

EL/Civics Lesson Plan

Program Name Euclid EL/CIVICS

Staff Responsible for Lesson Wendy Oliver

Date(s) Used	1/15/08
Civics Category	III. US history, government and citizenship prep
Civics Objective	III. 2—Government and Law - Identify people and events in local, state, and/or federal history - MLK and civil rights movement
Time Frame to Complete Lesson	1.5 hours
EFL(s)	Levels 5 and 6
Standard(s)/Components of Performance	Read With Understanding - Select reading strategies appropriate to the purpose Read with Understanding-Analyze information and reflect on its underlying meaning
Benchmark(s)	R5.2 Use strategies to understand text (draw on prior knowledge, use a basic or ESOL dictionary) R6.5- Draw conclusions (using fact/opinion)
Materials	. Biography of Martin Luther King from www.lucidcafe.com/library/96jan/king.html . Statements of fact and opinion from http://www.educationworld.com/a_lesson/TM/WS_MLK_248a.shtml . Vocabulary list . Dictionaries
Activities	I. Ask students to tell you what they know about African Americans and board the responses. Try to elicit enough information to include some facts (they often live in cities) and some opinions (they don't like white people). Explain the difference between facts that can be verified and opinions that can't. II. Ask class what they know about Martin Luther King and board the responses. Ask them which of the items they have boarded are facts and which are opinions. III. Review vocabulary

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	<p>IV. Have students read the biography of MLK. Working in small groups, have them use dictionaries, group discussion and teacher input to explain unknown concepts and vocabulary.</p>
Assessment/ Evidence	<p>Give students a copy of the facts and opinions and ask them to differentiate fact versus opinion using F and O.</p>
Reflection	<p>This is an area that may need revisiting as students have difficulty differentiating the two.</p>

DIRECTIONS: Read each statement below. Decide whether each statement tells a fact or an opinion about Martin Luther King, Jr. Write *F* on the line before each statement that tells a fact. Write *O* on the line before each statement that tells an opinion.

1. _____ Martin Luther King Jr. was born on January 15, 1929.
2. _____ King became a preacher because his father and grandfather were preachers.
3. _____ King was one of the smartest students in his class at Boston University.
4. _____ In 1959, King traveled to India to meet followers of Mohandas Gandhi.
5. _____ King believed Gandhi's ideas could help black people in the United States.
6. _____ The Montgomery bus boycott was the most important event in King's life.
7. _____ King's "I Have a Dream" speech was the best speech he ever gave.
8. _____ Martin Luther King Jr. received the Nobel Peace Prize in 1964.
9. _____ James Earl Ray should have been sentenced to die for killing King.
10. _____ Nobody had more impact on the civil rights movement than King did.

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MLK Biography Vocabulary

eloquent

assassination

non-violent means

preacher

social protest

potent

oppressed

boycott

indicted

conspire

obstruct

appealed

reputation

civil rights movement

segregation

sit-in

protest marches

nationwide campaign

wavered

tactic

attain



Martin Luther King, Jr. Civil-Rights Leader

1929 - 1968

“The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy.”

—Martin Luther King, Jr.

Martin Luther King, Jr. was born on January 15, 1929 at his family home in Atlanta, Georgia. King was an eloquent Baptist minister and leader of the civil-rights movement in America from the Mid-1950s until his death by assassination in 1968. King promoted non-violent means to achieve civil-rights reform and was awarded the 1964 [Nobel](#) Peace Prize for his efforts.

King's grandfather was a Baptist preacher. His father was pastor of Atlanta's Ebenezer Baptist Church. King earned his own Bachelor of Divinity degree from Crozier Theological Seminary in 1951 and earned his Doctor of Philosophy from [Boston University](#) in 1955.

While at seminary King became acquainted with [Mohandas Gandhi](#)'s philosophy of nonviolent social protest. On a trip to India in 1959 King met with followers of Gandhi. During these discussions he became more convinced than ever that nonviolent resistance was the most potent weapon available to oppressed people in their struggle for freedom.

As a pastor of a Baptist church in Montgomery, Alabama, King led a Black bus boycott. He and ninety others were arrested and indicted under the provisions of a law making it illegal to conspire to obstruct the operation of a business. King and several others were [found guilty](#), but appealed their case. As the bus boycott dragged on, King was gaining a national reputation. The ultimate success of the Montgomery bus boycott made King a national hero.

Dr. King's 1963 ["Letter from Birmingham Jail"](#) inspired a growing national civil rights movement. In Birmingham, the goal was to completely end the system of segregation in every aspect of public life (stores, no separate bathrooms and drinking fountains, etc.) and in job discrimination. Also in 1963, King led a massive march on [Washington DC](#) where he delivered his now famous, ["I Have A Dream"](#) speech. King's tactics of active nonviolence (sit-ins, protest marches) had put civil-rights squarely on the national agenda.

On April 4, 1968, King was shot by James Earl Ray while standing on the balcony of the Lorraine [Motel](#) in Memphis, Tennessee. He was only 39 at the time of his death. Dr. King was turning his attention to a nationwide campaign to help the poor at the time of his assassination. He had never wavered in his insistence that nonviolence must remain the central tactic of the civil-rights movement, nor in his faith that everyone in America would some day attain equal justice.

(from www.lucidcafe.com/library/96jan/king.html)