



Where Is the Love? ("I Have a Dream" & "Glory and Hope")

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| Title of Activity | Teaching With Primary Documents (TPS) to Understand the Historical Context of Martin Luther King Jr.'s "I Have a Dream" and Nelson Mandela's "Glory and Hope" Speeches |
| Overview | This lesson will serve as an introduction to the study of Martin Luther King, Jr.'s "I Have a Dream" and Nelson Mandela's "Glory and Hope." By examining and analyzing primary sources students will better understand the historical contexts of each speech. Additionally, students will develop analytical skills through this activity. Students will then use the questions formulated in this primary source analysis assignment to further research the historical context and share findings with the class. |
| Essential Question | How can primary documents help us understand the historical context of Martin Luther King Jr.'s "I Have a Dream" and Nelson Mandela's "Glory and Hope" speeches? |
| Audience | English I students |
| Time Required | Approximately two 90-minute blocks and time outside of class for students to finish Google Slide presentations |
| Goal | Analyze primary sources to understand the historical context of speeches, to understand that civil rights is a global issue, and to understand that it is an issue still relevant to 21st century citizens. |
| Objectives | Students will be able to observe, reflect, and formulate questions about primary sources related to U.S. and South African Civil Rights. |
| SC Standards | <p>Inquiry 1.1 Use recursive process to develop, evaluate, and refine questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.</p> <p>Inquiry 2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives.</p> <p>Inquiry 3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions.</p> <p>Inquiry 3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.</p> <p>Writing 2 Write informative/explanatory texts to examine and convey complex ideas and</p> |

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| | <p>information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Language 4 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Language 5 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Communication 1 Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.</p> <p>Communication 1.4 Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and articulating new understandings.</p> <p>Communication 1.6 Utilize various modes of communication to present clear, unique interpretation of diverse perspectives.</p> <p>Communication 2 Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.</p> <p>Communication 3 Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.</p> |
| <p>Digital and Other Resources</p> | <p>Primary sources:</p> <ul style="list-style-type: none"> ● Civil Rights Primary Sources (3 groups; 2 primary sources per group X 2; groups of 4) ● <i>Segregation in Albany—Street Scenes, 1962 August 18, Warren K. Leffler</i> ● https://www.loc.gov/item/2016646428/ ● <i>Segregation in Albany—Street Scenes, 1962 August 18, Warren K. Leffler</i> ● https://www.loc.gov/item/2016646429/ ● <i>Two Men Carrying Sign...to Protest Segregation in Education, 1940-1950, J. H. Lawson</i> ● https://www.loc.gov/item/97517522/ ● <i>Civil Rights Hootenanny, 1963 August 28, Thomas J. O’Halloran</i> ● https://www.loc.gov/item/2013645794/ ● <i>Civil Rights March, 1963 August 28, Randolph J. Routt</i> ● https://www.loc.gov/item/2013645785/ ● <i>Firemen Turn Their Hoses on Civil Rights Protesters—Birmingham, Alabama, 1963, Bruce Davidson</i> ● https://www.loc.gov/item/2014645234/ ● Apartheid Primary Sources (3 groups; 2 primary sources per group X 2; groups of 4) ● <i>No Apartheid, 1965-1980, Yanker Poster Collection [Library of Congress]</i> ● https://www.loc.gov/item/yan1996002489/PP/ ● <i>Apartheid, No, 1975, Wilfred Owen Brigade</i> ● https://www.loc.gov/item/2015647336/ ● <i>Apartheid in Practice: Land in South Africa, 1965-1980, David King</i> ● https://www.loc.gov/item/2017649140/ ● <i>Del Monte Profits from Apartheid, 1977, San Francisco Poster Brigade</i> ● https://www.loc.gov/item/2017649140/ ● <i>Contra Apartheid: Support the Fight for Liberty, Equality and Peace..., 1965-1980, Socialist International</i> ● https://www.loc.gov/item/yan1996002317/PP/ ● <i>Solidarity with the People of South Africa, 1965-1980, Anti-Apartheid Movement</i> |

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| | <ul style="list-style-type: none"> • https://www.loc.gov/item/2017649132/ • <i>Condemn the South African Apartheid Regime and Support the International Boycott, 1976, Wilfred Owen Brigade</i> • https://www.loc.gov/item/2015647456/ <p>Other resources:</p> <ul style="list-style-type: none"> • <i>Teacher’s Guide: Analyzing Primary Sources, Library of Congress</i> • http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Primary_Sources.pdf • <i>Primary Source Analysis Tool, Library of Congress</i> • http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf |
| Classroom Materials | <p>Student digital device (such as iPad); Interactive WhiteBoard such as Promethean ActivePanel; Apple TV; copies of Martin Luther King, Jr.’s “I Have a Dream” speech; copies of Nelson Mandela’s “Glory and Hope” speech; Teacher’s Guide: Analyzing Primary Sources (worksheet); Primary Source Analysis Tool (worksheet); Google Classroom; Google Slides; and pencils and paper.</p> |
| Preparation | <ul style="list-style-type: none"> • Locate primary sources related to Civil Rights segregation in the United States and apartheid in South Africa. • Photocopy primary source handouts. • Photocopy speeches. • Divide students into small groups. • Determine primary source content for each small group to examine in “Jigsaw” exercise. • Design rubric for final product. (This lesson plan assumes that each teacher will design his/her own rubric.) |
| Procedure | <p>Day One</p> <ul style="list-style-type: none"> • Explain goals and objectives and review essential question. • Remind students of expectations for behavior and group participation. • Review think, pair, share procedures. • Distribute primary source materials. • Distribute and explain how to utilize Primary Source Analysis Tool (worksheet). • Model a primary source analysis using the worksheet and a primary source photograph. • Divide students into 4-member groups. • Give students 10-15 minutes to independently observe and record observations. • Ask students to pair with the other student in the group with the same primary source to reflect on observations and record reflections. • Each pair in the group will share their source documents, observations, and reflections with the other pair in the group to generate and record questions while also comparing and contrasting the sources. • Work as a team to create a research question related to primary sources for that group. (Assume students know how to develop the question and determine reliable sources.) <p>Day Two:</p> <ul style="list-style-type: none"> • Teacher reviews the grading rubric with the class. • Students locate reliable sources and conduct research to answer their research questions. • Students begin inputting their research findings into a Google Slide presentation. (Assume students know how to use Google Slides.) • Students continue to work independently on Google presentation, share findings at a later date, and upload presentations to Google Classroom. (Assume students are accustomed to using Google Classroom.) |

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| Assessment/ Reflection | <ul style="list-style-type: none">• Teacher will provide student feedback and assess presentations using the rubric.• Teacher will use this lesson as a springboard for building background to begin discussing speeches, which will be distributed and discussed at a later date.• Once the lesson concludes, teacher will reflect regarding strengths and weaknesses of the lesson, thinking about how to improve the lesson the next time he/she teaches it. |