

Dr. Martin Luther King Jr.

I Have a Dream Speech

1963 Washington DC

Unit Plan

## Unit Plan Introduction

This unit plan was created with a regular tenth grade language arts class in mind. Each period is eighty minutes long. It is assumed that a majority of the students will be at or just below grade-level, in terms of their reading and writing skills, and that a few students will be English language learners (ELL). Martin Luther King, Jr.'s (MLK's) "I Have a Dream" (IHAD) speech will be the basis for this two-week persuasive speech lesson plan. This lesson plan, focused on reading and writing, will be followed by another unit on speech delivery techniques where students will have an opportunity to model appropriate speech techniques and audience behavior prior to delivering their speeches. Ideally, in the first semester of the school year, students will have completed narrative and expository units as well as participated in Literature Circles. Students will have had experience with narrative and descriptive reading and writing during their study of memoirs and short stories. Students have been keeping a vocabulary log in a lined spiral notebook throughout the year and will continue adding words to it in this unit as well. Students will have learned how to properly use and punctuate direct quotes while referencing primary sources in their compare and contrast essays. Some of the poetic devices will have been covered in the poetry unit as well, so students should recognize those that resurface in this unit's Rhetorical Devices list. This unit builds upon students' current reading and writing experiences and introduces new skills: incorporating secondary sources into one's writing and writing in a more expressly persuasive manner.

This unit plan uses the ERWC assignment template as its framework. Pre-reading activities include a KWL class activity exploring the term "American dream," an introductory reading and discussion that situates IHAD within its historical context, the use of individual vocabulary logs for newly encountered words, and a YouTube preview of the speech. The reading activities include listening to audio of the background singing and speech while following along and marking the text. During the first reading, students will pay close attention to the language, circle unfamiliar vocabulary words (which will be entered in their vocabulary logs) and note any particularly moving lines. In an effort to encourage students to continue to look up the unfamiliar words they encounter while reading, a re-reading activity requires students to locate a passage with an unfamiliar word, look up its definition, and then to re-read and reflect on their understanding of the passage's meaning. A class discussion regarding some of these passages will follow. Students will analyze the application of MLK's stylistic choices when completing their Rhetorical Devices worksheets. The last reading activity includes a descriptive outlining exercise which intends to show students how the organization of IHAD is tied to its argument. The class will then regroup to create a summary paragraph. Multiple journal entries, warm ups, quick writes, exit tickets, and follow up class discussions

are all designed to motivate students to think critically about their reading and writing, the overarching American Dream theme, and/or their learning.

Prior to pre-writing, the ERWC template suggests that students learn how to use the words of others in their writing. Students will find three quotes from reliable sources (after participating in a mini-lesson on choosing reliable sources and receiving a starter list of recommended sources) and will use their quotes in a “Quote, Paraphrase, Respond” (QPR) class assignment. Pre-writing activities include a teacher led review of the writing prompt and rubric, a brainstorming activity using a cluster web and visuals for inspiration, and a thesis workshop. Students will write a draft speech, revise their speech, and edit their revision prior to turning in a final draft. Peer reviews and teacher feedback (given throughout the writing process and during class time) will be used throughout all stages of the writing process. Finally, students will be graded holistically, in that they are given credit for participating in the reading and analysis of IHAD as well as throughout the writing process and will not be graded solely on their final product. Students will receive written feedback on their speeches and will be given another chance to improve their grade if they choose to include this speech as one of the three writing samples they are to turn in with their end-of-the-year writing portfolio.

In addition to reading and writing experiences noted above, this lesson plan provides many opportunities for students to engage in dialogue (drawing on their speaking and listening skills) about their reading and writing in multiple whole-class, group, and paired or peer review activities. These talking and listening activities are weaved throughout each day of unit instruction and are intended to give all students practice in entering an analytical dialogue about IHAD’s structure and use of rhetorical devices, in addition to how they will model their speeches after IHAD. These activities are also intended to be beneficial to ELL students who need practice listening, speaking, and interacting with their peers. As the teacher, I will be ensuring that student participation is balanced and that no student is overlooked.

Moreover, this unit plan addresses the different learning styles of all students in the class by incorporating a variety of media and technology experiences. Auditory learners will benefit from listening to the proper pronunciation and delivery of AD during the audio playback while following the text. Visual learners are given a chance to express themselves through drawing or by including found images in their journals and are accommodated through the use of graphic organizers (such as KWL and QPR sheets and the brainstorming cluster web). In-class writing prompts and activity instructions are projected to the screen for those who need a visual reference to accompany verbal instructions, and one exit ticket asks students to respond to a picture in addition to a written prompt. A mini-lesson on choosing reliable sources is done in real-time using the teacher’s laptop and projector, and students are encouraged to conduct research on the internet. A survey would have confirmed that all students have internet access at a home or library before assigning this kind of research. A YouTube video sneak preview of IHAD is used before the speech reading, and a subtitled Teacher Tube video is incorporated into the thesis lesson as well. Kinesthetic learners will be given a chance to shine in the subsequent unit

at focuses on speech delivery. I am confident that all students will successfully complete this unit and produce a persuasive speech appropriate to their skill level.

Finally, I chose to use the final draft of students' speeches as my summative assessment tool as I feel it best represents how well students mastered the chosen standards and objectives. This unit plan focuses on ELA and ELD standards that call for the analysis of the features and use of rhetorical devices, specific skills required to write persuasive compositions, especially those tied to persuasive speech form and argumentation. The unit plan guides students from reading comprehension to critical analysis of the rhetorical style of IHAD. Furthermore, the unit plan guides students on how to use IHAD as a model for their own persuasive speeches (which must include supporting references and rhetorical devices) and supports students through the entire writing process. It is appropriate to use each student's final draft for my summative assessment because students received multiple opportunities to reorganize, revise, and edit their papers after receiving feedback from their peers and myself. Students will be graded based on the participation at all stages of the writing process, on the quality of their final product, and on their writing reflection.

## Unit Overview

**Unit Topic:** Persuasive Speech

**Course:** 10<sup>th</sup> Grade Language Arts

### Standards addressed

#### ELA:

CCSS.ELA-Literacy.RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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).

#### Related ELA:

“[U]se detailed sentences to orally identify main ideas.”

Analyze the features and rhetorical devices of different types of public documents, and how the authors use these features and devices.

Develop a clear thesis and support it using the rhetorical devices of analogy, quotation, and fact.

Be understood when speaking, using consistent Standard English grammatical forms and sounds, intonation, pitch, and modulation, but may have random errors.

#### **Objectives:**

When given the term “American Dream,” SWBAT use prior knowledge to generate a list of observations and questions related to this term.

When asked to locate an unfamiliar word in IHAD, SWBAT determine its meaning and use the words to accurately explain the meaning of a line or passage.

When asked to identify an example of figurative language in IHAD, SWBAT identify the rhetorical effect/purpose of each quote.

When given the text of IHAD, SWBAT identify each speech section and its function.

When given the term “American Dream,” SWBAT use prior knowledge to generate a list of observations and questions related to this term.

When given a QPR worksheet, SWBAT quote with proper punctuation, paraphrase each quote, and respond to each quote (as to how each quote defends/supports the topic of their American Dream speech).

When given a cluster web SWBAT brainstorm possible thoughts/ideas, facts, etc. that may support their American Dream speech.

When a general topic has already been identified, SWBAT write a thesis statement that includes an opinion/argument about their topic.

When asked to review a peers’ speech, SWBAT identify possible readers’ concerns, counterclaims, biases, and expectations.

When given various sentences that include coordinating conjunctions, SWBAT insert a comma where need.

	Day 1	Day 2	Day 3	Day 4	Day 5
Objectives	When given the term “American Dream,” SWBAT generate a list of prior knowledge and questions related to this term.	When asked to locate an unfamiliar word in IHAD, SWBAT determine its meaning and use the words to accurately explain the meaning of a line or passage.	When asked to identify an example of rhetorical language in IHAD, SWBAT identify the rhetorical effect/purpose of each quote.	When given the text of IHAD, SWBAT identify each speech section and its function.	When given the term “American Dream,” SWBAT use prior knowledge to generate a list of observations and questions related to this term.
Summary of Student Activities	<p>Brainstorm what we know and want to know about “The America Dream” (using KWL poster) while students take notes &amp;/or draw images on their KWL sheets.</p> <p>Pre-reading discussion re: “I Have a Dream” speech.</p> <p>Read/discuss introduction to speech for historical context.</p> <p>Identify/log unfamiliar words in vocabulary log and discuss.</p> <p>Watch 3 min. YouTube clip of IHAD for sneak peek into tomorrow’s reading.</p>	<p>Listen to audio of IHAD speech (15 mins.) while students follow along on paper version.</p> <p>Circle any unfamiliar vocabulary words and place a checkmark next to any powerful lines.</p> <p>Log new vocab. words and start on definitions.</p> <p>Groupwork: Locate a line/passage with a unfamiliar word, share its definition and discuss the</p>	<p>Review Rhetorical Devices list.</p> <p>Listen to teacher modeling sample entry in the Rhetorical Devices worksheet.</p> <p>Pairs work: Students complete entries in Rhetorical Devices worksheet and share.</p> <p>Exit ticket (project comic and question on screen).: What is this couple’s American dream? How is it different</p>	<p>Warm up: Think about last night’s HW and complete this sentence. “I have a dream that one day this nation . . .” Volunteers share their sentences.</p> <p>Mini-lesson: Review structure of speech.</p> <p>Groupwork: Descriptive Outlining exercise and discuss.</p> <p>Quickwrite: MLK refers a different time/era in the Intro, Body, and Conclusion</p>	<p>Collect homework: Research Quote Sheets.</p> <p>Warm up: Do you think IHAD’s argument appeals more to one’s emotions or logic? Why? Discuss</p> <p>Brainstorm what we learned about “The America Dream” and review results (finish KWL poster).</p> <p>Teacher-led review of writing</p>

		<p>line/passage's meaning.</p> <p>Teacher-lead group work debriefing.</p>	<p>from MLK"s? From yours? Why?</p>	<p>of IHAD. What is the logical order of this speech? Discuss.</p> <p>Mini-lesson:</p>	<p>assignment and rubric.</p>
--	--	---	-------------------------------------	--	-------------------------------

				<p>Choosing reliable sources &amp; sample websites (using teacher's laptop and projector)</p>	
--	--	--	--	---	--

Assess	<p>KWL sheets will be assessed (credit/no credit). Informal assessment during class discussion as well.</p> <p>Homework: Finish Vocab. log definitions. Journal entry: What is your American Dream? What would make you the happiest? Feel free to include drawings or copy &amp; past images into your journal too.</p>	<p>Informal assessment during class and group discussion. Getting at the Meaning worksheet will also be assessed (credit/no credit).</p> <p>Homework: Finish Vocab. Log definitions. Complete Getting at the Meaning worksheet.</p>	<p>Rhetorical Devices worksheet will be assessed.</p> <p>Homework: Journal entry: Discrimination can occur based on someone's race, class, gender, religion, etc. In your opinion, what group faces the most discrimination today? Is it still African-Americans? Give an example to support your "discrimination claim." You will use this discrimination claim/argument later as the basis of your persuasive speech.</p>	<p>Assessment of each group's Descriptive Outline. Informal assessment during group work and whole-class discussion.</p> <p>Homework: Research Quote Sheet. Visit a library or use the internet. Find three quotes, statistics, etc. to support your "discrimination claim." (Students fill in quote and author/publisher information. Quotes will be used in QPR activity (see Day 6).</p>	<p>Final KWL sheets will be assessed (credit/no credit). Informal assessment during class discussion as well.</p> <p>Also, Research Quote Sheets will be assessed and students will be given teacher feedback if any sources are found to be unreliable.</p> <p>Homework: Journal entry: Identify a section of IHAD that appears weak or unsupported. Explain why you think this is so.</p>
--------	--	---	---	---	---



	Day 6	Day 7	Day 8	Day 9	Day 10
Objectives	When given a QPR worksheet, SWBAT quote with proper punctuation, paraphrase each quote, and respond to each quote.	When given a cluster web SWBAT brainstorm possible thoughts/ideas, facts, etc. that may support their American Dream speech.	When a general topic has already been identified, SWBAT write a thesis statement that includes an opinion/argument about their topic.	When asked to review a peers" speech, SWBAT identify possible readers" concerns, counterclaims, biases, and expectations.	When given various sentences that include coordinating conjunctions, SWBAT insert a comma where need.

Summary of Student Activities	<p>Warm-up writing: What do you think the term “common knowledge” means? Volunteers share their responses, followed by class discussion.</p> <p>Return Research Quote Sheet (from Day 4 HW). Explain to students that if any of their quotes are labeled “unreliable,” they will have another day to replace these quotes.</p> <p>Review “Quoting Secondary Sources and Paraphrasing Review” Handout.</p> <p>Individual and Paired work on QPR sheets using quotes from Research Quote Sheet</p>	<p>Mini-lesson: Using a cluster web.</p> <p>Individual work: Brainstorm supporting ideas for your American Dream speech using cluster web. Use HW pictures for inspiration. Include research.</p> <p>Paired work: Review clusters, and use two different colored pens/highlighters to identify logical and emotional supporting ideas.</p> <p>Exit ticket: What did you notice about your thinking while brainstorming? Did you have more ideas than you could write down or did writing help you think? What else did you notice?</p>	<p>Check for completed cluster webs (credit/no credit).</p> <p>Thesis Workshop Day</p> <p>Mini-lesson: Watch video on writing a thesis and practice writing sample theses as a class.</p> <p>Individual work: Students write a draft thesis for their speech (referring back to cluster web and research if needed) while teacher circulates room giving assistance.</p> <p>Peer review: Review each others’ draft thesis using Thesis Review sheet.</p>	<p>Warm-up: What did you notice about your thought process while writing your first draft? Did new thoughts/ideas come to mind as you were writing?</p> <p>Group work: review two peers’ first drafts using the Response/Revision form that focuses on organization &amp; possible counterarguments.</p> <p>Paired work: Discuss/brainstorm revision strategies that will address identified weaknesses in each other’s first drafts.</p> <p>Exit ticket: What did you learn about “audience” after discussing your speech with others today?</p>	<p>Mini-lesson: Coordinating Conjunctions and the Comma</p> <p>Individual work: Coordinating Conjunctions worksheet.</p> <p>Pairs work: Circle coordinating conjunctions on each others’ papers and check if a comma is needed in each case.</p> <p>Individual work: Start editing while teacher circulates room checking for global issues.</p>
-------------------------------	--	--	--	---	--

	(Individual on Q and P column, then paired work to review P columns, and individual work on R column).				
Assessment	<p>Informal assessment while students participate in class discussions and complete QPR sheets.</p> <p>QPR sheets will be assessed and individual feedback will be given to those students who may still need further paraphrasing instruction.</p> <p>Homework: Gather as many images as you can find in books, magazines, newspapers, or on the internet that relate to your American dream.</p>	<p>Informal assessment while teacher circulates/observes students doing cluster work.</p> <p>Homework: Finish cluster web (find/include more supporting research if needed).</p>	<p>Informal assessment while teacher circulates/observes during individual and peer review.</p> <p>Homework: Write first draft of your American Dream speech using your pre-writing work. Follow the writing assignment and rubric reviewed on Mon. (Day 6).</p>	<p>Informal assessment of students" discussions during group and paired work.</p> <p>Homework: Revise your speech paying special attention to using rhetorical devices and persuading your audience.</p>	<p>Coordinating Conjunctions worksheet will be assessed.</p> <p>Homework: Finish revising and editing your speech. Final draft due Monday.</p>

## Unit Evaluation Tool (Day 11):

In-class writing reflection: Students will reflect on their persuasive speech writing experience prior to turning in the final draft of their speeches: What do you think are the strongest and weakest characteristics of your speech? What makes these your speech's strongest and weakest points? What part was most difficult or easiest to write? What made each of these parts difficult and easy to write?

I will use each student's final draft of their persuasive speech as my final assessment tool; however each student will also be graded holistically (see rubric). Students will be graded on four categories:

1. Their participation in whole class, group, and peer review activities,
2. Their participation in the writing process (first drafts and any subsequent drafts must be attached to and submitted with the final draft),
3. The quality and content of their Final Drafts, and
4. Their in-class writing reflections (to be completed on the day they turn in their final drafts).

Students will not be assessed on the delivery of their persuasive speech during this unit but will be assessed on speech delivery in the subsequent unit. I believe that the writing process is a recursive one; therefore, my students will be given another opportunity to revise their speeches after they receive written feedback from me. Students can then choose to improve their grade on this speech if they include this speech as one of the three writing samples they must submit in their end-of-the-year Writing Portfolio.

## DAILY LESSON PLAN

10<sup>th</sup> Grade Language Arts/1<sup>st</sup> Period

**Unit:** Persuasive Speech

**Agenda:** Please copy the following activities into your notebook:

Persuasive Speech Unit, Day 1

Brainstorming: "The American Dream"

Discuss Martin Luther King, Jr.'s (MLK) "I Had a Dream" (IHAD) speech

Read intro. to IHAD and identify vocab. words

Vocab. discussion

Group work and discussion

HW: 1. Complete vocabulary log definitions (students have been using a designated spiral notebook throughout the year).

2. Journal entry: What is your American Dream? What would make you the happiest?  
You can include drawings or copy and paste images into your journal as well.

**ELA (Delaware Content Standards):**

2.3 Generate relevant questions about readings on issues that can be researched.

**ELA Standards Addressed:**

"[U]se detailed sentences to orally identify main ideas."

**Objectives:** When given the term "American Dream," SWBAT use prior knowledge to generate a list of observations and questions related to this term.

**Materials Needed:** Agenda transparency

Overhead Projector

KWL Sheets

Poster board sheets (at least two) and a marker

IHAD transcript handouts

Group Work Questions transparency

Laptop and speakers with wireless access to

YouTube A classroom set of dictionaries

**Activities:**

Time	Teacher Procedures	Student Responsibilities
5 mins.	Display Agenda on board using projector.	Students copy Agenda into their notebooks.

12 mins.	1. Distribute KWL sheets.	Participate in brainstorm activity and take notes &/or draw images in appropriate columns of their KWL sheets.  Listen to and participate in pre-reading discussion.
10 mins.	2. Say, "Today, we the first day of our Persuasive Speech Unit. Over the next two weeks, we will read MLK's IHAD speech and use his speech as a model for writing our own American Dream speeches. First, we are going to brainstorm about the „American Dream.“ These are KWL sheets, and we will use these to record what we <u>K</u> now (K for "know"), what we <u>W</u> ant to know (W for "want to know"), and what we <u>L</u> earned ("L for "learned") about the „American Dream.“ You should be copying down the notes or drawing representations of what I write on the board (or what comes to your mind) while we brainstorm as a class. You will turn this in at the end of	

	<p>class and I will return it to our next week before we work on completing it.”</p> <p>3. Write “American Dream” at top of KWL posters on board (use one for K and W columns) and elicit response for columns (remind students to use complete sentences).</p> <p>4. Ask students to pass KWL sheets to front of class.</p> <p>Start pre-reading discussion re: IHAD</p>	
--	---	--

7. mins.	speech. Informal verbal check for prior knowledge. Ask: How many know about MLK and/or have read this speech? Can anyone tell me what it is about? If not, ask for predictions. What do you think MLK's American Dream is? Explain that we will use this speech as a model for our own speeches.	Listen to introduction to speech for historical context and identify unfamiliar words for vocabulary log.
12 mins.		
8 mins.		
10 mins.		Participate in discussion re: vocabulary words.
15 mins.	Pass out IHAD transcript and ask students to follow along, marking any unfamiliar words that they will later enter into their vocabulary logs, while I read the short introduction to IHAD aloud.	Participate in group work.
	Ask students to volunteer some of their identified words and ask for volunteers to suggest definitions. If students do not bring these up, make sure to verbally review/define the following terms: equality, liberty, segregation, and discrimination.	Participate in class discussion.
	Display group questions on board using projector. Divide students into five groups and assign a number 1 through 5. Ask each group to complete their assigned question.	View video.
	Ask for a group volunteers to read their answers to the class (using complete sentences) and discuss or	



ask for student elaboration as needed.

Show 3 min. YouTube video clip of IHAD.

Say, "This is just a sneak preview of

	Tomorrow's reading. I'm showing you this, so you can get an idea of the time and location and the hundreds of thousands of people that were present as well as see and hear MLK's voice."	
--	---	--

**Assignment(s)/Homework:** 1. Complete vocabulary log definitions. 2. Journal entry: What is your American Dream? What would make you the happiest? You can include drawings or copy and paste images into your journal too.

**How Student Learning is Assessed and Analyzed:** Students' KWL worksheets will be collected and assessed for participate (credit/no credit). Informal assessment will also take place during class discussion. My goal is to stimulate discussion and to maintain students' active participation in the class activities.

**Reflection on the Lesson Plan (effectiveness, rationale for choices, etc.):** Since this is mainly a pre-reading assignment day, my objective is to establish students' prior knowledge about the American Dream in a general sense, MLK as a historical figure/author/speaker, and of IHAD and its historical context. I use KWL, pre-reading discussions, and group work exercises not only to establish foundational knowledge but also to allow all students to benefit from their collective knowledge. Frequent class discussions and group work also require *all* students to interact with each other, to speak in full sentences, and to practice their verbal skills. Lastly, the video teaser is intended to help students visualize the event and people, hear the background singing, hear MLK, and contextualize his historic speech. Moreover, the lesson plan objective calls for students to start thinking about the "American Dream" because this unit requires them to think about their American Dream and write their own speech modeled after MLK's.

## Today's Agenda

Please copy the following activities into your notebook:

### Persuasive Speech Unit, Day 1

Brainstorming: "The American Dream"

Discuss Martin Luther King, Jr.'s (MLK) "I Had a Dream" (IHAD) speech

Read intro. to IHAD and identify vocab. words

Vocab. discussion

Group work and discussion

HW: 1. Complete vocab. log definitions.

2. Journal entry: What is your American Dream? What would make you the happiest? You can include drawings or copy and paste images into your journal as well.

## The American Dream

**K**

What I know

**W**

What I want to know

**L**

What I've learned

# The “I Have a Dream” Speech

---

## Introduction:

In 1950's America, the equality of man envisioned by the [Declaration of Independence](#) was far from a reality. People of color — blacks, Hispanics, Asians — 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 nonviolently, raising the ire of local officials who used 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 helped organize a massive march on Washington, DC, on August 28, 1963. His partners in the March on Washington for Jobs and Freedom included other religious leaders, labor leaders, and black organizers. The assembled masses marched down the Washington Mall from the Washington Monument to the Lincoln Memorial, heard songs from Bob Dylan and Joan Baez, and heard speeches by actor Charlton Heston, NAACP president Roy Wilkins, and future U.S. Representative from Georgia John Lewis.

King's appearance was the last of the event; the closing speech was carried live on major television networks. On the steps of the Lincoln Memorial, King 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 sixtythree 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 a 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. They have come to realize that their freedom is inextricably bound to our freedom. We cannot walk alone.

As we walk, we must make the pledge that we shall always 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 cannot be satisfied as long as the Negro's basic mobility is from a smaller ghetto to a larger one. We can never be satisfied as long as our children are stripped of their selfhood and robbed of their dignity by signs stating "For Whites Only". We cannot 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!"

<http://www.usconstitution.net/dream.html>



### Group Work Questions

Instructions: Please answer the question assigned to your group number only. You will have 5 minutes.

Group 1: What was 1950's America like? Describe it?

Group 2: Who was MLK?

Group 3: What did MLK do?

Group 4: What is MLK's speech credited with doing?

Group 5: What was MLK awarded?

## DAILY LESSON PLAN

9<sup>th</sup> Grade Language Arts/1<sup>st</sup> Period

**Unit:** Persuasive Speech

**Agenda:** Please copy the following activities into your notebook:

Persuasive Speech Unit, Day 2

Review homework/journal entries

Read/listen to IHAD

Vocab. work

Group Work activity and discussion

- HW:
1. Finish Vocabulary Log definitions.
  2. Complete Getting at the Meaning worksheet.

**ELA (Delaware Content Standards):**

[CCSS.ELA-Literacy.RL.9-10.1](#)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**ELA Standards Addressed:**

Use decoding skills and knowledge of vocabulary, both academic and social, to read independently.

**Objectives:** When asked to locate an unfamiliar word in IHAD, SWBAT determine its meaning and use the words to accurately explain the meaning of a line or passage.

**Materials Needed:**

- Agenda transparency
- IHAD Reading Activity transparency
- Group Work Prompt transparency
- Overhead Projector
- Laptop with wireless access and speakers to play audio of IHAD (saved on laptop)
- A classroom set of dictionaries
- Getting at the Meaning worksheets

### Activities:

Time	Teacher Procedures	Student Responsibilities
5 mins.	Display Agenda on board using projector.	Students copy Agenda into their notebooks.
7 mins.	Ask for new volunteers to read their homework journal entry from last night.	Share and/or listen to peers journal entries.
23 mins.		Listen to audio of IHAD speech. Follow along on paper version. Circle any unfamiliar vocabulary words and place a checkmark next to any powerful lines.
15mins.		
16 mins.		
15 mins.		Log new vocab. words and start on definitions.
		Group work: Label introduction and conclusion and note/discuss any reactions/questions in margins.
		Participate in teacher-led group work debriefing.

**Assignment(s)/Homework:** Finish Vocabulary Log definitions. Complete Getting at the Meaning worksheet.

**How Student Learning is Assessed and Analyzed:**

Informal assessment during class and group discussion. Getting at the Meaning worksheet will be assessed (credit/no credit).

**Reflection on the Lesson Plan (effectiveness, rationale for choices, etc.):** This lesson plan incorporates reading and re-reading activities aimed at gradually increasing the students' reading comprehension. The activities encourage students to regularly identify and look up unfamiliar words and to apply knowledge of these new words when independently interpreting readings and creating new meanings. This is an activity that asks students to reflect on their own learning and increased understanding. Learning new vocabulary and using it is contextualized through the objective that requires students to use these new words in their descriptions of the line/passages that contain these words. Furthermore, using the group activity shows fellow students how taking the time to understand an unfamiliar word can give new meaning to a line/passage.

## Today's Agenda

Please copy the following activities into your notebook:

### Persuasive Speech Unit, Day 2

Review homework/journal entries

Read/listen to IHAD

Vocabulary work

Group Work activity and discussion

HW: 1. Finish Vocabulary Log definitions.

2. Complete Getting at the Meaning worksheet.

## I Have a Dream Activity:

You are to do two things while listening to IHAD. We will be reading for comprehension and to get a first impression of MLK's argumentative style so we can mimic it later.

1. Circle any unfamiliar or unclear words you encounter.
2. Place a checkmark next to any lines that move you (visually, emotionally, or logically).

### Group Work Prompt

1. Locate a passage that contains one of your vocab. words.
2. Take turns reading your vocabulary word, its definition, and the line/passage that includes your word to your group.
3. Take turns discussing what you now think each passage means.

## Getting at the Meaning

- Instructions:**
1. Copy a line/passage with a vocabulary word that you did not use in your group work.
  2. Underline the vocabulary word.
  3. Using a complete sentence and the vocabulary word, explain what the line/passage means to you now.

Line/Passage	Description

## DAILY LESSON PLAN

10<sup>th</sup> Grade Language Arts/1<sup>st</sup> Period

**Unit:** Persuasive Speech

**Agenda:** Please copy the following activities into your notebook:

Persuasive Speech Unit, Day 3

Review Rhetorical Devices

Complete MLK's Rhetorical Devices Worksheet

Exit ticket

HW: Journal entry handout

**ELA (Delaware Content Standard):**

[LSS.ELA-Literacy.RL.9-10.5](#)

analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

**ELA Standard Addressed:**

Analyze the features and rhetorical devices of different types of public documents, and how the authors use these features and devices.

**Objective:** When asked to identify an example of rhetorical language in IHAD, SWBAT identify the rhetorical effect/purpose of each quote.

<b>Materials Needed:</b>	Agenda transparency
	Overhead Projector
	Rhetorical Devices List handouts
	MLK's Rhetorical Devices Worksheets
	Exit ticket transparency
	Journal entry handouts



### Activities:

Time	Teacher Procedures	Student Responsibilities
5 mins.	Display Agenda on board using projector.	Students copy Agenda into their notebooks.
17 mins.	Pass out Rhetorical Devices/Strategies list. 1. Read bold definition of rhetoric at top of handout. 2. Say, "You do not need to memorize the names on this list, but it is important that you familiarize yourself with some of these strategies so you can try them out when	Participate in class review/discussion of rhetorical devices/strategies list.

<p>6 mins.</p>	<p>Writing your own persuasive speeches.</p> <p>3. Tell students to quickly look over the list. Ask, “Does anyone recognize some of these from our Poetic Devices list?” “Can you take a guess as to why that is so?” (Possible answer: Poetic language can be rhetorically effective, emotionally moving, etc.)</p> <p>4. Ask students to look over the list one more time. Ask, “Does anyone need me to clarify one of these?”</p> <ol style="list-style-type: none"> <li>1. Pass out MLK’s Rhetorical Devices worksheet.</li> <li>2. Model sample entry on board. Talk aloud, modeling thinking process: Anaphora: repetition of the same . . . groups of words at the beginning of . . . sentences. 3<sup>rd</sup> paraphrase: One hundred years later . . . (repeated several times at the beginning of 4 sentences).  Drives home how long African Americans have suffered injustices/ racism/lack of true freedom even <u>after</u> slavery was abolished. It suggests African Americans are still enslaved/ exiled/second-class citizens in the U.S. Supports his argument: African-Americans still do not enjoy liberty and equality, and this must be changed.</li> </ol>	<p>Listen to teacher instructions/modeling sample worksheet entry.</p>
----------------	---	--

30 mins.	<p>Paired work (12 mins.):</p> <ol style="list-style-type: none"> <li>1. Have pairs on one side of the table complete the worksheet using any rhetorical device #1-16 and the other side of the room do the same with #17-32. Circulate the room and make sure students</li> </ol>	<p>Students work in pairs filling out MLK's Rhetorical Devices worksheet and participate in the class discussion that follows.</p>
12 mins.	<ol style="list-style-type: none"> <li>2. understand their assigned rhetorical devices and the task. Class discussion (8 mins.): Have pairs share</li> <li>3. some of their answers and comment/elaborate as necessary.</li> </ol> <p>Remind students to hold onto these handouts, as they will</p> <ol style="list-style-type: none"> <li>1. use them as a model and</li> <li>2. reference for their own speeches later.</li> </ol> <p>Exit ticket (project comic on screen). Distribute Journal entry handouts while they write.</p>	<p>Students complete writing prompt.</p>

**Assignment(s)/Homework:** Complete Journal Entry.

**How Student Learning is Assessed and Analyzed:** The Rhetorical Devices worksheet will be assessed and students will also be assessed informally during the paired work discussions.

**Reflection on the Lesson Plan (effectiveness, rationale for choices, etc.):** The purpose of this lesson plan is to introduce students to rhetorical devices/strategies and their purpose/use, as noted in the objective. Students will evaluate IHAD, in order to analyze his argumentative style. All students will gain a better understanding of the use and effect of rhetorical devices in persuasive writing through this exercise. Regular and ELL students benefit from the pairing exercise because it allows them to discuss these strategies and complete the worksheet, giving them confidence prior to having to verbally express this complex task during the class discussion that follows. Lastly, the exit ticket graphic returns to the overall “American Dream” theme, asks students to contemplate how the “American Dreams” varies from person to person, and brings students back to the task of grappling with how they are going to present their “American Dream” in their speeches.

## Today's Agenda

Please copy the following activities into your notebook:

Persuasive Speech Unit, Day 3

Review Rhetorical Devices

Complete MLK's Rhetorical Devices Worksheet

Exit ticket

HW: Journal entry handout



**"Don't use your campaign rhetoric on *me*, buster!"**

## Rhetorical Devices/Strategies List

**Rhetoric is the art of argumentation or the study of the effective use of language, especially in making persuasive speeches. Here is a list of devices/strategies that are commonly used:**

1. Alliteration: repetition of initial or medial consonants in two or more adjacent words. *Peter Piper picked a peck...*
2. Anadiplosis: repetition of the last word of one clause at the beginning of the following clause. *The crime was common; common be the pain.*
3. Anaphora: repetition of the same word or groups of words at the beginning of phrases, clauses, or sentences. *In books, I find the dead as if they were alive; in books I foresee things to come; in books warlike affairs are set forth...*
4. Anastrophe: inversion of the natural or usual word order. *Chocolate does not a diet make.*
5. Antithesis: the juxtaposition of contrasting ideas. *To err is human; to forgive, divine.*
6. Apophasis: asserts or emphasizes something by seeming to pass over, ignore, or deny it. *I will not mention the budget deficit here, or the political problems plaguing our nation, instead I want to concentrate on the problems...*
7. Apposition: placing, side by side, two co-ordinate elements, the second of which serves as an explanation of the first. *John Morgan, president of the bank, could not be reached by phone.*
8. Assonance: the repetition of similar vowel sounds in two or more adjacent words. *Mad as a hatter.*
9. Asyndeton: deliberate omission of conjunctions between words, phrases, or clauses. *We came, we saw, we conquered.*
10. Chiasmus: reversal of grammatical structures in successive phrases or clauses. *Renowned for conquest and in council skilled.*
11. Climax: arrangement of words, phrases, or clauses in order of increasing importance. *Miss America was eager to serve her family, her community, and her nation.*
12. Ellipsis: deliberate omission of a word or words, which are readily implied by the context. *The Master's degree is awarded by thirty-two departments, and the Ph.D. by thirty-three.*
13. Epanalepsis: repetition at the end of a clause of the word that occurred at the beginning of the clause. *Blood hath brought blood, and blows answer'd blows.*
14. Epistrophe: repetition of the same word or group of words at the ends of successive phrases or clauses. *And all the night he did nothing but weep Philoclea, sigh Philoclea, and cry out Philoclea.*
15. Euphemism: the substitution of less pungent words for harsh ones, with ironic effect. *The schoolmaster corrected the slightest fault with his birch reminder.*
16. Expletive: a single word or phrase, usually interrupting normal syntax, used to lend emphasis to the words immediately proximate to the expletive. *This is, I might add, a rough schedule.*
17. Hyperbole: the use of exaggeration for the purpose of emphasis or heightened effect. *His eloquence could split rocks.*
18. Hypophora: raising questions, then answering them. *What behavior is uniquely human? My theory is that...*

19. Litotes: the use of deliberate understatement for emphasis or effect.  
*Hitting that telephone pole certainly didn't do your car any good.*
20. Metaphor: implied comparison between two things of unlike nature, yet which have something in common.  
*The question of federal aid is a bramble patch.*
21. Metonymy: using a closely related object as a substitute for the object or idea in mind.  
*Those orders came directly from the crown.*
22. Onomatopoeia: using words that sound like what they mean.  
*Drip, crackle, bang, snarl pop!*
23. Oxymoron: a paradox reduced to two words.  
*I do here make humbly bold...*
24. Paradox: a statement that appears to be contradictory but, in fact, has some truth. *He worked hard at being lazy.*
25. Parallelism: similarity of structure in a pair or series of related words, phrases, or clauses.  
*He tried to make the law clear, precise, and equitable.*
26. Parenthesis: insertion of some verbal unit in a position that interrupts the normal syntactical flow of the sentence. *There is even - and it is the achievement of this novel - a curious sense of happiness running through the paragraphs.*
27. Personification: investing abstractions or inanimate objects with human qualities or abilities.  
*The ground thirsts for rain.*
28. Polysyndeton: deliberate use of many conjunctions.  
*This semester I am taking history, and math, and English, and science.*
29. Pun: word play  
*If we don't hang together, we'll hang separately.*
30. Rhetorical Question: asking a question, not for the purpose of eliciting an answer but for the purpose of asserting or denying something obliquely. *What could you be thinking?*
31. Simile: an explicit comparison, usually using "like," "as," or "than" between two things of unlike nature yet that have something in common.  
*Silence settled over the audience like a block of granite.*
32. Synecdoche: using a part to represent a whole. *I asked for her hand in marriage.*



### MLK's Rhetorical Devices Worksheet

**Instructions:** Identify two examples of rhetorical device/strategy usage in IHAD. Use the columns to enter the requested information.

IDENTIFY/NAME THE RHETORICAL DEVICE/ STRATEGY USED	WRITE DOWN THE CORRESPONDING PASSAGE/LINE	EXPLAIN HOW THE RHETORICAL DEVICE/ STRATEGY CONTRIBUTES TO THE OVERALL MESSAGE (e.g., via an appeal to logic, ethics, or emotion, via an analogy, via a personal anecdote/story, via a case study/research/statistics, etc.).



## Exit Ticket

What is this couple dreaming about? How is their American Dream different from MLK's? How is it different from yours? **Why?**



## Journal Entry Handout

Discrimination can occur based on someone's race, class, gender, religion, etc. In your opinion, what group faces the most discrimination today? Is it still African-Americans as it was in MLK's day? *In a journal entry, state your opinion/answer to the above questions and give an example to support your "discrimination claim."*

You will use this discrimination claim/argument later as the basis of your persuasive speech.

## DAILY LESSON PLAN

10<sup>th</sup> Grade Language Arts/1<sup>st</sup> Period

**Unit:** Persuasive Speech

**Agenda:** Please copy the following activities into your notebook:

Persuasive Speech Unit, Day 6

Warm-up writing: "What do you think the term "common knowledge" means?"

Review Quoting Secondary Sources and Paraphrasing Review handout

Complete Quote, Paraphrase, and Respond (QPR) worksheets

Homework: Gather as many images as you can find in books, magazines, newspapers, or on the internet that relate to *your* American dream and bring them to class tomorrow.

**ELA (Delaware Content Standard):**

[CCSS.ELA-Literacy.WHST.9-10.9](#)

Draw evidence from informational texts to support analysis, reflection, and research.

[CCSS.ELA-Literacy.RI.9-10.9](#)

Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

[CCSS.ELA-Literacy.W.9-10.1.b](#)

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

**ELA Standard Addressed:**

"[S]upport it [a clear thesis] by using the rhetorical devices of . . . quotation and fact."

**Objective:** When given a QPR worksheet, SWBAT quote with proper punctuation, paraphrase each quote, and respond to each quote (as to how each quote defends/supports the topic of their American Dream speech).

**Materials Needed:**

Agenda transparency

Overhead Projector

Research quote sheets (see Homework from Thursday, Day 4)

Quoting Secondary Sources and Paraphrasing Review handouts

Paraphrase Checklist transparency and  
handouts QPR worksheets

**activities:**

Time	Teacher Procedures	Student Responsibilities
6 mins.	Display Agenda on board using projector.	Students copy Agenda into their notebooks.
14 mins.	Warm-up writing: "What do you think the term "common knowledge" means? Volunteers share their responses, followed by class discussion. Say, "Unless it is common knowledge, any claims (as opposed to opinions) that you make in your speeches should be backed up by a secondary source, especially if you are citing data or statistics."	Students complete warm-up writing and participate in/listen to class discussion.

5 mins.	Return students' completed Research Quote sheets (see attached example). Say, "If you see that I have identified one or more of your quotes as 'unreliable,' you will need to find a replacement quote. You can see me after class if you have any questions."	Students listen to and scan over their Research Quote Sheets.
17 mins.	<p>Review "Quoting Secondary Sources and Paraphrasing Review" Handout.</p> <ol style="list-style-type: none"> <li>1. Say, "You will be required to include at least two references to secondary sources in persuasive speech. The purpose of your using these secondary sources is to strengthen or support your argument. You will only be required to include the name of the author and page number in your written speech, just like you did when citing primary sources in your compare and contrast essays."</li> <li>2. Review side one, "Quoting Secondary Sources," of the handout.</li> <li>3. Say, "You will not be required to write in MLA format, but you will have to make sure that any quote you use in your speech is also included in your Research Quote Sheet that will be attached to the final draft of your speech."</li> <li>4. Review the other side of the handout on paraphrasing and complete the sample exercise as a class.</li> </ol>	Students participate in classroom review of handout and sample paraphrasing exercise.
8 mins.	<p>Pass out QPR sheets. Say, "You will complete these Quote, Paraphrase, and Respond (QPR) sheets using the three quotes from your Research Quote Sheet. I still want you to participate in this activity, using the quotes you have, even if you are going to look for more reliable quotes later."</p>	Students listen to teacher instructions/modeling sample worksheet entry.

	<p>Demonstrate sample entry. Remind students that they learned where quotation marks, citation and period go when they wrote compare and contrast essays. <b>Quote:</b> “High school dropouts are more likely to become involved in crime” (Smith 1).</p>	
--	---	--

25 mins.	<p><b>Paraphrase:</b> Those who graduate high school are less likely to be associated with any criminal activity.</p> <p><b>Respond:</b> This quote supports my argument that America needs to decrease its high school dropout rate in order to reduce crime.</p> <p>Say, “You will have 10 minutes to copy your quotes in the Q column and to paraphrase them in the P column. You will then have 5 minutes to review your partner’s paraphrase column using this checklist (place Paraphrase Checklist on projector and briefly review). You will then have another 5 minutes to fill out the R column. I will set the timer and remind you when your time is running out. Distribute Paraphrase Checklist handout while students during on first part of the QPR handout.</p>	<p>Students complete “Quote” and “Paraphrase” column using the three quotes from their Research Quote Sheets. Students work as pairs to review/evaluate each other’s “Paraphrase” column using Paraphrase Checklist. Students work as individuals to complete the “Respond” column.</p>
5 min.	<p>Collect QPR Sheets and Paraphrase Checklists.</p>	<p>Students turn in QPR sheets.</p>

**Assignment(s)/Homework:** Gather as many images as you can find in books, magazines, newspapers, or on the internet that relate to *your* American dream and bring them to class tomorrow.

**How Student Learning is Assessed and Analyzed:** Informal assessment while students participate in class discussions and complete QPR sheets and Paraphrase Checklist. QPR sheets will be assessed and individual feedback will be given to those students who may still need further paraphrasing instruction/assistance. Feedback will also be given if the quotes do not seem to logically support the student's topic.

**Reflection on the Lesson Plan (effectiveness, rationale for choices, etc.):** This lesson begins with a warm-up and discussion about on the topic of common knowledge to provide a framework for why students need to use secondary sources to support their arguments. Last week students learned how to locate a supporting quote using a reliable source. Students have already learned how to properly punctuate and used primary quotes; this lesson builds on that knowledge of incorporating the words of others into their writing but applies this skill to secondary sources. I use a Quote, Paraphrase, and Respond technique because students not only need to know how to paraphrase secondary sources but also need to think about how to use them to effectively support the argument they are going to put forth in their American Dream speech. I also have students work with their quotes in this exercise because I hope it will generate ideas that will help shape their argument. I incorporate a peer review using a checklist into the paraphrasing activity because I believe it will help students grasp the paraphrasing concept better if they evaluate a peers work as well as to have to explain why a paraphrase may fall short of meeting the required characteristics. Lastly, the homework assignment asks students to collect images that relate to their American Dream to help them with inspiration during the brainstorming session tomorrow.



## Today's Agenda

Please copy the following activities into your notebook:

### Persuasive Speech Unit, Day 6

Warm-up: "What do you think the term "common knowledge" means?"

Review Quoting Secondary Sources and Paraphrasing Review handout

Complete "Quote, Paraphrase, and Respond" (QPR) worksheets

Homework: Gather as many images as you can find in books, magazines, newspapers, or on the internet that relate to *your* American dream and bring them to class tomorrow.

## Research Quote Sheet

**Instructions:** Visit a library or use the internet to find three reliable quotes, statistics, etc. to support your “discrimination claim.” Enter each of your three direct quotes onto this sheet along with the requested information as listed below.

### Quote Number One:

---

---

---

---

Author Name(s) if available (last name, first name):

---

---

Title of the Book/Encyclopedia/Journal/Magazine/Newspaper/Website:

---

Title of the Article if applicable:

---

---

Year Published: \_\_\_\_\_

Page Number(s) (i.e., 214-19): \_\_\_\_\_

URL (if located on the web):

---

### Quote Number Two:

---

---

---

---

Author Name(s) if available (last name, first name):

---

---

Title of the Book/Encyclopedia/Journal/Magazine/Newspaper/Website:

---

Title of the Article if applicable:

---

---

Year Published: \_\_\_\_\_

Page Number(s) (i.e., 214-19): \_\_\_\_\_

URL (if located on the web):

\_\_\_\_\_

1

**Quote Number Three:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Author Name(s) if available (last name, first name):

\_\_\_\_\_  
\_\_\_\_\_

Title of the Book/Encyclopedia/Journal/Magazine/Newspaper/Website:

\_\_\_\_\_

Title of the Article if applicable:

\_\_\_\_\_  
\_\_\_\_\_

Year Published: \_\_\_\_\_

Page Number(s) (i.e., 214-19): \_\_\_\_\_

URL (if located on the web):

\_\_\_\_\_

## Quoting Secondary Sources and Paraphrasing Review Handout

### Quoting Secondary Sources

(adapted from Kent Wicker's "Reading & Using Primary and Secondary Sources In Your Own Reading & Writing" [http://www.mals.duke.edu/Using\\_Sources.pdf](http://www.mals.duke.edu/Using_Sources.pdf))

Whenever you use someone else's language, you must put that language in quotation marks and cite it to avoid plagiarism. Plagiarism is using somebody else's words as your own without giving them credit.

1. FIRST MAKE YOUR OWN POSITION CLEAR. Why? Quotes can't do your talking for you! Your own voice should always remain central and prominent. While a quotation from someone else may seem to perfectly encapsulate your own attitude, your reader doesn't know that – and doesn't know why – unless you tell him.
2. INTRODUCE THE QUOTE. Mention your SOURCE and give some indication (at least a title or profession) why that source might have some AUTHORITY in this issue.

- *According to a 1987 FDA report...*
- *As military historian Elmira Boom notes...*
- *According to physicist Lars Brainiac, who spent two years on the project...*

**Hint:** Instead of repeating "writes," "states," or "says," try other introductory phrases such as "according to," "in X's view" -- especially those phrases that reveal something of the source's attitude: *observes, notes, reveals, adds, believes, emphasizes, asserts, recognizes, remarks, suggests, agrees, comments, insists, declares, protests, warns, cautions, stresses, contends, maintains, asks, implies, confesses, admits, argues...*

3. GIVE SOME INDICATION OF YOUR OWN ATTITUDE toward the quote, or the role it plays in your argument.

- *One example of this sort of problem is . . .*
- *Despite what the public may believe, the statistics show . . .*

Why do this? If a reader sees a quotation without FIRST knowing *your* point or attitude, she has no idea how to process it.

## Quoting Secondary Sources and Paraphrasing Review Handout (cont'd.)

### Paraphrasing

Paraphrasing is restating something (e.g. a quote) in your own words. Paraphrasing captures the main ideas and restates these ideas in your own way without using the exact words or structure of words. A paraphrase will be approximately the same length as the original quote.

#### **Differences between quotes and paraphrases:**

##### Quote

Same as the original  
Uses the exact words from the original  
Is captured by quotation marks  
Cites source of the original

##### Paraphrase

Approximately the same length as the original  
Retains key details or facts from the original  
Is restated in one's own words  
Cites source of the original

When paraphrasing, remember to **RAP**:

- **Read** a paragraph, quote, etc.
- **Ask** yourself, "What were the main idea and details?" Underlining helps.
- **Put** the main idea and details into your own words.

### Sample Exercise

#### Direct Quote:

Of the more than 1000 bicycling deaths each year, three-fourths are caused by head injuries. Half of those killed are school-age children. One study concluded that wearing a bike helmet can reduce the risk of head injury by 85 percent. In an accident, a bike helmet absorbs the shock and cushions the head. From "Bike Helmets: Unused Lifesavers," Consumer Reports (May 1990): 348.

#### Possible Paraphrase:

The use of a helmet is the key to reducing bicycling fatalities, which are due to head injuries 75% of the time. By cushioning the head upon impact, a helmet can reduce accidental injury by as much as 85%, saving the lives of hundreds of victims annually, half of whom are school children ("Bike Helmets" 348).

#### Another Paraphrased Version (to be complete as a class):

## Quote, Paraphrase, and Respond (QPR) Worksheet

**Instructions:** 1. Enter one quote in each box under the “Quote” column. 2. Paraphrase each quote in the “Paraphrase” column to the right. 3. Respond to each quote by answering the question posed.

<b>Quote</b> Remember to use quotation marks and to include citation (i.e., author and page no.)	<b>Paraphrase</b>	<b>Respond</b> <i>How does this quote support the claim that you will make in your American Dream speech?</i>
1.		
2.		
3.		

## Paraphrase Checklist

Place a checkmark in this column if paraphrases meet the required characteristics	Required Characteristics of a Paraphrase	If applicable, explain why the paraphrase(s) did not meet the required characteristic.
	Paraphrases are approximately the same length as the original quotes.	
	Paraphrases contain the original meaning, details, and/or facts from the original.	
	Paraphrases are restated in your peer's own words (except for essential words, facts, or numbers).	
	Paraphrases correctly cite the original source.	

## DAILY LESSON PLAN

5<sup>th</sup> Grade Language Arts/1<sup>st</sup> Period

**Unit:** Persuasive Speech

**Agenda:** Please copy the following activities into your notebook:

Persuasive Speech Unit, Day 7

Mini-lesson: Using a cluster web.

Brainstorming activity (individual and pairs)

Homework: Finish cluster web (find/include more supporting research if needed).

Exit Ticket

**ELA (Delaware Content Standard):**

SS.ELA-Literacy.RI.9-10.8

analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

SS.ELA-Literacy.RI.9-10.9

analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

**ELA Standard Addressed:**

"[S]upport it [a clear thesis] by using the rhetorical devices of . . . quotation and fact."

**Objective:** When given a cluster web SWBAT brainstorm possible thoughts/ideas, facts, etc. that may support their American Dream speech.

**Materials Needed:**

- Agenda transparency
- Overhead Projector
- Completed QPR sheets (with teacher feedback)
- Cluster Web transparency and handouts
- 30+ highlighters/markers of various colors
- Exit Ticket transparency



**activities:**

Time	Teacher Procedures	Student Responsibilities
8 mins.	Display Agenda on board using projector. Return QPR sheets and distribute blank Cluster Web handouts to students while students copy Agenda.	Students copy Agenda into their notebooks.
20 mins.	Mini-lesson: Using a cluster web. Ask students if they know what a cluster web is or ever used one. Say, "A cluster web is a way to brainstorm ideas, much like we did as a class using our KWL sheets. You can use a cluster web to group related thoughts together and can draw connections between clusters or add	Students listen to mini-lesson/demonstration and participate in whole-class brainstorming activity using listening and speaking skills.

<p>17 mins.</p>	<p>other clusters as needed. We'll do one together first, and then you will work on one as a pre-writing exercise before we move on to actually writing our speeches."</p> <p>Demonstrate the use of a cluster web on projector using the transparency. Write "school funding" in the center circle as a topic. Say, "o.k. Let's say I some research on school funding and found some quotes that showed students do better in schools when those schools have more money and, therefore, better buildings, technology, opportunities, etc. Now I want to do a little bit of brainstorming, so I have more ideas to draw from (other than my quotes) when I start writing." Brainstorm as a class: ask students to suggest other thoughts/ideas/associations. Draw in other circles/clusters if needed. When done, note the emotional or personal and logical or factual examples. Reference Friday's (Day 5) warm-up discussion about MLK's appeal to emotions and logic. Ask students what they remember. Explain how having a balance of both types of appeals gives strength to an argument.</p> <p>Say, "Go ahead and write your topic in the center circle of the web cluster and begin individually brainstorming for thoughts or ideas to support your American Dream speech. You can take out the pictures you gathered for homework to use as inspiration and you should also include any applicable facts or statistics you have from your QPR sheets. Focus on getting as much down on paper as possible. You should not be thinking, pencil in hand. You should be writing anything that comes to mind." Circulate room providing clarification/assistance where needed.</p>	<p>Students individually brainstorm/complete Cluster Web.</p> <p>Students work with a partner to review/comment on each other's Cluster Web and to identify logical/factual and emotional/personal supporting ideas.</p>
-----------------	---	--

20 mins.

Say, "Now, find a different partner from yesterday. You are going to trade clusters. Review your partner's cluster and then discuss each other's clusters. Tell your partner what ideas you liked or thought were strong. Make suggestions if you have any." Distribute 2 colored markers to each student

7 mins.	<p>pair during this first seven minute session.</p> <p>Say, “Now I want you to work together. Go over your and your partner’s cluster and use one color to highlight all the supporting ideas that you think are logical or factual. Then go over your clusters a second time, with another color highlighter, and identify all the emotional or personal supporting ideas. This will help you see if you have a good balance of logical and emotional ideas or supporting examples.” (8 mins.)</p>	Students write in response to exit ticket.
7mins.	<p>Project Exit Ticket transparency: What did you notice about your thinking while brainstorming? Did you have more ideas than you could write down or did writing help you think? What else did you notice?</p> <p>Say, “Tomorrow we will review how to write a thesis (one’s argument in writing) and will have a thesis writing workshop. I will be here to help you along the way, but it is important that you finish your Cluster Webs and bring any additional research/quotes that you think you might need to support the argument or case that you are going to build in your speech.”</p>	Students listen.

**Assignment(s)/Homework:**

Homework: Finish cluster web (find/include more supporting research if needed).

**How Student Learning is Assessed and Analyzed:**

Informal assessment during whole-class cluster web/brainstorming activity and while teacher circulates, observing students doing the cluster web activity. Cluster webs will be assessed for completion (credit/no credit) the next day.

**Reflection on the Lesson Plan (effectiveness, rationale for choices, etc.):**

The standards of this lesson plan call for students to use specific rhetorical devices to support their assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy). This brainstorming activity demonstrates the use of a cluster web during a whole-class activity and then asks students to try the method themselves. Creating the cluster web allows students to synthesize the research they have done and to use the images they have gathered to inspire them with possible supporting ideas that they may be able to use in their persuasive speech. This lesson ties into the rhetorical analysis of IHAD, so students should begin to understand how having a balance of logical and emotional appeals will strengthen their persuasive speech. I have chosen to have students use highlighters to color-code their logical or factual and emotional or personal ideas to help them pick out the rhetorical devices that surfaced from their brainstorming activity as well as begin to visually organize their thoughts and ideas. Furthermore, having students review and discuss each other's cluster web is intended to help students begin to understand their ideas from their audience's perspective (e.g., what the audience finds moving or persuasive). The exit ticket is aimed at helping students see how writing may help them think and generate associative thoughts.

## Today's Agenda

Please copy the following activities into your notebook:

Persuasive Speech Unit, Day 7

Mini-lesson: Using a cluster web.

Brainstorming activity (individual and pairs)

Homework: Finish cluster web (find/include more supporting research if needed). Exit Ticket

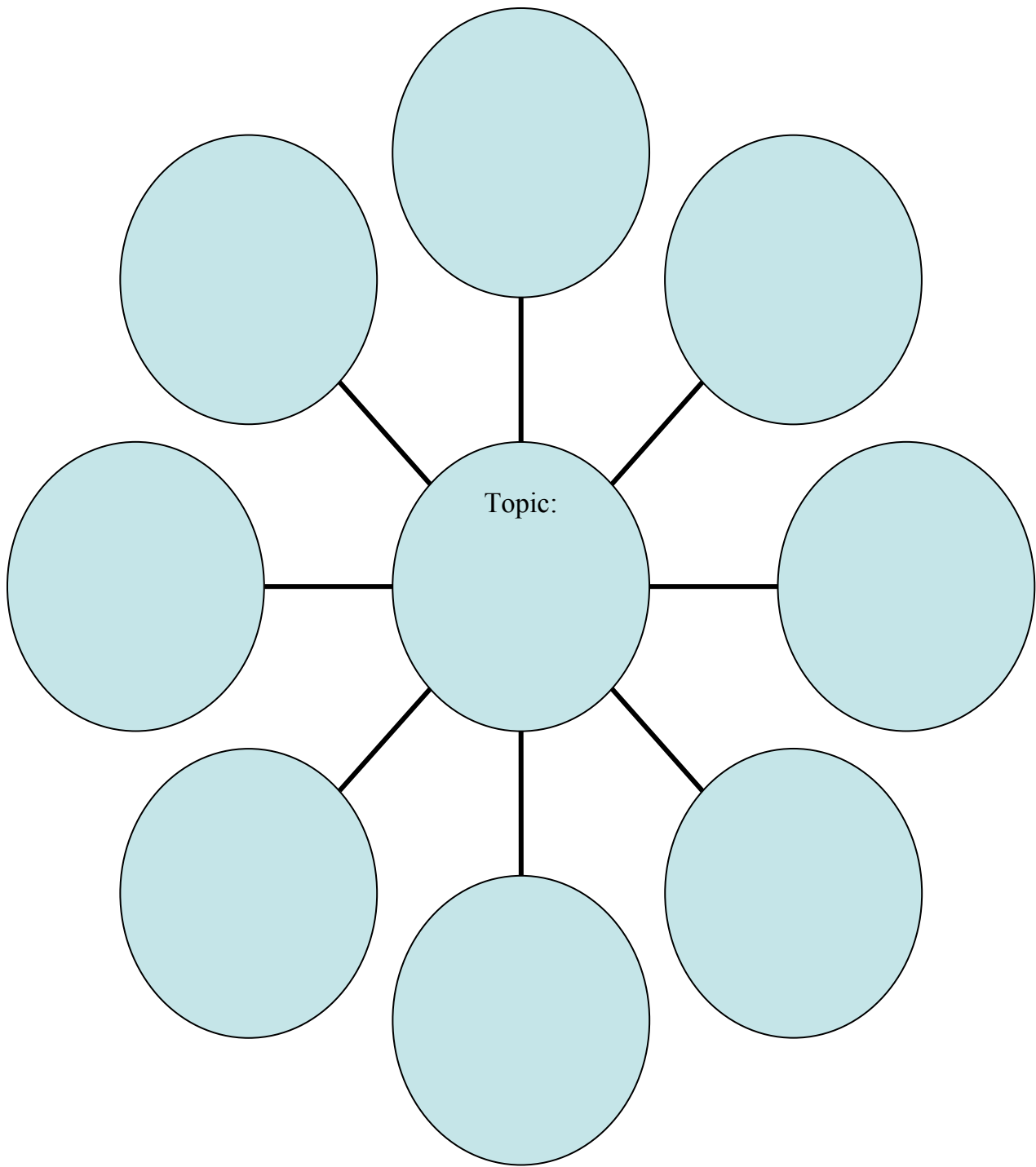
©2001 Rick London/Johann Wessels



First monday of the month the corporate group gets together for a brainstorming session..

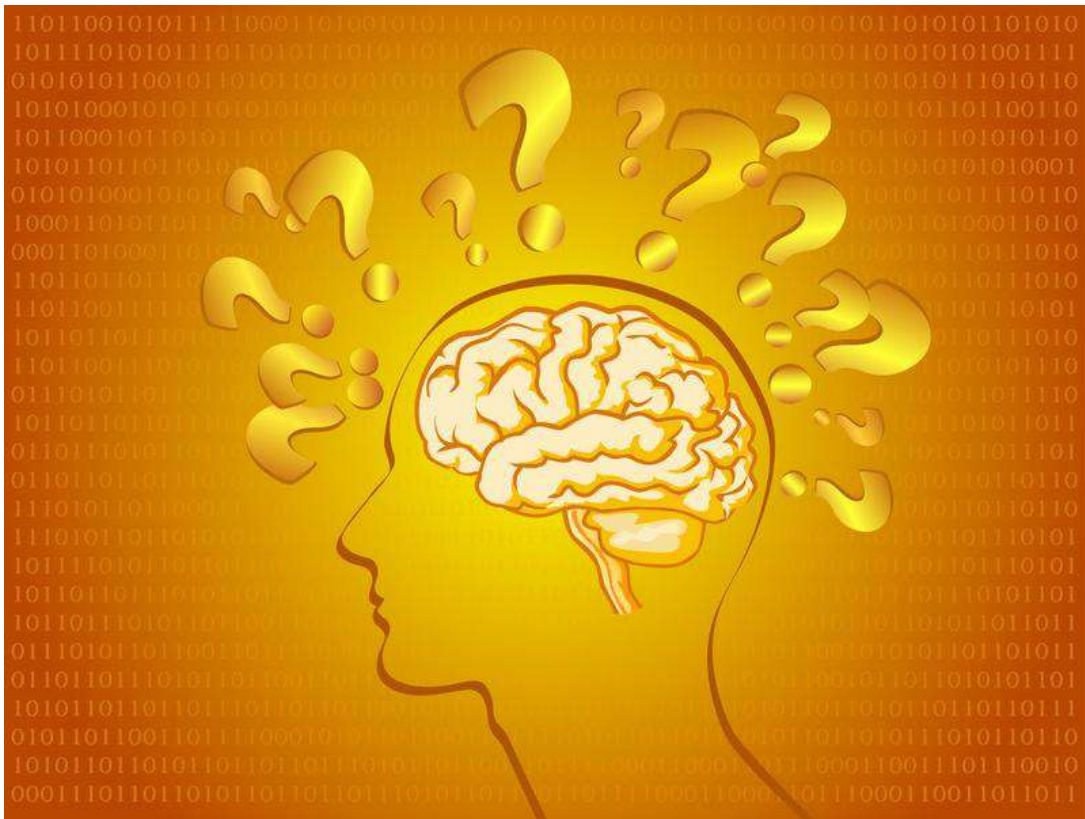
Cluster Web

Name: \_\_\_\_\_



## Exit Ticket

What did you notice about your thinking while brainstorming? Did you have more ideas than you could write down or did writing help you think? What else did you notice?





## **Assessment Plan: Discussion of Tools and Rubric**

This unit is comprised of multiple formative assessment tools that guide students in reading comprehension and analysis of IHAD and that move students through the process of writing a persuasive speech modeled after IHAD. Students' Vocabulary Logs are used as an ongoing assessment tool that guides students toward determining the meaning of new words they encounter in their reading; however, the Getting at the Meaning worksheet is used to assess the students' ability to apply new word meanings toward improving their overall reading comprehension. The Rhetorical Devices worksheet assesses students' ability to identify a specific rhetorical device and then explain how the rhetorical devices contribute to the overall message of the IHAD speech. The Descriptive Outlining exercise is used to assess students' understanding of IHAD's organization and structure. The follow up whole-class discussion also gives me an opportunity to informally assess students understanding as they gain more understanding from each other's comments and overall discussion. KWL sheets are assessed for the level of growth in students' understanding of the different interpretations and perspectives surrounding the concept of "The American Dream," which is intended to strengthen their knowledge base prior to writing their own speeches. Prior to pre-writing, the Research Quote sheet and QPR sheet are used as formative assessments to gauge the students' ability to distinguish between unreliable and reliable sources and being able to effectively choose and use reliable sources to support an argument. Students are given feedback during this crucial point, a point when they are locating material that may play a part in the formation of their arguments, to correct any identified weaknesses and learn from their mistakes. Students' cluster webs, theses, drafts, and revisions are all used as formative assessment tools.

These pre-writing and writing tools are reviewed during peer and group reviews (with the help of an appropriate checklist or guide) and receive informal feedback as I move from student to student, briefly scanning their work at each stage. Since this unit does not provide enough time to hold individual conferences with students in order to discuss their drafts and revisions in detail, the final (summative) assessment tool is meant to be holistic in nature. The rubric evaluates students on their overall participation and performance throughout the entire unit. Each student earns points in four categories as outlined in the Rubric Introduction and Rubric (see the following pages). Although the rubric is used as a final assessment tool for this unit, students will be given another opportunity to revise their speeches after they receive written feedback from me. Students can choose to improve their grade on this speech by further revising and/or editing their speech and including it in their end-of-the-year Writing Portfolio. The end-of-the-year Writing Portfolio will serve as a final assessment tool of the students' overall performance and growth throughout the year.

## **Rubric Introduction**

You will be evaluated on your overall participation and performance in this two week unit. Each student will receive points in four categories:

5. Your participation in whole class, group, and peer review activities,
6. Your participation in the writing process (first drafts and any subsequent drafts must be attached to and submitted with the final draft),
7. The quality and content of your Final Draft, and
8. Your in-class writing reflection to be completed on the day you turn in your final draft.

You will not be assessed on the delivery of your persuasive speech during this unit. We will focus on speech delivery in the next unit. As you know, I believe that writing can always be improved upon; therefore, you will be given another opportunity to revise your speech (to include in your end-of-the-year Writing Portfolio) after you have received written feedback from me.

## Persuasive Speech Rubric:

### Martin Luther King, Jr.'s "I Have a Dream" Speech

**150 points**

Criteria for Evaluation	Possible Points	Points Earned
<b>Participation</b> , including the following: a. Participation and completion of KWL activity and sheets (5 points). b. Participation in post-reading group activity and completion of Getting at the Meaning worksheet (5 points). c. Participation paired activity and completion of Rhetorical Devices worksheet (10 points). d. Participation in group Descriptive Outlining exercise (10 points).	30	
<b>Writing Process</b> (up to 5 points for each of the following): a. Completion of Journal entries. b. Completion of Research Quote Sheet. c. Participation in QPR activity and completion of sheet. d. Participation in Cluster Web paired activity and completion of sheet. e. Participation in Thesis Workshop and peer review. f. Completion of First Draft. g. Participation in group/peer review of First Drafts and completion of Response/Revision form. h. Completion of Revised Draft. i. Participation in peer editing activity. j. Completion of Final Draft (must be submitted with all previous drafts).	50	
<b>Persuasive Speech Quality and Content</b> (up to 5 points for each of the following): a. Is organized (i.e., contains an introduction, body, transitions, and conclusion). b. Sustains a focused argument and is persuasive. c. Demonstrates the appropriate use of at least two rhetorical devices in support of its argument. d. Incorporates the appropriate use of at least two properly punctuated and cited secondary sources in support of its argument. e. Demonstrates the appropriate use of conventional English.	50	
<b>In-Class Speech Writing Reflection</b> a. Identifies strongest characteristics of the Final Draft and explains why. b. Identifies weakest characteristics of the Final Draft and explains why. c. Identifies the most difficult part to write and explains why. d. Identifies the easiest part to write and explains why. e. Demonstrates appropriate use of conventional English.	20	
<b>Total Score:</b>		

COMMENTS:

## Unit Planning Commentary

Martin Luther King, Jr. was a Baptist minister and an important figure in the Civil Rights movement in a racially segregated America during the 1950's. He drew upon the Declaration of Independence and made allusions to Abraham Lincoln, the president who ended slavery by signing the Emancipation Proclamation, in his famous "I Had a Dream" speech. The speech was delivered in front of the Lincoln monument in the presence of thousands of civil rights supporters and is often credited with prompting the 1964 Civil Rights Act. MLK's "I Had a Dream" speech falls within the political/persuasive speech genre. Students will be reading it in order to study MLK's rhetorical style and will be creating their own persuasive speeches based on a similar American Dream theme.

MLK's "I Had a Dream" speech is the focus of this unit because it is important for students to be sensitive to the power behind language and rhetoric, especially as future voters, as future consumers, and as future citizens who will be leading social/personal, professional, and political lives. This unit focuses on guiding students toward understanding and dissecting the rhetorical techniques used by MLK in one of the most moving and politically important speeches in American history. It is also intended that students learn from this powerful speech model and use a few rhetorical techniques themselves while writing their own version of an American Dream speech. In addition to aligning with the state content standards, this unit aims to help students become more socially aware, to empower them by helping them develop and voice their political views, and to build upon their persuasive language skills.

For pre-reading, this unit plan combines KWL brainstorming techniques with an introductory reading to establish prior knowledge and provide a historical context for the reading. Reading along with audio and re-reading once new vocabulary words have been defined are strategies used to further develop students' understanding of their reading. Analyzing Rhetorical Devices using a worksheet asks students to identify how rhetorical devices can be used in conjunction with and to strengthen an argument. Students learn to identify reliable sources (via the Research Quote exercise) prior to learning how to paraphrase them and use them as potential supporting ideas for their own arguments (via the QPR activity). Students move to pre-writing in the Cluster Web exercise prior to working on establishing a thesis during the Thesis Workshop. Feedback on students' subsequent drafts and revisions (as well as regarding editing) are provided through guided peer and group review strategies.

Since a majority of my students are assumed to be at or just below grade-level (10<sup>th</sup> grade), it is expected that most of my students will struggle with developing a strong written argument that is supported by detail. Focusing on the use and development of rhetorical devices, including logical and emotional appeals, in MLK's writing and in the students'

iting will help students overcome this challenge. Giving students time to locate research quotes and build an argument  
ound these quotes will also help them in developing their persuasive speech. ELL students may find it challenging to express  
eir thoughts in writing and verbally. Giving students lots of practice writing in journals and other quick writes, in addition to the  
eech writing, as well as immersing them in whole-class, peer and group activities attempts to give them plenty of practice  
ing and improving upon on their language skills. My holistic final assessment, which incorporates all other formative  
essment exercises, allows me to evaluate my students' overall competence of the many standards that are drawn upon in  
der to be able to read and analyze the rhetorical devices in IHAD and then be able to use IHAD as a model for writing their  
/n persuasive speech.