



W.C. 15th June 2020

English

<https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1>

Use these worksheets to work from and not on. All you need is a piece of paper, pen or pencil and maybe a ruler.

After watching the videos and having a go at the practise activities, have a go at these activities. Depending on your confidence choose Mild, Medium or Spicy.



This week's English Home Learning activities focus on Poetry and being 'unique and special'.

Spellings

Here are 5 singular and 5 plural spellings that retain the latin spelling, that you may wish to practise and attempt on Friday. I wonder if you can try and include them in your English home learning, so we thought it was best that we learnt to spell them correctly! Practise how you usually and/or on **Study Ladder**

Check out the Tutorials →

<https://www.studyladder.co.uk/games/activity/plural-rules-latin-spelling-change-i-to-e-23153?backUrl=/games/literacy/gb-year-five/english-spelling-and-vocabulary-185>

<https://www.studyladder.co.uk/games/activity/plural-rules-latin-spelling-change-us-to-i-23115?backUrl=/games/literacy/gb-year-five/english-spelling-and-vocabulary-185>

Now practise LWCC → <https://www.studyladder.co.uk/games/activity/look-cover-write-plural-rule-retain-latin-spelling-24659?backUrl=/games/literacy/gb-year-five/english-spelling-and-vocabulary-185>

axes
axis
vertices
vertex
fungi
fungus
radii
radius
cacti
cactus

Monday

<https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1>

Analysing and performing poems

Starter - On the prowl - Answer the questions giving your own opinion.

1. Why is only one tiger drinking from the pool?
2. Do the tigers know each other?
3. Why are they 'on the prowl' together?
4. What does the word 'prowl' mean? What does it suggest the tigers are doing?



Poetry

Poetry is a form of literature and a very wide genre of writing. It is a form of imaginative writing that can be written by anybody. People choose to write poetry based on many different things. Expressing thoughts and feelings about something in a creative way is what poetry is all about.

The main aim of poetry is to involve and stimulate the thoughts of the reader. Poetry can connect with a reader on an emotional level too.

Poetry has many different forms, and can be written in many different ways. They can be short or long, fun or sad, real or imagined, structured or unstructured, rhyming or not. There is a lot of freedom when writing poetry and because of this, the writer is able to express their thoughts and feelings in very unique ways.

There are many different types of poem including:

acrostic	sonnet	epic	blank verse
simile	colour	tetractys	pantoum
diamante	ballad	haiku	echo verse
limerick	renga	kenning	riddle
shape	cinquain	ode	free verse
tyburn	senryu	lyric	tanka

Features of Poetry

Examples

- Acrostic
- Cinquain
- Free verse
- Haiku
- Limerick
- Narrative
- Nonsense
- Shape
- Sonnet



Structure

- Written in verses
- Each line starts with a capital letter
- A comma usually at the end of each line



Language Features

- Alliteration
- Figurative language
- Imagery
- Metaphor
- Onomatopoeia
- Pattern
- Personification
- Repetition
- Rhyme
- Rhythm
- Simile
- Verse



Complete the Practise Tasks on Bitesize and then have a go at your chosen activity.

Now, using the link below have a go at performing a couple of poems. Don't forget to...

Use intonation.


Are you hungry?

Use different volumes.



Vary the pace.

Slow  Fast

<https://childrens.poetryarchive.org/explore/?key=&type=&poet=&theme=130&form=&age=259>

We're going to focus on the poem 'The Tyger' by William Blake.

Read the poem once and then reread it again out loud. Finally read it using the intonation, different volumes and pace.

The Tyger

By William Blake

Tyger Tyger, burning bright,
In the forests of the night;
What immortal hand or eye,
Could frame thy fearful symmetry?

In what distant deeps or skies.
Burnt the fire of thine eyes?
On what wings dare he aspire?
What the hand, dare seize the fire?

And what shoulder, & what art,
Could twist the sinews of thy heart?
And when thy heart began to beat,
What dread hand? & what dread feet?

What the hammer? what the chain,
In what furnace was thy brain?
What the anvil? what dread grasp,
Dare its deadly terrors clasp!

When the stars threw down their spears
And water'd heaven with their tears:
Did he smile his work to see?
Did he who made the Lamb make thee?

Tyger Tyger burning bright,
In the forests of the night:
What immortal hand or eye,
Dare frame thy fearful symmetry?



Tyger Tyger By William Blake

Answer in full sentences.

1. What do you think the poem is about?

(a) Different animals which live in forests. ☐

(b) An artist painting a picture of a tiger. ☐

(c) The poet asking who has created an animal as beautiful and fearsome as a tiger. ☐

2. Explain what you think the poet meant when he described the animal as 'burning bright'.

3. When and where might this animal be found?

4. Write down two examples of alliteration from the poem.

5. In verse 4, Blake is suggesting that such a powerful animal must have been created by...

(a) a sculptor ☐

(b) a painter ☐

(c) a blacksmith ☐

(d) a carpenter ☐

Tick one option.

6. Is this a modern poem? Explain your answer.

Tyger Tyger By William Blake

Answer in full sentences.

1. What do you think the poem is about?

2. Explain what you think the poet meant when he described the animal as 'burning bright'.

3. When and where might this animal be found?

4. Write down four examples of alliteration from the poem.

5. What might 'sinews' be? Explain your reasoning.

6. In verse 4, Blake is suggesting that such a powerful animal must have been created by...

- (a) a sculptor ☐
- (b) a painter ☐
- (c) a blacksmith ☐
- (d) a carpenter ☐

Tick one and explain your reasoning.

7. Who is 'he' in verse 5?

8. Is this a modern poem? Explain your answer.

Tyger Tyger By William Blake

Answer in full sentences.

1. What do you think the poem is about?

2. Explain what you think the poet meant when he described the animal as 'burning bright'.

3. When and where might this animal be found?

4. Write down five examples of alliteration from the poem.

5. Write down your favourite rhyming couplet from the poem and explain your reason for this choice.

6. What might 'sinews' be? Explain your reasoning.

7. In verse 4, Blake is suggesting that such a powerful animal must have been created by...

(a) a sculptor ☐

(b) a painter ☐

(c) a blacksmith ☐

(d) a carpenter ☐

Tick one and explain your reasoning.

8. Who is 'he' in verse 5?

9. Why do you think the word 'tyger' is spelt with a 'y' instead of an 'i'?

10. Is this a modern poem? Explain your answer.

Answers - on "Year 5 English answers document".

Tuesday

<https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1>

Imagery and figurative language in poems

<https://www.bbc.co.uk/bitesize/clips/zpgfb9q>

Some of these we have met before, so revise each literary device. However, we have not come across Hyperbole before. Challenge yourself to recognise and use this device in your poetry.



Figurative Language

Alliteration

Repeating the same beginning sound in more than two words.

Seven snakes slithered silently.
Crazy kangaroos kissed quietly.

Your own example:

Hyperbole

An obvious exaggeration.

The books were stacked to the sky.
I have told you a million times.

Your own example:



Metaphor

A comparison between two unlike things *without* using “like”, “as” or “than”.

Laughter is music of the soul.
His face was stone when she said she loved him.

Your own example:

Onomatopoeia

Words that sound like the object or actions they refer to.

The bells clanged and jingled.
Whoosh... the wind blew in and slammed the door.



Your own example:

Personification

Giving non-human objects human qualities.

The sun smiled on the angry clouds.
The t.v. talked all night.



Your own example:

Simile

A comparison of two unlike things using “like”, “as” or “than”.

The water was as smooth as glass.
Tim and his brother fought like cats and dogs.

Your own example:

Complete the Practise Tasks on Bitesize then read the texts below and have a go at your chosen activity.

SENSES POEM

Childhood Tracks

Eating crisp fried fish with plain bread.
Eating sheared ice made into 'snowball'
with syrup in a glass.

Eating young jelly-coconut, mixed
with village-made wet sugar.

Drinking cool water from a calabash gourd
on worked land in the hills.

Smelling a patch of fermenting pineapples
in stillness of hot sunlight.

Smelling mixed whiffs of fish, mango, coffee,
mint, hanging in a market.

Smelling sweaty padding lifted off a donkey's back.

Hearing a nightingale in song
in moonlight and sea-sound.

Hearing dawn-crowing of cocks, in answer
to others around the village.

Hearing a distant braying of a donkey
in a silent hot afternoon.

Hearing palmtrees' leaves rattle
on and on at Christmas time.

Seeing a woman walking in loose floral frock.

Seeing a village workman with bag and machete
under a tree, resting, sweat-washed.

Seeing a tangled land-piece of banana trees
with goats in shade cud-chewing.

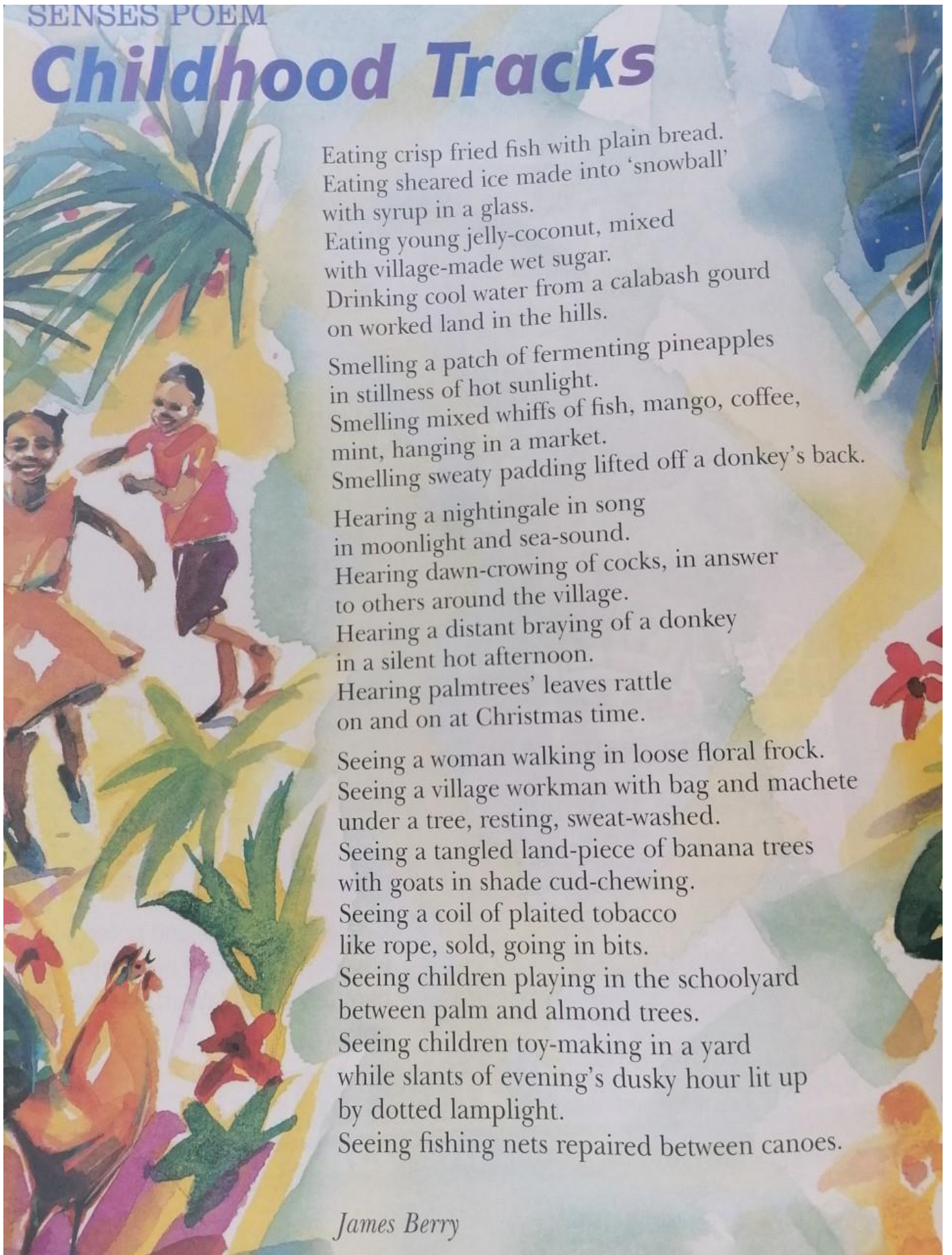
Seeing a coil of plaited tobacco
like rope, sold, going in bits.

Seeing children playing in the schoolyard
between palm and almond trees.

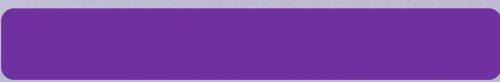
Seeing children toy-making in a yard
while slants of evening's dusky hour lit up
by dotted lamplight.

Seeing fishing nets repaired between canoes.

James Berry



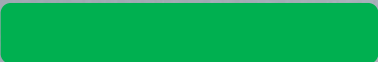
Reading



- 1 Using **sheet 64** make a sense web for the poem.
- 2 Add in some ideas for 'touching' on your sense web. Link them to other things mentioned in the poem.

Writing

Write your own senses poem called '**Home from School**'.

- 1 Talk about your ideas . Choose words that make the sights and sounds and smells and tastes seem real.
- 2 Start to draft your senses poem.

Can you challenge yourself to include similes and a metaphor?

Medium

In this unit, you'll practise reading poems and answering questions about them.

The Fly

How large unto the tiny fly
Must little things appear! –
A rosebud like a feather bed,
Its prickle like a spear;

A dewdrop like a looking-glass,
A hair like golden wire;
The smallest grain of mustard-seed
As fierce as coals of fire;

A loaf of bread, a lofty hill;
A wasp, a cruel leopard;
And specks of salt as bright to see
As lambkins to a shepherd.

Walter de la Mare



Questions 1–4 are about *The Fly*.

- ① What is the first poem about? [2 marks]
- ② What simile does the poet use to describe how the thorn of a rose must appear to a fly? [1 mark]
- ③ Find and write another simile the poet has used in the first verse. [1 mark]
- ④ What words has the poet used to refer to size and scale? [3 marks]

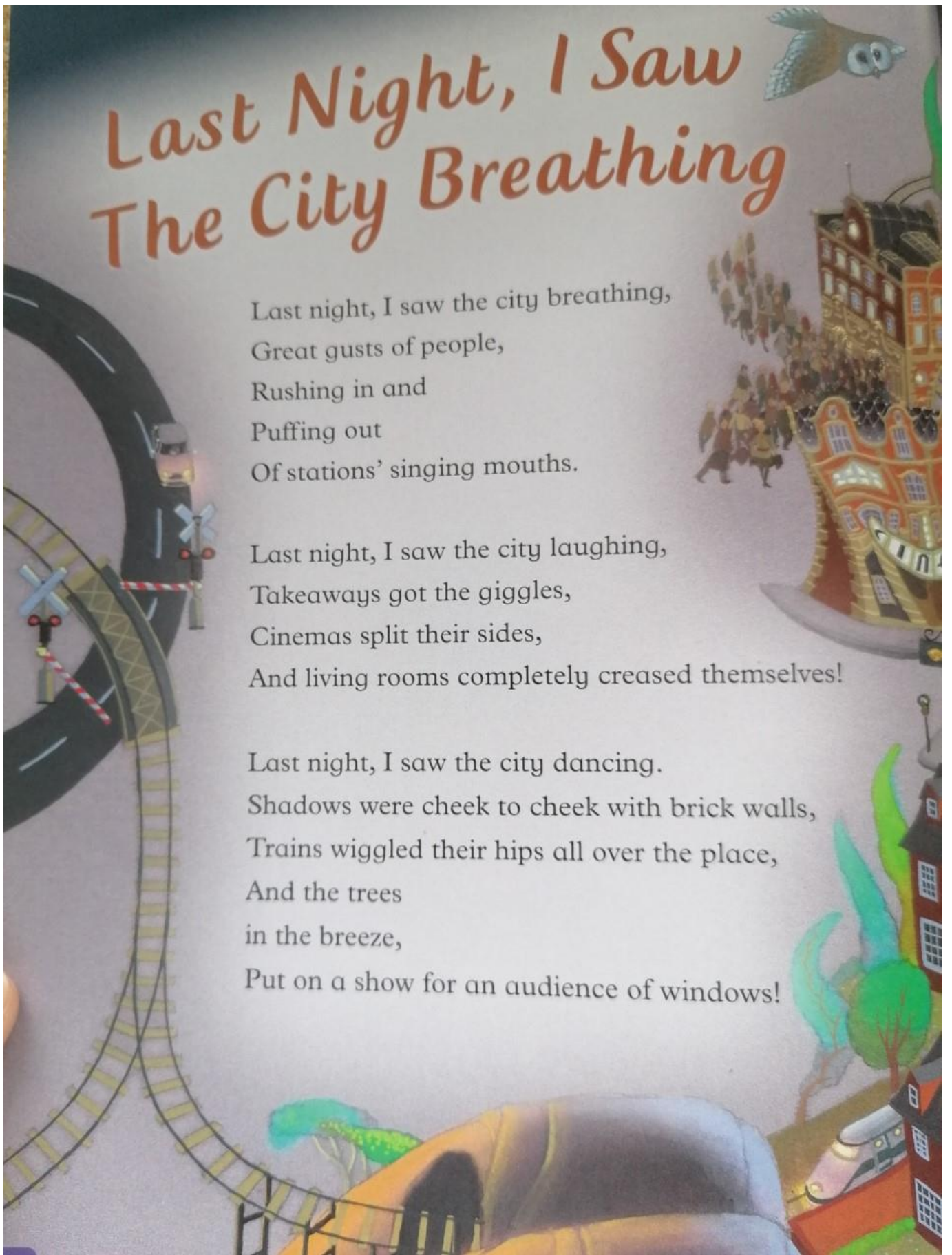
Next, can you use two or three literary (figurative) devices in your own poem about an animal or insect.

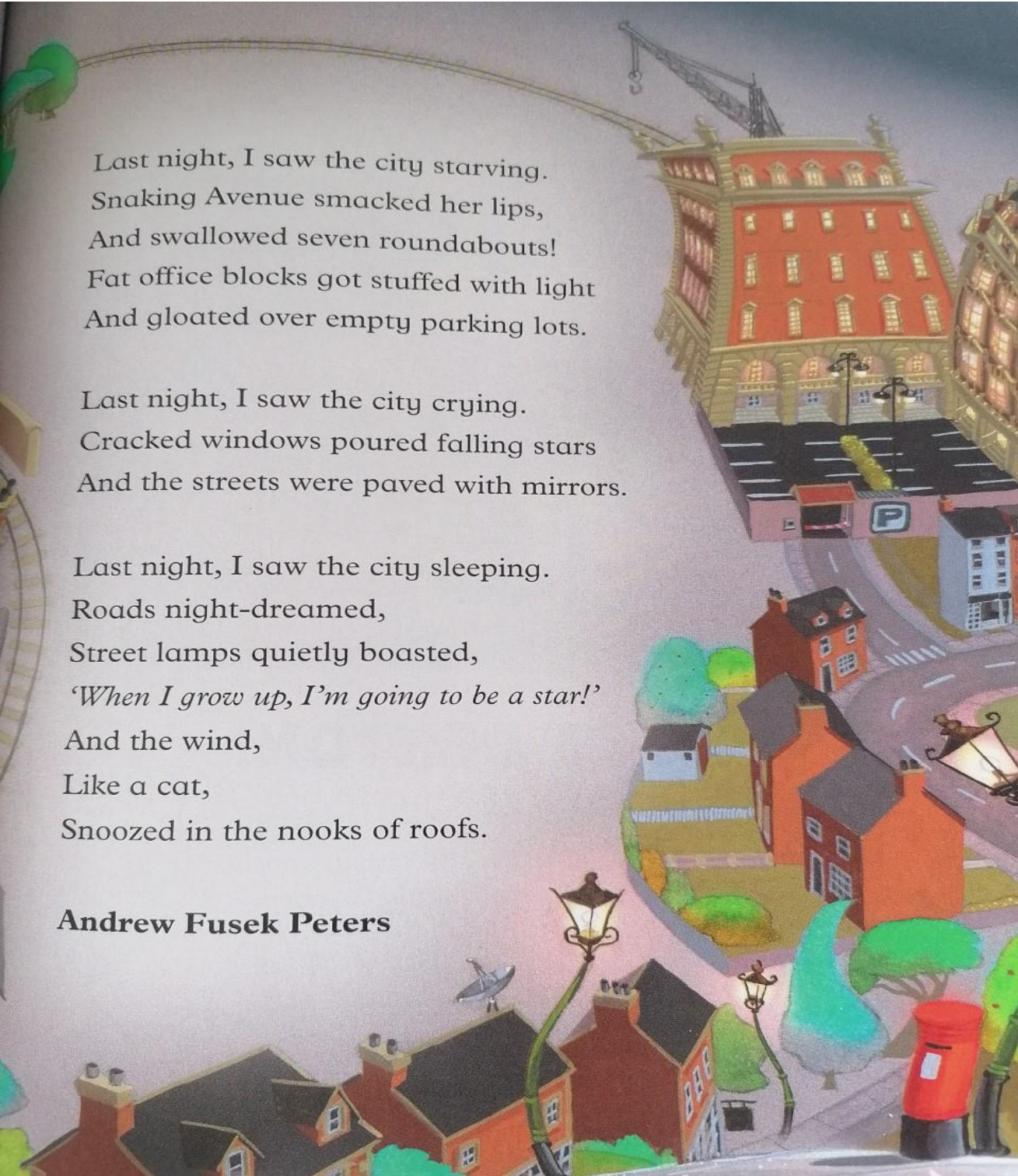
Last Night, I Saw The City Breathing

Last night, I saw the city breathing,
Great gusts of people,
Rushing in and
Puffing out
Of stations' singing mouths.

Last night, I saw the city laughing,
Takeaways got the giggles,
Cinemas split their sides,
And living rooms completely creased themselves!

Last night, I saw the city dancing.
Shadows were cheek to cheek with brick walls,
Trains wiggled their hips all over the place,
And the trees
in the breeze,
Put on a show for an audience of windows!





Last night, I saw the city starving.
Snaking Avenue smacked her lips,
And swallowed seven roundabouts!
Fat office blocks got stuffed with light
And gloated over empty parking lots.

Last night, I saw the city crying.
Cracked windows poured falling stars
And the streets were paved with mirrors.

Last night, I saw the city sleeping.
Roads night-dreamed,
Street lamps quietly boasted,
'When I grow up, I'm going to be a star!'
And the wind,
Like a cat,
Snoozed in the nooks of roofs.

Andrew Fusek Peters

Questions - remember to use full sentences

1. What is the poem about?
2. Write down the similes that the poets has used in the poem.
3. What examples of personfication has the poet used? Can you write 3 examples.
4. What image does the poet give of the office blocks?

Next, can you write your own poem about 'Your Home' or 'Our School' breathing. Don't forget you use similes, metaphors, personification and any other figurative language.

Answers can be found on the Answers Document. Please make sure you send in any photos of your newspaper reports via our email.

Wednesday

<https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1>

Writing a nonsense poem

Some poems use made up words to describe things, or just to make a nice sound. Lewis Carroll, Edward Lear and Spike Milligan are good authors to read if you like nonsense poetry.

Starter- Practise performing this nonsense poem. Remember to use the skills for performance that was suggested on Monday.

The Jabberwocky

By Lewis Carroll

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
And the mome raths outgrabe.

"Beware the Jabberwock, my son!
The jaws that bite, the claws that catch!
Beware the Jubjub bird, and shun
The frumious Bandersnatch!"

He took his vorpal sword in hand:
Long time the manxome foe he sought—
So rested he by the Tumtum tree,
And stood awhile in thought.

And, as in uffish thought he stood,
The Jabberwock, with eyes of flame,
Came wiffing through the tulgey wood,
And burbled as it came!

One, two! One, two! And through and through
The vorpal blade went snicker-snack!
He left it dead, and with its head
He went galumphing back.

"And hast thou slain the Jabberwock?
Come to my arms, my beamish boy!
O frabjous day! Callooh! Callay!"
He chortled in his joy.

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
And the mome raths outgrabe.

Complete the Practise Tasks on Bitesize then have a go at completing your chosen activity.

Mild, Medium and Spicy

Today, I would like you to create a nonsense poem of your own. Use the poem of the Jabberwocky by Lewis Carrol to help with your own ideas. Also you may wish to set your poem in one of the suggested settings below. The crazier the better!

Setting Choices

school	haunted house	park	underground	space
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'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
And the mome raths outgrabe.



"Beware the Jabberwock, my son!
The jaws that bite, the claws that catch!
Beware the Jubjub bird, and shun
The frumious Bandersnatch!"

There are no answers for today's lesson, so be sure to email over your nonsense poems so we can enjoy your fantastic poetry too!

Thursday

<https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1>

Writing a narrative poem

It was not that long ago that I asked you to write your own narrative poem for the VE 75th anniversary.

Narrative poems tend to be quite long. They tell a story like in a novel and also use rhythm and rhyme, like in a poem.

Complete the Practise Tasks on Bitesize.

Today, I would like you to write a shorter narrative poem about focusing on our Curriculum theme of being 'Unique and special'. Remember narrative poems do not need to rhyme.

*Next, have a go at our **Grammar Hammer** practise paper. Again choose the paper you would like to have a go at. You will need a dictionary or use this link instead <https://kids.britannica.com/kids/browse/dictionary>*

Mild

Name: _____

Class: _____

Date: _____

1. Underline the <u>prefix</u> which means 'between'.			2. Underline the <u>suffix</u> which, when added, forms a noun.		
auto	dis	inter	count	ing	er
3. Underline the correct homophone to use in this sentence. The grass was (<u>mown</u> / moan) on Sunday.			4. Underline the correct homophone to use in this sentence. Do not play near the (<u>rowed</u> / road).		
5. Underline the word with the correct spelling.			6. Underline the word with the correct spelling.		
<u>poisonus</u>	poisonous	<u>poisonos</u>	<u>acshun</u>	<u>acsion</u>	action
7-8. Number these words to show their alphabetical order.					
shed		shake		shine	
					shop

9. Underline the words which have a similar meaning to the word in bold (synonyms).				
throw	chuck	launch	write	hurl
10. Underline the adjectives in the sentence below. <u>He</u> put the pretty, pink flowers in the vase.				

12-13. Underline two connectives that can be used to signal addition (or are synonymous with the word 'and').				
also	eventually	in addition	fortunately	for example
14-15. Underline the proper nouns or pronouns in this sentence to avoid repetition. (<u>Dan</u> / <u>He</u>) took (Dan's / his) lunch and (Dan / he) left the house.				

16-17. Underline two fronted adverbials that might help signal time and sequence.			
Meanwhile,	As a result,	Alternatively,	As evening fell,
18. Underline the correct word to complete the sentence. She has (<u>gone</u> / went) to the shops.		19. Underline the correct word to complete the sentence. He has (<u>took</u> / taken) the keys with him.	

20-21. Underline the fronted adverbial. Punctuate this sentence using commas. <u>After tea</u> will you please finish your homework?	
22-23. Punctuate the sentences using the apostrophe (') to show singular or plural possession. <u>The dog's</u> tail wagged.	
24-25. Punctuate these sentences using inverted commas (" "), commas (,) and any other punctuation needed. Are these your pens asked Jo	
Can I borrow one he continued	

Total:		Red (0 – 9)	Yellow (10 – 19)	Green (20 – 25)
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Medium and Spicy

Stage 5

'Grammar Hammer'

Skill Check 2

Name: _____

Class: _____

Date: _____

1. Underline the <u>suffix</u> that turns the noun into a verb.			2. Underline the <u>suffix</u> that turns the noun into a verb.		
deep	ate	en	modern	ate	ize
3-4. Underline any <u>silent letters</u> in these words.					
climb	slip	science	maths		
5-6. Underline the correct word to use in each sentence. Use a dictionary if you need to.					
Can I offer you some (<u>advice</u> / advise)?			My computer is a clever (device / devise)		
7. Use a dictionary to find the meaning of this word.					
dialogue					
8-9. Number these words to show their alphabetical order.					
false		fail		fall	frail

10-11. Underline two connectives that can be used to signal addition (or are synonymous with the word 'and').				
as a result	also	in a flash	unless	including
12-13. Underline two sentence openers that might help structure a piece of persuasive writing.				
Most importantly,	After a while,	Obviously,	Before long,	
14-15. Underline the correct verb tenses to complete the sentences.				
I (<u>went</u> / go) swimming last night.		I will (go / went) with you next time.		
16. Underline the correct verb to agree with the subject.				
Laura and her friends (<u>is</u> / are) in town.		Max or Dan (<u>is</u> / are) in town with them.		

18-19. Underline the correct verb to make these sentences correct.	
He has (<u>gone</u> / went) to the park.	He (<u>went</u> / gone) to the park last night.
20-21. Cross out any words which are redundant in this sentence to convey the information concisely.	
He was absolutely, completely terrified of the tiny, weeny, small spider.	
22. Underline the correct modal verb to complete the sentence.	
My mum says you (<u>can</u> / would / must) probably come for tea on Wednesday.	
23. Underline the relative clause in this sentence.	
A boy, whose sister is in my class, fell off the swing at the park last night.	
24. Use a comma to punctuate this sentence and make the meaning clear.	
<u>To Laura</u> Billy was the best friend in the world.	
25. Punctuate this sentence with brackets () to show parenthesis.	
He rode his bike a Rayleigh XT all the way to the woods.	

Total:		Red (0 – 9)	Yellow (10 – 19)	Green (20 – 25)
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Friday

<https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1>

Reading lesson: The Parent Agency

by David Baddiel

Watch the videos and read the extracts carefully (read it at least twice), then have a go at the activities.

As well as this, I would like you to complete the following Comprehension questions linked to our curriculum theme.

Martin Luther King Jr.

Martin Luther King Jr. was the leader of the African- American civil rights movement. He spoke out against laws which kept black and white people separate and led marches demanding fair laws for all people. Martin Luther King Jr. was determined to ensure that all Americans had the same rights, regardless of their race.



He was born on January 15th 1929 in Atlanta, Georgia, USA. His father was a pastor and his mother had been a teacher. Martin Luther King Jr. loved to play with his friends but, as his friends got older, two of them stopped playing with him. The father of one of the boys didn't like his son playing with him because he was African-American. Martin Luther King Jr. was deeply hurt and upset and couldn't understand why the colour of his skin would make any difference.

For African-Americans living in the USA, life was challenging. There were separate areas for African-Americans and white people on public transport, in parks, restaurants and even in public toilets. This was called segregation. Up until the 1960s, African-Americans in some states of the US could not vote in elections.

In some states, African-American children had to go to separate schools from their white peers. These schools were often poorly funded and equipped.

The 1955 Bus Boycott

In 1955, Rosa Parks, an African-American woman, was arrested after refusing to give up her seat on a bus to a white man in the city where Martin Luther King Jr. preached. Martin Luther King Jr. called on African- Americans to protest by not travelling on buses in that area. The boycott lasted for 385 days and the situation became so tense that Martin Luther King Jr.'s house was bombed. Other people were furious and wanted to retaliate with violence but Martin Luther King Jr. said that things needed to be solved peacefully and talked about the importance of white and black people working together. The boycott ended with a United States court ruling that ended racial segregation on all Montgomery public buses.



Martin Luther King Jr. went on to organise other non-violent demonstrations against the unfair treatment of African-Americans. In 1963, he led an enormous march on Washington DC, the US capital. The march on Washington involved 250,000 people travelling to the Lincoln Memorial (Abraham Lincoln was the president who abolished slavery in America). Here, in front of the enormous crowd, King made his famous 'I Have a Dream' speech. Here are some short extracts:



"I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character."

"I have a dream that one day little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers."

Did You Know...?

In 1964, King became the youngest person at the time to receive the Nobel Peace Prize for his efforts to end racial prejudice in the United States.

Due to the actions of King and others like him, rules in America began to change. The US government brought in laws to ensure equal rights for all US citizens and to give everybody the chance to vote.

Tragically, on 4th April 1968, King was shot and killed outside his motel room. His funeral was attended by 300,000 mourners.

In 1983, US President Ronald Reagan declared that the third Monday in January each year would be a holiday to remember King's achievements and the ideas of living in a world which was fair for everyone, no matter what the colour of their skin.

"The time is always right to do what is right."

- Martin Luther King Jr., 1965

Questions

1. Where was Martin Luther King Jr. born?

2. **Find** and **copy one** word which means the same as **separation based on race**.

3. Give three examples of how African-Americans were treated differently from white people.

1.

2.

3.

4. Why do you think that Martin Luther King Jr. believed it best to carry out non-violent demonstrations?

5. Which definition best fits the word **assassinate**? Tick **one**.

- ☐ to attend a funeral
- ☐ to protest
- ☐ to be a president
- ☐ to kill an important person for religious or political beliefs

6. Where did the march in Washington DC travel to? Tick **one**.

- ☐ The White House
- ☐ The Lincoln Memorial
- ☐ The Empire State Building
- ☐ The US government

7. Martin Luther King Jr.'s funeral was well attended. Why do you think this was the case?

8. **"The time is always right to do what is right."**

Explain Martin Luther King Jr.'s quote in your own words.

Martin Luther King Jr.

Martin Luther King Jr. was a Baptist minister and the leader of the African-American civil rights movement. He spoke out against segregation laws which kept black and white people separate and led marches demanding fair laws for all people, no matter what their race. Martin Luther King Jr. was determined to ensure that all Americans had the same rights, regardless of their race.



Childhood

He was born on January 15th 1929 in Atlanta, Georgia, USA. His father was a pastor and his mother had been a teacher. Martin Luther King Jr. loved to play with his friends but, as his friends got older, two of them stopped playing with him. The father of one of the boys didn't like his son playing with him because he was African-American. Martin Luther King Jr. was deeply upset and couldn't understand why the colour of his skin would make any difference.

Segregation

For African-Americans living in the USA, life was challenging. There were segregated areas for African-Americans and white people on public transport, in parks, restaurants and even in public toilets. Up until the 1960s, African-Americans in some states of the US were not permitted to vote in elections.

In some states, African-American children had to go to different schools from their white peers. These schools were often inadequately funded and equipped.

The Montgomery Bus Boycott

In 1955, Rosa Parks, an African-American woman, was arrested in Montgomery, Alabama after refusing to surrender her seat on a bus to a white man. Martin Luther King Jr. called on African-Americans to protest by not travelling on buses in that area. The boycott lasted for 385 days and the situation became so tense that Martin Luther King Jr.'s house was bombed. Other people were furious and wanted to retaliate with violence but Martin Luther King Jr. said that things needed to be solved peacefully and talked about the importance of white and black people working together. The boycott ended with a United States court ruling that ended racial segregation on all Montgomery public buses.



The March on Washington D.C.

Martin Luther King Jr. went on to organise other non-violent demonstrations against the unfair treatment of African-Americans. In 1963, he led an enormous march on Washington DC, the US

Martin Luther King Jr.

capital. The march on Washington involved 250,000 people travelling to the Lincoln Memorial (Abraham Lincoln was the president who abolished slavery in America). Here, in front of the enormous crowd, King made his famous 'I Have a Dream' speech. Here are some short extracts:



"I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character."

"I have a dream that one day little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers."

Legacy

Due to the actions of King and others like him, rules in America began to change. The US government brought in laws to ensure equal rights for all US citizens and to give everybody the chance to vote.

In 1964, King was recognised for the contributions he made towards equality for African-Americans and became the youngest person at the time to receive the Nobel Peace Prize for his efforts to end racial prejudice in the United States.

Tragically, on 4th April 1968, King was assassinated outside his motel room. He was only 39 years old. His funeral was attended by 300,000 mourners.

In 1983, US President Ronald Reagan declared that the third Monday in January each year would be a holiday to remember King's achievements and the ideas of living in a world which was fair for everyone, no matter what the colour of their skin.

"The time is always right to do what is right."

- Martin Luther King Jr., 1965

Questions

1. What profession was Martin Luther King Jr.'s father? Tick **one**.

- ☐ teacher
- ☐ pastor
- ☐ politician
- ☐ bus driver

2. What were the aims of the African-American civil rights movement?

3. **Find** and **copy one** word that means **separation based on race**.

4. Why was Rosa Parks arrested? Tick **one**.

- ☐ for bombing Martin Luther King Jr.'s house
- ☐ for violence in the streets
- ☐ for going to a school for white children
- ☐ for refusing to give up her seat on a bus for a white man

5. How many people attended the Washington DC protests in 1963?

6. Why do you think the protestors chose to travel towards the Lincoln Memorial during the Washington DC march? Use evidence from the text to support your answer.

7. What was Martin Luther King Jr.'s dream? Use evidence from the text to support your answer.

8. Why do you think Martin Luther King Jr. believed it would be best to carry out non-violent demonstrations? Explain your answer.

9. What do you think Martin Luther King Jr. meant when he said that he hoped his children **"...will not be judged by the colour of their skin but by the content of their character."**

Spellings - have a go at the spellings set on Monday on *Study Ladder*.

Then practise these, using Look Write Cover Check on Study Ladder and then test yourself at home.

<https://www.studyladder.co.uk/games/activity/look-cover-spell-space-34217?backUrl=/games/literacy/gb-year-five/english-spelling-and-vocabulary-185> - Practise

<https://www.studyladder.co.uk/games/activity/test-space-34218?backUrl=/games/literacy/gb-year-five/english-spelling-and-vocabulary-185> - Test