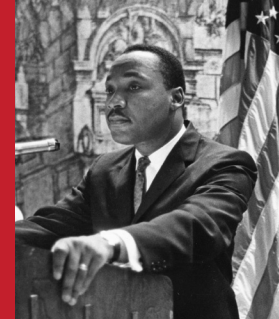


**Audio Recording:**

# **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**

This curriculum is aligned  
with the New York State P-12  
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:

[https://considerthesource.s3.amazonaws.com/8617/0611/8741/The\\_Incomplete\\_Celebration.pdf](https://considerthesource.s3.amazonaws.com/8617/0611/8741/The_Incomplete_Celebration.pdf)

### LEARNING STANDARDS

#### NEW YORK STATE NEXT GENERATION ENGLISH LANGUAGE ARTS LEARNING STANDARDS:

<https://www.nysed.gov/sites/default/files/programs/curriculum-instruction/nys-next-generation-ela-standards.pdf>

#### Reading Anchor Standard 2:

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

#### Reading Anchor Standard 9:

Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

#### New York State Social Studies Framework, Grade 8

<https://www.nysed.gov/sites/default/files/programs/curriculum-instruction/ss-framework-k-8a2.pdf>

#### 8.9 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)

**8.9a** 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 slower progress on economic improvements.

Students will compare and contrast 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* (1954), 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:

<https://www.nysm.nysed.gov/address-new-york-state-civil-war-centennial-commission/typewritten-speech>

### 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.