Martin Luther King Jr. "I have a dream"

WebQuest Description: Students are to create their own version of Martin Luther King Jr. "I have a dream speech" using their own school lives as the inspiration.

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Curriculum: English / Language Arts
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Introduction

One of Martin Luther King Jr.’s greatest strengths as a leader was ability to write. His writings contained deep thoughts and powerful images, yet they rarely soared over the reader’s head. His speeches were delivered in a dramatic and serious voice, and inspired enormous crowds to fight in the struggle for civil rights. He delivered his most famous speech on the steps of the Lincoln Memorial in Washington, D.C., on August 28, 1963. The speech is called "I Have a Dream." TEKS: §110.16. English Language Arts and Reading, Grade 5, Year 2009-2010. -(15) Writing/Writing Process. 
Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: &nbsp;&nbsp;&nbsp;&nbsp;-(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea; &nbsp;&nbsp;&nbsp;&nbsp;-(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing; &nbsp;&nbsp;&nbsp;&nbsp;-(C) revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed; &nbsp;&nbsp;&nbsp;&nbsp;-(D) edit drafts for grammar, mechanics, and spelling; and &nbsp;&nbsp;&nbsp;&nbsp;-(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences. -(16) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to: &nbsp;&nbsp;&nbsp;&nbsp;-(A) write imaginative stories that include: &nbsp;&nbsp;&nbsp;&nbsp;-(i) a clearly defined focus, plot, and point of view; &nbsp;&nbsp;&nbsp;&nbsp;-(ii) a specific, believable setting created through the use of sensory details; &nbsp;&nbsp;&nbsp;&nbsp;-(iii) dialogue that develops the story; and -(17) Writing. Students write about their own experiences. Students are expected to write a personal narrative that conveys thoughts and feelings about an experience. -(23) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to: &nbsp;&nbsp;&nbsp;&nbsp;-(A) brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic; and &nbsp;&nbsp;&nbsp;&nbsp;-(B) generate a research plan for gathering relevant information about the major research question. §113.7. Social Studies, Grade 5. (5) History. The student understands important issues, events, and individuals of the 20th century in the United States. The student is expected to: &nbsp;&nbsp;&nbsp;&nbsp;-(A) analyze various issues and events of the 20th century such as urbanization, industrialization, increased use of oil and gas, world wars, and the Great Depression; and &nbsp;&nbsp;&nbsp;&nbsp;-(B) identify the accomplishments of notable individuals such as Carrie Chapman Catt, Dwight Eisenhower, Martin Luther King, Jr., Rosa Parks, Colin Powell, and Franklin D. Roosevelt who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics.

Tasks

Placing their feet in the shoes of Dr. Martin Luther King Jr., students will create their own version of his famous “I have a dream” speech and explain what it is that they find unjust within the school system and what it is they would like to see change with in their own school system. Students will write a one page essay on issues they’d like to see changed in their school system just like MLK did with his “I have a dream speech” with 90% accuracy.

Process

Steps: &nbsp;&nbsp;&nbsp;&nbsp;1. Create a T-Chart placing the injustices on one side and the way they’d change it on the other.&nbsp;&nbsp;&nbsp;&nbsp;2. Pick three to write about in at least a one page essay.&nbsp;&nbsp;&nbsp;&nbsp;3. Write the 1st draft of the
essay with an introduction, three body paragraphs, and a conclusion. 4. Peer edit the rough draft. 5. Re-write the essay and submit to teacher for approval and final editing. 6. Write the final copy with cover page. 7. Turn in to the assignment box. 8. Once essay has been graded students will record their speech on audacity software.

**Evaluation**

**Martin Luther King Jr. “I have a dream” Essay Evaluation**

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<td>Attractiveness</td>
<td>Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.</td>
<td>Makes good use of font, color, graphics, effects, etc. to enhance the presentation.</td>
<td>Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.</td>
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Use of font, color, graphics, effects etc. but these often distract from the presentation content.

Presentation

Well-rehearsed with smooth delivery that holds audience attention.

Rehearsed with fairly smooth delivery that holds audience attention most of the time.

Delivery not smooth, but able to maintain interest of the audience most of the time.

Delivery not smooth and audience attention often lost.

Content

Covers topic in-depth with details and examples. Subject knowledge is excellent.

Includes essential knowledge about the topic. Subject knowledge appears to be good.

Includes essential information about the topic but there are 1-2 factual errors.

Content is minimal OR there are several factual errors.

Organization

Content is well organized using headings or bulleted lists to group related material.

Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.

Content is logically organized for the most part.
There was no clear or logical organizational structure, just lots of facts.

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**Conclusion**

At the end of the assignment student should be able to identify justice and injustice in their school system. Give specific details on how they would change things and know more about Martin Luther King Jr and hos legacy. Students will be able to give examples of the I have a dream speech and what it did for the world today. Student will have a better understanding of writing essays and have more knowledge on the Civil Right movement. Also student will learn how to use technology with the aduacity software and have a great memory for years to come.

**Teacher Page**

In an extension to this activity, you can have the students watch MLK give his famous "I have a dream speech" and answer some questions.

http://www.holidays.net/mlk/speech.htm

Students are to summarize their interpretation of the speech and write about the important aspects of the video. Based on watching the video the students should be able to answer the following questions.1. How did the people feel about Martin Luther King and his movement? 2. Did everyone agree with his ideas?or....Have them create a response in the same fashion of another speech/letter he wrote while in jail in Birmingham Alabama.

Earlier the same year, he wrote a response to criticism of his work by fellow clergymen. Amazingly, he wrote the letter from a jail in Birmingham, Alabama. "Letter From a Birmingham Jail" is a thorough defense of non-violent methods and a passionate explanation of the urgency of civil rights.


Activity: Students will assume the role of Martin Luther King and write their own version of the letter from Birmingham Jail. They should address who they are writing to.

**Standards**

**Credits**

**Other**