Primary Source Activities
Created by second grade teachers from Lowell Public Schools

Shaughnessy Elementary
Goal: students will recognize MLK for his achievements

- Read Martin Luther King, Jr. story (Reading A-Z has one to download – all students can have a copy or do a read aloud of another book)
- Discuss bus boycott. Tie this into CDJ book – *If a Bus Could Talk* – Rosa Parks
- Act out
- Sing MLK song
- Write their dream of what they would like their future to be like
- Write about how things have changed since MLK’s speech
- Geography – locate Georgia, Mississippi, Washington DC, where he was assassinated (Memphis)
- Compare/contrast MLK and Lincoln’s lives

Pawtucketville Memorial Elementary
Pledge of Allegiance

- Give students a copy of the Pledge of Allegiance
- Have students circle the words they know
- Teacher will circle known words on “master” copy up on the Elmo
- Teacher will provide synonyms for unknown words
- Rewrite as a class. Hang class version next to original near the flag
- Writing connection: Do you think we should say the Pledge of Allegiance every day as a class? Why or why not?

Murkland/Lincoln Elementary
MLK “I have a Dream” persuasive letter writing

- Goal: Children will talk about MLK and his “I Have a Dream” speech
- Children will then discuss their own “dreams” for a better school (brainstorm)
- A chart will be created with all ideas
• Children will then write a persuasive letter to the principal about their dream. The letter must include 3 supporting reasons

**Pyne Arts School**
The Pledge of Allegiance – SWBAT understand the purpose and meaning of the Pledge of Allegiance

• Discuss *why* it was written
• Examine familiar words
• Discuss meaning - *what*
• Apply: write their own promise to the class
• Create a flag that represents their promise

**Moody Elementary**
I Have a Dream speech

• Read speech together
• Turn to your partner and discuss what they think the speech is about
• Chart responses
• Re-read the last paragraph
• Talk about how one of his dreams/goals is for his children
• Turn to a partner and discuss what they think the phrase “they will not be judged by the color of their skin but by the content of their character” means
• Chart responses of what they think that means
• Brainstorm their definition of what “character” means
• Students will write what their dreams are and why – bulletin board

**Reilly Elementary**
Pledge of Allegiance

• Read story: “I Pledge Allegiance” by Bill Martin Jr. and Michael Sampson
• Discuss as a class what the Pledge of Allegiance means
• Hand out a copy of the Pledge
• Circle words they know, underline words they don’t know
• Break into small groups: use dictionary to define unfamiliar words
• Students in small groups will rewrite the Pledge in their own words

**Washington Elementary**
Pledge of Allegiance

• Post and recite Pledge
• Circle unfamiliar words
• Read book “I Pledge Allegiance,” and as you read, substitute synonyms for unfamiliar words
• Read, discuss newly written Pledge with synonyms

**McAvinnue Elementary**  
Beginning of school year – making kid-friendly pledges for the classroom and the school

• Start by breaking down Pledge of Allegiance  
• Either rewriting together as a class or teacher rewrites to share with class

**Bartlett School**  
Beginning of school year – paraphrase Pledge

• Compare to Bartlett pledge – 5 school rules  
• What would a symbolic flag look like for our school?

**Bailey Elementary**  
Beginning of school year – paraphrase Pledge

• Breakdown school pledge – compare to Pledge of Allegiance  
• Why do we say the Pledge? What is the purpose?

**Morey Elementary**  
“All men are created equal” – phrase for the year

• Explain in kid-friendly terms when setting up classroom community  
• Create timeline – every time we come across phrase during the year, put it on the timeline  
• Also talk about things happening during those times (slavery, women’s rights, etc.) and how they improved

**Greenhalge Elementary**  
When talking about pilgrims – paraphrase 1st amendment

• What freedoms are listed in 1st amendment? What freedoms do students have?  
• Relate to immigrant (“pilgrim”) students’ experience

**Lincoln Elementary**  
MLK speech – judged not by color of skin but by content of character

• Put quote on board – what does it mean? Define content of character  
• What is each student’s content of character?

**McAuliffe Elementary**  
Paraphrase Pledge
• Compare to McAuliffe School pledge
• What else do you pledge allegiance to? Family—create family flags/shields