

Rise: Dr. Martin Luther King's Speech Through Ballet

STANDARDS <i>(Samples 7th Grade CCSS)</i>	<p>RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g, how the delivery of a speech affects the impact of the words).</p> <p>SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	
INSTRUCTIONAL MATERIALS	<p>Video Clip of excerpt from Dr. Martin Luther King's last speech: https://www.youtube.com/watch?v=aL4FOvf7G8</p> <p>Transcript of Dr. King's speech https://www.americanrhetoric.com/speeches/mlkivebeentothemountaintop.htm</p>	
LESSON OBJECTIVE(S)/OUTCOMES	<p>Students will analyze the interactions between individuals, events, and ideas in a text.</p>	
INTRODUCTORY AND DEVELOPMENTAL ACTIVITIES	<ol style="list-style-type: none"> Students watch an excerpt from Dr. Martin Luther King's final speech given in Memphis, Tennessee on April 3, 1968. <p>As students watch, lead them in a discussion of the following questions:</p> <ul style="list-style-type: none"> -What is Dr. Martin Luther King trying to communicate? What important points did he make? -What did the audience need to know? -What attitude (tone) did the speech convey? <p>-After recording their answers, students discuss them with a partner, small group or as a whole class.</p>	<p>Video Clip: https://www.youtube.com/watch?v=aL4FOvf7G8</p>

2. Have students think aloud and annotate an excerpt from the introduction of Dr. King's speech.

3. Show a video clip of the first part of the *Rise* ballet performance (00:00 – 1:34), an interpretation of Dr. King's famous speech through ballet. Guide note-taking and whole-class discussion of the following question:

How does the ballet *Rise* convey the ideas in Dr. King's speech?
Describe how the following elements of the production express his message:

- body movement and actions
- time and tempo
- use of space, lighting and color

Excerpt from Speech:

Something is happening in Memphis; something is happening in our world. And you know, if I were standing at the beginning of time, with the possibility of taking a kind of general and panoramic view of the whole of human history up to now, and the Almighty said to me, "Martin Luther King, which age would you like to live in?" I would take my mental flight by Egypt and I would watch God's children in their magnificent trek from the dark dungeons of Egypt through, or rather across the Red Sea, through the wilderness on toward the promised land. And in spite of its magnificence, I wouldn't stop there.

Video Clip: <https://vimeo.com/350159851>



GUIDED PRACTICE

In groups, students repeat the process that you have modeled in the next section of the speech.

1. First, students read and annotate the next part of the introduction in pairs or small groups. Monitor and support students as they work.
2. Then, show a video clip of the next part of the Rise Ballet Performance (01:35 – 2:18).
3. Students take notes on the following question:

How does the ballet *Rise* convey the ideas in Dr. King's speech? Describe how the following elements of the production express his message:

- body movement and actions
- time and tempo
- use of space, lighting and color

Excerpt from Speech:

I would move on by Greece and take my mind to Mount Olympus. And I would see Plato, Aristotle, Socrates, Euripides and Aristophanes assembled around the Parthenon. And I would watch them around the Parthenon as they discussed the great and eternal issues of reality. But I wouldn't stop there.

Video Clip: <https://vimeo.com/350159851>



<p>COLLABORATIVE CONVERSATIONS</p>	<p>In small groups or as a whole class students discuss their answers to the question:</p> <p>How does the ballet <i>Rise</i> convey the ideas in Dr. King's speech? Describe how elements of the production such as movement, music, lighting, and color communicate his message.</p>	
<p>CLOSING</p>	<p>Orally, students share out their understanding of the following:</p> <p>What important ideas did you capture from Dr. Martin Luther King's speech? Jot down 2 to 3 key ideas.</p>	<p><u>Alternate Closing Format:</u></p> <p>If there is time, students can work in small groups to create and present a collaborative poster illustrating key ideas. Posters should include:</p> <ul style="list-style-type: none"> -2 quotes from the text -2 symbols to represent important ideas -2 original phrases expressing key ideas (can be student-generated or borrowed from songs, movies, etc.)
<p>EXTENSION ACTIVITIES</p>	<p>In small groups, have students complete one of the following activities to express important ideas from the given text or excerpt of students' choice:</p> <ol style="list-style-type: none"> 1) Create a collage or other visual representation 2) Write and perform a poem or song 3) Choreograph their own original movement piece set to music 	<p><i>Excerpt from Speech:</i></p> <p><i>And then I got into Memphis. And some began to say the threats, or talk about the threats that were out. What would happen to me from some of our sick white brothers?</i></p> <p><i>Well, I don't know what will happen now. We've got some difficult days ahead. But it really doesn't matter with me now, because I've been to the mountaintop.</i></p>