

## National Geographic Kids Readers: Martin Luther King, Jr.

### Notes for teachers: using this book in the classroom

**Reading objectives:** read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered; check that the text makes sense to them; ask questions to improve their understanding of text; retrieve and record information from non-fiction

**Spoken language objectives:** give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

**Curriculum links:** History: significant individuals and events; Writing: composition; PSHE: diversity and rights

**Interest words:** civil rights, protest, segregation, Nobel Peace Prize, sermon, boycott, injustice, assassinate, memorial

**Resources:** ICT, paper and pencils.

Children who are reading at White and Lime book bands will be able to read this book in a group, pair or independently over several sessions. They will have good reading stamina and will be able to tackle more challenging vocabulary and a range of varied sentence structures. Guided group work and independent challenges can be used to develop retrieval, interpretation and meaning making, as well as children's ability to express and explain ideas and concepts.

### Language

- Children will be able to use the full range of cues available to them and their word knowledge to decode most of the language in this book. Discussion in guided groups and after independent reading can be used to develop children's abilities to understand and interpret the more complex information and ideas that are presented. Children may need help with the following:
  - decoding and understanding some of the more complex words contained in the Words to Know boxes: *civil rights, protest, segregation, Nobel Peace Prize, sermon, boycott, injustice, assassinate, memorial*.
  - reading and pronouncing some of the names of people and places that are included.
- Children may need help to understand the context for this biography. Talk about the history of segregation in the USA will help children to understand Martin Luther King Jr.'s peaceful protests.
- Children may need help to bring information together from the illustrations and text, to make rich meaning as they read. Support children to look out to the images for more information.
- Children may need help to make inferences about Martin Luther King Jr.'s motivations. Help children to relate his actions back to the influences of his father, mother and childhood experiences.

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- Children may need help to locate and record key information using the index and contents as they read and answer the quiz and other questions.
- Children may need support to interpret the information on the timeline.

## Images

- Look at the front cover and ask children to describe what they can see. Use this as a launchpad for a discussion about peaceful protest. Ask children to locate other images in the book that show peaceful protest.
- Spend time looking closely at the detail in the images to understand more about segregation (pages 10–11, and page 19). Discuss how it would feel to be identified and treated in this way.

## Activities

- As a group, raise questions that you would like to ask Martin Luther King, Jr.
- Become Martin Luther King, Jr. and invite the children to hot-seat you to deepen their understanding of his dreams and campaigns.
- Using the internet, watch some of Martin Luther King Jr.'s famous 'I Have A Dream' speech. Talk about how he uses his voice and words to make people listen.
- Ask children to write their own 'I Have A Dream' speech to express their feelings for a fairer world.

## Questions

- What is a protest?
- How did Martin Luther King, Jr.'s parents both inspire him to become a peaceful protester?
- What was life for children in Martin Luther King, Jr.'s time like?
- How did meeting Rosa Parks help Martin Luther King, Jr. to make life fairer for black people in the USA?
- What is special about the design of the statue of Martin Luther King, Jr.: The Stone of Hope?