**Selection:**

“I Have a Dream” by Dr. Martin Luther King Jr.

**Rationale:**
This text contains strong examples of the elements of literature incorporated into the 9th grade curriculum. More importantly, this speech will serve as a bridge between 8th grade knowledge of literary elements and the 9th grade focus on analysis of these elements.

**Objectives:**
To enjoy reading and responding to the speech in its entirety. To understand how a writer develops the elements of literature within a speech.

**Standards Addressed:**
RI.9-10.2, RI. 9-10.8, L.9-10.1a

**Assignment:**
It is strongly recommended that you examine the expectations prior to reading the speech. You are encouraged to obtain a copy of the speech. Copies of the speech will be available from the school. Read the entire speech and complete ALL questions/activities. There are four components to this assignment:

- Evidence of critical reading of the “I Have a Dream” speech (annotations)
- Analyzing passage for literary elements
- Completion of SOAPStone
- Extended paragraph writing assignment

**Specific Extended Paragraph Instructions for answering portions of the assignment:**
Please word-process your answers in MLA format (12 pt. Times New Roman). Complete all portions in complete sentences unless otherwise indicated. All answers should be defended with properly cited textual evidence from the speech.

**Text Complexity:**
ATOS Level: 10.9 / Lexile Level: 1120L
“I Have a Dream” Speech

Martin Luther King, Jr.
August 28, 1963

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 one hundred 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 in exile in his own land.

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 the 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 in so far as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which 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 have come to cash this check, a check that will give us upon demand the riches of freedom and the security of justice.

We have also come to this 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. And those who hope 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 worn 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 protests 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 the
Negro in Mississippi cannot vote, and the 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 the 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, sons of former slaves and the sons
of former slaveowners 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 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 brother-hood. 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. And 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 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.

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 mole hill of Mississippi. “From every mountainside, let
freedom ring.”

And when this happens, and when we allow freedom to 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.”
Component #1 – Evidence of Active Reading

Directions: As you read the speech “I Have a Dream” highlight and annotate portions of the text. Follow the steps below to complete the protocol.

1. Read the selected passage and mark what stands out to you by making notes in the margins.
2. Highlight your notes and the text. Use pink for direct quotes, paraphrases, or comprehension. Use yellow for notes based on inferences made.
3. Create a list of “Green Words.” These words can be used to classify your pink and yellow highlighted notes and text. These “Green Words” are evidence of your synthesis of the material and your ability to understand and work with what you read. These words are value driven and highly connotative. This means that their definition is based on the values of the individual, and can have many interpretations.
4. One you have made your list of “Green Words” you will go back to the notes from the text and write whatever “Green Word” is evidence by that particular note or section of the passage. They you will use your green highlighter to mark the “Green Words” so that they stand out in your notes. Think in terms of theme and motifs.
5. It is your “Green Words” that you will ultimately use to create a thesis. Choose the three “Green Words” you feel you have the most evidence of, and turn them into a working thesis.

Component #2 - Literary Elements

Directions: Choose seven out of the following ten literary elements. Define the literary term. Find and record evidence of the literary term from the speech. Make sure to cite the line number(s) for each piece of evidence.

- Alliteration
- Allusion
- Anaphora
- Assonance
- Hyperbole
- Metaphor
- Metonymy
- Parallelism
- Personification
- Repetition
- Simile
- Synecdoche

Example

Literary term: Repetition
Definition: A word, phrase, or sentence repeated for emphasis or power.
Evidence: “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,” (King 104-7).
Component #3 - SOAPStone Analysis
Directions: Research the background of Dr. Martin Luther King Jr.’s “I Have a Dream” speech. Complete the following table regarding the speech. Make sure to include MLA citations for any CREDIBLE source used.

<table>
<thead>
<tr>
<th>SOAPS</th>
<th>Probing Question(s)</th>
<th>How do you know? Cite evidence from the text.</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>Who is the <strong>Speaker</strong>?</td>
<td>Who is speaking? Describe the person (details).</td>
</tr>
<tr>
<td>O</td>
<td>What is the <strong>Occasion</strong>?</td>
<td>Time &amp; Place? What is the situation that prompted the writing?</td>
</tr>
<tr>
<td>A</td>
<td>Who is the <strong>Audience</strong>?</td>
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</tr>
<tr>
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<td>What is the <strong>Purpose</strong>?</td>
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MLA citation
For webpages:
For books:
Last name, First name. *Title of Book*. City of Publication: Publisher, Year of Publication. Medium of Publication.

Citation: __________________________________________________________________________
_________________________________________________________________________________
Component #4 - Extended paragraph outline

Directions: Your task is to explain a selected portion of the speech using evidence. Fill out the extended paragraph template about the passage. Incorporate the passage and attribution within the body of the paragraph where appropriate. Use the SOAPStone table to assist with the task.

Introduction: (One or two sentences to grab the reader’s attention about the passage chosen)
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Transition sentence: (Incorporate a sentence to connect the introduction to the thesis statement)
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Topic sentence: (Explain the subject and your opinion about the passage)
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Statement: (Incorporate information about the speaker and occasion)
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Proof: (Provide the reader with evidence about the speaker and occasion)
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Commentary: (Explain your perspective, judgment, or emotions related to the proof)
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Statement: (Incorporate information about the audience and purpose related to the selected passage)
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Proof: (Provide the reader with evidence about audience and purpose of the passage):
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Commentary: (Explain your perspective, judgment, or emotions related to the proof)
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Concluding sentence: (Pull all of the information together into one sentence)
_____________________________________________________________________________
## Extended Paragraph Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>25 - 30</td>
<td>A+/A Highly Proficient</td>
</tr>
<tr>
<td>19 - 24</td>
<td>A–/B+ Proficient</td>
</tr>
<tr>
<td>13 - 18</td>
<td>B Partially proficient</td>
</tr>
<tr>
<td>7 - 12</td>
<td>B–/C Minimally proficient</td>
</tr>
<tr>
<td>1 - 6</td>
<td>D/F Does not meet the standards</td>
</tr>
</tbody>
</table>

### 25 - 30 A+/A Highly Proficient
- responds to the prompt clearly, directly, and fully
- approaches the text analytically
- supports a coherent thesis with evidence from the text
- explains how the evidence illustrates and reinforces its thesis
- employs subtlety in its use of the text and the writer’s style is fluent and flexible
- has no mechanical and grammatical errors

### 19 - 24 A–/B+ Proficient
- responds to the assignment clearly and directly but with less development than an 8–9 paper
- demonstrates a good understanding of the text
- supports its thesis with appropriate textual evidence
- analyzes key ideas but lacks the precision of an 8–9 essay
- uses the text to illustrate and support in ways that are competent but not subtle
- written in a way that is forceful and clear with few grammatical and mechanical errors

### 13 - 18 B Partially proficient
- addresses the assigned topic intelligently but does not answer it fully and specifically
- shows a good but general grasp of the text
- uses the text to frame an apt response to the prompt
- employs textual evidence sparingly or offers evidence without attaching it to the thesis
- written in a way that is clear and organized but may be somewhat mechanical
- marred by conspicuous grammatical and mechanical errors

### 7 - 12 B–/C Minimally proficient
- fails in some important way to fulfill the demands of the prompt
- does not address part of the assignment
- provides no real textual support for its thesis
- bases its analysis on a misreading of some part of the text
- presents one or more incisive insights among others of less value
- written in a way that is uneven in development with lapses in organization and clarity
- undermined by serious and prevalent errors in grammar and mechanics

### 1 - 6 D/F Does not meet the standards
- combines two or more serious failures
- does not address the actual assignment
- indicates a serious misreading of the text (or suggest the student did not read it)
- does not offer textual evidence
- uses textual evidence in a way that suggests a failure to understand the text
- is unclear, badly written, or unacceptably brief
- is marked by egregious errors
- is written with great style but devoid of content (rare but possible)

### Comments:

© 2010 by Jim Burke from *What’s the Big Idea?* Portsmouth, NH: Heinemann.
Exemplar:
“Try not to become a man of success, but rather try to become a man of value,” (Einstein).

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Citation:
Quote: “Try not to be a man of success rather try to be a man of value” by Albert Einstein

Introduction: (One or two sentences to grab the reader’s attention about the chosen quote)
One of the greatest minds of all times, many considered Nobel winner Albert Einstein the epitome of success in the field of physics.

Transition sentence: (Incorporate a sentence to connect the introduction to the thesis statement)
As a child, Einstein struggled to speak and engaged in rebellious actions. These actions led to his expulsion from school; many doubted his ability to become a successful individual. Eventually, Einstein excelled in mathematics and physics.

Topic sentence: (Explain the subject and your opinion about the quote)
While Einstein found success in science, he placed a higher value on life.

Statement: (Incorporate information about the speaker and occasion)
He emigrated to United States shortly after Adolf Hitler rose to power, along with German-born sociologist and poet Dr. William Hermans. Dr. Hermans introduced Einstein to journalist William Miller and his son, Pat. During their encounter, the men discussed religion, faith, curiosity, and intelligence.

Proof: (Provide the reader with evidence about the speaker and occasion)
William Miller shared his experience involving Dr. Hermans and Einstein in his article, “Death of a Genius” in published in Life Magazine. In the article, Miller shared the encounter between his son and Einstein. Pat Miller asked the question, “does experience give us truth?” (64).

Commentary: (Explain your perspective, judgment, or emotions related to the proof)
Einstein seemed reserved and reluctant to share his moral and religious beliefs with strangers. However, he respectfully answered questions posed by Pat Miller.

Statement: (Incorporate information about the audience and purpose related to the selected quote)
The young college student and his father listened as Einstein and Dr. Hermans rehashed the past and attempted to answer Pat Miller’s question.

Proof: (Provide the reader with evidence about audience and purpose of the quote): Eventually, Einstein explained to Pat Miller “try not to be a man of success but rather try to be a man of value. He is considered successful in our day who gets more out of life than he puts in. But a man of value will give more than he receives,” (64).

Commentary: (Explain your perspective, judgment, or emotions related to the proof)
For a man who accomplished unprecedented feats of scientific discovery, Einstein remained humble.

Concluding sentence: (Pull all of the information together into one sentence)
Although he achieved notoriety his lifetime, Einstein strived to become a man of value - not just a man of success.
Humility

One of the greatest minds of all times, many considered Nobel winner Albert Einstein the epitome of success in the field of physics. As a child, Einstein struggled to speak and engaged in rebellious actions. These actions led to his expulsion from school; many doubted his ability to become a successful individual. Eventually, Einstein excelled in mathematics and physics. While Einstein found success in science, he placed a higher value on life. He emigrated to United States shortly after Adolf Hitler rose to power, along with German-born sociologist and poet Dr. William Hermanns. Dr. Hermanns introduced Einstein to journalist William Miller and his son, Pat. During their encounter, the men discussed religion, faith, curiosity, and intelligence. William Miller shared his experience involving Dr. Hermanns and Einstein in his article, “Death of a Genius” in published in Life Magazine. In the article, Miller shared the encounter between his son and Einstein. Pat Miller asked the question, “does experience give us truth?” (64). Einstein seemed reserved and reluctant to share his moral and religious beliefs with strangers. However, he respectfully answered questions posed by Pat Miller. The young college student and his father listened as Einstein and Dr. Hermanns rehashed the past and attempted to answer Pat Miller’s question. Eventually, Einstein explained to Pat Miller “try not to be a man of success but rather try to be a man of value. He is considered successful in our day who gets more out of life than he puts in. But a man of value will give more than he receives,” (64). For a man who accomplished unprecedented feats of scientific discovery, Einstein remained humble. Although he achieved notoriety his lifetime, Einstein strived to become a man of value - not just a man of success.

**Assessment:** See Rubric provided above.

**Due Date:** The project is DUE in class (hard copy) and submission to turnitin.com the third week of school: **Thursday / Friday, August 10-11, 2017.**

*Your instructor may offer an incentive for submitting this assignment early.*

**Connections:** Ongoing reference and instruction will be tied to these books throughout the year. **IT IS EXTREMELY IMPORTANT THAT YOU READ THE WORK IN ITS ENTIRETY, AS ASSIGNED.**

**Note:** A copy of this assignment is available on-line at the Hamilton website: http://www.cusd80.com/Domain/2039

**Questions?** Please put "summer reading" in the subject line of your email.

<table>
<thead>
<tr>
<th>9</th>
<th>Ms. Esther Bateson</th>
<th><a href="mailto:bateson.esther@cusd80.com">bateson.esther@cusd80.com</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Mrs. Lucee Buchanan</td>
<td><a href="mailto:buchanan.lucee@cusd80.com">buchanan.lucee@cusd80.com</a></td>
</tr>
</tbody>
</table>
He had spoken about his dream during speeches in Birmingham and Detroit earlier that year. His initial drafts did not contain any references to a dream at all, according to his closest advisers. Before the speech, King allegedly told an aide that he wanted the remarks to be “a Gettysburg Address” of sorts. Read the full text of the speech as he delivered it that day.

Dr. Martin Luther King Jr. gave his I Have a Dream speech to a huge crowd gathered for the Mall in Washington DC during the March on Washington for Jobs & Freedom (aka the Freedom March). (Photo by Francis Miller/The LIFE Picture Collection/Getty Images). UNSPECIFIED - CIRCA 1754: Civil rights march on Washington, DC, USA. "I Have a dream . . ." (Copyright 1963, MARTIN LUTHER KING, JR.) Speech by the Rev. MARTIN LUTHER KING at the "March on Washington". 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 core years ago a great American in whose shadow we stand today signed the Emancipation Proclamation. This momentous decree is a great beacon light of hope to millions of Negro slaves who had been arrd in the flames of withering injustice. It came as a joyous daybreak to end the lon