WebQuest Description: The purpose of this Webquest is to facilitate a constructive learning environment in which students will research and discuss the impact of the civil rights movement and the significance of Martin Luther King, Jr.'s "I Have Dream" speech. Students will use cross-curricular knowledge in Language Arts Literacy to research and discuss the time period and social climate in which MLK's speech was written to highlight societal issues that influenced it. Additionally, students will create and film a written speech which reflects upon and responds to King's speech.

This cross-curricular project is aligned with the New Jersey Core Content Curriculum Standards. The content and context of the material students will explore is aligned with similar passages and test items from the NJ ASK. Students are given the opportunity to choose various forms of print and electronic media to explore and attain the intended objectives, as well as provided with multiple means of communicating that they have learned the content. An additional tab allows students to view an informational passage about a historical figure and to sample some typical multiple choice test items and an open-ended question.

NJ CCCS 3.1.4.G.4, 3.2.4.A.3, 3.2.4.D.6, 6.4.4.B
Grade Level: 3-5
Curriculum: Social Studies
Keywords: Dr. Martin Luther King, Civil Rights, I Have A Dream
Published On: 2011-07-20 15:18:09
Last Modified: 2011-07-20 14:42:00
WebQuest URL: http://zunal.com/webquest.php?w=107965

Introduction

Who is Dr. Martin Luther King, Jr? What was his dream? What happened to him? You are about to become a time traveler. Your goal is to travel to the 1950s and discover the answers to these questions. During this journey you will tour the Civil Rights Museum and investigate other sites to find the answers to these questions, and to ultimately help you discover your own dreams.

Tasks

Throughout this time travel journey, there are several tasks that must be completed. The first task is to reflect upon what dreams you have for yourself and for our country in the future. Next you will visit the Civil Rights Museum where you will complete a scavenger hunt and gain an understanding of the issues surrounding the civil rights movement. Then, you will watch and listen to the famous "I Have A Dream" speech. Afterwards you will reread your notes about your dreams for the future and write your own "I Have A Dream" speech. Finally, you will have an opportunity to be both an impassioned speechmaker and a documentary filmmaker, as you present your speech and film others in your group making theirs.

Activity 1: With your group brainstorm things in this world which you would like to change. How would you like to see our society and world in the future? Consider our class discussions about character education and building our school community. Reflect upon the global issues we've discussed, such as working together with other nations, as well as local issues, such as respecting our environment, recycling, etc. These are just some of the ideas you might consider as you complete the graphic organizer for your upcoming speech, "I Have a Dream." Download the graphic organizer file for Activity #1 and write down your ideas with supporting details. Each person in the group should have their own individual graphic organizer for the speech.

Activity 2: First, download the Scavenger Hunt worksheet for Activity #2, which will set a purpose for your group in identifying the essential information about the civil rights movement and biographical information about Martin Luther King Jr. Next, you will be taking a virtual field trip with your group to the National Civil Rights Museum in Memphis, TN. With your group, explore the museum and investigate what was happening during the 1950's with the civil rights movement. Also, your group should explore the link to website about Martin Luther King to research further information, as well as the link to the photo essay of MLK. With your group, complete the Scavenger Hunt Worksheet. Using chart paper and markers, have each person in the group share the "Big Ideas" that impacted them most during the tour of the museum. Hang your Big Ideas chart on our bulletin board for others to view.

Activity 3: Click the resource for Activity #3 and download a copy of Martin Luther King, Jr.'s "I Have A Dream" speech. Make sure each person in your group has their own copy. As a group, view the video clip of the "I Have A Dream Speech" given by Martin Luther King himself. On the printed copy of the speech, highlight vivid words and phrases. Afterwards, discuss with your group the parts of the speech that you found most interesting.

Activity 4: This in an individual activity. Review the graphic organizer that you completed in Activity #1. Reflect upon the new information you learned about the civil rights movement and the dreams of Martin Luther King Jr. Click the resource link for Activity #4 and download a copy of the graphic organizer for your "I Have A Dream" speech. You can either use this framework to write your speech, or you may use your own format. The objective is to write a passionate speech that tells the reader what dreams you
have for the future of our world.

Evaluation

Please view the scoring rubric before you begin your work so that you and your group understand the project expectations.

<table>
<thead>
<tr>
<th>Category and Score</th>
<th>0-1: Poor</th>
<th>2-3: Good</th>
<th>4: Very Good</th>
<th>5: Excellent</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;I Have A Dream&quot; graphic organizer and speech.</td>
<td>Graphic organizer has one box or less completed. Student did not participate in brainstorming. Final speech is incomplete and/or contains numerous errors.</td>
<td>Graphic organizer has some boxes completed but does not reflect sufficient evidence of brainstorming. Final speech has some organization problems and some errors.</td>
<td>Graphic organizer has most boxes completed and reflects some evidence of brainstorming. Final speech is well-written and reflective of MLK’s speech. Some errors.</td>
<td>Graphic organizer has all boxes completed and reflects evidence of brainstorming ideas. Final speech is passionate and reflective of MLK’s speech. Few errors.</td>
<td>5</td>
</tr>
<tr>
<td>Scavenger Hunt Worksheet</td>
<td>Very little of the Worksheet was completed and the information provided were not correct.</td>
<td>At least half of the Scavenger Hunt Worksheet was filled out but the information was correct.</td>
<td>The entire Scavenger Hunt Worksheet was not filled out but the information provided was correct.</td>
<td>The entire Scavenger Hunt Worksheet was filled out and the information was correct.</td>
<td>5</td>
</tr>
<tr>
<td>Speech and Film Critique</td>
<td>Student did not show any effort in reflecting upon speech. Student did not highlight or share interesting phrases with group.</td>
<td>Student showed little effort in reflecting upon speech. Very little effort was given in highlighting and sharing interesting phrases with the group.</td>
<td>Student showed some effort in reflecting upon speech, highlighting some interesting phrases. Shared somewhat with group.</td>
<td>Student showed considerable effort in reflecting upon speech, highlighting interesting phrases and sharing with group.</td>
<td>5</td>
</tr>
<tr>
<td>Group Participation and Overall Dedication to the Tasks</td>
<td>Student completed few, if any, of the required tasks, and showed little effort in being a team player.</td>
<td>Student completed most of the required tasks or was given 2 warnings about group behavior.</td>
<td>Student completed all the required tasks, and mostly acted as a team player, but was given a warning.</td>
<td>Student completed all the required tasks and was an excellent team player.</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Score __/20

Conclusion

You did it! You have now completed your time travel journey. On your trip you should have discovered who Dr. King was, what his speech was about, and what happened to him. We also learned about other important Civil Rights figures and viewed several historical artifacts while on our trip. You even shared your own dream as Dr. King did. Consider how much America has changed since the 1950's in ways that are very important to our lives today. As you exit this project, reflect upon ways we must continue the legacy of Dr. King's work so that everyone is treated equally. For your Exit Ticket from this project, write down one way which you personally can continue the dream of Dr. Martin Luther King, Jr. Great Job!!

Sample NJ ASK Language Arts Literacy Test Item

Click the link for the attached file to see a sample NJ ASK Language Arts Literacy test item. This is an example of a typical reading passage dealing with informational text about historical figures who showed great strength, courage and persistence similar to Martin Luther King, Jr. In this section of the test you would read the informational text and respond to a variety of multiple choice questions, as well as an open-ended question. Read the passage "Riding for Freedom" and consider the types of information it is important to know to answer the multiple choice questions correctly. The open-ended question will require you to analyze what you've read in the text and to answer the question using support from the reading passage. The scoring rubric that the State uses to grade your response is attached in this link, as well. Reviewing the types of questions you will see on the NJ ASK will help you to become familiar with the types of reading passages you will work with, as well as identify the type of information you are being asked to consider.

Teacher Page

New Jersey CCCS:Social Studies 6.4.4.A.6 Students will be able to identify and describe the ways in which people from diverse backgrounds work together to solve a common problem. 6.4.4.B.4 Students will be able to identify and discuss major documents and symbols in American history, such as the Martin Luther King, Jr. ’s "I Have A Dream" speech. Language Arts Literacy 3.1.4.G.4 Students will be able to understand author’s opinions and how they address culture, ethnicity, gender, and historical period. 3.1.4.H.1-3 Students will be able to use electronic media to locate information, investigate and research.
a topic to satisfy personal, academic, and social needs. Students will be able to generate ideas for writing through talking, recalling experiences, hearing stories, asking questions, and brainstorming. Students will be able to write for the purpose of expressing ideas, to inform an audience, and to share with others. Students will be able to write independently to satisfy personal, academic, and social needs.

Thematic Strands:
1. Culture
2. Time, Continuity, and Change
3. People, Places, and Environments
4. Identity

Standards

Credits

Other