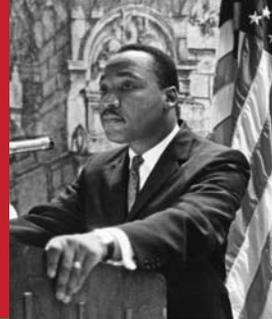


Audio Recording:

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 press 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

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 these documents is the Declaration of Independence and the second is that which we are here today to honor ^{thought,} the Emancipation Proclamation.

Teacher's Guide Grades 8-12

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



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.