

In two
days

Dreams Progress

How much progress have we made towards the dreams of Dr. Martin Luther King, Jr.?

Overview

Students study excerpts from the famous “I Have a Dream” speech by Martin Luther King, Jr. and use images to show progress (or lack of) towards that dream.

Preview Students watch/listen to Dr. King’s “I Have a Dream” speech and answer questions.

Activity In a Social Studies Skill Builder, students are assigned an excerpt from the speech. Pairs work together to find an image to showcase that depicts progress (or lack of) towards that dream. Pairs then travel to see all the excerpts and images created. In a whole class debrief using a human spectrum, students evaluate the total level of progress.

Processing Individually, students choose any excerpt from the speech and create photo art to celebrate Dr. King’s life.

Objectives

In the course of this lesson and participating in the classroom activity, students will

- analyze the “I Have a Dream” speech.
- select modern images of American society that depict progress, or lack thereof, towards a portion of Dr. King’s dream.
- discuss the importance of this speech and the impact Dr. King has had on our society.

Materials

- Video of MLK’s “I Have a Dream” speech.
http://www.teachertube.com/viewVideo.php?video_id=94828
- Copies of Student Notebook Guide – 1 for each student
- Access to safe photo website like
 - <http://www.kidzsearch.com/images.html>
 - <http://www.pics4learning.com/>
 - <http://www.photosforclass.com/>
 - or possibly your school database.
- Cardstock to mount images or print images on – 1 for each pair of students.

Preview

Suggested time: 20 minutes

- 1. Greet students at the door.** Distribute a copy of *Student Notebook Guide* to students as they enter the room.
 - 2. Play video and have students analyze speech.** Play the video of the “I Have a Dream” speech for the students and have them analyze the speech while the video is playing. The video is about 17 minutes long.
 - 3. Debrief the video and speech.** Ask the students a series of questions to debrief the speech.
 - **What is the subject of Dr. King’s speech?**
 - **How would you describe the background?**
 - **What is the most memorable moment for you?**
 - **How much progress has our nation made towards the dream of Dr. King?**
-

Materials & Link



Martin Luther King Jr. I Have a Dream

5,664,428 views



Link to video:

<http://www.teachertube.com/video/martin-luther-king-jr-i-have-a-dream-94828>

Full text of speech:

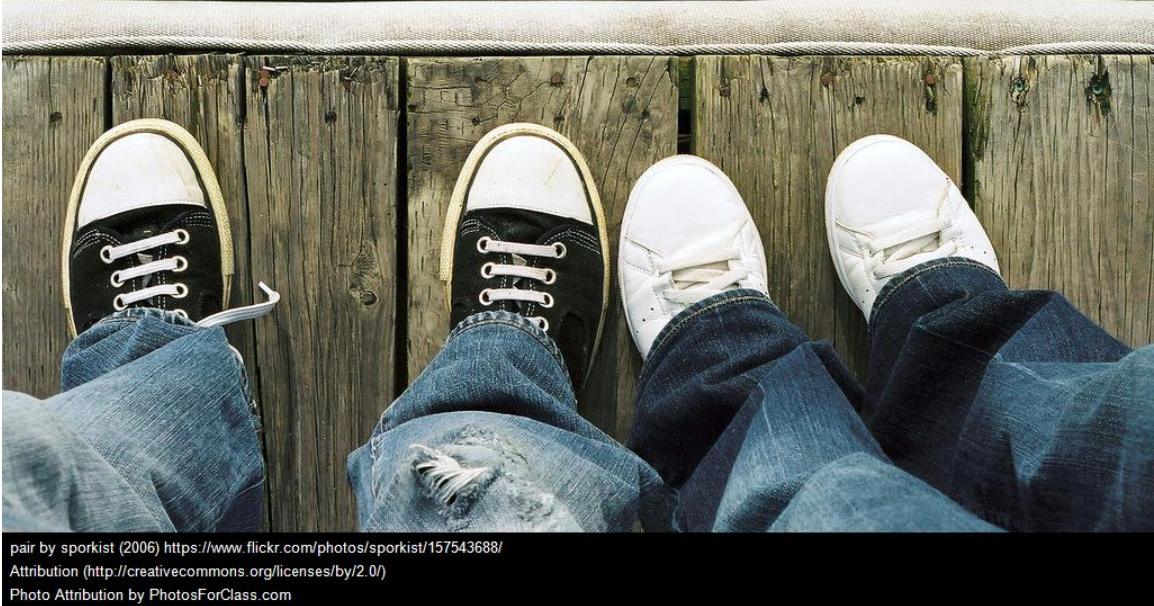
<https://kinginstitute.stanford.edu/king-papers/documents/i-have-dream-address-delivered-march-washington-jobs-and-freedom>



Student Notebook Guide

Skill Builder

Suggested time: 60-80 minutes



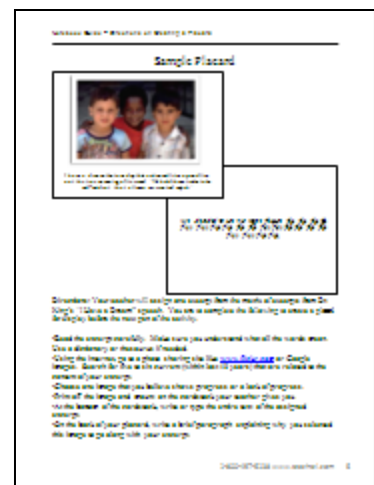
pair by sporkist (2006) <https://www.flickr.com/photos/sporkist/157543688/>
Attribution (<http://creativecommons.org/licenses/by/2.0/>)
Photo Attribution by PhotosForClass.com

- 1. Place students into pairs.** Group students heterogeneously into pairs.
- 2. Explain the purpose of the activity.** Project *Directions on Creating a Placard* (from Student Notebook Guide) to students and tell them that this lesson is intended to examine excerpts of Dr. King’s speech. Pairs will be assigned one excerpt and will find a current image that shows progress or lack thereof towards that goal. Once they’ve completed their excerpt, pairs will see all the excerpts and images. At the end of the activity students will be given the opportunity to share their thoughts through a human spectrum activity.

- 3. Assign excerpts.** Assign each pair one of the excerpts from Dr. King’s speech. Make sure students understand any words that they are unfamiliar with. Have a dictionary and thesaurus available for students.

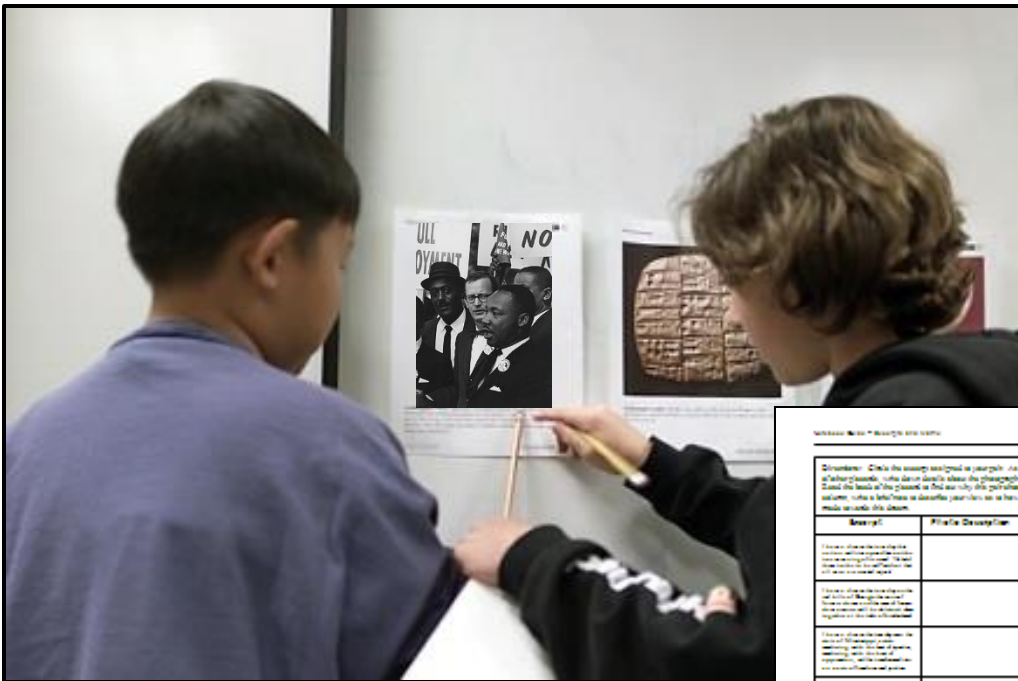
- 4. Have pairs use a safe photo website or database to find current images related to excerpt.** Some possible websites are:

- <http://www.kidzsearch.com/images.html>
- <http://www.pics4learning.com/>
- <http://www.photosforclass.com/>



Directions on Creating a Placard

5. **Have pairs select one image for their excerpt.** Pairs should decide which image best illustrates their view of the level of progress made. Pairs should print the image large enough to mount on a piece of cardstock.
6. **Have pairs create a placard.** Distribute a piece of cardstock to each pair. Tell them to mount the printed image on the placard and to neatly write the entire excerpt underneath. On the back of the placard, pairs should explain in a brief paragraph why they selected the image.
7. **Hang all placards on wall.** Arrange all placards on the walls around the room. Make sure to leave enough space for pairs to examine the placards and take notes while there.
8. **Have pairs examine all placards.** Have pairs travel to each of the placards and complete the Excerpt Matrix. You might consider setting a timer for two minutes per station to keep students moving.



Directions: Circle the excerpt selected as your pair's. Use your opinion (not the vote) of other students. Write down details about the excerpt in the second column. Check the boxes of the placards as they are only to be taken one time. In the final column, write a brief/true or describe your idea as to how much progress has been made on each placard.

| Excerpt | Final Description | Amount of progress |
|--|-------------------|--------------------|
| Excerpt 1: [Text about the Civil War] | | |
| Excerpt 2: [Text about Reconstruction] | | |
| Excerpt 3: [Text about the Reconstruction era] | | |
| Excerpt 4: [Text about the Reconstruction era] | | |
| Excerpt 5: [Text about the Reconstruction era] | | |
| Excerpt 6: [Text about the Reconstruction era] | | |
| Excerpt 7: [Text about the Reconstruction era] | | |

Excerpt Matrix

Want to know more about Skill Builders?

To learn more about this lesson strategy and how to get the most out of it, visit <https://youtu.be/Rf6BoF2iNS4>

9. **Conduct a human spectrum activity to debrief the Skill Builder.** After pairs have visited all (or most) of the stations, challenge the students to physically participate in a debrief of the activity. Use the following questions as a guide to debrief:

- Which placard(s) show progress? Bring the placard to the front of the class.
- Which placard(s) show a lack of progress? Bring the placard to the front of the class.
- Have one person in each pair bring your placard forward. Arrange yourselves on a spectrum that ranges from the most progress to the least progress. Why are you placing your placard there? Be ready to defend it.
- As a class, which placard do you think shows the most progress? Least?



Processing

Suggested time: 30 minutes; complete for homework

1. **Challenge students to create a photo collage or word art on excerpts of the “I Have a Dream” speech.** Students should create a photo collage or art related to the life, speeches, and accomplishments of Dr. King.
2. **Create a space to exhibit photo collages in your school.** When students complete their photo art, group them together and display the images as a celebration of Dr. King’s legacy.



Created using
<http://www.tagxedo.com/>
with Firefox as browser (be sure to enable Silverlight).

Dreams Progress

How much progress have we made towards the dreams of Dr. Martin Luther King, Jr.?



Preview: Dr. Martin Luther King, Jr. gave this speech to hundreds of thousands of civil rights supporters in August 1963. As you watch this speech, answer the following questions. Be prepared to share your responses later.

- **What is the subject of Dr. King’s speech?**
- **How would you describe the background?**
- **What is the most memorable moment for you?**
- **How much progress has our nation made towards the dream of Dr. King?**

Sample Placard



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."

*We decided to use this image because blah blah blah blah
blah blah blah blah blah blah blah blah blah blah blah
blah blah blah blah.*

Directions: Your teacher will assign one excerpt from the Matrix of Excerpts from Dr. King’s “I Have a Dream” speech. Complete the following steps to create a placard that will be used in the next part of the activity.

- **Read the excerpt carefully. Make sure you understand what all the words mean. Use a dictionary or thesaurus if needed.**
- **Using the internet, go to a safe photo sharing site like:**
 - <http://www.kidzsearch.com/images.html>
 - <http://www.pics4learning.com/>
 - <http://www.photosforclass.com/>
- **Search for five to six current images (less than ten years old) that are related to the content of your excerpt.**
- **Choose one image that you believe shows progress or a lack of progress.**
- **Print the image and mount on the cardstock your teacher gives you. Make sure to give proper attribution for the image you use.**
- **At the bottom of the cardstock, write or type the entire text of the assigned excerpt.**
- **On the back of your placard, write a brief paragraph explaining why you selected this image to go along with your excerpt.**

Directions: Circle the excerpt assigned to your pair. As you view the other placards, write down details about the photograph in the second column. Read the back of the placard to find out why the pair chose this photo. In the third column, write a brief note to describe your view as to how much progress has been made towards this dream.

| Excerpt | Photo description | My view of progress |
|---|-------------------|---------------------|
| <p>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."</p> | | |
| <p>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.</p> | | |
| <p>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.</p> | | |
| <p>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.</p> | | |
| <p>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.</p> | | |
| <p>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.</p> | | |