Title/Author: *Martin’s Big Words: The Life of Martin Luther King Jr.* by Doreen Rappaport

Suggested Time to Spend: 8 Days (20-minute sessions each day)

Common Core grade-level ELA/Literacy Standards: RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.7, RI.1.8, RI.1.10; W.1.2, W.1.8; SL.1.1, SL.1.2, SL.1.3; L.1.1, L.1.2, L.1.4

Lesson Objective:

Students will actively listen and interact with the informational picture book, *Martin's Big Words: The Life of Martin Luther King, Jr*., in order to learn more about the impact Martin Luther King, Jr.’s words had on the world and the author’s purpose for writing this text.

Teacher Instructions

**Before the Lesson**

1. Read the Big Ideas and Key Understandings and the Synopsis below. **Please do not read this to the students**. This is a description to help you prepare to teach the book and be clear about what you want your children to take away from the work.

Big Ideas/Key Understandings/Focusing Question

Martin Luther King, Jr. used words, not violence, people listened to his words, and he changed the world.

Synopsis

This award winning, beautifully illustrated picture book biography introduces children to the words of Martin Luther King, Jr. He grew up in a place where people used words that made him feel bad and how Martin Luther King, Jr. used words to fight for equal rights and made a global impact without using violence.

1. Go to the last page of the lesson and review “What Makes This Read-Aloud Complex.” This was created for you as part of the lesson and will give you guidance about what the lesson writers saw as the sources of complexity or key access points for this book. You will of course evaluate text complexity with your own students in mind, and make adjustments to the lesson pacing and even the suggested activities and questions.
2. Read the entire book, adding your own insights to the understandings identified. Also note the stopping points for the text-inspired questions and activities. *Hint: you may want to copy the questions vocabulary words and activities over onto sticky notes so they can be stuck to the right pages for each day’s questions and vocabulary work.*

*Note to teachers of English Language Learners (ELLs): Read Aloud Project Lessons are designed for children who cannot read yet for themselves. They are highly interactive and have many scaffolds built into the brief daily lessons to support reading comprehension. Because of this, they are filled with scaffolds that are appropriate for English Language Learners who, by definition, are developing language and learning to read (English). This read aloud text includes complex features which offer many opportunities for learning, but at the same time includes supports and structures to make the text accessible to even the youngest students.*

*This lesson includes features that align to best practices for supporting English Language Learners. Some of the supports you may see built into this, and /or other Read Aloud Project lessons, assist non-native speakers in the following ways:*

* *These lessons include embedded vocabulary scaffolds that help students acquire new vocabulary in the context of reading. They feature multi-modal ways of learning new words, including prompts for where to use visual representations, the inclusion of student-friendly definitions, built-in opportunities to use newly acquired vocabulary through discussion or activities, and featured academic vocabulary for deeper study.*
* *These lessons also include embedded scaffolds to help students make meaning of the text itself. It calls out opportunities for paired or small group discussion, includes recommendations for ways in which visuals, videos, and/or graphic organizers could aid in understanding, provides a mix of questions (both factual and inferential) to guide students gradually toward deeper understanding, and offers recommendations for supplementary texts to build background knowledge supporting the content in the anchor text.*
* *These lessons feature embedded supports to aid students in developing their overall language and communication skills by featuring scaffolds such as sentence frames for discussion and written work (more guidance available* [here](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion)*) as well as writing opportunities (and the inclusion of graphic organizers to scaffold the writing process). These supports help students develop and use newly acquired vocabulary and text-based content knowledge.*

The Lesson – Questions, Activities, and Tasks

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| **Questions/Activities/Vocabulary/Tasks** | **Expected Outcome or Response (for each)** |
| **FIRST READING:**  Pull the students together or use a document camera so that all can enjoy the illustrations. Read aloud the entire book with minimal interruptions. | The goal here is for students to enjoy the book, both writing and pictures, and to experience it as a whole. This will give them some context and sense of completion before they dive into examining the parts of the book more carefully. |
| **SECOND READING:**  Discuss the first reading.   * Remind students of the read aloud yesterday. Say: “Yesterday we read *Martin's Big Words*. Turn to your partner and share with them your wonderings, thoughts, questions etc...” Have students share their responses. * (Display pages 1 & 2 on a document camera or projector, if possible.) * Reread page 2 and ask, “What do the words, “WHITE ONLY” mean as they are used in the first sentence?” * Show a photograph of segregated water fountains, restaurants, and transportation before the Civil Rights Movement (link to examples are included below). Compare the photograph to pages 1 and 2 in the book.   + <https://ugalawlibrary.files.wordpress.com/2013/12/segregated-water-fountains.jpg>   + <http://jmichaelphillips.blogspot.com/2012/04/burnt-orange-white-supremacists-racism.html?_sm_au_=iVVZS2fF4p4fjFv7>   + <http://www.radiodiaries.org/claudette-colvin-a-teenage-rosa-parks/> * Ask, “Why did the words “WHITE ONLY” make Martin feel badly?” * (All vocabulary words can be found in the Vocabulary Chart at the end of this lesson.) * Introduce the vocabulary word “segregation” and explain that it means separate (like the water fountains pictured earlier). Discuss how segregation made Martin feel and how students know he felt that way. Review what “equal” means (the same as) and then introduce “equal right” (meaning all people can do the same thing at the same place).   + NOTE: There are various words that are defined for students throughout the lesson sequence. Consider where your students may be able to determine the meaning of some of these words, using context and encourage them to do so rather than providing the definition for them each time. * Re-read page 1 (emphasis on the portion about the Southern cities and town). Then, display a map of the United States on a document camera or projector if possible. * Say the following and mark each direction on the compass rose...   + Point to the North part of the map...   + Point to the South part of the map...   + Point to the East part of the map...   + Point to the West part of the map... * Based on what the text states, the segregation was mainly in the Southern portions of the country. | PURPOSE/GOAL:  Students will recall and discuss the reading from the day before. This can also be used as a pre-assessment to realize what students already know about Martin Luther King, Jr.  Students will share their thoughts on the illustration in the book and to connect their feelings to Martin's feelings as to why the words “WHITE ONLY” make him feel bad. This idea will be confirmed or revised as they view the photographs and compare them to the illustrations in the book and as you reread the rest of the story.    The goal of the compass rose is to help students make the connection that not all cities in the United States participated in the segregation of people. |
| **THIRD READING:**   * Reread page 3 and define the following words for your students. Little time is required for these words (see vocabulary chart at the end of this lesson): hymns, Bible, and preach. * Also on page 3, discuss why his father's words made him feel good. * Have students turn and talk to a partner using the following sentence frame, “When I grow up, I'm going to get big words, too” he means \_\_\_\_\_\_\_\_\_. * Reread page 5 and define the following words for your students. Little time is required for these words (see vocabulary chart at the end of this lesson) Minister. (You can also make the connection that on page 3 we learned the word preaches that would be the job of a Preacher (same as a Minister)). * Introduce the “Quote Chart” and fill in all of the quotes from pages 1-5. In the first column of the chart you will list the facts from the story of what other people say or do, in the second column list Martin's quote in response, and in the third column list how the events and Martin’s quotes are related. (See the “Quote Chart” sample at the end of the lesson). | PURPOSE/GOAL:  Students will have a better understanding of the events in Martin's life based on the vocabulary in the book.  Students will understand that his father's words are kind and the words on page 1 are not kind.  Students will begin to make the connection that Martin's words are his power. This idea will be confirmed or revised as you reread the rest of the book.  Students will have a better understanding of the events in Martin's life based on the vocabulary in the book.  Students will “discover” that even though people are not always kind to you, you can respond with kind words instead of acts of violence. |
| FOURTH READING:   * Reread pages 11 & 12 and ask students why Rosa Parks was asked to get up so the white man can sit down. * Play one of the videos about Rosa Parks to provide background information for all students:   + <https://www.youtube.com/watch?v=Rs_utj3o1NQ>   + <https://www.youtube.com/watch?v=v8A9gvb5Fh0>   + <https://www.youtube.com/watch?v=naE1Bytu2Q0> * Add to the “Quote Chart” * Reread page 13 and ask the question, “If African Americans weren't riding the bus, who was?” * What do you think would happen if only a few students were riding your school bus? (They may have to combine buses and the bus driver would lose his/her job). | PURPOSE/GOAL:  Students will make the connection that Rosa Parks is black (it is not explicitly stated in the book nor is it in the illustration).  Students will gain more knowledge about Rosa Parks and make the connection to the nonviolent protests of the bus boycott.  Students will make text to self and text to world connections. Students should begin to realize that words and nonviolent acts could impact the world. This idea will be confirmed or revised as we continue to revisit the text. |
| FIFTH READING:   * Re-read page 15 and discuss the word “protest”. Protest means to stand up for what you believe in and not partake in violence. * Looking at the illustration, what are some things that the people are protesting? * Now imagine the cafeteria announced it is only serving broccoli and Brussels sprouts. How would you feel if were true? What could you say or do to protest this new change in our cafeteria? Turn and talk to a partner about your ideas. Have teams of students create a Protest Poster that they would carry if they marched in protest to the decision made by the cafeteria staff. * Have students share their responses. * Introduce key vocabulary such as: mayors, governors, police chiefs, and judges. Discuss and provide examples for each term making a connection to the community in which we live in. | PURPOSE/GOAL:  Students will understand the process that African Americans went through to gain equal rights. We would also want our students to understand the motive for protesting during this time of segregation in American history.  Students will be able to empathize and make the connection of how they would feel and respond in a situation that called for them to stand up for what they believe in. |
| **SIXTH READING:**   * Reread page 17 and add to the “Quote Chart”. Ask the question, “What does Martin do to keep the protesters from using their fists?” * Have students turn and talk to answer question. Share responses. * Reread page 21 and ask the question, “What lesson is the author trying to teach us?” * Add quote on page 21 to the “Quote Chart. “ * Ask the question “Why did the lawmakers vote to end segregation? Why did the signs come down?” * Review “Quote Chart” and discuss what steps Martin and the other protesters took to help change the world? | PURPOSE/GOAL:  Students should now be able to understand that Martin's Big Words means that he chooses not to partake in violent acts.  Martin's words are his power! |

FINAL DAYS WITH THE BOOK - Culminating Task

* 1st-Give each student a piece of notebook paper. Ask them to write one word on their paper that would describe Martin

Luther King, Jr. Then, write and draw evidence from the text to support how their one word describes him. Using students’ responses choose the word or words written by most of your students. Create, on poster board, the word/s chosen by most of your students and write the outline of the word/s (The word could be in the shape of a heart).

* Example Student Response
  + Kind – During the Montgomery bus boycott Martin walked with the people to work, school, and to church. He walked with them when it was cold and when it was really hot. He walked and prayed with them. This all showed that he wanted everyone to have the same rights and to be treated well.
* 2nd-The next day hand out different pieces of tissue paper and have students create a small shape (each student will create something unique). Have students put their tissue paper designed piece on the large outline of the word you created earlier. Discuss why each tissue piece is unique (because we are all different). Even though we are all different shapes, colors, and sizes we come together to create one world. Then, have students respond to the following question: How does this word relate to Martin Luther King, Jr. and his big words?



Vocabulary

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| **These words merit less time and attention**  (They are concrete and easy to explain, or describe events/  processes/ideas/concepts/experiences that are familiar to your students) | **These words merit more time and attention**  (They are abstract, have multiple meanings, and/or are a part  of a large family of words with related meanings. These words are likely to describe events, ideas, processes or experiences that most of your student will be unfamiliar with)­­­­­ |
| Page 2 – Southern cities are cities in the south only (the point is the entire country did not believe in segregation.  Page 3 – Hymns are songs sung to praise or celebrate (something bible a book believed to contain the inspired word of God preach to deliver a message.  Page 3 – To preach is to deliver a message to a group of people gathered in a church.  Page 5 – Minister a man or woman who delivers a message.  Page 7 – The word teachings means something taught by someone.  Page 9 – Discover means to find.  Page 11 – Arrested to be taken to jail for a crime.  Page 14 – Blistering means really hot.  Page 14 – Courage means to be brave.  Page 15 – Protest to stand up for what you believe in and not partake in violence. Mayors, governors, police chiefs, and judges leaders in a city.  Page 15 – To march means to walk for a cause you believe in. | Page 12 – Citizens are people who legally belong to a country and has the rights and protection of that country.  Page 15 – Equal rights means the fair treatment of people regardless of their race or class.  Page 20 – Movement is an objection to something that gathers  people together in protest.  Page 21 – Lawmakers are the people elected to create laws that  protect citizens.  Page 21 – Segregation is the act of separating a race or class of  people from the rest of the group. |

Sample “Quote Chart”

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| **WHAT PEOPLE SAY OR DO** | **WHAT MARTIN SAID** | **HOW ARE THE TWO RELATED** |
| (page 1) WHITE ONLY signs | “You are as good as anyone.” | Martin’s mother is reassuring him that he is as good as any person, regardless of his or their skin color. |
| (page 3) In church he listened to his father preach. These words made him feel good. | “When I grow up, I'm going to get big words, too.” | His father’s words were big because they made him and everyone feel good. |
| (page 5) Martin became a minister like his father. | “Everyone can be great.” | Martin remembers his father’s words and how good they made him feel. He reminds his congregation that EVERYONE can be great! |
| (page 11) Rosa Parks refuses to stand up for a white man to take her seat. Black Montgomery citizens boycotted the buses for 381 days. | “When the history books are written, someone will say there lived black people who had the courage to stand up for their rights.” | Rosa’s actions will be remembered because they took courage. |
| (page 17) Black people were beaten, jailed, and murdered but they kept on marching. | “Love is the key to the problems in the world.” | Use love not violence to solve your problems. |
| (page 21) The lawmakers in Washington vote to end segregation. | “I have a dream that one day in Alabama little black boys and black girls will join hands with little white boys and little white girls as sisters  and brothers.” | Because of the courage of Martin Luther King, Jr., Rosa Parks and many like them, today children of different races play, eat, and drink water together. |

Extension learning activities for this book and other useful resources

Have students create this beautiful globe with hands around it to signify equality.

## Supplies

Construction paper: White, light tan, brown, dark brown.

Printable globe and poem

Glue

Scissors

## Instructions

Trace around hands on construction paper and cut out. Click on printables and print and cut out Globe Poem on white construction paper. Put down a piece of construction paper to act as the base for the piece and glue hands in a circle using the picture as a [guide](http://www.freekidscrafts.com/world-neighbors-handprint-poem/). Glue Globe Poem on top of hands.

* This book study can easily be paired with other books and articles about equality, the Civil Rights Movement, and nonviolent protests. *Note: This is particularly supportive of English Language Learners.* Here are a few titles:
  + Adler, David A. *A Picture Book of Martin Luther King, Jr.*
  + Colbert, Jan. *Dear Dr. King: Letters from Today’s Children to Dr. Martin Luther King, Jr.*
  + Gorge, Linda and Charles George. *Civil Rights Marches*
  + King, Jr. Dr. Martin Luther, and Coretta Scott King. *I Have a Dream*

Note to Teacher

* This is such a powerful book. It could go on for three weeks. Considering the grade/age of our students, we decided to use it for a little over a week.
* We feel the illustrations make such a huge impact on the text, itself. If you don't have a document camera or a projector, consider using multiple copies of the book for groups of students to be better able to analyze the pictures.

**What Makes This Read-Aloud Complex?**

1. **Quantitative Measure**

Go to <http://www.lexile.com/> and enter the title of your read-aloud in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database.

Most of the texts that we read aloud in K-2 should be in the 2-3 or 4-5 band, more complex than the students can read themselves.

2-3 band 420-820L

4-5 band 740-1010L

**410 Lexile**

1. **Qualitative Features**

Consider the four dimensions of text complexity below. For each dimension\*, note specific examples from the text that make it more or less complex.

* Use words and not violence to impact the world.

Pg. 3 “When I grow up, I'm going to get big words, too.” (in reference to his father's message during a church service).

Pg. 7 “Hate cannot drive out hate. Only love can do that.”

The events of the book are in chronological order.

Details in the illustrations illuminate the key events and are supported by the text.

Embedded quotes are enlarged and in a different color to emphasize his words which support the big idea of this lesson.

The text jumps back and forth between historical events and then a related quote from Martin, which is an uncommon structure that may be lost on students.

The use of the words, “big words” throughout the text may be confusing because of the double meaning behind them. (movement, rights)

Many of the quotations have complicated syntax:

“Remember, if I am stopped, this movement will note be stopped, because God is with this movement.”

Students may struggle because of their lack of background knowledge pertaining to equal rights.

Specialized vocabulary geared toward Social Studies standards.

* Pg. 11 Rosa Parks
* Pg. 11 Montgomery Bus Boycott
* Pg. 15 Protests for equal rights

**Meaning/Purpose**

**Structure**

**Language**

**Knowledge Demands**

\*For more information on the qualitative dimensions of text complexity, visit <http://www.achievethecore.org/content/upload/Companion_to_Qualitative_Scale_Features_Explained.pdf>

1. **Reader and Task Considerations**

What will challenge my students most in this text? What supports can I provide?

* The knowledge demands and vocabulary in this text are very context specific. Students will need support understanding the Civil Rights Movement along with equal rights. There are many opportunities to bring in support resources to aide in the building of this knowledge.
* The quotes from Martin Luther King, Jr. are separated from the other text in the book with a different color font. This type of author's structure and craft will be difficult for students. The connection between the events and the quotations are metaphorical and not concrete (his words were his power). Students will be supported through text dependent questions focusing on making connections, empathy, and by using a quote chart that lists all of the quotes in the book along with support from the text.
* The illustrator of the book uses collage as his medium. This medium represents different pieces coming together to create a whole and this may be a new type of illustration for the students. Students will be asked to create a collage to create the words, LOVE, PEACE etc...” exemplifying how their words are powerful like Martin Luther King's.

How will this text help my students build knowledge about the world?

* *Martin's Big Words: The Life of Martin Luther King Jr*. will help first graders build knowledge around the idea of nonviolence and the Civil Rights Movement. Using words to resolve differences or to support a cause rather than using violence.

1. **Grade level**

What grade does this book best belong in? Grade 1 as a read-aloud

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