



EXPEDITIONARY  
LEARNING

# **Grade 8: Module 3B: Unit 2: Lesson 12**

## **Analyzing Author's Craft: "I Have a Dream"**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.8.4)

I can analyze figurative language, word relationships, and nuances in word meanings. (L.8.5)

I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). (RI.8.2)

**Supporting Learning Targets**

- I can analyze the development of the central idea in Dr. King's "I Have a Dream" speech.
- I can analyze Dr. King's word choice in "I Have a Dream" and how it contributes to the meaning of the text.

**Ongoing Assessment**

- *A Mighty Long Way* structured notes, Chapter 12, pages 200–210 (from homework)
- Answers to text-dependent questions



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Sharing Structured Notes and Reviewing Learning Targets (8 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>Close Read: "I Have a Dream" (35 minutes)</li></ol></li><li>Closing<ol style="list-style-type: none"><li>Previewing Homework (2 minute)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>Read Chapter 13 and complete the structured notes.</li></ol></li></ol>	<ul style="list-style-type: none"><li>This lesson and Lesson 13 provide another opportunity for students to understand the national Civil Rights movement. In Carlotta's journey, she has moved on from Central High School, but it is critical for students to understand that the Civil Rights movement was still very active nationally. Martin Luther King's "I Have a Dream" speech is a seminal moment in the Civil Rights movement, so it is essential for students to understand this primary source document. Carlotta briefly mentions the March on Washington, where King gave the speech, in Chapter 13 of <i>A Mighty Long Way</i>. For homework, students will consider how Carlotta reacts to this and other important events.</li><li>In this lesson, students closely read Martin Luther King's "I Have a Dream" speech. The focus of this lesson is on the central idea, as well as some of the ways that Dr. King uses figurative language in the speech. Students will continue to analyze the speech in the Lesson 13, focusing on Dr. King's use of language to create meaning.</li><li>Throughout this speech, Dr. King uses the term "Negro." Remind students that in this context, at this time in history, the word is not derogatory; it was the way that Dr. King, and many of his time, referred to African Americans.</li><li>Preview the Close Reading Guide. Based on the needs of your class, you may need more time. Consider adjusting the flow of lessons so that this close read extends over two class periods. In the first lesson, ensure that students understand the gist and have an opportunity to define unfamiliar words. In the second lesson, focus students on the text-dependent questions, pausing to discuss whole group as needed.</li><li>Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
Emancipation Proclamation, manacles, languished, promissory note, militancy	<ul style="list-style-type: none"> <li>• "I Have a Dream" speech (one per student)</li> <li>• "I Have a Dream" text-dependent questions (one per student)</li> <li>• Close Reading Guide: "I Have a Dream" (for teacher reference)</li> <li>• <i>A Mighty Long Way</i> Structured Notes, Chapter 13, pages 211–227 (one per student)</li> <li>• <i>A Mighty Long Way</i> Supported Structured Notes, Chapter 13, pages 211–227 (optional; for students needing extra support)</li> <li>• <i>A Mighty Long Way</i> Structured Notes Teacher's Guide, Chapter 13, pages 211–227 (for teacher reference)</li> </ul>

Opening	Meeting Students' Needs
<p><b>A. Sharing Structured Notes and Reviewing Learning Targets (8 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to retrieve their <i>A Mighty Long Way</i> structured notes, Chapter 13, pages 211–227 from homework and sit with their Denver discussion partners. Ask students to reread the focus question: <ul style="list-style-type: none"> <li>* "Why do you think Carlotta focuses this chapter on Maceo's trial? How does it impact her journey?"</li> </ul> </li> <li>• Invite students to discuss their responses with their partners. Listen for students to say something like: "Maceo's trial kept Carlotta connected to Little Rock and her decision to integrate at Central High School, even after she moved away."</li> <li>• Share with students that Carlotta has a different perspective now that she has left Little Rock. Ask: <ul style="list-style-type: none"> <li>* "What additional changes has Carlotta experienced?"</li> </ul> </li> <li>• Invite students to work with their partners to add to stage 2, "Ain't Gonna Let Nobody Turn Me Around", of their Journey to Justice note-catchers using Chapters 10–13. After a few minutes, cold call on student pairs to share the changes Carlotta is experiencing. Listen for students to add details like the bombing of her family's home, her father's arrest, Herbert and Maceo's trials, Carlotta's high school graduation and starting as a student at Michigan State.</li> <li>• Direct students' attention to the posted learning targets. Read the learning targets aloud to the class: <ul style="list-style-type: none"> <li>* "I can analyze the development of the central idea in Dr. King's 'I Have a Dream' speech."</li> <li>* "I can analyze Dr. King's word choice in 'I Have a Dream' and how it contributes to the meaning of the text."</li> </ul> </li> <li>• Let students know that they will be reading the text of Dr. Martin Luther King, Jr.'s "I Have a Dream" speech.</li> </ul>	



Work Time	Meeting Students' Needs
<p><b>A. Close Read: "I Have a Dream" (35 minutes)</b></p> <ul style="list-style-type: none"><li>• Explain that Dr. King gave his famous "I Have a Dream" speech during the March on Washington in 1963, where thousands of people gathered in support of the civil rights movement. He delivered the speech from the steps of the Lincoln Memorial in Washington, D.C.</li><li>• Let students know that they will be reading this speech in this lesson and the next to give more context to Carlotta's experience in <i>A Mighty Long Way</i>.</li><li>• Distribute the <b>"I Have a Dream" speech</b>, and the <b>"I Have a Dream" text-dependent questions</b>. Students should work through this handout as you walk them through the reading with the <b>Close Reading Guide: "I Have a Dream."</b></li></ul>	<ul style="list-style-type: none"><li>• For students who struggle with reading, give them smaller chunks of the text. Begin by giving them the third paragraph of the speech to focus on.</li></ul>
Closing and Assessment	Meeting Students' Needs
<p><b>A. Previewing Homework (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <i>A Mighty Long Way</i> structured notes, Chapter 13, pages 211–227 for homework.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Read Chapter 13, pages 211–227 in <i>A Mighty Long Way</i> and complete the structured notes.</li></ul>	<ul style="list-style-type: none"><li>• Provide struggling learners with the supported structured notes for additional scaffolding as they read the memoir.</li></ul>



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# Grade 8: Module 3B: Unit 2: Lesson 12

## Supporting Materials



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**“I Have a Dream” Speech**  
Dr. Martin Luther King, Jr.

**“I Have a Dream” Speech**  
Dr. Martin Luther King, Jr.

**Name:**

**Date:**

	Speech	Gist
Section 1	<p>(1) 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.</p> <p>(2) Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation.<sup>1</sup> This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.</p> <p>(3) But 100 years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles<sup>2</sup> of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languished<sup>3</sup> in the corners of American society and finds himself an exile in his own land. And so we’ve come here today to dramatize a shameful condition.</p>	

<sup>1</sup> The **Emancipation Proclamation** was a speech given by Abraham Lincoln during the Civil War announcing that the slaves in the South were to be free.

<sup>2</sup> **manacles**: heavy metal handcuffs

<sup>3</sup> **languished**: living in terrible conditions



**“I Have a Dream” Speech**  
Dr. Martin Luther King, Jr.

	Speech	Gist
Section 2	<p>(4) 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, they were signing a promissory note<sup>4</sup> to which every American was to fall heir. This note was a promise that all men—yes, black men as well as white men—would be guaranteed the unalienable rights of life, liberty, and the pursuit of happiness.</p> <p>(5) It is obvious today that America has defaulted on this promissory note insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check that has come back marked “insufficient funds.”</p> <p>(6) But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. And so we’ve come to cash this check, a check that will give us upon demand the riches of freedom and security of justice. We have also come to this hallowed spot to remind America of the fierce urgency of now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. Now is the time to make real the promises of democracy. 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 to lift our nation from the quicksands of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality for all of God’s children.</p>	

<sup>4</sup> **promissory note:** a written promise to pay a certain amount of money





**“I Have a Dream” Speech**  
Dr. Martin Luther King, Jr.

	Speech	Gist
Section 3	<p>(7) It would be fatal for the nation to overlook the urgency of the moment. This sweltering summer of the Negro’s legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. 1963 is not an end but a beginning. Those who hoped 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. 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.</p> <p>(8) 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. 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. Again and again we must rise to the majestic heights of meeting physical force with soul force. The marvelous new militancy<sup>5</sup> which has engulfed the Negro community must not lead us to a distrust of all white people, 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. And they have come to realize that their freedom is inextricably bound to our freedom. We cannot walk alone.</p>	

<sup>5</sup> **militancy**: willing to use physical violence to fight for a cause



**“I Have a Dream” Speech**  
Dr. Martin Luther King, Jr.

	Speech	Gist
Section 3	<p>(9) 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?” We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can never be satisfied 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. We cannot be satisfied as long as the Negro’s basic mobility is from a smaller ghetto to a larger one. 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.” 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. No, no we are not satisfied and we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream.</p>	



**“I Have a Dream” Speech**  
Dr. Martin Luther King, Jr.

	Speech	Gist
Section 4	<p>(10) I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. Some of you have come from areas where your quest for freedom left you battered by storms of persecution and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive.</p> <p>(11) Go back to Mississippi, 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, knowing that somehow this situation can and will be changed.</p> <p>(12) Let us not wallow in the valley of despair. I say to you today my friends—so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.</p>	

**“I Have a Dream” Speech**  
Dr. Martin Luther King, Jr.

	Speech	Gist
Section 5	<p>(13) I have a dream that one day this nation will rise up and live out the true meaning of its creed: “We hold these truths to be self-evident, that all men are created equal.”</p> <p>(14) I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.</p> <p>(15) I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.</p> <p>(16) I have a dream that my four little children 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.</p> <p>(17) I have a dream today.</p> <p>(18) I have a dream that one day down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of interposition and nullification<sup>6</sup>—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.</p>	

<sup>6</sup> **interposition and nullification:** Dr. King is referring to George Wallace, the governor of Alabama, who claimed that the states had the right to disobey the federal government’s decision to desegregate. At the time, Wallace was famous for having said, “I say segregation now, segregation tomorrow, and segregation forever.”



**“I Have a Dream” Speech**  
Dr. Martin Luther King, Jr.

	Speech	Gist
Section 5	<p>(19) I have a dream today.</p> <p>(20) I have a dream that one day every valley shall be exalted, and every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight, and the glory of the Lord shall be revealed and all flesh shall see it together.</p>	
Section 6	<p>(21) This is our hope. This is the faith that I go back to the South with. With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.</p> <p>(22) This will be the day, this will be the day when all of God’s children will be able to sing with new meaning “My country ‘tis of thee, sweet land of liberty, of thee I sing. Land where my father’s died, land of the Pilgrim’s pride, from every mountainside, let freedom ring!”</p>	



**“I Have a Dream” Speech**  
Dr. Martin Luther King, Jr.

	Speech	Gist
Section 7	<p>(23) And if America is to be a great nation, this must become true. And so let freedom ring from the prodigious hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York. Let freedom ring from the heightening Alleghenies of Pennsylvania.</p> <p>(24) Let freedom ring from the snow-capped Rockies of Colorado. Let freedom ring from the curvaceous slopes of California.</p> <p>(25) But not only that; let freedom ring from Stone Mountain of Georgia.</p> <p>(26) Let freedom ring from Lookout Mountain of Tennessee.</p> <p>(27) Let freedom ring from every hill and molehill of Mississippi—from every mountainside.</p> <p>(28) Let freedom ring. And when this happens, and when we allow freedom ring—when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God’s children—black men and white men, Jews and Gentiles, Protestants and Catholics—will be able to join hands and sing in the words of the old Negro spiritual: “Free at last! Free at last! Thank God Almighty, we are free at last!”</p>	



**“I Have a Dream”**  
Text-Dependent Questions

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Text-dependent questions	Respond using the strongest evidence from the text
<p>1. Reread Paragraph 3.</p> <p>What is Dr. King referring to when he says “And so we’ve come here today to dramatize a shameful condition?” What is the “shameful condition”?</p> <p>According to that line, what is the central idea of this speech?</p>	



**“I Have a Dream”**  
Text-Dependent Questions

Text-dependent questions	Respond using the strongest evidence from the text
<p>2. Reread Paragraphs 4 and 5.</p> <p>Who is Dr. King referring to when he says “the architects of our republic”?</p> <p>According to Dr. King, when did they sign a “promissory note”?</p> <p>What did the “promissory note” promise every American?</p> <p>What does Dr. King mean when he says “America has given the Negro people a bad check”?</p> <p>How does the metaphor of the check help Dr. King develop the central idea of his speech?</p>	





**“I Have a Dream”**  
Text-Dependent Questions

Text-dependent questions	Respond using the strongest evidence from the text
3. Reread Paragraph 8.  What does Dr. King mean when he says “Again and again we must rise to the majestic heights of meeting physical force with soul force”?	
4. Reread Paragraph 9.  How does Dr. King respond to the question “When will you be satisfied”?	
5. Reread Paragraphs 12–20. How does Dr. King’s repetition of “I have a dream” develop the central idea of the speech?	
6. Reread Paragraphs 22–27.  Why does Dr. King name so many mountain ranges?  How does it help Dr. King develop the central idea of the speech?	

Close Reading Guide: “I Have a Dream”  
(For Teacher Reference)

**Total time = 35 minutes**

Launching the Text

Questions/Directions for Students	Close Reading Guide
Students follow along in the text during teacher read-aloud.	<p>(10 minutes)</p> <p>Read the speech from beginning to end. This should be a slow, fluent read-aloud with no pausing to provide explanation.</p> <p>(10 minutes)</p> <p>Direct students’ attention to Paragraph 3 where Dr. King says “But 100 years later, the Negro still is not free.” Explain that Dr. King uses the word “Negro” throughout the speech to describe African Americans; at the time, it was an appropriate word to use. Emphasize that the word “Negro” is no longer considered an appropriate word, so it is okay to say it when quoting the text, but not at any other time.</p> <p>Ask students to reread the sections of the speech and write the gist of each section in the column to the right of the speech.</p>

Close Reading Guide: “I Have a Dream”  
(For Teacher Reference)

Gathering Evidence: Text-Dependent Questions

Questions/Directions for Students	Close Reading Guide
<p>1. Reread Paragraph 3.</p> <p>What is Dr. King referring to when he says “And so we’ve come here today to dramatize a shameful condition?” What is the “shameful condition”?</p> <p>According to that line, what is the central idea of this speech?</p>	<p>(15 minutes)</p> <p>Tell students they will follow an abbreviated Think-Pair-Share protocol with their Denver discussion partners as they reread and work through the “I Have a Dream” text-dependent questions.</p> <p>Direct students to answer the text-dependent questions. Circulate to listen in and support pairs as they work.</p> <p>Listen for:</p> <p><i>The shameful condition is that African Americans still are not equal in American society.</i></p> <p><i>The central idea of the speech is that African Americans still did not have equal rights and that inequality still needs to be corrected.</i></p> <p>Scaffolding/probing questions:</p> <ul style="list-style-type: none"> <li>* “What is the main idea of the paragraph?”</li> <li>* “How does Dr. King describe the main idea of the paragraph?”</li> <li>* “What does Dr. King mean by the ‘manacles of segregation and the chains of discrimination’?”</li> <li>* “What does Dr. King mean by ‘material prosperity’? What context clues can you use to figure out the meaning of ‘material prosperity’?”</li> </ul>

Close Reading Guide: “I Have a Dream”  
(For Teacher Reference)

Questions/Directions for Students	Close Reading Guide
<p>2. Who is Dr. King referring to when he says “the architects of our republic”?</p> <p>According to Dr. King, when did they sign a “promissory note”?</p> <p>What did the “promissory note” promise every American?</p> <p>What does Dr. King mean when he says “America has given the Negro people a bad check?”</p> <p>How does the metaphor of the check help Dr. King develop the central idea of his speech?</p>	<p>Listen for: <i>Dr. King is referring to the people who wrote the Declaration of Independence and the Constitution.</i></p> <p>Scaffolding/probing questions: * “What did the ‘architects of our republic’ do?” * “What is a ‘republic’?”</p> <p>Listen for: <i>The architects of the republic signed a promissory note when they wrote the Constitution and the Declaration of Independence.</i></p> <p>Listen for: <i>The promissory note promised every American “the unalienable rights of life, liberty, and the pursuit of happiness.”</i></p> <p>Listen for: <i>Dr. King means that America hasn’t given African Americans what they were promised: the unalienable rights of life, liberty, and the pursuit of happiness.</i></p> <p>Scaffolding/probing questions: * “What does ‘defaulted’ mean? What context clues can you use to determine the meaning of ‘defaulted’?”</p> <p>Listen for: <i>The metaphor of the check shows that America has the responsibility to fulfill the promise of equality that is guaranteed to every citizen, but America was not living up to that promise. African Americans were still not equal.</i></p> <p>When most students have finished the first two questions, refocus the whole class. Cold call on one or two pairs to answer Questions 1 and 2.</p>



Close Reading Guide: “I Have a Dream”  
(For Teacher Reference)

Questions/Directions for Students	Close Reading Guide
3. What does Dr. King mean when he says “Again and again we must rise to the majestic heights of meeting physical force with soul force”?	<p>Again prompt students to work with their partner to answer the remaining questions.</p> <p>Circulate as students work, listening for patterns of confusion to address during the group debrief at the end of Work Time.</p> <p>Listen for: <i>Dr. King means that as they fight for their rights, it’s important not to use violence. He also says “We must not allow our creative protest to degenerate into physical violence.”</i></p> <p>Scaffolding/probing questions: * “What do ‘dignity’ and ‘discipline’ mean?” * “Why does Dr. King mention the ‘marvelous new militancy’?”</p>

Close Reading Guide: “I Have a Dream”  
(For Teacher Reference)

Questions/Directions for Students	Close Reading Guide
4. How does Dr. King respond to the question “When will you be satisfied”?	<p>Listen for:</p> <p><i>Dr. King responds by saying that African Americans won’t be satisfied until they have equal rights. For instance, he says, “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.’”</i></p> <p>Scaffolding/probing questions:</p> <ul style="list-style-type: none"> <li>* “What do the statements that begin ‘We can never be satisfied’ and ‘We cannot be satisfied’ have in common?”</li> <li>* “What does Dr. King mean when he says ‘we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream’?”</li> <li>* “When Dr. King speaks this line, he is quoting an Old Testament prophet. Why might Dr. King have chosen to quote the Bible here?”</li> </ul>
5. How does Dr. King’s repetition of “I have a dream” develop the central idea of the speech?	<p>Listen for:</p> <p><i>The repetition of “I have a dream” develops the central idea of the speech in two ways. First, Dr. King sets out what equality for African Americans would look like. For example, “I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.” Second, Dr. King uses some of these lines to further describe what the current situation is like. An example of this is, “I have a dream that one day, even the state of Mississippi, a state sweltering with the heat of injustice, will be transformed into an oasis of freedom and justice.”</i></p> <p>Scaffolding/probing questions:</p> <ul style="list-style-type: none"> <li>* “What is the central idea of the speech?”</li> <li>* “What does Dr. King mean in Paragraph 12? Paragraph 13? Etc.”</li> </ul>



Close Reading Guide: “I Have a Dream”  
(For Teacher Reference)

Questions/Directions for Students	Close Reading Guide
6. Why does Dr. King name so many mountain ranges?	Listen for: <i>Dr. King names so many mountain ranges because in Paragraph 22, he says “from <b>every</b> mountainside, let freedom ring!” He is listing examples of the mountain ranges in the United States.</i>
How does it help Dr. King develop the central idea of the speech?	Listen for: <i>It helps Dr. King develop the central idea of the speech by showing that freedom and equality should be found everywhere in the United States, from New Hampshire to Mississippi, from Georgia to California.</i>  When 5 minutes remain in Work Time, pause students and refocus whole group. Check for understanding, focusing on specific questions you noted that were more difficult for students.  Text-dependent questions can be collected as a formative assessment.

*A Mighty Long Way* Structured Notes, Chapter 13, Pages 211–227

Name: \_\_\_\_\_

Date: \_\_\_\_\_

What is the gist of what you read?

On pages 223–224, Carlotta mentions several historical events including the March on Washington, where Dr. King gave his “I Have a Dream” speech; the bombing of the 16th Street Church in Birmingham, Alabama; and the assassination of President Kennedy. What are Carlotta’s reactions to these events? What might account for Carlotta’s different reactions to them?





*A Mighty Long Way* Supported Structured Notes, Chapter 13, Pages 211–227

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Summary of Chapter 13, pages 211–227

*Carlotta starts her college education at Michigan State University. During the summer, she visits New York City, where she reconnects with Mrs. Bates, as well as spends time with Aunt Juanita and Uncle Freddie. She also visits Uncle Byron, who lived in Little Rock while Carlotta was growing up. He and his wife Christine now live in Denver, where Carlotta visits them. She can't get Denver out of her head and she struggles throughout her sophomore year in college. She decides to move to Denver, where she works and eventually graduates from Colorado State College.*

On pages 223–224, Carlotta mentions several historical events including the March on Washington, where Dr. King gave his “I Have a Dream” speech; the bombing of the 16th Street Church in Birmingham, Alabama; and the assassination of President Kennedy. What are Carlotta’s reactions to these events? What might account for Carlotta’s different reactions to them?



Structured Notes teachers guide, *A Mighty Long Way*, Chapter 13, pages 211- 227

Summary of Chapter 13, pages 211–227

**Carlotta starts her college education at Michigan State University. During the summer, she visits New York City, where she reconnects with Mrs. Bates, as well as spends time with Aunt Juanita and Uncle Freddie. She also visits Uncle Byron, who lived in Little Rock while Carlotta was growing up. He and his wife Christine now live in Denver, where Carlotta visits them. She can't get Denver out of her head and she struggles throughout her sophomore year in college. She decides to move to Denver, where she works and eventually graduates from Colorado State College.**

On pages 223–224, Carlotta mentions several historical events including the March on Washington, where Dr. King gave his “I Have a Dream” speech; the bombing of the 16th Street Church in Birmingham, Alabama; and the assassination of President Kennedy. What are Carlotta’s reactions to these events? What might account for Carlotta’s different reactions to them?

**Carlotta seems to be removed from the events. She describes her reaction to the March on Washington like this: “I had no burning desire to participate in a march that seemed to me then purely symbolic,” but then she felt how powerful it was when she saw the thousands of people on television. However, when Carlotta heard about the 16th Street Church bombing and President Kennedy’s assassination, she was horrified.**

**It seems like her reaction to the March on Washington reflected her experience—a march by itself didn’t seem to mean much after her time at Central High School where she faced so much discrimination. Upon hearing the news of the 16th Street Church bombing, however, she said, “I knew that the same fate so easily could have been mine.” She identified with the victims in that case. Similarly, President Kennedy’s assassination made her reflect on her experiences, saying “his life extinguished by the same kind of hatred that had been so rampant in Little Rock. I wondered how—and sometimes why—I survived.”**