



Lesson Plan

Performance: I Have a Dream: The Life and Times of Martin Luther King, Jr.

Grade Level: 4th Grade

Subject: Language Arts/Social Studies

Materials: GrandKids pre-performance DVD, paper, pencils

GPS Language Arts ELA 4W2 The student demonstrates competence in a variety of genres.

ELA 4W2b. The student produces a response to literature that: Advances a judgment that is interpretive, evaluative, or reflective.

GPS Information Processing Skills—Goal: The student will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions.

Skill 7. Interpret timelines.

GPS Music (draft) C. Critical Analysis/Investigate

M4GM.8b. Explain personal preferences for specific musical works and styles using appropriate vocabulary.

D. Cultural and Historical Context

M4GM.9b. Describe the relationship between music and disciplines outside the arts.

Objective: Students will write their own “I Have a Dream” speech.

Focus/Review: Students will read pages 532-555—“Happy Birthday, Dr. King” in the Houghton Mifflin Reading 4th grade textbooks. Students will read “Standing Tall” by Jamie McKenzie (www.fno.org/poetry/standing.html). Students will view the GrandKids DVD.

Teacher Input: The teacher will lead the class in a discussion of MLK. Students will help construct a list of important events from Martin Luther King’s life on the board. Important civil rights events to be included are: Rosa Parks’ bus ride, the “I Have a Dream” speech, and integrating Little Rock’s schools.

Guided Practice: The teacher will lead the students in discussing the key events that led to the establishment of a holiday in honor of Martin Luther King, Jr. Students will listen to “We Shall Overcome” ([Making Music](#), Silver Burdett, 4th grade). Students will discuss how the lyrics impact their lives today. Students will discuss the lyrics of the song and describe how songs can compare to poetry.

Independent Practice: Students will view the GrandKids performance *I Have a Dream: The Life and Times of Martin Luther King, Jr.* After viewing the performance, students will write some of the ‘dreams’ that Martin Luther King talked about in his speech on the board. Students will discuss how any of these dreams became a reality.

Closure: Students will write their own “I Have a Dream” speeches and include the things they dream about for themselves, their families, their country, and the world.

Resource: www.theatreiv.org/index.html

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