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| Unit Title | What did Martin Luther King Jr. do? | | |
| Unit Summary | This unit is to introduce Martin Luther King Jr. and his work to kindergarten students who live in predominantly white neighborhood. The students will observe skin colors, learn how people used skin colors to segregate people, and learn what Martin Luther King Jr. and other people worked to change/improve the society.  This unit plan is designed for Japanese immersion classes. It is taught in January to commemorate MLK’s birthday. I will note that the student’s Japanese skills are very limited at this point.  The goals of the unit  1) each of us has unique skin color, 2) the students know MLK wanted things to be fair , 3) there are other people who worked on changing wrong rules such as Rosa Parks and Ruby Bridges, and  4) when the rule is not correct we can change it by for example protesting | | |
| Subject Area | Social Studies Arts | Grade Level | Kindergarten |
| Teacher |  | Estimated Time Needed | Two weeks |
| Targeted Content Standards (i.e. state standards, CCSS, national standards) | Washington State GLE 1.1.1 Understands the key ideals of justice and fairness within the context of the classroom community  Washington State GLE 5.1.1 Understands one’s point of view | | |
| Accommodations for differentiated instruction | Academic and linguistic advanced students: Reading books in a small group and present to the whole class  Struggling students: individual support from IAs and tutors, GLAD strategies (pictorials). Teacher will provide visuals and online video clips to promote students’ interest about MLK.  Teacher will organize students into small groups. | | |
| Materials/Resources | **Books**  The Colors of Us by Karen Katz  National Geographic Readers: Martine Luther King, Jr.  Martine’s Big Words: The Life of Dr. Martin Luther King, Jr. by Doreen Rappaport  My Dream of Martin Luther King by Faith Ringgold  The Story of Martin Luther King, Jr. by Johnny Ray Moore  If A Bus Could Talk: The Story of Rosa Parks by Faith Ringgold  Rosa by Nikki Giovanni  The Story of Rosa Parks by Patricia A. Pingry  The Story of Ruby Bridges by Robert Coles  Through My Eyes by Ruby Bridges  Two of the books above are available in Japanese. Board books are chosen because the words were easier to be translated in Japanese.  **Skin color paints**  **Construction papers**  **Fabrics and yarns**  **Photos** | | |

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| Global Perspectives/Cultural Competence/21st Century Skills |
| 21st Century Skills Creativity – The student develops a successful solution to a real-world problem. x **Collaboration – Students work and make decisions together.**  x **Communication – Students produce extended communication.**  x **Critical Thinking – The student constructs knowledge. They analyze/synthesize/evaluate.** Cultural and Global Competenciesx Investigate the World Students investigate the world beyond their immediate environment   x Recognize Perspectives Students recognize their own and others’ perspectives x Communicate Ideas Students communicate their ideas effectively with diverse audiences, students listen effectively x Take Action Students translate their ideas into appropriate actions to improve conditions  Proficiency in Second Language (Students learn other languages and understand the culture of the people who speak them)   |  |  |  | | --- | --- | --- | | Spanish | Mandarin | xJapanese | |

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| Assessment | | |
| Before Unit | During Unit | After Unit |
| KWL chart  Show photos of MLK and ask who he is and what he did. | People Figure with their own skin color  Writing of their own big dream | Poster to show unfairness of the story of the origin of Chinese zodiac animals and solutions MLK would have proposed. |

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| **Content** | **Essential Questions** | **Skills** |
| Background Knowledge - KWL Chart | What do you know about Martin Luther King, Jr.?  What do you think this person in the photo did for us? | Describing, connecting/inferring to their life experience |
| Biography of MLK  Focus on fairness | What do you think MLK did?  What do you think happens when things are not fair at school? | Comparing and contrasting |
| Skin Colors  “The Color of Us” | What are names of skin colors in “The Color of Us”?  Do you know anybody whose skin color is ones in the book?  What do you think is you skin color?  What do you think is your classmate’s skin color? | Observing  Describing  Explaining |
| Painting a paper people figure with their own color | How do you make your skin color? | Describing  Observing |
| Dressing the figure with fabrics and yarns | How do you dress up yourself? | Describing  Explaining |
| Looking at several different photos of MLK such as him with his family and him with marching children | What kind of person do you think MLK is? | Observing  Connecting/inferring  Explaining |
| “Martin’s Big Words” | What are Big Words in the book? | Listening for understanding  Connecting |
| “I have a Dream” speech video clip | What was MLK’s Big dream? | Listening for understanding  Describing |
| Our big dream | What is your big dream? | Describing  Inferring |
| Biography of MLK  Using a ‘panorama’ book of ‘My Dream of Martin Luther King | How did MLK’s dream affect people around him? | Describing |
| Rosa Parks | Who is Rosa Parks?  What are similarities and differences between MLK and Rosa Parks? | Comparing and contrasting |
| Ruby Bridges | Who is Ruby Bridges?  What are similarities and differences among Ruby Bridges, MLK and Rosa Parks?  What would you do if you were Ruby Bridges? | Comparing and contrasting  Connecting/inferring |
| Finding unfairness in a story  Reading a book about how the Chinese Zodiac was made.  (January is a month to celebrate a new year and we learn many rituals in Japan. The zodiac is an important part of Japanese culture.) | What is unfair about the story?  What would you do if you were the emperor?  What would you do if you were the animals?  What would you do if you were the cow? | Connecting/inferring |
| Take action | What are unfair things happening in the class/the school?  What can we do? | Investigating  Evaluating |