FINAL PROJECT

Robin Favello
FLA 518
Dr. Lorrie Stoops Verplaetse
July 29, 2004
1. Title: Happy Birthday, Dr. King!

2. Grade Level: 6th grade

3. Target Group: Mainstream classroom with integrated ELL students

4. Source of Written Materials:
   Dr. King biography

   Poem
   http://faldo.atmos.uiuc.edu/CLA/LESSONS/1100.html

5. Source of Lessons:
   The University of Illinois Collaborative Lesson Archive
   http://faldol.atmos.uiuc.edu/CLA

   Education World Lesson Planning Center
   http://www.educationworld.com/

6. Goals:
   I want my students to know who Dr. Martin Luther King, Jr. was by reading a biography and a poem.

   I want my students to know that tolerance for others was an important part of Dr. King’s message.

   I want my students to know that stereotyping and name calling is hurtful to others.
# UNIT OBJECTIVES

**HAPPY BIRTHDAY, DR. KING!**

**MAINSTREAM 6TH GRADE WITH INTEGRATED ELL STUDENTS**

<table>
<thead>
<tr>
<th>LANGUAGE</th>
<th>CONTENT</th>
<th>LEARNING STRATEGIES</th>
</tr>
</thead>
</table>
| **KNOWLEDGE** | 1. Specific content vocabulary and concepts (see key vocabulary)  
   2. Life of Dr. King  
   3. Differences between information gained from a biography and a poem  
   4. Differences between fact and opinion | 1. Highlight appropriate information when reading text; recognize clues: bold print, capitals, dates, names to distinguish important data |
| 1. Key vocabulary: stereotype, tolerance/intolerance, fairness, violence/nonviolence, culture, prejudice, understanding, racism, judgement, multicultural, assume, generalize civil rights movement, assassination, Nobel Peace Prize, reform, Baptist, minister, Theological Seminary, divinity, philosophy, boycott, segregation, justice/injustice strife, reject, oppose, inflame, inspire, yield, hues, endure  
2. Parts of a paragraph: topic sentence, supporting details, conclusion. | |
| **SKILLS** | 1. List characteristics of common stereotypes; decide which characteristics are true/false  
   2. Read a biography and give facts about Dr. King’s life  
   3. Predict how being different will affect a person entering a new group  
   4. Listen to and discuss poem about Dr. King; relate content to his biography and message  
   5. Apply knowledge of key concepts to students’ own experience  
   6. Define tolerance, explain why it was an important part of Dr. King’s message | 2. Read text aloud – especially poetry – to increase understanding of content and awareness of language patterns |
| 1. Read silently and aloud for comprehension and interpretation  
2. Participate verbally in small and large group discussion  
3. Respond to teacher and peer questions during class discussions  
4. Write a paragraph to express feelings about concepts presented in lessons.  
5. Communicate orally how tolerance deflates stereotypes  
6. Write a poem about Dr. King  
7. Fill in Venn Diagram comparing/contrasting biographical data derived from poem and biography | |
| **ATTITUDES/ AWARENESS** | 1. Appreciate Dr. King’s sacrifice  
   2. Awareness that tolerance practice improves quality of life for all | |
Narrative

*To the mainstream teacher*

This lesson has been designed to show how the needs of English language learners of varying levels can be addressed within the framework of a mainstream lesson. The lesson is divided into a motivational activity, vocabulary/concept presentation, transition, development, activity, and summary. Throughout the lesson there are specific recommendations to encourage ELLs to participate.

The motivational activity was designed as an experiential exercise to build background knowledge. It is hoped that this shared experience will help illuminate the concept and create interest in the lesson. The students' feelings about segregation in their own classroom then becomes the foundation upon which the teacher builds the presentation of key concepts/vocabulary. The transition point shows the relationship between the classroom situation and the main body of the lesson. The development section proceeds with a reading and activity. The summary gives suggestions for concluding the lesson. There is a quick assessment tool to help gauge all students' progress and/or to track specific abilities of your ELL students that may be helpful to share with other personnel, especially the ESL teacher.

The preliminary activity of the original lesson called for a class discussion of a movie or book “that all students can use as a frame of reference.” As a strategy to address the needs of ELLs, I adapted the activity into the experiential segregation exercise. Not all students, especially ELLs, share common cultural experiences. I created this activity not only to build background knowledge, but also to ensure that no student would feel excluded.
Creating context for vocabulary/concept development was another strategy I used for ELLs. I tried to create a legitimate need for language by asking students to react to an unusual situation in their classroom. I hoped that the motivational activity would help them engage in the content. Even though many ELLs, indeed none, may be able to express themselves orally, receptive knowledge is being constructed. Further, there is a much better chance that the context may help students make sense of new vocabulary than simple definitions.

Adaptive written language has been used in the listening guide and alternate activity. It is hoped that isolating fewer vocabulary words and consistently repeating them will facilitate ELLs' learning. There are specific suggestions for adapting discourse throughout the lesson. It is also helpful to ELL students to frame main ideas of discourse by writing the main idea on the board and/or pointing to terms on a pre-prepared Word Bank chart.

Another strategy that facilitates ELL learning is to thoughtfully place students in groups when necessary in the lesson. Remember it is important to challenge your ELL students by placing them with English speakers when they show signs that they are ready to move beyond single word utterances. There is a fine line between protecting your students and giving them opportunities to interact and be exposed to native speakers. Further, it is important that Ells have opportunities to engage with the teacher and others about the lesson content in small groups; in the lesson plan, there is time built in for this.

It is my hope that these strategies will help create a safe and stimulating environment in which all ELL students can thrive.
Lesson 1
Lesson 1 Objectives

Most students will:

- Actively participate in classroom discussion by making responses that pertain to topic.
- Demonstrate understanding of key concepts/terms (segregation, separate but equal, Civil Rights Movement, non-violence/violence) by using such terms in response to questions raised in class by teacher or peer.
- Distinguish between fact and opinion by correctly labeling statements.
- Participate in oral reading of biography of Dr. King
- Identify Dr. Martin Luther King, Jr. as an important African-American and leader of the Civil Rights movement.

Intermediate ELL students will:

- Complete a listening guide to aid in understanding lesson concepts.
- Use short phrases, yes/no response to participate as much as possible in class and small group discussion.
- Listen to reading of Dr. King biography
- Identify Dr. Martin Luther King, Jr. as an important African-American and leader of the Civil Rights movement.
- Understand concepts of segregation, non-violence/violence, separate but equal.
- Read a short passage aloud in small group with teacher assistance.
- Understand meanings of 5 vocabulary words.
- Write correct plurals of 5 vocabulary words.

Beginning ELL students will:

- Complete a listening guide to aid in understanding lesson concepts.
- Use yes/no, pointing, and gesture to participate as much as possible in class and small group discussion.
- Listen to class/small group reading.
- Understand meanings of 5 vocabulary words
- Write correct plurals of 5 vocabulary words.
## Functional Notional Chart Lesson 1

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formulae</th>
<th>Vocabulary</th>
<th>Grammar</th>
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<tbody>
<tr>
<td>Differentiate</td>
<td>Fact or opinion statements</td>
<td>A fact is _____</td>
<td>Fact</td>
<td>Present tense</td>
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<td>A fact is not _____</td>
<td>Opinion</td>
<td>Verb to be</td>
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<td></td>
<td>An opinion can be _____ or _____</td>
<td>True</td>
<td>Modal</td>
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<tr>
<td>Read &amp; understand key concepts/terms</td>
<td>Life of Dr. Martin Luther King, Jr.</td>
<td>Dr. King led the _____ _____</td>
<td>Civil Rights movement</td>
<td>Past tense</td>
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<td>Dr. King wanted to end</td>
<td>Segregation</td>
<td></td>
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<td></td>
<td>Dr. King believed in _____ _____</td>
<td>Equal rights</td>
<td></td>
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<tr>
<td>Explain</td>
<td>Ways people can try to change society</td>
<td>People can use _____ to try to</td>
<td>Protest</td>
<td>Nouns</td>
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<td></td>
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<td>change society.</td>
<td>Speeches</td>
<td>Plural nouns</td>
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<td>Marches</td>
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<td>Boycotts</td>
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<td>Signs</td>
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<td>Fighting</td>
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<td>War</td>
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<td>Riot</td>
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<tr>
<td>Relate</td>
<td>Ways people can try to change society to methods Dr. King used</td>
<td>Dr. King used _____- _____ways to try to change society.</td>
<td>Non-violent</td>
<td>Adjectives</td>
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<tr>
<td></td>
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<td></td>
<td>Violent</td>
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</table>
LESSON 1: LESSON PLAN

MATERIALS: Multicolored post-it notes  
Make ahead: Word Bank Chart  
Prepare side board: Fact/Opinion Statements  
Student copies:  
  Changing Society sheet  
  Plurals sheet  
  Fact/Opinion sheet  
  Martin Luther King, Jr. biography  
  ELL Listening Guide  
Picture File

PREVIEW ACTIVITY FOR ELLs (to be done preceding night as homework):  
• Distribute Listening Guide (see p.11-12) to ELL students  
• Instruct them to read as best they can and complete writing activity  
• Listening guide prepares ELLs for teacher discourse in lesson development section

MOTIVATIONAL ACTIVITY (8 minutes)

1. Randomly stick multicolored post-it notes on each student’s desk before class enters. Announce that from now on all pinks must sit in the back row. They will do everything the same as the rest of the class, but they cannot come near kids in front of room or talk to them unless spoken to first, and will be last for all classroom activities. Write on board SEPARATE BUT EQUAL. The pinks will get the same education as the other colors, but will stay separate from them.

MODIFICATION FOR ELLs:  
• Decide which, if any, ELL students will be in pink group.  
• Show pink post-it, point to back of room for clear indication of where Pinks should go  
• Develop appropriate hand gesture for “separate but equal,” use consistently throughout lesson.  
• Then write “separate but equal” on board, draw parallel lines under separate and equal sign under equal.  
• Use gestures, facial expressions to help convey meaning of “not talking,” “front of room,” etc. when possible.  
• Enunciate clearly. Keep simple sentence structure. Pause briefly (1-2 seconds) at the end of each sentence.  
• Make eye contact.
2. **Review fact and opinion.** Write on board:

   - The pinks are sitting in the back of the room.
   - The pinks should sit in the back of the room.

Ask which statement is a fact and which is an opinion. Ask students how they made their decisions. Discuss. Do not include pinks.

3. **Direct student’s attention to side board** where following statements are written:

   1. All pinks are bad. ____
   2. The pinks shouldn’t be allowed to go to school anymore. ____
   3. The pinks are boys and girls. _____
   4. The rest of the class doesn’t like the pinks. _____
   5. The pinks have to wait to be dismissed until last. _____
   6. The pinks and all the other students in the class are human beings ____
   7. I wouldn’t talk to the pinks ______
   8. The pinks live in ugly houses ______

**Instruct students to write F/O for each statement in their notebook.** Ask students if they have any questions. Circulate through the front rows encouraging students in the assignment. Ignore or pay cursory attention to the pinks. Go over student responses with class, ask/emphasize strategies students used to find answers.

**MODIFICATION FOR ELLs:**
- I have provided 2 alternate activities for ELLs (see p. 13 – 15) who are unable to read independently enough to complete class activity in #3 above.
- Have those students work on the alternate activities while the class is doing #3 above.
- Understand that ELLs are building receptive language knowledge even if they cannot participate directly.

4. **Large group discussion.** Tell Pinks it is now ok to speak. Ask them how they feel. Ask class how they think Pinks feel. Would they like to be the Pinks?

**MODIFICATIONS FOR ELLs:**
- Use appropriate questioning techniques so that students feel included in discussion
- Beginning ELLs: Is it fair to make the Pinks sit in the back? Is it fair or unfair to make the Pinks sit in the back?
- Intermediate ELLs: Tell me about where the Pinks are sitting.
5. Write responses on board in chart form:

<table>
<thead>
<tr>
<th>How Pinks Feel</th>
<th>Why They Are Being Treated This Way</th>
<th>What They Can Do About It</th>
</tr>
</thead>
</table>

**VOCABULARY/CONCEPT DEVELOPMENT (7 minutes)**

Direct students' attention to Word Bank. (see p. 10) Show relationships between list of student responses on board and vocabulary words in Word Bank. Return to ignoring Pinks.

**EXAMPLES OF POSSIBLE INSTRUCTIONAL TALK:**

Example #1: Probable Student responses to how Pinks feel - not fair, not right, unliked, not free, separate
Connect to: oppressed.
A person who feels like they are being treated unfairly feels oppressed.

Example #2: Probable student responses to why are Pinks being treated this way - teacher, teacher's idea
Connect to: law.
A bad idea becomes a law.
The teacher made a law to segregate the pinks from the rest of the class.
The teacher made a bad idea into a law called segregation.

Example #3 What can Pinks do to change things?
Connect change to reform
What can students do to reform things?
Connect student responses to protest
Hold up pictures that show different ways of protest. (use violence/non-violence picture file, pictures a - c)
Ask: which ways have fighting?
Connect to: violence
Which ways do not have fighting?
Connect to non-violence
Which of your ways (point to student list) are violent and which are non-violent (point to each word on vocabulary chart and an appropriate picture)?

Actual discussion will vary; try to bring out meanings of some word bank words by using data from student responses on chart on board.

**MODIFICATIONS FOR ELLS:**
• Point to appropriate place on board chart as talk, move to Word Bank and point to word as make connection.
• Develop appropriate hand gesture to help illustrate words/terms; use consistently.
• Speak clearly. Briefly pause between sentences. Keep simple sentence structure.
• Consistent repetition of vocabulary; for example use African-American instead of Black
• Limit pronoun use; repeat key vocabulary word/term instead
• Visual aids where applicable
• Use appropriate questioning techniques for varying ELL levels.
• Show graphic organizer (p. 21).

TRANSITION (3 minutes)

Today in our classroom there is a law to keep Pinks separate but equal. Once in the United States there were laws to keep African-Americans (show visual #1) separate but equal. (Show visual #2) Today we’re going to learn about a leader who wanted to end separate but equal laws. His name was Dr. Martin Luther King, Jr. (visual #3)

DEVELOPMENT (3 minutes)

The Civil Rights movement in America started in the 1960s. Dr. Martin Luther King, Jr. (visual #4) was the main leader. He wanted to end segregation. Segregation made life for African-Americans separate but equal. But it wasn’t equal (visual #5). It was unfair. What African-Americans had was not as good as what Whites had. Many African-Americans were angry at these laws. Dr. King fought to end segregation. But he used non-violence. He set up protests, marches, and boycotts. Dr. King helped change separate but equal. Dr. King helped reform the laws of segregation.

MODIFICATIONS FOR ELLS:
Slow but natural speech pace, frequent pause and facial gesture, point to each word in Word Bank as say, use of simplified language in lecture, repetition of terms, visual aids, preparation afforded by listening guide

READING (7 minutes)

Distribute copy of biographical reading to students. (see p.16 – 17) (O.P.)

Before we begin, let’s look at our word list again. Have the class repeat the words after teacher.
(Create word list so that easier words are sandwiched between longer words to help disguise" easiness" for mainstream kids)
Teacher begin reading (title, dates, quote, paragraph 1). Have volunteers read subsequent paragraphs. Show picture, guide students in oral paraphrase after each paragraph is read. (see attached teacher copy of biography p. 19 – 20)

EXAMPLES OF QUESTION TYPES FOR ELLs
Beginning ELLs: Point to a picture of Martin Luther King, Jr.
Is this a picture of violent or non-violent protest?
Intermediate ELLs Describe what is happening in this picture.

ACTIVITY (12 minutes)

1. Distribute Fact/Opinion Sheet (see p. 18) (O.P.) If possible, provide dog-eared (used, erased, crumpled) sheets for Pinks.

2. Break class into small groups. Be sure to place intermediate ELLs in appropriate group. Keep beginner ELLs and preproduction ELLs in a separate group. Keep pinks together as a separate group. Continue to ignore pinks.

MODIFICATIONS FOR ELLs: ALTERNATE ACTIVITY
As groups work together to complete activity, teacher work with ELLs. Using attached picture file, ask questions:

Beginning ELLs: Point to a picture of Dr. King.
Is this Dr. King?
Is this Dr. King or the teacher?
Point to a picture that shows violence/non-violence
Point to a picture that shows separate but equal

Intermediate ELLs: Is this an example of violence or non-violence?
Describe what is happening in the picture.
What is Dr. King doing in this picture?
Tell me about separate but equal.
Is this a march or a speech?

3. Check each student's listening guide that they did for homework and alternate activities they may have done at the beginning of class. Read aloud. Then ask for students to read aloud and/or have student partners read to each other. Allow students to use L1 if necessary.
4. Continue to circulate through classroom, assisting/encouraging groups as necessary except pinks.

5. Go over answers orally with class; discuss/clarify as necessary.

**SUMMARY (3 minutes)**

Pinks, did you feel separate but equal?  
Separate but equal is not fair.  
It was a bad law for this classroom.  
It was a bad law for America.  
Martin Luther King fought against segregation.  
Now segregation is not legal in America.  
The segregation of Pinks is not legal in this classroom.  
We can understand why African-Americans wanted segregation to end.
Assessment

1. Student was able to participate in Pink Segregation Activity by following norms set up by teacher at class outset.
2. Student participated in classroom discussion by making responses that pertained to topic.
3. Student used demonstrated comprehension of some new vocabulary/concepts by using new terminology in class/small group discussion.
4. Student was able to distinguish between fact and opinion.
5. Student was able to read aloud in class or small group.
6. Student can identify Dr. Martin Luther King, Jr. as an important African-American and leader of Civil Rights Movement.
7. Student was able to complete a listening guide.
8. Student was able to complete an alternate activity.
9. Student was able to answer questions by using short phrases.
10. Student was able to answer questions by using yes/no.
11. Student was able to answer questions by pointing to appropriate pictures.
12. Student understands concept of separate but equal.
13. Student was able to listen to reading.
14. Student understands meaning of 5 new vocabulary words.
15. Student can write plurals of 5 nouns.
WORD BANK

Create ahead of time and post in classroom

Fair
Segregate
Protest
African-Americans
Unfair
Non-violence
Unfair
Boycott
Signs
Dr. Martin Luther King, Jr.
Speeches
Separate but equal
Reform
Violence
Change
Equal
Oppressed
Segregation
Law
Civil Rights Movement
LISTENING GUIDE

The Civil Rights Movement in America started in the 1960s. Dr. Martin Luther King, Jr. was the main leader. He wanted to end segregation. Segregation made life for African-Americans separate but equal. But it wasn’t equal. It was unfair. What African-Americans had was not as good as what Whites had. Many African-Americans were angry with these laws. Dr. King fought to end segregation. But he used non-violence. He set up protests, marches, and boycotts. Dr. King helped change separate but equal. Dr. King helped reform the laws of segregation.

The __________________________ in America started in the 1960s. __________________________ was the main leader. He wanted to end __________________________. __________________________ made life for African-Americans __________________________. But it wasn’t __________________________. It was __________________________. What __________________________ had was not as good as what Whites had. Many African-Americans were angry with these __________. Dr. King fought to end __________________________. But he used __________________________. He set up __________________________, __________________________, and __________________________. Dr. King helped change __________________________. Dr. King helped reform the laws of __________________________. Dr. King helped reform the __________________________ of

______________________________.
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Highlight these words in the reading:

Civil Rights Movement
Dr. Martin Luther King, Jr
Segregation
Separate but equal
Equal
Unfair
African-Americans
Laws
Non-violence
Protests
Marches
Boycotts
Reform
People

They give speeches.

want to change a law.
They carry signs.

They march.

Fill in the blanks:

________________________ want to change a __________________________.

They give __________________________.

They carry __________________________.

They __________________________.
PLURALS

Person + 1 = PEOPLE

Law + 1 = LAWS

Speech + 1 = SPEECHES

Sign + 1 = SIGNS

March + 1 = MARCHES

Fill in the blanks:

Person + 1 = ____________________

Law + 1 = ____________________

Speech + 1 = ____________________

Sign + 1 = ____________________

March + 1 = ____________________
Martin Luther King, Jr.
Civil-Rights Leader
1929 - 1968

"The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy."
—Martin Luther King, Jr.

Martin Luther King, Jr. was born on January 15, 1929 at his family home in Atlanta, Georgia. King was an eloquent Baptist minister and leader of the civil-rights movement in America from the Mid-1950s until his death by assassination in 1968. King promoted nonviolent means to achieve civil-rights reform and was awarded the 1964 Nobel Peace Prize for his efforts.

King's grandfather was a Baptist preacher. His father was pastor of Atlanta's Ebenezer Baptist Church. King earned his own Bachelor of Divinity degree from Crozier Theological Seminary in 1951 and earned his Doctor of Philosophy from Boston University in 1955.

While at seminary King became acquainted with Mohandas Gandhi's philosophy of nonviolent social protest. On a trip to India in 1959 King met with followers of Gandhi. During these discussions he became more convinced than ever that nonviolent resistance was the most potent weapon available to oppressed people in their struggle for freedom.

As a pastor of a Baptist church in Montgomery, Alabama, King lead a Black bus boycott. He and ninety others were arrested and indicted under the provisions of a law making it illegal to conspire to obstruct the operation of a business. King and several others were found guilty, but appealed their case. As the bus boycott dragged on, King was gaining a national reputation. The ultimate success of the Montgomery bus boycott made King a national hero.


7/11/2004
Dr. King's 1963 *Letter from Birmingham Jail* inspired a growing national civil rights movement. In Birmingham, the goal was to completely end the system of segregation in every aspect of public life (stores, no separate bathrooms and drinking fountains, etc.) and in job discrimination. Also in 1963, King led a massive march on Washington DC where he delivered his now famous, "I Have A Dream" speech. King's tactics of active nonviolence (sit-ins, protest marches) had put civil-rights squarely on the national agenda.

On April 4, 1968, King was shot by James Earl Ray while standing on the balcony of the Lorraine Motel in Memphis, Tennessee. He was only 39 at the time of his death. Dr. King was turning his attention to a nationwide campaign to help the poor at the time of his assassination. He had never wavered in his insistence that nonviolence must remain the central tactic of the civil-rights movement, nor in his faith that everyone in America would some day attain equal justice.
Martin Luther King Jr.: Fact or Opinion?

DIRECTIONS: Read each statement below. Decide whether each statement tells a fact or an opinion about Martin Luther King, Jr. Write F on the line before each statement that tells a fact. Write O on the line before each statement that tells an opinion.

1. ______ Martin Luther King Jr. was born on January 15, 1929.
2. ______ King became a preacher because his father and grandfather were preachers.
3. ______ King was one of the smartest students in his class at Boston University.
4. ______ In 1959, King traveled to India to meet followers of Mohandas Gandhi.
5. ______ King believed Gandhi's ideas could help black people in the United States.
6. ______ The Montgomery bus boycott was the most important event in King's life.
7. ______ King's "I Have a Dream" speech was the best speech he ever gave.
8. ______ Martin Luther King Jr. received the Nobel Peace Prize in 1964.
9. ______ James Earl Ray should have been sentenced to die for killing King.
10. ______ Nobody had more impact on the civil rights movement than King did.

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People $\rightarrow$ Change $\rightarrow$ Laws

Martin Luther King, Jr. $\rightarrow$ Changed $\rightarrow$ Segregation
Martin Luther King, Jr.
Civil-Rights Leader
1929 - 1968

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PEOPLE $\rightarrow$ LAWS

$\rightarrow$ CHANGED $\rightarrow$ SEGREGATION
VIOLENCE/NON-VIOLENCE
PICTURE FILE

USE FOR VOCABULARY DISCUSSION WITH WHOLE CLASS AND ELL ALTERNATE ACTIVITY
PICTURE FILE

Use with transition and development of lesson and during reading.
Which of these fountains looks nicer to you?
REV. MARTIN LUTHER KING JR.
1929 — 1968
"FREE AT LAST, FREE AT LAST,
THAN I MIGHTY I'M FREE AT LAST."

[Image of a person kneeling by flowers at a memorial monument]
Lesson 2
Lesson 2 Objectives

Most students will:

- Actively participate in classroom discussion by making responses that pertain to topic.
- Work meaningfully in small group by remaining on task.
- Learn the meaning of the word stereotype
- Work in groups to come up with stereotype statements.
- Discuss whether the statements are fair.
- Write what they learned from this activity.

Intermediate ELL students will:

- Complete a listening guide to aid in understanding lesson concepts.
- Use short phrases, yes/no responses to participate as much as possible in small/large group discussion.
- Learn the meaning of the word stereotype by using it correctly in response to teacher/peer questions with teacher/peer assistance if necessary.
- Copy sentences onto sentence strips.
- Write what they learned from this activity by writing an original paragraph or using a model.

Beginning ELL students will:

- Complete a listening guide to aid in understanding lesson concepts.
- Use yes/no, pointing, and gesture to participate as much as possible in small/large group discussion.
- Copy sentences onto sentence strips.
- Write what they learned from this activity by filling in a model paragraph.
<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formulae</th>
<th>Vocabulary</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Define</td>
<td>Stereotype</td>
<td>A stereotype is a/an [ ] [ ] [ ] [ ] idea of a person.</td>
<td>Unkind, False, Mean, Untrue, Cruel</td>
<td>Indefinite article: rules for formation</td>
</tr>
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<td></td>
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<td></td>
<td></td>
<td>Adjectives: use of prefix –un to form negation</td>
</tr>
<tr>
<td>Create</td>
<td>A list of stereotypes</td>
<td>A common stereotype is that [ ] [ ] [ ] are [ ] [ ] [ ] [ ] [ ] [ ] .</td>
<td>Americans, Italians, Spanish, Puerto Rican, Arab, African, Chinese, Chinese-Americans, etc. Men/women, Boys/girls, Priests/presidents, Nice/kind/stupid/tall/good-looking/pale/smart, etc.</td>
<td>Nouns and adjectives of nationality</td>
</tr>
<tr>
<td>Decide</td>
<td>Validity of stereotypes</td>
<td>This stereotype is [ ] [ ] [ ] [ ] [ ] .</td>
<td>True/false, Correct/incorrect, Right/wrong</td>
<td>Adjective pairs (antonyms)</td>
</tr>
<tr>
<td>Synthesize</td>
<td>Information gained in class</td>
<td>I learned that stereotypes are [ ] [ ] [ ] . Stereotypes can [ ] [ ] [ ] [ ] [ ] .</td>
<td>Hurt/damage, Cause pain, Unkind/untrue, Opinions, Beliefs, Assumptions</td>
<td>Nouns (synonyms)</td>
</tr>
</tbody>
</table>
LESSON 2: LESSON PLAN

MATERIALS: Paper or tag board cut to lengths approximately 2 inches wide and 12 inches long
2 dozen balloons
White paper
Thumbtacks
Visuals
ELL Listening Guide
Word Bank

PREVIEW ACTIVITY FOR ELLs: (to be done preceding night as homework)

• Distribute Listening Guide: Stereotypes (see p. 10) to ELLs the previous day
• Instruct them to read as best they can and complete writing activity
• Listening Guide prepares ELLs for teacher discourse

BEFORE THE LESSON (O.P.)

1. Cut paper sentence strips.
2. Inflate about 2 dozen balloons, store in plastic trash bag out of sight in classroom OR
3. Cover a classroom bulletin board with white paper.
4. Spread colorful balloons over the bulletin board by attaching with thumb tack (this is a good way to arouse students' curiosity, especially if put up a few days prior to the activity.

MOTIVATIONAL ACTIVITY (O.P.) (15 minutes)

Write the words man and woman side by side at top of chalkboard or on chart paper. Draw a vertical line between the two words or create a 2-column chart. Have students set up a piece of writing paper same way. Then ask students to write words or phrases that describe qualities/characteristics of a man under the word man and words or phrases that describe a woman under the word woman. To get the ball rolling, you might ask students to share a few ideas with their classmates. Following are some typical students’ responses:

Man – active, sport-lover, short hair, hard working, truck driver, bread Winner, strong . . . . . . .
Woman – loving, nurse, shop, likes flowers, cries easily, long hair.

Instruct students to use classroom magazines to find pictures that show typical activities of men and women.

Give students a few minutes to compile their lists and find pictures.

Next, arrange students into small groups and ask them to share their lists with group members. Then give each group 2 minutes to brainstorm additional words or phrases describing a man and 2 minutes to brainstorm additional words or phrases describing a woman.

Bring groups together to create a class list of words and phrases about men and women. Write them on board as students share them. Then ask some of the following questions:

1. Are you happy with the lists you have created? Do you see any changes you would like to make?
2. Are there terms that do not belong under the heading they’re under?
3. Are there terms that might fit under both headings?
4. Is it fair to say that all men or that all women . . . ?

MODIFICATIONS FOR ELLs:

- Adapted discourse: enunciate clearly, keep simple sentence structure, pause briefly at end of each sentence, make eye contact.
- Use simpler language when possible; in above question #1 substitute made for created.
- Repeat vocabulary; in question 2 repeat words/phrases as in previous instructions instead of switching to terms.
- Use pointing, hand gestures, facial expression wherever possible to help students determine word meanings; in question 3, point to headings on your board chart as you say heading. Develop gesture/expression to clarify meaning of all/some and use consistently throughout lesson.
- Use drawings to help students determine word meanings; i.e., female/male stick figures under men/women.
- Group ELLs carefully. Intermediate students should be placed in small group with native speakers, but often it is helpful to keep two ELLers of same language together in a group with native speakers. This increases their comfort level and also allows for communication in their own language. Remember, often it is not the concept they have trouble with, but expresses ideas in another language. Being able to discuss in their native language and in the developing language is helpful to ELLs.
- Beginner ELLs might feel better in a group of their own if they are not speaking; however, it is important that they be exposed to native speakers. Use your
knowledge of your students to place them. Obviously, the use of an aid would be helpful here, if available.

TRANSITION (3 minutes)

We’ve been talking about how people often think of other people. We’ve been talking about how people think about men. For example, you said that men are strong. (Point to this or similar statement on your board chart.) We’ve been talking about how people think about women. You said that women are mothers. (Point.) But we’ve been seeing how hard it is to say that something is always true. We’ve been seeing how hard it is to say that people always act the same way.

MODIFICATIONS FOR ELLs: simplified language, repetitive sentence structure, reference Word Bank and word lists you have created on board.

DEVELOPMENT (O.P.) (7 minutes)

Write the word *stereotype* on board. Ask students if they know what the word means. Write down dictionary definition of the word. For example, *Scholastic children’s Dictionary* defines this way:

*Noun:* an overly simple picture or opinion of a person, group, or thing. *It is a stereotype to say that all old people are forgetful.*

Write on following phrases on board:

*All old people are forgetful.*
*Men are better at math than women are.*
*All Italians like spaghetti.*

Give students a few moments to consider those phrases. Then ask them to share their reactions. Lead students to the conclusion that the statements are too general to be true; encourage them to recognize that it is unfair to make such sweeping statements. Help students make the connection between the phrases and the term *stereotype*.

MODIFICATIONS FOR ELLs:
- Use Word Bank (see p.9) to point to pertinent vocabulary during discussion.
- Use of visuals. Ensuing activity will enhance understanding of concept of stereotype to native speakers and is especially helpful in creating meaning for ELLs.
- Hold up Visual #1 (see picture file at end of lesson). Say to entire class: the person in this picture is __________________ (Asian). He is good at
(computers, math, etc.) Write down student responses. Start a list (List 1). Write sentence in List 1: All Asians are good in computers.

- Show Visual #2. Discuss.
- EXAMPLES OF QUESTIONS FOR BEGINNING ELLs: can Asians be good at basketball? Point to Yao Ming. Point to the Asian. Point to the African-American.
- EXAMPLES OF QUESTIONS FOR INTERMEDIATE ELLs: Describe what is happening in the picture. What can you tell me about Yao Ming?
- Start a separate list of sentences (List 2) nearby. Write: Some Asians are good at basketball.
- Hold up Visual #3. Say to the class: the person in this picture is ________ (African-American). He is good at ________ (basketball). Write down student responses. Write sentence in List 1: All African-Americans are good at basketball

- Discuss. Try to incorporate ELLs into discussion by using appropriate questioning techniques. Increase waits time after questions if necessary.
- Hold up Visuals #4-6. Can Whites be good at basketball? Discuss in similar fashion as other examples. Write Some Whites are good at basketball in List 2.
- Maybe we should say that any kind of person can be good at basketball (visual #7)
- Write on board a stereotype in a/an __________ idea of a person. Write word pairs: unkind/kind, true/false, mean/nice, cruel/sweet nearby.
- Model thought process as you decide which word of the first word pair fits in the blank. Then encourage students to offer their opinion as to which word fits best in subsequent word pairs.

**ACTIVITY (O.P.) (15 minutes)**

Have students return to their small brainstorming groups and ask them to come up with additional stereotypes they might have heard or thought about. Tell them to write them down. When the flow of stereotype statements seems to be slowing down, ask students in each group to take a final look at their lists and mark their an asterisk 6-10 of the most interesting stereotypes. Bring the class back together so they can share their ideas. Each time a student shares a stereotype, hand that student a sentence strip so s/he can write the stereotype on a sentence strip. Instruct students to write large and bold.

Some stereotypes the kids may have thought of include:

- Kids who are into computers are geeky.
- Young kids are noisy.
- People who wear glasses are smart.
- Poor people are lazy.
- Women are better cooks than men.
Girls are not as athletic as men.
All politicians are crooks.
Everyone believes in God.
Indians live on reservations.
All doctors are rich.
All Americans like to watch baseball.
All tall people are good basketball players.

MODIFICATIONS FOR ELLs: simplify language/use gesture when giving instructions as delineated in previous examples. Encourage ELLs to be scribe for group, will help ELLs, especially those non-verbal, feel they are contributing to group effort. Allow L1 use if necessary.

ACTIVITY – CONTINUED

Now it’s time to grab from the closet the bag of inflated balloons or to stand near the bulletin board you’ve prepared.

If you have created a bulletin board for this activity, ask students to read each sentence strip aloud and staple it next to a balloon on the bulletin board. When all the sentence strips have been stapled to the board, lead a class discussion about each stereotype. (Have a common pin concealed in your hand for the next part of the activity.) Ask students if the stereotype statements are fair statements. When you are satisfied that the students have refuted the stereotype, swipe the balloon with the common pin. Pop! – that stereotype has been burst.

If you chose not to create the bulletin board, call students holding sentence strips to come one at a time to the front of the room. Have each student read aloud the statement on his or her strip and hold the strip up for classmates to see. Hold up a balloon as the strip holder calls on classmates to refute the stereotype on the strip. Once satisfied that the stereotype has been blasted, pop the balloon.

MODIFICATIONS FOR ELLs: Include in class discussion by asking appropriate questions for their level. Do not force to read.

SUMMARY (5 minutes)

Write the word TOLERANCE on the board. Tell students it means ACCEPTANCE. How will practicing tolerance help us to not stereotype others?

Ask students to share how they felt about the lesson. What did they learn? Were there times during the lesson when they felt angry or sad?
ASSESSMENT

MOST STUDENTS will write a paragraph with a topic sentence, supporting details, and conclusion to express what they leaned from this activity.

INTERMEDIATE Ells will be encouraged to write paragraph with teacher/peer assistance and/or fill in the following model paragraph to express what they learned from this activity:

I think that stereotyping is ___________________. I learned that stereotypes aren’t ___________________. An example of a stereotype is that all Asians are ___________________ at computers. Another example is that all ___________________ are good at ___________________. I learned that that isn’t always ___________________. It depends on the person.

BEGINNING ELLS: fill in model paragraph to express what they learned from activity.
Lesson 2

WORD BANK

Stereotypes
Stereotyping
Forgetful
Lazy
Rich
Stereotype
Funny
Pretty
Italians
Men
Women
Computers
Basketball
African-Americans
Asian-Americans
Arab-Americans
True
False
Fair
Unfair
Right
Wrong

TOLERANCE

ACCEPTANCE
STEREOTYPES

From the dictionary:
Stereotype – n. an overly simple picture or opinion of a person, group, or thing.
Example: It is a stereotype to say that all old people are forgetful

A stereotype is a belief or opinion. Often, stereotypes are wrong. That is why stereotypes can hurt others.
Stereotyping happens when a person or group of people believes that another person or group of people always act the same way. An example of stereotyping is the belief that all Asians are smart. Another example is that all African-Americans are good basketball players. Another example is when kids say all parents are mean. Not all parents are mean. Not all African-Americans are good basketball players. Not all Asians are smart.
Stereotyping is common. Most human beings do it. Too bad! Human beings should be nicer to each other.

Find the words in the text and highlight them:

STEREOTYPE
STERTYPES
STEREOTYPING
BELIEF
OPINION
HURT
BELIEVES
GROUP
PARENTS
ASIANS
AFRICAN-AMERICANS
MEAN
COMMON
HUMAN BEINGS
SMART
BASKETBALL
boycott

influence

endure

hues

inspire
oppose

yield

strife

reject

1. To anger or excite; stir up strong
   feelings: The umpire's call inflamed the crowd.
2. To cause to swell, ache, or become red as a
   result of sickness or injury: Sunburn inflamed his
   skin.
reject—To refuse to accept; say no to: Mother and Dad rejected my request for a higher allowance.

1 to be or place opposite to something (oppose lies with the truth) (good opposes evil)
2 to offer resistance to: stand against: resist (oppose a plan)

---

A color or shade of a color: The rose had a bright red hue.

- (hyū) noun, plural -s.

* A word that sounds the same is hew.
To refuse to buy or to use the products or the services of a country, business, or person so as to show displeasure: *The town boycotted the store because its prices were too high.* Verb.

The act of refusing to buy or use certain products or services.

(boi'kot) verb, -ed, -ing; noun, plural -s.

---

1. bitter and sometimes violent disagreement
2. *struggle 1, contention*

---

1. To continue to be; to last: *The bride told the groom that their marriage would endure forever.*
2. To take patiently; tolerate: *She endured great pain when she broke her leg on the camping trip.*

(en door' or en dyoor') verb, -ed, -ing.

* Synonyms: *abide, bear*, stand, for 2.
To refuse to buy or to use the products or the services of a country, business, or person so as to show displeasure: "The town boycotted the store because its prices were too high." Verb. —The act of refusing to buy or use certain products or services. (boikot) verb, ed, ing; noun, plural s.

endure
(strehgle' or streh- or steh-) verb, d, ing.
• Synonyms: abide, bear², stand, for 2.
Lesson 3
Lesson 3 Objectives

Most students will:

- Actively participate classroom discussion by making responses that pertain to topic.
- Work meaningfully in small group format by remaining on task.
- Demonstrate comprehension of key vocabulary by choosing correct answers on sheet/using words in class discussion.
- Read poem or stanza aloud.
- Demonstrate comprehension of poem and its theme by making pertinent comments in class discussion.
- Use poem text to support opinions.
- Show grasp of unit’s theme by using appropriate terms by referencing terms (segregation, separate but equal, Civil Rights Movement, non-violence/violence, etc.) to support opinion/feelings.

Intermediate ELL students will:

- Complete a matching activity to aid in understanding meaning of key vocabulary.
- Use short phrases/yes/no responses to participate as much as possible in large/small group discussion.
- Read poem or stanza out loud.
- Listen to poem; identify key vocabulary as it is heard.
- Use paraphrased copy of poem as comprehension aid.
- Use text to support opinion with teacher/peer assistance if necessary.
- Show grasp of unit’s theme by using appropriate terms to support opinions/feelings with teacher/peer assistance if necessary.

Beginning ELLs will:

- Complete a matching activity to aid in understanding of key vocabulary.
- Use yes/no, pointing, and gesture to participate as much as possible in large/small group discussion.
- Listen to poem; identify key vocabulary as it is heard.
## Functional Notional Chart Lesson 3

<table>
<thead>
<tr>
<th><strong>Function</strong></th>
<th><strong>Situation</strong></th>
<th><strong>Formulae</strong></th>
<th><strong>Vocabulary</strong></th>
<th><strong>Grammar</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Define</strong></td>
<td>Selected vocabulary from poem</td>
<td>____________ means ____________</td>
<td>Strife, yield, Reject, boycott, Oppose, hues, Inflame, inspire, Endure, cede, Stand, suffer, Go against, Disagree, Make angry</td>
<td>Verbs: 3rd person singular, Nouns</td>
</tr>
<tr>
<td><strong>Read &amp; understand</strong></td>
<td>Poem about Dr. Martin Luther King, Jr.</td>
<td>This poem tells about what Dr. King ___________. This poem tells us that Dr. King's life can __________us. This poem tells us that a holiday ___________ Dr. King.</td>
<td>Thought, believed, Wanted, chose, Felt, inspire, Help, teach, Honors, Commemorates</td>
<td>Verbs: Past tense, v. + -ed, Irregular past tense, Present tense</td>
</tr>
<tr>
<td><strong>Compare &amp; contrast</strong></td>
<td>Information gained from a poem and biographical text</td>
<td>Some information I learned about Dr. King from his biography is ______________. Some information I learned about Dr. King from the poem is ______________.</td>
<td>Names, who, Dates, what, Places, where, Facts, Feelings</td>
<td>Nouns, Pronouns</td>
</tr>
</tbody>
</table>
LESSON 3: LESSON PLAN

MATERIALS: Matching activity for ELLs (one envelope in pocket divider; multiple sets should be made if you like this activity)
Student copies: Vocabulary sheet
Poem
Teacher copy of paraphrased poem
Captains’ copies of answer keys
Visuals
Word Bank (pre-prepared and posted in classroom)

PREVIEW ACTIVITY FOR ELLs (to be done as homework preceding night)

- Class has been assigned the vocabulary exercise (O.P.) for homework (see p. 9 – 10) preceding night.
- ELLs have been given same assignment along with a matching activity designed by teacher (see envelope in pocket divider) to do first.
- Matching Activity consists of words and their definitions taken from Miriam-Webster Children’s Dictionary and The World Book Student Dictionary. Isolated and slightly enlarged definitions and use of children’s dictionary is intended to ease students’ engagement with dictionary.
- Matching activity: instruct students to make the matches using a dictionary, L1/English dictionary, discussing words with others, and/or their own background knowledge.
- Instruct intermediate students highlight match words they find on assignment sheet and to try to do regular class assignment as best as they can.
- Beginning ELLs highlight match words on assignment sheet.
- Instruct students to complete assignments as best they can the night before.

MOTIVATIONAL ACTIVITY (12 minutes)

1. Instruct students to form groups of 3 and to take out last night’s homework. Have each group assign a captain. Give each captain a copy of answer sheet (see p. 11 – 12. The captain is in charge of going over the homework. Instruct the captain to read/discuss each question before correcting. Circulate throughout room to ensure instructions are being carried out/provide assistance as necessary.

MODIFICATIONS FOR ELLs:
- ELLs will do the activity the same way.
• Allow L1 use if necessary.
• Place intermediate ELLs in appropriate groups with native speakers (see suggestions for grouping ELLs in To the Mainstream Teacher in introduction section: page 2, paragraph 3.

2. We’ve been studying about Dr. Martin Luther King, Jr. (hold up visual: lesson 1 picture file, picture #3)
   What are some things Dr. King fought for? (visuals: lesson 1, pictures 4 - 8)
   Probable student responses: equal rights, justice, fairness, tolerance, no stereotyping anti-discrimination, etc.
   Point to words/terms in word bank as students give their responses. Write student responses on board.

MODIFICATIONS FOR ELLs:
• Adapted discourse (see sections on adapted discourse in Lesson 1, p. 3 and Lesson 2, p.4) for examples.
• Pointing to and writing of key words/terms above gives ELLs additional clues with which to negotiate meaning.
• The following activity, while designed to facilitate inclusion of ELLs, should be both enjoyable and rewarding for entire class.
• Review for/against with ELLs by developing consistent hand gestures/facial expression to stand for each word. Then read a series of questions based on the past 2 days’ lessons. Instruct students to raise one hand if the answer is yes, both hands if the answer is no. Examples:

   1. Did Dr. Martin Luther King, Jr. fight against stereotyping?
   2. Did Dr. King fight against injustice?
   3. Did Dr. King fight for equal rights?
   4. Did Dr. King fight for justice?
   5. Did Dr. King use violence?
   6. Did Dr. King use non-violence?
   7. Did Dr. King fight against discrimination?
   8. Did Dr. king fight for African-Americans?

TRANSITION (3 minutes)

We’ve learned that Dr. King gave his life for his beliefs. Dr. King was killed when he was only 39 years old (visual: lesson 1, picture 9). He was assassinated. (this lesson’s picture file, #1) He gave his life so that others could have better lives.
In 1997, President Clinton made Dr. King’s birthday a holiday. This poem explains why.
MODIFICATIONS FOR ELLs

- Reduction of teacher’s linguistic load
- Use of visuals
- Simpler word choice gave instead of sacrifice
- Introduction of synonym assassinated for killed for to challenge intermediate ELLs
- Repetition of phrase gave his life; precludes use of phrase gave your life in poem.

DEVELOPMENT (15 minutes)

1. Dr. King fought for equal rights. What do you think it was like for him to keep fighting? Discuss. Hold up visual #2 of Dr. King getting arrested. Hold up visual #3 of Dr. King in jail. Dr. King gave up a lot to keep fighting. What else did he give up? Elicit student responses. Write on board. In the end, he gave his life.
2. Distribute poem. Teacher read aloud; students listen.
3. Teacher read poem again. This time, instruct all students to highlight vocabulary words as they hear them.
4. Discuss incorporating vocabulary words in questions. Examples:
   - What kind of strife did Dr. King face?
   - How did Dr. King reject violence?
   - How did Dr. King inspire others?
   - What did Dr. King oppose?
   - Tell students that it is important to hear a poem several times to appreciate it. Would anyone like to volunteer to read the poem aloud?
5. Discuss theme: what does the poem say about color? What does it say about Dr. King’s holiday?
6. Ask students what did they learn from poem that was different that what they learned by reading the biography the other day.
7. Make lists as responses are elicited.
8. Provide graphic organizer (p.15) to organize information from lists. Do together as group.

MODIFICATIONS FOR ELLs

- Highlighting activity: although the entire class does this activity, such an activity is a typical strategy to enhance vocabulary learning for ELLs.
- Paraphrase each stanza after reading during second reading. See teacher’s copy of poem p.
- Provide students with paraphrased copy of poem.
• Use appropriate questioning techniques. Point to appropriate words on posted Word Bank to prompt students.
  o INTERMEDIATE ELLs: what are some things Dr. King did to fight for justice?/ Give an example of non-violent protest/ What did Dr. King fight against?
  o BEGINNING ELLs: Did Dr. King face injustice?/ Point to the word that shows what Dr. King did./ Did Dr. King face violence?/ Is there a holiday to honor Dr. King?
• Model connecting one’s thinking to text: affirm students’ responses by reading appropriate text that supports student response.

SUMMARY (3 minutes)
Most, but not all, people believe that Dr. King deserves a holiday in his honor. What do you think and why?
ASSESSMENT

The following checklist is a tool which can be used to make a quick assessment of all the students’ grasp of material based on teacher observation. There are some behaviors which pertain only to ELL students.

The student was able to: YES NO

1. Match words to their definitions.
2. Choose correct answers on a vocabulary sheet.
3. Discuss class material in a small group.
4. Discuss class material in large group.
5. Highlight selected vocabulary in an exercise sheet.
6. Highlight selected vocabulary in poem.
7. Listen to poem read by teacher.
8. Highlight selected vocabulary as words are read orally.
9. Read poem aloud.
10. Contribute to class discussion by making responses that pertain to topic.
11. Support an idea/opinion about poem by referencing text.
12. Express his/her opinion about the holiday for Dr. King.
LESSON 3—WORD BANK

STRIFE
REJECT
OPPOSE
INFLAME
INSPIRE
YIELD
BOYCOTT
HUES
ENDURE
EQUAL RIGHTS
JUSTICE
FAIRNESS
TOLERANCE
ANTI-DISCRIMINATION
Use a dictionary to help you answer each question. Look up the meaning of any words in the questions if you're not sure of the meanings.

1. Which is an example of strife?
   a. A cook prepares a vegetable soup.
   b. Two nations fight each other in a war.
   c. David gets a high score in bowling.
   d. A new car bumper is invented.

2. When you reject something, you __________.
   a. play it again
   b. put it in a safe place
   c. fix it
   d. do not accept it

3. If you oppose an idea, you __________.
   a. are the first one to think of it
   b. try to get others to agree with it
   c. take a stand against it
   d. are confused

4. If you inflame a crowd, __________.
   a. you make many people angry
   b. you cause many people to be sunburned
   c. you attack it with fire
   d. you hide from everyone

5. To inspire someone is to __________.
   a. make them want to do something
   b. stab them with a spear
   c. build a house for them
   d. disagree with them

6. To yield is to __________.
   a. cover with a blanket
   b. drive carefully
   c. sing in a loud voice
   d. give up
7. If you boycott a company, you _____________.
   a. buy it  
   b. stand outside and protest  
   c. are proud to work for it  
   d. won't buy any of its products or services  

8. If a shirt has many hues, it has many _____________.
   a. buttons  
   b. holes  
   c. colors  
   d. copies  

9. When you endure something, _____________.
   a. it is not pleasant  
   b. you invent it  
   c. you protect it  
   d. you describe its appearance  

http://faldo.atmos.uiuc.edu/CLA/LESSONS/1100.html
Use a dictionary to help you answer each question. Look up the meaning of any words in the questions if you're not sure of the meanings.

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8. If a shirt has many hues, it has many __________.
   a. buttons
   b. holes
   c. colors
   d. copies

9. When you endure something, __________.
   a. it is not pleasant
   b. you invent it
   c. you protect it
   d. you describe its appearance
Martin Luther King, Jr.

You faced injustice, hate and strife.
You fought for what should be.
You risked and finally gave your life,
So others could be free.

You could have hated, but you chose
To love and understand,
Rejecting violence to oppose
An evil in our land.

You'd not inflame, but still inspire,
With hope that wouldn't yield.
You called for boycotts, not for fire,
With faith your only shield.

You marched in protest for the poor
Of every shade and hue.
So many hardships you'd endure
For those who needed you.

You stirred a nation's heart and mind;
Your message still is clear:
That color's not how we're defined.
Your memory's always near.

Each year your birth's a holiday.
The nation honors you,
And wonders when we'll see the day
Your dream at last comes true.
You faced injustice, hate and strife.
You fought for what should be.
You risked and finally gave your life,
So others could be free.

You could have hated, but you chose
To love and understand,
Rejecting violence to oppose
An evil in our land.

You'd not inflame, but still inspire,
With hope that wouldn't yield.
You called for boycotts, not for fire,
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Your memory's always near.

Each year your birth's a holiday.
The nation honors you,
And wonders when we'll see the day
Your dream at last comes true.
INFORMATION ABOUT DR. KING
WHAT I LEARNED IN...
Lesson 4
Lesson 4 Objectives

Most students will:
- Discuss what it might be like to be the new person in a group by making responses that pertain to topic.
- Recognize that people often insult people who are different from them.
- Understand that words can hurt others.
- Participate in a classroom activity that illustrates these ideas by remaining on task at all times.
- Write a paragraph telling what they learned from participating in this lesson.

Intermediate ELL students will:
- Complete a listening guide to aid in understanding lesson concepts.
- Use short phrases/yes/no responses to participate as much as possible in classroom discussion.
- Understand that it is difficult to be the new person in the group.
- Recognize that people often insult people who are different from them.
- Understand that words can hurt others.
- Write a paragraph to tell about the lesson or fill in blanks of model paragraph provided by teacher.
- Show how adverbs can be formed by adding -ly to adjectives.
- Form 5 adverbs from adjectives.
- Identify the future tense as will + verb.

Beginning ELL students will:
- Complete a listening guide to aid in understanding lesson concepts.
- Use yes/no, pointing, and gesture to participate as much as possible in class discussion.
- Show how adverbs can be formed by adding -ly to adjectives.
- Fill in blanks of a model paragraph to tell about the lesson.
- Form 5 adverbs from adjectives.
- Identify the future tense as will + verb.
<table>
<thead>
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<th>Function</th>
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</table>
| Discuss    | Entry of hypothetical new student to a group of students that is already cohesive. | It’s hard to be ___________.  
It’s hard to act ___________.  
It’s ___________ hard to be different. | Different/ly  
Strange/ly  
Unusual/ly | Adjectives  
Adverb formation: adj. + -ly = adv. |
| Predict    | How people will react to the new student | Students will ___________ mean things.  
Students will ___________ mean.  
Students won’t ___________ a new student.  
Words can ___________ others. | Say  
like  
Act  
hurt  
Want  
damage  
Welcome | Modal  
Future tense |
| Understand | Mean words, insults can hurt others | Mean words will ___________ others.  
People will ___________ bad.  
A person’s feelings will get ___________ when people say mean things.  
People should ___________ that mean words hurt. | Hurt  
Feel  
Damage  
Injured bruised  
Understand know  
Realize | Future tense  
Conditional tense  
Modal |
| Synthesize & Write | Information gained in class with prior knowledge & background experience to write paragraph explaining what learned from class activity | I learned that ___________ each other  
People often ___________ with ___________ words.  
I felt ___________ when I had to hurt Greenie’s feelings. | Hurt  
Sorry  
Sad  
Glad  
Damage  
Mean  
Cruel | Sentence structure |
LESSON 4: LESSON PLAN

MATERIALS:
- ELL Listening Guide & Grammar Sheet
- Student copies: Vocabulario Sheet
- Mural or construction paper (brightly colored is best)
- Tape
- Word Bank
- Visuals

PREVIEW ACTIVITY FOR ELLs (to be done the night before as homework):
- Listening guide (p.9) prepares students for main ideas of today's teacher discourse
- Grammar Sheet (p.10) highlights some grammar points

MOTIVATIONAL ACTIVITY (14 minutes)
1. Pass out Vocabulario worksheet (see p.11). Worksheet is a matching activity using the same 9 vocabulary words from the previous day's lesson. If you know another language beside Spanish, especially one that is represented in your room, and you are able to do so, translate the exercise and use. The idea is to create a feeling of discomfort and to create a situation in which different set of students will have the upper hand. Say nothing to the class, just instruct students to follow the directions and complete. Allow 5 minutes.

2. Discuss with class. Ask questions such as:
   - Was it hard or easy to complete the activity?
   - What would help you complete the activity?
   - How did it make you feel when you found yourself unable to read?
   - If the activity were in your own language, would it be hard?
   - How do you think kids who don't speak English well feel in class?

3. Ask class: what are some stereotypes about people who don't speak English?

4. Write students responses on board. Some probable answers are: People who don't speak English are lazy/stupid/rude/should go back where they came from.

6. What do you think Dr. King would think about this stereotype? Prompt by referencing the balloons bursting in Lesson 2. Dr. King would want to burst this stereotype.

7. Now get into groups of 3. Try to figure out what the words mean together.

8. When you face something unknown, it’s nice to have help. What do you think?

9. Provide students with correct answers for Vocabulario sheet.

MODIFICATIONS FOR ELLs
- Use adapted discourse techniques; for examples, see Lesson 1, p. 3 and Lesson 2, p. 4.
- Careful small group placement, see guidelines for grouping in To the Mainstream Teacher, introduction p. 2, paragraph 3. This is an opportunity for your Spanish speaking ELLs to shine. Make sure they will be with a group who can appreciate them.
- Point to words in Word Bank if they arise in discussion.

TRANSITION (2 minutes)

Today we’re going to do an activity that will help us understand how important our words are. Sometimes people say mean things about other people or groups of people. Mean words hurt.

DEVELOPMENT (O.P.) (14 minutes)

Gather students in a group and introduce them to their new “classmate.” (You might give the figure a name such as Greenie of Bluey to avoid any association with a real person.) Explain that new students often have difficulty fitting in because they are entering a situation where groups of students have already formed bonds of friendship. Point out that some people will automatically put up barriers to a new student – deciding quickly – without even trying to get to know him or her – that they dislike the new student.

Ask students to imagine that Greenie (for example) has just come into a classroom where bonds have already formed; the atmosphere is very unwelcoming. Invite students, one at a time, to say something mean to Greenie. They will have to use their imaginations, because Greenie has no specific features they can pick on. The teacher might even start
Let's pretend that Greenie is a real person and he is joining our class. Who wants to sit next to Greenie? Who wants to be his friend?

Greenie is strange. Greenie is different. We don’t like him. (Shake head to indicate negativity.) We don’t like him because he is different from us. We don’t want a new person in our class. He is too different.

This is hard for Greenie. All of you (gesture) know each other. Greenie doesn’t know you. And Greenie is different. “Go away, Greenie!” (Follow procedure in original lesson plan of ripping away a piece of Greenie each time you make an unkind remark.) “We don’t like you!”

Let’s tell Greenie what we think of him. (Encourage students to say something mean to Greenie. For Beginning ELLs who are not yet producing speech in class, the teacher can prompt by asking the student, “Do you want Greenie to be your friend?” and then rephrasing, “Student X doesn’t want to be Greenie’s friend.” Encourage Intermediate ELLs to participate by increasing wait time after questions, prompting using any visual cues in classroom, referring to Listening Guide, allowing L1 processing time. Have each student tear off a piece of Greenie.)

Poor Greenie. We’ve really hurt his feelings. (Hold up ripped piece of paper. Point to what’s left of Greenie.) Yes, we’ve hurt Greenie with our words. Show visual #1.

Now, I feel bad. Let’s apologize to Greenie. “I’m sorry, Greenie.” (Tape your piece of paper back on Greenie.) “I didn’t think my words hurt you.” (Encourage students to come up, apologize, and tape their piece of paper back on Greenie.)

Look, now Greenie is back together again. Does he look the same as before? (Adapt questions as in previous examples for beginning and intermediate ELLs.) Do you think Greenie will remember our mean words? Yes, I think he will. Greenie will always remember our mean words. But now we can be kind to Greenie. He will have scars. But he can be happy again. Show visual #2.

Have we been fair to Greenie? No, we have been unfair to Greenie. Show visual #1. No, we have been unfair to Greenie. We have treated Greenie unfairly.

Can we hurt each other with words? Yes, we can.

People shouldn’t hurt each other with words. They should treat each other kindly. Show visual #2.

Let’s try not to hurt each other with words. Words can hurt.
SUMMARY (5 minutes)
Write the word TOLERATE on the board. This is an important word. This is a word that can help us NOT hurt each other with words. It means to accept. As with Greenie here, if we could have accepted him – even though he was different from us – we wouldn't have hurt him.

What did you learn from this activity?

What would you tell Dr. King about it?
Lesson 4 – Assessment

Most students will:

- Write a paragraph to explain in their own words what lessons they learned from this activity.

Intermediate ELL students will:

- Encourage students to complete above assignment; provide after class/school assistance if possible.
- As an alternative, provide the following prompt to guide students in paragraph writing:

  I learned that words can ___________________________ others. I learned that even though you can’t always see it, mean words will ___________________________ others. I learned that by watching what happened to ___________________________. All the ___________________________ words hurt Greenie’s feelings. It is hard to like people who are ___________________________ and Greenie was very different. I felt ________________ for Greenie. I said I was ___________________________ to Greenie.

Beginning ELL students will:

- Use above prompt to write paragraph.
Lesson 4  WORD BANK

Man
Woman
Stereotype
Stereotypes
Stereotyping
Asians
Asian Americans
Africans
African-Americans
Same
Different
Right
Wrong
True
False
Tolerance
Acceptance
LESSON 4: LISTENING GUIDE

STRANGE DIFFERENT DIFFERENTLY HURT WORDS TOGETHER
RIP MEAN REALLY HURT SOMEONE’S FEELINGS OFTEN REMEMBER

Tomorrow, a new student will ________________ our class. He is strange. He is strange because he is different from all of us. He looks different. He acts differently. He sits differently. He is really different. Often, people don’t like other people who are different.

We’re going to ________________ that we don’t like the new student. We’ll say he’s too different. We’ll say he’s strange. We will say mean things to hurt his feelings. We will rip him up with our words.

Then we will see how much we hurt him. We will say: Sorry, we didn’t think our mean words you. We didn’t think our mean words would hurt your feelings so much. We will ________________ to him.

We will see that mean words hurt. Don’t use mean words.

FIRST, HIGHLIGHT THE VOCABULARY WORDS AS YOU READ. THEN, DECIDE WHICH OF THE WORDS BELOW FIT IN THE SENTENCES AND FILL IN THE BLANKS:

APOLOGIZE JOIN PRETEND
Nombre __________________________________________ Fecha ____________________

VOCABULARIO

Ponga la letra de la palabra que corresponde a la palabra a la izquierda:

1. instilar _______  a. enardecer
2. inflamar_______  b. iluminar, animar
3. luchar contra______  c. renunciar
4. rechazar_______  d. oponerse a, combatir, resistir
5. contienda______  e. tintas
6. ceder_________  f. excluir, aislar
7. tolerar_______  g. aguantar, sufrir
8. colores_________  h. disputa
9. boicotear_________  i. conceder
VOCABULARIO

Ponga la letra de la palabra que corresponde a la palabra a la izquierda:

1. instilar _B_
   a. enardecer
2. inflamar _A_
   b. iluminar, animar
3. luchar contra _D_
   c. renunciar
4. rechazar _C_
   d. oponerse a, combatir, resistir
5. contienda _H_
6. ceder _I_
7. tolerar _G_
8. colores _E_
9. boicotear _F_

   e. tintas
   f. excluir, aislar
   g. aguantar, sufrir
   h. disputa
   i. conceder
Afterward

It is obvious that truly incorporating non-native English speakers into our mainstream classes can be a daunting task. We must address not only the range in speaking ability, but also, and almost more importantly, the range in our students’ ability to negotiate academic language. It is hoped that the strategies presented here have assisted you in this work.

I am sure some of the strategies seem repetitive. Adapted discourse, reduction in linguistic load, word banks, and visuals have been outlined in each lesson for teacher use. For the student, I relied most heavily on listening guides done the preceding night in the hope of preparing the student for some of the language he/she will hear in class that day. Although the use of such a guide in each lesson might seem redundant, this is a relatively quick way to assist our ELL learners in comprehending our lessons. Usually even the quietest pre-production ELL student can complete the listening guide without assistance. The student arrives to class with at least some idea of what he/she is going to hear. Sometimes just recognizing one vocabulary word is enough to help the student feel connected to the class. Providing this small academic success usually goes a long way in helping our students feel they belong in our classrooms.

Research has shown that interaction is a key ingredient in learning and that the teacher-centered classroom may not always produce the right atmosphere for learning enhancement. It is important to group our ELLs with friendly native speakers and with others who share their first language. (I discussed the importance of grouping in To the Mainstream Teacher p.2, paragraph 3). I felt it was important that students have a chance to interact with the material and with each other in every lesson.
Although it often seems as if “just one more thing” is one thing too many in a busy teacher’s life, taking the time to assist our ELL students - even if it is just some of the small ways suggested here - can be rewarding. The needs of our ELL learners often seem overwhelming and, certainly, too vast to address in a typical 45-minute class period. However, if we, as mainstream teachers, take the time to incorporate just a few techniques into our lessons, we will have provided an invaluable service to an often overlooked part of the student population.
Checklists
# Checklist: Functions

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Write the PAGE NUMBERS and any other identifying features to identify those parts of your lessons that employ the following strategies.

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| III.1. Graphic Organizers; Listening Guides (checklists, etc.) | 12 | 10 | | |
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| IV. Engage: Opportunities for Output | | | |
|-------------------------------------| | | |
| IV.1. Teacher Questioning and Response Strategies; Instructional Conversations | 5 | 5 | 5, 6 | 5, 6 | |
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| V. Engage at Appropriate Language Proficiency Levels | | | |
|-----------------------------------------------------| | | |
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| VI. Literacy/Academic Development | | | |
|-----------------------------------| | | |
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Original Lessons
Martin Luther King Jr.: A Fact or Opinion Activity

Subjects: Arts & Humanities, Civics, Holidays, Language Arts, Social Studies, U.S. History
Grades: 3-5, 6-8

Brief Description

A brief biography of Martin Luther King Jr. reinforces students' understanding of the difference between fact and opinion.

Objectives

Students

- discuss the difference between fact and opinion.
- read or listen to a brief biography of Martin Luther King Jr.
- complete the Martin Luther King Jr.: Fact or Opinion? work sheet.

Keywords

civil rights, critical thinking, fact, Martin Luther King, opinion

Materials Needed

- brief biography of Martin Luther King Jr. at http://www.lucidcafe.com/library/96jan/king.html
- Martin Luther King Jr.: Fact or Opinion? work sheet.

Lesson Plan

Do your students understand the difference between fact and opinion? Explain to students that a fact is real or true and its truth can be verified. An opinion is a belief or judgment that cannot be verified; it may or may not be true.

If the concepts of fact and opinion are new for your students, complete the first four steps of the activity below together. If students have been exposed to the concept previously, organize them into small groups and have them complete those steps independently.

- Choose a book or movie that all students can use as a frame of

reference. Ask students to share what they know about the book or movie. Write their statements on a chalkboard, a chart, or an overhead transparency.

- Create a simple two-column graphic organizer; labeling the columns "Fact" and "Opinion." The graphic organizer headline should reflect the title of the book or movie being discussed.
- Read each of the students' statements about the book or movie, and ask students to determine whether the statement is a fact or an opinion.
- Write each statement in the correct column on the graphic organizer.
- Explain to students that they will apply their understanding of fact and opinion to a story about the life of Martin Luther King Jr.
- Share with students a brief online biography of Martin Luther King, Jr. Read aloud the biography page, and project the Internet page for all to see. If possible, print a copy of the page for each student.
- Distribute the Martin Luther King Jr.: Fact or Opinion? work sheet and have students complete the work sheet individually or in small groups.

Assessment


Lesson Plan Source

Education World

Submitted By

Gary Hopkins
LESSON PLAN

"Bursting" Stereotypes

Subjects

Arts & Humanities

- Language Arts

Social Studies

- Psychology
- Regions/Cultures
- Sociology

Grades

- 3-5
- 6-8
- 9-12

Brief Description

Balloons serve as a conduit in this lesson in which students "burst" stereotypes that unfairly label individuals or groups.

Objectives

Students will

- learn the meaning of the word stereotype.
- work in groups to come up with stereotype statements.
- discuss whether the statements are fair.
- write what they learned from the activity.

Keywords

stereotype, tolerance, fairness, violence, culture, cultural, prejudice, understanding, racism, race, judgment, Asian, Mexican, Hispanic, Native Americans, multicultural, homophobia, homosexual, assumption, assume, generalize, opinion, self-esteem

Materials Needed

- 2-dozen multi-colored balloons, inflated
- 2-dozen paper or tag board sentence strips, 2-inches wide by 12-inches long
- thumbtacks (optional)
- crayons or markers
- common pin

Lesson Plan

Before the lesson.
Before starting this lesson, cut paper for sentence strips (paper or tag board cut to lengths approximately 2 inches wide and 12 inches long), and inflate about two dozen small balloons. Store balloons in a plastic trash bag in a closet.

Alternative: Cover a classroom bulletin board with white paper. Spread colorful balloons over the bulletin board; use thumbtacks to attach each balloon. This bulletin board is sure to arouse students' curiosity if you leave it up for a couple days prior to the activity.

Introduce the lesson.
To begin the lesson, write the words man and woman side-by-side at the top of the chalkboard or on a piece of chart paper. Draw a vertical line between the two words to create a two-column chart. Have students set up a piece of writing paper in the same way. Then ask students to write words or phrases that describe the qualities or characteristics of a man under the word man and words or phrases that describe a woman under the word woman. To get the ball rolling, you might ask students to share a few ideas with their classmates. Following are some typical students responses:

Man – active, sports-lover, short hair, hard working, truck driver, breadwinner, strong...

Woman – loving, nurse, shop, likes flowers, cries easily, long hair...

Give students a few minutes to compile their lists.

Next, arrange students into small groups and ask them to share their lists with group members. Then give each group two minutes to brainstorm additional words or phrases describing a man, and two minutes to brainstorm additional words or phrases describing a woman.

Bring the groups together to create a class list of words and phrases about men and women. Write them on the chalkboard as students share them. Then ask some of the following questions:

• Are you happy with the lists you have created? Do you see any changes you would like to make to them?
• Are there terms that do not belong under the heading they’re under? Are there terms that might fit under both headings?
• Is it fair to say that all men ________ or that all women ________?

What is a stereotype?
Write the word stereotype on the chalkboard or chart. Ask students if they know what the word means. Write down the dictionary definition of the word. For example, Scholastic Children’s Dictionary defines the term this way:

noun: An overly simple picture or opinion of a person, group, or thing. It is a stereotype to say all old people are forgetful.

http://www.educationworld.com/a_lesson/03/lp294-01.shtml
Expand the lesson. Write on the chalkboard or chart the following phrases:

*All old people are forgetful.*
*Men are better at math than women are.*
*African-American men are the best basketball players.*

Give students a few moments to consider those phrases. Then ask them to share their reactions. Lead students to the conclusion that the statements are too general to be true; encourage them to recognize that it is unfair to make such sweeping statements. Help students make the connection between the phrases and the term *stereotype.*

Have students return to their small brainstorming groups and ask them to come up with additional stereotypes they might have heard or thought about. Tell them keep a written record of the stereotypes they think of. When the flow of stereotype statements seems to be slowing down, ask students in each group to take a final look at their lists and mark with an asterisk 6-10 of the most interesting stereotypes. Bring the class back together so they can share their ideas. Each time a student shares a stereotype, hand that student a sentence strip so s/he can write the stereotype on a sentence strip. Instruct students to write large and bold; markers or crayons work best.

Some stereotypes that students might have thought of include:

- Kids who are into computers are geeky.
- Young kids are noisy.
- People who wear glasses are smart.
- Poor people are lazy.
- Women are better cooks than men.
- Girls are not as athletic as boys.
- All politicians are crooks.
- Everyone believes in God.
- Indians live on reservations.
- All doctors are rich.
- All Americans like to watch baseball.
- All tall people are good basketball players.

Bursting Stereotypes
Now it's time to grab from the closet the bag of inflated balloons (see Before the lesson) or to stand near the bulletin board you have prepared.

- If you have created a bulletin board for this activity, ask students to read each sentence strip aloud and staple it next to a balloon on the bulletin board. When all sentence strips are stapled to the board, lead a class discussion about each stereotype. [Have a common pin concealed in your hand for the next part of the activity.] Ask students if the stereotype statements are fair statements. When you are satisfied that students have refuted the stereotype, swipe the balloon with the common pin. *Pop!* – that stereotype has been burst.
- If you choose not to create the bulletin board, call students holding sentence strips to come one at a time to the front of the classroom. Have each student read aloud the statement on his or her strip and hold the strip up for classmates to see. Hold up a balloon as the strip holder calls on classmates to refute the stereotype on the strip. Once

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satisfied that the stereotype has been blasted, pop the balloon.

Winding up the lesson.
Ask students to share how they felt about the lesson. What did they learn? Were there times during the lesson when they felt angry or sad?

Additional resources.
You might want to take a look at a couple other lessons about stereotypes that we found on the Internet. The lessons provide an interesting angle or two that can be incorporated into this lesson:

- Stereotype Busters (Grades 3-8)
- Understanding Stereotypes (Grades 7-12)

Assessment
Students will write a paragraph or two explaining what they learned from the activity. They should include specific examples of stereotypes and explain why they believe those stereotypes are wrong.

Lesson Plan Source
Education World

Submitted By
Gary Hopkins
Appropriate grade levels: third, fourth, fifth, sixth

Subject Area(s): history, reading, social studies

General Topic(s) or Theme(s):
- Martin Luther King, Jr.
- civil rights
- nonviolence
- leadership

Objectives:
1. To interpret poetry.
2. Students will gain an increased awareness and appreciation of Dr. King's fight for equality and justice.

Materials:
- Dictionary
- Vocabulary worksheet
- Copies of poem

Introductory questions to stimulate discussion:
1. Why do we celebrate Dr. King's birthday?
2. How might or lives be different if it hadn't been for Dr. King?

Introduction Activity:

Use a dictionary to help you answer each question. Look up the meaning of any words in the questions if you’re not sure of the meanings.

1. Which is an example of strife?
   a. A cook prepares a vegetable soup.

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b. Two nations fight each other in a war.
c. David gets a high score in bowling.
d. A new car bumper is invented.

2. When you reject something, you ________.
   a. play it again
   b. put it in a safe place
   c. fix it
   d. do not accept it

3. If you oppose an idea, you ________.
   a. are the first one to think of it
   b. try to get others to agree with it
   c. take a stand against it
   d. are confused

4. If you inflame a crowd, ________.
   a. you make many people angry
   b. you cause many people to be sunburned
   c. you attack it with fire
   d. you hide from everyone

5. To inspire someone is to ________.
   a. make them want to do something
   b. stab them with a spear
   c. build a house for them
   d. disagree with them

6. To yield is to ________.
   a. cover with a blanket
   b. drive carefully
   c. sing in a loud voice
   d. give up

7. If you boycott a company, you ________.
   a. buy it
   b. stand outside and protest
   c. are proud to work for it

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d. won't buy any of its products or services

8. If a shirt has many hues, it has many ____________.

   a. buttons
   b. holes
   c. colors
   d. copies

9. When you endure something, ____________.

   a. it is not pleasant
   b. you invent it
   c. you protect it
   d. you describe its appearance

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Review vocabulary sheet with students, having them correct their own answers.

**Body:**

Students will read the following poem silently.

**Martin Luther King, Jr.**

You faced injustice, hate and strife.
You fought for what should be.
You risked and finally gave your life,
So others could be free.

You could have hated, but you chose
To love and understand,
Rejecting violence to oppose
An evil in our land.

You'd not inflame, but still inspire,
With hope that wouldn't yield.
You called for boycotts, not for fire,
With faith your only shield.

You marched in protest for the poor
Of every shade and hue.
So many hardships you'd endure
For those who needed you.

You stirred a nation's heart and mind;

http://faldos.atmos.uiuc.edu/CLA/LESSONS/1100.html
Your message still is clear:
That color's not how we're defined.
Your memory's always near.

Each year your birth's a holiday.
The nation honors you,
And wonders when we'll see the day
Your dream at last comes true.

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Before we discuss the poem, would anyone like to read it aloud?

**Conclusion Activity:**

Discussion:

1. What are the important points that the author makes in the poem. Summarize the poem in your own words.

Go over each stanza with students discussing the meanings of phrases.

2. Most, but not all, people believe that Dr. King deserves a holiday in his honor. What do you think, and why?

**Vocabulary Terms:**

- Provided on vocabulary sheet.

**Internet Resources Referenced in this Lesson:**

- http://www.rhlschool.com/ref3n17.htm
- http://www.rhlschool.com/read3n17.htm

**This lesson was submitted by RHL on 1/09/99:**

Subjects
Arts & Humanities
- Language Arts

Health
- Mental Health
- Our Bodies

Social Studies
- Psychology

Grades
- Pre-K
- K-2
- 3-5
- 6-8

Brief Description
This powerful activity illustrates how words can hurt – or heal.

Objectives
Students will
- discuss what it might be like to be the new person in a group.
- choose the correct words for an apology.
- learn a vivid lesson about how unkind words can hurt others.
- write a paragraph to explain what they learned from the lesson.

Keywords
prejudice, tolerance, intolerance, feelings, mean, bully, violence, self-esteem

Materials Needed
- mural or construction paper (brightly-colored paper is best)

Lesson Plan

This activity will drive home to kids of all ages the power words have to hurt - or to heal.

Before the lesson.
Using craft or construction paper, trace and cut out a life-size silhouette/outline of a person. To avoid gender- or race-specific figures, you might want to cut the figure from green or blue paper.

Introduce the lesson.
Gather students in a group and introduce them to their new "classmate." (You might give the figure a name such as Greenie or Bluey to avoid any association with a real person.) Explain that new students often have difficulty fitting in because they are entering a situation where groups of students have already formed bonds of friendship. Point out that some people will automatically put up barriers to a new student, deciding quickly - without even trying to get to know him or her - that they dislike the new student.

Ask students to imagine that Greenie (for example) has just come into a classroom where bonds already have formed; the atmosphere is very unwelcoming. Invite students, one at a time, to say something mean to Greenie. They will have to use their imaginations, because Greenie has no specific features they can pick on. The teacher might even start the ball rolling by saying something like "We don't want you here, Greenie," or "We don't like people who are different from us," or "Your hair is a mess, Greenie." Each time a mean thing is said to Greenie, the teacher rips off a piece of Greenie's body and hands it to the person who made the comment.

When ripping, rip large chunks; it will need to be obvious to students where each chunk fits into the whole if they are to piece Greenie back together.

After everyone has had a chance to say something mean to Greenie, it's time to start taping Greenie back together. Invite each student who said something mean about Greenie to come up and use tape to reattach his/her piece of Greenie in its proper place. As each piece is reconnected, the student must apologize to Greenie for the mean thing that was said. (You might have younger students model in advance some of the words they might say when making an apology.)

When the torn body is fully repaired - no matter how hard the students have tried to piece him back together - Greenie will not look the same as when students met her/him for the first time. Ask questions to lead students to the understanding that, although some of the damage has been repaired, Greenie will never be exactly the same. His feelings were hurt, and the scars remain. Chances are those scars will never go away.

Hang Greenie on a wall as a reminder of the power words have to hurt. Greenie's presence will serve as constant reinforcement of a vivid lesson in kindness.

Assessment

http://www.educationworld.com/a_lesson/03/lp294-03.shtml

7/8/2004
Have students write a paragraph to explain in their own words what lessons they learned from this activity.

Lesson Plan Source

Education World

Submitted By

Gary Hopkins