



HONORING MARTIN LUTHER KING, JR.

Learning Objectives: The students will...

1. Explain the importance of Martin Luther King, Jr. as a citizen and civil rights leader.
2. Develop an appreciation for Martin Luther King's dedication to promoting justice, fairness and equality through peaceful means.
3. Depict the important events in the life Martin Luther King, Jr. through the creation of a timeline.
4. Recognize how they can promote the ideals of Martin Luther King in their own lives.

TEKS: 1.2A, 1.13A, 1.17A, 1.17B, 1.18B, 2.2C, 2.18A, 2.18B, 2.18D, 2.19B

Materials Needed: *A Picture Book of Martin Luther King, Jr.* by David A. Adler, art paper, crayons, a copy of Dove handout for each student.

Vocabulary: Character, civil rights, equality, laws, peace, timeline, violence

Teaching Strategy:

1. Tell students that every January, on the third Monday of the month, Americans honor the birthday of Martin Luther King, Jr. Ask students what they know about Martin Luther King, Jr. and record students' responses on chart paper.
2. Read the class *A Picture Book of Martin Luther King, Jr.* by David A. Adler. Ask students what new things they learned about Martin Luther King from the story and add responses to the chart.
3. Discuss the following questions with students:
 - a. How do you think Martin Luther King must have felt when he was told he could not play with certain friends because of the color of his skin?
 - b. Do you think this was fair? Why or why not?
 - c. What other rules/laws that were mentioned in the story were unfair to black or African American people?
 - d. When Rosa Parks was told she could not sit in a "White Only" section of a bus in Montgomery, Alabama, what did Martin Luther King do to help Rosa Parks?
 - e. After African Americans refused to ride the Montgomery buses for almost a year, the "White Only" sections were removed. Martin Luther King used peaceful ways to get unfair laws changed rather than using violence or fighting. Give examples of how you could solve problems in your own life through peaceful means rather than fighting.
 - f. When Martin Luther King lead a march on Washington in 1963 he said, "I have a dream that my four 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." What does the quote mean? Restate the quote in your own words.
 - g. What other changes were made in our country as a result of Martin Luther King's peaceful demonstrations, marches and speeches?
4. Divide students into eight groups. Assign each group one of the dates/events listed at the end of the book, *A Picture Book of Martin Luther King, Jr.* by David A. Adler. Have each group illustrate their assigned event and then create a timeline of Martin Luther King's life. Other events mentioned in the book may be added to the timeline, if desired.

Evaluation:

1. Discuss ways Martin Luther King exhibited the characteristics of a good citizen such as dedicating of his life to promoting justice and equality for everyone, taking action, standing up for what he believed, etc.
2. Point out that Martin Luther King believed that all people should be treated fairly, have the same freedoms, and be accepted as they are. Ask students to think about what they can do to keep Martin Luther King's dream alive; what actions can they exhibit at school, home, or in the community to make the world a better place?
3. Give each student a copy or copies of the dove on the next page. Tell them that the dove is the symbol of peace. Ask them to complete the stem sentence by stating a way or action that they can take to make the world a better place.

Alternative Activity:

1. Have students draw a picture of someone doing or saying something that would make the world a better place.
2. After the doves have been cut out or pictures have been completed, mount them on a bulletin board that honors Martin Luther King, Jr.



**I can make the
world a better
place by:**