

# Lesson 2

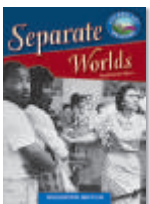
# Vocabulary in Context



## ✓ TARGET VOCABULARY

**injustice**  
**numerous**  
**segregation**  
**nourishing**  
**captured**  
**dream**  
**encounters**  
**preferred**  
**recall**  
**example**

Vocabulary  
Reader



Context  
Cards



### 1 **injustice**

Some people spend their entire lives fighting **injustice**, or unfairness.



### 2 **numerous**

If **numerous** people sign a petition, their many voices can change the laws.



### 3 **segregation**

Laws on **segregation** once kept African Americans and white Americans separate.



### 4 **nourishing**

Many groups hope to end hunger by giving people healthy, **nourishing** food.



COMMON  
CORE

**L.4.6** acquire and use general academic and domain-specific words and phrases

- ▶ Study each **Context Card**.
- ▶ Make up a new context sentence that uses two Vocabulary words.

5 **captured**

Some leaders have **captured**, or caught, people's attention with moving speeches.



6 **dream**

Many people have a **dream** of fair treatment for all. It is their goal.



7 **encounters**

Brief **encounters**, or meetings, with heroes can inspire kids to work for change.



8 **preferred**

Some Americans have **preferred**, or chosen, to work for change as a group.



9 **recall**

Most people can look back and **recall** a situation when they were treated unfairly.



10 **example**

It is easy to admire a leader who sets an **example** of fairness and equality.



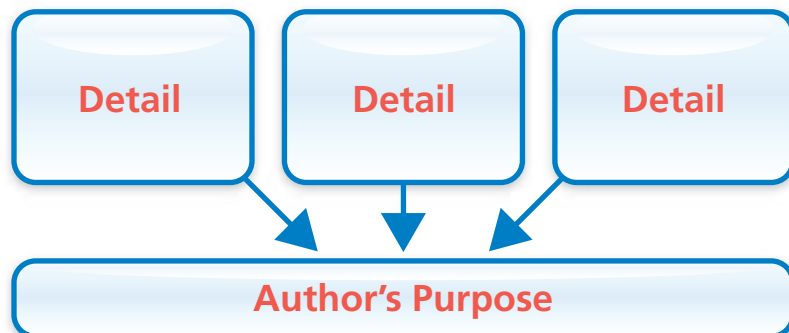


# Read and Comprehend



## ✓ TARGET SKILL

**Author's Purpose** As you read "My Brother Martin," think about the **author's purpose**, or reason for writing. Does she want to inform, entertain, or persuade readers? For clues, look at text evidence. Pay attention to the details the author chooses to support her points. Note what kind of words she chooses to describe people and events. Use a graphic organizer like this one to help you figure out and explain the author's purpose.



## ✓ TARGET STRATEGY

**Monitor/Clarify** As you read "My Brother Martin," **monitor**, or pay attention to, your understanding of individual words as well as ideas. If something does not make sense, stop to **clarify** it, or make it clear. You can clarify by rereading the sentence or paragraph and using context clues.



## PREVIEW THE TOPIC

### Civil Rights

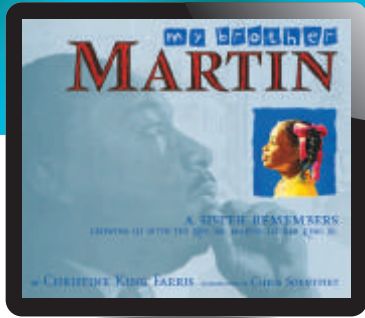
Civil rights are the rights that every person has as a citizen of the United States. Until the 1960s, many African Americans did not have the same civil rights as other Americans.

One of the most powerful leaders in the fight for civil rights was Dr. Martin Luther King Jr. He led peaceful protests that eventually led to changes in the laws about the rights of all Americans. In "My Brother Martin," his sister tells about childhood experiences that inspired her brother to spend his life fighting for civil rights.



## Lesson 2

# ANCHOR TEXT



### ✓ TARGET SKILL

**Author's Purpose** Use text details to figure out the author's reasons for writing.

### ✓ GENRE

A **biography** tells about a person's life and is written by another person. As you read, look for:

- ▶ information about why the person is important
- ▶ opinions and personal judgments based on facts



**RI.4.3** explain events/procedures/ideas/concepts in a text; **RI.4.8** explain how an author uses reasons and evidence to support points; **RI.4.10** read and comprehend informational texts; **L.4.5b** recognize and explain the meaning of idioms, adages, and proverbs

### MEET THE AUTHOR

## CHRISTINE KING FARRIS



Christine King Farris is the sister of Dr. Martin Luther King Jr. *My Brother Martin* is her second book about the famous civil rights leader. The first is *Martin Luther King: His Life and Dream*. In addition to being a writer, she is also a college instructor and a speaker.

### MEET THE ILLUSTRATOR

## CHRIS SOENTPIET



Originally from South Korea, Chris Soentpiet was adopted by a Hawaiian family when he was eight years old. He met members of his birth family while researching his book *Peacebound Trains*. Research and accuracy are very important to Soentpiet. He uses live models, makes costumes for them, and photographs the models before he begins painting.

my brother  
**MARTIN**



**A SISTER REMEMBERS**  
GROWING UP WITH  
THE REV. DR. MARTIN LUTHER KING JR.

by **CHRISTINE KING FARRIS**  
illustrated by **CHRIS SOENTPIET**

**ESSENTIAL QUESTION**

What might lead a  
person to try to change  
the world?

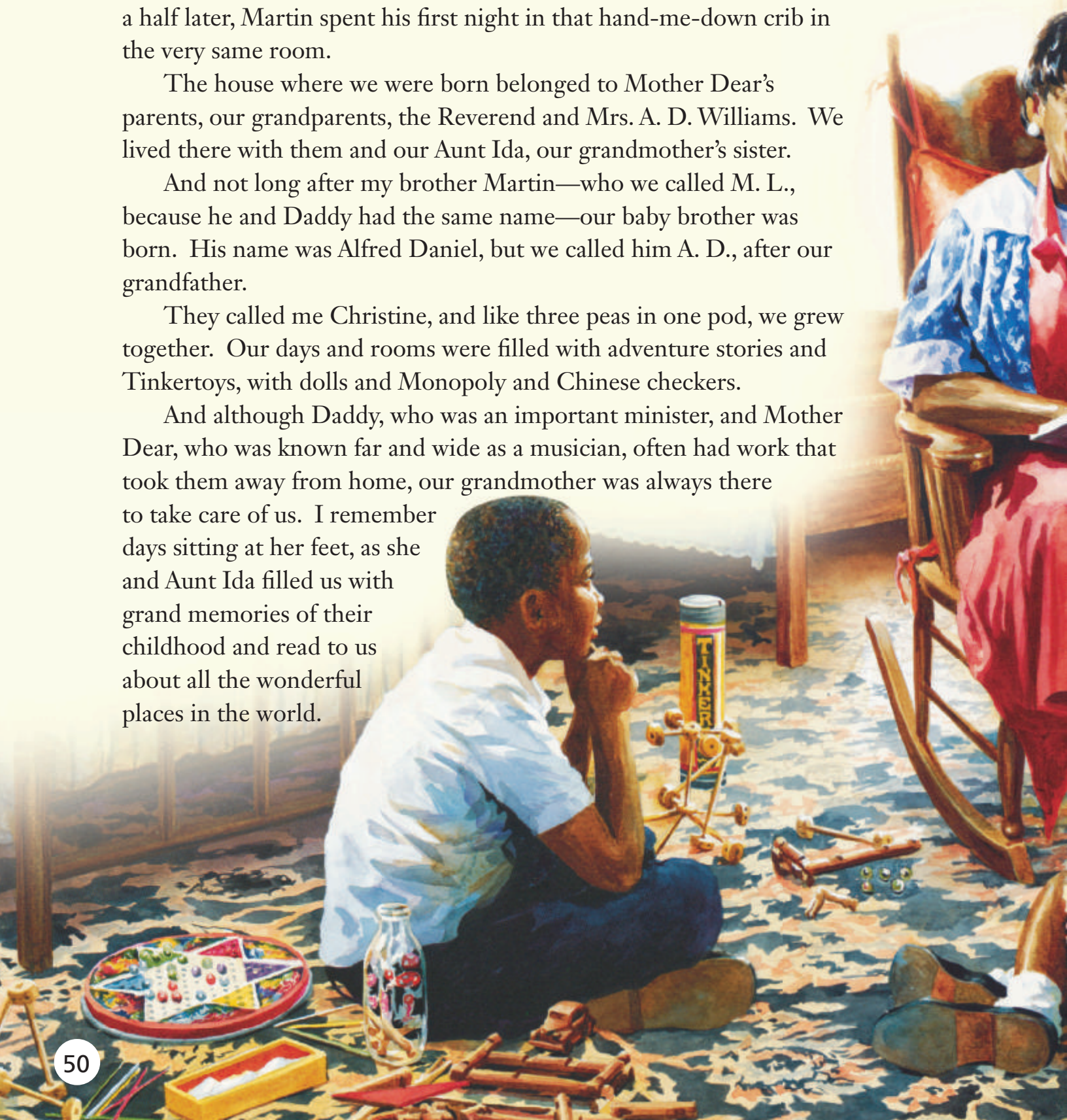
We were born in the same room, my brother Martin and I. I was an early baby, born sooner than expected. Mother Dear and Daddy placed me in the chifforobe drawer that stood in the corner of their upstairs bedroom. I got a crib a few days afterward. A year and a half later, Martin spent his first night in that hand-me-down crib in the very same room.

The house where we were born belonged to Mother Dear's parents, our grandparents, the Reverend and Mrs. A. D. Williams. We lived there with them and our Aunt Ida, our grandmother's sister.

And not long after my brother Martin—who we called M. L., because he and Daddy had the same name—our baby brother was born. His name was Alfred Daniel, but we called him A. D., after our grandfather.

They called me Christine, and like three peas in one pod, we grew together. Our days and rooms were filled with adventure stories and Tinkertoys, with dolls and Monopoly and Chinese checkers.

And although Daddy, who was an important minister, and Mother Dear, who was known far and wide as a musician, often had work that took them away from home, our grandmother was always there to take care of us. I remember days sitting at her feet, as she and Aunt Ida filled us with grand memories of their childhood and read to us about all the wonderful places in the world.







And of course, my brothers and I had each other. We three stuck together like the pages in a brand-new book. And being normal young children, we were almost *always* up to something.

Our best prank involved a fur piece that belonged to our grandmother. It looked almost alive, with its tiny feet and little head and gleaming glass eyes. So, every once in a while, in the waning light of evening, we'd tie that fur piece to a stick, and, hiding behind the hedge in front of our house, we would dangle it in front of unsuspecting passersby. Boy! You could hear the screams of fright all across the neighborhood!

Then there was the time Mother Dear decided that her children should all learn to play piano. I didn't mind too much, but M. L. and A. D. **preferred** being outside to being stuck inside with our piano teacher, Mr. Mann, who would rap your knuckles with a ruler just for playing the wrong notes. Well, one morning, M. L. and A. D. decided to loosen the legs on the piano bench so we wouldn't have to practice. We didn't tell Mr. Mann, and when he sat . . . *CRASH!*  
Down he went.



But mostly we were good, obedient children, and M. L. did learn to play a few songs on the piano. He even went off to sing with our mother a time or two. Given his love for singing and music, I'm sure he could have become as good a musician as our mother had his life not called him down a different path.

But that's just what his life did.

My brothers and I grew up a long time ago. Back in a time when certain places in our country had unfair laws that said it was right to keep black people separate because our skin was darker and our ancestors had been **captured** in far-off Africa and brought to America as slaves.



Atlanta, Georgia, the city in which we were growing up, had those laws. Because of those laws, my family rarely went to the picture shows or visited Grant Park with its famous Cyclorama. In fact, to this very day I don't **recall** ever seeing my father on a streetcar. Because of those laws, and the indignity that went with them, Daddy preferred keeping M. L., A. D., and me close to home, where we'd be protected.

We lived in a neighborhood in Atlanta that's now called Sweet Auburn. It was named for Auburn Avenue, the street that ran in front of our house. On our side of the street stood two-story frame houses similar to the one we lived in. Across it crouched a line of one-story row houses and a store owned by a white family.



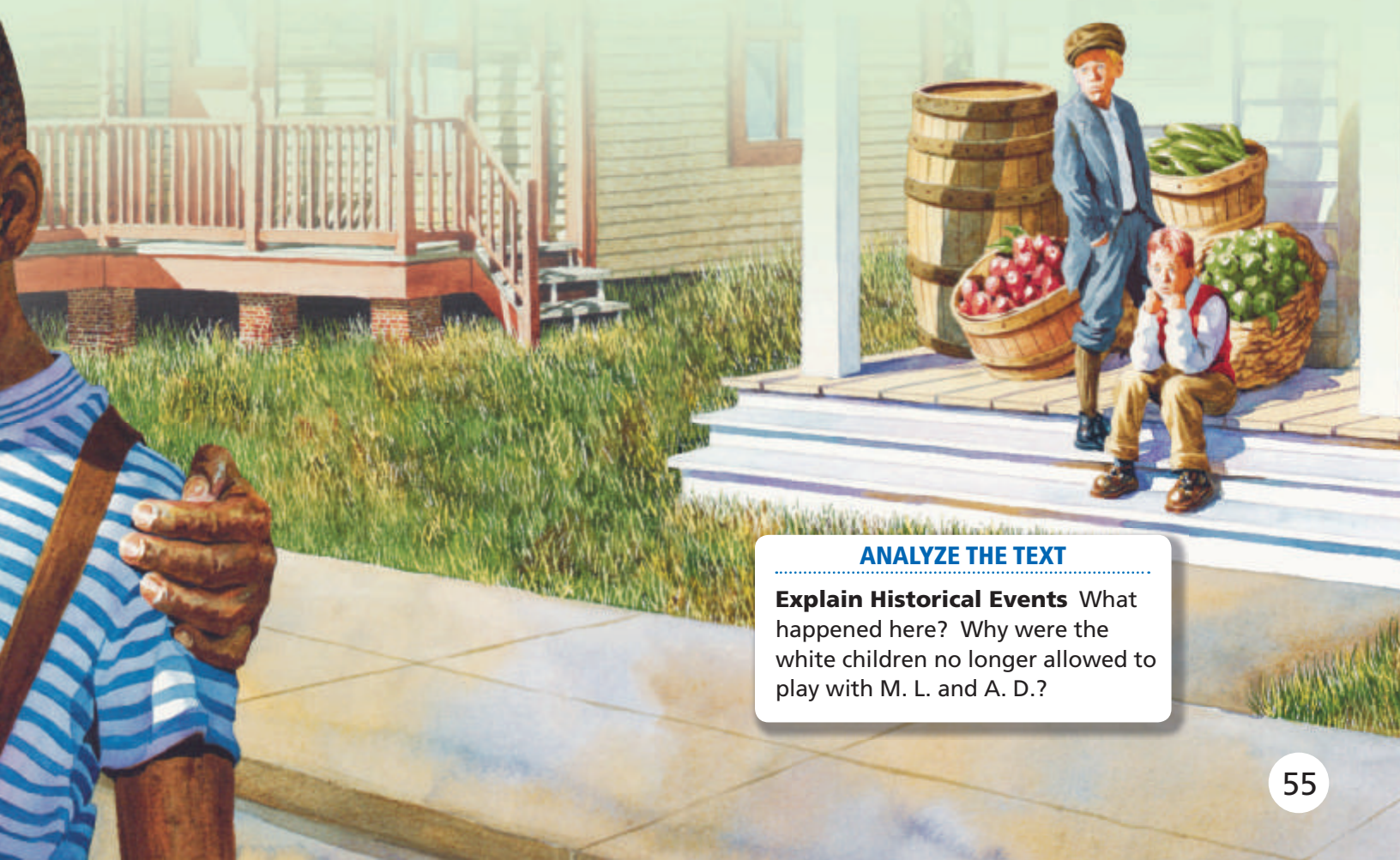
When we were young all the children along Auburn Avenue played together, even the two boys whose parents owned the store.

And since our house was the favorite gathering place, those boys played with us in our backyard and ran with M. L. and A. D. to the firehouse on the corner where they watched the engines and the firemen.

The thought of *not* playing with those kids because they were different, because they were white and we were black, never entered our minds.

Well, one day, M. L. and A. D. went to get their playmates from across the street just as they had done a hundred times before. But they came home alone. The boys had told my brothers that they couldn't play together anymore because A. D. and M. L. were Negroes.

And that was it. Shortly afterward the family sold the store and moved away. We never saw or heard from them again.



#### ANALYZE THE TEXT

**Explain Historical Events** What happened here? Why were the white children no longer allowed to play with M. L. and A. D.?

Looking back, I realize that it was only a matter of time before the generations of cruelty and **injustice** that Daddy and Mother Dear and Mama and Aunt Ida had been shielding us from finally broke through. But back then it was a crushing blow that seemed to come out of nowhere.

“Why do white people treat colored people so mean?” M. L. asked Mother Dear afterward. And with me and M. L. and A. D. standing in front of her trying our best to understand, Mother Dear gave the reason behind it all.

Her words explained the streetcars our family avoided and the WHITES ONLY sign that kept us off the elevator at City Hall. Her words told why there were parks and museums that black people could not visit and why some restaurants refused to serve us and why hotels wouldn't give us rooms and why theaters would only allow us to watch their picture shows from the balcony.

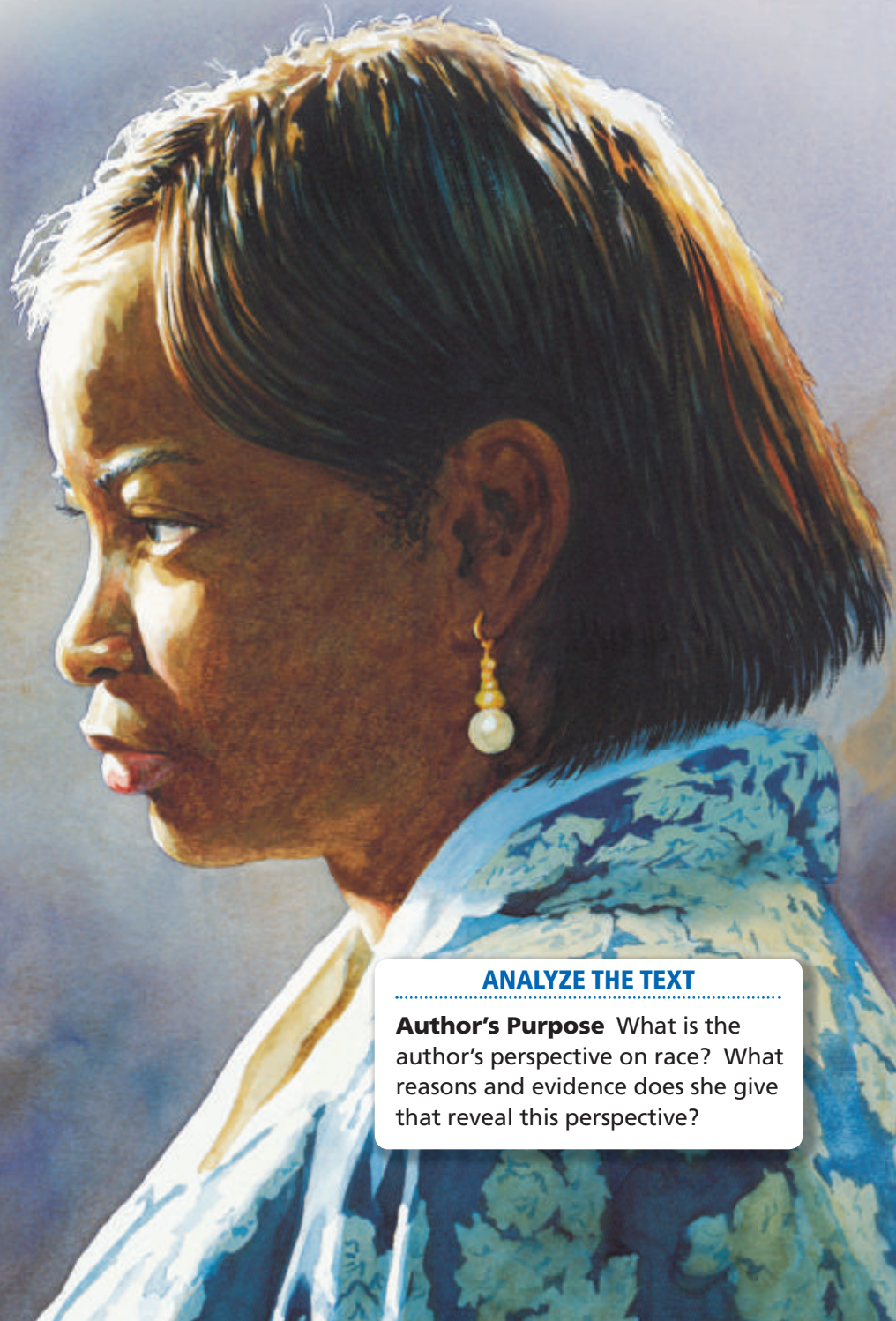


But her words also gave us hope.

She answered simply, “Because they just don’t understand that everyone is the same, but someday, it will be better.”

And my brother M. L. looked up into our mother’s face and said the words I remember to this day.

He said, “Mother Dear, one day I’m going to turn this world upside down.”



#### ANALYZE THE TEXT

**Author’s Purpose** What is the author’s perspective on race? What reasons and evidence does she give that reveal this perspective?

In the coming years there would be other reminders of the cruel system called **segregation** that sought to keep black people down. But it was Daddy who showed M. L. and A. D. and me how to speak out against hatred and bigotry and stand up for what's right.

Daddy was the minister at Ebenezer Baptist Church. And after losing our playmates, when M. L., A. D., and I heard our father speak from his pulpit, his words held new meaning.

And Daddy practiced what he preached. He always stood up for himself when confronted with hatred and bigotry, and each day he shared his **encounters** at the dinner table.

When a shoe salesman told Daddy and M. L. that he'd only serve them in the back of the store because they were black, Daddy took M. L. somewhere else to buy new shoes.

Another time, a police officer pulled Daddy over and called him "boy." Daddy pointed to M. L. sitting next to him in the car and said, "This is a boy. I am a man, and until you call me one, I will not listen to you."

These stories were as **nourishing** as the food that was set before us.



Years would pass, and many new lessons would be learned. There would be **numerous** speeches and marches and prizes. But my brother never forgot the **example** of our father, or the promise he had made to our mother on the day his friends turned him away.

And when he was much older, my brother M. L. dreamed a **dream** . . .





. . . that turned the world upside down.

#### ANALYZE THE TEXT

**Idioms** What does the idiom “turned the world upside down” mean? How could you confirm its meaning?



# Dig Deeper



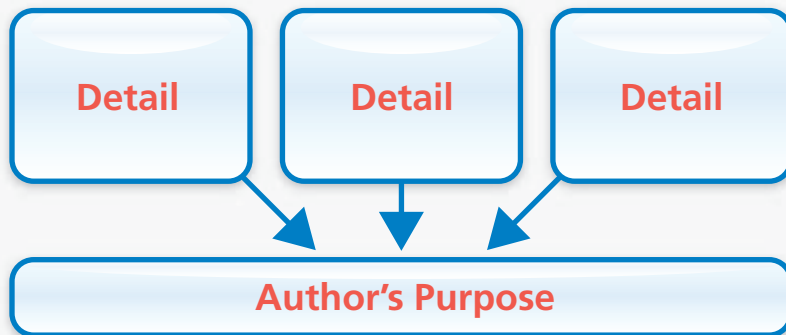
## How to Analyze the Text

Use these pages to learn about Author's Purpose, Explaining Historical Events, and Idioms. Then read "My Brother Martin" again to apply what you learned.

### Author's Purpose

"My Brother Martin" describes Dr. Martin Luther King Jr.'s childhood in Atlanta. Why do you think his sister, Christine, wrote this biography? What was the **author's purpose**, or reason for writing it? To answer, notice the particular points the author includes and the **reasons** and **evidence** used to support them. Putting together these details can help you determine the author's purpose.

Look back at page 56 for details that help to reveal the author's purpose. What does the author say about the laws in her city when she and her brothers were growing up?



## Explain Historical Events

Authors of biographies tell not only about a person's life but also about the **historical events** that took place during that person's life. To understand historical events, think about the information in the text that tells about what happened and why. For example, in "My Brother Martin," the author says that her family rarely went to picture shows. This was because of laws that kept black people separate.



## Idioms

An **idiom** is a phrase that means something different from what the individual words suggest. For instance, Mr. King could have bitten his tongue when pulled over by the police officer, but instead he spoke out. The idiom *biting his tongue* means "keeping quiet." Idioms help make ideas more powerful.



# Your Turn



## RETURN TO THE ESSENTIAL QUESTION

**Turn  
and  
Talk**

Review the selection to prepare to discuss this question: *What might lead a person to try to change the world?* As you discuss, take turns identifying key events and text evidence, telling why they are important. Answer each other's questions.



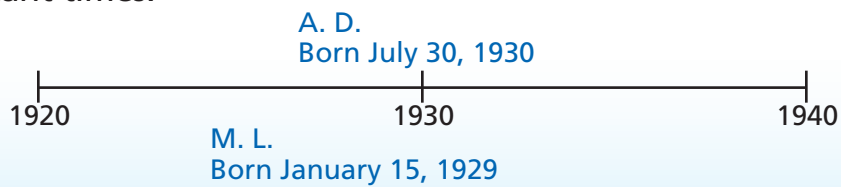
## Classroom Conversation

Continue your discussion of "My Brother Martin" by explaining your answers to these questions:

- 1 How do you think having strong role models affected M. L.'s desire to create change?
- 2 In what way is Dr. Martin Luther King Jr. a role model for others?
- 3 Do you think M. L.'s parents were right to shield the children from segregation? Why?

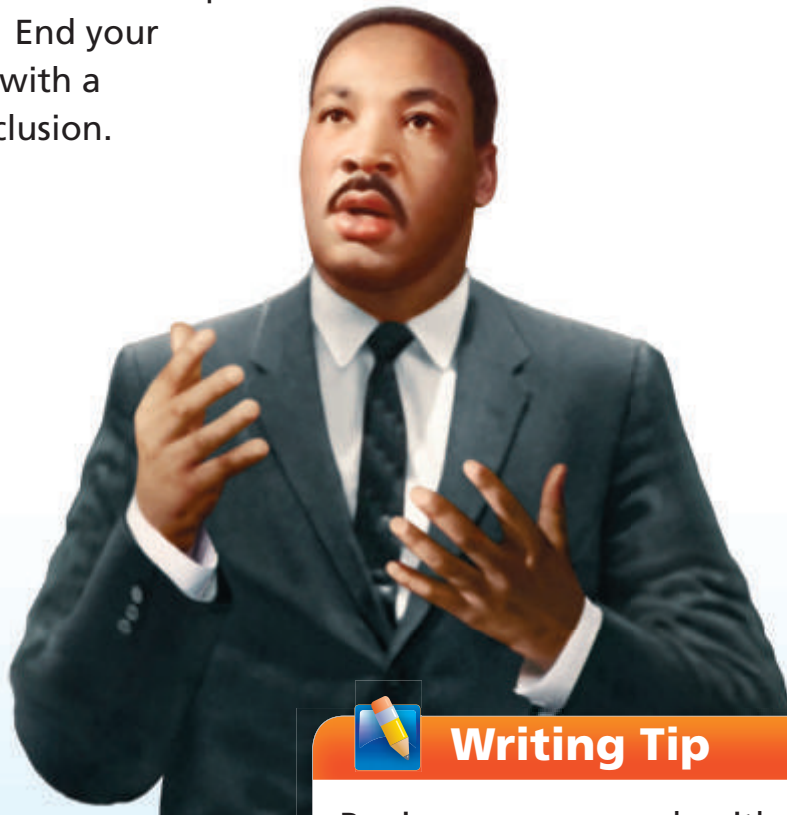
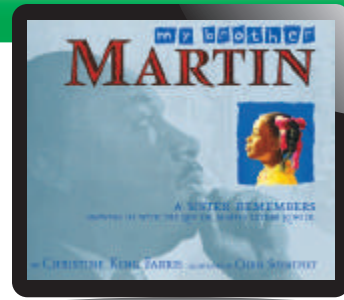
## FREE AT LAST!

**Make a Timeline** In a small group, look back through the selection and list the most important events in M. L.'s childhood. Then use the list to create a timeline of these events. Add illustrations to your timeline to help show what was happening at important times.



## WRITE ABOUT READING

**Response** What did “My Brother Martin” teach you about Dr. Martin Luther King Jr.’s childhood? Write a paragraph explaining what you learned and which details you found most interesting. Use facts and examples from the selection to explain your ideas. End your paragraph with a strong conclusion.



### Writing Tip

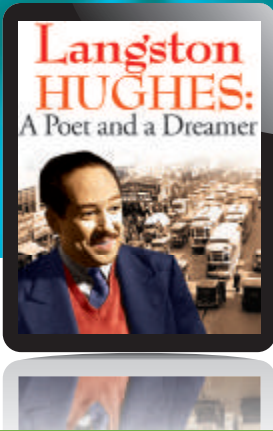
Begin your paragraph with an introduction. Make sure that each sentence in your paragraph has a subject and a predicate.



**RI.4.3** explain events/procedures/ideas/concepts in a text; **W.4.1d** provide a concluding statement or section; **W.4.9b** apply grade 4 Reading standards to informational texts; **SL.4.1c** pose and respond to questions and make comments that contribute to the discussion and link to others' remarks; **SL.4.1d** review key ideas expressed and explain own ideas and understanding

## Lesson 2

# POETRY



### ✓ GENRE

**Poetry**, such as this lyrical poetry, uses the sound and rhythm of words to suggest images and express feelings.

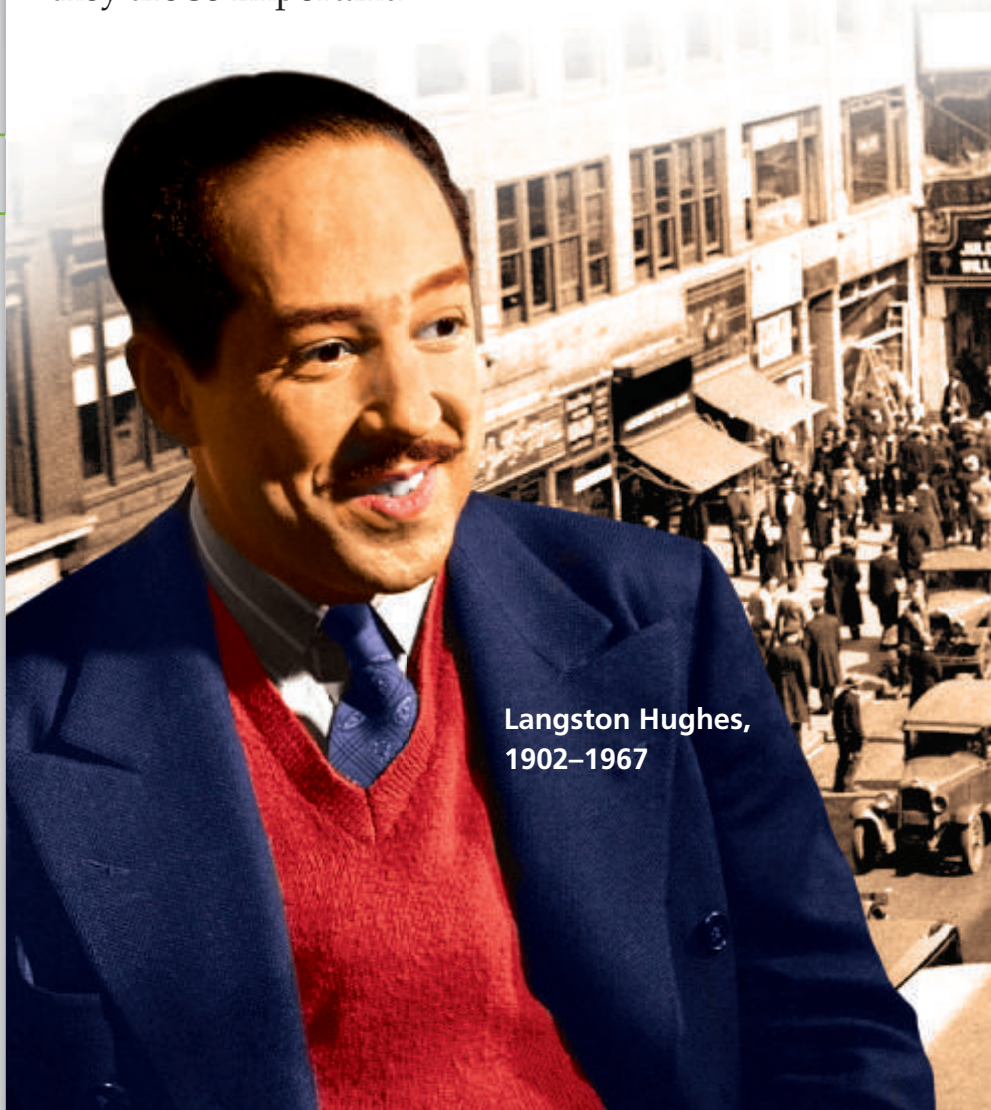
### ✓ TEXT FOCUS

**Poet's Message** Poets often use descriptions and images to express feelings and convey a message to the reader. Discuss the images Langston Hughes uses in each poem. What is his message to the reader in each poem?

# Langston HUGHES:

## A Poet and a Dreamer

Langston Hughes was a famous African American poet whose words inspired and affected people all over the world. Like Dr. Martin Luther King Jr., Hughes believed that a person's dream, or goal, could change the future. In the following poems, Hughes writes about dreams and why they are so important.



Langston Hughes,  
1902–1967



RL.4.2 determine theme from details/summarize;  
RL.4.10 read and comprehend literature

As a child, Langston Hughes moved from city to city in the Midwest. Without a permanent home, he found comfort in reading. Books were as nourishing to him as food. He grew into a strong reader and writer. He published his first poems and stories when he was in high school.

As a young man, Hughes traveled the world. He wrote about his encounters with all kinds of people. At home, he had to deal with the unfair laws of segregation that kept people apart because of race. He thought deeply about injustice.

Hughes moved to Harlem, an African American neighborhood in New York City. Harlem became the place he preferred to all others. Here, writers, artists, and musicians were creating great works of art. Hughes's career as a writer blossomed. He went on to write numerous poems, stories, plays, and articles. Many of his works captured the culture and experiences of African Americans, to be shared with readers around the world.

Langston Hughes is known as one of the most important poets of the twentieth century. His work has set an example for writers to come.



## To You

To sit and dream, to sit and read,  
To sit and learn about the world  
Outside our world of here and now—

Our problem world—

To dream of vast horizons of the soul  
Through dreams made whole,  
Unfettered, free—help me!

All you who are dreamers too,

Help me to make

Our world anew.

I reach out my dreams to you.

*by 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.

*by Langston Hughes*

## The Dream Keeper

Bring me all of your dreams,  
You dreamers,  
Bring me all of your  
Heart melodies  
That I may wrap them  
In a blue cloud-cloth  
Away from the too-rough fingers  
Of the world.

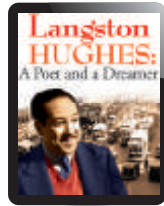
*by Langston Hughes*



## Write a Dream Poem

Do you have a special dream? Write a poem about it. Try to recall the important details and show how you feel. Your dream might be big or small. It might be something you hope to accomplish tomorrow, next month, or in many years.

See where your dreams take you!



# Compare Texts

## TEXT TO TEXT

**Compare and Contrast** Dr. Martin Luther King Jr. and Langston Hughes both talked about dreams. How were their dreams the same? How were their dreams different? Discuss your ideas with a partner.



## TEXT TO SELF

**Write Paragraphs** Dr. Martin Luther King Jr. and Langston Hughes both dreamed about making the world a better place. Write about a dream you have for making your neighborhood, your city, or even the world better.



## TEXT TO WORLD

**Compare Forms** Prose is writing that is made up of sentences and organized into paragraphs. Poetry is writing that is made up of lines. Many poems are organized into groups of lines called stanzas, or verses. Compare the poem "Dreams" to the biography "My Brother Martin." How is each kind of text organized? How does each text teach you something about the world around you? Make notes on your findings and compare them with a partner's.



**RL.4.1** refer to details and examples when explaining what the text says explicitly and when drawing inferences; **RL.4.2** determine theme from details/summarize; **RL.4.5** explain major differences between poems, drama, and prose/refer to their structural elements; **W.4.10** write routinely over extended time frames and shorter time frames

# Grammar



**What Are the Four Kinds of Sentences?** A sentence that tells something is a **statement**. A statement ends with a period. A sentence that asks something is a **question**. A question ends with a question mark. A sentence that tells someone to do something is a **command**. A command ends with a period or an exclamation mark. A sentence that shows strong feeling is an **exclamation**. An exclamation ends with an exclamation point.

Sentence	Kind of Sentence
M. L. had an older sister.	statement
Do you have brothers or sisters?	question
Listen to his famous speech.	command
That speech is so inspiring!	exclamation

## Try This!

Take turns reading each sentence below with a partner. Tell what kind of sentence it is.

- 1 How can I help spread Dr. Martin Luther King Jr.'s message?
- 2 Help me find my copy of his sister's book.
- 3 I'll give it to a friend.
- 4 That's a good idea!

Avoid using too many statements when you write. Turn some statements into questions, commands, or exclamations. This will make your writing livelier and help to keep your readers' attention.

### Statements



We are writing poetry this week. I wrote an awesome poem. It's about my dreams for the future. Maybe you would like to hear it.

### Varied Sentence Types



Can you believe we're writing poetry this week? I wrote an awesome poem! It's about my dreams for the future. Listen to it!



## Connect Grammar to Writing

As you revise your story, look for opportunities to use questions, commands, and exclamations as well as statements.



**W.4.3b** use dialogue and description to develop experiences and events or show characters' responses; **W.4.4** produce writing in which development and organization are appropriate to task, purpose, and audience; **W.4.10** write routinely over extended time frames and shorter time frames; **L.4.3a** choose words and phrases for effect; **L.4.3b** choose punctuation for effect

# Narrative Writing

**Word Choice** When the author of "My Brother Martin" says that segregation was "a crushing blow" and that her family's pride was "nourishing," her words help us understand her feelings. In your **story**, use words that capture thoughts and actions. Also choose punctuation for effect. Use the Writing Traits Checklist below as you revise your writing.



Victor drafted a story about a boy who stood up for his rights. Later, he added some words that describe more clearly what his characters think and do.

## Revised Draft

James could hardly believe his luck. His ~~James's~~ new house was right next to a basketball court. He ~~got~~ <sup>grabbed</sup> his ball and ~~went~~ <sup>raced</sup> over.

A boy was already shooting baskets.

"Can I shoot some?" James asked.

"Not now," said the boy. "I was here first." His face ~~was~~ <sup>and voice were</sup> unfriendly. ~~His voice was unfriendly too.~~

James sat on the bench. He waited <sup>patiently</sup> for a whole hour and then asked again.



### Writing Traits Checklist

- Ideas**  
Did I show the events vividly?
- Organization**  
Did I tell the events in order?
- Word Choice**  
Did I use words that describe?
- Voice**  
Does my dialogue sound natural?
- Sentence Fluency**  
Did I use a variety of sentence types?
- Conventions**  
Did I use correct spelling, grammar, and punctuation?

## Final Copy

# Fair Play: A Story

by Victor Alvez

James could hardly believe his luck. His new house was right next to a basketball court. He grabbed his ball and raced over.

A boy was already shooting baskets. “Can I shoot some?” James asked.

“Not now,” said the boy. “I was here first.” His face and voice were unfriendly.

James sat on the bench. He waited patiently for a whole hour and then asked again. The boy just kept on shooting baskets. James’s face grew hot. At last he stood up. “Hey!” he said in a loud, firm voice. “This court’s for everyone, not just you.”

The boy stopped. His look of surprise turned to an embarrassed grin.

“Yeah, you’re right,” he said. “It’s your turn.” Then he said, “My name’s Cole. What’s yours?”

### Reading as a Writer

How does Victor make the story more exciting? How does Victor describe his characters and their actions?

In my final paper, I added words to better show what my characters think and do. I made sure I used a variety of sentences, including an exclamation for effect.

