

## BOOK STATS

Grade Level Equivalent: 3–5

Ages: 8+

Genre: Biography

Pages: 128

Subject/Theme: African American History, Civil Rights Movement

Common Core State Standards	Reading	Writing	Listening & Speaking	Language
Grade 3	RI.3.1, RI.3.2, RI.3.4, RI.3.5, RI.3.7	W.3.2	SL.3.1, SL.3.5	L.3.4, L.3.5
Grade 4	RI.4.1, RI.4.2, RI.4.4, RI.4.5, RI.4.7	W.4.2	SL.4.1, SL.4.5	L.4.4, L.4.5
Grade 5	RI.5.1, RI.5.2, RI.5.4, RI.5.5, RI.5.7	W.5.2	SL.5.1, SL.5.5	L.5.4, L.5.5

## OVERVIEW

### Book Summary

I helped organize the Montgomery Bus Boycott. I am only 34 when I give the “I Have a Dream” speech. I am Martin Luther King, Jr.

With an introduction written in the voice of Martin Luther King, Jr. himself, this engaging biography takes students on one of the most important historical movements of the twentieth century—the nonviolent campaign for African American equality inspired by Martin Luther King, Jr. His life story is interwoven with the history of a nation still struggling with civil rights issues. From his teenage years marred by discrimination and segregation, to his soaring speech at the Lincoln Memorial, Martin Luther King, Jr. represented the bedrock of American values and helped the nation realize its dream of equality for all.

Informational text features, including a timeline, an introduction to historical figures, and numerous sidebars, enhance the chronological narrative of the book. Detailed illustrations help readers visualize Martin Luther King, Jr. and other historical figures, as well as, the struggle for civil rights in America.

### Teaching the Book

“I have a dream.” These words evoke one of the most famous speeches in American history, delivered by the great orator of the civil rights movement, Martin Luther King, Jr. This captivating biography provides an opportunity for students to learn about a great leader during a troubled time in American history and to practice identifying main idea and details. Activities engage students in listening to the “I Have a Dream” speech, presenting a play about Dr. King, and writing about their own dreams.

**Genre Focus:** Biography

**Comprehension Focus:** Main Idea and Details

**Language Focus:** Content Words and Concept Wheels

### ABOUT THE AUTHOR

Grace Norwich has written many books for young readers on a variety of topics, including health, fashion, and animals. She is the author of other biographies in the I Am series including the life stories of Albert Einstein, Harriet Tubman, and Helen Keller. She lives in Brooklyn, New York.

# Get Ready to Read

## Pre-Reading Activities

**Who is Martin Luther King, Jr.?** Engage students' interest in Martin Luther King, Jr. by showing them a short video about the civil rights leader's life. The video introduces important biographical facts, explains segregation, and shows photographs of Dr. King at important moments in his life. To view the video, visit the Scholastic website at <http://bit.ly/14m74sS>.

**Knowledge Network** Ask students to share what they know about Martin Luther King, Jr. from the video and other sources. Record their responses on the whiteboard or chart paper. Use their comments as a basis for building a knowledge network about Dr. King that grows in its connections as students read the book.

## Vocabulary

**Content Vocabulary and Concept Wheels** Introduce students to the words below that are part of Martin Luther King, Jr.'s story, as well as important content-area vocabulary. Print **Resource #1: Vocabulary Cards** on page 7 and distribute copies to students.

racism (p. 4)	prejudice (p. 16)
segregated (p. 17)	discrimination (p. 29)
nonviolence (p. 29)	boycott (p. 41)
justice (p. 68)	integration (p. 78)

Ask students to write down examples and the context of the words each time they appear in the text. After students read *I Am Martin Luther King, Jr.*, guide them to use their notes to fill in concept wheels for the words.

## STORIA ENRICHMENTS

To assess and enhance students' comprehension, this Storia eBook contains a Reading Challenge Quiz.



## BIG QUESTION

**Critical Thinking** Ask students to think about this question as they read. Write the question on chart paper or the whiteboard.

**How does Martin Luther King, Jr. change America?**

## As You Read

### Reading the Book

**Modeled Reading** Project the first pages of the book onto a whiteboard or screen and read them aloud to students. After reading the Introduction written in the voice of Martin Luther King, Jr., ask students to describe him. Then project the other special content from the front of the book. Discuss these text features and how they help set up the story of Martin Luther King, Jr.'s life.

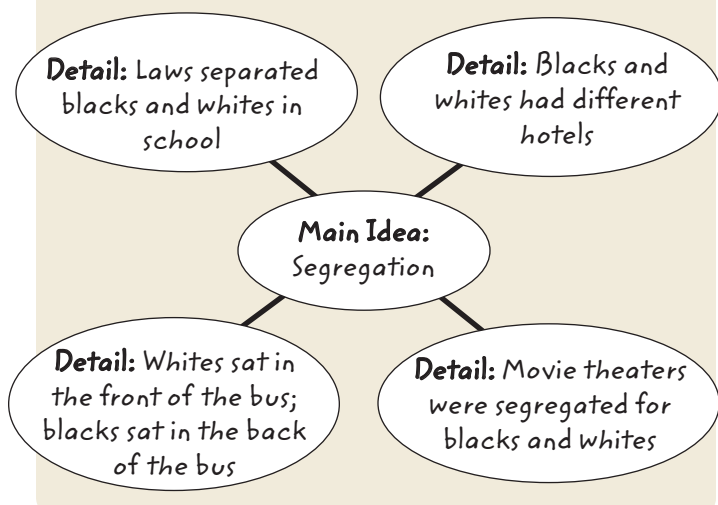
**Independent Reading** If students are able to read *I Am Martin Luther King, Jr.* independently, help pace their reading by telling them to chunk the book into three to six reading sessions, depending on the amount of time students have to read during each session. At the end of a chunk, prompt students to work with partners to ask questions to clarify the text and to share reactions.

### Comprehension Focus

**Identify Main Idea and Details** Explain that the book includes important ideas about Martin Luther King, Jr. and the civil rights movement. These important, big ideas are called main ideas. The main idea is supported by smaller ideas called details. The details provide more information about the main idea and help you understand a period of Martin Luther King, Jr.'s life.

Display the spread on pages 18–19 about segregation. Read the text on both pages aloud. Then model how to identify the main idea and details in the text, using a graphic organizer like the one below.

**Model:** First, I'll ask: What is the most important idea? Is it all about black people riding in the back of buses? No, that doesn't seem like the most important idea and doesn't include all the information on the page. The important big idea that everything concerns is: Segregation. I'll write that in the center of the circle. What details give us more information about the main idea? I'll write those supporting details around the main idea.



Print **Resource #2: Identify Main Idea and Details** for students to practice identifying main ideas and details. Pass out copies of the page and guide students to fill out the graphic organizer to identify main ideas and details from two other parts of the text.

## After You Read

### Questions to Discuss

Lead students in a discussion of these focus story elements.

**1. Biography** When he is a teenager, how does Martin Luther King, Jr. show that he has the courage and intelligence to become a leader of the civil rights movement? (*Sample answers: Martin skips two years of school; when he is on the bus with his debate teacher, Martin at first refuses to move to the back of the bus because he feels segregation is wrong.*)

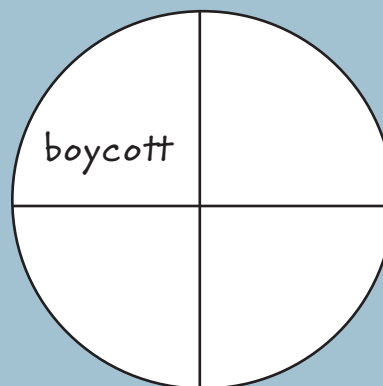
**2. Main Idea and Details** Name the detail that tells more about this main idea: Martin Luther King, Jr. led the protestors during the Montgomery Bus Boycott. (*Sample answers: The boycott lasted over a year; King marched with Rosa Parks, whose actions started the boycott.*)

**3. Content Words and Concept Wheels** What is an example from the book of justice? What is another example of justice in our world today? (*Sample answers: African Americans being able to vote is an example of justice. Another example of justice is girls and boys being given equal chances to play sports.*)

## WORDS TO KNOW

### Content Words and Concept Wheels

Explain to students that each of the vocabulary words is an idea that describes a social studies concept. Show students how to use a concept wheel to create definitions for the vocabulary words similar to the one below.



Model how to use the concept wheel with the vocabulary word, *boycott*. Write the word in quadrant A. Then brainstorm examples of the word and how the word is used in the book. (*Sample answer: The black people of Montgomery **boycotted** the buses until the rule about moving to the back changed.*) Write in three of these brainstorm items in quadrants B, C, and D. Then have students think of a definition of the word based on their ideas. Encourage students to fill in concept wheels for the other vocabulary words and check their definitions against a dictionary definition.

## Questions to Share

Encourage students to share their responses with a partner or small group.

**1. Text-to-Self** Do you think you would have joined the marchers during the civil rights movement? (*Answers will vary.*)

**2. Text-to-World** What types of things or issues do people protest today? (*Answers will vary.*)

**3. Text-to-Text** What did you learn from listening to the “I Have a Dream” speech that you didn’t find out by reading just the words? (*Answers will vary.*)

## Extension Activities

### Reading/Writing Connection

**Write an Explanatory Essay** Assign students to write a short essay based on the big question: How does Martin Luther King, Jr. change America? Explain that they can use their own ideas or the ideas classmates shared when the question was discussed.

Guide students to develop the topic with facts, definitions, concrete details, quotations, or other information and examples. Direct them to go back to the text to find evidence for the essay. Encourage students to exchange papers to share their essays, or project and read several examples on the whiteboard.

Don't forget the



## BIG QUESTION

**Critical Thinking** Give each student an opportunity to answer the big question. Encourage students to support their answers with details and evidence from the text. Tell students there is more than one right answer.

**How does Martin Luther King, Jr. change America?**

## Content Area Connections

**History “I Have a Dream Speech”** Give students the opportunity to listen to Dr. King’s famous speech at the Lincoln Memorial on August 28, 1963 in Washington, D.C. For a video of the speech, go to the Teacher Tube website at <http://bit.ly/VloP0G>. Consider previewing the speech to decide how much of it to play for students. After listening to the speech, ask students to think deeply about some of its important phrases and metaphors, such as “I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.”

### Language Arts **Scenes from Dr. King’s Life**

Provide students with copies of a play about important moments from Martin Luther King Jr.’s life from the Scholastic website at <http://bit.ly/YaD135>. Assign students to the roles of the speakers and narrators and help them rehearse the play until they are fluent at speaking their lines. Provide them with technology to make an audio recording of their reading. Afterward, ask them to share the new things they learned about Dr. King and the movement from the play.

**Music We Shall Overcome** Explain to students that music was an important part of the civil rights movement and

that one of the most inspiring songs sung by marchers was “We Shall Overcome.” This old gospel song became an anthem for the movement. Have students listen to one or several versions of the song available on the Internet; for example, visit YouTube for the Morehouse College Glee Club performance at <http://bit.ly/14CHdfw>.

**Social Studies Ruby Bridges Report** To give students an idea of what the civil rights movement was like through the eyes of a child, suggest that they visit the website of Ruby Bridges at <http://bit.ly/14oxxoP>. Alternatively, you might want to bring into class several books about Ruby Bridges and her history-making courage. Have students work with a partner or small group to report on how Ruby Bridges changed America as a first-grader.

## BIG ACTIVITY

**I Have a Dream** Challenge students to think big thoughts about their dreams, like Dr. King did. Be sure to reread to them the passage from his “I Have a Dream” speech that expresses his dreams for America. Distribute copies of the **Big Activity: I Have a Dream** on page 5 to students and have them use the page for the final draft of their writing.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## **BIG ACTIVITY: I Have a Dream**

Dr. King's dream was to have all people treated with respect and judged only by their character not the color of their skin. Share a dream you have that will make our world a better place to live.

*I have a dream . . .*

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*This is what I will do to make this dream a reality.*

### **TO DO:**

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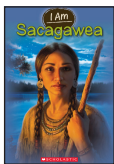
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# READ MORE AND LEARN MORE

Use these books and other resources to expand your students' study of the book or theme.

## Series Connections



### **I Am #1: I Am Sacagawea**

*Grace Norwich*

**Ages:** 8–10

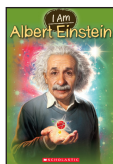
**Grades:** 3–4

**Lexile Measure:** 1010L

**Pages:** 128

Sacagawea was only a teenager when she traveled with Lewis and Clark on their dangerous expedition exploring the western United States. From 1804 to 1806, she acted as their guide and translator as they braved tremendous hardship traveling from North Dakota all the way to the Pacific Ocean. This inspiring biography paints a fascinating portrait of an exceptionally brave young woman.

**Available as a Stora eBook**



### **I Am #2: I Am Albert Einstein**

*Grace Norwich*

**Ages:** 8–12

**Grades:** 3–6

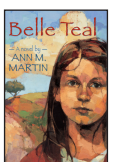
**Lexile Measure:** 1050L

**Pages:** 112

Albert Einstein changed the way scientists viewed the universe. His ideas led to a deeper understanding of time, space, and light. When he was young, however, his teachers thought he would never amount to much. This biography tells about Einstein's strange childhood, the difficulties he had adjusting to his own genius, and his eventual rise to fame, fortune, and the Nobel Prize.

**Available as a Stora eBook**

## Theme Connections



### **Belle Teal**

*Ann M. Martin*

**Ages:** 9–12

**Grades:** 4–6

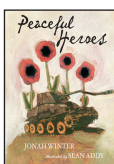
**Lexile Measure:** 870L

**Pages:** 224

**Guided Reading Level:** W

Belle Teal is excited about the start of fifth grade, but her mother is worried because a group of African American students will be desegregating the school—and there are a lot of people who are against it. Belle quickly befriends a new student, Darryl, and defends him against the insults and bullying efforts of her own friends.

**Available as a Stora eBook**



### **Peaceful Heroes**

*Jonah Winter*

**Ages:** 8–12

**Grades:** 3–6

**Lexile Measure:** 1050L

**Pages:** 64

There have been many amazing individuals over the years who have managed to bring about tremendous change simply through kindness and by standing up for their beliefs. Featuring people such as Clara Barton, Sojourner Truth, and Martin Luther King, Jr. this book celebrates brave men and women in their quests for justice and what is right. These are people who faced down violence and many other dangers, all to make life better for those around them. **Available as a Stora eBook**



### **Harlem**

*Walter Dean Myers*

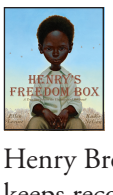
**Ages:** 7–10

**Grades:** 2–6

**Guided Reading Level:** R

**Pages:** 32

Walter Dean Myers creates a tribute to the Harlem that became a haven for African American art and culture in the 1920s and '30s. The words and pictures paint a cityscape filled with writers, musicians, and regular folk living out their dreams. Readers will almost hear the jazz playing and the subway train rumbling through every gorgeously illustrated page. **Available as a Stora eBook**



### **Henry's Freedom Box**

*Ellen Levine*

**Ages:** 8–11

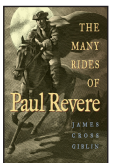
**Grades:** 3–5

**Lexile Measure:** 380L

**Pages:** 40

Henry Brown doesn't know how old he is, since nobody keeps records of slaves' birthdays. Henry grows up and gets married, but his dreams of freedom are dashed when his wife and three children are sold at the slave market. Then one day, while lifting a crate at a warehouse, he knows exactly what to do—he'll mail himself to the North—and freedom.

**Available as a Stora eBook**



### **Many Rides of Paul Revere**

*James Gribbin*

**Ages:** 9–12

**Grades:** 4–6

**Lexile Measure:** 1060L

**Pages:** 96

**Guided Reading Level:** Z

Many people know about Paul Revere's famous ride during the Revolutionary War, when he warned American soldiers that the British were coming to attack them. This well-researched biography tells the story of Paul's life before and after his famous ride. It tells what Revere did to help the Revolution after telling the American fighters, "The British are coming!" **Available as a Stora eBook**

To find PDF versions of the Stora teacher guides and links to purchase the related books, visit

<http://teacher.scholastic.com/ereading-resources/>.

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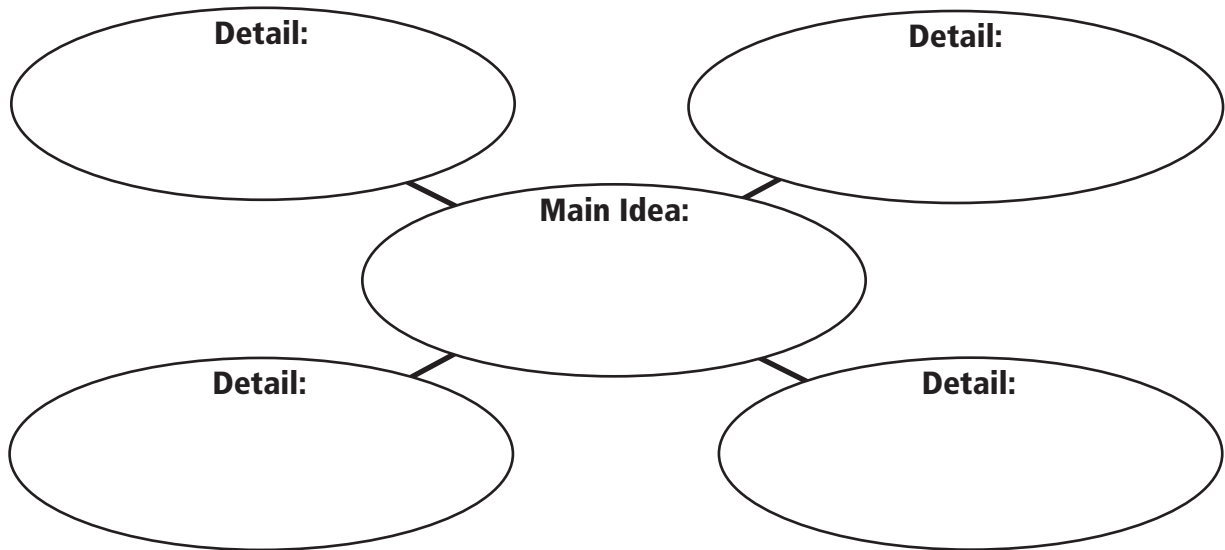
**integration (p. 78)**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## RESOURCE #2: Identify Main Idea and Details

Fill in the main idea and details in each graphic organizer for two other sections of "I Am Martin Luther King, Jr."

1. Text on pages \_\_\_\_\_



2. Text on pages \_\_\_\_\_

