**Dr. Martin Luther King, Jr. Day and Ruby Bridges**

Lesson Plans for Grades 2 and 3

If you have a Studies Weekly teacher account, please log in to access the videos and/or articles mentioned in the lesson plan. If you do not have a Studies Weekly teacher account, or you do not have access to the publication listed, please be our guest and use our demo account. To access your state materials you will need to use the two-letter U.S. Postal code for your state followed by “teacher.” To log in with a demo account:

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**Materials List:**

* Projector
* Video – ***Dr. Martin Luther King, Jr. Day***

<https://www.youtube.com/watch?v=f2IyJtifk1M>

* Chart paper for a KWL Chart “MLK Day”
* Chart paper for “Attributes of a Leader”
* “Anatomy of a Leader” blackline master
* Pencils
* Crayons

**Approximate time the lesson will take not including the video:**

* 45 minutes

**Balanced Literacy Format:**

* Shared Writing
* Independent Writing

**Lesson Presentation Format:**

* Whole group and/or small cooperative groups
* Independent

**Specific strategies:**

* KWL Chart – MLK Day
* Identifying attributes of a leader
* Using domain-specific vocabulary correctly and in context

**Activity:**

1. Introduce the topic of MLK Day and explain to the students you will be completing a shared KWL Chart. The students will provide the responses and ideas and the teacher will record them on the chart. You may wish to show the video ***KWL Chart by Studies Weekly:*** <https://youtu.be/xl6ZO8m0SWg?list=PLbyFI5Kz6Y_UNg-3PwIPq0z8bLny-thsq>
2. Begin in the “K” column of the chart. Ask students what do they **know** about MLK Day. Allow for several students to respond. Record their answers in the “K” column.
3. Then address the “W” column of the chart. Ask students what they **want to know** about MLK Day. Allow for several students to respond. Record their answers in the “W” column.
4. As a whole class, watch the video, ***Dr. Martin Luther King, Jr. Day.***
5. Next move to the “L” column of the chart. Ask students what do they **learned** about MLK Day. Be sure to revisit the “W” section of the chart and answer those questions. Allow for several students to respond. Record their answers in the “L” column.
6. Now use the second piece of chart paper. Use the title “Attributes of a Leader” and provide a definition of the word “attributes.”
7. Ask students to brainstorm what types of attributes or qualities a good leader should have. Remind students to think back to the video of ***Dr. Martin Luther King, Jr. Day*** and other leaders in their lives (e.g. school principal, the mayor, a soldier, the president, etc.). Record student responses on the “Attributes of a Leader” chart.
8. Make one copy of the blackline master “Anatomy of a Leader” for each student. Read each section to the class and have students use the KWL Chart and Attributes of Leaders chart to help them complete the activity.
9. Students may share one or two of the sections of the blackline master “Anatomy of a Leader” and color the human being if time allows.

**Differentiated Instruction**:

1. Place students in small cooperative groups or with one partner. Provide students with chart paper titled “Attributes of a Leader.” Have students brainstorm with their partner or small cooperative group what types of attributes or qualities a good leader should have. Remind students to think back to the video of ***Dr. Martin Luther King, Jr. Day*** and other leaders in their lives (e.g. school principal, the mayor, a soldier, the president, etc.).
2. Have one person from each group report back to the whole class. The teacher should record student responses on the final “Attributes of a Leader” chart. For repeated words/attributes, the teacher should place a checkmark next to the word.

**Enrichment Activity**:

* Have students view the ***Ruby Bridges: Civil Right Activist*** video.
* Have students go back to their small cooperative groups or whole groups and add to the “MLK Day” KWL Chart and “Attributes of a Leader” chart.
* Create a shared, whole group Venn diagram to compare and contrast MLK and Ruby Bridges. Some answers may include: both were civil rights activists, both were African-Americans, both grew up and lived in the southern part of the United States, both were peaceful and both judged people on the content of their character, not the color of their skin; differences may include: male/female, adult/child, went to Washington, D.C./went to a “desegregated” school, etc.

**Quiz:**

1. What does “judging people on the content of their character, not the color of their skin,” mean in your own words?
2. Dr. Martin Luther King, Jr. was arrested for **advocating** for others. What does the word “**advocating**” mean in this sentence?
   1. throwing rocks
   2. supporting
   3. going to school

**Answer Key/Complexity Level:**

1. Acceptable answers may include: Deciding if you like or dislike someone by the way they act or treat other people, animals or things instead of what they look like (color of their skin, how tall they are, what kind of clothing they wear, etc.). Moderate/3 or 4
2. B Low/2

**Anatomy of a Leader**

**Directions**: You will design the **ultimate** leader! Use the Studies Weekly videos and the charts you and your classmates created to help you during this activity. Read each box carefully and complete all sections. If you finish early, you can color in your leader (lightly with crayon or colored pencil so your work is still visible).

Leaders can be adults, or children, men or women. Leaders can be rich, poor, tall, short, or:

Leaders have many **attributes** or qualities. Here are just some of the **attributes** of a leader:

These are some of the things leaders **do** to help people, animals and the world:

Add eyes, ears, a nose, mouth, hair, clothing, and accessories (like a belt, tie, scarf or hat) to your leader! Ranger!