What if you were judged by the colour of your skin? What if you had to swim in a different pool or drink from a different water fountain because of your skin colour? What if you had to go to a different school than kids with another skin colour? What if you could only have friends with the same racial/cultural background as you? Peep into this world by clicking in the following link: http://www.youtube.com/watch?v=wFo42y02a_Q

The character Margaret in the short story *Names* is the mirror of strength and dignity when someone has to face racial constraints. The author of the short story, Maya Angelou, was a civil rights activist and in 1959, at the request of Dr. Martin Luther King Jr., she became the northern coordinator for the Southern Christian Leadership Conference. In this Webquest, you will explore the life and teachings of this man, Dr. Martin Luther King Jr., who once said: "I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal." "The historian, if honest, gives us a photograph; the storyteller gives us a painting." From "Historical Fiction for our Global Times" by Leon Garfield

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### Introduction

What if you were judged by the colour of your skin? What if you had to swim in a different pool or drink from a different water fountain because of your skin colour? What if you had to go to a different school than kids with another skin colour? What if you could only have friends with the same racial/cultural background as you? Peep into this world by clicking in the following link: http://www.youtube.com/watch?v=wFo42y02a_Q

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### Tasks

Go back to the past, return to the present and then try to jump into the near future. Past &nbsp; Present &nbsp; Future

For that journey you need to be in the shoes of a reporter/historian/researcher. It seems a hard task, but I’m sure it will be quite rewarding and challenging. After having carefully watched the History Show, read the short story *Names* by Maya Angelou, done the research work about Martin Luther King and listened to the United States’ President’s speech on victory, it’s the right time to start your final assignment. Please write a newspaper article pointing out your opinion if America has reached Martin Luther King’s dream and which will be the course of History in the short term.

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### Process

To refresh your memory please read some excerpts of the civil rights announcement by John F. Kennedy, 35th President.

Civil Rights Announcement

June 11, 1963

This afternoon, following a series of threats and defiant statements, the presence of Alabama National Guardsmen was required on the University of Alabama to carry out the final and unequivocal order of the United States District Court of the Northern District of Alabama. This order called for the admission of two clearly qualified young Alabama residents who happen to have been born Negro. That they were admitted peacefully on the campus is due in good measure to the conduct of the students of the University of Alabama, who met their responsibilities in a constructive way. I hope that every American, regardless of where he lives, will stop and examine his conscience about this and other related incidents. This nation was founded by men of many nations and backgrounds. It was founded on the principle that all men are created equal, and that the rights of every man are diminished when the rights of one man are threatened. Today we are committed to a worldwide struggle to promote and protect the rights of all who wish to be free.

It ought to be possible for American consumers of any color to receive equal service in places of public accommodation, such as hotels and restaurants and theaters and retail stores, without being forced to resort to demonstration in the street. It ought to be possible for American citizens of any color to register and to vote in a free election without interference or fear of reprisal. It ought to be possible, in short, for every American to enjoy the privileges of being American without regard to his race or his color. In short, every American ought to have the right to be treated as he would wish to be treated, as one would wish his children to be treated. But this is not the case today. The Negro baby born in America today, regardless of the section of the nation in which he is born, has about one half as much chance of becoming unemployed as an adult Negro, has about one half as much chance of completing high school as a white baby born in the same place on the same day, one third as much chance of completing college, one third as much chance of becoming a professional man, twice as much chance of becoming unemployed, about one seventh as much chance of earning $10,000 a year or more, a life expectancy which is seven years shorter, and the prospects of earning only half as much. The heart of the question is whether all Americans are to be afforded equal rights and equal opportunities, whether we are going to treat our fellow Americans as we want to be treated. If an American, because his skin is dark, cannot eat lunch in a restaurant open to the public, if he can not send his children to the best public school available, if he cannot vote for the public officials who represent him, if, in short, he cannot enjoy the full and free life which all of us want, then who among us would be content to have the color of his skin changed and stand in his place? Who among us would be content with the counsels of patience and delay? Now the time has come for this nation to fulfill its promise.

But there are other necessary measures which only the Congress can provide, and they must be provided at this session. The old code of equity law under which we live commands for every wrong a remedy, but in too many communities, in too many parts of the country, wrongs are inflicted on Negro citizens and there are no remedies at law. Unless the Congress acts, their only remedy is in the streets. I am, therefore, asking the Congress to enact legislation giving all Americans the right to be served in
facilities which are open to the public -- hotels, restaurants, theaters, retail stores, and similar establishments. This seems to me to be an elementary right. Its denial is an arbitrary indignity that no American in 1963 should have to endure. But many do.&hellip;I am also asking Congress to authorize the federal government to participate more fully in lawsuits designed to end segregation in public education. We have succeeded in persuading many districts to desegregate voluntarily. Dozens have admitted Negroes without violence. Today, a negro is attending a state-supported institution in every one of our fifty states. But the pace is very slow. Too many Negro children entering segregated grade schools at the time of the Supreme Court's decision nine years ago will enter segregated high schools this fall, having suffered a loss which can never be restored. The lack of an adequate education denied the Negro a chance to get a decent job. The orderly implementation of the Supreme Court decision, therefore, cannot be left solely to those who may not have the economic resources to carry the legal action or who may be subject to harassment. Other features will also be requested, including greater protection for the right to vote. But legislation, I repeat, cannot solve this problem alone. It must be solved in the homes of every American in every community across our country. In this respect, I want to pay tribute to those citizens, North and South, who have been working in their communities to make life better for all. They are acting not out of a sense of legal duty but out of a sense of human decency. Like our soldiers and sailors in all parts of the world, they are meeting freedom's challenge on the firing line, and I salute them for their honor and courage. My fellow Americans, this is a problem which faces us all -- in every city of the North as well as the South. Today there are Negroes, unemployed -- two or three times as many compared to whites -- with inadequate education, moving into the large cities, unable to find work, young people particularly out of work and without hope, denied equal rights, denied the opportunity to eat at a restaurant or lunch counter or go to a movie theater, denied the right to a decent education... It seems to me that these are matters which concern us all, not merely Presidents or congressmen or governors, but every citizen of the United States. This is one country. It has become one country because all the people who came here had an equal chance to develop their talents... We have a right to expect that the Negro community will be responsible and will uphold the law; but they have a right to expect that the law will be fair, that the constitution will be color blind, as Justice Harlan said at the turn of the century. This is what we are talking about. This is a matter which concerns this country and what it stands for, and in meeting it I ask the support of all our citizens. Now enjoy your self by doing the following activities: Activity 1: 1st step -- Join in groups of four people. 2nd step -- Start doing your research work by browsing the links provided. (Divide the links by the four students) 3rd step -- Gather the most useful information. (Write down the most important information) 4th step -- Answer the questionnaire provided in the Attachment File 1. Activity 2: 1st step -- Complete the summary of the short story &ldquo;Names&rdquo; provided in the Attachment File 2. 2nd step -- In about five minutes discuss the idea conveyed by the author. Activity 3: 1st step -- Analyse the information supplied in the PowerPoint in the Attachment File 3. 2nd step -- Play your role of a very efficient journalist and write the article for a newspaper. 3rd step -- Write a letter to your citizens. Resources http://www.encarta.msn.com/encnet/refpages/RefArticle.aspx?refid=761580647 Encarta Encyclopedia: Civil Rights Movement in the U.S.&nbsp; http://www.cr.nps.gov/nr/travel/civilrights/ We Shall Overcome &nbsp;http://www.spartacus.schoolnet.co.uk/USAcivilrights.htm http://www.civilrightsmuseum.org Civil Rights and other links at: http://www.law.cornell.edu/topics/civil_rights.html&nbsp; http://www.weeoe.gov/facts/fs-race.html Legal Information and the Equal Employment Opportunity Commission http://search.eb.com/blackhistory/micro/71/76.html http://www.geocities.com/athens/aegean/8443/pa.html Black Panthers &nbsp;G &nbsp;http://www.thekingcenter.com/ &nbsp;Martin Luther King, Jr. Day On the Net &nbsp;http://www.holidays.net/mlk/ &nbsp;Related Websites: 2) Martin Luther King, Jr. Day of Service http://www.mlkday.org/ 3) Raleigh-Wake King Celebration http://www.king-raleigh.org/splash.htm 4) Seven Steps of Non-Violent Action http://www.king-raleigh.org/history/steps.htm &nbsp;Martin Luther King Jr. Papers Project at Stanford University http://www.stanford.edu/group/King/index.htm&amp;nbsp;Martin Luther King Jr. (Seattle Times site)&nbsp; &nbsp;http://www.seattletimes.com/mlk/index.html&amp;nbsp;Dr. King Timeline Page&amp;nbsp;Letters to Dr. Martin Luther King, Jr.&nbsp; &nbsp;http://www.enchantedlearning.com/history/us/MLK/ &nbsp;http://www2.lucidcafe.com/lucidcafe/lucidcafe/library/96jan/king.html &nbsp;http://www.cnnc.com/US/9708/01/briefs.pm/mlk.ray.rifle/index.html&amp;nbsp;http://www.cnn.com/US/9804/04/james.ray.profile&amp;nbsp;http://www.washingtonpost.com/wp-srv/national/longterm/mlklegacy/legacy.htm Martin Luther King, Jr.: A Biographical Sketch at Louisiana State University Libraries http://www.lib.lsu.edu/hum/mlk/srs218.html &nbsp;http://www.time.com/time/time100/leaders/profile/king.html http://www.liu.edu/cwis/cwp/library/mlking.htm &nbsp;http://www.myhero.com/hero.asp?hero=m_l_king2&amp;nbsp;http://www.cnn.com/EVENTS/1997/mlk/links.htm&amp;nbsp;http://teacher.scholastic.com/researchtools/articlearchives/honormlk/index.htm&amp;nbsp; &nbsp;http://articles.washingtonpost.com/19980404/biz5360/1/3/3/ &nbsp;http://www.stanford.edu/group/King/index.htm &nbsp;Martin Luther King, Jr. Papers Project at Stanford University http://www.stanford.edu/group/King/index.htm &nbsp;http://www.seattletimes.com/mlk/index.html &nbsp;http://www.enchantedlearning.com/history/us/MLK/ &nbsp;http://www2.lucidcafe.com/lucidcafe/lucidcafe/library/96jan/king.html &nbsp;http://www.cnnc.com/US/9708/01/briefs.pm/mlk.ray.rifle/index.html &nbsp;http://www.cnn.com/US/9804/04/james.ray.profile &nbsp;http://www.washingtonpost.com/wp-srv/national/longterm/mlklegacy/legacy.htm &nbsp;Martin Luther King, Jr.: A Biographical Sketch at Louisiana State University Libraries &nbsp;http://www.lib.lsu.edu/hum/mlk/srs218.html &nbsp;http://www.time.com/time/time100/leaders/profile/king.html &nbsp;http://www.liu.edu/cwis/cwp/library/mlking.htm &nbsp;http://www.myhero.com/hero.asp?hero=m_l_king2 &nbsp;http://www.cnn.com/EVENTS/1997/mlk/links.htm &nbsp;http://teacher.scholastic.com/researchtools/articlearchives/honormlk/index.htm &nbsp;http://articles.washingtonpost.com/19980404/biz5360/1/3/3/3/ &nbsp;http://www.stanford.edu/group/King/index.htm &nbsp;Martin Luther King, Jr. Papers Project at Stanford University http://www.stanford.edu/group/King/index.htm &nbsp;http://www.seattletimes.com/mlk/index.html &nbsp;http://www.enchantedlearning.com/history/us/MLK/ &nbsp;http://www2.lucidcafe.com/lucidcafe/lucidcafe/library/96jan/king.html &nbsp;http://www.cnnc.com/US/9708/01/briefs.pm/mlk.ray.rifle/index.html &nbsp;http://www.cnn.com/US/9804/04/james.ray.profile &nbsp;http://www.washingtonpost.com/wp-srv/national/longterm/mlklegacy/legacy.htm &nbsp;Martin Luther King, Jr.: A Biographical Sketch at Louisiana State University Libraries &nbsp;http://www.lib.lsu.edu/hum/mlk/srs218.html

### Evaluation

<table>
<thead>
<tr>
<th>Category and Score</th>
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<th>Developing 2</th>
<th>Very Good 3</th>
<th>Exemplary 4</th>
<th>Score</th>
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<td>Good</td>
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<tr>
<td>Group Cooperation</td>
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<td>Good</td>
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<tr>
<td>Oral presentation</td>
<td>Poor</td>
<td>Fair</td>
<td>Good</td>
<td>Great</td>
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Congratulations

Now you can understand the impact of literature in society and how it often reflects a particular moment in history. Thus, you can understand the concept of historical content. Besides that you have learned a lot about Martin Luther King and his contribution to a better world since he led the Civil Rights Movement of the 1960s and organized non-violent marches to protest segregation and racial injustice. By doing this webquest you and your mates have developed technological and research skills, being the Internet a very useful resource.

Focus:
The objective of this webquest is to raise awareness of how difficult it is to be discriminated and how important it is to fight for our dreams in order to make a better world. Objectives/Goals: I would recommend starting this project by watching "The History Slide Show" and after reading the short story "Names". This way, the students will get some background knowledge and will feel like taking this project further.

Resources:
Prerequisite Skills: Comfort level with the Internet and re
Time Required: 4+1 day - 3 days for lessons and preparation (90 minutes each) and 1 day for presentation day.
Technology Needs/Materials Needed: Since students will be working in groups and individually, it is necessary that each student has a computer. Credits: The resources and web links included on this website are external websites and so I would like to thank them for creating such useful WebPages.

Standards

Credits

Other