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| Listening  Speaking █ Reading  Grammar  Writing | | | |
| **Topic: The Greatest Speech Ever (Robert F. Kennedy’s Speech on Martin Luther King’s Assassination)** | | | |
| Instructor:  Jacki | **Students Competency Level**  **Pre-Intermediate** | **Number of Students:**  **13** | **Lesson Length:**  **55** |
| Materials:**(List the Names of all materials used in the lesson. Materials must be shown at the end of this document)**  -White Board and Markers  -Picture of Robert F Kennedy  -Background Text of RFK Speech  -Robert F Kennedy Speech Text on Apr 4th, 1968  -Video Clip of RFK Speech on Apr 4th, 1968  Computer  Projector  Overhead Screen  -After Reading Worksheet | | | |
| Aims:**(What students will be able to achieve by participating in the activities of the lesson. (Ss gain or get by doing…)**   * Ss will be able to learn about 1960’s Turbulent time in America by listening T’s talk. * Ss will improve reading skills by reading RFK speech text & worksheet. * Ss will improve listening skills by watching video clip of RFK speech, discuss in group and respond to T. * Ss will be able to express their ideas by discuss about RFK speech & worksheet. * Ss will improve writing skills by completing worksheet. | | | |
| Language Skills:**(Lists what activities language skills students will be using by participating in the activities of the lesson.)**   * Reading: **(Where did reading occur in the lesson?)**   RFK speech text and worksheet   * Listening:**(Where did listening occur in the lesson?)**   Teacher talk, video clip, discussion in group, listening to presentation   * Speaking: **(Where did speaking occur in the lesson?)**   Answering teacher, discussion and presentation   * Writing: **(Where did writing occur in the lesson?)**   Writing worksheet, note taking | | | |
| Language Systems: **(Lists what language systems students will be using by participating in the activities of the lesson.)**   * Phonology: **(sound)**   Teacher talk, discussion   * Function:**(situation)**   Acknowledge of Civil Right Movement in 1960’s in America   * Lexis: **(meaning)**   Learning vocabulary in RFK’s speech   * Grammar:**(language structure)**   General discussion Grammar not emphasized   * Discourse: **(communication)**   Sharing ideas, interact with teacher | | | |
| Assumptions:**(What students must already be able to do and what concepts must already be mastered before the lesson in order to achieve the aims of the lesson.)**  -Ss have background knowledge about Civil Rights Movement.  -Ss know who is Robert F Kennedy.  -Ss have watched or listened speech before.  -Ss know how to discuss in group activity. | | | |
| Anticipated Errors and Solutions:**(What things might go wrong in the lesson and what the solution will be. An SOS activity should also be included)**  -There might be Ss who have no idea about Civil Rights Movement or RFK.  -> Solution: T gives them brief explanation.  -If Ss have difficult to read of speech text.  -> Solution: T gives Ss advice and respond their questions.  -If some Ss may not active in group discussion.  -> Solution: T encourage Ss to participate. | | | |
| References:  [www.americanrhetoric.com/**speeches**/**rfk**on**mlk**death.html](http://www.americanrhetoric.com/speeches/rfkonmlkdeath.html)  <https://www.youtube.com/watch?v=GoKzCff8Zbs>  [https://en.wikipedia.org/.../Robert\_F.\_Kennedy's\_**speech**\_on\_the\_assassinati](https://en.wikipedia.org/.../Robert_F._Kennedy's_speech_on_the_assassinati)... | | | |

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| **Lead-In or Pre-Task Part (Warm-Up Part to activate and create interest in the lesson.)** | | | |
| Materials: **(List the Names of all materials used in the Lead-In or Pre-Task Part of the lesson. Materials must be shown at the end of this document)**  -White Board and Markers | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure &Instructions:** |
| 1min  4min  4min | W  W  W | Greet T  Ss listen to T  Ss answer about teacher’s Q | Greet Ss  Tell Ss about how speech can have a great impact on people and history. (President Obama victory speech in 2008)  Ask Ss what can make powerful speech and is there any great speech they can remember?  Transition. Let’s look one of the greatest speech in history together! |

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| **Pre-Activity or Task Familiarization Part (Presentation Part Presenting the language structure to be covered in the lesson. Prepares students for the communication activity.)** | | | |
| Materials: **(List the Names of all materials used in the Pre-Activity or Task Familiarization Part of the lesson. Materials must be shown at the end of this document)**  -Picture of Robert F Kennedy  -Background Text of RFK Speech  -Video Clip of RFK Speech on Apr 4th, 1968  Computer  Projector  Overhead Screen | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure &Instructions:** |
| 4min  3min  7min  3min | W  W  W  S-W | Ss read text.  Ask some Q to T.  Ss listen to T  Ss watch the video clip  Some St answer to T | Hand out background text of RFK speech.  Let them read the text. Ask if they have any Q.  Tell Ss about1960’s turbulent time in America.  Introduce video clip to Ss.  Ask Ss what’s their impression about speech. |

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| **Main Activity or Task Realization Part (Practice to Production Part Teacher lead practice of the language presented and move to communication based more student centered activity)** | | | |
| Materials: **(List the Names of all materials used in the Main Activity or Task Realization Part of the lesson. Materials must be shown at the end of this document)**  -Picture of Robert F Kennedy  - Background Text of RFK Speech  -Robert F Kennedy Speech Text on Apr 4th, 1968  -After Reading Worksheet | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure &Instructions:** |
| 5min  5min  1min  7min  6min | G  G  Individual  G  G-W | Move into group  Ss share their thoughts with group  Ss get the worksheet  Ss share and coordinate their thoughts  Groups present their thought to class. Other groups listen | Divide Ss into groups. Hand out RFK speech text. Let them read the text.  Ask Ss to share their thoughts about the text and facilitate classroom discussion and feedback.  Hand out after reading worksheet. Let them complete worksheet together.  Ss share their ideas and complete worksheet. Facilitate S-T, S-S interactions.  Let each group presents about worksheet answers. |

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| **Post Activity or Post Task Part (Wrap-Up Part Close the Lesson on a high note to and consolidate language learned in a communication based activity new situation.)** | | | |
| Materials: **(List the Names of all materials used in the Post Activity or Post Task Part of the lesson. Materials must be shown at the end of this document)**  -White Board and Markers  -Picture of Robert F Kennedy  - Background Text of RFK Speech  -Robert F Kennedy Speech Text on Apr 4th, 1968  -After Reading Worksheet | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure Instructions:** |
| 3min  1min  1min | W  W  W | Ss listen what T says,  Respond to T  Listen and take note.  Listen and say bye to T | Encourage Ss and give feedback about their opinion.  Give Ss linked assignment. “The speech that touched my heart” or “The historic moment that changed my life”  Wrap up the class and congratulate their accomplishment. |

**Background Text of RFK Speech**

[**Robert F. Kennedy**](https://en.wikipedia.org/wiki/Robert_F._Kennedy)**'s speech on the** [**assassination of Martin Luther King, Jr.**](https://en.wikipedia.org/wiki/Assassination_of_Martin_Luther_King,_Jr.) was given on April 4, 1968, in [Indianapolis, Indiana](https://en.wikipedia.org/wiki/Indianapolis,_Indiana). Kennedy, the United States senator from New York, was campaigning to earn the 1968 [Democratic](https://en.wikipedia.org/wiki/Democratic_Party_(United_States)) [presidential nomination](https://en.wikipedia.org/wiki/United_States_presidential_election,_1968) when he learned that King had been assassinated in Memphis, Tennessee. Earlier that day Kennedy had spoken at the [University of Notre Dame](https://en.wikipedia.org/wiki/University_of_Notre_Dame) in South Bend and at [Ball State University](https://en.wikipedia.org/wiki/Ball_State_University) in Muncie, Indiana. Before boarding a plane to attend campaign rallies in Indianapolis, Kennedy learned that King had been shot. When he arrived, Kennedy was informed that King had died. Despite fears of riots and concerns for his safety, Kennedy went ahead with plans to attend a rally at 17th and Broadway in the heart of Indianapolis's African-American ghetto. That evening Kennedy addressed the crowd, many of whom had not heard about King's assassination. Instead of the rousing campaign speech they expected, Kennedy offered brief, impassioned remarks for peace that is considered to be one of the great public addresses of the modern era.

**Robert F. Kennedy**

***Remarks on the Assassination of Martin Luther King, Jr.***

delivered 4 April 1968, Indianapolis, IN



**Robert F Kennedy Speech Text on Apr 4th, 1968**

Ladies and Gentlemen,

I'm only going to talk to you just for a minute or so this evening, because I have some -- some very sad news for all of you -- Could you lower those signs, please? -- I have some very sad news for all of you, and, I think, sad news for all of our fellow citizens, and people who love peace all over the world; and that is that Martin Luther King was shot and was killed tonight in Memphis, Tennessee.

Martin Luther King dedicated his life to love and to justice between fellow human beings. He died in the cause of that effort. In this difficult day, in this difficult time for the United States, it's perhaps well to ask what kind of a nation we are and what direction we want to move in. For those of you who are black -- considering the evidence evidently is that there were white people who were responsible -- you can be filled with bitterness, and with hatred, and a desire for revenge.

We can move in that direction as a country, in greater polarization -- black people amongst blacks, and white amongst whites, filled with hatred toward one another. Or we can make an effort, as Martin Luther King did, to understand, and to comprehend, and replace that violence, that stain of bloodshed that has spread across our land, with an effort to understand, compassion, and love.

For those of you who are black and are tempted to fill with -- be filled with hatred and mistrust of the injustice of such an act, against all white people, I would only say that I can also feel in my own heart the same kind of feeling. I had a member of my family killed, but he was killed by a white man.

But we have to make an effort in the United States. We have to make an effort to understand, to get beyond, or go beyond these rather difficult times.

My favorite poem, my -- my favorite poet was Aeschylus. And he once wrote:

*Even in our sleep, pain which cannot forget*

*falls drop by drop upon the heart,*

*until, in our own despair, against our will,*

*comes wisdom through the awful grace of God.*

What we need in the United States is not division; what we need in the United States is not hatred; what we need in the United States is not violence and lawlessness, but is love, and wisdom, and compassion toward one another, and a feeling of justice toward those who still suffer within our country, whether they be white or whether they be black.

So I ask you tonight to return home, to say a prayer for the family of Martin Luther King -- yeah, it's true -- but more importantly to say a prayer for our own country, which all of us love -- a prayer for understanding and that compassion of which I spoke.

We can do well in this country. We will have difficult times. We've had difficult times in the past, but we -- and we will have difficult times in the future. It is not the end of violence; it is not the end of lawlessness; and it's not the end of disorder.

But the vast majority of white people and the vast majority of black people in this country want to live together, want to improve the quality of our life, and want justice for all human beings that abide in our land.

And let's dedicate ourselves to what the Greeks wrote so many years ago: to tame the savageness of man and make gentle the life of this world. Let us dedicate ourselves to that, and say a prayer for our country and for our people.

Thank you very much.

After Reading Worksheet

1. What do you know about Civil Rights Movement? Martin Luther King Jr.? Robert F. Kennedy?
2. What is Civil Rights mean to you? What is true purpose of the Civil Rights Movement?
3. What is like to live in turbulent time of history? (ex; 60’s in America, World War 1 & 2, Korean War…) Let’s imagine how you will deal with that situation.
4. In this speech Kennedy recited a poem by Aeschylus, how did this impact on the speech?
5. Have you ever watched the historical moment? What was it? Why do you think so? Did it make you change?
6. What RFK’s speech brings it today? Also how can we relate this speech to our Korean society in 2016?