

Month/Honoree(s): January/ Durham E. Carter

Lesson Title: *“Why do We Remember?: The Legacy of MLK Jr. in a Monument”*

Grade Level/Course: 9-12

Subject: English Language Arts/ Social Studies/ STEM

SC Academic Standards and Skills Addressed:

English 1-4

Standard 1: Write arguments to support claims with clear reasons and relevant evidence.

Standard 4: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

Social Studies

USHC-8.1 Analyze the African American Civil Rights Movement, including initial strategies, landmark court cases and legislation, the roles of key civil rights advocates and the media, and the influence of the Civil Rights Movement on other groups seeking equality.

Goals/Lesson Objectives:

- The student will be able to explain the creation, development, and importance of the Martin Luther King, Jr. monument in Washington DC.
- The student will be able to describe a person in their community who embodies positive values they admire in a paragraph that meets the conventions of Standard English.
- The student will be able to create a mock-up of a monument for their chosen community member.

Instructional Materials: (These should be included in the body of the lesson or as attachments)

- Biography of Martin Luther King Jr. of teacher’s choice.
- I Have a Dream Speech excerpts (available from: <https://www.archives.gov/press/exhibits/dream-speech.pdf>)
- “Keeping the Dream Alive” video from National Parks Service or another video of teacher’s choice (available from: <http://www.nps.gov/media/video/view.htm?id=B95E5B99-1DD8-B71C-07CA7E12D507E97B>)
- Photographs of Martin Luther King Jr. National memorial from National Parks Service Website (available from: <http://www.nps.gov/mlkm/learn/photosmultimedia/index.htm>)
- Monument Design Handout with Rubric (included at end of document)
- Paper, Rulers, Colored Pencils, Markers, etc.

Lesson Progression and Time Frame: 3-5 class periods

Activity 1: Background (1 class periods)

1. Have students read biography of Martin Luther King Jr.
2. Read Excerpts from I Have a Dream.

4. Ask students to define the word legacy.
5. Create a list of achievements, positive characteristics, etc. that make up Dr. King's legacy.

### Activity 2: Community Monument (2-3 class periods)

1. Have students brainstorm a list of the ways a monument can represent a person or their accomplishments. Write these on the board.
2. Ask student's how we remember Martin Luther King Jr. Discuss MLK Jr. day and the national monument.
3. View photographs of MLK Jr. National Monument in Washington, DC. Take the virtual tour on the National Parks website.
4. Discuss how the monument represents the legacy of Martin Luther King, Jr.
5. Allow students to select a community member that embodies positive values that they respect (teachers should consider distributing the 2016 South Carolina African-American History Calendar honorees for students to select from).
6. Have students write a paragraph explaining why they selected the person they did and the positive contribution this person has provided to their community.
7. Have students create a design using the Monument Design rubric to honor their chosen person.

### Activity 3: Presentations

1. Present monument designs to class.

Extensions/Differentiation: Students can draw use 3-D modeling software such as AutoCAD inventor or Google Sketch up to create a computer generated model of their design.

Assessment: Paragraph, Design, and Presentation.

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## Monument Design

Monuments are used to honor people or events that have shaped our world. In fact, the term “monumental” has come to mean something of great importance. Imagine your school is creating a “Garden of Legacies.” Who would you want to honor? You will select a person that you believe is monumental your local community, state, or nation. Write a well-developed paragraph that explains why you have chosen this person. Include their influence on your community, state, or country. Use the rubric below to guide your writing.

Conventions (Standard English)		Comments
Follows the conventions of Standard written English (including punctuation, complete sentences, subject-verb agreement, and consistent tense)	5   4   3   2   1   0	
Mechanics (Organization & Style)		Comments
Contains a topic and conclusion sentence that effectively lays out and summarized your paragraph	3   2   1   0	
Language is clear and precise	1   0	
Transitions used	1   0	
Content		Comments
On-topic	1   0	
Explains at least 3		

reasons	3 2 1 0	
Argument developed	1 0	

### Monument Design

Based on the attributes you described in your paragraph, design the monument you would like included in your school’s “Garden of Legacies.” As you create your design, be aware of the limitations of monuments, and draw it as realistically as possible. Some details you need to consider are:

- Neatness: Use a ruler to create straight lines, use a compass/protractor, or trace items to make circles and other shapes.
- Size: How large will your monument be? Create a scale using a ruler. Try to use as much of your paper as you can. Do not leave lots of blank space.
- Base: Will you monument sit on the ground or be attached to the wall? Design and include the base of your monument in your drawing.
- Material: What will your monument be made of? Color your monument to reflect this material.
- Symbols: How will you represent you chosen person?
- Text: Will you have any inscriptions on your monument?

Use the following rubric to guide you.

Monument		Comments
Neatness	1 0	
Realism: Design could realistically be built, ie not floating in air, etc.	2 1 0	
Color: Monument and background features are colored.	2 1 0	
Design: Design is well-thought out, includes symbols,		

and appropriately honor the chosen recipient.	5 4 3 2 1 0	
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