

## About the Book

Text Type: Nonfiction/Biography Page Count: 16 Word Count: 503

### Book Summary

Martin Luther King Jr. was one of the most important civil rights leaders in American history. He worked hard for equality and taught others how to stand up for what they believed in. This book tells the story of his courageous life from his birth in 1929 to his death in 1968.

Book and lesson also available at Levels P and S.

## About the Lesson

### Targeted Reading Strategy

- Summarize

### Objectives

- Use the reading strategy of summarizing to understand text
- Understand and identify cause-and-effect relationships
- Identify and categorize *r*-controlled vowel sounds
- Identify and use pronouns
- Identify and find synonyms in a thesaurus

### Materials

Green text indicates resources available on the website

- Book—*Martin Luther King Jr.* (copy for each student)
- Chalkboard or dry erase board
- Thesauruses
- Summarize, cause and effect, synonyms sentences worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

### Vocabulary

- Content words:  
Story critical: *march, minister, refused, rights, separation, slavery*  
Enrichment: *Civil War*

## Before Reading

### Build Background

- Ask students what they think it means to be treated fairly. Encourage them to give examples of fairness at home or at school. Ask who they depend on to make sure they are treated fairly at home or at school.
- Group students by hair or eye color and, as an example, explain to students in one group (for example, blond-haired people) that there is a new (imaginary) rule at school, and they will have to always stand at the back of the line for recess, or they may not play on the same playground as everyone else. Lead a discussion with students about their reaction to this “new” school rule.

- Explain that these conditions really did exist in the United States not long ago, and that Martin Luther King Jr. worked very hard to make sure that people of all colors would have equal rights and have equal access to the same things.
- Show students a map of the United States. Point out the Southern region and the states of Georgia and Alabama, where Martin Luther King Jr. lived and worked.

## Preview the Book

### Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, fiction or nonfiction, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, based on what they see in the table of contents. (Accept all answers that students can justify.)

### Introduce the Reading Strategy: **Summarize**

- Explain to students that one way to understand and remember information in a book is to write a summary, or a brief overview, of the most important information in a section or chapter. Point out that a summary includes the main idea and one or two supporting details. It often answers the questions *who*, *what*, *when*, *where*, and *why*.
- Create a chart on the board, similar to the [summarize worksheet](#), with the headings *who*, *what*, *when*, *where*, and *why*. Read the introduction on page 4 aloud to students and model summarizing.  
*Think-aloud: To summarize, I need to decide which information is the most important to remember in a section. To do this, I can consider who and what the section was about, what happened, and when and why it happened. Then I can organize that information into a few sentences. This section is quite short, but I can still identify Who: Martin Luther King Jr., a great African American leader. Under the What heading, I will write celebrate Martin Luther King Day. Under When, I will write each year. It does not mention a place, so I will leave the Where heading blank. I will leave the Why heading blank also. When I organize all this information, a summary of this first page might be: Every year, we celebrate a great African American leader named Martin Luther King Jr.*
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Comprehension Skill: **Cause and effect**

- Discuss cause-and-effect relationships. Explain that a *cause* is an action or event that makes something happen, and the *effect* is what happens because of, or as a result of, the action or event.  
*Think-aloud: I know that there are reasons, or causes, for events to happen. When the temperature outside is very cold and it drops below 32 degrees (0 degrees Celsius), a puddle of water will freeze. The cause is the temperature dropping; the effect is the puddle freezing.*
- Explain to students that there can be more than one effect resulting from a cause. Ask students what else can happen when the temperature drops below 32 degrees Fahrenheit.
- Explain to students that they will be looking for cause-and-effect relationships as they read the book.

### Introduce the Vocabulary

- Model strategies that students can use to work out words they don't know. For example, they can use what they know about letters and sounds, base words, prefixes, and suffixes. They can also use the context to work out meanings of unfamiliar words.

## Lesson Plan *(continued)*

## Martin Luther King Jr.

- Have them find the word *minister* on page 5. Ask how they might read this word if they don't already know it. Suggest that they look at syllables or chunks. Point out the -er suffix.
- Remind students to look for clues to a word's meaning in the sentence that contains the unfamiliar word, as well as in sentences before and after. Read aloud the last sentence on page 5 and point out the phrase *job was at a church*.
- Explain to students that sometimes they will not find any context clues that define an unfamiliar word. Point out the glossary at the back of the book. Review or explain that a glossary contains a list of words from the book and their definitions. Model how students can use the glossary to locate a word's meaning. Have a volunteer read the definition for *minister* in the glossary.
- Have students locate other content vocabulary words in the glossary and text. Read and discuss their definitions as a class.

### Set the Purpose

- Have students read to find out more about Martin Luther King Jr.'s life. Remind them to stop after every few pages to identify the most important information to summarize.

## During Reading

### Student Reading

- Have students read to the end of page 6. Encourage those who finish early to go back and reread.
- Model summarizing important information in the book.  
*Think-aloud: I want to stop reading at the end of this page to summarize what I've read so far. First, I thought about the information that answered the questions who, what, when, where, and why. Then, in my mind, I organized the important information into a few sentences. In this section, I read that Martin Luther King Jr. grew up in a loving family. Where he lived in the South, the laws had always been unfair to African Americans. Even after the Civil War ended slavery, new laws kept blacks apart from whites.*
- Invite students to assist you in filling in this information on the chart. Have them decide which facts go in the various boxes. Point out that sometimes not all of the questions (*who, what, when, where, and why*) are answered in every section.
- Create a summary with students for this section, based on the information in the chart. (*Martin Luther King grew up where laws had always been unfair to blacks. Even though slavery had ended, laws still kept blacks separate.*) Guide students to understand that not all the information from the book will go in the chart—only the most important details.
- Create a two-column cause-and-effect chart on the board. Write *Celebrate every year* under the *Effect* heading. Ask students to use the text and think-aloud discussion to identify what caused this to happen (*Martin Luther King Jr. was a great leader whom we honor for his work to make the laws fair*). Write this information under the *Cause* heading.
- Introduce and explain the [cause-and-effect worksheet](#). Ask students to write the information from the board on their worksheet. Have them identify a cause-and-effect relationship that happened as a result of Southern states passing new laws after the Civil War (black people were kept apart from whites.) Write this information on the class chart, and allow students time to transfer it onto their worksheet.
- **Check for understanding:** Have students read to the end of page 7. When they have finished reading, have them work with a partner to identify the important information (*Who:* Blacks; *What:* had to attend separate, poor schools; sit in the back seats of buses; use separate drinking fountains and restrooms; *Why:* unfair laws took away many rights of blacks).
- Ask students to assist you in filling in the class chart with the information from page 6. Monitor their responses to check for accuracy and to reinforce that not all columns of the chart will be filled in (for example, there will be nothing listed under *When* or *Where* for page 7).

## Lesson Plan *(continued)*

## Martin Luther King Jr.

- Have students read to the end of page 8. Ask them to identify what caused Rosa Parks to be arrested. Add their response to the class chart, and have them copy it onto their worksheets. (*Cause*: Rosa Parks refused to give up her seat on the bus; *Effect*: She was put in jail).
- Have students read the remainder of the book. Encourage them to stop after each section to think about *who*, *what*, *when*, *where*, and *why* as they read the rest of the story. Remind them to continue thinking about cause-and-effect relationships as they read.



Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

### After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Reflect on the Reading Strategy

- Review with students how thinking about *who*, *what*, *when*, *where*, and *why* for each section of the book can be used to write a summary. Discuss with them the benefits of summarizing information they read (to understand the main points of a larger piece of writing).
- **Independent practice**: Distribute the summarize worksheet to students, and have them complete it in pairs using the final section of the book, "I Have a Dream." Invite volunteers to read their summaries if time allows.
- **Think-aloud**: *I know that summarizing keeps me actively involved in what I'm reading and helps me remember what I've read. I know that I will remember more about Martin Luther King Jr. because I summarized as I read the book.*

### Reflect on the Comprehension Skill

- **Discussion**: Discuss with students the information on their cause-and-effect worksheet. Point out that sometimes one effect leads to another, and so on. Return to the chart on the board and explain how the last effect you recorded (Rosa Parks was arrested) caused another effect: Martin decided to act.
- **Independent practice**: Have students complete their worksheet by turning to pages 9 and 10 and identifying what caused the city to change the law and allow blacks to sit anywhere on buses. (*Cause*: Thousands of blacks stopped using the buses for almost a year; *Effect*: The city changed the law). If time allows, have them share their answers.
- **Enduring understanding**: In this story, you read about a great man who thought he could solve conflicts in a peaceful way. Now that you know this information, what will you think about the next time you have a conflict with a friend or family member?

### Build Skills

#### Phonics: Identify *r*-controlled vowels

- Write the word *Luther* on the board. Have students find the word in the first sentence on page 4.
- Explain to students that, in some words, when the letter *r* comes after a vowel, it can affect the sound of the vowel. For example, the *e* in the word *Luther* is not making its short or long sound, but rather the /er/ sound.
- Create a four-column chart on the board and explain to students that the most common spellings/groupings for words in which the vowel may be affected by the letter *r* include (write as column headings on the chart):
  - *er, ir, ur* (as in *father, first, church*)
  - *or, ore* (as in *born, more, and before*)
  - *ar* (as in *Martin*).


- **Check for understanding:** Have students brainstorm other examples that belong in each category. Record their responses in the correct columns.
- **Independent practice:** Assign pages of the story to pairs of students and have them locate additional examples of *r*-controlled vowel sounds. Have student pairs record their examples under the appropriate spelling patterns on the board.
- Review the chart on the board as a group when students have finished. Emphasize spelling patterns for *r*-controlled words that students may encounter repeatedly.

### Grammar and Mechanics: **Pronouns**

- Explain or review that a *pronoun* is a word used in place of a noun. Write examples of pronouns on the board: *I, she, he, it, her, him, they, we*, and so on. Have students turn to page 5. Write the following sentence on the board: *Martin Luther King Jr. was born in 1929*. Model how to replace the word *Martin* with a pronoun (*He* was born in 1929). Point out to students that the next sentence on the page begins with *He*. *He* replaces Martin Luther King Jr. in this sentence.


 Ask students to find and underline two more pronouns on page 5 (*he, he*). Discuss with them what noun each one is replacing.

- Have students turn to page 7. Write the following sentence on the board: *Black children had to go to different, poorer schools than white children*. Underline the words *Black children*. Ask students to find the word *blacks* two more times on this page. Ask volunteers what pronoun could replace *blacks* in these two sentences (*they*).
- Discuss the reasons that authors use pronouns in place of nouns (to make the writing flow better; to avoid repeating the words, and so on).
- **Check for understanding:** Repeat the activity as time allows, replacing nouns (including proper nouns) with pronouns within sentences. Monitor student responses.

 **Independent practice:** Ask students to underline *Martin, police, and children* on page 11. Have them write an appropriate pronoun above each underlined word. Check their answers for accuracy and discuss student answers if time allows.

### Word Work: **Synonyms**

- Review or explain that a word that means the same or almost the same thing as another word is called a *synonym*. One reason that writers replace words with synonyms is to make a piece of writing more interesting.
- Point out the word *loving* on page 5 and show students a thesaurus. Look up *loving* and model how to use a thesaurus. If the word can be more than one part of speech (for example, some words can be either a noun or a verb), make sure to model how part of speech can effect the meaning of a word, and remind students to choose the correct synonyms listed in the thesaurus, based on part of speech.
- Give students a thesaurus. Ask them to find the word *loving* and confirm the synonyms suggested.

 **Check for understanding:** Have students read the first paragraph on page 10. Ask them to circle the word *angry*. Have students use the thesaurus to find a synonym for the word *angry* that will make the sentence more interesting. Remind them, when using a thesaurus, to choose words that do not change the meaning or verb tense of the sentence (for example, *buy* vs. *bought*). Have students write the sentence using the new word at the bottom of the page. Encourage them to share their sentences.

- **Independent practice:** Introduce, explain, and have students complete the [synonyms worksheet](#). Discuss answers aloud after they are finished.

## **Build Fluency**

### **Independent Reading**

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

### **Home Connection**

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students practice summarizing each section of the story with someone at home.

## **Extend the Reading**

### **Biography Writing Connection**

Provide an Internet website or other resources for students to research the life of Rosa Parks. Have students compile and present their information, telling when and where she was born, the important events of her life, and how she worked for the civil rights of all people.

Visit [Writing A-Z](#) for a lesson and leveled materials on expository writing.

### **Social Studies Connection**

Now that students have background knowledge from the book, read aloud to them an actual transcript of Martin Luther King Jr.'s "I Have a Dream" speech, or have them listen to a recording of it. Lead a roundtable discussion of students' comprehension and reactions to the wording and content of the speech.

### **Skill Review**

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

## **Assessment**

### **Monitor students to determine if they can:**

- consistently use the strategy of summarizing to comprehend the text during discussion and on a worksheet
- understand and identify cause-and-effect relationships in the text and on a worksheet
- read and categorize *r*-controlled vowel words from the text and during discussion
- accurately identify and use pronouns in a discussion and in the text
- accurately identify and understand the use of synonyms during discussion and on a worksheet

### **Comprehension Checks**

- [Book Quiz](#)
- [Retelling Rubric](#)