



EXPEDITIONARY  
LEARNING

# Grade 8: Module 3B: Unit 2: Lesson 13

## Language Analysis: “I Have a Dream”



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

I can intentionally use verbs in active and passive voice and in the conditional and subjunctive mood. (L.8.3)

I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.6.3)

**Supporting Learning Targets**

- I can determine if sentences are in the active or passive voice.
- I can analyze Dr. King’s use of the active and passive voice in his “I Have a Dream” speech.
- I can analyze how incidents in *A Mighty Long Way* propel the action and reveal aspects of Carlotta’s character.

**Ongoing Assessment**

- *A Mighty Long Way* structured notes, Chapter 13, pages 211–227 (from homework)
- Language Analysis: “I Have a Dream”



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>Opening <ol style="list-style-type: none"> <li>Sharing Structured Notes and Review Learning Targets (5 minutes)</li> </ol> </li> <li>Work Time <ol style="list-style-type: none"> <li>Analyzing Language in “I Have a Dream” (27 minutes)</li> <li>Carlotta’s Journey to Justice (10 minutes)</li> </ol> </li> <li>Closing and Assessment <ol style="list-style-type: none"> <li>Previewing Homework (3 minutes)</li> </ol> </li> <li>Homework: <ol style="list-style-type: none"> <li>Read Chapter 14 in <i>A Mighty Long Way</i> and complete the structured notes.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>This is the second lesson in a two-lesson sequence that focuses on Dr. Martin Luther King, Jr.’s “I Have a Dream” speech. In the previous lesson, students did a close reading of the speech to understand the central idea and some of the ways in which Dr. King uses figurative language.</li> <li>Encourage students to make connections between <i>A Mighty Long Way</i> and King’s “I Have a Dream” speech. The March on Washington, where King gave his speech, is mentioned in Chapter 13, which students read for homework in Lesson 12. As students share their structured notes during Opening A, urge students to analyze Carlotta’s reaction to King’s speech.</li> <li>In this lesson, students focus particularly on Dr. King’s use of the active and passive voice, which they first learned about in Lesson 6. This lesson builds on the skills that students developed as they analyzed the Montgomery Bus Boycott speech.</li> <li>Post: Learning targets.</li> </ul>

Lesson Vocabulary	Materials
active voice, passive voice	<ul style="list-style-type: none"> <li>“I Have a Dream” speech (from Lesson 12)</li> <li>Language Analysis: “I Have a Dream” (one per student and one for display)</li> <li>Document camera</li> <li>Language Analysis: “I Have a Dream” Teacher’s Guide (one for the teacher)</li> <li>Journey to Justice note-catcher (from Unit 1, Lesson 3)</li> <li><i>A Mighty Long Way</i> (book; distributed in Unit 1, Lesson 1; one per student)</li> <li><i>A Mighty Long Way</i> Structured Notes, Chapter 14, pages 228–238 (one per student)</li> <li><i>A Mighty Long Way</i> Supported Structured Notes, Chapter 14, pages 228–238 (optional; for students needing extra support)</li> <li><i>A Mighty Long Way</i> Structured Notes Teacher’s Guide, Chapter 14, pages 228–238 (for teacher reference)</li> </ul>



Opening	Meeting Students’ Needs
<p><b>A. Sharing Structured Notes and Reviewing Learning Targets (5 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 New York City discussion partners. Ask students to reread their responses to the focus question:<ul style="list-style-type: none"><li>* “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?”</li></ul></li><li>• Invite students to discuss their responses with their partners.</li><li>• Direct students’ attention to posted learning targets. Read the first two learning targets aloud to the class:<ul style="list-style-type: none"><li>* “I can determine if sentences are in the active or passive voice.”</li><li>* “I can analyze Dr. King’s use of the active and passive voice in his ‘I Have a Dream’ speech.”</li></ul></li><li>• Ask students to predict what they will be doing in class today.</li><li>• Cold call on one or two students to respond and listen for them to say “We’ll reread the ‘I Have a Dream’ speech and analyze how King used active and passive voice in it.”</li></ul>	



Work Time	Meeting Students’ Needs
<p><b>A. Analyzing Language in “I Have a Dream” (27 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to get out their copies of the <b>“I Have a Dream” speech</b> from Lesson 12. Remind students that they previously analyzed Dr. King’s use of active and passive voice when they read his Montgomery Bus Boycott speech.</li><li>• Ask:<ul style="list-style-type: none"><li>* “How can you tell if a sentence is in the <i>active voice</i>?”</li></ul></li><li>• Cold call on a student to respond. Listen for him or her to say something like: “Active voice means that the subject of the sentence is the one who is ‘doing’ the verb.”</li><li>• Ask:<ul style="list-style-type: none"><li>* “How can you tell if a sentence is in the <i>passive voice</i>?”</li></ul></li><li>• Cold call on another student. Listen for him or her to say something like: “You can tell if a sentence is in the passive voice if you add something like ‘by a zombie’ to it and the sentence makes sense.”</li><li>• Let students know that now they will have the opportunity to look for active and passive voice in “I Have a Dream” and analyze how it impacts the meaning of the speech.</li><li>• Distribute <b>Language Analysis: “I Have a Dream”</b> and display it using a <b>document camera</b>.</li><li>• Using the projected copy of Language Analysis: “I Have a Dream” to model how to do this analysis, using the first quote from “I Have a Dream.”</li><li>• When you model, be sure to model rereading the paragraph that the quote comes from, as well as how to determine if the voice is active or passive. Refer to the <b>Language Analysis: “I Have a Dream” Teacher’s Guide</b> for sample responses.</li><li>• Instruct students to continue to work with their New York City partners to analyze the language in the quotes that are identified in Language Analysis: “I Have a Dream.”</li><li>• As students are working, circulate and encourage students to reread paragraphs in the speech as they complete their analysis.</li><li>• With about 5 minutes left in this Work Time, refocus the whole class. Cold call on students to share their responses. Listen for responses that are logical and rooted in the speech itself. Refer to the Language Analysis Teacher’s Guide for sample responses.</li></ul>	



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• Share with students that they will be expected to include the active and passive voice when they write an informational essay at the end of this unit.</li><li>• Invite students to put away their copies of “I Have a Dream” and Language Analysis: “I Have a Dream.”</li></ul>	
<p><b>B. Carlotta’s Journey to Justice (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students’ attention to the third learning target.<ul style="list-style-type: none"><li>* “I can analyze how incidents in <i>A Mighty Long Way</i> propel the action and reveal aspects of Carlotta’s character.”</li></ul></li><li>• Tell students to have their <b>Journey to Justice note-catcher</b> and <i>A Mighty Long Way</i> available so that they can add to stage 2 of their note-catchers based on Chapters 11, 12, and 13. Instruct students to work independently for the first 5 minutes to identify at least one event that has impacted Carlotta on her journey and add that event to their note-catchers. Encourage students to refer to the structured notes to help them identify important events.</li><li>• As students work, circulate to ensure that everyone can find at least one event. Some events they might identify are:<ul style="list-style-type: none"><li>– Herbert’s trial (Chapter 11);</li><li>– Carlotta’s graduation (Chapter 12);</li><li>– Maceo’s trial (Chapter 12);</li><li>– Carlotta starting at Michigan State (Chapter 13);</li><li>– Carlotta’s trip to New York City (Chapter 13);</li><li>– Carlotta’s trip to Denver (Chapter 13);</li><li>– The March on Washington (Chapter 13);</li><li>– The bombing of the 16th Street Baptist Church (Chapter 13);</li><li>– President Kennedy’s assassination (Chapter 13).</li></ul></li><li>• After 5 minutes, refocus the whole class. Cold call on students to share what they added to their note-catchers. Encourage all students to add to their note-catchers as their classmates share.</li><li>• Prompt students to put away their note-catchers.</li></ul>	



Closing and Assessment	Meeting Students’ Needs
<p><b>A. Previewing Homework (3 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute <i>A Mighty Long Way</i> structured notes, Chapter 14, pages 228–238 for homework. Point out that students have two focus questions to answer for this chapter.</li><li>• Remind students to use evidence from the text to support their responses to the focus questions.</li></ul>	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• Read Chapter 14, pages 228–238 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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## Supporting Materials



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Language Analysis: “I Have a Dream”

Name:

Date:

Excerpt from “I Have a Dream”	Is the sentence in active or passive voice?	How does the voice impact the meaning?
From Paragraph 3: “One hundred years later, the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination.”		
From Paragraph 3: “One hundred years later, the Negro is still languished in the corners of American society and finds himself an exile in his own land.”		



Language Analysis: “I Have a Dream”

Excerpt from “I Have a Dream”	Is the sentence in active or passive voice?	How does the voice impact the meaning?
From Paragraph 6: “We have also come to this hallowed spot to remind America of the fierce urgency of now.”		
From Paragraph 7: “There will be neither rest nor tranquility in American until the Negro is granted his citizenship rights.”		
From Paragraph 7: “The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.”		
From Paragraph 21: “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.”		



Language Analysis “I Have a Dream”  
Teacher’s Guide

Excerpt from “I Have a Dream”	Active or passive voice?	How does the voice impact the meaning?
From Paragraph 3: “One hundred years later, the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination.”	Passive voice	<i>Dr. King’s use of the passive voice here puts the emphasis on the condition of African Americans. His use of the passive voice doesn’t identify who is responsible for the segregation and discrimination.</i>
From Paragraph 3: “One hundred years later, the Negro is still languished in the corners of American society and finds himself an exile in his own land.”	Passive voice	<i>Dr. King’s use of the passive voice here puts the emphasis again on the condition of African Americans. His use of the passive voice also avoids blaming anyone in particular for “exiling” African Americans from society.</i>
From Paragraph 6: “We have also come to this hallowed spot to remind America of the fierce urgency of now.”	Active voice	<i>Dr. King uses the active voice here to show the purpose of the speech and the March on Washington. His use of the word “we” emphasizes that the marchers are acting as a group.</i>



Language Analysis “I Have a Dream”  
Teacher’s Guide

Excerpt from “I Have a Dream”	Active or passive voice?	How does the voice impact the meaning?
From Paragraph 7: “There will be neither rest nor tranquility in American until the Negro is granted his citizenship rights.”	Passive voice	<i>Dr. King uses the passive voice when he says “until the Negro is granted his citizenship rights.” He doesn’t identify who needs to grant those rights, but he implies that it is the American nation as a whole. His use of passive voice avoids separating African Americans from “the nation.”</i>
From Paragraph 7: “The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.”	Active voice	<i>Dr. King uses the active voice here to show the strength of the civil rights movement, which he refers to as “the whirlwinds of revolt.”</i>
From Paragraph 21: “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.”	Active voice	<i>Dr. King uses the active voice to show what actions the civil rights activists are willing to take in order to gain equality for African Americans. It emphasizes their active role in causing change.</i>



*A Mighty Long Way* Structured Notes, Chapter 14, Pages 228–238

.....  
**Name:**

.....  
**Date:**

What is the gist of what you read?

In this chapter, Carlotta recounts two times that she did not want other people to know that she was one of the Little Rock Nine. Why didn't she want others to know?



*A Mighty Long Way* Structured Notes, Chapter 14, Pages 228–238

How does the death of her father affect Carlotta?



*A Mighty Long Way* Supported Structured Notes, Chapter 14, Pages 228–238

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

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

Summary of Chapter 14, pages 228–238:

*In this chapter, Grandpa Cullins dies and that brings Carlotta back to Little Rock for the first time since she moved away. She then returns to Denver to continue college. In that year, both Martin Luther King, Jr. and Bobby Kennedy are assassinated. Carlotta graduates from college and goes to work for the YWCA. She also meets and marries her husband, Ike, and they have two children. Suddenly, Carlotta's father becomes ill and is diagnosed with leukemia. He dies from complications of his cancer.*

In this chapter, Carlotta recounts two times that she did not want other people to know that she was one of the Little Rock Nine. Why didn't she want others to know?



*A Mighty Long Way* Supported Structured Notes, Chapter 14, Pages 228–238

How does the death of her father affect Carlotta?



*A Mighty Long Way* Structured Notes Teacher's Guide, Chapter 14, Pages 228–238

Summary of Chapter 14, pages 228–238:

**In this chapter, Grandpa Cullins dies and that brings Carlotta back to Little Rock for the first time since she moved away. She then returns to Denver to continue college. In that year, both Martin Luther King, Jr. and Bobby Kennedy are assassinated. Carlotta graduates from college and goes to work for the YWCA. She also meets and marries her husband, Ike, and they have two children. Suddenly, Carlotta's father becomes ill and is diagnosed with leukemia. He dies from complications of his cancer.**

In this chapter, Carlotta recounts two times that she did not want other people to know that she was one of the Little Rock Nine. Why didn't she want others to know?

**In this chapter, Carlotta mentions twice that she doesn't reveal herself as a member of the Little Rock Nine. The first time is during the interview for her job at the YWCA. The second time is when she meets her future husband, Ike. Carlotta doesn't want other people to know that she is one of the Little Rock Nine because she doesn't want to use her experience to give herself any advantage. She writes "I wanted people to like me, to accept and respect me, for me, not because I had been a national symbol." She feels like people would feel differently about her if they know that she had played such an important role in the civil rights movement. She wanted to be treated like anyone else.**

How does the death of her father affect Carlotta?

**Carlotta is devastated when her father dies. She describes herself upon hearing the news: "Suddenly, I was that heartbroken little girl again, longing for her daddy to come home." However, her mother and sisters are also devastated, so Carlotta pulls herself together to make arrangements for the funeral. Even though she does rely on her inner strength to get her through that difficult time, she also says, "And then I faced the most difficult moment of my life: turning away and walking into the rest of my days without him." Carlotta will always miss her father.**