

**10.2.1****Lesson 2**

## Introduction

In this lesson, students read and analyze paragraphs 1–5 of Martin Luther King Jr.’s “Letter from Birmingham Jail” (from “While confined here in the Birmingham city jail” to “this city left the Negro community with no other alternative”), in which King explains why he is in Birmingham and why he believes the demonstrations are necessary. Students engage in small group discussions to analyze how King unfolds his reasons for being in Birmingham. To support their analysis, students analyze the impact of King’s figurative language and word choices.

Student learning culminates in a Quick Write on the following prompt: How does King develop his reasons for being in Birmingham in paragraphs 3–5? How do these ideas connect to the first two paragraphs of his letter? For homework, students return to paragraph 4 and write about how King develops the idea that there are no “outsiders” living within the United States. Students also preview the next lesson’s reading to identify and define unfamiliar vocabulary words.

## Standards

Assessed Standard(s)	
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
Addressed Standard(s)	
RI.9-10.5	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
SL.9-10.1.c, e	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.

L.9-10.4.a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

## Assessment

Assessment(s)
Student learning is assessed via a Quick Write at the end of the lesson. Students answer the following prompt, citing textual evidence to support analysis and inferences drawn from the text. <ul style="list-style-type: none"> <li>How does King develop his reasons for being in Birmingham in paragraphs 3–5? How do these ideas connect to the first two paragraphs of his letter?</li> </ul>
High Performance Response(s)
A High Performance Response should: <ul style="list-style-type: none"> <li>Identify two or more of King’s reasons for being in Birmingham as described in paragraphs 3–5 (e.g., “[b]ecause injustice is [t]here” (par. 3) and he is “cognizant of the interrelatedness of all communities” (par. 4), he must be in Birmingham helping the civil rights movement).</li> <li>Explicitly connect each of the identified ideas from paragraphs 3–5 to a detail from paragraphs 1 and 2 (e.g., The claim that injustice exists in Birmingham connects to King’s statement in paragraph 2 that he was invited to Birmingham “to engage in a nonviolent direct-action program if such were deemed necessary.” The presence of injustice proves that nonviolent direct action is necessary in Birmingham; etc.).</li> </ul>

## Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> <li>untimely (adj.) – happening too soon or too early</li> <li>consented (v.) – permitted, approved, or agreed</li> <li>seldom (adj.) – on only a few occasions; rarely; not often</li> <li>sought (v.) – tried or attempted</li> <li>deemed (v.) – held as opinion; thought; regarded</li> </ul>

- Apostle (n.) – any of the early followers of Jesus who carried the Christian message into the world
- cognizant (adj.) – aware; having knowledge
- idly (adv.) – doing nothing or avoiding work
- provincial (adj.) – belonging or peculiar to some particular part of the country; local
- agitator (n.) – a person who tries to get people angry or upset so that they will support an effort to change a government, company, etc.
- deplore (v.) – to disapprove of
- superficial (adj.) – shallow; not profound or thorough
- analyst (n.) – a person who studies or analyzes something
- grapple (v.) – to try to overcome or deal (usually followed by *with*)
- emphatic (adj.) – forceful; insistent

#### Vocabulary to teach (may include direct word work and/or questions)

- affiliate (n.) – an organization (such as a television station) that is a member of a larger organization (such as a national network)
- direct action (n.) – the use of strikes, demonstrations, or other public forms of protest rather than negotiation to achieve one's demands
- interrelatedness (n.) – a state of mutually dependent relationships
- inescapable (adj.) – incapable of being escaped, ignored, or avoided
- mutuality (n.) – quality or state of being shared between two or more people or groups
- underlying (adj.) – fundamental; basic

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>• Standards: RI.9-10.3, RI.9-10.5, SL.9-10.1.c, e, L.9-10.4.a, L.9-10.5</li> <li>• Text: “Letter from Birmingham Jail” by Martin Luther King, Jr., paragraphs 1–5</li> </ul>	

<b>Learning Sequence:</b>	
1. Introduction of Lesson Agenda	1. 10%
2. Homework Accountability	2. 10%
3. Masterful Reading	3. 10%
4. Reading and Discussion	4. 30%
5. Jigsaw Discussion	5. 25%
6. Quick Write	6. 10%
7. Closing	7. 5%

## Materials

- Student copies of the 10.2 Common Core Learning Standards Tool (refer to 10.2.1 Lesson 1)
- Student copies of the Short Response Rubric and Checklist (refer to 10.2.1 Lesson 1)
- Copies of the Paragraphs 3–5 Jigsaw Tools for each student (each student should receive one of the three tools included in this lesson)

## Learning Sequence

<b>How to Use the Learning Sequence</b>	
<b>Symbol</b>	<b>Type of Text &amp; Interpretation of the Symbol</b>
<b>10%</b>	<b>Percentage indicates the percentage of lesson time each activity should take.</b>
no symbol	Plain text indicates teacher action.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
☞	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

### Activity 1: Introduction of Lesson Agenda

**10%**

Begin by reviewing the agenda and assessed standard for this lesson: RI.9-10.3. In this lesson, students continue to analyze how King unfolds his reasons for being in Birmingham. Additionally, students begin to analyze specific elements of King's effective writing including the use of transitions and figurative language.

- Students look at the agenda.

Distribute or instruct students to take out their copies of the 10.2 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with a new standard: RI.9-10.5. Instruct students to individually read the standard on their tools and assess their familiarity with and mastery of the standard.

- ▶ Students read and assess their familiarity with standard RI.9-10.5.

Instruct students to talk in pairs about what they think the standard means. Lead a brief discussion about the standard.

- Student responses should include:

- Analyze how an author develops claims with sentences, paragraphs, or sections of the text.
  - Analyze how an author develops ideas with sentences, paragraphs, or sections of the text.

## Activity 2: Homework Accountability

10%

Instruct students to take out their copies of “Letter from Birmingham Jail” and Turn-and-Talk in pairs about the annotations from their preview of paragraphs 1–5. Instruct student pairs to discuss, based on their annotation, what reasons King offers for being in Birmingham in paragraphs 1–5.

- Student responses may include:

- King has “basic organizational ties” in Birmingham (par. 2).
  - King is in Birmingham because “injustice is [there]” (par. 3).
  - Even when King is in Atlanta, he is concerned with what is happening in Birmingham (par. 4).

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Instruct student pairs to share and discuss the vocabulary words they identified and defined in the previous lesson’s homework.

- Students may identify the following words: *untimely, consented, seldom, sought, deemed, Apostle, cognizant, provincial, agitator, deplore, superficial, analyst, grapple, emphatic*.

- ① Definitions are provided in the Vocabulary box in this lesson.

## Activity 3: Masterful Reading

10%

Instruct students to take out and review their notes of their initial reactions and questions from the Masterful Reading in 10.2.1 Lesson 1. Have students listen to a Masterful Reading of paragraphs 1–5 of “Letter from Birmingham Jail,” (from “While confined here in the Birmingham city jail” to “this city left the Negro community with no other alternative”), focusing on how King makes and supports claims.

- ▶ Students follow along, reading silently.

## Activity 4: Reading and Discussion

30%

Instruct students to form pairs. Post or project each set of questions below for students to discuss.

Instruct student groups to reread paragraphs 1–2 of the letter (from “While confined here in the Birmingham city jail” to “because I have basic organizational ties here”) and answer the following questions before sharing out with the class.

**Which of the clergymen’s “statement[s]” does King report reading in the first sentence of the letter? In your own words, what does the “statement” say about King’s work?**

- King reports reading a statement that describes his activities as “unwise and untimely” (par. 1).  
The statement says King’s work is foolish and taking place at the wrong time.

Explain to students that the claims King makes in response to the clergymen’s statement are considered *counterclaims*. Inform students that *counterclaims* are claims that are opposed to an author’s central claim. When King cites the statement and then disagrees with its claims, King is making *counterclaims*.

- Students listen.
- ① The term *counterclaim* does not appear in this lesson’s standards, but counterclaims are an important element of argumentation. Students will identify and discuss the impact of King’s counterclaims in relation to RI.9-10.8 beginning in Lesson 3.

**Why does King “seldom, if ever” respond to criticism?**

- King rarely responds to criticism because he receives so much criticism that responding to it would take his secretaries most of the day and not leave time for “constructive work” (par. 1).
- ① **Differentiation Consideration:** If students struggle to answer these questions, consider asking the following scaffolding questions.

**What does King reveal about himself to the clergymen who criticize him in paragraph 1? What is the impact of the specific details King shares?**

- King tells the clergymen that he has a secretary, that he receives a lot of criticism but rarely responds to it, and that he chooses to spend his time on “constructive work” (par. 1). These details reveal that King is a leader with an important job, that he is controversial, and that he spends his time solving problems.

**What does King’s discussion of “criticism” and “constructive work” suggest about King?**

- King’s discussion of criticism and constructive work suggests that King is focused on important work and solving problems.

**In the final sentence of paragraph 1, how does King describe the clergymen? What is the meaning of this description?**

- ❑ King describes the clergymen as “men of genuine good will” (par. 1). King believes they are people who want to do the right thing.

**Why does King write this letter?**

- ❑ Student responses may include:
  - King writes this letter to respond to the clergymen’s “criticisms” and “statements” about his “unwise and untimely” “present activities” (par. 1).
  - King writes the letter because he says the clergymen are “men of genuine good will,” and he wants to respond to their “sincerely set forth” criticisms (par. 1).

ⓘ **Differentiation Consideration:** If students are unfamiliar with the geographic references in these paragraphs, consider providing them a map of the United States. Instruct students to find and mark the locations King mentions in paragraphs 1 and 2.

**Why is the phrase “outsiders coming in” (paragraph 2) placed in quotation marks?**

- ❑ “Outsiders coming in” (par. 2) is a phrase the clergymen may have used. By placing the phrase in quotes, King shows that he is directly addressing his critics’ accusations.

**What is the impact of the specific word choices King uses to describe his role in the Leadership Conference?**

- ❑ King says he is the “president” of the “Southern Christian Leadership Conference” (par. 2). By saying he is president, King establishes his authority and influence. By saying that it is a “Christian” conference, King reminds the clergymen that he is a moral and religious leader.
- ⓘ Consider reminding students that King’s response to the claim that he is an outsider is another example of a counterclaim.

**What are *affiliates* as King uses the word? Consider the context of how the word is used multiple times in paragraph 2.**

- ❑ King’s affiliates are King’s partner organizations.
  - ▶ Students write the definition of *affiliates* on their copy of the text or in a vocabulary journal.
- ⓘ Consider drawing students’ attention to their work with L.9-10.4.a as they use context clues to determine the meaning of a word.

**What does the reference to King’s affiliates in Alabama indicate about the purpose of King’s work?**

- ❑ The reference to the “Alabama Christian Movement for Human Rights” (par. 2) and the description of the work they do indicates that King’s work is about human or civil rights. It also suggests that he is part of a larger group of organizations all across the South that support these causes.

**What is the relationship of the phrase “outsiders coming in” (par. 2) to King’s description of his work with the Southern Christian Leadership Conference and its affiliates?**

- ❑ The Southern Christian Leadership Conference is a group operating in all Southern states. His work with the Southern Leadership Conference and its affiliates, especially the Alabama Christian Movement for Human Rights, means that he has ties to Alabama and is not an outsider (par. 2).

- ① **Differentiation Consideration:** Consider asking the following optional extension question to deepen students’ understanding.

**What is the impact of King describing his connection to other groups and people?**

- ❑ King’s descriptions of his “eighty-five affiliate organizations” and “members of [his] staff,” (par. 2) and the way the people work together, show the reader that King is part of a large, organized effort.

**What might King mean when he uses the phrase *nonviolent direct action*?**

- ❑ Student responses may include:
  - Nonviolent means the action will avoid war or fighting.
  - Direct action means King and his affiliates will do something in the hope of having an immediate change.
- ▶ Students write the definition of *nonviolent direct action* on their copy of the text or in a vocabulary journal.

- ① The concept of *nonviolent direct action* is developed throughout the letter, so it is not necessary to explicitly define the term for students at this point.

**In paragraph 2, what are the two reasons King provides for why he is in Birmingham?**

- ❑ King says he is in Birmingham because he was invited and because he has “basic organizational ties” there (par. 2).

**Based on King’s affiliations, what can you infer about the purpose of the direct-action program in Birmingham?**

- ❑ Because King’s affiliates are groups like the Alabama Christian Movement for Human Rights, the purpose of the direct action is likely to secure human rights.

① **Differentiation Consideration:** If students struggle, consider asking the following question:

**Why was King “invited” to Birmingham?**

- King was invited to Birmingham to be “on call to engage in a nonviolent direct-action program” (par. 2).

Lead a brief whole-class discussion of student responses.

### Activity 5: Jigsaw Discussion

25%

Instruct students to form groups of three and complete a Paragraphs 3–5 Jigsaw Tool. Assign an equal number of groups to each paragraph (3, 4, or 5). Instruct groups of three to complete their assigned tool.

- Students work in groups of three. Each group completes a Paragraphs 3–5 Jigsaw Tool.

After each group has completed a Jigsaw tool, instruct students to form new groups. Each group should have at least one representative from each paragraph so every group includes students who have read each of the three paragraphs.

Instruct students to discuss the questions marked as “Key Question” on their tools. After students discussed all Key Questions, instruct them to select other questions from the tools to discuss.

- Students discuss the Key Questions from their Paragraphs 3–5 Jigsaw Tools.
- Student responses will vary. See sample student responses in the Model Paragraphs 3–5 Jigsaw Tools at the end of this lesson.

Lead a whole-class discussion of student responses to the Key Questions (on the tools and listed below). Encourage groups who studied the same section of the text to offer new insights and to build upon each other’s responses rather than repeat them.

① Consider drawing students’ attention to their application of substandards SL.9-10.1.c and e through the process of building upon each other’s ideas in discussion and seeking to understand others.

#### What do the type of references King uses in paragraph 3 suggest about King?

- Student responses may include:
  - King uses multiple religious references to describe himself and his work. These references develop King as a “messenger” or a servant to the people in Birmingham and his work as “gospel” work (par. 3).
  - By comparing himself to the eighth-century prophets and the Apostle Paul, King develops himself as a person with an important, historical and spiritual purpose.

**How does King's use of these references relate to the purpose he stated at the beginning of paragraph 3: "I am in Birmingham because injustice is here"?**

► Student responses may include:

- By using religious references, like "thus saith the Lord" and "gospel of freedom" (par. 3), King provides a spiritual basis for his argument.
- This suggests that King's purpose of fighting "injustice" (par. 3) is a religious purpose.
- Using the Bible to support his argument provides a moral basis for King's presence and activities in Birmingham.

① **Differentiation Consideration:** If students struggle to answer these questions, consider the following scaffolding question:

**Why is King in Birmingham?**

► He is in Birmingham to fight "injustice" (par. 3).

**What is the relationship of King's use of these references to his addressees, the clergymen?**

► Student responses may include:

- The clergymen are religious leaders who likely understand and relate to the religious references.
- King's use of the religious references demonstrates to the clergymen that he understands them and shares their same religious beliefs.
- These references to shared beliefs make King's defense of his actions more convincing and reasonable to religious readers.

**What is the impact of King's claim, "Injustice anywhere is a threat to justice everywhere"? How does King refine this claim?**

► Student responses may include:

- The statement impacts the text by showing that King's work in Birmingham affects other communities throughout the world. Direct action is taking place in Birmingham, but the work is significant for everyone. King is in Birmingham to influence the movement there, but he also wants to influence human rights in other parts of the country.
- King refines this claim by explaining that people are in an "inescapable network of mutuality" (par. 4). He also explains that people in a county have a shared "destiny" (par. 4).

① **Differentiation Consideration:** If students struggle with the phrase "inescapable mutuality," consider asking the following scaffolding questions:

**What are the meanings of the words *inescapable* and *mutuality* as King uses them? Explain the process you used to determine the meanings.**

- Student responses may include:
  - *Inescapable* describes “something you cannot avoid.” *In-* means “not.” *Escape* means “to get away.” And, *-able* means “to be able to.”
  - Because it is based on the word *mutual*, the word *mutuality* describes “a setting in which people share something.”
- Students write the definitions of *inescapable* and *mutuality* on their copy of the text or in a vocabulary journal.

**Recall your work in the previous activity on King’s purpose for being in Birmingham. How does paragraph 4 further develop this purpose?**

- In Lesson 1, we inferred that King is in Birmingham to implement a nonviolent direct action program to secure human rights. Paragraph 4 shows that King believes that his job is to work for justice not only in Birmingham, but everywhere. King believes that “[w]hat ever affects one [person] directly affects all [people] indirectly” (par. 4), so he has to fight injustice in Birmingham and elsewhere.

**In paragraph 5, how does King support his statement that “the white power structure of this city left the Negro community with no other alternative”?**

- King supports the claim by showing the clergymen’s reaction to the demonstrations. King has outlined reasons why the demonstrations are necessary, but the white clergymen still “deplore” the demonstrations (par. 5). King also describes how the white leaders do not take the problem seriously enough. They fail to “grapple” with the real “underlying causes” of the demonstrations (par. 5).

## Activity 6: Quick Write

**10%**

Instruct students to respond briefly in writing to the following prompt:

**How does King develop his reasons for being in Birmingham in paragraphs 3–5? How do these ideas connect to the first two paragraphs of his letter?**

Instruct students to look at their annotations to find evidence. Ask students to use this lesson’s vocabulary wherever possible in their written responses. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

- Students listen and read the Quick Write prompt.

ⓘ Display the prompt for students to see, or provide the prompt in hard copy.

Transition students to the independent Quick Write.

- ▶ Students independently answer the prompt, using evidence from the text.
- 🗨 See the High Performance Response at the beginning of this lesson.

## Activity 7: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to respond in writing to the following prompt:

**King concludes paragraph 4 with the statement, “Anyone who lives inside the United States can never be considered an outsider.” How does King develop this idea across paragraph 4? What details does King use to develop the idea?**

Remind students to use the Short Response Rubric and Checklist to guide their written responses. Ask students to use this lesson’s vocabulary wherever possible in their written responses.

Also for homework, instruct students to read paragraphs 6–9 (from “In any non-violent campaign” to “to live in monologue rather than dialogue”). Direct students to box any unfamiliar words and look up their definitions. Instruct students to choose the definition that makes the most sense in the context, and write a brief definition above or near the word in the text.

- ▶ Students follow along.

## Homework

Reread paragraph 4 of “Letter from Birmingham Jail” and respond to the following prompt:

**King concludes paragraph 4 with the statement, “Anyone who lives inside the United States can never be considered an outsider.” How does King develop this idea across paragraph 4? What details does King use to develop the idea?**

Also, read paragraphs 6–9 (from “In any non-violent campaign” to “to live in monologue rather than dialogue”). Box any unfamiliar words and look up their definitions. Choose the definition that makes the most sense in the context, and write a brief definition above or near the word in the text.

## Paragraph 3 Jigsaw Tool

Name:		Class:		Date:	
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**Directions:** Form groups of three. Read paragraph 3 and answer the following questions as a group.

<b>Paragraph 3</b>	
At the beginning of paragraph 3, what new reason does King give for being in Birmingham?	
How does King's reason from the question above differ from the reasons King listed in paragraph 2?	
What does the sentence "I am in Birmingham because injustice is here" suggest about King and his purpose?	
To whom does King compare himself in paragraph 3?	
In what ways does King say he is similar to the Apostle Paul? How is King's work different than the Apostle Paul's work?	
In his description of the eighth-century prophets, why does King place the phrase "thus saith the Lord" in quotes?	
<u>Key Question:</u> What do the type of references King uses in paragraph 3 suggest about King?	
<u>Key Question:</u> What is the relationship of King's use of these references to his addressees, the clergymen?	

<p><b>Key Question:</b></p> <p>How does King's use of these references relate to the purpose he stated at the beginning of paragraph 3: "I am in Birmingham because injustice is here"?</p>	
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## Paragraph 4 Jigsaw Tool

Name:		Class:		Date:	
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**Directions:** Form groups of three. Read paragraph 4 and answer the following questions as a group.

<b>Paragraph 4</b>	
What does King mean by the “interrelatedness of communities and states”? Give an example from the speech.	
<u>Key Question:</u>  What is the impact of King’s claim, “Injustice anywhere is a threat to justice everywhere”? How does King refine this claim?	
How do specific word choices in the sentence “We are caught in an inescapable network of mutuality” support King’s claim that “Injustice anywhere is a threat to justice everywhere”?	
What is the meaning of King’s description of people as “tied in a single garment of destiny”? What is the impact of King’s use of each of the words “tied,” “garment,” and “destiny”?	
What is the impact of King’s repetition of the “outsider” idea (introduced in paragraph 2)? Who considers King an outsider? Why do they consider him an outsider?	
<u>Key Question:</u>  Recall your work in the previous activity on King’s purpose for being in Birmingham. How does paragraph 4 further develop this purpose?	

## Paragraph 5 Jigsaw Tool

Name:		Class:		Date:	
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**Directions:** Form groups of three. Read paragraph 5 and answer the following questions as a group.

<b>Paragraph 5</b>	
How do addressees of King's letter feel about the demonstrations taking place in Birmingham? What specific verb does King use to describe their feelings?	
What does King believe is the problem with the addressees' "statement" about the events taking place in Birmingham?	
What is the meaning of "sorry" as King uses it?	
What are the "effects" and "underlying causes" King discusses in paragraph 5?	
<u><b>Key Question:</b></u> In paragraph 5, how does King support his statement that "the white power structure of this city left the Negro community with no other alternative"?	

## Model Paragraph 3 Jigsaw Tool

Name:		Class:		Date:	
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**Directions:** Form groups of three. Read paragraph 3 and answer the following questions as a group.

Paragraph 3	
At the beginning of paragraph 3, what new reason does King give for being in Birmingham?	King says he is in Birmingham because “injustice is [t]here” (par. 3).
How does this reason differ from the reasons King listed in paragraph 2?	The other reasons King lists in paragraph 2 (“we were invited here” and “I have basic organizational ties here”) are personal, logical reasons. This new reason in paragraph 3 (“because injustice is here”) is a larger, nobler reason.
What does the sentence “I am in Birmingham because injustice is here” suggest about King and his purpose?	This sentence shows that King sees himself as a person who is responsible for creating justice and eliminating injustice (par. 3).
To whom does King compare himself in paragraph 3?	King compares himself to “eighth-century prophets” and “the Apostle Paul” (par. 3).
In what ways does King say he is similar to the Apostle Paul? How is King’s work different than the Apostle Paul’s work?	King says he, like the Apostle Paul, feels the need to leave his hometown to carry the gospel. King’s work is different than the Apostle Paul’s work because King carries the “gospel of freedom” (par. 3) while Paul carried the gospel of Jesus Christ. In earlier paragraphs, King said his work was mostly in the Southern states, but Paul’s work was in the “Greco-Roman world” (par. 3).
In his description of the eighth-century prophets, why does King place the phrase “thus saith the Lord” in quotes?	King places the phrase in quotes because it is part of a message the eighth-century prophets shared. <span style="color: blue;"> ⓘ After allowing students to use context from the letter to grapple with the meaning of “thus saith the Lord,” consider explaining that King places this phrase in quotes because it is a Biblical reference. King’s use of “thus saith the Lord” shows that a writer or speaker is quoting the bible (par. 3).</span>

<p><b>Key Question:</b></p> <p>What do the type of references King uses in paragraph 3 suggest about King?</p>	<ul style="list-style-type: none"> <li>King uses multiple religious references to describe himself and his work. These references develop King as a “messenger” or a servant to the people in Birmingham and his work as “gospel” work (par. 3).</li> <li>By comparing himself to the eighth-century prophets and the Apostle Paul, King develops himself as a person with an important, historical and spiritual purpose.</li> </ul>
<p><b>Key Question:</b></p> <p>What is the relationship of King’s use of these references to his addressees, the clergymen?</p>	<ul style="list-style-type: none"> <li>The clergymen are religious leaders who likely understand and relate to the religious references.</li> <li>King’s use of the religious references demonstrates to the clergymen that he understands them and shares their same religious beliefs.</li> <li>These references to shared beliefs make King’s defense of his actions more convincing and reasonable to religious readers.</li> </ul>
<p><b>Key Question:</b></p> <p>How does King’s use of these references relate to the purpose he stated at the beginning of paragraph 3: “I am in Birmingham because injustice is here”?</p>	<ul style="list-style-type: none"> <li>By using religious references, like “thus saith the Lord” and “gospel of freedom” (par. 3), King provides a spiritual basis for his argument.</li> <li>This suggests that King’s purpose of fighting “injustice” (par. 3) is a religious purpose.</li> <li>Using the Bible to support his argument provides a moral basis for King’s presence and activities in Birmingham.</li> </ul> <p><b>i Differentiation Consideration:</b> If students struggle to answer these questions, consider the following scaffolding question:</p> <p><b>Why is King in Birmingham?</b></p> <p> He is in Birmingham to fight “injustice” (par. 3).</p>

## Model Paragraph 4 Jigsaw Tool

Name:		Class:		Date:	
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**Directions:** Form groups of three. Read paragraph 4 and answer the following questions as a group.

### Paragraph 4

<p>What does King mean by the “interrelatedness of communities and states”? Give an example from the speech.</p>	<p>The “interrelatedness of communities and states” (par. 4) describes a connection and dependence between all communities and states. King notes that people in Atlanta should be concerned about what happens in Birmingham.</p> <ul style="list-style-type: none"> <li>❶ <b>Differentiation Consideration:</b> If students struggle with the phrase “interrelatedness of communities and states,” consider suggesting that students separate the word <i>interrelatedness</i> into its prefixes, suffixes, and other word parts (par. 4).           <ul style="list-style-type: none"> <li>➤ The prefix <i>inter-</i> means “between”. <i>Related</i> usually means “connected”.</li> <li>➤ Students write the definition of <i>interrelatedness</i> on their copy of the text or in a vocabulary journal.</li> </ul> </li> <li>❷ Consider reminding students of the definition of <i>idly</i> as “doing nothing or avoiding work.”</li> </ul>
<p><b>Key Question:</b></p> <p>What is the impact of King’s claim, “Injustice anywhere is a threat to justice everywhere”? How does King refine this claim?</p>	<ul style="list-style-type: none"> <li>• The statement impacts the text by showing that King’s work in Birmingham affects other communities throughout the world. Direct action is taking place in Birmingham, but the work is significant for everyone. King is in Birmingham to influence the movement there, but he also wants to influence human rights in other parts of the country.</li> <li>• King refines this claim by explaining that people are in an “inescapable network of mutuality” (par. 4). He also explains that people in a</li> </ul>

	<p>county have a shared “destiny” (par. 4).</p> <p><b>i Differentiation Consideration:</b> If students struggle with the phrase “inescapable mutuality,” consider asking the following scaffolding questions:</p> <p><b>What are the meanings of the words <i>inescapable</i> and <i>mutuality</i> as King uses them? Explain the process you used to determine the meanings.</b></p> <p>Student responses may include:</p> <ul style="list-style-type: none"> <li>○ <i>Inescapable</i> describes “something you cannot avoid.” <i>In-</i> means “not.” <i>Escape</i> means “to get away.” And, <i>-able</i> means “to be able to.”</li> <li>○ Because it is based on the word <i>mutual</i>, the word <i>mutuality</i> describes “a setting in which people share something.”</li> </ul> <p>► Students write the definitions of <i>inescapable</i> and <i>mutuality</i> on their copy of the text or in a vocabulary journal.</p>
<p>How do specific word choices in the sentence “We are caught in an inescapable network of mutuality” (par. 4) support King’s claim that “[i]njustice anywhere is a threat to justice everywhere”?</p>	<ul style="list-style-type: none"> <li>● “We” refers to all people, including King and the people to whom he is writing (par. 4).</li> <li>● “Caught” and “inescapable” suggest that the connection between all people is unavoidable and beyond their control (par. 4).</li> <li>● “Network” and “mutuality” emphasize the connectedness of all people (par. 4).</li> <li>● Together, these words from paragraph 4 support the claim that actions in one place, like Birmingham, affect people everywhere else.</li> </ul> <p><b>i</b> Consider reminding students that King addresses the letter specifically to a group of clergyman, but he intends for people throughout the country to read the letter.</p>

<p>What is the meaning of King's description of people as "tied in a single garment of destiny"? What is the impact of King's use of the each of the words "tied," "garment," and "destiny"?</p>	<ul style="list-style-type: none"> <li>• King uses the phrase "tied in a single garment of destiny" (par. 4) to illustrate how all people are connected and everyone plays a role in shaping the future.</li> <li>• The verb "tied" (par. 4) strengthens the image of people being connected.</li> <li>• The image of a "garment" (par. 4) creates a sense of community because garments are made of smaller parts like threads, just as society is made up of many people.</li> <li>• "Destiny" (par. 4) is a hopeful word that creates a sense of hope for progress and a better future.</li> </ul> <p><b>i</b> Consider drawing students' attention to their work with L.9-10.5 as they interpret figurative language.</p>
<p>What is the impact of King's repetition of the "outsider" idea (introduced in paragraph 2)? Who considers King an outsider? Why do they consider him an outsider?</p>	<p>By repeating an idea from an earlier paragraph, King emphasizes its importance. After writing about the "inescapable network of mutuality" (par. 4) King confirms that he is not an outsider even though he does not live in Birmingham. The addressees and other critics of the movement consider King an outsider because he lives in a different community but comes to Birmingham to lead the campaign.</p> <p><b>i</b> Consider reminding students of the definition of <i>provincial</i> as "belonging or peculiar to some particular part of the country; local."</p>
<p><b>Key Question:</b> Recall your work in the previous activity on King's purpose for being in Birmingham. How does paragraph 4 further develop this purpose?</p>	<p>In Lesson 1, we inferred that King is in Birmingham to implement a nonviolent direct action program to secure human rights. Paragraph 4 shows that King believes that his job is to work for justice not only in Birmingham, but everywhere. King believes that "[w]hatever affects one [person] directly affects all [people] indirectly" (par. 4), so he has to fight injustice in Birmingham and elsewhere.</p>

## Model Paragraph 5 Jigsaw Tool

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**Directions:** Form groups of three. Read paragraph 5 and answer the following questions as a group.

<b>Paragraph 5</b>	
How do the addressees of King's letter feel about the demonstrations taking place in Birmingham? What specific verb does King use to describe their feelings?	The addressees of the letter are angry about the demonstrations. King writes that they "deplore" the demonstrations (par. 5).  ① <b>Differentiation Consideration:</b> If students struggle to answer the question, consider asking the following scaffolding question:  <b>Who is the "You" King refers to at the beginning of paragraph 5?</b>  ↳ "You" is the addressees, the clergymen, to whom King is directly writing.
What does King believe is the problem with the addressees' "statement" about the events taking place in Birmingham?	King believes the clergymen ignore the conditions that made the demonstrations necessary (par. 5).
What is the meaning of "sorry" King uses it?	When King says he is "sorry" in paragraph 5, King is not apologizing to the clergyman. Rather, he is showing his regret and disappointment that the clergyman "deplore" the demonstrations in Birmingham instead of deplored the conditions that caused the demonstrations.
What are the "effects" and "underlying causes" King discusses in paragraph 5?	The demonstrations are the "effects" (par. 5). The "conditions that brought the demonstrations into being," or the actions of "the white power structure," are the "underlying causes" (par. 5).
<b>Key Question:</b>  In paragraph 5, how does King support his statement that "the white power structure of this city left the Negro community with no other alternative"?	King supports the claim by showing the clergymen's reaction to the demonstrations. King has outlined reasons why the demonstrations are necessary, but the white clergymen still "deplore" the demonstrations (par. 5). King also describes how the white leaders do not take the problem seriously enough. They fail to "grapple" with the real "underlying causes" of the demonstrations (par. 5).