



FOCUS on CHARACTER
Lesson Plans

Ages 8-12 **Lesson Plans**

Every Lesson:

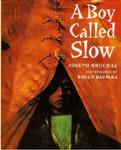
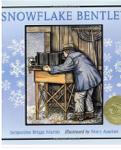
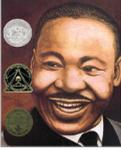
- Identifies **key vocabulary** and **tricky phrasing**
- Includes **discussion starters** and **questions to check for understanding**
- Features engaging **writing prompts**
- Includes **activities** and at least one **printable** activity or resource

Aligned to
Common Standards

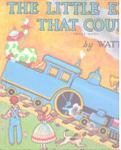
Every lesson plan aligns with grade-level standards in **Reading, Writing, Speaking & Listening and Literacy** and supports age appropriate learning mindsets and behaviors.

Seven book-based lesson plans that elaborate on the first letter of NED's name.

LESSON PLANS FOR AGES 8-12

Book Title and Author	Printable Activities	Big Ideas
 <p>A Boy Called Slow Joseph Bruchac</p>	<ul style="list-style-type: none"> • Story Structure: Create a new, personalized story based on the book structure 	Determination Taking Risks Perseverance Overcoming Obstacles Learning from Mistakes Problem Solving Practice Acceptance Empathy/Compassion Resolve
 <p>The Junkyard Wonders Patricia Polacco</p>	<ul style="list-style-type: none"> • The Definition of Genius: Poem memorization • Character Chart: Recall details and characters (includes guide) 	
 <p>Snowflake Bentley Jaqueline Briggs Martin Illustrated by Mary Azarian</p>	<ul style="list-style-type: none"> • Wilson's Snowflakes: Discussion starter/building background • KWL Chart: Critical thinking/building background 	
 <p>Martin's Big Words Doreen Rappaport Illustrated by Bryan Collier</p>	<ul style="list-style-type: none"> • Speech Transcript: MLK's I Have a Dream speech 	

LESSON PLANS FOR AGES 5-8

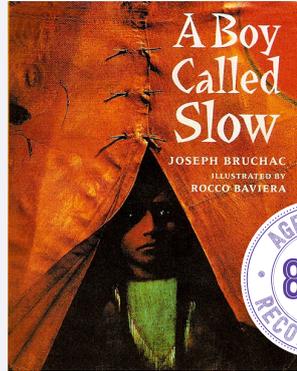
Book Title and Author	Printable Activities	Big Ideas
 <p>The Little Engine that Could Watty Piper</p>	<p>IDEAL FOR AGES 5-6</p> <ul style="list-style-type: none"> • Kid Writing: Write key phrases & story recall • Adjective Images: Oral language development 	Determination Confidence Positive Thinking Risk-Taking Practice Encourage Others Perseverance
 <p>Luke Goes to Bat Rachel Isadora</p>	<ul style="list-style-type: none"> • Goal Setting: Identify goals and achievable steps 	
 <p>Thank You, Mr. Falker Patricia Polacco</p>	<ul style="list-style-type: none"> • Emotion Words Slide: Identify emotions • Sweet Bookmarks: Personalize inspiring bookmarks 	

A Boy Called Slow

by Joseph Bruchac

Themes

Never Give Up
Determination
Perseverance
Practise



This beautifully illustrated story tells the tale of how Native American legend, Sitting Bull, earned his name. Children of the Lakota Sioux tribe earned their names based on how they were perceived by the tribe members. As a boy, Sitting Bull was named Slow. This tale of perseverance shows how Slow “Never Gave Up” as he worked hard to reach his goal of earning a new name, a name of which he could be proud.

Key Vocabulary

Legend: a popular story handed down from earlier generations. Often explains how or why something came to be.
Deed: an act or accomplishment
Vision: looking to the future at something that might happen
Bravery: quality of being fearless, ready to face danger
Courage: face fear or danger without fear of what might happen
Determination: doing what’s required to accomplish something
Reputation: what other’s think of you based on your actions
Inherited: common traits that are shared between parent and child
Murmuring: low, soft, continuous sound
Deliberate: said or done on purpose
Raid: sudden attack to take possession of others

Tricky Phrasing

Quick as the whirlwind: simile-comparing the speed of dogs pulling load to a fast moving wind
Cried in Triumph: sense of joy from success, usually after a war or battle

Native American Vocabulary

Hunkpapa band or people: one of 7 council fires of Lakota Sioux Native Americans
Lakota Sioux: also known as Teton Sioux from the Great Plains; occupied lands in both North and South Dakota
Tiyospaye: extended family; circle of relatives including mother, father, grandfather, aunts, uncles & cousins
Travois: frame for carrying a heavy load, often behind a dog
Tanned its skin: process of turning animal skin to leather
Moccasins: slipper-like shoe
Breech cloth: strip of material (usually bark, cloth or leather) that is attached to a belt and wraps from front to back
Coup stick: sticks which warriors touched their enemies in battle as a sign of courage

Aligned to Common Standards

- Reading: Literature**
- Key Ideas and Details
 - Craft and Structure
- Writing**
- Text Types and Purposes
- Speaking & Listening**
- Comprehension and Collaboration

Discussion Starters

- How did the Hunkpapa tribe name babies? How does this differ from how you were named?**
Childhood name given based on the way a child acted. Answers will vary – family name handed down, often decided before birth, always given with 1-2 days of actual birth, sometimes several names until they see baby-then decide.
- Why was he named ‘Slow’? How did his name make him feel about himself as a young boy? How could a boy change his name?**
It took him a long time to eat and come when called - every action was slow moving! He was not happy, but most young boys were not happy with their names. He had to earn a new name by having a powerful dream or by doing some brave or special deed.
- Slow ‘Never Gave Up’ trying to earn a new name. What did he do to work towards his goal?**
He listened to his mother tell stories about his father’s bravery in battle; Remembered his father sharing horses with the other people (generosity & wisdom); Used his gift of listening to animals; was proud of his father and wanted to be like him. He did his best at racing, hunting and wrestling, and

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kept practicing. He was careful and deliberate in everything he did. Once he decided, he put his head down and went forward - he NEVER GAVE UP!

4. How did the tribe prepare for battle? How was this different from how Slow prepared?

The men of the tribe put on their best clothing, marked their faces with paint, had war shields, coup sticks and lances. Slow only wore his moccasins, breech cloth and held a coup stick.

5. What happened at the battle with the Crow? Why was this significant to Slow's goal of getting a new name?

Slow didn't wait for his father to give word to attack - he went first, and so fast that the others could not catch up. He struck first in battle-he was NOT slow. He was victorious in the battle.

6. What was Slow's new name? How did it impact his life?

Tatan'ka lyota'ke means Sitting Bull. It was one of the strong names given to his father when he encountered the old bull buffalo. Sitting Bull went on to become of the greatest of all warriors. Success comes through NEVER GIVING UP (effort).

Writing Prompt

What would you like your Native American name to be? Why? What things could you do in your life to make sure your name reflected who you are? Write about your goals and include 3 specific things you will try to do so that your name is true about you. Remember - NEVER GIVE UP on your goals.

Activities

Make a Class Book

If you were to be named today based on your actions, what would your Native American name be and why? Give 2-3 examples to support your choice. Challenge students to be bold in naming their own talents and traits, particularly reserved students. Create leather-looking paper to write your final drafts for a class booklet of all the "new names" of the students. To illustrate each page, try chalk art in the style of Plains Indians (study the story's illustration style). Spray pages with fixative to keep chalk from smearing.

Write a Story

Write your own creative version of *A Boy Called Slow* in today's setting and call it "A Boy Called ____" or "A Girl Called ____." Explain why you were named. Using the printable as a guide, follow a similar story structure as author Joseph Bruchac. Follow all steps of the writing process (pre-write, draft, revise, edit, publish) to finish your story. Make a cover for your story using the leather-look paper. Share the stories with the class!

CREATE LEATHER-LIKE PAPER:

1. **Tear** paper bags open at the seam. Cut out the bottom rectangle to make a flat piece of paper.
2. **Soak** the paper in water
3. **Crumple** the bag tightly, squeezing out excess water. Unfold the paper, smooth lightly, and lay flat for drying. Leave as many wrinkles in the paper as possible.
4. **Brush** thinned brown or black paint over the paper. Use paper towels to remove most of the paint, leaving a mottled look to simulate aged leather
5. Let it **dry** completely before **tearing** the paper into desired size; do not use scissors, as the torn edge will add to the leather look. Hint: Use a Q-Tip and water to draw a curved line where you want to tear the paper - it will tear easier along the wet line.
6. Add chalk drawings & pencil writing.

PRINTABLE:

Story Structure

Info

Accelerated Reading Quiz: 16870

Name: _____ Date: _____

AUTHOR JOSEPH BRUCHAC'S WRITING PLAN	YOUR STORY PLAN
Title: A Boy Called Slow	Title: A _____ Called _____
A baby is born – <i>details about family</i>	
A baby is named – <i>the reasons for the name</i>	
How you feel about the name	
Learning what you need to do to earn a new name - <i>Explain how you will NEVER GIVE UP as you practise and get better!</i>	
The moment of triumph	
Earning the name change	
What can happen after your name is changed	

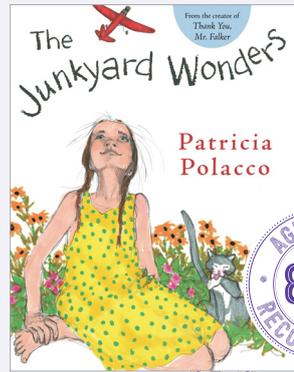


The Junkyard Wonders

by Patricia Polacco

Themes

Never Give Up
Determination
Perseverance
Overcoming Obstacles
Problem Solving
Acceptance
Empathy/Compassion



Patricia Polacco shares the marvelous story of a group of children, often made fun of because of their difficulties in school. This group of underdogs perseveres through a series of challenging events – Never Giving Up – to create the ultimate science fair project. This beautiful book deals with difficult, but relatable topics including bullying and death. It is based on a true story!

Key Vocabulary

Katydid: a large grasshopper that makes a buzzing sound by rubbing its wings together
Summoned: a call to come or meet
Stout: blocky, thick-bodied
Brusque: impolitely abrupt in speech or action,
Podium: raised platform for a speaker
Junkyard: a lot or yard in which junk is collected, stored and sold
Tourettes: childhood disorder – characteristics include sudden, repetitive movements (tics) such as twitching, eye blinking, or unusual sounds
Diabetes: a disease affecting the body's use of sugar
Nifty: attractive, stylish, cleverly contrived
Wistfully: thoughtful with sadness
Snarled: to speak sharply with anger or meanness
Lever, fulcrum and counterweights: basic tools – bar for pivoting, the point of support on which a level turns, a weight that balances another weight
Perpetual motion: once put in motion, keeps going without stopping
Destined: to send to a particular place
Propulsion: the drive to move forward
Unanimous: complete agreement by all
Sputter: a fast exclamation
Sneered: facial look – showing lack of respect

Tricky Phrasing

My heart sang: happy, joyous
Snapped to attention: quick movement to stand tall
No-nonsense voice: very serious voice – not joking around
Primed the pump: to prepare for use – to get it started (pushing gasoline through the engine)

Aligned to Common Standards

Reading

- Key Ideas and Details
- Craft and Structure
- Foundational Skills: Fluency

Writing

- Test Types and Purposes
- Production and Distribution of Writing

Speaking & Listening

- Comprehension and Collaboration

Language

- Conventions of Standard English
- Vocabulary Acquisition and Use

Discussion Starters

1. Why was Trisha excited about the first day at her new school? She was excited to have a new start where no one would think she was dumb, tease her or know she had attended special classes at her old school. She was excited because she already had a friend from the neighborhood – Kay.
2. Describe Trisha's first day at school. How do you think she felt? All the neighborhood kids ran off. When Trisha waved to Kay – she didn't wave back. She felt lost and didn't know where to go. When she asked for directions to her room the two girls made funny looks when they saw what class she was assigned to. **Have you ever felt like Trisha felt? Allow discussion time to talk about similar events at school and how they could have been avoided. How can we prevent that at our school? We might want to invite someone to sit with us if they are alone.**
3. How did Trisha's dad encourage her after the first day of school? He told her to stick it out for a

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month. He said she was not a quitter. **What does it mean to not be a quitter? Don't give up when it's hard. Do your best to stay with it.**

- 4. Mrs. Peterson wanted her students to memorize the "Definition of Genius." Review the poem line by line and have students give examples of what each line means.**
NOTE: Copy the printable of the definition for each child. Why do you think she wanted the kids to look at this poem every day? She believed it described each of them and would encourage them.
- 5. The mean kids made fun of the special children and called the class the "Junkyard." Why did Mrs. Peterson, their loving teacher, call the kids "Junkyard Wonders"?**
Things found at junk yards are usually old, broken and not very useful items that have been thrown away. Mrs. Peterson saw her students as Junkyard WONDERS – kids that could be made into something wonderful. She did not see them as junk.
- 6. How did the kids in Trisha's class become friends? What kind of things did they do together?**
Worked together, laughed together, recognized each other's strength. They did almost everything together. Discuss acceptance of others – how differences make great friendships.
- 7. How did Mrs. Peterson help the kids to not give up?**
She told them they were wrong to think of themselves as junk. She challenged, believed in and helped them to see their unique strengths. She "showed them how to shine." Note: Have students find textual evidence to support answers.

Writing Prompt

Write about a time when you were not a quitter even though it was hard and you wanted to quit. Be sure to use words that describe how you felt and things that you did to help yourself. How did others encourage you to Never Give Up?

Activities

The Definition of Genius

Add the "Definition of Genius" to student poetry journals. Have students memorize and recite it using their best intonation and meaningful fluency. *Note: Consider posting the definition in the classroom and refer to it when you need to remind your students to NEVER GIVE UP!*

Character Chart

Using the printable provided, identify why members of Trisha's Tribe were at the junk yard, what others said about them, what made them special and what they did as adults. After completing the chart, reflect on how they overcame meanness and what helped them to NEVER GIVE UP.

Brain Break: "Wondrous Possibilities"

Gather several dozen simple, everyday items - paper clips, buttons - and create your own classroom junk yard center. Each day, pick an item and ask the students to come up with **alternative uses** or **unique possibilities** of what it could be/become! Help students develop a 'think outside the box' attitude as the spontaneously create something new.

PRINTABLE:

The Defn. of Genius

PRINTABLE:

Character Chart

"WONDROUS POSSIBILITIES" EXAMPLE:

It looks like a drinking straw
but it could be....

...a water pipe for a mouse
house

...a crutch for doll.

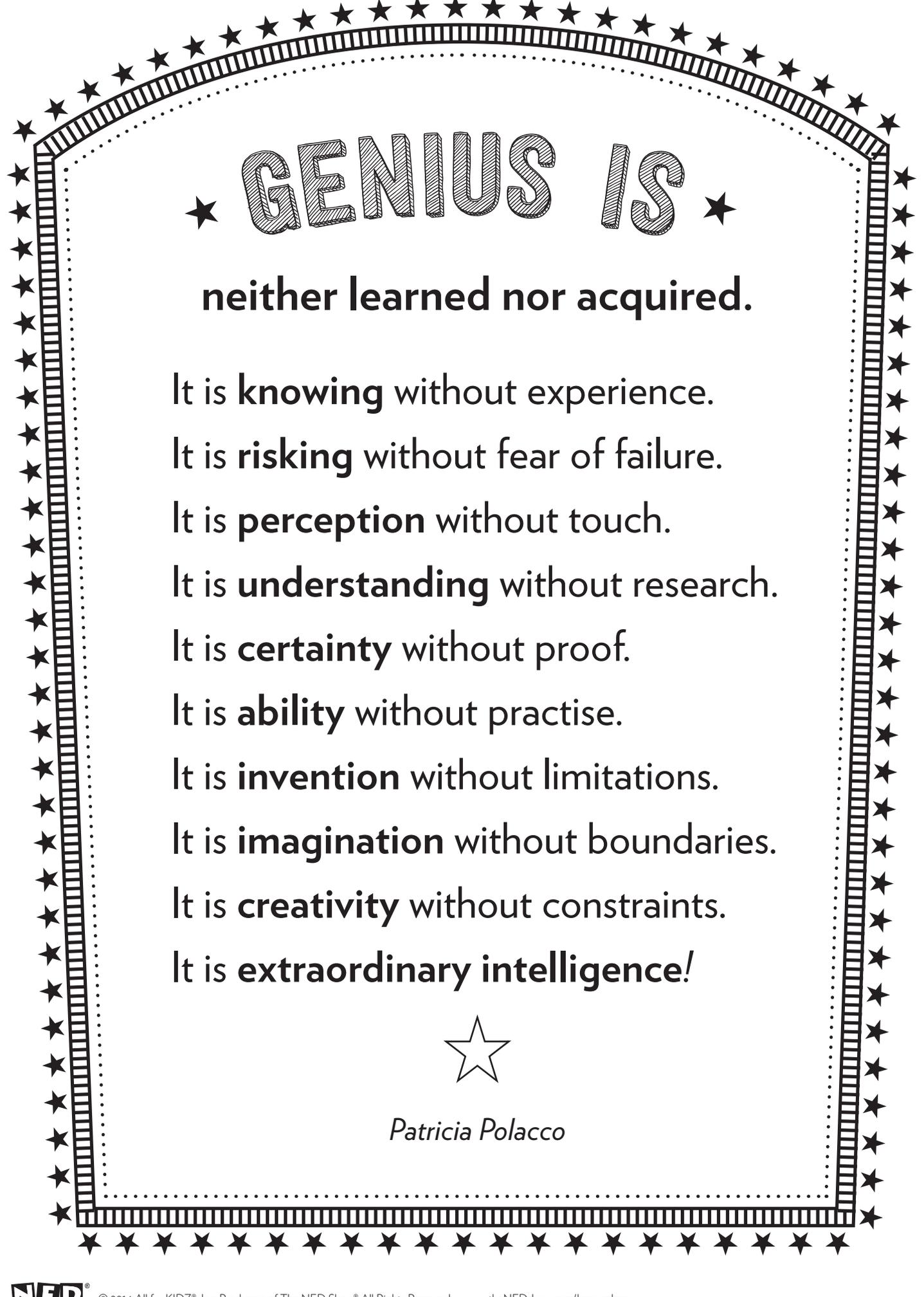
...a watermelon seed plucker.

...a toothpick for a giant.

Info

Accelerated Reading Quiz: 140945

Author website: www.patriciapolacco.com



★ GENIUS IS ★

neither learned nor acquired.

It is **knowing** without experience.

It is **risking** without fear of failure.

It is **perception** without touch.

It is **understanding** without research.

It is **certainty** without proof.

It is **ability** without practise.

It is **invention** without limitations.

It is **imagination** without boundaries.

It is **creativity** without constraints.

It is **extraordinary intelligence!**



Patricia Polacco

Name: _____ Date: _____

The Junkyard Wonders

Create a character chart for the members of Trisha's Tribe.

CHARACTER	Why were they at the Junkyard / What did others say about them?	What made them special & wonderful?	What did they eventually do as adults?
Ravanne			
Gibbie			
Jody			
Thom			
Trisha			

How did they overcome meanness? What helped them to NEVER GIVE UP?



The Junkyard Wonders

Create a character chart for the members of Trisha's Tribe.

CHARACTER	Why were they at the Junkyard / What did others say about them?	What made them special & wonderful?	What did they eventually do as adults?
Ravanne	<i>Never talked Shy</i>	<i>Whiz at maths Painted beautiful designs on silk</i>	<i>Textile Designer Fashion Designer</i>
Gibbie	<i>Had Tourettes Had tics and shouted for no reason</i>	<i>Loved to build things Mechanically smart</i>	<i>Aeronautical Engineer for NASA</i>
Jody	<i>Disease-grow too fast Super tall Body Guard</i>	<i>Loved reading Protective of friends Loyal to friends</i>	<i>Passed Away at young age from his disease</i>
Thom	<i>Called a sissy boy/ "twinkle toes" Glasses that made his eyes look big Trouble seeing</i>	<i>Loved to Dance Made everyone laugh Very clever</i>	<i>Artistic Director of American Ballet Company</i>
Trisha	<i>Couldn't read well Called dumb "Weirdos, retard"</i>	<i>Loved to draw</i>	<i>Author of Children's Books</i>

How did they overcome meanness? What helped them to NEVER GIVE UP?

Answers will vary: Believed in themselves, didn't listen to mean kids, encouraged each other, proud of who they were, did their very best, listened to the encouragement of their teachers and family, and NEVER GAVE UP.

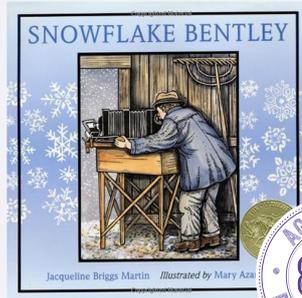


Snowflake Bentley

By Jaqueline Briggs Martin and illustrated by Mary Azarian

Themes

Never Give Up
Determination
Perseverance
Overcoming Obstacles
Learning from Mistakes
Problem Solving
Taking Risks



This Caldecott Medal-winning book is based on the real life story of Wilson Bentley. As a young boy, Willie was fascinated by nature. He spent hours observing and drawing. His favorite thing to examine was the winter snow. Drawing the individual flakes was impossible because they would melt so quickly, yet photographing individual snowflakes had never been done. So, Willie set his sights on a new invention and would spend the remainder of his life perfecting his art. His life exemplified perseverance and “Never Giving Up” on his goal!

PRINTABLE:
Wilson's Snowflakes

PRINTABLE:
KWL Chart

Build Background

Show 2 photos of Wilson’s snowflakes. Have students describe how these two flakes are different. *What makes them so different?*

What do you know about snowflakes? Jot down a list of what you think you “Know” in 3 minutes. Record it on the first column of the printable KWL chart (**K**now, **W**ant to Know, **L**earned). As a class, brainstorm a list of questions you want to learn about snowflakes. Have students fill in the “Want” column on the KWL chart (these can be the same or different than the class discussion)

Example: *Why are snowflakes white when they are made from clear ice? What makes some snowflakes appear to be round and others have arms? How big is the biggest snowflake?*

BACKGROUND INFO on SNOWFLAKES

- A snowflake is a microscopic super-cooled cloud droplet that freezes
- The droplet grows as water in the air collects on the ice crystal surface
- Complex shapes emerge as the flake moves through differing temperatures-making individual flakes unique in structure
- Most snowflakes are not perfectly symmetric due to dramatic changes as the flake falls through the cloud-each arm might not grow exactly the same
- Snowflakes appear white even though made of clear ice – diffuse reflection of the whole spectrum of light by the small crystal facets (get out your science books!).

Aligned to Common Standards

Reading: Informational Text

- Key Ideas and details
- Integration of Knowledge and Ideas

Writing

- Text Types and Purposes
- Research to build and present knowledge

Speaking & Listening

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

Language

- Conventions of Standard English
- Knowledge of Language

Discussion Starters

1. **Willie Bentley loved snow! What did he learn about snow as he was growing up? How did he learn it?** *Observed with his eyes, read his mother’s encyclopedia, studies snowflakes with microscope, studied moisture, kept record of weather, did experiments with raindrops, made drawings.*
2. **How was he able to make such detailed drawings of snowflakes at age 15? What problems did he encounter making those drawings?** *He used a microscope to enlarge the snowflake but he still had problems-melted so fast before he could finish drawing*
3. **Describe his first experience at taking pictures? What did he do to overcome obstacles and learn from his mistakes? Why did he NOT GIVE UP?** *His first photos were failures – just shadows. Mistake after mistake in the first year and he had no good pictures. He waited, solved problems and experimented the next year. He wanted everyone to see the great beauty of the tiny crystal and it was worth the time to not give up and reach his goal.*
4. **How did his parents react to his love of snowflakes?** *They both loved him, but mother was more*

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*supportive than father – she helped change father’s mind to use their life savings to buy the expensive camera. **The neighbors?** Thought him to be odd, laughed at him. **Audience at slide shows?** Seemed interested in looking at pictures. **Colleges and Universities?** Bought his photos and added to collections. **Artists and Designers?** Used his photographs to inspire their own work. **Magazine Editors?** Published his photographs. **How was he influenced when some people did NOT encourage him?** He kept working on his goal and did not let it bother him. **Can you think of time when you felt like Willie?***

- 5. How did Willie learn from his mistakes and failures?** *He kept trying even though he had no pictures for the first year. Tried new experiments - changed size of lens opening, etched on negatives, patiently waited for hours – no breathing on flakes, no twitching. **What character traits did he develop during the 50 years of working on his photographs?** Perseverance, determination, risk-taking, problem solving, divergent thinking, grit, personal satisfaction...*
- 6. How long did it take for his photographs to be published? Was it profitable? Why did he “Never Give Up,” even when he reached his goal?** *He spent every penny on his pictures. Other scientists raised money to publish his book. By 1927 he had spent \$15,000 on his work and received \$4,000 from the sale of photos and slides. He believed that others needed to see the great beauty that he saw.*
- 7. What was Willie’s gift to the world?** *His pictures and book of photographs.*

Writing Prompts

As a boy, Bentley loved snow more than anything else in world. What do you love more than anything else in the world? Why do you love it? What do you do differently because you love it?

If you were to give a gift to the world, what would it be and why? What might you have to do for the next 50 years to accomplish your goal?

Activities

The More You Know...

Assign individual or small group research projects to find answers to the questions on the KWL chart (**K**now, **W**ant to Know, **L**earned). Discuss where to find answers to their questions. Have students complete their KWL chart and then provide a time for sharing what they have learned.

Pictorial Time Line

Work as a class to make a list of important events and time line. Have each student create a pictorial time line that shows Wilson Bentley’s life. Make sure you visually represent the amount of time it took him to reach his personal goal. Remember, it’s important to “Never Give Up”!

DATE	SIGNIFICANCE
Feb 9, 1865	Wilson Bentley born
Age 14	Homeschooled by his mother
Age 15 – 17	Used a microscope to try and draw snow crystals.
Age 17	Parents gave him the camera with a microscope
Age 17-50	NEVER GAVE UP Developed his technique of microphotography
Age 66	First Snowflake book was published
Age 66 Dec 23, 1931	Walked in blizzard, ill with pneumonia and died
1971	Museum in his honor opened

Resources

Accelerated Reading Quiz: 27678

Visit www.snowflakebentley.com, the official Snowflake Bentley Web Site, operated by the Jericho Historical Society in Jericho, Vermont (hometown of Wilson A. Bentley)!

WILSON'S SNOWFLAKES

Wilson A. Bentley, 1902
Public Domain

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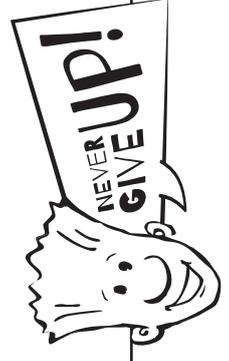


TOPIC: _____

KNOW

WANT TO KNOW

LEARNED



Martin's Big Words

by Doreen Rappaport and illustrated by Bryan Collier

Themes

- Never Giving Up
- Resolve
- Determination
- Overcoming Obstacles
- Encouraging Others



This illustrated biography of Dr. Martin Luther King's childhood and adult life draws attention to the meaningful words and statements that echo from the pre-Civil Rights era through today in the USA. We learn about Dr. King's resolve to NEVER GIVE UP during his life-long struggle for justice, fairness, equality, and love for all people. 2002 Caldecott Honor Book for distinguished American picture book.

Key Vocabulary

Blistering: extremely hot; severe or harsh (words or weather)

Indian nation: referring to country of India and not American Indians

Movement: effort made by many to achieve a goal; organized effort to bring about change

Protest: doing something publicly to show they are angry and disagree with something that they believe is unfair or wrong

Segregation: the practise of keeping people with differences apart and making them live or work separate from others

Threatened: warning of trouble or harm to come

Civil Rights: rights given by a nation's government to ALL its citizens

Discussion Starters

1. **Remind students of the meaning of imagery and metaphor. Show the illustration of the stained-glass windows that are in the first pages of the book. Tell students that the illustrator intended it as a metaphor.**
2. **What could the windows represent in a book about Dr. Martin Luther King Jr.?**
Answers may vary, though one answer is that the multiple colours symbolize multiple races.
3. **Are there other metaphors in the book?**
Answers may vary, though one answer is that the four candles in the last picture represent the four girls who were killed in the Sixteenth Street Baptist Church.
Share the illustrator's note in the front of the book to further make these connections.
4. **The illustrator used collage as the artistic style for this book. Why might the author and illustrator wanted to choose to use that style for a book about Dr. King?**
In the collage style, many different things are pieced together (even if they don't have a clear relationship to each other). This allows the reader to bring their own meanings, experience and interpretation to the story.

IMAGERY & METAPHOR

A **metaphor** is a figure of speech that compares two unrelated objects without using the words "like" or "as." *EX: The wheels of justice turn slowly.* Wheels help something move forward. Justice often takes a long time to move forward.

Imagery is a visual representation. Imagery is often used in literature in order to help the reader to better understand the meaning of words by using the senses: seeing, hearing, smelling, tasting, and even emotions.

The Artistic Style of **COLLAGE**

Collage is a type of visual artwork in which diverse and seemingly unconnected things, such as photographs, flowers, newspaper words, hair, or other objects are all pasted upon a surface to form a complete picture.

Aligned to Common Standards

Reading: Informational Text

- Determine a central idea of a text and how it is conveyed through details
- Determine meaning of words and phrases in a text (including figurative use)
- Integrate information presented in different media formats to develop understanding of a topic

Writing

- Write informative texts to examine a topic or idea
- Conduct research to answer a question

Speaking & Listening

- Present knowledge while including multimedia components to clarify information.

Martin's Big Words

by Doreen Rappaport and illustrated by Bryan Collier

Themes

Never Giving Up
Resolve
Determination
Overcoming Obstacles
Encouraging Others

- 5. In the first illustration of Martin and his mother, what do you see in the collage and why do you think the illustrator included each specific detail?**
You see a waste basket (a waste basket holds things that are unwanted. The young MLK felt bad and unwanted), church steeples (churches and their leaders were actively talking about race issues during this time - some churches supported segregation, other churches said that it was not what God intended for people), windows (a symbol for different views), and arrows (a symbol for change and progress).
- 6. This illustrator, Bryan Collier, commented in an interview that "In storytelling, one image has to introduce the next." Throughout the illustrations in this book, can you identify ways that each image introduces the next image?**
Some connection could be made on every page. Early in the book, there is a picture of Martin reading the Bible as a child. On the next page, he is grown up and is the preacher at a church.
- 7. Why is this book titled Martin's BIG Words? What are the literal and figurative (metaphorical) meanings of the word "big"?**
The word "big" does not just mean big in length, but it also means big in significance. The words would make a big difference for billions of people throughout the rest of history.
- 8. In one quote from the book, Martin is saying, "When I grow up, I'm going to get big words, too." What did he mean by this? What would he need to do in order to get what he wanted and intended?**
He meant that he wanted to grow up with the courage to use words that motivate people to believe in goodness and in love and in a community of peace.
- 9. What obstacles did the civil rights movement face? What obstacles did Dr. King face?**
Discuss how some goals have many obstacles & can take more than a lifetime to achieve: The supreme court decided in 1896 (Plessy vs. Ferguson) that segregation would be lawfully supported. This was not overturned until 1954 (Brown vs. the Board of Education). In 1956, many black leaders were arrested for leading "bus boycotts." Black voter registration activists are killed in the 60s as they organized for the rights for black people to vote. Dr. King was imprisoned and eventually killed for his civil rights stance.
- 10. What was achieved within Dr. King's lifetime?**
The busses were desegregated in 1956. The 24th amendment was written to abolish the obstacles that prevented southern blacks from voting. President Johnson signed the Civil Rights Act of 1964 prohibited discrimination based on race, colour, religion, or national origin. The law also provided the government with powers to enforce desegregation.

Resources

For more info...

Accelerated Reading Quiz: 57412

Speech Audio: www.americanrhetoric.com/speeches/mlkihadream.htm (apprx. 17 mins)

National Archives: www.archives.gov/press/exhibits/dream-speech.pdf

Themes

Never Giving Up
Resolve
Determination
Overcoming Obstacles
Encouraging Others

Martin's Big Words

by Doreen Rappaport and illustrated by Bryan Collier

11. What parts of Dr. King's dream are still being pursued?

Answers could vary widely. Some answers may allude to every race being equally represented when it comes to good housing, health care, wealth and leadership.

12. How is the Civil Rights movement an example of people never giving up?

People never gave up on the dream that racial justice and equality could be achieved in the US despite the hardships, riots, police brutality, that all of the civil rights organizers would face throughout their struggle. The struggle toward full racial equality continues to require that people never give up, as it takes many generations to correct the horrible aspects of history.

Writing Prompts

Think of something big that you want to do to make better in the world - something that will take your best effort for every year of your life. Why is this thing important enough to you to never give up on, even if it takes many years?

Using at least two sources, research a human/civil rights champion (Examples: Mahatma Gandhi, Cesar Chavez, Aung San Suu Kyi). Write a report that describes two specific situations where, despite a major challenge, this person decided to NEVER GIVE UP on her/his movement? Make a reasoned argument for why never giving up was critical in each situation.

Activities

Big Words

Make copies of the printable, containing the full speech text of *I Have a Dream*, for each student. Instruct students to highlight five words that have the "biggest" meaning for them, personally. Ask students: *How would you explain the meaning of those words to someone else? Why are each of those words personally important to you?*

NOTE: If you have students who also speak a language other than English, ask them if they know their chosen "big" words in the other language. Does it's meaning change at all?

Little "Big" Speech

Using the "big" words that you highlighted from the *I Have a Dream* speech, create a short speech about a "big" dream you have for your school, country, or world. Incorporate at least one picture to support your presentation and start your speech with: *"I have a dream that one day..."*

"Big" Signs

Divide students into small groups. Assign each group to make signs that declare a "big" word. Then, using art materials (markers, coloured pencils) and/or collage materials (newspaper, magazines), add imagery that supports the big word on the sign. Once signs are completed, have groups present the meanings of their signs to the rest of the class.

 PRINTABLE:
Speech Transcript

I Have a Dream

Martin Luther King Jr.

28 August 28, 1963, Lincoln Memorial, Washington D.C.



“ I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.

Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.

But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languished in the corners of American society and finds himself an exile in his own land. And so we've come here today to dramatize a shameful condition.

In a sense we've come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men, yes, black men as well as white men, would be guaranteed the "unalienable Rights" of "Life, Liberty and the pursuit of Happiness." It is obvious today that America has defaulted on this promissory note, insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked "insufficient funds."

But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. And so, we've come to cash this check, a check that will give us upon demand the riches of freedom and the security of justice.

We have also come to this hallowed spot to remind America of the fierce urgency of Now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quicksands of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality for all of God's children.

It would be fatal for the nation to overlook the urgency of the moment. This sweltering summer of the Negro's legitimate discontent will not pass until there is an

invigorating autumn of freedom and equality. Nineteen sixty-three is not an end, but a beginning. And those who hope that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual. And there will be neither rest nor tranquility in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.

But there is something that I must say to my people, who stand on the warm threshold which leads into the palace of justice: In the process of gaining our rightful place, we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred. We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again, we must rise to the majestic heights of meeting physical force with soul force.

The marvelous new militancy which has engulfed the Negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny. And they have come to realize that their freedom is inextricably bound to our freedom.

We cannot walk alone.

And as we walk, we must make the pledge that we shall always march ahead.

We cannot turn back.

There are those who are asking the devotees of civil rights, "When will you be satisfied?" We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can never be satisfied as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. We cannot be satisfied as long as the negro's basic mobility is from a smaller ghetto to a larger one. We can never be satisfied as long as our children are stripped of their selfhood and robbed of their dignity by signs stating: "For Whites Only." We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. No, no, we are not satisfied, and we will not be satisfied until "justice rolls down like waters, and righteousness like a mighty stream."¹

I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh

from narrow jail cells. And some of you have come from areas where your quest - quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive. Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed.

Let us not wallow in the valley of despair, I say to you today, my friends.

And so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal."

I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today!

I have a dream that one day, down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of "interposition" and "nullification" -- one day right there in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a dream today!

I have a dream that one day every valley shall be exalted, and every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight; "and the glory of the Lord shall be revealed and all flesh shall see it together."²

This is our hope, and this is the faith that I go back to the South with.

With this faith, we will be able to hew out of the mountain of despair a stone of hope. With this faith, we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith, we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

And this will be the day -- this will be the day when all of God's children will be able to sing with new meaning:

My country 'tis of thee, sweet land of liberty, of thee I sing.
Land where my fathers died, land of the Pilgrim's pride,
From every mountainside, let freedom ring!

And if America is to be a great nation, this must become true.

And so let freedom ring from the prodigious hilltops of New Hampshire.

Let freedom ring from the mighty mountains of New York.

Let freedom ring from the heightening Alleghenies of Pennsylvania.

Let freedom ring from the snow-capped Rockies of Colorado.

Let freedom ring from the curvaceous slopes of California.

But not only that:

Let freedom ring from Stone Mountain of Georgia.

Let freedom ring from Lookout Mountain of Tennessee.

Let freedom ring from every hill and molehill of Mississippi.

From every mountainside, let freedom ring.

And when this happens, and when we allow freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual:

Free at last! Free at last!

Thank God Almighty, we are free at last!³ ”



¹Amos 5:24 (rendered precisely in The American Standard Version of the Holy Bible)

²Isaiah 40:4-5 (King James Version of the Holy Bible). Quotation marks are excluded from part of this moment in the text because King's rendering of Isaiah 40:4 does not precisely follow the KJV version from which he quotes (e.g., "hill" and "mountain" are reversed in the KJV). King's rendering of Isaiah 40:5, however, is precisely quoted from the KJV.

³At: http://www.negrospirituals.com/news-song/free_at_last_from.htm

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