

Vocabulary Handbook

Martin Luther King Jr.

by Rob Lloyd Jones

Name: _____

	WORD PART	MEANING	PART OF SPEECH
-able	suffix	able to, can be done	adjective
ac-	prefix	to, toward	
ad-	prefix	toward	
-age	suffix		noun or verb
agit	root	to shake up, to act, to lead	
-al	suffix		adjective
-ar	suffix		adjective
-ary	suffix		adjective
-ate	suffix		verb
bat	root	attack	
bellis	root	beauty	
ceal	root	hide, hidden, secret	
civ (cit)	root	city; person inhabiting a city	
clud	root	shut out	
com-	prefix	with, together	
commu	root	common, public, people	
con-	prefix	with, together	
contra-	prefix	against, opposed to	
cour	root	heart	
cris	root	to separate, pull apart	
cuse (caus)	root	cause, reason, purpose	
de-	prefix	down; completely; undo	
dict	root	to talk, speak, tell	
dis-	prefix	not; opposite of	
divid	root	separate	
-ed	suffix		past tense verb or adjective
em-	prefix	into	
en-	prefix	to provide with	
-en	suffix		verb
-ence	suffix		noun
equ	root	same, fair	
ex-	prefix	out, out from, away	
extra-	prefix	beyond	
fac	root	to make, do, cause	

famil	root	close relationship	
fend	root	guard, protect	
fi	root	to make, to cause	
fid	root	belief, trust, faith	
flict (flic, flig)	root	to strike, to destroy	
flu	root	flowing, moving smoothly	
fort	root	well-being, safety, strength	
-ful	suffix	full of	adjective
greg	root	come together, gather	
gener	root	kind	
-ic	suffix		adjective
-ice	suffix		noun
-il	suffix		adjective
in-	prefix	not; toward; inside	
-ing	suffix		present tense verb
-is	suffix		noun
-ism	suffix	belief in, practice of	noun
-ity	suffix		noun
ject	root	throw	
jud	root	to judge	
-ly	suffix		adjective or adverb
-ment	suffix		noun
mire (mira, mirac)	root	to wonder at	
noc	root	to harm, to injure	
-or	suffix	someone who	noun
ordin	root	order	
-ory	suffix	a place	noun
-ous	suffix		adjective
pathy	combining form	feeling, perception	
per-	prefix	through, across	
peril	root	danger	
pleas (plac)	root	to please, peacefulness	
pre-	prefix	before	
press	root	to push down	
pro-	prefix	on behalf of, to go before, to go in front of	

re-	prefix	back, again	
render	root	to give up	
-s	suffix	more than one	plural noun present tense verb
sacr	root	sacred, holy, religious	
satis	root	enough	
sci	root	knowledge, to know	
se-	root	apart from, by yourself	
senti	root	feeling	
sequ	root	follow, following	
sist	root	stand firm	
spic (spec)	root	to see, to look at	
spir (spira)	root	breath of life, soul, spirit	
sub-	prefix	under	
sur-	prefix	above	
sus-	prefix	under	
sym	combining form	with, together	
tali	root	punishment, payment in kind	
tect	root	to cover	
terri (terra)	root	land	
test (testi)	root	witness, one who stands by	
-tion	suffix		noun
un-	prefix	not	
-ure	suffix		noun
vant (vance)	root	move forward	
venge	root	to punish, to inflict damage	
vic (vinc, vict)	root	conquer, win	
volu (volv)	root	bend, turn, turn around	
vulner	root	able to get hurt	
-y	suffix		adjective

Vocabulary: Making Connections

Target Word:

revolution

Context:

“What began as a small protest soon became a revolution...” (blurb)

What it is...

What it is not...

I'd probably find this word in these contexts (places, events, people, situations):

Text to World

I'll remember this word by connecting it to:

(word, phrase, sketch)

Vocabulary: Making Connections

Target Word:

fairly vs. unfairly

Context:

“All he wanted was for black people in America to be treated fairly.” (blurb)

“The Kings lived under the ugly shadow of segregation—a series of laws that kept black people apart from whites and made them feel like second-class citizens...they were sad that [Martin] had been born into a society that would treat him so unfairly.” (p. 6)

What it is...

What it is not...

I'd probably find this word in these contexts (places, events, people, situations):

Text to World

I'll remember this word by connecting it to:

(word, phrase, sketch)

Vocabulary: Making Connections

Target Word:

segregation

Context:

“...the Kings lived under the ugly shadow of segregation—a series of laws that kept black people apart from whites and made them feel like second-class citizens.” (p. 6)

“Black people across the South had to drink water from different faucets than whites.”
(segregation is inferred on p. 7)

“A white shopkeeper stands by a sign banning black people from entering his store.”
(segregation is inferred on p. 13)

What it is...

What it is not...

I'd probably find this word in these contexts (places, events, people, situations):

Text to World

I'll remember this word by connecting it to:

(word, phrase, sketch)

Vocabulary: Making Connections

Target Word:

loss of innocence

Context:

“In a way, Martin lost his innocence that day. Until then, he’d never noticed the differences between the way black and white people lived...there was a fire inside him now that would never go out.” (p. 12)

What it is...

What it is not...

I’d probably find this word in these contexts (places, events, people, situations):

Text to World

I’ll remember this word by connecting it to:

(word, phrase, sketch)

Vocabulary: Contrasts

Context:

“The Kings had tried to fight for their right to be treated as equals.” (p. 6)

The black community protested for “...their right to be treated as equal citizens.” (p. 51)

“In hundreds of towns across the South...black people remained second-class citizens.”
(unequal is inferred on p. 42)

Target Words:

equal vs. unequal

What it is...

What it is...

I'll remember this word by:

I'll remember this word by:

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Vocabulary: Making Connections

Target Word:

influenced

Context:

“Martin’s mother looked deep into his eyes. ‘No matter what the rest of the world says,’ she told him, ‘you’re as good as anyone else.’ ” (influenced is inferred on p. 12)

“It was church ministers like his father that the black community looked to for guidance and support.” (influenced is inferred on p. 16)

What it is...

What it is not...

I’d probably find this word in these contexts (places, events, people, situations):

Text to World

I’ll remember this word by connecting it to:

(word, phrase, sketch)

Vocabulary: Making Connections

Target Word:

community

Context:

“It was church ministers like his father that the black community looked to for guidance and support.” (p. 16)

“Martin got busy, just like others in the community. Soon they were printing leaflets and making calls, letting thousands of black people who used Montgomery’s buses know about the boycott.” (p. 29)

What it is...

What it is not...

I’d probably find this word in these contexts (places, events, people, situations):

Text to World

I’ll remember this word by connecting it to:

(word, phrase, sketch)

Vocabulary: Making Connections

Target Word:

racism

Context:

“Black people sit on the less comfortable seats at the back of the bus. When those seats were full, they had to stand in the aisle...Martin was furious that black people were treated so badly in America.” (racism is inferred on p. 15)

“Martin began thinking seriously about how he could fight racism in the South.” (p. 21)

What it is...

What it is not...

I'd probably find this word in these contexts (places, events, people, situations):

Text to World

I'll remember this word by connecting it to:

(word, phrase, sketch)

Vocabulary: Making Connections

Target Word:

civil rights

Context:

“At first, [Martin] thought he might become a lawyer and fight for equality for black people (known as their ‘civil rights’)...” (p. 16)

“Mahatma Gandhi was a famous civil rights leader who had fought for independence in India.” (p. 21)

What it is...

What it is not...

I'd probably find this word in these contexts (places, events, people, situations):

Text to World

I'll remember this word by connecting it to:

(word, phrase, sketch)

Vocabulary: Making Connections

Target Word:

character

Context:

“You have everything I want in a woman...character, intelligence, and beauty.” (p. 24)

“I have a dream that my four 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.” (p. 55)

What it is...

What it is not...

I'd probably find this word in these contexts (places, events, people, situations):

Text to World

I'll remember this word by connecting it to:

(word, phrase, sketch)

Vocabulary: Making Connections

Target Word:

boycott

Context:

“Soon they were printing leaflets and making calls, letting thousands of black people who used Montgomery’s buses know about the boycott. ‘Don’t ride the buses on Monday,’ they urged everyone.” (p. 29)

“[Martin] organized groups of cars to drive people to work and each night he gave speeches in his church encouraging everyone to continue the boycott. Montgomery’s buses remained empty for weeks, then months.” (p. 32)

What it is...

What it is not...

I’d probably find this word in these contexts (places, events, people, situations):

Text to World

I’ll remember this word by connecting it to:

(word, phrase, sketch)

Vocabulary: Making Connections

Target Word:

protest

Context:

“He had changed the future of a whole nation—not through war or violence, but through peaceful protest and dogged determination.” (p. 21)

“On October 19, 1960, Martin walked into a department store in the middle of Atlanta and sat with several other protesters at a ‘Whites Only’ lunch counter. TV cameras had broadcast this protest to the whole nation...he was happy to go to jail in the name of freedom.” (p.41)

What it is...

What it is not...

I'd probably find this word in these contexts (places, events, people, situations):

Text to World

I'll remember this word by connecting it to:

(word, phrase, sketch)

Vocabulary: Contrasts

Context:

“‘Love,’ [Martin] shouted, ‘I want you to love our enemies. We can’t let their hate stop us.’ No one could believe it. Martin’s house had just been bombed, his family almost killed, but still he was calling for peace.” (p. 34)

Target Words:

love vs. hate

What it is...

What it is...

I’ll remember this word by:

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I’ll remember this word by:

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Vocabulary: Making Connections

Target Word:

inspired

Context:

“Martin’s parents were right to be proud. Their son’s courage had inspired black people across America to take action of their own.” (p. 38)

What it is...

What it is not...

I’d probably find this word in these contexts (places, events, people, situations):

Text to World

I’ll remember this word by connecting it to:

(word, phrase, sketch)

Vocabulary: Making Connections

Target Word:

unjust

Context:

“One has the moral responsibility...to disobey unjust laws...” (p. 48)

“Any law that uplifts human personality is just. Any law that degrades human personality is unjust.”
(“Letter from Birmingham Jail”)

What it is...

What it is not...

I'd probably find this word in these contexts (places, events, people, situations):

Text to World

I'll remember this word by connecting it to:

(word, phrase, sketch)

Vocabulary: Making Connections

Target Word:

disobey

Context:

“One has the moral responsibility...to disobey unjust laws...” (p. 48)

What it is...

What it is not...

I'd probably find this word in these contexts (places, events, people, situations):

Text to World

I'll remember this word by connecting it to:

(word, phrase, sketch)

Vocabulary: Making Connections

Target Word:

encouraging

Context:

“...each night [Martin] gave speeches encouraging everyone to continue to boycott.” (p. 32)

“[Martin] told them about the miracle that had happened in Montgomery. He told them about the pride of the marchers in Birmingham. He told them about Atlanta, Selma, and every other town where courage and determination had won black people their freedom.” (encouraging is inferred on p. 60)

What it is...

What it is not...

I'd probably find this word in these contexts (places, events, people, situations):

Text to World

I'll remember this word by connecting it to:

(word, phrase, sketch)