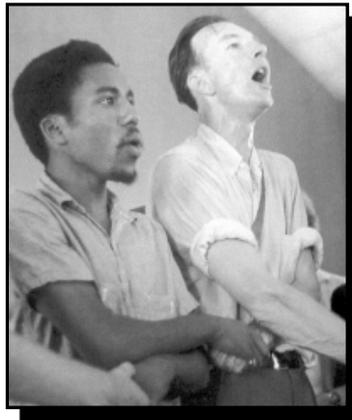


Dream Big...With Your Eyes Wide Open

*A Curriculum Track focused on
the Civil Rights Movement: 1954 – 1968*

presented by

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Arts Integration Lesson Plan: 5 - 8

Lesson Title: DREAM BIG ...With Your Eyes Wide Open

Lesson Goal or Big Idea: Dreaming with your eyes open can change our world.

Target Audience: Middle School Grades: 5-8

Lesson Objectives: *The students will...*

1. Appreciate the power of dreams and actions.
2. Understand the historical climate and emotional impact of the 1950s and 1960s using historical documents, writing, photographs, creative movement, drama, and music.
3. Challenge themselves and each other to actively make a difference in the world

Sample Vocabulary

1. **Civil Rights:** The rights of personal liberty guaranteed to US citizens by the 13-14 Amendments to the Constitution
2. **Discrimination (also prejudice):** Unfair action or treatment of a group
3. **Martyr:** Someone who sacrifices a great deal for a principle
4. **Segregation:** Separation or isolation of a group
5. **Freedom:** Liberate, open, not restricted
6. **Dream:** to imagine, **Dreamer:** a visionary
7. **Hope:** a desire of good, to trust
8. **Protest:** resist, refuse, dissent
9. **Peace:** calm, freedom from war
10. **Vote/voter registration:** express your opinion or voice

Competencies addressed from Mississippi's Core Subject Frameworks, Grades 5-8

Theatre Competencies

1. Know and understand the creation of improvisations and scripted scenes based on personal experience, heritage, imagination, literature, and history.
 - c. Demonstrate how improvised dialogue and scenes are used to tell stories and create characters based on history, culture, literature, and everyday situations.
 - d. Apply logical sequencing of events.
2. Develop basic acting skills required to interact in improvised or scripted scenes.
 - a. Develop vocal, movement, and pantomime skills (external) to express the inner (internal) life of the character through improvisation and the rehearsal.
 - b. Understand the role of conflict and emotions in dramatic situations.
3. Design by developing environments for improvised and scripted scenes.
 - a. Participate in making artistic choices in a small group.
5. Know that individual experiences play a role in constructing meaning from classroom dramatization and from theatre, film, television, and electronic media productions.

Dance Competencies

1. Demonstrate a basic understanding of movement skills while applying anatomical knowledge.
 - b. Identify planes in space (vertical, horizontal, sagittal).

2. Demonstrate movement problem solving experiences integrating basic movement skills.
 - a. Resolve composition problems through the democratic process.
 - c. Use improvisation as a tool for problem solving.

Visual Art Competencies

5. Recognize critical processes (response, description, analysis, interpretation, and evaluation) used in the examination of works of art and design through reading, writing, and speaking.
 - c. Identify and describe themes and subject matter commonly used in works of art.

Music Competencies (used in the service of the lesson)

7. Analyze a wide variety of music for expressive qualities, using both musical and aesthetic vocabulary.
8. Analyze connections between music, the other arts, and other subject areas.

Social Studies Competencies (including new Civil Rights/Human Rights Strand)

- 5th Grade:** 3. The student will discover how democratic values were established and have been exemplified by people, events, and symbols. (C, H)
- 6th Grade:** 3d. Recognize the responsibilities of citizens in the regions of the Western Hemisphere.
- 7th Grade:** 5c. Analyze the evolution of human rights throughout the history of various civilizations.
- 8th Grade:** 4. Understand the impact of American ideals and institutions on the development of American democracy.
 - d. Research and analyze political and social impacts of civil rights movements throughout the history of the United States pre-Reconstruction era (e.g., slave revolts, abolitionist movement, protests over British taxation in the colonies, individual and group resistance, organizing efforts, and collective action/unity). (DOK 3)
6. Understand the purposes and principles embodied in the ideals and values of American society.
 - a. Evaluate the value and the challenge of diversity in American life. (DOK 3)
 - b. Assess the importance of certain character traits in a democracy, such as civility, nationalism, freedom, authority, justice, equality, responsibility, etc. (DOK 3)
 - c. Examine how American society has been influenced culturally by exploration, immigration, colonization, sectionalism, religious and social movements, etc. (DOK 3)

Language Arts Competencies

- 5th Grade:** 3. The student will express, communicate, evaluate, or exchange ideas effectively
- 6th Grade:** 2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2)
- 7th Grade:** 3f. The student will compose texts of a variety of modes based on inquiry and research.
- 8th Grade:** 3d. The student will compose informational text utilizing topic sentences, effective organization, transitions, vivid word choices, and specific supporting details, including but not limited to the following: texts containing chronological order; procedural; cause and effect; comparison and contrast; order of importance; problem and solution., including reports, letters, functional texts, presentations, poems, essays. (DOK 3)

Math Competencies

5th Grade: 1. Analyze relationships among numbers and the four basic operations, compute fluently, and make reasonable estimates.

6th Grade: 1g. Model addition and subtraction of integers with physical materials and number line (DOK2)

7th Grade: 1b. Solve problems involving addition, subtraction, multiplication, and division of rational numbers. Express answers in simplest form. (DOK 2)

Pre-Algebra: 1b. Formulate and solve standard and real-life problems involving addition, subtraction, multiplication, and division of rational numbers. (DOK 2)

Lesson Description:

1. *Dream Big...With Your Eyes Wide Open* is grounded in the illustrated book, *My Dream of MLK* by Faith Ringgold. Each student is greeted with a handshake and welcome (because connections on the outside are necessary to build neural connections on the inside). The session begins with a warm-up exercise using quotes from *Dream Big*, by Ian Falconer, with class choral responses throughout. Posing thought questions: How do you dream big? How do you dream with eyes wide open? leads into a short discussion of dreams that people from all walks of life have had (to include individuals such as Gandhi, Helen Keller, Nelson Mandela, Mother Theresa, Mark Zuckerberg, MLK), which provides the segue into the focus on the Civil Rights era, from 1954-1968.
2. Discovering and practicing with the Backpack of Tools which students bring into the classroom each day allows us to explore Body, Voice, Imagination, Concentration, and Cooperation (all of which are used throughout the lesson).
3. In small, cooperative groups formed by using the Backpack Tools, students discuss large photographs from the Civil Rights era to focus on who, what, where, when, why with these steps/questions: 1) Before you read the caption, use your powers of observation. 2) What do you notice? Use your senses and describe what you see. 3) What feelings do you get from the image? Mood? 4) What does the image remind you of? What is going on? What other meanings could there be? 5) What does the image make you wonder about? What questions are raised? Students form a Freeze Tableau (their own picture based on the photograph) and determine an original title. Groups present picture/original title/tableau to music.
4. Students engage in Reader's Theatre experience (script developed from *My Dream of MLK*), using their voices to make the reading alive and powerful.

5. Students are given a Civil Rights Timeline Card, with the task to form a silent Human Timeline, which summarizes the highlights in MLK's journey from dream to reality. Each student has a segment of this historical timeline to place on the continuum. Once the timeline is complete, students engage in a 'waterfall experience' where they discuss the timeline. The Timeline Questions allow students to design and interact with mathematical questions using the timeline.
6. The Bio-Poem experience gives students a structure to make meaning of the *Dream With Your Eyes Wide Open* theme as they write personal responses about their own dreams. Students engage in a Pair-Share of the poems after completion, so that every writer is heard.
7. The lesson concludes with a ceremony and celebration as students are invited to put a fear or negative idea into a paper bag to destroy, and to post a dream on a star for all to celebrate. The final experience is a reader's theatre based on *Of Thee I Sing*, followed by a personal reflection on the lesson with the challenge to dream BIG.

Assessment methods/tools or indicators of success:

1. Observation: Student Engagement (from initial handshake, to choral response, exploring Backpack of tools, Freeze Tableau, Readers Theatre, Human Timeline, BioPoem, Celebration and Reflection)
2. Observation: Student use of Creativity and Cooperation in completing the tasks presented.
3. Performance: Process to product in Freeze Tableau, Readers' Theatre, Human Timeline, Written Bio-poem, Ceremony
4. Written Reflection: Process, lessons learned, new ideas

Sample Lesson Resources and Links:

<http://artsedge.kennedy-center.org>
www.mde.k12.ms.us/curriculum/index
www.thekingcenter.com

My Dream of MLK by Faith Ringgold (3 versions of the Readers' Theatre on the book are included in the packet)

The Civil Rights Movement: A Photographic History, 1954-68 by Steven Kasher

I Have a Dream by Martin Luther King, Jr.

Martin's Big Words by Doreen Rappaport with Readers' Theatre adaptation

Eyes on the Prize (America's Civil Rights Years-1954-1965) Juan Williams-the companion volume to the PBS Series

Readers' Theatre Adaptation of Langston Hughes *Dream Deferred* and MLK *I Have a Dream*
The Butterfly Effect: How Your Life Matters by Andy Andrews

Speech Chorus – Warm-up
based on *Dream Big* by Ian Falconer

Narrator: Today is your day! Your mountain is waiting, so... (Dr. Seuss)

All: Dream Big!

Narrator: Life is a ticket to the greatest show on Earth, so... (Martin Fischer)

All: Dream Big!

Narrator: The only people who never tumble are those who never mount the high wire, so... (Oprah Winfrey)

All: Dream Big!

Narrator: It's kind of fun to do the impossible... (Walt Disney)

All: Dream Big!

Narrator: Be who you are and say what you feel, because those who mind don't matter, and those who matter don't mind... (Dr. Seuss)

All: Dream Big!

Narrator: Sometimes I've believed as many as six impossible things before breakfast. (Lewis Carroll)

All: Dream Big!

Narrator: Everything starts as somebody's daydream, so... (Larry Niven)

All: Dream Big...

Dream Big...

DREAM BIG! (build vocally)

My Dream of Martin Luther King

A Reader's Theatre for Two Groups

by Faith Ringgold

All: I have always been a dreamer.

Group A: But the only dreams I remember are the ones I dream with my eyes wide open.

Group B: One day while watching a program about Martin Luther King, Jr., I slept.

Narrator: And I had a dream that I will never forget. Martin was a child in a place so huge it held all people.

All: People of all colors, races, and religions. They carried bags containing all their...

Group A: prejudice,

Group B: hate,

Group A: ignorance,

Group B: violence,

All: fear.

Narrator: They wanted to trade them for...

Group A: hope,

Group B: freedom,

Group A: peace,

Group B: awareness,

All: love.

Narrator: Young Martin and his family led everyone to a light, shining bright in the sky.

All: We shall overcome, We shall overcome!

Narrator: Then it all disappeared and I saw young Martin.

Group A: He was turned away from a school. **Group B:** He was turned away from a bus.

All: All because of the color of his skin.

Narrator: Martin ran into a crowd of protesters holding signs calling for...

All: freedom and justice!

Narrator: Martin joined them because that is what he wanted for his people.

All: EVERY GOOD THING STARTS WITH A DREAM!

Group A: I saw Martin dream of a man named Gandhi, and how he used the power of love to create change for his people.

Group B: In Gandhi's teachings, Martin found his answer to helping people.

All: EVERY GOOD THING STARTS WITH A DREAM!

Narrator: As an adult, Martin led his people in peaceful protests and demonstrations for equal rights.

Group A: No segregated buses! **Group B:** No segregated lunch counters!

Group A: Let us register to vote! **Group B:** We want equal education!

Narrator: In Washington, the nation's capital, Martin told the world about his dream.

All: EVERY GOOD THING STARTS WITH A DREAM!

Group A: I have a dream that one day on the red hills of Georgia...

Group B: sons of former slaves and sons of former slave owners...

Group A: will be able to sit down together at the table of brotherhood.

All: I have a dream today!

Narrator: In my dream I saw a happy Martin with black people and white people

Group B: sitting together on buses, **Group A:** eating together at lunch counters,

Group B: voting together, **Group B:** going to school together

All: EVERY GOOD THING STARTS WITH A DREAM!

Narrator: Sound of a firecracker... people were crying... Martin had been killed.

All: The entire world mourned.

Narrator: In my dream all the people of the world came together and brought their bags of....

Group A: prejudice and hate, **Group B:** ignorance, violence, and fear,

All: to trade for Martin's dream of hope,

Group A: freedom and peace, **Group B:** awareness and love.

Narrator: We emptied the bags. The pile exploded into a fire that it lit up the whole world.

All: EVERY GOOD THING STARTS WITH A DREAM!

My Dream of Martin Luther King

A Reader's Theatre for Eight Voices

by Faith Ringgold

Chorus: I have always been a dreamer.

Voice #1: But the only dreams I remember are the ones I dream with my eyes wide open. One day while watching a program about Martin Luther King, Jr., I slept.

Chorus: And I had a dream that I will never forget.

Voice #2: Martin was a child in a place so huge it held all people.

Chorus: People of all colors, races, and religions...

Voice #2: They carried bags containing all their

Voices #1, 2: Prejudice

Voices #3, 4: Hate

Voices #5, 6: Ignorance

Voices # 7, 8: Violence

Chorus: Fear

Voice #3: They wanted to trade them for...

Voices #1, 2: Hope

Voices #3, 4: Freedom

Voices #5, 6: Peace

Voices #7, 8: Awareness

Chorus: Love.

Voice #4: Young Martin and his family led everyone to a light, shining bright in the sky.

Chorus: We shall overcome. We shall overcome!

Voice #5: Then it all disappeared and I saw young Martin.

Voice #6: He was turned away from a school, **Voice #7:** he was turned away from a bus,

Chorus: all because of the color of his skin.

Voice #8: Martin ran into a crowd of protesters holding signs calling for...

Chorus: freedom and justice!

Voice #1: Martin joined them because that is what he wanted for his people.

All: EVERY GOOD THING STARTS WITH A DREAM!

Voice #2: I saw Martin dream of a man named Gandhi, and how he used the power of love to create change for his people.

Voice #3: In Gandhi's teachings, Martin found his answer to helping people.

All: EVERY GOOD THING STARTS WITH A DREAM!

Voice #4: As an adult, Martin led his people in peaceful protests and demonstrations for equal rights.

Voices #1, 2, 3: No segregated buses! **Voices #4, 5, 6:** No segregated lunch counters!

Chorus: Let us register to vote! **Voices #7, 8:** We want equal education!

Voice #5: In Washington, the nation's capital, Martin told the world about his dream.

All: EVERY GOOD THING STARTS WITH A DREAM!

Voices #1, 2, 3: I have a dream that one day on the red hills of Georgia,

Voices #4, 5, 6: sons of former slaves and sons of former slave owners

Voices #7, 8: will be able to sit down together at the table of brotherhood.

Chorus: I have a dream today!

Voice #6: In my dream I saw a happy Martin with black people and white people

Voices #1, 2, 3: sitting together on buses, **Voices #4, 5, 6:** eating together at lunch counters,

Voices #7, 8: voting together, **Chorus:** going to school together.

All: EVERY GOOD THING STARTS WITH A DREAM!

Voice #7: Sound of a firecracker... people were crying... Martin had been killed.

Chorus: The entire world mourned.

Voice #8: In my dream all the people of the world came together and brought their bags of...

Voices #1 – 4: prejudice and hate, **Voices #5 – 8:** ignorance, violence, and fear...

Chorus: to trade for Martin's dream of hope,

Voices #1 – 4: freedom and peace, **Voices #5 – 8:** awareness and love.

Chorus: We emptied the bags; the pile exploded into a fire that lit up the whole world.

All: EVERY GOOD THING STARTS WITH A DREAM!

My Dream of Martin Luther King

A Reader's Theatre for Fifteen Voices

by Faith Ringgold

Chorus: I have always been a dreamer.

Voice #1: But the only dreams I remember are the ones I dream with my eyes wide open.

Voice #2: One day while watching a program about Martin Luther King, Jr., I slept.

Chorus: And I had a dream that I will never forget.

Voice #3: Martin was a child in a place so huge it held all people;

Chorus: people of all colors, races, and religions.

Voice #4: They carried bags containing all their...

Voices #1, 2, 3: prejudice, **Voices #4, 5, 6:** hate, **Voices #7, 8, 9:** ignorance,

Voices# 10, 11, 12: violence, **Voices #13, 14, 15:** fear.

Voice #5: They wanted to trade them for...

Voices #1, 2, 3: hope, **Voices #4, 5, 6:** freedom, **Voices #7, 8, 9:** peace,

Voices #10, 11, 12: awareness, **Voices #13, 14, 15:** love.

Voice #6: Young Martin and his family led everyone to a light, shining bright in the sky.

Chorus: We shall overcome. We shall overcome!

Voice #7: Then it all disappeared and I saw young Martin.

Voice #8: He was turned away from a school. **Voice #9:** He was turned away from a bus.

Chorus: All because of the color of his skin.

Voice #10: Martin ran into a crowd of protesters holding signs calling for...

Chorus: freedom and justice!

Voice #11: Martin joined them because that is what he wanted for his people.

All: EVERY GOOD THING STARTS WITH A DREAM!

Voice #12: I saw Martin dream of a man named Gandhi, and how he used the power of love to create change for his people.

Voice #13: In Gandhi's teachings, Martin found his answer to helping people.

My Dream of Martin Luther King

A Reader's Theatre for Fifteen Voices

by Faith Ringgold

All: EVERY GOOD THING STARTS WITH A DREAM!

Voice #14: As an adult, Martin led his people in peaceful protests and demonstrations for equal rights.

Voices #1 – 7: No segregated buses!

Voices #8 – 15: No segregated lunch counters!

Chorus: Let us register to vote!

Voices #1 – 15: We want equal education!

Voice #15: In Washington, the nation's capital, Martin told the world about his dream.

All: EVERY GOOD THING STARTS WITH A DREAM!

Voices #1 – 5: I have a dream that one day on the red hills of Georgia...

Voices #6 – 10: sons of former slaves, and sons of former slave owners...

Voices #11 – 15: will be able to sit down together at the table of brotherhood.

Chorus: I have a dream today!

Voice #1: In my dream I saw a happy Martin with black people and white people...

Voices #1 – 5: sitting together on buses,

Voices #6 – 10: eating together at lunch counters,

Voices #11 – 15: voting together,

Chorus: going to school together.

All: EVERY GOOD THING STARTS WITH A DREAM!

Voice #2: Sound of a firecracker... people were crying... Martin had been killed.

Chorus: The entire world mourned.

Voice #5: In my dream all the people of the world came together and brought their bags of....

Voices #1 – 7: prejudice and hate,

Voices #8 – 15: ignorance, violence, and fear,

Chorus: to trade for Martin's dream of hope,

Voices #1 – 7: freedom and peace,

Voices #8 – 15: awareness and love.

Chorus: We emptied the bags; the pile exploded into a fire that lit up the whole world.

All: EVERY GOOD THING STARTS WITH A DREAM!

Dream Big – Vocabulary Words and Sign Language

1. **Civil Rights** – The rights of personal liberty guaranteed to US citizens by the 13th and 14th Amendments to the Constitution. (Sign: my rights)
2. **Discrimination** (also prejudice) – Prejudicial or unfair action or treatment of a group. (Sign: unjust)
3. **Dream** – To imagine, dreamer: a visionary. (Sign: touch right index finger to right forehead, pull finger away, making two small dips to the right)
4. **Folk songs** – music of unknown composers, usually transmitted by word of mouth from an unknown composer. (Sign: people + music)
5. **Freedom** – Liberate, open, not restricted. (Sign: cross closed fists, move apart)
6. **Hope** – A desire of good, to trust. (sign: think and wave)
7. **Hymn** – a type of song, usually religious, specifically written for the purpose of praise, adoration or prayer, and typically addressed to a deity.
8. **Martyr** – Someone who sacrifices a great deal for a principle.
9. **Non-violence** – is a means of struggle to achieve political and social change that rejects the use of violence; an alternative to passive acceptance.
10. **Peace** - Calm, freedom from war. (Sign: swish hands up together, move down and apart)
11. **Protest** – Resist, refuse, dissent. (Sign: hand to chest)
12. **Segregation** – Separation or isolation of a group. (Sign: divide)
13. **Vote/Voter Registration** – Express your opinion or voice. (Sign: my casting vote or freedom to vote)
14. **Spirituals** – religious songs which were created by enslaved African people in America (Sign: spirit + music; touch right middle in left palm, pull palms apart vertically as if holding a thin string between middle finger and thumb)

Human Timeline Exercise: Martin Luther King's Story

Directions: *With a date on each poster, form a human timeline. There is no talking as the timeline forms, then each speaks a piece of the story in sequence.*

January 15, 1929: Martin Luther King, Jr., is born in Atlanta, Georgia.

May 17, 1954: In *Brown v. Topeka Board of Education*, U.S. Supreme Court declares racial segregation to public schools unconstitutional.

December 1, 1955: Rosa Parks sits for her rights to human equality.

December 15, 1955—December 21, 1956: Montgomery Bus Boycott lasting 381 days.

February 1, 1960: The first sit-in in Greensboro, North Carolina, at a lunch counter.

April—May, 1963: Birmingham, Alabama, Protest Movement for equal rights.

August 28, 1963: Dr. King's "I Have a Dream" speech at the March on Washington.

January 23, 1964: The 24th Amendment eliminates the poll tax in Federal elections.

July 2, 1964: The Civil Rights Act is signed prohibiting discrimination in public accommodations and in employment.

December 10, 1964: Dr. King is award the Nobel Peace Prize.

January –March 1965: Selma, Alabama, Protest Movement.

August 6, 1965: The Voting Rights Act becomes law.

April 4, 1968: Dr. King is assassinated.

January 15, 1986: Dr. King's birthday is celebrated as a national holiday for the first time.

MLK Timeline Questions

1. How long was Martin Luther King on this earth?
2. How many years passed between Brown v. Board of Education and Martin Luther King's *I have a Dream* speech?
3. How long was the Montgomery bus boycott?
4. Who inspired people to boycott the buses?
5. Where did the 1963 March take place?
6. What did the Civil Rights Act of 1964 prohibit?
7. How many years before his death did Dr. King receive the Nobel Peace Prize?
8. How long after Dr. King's death was his birthday declared a national holiday?
9. Write a math problem for your classmates to solve using the timeline:

Dreaming Big: Bio-poem

Remember to Dream Big... with *Your Eyes Wide Open*

I am _____ (first name)

I dare to dream!

Three words that describe me are

_____, _____, _____

I hope for _____

I fear _____

My sign for Dreaming Big will say

When I Dream Big...I am willing to

Resident of _____

I, _____, DREAM BIG.

Closing Reader's Theatre

Inspired by *Of Thee I Sing: A Letter to my Daughters*, by Barack Obama

All: Dream Big! Have I told you that you are creative?

Voice 1: Artist Georgia O'Keefe helped us see big beauty in what is small.

All: Dream Big! Have I told you that you are smart?

Voice 2: Albert Einstein used his imagination to change the world with energy and light.

All: Dream Big! Have I told you that you are brave?

Voice 3: African American baseball player Jackie Robinson turned fear into respect.

All: Dream Big! Have I told you that you are a healer?

Voice 4: Sioux medicine man, Sitting Bull, healed broken hearts and broken promises.

All: Dream Big! Have I told you that you have your own song?

Voice 5: Billie Holiday sang beautiful blues and made people feel deeply; they added their life melodies to the chorus.

All: Dream Big! Have I told you that you are strong?

Voice 6: Helen Keller could not see or hear; she taught us to look and listen and gave people with disabilities the courage to face their own challenges.

All: Dream Big! Have I told you that you don't give up?

Voice 7: Martin Luther King Jr. had a dream and he marched and prayed and opened hearts and saw the dream in each of us.

All: Dream Big! Have I told you that you are an explorer?

Voice 8: Neil Armstrong was the first to walk on the moon which made us brave enough to take big, bold steps.

All: Dream Big! Have I told you that you are inspiring?

Voice 9: Cesar Chavez showed farm workers their own power. They listened to their hearts and marched for their rights. *Si se puede!* Cesar said, Yes you can!

All: Dream Big! Have I told you to be proud to be American?

Voice 10: George Washington, our first president, fought for and believed in liberty and justice for all!

All: Have I told you that all of these people are a part of you! **All:** DREAM BIG!

Dream Big: Extension Experiences

Timeline Exercises:

- **You Are There:**
After MLK Timeline is constructed, ask students to choose one event/date they would attend, if they could BE THERE and state their reasons why that event is selected.
- **MLK Timeline Questions:**
Use written timeline to test mathematical and/or reading skills.
- **Point of View / Dialogue Writing:**
Select one of the pictures from the Timeline and write a dialogue from one point of view. Who is talking? What are the people saying? Be true to the intent of the picture.

Readers' Theatre Options:

- MLK: Martin's Big Words
- I Have a DREAM...from Langston Hughes and MLK
- Three versions of My Dream of MLK

Music Options:

- Learn to sing the songs of the Civil Rights Era; use a guitar accompaniment.
- Research origins of the songs of the Civil Rights Era. Where were they first sung, and how did their texts change?
- Create original words to a "protest song" for a current issue being debated in your school, in the community, or in American society. Use a song that many people know, so that the melody can be learned easily.

Dream Big Resources (All ages)

Books:

My Dream of Martin Luther King, Faith Ringgold, Knopf Books for Young Readers, 1995

Rosa, Nikki Giovanni, Henry Holt & Co., 2005

Freedom Summer, Deborah Wiles, Atheneum Books for Young Readers, 2001, ages 5-8

Our Children can Soar, Michelle Cook, Bloomsbury USA Children's Books, 2009

Of Thee I Sing: A Letter to My Daughters, Barak Obama, Knopf Books for Young Readers, 2010

Giant Steps to Change the World, Spike Lee, Simon & Schuster Children's Publishing, 2011

Dream Big, Ian Falconer, Andrews McMeel Publishing, 2006

A Bus of Our Own, Freddie Williams Evans, Albert Whitman & Company, 2001

The Best Face of All – Wilesse A. F. Commissiong, African American Images, 1997, ages 4-8

Through My Eyes, Ruby Bridges, Scholastic Press, 1999, ages 9-12

Oh, Freedom!: Kids Talk about the Civil Rights Movement with the People Who Made It Happen, by Linda Barret Osborne, Knopf Books for Young Readers, ages 9-15

Martin's Big Words: The Life of Dr. Martin Luther King, Jr., Doreen Rappaport, 2001, ages 3-8

Freedom Riders (Book and DVD): PBS American Experience, 2011, ages 12 to adult.

Note: Preview for appropriate content

Websites:

1) African American Odyssey: The Civil Rights Era - Library of Congress:

<http://memory.loc.gov/ammem/aahtml/exhibit/aopart9.html>

2) <http://www.loc.gov/exhibits/civilrights/http://www.loc.gov/exhibits/civilrights>

3) Detailed timeline with photos and videos starting at 1600s:

<http://www.solcomhouse.com/blacktimeline.htm>

4) Photo gallery LOC: <http://www.loc.gov/pictures/search/?q=civil+rights&st=gallery>

5) Awesome Stories: *Eyes on the Prize* video footage; many hours & topics

http://www.pbs.org/wgbh/amex/eyesontheprize/story/01_till.html

Viewing America’s Story Through Photographs

Look at a photo that was taken during the Civil Rights Movement, 1954-1968

1. What do you see?

People	Setting	Activities

2. Why was the photo taken?

3. What is the message or purpose of the photo?

4. What do you wonder about the photo? What else do you want to know after looking at it?

Create a “scene” that brings the photo to life

Who will speak?

What will be said?

Write two or three lines of dialogue that might be heard during this scene. Practice saying the dialogue to present to the class. Use the space below to write out the parts.

If I Had A Hammer

by Pete Seeger & Lee Hays

If I had a hammer I'd hammer in the morning
I'd hammer in the evening all over this land
I'd hammer out danger, I'd hammer out warning
I'd hammer out love between my brothers and my sisters
All over this land

If had a bell I'd ring it in the morning
I'd ring it in the evening all over this land
I'd ring out danger, I'd ring out warning
I'd ring out love between my brothers and my sisters
All over this land

If I had a song I'd sing it in the morning
I'd sing it in the evening all over this land
I'd sing out danger, I'd sing out warning
I'd sing out love between my sisters and my brothers
All over this land

Well, I've got a hammer, and I've got a bell
And I've got a song to sing all over this land
It's a hammer of justice, it's a bell of freedom
It's a song about love between my brothers and my sisters
All over this land

Questions to Think About

1. What are the key words in each verse?
2. If you know the key words, could you memorize the song? Why or why not?
3. What kind of hammer does the song refer to in verse 1 and 4? How do you justify your response?
4. Verse 1 uses hammer as a subject and as a verb. Do these words mean the same thing?
5. What kind of bell does the song refer to in verse 2 and 4? Does the kind of bell change the meaning of the verse?
6. What kind of song does the text refer to in verse 3 and 4? What kind of danger or warning is the song referring to?
7. What is the main idea of this song? Is the song intended for a group to sing or for a soloist to sing.
8. Who might choose to sing this song? Why do you think so?

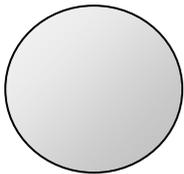
Dream Big: An Arts Integrated Learning Experience

Teacher Observation and Reflection

Observation:

1. ___ The students were invited into active participation in the lesson (hands on)
2. ___ The teaching artist asked for and valued student comments and responses
3. ___ The students learned about facts and history through a variety of strategies
4. ___ The teaching artist offered feedback to students about their participation
5. ___ The students followed directions, successfully doing what was asked of them
6. ___ The teaching artist gave students the opportunity to ask questions or comment
7. ___ Students responded positively to learning strategies introduced in the lesson
8. ___ The teaching artist clarified directions when misunderstanding occurred
9. ___ Students were able to learn competencies in multiple subjects simultaneously
10. ___ Students remained willing to participate in the lesson sequence
11. ___ The teaching artist gave clear directions for the various lesson components
12. ___ Students were comfortable working in a group setting to analyze the song
13. ___ Student groups raised questions and made discoveries about the photos
14. ___ The teaching artist promoted a safe climate for students to present their ideas
15. ___ The students were able to make a personal connection to the lesson content

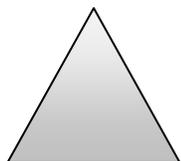
Reflection:



Something going around in my head...



Something that squares with my beliefs...



Three ideas I will use...

- 1.
- 2.
- 3.