

Jazz from A to Z
Lesson Plan Template

Title of the Lesson: Analysis of Martin Luther Kings “I Have a Dream” Speech for Rhetoric (logos, pathos, ethos)

Subject: English

Grade: 11th grade

Common Core Standard for Reading, Writing *or* Speaking and Listening:

Reading:

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. **(11-12.RI.2)**

Writing:

W.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). **(11-12.W.2)**

Speaking and Listening:

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

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.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. **(11-12.SL.1)**

5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. **(11-12.SL.5)**

Arizona Social Studies Standard:

Strand 1:

PO 5. Evaluate primary and secondary sources for:

- a. authors' main points
- b. purpose and perspective

PO 6. Apply the skills of historical analysis to current social, political, geographic, and economic issues facing the world.

PO 3. Describe how key political, social, environmental, and economic events of the late 20th century and early 21st century (e.g., Watergate, OPEC/oil crisis, Central American wars/Iran-Contra, End of Cold War, first Gulf War, September 11) affected, and continue to affect, the United States.

Overview (*Brief description of lesson*):

Analysis of Martin Luther King Junior's *I have Dream* Speech for Rhetoric. A very brief history of the speech will be shared with the students before they begin reading. Students will first independently critically read the text of the speech underlining claims and labeling them as claims. They will underline evidence and label evidence. They will also circle repeated words and bracket words they do not know. Students should also write 3 higher level questions for discussion and any other questions or comments they have about the speech in the margins of the paper. Then students will take turns reading the speech aloud and stop periodically for questions they may have had or for comments. Class discussion about the history of the text will take place while this is happening. After this has happened, students will see a recorded speech read by King.

After the speech read by King, students will go back through their text and double underline for logos, pathos, and ethos and label their examples.

Students will then be placed into small groups of 3-4 students to discuss their examples of logos, pathos, and ethos and which one was used the most and why and if King stayed true to the equal balance of the rhetorical triangle. Students will then determine why this speech is so famous and why it is taught and shown in so many classrooms and at historical moments.

Finally students will present their findings and use support from the speech, any other sources provided by the teacher, and their own prior knowledge in an a brief analytical paragraph that they will share with the class.

Essential Question(s):

Why do you think the first part of the speech is so different from the last part and what effect do you think it had on the audience?

What are some of the claims King uses in his speech and the evidence for support? (Multiple Answers).

How does King present his speech; think of hand motions, voice inflection, etc?

How does King format his speech using Logos, Pathos, and Ethos? Provide examples using the speech. (Multiple answers to this).

Why do you think King relied so heavily on ethos and pathos, when making an argument should be focused on LOGOS?

Why do you think this speech is so famous? Provide evidence if you can.

How has this speech affected society today? Use support from the speech to provide evidence of your ideas.

Other questions will come from students (their 3 higher level questions) and discussion.

Key Vocabulary:

Logos= Logic(Reason/Text)

Pathos= emotion(Values, Beliefs/Audience)

Ethos= ethics of character(Credibility/Writer)

Emancipation: to free from restraint, control, or the power of another; *especially* : to free from bondage (Merriam- Webster Dictionary)

Other vocabulary words will be added by students as they critically read and circle words they do not know and look up the definition.

Lesson Objective(s):

Students will discuss the arguments Martin Luther King Jr. uses in his *I Have a Dream* Speech and how he applied logos, pathos, and ethos affectively or ineffectively.

Students will also compose an analytical paragraph of their ideas using support from the text and personal ideas to determine why this speech is so historical and momentous.

Procedure to Teach the Lesson:

- **Beginning (set)**
- Analysis of Martin Luther King Junior's *I have Dream* Speech for Rhetoric. A very brief history of the speech will be shared with the students before they begin reading. Students will first independently critically read the text of the speech underlining claims and labeling them as claims. They will underline evidence and label evidence. They will also circle repeated words and bracket words they do not know. Students should also write 3 higher level questions for discussion and any other questions or comments they have about the speech in the margins of the paper. See attached handout for clarification.
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- Then students will take turns reading the speech aloud and stop periodically for questions they may have had or for comments. Class discussion about the history of the text will take place while this is happening. After this has happened, students will see a recorded speech read by King. Discussion will incorporate the essential questions listed above.
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- **Middle**
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- After the speech read by King, students will go back through their text and double underline for logos, pathos, and ethos and label their examples.
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- Students will then be placed into small groups of 3-4 students to discuss their examples of logos, pathos, and ethos and which one was used the most and why and if King stayed true to the equal balance of the rhetorical triangle. Students will then determine why this speech is so famous and why it is taught and shown in so many classrooms and at historical moments.
- AP format:
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Why is King's Speech so famous today? Use support from in class discussion and the speech itself to support your findings.

- **Analytical Paragraph Format**
- Sentence 1: Topic Sentence – it must fit the prompt and provide a claim you will prove in your paragraph
- S2: Intro to first example
- S3: Specific example (quote)
- S4-5: Analysis or commentary on the example
- S6: Transition to next example
- S7: Intro to second example
- S8: Specific example (quote)
- S9-10: Analysis or commentary on the example
- S11-12: Conclusion
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- **RUBRIC:**
- **10 - Ideas**
- **10 - Conventions**
- **5 -Word Choice**
- **5 - Sentence Fluency**
- **30 – Total**
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- Gentle reminders:
- 1-Always write in present tense.
- 2-No personal pronouns. (I, me, we, us)
- 3-No contractions.
- 4- Integrate and cite quotes. See Quote Integration handout. Shakespearean citation: act.scene.line. (I.1.21-23)
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- **End (closure)**
- Collect Analytical Paragraphs from groups once they are done sharing their findings on what makes *I Have a Dream* Speech so historical and powerful.
- Discuss with the class the use of logos, pathos, and ethos in the text and explain that while the text is largely ethos and pathos, King still had to have logos, in order to convince people that all men are created equal.
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Assessment: Analytical Paragraph composed as a group or individually.

Sources of Information:

King Jr., Martin Luther. "I Have A Dream". *Top 100 American Speeches Online Speech Bank*. 26 Feb 2013. Web.

Non- Fiction Handout. Avid Critical Reading. 62.

Materials Needed:

Pencils
Lap top
Projector
Analytical Paragraph format and rubric

An individual copy paper of Martin Luther King Junior's *I Have a Dream* speech for each student in the class.

A video/web copy of Martin Luther King Junior reading his *I Have a Dream* speech on the steps of the Lincoln Memorial in 1963.

A copy of the Critical Reading H/O from Avid for marking Non-fiction texts.

Background knowledge of the events leading up to and after the historical reading of *I Have a Dream* speech