

***Martin Luther King Jr.* Labels and Highlighting Directions for the Instructor's Book**

The following pages consist of directions for preparing the teacher's copy of *Martin Luther King Jr.* Some teachers may find these highlights and labels helpful when conducting lessons. Begin by putting the labels in the book, then highlight.

To print the labels, I suggest using clear, full-sheet labels such as Avery #18665, so that you do not cover up the beautiful pictures in this book. You will have to cut the labels individually. Then, follow the directions on the additional page to insert labels into your book.

I suggest using gel highlighters for highlighting, because they will not bleed to the other side of the page. You will need a pink, a yellow, and an orange highlighter.

MARTIN LUTHER KING JR. LABEL INSERT DIRECTIONS FOR THE INSTRUCTOR'S BOOK

Item	Page #	Location
Color Key	Title Page	Top of page
Day 3	4	Top of page
I—segregation	7	Near caption
Day 4	9	Top of page
Day 5	9	Top of page
Day 6	12	Top of page
I—influenced	12	Near, "...you're as good as anyone else."
I—segregation	13	Near caption
I—racism	15	Near caption
Day 8	16	Top of page
Day 9	16	Top of page
I—influenced	16	Near, "It was church ministers like his father..."
Day 11	23	Top of page
Day 12	27	Top of page
Day 16	32	Top of page
Day 18	37	Top of page
I—unequal	42	Near, "...black people remained second-class citizens."
Day 19	43	Top of page
Day 21	50	Top of page
Day 23	56	Top of page
I—encouraging	60	Near, "He told them about the miracle that had happened in Montgomery."

MARTIN LUTHER KING JR. HIGHLIGHTING DIRECTIONS FOR THE INSTRUCTOR'S BOOK

Color	Page #	Location
Pink	5	Inside, a crowd of smiling faces gathered to congratulate Reverend King and his wife Alberta on the birth of their first son.
Orange	6	segregation
Orange	6	unfairly
Yellow	6	They were banned from certain restaurants, made to stand up on buses and even had to step into the gutter when white people passed them on the street.
Orange	6	equals
Yellow	7	They prayed he would live to see change.
Orange	7	Label: I—segregation
Pink	11	...and then he slammed the door.
Yellow	12	“you’re as good as anyone else.”
Orange	12	innocence
Yellow	12	Suddenly it was as if Atlanta was two different worlds—one for white people and one for blacks.
Orange	12	Label: I—influenced
Yellow	13	Martin’s parents were so proud—not only because he had worked hard, but also because of the subject he chose for his speech: the history of black people in Atlanta.
Orange	13	speech
Orange	13	Label: I—segregation
Yellow	15	And he was growing more and more determined to do something about it.
Orange	15	Label: I—racism
Orange	16	equality

Orange	16	civil rights
Orange	16	community
Orange	16	Label: I—influenced
Pink	17	“I’m going to become a minister!” he announced proudly.
Yellow	18	It offered Martin his first chance to experience the world beyond the deep South.
Orange	20	racist
Yellow	20	...attending lectures every day in the same immaculate brown suit and shoes.
Orange	21	racism
Orange	21	civil rights
Orange	21	protest
Orange	21	civil rights (caption)
Pink	21	He hoped that one day black Americans would have one as great.
Pink	23	He decided to go further north and study theology at the University of Boston.
Yellow	23	But, most of all, they talked about the South.
Orange	24	character
Yellow	24	“...Will you marry me?”
Yellow	26	He knew he had made the right decision to return.
Orange	28	segregation
Orange	29	boycott
Orange	29	protest
Pink	29	The plan appealed to Martin—it reminded him of Gandhi’s non-violent protests in India.
Orange	29	community

MARTIN LUTHER KING JR. HIGHLIGHTING DIRECTIONS FOR THE INSTRUCTOR'S BOOK (CONT.)

Orange	29	boycott
Yellow	29	“We’re fighting for our freedom.”
Orange	30	boycott
Yellow	31	“Well, if you think I can,” he said proudly, “then I will.”
Orange	32	encouraging
Orange	32	boycott
Orange	33	community
Orange	34	Love, love
Pink	34	And, in that moment, they realized they had a true leader at last.
Yellow	34	But Martin and the black community refused to break—and the buses stayed empty.
Yellow	36	It was the best ride of his life.
Orange	36	segregation (caption)
Orange	38	segregation
Orange	38	inspired
Pink	39	By the time they reached Atlanta, Martin was ready to join them.
Orange	39	protest (caption)
Orange	41	protest
Yellow	41	His message was clear—he was happy to go to jail in the name of freedom.
Orange	41	segregation
Orange	41	protest (caption)
Orange	41	segregation (caption)
Orange	42	segregation

Orange	42	Label: I—unequal
Yellow	42	The time had come to make a bigger statement.
Pink	44	The battle was on.
Yellow	46	“...Give us strength.”
Yellow	48	After a second, every other protester did the same.
Orange	48	disobey
Orange	48	unjust
Yellow	49	Almost a million copies were circulated around the United States.
Orange	51	equal
Pink	52	The city could take no more.
Yellow	53	...by now the whole country cared about civil rights.
Orange	55	character
Yellow	55	“...Thank God Almighty, we are free at last!”
Orange	56	hateful
Orange	58	inequality
Orange	60	Label: I—encouraging

Day 3—Good readers identify the setting of the story.	Pink = Model	Yellow = Guided Practice
	Orange = Vocabulary	
Day 4—Good readers identify the important events.	I—segregation	I—segregation
Day 5—Good readers identify the problems in the story.	I—unequal	I—influenced
Day 6—Good readers recognize author’s craft.	I—influenced	I—racism
Day 8—Good readers identify important events.	I—encouraging	
Day 9—Good readers focus on the main character and infer character traits.		
Day 11—Good readers identify important events.		
Day 12—Good readers focus on the main character and infer character traits.		
Day 16—Good readers collect evidence to support a line of thinking.		
Day 18—Good readers collect evidence to support a line of thinking.		
Day 19—Good readers collect evidence to support a line of thinking.		
Day 21—Good readers identify the turning point and determine the author’s message.		
Day 23—Good readers read for enjoyment.		