

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

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

OALCF Cover Sheet – Practitioner Copy

Learner Name: _____

Date Started (m/d/yyyy): _____

Date Completed (m/d/yyyy): _____

Successful Completion: Yes No

Goal Path: Employment Apprenticeship

Secondary School Post Secondary 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 Groups: 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:

- computer with internet access
- dictionary, if desired
- Skill building activities - the learner needs to understand the content of a speech in order to write one themselves

Learner Information

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.

Work Sheet 1

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

Answer:

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.

Answer:

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

Answer:

Work Sheet 2

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.

Answer:

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

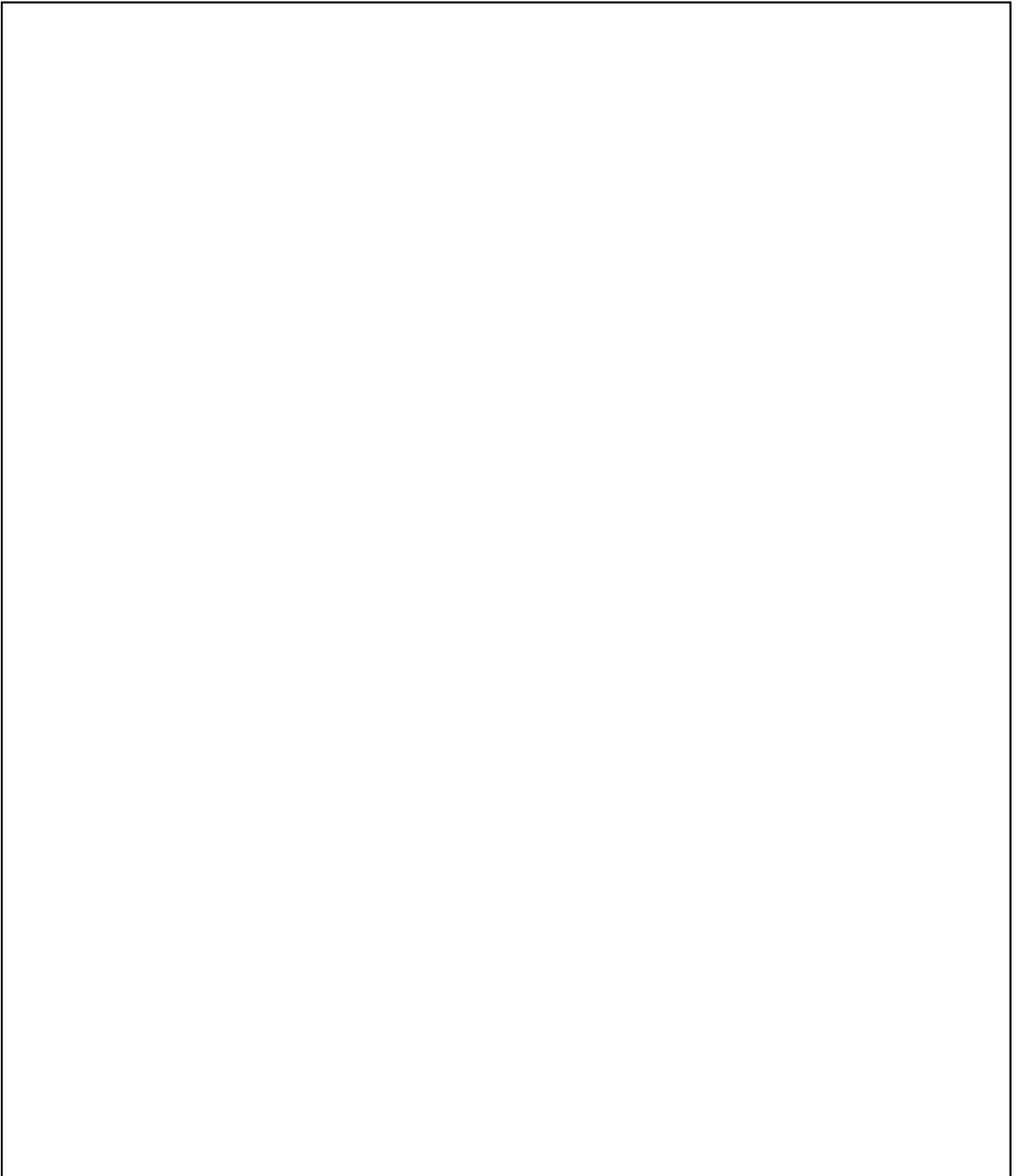
Answer:

Task 6: Select either (a) OR (b). Write your answer on the next page. 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.**

Work Sheet 3

Task 6 Answer:



Answer Key

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

"I have a dream today."

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.

"let freedom ring" and "free at last"

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

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

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: What is Martin Luther King's dream?

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

Task 6: Either (a) OR (b)

(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.

(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.

Performance Descriptors 1

Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
A1.3	Integrates several pieces of information from texts			
A1.3	Manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks			
A1.3	Identifies the purpose and relevance of texts			
A1.3	Skims to get the gist of longer texts			
A1.3	Begins to recognize bias and points of view in texts			
A1.3	Infers meaning which is not explicit in texts			
A1.3	Compares or contrasts information between two or more texts			
A1.3	Uses organizational features, such as headings, to locate information			
A1.3	Follows the main events of descriptive, narrative, informational and persuasive texts			
A1.3	Obtains information from detailed reading			
A1.3	Makes meaning of short, creative texts (e.g. poems, short stories)			

Performance Descriptors 2

Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
A1.3	Integrates several pieces of information from texts			
A3	Not rated for complexity			
B2.2	Writes texts to explain and describe			
B2.2	Conveys intended meaning on familiar topics for a limited range of purposes and audiences			
B2.2	Begins to sequence writing with some attention to organizing principles (e.g. time, importance)			
B2.2	Connects ideas using paragraph structure			
B2.2	Uses limited range of vocabulary and punctuation appropriate to the task			
B2.2	Begins to select words and tone appropriate to the task			
B2.2	Begins to organize writing to communicate			
B2.3	Writes texts to present information, summarize, express opinions, present arguments, convey ideas or persuade			

Performance Descriptors 3

Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
B2.3	Manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks			
B2.3	Selects and uses vocabulary, tone and structure appropriate to the task			
B2.3	Organizes and sequences writing to communicate effectively			
B2.3	Uses a variety of vocabulary, structures and approaches to convey main ideas with supporting details			
D.2	Selects and follows appropriate steps to complete tasks			
D.2	Locates and recognizes functions and commands			
D.2	Makes low-level inferences to interpret icons and text			
D.2	Begins to identify sources and evaluate information			
D.2	Performs simple searches using keywords (e.g. internet, software help menu)			

Task Title: IHaveADream_SP_A1.3_A3_B2.2_B2.3_D.2

Performance Descriptors 3

This task: Was successfully completed Needs to be tried again

Learner Comments:

Instructor (print):

Learner (print):
