



DISCOVERING JUSTICE CHILDREN DISCOVERING JUSTICE

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