

Hamilton High School
English 9
“I Have a Dream” Summer Reading Project

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 9 th grade curriculum. More importantly, this speech will serve as a bridge between 8 th grade knowledge of literary elements and the 9 th 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: <ul style="list-style-type: none"> • 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.

5 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.

10 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.

15 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.

20 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.

25 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

30 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.

35 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
40 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.

45 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
50 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."

55 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.

60 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

65 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!

70 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!

75 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.”

80 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.

85 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.”

90

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. Once 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. Then 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.

SOAPS		Probing Question(s)	How do you know? Cite evidence from the text.
S	Who is the Speaker ?	Who is speaking? Describe the person (details).	
O	What is the Occasion ?	Time & Place? What is the situation that prompted the writing?	
A	Who is the Audience ?	Who is the writing intended for? A single person? A group of people? Who is listening?	
P	What is the Purpose ?	What is the purpose of the writing? What does the author want the audience to think or do?	
S	What is the Subject ?	What is the topic, content, or ideas in the writing? What is the author writing about?	

MLA citation

For webpages:

Contributors' names. "Title of Resource." *Webpage*. Name of webpage, Last edited date. Web. Date of access.

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

Student: _____ Score: _____

Score	Description
25 - 30 A+/A Highly Proficient	<input type="checkbox"/> responds to the prompt clearly, directly, and fully <input type="checkbox"/> approaches the text analytically <input type="checkbox"/> supports a coherent thesis with evidence from the text <input type="checkbox"/> explains how the evidence illustrates and reinforces its thesis <input type="checkbox"/> employs subtlety in its use of the text and the writer's style is fluent and flexible <input type="checkbox"/> has no mechanical and grammatical errors
19 - 24 A-/B+ Proficient	<input type="checkbox"/> responds to the assignment clearly and directly but with less development than an 8-9 paper <input type="checkbox"/> demonstrates a good understanding of the text <input type="checkbox"/> supports its thesis with appropriate textual evidence <input type="checkbox"/> analyzes key ideas but lacks the precision of an 8-9 essay <input type="checkbox"/> uses the text to illustrate and support in ways that are competent but not subtle <input type="checkbox"/> written in a way that is forceful and clear with few grammatical and mechanical errors
13 - 18 B Partially proficient	<input type="checkbox"/> addresses the assigned topic intelligently but does not answer it fully and specifically <input type="checkbox"/> shows a good but general grasp of the text <input type="checkbox"/> uses the text to frame an apt response to the prompt <input type="checkbox"/> employs textual evidence sparingly or offers evidence without attaching it to the thesis <input type="checkbox"/> written in a way that is clear and organized but may be somewhat mechanical <input type="checkbox"/> marred by conspicuous grammatical and mechanical errors
7 - 12 B-/C Minimally proficient	<input type="checkbox"/> fails in some important way to fulfill the demands of the prompt <input type="checkbox"/> does not address part of the assignment <input type="checkbox"/> provides no real textual support for its thesis <input type="checkbox"/> bases its analysis on a misreading of some part of the text <input type="checkbox"/> presents one or more incisive insights among others of less value <input type="checkbox"/> written in a way that is uneven in development with lapses in organization and clarity <input type="checkbox"/> undermined by serious and prevalent errors in grammar and mechanics
1 - 6 D/F Does not meet the standards	<input type="checkbox"/> combines two or more serious failures <input type="checkbox"/> does not address the actual assignment <input type="checkbox"/> indicates a serious misreading of the text (or suggest the student did not read it) <input type="checkbox"/> does not offer textual evidence <input type="checkbox"/> uses textual evidence in a way that suggests a failure to understand the text <input type="checkbox"/> is unclear, badly written, or unacceptably brief <input type="checkbox"/> is marked by egregious errors <input type="checkbox"/> is written with great style but devoid of content (rare but possible)

Comments: _____

Exemplar:

“Try not to become a man of success, but rather try to become a man of value,” (Einstein).

SOAPS		Probing Question(s)	How do you know? Cite evidence from the text.
S	Who is the Speaker ?	Who is speaking? Describe the person (details).	Attribution of this particular quote belongs to Albert Einstein, a Nobel-winning physicist. The German-born scientist emigrated to the United States after “Third Reich” came to power in 1933.
O	What is the Occasion ?	Time & Place? What is the situation that prompted the writing?	William Miller, writer for <i>Life</i> , retells the conversation between Albert Einstein, his son Pat Miller, Dr. William Hermanns and himself prior to Einstein’s death. This interaction took place at Einstein’s home just a few months before his death. Their conversation included exchanges about religion, curiosity and knowledge.
A	Who is the Audience ?	Who is the writing intended for? A single person? A group of people? Who is listening?	Originally, Einstein responded to a question posed by Dr. Hermanns during their conversation. When William Miller published the interaction between the men, he intended subscribers of <i>Life</i> magazine to read the conversation.
P	What is the Purpose ?	What is the purpose of the writing? What does the author want the audience to think or do?	William Miller wanted his readers to understand a personal side to Albert Einstein. Through his writing, Miller discloses two notable quotations attributed to Einstein. The first is “Try not to be a man of success, try to be a man of value,” and the other, “the important thing is not to stop questioning.” (64).
S	What is the Subject ?	What is the topic, content, or ideas in the writing? What is the author writing about?	Initially, the conversation included aspects of religion and faith. As the conversation continued, the men began to discuss curiosity, knowledge, and existence. Einstein responded to Pat Miller’s question, “Does experience give us truth?”(64). According to Einstein, “truth is a verbal concept, which cannot be submitted for mathematical proof,”(64). Afterwards Einstein explained his stance on knowledge, curiosity, and existence.

Citation:

Miller, William. "Death of a Genius." *Life Magazine* 2 May 1955: 61-64. *Google Books*. Web. 10 July 2016.

Extended Paragraph Exemplar

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 Hermanns. Dr. Hermanns 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. 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).

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. Hermanns 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.

Ferris Bueller

Mr. Stein

English 9

3 April 2017

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.		
	9	Ms. Esther Bateson	bateson.esther@cusd80.com
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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. giving his I Have a Dream speech to 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 1963: 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 score 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 wrenched in the flames of a withering injustice. It came as a joyous daybreak to end the long