

<p>Know (facts, vocabulary, how-to's, information that is memorable)</p> <ul style="list-style-type: none"> • Key facts about who MLK was, what he accomplished, and obstacles he overcame 	<p>Do (Skills) (thinking skills, skills of the discipline—skills you will assess)</p> <ul style="list-style-type: none"> • Discuss prior knowledge of topics and relate to the text before reading. • Identify and compare characters, settings, and/or events in stories and/or pictures. • Gather, organize, and share information about a topic. <p>Describe a person who provides positive leadership for others.</p>
<p>Pre-Assessment (How will you find out about where your students are at for this lesson? What will your pre-assessment look like?)</p>	
<p>This will be a group pre-assessment:</p> <ul style="list-style-type: none"> • Your birthday is a celebration of when you were born. What are some celebrations for famous people that you know about? • As a country, America celebrates people who... • How do we celebrate people who have done good things for our country? (Can add, “Why do we celebrate these people?” during discussion) <p>Record students’ responses on the board.</p>	
<p>Steps in the Lesson: Include ideas for whole-class instructions, if any; differentiated activities; sharing, etc</p>	
<p>Day 1</p> <ol style="list-style-type: none"> 1. Link to prior knowledge. Begin the lesson by referring to previous study of celebrations. 2. Group pre-assessment. Segue to whole-group discussion/pre-assessment prompts. <p>Your birthday is a celebration of when you were born. What are some celebrations for famous people that you know about? As a country, America celebrates people who... How do we celebrate people who have done good things for our country? (Can add, “Why do we celebrate these people?” during discussion)</p> <p>Record students’ responses on the board.</p> 3. Concept development. Use the students’ responses to inductively make the connection to the fact that in America, some of the people we celebrate (i.e., through holidays, statues) are people who have worked hard to overcome some very difficult things that were getting in the way. 	

This lesson utilizes the concept development model. Want to learn more about that? Visit our strategy page.

4. Concept/vocabulary development. Tell students that another word for “difficult things that are getting in the way” is OBSTACLE. Display a picture of an obstacle, and then a picture of a hurdler jumping over it (i.e., overcoming it).
5. Concept development-T-chart with pictures. Place each picture in a two column T-chart on the board labeled OBSTACLE and I OVERCAME [or I CAN OVERCOME] THIS OBSTACLE BY.... Pointing to the picture of the obstacle, ask students for another word for “obstacle”. Write it in the column. Then ask students how the runner overcame the article. Solicit both concrete responses (running fast and jumping over) and abstract responses (trying hard). *Option:* Have additional pictures to add to the chart to model other literal and figurative obstacles, either to extend students’ thinking or encourage them to think of other literal obstacles.
6. Think-Pair-Share. Ask students to make the T-chart on their whiteboard (or give students the handout in this lesson’s materials). Have them think for 1-2 minutes about an obstacle they have overcome and how they overcame it. Students should write their responses before you prompt them to share with a partner.
7. Whole-group discussion. Have students share with the whole-group as you record their responses on the chart. If possible, ask students to share someone else’s response rather than their own. (Or, let 1-3 students share their own, and then ask the students to share one they heard from someone else that was a good example.)
8. Concept-to-topic connection. Say something along the lines of, “Next week, we are celebrating an important person who did good things for our country by overcoming many obstacles: Dr. Martin Luther King, Jr. How many of you have heard of Martin Luther King before? One reason we celebrate Dr. King is because he overcame many obstacles. As we read this book [*Martin’s Big Words*], I want you to listen for what those obstacles were, and how he overcame those obstacles. Try to listen for at least one.”
9. Preparation for read-aloud. Distribute a T-chart to each student.
Differentiation option: For advanced readers/listeners and conceptual thinkers, give them a chart that prompts them to listen for one obstacle America was facing in this story and how MLK, Jr. helped America overcome that obstacle.
10. Read-aloud. Read *Martin’s Big Words*. *NOTE: If you think your students will be highly distracted by the page that tells about Dr. King getting shot, the narrative is written in such a way that it would be easy to skip that page and later tell students that he died when somebody killed him. First-graders may be confused*

that Dr. King getting shot means he did not overcome obstacles.

Literacy options for before reading:

- Briefly explain and display the following words and their definitions on an easel that you keep next to you as you read: *hymn, Bible, preach, minister, arrested, citizens, blistering.*
 - Tell the students about (and show an example of) the quotes they will see in big letters on some pages. Let them know that this is the author using Martin Luther King’s real words to tell the story.
 - Let students know that this is a *biography*.
11. Pair-share. Have students pair and share what they wrote on their charts before soliciting responses from them to record on the chart on the board (to which you’ve added a row specific to Dr. King).
 12. Closure. Close by telling students that tomorrow, some of them will get the chance to learn about more how Dr. King overcame obstacles, while some of them will learn about other people that America celebrates who have overcome obstacles.

Day 2

1. Connection to yesterday. Re-visit the T-chart and what the students did/learned yesterday.
2. Differentiated “research” activity (2-4). Give students a new chart (see attachments). Tell students that they will either be reading more about MLK or about someone else. Their job isn’t just to read—it’s to answer the questions, “What obstacle(s) did this person overcome? How did this person overcome this/these obstacles?” (You might want to have those questions written on the board.)
3. Assigning tasks. Assign students to the individual resource with which he/she will be working. *Management tip:* Have each resource already placed at a place the room, on students’ desks, or have students come retrieve the resource as you call each student’s name. Students who are assigned a resource on Dr. King should be directed to try to look for NEW information if they can.
4. Work time. Allow 20 minutes for students to work. *tip:* If you don’t already have a routine for anchor activities (something students do—and know to do—when there’s ragged time), consider having a lesson-specific anchor activity such as reading the most recent *Scholastic* on MLK, or a couple of laptop computers at which students can watch excerpts from Dr. King’s “I

Have a Dream” speech (12:23 – 13:59 is a good excerpt).

5. Small-group discussion. After about 20 minutes (or when students are finished), stop students and assemble them in groups. There are at least two options for grouping (and you’ll likely take other factors into account as well): OPTION 1—group students in similar-topic groups. OPTION 2—group students in dissimilar-topic groups.
6. Assign roles. Once assembled, tell students that the person with the _____ [chose criterion] is the group leader right now. Each person should share who they read about, one obstacle the person faced, and how that person overcame that obstacle. *Tip: Consider writing these three directions on the board.*
7. Whole-group sharing. After 5-10 minutes, convene students on the carpet and ask students to share the most important, surprising, etc. thing they learned from someone else. Use a new form of the chart (see attachments!). As students share, record responses on the chart on the board. (Note: As students share they will say something and you can ask either that student or pose to the class as you before you add it to the chart, “Is that an obstacle, how he/she overcame an obstacle, what happened, or something else?”

Closure Activity/Wrap up: *This may be in the form of independent practice, a chance to share, or explicit restatement of the goals of the lesson.*

Closure. When the chart is “complete,” show students how and why the names at the top of chart create a timeline (Parks to Obama). Ask “What happened as a result of all of these people facing obstacles and overcoming them?” Take 1-3 responses before showing this “answer”:

“Rosa Parks SAT so that Martin Luther King, Jr. could WALK so that Barack Obama could RUN.”
(You might also ask students, “Where does Ruby Bridges fit in? Why isn’t she in the quote?”)

Help students “see” these important African-Americans overcame the obstacle of racism/prejudice. That’s the reason we celebrate them.

This lesson keeps coming back to the “Big Idea” of the lesson. This teacher never loses focus on where she is leading her students.

Post-Assessment: *How will you use this data to inform your next learning experience?*

Possible Follow-Up Transfer/Assessment Task (differentiated for learning profile)

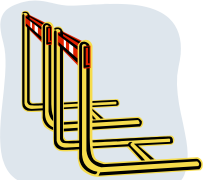

Choice 1:

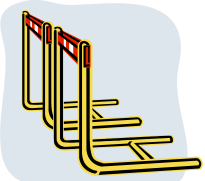

What lessons can a first-grader learn from the obstacles that Dr. King, Rosa Parks, Ruby Bridges, and Barack Obama overcame? These might be lessons about fighting prejudice/racism, about how to overcome obstacles, or something else. Write these lessons as list of “rules”. Give an example of each rule from the life of someone we studied. *Possible scaffold: First graders should _____ . A good example of this is when [Martin Luther King, Jr. _____ .*

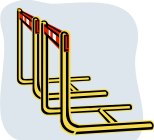

Choice 2:

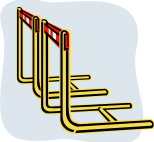

Create a profile/sketch of a first grader who has the same characteristics as one or more of the people we learned about who overcame obstacles to equality (Dr. King, Rosa Parks, Ruby Bridges, Barack Obama).

Additional Resources: Any websites or materials that you used?

Obstacle	How I Overcame It
	 <div data-bbox="1610 310 1990 691" style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p>As you look at the following two graphic organizers, notice that the teacher differentiated for readiness by changing the wording in the boxes. The more advanced version asked the children to apply what they were to a new setting/audience: America</p> </div>

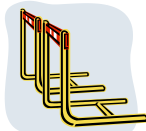
Obstacle	How Dr. King Overcame It
	

Obstacle	How I Overcame It
	

Obstacle that America was facing	How Dr. King Helped America Overcome It
	

(ADVANCED VERSION—Remove this before distributing!)

Obstacle



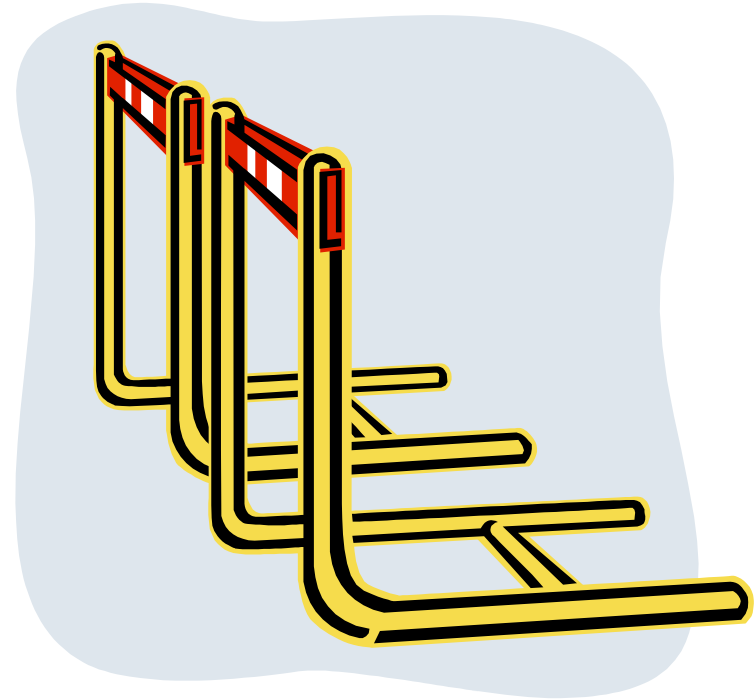
How _____ Overcame It



**Sample of how a new chart for the final discussion might look.
(Displayed on board)**

	Rosa Parks	Dr. King	Ruby Bridges	Barack Obama
Obstacles				
How this person overcame the obstacles				
What happened?				

The teacher used these symbols to help her children connect with the idea of “overcoming obstacles”



INTEREST INVENTORY EXAMPLE (A. Jacobs)

	I know a lot about this person already!!	I know a few things about this person.	I don't know this person.	I want to learn about this person.
				
				
				
				
				

INTEREST INVENTORY EXAMPLE (TWI Classroom)

Nombre _____

¿Sobre quién quieres aprender más información? Escoge 2 personas. 1 es para tu primera preferencia y 2 es para tu segunda preferencia.

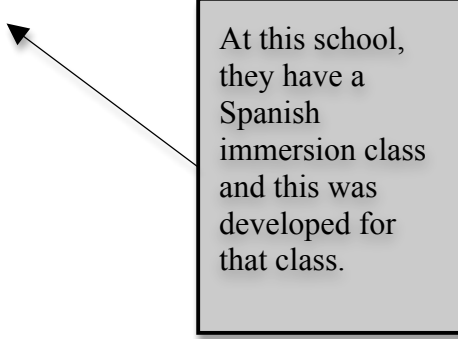
_____ Martin Luther King, Jr.

_____ Rosa Parks

_____ Ruby Bridges

_____ Barack Obama

At this school, they have a Spanish immersion class and this was developed for that class.



Nombre _____

¿Sobre quién quieres aprender más información?

Escoge 2 personas. 1 es para tu primera preferencia y 2 es para tu segunda preferencia.

_____ Martin Luther King, Jr.

_____ Rosa Parks

_____ Ruby Bridges

_____ Barack Obama