

I HAVE A DREAM

Student/Class Goal

Often students are aware of the Civil Rights Movement and those involved from that time historically, but many lack the knowledge of the intensity of emotion and passion represented by these individuals.

Outcome *(lesson objective)*

Students will create a reader response essay as they react to the speech from Dr. Martin Luther King Jr. "I Have a Dream."

Time Frame

3 hours

Standard *Read with Understanding*

NRS EFL 4-6

Purpose	Benchmarks	Word Knowledge	Benchmarks	Comprehension	Benchmarks
Purpose for reading	4.1, 5.1, 6.1	Decoding skills	4.3, 5.3, 6.3	Strategy use	4.11, 5.11, 6.11
Select text		Word parts		Text structural elements	
		Context clues	4.5, 5.5, 6.5	Genres	6.13
		Reference materials		Literary analysis	6.14
		Word relationships	4.7, 5.7, 6.7	Drawing conclusions	4.15, 5.15, 6.15
		Content vocabulary	4.8, 5.8	Making connections	4.16, 5.16, 6.16
		Figurative language	4.9, 5.9, 6.9		
		Fluency	4.10, 5.10, 6.10		

Materials

Civil Rights Movement Sort
 Book Pass Chart
 Civil Rights Movement Handout
Building Background Knowledge Teacher Resource
 I Have a Dream Speech, video and/or text
 Civil Rights Movement Thematic Collection
Reader Response Essay Teacher Resource
Reader Response Essay Rating Scale

Learner Prior Knowledge

Lessons on the *Civil Rights Movement* could precede this lesson about Martin Luther King, Jr. Students will need to understand the context in which this speech was given. A review of figurative language from previous learning is necessary or a mini-lesson on the rhetorical types as addressed in the **TEACHER NOTE** can be offered based on group need. Students should have practiced writing summaries previous to this lesson.

Instructional Activities

Step 1 - Choose a prior (background) knowledge strategy to familiarize students with the context in which the speech was written. Use one of the three choices below to draw out background information about the timeframe of American history, the Civil Rights Movement and Dr. King's leadership role.

TEACHER NOTE Additional strategies and information about prior knowledge can be found in the Teacher Resource *Building Background Knowledge*.

Choice 1: Civil Rights Movement Sort Make cards before class and give a set to pairs, triads or small groups. Students will match definition to terminology. Discuss events as a group, filling in any gaps in their background knowledge.

Choice 2: Book Pass To examine several titles all related to an event, theme or time period, a Book Pass is an effective way to view several different texts all addressing a common focus. *A Dream of Freedom* by Diane McWhorter is a well written and comprehensive documentation of the Civil Rights Movement told by a white Southern woman of privilege who grew up in the era. Using this resource, students may want to create a timeline as they read, either individually or as a class. Other books can be selected using the Civil Rights Movement Thematic Collection.

In a small group, each student selects a book and a Book Pass form. Students note the title, author and then sample the book for 3-5 minutes and make notes about what they find interesting or important. If time is an issue, teachers might want to select books

prior to class and make the handout from already chosen books. Teacher says 'Book Pass' and students pass book to person next to them. At the end, students share their discoveries with the group.

Choice 3: Civil Rights Movement Handout Provide handout or other documents for students to read during their study.

TEACHER NOTE Listed websites and resources can provide additional insight into time period and Martin Luther King, Jr.

Step 2 - Introduce the speech by explaining how this speech has become one of the most recognized symbols of the Civil Rights Movement and was written more than four decades ago as America struggled with the problems of how to create racial equality for all of her citizens. Martin Luther King, Jr., delivered the speech on August 28, 1963 to more than 200,000 people gathered during a massive demonstration before the Lincoln Memorial in Washington D.C. Called the March on Washington, the demonstration was organized on the hundredth anniversary of the Emancipation Proclamation to call attention to the wrongs suffered by African Americans and to push for federal legislation to bring about change.

Listen to the speech and provide text for students to follow along. Students can be asked to find a compelling line that "jumps out" at them and give a brief explanation why. This exercise is a non-threatening way to open up discussions of the text as there are no "right" or "wrong" reasons for choosing a line.

TEACHER NOTE As students identify particularly powerful lines in the speech, you may find that you will need to teach a mini-lesson on certain rhetorical devices (similes, metaphors, allusions, alliteration, etc.) or figures of speech. These are used in both poetry and prose to make ideas more memorable and forceful. King was very aware of what great speakers and writers have known for centuries that such well said devices affect listeners and readers in powerful ways. Review the definitions of each of the following with students: alliteration, allusion, metaphor, and simile. Students might want to use highlighters or make annotations as they read and search for each of these figures of speech.

"Five score years ago," the opening phrase of King's speech, is an allusion to what or whom? Why was this an appropriate and strong way for King to begin his speech? King's speech contains other allusions in addition to the one with which he opens his speech. Find an allusion to the Declaration of Independence and the Bible.

Students should also find an example of alliteration, metaphor and simile in King's speech. Share in small groups and then groups can share with class.

Another figure of speech is called an anaphora or the repetition of a word or phrase at the beginning of a sentence, verse, or paragraph. Besides the famous "I have a dream" phrase, find two other examples of anaphoras. List at least two possible effects upon King's audience of repeating the phrase, "I have a dream."

Nearly every line of King's speech is filled with powerful images or mental pictures, many created by using figures of speech. Images help audiences to feel what speakers/writers want them to feel, help them remember what they have read or heard, and help them understand difficult material. Write a well-developed paragraph telling which of King's images you find most powerful and appealing and explain why this image had meaning for you.

Step 3- Reader response strategies focus on the engagement of personal knowledge, emotion and experience. Reading that is meaningful and relevant can motivate students to persist in reading tasks and to gain a sense of themselves as readers. The best way to do reader response is to ask yourself three questions:

1. What about this story, poem or play stands out in my mind?
2. What in my background, values, needs and interests makes me react that way?
3. What specific passages in the work trigger that reaction?

Students will complete a reader response essay by considering this format and using the *Reader Response Essay* Rating Scale:

Circumstances Give a one or two paragraph introduction to your essay. Start by saying what's on your mind, why you're reading the work, what your first reaction was, how you feel about it now, anything that sets the stage. Make predictions, don't just summarize the plot.

Background Especially if you're doing a cross-cultural response, say a little bit about the author, genre, etc. Include any other text you have read about this reading. Consider the character and his/her traits.

Analysis Argue a thesis. Support your thesis by quoting passages, analyzing, evaluating, making inferences, asking questions, etc.

TEACHER NOTE For more information about reader response theory, a teacher resource has been included. Also, consider using the reader's theater as an introduction to the lesson.

Step 4 - Practice King's speech orally as a reader's theater to improve fluency. Phrasing of the speech should show that students understand the meaning King intended, including the relationship of one sentence to another and the importance of punctuation by observing appropriate pauses. Their expression should communicate the full meaning of King's message through appropriate voice inflection, tone, clarity, and rate of speech. Interpretation should convey the full power of the speech's underlying imagery.

Assessment/Evidence *(based on outcome)*

Background Knowledge activities and discussion
Teacher Observation
Figures of speech paragraph
King's dream summary and paragraphs
Reader's Theater

Teacher Reflection/Lesson Evaluation

Not yet completed.

Next Steps

Technology Integration

I Have a Dream Speech <http://www.americanrhetoric.com/speeches/mlkhaveadream.htm> U-Tube video and text
Black History Month <http://www.vickiblackwell.com/blkhis.html>
Black History Month <http://www.history.com/minisites/blackhistory/>
Black History Wikipedia http://en.wikipedia.org/wiki/Black_History_Month
Celebrating Our Black History <http://www.biography.com/blackhistory/>
The King Center <http://www.thekingcenter.com/>
Black History Month Teacher Resources <http://www.teachervision.fen.com/black-history-month/teacher-resources/6602.html>
Civil Rights Movement Thematic Collection <http://literacy.kent.edu/eureka/tradebooks/matrices/MatrixCivilRightsMovement.doc>

Purposeful/Transparent

Students are aware of Martin Luther King Jr. and the fact that we celebrate his accomplishments with a national holiday, but lack the understanding of the civil rights movement and its effect on our country.

Contextual

Teaching students the strategy of reader response will allow them opportunities to consider circumstances and background of text as they analyze or react while reading.

Building Expertise

Based on student's knowledge of figures of speech, the teacher steps out of the lesson and teaches a mini-lesson on that concept. Then she continues the lesson so students can complete this activity with confidence, applying what they have learned.

Building Background Knowledge

Research supports one compelling fact that what students already know about the content is one of the strongest indicators of how well they will learn new information relative to the content. This is referred to as *background knowledge*.

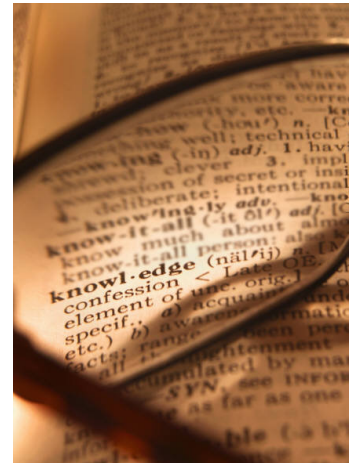
When preparing for instruction, most of us focus our effort on the content we teach. Little planning and instructional time is dedicated to accessing pre-existing knowledge. This oversight can have significant implications if the student's pre-existing knowledge conflicts with the presented material allowing for distorted new information; often occurring in science and math problems. Not all prior knowledge influence is negative as all learning begins with the known and proceeds to the unknown. Background knowledge is the building block that assists learners in successfully mastering new content. For example, adults have numerous informal methods for working with math in their everyday lives. By connecting everyday experiences with classroom learning, students are likely to learn in lasting ways.

Marzano (1998) found that simply asking students what they know about a topic before beginning a lesson raises achievement. Additional processes for eliciting prior knowledge include using visual representations, setting goals, comparing and contrasting with other knowledge and giving brief explanations about the new content to be learned. Before instruction, teachers will want to find out if students have had relevant life experiences, have previous understanding or even have formed misinterpretations or unfamiliarities of the topic. Regardless of how much or little is known about a topic, teachers can diagnose student knowledge and adjust their instructional decisions based on what they learn.

Word sorts, brainstorming, anticipation guides and K-W-L charts are all effective ways to invite students to think about general topics related to their reading and to recall and organize what they already know about those topics. These activities help students *activate* their background or prior knowledge. Because students are sharing with each other, they may also build some background knowledge by making new discoveries about a topic by talking with classmates. Sometimes students may need additional support when content is very new, very important, abstract in nature or loaded with unfamiliar terms, the teacher may actually help students *build* background knowledge or learn new things about the topic before they read.




Class discussions and informal talks in and out of class all serve as techniques to discover more about what students bring to their reading. Over a period of time, teachers can begin to get some idea as to what their students know and can adjust how much time needs to be spent on background information. Pictures and other visual material can activate a students' prior knowledge. If a student has some experience with fossils, a simple picture may serve to retrieve appropriate knowledge. Thus a teacher may share this photograph of a fossil before students read about them. Questions tend to focus attention and provide for purposeful reading. Teachers can accomplish this by preparing questions in advance of reading and to guide students as they complete their reading. Teachers can also help students develop their own questions about the topic.

During brainstorming sessions, the teacher lists on the board all the information that comes to mind as students think about a certain topic. These pieces of information are then used to further recall and in the process considerable knowledge will be activated. List-Group-Label begins to categorize



these lists. In semantic mapping, ideas are organized on the board under headings. The diagram represents the information elicited from the students but created in such a way that qualities and relationships are evident. Advance organizers are specific types of cognitive organizers. They are a means of helping students relate the new reading material to something they already know. If material can be related to the learners' background and experiences, then it is meaningful. Diagrams that visually display the relationship among ideas assist in organizing information and isolating important details.

Activities to build background knowledge can involve reading additional texts such as trade books, newspaper or magazine articles. Because these texts are more story-like and offer more elaboration, they heighten interest and make information easy to remember, allowing student's learning to be more effective. All these pre-reading activities share common elements that make them successful.

-  Each provides a framework and reason for students to consider what they already know and don't know about text content
-  Each promotes sharing so that students learn from each other
-  Each encourages students to hypothesize about the reading selection based on what they know, what others have said from the information provided by the teacher.

These factors combine to create readers who are really ready to read actively, purposefully and enthusiastically.

While there are innumerable ways to elicit prior knowledge, these strategies can easily be integrated into your instructional planning to activate student's prior knowledge. Additional strategies can be found at Eureka! Teaching Strategies <http://literacy.kent.edu/eureka/strategies/index.html> to get you started and more information can be found in these resources:

Campbell, Linda (2003). Mindful learning: 101 proven strategies for student and teacher success. Corwin Press: CA and Marzano, Robert J. (2004). Building background knowledge for academic achievement. ASCD. Alexandria VA

Reader Response Essays

Teacher Resource

An important tool for analyzing literature is known as *Reader Response Criticism*. Reader response stresses the importance of the reader's role in interpreting texts. Rejecting the idea that there is a single, fixed meaning inherent in every literary work, this theory holds that the individual creates his or her own meaning through a "transaction" with the text based on personal associations. Because all readers bring their own emotions, concerns, life experiences, and knowledge to their reading, each interpretation is subjective and unique.

Research has shown that students in reader-response-based classrooms read more and make richer personal connections with texts than students using more traditional methods. They tend to be more tolerant of multiple interpretations, and because they learn techniques that help them recognize the ways in which their own arguments are formed, they are better equipped to examine the arguments of others. In short, reader response helps students to become better critical readers.

Since specific elements in a work of literature--such as metaphors, word choice, and images--affect readers in specific ways, the reader response critic examines the elements for the response they demand. One obvious value of the reader response strategy is that, since virtually all readers have some response to a work of literature, everyone has a place from which to begin an interpretation. In addition, this interpretive strategy helps explain why the meanings of texts--whose words remain the same--change over the years.

As increasing numbers of teachers have come to accept reader-response theory over the last 25 years, the instructional techniques that support it have become more common in classrooms: Literature circles, journal writing, and peer writing groups all grew out of the reader-response movement. These teaching strategies value student-initiated analysis over teacher-led instruction, promote open-ended discussion, and encourage students to explore their own thinking and trust their own responses. More instructional strategies can be found at Eureka!
http://literacy.kent.edu/eureka/strategies/read_with_understanding.html

Point Counterpoint response strategy encourages multiple interpretations of complex stories. It consists of three stages:

1. students read the story, jotting down responses that come to mind
2. in small groups or with the whole class, students discuss their responses with others
3. students revise their original responses, adding a rationale and/or explanation

Response Heuristic (Bleich) asks students to provide three written response to a text:

1. in "text perception" the reader composes a brief summary statement about the content
2. the reader reacts to the text
3. the reader provides "associations with the text" which are personal connections that are elaborated upon with their own prior knowledge and belief

Sketch to Stretch asks students to generate sketches reflective of their interpretations of a text. Students share these sketches in small groups while peers offer interpretations. Once group members have suggested an interpretation, the artist presents his/her interpretation.

Reader's Theater focuses on oral reading and interpretation as well as composition and comprehension. Readers select favorite literature from which they develop and perform scripts. Little preparation is needed – practice reading aloud and simple props if desired.

Four-Column Journal Entry has students divide a sheet of paper in half lengthwise. They write a short summary on one half after reading the selected text; then respond to their summary, explaining how they feel about what they read. On a second sheet – also divided in half lengthwise – a peer reads the summary and response and adds his or her own response on one half of the paper. On the other half, the original student writes another response to what the peer said, giving students an opportunity to continue a conversation with a classmate

While these techniques encourage a broad range of textual interpretations and reactions, students must learn, however, that not every response is equally valid or appropriate. The meaning of a text is not an entirely subjective matter, of course, and it is crucial that responses be grounded in the text itself and in the context in which the text is read. One way of guarding against students "running wild" is to make sure that there's a community restraint on interpretation. That is, if the teacher structures reader-response exercises carefully, each individual student is challenged by the discussion to go beyond his or her first response. Even though an individual reader's reactions are based on his or her own representation, he or she will realize in class discussion that not everyone shares that same perspective.

Affirmative Action	This program was designed to give minorities a chance to make gains in jobs and education.
Segregation Laws	These Jim Crow laws separated blacks and whites in the South after the Civil War calling it "separate but equal."
The Civil War Amendments	The defeated South had to ratify these laws that protected the rights of the newly freed black slaves.
Dred Scott Decision	Supreme Court rules that slaves do not become free when taken into a free state, that Congress cannot bar slavery from a territory and that blacks cannot become citizens.
The Montgomery Bus Boycott	This event began the modern Civil Rights Movement.
Prejudice	Being treated unfairly because of race or other trait.
Civil Disobedience	Using passive resistance to test a law that is believed to be immoral.
Minority Groups	Members of society who share a common trait or culture.
Discrimination	Unfair opinions against a group formed without facts to support them.
Brown vs. Board of Education of Topeka (1954)	The Supreme Court outlaws segregation in schools.
NAACP	An organization formed in 1909 to protect the rights of blacks.
Montgomery Bus Boycott begins (1955)	Rosa Parks refuses to agree to segregation.
The Civil Rights Act is passed (1964).	Discrimination in jobs and housing is outlawed.
Little Rock Protests (1957).	National Guard blocks nine black students from attending high school in Arkansas.
The Fourteenth Amendment is ratified (1868).	Blacks are given citizenship.
The Emancipation Proclamation is published (1863).	President Lincoln issues the document freeing "all slaves in areas still in rebellion."
Thirteenth Amendment is ratified (1865).	Involuntary servitude is outlawed in the US.
The Fifteenth Amendment is ratified (1867).	Universal Manhood Suffrage is established.
Freedom Riders	Civil Rights activists rode in interstate buses into the segregated southern United States with the first ride leaving Washington D.C. on May 4, 1961. This followed on the heels of dramatic "sit-ins" against segregated lunch counters conducted by students and youth throughout the South.

Civil Rights Movement Sort

Civil Rights Movement Book Pass

Title	Author	One new learning	One question I have
<i>A Dream of Freedom</i>	Diane McWhorter		

Choose a book from the basket. Find one new thing you learned from this book and one question you still have about the Civil Rights Movement. Fill in the chart for each book you select. Discuss with others in your group what you have learned from the readings.

Civil Rights Movement Handout

http://askeric.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Language_Arts/Literature/LIT0004.html

Before the Civil Rights Movement of the 1950's and 1960's, racial discrimination was deeply imbedded in American society. The reality of life for the great majority of African Americans meant that they lived with gross inequities in housing, employment, education, medical services, and public accommodations. Often they were denied the right to vote and faced great injustices within the legal system.

Segregation was a way of life. Most urban blacks, particularly in the South, lived in isolated tenements because white landlords refused them rent. Blacks had little access to "good" jobs, finding work mainly in positions of service to white employers. Black children attended separate, inferior schools. The result of being denied both employment and educational opportunities was that the great majority of African American families lived in poverty, with nearly 75% earning less than \$3,000 a year in 1950. In addition, Southern blacks were denied admittance to such public facilities as hospitals, restaurants, theaters, motels, and parks. Blacks were even denied the use of public restrooms and drinking fountains marked with "For Whites Only" signs. When separate public accommodations for blacks were provided, they were usually inferior in quality and poorly maintained. At establishments in which practicality dictated that blacks and whites share the same facilities, blacks were relegated by law to the back of buses and trains and to the balconies of movies houses and courtrooms.

Worse, many African Americans were even denied the right to participate in America's political process. They were kept from voting by state laws, poll taxes, reading tests, and even beatings by local police. Unlawful acts of violence against blacks, such as those perpetrated by the Ku Klux Klan, were ignored by the much of Southern society, and African Americans could expect little help from the judicial system. In fact, instances of police intimidation and brutality were all too common.

Change came slowly. Embittered Southern whites carried distrust learned during the years of Reconstruction following the Civil War. However, in the late 1940's following World War II (when America had fought for freedom and democracy abroad and therefore felt compelled to make good on these promises at home), the federal government began to pass laws against racial discrimination. The United States military was integrated for the first time, and new laws and court rulings prohibited segregation in schools, government buildings, and public transportation. However, many of these laws met with bitter opposition in the South or were simply ignored. When members of the African American community tried to break through old barriers, they were often threatened or beaten and, in some cases, killed. Likewise, black homes and churches were sometimes burned or bombed.

It was within this atmosphere that Martin Luther King, Jr., rose as a prominent leader in the Civil Rights Movement. The son of a Baptist minister who was himself ordained, he was inspired by both Christian ideals and India's Mohandas K. Gandhi's philosophies of nonviolent resistance to peaceable confront injustice. King first came into the national spotlight when he organized the Montgomery, Alabama, bus boycott----during which time he was jailed, his home burned, and his life threatened. The result, however, was

the mandate from the Supreme Court outlawing segregation on public transportation, and King emerged as a respected leader and the voice of nonviolent protest. He led marches, sit-ins, demonstrations, and black voter-registration drives throughout the South until his assassination in 1968 in Memphis, Tennessee.

In 1964 King was awarded the Nobel Peace Prize for his work in the Civil Rights Movement. Both Americans and the international community recognized King's contributions in overcoming civil rights abuses without allowing the struggle to erupt into a blood bath. It was King's leadership that held the movement together with a dedication to nonviolent change. Many believe that King's skillful guidance and powerful oratory skills kept the South out of a second civil war, this time between the races. King led the Civil Rights Movement to meet each act of violence, attack, murder, or slander with a forgiving heart, a working hand, and a hopeful dream for the future.

The I Have a Dream Speech

In 1950's America, the equality of man envisioned by the Declaration of Independence was far from a reality. People of color, blacks, Hispanics, Orientals, were discriminated against in many ways, both overt and covert. The 1950's were a turbulent time in America, when racial barriers began to come down due to Supreme Court decisions, like *Brown v. Board of Education*; and due to an increase in the activism of blacks, fighting for equal rights.

Martin Luther King, Jr., a Baptist minister, was a driving force in the push for racial equality in the 1950's and the 1960's. In 1963, King and his staff focused on Birmingham, Alabama. They marched and protested non-violently, raising the ire of local officials who sicced water cannon and police dogs on the marchers, whose ranks included teenagers and children. The bad publicity and break-down of business forced the white leaders of Birmingham to concede to some anti-segregation demands.

Thrust into the national spotlight in Birmingham, where he was arrested and jailed, King organized a massive march on Washington, DC, on August 28, 1963. On the steps of the Lincoln Memorial, he evoked the name of Lincoln in his "I Have a Dream" speech, which is credited with mobilizing supporters of desegregation and prompted the 1964 Civil Rights Act. The next year, King was awarded the Nobel Peace Prize.

The following is the exact text of the spoken speech, transcribed from recordings.

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.

Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.

But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languishing in the corners of American society and finds himself an exile in his own land. So we have come here today to dramatize a shameful condition.

In a sense we have come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men, yes, black men as well as white men, would be guaranteed the unalienable rights of life, liberty, and the pursuit of happiness.

It is obvious today that America has defaulted on this promissory note insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked "insufficient funds." But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. So we have come to cash this check -- a check that will give us upon demand the riches of freedom and the security of justice. We have also come to this hallowed spot to remind America of the fierce urgency of now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. Now is the time to make real the promises of democracy.

Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quick sands of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality for all of God's children.

It would be fatal for the nation to overlook the urgency of the moment. This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. Nineteen sixty-three is not an end, but a beginning. Those who hope that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual. There will be neither rest nor tranquility in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.

But there is something that I must say to my people who stand on the warm threshold which leads into the palace of justice. In the process of gaining our rightful place we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred.

We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again we must rise to the majestic heights of meeting physical force with soul force. The marvelous new militancy which has engulfed the Negro community must not lead us to distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny and their freedom is inextricably bound to our freedom. We cannot walk alone.

As we walk, we must make the pledge that we shall march ahead. We cannot turn back. There are those who are asking the devotees of civil rights, "When will you be satisfied?" We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can never be satisfied, as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. We can never be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. No, no, we are not satisfied, and we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream.

I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. Some of you have come from areas where your quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive.

Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed. Let us not wallow in the valley of despair.

I say to you today, my friends, so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

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."

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today.

I have a dream that one day, down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of interposition and nullification; one day right there in Alabama, little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a dream today.

I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight, and the glory of the Lord shall be revealed, and all flesh shall see it together.

This is our hope. This is the faith that I go back to the South with. With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

This will be the day when all of God's children will be able to sing with a new meaning, "My country, 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the pilgrim's pride, from every mountainside, let freedom ring."

And if America is to be a great nation this must become true. So let freedom ring from the prodigious hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York. Let freedom ring from the heightening Alleghenies of Pennsylvania!

Let freedom ring from the snowcapped Rockies of Colorado!

Let freedom ring from the curvaceous slopes of California!

But not only that; let freedom ring from Stone Mountain of Georgia!

Let freedom ring from Lookout Mountain of Tennessee!

Let freedom ring from every hill and molehill of Mississippi. From every mountainside, let freedom ring.

And when this happens, When we allow freedom to ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, "Free at last! free at last! thank God Almighty, we are free at last!"

Reader Response Essay Rating

Directions: Use this rating scale as a guideline when developing your essay. Have a peer and your teacher check your writing as well.

Briefly summarizes importance of text to self.

apprentice			exemplary
1	2	3	4
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Makes predictions of what is to come.

apprentice			exemplary
1	2	3	4
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Makes connections with the characters, plot or author.

apprentice			exemplary
1	2	3	4
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Includes thoughts on author's style or voice in the writing.

apprentice			exemplary
1	2	3	4
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Makes connection to additional text(s).

apprentice			exemplary
1	2	3	4
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Reflects personally on the reading.

apprentice			exemplary
1	2	3	4
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Expresses opinions, judgments or insights about the characters, plot or text.

apprentice			exemplary
1	2	3	4
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Draws on personal experience to clarify and elaborate on issues beyond the text.

apprentice			exemplary
1	2	3	4
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Writer _____ Peer _____ Teacher _____ Date _____

The Civil Rights Movement Matrix

Author	Title	Type	Level	Forerunner/ Aftermath	Setting	Leaders	Personal Experience	Notes
Adler, David	<i>Picture Book of Frederick Douglass, A.</i>	NF/P	Easy	X		X		
Belton, Sandra	<i>From Miss Ida's Porch</i>	F/P	Med.		X	X		Marian Anderson
Bray, Rosemary	<i>Martin Luther King</i>	NF/P	Med.			X		
Bunting, Eve	<i>Smoky Night</i>	F/P	Easy	X				L.A. Riots
Curtis, Christopher P.	<i>Watson's Go to Birmingham-1963, The</i>	F	Difficult				X	
Crowe, Chris	<i>Getting Away with Murder</i>	NF/ Photos	Difficult	X				Emmett Till
Curry, Barbara & Brodie, James	<i>Sweet Words So Brave</i>	NF/P	Med.			X		
Dawson, George & Glaubman, Richard	<i>Life Is So Good</i>	Bio	Difficult		X		X	
Delany, Sarah & Delany, A. Elizabeth	<i>Having Our Say: The Delany Sisters' 100 Years</i>	Bio	Difficult		X			
Dingle, Derek	<i>First in the Field: Baseball Hero Jackie Robinson</i>	Bio	Med.	X		X		
Finkelstein, Norman	<i>Way Things Never Were, The</i>	NF/ Photos	Difficult		X			
Giblin, James Cross (Ed.)	<i>Century That Was, The</i>	NF	Difficult		X	X		
Gray, Libba Moore	<i>Dear Willie Rudd</i>	F/P	Easy	X			X	
Hansberry, Lorraine	<i>Raisin in the Sun</i>	Drama	Difficult	X			X	
Hansen, Joyce	<i>Women of Hope</i>	Bio/Photos	Difficult			X		
Haskins, James	<i>Bayard Rustin: Behind the Scenes of the Civil Rights Movement</i>	Bio	Difficult		X	X		
Haskins, James	<i>Freedom Rides: Journey for Justice</i>	PNF/Photos	Med.		X	X		
Katz, William	<i>Black Legacy</i>	NF	Difficult	X		X		
Kidd, Sue Monk	<i>Secret Life of Bees</i>	F	Difficult		X		X	
Lee, Harper	<i>To Kill a Mockingbird</i>	F	Difficult	X				
Levine, Ellen	<i>Freedom's Children</i>	Bio, NF	Med.		X		X	
Livingston, Myra Cohn	<i>Keep on Singing</i>	Bio	Easy			X		Marian Anderson
McKissack, Frederick	<i>Black Hoops</i>	NF	Difficult				X	Basketball
McWhorter, Diane	<i>Dream of Freedom, A</i>	Bio., NF	Med.				X	Changes in beliefs
Medearis, Angela	<i>Princess of the Press</i>	Bio	Diff	X		X		An early leader for women's and civil rights

Meltzer, Milton	Langston Hughes	Bio	Difficult	X				
Meltzer, Milton	There Comes a Time	NF	Difficult		X	X		
Miller, William	Richard Wright and the Library Card	Bio/P	Med	X				First recognized African American writer
Morrison, Lillian (Comp.)	More Spice Than Sugar	Poetry	Med.			X		Women
Morrison, Toni	Remember: The Journey to School Integration	NF	Easy		X	X	X	Courage in integrating schools
Myers, William Dean	Malcolm X	Bio	Med.			X	X	
Nelson, Marilyn	Wreath for Emmett Till, A	Poet/P	Diff	X				Murder and acquittal that fueled the CR Movement
Pinkney, Andrea	Dear Benjamin Banneker	Bio/P	Med.	X				
Pinkney, Andrea	Let It Shine	Bio		X		X		Women
Polakow, Amy	Daisy Bates, Civil Rights Crusader	Bio	Diff		X	X		Little Rock school desegregation
Rappaport, Doreen	Martin's Big Words	Bio	Easy			X	X	
Raven, Margot	Let Them Play	NF	Med.				X	Integrating little league baseball
Ringgold, Faith	My Dream of Martin Luther King	Bio	Easy			X		
Tillage, Leon	Leon's Story	Bio	Med.		X		X	
Thomas, Joyce Carol	Linda Brown, You Are Not Alone	Bio	Difficult		X	X	X	School Desegregation
Weatherford, Carole	Remembering the Bridge	Poetry	Med.	X			X	