



MISSISSIPPI
EXEMPLAR
Units *&* Lessons

ENGLISH LANGUAGE ARTS

Grade 5

Lesson 7: I Have a Dream

Focus Standard(s): RI.5.2, RI 5.9, W. 5.3

Additional Standard(s): RF.5.4, L.5.5a

Estimated Time: 180 minutes (2 days)

Text(s): *Civil Rights Leaders: Martin Luther King Jr.*

Resources and Materials:

- [Civil Rights Leader: Martin Luther King Jr.](#)
- [Martin Luther King Jr.](#) (video)
- Handout 7.1 “Dreams”
- Handout 7.2 Poetry Choice Board
- Teacher Resources and Research:
 - [Cornell/Two-Column Note-Taking Chart](#)
 - [Parallel Lines](#)
 - [Newsela](#)
 - [Readworks](#)
 - [Commonlit](#)
 - [Four Door Chart](#)
 - [ReadWriteThink](#)
 - [Poets.org](#)

Guiding Question(s):

- How can I use relevant information from multiple sources to create a narrative poem?
- How did the contributions of Martin Luther King Jr. have an impact on the Civil Rights Movement?

Lesson Target(s):

- Students will gather relevant information from multiple sources about one topic and compose a narrative poem about the same topic.

- Students will identify how the contributions of Martin Luther King Jr. impacted the Civil Rights Movement.

Vocabulary

Academic Vocabulary:

- Main Idea
- Paraphrase
- Relevant
- Summarize

Instructional Strategies for Academic Vocabulary:

- Read and discuss the meaning of word in multiple contexts

Direct Instruction Text Vocabulary:

- Activist
- Social Justice

Instructional Strategies for Direct Instruction Text Vocabulary:

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion
- Read and discuss the meaning of word in multiple contexts
- Students write/discuss using the words

Symbol

Type of Text and Interpretation of Symbol



Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level

✓

Assessment (Pre-assessment, Formative, Self, or Summative)

Instructional Plan

Understanding Lesson Purpose and Student Outcomes

Post the following I Can statements on the board and review with students prior to the lesson:

- I can gather relevant information from multiple sources about one topic and compose a narrative poem about the same topic.
- I can identify the relevance of Martin Luther King's actions as it relates to other events during the Civil Rights

Anticipatory Set/Introduction to the Lesson: Poem of the Day

Provide students with **Handout 7.1 “Dreams”** and have follow the steps below:

1. Read or recite the text aloud as students follow along.
2. Instruct students to whisper read the poem.

Note: Provide [whisper phones](#) if available.

3. Choral read the text with the class.

✓ Provide students with a dry erase board and markers to answer the following questions. Use a checklist to monitor answers.

- What type of poem is this? (*Free Verse*)
- What type of rhyme scheme do you notice? (*ABCB*)
- How many stanzas are in this poem? (*2*)
- How many lines are in this poem? (*8*)
- Locate one example of figurative language. Write the phrase and identify the type of figurative language.

Review answers with the students.

Display the poem on chart paper or the overhead. Tell students this poem was written by Langston Hughes. Review what students already know about this poet. Have students answer the following questions while participating in [Parallel Lines](#):

- What do you think this poem is about?
- How is this poem similar or different from the others we have read?
- How does this poem relate to the Civil Rights Movement?

Activity 1: Martin Luther King

T: Today we will continue learning about major figures in the Civil Rights Movement by focusing our attention on Martin Luther King Jr. What do we already know about his contributions to the movement?

S:

T: We will continue using our note-taking strategy to gather information by paraphrasing, determining the main idea, and summarizes the most relevant information.

Show the video [Martin Luther King Jr. Day](#) pausing periodically to lead the students through taking notes in their poetry journals.

Ask the following questions:

- What was the connection between Martin Luther King and Rosa Parks?
- Are there any important dates we can add to our timeline?

T: We will now participate in learning stations where we can learn more about the life and legacy of Dr. Martin Luther King, Jr.

Activity 2a: Guided Reading

Using the article, [Civil Rights Leaders: Martin Luther King Jr.](#) lead students through gathering relevant information using the [Cornell/Two Column Note Taking Strategy](#). Use a checklist to monitor which students need additional support with this strategy. Additional mini-lessons will be needed for these students during the independent research phase.

Activity 2b: Comprehension Station

Choose an appropriately-leveled nonfiction text about Martin Luther King Jr. ([Newsela](#), [Readworks](#), and [Commonlit](#) provide free downloadable material). Have students work together to complete a [Four Door Chart](#) (pg. 106-112) of the text. Students should also be instructed to add any important information about Martin Luther King into their notebooks.

Activity 2c: Computer Station

Choose from the following options or allow students to choose one of the following to complete this station's activity:

- Explore games and videos [BrainPop: MLK Jr.](#)
- Explore videos and articles at [Martin Luther King Jr. Videos](#)

Activity 2c: Fluency Station

Choose at least three poems from [Poets.org](#). Make multiple copies of each. Have students choose one add one to their poetry notebook and follow the student directions below:

1. Read and reread the poem until you are able to do it fluently and with appropriate tone and expression. Use the spoken language portion of the Rules for Recitation/Parameters for Poetry to guide you.

2. Record your reading on the computer (or other recording device). State the name of the poem and your name. (*This is, "Ruby Bridges' Brave Step" by Sarah Smith.*)
3. Play back the recording. Listening carefully to ensure all expectations were met.
4. If you are pleased with the recording, save it in the recordings file with the name of the poem and your name. This can be used later in a listening center.

Note: Explicit instruction will be needed on how to use the recording device.

Activity 2d: Poetry Station

Provide students with **Handout 4.3 Choice Board**. This may be given as a handout to students or displayed on chart paper. Students may create their own poems these using one of the resources found at [ReadWriteThink](#) and then copy their finished poem into their notebooks.

Activity 3: Narrative Poem Writing

Display an enlarged version of **Handout 6.2 Four Square Template**. Tell students they will once again work through creating a narrative text. This narrative will be about the life of Dr. Martin Luther King, Jr.

T: Remember, we need to identify the character, the setting, and discuss the plot, which involves the beginning, middle, and end. This Four Square Graphic Organizer can be set up in many ways. For today, we will let each box represent a stanza. The first stanza will describe the character and setting. The second stanza will tell the beginning, the third stanza will tell the middle, and the fourth stanza will give us the ending. Each stanza can represent more than one sentence.

Work with students to complete the graphic organizer by entering just a few key words into each box. Practice orally rehearsing each portion until students can retell the entire story of Dr. Martin Luther King Jr. Follow these steps to ensure all students are able to also orally rehearse the story.

1. Model how to recite the story, referring to the key words on the graphic organizer and gestures.
2. Conduct a choral recitation of the story with the class.
3. Place students with a partner. Have partner A retell the story.
4. Have Partner B retell the story.
5. Have students retell the story as you write it on chart paper.

T: Now, working with your group, create a narrative poem based on the information from what you just wrote. This poem must have 12 lines and at least one example of figurative language. You can decide on the number of stanzas and rhyme scheme.

After students have completed this task, have them copy their poems on chart paper and allow students to participate in a [Carousel Activity](#) in which they are able to read and make comments on other group's poems.

Reflection and Closing

T: How can we apply what we learned about today to our performance task?

Direct students to place ideas in the reflections section of their notebook.

Ideas to Remember	Example/Explanation	How will I apply this idea to my performance task?

Homework

Student Directions:

Begin researching other contributors to the Civil Rights Movement. In your notebook, list three possible figures that you are interested in researching:

Handout 7.1: “Dreams”

DREAMS

Hold fast to dreams
For if dreams die
Life is a broken-winged bird
That cannot fly.

Hold fast to dreams
For when dreams go
Life is a barren field
Frozen with snow.

Handout 7.2: Poetry Choice Board

Poetry Choice Board

Choose at least three of the following to write poetry about the life, legacy, or ideals of Martin Luther King Jr.

Write an acrostic poem using a key term from the Civil Rights Movement.	Write a poem using an <i>ABAB</i> rhyme scheme	Write a diamante poem.
Write a poem using an <i>ABCB</i> rhyme scheme.	Write 3 haiku poems.	Write a free verse poem with at least 4 stanzas.
Write 2 cinquain poem.	Write a poem with at 12 lines.	Write a poem using figurative language.

For training or questions regarding this unit,
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