

Remember the Dream

Grades 3-5

Iwillson

2009



THINK TOGETHER

Remember the Dream

How would you feel?

OBJECTIVE: Students will gain knowledge of and empathy for the injustices of Segregation by simulating unfair rules for certain groups of people.

Activity

1 of 4

Materials/Equipment

- Copies of the handout (next page); one for each group
- Pen or pencil

Time

45 min.

Development

Tasks

Introduction

Let students know that we are going to be talking about a time when people were **not** treated as equal and worthy of respect.

Warm-up

Let students know that we will play a game called Blue and Green. In this game, the law is that all people should be treated equally.

Lesson

Let your class know that they are now known as the Blue group that the Blue group is special. In fact, the Blue group is so special that they get to be in charge of another class (pick any class) which will be called the Green group. **Because they are special, they get to make all the rules for the Green group and the Green Group has to do whatever they say.** Remind them of the Equality law, but let them know that people break the law all the time and that the Green group can't do anything about it. Nothing bad will happen to them if they do break the law. Use the following sheet to get them to make choices for the Green group.

Extension

Ask students if their choices treated the Green group as people who were equal to them? Did they treat the Green group as people who deserved respect?

Now announce that since they, the Blue group, are so special and such great rule makers, their choices will now apply to themselves. Read them back their choices and let them think about how they would like to be treated this way.

Debrief

Let students know that we are going to be talking about Martin Luther King Jr. In his time, black Americans were treated like the Green group. The law said that they had to be treated equally, but white Americans sometimes made rules that treated blacks unfairly. Martin Luther King Jr. helped many black Americans stand up for their right to equal treatment.

Gist of the activity:

Students will role play being a "special" class that gets to make the rules for other classes and identify with the effects of unfair privilege at others' expense.

Directions: Explain the situations to your students, then let them break into groups and make decisions. ask what they would do. Compare the various groups' responses.

Blue and Green

Situation	What Would You Do?
Sometimes there are special snacks but there aren't enough for everyone. Who gets the special snacks, Blue or Green?	
When the school meets for assemblies, there are just enough chairs for one group to sit comfortably. The other group will have to stand. Who gets the chairs, Blue or Green?	
The afterschool program will be getting a new teacher, and he is really the best teacher ever. Which group will get him, Blue or Green?	
The afterschool program is going to have students take responsibilities afterschool. One group will make cookies for the teachers and one group will get to clean the bathrooms. Which group will clean the bathrooms, Blue or Green?	
The afterschool program has 10 pizzas to give to the Blue and Green groups, but they say that the Green group has to get some, at least one. How many pizzas will you give to Blue and how many to Green?	
The Green group does not like your rules and has put up signs all around school saying that the Blue group is not fair. You can let them have their signs or you can have everyone who made a sign run laps for 3 hours. What will you do?	
The Green group has decided that you should not be allowed to make all the rules and now they want to talk to the principal. Between them and the office, though, is a hose and someone says you could spray them all with water so they wouldn't go see the principal. Would you do this to keep all your special privileges?	

Remember the Dream

What Martin Did

OBJECTIVE: Students will demonstrate their understanding of the important events in Dr. King's life by creating a timeline.

Activity 2 of 4

Materials/Equipment

- The Reading A to Z book on Martin Luther King or another good biography (copies should be at your Regional Office if you don't know how to use you RAZ account, ask your office manager)
- Posterboard or 11x 18 construction paper
- Pens, pencils, markers
- Clip art, if desired

Time

45 min.

Development

Tasks

Introduction

Let students know that we will make a picture history of the choices MLK made to stand up for the right to equal treatment, in the order they happened.

Warm-up

Ask students if they are familiar with a timeline. If not, create a quick timeline of a student's life (born, started walking, talking, went to school, etc.)

Lesson

Provide students with the timeline for MLK's major events and let them create pictures to make a timeline. Assemble the timeline and find an audience to show, if at all possible.

Extension

Ask students how they decide which events are important.

Debrief

Ask students what was important about Dr. King and what they will remember about him.

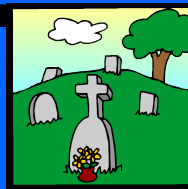
Gist of the activity:

Students create a timeline about Dr. King's life and events.

Dr. Martin Luther King, Jr.



1986 Martin Luther King day becomes a National Holiday



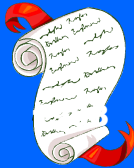
1968
MLK is shot and killed



1963
"I Have a Dream" speech



1960-1963
MLK is unfairly arrested several times for peaceful protests



Congress passes Civil Rights Act



The Supreme Court rules that segregation is illegal



1955
Rosa Park refuses to give up her seat. Bus boycott begins



1929
Martin Luther King Jr. is born



1948-55
Goes to college

<h1>Remember the Dream</h1> <h2>What Happened</h2> <p>OBJECTIVE: Students will recognize that things have changed for the better.</p>		<h1>Activity</h1> <h2>3 of 4</h2>
Materials/Equipment <ul style="list-style-type: none"> • Clean copy paper, one per student • Pens, pencils, crayons • Biography on Martin Luther King 		Time 30-45 min.
Development	Tasks	
Introduction	Ask students to think back on the Blue and Green exercise. Did any students vote to be unfair to the Green group? How do you think it would feel to have to live with unfair rules?	
Warm-up	Ask students if they were treated unfairly, what would they do about it?	
Lesson	Read the passage on the following page, showing how Dr. King was able to change unfair rules. Then have students make pictures of “Then and Now” to illustrate the change that has happened.	
Extension	Ask students if they like the way things are today better than what they used to be? Have them try to describe they ways in which things are better.	
Debrief	Use the What’s Important About That debrief? Why does it matter that people are treated more equally now?	
<p style="text-align: center;">Gist of the activity: Students will make a pictures of “Then and Now” showing how things have changed as a result of Dr. King’s actions.</p>		

Use the “Martin Luther King, Jr.” book from Reading A to Z with this lesson. The short biography on the next page could also be used with more basic readers.

Dr. Martin Luther King Jr.

Martin Luther King Jr. was born on January 29, 1929. At that time black Americans did not have the same rights as white Americans. When he was very young, he had a friend in his neighborhood who was white and the boys played together. When they went to school, however, Martin was not allowed to go to the same school as his friend. His friend had to go to a school just for white children and Martin had to go to a school just for black children. Then they were not allowed to play together anymore.

As he grew up, he noticed other things that were unfair to blacks. Black people were required to give up their seats on the bus if white people wanted them. Some places had drinking fountains that blacks were not allowed to use, and some restaurants would not serve them.

Martin Luther King went to school until he earned the highest degree anyone can have, and after that he was called Dr. King. He had studied to be a pastor at a church, but he realized he also wanted to help black people stand up for their rights.

Dr. King had a gift for saying great things. He used this gift to convince his friends to work together to get laws changed, but to do it in a calm and peaceful way. While many of his friends were scared or angry, he asked them not to shout, to get mad, or to fight, but to peacefully ask for the rights they deserved. He asked them to stop riding busses that told them to sit in the back. He asked them to gather together to peacefully protest unfair laws. He asked them to sit down at restaurants that only served whites and ask to be served. These things made people mad at him, but eventually they worked. Dr. King and his friends were able to get the unfair laws changed.

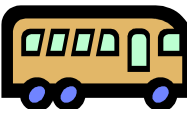

Dr. King was kind and respectful to everyone, even when they weren't nice to him. Many very unfair things happened to him. People said mean things to him, they bombed his house, they threatened him, and they arrested him and sent him to jail. But no matter what they did, he always treated people well. Many, many people came to admire him for always doing the right thing, no matter how hard it was.



Dr. King was very smart and wrote many famous speeches. His most famous speech is known as the "I Have a Dream" speech. He dreamed that one day all people would be treated as equals. He dreamed that not only would the laws be fair to all people, that all people would be kind to one another whatever the color of their skin. He dreamed of a better world.



Dr. King was shot by someone who didn't like him or his ideas. He died when he was only 39 years old. We remember him as a hero, as someone who stood up for what he believed and set an example we could all follow.

“Then and Now” pictures examples

(Please forgive the graphics. Your students will make pictures that are much better!)

Then	Now
 <p data-bbox="191 634 792 709">Black people were supposed to give the best seats to white people.</p>	 <p data-bbox="1045 680 1208 714">That's illegal!</p>

Then	Now
 <p data-bbox="207 1094 776 1169">Black people couldn't go to the same schools as white people.</p>	 <p data-bbox="850 1129 1403 1205">People go to the school closest to their house, whatever color their skin is.</p>

Then	Now
 <p data-bbox="191 1577 792 1652">Some restaurants and drinking fountains were only for white people to use.</p>	 <p data-bbox="850 1583 1403 1659">Public places are for everyone, no matter what color their skin is.</p>

<h1>Remember the Dream</h1> <h2>What Is Your Dream</h2> <p>OBJECTIVE: Students will think about their own vision for a better world.</p>		<h1>Activity</h1> <h2>4 of 4</h2>
Materials/Equipment <ul style="list-style-type: none"> • White paper cut into dream or caption bubbles (1 per student) • Pens, pencils, and crayons 		Time 40 min.
Development	Tasks	
Introduction	Ask students think see if they can think of something that would make life better for their friends, family, neighborhood and school.	
Warm-up	Talk about the things that were important to Dr. King. What did he feel would make life better for his friends and family? For all black Americans?	
Lesson	Talk about the “I Have a Dream” speech. Notice what kinds of things he said would make the world a better place. Have students talk about and write down their “dreams” for a better world.	
Extension	Talk about the world today. People can no longer make laws making some people sit at the back of the bus or use different schools, but do people still judge others by the color of their skin?	
Debrief	Use the “What’s Important About That” debrief for the lesson.	
Gist of the activity: Students will write down their dreams for a better world.		

Dr. King made a very famous speech called “I Have a Dream.” These are some of the things he said were his dream:

- That the government would live up to the promise of treating all people equally, instead of treating some better than others.
- That white and black people be friends instead of some people feeling like they were better than others.
- That people would judge each other by the good things they do and not the color of their skin.

“My Dream” examples:

