| **Grade 6 - ELA: Awakened Dreams** |
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| **Lesson Overview** |
| By the end of the lesson, the student will be able to analyze various texts, make inferences, and compare and contrast text with similar themes/topics. The student will be able to create a piece of informational text (essay) in which they display their understanding of the various text analyzed. |
| **Overarching Inquiry Question** |
| What happens to a dream deferred?*All lessons support the* ***Profile of the South Carolina Graduate*** *with students using skills to uncover content exposed when exploring the Overarching Inquiry Question.*  |
| **Theme** |
| **Theme: Critical reading and thinking**: The lesson is designed for students to thoroughly read and engage with text. They have to be able to read grade level text, evaluate what they are reading, and develop an analysis of the text. Through their analysis, they will demonstrate their ability to make inferences, draw conclusions, compare and contrast text in an effort to display their ability to read and think critically. |
| **Skills Emphasis at a Glance** |
| Students will analyze three sources, a poem, a biography, and a speech, in order to make inferences, draw conclusions, and compare and contrast text with similar themes and/or topics. |
| **Standard(s)** |
| South Carolina English Language Arts College-and-Career Ready Standards for Grade 6:* **I.3.2** Examine historical, social, cultural, or political context to broaden inquiry.
* **I.3.3** Gather information from a variety of primary and secondary sources and evaluate sources for perspective, validity, and bias.
* **RL.7.2** Compare and contrasts texts in different forms or genres in terms of their approaches to similar themes and topics.
* **RI.5** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.
* **RI12.3** Read and respond according to task and purpose to become self-directed, critical readers and thinkers.
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| **Background Information** |
| Willis and Clara Langley were born and raised in Washington, North Carolina. They both attended college in North Carolina, they married in North Carolina, and made their home in Smithfield, North Carolina. After completing college, the Langleys began a career in the field of education. Education was not really Mr. Langley’s passion, he had a bigger dream in mind, so in 1973 he left education and stumbled upon a job opportunity at McDonald’s. Willis Langley began working for McDonald’s in their Manager Trainee Program. He rose from his hiring position to Operations manager for Southeast Washington D.C. and South Maryland rather quickly. Willis Langley still wanted more, and in 1986 his dream came true when he and his wife, Clara, purchased their first McDonald’s restaurant in Columbia, SC. They have resided in the Columbia area for over 30 years and they serve on various boards and committees. |
| **I Can Statement(s)*****I can statements are designed to help guide student understanding through scaffolds of learning as they progress through an understanding of the Overarching Inquiry Question.***1. I can read, evaluate, and analyze various genres of text.
2. I can make inferences.
3. I can compare and contrast texts with similar topics or themes.
4. I can create informational text that displays my understanding of evaluating and analyzing text, making inferences, comparing and contrasting text with similar themes or topics.
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| **Lesson Sequence of Teacher Instructional Practices and Actions Students will Take to answer the Overarching Inquiry Question** | **Instructional** **Guidance and Resources***Instructional Guidance and resources listed below offer suggestions for educators to assist students in reaching the goals of the proposed sequence.* |
| **I can read, evaluate, and analyze various genres of text.** |
| * Teacher will introduce the lesson by having students briefly respond (1-2 minutes), in writing, to the following question...**What are your dream(s)?**
* Teacher will distribute the poem *A Dream Deferred* by Langston Hughes. Students will silently read the poem and annotate while reading.
* After reading and annotating, conduct a collaborative discussion with the class about the poem.
* Teacher will distribute a copy of Dr. Martin Luther King, Jr.’s I have a Dream speech found in additional resources. Teacher will stream the Dr. King giving his speech using the Youtube link found in additional resources. The teacher will encourage students to follow along on the paper as Dr. King gives the speech and underline/highlight/circle Dr. King’s dreams.
* Distribute the biography of Willis and Clara Langley. Before reading, ask students the genre of the text and have them explain the type genre chosen. After discussing the genre, read with the students the biography of Willis and Clara Langley.
* After reading all texts, have students respond to the following in writing: ***Based on all of our readings, What happens to a dream deferred?***
 | * If students need further explanation as to how to answer the question, prompt them with more questions, such as: **What do you want to do when you finish high school? What goals have you set for yourself?** Give an example using yourself.
* As students are reading the poem, *A Dream Deferred*, have them annotate and mark up the text. They can identify the figurative language within the poem and tell what the language means. Have them make a connection with real life in regards to dreams that were deferred. Have the students determine the meaning of deferred using context clues. Then have the write down what the poem means to them.
* While reading the biography of Willis and Clara ask probing questions such as, **What was the Langley’s dream? Did they accomplish their dream right away? Did Willis and Clara have the same dream?**
* This written assignment can serve as an exit ticket. To help students understand the assignment, ask them...**Did Dr. Martin Luther King Jr.’s dreams come true immediately? Did Willis and Clara Langley’s dreams come true immediately? Did their dreams come true at all?**
* Be sure to give the exit ticket after the requirements and expectations of the Summative Assessment is given.
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| **I can** make inferences, compare and contrast texts with similar topics or themes, and create informational text that displays my understanding of evaluating and analyzing text, making inferences, comparing and contrasting text. |
| * Teacher will explain the instructions for the summative assessment. The teacher will tell the students that they must **Write an essay in which you explain how Langston Hughes’ poem, *A Dream Deferred*, may have influenced Dr. Martin Luther King, Jr. and the Langley’s. In your essay, discuss how Dr. Martin Luther King Jr. and the Langley’s dreams are alike and how they are different.**
 | * Explain to the students that this is a summative written assessment. Give the due date and etc. Provide graphic organizer, i.e. Venn Diagram. Also be sure to provide a hard copy of the instructions/requirements. Also provide a copy of the rubric so that the students know how they will be graded.
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**References**

South Carolina College and Career Ready Standards

**Additional Resources**

[Willis and Clara Langley](https://scafricanamerican.com/willis-clara-langley/)

[A Dream Deferred poem by Langston Hughes](https://poets.org/poem/harlem-0)

[I Have a Dream Speech (live)](https://www.youtube.com/watch?v=c_nvqRqTiKk)

[I Have a Dream Speech (paper copy)](https://www.gilderlehrman.org/sites/default/files/inline-pdfs/king.dreamspeech.excerpts.pdf)