

CONCENTRATING ON MARTIN LUTHER KING, JR.

Learning Objective(s): The students will:

1. Understand why we celebrate Martin Luther King, Jr. Day.
2. Listen responsively to a story being read aloud.
3. Obtain information about Martin Luther King, Jr. by using visual sources such as pictures.
4. Express their ideas orally based on their knowledge and experiences.
5. Enhance their critical thinking skills.

TEKS: SS 3.14A, 17 A&C, 4.19C, 21A&B, 5.22C, 24A&B; LA 3.5A, Figure 19D, 4- Figure 19D, 5- Figure 19D

Materials Needed: A children's literature book about Martin Luther King, Jr. (Suggested resources are listed at the end of this lesson.), sets of the Martin Luther King, Jr. Match Cards, cut out (Each set should contain 2 copies of each card.)

Vocabulary: celebrate, discrimination, fairness, minister, peaceful, prejudice, protests

Teaching Strategy:

1. Before the actual presentation of this lesson, the teacher should conduct a short simulation, which will allow students to experience the effects of discrimination and prejudice. Without telling the students that the simulation is taking place, the teacher should decide which students in the class will be treated as "special" students. These "special" students should be given special privileges, treats, or exemption from doing seat work or homework. This may be done at the beginning of the school day or during the presentation of another lesson. (The "special" group may be all the boys or all of the girls in the class, those students wearing a particular item, or students sitting in a certain section of the room.)
2. After ten or fifteen minutes, the teacher should stop the simulation, and ask the students who were not treated special how they felt about the other students in the class. Discuss whether the teacher was fair and how students felt during the activity. Have students tell classmates about a time when they experienced unfair treatment or prejudice.

3. Explain to students that during the life of Martin Luther King, Jr., many African Americans were treated unfairly in our country. Read a book about Martin Luther King, Jr. to the class.
4. Lead a discussion concerning the discrimination that took place in the 1960's and encourage students relate how they think African Americans felt during this period. Tell students that we honor the accomplishments of Dr. King on the third Monday of January every year. Ask students to tell why they think Americans celebrate the life of Martin Luther King.
5. Divide students into pairs and give each pair a set of Martin Luther King, Jr. Matching Cards. The students should shuffle the cards and then deal them out with the pictures facing down, placing them in four rows of four cards each. The students should then play Concentration using the cards.

Extension for Gifted/Talented: Have students create a collage to reflect 3-5 facts about Martin Luther King, Jr.

Resources:

- *A Picture Book of Martin Luther King, Jr.* by David Adler
- *Martin's Big Words: The Life of Dr. Martin Luther King, Jr.* by Doreen Rappaport
- *Martin Luther King, Jr. (Rookie Biography)* by Wil Mara

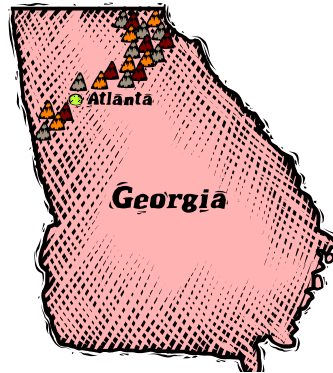
Kathy Aldridge, Law-Related Education Consultant, State Bar of Texas, 2008.

MARTIN LUTHER KING MATCHING CARDS

(Note: A set of cards should contain 2 copies of each card.)



Dr. Martin Luther King, Jr.



He was born in Atlanta, Georgia.



He became a minister.

WAITING ROOM
FOR WHITE ONLY



He saw that many African Americans were not treated fairly.



He led peaceful protests against the unfair treatment of African Americans.



He gave his "I Have a Dream" speech in Washington, D.C. before 250,000 people.



Sadly, Martin Luther King, Jr. was shot and killed in 1968.



We celebrate the life of Martin Luther King, Jr. on the 3rd Monday of January every year.