Unit 6/Week 1

Title: My Brother Martin

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RI.4.1, RI.4.2, RI.4.7; RF.4.3, RF.4.4; W.4.2, W.4.4; SL.4.1; L.4.1, L.4.2, L.4.5

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

Role models can greatly influence the paths people take in their lives.

Synopsis

In the memoir, Martin’s big sister Christine tells how they grew up during a time when blacks and whites lived separately. Martin’s family set an example of how to stand against injustice and their behaviors and words inspired Martin’s dream.

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text-dependent Questions** | **Evidence-based Answers** |
| Martin grew up in his grandparents’ house. What other family members lived in the house with Martin? | Martin’s grandmother, grandfather - Reverend AD William, Aunt Ida, Martin’s dad - M.L. - and mom, his big sister Christine, and his little brother AD. |
| What are the benefits that Martin and his siblings have as a result of living with their grandmother and Aunt Ida? | The grandmother was always there to take care of them while his parents were often away from home. Grandmother and Aunt Ida also shared memories from childhood and read to them. |
| A simile is a way to compare two different things using the words like or as. What simile does the author use to describe Martin’s relationship with his siblings? What does this simile mean? What is one piece of evidence that supports your answer? | The author uses the simile “stuck together like pages in a book.” In the story, Martin had fun playing pranks with his siblings, which shows that they worked as a team. |
| To have dignity means to believe in your own self-worth. To suffer from an indignity means that something has happened to humiliate or insult your self-worth. Find examples of how Martin’s father protected or shielded his family from the laws that kept blacks separate from whites “and the **indignity** that went with them.” | The family rarely went to picture shows, visited Grant Park, and their father rarely rode the streetcar. He preferred to keep the family close to home. |
| What event did Martin and his sibling’s experience that was a “crushing blow” to them? How is this experience an example of injustice? | Their white friends said that they could no longer play with them because they were Negroes. It is an example of injustice because Martin felt it was very wrong. |
| How did Martin’s mother respond when M.L. asked why white people treat colored people so mean? | She explained the laws to him and told him the white people simply did not understand that everyone was the same. |
| What did M.L. mean when he said, “Mother Dear, one day I’m going to turn this world upside down?” What inspired him to say this? | Martin wants to make changes to help others understand. His mother commenting that “people don’t understand but someday it will be better,” gave him hope that others could change. |
| What important lessons did Martin’s father teach his children? | His father taught him how to speak out against bigotry and hatred. He also taught them to stand up for what’s important. |
| How were these lessons taught? What examples are provided in the text? | Martin’s father practiced what he preached. Students should also provide specific details for how he did this (not buying shoes from the back of the store, not obeying a police officer until he called him a man, his numerous speeches and marches) |
| How does the reader understand that over time Martin turned the world upside down? | Students should note that the first illustration shows that during Martin’s childhood black kids and white kids could not play together. The second shows that black kids and white kids are now friends. I think that Martin followed in his father’s footsteps and fought against laws that segregated blacks and whites. |

Vocabulary

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING** | **WORDS WORTH KNOWING**  General teaching suggestions are provided in the Introduction |
| **TEACHER PROVIDES DEFINITION**  not enough contextual clues provided in the text | indignity  shielded | waning  dangle  nourishing  ancestors  gleaming  shielding  pulpit |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | preferred  injustice  bigotry  segregation  confronted | generations  avoiding  encounters  numerous |

Culminating Task

* Re-Read, Think, Discuss, Write
* *Using examples and details from the story, explain how the role models in Martin’s life inspired his dream to “turn the world upside down.”*

Answer: Martin’s mother first gave him hope by suggesting people could change if they could come to understand that everyone is the same. Also Martin’s father stood against injustice. When Martin was growing up, he watched his father fight against segregation in several ways. He refused segregated services, he gave inspirational speeches, he lead marches, and he spoke up to the police officer for his human right to dignity.

Additional Tasks

* *Martin had several defining moments during his childhood. A defining moment is an experience that you go through in life that changes your thinking. Read back through the story and find at least two defining moments that Martin had.*

Answer: Martin’s friends told him that they could no longer play with him because he was a Negro. This was a defining moment for him, as it was the first time he was confronted about being black. Martin had another defining moment when his mother explained about segregation and why the family had to do things differently than whites.

* *Write about a defining moment in your life. Tell how you were before the experience and how it changed you. What were you like afterward?*

Answers will vary.