

MLK Essay Contest for middle & high students

Essays due Dec. 6

**See attached 3 pages
for**

- **Entry form**
- **Guidelines**
- **Rubric**

**Submit
two copies
to your **school main office****

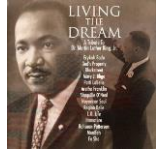


Dr. Martin Luther King Jr. Essay Contest Cover Sheet

Full Name:	
Home Phone Number:	
Students Email:	
Parents Email:	
School's Name:	
Grade:	

Title of Essay: _____

Office Use Only	
Received	
Number	



Essay Contest

Dr. Martin Luther King, Jr.'s dream was that everyone reaches their God-given potential without the limitations that society imposes on them through non-violent social change and action.

Write an essay entitled: **“My Dream for a World of Unity and Peace is...”**

Directions – Failure to adhere to directions will result in disqualification.

- Must have cover letter filled out completely and attached to front of essay.
 - Essay **Must** be typed (**No plagiarism**)
 - Two-four pages (excluding the cover page)
 - Double-spaced; Times New Roman Font; 12 pt. font size
 - Cover sheet with name, school, and grade
 - Deadline for submission **Friday, December 6, 2019**
 - Submit two copies to the Main Office of your School
 - Winners must read essays at the MLK Ceremony on Saturday, January 18, 2020

Guidelines

- Stay on stated topic
- Clear Introduction, Body, and Conclusion
- Clear and concise vocabulary
- Use proper writing mechanics – punctuation, grammar, spelling
- Standards-based

Teachers: Choose the Top 5 essays at each grade level for submission to the Essay Committee

Awards

One Middle School and one High School Winner (must be at Parade and Ceremony on Jan. 18, 2020)

- Essay Medal
- Monetary gift of \$100.00 for High School and \$50.00 for Middle School
- Winning essay featured in The Lancaster News
- Copy of a book about Dr. Martin Luther King, Jr.
- Honored guest in the MLK parade on January 18, 2020
- Read essay and be recognized by Lancaster County School Board of Trustees
- Recognized at the Lancaster Retired Educator's Meeting
- Recognized by Mayor Austin DeVenny and the City Council
- Read essay on LearnTV

Five Middle School and five High School 'Honorable Mentioned' Winners

- Receive Certificate of Recognition at Ceremony on January 18, 2020
- Ride on float in the MLK Parade on January 18, 2020
- Name listed on the Program
- Recognized by Lancaster County School Board of Trustees
- Recognized at the Lancaster Retired Educator's Meeting

Essay Writing Rubric – “My Dream for a World of Unity and Peace

CATEGORY	4	3	2	1
Introduction (Organization)	The introduction is inviting, states the main topic and previews the structure of the paper	The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.	There is no clear introduction of the main topic or structure of the paper
Sequencing (Organization)	Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader	Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting.	Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.
Focus on Topic (Content)	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.
Support for Topic (Content)	Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.	Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported.	Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported.	Supporting details and information are typically unclear or not related to the topic.
Adding Personality (Voice)	The writer seems to be writing from knowledge or experience. The author has taken the ideas and made them his/her own.	The writer seems to be drawing on knowledge or experience, but there is some lack of ownership of the topic.	The writer relates some of his/her own knowledge or experience, but it adds nothing to the discussion of the topic.	The writer has not tried to transform the information in a personal way. The ideas and the way they are expressed seem to belong to someone else.
Word Choice	Writer uses vivid words and phrases that linger or draw pictures in the reader’s mind, and the choice and placement of the words seems accurate, natural and not forced.	Writer uses vivid words and phrases that linger or draw pictures in the reader’s mind, but occasionally the words are used inaccurately or seem overdone.	Writer uses words that communicate clearly, but the writing lacks variety, punch or flair.	Writer uses a limited vocabulary that does not communicate strongly or capture the reader’s interest. Jargon or clichés may be present and detract from the meaning.
Capitalization & Punctuation (Conventions)	Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read.	Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read.	Writer makes a few errors in capitalization and/or punctuation that catch the reader’s attention and interrupt the flow.	Writer makes several errors in capitalization and/or punctuation that catch the reader’s attention and greatly interrupt the flow.
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.
Conclusion (Organization)	The conclusion is strong and leaves the reader with a feeling that they understand what the writer is “getting at”.	The conclusion is recognizable and ties up almost all the loose ends.	The conclusion is recognizable, but does not tie up several loose ends.	There is no clear conclusion, the paper just ends.
Total Points				