I Have A Dream

New Far East
Book Six
Lesson Four

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台南女中
Introduction

• Difficulty Level: Advanced
• Focuses of the lesson: racial equality and speech delivery
• Mode of writing: argumentative/persuasive
Teaching Points

- Challenge students' viewpoints about racial equality and provide the historical background of the Civil Rights Movement.
- Discuss the meaning and purposes of the speech “I Have A Dream,” and some commonly used figures of speech.
- Give students opportunities to give argumentative speeches as well as to write argumentative essays.
Lesson Plan

- Raising Students’ Awareness
- Presenting the Text
- Bridging Practice to Writing
- Students’ Works
- Conclusion
Raising Students’ Awareness

• Reflection
• Background
• Compare and Contrast
## Reflection

<table>
<thead>
<tr>
<th>Agree</th>
<th>There are some races in the world that are more intelligent, more violent, or more athletic than other races.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>Prejudice and racism is a reality, and will never go away.</td>
</tr>
<tr>
<td>Agree</td>
<td>Fear of other people’s differences is a main cause of racism.</td>
</tr>
<tr>
<td>Disagree</td>
<td></td>
</tr>
</tbody>
</table>

Background

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

• Source: http://askeric.org/Virtual/Lessons/Language_Arts/Literature/LIT0004.html
Compare and Contrast

- Before Civil Rights Movement  After Civil Rights Movement

What was different?  What was the same?  What was different?
Presenting the Text

• Listening to the speech
• Understanding the speech
• Relating to the speech
• Learning figures of speech
Listening to the speech

http://www.medaloffreedom.com/MartinLutherKingIHaveDreamLg.jpg
Understanding the speech

• Why is the Declaration of Independence mentioned?

• Why did Dr. King name some states near the end of his speech?

• Do you think you would have been moved by Dr. King’s speech if you had been in the crowd that day? Why or why not?

Adapted from: http://askeric.org/Virtual/Lessons/Language_Arts/Literature/LIT0004.html
Relating to the speech

• What is racism?
• Have you noticed any discrimination or injustice in Taiwan? Give examples to back up your opinions.
• How do you think Taiwanese people or the government should do to eliminate discrimination and injustice in Taiwan?

Adapted from: http://askeric.org/Virtual/Lessons/Language_Arts/Literature/LIT0004.html
Figures of speech

Introduce rhetorical devices, such as simile, metaphor, allusion, alliteration, antithesis, and repetition
Bridging Practice to Writing

• Speech Delivery
• Argumentative Writing
• Writing Sample
• Writing Practice
• Revision
Speech Delivery

• Elements of a good speech
• Famous speeches by charismatic speakers
• Famous speeches
• Debate
Argumentative Writing

• Introduction
• Body paragraphs
• Conclusion
• Language Use
Argumentative-Introduction

• Attention grabbers:
  1. A strong statement
  2. A quotation
  3. Statistics/facts
  4. A question

• Thesis statement
Argumentative-Body

• Provide evidence to support the opinions
• Back up the thesis statement with solid reasons
• Anticipate opposing viewpoints and provide counter-arguments along with the main points in the essay
• Use statistics or research, real-life experiences, or examples
Argumentative-Conclusion

• Restate your thesis statement.
• Summarize the main points
• Write a personal comment or call for action. (Write a prediction, give recommendations, or end with a quotation.)
## Argumentative-Language Use

<table>
<thead>
<tr>
<th>Supporters of…</th>
<th>Adversaries of…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proponents of…</td>
<td>Opponents of…</td>
</tr>
<tr>
<td>Those in favor of…</td>
<td>Those opposed to…</td>
</tr>
<tr>
<td>Defenders of…</td>
<td>Critics of…</td>
</tr>
<tr>
<td>Advocates of…</td>
<td>Objectors of…</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>argue</th>
<th>point out</th>
<th>contend</th>
<th>claim</th>
</tr>
</thead>
<tbody>
<tr>
<td>insist</td>
<td>suggest</td>
<td>maintain</td>
<td>assert</td>
</tr>
</tbody>
</table>

Adapted from: [http://www.geocities.com/frankie_meehan/ArgVocab.htm](http://www.geocities.com/frankie_meehan/ArgVocab.htm)
Argumentative Writing Sample

• Capital punishment results in death by execution. It is legal in many states as a punishment for serious crimes, but that does not make it right. Capital punishment should be stopped because it is morally wrong, expensive, and such a slow process.

• First of all, there is no moral basis for it. When we use the death penalty, we are following the criminals’ example by doing something equally as bad ourselves. We are taking one life for another life. There is also a chance that a mistake will be made, and the wrong person will be put to death. Is this type of revenge worth such a risk?

• Another problem with capital punishment is the high cost. For example, the special prison housing is expensive to staff and keep up. States with the death penalty use taxes to pay these expenses. Over the past 13 years, Florida has spent $57 million to carry out 18 executions. If you divide this dollar amount by the number of executions, you come up with a cost of $3.2 million for each execution. That is a great deal of money.

• In addition, using the death penalty is a very slow process. At least 97 percent of all death-row prisoners are not executed on time. As a result, the waiting list for executions grows year after year. If the U.S. legal system executed one inmate every day, it would still take 30 years to empty all of the cells on death row. A process this slow does not make sense.

• In conclusion, capital punishment should be dropped from our legal system. People should see that it is morally wrong. If not, then common sense should tell them that it doesn't work well since it is so expensive and such a slow process.

Source: http://umitserin.com/index.php?option=com_content&task=view&id=44&Itemid=66
Writing Practice

• If you were the president of Taiwan, what would your dreams for Taiwan be? Write two paragraphs. Discuss your dream(s) in the first paragraph, then provide specifics of how to fulfill the dream(s).
Revision

• Writers’ workshop
• Writing checklist
• Logical fallacies
• Common problems
Revision-Writers’ Workshop
# Revision—Writing Checklist

## I. Mechanics

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>1. Is the essay free from errors in word choice?</td>
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<td></td>
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<tr>
<td>2. Is the essay free from errors in mechanics?</td>
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</table>

## II. The 1st paragraph

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<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>1. Did the author capture the reader’s attention?</td>
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<tr>
<td>2. Is the author’s stance clearly stated?</td>
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<tr>
<td>3. Is there a clear thesis statement?</td>
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</table>

## III. The 2nd paragraph

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<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>1. Is there an obvious topic sentence in this paragraph?</td>
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<tr>
<td>2. Is the supporting evidence given?</td>
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<tr>
<td>3. Is the central thesis tied together throughout the essay?</td>
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<tr>
<td>4. Is there a clear conclusion?</td>
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<tr>
<td>5. Does the closing paragraph bring everything together?</td>
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</tbody>
</table>

- 5. Are you convinced?
  - If yes, why?___________________________________
  - If not, why?___________________________________
Revision-Logical Fallacies

- “Of course our students are physically fit; just look at the success of our sports teams this year.”
- “Tourism in this city started to decline right after Mayor Scott was elected. To save our tourist industry, let’s replace her now!”
- “People who want to be healthy should eat turnips. My Aunt Alice loved turnips, and she lived to be ninety-four.”
- “Why am I required to take certain courses before I can graduate from this school? No one requires me to buy certain groceries before I can leave the supermarket.”
- “Senator Jones’ bill on gun control should not be taken seriously; after all, this is the same man who has had at least five extramarital affairs.”
- “The case is clear: either we support the death penalty or we allow crime to run rampant.”

Adapted from: http://www.orangeusd.k12.ca.us/yorba/persuasive-writing.htm
Revision-Common Problems

• **Strong feelings** (e.g. Nobody does this/It is impossible to disagree with me)
• **Generalization** (e.g. EVERYONE believes that.....)
• **Exaggeration** (e.g. Whether high school students should wear uniforms or not has always been THE MOST IMPORTANT issue to EVERYONE.)
• **Dull introductions** (e.g. This topic has been important since ANCIENT TIMES.)
• **Naive views** (e.g. To boost the economy, I will guarantee high-tech jobs for everyone.)
• **Grammatical errors**

Adapted from: [http://www.orangeusd.k12.ca.us/yorba/persuasive_writing.htm](http://www.orangeusd.k12.ca.us/yorba/persuasive_writing.htm)
Students’ Work

• Author: Ms. Liang    Level: High
• Author: Ms. Cho    Level: Intermediate
Conclusion

• Discussing equality in Taiwan
• Delivering a powerful speech
• Writing argumentative essays