



Speakers' Corner

Dr Martin Luther King Jr

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A. Listening Comprehension

1. Who was Martin Luther King Jr?
 - a. A politician
 - b. A leader of the civil rights movement in the USA
 - c. A teacher
2. How does King talk, according to Nick Turnbull?
 - a. Like a king
 - b. Like a teacher
 - c. Like a preacher
3. What is the speech about?
 - a. Civil rights, equal rights for coloured people
 - b. Political rights for coloured people
 - c. Rights for coloured children to go to school
4. What is the idea of King's speech?
 - a. To move the emotions of the audience
 - b. To comfort the audience
 - c. To reveal unknown facts to the audience



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5. King illustrates his speech with phrases and ideas from
- Politics
 - The Bible and the Declaration of Independence
 - The American Constitution

6. In his speech King repeats a phrase over and over again. Which phrase is that?

7. What is King's dream?

8. Why does King improvise at the end of his speech?

9. In what way is King's speech in 1963 a beginning of a new society?

- After this black men could become preachers
- After this the American society started to become more tolerant and more equal than before
- After this slavery was abolished

10. Why is it a good idea to also improvise parts of your speech?

Key to Listening Comprehension:

1.b

2.c

3.a

4.a

5.b

6.I have a dream

7.That people will be treated equally, that blacks and whites will be treated the same, that people of all colors will be able to live together in peace

8.To be able to interact with his audience

9.b

10.So you can adjust your message to your audience, so that you sound more natural



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B. Further materials and links for inspiration and themes

- *Biography, American History:*

For more on Dr Martin Luther King jr

http://www.nobelprize.org/nobel_prizes/peace/laureates/1964/king-bio.html

Watch *I Have A Dream* delivered at the Lincoln Memorial, Washington on August 28 1963:

<http://www.youtube.com/watch?v=smEqnklfYs>

- *Music History:*

Mahalia Jackson on YouTube

<http://www.youtube.com/watch?v=X6xpEwmxhkg&feature=related>

- *Civil Rights, Women's Rights*

Biography of Rosa Parks, "mother of the Civil Rights movement" and her organization *Rosa and Raymond Parks Institute for Self Development*

http://www.rosaparks.org/index.php?option=com_content&view=article&id=118&Itemid=60

Rosa Parks in Women's Hall of Fame

<http://www.greatwomen.org/women-of-the-hall/search-the-hall/details/2/116-Parks>

C. Rhetoric

The anaphora is mentioned as a figure of speech used by Martin Luther King. Anaphora is a rhetorical term for the repetition of a word or a phrase at the beginning of successive clauses/sentences in a speech. They are often building up to a climax in the speech, creating a strong emotional effect.

King's *I Have a Dream Speech* is an example of this figure of speech. Here are some further examples to illustrate an anaphora:

- "*We shall go on to the end, we shall fight in France, we shall fight on the seas and oceans, we shall fight with growing confidence and growing strength in the air, we shall defend our Island, whatever the cost may be, we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender.*"
(Winston Churchill, speech to the House of Commons, June 4, 1940)
- "*Let both sides explore what problems unite us instead of belabouring those problems which divide us. Let both sides, for the first time, formulate serious and precise proposals for the inspection and control of arms, and bring the absolute power to destroy other nations under the absolute control of all nations.*"



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- "*Let both sides* seek to invoke the wonders of science instead of its terrors. Together let us explore the stars, conquer the deserts, eradicate disease, tap the ocean depths, and encourage the arts and commerce.

"*Let both sides* unite to heed, in all corners of the earth, the command of Isaiah--to 'undo the heavy burdens, and to let the oppressed go free.'"

(President John Kennedy, [Inaugural Address](#), January 20, 1961)

- "It's *the hope* of slaves sitting around a fire singing freedom songs; *the hope* of immigrants setting out for distant shores; *the hope* of a young naval lieutenant bravely patrolling the Mekong Delta; *the hope* of a millworker's son who dares to defy the odds; *the hope* of a skinny kid with a funny name who believes that America has a place for him, too."
(Barack Obama, "The Audacity of Hope," July 27, 2004)

- "But *when you* have seen vicious mobs lynch your mothers and fathers at will and drown your sisters and brothers at whim; *when you* have seen hate-filled policemen curse, kick, brutalize and even kill your black brothers and sisters with impunity; *when you* see the vast majority of your twenty million Negro brothers smothering in an airtight cage of poverty in the midst of an affluent society; *when you* suddenly find your tongue twisted and your speech stammering as you seek to explain to your six-year-old daughter why she can't go to the public amusement park that has just been advertised on television, and see tears welling up in her little eyes when she is told that Funtown is closed to colored children, and see the depressing cloud of inferiority begin to form in her little mental sky, and see her begin to distort her little personality by unconsciously developing a bitterness toward white people; *when you* have to concoct an answer for a five-year-old son asking in agonizing [pathos](#): 'Daddy, why do white people treat colored people so mean?'; *when you* take a cross-country drive and find it necessary to sleep night after night in the uncomfortable corners of your automobile because no motel will accept you; *when you* are humiliated day in and day out by nagging signs reading 'white' and 'colored'; *when your* first name becomes 'nigger' and your middle name becomes 'boy' (however old you are) and your last name becomes 'John,' and when your wife and mother are never given the respected title 'Mrs.'; *when you* are harried by day and haunted by night by the fact that you are a Negro, living constantly at tiptoe stance never quite knowing what to expect next, and plagued with inner fears and outer resentments; *when you* are forever fighting a degenerating sense of 'nobodiness'; then you will understand why we find it difficult to wait."

(Dr. Martin Luther King, Jr., "Letter From a Birmingham Jail," April 16, 1963. *I Have a Dream: Writings and Speeches That Changed the World*, ed. by James M. Washington. HarperCollins, 1992)

D. Discuss/Debate

Talk about a topic using *anaphora*! Try to use emotion to move your audience to agree with you. Choose a topic you feel strongly about. When you deliver your speech, keep an eye on the audience and try to adjust to the reactions you get. Some examples of topics:

- a. Do women get an equal chance in today's society?
- b. Are people of all origins treated equally in Sweden today?
- c. Is Flash Mob a modern way of protesting?



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Lgr11 and Speakers' Corner

In Lgr11 it is said that:

Teaching of English should aim at helping the pupils to develop knowledge of the English language and of the areas and contexts where English is used, and also pupils' confidence in their ability to use the language in different situations and for different purposes.

It is further pointed out that the teaching of English: ... *should essentially give pupils the opportunities to develop their ability to:*

- *understand and interpret the content of spoken English and in different types of texts,*
- *express themselves and communicate in speech and writing,*
- *use language strategies to understand and make themselves understood,*
- *adapt language for different purposes, recipients and contexts, and*
- *reflect over living conditions, social and cultural phenomena in different contexts and parts of the world where English is used.*

Basically all of the above points are touched upon in "Speaker's Corner". Part A is a listening comprehension for the pupils to hear conversational English as well as English in more formal speeches. In part B they have a chance to learn about and reflect on living conditions as well as social and cultural phenomena today and in history, in England and the USA. In part C the pupils will get tips and framework for giving a speech and arguing an opinion and thereby adapting the language for the purpose and the audience. In part D they practise trying to convince an audience of their views or ideas.

Thereby also some of the points of the *Content of Communication* are covered. For instance:

In years 7–9

Content of communication

- *Interests, daily situations, activities, sequences of events, relations and ethical questions.*
- *Views, experiences, feelings and future plans.*
- *Living conditions, traditions, social relations and cultural phenomena in various contexts and areas where English is used.*

Listening and reading – reception

- *Spoken English and texts from various media.*
- *Spoken English with some regional and social variants.*
- *Oral and written instructions and descriptions.*
- *Different types of conversations, dialogues, interviews and oral communications.*
- *Oral and written information, as well as discussions and argumentation for different purposes, such as news, reports and newspaper articles.*
- *How texts and spoken language can be varied for different purposes and contexts.*



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Speaking, writing and discussing – production and interaction

- Different ways of working on personal communications to vary, clarify, specify and adapt them for different purposes.
- Conversations, discussions and argumentation.
- Language strategies to understand and be understood when language skills are lacking, such as reformulations, questions and explanations.
- Language phenomena to clarify, vary and enrich communication such as pronunciation, intonation and fixed language expressions, grammatical structures and sentence structures.

When working with the materials in *Speaker's Corner* the pupils are given the possibility to reach the knowledge requirements for E (or higher) according to the following specification in Lgr11:

Knowledge requirements for grade E at the end of year 9

Pupils can understand **the main content and basic details** in English spoken at a moderate pace and in basic texts in various genres. Pupils show their understanding by presenting an **overview** with discussion and comments on content and details and also with **acceptable** results act on the basis of the message and instructions in the content.

In oral and written production, pupils can express themselves **simply, understandably and relatively coherently**. To clarify and vary their communication, pupils can work on and make **simple** improvements to their communications. In oral and written interaction in different contexts, pupils can express themselves **simply and understandably** and also **to some extent** adapted to purpose, recipient and situation. In addition, pupils can choose and apply **basically functional** strategies which **to some extent** solve problems and improve their interaction.

Pupils discuss **in overall terms** some phenomena in different contexts and areas where English is used, and can also make **simple** comparisons with their own experiences and knowledge.