

5th Level

Primary (Elementary)  
School

Block 1. The individual, and interpersonal  
and social relationships.

FREEDOM AND RESPONSIBILITY.

Activity 1.13: "MARTIN LUTHER KING: A VISION OF RESPECT AND EQUALITY"

Time: 1 h.

**PREPARATION**

- Print a copy of the story "Martin Luther King, Jr." for each student.
- Print the Word search for each student.

**INTRODUCTION**

**Welcome routine:**

Greet the students, write the date and hour on the blackboard, say the date and time out loud, instruct them to take out their materials for the lesson.

- *Hello, good morning/afternoon.*
- *Are you all okay? Is everything all right?*
- *Today is the ... (date) and it's ... (time).*
- *We are going to begin (continue) lesson (or activity) number ...*
- *Would you please, take out your material? Okay, let's begin.*

**ACTIVITY**

**Opening activity:**

To give the students the opportunity to experience discrimination the students will participate in the following activity: First, the teacher will explain that they are going to be voting on different things. The teacher asks that all children who have fair hair and sit together on one side of the class. The rest of them are directed to go to the other side of the class and to remain standing.

	<p>The teacher will ask the fair-haired children to vote on whether or not to let the other students sit down. This first groups votes 'yes' or 'no'.</p> <p><b>Main activity:</b></p> <p>The teacher then leads a discussion with the students about whether what just happened was fair or not. The rights of some students were decided by others. Is this fair and just? How did the students feel who were forced to stand and wait until others decided for them whether they could sit or would have to remain standing? The teacher then explains that similar things like this happen all over the world, and one such incident occurred in the story they are going to read. The teacher passes out the story of Martin Luther King, Jr. and reads it with the class. After reading, there will be a general discussion.</p> <p>Discussion activity:</p> <ol style="list-style-type: none"> <li>1. Why did Martin Luther King want to make changes?</li> <li>2. Why do you think I only let the children with fair hair sit down?</li> <li>3. What should I have done so that I was not unfair to one group of children?</li> <li>4. Do we need to act like Dr. King in this school in and out of the school?</li> </ol> <p>Afterwards, student will do the word search (see Appendix).</p> <p><b>Closing activity:</b></p> <ul style="list-style-type: none"> <li>- <i>What is your opinion of ... (the topic)?</i></li> <li>- <i>Did you like this activity? Why? What did you find most helpful in understanding the topic? Is there anything you didn't find helpful? Explain.</i></li> </ul>
<p><b>CLOSING</b></p>	<p><b>Closing routine:</b></p> <ul style="list-style-type: none"> <li>- <i>We have finished our lesson for today. Please clear your desks and put away your materials.</i></li> <li>- <i>Have a great day and I'll see you at the next class!</i></li> </ul>

## ACTIVITY 1.13: "MARTIN LUTHER KING: A VISION OF RESPECT AND EQUALITY"

CONTENT BLOCK 1: The individual, and interpersonal and social relationships.		SECTION: Freedom and responsibility.	
GOALS	CONTENTS	ASSESSMENT CRITERIA	
<ul style="list-style-type: none"> <li>• To respect and evaluate diversity.</li> <li>• To explore the meaning of discrimination.</li> <li>• To understand the meaning of freedom with responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>• Human dignity: freedom and responsibility in decision-making.</li> </ul>	<ul style="list-style-type: none"> <li>• Respecting and evaluating diversity.</li> <li>• Exploring the meaning of discrimination.</li> <li>• Understanding the meaning of freedom with responsibility.</li> </ul>	
BASIC COMPETENCES			
<ul style="list-style-type: none"> <li>• Social and civil.</li> <li>• Learning to learn.</li> <li>• Linguistic communication.</li> </ul>			
DESCRIPTION OF ACTIVITIES			
<p>The teacher asks all students with fair hair to sit together on one side of the classroom. The rest of the students are directed to go to the other side of the room and to remain standing. The teacher asks the fair-haired students to vote on whether or not they will permit the other students to sit down. They vote 'yes' or 'no.' The rights of some students were decided by others. Is this fair and just? How did the students feel who were forced to stand and wait until others decided for them whether they could sit or would have to remain standing? The teacher explains that something similar happened in</p>			

the story that they are going to read: The story of Martin Luther King, Jr. After reading the story the teacher will guide a general discussion.

Discussion activity:

1. Why did Martin Luther King want to make changes?
2. Why do you think I only let the children with fair hair sit down?
3. What should I have done so that I was not being unfair to one group of children?
5. Do we need to act like Dr. King in and out of school?

Afterwards, student will do the word search (see Appendix).

OTHER OPTIONS	FEEDBACK & SUGGESTIONS FOR IMPROVEMENT
<ul style="list-style-type: none"> <li>- Locate Washington, D.C. on a map of the United States (explain what the initials 'D.C.' mean).</li> <li>- Research the U.S. presidents who have specifically fought for human rights, particularly in gender, race and beliefs.</li> <li>- As an extension, teacher can hand out a word search with some words that Martin Luther King, Jr. used frequently in his fight for equality.</li> </ul>	<p>-With the help of technology, the class can do an activity to become familiar with the image of Martin Luther King. Go into internet explorer and guide the students to find pictures and simple phrases of the pacifist. The students can also find in <i>youtube</i> the most famous speech he made in Washington, D.C. The students will hear the real voice of Martin Luther King, Jr. and see the impact of his words on equality, peace and hope, always stressing non-violence to the crowd.</p> <p><a href="http://www.youtube.com/watch?v=wt4v9Zg2unU">http://www.youtube.com/watch?v=wt4v9Zg2unU</a></p>
LINGUISTIC STRUCTURES	SPECIFIC VOCABULARY
<ul style="list-style-type: none"> <li>- <i>The most important value for me is ...</i></li> <li>- <i>The most important right for me is ...</i></li> </ul>	<p><i>Freedom, law, liberty, peaceful, equal, race, rights, American, justice, African.</i></p>

<ul style="list-style-type: none"> <li>- <i>I have ...</i></li> <li>- <i>I want ...</i></li> <li>- <i>I am free!</i></li> <li>- <i>I think ...</i></li> </ul>		
<b>MATERIALS</b>		<b>TIME</b>
<ul style="list-style-type: none"> <li>- Story of Martin Luther King, Jr.</li> <li>- Word search.</li> </ul>		- One hour lesson.
<b>TEACHER SELF-ASSESSMENT</b>		<b>STUDENT SELF-ASSESSMENT</b>
<ul style="list-style-type: none"> <li>- Teacher self-assessment sheet (see Assessment folder).</li> </ul>		<ul style="list-style-type: none"> <li>- Complete the "How do I feel about..." self-assessment sheet.</li> </ul>
<b>STUDENT ASSESSMENT</b>		
<b>INTEREST</b>	<b>PARTICIPATION</b>	<b>ASSESSMENT</b>
<ul style="list-style-type: none"> <li>• Interest in their own Rights.</li> <li>• Respects the Rights of others in the class.</li> <li>• Help them try to see the other point of view by putting themselves in their situation.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in the discussion.</li> <li>• Relate their own values to universal ones.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess the students by sharing thoughts and feelings about different people. Let the students freely express themselves after learning and studying the story of Martin Luther King, Jr.</li> </ul>

ASSESSING ACCORDING TO CRITERIA ESTABLISHED: NB (not bad), NA(need for amendment), G(good), VG (very good).