

# ***MARTIN'S DREAM***

THE MARCH ON WASHINGTON / THE NEXT GENERATION



## **TCT ON TOUR STUDY GUIDE**

(APPROPRIATE FOR GRADES 6-8)

## LESSON 1 – (POST SHOW) GROUP DISCUSSION

The Martin's Dream presentation from The Children's Theatre of Cincinnati is an informational and touching look at the life of a legend. Reverend Dr. Martin Luther King Jr. permanently changed the face and shape of society, and his courage made a lasting impact on America and the rest of the world.

### MATERIALS

- Pen/pencil
- Paper for writing

### VOCABULARY

- Visual Arts
- Musical Arts
- Theatrical Arts
- Literary Arts

### ACTIVITY

Students will:

A. Discuss the following critical questions with the class or in small groups.

1. What was the purpose of the March on Washington and do you think it was achieved?
2. How did the effect of the keynote address delivered by Martin Luther King Jr. cause change?
3. Why have the speech and the March on Washington become two of the most celebrated symbols of the Civil Rights era?
4. Why did so many everyday citizens get involved in the civil protest during the Civil Rights era?
5. How are the Arts (Visual, Musical, Theatrical, and Literary) critical to social movements?

### EXTENSION

Students will:

A. Write a personal response to the following questions.

1. How has the life of Martin Luther King Jr. affected the life of your grandparents?
2. How has the life of Martin Luther King Jr. affected the life of your parents?
3. How has the life of Martin Luther King Jr. affected your life?

## OHIO BENCHMARKS/STANDARDS

### Music: Historical, Cultural and Social Contexts

(Grades 5-8)

- Describe how events during various historical periods have influenced the development of music.

### Writing: Research

(Grades 5-8)

- Locate and summarize important information from multiple sources.
- Communicate findings orally, visually, and in writing through multimedia.

### Social Studies: Citizenship Rights and Responsibilities

(Grades 6-8)

- Identify historical origins that influence the rights U.S. citizens have today.

### Social Studies: Social Studies Skills and Methods

(Grades 6-8)

- Analyze different perspective on a topic obtained from a variety of sources.
- Work effectively in a group



## LESSON 2- (PRE OR POST SHOW) PUTTING YOUR SELF THERE

Oftentimes we can't truly understand the hardships or accomplishments of life until we place ourselves in someone else's shoes. In this lesson, you will need to introduce students to the March on Washington and Martin Luther King Jr.'s "I have a Dream" speech. Gather visual props and pictures of Dr. King, the March, and close-ups on the crowd from online, books, posters, etc. Explain to students that most of the crowds were not well-known faces of society, but rather everyday Americans standing up for their chance at a better life.

### MATERIALS

Visual aid photos of Martin Luther King Jr.  
Visual aid photos of the March of Washington  
Visual aid close ups of the crowd in the March  
Pen/Pencil  
Paper for writing

### VOCABULARY

Martin Luther King Jr.  
March on Washington  
"I Have a Dream" Speech

### ACTIVITY

Students will:

- A. Share what they know about Martin Luther King Jr.
- B. Share what they know about the March on Washington.
- C. Discuss the possible and actual reactions of the hundreds of thousands of people who participated in the march and listened to the speech.
- D. Individually pick a person from the crowd pictures and create that person's story. Identify specific details such as...
  - Personal statistics: i.e. name, age, date of birth, marriage and family status
  - Social status: i.e. place of employment, job title, social friendships
  - How your person came to join the March on Washington
  - Their person's thoughts and feelings upon hearing the "I Have a Dream" Speech
- E. Break into small groups and share their person's story within the group.

### EXTENSION

Many comparisons can be made between the civil rights generation of Martin Luther King and the hip hop generation of the past decade. Research the music of Dr. King and the civil rights era and the music of current hip hop. Audible examples of both eras will give students greater insight into the similarities and differences between the two. *\*NOTE: Hip hop samples should be censored for content before bringing to class.*

Students will:

- A. Examine and discuss the messages in hip hop and compare/contrast them to the messages in the music of the civil rights movement.
- B. Examine and discuss the relationship, the tensions and misconceptions between the civil rights generation and the hip hop generation.

### RESEARCH SITE

<http://www.sbgmusic.com/html/teacher/reference/historical/civilrights.html>



### **LESSON 3- (PRE OR POST SHOW)**

#### **RAP IT OUT**

Music has become a customary way for many people to express themselves. From the songs we crank up in our cars to the lyrics we quote in our Facebook statuses, we identify with both the music and lyrics that saturate our society. Rap, hip hop, and pop tend to be the most popular genres of today's younger generation. In this activity students will express their take on Martin Luther King Jr.'s effect on our society in a rap.

#### **MATERIALS**

Pen/Pencil  
Paper for Writing  
Internet access  
Library access

#### **VOCABULARY**

Rhyme  
Rhythm  
Rap

#### **ACTIVITY**

Students will:

- A. Break into groups of 2-4 for this project.
- B. Research the immediate and lasting effects of Martin Luther King Jr. on American society.
- C. Research Rap and the Rhythm/Rhyme traits that accompany it.
- D. Collectively create a rap describing their take on Martin Luther King Jr.'s effect on society.

#### **RESEARCH SITE**

<http://www.educationalrap.com/> (samples are available ½ way down the page)

#### **EXTENSION**

Students will:

- A. Read their Rap for the class.
- B. Perform their Rap for the class.
- C. Make a music video for their Rap.

