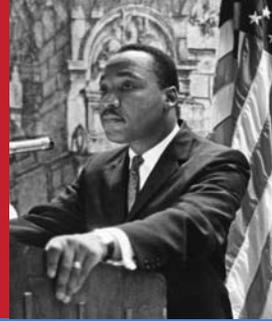


**Audio Recording:**

# **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

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



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?"



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