

# How Did it Happen?

*Martin Luther King Jr.*



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## Martin Luther King: How Did it Happen?

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### Big Idea

*Heroes are not born but created by their courage in answering events around them*

### Standards

#### Common Core

CCSS.ELA-L.W.5.6; CCSS.ELA-L.W.5.9; C.C.R.L.5.4

#### NETS-S

3.a, 4.c, 5.a

### Essential Question

*What events led to MLK's impact on US history?*

### Overview

*This is a summative project, following class discussion on Dr. Martin Luther King. Students create an event chain to share critical events in Dr. King's life that led to his impact on American history.*

### Materials

infographic templates, resource materials, required websites, grading rubrics, folder of historic digital images (if required), audio and video copies of Dr. King's speeches

### Teacher Preparation

- Have reference materials available
- Create a folder of copyright-free images for student use
- Prepare list of historic events in Dr. King's life that were discussed in class, i.e.:
  - *his education*
  - *the culture of his times (Jim Crow laws, KKK)*
  - *critical historic events: Rosa Parks, Alabama Freedom March*
  - *'I Have a Dream' speech*
  - *16th Street Baptist Church Bombing*
  - *MLK as Time 'Man of the Year'*
  - *assassination*
  - *first black American to be honored by a National Holiday*

### Steps

\_\_\_\_\_ Twenty years ago, Howard Gardner proposed the concept of multiple intelligences—[seven approaches to learning](#). He made the case that teaching requires a mix of seven learning styles (visual, kinesic, musical, interpersonal, intrapersonal, linguistic, and logical-math).

\_\_\_\_\_ How many students feel they learn better visually than by reading? Look around at the hands—is anyone surprised by the response?

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\_\_\_\_\_ What are ways to learn ‘visually’?

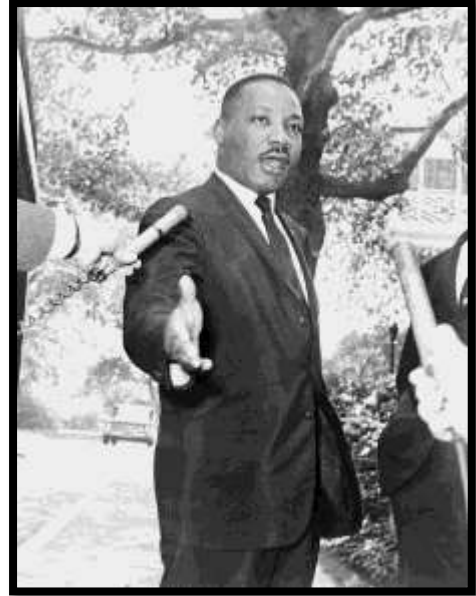
\_\_\_\_\_ What’s the difference between a ‘visual organizer’ and ‘written text’? Help students come up with the concept that the organization of ideas is different. The eye is drawn to certain elements in a picture which doesn’t happen in writing. Think about the difference in how you receive information from a table and a graph.

\_\_\_\_\_ Share some ‘infographics’ (what is an ‘infographic?’) relevant to class topics. Provide other visual learner examples students might be familiar with.

\_\_\_\_\_ Today, we’ll use an online infographic creator to visually convey the impact of Dr. King on the world around him. Students will use what they learned in class, in textbooks, in conversations, and in personal inquiry to develop an Event Chain. This does not require any additional research.

\_\_\_\_\_ Here are options for online infographics—pick one that works for your students:

- [Canva](#)
- [Easel.ly](#)—free
- [Infographics Archive](#)—lots of options
- [Piktochart](#)



\_\_\_\_\_ Have students follow along as you demonstrate how to complete the steps (see samples at end of project):

- *Select an infographic template.*
- *Select an initiating event—what started Dr. King’s historic path?*
- *Select 5-7 critical events in Dr. King’s life that contributed to his impact on American history. Create a list on the class screen of what students consider major events based on their discussions and research into this topic.*
- *Select a Final Outcome—what sums up Dr. King’s contributions?*
- *Lay out the events in a vertical column, arranged according to the infographic template.*
- *Add images (with citations if needed) of three occurrences along the Event Chain. Use copyright-free images from websites such as:*
  - [Creative Commons](#)
  - [Open Clip Art](#)
  - [Pixabay](#)
  - [Open Photo](#)
  - [Free Photo](#)
  - [Stock Exchange](#)
  - [Morgue File](#)
  - [Wiki Images](#)
- *Summarize the event in a two-three word heading. Add a description of one-two sentences. This will vary depending upon which infographic is selected.*
- *Add any other decorative pieces to increase the impact of the Event Chain.*

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\_\_\_\_\_ Students can work in small groups. They will:

- *review and analyze historic material*
- *find evidence of Dr. King's impact on American history*
- *identify required events*
- *add a heading and a summary of each event that reflects on the impact*

\_\_\_\_\_ This project is inquiry-driven. Students use critical thinking skills to create the infographic. They solve problems as they arise based on problem-solving strategies used in the past. The teacher will be a guide, not a guru.

\_\_\_\_\_ Remember citation rules for using online images in scholarly research:

- *Facts in the public database are free.*
- *Opinions and creative work are cited.*

\_\_\_\_\_ As students work, check for understanding by asking questions about their project. Answer clarifying questions, but provide no data.

\_\_\_\_\_ When completed, student groups will 1) review their work for grammar and spelling, and 2) assess their work by filling in the attached rubric.

\_\_\_\_\_ Once satisfied, projects are 1) saved to student digital portfolio, 2) saved via a screen shot to share on blog, wiki, or class website, and 3) submitted in the normal classroom convention.

### **Assessment Strategies**

- *Student project*
- *Ability to collaborate with classmates*
- *Ability to research and summarize required information*
- *Ability to publish and share completed project*
- *Ability to use a new tech tool with minimal instruction*
- *Assessment rubric*

### **Extension:**

- *Take the same historic information and present it using another infographic template. Does this clarify or obfuscate?*

### **Resources:**


- *Life and Death of Martin Luther King Jr. by James Haskin*
- *Martin Luther King Jr. by Diane Patrick*
- *Martin Luther King Jr.: a Picture story by Margaret Boone-Jones*
- *Martin Luther King Jr.: Free at Last by David A. Adler*
- *Copies made of the speech "I Have a Dream"*
- *"They Were My People" Grace Nichols*
- [Underground Railroad Henrietta Buckmaster](#)
- *Dr. King's "Pilgrimage to Nonviolence;" that is, how he studied and developed his principles of nonviolence. (Share pictures of Mohandas K. Gandhi and others mentioned in the background information, if available.)*

## Sample Event Chain I

# MARTIN LUTHER KING


**Initiating Event**

Discuss this in a few sentences




**Event 1**

Discuss this in a few sentences




**Event 2**

Discuss this in a few sentences




**Event 3**

Discuss this in a few sentences



**Final Outcome**

How did it end?



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# MARTIN LUTHER KING

Provide a brief biography here of Dr. King and his impact on history.

**Initiating Event**

**Headline**  
Briefly describe what starting Dr. King's impact on America.



**EVENT 02**

**Headline**  
Brief description

**EVENT 03**



**EVENT 04**

**Headline**  
Brief description.

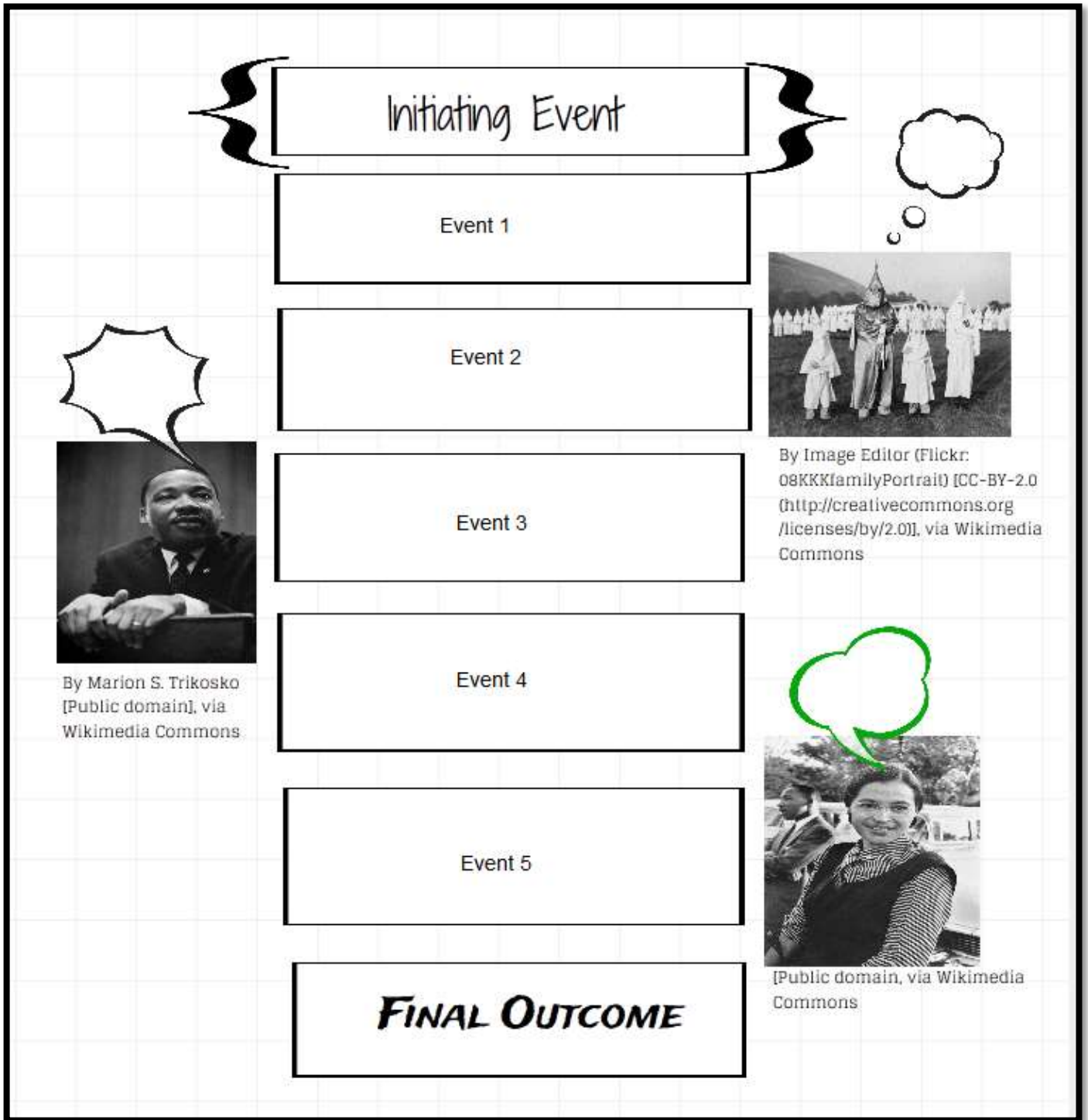
**Final Outcome**

**Headline**  
Brief conclusion to Dr. King's life and impact



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## Sample Event Chain II



## MLK Grading Rubric

	<b>Beginning 1</b>	<b>Developing 2</b>	<b>Accomplished 3</b>	<b>Exemplary 4</b>	<b>Score</b>
<b>Relevant Pieces</b>	Project includes some of required elements, but not all categories or all information	Project includes all categories, but not all required elements in each.	Project includes most required elements. Those skipped were minimal and seemed to be because creators lacked sufficient knowledge to complete	Project includes all required elements— 5 chained events, an inciting event, a final event, at least 3 pictures. Project was saved to digital portfolio and other required locations	
<b>Grammar and Spelling</b>	There are numerous grammar and spelling errors, most of which could be caught with a simple edit process and/or final look	There are substantive grammar and spelling errors, indicating that the creators did not take a final look before submitting	Grammar errors are limited to those that indicate the creators may not have known how to correct them. There are no obvious spelling errors	There were minimal grammar and spelling errors, none which could have been caught by an edit program.	
<b>Knowledge of Events</b>	Creators made many errors in historic events, often information covered in class. Events are not in temporal order. Images have no citations or are erroneous.	Creators made errors in historic events and individuals, some that were covered in class. Events are not always in temporal order. Some images lack citations or are erroneous.	There are few errors in events, people, and chronology. The creators took the time required to get facts, figures, images right, demonstrating a respect for themselves and the story being told.	There are no errors in events, people or chronology. The creators took the time required to get facts, figures, images right, demonstrating a respect for themselves and the story being told.	
<b>Technical Knowledge</b>	There was insufficient knowledge of infographic design process and other technology required to complete the required elements.	Creators seemed to struggle with the technology and the infographic design process, but showed an effort to figure out how to deliver the required elements.	Creators showed an understanding of all required elements of technology and the infographic design process required to create Event Chain, even those entailing self-teaching.	Creators demonstrated a deep and thorough understanding of all technology and the infographic design process as required to create a masterful and professional summative project	

## Other Singles from Structured Learning

- [15 Digital Tools in 15 Days](#)
- [Blogging in the Classroom](#)
- [Brainstorming](#)
- [Bridge Building](#)
- [Debate in the Classroom](#)
- [Digital Book Report](#)
- [Digital Note-taking](#)
- [Digital Quick Stories](#)
- [Digital Quick Writes](#)
- [Digital Timelines in the Classroom](#)
- [Gamification of the Classroom](#)
- [Genius Hour](#)
- [Google Apps in the Classroom](#)
- [Internet Search and Research](#)
- [Khan Academy](#)
- [Presentation Boards in Class](#)
- [Service Learning and Tech](#)
- [Twitter in the Classroom](#)
- [Write an Ebook](#)