

Martin Luther King Jr. Scope and Sequence

NOTE: The lessons for this unit give page references for the Usborne Young Readers hardback edition of *Martin Luther King Jr.* published in 2006.

Unit of Study: *Martin Luther King Jr.*

Genre: Biography

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
1	Genre Chart Blurb	Vocabulary: <i>revolution</i> Use the genre chart to help students understand what to expect from Biography. Use the blurb to help students think about what the book will be about.	Search for key story elements in the blurb. <ul style="list-style-type: none"> • Complete story elements handout together • Make a prediction
2		Vocabulary: <i>fairly vs. unfairly</i> Use sticky notes to mark each quadrant of the text. Generate questions before reading.	
3	Chapter 1 pp. 4–7	Vocabulary: <i>segregation</i>	Identify the setting of the story and draw a conclusion.

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
4	Chapter 2 pp. 9–12	Vocabulary: <i>loss of innocence</i>	Identify important events. <ul style="list-style-type: none"> • Co-create an important events list
5	Chapter 2 pp. 9–15	Vocabulary: <i>equal vs. unequal</i>	Identify the problems in the story. <ul style="list-style-type: none"> • Co-create a problems list
6	Selected pages from chapters 1 & 2	Vocabulary: <i>influenced</i> Recognize the relationships between characters across generations. <ul style="list-style-type: none"> • Co-create a family tree 	Recognize author's craft. <ul style="list-style-type: none"> • Identify moments of influence • Continue to co-create a family tree
7		Retell Summary Writing	

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
8	Chapter 3 pp. 16–20	Vocabulary: <i>community</i>	Identify important events. <ul style="list-style-type: none"> • Continue to co-create an important events list
9	Chapter 3 pp. 16–21	Vocabulary: <i>racism</i>	Focus on the main character and infer character traits. <ul style="list-style-type: none"> • Co-create a main character chart
10	Outside Text: “Mohandas Gandhi”	Vocabulary: <i>civil rights</i>	Focus on the main character (Gandhi) and infer character traits. <ul style="list-style-type: none"> • Co-create a main character chart
11	Chapter 4 pp. 23–26	Vocabulary: <i>character</i>	Identify important events. <ul style="list-style-type: none"> • Continue to co-create an important events list
12	Chapter 5 pp. 27–31	Vocabulary: <i>boycott</i>	Focus on the main character and infer character traits. <ul style="list-style-type: none"> • Continue to co-create a main character chart • Continue to co-create an important events list
13		Brainstorm lines of thinking. <ul style="list-style-type: none"> • Co-create an evidence collection box 	

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14	Outside Text: Letter from the Women's Political Council Video: <i>Civil Rights Eyes on the Prize 7 – Rosa Parks</i>	Vocabulary: <i>protest</i>	Identify the problem and solution discussed in the letter and begin to form your own opinion.
15		Opinion Writing	
16	Chapter 5 pp. 32–36	Vocabulary: <i>love vs. hate</i>	Collect evidence to support a line of thinking. <ul style="list-style-type: none"> • Continue to co-create an evidence collection box • Continue to co-create an important events list
17	Outside Text: “Bomb Rocks Residence of Bus Boycott Leader”		Understand the difference between love and hate.
18	Chapter 6 pp. 37–42	Vocabulary: <i>inspired</i>	Collect evidence to support a line of thinking. <ul style="list-style-type: none"> • Continue to co-create an evidence collection box

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
19	Chapter 7 pp. 43–49	Vocabulary: <i>unjust</i>	Collect evidence to support a line of thinking. <ul style="list-style-type: none"> • Continue to co-create an evidence collection box • Continue to co-create an important events list
20	Outside Text “Letter from Birmingham Jail”	Vocabulary: <i>disobey</i>	Consider the author’s purpose.
21	Chapter 7 pp. 50–55	Vocabulary: <i>encouraging</i>	Identify the turning point and determine the author’s message. <ul style="list-style-type: none"> • Continue to co-create an evidence collection box • Continue to co-create an important events list
22		Turning Point Writing	
23	Chapter 8 pp. 56–63		Read-In

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
24		Recall important events. <ul style="list-style-type: none">• Continue to co-create an important events list	
25	Important Events List		Determine the most important events. <ul style="list-style-type: none">• Revise the important events list
26		Synthesis Summary Writing	
27– 33		Formal Writing Project: Literary Essay	