



Has Dr. Martin Luther King's Legacy Been Fulfilled?

Lesson Overview

Suggested Grade Level(s)

Upper elementary to middle school

Time Required for the Lesson

Three one-day lessons plus one summative assessment

Alignments

Center for Civic Education

We the People: The Citizen & the Constitution (Level 2)

- Unit 5, Lesson 25: How Has the Right to Vote Expanded Since the Constitution Was Adopted?

College, Career, and Civic Life (C3) Framework

- **D2.His.13.3-5.** Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose, to judge the extent to which the source is useful for studying a particular topic.
- **D3.3.3-5.** Identify evidence that draws information from multiple sources in response to compelling questions.

Educating for American Democracy Roadmap

Theme 3: We the People

- HDQ: What distinctive challenges have accompanied race relations in the U.S. compared with other countries worldwide?
- Design Challenge 2: America's Plural Yet Shared History

Theme 5: Institutional and Social Transformation

- CDQ: Are there specific moments of political and social change that constitute refoundings? Why or why not?
- Design Challenge 4: Civic Honesty, Reflective Patriotism



Alignments (continued)

Common Core Standards for Literacy in Social Studies

- **CCSS.ELA-LITERACY.RI.4.1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **CCSS.ELA-LITERACY.RH.6-8.1:** Cite specific textual evidence to support analysis of primary and secondary sources.

Civic Skills & Dispositions

- Active learning
- Attentiveness to political matters
- Collaboration
- Critical thinking
- Incorporating evidence
- Listening
- Relationship skills

Social-Emotional Learning (SEL) Focus

Students will develop their social awareness by showing understanding and empathy for others by articulating Dr. Martin Luther King Jr.'s dream and how it shows up in their life and the lives of their peers. *Note: This SEL focus will be further articulated in alignment with the lesson below.*

Students will develop responsible decision-making by identifying problems, analyzing situations, solving problems, and reflecting.

Lesson Objective

- Analyze Dr. King's goals for the civil rights movement
- Identify Dr. King's accomplishments and obstacles during his time as a civil rights leader
- Reflect on the impact Dr. King's legacy has had on their own lives
- Defend their position on whether Dr. King's dream has been fulfilled

Lesson Assessments

- Students will demonstrate their understanding of Dr. King's goals for the civil rights movement by analyzing his "I Have a Dream" speech.
- Students will identify accomplishments achieved and obstacles faced by Dr. King by evaluating specific events in Dr. King's life.
- Students will reflect on the impact of Dr. King's legacy on their own lives by creating a connections poster using hexagonal thinking strategies.
- Students will demonstrate their understanding of Dr. King's dream by reflecting on its impact on their lives.

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- Teachers may assess by using the [Dr. King's Dream: Inquiry Assessment Rubric](#).
 - Students will participate in self-reflection by completing the [Inquiry Reflection Tool](#).



Pre-Lesson Preparation

Compelling Question

Has Dr. Martin Luther King's dream been fulfilled?

Supporting Question(s)

- What was Dr. King's dream?
- What accomplishments were achieved, and what obstacles were faced by Dr. King?
- How does Dr. King's legacy impact your life?

Texts / Materials

Day 1

- [What Is the American Dream: Resource Bank \(Optional\)](#)
- [MLK's Mind Map \(Organizer\)](#)
- [“I Have A Dream” Speech Annotation Activity](#)
- [“I Have a Dream” \(Speech Transcript\)](#)
- [Freedom’s Ring King’s “I Have a Dream” Speech \(11:24-17:08\)](#)
- [MLK’s Dream \(Slide Deck\)](#)

Day 2

- [Martin’s Big Words Book Cover \(Image\)](#)
- [Martin’s Big Words: The Life of Dr. Martin Luther King, Jr. read by Jeff Perry \(Video\)](#)
- [Martin Luther King, Jr. Memorial in Washington, D.C. \(Image\)](#)
- [MLK Keep Moving Quote \(Image\)](#)
- [Investigation Slide Decks
 - \[Montgomery Bus Boycott\]\(#\)
 - \[Birmingham Campaign\]\(#\)
 - \[Civil Rights Legislation\]\(#\)](#)
- [Keys to the Investigation \(Graphic Organizer\)](#)
- [Tip the Scales \(Assessment Tool\)](#)

Vocabulary

- **boycott** The act of refusing to buy or engage the services of an organization or person.
- **desegregation** The process of ending the separation of different racial, religious, or cultural groups.
- **racial integration** The process of ending racism.
- **racism** The belief that people who belong to certain races are naturally inferior to others.
- **segregation** Keeping people apart; generally as a form of discrimination based on race, religion, gender, or culture.



Day 3

- Student Civil Rights Activism: Crash Course Black American History #37 (Video)
- MLK Doing for Others Quote (Image)
- Hexagonal Thinking Template
- Making MLK Connections
- Poster paper, tape/glue, and sticky notes
- Dr. King's Dream: Inquiry Assessment Rubric
- Inquiry Reflection Tool

Teacher Background

While Dr. Martin Luther King Jr. is arguably the most well-known figure of the civil rights movement, many do not fully comprehend the impact that Dr. King has had on the lives of Americans. Although our nation honors his birth with a federal holiday, it is critical that educators elevate Dr. King's accomplishments to more than a day in January or a mention during Black History Month. Teaching about Dr. King is essential for our students to understand the ongoing struggle for civil rights that still plagues our nation today and allows educators to honor diversity and explore the values of justice. Providing students the opportunity to read and listen to Dr. King's words helps them to understand the power of taking informed action.

When educators provide high-quality primary-source materials and opportunities for students' agency, we can begin to dismantle misconceptions and preconceived notions. Empowering students to conduct investigations, analyze evidence, and make claims based on their research elevates learning and critical thinking skills.

Teachers can find additional background support resources as follows:

- [Votes for All Men](#), the Constitution EXPLAINED, Center for Civic Education (Video)
- [Civil Rights Movements and Assembly](#), 60-Second Civics, Center for Civic Education (Video)
- [Dr. Martin Luther King Jr.'s Six Principles of Nonviolence](#) (series), 60-Second Civics, Center for Civic Education (Video)
- [Martin Luther King, Jr: Crash Course Black American History #36](#) (Video)
- [Randolph, Rustin, & the Origins of the March on Washington: Crash Course Black American History #32](#) (Video)
- [The Montgomery Bus Boycott: Crash Course Black American History #35](#) (Video)
- [The Civil Rights Act of 1964](#), U.S. National Archives, Google Arts & Culture



Teachers should note the suggestions for advanced preparation of the lesson activities for Day 3.

This lesson contains material about racism that some students might find offensive or potentially traumatizing. This material has been included to give students a sense of the civil rights era and the obstacles faced by campaigners for civil rights. A culturally responsive classroom will provide a welcoming and safe environment where students feel comfortable discussing difficult topics. Ensure that students feel comfortable sharing appropriate personal perspectives. Consider establishing classroom norms that encourage discussion.



Lesson Plan: Day 1

Engage: Activate Prior Knowledge

1. Greet students upon entry into the classroom, and welcome them to social studies.
2. Display this question, “What is the American Dream?”
3. Encourage students to brainstorm possible answers and examples of the American Dream.
4. Teachers may create an [anchor chart](#) or encourage the class to create a [word cloud](#) together.
5. Lead a brief discussion on what topics or items people would identify as part of the American Dream. Consider sharing the [What Is the American Dream: Resource Bank](#) to provide students with additional data points and examples.
6. Formulate a definition together, which may include *Merriam-Webster’s* definition that the American Dream is “a happy way of living that is thought of by many Americans as something that can be achieved by anyone in the U.S., especially by working hard and becoming successful.”
7. Tell students that we are beginning a new inquiry lesson today covering topics on civil rights and our democracy.
8. Display a few images of Dr. Martin Luther King Jr. and ask students to identify the subject. Images are available from the [National Portrait Gallery](#).
9. Display and introduce the compelling question, “Has Dr. Martin Luther King’s dream been fulfilled?” Why or why not?
10. Encourage students to reflect upon our shared class definition of the American Dream and allow students to generate their own supporting questions.
11. Ask students to declare their stance on this compelling question using a secret ballot. Responses could be collected via Google Forms, Survey Monkey, hand-written sticky notes, or other simple paper ballots.
12. Allow time to share several responses, if desired.
13. Tell students you will revisit this question at the end of the inquiry lesson.
14. Save the student results on what percentage of students believed Dr. King’s dream has been fulfilled so that you may revisit it at the end of the inquiry.

Culturally Responsive Supports

Universal Design for Learning (UDL)

- Allow sufficient wait time for students to formulate answers.
- Consider allowing students trio time to formulate answers.
- A quick video could be shared with students unfamiliar with the American Dream: [The American Dream: Is It Still Alive? | IN 60 SECONDS](#).
- Consider asking student volunteers to rephrase the motivation and compelling questions, if needed.
- Ballot options should include “Yes,” “No,” and “Not Sure” to allow students to demonstrate they need more information to decide.

Multilingual Learners (ML)

- Long descriptions and alternative texts could be translated or provided as audio files for resource bank items, as needed.
- The motivation and compelling questions could be translated or provided as an audio file, as needed.

Social-Emotional Learning (SEL)

- Social awareness
- Self-awareness

Civic Dispositions & Skills

- Collaboration
- Incorporating evidence
- Attentiveness to political matters

Extending Learning

- If time allows, have students explore different poems about the American Dream.



Lesson Plan: Day 1

Explore: Guided/Open Inquiry

1. Tell students that to answer our larger compelling question, we will break it down into three subtopics with three supporting questions.
2. Display today's supporting question, "What was Dr. King's dream?"
3. Provide time for students to consider this question and allow students to generate their own supporting questions.
4. Provide students with a brief biography about Dr. King, such as one from [The King Center](#) or the [National Park Service](#).
5. Using your routine strategy for setting up groups, divide the class into small groups of approximately 3–4 students each.
6. Provide each group with either a paper or e-copy of [MLK's Dream Mind Map](#) organizer.
7. Students will work in groups to complete the [MLK's Dream Mind Map](#) organizer by identifying ideas, topics, or items they think were a part of MLK's dream. Inform students that it is okay if they are unsure or cannot complete all the bubbles, as we will be working today to discover more about Dr. King's dream.

Culturally Responsive Supports

Universal Design for Learning (UDL)

- Desks arranged in tables/clusters are recommended to better facilitate student collaboration.
- Prompt students to draw sketches to illustrate ideas, topics, or items as an alternative option.
- Consider allowing students to utilize a speak-to-type feature to record their answers on the graphic organizer.
- A video biography could be shared with students unfamiliar with Dr. King: [Martin Luther King, Jr: Crash Course Black American History #36](#).

Multilingual Learners (ML)

- Supporting questions could be translated or provided as audio files, as needed.
- Explore subtitle options to change the language if viewing the video cited above via YouTube.

Social-Emotional Learning (SEL)

- Social awareness
- Reflection

Civic Dispositions & Skills

- Collaboration
- Incorporating evidence
- Attentiveness to political matters
- Critical thinking

Extending Learning

- Students may add additional bubbles to the mind map if time allows.



Lesson Plan: Day 1

Explain: Discuss and Share	Culturally Responsive Supports
<ol style="list-style-type: none">1. Bring students back together as needed.2. Use your preferred strategy for students to share their ideas related to each supporting question.3. Allow students time to offer their own supporting questions.	
Elaborate: Apply New Learning	Culturally Responsive Supports
<ol style="list-style-type: none">1. Tell students that we will now have a chance to investigate Dr. King's famous "I Have A Dream" speech.2. Provide students with "I Have A Dream" Speech Annotation Activity. Students will also need colored pencils or highlighters in yellow, green, and pink.3. Obtain a copy of the speech transcript. Provide students hard copies of the speech beginning at the line "Let us not wallow in the valley of despair."4. Review the directions to ensure students understand the annotation task.5. Teacher will cue the Freedom's Ring King's "I Have a Dream" Speech video, ready to start at 11:24.6. Encourage students to read along with the "I Have A Dream" Speech Annotation Activity as they listen to Dr. King deliver the speech.7. Pause the video to allow students to conduct annotation as needed.8. Speech runs from 11:24 through 17:08. Replay as needed.9. Observe students' progress with annotation activity; guide and redirect when appropriate.	<p>Universal Design for Learning (UDL)</p> <ul style="list-style-type: none">• Consider playing only audio of Freedom's Ring King's "I Have a Dream" Speech on the first attempt. Add in the video for a second attempt at annotation.• The teacher may wish to model how to conduct the annotation using the first few paragraphs of the excerpt.• Consider assigning specific paragraphs to individual students to chunk the task.• Encourage students who would benefit from utilizing written text provided with Freedom's Ring King's "I Have a Dream" Speech video. <p>Multilingual Learners (ML)</p> <ul style="list-style-type: none">• Consider providing a translated copy of the speech in the students' native languages. <p>Social-Emotional Learning (SEL)</p> <ul style="list-style-type: none">• Social awareness• Personalized learning



Lesson Plan: Day 1

Elaborate: Apply New Learning (continued)

10. Allow students time to collaborate with their groups to share annotation results.
11. Direct students to return to their [MLK's Dream Mind Map](#) organizer to compare it to the annotation work they just completed.
12. Encourage students to make changes and additions to the organizer to reflect their new understanding of Dr. King's dream.

Culturally Responsive Supports

Civic Dispositions & Skills

- Collaboration
- Listening

Extending Learning

- Encourage students to identify the influences and promises from the Declaration of Independence found in this speech.
- If time allows, consider allowing students to watch [Freedom's Ring King's "I Have a Dream" Speech](#) video in its entirety and make a note of additional components of MLK's dream.

Evaluate: Assess and Authentically Engage

1. Return the class to the full-group format.
2. Congratulate the young scholars on conducting today's investigation.
3. Explain that students will answer today's supporting question ("What was Dr. King's dream?") by completing a slide with their response in the [MLK's Dream](#) slide deck.

Culturally Responsive Supports

Universal Design for Learning (UDL)

- Alternatively, students could submit audio, video, or multimedia responses for the MLK's Dream formative assessment.
- Consider allowing students to utilize a speak-to-type feature to record their responses.

Social-Emotional Learning (SEL)

- Social awareness
- Critical thinking

Civic Dispositions & Skills

- Incorporating evidence
- Active learning

Extending Learning

- Encourage students to take a deeper dive to understand the events that led to the March on Washington for Jobs and Freedom and the delivery of Dr. King's speech via [this video](#).



Lesson Plan: Day 2

Engage: Activate Prior Knowledge

1. Display the [cover image](#) of the biography titled *Martin's Big Words: The Life of Dr. Martin Luther King, Jr.*
2. Ask students to make a prediction of what the author means by “big words.”
3. Inform students that we will enjoy a read-aloud of this biography using [Martin's Big Words: The Life of Dr. Martin Luther King, Jr.](#) read by Jeff Perry.
4. Ask students to collect the “big words” on a list as they listen to the story.
5. After completing the read-aloud, encourage students to share their collection of big words.
6. Ask students to identify which words Dr. King used to lead the civil rights movement.

Culturally Responsive Supports

Universal Design for Learning (UDL)

- Pause the video as needed, allowing students additional time to create their “big word” collection.
- Utilize closed captioning when viewing videos if needed.
- Consider creating an anchor chart to collect and identify “big words.”
- Allow sufficient wait time for students to formulate answers.
- Consider allowing students trio time to formulate answers.

Multilingual Learners (ML)

- Explore subtitle options to change language when viewing videos through YouTube.

Social-Emotional Learning (SEL)

- Social awareness
- Collaboration

Civic Dispositions & Skills

- Listening
- Active learning
- Incorporation of evidence

Explore: Guided/Open Inquiry

1. Ask students to identify any monuments or memorials that are located on the National Mall in Washington, D.C. Answers may include the Washington Monument, the Lincoln Memorial, the Jefferson Memorial, and/or the Martin Luther King, Jr. Memorial.
2. Ask students why we make monuments and memorials. Lead a brief discussion explaining that monuments and memorials are often built to honor the legacy of individuals, recognize achievements, and/or acknowledge significant moments in history.

Culturally Responsive Supports

Universal Design for Learning (UDL)

- Allow sufficient wait time for students to formulate an opinion.
- Consider allowing students trio time to formulate answers.
- Ask students to provide synonyms or examples of accomplishments and obstacles.

Multilingual Learners (ML)

- The supporting question could be translated or provided as an audio file.



Lesson Plan: Day 2

Explore: Guided/Open Inquiry (continued)

3. Display an image of the [Martin Luther King, Jr. Memorial in Washington, DC](#).
4. Ask students why we have a memorial to Dr. King in our nation's capital. Help students to understand that Dr. King is honored for his sacrifice and achievements like other influential American leaders (e.g., Washington, Lincoln, and Jefferson).
5. Introduce today's supporting question, "What accomplishments were achieved and what obstacles were faced by Dr. King?"
6. Ask a student to rephrase the supporting question for the class and allow students to generate their own supporting questions.

Culturally Responsive Supports

Social-Emotional Learning (SEL)

- Social awareness

Civic Dispositions & Skills

- Active learning
- Critical thinking

Explain: Discuss and Share

Culturally Responsive Supports

Universal Design for Learning (UDL)

- Allow sufficient wait time for students to formulate an opinion.
- Consider allowing students trio time to formulate answers.
- Display quote visually, if needed.

Multilingual Learners (ML)

- Quote could be translated or provided as an audio file, as needed.

Social-Emotional Learning (SEL)

- Social awareness
- Collaboration

Civic Dispositions & Skills

- Active learning
- Incorporation of evidence



Lesson Plan: Day 2

Elaborate: Apply New Learning

1. Using your routine strategy for setting up groups, divide the class into three groups and assign students to one of the three investigations.
2. Tell students that we will now explore Dr. King's actions and several events during the civil rights movement by conducting a primary source investigation. The three investigations include the following:
 - Montgomery Bus Boycott
 - Birmingham Campaign
 - Civil Rights Legislation
3. Students will utilize the [Keys to the Investigation](#) graphic organizer to collect evidence as they investigate their assigned topic.
4. Preview the [Keys to the Investigation](#) graphic organizer together to ensure students understand the purpose and expectations.
5. Direct students to take their time to examine each slide in their assigned investigation. Students should explore the links provided and read the source descriptions below each slide.
6. Provide students with ample time to explore their assigned investigation. Note that each slide deck includes video/audio clips, so student headphone use is ideal.
7. Encourage students to collaborate with other students assigned to their topic as they conduct their investigations.
8. Circulate the room, encouraging each group, observing progress, and redirecting as needed.
9. Return the class to a full-group format to briefly discuss key moments in each of the investigations.

Culturally Responsive Supports

Universal Design for Learning (UDL)

- The teacher may wish to model how to conduct the primary-source investigation with one of the three topics.
- Utilize closed captioning when viewing videos, if needed.
- Consider allowing students to utilize a speak-to-type feature to record their answers on the graphic organizer.
- Utilize a text-reader function when needed.

Multilingual Learners (ML)

- Explore subtitle options to change language when viewing videos through YouTube.

Social-Emotional Learning (SEL)

- Social awareness
- Responsible decision-making

Civic Disposition & Skills

- Collaboration
- Critical thinking
- Active learning
- Reading

Extending Learning

- If time allows, students could explore one of the other two investigations.



Lesson Plan: Day 2

Evaluate: Assess and Authentically Engage

1. Congratulate the young scholars on conducting today's investigation.
2. Revisit today's supporting question: "What accomplishments were achieved and what obstacles were faced by Dr. King?"
3. Students will now use the [Tip the Scales](#) assessment tool to identify whether the events they investigated were accomplishments or obstacles in Dr. King's life.
4. Encourage students to collaborate with other students.
5. Students should refer to their completed [Keys to the Investigation](#) organizer to guide their decision about where to place evidence on the scale.
6. Conduct a class discussion about how students evaluated each event. Prompt students to share their reasoning for where they placed the evidence on the scale.

Culturally Responsive Supports

Universal Design for Learning (UDL)

- The teacher may wish to model how to use the assessment tool.
- Consider allowing students to utilize a speak-to-type feature to record their answers on the assessment tool.

Social-Emotional Learning (SEL)

- Social awareness
- Self-reflection

Civic Disposition & Skills

- Collaboration
- Incorporation evidence
- Critical thinking



Lesson Plan: Day 3

Engage: Activate Prior Knowledge	Culturally Responsive Supports
<ol style="list-style-type: none">Ask students to think about what they already knew about Dr. King and all that they have discovered from the previous days' lessons.Display the following sentence starter for the students to complete individually:<ol style="list-style-type: none">Dr. King's greatest accomplishment was ... because...Allow volunteers to share their responses if desired.	<p>Universal Design for Learning (UDL)</p> <ul style="list-style-type: none">Allow sufficient wait time for students to formulate answers.Consider allowing students trio time to formulate answers. <p>Social-Emotional Learning (SEL)</p> <ul style="list-style-type: none">Self-awarenessSelf-reflection <p>Civic Disposition & Skills</p> <ul style="list-style-type: none">Incorporation evidence
<ol style="list-style-type: none">Share the first 37 seconds of this video: Student Civil Rights Activism: Crash Course Black American History #37Ask the class which group of people most effectively makes social change possible, according to the video. Replay the 37-second clip as needed.Display today's supporting question, "How does Dr. King's legacy impact your life?"Ask students to share their initial responses to this question and allow students to generate their own supporting questions.Consider recording answers on an anchor chart.	<p>Universal Design for Learning (UDL)</p> <ul style="list-style-type: none">Allow sufficient wait time for students to formulate an opinion.Consider allowing students trio time to formulate answers.Consider allowing students to utilize a speak-to-type feature to record their answers on the graphic organizer.Utilize a text-reader function when needed. <p>Multilingual Learners (ML)</p> <ul style="list-style-type: none">The supporting question could be translated or provided as an audio file, as needed. <p>Social-Emotional Learning (SEL)</p> <ul style="list-style-type: none">Self-awareness <p>Civic Disposition & Skills</p> <ul style="list-style-type: none">Attentiveness to political mattersCritical thinking



Lesson Plan: Day 3

Explain: Discuss and Share

Note: Before delivering this segment of the lesson, consider cutting out the individual hexagons on the [Hexagonal Thinking Template](#), as you will need them for steps 5–8.

1. Display this [MLK Doing for Others Quote](#) for students.
2. Tell students it is attributed to a sermon by Dr. King in 1957.
3. Ask students to explain the meaning of the quote.
4. As a class, develop a list of 10 ways you can serve others.
5. Record answers on precut [Hexagonal Thinking Template](#) shapes.
6. Using [hexagonal thinking strategies](#), ask students to connect with the answers you wrote on your shapes. For example, consider pairing “welcome a new student” with “being a homework buddy” and “eating lunch with someone new.”
7. Ask students to explain or justify why these three examples could fit together. For example, a way to welcome a new student is to be their homework buddy or invite them to eat lunch with you.
8. As a class, continue the matching for a few more answer shapes, ensuring you encourage discussion about why/how the answer shapes fit or connect together.

Culturally Responsive Supports

Universal Design for Learning (UDL)

- Ask a student to rephrase the quote for the class.
- Allow sufficient wait time for students to formulate a response.
- Consider allowing students trio time to formulate answers.
- Breakdown vocabulary, as needed.
- Displaying the [Hexagonal Thinking Template](#) responses via a document camera would support visual learners.

Multilingual Learners (ML)

- Quote could be translated or provided as an audio file, as needed.
- Provide lesson vocabulary translated into the native language of students.

Social-Emotional Learning (SEL)

- Social awareness
- Responsible decision-making

Civic Disposition & Skills

- Incorporation evidence
- Critical thinking
- Active learning

Elaborate: Apply New Learning

Note: Prior to delivering this segment of the lesson, consider cutting out the individual hexagons from the [Making MLK Connections](#) document to create sets for each group if you feel this step may impede on instructional time. Additional supplies for this segment include tape or glue and one poster paper per group.

1. Using your routine strategy for setting up groups, divide the class into small groups of approximately three students each.

Culturally Responsive Supports

Universal Design for Learning (UDL)

- Teacher may wish to model how to conduct the primary-source investigation with one of the three topics.
- Utilize closed captioning when viewing videos if needed.
- Consider allowing students to utilize a speak-to-type feature to record their answers on the graphic organizer.
- Utilize a text-reader function when needed.



Lesson Plan: Day 3

2. Revisit today's supporting question: "How does Dr. King's legacy impact your life?"
3. Provide each group of three with the [Making MLK Connections](#) hexagon shapes and one piece of poster paper.
4. Inform students that they will create their hexagonal connection shape using the words provided.
5. Students are also encouraged to add their answers to today's supporting question, "How does Dr. King's legacy impact your life?," by using the blank hexagon shapes in the set.
6. Encourage students to collaborate and question connections and placements of the shapes. Be sure shapes remain unglued so students can make changes based on collaboration and discussion.
7. After approximately 15–20 minutes, distribute glue or tape and instruct students to adhere hexagons onto their poster paper.

Evaluate: Assess and Authentically Engage

1. Provide each group with 5–10 sticky notes.
2. Direct students to review their completed MLK Connections poster as a group and select at least five of their best connections.
3. Using a sticky note, the group will justify or explain their connection for the five best connections they selected by completing this sentence starter, "These ideas connect because ..."
4. Display completed MLK Connections posters and conduct a [gallery walk](#), allowing students to observe each others' connections and justifications.

Multilingual Learners (ML)

- Hexagonal starter words could be translated into needed languages.

Social-Emotional Learning (SEL)

- Self-awareness
- Relationship skills

Civic Disposition & Skills

- Collaboration
- Incorporation of evidence
- Active learning

Extending Learning

- If time allows, students could explore one of the other two investigations.

Culturally Responsive Supports

Universal Design for Learning (UDL)

- The teacher may wish to model how to use the assessment tool.
- Consider allowing students to utilize a speech-to-type feature to record their answers on the sticky-note justification part of the assessment tool.

Social-Emotional Learning (SEL)

- Social awareness
- Self-reflection

Civic Disposition & Skills

- Collaboration
- Incorporation of evidence
- Active learning

Extending Learning

- If time allows, students could provide additional connection justifications.



Summative Assessment

Summative Assessment

1. Congratulate the young scholars on conducting this inquiry investigation.
2. Ask students, “Has Dr. Martin Luther King’s dream been fulfilled?”
3. To answer the compelling question, students will record an audio or video response, which will include their claim (answer to the compelling question) supported by evidence of at least three examples gathered from their investigations.
4. Consider utilizing the [Inquiry Reflection Tool](#) for student self-reflection.

Culturally Responsive Supports

Universal Design for Learning (UDL)

- Alternatively, students could submit written, video, or illustrated responses for the summative assessment.
- Consider allowing students to utilize a speech-to-type feature to record their answers if needed.

Social-Emotional Learning (SEL)

- Self-awareness
- Self-reflection

Civic Disposition & Skills

- Critical thinking
- Real-world application
- Incorporation of evidence
- Active learning

Extended Learning

- Students could create a multimedia presentation to answer the compelling question, incorporating primary-source evidence collected during their investigations.