

10.2.1

Lesson 18

Introduction

In this lesson, students reread the final five paragraphs of Martin Luther King, Jr.'s "Letter from Birmingham Jail" (from "I must close now. But before closing" to "I beg God to forgive me"), in which King refines ideas he has developed earlier in the text. As students read, they analyze how King uses these paragraphs to refine ideas he introduced and developed earlier in the letter. In a jigsaw activity, students consider how ideas presented in a single paragraph echo and refine similar ideas King presented in other parts of the letter and then share their observations in new groups. A whole-class discussion enables students to hear what their classmates have noticed and to record important ideas before completing a Quick Write on the following prompt: How does the conclusion of the letter refine an idea developed throughout the letter? For homework, students consult pre-selected websites to conduct basic research on Alice Walker, the author of the text under consideration in the next lesson.

Standards

Assessed 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).
Addressed Standard(s)	
W.9-10.9.b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. Apply <i>grades 9-10 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p>

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.

- How does the conclusion of the letter refine an idea developed throughout the letter?

High Performance Response(s)

A High Performance Response should:

- Identify ideas developed throughout the letter (e.g., “ugly and inhuman” treatment of African Americans calls for protests and justice (par. 6, 11, 35, 37); white moderates “of genuine good will” often ignorantly support and “commend” forces acting to “preserve the evil system of segregation” (par. 1, 19, 21, 35–37); It is wrong “to use moral means to preserve immoral ends” (par. 12–18, 36); the demonstrators are the “real heroes” of the South (par. 17 and 37); The demonstrators are “standing up for the best in the American dream and the most sacred values in our Judeo-Christian heritage” (par. 3, 12–18, 20, 24, 31, 37); etc.).
- Identify where in the conclusion of the letter King refines those ideas (e.g., in paragraph 37 King refines the idea that the protesters share the values of the clergymen; etc.).
- Explain how King uses particular sentences or paragraphs to develop and refine ideas (e.g., in paragraph 37 King describes the protesters as “standing up for the best in the American dream and the most sacred values in our Judeo-Christian heritage.” This sentence refines his earlier ideas by demonstrating how the protestors, by facing “the agonizing loneliness that characterizes the life of the pioneer” (par. 37) demonstrate the same qualities that are valued by King’s critics. The protesters, including “young ministers of the gospel,” are working toward goals put forward by figures such as St. Paul (par. 3) and Socrates (par. 9 and 20); religious thinkers such as St. Augustine, St. Thomas Aquinas, Martin Buber, and Paul Tillich (par. 13); biblical heroes (par. 17); and American icons such as Abraham Lincoln, Thomas Jefferson, and the Pilgrims (par. 25 and 34). King’s statement in paragraph 37 shows that the values and goals of the protesters should be shared by the clergymen who belong to the same faith and cultural tradition).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- profoundly (adv.) – with a feeling going far beneath what is superficial
- profundity (n.) – the quality of having a deep meaning
- ordinance (n.) – a public injunction or regulation

Vocabulary to teach (may include direct word work and/or text-dependent questions)

- disinherited (adj.) – deprived of a heritage, country, right, privilege, etc.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: RI.9-10.5, W.9-10.9.b Text: “Letter from Birmingham Jail” by Martin Luther King, Jr., paragraphs 35–39 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Jigsaw Activity, Part 1 Jigsaw Activity, Part 2 Quick Write Closing 	<ol style="list-style-type: none"> 5% 15% 45% 20% 10% 5%

Materials

- Student copies of the Central Ideas Tracking Tool (refer to 10.2.1. Lesson 5)—Students may need blank copies of the tool if they have run out of space on their original tool.
- Student copies of the Short Response Rubric and Checklist (refer to 10.2.1 Lesson 1)

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates text dependent questions.
	<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

5%

Begin by reviewing the agenda and the assessed standard for this lesson: RI.9-10.5. In this lesson students reread a portion of King's letter, noticing particular word choices and how King uses the conclusion of the letter to refine ideas he has developed earlier in the text. Students participate in a jigsaw discussion to gather evidence demonstrating how King's final paragraphs refine ideas he introduced and developed in earlier portions of the letter. Students conclude with a Quick Write considering the relationship between the concluding five paragraphs and the letter as a whole.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

15%

Instruct students to talk in pairs about how they applied a focus standard to their Accountable Independent Reading text. Lead a brief share out on the previous lesson's AIR homework assignment. Select several students (or student pairs) to explain how they applied their focus standard to their AIR text.

- ▶ Students (or student pairs) discuss and then share how they applied their focus standard to their AIR text from the previous lesson's homework.

Instruct students to share and compare analyses of the sentence assigned on the Author's Purpose Homework Tool.

- 🗨 See the Model Author's Purpose Homework Tool at the end of this lesson for sample student responses.

Activity 3: Jigsaw Activity, Part 1

45%

Explain to students that this lesson involves using notes and annotations from previous lessons. In addition, throughout the lesson, they will stop and take notes about what has been discussed in preparation for a Quick Write assessment at the end of the lesson. Instruct students to add to their text annotation.

- ▶ Students listen and gather notes to prepare for discussion.

- ① This focused annotation supports students' engagement with W.9-10.9.b, which addresses the use of textual evidence in writing.

Instruct students to take out their copies of the Central Ideas Tracking Tool and explain that as students work in their small groups they should record their observations about their group's assigned paragraph on this tool. During the subsequent whole-class discussion students can add to the tool to create a more complete understanding of how King uses the concluding paragraphs to develop and refine ideas he has introduced earlier in the letter.

- ▶ Students listen and review the Central Ideas Tracking Tool.

① Students will add to the Central Ideas Tracking Tool throughout this module and reference it for assessments. Consider reminding students to keep their tools in a safe place.

Instruct students to form five small groups. Assign each group a different concluding paragraph from paragraphs 35–39. Instruct the members of each group to reread the appropriate paragraph and provide each group with the questions pertaining to their assigned paragraph. (See below.)

① If necessary to support comprehension and fluency, consider using a masterful reading of paragraphs 35–39 (from “I must close now” to “I beg God to forgive me”) or encourage group members to read the assigned paragraph aloud.

Provide students with the following definitions: *profoundly* means “with a feeling going far beneath what is superficial,” *profundity* means “the quality of having a deep meaning,” and *ordinance* means “a public injunction or regulation.”

- ▶ Students write the definitions of *profoundly*, *profundity*, and *ordinance* on their copy of the text or in a vocabulary journal.

Group 1: Reread paragraph 35 (from “I must close now” to “your praise for the police department”) before answering the following questions.

What ideas does King present in paragraph 35?

- 💬 Student responses may include:
 - Injustice: The police should not be commended for their behavior because of their “ugly and inhuman treatment” of the protestors (par. 35).
 - The police are abusive toward the protestors. They have “angry violent dogs” biting “unarmed, nonviolent Negroes” and they “push,” “curse,” “slap,” and “kick” (par. 35).
 - Lack of Understanding: The clergymen don’t understand the facts of the situation. They would not have “so warmly commended the police force” if they really understood what they did (par. 35).
 - Nonviolence: The demonstrators are peaceful and should not be treated badly by the police.

Reread paragraph 6 (from “In any nonviolent campaign there are” to “engage in good-faith negotiation”), as well as any notes and annotations related to this paragraph, before answering the following questions:

What is King’s purpose in paragraph 6?

- 💬 King’s overall purpose in paragraph 6 is to describe the conditions that made the demonstrations necessary.

How does King connect the ideas of paragraph 6 to the ideas of paragraph 35?

- In paragraph 6 King mentions the police brutality that has made Birmingham a city known for it the “racial injustice” that “engulfs” the community; in paragraph 35 King provides a more explicit description of the police brutality.

Instruct students to review their tools, notes, and annotations to identify other paragraphs in the letter that develop ideas similar to those they identified in paragraph 35.

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

In paragraph 19, King states, “Shallow understanding from people of good will is more frustrating than absolute misunderstanding from people of ill will.” How does this statement connect to King’s statements about the clergymen in paragraph 35?

- By describing the clergymen as people who would not “have so warmly commended the police force” (par. 35) if they had known the facts, King is demonstrating their “shallow understanding” (par. 19) and giving an example of what frustrates him.

How do the ideas and language of paragraph 35 refine ideas developed earlier in the letter?

- Student responses should include:
 - Paragraph 35 refines the idea of police brutality developed in paragraph 6.
 - Paragraph 35 refines the idea that the clergymen are wrong not because they are people of bad will but because they do not know the true facts.
 - Paragraph 35 refines the idea that the shallow understanding of people of good will is frustrating and creates a block to King’s work.

How are these ideas important to King’s argument in the letter?

- These ideas demonstrate that the clergymen may be well-intentioned, but they do not have a clear understanding of the facts and are impeding progress.

Instruct students to record their observations on the Central Ideas Tracking Tool.

- ▶ Students trace specific ideas from paragraph 35 to ideas presented in earlier paragraphs.
- See the Model Central Ideas Tracking Tool for possible student responses.

Group 2: Reread paragraph 36 (from “It is true that they have been rather disciplined” to “use moral means to preserve immoral ends”) before answering the following questions:

What ideas does King present in paragraph 36?

Student responses may include:

- The police force's use of discipline should not be praised because it was used "[t]o preserve the evil system of segregation" (par. 36).
- Doing the right thing (using "moral means") for a bad reason ("immoral ends") is wrong (par. 36).
- It is important to consider both actions and intentions when judging behavior.

How does King's use of the word *rather* impact his description of the police force's public handling of the demonstrators?

Using the word *rather* minimizes King's concession that the police force has been disciplined.

What reason does King give for not valuing the discipline of the police force?

King says that they have been disciplined for the purpose of preserving "the evil system of segregation" (par. 36).

Reread paragraph 16 (from "These are just a few examples" to "then it becomes unjust") and any notes and annotations related to this paragraph, before answering the following questions:

How are the ideas King presents in paragraph 36 connected to the ideas he presents in paragraph 16?

In both paragraphs King explains that using good methods—"moral means" or "just laws"—to accomplish something bad (preserving segregation) is wrong—"immoral" or "unjust."

How are these ideas important to King's argument in the letter?

These ideas demonstrate that King and his followers are following clear moral guidelines while his opponents are not following moral guidelines.

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

What is King's purpose in paragraph 16?

Paragraph 16 explains how a just law can be used for an unjust purpose: "when a law is just on its face and unjust in its application" (par. 16).

How does King describe the ordinance requiring a permit for a parade?

King says there is "nothing wrong with an ordinance which requires a permit for a parade" (par. 16).

According to King, why was it unjust for the police to arrest King for breaking this ordinance?

- King says it was unjust for the police to arrest him for breaking this law because the ordinance was “used to preserve segregation” (par. 16).

Instruct students to review their tools, notes, and annotations to identify other paragraphs in the letter that develop ideas similar to those they identified in paragraph 36.

Instruct students to record their observations on the Central Ideas Tracking Tool.

- Students trace specific ideas from paragraph 36 to ideas presented in earlier paragraphs.
- See the Model Central Ideas Tracking Tool for possible student responses.

Group 3: Reread paragraph 37 (from “I wish you had commended the Negro demonstrators” to “the most sacred values in our Judeo-Christian heritage”) before answering the following questions:

What ideas does King present in paragraph 37?

- Student responses may include:
 - King claims that the demonstrators are the “real heroes” of the South (par. 37).
 - King claims that the protestors are standing up for values shared by most Americans when he says that they are standing up for “the best in the American dream and the most sacred values in our Judeo-Christian heritage”(par. 37).

How does King use a description of the protester’s discipline in paragraph 37 to develop ideas about discipline that he presented in paragraph 36?

- In paragraph 36 King admitted that the police were “disciplined in their public handling of the demonstrators” but goes on to explain why this discipline does not deserve praise. In paragraph 37 King describes “the amazing discipline” of the protestors and goes on to explain why it deserves everyone’s admiration.
- Differentiation Consideration:** If students have difficulty answering this question, remind them of their reading in the previous lesson, when they read and discussed paragraph 36 and King’s treatment of the police force’s discipline.

What is the impact of the word *disinherited* on King’s claim in paragraph 37?

- The word *disinherited* strengthens King’s claim that the demonstrators are heroes because it makes it clear that they are fighting for their rights, given to them by God and not by man.
- Differentiation Consideration:** If students struggle with the meaning of the word *disinherited*, consider asking the following question:

How does the root word, suffixes, and prefixes used in the word *disinherited* help you understand its meaning?

💬 Student responses may include:

- The root word is *inherit* and means “to receive as an heir.”
- The prefix “dis-” puts a negative meaning on the word, so it means *not* to receive.
- The suffix *-ed* makes the word an adjective.
- The word *disinherited* means *not receiving as an heir*.

Confirm that the root word is “inherit” and provide students with the following definitions: *inherit* means “to receive as an heir” and *disinherited* means “deprived of a heritage, country, right, privilege, etc.”

- ▶ Students write the definitions of *inherit* and *disinherited* on their copy of the text or in a vocabulary journal.

Instruct students to review their tools, notes, and annotations to identify other paragraphs in the letter that develop ideas similar to those they identified in paragraph 37.

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

What is the connection between King’s reference to the “disinherited children of God” in paragraph 37 and his statement in paragraph 23 that “[s]omething within has reminded him [the African American] of his birthright of freedom”?

💬 Both phrases support King’s belief that all people have an equal right to freedom and that the right does not come from man.

How are these claims about being disinherited and having a birthright important to a central claim in King’s letter?

💬 These ideas make it clear that the rights that the demonstrators are demanding are basic to all human beings and are given by God, not man.

Instruct students to record their observations on the Central Ideas Tracking Tool.

- ▶ Students trace specific ideas from paragraph 37 to ideas presented in earlier paragraphs.
- 💬 See the Model Central Ideas Tracking Tool for possible student responses.

Group 4: Reread paragraph 38 (from “Never before have I written a letter this long” to “think strange thoughts, and pray long prayers”) before answering the following questions:

What ideas does King present in paragraph 38?

💬 Student responses may include:

- King is sorry for taking the clergymen's "precious time" (par. 38).
- King has been forced to spend an uncomfortable period of time thinking.
- King's time in jail has encouraged him to "write long letters, think strange thoughts and pray long prayers" (par. 38).

What is the impact of King's choice to describe time as "precious" in the second sentence of paragraph 38?

💬 Student responses may include:

- It establishes King as someone who recognizes that his readers are busy men and so acts as an appeal to ethos.
- It contrasts the busy lives of the clergymen, who have the freedom to act, with King's time in jail, where he is forced to be "alone for days" (par. 38).
- It reminds readers of King's other references to time in this letter, such as his hope in paragraph 21 "that the white moderate would reject the myth of time" and his reminder in paragraph 33 that "the judgment of God is upon the church as never before."

Instruct students to reread paragraph 19.

How does King's description of the white moderate's view of time in paragraph 19 impact King's description of the white moderate's advice "to wait until a 'more convenient season'"?

💬 Student responses may include:

- By describing the white moderate's view as "paternalistically" trying to "set the timetable for another man's freedom" (par. 19) King makes it clear that the white moderate is trying to control what is not his.
- These descriptions suggest that the moderate's advice "to wait until a 'more convenient season'" (par. 19) is not wise because the white moderate does not understand how urgent time is for African Americans.

① **Differentiation Consideration:** If students struggle, consider reminding them of their work with the paternalistic white moderate and their myth of time in 10.2.1 Lesson 9.

Instruct students to review their tools, notes, and annotations to identify other paragraphs in the letter that develop ideas similar to those they identified in paragraph 38.

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

What is the connection between King’s description of time in paragraph 19 and his use of the word “precious” in paragraph 38?

- Both paragraphs demonstrate that King values time. In paragraph 19 King suggests that white moderates do not have the same respect for King’s time as King shows for their time in paragraph 38. (White moderates feel free to “set the timetable for another man’s freedom” (par. 19), while King apologizes for taking the “precious time” (par. 38) of the clergymen.

What are some other examples of how King uses paragraph 38 to refine ideas he has presented in earlier portions of his letter? Record your findings on the Central Ideas Tracking Tool.

- Student responses may include:
- In paragraph 11 King says that he has never “engaged in a direct-action movement that was ‘well timed’ according to the timetable of those who have not suffered” and goes on to describe some of the sufferings that the oppressed have endured over “more than three hundred and forty years” while waiting for justice (par. 11). This time was also “precious” (par. 38) but not valued by the oppressors.
 - In paragraph 21 King says he had “hoped that the white moderate would reject the myth of time” and goes on to explain that “time is neutral. It can be used either destructively or constructively.” This reveals that King values time only for how it is used. King’s reference to “precious time” in paragraph 38 also reveals King’s appreciation of time and might remind his readers that they should be using their “precious time” constructively.

How are these ideas important to King’s argument in the letter?

- These ideas add a sense of urgency to King’s letter and remind readers that they must use their “precious time” (par. 38) wisely to end segregation.

Instruct students to record their observations on the Central Ideas Tracking Tool.

- ▶ Students trace specific ideas from paragraph 38 to ideas presented in earlier paragraphs.
- See the Model Central Ideas Tracking Tool for possible student responses.

Group 5: Reread paragraph 39 (from “If I have said anything in this letter” to “I beg God to forgive me”) before answering the following questions:

What ideas does King present in paragraph 39?

- Student responses may include:
- King is trying to present the facts truthfully.
 - King does not want to appear unreasonably impatient.

- King does not want to appear satisfied “with anything less than brotherhood” (par. 39).

What moral values are associated with “patience” and “impatience” typically?

- “Patience” is typically viewed as something good and “impatience” is usually viewed as something bad.

How does King change the connotations of the words “impatience” and “patience” in paragraph 39 to advance a central idea?

- In this paragraph King suggests that being impatient (eager to achieve brotherhood) is good and that being patient (satisfied with less than brotherhood) is bad, which reverses the normal meanings of the words. By doing this, King changes accusations of impatience to recognitions of his good work and he encourages others to join in his impatience to achieve brotherhood.

- ① **Differentiation Consideration:** Consider reminding students of their work with connotations in 10.2.1 Lesson 5. If necessary, provide the following definition: *connotation* means “an idea or quality that a word makes you think about in addition to its meaning.”

Instruct students to reread paragraph 1 (from “While confined here in the Birmingham city jail” to “I hope will be patient and reasonable terms”).

How is King’s use of the ideas of patience and reason in paragraph 1, the first paragraph of the letter, similar to or different from his use of the ideas of patience and reason in paragraph 39, the last paragraph of the letter?

- In the first paragraph King expresses the hope that he will “be patient and reasonable.” This is similar to his hope in the last paragraph that he will not show “unreasonable impatience.” In both paragraphs he uses the words to appeal to ethos by establishing himself as a patient and reasonable man. In the last paragraph, however, King continues on to show that being patient is not the most important part of his message. He says it would be wrong to be “patient with anything less than brotherhood” (par. 39).

Instruct students to review their tools, notes, and annotations to identify other paragraphs in the letter that develop ideas similar to those they identified in paragraph 39.

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

What are some other examples of how King uses paragraph 39 to refine ideas he has presented in earlier portions of his letter? Record your findings on the Central Ideas Tracking Tool.

- Student responses may include:

- In paragraph 9 King changes the idea of tension from being something bad and sounds “rather shocking” to something good and “creative.”

- In paragraph 11 King describes why impatience is “unavoidable” and prepares his readers for the idea that “having patience” might not be a good thing, as he explains in paragraph 39.
- In paragraphs 22–24 King changes the idea of being an extremist from a bad thing to a good thing, just as he changes the idea of being impatient from a bad thing to a good thing in paragraph 39.

How are these ideas important to a central claim in King’s letter?

💬 Student responses may include:

- These ideas all promote the idea the readers of King’s letter should reexamine many of their basic beliefs because they are flawed.
- These ideas explain why King’s understandings of the same beliefs might differ from theirs and how his beliefs are more moral than theirs.

Instruct students to record their observations on the Central Ideas Tracking Tool.

- ▶ Students trace specific ideas from paragraph 39 to ideas presented in earlier paragraphs.
- 💬 See the Model Central Ideas Tracking Tool for possible student responses.

Activity 4: Jigsaw Activity, Part 2

20%

Instruct students to review the notes and annotations they made in their small group discussions before creating new groups of five students, each of whom has read a different concluding paragraph. Instruct students to summarize, in their new groups, the important ideas in each paragraph. Post the following question for students to answer in their new groups:

How does King use the final paragraphs of his letter to refine a central idea that he introduced earlier?

- ▶ New student groups discuss the concluding five paragraphs of King’s “Letter from Birmingham Jail.”
- 💬 Possible student responses are listed above and on the Central Ideas Tracking Tool.

Lead a brief whole class discussion of student responses.

Activity 5: Quick Write

10%

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

How does the conclusion of the letter refine an idea developed throughout the letter?

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

- ▶ Students listen and read the Quick Write prompt.

① 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 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to conduct a brief search into the life of Alice Walker, the author whose work is the focus of the next lesson. Instruct students to choose three facts about Walker and explain how these facts might contribute to her perspective as a writer.

① Encourage students to utilize media and print resources at school, home, and/or public libraries to facilitate their searches.

Also for homework, students should continue to read their AIR text through the lens of a focus standard of their choice and prepare for a 3–5 minute discussion of their text based on that standard.

- ▶ Students follow along.

Homework

Conduct a brief search into the life of Alice Walker, the author whose work is the focus of the next lesson. Choose three facts about Walker and explain how they might contribute to her perspective as a writer.

Also, continue to read your AIR text through the lens of a focus standard of your choice and prepare for a 3–5 minute discussion of your text based on that standard.

Model Author's Purpose Homework Tool

Name:		Class:		Date:	
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Identify King's purpose for writing paragraph 37 and explain how he uses rhetoric in this sentence to further his purpose:

They [the South's real heroes] will be old, oppressed, battered Negro women, symbolized in a seventy-two-year-old woman of Montgomery, Alabama, who rose up with a sense of dignity and with her people decided not ride the segregated buses, and responded to one who inquired about her tiredness with ungrammatical profundity, "My feet is tired, but my soul is rested."

Use this lesson's vocabulary wherever possible in your response.

Student responses may include:

- King wrote this paragraph to show the heroic qualities of the demonstrators, who are disciplined and face provocation without responding with violence.
- This sentence furthers King's purpose by giving a specific example.
- King makes an emotional appeal to his readers.
- King uses word choices such as "old," "oppressed," "battered," "seventy-two-year-old," "dignity," "profundity" to create a sympathetic picture of the old woman.
- King uses parallelism to contrast the woman's tired body and her rested soul.

Model Central Ideas Tracking Tool

Name:		Class:		Date:	
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Directions: Identify the central ideas that you encounter throughout the text. Trace the development of those ideas by noting how the author introduces, develops, or refines these ideas in the texts. Cite textual evidence to support your work.

Text:	"Letter from Birmingham Jail"
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Paragraph #	Central Ideas	Notes and Connections
Paragraph 35	Injustice – "if you had seen its [the police force's] angry violent dogs...sing our grace together"	<p>Par. 6 – "Birmingham is probably the most thoroughly segregated city . . . Its ugly record of police brutality"</p> <p>Par. 11 – "But when you have seen vicious mobs"</p> <p>Par. 25 – "They have languished in filthy roach-infested jails, suffering the abuse and brutality of angry policemen"</p>
	White moderate/clergymen as stumbling block – "I don't believe you would have so warmly commended the Birmingham police force if you had seen"	<p>Par. 5 – "I am sure that each of you would want to go beyond the superficial social analyst"</p> <p>Par. 11 – "I guess it is easy for those who have never felt the stinging darts of segregation to say 'wait.' . . . I hope, sirs, you can understand our legitimate and unavoidable impatience."</p> <p>Par. 19 – "Shallow understanding from people of good will is more frustrating"</p> <p>Par. 20 – "But can this assertion be logically made?"</p> <p>Par. 21 – "It is the strangely irrational notion"</p> <p>Par. 25 – "I guess I should have realized that few members of a race that has oppressed another race can understand or appreciate the deep groans and passionate yearnings"</p>
	Nonviolence – "six unarmed, nonviolent Negroes . . . refusing to give us food because we wanted to sing our grace together"	<p>Par. 7 – "We started having workshops on nonviolence and repeatedly asked ourselves the questions, 'Are you able to accept blows without retaliating?'"</p> <p>Par. 16 – "to deny citizens the First Amendment privilege of peaceful assembly and peaceful protest."</p> <p>Par. 17 – "Of course, there is nothing new about this kind of civil disobedience."</p> <p>Par. 20 – "our actions, even though peaceful, must be condemned"</p> <p>Par. 22 – "At first I was rather disappointed that fellow clergymen would see my nonviolent efforts as those of an extremist"</p>

Paragraph #	Central Ideas	Notes and Connections
		Par. 23 – “If his repressed emotions do not come out in these nonviolent ways, they will come out in ominous expressions of violence.”
Paragraph 37	Moral high ground – “One day the South will recognize its real heroes.”	<p>Par. 12 – “I would agree with St. Augustine that ‘An unjust law is no law at all.’”</p> <p>Par. 13 – “To put in the terms of St. Thomas Aquinas . . . To use the words of Martin Buber . . . Paul Tillich has said . . . So I can urge men to obey the 1954 decision of the Supreme Court”</p> <p>Par. 17 – People who engage in civil disobedience are following in the tradition of the Old Testament (Shadrach, Meshach, and Abednego), the New Testament (early Christians), and Socrates.</p> <p>Par. 18 – People who engage in civil disobedience are like the Hungarian freedom fighters and Nazi resisters of WW II.</p> <p>Par. 20 – “Isn’t this like condemning Socrates . . . the evil act of crucifixion?”</p> <p>Par. 21 – “persistent work of men willing to be coworkers with God”</p> <p>Par. 24 – “Extremists” who exemplify the American dream and the Judeo-Christian heritage – Jesus, Paul, Martin Luther, John Bunyan, Thomas Jefferson, and Abraham Lincoln.</p> <p>Par. 31 – “It was during that period that the early Christians rejoiced when they were deemed worthy to suffer for what they believed in . . . infanticide and gladiatorial contest.”</p> <p>Par. 34 – Examples of the “American dream”—Pilgrims and Jefferson</p>
	Mutuality – “standing up for the best in the American dream and the most sacred values of our Judeo-Christian tradition.”	<p>Par. 4 – “injustice anywhere is a threat to justice everywhere,” and “I am cognizant of the interrelatedness of all communities and states” and “We are caught in an inescapable network of mutuality” and “never again can we afford to live with the narrow ‘outside agitator’ idea”</p> <p>Par. 12 – “I would agree with St. Augustine that ‘An unjust law is no law at all.’ ”</p> <p>Par. 13 – “To put in the terms of St. Thomas Aquinas . . . To use the words of Martin Buber . . . Paul Tillich has said . . . So I can urge men to obey the 1954 decision of the Supreme Court”</p> <p>Par. 17 – “Of course, there is nothing new about this kind of civil disobedience. It was seen sublimely in the refusal of Shadrach, Meshach, and Abednego . . . It was practiced</p>

Paragraph #	Central Ideas	Notes and Connections
		<p>superbly by the early Christians”</p> <p>Par. 20 – “Isn’t this like condemning Socrates . . . the evil act of crucifixion?”</p> <p>Par. 21 – “persistent work of men willing to be coworkers with God”</p> <p>Par. 24 – “Was not Jesus an extremist in love?... ‘all men are created equal.’”</p> <p>Par. 31 – “It was during that period that the early Christians rejoiced when they were deemed worthy to suffer for what they believed in . . . infanticide and gladiatorial contest.”</p> <p>Par. 34 – “our destiny is tied up with the destiny of America . . . the sacred heritage of our nation and the eternal will of God are embodied in our echoing demands.”</p>
Paragraph 38	Time/Timeliness – “it is much too long to take your precious time.”	<p>Par. 19 – White moderates live “by the myth of time” and paternalistically feel that they “can set the timetable for another man’s freedom.”</p> <p>Par. 21 – “time is neutral. It can be used either destructively or constructively . . . without . . . hard work time itself becomes an ally of the forces of social stagnation.”</p> <p>Par. 33 – “But the judgment of God is upon the church as never before.”</p> <p>Par. 34 – “I hope the church as a whole will meet the challenge of this decisive hour.”</p>
Paragraph 39	Time/Timeliness: King does not want to show “unreasonable impatience” or patience with “anything less than brotherhood.”	<p>Par. 11 – hopes clergymen can understand “legitimate and unavoidable impatience” regarding injustice.</p> <p>Par. 19 – “I have been gravely disappointed with the white moderate . . . who paternalistically feels that he can set the timetable for another man’s freedom; who lives by the myth of time; and who constantly advises the Negro to wait until a ‘more convenient season.’”</p> <p>Par. 21 – “I had also hoped that the white moderate would reject the myth of time . . . time itself becomes an ally of the forces of social stagnation.”</p> <p>Par. 23 – “Oppressed people cannot remain oppressed forever. The urge for freedom will eventually come.”</p>