

Inspired by MLK: Student Blog Competition
Contest Resource Kit

Dear Educator,

The Chicago History Museum (CHM), in conjunction the *Race: Are We So Different?* and the *Martin Luther King, Jr.* exhibitions, is proud to offer the Inspired by Martin Luther King, Jr. Student Blog Writing Competition which combines argumentative writing with a contemporary writing style. This is the second installment of our *Inspired by...* student writing competition which gives young people in Chicago the opportunity to think critically about the historical connections to contemporary issues we face.

The *Race: Are We So Different?* exhibition examines the idea of race through the lenses of science, history, and contemporary life. We feel that this has strong connections to the work of Martin Luther King, Jr. and the Chicago Freedom Movement of the 1960s which worked to end school segregation and eliminate slum conditions in Chicago. In his 1966 speech at Soldier Field, King called his listeners to action saying, **“We have also come here today to remind Chicago of the fierce urgency of now...This day we must declare our own emancipation proclamation. This day we must commit ourselves to make any sacrifice necessary to change Chicago!”** We hope your students will use this opportunity to inspire others with their insights into race, its effect on our lives, and make their own call to action for positive change.

This resource kit outlines key dates, submission information, rubrics and more to help you implement this contest in your classroom. A second PDF, Instructional Support Materials for Students, contains journal prompts and graphic organizers to help students identify topics and write their blogs. Winners will be chosen for each grade band (5/6; 7/8 and 9-12 grades) as well as for best blog on the categories of housing, education, and health and public safety. The winning bloggers will also work with the CHM Publications team to edit and publish their blogs on the Chicago History Museum’s blog. Winning blog authors and their families will be invited to an awards reception at the Museum in March 2018.

Please feel free to modify these materials as you incorporate the competition into your classroom instruction, and do not hesitate to contact us with any questions about the competition or the additional resources. We wish your students luck and hope you enjoy the competition.

Sincerely,

Heidi Moisan
School Programs Manager

Megan Clark
School Programs Coordinator

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Inspired By MLK: Competition Logistics

Blog Prompt:

“We have also come here today to remind Chicago of the fierce urgency of now. . . . This day we must declare our own emancipation proclamation. This day we must commit ourselves to make any sacrifice necessary to change Chicago.”

— Dr. Martin Luther King Jr., Chicago Freedom Movement speech, Soldier Field, July 1966

Inspired by Dr. Martin Luther King Jr.’s impassioned speech at Soldier Field and the upcoming exhibition *Race: Are We So Different?*, this competition asks you to reflect on the role of race in our daily lives. The exhibition examines how the idea of race plays a role in forming identity as well as access to quality education, housing, and healthcare, three key components of the Chicago Freedom Movement of the 1960s.

Blogging—which pairs factual information with personal narrative—is a unique writing form from which to appeal for change. **Write a blog post reflecting on a racial justice challenge facing Chicagoland today and why it is important to you.**

Your blog post should include (in no particular order):

- One issue framed in both historical background and present circumstances (choose one of the categories below; italics represent possible topics, but you are not limited to these).
 - Housing (*You might consider: neighborhood gentrification, lack of affordable housing, neighborhood displacement, or unbalanced investment in communities.*)
 - Education (*You might consider: graduation rates, public school closures, budget inequalities, achievement gap/school quality, bilingual education, or de facto segregation.*)
 - Health and Safety (*You might consider: access to healthcare, food deserts, immigration policy, gun violence, or policing and community trust.*)
- An explanation of why you are passionate about your topic and, if applicable, your personal connection to it.
- How Dr. King’s words in the quotation above inspire you to take specific action that will contribute to positive change, small or large, either now or in the future.

Key Dates:

- NOW — Online Submission Open (Please read through the submission guidelines on page 4 for important information.)
- February 16, 2018 — Online Submission Closes at 5:00 PM
- Friday, March 2, 2018 — Contest Winners Announced via email
- Wednesday, March 21, 2018 — Winner’s Reception at the Chicago History Museum

Contest Sections:

The competition is organized into three grade band sections with different word count requirements:

- Grades 5-6 — word count 400-600 words
- Grades 7-8 — word count 400-600 words
- Grades 9-12 — word count 600-800 words

Awards

- Each grade band section (5-6, 7-8, 9-12) will have ONE overall winner. ONE winner will also be chosen for EACH issue (best housing, education, or health and public safety) blog.
 - Winner's blogs will be published on the Chicago History Museum's blog. Students will receive a trophy, and a membership to CHM for their family.
 - The teacher of the winners will receive funding for one bus (up to \$200) for a field trip to CHM and a membership to CHM.
- Each student entered into the competition will receive a certificate and feedback from the judges.

Submission Guidelines

- For submitted blogs, students should work individually, not in pairs or groups.
- The teacher/contest organizer should submit entries on behalf of the student. Only the top 3 submissions per self-contained class OR 3 submissions per section of a course will be accepted.
- You will be able to submit up to three student entries on one form.
- All submissions will be uploaded via the online submission website, JotForm. The form will be available November 2 at Noon on the Chicago History Museum's website, <https://www.chicagohistory.org/education/field-trips/special-student-programs/>
- See below for the complete list of information JotForm will require. Please keep in mind that you will NOT be able to start the form, leave it, and start again.
- When uploading the speech file:
 - Please submit speeches as a Word Document. PDFs will also be accepted. No Google docs, please.
 - Please name the file with the following convention: <student last name. blog title>
 - This document should contain the speech, and references for the information used in the speech in a "Sources" Section at the end.
 - The header of the document should include the student's name, blog title, word count and school. All identifying information will be removed for the judging process.

Information JotForm will ask for:

- School/Organization Name, Address (incl. city, state, zip code)
- Educator Name, Email and Phone Number
- Total Number of Student Participants at the class/grade/organization level
- Number of Student Blogs Submitted
- Student Name, Grade, Title, and Word Count

Suggested Process

We recommend that the **Inspired by MLK: Student Blog Writing Competition** be integrated into classroom instruction through a mini-blog writing competition, or as part of a writing unit that all students participate in.

Be sure to download the “Instructional Support Materials for Students” PDF which contains graphic organizers and other materials for the students.

Build Background Knowledge:

- Use the “Analyzing Speeches” graphic organizer (Instructional Support Materials for Students, p. 2) to analyze one or more of MLK’s speeches with students and discuss the Civil Rights Movement and its affects on Chicago.
- Ask students to write their reflections on the concept of race using one or both of the journal prompts (Instructional Support Materials for Students, p. 3 and/or 4).

Support the Research and Writing Process:

- Visit the *Race: Are We So Different?* exhibition at the Chicago History Museum
- Distribute Student Information Sheet and Rubric (p. 7-9 of this document)
- To help students consider housing, education, or health and safety and select a topic under one of those umbrellas use the “Blog Topic Selection” graphic organizer (Instructional Support Materials for Students p. 5-6).
- Use the Blog Outline organizer to assist students in planning their writing (Instructional Support Materials for Students, p. 7-8).
- Write blogs.

Share the Blogs at School:

- Give students the chance to share their blogs with the classroom audience and/or school. See the “Additional Resources” section for tips on beginning a classroom blog.
- Select up to three blogs per class or course section to submit to the contest.

Feel free to adapt this process and these resources for your classroom use as needed.

Learning Standards Alignment:

Common Core State Standards — Students are encouraged to read closely and integrate content from a variety of media and formats and to formulate that information into a blog and to share that with classmates and others.

Anchor Standards

- Reading 1 and 7
- Writing 1 and 7

IL State Social Science Standards — Students think critically about current issues , investigate solutions, and use the blog competition as a platform in which they can make their voices heard.

<u>5th Grade</u>	<u>6th-8th Grade</u>	<u>9th-12th Grade</u>
- SS.IS.3.3-5	SS.IS.3.6-8	SS.IS.1.9-12
- SS.IS.4.3-5	SS.IS.4.6-8MC	SS.IS.4.9-12
- SS.IS.5.3-5	SS.IS.5.6-8MC	SS.IS.5.9-12
- SS.IS.6.3-5	SS.IS.6.6-8MC	SS.IS.6.9-12
- SS.IS.7.3-5	SS.IS.7.6-8	SS.IS.7.9-12
- SS.CV.4.5	SS.CV.3.6-8MC	SS.CV.8.9-12 SS.CV.9.9-12
- SS.H.3.5	SS.H.4.6-8.MC	SS.H.7.9-12 SS.H.8.9-12

C3 Framework — In choosing a topic and writing a blog students develop questions, engage in civic inquiry, and utilize sources and communicate their conclusions and recommendations for action.

<u>End of Grade 5</u>	<u>End of Grade 8</u>	<u>End of Grade 12</u>
- D1.1.3-5	D1.1.6-8	D1.1.9-12
- D1.5.3-5	D1.5.6-8	D1.5.9-12
- D2.Civ.10.3-5	D2.Civ.10.6-8	D2.Civ.10.9-12
- D2.Civ.13.3-5	D2.Civ.13.6-8	D2.Civ.13.9-12
- D2.Civ.14.3-5	D2.Civ.14.6-8	D2.Civ.14.9-12
- D2.His.3.3-5	D2.His.3.6-8	D2.His.3.9-12
- D2.His.16.3-5	D2.His.16.6-8	D2.His.16.9-12
- D3.3.3-5	D3.3.6-8	D3.3.9-12
- D3.4.3-5	D3.4.6-8	D3.4.9-12
- D4.3.3-5	D4.3.6-8	D4.3.9-12
- D4.7.3-5	D4.7.6-8	D4.7.9-12

Inspired by MLK: Student Blog Competition

Student Information Sheet

Blog Prompt:

“We have also come here today to remind Chicago of the fierce urgency of now. . . . This day we must declare our own emancipation proclamation. This day we must commit ourselves to make any sacrifice necessary to change Chicago.”

— Dr. Martin Luther King Jr., Chicago Freedom Movement speech, Soldier Field, July 1966

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 - Health and Safety (*You might consider: access to healthcare, food deserts, immigration policy, gun violence, or policing and community trust.*)
- An explanation of why you are passionate about your topic and, if applicable, your personal connection to it.
- How Dr. King’s words in the quotation above inspire you to take specific action that will contribute to positive change, small or large, either now or in the future.

Background:

The *Race: Are We So Different?* exhibition explores what race is — and what it is not — and provides people with tools to recognize racial ideas, the histories behind them, and their impact on contemporary American life. For more information about the *Race: Are We So Different Exhibition?* visit the companion website at <http://www.understandingrace.org/home.html>.

Martin Luther King, Jr. was asked by Chicago-area civil rights organizations to come to Chicago to help them organize to fight segregation in Chicago’s public schools. In 1966, Martin Luther King, Jr. moved his family into an apartment on Chicago’s West Side. During this time he worked with the Southern Christian Leadership Conference (SCLC) as well as the Coordinating Council of Community Organizations to launch the Chicago Freedom Movement to help end school segregation and end slum conditions in the city. On July 10, 1966 King gave a speech at Soldier Field to call on Chicago’s city government to make changes and to rally support.

When writing your blog remember:

- Your blog must adhere to the word count: 400-600 words for grades 5-8 and 600-800 for grades 9-12.
- Your blog post should include (in no particular order):
 - Why you are passionate about your topic, and if applicable, your personal connection to it.
 - One issue framed in both the historical background and present circumstances.
 - How the words of Dr. King inspire you to take specific action that will contribute to positive change in small or large ways either now or in the future.
- At least three sources must be used in the writing of the blog and included in a “Sources” section at the end. To cite information in the text, you can use in text citation, footnotes, or endnotes which ever your teacher prefers.
- As you write, remember to include where facts and statistics came from. For example, “According to the Encyclopedia of Chicago, more than 500,000 African Americans came to Chicago during the Great Migration.”
- Submissions can include photographs or drawings by the student. Please include them within the word document, but be sure to keep the files for publication if you win.
- In the header of the document, include your name, blog title, school, and word count. We will remove all identifying information prior to judging.
- Name the blog file to be submitted with the following naming pattern <your last name.blog title>, ex <Lincoln.GettysburgAddress>

Blogging Tips from the Publications Dept. at the Chicago History Museum:

- **Definitions —**
 - *Blog* — A blog is a source of information, commentary, and multimedia (e.g., photographs, videos, audio clips, and links. (The *Inspired By...* blogs also add an argumentative writing part.)
 - *Purpose of CHM Blog* — Our blog aims to increase awareness of the Chicago History Museum, provide greater access to our collection, establish our staff bloggers as history experts, and share our knowledge. (In this case, we are using the blog to share YOUR work, so the purpose is a big different, but we felt it was important for you to see the purpose of CHM’s blog.)
 - *Audience* — Our audience consists primary of museum enthusiasts and history buffs.
- **Writing Tips:**
 1. Be yourself.
 2. Think before you write. Use good judgement.
 3. Ground your post with factual, historical information using personal stories/commentary and present circumstances to enhance the blog.
 4. Initiate dialog with readers by sharing opinions and raising questions.
 5. Get creative, experiment, have fun!

Blog Rubric

	Rating 4: Excellent	Rating 3: Good	Rating 2: Satisfactory	Rating 1: Needs Improvement
Personal Connection	Student integrates detailed and compelling personal experiences/connections to the issue which enhance the blog and draws the reader in.	Student includes a few details about a personal experience/connection to the issue which enhances the blog and draws the reader into the blog.	Student mentions a personal experience/connection related to the issue.	Student does not include a personal connection or experience in the blog.
Context	Student outlines the historical background and present circumstances of the issue, highlighting key points in relation to Chicago.	Student includes some historical background and present circumstances to support their issue.	Student includes very little historical background or present circumstances for the issue, or includes just one not the other.	Student includes no historical background or present circumstances.
Martin Luther King, Jr. and Civic Action	Student has clearly described an actionable way to make a positive change within the stated issue with multiple next steps outlined.	Student has broadly described an actionable way to make change, with one next step outlined.	Student has mentioned a way to make a change but no next steps are proposed.	No way to make change is mentioned and no steps are outlined.
Conventions	Exemplary word choice and grade appropriate sentence structures which allow the reader to understand and connect with the blog.	Good word choices and uses a variety of grade appropriate sentence structures which enable the reader to understand the blog.	Simple word choices and sentence structures used to convey meaning.	Student writing is contradictory and the blog does not make sense.
Research	Three or more sources are identified in a "Sources" section at the end.	Two sources are identified in a "Sources" section.	One source is listed in a "Sources" section.	No sources have been cited or in a "Sources" section.

*Please note, this rubric will be used by the Chicago History Museum during the judging process.

Sample Parent Letter

Date: _____

Dear Guardian,

The _____ grade class at _____ will be participating in the **Inspired by MLK: Student Blog Writing Competition** organized by the Chicago History Museum. Drawing on information from the *Race: Are We So Different?* exhibition and the work of Dr. Martin Luther King, Jr. and the Chicago Freedom Movement, this competition asks students to reflect on inequality in the city today, fifty years after Dr. King's assassination. Classroom blogs will be digitally submitted to the Chicago History Museum. Submitted work will be kept and may be used by the Museum in educational programming and resources. In these uses, student's identity will not be revealed.

The winners selected for each grade band and topic areas will have the opportunity to have their blogs published on the Chicago History Museum's website.

Please return the bottom portion if you would like to have your child's blog entered in the competition.

Best wishes,

_____, Teacher at _____

Yes, I consent for my child to have the opportunity to be entered in the Inspired by MLK: Student Blog Writing Competition.

No, I do not consent for my child to have the opportunity to be entered in the Inspired by MLK Student Blog Writing Competition.

Name of Child: _____

Guardian Name (Printed): _____

Guardian Signature: _____

Date: _____

Additional Resources:

Chicago History Museum:

Housing:

- Great Chicago Story “A Bronzeville Story”
 - In 1949, Penny and her family arrive in Chicago’s famous African American neighborhood, Bronzeville. They have left their home in Mississippi to start a new life in Chicago, but will it be all that they imagined?
 - <https://www.chicagohistory.org/great-chicago-stories/>
- Great Chicago Story “Where the Neighborhood Ends”
 - <https://www.chicagohistory.org/great-chicago-stories-high-school-students/>
 - Lane Cross, the son of an African American lawyer in Hyde Park, is confronted with issues of race and class in 1956. Set in the midst of the Supreme Court outlawing unfair housing practices and the ‘blockbusting’ real-estate tactics of the era, Lane questions whether education and income are enough to fight prejudice.

Education:

- Facing Freedom Website
 - This interactive website was designed as a companion for the *Facing Freedom in America* exhibition in which students encounter eight moments in our nation’s past when Americans struggled over the meaning of freedom, one of which is the story of the Chicago School Boycotts.
 - <http://www.facingfreedom.org>

Health and Public Safety:

- Encyclopedia of Chicago “Public Health”
 - This encyclopedia entry discusses the historical side of public health in Chicago.
 - <http://www.encyclopedia.chicagohistory.org/pages/1020.html>
- Burge Curriculum
 - This curriculum was developed by CPS and pilot tested last year. It might be helpful when looking at issues of public safety.
 - http://blog.cps.edu/wp-content/uploads/2017/08/ReparationsWon_HighSchool.pdf
 - http://blog.cps.edu/wp-content/uploads/2017/08/ReparationsWon_MiddleSchool.pdf

Race: Are We So Different?

- Companion Website
 - This website was designed to accompany the exhibition providing additional insight into the content and discussion of the concept of race.
 - <http://www.understandingrace.org/home.html>
- Teacher’s Page
 - Specific teacher guides are available for middle school and high school educators. Additionally, the website highlights other bibliographic resources that could be beneficial to classroom instruction.
 - http://www.understandingrace.org/resources/for_teachers.html

Martin Luther King Jr.

- The King Center Archive
 - Provides digital access to works by Dr. King, some with his markings and notes. To directly link to King's "Chicago Freedom Movement Rally" Speech from July 10, 1966 follow the link below.
 - <http://www.thekingcenter.org/archive/document/speech-chicago-freedom-movement-rally>

Other Chicago Area Resources:

- Encyclopedia of Chicago
 - This reference website offers insights into the topics within the scope of this project which could be beneficial for students.
 - <http://www.encyclopedia.chicagohistory.org/>
- Chicago Collecting Consortium
 - This website was a collective project of museums and archives across the city to provide access and learning experience to the general public and researchers.
 - <http://chicagocollections.org/>
- CPL Newspaper Access
 - Searchable archive of Chicago Newspapers including, *Chicago Tribune*, *Chicago Defender*, and more.
 - <https://www.chipublib.org/resources-types/newspaper/>
- City of Chicago Census Maps
 - Maps based on the 2000 U.S. Census
 - https://www.cityofchicago.org/city/en/depts/doi/supp_info/census_maps.html
- Chicago's Racial Demographics, 1910-2000, in GIF Form (MAP)
 - Created by UIC's Chicago Area Geographic Information Study, map tracks the changing racial makeup of the city.
 - http://www.huffingtonpost.com/2013/01/29/chicago-racial-demographi_n_2575921.html

Tips for developing a classroom blog:

- Read, Write, Think — "Teaching with Blogs"
 - <http://www.readwritethink.org/professional-development/strategy-guides/teaching-with-blogs-30108.html?tab=2#top>
- The Edublogger — "The Current State of Educational Blogging 2016".
 - Report by Sue Waters outlining results of a survey to teachers about blog use as well as tips on how to use blogs in the classroom. Edublogger can also host classroom blogs with the ability to create student accounts, moderate content and allows for privacy controls.
 - <https://www.theedublogger.com/2016/01/15/educational-blogging-2015/>
- Karen Evans — "Blogging in the Classroom—How to get started"
 - consultant working with emerging bloggers about the keys to a successful blog. A 2016 entry focused on the blogging in Schools.
 - <https://startbloggingonline.com/get-started-classroom-blogging/>