

#10391 MARTIN LUTHER KING, JR.

RAINBOW EDUCATIONAL MEDIA, 2004
GRADE LEVEL: 2-5
15 MINUTES
1 INSTRUCTIONAL GRAPHIC INCLUDED



DESCRIPTION

Reenacts King's life, beginning with his childhood in Atlanta and his relationship with his family. Covers King's becoming a minister in Montgomery, Alabama, where he worked for equality for African Americans. Mentions Rosa Parks, the 1963 Washington march, his "I Have a Dream" speech, and that he received the Nobel Peace Prize. Does not mention his death.

ACADEMIC STANDARDS

- Standard: Understands the historical perspective.
 - ◆ Benchmark: Understands that specific individuals had a great impact on history. (See INSTRUCTIONAL GOALS 1.)
- Standard: Understands how democratic values came to be, and how they have been exemplified by people, events, and symbols.
 - ◆ Benchmark: Understands how important figures reacted to their times and why they were significant to the history of our democracy. (See INSTRUCTIONAL GOALS 1.)

INSTRUCTIONAL GOALS

1. To present the life of Dr. Martin Luther King, Jr. and the impact he had on the civil rights movement.
2. To depict life for African Americans in the 1960s.
3. To emphasize how peaceful demonstrations can be effective.

VOCABULARY

- | | |
|---------------------|---------------|
| 1. African American | 5. injustices |
| 2. arrested | 6. jail |
| 3. beautiful | 7. justice |
| 4. demonstrations | 8. law |

C a p t i o n e d M e d i a P r o g r a m

- | | |
|-----------------------|----------------|
| 9. majestic | 13. quaint |
| 10. negroes | 14. segregated |
| 11. Nobel Peace Prize | 15. sit-ins |
| 12. peacefully | 16. theology |

BACKGROUND

History is indeed made up of significant events which shape our future and outstanding leaders who influence our destiny.

Martin Luther King, Jr.'s contributions to our history place him in this inimitable position. In his short life, Martin Luther King, Jr. was instrumental in helping us realize and rectify unspeakable flaws in America. The events which took place in and around his life were earthshattering, for they represented an America that was hostile and quite different from America as we see it today.



Martin Luther King, Jr. catapulted to fame when he came to the assistance of Rosa Parks, the Montgomery, Alabama, African-American seamstress who refused to give up her seat on a segregated Montgomery bus to a white passenger. In those days, African Americans were confined to positions of second-class citizenship by restrictive laws and customs. To break these laws would mean subjugation and humiliation by the police and the legal system. Beatings, imprisonment, and sometimes death were waiting for those who defied the system.

African Americans needed Martin Luther King, Jr., but above all, America needed him. The significant qualities of this special man cannot be underestimated nor taken for granted. Within a span of 13 years, from 1955 to his death in 1968, he was able to expound, expose, and extricate America from many wrongs. His tactics of protest involved nonviolent passive resistance to racial injustice.

BEFORE SHOWING

1. Ask students to provide the meanings of the words *segregation* and *integration*, or look up their meanings in the dictionary.
2. Martin Luther King, Jr. believed people could create change with nonviolent passive resistance. Begin discussion about the world today and its problems with violence on the streets and in schools. Ask students to talk about what the world would be like if everyone believed in and practiced nonviolence.

DURING SHOWING

1. View the media more than once, with one showing uninterrupted.
2. Pause the media after significant events. Discuss these events and their importance.

AFTER SHOWING

Discussion Items and Questions

1. Where did Dr. Martin Luther King, Jr. grow up? What did he experience while there? What did his mother tell him?
2. How did he think you should fight or resist? What behaviors was he against?
3. Who was Rosa Parks? Why was she arrested? What did Dr. Martin Luther King, Jr. do when he heard about the arrest in Alabama?
4. What other laws did he feel needed to be changed? What did he do to try and change these laws?
5. What was the title of his famous speech?
6. What award did he win in 1964? Why did he win this award?
7. Why does racism still exist? What are some of the steps that would be necessary to eliminate racism, not only in the United States, but also in other parts of the world?
8. Why was segregation still practiced in southern states in the middle of the 20th century, despite the passage of constitutional amendments prohibiting segregation following the Civil War? To what extent were things different in northern states, and why?



Application and Activities

1. Have students research Dr. Martin Luther King, Jr.'s famous speeches. Have them write a report on the importance and affect these speeches had on the American public.
2. Have students research the Nobel Peace Prize. Who was Alfred Nobel? What are the categories for which the Nobel Peace Prize can be awarded? Who else has won the Nobel Peace Prize, and for what did they win it?
3. Have students research local African-American history.
4. The word *boycott* comes from a British landowner named Charles C. Boycott. Have students find out why his name became a word in common use, and then open a discussion about the effectiveness of boycotts in recent history. Ask students to use their critical-thinking skills to hypothesize about how they might use a boycott to make a change in world or community current events.

C a p t i o n e d M e d i a P r o g r a m

5. The 1964 Civil Rights Act was an extension of 1860's 15th Amendment to the Constitution of the United States, giving all citizens the right to vote. Encourage students to research the Constitution and select an amendment to support. Then let them create a billboard or poster that expresses their support.
6. Use the "word search" puzzle to emphasize important words presented in the program. (See INSTRUCTIONAL GRAPHIC.)



7. Dr. Martin Luther King, Jr. is perhaps the most well-known figure of the civil rights movement in America, and his "I Have a Dream" speech, as it is commonly known, is one of America's most heralded speeches. Ask students to read that speech. You might want to have students take turns reading each section for the class so that they can dramatize the energy of King's words. When the reading is complete, ask students to analyze and discuss the essential elements of his message.
 - a. What key images and phrases did he choose?
 - b. What was the overall emotional tone of his words? After the discussion, ask students to imagine that Dr. Martin Luther King, Jr. has returned to today's world. Invite them to write the speech he might deliver today.
8. Ask students to interview at least three people who lived during the 1960s about their experiences of negative and positive race relationships. Advise students to develop their questions in advance and to be ready to discuss their findings in a class discussion.

INSTRUCTIONAL GRAPHIC

- MARTIN LUTHER KING, JR.

RELATED RESOURCES

Captioned Media Program

- [*African Americans Marching to Freedom #9026*](#)
- [*Black American History Series Volume 4: Civil Rights #8641*](#)
- [*Martin Luther King Day #2625*](#)
- [*Rosa Parks: The Path to Freedom #3654*](#)
- [*We Shall Overcome: A History of the Civil Rights Movement #2695*](#)



World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and “kid safe” sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **DR. MARTIN LUTHER KING, JR.**

<http://seattletimes.nwsourc.com/mlk/>

Provided by *The Seattle Times* to honor the memory of Martin Luther King, Jr. Includes stories and photos from *The Seattle Times* from over the past decade.

- **THE MARTIN LUTHER KING, JR. PAPERS PROJECT**

<http://www.stanford.edu/group/King/>

Offers historical information concerning Martin Luther King, Jr. and the social movements in which he participated. Includes papers, speeches, sermons, etc.

- **NOBEL PEACE PRIZE**

<http://nobelprize.org/peace/>

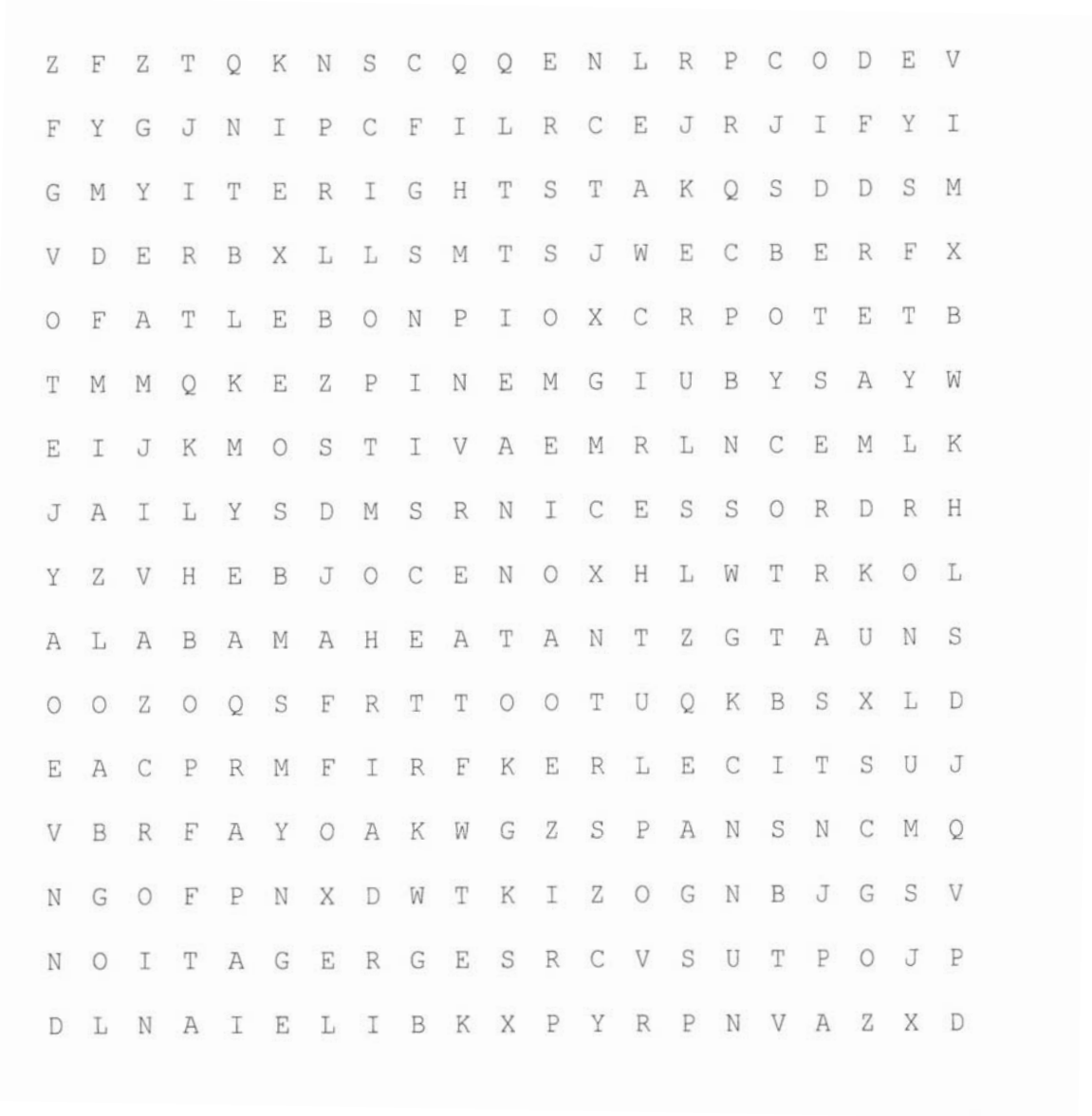
Contains a list of all 700+ prizewinners, and the categories in which they won. Also has a section on the nomination process and how winners are selected.

- **MARTIN LUTHER KING, JR. SPEECHES**

<http://www.worldwideschool.org>

Contains a transcript of the “I Have a Dream” speech. Click on the “Library” link, then “History of North America” to find the speech.

WORD SEARCH



**ALABAMA
 ARRESTED
 ATLANTA
 BOYCOTT
 DISCRIMINATION
 DREAM
 FREE
 HOUSING**

**JAIL
 JUSTICE
 KING
 LUTHER
 MARCH
 MARTIN
 MINISTER
 NOBEL**

**NONVIOLENT
 PEACE
 PRIZE
 PROTEST
 RIGHTS
 SEGREGATION
 SPEECH
 VOTE**

Captioned Media Program

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WORD SEARCH ANSWER SHEET

+++++ P + + + + + D +
+++++ R + + + + + I + + N + + + + + A + + + + + + + + + + +
+++++ O D R E A M + + + + + S O + + + + + M + + + + + + + + + + +
+++++ T + + + + + + + + + + + N C + + + + + A + + + L + + + + +
+++++ E + + + + + + + + + + + V + + R + + + + + B + + + I + + + + +
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+++++ B + + N G T + + + + + + + + + + + + + + + + T + + + + + + + + + + +
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+++++ N + M + + + + + + + A + O + + + + + + + + + F H + + + + + + + + + + +
+++++ I + A + + + + + T + + N + + + + + + + + + G + + + + + + + + + + +
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+++++ R + C A + E + + + + + + + + + + + + + + + R + + + + + + + + + + +
+++++ R E H T U L A L H A +
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