

Lesson Plan Synopsis: This lesson is based on one of Dr. Martin Luther King's speech and how it influenced the civil rights movement.

<p>Lesson Title</p>	<p>Dr. Martin Luther King's Impact on the US Civil Rights Movement</p> <p><i>*This is part of a larger unit: "The Civil Rights Movement" Can be used as part of a unit on Freedom Fighters*</i></p>
<p>Content Area/Grade Level/Approximate length</p>	<p>Social Studies/4th Grade</p> <p>5 Day lesson as part of a larger unit</p> <p>This classroom lesson demonstrates use of primary sources, inquiry, and implementation of historical thinking skills.</p> <p>This lesson can take place over the course of 5 days in class with varied blocks of time. (Approximately 45 min per day)</p>
<p>Objectives with grade level adjustment</p>	<p>Objectives:</p> <ul style="list-style-type: none"> ● Students will be able to describe how Dr. King and his speeches contributed to the Civil Rights Movement. ● Students will be able to construct a timeline of events that occurred around the time of Dr. King's speech. ● Students will work in collaborative groups to present information collected through research on the essential question <p>Essential Questions:</p> <ol style="list-style-type: none"> 1) How did Dr. King influence the Civil Rights Movement? 2) How is Dr. King's speech relevant to us still today? (*Any of Dr. King's speeches will be appropriate, however it is suggested to start with "I have a Dream" from August 28, 1963 at the Lincoln Memorial. You can listen in its entirety and view the transcript via NPR. <p>Grade Level Adjustment:</p> <p>Younger students: Provide students with reading material that is grade-level appropriate. Timelines of events could be created in Google draw (or any online drawing app or on paper). Students can drag the boxes to the correct</p>

sequence. Teacher created video screencasts will also support this section.

Older students: More rigorous reading content will provided with additional questions from **Learning for Justice:**

How did King's leadership — and the outcomes of the Civil Rights Movement — expand the meaning of the "democratic way of life" in the U.S.? *(Answers will vary.)*

Source: [Learning for Justice](#)

Standards Addressed	<p>ISTE Student Standards:</p> <p>1.3A: Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.</p> <p>1.6A:</p> <p>Content Area Standards: CCSS ELA Grade 4</p> <p>CCSS.ELA-LITERACY.RI.4.3:</p> <p>CCSS.ELA-LITERACY.SL.4.4</p> <p>CCSS.ELA-LITERACY.SL.4.5</p> <p>Teachers may add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>
---------------------	--

<p>Suggested EdTech Tools for implementation/Materials/Preparation</p>	<ul style="list-style-type: none"> ● Suggested EdTech Tools Materials: <ul style="list-style-type: none"> ○ Flipgrid ○ Google Slides or MS PowerPoint ○ Google Docs/Microsoft Word ○ Wakelet ○ Padlet ○ Chromebook/PC/tablet ● Other Materials required: <ul style="list-style-type: none"> ○ WIFI/Internet Access ● Advanced Teacher Preparation: <ul style="list-style-type: none"> ○ Familiarize yourself with <u>this time line from Stanford University's The Martin Luther King, Jr. Research and Education Institute</u>
<p>Lesson Plan Steps</p>	<p>Lesson Plan Steps:</p> <p>Day 1:</p> <ol style="list-style-type: none"> 1) Students are provided with a Google Jamboard or other digital online platform and will answer this question: What do you already know about Dr. Martin Luther King? (KWL chart style). 2) Provide students with a Exploratory Choice Board to learn more about Dr.Martin Luther King. Sample: <u>Dr. Martin Luther King Exploratory Choiceboard and activity</u> <p>Day 2</p> <ol style="list-style-type: none"> 3) Teacher will put students into groups of 4. They will begin by sorting through a timeline of events that took place around Dr. King's speech. Teacher is encouraged to use <u>Stanford University's The Martin Luther King, Jr. Research and Education Institute</u> to create a timeline activity (see <u>Please click here to make a copy</u>) or a drag and drop activity. 4) Teacher will ask students to go back to the

Jamboard and fill out the "What do you wonder about the events leading up to and after Dr. King's speech?" and "What are some things you learned?"

- 5) Teacher will then explain the collaborative group project. Explain that for this collaborative group project, students will prepare and present to the rest of the class the answer to the essential questions. They may use the research they have conducted so far and additional research using a reputable list of credible sources. A padlet wall is recommended for sharing a list of curated resources.
- 6) Students can choose out of a recommended list of multimedia tools to present their project. Example: Canva, Google Slides, MS Powerpoint, Powtoon, or whatever is available based on school district guidelines.
- 7) A screencast explaining each part of this project is recommended for students to review as needed. This could be uploaded to an LMS such as Google Classroom.
- 8) A rubric is highly recommended for this project, as well as assigned group roles. Check out this [group roles document](#) created by staff at San Bernardino County Superintendent of Schools as an example.

Day 4

- 9) Students will work on group projects using assigned group roles. Teachers will facilitate and provide guidance and support as needed.

Day 5

10. Students will present group projects live using the multimedia tool that they chose. Students listening will fill out a feedback form providing peer feedback for each group. See [Sample Google Form](#) (please feel free to use same content or adapt to make your own)
11. Teachers will use rubrics to grade projects.
12. Teacher ends with a quiz using Quizizz or other

	<p>quiz generator for an additional check for understanding.</p> <p>a. Quizizz has a number of premade Dr.King quizzes already made available to you. (It is important to check each question if you are remaking a pre-existing quiz and adapt as needed)</p> <ul style="list-style-type: none"> ● Equity and Access Connections: <ul style="list-style-type: none"> ○ Immersive Reader (including language translation) in MS Products ○ Choices with Choiceboard ○ Use of Screencast with closed captioning ○ Google or Microsoft translate ○ Use of Alt text ○ Use of supporting scaffolds. ○ Use of Quizizz accessibility tools ○ Check accessibility settings on device, browser and LMS . ● Civic Action Connections <ul style="list-style-type: none"> ○ Dr.King is a powerful example of how civic engagement can transform neighborhoods, communities and the perspective of an entire nation. Encourage students to consider ways that they could engage in local activities to support long lasting change. ● Distance Learning/Hybrid Learning Adaptations and Considerations: <ul style="list-style-type: none"> ○ Students could complete collaborative activities using breakout rooms. ○ Teachers could provide a <u>Hyperdoc</u> with the same activities included.
<p>Learning Assessments (Formative/ Summative)</p>	<ul style="list-style-type: none"> ● Formative Assessments/Feedback Loops: <ul style="list-style-type: none"> ○ Check for understanding ○ Peer to Peer review ● Summative Assessment Options:

	<ul style="list-style-type: none">○ See Step 5 in lesson plan (above)○ Student Choice for demonstrating learning○ Culminating project
Extensions for further learning	<ul style="list-style-type: none">● Students could explore additional questions from Learning for Justice.● Students could create a <u>Breakout Edu activity</u> or quiz about Dr.King's story.● Civic engagement activity