



Working Together for Catholic Education

THOUGH MANY, WE ARE ONE

UNIT 4

People Who Make A Difference!

Lesson 4

Martin Luther King & God's Dream

Unit 4 Lesson 4

People Who Make A Difference!

Martin Luther King & God's Dream

Lesson Overview:

Jesus, Martin Luther King, Archbishop Tutu are men who 'Make A Difference!' through Social Justice actions. Reviewing their life accomplishments and scripture passages, dehumanization and social structure issues are examined.

Duration: 40 minutes

CURRICULUM CONNECTIONS

Religious Education:

Grade 4: LS2.1 Identify the image of human being.

Grade 5: LS2.1 Identify and summarize what Jesus reveals about the judgement of God concerning the human dignity of others.

Grade 6: LS2.1 Identify and examine events from Jesus' life and his ministry when he challenged dehumanizing situations and social structures.

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

The Catholic Social Teachings evident in this lesson include:

Call to Family, Community, Participation
Solidarity
Rights and Responsibilities

The Ontario Catholic School Graduate Expectations evident in this lesson include:

An Effective Communicator
A Discerning Believer
A Reflective and Creative Thinker

Guiding Questions (coming out of the Big Idea)

Big Idea:

The Catholic Church proclaims that human life is sacred and that the dignity of the human person is the foundation of a moral vision for society.

"How do scripture passages bring light to situations of dehumanization of dignity and social structure? What is God's call of response from **His** children?"

Scripture Passages:

John 4:1-42

Matthew 25:31-46

Genesis 1:1 – 2:3

1 Corinthians 12:4-13



LEARNING GOALS

At the end of this lesson, students will know, understand and/or be able to:

- Explain “How do scripture passages bring light to situations of dehumanization of dignity and social structure? What is God’s call of response from **His** children?”

Success Criteria, based on the Learning Goals, can be co-constructed as a class in language meaningful to students. The success criteria help students understand what to look for during the learning and what it looks like once they have learned. They identify the significant aspects of student performance that are assessed and/or evaluated (i.e., the “look-fors”) in relation to curriculum expectations.

INSTRUCTIONAL COMPONENTS AND CONTEXT

Terminology:

Dreams –

1. usually involves images occurring in a person’s mind during sleep OR
2. contemplating the idea of doing something OR
3. inspiration / motivation

Materials:

1. <https://www.youtube.com/watch?v=plUOdrWl-ts>
Kid President - Dreams
2. <https://www.youtube.com/watch?v=gdTpU5WZHMM>
I Have a Dream – Martin Luther King Jr.
3. <https://www.youtube.com/watch?v=4xXZhXTFWnE>
Kid President - Martin Luther King
4. <https://www.youtube.com/watch?v=gMXULiYojHk>
God’s Dream by Archbishop Desmond Tutu (or picture book of the same title published by Candlewick)
5. **Scripture Passage** handouts (*See Appendices*)
6. Sticky notes

MINDS ON (10 minutes)

- Establishing a positive learning environment
- Connecting to prior learning and/or experiences
- Setting the context for learning

1. Hook students on learning by viewing Kid President Youtube on DREAMS
<https://www.youtube.com/watch?v=plUOdrWl-ts>
2. Share a quick video of Martin Luther King Jr. famous speech “I have a dream”
<https://www.youtube.com/watch?v=gdTpU5WZHMM>
3. As a whole class discuss the power of dreams.
How do our dreams align with God’s dream for His children?

ACTION (30 minutes)

- Introducing new learning or extending/reinforcing prior learning
- Providing opportunities for practice and application of learning (guided → independent)

Distribute sticky notes to students

Teacher Voice:

“In Martin Luther King’s famous speech, he said he had a dream that white and black children would one day walk hand in hand and that one day sons of former slaves and sons of former slave-owners would be able to agree to live together.

The year was 1963.

Discuss as a whole class:

1. Why was this speech important?
2. Is there evidence of God in this speech? Explain.
3. How is God's dream similar or different to Martin Luther King's?

Teacher Voice:

"Forty-five years after Martin Luther King's speech, an Anglican Archbishop named Desmond Tutu wrote a book titled *God's Dream*. Listen to see if Martin Luther King's dream and God's Dream are similar. Use your sticky note to record your thoughts. We will discuss our ideas after the reading."

Use the text *God's Dream* by Archbishop Desmond Tutu, if available, or the reading of the text at <https://www.youtube.com/watch?v=gMXULIYojHk>

Group Work:

Divide students into small groups of 2 or 3. Each group will need bibles.

Teacher Voice:

"Over 2000 years ago Jesus showed us that he challenged dehumanizing situations and social structures. We learn and lean on the bible for direction even in modern times. With your bibles as your tour guide, you will read the scripture passage assigned to your group. Answer the questions that follow. Be prepared to present your thinking."

Allow time for students to present work.

**NOTE: Although the focus in this lesson is on men who made a difference, female role models are featured in future lessons.*

CONSOLIDATION (10 minutes)

- Providing opportunities for consolidation and reflection
- Helping students demonstrate what they have learned

Hook students with Kid President's talk about Martin Luther King

<https://www.youtube.com/watch?v=4xXZhXTFWnE>

Exit Card

"How do scripture passages help you understand situations of dehumanization of dignity and social structure? What is God's call of response from **His** children?"

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

1. *I Have a Dream*, Scholastic Press. Dr. Martin Luther King Jr.
2. **DRAMA** - Work in small groups of three. One member will take on the role of Martin Luther King, another person will be God, and the last member will be the interviewer. You are limited to 10 questions/answers and they must be based on this lesson.



Appendix A

Jesus and the Woman of Samaria

Gospel of John 4: 1-42

The theme of this scripture passage is love and acceptance.

1. Why would love be an important virtue to focus on?

2. Where is there evidence within the scripture passage that demonstrates acceptance? _____

3. How does acceptance feel to youth in today's society?

4. What image of the human person does this scripture passage infer?

5. How is human dignity achieved in this story?

6. Have you ever been in a situation where you felt that you weren't accepted? If so, to whom did you turn for support?

7. If you could ask God one question about human dignity or respect toward others, what would your question be?

8. How would God answer your question?



Appendix B

The Judgement of the Nations

Matthew 25: 31-46

The theme of this scripture passage is love by reaching out to those in need.

1. Why would love be an important virtue to focus on when serving those in need?

2. Where is there evidence within the scripture passage that demonstrates love? _____

3. How does unconditional love feel to youth in today's society?

4. What image of the human person does this scripture passage infer?

5. Is human dignity achieved in this story? If so, how?

6. Have you ever been in a situation where you felt that you were judged unfairly? If so, to whom did you turn for support?

7. If you could ask God one question about human dignity or respect toward others, what would your question be?

8. How would God answer your question?



Appendix C

Creation

Genesis 1:1 – 2:3

The theme to this scripture passage is love from God our Father to all of creation.

1. Why would love be an important virtue to focus on?

2. Where is there evidence within the scripture passage that demonstrates love from Father to children? _____

3. How does God feel about youth in today's society? How do you know?

4. What image of the human person does this scripture passage infer?

5. How is human dignity achieved in this story?

6. Have you ever been in a situation where you felt that you weren't accepted for the way God created you? If so, to whom did you turn for support?

7. If you could ask God one question about human dignity or respect toward others, what would your question be?

8. How would God answer your question?



Appendix D

Spiritual Gifts

1 Corinthians 12: 4 – 13

The theme of this scripture passage is love of self through recognition of gifts you have been blessed with.

1. Why would love be an important virtue to focus on?

2. Where is there evidence within the scripture passage that demonstrates blessing of gifts? _____

3. What 'gifts of the Holy Spirit' do youth in today's society hunger for?

4. What image of the human person does this scripture passage infer?

5. How is human dignity achieved in this story?

6. Have you ever been in a situation where you felt that you weren't accepted because of the talents you have? If so, to whom did you turn for support?

7. If you could ask God one question about human dignity or respect toward others, what would your question be?

8. How would God answer your question?
