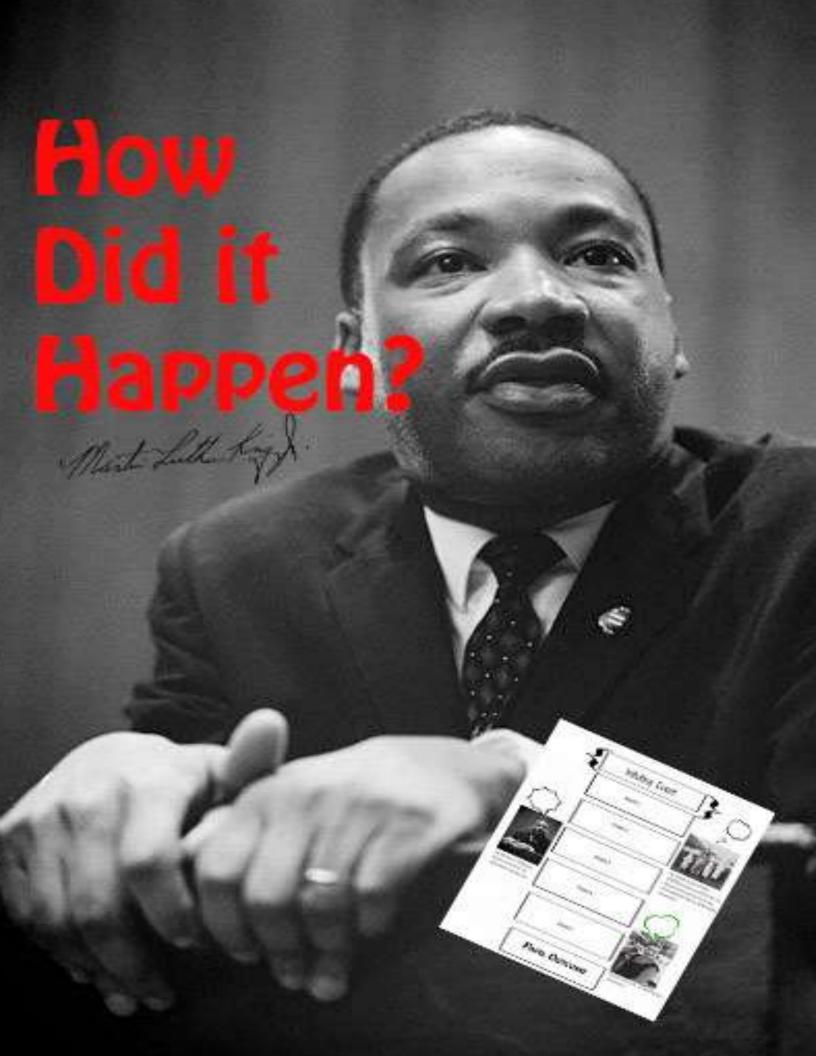


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Martin Luther King: How Did it Happen?

Big Idea

Heroes are not born but created by their courage in answering events around them

Standards

Common Core

CCSS.ELA-L.W.5.6; CCSS.ELA-L.W.5.9; C.C.R.L.5.4

NETS-S

3.a, 4.c, 5.a

Essential Question

What events led to MLK's impact on US history?

Overview

This is a summative project, following class discussion on Dr. Martin Luther King. Students create an event chain to share critical events in Dr. King's life that led to his impact on American history.

Materials

infographic templates, resource materials, required websites, grading rubrics, folder of historic digital images (if required), audio and video copies of Dr. King's speeches

Teacher Preparation

- Have reference materials available
- Create a folder of copyright-free images for student use
- Prepare list of historic events in Dr. King's life that were discussed in class, i.e.:
 - his education
 - o the culture of his times (Jim Crow laws, KKK)
 - o critical historic events: Rosa Parks, Alabama Freedom March
 - 'I Have a Dream' speech
 - o 16th Street Baptist Church Bombing
 - o MLK as <u>Time</u> 'Man of the Year'
 - assassination
 - o first black American to be honored by a National Holiday

Steps

Twenty years ago, Howard Gardner proposed the concept of multiple intelligences— <u>sever</u>
approaches to learning. He made the case that teaching requires a mix of seven learning
styles (visual, kinesic, musical, interpersonal, intrapersonal, linguistic, and logical-math).
_How many students feel they learn better visually than by reading? Look around at the
hands—is anyone surprised by the response?

What's the difference between a 'visual organizer' and 'written text'? Help students come up with the concept that the organization of ideas is different. The eye is drawn to certain elements in a picture which doesn't happen in writing. Think about the difference in how you receive information from a table and a graph.

Share some 'infographics' (what is an 'infographic'?) relevant to class topics. Provide other visual learner examples students might be

familiar with.

Today, we'll use an online infographic creator to visually convey the impact of Dr. King on the world around him. Students will use what they learned in class, in textbooks, in conversations, and in personal inquiry to develop an Event Chain. This does not require any additional research.



_Here are options for online infographics—pick one that works for your students:

- Canva
- <u>Easelly</u>-free
- Infographics Archive—lots of options
- Piktochart

____Have students follow along as you demonstrate how to complete the steps (see samples at end of project):

- Select an infographic template.
- Select an initiating event—what started Dr. King's historic path?
- Select 5-7 critical events in Dr. King's life that contributed to his impact on American history. Create a list on the class screen of what students consider major events based on their discussions and research into this topic.
- Select a Final Outcome—what sums up Dr. King's contributions?
- Lay out the events in a vertical column, arranged according to the infographic template.
- Add images (with citations if needed) of three occurrences along the Event Chain. Use copyright-free images from websites such as:

 \circ <u>Creative Commons</u> \circ <u>Open Clip Art</u> \circ <u>Pixabay</u> \circ <u>Open Photo</u> \circ <u>Stock Exchange</u>

o <u>Morgue File</u> o <u>Wiki Images</u>

- Summarize the event in a two-three word heading. Add a description of one-two sentences. This will vary depending upon which infographic is selected.
- Add any other decorative pieces to increase the impact of the Event Chain.

Students can work in small groups. They will: review and analyze historic material find evidence of Dr. King's impact on American history identify required events add a heading and a summary of each event that reflects on the impact This project is inquiry-driven. Students use critical thinking skills to create the infographic. They solve problems as they arise based on problem-solving strategies used in the past. The teacher will be a guide, not a guru. Remember citation rules for using online images in scholarly research: Facts in the public database are free. Opinions and creative work are cited. As students work, check for understanding **Assessment Strategies** by asking questions about their project. Answer clarifying questions, but provide no Student project data. Ability to collaborate with When completed, student groups will 1) classmates review their work for grammar and spelling, Ability to research and and 2) assess their work by filling in the summarize required information attached rubric. Ability to publish and share Once satisfied, projects are 1) saved to completed project Ability to use a new tech tool student digital portfolio, 2) saved via a with minimal instruction screen shot to share on blog, wiki, or class Assessment rubric website, and 3) submitted in the normal

Extension:

• Take the same historic information and present it using another infographic template. Does this clarify or obfuscate?

Resources:

- Life and Death of Martin Luther King Jr. by James Haskin
- Martin Luther King Jr. by Diane Patrick

classroom convention.

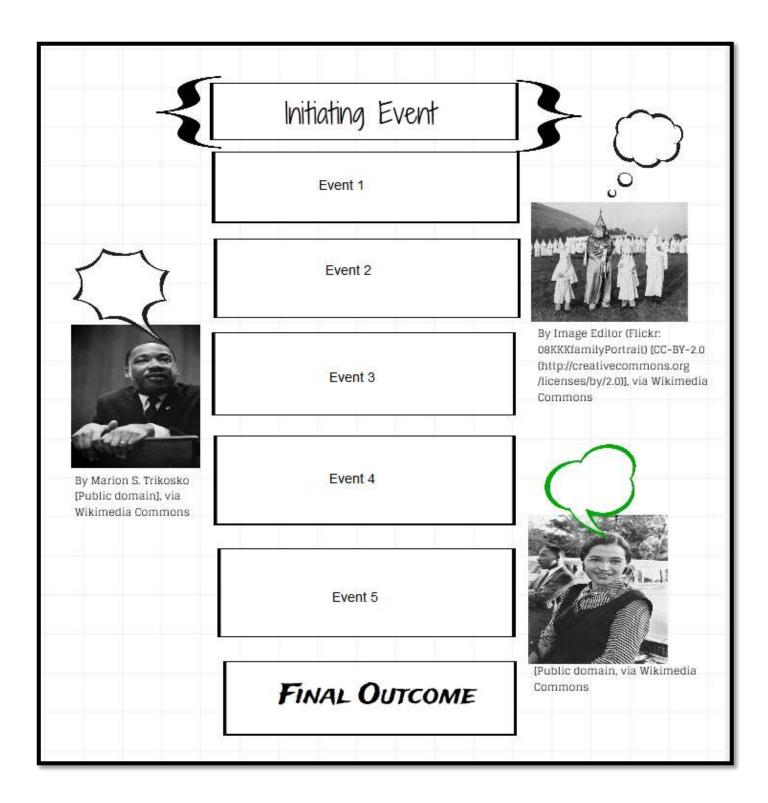
- Martin Luther King Jr.: a Picture story by Margaret Boone-Jones
- Martin Luther King Jr.: Free at Last by David A. Adler
- Copies made of the speech "I Have a Dream"
- "They Were My People" Grace Nichols
- <u>Underground Railroad</u> Henrietta Buckmaster
- Dr. King's "Pilgrimage to Nonviolence;" that is, how he studied and developed his principles of nonviolence. (Share pictures of Mohandas K. Gandhi and others mentioned in the background information, if available.)

Sample Event Chain I



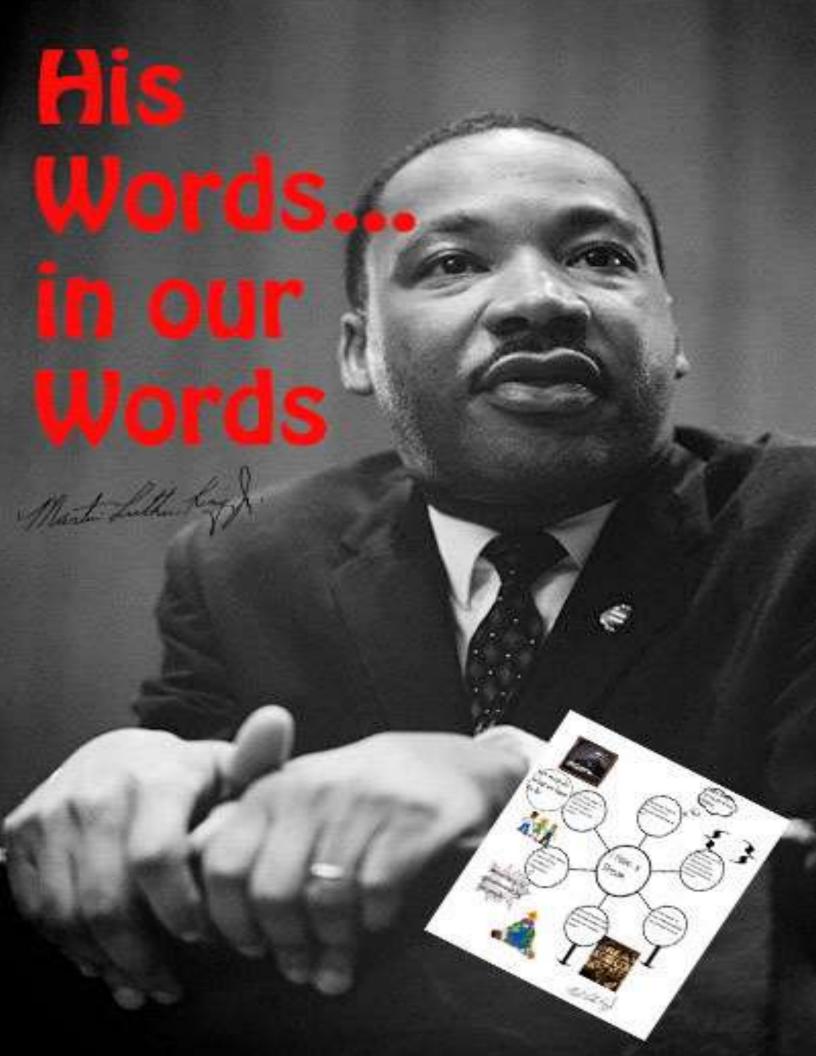


Sample Event Chain II



MLK Grading Rubric

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Relevant Pieces	Project includes some of required elements, but not all categories or all information	Project includes all categories, but not all required elements in each.	Project includes most required elements. Those skipped were minimal and seemed to be because creators lacked sufficient knowledge to complete	Project includes all required elements— 5 chained events, an inciting event, a final event, at least 3 pictures. Project was saved to digital portfolio and other required locations	
Grammar and Spelling	There are numerous grammar and spelling errors, most of which could be caught with a simple edit process and/or final look	There are substantive grammar and spelling errors, indicating that the creators did not take a final look before submitting	Grammar errors are limited to those that indicate the creators may not have known how to correct them. There are no obvious spelling errors	There were minimal grammar and spelling errors, none which could have been caught by an edit program.	
Knowledge of Events	Creators made many errors in historic events, often information covered in class. Events are not in temporal order. Images have no citations or are erroneous.	Creators made errors in historic events and individuals, some that were covered in class. Events are not always in temporal order. Some images lack citations or are erroneous.	There are few errors in events, people, and chronology. The creators took the time required to get facts, figures, images right, demonstrating a respect for themselves and the story being told.	There are no errors in events, people or chronology. The creators took the time required to get facts, figures, images right, demonstrating a respect for themselves and the story being told.	
Technical Knowledge	There was insufficient knowledge of infographic design process and other technology required to complete the required elements.	Creators seemed to struggle with the technology and the infographic design process, but showed an effort to figure out how to deliver the required elements.	Creators showed an understanding of all required elements of technology and the infographic design process required to create Event Chain, even those entailing self-teaching.	Creators demonstrated a deep and thorough understanding of all technology and the infographic design process as required to create a masterful and professional summative project	



4th Grade Summative for Martin Luther King

Big Idea Heroes are not born but created by their courage to speak out when others are silent

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Standards

Common Core

CCSS.ELA-Literacy.SL.4.2; CCSS.ELA-Literacy.W.4.1; CCSS.ELA-Literacy.W.4.9

NETS-S

2a, 2c

Essential Question

What powerful words led to Martin Luther King's impact on history in the US?

Overview

In this summative project, students create a graphic organizer sharing important quotes from Dr. King and an understanding of the intent of his words.

Materials

Graphic organizer tool, resource materials, grading rubrics, folder of historic digital images (if required), digital copy of "I Have a Dream"

Teacher Preparation

- How has the class teacher discussed the powerful words of people, that have impacted history (i.e., Winston Churchill, Abraham Lincoln, Jesus)
- Have audio copies of several speeches from Dr. King on student computers
- Have video copy of 'I Have a Dream'
- Have reference materials available so students can verify facts (see recommendations at end of lesson)
- Have a folder of relevant websites (or place them on the class internet start page) to support inquiry
- Create a folder of images for student use that are copyright-free

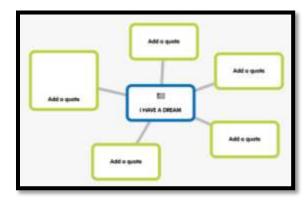
Steps

introduce this topic with a discussion on the power of words. He it into discussions from
the classroom and historic figures relevant to 4th grade units of inquiry.
Read a portion of Dr. King's 'I Have a Dream' speech. Not muchjust enough to watch the
glazed look arrive in the eyes of your students.
Now listen with class to 'I Have a Dream' on video. Note the presentation style, the power of
his words, and the reaction of the audience to his speech.
Discuss the impact a visual presentation has on the listener (the student).
Twenty years ago, Howard Gardner proposed the concept of multiple intelligences-sever
approaches to learning-and education was changed forever. Gardner made the case that

- many children learn more effectively through a non-linguistic approach (visual, kinesic, musical, interpersonal, intrapersonal, linguistic, and logical-math).
- ___How many students feel they learn better visually than by reading? Look around at the hands—is anyone surprised by the response?
- ___What are ways to learn 'visually'?
- _____What are differences between a 'visual organizer' and 'written text'? Help students come up with the concept that the organization of ideas is different. The eye is drawn to certain elements in a picture which doesn't happen in writing. Think about the difference in how information is communicated from a table and a graph.
- _____Discuss graphic organizers. Why are they used? Share some graphic organizers relevant to class topics. Provide other visual learner examples students might be familiar with—the home screen on a phone or a calendar, with the goal of sharing how important the presentation of ideas is to an audience's receptiveness.
- _____Today, use any online graphic organizer tool that replicates the 'spokes and wheel' thinking below. These can be found:
 - Holt, Rinehart and Winston
 - MS Word SmartArt
 - Education Oasis



Alternatively, you can use a mindmap such as <u>Bubbl.us</u> or <u>Popplet</u> for this sort of look:



Have students (working individually or in smathis graphic organizer and download the template take time to explore the template. Have students follow along as you demonstrate end of project):	late from the class's common files. Let them
bubble. Add "I have a dream" to	tere are five-six bubbles around a central the center and five-six Dr. King quotations classwork, textbooks, student knowledge, or
 http://mlkday.gov/plan/libra http://www.quotationspage.c http://history1900s.about.com 	/quotes/keywords/i have a dream.html ry/communications/quotes.php om/quotes/Martin Luther King Jr. n/od/martinlutherkingjr/a/mlkquotes.htm ISA/2011/0117/Martin-Luther-King-Day-
the quote. For example: o Here's a famous Dr. King quo words of our enemies, but the s	it relevant to students and their future? vords (see sample).
• Format all bubbles consistently. [Note: Example I shows how it looks when bubbles/text are NOT consistent. Example II shows a consistent, organized format.] Add themed pictures. Take time to discuss internet plagiarism. Students must give credit for each image where required). This is a self-directed, inquiry-driven summative project. Students use critical thinking skills to determine how to use a format that's new to them and solve problems a	 Assessment Strategies Student project Ability to collaborate with classmates Ability to research and summarize required information Ability to publish and share completed project Assessment rubric
guide, not guru. Student groups may use notes and other r quotations and then as a group, decode the meaAs students work, check for understanding by a clarifying questions, but provide no dataWhen completed, student groups will 1) review	resources approved by teacher to identify uning of words and phrases. asking questions about their project. Answer

Martin Luther King: How Did it Happen?

Once satisfied, 1) save project to student digital portfolio, 2) share on blog, wiki, or class website via a screen shot, and 3) notify teacher via drop box, email, or normal classroom convention

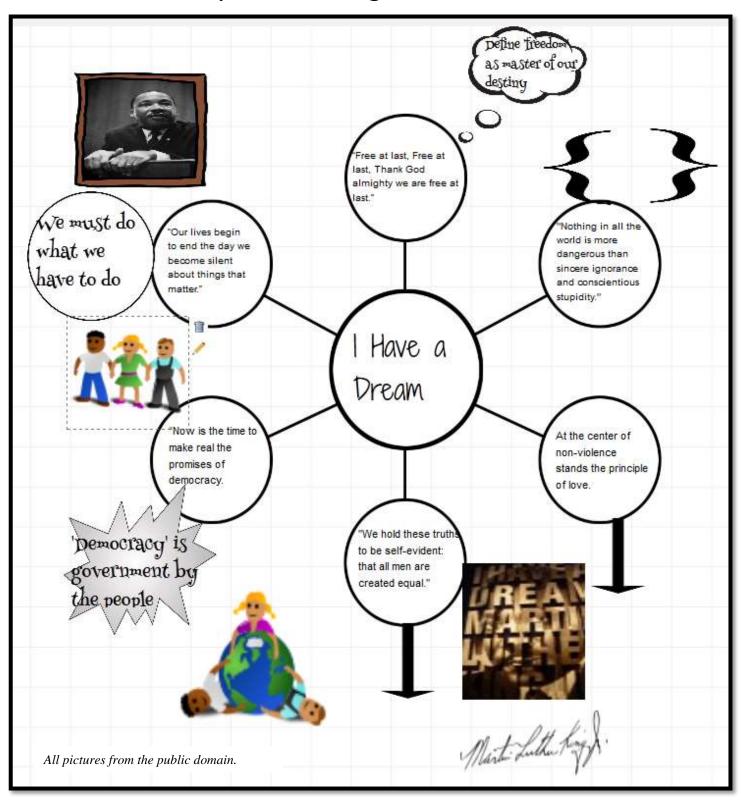
Extension:

- If several groups complete the project at the same time, have them assess each other using the rubric
- Use a different graphic organizer shape. Does this clarify or obfuscate the message?

Resources:

- o Martin's Big Words: The Life of Dr. Martin Luther King, Jr. by Doreen Rappaport, (Brian Collier, Illustrator)
- o Life and Death of Martin Luther King Jr. by James Haskin
- o Martin Luther King Jr. by Diane Patrick
- o Martin Luther King Jr.: Free at Last by David A. Adler
- o Colbert, J. and Harms, A. (ed.) (1998). Dear Dr. King: Letters from Today's Children to Dr. Martin Luther King, Jr. New York: Hyperion Books for Children.
- o Coleman, Evelyn. (1999). White Socks Only. Albert Whitman Publishing.
- Johnson, C. and Adelman, B. (2000). King: the Photo biography of Martin Luther King,
 Jr. New York, NY: The Penguin Group.
- o Kurusa (1995). The Streets are Free. Buffalo, NY: Annick Press.

Sample Visual Organizer on MLK I



Sample Visual Organizer on MLK II Explain this quote in your words Explain this Explain this quote in quote in your words your words "Free at last! Free at last! Thank God almight, we are free at last!" "Nothing in the "At the center of world is more non-violence lies dangerous than the principle of sincere ignorance love." and conscientious studpidity." I HAVE **DREAM** "We hold these "Our lives begin to end the day we truths to be selfbecome silent evidence, that all about things that men are created matter." equal." "Now is the best time to make real the promises of Democracy." We must do Explain this what we quote in have to do your words Explain this quote in your words

MLK Grading Rubric

	MEN Crading Nabrio						
	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score		
Relevant Pieces	Project includes some of required elements, but not all categories or all information	Project includes all categories, but not all required elements in each.	Project includes most of required elements. Those skipped seem to be because they were 'forgotten', not that creators lacked knowledge to complete	Project includes all required elements— central theme, 6 quotes, 6 extensions, 3 images, appropriate tags, citations, project saved to student digital portfolio and other required locations			
Grammar and Spelling	There are numerous grammar and spelling errors, most of which should have been caught with a simple edit process	There are substantive grammar and spelling errors, indicating creators did not perform a final once-over before submitting	Grammar errors are limited to those that indicate creators may not have known how to correct them. There are no obvious spelling errors	There are no grammar and spelling errors which could have been caught by an edit program and/or that should be known by fourth graders			
Subject Matter Knowledge	Creators sometimes mis-stated Dr. King's words. Additionally, rephrasing shows little understanding of the meaning behind Dr. King's words. There was no effort to decode nuances in meaning based on prior knowledge or content	Creators show nominal understanding of the broader meaning behind Dr. King's words. There is some effort to decode nuances in meaning based on prior knowledge and content.	There are minimal errors in interpretation of quotes. Students show gradeappropriate critical thinking skills and an ability to use available resources when necessary thus demonstrating a respect for themselves and the message.	There are no errors in interpretation of quotes. Students show above-grade-level critical thinking skills and a risk-takers' ability to research nuances when necessary, thus demonstrating a respect for themselves and the story being told.			
Technical Knowledge	There is insufficient knowledge of digital tool design process and other technology required to complete the required elements. Images have no citations or are erroneous. There is no consistency of formatting.	Creators seem to struggle with the technology and the digital tool design process, but show an effort to figure out how to deliver the required elements. Consistency of formatting is spotty	Creators show an understanding of required elements of technology and the digital tool design process required to create the visual organizer, even those entailing self-teaching. Formatting is nominally consistent.	Formatting is consistent and all design elements at grade level. Creators demonstrate a deep and thorough understanding of all technology and the digital tool design process as required to create a masterful and professional summative project			

Other Singles from Ask a Tech Teacher

- 14 Non-writing Options to Teach Writing
- 15 Digital Tools in 15 Days
- 25 Digital Tools in the Classroom
- Blogging in the Classroom
- Brainstorming
- Bridge Building
- Debate in the Classroom
- Digital Book Report
- Digital Note-taking
- Digital Quick Stories
- Digital Quick Writes
- Digital Timelines in the Classroom
- Digital Tools for the Classroom
- Gamification of the Classroom
- Genius Hour
- Google Apps in the Classroom
- Human Body
- Image Copyright Do's and Don'ts
- Infographics 101
- Internet Search and Research
- Keyboarding and the Scientific Method
- Khan Academy
- Presentation Boards in Class
- Robotics 101
- Screenshots, Screencasts, and Videos
- Service Learning and Tech
- STEM Bundle (4 lesson plans)
- Symbols, Tools, and Toolbars
- Twitter in the Classroom
- Write an Ebook