

## Paragraphs 7–8 Textual Analysis Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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<b>Directions:</b>	<b>Form pairs to read paragraphs 7–8 and discuss the following questions and vocabulary before sharing with the class.</b>
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### Vocabulary:

The following words appear in paragraphs 7 and 8 (from “Then came the opportunity last September” to “could be delayed no longer”). Some definitions are provided for you. Other definitions are not included because you can define the words from context. You may add additional words to your list.

- moratorium (n.) – a suspension of activity
- runoff (n.) – a final contest held to determine a victor after earlier contests have eliminated the weaker contestants
- by-product (n.) – \_\_\_\_\_
- postponement (n.) – \_\_\_\_\_

Questions to consider:	Responses:
In paragraph 6, King outlines four basic steps of any nonviolent campaign. Which of the steps for Birmingham does King describe in paragraphs 7 and 8? (Include specific details to support your responses.)	
What is the “broken promise” King mentions in paragraph 7?	
Why was direct action necessary in Birmingham?	
Paraphrase the following sentence from paragraph 7: “So we had no alternative except that of preparing for direct action, whereby we would present our very bodies as a means of laying our case before the conscience of the local and national community.” What is	

the purpose of direct action according to this sentence?	
What consequences does King predict for members of the nonviolent campaign?	
Why do members of the nonviolent campaign in Birmingham decide to go through a process of self-purification?	
What evidence does King use in paragraph 7 to support his claim from paragraph 8 that “we did not move irresponsibly into direct action”?	
<b>Summary:</b> <b>Write a brief summary of paragraphs 7–8.</b>	
<b>Other Notes:</b> Use this space to capture other information that might be useful in a text-based discussion about King’s arguments and reasoning. Consider the language and evidence King uses to support his claims. You may also write questions to contribute to the discussion.	

## Paragraph 9 Textual Analysis Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
<b>Directions:</b>	Form pairs to read paragraph 9 and discuss the following questions and vocabulary before sharing with the class.				
<b>Vocabulary:</b> The following words appear in paragraph 9 (from “You may well ask” to “tragic attempt to live in monologue rather than dialogue”). Some definitions are provided for you. Other definitions are not included because you can define the words from context. You may add additional words to your list.					
<ul style="list-style-type: none"> <li>• sit-ins (n.) – any organized protests in which a group of people peacefully occupy and refuse to leave a premises</li> <li>• unfettered (adj.) – freed from restraint; liberated</li> <li>• gadflies (n.) – people who persistently annoy or provoke others with criticism, schemes, ideas, demands, requests, etc.</li> <li>• tension (n.) – _____</li> <li>• bondage (n.) – _____</li> <li>• monologue (n.) – _____</li> <li>• dialogue (n.) – _____</li> </ul>					
<b>Questions to consider:</b>			<b>Responses:</b>		
What connection does King draw between tension, negotiation, and direct action?					
How does King respond to the “call for negotiation”? What reasoning does King offer to support his counterargument?					
Which of the four steps of a nonviolent campaign does King discuss in paragraph 9? What details support your response?					

What words and images does King use to describe the problems of racial injustice? What words and images does King use to describe his hope for the future?	
What are the different types of “tension” King describes in paragraph 9? Why is tension important to the nonviolent campaign?	
How does King use a comparison to Socrates to support his claim about racial injustice in Birmingham?	
<b>Summary:</b> <b>Write a brief summary of paragraph 9.</b>	
<b>Other Notes:</b> Use this space to capture other information that might be useful in a text-based discussion about King’s arguments and reasoning. Consider the language and evidence King uses to support his claims. You may also write questions to contribute to the discussion.	