

Audio Recording:

DR. MARTIN LUTHER KING, JR.

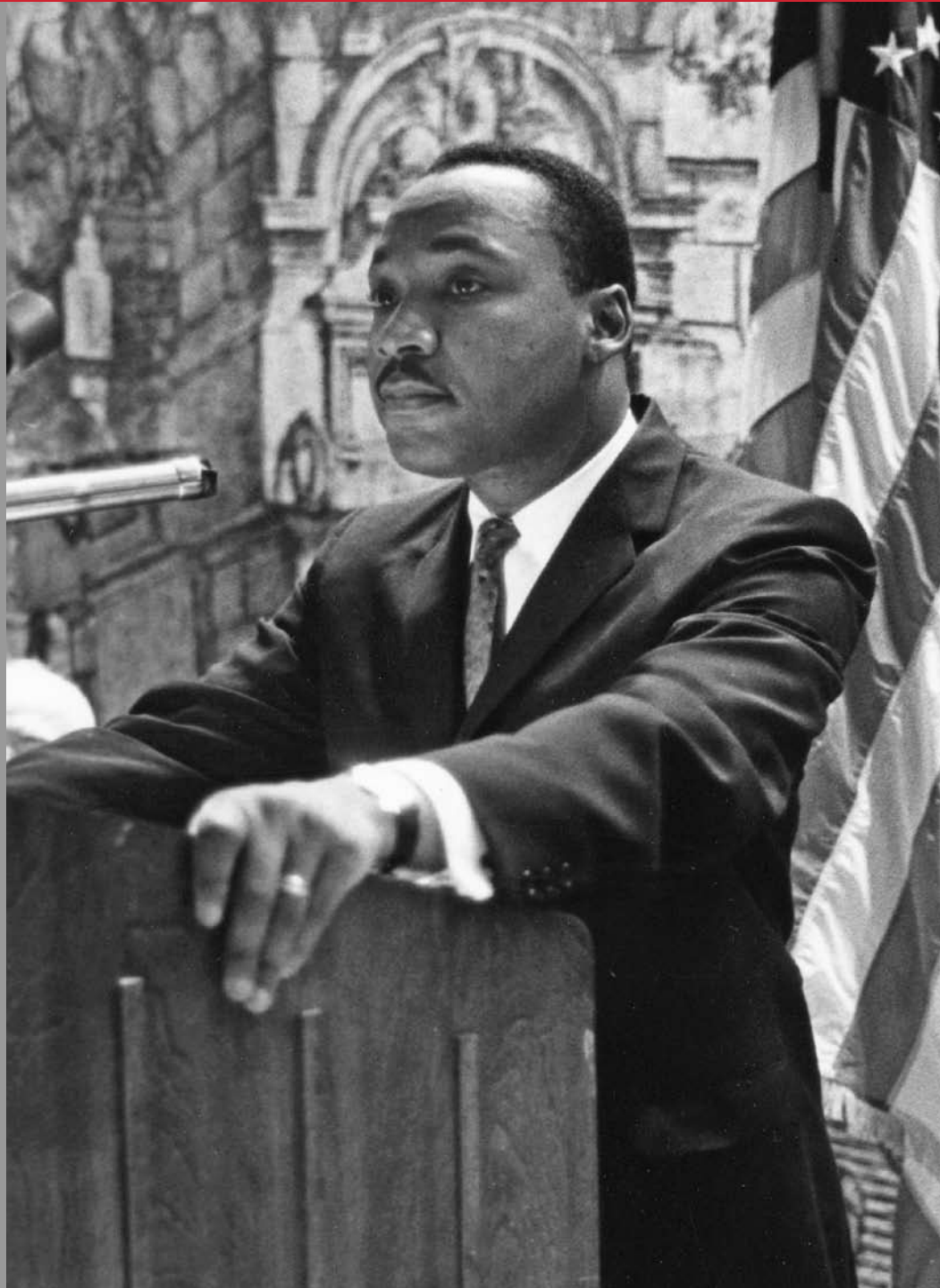
Address to the New York State Civil War Centennial Commission

September 12, 1962



Teacher's Guide Grades 8–12

This curriculum is aligned with the
New York State P-12 Common Core
Learning Standards



Martin Luther King in New York for the
Centennial Commemoration of the
Preliminary Emancipation Proclamation,
September 12, 1962.
New York State Archives



“If our nation had done nothing more in its whole history than to create just two documents, its contribution to civilization would be imperishable. The first of these documents is the Declaration of Independence and the other is that which we are here to honor tonight, the Emancipation Proclamation. All tyrants, past, present and future, are powerless to bury the truths in these declarations, no matter how extensive their legions, how vast their power and how malignant their evil.”



Dr. Martin Luther King, Jr.
September 12, 1962

to be a part of this auspicious
 ADDRESS OF THE REVEREND
 New York State Civil War
 Hotel, New York City -



Enoch Squires

powerless to bury the
 how extensive their leg
 malignant their evil.

The Declaration
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inequality of man, that
 personality were inher
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 alienated freedom from

HISTORICAL BACKGROUND

On September 12th, 1962, Dr. Martin Luther King, Jr. addressed the New York Civil War Centennial Commission at a dinner organized by Gov. Nelson Rockefeller to honor the 100th anniversary of Lincoln's preliminary draft of the Emancipation Proclamation. This audio recording offers teachers and students unique insight into King's style of oration and the importance of the Emancipation Proclamation to the greater Civil Rights movement. Recorded live at the Park-Sheraton Hotel in New York City by Schenectady, NY-based radio man Enoch Squires, this is the only known audio version to exist of King's centennial address, containing his own words and edits which were not included in his original typed copy of the speech. It conveys many hallmarks of King's style of oration—the cadence, rhythm and tone are stylistically unique to his manner of speaking and cannot be captured in plain text alone. The online exhibition features the audio recording of King presenting his speech, a type-written copy of the speech with Enoch Squires' edits, and an exact transcript of the audio recording as well as educational resources to help guide educators in the use of these resources in the classroom.

The educational resources are a collaborative effort between museum educators, teachers, and archivists, designed to provide educators with strategies and resources for teaching about the Civil Rights movement and Dr. King through both the audio recording of his speech and the written copy with Squires' notes. By using this address, and the lesson guides provided, students will gain insight into Dr. King's ideas and views of the Civil Rights movement, the connections with the current events of his time and the historical events before, and Dr. King's skills as an orator to build their understanding of the power behind his words.

The exercises in the Teacher's Guide show the careful wording and delivery of King's Commemoration speech and how it reflects his masterful ability to understand his audience and direct their attention beyond the 100-year celebration of President Lincoln's historic Proclamation toward the current plight of African-Americans in their ongoing struggle against injustice. By investigating the audio and other source documents, students will discover how King carefully wove many different themes into one, focusing his audience's



attention on the struggle for racial equality with powerful conviction. The exercises highlight the connection King established between Jefferson's Declaration of Independence and Lincoln's Emancipation Proclamation, emphasizing their unfulfilled promises.

Students will learn how this speech is an early forerunner to King's famous "I Have A Dream" speech, which he delivered less than a year later. By comparing both speeches, students will see how King celebrates the Declaration of Independence and especially, the Emancipation Proclamation. Both speeches employ similar language, noting the hypocrisy of racial injustice in America, the urgency of the present, and arguing for a common cause of freedom for all races alike. King borrows directly from this earlier speech when saying in 1963, "we will be able to transform the jangling discords of our nation into a symphony of brotherhood." King closes by outlining his dream for the future of the nation in each as he proclaims the spiritual links to the past. Just as King saw the Emancipation Proclamation as the offspring of the Declaration of Independence, so too can it be seen that his "I Have A Dream" speech is the offspring of this Centennial Commemoration address.

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with the New York State P-12
Common Core
Learning Standards



For more information, visit:
[http://www.engageny.org/resource/
new-york-state-p-12-common-core-
learning-standards](http://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards)



Dr. Martin Luther King Jr. delivering
his landmark "I Have A Dream" speech,
August 28, 1963.

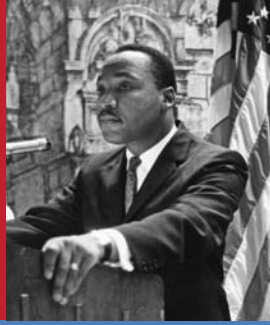
Library of Congress Digital Collection

Audio Recording:

DR. MARTIN LUTHER KING, JR.

Address to the New York State Civil War Centennial Commission

September 12, 1962



EXERCISE 1

Reading for Tone, Rhythm, and Point of View

Teacher's Guide

Grades 8–12

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Mrs. Rosa Parks being fingerprinted.
Her refusal to move to the back of a
bus touched off the bus boycott in
Montgomery, Alabama, 1956.

Associated Press photo

EXERCISE 1

Reading for Tone, Rhythm, and Point of View

OBJECTIVE

Students will gain an overview of Dr. King's address, with a focus on studying speaking tone, point of view, and oratory delivery, as contrasted within recorded audio and textual documents.

HISTORICAL BACKGROUND

Please see Teacher's Guide introduction for historical background and the following article from the New York Archives Magazine:

<http://dev.nysm.nysed.gov/virtual/exhibits/mlk/images/Incomplete-Celebration.pdf>

LEARNING STANDARDS

COMMON CORE LEARNING STANDARDS:

<http://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards-for-english-language-arts-and-literacy>

CCR Anchor Standard 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.

CCR Anchor Standard 7:

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

New York State Common Core Social Studies Framework, Grade 8 (Draft)

<http://www.engageny.org/resource/new-york-state-common-core-k-12-social-studies-framework>

8.7 DOMESTIC POLITICS & REFORM:

The Civil Rights movement and the Great Society were attempts by people and the government to address major social, legal, economic, and environmental problems. Subsequent economic recession called for a new economic program. (Standards: 1, 4, 5; Themes: TCC, SOC, CIV, ECO)

8.7a The Civil Rights movement began in the postwar era in response to the long-standing inequalities in American society and eventually brought about equality under the law but limited economic improvements.

Students will examine the strategies used by civil rights activists such as Thurgood Marshall, Rosa Parks, Martin Luther King, Jr., and Malcolm X.

MATERIALS NEEDED

**Address of Reverend Dr. Martin Luther King, Jr.,
New York State Civil War Centennial Commission,**
Park Sheraton Hotel, New York City, Wednesday Evening, September 12, 1962.

- ✓ Audio Recording
- ✓ Transcript

- ✓ Teacher-selected graphic organizers for close reading and summary

Downloadable source materials for versions of this speech can be found on our website: <http://dev.nysm.nysed.gov/virtual/exhibits/mlk/speech.html>

WARM-UP

Students will read the text of a short advertisement and write a brief summary of the author's purpose, tone, and rhythm. Students will then listen to audio of the same advertisement and write a brief summary of the author's purpose, tone, and rhythm.

INSTRUCTION/DEMONSTRATION OF SKILL

Using the warm-up, ask the students to discuss the difference between their summaries of the text and the audio. Discuss the ideas of tone and point of view. Explain that the students will now complete a close read of a speech from the Civil Rights Era in an effort to determine tone and point of view of the author.

GUIDED PRACTICE

Students will read the first three paragraphs of Dr. King's speech and write notes about tone and point of view in the margin. Students will write a one-sentence summary of their notes and will share their notes and summaries aloud to determine if they have understood the task.

INDEPENDENT PRACTICE

Students will read the remainder of the speech, continuing to take notes in the margin about tone and point of view. Following the close read, students will write a one-paragraph summary describing the author's tone, rhythm, and point of view. Students will then listen to the audio version of the

speech creating a separate set of notes regarding tone, rhythm, and point of view. Using the notes from the audio recording, students write a one-paragraph summary describing the author's tone, rhythm, and point of view.

ADVANCED PRACTICE

Students will write a short speech, poem, or story with a persuasive message, goal, or theme. Students will then read their textual works out loud in small groups to establish how their own tone, rhythm, and point of view impacts the message they intended to convey in their text. After reading out loud, students will provide comments to the reader on the effectiveness of the reader's tone and rhythm of their message and determine the reader's point of view.

ASSESSMENT

Using textual evidence, students write a comparison of the written and audio speech emphasizing differences and similarities in tone and point of view. The following questions may be used to aid students in the writing of this essay.

"How does the structure and vocabulary of the written speech convey a similar tone to the audio version?"

"Why are there differences in interpretation of tone and point of view between the written speech and the audio?"

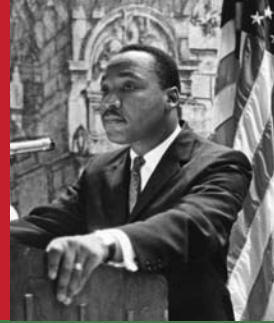
"What additional information can audio recordings give us, which written words alone cannot?"

Audio Recording:

DR. MARTIN LUTHER KING, JR.

Address to the New York State Civil War Centennial Commission

September 12, 1962



EXERCISE 2

Content and Writing Style

I need not pause to say how very delighted I am to be here and to be a part of this auspicious occasion.

ADDRESS OF THE REVEREND DR. MARTIN LUTHER KING, JR.
New York State Civil War Centennial Commission - Park
Hotel, New York City - Wednesday Evening, September 12, 1962

Teacher's Guide

Grades 8-12

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Common Core Learning Standards

Mankind through the ages has been in a ceaseless
struggle to give dignity and meaning to human life.
that quest which ^{distinguishes man} separates it from the ^{lower} animals, whose
biological functions and anatomical features resemble
of the human specie.

If our nation had done nothing more in its whole
history than to create just two documents, its contribution
to civilization would be imperishable. The first of
documents is the Declaration of Independence and the second
is that which we are here today to honor ^{thought,} the Emancipation Proclamation.



Typewritten speech delivered by Dr. King
with editing marks made by Enoch Squires,
the audio engineer who made the recording.
New York State Archives

EXERCISE 2

Content and Writing Style

OBJECTIVE

Students will identify the use of various literary devices, including simile and metaphor, by listening to the audio recording of Dr. King's speech, as they read along with the official transcript.

HISTORICAL BACKGROUND

Please see Teacher's Guide introduction for historical background and the following article from the New York Archives Magazine:

<http://dev.nysm.nysed.gov/virtual/exhibits/mlk/images/Incomplete-Celebration.pdf>

LEARNING STANDARDS

COMMON CORE LEARNING STANDARDS:

<http://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards-for-english-language-arts-and-literacy>

CCR Anchor Standard 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.

CCR Anchor Standard 6:

Assess how point of view or purpose shapes the content and style of a text.

New York State Common Core Social Studies Framework, Grade 8 (Draft)

<http://www.engageny.org/resource/new-york-state-common-core-k-12-social-studies-framework>

8.7 DOMESTIC POLITICS & REFORM:

The Civil Rights movement and the Great Society were attempts by people and the government to address major social, legal, economic, and environmental problems. Subsequent economic recession called for a new economic program. (Standards: 1, 4, 5; Themes: TCC, SOC, CIV, ECO)

8.7a The Civil Rights movement began in the postwar era in response to the long-standing inequalities in American society and eventually brought about equality under the law but limited economic improvements.

Students will examine the strategies used by civil rights activists such as Thurgood Marshall, Rosa Parks, Martin Luther King, Jr., and Malcolm X.

MATERIALS NEEDED

**Address of Reverend Dr. Martin Luther King, Jr.,
New York State Civil War Centennial Commission,**
Park Sheraton Hotel, New York City, Wednesday Evening, September 12, 1962.

- ✓ Audio Recording
- ✓ Transcript
- ✓ Teacher-selected graphic organizers for close reading and summary

Downloadable source materials for versions of this speech can be found on our website: <http://dev.nysm.nysed.gov/virtual/exhibits/mlk/speech.html>

WARM-UP

Display the following quotes from the speech, and ask students to identify the similes or metaphors in the following quotations.

“The Emancipation Proclamation was the offspring of the Declaration of Independence.”

“The unresolved race question is a pathological infection in our social and political anatomy, which has sickened us throughout our history, and is still today a largely untreated disease.”

“The simple fact is that the relative progress in undeveloped sectors of the world in human rights races at jet-like speed, while we strain in a horse and buggy for advancement.”

INSTRUCTION/DEMONSTRATION OF SKILL

Discuss how the use of a figurative language enables the author to provide a deeper understanding of the topic for the reader/listener. Discuss how the lack of figurative language would affect the meaning of the quotation.

GUIDED PRACTICE

Discuss how the use of a figurative language enables the author to provide a deeper understanding of the topic for the reader/listener. Discuss how the lack of figurative language would affect the meaning of the quotation.

INDEPENDENT PRACTICE

Students will listen to the remainder of the audio speech without reading along with the official transcript, continuing to identify the use of figurative language. For each instance, students may write down any metaphors or similes and possible interpretations thereof.

ASSESSMENT

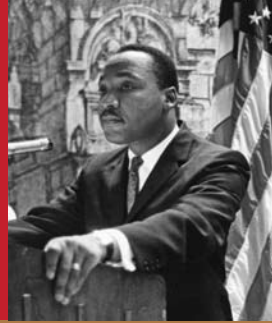
Students will write an informative essay describing the content and style of Dr. King's speech and explain how his use of figurative language supports the main idea and purpose of the speech.

Audio Recording:

DR. MARTIN LUTHER KING, JR.

Address to the New York State Civil War Centennial Commission

September 12, 1962



EXERCISE 3

Understanding Historical Context and Audience

Teacher's Guide

Grades 8–12

This curriculum is aligned with the
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Common Core Learning Standards



March on Washington for Jobs and Freedom,
Martin Luther King, Jr. and Joachim Prinz
pictured, 1963

Repository: American Jewish Historical Society

EXERCISE 3

Understanding Historical Context and Audience

OBJECTIVE

Students will examine different influences in the speaker's background and time period, which also shaped the perspective and ideas given in the text. Students will also identify how a speaker relates to his or her audience, and examine the ways in which the speaker specifically communicates to them.

HISTORICAL BACKGROUND

Please see Teacher's Guide introduction for historical background and the following article from the New York Archives Magazine:

<http://dev.nysm.nysed.gov/virtual/exhibits/mlk/images/Incomplete-Celebration.pdf>

LEARNING STANDARDS

COMMON CORE LEARNING STANDARDS:

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CCR Anchor Standard 3:

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CCR Anchor Standard 6:

Assess how point of view or purpose shapes the content and style of a text.

New York State Common Core Social Studies Framework, Grade 8 (Draft)

<http://www.engageny.org/resource/new-york-state-common-core-k-12-social-studies-framework>

8.7 DOMESTIC POLITICS & REFORM:

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8.7a The Civil Rights movement began in the postwar era in response to the long-standing inequalities in American society and eventually brought about equality under the law but limited economic improvements.

Students will examine the strategies used by civil rights activists such as Thurgood Marshall, Rosa Parks, Martin Luther King, Jr., and Malcolm X.

MATERIALS NEEDED

**Address of Reverend Dr. Martin Luther King, Jr.,
New York State Civil War Centennial Commission,**
Park Sheraton Hotel, New York City, Wednesday Evening, September 12, 1962.

- ✓ Audio Recording
- ✓ Transcript

- ✓ Event Program for *State Civil War Centennial Commission*
- ✓ Teacher-selected graphic organizers for close reading and summary

Downloadable source materials for versions of this speech can be found on our website: <http://dev.nysm.nysed.gov/virtual/exhibits/mlk/speech.html>

WARM-UP

Students will read the Event Program in which the speech was given. Students will highlight three important details from the program that indicate audience and aid in understanding the speech.

Asking the following questions will aid students:

“Who was at this dinner and why was the event held?”

“Why was Dr. King asked to speak at this dinner?”

“What was Dr. King’s background? What prepared him to be a successful orator?”

INSTRUCTION/DEMONSTRATION OF SKILL

Discuss the importance of audience and historical context in understanding the meaning and purpose of a text.

GUIDED PRACTICE

Students will listen to the audio recording and read along with the official transcript for the first three paragraphs of the speech and highlight anything which indicates either the speaker’s background or audience. The teacher may pause the audio recording at any time to discuss verbal clues. Students will be asked to describe the speaker’s mood and tone.

INDEPENDENT PRACTICE

Students will progress through the remainder of the speech, listening to the audio as they read along with the official transcript and pointing out any clues that reveal Dr. King’s personal background, time, place, or audience. Students will extrapolate the speech’s purpose and the speaker’s intention. Students will also examine chronological events or themes as stated by Dr. King, and will examine how the audience shaped his words. Students should know that they are searching for clues revealing historical context and the author’s perspective.

ASSESSMENT

Students write an argumentative essay in which they discuss the influence of audience, historical context, and personal background of the author of the text.

Ask the following questions to help assess comprehension:

“What did Dr. King get in return for speaking that night?”

“What were his goals in giving the address?”

“Can you hear where Dr. King is speaking generally to Northerners or New Yorkers? Can you hear where Dr. King is speaking specifically to Governor Rockefeller and President Kennedy?”

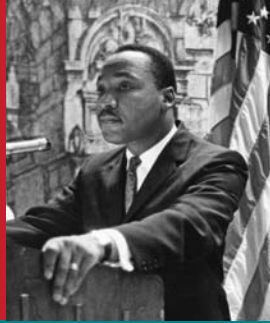
“Point out where Dr. King reveals events or information which reference his era.”

Audio Recording:

DR. MARTIN LUTHER KING, JR.

Address to the New York State Civil War Centennial Commission

September 12, 1962



EXERCISE 4

Comparing Two or More Texts

Teacher's Guide

Grades 8–12

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Common Core Learning Standards



President Abraham Lincoln
Meserve, F.H., comp.; Historical Portraits. 1915.
Collection: New York State Library

EXERCISE 4

Comparing Two or More Texts

OBJECTIVE

Students will compare and contrast central ideas within related texts, and analyze them for consistency. They will then examine the chronology of ideas and how more recent texts are influenced by earlier ones. In this example, students will see the progression of ideas from the Declaration of Independence, to the Emancipation Proclamation, to this speech, and to Dr. King's later writing.

HISTORICAL BACKGROUND

Please see Teacher's Guide introduction for historical background and the following article from the New York Archives Magazine:

<http://dev.nysm.nysed.gov/virtual/exhibits/mlk/images/Incomplete-Celebration.pdf>

LEARNING STANDARDS

COMMON CORE LEARNING STANDARDS:

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CCR Anchor Standard 2:

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCR Anchor Standard 9:

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

New York State Common Core Social Studies Framework, Grade 8 (Draft)

<http://www.engageny.org/resource/new-york-state-common-core-k-12-social-studies-framework>

8.7 DOMESTIC POLITICS & REFORM:

The Civil Rights movement and the Great Society were attempts by people and the government to address

major social, legal, economic, and environmental problems. Subsequent economic recession called for a new economic program. (Standards: 1, 4, 5; Themes: TCC, SOC, CIV, ECO)

8.7a The Civil Rights movement began in the postwar era in response to the long-standing inequalities in American society and eventually brought about equality under the law but limited economic improvements.

Students will examine the strategies used by civil rights activists such as Thurgood Marshall, Rosa Parks, Martin Luther King, Jr., and Malcolm X.

Students will explain the significance of key civil rights victories including President Truman's desegregation of the military, *Brown v. Board of Education of Topeka*, the Civil Rights Act of 1964, and the Voting Rights Act of 1965.

Students will examine the extent to which the economic situation of African Americans improved as a result of the Civil Rights movement.

MATERIALS NEEDED

**Address of Reverend Dr. Martin Luther King, Jr.,
New York State Civil War Centennial Commission,**
Park Sheraton Hotel, New York City, Wednesday Evening, September 12, 1962.

- ✓ Audio Recording
- ✓ Transcript

Declaration of Independence

Emancipation Proclamation

Dr. King's *I Have a Dream* Speech

Downloadable source materials for versions of Dr. King's speech, and Lincoln's handwritten draft of the Emancipation Proclamation can be found on the NYSM website: <http://dev.nysm.nysed.gov/virtual/exhibits/mlk/speech.html>

WARM-UP

Students will have completed a close read of the Declaration of Independence and the Emancipation Proclamation prior to this lesson. Students will write a one-sentence summary of the main idea/theme of each of these documents. Students will then either read or listen to an audio recording of Dr. King's "I Have A Dream" speech, for later use in a comparative essay.

INSTRUCTION/DEMONSTRATION OF SKILL

Discuss the importance of understanding the main idea of a text. Explain that these documents will be referenced in the document they are about to read. Emphasize to students to bear the chronology of these documents in mind as they read Dr. King's speech.

GUIDED PRACTICE

Students will listen to the audio recording as they read along with the official transcript for the first three paragraphs of Dr. King's speech, making notes in the margin regarding main idea and theme. Display the following question for students to answer:

"Why do you think Dr. King references the Declaration of Independence and Emancipation Proclamation in the beginning of his speech?"

INDEPENDENT PRACTICE

Students will listen to and read the remainder of the speech, making note of all references to historical documents and events. Display the following question for students to consider as they read the text:

"How does the author's reference to historical events and documents contribute to the development of his main idea and purpose?"

ASSESSMENT

Students will then write an essay comparing the main ideas found within the Declaration of Independence and the Emancipation Proclamation, *as expressed in Dr. King's Centennial speech*. Students will focus on the central ideas of Dr. King's speech and will analyze his perspective for consistency or inconsistency with the aforementioned documents, supporting their arguments with evidence from the texts. Students will then compare and contrast the transcript and the recorded audio against a transcript or audio of Dr. King's *I Have A Dream* speech. Students will identify similarities and differences in ideas, tone, delivery, and wording of both of Dr. King's speeches; bearing his audiences in mind.

Class discussion will focus on the flow of ideas from the Declaration of Independence, to the Emancipation Proclamation, to King's Centennial Address, to his *I Have A Dream* speech, noting how specific ideas are built upon in chronological order, from one document to the next.