Sample Pages from

Teacher Created Materials

Created *by* Teachers *for* Teachers and Students

Thanks for checking us out. Please call us at **800-858-7339** with questions or feedback or to order this product. You can also order this product online at **www.tcmpub.com**.

For correlations to state standards, please visit
www.tcmpub.com/administrators/correlations

Primary Sources: American Biographies

This sample includes the following:

Teachers Guide Cover (1 page)
Table of Contents (2 pages)
How to Use This Product (2 pages)
Lesson Plan (10 pages)
Document Based Assessment (1 page)
Primary Source Document (1 page)
Reader (17 pages)

PRIMARY SOURCE READERS

American Biographies

Teacher's Guide

Teacher Created Materials

Table of Contents

Introduction

Power of Primary Sources 5
Fostering Content-Area Literacy 7
Differentiating for All Learners 12
How to Use This Product 13
About the Books 20
Introduction to Standards Correlations 29
Correlation to Standards 30

Unit 1: Civil Rights Leaders

Unit Overview and Differentiation Activities 31

Martin Luther King Jr.

Lesson Plans 35
Student Reproducibles 39
Quiz 43
Answer Key 44

César Chávez

Lesson Plans 45
Student Reproducibles 49
Quiz 53
Answer Key 54

Unit 2: Women Leaders

Unit Overview and Differentiation Activities 55

Eleanor Roosevelt

Lesson Plans 59
Student Reproducibles 63
Quiz 67
Answer Key 68

Clara Barton

Lesson Plans 69
Student Reproducibles 73
Quiz 77
Answer Key 78

Unit 3: Inventors

Unit Overview and Differentiation Activities 79

George Washington Carver

Lesson Plans 83
Student Reproducibles 87
Quiz 91
Answer Key 92

Alexander Graham Bell

Lesson Plans 93
Student Reproducibles 97
Quiz 101
Answer Key 102

Unit 4: Adventurers

Unit Overview and Differentiation Activities 103

Amelia Earhart

Lesson Plans 107
Student Reproducibles 111
Quiz 115
Answer Key 116

Neil Armstrong

Lesson Plans 117
Student Reproducibles 121
Quiz 125
Answer Key 126

Unit 5: Athletes

Unit Overview and Differentiation Activities 127

Jackie Robinson

Lesson Plans 131
Student Reproducibles 135
Quiz 139
Answer Key 140

Wilma Rudolph

Lesson Plans 141
Student Reproducibles 145
Quiz 149
Answer Key 150

Table of Contents (cont.)

Unit 6: Early American Leaders

Unit Overview and Differentiation Activities 151

Thomas Jefferson

Lesson Plans 155
Student Reproducibles 159
Quiz 163
Answer Key 164

Benjamin Franklin

Lesson Plans 165
Student Reproducibles 169
Quiz 173
Answer Key 174

Unit 7: Meet the West

Unit Overview and Differentiation Activities 175

Annie Oakley

Lesson Plans 179
Student Reproducibles 183
Quiz 187
Answer Key 188

Daniel Boone

Lesson Plans 189
Student Reproducibles 193
Quiz 197
Answer Key 198

Unit 8: Fighting for Freedom

Unit Overview and Differentiation Activities 199

Harriet Tubman

Lesson Plans 203
Student Reproducibles 207
Quiz 211
Answer Key 212

Sojourner Truth

Lesson Plans 213
Student Reproducibles 217
Quiz 221
Answer Key 222

Appendices

Document-Based Assessments 223

Answer Key 239

Culminating Activity 240

How to Use the Enhanced eBooks . . . 258

References Cited 261

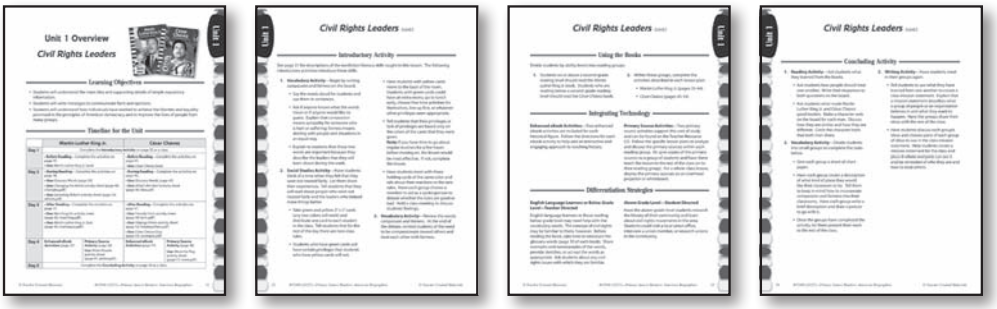
Contents of the CDs 262

 © Teacher Created Materials

How to Use This Product *(cont.)*

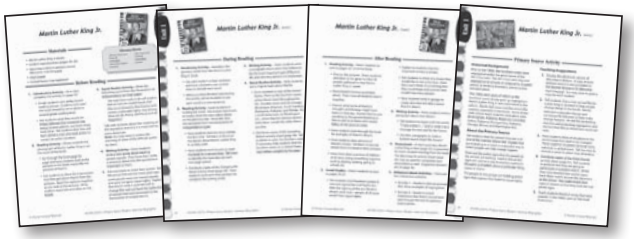
Unit Organization

Each unit begins with an overview that includes the unit learning objectives; a timeline for the unit; a step-by-step description of the introductory activity; directions for using the books, digital primary sources, and enhanced ebooks; differentiation strategies; and a step-by-step description of the concluding activity.

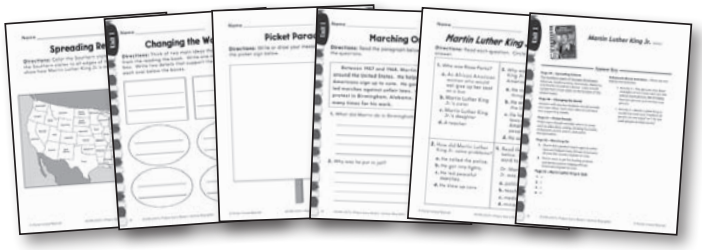


Unit overview

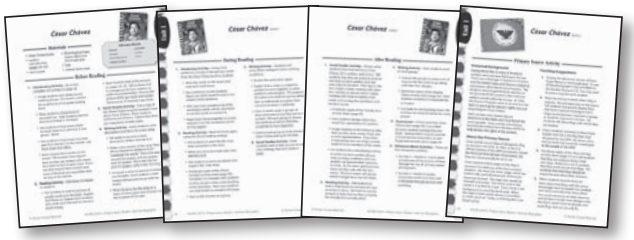
The heart of each unit is a set of paired books that are connected by a common theme. One book features a higher reading level and one book features a lower reading level. Each unit includes a comprehensive 10-page lesson plan for each book.



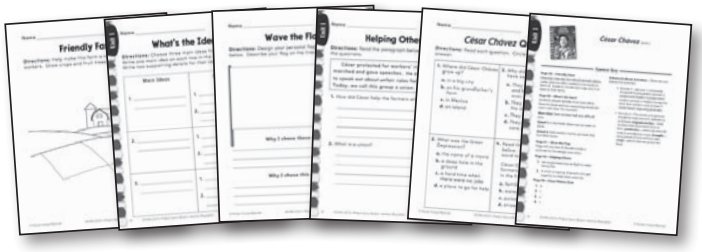
Lesson for book with higher reading level



Student reproducibles and answer key



Lesson for book with lower reading level



Student reproducibles and answer key

How to Use This Product *(cont.)*

Assessment

Assessment is an integral, important part of this unit of study. The *Primary Source Readers* series offers multiple assessment opportunities. You can gain insight into students' learning through multiple-choice quizzes, small-group observations, analysis of written assignments, document-based assessments, and a culminating activity. These formal and informal assessments provide you with the data needed to make informed decisions about what to teach and how to teach it. This is the best way for you to know who is struggling with various concepts and how to address the difficulties that students are experiencing with the curriculum.

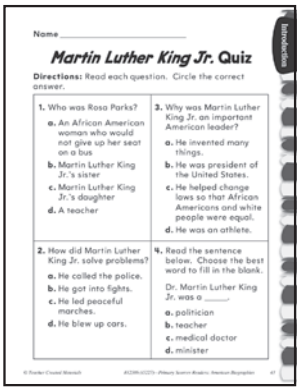
Multiple-Choice Quizzes—At the end of each book's lesson in the Teacher's Guide is a short quiz with four multiple-choice questions. These short assessments may be used as open-book evaluations or as review quizzes in which students read and study the content prior to taking the quiz. Additionally, the quizzes may be used as a more formal assessment to provide evidence of learning.

Document-Based Assessments—The document-based assessments provided in this Teacher's Guide focus on the primary sources taught within each unit.

Final Authentic Assessment—The culminating activity included in this Teacher's Guide allows students to apply what they have learned throughout the units in an engaging and interactive way. Students use what they have learned to create new ideas in a real-life context.

Formative Assessments—There are several points throughout each lesson where useful evaluations can be made. These evaluations can be made based on group, paired, and individual discussions and activities.

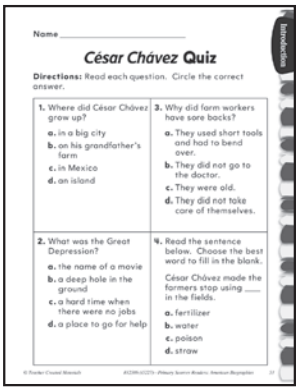
Multiple Choice Quizzes


Name _____

Martin Luther King Jr. Quiz

Directions: Read each question. Circle the correct answer.

1. Who was Rosa Parks?
   a. An African American woman who would not give up her seat on a bus
   b. Martin Luther King Jr.'s sister
   c. Martin Luther King Jr.'s daughter
   d. A teacher
2. How did Martin Luther King Jr. solve problems?
   a. He called the police.
   b. He got into fights.
   c. He led peaceful marches.
   d. He blew up cars.
3. Why was Martin Luther King Jr. an important American leader?
   a. He invented many things.
   b. He was president of the United States.
   c. He helped change laws so that African Americans and white people were equal.
   d. He was an athlete.
4. Read the sentence below. Choose the best word to fill in the blank.
   Dr. Martin Luther King Jr. was a _____.
   a. politician
   b. teacher
   c. medical doctor
   d. minister

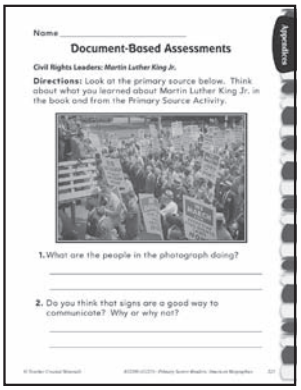

Name _____

César Chávez Quiz

Directions: Read each question. Circle the correct answer.

1. Where did César Chávez grow up?
   a. in a big city
   b. on his grandfather's farm
   c. in Mexico
   d. an island
2. What was the Great Depression?
   a. the name of a movie
   b. a deep hole in the ground
   c. a hard time when there were no jobs
   d. a place to go for help
3. Why did farm workers have sore backs?
   a. They used short tools and had to bend over.
   b. They did not go to the doctor.
   c. They were old.
   d. They did not take care of themselves.
4. Read the sentence below. Choose the best word to fill in the blank.
   César Chávez made the farmers stop using _____ in the fields.
   a. fertilizer
   b. water
   c. poison
   d. straw

Document-Based Assessments

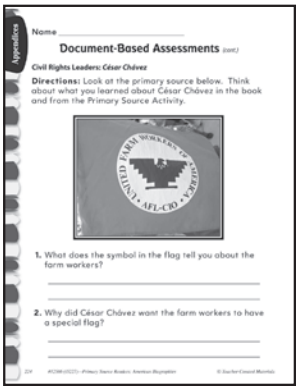

Name _____

Document-Based Assessments

Civil Rights Leaders: *Martin Luther King Jr.*

Directions: Look at the primary source below. Think about what you learned about Martin Luther King Jr. in the book and from the Primary Source Activity.

1. What are the people in the photograph doing?
2. Do you think that signs are a good way to communicate? Why or why not?


Name _____

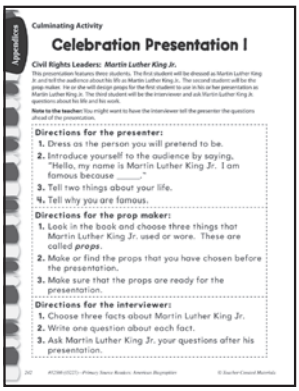
Document-Based Assessments *(cont.)*

Civil Rights Leaders: César Chávez

Directions: Look at the primary source below. Think about what you learned about César Chávez in the book and from the Primary Source Activity.

1. What does the symbol in the flag tell you about the farm workers?
2. Why did César Chávez want the farm workers to have a special flag?

Culminating Activity


Culminating Activity

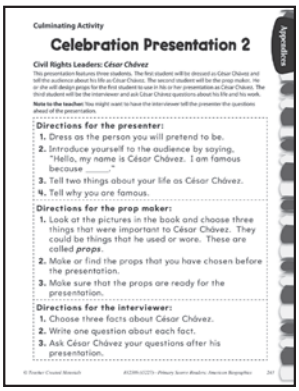
Celebration Presentation 1

Civil Rights Leaders: *Martin Luther King Jr.*

Directions for the presenter:
1. Dress as the person you will pretend to be.
2. Introduce yourself to the audience by saying, "Hello, my name is Martin Luther King Jr. I am famous because _____."
3. Tell two things about your life.
4. Tell why you are famous.

Directions for the prop maker:
1. Look in the book and choose three things that Martin Luther King Jr. used or wore. These are called *props*.
2. Make or find the props that you have chosen before the presentation.
3. Make sure that the props are ready for the presentation.

Directions for the interviewer:
1. Choose three facts about Martin Luther King Jr.
2. Write one question about each fact.
3. Ask Martin Luther King Jr. your questions after his presentation.


Culminating Activity

Celebration Presentation 2

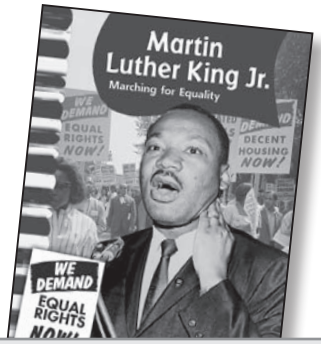
Civil Rights Leaders: César Chávez

Directions for the presenter:
1. Dress as the person you will pretend to be.
2. Introduce yourself to the audience by saying, "Hello, my name is César Chávez. I am famous because _____."
3. Tell two things about your life as César Chávez.
4. Tell why you are famous.

Directions for the prop maker:
1. Look at the pictures in the book and choose three things that were important to César Chávez. They could be things that he used or wore. These are called *props*.
2. Make or find the props that you have chosen before the presentation.
3. Make sure that the props are ready for the presentation.

Directions for the interviewer:
1. Choose three facts about César Chávez.
2. Write one question about each fact.
3. Ask César Chávez your questions after his presentation.

Martin Luther King Jr.



Materials

- *Martin Luther King Jr.* books
- student reproducibles (pages 39–42)
- *Marching to Reform* primary source (filename: marching.jpg)
- chart paper
- United States map (optional)

Glossary Words

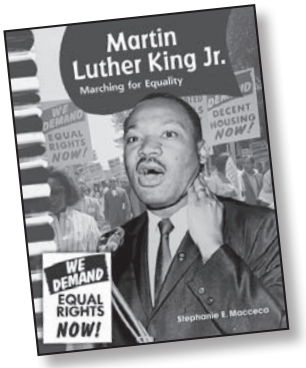
- African Americans
- boycott
- civil rights
- doctorate degree
- equality
- Jim Crow Laws
- minister
- nonviolent
- protest

Before Reading

1. **Introductory Activity**—As a class, complete the activity on page 32.
   - Divide students into ability-based reading groups. Students who read this book should be on or above a second-grade reading level.
   - Ask students what they would do if they believed that someone was being treated unfairly. Let them share their ideas. Tell students that they will learn about a man who took action to correct an unfair situation.
2. **Reading Activity**—Show students the photograph of Martin Luther King Jr. on the cover of the book.
   - Go through the book page by page and have students look at the pictures in the book, especially the pictures of Martin.
   - Ask students to share the impressions that they get about Martin from the pictures. Read the captions together as you look at the pictures. Write student responses and ideas on the board.
3. **Social Studies Activity**—Write the following quote from the Declaration of Independence on chart paper:

   "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness."

   Talk with students about the meaning of this quotation and why it is important to every American.
   Note: You may need to review the meaning of some of the difficult words for them.
4. **Writing Activity**—Have students write a new quote about treating people equally. Then have them write a sentence about why the quotation is important to them.
5. Ask volunteers to share their quotes. Tell the group that not too many years ago, some people were not treated equally and were not given equal rights. Explain that Martin took it upon himself to change that and win back the rights that all people had been promised by the Declaration of Independence.



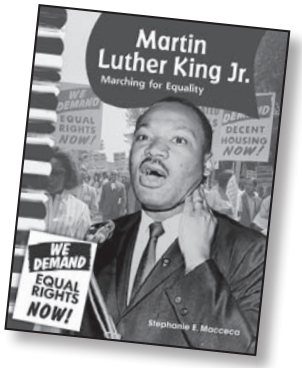
Martin Luther King Jr. *(cont.)*

During Reading

1. **Vocabulary Activity**—Introduce the glossary words from the *Martin Luther King Jr.* book.
   - Use each word in a cloze sentence and have volunteers use context clues to decode each word.
   - When you have finished introducing the words, call on students to use each word in a new sentence.
2. **Reading Activity**—Lead students in reading the book. Ask several volunteers to review what the class talked about on the previous day. Show the class the quotation from the Declaration of Independence again.
   - Have students read the story silently the first time. Tell them to focus on the details about Martin Luther King Jr. as they read.
   - Have students work in pairs to read the book for a second time. Tell them to identify the main idea on each two-page spread.
   - Distribute copies of the *Changing the World* activity sheet (page 40). Have students work with their partners to complete the activity sheet.
3. **Writing Activity**—Have students write a paragraph about what they believe to be the most important part of Martin's life and why they believe it is important.
4. **Social Studies Activity**—Help students use a map to learn about Martin.
   - Show students a map of the United States. Point to the Southern states where Martin lived throughout his life. Possible states include Georgia, Mississippi, Arkansas, South Carolina, Tennessee, Alabama, and Florida. Put a small sticky note on Washington D.C., where Martin's famous speech took place. Locate the state where you live.
   - Distribute copies of the *Spreading Reform* activity sheet (page 39). Tell students to color the Southern states. If necessary, help students find the Southern states on a United States map before completing the page.

 © Teacher Created Materials

Martin Luther King Jr. *(cont.)*



After Reading

1. **Reading Activity**—Direct students to turn to pages 22–23 of the book.
   - Discuss the pictures. Draw students' attention to the great number of people gathered to hear Martin Luther King Jr. speak.
   - Read Martin's famous quotation aloud. Then, have all students read it together.
   - Discuss what some of Martin's thoughts and feelings might have been on that day. Explain that he was speaking to the people listening to him as well as to those who would follow in the years to come.
   - Have students look through the book for examples of Martin's dream.
   - Have students draw pictures of Martin's dream. Tell them to include details from the book in their pictures.
   - Have them draw a picture of children of all races doing something together, such as playing, reading, going to school, etc.
2. **Social Studies**—Direct students to turn to pages 24-25.
   - Tell students that President Lyndon B. Johnson signed the Civil Rights Act. With the signing of this act, Martin's dream came true—people of all races would have equal rights.
   - Explain to students that it is important to have a dream.
   - Ask students to think of a dream they would like to see come true. Have them each think of something that they could hope and work for that would help many people.
   - Have students work in groups to create skits that tell others about Martin's dream.
3. **Writing Activity**—Have students write a paragraph about their dream.
   - Tell students to begin with the words "I have a dream…" and to write it as a message for now and for the future.
   - Use their paragraphs to make a bulletin board titled "We Dream."
4. **Assessment**—A short post-test, *Martin Luther King Jr. Quiz* (page 43), is provided to assess student learning from the book. The *Marching On* activity sheet (page 42) may be used for comprehension assessment as well. Suggested answers are on page 44.
5. **Enhanced eBook Activities**—There are two interactive activities.
   - Activity 1—Students click on pictures that show examples of segregation.
   - Activity 2—Students match statements that Martin would have said through the use of a primary source photo.

Martin Luther King Jr. *(cont.)*

Primary Source Activity

Historical Background

Prior to the 1960s, the Southern states were segregated under the governance of the Jim Crow Laws. The Jim Crow Laws required segregation in schools, in restaurants, in public places, at drinking fountains, and on public transportation.

The 1960s were years of reform as the Southern states slowly gave up segregation. Martin Luther King Jr. was committed to this reform. Martin led many marches across the country, especially in the South. Some of the cities where major marches took place were Birmingham, Alabama; Bogalusa, Louisiana; Selma, Alabama; Montgomery, Alabama; Chicago, Illinois; and Washington D.C.

About the Primary Source

Tell students that the picture they see is of one of the marches Martin led. Explain that participating in a march is a peaceful way in which people can help change happen.

Point out the picket signs that the people in the picture are holding. Explain that picket signs are used as a way to express a person's thoughts and beliefs about a particular thing, cause, or event.

The people in this picture are holding picket signs that express their belief in equal rights.

Teaching Suggestions

1. Display the electronic version of *Marching to Reform*. A copy of each primary source is also provided on the Teacher Resource CD (filename: marching.jpg). You may want to print a copy for each student.
2. Tell students that a man named Martin Luther King Jr. decided to help people change things in the South. Martin believed in peaceful change and convinced his followers to help make change happen. He did this by leading marches and protesting segregation and the fact that African Americans could not vote.
3. Have students think of situations in the world today that need to be changed. These could be situations on local, state, national, or global levels. Tell the class to choose a cause in which they all believe.
4. Distribute copies of the *Picket Parade* activity sheet (page 41). Tell students to pretend that they are going to participate in a protest march. When they have finished their picket signs, have them march around the classroom or the school. You could attach their signs to dowels so that they look like real picket signs.
5. Teach students freedom songs that were popular in the 1960s, such as "We Shall Overcome."

 © Teacher Created Materials

Name _____

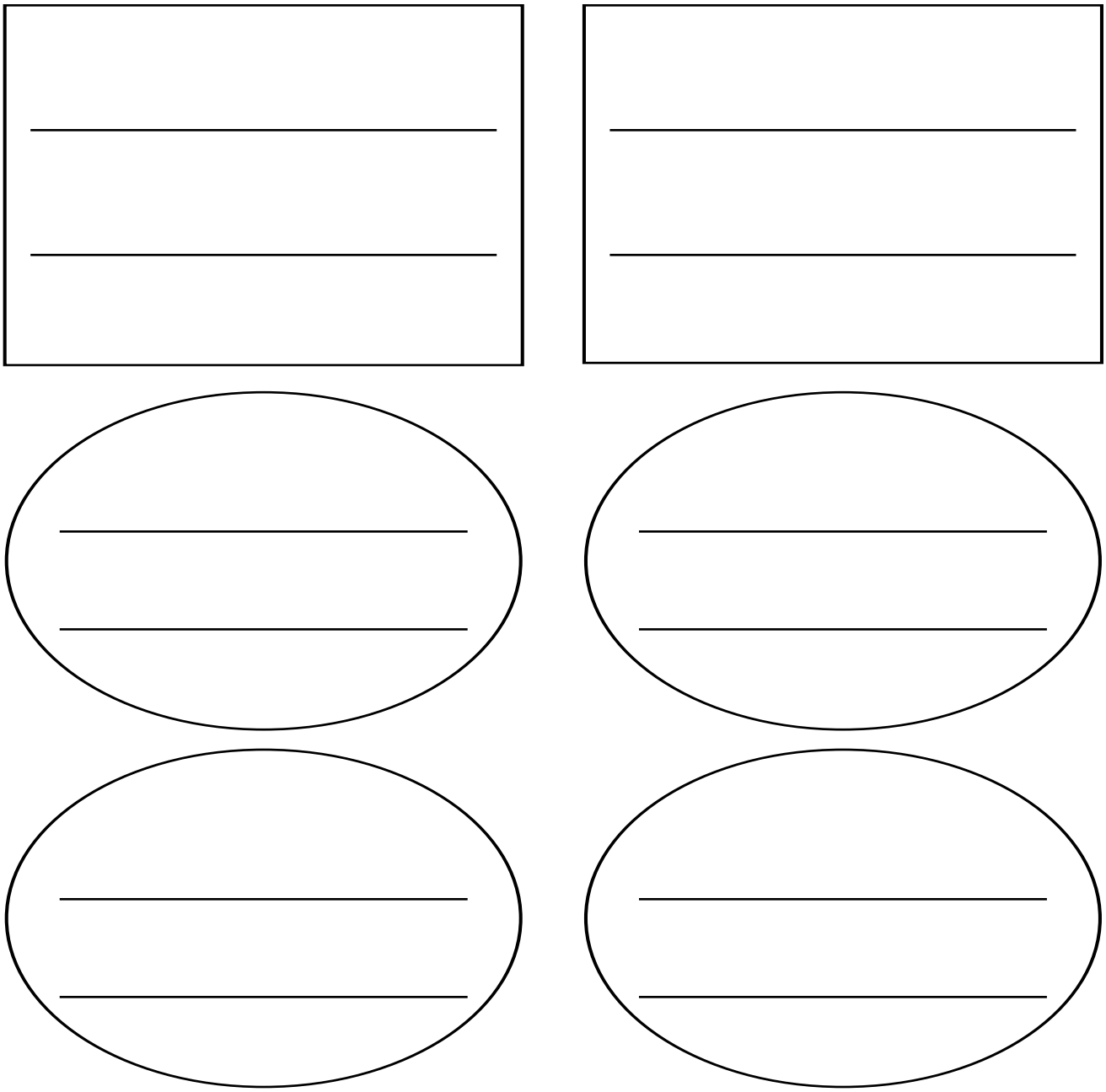
Spreading Reform

Directions: Color the Southern states. Draw lines from the Southern states to all edges of the map. This will show how Martin Luther King Jr.'s message traveled.

Name _____

Changing the World

Directions: Think of two main ideas that you learned from reading the book. Write one main idea in each box. Write two details that support the main idea in each oval below the boxes.

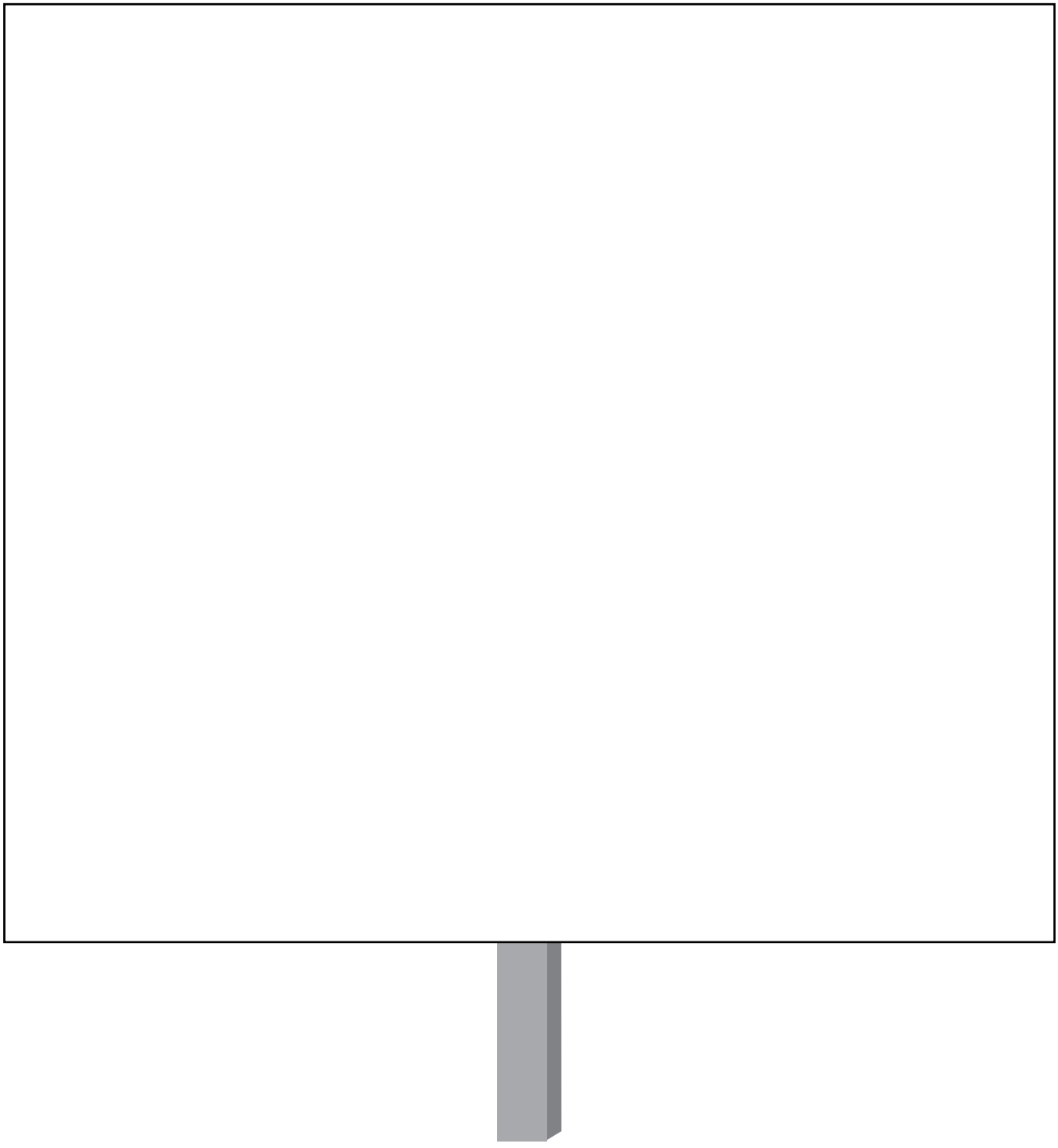


 © Teacher Created Materials

Name _____

Picket Parade

Directions: Write or draw your message for change on the picket sign below.



Name _____

Marching On

Directions: Read the paragraph below. Then answer the questions.

Between 1957 and 1968, Martin traveled around the United States. He helped African Americans sign up to vote. He gave speeches and led marches against unfair laws. He led a huge protest in Birmingham, Alabama. He went to jail many times for his work.

1. What did Martin do in Birmingham, Alabama?

_____

_____

_____

_____

2. Why was he put in jail?

_____

_____

_____

_____

 © Teacher Created Materials

Name _____

Martin Luther King Jr. Quiz

Directions: Read each question. Circle the correct answer.

1. Who was Rosa Parks?

- **a.** An African American woman who would not give up her seat on a bus
- **b.** Martin Luther King Jr.'s sister
- **c.** Martin Luther King Jr.'s daughter
- **d.** A teacher

2. How did Martin Luther King Jr. solve problems?

- **a.** He called the police.
- **b.** He got into fights.
- **c.** He led peaceful marches.
- **d.** He blew up cars.

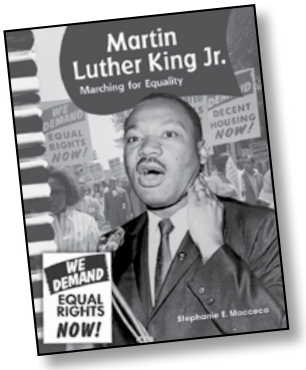
3. Why was Martin Luther King Jr. an important American leader?

- **a.** He invented many things.
- **b.** He was president of the United States.
- **c.** He helped change laws so that African Americans and white people would have equal rights.
- **d.** He was an athlete.

4. Read the sentence below. Choose the best word to fill in the blank.

Dr. Martin Luther King Jr. was a _____.

- **a.** politician
- **b.** teacher
- **c.** medical doctor
- **d.** minister



Martin Luther King Jr. *(cont.)*

Answer Key

Page 39—Spreading Reform

The Southern states of Georgia, Mississippi, Arkansas, South Carolina, Tennessee, Alabama, and Florida should be colored. Lines should radiate from those states to the borders of the United States.

Page 40—Changing the World

Answers will vary but students should include two main ideas. Each main idea should have two supporting details.

Page 41—Picket Parade

Picket signs should consider reform in areas such as education, voting, drinking fountains, restaurants, public places, and public transportation.

Page 42—Marching On

1. Martin led a protest march against unfair laws and helped many African Americans all over the country register to vote.
2. Martin went to jail for leading protests and for his work in helping African Americans register to vote.

Page 43—Martin Luther King Jr. Quiz

1. a
2. c
3. c
4. d

Interactiv-eBook Activities—There are two interactive activities.

- Activity 1—The pictures that show examples of Jim Crow Laws are: the school room picture, the drinking fountain picture, and the bus stop picture.
- Activity 2—Martin Luther King Jr. would not have said: "I believe all people are not equal" or "I do not want people to listen to me."

 © Teacher Created Materials

Name _____

Document-Based Assessments

Civil Rights Leaders: *Martin Luther King Jr.*

Directions: Look at the primary source below. Think about what you learned about Martin Luther King Jr. in the book and from the Primary Source Activity.

1. What are the people in the photograph doing?

_____

_____

2. Do you think that signs are a good way to communicate? Why or why not?

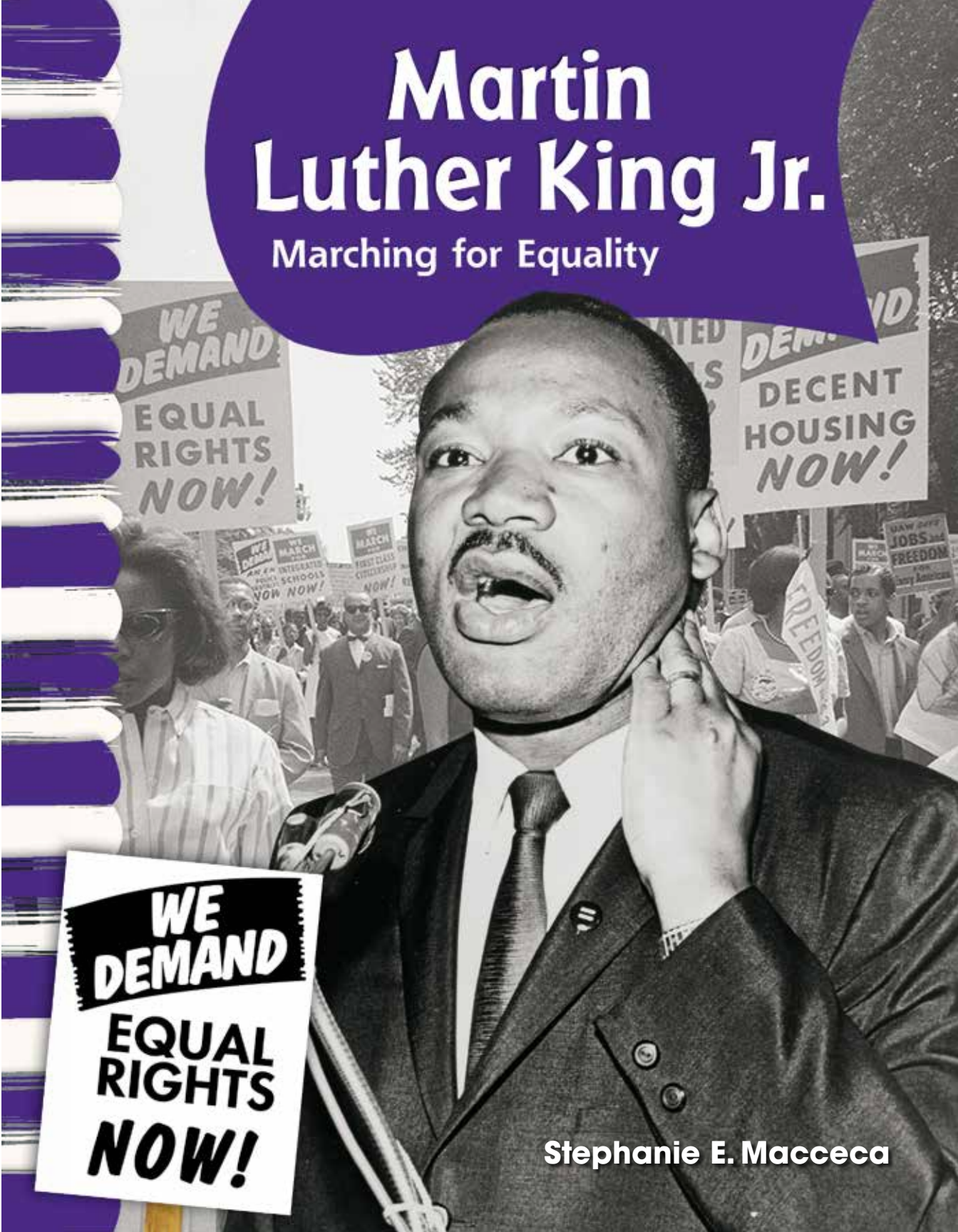
_____

_____

0361
->15

Martin Luther King Jr.

Marching for Equality



Stephanie E. Macceca

Consultant
Glenn Manns, M.A.
Teaching American History Coordinator
Ohio Valley Educational Cooperative

Publishing Credits
Dona Herweck Rice, *Editor-in-Chief*; Lee Aucoin, *Creative Director*; Conni Medina, M.A.Ed., *Editorial Director*; Jamey Acosta, *Associate Editor*; Neri Garcia, *Senior Designer*; Stephanie Reid, *Photo Researcher*; Rachelle Cracchiolo, M.A.Ed., *Publisher*

Image Credits

cover Library of Congress; p.1 Library of Congress; p.4 Ullstein Bild/The Granger Collection; p.5 Library or Congress, LC-USZ62-122985; p.6 (left) Library of Congress, LOC_057135pu, (right) jimbowen0306/Flickr; p.7 Khlobystov Alexey/Shutterstock; p.8 (top) Library of Congress, LC-USZ62-134433, (bottom) Eileen Meyer/Shutterstock; p.9 Keith R. Neely; p.10 Library of Congress, LC-USF33-T01-001112-M1; p.11 Library of Congress, LC-USF33-020522-M2; p.12 National Museum of American History, Smithsonian Institution; p.13 Library of Congress, LC-USZ62-126559; p.14 Michael Ochs Archives/Getty Images; p.15 (top) Donald Uhrbrock/Getty Images, (bottom) New York Times/Getty Images; p.16 The Granger Collection; p.17 Don Cravens/Getty Images; p.18 Library of Congress, LC-USZ62-125957; p.19 (top) Wikimedia; (bottom) Rue des Archives/The Granger Collection; p.20 Donald Uhrbrock/Getty Images; p.21 Library of Congress, LC-DIG-ppmsca-08129; p.22 Rue des Archives/The Granger Collection; p.23 (top) Associated Press, (bottom) Popperfoto/Getty Images; p.24 JustASC/Shutterstock; p.25 Associated Press; p.26 DoD/Newscom; p.27 AFP/Getty Images; p.28 (left) Don Cravens/Getty Images, (right) Time & Life Pictures/Getty Image; p.29 (left) Rue des Archives/The Granger Collection, (right) AFP/Getty Images; p.32 (top left) Rock the Vote, (bottom left) Visions of America, LLC / Alamy, (right) Lisa F. Young/Shutterstock

Teacher Created Materials
5301 Oceanus Drive
Huntington Beach, CA 92649-1030
http://www.tcmpub.com
ISBN 978-1-4333-1589-3
©2011 Teacher Created Materials, Inc.
Reprinted 2013

Table of Contents

Introduction 4
Martin's Childhood 6
Helping Others 14
Marching On 21
Martin's Dream 24
Time Line 28
Glossary 30
Index 31
Americans Today 32

Introduction

Martin Luther King Jr. changed America. At the time, laws made life hard for **African Americans** in the South. He spoke out about these unfair laws. He said all people should be treated the same. He gave speeches and led marches to tell the world about the problem.

Fun Fact

Martin also spoke out against poverty and war.

People protesting the war

Martin giving a speech

Martin's Childhood

Martin was born on January 15, 1929. He lived in Atlanta, Georgia, with his parents and his grandparents. He had an older sister and a younger brother. His mother taught them how to play the piano. She was a teacher. His father was a **minister**.

Martin's childhood church and home

Fun Fact

Martin's real name was Michael. His father changed his name to Martin after a family trip to Europe. Martin was only five years old.

Martin's route from Atlanta, Georgia, to Europe

Martin attended a school like this when he was a young boy.

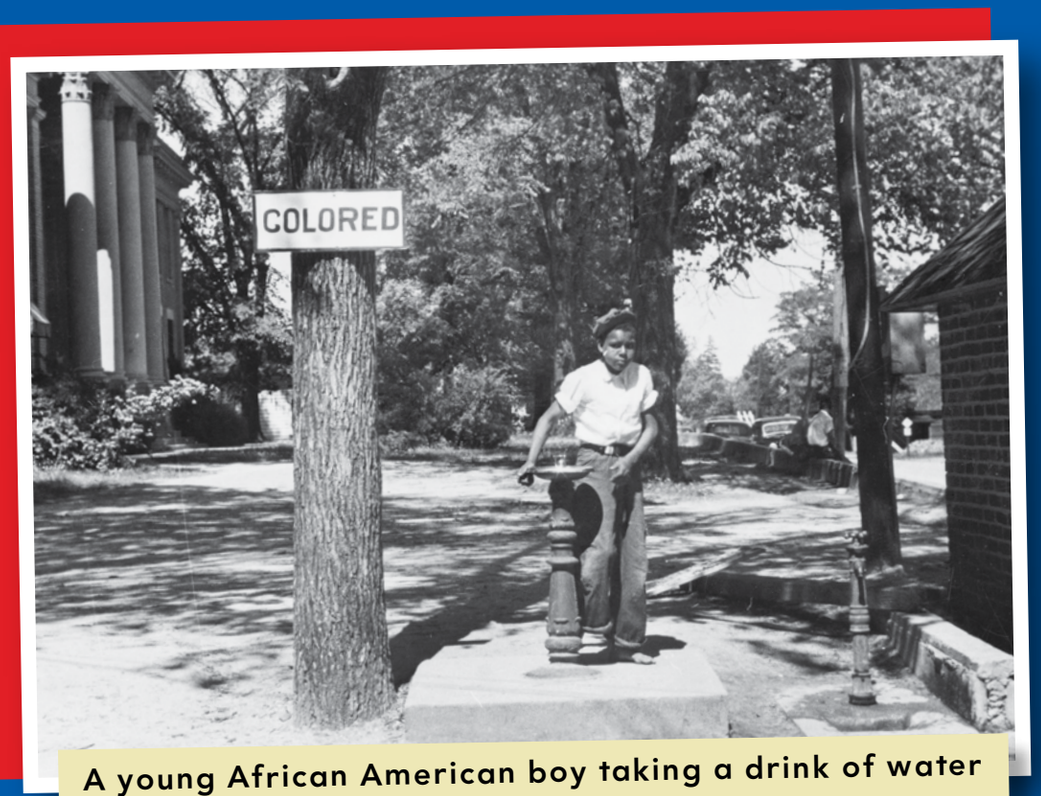
Fun Fact

Martin wanted to be a firefighter when he grew up.

As a boy, Martin liked to play football and baseball. He had a paper route. His best friend was white. When the boys started school, Martin was not allowed to play with his white friend any more.

Martin on his paper route

When Martin was young, African American children could not go to school with white children. They could not go to the same restaurants (RES-ter-ahnts). They could not use the same bathrooms. They could not drink from the same drinking fountains. African Americans had to sit in the back seats of city buses.



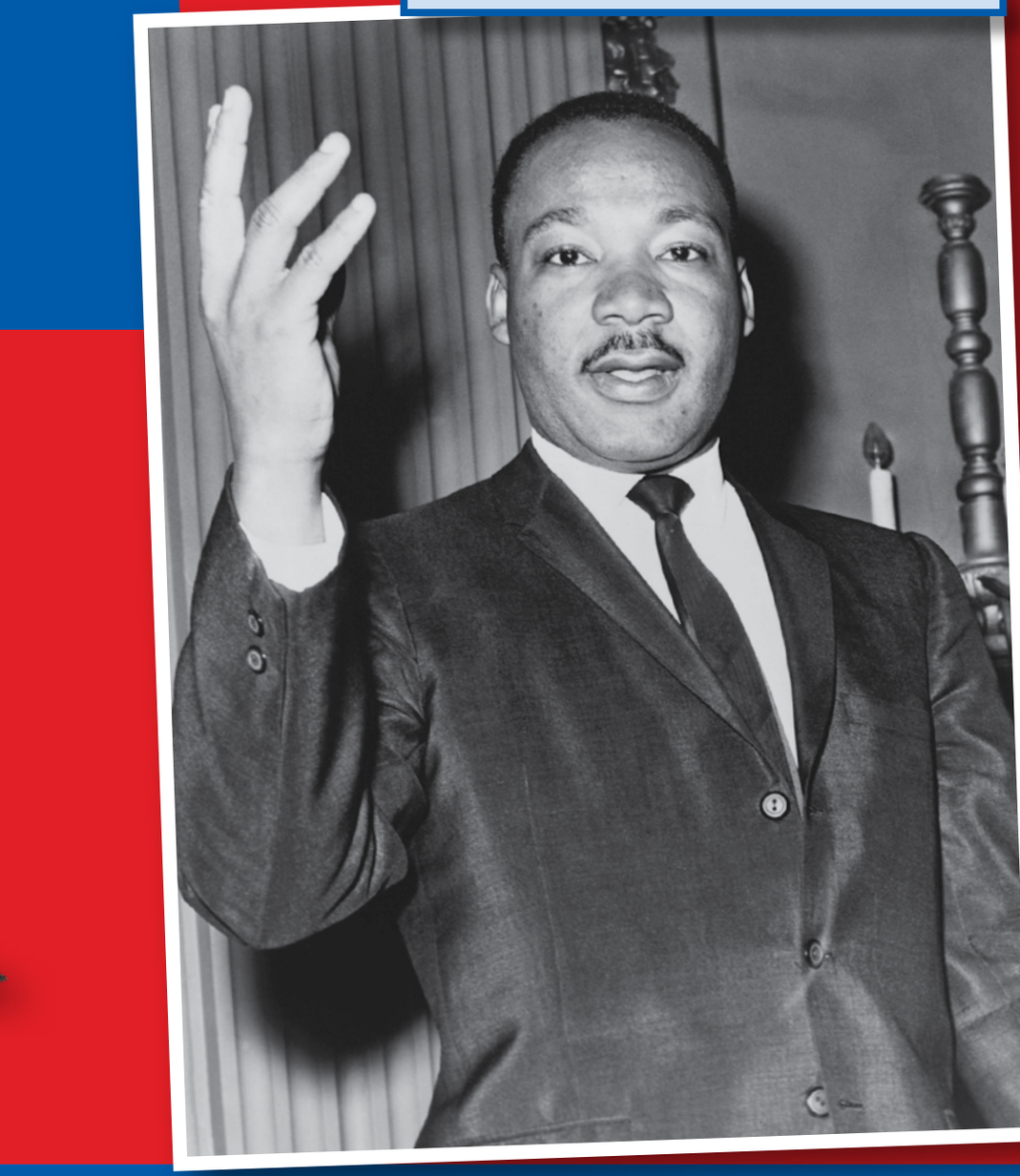
A young African American boy taking a drink of water

The laws that separated African Americans from whites in public places were called **Jim Crow Laws.**

An African American waiting for the bus

Martin was a bright student. He finished high school at age 15. He went to Morehouse College like his father and his grandfather. He studied to be a minister. He continued his studies. In 1955, he earned a **doctorate** (DOK-ter-it) **degree**.

Martin on graduation day



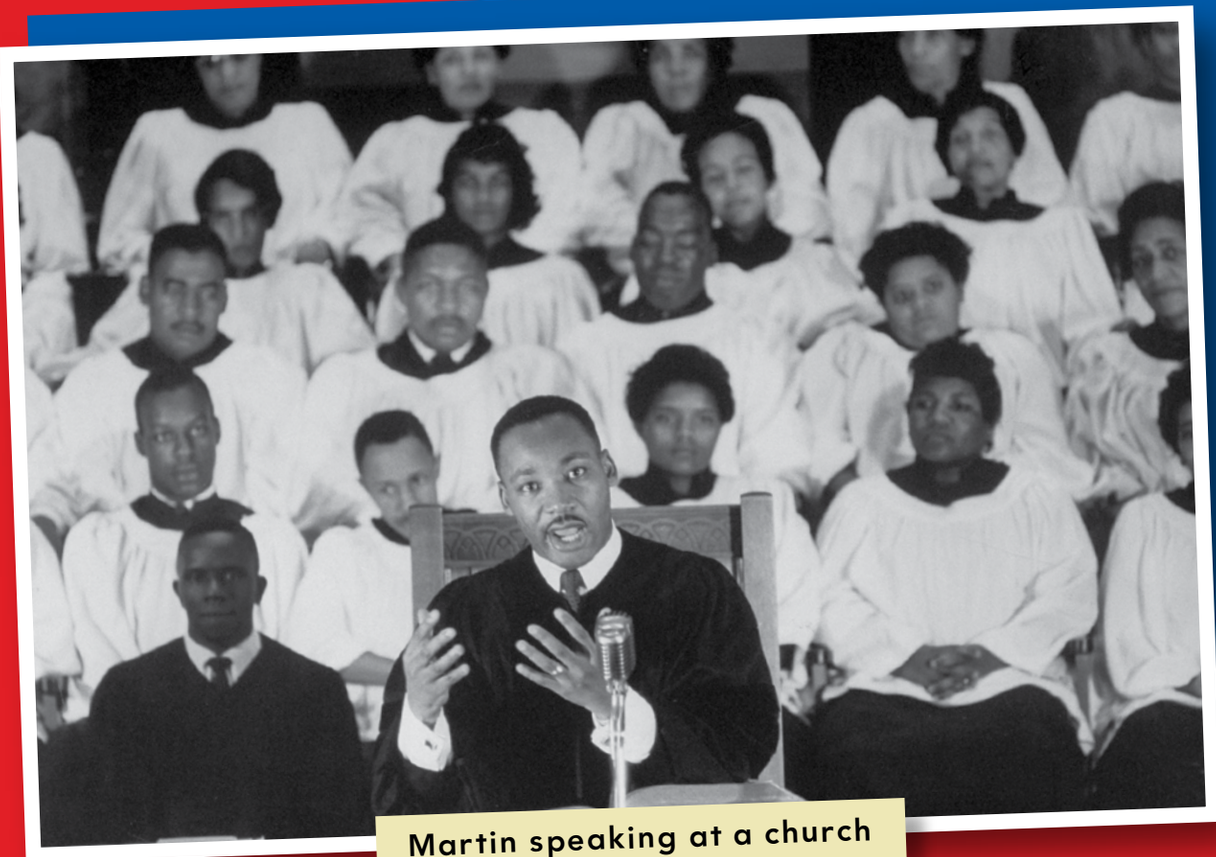
Fun Fact

Martin skipped both the ninth and twelfth grades of high school.

Helping Others

Martin became a minister in Montgomery, Alabama. He was famous for his great speeches. He spoke out about laws that were unfair to African Americans. He wanted to change the laws. He became a **civil rights** leader. Rights are things that make life fair for everyone.

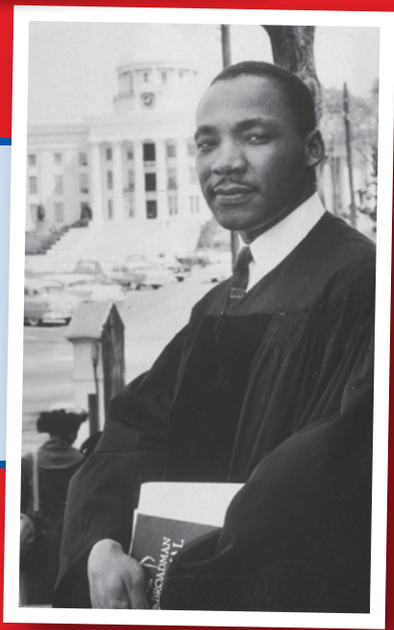
Martin giving a speech



Martin speaking at a church

Fun Fact

Martin first thought he might be a lawyer or a doctor.



Rosa sitting at the front of a public bus

One day in 1955, Rosa Parks sat in the front of a Montgomery city bus. It was against the law for African Americans to sit in the front. But Rosa would not move to the back of the bus. The police took her to jail. Martin said this was wrong. He asked all African Americans to **boycott** (BOI-kot), or stop riding, city buses.

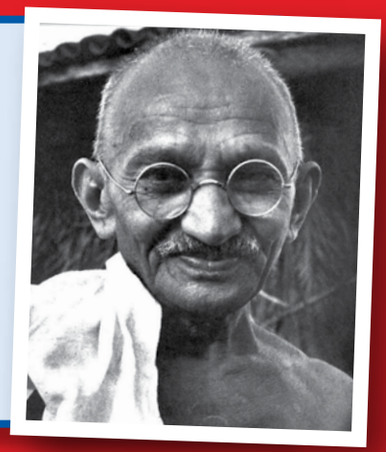
Thousands of people boycotted buses. This cost the bus company a lot of money.

The boycott lasted more than a year. Finally, the city agreed to let African Americans sit anywhere they wanted. Martin's plan had worked. But more laws needed to be changed. Some people wanted to fight for change. But Martin would only use **nonviolent** ways.

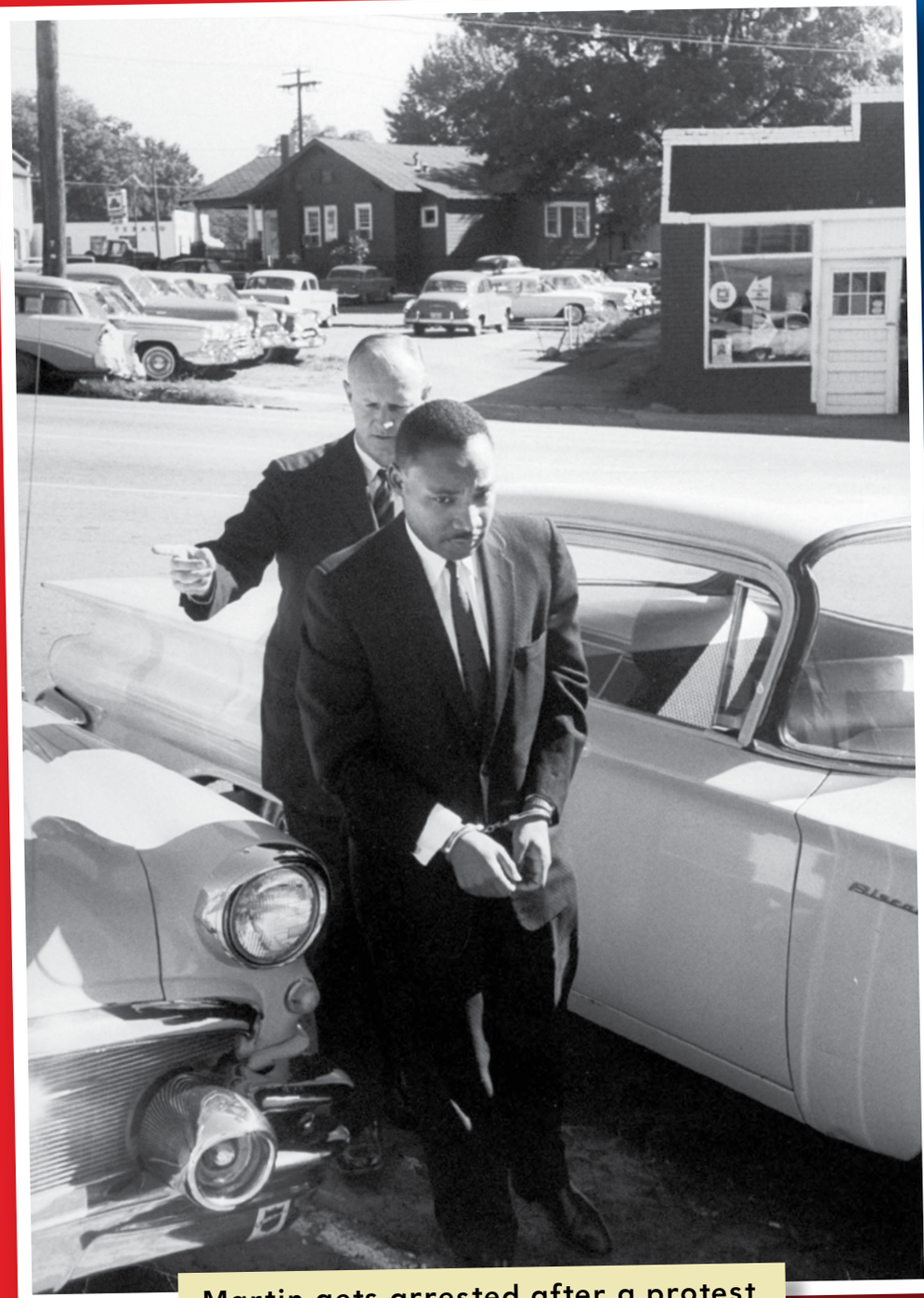
African Americans and a white man sitting together on a bus

Fun Fact

Martin met Mohandas Ghandi (GAHN-dee) in India. Ghandi also believed in nonviolence.



People marching in support of Martin

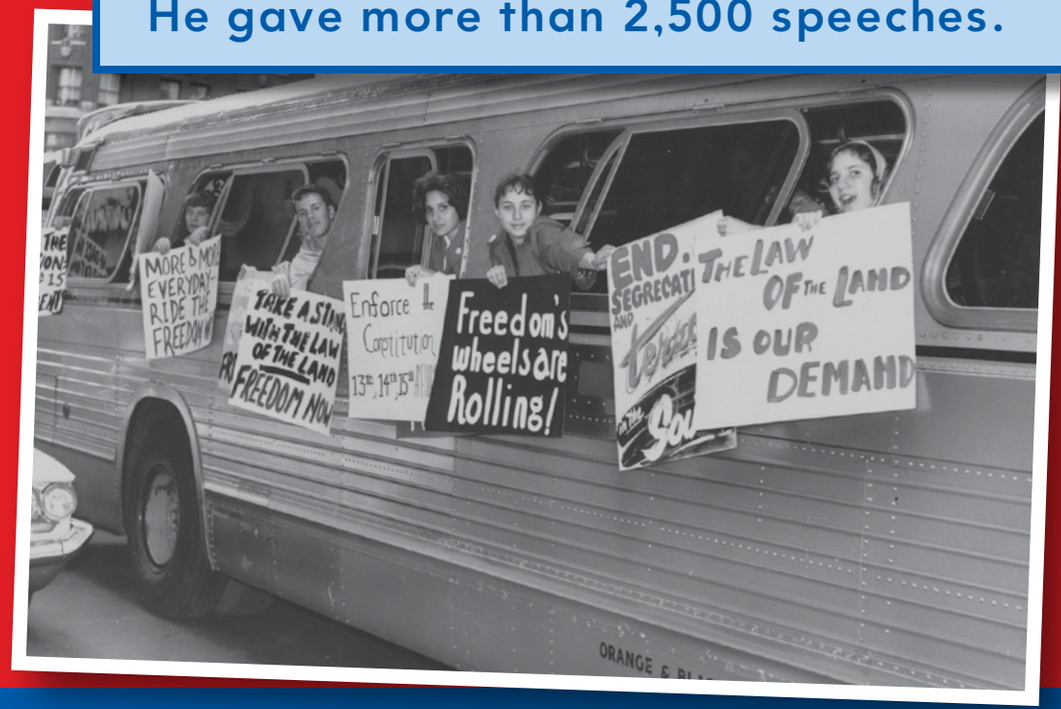


Martin gets arrested after a protest

Marching On

Between 1957 and 1968, Martin traveled around the United States. He helped African Americans sign up to vote. He gave speeches and led marches against unfair laws. He led a huge **protest** in Birmingham, Alabama. He went to jail many times for his work.

Martin traveled over six million miles. He gave more than 2,500 speeches.

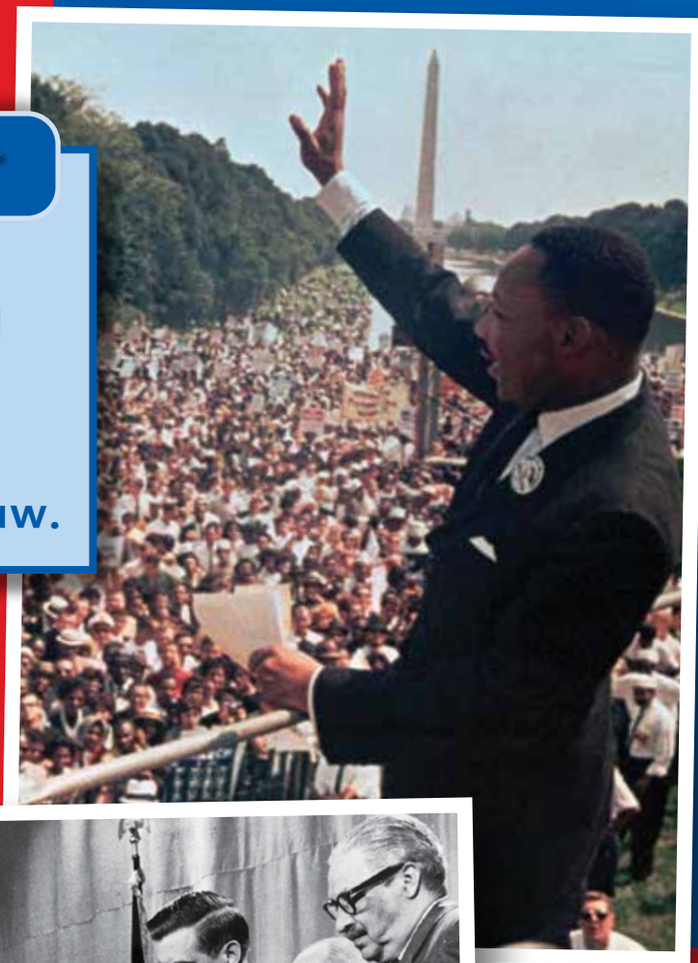


In 1963, Martin led a march in Washington, D.C. More than 250,000 people came. On the steps of the Lincoln Memorial, Martin gave his most famous speech. He spoke about his dreams for America. His said he wanted all Americans to share equal freedoms.

Martin giving his famous "I Have a Dream" speech

Fun Fact

This march led to the Civil Rights Act, which made equality the law.



President Johnson signing the Civil Rights Act

Martin's Dream

Martin's ideas made some people mad. Many Southerners wanted African Americans and whites to stay separate. They did not want the laws to change. One of these angry men shot Martin on April 4, 1968. Martin died at the age of 39.

A newspaper from the day Martin was killed

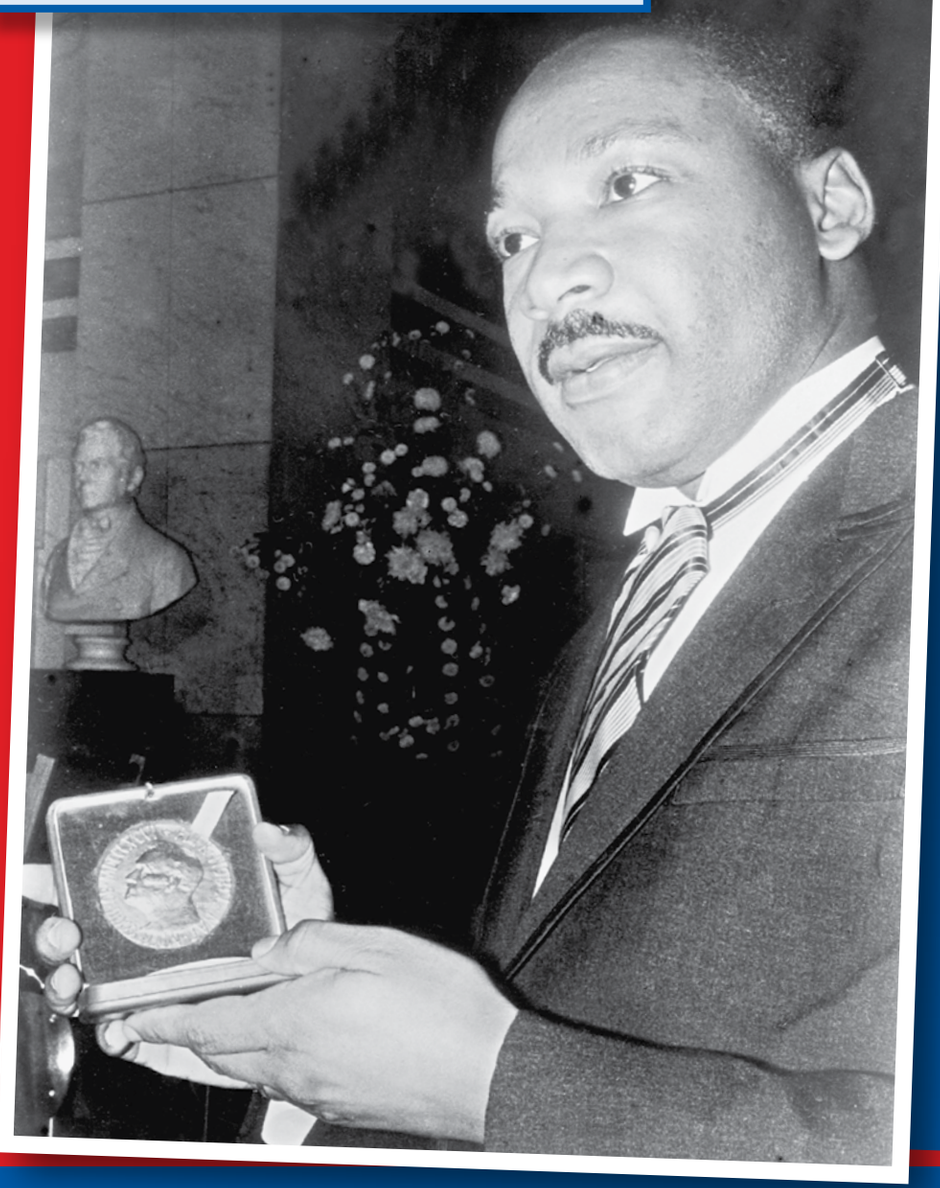
Martin's family at his funeral

The world remembers Martin Luther King Jr. as a hero. Every January, America celebrates his birthday. Martin had a dream that one day all people would be treated the same. He gave his life to make this dream come true.

President Ronald Reagan signed a law to make Martin Luther King Jr. Day a federal holiday.

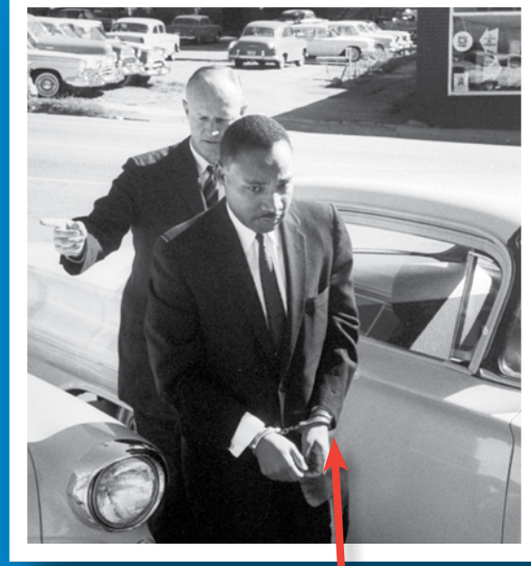
Fun Fact

Martin Luther King Jr. won the Nobel (noh-BEL) Peace Prize. He was the youngest winner ever.



Time Line

1929
Martin Luther King Jr. is born in Atlanta, Georgia.

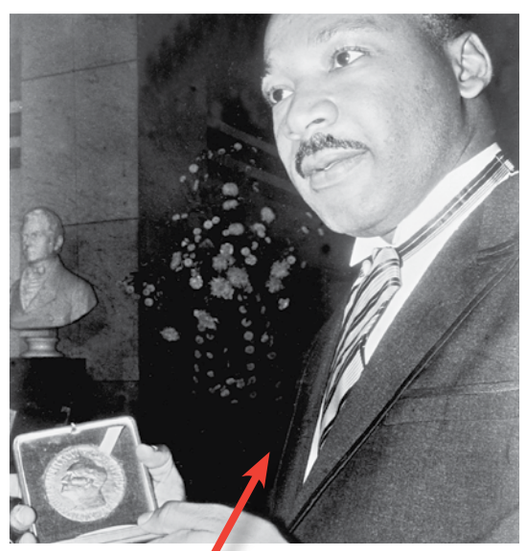


1955
The bus boycott begins in Montgomery, Alabama.

1963
Martin gets arrested.

1963
Martin gives his "I Have a Dream" speech in Washington, D.C.

1964
The Civil Rights Act is signed.



1964
Martin wins the Nobel Peace Prize.

1968
Martin is killed on April 4, at the age of 39.

Glossary

African Americans—Americans whose families first came from Africa

boycott—to not buy from or give business to

civil rights—the rights that every citizen has

doctorate degree—the highest type of college degree

equality—a situation in which people from different groups have the same rights

Jim Crow Laws—laws that kept African Americans unequal to white people

minister—a religious leader

nonviolent—peaceful

protest—action or words that show disagreement with something

Index

African Americans, 4, 10–11, 14, 17–18, 21, 24
Atlanta, Georgia, 6–7
Birmingham, Alabama, 21
boycott, 17–18
Civil Rights Act, 23
Europe, 7
Ghandi, Mohandas, 19
Jim Crow Laws, 11
Lincoln Memorial, 22
marches, 4, 19, 21–23
Montgomery, Alabama, 14, 17
Morehouse College, 12
Nobel Peace Prize, 27
Parks, Rosa, 16–17
President Johnson, 23
President Ronald Reagan, 26
speeches, 4, 14, 21–22
Washington, D.C., 22

Americans Today

Rock the Vote is a group of people who care about civil rights. The people in the group believe that everyone should be treated the same. The goal of the group is to educate young people and encourage them to vote.