



TEACHING *with* PRIMARY SOURCES

Title of Learning Unit: The Life and Impact of Martin Luther King Jr.

Subjects: Writing, Social Studies, Art

Grade Level/Range: 3rd Grade

Overarching Goal or Concept for the Learning Unit:

Fighting for rights and equality for African Americans

Overview: This unit on the life and impact of Martin Luther King Jr. is intended to give students an understanding of why we honor MLK each year and the influence he had in the United States during the Civil Rights Movement. The beginning of the unit focuses on learning about Martin Luther King Jr.'s early life and where he came from. As the unit develops, the students learn about a defining moment in MLK's life through an integrated writing activity. To further expand on the concepts, the unit ends with encouraging students to examine the impact MLK had and what things they believe are most important/impactful about his life and accomplishments.

Written By: Lauren Cowden and Ellen Limback

Date: 12/1/14

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Pre-instructional Assessment/Introduction: To introduce the learning unit to the students, the teacher will ask the students, "Did you ever get curious as to why we celebrate Martin Luther King Jr. Day? Does anyone have any ideas as to what MLK Day is all about?" At this time, the teacher will distribute a scrap piece of paper to each student and instruct them to separate the paper into 2 columns. This will be for them to write what they know about Martin Luther King Jr. Day and what they would like to know about it. After students do this, the teacher will lead a thought-provoking discussion about the 1950s and what it was like to be an African American in the United States. The teacher will set the scene for what the students will be learning about throughout the unit.



WAYNESBURG UNIVERSITY

Waynesburg University TPS Unit Outline

Title of Lesson/Activity #1: Sequencing events in MLK's life

Created By: Lauren Cowden

Overview of Lesson: Teacher will read the MLK story to students and tell them to pay attention to the main events. Students will create a timeline of the main events in MLK's life in groups using pictures from the book. Students will then individually select one event and write a paragraph explaining its importance.

PA Standards: PA Core Standard: 8.3- United States History: **8.3.3.D:** Identify and describe how conflict and cooperation among groups and organizations have impacted the history and development of the US.

Common Core-CC.1.2.3.B: Ask and answer questions about the text and make inferences from text; refer to text to support responses

Investigative Question for this activity: Who was Martin Luther King Jr. and what made him famous?

Objective(s):

1. During the lesson, students will be able to complete the flow chart using the provided sentence strips with 85% accuracy.
2. Before the lesson, students will discuss one opinion they have about MLK's childhood home with a partner based on the primary source.
3. As a class, students will discuss the sequence of events after completing the flowchart independently.

Materials: "Young Martin Luther King Jr." by Joanne Mattern

Print Sources:

1. Title: 2. NORTH FRONT, ELEVATION (CLOSER VIEW) - Martin Luther King Jr. Birth Home, 501 Auburn Avenue, Atlanta, Fulton County, GA Medium: 4 x 5 in. Reproduction Number: HABS GA,61-ATLA,48—2 Creator(s): Historic American Buildings Survey Date Created/Published: Documentation compiled after 1933 <http://www.loc.gov/pictures/item/ga0206.photos.057118p/>
2. Flowchart
3. Sentence strips of MLK's life events

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Student Learning Process:

1. The teacher will start the lesson by explaining that they will be learning about a leader in the civil rights movement, Martin Luther King Jr. and will ask “What do you know about MLK?” The teacher will continue by explaining that he was a leader for equality and that he helped many people by standing up for them.
2. The teacher will show the class the primary source of MLK’s childhood home and hold a discussion by asking the students, “What do you notice about this photograph? Does the house look old or new? Do you think this house was very nice for houses in the 1930s? Why or why not?” The students will discuss one opinion they have about this house with a partner.
3. The teacher will tell the students that by listening to a biography about him they can learn more details about his life and these details will be used to retell the main events in MLK’s life in an activity using sequencing. The teacher will lead a discussion that asks students “What is sequencing? Why is it important in social studies?”
4. After reading the story the teacher will review the main events in the story. The students will independently cut out of the worksheet the events from the story and glue them in the correct sequence on the designated flow chart.

Closure: As a class, the teacher and students will discuss their answers and students will correct their answers by numbering the strips of paper if needed.

Modifications/Accommodation Techniques for Students with Special Needs:

Students number the corresponding strip of paper to the flow chart if they had trouble cutting. If this activity was too challenging for them a flow chart that had 3 boxes for beginning, middle, and end can be used to place events or draw events in those boxes.

Formal Assessment: None

Informal Assessment: Teacher observation, Student participation in worksheet activity and discussions

Primary source of MLK’s childhood home

Waynesburg University TPS Unit Outline

Sequencing Strips

MLK studied hard and finished school at age 15. He went to college to become a minister.

One day MLK's friend's mother told him he could not play with her son anymore.

MLK's mother told him a story about slaves in America and how they were treated unfairly.

A man killed MLK outside his motel room in Memphis, Tennessee.

MLK told his "I have a dream" speech in Washington, D.C. and he won a Nobel Peace Prize.

Rosa Parks did not give up her seat on the bus and was put in jail.

Martin Luther King Jr. was born in Atlanta, Georgia on January 15, 1929.

Waynesburg University TPS Unit Outline

Title of Lesson/Activity #2: On-the-scene Reporter

Created By: Ellen Limback

Overview of Lesson: This lesson makes the students the reporters that were present for the famous “I Have a Dream” speech on August 28, 1963. The students will be imagining the day through photos and class discussion and write a newspaper genre exposition based on what they see, feel, and hear at the scene of the protest.

PA Standards:

8.3.3.D: Identify and describe how **conflict** and cooperation among groups and organizations have impacted the history and development of the US.

- **Ethnicity** and race
- Working conditions
- Immigration
- Military **conflict**
- **Economic** stability

CC.1.4.3.A: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Investigative Question for this activity: What was it like to be at the August 28, 1963 protest in Washington, D.C.?

Objective(s):

- By examining photos, students will be able to fill in at least two things in each column of Primary Source Analysis Tool.
- After filling out the Primary Source Analysis Tool, students will be able to discuss in groups what they wrote for at least five minutes.
- Using their Primary Source Analysis Tools, along with class discussion, students will be able to create a newspaper article of at five paragraphs about the protest.

Print Sources/Materials:

1. Civil Rights March on Washington D.C.
<http://www.loc.gov/pictures/resource/ppmsca.04297/>
2. Civil Rights March on Washington D.C. (2)
<http://www.loc.gov/pictures/resource/ppmsca.03130/>
3. Martin Luther King Delivers “I Have a Dream” Speech
<http://www.loc.gov/pictures/item/2013645765/>
4. Primary Source Analysis Tool
<http://www.loc.gov/teachers/primary-source-analysis-tool/>
5. Newspaper article outline tool (attached)
6. Sample Articles- one bad, one good

Waynesburg University TPS Unit Outline

Student Learning Process:

1. To gain the students' attention, the teacher will lead in a discussion about any experiences they have had where they were listening to a speaker. The teacher will ask, "What was it like to be at the event?" The students will have an opportunity to share their own experiences about the environment where they listened to the speaker, and some of the good and bad qualities of the speaker.
2. After class discussion, the students will be given the task to examine some photos from the March on Washington, D.C. While they are examining them, they will complete the Primary Source Analysis Tool. The teacher will instruct the students to think about the overall environment of the event pictured and what it must have felt like to be there during the reflection stage of the tool.
3. When the students have been given about 10 minutes to complete this task, the teacher will bring the students together to have a class discussion about what they wrote in their charts. The discussion will finish up with the teacher having the students imagine if they were a news reporter on the day of the March. The teacher should tell the students, "Ok, now it is time to put on our news reporter hats! Let's all do it together!" The teacher will ask the students, "What kinds of things would you notice to report on?" The teacher will explain that from the information they can gather from the photos and the information that they have learned throughout the MLK unit, they can synthesize (to combine information gathered) what they would see, feel, and hear at the event. The teacher will pull up the article outline tool on the Smartboard. The teacher will ask the students, "What kinds of things could we say that we saw at the event, based on what we have seen and learned about?" After some students' responses, the teacher will write them on the board, followed by what the "reporters" could hear at the march and how they would feel.
4. At this point of the lesson, the students will be given their own article outline tool sheet to start writing down some of the ideas they have of what they would see, hear, and feel at the march. They will be given about 10 minutes to complete their ideas.
5. The students will come back together so that the teacher can discuss how they are going to take the ideas that they have gathered to form their body paragraphs of the article. To do this, the teacher will have 2 examples of articles. The first article will be one paragraph and not descriptive of the event. The teacher will ask the students, "What do you think of this article? Is there anything we should change about it?" After discussion about the article, the teacher will show the students an example of an article that is well-written, including an introduction and conclusion. The teacher will ask, "What do you think of this article? What do you like about it?" After some class discussion, the students will be sent back to their seats to begin their rough drafts of their articles for about 20 minutes. This lesson should continue on to the next few days to complete their rough drafts, do peer revision, and complete final drafts.

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Closure:

To wrap up the lesson for the day, the teacher will explain to the students that they will be continuing to work on these articles for the next few days. The students will have a chance to share their thoughts on being a news reporter and how they would like it.

Modifications/Accommodation Techniques for Students with Special Needs:

Students who have a special need will receive modifications for this assignment. If these students struggle with writing, the assignment will be slightly modified for them. These students will have paragraph starter partial sentences written for them that they will complete and then provide two additional details for each paragraph.

Formal Assessment:

Formal assessment for this lesson will include the grading of the students' articles by the teacher using a rubric (attached).

Article Writing Outline Tool

I. Introduction

1. Things that you see:

2. Things that you hear:

3. Things that you feel:

II. Conclusion

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Descriptive vs. Non-Descriptive Paragraph Samples

Non-Descriptive Paragraph

Trisha stirred the pot of stuff. It had some carrots and potatoes in a brown broth. It was a little spicy when Trisha tasted it. It was pretty hot, too. The stuff warmed up her face it was so hot. She thought it would be done soon, which is good because she was hungry.

Descriptive Paragraph:

Trisha stirred the large stock pot of stew, watching as flashes of bright orange carrot and stark white potato danced around, occasionally peeking through the thick brown liquid as it bubbled and steamed. The stew had a strong, spicy scent, and when she ventured a taste, Trisha was immediately struck by a slap of red cayenne pepper and a bold tanginess that reminded her of the sauce served at her favorite steakhouse. The stew was hot on her tongue, and even the small amount she had taken was enough to warm her throat as it slid down. As she leaned forward, the steam made her face equally warm, and the soft sound of roiling bubbles tickled her ears. It wouldn't be long now until the dish was ready, and the thought made her stomach give a small grumble of anticipation.

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3rd Grade Beginning Writing Rubric

CATEGORY	4 Exceeds Standard	3 Meets Standard	2 Approaching Standard	1 Below standard
Focus on Topic (Content)	There is one clear, well-focused topic. Main idea stands out and is supported by interesting details.	Main idea is clear but the supporting details are general.	Main idea is somewhat clear but there is a need for more supporting details.	The main idea is not clear. There is a seemingly random collection of details.
Sentence Fluency	All sentences are well-constructed with varied structure.	Most sentences are well-constructed with varied structure.	Some sentences are not well-constructed and may be similar in structure.	Sentences lack structure or appear incomplete or rambling.
Capitalization & Punctuation (Conventions)	Writer makes no errors in capitalization, or punctuation, so the paper is exceptionally easy to read.	Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read.	Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow.
Spelling	Writer makes no errors spelling that distract the reader from the content.	Writer makes 1-2 errors in spelling that distract the reader from the content.	Writer makes 3-4 errors in spelling that distract the reader from the content.	Writer makes more than 4 errors in spelling that distract the reader from the content.
Writes legibly	Paper is very neatly written with no distracting corrections.	Paper is mostly neatly written with 1 or 2 distracting corrections (e.g., dark cross-outs; bumpy white-out, words written over).	The writing is somewhat messy and the reader has to work hard to read the paper.	The writing is mostly unreadable and the reader has to work hard to read the paper.

Rubric created using Rubistar

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Waynesburg University TPS Unit Outline

Title of Lesson/Activity #3: Mural Center

Created By: Ellen Limback and Lauren Cowden

Overview of Lesson: The focus of this lesson is to analyze a historical mural's importance, and the creation of a new meaningful mural.

PA Standards:

8.1.3.B: Identify fact, **opinion**, multiple points of view, and **primary sources** as related to historical events.

CC.1.4.3.A Write informative/exploratory texts to examine a topic and convey ideas and information clearly.

Investigative Question for this activity: What does the Martin Luther King Jr. mural mean to you after reflecting on it?

Objective(s):

1. After learning about Martin Luther King Jr.'s influence in the U.S., students will be able to create their own meaningful mural.
2. After making a mural, students will be able to explain it in at least one paragraph (4-5 sentences).
3. After studying the mural students will be able to complete the primary source analysis tool with at least 2 items per column.

Print Sources/Materials:

1. Primary source mural (laminated)
http://blogs.loc.gov/teachers/files/2013/01/KingMural_crop31.jpg
2. markers or crayons
3. pencils
4. lined paper
5. cardstock
6. printed photos from Civil Rights Movement
7. Observe, Reflect, Question organizer
http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf
8. 5:17 length Youtube video: <https://youtu.be/3vDWWy4CMhE>
9. glue

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Online Collections/Exhibits/Websites:

Students will not be accessing any of the primary sources directly. The teacher will have the sources available to the class printed out already.

Student Learning Process:

1. The teacher will introduce the station activities to the students by showing them the short video of Martin Luther King Jr.'s "I Have a Dream" speech. This will get students excited to learn more about the Civil Rights Movement. The teacher will talk about how they learned about Martin Luther last week and today they will be working in groups doing activities related to Martin Luther and the movement.
2. The teacher will explain the center to the students.
3. The first thing that the students will do at the station will be studying the mural that the teacher has laminated. After studying the mural for a few minutes, the students will complete the Primary Source Analysis Tool columns (observe, reflect, question).
4. Next, the students will talk about their own reflections to their classmates in their groups. They will compare/contrast what they wrote in their reflection columns.
5. The students will then begin making their own mural using pictures that the teacher has printed for them. They will choose their own photos and use crayons and markers on card stock to create a meaningful mural.
6. To end their time at this station, the students will write a paragraph on the lined paper about why their mural is significant and why they chose the photos that they chose.
7. Assessment: The teacher will use the students' murals and paragraphs to assess this station. The teacher should correct the mistakes in the students' paragraphs, but not take off points for spelling and grammatical errors.

Closure:

After the stations activity has been completed by all of the students, the teacher can display the murals and have the students look at each other's murals.

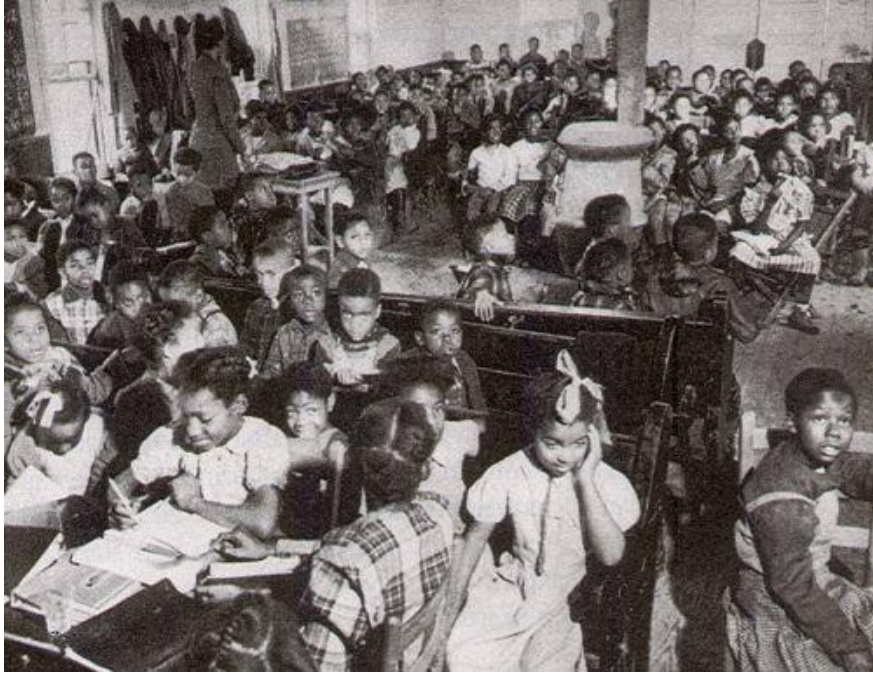
Modifications/Accommodation Techniques for Students with Special Needs:

Students who struggle with writing will have accommodations. If the student has severe difficulties with writing, they will be able to dictate why their mural is important to the teacher. If the student has minimal difficulties with writing, they will be able to write two sentences about their mural's importance.

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Post-instruction Assessment:






Students will be given open response prompts to assess what the students have learned and what may need to be revisited.

Prompts include:

1. Share three events that happened in MLK's life.
2. Explain the impact MLK had on the Civil Rights Movement and how this movement helped gain rights for African Americans.
3. What was the main point of MLK's 'I Have a Dream' speech ?

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Bibliographic Organizer of Library of Congress Sources

Title of Learning Unit: The Life and Impact of Martin Luther King Jr.		
Thumbnail Image	Document Title, Author/Creator, Date	Library of Congress URL
Lesson #1: Sequencing events in MLK's life		
	MLK Birth Home Library of Congress Prints and Photography Division 1964	http://www.loc.gov/pictures/item/ga0206.photos.057118p/
Lesson #2: On the Scene Reporter		
	Civil Rights' March on Washington, D.C. Leffler, Warren K. 1963	http://www.loc.gov/pictures/item/2003688164/
	Civil Right's March on Washington, D.C. Leffler, Warren K. 1963	http://www.loc.gov/pictures/item/2003654395/
	Martin Luther King delivers the "I Have a Dream" speech from the podium at the March on Washington Adelman, Bob 1963	http://www.loc.gov/pictures/item/2013645765/
Lesson #3: Mural Center		
	MLK Mural Don Miller 1966	http://blogs.loc.gov/teachers/2013/01/honoring-our-history-through-artwork-martin-luther-king-jr-in-library-of-congress-primary-sources/