

Education Guide



As the fifth oldest active children’s theatre in the nation, Youtheatre is dedicated to its mission to “educate, engage and entertain” through quality theatrical experiences. In 1934, Dr. Clive McAllister, president of the Old Fort Players (now the Civic Theatre), appointed a committee to create a junior or children’s theater branch of the organization. The committee established the philosophy that the new “Children’s Theatre” would develop poise, better diction, and self-esteem for children through dramatic instruction. They would give at least one play a year, and awaken enthusiasm in children for beauty in art and integrity in dramatic literature.

The first class began with an enrollment of a whopping 40 students, each of which paid just \$1.00 for 8 classes! The first production, “The Steadfast Tin Soldier,” was performed at the Majestic Theatre in Fort Wayne and had a cast of 75 young people. Tickets were only 10 cents for children and 25 cents for adults.

In 1954, the Majestic Theatre was deemed unsafe for children by the fire department and so the Children’s Theatre spent the next 10 years at various locations in the city. By the time it rejoined the Civic Theatre at the Old Palace Theatre, it had a new name, the “Fort Wayne Youtheatre.” In 1973, both organizations moved to their current home in the Arts United Center on E. Main Street in downtown Fort Wayne. The Youtheatre became autonomous in 1984.

In 1978, Broadway star Harvey Cocks became the Executive Director of Youtheatre. Even after retiring from that position, Harvey has remained as our Artist in Residence; and after 40+ years, he is still inspiring young actors and actresses! In 2010, he was joined by Leslie Hormann, who served as Executive/Artistic Director until 2018.

Youtheatre is currently managed by Executive/Artistic Director Todd Espeland, who came to us in 2018 after serving as Artistic Director of the Kalamazoo Civic Theatre. He is joined by Assistant Director/Director of Outreach Christopher J. Murphy and Administrative Assistant/Marketing Director Megan Ebeskotte and a staff of outstanding local artists who serve as teachers, guest directors, choreographers, music directors and designers.

For over three quarters of a century, Youtheatre has produced classes, camps and theatrical productions for the artists and audiences of northeast Indiana. Recent productions include “A Charlie Brown Christmas,” “Frozen the musical” “Wind in the Willows” and “Treasure Island.” Our touring “Storybook Theatre” troupe takes literature-based shows into the community, performing in hospitals, libraries, community centers and more. In 2018, our Linda L. Ruffalo “Young Heroes of Conscience Series, which has spotlighted the likes of Anne Frank, Ryan White, Harriet Tubman and Ruby Bridges, won the “Mayor’s Arts Award.”



ELEMENTS OF A PRODUCTION

SET- the scenery pieces that form the area in which the performers act out the play. Sometimes scenery is very realistic, making the audience think they are inside a real house, for example. Other times the scenery is quite fanciful or limited. What different sets can you name in “Building the Dream: MLK Jr.” What time and place does it look like?

LIGHTS- the lighting instruments that help to create the right atmosphere on the stage. Lights direct the attention of the audience to specific areas of the stage or to a specific performer. The lights may be different colors to add special effects such as nighttime or a storm. How do the lights in “Building the Dream: MLK Jr.” show changes in the time and place?

PROPS (Properties)- the objects performers carry to help them act out the story. Look for important props that help define character or place. Can you name a few?

MAKE-UP- the cosmetic bases, blushes, lipsticks, mascara and eye liners which helps the performer physically become the character he/she is playing. Make-up is also used to that the performers facial features can be seen clearly under the bright stage lights from a distance. Do you notice any special make-up in “Building the Dream: MLK Jr.”?

COSTUMES- the clothing the performers wear. Depending on the story being acted out, this clothing may be what a character of the time would have actually worn. It may also be very exaggerated or fantastic in the case a dream or a fairy-tale. Costumes help the audience know what a character is like or where and when he/she lived. Are the costumes drab or colorful? Do they look realistic? What do they tell you about the time and place?



Pictured above: Youthatre's productions of SLEEPING BEAUTY & REMEMBERING ANNE

About the Director/Playwright

GREGORY STIEBER



GREGORY STIEBER has been with Youtheatre for more than 25 years as an actor, teacher, playwright and director. He is the creator of our “Young Heroes of Conscience Series,” writing & directing *Mary’s Story*, *The Kid from Kokomo: The Ryan White Story*, *Ruby Bridges*, and *Remembering Anne*, *Harriet Tubman*, and *After the Miracle: Helen Keller*. He has directed for Civic, Arena & FW Ballet. His other creations include *Star Crossed* for the Fort Wayne Dance Collective, *An Evening of Hamlet* for the Fort Wayne Philharmonic and *I Will Wait: The Veterans Spouse Project* with George John Productions. He was named Artist of the Year by Arts United in 2011, 2015 and 2020. He was also awarded “One of the Righteous” from the Jewish Federation for his continued dedication to social justice through theatre.



Linda L. Ruffolo's Young Heroes of Conscience Series

Past Heroes & Their Sponsors



2015

Kid From Kokomo:
the Ryan White Story
AIDS Task Force

2016

Ruby Bridges
*African-American
Museum*



2017

Remembering Anne
Jewish Heritage Society

2018

Young Harriett Tubman
McMillan Recreational Center



Martin Luther King Jr.



Martin Luther King Jr.

Occupation: Civil Rights Leader

Born: January 15, 1929 in Atlanta, GA

Died: April 4, 1968 in Memphis, TN

Best known for: Advancing the Civil Rights Movement and his "I Have a Dream" speech.

Biography: Martin Luther King, Jr. was a civil rights activist in the 1950s and 1960s. He led non-violent protests to fight for the rights of all people including African Americans. He hoped that America and the world could become a colorblind society where race would not impact a person's civil rights. He is considered one of the great orators of modern times, and his speeches still inspire many to this day.

Where did Martin grow up? Martin Luther King, Jr. was born in Atlanta, GA on January 15, 1929. He went to Booker T. Washington High School. He was so smart that he skipped two grades in high school. He started his college education at Morehouse College at the young age of fifteen. After getting his degree in sociology from Morehouse, Martin got a divinity degree from Crozer Seminary and then got his doctor's degree in theology from Boston University. Martin's dad was a preacher which inspired Martin to pursue the ministry. He had a younger brother and an older sister. In 1953 he married Coretta Scott. Later, they would have four children including Yolanda, Martin, Dexter, and Bernice.

How did he get involved in civil rights? In his first major civil rights action, Martin Luther King, Jr. led the Montgomery Bus Boycott. This started when Rosa Parks refused to give up her seat on a bus to a white man. She was arrested and spent the night in jail. As a result, Martin helped to organize a boycott of the public transportation system in Montgomery. The boycott lasted for over a year. It was very tense at times. Martin was arrested and his house was bombed. In the end, however, Martin prevailed and segregation on the Montgomery buses came to an end.

When did King give his famous "I Have a Dream" speech? In 1963, Martin Luther King, Jr. helped to organize the famous "March on Washington". Over 250,000 people attended this march in an effort to show the importance of civil rights legislation. Some of the issues the march hoped to accomplish included an end to segregation in public schools, protection from police abuse, and to get laws passed that would prevent discrimination in employment. It was at this march where Martin gave his "I Have a Dream" speech. This speech has become one of the most famous speeches in history. The March on Washington was a great success. The Civil Rights Act was passed a year later in 1964.



How did he die? Martin Luther King, Jr. was assassinated on April 4, 1968 in Memphis, TN. While standing on the balcony of his hotel, he was shot by James Earl Ray.

Interesting Facts about Martin Luther King, Jr.

- King was the youngest person to be awarded the Nobel Peace Prize in 1964.
- Martin Luther King, Jr. Day is a national holiday.
- At the Atlanta premier of the movie *Gone with the Wind*, Martin sang with his church choir.
- There are over 730 streets in the United States named after Martin Luther King, Jr.
- One of his main influences was Mohandas Gandhi who taught people to protest in a non-violent manner.
- He was awarded the Congressional Gold Medal and the Presidential Medal of Freedom.
- The name on his original birth certificate is Michael King. This was a mistake, however. He was supposed to be named after his father who was named for Martin Luther, the leader of the Christian reformation movement.

His Legacy

Martin Luther King Jr. dedicated his life to the nonviolent struggle for racial equality in the United States. He was famous for using nonviolent resistance to overcome injustice, and he never got tired of trying to end segregation laws (laws that prevented African American citizens from entering certain places, such as restaurants, hotels, and public schools). He also did all he could to make people realize that "all men are created equal." The third Monday in January marks Martin Luther King Jr. Day, a U.S. holiday that honors King's legacy and challenges citizens to engage in volunteer service in their communities.



Civil Rights Movement



March on Washington Aug 28, 1963 from the United States Information Agency

The African-American Civil Rights Movement was an ongoing fight for racial equality that took place for over 100 years after the Civil War. Leaders such as Martin Luther King, Jr., Booker T. Washington, and Rosa Parks paved the way for non-violent protests which led to changes in the law. When most people talk about the "Civil Rights Movement" they are talking about the protests in the 1950s and 1960s that led to the Civil Rights Act of 1964.

Background

The Civil Rights Movement has its background in the abolitionist movement before the Civil War. Abolitionists were people that thought slavery was morally wrong and wanted it to come to an end. Before the Civil War, many of the northern states had outlawed slavery. During the Civil War, Abraham Lincoln freed the slaves with the Emancipation Proclamation. After the war, slavery was made illegal with the thirteenth amendment to the U.S. Constitution.

Segregation and the Jim Crow Laws



Jim Crow Drinking Fountain by John Vachon

After the Civil War, many southern states continued to treat African-Americans as second class citizens. They implemented laws that kept black people separate from white people. These laws became known as Jim Crow laws. They required separate schools, restaurants, restrooms, and transportation based on the color of a person's skin. Other laws prevented many black people from voting.

Early Protests

In the early 1900s, black people began to protest the Jim Crow laws that southern states were implementing to enforce segregation. Several African-American leaders such as W.E.B. Du Bois and Ida B. Wells joined together to found the NAACP in 1909. Another leader, Booker T. Washington, helped to form schools to educate African-Americans in order to improve their status in society.

The Movement Grows

The civil rights movement gained momentum in the 1950s when the Supreme Court ruled that segregation in schools was illegal in the case of *Brown v. Board of Education*. Federal troops were brought to Little Rock, Arkansas to allow the Little Rock Nine to attend a previously all white high school.



Major Events in the Movement

The 1950's and early 1960's brought about several major events in the fight for the civil rights of African-Americans. In 1955, Rosa Parks was arrested for not giving up her seat on the bus to a white passenger. This sparked the Montgomery Bus Boycott which lasted for over a year and brought Martin Luther King, Jr. to the forefront of the movement. King led a number of non-violent protests including the Birmingham Campaign and the March on Washington.



Lyndon Johnson signing Civil Rights Act by Cecil Stoughton

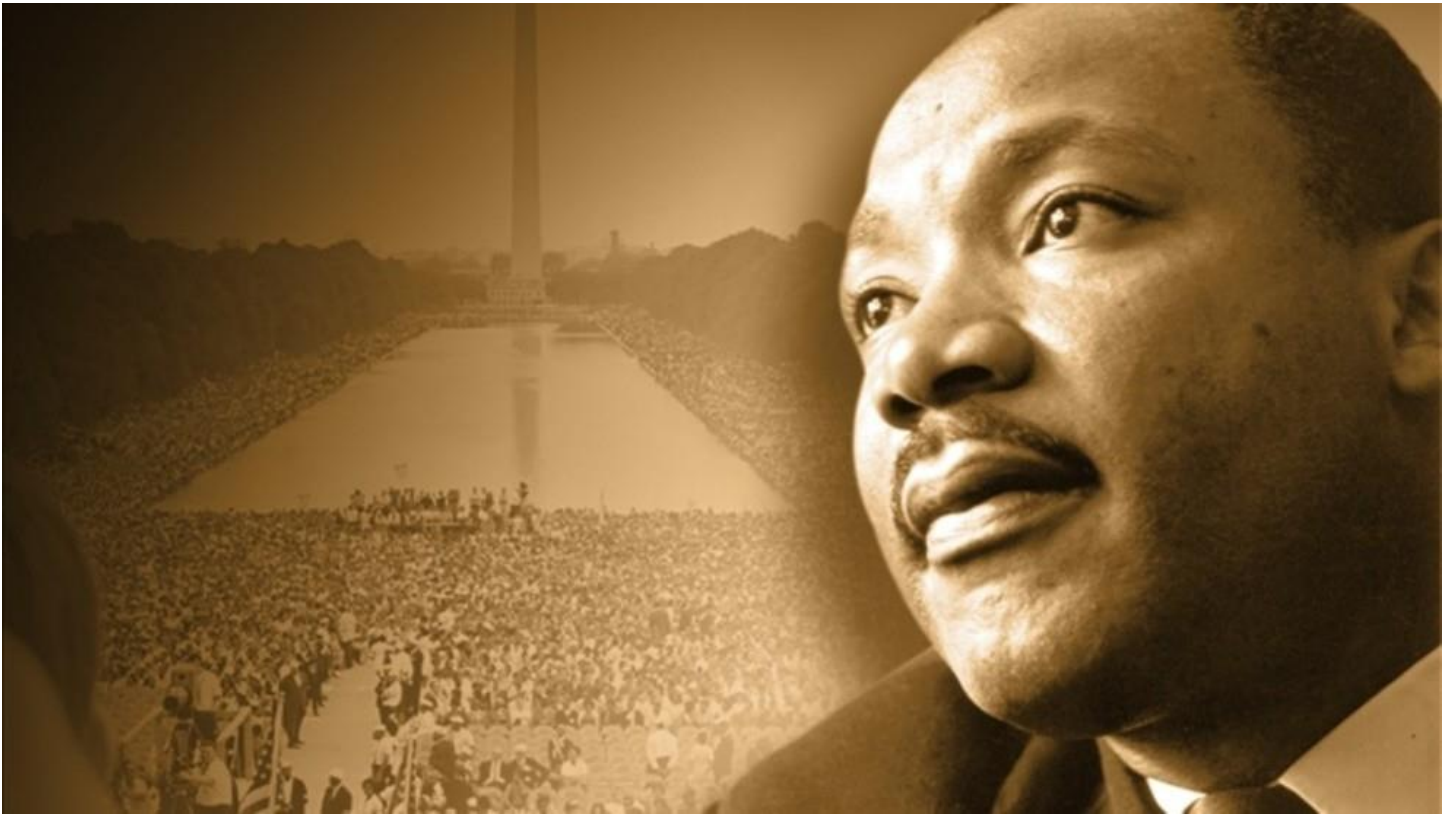
Civil Rights Act of 1964

In 1964, the Civil Rights Act was signed into law by President Lyndon Johnson. This act outlawed segregation and the Jim Crow laws of the south. It also outlawed discrimination based on race, national background, and gender. Although there were still many issues, this law gave the NAACP and other organizations a strong base on which to fight discrimination in the courts.

Voting Rights Act of 1965

In 1965, another law was passed called the Voting Rights Act. This law said that citizens could not be denied the right to vote based on their race. It outlawed literacy tests (a requirement that people be able to read) and poll taxes (a fee that people had to pay to vote)

MLK TIME LINE



1929

- **Jan. 15:** Michael King is born in Atlanta. His father changes the boy’s name, as well as his own, to Martin Luther King several years later.

1941

- **May 18:** Jennie Celeste Parks Williams, grandmother of Martin Luther King Jr., died in Atlanta of a heart attack.

1944

- **Sept. 20:** King enrolls at Morehouse College after passing the entrance exam at age 15.

1946

- **Aug. 6:** The Atlanta Constitution publishes a letter to the editor from King supporting minority rights.

1948

- **Feb. 25:** King is ordained and becomes assistant pastor at Ebenezer Baptist Church in Atlanta, his father’s church.
- **June 8:** King graduates from Morehouse College with bachelor’s degree in sociology.
- **Sept. 14:** King enters Crozer Theological Seminary in Chester, Pa.

1951

- **May 8:** King graduates from Crozer with bachelor of divinity degree. He delivers valedictory address.
- **Sept. 13:** King begins graduate studies in systematic theology at Boston University’s School of Theology.

1952

- **January:** King meets Coretta Scott in Boston.

1953

- **June 18:** King and Coretta Scott are married near Marion, Alabama. King’s father officiates at the service.

1954

- **Sept. 1:** King begins his pastorate at Dexter Avenue Baptist Church in Montgomery, Ala.

1955

- **June 5:** King earns doctorate from Boston University.
- **Dec. 5:** King is named president of the Montgomery Improvement Association.

1956

- **Jan. 30:** King’s home is bombed while he is speaking at a meeting. His wife and daughter are unharmed.

1957

- **Jan. 10:** King is named chairman of what becomes the Southern Christian Leadership Conference (SCLC).
- **Feb. 18:** King appears on the cover of Time magazine.
- **May 17:** King delivers his first national address, “Give Us the Ballot,” at the Prayer Pilgrimage for Freedom at the Lincoln Memorial in Washington.

1958

- **June 23:** King and other civil rights leaders meet with President Dwight Eisenhower in Washington.
- **Sept. 20:** At a book signing in Harlem, King is stabbed with a letter opener by a mentally ill woman. Doctors remove the seven-inch blade from his chest.

1960

- **Feb. 1:** King moves from Montgomery to Atlanta to focus on the civil rights struggle.
- **Oct. 19:** King is arrested at a sit-in demonstration at an Atlanta department store. He is sentenced to four months of hard labor — for violating a suspended sentence in a 1956 traffic violation. He is released on \$2,000 bond.

1961

- **Dec. 16:** King and hundreds of others are arrested in desegregation campaign in Albany, Ga.

1962

- **July 27:** King is arrested at a prayer vigil in Albany and spends two weeks in jail. He leaves Aug. 10.
- **Sept. 28:** A member of the American Nazi Party hits King in the face twice at an SCLC conference in Birmingham.

1963

- **April 16:** After being arrested for ignoring an Alabama state court injunction against demonstrations, King writes his famous Letter from a Birmingham Jail, a defense of nonviolent resistance to racism.
- **Aug. 28:** King delivers his “I Have a Dream” speech at the Lincoln Memorial as more than 200,000 demonstrators take part in the March on Washington for Jobs and Freedom.
- **Sept. 15:** Four girls are killed when a bomb explodes at the 16th Street Baptist Church in Birmingham.
- **Sept. 18:** King delivers eulogy for three of the slain girls.

1964

- **Jan. 3:** Time magazine names King “Man of the Year” for 1963.
- **June 11:** King and 17 others are jailed for trespassing after demanding service at a whites-only restaurant in St. Augustine, Fla.
- **Dec. 10:** King wins Nobel Peace Prize.

1965

- **March 17-25:** After voting rights marchers are attacked and beaten by police in Selma, Ala., King peacefully leads civil rights marchers from Selma to Montgomery.
- **Aug. 11:** Rioting in the Watts section of Los Angeles leads King to address economic inequality.
- **Aug. 12:** King gives his first speech against the Vietnam War.

1966

- **Jan. 26:** King and his wife move into a Chicago slum apartment to demand better housing and education in northern U.S. cities.

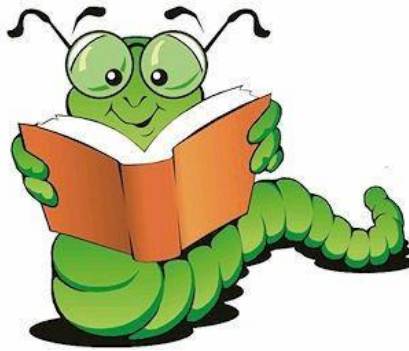
1967

- **April 4:** In speech at a New York City church, King demands U.S. make greater effort to end Vietnam War.
- **Dec. 4:** King unveils plans for a Poor People’s Campaign, a mass civil disobedience protest, for the spring in Washington. It was intended as an expansion of his civil rights activities into the area of economic rights.

1968

- **March 23:** King leads 6,000 protesters in support of striking sanitation workers in Memphis. The march ends with violence and looting.
- **April 3:** King returns to Memphis, intending to lead a peaceful march. At an evening rally, he delivers his final speech, “I’ve Been to the Mountaintop.”
- **April 4:** King is shot and killed on the balcony of the Lorraine Motel.
- **April 9:** King is buried in Atlanta.





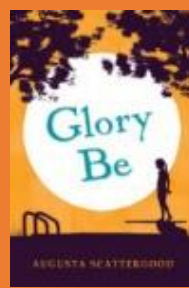
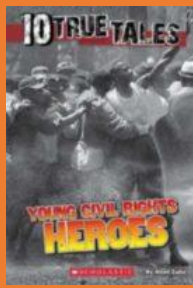
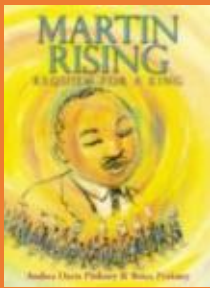
SUGGESTED READING

Martin Rising: Requiem for a King

10 True Tales: Young Civil Rights Heroes

Glory Be

March: Book Three



CLASSROOM AWARENESS ACTIVITY

Here are a variety of class room activities that look at Martin Luther King’s philosophy.

Timelines

- Martin Luther King Jr. had an amazing life that spanned over three decades. Within that time, King changed our world. Have students research his life and create a timeline of events that they think are significant.
- Next, have students interview a family member, friend or neighbor who was alive during that same time period. Have students record his or her significant events on the same timeline they created for King
- Then, have students identify four events of significance in their own lifetime. They will be adding two of them to a class timeline. As a class, create a timeline that includes at least two events from each student’s family history. Include the King events on your class timeline. You may want to highlight those so as to distinguish between his and others.
- Discuss the following questions as a group:
 - What are the shared experiences of those interviewed?

- What are some differences between the experiences of those interviewed – how could you categorize them? Race, class, gender, age, urban/rural, etc.
- What voice is missing from this timeline? Why? What does it tell you about your school community and its diversity?
- How have we changed? How have we not changed?
- Has our nation grown?
- Is King’s dream our reality?
- One of King’s most famous speeches is “I Have a Dream.” In it, King describes his vision for the United States. Have students read this speech in groups.
- Have each group identify five items that King visualizes for the U.S.
 - Then, have students search through the Sunday newspaper for articles and ads that illustrate those five items. Do the articles/ads provide witness to the realization of King’s dream?
 - Discuss the findings as a group – be sure to challenge students’ assumptions using some of the headlines from the newspaper.
 - After the discussion, have students write a 500-word opinion article that defends their own opinion on the issue.

Learning from history

- Have students look for additional articles in the newspaper that discuss King and his legacy.
 - Then, have them summarize it using the 5W and H method (who, what, where, when, why important and how it relates to their lives).

MLK Speeches

- Place students in groups of 3 or 4 and distribute one of King’s speeches to each group (each student should have his or her own copy).
- Ask the students to read the speech silently and then discuss it with each other for about 15 minutes.
 - Someone in the group should keep notes of the conversation for reporting back to the larger group.
- Near the end of the class, have representatives from each group stand up to summarize the article and provide the larger group with highlights of their discussion.
- As the students leave your room, have them write one thing they learned from this activity on a post-it.
 - Collect them as they leave class. Review them and find out what your students learned from you today!



“I Have a Dream”

In his iconic speech at the Lincoln Memorial for the 1963 March on Washington for Jobs and Freedom, King urged America to "make real the promises of democracy." King synthesized portions of his earlier speeches to capture both the necessity for change and the potential for hope in American society.

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation. [applause]

Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves [Audience:] (Yeah) who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity. (Hmm)

But one hundred years later (All right), the Negro still is not free. (My Lord, Yeah) One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. (Hmm) One hundred years later (All right), the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later (My Lord) [applause], the Negro is still languished in the corners of American society and finds himself in exile in his own land. (Yes, yes) And so we've come here today to dramatize a shameful condition.

In a sense we've come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence (Yeah), they were signing a promissory note to which every American was to fall heir. This note was a promise that all men, yes, black men as well as white men (My Lord), would be guaranteed the unalienable rights of life, liberty, and the pursuit of happiness. It is obvious today that America has defaulted on this promissory note insofar as her citizens of color are concerned. (My Lord) Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked insufficient funds. [enthusiastic applause] (My Lord, Lead on, Speech, speech)

But we refuse to believe that the bank of justice is bankrupt. (My Lord) [laughter] (No, no) We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. (Sure enough) And so we've come to cash this check (Yes), a check that will give us upon demand the riches of freedom (Yes) and the security of justice. (Yes Lord) [enthusiastic applause]

We have also come to this hallowed spot (My Lord) to remind America of the fierce urgency of now. (Mhm) This is no time (My Lord) to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. [applause] (Yes, Speak on it!) Now is the time (Yes it is) to make real the promises of democracy. (My Lord) Now is the time to rise from

the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time [applause] to lift our nation from the quicksands of racial injustice to the solid rock of brotherhood. Now is the time (Yes) [applause] (Now) to make justice a reality for all of God’s children.

It would be fatal for the nation to overlook the urgency of the moment. This sweltering summer of the Negro’s legitimate discontent (Yes) will not pass until there is an invigorating autumn of freedom and equality. (My Lord) 1963 is not an end, but a beginning. (Yes) And those who hope that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual. [enthusiastic applause] There will be neither rest nor tranquility in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.

But there is something that I must say to my people, who stand on the warm threshold which leads into the palace of justice: in the process of gaining our rightful place, we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred. (My Lord, No, no, no, no) [applause] We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. (My Lord) Again and again (No, no), we must rise to the majestic heights (Yes) of meeting physical force with soul force. (My Lord) The marvelous new militancy which has engulfed the Negro community must not lead us to a distrust of all white people (Hmm), for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny [sustained applause], and they have come to realize that their freedom is inextricably bound to our freedom. We cannot walk alone.

And as we walk, we must make the pledge that we shall always march ahead. We cannot turn back. There are those who are asking the devotees of civil rights, “When will you be satisfied?” (Never) We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. (Yes) We can never be satisfied [applause] as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. [applause] We cannot be satisfied as long as the Negro’s basic mobility is from a smaller ghetto to a larger one. (Yes) We can never be satisfied as long as our children are stripped of their selfhood and robbed of their dignity by signs stating for whites only. [applause] (Yes, Hallelujah) We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. (Yeah, That’s right, Let’s go) [applause] No, no, we are not satisfied and we will not be satisfied until justice rolls down like waters (Yes) and righteousness like a mighty stream. [applause] (Let’s go, Tell it)

I am not unmindful that some of you have come here out of great trials and tribulations. (My Lord) Some of you have come fresh from narrow jail cells. (My Lord, That’s right) Some of you have come from areas where your quest for freedom left you battered by the storms of persecution (Yeah, Yes) and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith (Hmm) that unearned suffering is redemptive. Go back to Mississippi (Yeah), go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities (Yes), knowing that somehow this situation can and will be changed. (Yes) Let us not wallow in the valley of despair. (My Lord)

I say to you today, my friends [applause], so even though we face the difficulties of today and tomorrow (Uh-huh), I still have a dream. (Yes) It is a dream deeply rooted in the American dream. (Yes)

I have a dream (Mhm) that one day (Yes) this nation will rise up and live out the true meaning of its creed (Hah): “We hold these truths to be self-evident, that all men are created equal.” (Yeah, Uh-huh, Hear hear) [applause]

I have a dream that one day on the red hills of Georgia (Yes, Talk), the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

“BUILDING THE DREAM: MLK JR.” 2020 EDUCATION GUIDE

I have a dream (Yes) [applause] that one day even the state of Mississippi, a state sweltering with the heat of injustice (Yeah), sweltering with the heat of oppression (Mhm), will be transformed into an oasis of freedom and justice.

I have a dream (Yeah) [applause] that my four little children (Well) will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. (My Lord) I have a dream today. [enthusiastic applause]

I have a dream that one day down in Alabama, with its vicious racists (Yes, Yeah), with its governor having his lips dripping with the words of “interposition” and “nullification” (Yes), one day right there in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers. I have a dream today. [applause] (God help him, Preach)

I have a dream that one day every valley shall be exalted (Yes), every hill and mountain shall be made low, the rough places will be made plain (Yes), and the crooked places will be made straight (Yes), and the glory of the Lord shall be revealed [cheering], and all flesh shall see it together. (Yes Lord)

This is our hope. (Yes, Yes) This is the faith that I go back to the South with. (Yes) With this faith (My Lord) we will be able to hew out of the mountain of despair a stone of hope. (Yes, All right) With this faith (Yes) we will be able to transform the jangling discords of our nation (Yes) into a beautiful symphony of brotherhood. (Talk about it) With this faith (Yes, My Lord) we will be able to work together, to pray together, to struggle together, to go to jail together (Yes), to stand up for freedom together (Yeah), knowing that we will be free one day. [sustained applause]

This will be the day, this will be the day when all of God’s children (Yes, Yeah) will be able to sing with new meaning: “My country, ‘tis of thee (Yeah, Yes), sweet land of liberty, of thee I sing. (Oh yes) Land where my fathers died, land of the pilgrim’s pride (Yeah), from every mountainside, let freedom ring!” (Yeah)

And if America is to be a great nation (Yes), this must become true. So let freedom ring (Yes, Amen) from the prodigious hilltops of New Hampshire. (Uh-huh) Let freedom ring from the mighty mountains of New York. Let freedom ring from the heightening Alleghenies of Pennsylvania. (Yes, all right) Let freedom ring (Yes) from the snow-capped Rockies of Colorado. (Well) Let freedom ring from the curvaceous slopes of California. (Yes) But not only that: (No) Let freedom ring from Stone Mountain of Georgia. [cheering] (Yeah, Oh yes, Lord) Let freedom ring from Lookout Mountain of Tennessee. (Yes) Let freedom ring from every hill and molehill of Mississippi. (Yes) From every mountainside (Yeah) [sustained applause], let freedom ring.

And when this happens [applause] (Let it ring, Let it ring), and when we allow freedom ring (Let it ring), when we let it ring from every village and every hamlet, from every state and every city (Yes Lord), we will be able to speed up that day when all of God’s children (Yeah), black men (Yeah) and white men (Yeah), Jews and Gentiles, Protestants and Catholics (Yes), will be able to join hands and sing in the words of the old Negro spiritual: “Free at last! (Yes) Free at last! Thank God Almighty, we are free at last!” [enthusiastic applause]

Source:

MLKEC-INP, Martin Luther King, Jr. Estate Collection, In Private Hands



LANGUAGE ARTS & STANDARDS

Most Youtheatre Stories are Literature Based and on the recommended reading list of Library of Congress

Language Arts Standard: Perceive, identify, describe and analyze the distinguishing characteristics of form, structure and style of story.

- Retell story identifying plot, theme, characters, and setting.
- Recall story plot utilizing chronological order.

Language Arts Standard: Evaluate Theatre/Literary work based on critical perception and analysis.

- Share perception of theatre experience in the area of voice, movement, mood and motivation.
- Make suggestions for alternative endings.
- Analyze and critique story and performance through creative writing.
- Create a similar story through creative writing.

Language Arts Standard: Use Theatre /Literary work to develop affective areas of self-concept, problem solving and interpersonal skills.

- React to feelings of self and others within a production.
- Identify conflict within story as it relates to self and others.
- Compare and contrast problems and resolutions found in different stories and real life situations.
- Express personal attitudes, values, and belief systems as it relates to theatre piece.
- Interact freely in conversations, class discussions and dramatic activities.
- Contribute to the solving of problems through dramatization/improvisation.

Language Arts Standard: Examine Theatre /Literary work in a historical and multicultural context.

- Identify similarities and differences between characters from diverse cultures depicted.
- Identify historical differences/figures in different time frames depicted in story.
- Identify significance of historical aspects in story.

Exploring Aesthetics: A Philosophical Basis for Life!

Attending live theatre helps children value its importance to the community and helps develop a lifelong commitment and love of Theatre and Literature. Students experience aesthetic growth through appreciation of Theatre. Students discover through experience that making art is an essential human activity. It requires collaboration, and enhances creative thinking.

