
American Heroes & Heroines:
Dr. Martin Luther King, Jr.



Teacher's Guide Written by
Barri Golbus

Produced
by
Colman Communications Corp.

Table of Contents

	Page
Program Overview	3
Viewer Objectives	5
Suggested Lesson Plan	5
Description of Blackline Masters	8
Answer Key	8
Transcript of the Video	9
Web Resources	15

Purchase of this program entitles the user the right to reproduce or duplicate, in whole or in part, this teacher's guide and the blackline master handouts that accompany it for the purpose of teaching in conjunction with this video. This right is restricted for use only with this video program. Any reproduction or duplication in whole or in part of this guide and the blackline master handouts for any purpose other than for use with this video program is prohibited.

DR. MARTIN LUTHER KING, JR.

From the
American Heroes & Heroines
Series

Grades 2-5

Viewing Time: 14:25

PROGRAM OVERVIEW

Intended Audience and Uses

Martin Luther King, Jr. has been produced for social studies students in grades 2-5. The third program in the *American Heroes and Heroines* series, it traces the life of the noted civil rights leader from his childhood in Atlanta to his worldwide recognition in Stockholm, Sweden, where he was awarded the Nobel Peace Prize in 1964. This program meets Standard VI, “Power, Authority and Governance,” and Standard X, “Civic Ideals and Practices,” of the National Council for the Social Studies.

Program Synopsis

The program is divided into two sections. The first shows Dr. King's childhood and the second shows his role as the principal leader of the U.S. civil rights movement in the 1950s and 1960s. After the program's introduction, viewers see young Martin as he plays with several friends in an Atlanta park. One of King's most important childhood experiences – the mother of some of his white friends saying he can no longer play with her sons – is shown. Other effects of segregation are also shown as Martin is prohibited from playing on tennis courts, sitting with whites in movies and not being able to attend school with white children. Martin, however, was fortunate to have strong parental guidance and support, as well as support from his grandmother. Young Martin, as the program shows, had a special gift for public speaking and excelled in school. He graduated high school two years early. He then attended Morehouse College in Atlanta. Eventually, Martin earned a doctoral degree in theology.

The second part of the program begins with an animated sequence that explains the events that led to the arrest of Rosa Parks. It then shows Dr. King's leadership role in the Montgomery bus boycott of 1955. Viewers then see the effects of the Supreme Court ruling of 1956, which struck down the Montgomery law that required African-Americans to sit at the back of city buses. Once the law was declared unconstitutional, Dr. King led the civil rights movement that challenged school segregation, restricted voter registration, and prohibitions against seating in restaurants. Dr. King is shown giving his "I Have A Dream" speech in Washington, D.C. The program ends as he receives the Nobel Peace Prize in 1964.

VIEWER OBJECTIVES

After viewing this video and participating in the suggested activities, viewers should be able to do the following:

1. Briefly recount Martin Luther King's childhood experiences.
2. Explain how segregation affected Dr. King's childhood.
3. Discuss Dr. King's role in the civil rights movement.
4. Tell four areas of civil rights on which Dr. King worked.

The producers encourage you to make adaptations and changes to the following lesson plan whenever you feel it will enhance your students' learning experiences. Only by tailoring the material to your unique classroom situation will you be able to maximize the educational experience afforded by these materials.

SUGGESTED LESSON PLAN

Introduce the Program

If at all possible, show the second program in this series, *Abraham Lincoln*. After showing the video, ask students whether former slaves received all their freedoms immediately after the Civil War. Help your class understand that it often takes a long time to change how people think and feel, and that it sometimes takes heroic acts for important changes to take place.

Pre-Viewing Activities

Segment 1

The producers encourage you to prescreen the program to familiarize yourself with its content. To gauge your students' familiarity with the program's material, you may find it useful to have them complete the *Martin Luther*

King, Jr. Pre-test. After grading the test, you may find it necessary to alter your presentation to meet your instructional goals. You may also want to look over the **Suggested Discussion Questions** before showing the program to your class.

Ask the class if anyone has heard of “segregation.” What does the word mean? Explain that at one time, there were laws that kept African-Americans apart from whites. Continue by saying that many people understood that the laws were unfair, but not enough was done to change them until one man led the fight for fair laws. But he fought in a special way – not like many people fight. Explain that the class will now see a video about this man.

Post-Viewing Activities

Segment 1

Discuss the first part of the program, using the **Suggested Discussion Questions** if you prefer. You may want to focus on the reaction of Martin’s mother when he told her that he could no longer play with his white friends. What do they think of what she told Martin? After you have discussed the childhood of Dr. King, ask your class if they think his experiences as a child would be important to him when he grew up. Hand out **Segregation**. If your students are able to do this exercise on their own, assign it as seat work or as homework. If not, complete this exercise as a class activity. Have your students tell about their pictures, then place them on a bulletin board.

Pre-Viewing Activities

Segment 2

Before showing the second part of the program, review the first segment if you feel it will help your students better understand Martin’s childhood. Ask if anyone has ever

heard of the “civil rights” movement. What do the words “civil rights” mean? Explain that in a democracy, the kind of government we have in the United States, all people have certain rights. We have a document that is called “The Bill of Rights,” that tells what those rights are. You may want to mention some of those rights – the right to worship as we please, the right to speak openly about what we think and feel, the right of a free press and so forth. (The producer of *Dr. Martin Luther King, Jr.* is the author of a short book, *The Bill of Rights*, published by Childrens Press. The book is found in most school and public libraries. You may find it useful to bring the book to class and read it to your students, or assign the book as part of this series of lessons on Dr. King.) Be certain that your students understand that rights have corresponding responsibilities. Tell the class they will now see what happened to Dr. King after he graduated from college.

Post-Viewing Activities

Segment 2

Discuss the second part of the program, using the *Suggested Discussion Questions* if you prefer. Be certain that your students understand the key civil rights issues on which Dr. King worked – voting rights, school desegregation, fair housing laws and equal access to public accommodations (including restaurants). You also may want to mention Dr. King’s work for the poor. Focus on Dr. King’s method of nonviolent resistance. Older students may appreciate learning about Mahatma Ghandi, whom Dr. King admired, and how Ghandi used his philosophy of nonviolence to achieve independence for India. Ask if there are any groups of people today who are denied their civil rights. Pass out *Working for Civil Rights*, which helps students review the various areas on which Dr. King worked. You may want to do this exercise as a class activity, or assign it as

individual seatwork. After it has been completed, have your students read their short essays and have the class discuss them. Post their essays on a bulletin board. As possible culminating activities, have your students draw a mural that shows key events in the civil rights movement of the 1950s through the 1970s; write and put on a play about Rosa Parks and Dr. King's role in the Montgomery bus boycott; write about the Martin Luther King National Historic Site in Atlanta, Georgia. Information can be obtained at <http://www.nps.gov/malu/>. After all activities are done, you may want to show the program in its entirety before administering the *Post Test*.

Description of Blackline Masters

MARTIN LUTHER KING, JR. PRE-TEST – Provides an evaluation tool to gauge how much information students already know about Martin Luther King, Jr.

SUGGESTED DISCUSSION QUESTIONS – Gives questions that may be asked after each segment is viewed.

SEGREGATION – Helps students understand the various effects of segregation.

WORKING FOR CIVIL RIGHTS – Helps students review the main areas of civil rights in which Dr. King was involved.

MARTIN LUTHER KING, JR. POST TEST – An evaluation tool to gauge student comprehension of the lesson's material.

ANSWER KEY

Martin Luther King Pre-test: 1. c 2. a 3. c 4. a 5. b
6. c 7. c

Segregation: Choices include schools, restaurants, swimming pools, parks, tennis courts.

Working for Civil Rights: Key areas that should be covered – voting, housing, schools, restaurants.

Dr. Martin Luther King, Jr. Post Test: 1. b 2. c 3. b 4. c
5. b 6. a 7. c 8. T 9. F 10. T 11. F 12. T 13. T
14. F 15. F 16. F 17. F 18. F 19. F 20. T

TRANSCRIPT OF THE VIDEO

America – from its majestic mountains to its golden fields of grain, from its rocky coastal shores to its sun-washed canyons and deserts – it is a land of great beauty.

America is also a land of quaint villages, bountiful farms and majestic cities – all with many different kinds of people – people of different colors and customs and foods and music and ways of worship.

Even so, we are all Americans, citizens of a nation where freedom rings.

Those freedoms were won on the battlefield many years ago...and, over hundreds of years, have been protected by countless men and women, all strong and brave.

In fact, much of our country's history is the story of courageous people – individuals and groups, who, in many different ways, have fought for, protected -- and expanded -- our cherished ways of life.

This is the story of one of them - Dr. Martin Luther King, Jr.

PART I: GROWING UP IN ATLANTA

Many years ago, in Atlanta, Georgia, a group of neighborhood children played together practically every day.

They threw baseballs to one another. They raced to see who was the fastest runner. They played hide and go seek.

One of the children was Martin Luther King, Jr.

One day, something happened to Martin. The mother of two of his friends told him that he couldn't play with her children any more.

"Martin," she said, "I don't want you to come to our house ever again. From now on, you'll just have to stay away."

As you can imagine, that made Martin very upset.

When he got home, his mother could tell that something was wrong.

She asked him what had happened, and when Martin told her, she gave him a big hug. Then she explained that some white people believed that they were better than black people. So they didn't want their sons or daughters to play with African-American children.

"But," she said, "What those people believe isn't so. Everyone who knows the truth understands that a person's skin color doesn't matter. How people behave is what really matters."

But everywhere Martin went, he saw signs that kept him from going where the white children could go.

He couldn't play in many parks.

He wasn't allowed to play on many tennis courts or swim in many swimming pools.

He had to sit upstairs in a balcony, when he went to the movies. He couldn't sit downstairs with the white people.

And just because their skin color was dark, the King family wasn't allowed to eat in many restaurants.

Martin had to go to a separate school, too. But that didn't keep Martin from being a very good student.

His mother taught him, and his brother and sister, how to read when they were very young - even before they started school.

Martin loved to read. He liked to learn about new things. He was always full of questions, and he wanted to find their answers.

One big question Martin kept thinking about was how people of different colors could come together and be friends.

Martin liked to talk about things, too – especially with his grandmother. She was his favorite person. They would talk for hours and hours on the front porch.

Martin also liked to give speeches.

When he was in high school, he practiced giving speeches in front of a mirror. He also learned a lot about giving speeches from his father, who was a minister.

Martin had a special way with words: he could make people feel brave and proud with his speeches. He could make people want to do wonderful things.

When Martin was in high school, he studied very hard. He was such an excellent student that he graduated in only two years. Most people need four years to graduate.

Then he went to college, where he decided to become a minister, like his father.

When he was in college, Martin studied many important ideas. He came to believe that when people are treated unfairly, they should fight back - but not with guns, or fists, or sticks, or anything else that might cause harm. The best way to fight back, he thought, was with love.

PART II: WORKING FOR JUSTICE

In time, Martin became a doctor of theology, a person who knows a lot about religions. So he was now *doctor* Martin Luther King, Jr.

Dr. King's first job as a minister was at a church in Montgomery, Alabama.

What happened next has been written about in many books.

The story begins with a woman named Rosa Parks, who worked in a department store in Montgomery.

One day Rosa was very tired after work.

So she decided to take a bus home. Usually, she walked because she didn't like to ride on the bus.

You see, African-Americans had to sit in the back. Only white people were allowed to sit in the front. That was the law in Montgomery.

But Rosa, like many others, knew that the law was unfair.

Not only that, if the bus were crowded, a white person could order a black person in the back to get up and give him the seat.

Today, that's hard for us to understand. But that's the way it was back then.

As Rosa sat on the bus that day, it became very crowded.

The bus driver ordered Rosa and some others in the back to stand up and let white people take their places.

But Rosa was much too tired to stand. She decided she would stay seated.

So Rosa was arrested and taken to jail. They said she broke a city law. And it was the law, but it was unfair.

Dr. King heard about Rosa's arrest, and decided to do something about the unfair law.

"Nobody should ride the buses," he said, "until the unfair law has been changed."

Although Dr. King wanted a new, fair law, he didn't want anyone to get hurt – neither black people nor white people.

He wanted the law changed peacefully. It took a long time, but finally a group of judges said that the Montgomery bus law could no longer be used.

From that time on, whenever African-Americans got on the bus, they could sit anywhere they wanted – in Montgomery or anywhere else in America.

After what happened in Montgomery, people of color began to see that they could change other unfair laws and practices by using Dr. King's method of peacefully demonstrating for change.

Our nation's schools were where many people wanted to make those changes.

In some places, African-American children weren't allowed to go to school with white children.

To make matters worse, schools that black students attended – and the study materials used inside – were often old and tattered. So the students in those "segregated schools," as they were called, often received a poor education, not as good as what white children received.

Large numbers of people, learning from Dr. King, worked to change the laws that said black children couldn't attend schools with white children.

They were successful, and the laws were changed.

There was something else that was unfair in those days: some restaurants refused to serve African-Americans.

Turned away at the door, black college students, and others, sat in front of restaurants to show everyone how unjustly they were treated.

They, along with Dr. King, helped create new laws that said all people must be served in restaurants, regardless of their color.

Dr. King also understood that African-Americans wouldn't have all their freedoms until all of them were allowed to vote. That way, they could elect officials who would make sure that the laws would be fair and would be applied equally to everyone.

So he planned many demonstrations for fair voting laws.

Those demonstrations were successful, too, for congress soon passed a law that said African-Americans could sign up to vote and would never again be stopped from voting.

Dr. King also saw the need to let all people, regardless of their color, live wherever they wanted.

So he planned and marched in many demonstrations that led to what were called "fair housing laws."

These laws said that all people could buy or rent homes wherever they wanted.

Because Dr. King was the most important leader in getting so many new laws passed – and unfair laws changed – he became an American hero.

And he became famous.

His ideas were reported almost everywhere.

In 1963, in Washington, D.C., he led one of the largest gatherings ever held to get more fair laws passed.

Dr. King made one of the most famous speeches ever given during that large gathering. It was called his "I Have a Dream" speech.

The next year, the Nobel Peace Prize, one of the world's greatest honors, was awarded to Dr. King.

He received the prize because he had helped remove so many injustices – and because he did it peacefully. Now he was a hero all over the world.

Dr. Martin Luther King, Jr. saw many injustices in his life, even when he was very young.

But he didn't fight back with his fists, or guns, or with sticks or stones.

Instead, he used his gift of speech, his intelligence and the power of his ideas to change America – and the world – for the better.

Because he did, he is considered by many to be a true American hero.

Other Programs in the American Heroes & Heroines Series

George Washington
Abraham Lincoln
More to Come

Web Resources

Martin Luther King National Historic Site

<http://www.nps.gov/malu/>

A vast array of information on Dr. King and the civil rights movement is available on this site run by the National Park Service.

The Seattle Times Martin Luther King, Jr. Site

<http://c1.zedo.com/ads2/f/28028/3853/172/0/162000115/162000115/0/162/86/zz-V1-pop1064522109500.html>

Interesting facts, a timeline, photo gallery, biography, study guide and much more make this an ideal site to learn more about Dr. King.

Name _____

Martin Luther King, Jr. Pre-Test

Directions: Circle the letter next to the statement that correctly finishes the sentence.

1. Martin Luther King, Jr. was born in
 - a. Washington, D.C.
 - b. Springfield, Illinois.
 - c. Atlanta, Georgia.
2. When Martin was a child
 - a. the mother of some friends said he couldn't play with her children.
 - b. he enjoyed going sitting on the first floor of movie houses.
 - c. he swam with white children at city swimming pools.
3. Martin's favorite person was his
 - a. father.
 - b. first grade teacher.
 - c. grandmother.
4. Rosa Parks became famous when
 - a. she refused to give her bus seat to a white person.
 - b. she sat in front of restaurants who wouldn't serve African-Americans .
 - c. she joined protests against unfair voting laws.
5. Dr. Martin Luther King, Jr. won
 - a. the Emmy Award.
 - b. the Nobel Peace Prize.
 - c. the lottery.
6. America is a country which has
 - a. only members of the Christian faith.
 - b. only white people and African-Americans.
 - c. people of different colors and different religious beliefs.
7. Martin Luther King's most famous speech was called his
 - a. Gettysburg Address.
 - b. I Have It Made Speech.
 - c. I Have a Dream Speech.

Discussion Questions – Martin Luther King, Jr.

After Segment One

1. What happened to Martin when he was a child?
2. What did his mother tell him? Do you agree with her?
3. What things couldn't Martin and his family do when he was a child?
4. Why were they prevented from doing those things?
5. What things did Martin like to do?
6. What question did Martin keep asking himself?
7. What was Martin's special gift?
8. Was Martin a good student in school? How do you know?
9. When he was in college, what did Martin decide he wanted to do for a living?
10. How did Martin think people should fight injustice?
6. Why did Dr. King want African-American children to go to school with white children?
7. Why did African-American college students sit on sidewalks in front of restaurants?
8. Why did Dr. King become famous?
9. What was Dr. King's most famous speech called?
10. When and where did he give that speech?"
11. What award did Dr. King receive in 1964?

After Segment Two

1. Where was Dr. King's first job when he got out of college?
2. Who was Rosa Parks? What happened to her?
3. What did Dr. King say should be done when he heard about what happened to Rosa Parks?
4. Who said the Montgomery bus law was unfair? What happened once they decided the law was unfair?
5. What were "segregated" schools?

Name _____

Segregation

Directions: When Martin went to the movies, he had to sit upstairs. He couldn't sit downstairs with the white people. In the box below the picture, draw another picture that shows how segregation kept Martin from being with white people.



Name _____

Working for Civil Rights

Directions: Dr. King worked very hard so everyone would have their civil rights. In the box below the picture, write about the different things he did.



Name _____

Martin Luther King, Jr. Post Test

Directions: Circle the letter next to the statement that correctly finishes the sentence.

1. Martin Luther King, Jr. was born in
 - a. Chicago, Illinois.
 - b. Atlanta, Georgia.
 - c. Montgomery, Alabama.

2. When Martin was a child
 - a. he and his family ate in any restaurant they wanted.
 - b. he enjoyed swimming with his white friends.
 - c. the mother of some friends said he couldn't play with her children.

3. Martin's favorite person was his
 - a. mother
 - b. grandmother.
 - c. sister.

4. Rosa Parks became famous when
 - a. she starred in a movie.
 - b. she sat in front of restaurants who wouldn't serve African-Americans .
 - c. she wouldn't give her seat to a white person on a bus.

5. Dr. Martin Luther King, Jr. won
 - a. the Tony Award.
 - b. the Nobel Peace Prize.
 - c. the Irish Sweepstakes.

6. America is a country which has
 - a. people of different colors and different beliefs.
 - b. only white people and Asian-Americans.
 - c. only Baptists, Catholics and Methodists.

7. Dr. King's most famous speech was called his
 - a. Gettysburg Address.
 - b. I Have a Dream Speech.
 - c. I Have It Made Speech.

Name _____

Martin Luther King, Jr. Post Test, page 2

Directions: Put a "T" on the blank next to the statement if it is true and an "F" if it is false.

8. ___ The Montgomery bus boycott helped make Dr. Martin Luther King, Jr. famous.
9. ___ Dr. King felt people should fight injustice with fists and angry words.
10. ___ Getting voting rights was important to African-Americans because in some places they could not elect officials who would apply the law equally.
11. ___ Black segregated schools usually were better than nearby white schools.
12. ___ African-American college students sat on the sidewalks in front of some restaurants to show that black people weren't allowed to enter.
13. ___ Dr. King was responsible for getting "fair housing" laws passed in congress.
14. ___ Dr. King's first job as a new minister was in Atlanta, Georgia.
15. ___ Dr. King decided to become a businessman in college.
16. ___ Dr. King's "I Have a Dream" speech was made in New York City in September, 1974.
17. ___ No one listened to Dr. King's ideas until he won the Nobel Peace Prize.
18. ___ Dr. King often thought about how to keep black people and white people apart.
19. ___ Dr. King was a medical doctor who cured many people.
20. ___ Dr. King finished high school two years early because he was so smart.