

Lesson: I Have A Dream

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Grade Level: 9th grade ELA

Essential Question:

How do rhetorical devices and literary devices support a point of view?

Project and Purpose:

To have an academic group discussion regarding race while utilizing multiple sources of information to develop a claim.

Standards and Objectives:

Common Core State Standards:

- [CCSS.ELA-Literacy.RL.9-10.4](#)
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- [CCSS.ELA-Literacy.SL.9-10.1](#)
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **At the end of this lesson students will be able to** refer to text to further express their thoughts and actively listen to one another to find connections within shared and differing ideas.

Materials:

- Smart Board
- Collection Textbooks (9th grade) OR Copy of "I Have a Dream" speech
- Video I speak three different languages "I'm Articulate" Jamila Lyiscott (Students take their own notes) www.ted.com/talks/jamila_lyiscott_3_ways_to_speak_english
- Notebooks
- Chart paper with opposing statements Dr. King could have been faced with (posted around the room):
 - America is fine the way it is, no need to change it.
 - I hate all that hate me
 - Slavery is over things are equal
 - Give up. This is the most you will get
 - We are free, I'm satisfied

Note: Put up one less statement chart than number of groups of six to make things a little more competitive

- Different color markers, one marker per group of six

Procedure:

1. **R.A.P. (review and preview):** What is being said? Explain: “If there is no struggle, there is no progress” – Frederick Douglas. Share aloud with whole class.
2. **Introduce the concept of a seminal document:** A seminal US document is a doc or speech that has helped shape the country. The seminal document being used for this session is Dr. Martin Luther King, Jr.’s “I Have A Dream” speech. King’s speech helped to propel the civil rights movement, changing laws and ideas about equality.
3. **Introduce concept of rhetorical devices:** techniques authors use to enhance arguments and convey ideas.
4. **Model:** First two paragraphs with read aloud. Ask: What lines state King’s purpose? (lines 1-3) Teacher verbally analyzes and models close reading by going back to the text. Teacher asks him/herself (aloud), “What did I pull out of this sentence to know what Dr. King is addressing? In understanding rhetoric, the very beginning these lines captures the audience... I notice that there is repetition of the word Negro.”
5. **Full Group Work:** Class reads as a group and searches for information in pairs to each question. (Time to build notes and Turn and Talks)
 - Students will re-read lines 17-31 and notice the extended metaphor King uses. What is the meaning of the metaphor? (bad check) Turn and Talk – Share aloud.
 - Students search for repeated phrases and explain the significance of each. Turn and Talk- Share aloud.
 - Search for parallelism. What is his use of repetition and parallelism doing? Turn and Talk- Share aloud.
 - What tone is apparent in the most famous section of King’s speech where he repeats, “I have a Dream”? Turn and Talk.
 - Find the theme within the speech. What “faith” is King referring to? Turn and Talk.
6. Groups of four:
 - **Student 1:** Connotative Words and Denotative words searcher – Create T chart
 - **Student 2:** Highlight words that are repeated - Explain significance of choice
 - **Student 3:** Extended metaphor piece throughout the text, parallelism, Mood and Tone explained
 - **Student 4:** Allusion is an indirect reference to something that the audience is expected to know. There are several allusions within this text... “Let’s see if you can find them.” This encourages close reading.
7. Teacher walks around the room to assess conversations noting which groups excel and which need assistance.
8. Teacher calls on groups to share what they have thus far. Ask if any other groups can add on. Students should continue to build their notes filling in information that they might have missed. Do this with each of the four roles.
9. Literature Circle Groups (6 students): Give each Literature Circle Group ONE marker, and make sure each group has a different color.

10. Teacher instructs groups to look at the statements posted on chart paper around the room. Students are instructed to think about how Dr. King would have responded. They can only quote from “I Have a Dream” speech with direct quotes. Each quotation may only be used ONE TIME, so students should be encouraged to be the quickest to find the strongest quotation. Only one team can be at a chart paper at any given time; other teams must be in a circle to find the strongest quotes or working on another chart.
11. Gather the class for a discussion: What was hard? What was easy? If a quote you picked was already there, how did you go about choosing another?
12. Show video “I’m Articulate” (I Speak Three Different Languages) by Jamila Lyiscott.
13. Ask students how this speech relates to “I Have a Dream.”
 - Have students find the rhetorical techniques of: repetition, parallelism, allusion, connotative and denotative words.
 - Ask for examples of purposely answering with “another language.”
 - Discuss the idea of indirectly addressing the linguistic hierarchy on speech. How does she treat all languages as equal?
 - Discussion of stereotypes (stop calling my hair bad).
 - Discuss how structure unfolds her ideas of being happy to be different.
 - **Ask:**
 - What literary devices is she using?
 - What key phrases stand out? Why?
 - What is the impact of the continued use of these phrases?
 - What point of view is she speaking from? What is the impact?

Conclusion:

Pair discussion: comparison of “I Have a Dream” speech and “I’m Articulate” video. Reserve time for independent reflections.

Students will create their own symbol of freedom for homework and be able to explain their choices.

Black History Month: At what cost?

Ms. Thorne- Analyzing Images and conversational push

R.A.P- One Word Association

- Privilege = _____ (to you)
- https://www.youtube.com/watch?v=QpQfAx9x_LE&t=142s

Agenda

- **Aim:** To have an academic group discussion utilizing multiple sources of information presented in diverse formats.
- Students will compare what has been learned to what is now being seen. Infer on what is being said

Turn and Talk

- Did you notice any trends within their age groups and answers?
(Black males 5-50)
Children, Teens, 20s, 30s, 40s- 50
What can you infer?

Definition: Analyze

- To study or examine something in great detail.

This can be done within various formats
Eg. Pictures, lectures, novels, videos, articles

Celebrating Black History Month

- Please read independently
- Annotate
- Discuss the article in pairs.
- Note questions, possible themes, and what you deem as important information

Whole Class

- Share with the class.

Video from The Colored Museum- Dir. George C. Wolfe

- <https://www.youtube.com/watch?v=iQmdwvkE2T4>
- The two men in the video are the same person. One is from the past and the other is the present.

Past- Analyze Photo



Analyze Present Photo- What is being said?



Analyze Past Photo- Think about more than what is being said



We are starting to see more of this...Analyze this Image. What is being said?



Hidden Figures- Why is this important?



How does this compare/contrast to the past?

- In what ways is this similar?
- In what ways is it different?
- (please be able to point back to the text)
- _____ (Claim)

Lets Talk about it...

- Discuss what you have noticed within the videos. Comparing past to present
- What claim can be made about society?