



## Unit Essential Questions

How did famous Georgians: Martin Luther King, Jackie Robinson, and Rosa Parks use their voice to show feeling through force?

How did each civil rights leader use force in their voice to make a difference?

How can I use a strong voice to perform my speech?

### PROJECT DESCRIPTION

Students explore the impact of leaders in history by examining their voices and the force behind them. In this project, students will research important Georgia Leaders to discover how they used force in their actions and voices to make a difference in the world. This project uniquely fuses together concepts in social studies as well as science and this project also integrates high yield ELA writing strategies. Students will have the opportunity to explore their own vocal force by practicing public speaking and presenting their speeches to an audience.

### LEARNING TARGETS

“I Can...”

- Explain how important leaders in Georgia history used force to make changes that affected the world
- Use digital resources to research important Civil Rights Leaders

**[www.artsnowlearning.org](http://www.artsnowlearning.org)**

Units provide differentiated ideas and activities aligned to a sampling of standards.

The units do not necessarily imply mastery of standards, but are intended to inspire and equip educators.

Produced through the U.S. Department of Education: Arts in Education—Model Development and Dissemination Grants Program  
Cherokee County (GA) School District and ArtsNow, Inc.

Project Description	Learning Targets
Students explore the impact of leaders in history by examining their voices and the force behind them. In this project, students will research important Georgia Leaders to discover how they used force in their actions and voices to make a difference in the world. This project uniquely fuses together concepts in social studies as well as science and this project also integrates high yield ELA writing strategies. Students will have the opportunity to explore their own vocal force by practicing public speaking and presenting their speeches to an audience.	<p>"I Can":</p> <ul style="list-style-type: none"> <li>• Explain how important leaders in Georgia history used force to make changes that affected the world</li> <li>• Use digital resources to research important Civil Rights Leaders</li> <li>• Create a persuasive speech to address a real world problem in relation to the biographies of those studied</li> <li>• Use a strong voice with force to perform the speech I wrote</li> </ul>

### ESSENTIAL QUESTIONS

- How did famous Georgians: Martin Luther King, Jackie Robinson, and Rosa Parks use their voice to show feeling through force?
- How did each civil rights leader use force in their voice to make a difference?
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### STANDARDS

Curriculum Standards	Arts Standards
<p><b>SS2H1 The student will read about and describe the lives of historical figures in Georgia history.</b></p> <p>a. Identify the contributions made by these historic figures: Jackie Robinson (sports) and Martin Luther King, Jr. (civil rights).</p> <ul style="list-style-type: none"> <li>• <b>ELAGSE2RL3:</b> Describe how characters in a story respond to major events and challenges</li> <li>• <b>ELAGSE2W2:</b> Write informative/explanatory in which they introduce a topic, use facts and definitions to develop points and provide a concluding statement or section.</li> <li>• <b>ELAGSE2W7:</b> Participate in shared research and writing projects.</li> <li>• <b>ELAGSE2W8:</b> Recall information from experiences or gather information from provided sources to answer a question</li> </ul>	<p>TAES2.3 Acting by developing, communicating and sustaining roles within a variety of situations and environments</p> <ul style="list-style-type: none"> <li>• Communicates a characters actions, motives, emotions and traits, through voice, speech, and language</li> <li>• Communicates a characters though, emotions and actions through movements</li> </ul>

**KEY VOCABULARY**

Content Vocabulary	Arts Vocabulary
<ul style="list-style-type: none"> <li>• Force</li> <li>• Motion</li> <li>• Civil Rights</li> <li>• Freedom</li> </ul>	<ul style="list-style-type: none"> <li>• Character: an actor or actress in a specified role</li> <li>• Diction: using a clear and crisp actor voice that can be understood</li> <li>• Gesture: an expressive movement of the body or limbs</li> <li>• Facial Expression: using your face to show emotion</li> <li>• Projection: using a “big” actor voice so that you can be heard in the very back row a space</li> </ul>

**TECHNOLOGY INTEGRATION**

- When students conduct their research, [www.pebblego.com](http://www.pebblego.com) is a great resource for the biographies of MLK Jr., Jackie Robinson, and Ruby Bridges

## Educational Videos on MLK:

- <https://www.youtube.com/watch?v=ALQeX7IFBcg>
- <https://jr.brainpop.com/socialstudies/biographies/martinlutherkingjr/>
- <https://www.history.com/topics/black-history/martin-luther-king-jr/videos/king-leads-the-march-on-washington?m=528e394da93ae&s=undefined&f=1&free=false>

## Educational Videos on Jackie Robinson:

- <https://www.youtube.com/watch?v=ZMG6cOKSORU>
- <https://www.c-span.org/video/?c4584841/jackie-robinson-civil-rights-movement>
- [https://video.search.yahoo.com/yhs/search?fr=yhs-iry-fullyhosted\\_003&hsimp=yhs-fullyhosted\\_003&hspart=iry&p=jackie+Robinson+civil+rights+video#id=5&vid=f463f303d626be3df4a151c71fa9b890&action=view](https://video.search.yahoo.com/yhs/search?fr=yhs-iry-fullyhosted_003&hsimp=yhs-fullyhosted_003&hspart=iry&p=jackie+Robinson+civil+rights+video#id=5&vid=f463f303d626be3df4a151c71fa9b890&action=view)

## Educational Resources on Ruby Bridges:

- <https://www.kidzworld.com/article/23033-ruby-bridges-bio>
- [https://www.ducksters.com/history/civil\\_rights/ruby\\_bridges.php](https://www.ducksters.com/history/civil_rights/ruby_bridges.php)

**ASSESSMENTS**

Formative	Summative
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## Project 2 of 3

Approx. Duration of Project: 30 -45 minutes

<ul style="list-style-type: none"> <li>Teacher will observe students working and check in routinely with the small groups</li> <li>Teacher will monitor and provide feedback to students on their writings</li> </ul>	<ul style="list-style-type: none"> <li>Student writing</li> <li><b>Project 2 Rubric (See Downloads)</b></li> </ul>
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## MATERIALS

<ul style="list-style-type: none"> <li><b>We March</b> by Shane Evans <a href="https://www.amazon.com/We-March-Shane-W-Evans/dp/1250073251/ref=sr_1_1?ie=UTF8&amp;qid=1496496577&amp;sr=8-1&amp;keywords=we+march">https://www.amazon.com/We-March-Shane-W-Evans/dp/1250073251/ref=sr_1_1?ie=UTF8&amp;qid=1496496577&amp;sr=8-1&amp;keywords=we+march</a></li> <li><b>Freedom on the Menu</b> by Carole Boston Weatherford <a href="https://www.amazon.com/Freedom-Menu-Carole-Boston-Weatherford/dp/0142408948/ref=sr_1_1?ie=UTF8&amp;qid=1496496710&amp;sr=8-1&amp;keywords=Freedom+on+the+menu">https://www.amazon.com/Freedom-Menu-Carole-Boston-Weatherford/dp/0142408948/ref=sr_1_1?ie=UTF8&amp;qid=1496496710&amp;sr=8-1&amp;keywords=Freedom+on+the+menu</a></li> <li><b>I am Martin Luther King Jr.</b> by Brad Meltzer <a href="https://www.amazon.com/Martin-Luther-Ordinary-People-Change/dp/0525428526/ref=sr_1_1?ie=UTF8&amp;qid=1496496820&amp;sr=8-1&amp;keywords=I+am+Martin+Luther+King+jr">https://www.amazon.com/Martin-Luther-Ordinary-People-Change/dp/0525428526/ref=sr_1_1?ie=UTF8&amp;qid=1496496820&amp;sr=8-1&amp;keywords=I+am+Martin+Luther+King+jr</a></li> <li><b>I am Jackie Robinson</b> by Brad Meltzer <a href="https://www.amazon.com/Jackie-Robinson-Ordinary-People-Change/dp/0803740867/ref=sr_1_1?ie=UTF8&amp;qid=1496496879&amp;sr=8-1&amp;keywords=I+am+Jackie+Robinson">https://www.amazon.com/Jackie-Robinson-Ordinary-People-Change/dp/0803740867/ref=sr_1_1?ie=UTF8&amp;qid=1496496879&amp;sr=8-1&amp;keywords=I+am+Jackie+Robinson</a></li> </ul>
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## Activating Strategy (5- 10 min)

- Teacher will show video of Martin Luther King Jr. "I Have a Dream Speech."  
(<https://www.youtube.com/watch?v=smEqnnkIfYs>)

After showing the video of Martin Luther King Jr. "I Have a Dream Speech", the students will answer questions based on prior knowledge:

- What did you notice about Martin Luther King's gestures in his speech?*
- How did Martin Luther King use force (expression/volume) in his voice?*
- Describe the changes in Martin Luther King's facial expressions throughout the speech?*

## Main Activity

**PROCESS:****PART 1:**

- Teacher will review key excerpts from research, select books and resources to discuss our background knowledge of these key Civil Rights Leaders: Martin Luther King Jr, Jackie Robinson, and Ruby Bridges.
- On chart paper, students will make a list of how each Civil Rights leader used forces in their actions and voices to make a difference in the world.

**PART 2:**

- The students will then write a persuasive speech to show a real world problem faced in school today and present the solution to the problem by stating at least three strong supporting reasons.

Examples (not limited to these):

- No homework/too much homework
  - Need more recess time
  - More fruits and vegetables in children's diets
- After students write their speech, they will use a strong voice to perform the speech they wrote.

**Part 3:**

- The teacher will discuss important theatre components that will help make the speech theatrical: gestures, expression, character, and projection. Students will then practice their speech applying these components.
- Pair students up to practice for their partner and provide peer feedback to one another
- Once the speeches have been well-rehearsed, schedule a time for students to present them for an audience. This can be another classroom or an event where parents are invited to attend.

**Classroom Tips:**

The teacher will create a schedule of student performances prior to Part 3 in project. Consider putting a time limit on the speeches so they can all be performed in a timely manner.

**REFLECTION****Reflection Questions**

- *How did Martin Luther King Jr. use his voice to show feeling through force?*
- *How did Jackie Robinson use his voice to show feeling through force?*
- *How did Ruby Bridges use her voice to show feeling through force?*
- *How did each civil rights leader use force in their voice to make a difference?*
- *How can I use a strong voice to perform my speech?*
- *How did my knowledge of force and motion help me to perform my speech?*

## Project 2 of 3

Approx. Duration of Project: 30 -45 minutes

**DIFFERENTIATION**

**BELOW GRADE LEVEL:** Pair below grade level students with a higher level student to assist with research. Provide leveled informational biography books for each student to conduct their research which include pictures, graphics, and other visual support. Students may need more assistance with the completion of their persuasive speech. Students can also use a word bank to assist with the completion of the persuasive speech.

**ABOVE GRADE LEVEL:** Encourage these students to make a Sway or PowerPoint presentation on what they learned.

**EL STUDENTS:** Provide a word bank to help with the completion of the persuasive speech.

**ADDITIONAL RESOURCES**

- Virtual field trip to the King Center <http://www.thekingcenter.org/event/students-king-nonviolence365-youth-initiative>

**APPENDIX**

- Project 2 Rubric

**CREDITS**

U.S. Department of Education




Arts in Education--Model Development and Dissemination Grants Program

Cherokee County (GA) School District and ArtsNow, Inc.

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**Peace in Motion  
Project 2**

Checklist			
Teacher observed appropriate voice levels.	I used my voice appropriately. I spoke in a loud and clear manner.	I sometimes used my voice appropriately. I was sometimes loud and clear.	I did not use my voice appropriately. My words were not understood
Student used effective theatre components when performing the speech.	I always used effective theatre components when performing the speech: gesture, expression and projection.	I sometimes used effective theatre components when performing the speech: gesture, expression and projection.	I never used effective theatre components when performing the speech: gesture, expression and projection.
Students can state three sound reasons to support their opinion in their writing.	In my writing I stated three reasons and fully supported my opinion in my speech.	In my writing I stated at least two reasons that supported my opinion in my speech.	In my writing I stated one or less reason that supported my opinion in my speech.
Student can communicate his/ her thoughts, emotions, and actions through persuasive writing.	I am able to clearly express my thoughts, emotions, and actions through my writing.	I can sometimes explain a character's thought, emotions, and actions through writing.	I am unable to explain a character's thought, emotions, and actions through writing.