FOCUS

i. The purpose of this lesson is to stress the importance that “you and I can make a difference” in the society in which we live. We wanted to explain to our first grade class that in a perfect world everyone would feel comfortable with all people no matter their race, culture, diversity, or ethnic background. We wanted students to discuss how they would feel if they were excluded because of the way they looked. We wanted students to use different situations to exclude those in their class so that students knew what it would be like to be excluded. We wanted to include some technology in our class so we chose the video, “My Friend, Martin.” To show what the students learned from their research, we had the class complete an informative piece on Martin Luther King Jr. We also incorporated crafts into this lesson, letting the students express themselves in the arts when they did the portrait of Martin Luther King Jr. and the Unity Hands showing equality for all.

ii. We selected and designed this lesson to meet all diverse needs of students in our classroom. Our school logo this year is “Dream Builders,” where we take the students where they are and build upon their awareness that their dreams can become a reality. Students will see by Martin Luther King Jr.’s example that “You and I Can Make a Difference”

iii. It is important to our school community so students can realize how important it is to stand up and make a difference in the world, not just for themselves, but for others as well. Through the video, students were able to see how things have changed over time because people have stood up to make a difference. The “Unity Hands” represented the need for equality of all races. Students were able to see how all races could join together. Students were able to see that Martin Luther King, Jr. was a real person, just like themselves, who made a great impact on history and set an example for all diverse individuals.
Martin Luther King Jr. Lesson

“You and I Can Make a Difference”

A. Demographics
   Name: 
   School: 
   Lesson Length: 2 days
   Grade level: 1st grade

This lesson is taught in a rural first grade classroom ranging from age 6-8. This lesson was designed to meet all diverse needs of students in the classroom. Our school logo this year is “Dream Builders,” where we take the students where they are and build upon their awareness that their dreams can become a reality. Students will see by Martin Luther King Jr. example that “You and I Can Make a Difference”

B. Context

During Black History Month and the birthday of Martin Luther King Jr. we decided this would be an appropriate time to stress the importance that you and I can make a difference in the society in which we live. We will explain to our first grade class that in a perfect world everyone would feel comfortable with all people no matter their race, culture, diversity, or ethnic background. We will also discuss how students would feel if they were excluded because of the way they look. Students will use different situations to exclude those in their class so that students know what it is like to be excluded. We will watch the video, “My Friend, Martin.” To show that the students reflected on their research, students will complete an informative piece on Martin Luther King Jr. We will also incorporate crafts into this lesson, allowing the students to express themselves in the arts, while creating a portrait of Martin Luther king Jr. and the “unity and equality hands” representing unity and quality for all.

C. Lesson Objectives

Students will be learning facts about Martin Luther King Jr. They will also be looking for the relationships he had with many different people and the prejudices that existed during his life toward certain races. The students will begin to reach out to all people no matter their race, culture, diversity, or ethnic background. They will realize that Martin Luther King Jr. had the skills to work with people from a variety of backgrounds to help make a difference in society.
D. Connections

- 1R: Reading
  - 1RL: Literature
    - 1RL.B: Craft and Structure
      - R.CCR.05: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
        - RL.1.05: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
    - 1RL.D: Range of Reading and Level of Text Complexity
      - R.CCR.10: Read and comprehend complex literary and informational texts independently and proficiently.
        - RL.1.10: With prompting and support, read prose and poetry of appropriate complexity for grade 1.
  - 2RI: Informational Text
    - 2RL.A: Key Ideas and Details
      - R.CCR.01: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
        - RI.1.01: Ask and answer questions about key details in a text.
  - 3RF: Foundational Skills
    - 3RF.C: Phonics and Word Recognition
      - RF.1.3: Know and apply grade-level phonics and word analysis skills in decoding words.
        - c: Know final -e and common vowel team conventions for representing long vowel sounds.
        - g: Recognize and read grade-appropriate irregularly spelled words.
    - 3RF.D: Fluency
      - RF.1.4: Read with sufficient accuracy and fluency to support comprehension.
        - a: Read grade-level text with purpose and understanding.
        - b: Read grade-level text orally with accuracy, appropriate rate, and expression.

- 2W: Writing
  - 2W.A: Text Types and Purposes (Note: These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.)
- W.CCR.02: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
  - W.1.02: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- 2W.B: Production and Distribution of Writing
  - W.CCR.05: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
  - W.1.05: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- 3SL: Speaking and Listening
  - 3SL.A: Comprehension and Collaboration
    - SL.CCR.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
      - SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
  - 3SL.B: Presentation of Knowledge and Ideas
    - SL.CCR.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
      - SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

E. Resources needed to teach lesson

Video “Our Friend, Martin”

Chart “Was, Did, Wanted”

Internet access to websites: enchantedlearning.com and biography.com

F. Procedures

Students will be divided into three groups to read articles and learn facts about Martin Luther King Jr. found in enchantedlearning.com and biography.com. Students will compile a “Was, Did, Wanted” chart as a group. They will discuss the facts about Martin Luther King Jr. from the information found online.

As a class, add new facts to the “Was, Did, Wanted” chart. This will help students as they write their informative piece about Martin Luther King Jr. Model what the writing should look like.
After writing, students will make their Martin Luther King Jr. faces, using construction paper, to attach to their writing pieces. Students will use what they know when developing their Martin Luther King Jr. face and story. Students will realize they are developing an ethnic awareness.

By the end of the week, students will create Equality hand cards, using brown and white hands demonstrating unity for all. Students will be aware that all are created equal and that they should treat their classmates and others with respect, whether they are the “same” or “different” from themselves.

Students will also watch “Our Friend, Martin” to see the impact Martin Luther King, Jr. really made.

**G. Assessment**

Martin Luther King Jr. informative piece

Martin Luther King, Jr. portrait

Unity and Equality Hand Card

**H. Reflections**

**What went well:** All students were able to create hand cards demonstrating unity for all. Students were aware that all are created equal and that they should treat their classmates and others with respect, whether they are the “same” or “different” from themselves. Students were able to gather information from the chart and write sentences in proper form in the informative writing. By doing the hand craft students were able to visualize the unity for all people regardless of race.

**What will you change:** I realized that there was a need to make the awareness more personal, so I would do an activity where the students would be left out or stand out based on the color of their shirt or hair, if they wear glasses, etc. This would give the students a more visual awareness of diversities in the world in which they live.
I. Impact on the awareness of diversity on lesson plan

While listening to the video, “My Friend, Martin,” students realized how important it was to stand up and make a difference in the world, not just for themselves, but others as well. Through the video, students were able to see how things have changed over time because people have stood up to make a difference. The handmade crafts represented the need for unity of all races. Students were able to see how all races could join together. Students were able to see that Martin Luther King, Jr. was a real person, just like themselves, who made a great impact on history and set an example for all diverse individuals.

J. Teachability

This lesson could be taught by any primary teacher. The resources are thoroughly explained and examples are given in this lesson plan and the technology is easily assessable in most primary schools. All students would be able to do all of the assigned activities. The lesson plan can be created to challenge the gifted students by more extensive research and can be brought down to our RTI students in a manner that would also challenge them to their full potential. Most teachers would have the construction paper necessary to create the Martin Luther King face and “unity and equality” hand cards. The “Was, Did, and Wanted” Chart is also teachable. You can have students brain-storm as much as they are capable of or limit the amount of information overload for the RTI students. When writing the informative piece, different groups of achievers can write to illustrate their knowledge and understanding of Martin Luther King Jr.’s life and how he made a difference in the lives of others. Students should also be able to gain a greater insight on how “You and I Can Make a Difference” in the society in which we live.

K. Bonus

Included in our diversity lesson plan are examples of the Martin Luther King Jr. face and informative writing piece, as well as the “unity and equality” hands. Also, the “Was, Did, Wanted” Chart completed with the students input.
Examples of Students work/evidence

**Bonus**

Students Work
Martin Luther King Jr. Face
and informative writing piece
Spelling Test
Always do your best! 😊

Martin Luther King Jr.
Martin Luther King Jr.
was an African American.

He was a minister. He was
married to Coretta
Scott King. He wanted to
make a difference. He tried
to make the US a
better place. He wanted
everyone to be treated fairly.
Students Work
Unity
The Equality
Hands
One way I can change the world is to break up a fight. I would have a speech and I would say: If you see a fight, break it up. That is my speech.
Students Work
"Was, Did, Wanted"
Chart
Group Effort

Martin Luther King Jr.

Was... did... Wanted...
- a man
- went to college
- 15 years old when he moved to college
- skipped grades
- born on January 15, 1929 in Alabama
- preacher (minister)
- tried to make the US a better place
- an African American leader
- gave speeches
- shot on April 4, 1968
- married to Coretta Scott King