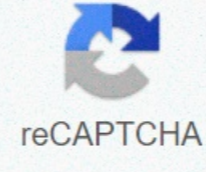




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# Commonlit i have a dream assessment answer key

Document Included in 4 lessons Figurative Language Examples in "I Have a Dream" Speech \*Note: Examples can be described differently due to interchangeability of figures of speech. Example Found Type Explanation Five Score years ago Rhetorical technique Alludes to the Gettysburg Address shadow symbolism shadow symbolizes Lincoln watching over nation great beacon light of hope metaphor hope is compared to a big, shining light seared in flames of withering injustice metaphor injustice is compared to flames of a fire long night of captivity metaphor/symbolism duration of blacks' oppression compared to night/night symbolizes darkness 100 years later... parallel structure repetition throughout paragraph manacles of segregation personification segregation wearing handcuffs like a human would chains of discrimination personification discrimination has chains like a human would lonely island of poverty metaphor compares poverty to an island vast ocean of material prosperity metaphor compares material prosperity to an ocean corners of American society metaphor compares society to a building with corners we've come to "cash a check" metaphor compares blacks asking for their equality promised them to cashing a check at a bank architects of our republic metaphor compares forefathers to someone who designs and builds buildings signing a promissory note metaphor compares forefathers writing the Constitution and Declaration of Independence to a bank note life, liberty, and the pursuit of happiness rhetorical technique alludes to the Declaration of Independence defaulted on promissory note; bad check; metaphor compares the treatment of blacks–non-equal status that should be equal insufficient funds to banking bank of justice metaphor compares justice to a bank great vaults of opportunity metaphor compares opportunity to a bank with vaults cooling off idiom refers to a "letting over" it period of time; not being upset tranquilizing drug of gradualism metaphor compares gradualism to a drug Now is the time... parallel structure repetition of phrase throughout paragraph valley of segregation metaphor compares segregation to a valley sunlit path of racial justice symbolism sunlit path describes the better life of racial equality Quick sands of racial injustice metaphor compares injustice to quicksand solid rock of brotherhood metaphor compares brotherhood to being solid togetherness sweltering summer of the Negro's legitimate metaphor compares the duration of the Negro's unrest with their treatment to a hot, discontent agonizing summer invigorating autumn of freedom and equality metaphor compares changing to freedom and equality to a change in seasons from summer to autumn blow off steam idiom refers to voicing one's discontent then returning to how it is business as usual idiom return to how things are and will always be if change does not occur whirlwinds of revolt metaphor compares revolting to a whirlwind shake the foundations metaphor compares our nation's Constitutional beliefs to something that can be shaken bright day of justice metaphor compares the time when justice will emerge to a bright day stand on the warm threshold...palace of justice metaphor compares the approaching change of equality for all to that of entering a palace cup of bitterness and hatred metaphor compares bitterness of hatred to a cup that people drink out of high plane of dignity and discipline metaphor compares dignity and discipline to a high flying plane symbolizing the feeling one has if they possess dignity and discipline to someone who does not tied up idiom something has everything to do with something else their freedom is inextricably bound to ours metaphor compares freedom of one people to being bound up to others-compares to something that can be bound/tied When will you be satisfied? rhetorical question questions posed for thought rather than for an answer; draws reader in justice rolls down like waters simile compares justice to flowing water with the word like righteousness like a mighty stream simile compares righteousness to a mighty stream with the word like storms of persecution metaphor compares the realities of persecution to a storm staggered by the winds of police brutality metaphor compares police brutality to winds that blow over things valley of despair metaphor compares despair to a valley that is somewhat narrow and cages people up I have a dream parallel structure phrase repeated throughout following paragraphs We hold these truths to be self-evident... Rhetorical technique refers to Declaration of Independence red hills of Georgia symbolism red means fire, hot, unrest table of brotherhood symbolism table symbolizes togetherness, unity heat of injustice and oppression symbolism heat symbolizes hatred, upset oasis of freedom symbolism oasis symbolizes a paradise that freedom would give lips dripping metaphor compares words of hatred out of one's mouth with perhaps dripping blood every hill and mountain made low symbolism hills and mountains symbolize bad feelings; inequality rough places made plain symbolism unrest changed to rest crooked places made straight symbolism corruption done away with and justice prevails mountain of despair symbolism symbolizes the great feeling of unrest; discontent–despair stone of hope symbolism stone symbolizes something permanent like hope should be jangling discord onomatopoeia sounds like something that is noisy like discord would be symphony of brotherhood metaphor compares brotherhood to a group of togetherness like a symphony of instruments playing together "My country 'tis of thee..." rhetorical technique alludes to the popular American patriotic song Let freedom ring parallel structure repetition of phrase throughout paragraphs "Free at last..." rhetorical technique refers to Negro spiritual Martin Luther King, Jr. "I Have a Dream" Speech Lesson Plan Created by: Christi Thomas, Aurora Jr. High—Aurora, MO A culminating project as part of the Teaching American History Grant: Traveling America's 5 C's The Civil Rights Movement Objective: 1. Students will explain their understanding of the Civil Rights Movement. 2. Students will discuss how the speech impacted the Civil Rights Movement and the thinking of Americans and government officials. 3. Students will identify and analyze literary devices used in the "I Have a Dream" historical speech. Grades: 5th thru 12th Resources: Carson, C.; Garrow, D.; Gill, G.; Harding, V.; Hine, D et al. Eyes on the Prize Civil Rights Reader. Penguin Books, 1991. Eyes on the Prize: America's Civil Rights Movement. PBS video set. Blackside, Inc. 1986, 1990. Holland, Leslie J. Dr. Martin Luther King, Jr.'s I Have a Dream Speech in Translation: What It Really Means. Capstone Press, 2009. King, Martin Luther, Jr. I Have a Dream. Scholastic, 2007. Handouts: --"I Have a Dream" speech --Literary Terms to Know --Example answer key—not for students Pre-Assessment: Write a paragraph explaining your understanding of the Civil Rights Movement. Include the who, what, when, where, and why as each applies. Write a paper explaining the significance of the "I Have a Dream" speech. How did it affect the Civil Rights Movement? How were listeners affected including yourself. Give an example of each of the following types of literary devices found in the speech and explain each. Allusion Idiom Imagery Metaphor Onomatopoeia Parallel Structure Personification Rhetorical question Simile Symbolism Background Knowledge: Students need to have a good understanding of the following... What was the Civil Rights Movement? Who was involved? When did it take place? Where did it take place? What were the significant events that took place? Plessy vs. Ferguson—Separate but Equal Brown vs. Board of Education Vocabulary: -discrimination -intolerance -Ku Klux Klan (KKK) -prejudice -social injustice Get Ready, Set, Learn Activity: To demonstrate discrimination, devise a plan to show discrimination within the classroom. Seating assignments, use of new vs. used materials, freedom of speech, etc. Do not reveal the discrimination; just simply conduct activities as such. Eventually students should start verbalizing the difference in treatment. Allow to discuss. Keep up the treatment throughout lesson to better convey the feelings, hostilities, etc. experienced by parties involved. --Blacks/African-Americans --Those discriminating against --Sympathizers/those opposing the treatment of Blacks Instruction: Ensure that students have a good understanding of the Civil Rights Movement. View video clips from Eyes on the Prize: America's Civil Rights Movement as necessary, etc. leading in to the analysis of the "I Have a Dream" speech. Be sure to cover three premises: What actually happened (events)? What conditions existed back then versus today What can be done to prevent it from happening again? (relevance of learning) Handout copies of "I Have a Dream" Speech. Read together and/or play a recording of the speech delivered by Martin Luther King, Jr. and discuss. -- Students thoughts on the speech --Examples of a few literary devices used Handout copies of "Literary Terms To Know" and discuss --clarify any terms necessary giving examples not specific to the speech Independent/Group Activity In groups or individuals, have students find as many examples of literary devices they can in the "I Have a Dream" speech. Devise a chart showing: --example found—should include different kinds of examples --type of literary device—should be a variety of devices --explanation—specifically what is being compared, alluded to, etc. Whole Class Activity—check for understanding Discuss/compare findings as a class How many were found by group/individual? How did this speech impact the Civil Rights Movement? --Could listeners identify? Explain. --What about the Crowd? Location? Post-Assessment—same as Pre-Assessment Literary Terms to Know Alliteration -repetition of the initial consonant sound in stressed syllables or words in a sequence; a "sound device" Allusion A reference to a well-known document, Bible verse, etc. Analogy -an expression showing similarities between two things. Shows relationships between relationships; A:B::C:D, A is to B as C is to D Cohesive devices - elements that bind writing together as a whole; cohesive devices include transitional words and phrases as well as repetition of key words and the use of "reference words" that point back to ideas in the text. Colloquialism - a common word or phrase that is used in everyday speech; colloquialisms may be specific to a geographic region; authors use colloquialisms to develop characterization (Examples: W'a's up? Or What's happenin'? Are colloquialisms for "How are you?" \_resources/glossary/glossary\_bc.htm Connotation - The attitude and emotional feelings associated with a word or ideas (Denotation is a word's literal meaning). Dialect - A representation of the language spoken by the people of a particularly place, time or social group\*\* regional dialect; spoken in a specific geographic region \*\*\*social dialect: spoken by members of a specific social group or class Hyperbole - figurative language in which exaggeration is used to convey meaning (understatement is the opposite of hyperbole) Imagery - Figurative language that appeals to the five senses; touch, taste, smell, hearing and sight; mental pictures evoked through use of simile and metaphor; sensory language Irony - Contrast or discrepancy (difference) between expectation and reality ramatic irony exists when information is known to the reader or audience but unknown to the characters itual irony involves an occurrence that contradicts the expectations of the reader or audience erbal irony occurs when a writer or speaker says one thing but means the opposite. Jargon - Technical terms, acronyms and language used by people of the same profession or specialized interest group. Literary devices - literary elements; figures of speech. 20Terms.pdf Metaphor - figurative language that makes a direct comparison between unlike things; a comparison that does not use the connective words "like" or "as" Onomatopoeia - A sound device in which the word echoes or suggests its meaning, so that sound and sense are reinforce (hiss, splash, zap, whoosh) Parallel Structure - Parallelism; the deliberate repetition of similar or identical words and phrases in neighboring lines sentences, or paragraphs. Paraphrase - Using one's own words to express the main ideas in what has been read, seen, or heard Personification - figurative language in which a non-living or non-human thing (animal, plant, object, natural force, emotion, idea) is endowed, given, human sense, characteristics and qualities Repetition The repeating of words, phrases, etc. for emphasis in writing—see parallel structure Rhetorical Technique A device used by authors to emphasize; encompasses many types of techniques Rhyme - Sound device marked by the repetition of identical or similar stressed sounds Sensory details - Details that appeal to the five sense and evoke images of how something looks, sounds, feels, tastes, or smells; sensory details may be literal (descriptive language) or figurative (imagery). Simile - Figurative language in which two unlike things are compared, using the words, like or as. Slang - Informal words or phrases used in casual conversation Symbolism - An object that holds a figurative meaning as well as its literal meaning; something that stands for something else; a representation of an abstract meaning Text features - Parts, other than the body of the text, that designate special features (e.g. title, author, copyright, dedication); text organizers that provide structure and help readers locate information (e.g. page numbers, table of contents, captions, glossary, index, illustrations, graphs, charts etc.) Visualize - To picture the people, places and/or actions that an author describes in text; a reading strategy to increase comprehension of text Voice - The distinctive tone or style of a particular writer; a reflection of the personality of the writer.

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