LESSON 5—ANALYZING A PERSUASIVE SPEECH
TEACHER PRESENTED MODEL

PREPARING TO WORK IN THE WRITER'S WORKSHOP—ACTIVITY

PREPARATION: Make a transparency or Smart Board file of the boxed text found throughout this lesson.

Each student will need lined paper.

During the next few lessons, you are going to learn how to prepare and present a persuasive speech. A persuasive speech is an oral presentation someone uses to convince others to believe what they believe to be true about a topic.

When would someone use a persuasive speech? Ideas: *When they want to convince others to believe what they believe to be true about a topic; when they want to sell an idea or call others to action about a particular issue.*

Where might you see, hear, or read a persuasive speech? Ideas: *At school, on television or radio, in a magazine, on the Internet, during an election campaign.*

When someone gives a persuasive speech, they usually write it out first to make sure their ideas are clear and convincing. Why would a speaker write out their speech? Idea: *To make sure their ideas are clear and convincing.*

It is important to use words correctly when you write a persuasive speech. Otherwise you might say the wrong word or give the wrong idea.

One way to communicate a powerful argument in a persuasive speech is to use concrete and specific words. We call these powerful words. How do we define powerful words? *They are concrete and specific words.*

Listen to the following sentence. (Display the boxed text. Call on a student to read aloud the sentence.)

> I ate food for breakfast.

Does this sentence let you know exactly what I ate? *No.* **You can guess what I might have eaten, but you can't know for sure until I give you more information. The word food is so general that it could include anything. Concrete terms do just the opposite. They help capture what is individual, unique, and memorable. What are three qualities of concrete information?** Ideas: *It is individual, unique, and memorable.*

Like cement, concrete terms give your mind something solid and specific to work with—something you can see, feel, hear, taste, smell, or experience.

(Display boxed text.) **Listen to this sentence.** (Call on a student to read aloud the sentence.)

> I devoured a stack of steaming, velvety, buttermilk pancakes with warm maple syrup and crisp, savory bacon this morning for breakfast.

You can almost see, smell, and taste this wonderful breakfast yourself!

What words in that sentence are individual, unique, and memorable? Ideas: *Devoured; stack; steaming; velvety; buttermilk pancakes; warm maple syrup; crisp, savory bacon.*

We need to use concrete terms when we write or speak so that the reader can fully understand what we are trying to communicate. When we use concrete words, we distinguish what <u>we</u> are saying from what others may be saying.

Professional writers and speakers focus on using powerful words in their writing. They understand that if they choose the right words they can communicate a powerful message.

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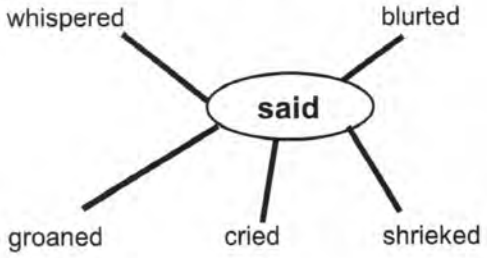
Noteworthy nouns, vivid verbs, and meaningful modifiers help us communicate clearly and effectively because they are powerful words. Let's say those terms together to remind us how to use words in a concrete and specific manner. *Noteworthy nouns; vivid verbs; meaningful modifiers.*

Now let's practice changing general, vague words into powerful, concrete words that are memorable. (Ask the students to take out a sheet of lined paper. For the first four words, they will do guided practice with you.)

Fold your paper vertically then horizontally to create four sections. In the middle of one section, write the word said and circle it. For each word we think of that gives us more concrete and memorable information, we will add lines and write these words to create a word cluster.

I will write on the board while you write on your paper. You will use only one section for each word that we change from general to concrete and specific. (See example below.)



(Other words for said could include yelled, wailed, bellowed, boomed, giggled, roared, hissed, exclaimed.

Fill the other three sections with went, pretty, and fire.)

Ideas: Went = ambled, raced, wiggled, sprinted, crept, wandered, stomped, strolled, rushed

Ideas: Pretty = attractive, bright-eyed, eye-catching, handsome, cute, nice-looking, beautiful, lovely

Ideas: Fire = flame, inferno, sparks, blaze, bonfire, embers, conflagration

Note: Students can use a dictionary or thesaurus for this activity.)

Flip your paper over to the unused side. Now you're ready to play "Word Cluster Challenge."

I will say a general word and write it on the board. You will copy the word, circle it, and wait for my signal. When I say go, you will start working on a word cluster writing as many concrete and specific words as possible in 30 seconds.

When I say stop, you will put your pencil down and count how many words you wrote. I will then ask you to share words, and I will make a large web on the board with your words. We will do this challenge for four different words. When we are finished, I will ask you to tally your word count to see who got the most concrete and specific words. (Choose your own words for this activity or you may use the ones listed below.

Finish = complete, end, finalize, terminate, fulfill, culminate, deplete, consume, expend, drain

Move = transport, propel, advance, lug, haul, budge, relocate, push, pull, vacate, emigrate, migrate

Food = nourishment, sustenance, victuals, chow, grub, edibles, fodder, a feast, (or detailed descriptions of a meal)

Tired = exhausted, worn out, weary, fatigued, drained, sleepy, drowsy, burned out, beat)

You did a great job of coming up with some powerful words that you could use in your writing.

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APPLYING THE TOOLS TO MY WRITING—WRITER'S WORKSHOP

Getting Started

PREPARATION: Find a video clip of the full version of Dr. Martin Luther King, Jr.'s "I Have a Dream" speech. (Videos available online usually run about 17 minutes long.)

You'll need transparencies or Smart Board files of BLMs 5A-5C as well as a transparency or Smart Board file of the text of the speech and a marker to write notes. A good source of the complete text of the speech can be found in the picture book *I Have a Dream* by Martin Luther King, Jr. Scholastic Press; New York: 1991: ISBN 0-590-20516-1. This is a beautifully illustrated award-winning book that can be used with older students. Illustrations are actual paintings done by African American children's book artists.

Make copies of BLMs 5A and 5B for each of the students. Students will need a print copy of the text of the speech. (Pass these out when instructed within the lesson.)

Elements of an Effective Persuasive Speech

(Pass out a copy of BLM 5A to each of the students. Display BLM 5A.) **To plan an effective persuasive speech, we need to understand the steps for planning a persuasive speech. An effective persuasive speech helps us convince others to believe what we believe to be true about the topic.**

On this sheet, each of these steps is represented by a symbol to help us remember that step.

What word on BLM 5A goes with the symbol of an exclamation point inside a caution triangle? *Attention.* (Call on a student to read aloud the information that goes with "Attention" on BLM 5A.)

In a persuasive speech, getting the audience's attention immediately is your number one priority. They need to first and foremost get interested in what you are talking about.

According to the sheet, what ideas can you use to get the audience's attention? Ideas: *Use a shocking or emotion-grabbing story; a prediction; an unexpected statistic; an attention-grabbing picture or video clip; a question; a startling statement.*

When the class wrote an argument about bullying being an issue that should be addressed in schools, we used an unexpected statistic to grab the audience's attention. Listen: Over 21 percent of students across the United States report being victims of bullying at school every year (National Center for Educational Statistics, 2016).

Let's look at the second step to an effective persuasive speech on BLM 5A. What is the step beside the question mark symbol? *Need or Problem.*

(Call on a student to read aloud the information next to "Need or Problem.") **How could you make the audience aware of a need or a problem?** Ideas: *Identify what the need or problem is and use convincing information to show that it can't be ignored; say that the problem won't go away.*

In the class bullying argument, three kinds of evidence were used to convince the audience that we had a problem. What kinds of evidence did the class use to convince the audience that there is a bullying problem? Ideas: *Statistical, expert opinion, or anecdotal evidence to show that there is a bullying problem.* (Accept responses that match the class argument.)

Now find the light bulb symbol on BLM 5A. What step is represented by this symbol? *Solution.* (Call on a student to read aloud the information next to "Solution.") **What kind of solutions should the speaker present?** Ideas: *Solutions that resolve the need or problem; solutions that convince the audience that not only will it work, it is the best option.*

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The eyeball symbol on BLM 5A represents what step of planning an effective speech? *Visualization.* (Call on a student to read aloud the information next to "Visualization.") **Use vivid words to paint a picture of your solution. This will help the audience visualize how things will be better with your solution or worse without it. This is using vivid words to inspire your audience.**

What does it mean to inspire your audience? Ideas: *You give your audience a picture in their minds of how things will be better with your solution; your solution will give them hope for positive change; they will have a picture of how not using your solution will make things worse.*

The final step for an effective persuasive speech is symbolized by a megaphone. What is that step? *Call to Action.* (Call on a student to read aloud the information next to "Call to Action.")

What is a call to action? Ideas: *Telling the audience what they can or should do to be part of the solution; infuse a sense of urgency to act upon the solution.*

If we did an effective job of presenting bullying as a problem in the class argument, we would include the following steps: presenting a solution and inspiring our audience with a picture of how our solution will make things better. Based on this, what might the call to action be? Ideas: *The audience could be challenged to get involved in speaking out against bullying; the audience might be compelled to make better personal choices that lead to understanding and respecting differences in others; the audience could become part of a local, regional, or national campaign to increase awareness about bullying and how to be proactive in solving it.*

At the bottom of BLM 5A, there is the option of using a conclusion. Usually in a persuasive speech, your call to action will show that your audience is convinced about the belief you presented. If you do feel a summarizing statement would strengthen your argument, you should end with a conclusion that restates your problem and solution.

Let's read together the five key word headings for the steps of an effective persuasive speech. Keep your voice with mine. *Attention; need or problem; solution; visualization; call to action.*

Preparing to Watch an Exemplary Speech

Speakers and presenters often watch or observe the work of effective speakers to give them ideas and inspiration. Today I'm going to show you a video clip of one of the most famous speeches ever given— Dr. Martin Luther King, Jr.'s speech, "I Have a Dream."

Before we watch Dr. King's speech, it is important for us to have some understanding about the time period and location of this important speech. We are going to read an expository passage that gives us information about Dr. Martin Luther King, Jr. and the time period when his "I Have a Dream" speech was given.

(Distribute a copy of BLM 5B to each student.) **Before we read this passage together, let's go over some important words so we have a clearer understanding of the information.**

(Display the boxed text. Have the students practice reading the words, and give them a quick definition of each word before reading the expository passage together.)

protest	discrimination	strategically
civil rights	prejudice	score
overdue	social injustice	catalyst
segregation	renowned	ushered

The first word is protest. What word? *Protest.* **A protest is a demonstration that shows you are against something. What is a protest?** *A demonstration that shows you are against something.*

The next words are civil rights. What words? *Civil rights.* **Civil rights are the rights to personal freedom as established in amendments of the Constitution of the United States. This document is the law of the land. Prior to 1964, Americans of color did not have the same civil rights (freedoms) extended to them as white Americans.**

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In what document are the civil rights found? *The Constitution of the United States.*

The next word is overdue. What word? *Overdue.* **When something is overdue, it occurs later than expected or later than it should have happened.**

The next four items on the word list are related words. They are segregation, discrimination, prejudice, and social injustice. Read these words with me. *Segregation, discrimination, prejudice, and social injustice.* **Segregation means separation from others. What does segregation mean?** *Separation from others.*

Prejudice is the attitude or belief people have about others based on wrong ideas. What word is an attitude based on wrong ideas about a person or thing? *Prejudice.*

Discrimination is the action of unfair treatment based on prejudiced beliefs. What word describes the action of treating someone unfairly based on prejudiced beliefs? *Discrimination.*

Social injustice is a synonym for discrimination. This occurs when a person or group of people is treated unfairly. What term is a synonym for discrimination? *Social injustice.*

The next word is renowned. What word? *Renowned.* **Renowned means famous. What's another word for renowned?** *Famous.*

The next word is strategically. What word? *Strategically.* **To set up something strategically is to do it in such a way that it has the most impact or makes the biggest difference. To make the most impact or the biggest difference in a situation, how would I arrange or organize it?** *Strategically.* **Here's an example sentence: the vases of roses were placed strategically to give the room a sweet fragrance.**

The next word is score. What word? *Score.* **In the context of this passage, the word score represents a number equal to twenty. If I have three score, it is the same as three times twenty which equals sixty. How many would four score be?** *Eighty.*

The next word is catalyst. What word? *Catalyst.* **One of the meanings of catalyst is a person or event that causes change to occur. In this expository passage, Dr. Martin Luther King, Jr.'s speech is referred to as a catalyst which brought about positive change during the civil rights movement. What is the term for a person or event that causes change to occur?** *Catalyst.*

The last word is ushered. What word? *Ushered.* **Something that is ushered is led. To usher someone to their seat is to lead them to their seat. What is another word for led?** *Ushered.*

Now we are ready to read the expository passage to prepare us to understand the setting for the "I Have a Dream" speech.

(Call on individuals to read aloud parts of the passage on BLM 5B. Discuss the information as needed to help students understand the social injustice and discrimination that had been practiced in the South against people of color especially in the 1950's and 1960's.)

Get ready to watch the video of the "I Have a Dream" speech.

(Explain to the students that they'll be the audience. Ask them to tell you what kind of behavior the speaker should expect from an audience.) Ideas: *Listening attentively to the reader; sitting quietly; keeping one's eyes on the video; remembering what the speaker says; looking interested.*

First, we will watch the video without interruption to get its full impact. (Have students watch the speech without discussion or the opportunity to ask questions. Play the speech for the class.)

Now, we will discuss what made this speech so memorable. (Assign partners for the following pair-share activity. After each question, let the students know which partner will share first and time them for 30 seconds each. After each partner-share time, ask for 2-3 volunteers to share their responses with the class.)

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(Select partner 2 to have the first turn.) **What was special about the place where Dr. King gave his speech?** Ideas: *It was right in front of the Lincoln Memorial; he used that location to reinforce what Lincoln stood for—seeing all people treated with justice, having liberty, and treated equally.*

(Select partner 1 to have the first turn.) **What were some of the things Dr. King said that made an impression on you?** (Allow the students to share for 30 seconds each about how the speech made them feel. Circulate as the students discuss. Be sure to keep them focused on the emotional impact of the speech itself. Ask for 2-3 volunteers to share their responses with the class.)

Now, I will give you a copy of the speech which we will analyze to see how Dr. King used the steps of effective persuasive speeches. (Distribute to each student a print copy of "I Have a Dream.")

As we analyze Dr. King's speech, we will use a process called annotation. When you do an annotation of a speech, you make notes on a written copy of the speech. What do you do when you do an annotation of a speech? *I make notes on a written copy of the speech.*

Analyzing and Annotating a Speech

(Display your copy of the speech and BLM 5C as you guide the students through the analysis and annotation process. You will actually be doing the annotation and underlining as a model for students. The students will follow your model as they annotate and underline with you. You will be displaying the unannotated version each time. You may wish to use colored pens to show the underlining and notes. Refer to the answer keys of the annotation found at the end of this part of the lesson as you model the process.

Note: There are Annotation Keys with larger print before the BLMs at the end of this lesson.)

Now that we've seen a video of Dr. King's powerful speech, we are ready to look at the print version of the speech. Though this speech could take days to analyze because of its depth and deep meaning for its audience, we will simplify our analysis of it.

We are going to work together to do an annotation of the "I Have a Dream" speech.

We will begin by identifying how Dr. King incorporated the steps of an effective persuasive speech into his speech. We will use BLM 5A as the guideline.

(Display the speech one page at a time.) **As the opening paragraph is read aloud, listen for the kinds of information Dr. King used to grab the audience's attention.** (Call on a student to read aloud the first paragraph.)

How did Dr. King grab the audience's attention? Ideas: *He used his setting in front of the Lincoln Memorial as a visual; he started out by saying that their gathering would be known as the greatest demonstration of freedom in America's history; he used similar language to that of Abraham Lincoln to spark the audience's interest and make the connection between his speech and the Emancipation Proclamation.*

(Point out that the first priority of a persuasive speech is to grab the listener's attention in such a way that they want to hear more.) **An attention-getter may use a shocking or emotion-grabbing story, a prediction, unexpected statistics, a picture or video clip, a question, or a startling statement.**

In this opening paragraph, Dr. King used three of these strategies to grab the attention of the audience. In the first sentence, he makes a prediction about the importance of their gathering. (Call on a student to reread aloud this sentence. Model the underlining and annotation. Direct students to underline and annotate on their sheets. See keys on page 68.)

Notice the part of the first sentence that I underlined. Underline this part of the first sentence on your copy. (Check.)

To the left of this sentence, I will write Prediction in the margin. (Model for the students writing Prediction with the arrow as shown on the key.) **Write prediction on your copy, and draw an arrow from the underlined words to the word prediction.** (Check.)

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In the second sentence, Dr. King used two other strategies. The words "Five score years ago, a great American... signed the Emancipation Proclamation" would have been meaningful and emotion-grabbing to this audience. (Underline the same words of the second sentence that are underlined on the key. Use two different colors for the two strategies used.)

Notice what I underlined in the second sentence. Underline this part of the second sentence on your copy. (Check.)

To the right of this sentence I will write, emotion-grabbing story in the margin. Write Emotion-grabbing Story on your copy and draw an arrow from the underlined words to the words emotion-grabbing story. (Point this out to the students and monitor that they write what you have on the displayed copy.)

The words "in whose symbolic shadow we stand today" provide a visual representation to remind the audience of their just pursuit for their civil rights. (Write Picture in the left margin beside these words.) **Write Picture in the left margin beside these words just as you see it on my copy.** (Point this out to the students and monitor that they write what you have on the displayed copy.)

The audience could literally see the statue of Abraham Lincoln behind and above Dr. King as he spoke. (Now display the BLM 5C Key only revealing the underlined items under Attention. Point to the items.)

Notice the underlined information on the graphic organizer under "Attention" to show how Dr. King got the attention of his audience at the very beginning of his presentation. (Point to Prediction. Call on a student to read aloud the item.) *Their demonstration would become famous.* (Repeat procedure for remaining items.)

Effective persuasive speakers will often use figurative language to paint a picture for the audience. In the first paragraph, Dr. King used a metaphor. A metaphor compares two different things by saying one thing is the other.

(Point to the bottom item.) **Dr. King used the metaphors of dark and light to compare slavery versus freedom. What did Dr. King compare in his metaphor?** Idea: *Dark and light to slavery and freedom.*

(Display the speech again.) **In the second paragraph of this speech, Dr. King identified the problem or the need for this mass gathering.**

(Call on a student to read aloud this paragraph.) **What problem did Dr. King bring to everyone's attention?** Idea: *It is now 100 years later, and the Negro people are still not truly free.*

(Write Problem in the left margin beside these words.) **Write Problem in the left margin beside paragraph 2.** (Check.) **I also have this problem recorded on the graphic organizer.** (Display BLM 5C Key only revealing the underlined part under "Need or Problem." Point out the underlined words to the students. Call on a student to read aloud the underlined words.)

In this paragraph, Dr. King used another metaphor of how segregation and discrimination are chains and manacles (handcuffs) holding the Negro back from a life of freedom. At the bottom of the "Problem" section, notice Used metaphor of chains and manacles to segregation and discrimination.

The next step on the graphic organizer is "Solution." In order for us to identify what Dr. King saw as the solution, we will read aloud the paragraphs that relate to the solution. (Display the speech and call on three different students to each read aloud one paragraph.)

In these paragraphs, he used another metaphor to reinforce the problem—that of banking to the broken promise of freedom to the Negro people.

A promissory note is a promise to pay something owed. What is a promissory note? *A promise to pay something owed.* **The Constitution and the Declaration of Independence promise all Americans the right to "life, liberty, and the pursuit of happiness."**

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Dr. King used the banking metaphor to reinforce the problem that like giving someone a bad check that can't be cashed because of insufficient funds (not enough money), America had cheated "her citizens of color."

As you recall from the video, this is a point in his speech where the crowd erupted with emotion. He wanted to make sure they fully grasped the problem <u>before</u> he presented a solution.

His solution is introduced near the end of these paragraphs. (Call on a student to reread aloud the sentence about cashing the check as well as the next paragraph.)

His solution is to "cash the check" that will lead to freedom and justice and to make justice a reality to all of God's children. He also repeats that now is the time to do this. (Demonstrate underlining and annotating.)

On your copy, underline the words that you see underlined here on the displayed copy. Write Solution in the left margin beside the appropriate paragraph as you see it on the copy displayed. (Check. Display BLM 5C Key only revealing the underlined part under "Solution." Point out the underlined words to the students. Call on a student to read aloud the underlined words.

Explain that cashing the check means that it was time for the government to keep the promise to the Negro people that they would have the same rights as the white people of America.)

At the bottom of the "Solution" section, notice Used banking metaphor to show how people of color had not been paid what was promised.

The next section on the graphic organizer is "Visualization." This is the part of the speech where a speaker helps the audience picture their solution being realized and how much better things will be when that happens.

(Display the part of the speech that starts with the words "I have a dream.") **These paragraphs share the dream Dr. King has and paints a vivid picture of how much better life will be in the future in a free America.**

(Call on individual students to each read aloud one paragraph. Ask students to share what is being visualized here.

Demonstrate underlining and annotating.) **On your copy, underline the words that you see underlined here on the displayed copy. Write Visualization in the left margin beside the last paragraph on your copy.** (Check. Point this out to the students, then display the last part of the speech. Demonstrate underlining and annotating.)

On your copy, underline the words that you see underlined here on the displayed copy. Also write visualization in the left margin beside the first three paragraphs on this sheet. (Monitor that the students are underlining and labeling their paragraphs.

Display BLM 5C Key only revealing the underlined parts under "Visualization.") **Notice the words I have a dream that... He used repetition to reinforce the picture of what a free America would look like.** (Point these words out to the students.)

The fifth step of an effective persuasive speech is a "Call to Action." What is the fifth step of an effective persuasive speech? *A call to action.*

In the "I Have a Dream" speech, Dr. King's call to action shows up in more than one place. His desire was that the Negro people must continue speaking up, continue peaceful demonstrations, and continue being an unavoidable presence to let the lawmakers know that they would not be satisfied with anything less than equal rights. (Point out these ideas under "Call to Action" on BLM 5C Key.)

Now let's note his calls to action throughout his speech. (Display your copy of the speech.) Point out the parts that incorporate Dr. King's call to action. Demonstrate underlining and annotating as each paragraph is read aloud. Call on four different students to each read aloud a paragraph. Point out his emphasis on peaceful protest, his charge to never be satisfied until freedom is theirs, and his challenge for them to go back home with the confidence that change is coming.)

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On your copy, underline the words that you see underlined here on the displayed copy. Write Peaceful Protest in the right margin of your copy just as you see it on the copy displayed. (Check.)

Write the words Call to Action in a vertical column in the left margin next to these four paragraphs just as you see it on the displayed copy. (Monitor that the students are underlining and labeling as instructed.

Display your copy of the speech.) **Near the end of the speech, Dr. King gives one final Call to Action to his audience.** (Demonstrate underlining and annotating. Call on a student to read aloud this paragraph.) **He charges the audience again to stand up for freedom by letting it ring throughout the country.** (Ask the students to underline and write Call to Action in the margin beside this paragraph as well. Check.)

Dr. King brought his speech to a satisfying end with a conclusion to remind the audience of the change that will occur when true freedom is theirs to embrace. (Call on a student to read aloud the final paragraph.

Demonstrate underlining and annotating as the paragraph is read aloud.) **On your copy, underline the words that you see underlined here on the displayed copy. Write Conclusion in the left margin next to the final paragraph.** (Check.

Display BLM 5C Key.) **On the lines under "Conclusion" on the graphic organizer, notice the summary of how Dr. King concluded his famous speech.** (Point to these words and call on a student to read aloud this part.) *When we talk about freedom, we have the power to speed up the day when America will be united in liberty.*

You did a great job of working with me to analyze and annotate Dr. King's "I Have a Dream" speech.

In the next lesson, we will plan and write a class speech using the steps of an effective speech. In the class speech, we will follow the order as it is presented on the graphic organizer.

DELVING INTO THE TOOLS—ACTIVITY

PREPARATION: You will need to show the annotated copy of the speech highlighted for powerful words (You can highlight when they do, then show them yours for comparison as indicated below).

Each student will need a highlighter, their annotated copies of the "I Have a Dream" speech, and their writing portfolios.

(Explain to the students that you're going to show them the "I Have a Dream" speech video again. This time they will be looking on their speech handouts and listening for words that Dr. King says that send a powerful message.

Instruct them to highlight the powerful words on their BLMs that reinforce what they learned during the Preparing to Work in the Writer's Workshop. As the video plays, highlight powerful words on your copy, but do not show this to the students yet. Once the students are finished, have them work with their partner to compare what they highlighted.

Display your highlighted copy of the speech to show students the words that you highlighted.

After the students have completed the Delving into the Tools activity, review and discuss the impact of this speech now that they understand much more about why this was such an effective speech. Instruct the students to place their BLM sheets in their writing portfolios.)

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

ANNOTATION KEY

Page 1

Aug. 28, 1963

Attention

Emotion-grabbing story

Prediction

Picture

… 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.…

But one hundred years later, the Negro is still not free…

Problem

… . So, we have come to cash this check, a check that will give us upon demand the riches of freedom and security of justice…

Solution

…. Now is the time to make justice a reality to all of God's children…

Annotation Key

Page 2

C A L L T O A C T I O N

…

… Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred.

Peaceful protest

We must ever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence…

…

…We can never be satisfied

…We can never be satisfied…

…We cannot be satisfied…

…We can never be satisfied…

… We cannot be satisfied…

… no, we are not satisfied, … we will not be satisfied…

…

…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 modern cities, knowing that somehow this situation can and will be changed…

…

Visualization

I have a dream that…

… I have a dream that…

…I have a dream that…

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Annotation Key
Page 3

VISUALIZATION

I have a dream that…

I have a dream that…

… I have a dream today.

I have a dream that

…

…

…

… let freedom ring

… Let freedom ring…

…

…Let freedom ring…

… Let freedom ring…

Call to Action

… let freedom ring…

…Let freedom ring…

…. Let freedom ring…

Conclusion

And when this happens, when we let freedom ring, when we let it ring from every tenement 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…

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BLM 5A

Steps to an Effective Persuasive Speech

Attention: Use an attention-getter to grab the interest of your audience.

- A shocking or emotion-grabbing story
- A prediction
- An unexpected statistic
- A picture or video clip
- A startling statement
- A question

Need or Problem: Identify the issue and show the audience they have a need or that there's a problem they need to be aware of. Convince them that it can't be ignored and won't go away.

Solution: Present a solution that resolves the need or problem. Convince the audience that not only will it work; it is the best solution.

Visualization: Help the audience picture in their minds by using vivid words how great things will be if they use your solution or how bad things could be if they do not.

Call to Action: Present what the audience can or should do to be part of the solution. Be sure to infuse a sense of urgency into their action.

Conclusion: This part is optional in a persuasive speech, but if you feel you need to summarize what you've said, you can finish with a concluding statement.

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Expository Background Passage About the "I Have a Dream" Speech

BLM 5B

The date was August 28, 1963. The event was the March on Washington—a peaceful protest organized by Bayard Rustin and other Negro leaders. This march was designed to show support for the passage of the Civil Rights Act which would truly start the overdue process in which all Americans—"white, black, Jew and Gentile"—would be treated as equals.

The Civil Rights Movement—a mass protest against racial segregation and discrimination in the United States—had been going on since the 1950's. Though President Lincoln's support of the Emancipation Proclamation over 100 years earlier stated that all persons held as slaves were free, those who lived in the southern states of the United States continued to be treated with prejudice and discrimination. It was common practice in the South to have white schools and colored schools (the description used during that time period), to require non-white people to drink from separate water fountains, use separate restrooms, and to be refused service at restaurants and hotels. On buses, colored people were required to give up their seat and stand if there wasn't room for all the white travelers to sit down. Many viewed this as a dark period in America's history. It was also during this time that individuals such as Rosa Parks, Bayard Rustin, Gloria Richardson, and Dr. Martin Luther King, Jr. emerged as leaders who used non-violent means to stand up against this social injustice and to declare their rights as American citizens.

Dr. King was a well-known and well-loved American Baptist minister in Montgomery, Alabama. He quickly became the symbol for civil rights and led many peaceful marches joined by people of all races who, like him, believed that "liberty and justice" was indeed "for all." Dr. King was strategically assigned to be the closing speaker on August 28, 1963 in the March on Washington, D. C. Dr. King's speech was meant to inspire, challenge, and call people to action by bringing civil rights to the nation's attention.

As Dr. King gave this speech to over 250,000 attendees, he literally stood in the shadow of the Lincoln Memorial to reinforce Lincoln's desire that all people be free. By using the term "five score years," he reminded the audience of Lincoln's Gettysburg address in which Lincoln used the phrase "four score and seven years ago" in reference to the signing of the Declaration of Independence—a document declaring the freedom and equality of all Americans. It is believed that Dr. King's speech that day was the catalyst for the passing of the Civil Rights Act of 1964 which ushered in the beginning of fair and equal opportunities for all races in all regions of America.

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Graphic Organizer for a Persuasive Speech

BLM 5C

Topic _____

Attention:

_____
_____
_____
_____

Need or Problem:

_____
_____
_____

Solution:

_____
_____
_____

Visualization:

_____
_____

Call to Action:

_____
_____
_____

Conclusion – (optional)

_____
_____

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Graphic Organizer for a Persuasive Speech

BLM 5C Key

Topic _____

Attention:

Prediction—Their demonstration would become famous.
Story—referred them to Lincoln's Gettysburg Address
Picture—Lincoln's statue in the background as Dr. King spoke
USED METAPHOR OF DARK AND LIGHT COMPARED TO SLAVERY AND FREEDOM

Need or Problem:

It is now 100 years later, and the Negro people still are not free.
USED METAPHOR OF CHAINS AND MANACLES TO SEGREGATION AND DISCRIMINATION

Solution:

Cash the check that will lead to freedom and justice and make justice a reality to "all of God's children." Do this now.
USED BANKING METAPHOR TO SHOW HOW PEOPLE OF COLOR HAD NOT BEEN PAID WHAT WAS PROMISED

Visualization:

I have a dream that . . . (He used repetition to reinforce the picture of what a free America would look like.)

Call to Action:

The Negro people must continue speaking up, continue peaceful demonstrations, and continue being an unavoidable presence to let lawmakers know that they would not be satisfied with anything less than equal rights.

Conclusion–(optional)

When we talk about freedom, we have the power to speed up the day when America will be united in liberty.

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