

Name: _____

MARTIN LUTHER KING JR. READING GUIDE

Before you read, write down what you already know about Martin Luther King Jr. in the "Knew" column.

As you read, fill in the information you learn about Martin Luther King Jr. in the "New" column.

Knew	New

Comprehension Reading Questions

Refer back to the text *Martin Luther King Jr.: Voice for Equality!* to respond to the questions below.

Remember to answer using complete sentences.

1. Why did Martin Luther King Sr. change his and his son's name from Michael to Martin? Use evidence from the text to support your answer. (RI.1)

2. When Martin Luther King Jr. attended Morehouse, he noticed a major difference between the North and the South. Using the illustrations and the text to help justify your answer, briefly explain how the North was different than the South and provide two examples. (RI.7)

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3. What did Martin Luther King Jr. learn at Crozer? Use evidence from the text to support your answer. (RI.1)

4. Determine the meaning of the word "degrading" using context clues and the word parts (affixes/roots) in the following phrase: (RI.4)

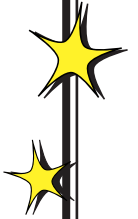
"Much of the low, evil, and *degrading* conditions in our society..."

5. After Martin Luther King Jr. and his family moved to Montgomery, what happened to his house? How did he respond, and why? Use evidence from the text to support your answer. (RI.1)

6. People who were fighting for civil rights demanded that the 14th Amendment be enforced. What was the 14th Amendment, and why do you think people weren't following it in the first place? (RI.1)

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7. In 1963, Martin Luther King Jr. gave one of the most famous speeches in American history. What speech was it, and why was the date of the speech so significant? (RI.1)



8. Did everyone believe in nonviolent protesting like Martin Luther King Jr.? Justify your response using evidence from the text to support your answer. (RI.1)

9. In the 1960s, the United States had entered a war in Vietnam. What was Martin Luther King Jr.'s opinion on the war, and how did his opinion affect his original cause? (RI.1)

10. Do you think everything that Martin Luther King Jr. did was easy for him? Why or why not? Use the illustrations and the text to help justify your answer, and provide two examples. (RI.7)



ANSWER KEY FOR MARTIN LUTHER KING JR. READING GUIDE

**The following are possible responses for grades 5-6. For grades 3-4, answers are not expected to be as detailed.
Be sure to scaffold and adjust as necessary.*

1. Why did Martin Luther King Sr. change his and his son's name from Michael to Martin? Use evidence from the text to support your answer. (RI.1)

Martin Luther King Sr. changed his and his son's name to Martin because on his trip to Europe, he "was inspired by the work of a great man from the 1500s. He helped change the way the people see God." This "great man" was Martin Luther, a German religious reformer.

2. When Martin Luther King Jr. attended Morehouse, he noticed a major difference between the North and the South. Using the illustrations and the text to help justify your answer, briefly explain how the North was different than the South and provide two examples. (RI.7)

When Martin Luther King Jr. attended Morehouse, he noticed that African Americans did not experience the same kind of injustice they did in the South. Movie theaters and churches were not segregated by color. Overall, the North was more accepting of African Americans than the South.

3. What did Martin Luther King Jr. learn at Crozer? Use evidence from the text to support your answer. (RI.1)

At Crozer, he "learned that preaching can be one of the most vital forces in our society, if used correctly." With this stance, he chose to use preaching and nonviolent protests to make a change for African Americans nationwide.

4. Determine the meaning of the word "degrading" using context clues and the word parts (affixes/roots) in the following phrase: (RI.4)

"Much of the low, evil, and *degrading* conditions in our society..."

Based on the use of "low" and "evil" in the phrase (context clues) and the prefix (word parts) "de" meaning "down," the word "degrading" means "in a low or worsened state."

5. After Martin Luther King Jr. and his family moved to Montgomery, what happened to his house? How did he respond, and why? Use evidence from the text to support your answer. (RI.1)

After Martin Luther King Jr. and his family moved to Montgomery, his house was bombed. He responded with love because that was what Mahatma Gandhi, one of his inspirations, preached. Gandhi stated, "We must meet the forces of hate with the power of love," and that is exactly what Martin Luther King Jr. did.

6. People who were fighting for civil rights demanded that the 14th Amendment be enforced. What was the 14th Amendment, and why do you think people weren't following it in the first place? (RI.1)

The 14th Amendment was passed in 1868. It was a change made to the U.S. Constitution that ensured all citizens by law would be treated equally. Although a law can change, it doesn't mean that people's opinions or actions do. The government was not making sure equality was being practiced in society; therefore, civil rights activists demanded that it be enforced.

ANSWER KEY FOR MARTIN LUTHER KING JR. READING GUIDE (CON'T)

7. In 1963, Martin Luther King Jr. gave one of the most famous speeches in American history. What speech was it, and why was the date of the speech so significant? (RI.1)

In 1963, Martin Luther King Jr. gave his "I Have a Dream" speech the day of the March on Washington. It was given on the 100th anniversary of Abraham Lincoln's Gettysburg Address, which was another important speech given to unite Americans.

8. Did everyone believe in nonviolent protesting like Martin Luther King Jr.? Justify your response using evidence from the text to support your answer. (RI.1)

Not everyone believed in nonviolent protesting. Even though laws were passed, conditions were not changing. Some people were not as patient or willing to sit back while little was done. In Los Angeles, "rioting went on for six days, thirty-four people died, and hundreds more were injured. Almost a thousand buildings were damaged or destroyed."

9. In the 1960s, the United States had entered a war in Vietnam. What was Martin Luther King Jr.'s opinion on the war, and how did his opinion affect his original cause? (RI.1)

Martin Luther King Jr. gave a speech in 1967 that portrayed he was against the war in Vietnam. Many people disagreed with him and felt that he did not have enough information about the war to argue one way or the other.

10. Do you think everything that Martin Luther King Jr. did was easy for him? Why or why not? Use the illustrations and the text to help justify your answer, and provide two examples. (RI.7)

Martin Luther King Jr. faced many challenges. As the face of the American civil rights movement, his and his family's lives were in constant danger, and he was asked to be in all parts of the United States to share his message and encourage the people. This was especially evident on April 3, 1968, when he was worn down from traveling and barely had time for himself. The next day, he was assassinated.



SHOW ME HISTORY!

MARTIN LUTHER KING JR. WORD SEARCH

L	P	A	Q	E	N	R	F	F	W	I	M	E	H	V
N	S	E	G	I	T	S	E	V	R	J	U	A	J	D
V	C	E	H	V	A	A	Y	X	F	N	B	N	H	I
J	M	K	A	B	G	F	C	J	L	Z	E	O	P	S
X	C	B	Q	U	A	A	R	O	S	I	Z	I	K	C
E	T	A	B	E	D	V	K	O	V	Q	D	T	A	R
J	A	L	J	S	M	Q	W	C	Z	D	C	A	Q	I
H	Q	K	P	I	F	K	O	W	Y	Y	A	G	D	M
I	H	M	S	R	G	Z	A	V	C	U	N	E	F	I
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N	O	I	T	C	I	D	E	N	E	B	C	S	N	I
A	Q	T	N	K	W	Z	L	T	U	V	O	Z	X	O
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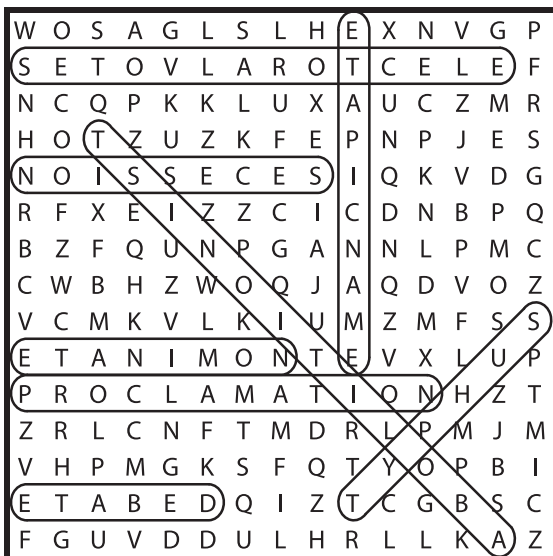
FIND AND CIRCLE THE FOLLOWING WORDS:

- | | |
|-------------------|----------------|
| 1. ADVOCATE | 5. SEGREGATION |
| 2. BENEDICTION | 6. SHAM |
| 3. DEBATE | 7. UNION |
| 4. DISCRIMINATION | 8. VESTIGES |

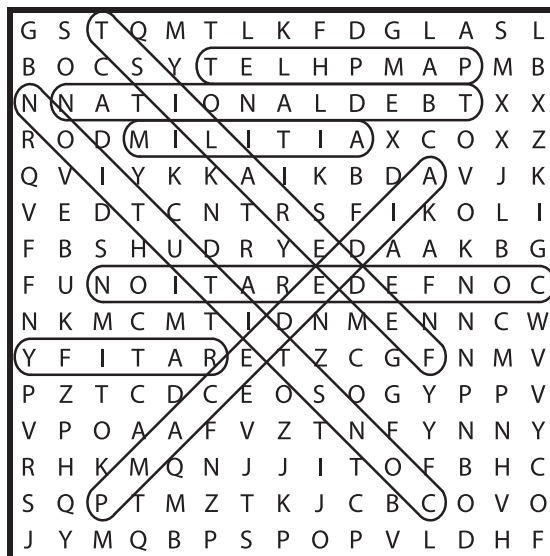
SHOW ME HISTORY!

WORD SEARCH ANSWER KEYS

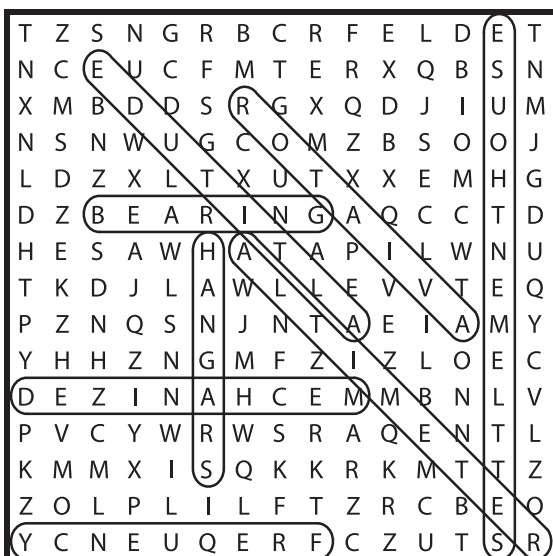
ABRAHAM LINCOLN



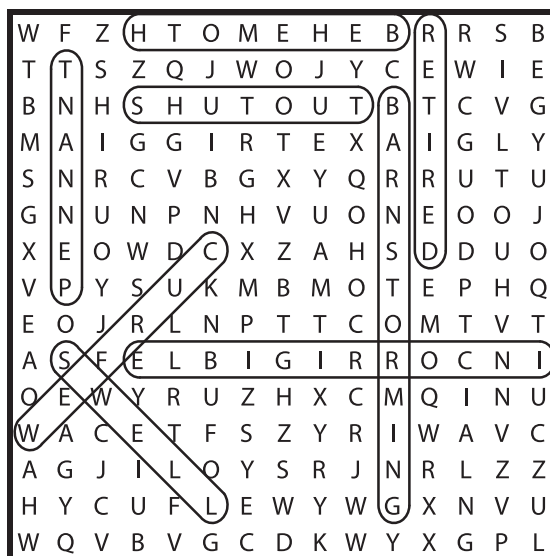
ALEXANDER HAMILTON



AMELIA EARHART



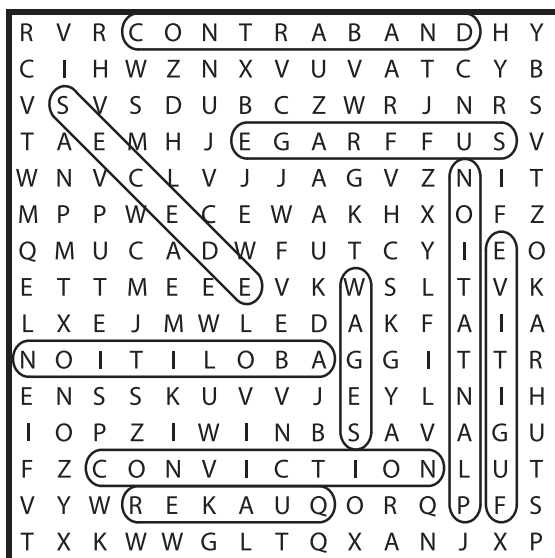
BABE RUTH



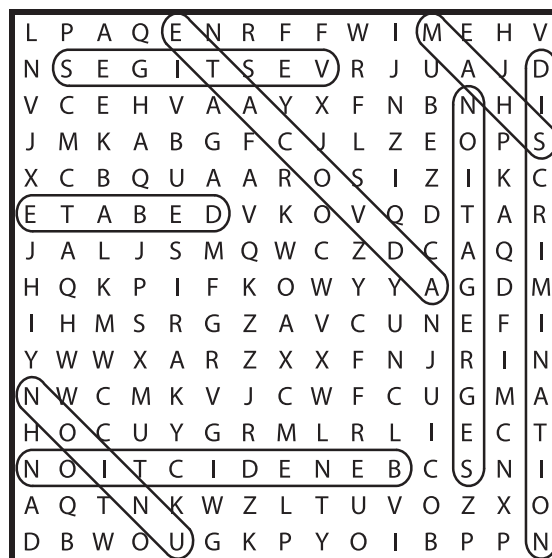
SHOW ME HISTORY!

WORD SEARCH ANSWER KEYS

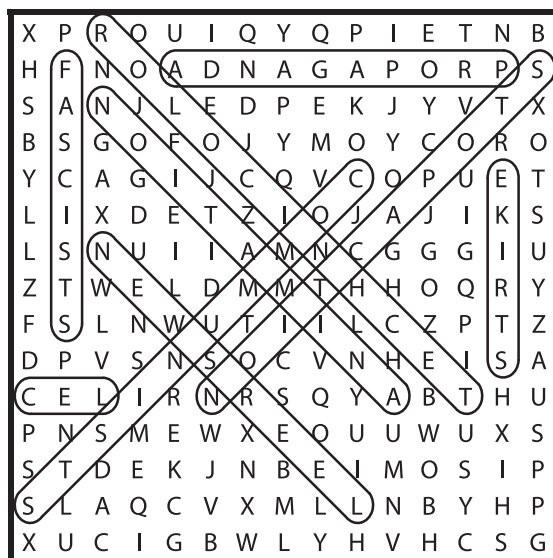
HARRIET TUBMAN



MARTIN LUTHER KING JR.



WALT DISNEY



SHOW ME HISTORY!

GRAPHIC
NOVELS

EXTENSION ACTIVITIES

The reading, writing, and social studies activities can be completed after reading any of the **Show Me History!** books.



WRITING

W.7. Research: After reading one of the books, choose a specific topic from the text or think of a question you want to learn more about. Using several credible sources, research that question or topic to understand more. Use this graphic organizer (See *Worksheet A*) to help guide your research.

W.4 Writing: Show Me YOUR History! On a separate piece of paper, create your own graphic about your history. Use illustrations and captions/speech bubbles just like in the **Show Me History!** books. (See *Worksheet B*)

READING

RI.9 Reading: Compare and contrast. Read a different book or article on the same topic (e.g., Amelia Earhart, Abraham Lincoln), and use the Venn diagram (See *Worksheet C*) to compare and contrast one author's presentation of events with that of another.

SOCIAL STUDIES

What If?: Using the timeline provided in the back of the book, choose one event and explain how it would have changed history if it had not happened. (See *Worksheet D*)

Compare/Contrast: Explain how life during that time period was different than life now. (See *Worksheet E*)

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RESEARCH

After reading one of the books, choose a specific topic from the text or think of a question you want to learn more about. Using several credible sources, research that question or topic to understand more. Use this graphic organizer to help guide your research. (W.7)

Topic/question:

Source (website, book, article)	Information/facts that support or answer your topic/question

Answer/conclusion from your research:

Name: _____

WRITING

Create your own graphic about your history. Use illustrations and captions/speech bubbles just like in the Show Me History! books. (W.4)

Name: _____

COMPARE AND CONTRAST

Read a different book or article on the same topic (e.g., Amelia Earhart, Abraham Lincoln), and use the Venn diagram to compare and contrast one author's presentation of events with that of another. (RI.9)

Show Me History! Book Title:

Different Book/Article Title:

Similarities:

Summarize: Using the similarities and differences in the diagram above, briefly summarize how the two authors presented the information.

SHOW ME HISTORY!

Using the timeline provided in the back of the book, choose one event and explain **how** it would have changed history if it had not happened.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

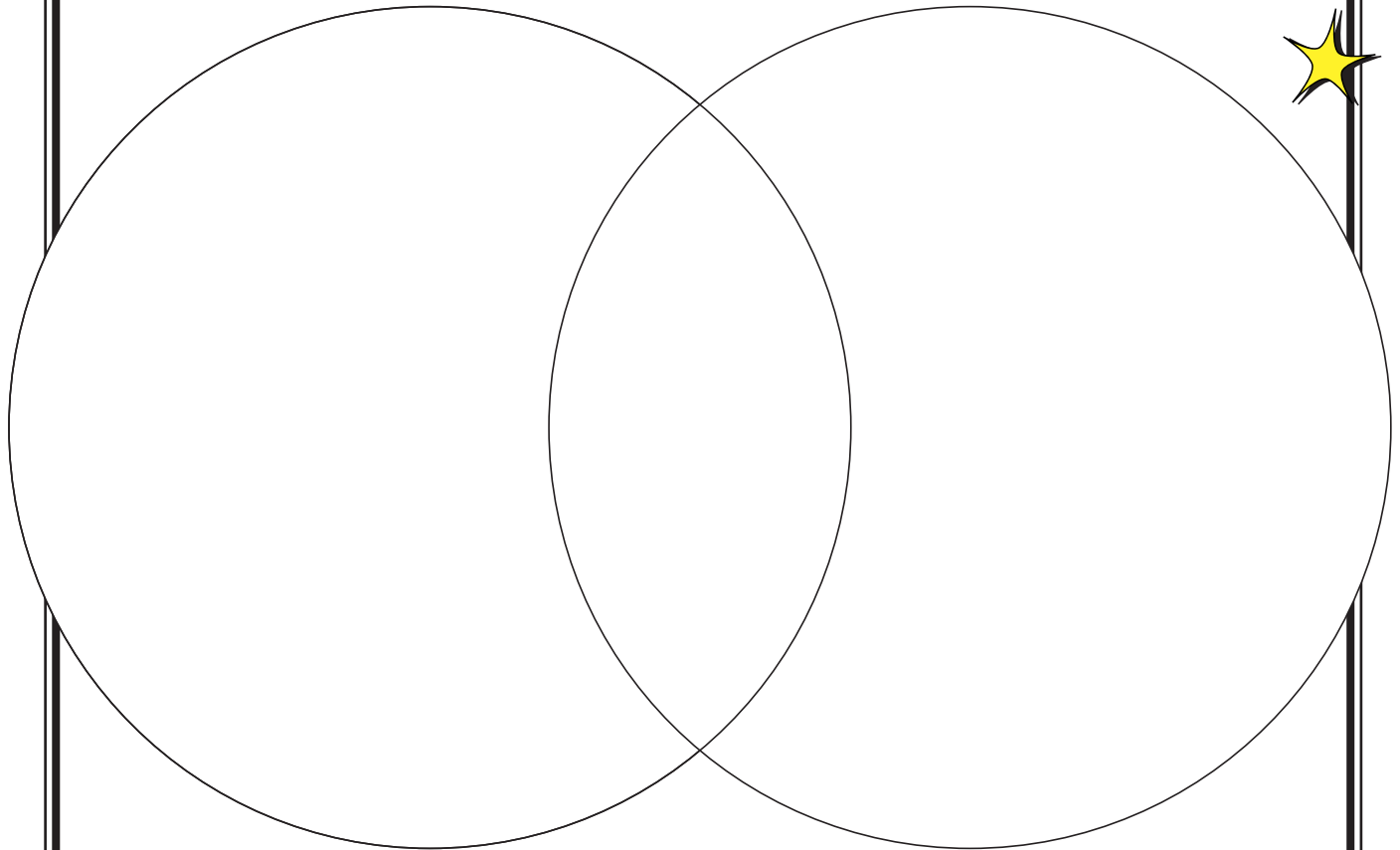
Name: _____

COMPARE AND CONTRAST

After reading the story, compare and contrast life during that time period to life now.
Use the events and details from the story and any prior knowledge of that time period.

Life Then

Life Now



Summarize: Using the diagram above, briefly explain how life during that time period was different than life now.
