Lesson Plan: I Have A Dream

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Introduction

This lesson plan aims to give students an overall understanding of Martin Luther King’s “I Have A Dream” speech and its influence. Since freedom, as well as equality, is often taken for granted in a democratic country, it is hard for students nowadays to imagine life without basic rights. To illustrate how important the basic rights are, some current events, like the Jasmine Revolutions, are given as examples. Then, students can relate the current situations to the struggle of Martin Luther King’s time. As the greatness of King’s “I Have A Dream” speech is tied to its historical background, it is helpful for the students to have a holistic understanding of the time and his influence. Therefore, before the class, the students will have watched a film named The 60s, and a short clip on Rosa Parks.

In the first period, students will have a hands-on web-quest in the lab. Within an hour, they have to find out all the answers for the questions on the background of the author and the speech. As they are clicking for the answers, they are, at the same time, building up the scaffolding of the context that is presented in King’s speech as allusions or metaphors, which otherwise can not be fully understood.

In the next 2 hours, students are divided into 11 groups and each group will be given a paragraph to work on. In the discussion, students will be allowed time to analyze the structure, and illustrate the content within a group, and then report on the assigned paragraph for the whole class by turns. Students will have to complete the graphic organizer with the help of other groups’ reports.

In the 4th period, students will have to finish the grammar drills after we review the rules. Each student will have a chance to practice in pairs. To help students familiarize the vocabulary words, the crossword game can boost the interest and the excitement in the classroom. After the class, students will have to watch a short film of an on-line open course: Justice: the Right Thing to Do, Episode 1. While at home watching the film with the full script provided, students need to fill in the blanks and afterwards look up the underlined words.

In the last period, students will go to the lab to register on a website and vote on some questions to assess their sense of justice in 5 different scenarios. The purpose of the poll is to highlight how inconsistently our mind works in different situations, which echoes the cases in the lecture Justice: the Right Thing to Do, given by Michael Sandel, Harvard University. Hopefully, the poll can serve as a reminder that we all should stick to what is right, and act accordingly. After discussing the results of the poll, students will be asked to write a letter to one contemporary hero who is fighting for others’ freedom to show their respect for them. It is hoped that through these activities, students will be able to appreciate the intensity and the messages that King tried to convey in his speech and then show more concern about human rights in real life.

Objectives:

1. Students can identify some important international current events related to civil rights.
2. Students can identify some events and characters in the timeline of American black history.
3. Students can recognize the significance of King’s speech in the black history.
4. Students can learn some vocabulary words related to the American civil right movements.
5. Students can find information needed on the Internet.
6. Students can analyze the structure of the reading.
7. Students can collaborate with others and complete the tasks assigned.
8. Students can write a letter to a hero to connect their experience with the reading.
9. Students can re-evaluate their sense of justice and live out the meaning of justice.

**Students’ Level**

The target students’ PR value is around 97.5 – 98. They are currently the 12th graders and have learned English for 5 to 8 years. Besides, they have learned most of the basic grammar rules and have acquired many 4000 -7000 vocabulary words, but, they are not confident of their speaking and writing abilities.

**Time Required:**
- 5 periods (50 minutes each)

**Preparation:**
- 1. language lab
- 2. computer
- 3. projector
- 4. the movie DVD: *The 60s*
- 5. a video-clip on Rosa Parks
- 6. a video of King’s *I Have A Dream* speech
- 7. a video-clip on *Justice: The Right Thing to Do*
- 8. worksheets

**I. Create Background (in the lab)**

1.1 **Movie-watching:** play the movie, *The 60s*, during the class-meeting hours to enhance student’s understanding of the historical background of the text.

1.2 **Brain-storming:** (1) current situation: a. show a slide of an image of the Earth at night
   b. ask students to locate a land where there is no light at night
   c. solicit answers from the students to explain the reasons why.
   d. ask students to imagine life without the basic rights

(2) current events:  a. show other slides of the child soldiers in Uganda
   b. show slides of the Arab Spring Uprisings
   c. ask students why people in the Jasmine Revolution shed blood for
   d. ask students how other countries were affected by it and why
   e. ask students which village in China held the first election

(3) the American black history: ask students to identify some famous African-Americans on Worksheet I and fill in the blanks for their names and professions.
1.3 Video-clip watching: play a video-clip on Rosa Parks, who helped start the civil right movement that King initiated.

(http://www.youtube.com/watch?v=cyWOutUXFw8&feature=related)

1.4 Web-quest: ask students to find the information about Martin Luther King on the Internet and complete the questions on Worksheet I.

1.5 Web-quest: ask students to fill in the blanks in the timeline (Worksheet II) about the time and events that are mentioned in the text with the help of the Internet.
II. Teach New Information (in groups)

2.1 Review: check the answers on Worksheet II, the timeline of the black history and King’s role in the civil right movement.

2.2 Graphic Organizer:
(1) introduce the graphic organizer (Worksheet III) for the lesson “I Have A Dream”
(2) explain the sub-concepts of the rhetoric: allusion, metaphor, repetition
(3) help students to complete the organizer step by step

2.3 Group discussion: ask students to discuss in pairs the background of the speech, including the year and the location where it was delivered and check the answers together.
2.4 **Group work:** (1) ask students to scan the lesson
(2) ask students to analyze the structure of the speech within a group
(3) give some necessary key points
(4) ask students to share their answers.

2.5 **Introduction of themes:** (1) ask the students to skim through the speech and discuss about the themes
(2) give hints on how to find the main themes
(3) ask students to share their observations with the whole class

2.6 **Group report:** (1) each group gets a paragraph (Worksheet IV), and each student chooses a role
(2) illustrators have to draw a picture to portray the content of their paragraph
(3) analyzers have to find out the grammar points and the examples of rhetorical devices
(4) speakers have to report on their findings to the whole class
(5) help to check the answers together

2.7 **video-watching:** play the video of King’s “I Have A Dream” speech (18 minutes)

### III. Practice and Personalization

3.1 **Word game:** (1) ask students to find out the match for each description (Worksheet V)
(2) review the terms and the events mentioned in the questions
(3) complete the crossword game

3.2 Sentence pattern: (1) review the sentence pattern: Now is the time to VR
(2) write down on the blackboard the other equivalent patterns
(3) have students complete the drills in the textbook
(4) draw lots to decide who should do the questions
(5) repeat Step (1) to (4) to complete another sentence pattern: Although S+V, S+V

3.3 Practice: ask students to finish the exercise on the back of Worksheet V

VI. Application (in the lab)

4.1 Film-viewing: (1) introduce to students the online open course Justice: The Right Thing to Do
(2) ask students to watch Episode I at home on Youtube with a full script provided
(3) ask students to fill in the blanks and look up the bold-faced words at home.
(4) discuss about the paradoxical reasoning in the lecture and check the fill-in answers.

http://www.youtube.com/watch?v=Y4HqXP47IPQ&feature=youtu.be
4.2 Students voting: (1) ask students to log onto a website to register
(2) ask students to vote on some moral questions on the web page
(3) ask students to write down their reasons in the worksheet (Worksheet VI).
(4) ask students to volunteer a reason why they choose to do it
(5) show the results of the voting
(6) discuss the impact the results will have on our lives
4.3 Letter-writing: (1) ask students to form a group of 2 persons to work together
(2) ask students to write a letter to a hero who is fighting for human rights
(3) ask students to find the information needed on the web
(4) give some instructions about the letter writing
(5) give rubrics for the letter writing assignment
(6) ask students to finish the letter in class

Worksheet VII

Worksheet: From Reading to Writing
Class:______ No:______ Name:__________

A Tribute to the One Who is Fighting for Humanity

After learning the story of Martin Luther King, and the magnificent “I Have A Dream” speech, it is time for us to take action for what we think is right and to speak up for humanity. Since the web has provided us the access to show our concern for every oppressed life, from the displaced, refugees, political prisoners, child soldiers to the stray animals. As a member of the global village, we should make efforts to support and advocate justice. Here is the chance for us to pay tribute to all those who are fighting for others’ freedom and rights.

Task: (1) write a letter of 150-200 words
(2) choose a partner to write it together
(3) choose a subject to write to
(4) find the information you need on the web
(5) finish the letter before the class is over
V. Analysis of Students’ Works

5.1 In class activities:

(1) web-quest task: In general, students could participate in the web-quest activity actively, since they were under the pressure of answering many questions within the time limit, aside from watching some short video clips. If they employed themselves in the lab, they would become very attentive instead of wasting their time and energy just sitting there. However, there were few students trying surfing the net and playing games, but they got caught easily, since it always shows when they are doing something else than the assigned task. And it’s necessary to check the answers every few minutes and randomly ask students to share their findings.

(2) group discussion: It seemed that, for many students, group work meant less workload for the individual; for some, it’s a good time to demonstrate their talents, to lead, to draw, to solve problems, etc.; for some, they could have a good time talking, working with their good friends; for some, they simply could not tolerate the chaos; for a few, they just wanted to relax on a tiring school day. But, over all, the students had tried their best in completing the group worksheet together. Since it was not too easy to analyze the structure and the rhetorical techniques, they had to ask around, to check the information on the Internet (there are one computer for every two groups on the side of the special discussion room in the library), or
come to the teacher for help. The illustrators needed to work on the illustration of the assigned paragraph within 40 minutes, which was also a challenge. But it turned out that all the analysis work and illustrations were satisfactory, and most of the students were able to do their share within the group actively.

(3) Oral Presentation: While students were reporting on their assigned paragraph, the rest of the class had to finish the graphic organizer according to their reports. From what I observed, both sides appeared busy, but some were really anxious before their report, and some could speak comfortably because the whole class have been very supportive. One interesting thing to note is that as they realized that the teacher was filming them, they became enthusiastic about the whole activity.

5.2 Written Works:

(1) Web-quest worksheet: A few students said they could not type fast enough to catch up the speed with others and that caused them problems, so the teacher slowed down the speed and checked the answers every 3-5 questions and asked students to double check their answers with their neighbors, while we were discussing about the events that echoed the plots in the movie The 60s. The real problem might be that when they needed to write down the information, they were not familiar with the foreign names and the spelling of those terms, but it was a good practice. Because after the practice, most students learned the lesson in a larger picture of the historical context, and thus increased the depth of the learning.
B6 Lesson 4: I Have a Dream

Worksheet I

Class: 204 No: 29 Name: 戴正群

I. Recognize some faces: Who are they and what do they have in common?
http://www.youtube.com/watch?v=OM-iXVikbno&feature=related
(Black History Timeline- We Shall Overcome)

Oprah Winfrey
Martin Luther King
Michael Jackson
Whitney Houston
Louis Armstrong
Ray Charles
Denzel Washington
Michael Jordan
Barack Obama

II. Clip-Watching: learn something about Rosa Parks
http://www.youtube.com/watch?v=cyWOutUXFw8&feature=related (the Rosa Parks History)
http://www.youtube.com/watch?v=v8A9vb5Fh0 (mini bio of Rosa Parks)

III. Web-Quest: find out more information about Rosa Parks
1. What is a significant fact about Rosa Parks? She refused to obey a bus driver's order to give up her seat.
2. Who is Rosa Parks? She is a: □ civil right activist □ social communist
(2) **group worksheet:** Once they finished their written work, the teacher would post them onto her own website, [http://210.70.28.7/hope](http://210.70.28.7/hope), and the whole class could watch their performance and works together the next day, which could serve as an instant feedback and encouragement for their tasks. When they saw a series of illustrations were displayed on the screen, they were very happy and felt it’s worthwhile doing the work because other students might see it as well. One of the groups even came up with their own interpretation of the paragraph about “on the red hills of Georgia,” sons of both races will be sitting together at the table of brotherhood, saying that they were portraying the bread of brotherhood from *the Bible,* an
allusion to the “five loaves and two fish.” However, there is one group saying that the drawing part was difficult for them, but they could give it a try and ask help from another group, which is fine for the project of collaboration.
Worksheet: I Have A Dream

Your Illustration

I Have A Dream (Group 7)

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

I have a dream that my four 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.

This is our hope. This is our faith. This is our trust in the Lord's everlasting justice. Theseedsmustgrowandthecornmustmultiply.

My dream is one - not for myself, but for my four children. I want them to be judged by the content of their character, not by the color of their skin.

I have a dream that one day on the shores of Georgia the red hills of Georgia, the blue hills of Georgia, will be transformed into a place where black men and white men can join hands and walk together as brothers.

This is my dream. This is my hope. This is my faith in the Lord's everlasting justice.

Your Analysis

Vocabulary & Idioms:

- Freedom (n.): the state of being free and independent
- Justice (n.): righteousness and fairness in the treatment of people
- Injustice (n.): unfairness or wrongfulness

Grammar Points:

- Past Simple Tense: used to describe events in the past
- Present Simple Tense: used to describe habitual or general actions

Rhetorical Techniques:

- Allusions: references to famous events or figures

Symbols (simile/metaphor):

- The red hills of Georgia are a metaphor for the diversity of the state.

Repetition:

- "I have a dream..."

Worksheet: I Have A Dream

Your Illustration

I Have A Dream (Group 10)

This will be the day when all of God's children will be able to sing with a new meaning.

"Sisters, brothers of every land.
Let freedom ring!"

"My country, 'tis of thee, sweet land of liberty, of thee I sing, sweet land of liberty, of thee I sing."

"America, I am an American patriot.
Song whose lyrics were written by Samuel Francis Smith.

Symbols (simile/metaphor):

- The freedom is a symbol of liberty.

Repetition:

- "sisters, brothers of every land"

Worksheet: I Have A Dream

Your Illustration

The Reading (Group 3)

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 "inalienable rights of life, liberty, and the pursuit of happiness."

Instead of honoring this sacred obligation, America has given the Negro people a bad check which has come back marked "insufficient funds."

Your Analysis

Vocabulary & Idioms:

- Nation's capital: the capital city of a nation
- Inalienable: that cannot be taken away

Grammar Points:

- Past Simple Tense: used to describe events in the past
- Present Simple Tense: used to describe habitual or general actions

Rhetorical Techniques:

- Allusions: references to famous events or figures

Symbols (simile/metaphor):

- The bad check is a metaphor for the promise of democracy not being fulfilled.
(3) **Graphic Organizer:** When the students were completing the graphic organizer, the fill-in parts were easy, but when they were asked to write a full sentence, the minds got lazy, or they were too afraid to make mistakes, so they waited for the answers from the reporting group and copy them down. It’s not what I had expected from the start, so if I would do it again, I think I should slow down the process and wait longer till all the students have done their own outputs whether it is difficult or not. And another thing to note is that some occurrence of the repeated phrases are even more obvious than the adapted text, so it’s better to go through the full text at the end of the lesson, so that students can have a real feel of this masterpiece speech, if I have enough time.

(4) **Grammar and Vocabulary Practice:** In doing the grammar drills, students had to finish all the writing and hand it in. I notice that it is necessary to help students to learn independently by changing the teaching procedure, instead of providing all the correct answers too soon and too quickly. The other part of the written work is the crossword game, which created the fun and excitement in the classroom since it was like a competition and nobody wanted to be slow in finding the right words.
Worksheet: I Have A Dream

Grammar Focus I

It is time (for sb.)+ to V – It is time + that-clause

It is time to deal with bullies.
It is time for us to deal with bullies.
It is time that we deal with bullies.

Exercise:
1. It is time to adopt organic farming. – It is time that we adopted organic farming.
2. It’s time for the government to stop importing the American beef containing ractopamine.
   It’s time that the government stopped importing the American beef containing ractopamine.
3. It’s time for the UN to impose economic sanctions on Syria for its brutal killings.
   It’s time that the UN imposed economic sanctions on Syria for its brutal killings.
4. It’s time that we cultivated the habit of exercising every week.
   It’s time for us to cultivate the habit of exercising every week.
5. It’s time that you followed others and started thinking critically for yourself.

Grammar Focus II

Although S + V, S + V =

<table>
<thead>
<tr>
<th>Despite</th>
<th>In spite of</th>
<th>With all</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ N/Ving.</td>
<td>S + V</td>
<td>Adj.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adv.</td>
</tr>
</tbody>
</table>

Noun

Although Terry is patient, he cannot stand his girlfriend any more.
= Despite his patience, Terry cannot stand his girlfriend any more.
= In spite of his patience, Terry cannot stand his girlfriend any more.
= With all his patience, Terry cannot stand his girlfriend any more.
= Patient as Terry is, he cannot stand his girlfriend any more.

Exercise:
1. Hard as he worked, he failed. = In spite of his hard work, he failed.
2. Although he is successful, he remains humble. = Successful as he is, he remains humble.
3. In spite of his injury, he played in the basketball game yesterday.
   = Although he was injured, he played in the basketball game yesterday.
4. (make up your own sentence) Despite all the difficulties ahead of me, I move forward.
Remembering Martin Luther King Jr.

ACROSS
3. * ______ at last! ______ at last! Thank God Almighty, we're ______ at last.
4. A famous bus boycott occurred in this city.
8. King married this woman. (2 words)
9. An organized walk by a group of people to draw attention to their political views.
10. The practice of keeping groups of people apart.
12. King believed in using ______, not fists or guns, to solve problems.
13. This woman was arrested for refusing to give her bus seat to a white passenger. (2 words)
15. To treat another person unfairly because of his or her skin color or another characteristic.
16. King's picture has appeared on U.S. postage ______.
22. King taught that people must learn to meet hate with ______.
23. King taught that all people are created ______, no matter what their skin color.
25. In 1983, Martin Luther King Jr. Day became a national ______.
26. King's ______ was one of the first to step forward to continue his work.
28. The belief that skin color, religion, and/or wealth make some people more important than other people.
29. On December 10, 1964, King received this famous award for his efforts to make the world a more peaceful place. (3 words)

DOWN
1. In 1958, King wrote his first ______. Strive Toward Freedom.
2. "I have a ______ that one day this nation will rise up and live out the true meaning of its creed: ' ______ that all men are created equal.'"
3. King believed that ______ was the ultimate cause of war.
5. Since King's death, many ______ have been built to honor him.
6. To refuse to participate in, purchase, or do something.
7. Many years ago, black and white children could not attend the same public schools.
11. King was greatly influenced by this Indian leader's teachings on nonviolence.
13. The basic rights all people have to equality under the law. (2 words)
17. To murder a well-known political figure.
18. Inability to afford food, clothing, and/or housing.
19. "If a man has not discovered something that he will ______ for, he isn't fit to live."
20. Dr. King's birthday is observed the third ______ of January.
21. An organization of whites that sought to control blacks and keep them from gaining political power.
24. People who have joined together to support a cause.
27. King taught that the color of one's ______ is not important.

WORD BOX
- assassinate
- book
- boycott
- civil rights
- Coretta Scott
- die
- discriminate
- dream
- equal
- fear
- free
- Gandhohi
- holiday
- Ku Klux Klan
- love
- much
- memorials
- Monday
- Montgomery
- movement
- Nobel Peace Prize
- poverty
- prejudice
- Rosa Parks
- schools
- segregation
- skin
- stamps
- strength
- words

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(5) Are You Just Worksheet: In writing their responses, students might wonder about the variables in a real situation, for example, the number of the people on the bus, and the appeal and manners of the protestors, etc. Still, we can have a thorough discussion about different conditions and the impacts of their decisions. Since there is no grading for this survey, I believe most students are telling the truth when assessing their own sense of justice. They can re-evaluate the decisions they make and clarify causes that drive them to such decisions. After our discussion, we came to the conclusion that there might not be a correct answer to any of the questions, but we could see that, a lot of times, what we did might not correspond to what we thought. That is, sometimes we want to be a righteous man, but our head might tell us to act differently. Hopefully, this discussion may help to foster a reflective attitude among the students when facing an unjust condition.

I Have A Dream
Worksheet VI: Are you Just?

Let’s take a poll to see how just you are. Does your conscience work differently in different situations?

Scenario 1: Suppose you find your classmates cheating on the final exam and it’s not the first time they do it. They can always get away with it and pass the exams with flying colors. What would you do?
- Ignore it
- Report it to the teacher
- Advise them not to do it again
- Others

Reasons:
- They never do it
- I will advise them not to do it again
- That’s a brave thing to do!

Scenario 2: Suppose you see your classmate being bullied or abused by other classmates. What would you do?
- Do nothing
- Report it to the teacher
- Advise them not to do it again
- Others

Reasons:
- I believe the teacher has a great way which is secure and efficient.

Scenario 3: Suppose you are on a bus and the driver is having an argument with a passenger. The passenger keeps provoking the driver, who is getting angrier. What would you do?
- Watch and do nothing
- Call the police
- Ask the passenger to get off the bus
- Others

Reasons:
- The passenger may delay all of passengers.
- It takes courage to do it.

Scenario 4: Suppose you run into a group of protestors, asking you to sign a petition that calls for stopping the on-going killing in Syria. What would you do?
- Walk away
- Call the police
- Sign the petition
- Join the protest
- Others

Reasons:
- The protest may be illegal and cause some accidents.

Scenario 5: Suppose you witness a brutal fight on the MRT. What would you do?
- Look away
- Call the police
- Go to another compartment
- Others

Reasons:
- I believe the police have moderate means to control the dangerous condition.

(6) Letter writing: To reduce the’ pressure, students could find a partner to work with and could do a brief survey of the target hero on the Internet. It was an active choice on the students’ part. Still, many were struggling with the proper expressions, so there was a lot of discussion going on. In the end, they still managed to finish writing the letter. They were able to give reasons why the wrote the letter and express their respect for the hero’s contribution. In general, the letters are sincere and well-written, which can be sent to the target hero after they revise them properly. Besides, they could learn something more about contemporary
human right activists in the process of the task.

Worksheet: From Reading to Writing

A Tribute to the One Who is Fighting for Humanity

After learning the story of Martin Luther King, and the magnificent “I Have A Dream” speech, it is time for us to take action for what we think is right and to speak up for humanity. Since the web has provided us the access to show our concern for every oppressed life, from the displaced, refugees, political prisoners, children soldiers to the stray animals. As a member of the global village, we should make efforts to support and advocate justice. Here is the chance for us to pay tribute to all those who are fighting for others’ freedom and rights.

Task: (1) write a letter of 150-200 words
   (2) find a partner to write it together
   (3) choose a subject to write to
   (4) find the information you need in the lab
   (5) finish the letter before the class is over

Dear Mrs. Tawakul Karman,

Recently, we’ve read a report about the prize winners of 2011 Nobel Peace Prize and felt a great sense of gratitude toward what you’ve done for the Yemen. As an Islamic woman, it needs great courage to stand up fighting against the republic government and lead Yemen to a whole new level of liberty. Knowing that the Yemen women are advocating under the stress of convention, we’re so proud of you for intriguing so much time and efforts. To strive for women’s rights of voting and safety by non-violence pay for what they did for Yemen, you set up Women Journalists without Chains (WJWC) to promote human rights. Impressed by all the contribution you’ve done for your beloved country, we’re deeply identified by your feats and will do whatever you can to follow the steps of the human rights activists in the future in order to make the world a more rational place to live in.

I’m sure Ms Karman will be very happy to see your letter!

Sincerely Yours,

Hope Yeh

Hope Yeh
A Tribute to the One Who is Fighting for Humanity

After learning the story of Martin Luther King, and the magnificent “I Have A Dream” speech, it is time for us to take action for what we think is right and to speak up for humanity. Since the web has provided us the access to show our concern for every oppressed life, from the displaced, refugees, political prisoners, child soldiers to the stray animals. As a member of the global village, we should make efforts to support and advocate justice. Here is the chance for us to pay tribute to all those who are fighting for others’ freedom and rights.

Task: (1) write a letter of 150-200 words
(2) find a partner to write it together
(3) choose a subject to write to
(4) find the information you need on the web
(5) finish the letter before the class is over

Dear [Name],

I'm a senior high school student studying in Taoyuan, and this is an English homework which is a letter written to pay a tribute to the one who is fighting for humanity. These days I have been concerned about the comments about Urban Renewal. Obviously, both the bus and the government which run the renewal in Taiwan are on a wrong path, with tons of obstacles harming the human rights.

And here you are. With a consequence of observing the situation we are facing, you are here fighting against injustice and the authority, which stands on the other side supporting the capitalists. You are here fighting for disadvantaged suffering under the shovels.

Despite all of these, the crisis is still existing in where we live, and the mayor is still avoiding the problem. Thank you for your effort. I will keep looking up to you.

Sincerely, Daniel Liu

[Signature]
I. Recognize some faces: Who are they and what do they have in common?
http://www.youtube.com/watch?v=OM-iXVikbno&feature=related
(Black History Timeline- We Shall Overcome)

Oprah Winfrey  Martin Luther King  Michael Jackson  Whitney Houston  Louis Armstrong

Ray  Denzel  __________________________________________

II. Clip-Watching: learn something about Rosa Parks
http://www.youtube.com/watch?v=cyWOutUXFw8&feature=related (the Rosa Parks History)
http://www.youtube.com/watch?v=v8A9gvb5Fh0 (mini bio of Rosa Parks)

III. Web-Quest: find out more information about Rosa Parks
1. What is a significant fact about Rosa Parks? ___________________________
2. Who is Rosa Parks? She is a: □ civil right activist □ social communist

IV. Web-Quest: the Black History and the American civil right movements

3. When was the Montgomery bus boycott? ____________________________________________
4. Who initiated the Montgomery bus boycott? _________________________________________
5. How long did the Montgomery bus boycott last? ______________________________________
6. When was Declaration of Independence issued? ______________________________________
7. In what years was the American Civil War fought? _________________________________
8. What’s the cause for the American Civil War? ______________________________________
9. Who delivered the Gettysburg Address? ____________________________________________
10. What’s the beginning sentence of the Gettysburg Address speech? ____________________

11. In what year was the Emancipation Proclamation issued? ___________________________
12. What are the Jim Crow laws? ____________________________________________________

13. What were the Ku Klux Klan’s activities? __________________________________________

V. Web-Quest: Martin Luther King Jr.

14. What are civil rights and why are they important? _________________________________
15. What is Martin Luther King Jr. Day? _____________________________________________
16. What sort of discrimination did he fight against? _________________________________
17. In what year did he deliver the “I Have A Dream” speech? __________________________
18. Where did King deliver his “I Have A Dream” Speech? ______________________________
19. When was Martin Luther King, Jr. awarded the Nobel Peace Prize? _________________
20. In what year was the Voting Right Act passed? _________________________________
21. When did King’s birthday become a national holiday? ______________________________
22. Who is Coretta Scott King? ____________________________________________________
23. By whom was King greatly influenced on his nonviolent social protest? ______________
24. In what year and where was King assassinated? _________________________________
25. In what year was Barack Obama elected President of the United States? ______________
**Worksheet II**

**Timeline of Important American Civil Right Movements**

http://www.youtube.com/watch?v=OM-iX Vikbno&feature=related

(Black History Timeline - We Shall Overcome)

<table>
<thead>
<tr>
<th>Event</th>
<th>Year(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Declaration of Independence)</td>
<td>1789</td>
</tr>
<tr>
<td>(American Civil War)</td>
<td>1861-1865</td>
</tr>
<tr>
<td>(Gettysburg Address Speech)</td>
<td>1863</td>
</tr>
<tr>
<td>(Emancipation Proclamation)</td>
<td></td>
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<tr>
<td>(The Jim Crow laws in the southern states)</td>
<td>1880-1960</td>
</tr>
<tr>
<td>(Martin Luther King was born)</td>
<td>1929</td>
</tr>
<tr>
<td>(Rosa Parks refused to give her seat)</td>
<td>1955</td>
</tr>
<tr>
<td>(Montgomery Bus Boycott)</td>
<td>1955</td>
</tr>
<tr>
<td>(King published the book <em>Stride toward Freedom</em>)</td>
<td>1958</td>
</tr>
<tr>
<td>(King’s “I Have A Dream” speech)</td>
<td>1963</td>
</tr>
<tr>
<td>(King was the Man of the Year on the Time magazine)</td>
<td>1964</td>
</tr>
<tr>
<td>(Voting Right Act was passed)</td>
<td>1968</td>
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<tr>
<td>(King was assassinated in Tennessee)</td>
<td>1968</td>
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<tr>
<td>(King’s birthday became a national holiday)</td>
<td>1983</td>
</tr>
<tr>
<td>(King’s birthday became a national holiday)</td>
<td>2004</td>
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<tr>
<td>(King received Nobel Peace Prize)</td>
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<tr>
<td>(Obama was elected President)</td>
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</tbody>
</table>
Worksheet III: I Have a Dream

**Time:** ___________ years ago, Lincoln signed the Emancipation Proclamation...

**Place:** Martin Luther King stood at the __________ step of the ____________

**Background**

**A Dream**

**Structure**

**Rhetoric**

**Part I:** (line 1-24) the main idea

**Part II:** (line 25-33) the main idea

**Alusions / Quotations**

- **(line 4)** It is a reference to the __________
- **(line 14)** The architect refers to the __________
- **(line 18)** The quote comes from __________
- **(line 35)**
- **(line 39)**

**Metaphors / Similes**

- **(line 6)** simile: __________
- **(line 10)** contrasting metaphors: __________
- **(line 13-27)** metaphor: __________
- **(line 30)** contrasting metaphors: __________
- **(line 33)** contrasting metaphors: __________
- **(line 45)** contrasting metaphors: __________
- **(line 55)** contrasting metaphors: __________
- **(line 63)** contrasting metaphors: __________

**Repetitions**

- **(line 4)**
- **(line 13-27)**
- **(line 30)**
- **(line 35)**
- **(line 61)**
- **(line 64)**
- **(line 75)**
- **(line 82)**
### Worksheet IV

**Worksheet IV**

<table>
<thead>
<tr>
<th>Your Illustration</th>
<th>I Have A Dream (Group 2)</th>
<th>Your Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Worksheet IV**

**Your Analysis**

- **Vocabulary & Phrases**
- **Common Errors**
- **Rhetorical Techniques**
  1. **Allusion**
  2. **Symbol (simile/metaphor)**

### Worksheet V

**Worksheet V**

**Remembering Martin Luther King Jr.**

**ACROSS:**
1. "And at last! at last! Thank God Almighty, we've at last."
2. A famous bus boycott occurred in this city.
3. King married this woman. (2 words)
4. An organized walk by a group of people to draw attention to their political views.
5. The practice of keeping groups of people apart.
6. King believed in using ________, not force or guns, to solve problems.
7. This woman was arrested for refusing to give her bus seat to a white passenger. (2 words)
8. To treat another person unfairly because of his or her skin color or another characteristic.
9. King's picture has appeared on U.S. postage ________.
10. King taught that people must learn to meet hate with ________.
11. King taught that all people are created ________, no matter what their skin color.
12. In 1953, Martin Luther King Jr. Day became a national ________.
13. King's ________ was one of the first to step forward to continue his work.
14. The belief that skin color, religion, and/or wealth make some people more ________ than others.
15. On December 10, 1964, King received this famous award for his efforts to make the world a more peaceful place. (3 words)

**DOWN:**
1. In 1958, King wrote his first ________, **Strive Toward Freedom.**
2. "I have a ________, that one day this nation will rise up and live out the true meaning of its creed: 'that all men are created equal.'"
3. King believed that ________ was the ultimate cause of war.
4. Since King's death, many ________ have been built to honor him.
Worksheet V: I Have A Dream

Grammar Focus I
It is time (for sb.)+ to V = It is time + that-clause

Exercise:
1. It is time to adopt organic farming. = ____________________________
2. It’s time for the government to stop importing the American beef containing ractopamine (瘦肉精).

3. It’s time for the UN to impose economic sanctions (制裁) on Syria for its brutal killings.

4. It’s time that we cultivated the habit of exercising every week.

5. It’s time that you followed others and started thinking critically for yourself.

Grammar Focus II
(Al)though S + V, S + V = Despite + N/Ving, S + V = Adj. as S + V, S + V

Exercise:
1. Hard as he worked, he failed. = ____________________________, he failed.
   = ____________________________, he failed.
   = ____________________________.

2. Although he is successful, he remains humble. = ____________________________, he remains humble.
   = ____________________________.

3. In spite of his injury, he played in the basketball game yesterday.
   = ____________________________.
   = ____________________________.
   = ____________________________.

4. (make up your own sentence) ______________________________________.
   = ______________________________________.
I Have A Dream

Worksheet VI: Are you Just?

Let’s take a poll to see how just you are.
Does your conscience work differently in different situations?

Scenario 1: Suppose you find your classmates cheating on the final exam and it’s not the first time they do it. They can always get away with it and pass the exams with flying colors. What would you do?
- ignore it
- report it to the teacher
- advise them not to do it again
- others

Reasons: _________________________________________________________
__________________________________________________________________

Scenario 2: Suppose you see your classmate being bullied or abused by other classmates. What would you do?
- do nothing
- report it to the teacher
- advise them not to do it again
- others

Reasons: _________________________________________________________
__________________________________________________________________

Scenario 3: Suppose you are on a bus and the driver is having an argument with a passenger. The passenger keeps provoking the driver, who is getting angrier. What would you do?
- watch and do nothing
- call the police
- ask the passenger to get off the bus
- others

Reasons: _________________________________________________________
__________________________________________________________________

Scenario 4: Suppose you run into a group of protestors, asking you to sign a petition that calls for stopping the on-going killing in Syria. What would you do?
- walk away
- call the police
- sign the petition
- sign it and join the protest
- others

Reasons: _________________________________________________________
__________________________________________________________________

Scenario 5: Suppose you witness a brutal fight on the MRT. What would you do?
- look away
- call the police
- go to another compartment
- others

Reasons: _________________________________________________________
__________________________________________________________________
A Tribute to the One Who is Fighting for Humanity

After learning the story of Martin Luther King, and the magnificent “I Have A Dream” speech, it is time for us to take action for what we think is right and to speak up for humanity. Since the web has provided us the access to show our concern for every oppressed life, from the displaced, refugees, political prisoners, child soldiers to the stray animals. As a member of the global village, we should make efforts to support and advocate justice. Here is the chance for us to pay tribute to all those who are fighting for others’ freedom and rights.

Task: (1) write a letter of 150-200 words
(2) find a partner to write it together
(3) choose a subject to write to
(4) find the information you need on the web
(5) finish the letter before the class is over
## Rubric for the Letter to a contemporary hero

<table>
<thead>
<tr>
<th>Score</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Layout/ Design</strong></td>
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<tr>
<td><strong>Information, style, audience, tone</strong></td>
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<tr>
<td><strong>Accurate Parts of the Friendly Letter</strong></td>
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<tr>
<td><strong>Grammar, Punctuation, and choice of words for the friendly letter</strong></td>
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<tr>
<td><strong>Following Classroom Guidelines and Directions</strong></td>
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</tbody>
</table>
Worksheet VIII: Students Voting  2012.04.12

I. Log onto the web page:  http://210.70.28.7/hope

II. Register on this website
   (1) create new account
   (2) join the voting ——> go to lessons ——> vote on the items you’ve done

lessons

- Lesson 4: I Have A Dream (Web-quest: 302.304.317)
- 選環插圖 (302)
- Presentation (302 group report clips)
- Graphic Organizer: 302.304.317
- web-quest (302 student's work)
- group work (302 literary circle)
- Justice: The Right Thing to Do (302.304.317)
- Are You Just? (302.304.317)