

# Lesson Plans: 01 SS LPQ2 083 I Have a Dream

**Title:** 01 SS LPQ2 083 I Have a Dream

**Grade Level :** Grade 1

**Subject :** Social Studies - Elementary

**Standards/Assessed Benchmarks:** Florida STATE FL Social Studies Standard (2008)

Florida Sunshine State Standards

Grade 1

American History

2: Historical Knowledge

SS.1.A.2.3 Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation's ethnic heritage.

SS.1.A.2.4 Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.

**Description/Abstract of Lesson:** To learn about the life and work of Martin Luther King, Jr. To reflect on a section of King's "I Have a Dream" speech. To become aware of inequities that still exist in the United States.

**Essential Question-Scope & Sequence:** Learning Goal: Students will understand that America is made of different cultures and people.

**Technology Connections and Teacher Materials:** [Martin Luther King, Jr. Papers Project](#) [The Digital Classroom](#) [We Shall Overcome: Historic Places of the Civil Rights Movement](#)

**Technology Connections and Student Materials:** [Martin Luther King, Jr. Papers Project](#) Journal Pictures of Dr. Martin L. King, Jr.

**Duration :** 5 Days

**Vocabulary:** Freedom, march, speech, equality, civil rights

**Steps to Deliver Initial Instruction:** In this lesson, students will learn about the life and work of civil rights leader Martin Luther King, Jr. Students will listen to a brief biography, view photographs of the March on Washington, hear a portion of King's "I Have a Dream" speech, and discuss what King's words mean to them. Finally, they will create picture books about their own dreams of freedom for Americans today. For background information on the topics included in this lesson, see the resource list at the bottom of this lesson plan. You might begin by visiting the Seattle Times's Martin Luther King Jr. site, which can be reached through the EDSITEment-reviewed [Martin Luther King, Jr. Papers Project](#) website.

## Guiding Questions:

- What do we mean by the term "civil rights"?
- Who was Martin Luther King, Jr., and how did he fight for civil rights?
- What can we learn from the words of Dr. King's "I Have a Dream" speech?
- What parts of Dr. King's dream have or have not been realized in the present day?

**Guided Practice with Feedback:**

- Before the lesson, explore what students already know about Martin Luther King, Jr. and the Civil Rights Movement.
  - Draw a "bubble map" on the board with Dr. King's name in the center bubble; as you elicit students' prior knowledge, write the words and phrases that they associate with Dr. King in smaller bubbles around the center.
- Next, read the class a short biography of Dr. King. *A Picture Book of Martin Luther King, Jr.*, by D.A. Adler (New York: Holiday House, 1989) offers an accessible overview of King's life, while portions of *If You Lived at the Time of Martin Luther King*, by Ellen Levine (New York: Scholastic, Inc., 1994) could be used to provide historical context.
- You and your students can visit historic sites relevant to the life of Dr. King through the EDSITEment-reviewed website *We Shall Overcome: Historic Places of the Civil Rights movement*. Click for a picture of [King's birthplace](#). Under "Georgia," click on "Martin Luther King, Jr. National Historic Site." Additional information about King's birthplace can be accessed through the [National Park Service](#).
- Finally, remind students of some of the other people who worked to extend the

American dream to all Americans (e.g., Frederick Douglass, Harriet Tubman, Mary McLeod Bethune, W.E.B. DuBois, Booker T. Washington, Jackie Robinson, Malcolm X). Students may already have some knowledge of these historical figures from previous units of study. Briefly discuss each of these figures' contributions to the battle for civil rights, pointing out that Dr. King's work was part of a lengthy struggle that continues to this day.

**Independent Practice: What Was the March on Washington?**

- Explain to students what the March on Washington was. Tell them that its full title was the March on Washington for Jobs and Freedom, that it was held on August 28, 1963, and that thousands of Americans from all walks of life attended it. Let students know that although Dr. King emphasized the struggles of African-Americans, he devoted his life to the freedom of all Americans. As long as even one of us was not free, he believed, none of us could be truly free.
- In order to gain a sense of the magnitude and power of the march, as well as the wide diversity of Americans who attended it, students may view photographs from the extensive collection available through the EDSITEment-reviewed [Digital Classroom](#) website.
  - On the left-hand side of the screen, you will see a list entitled "Other NARA Sites for Primary Sources." Select "NAIL" from this list. Now click on "Search for Archival Holdings." Next, click on "NAIL Digital Copies Search." In the blank space next to the instruction "Enter Keywords," type in the words "March on Washington." Scroll down the boxed list titled "Media" and select "Photographs and Graphic Materials." Finally, click on "Display Results" to view more than eighty photographs from the March on Washington. Click on the button that says "More Hits" to move to the next page.
  - If you have limited computer access in your classroom, you may want to print out some photographs to distribute to students. To make a copy, click on the desired photograph and hold your cursor down until a list of options appears. After selecting "Copy this image," you may post the image into a word processing document and print it out as you would any other document.
  - As they view the photographs, ask students to take special note of the variety of people represented. What do they think motivated each of these people to attend the march? Students will view with a partner and write their reactions.

**Differentiated Instruction/Small Groups:**

- Ask students if they have ever heard Dr. King's "I Have a Dream" speech, which he delivered at the March on Washington. Read aloud to them from the final section of Dr. King's speech, the full text of which is available through the EDSITEment-reviewed [Martin Luther King, Jr. Papers Project](#) website.
  - After accessing the speech from the opening page of the website, scroll down to the final section of the speech, beginning with the words, "I say to you today, my friends [applause], so even though we face the difficulties of today and tomorrow, I still have a dream..."
  - For a picture of King delivering his speech, visit [We Shall Overcome: Historic Places of the Civil Rights Movement](#). Under "Washington, DC" click on "Lincoln Memorial." If you wish to share the speech with your students in picture book form, a beautifully illustrated edition is available (King, M.L. [1997], *I Have a Dream*, New York: Scholastic Press).
  - After students have listened to the speech, ask them which of Dr. King's words or phrases especially stood out to them, and why. Write these phrases on the board and discuss their meanings.
  - Have students copy these words into a journal.

**ESE/ESOL Accommodations & Strategies:** As students read this lesson, encourage them to use the strategy, Share, Pair, Think, to list in a vocabulary journal, any words that are new to them and to draw or paste pictures from magazines to illustrate the word. Share the words and pictures with

buddies, ESE/ESOL and an advanced learner. Learn how to say each word and ESOL students can teach other students how to pronounce the word in their first language.

**Lesson  
Closure/Review:**

- Talk with students about some of the inequities that persist in American society today. Do they think all Americans are truly free? Why or why not? (Students might reflect on the plights of homeless people, for example, or speak up about ways in which they or people they know feel unfree due to skin color, ethnicity, language, socioeconomic status or gender.) Of what types of freedom would Dr. King dream if he were alive today? List students' ideas in a "bubble map" on the board.
- Finally, have students create picture books, in which they begin each sentence with the words, "I have a dream of freedom for..." Students who are stuck for ideas may refer to the master list on the board.

**Assessment with  
Clear & Compelling  
Product Standards:**

- Have students interview family members about their dreams of freedom: What does "freedom" mean to these family members? In what ways do they consider themselves free or not free? What kinds of freedom do they think Dr. King would want for all Americans if he were alive today?
  - Students may then incorporate these dreams into their picture books.
- Students will list the freedoms they have today and tell how Dr. Martin Luther King, Jr. helped to make those freedoms more secure for everyone.

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