

# King-Size Dream

*Betsy Weaver, WBRA*

## Overview

**Topic:** Martin Luther King, Jr., Courage, Date Line, Measurement. This lesson teaches children about the life and dreams of Martin Luther King, Jr. It includes the feelings of injustices, the courage it takes to stand up for what one believes in, and the hopes and dreams of people working together for a better place. The students will create Date Line and use measurements to calculate distances between cities where King participated in some important event.

## Length of Lesson

60 minutes

## Video/Technology Hardware & Software

*Holiday Facts and Fun* #9, Martin Luther King Day  
TV/VCR  
Access to the World Wide Web

## Web Applications

[users.massed.net/~tstrong/martin.htm](http://users.massed.net/~tstrong/martin.htm)

This site includes a biography, pictures, and scavenger hunt with links to sites in his life, a power point to use, and his Dream speech with audio.

[www.stanford.edu/group/king](http://www.stanford.edu/group/king)

This site includes King's Dream speech in 11 different languages, denoted by nation's flags.

## Learning Objectives

The student will be able to:

- identify who Martin L. King was and his importance in American history
- give examples how attitudes and human rights have changed over 70 years

- explain how a group of people might feel singled out and unjust
- generalize that change can occur in a peaceful organized way

(This lesson addresses Va. SOL Social Studies K.1, K.3, K.7, 1.1,1.3, 1.4, 1.6, 2.9, 3.13, 4.6; Math K.12, 1.12, 2.12, 3.14; Science K.2, 1.2

## Materials and Teacher Preparations

For Pre-Viewing Activities:

- 2 different colored craft sticks, chips, pieces of paper, etc. for your class to each have one of the two colored pieces

For Post-Viewing Activities:

- black and white colored hair beads
- small red hearts (paper or plastic)
- yarn or pipe cleaners for bracelets for each child
- strip of paper for a date line—one for each group.
- 4-5 road maps of southeastern U.S. for groups of 4 children—one for each group
- some form of standard or non-standard measurement



## Preparatory/Pre-Viewing Activities

Using choice of 2 colors of sticks, chips, paper, etc., allow students to choose one without any explanation. The teacher will then begin asking things of the students by their color, such as allow children with blue color to sit up front, to be the only ones allowed to answer questions, sing entire song with the other color only singing the chorus, get a drink of water, pass out certain better candy to one group than the other, etc. Continue until the “underprivileged” group feels very slighted and able to express their feelings. Have a discussion about how this feels. As the teacher concludes this activity and collects the sticks, or whatever pieces the teacher used, remind them that the game is over and they are all now equal. Conclude that people have physical characteristics that they cannot change and sometimes these characteristics group people.

## Focus for Viewing/Other Technology

To give the students a specific responsibility while viewing, tell the students: You are about to watch a video about the life of Martin Luther King, Jr. and his dream that one day people would be judged not by their skin color but by what’s inside and how they behave.

### Pause vs. Stop

When using a video interactively with students, teachers need to decide when to use **PAUSE** and when to use **STOP**. **PAUSE** the video when the anticipated discussion or activity will take less than two minutes. **STOP** for longer periods. Pausing for too long at one time can cause video heads on the VCR to become clogged which may require cleaning to correct.

## Viewing and/or Online Activities

**1. FOCUS:** Say: As you watch this video on Martin Luther King, Jr. you will see him as a young boy. I want you to tell me where it takes place and what happened that made him feel so sad. **START** at the

beginning of the video, *Holiday Facts and Fun* #9, and **PAUSE** (1:38) when his mother hugs him and she says, “...how people behave is what really matters.” Ask: Where did Martin live when he was young? (Ans. Atlanta, Georgia) Ask: What happened that made him feel sad? (Ans. His friend’s mother said he could not play with her boys any more and would have to stay away.) Ask: What did Martin’s mother tell him about this? (Ans. His mother told him a person’s skin color doesn’t matter—it is how they behave that is important.)

### Time Cues

To synchronize your VCR with the time cues that are included with this lesson, zero/reset your time counter at the very beginning of the program, before the introduction and titles. Time cues are expressed as “minutes:seconds;” for example, 3:15 means three minutes and fifteen seconds.

**2. FOCUS:** Say: Next, Martin will see signs about where he could not go because of his skin color. Listen and tell me some of these places. **RESUME** and **PAUSE** (2:09) after narrator says “Martin had to go to a separate school too.” Ask: Where could black and white people not go together like they do today? (Ans. Park, tennis courts, pool, movies—black people had to sit upstairs, away from the white people, restaurants, school)

**3. FOCUS:** Say: This did not keep Martin from learning. Listen to this next piece of video and tell me what he loved to do. **RESUME** and **PAUSE** (2:59) when he is sitting on the swing with his grandmother and the narrator says, “They would talk for hours and hours on the front porch.” Ask: What did he love to do? (Ans. Read, and learn about new things and find answers to his questions.)

**4. FOCUS:** Say: He liked to give speeches and he became good at it. What did he do to help himself get good at giving speeches? Let’s listen to find out. Also listen for what he did after high school. **RESUME** and **PAUSE** (4:03) after it shows him as a minister. Ask: What helped him become a good speaker? (Ans. He practiced giving speeches in front of a mirror and he listened to his father who

was a minister.) Ask: After high school, what did he do? (Ans. He went to college to become a minister.)

**5. FOCUS:** Say: At his first job as a minister in Montgomery, AL. what happened that made him famous? **RESUME** video and **PAUSE** (5:50) at end of story as Rosa Parks is taken off to jail, and the narrator says, “And it was the law but it was unfair.” Ask: What happened to Rosa Parks? (Ans. Retell story)

**6. FOCUS:** Say: I want you to listen and tell me what Martin did to help Rosa Parks and change this law. **RESUME** and **PAUSE** (6:17) when it shows the picture of judges, and the narrator says, “...said the Montgomery Bus Law could no longer be used.” Ask: What did he do that changed the law? (Ans. Said that nobody should ride the bus until the law changed.)

**7. FOCUS:** Say: Now that he has become a famous man, let’s listen for what else he did and what prize he got. **RESUME** and **PAUSE** (7:12) at picture of Capitol. Ask: What did he do? What big prize did he get? (Ans. He gave speeches, such as the “I Have A Dream” speech, and he won the Nobel Peace Prize)

**8. FOCUS:** Say: Listen to this last clip of video to see how Martin Luther King, Jr. is now remembered. **RESUME** and **STOP** (9:20) at end of tape. Ask: How is he remembered? (Ans. National Holiday—third Monday in January every year, Friendship, Love and Understanding are the best ways for all to get along.)

### Post-Viewing and/or Online Activities

1. Go to either Internet site for King’s speech “I Have a Dream.” Read and discuss.
2. Make a Date Line of his life including the following information:
  - 1929 (Jan.15) born in Atlanta, Ga.
  - 1947 Graduated from Seminary—Chester, Pa.
  - 1954 First Church—Montgomery, Ala.
  - 1959 Takes over at his father’s church—Atlanta, Ga.

- 1963 Leads protests in Birmingham, Ala. and also gives Dream speech at March on Washington—Washington, D.C.
- 1964 Nobel Peace Prize
- 1965 March at Selma, Ala.
- 1968 (Apr.4) Died in Memphis, Tenn.

**3.** Using road maps of southeastern United States, locate and mark cities mentioned in the Date Line. Using a variety of measurements, non-standard or standard, measure the distance between cities. If non-standard, may use unifix cubes, craft sticks, blocks, buttons, etc. and for standard measurement—use rulers.

**4.** Make a Friendship Bracelet using black and white beads and paper or plastic red hearts in a pattern. String these with pipe cleaner or yarn.

### Assessment

1. Were the students able to accurately complete the Date Line in the right sequence?
2. Were the students able to measure the distance between cities that King had an important role?
3. Using sequence pictures, were the students able to correctly put his life in the proper sequence?
4. Could the students describe why Martin Luther King was so important and what role he played in American History?

### Action Plan

1. Invite a speaker on Black History, Martin Luther King, or Brotherhood to talk with class.
2. Visit local history museum on Black History if one is near by.
3. Take a Scavenger Hunt on King at the website: [users.masses.net/~tstrong/martin.htm](http://users.masses.net/~tstrong/martin.htm)
4. Research other Nobel Peace Prize winners.

## Extensions

### Language Arts:

- Friendship Wreath — Teacher trace or have the students trace their hands on multicultural paper or tagboard using multicultural crayons to color. Each child will then write how he/she will show love or kindness to others. Attach these to a large poster board ring to form a wreath. Each child could make own by tracing more handprints. These could be attached to a paper plate ring. Optional: add several red hearts for friendship.
- Again using handprints and sayings, join together on long strip of paper to hang around the class and label—“Hands Around the Room”.
- Create a Vinn Diagram by having the students submit phrases on “I will love myself by...” (ex. sleeping when tired, going to doctor when sick) and “I will show love to others by...”. Title it “I will Love Others as Myself”.

### Math:

- Create patterns with the black and white beads.
- After creating Date Line, calculate years between the different important dates.

**Science:** King made many famous speeches. Speeches could not be heard without sound. Teach that sound travels in waves, through materials in waves, through different materials at different speeds, and that sound travels faster in solids than air. Discuss vibrations and do several experiments. Great web site for this is: [ericir.syr.edu/Virtual/Lessons/Science/Physical/PHY0056.html](http://ericir.syr.edu/Virtual/Lessons/Science/Physical/PHY0056.html)

### Social Studies:

- Research the Nobel Peace Prize and other winners.
- Use map skills in locating cities that were important in his life. Teach to use the legend, and compass rose.
- Research other great African-Americans. Create another Date Line and include these along with King.

### Art:

- Create a people collage with magazine cutouts of all different people.
- Make a Peace Quilt with each child adding a

square. This can be paper or cloth using iron on crayons.

- Paint 4 cardboard milk cartons per class, group, or child, folding down the triangular part to form a rectangle. These will represent buses. Tell the story of Rosa Parks and the Montgomery Bus Strike. Have the students illustrate/decorate the first bus with white people up front and black in back. The second bus will show Rosa Parks sitting up front with white people, the third bus will show a mostly empty bus, and the fourth will show white and black people sitting together.
- Friendship Ring—Using twist ties and medium-size buttons, create a ring. Share with a friend or make a new friend.

### Music:

- Happy Birthday, Dr. King. To the tune: “Yankee Doodle”

Dr. King was a man  
Who had a special dream.  
He dreamed of a world filled with love  
And peace and harmony.

Happy Birthday, Dr. King  
Happy Birthday to you.  
Happy Birthday, Dr. King.  
We honor you today.

- Harmony and Peace. To the tune: “Bingo”

Dr. King taught us to love  
In harmony and peace-  
P-E-A-C-E,  
P-E-A-C-E,  
P-E-A-C-E,  
In harmony and peace.  
He taught us not to fight or quarrel,  
But love one another.  
L-O-V-E, Love!  
L-O-V-E, Love!  
L-O-V-E, Love!  
He said to love each other.

These two songs found at website:  
[www.geocities.com/athens/troy/9087/mlk](http://www.geocities.com/athens/troy/9087/mlk)

- Martin Luther King. To the tune: “Battle Hymn of the Republic”

Martin Luther King had a dream,  
Yes, he did.

Martin Luther King had a dream,  
Yes, he did.

He dreamed we’d live as brothers  
Black, or white or any other

And his dream is still alive through you and me.  
Written by Kindergarten teachers at Stewartsville  
Elementary School, Stewartsville, Va.

### **About the Author**

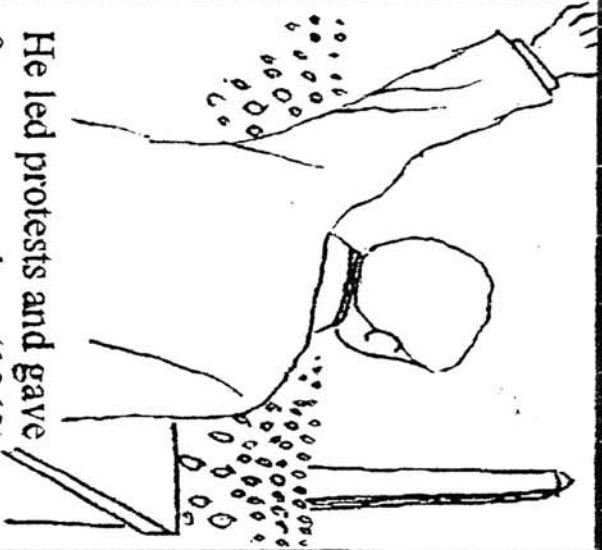
Betsy Weaver

Betsy is a kindergarten teacher at Thomas C. Miller School for Innovation in Lynchburg. During her 23-year career, she has taught preschool through sixth grade. She received a B.A. degree from Brenau College and a Masters degree from Lynchburg College. She was nominated by her peers for the Lynchburg Teacher of the Year in 1995 and awarded “Outstanding Graduate Student” at Lynchburg College in 1995. After attending a NTTI conference, she became a believer in the methodology of interactive technology as an instructional tool. Betsy built a video library at her school. For her efforts, she was awarded Blue Ridge Public Television’s Sam P. McNeil Award for Teacher of the Year for best use of television in education in 1996. This past year she was a finalist in the McGlothlin Foundation Teacher of the Year Award.

Martin Luther King Jr. was born on January 15, 1929.



He led protests and gave famous speeches. (1963)



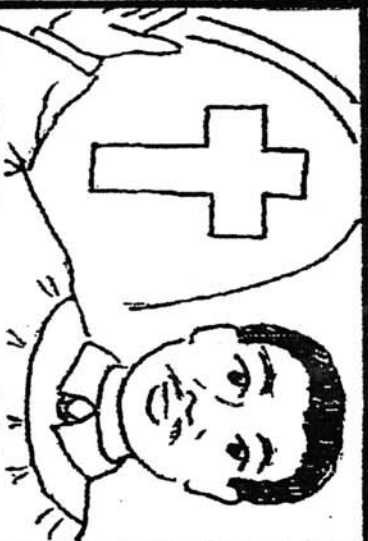
As a boy, he loved to read and give speeches. He wanted to be a preacher like his father.



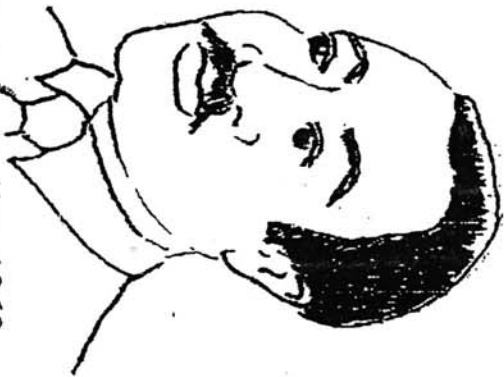
He won the Nobel Peace Prize for his efforts. (1964)



Dr. King became a minister in Montgomery, AL (1954). He wanted to help white and black people get along better.



He died on April 4, 1968.



Measuring the distance using \_\_\_\_\_ from:

Atlanta, GA to Chester, PA \_\_\_\_\_

Montgomery, AL to Atlanta, GA \_\_\_\_\_

Birmingham, AL to Washington, DC \_\_\_\_\_

Washington, DC to Memphis, TN \_\_\_\_\_

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