

Universidad de Puerto Rico - Aguadilla

Who Was Martin Luther King Jr.
Plan de evaluación para una unidad temática
Genesis Cartagena Hernandez
Angeles M. Soto Martínez

EDPE3008 L31: Procesa de Evaluación de Escuela Elemental
Dra. Mariela Cordero
9 de mayo de 2024

I. Descripción de la Unidad

The thematic unit will be based on the life of Dr. Martin Luther King Jr. and will be used for a 6th grade History class. This unit will allow the students to learn more about how Dr. King became one of the most well known political figures in U.S. history. We selected this topic for our unit because we found that not much is known about Dr. King within that grade level. Teaching this unit to a sixth grade level is ideal because students within that age range are beginning to dive into critical analysis and more complex historical issues.

Book: Who Was Martin Luther King Jr. ? by Bonnie Bader. Grade 6

Main Topic: Martin Luther King Jr.

Subtopics:

- Early life
- Education & Early Adulthood
- Civil Rights Movement & Protests
- Impact

Days taught	Content	Objectives: “When studying the unit the student will...”
1	Early life: <ul style="list-style-type: none">- Home life- Racism & Segregation	<ul style="list-style-type: none">- Identify how Martin’s upbringing affected his worldview.- Identify what Jim Crow laws were and their social impact.
2	Education & Early Adulthood: <ul style="list-style-type: none">- Martin’s relationship with school & his race- Ministry	<ul style="list-style-type: none">- Identify the importance of the church in Martin’s life.- Reflect on his decision to pursue ministry in the South.

7	Civil Rights Movement & Protests: - Bus Boycotts - Southern Christian Leadership Conference - Civil Rights Bills - Martin's arrests	- Describe his position on the bus boycotts following Rosa Parks's arrest. - Explain his role in the SCLC. - Explain the importance of Martin's participation in the fight for the Bills. - Identify the racial injustice behind his arrests.
3	Impact: - "I Have a Dream" - Nobel Peace Prize - Martin Luther King Jr's assassination	- Reflect on Martin's iconic speech and its impact. - Describe the influence Martin receiving the Peace Prize had. - Reflect on Martin's assassination and the events that led up to it.
14 days		

II. Actividades de Assessments Propuestas

Content & Objectives	Assessment Activities	Type
Home Life: - Identify how Martin's upbringing affected his worldview.	- Open discussion in class to identify how his worldview was affected by his home life. - Test after finishing unit	- Formativo - Sumativo
Racism & Segregation: - Identify what Jim Crow laws were and their social impact.	- Compare & Contrast segregation and the treatment of black people today. - Test after finishing unit	- Sumativo - Sumativo
Martin's relationship with school & his race: - Identify the importance of the church in Martin's life.	- Open discussion in class to describe Martin's academic experiences. - Test after finishing unit	- Formativo - Sumativo
Ministry: - Reflect on his decision to pursue ministry in the South.	- Open discussion in class to reflect on how he decided to pursue ministry in the South. - Test after finishing unit	- Formativo - Sumativo

<p>Bus Boycotts:</p> <ul style="list-style-type: none"> - Describe his position on the bus boycotts following Rosa Parks's arrest. 	<ul style="list-style-type: none"> - Open Discussion in class to describe where Martin stood on the bus boycotts. - Test after finishing unit 	<ul style="list-style-type: none"> - Formativo - Sumativo
<p>Southern Christian Leadership Conference:</p> <ul style="list-style-type: none"> - Explain his role in the SCLC 	<ul style="list-style-type: none"> - Information Pamphlet where you'll decorate your own pamphlet with information about the SCLC (leaders, purpose,...) - Test after finishing unit 	<ul style="list-style-type: none"> - Sumativo - Sumativo
<p>Civil Rights Bills:</p> <ul style="list-style-type: none"> - Explain the importance of Martin's participation in the fight for the Bills. 	<ul style="list-style-type: none"> - Open Discussion in class about the importance of Martin's participation in the fight for the Civil Rights Bills - Test after finishing unit 	<ul style="list-style-type: none"> - Formativo - Sumativo
<p>Martin's Arrests:</p> <ul style="list-style-type: none"> - Identify the racial injustice behind his arrests. 	<ul style="list-style-type: none"> - Open discussion in class to identify the racial injustice behind his arrests. - Test after finishing unit 	<ul style="list-style-type: none"> - Formativo - Sumativo
<p>"I Have a Dream":</p> <ul style="list-style-type: none"> - Reflect on Martin's iconic speech and its impact. 	<ul style="list-style-type: none"> - Group Oral Presentation where you will write their own speech about a school-related situation. - Test after finishing unit 	<ul style="list-style-type: none"> - Formativo - Sumativo
<p>Nobel Peace Prize:</p> <ul style="list-style-type: none"> - Describe the influence Martin receiving the Peace Prize had. 	<ul style="list-style-type: none"> - Research Paragraph where you will choose another Peace Prize winner and explain what led to them receiving the prize. - Test after finishing unit 	<ul style="list-style-type: none"> - Sumativo - Sumativo
<p>Martin Luther King Jr's Assassination:</p> <ul style="list-style-type: none"> - Reflect on Martin's assassination and the events that led up to it. 	<ul style="list-style-type: none"> - Open discussion in class to reflect on what led to Martin's death. - Test after finishing unit 	<ul style="list-style-type: none"> - Formativo - Sumativo

III. Técnica de assessment

Ms. Genesis Cartagena Hernández

Ms. Ángeles M. Soto Martínez

6th Grade History

Value: 50 points

“I Have a Dream” - Oral Presentation

Groups: 3 Students Each

Objectives:

Using the information studied in class your groups will:

- Write your own version of the iconic “I Have a Dream” speech.
- Correctly follow the rubric.
- Confidently present your speech to the class.

Evaluation criteria:

For this assignment we will be evaluating the following elements:

- Your speech’s understandability. and quality.
- Explanation and relevance of your chosen situation.
- Teamwork
- Grammar & spelling
- Creativity

Instructions:

1. Your group will review Martin Luther King Jr’s “I Have a Dream” speech and observe how he expressed his points. Take notes on key events that led to this speech.

2. You will then choose a school related situation where you felt inspired to speak out. (**Must be respectful and classroom appropriate**) (**Examples: Short recess, Wanting more school-wide activities, ...**)
3. Outline what points you want to emphasize and how you want to approach possible solutions to your chosen situations. Include examples of how Martin expressed himself in his speech.
4. Prepare a first draft of your speech. This speech will be shown to us in class, we will make suggestions on how to build your speech and give a final approval of your chosen situation.
5. Revise and edit your speech and begin your second draft. Use this opportunity to peer review each other's parts and give each other feedback on how to dive deeper into certain points.
6. After revising your second draft you can begin to write your final speech. **It is important you make the necessary suggested changes to ensure your speech reaches its full potential.** Double check your spelling and grammar, as it is part of your evaluation.
7. A week after this assignment is announced you will be presenting your speeches to the rest of the class. You must bring in a copy of your speech for each of the teachers (**Don't forget to include every group member's name!**). Your presentation should range between 3-5 minutes. Most importantly, be confident! Your speech should feel genuine and should be about something you all stand for.

Rubric:

1.0	Perfectly follows ALL the required instructions and criteria needed to effectively write the speech and present it to the class. Speech is recited with confidence and with clear evidence that the group understood the purpose of the assignment.
0.8	Properly follows around 80% of the required instructions and criteria needed to effectively write the speech and present it to the class. Speech is recited comfortably and the group seemed to mostly grasp the purpose of the assignment.
0.5	Follows around 50% of the required instructions and criteria needed to effectively write the speech and present it to the class. Speech is presented but lacks coordination.
0.3	Partially follows the required instructions and criteria needed to effectively write the speech and present it to the class. Poor thought was put into the final speech and didn't seem to follow the suggested changes during the draft review. Group was disorganized, but completed the presentation.
0	Does NOT follow the required instructions and criteria. Presentation was not taken seriously and was not properly elaborated.

VII. Reflexión

This assignment allowed us to further comprehend how to build a unit discussion and the necessary evaluation tools. Creating an entire unit was hard work, but paid off in the end. Seeing as we were able to learn from each other and also revisit elements that we may have struggled with when initially discussed. What we seemed to struggle with most was the specification form and figuring out how to properly distribute the topics in a way that will benefit the students. On the other hand, we felt more comfortable building the assessments and the distribution tables since it was something we mostly already had the hang of. This final project definitely further prepares us for our future endeavors in our educational careers. We consider that continuing to practice these skills is ideal and it will let us hone our craft and feel more comfortable building units in the future.