"I HAVE A DREAM" AND "GLORY AND HOPE"

An Instructional Unit Resource Guide for Grade 9
Based on Principles of Universal Design and Differentiated Instruction

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Authors' Note

Lessons taught using Universal Design for Learning are a new and exciting method of helping all of my students learn more and learn better. Since I am just beginning this adventure, I am hoping to see some exceptional results.

I teach ninth and twelfth grade English at Merrillville High School in Merrillville, Indiana. Merrillville High School is a school of 2,100 students whose ethnic and cultural diversity serve to make our school richer. The twelfth grade course I teach is a combination of advanced composition, mythology, and British literature. The ninth grade course for which this unit is intended is a survey of the five genres of literature, writing, and the state standards. Two of my four English 9C classes are Inclusion classes I co-teach with Mrs. Kim Corman. I was chosen to be on our school's UDL Team because I spent the first thirteen of my eighteen years of teaching advising publications. Doing the newspaper and yearbook gave me a greater understanding of computers and much more practical experience than most of my peers.

I chose to do a Universal Design for Learning unit on "I Have a Dream" by Dr. Martin Luther King Jr. and "Glory and Hope," Nelson Mandela's inaugural address. I teach them every year. This is usually the first unit of the second semester, which makes them fall immediately after Dr. King's birthday. I usually spend seven days to two weeks on them. This unit makes an excellent segue into the Non-fiction Unit in which we cover works by Maya Angelou, Richard Wright, Alex Haley, and Bill Cosby. The two units combined usually begin with Dr. King's birthday and end during February for Black History Month.

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Standards
What standards are met through this unit?

Standard 1
READING: Word Recognition, Fluency, and Vocabulary Development
Vocabulary and Concept Development
9.1.2 Distinguish between what words mean literally and what they imply, and interpret what
    the words imply.

Standard 2
READING: Reading Comprehension (Focus on Informational Materials)
Comprehension and Analysis of Grade-Level-Appropriate Text
9.2.3 Generate relevant questions about readings on issues that can be researched.
9.2.7 Evaluate an author's argument or defense of a claim by examining the relationship
    between generalizations and evidence, the comprehensiveness of evidence, and the
    way in which the author's intent affects the structure and tone of the text.

Standard 3
READING: Literary Response and Analysis
Narrative Analysis of Grade-Level-Appropriate Text
9.3.5 Compare works that express a universal theme and provide evidence to support the ideas
    expressed in each work.
9.3.6 Analyze and trace an author's development of time and sequence, including the use of
    complex literary devices, such as foreshadowing (providing clues to future events) or
    flashbacks (interrupting the sequence of events to include information about an event that
    happened in the past).
9.3.7 Recognize and understand the significance of various literary devices, including figurative
    language, imagery, allegory (the use of a symbol to represent an idea or theme), and
    explain their appeal.
9.3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, and ironies
    (the contrast between expectation and reality), in a text.
Literary Criticism
9.3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative
    language on tone, mood, and theme.
9.3.12 Analyze the way in which a work of literature is related to the themes and issues of its
    historical period.

Standard 4
READING: Writing Process
Organization and Focus
9.4.2   Establish a coherent thesis that conveys a clear perspective on the subject and maintain a
    consistent tone and focus throughout the piece of writing.
9.4.3   Use precise language, action verbs, sensory details, and appropriate modifiers.
Research and Technology
9.4.5   Develop the main ideas within the body of the composition through supporting evidence, such
    as scenarios, commonly held beliefs, hypotheses, and definitions.
9.4.7   Integrate quotations and citations into a written text while maintaining the flow of ideas.
Evaluation and Revision
9.4.10 Review, evaluate, and revise writing for meaning, clarity, content, and mechanics.
9.4.11 Edit and proofread one's own writing, as well as others, using an editing checklist with
    specific examples of corrections for frequent errors.

9.4.12 Revise writing to improve the logic and coherence of the organization and perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

Standard 5
WRITING: Writing Applications (Different Types of Writing and Their Characteristics)
Comprehension and Analysis of Grade-Level-Appropriate Text
9.5.4 Write persuasive compositions that:
- Organize ideas and appeals in a sustained and effective fashion with the strongest emotional appeal first and the least powerful one last
- Use specific rhetorical (communication) devices to support assertions, such as appealing to logic through reasoning; appealing to emotion or ethical belief; or relating a personal anecdote, case study, or analogy
- Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning
- Address readers' concerns, counterclaims, biases, and expectations

Standard 6
WRITING: Written English Language Conventions
Students write using Standard English conventions.
Grammar and Mechanics of Writing
9.6.1 Identify and correctly use clauses, both main and subordinate; phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colons, ellipses, and hyphens.
9.6.2 Demonstrate an understanding of sentence construction including parallel structure, subordination, and the proper placement of modifiers, and proper English usage, including the consistent use of verb tenses.
Manuscript Form
9.6.3 Product legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
9.6.4 Apply appropriate manuscript conventions, including title page presentation, pagination, spacing and margins, and integration of source and support material, by citing sources within the text, using direct quotations, and paraphrasing.

Standard 7
LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications
Comprehension
9.7.1 Summarize a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.
Speaking Applications
9.7.9 Analyze historically significant speeches (such as Abraham Lincoln's "House Divided" speech or Winston Churchill's "We Will Never Surrender" speech) to find the rhetorical devices and features that make them memorable.
9.7.10 Assess how language and delivery affect the mood and tone of the oral communication an make an impact on the audience.
9.7.11 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, choice of words, and use of language.
9.7.12 Analyze the types of arguments used by the speaker, including argument by causation, analogy (comparison), authority, emotion, and logic.

Indiana Lesson Plans: The Language of Literature. Evanston: McDougal Littell, 2001.

Help!

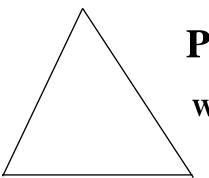**Resources for locating state standards:**

Developing Educational Standards
     http://www.edStandards.org/Standards.html

MCREL
     http://www.mcrel.org/standards/

Indiana Learning Standards
     http://www.doe.state.in.us/standards/

ISTE – National Educational Technology
     Standards
     http://www.cnets.iste.org

Planning Pyramid

What should students know?

<u>Some</u> students will know
- Similarities and differences between the presentation of the speeches and methods the speakers used to enhance the content of their messages
- The purposes for the two speeches and how those purposes differed
- What King's purpose for quoting famous documents an songs is and what Nelson Mandela did in his speech to achieve the same purpose

<u>Most</u> students will know
- To recognize the historical importance of these two speeches
- The similarities and differences between the historical background for the two speeches and how this affected the content of the speeches
- To analyze the similarities and differences in the structures of the two speeches
- Recognize the major literary devices being used by Dr. King and Nelson Mandela:
    - Repetition
    - Quoting or alluding to famous documents and songs
    - Similes, metaphors, and personification
- The analogy made be Dr. King comparing the Bill of Rights to a check returned for insufficient funds

<u>All</u> students will know
- The main points being made by Dr. Martin Luther King Jr. and Nelson Mandela in their speeches
- The history of segregation and how it affected the African-American people

Teacher Library

What materials and resources will be useful for teachers?

[Blue Web'n](http://www.kn.pacbell.com/wired/bluewebn/)
http://www.kn.pacbell.com/wired/bluewebn/

Help!

Blue Web'n is an excellent database of outstanding Internet learning sites categorized by subject area, audience, and type (lessons, activities, projects, resources, references, & tools).   It is easily searchable and is full of sites for teachers looking for activities to use with students.

Resources for locating instructional materials:

Google
 http://www.google.com
EDSITEment
 http://edsitement.neh.gov/
The WebQuest Project at San Diego State University
 http://edweb.sdsu.edu/webquest/webquest.html
SCORE CyberGuides
 http://www.sdcoe.k12.ca.us/SCORE/cyberguide.html
EdSoft Software Database
 http://www.edsoft.com

Learner Activities

What materials and resources will be useful for engaging students in meaningful learning activities?

Include a screen print and a brief description of one or more exemplary web sites or educational products.

HELP!

Resources for locating instructional materials:

OWL Online Writing Lab

http://owl.english.purdue.edu...

Sparks Notes

http://www.sparksnotes.com/

Survival Guide for To Kill a Mockingbird

http://www.lausd.k12.ca.us/Belmont_HS/tkm/

Hoagie's Gifted Education Page

http://www.hoagiesgifted.org/

Eduscapes

http://eduscapes.com

Assessment

What materials and resources will be useful for assessing student knowledge and skills?

Students' knowledge of the novel will be assessed by the following:

- A traditional unit test including multiple choice, matching, short answer, and essay questions because my students are still required to take the same departmental final exam as those students who are not being taught using Universal Design for Learning principles.

- Periodically check the student's work log checking answers and noting strengths and weaknesses.

- Writing a persuasive essay explaining whether or not Dr. King has achieved his dream using examples from the speech to support your points.

Help!

Resources for locating assessment materials:

Scoring Guide for Student Projects
http://www.ncrtec.org/tl/sgsp/index.html

Rubrics, Rubric Maker
http://teachers.teach-nology.com/web_tools/rubrics

Electronic Quizzes
http://www.funbrain.com
http://quiz.4teachers.org/
http://school.discovery.com/quizcenter/quizcenter.html

Authoring Software
http://www.inspiration.com (Kidspiration/Inspiration)
http://www.edhelper.com/teachers/graphic_organizer.htm

Test Taking Software
http://www.quia.com

Modifications
Planning for Academic Diversity

LEARNING BARRIER	POSSIBLE SOLUTIONS	WEB LINK RESOURCES
Student cannot read at grade level	1. Listen to audiotapes of the literature. 2. Use Kurzweil software to read to the student the literature.	www.literacymatters.org
Student has difficulty comprehending the material	1. Use Kurzweil software to read the literature to the student. The questions are embedded in the text so that the student does not have to look far for reading comprehension checks. 2. Use the Internet. 3. Read from a wide variety of different media. 4. Use graphic organizers to take notes on reading.	www.literacymatters.org www.ops.org/reading/mainieadsec1.htm
Student has difficulty mastering the vocabulary of the unit	1. Use Kurzweil software to study vocabulary. 2. Create word maps.	http://muskingum.edu/~cal/database/readingcomp.html#Vocabulary www.literacymatters.org
Student needs the instructional material in a language other than English	1. Use Kurzweil software to read the literature. The speed can be slowed down to help ENL students understand English. Materials can be scanned into Kurzweil in the student's native language if there is dictionary support for that language.	http://owl.english.purdue.edu/ www.literacymatters.org
Student has difficulty with handwriting (speed or accuracy)	1. Shorten written assignments. 2. Allow student to type assignments. 3. Allow extra time to complete assignments or tests as needed.	http://www.integratingartsk-8.org/adaptations.htm
Student needs additional challenge	1. Conduct research on topics related to those being studied by others in the class. 2. Answer questions requiring use of higher order thinking skills	http://www.hoagiesgifted.org/ http://www.cloudnet.com/~edrbsass/edexc.htm
Student has difficulty with calculating activities	1. Allow to use a calculator. 2. Tie math activities to everyday life.	http://www.sjy.org/Technology/math_sites.htm http://www.cumbavac.org/Math.htm
Student needs help with conducting research	1. Break the assignment into smaller steps and complete them one at a time.	http://owl.english.purdue.edu/workshops/hypertext/ResearchW/what.html