# Grade 4: Unit 1, Lesson 2

**Title:** *My Brother Martin*

**Essential Question:** What inspired Martin Luther King, Jr. to dream about changing the world?

**Week 1**

Questions to ask and discuss while reading:

**What was Christine’s life like as a child growing up with Martin?**

*According to the text, the days were filled with tinkled toys, adventures stories with doll and monopoly along with Chinese Checkers. She also played with her brothers and they played pranks on people and joked around together. They had a happy childhood.*

**How were Martin and Christine able to be shielded from their unfair practices for a time?**

*In the text ML, AD, and Christine were shielded because they were kept at home where they were protected. They lived in a time where negroes were restricted from doing certain things because of segregation laws.*

**Who do you think decided that ML and AD could no longer play with the boys whose parents owned the store? Where is there text evidence?**

*The boys’ parents must have said they could no longer play. The boys had played with ML and AD in the past, so they did not care that they were black. The text also says that the family soon moved away.*

**What evidence does the author give to show that there was cruelty and injustice towards black people?**

*They were not allowed to ride the elevator at City Hall; there were parks and museums they could not visit, hotels and restaurants that would not serve them, and theaters where they had to sit in the balcony.*

**What does the author mean when she says that after the children lost their playmates their father’s sermons had new meaning?**

*She means that the children finally understood what their father was talking about when he preached about fighting hatred and bigotry.*

**How did Martin's father set the path for Martin to become an inspiring Civil Rights Leader?**

*Martin’s father would speak out through speeches and talk about the civil rights movement. Martin's father practiced by setting an example for his children. He told the story about them going to the shoe store where the owner would not sell him shoes unless he went through the back door. So, Martin’s father decided to take his business elsewhere. Martin’s father also spoke out against bigotry through another example in the story when they were stopped by the police and the police officer addressed Martin’s father by calling him boy. Martin’s father quickly spoke and told the officer he was not a boy but his son was and that he was a man.*

**Written Response**

**Option 1:**

Citing evidence from the text, explain why Martin told his mother that he wanted to “turn the world upside down.”

**Sample Student Response**

*Martin told his grandmother Mother Dear that he would “turn the world upside down”. Martin was hurt that he could no longer play with his white playmates. He had always played with them before. In the text, it says “the thought of not playing with those kids because they were different, because they were white and we were black, never entered our minds.” Martin is shocked when they are no longer allowed to play.*

*Martin finally realized that all of the bigotry and injustice that his father had shielded them from was real. He finally understood segregation by remembering the WHITES ONLY signs that kept them from elevators, parks museums and restaurants. Martin was not happy with the effects that segregation had on blacks. At that very moment Martin wanted to make a difference. Martin’s grandmother told him “someday, it will be better”, and that people did not realize that all people were the same. Martin decided that he would be part of making a change.*

**Option 2:**

Imagine you’re a biographer following Martin Luther King throughout his childhood. Using evidence from the text, describe one event that inspired him to be a leader in the civil rights movement.

**Sample Student Response**

*Martin Luther King was born to a loving family. He had a sister named Christine, a brother named Alfred, and lived with his mother, father and grandmother. His father was a preacher. Martin and his family lived during a time when there were laws to keep black people separate from white people. At first, the kids were kept away from these laws. But when Martin was older his friends were not allowed to play with him because they were white. That’s when he decided he wanted to “turn the world upside down.”*

*Martin and his siblings had been sheltered from segregation by their parents. Even though they knew that it existed, they had a happy childhood. They liked playing with their friends, and “the thought of not playing with those kids because they were different, because they were white and we were black, never entered our minds.” That’s why this event was so important to Martin. It was the first time that he realized how segregation affected him. This inspired Martin to work towards making his dream come true.*

**Week 2, Building Knowledge: Extending the Topic**

**Essential Question:** What inspired leaders to fight for change during the Civil Rights Movement?

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| Cumulative Activities – The following activities should be completed and updated after reading each resource this week. The purpose of these activities is to capture knowledge building from one resource to the next, and to provide a holistic snapshot of central ideas of the content covered in response to the essential question. *It is recommended that students are required to complete one of the Cumulative Activities (Rolling Knowledge Journal or Rolling Vocabulary) for the week.* |

**Rolling Vocabulary: “Fabulous Five”**

* Read each resource then determine the 5 words from each text that most exemplify (show best) the central idea of the text.
* Next use your 5 words to write about the most important idea of the text. You should have as many sentences as you do words.
* Continue this activity with EACH selection in the text set.
* After reading all the selections in the Expert Pack, go back and review your words.
* Now select the “Fabulous Five” words from **ALL** the word lists.
* Use the “Fabulous Five” words to summarize the most important learning from this text set.

**Sample Student Response**

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| **Title** | **Five Vocabulary Words & Sentences** |
| *Sharing a Dream* | **Words: dream , segregation, recall, injustice, numerous, preferred**1. Dr. King’s **dream** was that all people would be treated the same, black or white, rich or poor.
2. **Segregation** was a way to separate certain groups of people.
3. Coretta Scott King worked alongside of her husband fighting for **injustice.**
4. Martin Luther King Jr. **captured** the hearts and minds of all of his followers.
5. Even though Coretta worked with her husband she **preferred** to stay at home.
 |
| *A Voice for Equality / Thurgood Marshall*  | **Words: injustice, nourishing, dream, example, victory*** + - 1. Many students have a **dream** to become successful leaders.
			2. Like MLK, Thurgood Marshall spoke out against **injustice** for all people.
			3. Thurgood Marshall **nourished** his appetite for learning.
			4. Thurgood Marshall set the **example** for many people during his time.
			5. The case that said schools couldn’t be segregated was a **victory** for Marshall and for equal rights.
 |
| *A Leader For All* | **Words: Segregation , injustice, influence, numerous, encounters**1. Lyndon B. Johnson approved the law to end **segregation**.
2. Johnson experienced **injustice** first hand and was saddened by the results.
3. As president he had enormous **influence** and was able to use that to help others.
4. In the Northern states there were **numerous** acts of injustice.
5. President Johnson had many **encounters** with government leaders whose votes he needed.
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| *Martin Luther King, Jr* | **Words: unjust, demonstrators, segregation, commitment, activist**1. Martin Luther King, Jr dedicated his life to fighting **unjust** laws.
2. Protestors or **demonstrators** joined him in marches and boycotts.
3. Laws at the time reinforced **segregation** based on race.
4. Martin Luther King, Jr and his wife both showed a **commitment** to fight for equality.
5. They were **activists** who fought for a cause.
 |
| **Fabulous Five**: **segregation, injustice, influence, demonstrators, commitment, encounters**  |
| **Summary:**During the Civil Rights Movement, individuals and groups were impacted by **segregation**. In order to respond to these laws, many people made a **commitment** to fight injustice. **Demonstrators** worked together to protest, and though they sometimes had negative **encounters,** many powerful people used their **influence** to contribute to the movement.  |

**Rolling Knowledge**

1. Read each selection in the set, one at a time.
2. After you read *each* resource, stop and think what the big learning was. What did you learn that was new *and important* about the topic from *this* resource?
3. Write, draw, or list what you learned from the text about (topic). Then write, draw, or list how this new resource added to what you learned from the last resource(s).

**Sample Student Response**

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| **Write, Draw, or List** |
| **Title** | **New and important learning about the topic** | **How does this add to what I learned already?** |
| 1. *Sharing a Dream*
 | Coretta Scott King, Martin’s wife, shared his dream and actively worked as an activist alongside him. After his death, she continued to fight for equal rights and set up a center in his name. | It helps us to understand MLK was not working alone and that he had the deep support and active involvement of his wife alongside him.  |
| 1. *Thurgood Marshall / A Voice for Equality*
 | Thurgood Marshall broke barriers by becoming the first African American to become a Supreme Court Justice.  | Many African Americans broke barriers through education and non-violent acts at the same time in which MLK was an activist. |
| 1. *A Leader for All*
 | President Johnson was a white, southern man who used his political power to support Civil Rights.  | It was also President Johnson’s dream that all people should be treated equally. He helped to sign bills into law that came from the causes MLK supported. |
| 1. *Martin Luther King, Jr*
 | This text shows examples of what MLK did in his adult life (speeches, sit-ins, marches) in order to fight for civil rights. | This builds on to what we learned about Martin’s childhood and gives specific factual examples of his “turning the world upside down” |

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| Note to Teacher: *Support students in using text based examples instead of prior knowledge when possible, to ensure that students are reading to learn rather than filling in their own knowledge of MLK.* |

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**Title:** *My Brother Martin*

**Essential Question:** What inspired Martin Luther King, Jr. to dream about changing the world?

*This is a note taking form for you to collect thoughts and evidence during your reading and class discussions. You can use this when you write your essay later.*

What was Christine’s life like as a child growing up with Martin?

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How was Martin and Christine able to be shielded from their unfair practices for a time?

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Who do you think decided that ML and AD could no longer play with the boys whose parents owned the store? Where is there text evidence?

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What evidence does the author give to show that there was cruelty and injustice towards black people?

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What does the author mean when she says that after the children lost their playmates their father’s sermons had new meaning?

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How did Martin's father set the path for Martin to become an inspiring Civil Rights Leader?

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**Week 1 Written Response**

**Prompt #1:**

Citing evidence from the text, explain why Martin told his mother that he wanted to “turn the world upside down.”

**Prompt #2:**

Imagine you’re a biographer following Martin Luther King throughout his childhood. Using evidence from the text, describe one event that inspired him to be a leader in the civil rights movement.

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**Building Knowledge: Extending the Topic**

**Essential Question:** What inspired leaders to fight for change during the Civil Rights Movement?

**Rolling Vocabulary: “Fabulous Five”**

* Read each resource then determine the 5 words from each text that most exemplify (show best) the central idea of the text.
* Next use your 5 words to write about the most important idea of the text. You should have as many sentences as you do words.
* Continue this activity with EACH selection in the text set.
* After reading all the selections in the Expert Pack, go back and review your words.
* Now select the “Fabulous Five” words from **ALL** the word lists.
* Use the “Fabulous Five” words to summarize the most important learning from this text set.

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| **Title** | **Five Vocabulary Words & Sentences** |
| *1.Sharing a Dream* | Words: Sentences: 1.2.3.4.5. |
| *2.Thurgood Marshall / A Voice for Equality* | Words: Sentences:1.2.3.4.5. |
| *3. A Leader for All* | Words: Sentences:1.2.3.4.5. |
| *4. Martin Luther King, Jr*  | Words: Sentences:1.2.3.4.5. |
| **Fabulous Five:** |
| **Summary:** |

**Rolling Knowledge Journal**

1. Read each selection in the set, one at a time.
2. After you read each resource, stop and think what the big learning was. What did you learn that was new and important about the topic from this resource? Write, draw, or list what you learned from the text about (topic).
3. Then write, draw, or list how this new resource added to what you learned from the last resource(s).

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| **Write, Draw, or List** |
| **Title** | **New and important learning** **about the topic** | **How does this resource add to what I learned already?** |
| 1. *Sharing a Dream*
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| 1. *Thurgood Marshall / A Voice for Equality*
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| 1. *A Leader for All*
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| 1. *Martin Luther King, Jr*
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