**Lesson Plan Template**

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Lesson Title: Exploring the Legacy of MLK’s “I Have a Dream” Speech

Grade Level: 9-12th

Compelling Question:

1. If Martin Luther King, Jr. were alive today, do you think he would believe that “his dream” had been achieved? Why or why not?

**Lesson Foundations**

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| Content Standards | Students will gather information using the Origins website to help facilitate a Socratic-style discussion that connects the Civil Rights Movement to modern times. This would likely be the culminating activity of a high school civil rights unit and will incorporate various skills that have been learned throughout the school year. The lesson can be done in the classroom or adapted and completed online.[CCSS.ELA-LITERACY.RH.11-12.1](http://www.corestandards.org/ELA-Literacy/RH/11-12/1/); [CCSS.ELA-LITERACY.RH.11-12.2](http://www.corestandards.org/ELA-Literacy/RH/11-12/2/); [CCSS.ELA-LITERACY.RH.11-12.3](http://www.corestandards.org/ELA-Literacy/RH/11-12/3/); [CCSS.ELA-LITERACY.RH.11-12.6](http://www.corestandards.org/ELA-Literacy/RH/11-12/6/); [CCSS.ELA-LITERACY.RH.11-12.7](http://www.corestandards.org/ELA-Literacy/RH/11-12/7/); [CCSS.ELA-LITERACY.RH.11-12.8](http://www.corestandards.org/ELA-Literacy/RH/11-12/8/); [CCSS.ELA-LITERACY.RH.11-12.9](http://www.corestandards.org/ELA-Literacy/RH/11-12/9/) |
| Learning Objective(s) | 1. Students will be exposed to a wide variety of sources and be able to evaluate those sources by paying close attention to the sources’ claims, evidence, and reasoning. Students will build on the source evaluation skills they have used throughout the year, paying attention to the source’s audience and its strengths and weaknesses.
2. Students will form their viewpoints in answering the question. They will be able to understand differing viewpoints independently and respond to those differences using specific evidence.
3. Students will participate in a Socratic discussion using their findings. They will refer to the researched sources and be able to debate in a Socratic manner.
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| Assessment(s)Include LO being addressed | (LO1, LO2) Evidence Gathering Handout(LO3) Socratic Discussion |
| Materials & Resources | **PPT:** Revised MLK's Dream examples and video clips PowerPoint.**Sources:**  |

**Instructional Procedures/Steps**

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| Opening\_\_\_\_\_10 \_\_\_\_\_ Minutes | Start with a warm-up asking class to answer the guiding question to introduce the assignment and activate prior knowledge from their Civil Rights unit. |
| Instruction\_\_\_\_\_\_50\_\_\_\_ Minutes (will need two fifty minute class periods).  | Hand out the “Evidence Gathering” document or send it to the class using Google Classroom. Provide the link to the Origins website. Have them pick 5 sources and spend 10-15 minutes on each source filling out the “Evidence Gathering” Handout.After 10-15 min choose from the “MLK’s Dream Examples and Video Clip Evidence” PowerPoint a video related to the guiding question. They can add evidence from the video to the bottom part of their “Evidence Gathering” Handout or on a separate piece of paper. After showing a video clip, have them pick their 2nd source from the Origins website and continue working on their “Evidence Gathering” Handout.After 10-15 min show another video clip and continue in that pattern as long as you see fit. I intentionally have more video clips than needed, so pick the ones you feel are most relevant, and preview them for appropriateness. Once you feel students have had ample time to gather evidence, you will move on to the Socratic Seminar assessment.Use the Socratic Seminar Directions at the end of the “MLK’s Dream evidence and video clip evidence” PowerPoint to preview the assessment. Start with the warm-up so students can organize all their evidence into a few key points and add in their own personal experiences to help answer the question. After that, there are numerous ways to run a Socratic seminar. I have 10 desks in a centralized circle with a “walk-off” desk to the side. The 10 students in the circle engage in a conversation about the guiding question using evidence they have gathered and examples from their personal experiences. If the conversation stalls, a student outside the circle can sit in the “walk-off” chair and comment or ask a question to get the group of 10 started anew. Sometimes as the teacher, I sit in the “walk-off” chair to help redirect the conversation or bring up a new topic. Each group of 10 students gets 10-15 minutes to talk, and then you rotate groups. There should be a wide enough range of evidence that the last group to go will still have enough new topics to draw from in the discussion. To ensure the outer group pays attention, I sometimes have them add arguments to their evidence-gathering worksheet. |
| Closure\_\_\_\_\_\_\_\_\_\_ Minutes | **Synthesis:** Students will synthesize the lesson content during the Socratic seminar portion of the lesson.  |
| Accommodations/ Enrichment |  |