

**TEACHING AMERICAN HISTORY PROJECT – 2009-2012**

***Lesson Title – Opposing Views of “The Dream”***

**Grade - 11**

**Length of class period – 50 min.**

**Inquiry – (What essential question are students answering, what problem are they solving, or what decision are they making?)**

How did Dr. King’s “I Have a Dream” speech and the responses it received by James Reston and Malcolm X illustrate the dramatic gulf between the two factions of the Civil Rights movement?

**Objectives (What content and skills do you expect students to learn from this lesson?)**

1. Students will compare and contrast viewpoints of J. Reston and Malcolm X via readings and small group discussion.
2. Students will compose a persuasive essay explaining their perspectives on the two viewpoints.

**Materials (What primary sources or local resources are the basis for this lesson?) – (please attach)**

- a) Video clip of MLK’s “Dream” speech
- b) Excerpt of James Reston’s testimony of Dr. King’s speech
- c) Excerpt of Malcolm X’s response to Dr. King’s “March on Washington”
- d) Copy of guiding questions (for group discussion) - Attached to scan of the responses

**Activities (What will you and your students do during the lesson to promote learning?)**

1. Students will view/listen to a portion of Dr. King’s “Dream” speech
2. Students will read the two primary source responses to the King speech.
3. Students will discuss the responses (either in small groups or partners) via a series of guiding questions.

4. Students will form an opinion after their discussion and **compose a persuasive essay based upon the following prompt:**

**Which approach (MLK or Malcolm X) played (or will play) a bigger role in helping African Americans to achieve equality?**

**How will you assess what student learned during this lesson?**

1. Teacher will circulate during group discussions listening to assess student discussions
2. Persuasive essay will be graded by the instructor

**Connecticut Grade Level Expectations-**

Trace the evolution of citizens' rights (e.g., Palmer Raids, struggle for civil rights, women's rights movement, Patriot Act)

Compare and contrast various American beliefs, values and political ideologies (e.g., political parties, nativism, Scopes trial)

Assess the significance of the evolving heterogeneity of American society (e.g., role of immigration, cultural pluralism, contributions of minorities)

Evaluate the role and impact significant individuals have had on historical events (e.g., Malcolm X, Susan B. Anthony, Eleanor Roosevelt, Martin Luther King, Ronald Reagan)

Predict how alternative actions by individuals or groups might have changed a historical outcome.