

Edward Peake C of E VC Middle School



Medium Term Plan

Subject: RE		Unit: What inspired Martin Luther King?	Term/Duration: Summer	Year Group 7	
Prior Learning:			Key Vocabulary: peace, non-violence, racism, idealist, prejudice		
By the end of this unit...					
<i>most pupils will be able to: use religious vocabulary and concepts to explain the impact of Dr King's life on the problems of racism in 1960's USA, develop points of view into what Dr King's message might mean today</i>					
<i>some children will not have made so much progress. They will be able to: understand examples of racism, prejudice and discrimination, apply ideas and express views about the life and example of Dr King</i>					
<i>some children will have progressed further. They will be able to: give reasoned arguments which justify or question the work of Dr King, engage critically with the vision of non-violence and equality that DR King preached.</i>					
	Learning Objectives	Content	Assessment	Resources	ICT Opportunities
1	To understand why Martin Luther King was inspired to stand up for the rights of black people.	<p>Starter: Martin Luther King – 'consequences' Each pupil has a strip of paper. Each person writes 'Martin Luther King' at the top. Then they fold over the paper and pass it clockwise around the table. Subsequent people add information and ideas eg: 2: Decade he was born 3: Job 4: Why is he famous? 5: One word to say what he was fighting against 6: Decade he died 7: One word to describe his character Unfold and share answers on table. Which were best/most descriptive answers? Share 'best' results. (Could share ppt on his life here or maybe save until later.)</p> <p>Activities: What is racism? What is discrimination? What is prejudice? What is segregation? (Could write definitions in books.) Why are these words relevant to MLK? Short video on segregation: http://www.youtube.com/watch?v=c-7eNRB2_0Q</p>	Peer assess AFL – via post its?	Ppt Strips of paper 'This is RE 2'	

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		<p>Read 'This is RE' p68/69 Discuss the photos and situations at the bottom of the pages. On tables or as a class discuss question 4 in the green box on p69. Write a paragraph to explain why MLK felt motivated to act on behalf of the black community. Plenary: What needs to change to stop discrimination, racism and prejudice? Write on a post it or save on smart board to review next lesson.</p>			
2	<p>To find out what Martin Luther King did and how his life could be compared to Jesus' life and teachings.</p>	<p>Starter: Look back at post its/smart board from end of last lesson and discuss. Read 'This is RE' top of p70 and see how the book's ideas link to ideas of class. BOTH sides need to change. Activities: https://www.youtube.com/watch?v=sHttUInZHTY (Horrible histories Rosa Parks Song) Read p70-72 – story of Rosa Parks MLK said he was following the teachings of Jesus. Can pupils think of examples of why MLK said this? Revisit the Sermon on the Mount (Spring Term). Think about commandments of Jesus ('a new commandment I give to you, love your neighbour as yourself') Brainstorm ideas in pairs of how the two lives and the men's actions are comparable. Using two columns in RE books, compare actions and lives of Jesus and MLK. (Worksheet with information on to help if pupils are finding this tricky.) Plenary: Feed back ideas from lists and add new ideas from other groups/teacher input.</p>	<p>Marking/reading out paragraphs/ comparing table AFL</p>	Ppt 'This is RE 2'	

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3	To think about the impact Martin Luther King had on the lives of ordinary Americans – both white and black	<p>Starter: Tell a partner about someone who has influenced you. How and why have they influenced you? Do you think their influence has helped or changed you in any way?</p> <p>Activities: Watch the video of 'Our Friend Martin'. Stop as appropriate to draw attention to what influenced Martin and how he influenced others for the better. Can the children compare him to another leader or religious figure who influenced others and made a change to the way people treated one another or a change for the better? (Jesus, Guru Nanak, Gandhi, Muhammad, Nelson Mandela). Write a few sentences to explain how Martin changed lives and the more able can try to compare to another historical figure.</p>	Video of 'Our friend Martin' Exercise books		
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	Learning Objectives	Content	Assessment	Resources	ICT Opportunities
4	To think about and understand the importance of Martin Luther King's words. To understand that words alone can make a difference.	<p>Activities: Why do we remember MLK? Actions? Words? What did he say that made a difference? Look at ppt with quotes and read pages 74 and 75 'This is RE 2'. Give each table or pair a task from Task 7 green box on page 74. What kind of vocabulary did he use? (Persuasive, positive, appealing vocabulary) (You might like to watch a video of MLK making his speech to see how he delivers it – when his voice is raised, when he pauses etc. Does he refer to notes or keep looking at his audience?) If time: start thinking about your dreams for the future of the world. What things in the world today are wrong and need to change? Plenary: Feed back one change you would like to see in the world.</p>	Questioning	This is RE 2	

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5/ 6	<p>To use persuasive language to write a speech about your vision for the future.</p> <p>To present persuasive speeches to the class and to assess the persuasive techniques in other speeches.</p>	<p>Starter: In groups/pairs list any persuasive techniques you know. Alternatively, you could use the worksheet as a match challenge, matching up persuasive techniques and definitions.</p> <p>Activities: Listen to/look at 'I have a dream' speech. Can you spot the persuasive techniques? These could be discussed and highlighted on sheet. In pairs or as individuals, write your own 'I have a dream' speech, using persuasive techniques. This could be done on Google drive so pairs can contribute. This would then be useful for peer assessment if it is shared with others for them to comment on towards the end of lesson 6. This will take a little time to write, so may take part or all of lesson 6.</p> <p>The speeches could be peer marked or actually delivered to the class or you might want to peer mark all and then hear a few out loud. Remind speakers of their delivery – make it passionate and think about tone of voice, pace, pauses etc.</p>		<p>Persuasive speech worksheet This is RE 2 books Video/you tube of speech</p>	<p>Computers – google drive for speeches</p>
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