

# Brazos Valley African American Museum



**Curriculum Learning Trunk  
Lesson Plans for High School- 9<sup>th</sup> to 12<sup>th</sup> Grade**

## **Martin Luther King Jr.:**

**This trunk contains lessons to provide students with an accurate understanding of the impact that Martin Luther King Jr. had and still has on society.**

**Martin Luther King Jr.: High School Lesson Plan**  
**BVAMM**  
**Curriculum Learning Trunk – Lesson Plan**

**OBJECTIVE:** Students of the ninth grade should be able to have a clear understanding of how Martin Luther King’s “I have a dream” speech impacted the civil rights movement. Students should also have basic understanding of the significance of the Martin Luther King Jr. be able to explain specific examples.

**TEKS:** **9-12.2:** History. The student understands the political and social changes in the United States from the civil war to today.  
The student is expected to:  
**2.A:** Analyze political issues such as the 14<sup>th</sup> amendment, Jim crow Laws, and the civil rights legislation;  
**2.B:** Analyze social issues such as the treatment of African Americans during this time period.  
**9-12.5:** History. The student understands the significance of Dr. Martin Luther King, Jr.’s “I have a dream” speech.  
The student is expected to:  
**5.A:** Analyze causes and effects of significant issues that lead up to this speech;  
**5.B:** Analyze the impact that this speech had upon the nation at this time in history.

**ENGAGE:** Start the lesson out by catching your student’s attention by giving your own mini “ I have a dream speech” in front of the classroom. Speak with passion and fervor, just as Martin Luther King did in his speech. Your dream can include something about your students having a passion for learning, and that you have a dream of them succeeding, for example. Or ask the students to journal about what some of their dreams are and who they look up to and what makes them feel this way. Allow them to share what they have written.

**EXPLORE:** **Step 1:** Pass out copies of the “I have a dream” speech to everyone and have the students read over it in groups. Instruct the groups to think of a dream they wish to achieve or problem in the world, school, country, or community that they wish to solve. Have the groups come up with a plan with how they would achieve their dream or fix their problem. They must come up with a creative way to present it to the class (i.e. role playing, which they can use the items in the trunk for this!)

**Step 2:** Now, come back together as a class and have students share the different problems they ran into trying to make everyone happy and dealing with different personalities. They should share about whether they could get along, if they were all in agreement and if they clashed on how to fix the problems etc. Explain to them that what they experienced trying to do the activity parallels what happens in the world and in government, and that even though its difficult, its important to value what everyone brings to the table.

**Step 3:** Review with your students the civil rights movement; ask them what kind of laws were passed and what its importance in history was, such as the 14<sup>th</sup> amendment, Jim Crow laws, etc.

**Step 4:** Show your students the power point. When going through the power point, stop on the different slides and elaborate the different points made in the power point. Do this by studying the biography and notes on Dr. King in the binder and the speech enough to wear you can elaborate. Also add in any other knowledge you might have.

**Step 5:** Look over copies of the speech and point out important aspects of the speech. Explain that Dr. King use figures of speech... point out a few examples. (Use the notes about figures of speech located in the high school activities section) and pass out a copy of the different figures of speech to the students. Ask your students what kind of impact the figures of speech had on the crowd. Also, show them the poster of the specific facts about the speech.

**EXPLAIN:**

In order for students to stay on task they will need:

-Copies of the “I have a dream” speech, Paper to write down what problem they would like to fix, Copies of the definitions of the different figures of speech or literary elements that students may use to refer to, More paper so students can write down what figures of speech they feel are most important, Martin Luther King Jr. Power point reading on other important figures in the month of august.

Hyperlinks:

<https://www.youtube.com/watch?v=ZmtOGXreTOU> ,

<http://www.nytimes.com/2013/08/28/us/the-lasting-power-of-dr-kings-dream-speech.html>

<https://us-east-1.tchyn.io/snopes-production/uploads/2015/01/mlk.jpg>

<https://www.youtube.com/watch?v=AQeX7IFBcg>

**ELABORATE:**

Students will be asked to write a reflection on steps they can take to make sure they can build a better world and how they could fix a problem going on our world today. This will deepen their understanding on martin Luther King’s purpose and how he was just one voice in our big world. This will give students initiative and motivation when dealing with a worldwide issue.

**EVALUATE:**

At the end of the activity the teacher should ask critically referenced questions towards the activity given so she can have group discussion. It lets the teacher know who is engaged and comprehending the topic. The students can discuss further about how effective the activity was for their knowledge and be able to explain four topics that we went over in class.

**EXTENSION:**

For more motivated students ask them to write about a person who was impactful on their lives. Just as Martin Luther King Jr. was an impact to many around the world. Have them elaborate why and how they became the most impactful people to them personally.

**ACCOMMODATIONS:** There are different accommodations for every student with disabilities. We will have print out notes, and video lectures for online access if they need to be home.