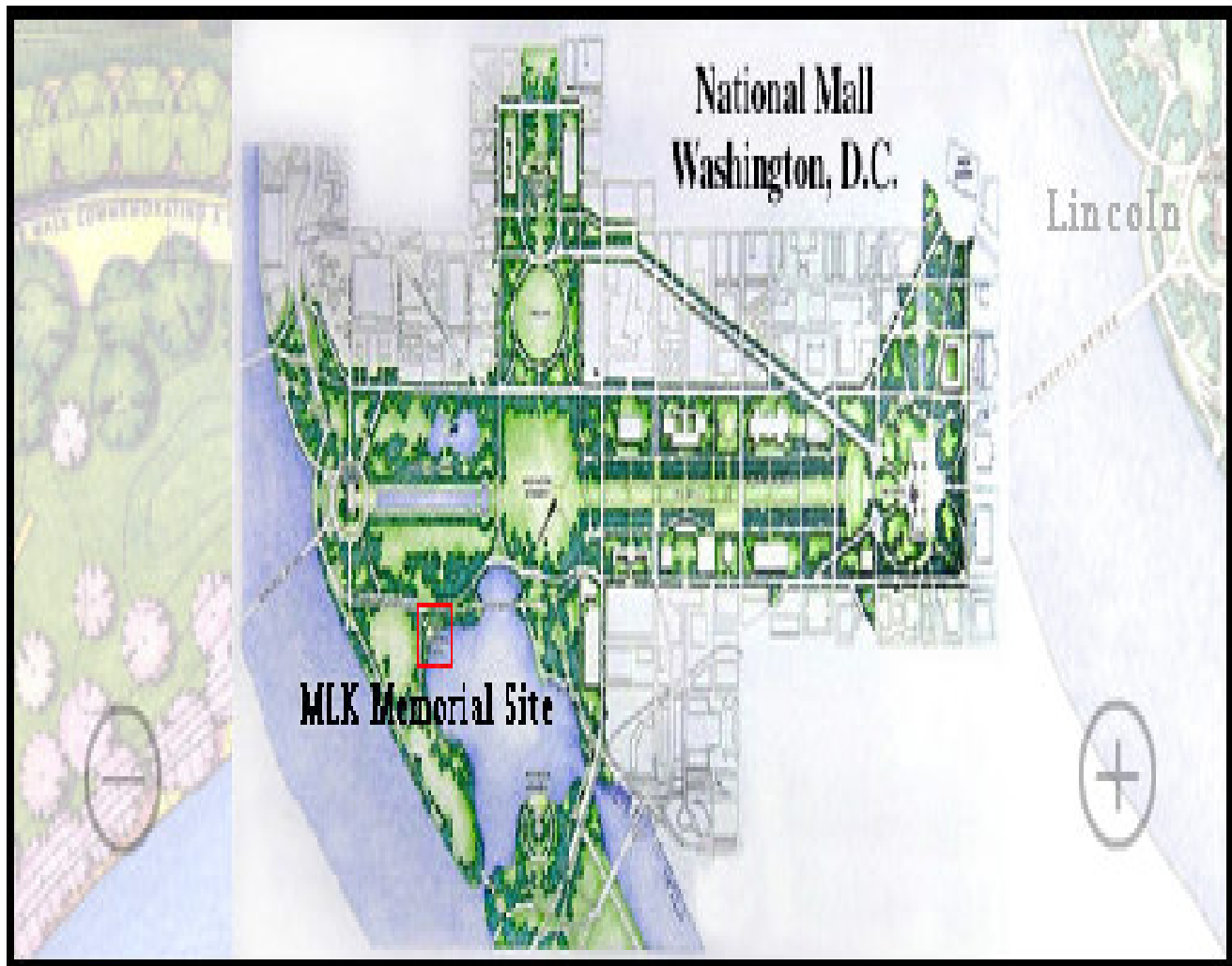


### Source:

[http://www.mlkmemorial.org/site/c.hkIUL9MVJxE/b.1777009/k.1B32/Fact\\_Sheet.htm](http://www.mlkmemorial.org/site/c.hkIUL9MVJxE/b.1777009/k.1B32/Fact_Sheet.htm)

# About the Memorial

Dr. King's Memorial site is a four-acre plot on the north east corner of the Tidal Basin within the precinct of the Jefferson Memorial and north of the memorial to President Roosevelt.



Winning Memorial Design.

The approved site creates a visual "line of leadership" from the Lincoln Memorial, where Martin Luther King Jr. gave his famous "I Have a Dream" speech, to the Jefferson Memorial.

**Martin Luther King, Jr.  
ELEMENTARY  
LESSON PLANS & ACTIVITIES**

# Martin Luther King Jr. Lesson Plans

## “Martin Luther King Jr. and Me” Journal



**Grade Level(s):** Elementary

**CBC Connection:** I.2 **Literature:** Nonfiction

**II.2.3 Historical Awareness:** Recognize themselves as unique individuals who are part of a family, city, state, country, and the world.

**Objective:** Students will participate in read-aloud and inquiry-based research activities. Students will compare and contrast their lives to the early life of Martin Luther King, Jr., by completing a personal journal (using pictures and words as developmentally appropriate).

### **Materials:**

- Journal Handout “Martin Luther King, Jr. and Me (provided)
- KWL chart (provided)
- Book about Martin Luther King, Jr. (e.g. My Brother Martin: A Sister Remembers)
- Paper
- Pencils
- Crayons

**Duration:** 1-3 days

### **Lesson:**

- Use the January classroom calendar to introduce the upcoming Martin Luther King, Jr. Day. Begin a countdown of days till the holiday.
- Encourage the students to share what they know about Dr. King, recording this information on the KWL chart (provided).
- Introduce a book about Dr. King. An excellent choice is My Brother Martin: A Sister Remembers.
- Take a picture walk through the book. Encourage the students to predict what they think is happening in the story and what the text will say as you explore the illustrations.
- Read the book together as a read aloud.
- Reread the book and stop frequently to discuss the events depicted in the book. Encourage students to share the connections they are forming between King’s



life as a child and their own lives. You may choose to revisit the book several times over the course of the week.

- Add information to the KWL chart based on your exploration of the book.
- Using an LCD projector or working in small groups around a computer, use the [Martin Luther King, Jr. Birth Home Virtual Tour](http://www.nps.gov/malu/BirthHomeTour/) at <http://www.nps.gov/malu/BirthHomeTour/> to walk students through King's first home virtually. Invite students to compare what they see in King's home to their own house (as well as the homes of family members they have visited).
- Add information to the KWL chart based on your interactive exploration of King's birth home.
- Distribute the [Martin Luther King, Jr. and Me Journal Template](#), and help students begin their journals. Encourage them to use detailed pictures and words to communicate their thoughts and ideas, helping or acting as scribe when necessary. Students will work on their journals each day and complete the journal during the week, 1-3 days.

Source: [http://www.readwritethink.org/lessons/lesson\\_view.asp?id=257](http://www.readwritethink.org/lessons/lesson_view.asp?id=257)

# Martin Luther King, Jr.

**K**

What I KNOW

**W**

What I WANT to know

**L**

What I KNOW

# Martin Luther King, Jr. and Me



(Place your photo here)

A Journal of Pictures and Words

by

---

# Who We Are

Name: Martin Luther King, Jr.

Born: January 15, 1929 in Atlanta, Georgia

Parents: Rev. Martin Luther King, Sr. Alberta Williams  
Alberta Williams King

Sister: Christine King

Brother: Alfred Daniel King and called A.D.

\*\*\*\*\*

Name: \_\_\_\_\_

Born \_\_\_\_\_ in \_\_\_\_\_

Parents: \_\_\_\_\_

Sisters: \_\_\_\_\_

Brothers: \_\_\_\_\_

# Our Families

Martin Luther King, Jr. (called M. L.) was born on January 15, 1929 in Atlanta, Georgia. His parents were the Rev. Martin Luther King Sr. and Alberta Williams King. He had one sister named Christine and one brother named Alfred Daniel (called A.D.). His father was a minister and his mother was a musician.

Here is my family

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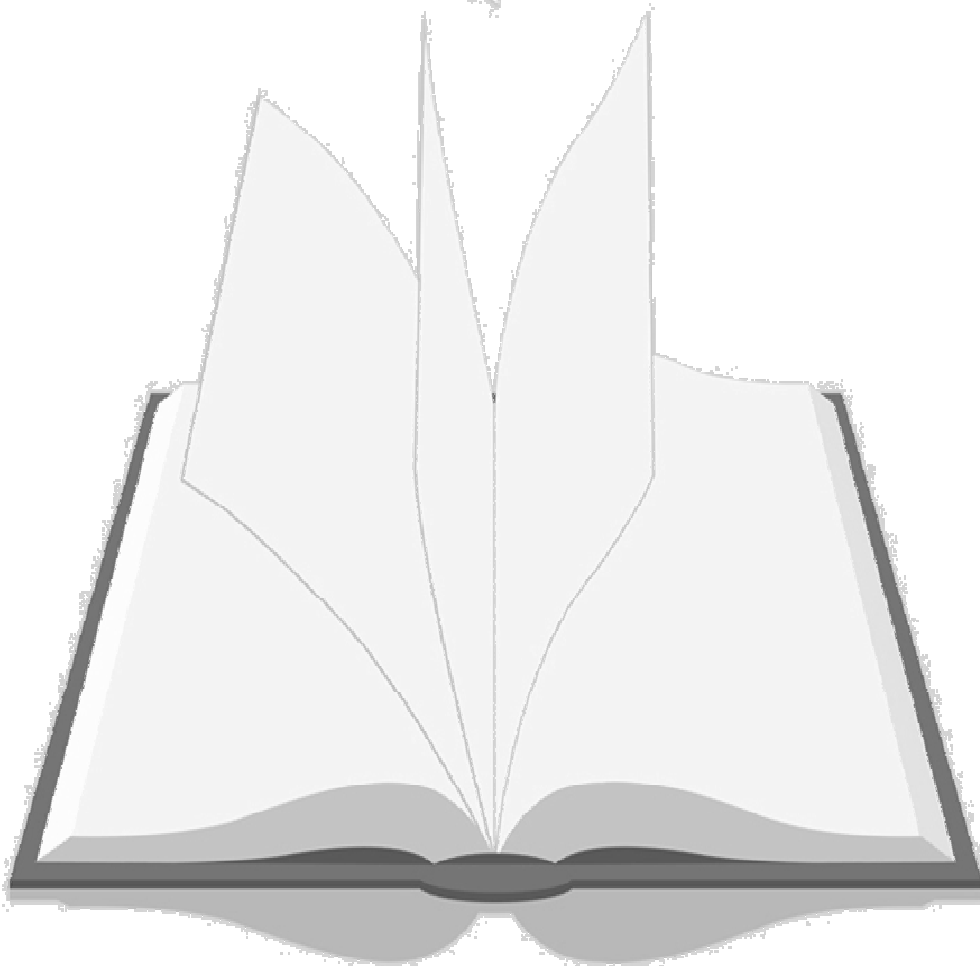
# Books and Stories

Martin Luther King, Jr. loved to have his Aunt Ida and his grandmother read books to him about adventures and "wonderful places in the world" and to tell him stories about when they were children.

I like books and stories too! These are my favorites:

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# What We're Good At Doing

Martin Luther King, Jr. loved singing, music, reading, learning new things, and sharing his ideas with others. He was good at those things.

I'm good at \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Hurt Feeling and Sadness

Martin Luther King, Jr. and A.D. were hurt when their white friends couldn't play with them anymore. At that time in the United States, there were places where black children and white children couldn't go to school together and were not even allowed to play together or be friends. That made Martin very sad.

I was sad when \_\_\_\_\_

\_\_\_\_\_





# Birthdays

Martin Luther King, Jr. has been honored as a great American hero. He worked to change laws that were unfair. He won the Nobel Peace Prize. His birthday is now a national holiday and people all over the United States celebrate his birthday to honor him.

Here is how I like to celebrate my birthday.

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# Martin Luther King, Jr.'s Dream



Martin Luther King, Jr. had "a dream that one day...little black boys and little black girls will be able to join hands with little white boys and little white girls as sisters and brothers." (Martin Luther King, Jr., August 28, 1963)

Dr. King spent his life preaching, giving speeches, leading marches, and helping change laws so that all people would be treated fairly.

I can help Dr. King's dream come true!

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# My Dream for Our World



I have a dream too!

---

---



## Create a MLK Picture time Line

Name \_\_\_\_\_

Date \_\_\_\_\_

Draw Picture  
Here

Describe your picture

Draw Picture  
Here

Describe your picture

Draw Picture  
Here

Describe your picture



January 15, 1929

Martin Luther King Jr, is born



September, 1935

Martin Luther King begins  
school at the all-black Yonge  
Street Elementary School in  
Atlanta, GA.



**June 1944**

Martin Luther King enters  
Morehouse College in Atlanta, GA.



February, 1948

Martin Luther King is *ordained* as a Baptist minister. After graduating from Morehouse College in June, he enters the Crozer Theological Seminary in Chester, Pennsylvania.



June 18, 1953

Martin Luther King and  
Coretta Scott  
are married.



October, 1954

Martin Luther King becomes pastor of the Dexter Avenue Church in Montgomery, Alabama





June 1955

Martin Luther King receives his  
Ph.D. in theology from  
Boston University.



November 17, 1955

Yolanda Denise King,  
the King's first child, is born.



December 1, 1955

Mrs. Rosa Parks refuses to give up  
her bus seat to a white man in  
Montgomery, Alabama



December 5, 1955

Martin Luther King is elected president of the Montgomery Improvement Association and lead a yearlong boycott of the Montgomery busses.



January 26, 1956

Martin Luther King is arrested for the first time, for a traffic violation.



January, 1957

The Southern Christian Leadership Conference is founded. Dr. King is chosen president.





February, 1959

Dr. King and his wife, Coretta Scott King, visit India. They study Mahatma Gandhi's methods of nonviolent protest.



January, 1960

The King family moves to Atlanta, where Martin Luther King becomes co-pastor of the Ebenezer Baptist Church with his father, Martin Luther King, Sr.



February, 1960

Students in Greensboro, North Carolina, stage the first "sit-ins" at "whites-only" lunch counters.



February, 1960

Students in Greensboro, North Carolina, stage the first "sit-ins" at "whites-only" lunch counters.



January 30, 1961

Dexter Scott King is born.



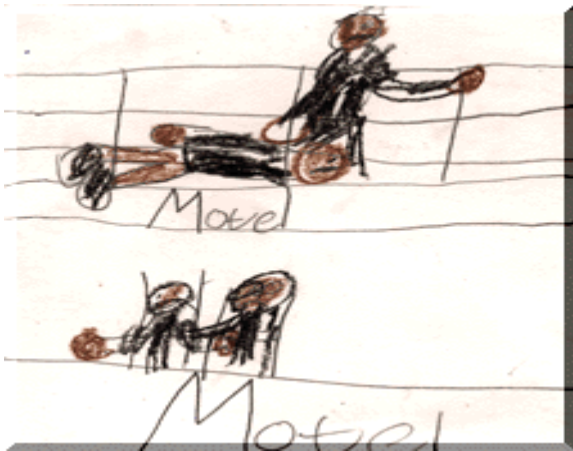
December, 1964

Martin Luther King receives the Nobel Peace Prize.



March, 1965

Martin Luther King and the SCLC begin a voter registration campaign in Alabama. Civil rights protesters attempting to march from Selma, Alabama, to Montgomery, Alabama, are beaten by state patrolmen.



April 4, 1968

Martin Luther King is shot and killed at the Lorraine Motel in Memphis.

But the dream leaves on...

Source: [http://www.readwritethink.org/lessons/lesson\\_view.asp?id=257](http://www.readwritethink.org/lessons/lesson_view.asp?id=257)

# Martin Luther King Jr. Quiz

Directions: Complete the attached quiz with the following information.

1929	Born on January 15, in Atlanta, Georgia	
1948	Graduates from Morehouse College	
1953	Marries Coretta Scott	
1955	Earns a doctoral degree	
1956	Dr. King's house is bombed	
1958	Dr. King publishes his first book, <i>Stride Toward Freedom</i>	
1963	Dr. King gives his "I Have a Dream" speech at the Lincoln Memorial in Washington, D.C.	
1964	Dr. King is awarded the Nobel Peace Prize	
1968	Dr. King is assassinated in Memphis, Tennessee	
1986	Martin Luther King Jr. Day is declared a national holiday in the U.S.	

<p>Directions:</p> <p>Answer the yes or no questions about Martin Luther King, Jr.</p> <p>Color in the correct circle.</p>	YES	NO
1. Martin Luther King, Jr., was born in 1929.	<input type="radio"/>	<input type="radio"/>
2. King was born in Mississippi.	<input type="radio"/>	<input type="radio"/>
3. King was married in 1942.	<input type="radio"/>	<input type="radio"/>
4. Dr. King published his first book in 1958.	<input type="radio"/>	<input type="radio"/>
5. Dr. King gave his "I Have a Dream" speech in Washington, D.C.	<input type="radio"/>	<input type="radio"/>
6. Dr. King won the Nobel Prize in 1965.	<input type="radio"/>	<input type="radio"/>
7. Martin Luther King Jr. Day was declared a national holiday in 1966.	<input type="radio"/>	<input type="radio"/>





**Directions: Circle the correct answer**



**8. Where did Martin Luther King, Jr. deliver his "I Have a Dream" speech?**

- a. At Ebenezer Baptist Church
- b. In front of the Atlanta City Hall
- c. At the Lincoln Memorial
- d. At the Nobel Prize ceremony

**9. What year was the Martin Luther King, Jr. national holiday first observed?**

- a. 1969
- b. 1973
- c. 1980
- d. 1986

# Martin Luther King Jr. Chart Activity

**Directions: complete the attached chart using Martin Luther Kings Jr.'s childhood information**

## **Martin Luther King Jr.'s Childhood**

[Martin Luther King, Jr.](#), was born on January 15, 1929, in Atlanta, Georgia. Both his father and grandfather were ministers. His mother was a schoolteacher who taught him how to read before he went to school. Martin had a brother, Alfred, and a sister, Christine.

Young Martin was an excellent student in school; he skipped grades in both elementary school and high school. He enjoyed reading books, singing, riding a bicycle, and playing football and baseball. Martin entered Morehouse College in Atlanta, Georgia, when he was only 15 years old.

Martin experienced racism early in life. He decided to do something to make the world a better and fairer place.

# Martin Luther King Jr. Chart



	Martin Luther King, Jr.	Me
Date of Birth		
Place of Birth		
Brothers and Sisters		
Activities Enjoyed		
Father's Occupation		
Mother's Occupation		
Goal in Life		



# Martin Luther King Jr. Fill-in

Name \_\_\_\_\_

Date \_\_\_\_\_

Directions:

Fill in the blanks using the word bank.



Word Bank:

Atlanta father read boycott college Nobel civil rights  
assassinated January Ministers student Alabama Tennessee  
born African-Americans

Martin Luther King, Jr., was a great man who worked for racial equality and \_\_\_\_\_ in the USA. He was \_\_\_\_\_ on January 15, 1929, in \_\_\_\_\_, Georgia. Both his \_\_\_\_\_ and grandfather were \_\_\_\_\_. His mother was a schoolteacher who taught him how to \_\_\_\_\_ before he went to school. Young Martin was an excellent \_\_\_\_\_ in school.

After graduating from \_\_\_\_\_ and getting married, Dr. King became a minister and moved to \_\_\_\_\_.

During the 1950's, Dr. King became active in the movement for civil rights. He participated in the Montgomery, Alabama, bus \_\_\_\_\_ and many other peaceful demonstrations that protested the unfair treatment of \_\_\_\_\_.

He won the \_\_\_\_\_ Peace Prize in 1964.

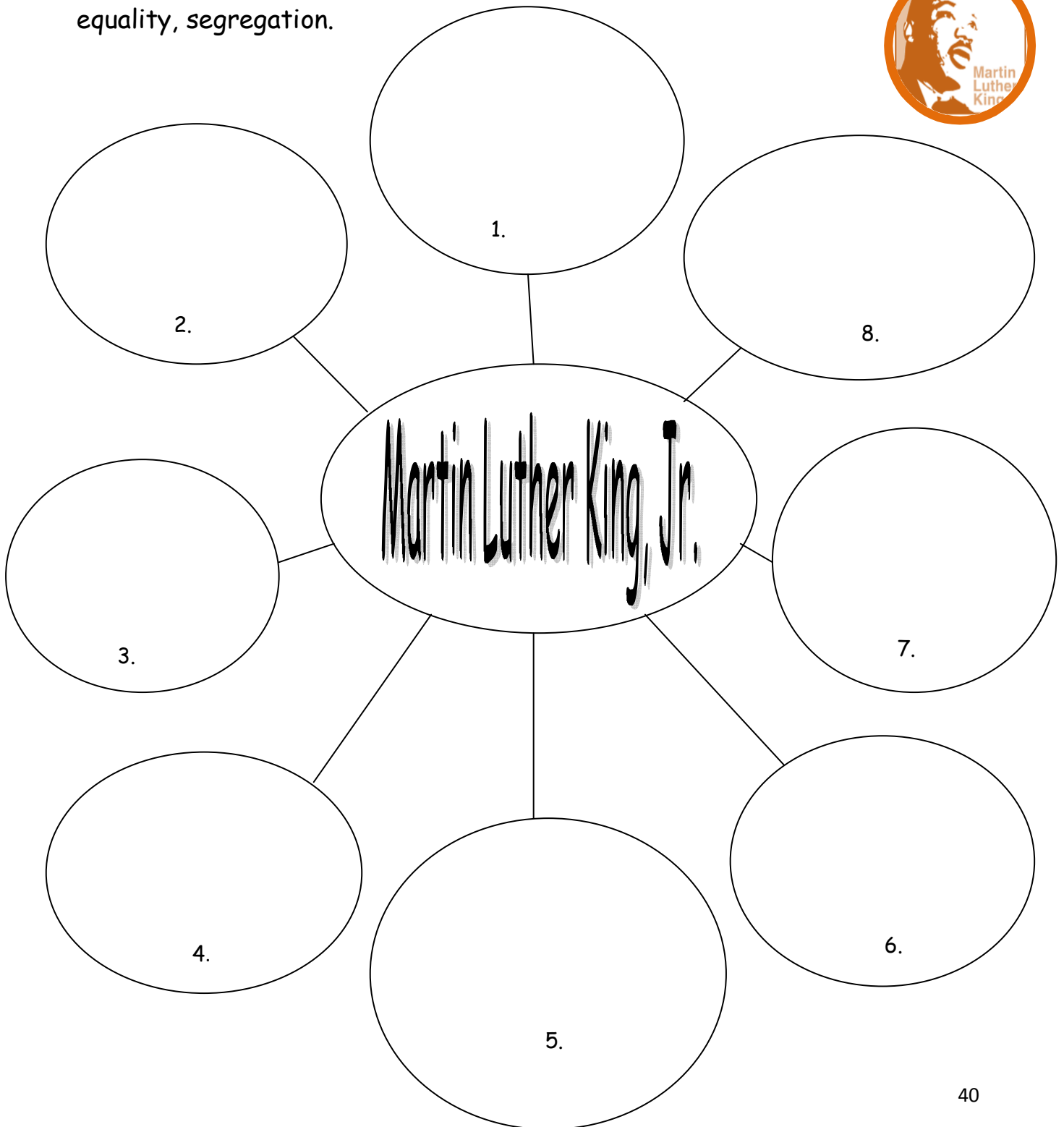
Dr. King was \_\_\_\_\_ on April 4, 1968, in Memphis, \_\_\_\_\_.

Commemorating the life of a tremendously important leader, we celebrate Martin Luther King Day each year in \_\_\_\_\_, the month of his birth.

Source: <http://www.enchantedlearning.com/history/us/MLK/timeline.shtml>

# Describe Martin Luther King, Jr.

Find and write eight words/phrases related to the life of Martin Luther King, Jr. Then use each of the words in a sentence. Sample words/phrases: leader, father, boycott, minister, civil rights, dream, equality, segregation.



# **Martin Luther King Jr. Secondary Lesson Plans/ Activites**

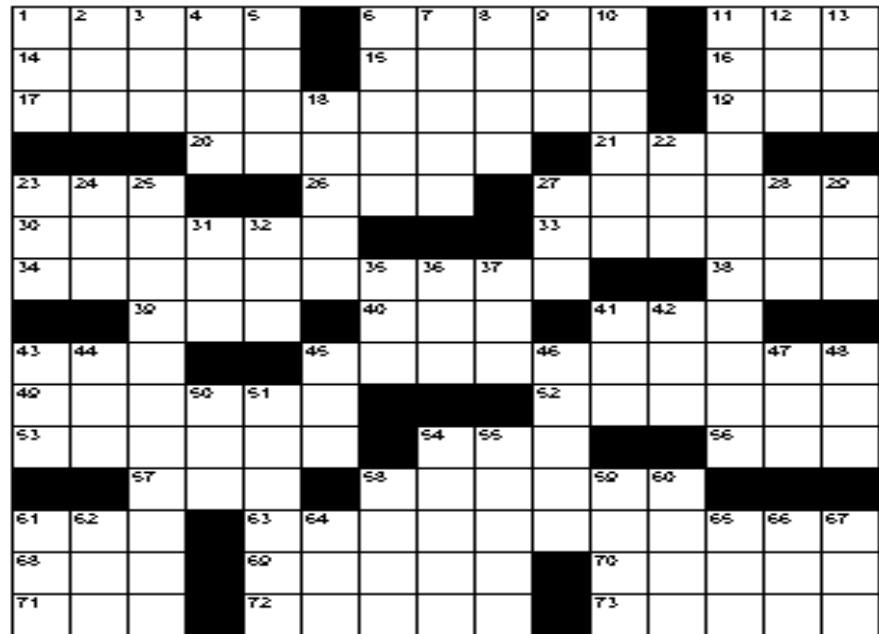
# Civil Rights and Freedoms Puzzle

## ACROSS

1. Separation of church and \_\_\_\_ (topic of the First Amendment)
6. What a wound might do
11. Avenues: Abbr.
14. Gave a hoot
15. Pound division
16. Before, to poets
17. Bringing together of formerly separated races
19. Refuse to agree to
20. Got close to
21. French holy woman: Abbr.
23. One who oversees the employees: Abbr.
26. N.F.L. six-pointers
27. Drinking vessel in a Chinese restaurant
30. Having only a single section, as a short play: Hyph.
33. Illinois city next to Champaign
34. This was started in Montgomery when Rosa Parks was arrested for refusing to give up her seat: 2 wds.
38. National Association \_\_\_\_ the Advancement of Colored People (N.A.A.C.P.)
39. Psychic power
40. Leann Rimes' "How \_\_\_\_ Live?": 2 wds.
41. Alternative to Delta or US Airways
43. Hockey Hall-of-Famer Bobby
45. State ordinance discriminating against blacks: 3 wds.
49. Greet with a hand motion: 2 wds.
52. "The Mighty Ducks" star Estevez
53. National Urban \_\_\_\_ (group working against racial segregation and discrimination)
54. Steambath site
56. \_\_\_\_-mo replay
57. Heavy weight
58. \_\_\_\_ off (repelled)
61. Moo goo \_\_\_\_ pan (Chinese dish)
63. Martin Luther King Jr.'s famous phrase: 4 wds.
68. "A long time \_\_\_\_ in a galaxy ..."
69. Clowns wear big red ones
70. Hospital worker in white
71. Japanese coin
72. First, reverse and neutral
73. One more time

## DOWN

1. The \_\_\_\_-Fi Channel
2. Beige



© 2000, The New York Times

3. Paintings, sculptures, etc.
4. "Dawson's Creek" watcher, usually
5. A razor has a sharp one
6. Brown v. \_\_\_\_ of Education (1954 case in which segregation in public schools was ruled unconstitutional)
7. Stringed instruments played by minstrels
8. Barenaked Ladies song from "Gordon"
9. \_\_\_\_-friendly (not harmful to the environment)
10. More tightly packed together
11. \_\_\_\_ Convention (1848 women's rights conference organized by Elizabeth Cady Stanton and Lucretia Mott): 2 wds.
12. Prefix meaning "three"
13. The 19th Amendment guaranteed that voting rights were not restricted based on this
18. Dilapidated
22. Soda can opener
23. Disorderly crowd
24. African antelope also known as a wildebeest
25. Tract of land set apart for the use of an Indian tribe
27. Egyptian boy-king
28. Game with "Reverse" cards
29. Good score for a golfer
31. Tummy muscles
32. Speeding ticket issuer
35. 401, in Roman numerals
36. \_\_\_\_-pah-pah (tuba's sound)
37. \_\_\_\_-tao-toe
41. "Saving Private Ryan" star Hanks
42. Global conflict of 1914-18: Abbr.
43. Bird that hoots at night
44. "Mask of Death" actress \_\_\_\_ Dawn Chong
45. Quarterback Montana
46. \_\_\_\_ book (be literate): 2 wds.
47. Feel sick
48. Try to win the affection of
50. Self-importance
51. Correcting a piano
54. One who makes regular bank deposits
55. Freedom of the \_\_\_\_ (topic of the First Amendment)
58. "That \_\_\_\_ close one!": 2 wds.
59. "The Simpsons" schoolteacher Krabappel
60. Caffeine or nicotine, for example
61. \_\_\_\_ rights movement (organized effort to stop discrimination based on sexual orientation)
62. What tree rings indicate
64. Weed-whacking tool
65. Proposed 27th amendment that would prohibit sexual discrimination: Abbr.
66. "Just \_\_\_\_ thought!": 2 wds.
67. "... all \_\_\_\_ are created equal"

# CIVIL RIGHTS AND FREEDOMS

S	T	A	T	E		B	L	E	E	D		S	T	S
C	A	R	E	D		O	U	N	C	E		E	R	E
I	N	T	E	G	R	A	T	I	O	N		N	I	X
			N	E	A	R	E	D		S	T	E		
M	G	R			T	D	S		T	E	A	C	U	P
O	N	E	A	C	T				U	R	B	A	N	A
B	U	S	B	O	Y	C	O	T	T			F	O	R
		E	S	P		D	O	I		T	W	A		
O	R	R			J	I	M	C	R	O	W	L	A	W
W	A	V	E	T	O				E	M	I	L	I	O
L	E	A	G	U	E		S	P	A			S	L	O
		T	O	N		W	A	R	D	E	D			
G	A	I		I	H	A	V	E	A	D	R	E	A	M
A	G	O		N	O	S	E	S		N	U	R	S	E
Y	E	N		G	E	A	R	S		A	G	A	I	N

# WHO'S and WHAT'S WhoWhat See What You Know

See what you know about the life and impact of Martin Luther King Jr. Good luck!

**1.** On January 15, 1929, Michael Luther King, Jr., later renamed Martin (and called "M.L." by his family), was born in the Sweet Auburn district of Atlanta, Georgia, to schoolteacher Alberta King and Baptist minister Michael Luther King. When he was 18, King was licensed to preach and began assisting his father at which Atlanta church?

- ☐ Abernathy Baptist Church
- ☐ Ebenezer Baptist Church
- ☐ Morehouse Baptist Church
- ☐ Dexter Avenue Baptist Church
- ☐ Sixteenth Avenue Baptist Church



**2.** Rosa Parks, known as "the mother of the civil rights movement," walked into history on December 1, 1955, when she refused to give up her seat for a white man on a Montgomery, Alabama bus and was subsequently arrested. Five days later, Martin Luther King Jr. was elected president of the Montgomery Improvement Association and assisted Parks and others in organizing the \_\_\_\_\_.

- ☐ Southern Christian Leadership Conference
- ☐ Civil Rights Movement
- ☐ Montgomery bus boycott
- ☐ Freedom Riders
- ☐ National Association for the Advancement of Colored People



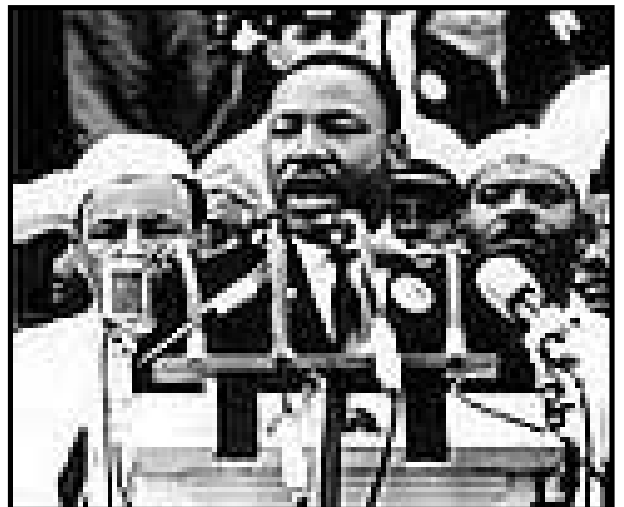
**3.** In August 1957, 115 black leaders, including Martin Luther King Jr., met in Montgomery and formed the Southern Christian Leadership Conference (SCLC). A few weeks later, Arkansas Governor Orval E. Faubus sent state police to a high school in \_\_\_\_\_, where racial integration had been scheduled to start on September 3, 1957. By early that morning about 100 members of the state militia had surrounded the school armed with billy clubs, rifles and bayonets, and some carried gas masks.

- ☐ Jonesboro
- ☐ Pine Bluff
- ☐ Montgomery
- ☐ Hope
- ☐ Little Rock



**4.** Martin Luther King Jr. powerful speeches and writings, which served to unify both blacks and whites fighting to end segregation in the South, resonate just as loudly today. Which of writings below was NOT a speech delivered by King?

- ☐ "Give Us the Ballot"
- ☐ "Letter From Birmingham Jail"
- ☐ "I Have a Dream"
- ☐ "Nobel Prize Acceptance Speech"
- ☐ "I've Been to the Mountaintop"





5. In December 1964, Martin Luther King Jr. accepted the Nobel Prize in \_\_\_\_\_. In his acceptance speech, he acknowledged that he was accepting this most prestigious award "at a moment when twenty-two million Negroes of the United States of America (were) engaged in a creative battle to end the long night of racial injustice (and) in behalf of a civil rights movement which (was) moving with determination and a majestic scorn for risk and danger to establish a reign of freedom and a rule of justice."

- ☐ Peace
- ☐ Medicine
- ☐ Physics
- ☐ Economics
- ☐ Literature



6. In late March 1968, Martin Luther King Jr. led a march of approximately 6,000 protesters in support of striking Memphis sanitation workers. Less than one week later, King delivered his last speech, "I've Been to the Mountaintop," at the Mason Temple in Memphis. The next day, King was assassinated. On April 23, 1998, \_\_\_\_\_, who was serving a 99-year sentence for the assassination of the Rev. Dr. Martin Luther King Jr., died in a Nashville hospital.

- ☐ John Campbell
- ☐ George Wallace
- ☐ David Berkowitz
- ☐ James Earl Ray
- ☐ Lee Harvey Oswald



7. The Martin Luther King Jr., Center for Nonviolent Social Change (The King Center) was established in 1968 by Mrs. Coretta Scott King as a living memorial dedicated to preserving the legacy of her husband and to promoting the elimination of poverty, racism and war through research, education and training in Kingian nonviolence. In 1995, which King family member became chair, president and chief executive officer of the King Center?

- ☐ Dexter Scott King
- ☐ Yolanda Denise King
- ☐ Martin Luther King, III
- ☐ Bernice Albertine King
- ☐ Coretta Scott King



8. Four days after King was assassinated, Rep. John Conyers of Michigan submitted the first legislation proposing King's birthday as holiday. Not until 1970 did a state (California) pass legislation making King's birthday a school holiday. On Nov. 2, 1983, legislation for the day to be a national holiday was signed by President Ronald Reagan. In what year was King's birthday first observed as a legal holiday nationwide?

- ☐ 1984
- ☐ 1985
- ☐ 1986
- ☐ 1987
- ☐ 1988



WHO'S WHAT'S  
Who and What  
See What You Know

# Answers

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**1. The correct answer is Ebenezer Baptist Church.**

King graduated from Morehouse College in 1948 and from Crozer Theological Seminary in 1951. In 1955 he earned a doctoral degree in systematic theology from Boston University. While in Boston, King met Coretta Scott, whom he married in 1953. In 1954 King accepted his first pastorate at the Dexter Avenue Baptist Church in Montgomery, Alabama.

**2. The correct answer is Montgomery bus boycott.**

In an interview, Rosa Parks once reflected, "For a little more than a year, we stayed off those busses. We did not return to using public transportation until the Supreme Court said there shouldn't be racial segregation." The U.S. Supreme Court declared Alabama's segregation laws unconstitutional in December 1956.

**3. The correct answer is Little Rock.**

The Governor, a foe of integration, said troops were necessary to prevent violence and bloodshed at Little Rock High School. The Board of Education made the following statement: "Although the Federal Court has ordered integration to proceed, Governor Faubus has said schools should continue as they have in the past and has stationed troops at Central High School to maintain order... In view of the situation, we ask that no Negro students attempt to attend Central or any other white high school until this dilemma is legally resolved."

**4. The correct answer is 'Letter From Birmingham Jail'.**

In the "I Have a Dream" speech, delivered at the March on Washington for Jobs and Freedom (August 28, 1963), King stated the now-famous words, "I have a dream that one day this nation will rise up and live out the true meaning of its creed - we hold these truths to be self-evident that all men are created equal... 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."

**5. The correct answer is Peace.**

King's acceptance speech concluded, "I think Alfred Nobel would know what I mean when I say that I accept this award in the spirit of a curator of some precious heirloom which he holds in trust for its true owners -- all those to whom beauty is truth and truth beauty -- and in whose eyes the beauty of genuine brotherhood and peace is more precious than diamonds or silver or gold." Other Nobel Peace Prize winners include Nelson Mandela and Fredrik Willem DeKlerk (1993), Desmond Tutu (1984), Mother Teresa (1979), and Theodore Roosevelt (1906).

**6. The correct answer is James Earl Ray.**

To the end of his life, James Earl Ray tantalized America with suggestions that his confession to the 1968 murder, which he had swiftly recanted, amounted to a lie. Mr. Ray plead guilty to the King assassination in March 1969, avoiding the possibility of the death sentence that could have resulted from conviction at trial. Then, for the next three decades, he maintained that far from taking the life of the nation's leading civil rights figure, in a shooting in Memphis that set off racial disturbances in at least 100 cities, he had been "set up," used as an errand boy and decoy by shadowy conspirators who included a mystery man he knew only as Raoul.

**7. The correct answer is Dexter Scott King.**

The King Center is a part of Martin Luther King Jr. National Historic Site. Also included are The APEX Museum (African American Panoramic Experience), Martin Luther King Jr.'s birth home, Ebenezer Baptist Church, Fire Station No. 6 Museum and the National Park Service Visitor Center. Dexter Scott King is the third of the four King children.

**8. The correct answer is 1986.**

The first official legal holiday celebrating Dr. Martin Luther King Jr.'s birth and extraordinary life was on January 20, 1986. Today, tributes to Dr. King exist across the country in the form of street names, schools, and museums. Perhaps the most meaningful tribute to Dr. King, however, is one that we can share in our daily lives-- the practice of nonviolence that Reverend Dr. Martin Luther King Jr. preached and practiced throughout his 39 years.

Source: <http://www.nytimes.com/learning/index.html>

# Martin Luther King Jr.

## LESSON PLAN



### Exploring the Power of Martin Luther King, Jr.'s Words through Diamante Poetry

**Grade Level(s):** Secondary

**CBC Connection:** I.2 Literature: Nonfiction

**III.2.B Civic Responsibility:** Cite examples throughout United States history of actions taken by people to bring changes in their community, state, and nation and discuss the effectiveness of these actions.

**Objective:** Students will explore ways to express powerful and passionate words that communicate the concepts of freedom, justice, discrimination, and the American dream in Martin Luther King, Jr. "I Have a Dream" speech. Students will select words and themes from the text and arrange them into original diamante poems, seven-line, diamond-shaped poems based on contrasting words.

**Materials:** Written, video, or audio recording of Dr. Martin Luther King's "I Have a Dream" speech, are available at the following websites:

- Copy of "I Have A Dream" speech <http://www.america.gov/st/diversity-english/2008/January/20080117180904bpuh9.322757e-02.html>
- Recording of "I Have A Dream" speech <http://www.hpol.org/record.php?id=72>
- Video excerpt - <http://www.cnn.com/interactive/us/0201/king.speech/embed.html> from the CNN Web site.
- Handout of "I Have A Dream" (provided)
- Handout of diamante poem example (provided)
- Handout of diamante poem writing assignment (provided)

- Diamante assessment poem rubric (provided)

**Duration:** 1 day

**Lesson:**

**Activity:**

- Teacher will provide students with a copy of “I Have A Dream” speech (provided).
- Students will listen to the audio or video of “I Have A Dream” speech from the following websites:
  - Recording of “I Have A Dream” speech  
<http://www.hpol.org/record.php?id=72>
  - Video excerpt of “I Have A Dream” speech  
<http://www.cnn.com/interactive/us/0201/king.speech/embed.html>
- While listening to the audio recording of the speech, pause the recording for students after the fifth paragraph.
- Alternately, if you do not have the resources available to play the speech, read the first five paragraphs of Dr. King’s speech to students, or ask student volunteers to read the paragraphs aloud.
- Ask students to brainstorm a list of the words from the opening of the speech that seem most important to them, compiling the list on the board or on chart paper.
- Ask students to predict what other words and concepts will be covered in the remainder of the speech. Note these predictions in another area of the board, or on a separate sheet of chart paper.
- Continue playing the audio recording of the speech or reading the speech aloud.
- Have the students continue to track the important words and concepts in their notebooks as they listen.
- Once you’ve listened to or read the entire speech, break the class into small groups and ask them to share the words they identified as being stressed in general discussion.
- Once students have had a chance to share their lists, ask each group to compile a list of the most significant words and concepts on a sheet of chart paper.

- When every group has a list compiled, post the lists on the wall where everyone can see them.
- Give students a few minutes to look at the lists from the other groups as well as the lists compiled by the full group after hearing the first five paragraphs of the speech.
- In full class discussion, ask students to explain patterns of repetition that they see among the lists as well as to identify words that seem more important than others. Have the students defend their responses.
- Ask students to review their lists of powerful words and concepts from the speech.
- After a few minutes of review, ask students to identify polarities from the lists, words and concepts from the speech that contrast (e.g., freedom and slavery, or black and white). List these opposites on the board or on chart paper.
- Explain that you are going to use the list of opposites as inspiration for a special type of poem that focuses on contrasting words, diamante.
- Distribute the Power of Words Diamante Assignment and Diamante Rubric, and review the structure of the diamante and the rubric with the class.
- Model the process of writing a diamante.
- Students will complete a diamante poem and share poems with class in a read aloud.

# Diamante

A diamante is a seven-line, diamond-shaped poem based on contrasting words:

Example:

Winter  
white and silver  
fading, sleeping, slowing down  
March exchanges vows with April  
nodding, rising, waking up  
green and goldburst  
Spring

- The pattern is clear: lines two and six are two adjectives describing the beginning and ending nouns;
- lines three and five, three participles (-ing or -ed words) also describing the nouns; and line four, the pivotal turning point, which may be four words or a phrase.
- Examples: good/evil, sunlight/shadow, dream/nightmare, Beauty/Beast.
- The trick is the fourth line—making the transition smooth.



## Diamante Poem Writing Assignment

### **Background information:**

Martin Luther King, Jr. chose powerful words to communicate his message to the people assembled around the Lincoln Memorial for the March on Washington for Jobs and Freedom. The power of his words is immediately obvious in the fact that most of us recognize the phrase "I have a dream" while fewer of us would recognize the name "March on Washington for Jobs and Freedom." The words from Dr. King's speech have become more meaningful than the specific name of the event where it occurred.

### **Group discussion:**

Explore the power of the words from Dr. King's speech, you will write some short poems, diamantes, which are based on contrasting words or ideas and shaped like a diamond (The word *diamanté* is from the French, meaning decorated or sparkling like a diamond). Diamante consists of seven lines, which move from one concept to the opposite.

Remember that powerful, passionate words will make the contrast. Your finished diamante should capture the powerful relationship between the two words that you've chosen as your focus.

**Diamante pattern:**

Line 1	Noun	opposite of line 7
Line 2	Adjective, Adjective	description of line 1
Line 3	Participle, Participle, Participle	<i>-ing</i> or <i>-ed</i> words describing line 1
Line 4	Four words  OR  a four-word phrase	first two about line 1; second two about line 7 OR a phrase that describes the relationship between line 1 and line 7
Line 5	Participle, Participle, Participle	<i>-ing</i> or <i>-ed</i> words describing line 7
Line 6	Adjective, Adjective	description of line 7
Line 7	Noun	opposite of line 1

**Example:**

Freedom  
Precious, Exclusive  
Appreciated, Loved, Protected  
Jewel, Right, Restraint, Hate  
Confined, Controlled, Condemned  
Expensive, Heartless  
Discrimination

## Diamante Poem Rubric

	4	3	2	1
Content and Topic	Demonstrates an excellent understanding of topics from the speech and of required poetic devices.	Demonstrates a good understanding of topics from the speech and of the required poetic devices.	Demonstrates a fair understanding of topics from the speech and of required poetic devices.	Demonstrates a limited understanding of topics from the speech and of required poetic devices.
Word Choice	Uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced.	Uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone.	Uses words that communicate clearly, but the writing lacks variety, punch, or flair.	Uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or clichés may be present and detract from the meaning.
Poetic Format and Creativity	Uses accurate diamante form, and contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used imagination.	Uses accurate diamante form, and contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used imagination.	Uses accurate diamante form, and contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use imagination.	Does not use accurate diamante form. There is little evidence of creativity in the poem. The author does not seem to have used much imagination.
Title	Is creative, sparks interest and is related to the poem and topic.	Is related to the poem and topic.	Is present, but does not appear to be related to the poem and topic.	No title.
Grammar and Mechanics	Is essentially error-free in conventions, grammar, and usage.	Contains a few errors in conventions, grammar, and usage.	Contains a several errors in conventions, grammar, and usage.	Contains many errors in conventions, grammar, and usage that detract from the meaning of the poem.

# "I have a Dream"

## Dr. Martin Luther King, Jr.

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.

Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.

But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languished in the corners of American society and finds himself an exile in his own land. And so we've come here today to dramatize a shameful condition.

In a sense we've come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men, yes, black men as well as white men, would be guaranteed the "unalienable Rights" of "Life, Liberty and the pursuit of Happiness." It is obvious today that America has defaulted on this promissory note, insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked "insufficient funds."

But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. And so, we've come to cash this check, a check that will give us upon demand the riches of freedom and the security of justice.

We have also come to this hallowed spot to remind America of the fierce urgency of Now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quicksand's of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality for all of God's children.

It would be fatal for the nation to overlook the urgency of the moment. This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. Nineteen sixty-three is not an end, but a beginning. And those who hope that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual. And there will be neither rest nor tranquility in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.

But there is something that I must say to my people, who stand on the warm threshold which leads into the palace of justice: In the process of gaining our rightful place, we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred. We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again, we must rise to the majestic heights of meeting physical force with soul force.

The marvelous new militancy which has engulfed the Negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny. And they have come to realize that their freedom is inextricably bound to our freedom.

We cannot walk alone.

And as we walk, we must make the pledge that we shall always march ahead.

We cannot turn back.

There are those who are asking the devotees of civil rights, "When will you be satisfied?" We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can never be satisfied as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. We cannot be satisfied as long as the negro's basic mobility is from a smaller ghetto to a larger one. We can never be satisfied as long as our children are stripped of their self-hood and robbed of their dignity by a sign stating: "For Whites Only." We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. No, no, we are not satisfied, and we will not be satisfied until "justice rolls down like waters, and righteousness like a mighty stream."



I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. And some of you have come from areas where your quest -- quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive. Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed.

Let us not wallow in the valley of despair, I say to you today, my friends.

And so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal."

I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

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.

I have a *dream* today!

I have a dream that one day, down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of "interposition" and "nullification" -- one day right there in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a *dream* today!

I have a dream that one day every valley shall be exalted, and every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight; "and the glory of the Lord shall be revealed and all flesh shall see it together."

This is our hope, and this is the faith that I go back to the South with.

With this faith, we will be able to hew out of the mountain of despair a stone of hope. With this faith, we will be able to transform the jangling discords of our nation into a

beautiful symphony of brotherhood. With this faith, we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

And this will be the day -- this will be the day when all of God's children will be able to sing with new meaning:

*My country 'tis of thee, sweet land of liberty, of thee I sing.*

*Land where my fathers died, land of the Pilgrim's pride,*

*From every mountainside, let freedom ring!*

And if America is to be a great nation, this must become true.



And so let freedom ring from the prodigious hilltops of New Hampshire.

Let freedom ring from the mighty mountains of New York.

Let freedom ring from the heightening Alleghenies of Pennsylvania.

Let freedom ring from the snow-capped Rockies of Colorado.

Let freedom ring from the curvaceous slopes of California.

But not only that:

Let freedom ring from Stone Mountain of Georgia.

Let freedom ring from Lookout Mountain of Tennessee.

Let freedom ring from every hill and molehill of Mississippi.

From every mountainside, let freedom ring.

And when this happens, when we allow freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when *all* of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual:

*Free at last! Free at last!*

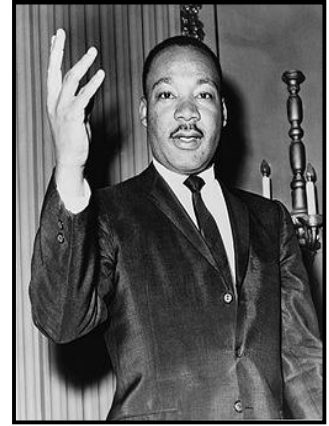
*Thank God Almighty, we are free at last!*



# Martin Luther King, Jr.

## LESSON PLAN

### “I HAVE A DREAM”



**Grade Level(s):** Secondary

**CBC Connection:** I.2 **Literature:** Nonfiction

**III.2.B Civic Responsibility:** Cite examples throughout United States history of actions taken by people to bring changes in their community, state, and nation and discuss the effectiveness of these actions.

**Objective:** Students will improve their critical thinking skills by participating in written and oral presentations utilizing Dr. Martin Luther King's "I Have a Dream" speech.

**Materials:**

- Written or Tape recording of Dr. Martin Luther King's "I Have a Dream" speech.
- Paper
- Handout of background information
- Worksheets (provided)

**Duration:** 2 days

**Lesson:**

**Activity 1:**

Teacher will distribute background information on the civil rights movement (see attachment).

- Students will read aloud and discuss Dr. King's leadership role.
- Discuss with students, section I worksheet questions as a whole group activity.

**Activity 2:**

- Place students in cooperative learning groups and assign each group a different set of questions and worksheets to complete.
- **Optional, Extra Credit:** Recording the Dream

# **Background Information**

## **Civil Rights**

### **Background**

Before the civil rights movement of the 1950's and 1960's, racial discrimination was deeply imbedded in American society. The reality of life for the great majority of African Americans meant that they lived with gross inequities in housing, employment, education, medical services, and public accommodations. Often they were denied the right to vote and faced great injustices within the legal system.

Segregation was a way of life. Most urban blacks, particularly in the South, lived in isolated tenements because white landlords refused them rent. Blacks had little access to "good" jobs, finding work mainly in positions of service to white employers. Black children attended separate, inferior schools. The result of being denied both employment and educational opportunities was that the great majority of African American families lived in poverty, with nearly 75% earning less than \$3,000 a year in 1950. In addition, Southern blacks were denied admittance to such public facilities as hospitals, restaurants, theaters, motels, and parks. Blacks were even denied the use of public restrooms and drinking fountains marked with "For Whites Only" signs. When separate public accommodations for blacks were provided, they were usually inferior in quality and poorly maintained. At establishments in which practicality dictated that blacks and whites share the same facilities, blacks were relegated by law to the back of buses and trains and to the balconies of movies houses and courtrooms.

Worse, many African Americans were even denied the right to participate in America's political process. They were kept from voting by state laws, poll taxes, reading tests, and even beatings by local police. Unlawful acts of violence against blacks, such as those perpetrated by the Ku Klux Klan, were ignored by the much of Southern society, and African Americans could expect little help from the judicial system. In fact, instances of police intimidation and brutality were all too common.

Change came slowly. Embittered Southern whites carried distrust learned during the years of Reconstruction following the Civil War. However, in the late 1940's following World War II (when America had fought for freedom and democracy abroad and therefore felt compelled to make good on these promises at home), the federal government began to pass laws against racial discrimination. The United States military was integrated for the first time, and new laws and court rulings prohibited segregation in schools, government buildings, and public transportation. However, many of these laws met with bitter opposition in the South or were simply ignored. When members of the African American community tried to break through old barriers, they were often threatened or beaten and, in some cases, killed. Likewise, black homes and churches were sometimes burned or bombed.

It was within this atmosphere that Martin Luther King, Jr., rose as a prominent leader in the civil rights movement. The son of a Baptist minister who was himself ordained, he was inspired by both Christian ideals and India's Mohandas K. Gandhi's philosophies of nonviolent resistance to peaceable confront injustice. King first came into the national spotlight when he organized the Montgomery, Alabama, bus boycott----during which time he was jailed, his home burned, and his life threatened. The result, however, was the mandate from the Supreme Court outlawing segregation on public transportation, and King emerged as a respected leader and the voice of nonviolent protest. He led marches, sit-ins, demonstrations, and black voter-registration drives throughout the South until his assassination in 1968 in Memphis, Tennessee.

In 1964 King was awarded the Nobel Peace Prize for his work in the civil rights movement. Both Americans and the international community recognized King's contributions in overcoming civil rights abuses without allowing the struggle to erupt into a blood bath. It was King's leadership that held the movement together with a dedication to nonviolent change. Many believe that King's skillful guidance and powerful oratory skills kept the South out of a second civil war, this time between the races. King led the civil rights movement to meet each act of violence, attack, murder, or slander with a forgiving heart, a working hand, and a hopeful dream for the future.

## Worksheets

Note: Answer sections I, II, III and IV on a separate sheet of paper:

### ***I. Vocabulary Development***

- a. Find three words in the background information on the previous page about which you are unsure and look up their meanings. Write the definitions.
- b. Read Dr. King's I Have A Dream speech. Find seven words about which you are unsure and look up their meanings. Write the definitions.

## ***II. Rhetorical Structure: Figures of Speech***

Certain rhetorical devices called figures of speech (similes, metaphors, allusions, alliteration, etc.) are used in both poetry and prose to make ideas more memorable and forceful. For centuries speakers and writers have known that such well said devices affect listeners and readers in powerful ways.

1. Define: alliteration, allusion, metaphor, and simile.
2. "Five score years ago," the opening phrase of King's speech, is an allusion to what or whom? Why was this appropriate for King to begin his speech?
3. King's speech contains other allusions in addition to the one with which he opens his speech. Find an allusion to the Declaration of Independence and the Bible.
4. Find an example of alliteration in King's speech.
5. Find an example of a metaphor.
6. Find an example of a simile.
7. In the second paragraph, King says that "the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination."
  - What type of figure of speech is this?
  - These words bring up strong images of slavery. Why would this be an effective method of moving his audience?
  - What inference was King making about the progress of African Americans to enter the mainstream of American life in the one hundred years which followed the end of slavery?
8. Another figure of speech is called an anaphora or the repetition of a word or phrase at the beginning of a sentence, verse, or paragraph. Besides the famous "I have a dream" phrase, find two other examples of anaphora's.

9. List at least two possible effects upon King's audience of repeating the phrase, "I have a dream."
  
10. Nearly every line of King's speech is filled with powerful images, or "mental pictures," many created by using figures of speech. Images help audiences to feel what speakers/writers want them to feel, help them remember what they have read or heard, and help them understand difficult material. Write a well-developed paragraph telling which of King's images you find most powerful and appealing and explain why this image had meaning for you.

### ***III. Understanding the Dream***

1. Write a paragraph summarizing King's dream in your own words.
2. What are some of the specific acts of injustice against African Americans which King cites in his speech?
3. Besides the Declaration of Independence and the Bible, King cites "the American dream" as a source for his own dream. What is the American dream? Discuss this concept with friends and family members and then write a composite definition for this commonly used term.
4. Near the end of his speech, King names many different states. Why do you think he did this?
5. "I Have a Dream" was a persuasive speech meant to convey to King's audience the need for change and encourage them to work for federal legislation to help end racial discrimination. If you had been in the vast crowd that day, do you think you would have been moved by King's speech? Why or why not?

#### ***IV. Relating to the Dream***

1. What is your definition of racism?
2. The civil rights movement was met with much opposition, from Southern governors and other elected officials to cross-burning members of the Ku Klux Klan. Unfortunately, Civil Rights opponents sometimes turned to violence against black leaders and members of the black community.
  - Explain why you think extreme right-wing organizations such as the Ku Klux Klan would choose violence as a means to fight against the Civil Rights movement, even though their actions enraged the rest of the country and gained sympathy for the cause of Southern blacks?
  - Why do you think the black community withstood such violent attacks without responding with their own violent retaliations? Explain your response.
3. Today "skinheads" share the same radical right-wing philosophies and views supporting white supremacy and segregation of the races that had been held by Hitler during World War II and the Ku Klux Klan during the civil rights movement.
  - What are your views on racist radical right-wing groups, do you think these groups are dangerous? Explain your response.
4. King was assassinated for his work in civil rights. A quotation from the Bible on the memorial at his gravesite reads, "Behold the dreamer. Let us slay him, and we will see what will become of his dream."
  - What do you think has become of King's dream?
  - Write two paragraphs: one telling in what ways the dream has been fulfilled and one telling what yet remains to be accomplished.



## ***V. Recording the Dream: Optional, Extra Credit***

Tape record King's "I Have a Dream" speech, following these requirements:

1. Introduction: Present a brief introduction to the speech which should last no longer than one minute.
  - a. You may use any of the material in this assignment as a reference for your opening remarks, but your introduction must be in your own words.
  - b. Provide your audience with enough background information so that they can understand the context in which this speech was given. Strive to answer the five "W's"--who, what, when, where, and why.
2. Oral Presentation
  - a. Your expression should communicate the full meaning of King's message through appropriate voice inflection, tone, clarity, and rate of speech. Your interpretation should convey the full power of the speech's underlying imagery.
  - b. Phrasing of the speech should show that you understand the meaning King intended, including the relationship of one sentence to another and the importance of punctuation by observing appropriate pauses.

Source: [http://www.eduref.org/Virtual/Lessons/Language\\_Arts/Literature/LIT0004.html](http://www.eduref.org/Virtual/Lessons/Language_Arts/Literature/LIT0004.html)

# Martin Luther King Jr.

## LESSON PLAN



### **Living Legacies:** ***Commemorating People Who Have Positively Impacted Society***

**Grade Level(s):** Secondary

**CBC Connection:** I.2 Literature: Nonfiction

**III.2.B Civic Responsibility:** Cite examples throughout United States history of actions taken by people to bring changes in their community, state, and nation and discuss the effectiveness of these actions.

### **Living Legacies** ***Commemorating People Who Have Positively Impacted Society***

#### **Author(s)**

[Michelle Sale, The New York Times Learning Network](#)  
[Javaid Khan, The Bank Street College of Education in New York City](#)

**Grades:** 6-8, 9-12

**Subjects:** American History, Fine Arts, Global History, Language Arts, Social Studies  
[Interdisciplinary Connections](#)

#### **Objective:**

- Students will reflect on how their actions and beliefs will impact future generations.
- Explore an art exhibit illustrating the legacy of Dr. Martin Luther King, Jr. by reading and discussing, "Inspired by Freedom and the King Legacy."
- Research the beliefs and actions of a particular famous person, as well as visuals that represent this person and their impact on society and create a "Living Legacies" art exhibit.

- Write reflective pieces examining how their assigned famous person has affected history.

**Materials:**

- student journals
- pens/pencils
- paper
- classroom blackboard
- copies of "Inspired by Freedom and the King Legacy" (one per student, provided)
- computers with Internet access
- display boards or large poster board (optional)
- scissors (optional)
- glue (optional)
- markers (optional)

**Lesson:**

- **Activities / Procedures:**

- In their journals, students should respond to the following questions (written on the board prior to class):
  1. "What impact do you think you will have on society?"
  2. For what would you like to be remembered?
  3. What will be your legacy?"
- After a few minutes, allow students time to share their responses. What famous people do you believe have had the greatest positive impact on today's society?
- As a class, read and discuss the article "Inspired by Freedom and the King Legacy (attachment) ," using the following questions:
  - a. What do Sherman Watkins and Sam Adoquei have in common?
  - b. What did Tim Rollins discover about immigrant children?
  - c. What goals do Tim Rollins and Gary M. Chassman have in common?
  - d. Where is the exhibit premiering?
  - e. What artists will be featured in the exhibit?

3. Explain that students will be working in pairs to create a proposal for an art exhibit examining how a particular famous person from the twentieth century shaped our society today. Assign each pair a famous person from the list created during the Do Now activity.

Students should research who this person is, why he or she is famous and how his or her actions or beliefs affected modern society. Students should pay close attention to information that people may not ordinarily know about this person. To guide their research, students should answer the following questions:

- What is the full name of the person you are researching?  
When was this person born? When did they die?  
Where did this person grow up?  
What beliefs or actions made this person stand out?  
What events or organizations are associated with this person?  
How did this person impact society?  
What groups of people or individuals were most affected by the actions of your assigned person?  
How did your person die?  
If applicable, did the death of your assigned person happen as a result of their work?  
How is this person remembered today? Consider holidays, monuments, cultural references, etc.  
What symbols or pieces of art best represent the values and ideals of this person?
- Once research is completed, students will create a **"Living Legacies"** exhibit using the materials they have gathered. If specific visual examples cannot be located, students may create examples they would want to see in an art exhibit about their assigned person. Exhibits could be made on boards to display as a "museum walk" in a future class.

# Inspired by Freedom and the King Legacy

*By ELIZABETH OLSON*



WASHINGTON, June 18 — Sherman Watkins was overseas in the Air Force during much of the civil rights movement, but when he returned, he felt compelled to paint the era and its leader, the Rev. Dr. Martin Luther King Jr., even though it meant years of hardship.

Sam Adoquei, an immigrant from Ghana, spent six years painting a triptych of Dr. King to thank Americans for "everything I know, for all my ideas and for what America gave me."

The New York-based artist Tim Rollins, on assignment in Munich four years ago, found that the Russian immigrant children he was teaching knew more about the American civil rights leader than the students he taught at home. He came back determined that his students at Kids of Survival in the South Bronx and Chelsea would learn about the importance of Dr. King.

That was just about the time that Gary M. Chassman, executive director of Verve Editions, an independent fine-arts publishing company, got a similar idea about Dr. King. "I remember thinking we no longer had any heroes in American life; they had all been reduced to meaningless icons for commercial use," he said while surveying the 115 works of painting, sculpture, drawing, collage, photography and mixed media that he helped assemble "to rekindle the flame" of Dr. King and his movement.

These works form the exhibition "In the Spirit of Martin: The Living Legacy of Martin Luther King Jr.," at the International Gallery in the S. Dillon Ripley Center of the Smithsonian Institution here until July 27. It took almost four years of intensive research to put together, said Helen M. Shannon, a curator of the show and also director of the New Jersey State Museum.

The show's artists range from the famous, like Andy Warhol and Norman Rockwell, to the not especially well known. But some works are immediately recognizable; including one by Charles Moore, whose photographs of civil rights protesters buckling under fire hoses wielded by police officers appeared in magazines and newspapers at the time. Rockwell's depiction in Look magazine of a pig-tailed black schoolgirl flanked by marshals is also for many a familiar image.

Less known is a sketch Rockwell made in 1965 for a painting, "Murder in Mississippi," also published in Look, which shows how he imagined the bewilderment, agony and fear of civil rights workers as they were slain.

Is there anything more to be said or seen about the man and the era? Mr. Watkins and many other artists who painted Dr. King in recent years said the answer was yes. In an interview Mr. Watkins said that when he returned to his home in Hampton, Va., after his military service abroad, "it dawned on me that I had to paint the entire movement." He added: "I didn't want to, but I felt I had to do it. So I worked several jobs and went without food.

"It was hard on everyone in the family," Mr. Watkins said of his compulsion to record the life and death of Dr. King. In 1985 he painted "A Price for Freedom," which captures with photographic precision Dr. King's funeral procession. It is part of a 40-piece series he has painted over the last two decades.

Mr. Adoquei took a very different approach with his allegorical painting called "Legacy and Burial of Martin Luther King Jr.," after the man whose words and attitude inspired him when he arrived in the United States in 1981.

Mr. Adoquei, now based in New York, said he tried to convey the universality of Dr. King's fight in his 1998 work. He painted him surrounded by people of many nationalities. Pigeons, representing freedom, are tied up with string, waiting to be released after Dr. King's death, and "are a symbol of freedom yet to come," he explained.

Another artist, Malcah Zeldis, depicted Dr. King in a garden, hedged with rose bushes, along with Lincoln, Gandhi, and many others, including herself. Although she lives in New York now, she said that growing up in Detroit exposed her to prejudice against Jews that made her interested in "showing how people can spiritually transcend their difficulties."

Dr. King's "deep spirituality, his poetic sensibility and his courage" moved her to paint him in her 1999 "Peaceable Kingdom."

## Additional K-12 ACTIVITIES TO CELEBRATE

### DR. MARTIN LUTHER KING DAY

- **Create a poster** illustrating how a day becomes an official national holiday. To examine the difficulty of this process, consider the controversy over the creation of Dr. Martin Luther King, Jr.'s holiday.
- **Write an article** for your school's newspaper about people who are leaders for social justice today. If there are no clear leaders, why don't you think there are? What qualities make up a leader? How is the social justice movement impacted by what is happening today?
- **Examine and gather photographs** from newspapers and news magazines to create a journal illustrating the struggle and importance of the American civil rights movement.
- **Research famous quotations** said by Dr. Martin Luther King, Jr. and incorporate them into a book. Include when and where each quotation was said. For each entry that you feel strongly about, write a brief explanation of why this quotation is important to you.
- Learn about how racial, ethnic, or religious conflicts are played out in education systems of another country, such as Serbia (Serbs and Croats), Israel and the Occupied Territories (Jews and Arabs), or Northern Ireland (Catholic and Protestant). Write a short essay on the historical background of this conflict and solutions that have been attempted. Then offer your own possible solution, taking into account the sensitivity of the issues involved.
- **Compare the racial make-up of five different types of Universities' applicant pools** (private, public, religious, etc.) to the racial make-up of their incoming classes. By how many percentage points do these numbers differ? Hypothesize factors that might account for this discrepancy, such as racial discrimination (if the percentage of applicants of a particular race is far above the admitted students of this race), a quota system, or scholarships for races with higher than normal representation. Also keep in mind the breakdown of individual races (do not simply consider "minorities" as one group), in-state/out-of-state quotas, and other related factors. Then research the University's admissions policies to discover whether or not your hypotheses were accurate. Write up your findings in a lab report.

- Media Studies- Watch two films (one drama and one comedy) in which a person masquerades as a different race, gender, etc. and observe how these issues are treated in popular culture. Some dramas might include "Gentleman's Agreement" "Shakespeare in Love," and "Black Like Me"; comedies might include "Soul Man," "Tootsie," or "The Hot Chick." Consider the similarities and differences regarding how each type of movie deals with the psychological issues related to "passing." Which do you think dealt with these issues more accurately? Which was more compelling for you and why? Why do you think this is a popular subject for films?
- Teaching with The Times- As you read in the article, "the Bush administration was not legally involved and did not have to take a position" in the current University of Michigan affirmative action discussion. Why do you think President Bush chose to make a statement, as well as file a brief, on this matter at this time? Write an editorial in the style of The New York Times analyzing the administration's decision.
- Read Martin Luther King, Jr.'s "I Have a Dream" speech. Write a journal reflecting on King's vision and whether or not it seems to have been fulfilled. If so, how was this achieved? If not, what is still keeping this dream from being a reality?
- **Citizenship/role playing.** This activity has been used in classrooms everywhere -- but it's one worth repeating from time to time! The activity helps students understand the concept of "discrimination." For this activity, divide the class into two or more groups. Some teachers divide students by eye or hair color; some invite students to select and wear badges of different colors (purple, green, and other colors that are not related to skin color); and others isolate students whose first names begin with the letter "b," (or whichever letter is the most common first letter of students' names in the class). For a class period or for an entire school day, one group of students (for example, the kids who have blond hair, those wearing orange badges, or the ones whose names start with "b") are favored above all others. Those students receive special treats or special privileges, and they are complimented often. Students who aren't in the "favored" group, on the other hand, are ignored, left out of discussions, and otherwise discriminated against. At the end of the period, students discuss their feelings. How did it feel to be treated unfairly, to be discriminated against? Invite students to talk about times when they felt they were judged or treated unfairly. How does this "experiment" relate to the life of Martin Luther King, Jr.? (Source: Kidsphere listserv)



- **Read aloud.** Read aloud one of many Martin Luther King, Jr. biographies to motivate interest in creating a timeline of his life. Your school and local libraries are sure to have several to choose from. Select a handful of the most important events from the book to start your timeline. Let students fill in other events as they use other books and online resources to learn more. Teachers at the lower grades might focus on books that emphasize a "getting along" theme -- books such as *The Land of Many Colors* by the Klamath County YMCA (Scholastic, 1993), *Together* by George Ella Lyon (Orchard Paperbacks), and *The Berenstain Bears and the New Neighbor* (about the bears' fears when a panda family moves in next door).
- **Geography.** On a U.S. map highlight places of importance in the life of Martin Luther King. Place a pushpin at each location and extend a strand of yarn from the pin to a card at the edge of the map. On the card explain the importance of that place.
- **History/role playing.** Make a list of events that are included on your Martin Luther King timeline (e.g., Rosa Parks' bus ride, integrating Little Rock's schools, a lunch counter protest, the "I Have a Dream..." speech). Let students work in groups to write short plays in which each group acts out one of the events.
- **Writing.** Martin Luther King's "[I Have a Dream...](http://www.pbs.org/greatspeeches/timeline/1960)" speech is one of the most famous and often quoted speeches of all time. Read the speech aloud. Invite students to listen to the speech. Write on a chart some of the "dreams" that Martin Luther King expressed in it. Ask students to think about the things they dream for themselves, their families, their country, and the world, and to express those dreams in their own "I Have a Dream..." essays. (See <http://www.pbs.org/greatspeeches/timeline/1960>).
- **Multiculturalism.** A simple class or school project can demonstrate the beauty of diversity! Martin Luther King's dream was to see people of all countries, races, and religions living together in harmony. Gather seeds of different kinds and invite each student to plant a variety of seeds in an egg carton. The seeds of different shapes, sizes, and colors will sprout side by side. Once the plants

are large enough, transplant them into a large pot in the classroom or in a small garden outside. Each class in the school might do the project on its own, culminating in the creation of a beautiful and colorful (and diverse!) schoolwide garden. (Source: Richard Ellenburg, Orlando, Florida -- Learning magazine, January 1994.)

- **More geography.** On March 21, 1965, Martin Luther King, Jr. led a march from Selma to Montgomery (Alabama) to focus attention on black voter registration in Selma. More than 3,000 people began the march; by the time the marchers arrived at the state capitol in Montgomery, their ranks had swelled to 25,000! Five months later, President Lyndon Johnson would sign into law the Voting Rights Bill. The march started at Browns Chapel in Selma, crossed the Edmund Petras Bridge, and headed down route 80 to Montgomery. On a map invite students to find the route the march traveled and to figure out approximately how many miles many of the marchers walked.
- **Music.** Discuss with students the meaning of the words to the song *We Shall Overcome* in light of Martin Luther King, Jr.'s life and the civil rights movement. If possible, play a recording of the song. In addition, you might be able to track down a copy of "We Shall Overcome," a PBS documentary that chronicles the history of this famous civil rights hymn. (See [http://www.pbs.org/wgbh/amex/eyesontheprize/profiles/17\\_king.html](http://www.pbs.org/wgbh/amex/eyesontheprize/profiles/17_king.html))
- **Classifying/creating a chart.** (Upper elementary/middle/high school.) In what ways did the civil rights movement change the lives of African Americans? Use this [activity from ERIC](#) to view six important events in the movement. Invite students to complete a chart that describes the problem that led to each event and what improvements were brought about as a result of the event. (See <http://www.eduref.org/Virtual/Lessons/>)
- **Poetry.** Invite students to write poems about Martin Luther King, Jr. Read Standing Tall, a poem about Dr. King by Jamieson McKenzie, from the online magazine *From Now On*. (See <http://www.fno.org/poetry/standing.html>).

## **INTERNET RESOURCES TO SUPPORT INSTRUCTION ON THE DR. MARTIN LUTHER KING, JR. HOLIDAY**

*The following are a few of the many comprehensive websites on the life and works of Dr. Martin Luther King, Jr:*

<http://www.thekingcenter.org/> - The website of the Martin Luther King, Jr. Memorial Center, provides historical information, a schedule of national events including web cast events, and a means for individuals and groups to volunteer for a community service project.

<http://www.nps.gov/malu/> - The birth home of Dr. Martin Luther King, Jr. is part of the National Park Service. The website contains information about his birth home, Ebenezer Baptist Church, the International Civil Rights Walk of Fame, and an outline of educational programs which are directed by the Park Service at these sites.

<http://www.mlkday.org> - The National and Community Service Corp provides resources and tips for creating and enhancing service projects which honor Dr. King's legacy of tolerance, peace and equality by meeting community needs and making the holiday "a day ON, not a day OFF."

<http://mlk-kpp01.stanford.edu/> - This website of the Stanford University, Martin Luther King, Jr. Papers Project, initiated by the Atlanta-based The King Center, is one of only a few large scale research ventures focusing on an African American. The Project provides documentary information about Dr. King's ideas and achievements. In addition, the Project includes the Liberation Curriculum initiative which provides high school teachers with educational materials that engage students in active learning and critical inquiry. The Center also provides students with an opportunity to become involved through a King Fellowship Program.

[http://www.education-world.com/a\\_lesson/lesson248.shtml](http://www.education-world.com/a_lesson/lesson248.shtml) This teacher -friendly site includes more than 20 lesson plans on Dr. King for grades pre – K to 12.

**Title VII of the Civil Rights Act of 1964**, as amended - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

**Title IX of the Education Amendments of 1972** - prohibits discrimination on the basis of gender.

**Age Discrimination in Employment Act of 1967 (ADEA)**, as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40.

**The Equal Pay Act of 1963**, as amended - prohibits sex discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

**Section 504 of the Rehabilitation Act of 1973** - prohibits discrimination against the disabled.

**Americans with Disabilities Act of 1990 (ADA)** - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

**The Family and Medical Leave Act of 1993 (FMLA)** - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons.

**The Pregnancy Discrimination Act of 1978** - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

**Florida Educational Equity Act (FEEA)** - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

**Florida Civil Rights Act of 1992** - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

**School Board Rules 6Gx13- 4A-1.01, 6Gx13- 4A-1.32, and 6Gx13- 5D-1.10** - prohibit harassment and/or discrimination against a student or employee on the basis of gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, pregnancy, or disability.

*Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment.*

Revised 5/9/03