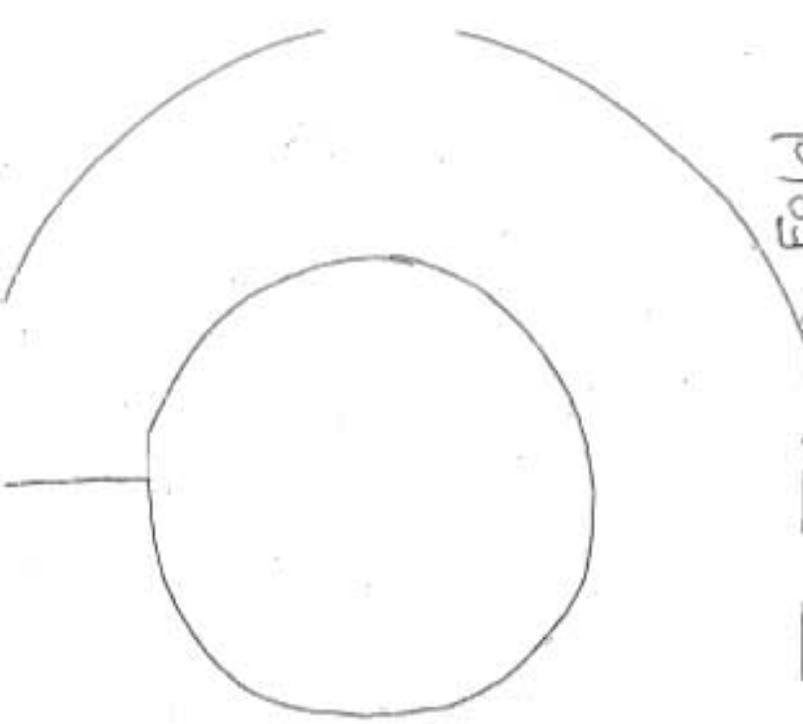


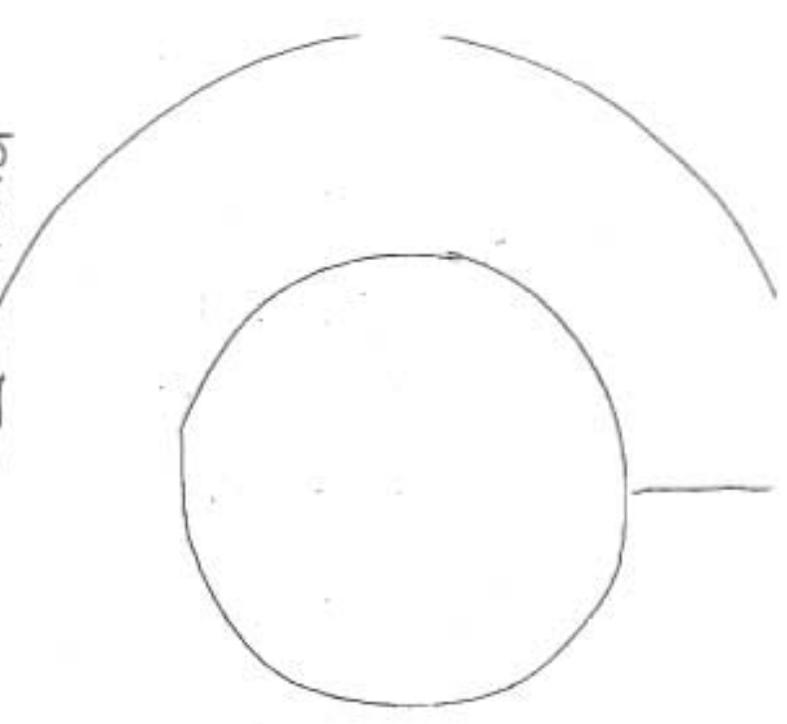


# Martin Luther King

Martin Luther King Unit  
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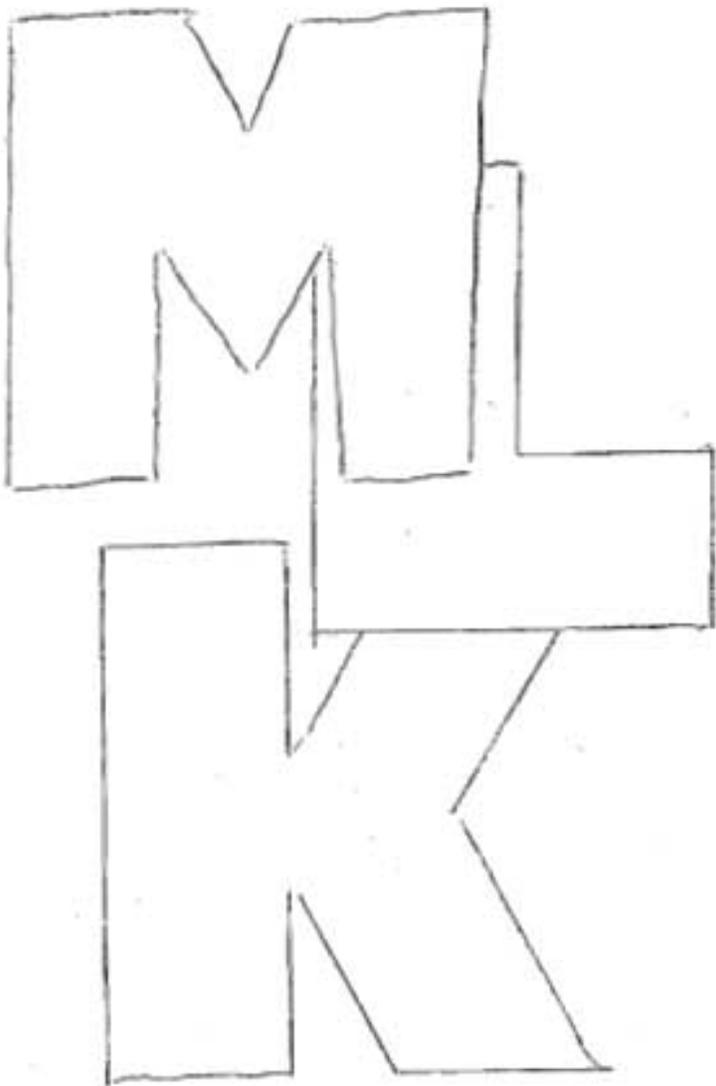


Fold



**Do NOT Disturb!**

**ENTER at your own risk!**



# MLK Day

M m L l K k M m L

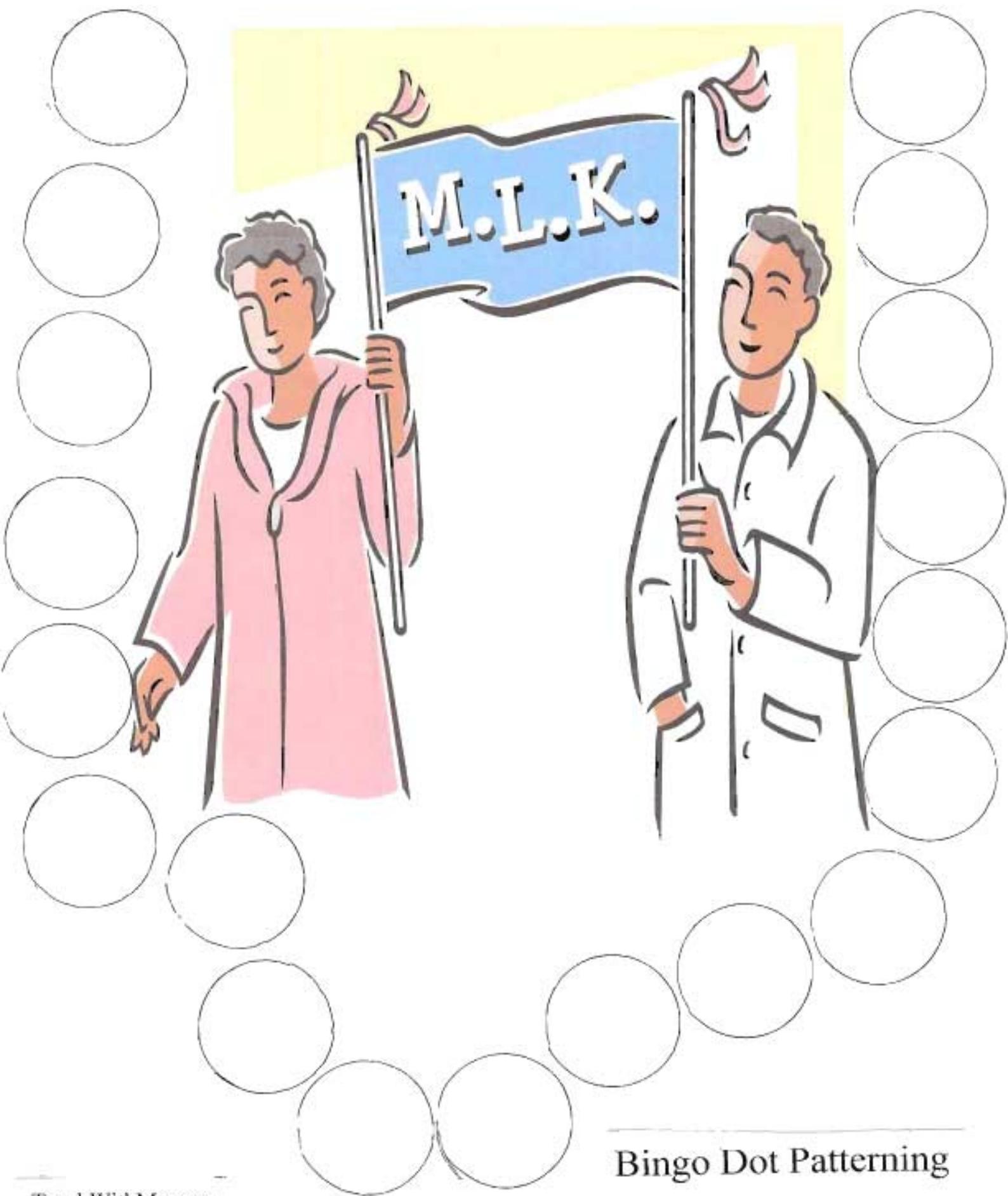
L l K k M m L l K k

Martin

Luther

King

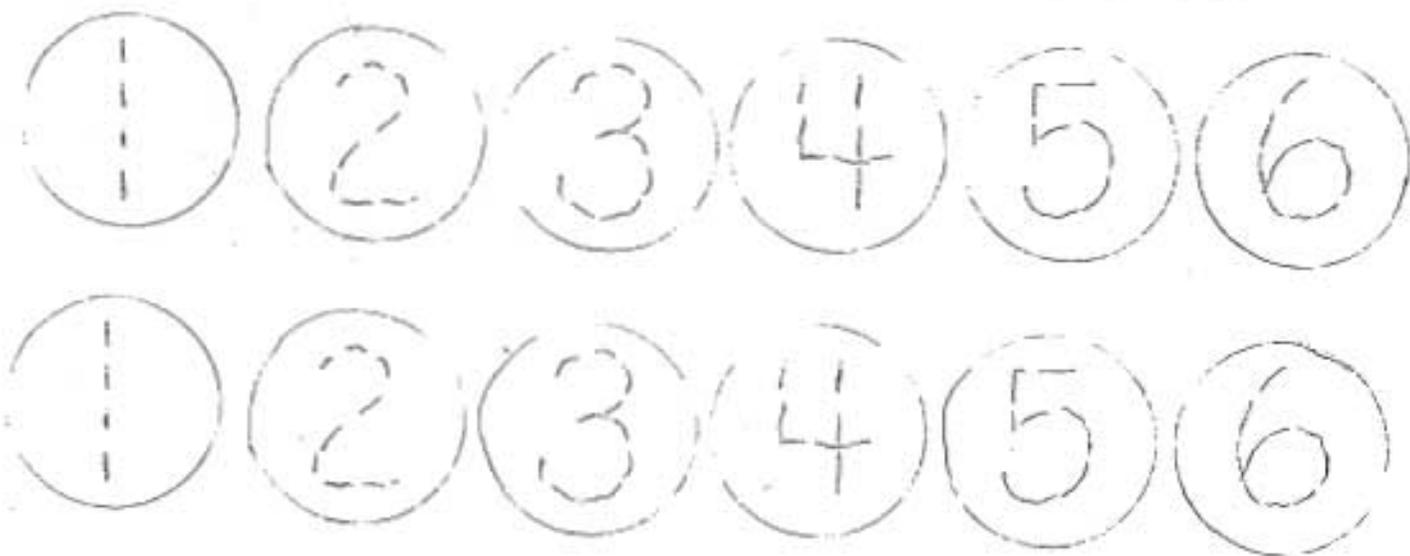
Write some Mm's Ll's & Kk's on your own on the bottom.



Bingo Dot Patterning

**Directions:**

- Choose a partner.
- Roll the dice.
- Low roller goes 1<sup>st</sup>.
- Whatever number you roll, that's the number you color in.
- If you've already rolled that # then it's your partner's turn.
- The 1<sup>st</sup> one to color in all of the circles is the winner.
- Play the game twice.



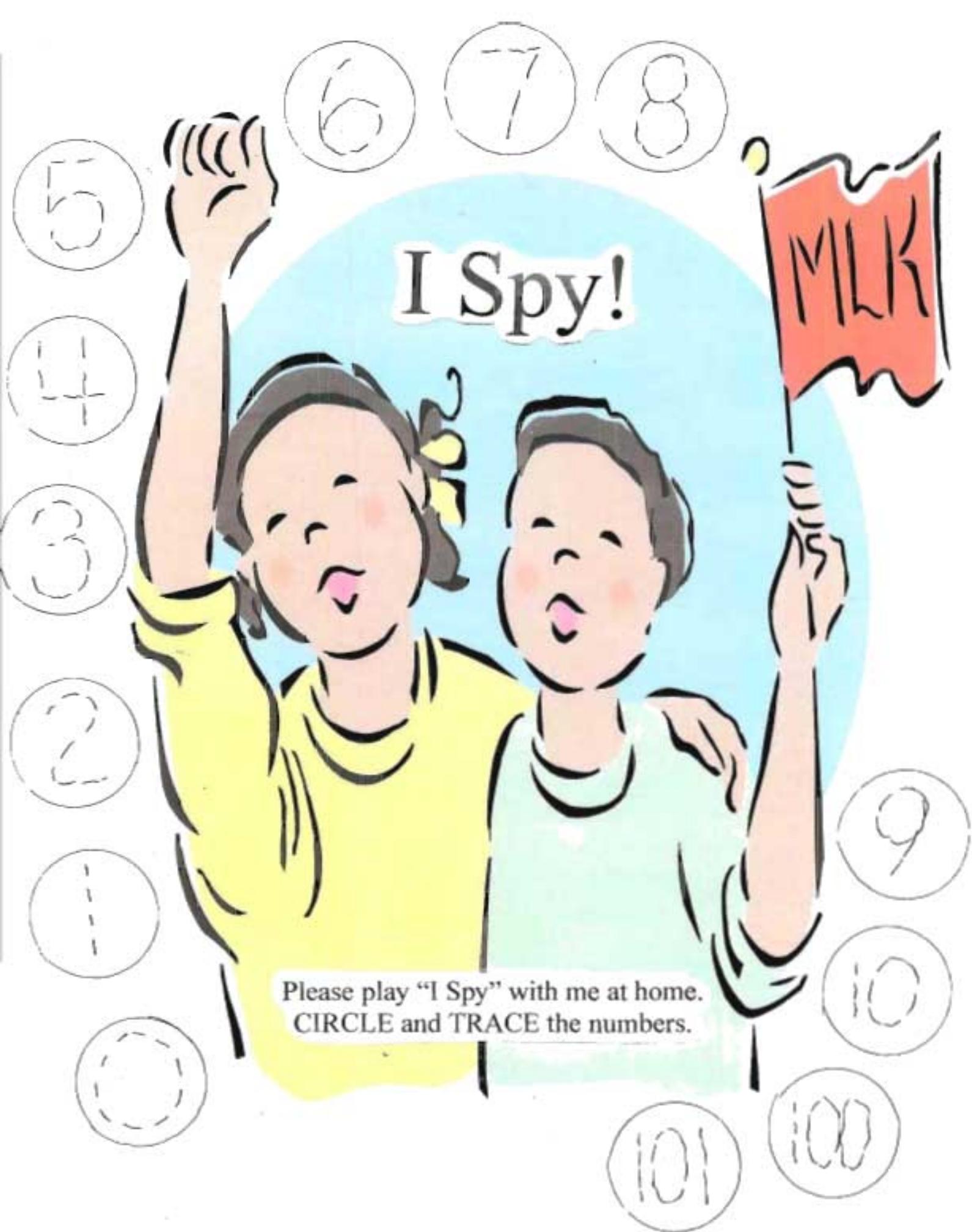
Freedom's On A Roll

## Martin Luther King On An Addition & Subtraction Roll



### Directions:

- Choose a partner.
- Roll the dice.
- High number goes 1<sup>st</sup>.
- Roll the dice.
- You may add or subtract the dice to get a number.
- Color in that numbered circle on your paper.
- Write the equation on the back of the paper.
- The 1<sup>st</sup> player to color in all of their numbers is the winner.



# I Spy!

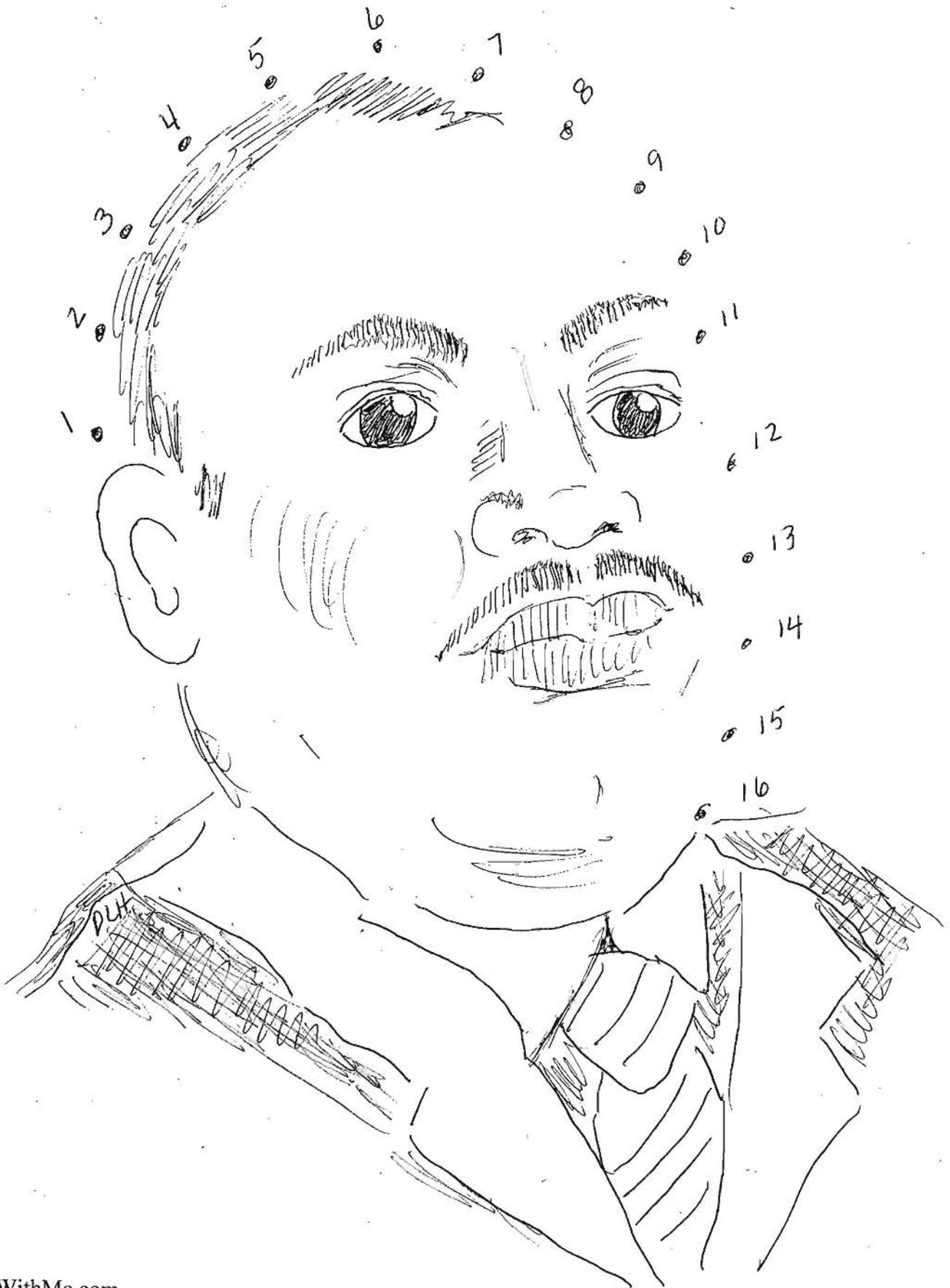
Please play "I Spy" with me at home.  
CIRCLE and TRACE the numbers.



# I Spy!

Please play "I Spy" with me at home.  
CIRCLE and TRACE the numbers.







Complete the PATTERN

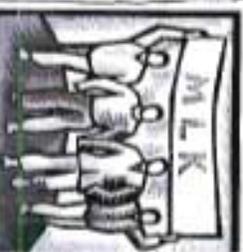
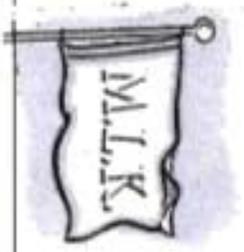


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Complete the PATTERN



Match the set/group to the number.  
Use a DIFFERENT color for each one.



1



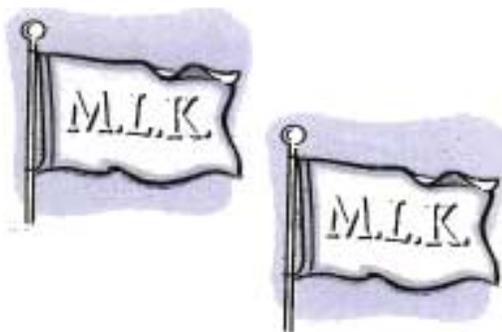
2



3



4



5





Pinch & Poke

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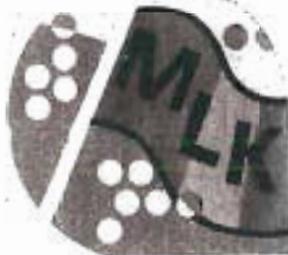




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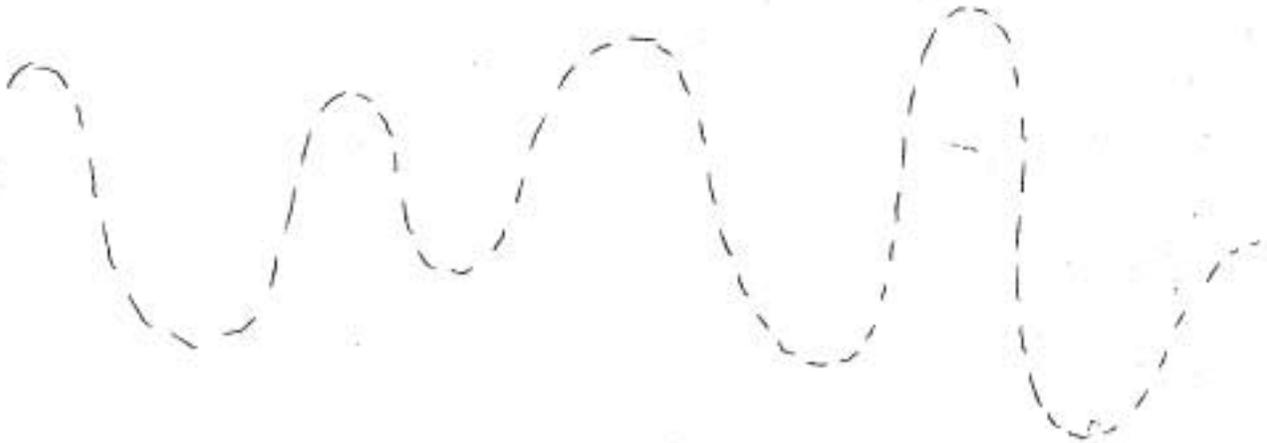
SNIP & CUT



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SNIP & CUT

TRACE each line with a DIFFERENT color.





*Look how well I write  
my name!*



*Look how well I write  
my name!*





### Martin Luther King Writing Prompts

- ❖ “We can’t do everything, but we can all do something.” MLK proved that one person can truly make a difference. What’s something that you’re passionate about that you’d like to do to make a difference in our world.
- ❖ You’re a reporter. You get to interview MLK. You have 5 questions to ask. What do you ask? What does he answer? Make it relevant for today.
- ❖ What is something that is happening in our society today that you think is really unfair that really bugs you. Why? What can you do about it?
- ❖ Write a thank you note to Dr. King. Speak from your heart.
- ❖ There’s a movie that was out called “The Bucket List” In it 2 men were dying of cancer. They made a “Bucket List” a list of things they wanted to do before they “kicked the bucket” or passed away. In a notebook start your “bucket list” Number it. Have a section for PLACES you want to visit. THINGS you want to do. GOALS you want to achieve. Nothing is too wild, no dream is too big. This is YOUR bucket list. You don’t have to share it if you don’t want to. Add to it whenever you think or see something else.
- ❖ MLK accomplished many things with peaceful protests; marches and sit ins. Would you participate in a sit in or a march? Do you think they are affective? Why or why not?

- ❖ They say that you should “Stand for something, or you’ll fall for anything.” What are some of the things you are truly passionate about, that you think are worth standing up for and fighting for?
- ❖ There was much debate about whether there should be a National Holiday to honor MLK. Many people were against it as they felt that he was not a president and it put him in the ranks of George Washington. Do you think it was a good thing to have MLK Day? Why or Why not?
- ❖ MLK is a famous man, a hero to many. If you could meet any person living or go back in time and meet someone from the past, who would it be and why? Compare this person to MLK. How are they the same? How are they different.
- ❖ If MLK were alive today, what do you think he would be doing? Based on his past, what types of things do you think he would be involved in now? What projects do you think he would be for or against?
- ❖ How is President Obama like MLK? How is he different? Make a Venn diagram of the 2 famous people.
- ❖ How are Mrs. King and Mrs. Obama alike? How are they different? Make a Venn diagram of these 2 famous ladies.
- ❖ What would it have been like to be a son or daughter of MLK. Pick an important point in time and pretend you were there, that you were this man’s son or daughter and write 2 paragraphs of what it was like when he gave his “I have a dream speech”, or when he marched on Washington, or when your house was bombed, or when your father was arrested, or when you had to sit on the back of the bus, or when your father was assassinated, or when he won the Nobel Peace Prize etc.
- ❖ What exactly was MLK’s dream? What can you do to continue to have MLK’s dream come true?



**Martin Luther King Punctuation Sentences.**

Put the correct punctuation ( . ! ? ) at the end of each sentence.

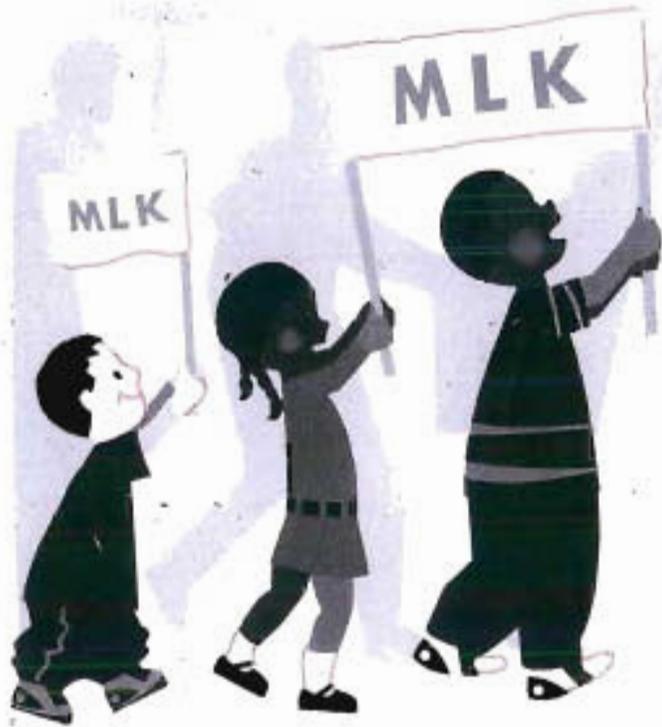
1. Look I see the parade coming down the street
2. Would you like to carry a banner
3. I'd have love to have met MLK
4. MLK was a civil rights leader
5. What can you tell me about MLK
6. MLK knew Rosa Parks
7. MLK was assassinated
8. Did MLK win the Nobel Peace Prize
- 10 What did you like most about MLK



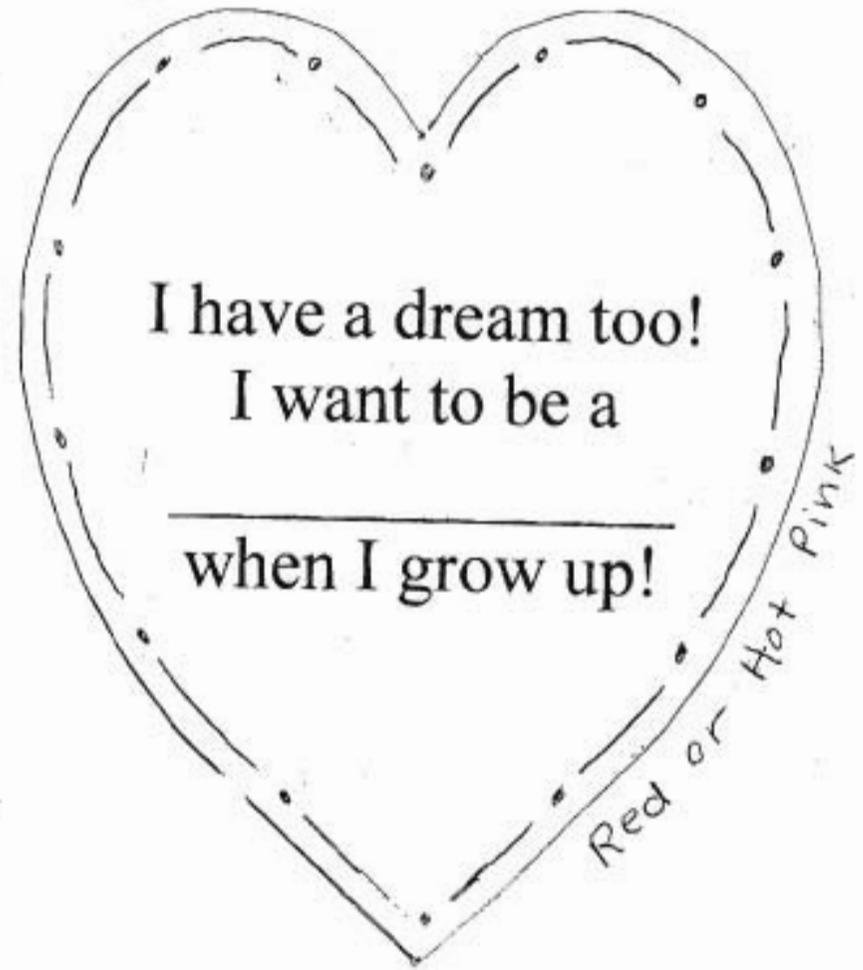
Stamp a group/set of

\_\_\_\_\_.

Martin Luther King  
had a DREAM!



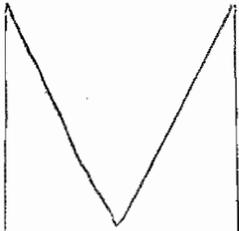
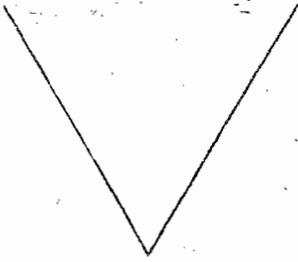
white



Red or Hot Pink

MLK Letter Dangler

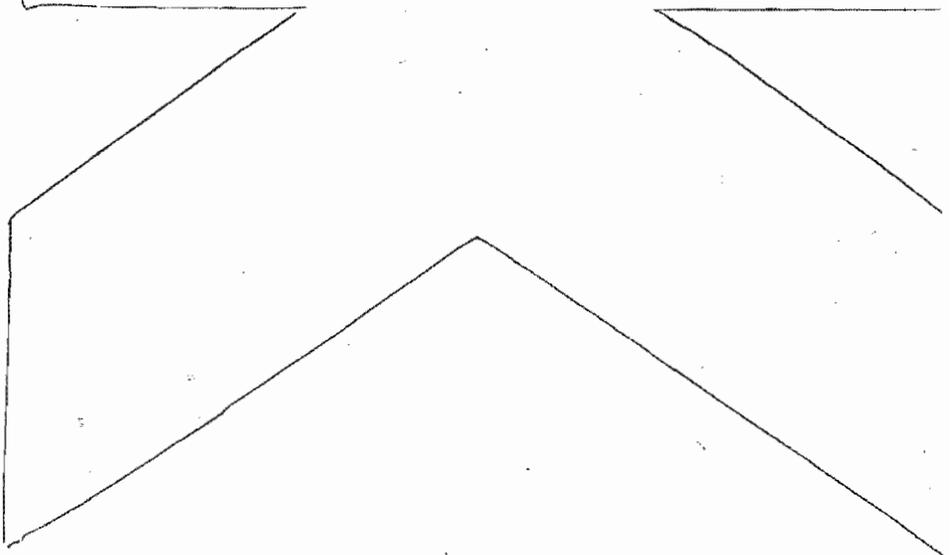
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BLACK

Martin Luther King Dangler

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**Materials:**

- Masters
- Black, white, red or hot pink construction paper
- White yarn
- Scissors
- Glue sticks
- **Optional:** Red or Pink Heart Stickers

**Directions:**

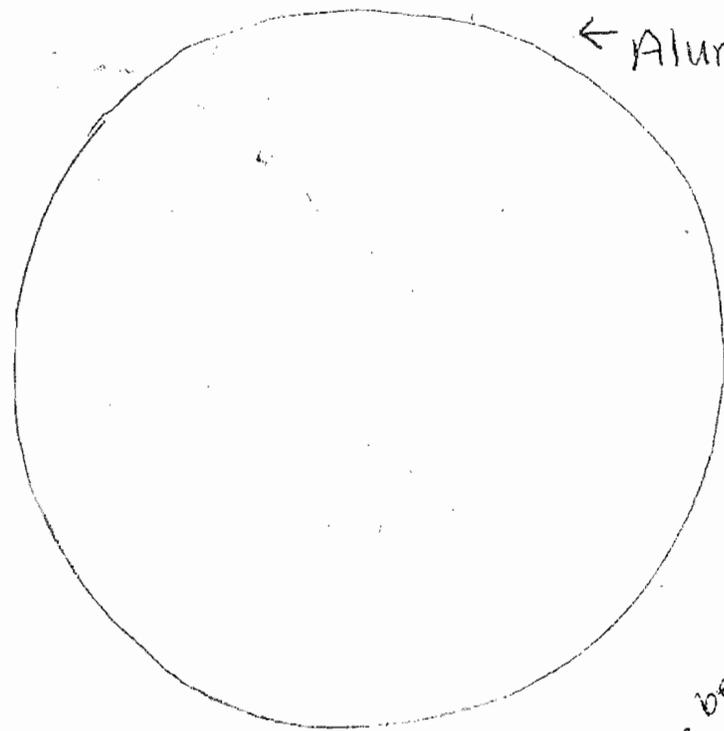
***Prep:***

1. Run off masters
2. Pre-cut 36 inch long pieces of white yarn tie a knotted loop at the top.
3. Cut a slit in a paper plate and insert the yarn so that it doesn't get knotted up.

***The Next Day...***

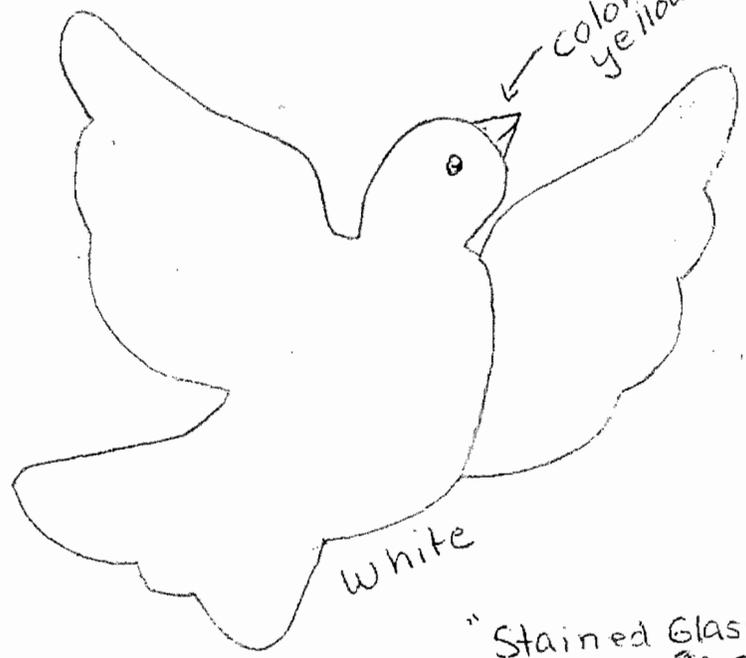
1. Children CUT out their black letters
2. Children CUT out their red/pink heart
3. Children CUT out their white rectangle
4. Children bring their pieces to you.
5. Lay the white piece face down. Child puts glue all over the back of the red heart.
6. Lay the piece of yarn with the loop at the top, down the middle of the white rectangle; make sure that the white piece of paper is not upside down.
7. Child lays the red heart sticky side down, on top of the yarn and presses all over it to make sure it's stuck to the white rectangle and the yarn.
8. With one-finger space between, lay the M letter down and have the student put glue on the matching piece. Help them match up the edges to the other piece and lay it on top of the yarn and press down.
9. Do the same thing with the letter L (run the yarn along the long side) and the letter K (down the middle). Leave a bit of a yarn tail dangling at the bottom.
10. I have lots of red foil heart stickers that I get on sale after the holiday so I let my students pizzazz up the black letters with 1 or 2 on each of the letters.
11. I ask them what they want to be and I write it with a black pen on the red heart along with their name in the bottom right corner of the white rectangle.
12. Hang from the ceiling or along the wall in the hallway as a cool border. Because of the heart motif I leave them up through Valentine's Day.

← Aluminum foil



multi-colored  
strips

color beak  
yellow



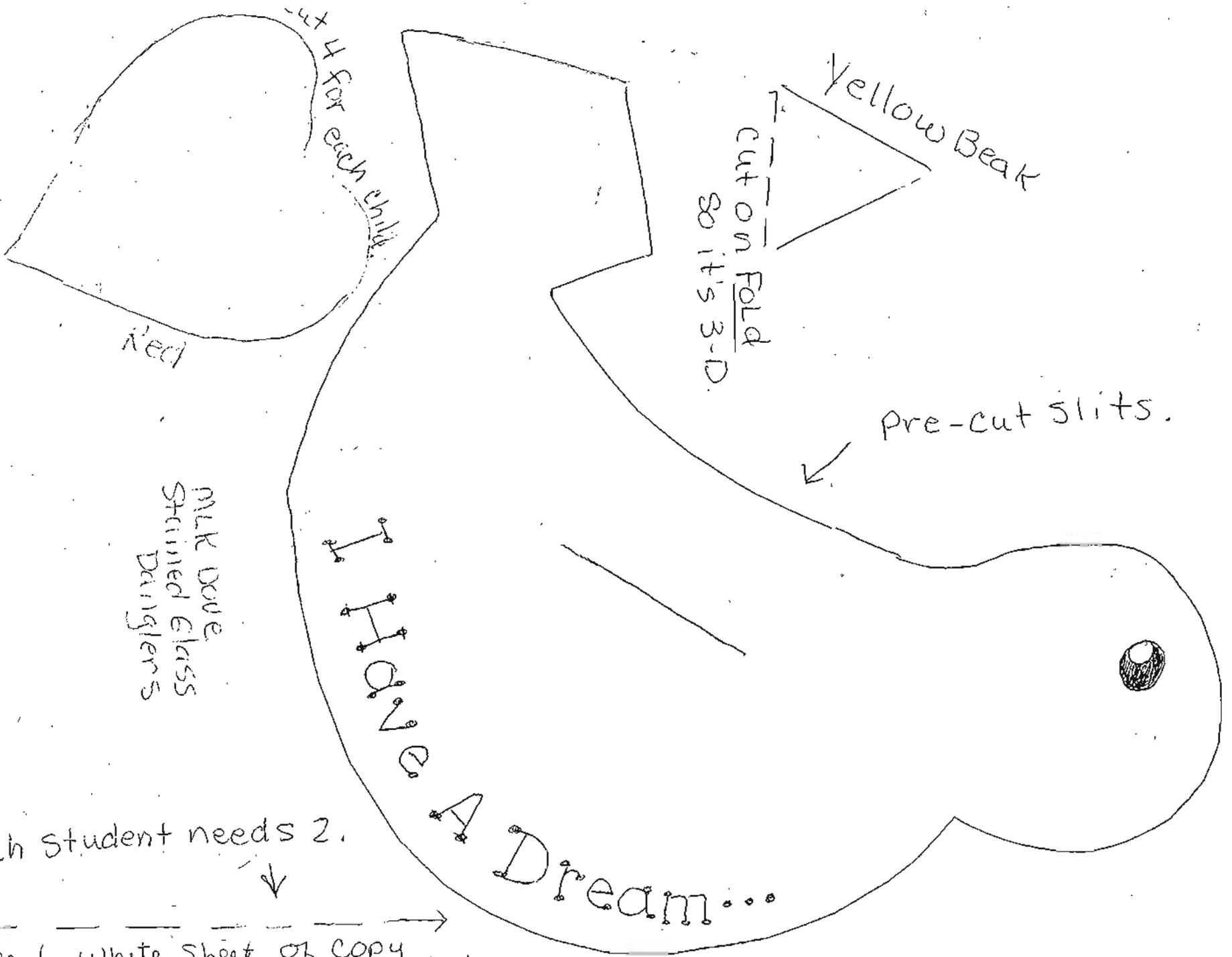
white

"Stained Glass"  
Card

Martin Luther King

← Black

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each student needs 2.



Take 1 white sheet of copy paper for each student & accordion fold it this width - length wise for the wings

## Dreams

Hold fast to dreams  
For if dreams die  
Life is a broken-winged bird  
That cannot fly.

Hold fast to dreams  
For when dreams go  
Life is a barren field  
Frozen with snow.

-Langston Hughes



## Dreams

Hold fast to dreams  
For if dreams die  
Life is a broken-winged bird  
That cannot fly.

Hold fast to dreams  
For when dreams go  
Life is a barren field  
Frozen with snow.

-Langston Hughes



## **MLK Dove of Piece Stained Glass Dangler**

### **Materials:**

- White, black, red, yellow and all the other colors of construction paper to make the stained glass squares.
- Glue sticks
- White yarn
- Aluminum foil
- Scissors
- Black ink pens
- Stapler
- Hole punch
- Crayons
- ***Optional:*** Wiggle eyes and glue dots

### **Directions:**

#### ***Prep:***

1. Run off the masters.
2. Pre-cut the small white doves.
3. Pre-cut multi-colored strips of construction paper for children to snip into stained glass window squares.
4. If you want the window pieces truly square you can have these pre-cut and put in bowls for them. That's what I do.
5. Pre-cut the aluminum foil circles
6. Pre-cut the yarn strings for the heart danglers: 32 inches long.
7. Pre-cut 4 red hearts for each child.
8. Pre-cut a yellow beak for each child.
9. Accordion fold 2 lengthwise strips of white copy paper for each student. Snip off the edge so that the "fan" is even.

#### ***The Next Day...***

- Children CUT out their dove.
- Children GLUE their beak to their dove.
- Children can add a wiggle eye on the other side if you decide to do this step.
- Children bring their bird to the teacher. They cut a slit in the line.
- Put the two wings together. Insert them in the slit. Fold them in ½ folding them up. Staple them to the bird, just above the slit.
- Fluff out the fan "feathers". Pinch the two "wings" together; punch a hole in the middle at the top, make a knotted loop with a piece of white yarn.
- Write child's name in small print on the back of the bird. Child takes their bird back to their desk to work on their stained glass window.
- Students cut out their black window.

- Older students GLUE their aluminum foil circle to the top center of their black window.
- Older Students Glue their small dove to the middle of the silver circle.
- I have my Y5's do these 2 steps after they have glued their 4<sup>th</sup> row of squares on, because they can't snip the squares to make them into mosaic tiles to go under the silver circle.
- Children add some details to the dove with crayons.
- Children snip their colored strips into square windows. My Y5's could not make squares that were exactly the same, and since I thought they had, had enough cutting practice with the bird and the window, I pre-cut the squares, because I wanted to reinforce that shape as well as patterning. I put 2 bowls of multi-colored squares on each table.
- I showed students my sample and how I wanted a rainbow pattern order to start with, then one of each of the other colors for the next row. Then they would repeat the pattern.
- Show older students how to snip the squares so they would fit under the aluminum foil window. Older students can do this, Y5's could not. I just had my Y5's fill up the black window with the 4 rows of squares then stop and glue on their aluminum foil circle and dove, and then continue with the squares that went AROUND the circle.
- **Heads Up:** Remind students to put the glue on the little square not on the black paper. Tell them to use enough glue so that the squares do not fall off.
- Children bring their stained glass window and dove to you. Using a protractor, punch 2 holes in the neck of the dove. Insert the long piece of yarn and tie a bow. Make sure that one of the ends of the yarn will dangle down longer than the other.
- Help your students glue the 4 hearts back-to-back.
- Give students a black ink pen to draw dash-dot details around their hearts.
- Because the heart is so small, I write their name on one side, and what they want to be on the other heart.
- Punch a hole in the top of their black window and bottom of their dove and knot a white yarn loop connecting the two.
- Give them Langston Hughes poem.
- They go back to their seat and CUT and GLUE their poem to the back of their black window.
- Hang the MLK danglers from the ceiling or in the hallway close to the wall as a border. Because of the hearts and doves, I keep them up through Valentine's Day.
- If I have time we sit on our *Circle Of Friends* carpet and we share what we want to be when we grow up. Since a lot of their answers are the same it makes a nice math extension to graph their answers.

**Background:**

- I thought that it would be nice to have a mini-lesson on opposites while studying Martin Luther King.
- By seeing differences in things which is easy you can then look at similarities. It's a nice lead in.
- There's a bibliography at the end of excellent opposite books. It doesn't seem to be a report card standard for anyone anymore, but I believe that it's still extremely important for children to be able to identify an opposite. It's a great way to build their vocabularies too.
- I make the reading of the books like a game. I give them the topic and then they try and guess the opposite before I turn the page.
- All of my life of was continuously compared to my sister Kathie because we are twins. She is the perfect introduction to my "We are the same. We are different" discussion.
- I show my students photographs of us including one from kindergarten hanging in my classroom to show them that even their teacher was a little kid and in school a long time ago. They try to guess which one is which. Even my own father could not tell us a part. I tell them a few funny stories of what it was like always getting our identities mixed up and how we used to pretend to be mannequins in the department store, and one about how even our principal asked us to change classrooms to see if we could fool our teachers and we did!
- Then I share the poem below with them.
- We go from reading 3-4 books to listing any other opposites that we did not come across in the books in a T graph.
- As a writing follow up for older students, they could copy the list or continue their own. The children really do enjoy this additional activity.

## Opposites

I have a twin named Kathie, and like it or not  
Being a twin is not always so hot.  
Although we are alike in so many ways  
We're also different—I go; and she stays.  
I'm sometimes up, she's sometimes down  
I wear a smile; she wears a frown.  
I go under, she goes over.  
I call them shamrocks, she calls them clover.  
I go in when she goes out.  
I am quiet and she likes to shout.  
I'm on the left when she sits on the right.  
I make peace, she likes to fight.  
She is shorter and I am taller.  
She likes big boxes, I prefer smaller.  
I like curly and she likes straight.  
I get up early; she stays up late.  
I take it slow, but she likes things fast  
She was born first, I came out last.  
I say yes, when she yells no!  
I want to stop and she screams go!  
She likes to run and I like to walk.  
I am shy she likes to talk.  
She likes it thick, I like it thin.  
I sometimes lose, she's out to win.  
I want to sleep, but she's awake.  
I like to give, she likes to take.  
I'm sometimes messy, she's often neat.  
I like it cool, she takes the heat.  
I like new; she likes old.  
I am shy, Kathie's bossy and bold.  
I'm sometimes weak, but she's always been strong.  
I like things short; she likes them long.  
Make mine sweet; she enjoys sour.  
I'll take a bubble bath, she likes a shower.  
Yes we're alike, but different too.  
Even twins can be opposites, are your siblings from you?



\* Answer  
Key

## MLK Word Find

assassination  
 bus boycott  
 civil rights  
 dream  
 equality  
 fairness  
 freedom  
 friendship  
 Golden Rule  
 March on Washington  
 Martin Luther King

minister  
 Nobel Peace Prize  
 non violent  
 peaceful protests  
 prejudice  
 President Johnson  
 Rosa Parks  
 Ray  
 sit ins  
 strikes  
 speeches

ssainatbucivdreaassassinationrigeqfai freGoMarLu  
 busboycottjastedianedankeldaflwohendersonohye  
 abckdieopalkjgspeechesddifpzseicjzckveuoaaudlt  
 sdetstrikesdreamreallovgeifjzckfeigjancmbmerkei  
 dkgigjcnslerivnameithalcvnequalityfaifreefrienMa  
 MarPresRosRufairnessfirkvnzmdkRosiJohprepeac  
 sitinsNobnoviopeacivilrightsinspeaprizminisjifieoh  
 gheiendienglahdfreedomdkieRosaParksPressJohn  
 JRayldjiendeinapresrubkoaPresidentJohnsonlojtuh  
 guehehbbyafevzmhprejudicejguyyterdscxvfgbnk  
 dienanqnonviolentnbjkhguyioklmnbvcgfdrteszdaq  
 jghtplkjguitopoNobelPeacePrizembnjhuiylkjjfhgt  
 ministernjbhMartinLutherKingmbnmfreedomolgn  
 nvyutyrtredswqazxcvpeacefulprotestsgghfriendship  
 MarchOnWashingtoncnjuGoldenRulemjkholove



## MLK Word Find

assassination  
 bus boycott  
 civil rights  
 dream  
 equality  
 fairness  
 freedom  
 friendship  
 Golden Rule  
 March on Washington  
 Martin Luther King

minister  
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 Ray  
 sit ins  
 strikes  
 speeches

ssainatbucivdreaassassinationrigeqfai freGoMarLu  
 busboycottjastedianedankeldaflwohendersonohye  
 abckdieopalkjgspeechesddifpzseicjzckveuoaaudlt  
 sdetstrikesdreamreallovgeifjzckfeigjancmbmerkei  
 dkgigjcnsleriynameithalcvnequalityfai freefrienMa  
 MarPresRosRufairnessfirkvnzmdkRosiJohprepeac  
 sitinsNobnoviopeacivilrightsinspeaprizminisjfieoh  
 gheiendienglahdfreedomdkieRosaParksPressJohn  
 JRayjdjiendeinapresrubkoaPresidentJohnsonlojtuh  
 guehehbbcyafevzmhprejudicejguyyterdscxvgfonk  
 diananqnonviolentnbjkhguyioklmbvcgfdrteszdwq  
 jghtpkjjguitopoNobelPeacePrizembnjhuiylkjjfigt  
 ministernjbhMartinLutherKingmbnmfreedomolgn  
 nvyutyrtredswqazxcvpeacefulprotestsgghfriendship  
 MarchOnWashingtoncnjuGoldenRulemjkhulove

Civil rights are your private and personal privileges.  
Dr. Martin Luther King Jr. wanted civil rights; equality for all people regardless of their race (the color of their skin).

**Here are our classroom civil rights!**

*Will you follow them?*

❖ You have the right to be treated fairly.

No one should make fun of you or laugh at you or call you names.  
These things hurt people's feelings.

❖ You have the right to be able to be yourself.

That means that nobody should treat you unfairly because you are

- black or white,
- a girl or a boy,
- fat or thin,
- tall or short
- born in America or another country.

❖ You have the right to be safe.

No one should hurt you on purpose.

❖ You have the right to hear and be heard.

That means you can express your opinions and feelings

And everyone should be quiet and listen.

There should be no shouting, interruptions, or inappropriate noises.

❖ You have the right to be treated fairly.

That means the teacher will try to make sure everyone gets a turn.

This means that the teacher will listen to both sides of "the story" on disputes.

This means that the teacher will give you a second chance to make a better and wiser choice,

❖ You have the right to learn.

This means that it's OK to guess, to take a risk, to make a mistake, to ask questions.

That's all part of learning, and no one should make fun of you.

❖ You have the right to make friends with whom you choose.

This means that we will be a friend to have a friend, to take turns, be polite, to care and to share with each other.

❖ You have the right to be treated with dignity and respect.

This means that we will follow school rules and be kind and considerate, treating others the way we want to be treated.

❖ A classroom with civil rights is a wonderful home-away-from home; a safe and fun place to come, play, laugh, learn and grow.



I promise to observe this classroom's civil rights.

**Signed:** \_\_\_\_\_

**Date:** \_\_\_\_\_



Dr. King had a dream,  
A wish, a hope, a plea.  
That I'd be judged for  
who I am:  
A very special me!  
-author unknown

# Dear Families,

Our country has set aside the 3<sup>rd</sup> Monday in January as a special time to remember Martin Luther King Jr. During that week we have several themed activities revolving around love, friendship and the importance of treating everyone fairly. The children add words like prejudice, civil rights, and equality to their vocabularies.

Even a young child can begin to develop an understanding of equal rights and the values that MLK stood for. Fairness is extremely important to a Y5. They are very quick to cry: "No fair!" I introduce prejudice to them by reading Dr. Seuss' book *The Star Bellied Sneeches*. Some children will get stars and some will not. We discuss how everyone feels. I then flip the happy/sad even mad feelings by giving the children who did not get a star, a smartee candy. We now discuss how our feelings have changed.

In the end I give everyone a star and a smartee. Their reactions are quite dramatic. My students know that in our classroom we promote and practice the Golden Rule. I also have "fairness lists" posted around the room. This is a list of all of the children's names. To make sure everyone gets a turn to do something special like take the Secret Sack home, we highlight their name as they've had a turn so that we are always "fair" and everyone gets to have a turn.

The fact that I would treat anyone unfairly on purpose goes against everything I've reinforced, plus I gave no reason for it; I had enough stars for everyone, I just wasn't giving everyone a star even though everyone deserved one. This was NOT fair! This was actually not very nice at all. Their reactions were quite amazing, and they were very outspoken about not being treated the same as everyone else.

As a teacher, I continually endeavor to set a good example of equal rights by equal and respectful treatment of all my students, by teaching the concepts of caring, sharing, taking turns, playing fair, being a good sport, and by reinforcing "The Golden Rule": *Treat others the way you want to be treated*. The children did not like the uncomfortableness of the situation as well.

I'm always touched when a few of the children give their star or candy to another child without one, who seem more upset than they are, just to keep the peace so to speak. I only let "feelings" last for a minute before I get everyone "fair". Too much drama is not good when you're 5 and everyone is relieved to "feel good" again.

But the lesson still hovers and they all agree that it is just awful to have someone be prejudiced against you for no real reason except that you're black or don't have a star-on your belly! Please ask your child to tell you about their day, and what they learned.

King's anti-violence concepts are also outstanding. We naturally teach equal rights and peaceful practices to our children on a daily basis. "*Keep your hands, feet, and mouth to yourself*," is our number one rule. If someone hits you, tell me; don't hit back. Shows a child an alternative method to angry and violent behavior. I explain to your child that it's OK to be angry, but it's not OK to hurt another child, especially for no reason other than they are "different".

Children can be verbally abusive as well; so it's important to review with them that words CAN hurt another child, and that it is wrong to tease or make fun of others. One of the phrases at this age that I often hear is: "Well, I'm not going to be your friend anymore!" This actually brings some children to tears! I equip them with word ammunition: "I don't deserve to be talked to that way." "That hurt my feelings. I'm a good friend." Then I tell them to walk away and come tell me. Children need to vent, to get a hug, to be reassured. I need to remind the other child that words hurt.

MLK showed us that one person CAN truly make a difference. He did it peacefully even though violence flared all around him and ultimately took his life. Like the snowflakes that are falling on this January evening, we are all different, yet we are all also the same. It is in our uniqueness that we find our beauty. It is in our similarities that we find a bond of friendship. And just look what those snowflakes accomplish when they stick together!

This is what I did today...



## Good Sites For Information On Martin Luther King Jr.

1. <http://www.americanrhetoric.com/speeches/mlkihaveadream.htm>  
Full text and video of the I Have A Dream Speech!
2. <http://www.spartacus.schoolnet.co.uk/USAkingML.htm>  
Excellent biographical information with wonderful links to related topics like James Earl Ray, Rosa Parks, The March On Washington etc.
3. <http://www.thekingcenter.org/mlk/bio.html>  
Excellent biographical information
4. <http://www.liu.edu/cwis/cwp/library/mlking.htm>  
Excellent Time Line of his life
5. [http://en.wikipedia.org/wiki/Martin\\_Luther\\_King,\\_Jr.](http://en.wikipedia.org/wiki/Martin_Luther_King,_Jr.)  
Lots of great facts
6. [http://nobelprize.org/nobel\\_prizes/peace/laureates/1964/king-bio.html](http://nobelprize.org/nobel_prizes/peace/laureates/1964/king-bio.html)  
A biography about his peace prize
7. <http://www.thekingcenter.org/tkc/index.asp>  
The MLK center
8. <http://seattletimes.nwsources.com/special/mlk/>  
Study guides and great Time Line of the Civil Rights Movement
9. <http://www.infoplease.com/spot/mlkjrday1.html>  
Lots of great informational links
10. <http://www.pocanticohills.org/taverna/98/whatif.htm>  
Give your students the writing prompt: What would MLK be doing if he were alive today. Check out what these students had to say.
11. <http://www.holidays.net/mlk/>  
Good information on MLK, the holiday as well as information on Rosa Parks and the Bus Boycott
12. <http://teacher.scholastic.com/scholasticnews/indepth/mlk>  
A slide show of black and white photographs, An easy read biography.
13. <http://www.theholidayzone.com/mlk/mlksongs.html>  
MLK songs to sing
14. <http://www2.lhric.org/pocantico/taverna/98/webquest.htm>

Students go on a webquest looking for the answers to these questions. Answer key provided.

15. <http://www2.lhric.org/pocantico/taverna/98/1.htm>

Cute kid-made color-graphics time line of MLK's life.

16. [http://martin-luther-king-day.123holiday.net/king\\_songs.html](http://martin-luther-king-day.123holiday.net/king_songs.html)

Lots of information, Great side-bar information too. Nice layout.

17. <http://www.apples4theteacher.com/coloring-pages/black-history/>

Coloring pages of King, Rosa Parks, Obama

18. [parascope.com/mlk/documents/HSCA\\_V1/](http://parascope.com/mlk/documents/HSCA_V1/)

On this site, you'll find the complete text of the House Select Committee on Assassinations' investigation of King's murder. A search engine lets you do keyword searches of the entire text, and there is also an index.

19. [stanford.edu/group/king/](http://stanford.edu/group/king/)

The Martin Luther King Papers Project at Stanford University is an authoritative site for King's writings, speeches and church sermons. Included is "I Have a Dream," "Loving Your Enemies," "Letter From Birmingham Jail" and "I've Been to the Mountaintop."

20. [thekingcenter.com](http://thekingcenter.com)

The official site of the Martin Luther King Jr. Center, based in Atlanta. Lots of information, including links and sub-links to MLK events around the nation.

21. [users.massd.net/~tstrong/Martin](http://users.massd.net/~tstrong/Martin).

The site is set up as a "scavenger hunt" for kids, with questions posed on the site; answers are found under an adjacent link. There also is a link to both text and audio files of the "I Have a Dream" speech.

These are my MLK books 😊



## Martin Luther King Bibliography

### Martin Luther King Books:

1. Martin Luther King, Jr. The Fight For Freedom, Mattern \$3.99
2. A Picture book Of Martin Luther King, Jr., David A. Adler \$4.95
3. Easy Theme Readers: Famous Americans: Martin Luther King, Jr. Marcia S. Gresko \$2.49
4. Let's Read About Rosa Parks, Courtney Baker \$3.99
5. Marching To Freedom: The Story of Martin Luther King, Jr., Joyce Milton \$3.99 (Includes seven pages of photographs.)
6. Yo! Yes? Chris Raschka \$4.95

