Visualizing and Verbalizing®
for Language Comprehension and Thinking®

Imagine That!
Stories

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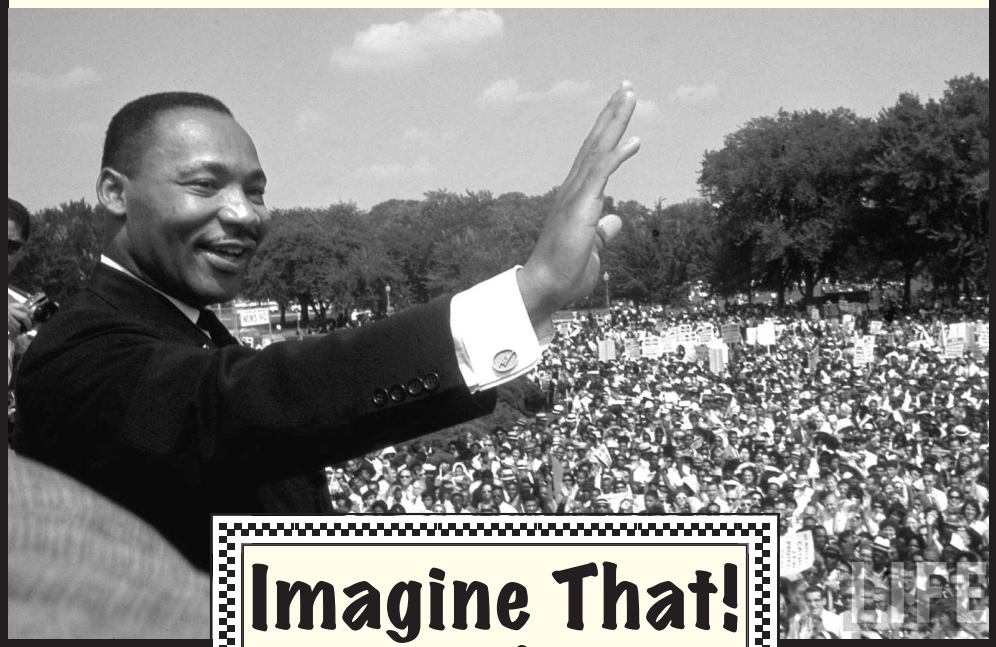
FASCINATING PEOPLE



Imagine That!
Stories
Dr. Martin Luther King, Jr.

Helpful advice

This is an *Imagine That!* story that can be used with any program of instruction to develop imagery for language comprehension, and can be used with the Visualizing and Verbalizing program. Although this story has been written at a specific grade level, you can use it with other grade levels as you feel is appropriate. The story features a main idea or topic to be imaged, and then provides detailed imagery for the topic. While sentences or paragraphs may contain much concrete detail that can be imaged, others contain abstract concepts.

It is recommended that you start with the vocabulary to help students both with decoding and with imaging new words and concepts. While reading the story, be sure to ask imagery questions to elicit detailed imagery from the student. Some example imagery questions have been provided for you.

Once you have completed the story, move on to the imagery-stimulating questions. These are main idea, inference, conclusion, evaluation, and prediction questions. The order of the higher order thinking questions is such that they stimulate students' thinking first about the gestalt, and then about the details of the story. Some questions may include contrast or introduce additional information, from which the students can extend their thinking about the story. It is not necessary to ask every question, but be sure you ask enough that your student has the gestalt of the story.

Additional activities are provided in the form of puzzles, pictures, and further exploration of the subject or topic.

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Preread words for this story:

1
destined
gifted

2
slavery
clerk
instilled

3
condemning
noble
Jim Crow Laws
Civil Rights Movement

4
Reverend
nonviolent resistance
fire hoses
witnessed

5
marched
character
capital
judged

6
react
just

Study and visualize the vocabulary:

destined: seemed certain to do something in the future; having a particular destiny to fulfill *(adj.)*
gifted: having great talent or natural ability *(adj.)*
slavery: the brutal practice of physically owning and controlling other human beings, and forcing them to work without wages *(n.)*
clerk: an employee in a store *(n.)*
instilled: filled with something, such as an attitude or belief *(v.)*
condemning: harshly criticizing, expressing complete disapproval *(v.)*
noble: having fine personal qualities or high moral principles *(adj.)*
Jim Crow Laws: laws in the American south that forced black people to be separated from whites, such as making them ride at the back of buses *(n.)*
Civil Rights Movement: the actions of many people to change laws so that black people had the same rights as whites, through protests, marches, speeches, etc. *(n.)*
Reverend: the title given to a minister of a church; a preacher *(n.)*
nonviolent resistance: forms of protest, usually against a government, seeking to change something without using physical violence; often marches or strikes *(n.)*
fire hoses: hoses used to put out fires, shooting a thick stream of water very quickly and forcefully *(n.)*
witnessed: saw something take place *(v.)*
marched: walked together through the streets of a town as a form of protest *(v.)*
character: the mental and moral qualities of a person *(n.)*
capital: the city where a state or country's government is; in the US, Washington, D.C. *(n.)*
judged: formed an opinion or conclusion about *(v.)*
react: respond or behave in a particular way in response to something *(v.)*
just: based on or behaving according to what is morally right and fair *(adj.)*

Martin Luther King, Jr.

Martin Luther King, Jr. seemed destined to do great things from an early age. His father, an African-American preacher, encouraged him to read when he was very young. Soon Martin began to read every book he could get his hands on. Martin's love of reading helped him become a gifted student. He skipped two grades in high school and went to college when he was only 15.

In the American South where slavery had once been legal, black people in the 1950s still did not have the same rights that whites did. They could not ride in the front seats of buses, eat in the same sections of diners, or use the same bathrooms. When Martin was a boy he and his father went to a shoe store and sat down inside. The clerk at the store told them to sit at the back of the room. Martin's father got angry, and refused to change seats. Instead, he marched right out of the store. Martin's father instilled in him not only a love of books, but a hatred of injustice.

After Martin became a preacher like his father, he gave speeches condemning laws that denied black people equal rights. Many gathered to listen to him. Martin had a noble presence and dignity that made people pay attention. And his fiery speeches roused them to action. Martin's soaring words made many realize that the laws—called Jim Crow laws—were unjust. People began marching in the streets demanding equality. Soon Martin was one of the most important leaders in the growing Civil Rights Movement.

Reverend King, Jr. told people to fight back, but not with violence. Martin preached the use of nonviolent resistance. In Alabama police turned fire hoses on protesters, and set police dogs loose on them. But no matter what the police did to them, the brave men and women stood their ground. Video of the police using fire hoses was soon on TV. The images that appeared on TV—which was a recent invention—shocked people. To viewers who had not witnessed such a scene before, it appeared the protesters were peaceful and the police were angry and violent.

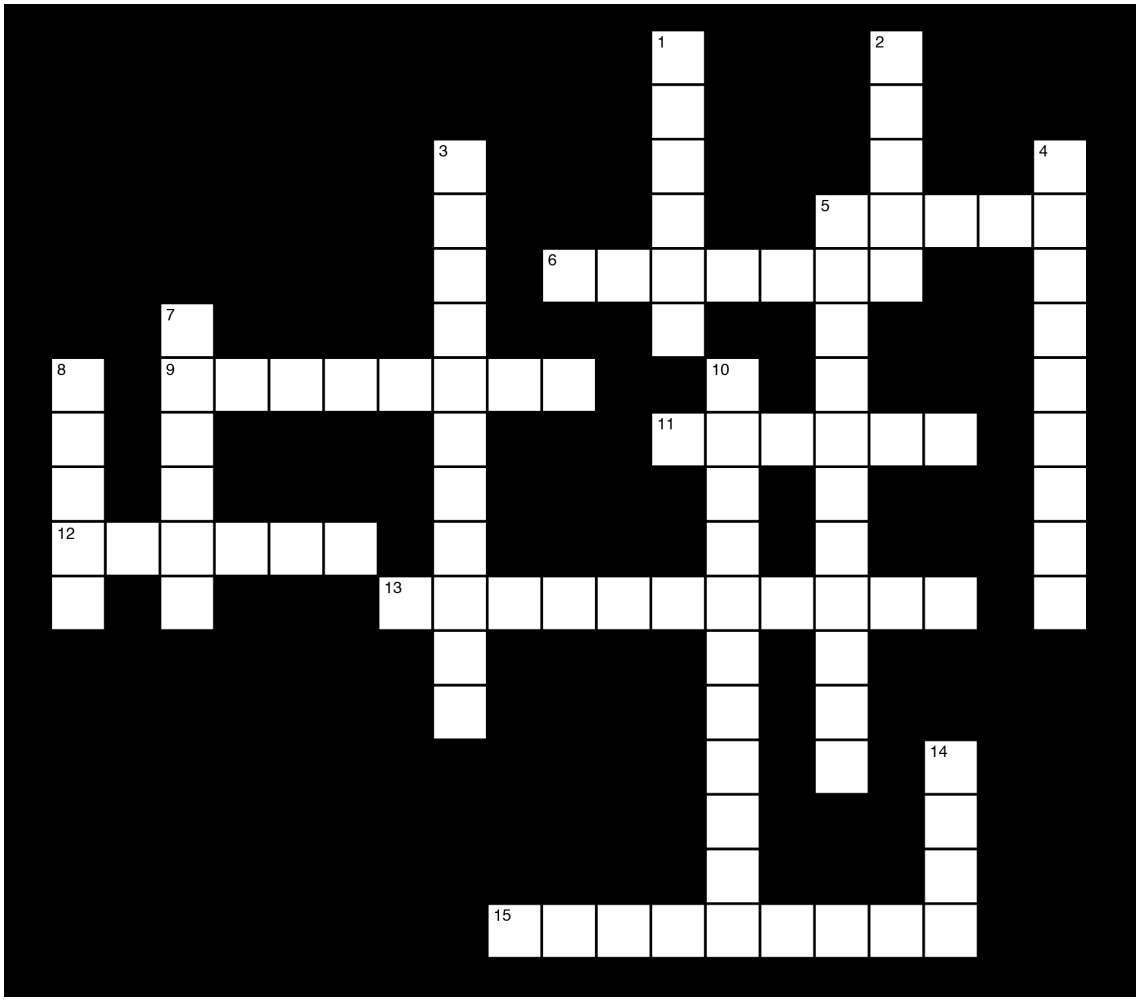
Over 250,000 people marched with Martin to the nation's capital to hear him speak. The massive crowd roared as he delivered his "I have a dream" speech in front of the Lincoln Memorial. He said that he hoped that one day his children would be judged "not by the color of their skin, but by the content of their character." Martin's inspiring words helped change the way many people think.

Martin was threatened many times by those who did not want black people to have equal rights. During one march, he was hit with a brick. Someone blew up Martin's home with a bomb. Martin refused to react with violence of his own. Instead, he kept inspiring people with his words and actions. He said he would have no regrets if he were killed for his words because his life had already been a success. He described this in one speech by saying "I've been to the mountaintop." Martin was shot and killed the next day, but he was correct that his life was a success. He helped America become a nation that was more equal and more just.

From what you pictured...

1. What is the main idea of this story?
2. Do you think Martin's love of reading helped him write speeches? Why or why not?
3. Do you think police wanted video of them using fire hoses on protesters to be on TV? Why or why not?
4. What do you think would have happened if the protesters had attacked the police instead of just standing their ground?
5. Why do you think the story called Martin's speeches "soaring"?
6. Why do you think people threatened Martin?
7. Abraham Lincoln help abolish slavery in the US. Why do you think it is important that Martin spoke before the Lincoln Memorial?
8. Today Jim Crow laws are illegal. Do you think that would be the case if Martin never gave his speeches? Why or why not?

Crossword Puzzle



Across

5. A way to protest or walk; soldiers do it, too
6. The opposite of slavery
9. A religious leader; Martin and his father were both one of these
11. Having great talent or natual ability
12. Treating people differently based on their race
13. Resistance without physical fighting
15. The opposite of justice

Down

1. Martin's middle name
2. Complete this sentence:
   "I have a _____" (one word)
3. Sisterhood for boys
4. The mental and moral qualities of a person
5. The highest elevation; Martin said he's been there
7. Talking to a crowd; Martin was good at giving them
8. An employee at a store
10. Black Americans' struggle for equal rights; a movement (two words)
14. The opposite of hate

Word Search Puzzle

N	V	P	R	O	T	E	S	T	H	P	G	D	F	E	C	K	G	F	R	O	F	Z	E	O
A	V	C	C	L	E	R	K	P	B	F	H	F	P	I	P	R	O	G	R	E	S	S	N	J
Q	E	S	E	R	V	I	C	E	Y	Y	O	C	R	W	N	D	Z	V	S	W	P	O	K	C
G	F	V	I	F	A	I	T	H	P	K	Y	Z	V	E	K	J	D	V	W	I	I	E	J	E
D	H	K	C	O	S	P	D	W	Z	P	N	J	O	H	E	N	U	U	T	S	C	U	V	A
G	O	J	U	V	G	L	K	Q	J	Y	M	O	X	C	T	D	N	S	S	S	W	S	I	X
Y	J	V	F	C	H	A	R	A	C	T	E	R	B	A	E	X	O	E	T	D	I	S	M	B
I	B	A	E	G	X	M	P	F	L	T	U	J	I	L	H	X	R	M	M	I	X	Z	A	U
C	R	M	O	U	N	T	A	I	N	T	O	P	F	W	E	P	R	P	C	S	C	B	R	R
B	R	X	F	W	L	K	M	K	N	J	Y	Q	R	K	P	F	Z	R	I	P	O	E	C	D
J	N	T	P	I	S	N	K	V	H	T	V	K	N	O	A	V	X	E	G	E	E	J	H	Y
Q	H	K	U	K	U	B	Z	W	I	C	H	K	X	Z	C	H	A	A	I	E	D	A	U	F
F	J	C	A	Z	T	V	H	K	B	E	T	U	X	A	M	H	L	C	J	C	R	F	N	N
O	Z	R	H	Y	T	V	Y	P	A	Z	A	U	S	Y	M	M	N	H	U	H	E	F	I	F
L	O	V	E	G	O	R	I	E	W	L	Q	B	F	D	Z	P	U	E	A	M	A	E	X	G
E	H	N	W	B	S	K	A	F	K	G	A	Y	F	S	X	F	U	R	H	N	M	L	D	E
R	W	D	A	K	M	L	P	Z	B	H	V	Q	L	B	I	P	L	V	S	Y	G	U	E	H

mountaintop	freedom	speech	service
faith	noble	dream	injustice
clerk	love	progress	protest
march	oppression	character	preacher