



HIGH MUSEUM OF ART

ATLANTA

Picture the Dream

The Story of the Civil Rights Movement
through Children's Books

Kindergarten Social Studies TEACHER RESOURCE

Written by Lisa Rogers,
Cobb County Schools

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Pacing: One to three class sessions

GRADE: Kindergarten

LESSON ACTIVITY TITLE: Getting to Know Dr. King and Understanding Empathy

ESSENTIAL QUESTIONS:

- What is empathy?
- How did Dr. Martin Luther King Jr. use empathy to help him fight for justice and equality for African Americans?

ENDURING UNDERSTANDING: Students will be able to understand what empathy is and how Dr. King showed empathy for others in the face of adversity.

PICTURE THE DREAM REFERENCE BOOKS: *I Am Human: A Book of Empathy* by Susan Verde, illustrated by Peter H. Reynolds; *My Daddy, Dr. Martin Luther King, Jr.* by Martin Luther King III, illustrated by AG Ford; and *Martin's Big Words: The Life of Dr. Martin Luther King, Jr.* by Doreen Rappaport, illustrated by Bryan Collier

SOCIAL STUDIES GSE TO ADDRESS IN ACTIVITY:

SSKH3: Correctly use words and phrases related to chronology and time.

SSKCG1: Demonstrate an understanding of good citizenship.

SSKCG2: Describe examples of positive character traits exhibited by good citizens such as honesty, patriotism, courtesy, respect, pride, and self-control.

MAJOR CONCEPTS AND VOCABULARY:

These are some of the vocabulary words that you will have to introduce the students to prior to beginning the lesson. Have these words on your board for at least a week, and refer back to them each day as you delve into the lesson.

- empathy
- justice
- courage
- compassion
- fair
- unfair



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DIFFERENTIATED LEARNING (OPPORTUNITIES FOR SCAFFOLDING AND EXTENSION):

Scaffolds:

Read the book *Martin's Big Words* by Doreen Rappaport.

Students may draw a picture to illustrate the word that they have selected that represents Dr. King.

Extensions*:

Read the book *Martin's Big Words* by Doreen Rappaport.

After the reading, students should write one word that comes to mind when they think of Dr. Martin Luther King Jr. Words can be something the character said, words they may have heard while listening to the story, words you may have discussed as a class, etc.

Across the top of the paper, it should say:

"Dr. King showed _____ (insert their word here) by _____ (student should describe how he showed the word, i.e., what actions are associated with the word)."

Then, on the bottom half of the page, draw a picture of Dr. King putting the word into action.

MATERIALS:

STUDENT SUPPLIES:

*For the extension activity (if you decide to do it), the students will need the premade sheet to complete their reflection.

TEACHER SUPPLIES:

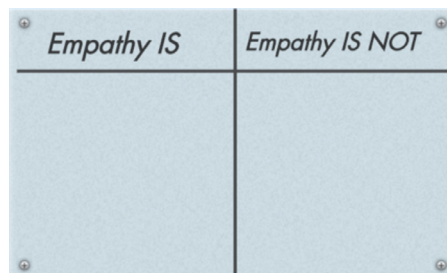
- *Picture the Dream* images "I can choose not to fight but instead to listen and find common ground" and "But some things were getting better" (included on PPT resource at High.org)
- Construction paper heart
- *I Am Human* by Susan Verde
- *My Daddy, Dr. Martin Luther King, Jr.* by Martin Luther King III
- *Martin's Big Words* by Doreen Rappaport
- *EMPATHY* cut out as large letters to hang on your wall; this will serve as your acrostic poem that you will complete as a class at the end.

OPENING

HOOK/INTRODUCTION ACTIVITY:

- Discuss with the students about empathy. This will help you transition nicely into the lesson as you read about Dr. Martin Luther King Jr. Empathy, understanding others, and social justice are some of the things that Dr. Martin Luther King Jr. stood for.
- Gather the students on the carpet and show them the construction paper heart. Make reference to the heart being wrinkle-free and beautiful.
- Draw a T-chart on the board or on a large sheet of paper. On one side of the chart, write *EMPATHY IS*, and on the other side, write *EMPATHY IS NOT*. Explain to the students that they will play a game that will help them understand the word *empathy*. Let them know that they might say things that could be considered hurtful to friends.
- Go around the circle and allow the students to take turns saying things or words that are unkind that could damage or hurt feelings. As they say these words, fold the heart. When you have gotten around the entire circle, your heart should look like a tiny piece of paper.
- Unfold the heart and ask the students what they now notice about the heart as you have opened it up. They should notice it is wrinkled. Stress to the students that the wrinkles cannot be taken away after we have said hurtful things to one another. Discuss with the students how words or actions can affect and permanently hurt others.
- Ask the following questions to determine the students' understanding of empathy:
 - When the bad thing was said, how did it make you feel about yourself?
 - How did it make you feel for the other person?
 - Did any of you feel like your heart broke when someone said something unkind to you?
- Turn to your T-chart, and allow the students to process with you what empathy is and is not.

Example of the heart



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WORK PERIOD

STUDENT AND TEACHER PROCEDURES:

Class One:

- Display the illustration from the *Picture the Dream* exhibition "*I can choose not to fight but instead to listen and find common ground.*"
- Does this picture show empathy? How so?
- Read *I Am Human: A Book of Empathy* by Susan Verde. When you are finished, give the students a moment to process what they have heard.
 - Link to read aloud, if needed:
<https://www.youtube.com/watch?v=X9RxO3HG9bM>
- Discuss with students how empathy is demonstrated throughout the book. Where do we see examples of empathy in the pictures?

Class Two:

- Open the book *My Daddy, Dr. Martin Luther King, Jr.* Before reading it aloud, display the *Picture the Dream* image "*But some things were getting better*" that shows Dr. King and his family eating together.
- Allow the students to analyze this picture. Use the questions below to engage and activate conversations with students. Use other images in the book to compare/contrast, if desired.

See, Think, Wonder*

Display this picture under the document camera or in a way that all students can see it. Students will analyze the illustration and identify the following:

- What they see
- What they think
- What they wonder about the picture

*This thinking routine was developed as part of the Visible Thinking project at Project Zero, Harvard Graduate School of Education. Explore more Thinking Routines at pz.harvard.edu/thinking-routines.

- After students have had the opportunity to analyze the picture, and before you begin to read, review what empathy is, and ask the students to think about places in the story where empathy is present.
- If the students are unable to do this, pause after reading each page to talk about what you have just read, or stop occasionally to share a picture or two to allow for questions.
 - Link to read aloud: <https://www.youtube.com/watch?v=UMOybrTmf3M>



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CLOSING

Class Three:

ACROSTIC: Done together as a class.

- Take your cutout of the word *EMPATHY*. Find a good place on the wall in your classroom or hallway and hang the letters up. Together, have the students give you a sentence or word that represents Dr. King. For example:

E—Equality is something that Dr. King wanted for everyone.

M—Made people very happy . . .

P—People became angry that he was fighting for equal rights.

Allow the students to work with you in creating the acrostic of the word and how it relates to Dr. King.

- **Additional reading:** *Martin's Big Words: The Life of Dr. Martin Luther King, Jr.* by Doreen Rappaport, illustrated by Bryan Collier
 - Link to read aloud: <https://www.youtube.com/watch?v=Rc39Ka8ut6k>



Lisa Rogers is a dedicated and enthusiastic educator preparing innovative leaders for tomorrow. She began her teaching career almost twenty years ago in the Cobb County School District. She has taught all grade levels ranging from kindergarten through eighth, as well as Special Education, and is now a Gifted and Talent Development teacher for grades K-5. Since 2003, she has shared her educational pedagogy at numerous educational conferences throughout the state of Georgia, and she has written curriculum for the State of Georgia and for Cobb County for well over a decade. She was filmed by Georgia Public Broadcasting Television, where she demonstrated how to get students excited and engaged in the art of inquiry. In September of 2014, she was awarded the Javits-Frasier Scholarship for Diverse Talent Development, which helped propel her into mentoring others on how to serve underrepresented groups in gifted and talent development as it relates to literacy and learning.



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Peter Reynolds (Canadian, born 1961), "I can choose not to fight but instead to listen and find common ground." *I Am Human: A Book of Empathy*, 2018, written by Susan Verde, digital print, used with permission of Pippin Properties, Inc., XL.2019.56.2.



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AG Ford (American, born 1985), *"But some things were getting better," My Daddy, Dr. Martin Luther King, Jr.*, 2013, written by Martin Luther King III, acrylic and oil on illustration board, collection of the artist, XL.2019.35.



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Bryan Collier (American, born 1967), "Dr. Martin Luther King Jr., cared about all Americans. He cared about people all over the world." *Martin's Big Words: The Life of Dr. Martin Luther King, Jr.*, 2001, written by Doreen Rappaport, watercolor and cut-paper collage, CDF Haley Farm, XL.2019.69.1.



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Bryan Collier (American, born 1967), "Remember, if I am stopped, this movement will not be stopped, because God is with this movement." *Martin's Big Words: The Life of Dr. Martin Luther King, Jr.*, 2001, written by Doreen Rappaport, watercolor and cut-paper collage, collection of the artist, XL.2019.31.10.