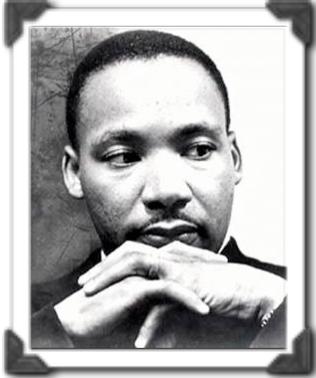


Martin Luther King, Jr. "I Have a Dream" speech, August 1963



Thrust into the national spotlight in Birmingham, where he was arrested and jailed, Martin Luther King, Jr. helped organize a massive march on Washington, DC, on August 28, 1963. His partners in the March on Washington for Jobs

and Freedom included other religious leaders, labor leaders, and black organizers. The assembled masses marched down the Washington Mall from the Washington Monument to the Lincoln Memorial, heard songs from Bob Dylan and Joan Baez, and heard speeches by actor Charlton Heston, NAACP president Roy Wilkins, and future U.S. Representative from Georgia John Lewis.

King's appearance was the last of the event; the closing speech was carried live on major television networks. On the steps of the Lincoln Memorial, King evoked the name of Lincoln in his "I Have a Dream" speech, which is credited with mobilizing supporters of desegregation and prompted the 1964 Civil Rights Act. The next year, King was awarded the Nobel Peace Prize.

The following is the exact text of the spoken speech, transcribed from recordings:

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.

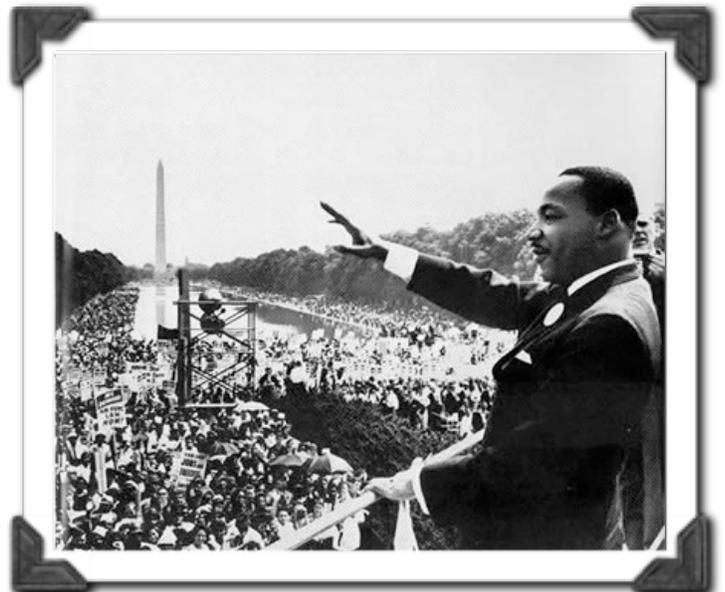
Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the 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 languishing in the corners of American society and finds himself an exile in his own land. So we have come here today to dramatize a shameful condition.

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 unalienable rights of life, liberty, and the pursuit of happiness.

It is obvious today that America has defaulted on this promissory note insofar 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. 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



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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 quick sands 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. 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 warm 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 protest 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. They have come to realize that their freedom is inextricably bound to our freedom. We cannot walk alone.

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 a Negro in Mississippi cannot vote and a 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



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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 the sons of former slaves and the sons of former slave owners 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, every hill and mountain shall be made low, the rough places will be made 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 brotherhood. 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.

This will be the day when all of God's children will be able to sing with a new meaning, "My country, 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers 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 snowcapped Rockies of Colorado!



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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 molehill of Mississippi. From every mountainside, let freedom ring.

And when this happens, 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!"

Transcript adapted from online resource, found here: <http://www.usconstitution.net/dream.html>



Questions to Ponder

1. What was the purpose of Dr. Martin Luther King, Jr.'s speech?
2. What motivated him to give it?
3. Research further: What happened following his speech (did it work)?
4. What does this speech mean to you?
5. Barack Obama became the first black President of the United States, **46 years after** Dr. King gave this speech. How is this significant relating to Dr. King's speech? Explain.
6. How can you spread Dr. King's message of hope for racial equality?
7. Service: Dr. King said, "Everyone can be great because everyone can serve." What does this mean?
8. What can you do to serve others? Formulate a service project that you will carry out for an extended amount of time.

Social Studies Connection

Research the timeline of events in the Civil Rights Movement. In your opinion, which events were more significant or influential in promoting change?

Language Arts Connection

1. Dr. King uses figurative language in his comparison:
One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity.
 - a. What type of figurative language device is he using?
 - b. What two things are being compared?
 - c. What does it mean?
2. Dr. King uses a sound device in the following passage:
Let freedom ring from every hill and molehill of Mississippi. From every mountainside, let freedom ring.
 - a. What type of sound device is being used in this sentence?

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- b. Which sounds are being repeated?
3. a. What is anaphora?
b. Find three examples of how Dr. King uses anaphora in his speech.
4. Find an example of personification.
5. Find an examples of symbolism. What is the symbol and what does it represent?
6. The phrase "Five score years ago..." is an allusion to what and whom?

Writing Activity

Write about your own dream using Dr. King's style. Finish the sentence starters below.

I have a dream that one day this nation will...

I have a dream that one day...

I have a dream that one day...

I have a dream that...

I have a dream today.

I have a dream that one day...

I have a dream today.

I have a dream that one day...

This is my hope and faith. With this faith we will be able to...

This will be the day when...

Additional Class Activities

1. Poetry: write a poem inspired by Dr. King's speech (try an acrostic poem using Dr. King's name).

2. Create a collage: Use one quote from the speech and find images to go with it. Extended writing: on the back, explain why you chose each image and the significance of the quote to you.

3. Presentation: Using the audio of Dr. King's speech as the background, create a presentation using images and selected words from the speech as your visual aides. You can make the objects (images and text boxes) move by assigning an action to them.

4. Write a reader's theater script for the speech, to be read by you and your classmates. See an example of an excerpt (attached to teacher's copy).

Vocabulary

anaphora: (a rhetorical device) the repetition of a word or phrase at the beginning of successive clauses to emphasize it.

service: to provide a community or organization with something that it needs

social activism: an intentional action to bring about social, political, economic, or environmental change. It can take a wide range of forms from writing letters to newspapers or politicians, political campaigning, economic activism such as boycotts or preferentially patronizing businesses, rallies, street marches, strikes, sit-ins and hunger strikes.

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Unscramble the words below:

1. vlcnioneeno _____

2. heirepasdl _____

3. tcboty _____

4. mindioitnrasc _____

5. rdaem _____

6. cetjsui _____

7. tisimern _____

8. eacep _____

9. torpets _____

10. iracal _____

11. ntsaesreic _____

12. eegsigatorn _____

13. pceshe _____

14. gultersg _____

15. sgriht _____

16. derfoem _____

17. iconll _____

18. hacrm _____

19. tiwnsgnoah _____

20. rdtiyhab _____

Martin Luther King, Jr. "I Have a Dream" speech

Adapted Reader's Theatre

Excerpt from martin Luther King, Jr.'s "I Have a Dream" speech:

Reader 1: 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.

Reader 2: 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."

Reader 3: I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

Reader 4: 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.

Reader 5: 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.

All: I have a dream today.

Reader 6: 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.

All: I have a dream today.

Reader 7: I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low, the rough places will be made 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.

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Reader 3: 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 brotherhood. 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.

Reader 5: This will be the day when all of God's children will be able to sing with a new meaning, "My country, 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the pilgrim's pride, from every mountainside, let freedom ring."

Reader 2: 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!

Boys: Let freedom ring from the snowcapped Rockies of Colorado!

Girls: Let freedom ring from the curvaceous slopes of California!

Boys: But not only that; let freedom ring from Stone Mountain of Georgia!

Girls: Let freedom ring from Lookout Mountain of Tennessee!

Boys: Let freedom ring from every hill and molehill of Mississippi. From every mountainside, let freedom ring.

Reader 1: And when this happens, 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,

All: "Free at last! free at last! thank God Almighty, we are free at last!"

Example found here: http://docs.google.com/viewer?a=v&q=cache:2N1X2Mh8Z9gljc-schools.net/dynamic/LA/activities/I-Have_A_Dream_Readers_Theater.doc+i+have+a+dream+speech+activities&hl=en&gl=us&pid=bl&srcid=ADGEEsICD68sQZXssShEKiMQ4sRWbOYHGDiVkkcSVNacOGkY7gikZGLs1vXsOf8X0OSdRKf5iLqaJBfSFf0Et6gugetEN9FfgQ2YECr18ha87LhXZKtjGJk19upmIZy5VjKIVYtLmNp&sig=AHIEtbQGxcqD9CjdzgHXfv_RGIT86K-VUg

Martin Luther King, Jr. "I Have a Dream" speech

Resources available - Videos

- Excerpt from Dr King's I have a Dream Speech (2:18): <http://www.youtube.com/watch?v=Y4AItMg70kg>
- History Channel Video "King Leads the March on Washington" (3:08) <http://www.history.com/videos/martin-luther-king-jr-leads-the-march-on-washington#martin-luther-king-jr-leads-the-march-on-washington>
- Speech archive: <http://www.mlkonline.net/video-i-have-a-dream-speech.html>

Answers to Questions to Ponder

1. The purpose was to show support and/or call for additional action for the civil rights bill that Kennedy's administration had recently introduced and stalled in Congress (many felt more needed to be done and added to the bill—"too little, too late"); another purpose was to increase awareness of not only civil rights but for economic issues—not every group in the nation enjoyed prosperity like upper and middle-class white America. It was a symbolic event held on the 100th anniversary of the signing of the Emancipation Proclamation.
2. The motivation came from the country's inaction on civil rights for all people. The civil rights bill proposed wasn't meaningful enough: schools were still segregated, demonstrators were still beaten/jailed for their peaceful protests, racial discrimination was still alive in the work force & hiring practices of employers, and an increase of the minimum wage to \$2 per hour (it was \$1.25--see footnote).¹ The march's theme was "Jobs and Freedom."
3. President Johnson (sworn in after Kennedy's assassination in November) signed the Civil Rights Act of 1964.² King and other leaders had to continue to pressure Kennedy, then Congress (almost didn't pass in Congress due to 75-day filibuster by southern senators), before it was passed.
4. Answers will vary.
5. Answers may vary some: students may feel it is unfortunate that it took our country 46 years to elect a black president, others may feel it is a new light of hope for racial harmony/equality that is still not present in America.
6. Answers will vary.
7. Answers may vary some: Everyone can serve others, meaning we all have the ability to do good for one another, even in small acts of kindness. There are no skin color, economic, skill, intelligence, or job requirements for performing an act of service (a deed done with no personal or monetary

¹ Although federal minimum-wage laws were at first held unconstitutional in the United States, a strong fight by organized labor for enactment culminated in the passage (1938) of the [Fair Labor Standards Act](#), which set minimum wages at \$.25 per hour for workers engaged in interstate commerce (with some exceptions); the act also set up industry committees to recommend rates for every industry. In 1950 the minimum wage was raised to \$.75 per hour. Thereafter, it was raised several times (for example, in 1956 to \$1.00, in 1963 to \$1.25, and in 1968 to \$1.60). In 1974, Congress passed a bill providing for a gradual increase from the prevailing \$1.60 per hour to \$2.30 per hour by 1976. The bill also extended minimum-wage rules to some 8 million workers not previously covered, including state and local government employees, most domestic workers, and some employees of chain stores. Additional increases raised the minimum wage to \$3.10 per hour (1980), \$4.25 (1991), and \$5.15 (1997). Legislation passed in 2007 raised the minimum wage, in three stages, to \$7.25 in 2009. Since 1989 businesses earning less than \$500,000 annually have not been subject to minimum-wage rules. A number of states have minimum wages that are higher than the federal minimum wage. Read more: [minimum wage — Infoplease.com http://www.infoplease.com/ce6/bus/A0833308.html#ixzz1AvtKDJG2](http://www.infoplease.com/ce6/bus/A0833308.html#ixzz1AvtKDJG2)

² On 2 July 1964, Johnson signed the new Civil Rights Act of 1964 into law with King and other civil rights leaders present. The law's provisions created the Equal Employment Opportunity Commission to address race and sex discrimination in employment and a Community Relations Service to help local communities solve racial disputes; authorized federal intervention to ensure the desegregation of schools, parks, swimming pools, and other public facilities; and restricted the use of literacy tests as a requirement for voter registration. http://mlk-kpp01.stanford.edu/index.php/encyclopedia/encyclopedia/enc_civil_rights_act_of_1964/

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gain involved) for another human. It does not cost a single penny to donate your time or efforts for someone or for a cause.

8. Answers will vary. Possibilities may include: volunteering at a homeless shelter, performing deeds for the elderly (raking leaves, snow plow, run errands, drive them to an appointment), babysit for a single mom for free, deliver meals for those who are home-bound, offer services for local charities, organize a food drive for a food pantry, deliver food to the hungry, cook a meal for a sick/elderly neighbor or for a new mom/dad, etc.. The projects must *not* be services that are already expected of them, such as cleaning their room, watching their siblings, doing their homework, etc.. They should choose services that are done for no personal or monetary gain and should be done for someone or an organization that is in need of those services.

Note: Small acts of kindness (like holding the door open for someone) are always nice and students should continue to practice those, but a service project goes beyond these small acts and looks at the bigger picture—something that will truly make an impact in someone's life.

Answers to Language Arts Connection Questions

1. a. metaphor

b. (three different metaphors, they need only one) Negro's living conditions are compared to a lonely island; the water surrounding the island represents poverty; the ocean represents materialistic prosperity

c. Because the black person does not have the same rights, they can never obtain the prosperity that all other citizens enjoy. If they do obtain it, it is because they worked harder and struggled the entire way. And yet, they still won't achieve the same respect as those (and from those) who were born into prosperity.

2. a. alliteration

b. "fr" sound--freedom, from; "m" sound--molehill, Mississippi, mountainside

3. a. Anaphora is the repetition of words to emphasize the passage; it also makes the speech memorable.

b. **Possible answers:** One hundred years later; We can never; Go back to; Now is the time; I have a dream; With this faith; Let freedom ring

4. **Possible answers:** crippled by the manacles of segregation and the chains of discrimination; America has defaulted on this promissory note; The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges; have come to realize that their destiny is tied up with our destiny; and we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream; a dream deeply rooted in the American dream; a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice; let freedom ring

5. **Possible answers:** there are numerous symbols throughout. Here are just a few:

-Emancipation Proclamation was a "beacon of hope"

-America "wrote a bad check" symbolizing America's broken promise to minorities in our Declaration of Independence "all men are created equal" statement and guarantee to give all men "unalienable rights of life, liberty, and the pursuit of happiness."

-"My country, 'tis of thee, sweet land of liberty, of thee I sing;" (from the song "America" by Samuel Francis Smith) represents hypocrisy. It brags that every American enjoys liberty and freedom, at the same time denying liberty and freedom for blacks and other minorities. Dr. King emphasizes that this song is for whites only, yet we pretend it is for all. It is not until everyone is

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free and given the same rights that the song "America" --and the country America--can stand behind its words.

6. **The speech** begins with an allusion to Abraham Lincoln and the Emancipation Proclamation he signed, which freed the slaves on Jan. 1st, 1863. "Five score..." is an allusion to the Gettysburg address given by Lincoln. Dr. King's speech was given in front of the Lincoln Memorial in Washington, D.C.

Answers to word scramble

1. nonviolence, 2. leadership, 3. boycott, 4. discrimination, 5. dream, 6. justice, 7. minister, 8. peace, 9. protest, 10. racial, 11. resistance, 12. segregation, 13. speech, 14. struggle, 15. rights, 16. freedom, 17. Lincoln, 18. march, 19. Washington, 20. birthday

Find more resources here:

<http://www.teacherspayteachers.com/Store/Tracee-Orman>

Common Core Standards for Grades 9-12

Grades 9-10 Subject: Language Arts

STANDARD

9-10.RI.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

STANDARD

9-10.RI.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

STANDARD

9-10.RI.9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts

STANDARD

9-10.RI.10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STANDARD

6-12.RT.1. Stories: Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels

STANDARD

6-12.RT.4. Literary Nonfiction: Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience

STANDARD

CCRA-R.4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STANDARD

CCRA-R.7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

STANDARD

CCRA-R.10. Read and comprehend complex literary and informational texts independently and proficiently.

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-EXPECTATION

9-10.W.9.b.Apply grades 9-10 reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

STANDARD

CCRA-W.9.Draw evidence from literary or informational texts to support analysis, reflection, and research.

-EXPECTATION

9-10.SL.1.a.Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

9-10.SL.1.b.Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

9-10.SL.1.c.Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

9-10.SL.1.d.Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

STANDARD

CCRA-SL.1.Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD

9-10.L.6.Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STANDARD

CCRA-L.3.Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STANDARD

CCRA-L.6.Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Grades 11-12 Subject: Language Arts

STANDARD

11-12.RI.4.Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

STANDARD

11-12.RI.8.Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

11-12.RI.9.Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

STANDARD

11-12.RI.10.By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

STANDARD

6-12.RT.1.Stories: Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels

STANDARD

Martin Luther King, Jr. "I Have a Dream" speech

6-12.RT.4.Literary Nonfiction: Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience

STANDARD

CCRA-R.4.Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STANDARD

CCRA-R.7.Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

STANDARD

CCRA-R.10.Read and comprehend complex literary and informational texts independently and proficiently.

-EXPECTATION

11-12.W.9.b.Apply grades 11-12 reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses)").

STANDARD

CCRA-W.9.Draw evidence from literary or informational texts to support analysis, reflection, and research.

-EXPECTATION

11-12.SL.1.a.Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

11-12.SL.1.b.Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

11-12.SL.1.c.Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

STANDARD

CCRA-SL.1.Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD

11-12.L.6.Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STANDARD

CCRA-L.3.Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STANDARD

CCRA-L.6.Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.