

Grade 8 - 7 day lesson plan

Harlem & I Have a Dream

Day 1: Before You Read p.571

- Read *Literary Element*: which will help you gain an understanding of theme of a writing piece (stated, implied & recurring)
- Read *Reading Skill: Compare & Contrast* to determine the similarities & differences between the pieces of writing.
- Read *Harlem* by Langston Hughes p. 572 (take notes on what you think is the being of the poem)

Day 2: Read *I Have a Dream* by Dr Martin Luther King, Jr. p. 573-580

- While reading, focus on the devices you read about yesterday.
- Take notes on the plot as you read along
- You may want to reread it a second time to have a total understanding of the speech.

Day 3: “*I Have a Dream*” handout of questions #1-4

- Remember to flip & answer each question in complete sentences, paying attention to punctuation, spelling and paragraph structure.
- Add specific detail to each answer. Follow the FACES model

Day 4: p. 581 “*Big Question*” section

- Answer the four bullet questions in the section using evidence from the speech to support your answer.

Day 5: *Continue with p. 581 questions*

- Literary Element: Theme answer questions 1-3 which allows you to compare “*Harlem*” and “*I Have a Dream*”
- You may want to reread each a second time to gain a full understanding of each piece.
- *Write to Compare p. 581* answer each bullet question.

Day 6: *Handout p. 110 -111*

- Answer questions # 1-4 in complete answers paying attention to spelling, punctuation, and paragraph structure.

Day 7: *Handout p. 112- 113*

- Focus on Word Choice & Figurative Language
- Complete all questions & charts on each page of the handout

PLAN

RI.8.1
W.8.9, b
W.8.10
L.8.1
L.8.2, c

To prepare for discussion, build your content knowledge by examining the selection in greater detail. On your own, write your answers to the questions that follow, using text evidence. Make inferences about the text as you need to. You may also write additional questions about the selection that you wish to discuss with your group. Your teacher may review your answers before the discussion, so be sure to use correct grammar, spelling, punctuation, and capitalization.

RI.8.2
RI.8.3

Main Idea The central idea of an informational text is called the **main idea**. Main ideas are supported by specific ideas and details. Authors use these supporting details to help make connections among ideas or events. They also use supporting details to show distinctions, or difference, between ideas or events.

1. When you **summarize** a text, you explain the main ideas and supporting details in your own words. On the lines below, summarize "I Have a Dream." Do not include personal opinions in your summary.

2. How do the supporting ideas and details in "I Have a Dream" help the main idea develop over the course of the text? Support your response with evidence from the text.

3. What distinction does King make between the promise of America and the realities of discrimination? Explain how this distinction is important to his main point. Support your answer with quotations from the speech.

RI.8.8

Argument In a persuasive text, a writer's central idea is also his or her **argument**, or opinion and reasoning on an issue. **Reasoning** is the writer's particular process of using evidence and ideas to support his or her argument.

4. Write the sentence or sentences in which King first states his argument. What are the claims he makes in his full argument?

Group Discussion

5. Does King present enough evidence to persuade you that his argument is sound? Is the evidence related to his claims? Explain with examples from the speech.

RI.8.4 **Word Choice** **Word choice** is an author's use of specific, vivid words to convey a particular idea or feeling. **Word choice** can also express **tone**—the narrator's attitude toward the subject. For example, the tone may be objective, argumentative, or respectful.

6. Choose four specific and vivid words or phrases from the speech. List them in the left-hand column. In the other two columns, write the meaning these words or phrases create and the tone they express.

Specific, Vivid Word Choice	Meaning	Tone

RI.8.4 **Figurative Language** Language that is not literally true but that expresses some truth beyond the literal level is called **figurative language**. A **metaphor** is a type of figurative language that compares seemingly unlike things without using the words *like* or *as*.

King uses a number of metaphors in his speech. For example, on page 574, he refers to poverty as “a lonely island.”

7. Use the chart below to show what the following figurative language in the speech represents. Explain your answer based on the ideas King expresses.

Figurative Language	What It Represents	Explanation
“a vast ocean” (page 574)		
“the dark and desolate valley” (page 575)		
“the quicksands” (page 575)		
“the solid rock” (page 575)		
“the high plain” (page 576)		
“a beautiful symphony” (page 579)		

Name: _____

“I HAVE A DREAM”

Answer the following questions

1. Looking at the picture of Martin Luther King, Jr on pg 573, what inferences can you make about the kind of speaker King was?
2. Select one metaphor on pg 574 that you believe is very powerful. What is the metaphor and explain your answer.
3. What do the metaphors on pg 574-575 tell you about King’s thoughts of how “racial injustice” & “brotherhood” each affect the country?
4. Look at the picture on pg 576. How do you think it would have felt to be in the crowd you see pictured here, listening to King’s speech? Explain using detail.