

# Plan to Participate!

**2017 submissions are due the Thursday after Thanksgiving!**

We encourage all K-12 students to participate. Please drop-box students' entries at [https://www.dropbox.com/sh/qw0a4e19hyix1mn/AABP\\_AobJn2ylWax3EU7XAGja?dl=0](https://www.dropbox.com/sh/qw0a4e19hyix1mn/AABP_AobJn2ylWax3EU7XAGja?dl=0) For pick-up of materials at your school office on Thursday, 30 November, send an e-mail to [countess14@hotmail.com](mailto:countess14@hotmail.com) by Wednesday. Thank You.



## Suggestions for various grade levels

### Kindergarten through 3rd Grade

This sample lesson from [www.brighthubeducation.com/preschool-lesson-plans/61253-understanding-martin-luther-king-jr/](http://www.brighthubeducation.com/preschool-lesson-plans/61253-understanding-martin-luther-king-jr/) provides ideas on how to introduce this hero and his life to young learners. This lesson uses *My Brother, Martin: A Sister Remembers Growing Up with the Rev. Dr. Martin Luther King Jr.* and *March On! The Day My Brother Martin Changed the World* by Christine King Farris. Begin by reading *My Brother, Martin* by Christine King Farris, who is Martin's sister. When you are finished reading, discuss the things Martin did as a child.

Explain that Martin Luther King Jr. was just a normal kid who did normal things and he grew up to do great, important accomplishments in life.

Once you are done discussing his childhood, tell the students that Martin did things as an adult to end discrimination. Ask the students if anyone knows what discrimination is.

Show the students concrete examples by acting out situations. Ask the students to tell you if each situation is discrimination or not.

Next, read *March On!* This book focuses more on Martin's accomplishments as an adult. You may also come up with your own lesson that helps students understand discrimination and find information about Anti-Bias teaching at [www.tolerance.org/anti-bias-framework](http://www.tolerance.org/anti-bias-framework) useful.

Once the students understand discrimination, have the students create posters or write simple essays listing the actions Martin took to try to end discrimination. New state standards requiring Iowa history be taught at every grade level were approved by the Iowa Board of Education this spring. This lesson could help schools meet that standard by incorporating Iowa Civil Rights Leaders into it and the actions they took to try to end discrimination in the state. The lesson should conclude by having students write what they can do to try to end current types of discriminations.

For students in third grade, you may choose to do this lesson or to do the theme for fourth through six graders on the next page.

## **Older Students' Theme: Hidden Figures in African-American History**

*All of our stories are bound together. Following up on the stories of mathematician Katherine Goble Johnson, code supervisor Dorothy Vaughan and engineer Mary Jackson, which became the book "Hidden Figures: The American Dream and the Untold Story of the Black Women Who Helped Win the Space Race" and the movie "Hidden Figures", we would like to encourage students to research African-American Inventors, Scientists, Politicians and Iowans.*

### **4th through 6th Grade**

Students at this age can examine stereotypes, prejudice and bias as well as celebrating African American history and how closely bound all Americans are by each other's accomplishments. For students at this grade level, Wikipedia provides a pretty comprehensive list of African-American inventors and scientists at [en.wikipedia.org/wiki/List\\_of\\_African-American\\_inventors\\_and\\_scientists](http://en.wikipedia.org/wiki/List_of_African-American_inventors_and_scientists). You can find other list by doing an Internet search for "Africa American Inventors and Scientist". A list of African-American members of Congress since 1870 can be found at [www.senate.gov/CRSPubs/617f17bb-61e9-40bb-b301-50f48fd239fc.pdf](http://www.senate.gov/CRSPubs/617f17bb-61e9-40bb-b301-50f48fd239fc.pdf) or by doing an Internet search for "African-American members of congress". Have students choose an Inventor, Scientist or Politician from either source and create original music, visual art (including computer-aided work), or reflective writings (poetry, short stories, reflective essays, explanatory essays, etc.) in which they explore that person's life.

The Dr. Martin Luther King, Jr. National Park in Atlanta Georgia also provides some lesson plans that may be useful for primary students

[www.nps.gov/malu/learn/education/lessonplansandteacherguides.htm](http://www.nps.gov/malu/learn/education/lessonplansandteacherguides.htm)

If you do this with a whole class, each student should research a different person. In addition to his or her original work, each student is asked to write a brief paragraph:

telling what you now KNOW about the theme "Hidden Figures".

telling how you think about the world differently because of the person you researched.

### **7th through 12th Grades**

Students at this age may also start at [en.wikipedia.org/wiki/List\\_of\\_African-American\\_inventors\\_and\\_scientists](http://en.wikipedia.org/wiki/List_of_African-American_inventors_and_scientists) or [www.senate.gov/CRSPubs/617f17bb-61e9-40bb-b301-50f48fd239fc.pdf](http://www.senate.gov/CRSPubs/617f17bb-61e9-40bb-b301-50f48fd239fc.pdf) or conduct their own historical or social studies research African-American inventors, scientists, politicians or Iowans. Older students may use computer skills to search archives and build a conceptual picture of the person or people they are researching and the implications for today. Students may create original music, visual art (including computer-aided work), or reflective writings (poetry, short stories, reflective essays, explanatory essays, etc.). If you do this with a whole class, each student should research a different person.

In addition to their original work, each student is asked to answer the following statements:

- A. In your own words, identify and discuss Dr. King's main ideas and purpose and how the person you researched embodied them.
- B. Discuss how the ideas impact your own life what you now can DO because of working on your project.