

I Have A Dream: Rewritten

Standards:

2. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
4. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Task:

We just finished studying author's point of view and the use of rhetoric. In order to show me that you can apply these skills to something new, you will read "I Have a Dream" by Martin Luther King, Jr.

After reading, you will rewrite it as a children's story so that you can teach a 1st grade class the following:

- 1) MLK's point of view and purpose
- 2) How he uses rhetoric by simplifying it so that the children can understand the purpose of the speech further (ex: five score years ago)

Make sure your children's story is written in kid-friendly, appropriate terms. It should also show your understanding of the speech as a whole.

Criteria:

- Communicate Martin Luther King, Jr.'s point of view and purpose in children's story
- Simplify the rhetoric that Martin Luther King, Jr. uses so that children can understand the purpose of the speech further
- Create a polished, creative product to show to 1st graders that shows your understanding of the speech as a whole

Rubric:

Criteria	Weight	Below Standards—1	Approaching Standards—2	Meets Standard—3	Exceeds Standard—4
Point of view and purpose	X2	The story does not address the point of view or purpose.	The story attempts to explain the point of view and purpose in kid-friendly terms, but may not be correct.	The story explains the correct point of view and purpose, and is mostly captured in kid-friendly terms.	The story explains the correct point of view and purpose in kid-friendly terms.
Simplified rhetoric	X2	The story does not address any examples of rhetoric.	The story attempts to reflect an understanding of the author's rhetoric, but does not correctly simplify more than one example into appropriate, kid-friendly terms.	The story reflects an understanding of the author's rhetoric by simplifying more than one example of rhetoric into appropriate, kid-friendly terms.	The story reflects deep understanding of the author's rhetoric by simplifying multiple and varied examples of rhetoric into appropriate, kid-friendly terms.
Creative Product		The story does not articulate an understanding of the speech as a whole, nor is it creative.	The story attempts to articulate an understanding of the speech as a whole but may miss key parts and is somewhat represented in a creative manner.	The story articulates an understanding of the speech as a whole and is represented in a creative manner.	The story articulates a clear understanding of the speech as a whole and is represented in an extremely creative manner that would interest first grade students.
TOTAL: ____ / 20					