Martin Luther King Jr. “I Have a Dream”

TPS Primary Source Learning Activity

Melissa J. Mabus

Section I

1. Title of Lesson: Martin Luther King Jr.’s Writing, Rhetorical Devices, and Empathy – A Literary Analysis

2. Overview: The Civil Rights Movement was a tumultuous and essential period in American History. It embodies the very essence of America’s most precious stance – that all humans are created equal. This learning activity asks students to analyze the rhetorical devices (such as anaphora, alliteration, and metaphor) that Dr. King employs in his classic “I Have A Dream” speech, as well as analyze other primary documents from the 1963 March on Washington. Using primary documents from the Library of Congress and other outside sources, students will perform a close reading of the speech, analyzing specific literary elements/techniques, and write their own speech that analyzes how Dr. King uses rhetorical devices to generate empathy.

3. Learning Goals: Students should know about the life and times of Martin Luther King Jr. and be able to identify how rhetorical devices (anaphora, alliteration, metaphor) are used in his “I Have a Dream” speech.

4. Time Required/Duration of Activity: Two weeks of double period classes (3 hours total per day)

5. Recommended Grade(s): 8th grade

6. Subject: Language Arts

7. Credits: Melissa J. Mabus, 8th grade Language Arts teacher at Montgomery Middle School, Montgomery, PA

8. LDC Teaching Task: Task # 19 Informational/Explanatory

How does Martin Luther King Jr. generate empathy? After reading his "I Have a Dream" speech and reading/viewing primary documents from the 1963 March on Washington, write a speech in which you explain how Dr. King generates empathy using rhetorical devices.
Section II

9. **PA Common Core Standards**: 8th Grade Language Arts Common Core Standards in PA

**Mini-Task #1**

CC.1.3.8.A Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. CC.1.4.8.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

CC.1.4.8.I Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly. CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.

**Mini-Task #2**

CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events

CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.4.8.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

CC.1.4.8.I Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

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*“I Have A Dream” Speech Analysis*

CC.1.3.8.A Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events CC.1.3.8.B Cite the textual evidence that
most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.2.8.H Evaluate an author's argument, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.

CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.

CC.1.4.8.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

CC.1.4.8.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

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CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

10. Materials Used:

1.a. Photo of Martin Luther King Jr. delivering his “I Have a Dream” Speech
http://www.loc.gov/pictures/item/2013645765/

1.b. Primary Source Analysis Tool (loc.gov)
http://www.loc.gov/teachers/primary-source-analysis-tool/

2.a Original program from the “March on Washington”
http://www.loc.gov/exhibits/naacp/civilrightsera/Assets/na0122p1_enlarge.jpg

2.b Teacher On Your Shoulder (TOYS) Graphic Organizer
https://docs.google.com/document/d/1J0tu60hdLdQ39z2MTMoTfAy4u6Xal-MPhahrGXYcs/edit?usp=sharing

3.a “I Have A Dream” Speech (audio and text)

3.b Primary Source Analysis Tool (loc.gov)
http://www.loc.gov/teachers/primary-source-analysis-tool/

4.a ipad for students - or paper copies of documents and a teacher computer to play the audio file of the speech
11. Resources Used:


Section III

12. **Instructional Procedures:**

**Instructional Mini Task #1**

* Skills students will develop: visual literacy skills, verbal communication skills, note-taking skills
* Have students bring up (on their ipads) the photograph of Dr. King speaking from the podium when he delivered his “I Have A Dream” speech. Have students also bring up the “Primary Source Analysis Tool” worksheet. Ask students to observe - on their own - what they see in the photo. Ask for volunteers to add items to the board. Fill out the reflect and question categories in this tool together.
* Tell students - Write a paragraph in your journal about how you imagine Dr. King sounded during this speech, based on your observations from the photograph. How do you think his delivery might have generated empathy?
Instructional Mini Task #2
* Skills students will develop: close reading skills, inferencing skills, research skills
* Have students bring up (on their ipads) the e-copy of the original March on Washington program. Have students also download the “Teacher On Your Shoulder” (TOYS) graphic organizer with guided reading questions. Allow students to work in pairs to complete the graphic organizer.
* In pairs, analyze the program and answer the guided reading questions (TOYS organizer)
* Tell students - Write a paragraph in your journal about how empathy was generated during the March on Washington simply though events selected for the march (ex: the songs, the pledge, the speakers, the significance of the location). Make sure you identify what “empathy” is. Also, link your writing to the photo that we studied earlier this week

Instructional Mini Task #3
* Skills students will develop: close reading skills, inferencing skills, literary/rhetorical device recognition skills
* Review definitions and examples of anaphora, alliteration, and metaphor
* Define empathy
* Have students bring up (on their ipads) the e-copy of Martin Luther King Jr.’s speech from the March on Washington. <http://www.npr.org/templates/story/story.php?storyId=122701268> and follow along with the text while you listen to the recording of Dr. King as a whole class.
* Tell students to listen for and highlight examples of anaphora (repetition), alliteration, and metaphor
* Discuss how these literary devices contribute to the generation of empathy within listeners
* Tell students to write a rough draft of a speech in which they address how Martin Luther King Jr. generates empathy in his speech using literary devices.

Section IV
13. Assessment:
   **Skills**- observation, research, analysis, verbal communication, making inferences, writing
   
   **LDC rubric**- Informational/Explanatory Teaching Task Rubric (p 10 of "LDC Template Task Collection 2.0")

This rubric will be used to evaluate the final speeches analyzing Martin Luther King Jr.’s "I Have A Dream" speech (see next page).
# Formative Assessment Rubric

## Reading - Analyzing Information: Primary Image Analysis

**Teacher Name:** Ms. Mabus

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identifies details</strong></td>
<td>Student includes four or more specific details concerning events that were part of the program.</td>
<td>Student includes three specific details concerning events that were part of the program.</td>
<td>Student includes two specific details concerning events that were part of the program.</td>
<td>Student includes one specific detail concerning events that were part of the program.</td>
</tr>
<tr>
<td><strong>Empathy</strong></td>
<td>Clearly identifies empathy.</td>
<td>Somewhat identifies empathy.</td>
<td>Poorly identifies empathy.</td>
<td>Makes no attempt to identify empathy.</td>
</tr>
<tr>
<td><strong>Relates Graphics to Text</strong></td>
<td>Student accurately explains how each graphic is related to the text, and accurately determines whether each graphic agrees with the information in the text.</td>
<td>Student accurately explains how each graphic is related to the text.</td>
<td>Student accurately explains how some of the graphics are related to the text.</td>
<td>Student has difficulty relating graphics and diagrams to the text.</td>
</tr>
</tbody>
</table>

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