

## 10.2.1

## Lesson 5

## Introduction

In this lesson, students read and analyze paragraphs 10–11 of Martin Luther King Jr.’s “Letter from Birmingham Jail” (from “One of the basic points in your statement” to “you can understand our legitimate and unavoidable impatience”), in which King lays out the necessary urgency with which his group approaches their direct, nonviolent action in opposition to segregation. Students analyze these paragraphs to delineate his argument and claims, and assess how sufficient his supporting evidence is. In groups, students engage in a thorough reading and discussion of the text.

The lesson ends with a Quick Write on the following prompt: Delineate the argument and specific claims in paragraphs 10–11. Assess whether King’s evidence is relevant and sufficient. For homework, students consult websites to conduct a brief search into Ahmad Shamlu, the author of the text under consideration in the next lesson. Additionally, students reread paragraphs 1–11 and use the Ideas Tracking Tool to track central ideas in the text.

## Standards

Assessed 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.
Addressed Standard(s)	
RI.9-10.6	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
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.

## Assessment

Assessment(s)
<p>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.</p> <ul style="list-style-type: none"> <li>Delineate the argument and specific claims in paragraphs 10–11. Assess whether King’s evidence is relevant and sufficient.</li> </ul>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>Delineate a central and supporting claims from “Letter from Birmingham Jail” (e.g., King’s central claim in paragraphs 10–11 is that African Americans cannot wait to secure their civil rights and most immediately engage in “determined legal and nonviolent pressure” (par. 10)).</li> <li>Cite specific evidence King uses to support his claims (e.g., to support his claim that African Americans cannot expect Mr. Boutwell to “bring the millennium to Birmingham” without pressure, King cites that Mr. Boutwell is a segregationist dedicated to “maintaining the status quo” (par. 10)).</li> <li>Assess whether King’s evidence is relevant and sufficient King’s (e.g., King’s evidence is sufficient because for each claim he makes, he provides several pieces of very strong evidence. For example, when King claims that African Americans cannot expect Mr. Boutwell to “bring the millennium to Birmingham” without pressure, he supports it with specific evidence of Mr. Boutwell’s belief in segregation, and Mr. Boutwell’s “dedicat[ion] to the task of maintaining the status quo” (par. 10)).</li> </ul>

## Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> <li>thalidomide (n.) – a sedative, commonly prescribed to pregnant women with morning sickness in the 1950’s and early 1960’s. When taken during pregnancy, it caused severe abnormalities in the limbs of fetuses. By 1963 when this letter was written, the drug had been taken off the international market.</li> <li>lynch (v.) – to put to death, especially by hanging, by mob action and without legal authority</li> <li>pathos (n.) – the quality or power in an actual life experience or in literature, music, speech, or other forms of expression, of evoking a feeling of pity or compassion</li> </ul>
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> <li>status quo (n.) – the existing state or condition</li> <li>legitimate (adj.) – fair or reasonable</li> </ul>

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>Standards: RI.9-10.8, RI.9-10.6, L.9-10.4.a</li> <li>Text: “Letter from Birmingham Jail” by Martin Luther King, Jr., paragraphs 10–11</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>Introduction of Lesson Agenda</li> <li>Homework Accountability</li> <li>Masterful Reading</li> <li>Reading and Discussion</li> <li>Quick Write</li> <li>Closing</li> </ol>	<ol style="list-style-type: none"> <li>5%</li> <li>15%</li> <li>15%</li> <li>45%</li> <li>15%</li> <li>5%</li> </ol>

## Materials

- Copies of the Argument Delineation Tool for each student
- Student copies of the Short Response Rubric and Checklist (refer to 10.2.1 Lesson 1)
- Copies of the Central Ideas Tracking Tool for each student

## 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.
	<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

5%

Begin by reviewing the assessed standard for this lesson: RI.9-10.8. In this lesson, students read paragraphs 10–11 of “Letter from Birmingham Jail” in order to delineate King’s central and supporting claims, and assess how relevant and sufficient King’s evidence is. Students engage in evidence-based discussion and complete a brief writing assignment at the end of the lesson.

- ▶ 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 AIR 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 share how they applied their focus standard to their AIR text from the previous lesson’s homework.

Instruct students to take out their responses to Lesson 4’s homework assignment (Reread paragraph 9 of “Letter from Birmingham Jail.” Then, annotate and notice the number of times King uses the word “tension” and consider the different kinds of tension King describes.). Lead a brief whole-class discussion in response to the following questions:

**How many times does King use the word “tension” in paragraph 9?**

- ☞ King uses “tension” seven times in paragraph 9.

**What are the different ways in which King uses the word “tension” in paragraph 9?**

- ☞ Students responses may include:
  - King changes the word from something negative, or “shocking,” to something positive (par. 9).
  - King shows the difference between “violent tension” and “creative tension” (par. 9).
  - King compares the tension required for society to improve to Socrates’s belief that mental tension was essential to access the truth.

① Consider providing the word *connotation* for students to use to discuss how King is using “tension” here. If students are unfamiliar with the meaning of *connotation*, explain that a *connotation* is “an idea or quality that a word makes you think about in addition to its meaning.”

- For example, in paragraph 6 King uses the following words with negative *connotations* to emphasize the injustices in Birmingham: “ugly,” “brutality,” “notorious,” and “brutal.”

### Activity 3: Masterful Reading

15%

Have students listen to a Masterful Reading of paragraphs 10–11 of “Letter from Birmingham Jail.” Instruct students to follow along and listen for any claims King makes in these paragraphs.

- ▶ Students follow along, reading silently.

### Activity 4: Reading and Discussion

45%

Explain to students throughout the discussion, they will stop and take notes about what has been discussed in preparation for the Quick Write assessment. Instruct students to take notes in their notebooks or add to their text annotation.

- ▶ Students listen.

Distribute the Argument Delineation Tool. Instruct students to use the tool throughout today’s lesson. Instruct students to form small groups. Post or project each set of questions below for students to discuss.

Instruct student groups to reread paragraph 10 and answer the following questions in groups before sharing out with the class.

**To what recent event in Birmingham does “new administration” refer?**

- ☞ It refers to the election of Mr. Boutwell. “New administration” (par. 10) means new political leadership.

**How do the first three sentences of paragraph 10 impact your understanding of King’s purpose?**

- ☞ King’s purpose in this paragraph is to explain why he and his associates’ actions are not “untimely,” and why they cannot wait for “the new administration to act” (par. 10).
- ① Though RI.9-10.6 is not the focus of this lesson, identifying King’s purpose will help the students identify his central claim later on in the lesson.

**How does King’s description of Mr. Boutwell as a “segregationist” influence your understanding of the phrase *status quo*?**

- ☞ Because segregation exists in the context of this letter, the *status quo* must mean the current state of affairs, or the way things are.
- ▶ Students write the definition of *status quo* on their copy of the text or in a vocabulary journal.
- ① 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 King mean by “bring the millennium to Birmingham”? What is the impact of the word “millennium”?**

- He means desegregating Birmingham. By using the word “millennium,” King implies that desegregation is long overdue. His use of “millennium” implies that supporters of segregation are living in the dark ages—like people did 1000 years ago (par. 10).

① **Differentiation Consideration:** If students struggle with this question, consider asking the following question first.

**What does the phrase “bring the new millennium” have in common with the word “untimely”?**

- Both the phrase, “bring the new millennium” and the word “untimely” have to do with time (par. 10).

**Given King’s purpose and his word choices, what can you infer is his central claim in paragraph 10?**

- King’s central claim is that African Americans cannot wait for their civil rights and must “prod” the white leaders in order to gain their rights (par. 10).

① Remind students that a central claim is an author’s main point about an issue in an argument.

**What makes history a “long tragic story”? What is the impact of King’s use of “tragic” in this sentence?**

- History shows that people in power usually do not share or give up any of their power without conflict or war. King’s use of “tragic” (par. 10) to refer to conflicts in history shows his regret that negotiation was ineffective in Birmingham and that direct action became necessary.

**Identify King’s supporting claim in paragraph 10. What evidence does King use to support this claim? How is this evidence connected to the claim?**

- King’s supporting claim is “My friends, I must say to you that we have not made a single gain in civil rights without determined legal and nonviolent pressure” (par. 10). His evidence is the “long tragic story of history” and it connects to his claim by showing that privileged people are not likely to give up their privileges without some kind conflict (par.10).

① Consider reminding students that a supporting claim is a smaller, related point that reinforces or advances the author’s central claim and that evidence is the topical, textual facts, events, and ideas from which the claims of an argument arise, and which are cited to support those claims.

**What reasoning does King use to enhance this supporting claim? How does this reasoning support his claims in paragraph 10?**

- King quotes Reinhold Niebuhr, who believed that “groups are more immoral than individuals” (par. 10).

- ① Consider reminding students that *reasoning* means “the logical relationships among ideas, including relationships among claims and relationships across evidence.”
- ① **Differentiation Consideration:** If students struggle with this question, consider informing them that Reinhold Niebur was a Christian theologian or thinker well known at the time King was writing. Then ask the following question:

**How does Niebur’s reputation impact your understanding of this evidence?**

- 💬 The fact that Niebur was a well-known theologian makes this evidence more powerful, especially to the clergymen/addressees.

**What evidence does King provide to explain why he believes King and the clergymen “will be sadly mistaken” if they expect Mr. Boutwell “to bring the millennium to Birmingham”?**

- 💬 Student responses should include:
- Mr. Boutwell is a segregationist who is “dedicated to the task of maintaining the status quo,” meaning he has no inner initiative to repeal segregation which makes him unlikely to take action on behalf of African Americans (par. 10).
  - The African Americans in Birmingham have not made any advances in “civil rights without determined legal and nonviolent pressure,” so they cannot expect Mr. Boutwell to change on his own (par. 10).

**How does this evidence support King’s central claim in paragraph 10?**

- 💬 It supports his central claim by showing why Mr. Boutwell cannot be expected to desegregate Birmingham without “pressure,” and why African Americans cannot expect whites to change which means they must engage in “nonviolent action” now (par. 10).

Lead a brief, whole-class discussion about the relationship between King’s claims and evidence in paragraph 10. Remind students to use the Argument Delineation Tool to record the claims and evidence discussed in paragraph 10.

- 💬 See the Model Argument Delineation Tool for sample student responses.

- ① Students add to the Argument Delineation Tool throughout this module and reference it for assessments.

Instruct students to reread paragraph 11.

Provide students the following definitions: *thalidomide* means “a sedative, commonly prescribed to pregnant women with morning sickness in the 1950’s and early 1960’s. When taken during pregnancy, it caused severe abnormalities in the limbs of fetuses. By 1963 when this letter was written, the drug had

been taken off the international market,” *lynch* means “to put to death, especially by hanging, by mob action and without legal authority,” and *pathos* means “the quality or power in an actual life experience or in literature, music, speech, or other forms of expression, of evoking a feeling of pity or compassion.”

- ▶ Students write the definitions of *thalidomide*, *lynch*, and *pathos* on their copy of the text or in a vocabulary journal.

Post or project the following questions for students to answer in groups before sharing out with the class. Instruct students to continue to use their Argument Delineation Tool as they discuss the questions.

**How does King’s supporting claim that “freedom is never voluntarily given by the oppressor; it must be demanded by the oppressed” develop the central claim he makes in paragraph 10?**

- ☞ It develops his central claim for the need of urgent and “direct action” (par. 10) by African Americans to secure their civil rights.

**How does King use figurative language to describe the “frustration” of being asked to wait?**

- ☞ He uses metaphor to compare waiting to a sedative that temporarily eases discomfort but causes birth defects (par. 11).

**How does this use of figurative language further King’s central claim?**

- ☞ The metaphor furthers his central claim by explaining why African Americans feel that “‘wait’ has almost always meant ‘never’” in regards to their equality and the pain such waiting causes them (par. 11).

**How does King’s statement “I guess it is easy for those who have never felt the stinging darts of segregation to say ‘wait,’” develop the supporting claim at the beginning of paragraph 11?**

- ☞ It develops the supporting claim by implying another reason why the “privileged” groups of whites do not understand the urgency for African Americans in securing their civil rights, and so they are even less likely to “voluntarily” give up their privilege (par. 11).

**What evidence does King provide to explain “why [African Americans] find it difficult to wait”?**

- ☞ King provides a list of injustices experienced by African Americans in America: “vicious mobs lynch your mothers and fathers at will and drown your sisters and brothers at whim . . . hate-filled policemen” who “curse, kick, brutalize, and even kill . . . the majority of your twenty million Negro brothers smothering in an airtight cage of poverty in the midst of an affluent society” (par. 11).

① **Differentiation Consideration:** If students struggle with this question, ask them the following scaffolding question:



**How does King use imagery to further his central claim in paragraph 11?**

- King uses powerfully descriptive verbs such as “lynch,” “drown,” “curse,” “kick,” “brutalize,” and “smothering” to create vivid images in the reader’s mind (par. 11). These images emphasize the horror of injustice and highlight the urgency for civil rights.

**What is the effect of King’s use of the word “you” in paragraph 11? How does this effect develop your understanding of King’s purpose paragraph 11?**

- The word “you” makes the reader feel as if the “stinging darts of segregation” (par. 11) are happening to him/her. It develops King’s purpose by making the reader feel what African Americans feel, to understand their pain as human beings.

**How does the evidence King provides in paragraph 11 develop his central claim?**

- The evidence develops King’s central claim by showing the injustices imposed upon African Americans to explain why they need to take immediate action to gain equal standing in American society.

**What words could replace “legitimate” in paragraph 11?**

- “Legitimate” could be replaced with “reasonable” or “justified.”
  - Students write the definition of *legitimate* on their copy of the text or in a vocabulary journal.
- ① It is important that students recognize King’s use of “legitimate” as it comes up again in later lessons.
- ① 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.

**Identify King’s reasoning in paragraph 11. How does King’s reasoning in paragraph 11 support his central claim in paragraph 10?**

- King’s reasoning is that it is easy for whites to say “wait,” because they do not experience “the stinging darts of segregation” that gives African Americans a “legitimate and unavoidable impatience” for their civil rights (par. 11). King’s reasoning supports his central claim by demonstrating why it is easy for whites to say “wait” and why African Americans are impatient by providing specific, emotional details about the injustices suffered by African Americans every day.
- ① **Differentiation Consideration:** If students struggle, consider asking the following questions:

**How are King’s supporting claims in paragraph 11 related?**

- ☞ All of King's supporting claims are related because they all work to express why they cannot wait to have their rights given to them and how "justice too long delayed is justice denied" (par. 11).

#### How is his evidence in paragraph 11 related?

- ☞ All the evidence King provides describes "the stinging darts of segregation" (par. 11).

#### How do these relationships relate to King's central claim?

- ☞ They relate to King's claim by developing the urgency of the African American's cause and by providing specific examples of why they "find it difficult to wait" (par. 11).

Lead a brief class discussion about the sufficiency of King's evidence in paragraphs 10 and 11.

- ☞ King's evidence is sufficient because for each claim he makes, he provides several pieces of very strong evidence. For example, in paragraph 11, he claims that African Americans suffer "from the disease of segregation." To support this claim, he describes seeing "vicious mobs lynch [his] mothers and fathers at will and drown [his] sister and brothers at whim;" "hate-filled policemen curse, kick, brutalize, and even kill [his] black brothers and sisters;" "twenty million Negro brothers smothering in an airtight cage of poverty;" etc. (par. 11).

Lead a discussion about the relationship between King's claims, evidence, and reasoning in paragraph 11. Remind students to use the Argument Delineation Tool to record the claims and evidence discussed in paragraph 11.

- ① If necessary, remind students that *valid* means "sound, well-founded, logical." So when they evaluate reasoning, they are deciding if it is logically connected to the claims and evidence.

- ☞ See the Model Argument Delineation Tool for sample student responses.

### Activity 5: Quick Write

**15%**

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

**Delineate the argument and specific claims in paragraphs 10–11. Assess whether King's evidence is relevant and sufficient.**

Instruct students to look at their annotations to find evidence. Instruct students to use this lesson's vocabulary wherever possible in their written responses, and practice using specific language and domain-specific vocabulary. Remind students of 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 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 and the Central Ideas Tracking Tool. For homework, instruct students to reread paragraphs 1–11 and use the Central Ideas Tracking Tool to track where and what central ideas emerge in the text.

In addition, instruct students to research the poet Ahmad Shamlu and the context in which he lived. Instruct students to choose three facts about Shamlu and explain how these facts might contribute to his perspective as a writer.

- ▶ Students follow along.

① Students add to the Central Ideas Tracking Tool throughout this module and reference it for assessments.

## Homework

Reread paragraphs 1–11 and use the Central Ideas Tracking Tool to track where and what central ideas emerge in the text.

Also, research the poet Ahmad Shamlu and the context in which he lived. Choose three facts about Shamlu and explain how these facts might contribute to his perspective as a writer.

## Argument Delineation Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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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.

<b>Text:</b>	
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**Central Claim:**

**Supporting Claim:**

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**Evidence:**

**Explain how the evidence is relevant:**

**Explain whether the evidence is sufficient:**

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**Reasoning:**

**Explain whether the reasoning is valid:**

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**Supporting Claim:**

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<b>Evidence:</b>	<b>Explain how the evidence is relevant:</b>	<b>Explain whether the evidence is sufficient:</b>
<b>Reasoning:</b>		<b>Explain whether the reasoning is valid:</b>

## Model Argument Delineation Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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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.

<b>Text:</b>	"Letter from Birmingham Jail"
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### Central Claim:

African Americans cannot wait to secure their civil rights and must immediately engage in "determined legal and nonviolent pressure" (par. 10).

### Supporting Claim:

"We will be sadly mistaken if we feel that the election of Mr. Boutwell will bring the millennium to Birmingham." (par. 11)

<b>Evidence:</b>	<b>Explain how the evidence is relevant:</b>	<b>Explain whether the evidence is sufficient:</b>
He is a segregationist interested in "maintaining the status quo" (par. 10).	The evidence shows why African Americans cannot expect Mr. Boutwell to desegregate Birmingham on his own.	The evidence is sufficient because it shows exactly why Mr. Boutwell is not interested in desegregation.
<b>Reasoning:</b>		<b>Explain whether the reasoning is valid:</b>
If he's a segregationist then he is unlikely to desegregate Birmingham "without pressure from the devotees of civil rights" (par. 10).		Yes, this reasoning is connected to the claims.
<b>Supporting Claim:</b>		
Whites must be pressured to "give up their privileges" and to desegregate (par. 10).		

Evidence:	Explain how the evidence is relevant:	Explain whether the evidence is sufficient:
<p>“History is the long and tragic story of the fact that privileged groups seldom give up their privileges voluntarily.” (par. 10)</p> <p>“we have not made a single gain in civil rights without determined legal and nonviolent pressure.” (par. 10)</p>	<p>The evidence is relevant because it provides a historical precedent for why whites must be pressured.</p>	<p>The evidence is sufficient because it shows why whites will not give up their privilege voluntarily.</p>
Reasoning:		Explain whether the reasoning is valid:
<p>Because privileged groups do not voluntarily relinquish their privileges and because African Americans have yet to make progress without determined work, then they cannot expect any of their rights to simply be given to them.</p>		<p>The reasoning is valid because it draws on and connects both the supporting claim and the evidence.</p>
Supporting Claim:		
<p>“We know through painful experience that freedom is never voluntarily given by the oppressor; it must be demanded by the oppressed.”(par. 11)</p>		
Evidence:	Explain how the evidence is relevant:	Explain whether the evidence is sufficient:
<p>“Frankly, I have never yet engaged in a direct-action movement that was ‘well timed’ according to the timetable of those who have not suffered unduly from the disease of segregation.” (par. 11)</p> <p>“This ‘wait’ has almost always meant ‘never’.”(par. 11)</p>	<p>The evidence shows that freedom must be demanded by African Americans because whites will always say, “Wait.”</p>	<p>It is sufficient because it shows why African Americans must demand their freedom rather than wait for it to be given voluntarily.</p>
Reasoning:		Explain whether the reasoning is valid:
<p>Whites will always say, “Wait,” (par. 11) when it comes to giving African Americans their freedom when what they really mean is “Never” (par. 11). So, African Americans must demand their freedom, otherwise it will never happen.</p>		<p>The reasoning is valid because it draws on and connects both the supporting claim and the evidence.</p>
Supporting Claim:		
<p>“We must come to see with the distinguished jurist of yesterday that ‘justice too long delayed is justice denied.’”(par. 11)</p>		

<b>Evidence:</b>	<b>Explain how the evidence is relevant:</b>	<b>Explain whether the evidence is sufficient:</b>
<p>“We have waited more than three hundred and forty years for our God-given and constitutional rights.” (par. 11)</p> <p>“The nations of Asia and Africa are moving with jet-like speed toward the goal of political independence, and we still creep at horse-and-buggy pace toward the gaining of a cup of coffee at a lunch counter.” (par. 11)</p>	<p>The evidence demonstrates how long African Americans have been waiting for their freedom and how little progress America is making compared to the rest of the world.</p>	<p>The evidence is sufficient because it adequately shows how long African Americans have been waiting and how little progress America has made in terms of “political independence” (par. 11).</p>
<b>Reasoning:</b>		<b>Explain whether the reasoning is valid:</b>
<p>African Americans have been waiting so long for their freedom that justice is being denied. Other continents are making progress, while there has been little progress for African Americans, further demonstrating how “justice too long delayed is justice denied” (par. 11).</p>		<p>The reasoning is valid because it draws on and connects both the supporting claim and the evidence.</p>
<b>Supporting Claim:</b>		
<p>“I guess it is easy for those who have never felt the stinging darts of segregation to say ‘wait.’” (par. 11)</p>		
<b>Evidence:</b>	<b>Explain how the evidence is relevant:</b>	<b>Explain whether the evidence is sufficient:</b>
<p>From “But when you have seen vicious mobs lynch” to “—then you will understand why we find it difficult to wait.” (par. 11)</p>	<p>The evidence shows what King means by “stinging darts of segregation” and why it is easy for whites to ask African American to wait, but why African American cannot wait for their freedom any longer (par. 11).</p>	<p>The evidence is sufficient because it provides multiple, specific examples to support King’s claim.</p>
<b>Reasoning:</b>		<b>Explain whether the reasoning is valid:</b>
<p>Because the conditions under segregation are so painful, oppressive, and horrible, African Americans cannot wait any longer for their civil rights. Whites have not experienced this, and so they cannot fully understand African American’s “legitimate and unavoidable impatience” (par. 11).</p>		<p>The reasoning is valid because it draws on and connects both the supporting claim and the evidence.</p>



## Central Ideas Tracking Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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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.

<b>Text:</b>	
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Paragraph #	Central Ideas	Notes and Connections