



Practitioner submitted task: Prepared for the Project, Teaching to Fish (Build Tasks) Integrating OALCF Task Development within Ontario's Literacy Programs (2014)

OALCF Task Cover Sheet

Task Title: "I Have a Dream" by Martin Luther King, Jr.

Learner Name:	
Date Started:	Date Completed:
Successful Completion: Yes ___ No ___	
Goal Path: Employment ___ Apprenticeship ___ Secondary School <input checked="" type="checkbox"/> Post Secondary <input checked="" type="checkbox"/> Independence ___	
Task Description: The Learner must download and read the text of a speech, listen to the speech, answer content questions, locate related material on the internet, and write a brief speech.	
Competency: A. Find and Use Information B. Communicate Ideas and Information D. Use Digital Technology	Task Group(s): A1. Read continuous text A3. Extract info from films, broadcasts and presentations B2. Write continuous text
Level Indicators: A1.3 Read longer texts to connect, evaluate, and integrate ideas and information B2.2 Write texts to explain and describe information and ideas B2.3 Write longer texts to present information, ideas and opinions D.2: Perform well-defined, multi-step digital tasks	
Performance Descriptors: see chart on last page	
Materials Required: <ul style="list-style-type: none">• computer with internet access• dictionary, if desired• pen and paper, if desired• Skill building activities - the learner needs to understand the content of a speech in order to write one themselves	



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Task Title: "I Have a Dream" by Martin Luther King, Jr.

Go on the internet and search for the text of "I Have a Dream" by Martin Luther King Junior.

Note: Find a text that is easy to read.

Learner Information and Tasks:

Task 1: Quickly scanning the task, locate one phrase that is repeated more than two times.

Task 2: Return to the internet and listen to a broadcast/podcast of this speech. Identify two more phrases that are repeated more than two times.

Task 3: Explain why you think the above phrases were repeated.

Go back to the internet and search for more information about the speech.

Task 4: In your own words, briefly describe the circumstances under which this speech was delivered.

Task 5: What is Martin Luther King's dream?

Task 6: Either (a) OR (b)

For EITHER answer, be sure to include an introduction and a conclusion as well as at least three main points, developed by supporting details.

(a) Write a brief speech about a personal dream you have.

(b) Research a current social issue that interests you. Write a brief speech about it.



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Answer Key

Task 1: "I have a dream today."

Task 2: "let freedom ring" and "free at last"

Task 3: Answers will vary, but will indicate that repetition provides emphasis, indicates something is important, or makes it "stick" in the peoples' minds more.

Task 4: On August 28, 1963, this speech was delivered at the Washington Monument in Washington, D.C. Over 200,000 people, both black and white, were present to express their belief in equality for blacks and whites. For two months prior to the speech, over 250,000 people had been involved in the March for Jobs and Freedom. The marchers represent more than six different groups fighting for civil rights at the time.

Task 5: He dreams that whites and blacks will be seen as equal.

Task 6: (a) and (b) Answers will vary, but should include an introduction and conclusion, along with three sections, each expressing a main idea, and developed by supporting details.



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Performance Descriptors		Needs Work	Completes task with support from practitioner	Completes task independently
A1.3	<ul style="list-style-type: none"> integrates several pieces of information from texts 			
	<ul style="list-style-type: none"> manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks 			
	<ul style="list-style-type: none"> identifies the purpose and relevance of texts 			
	<ul style="list-style-type: none"> skims to get the gist of longer texts 			
	<ul style="list-style-type: none"> begins to recognize bias and points of view in texts 			
	<ul style="list-style-type: none"> infers meaning which is not explicit in texts 			
	<ul style="list-style-type: none"> compares or contrasts information between two or more texts 			
	<ul style="list-style-type: none"> uses organizational features, such as headings, to locate information 			
	<ul style="list-style-type: none"> follows the main events of descriptive, narrative, informational and persuasive texts 			
	<ul style="list-style-type: none"> obtains information from detailed reading 			
	<ul style="list-style-type: none"> makes meaning of short, creative texts (e.g. poems, short stories) 			
	<ul style="list-style-type: none"> identifies sources, evaluates and integrates 			
A3	<ul style="list-style-type: none"> not rated for complexity 			
B2.2	<ul style="list-style-type: none"> writes texts to explain and describe 			
	<ul style="list-style-type: none"> conveys intended meaning on familiar topics for a limited range of purposes and audiences 			
	<ul style="list-style-type: none"> begins to sequence writing with some attention to organizing principles (e.g. time, importance) 			



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	<ul style="list-style-type: none"> connects ideas using paragraph structure 			
	<ul style="list-style-type: none"> uses limited range of vocabulary and punctuation appropriate to the task 			
	<ul style="list-style-type: none"> begins to select words and tone appropriate to the task 			
	<ul style="list-style-type: none"> begins to organize writing to communicate 			
B2.3	<ul style="list-style-type: none"> writes texts to present information, summarize, express opinions, present arguments, convey ideas or persuade 			
	<ul style="list-style-type: none"> manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks 			
	<ul style="list-style-type: none"> selects and uses vocabulary, tone and structure appropriate to the task 			
	<ul style="list-style-type: none"> organizes and sequences writing to communicate effectively 			
	<ul style="list-style-type: none"> uses a variety of vocabulary, structures and approaches to convey main ideas with supporting details 			
D.2	<ul style="list-style-type: none"> selects and follows appropriate steps to complete tasks 			
	<ul style="list-style-type: none"> locates and recognizes functions and commands 			
	<ul style="list-style-type: none"> makes low-level inferences to interpret icons and text 			
	<ul style="list-style-type: none"> begins to identify sources and evaluate information 			
	<ul style="list-style-type: none"> performs simple searches using keywords (e.g. internet, software help menu) 			

This task: was successfully completed ___ needs to be tried again ___

Learner Comments



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Instructor (print)

Learner Signature