

10.2.1

Lesson 12

Introduction

In this lesson, students read and analyze paragraphs 24–25 of “Letter from Birmingham Jail” (from “But as I continued to think about the matter” to “antidotes to combat the disease of segregation”), in which King refines his claim about himself as an extremist and expresses his disappointment in the white moderate. Students engage in an evidence-based discussion to analyze how King shifts his thinking about being an extremist and how he uses this shift to express his disappointment.

At the end of the lesson, students complete a Quick Write on the following prompt: How does King use paragraphs 24–25 to refine his claim in paragraphs 22–23? For homework, students prepare for 10.2.1 Lesson 13 by conducting a brief search into Rabindranath Tagore, the author whose work is the focus of the next lesson. Students also preview the text for 10.2.1 Lesson 13 by reading it, boxing unfamiliar words, and looking up their definitions.

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)	
RI.9-10.8	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.
SL.9-10.1.a	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. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

Assessment

Assessment(s)
<p>Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.</p> <ul style="list-style-type: none"> How does King use paragraphs 24–25 to refine his claim in paragraphs 22–23?
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Identify King’s claim in paragraphs 22–23 (e.g., King does not consider himself an extremist (par. 22)). Identify King’s claims in paragraphs 24–25 (e.g., Jesus, Amos, Paul, Martin Luther, John Bunyan, Abraham Lincoln, and Thomas Jefferson were all extremists (par. 24); King considers himself an extremist (par. 24); King is disappointed in the white moderate for not taking action to end injustice (par. 25)). Explain how King uses paragraphs 24–25 to refine his claim in paragraphs 22–23 (e.g., through his use of religious and historic references in paragraph 24, King refines his claim that he does not consider himself an extremist; King uses these references to show that being an extremist can be good and morally right).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> despitefully (adv.) – expressing hate mockery (n.) – behavior or speech that makes fun of someone or something in a hurtful way eloquent (adj.) – having or exercising the power of fluent, forceful, and appropriate speech prophetic (adj.) – correctly stating what will happen in the future
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> None.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: RI.9-10.5, RI.9-10.8, SL.9-10.1.a Text: “Letter from Birmingham Jail” by Martin Luther King Jr., paragraphs 24–25 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Masterful Reading Reading and Discussion Quick Write Closing 	<ol style="list-style-type: none"> 5% 15% 10% 50% 15% 5%

Materials

- Student copies of the Argument Delineation Tool (refer to 10.2.1 Lesson 5)—Students may need blank copies of this tool if they have run out of space on their original tool.
- Student copies of the Short Response Rubric and Checklist (refer 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 questions for the teacher to ask students.
	<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 assessed standard for this lesson: RI.9-10.5. In this lesson, students analyze how King shifts his thinking about being an extremist and how he uses this shift to express his disappointment. Students engage in evidence-based discussion and demonstrate their learning at the end of the lesson by completing a Quick Write.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

15%

Instruct students to take out their paragraphs 24–25 annotation from their 10.2.1 Lesson 11 homework and do a Turn-and-Talk in pairs. Instruct student pairs to refer to their annotation and discuss where they starred when King uses the word *extremist*.

☞ Student responses may include:

- “I gradually gained a bit of satisfaction from being considered an extremist.” (par. 24)
- “Was not Jesus an extremist in love?” (par. 24)
- “Was not Amos an extremist for justice?” (par. 24)
- “Was not Paul an extremist for the gospel of Jesus Christ?” (par. 24)
- “Was not Martin Luther an extremist?” (par. 24)
- “Was not John Bunyan an extremist?” (par. 24)
- “Was not Abraham Lincoln an extremist?” (par. 24)
- “Was not Thomas Jefferson an extremist?” (par. 24)
- “So the question is not whether we will be extremist, but what kind of extremists we will be.” (par. 24)
- “Will we be extremists for the preservation of injustice, or will we be extremists for the cause of justice?” (par. 24)

Instruct students to take out their notes on the people about whom they conducted a brief search for homework in 10.2.1 Lesson 11. Ask students to form pairs to discuss their findings.

☞ Student responses may include:

- Jesus is considered the son of God in the Christian religion. Christians believe that Jesus said “you should love your neighbor as yourself” and that Christians should follow the teachings of Jesus.
- Amos is considered a minor prophet in Christianity, Judaism, and Islam. Amos was concerned about justice for everyone, with a special concern for the disadvantaged.

- Paul (the Apostle) at first opposed Christianity and then converted when he claimed he saw a vision of the resurrected Jesus. Paul then became a missionary, spreading Christianity. Paul is believed to have written much of the New Testament.
- Martin Luther lived in Germany from 1483–1546. He was a Catholic priest, but he objected to many of the Church’s practices, so he wrote the “Ninety-Five Theses.” This is seen as the start of the Protestant Reformation. The Catholic Church excommunicated him, because he refused to take back his criticisms.
- John Bunyan was a Christian writer living in England from 1628–1688. He was not a priest in the Church of England, so his preaching was considered illegal. Despite being imprisoned twice, Bunyan did not stop preaching what he believed.

① This research and discussion activity supports students’ engagement with SL.9-10.1.a, which addresses preparing for discussions and drawing on that preparation by referring to evidence from research on the topic.

Activity 3: Masterful Reading

10%

Have students listen to a Masterful Reading of paragraphs 24–25 of “Letter from Birmingham Jail.” Instruct students to follow along and listen for King’s claims.

- ▶ Students follow along, reading silently.

Activity 4: Reading and Discussion

50%

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

Instruct student groups to reread paragraph 24 (from “But as I continued to think about the matter” to “will we be extremists for the cause of justice?”) and answer the following questions before sharing out with the class.

Provide students with the following definitions: *despitefully* means “expressing hate” and *mockery* means “behavior or speech that makes fun of someone or something in a hurtful way.”

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

How does King begin paragraph 24 and how does this connect to the last sentence in paragraph 23? What is the significance of this connection?

- King uses “initially” in the last sentence of paragraph 23, so when King begins paragraph 24 with “[b]ut,” he is making a shift and highlighting the difference between his first thought and how he then “gradually gained a bit of satisfaction from being considered an extremist” (par. 24).

What does King claim about the religious and historical figures that he references in paragraph 24?

- King claims that these men are extremists (par. 24).

What is the impact of King’s use of rhetorical questions to make his claim?

- By using rhetorical questions that act as statements, King emphasizes to his addressees that there is no question that these men are extremists (par. 24).

Choose one of the religious or historical figures that King references in paragraph 24. How does King use this reference to explain why he “gradually gained a bit of satisfaction from being considered an extremist”?

- Student responses vary but should follow this same structure and analysis:
 - King identifies Jesus as an “extremist in love” (par. 24). Through this reference, King compares himself to Jesus. Through this comparison, King “gradually gained a bit of satisfaction” (par. 24), since Jesus is the most important figure in Christianity.
 - King identifies Amos as an “extremist in justice” (par. 24). Through this reference, King compares himself to Amos. Through this comparison, King “gradually gained a bit of satisfaction” (par. 24), since Amos was a prophet and concerned about justice for everyone, especially for the disadvantaged.
 - King identifies Paul as an “extremist in justice” (par. 24). Through this reference, King compares himself to Paul. Through this comparison, King “gradually gained a bit of satisfaction” (par. 24), since Paul is an important figure in Christianity and is said to have written much of the New Testament.

- ① Consider asking students to share their analyses of the different quotations King cites from these religious and historical figures. Then ask students to relate the quotes to what they learned about the lives of the religious and historical figures during their homework searches.

What is the cumulative impact of the religious and historical references King uses in paragraph 24?

- Student responses may include:
 - By referencing religious and historical figures that hold the same or similar beliefs to King’s “fellow clergymen,” King shows in paragraph 24 that being an extremist can be right and good (“extremist in love,” “extremist in justice”).
 - King connects himself to these men, placing himself on a higher moral ground than his addressees, which strengthens his criticism of the white moderate’s lack of action.

Examine the last two sentences of paragraph 24 and determine the oppositions King establishes. What is the impact of using rhetorical questions to establish these oppositions?

💬 Student responses may include:

- King establishes the oppositions of “hate” versus “love” and “the preservation of injustice” versus “the cause of justice” (par. 24).
- King creates a choice for his fellow clergymen. The use of rhetorical questions emphasizes that the correct answer is obvious, strengthening King’s moral high ground.

How does this refine King’s initial claim about himself in paragraph 22?

💬 Student responses may include:

- In paragraph 22, King expresses a negative opinion of extremists and says that he “stand[s] in the middle,” but in paragraph 24 King says he is an extremist, and he wants the white moderate to join him in being extremists for love and justice like Jesus, Amos, Paul, and the others.
- This shift shows that King changed the idea of being an extremist from being negative to being positive and morally right when being an extremist for love and justice.

Lead a brief whole-class discussion of student responses. Distribute or direct students to take out their Argument Delineation Tools and use them to record the claims, evidence, and reasoning discussed in paragraph 24.

① The Argument Delineation Tool supports student engagement with RI.9-10.8.

Instruct student groups to reread paragraph 25 (from “I had hoped the white moderate would see this” to “antidotes to combat the disease of segregation”) and answer the following questions before sharing out with the class.

Provide students with the following definitions: *eloquent* means “having or exercising the power of fluent, forceful, and appropriate speech” and *prophetic* means “correctly stating what will happen in the future.”

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

What “had [King] hoped that the white moderate would see?”

- 💬 King hoped that the white moderate would see that they should be extremists for “love” and “the cause of justice” by choosing the obvious answers to the rhetorical questions King poses at the end of paragraph 24.

What is the impact of King’s use of repetition and parallel structure at the beginning of paragraph 25?

- In paragraph 25 King repeats “maybe” and “too” within a parallel structure to emphasize how disappointed he is in the white moderate for not being “extremists for love” or “extremists for the cause of justice.”

What contrast does King establish in paragraph 25?

- King establishes a contrast between the white moderate who does not “have the vision to see that injustice must be rooted out by strong, persistent, and determined action” and his “white brothers [who] have grasped the meaning of this social revolution and committed themselves to it” (par. 25).

How does this contrast help you understand King’s claim in paragraph 25?

- The contrast King is making is to show that the white moderate’s inaction is not the only path. That’s why he provides examples of people who have committed themselves to this “social revolution” (par. 25).

Lead a brief whole-class discussion of student responses. Then instruct students to use their Argument Delineation Tool to record the claim and evidence discussed in paragraph 25.

Activity 5: Quick Write**15%**

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

How does King use paragraphs 24–25 to refine his claim in paragraphs 22–23?

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

① Display the prompt for students to see, or provide the prompt in hard copy.

- ▶ 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 Rabindranath Tagore, the author whose work is the focus of the next lesson. Instruct students to choose three facts about Tagore and explain how these facts might contribute to his 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 instruct students to read “Freedom,” the text for the next lesson (10.2.1 Lesson 13). Direct students to box any unfamiliar words and look up their definitions. Instruct them 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

Conduct a brief search into Rabindranath Tagore, the author whose work is the focus of the next lesson, 10.2.1 Lesson 13. Choose three facts about Tagore and explain how these facts might contribute to his perspective as a writer.

Read “Freedom” by Rabindranath Tagore. 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.

Model Argument Delineation Tool

Name:		Class:		Date:	
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Directions: Identify and record each of the following elements of the author's argument in the text (or portion of text): central claim, supporting claims, evidence, and reasoning. Remember that evidence supports claims and reasoning connects evidence to a claim. Reasoning also may explain the relationship among claims or across evidence.

Text:	"Letter from Birmingham Jail"
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Central Claim:

Direct action must be taken to end injustice.

Supporting Claim:

Jesus, Amos, Paul, Martin Luther, John Bunyan, Abraham Lincoln, and Thomas Jefferson were all extremists (paragraph 24).

Evidence:	Explain how the evidence is relevant:	Explain whether the evidence is sufficient:
<p>Jesus said, "[l]ove your enemies, bless them that curse you, pray for them that despitefully use you."</p> <p>Amos said, "[l]et justice roll down like waters and righteousness like a might stream."</p> <p>Paul said, "I bear in my body the marks of the Lord Jesus."</p> <p>Martin Luther said, "[h]ere I stand; I can do no other so help me God."</p> <p>John Bunyan said, "I will stay in jail to the end of my days before I make a mockery of my conscience."</p> <p>Abraham Lincoln said, "[t]his nation cannot survive half slave and half free."</p> <p>Thomas Jefferson said, "[w]e hold these truths to be self-evident, that all men are created equal" (par. 24).</p>	<p>Each quotation explains what made that particular person an extremist.</p>	<p>Yes. King's addressees would recognize these references, so one quotation from each is enough for evidence.</p> <p>Or</p> <p>No. One quotation from each person is not enough to demonstrate why each one is an extremist.</p>

Reasoning:		Explain whether the reasoning is valid:
Supporting Claim:		
King considers himself an extremist.		
Evidence:	Explain how the evidence is relevant:	Explain whether the evidence is sufficient:
N/A	N/A	N/A
Reasoning:		Explain whether the reasoning is valid:
King compares himself to the religious and historical figures he identifies as extremists in paragraph 24. Because King holds the same beliefs as these men and they are extremists, King also considers himself an extremist for love and the cause of justice.		Yes, the logic follows through the connection King establishes.
Supporting Claim:		
King is disappointed in the white moderate for not taking action to end injustice.		
Evidence:	Explain how the evidence is relevant:	Explain whether the evidence is sufficient:
King says he “had hoped the white moderate would see” that they should be extremists for love and justice. King expresses that “[m]aybe [he] was too optimistic. Maybe [he] expected too much.” King gives examples of “white brothers [who] have grasped the meaning of this social revolution and committed themselves to it” (par. 25).	King is explaining why he is disappointed.	Yes, King gives multiple reasons to demonstrate his disappointment.
Reasoning:		Explain whether the reasoning is valid:
N/A		N/A