

CLASSROOM ACTIVITY

POWER OF THE DREAM AS EXPRESSED BY DR. MARTIN LUTHER KING, JR. AND THE EUROPEAN UNION

Grades: 7+
Time: 3-4 days

Objectives: Understand that the dream of unity is common in America and in Europe as students read Dr. Martin Luther King's "I have a dream" speech in French and compare it to the European Union's Mission statement: "United in Diversity."
Generate new vocabulary / analyze grammar concept (possessive adjectives)
Identify similarities and differences; understand historical contexts
Illustrate and write about global and personal dreams in French

Materials Needed: Worksheets or internet; construction paper; markers

1. **First Step:** Read excerpts from Dr. Martin Luther King's life and speech in French. Highlight cognates and make a list of 10-15 vocabulary words that you need to translate to understand the text. Finally, list words from the speech and from your vocabulary list in French that are considered racist and anti-racist.

[www.afcam.org/Doc_illustration/LUTHER/MatinLUTHERKING.htm]

[www.anglaisfacile.com/free/civi/usa/irc/faq/mlking.php]

L'Unité	Racisme
Tolérance les hommes naissent égaux. Liberté	Discrimination désert étouffant d'injustice esclaves

2. **Second Step:** Read excerpts from the European Union (EU) Mission statement and follow the same format as step 1: highlight cognates, generate list of important new vocabulary and create a double column list of words and phrases to identify words or phrases that unite and divide.

http://www.europa.eu/abc/panorama/index_fr.htm

Example:

L'Unité	Conflit
Coopération institutions communes	Guerre destructrice

3. **Third step:** Introduce or review possessive adjectives and c'est/ce sont using these texts. Worksheet is provided at [www2.chccs.k12.nc.us/education/components/docmgr/default.php?sectiondetailid=37901&fileitem=18896&catfilter=4222] (scroll down and click on "download")

4. **Fourth Step:** Create a Venn Diagram that highlights the dreams of both Dr. King and the EU using the vocabulary and grammar concepts generated from the texts. Have the students include an historical context in French or English depending on skill level. You can use a diagram from my Web site: [www2.chccs.k12.nc.us/education/sctemp/221c0827c9fbaf7c04272e2a95094550/1230524760/Venn_Diagram.JPG]

5. Finally, have the students create their own dreams making sure they are using the proper possessive adjective. I had them create three dreams in French:

- Mon rêve pour le monde.....
- Mon rêve pour ma famille.....
- Mon rêve....

These dream projects need to be illustrated, have 6-8 sentences in French using vocabulary we had just learned, and demonstrate thought and effort because they would be on display for Europe Day in May.

Robin McMahon
Smith Middle School (NC)
[rmcmahon@chccs.k12.nc.us]