



Activity Guide

800-788-1121

A Picture Book of Martin Luther King, Jr.

]This Live Oak Readalong can be correlated to the following Common Core State Standards (CCSS):

RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
RI.4.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
SL.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

The accompanying activities can be correlated to the following Common Core State Standards:

RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
RF.3.3.c: Decode multisyllable words.
W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.3.7: Conduct short research projects that build knowledge about a topic.
W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
SL.3.1.d: Explain their own ideas and understanding in light of the discussion.
SL.3.2: Identify the main ideas and supporting details of written texts read aloud or information presented graphically, orally, visually, or multimodally.

RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.
W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
SL.4.1.c: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SL.4.1.d: Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

BEFORE LISTENING

About the Story

This is part of a picture book biography series designed to introduce beginning readers to famous Americans. *A Picture Book of Martin Luther King, Jr.*, portrays the major events of the life of the civil rights leader and of his drive to free African-Americans from unfair laws and discrimination.

Activate Prior Knowledge/Build Background

Explain to the group that before Martin Luther King, Jr., led the fight for freedom for African-Americans, there were many unjust laws and conditions restricting blacks in America. In many parts of the South, African-Americans could not vote, nor could they go to the same schools or use the same public restrooms or eat in the same restaurants as whites. Much of that changed during the 1950s and 1960s because of the work of Martin Luther King, Jr.

AFTER LISTENING

Standards-Linked Activities

Listening/Speaking

CCSS: RI.3.1, RI.3.2, SL.3.2, SL.3.3; RI.4.1, RI.4.2, SL.4.1.c

Ask children the following questions about the book. Call on volunteers to respond orally.

- What does the 'White Only' sign mean?
- Why did the African-Americans in Montgomery refuse to ride the buses?
- What was Dr. King's 'dream'?
- Why did Dr. King go to Memphis in 1968?

- e. What happened to him in Memphis?
- f. How has America changed because of Dr. King? (Draw conclusions)
- g. What kind of person do you think Martin Luther King, Jr., was? Explain. (Make judgments)

Vocabulary

CCSS: RI.3.4, RF.3.3.c; RI.4.4

Review the following words and their definitions with the group. Ask volunteers to use each word in a sentence.

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|--------|---------|--------|------------|
| pastor | boycott | equal | segregated |
| bias | riots | voting | prejudice |

Social Studies: A Map of Martin Luther King, Jr.

CCSS: W.3.7; W.4.7

Help children make maps of the American South. Provide atlases or other maps for reference. They can locate these places that were important in Martin Luther King's life on their maps: Atlanta; Georgia; Memphis; Tennessee; Montgomery; Alabama.

Music: Song of Protest

CCSS: SL.3.1.d; SL.4.1.d

Many songs, such as "We Shall Overcome," were written for protest during the Civil Rights era. Play some of these songs for the group. Discuss the words and sentiments of the songs with the group and talk about the effects these songs might have had on the protesters.

Art: Birthday Holidays

CCSS: W.3.7; W.4.7

Children can work in groups to create calendars with birthday holidays marked. Have them research the days that famous people's birthdays are celebrated, including Martin Luther King, Jr.'s birthday, and mark them on the calendar. Children can put their own birthdays on the calendars as well. Encourage them to illustrate their calendars with scenes showing the months.

On the Internet: Other Civil Rights Leaders

CCSS: W.3.8; W.4.8

Before you send children to do research using any of the keywords listed below, you may wish to try them yourself to be sure the sites are suitable. Have children look up information on one of these Civil Rights leaders on the Internet: Ralph Abernathy, Julian Bond, Jesse Jackson, and Coretta Scott King. They can use the subject's name as a keyword. Ask them to find three facts about the person they are researching and report on them to the class.