Title: A Man with A Dream – Martin Luther King, Jr.  Using Primary sources to become acquainted with the leader whose influence “prompted the 1964 Civil Rights Act.”
(http://www.usconstitution.net/dream.html)

by
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Theme: Civil Rights Movement

Historical Period: 1950-1960’s

Lesson Module Overview: Students will explore the life of Martin Luther King, Jr. using primary documents from the Library of Congress by actively researching to write a biography. After reading through King’s “I Have a Dream” speech, analyzing this historic speech, and participating in a reader’s theater, students will write a speech of their own. Students will research several events in which Martin Luther King, Jr. participated during the Civil Rights Movement, which culminated in the signing of the 1964 Civil Rights Act. Students will design posters of their group’s event and then display them in the school hallway, arranged in the order in which the events took place.

Grade Range: 3rd – 5th
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LESSON MODULE
DAY 1

Title: *Who was Martin Luther King, Jr.? - An Introduction*

Learning Goals:

Knowledge

- Students will develop an understanding of who Martin Luther King, Jr. was as a person.
- Students will understand Martin Luther King’s accomplishments as a leader in the Civil Rights Movement.
- Students will be able to provide an explanation for the reason we celebrate Martin Luther King Jr. and his legacy each year.

Skills

- Students will work as a group to create a K-W-L chart.
- Students will create original artwork that answers the question “Who Was Martin Luther King, Jr.?”
- Students will write a brief essay describing their dream for the country they live in today.
- Students will complete research using various types of primary sources such as images, documents, print and web resources.

Dispositions

- Students will begin to develop an ability to evaluate multiple sources of historical information, think critically about the past, and understand the complexity of historical issues and prominent people in history

National Council for the Social Studies Themes:

http://www.socialstudies.org/standards/strands

**Time, Continuity, & Change:** Social studies programs should include experiences that provide for the study of the past and its legacy.

**Power, Authority, & Governance:** Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.

**Civic Ideals & Practices:** Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.
Materials Needed:

- 1-2 large pieces of paper –or- an overhead projector for creating K-W-L Chart
- Markers
- Paper for creating a poster
- Art supplies including crayons, markers, and pencils
- Martin Luther King, Jr. Biography: This is an online video. Plan to show “Early Years” to students. (Appendix II: Webliography of Supporting Online Resources for Teachers)
- A plan for and ability to bind student posters to create a classroom book
- Computers and Internet access
- Photos
  - Martin Luther King Jr. Birth Home, 501 Auburn Avenue, Atlanta, Fulton, GA. (Appendix I: Image 3)
  - After completing his undergraduate work at Morehouse College in 1948, Martin Luther King attended Crozer Theological Seminary near Chester, Pennsylvania. (Appendix I: Image 4)
  - The church where Dr. Martin Luther King, Jr. began his preaching. (Appendix I: Image 5)
  - 1964: Martin Luther King Jr., walking to church with his family. (Appendix I: Image 6)
  - Martin Luther King leading the march from Selma to Montgomery to protest lack of voting rights for African Americans. (Appendix I: Image 7)
  - Rev. Martin Luther King congratulated by Crown Prince Harald, (left) and King Olav after receiving the Nobel Peace Prize in Oslo, Norway, as Mrs. King looks on. (Appendix I: Image 8)
  - Dr. Martin Luther King Preaches His Last Sermon, Memphis, Tennessee, April 3, 1968. (Appendix I: Image 9)
Lesson Procedures:

Introduction

1. Hook students by asking what they know about Martin Luther King Jr. Provide time for responses and discussion.

2. Begin creating a K-W-L chart either on a large sheet of paper or the overhead projector as students provide responses. Ask students what else they want to know about Martin Luther King, Jr. Provide time for responses.

   The goal is to provide students with the most complete background information about Martin Luther King Jr. as is possible. Questions that should be included and answered are:

   Where was he born? What did his parents do for a living? Where did he go to school? What were some of his biggest accomplishments? What was his family like? Did he get married? Did he have children of his own? Why did he become involved in the civil rights movement? Did he win any important awards? What was his most famous speech?

3. Tell students that they’ll be learning more about Martin Luther King in our lesson and able to answer some of their questions.

Development

4. Read them Who was Martin Luther King Jr. by Bonnie Bader. After the story ask students if they’re able to fill in some of their K-W-L chart based on what they heard. Fill in new information learned.

5. Show students the “Early Years” section of the video on Biography.com. Before starting the video, ask students to take out a pencil and paper so they may take notes about what they hear. After the short video, again ask students if they have more information for the K-W-L chart and fill in new information.

6. Group students into pairs or by tables and give them 10-15 minutes to finish their research on Martin Luther King Jr. using the books provided in the classroom and/or the Internet (provide them with a list of recommended websites). Remind students to take notes and be prepared to complete their K-W-L chart.

7. Bring the students back together and complete the K-W-L chart.
8. Give a mini-lecture to students about Martin Luther King Jr.’s passion for changing the world through non-violent means in an effort to promote equal rights and treatment for all people. Explain to students that they will learn more about his goals and dreams for our country when they study Martin Luther King Jr.’s “I Have a Dream” speech in a subsequent lesson.

9. At the end of the mini-lecture, show students several photos and describe them. They should include (but are not limited to) the following photos:
   a. Martin Luther King Jr. Birth Home, 501 Auburn Avenue, Atlanta, Fulton, GA. (Appendix I: Image 3)
   b. After completing his undergraduate work at Morehouse College in 1948, Martin Luther King attended Crozer Theological Seminary near Chester, Pennsylvania. (Appendix I: Image 4)
   c. The church where Dr. Martin Luther King, Jr. began his preaching. (Appendix I: Image 5)
   d. 1964: Martin Luther King Jr., walking to church with his family. (Appendix I: Image 6)
   e. Martin Luther King leading the march from Selma to Montgomery to protest lack of voting rights for African Americans. (Appendix I: Image 7)
   f. Rev. Martin Luther King congratulated by Crown Prince Harald, (left) and King Olav after receiving the Nobel Peace Prize in Oslo, Norway, as Mrs. King looks on. (Appendix I: Image 8)
   g. Dr. Martin Luther King Preaches His Last Sermon, Memphis, Tennessee, April 3, 1968. (Appendix I: Image 9)

10. Lead a class discussion about the fact that Martin Luther King, Jr. was a man who believed the world he lived in could be better and worked tirelessly to make his world a better place.

11. During the classroom discussion, help students begin to think about their world as Martin Luther King Jr. did. Do they see things in their world or community that they would like to change? What are some of the ways that a person can change their world? (Be sure to mention ideas like talking with groups of people to share information, writing books, becoming teachers, etc.)
12. Ask students to write a short entry (2-5 sentences) in their journal about one big problem they see in our world that they would like to see improved. How would they try to help fix this problem?

Culmination

13. Explain to students that they’ll be working together to create a classroom book that explains to other students or anyone who reads their book who Martin Luther King, Jr. was and why he is important to our country’s history.

14. Each student will be given a sheet of manila paper and asked to create a poster for the classroom book. The title for each student’s poster will be “Who was Martin Luther King Jr.?” The poster should contain artwork but also contain three sentences about Martin Luther King Jr. The three sentences should each tell one fact from his life. These facts can range from when he was born to his accomplishments to his family.

15. Give students ample time to complete their posters.

Assessment

16. Have students come together in a circle on the floor with their posters. Have each student share their poster with the group. Provide a short amount of time for answering questions.

17. Students will be assessed based on two items. First, the teacher will assess their participation in creating the K-W-L chart. Ideally all students will have done research, taken notes, and shared ideas. Second, the students will be assessed based on their poster. Did they include three facts that were important in Martin Luther King Jr.’s life and were they able to articulate these facts when they shared their poster with the rest of the class?
LESSON MODULE
DAY 2

Title: Martin Luther King: “I Have A Dream”

Learning Goals:
Knowledge
-Students will understand one of the main people who influenced racial equality.
-Students will identify the purpose of a speech.
-Students will learn about the speech that prompted the Civil Rights Act of 1964.

Skill
-Students will place themselves at the site of King’s speech and evaluate thoughts and actions of the crowd.
-Students will participate in Readers Theatre of King’s “I Have A Dream” Speech

Dispositions
-Students will begin to develop an ability to evaluate multiple perspectives, think critically about the past, and grapple with the complexity of historical issues.

National Council for Social Studies Themes:
http://www.socialstudies.org/standards/strands

Culture - Social studies programs should include experiences that provide for the study of culture and cultural diversity.

Time, Continuity, and Change - Social studies programs should include experiences that provide for the study of the past and its legacy.

Power, Authority, and Governance - Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.

Materials Needed:
Children’s Literature – Martin’s Big Words by Doreen Rapport (ISBN:
Copies of MLK’s Speech in Readers Theatre format (1 per student from Appendix III)
Image of the Lincoln Memorial on August 28, 1963 (Appendix I; Images 2)
Image of Dr. King on August 28, 1963 (Appendix I; Image 1)
Paper
Writing Utensils
Lesson Procedures:

Introduction:
1. Inquire with students “What does it mean to be a hero?” Allow time for responses. Can any of the students name a “hero” from History?
2. Ask students if they know about a man who impacted the nation by reading a very important speech. Ask students: “What makes a speech so important?” Read the story *Martin’s Big Words* by Doreen Rapport.
3. After the story, have a class discussion. “What was it that Martin Luther King wanted to fix? How did he work to do it? Do you think it is easy to be a hero? Why or why not?”

Development:
4. Tell the students the date August 28, 1963. Have any of them heard what happened on that day in History? (Dr. King gave his “I Have A Dream” speech on the steps of the Lincoln Memorial)
5. Have students take out a piece of paper and pencil. Show students the images of the Lincoln memorial on this day – first the far away photo (Appendix I – Image 3). Ask students “Do any of you know what this is a photo of?” Take a few moments to list 5 things that you notice about the photo. “Put yourself in the shoes of one of the people at the Lincoln Memorial. Write a few statements about how you would feel being a part of History.”
6. Take this time to allow students to share their thoughts about being part of such an important day in History.
7. Show students the photo of Dr. King (Appendix I – Image 1). Explain that he was the last speaker at the event. His speech was live on many TV networks!

Culmination:
8. For this part of the lesson, students will participate in actively reading Dr. King’s speech. Prior to reading the speech with the class, make sure that there are enough copies of the speech (see Appendix III – Readers Theatre) to have one for each student.
9. Have students sit in a circle on the floor, or in their chairs (depending on age). Hand out a copy of “I Have a Dream” speech to each student. Explain that you will read #1, and then the person to the left will read 2, so on and so forth until we have finished reading the speech.

10. As you listen, take special note of any important information – be thinking about “Who was Dr. King’s intended audience for this speech?” “What does it mean to be intended?” Also, “What was the purpose of Dr. King’s speech – and did he achieve the purpose?”

11. Begin the Reader’s Theatre of Dr. King’s speech. After the speech has been read, give students time to brainstorm what they would say if they had to give a speech that was this important!

**Assessment:**

12. Have students take out their Social Studies notebooks and a pencil. Take a moment to have students reflect on their dreams for the United States of America- and write down their thoughts. Explain to them that they will write a two paragraph speech about their dreams. Tell students that their speech must include the phrases “I Have a Dream and Let Freedom Ring.” It will also be helpful to write those two phrases on the whiteboard so students can reference them.

13. The criteria for their speech is as follows:
   - Two neatly-written paragraphs, each having 5 (or more) sentences.
   - Must include the phrases “I Have a Dream and Let Freedom Ring”
   - Their speech must be well rehearsed – they will share their speeches with their classmates in small groups.

14. Students will have the rest of the class period to begin writing their speech. If students don’t finish it in class, they will need to finish it at home and bring their speech back the next day. Students will share their speech with their peers in small groups during the next school day. They will also hand in a copy of their speech to the teacher for assessment purposes.
**Extension:**

For students who complete their speech and have extra time, they can work on the following crossword puzzle that connects information from Day 1’s lesson to this lesson. Students will be challenged to retain information about Dr. King’s life! Have copies of this crossword puzzle readily available for student access. (Appendix III - Dr. King Crossword Puzzle)
LESSON MODULE

DAY 3

Title: *Martin Luther King, Jr. and the Civil Rights Movement of the 1950’s and 1960’s*

Learning Goals:

**Knowledge**
- The students will know what part MLK played in major 50’s and 60’s civil rights movement.
- The students will understand the role that Martin Luther King Jr, played in the Civil Rights Movement.
- The students will be able to identify what events happened in what order.

**Skills**
- The students will work in small groups to create posters about specific Civil Rights events.
- The students will work as a group to discuss why the specific events were important.
- The students will write a newspaper article about their event.
- The students will do research using books and internet sites to find information on their topic.

**Dispositions**
- The students will be able to see the relationship between the past events and today’s current situations. They will learn to do research in a variety of ways and display the information gathered in multiple ways.

National Council for the Social Studies Themes
[http://www.socialstudies.org/standards/strands](http://www.socialstudies.org/standards/strands)

**Culture:** Through experience, observation, and reflection, students will identify elements of culture as well as similarities and differences among cultural groups across time and place.

**Time, Continuity, & Change:** Knowledge and understanding of the past enable us to analyze the causes and consequences of events and developments, and to place these in the context of the institutions, values and beliefs of the periods in which they took place.

**Power, Authority, and Governance:** Through study of the dynamic relationships between individual rights and responsibilities, the needs of social groups, and concepts of a just society, learners become more effective problem-solvers and decision-makers when addressing the persistent issues and social problems encountered in public life.

**Civic Ideals and Practices:** Learning how to apply civic ideals as part of citizen action is essential to the exercise of democratic freedoms and the pursuit of the common good.
Materials Needed:

- 1 Large piece of poster board for each group of 3 children.
- Crayons, markers, glue, colored pencils
- Article: 10 sticks of dynamite...(Appendix 1: Photos and Graphic Materials, 10)
- King booking photo (Appendix 1: Photos and Graphic Materials, 11)
- Computer access (internet sources)
  - About the Birmingham Church Bombing and several other events in Birmingham. http://www.english.illinois.edu/maps/poets/m_r/randall/birmingham.htm
  - 1964 Nobel Peace Prize. (Includes short biography on Martin Luther King, Jr.)
- Many books (library access to find their own)
  - Martin Luther King, Jr. By: Marion Dane Bauer
  - Martin’s Big Words: The Life of Dr. Martin Luther King, Jr. By: Doreen Rappaport
  - Who Was Martin Luther King, Jr. By: Bonnie Bader
  - Martin Luther King, Jr. By: Amy Pastan
  - Martin Luther King Jr. and the March on Washington By: Frances E. Ruffin
  - As Good as Anybody: Martin Luther King Jr. and Abraham Joshua Heschel’s Amazing March Toward Freedom By: Richard Michelson
- Sticky tact to hang posters in hallway
- Long thin red paper for creating time line

Lesson Procedures:

Introduction:

1. Start the lesson by separating the children into two groups by using the first letter of their last name, A-K is group “A” and L-Z is group “B”, tell the children that everyone in group “A” gets to make all of the rules and group “B” will be forced to follow the rules. Only group “B” will have homework today because “A” doesn’t want to do it.
2. Ask the students how they feel about the two separate sets of rules.
   a. Do you think it is fair?
b. Are you comfortable with being judged by the way you look?
c. How does it make you feel?

3. Ask the students if they know some people who made a strong impact of the civil rights movement.

4. Ask the students if they are aware of any of the major events that Martin Luther King Jr. was involved in.

5. Let them know that we are going to be talking about some of the most important non-violent protests and events in the Civil rights movements.

**Development:**

6. Start by telling the children that we are going to
   a. watch a couple of videos about some of the events that we will be doing projects on. Tell them to pay attention because they will be assigned a topic from the videos for their project when we are done, or
   b. look at some items from the Civil Rights Movements (Appendix I: Images and Graphic Materials).

7. Show the video “Klan Bombing of Birmingham Church 1963” (Appendix II: Webliography of Supporting Online Resources for Teachers).

8. Show the video “King Leads the March on Washington” (Appendix II: Webliography of Supporting Online Resources for Teachers).


10. Separate the children into three groups by having them number off around the room, and assign each group one of the topics that they were just shown a video of.

11. Explain to the children that each group is going to create a poster that explains the main idea of the event that they are assigned.

12. Tell the students that they will need to use multiple sources to get information for their posters.

13. Make sure that the students know that they will also all be responsible for an activity on their own after we are done so they need to be paying attention and keeping good notes.

**Culmination:**
14. Give the groups about 30 minutes to start doing research.
15. Have the students start working on their posters, let them use different materials for decorating them.
16. When they are done making their posters, tell the children that they are now each going to write a short one paragraph news article about one aspect of the event that they were researching. (give the children about 15 minutes)
17. When the students have all completed their projects and paragraphs they will all go into the hallway to hang their posters.

**Assessment:**

18. Once in the hallway ask the students which event came first, have the children hang that poster all the way to the left and so on. The children will then each hang their paragraphs around their poster.

19. Each child will read their paragraph out loud to the class.

20. Have each child ask one question of a different group about their topic.
APPENDIX I:
IMAGES AND GRAPHIC MATERIALS
FROM THE LIBRARY OF CONGRESS

1. Image

Dr. Martin Luther King speaking at the Lincoln Memorial on August 28, 1963
2. Image

From the steps of the Lincoln Memorial, he delivered his famous "I Have A Dream" speech to a crowd of 250,000.
3. Image

Martin Luther King Jr. Birth Home, 501 Auburn Avenue, Atlanta, Fulton, GA.
After completing his undergraduate work at Morehouse College in 1948, Martin Luther King attended Crozer Theological Seminary near Chester, Pennsylvania. (http://www.mlkonline.net/martin-luther-king-pictures/photos/childhood/mlk-crozer-theological-seminary/)
5. Image

The church where Dr. Martin Luther King, Jr. began his preaching.
(http://www.mlkonline.net/martin-luther-king-pictures/photos/childhood/mlk-ebenezer-church/)
6. Image

1964: Martin Luther King Jr., walking to church with his family. 
http://www.mlkonline.net/martin-luther-king-pictures/photos/family/martin-luther-king-walking/
7. Image

Martin Luther King leading march from Selma to Montgomery to protest lack of voting rights for African Americans. Beside King is John Lewis, Reverend Jesse Douglas, James Forman and Ralph Abernathy. In this photo: Martin Luther King, Jr., Ralph D Abernathy Photo: Steve Schapiro/Corbis 1965
8. Image

[Rev. Martin Luther King congratulated by Crown Prince Harald, (left) and King Olav after receiving the Nobel Peace Prize in Oslo, Norway, as Mrs. King looks on]. United Press International photograph, 1964 Dec 10. Prints and Photographs Division of the Library of Congress.
9. Image

Dr. Martin Luther King Preaches His Last Sermon, Memphis, Tennessee, April 3, 1968 (http://www.mlkonline.net/martin-luther-king-pictures/photos/the-man/king-preaches-his-last-sermon-memphis-tennessee-april-3-1968/)
10 Sticks of dynamite...four dead children

Monday, September 16, 1935

From the Birmingham public library digital collection
Captions:
Top left: News staff photo—Roy Carter. TREMENDOUS BLAST DESTROYED STEPS LEADING INTO BUILDING…Windows shattered, debris scattered by explosion.
Top right: News staff photo—Tom Self. MUSHROOMING EXPLOSION SHATTERED CARS, STRUCK BUILDINGS…Photograph shows damage caused across street from church.
Center left: News staff photo—Tom Lankford. GRANDFATHER SOBS: HE LOST LOVED ONE…Tragedy of explosion struck many hearts.
Center right: News staff photo—Louis Isaacson. ONE OF MANY INJURED RECEIVES TREATMENT…All but dead escaped serious injury.
Lower left: News staff photo—Tom Self. FOUR BODIES FOUND HERE IN RUBLE OF SHATTERED BASEMENT…Firemen check windows during search for clues after blast.
Lower center: News staff photo—Tom Self. PHONE WASN’T KNOOCKED BY POWERFUL BOMB EXPLOSION…Man makes urgent call during minutes after church struck.
Lower right: News staff photo—Anthony Follietto. OFFICER WITH BAYONET HELPS MAINTAIN ORDER…Police Rushed to scene of church blast.
11. Image

**Martin Luther King Jr. Booking Photo**
A Montgomery County Sheriff's Department booking photo of The Rev. Martin Luther King Jr. taken February 22, 1956, with the word "Dead" and the date "4-4-68" scrawled onto it. King was convicted for his part in organizing the Montgomery bus boycotts.

[http://www.encyclopediaofalabama.org/face/Multimedia.jsp?id=m-4418](http://www.encyclopediaofalabama.org/face/Multimedia.jsp?id=m-4418)

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Courtesy of Montgomery County Archives
**APPENDIX II: BIBLIOGRAPHY AND WEBLIOGRAPHY OF RESOURCES FOR STUDENTS AND TEACHERS**

**Bibliography of Children’s Literature**


Davidson, Margaret. *I Have a Dream: The Story of Martin Luther King* (Scholastic Biography). New York, NY: Scholastic, Inc., 1968.


**Webliography of Supporting Online Resources for Students**

1964 Nobel Peace Prize. (Includes short biography on Martin Luther King, Jr.)

About the Birmingham Church Bombing and several other events in Birmingham. 
http://www.english.illinois.edu/maps/poets/m_r/randall/birmingham.htm


Library of Congress, From Slavery to Civil Rights
http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/civil-rights/


Martin Luther King Jr. Biography

MLK Online (includes biography, speeches, photos, and other information)
http://www.mlkonline.net/


**Webliography of Supporting Online Resources for Teachers**

Biography-Martin Luther King, Jr. 
http://www.biography.com/articles/Martin-Luther-King-Jr.-9365086 - This is an online video. Plan to show “Early Years” to students.


Discovery Education – PuzzleMaker http://puzzlemaker.discoveryeducation.com- this was utilized to create the Dr. King Crossword Puzzle.

http://www.schooltube.com/video/b6ef37f2653a4e36bb09/16th-Street-Baptist-Church-Bombing


APPENDIX III: 
READER’S THEATER (LESSON 2)

Dr. Martin Luther King I Have a Dream – August 28, 1963, Washington, D.C.

1) Five score years ago, a great American, in whose symbolic shadow we stand today, 
signed the Emancipation Proclamation. This momentous decree came as a great beacon 
light of hope to millions of Negro slaves who had been seared in the flames of withering 
injustice. It came as a joyous daybreak to end the long night of their captivity.

2) But one hundred years later, the Negro still is not free. One hundred years later, the life 
of the Negro is still sadly crippled by the manacles of segregation and the chains of 
discrimination.

3) One hundred years later, the Negro lives on a lonely island of poverty in the midst of a 
vast ocean of material prosperity. One hundred years later, the Negro is still languished in 
the corners of American society and finds himself an exile in his own land. And so we've 
come here today to dramatize a shameful condition.

4) In a sense we've come to our nation's capital to cash a check. When the architects of our 
republic wrote the magnificent words of the Constitution and the Declaration of 
Independence, they were signing a promissory note to which every American was to fall 
heir. This note was a promise that all men - yes, black men as well as white men - would 
be guaranteed the unalienable rights of life, liberty, and the pursuit of happiness.

5) It is obvious today that America has defaulted on this promissory note insofar as her 
citizens of color are concerned. Instead of honoring this sacred obligation, America has 
given the Negro people a bad check, a check that has come back marked "insufficient 
funds." But we refuse to believe that the bank of justice is bankrupt.

6) We refuse to believe that there are insufficient funds in the great vaults of opportunity of 
this nation. And so we've come to cash this check, a check that will give us upon demand 
the riches of freedom and security of justice. We have also come to his hallowed spot to 
remind America of the fierce urgency of now.

7) This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of 
gradualism. Now is the time to make real the promises of democracy. Now is the time to 
rise from the dark and desolate valley of segregation to the sunlit path of racial justice.
8) Now is the time to lift our nation from the quicksands of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality for all of God's children.

9) It would be fatal for the nation to overlook the urgency of the moment. This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality.

10) Nineteen sixty-three is not an end but a beginning. Those who hoped that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual.

11) There will be neither rest nor tranquility in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.

12) But there is something that I must say to my people who stand on the warm threshold which leads into the palace of justice. In the process of gaining our rightful place we must not be guilty of wrongful deeds.

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

14) We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again we must rise to the majestic heights of meeting physical force with soul force.

15) The marvelous new militancy which has engulfed the Negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny. And they have come to realize that their freedom is inextricably bound to our freedom. We cannot walk alone.

16) And as we walk, we must make the pledge that we shall always march ahead. We cannot turn back.

17) There are those who are asking the devotees of civil rights, "When will you be satisfied?"

18) We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can never be satisfied as long as our bodies, heavy with the fatigue of
travel, cannot gain lodging in the motels of the highways and the hotels of the cities.

19) We cannot be satisfied as long as the Negro's basic mobility is from a smaller ghetto to a larger one. We can never be satisfied as long as our children are stripped of their selfhood and robbed of their dignity by signs stating "for whites only." We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. No, no we are not satisfied and we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream.

20) I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. Some of you have come from areas where your quest for freedom left you battered by storms of persecution and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive.

21) 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 northern cities, knowing that somehow this situation can and will be changed. Let us not wallow in the valley of despair.

22) I say to you today my friends - so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

23) I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal."

24) I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

25) I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

26) I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. I have a dream today.

27) I have a dream that one day down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of interposition and nullification - one day right there in Alabama little black boys and black girls will be able to join hands with little
white boys and white girls as sisters and brothers. I have a dream today.

28) I have a dream that one day every valley shall be exalted, and every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight, and the glory of the Lord shall be revealed and all flesh shall see it together.

29) This is our hope. This is the faith that I go back to the South with. With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

30) This will be the day, this will be the day when all of God's children will be able to sing with new meaning "My country 'tis of thee, sweet land of liberty, of thee I sing. Land where my father's died, land of the Pilgrim's pride, from every mountainside, let freedom ring!"

31) And if America is to be a great nation, this must become true. And so let freedom ring from the prodigious hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York. Let freedom ring from the heightening Alleghenies of Pennsylvania.

32) Let freedom ring from the snow-capped Rockies of Colorado. Let freedom ring from the curvaceous slopes of California. But not only that; let freedom ring from Stone Mountain of Georgia. Let freedom ring from Lookout Mountain of Tennessee. Let freedom ring from every hill and molehill of Mississippi - from every mountainside. Let freedom ring.

33) And when this happens, and when we allow freedom ring - when we let it ring from every village 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! Thank God Almighty, we are free at last!"

Jefferson County Schools, TN “I Have A Dream Speech” pdf for Reader’s Theater.  
<http://jc-schools.net/dynamic/LA/activities/I_Have_A_Dream.pdf>
Dr. Martin Luther King, Jr. Crossword
created by Natalie Tschopp

Across
5. Where was he born?
6. Did he get married?
7. How many children did Dr. King have?
8. What important award did he win?
9. Where did he go to school?

Down
1. What did his mom do for a living?
2. What was his most famous speech?
3. What caused him to fight for Civil Rights?
4. What did his dad do for a living?
"I HAVE A DREAM" (1963)

I am happy to join with you today in 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. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.

But 100 years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languished in the corners of American society and finds himself an exile in his own land. And so we've come here today to dramatize a shameful condition.

In a sense we've come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men - yes, black men as well as white men - would be guaranteed the unalienable rights of life, liberty, and the pursuit of happiness.

It is obvious today that America has defaulted on this promissory note insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check that has come back marked "insufficient funds."

But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. And so we've come to cash this check, a check that will give us upon demand the riches of freedom and security of justice. We have also come to his hallowed spot to remind America of the fierce urgency of now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quicksands of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality for all of God's children.

It would be fatal for the nation to overlook the urgency of the moment. This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. Nineteen sixty-three is not an end but a beginning. Those who hoped that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual. There will be neither rest nor tranquility in America until the
Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.

But there is something that I must say to my people who stand on the warm threshold which leads into the palace of justice. In the process of gaining our rightful place we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred. We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again we must rise to the majestic heights of meeting physical force with soul force. The marvelous new militancy which has engulfed the Negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny. And they have come to realize that their freedom is inextricably bound to our freedom. We cannot walk alone.

And as we walk, we must make the pledge that we shall always march ahead. We cannot turn back. There are those who are asking the devotees of civil rights, "When will you be satisfied?" We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can never be satisfied as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. We cannot be satisfied as long as the Negro's basic mobility is from a smaller ghetto to a larger one. We can never be satisfied as long as our children are stripped of their selfhood and robbed of their dignity by signs stating "for whites only." We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. No, no we are not satisfied and we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream.

I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. Some of you have come from areas where your quest for freedom left you battered by storms of persecution and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive.

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 northern cities, knowing that somehow this situation can and will be changed.

Let us not wallow in the valley of despair. I say to you today my friends - so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal."

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.
I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

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http://usinfo.org/enus/government/overview/38.html

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