

## Week Nineteen: MLK & Progressive Tense

**Weekly Focus:** Responding with Evidence

**Weekly Skill:** Evidence-Based Response Using Two Texts

**Lesson Summary:** This week students will read excerpts from Martin Luther's King's "I Have a Dream" speech. They will then be asked to consider the meaning of his speech and King's "dream" in the context of today's world. Students will write an evidence-based response to the reality of the fulfillment of King's dream in present day society. Finally, students will continue grammar work with verbs. Today they will be introduced to the progressive tense.

**Materials Needed:** Projector, Computer, and Internet Access, Elmo, I Have a Dream Handout, Dream video, Progressive Tense video, Progressive handout, Grammar Exercise #1, Grammar Exercise #2

**Objectives: Students will be able to...**

- Comprehend and critically reflect on excerpts from Martin Luther King's "I Have a Dream Speech"
- Construct an evidence-based response with the addition of a second text
- Review rules for correct verb use
- Be able to define and form the progressive verb tenses
- Practice using progressive verb forms correctly

**Common Core Standards Addressed:** RL.11-12.2, RL.11-12.10, W.11-12.1, L.5.2a, L.6.2a

**Notes:** This week's lesson focuses on the Responding with Evidence steps of the CARE model. Remind students that their arguments are much more likely to be heard if they are supported with evidence. Today's lesson focuses on reading two related texts and constructing an evidence-based response.

You may choose to extend this lesson over two class periods, and then forego Lesson 20 if necessary.

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### Activities:

#### Warm-Up/Review: Creative Writing

Time: 20 minutes

Martin Luther King had a dream of equality for all people. What is your dream?

#### Reading and Writing Activity:

Time: 90 minutes

- **Grammar Warm-Up:** Choose one sentence from today's reading and write it on the board. Go over the structure of the sentence, breaking it down into its parts to help aid in understanding. (10 minutes)
- **Critical Reading:**
  - 1) **Introduction:** Show students the video excerpt from King's Speech and provide them with a brief background of The March on Washington. (10 minutes)
  - 2) **Read through the Excerpt as a Class.** Pause after each paragraph. Remind them that it is important to read a passage critically and what those steps entail. Have students underline or highlight parts that they don't understand. They should also highlight any questions that they have in the margins. Discuss some of the imagery that MLK uses. (25 minutes)
  - 3) **Read the NY Times Article:** Hand out the NY Times Article and have students read it individually. Then, break the class into small groups and have students discuss the following question: "Has there been progress in the attainment of racial equality since the time of MLK?" (20 minutes)
  - 4) **Reconvene as a Class.** Ask a few students to share their thoughts about the small group discussion question with the large group. Then, hand out the Response with Evidence worksheet. Before they begin, remind them that their claims should be supported with evidence from the text. (Respond with Evidence steps of the CARE model.) (25 minutes)

Break: 10 minutes

#### Grammar Activity: Progressive Tense Agreement

Time: 60 minutes

##### Review:

- 1) Write these three questions on the board: a) What is a verb? b) What are the three simple verb tenses? c) What does subject/verb agreement mean?
- 2) Have students work in pairs to answer these questions and then go over as a class.
- 3) Hand out a page from the day's newspaper to each pair. Have students find, highlight, and then make a list of five action verbs that they find.
- 4) Then, have students choose two verbs from their list and write a sentence for each verb in the simple past, simple present, and simple future tenses, being mindful of agreement.
- 5) Have student pairs choose one sentence to present. In this sentence they should underline the subject and circle the verb. They should then label the subject and verb as single and plural.
- 6) Have each pair present their sentence to another pair.

**Introduction:** Explain that up until today, we've dealt mostly with action verbs in simple tenses (past, present, future). Today students are going to look at a new tense: the progressive. They will pay special attention to agreement. 1) Show the Progressive video. After it is over, ask students to

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explain to you the difference between simple present and present progressive. 2) Distribute Progressive handout. Go over it together, having students work through the questions as you go.

**Practice:** 1) Have students complete the Grammar Exercise #1 handout. 2) Choose a student to present each correct answer to the class. 3) Have students individually work to complete Grammar Exercise #2. Model the first few together. 4) Choose a student to present each correct answer to the class.

**Assessment:** 1) Have students return to their original list of action verbs. Ask students to write a sentence now using one of the verbs that they chose earlier. The sentence should use the verb in its correct present progressive form. Model a sample verb for students.

### Wrap-Up: Whip

**Time: 5 minutes**

Have students form a circle. Ask this question: "What is one word that describes your experience in class today?" (Students will probably have lots of questions about this as in, "can it be about...?") Tell them that it can be about anything, how they felt when they read King, practiced grammar, etc.) Go around the circle, letting each student respond.

### Extra Work/Homework:

**Time:**

Differentiated Instruction/ELL Accommodation Suggestions	Activity
Have Advanced students label each question as using the present simple or present progressive	Grammar 1

### Online Resources:

1) [OWL at Purdue Active Verb Tenses](#)

## “I HAVE A DREAM” SPEECH EXCERPT

Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. 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.

But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles 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 languishing in the corners of American society and finds himself an exile in his own land. So we have come here today to dramatize a shameful condition.

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 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. They have come to realize that their freedom is inextricably bound to our freedom. We cannot walk alone.

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.

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.

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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."

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.

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.

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.

## NEW YORK TIMES ARTICLE

### **Race Equality Is Still a Work in Progress, Survey Finds**

By SAM ROBERTS

Published: August 22, 2013

Fewer than one in three black Americans and not even half of whites say the United States has made “a lot” of progress toward achieving racial equality in the half-century since the Rev. Dr. Martin Luther King Jr. declared he had “a dream” that one day freedom, justice and brotherhood would prevail and that his children would “not be judged by the color of their skin but by the content of their character.”

As the nation is poised to observe the 50th anniversary next week of the March on Washington that Dr. King led, the poll and an analysis of racial disparities by the Pew Research Center conclude that while five decades’ progress has been palpable on some fronts, Dr. King’s goal remains elusive on others.

Blacks and whites generally agree that the two races get along well, but about 7 in 10 blacks and more than 1 in 4 whites also concur that blacks are treated unequally by the criminal justice system. A majority of blacks also say they are treated less fairly than whites in public schools and in the workplace. Fully 1 in 3 blacks, 1 in 5 Hispanic Americans and 1 in 10 whites said they were treated unfairly within the last year because of perceptions of their race.

Though gaps in life expectancy and high school graduation rates have all but been eliminated, disparities in poverty and homeownership rates are about the same. Compared with five decades ago, imbalances in household income and wealth, marriage and incarceration rates have widened.

Rich Morin, an author of the Pew report, said he was struck by the disparity in perceptions of progress by race and political affiliation. “Whites and blacks view their communities very differently in terms of how blacks are treated,” Mr. Morin said. Over all, he said, “we’re clearly headed in the right direction.”

“People saw progress,” he said, “but they want more.”

The average three-member black household makes about 59 percent of what a similar white household makes — up from 55 percent in 1967 — but the income gap in actual dollars widened to \$27,000 from \$19,000. (The gap has widened between whites and Hispanic people, too.)

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The median net worth of white households is 14 times that of black households, and blacks are nearly three times as likely to be living below the federal poverty threshold. The disparity in homeownership rates is the widest in four decades. As the Pew study noted, those realities are not lost on most Americans, only 1 in 10 of whom said the average black person is better off financially than the average white person (although more than 4 in 10 white and Hispanic respondents said the average black is about as well off as the average white).

Though marriage rates have generally declined over all, about 55 percent of whites and 31 percent of blacks 18 and older are married, compared with 74 percent of whites and 61 percent of blacks in 1960, a reflection, in part, of differences in educational attainment.

The gap in college completion rates rose to 13 percentage points from 6 (although the black completion rate, as a percentage of the white rate, has improved to 62 percent from 42 percent. The Hispanic rate remains at 42 percent).

In 1960, black men were five times as likely as white men to be in local, state or federal prison. Fifty years later, black men are six times as likely as white men to be incarcerated and Hispanic men three times as likely.

The historic disparity in voter turnout evaporated in 2012 with the re-election of President Obama, yet euphoria over his election has faded. Both blacks and whites were much less likely this year to say black people were better off than five years earlier than they did in a 2009 Pew survey after Mr. Obama's first election. The latest nationwide survey of 2,200 adults was conducted this month after the Supreme Court in June effectively gutted the Voting Rights Act of 1965, freeing nine states to change their election laws without advance federal approval.

"Our country has changed," Chief Justice John G. Roberts Jr. wrote for the majority.

Not so much, though, that nearly half of all Americans — 49 percent in all, or 44 percent of whites, 48 percent of Hispanics and 79 percent of blacks — said a lot more progress needed to be made to achieve Dr. King's vision of a colorblind society. Republicans are more likely than Democrats to believe there has been racial progress. Fully 80 percent of all Americans say at least some more needs to be done.

## RESPONSE WITH EVIDENCE

**Directions:** Write a response to the prompt below. Your response should include a claim and supporting evidence from the texts provided.

**Prompt:** Martin Luther King had a dream that one day all children would “live in a nation where they will not be judged by the color of their skin but by the content of their character.” Based on the readings, has Martin Luther King, Jr.’s dream come true in today’s society?

Step 1: Choose your claim:

- a. Martin Luther King Jr.’s dream of all children being judged by the content of their character instead of the color of their skin has come true in today’s society.
- b. Martin Luther King Jr.’s dream of all children being judged by the content of their character instead of the color of their skin has not come true in today’s society.

Step 2: Identify Evidence:

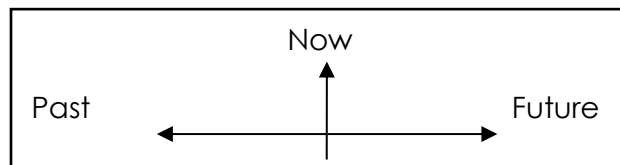
Once you have chosen your claim, provide evidence from the text to support your argument. You may choose to paraphrase or use short quotes from the reading(s).



Step 3: Write a Response

Incorporate your claim and your identified evidence into your response. Remember to explain HOW each piece of evidence supports your claim (warrant). If possible, address at least one counter argument.

## PROGRESSIVE HANDOUT

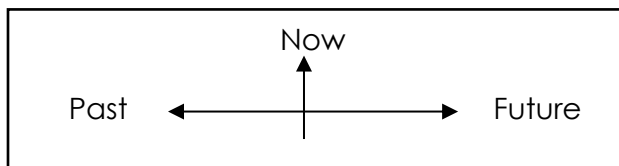


The diagram shown above will be used in the tense descriptions.

Simple Tenses		
TENSE	EXAMPLE	MEANING
SIMPLE PRESENT 	1) It <i>snows</i> in Minnesota. 2) Cara <i>eats</i> bananas every day.	In general, the present tense is used to express events that occur <i>always, usually, or habitually</i> . They exist now, have existed in the past, and probably will exist in the future.
SIMPLE PAST 	1) It <i>snowed</i> in Minnesota last winter. 2) Cara <i>ate</i> a banana yesterday.	At <i>one particular time in the past</i> this happened. It began and ended in the past.
SIMPLE FUTURE 	1) It <i>will snow</i> in Minnesota this December. 2) Cara <i>will eat</i> a banana tomorrow.	At <i>one particular time in the future</i> , this will happen.

**Exercise:** Write at least one sentence in the correct simple tense for each of the following questions.

- 1) Can you think of a general truth?
- 2) What are some things you do every day?
- 3) What did you do yesterday?
- 4) What will you do tomorrow?



## Progressive Tenses

Form: **be + -ing** (*present participle*)

Meaning: The progressive tenses give the idea that an action is in progress during a particular time. The tenses say that an action *begins before*, *is in progress during*, and *continues after* another time and action.

TENSE	EXAMPLE	MEANING
<p>PRESENT PROGRESSIVE</p>	1) Faduma <i>is sleeping</i> right now.	It is now 11:00. Faduma went to sleep at 10:00, and she is still sleeping. Her sleep <i>began in the past, continues at the present time, and probably will continue.</i>
<p>PAST PROGRESSIVE</p>	2) Faduma <i>was sleeping</i> when I arrived.	Faduma went to sleep at 10:00 last night. I arrived at 11:00. She was still asleep. <i>Her sleep began before and was in progress at a particular time in the past.</i> It continued after I arrived.
<p>FUTURE PROGRESSIVE</p>	3) Faduma <i>will be sleeping</i> when I arrive.	Faduma will go to sleep at 10:00 tomorrow night. We will arrive at 11:00. The action of sleeping will begin before we arrive, and <i>it will be in progress at a particular time in the future.</i> Probably her sleep will continue.

**Exercise:** Write at least one sentence in the correct progressive tense for each of the following questions.

- 1) What are you doing right now? What is your family doing right now?
- 2) Where were you at 2 o'clock this morning? What were you doing?
- 3) Where will you be at 2 o'clock tomorrow morning? What will you be doing?

## Present Progressive

The verb to be (in the simple present)		Verb + ing
I	am	driving
	'm	
You, we, they	are	driving
	're	
He, she, it	is	driving
	's	

## Past Progressive

The verb to be (in the simple past)		Verb + ing
I, he, she, it	was	driving
You, we, they	were	driving

## Future Progressive

	will +	be	Verb + ing
I, he, she, it	will	be	driving
You, we, they	will	be	driving

Handout inspired and adapted from *Understanding and Using English Grammar, 3<sup>rd</sup> Edition* By Betty Azar

## GRAMMAR EXERCISE #1

**Directions:** Fill in the blanks with either the **Simple Present** or the **Present Progressive** verb form. If you can, write whether each verb is Simple Present (SP) or Present Progressive (PP) in the margins.

**Example:** Steve always \_\_\_\_ his bike in the afternoon. **(to ride)**

**Answer:** Steve always **rides** his bike in the afternoon.

- 1) Andy sometimes  comics. **(to read)**
- 2) We never  TV in the morning. **(to watch)**
- 3) Listen! Sandy  in the bathroom. **(to sing)**
- 4) My sister usually  in the kitchen. **(to help)**
- 5) My mother  breakfast now. **(to make)**
- 6) They often  the bathroom. **(to clean)**
- 7) Look! The boys  home. **(to come)**
- 8) Every day his grandfather  for a walk. **(to go)**
- 9) I  with my friend at the moment. **(to chat)**
- 10) Cats  mice. **(to eat)**

Taken from: [http://www.englisch-hilfen.de/en/exercises/tenses/simple\\_present\\_progressive2.htm](http://www.englisch-hilfen.de/en/exercises/tenses/simple_present_progressive2.htm)

## GRAMMAR EXERCISE #2

**Directions:** Using the words in parentheses, complete the text below with the appropriate tenses, either **Simple Past** or **Past Progressive**. If you can, write whether each verb is Simple Past (SP) or Past Progressive (PP) in the margins.

**Example:** What (you, do)  when the accident occurred?

**Answer:** What did you do when the accident occurred?

- 1) After I (find)  the wallet full of money, I (go, immediately)  to the police and (turn)  it in.
- 2) The doctor (say)  that Tom (be)  too sick to go to work and that he (need)  to stay at home for a couple of days.
- 3) Sebastian (arrive)  at Susan's house a little before 9:00 PM, but she (be, not)  there. She (study, at the library)  for her final examination in French.
- 4) Sandy is in the living room watching television. At this time yesterday, she (watch, also)  television. That's all she ever does!
- 5) A: I (call)  you last night after dinner, but you (be, not)  there. Where were you?  
 B: I (work)  out at the fitness center.
- 6) When I (walk)  into the busy office, the secretary (talk)  on the phone with a customer, several clerks (work, busily)  at their desks, and two managers (discuss, quietly)  methods to improve customer service.
- 7) I (watch)  a mystery movie on TV when the electricity went out. Now I am never going to find out how the movie ends.

Taken from: <http://www.englishpage.com/verbpage/verbs3.htm>