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| SREB | Standards-based Unit  *Middle Grades to High School Transition Program* |
|  | Foundations of English:  A 9th-grade English  Catch-up Course |
| Southern  Regional  Education  Board  592 Tenth Street, N.W.  Atlanta, GA 30318  (404) 875-9211  www.sreb.org | Dreams of Youth  Unit Plan |

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| **Unit Title:** Dreams of Youth  **Course Name:** Foundations of English  **Grade Level(s):** 9th Grade |

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| **Unit Overview**  What are the dreams of youth and what happens as a result of those dreams? Students will research a dreamer, set goals and present a dramatic monologue.  **Timeframe:** 9-10 90-minute classes  **Prerequisite Knowledge/Skills**   * Basic keyboarding skills * Internet navigation |

**Essential Questions: (Open-ended style which promote in-depth investigation)**

1. What are the dreams of youth?

2. What happens as a result of those dreams?

3. How do the dreams parents have for their children compare to the children’s dreams?

4. What is an effective way to learn about other dreamers?

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| **SREB Readiness Indicators** |
| 2. Summarize, paraphrase and categorize information.  3. Compare and contrast information, ideas and structures to clarify the meaning of various materials.  5. Connect what is read to personal experience and the world beyond the classroom.  8. Compose writing that conveys a clear main point with logical support.  9. Edit and revise writing for the strongest effect.  11. Use research skills to locate, gather, evaluate and organize information for different purposes.  12. Use appropriate organization language, voice, delivery style and visual aids to match the audience and purpose of oral presentations. |
| **Common Core Standards** |
| **Comprehension**  RI.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.  **Research and Information**  W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.  **Grammar/Usage and Mechanics**  L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  a. Use parallel structure.\*  b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.  L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.  b. Use a colon to introduce a list or quotation.  c. Spell correctly.  **Oral Language/Listening and Speaking**  SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. |
| SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.  SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |

**Acknowledgment(s)**

Beatrice Hoxie and Jeree Youngker (Will Rogers High School), Kathryn Kirt, Jennifer Trimble and Judy Howard (East Central High School)

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| **Literacy Strategies** | **Habits of Success** |
| \_X\_ Admit/Exit slips  \_X\_ Graphic organizer  \_\_\_ Know/Want to Know/Learn Chart (KWL)  \_X\_ Open-response questions  \_X\_ Two-column/Cornell notes  \_\_\_ Re-telling  \_X\_ Reflection  \_\_\_ Jigsaw reading  \_\_\_ Peer Review  \_\_\_ Peer Editing  \_\_\_ Anticipation Guide  \_\_\_ RAFT (Role/Audience/  Format/ Topic)  \_\_\_ Summarization (GIST)  *(Generating Interactions Between Schemata and Text)*  \_\_\_ Paired Reading  \_\_\_ Other | **1. \_\_\_ Create Relationships**  Teamwork/responsibility/effective communication  **2. \_\_\_ Study, Manage Time, Organize**  Organization/time management/study skills  **3. \_\_\_ Improve Reading/Writing Skills**  Use reading and writing to learn strategies  **4. \_\_\_ Improve Mathematics Skills**  Estimate/compute/solve/synthesize  **5. \_X\_ Set Goals/Plan**  Set goals/plan/monitor progress  **6. \_X\_ Access Resources**  Research/analyze/utilize |

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| **Assessments: Pre, Daily/Weekly and Post**  **Pre**  **Daily/Weekly: (Included on daily activities plans)**  **Post-assessment consists of two parts**  1. Test (Attachment 17)  2. Dramatic monologue (Attachments 1 and 2) |

**Unit Title:** Dreams of Youth

Day 1 of 9

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| **SREB’s Readiness Indicator(s) for Daily Activities** |
| 5. Connect what is read to personal experience and the world beyond the classroom. |
| **State/District Standard(s) for Daily Activities: Oklahoma** |
| I.2.1 Literal Understanding  b. Draw upon own background to provide connections to text.  I.4.2 Interpreting Information – The student will analyze and evaluate information from a variety of sources.  b. Organize and convert information into different forms such as charts, graphs, and drawings to create multiple formats to interpret information for multiple audiences and purposes, and cite sources completely. |

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| **Anticipated Times\***  (90-min. Block Schedule) | **Sequence of Instruction** | **Activities Checklist** |
| 5 minutes | **Get Started**  DOL (Daily Oral Language exercises that the teacher writes on board or overhead and students must correct in journal. Teacher reviews correct answers with students including reasons for corrections)  1. Warren weren’t aware that their was a write way to rite a paragraph  2. Sometimes I get so lonesome sang the country western singer to the crowd  3. We was late to the 400 show for the film free willy | * + **Solve problems** |
| 5 minutes | **Engage**  Teacher will show students a road map and show how many roads can reach a single destination.  Teacher-led discussion will focus on how there are many paths to a destination whether the destination is a city/town, or a goal/dream. | * + **Display object/ picture** |
| 20 minutes | **Explore**  Students will work in pairs with each person reading either “New Directions” by Maya Angelou (Attachment 3) or “The Road Not Taken” by Robert Frost (Attachment 4). After reading, they will indicate three possible stops that the speaker/narrator made before reaching their destination. | * + **Investigate** |
| 10 minutes | **Explain**  The teacher will explain how people have many “road stops” on their way to their life’s destinations. One example may be the different levels of education required for a particular profession. | * + **Interactive discussion** |
| 10 minutes | **Practice Together**  Students will brainstorm a list of “road stops” to achieve a sample dream. A scribe or the teacher will place these on a road map. | * + **Construct graph/ timelines** |

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| 10 minutes | **Practice in Teams/Groups/Buddy-pairs**  In small groups, students will then brainstorm a list of “road stops” that their parents’ dream for them entails. They construct maps for these. | * + **Graphic organizer** |
| 15 minutes | **Practice Alone**  Students construct their own maps of how to reach a dream and add to it the route their parents would have them take. | * + **Design individual investigation/project** |
| 5 minutes | **Evaluate Understanding (Daily/Weekly/**  **Post-Assessment)**  Choose one profession not previously discussed and ask students to identify road to achieving that goal. | * + **Ask questions** |
| 5 minutes (5) | **Closing Activities**  Assign homework for students to complete their maps.  *Exit slip:* Compare and contrast your parents’ dreams for you with your own dreams. | * + **Assign/explain homework**   + **Exit slip** |
| As Needed | **Enrichment/Extension/Re-teaching/**  **Accommodation(s)**   * + Some students may need actual maps that they can simply mark on and label stops.   + Students can create a timeline to accompany the map (e.g., years of education at each level).   + Students with similar plans/dreams can work together to create a map. | * + **Practice**   + **Individual assignment** |
|  | **Resources/Instructional Materials Needed**   * + A roadmap that differentiates among interstate highways, state highways, state roads, and scenic routes   + Paper (8.5 x 11 or larger depending on display space)   + Markers, crayons, highlighters or colored pencils   + Attachments 3 and 4 |  |
| **Notes**  *Answers to DOL:*  1. Warren wasn’t aware that there was a right way to write a paragraph.  2. “Sometimes I get so lonesome,” sang the country western singer to the crowd.  3. We were late to the 4:00 show for the film, “Free Willy.”  This lesson could turn into an extensive art class. Do not allow students to be derailed by making elaborate artistic presentations. This is a brainstorming activity to open the unit.  Maps should not be graded for correctness. A daily grade can be taken for whether the task was completed efficiently and effectively.  Make necessary arrangements for research facilities (e.g., media center, computer lab) for student research on days 4 and 5. | | |

**Unit Title:** Dreams of Youth

Day 2 of 9

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| **SREB’s Readiness Indicator(s) for Daily Activities** |
| 2. Summarize, paraphrase and categorize information.  5. Connect what is read to personal experience and the world beyond the classroom. |
| **State/District Standard(s) for Daily Activities: Oklahoma** |
| I.2.1 Literal Understanding  b. Draw upon own background to provide connections to text.  I.2.2 Inferences and Interpretations  c. Recognize influences on a reader’s response to a text (e.g., personal experience and values; perspective shapes by age, gender, class, or nationality).  I.4.2 Interpreting Information – The student will analyze and evaluate information from a variety of sources.  b. Organize and convert information into different forms such as charts, graphs, and drawings to create multiple formats to interpret information for multiple audiences and purposes, and cite sources completely. |

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| **Anticipated Times\***  (90-min. Block Schedule) | **Sequence of Instruction** | **Activities Checklist** | |
| 5 minutes | **Get Started**  *DOL:*   1. sarah had to work from 430 to 900 last night 2. them people rides the bus too work every day 3. Give a synonym for each word.   a. Construct  b. Twinkling  4. Identify the sentence as declarative, interrogative, imperative or exclamatory. Erica, go turn out the lights. | * + **Solve problems** | |
| 5 minutes | **Engage**  Collect student road maps from yesterday. Ask how they determined what their parents’ dreams are for them. Ask if others have dreams or plans for them as well. | * + **Discuss previous experiences** | |
| 10 minutes | **Explore**  Read aloud “Mother to Son” by Langston Hughes (Attachment 5). Ask how that mother’s dreams for her son might be different from her life. | * + **Read aloud** | |
| 10 minutes (15) | **Explain**  Discuss with students how our personal dreams can differ from dreams that others have for us. Ask students to give examples from their personal lives, media or readings. Some dreams can also be shared, such as dreams for our community.  Ask questions such as   * + Who determines your dreams?   + What influences do others have on your dreams?   + Can several people have the same dream?   + Who helps or hinders us in reading our dreams?   + How can you tell what someone’s dream is?   + How can people share the same dream? | * + **Interactive discussion** | |
| 5 minutes | **Practice Together**  Tell students that there are many ways to tell what someone’s dream is (e.g., notes on the refrigerator for dieters, uniforms for ballplayers). Show pictures of different items and ask students to predict what kind of person would have that dream. Ask them whether any of the items reflect their dreams. Some of the dreams may also reflect dreams of the community rather than just the individual. | * + **Make predictions** | |
| 45 minutes | **Practice in Teams/Groups/Buddy-pairs**  Assign students to work in small groups so that there are five groups in the class. Tell them they are going to create a life-sized collage (Attachment 6) about their dreams for the future and others’ dreams for them. Each group collage will explore dreams and show how dreams are not only based on individual desires, but also community desires. Have students draw, write or cut out pictures to completely fill their group’s assigned space. They should choose colors to convey certain images or themes. The idea is to create a “whole class” collage of their personal and community dreams. After all sections are completed, the whole body is reassembled and posted in the classroom. | * + **Create visual representation** | |
| 5 minutes | **Evaluate Understanding (Daily/Weekly/**  **Post-Assessment)**  Identify one individual and one community dream. Explain what is different and what is alike about the two dreams. (Attachment 7) | * + **Open-response question(s)** | |
| 5 minutes | **Closing Activities**  *Exit Slip:*  What colors did your group choose to represent personal and community dreams? Why did your group choose those colors? How do the images you chose for your collage represent dreams? | | * + **Exit slip** | |
| As Needed | **Enrichment/Extension/Re-teaching/**  **Accommodation(s)**  Students can create an individual word collage of their dreams from a class word bank (Attachment 19). | | * + **Individual assignment** | |
|  | **Resources/Instructional Materials Needed**   * + Pictures of items that might express dreams   + Large butcher paper   + Markers, crayons, highlighters in various colors   + Colored paper   + Magazines and newspapers to cut   + Attachments 5, 6, 7, 13 | |  | |
| **Notes**  *DOL Answers:*   1. Sarah had to work from 4:30 to 9:00 last night. 2. Those people ride the bus to work everyday. 3. Synonyms: build, erect, make; sparkling, glowing 4. imperative   Art project of the dreamer could take several days. Make sure that students stay focused and share the work so that the product is completed in a brief time. This makes a nice classroom display. You can also modify the task due to time constraints. | | | | |

\* The blocks of time for the sequence of instruction are suggested as a pacing guide. Some activities may take more time than suggested, and every element in the sequence of instruction may not occur everyday.

**Unit Title:** Dreams of Youth

Day 3 of 9

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| **SREB’s Readiness Indicator(s) for Daily Activities** |
| 3. Compare and contrast information, ideas and structures to clarify the meaning of various materials.  5. Connect what is read to personal experience and the world beyond the classroom. |
| **State/District Standard(s) for Daily Activities: Oklahoma** |
| I.4.1 Accessing Information – Select the best source for a given purpose.  c. Use organizational strategies as an aid to comprehend increasingly difficult content material (e.g., compare/contrast, cause/effect, problem/solution, sequential order).  I.4.2 Interpreting Information – The student will analyze and evaluate information from a variety of sources.  a. Summarize, paraphrase and/or quote relevant information. |

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| **Anticipated Times\***  (90-min. Block Schedule) | **Sequence of Instruction** | **Activities Checklist** |
| 5 minutes | **Get Started**  *DOL:*   1. there is not no cookies left in the sack 2. why wont marcus play on hour ball team 3. complete the analogy: 4. meters : length:: grams: 5. Write 2 words that contain two syllables. | * + **Solve problems** |
| 5 minutes (5) | **Engage**  Show photo of Dr. Martin Luther King, Jr. delivering his “I Have a Dream” speech. Ask students to share what they know about Dr. King’s dreams. Photo, text and recording of the speech can be found at  [http://www.americanrhetoric.com/speeches/ Ihaveadream.htm](http://www.americanrhetoric.com/speeches/Ihaveadream.htm) | * + **Display object/picture** |
| 30 minutes | **Explore**  Students will read Dr. King’s speech (Attachment 8) and take notes in a two-column format in Attachment 9. (See *Literacy Across the Curriculum*, pages 121-123). | * + **Create lists** |
| 10 minutes | **Explain**  Discuss how there are similarities among many people’s dreams, but there are also differences. Have students share some examples of similar and different dreams from the pieces they have already read in the unit. | * + **Interactive discussion** |
| 10 minutes | **Practice Together**  Share the Venn diagram format (Attachment 10). Using the brainstorming from the earlier step, transfer the similarities and differences to a group Venn diagram either on overhead or board. Depending on time and student comprehension, small groups could complete these and then share. | * + **Whole group graphic organizers** |

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| 20 minutes (10) | **Practice Alone**  Complete Venn diagram. (Attachment 10) | * + **Graphic organizer** |
| 5 minutes | **Evaluate Understanding (Daily/Weekly/**  **Post-Assessment)**  Ask students to each share in quick succession one similarity or difference between the class dreams and Dr. King’s dreams. Ask students to share predictions of outcomes. Each student should have the opportunity to share at least once. | * + **Questions** |
| 5 minutes (5) | **Closing Activities**  *Exit Slip:*  List positive changes that have occurred as a result of Dr. King’s “I Have a Dream” speech. | * + **Exit slip** |
| As Needed | **Enrichment/Extension/Re-teaching/**  **Accommodation(s)**   * + Students can perform the speech.   + For students who have difficulty with the speech, play the recording, then ask them to read the dream section.   + Students can research the immediate results of the speech through news accounts.   + Students may do partner reading of the speech, in which one person reads aloud to another and then reverse roles. They then complete the notes together. | * + **Practice**   + **Performance, Research** |
|  | **Resources/Instructional Materials Needed**   * + Attachments 8, 9, 10   + Overhead projector and transparency or chalkboard for group Venn diagram   + Possible recording of speech |  |
| **Notes**  *DOL Answers:*   1. There are no cookies left in the sack. 2. Why won’t Marcus play on our ball team? 3. weight 4. many possible answers   Some students may want to spend a great deal of time studying Dr. King and his legacy. Their interest could be continued in the culminating performance of researching a dreamer/doer and presenting the dramatic monologue.  Students may be bothered by Dr. King’s use of the term “Negroes.” If you predict this will happen, prepare students for the historical context that language acceptability differs over time. In 1963, this was the preferred term. | | |

**Unit Title:** Dreams of Youth

Day 4 of 9

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| **SREB’s Readiness Indicator(s) for Daily Activities** |
| 2. Summarize, paraphrase and categorize information. |
| **State/District Standard(s) for Daily Activities: Oklahoma** |
| I.4.1 Accessing Information – Select the best source for a given purpose.  a. Access information from a variety of primary and secondary sources.  b. Skim text for an overall impression and scan text for particular information.  I.4.2 Interpreting Information – The student will analyze and evaluate information from a variety of sources.  a. Summarize, paraphrase and/or quote relevant information. |

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| **Anticipated Times\***  (90-min. Block Schedule) | **Sequence of Instruction** | **Activities Checklist** |
| 5 minutes | **Get Started**  Draw the name of a “dreamer or doer” (Attachment 11) out of the hat as you come into the room. In your journal, predict 3 things about the person whose name is on your slip of paper (e.g., name, race, gender, profession). | * + **Write in journal** |
| 5 minutes | **Engage**  Give a very brief introduction to a dreamer you admire. Share some of the kinds of things that students will be looking for in their research. | * + **Model presentation** |
| 5 minutes | **Explore**  Brainstorm the kinds of things that you might want to find out about the person whose name you have chosen. Capture these on the board or on an overhead. | * + **Brainstorm** |
| 10 minutes | **Explain**  Share the dramatic monologue project with students (Attachments 1 and 2). Introduce the importance of a bibliography as a way of crediting sources (Attachment 12). | * + **Introduce project with guidelines** |
| 10 minutes | **Practice Together**  Distribute copy of biography of Dr. King from Nobel Prize web site (Attachment 13 or http://nobelprize.org/peace/laureates/1964/king-bio.html). Ask students to highlight information that relates to completing the required statements for the project. Then ask students to summarize what they found by completing one or more of the sentences. Read these aloud for response or share on transparency strips. Remind students that they are conducting research for the purpose of completing each of the statements on the dramatic monologue sheet, not just to find out everything they can about their dreamers. |  |

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| 47 minutes (10) | **Practice Alone**  Begin research on the assigned dreamers. Depending on facilities, this can be done in classroom, computer lab or media center. | * + **Design individual investigation/project** |
| 3 minutes | **Evaluate Understanding (Daily/Weekly/**  **Post-Assessment)**  Take up statements from practice together session. Review for whether students understand how to locate information and summarize. | * + **Writing sample** |
| 5 minutes | **Closing Activities**  *Exit Slip:*  What is one thing that your dreamer and doer accomplished? | * + **Exit slip** |
| As Needed | **Enrichment/Extension/Re-teaching/ Accommodation(s)**   * + Students may need an introduction or review of locating resources. Media specialist may be able to support this project with notice.   + Project could be adapted by having students research and perform in pairs.   + Students can extend project by researching additional dreamers or producing books or articles about their dreamers. | * + **Pre-work on research** |
|  | **Resources/Instructional Materials Needed**   * + Hat or basket for drawing slips from Attachment 11. Attachment 11 can be adapted to fewer students or by selecting other dreamers and doers. Make sure that you have a mix from different interest areas, ethnicities and age groups. Slips will need to be cut apart prior to class.   + Overhead and transparencies or chalkboard   + Highlighters   + Attachments 1, 2, 11, 12, 13 |  |
| **Notes**  Teacher presentation could also be a videotape of a prior student performance. | | |

**Unit Title:** Dreams of Youth

Day 5 of 9

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| **SREB’s Readiness Indicator(s) for Daily Activities** |
| 2. Summarize, paraphrase and categorize information.  3. Compare and contrast information, ideas and structures to clarify the meaning of various materials.  11. Use research skills to locate, gather, evaluate and organize information for different purposes. |
| **State/District Standard(s) for Daily Activities: Oklahoma** |
| I.4.1 Accessing Information – Select the best source for a given purpose.  a. Access information from a variety of primary and secondary sources.  b. Skim text for an overall impression and scan text for particular information.  I.4.2 Interpreting Information – The student will analyze and evaluate information from a variety of sources.  a. Summarize, paraphrase and/or quote relevant information.  c. Draw conclusions from information gathered. |

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| **Anticipated Times\***  (90-min. Block Schedule) | **Sequence of Instruction** | **Activities Checklist** |
| 5 minutes | **Get Started**  *DOL:*  1. please put a ice cube in there dr pepper  2. mr smith how are you today  3. Simile or metaphor? She was as pale as a ghost.  4. List the adjectives. Our beagle puppy loves to chew on old rawhide bones. | * + **Solve problems** |
| 5 minutes | **Engage**  Turn and talk: Ask students to turn to a neighbor and share one interesting thing they have learned about their dreamer. | * + **Turn and Talk** |
| 5 minutes | **Explore**  Ask students if they have found any contradictory information or information in one source that was not in another. Elicit two or three responses. Ask students to speculate why this might be so. | * + **Brainstorm** |
| 10 minutes | **Explain**  Distribute the short biography of Dr. King from the National Park Service (Attachment 14 or <http://www.nps.gov/malu/>). Ask students to identify any additional or contradictory information from the biography read yesterday. Discuss with students about the credibility of sources and the different purposes of information they may find. (Attachment 15). In this case, the Nobel prize piece is a tribute to Dr. King’s achievement and the National Park Service piece is an introduction to the King Center in Atlanta. Remind students that they must have at least three sources and help them see how differences can be found in the research they are conducting. | * + **Interactive discussion** |
| 55 minutes | **Practice Alone**  Continue research. Monitor student progress. | * + **Design individual investigation/project** |
| 5 minutes | **Evaluate Understanding (Daily/Weekly/**  **Post-Assessment)**  Check student notes to ensure that they are getting answers to questions and that they are recording information for the required bibliography. | * + **Review progress on project** |
| 5 minutes (5) | **Closing Activities**  *Exit Slip:*  How do print and electronic sources differ in what you find? | * + **Exit slip** |
| As Needed | **Enrichment/Extension/Re-teaching/**  **Accommodation(s)**   * + Students may need additional models for bibliography. Provide additional sheets as necessary.   + Students who are finished may be encouraged to find additional information. | * + **Other: provide models** |
|  | **Resources/Instructional Materials Needed**   * + Research materials/facilities   + Attachments 14 and 15 |  |
| **Notes**  This is the last day for research, so it will be important for students to stay focused during the research time. Additional research may be done outside of class as necessary.  DOL Answers:   1. Please put an ice cube in their Dr. Pepper. 2. Mr. Smith, how are you today? 3. simile 4. beagle, old, rawhide (“Our” is a pronoun used as an adjective and can be classified as an adjective depending on prior instruction.) | | |

**Unit Title:** Dreams of Youth

Day 6 of 9

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| **SREB’s Readiness Indicator(s) for Daily Activities** |
| 12. Use appropriate organization, language, voice, delivery style and visual aids to match the audience and purpose of oral presentations. |
| **State/District Standard(s) for Daily Activities: Oklahoma** |
| III.2.1 Use formal, formation, standard and technical language effectively to meet the needs of purpose, audience, occasion and task.  III.2.2 Prepare, organize and present a variety of informative messages effectively.  III.2.3 Analyze purpose, audience and occasion to choose effective verbal and nonverbal strategies such as pitch and tone of voice, posture and eye contact. |

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| **Anticipated Times\***  (90-min. Block Schedule) | **Sequence of Instruction** | **Activities Checklist** |
| 5 minutes | **Get Started**  *DOL:*  1. We would of froze during the storm but we seen a shelter to hide in  2. me and my sister catched the bus too blocks to soon  3. Synonyms or antonyms?  a. awful, terrible  b. graceful, clumsy  4. Which word does not belong in this group and why?  a. hot air balloon  b. plane  c. surfboard  d. kite  e. bird | * + **Solve problems** |
| 5 minutes (5) | **Engage**  Show students two short video clips or act out the parts. One should show a person using very informal or street language in a casual conversation. The other should be a professional presentation. | * + **Demonstrate** |
| 5 minutes | **Explore**  Have students look at the rubric for the monologue (Attachment 2). Ask them to explain how the demonstrations would score on the rubric’s last two categories of mechanics and presentation. | * + **Analyze data** |
| 5 minutes | **Explain**  Explain to students that the choice of language and delivery is important to the message. While their content is important, it is also important that they present it the best that they can. | * + **Review criteria** |

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| 10 minutes | **Practice in Teams/Groups/Buddy-pairs**  Have students pair up to share two facts about their dreamer, using appropriate presentation techniques. Students give each other feedback using the language of the scoring guide. | * + **Practice presentation techniques** |
| 55 minutes | **Practice Alone**  Students draft their speeches and begin self-editing. Teacher will circulate to provide assistance and feedback. This can also operate as a writer’s workshop format. | * + **Draft writing** |
| 5 minutes | **Closing Activities**  Also serves as evaluation for today— *Exit slip:* How will your written presentation and your oral presentation differ?  Students who do not complete draft should be instructed to complete at home. | * + **Exit slip** |
| As Needed | **Enrichment/Extension/Re-teaching/**  **Accommodation(s)**   * + Students with stage fright may need additional practice or accommodations, including practicing in front of mirrors, presenting to smaller groups or videotaping presentations.   + Additional practice on informal and formal presentations can be given by asking students to “translate” formal into informal or vice versa. This also makes a good study on audience for writing. | * + **Other: additional practice** |
|  | **Resources/Instructional Materials Needed**   * + Attachment 2   + Video clips of “street” and formal language presentations |  |
| **Notes**  *DOL Answers:*  1. We would have frozen during the storm, but we saw a shelter in which to hide.  2. My sister and I caught the bus two blocks too soon.  3. synonym, antonym  4. Possible answers: surfboard because it does not operate in air; bird, because it is not man-made | | |

**Unit Title:** Dreams of Youth

Day 7 of 9

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| **SREB’s Readiness Indicator(s) for Daily Activities** |
| 9. Edit and revise writing for the strongest effect. |
| **State/District Standard(s) for Daily Activities: Oklahoma** |
| II.3.2 Mechanics and Spelling – Demonstrates appropriate language mechanics in writing.  a. Demonstrate correct use of capitals.  b. Use correct formation of plurals.  c. Demonstrate correct use of punctuation and recognize its effect on sentence structure.  d. Distinguish correct spelling of commonly misspelled words and homonyms. |

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| --- | --- | --- |
| **Anticipated Times\***  (90-min. Block Schedule) | **Sequence of Instruction** | **Activities Checklist** |
| 5 minutes | **Get Started**  *DOL:*  1. My sister she dont always have time to visit during holidays  2. Bob don’t want none of his presents returned  3. List all of the prepositions: After school, walk around the park for the fasted way home.  4. Alphabetize the following: Dolphin Dock Doodle Dollar Doormat | * + **Solve problems** |
| 5 minutes | **Engage**  Review exit slips from yesterday and use to reinforce points about presentation skills. | * + **Discuss previous experiences** |
| 15 minutes | **Explore**  Explain to students that they will be peer reviewing today. Each person will review for one aspect—content, mechanics and documentation. Show a sample paper (Attachment 16) either through an overhead or LCD or distribute a copy to each student. In turn, ask them to look at the same piece for each of the three areas. Guide discussion to cover the main problems that they should be identifying for each area. | * + **Evaluate writing** |
| 25 minutes (10) | **Practice in Teams/Groups/Buddy-pairs**  Students will work in groups of three to peer review presentations and bibliographies. One person will review for content, one for mechanics and one for proper documentation. It will be helpful if each reviewer has a different color ink. | * + **Peer review/edit** |
| 35 minutes (10) | **Practice Alone**  Students will rewrite their drafts based on the input from their peer review partners. Teacher will monitor and respond to questions. | * + **Revise work** |

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| 5 minutes (5) | **Closing Activities**  *Exit Slip:*  What is the best suggestion you got to improve your paper? What is the best suggestion you gave to someone else? | * + **Exit slip** |
| As Needed | **Enrichment/Extension/Re-teaching/**  **Accommodation(s)**   * + Some students may need a more extensive reviewing guide to look for corrections. | * + **Extra support materials** |
|  | **Resources/Instructional Materials Needed**   * + Three colors of pencils or ink for revision groups.   + Attachment 16 and possibly overhead transparency |  |
| **Notes**  If this is the first review group activity of the year, you may need to spend additional time setting up how to work in groups and provide more intensive monitoring. You may wish to assign groups.  Students are to submit bibliography when they make presentation. Final copy of presentation may be on note cards, but will not be submitted. Evaluation will come from presentation rather than the written product. Encourage students to practice so they will not have to read their papers.  If you want students to word process the bibliography, you may have to arrange computer lab time, depending on your school facilities.  *DOL Answers:*  1. My sister doesn’t always have time to visit during holidays.  2. Bob doesn’t want any of his presents returned.  3. after, around, for  4. dock, dollar, dolphin, doodle, doormat | | |

**Unit Name:** Dreams of the Youth

Day 8 of 9

|  |
| --- |
| **SREB’s Readiness Indicator(s) for Daily Activities** |
| 12. Use appropriate organization, language, voice, delivery style and visual aids to match the audience and purpose of oral presentations. |
| **State/District Standard(s) for Daily Activities: Oklahoma** |
| III.2.1 Use formal, informal, standard and technical language effectively to meet the needs of purpose, audience, occasion and task.  2.2 Prepare, organize and present a variety of informative messages effectively.  2.3 Analyze purpose, audience and occasion to choose effective verbal and nonverbal strategies such as pitch and tone of voice, posture and eye contact. |

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| **Anticipated Times\***  (90-min. Block Schedule) | **Sequence of Instruction** | **Activities Checklist** |
| 5 minutes | **Get Started**  *DOL:*  1. 12 students should of did the following read the report outlined it and they should wrote a paper  2. sue reckless drived the car into the lot flinged the door open hurriedly and then she rushes into the building  3. Explain the exact meaning of the underlined phrases:  a. My baby brother swims like a fish.  b. You must be off your rocker! | * + **Solve problems** |
| 5 minutes | **Engage**  Ask for any last minute questions and clarify order of presentations. | * + **Answer questions** |
| 75 minutes | **Evaluate Understanding (Daily/Weekly/**  **Post-Assessment)**  Students will perform their monologues and be evaluated by Attachment 2. Students should complete notes/evaluations on their peers.  Collect bibliographies as students present monologues. | * + **Individual project/ investigation/ presentation** |
| 5 minutes | **Closing Activities**  *Exit Slip:*  What are three things you learned from other’s presentations?  Remind students of test tomorrow. | * + **Exit slip** |
| As Needed | **Enrichment/Extension/Re-teaching/**  **Accommodation(s)** |  |
|  | **Resources/Instructional Materials Needed**   * + Copies of Attachment 2 |  |

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| --- |
| **Notes**  Performances may be videotaped and shown during enrichment/extension days. Videotapes will be good to show as models for the next time the unit is taught.  This “day” may take multiple days based on the number and length of presentations. Same exit slip can apply for additional days.  *DOL Answers:*  1. Twelve students should have done the following: red the report, outlined it and written a paper.  2. Sue recklessly drove the car into the lot, flung the door open hurriedly and then rushed into the building.  3. a. swims easily and well,  b. crazy |

**Unit Name:** Dreams of the Youth

Day 9 of 9

|  |
| --- |
| **SREB’s Readiness Indicator(s) for Daily Activities** |
| 2. Summarize, paraphrase and categorize information.  9. Edit and revise writing for the strongest effect.  11. Use research skills to locate, gather, evaluate and organize information for different purposes.  12. Use appropriate organization, language, voice, delivery style and visual aids to match the audience and purpose of oral presentations. |
| **State/District Standard(s) for Daily Activities: Oklahoma** |
| I.4.2 Interpreting Information – The student will analyze and evaluate information from a variety of sources.  a. Summarize, paraphrase and/or quote relevant information.  c. Draw conclusions from information gathered.  II.3.2 Mechanics and Spelling – Demonstrate appropriate language mechanics in writing.  III.2.3 Analyze purpose, audience and occasion to choose effective verbal and nonverbal strategies such as pitch and tone of voice, posture and eye contact. |

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| **Anticipated Times\***  (90-min. Block Schedule) | **Sequence of Instruction** | **Activities Checklist** |
| 5 minutes | **Get Started**  *Admit Slip:*  What did you learn about yourself by making the presentation? | * + **Admit slip** |
| 5 minutes | **Engage**  Ask for any last minute questions and clarify instructions. | * + **Answer questions** |
| 50 minutes | **Evaluate Understanding (Daily/Weekly/**  **Post-Assessment)**  Unit test (Attachment 17) | * + **Test** |
| 20 minutes | **Closing Activities**  Students complete a reflection on the unit that relates back to their dreams (Attachment 18). | * + **Reflection** |
| As Needed | **Enrichment/Extension/Re-teaching/**  **Accommodation(s)** |  |
|  | **Resources/Instructional Materials Needed**   * + Copies of Attachments 17 and 18 |  |
| **Notes**  The reflection piece will be a good one to keep for students to review as the year goes on for progress in writing and thinking.  The test may not take 50 minutes. If not, this would be a good time to view some of the videotaped performances. | | |

\* The blocks of time for the sequence of instruction are suggested as a pacing guide. Some activities may take more time than suggested, and every element in the sequence of instruction may not occur everyday.

***Guidelines for Monologue***

The entire monologue should take at least 2 minutes to perform and should include a costume or a prop.

You must include answers to the first three statements within the monologue, must give at least 3 references at the end of the monologue, and end with the statement, “My name is

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.” Other statements are given as guidelines to help you determine what other information you can give about your dreamer or doer.

1. My physical description and place of origin (gender, race, etc.) are
2. The dream I fulfilled is
3. The obstacles I overcame were
4. My childhood dreams were
5. The people who helped me fulfill my dreams were
6. My role models were
7. A typical day in my life included
8. The steps I took in fulfilling my dreams were
9. My parents’ dreams for me were

(Long pause/conclude with the line)

My name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Dramatic Monologue**

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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| --- | --- | --- | --- | --- |
| **CATEGORY** | **4** | **3** | **2** | **1** |
| **Props/Costume** | Student uses several props (could include costume) that accurately fit the period, show work/creativity and enhance presentation. | Student uses 1-2 props that accurately fit the period and make the presentation better. | Student uses 1-2 props that make the presentation better. | The student uses no props OR the props chosen detract from the presentation. |
| **Required Elements** | Student included more information than was required. | Student included all information that was required. | Student included most information that was required. | Student included less information than was required. |
| **Historical Accuracy** | All historical information appeared to be accurate. | Almost all historical information appeared to be accurate. | Most of the historical information was accurate. | Very little of the historical information was accurate. |
| **Sources** | All sources are accurately documented in the desired format. | All sources are accurately documented, but some not in the desired format. | All sources are accurately documented, but many not in the desired format. | Some sources are not accurately documented. |
| **Mechanics** | Monologue, any visuals and references are free of errors. | Few errors occur in monologue, visuals and references and do not distract the reader or listener. | Errors in monologue, visuals and references distract the reader or listener. | Errors interfere with the meaning of the monologue, visuals and references. |
| **Presentation** | Speaker maintains excellent eye contact, appropriate posture, appropriate tone and volume and movements (gestures) that enhance the presentation. | Speaker uses some eye contact, stands erect, speaks clearly but is hard to hear at times and has some unplanned gestures. | Speaker does not look at audience, has nervous gestures, mumbles or whispers and stands mostly in one spot. | Speaker looks away from audience, appears highly nervous and cannot be understood. |

**New Directions**

**By Maya Angelou**

**(from Prentice Hall Literature: Timeless Voices, Timeless Themes)**

In 1903 the late Mrs. Annie Johnson of Arkansas found herself with two toddling sons, very little money, a slight ability to read and add simple numbers. To this picture add a disastrous marriage and the burdensome fact that Mrs. Johnson was a Negro.

When she told her husband, Mr. William Johnson, of her dissatisfaction with their marriage, he conceded that he too found it to be less than he expected, and had been secretly hoping to leave and study religion. He added that he thought God was calling him not only to preach but to do so in Enid, Oklahoma. He did not tell her that he knew a minister in Enid with whom he could study and who had a friendly, unmarried daughter. They parted amicable, Annie keeping the one-room house and William taking most of the cash to carry himself to Oklahoma.

Annie, over six feet tall, big-boned, decided that she would not go to work as a domestic and leave her “precious babes” to anyone else’s care. There was no possibility of being hired at the town’s cotton gin or lumber mill, but maybe there was a way to make the two factories work for her. In her words, “I looked up the road I was going and back the way I come, and since I wasn’t satisfied, I decided to step off the road and cut me a new path.” She told herself that she wasn’t a fancy cook but that she could “mix groceries well enough to scare hungry away and keep from starving a man.”

She made her plans meticulously and in secret. One early evening to see if she was ready, she placed stones in two five-gallon pails and carried them three miles to the cotton gin. She rested a little, and then, discarding some rocks, she walked in the darkness to the sawmill five miles father along the dirt road. On her way back to her little house and her babies, she dumped the remaining rocks along the path.

That same night she worked into the early hours boiling chicken and frying ham. She made dough and filled the rolled-out pastry with meat. At last she went to sleep.

The next morning she left her house carrying the meat pies, lard, an iron brazier, and coals for a fire. Just before lunch she appeared in an empty lot behind the cotton gin. As the dinner noon bell rang, she dropped the savors into boiling fat and the aroma rose and floated over to the workers who spilled out of the gin, covered with white lint, looking like specters.

Most workers had brought their lunches of pinto beans and biscuits or crackers, onions and cans of sardines, but they were tempted by the hot meat pies which Annie ladled out of the fat. She wrapped them in newspapers, which soaked up the grease, and offered them for sale at a nickel each. Although business was slow, those first days Annie was determined. She balanced her appearances between the two hours of activity.

So, on Monday if she offered hot fresh pies at the cotton gin and sold the remaining cooled-down pies at the lumber mill for three cents, then on Tuesday she went first to the lumber mill presenting fresh, just-cooked pies as the lumbermen covered in sawdust emerged from the mill.

For the next few years, on balmy spring days, blistering summer noons, and cold, wet, and wintry mid-days, Annie never disappointed her customers, who could count on seeing the tall, brown-skin woman bent over her brazier, carefully turning the meat pies. When she felt certain that the workers had become dependent on her, she built a stall between the two hives of industry and let the men run to her for their lunchtime provisions.

She had indeed stepped from the road which seemed to have been chosen for her and cut herself a brand-new path. In years that stall became a store where customers could buy cheese, meal, syrup, cookies, candy, writing tablets, pickles, canned goods, fresh fruit, soft drinks, coal, oil, and leather soles for worn-out shoes.

Each of us has the right and the responsibility to assess the roads which lie ahead, and those over which we have traveled, and if the future road looms ominous or unpromising,, and the roads back uninviting, then we need to gather our resolve and, carrying only the necessary baggage, step off that road into another direction. If the new choice is also unpalatable, without embarrassment, we must be ready to change that as well.

**The Road Not Taken**

TWO roads diverged in a yellow wood,

And sorry I could not travel both

And be one traveler, long I stood

And looked down one as far as I could

To where it bent in the undergrowth; *5*

Then took the other, as just as fair,

And having perhaps the better claim,

Because it was grassy and wanted wear;

Though as for that the passing there

Had worn them really about the same, *10*

And both that morning equally lay

In leaves no step had trodden black.

Oh, I kept the first for another day!

Yet knowing how way leads on to way,

I doubted if I should ever come back. *15*

I shall be telling this with a sigh

Somewhere ages and ages hence:

Two roads diverged in a wood, and I—

I took the one less traveled by,

And that has made all the difference. *20*

From http://www.bartleby.com/119/1.html

**Mother to Son**

by Langston Hughes

Well, son, I'll tell you:  
Life for me ain't been no crystal stair.  
It's had tacks in it,  
And splinters,  
And boards torn up,  
And places with no carpet on the floor—  
Bare.  
But all the time   
I'se been a-climbin' on,  
And reachin' landin's,  
And turnin' corners,  
And sometimes goin' in the dark  
Where there ain't been no light.  
So, boy, don't you turn back.  
Don't you set down on the steps.  
'Cause you finds it's kinder hard.  
Don't you fall now—  
For I'se still goin', honey,  
I'se still climbin',  
And life for me ain't been no crystal stair.

http://www.favoritepoem.org/favoritepoem/poems/hughes/

Group 1

Group 2

Group 3

Group 4

Group 5

1. Divide the class into groups of four – six students.
2. Group members will have a discussion about what color represents personal dreams and what color represents dreams for the community and world. As a group they will choose one for each. Distribute art materials.
3. After deciding on symbolic colors, group members will begin looking for images and words that represent personal dreams and dreams for the school, community, and world. They will cut these out. They could also use quote books in order to find quotes that represent dreams. As a group they should find a lot of pictures and words – between 50 and 100.
4. Each group will send one volunteer to help with tracing a person on butcher paper. Once the figure is traced then they should make lines that will be cut lines. Don’t make them too complex or the cutting will take too long. Do not have them cut out the line around the traced figure. They will cut out the pieces and give one to each group.
5. Once the groups get their piece of The Dreamer, they will begin gluing, painting or drawing the color of personal dreams on the inside of the figure. Then they will put the color of dreams for community and world on the outside of the figure. Other group members should continue to cut out words and images while this is happening.
6. When the color is done (no paper should be showing), then some group members should work on gluing down the words and images: personal ones go on the inside and community/world ones go on the outside.
7. When the groups are done volunteers from each group help tape the figure back together (on the back). It can be displayed on the wall for the rest of the unit.

**Assessment:** 50 points  
10 Participation points

40 Final product

10 points-symbolic colors cover the entire paper

25 points-50 – 100 words, quotes, and pictures are covering the inside and outside areas of the dreamer and relate to personal and community/world dreams.

**We have been investigating personal and community dreams.**

1. Identify one individual and one community dream.
2. Explain what is different and what is alike about the two dreams.

**Scoring Guide**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | | | |
| **4** | **3** | **2** | **1** |
| * Accurately identifies one clear individual and one community dream. * Explains two specific differences and similarities. | * Identifies an individual and community dream, although they may be general. * Explains general differences in the dreams or one way in which they are alike or different. | * Identifies 2 general dreams or identifies one clear individual or community dream. * Explains one general similarity or difference or talks in general about differences in dreams. | * Identifies one dream, but does not identify the type * Offers vague or no comparison of types of dreams |

**Martin Luther King at the March on Washington for Jobs and Freedom (August 28, 1963)**

"I Have a Dream"   
  
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 100 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 languished  
in the corners of American society and finds himself an exile in his own  
land. And so we've come here today to dramatize a shameful condition.   
  
In a sense we've 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 that 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. And so we've come to cash this check, a check  
that will give us upon demand the riches of freedom and security of justice.  
We have also come to his 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 quicksands of racial injustice

to the solid rock of brotherhood. Now is the time to make justice

a reality for all of God's children.   
  
It would be fatal for the nation to overlook the urgency of the moment.  
This sweltering summer of the Negro's legitimate discontent will not pass  
until there is an invigorating autumn of freedom and equality. Nineteen  
sixty-three is not an end but a beginning. Those who hoped 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. And they have come to realize that their freedom is  
inextricably bound to our freedom. We cannot walk alone.   
  
And 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 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, and 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, this will be the day when all of God's children will  
be able to sing with new meaning "My country 'tis of thee, sweet land of  
liberty, of thee I sing. Land where my father's 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. And 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 snow-capped 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, and when we allow  
freedom 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!"   
---  
  
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**Attachment 9**

|  |  |
| --- | --- |
| **Big Ideas from Dr. King’s speech** | **Details from Dr. King’s speech** |
| History’s Promise to Negroes |  |
| America has not honored the promise. |  |
| We must continue to work for our rights. |  |
| Six dreams |  |
| Results of letting freedom ring |  |

**Venn Diagram for “I Have a Dream”**

Compare and contrast your dreams from the class collage and Martin Luther King’s dreams from his “I Have a Dream” speech.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Jane Goodall | John Glenn | Abraham Lincoln | Tiger Woods | Maya Angelou | LeAnn Rimes | Bill Gates |
| Dian Fossey | Rosa Parks | Margaret Thatcher | Jim Thorpe | Sandra Cisneros | Oprah Winfrey | Barbara Walters |
| Nelson Mandela | Amelia Earhart | Wilma Mankiller | Serena Williams | Amy Tan | Martha Stewart | Colin Powell |
| Princess Diana | Sandra Day O’Connor | Indira Gandhi | Venus Williams | John Grisham | Christopher Reeve | Gloria Steinem |
| Buzz Aldrin | Mother Teresa | Buddy Holly | Richie Valenz | Lucille Ball | Miles Davis | Hillary Clinton |
| Bruce Lee | Babe Dedrickson | Tom Cruise | Cher | Carlos Santana | Wilma Rudolph | Garth Brooks |
| Yo-Yo Ma | Issac Perlman | Walt Disney | Albert  Einstein | Alan Greenspan | Ross Perot | Sam Walton |
| Ray Kroc | Lance Armstrong | Ron Howard | Spike Lee | Magic Johnson |  |  |

**Bibliography Notes**

A bibliography **must** be used when a person uses any research or information that has been created or published by another.

You **must** give others credit for their hard work or it is called plagiarism.

This is a crime, and it is punishable by the court system.

ADD INFORMATION HERE FROM YOUR SCHOOL’S STYLE GUIDE OR SEE

MODELS FOR MLA STYLE AT <http://www.liu.edu/cwis/CWP/library/workshop/citmla.htm>

## Martin Luther KingMartin Luther King – Biography

**Martin Luther King, Jr.**, (January 15, 1929-April 4, 1968) was born Michael Luther King, Jr., but later had his name changed to Martin. His grandfather began the family's long tenure as pastors of the Ebenezer Baptist Church in Atlanta, serving from 1914 to 1931; his father has served from then until the present, and from 1960 until his death Martin Luther acted as co-pastor. Martin Luther attended segregated public schools in Georgia, graduating from high school at the age of fifteen; he received the B. A. degree in 1948 from Morehouse College, a distinguished Negro institution of Atlanta from which both his father and grandfather had been graduated. After three years of theological study at Crozer Theological Seminary in Pennsylvania where he was elected president of a predominantly white senior class, he was awarded the B.D. in 1951. With a fellowship won at Crozer, he enrolled in graduate studies at Boston University, completing his residence for the doctorate in 1953 and receiving the degree in 1955 In Boston he met and married Coretta Scott, a young woman of uncommon intellectual and artistic attainments. Two sons and two daughters were born into the family.  
  
In 1954, Martin Luther King accepted the pastorale of the Dexter Avenue Baptist Church in Montgomery, Alabama. Always a strong worker for civil rights for members of his race, King was, by this time, a member of the executive committee of the National Association for the Advancement of Colored People, the leading organization of its kind in the nation. He was ready, then, early in December, 1955, to accept the leadership of the first great Negro nonviolent demonstration of contemporary times in the United States, the bus boycott described by Gunnar Jahn in his presentation speech in honor of the laureate. The boycott lasted 382 days. On December 21, 1956, after the Supreme Court of the United States had declared unconstitutional the laws requiring segregation on buses, Negroes and whites rode the buses as equals. During these days of boycott, King was arrested, his home was bombed, he was subjected to personal abuse, but at the same time he emerged as a Negro leader of the first rank.  
  
In 1957 he was elected president of the Southern Christian Leadership Conference, an organization formed to provide new leadership for the now burgeoning civil rights movement. The ideals for this organization he took from Christianity; its operational techniques from Gandhi. In the eleven-year period between 1957 and 1968, King traveled over six million miles and spoke over twenty-five hundred times, appearing wherever there was injustice, protest, and action; and meanwhile he wrote five books as well as numerous articles. In these years, he led a massive protest in Birmingham, Alabama, that caught the attention of the entire world, providing what he called a coalition of conscience. and inspiring his "Letter from a Birmingham Jail", a manifesto of the Negro revolution; he planned the drives in Alabama for the registration of Negroes as voters; he directed the peaceful march on Washington, D.C., of 250,000 people to whom he delivered his address, "l Have a Dream", he conferred with President John F. Kennedy and campaigned for President Lyndon B. Johnson; he was arrested upwards of twenty times and assaulted at least four times; he was awarded five honorary degrees; was named Man of the Year by *Time* magazine in 1963; and became not only the symbolic leader of American blacks but also a world figure.  
  
At the age of thirty-five, Martin Luther King, Jr., was the youngest man to have received the Nobel Peace Prize. When notified of his selection, he announced that he would turn over the prize money of $54,123 to the furtherance of the civil rights movement.  
  
On the evening of April 4, 1968, while standing on the balcony of his motel room in Memphis, Tennessee, where he was to lead a protest march in sympathy with striking garbage workers of that city, he was assassinated.

http://nobelprize.org/peace/laureates/1964/king-bio.html

Just past noon on January 15, 1929, a son was born to the Reverend and Mrs. Martin Luther King in an upstairs bedroom of 501 Auburn Avenue, in Atlanta, Georgia. The couple named their first son after Rev. King, but he was simply called "M.L." by the family. During the next 12 years, this fine two story Victorian home is where "M.L." would live with his parents, grandparents, siblings, aunts, uncles, and their boarders. The home is located in the residential section of "Sweet Auburn", the center of black Atlanta. Two blocks west of the home is Ebenezer Baptist Church, the pastorate of Martin's grandfather and father. It was in these surroundings of home, church and neighborhood that "M.L." experienced his childhood. Here, "M.L." learned about family and Christian love, segregation in the days of "Jim Crow" laws, diligence and tolerance. It was to Ebenezer Baptist Church that Dr. Martin Luther King, Jr. would return in 1960. As co-pastor with his father, "Daddy King", Dr. King, Jr. would preach about love, equality, and non-violence.

<http://www.nps.gov/malu/>

**Credibility of Websites**

While most of the strategies listed above for evaluating information can be applied to any type of resource (books, articles or websites), the unfiltered, free-form nature of the Web provides unique challenges in determining a website's appropriateness as an information source. In evaluating a website, these are some questions that you can ask yourself:

* Is there an author of the document? Can you determine the producer's credentials? If you cannot determine the author of the site, then think twice about using it as a resource.
* Is the site sponsored by a group or organization? If it is sponsored by a group or company, does the group advocate a certain philosophy? Try to find and read "About Us" or similar information.
* Is there any bias evident in the site? Is the site trying to sell you a product? Ask why the page was put on the web?
* Is there a date on the website? Is it sufficiently up-to-date? If there is no date, again, think twice about using it. Undated factual or statistical information should not be used; question where it came from.
* How credible and authentic are the links to other resources? Are the links evaluated or annotated in any way?

<http://www.lib.berkeley.edu/TeachingLib/Guides/Evaluation.html>

I am a 50-year-old white woman from Kentucki. My freids say I am fat and ugly a real hillbilly.

The dream I fulfilled was to be a teacher. My mother was a elementary teaher and I wanted to be one too.

The obstacles I overcame were many. I got married when I was 18 and had three babies. It took a long time to go back to college It was a long way to go to skool and we didn’t have no good babysitter. Some days I just had to take those kids with me to class. Boy, that made some of the profesors made.

The most important person to help me fulfill my dream was my kids. They wanted their mama to be a techer. They always said I teached them lots of good things at home and they wanted to tell there friends that they’re mama wuz a teacher. They done chores and helped out a lot.

My role model was my ninth grade English teacher. She always took time to ask about how things were going at home. I read about 20 books for her. She didn’t like the way I rote, but she helped me 2 get better.

To fulfill my dream I had to go back to college. That mint I had to get acceptd and then go to classes and pass all my classes. My student teaching was fun because I got to go back to the school where I went.

My name is Jean Sue Bender.

Bibliography

Encyclopedia Americana, “Jean Sue Bender” 2000. page 486.

A Good Teacher Model: The Story of Jean Sue Bender. Lexington Herald Leader. January 14, 2005. page B2

Outstnading Graduates of Pikeville Colege. Longneck Press. Written by James Nelson. 2003.

**Assessment of Dreams of Youth Unit**

1. Read the following passage, then summarize it in one or two sentences with no more than 20 words total.

Human beings are more alike than unalike, and what is true anywhere is true everywhere, yet I encourage travel to as many destinations as possible for the sake of education as well as pleasure.

It is necessary, especially for Americans, to see other lands and experience other cultures. The American, living in this vast country and able to traverse three thousand miles east to west using the same language, needs to hear languages as they collide in Europe, Africa and Asia.

A tourist, browsing in a Paris shop, eating in an Italian ristorante, or idling along a Hong Kong street will encounter three or four languages as she negotiates the buying of a blouse, the paying of a check or the choosing of a trinket. I do not mean to suggest that simply overhearing a foreign tongue adds to one’s understanding of that language. I do know, however, that being exposed to the existence of other languages increases the perception that the world is populated by people who not only speak differently from oneself but whose cultures and philosophies are other than one’s own.

Perhaps travel cannot prevent bigotry, but by demonstrating that all peoples cry, laugh, eat, worry and die, it can introduce the idea that if we try to understand each other, we may even become friends. (Maya Angelou’s *Wouldn’t Take Nothing for My Journey Now*)

Your Summary:

1. You are looking for information about tours of the White House. Of the websites produced by the following organizations, which would have the most accurate information? Explain one reason why.
   1. Official White House site
   2. Secret tour guides inside information
   3. Your state tourism office
   4. University of Texas visit to the White House

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3. Give two reasons why it is important to document sources in papers or presentations. Explain each reason.

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4. You have a friend who is going to give her first speech to the City Council. What advice would you give her about how to present the speech so that her audience respects her? Give three tips and explain why each is important.

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5. Writethe following two sentences correctly.

1. Mrs smith where are you taking those to dogs today
2. Suzy and sammy decided to take a walk ride there bikes and see a movi before dinner

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Assessment of Dreams of Youth Unit Scoring Guides**

1. Read the following passage, then summarize it in no more than 20 words.

4- Uses exactly 20 words

Summary reflects the idea that travel exposes one to different cultures, reducing prejudice.

Uses complete, correct sentence structure

3- Uses 5 words more or less than 20 words

Summary reflect the idea that travel is important and helps make friends.

Uses complete sentences, although they may be run-ons.

2- Uses no fewer than 10 words or no more than 30 words

Summary reflects the idea that travel is good.

Uses fragments and/or run-on sentences.

1- No apparent effort to follow length requirements

Summary is inaccurate or only has a general idea of the passage (e.g., people are different)

Incomplete or incomprehensible sentences.

2. You are looking for information about tours of the White House. Of the websites produced by the following organizations, which would have the most accurate information? Explain one reason why.

* 1. Official White House site
  2. Secret tour guides inside information
  3. Your state tourism office
  4. University of Texas visit to the White House

4- Correctly identified White House site. Reasons could include credibility of the source, accuracy of the information, likelihood that the source has the right up-to-date information.

3- Correctly identified White House site. Reasons include some reference to credibility of the source, whether that word is used or not.

2- Correctly identified White House site. Reasons are weak or inaccurate.

1- Either correctly identified White House site and gave no reasons or incorrectly identifies site.

3. Give two reasons why it is important to document sources in papers or presentations. Explain each reason.

**Possible answers:** required by law, plagiarism, morally right (“stealing”), be able to find information again, be able to find additional information from same or other sources.

4- gives 2 reasons and logical explanations

3- gives 2 reasons with some explanation

2- gives 1 reason with explanation or 2 reasons with no explanation

1- gives 1 reason with no explanation or general discussion without actually identifying reasons

4. You have a friend who is going to give her first speech to the City Council. What advice would you give her about how to present the speech so that her audience respects her? Give three tips and explain why each is important.

**Possible answers:** maintain eye contact, speak clearly and loudly, use language appropriate for City Council, stand straight, use appropriate gestures, wear appropriate clothing

4- gives three tips with logical explanations

3- gives three tips with some explanation

2- gives 2 tips with no explanation or 1 tip with good explanation

1- gives 2 tip with no explanation or general discussion without actually identifying tips

5. Write the following two sentences correctly.

Mrs. Smith, where are you taking those two dogs today?

Suzy and Sammy decided to take a walk, ride their bikes and see a movie before dinner. (Note: depending on your style guide, there may be an additional comma after bikes.)

**Reflection**

We began this unit looking at your dreams and your parents dreams for you. Have those dreams changed? Have you learned anything from your study of dreamers that will help you achieve your dreams?

Write a good paragraph or more about how this unit has helped you plan to achieve your dreams.

**Extension Activity #1**

1. Students make individual dream figures – using a 8 ½ x 11 paper or 11 x 17 paper.
2. To make these more colorful, use construction paper – students choose their color.
3. Have the students make an outline of a figure and follow the same steps that the whole class did to make a class dream figure. Encourage them to be creative with the outline of the figure: it could be running, shooting a basketball, dancing, or sitting.
4. Students think about which 15 – 20 words on the class figure fit them personally and write or draw them on.
5. They should also find other images, words, and quotes that they can write, draw, or glue on.
6. When finished the individual dreamers could surround the class dreamer or hang from the ceiling. If hanging from the ceiling, use both sides. One side could be focused on personal dreams and the other could be focused on community/world dreams.