Grade Level	Content Area	Course Title *(For 9-12 Samples Only)*	Unit Title
Grade 1	**English Language Arts-Reading**		**The Life of Dr. Martin Luther King Jr.**

Length of Unit	Time of Year Taught	Expected Prior Knowledge
5 lessons	January	K-W-L chart format, making text predictions, vocabulary knowledge of pictures/ illustrations and words in text, comparing and contrasting with Vein Diagrams.

Unit Description In unit students will learn about the life of Dr. Martin Luther King Jr. through pictures, speeches, and text. Students will analyze pictures, speeches, and texts to determine important events and facts about Dr. Martin Luther King Jr.

Standards: Common Core State Standards for ELA	**Strand:** Reading Standards for Informational Text **Cluster**: Craft and Structure **Standard**: #6 Distinguish between information provided by pictures or other illustrations and information provided by the words in the text.
Summative Assessment *In addition to the description, include a copy of the summative assessment in the application package.*	Students will observe pictures matching pictures to correct text descriptions, students will answer questions about text they have read, pictures they have analyzed, and speeches they have listened to distinguish between information provided by pictures or other illustrations and information provided by words.
Scoring for Summative Assessment *In addition to the description, include a copy of the answer key and scoring rubric (if applicable) for the summative assessment in the application package.*	Students must score a 9/11 (80%) to reach mastery of the standard. The three matching questions, and eight pictures with supporting text are worth one point each.
Materials/Resources Needed *Include all items for the entire unit.*	*My Brother Martin: A Sister Remembers* by Christine King *I Have a Dream* by M.L. King LCD projector with access to *Martin Luther King, Jr. Birth Home Virtual Tour* *A Picture Book of Martin Luther King Jr.* by D.A. Adler (class set) *Martin Luther King, Jr. and Me* mini-book K-W-L chart Chart Paper Two Column Chart paper Vein Diagram of Homes Now VS. Martin Luther King's First Home. Pencils and Crayons Lesson Five Assessment

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Instruction and Timeline	Teacher will explain to students that they are beginning a unit of study on Dr. Martin Luther King, and that they will use pictures, speeches, and text to learn about the life of Dr. King. Teacher will assess students' prior knowledge of Dr. Martin Luther King Jr. with a K-W-L chart. Teacher will ask students to share what they Know about Dr. King. Teacher will record answers on the K (knowledge) section of the K-W-L chart. Teacher will ask students what questions they want learn about Dr. King and record student responses under the W (Want) section of the K-W-L chart. Teacher will introduce My brother Martin: A Sister Remembers to the class having the students take a picture walk through the text. Teacher will encourage students to make predictions of what is going on in the text by looking at the illustrations. Teacher will help build background for students while looking at text pictures to help students understand what life was like during Dr. King's lifetime. Teacher will read the book as a read aloud to the class. Teacher will ask students if text for each page goes with the illustration for the page and have students explain why they think it does or doesn't. After reading story, teacher will ask students what they learned from the text. Teacher will record student responses on the L (Learned) section of the K-W-L chart. Teacher will break students into table groups, modeling to students that they will create a two colomn chart of what life was like during Dr. Martin Luther King Jr.'s life and write one sentence to go with the picture. Then draw a picture of what life is like for us now and write one sentence to go with the picture. Teacher will explain that the text (sentence) needs to match with what is in the illustrations. Teacher will have students share group two column	Teacher will review K-W-L chart from lesson one. Teacher will review the story My Brother Martin: A Sister Remembers and ask the class how the illustrations helped paint a picture for what was in the text. Using the LCD project teacher will use the Martin Luther King, Jr. Birth Home Virtual Tour to walk students through King's first home virtually. Throughout the virtual tour teacher will ask students what they learn about Dr. Martin Luther King Jr. from looking at the pictures of his first home. After tour explain to students that they will work in table groups to make Vein Diagrams using illustrations and/or words to compare and contrast what they saw in Dr. King's first home to their own homes (as well as family members they have visited). After students complete the diagram, teacher will ask what more they have learned about Dr. Martin Luther King Jr. from the virtual tour. Teacher will add students responses to the L (Learned) section on the K-W-L chart. Teacher close lesson asking students how did the pictures and illustrations of Dr. Martin Luther King's first home help us learn about the life of Dr. King?	Teacher will review Learned section on the K-W-L chart about Dr. Martin Luther King Jr. Teacher will introduce the text, *A Picture Book of Martin Luther King Jr.*, by D.A. Adler. Using student books, teacher will have table groups do a picture walk of the text discussing what they think the text will be about by looking at the illustrations. Teacher will ask students to share what they predict the text will be about and show an illustration in the text to support their prediction. Teacher will read story aloud as students read along with student copies. While reading teacher will ask students about illustration predictions and compare to what the text states. After reading, teacher will ask students what they learned and record it on the L section of the K-W-L chart. Teacher will then break students into partners and model to students how to complete the Martin Luther King Jr. and Me mini book illustrating and writing about their life in response to short paragraphs about Dr. King's life. Teacher will walk around room while students are working in partners to assist with students that need help and guide discussions. Teacher will wrap up lesson asking students how the text about Dr. King helped them create an illustration about their own lives?	Teacher will review Learned section on the K-W-L chart about Dr. Martin Luther King Jr. Teacher will explain that they are going to listen to ending of Dr. Martin Luther King's famous "I Have a Dream Speech." Teacher will play the audio of the speech. Teacher will ask students without having any illustrations or pictures to look at, how do you think the text of this speech made people feel and react? Teacher will record student responses on the white board. Teacher will introduce the book *I Have a Dream*, and have class do a picture walk of the text. Teacher will ask students how what they predict the text is about from the illustrations. Teacher will read I Have a Dream to the students, asking throughout the book what students are learning through the text and illustrations. After reading teacher will ask students, "What dreams do you have for our world?" Teacher will record student responses on chart paper. Teacher will assign table groups to illustrate a flag to display in the classroom that illustrates a dream or dreams their table group has for our school, country, world. After completing flags, table groups will present their flags to the class. Teacher will wrap up lesson asking students how the illustrations on the flags, help us know what the dreams are for each group?	Teacher will review Learned section on the K-W-L chart about Dr. Martin Luther King Jr. Teacher will review that over the week students have read informative text about Dr. Martin Luther King, Jr., listened to a famous speech he gave, and looked at different pictures of Dr. King to help them learn about his life. Teacher will have some pictures of Dr. King posted in the board with different descriptive texts about the pictures. Teacher will read the descriptive text samples to the students and ask which picture the text goes with. Teacher will ask volunteers to come match pictures with text. Next, teacher will give half of the class a picture of something to do with the life and times of Dr. King and the other half little cards with a sentence about his life. Teacher will explain that students will get up and go around the room to find the picture/text card that go together. Students will have to analyze pictures and discuss with classmates to find the text and picture that go together. Teacher will walk around to help and observe student discussions and interactions. After group activity, teacher will assess students' knowledge about Dr. Martin Luther King Jr. and how students distinguish information provided by pictures or other illustrations and information provided by the words in the text. Teacher will ask students to review what they have learned about Dr. Martin Luther King Jr. through the different texts and pictures from the week. Students can use K-W-L chart or generate own ideas. Teacher will explain that today students will work individually to complete an assessment using pictures and text to show understanding the Dr. Martin Luther King's life. Teacher will explain assessment and walk around to assist students

	charts with the class.				with questions during assessment.
	Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
Student Activities and Timeline	1. Students will share prior knowledge of Dr. King to build the Knowledge section on a class K-W-L chart. 2. Students will brainstorm questions they want to learn answers to about Dr. King for teacher to record on the w (Want to Learn) section of the K-W-L chart. 3. Students will preview the text *My Brother Martin a Sister Remembers*, make predictions about the text by looking at the pictures, and discuss what the pictures tell them. 4. Students will listen as teacher reads the text aloud. Students will analyze if text and pictures go together to help the reader understand. 5. After listening to the story students will share what they learned from the text, as teacher records responses on the Learned section of the K-W-L chart. 6. In table groups students will work together to create a two column chart of what life was like during Dr. Martin Luther King Jr.'s lifetime compared to their present day experiences. Students will draw one picture and write sentences to go with the picture for each side of the chart. 7. Students will share two column charts with the class.	1. Students will review K-W-L chart from lesson one. 2. Students will observe and discuss pictures of Dr. Martin Luther King's first home through the Martin Luther King, Jr. Birth Home Virtual Tour. Students will discuss what they learn from the pictures about Dr. King's life. 3. After virtual tour, students will work in table groups to make a VEIN Diagram using illustrations and/or words to compare and contrast what they saw in Dr. King's first home to their own homes (as well as family member's homes). Students will be receive one point per item on the diagram for a total of 10/10 points possible. 4. After completing diagrams, students will share what they learned in lesson two about Dr. King's life, while teacher records it under the Learned section of the K-W-L. 5. Students will answer verbally how the pictures and illustrations of Dr. King's life helped us learn about his life?	1. Students will review the L section of the K-W-L chart about Dr. Martin Luther King Jr. 2. Students will listen to teacher's introduction of the text *A Picture Book About Dr. Martin Luther King, Jr*. watch teacher's model of a picture walk and then in small groups do a picture walk of the text discussing what they think the text will be about by looking at the pictures. Students will share with the teacher what their groups predict they are going to learn from the text. 3. Students will follow along in student book copies as the teacher reads the text aloud. While reading students will answer teacher questions and discuss facts learned about Dr. King through the pictures and the text. 4. After reading students will share what they learned about Dr. King, while teacher records in on the Learned section of the K-W-L chart. 5. Students will them watch teacher model on how to complete the Martin Luther King Jr. and Me mini-book. Students will read short informational paragraphs about Dr. Martin Luther King and then illustrate a picture and/or fill in the blank representing what the short paragraph represents in their own lives. 6. Students will reflect on how the text about Dr. King helped them create an illustration about their own lives.	1. Students will review the L section of the K-W-L chart about Dr. Martin Luther King Jr. 2. Students will listen to parts of Dr. King's "I Have a Dream" speech and discuss how without having illustrations or pictures they think the speech made people feel and react, while teacher records responses on the board. 3. Students will picture walk through the text *I Have a Dream* (the book) discussing the pictures. 4. Students will listen to teacher read the text, discussing the text and pictures. 5. After listening to the text students will brainstorm what dreams they have for the world, while teacher records students responses on chart paper. 6. In groups students will work together to create a flag that illustrates a dream or dreams their group has for our school, country, or world. After completing flags students will share flags explaining what the illustrations represent.	1. Students will review the L section of the K-W-L chart about Dr. Martin Luther King Jr. 2. As a group students will observe teachers model pictures and information cards about Dr. Martin Luther King. As a group, students will help teacher decide which picture goes with which word card, and discuss how they know they go together. 3. Students will participate in an activity where they must work cooperatively to find their picture or text match, matching picture and the text that goes with the pictures, while discussing with one another why or why they do not go together. Once each student finds his/her match, partners will share their picture and text card with the class, explaining how they knew they went together. 4. Students will take an assessment about Dr. Martin Luther King Distinguishing between information provided by pictures or other illustrations and information provided by the words in the text.

Martin Luther King, Jr. and Me

A Journal of Pictures and Words

by

_____

read-write-think

Who We Are

Name: Martin Luther King, Jr. and called M. L.

Born: January 15, 1929 in Atlanta, Georgia

Parents: Rev. Martin Luther King, Sr.
Alberta Williams King

Sister: Christine King

Brother: Alfred Daniel King and called A.D.

****

Name: _____

Born _____ in _____

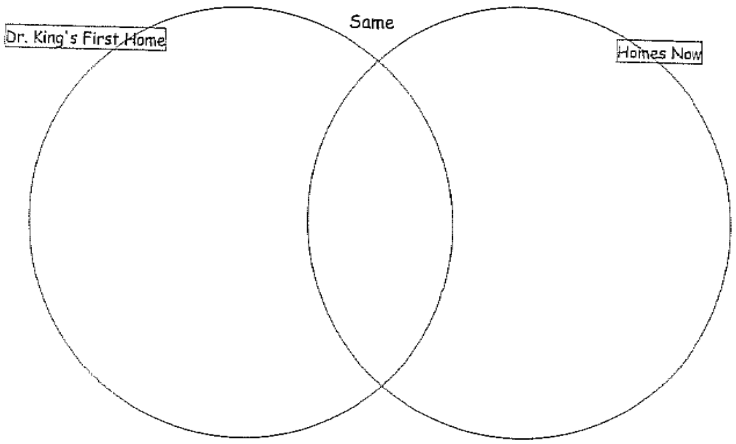
Parents: _____

Sisters: _____

Brothers: _____

Name: _____

Dr. Martin Luther King's First Home and Homes Now Vein Diagram



What We're Good At Doing

Martin Luther King, Jr. loved singing, music, reading, learning new things, and sharing his ideas with others. He was good at these things.

I'm good at _____

_____

_____

Hurt Feeling and Sadness

Martin Luther King, Jr. and A.D. were hurt when their white friends couldn't play with them anymore. At that time in the United States, there were places where black children and white children couldn't go to school together and were not even allowed to play together or be friends. That made Martin very sad.

I was sad when _____

_____

Our Families

Martin Luther King, Jr. (called M. L.) was born on January 15, 1929 in Atlanta, Georgia. His parents were the Rev. Martin Luther King Sr. and Alberta Williams King. He had one sister named Christine and one brother named
Alfred Daniel (called A.D.). His father was a minister and his mother was a musician.

Here is my family.

Books and Stories

Martin Luther King, Jr. loved to have his Aunt Ida and his grandmother read books to him about adventures and "wonderful places in the world" and to tell him stories about when they were children.

I like books and stories too! These are my favorites:

_____

_____

My Dream For Our World

I have a dream too!

_____

_____

_____

Birthdays

Martin Luther King, Jr. has been honored as a great American hero. He worked to change laws that were unfair. He won the Nobel Peace Prize. His birthday is now a national holiday, and people all over the United States celebrate his birthday to honor him.

Here is how I like to celebrate my birthday.

Martin Luther King, Jr.'s Dream

Martin Luther King, Jr. had "a dream that one day...little black boys and little black girls will be able to join hands with little white boys and little white girls as sisters and brothers."

(Martin Luther King, Jr., August 28, 1963)

Dr. King spent his life preaching, giving speeches, leading marches, and helping change laws so that all people would be treated fairly. I can help Dr. King's dream come true!

_____

_____

_____

Name: Answer Key

Assessment: Standard#6 Distinguish between information proved by pictures or other illustrations and information provided by the words in a text. (10 points possible)

1. Look at the pictures below, listen as the teacher reads each text sample. Match the picture to the best text that goes with the picture. (One Point Each)

a. Dr. Martin Luther King Jr. is assassinated on April 4, 1968.

b. The life of Dr. Martin Luther King Jr. is famous all over the world. There are many publications telling about his life and the work he did to change the world.

c. Dr. Martin Luther King joined others on a march in Washington D.C. in support of equal rights for all people.

2. What do we learn from this picture about Dr. Martin Luther King Jr.?

Student responses may vary. Possible answers is Dr. King had a family. Dr. King had 3 children.

3. Looking at the picture below, what do we know about Dr. Martin Luther King's speech that day?

Student responses may vary Possible response: Thousands of people showed up to see Dr. Kin give his speech.

4. In the book, *My Brother Martin A Sister Remembers*, tell one thing that you learned about Dr. Martin Luther King Jr.'s childhood that made him become the man he was as an adult.

Student reposes will vary

5. Thinking back to the texts we read, how did young Martin feel when his white friends couldn't play with him anymore?

Student responses will vary, but they need to support that he didn't think it was fair they couldn't play together, he was sad, or it made him

6. In this unit we listened and read Dr. King's famous, "I Have a Dream Speech." What did we learn from the words/ text of the speech about Dr. King, that we couldn't learn from pictures.

Student answers may vary. Possible answer is Dr. King wanted all children to gather as sisters and brothers regardless of skin color.

7. What did you learn from analyzing pictures taken at Dr. Martin Luther King's "I Have a Dream Speech" that you wouldn't have known by just looking at the text of the speech?

Student Answers will vary. Possible answer Thousands of people gathered to listen to Dr. King give his speech.

8. Draw a picture and write one sentence or more, telling the teacher something you learned in this unit. Make sure that your picture supports the information you provide in your text.

Student picture must support the text they write to get a point.

Name:_____

Assessment: Standard/26 Distinguish between information proved by pictures or other illustrations and information provided by the words in a text. (10 points possible)

1. Look at the pictures below, listen as the teacher reads each text sample. Match the picture to the best text that goes with the picture. (One Point Each)

a. Dr. Martin Luther King Jr. is assassinated on April 4, 1968.

b. The life of Dr. Martin Luther King Jr. is famous all over the world. There are many publications telling about his life and the work he did to change the world.

c. Dr. Martin Luther King joined others on a march in Washington D.C. in support of equal rights for all people.

2. What do we learn from this picture about Dr. Martin Luther King Jr.?

3. Looking at the picture below, what do we know about Dr. Martin Luther King's speech that day?

4. In the book, *My Brother Martin A Sister Remembers*, tell one thing that you learned about Dr. Martin Luther King Jr.'s childhood that made him become the man he was as an adult.

5. Thinking back to the texts we read, how did young Martin feel when his white friends couldn't play with him anymore?

6. In this unit we listened and read Dr. King's famous, "I Have a Dream Speech." What did we learn from the words/ text of the speech about Dr. King, that we couldn't learn from pictures.

7. What did you learn from analyzing pictures taken at Dr. Martin Luther King's "I Have a Dream Speech" that you wouldn't have known by just looking at the text of the speech?

8. Draw a picture and write one sentence or more, telling the teacher something you learned in this unit. Make sure that your picture supports the information you provide in your text.