

**ORANGE PUBLIC SCHOOLS
OFFICE OF CURRICULUM AND INSTRUCTION
OFFICE OF ENGLISH LANGUAGE ARTS**

**GRADE 10
Curriculum Guide
Module 2**



School Year 2016-2017

10.2

Module Overview

“These are strange times, my dear.”

Texts

Unit 1: “Letter From Birmingham Jail,” Martin Luther King, Jr.; “In This Blind Alley,” Ahmad Shamlu; “Freedom,” Rabindranath Tagore; “Women,” Alice Walker

Unit 2: “A Genetics of Justice,” Julia Alvarez; “Remembering To Never Forget: Dominican Republic’s ‘Parsley Massacre,’” Mark Memmott

Unit 3: *The Universal Declaration on Human Rights*; “On the Adoption of the *Universal Declaration of Human Rights*,” Eleanor Roosevelt; “Address to the United Nations Youth Assembly,” Malala Yousafzai

Number of Lessons in Module

40 (including Module Performance Assessment)

Introduction

In this module, students read, discuss, and analyze poems and informational texts focusing on how authors use rhetoric and word choice to develop ideas or claims about human rights. Students also explore how nonfiction authors develop arguments with claims, evidence, and reasoning.

Module 10.2 builds upon the key protocols and routines for reading, writing, and discussion that were established in Module 10.1. Although these protocols are introduced in the ninth grade modules and spiral through the first tenth grade module of this curriculum, this module provides sufficient support for teachers who are implementing the routines for the first time.

Module 10.2 is comprised of three units, referred to as 10.2.1, 10.2.2, and 10.2.3, respectively. Each of the module texts is a complex work with multiple central ideas and claims that complement or echo the central ideas and claims of other texts in the module. The texts in this module offer rich opportunities to analyze authorial engagement with the struggle for human rights and to consider how an author’s rhetorical choices advance purpose.

In 10.2.1, students read Martin Luther King, Jr.'s "Letter From Birmingham Jail," focusing on how King develops his argument for universal acceptance of equal human rights. Students also analyze how King uses rhetoric to advance his purpose. Alongside King's letter, students read poems by Rabindranath Tagore (the first Indian to win a Nobel Prize in 1913), Iranian poet Ahmad Shamlu, and Alice Walker, exploring non-US and feminist perspectives on the human rights movement.

In 10.2.2, students engage with Julia Alvarez's evocation of the struggle to memorialize the horrors of the Trujillo dictatorship in the Dominican Republic through her mother's eyes in "A Genetics of Justice." Alongside Alvarez's elegiac prose, students encounter Mark Memmott's more journalistic approach to consider how each author emphasizes different details in their portrayal of Rafael Trujillo.

In the final unit, 10.2.3, students encounter three documents focusing on human rights: *The Universal Declaration of Human Rights*, adopted by the United Nations in 1948, Eleanor Roosevelt's "On the Adoption of the *Universal Declaration of Human Rights*," and Malala Yousafzai's "Address to the United Nations Youth Assembly," which she delivered in July 2013. Each document demonstrates uses of rhetoric to advance purpose and specific claims related to human rights.

Each unit culminates with an assessment that provides scaffolding for the Module Performance Assessment, in which students compose a multi-paragraph response to examine how authors from each unit advance a common purpose through structure, rhetoric, or specific word choices.

Literacy Skills & Habits

- Read closely for textual details.
- Annotate texts to support comprehension and analysis.
- Engage in productive evidence-based conversations about text.
- Use rubrics for self-assessment and peer review of writing.
- Generate and respond to questions in scholarly discourse.
- Independently preview text in preparation for supported analysis.
- Present information, findings, and supporting evidence clearly, concisely, and logically.

English Language Arts Outcomes

Yearlong Target Standards

These standards embody the pedagogical shifts required by the Common Core Standards and will be a strong focus in every ELA module and unit in grades 9–12.

CCS Standards: Reading—Literature	
RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
RL.9-10.10	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
CCS Standards: Reading—Informational Text	
RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
RI.9-10.10	By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

CCS Standards: Writing	
W.9-10.9.a, b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply <i>grades 9–10 Reading standards</i> to literary non-fiction (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”).
W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CCS Standards: Speaking & Listening	
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.
CCS Standards: Language	
L.9.10.4.a-d	<p>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.</p> <ol style="list-style-type: none"> 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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Module-Specific Standards

These standards will be the specific focus of instruction and assessment, based on the texts studied and proficiencies developed in this module.

Assessed Standards

CCS Standards: Reading—Literature	
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
CCS Standards: Reading—Informational Text	
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
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).
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.
RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

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.
CCS Standards: Writing	
W.9-10.2.a-f	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.9-10.9.b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> Apply <i>grades 9-10 Reading standards</i> to literary non-fiction (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”).
CCS Standards: Speaking & Listening	
None.	

CCS Standards: Language	
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Addressed Standards

These standards will be addressed at the unit or module level, and may be considered in assessment, but will not be the focus of extended instruction in this module.

CCS Standards: Reading – Literature	
RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
CCS Standards: Reading – Informational Text	
RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.
CCS Standards: Writing	
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.9-10.9.a	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ol style="list-style-type: none"> a. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

CCS Standards: Speaking & Listening	
SL.9-10.1.a-e	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> 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. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds
CCS Standards: Language	
L.9-10.1.a	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use parallel structure.
L.9-10.2.a	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
L.9-10.4.a, b	<p>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.</p> <ul style="list-style-type: none"> 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.

	b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
L.9-10.5.a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

Module Performance Task

Prompt

In this three-day performance task, students discuss, organize, compose, and revise a multi-paragraph response to the following prompt:

Identify a purpose common to King’s “Letter from Birmingham Jail,” Alvarez’s “A Genetics of Justice,” and one of the texts from 10.2.3. Discuss how each of these texts uses at least one of the following to advance that purpose: structure, rhetoric, or impact of specific word choices.

Lesson 1

In Lesson 1, students work in small groups to review their annotations and previous work regarding purpose in the module texts. Students collaboratively identify a common purpose and the structure, rhetoric, and word choices that advance that purpose in the three module texts: “Letter from Birmingham Jail,” “A Genetics of Justice,” and one of the texts from 10.2.3.

Lesson 2

In Lesson 2, students independently write a first draft of their essay using analysis from the previous lesson.

Lesson 3

In Lesson 3, students engage in the self- or peer-review process using the 10.2 Performance Assessment Text Analysis Rubric and Checklist to strengthen and refine the response they drafted in the previous lesson. Students edit, revise, and rewrite as necessary, ensuring their claims are clearly articulated and supported by strong textual evidence.

Texts/Media

10.2.1: “[T]he cup of endurance runs over.”

King, Martin Luther, Jr. “Letter from Birmingham Jail.” *US Crossier*, 2012.

<http://www.uscrossier.org/pullias/>

Tagore, Rabindranath. “Freedom.” *The Complete Works of Rabindranath Tagore*, 2010–2012.

<http://www.tagoreweb.in>

Shamlu, Ahmad. “In This Blind Alley.” *Make a Crane*, 2014.

<http://makeacrane.wordpress.com/2013/05/30/the-blind-alley-by-ahmad-shamlu/>

Walker, Alice. “Women.” *Nexus Learning*, 2010. <http://www.nexuslearning.net>

10.2.2: “No flies fly into a closed mouth.”

Alvarez, Julia. “A Genetics of Justice.” *Something To Declare: Essays*. New York: Plume, 1999. pp. 103–111.

Memcott, Mark. “Remembering To Never Forget: Dominican Republic’s ‘Parsley Massacre.’”

National Public Radio, 2013. <http://www.npr.org/blogs/thetwo-way/2012/10/01/162092252/remembering-to-never-forget-dominican-republics-parsley-massacre>

10.2.3: “to lift men everywhere to a higher standard of life and to a greater enjoyment of freedom.”

The Universal Declaration of Human Rights. The United Nations, 2014.

<http://www.un.org/en/documents/udhr/>

Roosevelt, Eleanor. “On the Adoption of the *Universal Declaration of Human Rights*.” *American Rhetoric*, 2001–2014. <http://www.americanrhetoric.com>

Yousafzai, Malala. “Address to the United Nations Youth Assembly.” *A World at School*, 2013.

<http://www.aworldatschool.org/>

Module-at-a-Glance Calendar

Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
10.2.1: “[T]he cup of endurance runs over.”				
<p>“Letter From Birmingham Jail” (King)</p> <p>“In This Blind Alley” (Shamlu)</p> <p>“Freedom” (Tagore)</p> <p>“Women” (Walker)</p>	20	<ul style="list-style-type: none"> Read closely for textual details. Annotate texts to support comprehension and analysis. Engage in productive, evidence-based conversations about text. Collect evidence from texts to support analysis. Determine meaning of unknown vocabulary. Question texts during reading to deepen understanding. Analyze the impact of an author’s choices. Summarize a text objectively. 	<p>RL.9-10.2</p> <p>RL.9-10.4</p> <p>RI.9-10.3</p> <p>RI.9-10.4</p> <p>RI.9-10.5</p> <p>RI.9-10.6</p> <p>RI.9-10.8</p> <p>W.9-10.2.a-f</p> <p>W.9-10.9.b</p> <p>L.9-10.1</p> <p>L.9-10.2</p> <p>L.9-10.5</p> <p>RL.9-10.6</p> <p>W.9-10.9.a</p> <p>SL.9-10.1.a-e</p> <p>L.9-10.1.a</p> <p>L.9-10.2.a</p> <p>L.9-10.4.a, b</p> <p>L.9-10.5.a, b</p>	<p>Mid-Unit:</p> <p>Determine a purpose in “Letter from Birmingham Jail” and analyze how King uses rhetoric and specific word choices to advance that purpose. (RL.9-10.4 and RL.9-10.6)</p> <p>End-of-Unit:</p> <p>Analyze how King develops and refines his claims to advance his purpose. (RL.9-10.5 and RL.9-10.6)</p>
10.2.2: “No flies fly into a closed mouth.”				
<p>“A Genetics of Justice” (Alvarez)</p> <p>“Remembering To Never</p>	10	<ul style="list-style-type: none"> Read closely for textual details. Annotate texts to support comprehension and analysis. Engage in productive evidence-based conversations about text. 	<p>RI.9-10.2</p> <p>RI.9-10.3</p> <p>RI.9-10.5</p> <p>RI.9-10.7</p> <p>W.9-10.2.a-f</p> <p>W.9-10.9.b</p> <p>L.9-10.1</p> <p>L.9-10.2</p>	<p>Mid-Unit:</p> <p>How does Alvarez develop the claim she makes in paragraph 15? (RL.9-10.5)</p> <p>End-of-Unit:</p>

<p>Forget” (Memmott)</p>		<ul style="list-style-type: none"> • Collect evidence from texts to support analysis. • Organize evidence to plan around writing. • Determine meaning of unknown vocabulary. • Question texts during reading to deepen understanding. • Analyze the impact of an author’s choices. 	<p>SL.9-10.1.a-e L.9-10.4.a, b L.9-10.5.a</p>	<p>How does the sentence “No flies fly into a closed mouth” (par. 21) develop and refine one of Alvarez’s ideas in “A Genetics of Justice”? (RI.9-10.5)</p>
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10.2.3: “...to lift men everywhere to a higher standard of life and to a greater enjoyment of freedom.”

<p><i>The Universal Declaration of Human Rights</i></p> <p>“On the Adoption of the <i>Universal Declaration of Human Rights</i>” (Roosevelt)</p> <p>“Address to the United Nations Youth Assembly” (Yousafzai)</p>	<p>7</p>	<ul style="list-style-type: none"> • Read closely for textual details. • Annotate texts to support comprehension and analysis. • Engage in productive, evidence-based conversations about text. • Collect evidence from texts to support analysis. • Organize evidence to plan around writing. • Determine meaning of unknown vocabulary. • Question texts during reading to deepen understanding. • Make connections to other texts, ideas, cultural perspectives, etc. • Analyze the impact of an author’s choices. 	<p>RI.9-10.5 RI.9-10.6 RI.9-10.8 W.9-10.2.a-f W.9-10.9.b L.9-10.1 L.9-10.2 RI.9-10.9 SL.9-10.1.a-e L.9-10.4.a, b L.9-10.5.a</p>	<p>Mid-Unit: None.</p> <p>End-of-Unit: Delineate the argument in each of the unit texts and analyze how the authors develop a common central claim. (RI.9-10.8)</p>
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ENGLISH LANGUAGE ARTS

GRADE 10
Curriculum Guide
Module 2.1

10.2.1

Unit Overview

“[T]he cup of endurance runs over”

Text(s)	<p>“Letter from Birmingham Jail” by Martin Luther King, Jr.</p> <p>“In This Blind Alley” by Ahmad Shamlu</p> <p>“Freedom” by Rabindranath Tagore</p> <p>“Women” by Alice Walker</p>
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Number of Lessons in Unit	20
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Introduction

In this unit, students read Martin Luther King, Jr.’s “Letter from Birmingham Jail” alongside three short poems, focusing on how King develops his argument for direct action on civil rights. Students begin to analyze how central ideas emerge and develop in the letter, and determine how King uses rhetoric to advance his point of view and purpose. Poems by Rabindranath Tagore, the first Indian to win a Nobel Prize in 1913, Iranian poet Ahmad Shamlu, and Alice Walker offer a counterpoint to King’s work, providing international and feminist perspectives on the human rights movement.

Students engage with King’s text as a persuasive essay, continuing to build skills for close reading and rhetorical analysis as well as developing their ability to identify and evaluate the claims an author uses in support of his argument. At the same time, students work to strengthen their analytical skills through written assessments and collaborative discussions in which they learn to articulate and support their ideas using textual evidence. By examining the text alongside three poems, students begin to consider how these different texts develop common central ideas about human rights.

For the Mid-Unit Assessment, students determine King’s purpose in “Letter from Birmingham Jail” and analyze how he uses rhetoric and specific word choices to advance that purpose.

For the End-of-Unit Assessment, students craft a multi-paragraph response analyzing how King develops and refines his claims to advance his purpose.

Literacy Skills & Habits

- Read closely for textual details.
- Annotate texts to support comprehension and analysis.
- Engage in productive evidence-based conversations about text.
- Determine meaning of unknown vocabulary.
- Independently preview text in preparation for supported analysis.
- Provide an objective summary of the text.
- Paraphrase and quote relevant evidence from a text.
- Delineate and evaluate an argument.
- Paraphrase and quote relevant evidence from a text.
- Write original evidence-based claims.
- Generate and respond to questions in scholarly discourse.

Standards for This Unit

College and Career Readiness Anchor Standards for Reading	
None.	
CCS Standards: Reading—Literature	
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
CCS Standards: Reading—Informational Text	

RI.9-10.3	Analyze how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g. how the language of a court opinion differs from that of a newspaper).
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).
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.
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.

CCS Standards: Writing

W.9-10.2.a-f	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations, or other relevant information and examples appropriate to the audience’s knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
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	<p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
<p>W.9-10.9.a, b</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</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>

CCS Standards: Speaking & Listening

<p>SL.9-10.1.a-e</p>	<p>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.</p> <p>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.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</p>
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CCS Standards: Language	
L.9-10.1.a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure.
L.9-10.2.a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
L.9-10.4.a, b	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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
L.9-10.5.a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

Note: Bold text indicates targeted standards that will be assessed in the unit.

Unit Assessments

Ongoing Assessment	
Standards Assessed	RL.9-10.2, RL.9-10.4, RI.9-10.3, RI.9-10.4, RI.9-10.5, RI.9-10.6, RI.9-10.8, L.9-10.5
Description of Assessment	Students answer questions, write informally in response to text-based prompts, and present information in an organized and logical manner.

Mid-Unit Assessment

Standards Assessed	RI.9-10.4, RI.9-10.6, W.9-10.2.a-f, W.9-10.9.b
Description of Assessment	Students write a multi-paragraph response to the following prompt: Determine a purpose in “Letter from Birmingham Jail” and analyze how King uses rhetoric and specific word choices to advance that purpose.

End-of-Unit Assessment	
Standards Assessed	RI.9-10.5, RI.9-10.6, W.9-10.2.a-f, W.9-10.9.b, L.9-10.1, L.9-10.2
Description of Assessment	Students write a multi-paragraph response to the following prompt, based on their work in this unit: Analyze how King develops and refines his claims to advance his purpose.

Unit-at-a-Glance Calendar

Lesson	Text to be Covered	Learning Outcomes/Goals
1	“Letter from Birmingham Jail” (par. 1)	In this first lesson of the module, students read and analyze the salutation and first paragraph of Martin Luther King, Jr.’s “Letter From Birmingham Jail” in which King addresses the clergymen to whom he is writing and introduces one of his purposes for writing the letter. For most of the lesson, students listen to a Masterful Reading of the entire letter, pausing to note their initial questions and reactions. Students also engage in a small group discussion about how King opens the letter. This lesson culminates in a Quick Write that requires students to analyze the impact of the specific words or phrases in the opening of the letter.
2	“Letter from Birmingham Jail” (par. 1–5)	In this lesson, students read and analyze paragraphs 1–5 of Martin Luther King, Jr.’s “Letter from Birmingham Jail,” in which King explains why he is in Birmingham and why he believes the demonstrations are necessary. Students engage in small group discussions to analyze how

		King unfolds his reasons for being in Birmingham. To support their analysis, students analyze the impact of King’s figurative language and word choices. The lesson culminates in a Quick Write about how King develops his reasons for being in Birmingham.
3	“Letter from Birmingham Jail” (par. 6–9)	In this lesson, students read and analyze paragraphs 6–9 of Martin Luther King, Jr.’s “Letter from Birmingham Jail,” in which King describes the racial injustice in Birmingham and explains why direct action is necessary. Students analyze one paragraph in pairs and then prepare for a collaborative whole-class discussion with a targeted analysis of different sections of the letter. Students use their targeted analysis to prepare for a collaborative whole-class discussion about the validity of King’s argument. Student learning culminates in a Quick Write that requires students to explain how paragraphs 7–9 develop a claim King makes in paragraph 6.
4	“Letter from Birmingham Jail” (par. 6–9)	In this lesson, students reread and analyze paragraphs 6–9 of Martin Luther King, Jr.’s “Letter from Birmingham Jail,” in which King describes the racial injustice in Birmingham and explains why direct action is necessary. Students review these paragraphs through the lens of rhetoric and analyze how King uses rhetoric to advance his purpose. Students analyze the specific methods of rhetoric, such as descriptive language, appeals to conscience, and rhetorical questions. Student learning in this lesson culminates in a Quick Write that requires students to explain how King uses rhetoric in paragraph 9 to advance his purpose.
5	“Letter from Birmingham Jail” (par. 10–11)	In this lesson, students read and analyze paragraphs 10–11 of Martin Luther King, Jr.’s “Letter from Birmingham Jail,” 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 the sufficiency of his supporting evidence. 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.

6	<p>“In This Blind Alley” “Letter from Birmingham Jail” (par. 1–11)</p>	<p>In this lesson, students read and analyze the poem “In This Blind Alley” by Ahmad Shamlu in dialogue with Martin Luther King, Jr.’s “Letter from Birmingham Jail.” In his poem, Shamlu investigates the human cost of living in a violently oppressive society, globalizing for the students issues that King discusses in his letter. Students analyze this poem to understand its central idea and to explore how Shamlu uses figurative language and word connotations. In small groups, students engage in a class reading and discussion of the text. The lesson ends with a Quick Write on the following prompt: Analyze the cumulative impact of specific word choices, including figurative language and connotations, on the development of a central idea present in both “In This Blind Alley” and “Letter from Birmingham Jail.”</p>
7	<p>“Letter from Birmingham Jail” (par. 12–15)</p>	<p>In this lesson, students read and analyze paragraphs 12–15 of Martin Luther King, Jr.’s “Letter from Birmingham Jail,” in which King defends his central claim that segregation laws are unjust. In this lesson, students delineate King’s argument and assess the validity of his reasoning by engaging in a thorough reading and discussion of the text. The lesson ends with a Quick Write on the following prompt: Delineate King’s argument in paragraphs 12–15. Assess the validity of his reasoning.</p>
8	<p>“Letter from Birmingham Jail” (par. 16–18)</p>	<p>In this lesson, students read and analyze paragraphs 16–18 of Martin Luther King, Jr.’s “Letter from Birmingham Jail,” in which King defines unjust laws and demonstrates the importance of civil disobedience. In this lesson students analyze these paragraphs through the lens of rhetoric, determining King’s purpose and analyzing his use of rhetoric to further that purpose. The lesson ends with a Quick Write on the following prompt: Determine King’s purpose in paragraphs 16–18 and analyze how he uses rhetoric to advance that purpose.</p>
9	<p>“Letter from Birmingham Jail” (par. 19–21)</p>	<p>In this lesson, students read and analyze paragraphs 19–21 of “Letter from Birmingham Jail,” in which King claims that the white moderate is the main reason injustice against African Americans has not yet ended. Students explore how King develops this claim by criticizing the white moderate. Students also analyze how this section of the text initiates a shift in King’s argument. The class culminates with a Quick Write on the</p>

		following prompt: How does King’s new claim in paragraphs 19–21 refine his central claim in paragraphs 1–18?
10	“Letter from Birmingham Jail” (par. 1–21)	In this Mid-Unit Assessment, students use textual evidence from paragraphs 1–21 of Martin Luther King, Jr.’s “Letter from Birmingham Jail” to craft a formal, multi-paragraph essay identifying King’s purpose and addressing how King’s rhetoric and specific word choices advance this purpose. Students review their annotated text, lesson Quick Writes, discussion notes, homework notes, and Rhetorical Impact Tracking Tools to organize their ideas. Students then develop their essays with relevant and sufficient facts, extended definitions, concrete details, and quotations.
11	“Letter from Birmingham Jail” (par. 22–23)	In this lesson, students read and analyze paragraphs 22–23 of “Letter from Birmingham Jail,” in which King continues his criticism of the white moderate’s lack of action to end injustice. Students analyze how King appeals to his addressees and uses rhetoric to advance his criticism. Students demonstrate their learning in a Quick Write on the following prompt: How does King’s use of rhetoric advance his purpose in paragraphs 22–23?
12	“Letter from Birmingham Jail” (par. 24–25)	In this lesson, students read and analyze paragraphs 24–25 of “Letter from Birmingham Jail,” 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?
13	“Freedom” “Letter from Birmingham Jail” (par. 1–25)	In this lesson, students read and analyze the poem “Freedom” by Rabindranath Tagore in dialogue with Martin Luther King, Jr.’s “Letter from Birmingham Jail.” Students explore how Tagore begins to develop a central idea through specific textual details, in particular the images that he develops in relation to freedom. Additionally, students use Tagore’s poem to reflect upon the way in which King develops similar ideas in his

		letter. Students engage in an evidence-based discussion before completing a Quick Write on Tagore and King’s use of imagery to develop a common idea.
14	“Letter from Birmingham Jail” (par. 26–33)	In this lesson, students read and analyze paragraphs 26–33 of Martin Luther King, Jr.’s “Letter from Birmingham Jail,” in which King criticizes the white church for its failure to take a stance. Students discuss how King unfolds his analysis of the church’s position and the way in which he orders his points. Following this discussion, the lesson culminates in a Quick Write on the following prompt: How does King unfold his analysis of the church in paragraphs 26–33?
15	“Letter from Birmingham Jail” (par. 26–33)	In this lesson, students reread and analyze paragraphs 26–33 of Martin Luther King, Jr.’s “Letter from Birmingham Jail.” Students review these paragraphs in order to analyze how King develops and refines ideas from earlier in the text. After engaging in evidence-based discussion of the ideas developed in paragraphs 26–33, students take part in a jigsaw activity in which they determine how these ideas refine ideas from earlier in the text. The lesson closes with a Quick Write in response to the following prompt: How does King use paragraphs 26–33 to develop and refine an idea from earlier in the text?
16	“Letter from Birmingham Jail” (par. 34)	In this lesson, students read and analyze paragraph 34 of “Letter from Birmingham Jail,” in which King affirms the justice and inevitable success of his cause. Students explore how King uses rhetoric and the placement of the passage to advance his purpose. Following an evidence-based discussion, students demonstrate their learning by completing a Quick Write on the following prompt: How does King’s use of rhetoric and placement of this paragraph advance his purpose?
17	“Letter from Birmingham Jail” (par. 35–39)	In this lesson, students carefully read and analyze the final five paragraphs of Martin Luther King, Jr.’s “Letter from Birmingham Jail.” As students read, they determine King’s purpose for writing these paragraphs and explore his use of rhetoric to support this purpose. Students participate in small group discussions to further their understanding of King’s use of word choice and rhetoric to advance his purpose before completing this Quick Write to demonstrate their

		learning: How does King’s use of rhetoric in the final five paragraphs advance the purpose of the letter as a whole?
18	“Letter from Birmingham Jail” (par. 35–39)	In this lesson, students reread the final five paragraphs of Martin Luther King, Jr.’s “Letter from Birmingham Jail.” 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 at the end of the lesson on the following prompt: How does the conclusion of the letter refine an idea developed throughout the letter?
19	“Women” “Letter from Birmingham Jail”	In this lesson, students read “Women,” a poem by contemporary writer Alice Walker. Students work in pairs to analyze Walker’s poem before working in small groups to consider how the poem develops ideas similar to those that Martin Luther King, Jr. developed in “Letter from Birmingham Jail.” After a brief, whole-class discussion, teachers assess student learning via a Quick Write asking students to explain how Walker develops a central idea also present in King’s letter.
20	“Letter from Birmingham Jail”	In this final lesson of the unit, students complete the End-of-Unit Assessment that evaluates cumulative student understanding of Martin Luther King, Jr.’s “Letter from Birmingham Jail.” After sharing ideas about King’s purpose for writing the letter and claims he makes in the text, students independently complete a multi-paragraph response to the following prompt: Analyze how King develops and refines his claims to advance his purpose. In their response, students identify important claims King establishes in the letter and then analyze how he develops and refines the claims throughout the letter. Students explore structural choices, rhetoric, and word choice.

Preparation, Materials, and Resources

Preparation

- Read and annotate “Letter from Birmingham Jail,” “In This Blind Alley,” “Freedom,” and “Women.” Number the paragraphs in “Letter from Birmingham Jail,” the stanzas in “In This Blind Alley,” and the lines in “Freedom” and “Women.”
- Review the Short Response Rubric and Checklist.
- Review the 10.2.1 Mid-Unit and End-of-Unit Text Analysis Rubrics.
- Review all unit standards and post in classroom.

Materials/Resources

- Copies of “Letter from Birmingham Jail,” “In This Blind Alley,” “Freedom,” and “Women”
- Self-stick notes for students
- Writing utensils including pencils, pens, markers, and highlighters
- Methods for collecting student work: student notebooks, folders, etc.
- Access to technology (if possible): interactive whiteboard, document camera, and LCD projector
- Copies of handouts and tools for each student: see Materials list in individual lesson plans
- Copies of the 10.2.1 Mid-Unit and End-of-Unit Text Analysis Rubrics
- Copies of the Short Response Rubric and Checklist
- Copies of 10.2 Common Core Learning Standards Tool

10.2.1 Lesson 1

Introduction

In this first lesson of the module, students read and analyze the salutation and first paragraph of Martin Luther King Jr.’s “Letter from Birmingham Jail” (from “My dear fellow clergymen” to “what I hope will be patient and reasonable terms”), in which King addresses the clergymen to whom he is writing and introduces one of his purposes for writing the letter. For most of the lesson, students listen to a Masterful Reading of the entire letter, pausing to note their initial questions and reactions. Students also engage in a small group discussion about how King opens the letter.

This lesson’s learning is assessed in a Quick Write on the following prompt: How do specific words and phrases contribute to the impact of King’s opening? For homework, students read paragraphs 1–5 of the letter and annotate for King’s reasons for being in Birmingham. Students also identify and define unfamiliar words from the next lesson’s reading.

- ① Questions and activities in this unit are designed to reveal why King is writing the letter. It is not necessary for students to read or hear a summary of the historical context of the letter or to read the statement to which King is responding before beginning the study of the letter as outlined in this unit.

Standards

Assessed Standard(s)	
RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
Addressed Standard(s)	
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. <ul style="list-style-type: none"> 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"> How do specific words and phrases contribute to the impact of King’s opening? <p>ⓘ Throughout this unit, Quick Writes will be evaluated using the Short Response Rubric and Checklist.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Identify specific word or phrases in the opening of the letter (e.g., “my,” “fellow,” “dear,” “clergymen,” “confined,” “jail,” etc.). Analyze the impact of specific words or phrases (e.g., The words “my” and “fellow” show that King considers himself part of the same group of people to whom he is writing; The word “dear” shows that he is either fond of and/or respectful towards the people to whom he is writing; The word “clergymen” reveals that both King and his addressees are religious leaders; The words “confined” and “jail” creates sympathy about King and interest about why he is in jail; etc.).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> fellow (adj.) – belonging to the same class or group; united by the same occupation, interests, etc.; being in the same condition clergymen (n.) – religious leaders
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> confined (adj.) – unable to leave a place because of illness, imprisonment, etc.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p>Standards & Text:</p> <ul style="list-style-type: none"> Standards: RI.9-10.4, L.9-10.4.a Text: “Letter from Birmingham Jail” by Martin Luther King, Jr. (http://www.uscrossier.org/pullias/) salutation and paragraph 1 (Masterful Reading: salutation and paragraphs 1–39) 	

<p>① In order to provide initial context, students will listen to the whole text in the Masterful Reading.</p> <p>Learning Sequence:</p> <ol style="list-style-type: none"> 1. Introduction of the Module and Lesson Agenda 2. Masterful Reading 3. Reading, Discussion, and Quick Write 4. Closing 	<ol style="list-style-type: none"> 1. 10% 2. 70% 3. 15% 4. 5%
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Materials

- Copies of the 10.2 Common Core Learning Standards Tool for each student
 - Copies of “Letter from Birmingham Jail” for each student (with paragraphs numbered 1–39)
 - Copies of the Short Response Rubric and Checklist for each student
- ① Consider numbering the paragraphs of “Letter from Birmingham Jail” before the lesson.

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.
①	Indicates instructional notes for the teacher.

Activity 1: Introduction of the Module and Lesson Agenda

10%

Begin by outlining the goals for this module and unit. Explain to students that the second module of the year relies on poetry and informational texts to analyze how central ideas about human rights develop and interact within a text. The module also allows students to explore the impact of authors’ choices regarding how to develop and relate elements of a text. In this first unit of the module, students analyze Martin Luther King Jr.’s historical “Letter from Birmingham Jail” as well as three poems from poets with diverse cultural experiences.

Begin by reviewing the agenda and assessed standard for this lesson: RI.9-10.4. In this lesson, students explore how King chooses to open his letter.

- ▶ Students look at the agenda.

Distribute a copy of the 10.2 Common Core Learning Standards Tool to each student. Inform students that in this lesson they begin to work with a new standard: RI.9-10.4. Ask students to individually read this standard on their tools and assess their familiarity with and mastery of it. .

- ▶ Students read and assess their familiarity with standard RI.9-10.4.

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

🗨 Student responses should include:

- Figure out the meaning of words and phrases in a text
- Analyze how word choices affect meaning and tone

- ① Remind students of their work with RL.9-10.4 in 10.1. If necessary, explain to students that *cumulative* means “including or adding together all of the things that came before” and *impact* means “influence, effect.” Ask students to use these definitions to make meaning of the phrase cumulative impact.

Activity 2: Masterful Reading

70%

Have students listen to a Masterful Reading of paragraphs 1–39 of “Letter from Birmingham Jail,” (from “My dear fellow clergymen” to “Yours for the cause of Peace and Brotherhood, Martin Luther King, Jr.). Inform students that they will follow along and pause at six points during the letter (after paragraphs 5, 11, 18, 21, 25, and 39) to write down their initial questions and reactions to the letter.

- ▶ Students follow along, reading silently then writing initial reactions and questions.

Lead a brief class share out of students’ initial reactions and questions. Remind students that as they analyze the text throughout the unit, they will answer many of these initial questions.

- ① King uses the word “Negro” to describe African Americans throughout the letter. Students should use King’s language when reading or citing textual evidence, but they should avoid using the word “Negro” in discussion when they are not quoting from the letter. King uses the term “Negro” throughout his letters and speeches, but subsequent leaders in the Civil Rights Movement objected to the term because of its association with slavery and segregation. “African American” is currently the most popular and widely accepted term used to describe Americans with African ancestry.

Activity 3: Reading, Discussion, and Quick Write

15%

Instruct students to form small groups. Post or project the questions below for students to discuss.

Instruct student groups to reread the salutation and first paragraph of the letter (from “My dear fellow clergymen” to “what I hope will be patient and reasonable terms”) and answer the following questions before sharing out with the class.

- ① Some versions of the letter do not contain King’s original salutation (“My dear fellow clergymen”). If necessary, display the following salutation for students and ask them to record it at the top of their text: “My dear fellow clergymen.”

Provide students with the following definitions: *fellow* means “belonging to the same class or group; united by the same occupation, interests, etc.; being in the same condition” and *clergymen* means “religious leaders.”

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

How does King begin the letter? What is the impact of King’s choices?

🗨 Student responses may include:

- “My dear fellow clergymen” (greeting): This salutation shows that King is writing to his peers.
- “While confined here in the Birmingham Jail” (par. 1): Beginning the letter with this phrase creates sympathy for King and generates interest about why King is in jail.

Explain to students that throughout this unit the recipients of King’s letter are referred to either as his addressees or his “fellow clergymen” so as to distinguish them from the wider audience who has read this letter since it was published just after King wrote it.

- ▶ Students listen.

- ① **Differentiation Consideration:** If students struggle to answer this question, consider asking the following scaffolding questions.

What words could replace *confined* as King uses it in the first sentence of the letter? What is the impact of the opening phrase of the letter?

- 🗨 Words like *trapped*, *held*, *kept*, etc. could replace *confined*. Beginning the letter with “While confined here” creates sympathy for King and generates interest about why King is in jail.
- ▶ Students write the definition of *confined* on their copy of the text or in a vocabulary journal.

What is the physical environment in which King is writing the letter?

File: 10.2.1 Lesson 1 Date: 4/18/14 Classroom Use: Starting 4/2014

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 King is writing from the Birmingham city jail.

- 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.

Lead a brief whole class discussion of student responses.


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

How do specific words and phrases contribute to the impact of King's opening?

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

- ▶ Students listen and read the Quick Write prompt.
- ① Display the prompt for students to see, or provide the prompt in hard copy.
- ① Remind students of their work with the Short Response Rubric and Checklist in Module 10.1. Review the rubric and checklist as necessary.
- ① Also, consider reminding students of their work with the Integrating and Citing Quotations Handout in Module 10.1. Review the handout as necessary.

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 4: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to read paragraphs 1–5 (from “While confined here in the Birmingham city jail” to “left the Negro community with no other alternative”) and annotate for King's reasons for being in Birmingham.

Also, instruct students to box any unfamiliar words from paragraphs 1–5 and look up their definitions. Instruct students to choose the definition that makes the most sense in the context, and write a brief definition above or near the word in the text.

- ① Remind students of their work with annotation in 10.1. If necessary, review the following annotation codes:
 - Put a question mark next to a section you're questioning (?).

- Write in the margin at the top or bottom of the page to record questions (and perhaps answers) that a passage raises in your mind.
- Use an exclamation point for areas that remind you of another text, strike you in some way, or surprise you (!).
- Star ideas that seem important, or may support your thesis writing later (*).
- Box or circle words and phrases that you do not know or that you find confusing. Rewrite a word or phrase you might have figured out.
- Add an arrow to make connections between points (→).
 - ▶ Students follow along.

Homework

Read paragraphs 1–5 and annotate for King’s reasons for being in Birmingham.

Box any unfamiliar words from paragraphs 1–5 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.

10.2 Common Core Learning Standards Tool

Name:		Class:	Date:
CCL Standards: Reading—Literature			
RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.
			I am not familiar with this standard.
CCL Standards: Reading—Informational			
RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.
			I am not familiar with this standard.

CCL Standards: Reading—Informational	I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
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).		
RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.		
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.		
RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.		

CCL Standards: Speaking & Listening		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.			
SL.9-10.1.b	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.			

CCL Standards: Speaking & Listening	I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
<p>SL.9-10.1.d</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>			

CCL Standards: Language	I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
<p>L.9-10.4.b</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p>			
<p>L.9-10.5.a</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p>			

Short Response Rubric

Assessed Standard(s): _____

	2-Point Response	1-Point response	0-Point Response
Inferences/Claims	Includes valid inferences or claims from the text. Fully and directly responds to the prompt.	Includes inferences or claims that are loosely based on the text. Responds partially to the prompt or does not address all elements of the prompt.	Does not address any of the requirements of the prompt or is totally inaccurate.
Analysis	Includes evidence of reflection and analysis of the text.	A mostly literal recounting of events or details from the text(s).	The response is blank.
Evidence	Includes relevant and sufficient textual evidence to develop response according to the requirements of the Quick Write.	Includes some relevant facts, definitions, concrete details, or other information from the text(s) to develop an analysis of the text according to the requirements of the Quick Write.	The response includes no evidence from the text.
Conventions	Uses complete sentences where errors do not impact readability.	Includes incomplete sentences or bullets.	The response is unintelligible or indecipherable.

Short Response Checklist

Assessed Standard(s): _____

Does my writing...	Did I...	✓
Include valid inferences and/or claims from the text(s)?	Closely read the prompt and address the whole prompt in my response?	<input type="checkbox"/>
	Clearly state a text-based claim I want the reader to consider?	<input type="checkbox"/>
	Confirm that my claim is directly supported by what I read in the text?	<input type="checkbox"/>
Develop an analysis of the text(s)?	Did I consider the author’s choices, impact of word choices, the text’s central ideas, etc.?	<input type="checkbox"/>
Include evidence from the text(s)?	Directly quote or paraphrase evidence from the text?	<input type="checkbox"/>
	Arrange my evidence in an order that makes sense and supports my claim?	<input type="checkbox"/>
	Reflect on the text to ensure the evidence I used is the best evidence to support my claim?	<input type="checkbox"/>
Use complete sentences, correct punctuation, and spelling?	Reread my writing to ensure it means exactly what I want it to mean?	<input type="checkbox"/>
	Review my writing for correct grammar, spelling, and punctuation?	<input type="checkbox"/>

10.2.1

Lesson 2

Introduction

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

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

Standards

Assessed Standard(s)	
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
Addressed Standard(s)	
RI.9-10.5	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
SL.9-10.1.c, e	<p>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.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</p>

File: 10.2.1 Lesson 2 Date: 04/18/14 Classroom Use: Starting 4/2014

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

Assessment

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

Vocabulary

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

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

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

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

Lesson Agenda/Overview

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

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

Materials

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

Learning Sequence

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

10%

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

- ▶ Students look at the agenda.

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

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

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

🗨 Student responses should include:

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

Activity 2: Homework Accountability

10%

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

🗨 Student responses may include:

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

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

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

📌 Definitions are provided in the Vocabulary box in this lesson.

Activity 3: Masterful Reading

10%

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

- ▶ Students follow along, reading silently.

Activity 4: Reading and Discussion

30%

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

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

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

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

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

- ▶ Students listen.

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

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

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

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

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

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

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

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

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

Why does King write this letter?

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

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

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

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

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

- 🗨️ King says he is the “president” of the “Southern Christian Leadership Conference” (par. 2). By saying he is president, King establishes his authority and influence. By saying that it is a “Christian” conference, King reminds the clergymen that he is a moral and religious leader.

① Consider reminding students that King’s response to the claim that he is an outsider is another example of a counterclaim.

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

- 🗨️ King’s affiliates are King’s partner organizations.
 - ▶ Students write the definition of *affiliates* on their copy of the text or in a vocabulary journal.

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

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

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

- ☞ The Southern Christian Leadership Conference is a group operating in all Southern states. His work with the Southern Leadership Conference and its affiliates, especially the Alabama Christian Movement for Human Rights, means that he has ties to Alabama and is not an outsider (par. 2).
- ① **Differentiation Consideration:** Consider asking the following optional extension question to deepen students’ understanding.

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

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

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

- ☞ Student responses may include:
 - Nonviolent means the action will avoid war or fighting.
 - Direct action means King and his affiliates will do something in the hope of having an immediate change.
- ▶ Students write the definition of *nonviolent direct action* on their copy of the text or in a vocabulary journal.
- ① The concept of *nonviolent direct action* is developed throughout the letter, so it is not necessary to explicitly define the term for students at this point.

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

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

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

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

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

Why was King “invited” to Birmingham?

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

Lead a brief whole-class discussion of student responses.

Activity 5: Jigsaw Discussion

25%

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

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

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

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

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

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

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

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

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

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

🗨️ Student responses may include:

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

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

Why is King in Birmingham?

🗨️ He is in Birmingham to fight “injustice” (par. 3).

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

🗨️ Student responses may include:

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

What is the impact of King’s claim, “Injustice anywhere is a threat to justice everywhere”? How does King refine this claim?

🗨️ Student responses may include:

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

📌 **Differentiation Consideration:** If students struggle with the phrase “inescapable mutuality,” consider asking the following scaffolding questions:

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

🗨️ Student responses may include:

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

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

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

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

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

Activity 6: Quick Write

10%

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

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

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

- ▶ Students listen and read the Quick Write prompt.

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 7: Closing

5%

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

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

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

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

- ▶ Students follow along.

Homework

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

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

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

Paragraph 3 Jigsaw Tool

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

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

Key Question:

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

Paragraph 4 Jigsaw Tool

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

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

Paragraph 5 Jigsaw Tool

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

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

Model Paragraph 3 Jigsaw Tool

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

Paragraph 3	
At the beginning of paragraph 3, what new reason does King give for being in Birmingham?	King says he is in Birmingham because “injustice is [t]here” (par. 3).
How does this reason differ from the reasons King listed in paragraph 2?	The other reasons King lists in paragraph 2 (“we were invited here” and “I have basic organizational ties here”) are personal, logical reasons. This new reason in paragraph 3 (“because injustice is here”) is a larger, nobler reason.
What does the sentence “I am in Birmingham because injustice is here” suggest about King and his purpose?	This sentence shows that King sees himself as a person who is responsible for creating justice and eliminating injustice (par. 3).
To whom does King compare himself in paragraph 3?	King compares himself to “eighth-century prophets” and “the Apostle Paul” (par. 3).
In what ways does King say he is similar to the Apostle Paul? How is King’s work different than the Apostle Paul’s work?	King says he, like the Apostle Paul, feels the need to leave his hometown to carry the gospel. King’s work is different than the Apostle Paul’s work because King carries the “gospel of freedom” (par. 3) while Paul carried the gospel of Jesus Christ. In earlier paragraphs, King said his work was mostly in the Southern states, but Paul’s work was in the “Greco-Roman world” (par. 3).
In his description of the eighth-century prophets, why does King place the phrase “thus saith the Lord” in quotes?	King places the phrase in quotes because it is part of a message the eighth-century prophets shared. ① After allowing students to use context from the letter to grapple with the meaning of “thus saith the Lord,” consider explaining that King places this phrase in quotes because it is a Biblical reference. King’s use of “thus saith the Lord” shows that a writer or speaker is quoting the bible (par. 3).

<p><u>Key Question:</u></p> <p>What do the type of references King uses in paragraph 3 suggest about King?</p>	<ul style="list-style-type: none"> • King uses multiple religious references to describe himself and his work. These references develop King as a “messenger” or a servant to the people in Birmingham and his work as “gospel” work (par. 3). • By comparing himself to the eighth-century prophets and the Apostle Paul, King develops himself as a person with an important, historical and spiritual purpose.
<p><u>Key Question:</u></p> <p>What is the relationship of King’s use of these references to his addressees, the clergymen?</p>	<ul style="list-style-type: none"> • The clergymen are religious leaders who likely understand and relate to the religious references. • King’s use of the religious references demonstrates to the clergymen that he understands them and shares their same religious beliefs. • These references to shared beliefs make King’s defense of his actions more convincing and reasonable to religious readers.
<p><u>Key Question:</u></p> <p>How does King’s use of these references relate to the purpose he stated at the beginning of paragraph 3: “I am in Birmingham because injustice is here”?</p>	<ul style="list-style-type: none"> • By using religious references, like “thus saith the Lord” and “gospel of freedom” (par. 3), King provides a spiritual basis for his argument. • This suggests that King’s purpose of fighting “injustice” (par. 3) is a religious purpose. • Using the Bible to support his argument provides a moral basis for King’s presence and activities in Birmingham. <p>① Differentiation Consideration: If students struggle to answer these questions, consider the following scaffolding question:</p> <p>Why is King in Birmingham?</p> <p>🗨️ He is in Birmingham to fight “injustice” (par. 3).</p>

Model Paragraph 4 Jigsaw Tool

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

Paragraph 4	
<p>What does King mean by the “interrelatedness of communities and states”? Give an example from the speech.</p>	<p>The “interrelatedness of communities and states” (par. 4) describes a connection and dependence between all communities and states. King notes that people in Atlanta should be concerned about what happens in Birmingham.</p> <ul style="list-style-type: none"> ① Differentiation Consideration: If students struggle with the phrase “interrelatedness of communities and states,” consider suggesting that students separate the word <i>interrelatedness</i> into its prefixes, suffixes, and other word parts (par. 4). <ul style="list-style-type: none"> 🗨 The prefix <i>inter-</i> means “between”. <i>Related</i> usually means “connected”. ▶ Students write the definition of <i>interrelatedness</i> on their copy of the text or in a vocabulary journal. ① Consider reminding students of the definition of <i>idly</i> as “doing nothing or avoiding work.”
<p><u>Key Question:</u></p> <p>What is the impact of King’s claim, “Injustice anywhere is a threat to justice everywhere”? How does King refine this claim?</p>	<ul style="list-style-type: none"> • The statement impacts the text by showing that King’s work in Birmingham affects other communities throughout the world. Direct action is taking place in Birmingham, but the work is significant for everyone. King is in Birmingham to influence the movement there, but he also wants to influence human rights in other parts of the country. • King refines this claim by explaining that people are in an “inescapable network of mutuality” (par. 4). He also explains that people in a

	<p>county have a shared “destiny” (par. 4).</p> <p>① Differentiation Consideration: If students struggle with the phrase “inescapable mutuality,” consider asking the following scaffolding questions:</p> <p>What are the meanings of the words <i>inescapable</i> and <i>mutuality</i> as King uses them? Explain the process you used to determine the meanings.</p> <ul style="list-style-type: none"> 🗨 Student responses may include: <ul style="list-style-type: none"> ○ <i>Inescapable</i> describes “something you cannot avoid.” <i>In-</i> means “not.” <i>Escape</i> means “to get away.” And, <i>-able</i> means “to be able to.” ○ Because it is based on the word <i>mutual</i>, the word <i>mutuality</i> describes “a setting in which people share something.” ▶ Students write the definitions of <i>inescapable</i> and <i>mutuality</i> on their copy of the text or in a vocabulary journal.
<p>How do specific word choices in the sentence “We are caught in an inescapable network of mutuality” (par. 4) support King’s claim that “[i]njustice anywhere is a threat to justice everywhere”?</p>	<ul style="list-style-type: none"> • “We” refers to all people, including King and the people to whom he is writing (par. 4). • “Caught” and “inescapable” suggest that the connection between all people is unavoidable and beyond their control (par. 4). • “Network” and “mutuality” emphasize the connectedness of all people (par. 4). • Together, these words from paragraph 4 support the claim that actions in one place, like Birmingham, affect people everywhere else. <p>① Consider reminding students that King addresses the letter specifically to a group of clergyman, but he intends for people throughout the country to read the letter.</p>

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

Model Paragraph 5 Jigsaw Tool

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

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

10.2.1

Lesson 3

Introduction

In this lesson, students read and analyze paragraphs 6–9 of Martin Luther King Jr.’s “Letter from Birmingham Jail” (from “In any nonviolent campaign there are four basic steps” to “tragic attempt to live in monologue rather than dialogue”), in which King describes the racial injustice in Birmingham and explains why direct action is necessary. Students analyze one paragraph in pairs and then prepare for a collaborative whole-class discussion with a targeted analysis of different sections of the letter. Students use their targeted analyses to prepare for a collaborative whole-class discussion about the validity of King’s argument. Students will read these rich paragraphs again in Lesson 4, analyzing them for rhetorical impact.

Student learning in this lesson culminates in a Quick Write on the following prompt: How do paragraphs 7–9 develop a claim King makes in paragraph 6? For homework, students continue their Accountable Independent Reading (AIR) through the lens of a focus standard of their choice.

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.
W.9-10.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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”).
SL.9-10.1.a, c, e	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> ,

	<p>building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> 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. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.
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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"> • How do paragraphs 7–9 develop a claim King makes in paragraph 6?
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> • Identify a claim King makes in paragraph 6 (e.g., “We have gone through all of these steps [of a nonviolent campaign] in Birmingham” or “[R]acial injustice engulfs this community”). • Cite specific textual evidence to show how paragraphs 7–9 develop the identified claim (e.g., “In paragraph 6, King claims that Birmingham has gone through all four of the basic steps of a nonviolent campaign. In paragraphs 7–9, King provides examples to support this claim. For example, in addition to gathering the “hard, brutal, and unbelievable facts” (par. 6) about racial injustice in Birmingham, they have gone through “negotiating sessions” (par. 7), undergone “a process of self-purification” (par. 7), and moved to “direct-action” such as “sit-ins” and “marches” (par. 9)).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> • gainsaying (v.) – denying, disputing, or contradicting • engulfs (v.) – swallows up

- segregated (adj.) – discriminating against a group, especially on the basis of race
- notorious (adj.) – widely and unfavorably known
- good-faith (adj.) – in accordance with standards of honesty, trust, sincerity, etc.
- moratorium (n.) – a suspension of activity
- runoff (n.) – a final contest held to determine a victor after earlier contests have eliminated the weaker contestants
- sit-ins (n.) – any organized protests in which a group of people peacefully occupy and refuse to leave a premises
- dramatize (v.) – to express or represent vividly, emotionally, or strikingly
- unfettered (adj.) – freed from restraint; liberated
- gadflies (n.) – people who persistently annoy or provoke others with criticism, schemes, ideas, demands, requests, etc.

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

- by-product (n.) – the result of another action, often unforeseen or unintended
- tension (n.) – the state of being stretched or strained
- postponement (n.) – the putting off or deferring until a later time
- bondage (n.) – the state of being bound by or subjected to some external power or control
- monologue (n.) – a prolonged talk or discourse by a single speaker, especially one dominating or monopolizing a conversation
- dialogue (n.) – conversation between two or more persons

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, W.9-10.9.b, SL.9-10.1.a, c, e • Text: “Letter from Birmingham Jail” by Martin Luther King, Jr., paragraphs 6–9 	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 10%
2. Homework Accountability	2. 10%
3. Masterful Reading	3. 10%
4. Reading and Discussion	4. 20%

5. Collaborative Discussion Preparation	5. 20%
6. Collaborative Discussion	6. 15%
7. Quick Write	7. 10%
8. Closing	8. 5%

Materials

- Student copies of the 10.2 Common Core Learning Standards Tool (refer to 10.2.1 Lesson 1)
- Copies of the Argument Visual Handout for each student
- Copies of the Paragraphs 7–8 Textual Analysis Tool for about half of the students
- Copies of the Paragraph 9 Textual Analysis Tool for about half of the students
- Student copies of the Short Response Rubric and Checklist (refer to 10.2.1 Lesson 1)

ⓘ Consider two-sided printing of the Textual Analysis Tools.

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

10%

Begin by reviewing the agenda and assessed standard for this lesson: RI.9-10.5. In this lesson, students analyze how King develops his claims about racial injustice and the nonviolent campaign in Birmingham. Students focus on smaller excerpts from the letter and then engage in a collaborative discussion to teach and challenge one another.

- ▶ Students look at the agenda.

Distribute or direct students to take out their copies of the 10.2 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with a new standard: RI.9-10.8. Instruct students

to individually read the standard on their tools and assess their familiarity with and mastery of the standard.

- ▶ Students read and assess their familiarity with standard RI.9-10.8.

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

🗨️ Student responses should include:

- Describing an argument accurately and in detail
- Determining if an argument is strong and convincing
- Identifying flaws and weaknesses in an argument if the argument is weak or incomplete

Distribute the Argument Visual Handout. Explain to students that they will use specific terms to ensure they accurately describe arguments. Define the following terms for students and demonstrate how they relate to each other using the visual.

- **Argument:** The composition of precise claims about a topic, including relevant and sufficient evidence, and valid reasoning.
- **Central Claim:** An author or speaker’s main point about an issue in an argument.
- **Supporting Claim:** Smaller, related points that reinforce or advance the central claim.
- **Evidence:** The topical and textual facts, events, and ideas from which the claims of an argument arise, and which are cited to support those claims.
- **Reasoning:** The logical relationships among ideas, including relationships among claims and relationships across evidence.

- ① The texts in this module do not support instruction around *false statements* or *fallacious reasoning*.
- ① If necessary, consider providing the following additional definitions for RI.9-10.8: *delineate* means “to trace or outline with precision,” *evaluate* means “to judge or determine the significance, worth, or quality of,” *valid* means “sound; well-founded; logical,” and *sufficient* means “adequate for the purpose; enough.”
- ① Consider posting the argument visual and terms in the room so that students can use these domain-specific terms in their discussions of the text.

Activity 2: Homework Accountability

10%

Instruct students to Turn-and-Talk about their written responses to the Lesson 2 homework prompt (King concludes paragraph 4 with the statement, “Anyone who lives inside the United States can never be considered an outsider.” How does King develop this idea across paragraph 4? What details does King use to develop the idea?).

🗨️ Student responses may include:

- King begins the paragraph by describing the “interrelatedness of all communities and states” (par. 4). He refines this idea with examples of Americans as a people, “caught in an inescapable network” and “tied in a single garment” (par. 4).
- Because people are connected, King believes people have a responsibility to protect justice. He writes, “Injustice anywhere is a threat to justice everywhere” (par. 4). King further demonstrates that every person has a responsibility to protect justice when he writes, “Whatever affects one directly affects all indirectly” (par. 4).
- King makes different specific claims in paragraph 4, but each one supports the idea that people are dependent on and responsible for each other, so there are no outsiders in the United States.

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

🗨️ Students may identify the following words: *gainsaying, engulfs, segregated, notorious, good-faith, moratorium, runoff, sit-ins, dramatize, unfettered, gadflies.*

📘 Definitions are provided in the Vocabulary box in this lesson.

Activity 3: Masterful Reading

10%

Have students listen to a Masterful Reading of paragraphs 6–9 of “Letter from Birmingham Jail” (from “In any nonviolent campaign there are four basic steps” to “tragic attempt to live in monologue rather than dialogue”). Instruct students to listen and identify the claims King introduces in these paragraphs.

- ▶ Students follow along, reading silently.

Activity 4: Reading and Discussion

20%

Instruct students to form pairs. Post or project the following questions for students to discuss.

Instruct student pairs to read paragraph 6 (from “In any nonviolent campaign there are four basic steps” to “political leaders consistently refused to engage in good-faith negotiation”) and answer the following questions before sharing out with the class.

What are the four basic steps of any nonviolent campaign? Annotate the text to indicate these steps.

🗨️ The four basic steps are: collecting the facts, negotiation, self-purification, and direct action.

- ① Consider explaining that students can either number the steps (1, 2, 3, 4) in paragraph 6, or students can write a numbered list of the steps in the margin next to the paragraph.

Remind students that annotating helps them keep track of evidence they will use later in the Mid-Unit, End-of-Unit, and Performance Assessments.

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

Which of the four basic steps has the campaign in Birmingham completed?

- ☞ The campaign in Birmingham has completed all four steps.

What claims does King make about the city and community of Birmingham?

- ☞ King claims that “racial injustice engulfs [the] community” and that “Birmingham is probably the most thoroughly segregated city in the United States” (par. 6).

What evidence does King cite to support these claims in paragraph 6?

- ☞ King includes specific details about the poor treatment of African Americans in Birmingham to support his claim. For example, policy brutality, discrimination in the courts, and bombings of African American homes and churches were worse in Birmingham than anywhere else in the United States.

Who are the “city fathers”?

- ☞ “City fathers” are Birmingham’s political leaders based on the evidence that “Negro leaders sought to negotiate with them” (par. 6).

How did the African American leaders attempt to work with Birmingham’s political leaders? How did the political leaders respond?

- ☞ The African American leaders tried to negotiate, but “the political leaders consistently refused to engage in good-faith negotiation” (par. 6).

How does King use the description of the “city fathers” to support his claims about Birmingham?

- ☞ King uses the description of the city fathers “consistently” refusing to negotiate to support his claims that “racial injustice engulfs” Birmingham, and to demonstrate the urgent need for direct action (par. 6).

Lead a brief whole-class discussion of student responses.

- ① Students may notice the persuasiveness of King’s writing during this lesson, but they will not actively discuss King’s use of rhetoric until Lesson 4, which includes a rereading of the paragraphs from this lesson.

Activity 5: Collaborative Discussion Preparation

20%

Explain that during this activity, students conduct a detailed analysis of one section of the letter to prepare for a collaborative discussion with peers who analyzed different parts of the letter. Explain that discussion groups will include students who analyzed different parts of the letter so students can learn from each other as well as from the text.

- ▶ Students listen.

Divide student pairs into two groups. Distribute the Textual Analysis Tools. Assign all students to read paragraphs 7–9 (from “Then came the opportunity last September” to “tragic attempt to live in monologue rather than dialogue”). Then assign half of the student pairs to complete the Paragraphs 7–8 Textual Analysis Tool and the other half of the pairs to complete the Paragraph 9 Textual Analysis Tool.

- ▶ Student pairs read their assigned paragraphs and complete their Textual Analysis Tools.

🗨 See the model tools at the end of this lesson for sample student responses.

- ① If student pairs complete their tool early, invite them to read and annotate the selection they were not assigned.

Activity 6: Collaborative Discussion

15%

Transition students to small group discussions of paragraphs 7–9. Ask pairs who analyzed paragraphs 7–8 to join with a pair who analyze paragraph 9 to share their responses.

- ▶ Students share their responses to their Textual Analysis Tools in small groups.

Lead a whole-class discussion of the key questions from the Paragraphs 7–8 Tool and the Paragraph 9 Tool. Ask students to share the most important information from their tool, including a summary of the section they read.

🗨 See the model tools at the end of this lesson for sample student responses.

- ① Encourage students to contribute new questions to propel the conversation and to question and challenge one another when points are not clear or when students disagree about analysis of the letter. Consider reminding students that this is an opportunity to work with standard SL.9-10.1.a, c, e.

Activity 7: Quick Write

10%

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

How do paragraphs 7–9 develop a claim King makes in paragraph 6?

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

- ▶ Students listen and read the Quick Write prompt.

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 8: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to write an objective summary of King’s letter from paragraphs 1–9. Encourage students to use the vocabulary from Lessons 1–3 wherever possible in their written responses.

Also for homework, instruct students to 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.

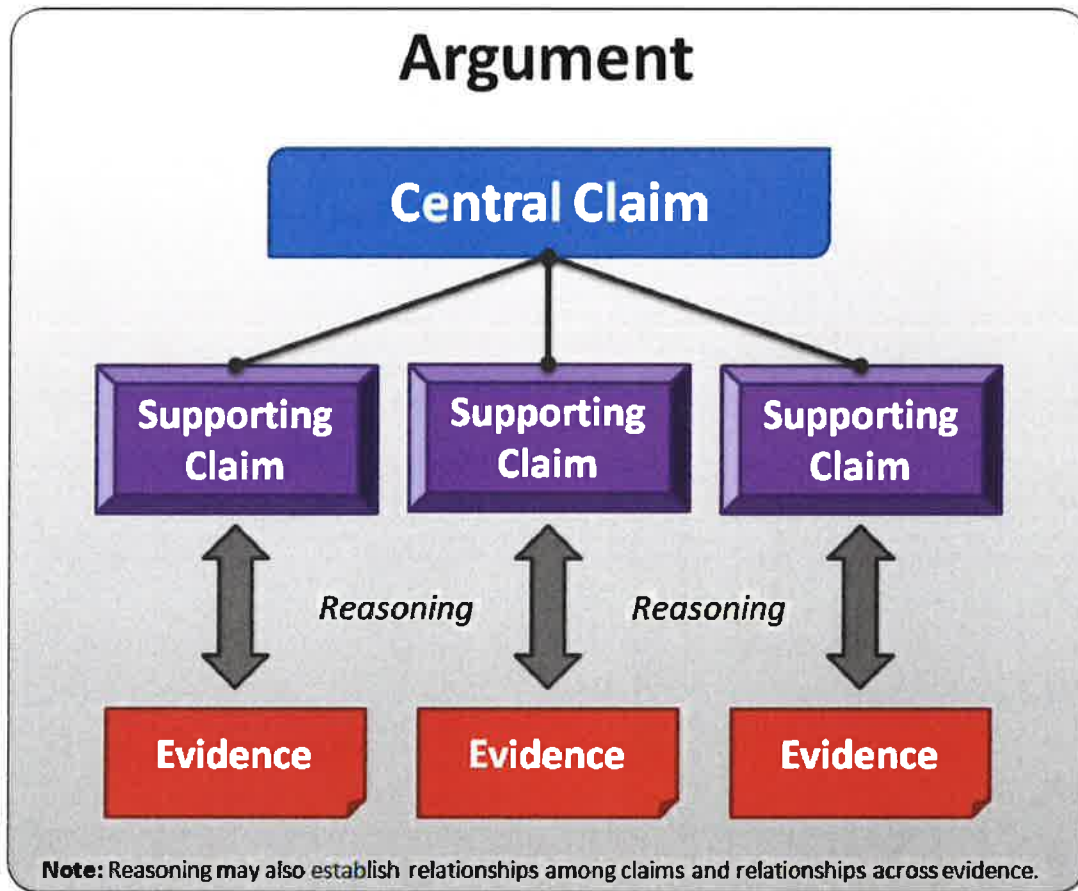
- ▶ Students follow along.

Homework

Write an objective summary of King’s letter from paragraphs 1–9. Use the vocabulary from Lessons 1–3 wherever possible in your written responses.

Also, continue reading your Accountable Independent Reading 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

Argument Visual Handout



- **Argument:** The composition of precise claims about a topic, including relevant and sufficient evidence, and valid reasoning.
- **Central Claim:** An author or speaker’s main point about an issue in an argument.
- **Supporting Claim:** Smaller, related points that reinforce or advance the central claim.
- **Evidence:** The topical and textual facts, events, and ideas from which the claims of an argument arise, and which are cited to support those claims.
- **Reasoning:** The logical relationships among ideas, including relationships among claims and relationships across evidence.

Paragraphs 7–8 Textual Analysis Tool

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

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”?	
<p>Summary: Write a brief summary of paragraphs 7–8.</p>	
<p>Other Notes: 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.</p>	

Paragraph 9 Textual Analysis Tool

Name:		Class:		Date:	
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Directions:	Form pairs to read paragraph 9 and discuss the following questions and vocabulary before sharing with the class.
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Vocabulary:	
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"> • sit-ins (n.) – any organized protests in which a group of people peacefully occupy and refuse to leave a premises • unfettered (adj.) – freed from restraint; liberated • gadflies (n.) – people who persistently annoy or provoke others with criticism, schemes, ideas, demands, requests, etc. • tension (n.) – _____ _____ • bondage (n.) – _____ _____ • monologue (n.) – _____ _____ • dialogue (n.) – _____ _____ 	

Questions to consider:	Responses:
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?	

<p>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?</p>	
<p>What are the different types of “tension” King describes in paragraph 9? Why is tension important to the nonviolent campaign?</p>	
<p>How does King use a comparison to Socrates to support his claim about racial injustice in Birmingham?</p>	
<p>Summary: Write a brief summary of paragraph 9.</p>	
<p>Other Notes: 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.</p>	

Model Paragraphs 7–8 Textual Analysis Tool

Name:		Class:		Date:	
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Directions:	Form pairs to read paragraphs 7–8 and discuss the following questions and vocabulary before sharing with the class.
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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.	
<ul style="list-style-type: none"> • 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.) – the result of another action, often unforeseen or unintended • postponement (n.) – the putting off or deferring until a later time 	
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.)	In paragraphs 7 and 8, King describes the step of self-purification. He writes, “We were not unmindful of the difficulties involved. So we decided to go through a process of self-purification” (par. 7).
What is the “broken promise” King mentions in paragraph 7?	The merchants of Birmingham promised to remove the “humiliating racial signs” (par. 7), but they left the signs up.
Why was direct action necessary in Birmingham?	There “was no alternative” (par. 7) to direct action because other methods such as negotiation had not worked.
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	We had no other options except direct action, which is when we place ourselves in situations in which we might be seriously hurt. We do this to show Birmingham, and the whole country, that we have a right to be in those places. According to this sentence, the purpose of direct action is to show Birmingham and the country that African Americans in Birmingham are being violently discriminated against and have a right to justice.

<p>national community.” What is the purpose of direct action according to this sentence?</p>	
<p>What consequences does King predict for members of the nonviolent campaign?</p>	<p>King predicts that members of the campaign will have to “accept blows” and “endure the ordeals of jail” (par. 7).</p>
<p>Why do members of the nonviolent campaign in Birmingham decide to go through a process of self-purification?</p>	<p>Members of the campaign decide to undergo self-purification to prepare for the “difficulties involved” (par. 7), which might include being beaten or thrown in jail. They want to be fully prepared to respond to violence and brutality with nonviolence.</p>
<p>What evidence does King use in paragraph 7 to support his claim from paragraph 8 that “we did not move irresponsibly into direct action”?</p>	<p>The timing of the campaign is planned and strategic. First, the campaign is scheduled around major holidays to “bring pressure on the merchants” (par. 7). Then, the campaign is delayed so it does not “cloud the issues” of the March election (par. 7). The decision to begin the “nonviolent witness the day after the runoff” is intentional (par. 7).</p>
<p>Summary: Write a brief summary of paragraphs 7–8.</p>	
<p>King explains the broken promises of the city’s economic leaders. The leaders promised to remove “humiliating racial signs” (par. 7), but they broke their promise. Consequently, King and his supporters determined that direct action was necessary. To prepare for direct action, King and his supporters went through a process of self-purification. They also planned a strategic time to begin the direct action campaign.</p>	
<p>Other Notes: 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.</p>	
Empty space for student notes	

Model Paragraph 9 Textual Analysis Tool

Name:		Class:		Date:	
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Directions:	Form pairs to read paragraph 9 and discuss the following questions and vocabulary before sharing with the class.
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Vocabulary:
 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.

- sit-ins (n.) – any organized protests in which a group of people peacefully occupy and refuse to leave a premises
- unfettered (adj.) – freed from restraint; liberated
- gadflies (n.) – people who persistently annoys or provokes others with criticism, schemes, ideas, demands, requests, etc.
- tension (n.) the state of being stretched or strained
- bondage (n.) – the state of being bound by or subjected to some external power or control
- monologue (n.) – a prolonged talk or discourse by a single speaker, especially one dominating or monopolizing a conversation
- dialogue (n.) – conversation between two or more persons

Questions to consider:	Responses:
What connection does King draw between tension, negotiation, and direct action?	King draws a connection between tension, negotiation, and direct action by claiming that direct action will produce a creative tension that will lead to negotiation.
How does King respond to the “call for negotiation”? What reasoning does King offer to support his counterargument?	<ul style="list-style-type: none"> • King agrees with the claim that negotiation is “a better path,” but he has seen that negotiation does not work in Birmingham without “tension” (par. 9). • King supports his reasoning by restating that the community “has consistently refused to negotiate.” He explains that “tension” will force the community to talk about the injustices (par. 9).
Which of the four steps of a nonviolent campaign does King discuss in paragraph 9? What details support your response?	In Paragraph 9, King describes direct action. King writes that the goal of direct action is to “establish such creative tension” that it causes change after negotiation has failed. King writes that, Birmingham will be “forced to confront the issue” (par. 9).

<p>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?</p>	<p>To describe the racial injustice, King uses words like “bondage,” and “dark depths,” to create an image of slavery and despair (par. 9). In contrast, King uses positive words like “majestic heights” and “brotherhood” to describe his vision for of what a just future could be like (par. 9).</p>
<p>What are the different types of “tension” King describes in paragraph 9? Why is tension important to the nonviolent campaign?</p>	<p>King describes “tension in the mind” that causes people to develop new ideas. He also describes “creative tension” that causes a community to solve issues (par. 9). “Tension in the mind” can change individuals, but “constructive nonviolent tension” (par. 9) can change larger groups. Tension is important in the campaign because it can “help men to rise from the dark depths of prejudice and racism” (par. 9).</p>
<p>How does King use a comparison to Socrates to support his claim about racial injustice in Birmingham?</p>	<p>Socrates believed in tension to free people from “the bondage of myths and half-truths” (par. 9). King believes a similar tension can help people overcome “prejudice and racism” (par. 9).</p>
<p>Summary: Write a brief summary of paragraph 9.</p>	
<p>King responds to a claim that “negotiation is a better path” than direct action (par. 9). He agrees that negotiation is essential, but he argues that direct-action is necessary to “open the door to negotiation” (par. 9) because white leaders will not negotiate otherwise. King describes different examples of tension to show how tension can “help men to rise from the dark depths of prejudice and racism” (par. 9).</p>	
<p>Other Notes: 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.</p>	
Empty space for student notes	

10.2.1

Lesson 4

Introduction

In this lesson, students reread and analyze paragraphs 6–9 of Martin Luther King Jr.’s “Letter from Birmingham Jail” (from “In any nonviolent campaign there are four basic steps” to “tragic attempt to live in monologue rather than dialogue”), in which King describes the racial injustice in Birmingham and explains why direct action is necessary. Students review these paragraphs through the lens of rhetoric and analyze how King uses rhetoric to advance his purpose. Students analyze the specific methods of rhetoric, such as descriptive language, appeals to conscience, and rhetorical questions.

Student learning in this lesson culminates in a Quick Write on the following prompt: How does King use rhetoric in paragraph 9 to advance his purpose in paragraph 9? For homework, students consider the word “tension” as King uses it in paragraph 9 and continue their AIR through the lens of a focus standard of their choice.

Standards

Assessed 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.
Addressed Standard(s)	
L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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"> How does King use rhetoric in paragraph 9 to advance his purpose in paragraph 9?

High Performance Response(s)

A High Performance Response should:

- State King’s purpose for paragraph 9 (e.g., King’s purpose is to explain why direct action is necessary).
- Demonstrate how specific examples of rhetoric from paragraph 9 advance King’s purpose (e.g., King uses repetition of the word “tension” to reinforce that the purpose of direct action is to create tension in Birmingham. He also uses figurative language with the image of “open[ing] the door to negotiation” to illustrate that direct action is a strategy to force Birmingham’s leadership to engage in good-faith negotiations; etc.).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- gainsaying (v.) – denying, disputing, or contradicting
- engulfs (v.) – swallows up
- segregated (adj.) – discriminated against a group, especially on the basis of race
- notorious (adj.) – widely and unfavorably known
- good-faith (adj.) – in accordance with standards of honesty, trust, sincerity, etc.
- moratorium (n.) – a suspension of activity
- runoff (n.) – a final contest held to determine a victor after earlier contests have eliminated the weaker contestants
- sit-ins (n.) – any organized protest in which a group of people peacefully occupy and refuse to leave a premises
- unfettered (adj.) – freed from restraint; liberated
- gadflies (n.) – people who persistently annoys or provokes others with criticism, schemes, ideas, demands, requests, etc.

 Students were given these terms in 10.2.1 Lesson 3.

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

- by-product (n.) – a secondary or incidental product, as in a process of manufacture
- postponement (n.) – the putting off or deferring until a later time
- dramatize (v.) – to express or represent vividly, emotionally, or strikingly
- tension (n.) – the state of being stretched or strained
- bondage (n.) – the state of being bound by or subjected to some external power or control
- monologue (n.) – a prolonged talk or discourse by a single speaker, especially one dominating or monopolizing a conversation
- dialogue (n.) – conversation between two or more persons

① Students defined these terms in 10.2.1 Lesson 3.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p>Standards & Text:</p> <ul style="list-style-type: none"> • Standards: RI.9-10.6, L.9-10.5 • Text: “Letter from Birmingham Jail” by Martin Luther King, Jr., paragraphs 6–9 <p>Learning Sequence:</p> <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Reading and Discussion 4. Quick Write 5. Closing 	<ol style="list-style-type: none"> 1. 10% 2. 15% 3. 50% 4. 15% 5. 10%

Materials

- Copies of the Rhetorical Impact Tracking Tool for each student
- 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 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 Lesson Agenda

10%

Begin by reviewing the agenda and assessed standard for this lesson: RI.9-10.6. In this lesson, students read the same paragraphs from the previous lesson but shift their focus to how King’s effective use of rhetoric to advance his purpose. Students track the specific examples of rhetoric King uses and determine how these examples support King’s purpose for writing the letter.

- ▶ Students look at the agenda.

Remind students that they began analyzing rhetoric in Module 10.1, but they will conduct deeper, more complex analysis throughout this module.

Remind students that rhetoric refers to the specific techniques that writers or speakers use to create meaning in a text, enhance a text or a speech, and in particular, persuade readers or listeners. Point out to students that they use rhetoric in everyday speech to persuade others to agree with a particular point of view. Several rhetorical techniques such as figurative language, rhetorical questions, and alliteration may be familiar to students. Share with students the following examples of rhetorical techniques and lead a brief discussion of the use of rhetoric in everyday speech.

Distribute the Rhetorical Impact Tracking Tool so students can record the definition of *rhetoric* as discussed here.

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 student pairs to share and discuss their objective summaries of paragraphs 1–9.

🗨️ Student responses may include:

- King greets his “dear fellow clergymen” (greeting), showing that he respects and considers himself a peer of the men he is addressing.
- King explains that he considers the clergymen of “genuine good will,” so he is writing to “answer criticism of his work and ideas” that the clergymen published in a “statement” that called King’s “present activities [being] ‘unwise and untimely’”(par. 1) and King an “outsider[] coming in” to Birmingham (par. 2).
- King shows that he isn’t an “outsider” because he has “organizational ties” in Birmingham, but also because “injustice is [t]here,” and King believes in the “interrelatedness of all communities” and that “injustice anywhere is a threat to justice everywhere” (par. 4).
- King acknowledges that the clergymen “deplore the demonstrations” that King and his affiliates are conducting in Birmingham, but he urges them to “express a similar concern for the conditions that brought the demonstrations into being” (par. 5).
- King goes on to demonstrate that he and his affiliates have followed the “four basic steps” of a “nonviolent campaign”: “collection of the facts . . . negotiation, self-purification, and direct action” (par. 6).
- He shows that they only participated in “direct action . . . sit-ins, marches, and so forth” after negotiation failed and that his hopes for direct action are to “open the door to negotiation” (par. 9).

① Consider suggesting that students keep their summaries so they can review the text before the Mid-Unit or End-of-Unit Assessment.

Activity 3: Reading and Discussion

50%

Inform students that throughout the discussion, they will stop to annotate the letter and take notes on the Rhetorical Impact Tracking Tool in preparation for the Quick Write assessment.

▶ Students listen.

① If necessary to support comprehension and fluency, consider using a Masterful Reading of the focus excerpt for the lesson.

Instruct students to form pairs. Post or project the following questions for students to discuss.

Instruct student pairs to read paragraph 6 (from “In any nonviolent campaign there are four basic steps” to “political leaders consistently refused to engage in good-faith negotiation”) and answer the following questions before sharing out with the class.

What is purpose of paragraph 6?

- 🗨️ The purpose of paragraph 6 is to demonstrate why the time for “direct action has come.”
- ① Remind students of their work with *purpose* in Module 10.1. If necessary, provide students the following definition to record on their Rhetorical Impact Tracking Tool: *purpose* means “an author’s reason for writing (e.g., to introduce and develop a central idea, or to convince readers of a claim).”

What verb does King use to describe the effect of “racial injustice” on the “community” in Birmingham? What image or feeling does this specific word choice create or evoke?

- 🗨️ King says racial injustice “engulfs” the community (par. 6). The verb *engulfs* creates the image that racial injustice overwhelms or destroys the community. The word *engulfs* creates an image that racial injustice is a widespread and dangerous problem. It also mirrors phrases like “engulfed in flames.”
- ① Consider explaining that this is an example of how King uses descriptive or figurative language as a rhetorical device. Choosing the word *engulfs* instead of a similar but less descriptive word, has a distinct impact on the text. If necessary, remind students of their work with figurative language in Module 10.1.
- ① Consider drawing students’ attention to their work with L.9-10.5 as they interpret figurative language.

What examples does King use to describe the way African Americans are treated in Birmingham in paragraph 6?

- 🗨️ King expresses how “racial injustice *engulfs* [the] community” with “its ugly record of police brutality,” “its unjust treatment of Negroes,” and its “unsolved bombings of Negro homes and churches” (par. 6).

How does King’s use of rhetoric in paragraph 6 advance his purpose in that paragraph?

- 🗨️ Student responses may include:
 - King uses figurative language (“engulfs,” “ugly . . . brutality,” “unsolved bombings”) to create vivid images that evoke fear, injustice, and inescapability, and to show that King and his affiliates have completed the first step of the nonviolent campaign: “collection of the facts to determine whether injustices are alive” (par. 6).
 - King uses alliteration (“its *ugly* record of police brutality,” “its *unjust* treatment of Negroes,” and its “*unsolved* bombings of Negro homes and churches”) to create a rhythm in the text,

which strengthens the persuasiveness of his explanation that the “city fathers” have “refused to engage in good-faith negotiation” (par. 6), because if they had these injustices would not be so present in Birmingham.

- ① If necessary, remind students of their work with figurative language and alliteration in Module 10.1. Explain that *alliteration* refers to the repetition of the same sound at the beginning of a word.
- ① Explain to students that in these examples, King also uses a rhetorical device called *appeal to ethos*, which is “an appeal to a listener’s or reader’s conscience or sense of what is right or ethical.”

Lead a brief, whole-class discussion of student responses. Instruct students to use the Rhetorical Impact Tracking Tool to record King’s use of descriptive and figurative language from paragraph 6.

- ① Students add to the Rhetorical Impact Tracking Tool throughout this module and reference it for assessments.

Transition student pairs to reading paragraphs 7 and 8.

Instruct student pairs to read paragraphs 7 and 8 (from “Then came the opportunity last September” to “direct action could be delayed no longer”) and answer the following questions before sharing with the class.

How does King describe the Alabama Christian Movement for Human Rights’ reaction to the merchants’ broken promise?

- 🗨️ They “were confronted with blasted hopes, and the dark shadow of a deep disappointment settled upon” them (par. 7).

How does King use rhetoric in this sentence to advance the purpose he established in paragraph 6?

- 🗨️ King uses figurative language (the images of “blasted hopes” and “the dark shadow” (par. 7) of disappointment) to show how destructive are the broken promises and therefore how necessary is the direct action campaign.

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

What images and feelings do the words “blasted” and “dark shadow” create?

- 🗨️ Student responses may include:
 - The word “blasted” creates images of things exploded.
 - The words “dark shadow” create an image of things covered over by darkness.
 - Both “blasted” and “dark shadow” create negative feelings.

What do you notice about the phrase “dark shadow of deep disappointment”?

- Three of the words begin with the letter *d*.

How does King describe direct action in paragraph 7 and what is the effect of this description?

- King describes direct action as a process “whereby we would present our very bodies as a means of laying our case before the conscience of the local and national community” (par. 7).

What is the effect of King’s description of direct action in paragraph 7?

- The effect of this description is to show how much King and his affiliates are prepared to suffer and sacrifice to appeal to the conscience of the community.
- Students may identify this description as an example of *appeal to ethos*.

How did King and his affiliates prepare for the direct action campaign?

- They had workshops on nonviolence and repeatedly asked themselves, “Are you able to accept blows without retaliating?” and “Are you able to endure the ordeals of jail?” (par. 7).

What effect do the questions in paragraph 7 create?

- Student responses may include:
 - The questions show the specific “difficulties” those involved in the direct action campaign will face: “blows” and “ordeals of jail” (par. 7).
 - Because this information is given in question form, readers can imagine their own answers to the questions—Could I “accept blows without retaliating?” Could I “endure the ordeals of jail?” (par. 7).

Explain to students that King is using a rhetorical device called *rhetorical questions*, which are “questions that a speaker or writer asks but does not necessarily expect the reader or listener to answer directly.” Rather, rhetorical questions are meant to cause the reader or listener to think.

Lead a brief share out of the examples of rhetoric student pairs identified in paragraphs 7 and 8. Instruct students to discuss how the rhetoric they identified supports King’s purpose for writing. Direct students to use their Rhetorical Impact Tracking Tool to record the examples of figurative language, alliteration, appeal to ethos, and rhetorical questions as discussed here.

- For sample student responses, see the Model Rhetorical Impact Tracking Tool at the end of this lesson.

Instruct student pairs to read paragraph 9 (from “You may well ask, ‘Why direct action?’” to “tragic attempt to live in monologue rather than dialogue”) and track King’s use of rhetoric on the Rhetorical Impact Tracking Tool.

- 🗨️ For sample student responses, see the Model Rhetorical Impact Tracking Tool at the end of this lesson.

Lead a brief whole-class discussion of student responses.

- ① **Differentiation Consideration:** If students struggle to identify King’s use of rhetoric in paragraph 9, consider reminding them of the rhetorical devices they identified in paragraphs 6, 7, and 8. Also consider asking the following questions:

What word does King repeat throughout paragraph 9? What is the effect of this repetition?

- 🗨️ King repeats the word “tension,” which gives it emphasis.

What image does King use to describe the effect of “constructive nonviolent tension” (paragraph 9)? What is the rhetorical effect of this image?

- 🗨️ Student responses may include:

- King writes that “constructive nonviolent tension” will “help men to rise from the dark depths of prejudice and racism to the majestic heights of understanding and brotherhood” (par. 9).
- King uses alliteration (“dark depths”), figurative language (“rise from the dark depths . . . to the majestic heights”), and contrast (“dark depths” versus “majestic heights”) to vividly demonstrate the importance and power of direct action.

- ① Consider reminding students of their work with repetition and contrast in Module 10.1.

Activity 4: Quick Write

15%

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

How does King use rhetoric in paragraph 9 to advance his purpose?

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

- ▶ Students listen and read the Quick Write prompt.

- 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 5: Closing

10%

Display and distribute the homework assignment. For homework, instruct students to reread paragraph 9 of “Letter from Birmingham Jail.” Instruct students to annotate and notice the number of times King uses the word “tension” and then consider the different kinds of tension King describes.

Additionally, 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

Read 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.

Also, continue reading 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.

Rhetorical Impact Tracking 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:	
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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.

Rhetorical device and definition	Examples of the rhetorical device in the text (with paragraph or page reference)	Impact of the rhetorical device on point of view or purpose



Rhetorical device and definition	Examples of the rhetorical device in the text (with paragraph or page reference)	Impact of the rhetorical device on point of view or purpose

Model Rhetorical Impact Tracking 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”

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.

Rhetorical device and definition	Examples of the rhetorical device in the text (with paragraph or page reference)	Impact of the rhetorical device on point of view or purpose
Rhetoric: the specific techniques that writers or speakers use to create meaning in a text, enhance a text or a speech, and in particular, persuade readers or listeners		
Purpose: an author’s reason for writing (e.g., to introduce and develop a central idea of X, or to convince readers of a claim of X)		
Figurative language: language that differs from the literal meaning of words and phrases	“racial injustice engulfs this community” (par. 6)	The verb “engulfs” creates the image that racial injustice destroys or captures the community. “Engulfs” creates an image that racial injustice is a dangerous, overwhelming problem, supporting King’s purpose that direct action is necessary.

Rhetorical device and definition	Examples of the rhetorical device in the text (with paragraph or page reference)	Impact of the rhetorical device on point of view or purpose
Figurative language	“Its ugly record of police brutality is known in every section of this country.” (par. 6)	This description creates sympathy by showing the reader how African Americans are terrorized by police. This advances King’s purpose to prove that direct action is necessary.
Figurative language	“We were confronted with blasted hopes.” (par. 6)	The adjective “blasted” helps the reader understand how devastated the African American community felt when merchants broke their promises. This advances King’s purpose to prove that direct action is necessary because negotiation failed.
Figurative language & alliteration : the repetition of sounds at the beginning of words or in stressed syllables	“dark shadow of a deep disappointment” (par. 7)	This image advances King’s purpose of showing how harmful racial injustice is to the African American community and how important direct action is.
Figurative language & appeal to ethos : an appeal to a listener or reader’s conscience or sense of what is right or ethical	“present our bodies as a means of laying our case before the conscience of the local and national community” (par. 7)	This image presents the nonviolent campaign members as victims and makes the reader sympathetic to their cause, advancing the purpose of showing how direct action must happen now.
Rhetorical questions : questions that a speaker or writer asks but does not necessarily expect the reader or listener to answer directly	“Why direct action, why sit-ins, marches, and so forth? Isn’t negotiation a better path?” (par. 9)	These questions show that the nonviolent campaign already considered and tried negotiations and they failed, advancing the purpose that direct action is necessary.

Rhetorical device and definition	Examples of the rhetorical device in the text (with paragraph or page reference)	Impact of the rhetorical device on point of view or purpose
Repetition: the act of saying or writing something again	“Tension” is repeated seven times in paragraph 9.	Repetition supports Kings purpose of explaining the kind of tension he wants to create which advances his purpose of proving that direct action is necessary to create tension.
Figurative language & contrast: comparison that shows the differences	“rise from the dark depths of prejudice and racism to the majestic heights of understanding and brotherhood” (par. 9)	Moving from a dark image to a hopeful image creates hope and advances the purpose of proving the usefulness of direct action.
Figurative language & contrast	“bogged down in the tragic attempt to live in monologue rather than dialogue” (par. 9)	The contrast of monologue and dialogue demonstrates King’s claim that African Americans are silenced in Birmingham and the image of being “bogged down” emphasizes the density and encompassing nature of injustices. These work together to advance King’s purpose by demonstrating the necessity for a solution like direct action.

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. <ol style="list-style-type: none"> 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)

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.

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

High Performance Response(s)

A High Performance Response should:

- 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)).
- 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)).
- 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)).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- 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.
- lynch (v.) – to put to death, especially by hanging, by mob action and without legal authority
- 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

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

- status quo (n.) – the existing state or condition
- legitimate (adj.) – fair or reasonable

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text:	
<ul style="list-style-type: none"> Standards: RI.9-10.8, RI.9-10.6, L.9-10.4.a Text: "Letter from Birmingham Jail" by Martin Luther King, Jr., paragraphs 10–11 	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 15%
3. Masterful Reading	3. 15%
4. Reading and Discussion	4. 45%
5. Quick Write	5. 15%
6. Closing	6. 5%

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.
	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 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 direction acts 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 Neibur, 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 Neibur was a Christian theologian or thinker well known at the time King was writing. Then ask the following question:

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

- 🗨️ The fact that Neibur 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.
- It is important that students recognize King’s use of “legitimate” as it comes up again in later lessons.
- 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.
- 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

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:	
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Central Claim:	
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Supporting Claim:	
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Evidence:		Explain how the evidence is relevant:	
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		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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Evidence:	Explain how the evidence is relevant:	Explain whether the evidence is sufficient:
Reasoning:		Explain whether the reasoning is valid:

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:
African Americans cannot wait to secure their civil rights and most 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)

Evidence:	Explain how the evidence is relevant:	Explain whether the evidence is sufficient:
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.

Reasoning:	Explain whether the reasoning is valid:
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.

Supporting Claim:

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>		

Evidence:	Explain how the evidence is relevant:	Explain whether the evidence is sufficient:
<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>
Reasoning:		Explain whether the reasoning is valid:
<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>
Supporting Claim:		
<p>“I guess it is easy for those who have never felt the stinging darts of segregation to say ‘wait.’”(par. 11)</p>		
Evidence:	Explain how the evidence is relevant:	Explain whether the evidence is sufficient:
<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>
Reasoning:		Explain whether the reasoning is valid:
<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

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:	
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Paragraph #	Central Ideas	Notes and Connections

10.2.1

Lesson 6

Introduction

In this lesson, students read and analyze the poem “In This Blind Alley” by Ahmad Shamlu in dialogue with Martin Luther King Jr.’s “Letter from Birmingham Jail.” In his poem, Shamlu investigates the human cost of living in a violently oppressive society, globalizing for the students issues that King discusses in his letter. Students analyze this poem to understand its central idea and to explore how Shamlu uses figurative language and connotations of words. In small groups, students engage in a class reading and discussion of the text.

The lesson ends with a Quick Write on the following prompt: Analyze the cumulative impact of specific word choices, including figurative language and connotations, on the development of a central idea present in both “In This Blind Alley” and “Letter From Birmingham Jail.” For homework, students continue to read their AIR text and prepare for a brief discussion on how they applied their chosen focus standard to their text.

Standards

Assessed Standard(s)	
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
Addressed Standard(s)	
RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
L.9-10.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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"> Analyze the cumulative impact of specific word choices, including figurative language and connotations, on the development of a central idea present in both “In This Blind Alley” and “Letter From Birmingham Jail.”
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Identify a central idea present in “In This Blind Alley” and “Letter from Birmingham Jail,” (e.g., the agony of living in a violent, unjust society). Cite specific examples of figurative language and connotations (e.g., “they chop smiles off lips” and “has come to kill the light. / Let’s hide light in the larder” (Shamlu, stanza 4) etc.). Connect specific word choices to the development of a central idea (e.g., The violent verbs “flog” and “chop” (Shamlu, stanzas 2 and 6) and “lynch” and “kick” (King, par. 11) develop the central idea of the agony of living in an oppressive and unjust society by vividly describing the behavior of the oppressors in teach text).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> flog (v.) – to beat with a whip, stick, etc., especially as punishment; whip; scourge larder (n.) – a room or place where food is kept; pantry
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
<p>Standards & Text:</p> <ul style="list-style-type: none"> Standards: RL.9-10.2, RL.9-10.4, RL.9-10.6, L.9-10.5 Text: “In This Blind Alley” by Ahmad Shamlu 	

<p>(http://makeacrane.wordpress.com/2013/05/30/the-blind-alley-by-ahmad-shamlu/), “Letter from Birmingham Jail” by Martin Luther King, Jr., paragraphs 1–11</p>	
<p>Learning Sequence:</p>	
1. Introduction of Lesson Agenda	1. 10%
2. Homework Accountability	2. 15%
3. Masterful Reading	3. 5%
4. Paraphrase Activity	4. 20%
5. Reading and Discussion	5. 30%
6. Quick Write	6. 15%
7. Closing	7. 5%

Materials

- Student copies of the 10.2 Core Curriculum Learning Standards Tool (refer to 10.2.1 Lesson 3)
 - Student copies of the Central Ideas Tracking Tool (refer to 10.2.1 Lesson 5)
 - Copies of “In This Blind Alley” by Ahmad Shamlu (with stanzas numbered 1–8)
 - Student copies of the Short Response Checklist and Rubric (refer to 10.2.1 Lesson 1)
- ① Consider numbering the stanzas of “In This Blind Alley” before the lesson.

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.
①	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

10%

Begin by reviewing the agenda and assessed standards for this lesson: RL.9-10.2 and RL.9-10.4. In this lesson, students read Ahmad Shamlu’s poem “In This Blind Alley” in order to analyze the cumulative impact of specific word choices on the development of a central idea present in both “In This Blind Alley” and “Letter From Birmingham Jail.” Students engage in an evidence-based discussion as well as complete a brief writing assignment at the lesson’s end.

- ▶ Students look at the agenda.

Distribute or ask students to take out their copies of the 10.2 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with a new standard: RL.9-10.6. Ask students to individually read this standard on their tools and assess their familiarity with and mastery of it.

- ▶ Students read and assess their familiarity with standard RL.9-10.6.

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

🗨️ Student responses should include:

- Students analyze a particular point of view or cultural experience from outside the U.S.
- Students read a wide range of world literature.

① If necessary, remind students of their work with RL.9-10.4 in Module 10.1 and their work with “cumulative impact” of word choices with RL.9-10.4 in 10.2.1 Lesson 1.

Activity 2: Homework Accountability

15%

Instruct students to form pairs and share their Central Ideas Tracking Tools from 10.2.1 Lesson 5’s homework assignment.

🗨️ See the Model Central Ideas Tracking Tool at the end of this lesson for sample student responses.

Instruct students to do a Turn-and-Talk in pairs about the homework assignment from 10.2.1 Lesson 5 (Research 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.).

🗨️ Student responses may include:

- He was Iranian (Iran’s most famous poet) and lived under Iran’s oppressive regime, which likely gave him many topics for his poetry.

- He spoke out against violent social oppression in his country and may have used his poetry to do so.
- He was imprisoned multiple times for his beliefs, which means he was unafraid to speak his mind and his heart.

① This homework supports students' engagement with RL.9-10.6, which addresses the students' ability to "Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature."

Explain to students that they review their work with the Central Ideas Tracking Tool with paragraphs 1–11 of "Letter from Birmingham Jail" later on in the lesson.

Activity 3: Masterful Reading

5%

Have students listen to a Masterful Reading of "In This Blind Alley" by Ahmad Shamlu. Distribute a copy of "In This Blind Alley" to each student. Instruct students to follow along and listen for any ideas that sound similar to "Letter from Birmingham Jail."

- ▶ Students follow along, reading silently.

Activity 4: Paraphrase Activity

20%

Inform students that they are to work in pairs to prepare a paraphrase of one of the stanzas of the poem.

Provide students the following definitions: *flog* means "to beat with a hip, stick, etc., especially as punishment" and *larder* means "a room or place where food is kept; pantry."

- ▶ Students listen and write the definitions of *flog* and *larder* on their text or in a vocabulary notebook.

Instruct students to form pairs. Assign each pair one stanza of the poem (from stanzas 1–8) and ask pairs to write a one to three sentence paraphrase of their assigned stanza.

- ① If necessary, consider explaining that to paraphrase means to rephrase or restate in one's own words.
- ① Note that stanzas 7 and 8 are particularly complex. Students may require additional support to paraphrase these stanzas.

🗨️ For stanza 1, student responses may include:

- "They" are invasive and hateful.
- Things are not how they are supposed to be, the times are "strange".

- 🗨️ For stanza 2, student responses may include:
 - “They” are violent.
 - Love is something that must be hidden and protected.
- 🗨️ For stanza 3, student responses may include:
 - “They” censor art and free speech.
 - “They” are so dangerous it is a risk to even think freely.
- 🗨️ For stanza 4, student responses may include:
 - A man comes to enforce curfew.
 - “Light” is something that must be hidden and protected.
- 🗨️ For stanza 5, student responses may include:
 - Their presence and readiness for violence threatens everyone.
 - They have already committed grave acts of violence.
- 🗨️ For stanza 6, student responses may include:
 - They erode happiness with their violence and oppression.
 - Joy is something that must be protected and hidden.
- 🗨️ For stanza 7, student responses may include:
 - Things of beauty are being destroyed.
- 🗨️ For stanza 8, student responses may include:
 - Satan is winning because of everything that happens in the poem.
 - Because Satan is winning, God is not safe.

Lead a brief whole-class discussion of the paraphrases in order to support students’ comprehension of the poem as a whole.

Activity 5: Reading and Discussion

30%

Instruct students to form small groups and take turns reading the poem aloud to support comprehension and fluency. Post or project each set of questions below for students to discuss.

📌 Consider having each student read one or two stanzas each to their group members.

- ▶ Students read aloud.

Instruct student groups to answer the following questions before sharing out with the class.

Based on your paraphrases, what can you infer about the speaker’s relationship to “they” in the poem?

- 🗨 Student responses may include:
 - The speaker is scared of them.
 - “They” oppress the speaker.
 - “They” threaten the speaker.

What is a central idea in the poem?

- 🗨 Student responses may include:
 - A central idea in the poem is the emotional difficulty the speaker and his addressee have living under the people he calls “they” in “these . . . strange times” (stanza 1).
 - A central idea in the poem is about the important parts of the speaker and his addressee’s lives that must be “hid[den] in the larder” (stanza 2) from the oppressive violence of “they.”

How does the speaker’s relationship to “they” impact your understand of a central idea in the poem?

- 🗨 It clarifies that a central idea in the poem has to do with the poem’s speaker and addressee suffering under “their” oppression.

How does Shamlu alter the connotations of the word *light* in stanza 4?

- 🗨 Student responses may include:
 - By using the phrases “kill the light” and “Let’s hide light in the larder,” Shamlu suggests *light* has multiple meanings (stanza 4).
 - *Light* is not only *light* but represents things associated with *light*: hope, goodness, safety, etc.

📌 If students struggle here, remind them of the work they did in 10.2.1 Lesson 5 with standard L.9-10.5 and how King changed the connotations of the word *tension*.

How does the figurative language in stanza 3 influence your understanding of stanza 7?

- 🗨 Student responses may include:
 - Canaries are songbirds that like the “logs of song” (stanza 7) are burned in stanza 3.
 - Canaries, lilies, and jasmines are all beautiful things, just like “song and poetry” (stanza 3).
 - “They” are destroying what is beautiful with their oppression.

Lead a brief whole-class discussion of student responses.

Have students take out their homework from Lesson 5 and share findings on central ideas in their groups. Instruct student groups to answer the following questions before sharing out with the class.

What are the similarities between the speaker’s relationship to “They” in “In This Blind Alley” and African Americans’ relationship with the “white power structure” as expressed in paragraphs 10–11 in “Letter from Birmingham Jail”?

- The speaker and African Americans are both treated unjustly and brutalized by “They” and the “white power structure” (King, par. 5), respectively.

How does King’s description of the “vicious mobs” and “hate-filled policemen” in paragraph 11 relate to Shamlu’s descriptive language in this poem?

- Student responses may include:
 - They both describe oppressive and violent behavior.
 - They both use violent verbs like “flog,” (Shamlu, stanza 2) “chop,” (Shamlu, stanza 5) “lynch,” and “kick,” (King, par. 11).

What connections can you draw between a central idea from “Letter from Birmingham Jail” and a central idea present in “In This Blind Alley”?

- A central idea present in both texts is suffering endured by those living in an oppressive, unjust, and violent society.

Lead a brief whole-class discussion of student responses.

Activity 6: Quick Write

15%

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

Analyze the cumulative impact of specific word choices, including figurative language and connotation, on the development of a central idea present in both “In This Blind Alley” and “Letter From Birmingham Jail.”

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 to practice specific language and domain-specific vocabulary. Remind students of 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 7: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to 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

Continue reading 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 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
1, 7–11	Time / Timeliness	<p>King introduces this idea by quoting the clergymen’s statement that calls his “present activities ‘unwise and untimely’” (par. 1).</p> <p>He further develops this idea and refutes the clergymen’s criticism when he writes about choosing “the best time to bring pressure on the merchants” who are discriminating against African Americans (par. 7).</p> <p>King confirms the connection between the clergymen’s criticism and his defense when he states, “This reveals that we did not move irresponsibly into direct action” and “we felt that direct action could be delayed no longer” (par. 8). This shows that direct action is not only timely but also urgent.</p> <p>He repeats this idea that the time is now when he writes, “Too long has our beloved Southland been bogged down in the tragic attempt to live in monologue rather than dialogue” (par. 9).</p> <p>In paragraph 10, King repeats the clergymen’s accusation from paragraph 1: “One of the basic points of your statement is that our acts are untimely” (par. 10).</p> <p>King explains that he “didn’t give the new administration time to act” because “the new administration must be prodded” to give justice to African Americans (par. 10).</p> <p>In paragraph 11, King vividly describes why the time for</p>

		<p>direct action is urgent, even overdue by listing the harsh treatment of African Americans. He concludes the paragraph: “There comes a time when the cup of endurance runs over and . . . I hope, sirs, you can understand our legitimate and unavoidable impatience” (par. 11).</p>
3, 6	Justice / Injustice	<p>King introduces this idea stating that he is in Birmingham because “injustice is here” (par. 3).</p> <p>King develops this idea by introducing specific examples of crimes against African Americans committed by society. (par. 6)</p>
4, 5	Call to Action / Mutuality	<p>King introduces the clergymen’s need to act rightly in his use of imagery in paragraph 4: “inescapable network of mutuality, tied in a single garment of destiny.”</p> <p>He further develops this idea with the sentence: “I am sorry that your statement did not express a similar concern for the conditions that brought the demonstrations into being” (par. 4).</p>
6, 11	Oppression/Suffering	<p>King introduces the painful injustices experienced by African Americans everyday in Birmingham, like “ugly police brutality,” and “church bombings” (par. 6).</p> <p>King develops this idea further by providing even more specific detail about the emotional pain of dealing with segregation. For example: “you suddenly find your tongue twisted and your speech stammering as you seek to explain to your six-year-old daughter why she cannot go to the public amusement park” (par. 11).</p>

10.2.1

Lesson 7

Introduction

In this lesson, students read and analyze paragraphs 12–15 of Martin Luther King, Jr.’s “Letter from Birmingham Jail” (from “You express a great deal of anxiety” to “Can any law set up in such a state be considered democratically structured?”), in which King defends his central claim that segregation laws are unjust. In this lesson, students delineate King’s argument and assess the validity of his reasoning by engaging in a thorough reading and discussion of the text.

The lesson ends with a Quick Write on the following prompt: Delineate King’s argument in paragraphs 12–15. Assess the validity of his reasoning. For homework, students reread paragraphs 12–15 and use their Rhetorical Impact Tool to analyze King’s use of rhetoric in these paragraphs. Also, students continue to read their AIR text and prepare for a brief discussion on how they applied their chosen focus standard to their 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)	
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)
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.

- Delineate King’s argument in paragraphs 12–15. Assess the validity of his reasoning.

High Performance Response(s)

A High Performance Response should:

- Identify King’s central claim (e.g., segregation is unjust and morally wrong).
- Cite specific claims King makes to support his central claim (e.g., “So segregation is not only politically, economically, and sociologically unsound, but it is morally wrong and sinful” (par. 13) or “An unjust law is a code inflicted upon a minority which that minority had no part enacting or creating because it did not have the unhampered right to vote” (par. 15)).
- Include specific examples of King’s reasoning (e.g., if segregation reduces someone’s personhood to that of an object, then it is “morally wrong and sinful” (par. 13)).
- Assess the validity of his reasoning. (e.g., King’s reasoning is valid because it draws connections between supporting claims and his evidence to support his central claim that segregation is “morally wrong” (par. 13)).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- paradoxical (adj.) – seeming to say two opposite things though both those things may be true
- relegating (v.) – sending to an inferior position, place, or condition
- existential (n.) – of or pertaining to existence (human life)

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

- conniving (adj.) – secretly cooperating; having a secret understanding

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p>Standards & Text:</p> <ul style="list-style-type: none"> • Standards: RI.9-10.8, L.9-10.4.a • Text: “Letter from Birmingham Jail” by Martin Luther King, Jr., paragraphs 12–15 <p>Learning Sequence:</p> <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 	<p>1. 5%</p> <p>2. 10%</p>

3. Masterful Reading	3. 5%
4. Reading and Discussion	4. 60%
5. Quick Write	5. 15%
6. Closing	6. 5%

Materials

- Student copies of the Argument Delineation 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)
- Student copies of the Rhetorical Impact Tool (refer to 10.2.1 Lesson 4)—For this lesson’s homework, students may need blank copies of the tool if they have run out of space on their original tool.

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.
①	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.9-10.8. In this lesson, students read paragraphs 12–15 to delineate King’s argument and assess the validity of his reasoning. Students engage in evidence-based discussion as well as complete a brief writing assignment to close the lesson.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability**10%**

Instruct student to talk in pairs about how they applied their focus standard to their 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.

Activity 3: Masterful Reading**5%**

Have students listen to a Masterful Reading of paragraphs 12–15 of “Letter from Birmingham Jail.” Instruct students to follow along and listen for King’s central claim in these paragraphs.

- ▶ Students follow along, reading silently.

Activity 4: Reading and Discussion**60%**

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

Provide students with the following definitions: *paradoxical* means “seeming to say two opposite things though both those things may be true,” *relegating* means “sending to an inferior position, place, or condition,” and *existential* means “of or pertaining to existence (human life).”

- ▶ Students write the definition of *paradoxical*, *relegating*, and *existential* on their copy of the text or in their vocabulary journal.

Instruct student groups to reread paragraphs 12 and 13 (from “You express a great deal of anxiety” to “I can urge them to disobey segregation ordinances because they are morally wrong”) and answer the following questions before sharing out with the class.

What does King identify as “paradoxical”?

- ☞ King and his affiliates’ insistence on the enforcement of “the Supreme Court’s decision of 1954 outlawing segregation in the public schools” and their intentionally breaking laws in protest.

What can you infer from the clergymen’s “anxiety over [King and his affiliates’] willingness to break laws”?

- ☞ They find King and his affiliates’ disobedience illegal and wrong.

In paragraph 13, how does King define unjust laws? Cite his three specific definitions.

🗨️ Student responses should include:

- Laws that are “out of harmony with the moral law or the law of God” are unjust (par. 13).
- Laws that are not “rooted in eternal and natural law” are unjust (par. 13).
- “Any law that degrades the human personality” is unjust (par. 13).

In the first two definitions, what is the impact of King’s specific word choices?

🗨️ King uses the words “moral” and “law of God” and “eternal law” to show the connection between just laws and morality or religious values (par. 13).

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

What are the similarities in the first two definitions King provides of unjust laws?

🗨️ Both of the definitions use religious words and phrases.

How do religious references strengthen King’s argument? Consider his audience.

🗨️ King’s addressees are clergymen, so they are likely to be moved by religious words and phrases.

In paragraphs 12 and 13, what are King’s central claims?

🗨️ Student responses may include:

- There are just and unjust laws.
- An unjust law is not lawful.

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

How do the sentences “To use the words of Martin Buber . . . relegating persons to the status of things,” refine and develop the sentence that precedes them: “It gives the segregator a false sense of superiority”?

🗨️ Student responses may include:

- These sentences clarify “the segregator’s false sense of superiority” by comparing the segregator’s relationship with segregated persons to their relationship with objects (par. 13).
- Because segregation reduces the segregated to the “status of objects,” these sentences strengthen the segregator’s false sense of superiority (par. 13).

How does Buber’s concept relate to King’s supporting claim that “any law that degrades human personality” is unjust?

- ☞ Segregation “degrades human personality” by “relegating [African Americans] to the status of things” and is by King’s definition an unjust law (par. 13).

How does King use Buber’s quote to develop his central claim in paragraph 13?

- ☞ He uses Buber’s quote to establish that segregation is “not only politically, economically, and sociologically unsound, but it is morally wrong and sinful,” (par. 13).

How does King’s reasoning for why he can “urge men to disobey segregation ordinances” contribute to his claims?

- ☞ It expands his claims by stating that not only is segregation unjust, but it is right to disobey it because it is “morally wrong” (par. 13).
- ① If students struggle with this question, consider reminding them that *reasoning* means “the logical relationships among ideas, including relationships among claims and relationships across evidence.”

What do you notice about the structure of the last sentence in paragraph 13?

- ☞ Student responses may include:
 - The sentence is a compound sentence.
 - The sentence has two independent clauses joined by a comma and a conjunction.
 - King repeats “I can urge” and a form of “obey” at the beginning of each independent clause and “morally right/wrong” at the end of each clause (par. 13).

What is the impact of this structure on the last sentence of paragraph 13?

- ☞ The repetitive structure emphasizes the differences between the two laws that King is advocating for and against, respectively.

Explain to students that this repetitive structure is a rhetorical device called *parallel structure*. Define *parallel structure* as “using the same pattern of words to show that two or more ideas are equally important.”

- ① It is important that students learn parallel structure as it is a significant part of tonight’s homework.

Lead a brief whole-class discussion of student responses. Instruct students to use the Argument Delineation Tool to trace King’s claims, evidence, and reasoning discussed in paragraphs 12 and 13.

Have student groups read paragraphs 14–15 (from “Let us turn to a more concrete example of just and unjust laws” to “Can any law set up in such a state be considered democratically structured?”) and answer the following questions before sharing out with the class.

Identify King’s supporting claim in paragraph 14. How would you paraphrase this supporting claim?

- King’s supporting claim is “[a]n unjust law is a code that the majority inflicts on a minority that is not binding on itself” (par. 14). It could be paraphrased as, “an unjust law is a rule that the majority makes the minority follow, even though the majority does not have to obey this rule.

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

What words could replace *inflicts* in this sentence?

- Forces or imposes, could replace inflicts.*

What can you infer “not binding on itself” means in this context?

- It means “does not have to follow” or “does not have to obey” (par. 14).

What is King’s purpose in this sentence?

- King’s purpose is to provide a “more concrete example” of an unjust law (par. 14).

How does King’s supporting claim in paragraph 14 relate to his central claims in paragraphs 12 and 13?

- It relates to King’s central claims by providing “a more concrete example” of an unjust law (par. 14).

In paragraph 14, how does King reason that segregation is unjust? How does this reasoning support his claims?

- King reasons that segregation is unjust by defining an unjust law as one the majority enforces for a minority but not for itself, that segregation is “difference made legal” (par. 14).

Identify King’s supporting claim in paragraph 15. How does it relate to his central claim?

- "Sometimes a law is just on its face and unjust in its application." It relates to King's central claim by showing how laws used to support segregation "in [their] application" are unjust (par. 15).

What words or phrases can you use to replace the word *conniving*?

- Conniving* could be replaced with *secret* or *excluding*.

① Consider drawing students’ attention to their application of standard L.9-10.4.a through the process of using context to determine the meaning of a word.

Identify King’s evidence in paragraph 15. How does the word *conniving* impact your understanding of King’s evidence in paragraph 15?

- ☞ *Conniving* clarifies that King’s purpose in paragraph 15 is to provide evidence concerning how and why Alabama’s voter fraud has led to the creation of unjust segregation laws.

Given the context of paragraph 15, what can you infer King means by “democratically structured”?

- ☞ King means “fairly or equally supported” (par. 15).

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

Given the context of paragraph 15, what can you infer about the definition of *democratically*?

- ☞ That it refers to votes and voting on laws.

With what words or phrases could you replace “structured”?

- ☞ “Organized,” “assembled,” or “put together.”

How does King’s reasoning for why segregation cannot be “considered democratically structured” contribute to his claims?

- ☞ Student responses may include:
 - It expands his claims by stating that “conniving methods” of voter fraud make segregation laws unable to be “considered democratically structure,” so segregation is unjust (par. 15).
 - Because African Americans “had no part in enacting or creating” the laws, but the laws apply to them, then the laws are unjust (par. 15).

Lead a brief whole-class discussion of student responses. Instruct students to use the Argument Delineation Tool to trace King’s claims, evidence, and reasoning discussed in paragraphs 14 and 15.

Activity 5: Quick Write

15%

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

Delineate King’s argument in paragraphs 12–15. Assess the validity of his reasoning.

Instruct students to look at their annotations and tools to find evidence. Ask students to use this lesson’s vocabulary wherever possible in their written responses and to maintain a formal style and objective tone. 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. For homework, instruct students to reread paragraphs 12–15 and use their Rhetorical Impact Tracking Tool to analyze King’s use of rhetoric in these paragraphs.

In addition, 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

Reread paragraphs 12–15 and use your Rhetorical Impact Tool to analyze King’s use of rhetoric in these paragraphs.

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 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: Segregation is unjust and morally wrong.

Supporting Claim:

“So segregation is not only politically, economically, and sociologically unsound, but it is morally wrong and sinful” (par. 13).

Evidence:	Explain how the evidence is relevant:	Explain whether the evidence is sufficient:
A reference to Martin Buber indicating that segregation “relegates persons to the status of things” (par. 13).	The evidence relates directly how and why.	The evidence is sufficient because it provides specific and meaningful support to the supporting claim.

Reasoning:	Explain whether the reasoning is valid:
If segregation reduces someone’s personhood to that of an object, then it is “morally wrong and sinful” (par. 13).	The reasoning is valid because it draws on and connects both the supporting claim and the evidence.

Supporting Claim:

“An unjust law is a code inflicted upon a minority which that minority had no part enacting or creating because it did not have the unhampered right to vote” (par. 15).

Evidence:	Explain how the evidence is relevant:	Explain whether the evidence is sufficient:
Alabama uses “all types of conniving methods” to keep African Americans from registering to vote, so they cannot win even where they are the majority (par. 15).	The evidence is relevant because it shows how African Americans “did not have the unhampered right to vote” (par. 15).	The evidence is sufficient because it provides enough examples and explanations of voter fraud to validate the supporting claim.
Reasoning:		Explain whether the reasoning is valid:
If voter fraud exists and if segregation laws were created from the voter fraud, then they are unjust laws because they were not “democratically structured” (par. 15).		The reasoning is valid because it draws on and connects both the supporting claim and the evidence.

10.2.1 Lesson 8

Introduction

In this lesson, students read and analyze paragraphs 16–18 of Martin Luther King, Jr.’s “Letter from Birmingham Jail” (from “These are just a few examples of unjust and just laws” to “I believe I would openly advocate disobeying these anti-religious laws”) in which King defines unjust laws and demonstrates the importance of civil disobedience. In this lesson, students analyze these paragraphs through the lens of rhetoric, determining King’s purpose and analyzing his use of rhetoric to further that purpose.

The lesson ends with a Quick Write on the following prompt: Determine King’s purpose in paragraphs 16–18 and analyze how he uses rhetoric to advance that purpose. For homework, students read paragraphs 19–21, box unfamiliar words, and look up their definitions. Students also review their Argument Delineation Tools to identify the central claims in paragraphs 1–18.

Standards

Assessed 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.
Addressed Standard(s)	
L.9-10.1.a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure.
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"> Determine King’s purpose in paragraphs 16–18 and analyze how he uses rhetoric to advance that purpose.
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Identify King’s purpose (e.g., King’s purpose is to convince his addressees of the importance of disobeying unjust laws). Cite specific examples of King’s rhetoric and explain how each example advances his purpose (e.g., King uses biblical and historical references to show his addressees that people they admire also disobeyed unjust laws: “Shadrach, Meshach, and Abednego . . . early Christians . . . Hungarian freedom fighters” all disobeyed the unjust laws of their rulers (par. 17 and 18)).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> None.
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> sublimely (adv.) – supremely or outstandingly excruciating (adj.) – extremely painful; causing intense suffering; unbearably distressing; torturing

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p>Standards & Text:</p> <ul style="list-style-type: none"> Standards: RI.9-10.6, L.9-10.1.a, L.9-10.4.a Text: “Letter from Birmingham Jail” by Martin Luther King, Jr., paragraphs 16–18 	

Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 15%
3. Masterful Reading	3. 5%
4. Reading and Discussion	4. 55%
5. Quick Write	5. 15%
6. Closing	6. 5%

Materials

- Student copies of the Rhetorical Impact Tracking Tool (refer to 10.2.1 Lesson 4)—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 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 the assessed standard for this lesson: RI.9-10.6. In this lesson, students identify King’s purpose in paragraphs 16–18 and analyze how he uses rhetorical devices to further his purpose. Students engage in evidence-based discussion as well as complete a Quick Write Assessment to close the lesson.

- ▶ Students follow along.

Activity 2: Homework Accountability

15%

Instruct students to talk in pairs about how they applied their focus standards 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 share how they applied their focus standard to their AIR text from the previous lesson's homework.

Instruct students to take out the Rhetorical Impact Tracking Tool from Lesson 7's homework assignment (Reread paragraphs 12–15 and identify and annotate any rhetorical devices King uses) and form small groups to discuss their findings.

🗨 Student responses should include:

- Rhetorical questions: "How can you advocate breaking some laws and obeying others?"
- Repetition: "Let us turn to a more concrete example . . . Let me give another example."
- Parallel structure: "So I can urge men to obey the 1954 decision of the Supreme Court because it is morally right, and I can urge them to disobey segregation ordinances because they are morally wrong."

① Remind students of their work with L.9-10.1.a and the use of parallel structure in 10.2.1 Lesson 7.

Lead a brief whole-class discussion of the rhetoric in paragraphs 12–15. Ask students to discuss how King is appealing to his addressees in these paragraphs. If necessary, explain that King is appealing to his addressees' sense of logic or reasoning. Inform students that this rhetorical device is called *logos* or appeal to logic and reason. Allow time for students to record examples of logos in paragraphs 12–15 on their Rhetorical Impact Tracking Tools.

Activity 3: Masterful Reading

5%

Have students listen to a Masterful Reading of paragraphs 16–18 of "Letter from Birmingham Jail." Instruct students to follow along and listen for King's central claim in these paragraphs.

- ▶ Students follow along and read silently.

Activity 4: Reading and Discussion

55%

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

Instruct student groups to reread paragraphs 16–17 (from “These are just a few examples of unjust and just laws” to “academic freedom is a reality today because Socrates practiced civil disobedience”) and answer the following questions before sharing out with the class.

What is King’s purpose in paragraph 16?

- ☞ King’s purpose is to provide an example of how a law can seem just, yet be “unjust in its application” (par. 16).

How does King’s reference to his arrest further his purpose?

- ☞ It provides a specific example of how a law can seem just yet be “unjust in its application” by showing how a law about parades was “used to preserve segregation and to deny citizens the[ir] First Amendment privilege[s]” (par. 16).

What words could replace the word “sublimely” in this context?

- ☞ Superbly or perfectly.

What imagery helps you understand the meaning of *excruciating*?

- ☞ The chopping block is where limbs were cut off, so *excruciating* must be an adjective that describes an extreme amount of pain.
- ▶ Students write the definitions of *sublimely* and *excruciating* on their copy of the text or in a vocabulary journal.
- ① If necessary, remind students of their work with imagery in 10.1, reminding them that imagery is the use of figurative or sensory language to create a mental picture.
- ① Consider drawing students’ attention to their application of standard L.9-10.4.a through the process of using context to determine the meaning of a word.

How does King use figurative language in paragraph 17? How does it further his purpose?

- ☞ He uses figurative language to describe the suffering that early Christians were willing to endure to disobey unjust laws. This furthers his purpose by providing evidence that “there is nothing new about this kind of civil disobedience” (par. 17).

In paragraph 17, how does King use the examples of Shadrach, Meshach, Abednego, the early Christians, and Socrates to further his purpose? What is the impact of these specific references considering King’s addressees?

- ☞ Student responses may include:

- He uses these examples to create a historical and moral precedent for “this kind of civil disobedience” (par. 17).
- By using biblical and historical references, King compares himself and his fellow civil rights activists to people likely valued by the addressees. This makes King and his fellow activists seem like heroes.
- Some students may note that by implication, this means the addressees are opposing people who are like their own biblical and historical heroes.

① If students struggle, consider informing them that Shadrach, Meshach, and Abednego’s disobedience is a biblical reference and that Socrates was an ancient Greek philosopher.

Once students have responded to the question above, explain to them that what King is doing in these lines is setting himself and his fellow activists on a “higher moral ground” than his addressees. Explain that by comparing civil rights activists to the addressees’ own heroes, King is demonstrating that the civil rights activists are more moral—“on higher moral ground”—and anyone who opposes them is less moral.

To what does King refer when he writes “this kind of civil disobedience”?

- ☞ King refers to nonviolent direct action.

What does King imply in the last sentence of paragraph 17? How does this implication develop his purpose?

- ☞ King implies that without “civil disobedience,” we would not have positive things today like “academic freedom” (par. 17). This develops his purpose by showing how important “civil disobedience” is for creating positive change.

Lead a brief whole-class discussion of student responses. Then instruct students to use their Rhetorical Impact Tracking Tool to track and analyze King’s use of rhetoric in paragraphs 16–17.

Instruct student groups to reread paragraph 18 (from “We can never forget that everything Hitler did in Germany was ‘legal’” to “I believe I would openly advocate disobeying these anti-religious laws”) and answer the following questions before sharing out with the class.

What can be inferred about the “Hungarian freedom fighters” from the text?

- ☞ That they fought against Hitler and his unjust laws, even though it was technically illegal.

How does the example of the legality of “everything Hitler did in Germany” further King’s purpose?

- ☞ Student responses may include:
 - The example furthers his purpose by showing how evil unjust laws can be.

- It compares segregation in America to Nazi Germany.

How does King’s statement that he would “advocate disobeying these anti-religious laws” if he lived in a Communist country further his purpose?

- The example highlights the duty one has to disobey unjust laws.

How does King’s reference to the suppression of “principles dear to the Christian faith” in a Communist country further his purpose? Consider King’s addressees.

- King focuses on the suppression of “principles dear to the Christian faith” because he and his audience are Christian leaders (par. 18). This furthers his purpose by including a scenario where his addressees might also disobey certain laws.

Lead a brief whole-class discussion of student responses. Then instruct students to use their Rhetorical Impact Tracking Tool to track and analyze King’s use of rhetoric in paragraph 18.

Activity 5: Quick Write

15%

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

Determine King’s purpose in paragraphs 16–18 and analyze how he uses rhetoric to advance that purpose.

Instruct students to use at least one example of parallel structure in their response, and to look at their annotations to find evidence. Ask students to use this lesson’s vocabulary wherever possible in their written responses. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

- ▶ Students listen and read the Quick Write prompt.

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. For homework, instruct students to read paragraphs 19–21, 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.

Also, students should review their Argument Delineation Tools to identify the central claims King makes in paragraphs 1–18.

- ▶ Students follow along.

Homework

Read paragraphs 19–21, box 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.

Also, review your Argument Delineation Tools to identify the central claims King makes in paragraphs 1–18.

Model Rhetorical Impact Tracking 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”

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.

Rhetorical device and definition	Examples of the rhetorical device in the text (with paragraph or page reference)	Impact of the rhetorical device on point of view or purpose
Rhetorical question	“How can you advocate breaking some laws and obeying others?” (par. 12)	This rhetorical question lays out King’s purpose in paragraphs 12–18.
Rhetorical question	“Now what is the difference between the two? How does one determine when a law is just or unjust?” (par. 13) “Isn’t segregation an existential expression of man’s tragic separation, an expression of his awful estrangement, his terrible sinfulness?” (par. 13)	The rhetorical questions serve to illustrate King’s point of view that it is right to disobey segregation laws and they serve his purpose of communicating their unjustness to his addressees.

Rhetorical device and definition	Examples of the rhetorical device in the text (with paragraph or page reference)	Impact of the rhetorical device on point of view or purpose
Parallel structure (using the same pattern of words to show that two or more ideas are equally important)	"So I can urge men to obey the 1954 decision of the Supreme Court because it is morally right, and I urge them to disobey segregation ordinances because they are morally wrong." (par. 13)	It provides clarity to why King believes he can urge people to disobey segregation laws, which deepens his addressees' understanding of his purpose.
Repetition	"Let us turn to a more concrete example . . . Let me give another example." (par. 14 and 15)	Repetition makes clear that his purpose is to provide examples of how segregation laws are unjust.
Logos: appeal to logic or reason	<p>"The answer is found in the fact that there are two types of laws: there are just laws, and there are unjust laws." (par. 12)</p> <p>"A just law is a man-made code that squares with the moral law, or the law of God. An unjust law is a code that is out of harmony with the moral law." (par. 13)</p> <p>"Any law that uplifts human personality is just. Any law that degrades human personality is unjust." (par. 13)</p> <p>"An unjust law is a code that a majority inflicts on a minority that is not binding on itself." (par. 14)</p>	<p>Here King appeals to his addressees' sense of reason or logic by explaining that he and his affiliates can disobey some laws and not others because some laws are unjust.</p> <p>Here King explains how one can determine which laws are unjust. He gives logical reasons for finding some laws unjust: they degrade some people's personalities.</p> <p>King logically presents another reason a law can be unjust: it is imposed on a minority by a majority.</p>

Rhetorical device and definition	Examples of the rhetorical device in the text (with paragraph or page reference)	Impact of the rhetorical device on point of view or purpose
Alliteration	“Now, there is nothing wrong with an ordinance which requires a permit for a parade, but when the ordinance is used to preserve segregation and to deny citizens the First Amendment privilege of peaceful assembly and peaceful protest, then it becomes unjust.” (par. 16)	The repetition of words that begin with “p” creates a rhythm that makes his writing compelling and more convincing, which serves his purpose of showing his addressees how segregation laws are unjust.
Figurative language	“It was practiced superbly by the early Christians, who were willing to face hungry lions and the excruciating pain of the chopping block before submitting to certain unjust laws of the Roman Empire.” (par. 17)	The figurative language depicts the early Christians heroically, and further helps show how heroic African Americans are in their disobedience to segregation laws, which serves King’s purpose of showing why it is okay to disobey segregation laws.
Parallel structure	“But I am sure that if I had lived in Germany during that time, I would have aided and comforted my Jewish brothers even though it was illegal. If I lived in a Communist country today where certain principles dear to the Christian faith are suppressed, I believe I would openly advocate disobeying anti-religious laws.” (par. 18)	Parallel structure creates a relationship between two situations where King feels it would be right to disobey morally wrong laws, thus helping him develop his purpose of showing why it is right to disobey segregation.

10.2.1 Lesson 9

Introduction

In this lesson, students read and analyze paragraphs 19–21 of “Letter from Birmingham Jail” (from “I must make two honest confessions” to “time itself becomes an ally of the forces of social stagnation”), in which King claims that the white moderate is the main reason injustice against African Americans has not yet ended. Students explore how King develops this claim by criticizing the white moderate. Students also analyze how this section of the text initiates a shift in King’s argument.

The class culminates with a Quick Write on the following prompt: How does King’s new claim in paragraphs 19–21 refine his central claim in paragraphs 1–18? For homework, students reread paragraphs 1–21, reviewing their annotations, making new ones as necessary, and adding to their Rhetorical Impact Tracking Tool in preparation for the Mid-Unit Assessment.

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.
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. <ul style="list-style-type: none"> 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)
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 King’s new claim in paragraphs 19–21 refine his central claim in paragraphs 1–18?

High Performance Response(s)

A High Performance Response should:

- Identify King’s central claim in paragraphs 1–18 (e.g., Direct action must be taken to end injustice).
- Identify King’s claim in paragraphs 19–21 (e.g., The white moderate is “the Negro’s great stumbling block in the stride toward freedom” (par. 19)).
- Demonstrate how King uses this claim to refine his central claim in paragraphs 1–18 (e.g., King shifts from providing a defensive response to his addressees in paragraphs 1–18, to an offensive criticism of the white moderate’s lack of action to end injustice in paragraphs 19–21. By showing that the white moderate has not “reject[ed] the myth of time,” which makes them unwilling to engage in “the tireless efforts and persistent work,” King demonstrates that action is needed from not only African Americans, but also the white moderate, to end injustice).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- paternalistically (adv.) – managing or governing individuals, businesses, nations, etc. in the manner of a father dealing benevolently and often intrusively with his children
- asserted (v.) – stated with assurance, confidence, or force
- condemned (v.) – expressed unfavorable or adverse judgment on; indicated strong disapproval
- precipitate (v.) – to bring about prematurely, hastily, or suddenly
- assertion (n.) – a positive statement or declaration, often without support or reason
- hemlock (n.) – a poisonous plant; a poisonous drink made from this plant
- affirmed (v.) – decided that the judgment of another court was correct
- misconception (n.) – a mistaken notion
- irrational (adj.) – not in accordance with reason; utterly illogical
- repent (v.) – to feel such sorrow for sin or fault as to be disposed to change one’s life for the better
- vitriolic (adj.) – with harsh and angry words
- appalling (adj.) – causing dismay or horror
- persistent (adj.) – continuing to do something or to try to do something even though it is difficult or other people want you to stop
- stagnation (n.) – a failure to develop, progress, or advance

Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> moderate (n.) – a person who is moderate in opinion or opposed to extreme views and actions, especially in politics or religion



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, L.9-10.4.a Text: “Letter from Birmingham Jail” by Martin Luther King, Jr., paragraphs 19–21 	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 15%
3. Masterful Reading	3. 15%
4. Reading and Discussion	4. 45%
5. Quick Write	5. 15%
6. Closing	6. 5%

Materials

- Student copies of the Argument Delineation 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 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 the assessed standard for this lesson: RI.9-10.5. In this lesson, students engage in evidence-based discussion exploring how King develops his new, central claim in this section of the text. Students also analyze how this section of the text initiates a shift in King’s argument. Students demonstrate their learning at the end of the lesson by completing a Quick Write.

- ▶ Students follow along.

Activity 2: Homework Accountability

15%

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

- ☞ Students may identify the following words: *paternalistically, asserted, condemned, precipitate, assertion, hemlock, affirmed, misconception, irrational, repent, vitriolic, appalling, persistent, and stagnation.*

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

Instruct students to take out their Argument Delineation Tools to discuss in pairs the central and supporting claims they identified in paragraphs 1–18.

- ☞ See the Model Argument Delineation Tools at the end of each of the following: 10.2.1 Lessons 3, 5, 7, and 8.

Lead a brief whole-class discussion of student responses to ensure that students understand the central and supporting claims in paragraphs 1–18.

Activity 3: Masterful Reading

15%

Have students listen to a Masterful Reading of paragraphs 19–21 of “Letter from Birmingham Jail.” Instruct students to follow along and listen for ideas they encountered earlier in the text.

- ▶ Students follow along, reading silently.

Instruct students to form small groups and reread paragraph 19 (from “I must make two honest confessions” to “Lukewarm acceptance is much more bewildering than outright rejection”). Ask students to annotate with exclamation points to note areas that remind them of earlier parts of the text.

- ☞ Student responses may include exclamation points near the following parts of the text:
 - “more devoted to order than to justice” (par. 19)

- “who prefers a negative peace which is the absence of tension” (par. 19)
- “but I can’t agree with your methods of direct action” (par. 19)
- “who paternalistically feels that he can set the timetable for another man’s freedom” (par. 19)
- “who lives by the myth of time” (par. 19)
- “who constantly advises the Negro to wait until a ‘more convenient season’” (par. 19)

Instruct students to form pairs to share and compare their annotations.

Activity 4: Reading and Discussion

45%

Post or project each set of questions below for students to discuss. Lead a whole-class discussion of the following questions, giving support as needed.

What tone does King establish in paragraph 19? How does King’s specific word choice create this tone?

- 🗨️ King establishes a critical tone through words and phrases with negative connotations such as:
 - King is “gravely disappointed” (par. 19).
 - The white moderate is the “great stumbling block,” implying that they are even worse than the White Citizens Councillor or the Ku Klux Klanner (par. 19).
 - The white moderate “prefers a negative peace” (par. 19).
 - King describes the white moderate as acting “paternalistically” (par. 19).
 - King says the white moderate lives by a “myth” (par. 19).
 - The white moderate’s “shallow understanding” is “frustrating” (par. 19).
 - The white moderate’s acceptance of the African American’s struggle to end injustice is “lukewarm” (par. 19).

📌 Consider reminding students that *tone* is the attitude a writer has towards the subject about which he/she is writing.

Explain to students that *paternalism* is a belief system in which a group of people in power treats those who are not in power as if they are children. Many white slave owners used paternalism to justify slavery in America. Believing that they were more advanced and developed than their slaves, white slave owners thought that they were taking care of their slaves and doing the morally right thing by treating them like children and ruling over all aspects of their lives as some fathers rule over their children. Although slavery in America had ended, some people in King’s time still believed in paternalism.

How does King use the word *paternalistically*? What is the impact of King’s usage of the word?

- 🗨️ Student responses may include:

- King uses the word *paternalistically* to describe how the white moderate “feels that he can set the timetable for another man’s freedom” (par. 19). The word intensifies King’s criticism of the white moderate for treating African Americans like children.
- Because paternalism was used to justify slavery, King’s use of “paternalistically” shows that paternalism has still not ended, and white moderates are like slave owners as “the Negro’s great stumbling block in the stride toward freedom” (par. 19). This comparison makes King’s criticism of the white moderates even harsher.
- King links current white moderates with slave owners who had the power to “set the timetable for another man’s freedom” and never would grant that freedom. With the word “paternalistically,” King echoes and emphasizes his earlier claim that “‘wait’ has almost always meant ‘never’” (par. 11). This has the effect of intensifying his criticism of the white moderate.

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

How is setting “a timetable for another man’s freedom” acting *paternalistically* or like a father?

- 💬 Deciding when someone can be free is like treating someone like a child and acting like a controlling father who decides everything for his children.

What connection does King make between the past and the present by using the word *paternalistically*?

- 💬 King uses the word “paternalistically” to show that the white moderate treats African Americans like children just as slave owners treated slaves like children.

How does King use the word *paternalistically* to criticize the white moderate?

- 💬 Because the white moderate “constantly says, ‘I agree with you in the goal you seek, but I can’t agree with your methods of direct action,’” King uses the word “paternalistically” to strengthen his point that the white moderate does not actually “agree with [King] in the goal [he] seek[s],” since the white moderate treats African Americans like children (par. 19).

① This discussion of the word *paternalistically* supports students’ engagement with L.9-10.4, which addresses students’ ability to clarify the meaning of an unknown word.

Based on what King writes in paragraph 19 about “the white moderate,” who or what is “the white moderate”?

- 💬 The white moderate is a group of white people who are not openly opposed to civil rights but do not actively support them either.

- ① **Differentiation Consideration:** If students struggle, consider providing the following definition: *moderate* means “a person who is moderate in opinion or opposed to extreme views and actions, especially in politics or religion.” Also, consider explaining that King uses the phrase “white moderate” as a collective noun, meaning that numerous individuals are grouped together and spoken of as a whole.
- 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.

Instruct students to form groups and answer the following questions before sharing out with the class.

In paragraphs 1–18, how has King described his addressees’ opinions similarly to how he describes the white moderates’ opinions in paragraph 19?

- 🗨️ The addressees, like the white moderates, want King and civil rights activists to “wait” for racial justice and to obey the “unjust” segregation laws.
- ① **Differentiation Consideration:** If students struggle, consider reminding them to look at their annotations from Lesson 8’s homework.

What is the impact of the connection King implies between the white moderate and his addressees?

- 🗨️ When King refers to the white moderate, he is also implying that his addressees are part of that group. King is indirectly criticizing the addressees by including them in his criticism of the white moderate.

What is King’s claim in paragraph 19? How is this claim different from other supporting claims in paragraphs 1–18?

- 🗨️ Student responses may include:
 - King claims that the white moderate, with their “shallow understanding” and “lukewarm acceptance,” are “the Negro’s great stumbling block in the stride toward freedom” (par. 19). The white moderate is the main reason injustice has not ended.
 - This supporting claim is different from other supporting claims, because here King is criticizing the white moderate instead of defending his actions against accusations from his addressees (as he did in paragraphs 1–18).
- ① **Differentiation Consideration:** Consider encouraging students to refer back to their Argument Delineation Tools to help them answer the question.

Lead a brief whole-class discussion of student responses. Instruct students to use their Argument Delineation Tool to record the supporting claim, evidence, and reasoning discussed in paragraph 19.

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

Instruct student groups to reread paragraphs 20–21 (from “In your statement you asserted that our actions, even though peaceful, must be condemned” to “time itself becomes an ally of the forces of social stagnation”) and answer the following questions before sharing out with the class.

What supporting claim does King make in the first sentences of paragraph 20?

- ☞ The clergymen’s idea that King’s “actions, even though peaceful, must be condemned because they precipitate violence” is illogical (par. 20).

What evidence does King provide to support his claim that the clergymen’s assertion is illogical?

- ☞ King shows that the clergymen are illogical by comparing their reasoning to the examples of “condemning the robbed man because his possession of money precipitated the evil act of robbery,” “condemning Socrates” for being killed by opponents of truth, and “condemning Jesus” for being crucified by opponents of God (par. 20).

How do these examples relate to King’s moral high ground in previous paragraphs?

- ☞ These examples of innocent, heroic men show that King and other civil rights activists are innocent, heroic people who are morally and logically better than their opponents (the white moderate) who are like the robbers and murderers of innocent, heroic men.

Lead a brief whole-class discussion of student responses. Instruct students to record on their Argument Delineation Tools the supporting claim, evidence, and reasoning discussed in paragraph 20.

Instruct student groups to answer the following questions about paragraph 21 before sharing out with the class.

How does King define the “myth of time” in paragraph 21?

- ☞ King defines the “myth of time” as “the strangely irrational notion that there is something in the very flow of time that will inevitably cure all ills” (par. 21).

How does the “myth of time” connect to the white moderate’s “lukewarm acceptance” of the struggle to end injustice?

- ☞ If the white moderate thinks that time will “cure all ills” as the “white brother in Texas” does, then they will not engage in “the tireless efforts and persistent work” necessary to end injustice (par. 21). This indicates only “lukewarm acceptance” (par. 19) of the struggle to end injustice.

What is the cumulative impact of King’s specific word choices in paragraph 21?

- ☛ In paragraph 21, King emphasizes his confrontational and critical tone by using judgmental and aggressive words and phrases like “tragic misconception,” “strangely irrational,” “repent,” and “appalling silence.” These words and phrases give force to King’s criticism of the white moderate and show the extent to which King is disappointed in the white moderate.

Lead a brief whole-class discussion of student responses. Instruct students to record on their Argument Delineation Tools the supporting claim, evidence, and reasoning discussed in paragraph 21.

Activity 5: Quick Write

15%

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

How does King’s new claim in paragraphs 19–21 refine his central claim in paragraphs 1–18?

Instruct students to look at their annotations 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.

- ▶ 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. For homework, instruct students to reread paragraphs 1–21, reviewing their notes, annotations, and Rhetorical Impact Tools in preparation for the next lesson’s Mid-Unit Assessment. When rereading paragraphs 1–21, students should focus particularly on King’s use of rhetoric and specific word choice, annotating and adding to the Rhetorical Impact Tools as necessary.

- ▶ Students follow along.

Homework

Reread paragraphs 1–21 of King’s “Letter from Birmingham Jail” and review and expand your notes, annotations, and Rhetorical Impact Tool in preparation for the next lesson’s Mid-Unit Assessment. When rereading paragraphs 1–21, focus particularly on King’s use of rhetoric and specific word choice, annotating and adding to your Rhetorical Impact Tools as necessary.

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:

Action must be taken to end injustice.

Supporting Claim:

King claims that the white moderate, with their “shallow understanding” and “lukewarm acceptance,” are “the Negro’s great stumbling block in the stride toward freedom” (par. 19).

Evidence:	Explain how the evidence is relevant:	Explain whether the evidence is sufficient:
By telling African Americans to wait and not to engage in direct action, the white moderate “paternalistically . . . set[s] the timetable for another man’s freedom” (par. 19).	This shows the white moderate’s “shallow understanding” (par. 19) of the African Americans’ experience.	Yes, it is sufficient. King uses rhetorical questions to give three examples as evidence.

Reasoning:

By using the word “paternalistically” King recalls racial oppression that goes back as far as slavery and by association compares the white moderate to slave owners who “paternalistically” controlled all aspects of their slaves’ lives (par. 19). The white moderate’s advice to “wait” for a “more convenient season” (par. 19) condemns African Americans to unending racial injustice.

Explain whether the reasoning is valid:

King clearly connects the white moderate’s advice to wait to their paternalistic attitude towards African Americans’ freedom.

Supporting Claim:

The white moderate asserts that the African Americans’ peaceful, nonviolent actions “must be condemned because they precipitate violence” (par. 20).

Evidence:	Explain how the evidence is relevant:	Explain whether the evidence is sufficient:
<p>“Isn’t this like condemning the robbed man because his possession of money precipitated the evil act of robbery?” (par. 20)</p> <p>“Isn’t this like condemning Jesus because His unique God-consciousness and never-ceasing devotion to His will precipitated the evil act of crucifixion?” (par. 20)</p>	<p>It shows by similar and more obvious examples that also appeal to the clergymen’s religious sensibilities that their argument is illogical.</p>	<p>Yes, three increasingly compelling examples are sufficient.</p>
Reasoning:		Explain whether the reasoning is valid:
<p>Through examples given as rhetorical questions in paragraph 20, King reasons that his addressees’ assertion is both not logically made (“Isn’t this like condemning the robbed man because his possession of money precipitated the evil act of robbery?”) and immoral (“Isn’t this like condemning Jesus because His unique God-consciousness and never-ceasing devotion to His will precipitated the evil act of crucifixion?”).</p>		<p>Yes, King’s reasons are logically consistent.</p>
Supporting Claim:		
<p>The white moderate has not “reject[ed] the myth of time” (par. 21).</p>		
Evidence:	Explain how the evidence is relevant:	Explain whether the evidence is sufficient:
<p>King gives an example of the “white brother in Texas” to show this (par. 21).</p>	<p>The example of the “white brother in Texas” shows the white moderate’s acceptance of the “myth” that time “will inevitably cure all ills” (par. 21).</p>	<p>Yes, it is sufficient. King’s example is representational of a larger group of people.</p>
Reasoning:		Explain whether the reasoning is valid:
<p>Through his example of the “white brother in Texas,” King demonstrates that when people believe in the myth of time, they will have only “lukewarm acceptance” of the struggle to end injustice because they are waiting for time to “cure all ills.” Therefore, they are unwilling to engage in “the tireless efforts and persistent work” necessary to prevent “time itself [from becoming] an ally of the forces of social stagnation” (par. 21).</p>		<p>Yes, King’s reasoning logically follows.</p>

10.2.1

Lesson 10

Introduction

In this Mid-Unit Assessment, students use textual evidence from paragraphs 1–21 of Martin Luther King, Jr.’s “Letter from Birmingham Jail” to craft a formal, multi-paragraph essay on the following prompt: Determine a purpose in Letter from Birmingham Jail and analyze how King uses rhetoric and specific word choices to advance that purpose.

Students review their annotated text, lesson Quick Writes, discussion notes, homework notes, and Rhetorical Impact Tracking Tools to organize their ideas. Students then develop their essays with relevant and sufficient facts, extended definitions, concrete details, and quotations.

The Mid-Unit Assessment is assessed using the 10.2.1 Mid-Unit Text Analysis Rubric. For homework, students preview the following lesson’s text by reading paragraphs 22–25 to determine King’s purpose in this section of the text. Additionally, students continue to read their AIR texts.

Standards

Assessed Standard(s)	
RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
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.
W.9-10.2.a-f	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <ol style="list-style-type: none"> Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

File: 10.2.1 Lesson 10 Date: 4/18/14 Classroom Use: Starting 4/2014

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	<p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
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>
Addressed Standard(s)	
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Assessment

Assessment(s)
<p>Student learning in the first part of this unit is assessed via a formal, multi-paragraph response to the following prompt.</p> <ul style="list-style-type: none"> Determine a purpose in “Letter from Birmingham Jail” and analyze how King uses rhetoric and specific word choices to advance that purpose. <p>i Student responses are evaluated using the 10.2.1 Mid-Unit Text Analysis Rubric.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Identify one of King’s purposes (e.g., to counter the clergymen’s claims; to explain why nonviolent direct action is necessary; to criticize the white moderate’s lack of action and paternalistic attitude toward African Americans; to criticize the white church and the clergymen’s lack of action or

outright opposition to the civil rights movement; etc.).

- Clarify the relationship between the examples of rhetoric and word choices and King’s purpose. (For examples, see below.)

A High Performance Response may include the following evidence in support of a multi-paragraph analysis. The text is dense and rich with compelling rhetoric and specific word choices, so High Performance Responses may vary widely:

- In the first five paragraphs of his letter, King’s purpose is to explain why nonviolent direct action is necessary and urgent. In paragraph 4, King asserts “[w]e are caught in an inescapable network of mutuality, tied in a single garment of destiny.” In this example, King’s specific choice of the words “we,” “network,” “mutuality,” and “tied” work together to emphasize King’s reason for being in Birmingham. By using the word “we” when King says “[n]ever again can we afford to live with the narrow, provincial ‘outsider agitator idea,’” King appeals to his addressees’ conscience to support King’s purpose.
- To further this purpose, King responds to his addressees’ criticism of his direct action campaign. In paragraph 8, King directly addresses the clergymen’s criticism by claiming that he “did not move irresponsibly into direct action.” To support this claim, King uses rhetoric and word choice. For example, in paragraph 9, King repeats the word “tension” seven times. King creates a nuanced understanding of tension, including a positive connotation of the word, through his repetition and the following specific adjectives to describe “tension”: “creative,” “violent,” and “constructive nonviolent.” King then uses descriptive language with contrast to emphasize the positive connotation of tension, when he says that tension “will help men to rise from the dark depths of prejudice and racism to the majestic heights of understanding and brotherhood.” These examples of rhetoric and word choice work together to show the necessity and importance of King’s direct action campaign.
- In paragraphs 10 and 11, King’s purpose is to refute the addressees’ claim that his actions were untimely and prove that African Americans can no longer wait for freedom. In paragraph 11, King appeals to the conscience of his addressees by using disturbing, heart-wrenching descriptive language such as “vicious mobs lynch your mothers and fathers at will and drown your sisters and brothers at whim,” and “see tears welling up in her little eyes when she is told that Funtown is closed to colored children.” King also uses the repetition of parallel structure to emphasize why African Americans cannot and should not have to wait for freedom, directly countering the claim that his actions were untimely.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> None.*
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> None.*

*Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the text, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1E of this document http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: RI.9-10.4, RI.9-10.6, W.9-10.2.a-f, W.9-10.9.b, L.9-10.1, L.9-10.2 Text: “Letter from Birmingham Jail” by Martin Luther King, Jr., paragraphs 1–21 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Mid-Unit Assessment Closing 	<ol style="list-style-type: none"> 5% 10% 80% 5%

Materials

- Student copies of the Rhetorical Impact Tracking Tools (refer to 10.2.1 Lessons 4, 7, and 8)
- Copies of the 10.2.1 Mid-Unit Assessment for each student
- Copies of the 10.2.1 Mid-Unit Text Analysis Rubric and Checklist 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	Plain text indicates teacher action.

symbol	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 the assessed standards for this lesson: RI.9-10.4, RI.9-10.6, and W.9-10.2.a-f. In this lesson, students complete the Mid-Unit Assessment in which they present evidence identifying King’s purpose and how King’s rhetoric and specific word choices advance this purpose.

- ▶ Students follow along.
- ⓘ Remind students of their work with standard W.9-10.2.a-f in Module 10.1. If students need extra support, consider reviewing this standard and its substandards with students by giving examples.

Activity 2: Homework Accountability

10%

Instruct students to form pairs to briefly share and compare the notes and annotations from their Rhetorical Impact Tracking Tools in order to prepare for the Mid-Unit Assessment.

- ☞ See the Model Rhetorical Impact Tracking Tools from 10.2.1 Lessons 4, 7, and 8 for possible student responses.
- Remind students that annotating will help them keep track of evidence they will use on the Mid-Unit Assessment and the Performance Assessment, which focus on the use of rhetoric to advance purpose.
- ⓘ This focused annotation supports students’ engagement with W.9-10.9.b, which addresses the use of textual evidence in writing.
 - ⓘ **Differentiation Consideration:** If students need support in organizing their materials to write the Mid-Unit Assessment, consider providing them with a structured outline. Students can organize their materials according to the structured outline and use this to plan their responses.

Activity 3: Mid-Unit Assessment

80%

Instruct students to use their annotated text, lesson Quick Writes, discussion notes, homework notes, and Rhetorical Impact Tracking Tools to write a formal, multi-paragraph response to the following prompt:

Determine a purpose in Letter from Birmingham Jail and analyze how King uses rhetoric and specific word choices to advance that purpose.

① Consider displaying the prompt for students to see in addition to providing it in hard copy.

Explain to students that because it is a formal writing task, the Mid-Unit Assessment should include an introductory statement, well-organized ideas supported by relevant and sufficient textual evidence, and a concluding statement or section. Remind students to use this unit’s vocabulary, as well as proper grammar, capitalization, punctuation, and spelling to achieve a formal style and objective tone.

- ▶ Students listen.

Remind students as they write to refer to the notes, tools, and annotated text from the previous lessons. Distribute and review the 10.2.1 Mid-Unit Text Analysis Rubric. Remind students to revisit the rubric once they are finished with the assessment to ensure they have fulfilled all the criteria.

- ▶ Students review the 10.2.1 Mid-Unit Text Analysis Rubric.

Transition students to independent writing time. Give students the remaining class period to write.

- ▶ Students independently answer the prompt using evidence from the text.

🗨️ See High Performance Response at the beginning of the lesson.

① Consider encouraging those who finish early to reread and revise their response.

Activity 4: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to preview the following lesson’s text by reading paragraphs 22–25 to determine King’s purpose in this section. Instruct students to write a brief paragraph in response to the following question.

What is King’s purpose in paragraphs 22–25? Use evidence from these paragraphs to support your response.

Additionally, 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

Preview the next lesson's text by reading paragraphs 22–25. Write a brief paragraph in response to the following question.

What is King' purpose in paragraphs 22–25? Use evidence from these paragraphs to support your response.

Also, continue reading 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.

10.2.1 Mid-Unit Assessment

Text-Based Response

Your Task: Rely on your reading and analysis of paragraphs 1–21 of “Letter from Birmingham Jail” to write a well-developed response to the following prompt:

Determine King’s purpose in paragraphs 1-21 of “Letter from Birmingham Jail” and analyze how he uses rhetoric and specific word choices to advance that purpose.

Your writing will be assessed using the 10.2.1 Mid-Unit Text Analysis Rubric.

Guidelines

Be sure to:

- Closely read the prompt
- Address all elements of the prompt in your response
- Paraphrase, quote, and reference relevant evidence to support your claim
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

CCSS: RI.9-10.4, RI.9-10.6, W.9-10.2.a-f, W.9-10.9.b

Commentary on the Task:

This task measures RI.9-10.4 because it demands that students:

- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning.

This task measures RI.9-10.6 because it demands that students:

- Determine an author’s purpose in a text and analyze how an author uses rhetoric to advance that purpose.

This task measures W.9-10.2.a-f because it demands that students:

- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables),

and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

This task measures W.9-10.9.b because it demands that students:

- Draw evidence from informational texts to support analysis, reflection, and research.

10.2.1 Mid-Unit Text Analysis Rubric

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Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
<p>Content and Analysis</p> <p>The extent to which the response determines and analyzes the cumulative impact of specific word choices, including figurative and connotative language on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>CCSS.ELA-Literacy.RI.9-10.4</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>	<p>Accurately determine the contextual meanings of words and phrases and skillfully analyze the cumulative impact of specific word choices, including figurative and connotative language on meaning and tone.</p>	<p>Determine the contextual meanings of words and phrases and analyzes the cumulative impact of specific word choice, including figurative and connotative language on meaning and tone.</p>	<p>Determine the contextual meanings of words and phrases with partial accuracy or completeness; provide partial or insufficient analysis of the impact of word choices on meaning and tone.</p>	<p>Inaccurately determine the contextual meanings of words and phrases; provide inaccurate or little to no analysis of the impact of word choice on meaning and tone.</p>
<p>Content and Analysis</p> <p>The extent to which the response identifies an author's point of view or purpose in a text and analyzes how an author uses rhetoric to advance that point of view or purpose.</p> <p>CCSS.ELA-Literacy.RI.9-10.6</p> <p>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.</p>	<p>Accurately determine an author's point of view or purpose in a text and skillfully analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p>Accurately 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.</p>	<p>Inaccurately identify an author's point of view or purpose in a text and/or ineffectively analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p>Inaccurately identify an author's point of view or purpose in a text; provide inaccurate or insufficient analysis of how an author uses rhetoric to advance a point of view or purpose.</p>
<p>Command of Evidence and Reasoning</p> <p>The extent to which the response examines and conveys complex ideas, concepts and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCSS.ELA-Literacy.W.9-10.2</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>Develop the response and support analysis with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.9-10.2.b)</p>	<p>Develop the response and support analysis with relevant and sufficient facts, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.9-10.2.b)</p>	<p>Partially develop the response and partially support analysis with relevant facts, details, quotations, or other information and examples that are appropriate to the audience's knowledge of the topic. (W.9-10.2.b)</p>	<p>Do not develop the response or support analysis with relevant facts, details, quotations, or other information and examples that are appropriate to the audience's knowledge of the topic. (W.9-10.2.b)</p>



<p>CCSS.ELA-Literacy.W.9-10.2.b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic</p> <p>The extent to which the response draws evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-Literacy.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>The extent to which responses apply grade 9-10 Reading standards to literary nonfiction.</p> <p>CCSS.ELA-Literacy.W.9.b Apply grades 9-10 Reading standards 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>				
<p>Coherence, Organization, and Style</p> <p>The extent to which the response introduces a topic, organizes complex ideas, concepts, and information to make important connections and distinctions.</p> <p>CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCSS.ELA-Literacy.W.9-10.2.a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>The extent to which the response uses</p>	<p>Skillfully introduce a topic; effectively organizes complex ideas, concepts, and information to make important connections and distinctions. (W.9-10.2.a)</p> <p>Skillfully use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2.c)</p> <p>Skillfully and accurately use precise language and domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)</p> <p>Skillfully establish and maintain a formal style and objective tone appropriate to the norms and conventions of the discipline. (W.9-10.2.e)</p> <p>Skillfully provide a concluding statement or section that follows from and supports the information or explanation presented. (W.9-10.2.f)</p>	<p>Introduce a topic; effectively organize complex ideas, concepts, and information to make important connections and distinctions. (W.9-10.2.a)</p> <p>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2.c)</p> <p>Accurately use precise language or domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)</p> <p>Establish a style and tone appropriate to the discipline; demonstrate inconsistent use of formality and objectivity. (W.9-10.2.e)</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.9-10.2.f)</p>	<p>Introduce a topic; inconsistently organize complex ideas, concepts, and information to make important connections and distinctions. (W.9-10.2.a)</p> <p>Inconsistently use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2.c)</p> <p>Inconsistently use domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)</p> <p>Use inconsistent style and tone with some attention to formality and objectivity. (W.9-10.2.e)</p> <p>Provide a concluding statement or section that partially follows from and supports the information or explanation presented. (W.9-10.2.f)</p>	<p>Ineffectively introduce a topic; ineffectively organize complex ideas, concepts and information to make important connections and distinctions. (W.9-10.2.a)</p> <p>Ineffectively use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2.c)</p> <p>Ineffectively or inappropriately use precise language or domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)</p> <p>Lack a formal style, using language that is basic, imprecise, or contextually inappropriate. (W.9-10.2.e)</p> <p>Ineffectively provide a concluding statement or section that follows from and supports the information or explanation presented. (W.9-10.2.f)</p>



<p>appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>CCSS.ELA-Literacy.W.9-10.2.c</p> <p>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>The extent to which the response includes and uses precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>CCSS.ELA-Literacy.W.9-10.2.d</p> <p>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>The extent to which the response properly uses formal style and objective tone as well as adheres to the writing conventions of the discipline.</p> <p>CCSS.ELA-Literacy.W.9-10.2.e</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>The extent to which the response provides a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>CCSS.ELA-Literacy.W.9-10.2.f</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>				
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- A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
- A response that is totally copied from the text with no original writing must be given a 0.
- A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.



10.2.1 Mid-Unit Text Analysis Checklist

Assessed Standards: _____

	Does my writing...	✓
Content and Analysis	Identify the cumulative impact of specific word choices, including figurative and connotative language on meaning and tone? (RI.9-10.4)	<input type="checkbox"/>
	Determine an author’s point of view or purpose in a text? (RI.9-10.6)	<input type="checkbox"/>
	Analyze how an author uses rhetoric to advance a point of view or purpose? (RI.9-10.6)	<input type="checkbox"/>
Command of Evidence and Reasoning	Develop the response and support analysis with well-chosen, relevant, and sufficient evidence? (W.9-10.2.b, W.9-10.9.b)	<input type="checkbox"/>
Coherence, Organization, and Style	Introduce a topic? (W.9-10.2.a)	<input type="checkbox"/>
	Organize complex ideas, concepts, and information to make important connections and distinctions? (W.9-10.2.a)	<input type="checkbox"/>
	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts? (W.9-10.2.c)	<input type="checkbox"/>
	Establish and maintain a formal style and objective tone, using precise language and domain-specific vocabulary? (W.9-10.2.d,e)	<input type="checkbox"/>
	Provide a concluding statement or section related to the explanation or analysis? (W.9-10.2.f)	<input type="checkbox"/>

10.2.1

Lesson 11

Introduction

In this lesson, students read and analyze paragraphs 22–23 of “Letter from Birmingham Jail,” (from “You spoke of our activity in Birmingham as extreme” to “I was initially disappointed in being so categorized”), in which King continues his criticism of the white moderate’s lack of action to end injustice. Students analyze how King appeals to his addressees and uses rhetoric to advance his criticism.

Students demonstrate their learning in a Quick Write on the following prompt: How does King’s use of rhetoric advance his purpose in paragraphs 22–23? For homework, students annotate for every time they note the word *extremist*. Students also conduct a brief search into the people King mentions in paragraph 24.

Standards

Assessed 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.
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>
L.9-10.2.a	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p>

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’s use of rhetoric advance his purpose in paragraphs 22–23?
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> • Identify that King’s purpose is to criticize the white moderate for their lack of action. • Identify examples of rhetoric in paragraphs 22–23 (e.g., the allusion “a more excellent way, of love and nonviolent protest” (par. 22); imagery, hyperbole, and pathos in “many streets of the South would be flowing with floods of blood” (par. 22); the allusion “the promised land of racial justice” (par. 23); parallel structure “[s]o let him march sometime; let him have his prayer pilgrimages to the city hall; understand why he must have sit-ins and freedom rides” (par. 23), etc.). • Discuss how King uses these examples of rhetoric to advance his purpose in paragraphs 22–23 (e.g., King uses the allusion to draw attention to the fact that his addressees are not following this “more excellent way” (par. 22); this advances his criticism of his “fellow clergymen” and the white moderate by putting King on the moral high ground).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> • extremist (n.) – a person who believes in and supports ideas that are very far from what most people consider correct or reasonable • complacency (n.) – a feeling of quiet pleasure or security, often while unaware of some potential danger • repudiated (v.) – rejected with disapproval or condemnation • ideologies (n.) – bodies of doctrine, myth, etc. with reference to some political or social plan along with the devices for putting them into operation • Zeitgeist (n.) – the spirit of the time; general trend of thought or feeling characteristic of a particular period of time • pilgrimages (n.) – journeys, especially long ones, made to some sacred place as an act of religious devotion

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
<p>Standards & Text:</p> <ul style="list-style-type: none"> Standards: RI.9-10.6, W.9-10.9.b, L.9-10.2.a Text: “Letter from Birmingham Jail” by Martin Luther King, Jr., paragraphs 22–23 <p>Learning Sequence:</p> <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"> 10% 10% 5% 55% 15% 5%

Materials

- Student copies of the Rhetorical Impact Tracking Tool (refer to 10.2.1 Lesson 4)—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.
①	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

10%

Begin by reviewing the agenda and assessed standard for this lesson: RI.9-10.6. Students analyze how King appeals to his addressees and uses rhetoric to advance his criticism. 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.

Remind students of the work they did in 10.1 with standard: L.9-10.2.a. If necessary, reread the language of the standard (included in the Standards box at the beginning of this lesson). Explain to students that semicolons are also often used to connect phrases in a list.

- ① If students do not understand the terms *independent clause* or *conjunctive adverb*, consider defining the terms as “a clause that has a subject and a verb and can stand alone” and “an adverb that connects two clauses to show the relationship between them, such as *accordingly, however, next, now, otherwise, etc.*”

Ask pairs to skim paragraph 11 of “Letter from Birmingham Jail,” (from “We know through painful experience” to “our legitimate and unavoidable impatience”) and identify King’s use of semicolon.

- ☞ He uses semicolons to join phrases in a list.

Remind students that *parallel structure* is “using the same pattern of words to show that two or more ideas are equally important.” Ask students to discuss the following questions in their pairs.

How does King’s use of semicolons relate to his use of parallel structure in paragraph 11?

- ☞ King uses semicolons to join phrases that all have parallel structure beginning “when you have seen/see/are” (par. 11).

How does King use semicolons and parallel structure to advance his purpose in paragraph 11?

- ☞ The semicolons make all the dependent clauses into one long sentence, which emphasizes how overwhelming and long the horrific injustices and violations are. The parallel structure and repetition of “when you have seen/see/are” (par. 11) contributes to this emphasis.

Remind students to look for King’s use of semicolons and its impact in this lesson’s reading. Also, encourage students to look for opportunities to use semicolons in their own writing.

Activity 2: Homework Accountability

10%

Instruct students to talk in pairs about how they applied their focus standard to their 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.

Instruct students to take out their written responses to the 10.2.1 Lesson 10 homework (What is King’s purpose in paragraphs 22–25? Use evidence to support your response.) and share and discuss their answers in small groups.

- 🗨️ Students should identify that King’s purpose in paragraphs 22–25 is to criticize the white moderate for their lack of action. Evidence to support this response may include:
 - King is “rather disappointed that fellow clergymen would see [his] nonviolent efforts as those of an extremist.” He is disappointed, because he is “further convinced that if our white brothers dismiss as ‘rabble-rousers’ and ‘outside agitators’ those of us who are working through the channels of nonviolent direct action and refuse to support our nonviolent efforts,” this will “lead inevitably to a frightening racial nightmare” (par. 22).
 - King asks his addressees to support African Americans in expressing their anger in nonviolent ways: “let him march sometime; let him have his prayer pilgrimages to the city hall; understand why he must have sit-ins and freedom rides” (par. 23).
 - King criticizes his addressees by asking: “will we be extremists for hate, or will we be extremists for love? Will we be extremists for the preservation of injustice, or will we be extremists for the cause of justice?” (par. 24). Because his addressees have accused him of being an extremist, with these questions he is showing that there is a good kind of extremist. Therefore, he is criticizing them for not being the good kind of extremist.
 - King expresses his disappointment with the white moderate by saying “[m]aybe I was too optimistic. Maybe I expected too much. I guess I should have realized that . . . still fewer have the vision to see that injustice must be rooted out by strong, persistent, and determined action” (par. 25).
 - King further criticizes his addressees by comparing them to “white brothers” who do take action to end injustice, saying they are “unlike many of their moderate brothers” (par. 25).

Activity 3: Masterful Reading

5%

Have students listen to a Masterful Reading of paragraphs 22–23 of “Letter from Birmingham Jail.” Instruct students to listen for how King appeals to his addressees.

- ▶ Students follow along, reading silently.

Activity 4: Reading and Discussion

55%

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

Instruct student pairs to reread paragraph 22, (from “You spoke of our activity in Birmingham as extreme” to “to a frightening racial nightmare”) and answer the following questions before sharing out with the class.

Provide students with the following definitions: *extremist* means “a person who believes in and supports ideas that are very far from what most people consider correct or reasonable”; *complacency* means “a feeling of quiet pleasure or security, often while unaware of some potential danger”; *repudiated* means “rejected with disapproval or condemnation”; *ideologies* means “bodies of doctrine, myth, etc., with reference to some political or social plan along with the devices for putting them into operation.”

- ▶ Students write the definitions of *extremist*, *complacency*, *repudiated*, and *ideologies* on their copy of the text or in a vocabulary journal.

In the second sentence of paragraph 22, why does King say he is disappointed? What is the impact of beginning his statement with the phrase “[a]t first?”

- 🗨 Student responses may include:
 - King says he is “disappointed that fellow clergymen would see [his] nonviolent efforts as those of an extremist” (par. 22).
 - By beginning this statement with “[a]t first” (par. 22), King indicates that later his thinking about being considered an extremist will develop.

What does King’s statement that he “stand[s] in the middle of two opposing forces in the Negro community” suggest about his beliefs?

- 🗨 King’s statement shows that he believes he is not an extremist. His beliefs are between opposing, more extreme views on either side.

What can you infer about “Elijah Muhammad’s Muslim movement” and “black nationalist ideologies?”

- 🗨 Student responses may include:
 - Elijah Muhammad’s Muslim movement and black nationalist ideologies are dangerous, because they “come perilously close to advocating violence” (par. 22).
 - The movement and ideologies are extreme and full of “bitterness and hatred,” because they “have concluded that the white man is an incurable devil” (par. 22). Whites would be afraid of the movement and ideologies.
 - Elijah Muhammad’s Muslim movement and black nationalist ideologies attract African Americans full of “frustration and despair” who “seek solace and security” (par. 22).

Lead a brief whole-class discussion of student responses.

Lead a whole-class discussion of the following question:

In paragraph 22, what does King present instead of “the do-nothingism of the complacent or the hatred and despair of the black nationalist”?

- 🗨️ King presents “a more excellent way, of love and nonviolent protest” (par. 22).

Explain to students that the phrase “a more excellent way” is an allusion. An allusion is an indirect reference, which can be a powerful form of rhetoric. Unlike with more overt references, the audience must draw conclusions and connections to interpret an allusion.

Also explain to students that this phrase alludes to a passage in the New Testament of the Bible in which the Apostle Paul speaks of having the true love of mankind as “a more excellent way” than having even the best gifts.

Instruct students to do a Turn-and-Talk to discuss the following questions.

What is the impact of this allusion to “a more excellent way”?

- 🗨️ Student responses may include:

- This is a passage from the Bible that his “fellow clergymen” are likely to recognize, so King appeals to their shared ethics or religious beliefs.
- By using the same words, King likens himself to the Apostle Paul, putting him on the moral high ground above his “fellow clergymen.”
- King’s “fellow clergymen” are wrong for opposing this “more excellent way.”

- ① **Differentiation Consideration:** If students struggle with this question, consider reminding them of their work with “moral high ground” in 10.2.1 Lesson 7. Also, consider asking the following question for additional scaffolding:

How does this allusion relate to the “moral high ground” King established in previous paragraphs?

- 🗨️ King uses this allusion to once again set himself and his actions on a higher moral ground than his addressees.

- ① Consider drawing students’ attention to their work with L.9-10.2.a as they analyze the use of semicolons.

Lead a brief whole-class discussion of student responses and instruct students to use their Rhetorical Impact Tracking Tool to record the rhetoric discussed.

Instruct student pairs to answer the following questions before sharing out with the class.

In the following statement in paragraph 22, what connection does King draw? “I’m grateful to God that, through the Negro church, the dimension of nonviolence entered our struggle.”

- King says that the “Negro church” is responsible for introducing nonviolent efforts into the struggle for desegregation (par. 22). By giving thanks to God, King draws a direct connection between God and nonviolent action.

What is the impact of placing the allusion to “a more excellent way” with this statement?

- Because King claims in the statement that nonviolent action comes through God, King puts the allusion to Paul’s words with this bold statement to defend to his claim.

How does King use the allusion and statement together to appeal to his “fellow clergymen”?

- Because King’s “fellow clergymen” are religious and would respect Paul, God, and the church, King appeals to their ethics and shows that he shares the same ethics as they have.

What image does King create to contrast the “more excellent way”?

- King says that if the church had not introduced “the dimension of nonviolence,” then “many streets of the South would be flowing with floods of blood” (par. 22).

What does King mean by “the streets would be flowing with floods of blood” (paragraph 22)?

- King means that there would be violent protests as opposed to nonviolent protests.

What is the impact of this imagery?

- King uses this exaggerated, disturbing imagery to emphasize the contrast between his nonviolent efforts and the extremists of the black nationalist ideologies in order to appeal to his addressees’ emotions.

Explain to students that this image is an example of a rhetorical device called hyperbole. Define hyperbole as “obvious and intentional exaggeration.” This image is exaggerated and disturbing, so it appeals to King’s addressees’ emotions of fear. This appeal to emotions is called *pathos*.

Lead a brief whole-class discussion of student responses and instruct students to use their Rhetorical Impact Tracking Tool to record the rhetoric discussed.

Instruct student pairs to reread paragraph 23, (from “Oppressed people cannot remain oppressed forever” to “I must admit that I was initially disappointed in being so categorized”) and answer the following question before sharing out with the class.

Provide students with the following definition: *Zeitgeist* means “the spirit of the time; general trend of thought or feeling characteristic of a particular period of time.”

- ▶ Students write the definition of *Zeitgeist* on their copy of the text or in a vocabulary journal.

In paragraph 23, what are African Americans moving towards “with a sense of cosmic urgency?”

- ☞ African Americans are moving toward “the promised land of racial justice” (par. 23).

Explain to students that this is another example of an allusion. Here the allusion is to the land that the Hebrew God is said to have promised to the Israelites.

Instruct students to do a Turn-and-Talk to discuss the following questions in pairs.

What is the impact of this allusion to the “promised land”?

- ☞ The allusion shows King’s addressees that African Americans will gain “racial justice” by God’s promise. King’s “fellow clergymen” likely understand and take God’s promises seriously. By suggesting that “racial justice” is God’s promise, King appeals to his addressees’ ethics and understanding of God and the Bible (par. 23).

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

What is the “promised land” for African Americans according to King?

- ☞ “Racial justice” is the “promised land” (par. 23) for African Americans.

According to King’s allusion, who has promised African Americans their “land of racial justice”?

- ☞ God has promised African Americans their “land of racial justice” (par. 23).

Lead a brief whole-class discussion of student responses and instruct students to use their Rhetorical Impact Tracking Tool to record the rhetoric discussed.

Provide students with the following definition: *pilgrimages* means “journeys, especially long ones, made to some sacred place as an act of religious devotion.”

- ▶ Students write the definition of *pilgrimages* on their copy of the text or in a vocabulary journal.

Instruct student pairs to answer the following questions before sharing out with the class.

How does King use semicolons and parallel structure in the sentence beginning “So let him march sometime” to support his purpose in paragraph 23?

- King makes a list of examples of the nonviolent ways that African Americans can “get out” their “many pent up resentments and latent frustrations” (par. 23). King uses parallel structure to emphasize to the white moderate that they should support these actions, because these forms of nonviolence are better than a “frightening racial nightmare” (par. 22).

① **Differentiation consideration:** If students struggle to make this connection, consider scaffolding with the following questions:

How does King use semicolons in the sentence beginning “So let him march sometime”?

- King uses semicolons to connect independent clauses, making a list of nonviolent actions.

How does this sentence relate to the preceding sentences in paragraph 23?

- King says that “[t]he Negro has many pent up resentments and latent frustrations” that “[h]e must get out” (par. 23), so King uses the semicolons to make a list of the nonviolent ways that African Americans can express pent up resentments.

What is the impact of the image “prayer pilgrimages to the city hall”?

- In paragraph 23, King uses the word *pilgrimages*, a word with religious meaning, to describe journeys to city hall, which is not a sacred place. By creating an image of religious people going to a religious place, King elevates demonstrations at city hall to the level of “acts of religious devotion.”

Lead a brief whole-class discussion of student responses and instruct students to use their Rhetorical Impact Tracking Tool to record the rhetoric discussed.

Activity 5: Quick Write

15%

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

How does King’s use of rhetoric advance his purpose in paragraphs 22–23?

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 use concrete details. 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 reread paragraphs 24–25 and star every time they see the word *extremist(s)*.

Remind students that annotating helps them keep track of evidence they use later in the End-of-Unit and Performance Assessments.

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

Also for homework, instruct students to conduct a brief search into the following people King mentions in paragraph 24 and write a few sentences about each: Jesus, Amos, the Apostle Paul, Martin Luther, and John Bunyan. Ask students to use this lesson's vocabulary wherever possible in their written responses.

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

Homework

Reread paragraphs 24–25 and star every time you see the word *extremist(s)*.

Conduct a brief search into the following people King mentions in paragraph 24 and write a few sentences on each, using this lesson's vocabulary wherever possible: Jesus, Amos, the Apostle Paul, Martin Luther, and John Bunyan.

Model Rhetorical Impact Tracking 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”

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.

Rhetorical device and definition	Examples of the rhetorical device in the text (with paragraph or page reference)	Impact of the rhetorical device on point of view or purpose
Allusion: an indirect reference	“a more excellent way” (par. 22)	King uses the allusion to draw attention to the fact that his addressees are not following this “more excellent way” (par. 22). This advances his criticism of his “fellow clergymen” and the white moderate by putting King on the moral high ground.
Ethos (appeal to ethics)	“I’m grateful to God that, through the Negro church, the dimension of nonviolence entered our struggle” (par. 22)	By giving thanks to God, King draws a direct connection between God and nonviolent action. Because King’s “fellow clergymen” are religious and would respect the church, King appeals to their ethics and shows that he shares the same ethics as they have. This advances his criticism of the white moderate for not taking action to support nonviolence.

Rhetorical device and definition	Examples of the rhetorical device in the text (with paragraph or page reference)	Impact of the rhetorical device on point of view or purpose
<p>Imagery and hyperbole: obvious and intentional exaggeration; pathos: appeal to emotion</p>	<p>“many streets of the South would be flowing with floods of blood” (par. 22)</p>	<p>King uses this disturbing imagery and hyperbole to emphasize the contrast between his nonviolent efforts and the extremists of the black nationalist ideologies in order to appeal to his addressees’ emotions. This advances his criticism of the white moderate for not taking action to support nonviolence.</p>
<p>Allusion</p>	<p>“the promised land of racial justice” (par. 23)</p>	<p>The allusion shows King’s addressees that African Americans will gain “racial justice” by God’s promise. King’s “fellow clergymen” likely understand and take God’s promises seriously. By suggesting that “racial justice” is God’s promise, King appeals to his addressees’ ethics, thus emphasizing his criticism of their lack of action to support reaching “the promised land of racial justice” (par. 23).</p>
<p>Parallel structure</p>	<p>“So let him march sometime; let him have his prayer pilgrimages to the city hall; understand why he must have sit-ins and freedom rides” (par. 23)</p>	<p>King uses parallel structure to emphasize to the white moderate that they should support these actions, because these forms of nonviolence are preferable to a “frightening racial nightmare” (par. 22). By listing actions the white moderate refuses to support, King advances his criticism of the white moderate’s lack of action.</p>
<p>Imagery</p>	<p>“prayer pilgrimages to the city hall” (par. 23)</p>	<p>By using the word <i>pilgrimages</i>, a word with a religious meaning, to describe journeys to city hall, which is not a sacred place, King elevates demonstrations at city hall to the level of “acts of religious devotion.” This puts King on the moral high ground, advancing his criticism of the white moderate’s lack of action.</p>

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. <ol style="list-style-type: none"> 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:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 15%
3. Masterful Reading	3. 10%
4. Reading and Discussion	4. 50%
5. Quick Write	5. 15%
6. Closing	6. 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.

- 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.

📘 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, “[I]ove your enemies, bless them that curse you, pray for them that spitefully use you.”</p> <p>Amos said, “[I]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 style="text-align: center;">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

10.2.1 Lesson 13

Introduction

In this lesson, students read and analyze the poem “Freedom” by Rabindranath Tagore in dialogue with Martin Luther King, Jr.’s “Letter from Birmingham Jail.” Students explore how Tagore begins to develop a central idea through specific textual details, in particular the images that he develops in relation to freedom. Additionally, students use Tagore’s poem to reflect upon the way in which King develops similar ideas in his letter. Students engage in an evidence-based discussion before completing a Quick Write on the following prompt: How do King and Tagore use imagery to develop the idea of freedom in relation to their individual circumstances?

For homework, students preview the reading from 10.2.1 Lesson 14, paragraphs 26–33 of “Letter from Birmingham Jail,” boxing unfamiliar words and looking up definitions.

Standards

Assessed Standard(s)	
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Addressed Standard(s)	
RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Assessment

Assessment(s)
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.

- How do King and Tagore use imagery to develop the idea of freedom in relation to their individual circumstances?

High Performance Response(s)

A High Performance Response should:

- Demonstrate how each author uses imagery to develop the idea of freedom in ways specific to their individual circumstances (e.g., Tagore uses imagery to develop the idea that fear is preventing his country from being free. He describes his Motherland first as a person, weighed down by “the burden of ages, bending your head, breaking your back, blinding your eyes” in line 2. Then, his Motherland becomes a prisoner, tied down by the “shackles of slumber” (line 3). Finally, his Motherland becomes less than human in line 5, as it is compared to a puppet. In contrast, fear becomes more controlling, changing from a “burden” in line 2 to a puppet master in line 5. In this way, Tagore uses imagery to develop the idea that fear is an obstacle to freedom. King develops a similar idea in “Letter from Birmingham Jail,” when he describes African Americans “waiting” for freedom as thalidomide: a drug that seems comforting but is in fact harmful (par. 11). He uses this image to develop the idea that freedom must be fought for and that remaining passive will not lead to change).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- Motherland (n.) – one’s native land
- shackles (n.) – two rings or bands that are placed around a person's wrists or ankles and that are connected by a chain
- slumber (n.) – a period of sleep, especially light sleep
- anarchy (n.) – a state of society without government or law; confusion and disorder
- yielded (v.) – given up or over
- helm (n.) – a wheel or tiller by which a ship is steered
- dwelling (v.) – living or continuing in a given condition or state
- mimicry (n.) – the activity or art of copying the behavior or speech of other people

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

- None.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text:	
<ul style="list-style-type: none"> Standards: RL.9-10.2, L.9-10.5, RL.9-10.6 Text: “Freedom” by Rabindranath Tagore (http://tagoreweb.in/) 	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 10%
3. Masterful Reading	3. 5%
4. Reading and Discussion	4. 35%
5. Group Discussion	5. 25%
6. Quick Write	6. 15%
7. Closing	7. 5%

Materials

- Copies of “Freedom” by Rabindranath Tagore (with lines numbered 1–5)
 - Student copies of the Short Response Rubric and Checklist (refer to 10.2.1 Lesson 1)
- ① Consider numbering the lines of “Freedom” before the lesson.
- ① To locate “Freedom” from the homepage (<http://tagoreweb.in/>) go to the “Verses” tab, click “Collected Poems and Plays,” and then click the “Freedom” link.

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.
①	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and assessed standards for this lesson: RL.9-10.2 and L.9-10.5. In this lesson, students explore how Tagore begins to develop a central idea in “Freedom” and reflect on how he and King develop a common idea through the use of imagery. Students engage in evidence-based discussion and complete a Quick Write to close the lesson.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

10%

Instruct students to share and compare the facts they found about Rabindranath Tagore and their ideas about how these facts might influence his writing.

☞ Student responses may include:

- Rabindranath Tagore was an Indian poet who lived from 1861 to 1941. At that time, India was ruled by the British Empire, and Indians were discriminated against, so he might have been influenced by experiences of bigotry and prejudice.
 - Tagore participated in the Indian Nationalist movement and was a friend of Mahatma Gandhi, the political father of modern India. He was also knighted by the British government in 1915 but returned the honor a few years later as a protest against British policy in India. He may then have written about India’s struggle for independence.
 - Tagore received great recognition outside of India, notably in the West: he was the first Indian to be awarded the Nobel Prize for Literature in 1913 and was knighted in 1915. He also translated many of his own poems (including “Freedom”) from the original Bengali into English, which was not his first language. This may have influenced his writing by placing him in between two cultures.
 - Although Tagore was primarily a poet, he wrote in many genres and also created drawings, paintings, and songs for which he wrote the music himself. This may have influenced his writing, causing him to incorporate elements of musicality or visual images into his writing.
- ① Inform students that through their work on Tagore, they are applying standard RL.9-10.6, which requires that students analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States.

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

- Students may identify the following words: *Motherland, shackles, slumber, anarchy, yielded, helm, dwelling, mimicry.*

Definitions are provided in the Vocabulary box in this lesson.

Activity 3: Masterful Reading

5%

Have students listen to a Masterful Reading of “Freedom” by Rabindranath Tagore. Instruct students to listen for a central idea in the poem.

- Students follow along, reading silently.

Activity 4: Reading and Discussion

35%

Instruct students to form pairs. Post or project each set of questions below for students to discuss before sharing out with the class.

What word does the speaker use at the beginning of each line? How does Tagore draw attention to this word throughout the poem?

- Student responses should include:
 - Tagore uses the word “freedom” at the beginning of each line.
 - He draws attention to it through its placement at the beginning of each line and by capitalizing it.
 - He also uses alliteration, for example “Freedom from fear” (line 1), to draw attention to this word.

Lead a brief, whole-class discussion of student responses.

Instruct student pairs to reread the first line of the poem (“Freedom from fear is the freedom I claim for you, my Motherland! – fear, the phantom demon, shaped by your own distorted dreams”) and answer the following questions before sharing out with the class.

What kind of freedom does the speaker claim for his *Motherland* in line 1?

- He claims “Freedom from fear” (line 1).

How does the poet imagine and describe fear in the first line of the poem?

- Student responses should include:

- He imagines fear as a “phantom demon” (line 1).
- He describes fear as something shaped by nightmares: “distorted dreams” (line 1).

Lead a brief, whole-class discussion of student responses.

Instruct student pairs to reread the second line of the poem (“Freedom from the burden of ages, bending your head, breaking your back, blinding your eyes to the beckoning call of the future”) and answer the following questions before sharing out with the class.

To whom does the possessive adjective “your” refer?

- “Your” refers to Tagore’s Motherland.

① Consider providing students with the following definition: *Motherland* means “native land.”

How does the poet use imagery to describe his Motherland in line 2?

- The poet shows his Motherland as a person: he imagines his country as having a head, a back, and eyes.

Inform students that this is a kind of imagery known as *personification*. *Personification* is a type of figurative language that describes giving human qualities or characteristics to a nonliving object or idea. For example, the expression “love is blind” personifies love.

Lead a brief, whole-class discussion of student responses.

Instruct student pairs to reread the third line of the poem (“Freedom from shackles of slumber wherewith you fasten yourself to night’s stillness, mistrusting the star that speaks of truth’s adventurous path”) and answer the following questions before sharing out with the class.

To what do the “shackles of slumber” fasten the Motherland?

- The shackles fasten the Motherland “to night’s stillness” (line 3).

Based on your reply to the previous question and the definitions you found for homework, to what do you think the “shackles of slumber” might refer?

- The “shackles of slumber” (line 3) refer to inactivity or apathy.

How does the reference to shackles develop a new image of the Motherland in line 3?

- Student responses may include:

- The reference to shackles develops the image of the Motherland as a prisoner or slave.
- Some students may note that by imagining the Motherland as a prisoner, Tagore is again personifying his country.

Lead a brief, whole-class discussion of student responses.

Instruct student pairs to reread the fourth line of the poem (“Freedom from the anarchy of destiny, whose sails are weakly yielded to blind uncertain winds, and the helm to a hand ever rigid and cold as Death”) and answer the following questions before sharing out with the class.

What image does the speaker use to describe his Motherland’s destiny in line 4? Which words does he use to create this image?

- 🗨️ The speaker of the poem uses the image of a ship. He creates this image through the use of the words “sails” and “helm” (line 4).

How does this image in line 4 develop the relationship between the Motherland and its destiny?

- 🗨️ The poem refers to “the anarchy of destiny,” implying that there is no one guiding the ship’s destiny; then he describes the winds to which the sails are given up as “blind” and “uncertain”; the helm is also “yielded” to “a hand ever rigid and cold as Death” (line 4). The impact is to create a sense that the poet’s Motherland does not control its own destiny.

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

Who is controlling the ship? Cite evidence to support your response.

- 🗨️ No one: the poem refers to the “anarchy” of destiny (line 4).

Who controls the sails?

- 🗨️ “Blind uncertain winds” control the sails (line 4).

How does the poet describe the hand at the helm?

- 🗨️ The hand is “ever rigid and cold as Death” (line 4).

① Consider using the image of “a hand ever rigid and cold as Death” to teach or review *simile*. If students are unfamiliar with the term, consider defining *simile* as “a figure of speech that expresses the resemblance of one thing to another of a different category, usually introduced by *as* or *like*.”

Lead a brief, whole-class discussion of student responses.

Instruct student pairs to reread the fifth and final line of the poem (from “Freedom from the insult of dwelling in a puppet’s world” to “stirred into a moment’s mimicry of life”) and answer the following question before sharing out with the class.

What image does the poet use to describe his country’s situation in line 5?

- 🗨️ The poet compares his country’s situation to that of a puppet controlled by a puppet master: “dwelling in a puppet’s world . . . where figures wait with patient obedience for a master of show” (line 5).
- ① Some students may note that the reference to “a moment’s mimicry of life” implies death and recalls the simile of “a hand ever rigid and cold as Death” in line 4, suggesting that Tagore sees the situation of his Motherland as a living death. If so, consider reviewing the definition of *simile* as a figure of speech in which two unlike things are compared (e.g., “She is like a rose”).

Lead a brief, whole-class discussion of student responses.

Activity 5: Group Discussion

25%

Direct students to form small groups. Instruct students to have their notes and annotated text from 10.2.1 Lesson 5 available. Remind students that they should be taking notes during the discussion in preparation for the Quick Write. Post or project the following questions for students to answer in groups.

What image does Tagore use to describe fear at the beginning of the poem?

- 🗨️ At the beginning of the poem fear is imagined as a “phantom demon,” shaped by “distorted dreams” (line 1).

How does the imagery used to describe fear change over the course of the poem?

- 🗨️ Over the course of the poem, the images become more controlling: fear is seen as a burden, which makes action hard; as shackles, which limit movement; and eventually it is personified as a puppet master, who controls all movement.

How does the imagery used to describe the Motherland change over the course of the poem?

- 🗨️ In contrast, the poet’s Motherland becomes less free over the course of the poem: from the use of personification in line 2, where it is imagined as struggling under a burden, it becomes a shackled prisoner in line 3, and finally, it is imagined as a puppet, a “mimicry of life” (line 5).

How does Tagore use imagery to develop the relationship between fear and freedom in the poem?

- As the images of fear become more controlling, the Motherland becomes less free during the poem: fear is imagined as “shackles” limiting movement in line 3 and as a puppet master controlling movement in line 5. Fear is imagined as preventing the Motherland becoming free, as limiting freedom.

Instruct students to take out their work from 10.2.1 Lesson 5 and review their notes and annotations on paragraph 11 of Martin Luther King, Jr.’s “Letter from Birmingham Jail.”

How do King and his affiliates in the civil rights movement differ from Tagore’s motherland in response to oppression?

- Unlike Tagore’s “motherland” who is still in “shackles of slumber” (Tagore, line 3), King and his affiliates in the civil rights movement are “fighting a degenerating sense of “nobodyness”” and “are no longer willing to be plunged into an abyss of injustice” (par. 11). They are standing up for their rights.

What image does King use to describe the impact of the word *wait* in paragraph 11?

- King uses the image of a harmful drug, stating that: “[the word ‘wait’] has been a tranquilizing thalidomide, relieving the emotional stress for a moment, only to give birth to an ill-formed infant of frustration” (par. 11).

How does this image develop a central idea in paragraph 11?

- The image of thalidomide develops a central idea by suggesting that to wait for freedom rather than actively demanding it is harmful, and will produce only “an ill-formed infant of frustration” (par. 11).

What is the impact of King’s use of imagery to express why he and his affiliates “find it difficult to wait” (par. 11)?

- King compares the “endurance” of the African American community to a “cup” that “runs over,” meaning that he and his affiliates have endured all they can of the “abyss of injustice” and the “bleakness of corroding despair” (par. 11). Through the images of an overflowing cup, a pit of injustice, and crumbling despair, King illustrates the immediate need for the oppressed to take action rather than wait for freedom.

Lead a brief, whole-class discussion of student responses. Then ask students to do a Think-Pair-Share on the following question:

To whom do King and Tagore address their texts? Analyze the similarities and differences between their addressees. Support your response with evidence from both texts.

🗨️ Student responses may include:

- Tagore addresses his poem “Freedom” to his Motherland. We know this because he opens the poem by addressing his Motherland as “you”: “Freedom from fear is the freedom I claim for you, my Motherland” (Tagore, line 1).
- King is writing to other ministers and church leaders, whom he refers to as “fellow clergymen” (King, greeting).
- The clergymen to whom King is writing have been critical of his activities in Birmingham, which, as he notes in the opening paragraph, they have called “unwise and untimely” (King, par. 1).
- Whereas Tagore is addressing an oppressed party whom he hopes will liberate themselves, King is addressing a group of people who have participated in, or at least failed to condemn, oppression.
- Both Tagore and King are critical of their addressees: Tagore refers to his Motherland’s part in its own enslavement, speaking of “your own distorted dreams” (Tagore, line 1) and “the shackles of slumber wherewith you fasten yourselves to night’s stillness” (Tagore, line 3).
- King criticizes the clergymen to whom he writes for their lack of support of the nonviolent, direct action movement. He writes, “I am sorry that your statement did not express a similar concern for the conditions that brought the demonstrations into being” (King, par. 5) and “I was rather disappointed that fellow clergymen would see my nonviolent efforts as those of an extremist” (King, par. 22).

Activity 6: Quick Write

15%

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

How do King and Tagore use imagery to develop the idea of freedom in relation to their individual circumstances?

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

📄 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 7: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to read paragraphs 26–33 of “Letter from Birmingham Jail.” 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

Preview paragraphs 26–33 of “Letter from Birmingham Jail,” boxing unfamiliar words and looking them up. Choose the definition that makes the most sense in the context and write a brief definition above or near the word in the text.

10.2.1 Lesson 14

Introduction

In this lesson, students read and analyze paragraphs 26–33 of Martin Luther King, Jr.’s “Letter from Birmingham Jail” (from “Let me rush on to mention my other disappointment” to “whose disappointment with the church has risen to outright disgust”), in which King criticizes the white church for its failure to take a stance. Students discuss how King unfolds his analysis of the church’s position and the way in which he orders his points.

Following this discussion, the lesson culminates in a Quick Write on the following prompt: How does King unfold his analysis in paragraphs 26–33? For homework, students reread paragraphs 26–33 and annotate for central ideas. Additionally, students continue to read their AIR text and prepare for a brief discussion on how they applied their chosen focus standard to their text.

Standards

Assessed Standard(s)	
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
Addressed Standard(s)	
L.9-10.5.a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

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 unfold his analysis of the church in paragraphs 26–33? Provide three or more examples from the text to support your response.

High Performance Response(s)

A High Performance Response should:

- Determine that King uses this section of the letter to criticize the white church and its leadership.
- Analyze how King unfolds and structures his analysis (e.g., King begins his critique of the white church in paragraph 26 with a concession, admitting that there are “notable exceptions” who have taken “significant stands.” In paragraph 27, he takes the moral high ground by emphasizing his love of the church and the fact that he speaks “as a minister of the gospel,” not as a “one of those negative critics of the church.” In doing so, he both maintains a moderate tone and sets the ground for his argument that “notable exceptions” are not enough. In paragraphs 28–30, he develops his disappointment with the church, contrasting the “strange feeling” (par. 28) he had that the church would support his cause and the “hope” (par. 29) that he had in coming to Birmingham with the reality of “shattered dreams” (par. 29). In paragraphs 31 and 32 he compares the power of the early Christians, who acted “with the conviction that they were a ‘colony of heaven’ and had to obey God rather than man” (par. 31) with the modern church which is “so often a weak, ineffectual voice” (par. 32). Finally, in paragraph 33, King introduces the idea that the church is at a decisive moment, because “the judgment of God is upon the church as never before” and young people’s disappointment with the church “has risen to outright disgust”).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- blatant (adj.) – brazenly obvious
- pious (adj.) – deeply religious, devoted to a particular religion; falsely appearing to be good or moral
- trivialities (n.) – things of very little importance or value
- sanctimonious (adj.) – making a hypocritical show of religious devotion, piety, righteousness, etc.
- irrelevancies (n.) – things that are not applicable or related to the matter at hand
- consoled (v.) – lessened the grief, sorrow, or disappointment of
- vocal (adj.) – expressing opinions in a public or forceful way
- sanction (n.) – authoritative permission or approval
- mores (n.) – the customs, values, and behaviors that are accepted by a particular group, culture, etc.
- authentic (adj.) – not false or copied; genuine; real
- forfeit (v.) – lose, as in consequence of some crime, fault, or breach of engagement

Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> arch (adj.) – chief; principal

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p>Standards & Text:</p> <ul style="list-style-type: none"> Standards: RI.9-10.3, L.9-10.5.a Text: “Letter from Birmingham Jail” by Martin Luther King, Jr., paragraphs 26–33 <p>Learning Sequence:</p> <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Masterful Reading Jigsaw Reading and Discussion Quick Write Closing 	<ol style="list-style-type: none"> 10% 10% 10% 50% 15% 5%

Materials

- Student copies of the 10.2 Common Core Learning Standards Tool (refer to 10.2.1 Lesson 1)
- Student copies of the Rhetorical Impact Tracking Tool (refer to 10.2.1 Lesson 4) — 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 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

10%

Begin by reviewing the agenda and assessed standard for this lesson: RI.9-10.3. In this lesson, students read and analyze paragraphs 26–33 of “Letter from Birmingham Jail” in order to determine how King unfolds his analysis and introduces and develops his ideas. Students engage in evidence-based discussion and complete a Quick Write to close the lesson.

- ▶ Students look at the agenda.

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

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

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

- ☞ Student responses should include:
 - Determine the meaning of figures of speech.

Activity 2: Homework Accountability

10%

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

- ☞ Students may identify the following words: *blatant*, *pious*, *trivialities*, *sanctimonious*, *irrelevancies*, *consoled*, *vocal*, *sanction*, *mores*, *authentic*, and *forfeit*.

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

Activity 3: Masterful Reading

10%

Have students listen to a Masterful Reading of paragraphs 26–33 of “Letter from Birmingham Jail” (from “Let me rush on to mention my other disappointment” to “whose disappointment with the church has risen to outright disgust”). Instruct students to follow along and pay attention to the way in which King unfolds his criticism of the white church.

- ▶ Students follow along, reading silently.

Activity 4: Jigsaw Reading and Discussion

50%

Instruct students to form pairs to analyze paragraph 26 (from “Let me rush on to mention my other disappointment” to “for integrating Springhill College several years ago”) and answer the following questions before sharing out with the class. Ask students to take out their Rhetorical Impact Tracking Tools and record examples of rhetoric they identify as they read and discuss.

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

What does King cite as the cause of his disappointment in paragraph 26?

- 🗨️ King is disappointed in the white church and its leadership.

What was the first disappointment that King developed in paragraphs 19–25?

- 🗨️ King has been discussing his disappointment with white moderates who have failed to support his cause.

How is this disappointment similar to the disappointment King expressed in the second sentence of paragraph 19? How is it different?

- 🗨️ Student responses may include:
 - In paragraph 19, King expressed his disappointment with white moderates who have failed to support his cause.
 - In paragraph 26, King expresses a similar disappointment with the white church, which has also failed to take a stand.
 - However, King now shifts the focus of his criticism to “the white church and its leadership” (par. 26).

What is the impact of King’s shift from criticizing white moderates in general to “the white church and its leadership” in specific?

- 🗨️ Student responses may include:
 - By criticizing the white church, King begins to undermine the moral authority of those who do not support his cause, including the “fellow clergymen” (greeting and par. 22) to whom he addresses his letter.
 - In calling into question the moral authority of the white church, King continues to take the moral high ground.

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

What do we know about those whom King is addressing and their connection to “the white church and its leadership”?

- King has referred to those he is addressing as “my fellow clergymen” in paragraph 22; it seems likely that at least some of those he is addressing represent “the white church and its leadership” (par. 26).

What differences do you notice between King’s discussion of white moderates in paragraph 19 and his introduction of his disappointment with the church in paragraph 26?

- Student responses may include:
 - In paragraph 19, King is strongly critical of white moderates: he states that he has been “gravely” disappointed, and suggests that the white moderate who “prefers a negative peace which is the absence of tension to a positive peace which is the presence of justice” is more of a “stumbling block in the stride toward freedom” than those who actively oppose civil rights.
 - In paragraph 19, King condemns white moderates as a group, without making any exceptions.
 - In paragraph 26, however, King refers to “notable exceptions” of “significant stands” and gives examples such as the Reverend Stallings, who welcomed black worshippers to his Church on a non-segregated basis, as well as the integration of Springhill College.
 - King uses the pronoun “you,” addressing his audience directly when he speaks of these “notable exceptions,” saying “each of you has taken significant stands” (par. 26).
 - King repeats the phrase “I commend” to emphasize his praise for the “notable exceptions” (par. 26).
 - By using the phrase “of course” (par. 26), King implies that it is an obvious truth that there are white church leaders who have taken a stand on civil rights.

How do these differences change the tone of King’s criticism?

- By admitting that there are exceptions to the failure of the white church and including at least some of his addressees in those exceptions, King softens his criticism of the white church.
- If students struggle, consider reminding them that “tone” is the writer’s attitude towards a subject.

Explain to students that this technique of softening criticism by acknowledging a point made by one’s opponent is known as *concession*.

What is the impact of King’s use of concession in paragraph 26?

- Student responses may include:
 - By conceding that there are “notable exceptions” (par. 26) to the general failure of the white church and addressing some of them directly, King avoids offending his partners in the movement and keeps their attention.

- King’s use of concession keeps his tone measured and reasonable, allowing him to take the moral high ground.
- King uses concession to develop his argument that “notable exceptions” (par. 26) are not enough, and so reinforces his argument that the church as an institution is failing.

Lead a brief, whole-class discussion of student responses. Remind students to record King’s use of rhetoric in paragraph 26 as discussed here.

Explain to students that they are going to participate in a jigsaw discussion. Assign students to analyze one of the following three sections in their pairs: paragraphs 27–28, paragraphs 29–30, or paragraphs 31–32. Ensure that the three sections of the excerpt are evenly distributed throughout the class. In other words, several pairs should read and analyze each section. Remind pairs to record examples of rhetoric they identify as they read and discuss.

Post or project the following questions for students reading paragraphs 27–28 (from “But despite these notable exceptions, I must reiterate” to “the anesthetizing security of stained-glass windows”) to answer in pairs before sharing out with a jigsaw group.

What is the impact of the use of the word “but” at the beginning of paragraph 27?

- The word “but” marks a shift away from concession to criticism.

What phrases does King repeat in paragraphs 26 and 27?

- Student responses may include:
 - King repeats “I have been disappointed” (par. 26 and 27).
 - King repeats “notable exceptions” (par. 26 and 27).

What is the impact of King’s use of repetition in paragraphs 26 and 27?

- Student responses may include:
 - The repetition of “I have been disappointed” (par. 26 and 27) emphasizes King’s disappointment.
 - The repetition of “notable exceptions” (par. 26 and 27) emphasizes that although there have been exceptions, they are only exceptions and not the rule.

① Consider reminding students that *repetition* is a rhetorical strategy that means the repeating of a word or phrase in order to provide emphasis.

How does King describe his relationship to the church in paragraph 27? How does he use rhetoric to underline that relationship?

🗨️ Student responses may include:

- King reminds his reader that he is not “one of those negative critics” of the church but rather, part of the church as “a minister of the gospel” (par. 27). He is speaking to his audience not as a critical outsider but as one of them.
- King uses repetition to emphasize his point, repeating the word “who” at the beginning of multiple phrases.

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

What does King say that he is in paragraph 27?

🗨️ He says that he is “a minister of the gospel” (par. 27).

What does King say that he is not?

🗨️ He is not “one of those negative critics who can always find something wrong with the church” (par. 27).

How does King understand his relationship to the church and the clergymen?

🗨️ He understands himself as being within the church and with the clergymen, his addressees.

How does King use maternal imagery to develop his relationship with the church?

🗨️ King personifies the church as a kind of mother to him with the phrase “who was nurtured in its bosom” (par. 27).

① If necessary, remind students of their work with *personification* in the 10.2.1 Lesson 13 study of Tagore’s poem “Freedom.”

① Consider drawing students’ attention to their application of standard L.9-10.5.a through the process of interpreting figurative language.

In paragraph 28, what does King say that he expected from the white church?

🗨️ King expected that “we would have the support of the white church” and that leaders of the white church would be “some of our strongest allies” (par. 28).

What was the reality that he found?

🗨️ Student responses may include:

- Some white church leaders were “outright opponents” (par. 28) of the freedom movement.

- Many others were “more cautious than courageous” (par. 28) and refused to support King’s movement.

Post or project the following questions for students reading paragraphs 29–30 (from “In spite of my shattered dreams of the past” to “between bodies and souls, the sacred and the secular”) to answer in pairs before sharing out with a jigsaw group.

How had King’s expectations changed when he came to Birmingham in paragraph 29?

- Whereas King had expectations before, the “strange feeling” (par. 28) that the white church would support him, now he only had “hope” (par. 29).

What criticism does King unfold of the church leadership in paragraph 30?

- Student responses may include:
 - King criticizes the church leaders for failing to take a moral stand: “I have heard numerous religious leaders of the South call upon their worshippers to comply with a desegregation decision because it is the law, but I have longed to hear white ministers say, follow this decree because integration is morally right and the Negro is your brother” (par. 30).
 - King criticizes the church leadership for separating spiritual and secular matters, for making “a strange distinction between bodies and souls, the sacred and the secular” (par. 30).

What type of evidence does King give to support his criticisms of the church leadership in paragraph 30?

- King gives direct, personal, eyewitness evidence. He refers to things that he himself has seen and heard: “I have heard . . . I have watched . . . I have watched” (par. 30).

How does King use specific word choices and rhetoric to support his criticism of the white church in paragraph 30?

- Student responses may include:
 - King uses verbs related to sense and perception to indicate that he has been a witness to what he describes. “I have heard”; “I have watched” (par. 30).
 - He repeats the pronoun “I” to emphasize that he himself has seen and heard the failings of the white church and its leadership.
 - He uses repetition to underline his point: he repeats the phrases “in the midst” and “so many” (par. 30).
 - He uses alliteration such as “stand on the sidelines” and “merely mouth” (par. 30) to draw attention to his descriptions of the failure of the white church.

Post or project the following questions for students reading paragraphs 31–32 (from “There was a time when the church was very powerful” to “the church’s often vocal sanction of things as they are”) to answer in pairs before sharing out with a jigsaw group.

In paragraph 31, what does King suggest made the early church powerful?

- 🗨️ The early church was powerful because Christians were happy to suffer for what they believed in.

What image does King use to explain and describe the power of the early church in paragraph 31?

- 🗨️ King compares the early church to a thermostat, which did not merely record popular opinion and customs, like a thermometer, but actively changed them.

What does King mean when he describes the modern church as the “arch supporter of the status quo” in paragraph 32?

- 🗨️ King means that the church is the principal defender of existing conditions.
- ① **Differentiation Consideration:** If students struggle with this, consider asking them to define *arch* in the phrase “arch enemy.”
- 🗨️ In this context *arch* means principal or most important.
 - ▶ Students write the definition of *arch* on their copy of the text or in a vocabulary journal.
- ① Also, consider reminding students of their work with the phrase “status quo” in 10.2.1 Lesson 7.

How does King contrast the early church and the modern church in paragraphs 31–32?

- 🗨️ Student responses may include:
 - King describes the early church as “very powerful” in paragraph 31, but he claims that, “things are different now” at the beginning of paragraph 32. He describes the church as having “a weak, ineffectual voice with an uncertain sound” (par. 32).
 - The early church was a force for change that disturbed existing power structures: “[the church] transformed the mores of society” (par. 31). In contrast, King describes the modern church as “the arch supporter of the status quo” (par. 32).

What is King’s purpose in these paragraphs? How does this contrast between the early church and the modern church advance this purpose?

- 🗨️ Student responses may include:

- King’s purpose is to criticize the white church and by extension the clergymen, his addressees.
- By contrasting the early church as a force for change with the modern church as “so often the arch supporter of the status quo” (par. 32), King implies the modern church should be doing more to promote social change.
- The contrast that King draws between the early and the modern church develops King’s representation of himself as a messenger, which he introduced in paragraph 3: he likens himself and his cause to early Christians who brought about social change.
- Through the comparison with early Christians, King takes the moral high ground, lining himself up with a cause to which his addressees can relate.

When pairs have completed their analysis of their section, direct them to split up and form a group with two other students, each of whom have analyzed a different section. In other words, students form groups of three to share their responses to their section of text. Remind students to record King’s use of rhetoric in paragraphs 27–32 as discussed here. Circulate to ensure student comprehension.

Instruct students to remain in their new jigsaw groups in order to read and discuss paragraph 33 (from “But the judgment of God is upon the church” to “whose disappointment with the church has risen to outright disgust”). Post or project the following questions for students to answer in groups before sharing out with the class.

What claim does King make about the church in paragraph 33?

- Student responses may include:
 - King claims the church is at a decisive moment as “the judgment of God is upon the church as never before” (par. 33).
 - King warns that the church is in danger of becoming “an irrelevant social club” (par. 33).

How does King support his claim about the church in paragraph 33?

- Student responses may include:
 - King invokes God by warning that “the judgment of God is upon the church” (par. 33).
 - King cites the young people that he meets “every day” who have expressed “disappointment” and even “disgust” with the church (par. 33).

What is the impact of King’s choice of the word “disappointment” in paragraph 33?

- Student responses may include:
 - King’s choice of the word “disappointment” (par. 33) echoes King’s expression of his own disappointment with the church.

- Some students may note that the repetition of the prefix *dis-* in “disappointment” and “disgust” draws a connection between the two, emphasizing the change from mere “disappointment” to “outright disgust” (par. 33).

Lead a brief, whole-class discussion of class responses. Remind students to record King’s use of rhetoric in paragraph 33 as discussed here.

Activity 5: Quick Write

15%

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

How does King unfold his analysis of the church in paragraphs 26–33? Provide three or more examples from the text to support your response.

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

- 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 reread paragraphs 26–33 (from “Let me rush on to mention my other disappointment” to “whose disappointment with the church has risen to outright disgust”) and annotate for central ideas using the annotation code CI.

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

Reread paragraphs 26–33 and annotate for central ideas using the annotation code CI.

Also, continue reading 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 Rhetorical Impact Tracking 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”

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.

Rhetorical device and definition	Examples of the rhetorical device in the text (with paragraph or page reference)	Impact of the rhetorical device on point of view or purpose
Concession: technique of softening criticism by acknowledging a point made by one’s opponent	“I am not unmindful that each of you has taken some significant stands” (par. 26)	The use of concession here makes King appear moderate and reasonable, in contrast to criticisms of him as being “extreme.”
Repetition	“I have been disappointed” (par. 26 and 27)	King uses repetition to underline his disappointment. At the same time, he calls attention to a slight variation—King broadens his criticism from “the white church and its leadership” (par. 26) to “the church” (par. 27) as a whole.
Personification: a type of figurative language that describes giving	“who loves the church, who was nurtured in its bosom (par. 27)	King personifies the church as a kind of mother to him with the phrase “who was nurtured in its bosom” (par. 27). He emphasizes his closeness to the church through this image.

Rhetorical device and definition	Examples of the rhetorical device in the text (with paragraph or page reference)	Impact of the rhetorical device on point of view or purpose
human qualities or characteristics to a nonliving object or idea		
Imagery	“as long as the cord of life shall lengthen” (par. 27)	King uses imagery to highlight his devotion to the church.
Alliteration	“as long as the cord of life shall lengthen” (par. 27)	King uses alliteration to highlight his image of life as a cord.
Repetition	Repeats pronoun “I” in “I have seen” and “I have heard” (par. 30)	Repetition of “I” emphasizes that King is reporting what he has seen directly.
Alliteration	“stand on the sidelines” and “merely mouth” (par. 30)	King uses alliteration to draw attention to his descriptions of the failure of the white church.
Imagery	“the church was not merely a thermometer that recoded the ideas and principles of popular opinion; it was the thermostat that transformed the mores of society” (par. 31)	Through imagery, King shows vividly how the church did not merely reflect society, but also transformed it.
Alliteration	“sacrificial spirit” (par. 33)	King uses alliteration to call attention to the phrase “sacrificial spirit” (par. 33).
Repetition	Repeats the word disappointment from paragraphs 26 and 17 and the prefix <i>dis-</i> (par. 33): “I meet young people every day whose disappointment with the church has risen to outright disgust”	King’s choice of the word “disappointment” echoes King’s expression of his own disappointment with the church, and the repetition of the prefix <i>dis-</i> in “disappointment” and “disgust” draws a connection between the two, emphasizing the change from mere “disappointment” to “outright disgust” (par. 33).

10.2.1

Lesson 15

Introduction

In this lesson, students reread and analyze paragraphs 26–33 of Martin Luther King Jr.’s “Letter from Birmingham Jail” (from “Let me rush on to mention my other disappointment” to “whose disappointment with the church has risen to outright disgust”), in which King discusses his disappointment with the white church and its leadership. In 10.2.1 Lesson 14, students completed a reading of the passage to explore how King unfolds his analysis of the church in the focus excerpt. In this lesson, students review these paragraphs in order to analyze how King develops and refines ideas from earlier in the text. After engaging in an evidence-based discussion of the ideas developed in paragraphs 26–33, students take part in a jigsaw activity in which they determine how these ideas refine ideas from earlier in the text.

The lesson closes with a Quick Write on the following prompt: How does King use paragraphs 26–33 to develop and refine an idea from earlier in the text? For homework, students write an objective summary of the text up through paragraph 33. Additionally, students continue to read their AIR text and prepare for a brief discussion on how they applied their chosen focus standard to their text.

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 longer portions of a text (e.g., a section or chapter).
Addressed Standard(s)	
W.9-10.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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”).
SL.9-10.1.a-e	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.

File: 10.2.1 Lesson 15 Date: 4/18/14 Classroom Use: Starting 4/2014

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	<ul style="list-style-type: none"> 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. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.
<p>L.9-10.4.a, b</p>	<p>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.</p> <ul style="list-style-type: none"> 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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).

Assessment

<p>Assessment(s)</p>
<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 26–33 to develop and refine an idea from earlier in the text?
<p>High Performance Response(s)</p>
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> • Identify an idea from earlier in the text that is developed further in paragraphs 26–33 (e.g., mutuality, the call to direct action, timeliness, etc.). • Demonstrate how King develops and refines this idea in paragraphs 26–33 (e.g., in paragraphs 26–33, King develops the idea of timeliness which he introduces in paragraph 11, where he compares

the word *wait* to thalidomide, a drug which seems comforting but is devastatingly harmful. Here King claims that the injustices faced by African Americans mean that they cannot wait: “There comes a time when the cup of endurance runs over.” He develops this idea in paragraph 33, claiming that “the judgment of God is upon the church as never before.” This implies that the church is at a decisive moment, and recalls the sense of “cosmic urgency” to which King referred in paragraph 23.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- pious (adj.) – deeply religious, devoted to a particular religion; falsely appearing to be good or moral
- sanctimonious (adj.) – making a hypocritical show of religious devotion, piety, righteousness, etc.

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

- secular (adj.) – not spiritual; of or relating to the physical world and not the spiritual world
- infanticide (n.) – the act of killing an infant

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, SL.9-10.1.a-e, L.9-10.4.a, b • Text: “Letter from Birmingham Jail” by Martin Luther King, Jr., paragraphs 26–33 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Reading and Discussion 4. Jigsaw Discussion 5. Quick Write 6. Closing 	<ol style="list-style-type: none"> 1. 10% 2. 15% 3. 30% 4. 30% 5. 10% 6. 5%

Materials

- Student copies of the 10.2 Common Core Learning Standards Tool (refer to 10.2.1 Lesson 1)
- Student copies of the Central Ideas Tracking 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 Checklist and Rubric (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 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

10%

Begin by reviewing the agenda and sharing the assessed standard for this lesson: RI.9-10.5. In this lesson, students reread paragraphs 26–33 of “Letter from Birmingham Jail” (from “Let me rush on to mention my other disappointment” to “whose disappointment with the church has risen to outright disgust”) in order to analyze how King develops and refines ideas from earlier in the text. Students engage in an evidence-based discussion as well as complete a brief writing assignment to close the lesson.

- ▶ Students look at the agenda.

Distribute or ask students to take out their copies of the 10.2 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with new substandards: SL.9-10.1.b, d and L.9-10.4.b. Ask students to individually read these substandards on their tools and assess their familiarity with and mastery of them.

- ▶ Students read and assess their familiarity with substandards SL.9-10.b, d and L.9-10.4.b

Instruct students to talk in pairs about what they think the substandards mean. Lead a brief discussion about these substandards.

- ☞ For substandard L.9-10.4.b student responses may include:

- Use word parts and patterns to determine the meaning of a multiple-meaning or unfamiliar word.
- 🗨 For substandard SL.9-10.1.b student responses may include:
 - Work with classmates to set rules, goals, deadlines, and roles for discussion
- 🗨 For substandard SL.9-10.1.d student responses may include:
 - Think before responding to someone who disagrees with you.
 - Summarize points that classmates agree and disagree on.
 - Explain your own opinion and ideas as they change with new evidence and reasoning.

Activity 2: Homework Accountability

15%

Instruct students to talk in pairs about how they applied their focus standard to their 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.

Instruct students to take out their paragraph 26–33 annotation (10.2.1 Lesson 14 homework) and do a Turn-and-Talk in pairs about their annotation. Instruct student pairs to discuss, based on their annotation, which central ideas Martin Luther King, Jr. develops in paragraphs 26–33.

- 🗨 Student responses may include:
 - Call to direct action
 - Mutuality
 - Timeliness

Remind students that annotating helps them keep track of evidence they use later in the Mid-Unit and Performance Assessments, which focus on the development of central ideas.

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

Activity 3: Reading and Discussion

30%

- ① If necessary to support comprehension and fluency, consider using a Masterful Reading of the focus excerpt for the lesson.

Instruct students to form pairs. Post or project the following questions for students to discuss.

Instruct students to reread and analyze paragraphs 26–29 (from “Let me rush on to mention my other disappointment” to “But again I have been disappointed”) and answer the following questions before sharing out with the class.

In paragraphs 26–29, what idea does King develop in contrast to the hope that he outlines in paragraphs 28–29?

- ☞ King outlines the disappointment that he now feels in contrast to hope.

What ideas does King develop about the role of the church in society in paragraphs 26–29? Cite evidence from the text to support your response.

- ☞ Student responses should include:
 - King develops the idea that the church has a moral responsibility to take “significant stands” (par. 26) on social issues such as civil rights. He had the expectation that “the white ministers, priests, and rabbis of the South would be some of our strongest allies” (par. 28) and that they “would see the justice of our cause” (par. 29). He suggests in paragraph 29 that the church should show “a deep moral concern” with the cause of desegregation.
 - In paragraph 29, he sees the role of the church as being “the channel” between the desegregation movement and the authorities, “through which our just grievances could get to the power structure.”

How does King draw a connection between his disappointment and the role of the church?

- ☞ King develops the idea that the church has disappointed him, not so much by opposition but because “all too many [ministers] have been more cautious than courageous and have remained silent behind the anesthetizing security of stained-glass windows” (par. 28). In this sentence, he implies that church leaders should intervene on social questions, and that he is disappointed that they have not done so. In addition, he frequently states his disappointment, using the words “disappointed” and “disappointment” four times in four paragraphs (par. 26, 27, 29, and 33).

How does this connection between King’s disappointment and the role of the church advance his purpose in paragraphs 26–29?

- ☞ By emphasizing his disappointment in the church’s failure to take a stand, King takes the moral high ground, contrasting his own action as a minister with the failure of the white church, in order to persuade the church to take a more active role on social issues.

Lead a brief, whole-class discussion of student responses. Distribute or ask students to take out their Central Ideas Tracking Tools and record the ideas from paragraphs 26–29 as discussed here.

Instruct students in their pairs to reread paragraphs 30–33 (from “I have heard numerous religious leaders of the South” to “whose disappointment with the church has risen to outright disgust”) and answer the following questions before sharing out with the class.

Provide students with the following definitions: *pious* means “deeply religious, devoted to a particular religion or falsely appearing to be good or moral” and *sanctimonious* means “making a hypocritical show of religious devotion, piety, righteousness, etc.”

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

Use the context of King’s phrase “a strange distinction between . . . the sacred and the secular” to define the word *secular*.

- ☛ The word *secular* is opposed to the word *sacred* here. From this we can infer that the two words mean the opposite. *Secular* means “not spiritual: of or relating to the physical world and not the spiritual world.”
- ▶ Students write the definition of *secular* on their copy of the text or in a vocabulary journal.

① Consider drawing students’ attention to their application of substandard L.9-10.4.a through the process of using context to determine the meaning of a word.

In paragraph 30, how does King further develop his disappointment with the church? What idea does he develop and refine here?

- ☛ Student responses may include:
 - He criticizes ministers for calling on worshippers to obey desegregation decrees because they are the law: instead, he says, they should be saying, “follow this decree because integration is morally right and the Negro is your brother” (par. 30). In this way, King develops his disappointment that the church is not showing “deep moral concern” (par. 29).
 - Through this criticism, he refines the idea that the moral and the practical, the spiritual and the secular are deeply linked. He goes on to criticize white churches because “in the midst” of injustice and struggle, they “stand on the sidelines and merely mouth pious irrelevancies and sanctimonious trivialities” (par. 30), meaning that their words appear to be moral but in fact are not. Finally, he makes the point explicit, remarking on what he calls “a strange distinction” (par. 30) between the sacred and the secular, implying through his use of the word “strange” that this distinction is a false one.

What common word can you see in the word *infanticide*?

☞ The word *infanticide* contains the word *infant*.

What does the suffix *-cide* mean in the words *homicide* and *suicide*?

☞ It means *killing*, of the self or of another.

Define the word *infanticide*.

☞ The word *infanticide* means “the act of killing an infant.”

▶ Students write the definition of *infanticide* on their copy of the text or in a vocabulary journal.

① Consider drawing students’ attention to their application of substandard L.9-10.4.b through the process of using word parts to determine the meaning of a word.

How does King’s use of historical references in paragraph 31 develop his ideas from paragraphs 26–30?

☞ Student responses should include:

- King uses the example of early Christians to develop his idea that the sacred and the secular are linked. He notes that the power of the early church came from the fact that in contrast to the “otherworldly religion” (par. 30) of the modern church, it was “a thermostat that transformed the mores of society” (par. 31).
- The early church was powerful because it involved itself in secular matters rather than claiming, “those are social issues which the gospel has nothing to do with” (par. 30). In doing so, it “brought an end to such ancient evils as infanticide and gladiatorial contest” (par. 31).
- Through his use of references, King develops the idea that there is a higher moral authority than human law. He describes early Christians as “God-intoxicated” (par. 31), obeying a higher power than human society.
- By alluding to *infanticide* and gladiatorial contests, King places segregation in the same group of social ills as something to be eliminated rather than enforced.

What is the rhetorical impact of King’s use of historical references?

☞ By referring to early Christians, King compares his mission to theirs and takes a position of moral authority.

What idea does King introduce in paragraph 33?

☞ King introduces the idea of judgment, both divine and human in paragraph 33. He states that, “The judgment of God is upon the church as never before” and implies that people will also judge the church for its failure to take a stand: “[the church] will lose its authentic ring, forfeit

the loyalty of millions and be dismissed as an irrelevant social club with no meaning for the twentieth century” (par. 33).

How does this idea develop ideas from the preceding paragraphs?

🗨️ Student responses may include:

- This idea develops the idea of disappointment with the church: King refers to “young people . . . whose disappointment with the church has risen to outright disgust” (par. 33), echoing his references in 26–29 to his own disappointment with the church’s failings. The strong implication of the paragraph is that in being judged, the church will be judged negatively.
- The idea of “the judgment of God” (par. 33) also develops the idea that King has developed in the preceding paragraphs of a higher moral authority: here the authority is named as God himself.

Lead a brief, whole-class discussion of student responses. Ask students to use their Central Ideas Tracking Tools to record the ideas from paragraphs 26–29 as discussed here.

Activity 4: Jigsaw Discussion

30%

Explain to students that they are going to participate in a jigsaw discussion. Direct students to remain in their pairs and analyze one of the following sections of King’s letter: paragraphs 1–9 (from “While confined here in the Birmingham city jail” to “to live in monologue rather than dialogue”); paragraphs 10–18 (from “One of the basic points in your statement” to “I would openly advocate disobeying these anti-religious laws”); or paragraphs 19–25 (from “I must make two honest confessions to you” to “antidotes to combat the disease of segregation”).

Ensure that the three sections of the letter are evenly distributed throughout the class. In other words, one or more pairs should read and analyze each section. Instruct pairs to identify ideas in their assigned section that are developed and refined in paragraphs 26–30 (from “Let me rush on to mention my other disappointment” to “whose disappointment with the church has risen to outright disgust”), with corresponding textual evidence, using the Central Ideas Tracking Tool to record their work.

- ① Consider reminding students to review their notes and annotations for their assigned paragraphs in order to recall ideas developed in those paragraphs.
- ① Consider reminding students that this is an opportunity to apply standard SL.9-10.1.a-e by participating effectively in a collaborative discussion. Students may especially focus on setting goals for the discussion, summarizing points of agreement and disagreement, and making new connections in light of new evidence and reasoning.
 - ▶ In pairs, students read and analyze one section of King’s letter to prepare for a small group sharing.

- See the Model Central Ideas Tracking Tool for sample student responses.

When student pairs have completed their analysis of their section, direct them to split up and join with a member of two other pairs, each of whom have analyzed a different section. In other words, students form groups of three to share their responses to their section of text.

Direct students to take notes on their tool during the small group discussions.

Conduct a brief whole-class discussion, asking groups to discuss how King develops and refines ideas from earlier in the text in paragraphs 26–30.

Activity 5: Quick Write

10%

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

How does King use paragraphs 26–33 to develop and refine an idea from earlier in the text?

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

- 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 write an objective summary of King’s letter from paragraphs 10–33. Ask students to use vocabulary words from 10.2.1 wherever possible in their written responses. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

- ① **Differentiation Consideration:** If students are not yet ready to write an objective summary of the text up through paragraph 33, consider having them write an objective summary of paragraphs 26–33 only.

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

Write an objective summary of King’s letter from paragraphs 10–33, using vocabulary words from 10.2.1 wherever possible in your written response.

Also, continue reading 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 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
Paragraphs 1–9	<p>Mutuality: In paragraphs 1–5, King develops the idea that “injustice anywhere is a threat to justice everywhere,” saying, “I am cognizant of the interrelatedness of all communities and states” (par. 4). He refutes criticism of his movement as “outsiders coming in” (par. 2), saying that “We are caught in an inescapable network of mutuality” (par. 4) and claiming that “never again can we afford to live with the narrow ‘outside agitator’ idea” (par. 4).</p> <p>Disappointment: King expresses his disappointment with the clergymen, saying, “You deplore the demonstrations that are presently taking place in Birmingham. But I am sorry that your statement did not express a similar concern for the conditions that brought the demonstrations into being” (par. 5). King gives an example of his disappointment with the white community by describing their failure to keep their promise about the</p>	<p>In paragraph 31, he reminds his reader that early Christians were also viewed as “outsiders coming in”: “Wherever the early Christians entered a town the power structure got disturbed and immediately sought to convict them for being ‘disturbers of the peace’ and ‘outside agitators.’”</p> <p>King picks up the idea of disappointment, along with the language of paragraph 7 in paragraphs 26–29, referring four times to being “disappointed” or feeling “disappointment” and to his “shattered dreams.” Throughout paragraphs 26–29, King expresses his disappointment not merely with the writers of the letter but with the white church as a whole: “Let me rush on to mention my other disappointment. I have been</p>

	<p>removal of racist signs in shops: “we were confronted with blasted hopes and the dark shadow of a deep disappointment settled upon us” (par. 7).</p> <p>Necessity of tension: King claims that positive, nonviolent tension is necessary for social change: “there is a type of constructive, nonviolent tension that is necessary for growth” (par. 9).</p>	<p>disappointed with the white church and its leadership” (par. 26). He criticizes the white church for failing to take a stand on the issue of desegregation.</p> <p>King picks up the idea of constructive tension through his reference to early Christians in paragraph 31, in which he claims that by causing tension, early Christians promoted positive social change: “They brought an end to such ancient evils as infanticide and gladiatorial contest” (par. 31).</p>
<p>Paragraphs 10–18</p>	<p>Timeliness: King rejects criticism of his actions as “untimely” and claims that there is no such thing as a “good” time for freedom: “We know through painful experience that freedom is never voluntarily given by the oppressor; it must be demanded by the oppressed. 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). King gives a string of examples of the injustices inflicted up on African American people and claims that, “There comes a time when the cup of endurance runs over” (par. 11).</p> <p>Higher moral authority: King refutes the criticism that he is breaking the law, stating that, “there are just laws, and there are unjust laws” (par. 12). He defines a just law as “a man-made law that squares with the moral law or</p>	<p>In paragraph 33, King stresses the urgency of the need for desegregation, using the apocalyptic threat “the judgment of God is upon the church as never before” to demand action from church leaders.</p> <p>In paragraphs 29, 30, and 31, King develops the idea of a link between the secular and the sacred through his criticism of the church for its inaction over desegregation. He claims that he had hoped to see the church act “with deep moral concern” (par. 29) on</p>

	<p>the law of God,” implying that there is a higher authority than human law. He emphasizes the need to disobey unjust laws, using as examples Hitler’s Germany and freedom fighters in communist countries (par. 18).</p>	<p>desegregation and criticizes not only those ministers who oppose civil rights but those who “stand on the sidelines and merely mouth pious irrelevancies and sanctimonious trivialities” (par. 30). Silence, according to King is not sufficient, the church has a duty to action, or it becomes a “completely otherworldly religion.” In paragraph 31, he holds up the early church as an example of how moral concerns should drive social change, referring to early Christians as “powerful” (par. 31) because they involved themselves in social change on matters such as infanticide and gladiatorial contest. He contrasts this with the modern church, which he describes in paragraph 32 as “a weak ineffectual voice with an uncertain sound.”</p>
<p>Paragraphs 19–25</p>	<p>Disappointment: King confesses the first of two disappointments—he is disappointed by moderate whites, saying, “I have been gravely disappointed with the white moderate. I have almost reached the regrettable conclusion that the Negro’s great stumbling block in the stride toward freedom is not the White Citizen’s Councilor or the Ku Klux Klanner but the white moderate who is more devoted to order than to justice” (par. 19).</p> <p>In paragraph 25, King again expresses his disappointment with the white community, including his addressees: “I was rather disappointed that fellow</p>	<p>This idea is developed further in paragraphs 26–29 when King shifts the focus of his attack specifically to the white church, whom he criticizes for being, like the white moderate, too passive, “more cautious than courageous . . . silent behind the anesthetizing security of stained-glass windows” (par. 28).</p> <p>In paragraph 33, King warns of the dangers of disappointment, claiming that “I meet young people every day whose disappointment with the church</p>

	<p>clergymen would see my nonviolent efforts as those of an extremist”; “I had hoped that the white moderate would see this.”</p> <p>Timeliness: King criticizes what he calls the “myth of time” (par. 21), the idea that time will inevitably bring change: “We must come to see that human progress never rolls in on the wheels of inevitability. It comes through the tireless efforts and persistent work of men willing to be coworkers with God, and without this hard work time itself becomes an ally of the forces of social stagnation.”</p> <p>King warns that the desegregation movement is at a crucial moment, and that action can no longer be delayed: “Oppressed people cannot remain oppressed forever. The urge for freedom will eventually come. This is what has happened to the American Negro. Something within has reminded him of his birthright of freedom . . . Consciously and unconsciously, he has been swept up by what the Germans call the <i>Zeitgeist</i>” (par. 23). He goes on to speak of a “cosmic urgency” (par. 23) with which the movement for desegregation is moving towards freedom.</p>	<p>has risen to outright disgust.”</p> <p>King develops this idea in paragraph 33 when he remarks that “the judgment of God is upon the church,” implying the need for urgent, immediate action, and developing the idea of “cosmic urgency” from paragraph 23.</p>
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10.2.1 Lesson 16

Introduction

In this lesson, students read and analyze paragraph 34 of “Letter from Birmingham Jail” (from “I hope the church as a whole” to “the sacred heritage of our nation and the eternal will of God are embodied in our echoing demands”), in which King affirms the justice and inevitable success of his cause. Students explore how King uses rhetoric and the placement of the passage to advance his purpose.

Following an evidence-based discussion, students demonstrate their learning by completing a Quick Write on the following prompt: How does King’s use of rhetoric and placement of this paragraph advance his purpose? For homework, students preview the following lesson’s text by annotating paragraphs 35–39. Additionally, students continue to read their AIR text and prepare for a brief discussion on how they applied their chosen focus standard to their text.

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 longer portions of a text (e.g., a section or chapter).
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.
Addressed Standard(s)	
L.9-10.4.b	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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).

Assessment

Assessment(s)
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.

- How do King's use of rhetoric and placement of this paragraph advance his purpose?

High Performance Response(s)

A High Performance Response should:

- Determine King's purpose in paragraph 34 (e.g., King's purpose in this paragraph is to claim the definite success of the civil rights movement; King's purpose in this paragraph is to establish the justice of his cause; King's purpose in this paragraph is to develop the idea of African-American history as linked to and echoing that of America itself; etc.).
- Discuss how King's use of rhetoric advances his purpose (e.g., King uses rhetoric to develop the idea of African-American history as linked to that of the United States. He uses repetition of the words *goal* and *freedom* in the fourth sentence of paragraph 34, to highlight the link between his movement's goals and those of America. Later in the sixth and seventh sentences, King uses historical references to highlight the fact that there were African-Americans in America before the United States even existed).
- Demonstrate how King's placement of the paragraph advances his purpose (e.g., King uses the placement of this paragraph to shift the tone of his letter: until this point, he has been justifying his actions and criticizing the white moderate and the church, but in this paragraph he makes the case for both the justice and the timeliness of civil rights action by highlighting both the injustices that African Americans face and their contribution to American history. By shifting the tone in this way, he increases the impact of his claims about the role of African Americans in the history of the United States).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- scorned (adj.) – treated or regarded with contempt or disdain
- heritage (n.) – something that comes or belongs to one by reason of birth; the traditions, achievements, beliefs, etc., that are part of the history of a group or nation

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

- foreparents (n.) – ancestors
- embodied (adj.) – given concrete form; expressed, personified and exemplified in concrete form

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text:	
<ul style="list-style-type: none"> Standards: RI.9-10.5, RI.9-10.6, L.9-10.4.b Text: “Letter From Birmingham Jail” by Martin Luther King, Jr., paragraph 34 	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 10%
3. Masterful Reading	3. 5%
4. Reading and Discussion	4. 60%
5. Quick Write	5. 15%
6. Closing	6. 5%

Materials

- Student copies of the Rhetorical Impact Tracking Tool (refer to 10.2.1 Lesson 4)—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 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 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 standards for this lesson: RL.9-10.5 and RI.9-10.6. In this lesson, students explore how King uses rhetoric and the placement of paragraph 34 to advance his purpose. Students engage in an evidence-based discussion and complete a brief writing assignment to close the lesson.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

10%

Instruct students to talk in pairs about how they applied their chosen focus standard to their 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.

Instruct students to work in pairs and to share their objective summaries of King's letter from paragraphs 10–33, comparing which aspects they chose to emphasize. Ask several students to volunteer to share their summaries.

- ▶ Student pairs share their objective summaries.

Lead a class share out of objective summaries.

- 🗣️ In the next section of the letter, King expresses his disappointment with white moderates and the white church who have failed to take a stand on desegregation. King criticizes the church and warns that it faces the judgment of both God and people, especially the young.

Activity 3: Masterful Reading

5%

Have students listen to a Masterful Reading of paragraph 34 of "Letter from Birmingham Jail" (from "I hope the church as a whole" to "the sacred heritage of our nation and the eternal will of God are embodied in our echoing demands"). Ask students to follow along and listen for rhetoric that advances King's purpose.

- ▶ Students follow along, reading silently.

Activity 4: Reading and Discussion

60%

Lead a brief, whole-class discussion on the following prompt:

What is King’s purpose in paragraph 34?

🗨️ Student responses may include:

- King’s purpose is to claim the definite success of the civil rights movement.
- King’s purpose in this paragraph is to establish the justice of his cause.
- King’s purpose in this paragraph is to develop the idea of African-American history as linked to and echoing that of America itself.

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

Instruct student groups to read and analyze paragraph 34 (from “I hope the church as a whole” to “the sacred heritage of our nation and the eternal will of God are embodied in our echoing demands”) and answer the following questions before sharing out with the class.

- ① Consider asking students to number each sentence in paragraph 34 to enable them to reference the sentences more easily during discussion.

Paraphrase the first sentence of paragraph 34.

🗨️ I hope that the church will take a stand in support of civil rights.

How does this sentence build on and develop King’s ideas in paragraphs 26–33?

🗨️ Student responses may include:

- This sentence develops King’s argument in paragraphs 26–33 that the white church should take a more active stand on civil rights issues. King criticized the white church for “stand[ing] on the sidelines and merely mouth[ing] pious irrelevancies and sanctimonious trivialities” (par. 30) and pointed out that the early church was “very powerful” because it involved itself in social issues (par. 31).
- The phrase “this decisive moment” recalls King’s remark in paragraph 33 that “the judgment of God is upon the church as never before” and his warning that the church faces becoming irrelevant if it does not take a stand.
- King further develops the idea that the church should act on social issues through the phrase “as a whole,” suggesting that it is not enough for “notable exceptions” to take “significant stands” (par. 26): the white church as an institution must do so.

File: 10.2.1 Lesson 16 Date: 4/18/14 Classroom Use: Starting 4/2014

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Analyze the impact of King’s choice of the word *justice* in the second sentence of paragraph 34.

- 🗨️ King’s choice of the word *justice* (par. 34) to refer to his cause in sentence two shows that there is only one “just” position in the civil rights debate.

How does King use rhetoric to advance his purpose in the second and third sentences of paragraph 34?

- 🗨️ Student responses may include:
 - King uses repetition to emphasize his claims: “I have no despair about the future, I have no fear about the outcome of our struggle in Birmingham” (par. 34).
 - He uses repetition of the phrase “even if” to link the ideas of the white church failing to come to the aid of his cause and his motives being “misunderstood” (par. 34).

What relationship does King introduce in the third sentence of paragraph 34?

- 🗨️ King argues that the history of African Americans is an essential part of the history of America, because they both have the same goal, which is freedom.

How does King develop this relationship in the third and fourth sentences of paragraph 34?

- 🗨️ King equates the history of African Americans to that of America by widening the focus of his references: he initially refers to freedom in Birmingham as the goal, then broadens it to “the nation” of “America” (par. 34).

How does King’s use of the future tense in the fourth sentence of paragraph 34 develop the idea of inevitability?

- 🗨️ King’s use of the future tense in “[w]e will reach the goal of freedom in Birmingham and all over the nation” (par. 34) implies certainty or inevitability that African Americans will have justice.
- ① Consider providing students with the following definition: *inevitable* means “sure to occur, happen, or come.”
 - ▶ Students write the definition of *inevitable* on their copy of the text or in a vocabulary journal.

Which words or phrases are repeated in the fourth and fifth sentences?

- 🗨️ Student responses may include:
 - King repeats the word *goal* in the fourth and sentence.
 - King repeats the word *freedom* in the fourth sentence.
 - King repeats the word *destiny* in the fifth sentence.

How does King’s use of repetition develop his ideas in the fourth and fifth sentences?

🗨️ Student responses may include:

- By repeating the words *goal* and *freedom* (par. 34), King shows that the goal of the civil rights movement is the same as the goal of America.
- King also repeats the word *destiny* (par. 34), which implies inevitability.

In the sixth and seventh sentences, what is King’s purpose and how does he use historical references and figurative language to advance this purpose?

🗨️ Student responses may include:

- King’s purpose in these sentences is to show the history of African American people in the United States.
- He refers to founding events in U.S. history, the landing of the Pilgrims at Plymouth and the writing of the Declaration of Independence. He also uses repetition: “Before . . . we were here” (par. 34).
- He uses the image of Jefferson’s pen to increase the vividness of his reference to the Declaration of Independence.

① **Differentiation Consideration:** Consider explaining to students that the image of Jefferson’s pen is an example of *synecdoche*, “a figure of speech in which a part is used for the whole or the whole for a part.”

What is the impact of the phrase “for more than two centuries”? How does this phrase build upon the idea that King has been developing in paragraph 34?

🗨️ Student responses may include:

- King is emphasizing again that African American people have a long history in America.
- He is building upon the idea that he has been developing in paragraph 34 that the history of African Americans in America is longer than that of America itself.
- By building upon the idea of an African-American history in the United States, King shows that he and his associates are not “outsiders coming in” (par. 2) but truly Americans who deserve the same rights as other Americans.

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

What common words or parts of words do you see in the word *foreparents*?

🗨️ Student responses may include:

- *Foreparents* contains the word *parents*.

- It also contains *fore*, which relates it to the word *before*.

Define the word *foreparents*.

 *Foreparents* means “those who came before parents,” i.e. “ancestors.”

- ▶ Students write the definition of *foreparents* on their copy of the text or in a vocabulary journal.

- ① Consider drawing students’ attention to their application of standard L.9-10.4.b through the process of using word parts to determine meaning.

Provide students with the following definition: *scorned* means “treated or regarded with contempt or disdain.”

- ▶ Students write the definition of *scorned* on their copy of the text or in a vocabulary journal.

What is the impact of King’s description of the “brutal injustice and shameful humiliation” that African Americans have suffered in the United States?

 Student responses may include:

- King develops the link between past and present injustices through word choice. He has earlier referred to African Americans as being “abused and scorned” (par. 34), words which have similar connotations to “brutal injustice and shameful humiliation” (par. 34) and so he reinforces a link between modern African-American suffering and that of their ancestors.
- By emphasizing the part that African Americans played in the history of the United States—they “made cotton king,” for example—King shows again that African Americans are true Americans and deserve to be treated as such.

- ① **Differentiation Consideration:** If time allows, consider including the following questions to build vocabulary acquisition skills:

What common word do you see in *embodied*?

 *Embodied* contains the word *body*.

Define the word *embodied*.

 *Embodied* means gave body to or made concrete.

- ▶ Students write the definition of *embodied* on their copy of the text or in a vocabulary journal.

- ① Consider drawing students’ attention to their application of standard L.9-10.4.b through the process of using word parts to determine meaning.

Provide students with the following definition: *heritage* means “something that comes or belongs to one by reason of birth; the traditions, achievements, beliefs, etc., that are part of the history of a group or nation.”

- ▶ Students write the definition of *heritage* on their copy of the text or in a vocabulary journal.

Analyze how King uses the final two sentences of paragraph 34 to refine ideas developed throughout the paragraph.

🗨 Student responses may include:

- In the final two sentences, King develops the idea of inevitability that he introduced earlier in the paragraph. Building on his earlier claim that “We will reach the goal of freedom” and his development of an African-American history as an essential part of American history, he contrasts the “inexpressible cruelties of slavery” with the mere “opposition” that the civil rights movement currently faces (par. 34).
- His use of the future tense in “the opposition we now face will surely fail” and “We will win our freedom” (par. 34) further creates a sense of inevitability.
- King also develops the idea that the history of African Americans’ struggle for freedom is the same as the United States’ struggle for freedom through his claim that “the sacred heritage of our nation . . . [is] embodied in our echoing demands” (par. 34).

How does the final sentence refine an idea from earlier in the text?

🗨 Student responses may include:

- The final sentence refines the idea of a higher moral authority, which he introduced in paragraph 13. King refers to “the sacred heritage” of the United States and claims that the demands of African Americans embody “the eternal will of God.”
- King is again taking the moral high ground by showing how his cause is the same as other noble causes.

Lead a brief whole-class discussion of student responses. Then instruct students to use their Rhetorical Impact Tracking Tool to track and analyze King’s use of rhetoric in paragraph 34.

Instruct students to reread paragraph 34 (from “I hope the church as a whole” to “the sacred heritage of our nation and the eternal will of God are embodied in our echoing demands”) in their groups and to answer the following questions before sharing out with the class.

How does paragraph 34 shift the tone of King’s letter?

- In this paragraph, King shifts from criticism of white moderates and the white church to his hope for the future. While in earlier paragraphs he stated that “I have been disappointed” and referred to “blasted hopes” (par. 7) and “shattered dreams,” (par. 29) he now opens the paragraph with “I hope” and claims that “[w]e will win our freedom” (par. 34).

What is the rhetorical impact of this shift in tone?

- Student responses may include:
 - Through this shift, King emphasizes the timeliness and inevitability of progress and of the success of his cause.
 - Previously King has been justifying his actions and asking for the support of his addressees. In the second sentence of paragraph 34 however, he claims that his cause will be successful even without their support.
 - By shifting the tone of King’s letter, the paragraph undermines the position and authority of the clergymen to whom King is responding. King shows in this paragraph that neither he nor his movement need their approval, developing his claim in paragraph 33 that the church risks becoming irrelevant.

What is the impact of King's choice to place this paragraph here?

- Student responses may include:
 - By placing this paragraph immediately after a critique of the church, King offers a “closing argument” to that critique.
 - King places the paragraph after a long analysis in which he refutes criticism of the civil rights movement and critiques white responses to it. This placement strengthens King’s claim that the success of the civil rights movement is both inevitable and just through the contrast in tone.

Lead a brief whole-class discussion of student responses. Then, instruct students to use their Rhetorical Impact Tracking Tool to track and analyze King’s use of rhetoric in paragraph 34.

Activity 5: Quick Write

15%

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

How do King’s use of rhetoric and placement of this paragraph advance his purpose?

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

- 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 preview the following lesson's text by annotating paragraphs 35–39 (from “I must close now. But before closing” to “I beg God to forgive me”), using the annotation codes from 10.2.1 Lesson 1.

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

Preview the following lesson's text by annotating paragraphs 35–39 using the annotation codes from 10.2.1 Lesson 1.

Also, continue reading 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 Rhetorical Impact Tracking 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”

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.

Rhetorical device and definition	Examples of the rhetorical device in the text (with paragraph or page reference)	Impact of the rhetorical device on point of view or purpose
Repetition	Repetition of “I have no despair about the future, I have no fear about the outcome of our struggle in Birmingham” (par. 34) Repetition of the phrase “even if” (par. 34) Repetition of the words <i>goal</i> and <i>freedom</i> (par. 34)	King uses repetition to emphasize his claims. Also, he uses repetition of the phrase “even if” to link the ideas of the church failing to come to the aid of his cause and his motives being “misunderstood” (par. 34). The repetition of “goal” and “freedom” creates a link between the King’s purpose and the ideal of America.
Synecdoche: a figure of speech in which a part is used for the whole or the whole for a part	“Before the pen of Jefferson scratched across the pages of history the majestic words of the Declaration of Independence, we were here” (par. 34).	Imagery highlights and increases vividness of the reference to Jefferson and the Declaration of Independence.

10.2.1 Lesson 17

Introduction

In this lesson, students carefully read and analyze the final five paragraphs of Martin Luther King, Jr.’s “Letter from Birmingham Jail” (from “I must close now” to “I beg God to forgive me”), in which King uses rhetoric to strengthen his claim that his cause is just and that his addressees are mistaken in their praise of the police and lack of support for the nonviolent demonstrators. As students read, they determine King’s purpose for writing these paragraphs and explore his use of rhetoric to support this purpose.

Students participate in small group discussions to further their understanding of King’s use of word choice and rhetoric to advance his purpose before completing a Quick Write on the following prompt: How does King’s use of rhetoric in the final five paragraphs advance the purpose of the letter as a whole? For homework, students analyze King’s use of rhetoric in a particular sentence from the text and continue their AIR text through the lens of a focus standard of their choice.

Standards

Assessed 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.
Addressed Standard(s)	
W.9-10.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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”).
SL.9-10.1.a-e	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively. 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

	<p>ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</p>
L.9-10.4.a	<p>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.</p> <p>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.</p>

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"> • How does King’s use of rhetoric in the final five paragraphs advance the purpose of the letter as a whole?
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> • Identify the purpose of King’s letter (e.g., to persuade readers to support direct action nonviolent protests; to gain support for civil rights; to criticize moderate whites who are not actively supporting—and in fact are resisting—King’s efforts to create change). • Identify examples of rhetoric in the passage (e.g., emotional appeals: vivid language to describe the “inhuman treatment of Negroes here in the city jail” (par. 35); irony: King’s apology for not joining in the clergymen’s “praise for the police department” (par. 35); parallel structure: “[I]t is wrong to use immoral means to attain moral ends...[I]t is just as wrong, or even more, to use moral means to preserve immoral ends” (par. 36); etc.).

Materials

- Student copies of the Rhetorical Impact Tracking Tool (refer to 10.2.1 Lesson 4)—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 to 10.2.1 Lesson 1)
- Copies of the Author’s Purpose Homework 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.
	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.9-10.6. In this lesson students read the conclusion to Martin Luther King, Jr.’s, “Letter from Birmingham Jail,” observing how King uses rhetoric to strengthen his claim that his cause is just and that his addressees are mistaken in their praise of the police and lack of support for the nonviolent demonstrators. Students engage in evidence-based discussion and complete a brief Quick Write that assesses student learning.

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

- Explain how these examples support the purpose (e.g., the vivid descriptions make it clear to King’s readers, who might not have experienced police brutality first-hand, just what the African-American community is struggling against and creates support for his cause; King’s irony makes it clear that the clergymen’s response of praise for the police is wrong; the irony is also a criticism of the clergymen for their support of the brutal methods of law enforcement; the parallel structure demonstrates the logic of King’s position and provides support for his methods; etc.).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> • impelled (v.) – driven; urged forward • provocation (n.) – something that causes anger, rage, exasperation, etc. • indicative (adj.) – showing, signifying, or pointing out; expressive or suggestive (usually followed by <i>of</i>) • disciplined (adj.) – having behavior in accordance with rules of conduct
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> • commended (v.) – cited or named with approval or special praise

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text:	
<ul style="list-style-type: none"> • Standards: RI.9-10.6, W.9-10.9.b, SL.9-10.1.a-e, L.9-10.4.a • Text: “Letter from Birmingham Jail” by Martin Luther King, Jr., paragraphs 35–39 	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 15%
3. Masterful Reading	3. 5%
4. Reading and Discussion Jigsaw	4. 35%
5. Small Group Discussion	5. 25%
6. Quick Write	6. 10%
7. Closing	7. 5%

Instruct students to form a new pair and share their annotations of paragraphs 35–39 (from “I must close now” to “I beg God to forgive me”).

🗨 Student responses may include:

- Exclamation point near “angry violent dogs literally biting six unarmed, nonviolent Negroes...slap and kick old Negro men and young boys” (par. 35) – noting the connection to brutality described in paragraph 11.
- Exclamation point near “refusing to give us food because we wanted to sing our grace together” (par. 35) – noting the connection to religious references throughout the letter.
- Exclamation point near “So I have tried to make it clear that it is wrong...to use moral means to preserve immoral ends” (par. 36) – noting the parallel structure and the connection to similar reasoning about just and unjust laws in paragraphs 12–18.
- Underlining of “One day the South will recognize its real heroes” (par. 37) – noting the power of the short phrasing following the long descriptive phrasing.
- Circles around “James Merediths” and “seventy-two-year-old woman of Montgomery, Alabama” (par. 37) – noting King’s use of references.
- Underlining of “My feet is tired, but my soul is rested” (par. 37) – noting the power of including a quote.
- Exclamation point near “when these disinherited children of God...the most sacred values in our Judeo-Christian heritage” (par. 37) noting the connection to religious references throughout the letter.
- Exclamation point near “precious time” (par. 38) – noting the connection to time throughout the letter.
- Exclamation point near paragraph 39 – noting the use of parallel structure, religious reference, and reasoning.

Activity 3: Masterful Reading

5%

Have students listen to a masterful reading of paragraphs 35–39 of “Letter from Birmingham Jail” (from “I must close now” to “I beg God to forgive me”). Instruct students to follow along and listen for sections that are particularly powerful.

- ▶ Students follow along, reading silently.

Activity 4: Reading and Discussion Jigsaw

35%

Explain to students that they are going to participate in a jigsaw activity. Instruct students to form home groups of five students. Instruct students in home groups to count off and then form new small groups

according to number. Each new group will assume responsibility for reading a different section of the conclusion and answering related questions.

Provide students with the following definitions: *impelled* means “driven or urged forward,” *disciplined* means “having behavior in accordance with rules of conduct,” *provocation* means “something that causes anger, rage, exasperation, etc.,” and *indicative* means “showing, signifying, or pointing out; expressive or suggestive (usually followed by of).”

- ▶ Students write the definitions of *impelled*, *disciplined*, *provocation*, and *indicative* on their copy of the text or in a vocabulary journal.

Instruct students within each group to form pairs to read their assigned section of the text to prepare for small group sharing. Provide each group with the questions pertaining to their assigned paragraph (see below).

- ▶ In pairs, students read and analyze one section of King’s letter.

Transition students to small group discussion. Instruct student groups to discuss the questions about the section they read. Explain to students that throughout the discussion, they should take notes about what has been discussed in preparation for a Quick Write assessment at the end of the lesson. Instruct students to take notes in their notebooks or add to their text annotation.

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

- ▶ Students listen.

Instruct students to use their Rhetorical Impact Tracking Tool to track and analyze King’s use of rhetoric in their assigned passage.

① There are five sets of questions; each set has a different focus:

Question Set 1: Paragraph 35 (word choice, contrast)

Question Set 2: Paragraph 35 (vocabulary, ethos, understatement)

Question Set 3: Paragraph 36 (claims, parallel structure, reason)

Question Set 4: Paragraph 37 (word choice, repetition)

Question Set 5: Paragraphs 38–39 (word choice, ideas)

Question Set 1:

Instruct student group 1 to reread paragraph 35 and answer the following questions.

To what “other point” does King respond in paragraph 35?

- 🗨️ King responds to the clergymen’s praise for the police force.

In paragraph 35, what is the impact of the word *impelled* on the tone of the second sentence?

- 🗨️ The word *impelled* gives the sentence an urgent tone and suggests that King had to respond to the clergymen’s praise for the police department.

Based on what King says in paragraph 35, what can readers infer the clergyman said about the police department?

- 🗨️ Readers can infer that the clergymen said that the police should be commended for keeping “order” and “preventing violence” (par. 35).

How does King’s use of the clergymen’s words help to advance his purpose in paragraph 35?

- 🗨️ King uses the clergymen’s words “order” and “preventing violence” to contrast these apparent good behaviors with the “ugly and inhuman treatment of Negroes” in the city jail (par. 35), which King goes on to describe.

What is the effect of contrasting the police behavior with the description of the protesters?

- 🗨️ Student responses should include:
 - The contrast makes it clear that the protesters did not pose a threat to the police.
 - The contrast makes it clear that the police were unjust in their “inhuman treatment” (par. 35) of the protesters.

① **Differentiation Consideration:** If students struggle to answer this question, considering asking the following questions:

What verbs does King use to describe the police force and its actions? What is the cumulative impact of these word choices?

- 🗨️ Student responses may include:
 - Verbs: push, curse, slap, kick
 - King’s word choices make it clear that the police department’s behavior was violent and unjust.

What adjectives does King use to describe the protesters? What is the cumulative impact of these word choices?

- 🗨️ Student responses may include:
 - Adjectives: unarmed, nonviolent, old, young
 - King’s word choices make it clear that the protesters did not pose a threat to the police.

- ① If necessary, remind students of their work with pathos in previous lessons. Explain that King is appealing to his addressees' emotions of sympathy.

Question Set 2:

Instruct student group 2 to reread paragraph 35 and discuss the following questions.

What does King imply about the clergymen when he says that he doesn't believe that they "would have so warmly commended the police force" if they had seen what King describes?

- 🗨️ King implies that he doesn't think the clergymen would commend police brutality.

How does this statement impact King's tone toward the clergymen?

- 🗨️ It reinforces the tone King has taken throughout the letter that they "are men of genuine good will" (par. 1) who would not knowingly support something bad.

Remind students that this is an example of an appeal to character, or ethos. Remind students that appeals to ethos usually establish the good character of the author but can also appeal to the good character of the audience.

How does the final sentence of this paragraph help clarify the meaning of the word *commended* throughout the paragraph?

- 🗨️ In the final sentence King says that he cannot join the clergymen in their "praise" for the police department (par. 35). Earlier King says the clergymen "warmly *commended*" the police department (par. 35). The final sentence makes it clear that the word *commended* means "praised."
 - ▶ Students write the definition of *commended* on their copy of the text or in a vocabulary journal.
- ① Consider drawing students' attention to their application of standard L.9-10.4.a through the process of using context to determine meaning.

How does placing King's apology after the description of the police behavior impact the tone of the paragraph?

- 🗨️ Student responses may include:
 - Placing the apology after the description of police brutality makes the apology ironic because it is obvious that King would not commend this behavior.
 - The apology suggests disappointment, because it shows that he wishes the police behaved differently so that he could commend them (or that he wishes the clergymen knew better than to commend the police).

Explain that this is an example of the rhetorical use of understatement. Define *understatement* as “the deliberate expression of an idea as less important than it really is in order to create a desired effect, such as irony, emphasis, or politeness.” If necessary define *irony* as “the use of words to convey a meaning that is opposite of its literal meaning.”

How does King use rhetoric to further his purpose in paragraph 35?

🗨️ Student responses should include:

- King uses emotional appeals to further his purpose by using detailed descriptions of how the police were excessively violent against nonviolent protesters to support his position that they should not be commended.
- King uses emotional appeals by making word choices that heighten the contrast between the police and the demonstrators to show why he must act.
- King uses repetition to emphasize the violent behavior of the police to highlight why the clergymen should support King and not the police.
- King appeals to the character of the clergymen to emphasize that they should not be commending the police.
- King uses understatement to emphasize the clergymen’s mistake in commending the police.

Question Set 3:

Instruct student group 3 to read paragraph 36 and discuss the following questions.

What is King’s central claim in this paragraph?

🗨️ King’s central claim is that whether or not the police are “nonviolent,” they are working “[t]o preserve the evil system of segregation” (par. 36), so they are being immoral.

📌 **Differentiation Consideration:** If students struggle to answer this question, considering asking the following questions:

What claim made by the clergymen do the first two sentences of the paragraph support?

🗨️ The first two sentences support the clergymen’s claim that the police have been disciplined and publicly “nonviolent” (par. 36).

📌 Consider reminding students that a claim is “an author or speaker’s main point about an issue in an argument.”

What is the impact of the word “But” at the beginning of the question in the third sentence?

“But” shows that even though the first two sentences may be true (a concession), King disagrees with them in some way.

- ① Consider reminding students of their work in 10.2.1 Lesson 14, where they noticed King’s use of “But” to shift from concession to reproach.

According to King, why are the police being disciplined and nonviolent?

The police are being disciplined and nonviolent as part of their work to keep segregation.

How does King use parallel structure to connect the demonstrators’ use of nonviolence to the police force’s use of nonviolence?

Student responses may include:

- King uses parallel structure when he says that he taught that “the means we use must be as pure as the ends we seek” (par. 36), suggesting that even if the police use the “pure means” (par. 36) of nonviolence, their ends, segregation, are still impure, so it does not matter.
- King also says that “it is wrong to use immoral means to attain moral ends” and then goes on to say that it is “just as wrong, or even more, to use moral means to preserve immoral ends” (par. 36).

- ① **Differentiation Consideration:** If students have difficulty answering this question, consider scaffolding their learning with the following sequence of questions:

What does King mean when he writes “the means we use must be as pure as the ends we seek”?

He means that desegregation is a good goal and that people working for desegregation should use good (nonviolent) methods to reach that goal.

How does King compare different ideas in the last two sentences of the paragraph?

The phrases “it is wrong to use immoral means to attain moral ends” is similar to the phrase “it is just as wrong, or even more, to use moral means to preserve immoral ends” (par. 36), but the meanings are opposite.

What does the phrase “it is wrong to use immoral means to attain moral ends” mean?

It is wrong to do something bad to achieve something good.

In what ways are these phrases similar?

They have a similar structure; each phrase begins with how it is wrong to use certain means and each phrase ends with a description of an achievement. Both phrases talk about what is wrong about using particular means for particular ends.

In what ways are these phrases different?

- 🗨️ The meaning of the phrases is different. The first phrase means that it is wrong to do something bad for a good reason, and the second phrase means that it is wrong to do something good for a bad reason.

What is the purpose of King’s last two sentences in paragraph 36?

- 🗨️ The last two sentences present a counterclaim to the clergymen’s claim that King cites in the first two sentences. King explains that even if the police have been disciplined and nonviolent, they have still been wrong because they have been preserving an immoral end (segregation).
- ① If students have difficulty with this question, remind students that a claim is an author or speaker’s main point about an issue in an argument and a counterclaim argues against this claim.

In what ways does King use rhetoric in this paragraph to further his purpose? Use examples to support your response.

- 🗨️ Student responses may include:
 - He uses concession by agreeing that the police have been disciplined in public: “It is true that [the police] have been rather disciplined in their public handling of the demonstrators” (par. 36). But King goes on to explain why this does not matter: They have been working to “preserve the evil system of segregation” (par. 36).
 - He uses a rhetorical question when he asks, “But for what purpose?” (par. 36).
 - He uses parallel structures and logos (appeal to reason): “the means we use must be as pure as the ends we seek” and “it is wrong to use immoral means to attain moral ends...it is just as wrong, or even more, to use moral means to preserve immoral ends” (par. 36).

Question Set 4:

Instruct students in group 4 to reread paragraphs 37 and answer the following questions.

What is King’s purpose in paragraph 37, according to the first sentence?

- 🗨️ King wants to draw attention to the heroism of the demonstrators of Birmingham.

What is the impact of King’s choice of the word *commended* in the first sentence of paragraph 37?

- 🗨️ Student responses may include:
 - The word *commended* recalls the clergymen’s use of the word when they “warmly commended the Birmingham police force” (par. 35).

- The word *commended* draws a contrast between the behaviors of the demonstrators, who deserve to be commended, and the behavior of the police, who do not deserve to be commended.

How does King use repetition to advance his purpose in paragraph 37?

🗨 Student responses may include:

- The second and last sentences begin with the phrase, “One day the South will” (par. 37) to emphasize that Southern values in the future will appreciate the heroism of the protesters. The repetition of “will” creates a sense of certainty about the future and the repetition of “the South” creates a sense of a unified South.
- The third, fourth, and fifth sentences all begin with the phrase, “They will be” (par. 37). By repeating the phrase King creates a sense that there are many people who will be considered heroes, not just one or two.

What word choices does King make in the last sentence of this paragraph to appeal to his particular audience?

🗨 Student responses should include:

- He refers to the demonstrators as “disinherited children of God” (par. 37).
- He refers to the Judeo-Christian heritage he shares with the clergymen receiving his letter.

Question Set 5:

Instruct students in group 5 to reread paragraphs 38–39 and answer the following questions.

What is the effect of King’s explanation for writing a long letter?

🗨 Student responses may include:

- It reminds the readers that King has been jailed for demonstrating and that he is suffering while they are in a more comfortable position.
- It reminds the addressees of their own references to time, and how they had suggested that King was acting too quickly. In this paragraph King makes it clear that he is not rushing; he has had much time to consider his actions and is confident that they are correct.

Why does King ask the clergymen to forgive him if he has said “anything in this letter that is an understatement of the truth”?

- 🗨 He asks forgiveness because understating the truth might be “indicative of an unreasonable impatience” (par. 39).

Why does King ask God to forgive him if he has said “anything in this letter that is an overstatement of the truth”?

- 🗨️ He asks forgiveness because overstating the truth might suggest that he is “patient with anything less than brotherhood” (par. 39).

① **Differentiation Consideration:** If students have difficulty answering this question, considering scaffolding their learning with the following sequence of questions:

For what does King ask forgiveness in the final paragraph?

- 🗨️ Student responses should include:
 - He asks forgiveness if anything in the letter is an understatement.
 - He asks forgiveness if anything in the letter is an overstatement of the truth.
 - He asks forgiveness for unreasonable impatience.
 - He asks forgiveness for patience with anything less than brotherhood.

How do *understatement* and *overstatement* differ in meaning from stating the truth?

- 🗨️ Student responses should include:
 - Understating the truth means not telling the whole truth.
 - Overstating the truth means exaggerating.

What connection does King draw between understating the truth and being impatient?

- 🗨️ King says that understating the truth might make him seem unreasonably impatient.

What connection does King draw between overstating the truth and being patient?

- 🗨️ King says that his exaggerating the truth might suggest he is patient with anything less than brotherhood.

From whom does King ask forgiveness?

- 🗨️ He asks forgiveness from the clergymen and from God.

What is the impact of asking the clergymen for forgiveness if he has understated the truth, but asking God for forgiveness if he has overstated the truth?

- 🗨️ Student responses may include:
 - It shows that King is apologizing to the clergymen if his “impatience” seemed “unreasonable” (par. 39), but he is much more apologizing to God if he was too patient in fighting for “brotherhood.”

- It reminds the addressees that King has criticized them for not fighting for “brotherhood” and that God is on King’s side.

Lead a brief share-out of group discussion, focusing especially on this final question and King’s use of understatement.

Activity 5: Small Group Discussion

25%

Instruct students to review the notes and annotations they made in their small group discussions before returning to their home groups of five students, each of whom has read a different section. Instruct students to review, in their home groups, the impact of rhetorical devices they noticed in their reading.

Instruct students to add to their Rhetorical Impact Tracking Tool to track and analyze King’s use of rhetoric discussed in paragraphs 37–39 throughout this discussion.

- ▶ Students work in small groups to identify and record how King uses rhetoric.
- ① Consider reminding students that this is an opportunity to work with standard SL.9-10.1.a-e.

Activity 6: Quick Write

10%

Instruct students to respond briefly in writing to the following prompt, reminding students to establish and maintain a formal style and objective tone:

How does King’s use of rhetoric in the final five paragraphs advance the purpose of the letter as a whole?

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

- ▶ Students listen and read the Quick Write prompt.
- 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 7: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to use the Author's Purpose Homework Tool to further explore King's purpose and rhetoric in paragraph 37 (from "I wish you had commended the Negro demonstrators" to "the most sacred values in our Judeo-Christian heritage"). Instruct students to use this lesson's vocabulary, if possible, in their written responses.

Also for homework, instruct students to continue 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

Use the Author's Purpose Homework Tool to explore King's purpose and rhetoric in paragraph 37 (from "I wish you had commended the Negro demonstrators" to "the most sacred values in our Judeo-Christian heritage").

Also, continue reading 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 Rhetorical Impact Tracking 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”

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.

Rhetorical device and definition	Examples of the rhetorical device in the text (with paragraph or page reference)	Impact of the rhetorical device on point of view or purpose
Pathos (Appeal to Emotion)	<p>“if you would observe their ugly and inhuman treatment of Negroes here in the city jail; if you would watch them push and curse old Negro women and young Negro girls; if you would see them slap and kick old Negro men and young boys; if you would observe them...refusing to give us food because we wanted to sing our grace together” (par. 35)</p> <p>“They will be the James Merediths, courageously and with a majestic sense of purpose facing jeering and hostile mobs and the agonizing loneliness that characterizes the life of the pioneer. They will be old, oppressed, battered Negro women” (par. 37)</p>	<p>The vivid description of the police force’s treatment of the protesters supports King’s criticism of the clergymen for praising the police.</p> <p>King’s descriptions of the “real heroes” of the South emphasize the fearlessness of the protesters.</p>
Repetition	<p>“I don’t believe you would have...I don’t believe you would...if you would...if you would” (par. 35)</p>	<p>By repeating the word “would” King contrasts what the clergymen would do if they were better informed with what they actually did do (praise the police).</p>

Rhetorical device and definition	Examples of the rhetorical device in the text (with paragraph or page reference)	Impact of the rhetorical device on point of view or purpose
Ethos (appeal to character)	<p>“One day the South will recognize its real heroes...One day the South will know that when these disinherited children of God” (par. 37)</p> <p>“They will be the James Merediths...They will be old, oppressed, battered Negro women...They will be young high school and college students” (par. 37)</p>	<p>By repeating “One day the South will” (par. 37) King calls on the pride of his Southern listeners.</p> <p>By repeating “They will be” (par. 37) King creates the sense that there are many people who are heroic.</p>
Understatement: the deliberate expression of an idea as less important than it really is in order to create a desired effect, such as irony, emphasis, or politeness	<p>“I don’t believe you would have so warmly commended the police force if you had seen” (par. 35)</p> <p>“I’m sorry that I can’t join you in your praise for the police department.” (par. 35)</p>	<p>King begins his criticism of the clergymen for wrongly praising the police by assuring them that he knows they are good people or “men of genuine good will” (par. 1) who would not have praised the police if they had known the facts.</p> <p>After the vivid description King provided it is clear that he is not sorry that he is not joining in the “praise for the police department” (par. 35); in fact, the clergymen should be sorry that they did praise the police. This use of understatement to create irony points out the clergymen’s ignorance of the facts.</p>
Contrast	<p>“You warmly commended the Birmingham police force for keeping “order” and “preventing violence.” I don’t believe you would have so warmly commended the police force if you had seen its angry violent dogs...biting...nonviolent Negroes...if you would observe their ugly and inhuman treatment...if you would watch them push and curse...slap and kick” (par. 35)</p>	<p>The behavior of the police force is very different than the kind of behavior one would expect based on the praise the clergymen gave it for keeping “order” and “preventing violence” (par. 35). The contrast between the clergymen’s words and the police force’s behavior emphasizes the clergyman’s lack of knowledge about the facts of the case.</p>
Parallel Structure	<p>“the means we use must be as pure as the ends we seek. So I have tried to make it clear that it is wrong to use immoral means to attain moral ends. But now I must affirm that it is just as wrong, or even more, to use moral means to preserve immoral ends” (par. 36)</p>	<p>Parallel structure allows King to compare the behavior and goals of the police to the behavior and goals of the protestors in order to show that the protestors are the more moral people.</p>



Rhetorical device and definition	Examples of the rhetorical device in the text (with paragraph or page reference)	Impact of the rhetorical device on point of view or purpose
	<p>“If I have said anything in this letter that is an understatement of the truth and is indicative of an unreasonable impatience, I beg you to forgive me. If I have said anything in this letter that is an overstatement of the truth and is indicative of my having a patience that makes me patient with anything less than brotherhood, I ask God to forgive me.” (par. 39)</p>	<p>King uses parallel structure here to show that understating the truth and appearing slightly impatient is not as serious as overstating his patience and appearing to be satisfied with “anything less than brotherhood” (par. 39).</p>
Concession	<p>“It is true that they have been rather disciplined” (par. 36)</p>	<p>King admits that the police have been “rather disciplined” in order to make the larger point that their discipline preserves “the evil system of segregation” (par. 36).</p>
Rhetorical Question	<p>“But for what purpose?” (par. 36)</p>	<p>King answers the question for the clergymen by saying that the only reason the police force is being disciplined is to “preserve the evil system of segregation” (par. 36), so their discipline is not praise-worthy.</p>
Logos (appeal to reason)	<p>“I have consistently preached that nonviolence demands that the means we use must be as pure as the ends we seek. So I have tried to make it clear that it is wrong to use immoral means to attain moral ends. But now I must affirm that it is just as wrong, or even more, to use moral means to preserve immoral ends.” (par. 36)</p>	<p>King uses logic here to show that his methods (nonviolence) are a result of the ideas he preaches: “it is wrong to use immoral means to attain moral ends” (par. 36). He extends this logic to explain why it is wrong to use moral means (discipline) for immoral ends (preserving segregation).</p>

Author's Purpose Homework Tool

Name:		Class:		Date:	
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Identify King's purpose for writing paragraph 37 (from "I wish you had commended the Negro demonstrators" to "the most sacred values in our Judeo-Christian heritage") 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 feets is tired, but my soul is rested."

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

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:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 15%
3. Jigsaw Activity, Part 1	3. 45%
4. Jigsaw Activity, Part 2	4. 20%
5. Quick Write	5. 10%
6. Closing	6. 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 its “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.

📍 **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.

📍 **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
		<p>Par. 23 – “If his repressed emotions do not come out in these nonviolent ways, they will come out in ominous expressions of violence.”</p>
<p>Paragraph 37</p>	<p>Moral high ground – “One day the South will recognize its real heroes.”</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 – 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>
	<p>Mutuality – “standing up for the best in the American dream and the most sacred values of our Judeo-Christian tradition.”</p>	<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>

10.2.1 Lesson 19

Introduction

In this lesson, students read “Women,” a poem by the contemporary writer, Alice Walker. Students work in pairs to analyze Walker’s poem before working in small groups to consider how the poem develops ideas similar to those that Martin Luther King, Jr. developed in his “Letter from Birmingham Jail.” After a brief, whole-class discussion, teachers assess student learning via a Quick Write on the following prompt: How does Walker develop a central idea also present in King’s letter? For homework, students review the texts they have read over the course of this module, as well as their notes and annotations, to find evidence of a central idea that all of the authors develop in their work.

Standards

Assessed Standard(s)	
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
Addressed Standard(s)	
W.9-10.9.a	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply <i>grades 9-10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
SL.9-10.1.a-e	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> 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. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

	<p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</p>
L.9-10.4.a, b	<p>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.</p> <p>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.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p>
L.9-10.5.a	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p>

Assessment

Assessment(s)

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.

- How does Walker develop a central idea also present in King’s letter?

High Performance Response(s)

A High Performance Response should:

- Identify a central idea in Walker’s poem (e.g., women fighting for “a place” (line 21), including education, for the next generation in order to have more equal opportunities; the need for education to participate in society fully; courage; the struggle for human rights; etc.).
- Explain how Walker develops this idea (e.g., Walker develops the idea of women fighting to gain “a place for us” by describing the women with military imagery, such as “Headragged generals” (line 14), “mined / Fields,” and “Booby-trapped / Ditches” (lines 15–18); she also uses violent imagery,

including her description of the women’s “fists” (line 5) and how they “battered down / Doors” (lines 7–8); she describes the women’s struggles to find “A place for us” (line 21) when she describes “How they knew what we / Must know / Without knowing a page / Of it / Themselves” (lines 22–26); etc.).

- Explain how King develops the same idea in his letter (e.g., King also depicts strong heroic women who might not have been educated but who knew how to struggle for “a place” when he mentions the “old, oppressed, battered Negro women, symbolized in a seventy-two-year-old woman . . . who rose up with a sense of dignity . . . and responded . . . with ungrammatical profundity, “My feet is tired, but my soul is rested”” (par. 37); etc.).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> • starched (adj.) – made clothing stiff by using a powder or liquid substance called starch
Vocabulary to teach (may include direct word work and/or text-dependent questions)
<ul style="list-style-type: none"> • husky (adj.) – harsh, gruff, rasping, throaty • stout (adj.) – bold or brave • headragged (adj.) – having a piece of cloth covering the head

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p>Standards & Text:</p> <ul style="list-style-type: none"> • Standards: RL.9-10.2, W.9-10.9.a, SL.9-10.1.a-e, L.9-10.4.a, b, L.9-10.5.a • Text: “Women” by Alice Walker (http://www.nexuslearning.net/) and “Letter from Birmingham Jail” by Martin Luther King, Jr. <p>Learning Sequence:</p> <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Masterful Reading 4. Reading and Discussion 5. Small Group Discussion 6. Quick Write 7. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 10% 3. 10% 4. 20% 5. 40% 6. 10% 7. 5%

Materials

- Copies of the poem “Women” by Alice Walker for each student (with lines numbered 1–26)
 - Student copies of the Short Response Rubric and Checklist (refer to 10.2.1 Lesson 1)
 - Copies of the Evidence Collection Tool for each student
- ① Consider numbering the lines of “Women” before the lesson.

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.
①	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: RL.9-10.2. In this lesson students read “Women,” a poem by Alice Walker, and analyze the text in pairs before working in small groups to consider how Walker and King develop similar ideas.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

10%

Instruct students to talk in pairs about how they applied their focus standard to their 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.

Instruct students to share and compare the facts they found about Alice Walker and their ideas about how these facts might influence her writing.

🗨️ Student responses may include:

- Walker was born before the civil rights movement took place, so she might be influenced by experiences of prejudice and bigotry.
- She was blind in one eye and got a scholarship for the disabled, so she might be sensitive to people who experience challenge.
- She is an African American civil rights activist, so she might write about the civil rights movement.
- She is a feminist, so she may write about issues of power or groups of people who do not have power.

Activity 3: Masterful Reading

10%

Have students listen to a Masterful Reading of “Women,” by Alice Walker. Ask students to follow along and listen for Walker’s use of powerful images.

- ▶ Students follow along, reading silently.

Instruct students to form pairs and share ideas they noted.

🗨️ Student responses may include:

- Women’s fists “battered down / Doors” (lines 7–8).
- Women ironing “starched white / Shirts” (lines 10–11).
- Women in headrags leading armies “across mined fields” (lines 15–16).
- Classrooms full of desks and books (lines 19–20).

Activity 4: Reading and Discussion

20%

Explain to students that throughout the discussion, they are to 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 take notes in their notebooks or add to their text annotations.

- ▶ Students listen.

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

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

Instruct student pairs to reread the poem and answer the following questions before sharing out with the class.

What do you notice about the length of stanza(s) and lines in the poem?

- 🗨 Student responses should include:
 - The poem consists of only one stanza.
 - The lines are very short.
 - Some lines consist of a single word.

What do you notice about Walker’s use of punctuation and capital letters?

- 🗨 Student responses should include:
 - Walker uses only a single period at the end of the poem.
 - Walker uses capital letters at the beginning of each line.

How does the structure of Walker’s poem (line lengths and punctuation) relate to its content?

- 🗨 The structure is simple and direct, like the women Walker describes.

Lead a brief whole-class discussion of student responses.

Instruct students to answer the following questions before sharing out with the class.

What or whom is the subject of Walker’s poem?

- 🗨 Walker’s poem is about the women of the speaker’s “mama’s generation” (line 2).

How does the speaker describe the women?

- 🗨 Student responses should include:
 - They were “husky of voice” (line 3).
 - They were “stout of / Step” (lines 3–4).
 - They were “headragged” (line 14).

📌 **Differentiation Consideration:** If students struggle with the word *headragged*, suggest they break it into recognizable words and use those words to define the whole.

- 🗨 The words *head* and *rag* show that the word *headragged* means wearing a rag or piece of cloth on the head.

- ① Consider drawing students' attention to their work with L.9-10.4.b as they use word parts to determine the meaning of a word.

How does Walker describe the women's actions?

- 🗨 Student responses should include:
 - They "battered down / Doors" (lines 7–8).
 - They "ironed / Starched white / Shirts" (lines 9–11).
 - "[T]hey led / Armies . . . Across mined / Fields" (lines 12–16).
 - They "discover[ed] books / Desks / A place for us" (lines 19–21).

Provide students with the following definition: *starched* means "made clothing stiff by using a powder or liquid substance called starch."

- ▶ Students write the definition of *starched* on their copy of the text or in a vocabulary journal.

How does Walker use metaphor to develop her portrait of the women?

- 🗨 Walker uses a military metaphor, comparing the women to "headragged generals" (line 14) and the fields to "booby-trapped ditches" (lines 17–18) to emphasize the women's courage and leadership and to depict the dangerous aspects of their efforts.
- ① **Differentiation Consideration:** If students have difficulty answering this question, consider first asking the following questions:

To what does Walker compare the women in line 14?

- 🗨 Walker compares the women to "headragged generals" (line 14).

To what does Walker compare the fields where the women work in lines 17–18?

- 🗨 Walker compares the fields to "booby-trapped ditches" (lines 17–18).

- ① Consider drawing students' attention to their application of standard L.9-10.5.a through the process of interpreting figures of speech and analyzing their role in the text.

What is the role of the imagery in lines 15–18 of the poem?

- 🗨 The imagery emphasizes the danger of the women's efforts and their courage.
- ① If necessary, remind students of their work with imagery in Module 10.1 and throughout 10.2.1, reminding them that imagery is the use of figurative or sensory language to create a mental picture or feeling.

What is the cumulative impact of Walker’s descriptions of the women and their actions on the meaning and tone of the poem?

🗨 Student responses may include:

- The words Walker uses to describe the women makes them sound traditionally masculine; the descriptions make it clear that these are strong, tough women.
- The women are active and strong; most of the activities sound adventurous or military.
- The women are active participants who fight to improve the lives of their children.

Based on your responses to the previous question, what can you infer about the meaning of “husky of voice” and “stout of step” in lines 3–4?

🗨 “Husky of voice” (line 3) probably means that the women had deep, rough voices and “stout of step” (lines 3–4) means the women walked with strong steps.

📌 Some students may notice that these phrases have slightly masculine connotations.

Confirm correct student understandings and define *husky* as “harsh, gruff, rasping, throaty” and *stout* as “bold or brave.”

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

📌 Consider drawing students’ attention to their application of standard L.9-10.4.a through the process of determining word meaning through context.

How does Walker use these physical characteristics to depict inner qualities of the women she describes?

🗨 The physical qualities suggest that the women have strength. Walker uses these images of strength to portray the women as strong, both in body and in character.

What reason does the speaker give for the women’s actions?

🗨 The women wanted “to discover books / Desks / A place for us” (lines 19–21).

What is the women’s goal?

🗨 The goal of the women is to provide their children with better opportunities for education: “books / Desks” (lines 19–20) and for participating fully in society: “A place for us” (line 21).

📌 **Differentiation Consideration:** If students struggle to answer this question, consider asking the following question:

What do the physical objects of “books / Desks / A place” represent?

- ☞ The “books / Desks / A place for us” (lines 19–21) represent the larger goals of access to education for their children and “a place” not just in school, but also in society.

What is the impact of repetition in the final four lines of the poem?

- ☞ Walker uses variations of the word *know* (*knew*, *know*, *knowing*, lines 22–24) to emphasize both the wisdom of the women she describes and the value they placed on education and access for their children.

- ① **Differentiation Consideration:** If students struggle to answer this question, consider asking the following questions:

What did the women know, according to the speaker of the poem?

- ☞ According to the speaker, “they knew what we / Must know” (lines 22–23).

What inference can you make about the women based on this information?

- ☞ The women knew that their children must be educated; have access to the desks and books they are discovering.

What did the women not know?

- ☞ They did not know “a page / Of it / Themselves” (lines 24–26).

What inference can you make about the women based on this information?

- ☞ Many of the women were uneducated themselves.

How does this information impact the meaning of the poem?

- ☞ Because the women worked so hard to get books and desks for their children, even though they couldn’t read themselves, it is clear that the women valued education and wanted something better for their children.

What central idea does Walker develop in this poem?

- ☞ Student responses may include:
 - African American women of the past worked hard to get a better future for their children.
 - The women of the poem were heroic.
 - Education is necessary for finding “a place” in society.

Lead a brief whole-class discussion of student responses to establish student understanding of the content and style of Walker’s poem.

Activity 5: Small Group Discussion

40%

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

① Consider reminding students that this is an opportunity to apply standard SL.9-10.1.a-e.

How does the structure of King’s letter as a whole differ from the structure of Walker’s poem?

🗨️ Student responses may include:

- King’s letter has many paragraphs, but Walker’s poem is a single stanza.
- King’s letter uses many long sentences, along with shorter sentences, and high-level vocabulary, while Walker’s poem uses short lines and more basic vocabulary.

In what ways are King’s letter and Walker’s poem similar?

🗨️ Student responses may include:

- Both texts describe people overcoming difficulties to achieve a better future.
- Both texts describe struggles for access to freedom or a better place.

What is a purpose evident in both King’s letter and Walker’s poem?

🗨️ Both King and Walker wrote texts with the purpose of advancing the rights of people who had limited access to opportunities in society.

Instruct students to reread King, paragraph 11 (from “We know through painful experience” to “our legitimate and unavoidable impatience”) along with their notes and annotations and answer the following questions before sharing out with the class.

Identify ideas that King develops and refines in paragraph 11.

🗨️ Student responses may include:

- King develops the idea that the oppressor never voluntarily gives freedom to the oppressed.
- King describes the oppression that African Americans have experienced while waiting for freedom.
- King describes the struggle against “a degenerating sense of ‘nobodyness’” (par. 11)

In what ways does Walker’s poem develop ideas similar to those that King develops in this paragraph?

🗨️ Student responses may include:

- Walker develops the image of women leading a fight for freedom of education.
- Walker describes the hard work of an earlier generation.
- Walker describes women who have not lost the struggle against a sense of nobodyness.

Lead a brief whole-class discussion of student responses.

Instruct students to reread King, paragraph 22 (from “You spoke of our activity in Birmingham” to “to a frightening racial nightmare”) along with their notes and annotations and answer the following questions before sharing out with the class.

What two forces does King describe in this paragraph?

- 🗨️ Student responses should include:
 - “[A] force of complacency made up of Negroes who . . . have been so completely drained of self-respect and a sense of ‘somebodyness’ that they have adjusted to segregation” (par. 22).
 - A force of “bitterness and hatred and comes perilously close to advocating violence . . . It is made up of people who have lost faith in America” (par. 22).

What evidence does Walker provide to suggest that the women she describes are similar to or different from what King refers to as a “force of complacency”?

- 🗨️ Student responses may include:
 - The women are different from King’s “force of complacency” (King, par. 22) because Walker describes them as “stout of / Step” (Walker, lines 3–4) and as “Headragged generals” (Walker, line 14) who “led / Armies,” (Walker, lines 12–13) so they are not “drained of self-respect and a sense of ‘somebodyness’” (King, par. 22).
 - The women are different because they are still fighting oppression, so they have not “adjusted to segregation” (King, par. 22).

What evidence does Walker provide to suggest that the women she describes are similar to or different from King’s “force of bitterness and hatred”?

- 🗨️ Student responses may include:
 - The women are different from this force because the violence is figurative, not literal.
 - The women are different because the women have not “lost faith in America” (King, par. 22). They are working to gain “A place for us” (Walker, line 21).

Lead a brief whole-class discussion of student responses.

Instruct students to reread King, paragraph 34 (from “I hope the church as a whole” to “in our echoing demands”) along with their notes and annotations and answer the following question before sharing out with the class.

In what ways do the women Walker describes belong to the “destiny of America” that King describes?

🗨️ Student responses may include:

- The women are described as active and strong, with “stout of / Step” in lines 3–4 and leading armies in lines 12–18; King describes the “bottomless vitality” of African-Americans as they “continue to thrive and develop” (King, par. 34).
- King describes the foreparents of the demonstrators as people who “labored here without wages” (King, par. 34). The women in Walker’s labor by ironing “Starched white / Shirts” (Walker, lines 10–11) and in fields.

Lead a brief whole-class discussion of student responses so that students can identify ways in which King and Walker treat similar ideas.

Activity 6: Quick Write

10%

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

How does Walker develop a central idea also present in King’s letter?

Instruct students to look at the poem along with their notes and annotations to find evidence. Ask students to use this lesson’s vocabulary wherever possible in their written responses and to establish and maintain a formal style and objective tone. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

📄 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 7: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to review “Letter from Birmingham Jail,” along with their notes, tools, Quick Writes, and annotations to identify the claims King makes in his letter. Then, students use the Evidence Collection Tool to identify three important claims King makes and analyze how he develops and refines these claims across the letter.

- ▶ Students follow along.

Homework

Review Martin Luther King, Jr.'s "Letter from Birmingham Jail," along with your tools, notes, Quick Writes, and annotations. Use the Evidence Collection Tool to identify three important claims King makes and analyze how he develops and refines these claims across the letter.

Evidence Collection Tool

Name:		Class:		Date:	
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Directions: Review Martin Luther King, Jr.'s "Letter from Birmingham Jail," along with your tools, notes, Quick Writes, and annotations. Identify three important claims King makes and analyze how he develops and refines these claims across the letter. In column 1, record the claims. In column 2, record the evidence and reasoning that supports the claims. In column 3, record your analysis of how King develops and refines the claims.

Claim	Support	Comments

10.2.1 Lesson 20

Introduction

In this final lesson of the unit, students complete the End-of-Unit Assessment, which evaluates cumulative student understanding of Martin Luther King, Jr.’s “Letter from Birmingham Jail.” After sharing ideas about King’s purpose for writing the letter and claims he makes in the text, students independently complete a multi-paragraph response to the following prompt: Analyze how King develops and refines his claims to advance his purpose. In their response, students identify important claims King establishes in the letter and then analyze how he develops and refines the claims throughout the letter. Students explore structural choices, rhetoric, and diction. For homework, students continue to read their AIR through the lens of their focus standard.

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).
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.
W.9-10.2.a-f	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

	<p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
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>
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Addressed Standard(s)	
None.	

Assessment

Assessment(s)
<p>Student learning is assessed via a formal multi-paragraph essay at the end of the lesson. Students respond to the following prompt in a multi-paragraph essay:</p> <ul style="list-style-type: none"> Analyze how King develops and refines his claims to advance his purpose. <p><i>i</i> Student responses are evaluated using the 10.2.1 End-of-Unit Text Analysis Rubric.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Identify a purpose King advances in this letter. Identify how King advances the purpose through specific claims. Trace the development of these claims throughout the letter. Explain how King develops and refines these claims through his use of word choice, structure, rhetoric, or other strategies.

A High Performance Response may also include the following evidence in support of a multi-paragraph analysis. The text is dense and rich with compelling rhetoric and specific word choices, so High Performance Responses may vary widely:

- Martin Luther King, Jr., in his famous “Letter from Birmingham Jail,” responds to the criticism of his work that he has received in a recent statement. Addressing the writers of the statement as “men of genuine good will” (par. 1), King begins a complex argument supporting his campaign of nonviolence in Birmingham, Alabama. Through his response to the criticism, King also creates a broader argument for establishing justice for all African Americans through a nonviolent campaign. One way King advances his purpose is to establish the urgency of his cause. King makes it clear that the need for justice is immediate and demands the participation of all people of good will.
- King first addresses the timeliness of his work by providing his critics with an analysis of the Birmingham political situation. He discusses the timing of the nonviolent campaign in terms of elections, economic considerations, and community needs. He presents a clear timeline of the events leading to his decision, beginning with “the opportunity last September to talk with some of the leaders of the economic community” and continuing with an account of the local elections (par. 7). He then moves beyond the city limits of Birmingham, providing a brief but powerful history of the African American experience. Explaining to his critics that he has “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,” King describes the conditions in which African Americans have waited for justice (par. 11). King makes a powerful appeal to emotion by presenting the suffering of an entire group in terms of specific family members: “when you have seen vicious mobs lynch your mothers and fathers at will and drown your sisters and brothers at whim” (par. 11). Repetition adds power to King’s sense of urgency. King ends this passage with an understated request: “I hope, sirs, you can understand our legitimate and unavoidable impatience” (par. 11).
- King develops the sense of urgency in paragraph 19, when he addresses “the myth of time.” After criticizing “the white moderate . . . who paternalistically feels that he can set the timetable for another man’s freedom,” King describes in paragraph 21 a letter he received suggesting that he is moving too quickly. King explains that while “time is neutral,” its uses are either destructive or constructive. Refuting the idea that “[t]he teachings of Christ take time to come to earth,” King counters that, “human progress never rolls in on wheels of inevitability. It comes through the tireless efforts and persistent work of men willing to be coworkers with God, and without this hard work time itself becomes an ally of the forces of social stagnation” (par. 21). King uses rhetoric in paragraph 21 to establish the claim of his critics before effectively presenting a far stronger counterclaim. The metaphor of King’s final sentence in this paragraph contrasts the efforts of an impersonal machine with the hard work of God’s coworkers, thus naming God as the true force behind King’s efforts.

- King places his own efforts within a larger historical and global context in paragraph 23, asserting, “Oppressed people cannot remain oppressed forever.” Citing examples of how “the urge for freedom” has inspired communities around the world, King places the demonstrations of African Americans in the larger context of history and makes it clear that now is the time for his work.
- Finally, in paragraph 33, King proclaims, “But the judgment of God is upon the church as never before,” warning his fellow clergymen that if they do not join his efforts to further justice for African Americans through his nonviolent campaign they will be in danger of making a choice against God. This places King and his campaign on higher moral ground and pressures his critics to reconsider their position. King continues his argument in paragraph 34, urging the church to “meet the challenge of this decisive hour.” King expresses his certainty that he “will reach the goal of freedom in Birmingham and all over the nation, because the goal of America is freedom.” By setting freedom as a goal that the nation is destined to meet, King reminds his critics of a shared cultural tradition, both religious and historical. At the same time, King reminds his critics that now is the time to join a cause that is destined to succeed.
- King concludes with a final reminder of the importance of time by apologizing for a letter that demands the “precious time” (par. 38) of his readers. The use of this seemingly everyday phrase echoes King’s message throughout the letter that time is critical: Now is the time to act, time is a resource to be used wisely, and the time is short before King’s movement achieves its destiny of justice.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> • None.*
Vocabulary to teach (may include direct word work and/or text-dependent questions)
<ul style="list-style-type: none"> • None.*

*Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the texts, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1.e. Academic Vocabulary, of this document:

http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p>Standards & Text:</p> <ul style="list-style-type: none"> Standards: RI.9-10.5, RI.9-10.6, W.9-10.2.a-f, W.9-10.9.b, L.9-10.1, L.9-10.2 Text: "Letter from Birmingham Jail" by Martin Luther King, Jr. <p>Learning Sequence:</p> <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability End-of-Unit Assessment Closing 	<ol style="list-style-type: none"> 5% 15% 75% 5%

Materials

- Student copies of the Evidence Collection Tool (refer to 10.2.1 Lesson 19)
- Copies of the 10.2.1 End-of-Unit Assessment for each student
- Copies of the 10.2.1 End-of-Unit Text Analysis Rubric and Checklist 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.
	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 standards for this lesson: RI.9-10.5, RI.9-10.6, W.9-10.2.a-f, W.9-10.9.b, L.9-10.1, and L.9-10.2. In this lesson, students work in small groups to discuss King’s purpose for writing the letter and to review the claims he makes in the text. Students discuss how he

develops and refines these claims to advance his purpose, using specific examples from the text to support their ideas. After a short evidence-based discussion, students complete the End-of-Unit Assessment independently, referring to their text, annotations, and notes.

- ▶ Students look at the agenda.
- ① Consider reviewing the 10.2 Common Core Learning Standards Tool so that students may re-familiarize themselves with the expectations of these standards. Allow students to pose any questions they may have.

Activity 2: Homework Accountability

15%

Instruct students to consult their Evidence Collection Tools from the 10.2.1 Lesson 19 homework to answer the following questions in pairs:

What was King’s purpose for writing the letter?

- ☞ Student responses may include:
 - To respond to the criticisms of the clergymen who wrote to him.
 - To justify his activity in Birmingham.
 - To gather support for the nonviolent civil rights movement.

Which of King’s claims best supports his purpose?

- ☞ See Model Evidence Collection Tool for examples of possible student responses.
- ▶ Students share and discuss ideas.

Activity 3: End-of-Unit Assessment

75%

Instruct students to write a multi-paragraph response to the following prompt:

Analyze how King develops and refines his claims to advance his purpose.

Distribute and review the 10.2.1 End-of-Unit Text Analysis Rubric and Checklist. Remind students to use the rubric and checklist to guide their written responses. Ask students to use this unit’s vocabulary wherever possible in their written responses.

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

Explain to students that because it is a formal writing task, the End-of-Unit Assessment should include an introductory statement, well-organized ideas supported by relevant and sufficient textual evidence, and a concluding statement or section that clearly establishes the significance of the claims and

strategies King chooses. Remind students to use domain-specific vocabulary, as well as proper grammar, capitalization, punctuation, and spelling to achieve a formal style and objective tone.

- ▶ Students listen.

Remind students as they write to refer to the notes, tools, and annotated text from the previous lessons. Distribute and review the 10.2.1 End-of-Unit Text Analysis Rubric. Remind students to revisit the rubric once they are finished with the assessment to ensure they have fulfilled all the criteria.

- ▶ Students review the 10.2.1 End-of-Unit Text Analysis Rubric.

Transition students to independent writing. Give students the remaining class period to write.

- ▶ Students independently answer the prompt using evidence from the text.

🗨️ See the High Performance Response at the beginning of this lesson.

① Circulate around the room and offer non-content support as needed. When circulating the room to provide support, remind students that this is an assessment of independent textual analysis so the teacher cannot provide direction on specific content from the text.

Collect responses before the end of the lesson.

- ▶ Students submit the End-of-Unit Assessment.

Activity 4: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to 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

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 Evidence Collection Tool

① Note that students are not expected to list all of the claims given below; the model is not an exhaustive list of all claims and evidence. The model serves as an example of some of the claims students might be expected to make and how they might analyze King’s support of those claims.

Name:		Class:		Date:	
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Directions: Review Martin Luther King, Jr.’s “Letter from Birmingham Jail,” along with your tools, notes, Quick Writes, and annotations. Identify three important claims King makes and analyze how he develops and refines these claims across the letter. In column 1, record the claims. In column 2, record the evidence and reasoning that supports the claims. In column 3, record your analysis of how King develops and refines the claims.

Claim	Support	Comments
King has valid reasons for being in Birmingham. (par. 1)	<p>He is president of the Southern Christian Leadership Conference and was invited by an affiliate organization. (par. 2)</p> <p>He is in Birmingham because he is compelled, like Paul and Jesus, to work for freedom in areas beyond his hometown. (par. 3)</p> <p>He is not an outsider because concerns of Birmingham are the concerns of all Americans. (par. 4)</p>	<p>Appeal to ethos:</p> <p>Calls clergymen “men of genuine good will” (par. 1)</p> <p>Uses cultural references</p> <p>Rhetoric – parallelism:</p> <p>Injustice anywhere is a threat to justice everywhere.</p> <p>Whatever affects one directly affects all indirectly.</p>
The African American community has no alternative but to demonstrate. (par. 5)	<p>Conditions in Birmingham are extreme. (par. 5)</p> <p>Community has completed four steps of a nonviolent campaign (par. 6–8)</p> <p>Community collected evidence of need for change (par. 6)</p> <p>Community tried to negotiate (par. 6–7)</p> <p>Community went through self-purification (par. 7)</p> <p>Community decided to act (par. 7–8)</p>	<p>Appeal to reason: hard, brutal, and unbelievable facts</p>

Claim	Support	Comments
Need for justice is urgent. (par. 8)	<p>Consideration of elections, economic conditions, etc. (par. 7–10)</p> <p>African Americans have been told to “wait” for too long (par. 11).</p> <p>Myth of time (par. 19, 21)</p> <p>Zeitgeist (par. 23)</p> <p>Judgment of God (par. 33)</p> <p>This is the “decisive hour” (par. 34).</p>	<p>Establishing credibility</p> <p>Appeal to pathos (vivid descriptions)</p> <p>Appeal to ethos (shared values)</p> <p>Repetition</p> <p>Metaphor</p> <p>Invoking God</p>
Purpose of direct action is to force negotiation. (par. 9)	<p>Nonviolent action creates tension that prompts negotiation.</p>	<p>Word choice (<i>tension</i>)</p> <p>Cultural reference (Socrates)</p> <p>Parallelism: “dark depths of prejudice and racism to the majestic heights of understanding and brotherhood” (par. 9)</p>
Freedom is never voluntarily given by oppressor. (par. 10)	<p>Examples of freedom movements around the world.</p> <p>Description of how community suffers while waiting.</p>	<p>Appeal to reason (facts)</p> <p>Appeal to emotion (examples)</p> <p>Repetition (“when you . . .”)</p>
Unjust laws should be broken. (par. 12–18)	<p>Explanation of willingness to break laws.</p>	<p>Concession (Clergymen’s question is legitimate.)</p> <p>Cultural references appeal to reason and ethos (St. Augustine, St. Thomas, Martin Buber, and Paul Tillich). They also set King and his affiliates on higher moral ground.</p> <p>Examples (Bible, history)</p>
White moderates have disappointed King. (par. 19)	<p>Compares effects of moderates and ill-wishers.</p>	<p>Parallelism/juxtaposition: “Shallow understanding from people of good will is more frustrating than absolute misunderstanding from people of ill will.” (par. 19)</p> <p>Repetition (the white moderate who . . . , who . . . , who . . .)</p>

Claim	Support	Comments
Blaming demonstrators for causing violence is illogical. (par. 20)	Gives examples of similar logic to show unreasonableness of position.	Cultural references (Socrates, Jesus) place King and affiliates on moral high ground.
Disappointed that white moderates have not rejected “myth of time” (par. 21)	Time is not neutral; time should be used wisely.	Example (uses Texan’s letter to represent white moderate) Metaphor (human progress never rolls in on wheels of inevitability)
King represents a middle way. (par. 22–24)	Some people have given up while others are tempted by violence. King’s extremism is admirable.	Appeal to reason (cites current events locally and globally) Cultural references (Jesus, Amos, Paul, Martin Luther, John Bunyan, Abraham Lincoln, Thomas Jefferson) appeals to ethos and sets King and his affiliates on higher moral ground.
Disappointed that most white moderates cannot appreciate suffering of oppressed. (par. 25)	Acknowledges individuals	Appeal to emotion Word choice – “Deep groans and passionate yearnings;” “filthy roach-infested jails;” “abuse and brutality of angry policemen,” etc. (par. 25)
White church and leadership have failed. (par. 26–33)	Names leaders who have “taken some significant stands” (par. 26) States loyalty to church (par. 27) Expectations and disappointments Compares ancient church to modern church Judgment of God is upon the church	Names individuals Word choice: “anesthetizing security of stained-glass window” (par. 28), “shattered dreams” (par. 29), “pious irrelevancies and sanctimonious triviality” (par. 30) Parallelism and imagery: Thermometer records ideas; thermostat transforms society (par. 31)
Demonstrators will achieve justice. (par. 34)	Justice is part of America’s destiny; justice will come with or without aid of the church. Moral imperative	Appeal to emotion Word choice Cultural references (Pilgrims, Jefferson) again King and the movement are on moral high ground Will of God

Claim	Support	Comments
Clergymen should not commend police. (par. 35–36)	Describes police brutality Moral means used for immoral ends should not be praised.	Appeal to emotion – vivid description; word choice: <i>push, curse, slap, kick; unarmed, nonviolent, old, young</i> (par. 35) Appeal to reason – Analysis of use of means to achieve different ends.
Demonstrators are heroes. (par. 37)	Describes behavior	Appeal to emotion – vivid descriptions; word choice: <i>sublime, inhuman provocation, majestic, jeering, hostile, agonizing, oppressed, battered, dignity, profundity, courageously, sacred</i> (par. 37)

10.2.1 End-of-Unit Assessment

Text-Based Response

Your Task: Rely on your reading and analysis of “Letter from Birmingham Jail” to write a well-developed response to the following prompt:

Analyze how King develops and refines his claims to advance his purpose.

Your writing will be assessed using the Text Analysis Rubric.

Guidelines

Be sure to:

- Closely read the prompt
- Address all elements of the prompt in your response
- Paraphrase, quote, and reference relevant evidence to support your claim
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

CCSS: RI.9-10.5, RI.9-10.6, W.9-10.2.a-f, W.9-10.9.b, L.9-10.1, L.9-10.2

Commentary on the Task:

This task measures RI.9-10.5 because it demands that students:

- 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).

This task measures RI.9-10.6 because it demands that students:

- Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that purpose.

This task measures W.9-10.2.a-f because it demands that students:

- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - Use precise language and domain-specific vocabulary to manage the complexity of the topic.

- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

This task measures W.9-10.9.b because it demands that students:

- Draw evidence from informational texts to support analysis, reflection, and research.

This task measures L.9-10.1 because it demands that students:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

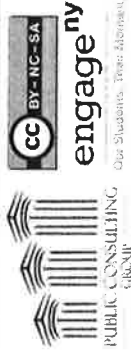
This task measures L.9-10.2 because it demands that students:

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

10.2.1 End-of-Unit Text Analysis Rubric

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Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
<p>Content and Analysis The extent to which the response analyzes 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). CCSS.ELA-Literacy.RI.9-10.5</p> <p>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).</p>	<p>Skilfully analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p>	<p>Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p>	<p>Inaccurately identify an author's ideas or claims in a text or misidentify sentences, paragraphs, or larger portions of a text that develop or refine an author's ideas or claims.</p>	<p>Inaccurately identify an author's ideas or claims; provide little to no analysis of how particular sentences, paragraphs, or larger portions of a text develop or refine those claims.</p>
<p>Content and Analysis The extent to which the response identifies an author's point of view or purpose in a text and analyzes how an author uses rhetoric to advance that point of view or purpose. CCSS.ELA-Literacy.RI.9-10.6</p> <p>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.</p>	<p>Accurately determine an author's point of view or purpose in a text and skillfully analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p>Accurately 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.</p>	<p>Inaccurately identify an author's point of view or purpose in a text and/or ineffectively analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p>Inaccurately identify an author's point of view or purpose in a text; provide inaccurate or insufficient analysis of how an author uses rhetoric to advance a point of view or purpose.</p>
<p>Command of Evidence and Reasoning The extent to which the response examines and conveys complex ideas, concepts and information clearly and accurately through the effective selection, organization, and analysis of content. CCSS.ELA-Literacy.W.9-10.2</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. CCSS.ELA-Literacy.W.9-10.2.b</p> <p>Develop the topic with well-chosen, relevant,</p>	<p>Develop the response and support analysis with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.9-10.2.b)</p>	<p>Develop the response and support analysis with relevant and sufficient facts, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.9-10.2.b)</p>	<p>Partially develop the response and partially support analysis with relevant facts, details, quotations, or other information and examples that are appropriate to the audience's knowledge of the topic. (W.9-10.2.b)</p>	<p>Do not develop the response or support analysis with relevant facts, details, quotations, or other information and examples that are appropriate to the audience's knowledge of the topic. (W.9-10.2.b)</p>



<p>and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic</p> <p>The extent to which the response draws evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-Literacy.W.9</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>The extent to which responses apply grade 9-10 Reading standards to literary nonfiction.</p> <p>CCSS.ELA-Literacy.W.9.b</p> <p>Apply grades 9-10 Reading standards 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>				
<p>Coherence, Organization, and Style</p> <p>The extent to which the response introduces a topic, organizes complex ideas, concepts, and information to make important connections and distinctions.</p> <p>CCSS.ELA-Literacy.W.9-10.2</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCSS.ELA-Literacy.W.9-10.2.a</p> <p>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>The extent to which the response uses</p>	<p>Skillfully introduce a topic; effectively organizes complex ideas, concepts, and information to make important connections and distinctions. (W.9-10.2.a)</p> <p>Skillfully use appropriate and varied transitions to link the major sections of the text; create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2.c)</p> <p>Skillfully and accurately use precise language and domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)</p> <p>Skillfully establish and maintain a formal style and objective tone appropriate to the norms and conventions of the discipline. (W.9-10.2.e)</p> <p>Skillfully provide a concluding statement or section that follows from and supports the information or explanation presented. (W.9-10.2.f)</p>	<p>Introduce a topic; effectively organize complex ideas, concepts, and information to make important connections and distinctions. (W.9-10.2.a)</p> <p>Use appropriate and varied transitions to link the major sections of the text; create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2.c)</p> <p>Accurately use precise language or domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)</p> <p>Establish a style and tone appropriate to the discipline; demonstrate inconsistent use of formality and objectivity. (W.9-10.2.e)</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.9-10.2.f)</p>	<p>Introduce a topic; inconsistently organize complex ideas, concepts, and information to make important connections and distinctions. (W.9-10.2.a)</p> <p>Inconsistently use appropriate and varied transitions to link the major sections of the text; create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2.c)</p> <p>Inconsistently use domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)</p> <p>Use inconsistent style and tone with some attention to formality and objectivity. (W.9-10.2.e)</p> <p>Provide a concluding statement or section that partially follows from and supports the information or explanation presented. (W.9-10.2.f)</p>	<p>Ineffectively introduce a topic; ineffectively organize complex ideas, concepts and information to make important connections and distinctions. (W.9-10.2.a)</p> <p>Ineffectively use appropriate and varied transitions to link the major sections of the text; create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2.c)</p> <p>Ineffectively or inappropriately use precise language or domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)</p> <p>Lack a formal style, using language that is basic, imprecise, or contextually inappropriate. (W.9-10.2.e)</p> <p>Ineffectively provide a concluding statement or section that follows from and supports the information or explanation presented. (W.9-10.2.f)</p>



<p>appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>CCSS.ELA-Literacy.W.9-10.2.c</p> <p>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>The extent to which the response includes and uses precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>CCSS.ELA-Literacy.W.9-10.2.d</p> <p>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>The extent to which the response properly uses formal style and objective tone as well as adheres to the writing conventions of the discipline.</p> <p>CCSS.ELA-Literacy.W.9-10.2.e</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>The extent to which the response provides a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>CCSS.ELA-Literacy.W.9-10.2.f</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>				
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<p>Control of Conventions The extent to which the response demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CCSS.ELA-Literacy.L.9-10.1</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-Literacy.L.9-10.2</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Demonstrate consistent control of conventions with essentially no errors, even with sophisticated language.</p>	<p>Demonstrate basic control of conventions with occasional errors that do not hinder comprehension.</p>	<p>Demonstrate partial control of conventions with some errors that hinder comprehension.</p>	<p>Demonstrate little control of conventions with frequent errors that make comprehension difficult.</p>
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1. A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
2. A response that is totally copied from the text with no original writing must be given a 0.
3. A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.

10.2.1 End-of-Unit Text Analysis Checklist

Assessed Standards: _____

	Does my writing...	✓
Content and Analysis	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text? (RI.9-10.5)	<input type="checkbox"/>
	Determine an author’s point of view or purpose in a text? (RI.9-10.6)	<input type="checkbox"/>
	Analyze how an author uses rhetoric to advance a point of view or purpose? (RI.9-10.6)	<input type="checkbox"/>
Command of Evidence and Reasoning	Develop the response and support analysis with well-chosen, relevant, and sufficient evidence? (W.9-10.2.b, W.9-10.9.b)	<input type="checkbox"/>
Coherence, Organization, and Style	Introduce a topic? (W.9-10.2.a)	<input type="checkbox"/>
	Organize complex ideas, concepts, and information to make important connections and distinctions? (W.9-10.2.a)	<input type="checkbox"/>
	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts? (W.9-10.2.c)	<input type="checkbox"/>
	Establish and maintain a formal style and objective tone, using precise language and domain-specific vocabulary? (W.9-10.2.d,e)	<input type="checkbox"/>
	Provide a concluding statement or section related to the explanation or analysis? (W.9-10.2.f)	<input type="checkbox"/>
Control of Conventions	Demonstrate control of the conventions with infrequent errors? (L.9-10.1, L.9-10.2)	<input type="checkbox"/>

ENGLISH LANGUAGE ARTS

GRADE 10
Curriculum Guide
Module 2.2

10.2.2

Unit Overview

“No flies fly into a closed mouth”

Text(s)	“A Genetics of Justice” by Julia Alvarez “Remembering To Never Forget” by Mark Memmott
Number of Lessons in Unit	10

Introduction

In this unit, students engage with Julia Alvarez’s autobiographical essay, “A Genetics of Justice,” continuing to build skills for close reading and analysis as well as developing their understanding of the concept of human rights as represented in literary nonfiction. Students encounter Alvarez’s evocation of the struggle to memorialize the horrors of the Trujillo dictatorship in the Dominican Republic in “A Genetics of Justice” alongside Mark Memmott’s more journalistic approach to the topic in “Remembering To Never Forget,” in order to consider how authors present details to develop different portrayals of Trujillo.

In this unit, students also focus on strengthening their writing as well as building their skills for civil and productive conversation. In both settings, students learn to articulate analysis backed by ample references to the text, while also learning to engage in a safe, critical dialogue with peers. By examining two very different texts alongside one another, students develop the critical skill of analysis across texts, in order to understand how an author’s choices about tone and structure can create divergent approaches to the same issue.

For the Mid-Unit Assessment, students analyze Alvarez’s claim that “[Trujillo] had ruled her [mother’s] imagination most of her life,” (par. 15) in order to determine how Alvarez develops this claim in the first fifteen paragraphs of the essay.

For the End-of-Unit Assessment, students craft a multi-paragraph response analyzing how the sentence “No flies fly into a closed mouth” (par. 21) develops and refines one of Alvarez’s ideas in “A Genetics of Justice.”

Literacy Skills & Habits

- Read closely for textual details.
- Annotate texts to support comprehension and analysis.
- Engage in productive evidence-based conversations about text.
- Determine meaning of unknown vocabulary.
- Independently preview text in preparation for supported analysis.
- Paraphrase and quote relevant evidence from a text.
- Write original evidence-based claims.
- Generate and respond to questions in scholarly discourse.

Standards for This Unit

College and Career Readiness Anchor Standards for Reading	
None.	
CCS Standards: Reading—Literature	
None.	
CCS Standards: Reading—Informational Text	
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RI.9-10.3	Analyze how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
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).
RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in

	each account.
CCS Standards: Writing	
W.9-10.2.a-f	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; included formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations, or other relevant information and examples appropriate to the audience’s knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
	f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.9-10.9.b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> 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.
CCS Standards: Speaking & Listening	
SL.9-10.1.a-e	<p>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.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study;

	<p>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.</p> <ul style="list-style-type: none"> b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.
CCS Standards: Language	
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.9-10.4.a, b	<p>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.</p> <ul style="list-style-type: none"> 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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
L.9-10.5.a	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

Note: Bold text indicates targeted standards that will be assessed in the unit.

Unit Assessments

Ongoing Assessment	
Standards Assessed	RI.9-10.2, RI.9-10.3, RI.9-10.5, RI.9-10.7
Description of Assessment	Students answer questions, write informally in response to text-based prompts, and present information in an organized and logical manner.

Mid-Unit Assessment	
Standards Assessed	RI.9-10.5, W.9-10.2.a-f, W.9-10.9.b, L.9-10.1, L.9-10.2
Description of Assessment	Students write a multi-paragraph response to the following prompt: How does Alvarez develop the claim she makes in paragraph 15?

End-of-Unit Assessment	
Standards Assessed	RI.9-10.5, W.9-10.2.a-f, W.9-10.9.b, L.9-10.1, L.9-10.2
Description of Assessment	Students will answer the following prompt based on their work in this unit: How does the sentence “No flies fly into a closed mouth” (par. 21) develop and refine one of Alvarez’s ideas in “A Genetics of Justice”?

Unit-at-a-Glance Calendar

Lesson	Text to be Covered	Learning Outcomes/Goals
1	“A Genetics of Justice” (par. 1–6)	In this first lesson of the unit, students read and analyze paragraphs 1–6 of Julia Alvarez’s “A Genetics of Justice” in which Alvarez begins to provide her reason for writing the essay and to explain the dictator Rafael Trujillo’s

		impact on her mother. Students engage in small group discussions and analyze how Alvarez unfolds Trujillo’s impact on her mother’s life in her essay. Student learning culminates in a Quick Write that requires students to analyze how Alvarez begins to unfold a series of ideas.
2	“A Genetics of Justice” (par. 7–8) “Remembering To Never Forget”	In this lesson, students read and analyze paragraphs 7 and 8 of “A Genetics of Justice” in which Alvarez goes into specific detail about Trujillo’s megalomania and vanity as described by her mother. Students first read and discuss Mark Memmott’s article “Remembering To Never Forget” to deepen their understanding of Rafael Trujillo. Students analyze how each text uses details to develop ideas around Trujillo to ascertain how the subject is approached across two different mediums.
3	“A Genetics of Justice” (par. 9–11)	In this lesson, students read paragraphs 9–11 of “A Genetics of Justice” in which Alvarez describes the series of events that lead to her family’s return to the Dominican Republic and the necessary humiliations they must endure to escape Trujillo’s grip. Students analyze how the events that Alvarez unfolds develop an idea central to the text.
4	“A Genetics of Justice” (par. 12–15)	In this lesson, students read and analyze paragraphs 12–15 of “A Genetics of Justice” in which Alvarez describes her mother’s forced participation in a parade of women honoring Trujillo. Students explore how Alvarez develops central ideas of trauma and freedom through her recreated version of her mother’s experiences.
5	“A Genetics of Justice” (par. 1–15)	In this Mid-Unit Assessment, students use textual evidence from paragraphs 1–15 of Julia Alvarez’s “A Genetics of Justice” to craft a formal, multi-paragraph essay identifying Alvarez’s claim in paragraph 15 and addressing how she develops this claim. Students review their annotated text, lesson Quick Writes, discussion notes, and homework notes to organize their ideas. Students then develop their essays with relevant and sufficient facts, extended definitions, concrete details, and quotations.
6	“A Genetics of Justice” (par. 16–19)	In this lesson, students read and analyze paragraphs 16–19 of “A Genetics of Justice,” in which Alvarez describes Trujillo’s downfall and the ongoing effects on her parents’ psyche of living under his rule. Students engage in evidence-based discussion exploring how Alvarez introduces ideas of trauma

		and silence, before demonstrating their learning through a Quick Write that addresses how Alvarez develops and refines ideas from paragraphs 16–19 in paragraph 19.
7	“A Genetics of Justice” (par. 20–22)	In this lesson, students read and analyze paragraphs 20–22 of “A Genetics of Justice,” in which Alvarez elaborates on her description of her mother’s enduring terror of the Trujillo regime and the “mandate of silence” which she imposes on her family. After engaging in an evidence-based discussion of the ideas developed in paragraphs 20–22, students participate in small group discussions in which they determine how these ideas refine ideas from paragraphs 3–7. The lesson closes with a Quick Write in response to the following prompt: In paragraphs 20–22, how does Alvarez further develop ideas she introduces in paragraphs 3–7?
8	“A Genetics of Justice” (par. 23–26)	In this lesson, students read and analyze paragraphs 23–26 of “A Genetics of Justice,” in which Alvarez describes her relationship with her mother. Students explore how Alvarez unfolds and connects her ideas and then analyze how she uses specific details to shape and refine central ideas.
9	“A Genetics of Justice” (par. 27–31)	In this lesson, students read and analyze paragraphs 27–31 of “A Genetics of Justice” in which Alvarez describes her choice to become a writer and the challenges she faces when she decides to publish a novel critical of Trujillo’s dictatorship. Students explore how portions of the text develop and refine Alvarez’s ideas and claims. Additionally, students analyze the powerful family moment and reflection Alvarez uses to conclude the essay.
10	“A Genetics of Justice”	In this End-of-Unit Assessment, students use textual evidence from “A Genetics of Justice” to craft a formal, multi-paragraph essay analyzing how the sentence “No flies fly into a closed mouth” (par. 21) develops and refines an idea from the essay. Students review their annotated text, lesson Quick Writes, discussion notes, homework notes, and tools to organize their ideas. Students then develop their essays with relevant and sufficient facts, extended definitions, concrete details and quotations.

Preparation, Materials, and Resources

Preparation

- Read and annotate “A Genetics of Justice” and “Remembering To Never Forget,” including numbering paragraphs.
- Review the Short Response Rubric and Checklist.
- Review the 10.2.2 Mid-Unit and End-of-Unit Text Analysis Rubrics.
- Review all unit standards and post in classroom.

Materials/Resources

- Copies of “A Genetics of Justice” and “Remembering To Never Forget”
- Self-stick notes for students
- Writing utensils including pencils, pens, markers, and highlighters
- Methods for collecting student work: student notebooks, folders, etc.
- Access to technology (if possible): interactive whiteboard, document camera, and LCD projector
- Copies of handouts and tools for each student: see Materials list in individual lesson plans
- Copies of the 10.2.2 Mid-Unit and End-of-Unit Text Analysis Rubrics
- Copies of the Short Response Rubric and Checklist
- Copies of the 10.2 Common Core Learning Standards Tool

10.2.2 Lesson 1

Introduction

In this first lesson of the unit, students read and analyze paragraphs 1–6 of Julia Alvarez’s “A Genetics of Justice” (from “Perhaps because I was spared, at ten” to “in many of my mother’s cautionary tales”), in which Alvarez begins to provide her reason for writing the essay and to explain the dictator Rafael Trujillo’s impact on her mother. Students engage in small group discussions and analyze how Alvarez unfolds Trujillo’s impact on her mother’s life in her essay. Student learning culminates in a Quick Write on the following prompt: Analyze how Alvarez unfolds Trujillo’s impact on her mother in paragraphs 1–6.

For homework, students read Mark Memmott’s article “Remembering To Never Forget” and develop their own questions about Rafael Trujillo and then conduct a brief search for information to answer those questions.

Standards

Assessed Standard(s)	
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
Addressed Standard(s)	
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)
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.

- Analyze how Alvarez unfolds Trujillo’s impact on her mother in paragraphs 1–6.
- ① Throughout this unit, Quick Writes will be evaluated using the Short Response Rubric.

High Performance Response(s)

A High Performance Response should:

- Establish Trujillo’s impact on Alvarez’s mother (e.g., When Alvarez’s mother was a girl she daydreamed about him when she would fantasize about “meeting the great love of her life.” Once she found out the truth about Trujillo and his dictatorship she became “doubly revolted” by him and Trujillo became an obsession for her once she was in exile).
- Analyze how Alvarez unfolds this impact (e.g., Alvarez unfolds Trujillo’s impact on her mother by showing how and why Alvarez’s mother’s understanding of Trujillo changed over time, from “want[ing] to meet the great man” because she did not know Trujillo’s “true nature,” to being “doubly revolted” by and obsessed with “this cold-blooded monster” once she learns the truth about Trujillo).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- Generalísimo (n.) – the commander of a combined military force consisting of army, navy, and air force units
- regime (n.) – a system of rule or government
- El Jefe (n.) – “the Chief” or “the Boss”
- la Virgencita (n.) – the Virgin Mary, Jesus’ Mother, from the Bible
- bicorne (n.) – a two-cornered cocked hat worn especially in the eighteenth and early nineteenth centuries
- beneficently (adv.) – kindly in action or in purpose

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

- genetics (n.) – the study of inherited characteristics

A Genetics of Justice

Julia Alvarez
Born 1950



“English, not the United States, was where I landed and sunk deep roots.”

Julia Alvarez

At the age of ten, Julia Alvarez found herself thrust into an entirely new culture. She had grown up in the Dominican Republic during the brutal regime of General Rafael Trujillo, a military dictator who terrorized the nation for thirty-one years. Fleeing their country in the last months of Trujillo’s rule, Alvarez and her family settled in New York City. Being forced to learn English in her new home made Alvarez focus on language and led to her desire to become a writer, a decision she had made by the time she had reached high school. “I consider

this radical uprooting from my culture, my native language, my country, the reason I began writing,” the award-winning poet and novelist has stated. American culture also encouraged Alvarez to write: “Being in a world where there were books and encouragement of women to discover their talents contributed to my becoming a writer.” Alvarez captures the immigrant experience in her poetry, short stories, and essays.

Julia Alvarez

The Dominican Republic, located between Puerto Rico and Cuba in the Caribbean, shares an island called Hispaniola with Haiti. The Republic has had a tumultuous political history, which has affected Alvarez’s family. Her father, a doctor with many ties in the United States, kept the Alvarez family relatively protected during the political upheavals under Rafael Leonidas Trujillo, who ruled from 1930 to 1961. In the 1950s, Alvarez’s father joined a group of revolutionaries. However, when the situation became too violent and dangerous, the family fled to New York City. The revolutionaries assassinated Trujillo nine months later.

A Genetics of Justice

—Julia Alvarez

Perhaps because I was spared, at ten, from the dictatorship my parents endured most of their lives, I often imagine what it must have been like for them growing up under the absolute rule of Generalísimo Rafael Leonidas Trujillo.

Especially, I imagine my mother's life. Respectable families such as hers kept their daughters out of the public eye, for Trujillo was known to have an appetite for pretty girls, and once his eye was caught, there was no retreating John.

My mother must have been intrigued. She knew nothing of the horrid crimes of the dictatorship, for her parents were afraid to say anything—even to their own children—against the regime. So, as a young girl, my mother must have thought of El Jefe as a kind of movie star. She must have wanted to meet the great man.

Images of the dictator hung in every house next to the crucifix and la Virgeneta with the declaration beneath: *In this house Trujillo is Chief*. The pale face of a young military man wearing a plumed bicorne hat and a gold-brinked uniform looked down beneficently at my mother as she read her romantic novels and dreamed of meeting the great love of her life. Sometimes in her daydreams, her great love wore the handsome young dictator's face. Never having seen him, my mother could not know the portrait was heavily retouched.

By the time my mother married my father, however, she knew all about the true nature of the dictatorship. Thousands had lost their lives in failed attempts to return the country to democracy. Family friends, whom she had assumed had dropped away of their own accord, turned out to have been disappeared. My father had been lucky. As a young man, he

had narrowly escaped to Canada after the plot he had participated in as a student failed. This was to be the first of two escapes. That same year, 1937, El Generalísimo ordered the overnight slaughter of some eighteen thousand Haitians, who had come across the border to work on sugarcane plantations for slave wages. It was from my father that my mother learned why Trujillo hated blacks with such a vengeance, how he disguised his own Haitian ancestry, how he lightened his skin with makeup.

Perhaps because she had innocently revered him, my mother was now doubly revolted by this cold-blooded monster. He became something of an obsession with her—living as she was by then in exile with my father, isolated from her family who were still living on the Island. As my sisters and I were growing up, Trujillo and his excesses figured in many of my mother's cautionary tales.

Whenever we misbehaved, she would use his example as proof that character shows from the very beginning. One such story showed the seeds of Trujillo's megalomania. As a child, Trujillo had insisted his mother sew coke bottle tops or *chapitas* to his shirt front so that he could have a chest of medals. Later, the underground's code name for him would be *Chapita* because of his attachment to his hundreds of medals.

When my sisters and I cared too much about our appearance, my mother would tell us how Trujillo's vanity knew no bounds. How in order to appear taller, his shoes were specially made abroad with built-in heels that added inches to his height. How plumes for his Napoleonic hats were purchased in Paris and shipped in vacuum-packed boxes to the Island. How his uniforms were trimmed with tassels and gold epaulettes and red sashes, pinned with his medals, crisscrossing his chest. How he costumed himself in dress uniforms and ceremonial hats and white gloves—all of this in a tropical country where men wore *guayaberas* in lieu of suit jackets, short-sleeved shirts worn unbuttoned so the body could be ventilated. My mother could go on and on.

At this point I would always ask her why she and my father had returned to live in the country if they knew the dictatorship was so bad. And that's when my mother would tell me how, under pressure from his friends up north, Trujillo pretended to be liberalizing his regime. How he invited all exiles back to form political parties. How he announced that he would not be running in the next elections. My father had returned only to discover that the liberalization was a hoax staged so that the regime could keep the goodwill and dollars of the United States.

My father and mother were once again trapped in a police state. They laid low as best they could. Now that they had four young daughters, they could not take any chances. For a while, that spark which had almost cost my father his life and which he had lighted in my mother

seemed to have burnt out. Periodically, Trujillo would demand a tribute, and they would acquiesce. A tax, a dummy vote, a portrait on the wall. To my father and other men in the country, the most humiliating of these tributes was the occasional parade in which women were made to march and turn their heads and acknowledge the great man as they passed the review stand.

If you did not march, your *cédula* would not be stamped, and without a stamped identification card, you could do nothing; in particular, you could not obtain your passport to leave the country under the pretext of wanting to study heart surgery. This was the second escape—this time with his whole family—that my father was planning.

The day came when my mother had to march. The parade went on for hours in the hot sun until my mother was sure she was going to faint. Her feet were swollen and hurting. The back of her white dress was damp with sweat. Finally when she thought she could not go one more step, the grandstand came into sight, a clatter of dress uniforms, a vague figure on the podium.

When I ran through my mother's memory of this parade, there is a cruel image that she has not told me about. My mother walks into El Jefe's line of vision, the parade stops. Somebody ahead of Mami has turned, and orders are rushing forward with their stretcher to resuscitate the woman in question. Under her breath, my mother is cursing this monster who drags thousands of women out on the hot streets to venerate him. She looks up at him, and what she sees makes it all worthwhile, somehow.

But there, no more than ten steps away, he stands, a short, plump man sweating profusely in his heavy dress uniform. The medals on his chest flash brightly in the hot sun so that he looks as if he has caught on fire. She can see the rivulets of sweat under his Napoleonic hat, making his jawline makeup run down his face, revealing the dark skin beneath.

I moved this scene because I want my mother to see what she cannot yet imagine: El Jefe coming undone.

Eventually, the parade moved on, and my mother marched out of sight. It was the one and only time that my mother saw, up close, the man who had ruled her imagination most of her life.

On May 30, 1961, nine months after our escape from our homeland, the group of photographers with whom my father had been associated assassinated the dictator. Actually, Dominicans do not refer to the death as an assassination but as an *epistemicidio*, a bringing to justice. Finally, after thirty-one years, Trujillo was brought to justice, found guilty, and executed.

But the execution was an external event, not necessarily an internal exorcism. All their lives my parents, along with a nation of Dominicans, had learned the habits of repression, censorship, terror. Those habits would not disappear with a few bullets and a national liberation proclamation. They would not disappear on a plane ride north that put hundreds of miles distance between the Island and our apartment in New York.

And so, long after we had left, my parents were still living in the dictatorship inside their own heads. Even on American soil, they were afraid of awful consequences if they spoke out or disagreed with authorities. The First Amendment right to free speech meant nothing to them. Silence about anything "political" was the rule in our house.

In fact, my parents rarely spoke about the circumstances of our leaving the Island. To us, their daughters, they offered the official story: my father wanted to study heart surgery. We were not told that every night our house had been surrounded by black Volkswagens, that the SIM had been on the verge of arresting my father, that we had, in fact, escaped to the United States. But this great country that had offered my parents a refuge had also created the circumstances that made them have to seek refuge in the first place. It was this same United States that had helped put our dictator in place during their occupation of the country from 1916 to 1924. About all these matters, my parents were silent, afraid that ungratefulness would result in our being sent back to where we had come from.

My mother, especially, lived in terror of the consequences of living as free citizens. In New York City, before Trujillo was killed, Dominican exiles gathered around the young revolutionary Juan Bosch planning an invasion of the Island. Every time my father attended these meetings, my mother would get hysterical. If the SIM found out about my father's activities, family members remaining behind were likely to be in danger. Even our own family in New York could suffer consequences. Five years earlier, in 1955, Galindez, an exile anti-Trujillo reaching at Columbia University, had disappeared from a New York subway. The same thing could happen to us.

I don't know if my father complied or just got too busy trying to make a living in this country. But after a few months of hotheaded attendance, he dropped out of these political activities and his silence deepened. During my early teen years in this country, I knew very little about what was actually going on in the Dominican Republic. Whenever *la situación* on the island came up, my parents spoke in hushed voices. In December 1960, four months after our arrival, *Time* magazine reported the murder of the three Mirabal sisters, who along with their husbands had started the national underground in the Dominican Republic. My parents confiscated the

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magazine. To our many questions about what was going on, my mother always had the ready answer, "*En boca cerrada no entran moscas.*" No flies fly into a closed mouth. Later, I found out that this very saying had been scratched on the lintel of the entrance of the SIM's torture center at La Cuarenta.

Given this mandate of silence, I was a real thorn in my mother's side.

She had named me, her second of four daughters, after herself—so we shared the same name. Of all her babies, she reports, I was the best behaved, until I learned to talk. Then, I would not shut up. I always had to answer her back when I disagreed with her. Childhood was rocky, but adolescence was a full-fledged war.

Still, my mother found ways of controlling me. The Trujillo cautionary tales worked momentarily, in that I loved to hear those outlandish stories. Her threats to disown me for being disrespectful were more effective. The definition of disrespect—as she had learned in the dictatorship—was anything short of worship. When Eleanor Roosevelt's grandson published a biography of his famous grandmother, my mother said he should be ashamed of himself for calling his grandmother "a plain woman."

"But she was a plain woman," I argued. "That's just saying the truth."
"Truth! What about honoring his grandmother?" My mother's eyes had that look she saw in my eyes when she said, "If looks could kill . . ."

Unfortunately for my mother, I grew up to be a writer publishing under my maiden name. At first, my mother flushed with personal pride when friends mistook her for the writer. "The poem in your Christmas card was so beautiful! You're quite the poet, Julia!" But after I became a published writer, friends who had read a story or an essay of mine in some magazine would call up and say, "Why, Julia, I didn't know you felt that way. . . ." My mother had no idea what ideas she was being held responsible for. When I published a first novel with a strong autobiographical base, she did not talk to me for months.

Then I started to work on my second novel. My mother heard from one of my sisters that I was writing about the dictatorship. The novel would be a fictional retelling of the story of three Mirabal sisters, contemporaries of my mother, whose murder had been reported in that confiscated *Time* magazine. This time, my mother warned, I was not just going to anger family members, but I would be directly responsible for their lives. There were still old cronies of the dictator around who would love an excuse to go after my family, after my father, after her.

This was one of the hardest challenges I had ever had to face as a writer. If my mother were indeed speaking the truth, could I really put

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my work above the lives of human beings? But if I shut up, wouldn't I still be fanning the embers of the dictatorship with its continuing power of censorship and control over the imagination of many Dominicans? I talked to my cousins in the Dominican Republic and asked them if my mother's dire predictions had any foundation. "The old people still see a SIM agent under every bush!" they said, shaking their heads.

When the novel came out, I decided to go ahead and risk her anger. I inscribed a copy to both Mami and Papi with a note: "Thank you for having instilled in me through your sufferings a desire for freedom and justice." I mailed the package and—what I seldom do except in those moments when I need all the help I can get—I made the sign of the cross as I exited the post office. Days later, my mother called me up to tell me she had just finished the novel. "You put me back in those days. It was like I was reliving it all," she said sobbing. "I don't care what happens to us! I'm so proud of you for writing this book."

I stood in my kitchen in Vermont, stunned, relishing her praise and listening to her cry. It was one of the few times since I had learned to talk that I did not try to answer my mother back. If there is such a thing as genetic justice that courses through the generations and finally manifests itself full-blown in a family moment, there it was.



Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text:	
<ul style="list-style-type: none"> Standards: RI.9-10.3, L.9-10.4.a Text: “A Genetics of Justice” by Julia Alvarez, paragraphs 1–6 	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Masterful Reading	2. 40%
3. Homework Accountability	3. 10%
4. Reading and Discussion	4. 25%
5. Quick Write	5. 15%
6. Closing	6. 5%

Materials

- Copies of “A Genetics of Justice” for each student (with the paragraphs numbered 1–31)
 - Copies of the Central Ideas Tracking Tool for each student (refer to 10.2.1 Lesson 5)—Students will need blank copies of the tool for this lesson.
 - Student copies of the Short Response Rubric and Checklist (refer to 10.2.1 Lesson 1)
- ① Consider numbering the paragraphs of “A Genetics of Justice” before the lesson.

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.
①	Indicates instructional notes for the teacher.

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:	
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Paragraph #	Central Ideas	Notes and Connections

Short Response Rubric

Assessed Standard(s):

	2-Point Response	1-Point response	0-Point Response
Inferences/Claims	Includes valid inferences or claims from the text. Fully and directly responds to the prompt.	Includes inferences or claims that are loosely based on the text. Responds partially to the prompt or does not address all elements of the prompt.	Does not address any of the requirements of the prompt or is totally inaccurate.
Analysis	Includes evidence of reflection and analysis of the text.	A mostly literal recounting of events or details from the text(s).	The response is blank.
Evidence	Includes relevant and sufficient textual evidence to develop response according to the requirements of the Quick Write.	Includes some relevant facts, definitions, concrete details, or other information from the text(s) to develop an analysis of the text according to the requirements of the Quick Write.	The response includes no evidence from the text.
Conventions	Uses complete sentences where errors do not impact readability.	Includes incomplete sentences or bullets.	The response is unintelligible or indecipherable.

Short Response Checklist

Assessed Standard(s):

Does my writing...	Did I...	✓
Include valid inferences and/or claims from the text(s)?	Closely read the prompt and address the whole prompt in my response?	<input type="checkbox"/>
	Clearly state a text-based claim I want the reader to consider?	<input type="checkbox"/>
	Confirm that my claim is directly supported by what I read in the text?	<input type="checkbox"/>
Develop an analysis of the text(s)?	Did I consider the author’s choices, impact of word choices, the text’s central ideas, etc.?	<input type="checkbox"/>
Include evidence from the text(s)?	Directly quote or paraphrase evidence from the text?	<input type="checkbox"/>
	Arrange my evidence in an order that makes sense and supports my claim?	<input type="checkbox"/>
	Reflect on the text to ensure the evidence I used is the best evidence to support my claim?	<input type="checkbox"/>
Use complete sentences, correct punctuation, and spelling?	Reread my writing to ensure it means exactly what I want it to mean?	<input type="checkbox"/>
	Review my writing for correct grammar, spelling, and punctuation?	<input type="checkbox"/>

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and the assessed standards for this lesson: RI.9-10.3. In this lesson, students analyze how Alvarez unfolds Trujillo's impact on her mother in paragraphs 1–6. Students engage in evidence-based discussion and complete a brief writing assignment to close the lesson.

- ▶ Students look at the agenda.

Activity 2: Masterful Reading

40%

Distribute copies of “A Genetics of Justice” to each student. Have students listen to a Masterful Reading of all 31 paragraphs. Inform students that they will pause at six points during the essay (after paragraphs 5, 11, 18, 21, and 25) to write down their initial questions and reactions to the text.

- ▶ Students follow along, reading silently then writing their initial reactions and questions.

Lead a brief class share out of students' initial reactions and questions. Remind students that as they analyze the text throughout the unit, they will answer many of these initial questions.

Activity 3: Homework Accountability

10%

Instruct students to talk in pairs about how they applied their focus standard to their 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.

Activity 4: Reading and Discussion

25%

Provide students with the following definitions: *Generalísimo* means “the commander of a combined military force consisting of army, navy, and air force units,” *regime* means “a system of rule or government,” *El Jefe* means “the Chief or the Boss,” *La Virgencita* means “the Virgin Mary, Jesus' Mother, from the Bible,” *bicornes* means “a two-cornered cocked hat worn especially in the eighteenth and early nineteenth centuries” and *beneficently* means “kindly in action or in purpose.”

- ▶ Students write the definitions of *Generalísimo*, *regime*, *El Jefe*, *la Virgencita*, *bicornes*, and *beneficently* on their copy of the text or in a vocabulary journal.

Instruct students to form small groups. Post or project each set of questions below for students to discuss. Distribute the Central Ideas Tracking Tool so that students may track central ideas.

Instruct student groups to reread paragraphs 1–4 (from “Perhaps because I was spared” to “my mother could not know the portrait was heavily retouched”) and answer the following questions in groups before sharing out with the class.

How does Alvarez begin her essay?

- 🗨️ She begins her essay by speculating about why she “often imagine[s]” her parents’ lives, particularly her mother’s, “growing up under the absolute rule of Generalísimo Rafael Trujillo” (par. 1).

How does this beginning inform your understanding of the word *genetics* in the title?

- 🗨️ *Genetics* has to do with family, heritage, and inheritance.
- ① Consider drawing students’ attention to their application of standard L.9-10.4.a through the process of using context to determine meaning.

Given your answer to the previous question, what might Alvarez mean by “A Genetics of Justice”?

- 🗨️ She might mean a justice that is inherited from one generation to the next.
- ① **Differentiation Consideration:** If students struggle, consider providing them with the following definition: *genetics* means “the study of inherited characteristics.” Also, explain to students that they will revisit the title at the end of reading the essay.

- ▶ Students write the definition of *genetics* on their copy of the text or a vocabulary journal.

What reason does Alvarez provide to explain why she “often imagine[s]” her parents’ lives under Trujillo in paragraph 1?

- 🗨️ She believes she imagines their lives because she was spared from having to live under Trujillo’s dictatorship.

Why does Alvarez “especially” imagine her mother’s life in paragraph 2?

- 🗨️ She especially imagines her mother’s life as a young girl because “Trujillo was known to have an appetite for pretty young girls . . . there was no refusing him,” so as a young girl, her mother was in the most danger of being taken by Trujillo (par. 2).
- ① **Differentiation Consideration:** If students struggle, consider asking the following question:

How does Alvarez use specific word choices to deepen your understanding of Trujillo?

- 🗨️ Alvarez uses descriptive words and phrases like “appetite” and “his eye was caught” to describe Trujillo’s interest in “pretty girls” (par. 2).

Why are Alvarez’s grandparents “afraid to say anything—even to their own children” about Trujillo’s regime in paragraph 3?

They are afraid because Trujillo has committed “horrid crimes” and might do so to them or their children, so they stay silent (par. 3).

Consider giving students the word *silence* as a way to discuss Trujillo’s control over the people, as silence develops as a central idea throughout the text.

How does Alvarez’s grandparents’ fear of Trujillo affect Alvarez’s mother in paragraphs 2–3?

Because Alvarez’s mother is kept “out of the public eye” (par. 2) and because Alvarez’s grandparents are afraid of Trujillo, Alvarez’s mother “knew nothing of the horrid crimes of the dictatorship” (par. 3).

What is the impact of Alvarez’s repetition of “must have” in paragraph 3?

Alvarez shows that she is not sure what her mother thought of Trujillo.

How does the statement, “She knew nothing of the horrid crimes of the dictatorship” refine your understanding of Alvarez’s use of “must have” to describe her mother’s opinion of Trujillo in paragraph 3?

Alvarez speculates that her mother “must have been intrigued” or thought of Trujillo as a “movie star” or “wanted to meet the great man” because her mother did not know that he was a violent criminal (par. 3).

How does the evidence Alvarez provides in paragraph 4 support her use of “must have” in paragraph 3?

Student responses may include:

- Alvarez shows that her mother did daydream about Trujillo, imagining that he “looked down beneficently at [her] as she read her romantic novellas and dreamed of meeting the great love of her life” (par. 4).
- Alvarez continues, “Sometimes in her daydreams, her great love wore the handsome young dictator’s face,” to show Trujillo’s influence on her mother (par. 4).

Lead a brief whole-class discussion of student responses. Instruct students to track central ideas throughout paragraphs 1–4.

Instruct students to reread paragraphs 5–6 (from “By the time my mother married my father” to “his excesses figured in many of my mother’s cautionary tales”) and answer the following questions in groups before sharing out with the class.

What is the “true nature” of Trujillo’s dictatorship as explained to Alvarez’s mother by her father?

- Trujillo killed or “disappeared” “thousands” of people and ordered “the overnight slaughter of some eighteen thousand Haitians” (par. 5). He is a racist, “cold-blooded monster” (par. 6).

How does Alvarez’s mother’s previous understanding of Trujillo impact her feelings about him once she learns about his “true nature”?

- Because Alvarez’s mother had “innocently revered him” she became “doubly revolted” by Trujillo (par. 6).

How does the word “obsession” in paragraph 6 develop your understanding of Trujillo’s impact on Alvarez’s mother in paragraph 4?

- An “obsession” (par. 6) is something you think about all the time, much like Alvarez’s mother daydreamed about “meeting the great love of her life” (par. 4) who wore Trujillo’s face, except in paragraph 6 it is negative, not like a romantic daydream.
- ① Some students may recognize that Alvarez is introducing trauma as a central idea here. Students who do not yet recognize this central idea will have an opportunity to explore it in 10.2.2 Lesson 3.

Lead a brief whole-class discussion of student responses. Instruct students to track central ideas in paragraphs 5–6 with the Central Ideas Tracking Tool.

Activity 5: Quick Write**15%**

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

Analyze how Alvarez unfolds Trujillo’s impact on her mother in paragraphs 1–6.

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

- Students listen and read the Quick Write prompt.
- 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 copies of “Remembering To Never Forget” by Mark Memmott. For homework, instruct students to read “Remembering To Never Forget” and 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. Then, ask students to develop their own questions about Rafael Trujillo’s dictatorship and conduct a brief search for information to answer those questions.

- ① Encourage students to use media and print resources at school, home, or public libraries to facilitate their searches.
 - ▶ Students follow along.

Homework

Read “Remembering To Never Forget” by Mark Memmott. 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. Then, develop your own questions about Rafael Trujillo’s dictatorship and conduct a brief search for information to answer those questions.

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 authors introduce, develop, or refine ideas in the texts. Cite text evidence to support your work.

Text:	“A Genetics of Justice”
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Paragraph #	Central Ideas	Notes and Connections
2	Silence	Alvarez’s mother is “kept out of the public eye” and so cannot learn about Trujillo.
3	Silence	Develops on paragraph 2, as Alvarez’s grandparents are too “afraid to say anything—even to their own children—against the regime,” so Alvarez’s mother does not learn the truth about Trujillo.
4	Silence	Alvarez’s mother “could not know the portrait [of Trujillo] was heavily retouched,” because her mother had been kept in the dark up to this point in the text.
5	Silence	Trujillo “disappeared” people who tried to “return the country to democracy.”
6	Trauma	Because Alvarez’s mother “had innocently revered” Trujillo, she became “doubly revolted” by him and became obsessed with him.

10.2.2 Lesson 2

Introduction

In this lesson, students read and analyze paragraphs 7 and 8 of “A Genetics of Justice” (from “Whenever we misbehaved she would use his example” to “My mother could go on and on”), in which Alvarez goes into specific detail about Trujillo’s megalomania and vanity as described by her mother. Students first read and discuss Mark Memmott’s article “Remembering To Never Forget” to deepen their understanding of Rafael Trujillo. Students analyze how each text uses details to develop ideas around Trujillo to ascertain how the subject is approached across two different mediums. Students engage in an evidence-based discussion and complete a brief writing assignment to close the lesson.

The lesson ends with a Quick Write on the following prompt: Describe the details about Trujillo emphasized in Mark Memmott’s article and in paragraphs 7–8 of “A Genetics of Justice.” Which details does each writer emphasize and what impact does that emphasis have on their portrayals of Trujillo? For homework, students continue to read their Accountable Independent Reading 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.

Standards

Assessed Standard(s)	
RI.9-10.7	Analyze accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
Addressed Standard(s)	
L.9-10.4.b	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 meaning and content</i>, choosing flexibly from a range of strategies.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</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.

- Describe the details about Trujillo emphasized in Mark Memmott’s article and in paragraphs 7–8 of “A Genetics of Justice.” Which details does each writer emphasize and what impact does that emphasis have on their portrayals of Trujillo?

High Performance Response(s)

A High Performance Response should:

- Describe details in Memmott’s article (e.g., The details in Memmott’s article are objective, hard facts about Trujillo’s participation in the Parsley Massacre, where “as many as 20,000 people are thought to have been killed” (par. 2)).
- Describe a set of details in “A Genetics of Justice” (e.g., The details in Alvarez’s essay are story-like and about Trujillo’s “megalomania” and his “vanity [which] knew no bounds” (par. 8)).
- Explain which details each writer emphasizes (e.g., Memmott emphasizes details about Trujillo being a “brutal dictator” and what happened during the Parsley Massacre, whereas Alvarez emphasizes details that make Trujillo appear larger-than-life and ridiculous, like his “plumes for his Napoleonic hats [which] were purchased in Paris and shipped in vacuum-packed boxes” (par. 8)).
- Explain how these details impact their portrayals of Trujillo (e.g., Memmott’s details impact his portrayal of Trujillo by using a removed tone to objectively describe Trujillo’s brutality, like, “The method [Trujillo’s] soldier’s used in 1937 to try to identify those who would be killed was cruelly unique” (par. 6). Alvarez’s details impact her portrayal of Trujillo by making him look insane and self-obsessed, from the “coke bottle tops or chapitas” he insisted his mother sew to his shirt as a boy who wanted “a chest of medals” (par. 7), to Trujillo’s platform shoes and how he “costumed himself in dress uniforms and ceremonial hats” (par. 8)).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- atmosphere (n.) – a general pervasive feeling or mood
- genocide (n.) – the deliberate and systematic extermination of a national, racial, political, or cultural group
- nurtured (v.) – supported or encouraged
- plumed (adj.) – having or appearing to have a feather

- epaulettes (n.) – ornamental shoulder pieces worn on uniforms

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

- megalomania (n.) – a mental illness characterized by delusions of grandeur, power, wealth, etc.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text:	
<ul style="list-style-type: none"> • Standards: RI.9-10.7, L.9-10.4.b • Text: “A Genetics of Justice” by Julia Alvarez and “Remembering To Never Forget” by Mark Memmott (http://www.npr.org/blogs/thetwo-way/2012/10/01/162092252/remembering-to-never-forget-dominican-republics-parsley-massacre) 	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 10%
2. Homework Accountability	2. 15%
3. “Remembering To Never Forget” Reading and Discussion	3. 20%
4. Masterful Reading	4. 5%
5. “A Genetics of Justice” Reading and Discussion	5. 30%
6. Quick Write	6. 15%
7. Closing	7. 5%

Materials

- Student copies of the 10.2 Common Core Learning Standards Tool (refer to 10.2.1 Lesson 1)
- Projected or posted images of the following: plumed Napoleonic hats, tasseled military dress uniform, epaulettes, and a military sash
- 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 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

10%

Being by reviewing the agenda and the assessed standard for this lesson: RI.9-10.7. In this lesson, students identify the details Memmott and Alvarez provide and analyze how those details and the writers’ respective genres impact their portrayals of Trujillo. Students engage in evidence-based discussion as well as complete a brief writing assignment to close the lesson.

- ▶ Students follow along.

Distribute or ask students to take out their copies of the 10.2 Common Core Learning Standards Tool. Inform students that in this lesson they begin work with a new standard: RI.9-10.7. Ask students to individually read this standard on their tools and assess their familiarity with and mastery of it.

- ▶ Students read and assess their understanding of standard: RI.9-10.7.

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

- ☞ Student responses should include:
 - Analyze different reports on the same subject.
 - Identify which details each report emphasizes.

Activity 2: Homework Accountability

15%

Instruct students to do a Turn-and-Talk in pairs about the 10.2.2 Lesson 1 homework assignment (Read “Remembering To Never Forget” by Mark Memmott. 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. Then, develop your own questions about Rafael Trujillo and conduct

a brief search for information to answer those questions.). Ask students to share their questions about Rafael Trujillo, and the information they found.

🗨️ Student responses may include, but are not limited to:

- When was Rafael Trujillo born? (He was born in 1891.)
- How many people did he kill while he was in power? (He killed an estimated 50,000 people.)
- How long was Trujillo in power? (1930–1961)
- How was he killed? (He was ambushed and killed in his car just outside the Dominican capital in 1961.)

Lead a brief whole-class discussion on what students learned about Trujillo both from Memmott’s article and from answering their own questions.

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

🗨️ Students may identify the following words: *atmosphere*, *genocide*, and *nurtured*.

📘 Definitions are provided in the Vocabulary box in this lesson.

Activity 3: “Remembering To Never Forget” Reading and Discussion

20%

Explain to students that 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 text.

📘 If necessary to support comprehension and fluency, consider using a Masterful Reading of Memmott’s “Remembering To Never Forget.”

Instruct students to form pairs. Post or project the following questions for students to discuss.

Instruct student pairs to reread the Memmott article and answer the questions below for sharing out with the class.

How does the title of Memmott’s article impact your understanding of the article’s purpose?

🗨️ By titling it “Remembering To Never Forget,” Memmott suggests that his meaning is to bring light to the shadowy history of the massacre, and that, as he quotes Alvarez, ““We can’t change the present [or] the future unless we acknowledge what has happened”” (par. 4).

In paragraphs 1 and 2, what specific phrases does Memmott choose to describe Trujillo and his actions? How do these descriptions impact your understanding of Trujillo?

🗨️ Student responses may include:

- Memmott describes Trujillo’s actions as “thousands of Haitians were murdered in the Dominican Republic,” which shows Trujillo as a mass-murderer (par. 1).
- Memmott describes Trujillo as “a brutal dictator,” and describes his actions as “genocide”—both of which show Trujillo’s cruelty (par. 1).
- In paragraph 2, Memmott gives a more specific number of the murdered Haitians: “As many as 20,000 people” which clarifies the scope and power of Trujillo’s cruelty.
- Memmott also specifies how Trujillo killed and controlled the people through “his orders” and “henchmen” keeping people “in the dark,” developing an understanding of Trujillo’s power in the Dominican Republic (par. 2).

What details does Memmott provide about Trujillo’s attitude toward “ethnic Haitians”? How do these details further develop Trujillo’s character?

🗨️ Memmott writes that Trujillo “fed and nurtured anti-Haitian sentiment” (par. 5) and that Trujillo ordered his soldiers to kill people along the border suspected of being “a Haitian Creole speaker” (par. 6). These details develop Trujillo’s character as a racist, mass-murdering monster.

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

What images does “fed and nurtured” (par.5) bring to mind?

🗨️ Student responses may include:

- Parents feed and nurture their children.
- Farmers feed and nurture their animals and crops.

How do each of these images relate to the context of Trujillo “feeding and nurturing” anti-Haitian feelings?

🗨️ Student responses may include:

- Trujillo is like a father who teaches his children prejudice.
- Trujillo is like a farmer who grows prejudice.

Why were Trujillo’s soldier’s methods for killing “cruelly unique”?

🗨️ They used a strange test to decide if someone was Haitian: “they would hold up a sprig of parsley and ask what it was” (par. 6) because the Haitian pronunciation of “perejil” is different than the Dominican pronunciation. If the person pronounced the word wrong, they were viciously murdered.

What does this description emphasize about Trujillo?

- ☞ This description demonstrates how horrible and strange Trujillo was to have people killed because of their pronunciation of one word.

Lead a brief whole-class discussion of student responses.

Activity 4: Masterful Reading

5%

Have students listen to a Masterful Reading of paragraphs 5–8 (from “By the time my mother married my father” to “My mother could go on and on”) in “A Genetics of Justice” by Julia Alvarez. Ask students to follow along and listen for details that develop ideas around Trujillo.

- ▶ Students follow along, reading silently.

Activity 5: “A Genetics of Justice” Reading and Discussion

30%

Post or project each set of questions for students to discuss.

Instruct students to reread paragraph 5 of “A Genetics of Justice” (from “By the time my mother married my father” to “how he lightened his skin with makeup”) and review their notes and annotations on paragraph 5 from Lesson 1. Explain to students that although they have already studied this paragraph, they are reviewing it in light of what they have read in Memmott’s article.

Ask students to Think, Pair, Share about the following question:

In paragraph 5, what additional details does Alvarez supply that Memmott does not? What is the implication of each detail?

- ☞ Student responses may include:
 - Trujillo killed anyone who opposed him by attempting “to return the country to democracy” and “disappeared” some of the Alvarez’s family friends, demonstrating his absolute control and bloody methods of maintaining it (par. 5).
 - Trujillo “hated blacks with such a vengeance” because of “his own Haitian ancestry” and “lightened his skin with makeup” (par. 5). This confirms not only Trujillo’s racism but his deep psychological issues and vanity.

Lead a brief whole-class discussion of student responses.

Instruct students to form pairs. Ask student pairs to read paragraphs 7–8 (from “Whenever we misbehaved, she would use his example” to “My mother could go on and on”) and answer the following questions before sharing out with the class.

What word parts help you identify the meaning of *megalomania* in paragraph 7?

- 🗨️ *Mega* means “great” and *mania* means “madness or obsession.” Therefore, *megalomania* means “obsession with greatness.”
- ① Consider drawing students’ attention to their application of standard L.9-10.4.b through the process of using word parts to determine meaning.
- ① Consider providing students with the following definition: *megalomania* means “a mental illness characterized by delusions of grandeur, power, wealth, etc.”
 - ▶ Students write the definition of *megalomania* on their copy of the text or in a vocabulary journal.

How does the word *megalomania* impact your understanding of Trujillo’s desire to “have a chest of medals” (par. 7)?

- 🗨️ Even from a young age, Trujillo was obsessed with greatness and wanted to look like a military leader.

In paragraph 8, how does Alvarez support her statement, “My mother could go on and on”?

- 🗨️ Alvarez writes long and repetitive lists to show how much her mother talked about Trujillo’s vanity, imitating how her mother “could go on and on” (par. 8).

What is Alvarez’s purpose in providing specific details about Trujillo’s clothing in paragraph 8? How do these details impact your understanding of Trujillo?

- 🗨️ Student responses may include:
 - Her purpose is to illustrate how Trujillo’s “vanity knew no bounds” and the lengths he would go to in order to alter his appearance (par. 8).
 - The details show how Trujillo was vain to the point of absurdity—he wore heavy uniforms “in a tropical country” and purchased weird, old clothing like “plumes for his Napoleonic hats” (par. 8).
- ① **Differentiation Consideration:** If students struggle, consider illustrating the different parts of Trujillo’s uniform by posting or projecting pictures of plumed Napoleonic hats, tasseled military uniforms, epaulettes, red sashes, and a military dress uniform with a ceremonial hat and white gloves and explaining what they are. Also, consider asking the following questions:

What are guayaberas?

- 🗨️ They are “short-sleeved shirts worn untucked” (par. 8).

How does the detail about how Dominican men wore their guayaberas “untucked so the body could be ventilated” impact your understanding of Trujillo’s “dress uniforms”?

- It shows how ridiculous it was to wear such heavy and elaborate clothing in a “tropical country” (par. 8).

How does paragraph 8 impact your understanding of Alvarez’s mother’s feelings about Trujillo in paragraph 6?

- The details and the way they are provided show how “Trujillo became something of an obsession” (par. 6) for Alvarez’s mother, who could “go on and on” (par. 8) in very specific detail about him.

Lead a brief whole-class discussion of student responses.

Ask students to consider both texts as they answer the following questions in pairs before sharing out with the class.

Compare paragraph 7 in “A Genetics of Justice” with paragraphs 1–2 of Memmott’s article. How do the details they provide impact the tone of each piece?

Student responses may include:

- Alvarez uses details about why her mother “use[d] [Trujillo’s] example as proof that character showed from the beginning,” (par. 7) and how Trujillo behaved and what he wore. These details make Alvarez’s tone more narrative and personal.
- Memmott’s details make his tone less narrative and personal, but more objective and reserved. He provides facts about the “parsley massacre” (par. 2) and uses words like “brutal” (par. 1) to describe Trujillo.

How do Alvarez and Memmott’s word choices impact their respective tones when describing Trujillo?

Student responses should include:

- Alvarez’s details describe Trujillo as a man whose “vanity knew no bounds” and “costumed himself” (par. 8) or as someone who displayed signs of “megalomania” (par. 7) at a young age impact her tone by being more scathing and mocking of Trujillo’s character. It also creates a larger-than-life depiction of Trujillo.
- Memmott’s details describing Trujillo are limited and brief, for instance he simply describes him as “a brutal dictator” (par. 1) and lists his crimes. Memmott’s tone is critical but more objective about Trujillo’s actions rather than his character.

Lead a brief whole-class discussion of student responses.

Activity 6: Quick Write

15%

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

Describe the details about Trujillo emphasized in Mark Memmott’s article and in paragraphs 7–8 of “A Genetics of Justice.” Which details does each writer emphasize and what impact does that emphasis have on their portrayals of Trujillo?

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

- ▶ Students listen and read the Quick Write prompt.

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 7: Closing

5%

Display and distribute the homework assignment. For homework, students should continue to read their Accountable Independent Reading 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

Continue reading your Accountable Independent Reading 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.

10.2.2

Lesson 3

Introduction

In this lesson, students read paragraphs 9–11 of “A Genetics of Justice” (from “At this point I would always ask her why” to “that my father was planning”), in which Alvarez describes the series of events that lead to her family’s return to the Dominican Republic and the necessary humiliations they must endure to escape Trujillo’s grip. Students analyze how the events that Alvarez unfolds develop an idea central to the text. In small groups, students engage in a class reading and discussion of the text. The lesson ends with a Quick Write on the following prompt: How do the events Alvarez unfolds in paragraphs 9–11 develop a central idea of the text? For homework, students continue to read their AIR text and prepare for a brief discussion on how they applied their chosen focus standard to their text.

Standards

Assessed Standard(s)	
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
Addressed Standard(s)	
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. <ol style="list-style-type: none"> 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)
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.

- How do the events Alvarez unfolds in paragraphs 9–11 develop a central idea of the text?

High Performance Response(s)

A High Performance Response should:

- Cite a central idea developed in the passage (e.g., trauma, silence).
- Demonstrate an understanding of the series of events (e.g., Alvarez’s parents return to the Dominican Republic only to discover the liberalization was a “hoax,” her parent’s “spark” burns out, they begin to acquiesce to Trujillo’s demands, such as the parade in which Alvarez’s mother must march to obtain her “cédula” so that they may escape the country.).
- Analyze how the series of events develops the specific idea identified (e.g., The series of events develops the central idea of trauma by showing how over time Trujillo’s control burns out “the spark” within Alvarez’s parents and how they begin to acquiesce to his demands even though they find them “humiliating.”).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- None.

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

- acquiesce (v.) – submit or comply silently or without protest
- liberalizing (v.) – removing or loosening restrictions on something, typically an economic or political system

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p>Standards & Text:</p> <ul style="list-style-type: none"> • Standards: RI.9-10.2, RI.9-10.3, L.9-10.4.a • Text: “A Genetics of Justice” by Julia Alvarez, paragraphs 9–11 <p>Learning Sequence:</p> <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Masterful Reading 	<ol style="list-style-type: none"> 1. 5% 2. 10% 3. 10%

4. Reading and Discussion	4. 55%
5. Quick Write	5. 15%
6. Closing	6. 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 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 standards for this lesson: RI.9-10.2 and RI.9-10.3. In this lesson students analyze how Alvarez unfolds a series of events to develop a central idea in the text. Students engage in evidence-based discussion as well as complete a brief writing assignment to close the lesson.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

10%

Instruct students to talk in pairs about how they applied their focus standard to their 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.

Activity 3: Masterful Reading

10%

Have students listen to a Masterful Reading of paragraphs 9–11 in “A Genetics of Justice” (from “At this point I would always ask” to “that my father was planning”). Ask students to follow along and pay attention to the order of events in this section.

- ▶ Students follow along, reading silently.

Activity 4: Reading and Discussion

55%

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

Remind students that throughout the discussions they should stop and take notes about what has been discussed in preparation for the Quick Write assessment. Instruct students to take notes in their text.

Instruct student groups to reread paragraphs 9–10 (from “At this point I would always ask” to “acknowledge the great man as they passed the review stand”) and answer the following questions before sharing out with the class.

How does Trujillo pretend to “liberalize” his regime (par. 9)?

- 🗨️ He invites “all exiles back to form political parties” and announces that he will not “be running in the next elections” (par. 9).

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

What can you infer about the “exiles” from the phrase “[Trujillo] invited all exiles back to form political parties” (par. 9)?

- 🗨️ It can be inferred that they are people who were kicked out of the country for being in political parties.

Based on your understanding of Trujillo, why would he exile everyone in a political party?

- 🗨️ He would exile them because they threatened his power.

What does it mean that Trujillo “announced that he would not be running in the next elections” (par. 9)?

- 🗨️ It means that he would give up his power once someone else is elected.

Based on what Trujillo pretends to do, what can you infer *liberalizing* means?

- 🗨️ *Liberalizing* means opening up a country to elections, or loosening political control over a country.
- ① Consider drawing students' attention to their application of standard L.9-10.4.a through the process of using context to determine meaning.
- ① Consider providing students with the following definition: *liberalizing* means "removing or loosening restrictions on something, typically an economic or political system."
 - ▶ Students write the definition of *liberalizing* on their copy of the text or in a vocabulary journal.

Why does Trujillo pretend to liberalize his regime (par. 9)?

- 🗨️ Trujillo pretends to liberalize his regime because he was "under pressure from his friends up north" and he wanted to "keep the goodwill and dollars of the United States" (par. 9). This means that Trujillo wanted the Dominican Republic to remain a political ally of the United States.
- ① It is important that students understand Trujillo's relationship with the United States as this relationship becomes more important later in the text. Inform students they revisit Trujillo's relationship with America in later lessons.
- ① **Differentiation Consideration:** If students struggle, consider asking the following question:

Who can you infer Alvarez means when she writes, Trujillo's "friends up north"?

- 🗨️ She means the United States because Trujillo stages the "hoax" to keep the "goodwill and dollars" of America.

What can you infer about the meaning of the phrase "police state" from the word *trapped* (par. 10)?

- 🗨️ A "police state" must be a controlling environment.

Recall what you learned about Trujillo's soldiers and "henchmen" (Memmott, par. 2) from Mark Memmott's article in 10.2.2 Lesson 2. How does this impact your understanding of the phrase "police state"?

- 🗨️ Because Trujillo's soldiers and "henchmen" were so violent and "cruelly unique," (Memmott, par. 6) a "police state" must also be a violent and dangerous environment.

If Trujillo only pretended to liberalize the Dominican Republic, what does this mean about his position there when Alvarez's parents return?

- It means that he is still in power, that his promises were just a “hoax,” and that nothing changed (par. 9).

How does the phrase “trapped in a police state” deepen your understanding of Alvarez’s family situation (par. 10)?

- It describes how they were stuck in a dangerous, controlling environment where they had no personal or political freedom.

How does Alvarez’s statement “they laid low” develop a central idea in the text (par. 10)?

- Alvarez’s parents were silenced by Trujillo. They feared speaking or acting in a way that might make him notice their family.
- ① **Differentiation Consideration:** If students struggle with the statement “they laid low,” consider asking the following question:

Why did having “four young daughters” mean Alvarez’s parents could “not take any chances” (par. 10)?

- Student responses may include:
 - They could not take chances because Trujillo had “an appetite for pretty young girls” (par. 2) and if they drew attention to themselves their daughters might be taken from them.
 - They could not put themselves at risk, or their children might be left without parents.
- ① If students struggle, consider reminding them of their work on paragraph 2 in 10.2.2 Lesson 1.

Lead a brief, whole-class discussion of student responses. Distribute or ask students to take out their Central Ideas Tracking Tools and record the development of the central ideas they discussed here.

Instruct student groups to reread paragraphs 10–11 (from “My father and mother were once again trapped” to “that my father was planning”) and answer the following questions before sharing out with the class.

In paragraph 10, what is “the spark” Alvarez’s parents possess?

- “The spark” (par. 10) is their will to resist Trujillo.
- ① **Differentiation Consideration:** If students struggle, consider having them reread paragraph 5.

Based on this answer, what can you infer Alvarez means by her parents’ spark burning out?

- They had given up resisting Trujillo.

How does the description of her parents' "spark" burning out impact your understanding of the word *acquiesce* (par. 10)?

- ☞ It shows that *acquiesce* means to agree to or consent without protest.
- ① Consider drawing students' attention to their application of standard L.9-10.4.a through the process of using context to determine meaning.
- ① Consider providing students with the following definition: *acquiesce* means "submit or comply silently or without protest."
 - ▶ Students write the definition of *acquiesce* on their copy of the text or in a vocabulary journal.

How does Alvarez use the image of the spark to develop a central idea in paragraph 10?

- ☞ Student responses may include:
 - Alvarez uses this image to develop a central idea of trauma, as "that spark which had almost cost [her] father his life and which he had lighted in [her] mother" (par. 10). Burnt out means they lost a part of themselves to Trujillo, and so gave into him when he "would demand a tribute" (par. 10).
 - Alvarez uses this image to develop a central idea of silence because their "spark" was their resistance to Trujillo. The fact that it "seemed to have burnt out" means that they are no longer resisting. They are silent.
- ① Consider giving students the term *trauma* as a way to discuss Alvarez's mother's reaction to living under Trujillo. If necessary, define *trauma* as "an experience that produces psychological injury or pain; the psychological injury so caused."

What kinds of "tribute[s]" does Trujillo demand in paragraph 10?

- ☞ Trujillo demands "a tax, a dummy vote, a portrait on the wall," and for the Dominican women to march in a parade to "turn their heads and acknowledge the great man" (par. 10).

How does the parade affect the Dominican people, especially the men in paragraph 10?

- ☞ The men find the parade to be "the most humiliating of these tributes" (par. 10). The parade oppresses the women, because it forces them to march against their will.
- ① **Differentiation Consideration:** Consider asking this optional extension question:

Why was the parade "the most humiliating of these tributes" for the Dominican men in paragraph 10?

- 🗨️ The Dominican men cannot protect their wives, mothers, or daughters from the hardship and disgrace of having to honor a horrible man. Not being able to protect their loved ones from shame is humiliating.

How does Alvarez’s description of the parade develop a central idea in the text in paragraph 11?

- 🗨️ Student responses may include:
 - Alvarez’s description of the parade develops a central idea of trauma, because the Dominican people are forced to do something oppressive that they feel is “the most humiliating” (par. 11).
 - Alvarez’s description of the parade develops a central idea of silence, because if the Dominican women do not march they cannot get their “cédula[s],” stamped and without their cédulas, they “could do nothing,” which means they cannot defy Trujillo’s demands and must silently *acquiesce*.
 - The men are silenced by their public “humiliation” of watching their wives, mothers, and daughters be forced to march.

- ① **Differentiation Consideration:** If students need additional support, consider asking the following questions:

How does Alvarez unfold her father’s plan to escape the Dominican Republic in paragraph 11?

- 🗨️ Alvarez moves from the general consequences of refusing to march to the specifics of her father’s plan. Initially the consequence is that “your cédula would not be stamped” and without a stamped identification card “you could do nothing” (par. 11). Then she moves on to an example that is more specific, as indicated by the phrase “in particular.” Finally, in the last sentence of the paragraph, she reveals that this was her father’s plan to escape the country.

How does the way in which Alvarez unfolds her father’s plan in paragraph 11 develop a central idea in the text?

- 🗨️ Students responses may include:
 - The way Alvarez unfolds the events develops the central idea of silence by showing that in order to escape her father and mother must be silent and cannot speak out against marching in the parade.
 - The way in which Alvarez unfolds the events develops the central idea of trauma because it shows how they cannot escape the country without “humiliating” themselves and acquiescing to Trujillo’s demands.

Lead a brief, whole-class discussion of student responses. Ask students to use their Central Ideas Tracking Tools to record the further development of the central ideas they discussed here.

Activity 5: Quick Write

15%

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

How do the events Alvarez unfolds in paragraphs 9–11 develop a central idea of the text?

Instruct students to look at their annotations and Central Ideas Tracking Tools to find evidence. Ask students to use this lesson’s vocabulary wherever possible in their written responses and to practice using specific language and domain-specific vocabulary. 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 homework assignment. For homework, instruct students 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

Continue reading 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 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:	“A Genetics of Justice”
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Paragraph #	Central Ideas	Notes and Connections
10	Trauma Silence	Alvarez’s parents are “once again trapped in a police state” and “could not take any chances” on account of their children.
10	Trauma Silence	The “spark” within Alvarez’s parents burns out, and they begin to acquiesce to Trujillo’s tributes.
11	Trauma Silence	Alvarez’s mother must march in the parade to get her “cédula” stamped. They must silently acquiesce to “the most humiliating” tribute.

10.2.2 Lesson 4

Introduction

In this lesson, students read and analyze paragraphs 12–15 of “A Genetics of Justice” (from “The day came when my mother had to march” to “the man who had ruled her imagination most of her life”), in which Alvarez describes her mother’s forced participation in a parade of women honoring Trujillo. Students explore how Alvarez develops central ideas of trauma and freedom through her recreated version of her mother’s experiences. Students engage in an evidence-based discussion that culminates in a Quick Write on the following prompt: How do paragraphs 12–15 develop and refine a central idea introduced earlier in the text? For homework, students review, organize and expand their notes in preparation for the Mid-Unit Assessment.

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)	
None.	

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 do paragraphs 12–15 develop and refine a central idea introduced earlier in the text?
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Identify a central idea of the text (e.g., freedom, trauma, etc.) Demonstrate how paragraphs 12–15 develop the central idea identified (e.g., in paragraphs 12–15, Alvarez develops the central idea of freedom by shifting between her mother’s account of the

parade and her own imagination of events. As her mother tells the story, the parade is a painful and humiliating experience: “her feet were swollen and hurting” and “she was sure she was going to faint” (par. 12). In Alvarez’s imagination, however, the experience of the parade frees her mother from trauma because it allows her mother to “see what she cannot yet imagine” (par. 14). Alvarez’s mother is freed from her fear of “the man who had ruled her imagination most of her life,” as Trujillo becomes nothing more than “a short, plump man, sweating profusely in his heavy dress uniform” (par. 14)).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> • resuscitate (verb) – revive, especially from apparent death or unconsciousness • rivulets (n.) – small streams; streamlets; brooks • venerate (v.) – regard or treat with reverence, a feeling or attitude of deep respect
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"> • Standard: RI.9-10.5 • Text: “A Genetics of Justice,” by Julia Alvarez, paragraphs 12–15 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Masterful Reading 4. Reading and Discussion 5. Quick Write 6. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 10% 3. 10% 4. 55% 5. 15% 6. 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 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 explore how Alvarez uses point of view to develop a central idea of the text. Students engage in evidence-based discussion as well as complete a brief writing assignment to close the lesson.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

10%

Instruct students to talk in pairs about how they applied their focus standard to their 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.

Activity 3: Masterful Reading

10%

Have students listen to a Masterful Reading of paragraphs 12–15 of “A Genetics of Justice.” Ask students to follow along and listen for details that indicate a change in point of view.

- ▶ Students follow along, reading silently.

Activity 4: Reading and Discussion

55%

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

Instruct student groups to reread paragraphs 12–13 (from “The day came when my mother had to march” to “and what she sees makes it all worthwhile, somehow”) and answer the following questions before sharing out with the class.

What is the impact of Alvarez’s choice to begin paragraph 12 with “[t]he day came”?

- ☞ It creates the sense of something that has been expected or dreaded for a long time and has finally arrived.

What is the impact of Alvarez’s statement that her mother “had” to march?

- ☞ It reminds the reader that marching is not a choice, and that there would be consequences to refusing to march.

How does Alvarez use specific word choices to emphasize the length of the parade?

- ☞ Student responses may include
 - Alvarez states that “[t]he parade went on for hours.”
 - Alvarez adds the word *finally* in the phrase “[f]inally . . . the grandstand came into sight.”

Analyze Alvarez’s use of descriptive language and details to describe her mother’s experience of marching.

- ☞ Student responses may include:
 - Alvarez notes that the sun was “hot” and that her mother “was sure she was going to faint.”
 - Alvarez describes her mother’s dress as “damp with sweat” in the “hot sun.”
 - Alvarez adds the detail that her mother’s feet were “swollen and hurting.”

What is the impact of Alvarez’s description of “a clutter of dress uniforms, a vague figure on the podium”?

- ☛ This description is the view of someone who is viewing the parade from far away. It creates a sense of vagueness and distance. It shows that Alvarez’s mother is too far away to see those around Trujillo as anything other than “a clutter of dress uniforms” and Trujillo himself is merely “a vague figure on the podium.”

Provide students the following definitions: *resuscitate* means “revive, especially from apparent death or unconsciousness”; *venerate* means “regard or treat with reverence; a feeling or attitude of deep respect.”

- ▶ Students write the definitions of *resuscitate* and *venerate* on their texts or in a vocabulary journal.

How does Alvarez’s statement “there is a scene I imagine that she has not told me about” impact your understanding of the memories in paragraph 12?

- ☛ The memories in paragraph 12 are memories that Alvarez’s mother has shared with her.

How does the statement “there is a scene I imagine that she has not told me about” impact your understanding of the details in the following paragraphs?

- ☛ Alvarez makes it clear that she is “imagining” or inventing this part of the scene because these are details her mother “has not told” her about.

① Differentiation Consideration: Consider posing the following optional extension question:

How does Alvarez’s use of verb tense change between paragraphs 12 and 13? What is the impact of this change?

- ☛ Student responses may include:
 - Alvarez’s verbs shift from the past tense to the present.
 - This change marks the shift between a historical narrative based on her mother’s memories in paragraph 12 to her own imagining of the scene.

Lead a brief whole-class discussion of student responses. Distribute or ask students to take out their copies of the Central Ideas Tracking Tool to record the central idea of “freedom” and how it develops as discussed here.

Instruct student groups to reread paragraph 14 (from “For there, no more than ten steps away” to “what she cannot yet imagine: El Jefe coming undone”) and answer the following questions before sharing out with the class.

Provide students the following definition: *rivulets* means “small streams.”

- ▶ Students write the definition of *rivulets* on their texts or in a vocabulary journal.

In the imagined scene, explain how what Alvarez’s mother sees “makes it all worthwhile.”

🗨️ Student responses may include:

- Alvarez’s description of Trujillo serves to reduce him from El Jefe to an ordinary, even ridiculous man: it humanizes him.
- In contrast to the “handsome young dictator” (par. 4) whose picture hung on her grandparents’ wall, Alvarez depicts Trujillo as “a short, plump man” (par. 14).
- Alvarez twice refers to Trujillo as sweating: he is “sweating profusely” in his uniform and there are “rivulets of sweat” on his face. This serves to make his “heavy dress uniform” and “Napoleonic hat” seem all the more ridiculous (par. 14).
- Alvarez refers to the “pancake makeup” on his face, suggesting excess and ridicule (par. 14).
- Alvarez describes the makeup being washed off Trujillo’s face by his sweat—he is literally “coming undone” (par. 14).

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

How does Alvarez’s description of Trujillo in paragraph 14 recall specific details from earlier in the text?

🗨️ Student responses may include:

- Alvarez’s description of Trujillo recalls many details of the “cautionary tales” that her mother used to tell about Trujillo.
- Trujillo’s medal collection (par. 7) is evidence of his “megalomania” and earned him the nickname “Chapita”: “The medals on his chest flash brightly in the hot sun so that he looks as if he has caught on fire.”
- Trujillo’s “Napoleonic hat” recalls Alvarez’s mother’s tales of his excessive vanity in paragraph 8: “plumes for his Napoleonic hats were purchased in Paris and shipped in vacuum-packed boxes to the Island.”
- The description of Trujillo’s smeared makeup recalls a detail from earlier in the text about “how [Trujillo] disguised his own Haitian ancestry, how he lightened his skin with makeup” (par. 5).

What reason does Alvarez give for “invent[ing]” such a scene? How does this reason relate to the final sentence of paragraph 13?

🗨️ Student responses may include:

- Alvarez wants her mother “to see what she cannot yet imagine: El Jefe coming undone” (par. 14). In other words, she wants her mother to see Trujillo as human and somewhat ridiculous. She wants to destroy for her mother the image of El Jefe as all-powerful.
- It is seeing “El Jefe coming undone,” realizing that he is just a man, that “makes it all worthwhile,” as Alvarez states at the end of paragraph 13.

What does Alvarez mean by the phrase “coming undone” at the end of paragraph 14?

- The phrase “coming undone” (par. 14) suggests falling apart, and possibly losing power.

In the imagined scene, how does Alvarez’s mother “see[ing] what she cannot yet imagine” develop the central ideas of trauma and freedom?

- By “see[ing] what she cannot yet imagine,” Alvarez’s mother is able to free herself from her fear of Trujillo and heal from the trauma of living under his rule.
- This shows how such imagined memories can be a healing process.

Lead a brief whole-class discussion of student responses. Ask students to use their Central Ideas Tracking Tool to record the development of central ideas as discussed here.

Instruct student groups to reread paragraph 15 (from “Eventually the parade moved on, and my mother marched” to “the man who had ruled her imagination most of her life”) and answer the following questions before sharing out with the class.

Explain whether paragraph 15 is part of Alvarez’s imagined scene. Cite evidence from the text to support your explanation.

- Student responses may include:
 - Some students may respond that paragraph 15 is part of Alvarez’s imagined scene. Her mother only sees Trujillo from a distance, “a vague figure on the podium.” In paragraph 15, Alvarez writes that her mother “saw, up close, the man.”
 - Some students may note that the verb tense changes back from the present to the past tense with “[e]ventually, the parade moved on,” and suggest that paragraph 15 is not part of Alvarez’s imagined scene.
- ① Alvarez leaves a certain ambiguity in the text as to whether paragraph 15 is part of the imagined scene or not, and students may choose to interpret the text either way. If time allows, consider exploring this ambiguity with students, and encouraging them to explain why they came to their conclusions. Consider explaining to students that respectful disagreement around points of ambiguity can be fruitful.

In Alvarez’s imagined scene, how does her mother’s view of Trujillo change after seeing him “up close”?

- 🗨️ Alvarez’s mother no longer sees Trujillo as the larger-than-life, all-powerful figure who has “ruled her imagination most of her life”; she now sees him as a ridiculous and vain man (par. 15).

What is the impact of Alvarez’s use of “up close” to describe her mother seeing Trujillo?

- 🗨️ Alvarez’s mother had to see him as he really is before she could imagine him differently.
- ① **Differentiation Consideration:** If students struggle, consider posing the following questions:

How has Alvarez’s mother “seen” Trujillo, literally and figuratively, before the parade?

- 🗨️ Student responses may include:
 - Alvarez’s mother has seen Trujillo in the portrait that her parents had on the wall, as “a kind of “movie star” (par. 3).
 - Alvarez’s mother has seen Trujillo through her husband’s eyes and in her own imagination as a “cold-blooded monster” (par. 5).

Lead a brief whole-class discussion of student responses.

Instruct student groups to reread paragraphs 12–15 and answer the following question before sharing out with the class.

How does Alvarez use her imagined view of Trujillo to develop a central idea in paragraphs 12–15?

- 🗨️ Student responses may include:
 - Alvarez develops the central idea of trauma by showing the pain and humiliation her mother and others suffer marching in the parade: “had to march,” “went on for hours in the hot sun until my mother was sure she was going to faint,” “feet were swollen and hurting,” “thought she could not go one more step,” etc. With this vivid description, Alvarez further develops the idea that living under the dictatorship was traumatic.
 - Alvarez develops the central idea of freedom by showing how her mother can be freed from Trujillo’s dictatorship. By imagining her mother’s experience Alvarez shows how her mother can be freed from the trauma and begin to heal by “see[ing] what she cannot yet imagine: El Jefe come undone” (par. 14). Before the account of the parade, Trujillo is “the man who had ruled [Alvarez’s mother’s] imagination most of her life” (par. 15): after the parade, in Alvarez’s version, Trujillo is just “a short, plump man, sweating profusely in his heavy dress uniform” (par. 14).

Lead a brief whole-class discussion of student responses. Ask students to use the Central Ideas Tracking Tool to record the development of central ideas as discussed here.

Activity 5: Quick Write

15%

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

How do paragraphs 12–15 develop and refine a central idea introduced earlier in the text?

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

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 review paragraphs 1–11 (from “Perhaps because I was spared” to “that my father was planning”) and annotate for the central idea of freedom using the Central Ideas Tracking Tool from this lesson.

Also for homework, instruct students to review, organize, and expand their notes and annotations in preparation for the Mid-Unit Assessment.

- ▶ Students follow along.

Homework

Review paragraphs 1–11 and annotate for the central idea of freedom using the Central Ideas Tracking Tool from this lesson. Also, review, organize, and expand your notes and annotations in preparation for the Mid-Unit Assessment.

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:	“A Genetics of Justice”
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Paragraph #	Central Ideas	Notes and Connections
12–15	Freedom	<p>Alvarez shifts points of view between her mother’s memories and her creative recreation of those memories. This enables her to transform her mother’s memories from the parade in paragraphs 12–15 so that her mother can “see what she cannot yet imagine” (par. 14), showing how memory can bring freedom from trauma.</p> <p>Alvarez re-imagines her mother’s memory of the parade: “there is a scene I imagine that she has not told me about” (par. 13). She does so because she wants her mother “to see what she cannot yet imagine: El Jefe coming undone” (par. 14). By doing so, she reduces Trujillo, “the man who had ruled her [mother’s] imagination most of her life” to a mere man (par. 15).</p>
12–15	Trauma	<p>Alvarez gives us a vivid picture in paragraph 12 of her mother’s physical and mental suffering during the parade: she describes how “the parade went on for hours in the hot sun,” her mother’s dress was “damp with sweat” and her feet were “swollen and hurting.” She also adds tension by noting that her mother “had” to march and by introducing her mother’s fear that she was going to faint.</p> <p>As the passage goes on, Alvarez imagines how she might heal the trauma of this memory. Through the process of re-imagining memory, she enables her mother to “see what she cannot yet imagine” (par. 14) and so liberates her mother from the fear in which she has been living.</p>

10.2.2

Lesson 5

Introduction

In this lesson, the Mid-Unit Assessment, students use textual evidence from paragraphs 1–15 (from “Perhaps because I was spared” to “ruled her imagination most of her life”) of Julia Alvarez’s “A Genetics of Justice” to craft a formal, multi-paragraph response on the following prompt: How does Alvarez develop the claim she makes in paragraph 15?

Students review their annotated texts, Quick Write activities, and notes to organize their ideas. Students then develop their essays with relevant and sufficient facts, extended definitions, concrete details, and quotations.

The Mid-Unit Assessment is assessed using the Text Analysis Rubric. For homework, students continue to read their AIR texts.

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).
W.9-10.2.a-f	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p>

	<p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
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>
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Addressed Standard(s)	
None.	

Assessment

Assessment(s)

Mid-Unit Assessment: Student learning in the first part of this unit is assessed via a formal, multi-paragraph response. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.

- How does Alvarez develop the claim she makes in paragraph 15?

 The Mid-Unit Assessment is evaluated using the 10.2.2 Mid-Unit Text Analysis Rubric.

High Performance Response(s)

A High Performance Response should:

- Identify Alvarez’s claim in paragraph 15 that Trujillo was “the man who had ruled her [mother’s] imagination most of her life” (e.g., Alvarez claims in paragraph 15 that Trujillo was “the man who had ruled her [mother’s] imagination for most of her life.” Alvarez imagines how her mother “must have thought of El Jefe as a kind of movie star” (par. 3). She describes her mother growing up with Trujillo’s portrait on the wall and suggests that he became an object of fantasy for her mother: “The pale face of a young military man wearing a plumed bicorne hat and a gold-braided uniform looked

down beneficently at my mother as she read her romantic novelas and dreamed of meeting the great love of her life. Sometimes in her daydreams, her great love wore the handsome young dictator’s face” (par. 4). When Alvarez’s mother comes to realize the true nature of the dictatorship, she is not just disillusioned. Rather, her previous admiration makes her “doubly revolted by this cold-blooded monster” (par. 6). As the term “monster” suggests, Trujillo takes on mythic proportions becoming “something of an obsession” (par. 6)).

- Discuss how Alvarez develops this claim in paragraphs 1–15, (e.g., Trujillo becomes like a boogeyman for Alvarez’s mother, who tells her daughters “cautionary tales” (par. 6) of his excesses, describing his megalomania (par. 7) and his vanity (par. 8). Alvarez states that her mother “could go on and on” (par. 8). Alvarez further develops her claim by imagining her mother’s forced participation in a parade honoring Trujillo. Alvarez imagines her mother coming face to face with Trujillo and seeing him for the first time not as a “monster” (par. 13) but as a somewhat ridiculous man (par. 14). She suggests that her mother must first see Trujillo as human and weak before she can free herself from his hold on her imagination: “I want my mother to see what she cannot yet imagine: El Jefe coming undone” (par. 14). In this way, she suggests that Trujillo “ruled her [mother’s] imagination” because her mother has been unable to see him “up close” as he really is (par. 15)).

① Since the text is dense and rich in ideas, High Performance Responses may vary widely.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- None.*

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

- None.*

*Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the text, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1E of this document http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf

10.2.2 Mid-Unit Assessment

Text-Based Response

Your Task: Rely on your reading and analysis of paragraphs 1–15 of “A Genetics of Justice” to write a well-developed response to the following prompt:

How does Alvarez develop the claim she makes in paragraph 15?

Your writing is assessed using the 10.2.2 Mid-Unit Text Analysis Rubric.

Guidelines

Be sure to:

- Closely read the prompt
- Address all elements of the prompt in your response
- Paraphrase, quote, and reference relevant evidence to support your claim
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

NJSLS: RI.9-10.5, W.9-10.2.a-f, W.9-10.9.b, L.9-10.1, L.9-10.2

Commentary on the Task:

This task measures RI.9-10.5 because it demands that students:

- 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).

This task measures W.9-10.2.a-f because it demands that students:

- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

This task measures W.9-10.9.b because it demands that students:

- Draw evidence from informational texts to support analysis, reflection, and research.

This task measures L.9-10.1 because it demands that students:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

This task measures L.9-10.2 because it demands that students:

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

10.2.2 Mid-Unit Text Analysis Rubric

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Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
<p>Content and Analysis</p> <p>The extent to which the response analyzes 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).</p> <p>NJSLS ELA-Literacy.RI.9-10.5</p> <p>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).</p>	<p>Skillfully analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p>	<p>Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p>	<p>Inaccurately identify an author's ideas or claims in a text or misidentify sentences, paragraphs, or larger portions of a text that develop or refine an author's ideas or claims.</p>	<p>Inaccurately identify an author's ideas or claims; provide little to no analysis of how particular sentences, paragraphs, or larger portions of a text develop or refine those claims.</p>
<p>Command of Evidence and Reasoning</p> <p>The extent to which the response examines and conveys complex ideas, concepts and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLS ELA-Literacy.W.9-10.2</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLS ELA-Literacy.W.9-10.2.b</p> <p>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic</p> <p>The extent to which the response draws evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>NJSLS ELA-Literacy.W.9</p> <p>Draw evidence from literary or informational texts to</p>	<p>Develop the response and support analysis with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.9-10.2.b)</p>	<p>Develop the response and support analysis with relevant and sufficient facts, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.9-10.2.b)</p>	<p>Partially develop the response and partially support analysis with relevant facts, details, quotations, or other information and examples that are appropriate to the audience's knowledge of the topic. (W.9-10.2.b)</p>	<p>Do not develop the response or support analysis with relevant facts, details, quotations, or other information and examples that are appropriate to the audience's knowledge of the topic. (W.9-10.2.b)</p>



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<p>support analysis, reflection, and research.</p> <p>The extent to which responses apply grade 9-10 Reading standards to literary nonfiction.</p> <p>NJSLS -ELA-Literacy.W.9.b</p> <p>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>					<p>Skillfully introduce a topic; effectively organizes complex ideas, concepts, and information to make important connections and distinctions. (W.9-10.2.a)</p> <p>Skillfully use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2.c)</p> <p>Skillfully and accurately use precise language and domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)</p> <p>Skillfully establish and maintain a formal style and objective tone appropriate to the norms and conventions of the discipline. (W.9-10.2.e)</p> <p>Skillfully provide a concluding statement or section that follows from and supports the information or explanation presented. (W.9-10.2.f)</p>	<p>Coherence, Organization, and Style</p> <p>The extent to which the response introduces a topic, organizes complex ideas, concepts, and information to make important connections and distinctions.</p> <p>NJSLS -ELA-Literacy.W.9-10.2</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLS -ELA-Literacy.W.9-10.2.a</p> <p>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>The extent to which the response uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>NJSLS - ELA-Literacy.W.9-10.2.c</p> <p>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>The extent to which the response includes and uses precise language and domain specific vocabulary to manage the complexity of the topic.</p>	<p>Introduce a topic; effectively organize complex ideas, concepts, and information to make important connections and distinctions. (W.9-10.2.a)</p> <p>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2.c)</p> <p>Accurately use precise language or domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)</p> <p>Establish a style and tone appropriate to the discipline; demonstrate inconsistent use of formality and objectivity. (W.9-10.2.e)</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.9-10.2.f)</p>	<p>Introduce a topic; inconsistently organize complex ideas, concepts, and information to make important connections and distinctions. (W.9-10.2.a)</p> <p>Inconsistently use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2.c)</p> <p>Inconsistently use domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)</p> <p>Use inconsistent style and tone with some attention to formality and objectivity. (W.9-10.2.e)</p> <p>Provide a concluding statement or section that partially follows from and supports the information or explanation presented. (W.9-10.2.f)</p>	<p>Ineffectively introduce a topic; ineffectively organize complex ideas, concepts and information to make important connections and distinctions. (W.9-10.2.a)</p> <p>Effectively use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2.c)</p> <p>Ineffectively or inappropriately use precise language or domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)</p> <p>Lack a formal style, using language that is basic, imprecise, or contextually inappropriate. (W.9-10.2.e)</p> <p>Ineffectively provide a concluding statement or section that follows from and supports the information or explanation presented. (W.9-10.2.f)</p>
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<p>NJSLS .ELA-Literacy.W.9-10.2.d Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>The extent to which the response properly uses formal style and objective tone as well as adheres to the writing conventions of the discipline.</p> <p>NJSLS .ELA-Literacy.W.9-10.2.e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>The extent to which the response provides a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>NJSLS .ELA-Literacy.W.9-10.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>				
<p>Control of Conventions</p> <p>The extent to which the response demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>NJSLS .ELA-Literacy.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLS .ELA-Literacy.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Demonstrate consistent control of conventions with essentially no errors, even with sophisticated language.</p>	<p>Demonstrate basic control of conventions with occasional errors that do not hinder comprehension.</p>	<p>Demonstrate partial control of conventions with some errors that hinder comprehension.</p>	<p>Demonstrate little control of conventions with frequent errors that make comprehension difficult.</p>

- A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
- A response that is totally copied from the text with no original writing must be given a 0.
- A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.

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10.2.2 Mid-Unit Text Analysis Checklist

Assessed Standards: _____

	Does my writing...	✓
Content and Analysis	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text? (RI.9-10.5)	<input type="checkbox"/>
Command of Evidence and Reasoning	Develop the response and support analysis with well-chosen, relevant, and sufficient evidence? (W.9-10.2.b, W.9-10.9.b)	<input type="checkbox"/>
Coherence, Organization, and Style	Introduce a topic? (W.9-10.2.a)	<input type="checkbox"/>
	Organize complex ideas, concepts, and information to make important connections and distinctions? (W.9-10.2.a)	<input type="checkbox"/>
	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts? (W.9-10.2.c)	<input type="checkbox"/>
	Establish and maintain a formal style and objective tone, using precise language and domain-specific vocabulary? (W.9-10.2.d,e)	<input type="checkbox"/>
Control of Conventions	Provide a concluding statement or section related to the explanation or analysis? (W.9-10.2.f)	<input type="checkbox"/>
	Demonstrate control of the conventions with infrequent errors? (L.9-10.1, L.9-10.2)	<input type="checkbox"/>

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Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p>Standards & Text:</p> <ul style="list-style-type: none"> Standards: RI.9-10.5, W.9-10.2.a-f, W.9-10.9.b, L.9-10.1, L.9-10.2 Text: "A Genetics of Justice," by Julia Alvarez, paragraphs 1–15 <p>Learning Sequence:</p> <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Mid-Unit Assessment Closing 	<p>1. 5%</p> <p>2. 10%</p> <p>3. 80%</p> <p>4. 5%</p>

Materials

- Copies of the 10.2.2 Mid-Unit Assessment for each student
- Copies of the 10.2.2 Mid-Unit Text Analysis Rubric and Checklist 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.
	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 standards for this lesson: RI.9-10.5, W.9-10.2.a-f, L.9-10.1, and L.9-10.2. In this lesson, students complete the Mid-Unit Assessment in which they present evidence identifying Alvarez’s claim in paragraph 15 and analyze how Alvarez develops this claim.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

10%

Instruct students to take out their 10.2.2 Lesson 4 homework (Review paragraphs 1–11 and annotate for the central idea of freedom using the Central Ideas Tracking Tool from this lesson.) and do a Turn-and-Talk in pairs about their annotation. Instruct student pairs to discuss how Alvarez develops the central idea of freedom in paragraphs 1–11.

🗨️ Student responses may include:

- In paragraph 1, “I often imagine what it must have been like for them growing up under the absolute rule of Generalísimo Rafael Leonidas Trujillo,” notes the lack of freedom with which Alvarez’s parents grew up, as well as the introduction of the creative re-imagining of memory which Alvarez will eventually use to free her mother from her memories.
- In paragraph 2, “Especially, I imagine my mother’s life,” notes the primary focus on her mother in her re-imagining and the particular impact that growing up without freedom has on her mother.
- In paragraph 3, “She knew nothing of the horrid crimes of the dictatorship, for her parents were afraid to say anything,” notes that silence and lack of freedom allowed Alvarez’s mother to “daydream” about Trujillo.
- In paragraph 4, “Sometimes in her daydreams, her great love wore the handsome young dictator’s face,” introduces the link between understanding and freedom: because Alvarez’s mother has never seen Trujillo, she cannot understand that he is just a man and be free of his spell.
- Paragraph 5 contrasts the harsh reality to the imaginings or “daydreams” in paragraph 4 and shows the trauma of her mother’s realization that she is not free.
- In paragraphs 6–8, her mother’s obsession with Trujillo is introduced, showing the need for Alvarez to eventually imagine her mother’s memories to free her from the trauma/obsession.
- Paragraphs 9–11 show the set up for the imagined memory of the parade, which Alvarez imagines as bringing freedom.

Remind students that annotating helps keep track of evidence they use in the End-of-Unit Assessment.

- ① This focused annotation supports students’ engagement with W.9-10.9.b, which addresses the use of textual evidence in writing.
- ① Students demonstrate completion of their homework by having all of their materials organized and accessible for the assessment.

Activity 3: Mid-Unit Assessment

80%

Ask students to take out their materials for the Mid-Unit Assessment, including all notes, annotations, and Quick Write activities.

- ▶ Students take out their materials for the Mid-Unit Assessment.

Instruct students to write a multi-paragraph response to the following prompt:

How does Alvarez develop the claim she makes in paragraph 15?

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

Explain to students that because it is a formal writing task, the Mid-Unit Assessment should include an introductory statement, well-organized ideas supported by relevant and sufficient textual evidence, and a concluding statement or section. Remind students to use this unit’s vocabulary, as well as proper grammar, capitalization, punctuation, and spelling to achieve a formal style and objective tone.

- ▶ Students listen.

Remind students as they write to refer to the notes, tools, and annotated text from the previous lessons. Distribute and review the 10.2.2 Mid-Unit Text Analysis Rubric. Remind students to revisit the rubric once they are finished with the assessment to ensure they have fulfilled all the criteria.

- ▶ Students review the 10.2.2 Mid-Unit Text Analysis Rubric.

Transition students to independent writing and give students the remaining class period to write.

- ▶ Students independently answer the prompt using evidence from the text.

☞ See High Performance Response at the beginning of this lesson.

- ① Consider encouraging those who finish early to reread and revise their response using the Text Analysis Rubric and Checklist.

Activity 4: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to read paragraphs 16–19 (from “On May 30, 1961, nine months after our escape” to “sent back to where we had come from”). 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.

Additionally, 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

Read paragraphs 16–19 (from “On May 30, 1961, nine months after our escape” to “sent back to where we had come from”), boxing unfamiliar words and looking them up. Choose the definition that makes the most sense in the context, and write a brief definition above or near the word in the text.

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.

10.2.2 Mid-Unit Assessment

Text-Based Response

Your Task: Rely on your reading and analysis of paragraphs 1–15 of “A Genetics of Justice” to write a well-developed response to the following prompt:

How does Alvarez develop the claim she makes in paragraph 15?

Your writing is assessed using the 10.2.2 Mid-Unit Text Analysis Rubric.

Guidelines

Be sure to:

- Closely read the prompt
- Address all elements of the prompt in your response
- Paraphrase, quote, and reference relevant evidence to support your claim
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

CCSS: RI.9-10.5, W.9-10.2.a-f, W.9-10.9.b, L.9-10.1, L.9-10.2

Commentary on the Task:

This task measures RI.9-10.5 because it demands that students:

- 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).

This task measures W.9-10.2.a-f because it demands that students:

- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

This task measures W.9-10.9.b because it demands that students:

- Draw evidence from informational texts to support analysis, reflection, and research.

This task measures L.9-10.1 because it demands that students:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

This task measures L.9-10.2 because it demands that students:

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

10.2.2 Mid-Unit Text Analysis Rubric

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Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
<p>Content and Analysis</p> <p>The extent to which the response analyzes 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).</p> <p>CCSS.ELA-Literacy.RI.9-10.5</p> <p>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).</p>	<p>Skillfully analyze how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p>	<p>Analyze how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p>	<p>Inaccurately identify an author’s ideas or claims in a text or misidentify sentences, paragraphs, or larger portions of a text that develop or refine an author’s ideas or claims.</p>	<p>Inaccurately identify an author’s ideas or claims; provide little to no analysis of how particular sentences, paragraphs, or larger portions of a text develop or refine those claims.</p>
<p>Command of Evidence and Reasoning</p> <p>The extent to which the response examines and conveys complex ideas, concepts and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCSS.ELA-Literacy.W.9-10.2</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCSS.ELA-Literacy.W.9-10.2.b</p> <p>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic</p> <p>The extent to which the response draws evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-Literacy.W.9</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Develop the response and support analysis with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (W.9-10.2.b)</p>	<p>Develop the response and support analysis with relevant and sufficient facts, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (W.9-10.2.b)</p>	<p>Partially develop the response and partially support analysis with relevant facts, details, quotations, or other information and examples that are appropriate to the audience’s knowledge of the topic. (W.9-10.2.b)</p>	<p>Do not develop the response or support analysis with relevant facts, details, quotations, or other information and examples that are appropriate to the audience’s knowledge of the topic. (W.9-10.2.b)</p>

<p>The extent to which responses apply grade 9-10 Reading standards to literary nonfiction. CCSS.ELA-Literacy.W.9.b</p> <p>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>	<p>Skillfully introduce a topic; effectively organizes complex ideas, concepts, and information to make important connections and distinctions. (W.9-10.2.a)</p> <p>Skillfully use appropriate and varied transitions to link the major sections of the text; create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2.c)</p> <p>Skillfully and accurately use precise language and domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)</p> <p>Skillfully establish and maintain a formal style and objective tone appropriate to the norms and conventions of the discipline. (W.9-10.2.e)</p> <p>Skillfully provide a concluding statement or section that follows from and supports the information or explanation presented. (W.9-10.2.f)</p>	<p>Introduce a topic; effectively organize complex ideas, concepts, and information to make important connections and distinctions. (W.9-10.2.a)</p> <p>Use appropriate and varied transitions to link the major sections of the text; create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2.c)</p> <p>Accurately use precise language or domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)</p> <p>Establish a style and tone appropriate to the discipline; demonstrate inconsistent use of formality and objectivity. (W.9-10.2.e)</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.9-10.2.f)</p>	<p>Introduce a topic; inconsistently organize complex ideas, concepts, and information to make important connections and distinctions. (W.9-10.2.a)</p> <p>Inconsistently use appropriate and varied transitions to link the major sections of the text; create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2.c)</p> <p>Inconsistently use domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)</p> <p>Use inconsistent style and tone with some attention to formality and objectivity. (W.9-10.2.e)</p> <p>Provide a concluding statement or section that partially follows from and supports the information or explanation presented. (W.9-10.2.f)</p>	<p>Ineffectively introduce a topic; ineffectively organize complex ideas, concepts and information to make important connections and distinctions. (W.9-10.2.a)</p> <p>Ineffectively use appropriate and varied transitions to link the major sections of the text; create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2.c)</p> <p>Ineffectively or inappropriately use precise language or domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)</p> <p>Lack a formal style, using language that is basic, imprecise, or contextually inappropriate. (W.9-10.2.e)</p> <p>Ineffectively provide a concluding statement or section that follows from and supports the information or explanation presented. (W.9-10.2.f)</p>
<p>Coherence, Organization, and Style</p> <p>The extent to which the response introduces a topic, organizes complex ideas, concepts, and information to make important connections and distinctions.</p> <p>CCSS.ELA-Literacy.W.9-10.2</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCSS.ELA-Literacy.W.9-10.2.a</p> <p>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>The extent to which the response uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>CCSS.ELA-Literacy.W.9-10.2.c</p> <p>Use appropriate and varied transitions to link the major sections of the text; create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>The extent to which the response includes specific precise language and domain specific vocabulary to manage the complexity of the topic.</p>	<p>Skillfully introduce a topic; effectively organizes complex ideas, concepts, and information to make important connections and distinctions. (W.9-10.2.a)</p> <p>Skillfully use appropriate and varied transitions to link the major sections of the text; create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2.c)</p> <p>Skillfully and accurately use precise language and domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)</p> <p>Skillfully establish and maintain a formal style and objective tone appropriate to the norms and conventions of the discipline. (W.9-10.2.e)</p> <p>Skillfully provide a concluding statement or section that follows from and supports the information or explanation presented. (W.9-10.2.f)</p>	<p>Introduce a topic; effectively organize complex ideas, concepts, and information to make important connections and distinctions. (W.9-10.2.a)</p> <p>Use appropriate and varied transitions to link the major sections of the text; create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2.c)</p> <p>Accurately use precise language or domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)</p> <p>Establish a style and tone appropriate to the discipline; demonstrate inconsistent use of formality and objectivity. (W.9-10.2.e)</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.9-10.2.f)</p>	<p>Introduce a topic; inconsistently organize complex ideas, concepts, and information to make important connections and distinctions. (W.9-10.2.a)</p> <p>Inconsistently use appropriate and varied transitions to link the major sections of the text; create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2.c)</p> <p>Inconsistently use domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)</p> <p>Use inconsistent style and tone with some attention to formality and objectivity. (W.9-10.2.e)</p> <p>Provide a concluding statement or section that partially follows from and supports the information or explanation presented. (W.9-10.2.f)</p>	<p>Ineffectively introduce a topic; ineffectively organize complex ideas, concepts and information to make important connections and distinctions. (W.9-10.2.a)</p> <p>Ineffectively use appropriate and varied transitions to link the major sections of the text; create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2.c)</p> <p>Ineffectively or inappropriately use precise language or domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)</p> <p>Lack a formal style, using language that is basic, imprecise, or contextually inappropriate. (W.9-10.2.e)</p> <p>Ineffectively provide a concluding statement or section that follows from and supports the information or explanation presented. (W.9-10.2.f)</p>

<p>CCSS.ELA-Literacy.W.9-10.2.d Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>The extent to which the response properly uses formal style and objective tone as well as adheres to the writing conventions of the discipline.</p> <p>CCSS.ELA-Literacy.W.9-10.2.e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>The extent to which the response provides a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>CCSS.ELA-Literacy.W.9-10.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>				
<p>Control of Conventions</p> <p>The extent to which the response demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CCSS.ELA-Literacy.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-Literacy.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Demonstrate consistent control of conventions with essentially no errors, even with sophisticated language.</p>	<p>Demonstrate basic control of conventions with occasional errors that do not hinder comprehension.</p>	<p>Demonstrate partial control of conventions with some errors that hinder comprehension.</p>	<p>Demonstrate little control of conventions with frequent errors that make comprehension difficult.</p>

- A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
- A response that is totally copied from the text with no original writing must be given a 0.
- A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.



10.2.2 Mid-Unit Text Analysis Checklist

Assessed Standards: _____

	Does my writing...	✓
Content and Analysis	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text? (RI.9-10.5)	<input type="checkbox"/>
Command of Evidence and Reasoning	Develop the response and support analysis with well-chosen, relevant, and sufficient evidence? (W.9-10.2.b, W.9-10.9.b)	<input type="checkbox"/>
Coherence, Organization, and Style	Introduce a topic? (W.9-10.2.a)	<input type="checkbox"/>
	Organize complex ideas, concepts, and information to make important connections and distinctions? (W.9-10.2.a)	<input type="checkbox"/>
	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts? (W.9-10.2.c)	<input type="checkbox"/>
	Establish and maintain a formal style and objective tone, using precise language and domain-specific vocabulary? (W.9-10.2.d,e)	<input type="checkbox"/>
	Provide a concluding statement or section related to the explanation or analysis? (W.9-10.2.f)	<input type="checkbox"/>
Control of Conventions	Demonstrate control of the conventions with infrequent errors? (L.9-10.1, L.9-10.2)	<input type="checkbox"/>

10.2.2 Lesson 6

Introduction

In this lesson, students read and analyze paragraphs 16–19 of “A Genetics of Justice” (from “On May 30, 1961, nine months after our escape” to “sent back to where we had come from”), in which Alvarez describes Trujillo’s downfall and the ongoing effects on her parents’ psyche of living under his rule. Students engage in evidence-based discussion, exploring how Alvarez develops ideas of trauma and silence. Students then demonstrate their learning through a Quick Write on the following prompt: In paragraph 19, how does Alvarez develop and refine the ideas from paragraphs 16–18? For homework, students preview the text for 10.2.2 Lesson 7, paragraphs 20–22, annotating for central ideas. Also, students carry out a brief search into the Mirabal sisters, and continue to read their AIR text and prepare for a brief discussion on how they applied their chosen focus standard to their text.

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 longer portions of a text (e.g., a section or chapter).
Addressed Standard(s)	
None.	

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"> In paragraph 19, how does Alvarez develop and refine the ideas from paragraphs 16–18?
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Identify an idea developed in paragraphs 16–18 (e.g., trauma, silence, etc.). Discuss how Alvarez further develops this idea in paragraph 19 (e.g., in paragraphs 16–18, Alvarez

develops the central idea of trauma by contrasting the “internal” consequences of Trujillo’s fall with the “external” consequences (par. 17) and by describing how “[e]ven on American soil,” her parents were afraid to speak against authority because “[t]he First Amendment right to free speech meant nothing to them” (par. 18). She further develops the idea of trauma in paragraph 19 by describing her parents’ silence about their escape from the Dominican Republic and their mixed feelings about the United States: on the one hand, America is “this great country that had offered my parents a refuge,” but on the other hand, “this same United States . . . had helped put our dictator in place.” As a result of the trauma that they have suffered, Alvarez’s parents remain silent “afraid that ungratefulness would result in our being sent back to where we had come from” (par. 19).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> • exorcism (n.) – the act or process of driving away or attempting to drive away evil spirits • habits (n.) – acquired behavior patterns regularly followed until they have become almost involuntary • repression (n.) – the act of using force to control someone or something; the state of being controlled by force; the act of not allowing a memory, feeling, or desire to be expressed • censorship (n.) – the act of controlling or repressing the behavior of others • SIM (n.) – Servicio de Inteligencia Militar (Military Intelligence Service), the main instrument of control in the Dominican Republic under Trujillo • verge (n.) – edge, rim, or margin of something
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
<p>Standards & Text:</p> <ul style="list-style-type: none"> • Standards: RI.9-10.5 • Text: “A Genetics of Justice” by Julia Alvarez, paragraphs 16–19 <p>Learning Sequence:</p> <p>1. Introduction of Lesson Agenda</p>	<p>1. 5%</p>

2. Homework Accountability	2. 10%
3. Masterful Reading	3. 5%
4. Reading and Discussion	4. 60%
5. Quick Write	5. 15%
6. Closing	6. 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 (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 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: RL.9-10.5. In this lesson, students explore how Alvarez introduces, develops, and refines ideas in paragraphs 16–19. Students engage in evidence-based discussion as well as complete a Quick Write to close the lesson.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

10%

Instruct students to talk in pairs about how they applied their focus standard to their 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.

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

- 🗨️ Students may identify the following words: *exorcism*, *habits*, *repression*, *censorship*, *SIM*, and *verge*.

📘 Definitions are provided in the Vocabulary box in this lesson.

Activity 3: Masterful Reading

5%

Have students listen to a Masterful Reading of “A Genetics of Justice,” paragraphs 16–19 (from “On May 30, 1961, nine months after our escape” to “sent back to where we had come from”). Ask students to follow along and listen for details that introduce, develop, and refine ideas in the essay.

- ▶ Students follow along, reading silently.

Activity 4: Reading and Discussion

60%

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

Instruct student pairs to read paragraph 16 (from “On May 30, 1961, nine months after our escape” to “Trujillo was brought to justice, found guilty and executed”) and answer the following questions before sharing out with the class.

How does Alvarez choose to relate her family's escape from the Dominican Republic in paragraph 16?

- 🗨️ She does so briefly: she moves forward in time to recount Trujillo's downfall, with only a short reference to the fact that these events took place “nine months after our escape from our homeland” (par. 16).

📘 **Differentiation Consideration:** If students struggle with these questions, consider posing the following questions:

What is Alvarez's purpose in paragraph 16?

- 🗨️ Alvarez's purpose is to describe how Trujillo was finally “brought to justice” (par. 16).

What details does Alvarez reveal about her family's escape from the Dominican Republic?

- 🗨️ Alvarez does not reveal any details about the escape.

What questions does Alvarez leave unanswered about her family’s escape from the Dominican Republic?

🗨️ Student responses may include:

- Alvarez does not tell why her family left when they did.
- Alvarez does not tell how her family escaped.

Analyze the difference in meaning and tone in the first and last sentences of paragraph 16. How do Alvarez’s specific word choices create this difference?

🗨️ Student responses may include:

- In the first sentence of the paragraph, Alvarez calls those who killed Trujillo “plotters,” implying illegal activity, and states that they “assassinated” Trujillo, suggesting murder.
- In the final sentence of the paragraph, Alvarez describes Trujillo’s death as a process of justice. She says that he was “brought to justice,” and “found guilty,” suggesting a trial. The word *executed* also implies a legal process leading up to his death.

What is the impact of this change in tone?

🗨️ By referring to the death as an “ajusticiamiento,” a “bringing to justice,” and an “execution,” Alvarez justifies the assassination, making it seem more acceptable to the reader.

Lead a brief, whole-class discussion of student responses.

Instruct student pairs to reread and analyze paragraph 17 (from “But the execution was an external event” to “between the Island and our apartment in New York”) and answer the following questions before sharing out with the class.

What contrast does Alvarez establish around the death of Trujillo in the opening sentence of paragraph 17?

🗨️ She establishes a contrast between the “external” and the “internal” consequences of Trujillo’s assassination.

What does this contrast suggest about the internal consequences of Trujillo’s assassination?

🗨️ This contrast suggests that while externally, Trujillo was gone and the Dominican Republic was free of his rule, internally (inside the minds of Dominicans) he was still alive as a dictator: “my parents, along with a nation of Dominicans, had learned the habits of repression, censorship, terror” (par. 17).

What is the impact of Alvarez’s choice of the word *exorcism*?

🗨️ Student responses may include:

- *Exorcism* implies a demon or other supernatural figure, suggesting that Trujillo was some kind of monster or devil.
- Some students may note that the image of an exorcism refers to the contrast between “internal” and “external”: an *exorcism* suggests something internal that needs to be expelled.

📌 Consider reminding students of the definition of *exorcism*, which they likely looked up for homework: *exorcism* means “the act or process of expelling or driving away evil spirits.”

- ▶ Students write the definition of *exorcism* on their copy of the text or in a vocabulary journal.

What is the impact of Alvarez’s choice of the word *habits* in paragraph 17?

🗨️ Student responses may include:

- *Habits* implies behavior that is done without thinking. By using this word, Alvarez suggests that Dominicans are so used to “repression, censorship, terror” that they act as though Trujillo were still in power even after his fall.
- The “habits” are something that Alvarez’s parents have “learned” for “all their lives,” so they “[do] not disappear” overnight (par. 17).

How does Alvarez use rhetorical devices and word choices to emphasize the internal consequences of living under Trujillo’s rule?

🗨️ Student responses may include:

- Alvarez uses repetition to highlight the continued fear: she repeats the word *habits* and the phrase “would not disappear.”
- She refers to the journey to the United States as “a plane ride north that put hundreds of miles distance between the Island and our apartment in New York,” emphasizing that even though they continue to live as though they were still living under Trujillo, the Alvarez family are in fact “hundreds of miles” away from the Dominican Republic.

How does Alvarez develop the central idea of trauma in paragraph 17?

🗨️ Student responses may include:

- Alvarez establishes a contrast between the external “event” of Trujillo’s fall from power and the continued internal effects of his rule.

- In emphasizing that Dominicans “had learned the habits of repression, censorship, terror” and that these habits “would not disappear” overnight (par. 17), Alvarez develops the idea that trauma has lasting consequences that cannot be resolved by external events alone.

Lead a brief, whole-class discussion of student responses. Distribute or ask students to take out their Central Ideas Tracking Tool and record how the central idea has developed in paragraphs 16 and 17.

Instruct student pairs to reread and analyze paragraph 18 (from “And so, long after we had left” to “Silence about anything ‘political’ was the rule in our house”) and answer the following questions before sharing out with the class.

What is the impact of Alvarez’s specific word choice in the phrase “on American soil” from paragraph 18? How does this develop an idea from paragraph 17?

- 🗨️ Student responses may include:
 - The phrase “on American soil” shows that externally, the Alvarez family is far away from the Dominican Republic, repeating the idea that there are “hundreds of miles” between them and their homeland in paragraph 17.
 - By highlighting the contrast between the Alvarez family’s external circumstances of freedom and their internal experience of continued fear of the Trujillo regime, Alvarez develops the idea of trauma.

What are the “awful consequences” that Alvarez’s parents fear?

- 🗨️ Student responses may include:
 - Some students may refer back to Alvarez’s description of the horrors of the Trujillo regime in paragraph 5, where Alvarez recounts that “[t]housands had lost their lives in failed attempts to return the country to democracy.”
 - Some students may note that Alvarez does not specify in paragraph 18 what these “awful consequences” may be: she leaves the question unanswered, making these “consequences” seem less clear and therefore scarier.

How does Alvarez further develop the central idea of trauma from paragraph 17 to 18?

- 🗨️ Alvarez notes in paragraph 17 that the habits of terror “would not disappear” on the plane ride to New York. In paragraph 18, she develops this further by describing the continued impact of living under Trujillo’s rule, which lasts even after the family arrives in New York, “[e]ven on American soil,” stating that “the First Amendment right to free speech meant nothing to [her parents].”

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

How does Alvarez's parents' behavior reflect the trauma of living under Trujillo?

🗨️ Student responses may include:

- Alvarez's parents "were still living in the dictatorship inside their own heads" (par. 18).
- They respond to this trauma by remaining silent "about anything 'political'" (par. 18).

Lead a brief, whole-class discussion of student responses. Ask students to use their Central Ideas Tracking Tools to record how central ideas have developed in paragraph 18.

Instruct students to reread and analyze paragraph 19 (from "In fact, my parents rarely spoke about the circumstances of our leaving the Island" to "sent back to where we had come from") and answer the following questions before sharing out with the class.

How does Alvarez introduce and develop the idea of silence in paragraphs 18 and 19?

🗨️ Student responses may include:

- Alvarez notes in paragraph 18 that her parents are specifically afraid to speak out or to disagree with authority.
- Alvarez further develops the idea of silence by stating that the "First Amendment right to freedom of speech meant nothing to [her parents]" (par. 18).
- In the final sentence of paragraph 18, she concludes, "Silence about anything 'political' was the rule in our house."
- The quotation marks around *political* suggest that the definition of *political* was very wide and that the silence applied to many issues, not only political ones.
- Alvarez describes how her parents "rarely spoke" of their departure from the Dominican Republic: even to their daughters, they only give "the official story" (par. 19).
- Alvarez tells us not what her parents told her, but rather what she and her sisters "were not told" (par. 19).
- Alvarez reveals that this fear goes beyond matters connected to the Dominican Republic, since her parents are afraid of authority and of criticizing authority even in the United States: "[M]y parents were silent, afraid that ungratefulness would result in our being sent back to where we had come from" (par. 19).

How does Alvarez build a sense of urgency around her family's situation before leaving the Dominican Republic?

🗨️ Student responses may include:

- Alvarez uses sentence structure and punctuation to build a sense of urgency: she merges three sentences into one long sentence, separated only by semicolons, to create the sense of piling up, of the building of pressure.
- Alvarez italicizes the word *escaped* to give it extra emphasis.
- Alvarez creates mystery or tension by using references that would not be obvious to outsiders but which would be full of meaning to Dominicans: she refers to the *SIM* and their black Volkswagens.

① Consider reminding students of the meaning of *SIM* that they likely looked up for homework: *SIM* means “Servicio de Inteligencia Militar (Military Intelligence Service), the main instrument of control in the Dominican Republic under Trujillo,” who often drove black Volkswagens.

How does Alvarez support her claim that “this great country that had offered my parents a refuge had also created the circumstances that made them have to seek refuge in the first place” (paragraph 19)?

🗨 Student responses may include:

- Alvarez cites the role of the United States in bringing Trujillo to power in 1916 to 1924, during their occupation of the Dominican Republic.
- She quotes the Secretary of State Cordell Hull’s remark that “Trujillo is an SOB, but at least he’s our SOB” (par. 19).

What does the United States represent to Alvarez’s parents in paragraph 19? How does this develop an idea from paragraphs 16–18?

🗨 Student responses may include:

- Alvarez’s parents have mixed feelings towards the United States.
- On the one hand, the United States represents a “refuge” and “this great country” to Alvarez’s parents.
- On the other hand, the United States was partially responsible for putting Trujillo in power in the Dominican Republic.
- Even though Alvarez’s parents see the United States as a refuge, they are still afraid of what could happen if they challenge authority in any way: “About all these matters, my parents were silent, afraid that ungratefulness would result in our being sent back to where we had come from” (par. 19).
- These mixed feelings and the continued habits of fear and repression even in the United States further develop the ideas of silence and trauma from paragraphs 16–18.

Lead a brief, whole-class discussion of student responses. Ask students to use their Central Ideas Tracking Tools to record how central ideas have developed in paragraph 19.

Activity 5: Quick Write

15%

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

In paragraph 19, how does Alvarez develop and refine the ideas from paragraphs 16–18?

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

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 read and annotate paragraphs 20–22 (from “My mother, especially, lived in terror of the consequences” to “I was a real thorn in my mother’s side”) for central ideas, using the annotation code “CI.” 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.

Additionally, instruct students to conduct a brief search into the Mirabal sisters and write a short paragraph explaining who they were and their significance in the history of the Dominican Republic.

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

- ▶ Students follow along.

Homework

Read and annotate paragraphs 20–22 (from “My mother, especially, lived in terror of the consequences” to “I was a real thorn in my mother’s side”) for central ideas, using the annotation code “CI.” Box any unfamiliar words, look up their definitions, and choose the definition that makes the most sense in the context and write a brief definition above or near the word in the text.

Additionally, conduct a brief search into the Mirabal sisters and write a short paragraph explaining who they were and their significance in the history of the Dominican Republic.

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:	“A Genetics of Justice”
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Paragraph #	Central Ideas	Notes and Connections
18–19	Silence	<p>Alvarez notes in paragraph 18 that her parents are specifically afraid to speak out or to disagree with authority and remarks that the First Amendment right to freedom of speech “meant nothing to them.”</p> <p>In the final sentence of paragraph, she claims that: “silence about anything ‘political’ was the rule in our house” (par. 18), implying through her use of quotation marks that “political” was a broad category.</p> <p>In paragraph 19, Alvarez highlights the silence that surrounds the family’s departure from the Dominican Republic: even to their daughters, they only provide the official story and her parents “rarely spoke” of their escape.</p> <p>In contrast to her account of her mother’s “cautionary tales,” Alvarez does not tell us much in paragraphs 18–19 about what her parents say, but rather what she and her sisters “were not told.”</p> <p>Alvarez reveals that her parents’ fear extends beyond matters connected to the Dominican Republic and that they fear authority even in the United States: “my parents were silent, afraid that ungratefulness would result in our being sent back to where we had come from” (par. 19).</p> <p>By referring to the Dominican Republic as “the Island” or “where we had come from” (par. 19), Alvarez creates a sense of mystery and emphasizes her parents’ fear of speaking openly about their homeland.</p>
17	Trauma	<p>Alvarez draws a contrast between the “external event” of Trujillo’s fall from power and the “internal exorcism” (par. 17), which does not take place and notes that “the habits of repression, censorship, terror” (par. 17) remain strong.</p>

10.2.2

Lesson 7

Introduction

In this lesson, students read and analyze paragraphs 20–22 of “A Genetics of Justice” (from “My mother, especially lived in terror of the consequences” to “I was a real thorn in my mother’s side”), in which Alvarez elaborates on her description of her mother’s enduring terror of the Trujillo regime and the “mandate of silence” she imposes on her family. After engaging in an evidence-based discussion of the ideas developed in paragraphs 20–22, students participate in small group discussions in which they determine how these ideas refine ideas from paragraphs 3–7.

The lesson closes with a Quick Write on the following prompt: In paragraphs 20–22, how does Alvarez further develop ideas she introduces in paragraphs 3–7? For homework, students write a paragraph analyzing how Alvarez develops her description of her mother in relation to Trujillo. Additionally, students continue to read their AIR text and prepare for a brief discussion on how they applied their chosen focus standard to their text.

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 longer portions of a text (e.g., a section or chapter).
Addressed Standard(s)	
W.9-10.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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”).
SL.9-10.1.a-e	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively. 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

	<p>research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in the light of the evidence and reasoning presented.</p> <p>e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</p>
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Assessment

Assessment(s)

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.

- In paragraphs 20–22, how does Alvarez further develop ideas she introduces in paragraphs 3–7?

High Performance Response(s)

A High Performance Response should:

- Identify ideas common to paragraphs 3–7 and paragraphs 20–22 (e.g., silence, trauma, etc.).
- Discuss how the ideas from paragraphs 20–22 develop the ideas from paragraphs 3–7 (e.g., in paragraphs 3–7 Alvarez describes the trauma of living under Trujillo: Alvarez’s mother loses family friends who turn out to have “been disappeared” (par. 5). The shock of finding out that Trujillo is a “cold-blooded monster” is all the greater for Alvarez’s mother because she had “innocently revered him” (par. 6). In paragraphs 20–22, Alvarez develops the idea that her parents, especially her mother, continue to be affected by the trauma of life under Trujillo even after his death: “My mother . . . lived in terror of the consequences of living as free citizens” (par. 20). She further refines this idea by showing how her parents not only live in silence as if they were still living under Trujillo, but also impose silence on their daughters as Trujillo did on them: her mother repeats the phrase “En boca cerrada no entran moscas,” which was scratched on the lintel of La Cuarenta, the SIM torture center (par. 21). Alvarez’s mother imposes a “mandate of silence” just as Trujillo did (par. 22)).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> • lintel (n.) – horizontal architectural member supporting the weight above an opening, as a window or a door • mandate (n.) – authoritative order or command
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, W.9-10.9.b, SL.9-10.1.a–e • Text: “A Genetics of Justice” by Julia Alvarez, paragraphs 20–22 	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 15%
3. Masterful Reading	3. 5%
4. Reading and Discussion	4. 30%
5. Small Group Discussion	5. 30%
6. Quick Write	6. 10%
7. Closing	7. 5%

Materials

- Copies of the Paragraphs 20–22 Discussion Tool for each student
- Student copies of the Short Response Rubric (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 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 explore how Alvarez develops ideas from paragraphs 3–7 in paragraphs 20–22. Students engage in evidence-based discussion as well as complete a brief writing assignment to close the lesson.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

15%

Ask individual students to share the results of their investigations into the Mirabal sisters from the 10.2.2 Lesson 6 homework (Conduct a brief search into the Mirabal sisters and write a short paragraph explaining who they were and their significance in the history of the Dominican Republic.).

- ☞ Student responses should include:
 - The Mirabal sisters were Patria, Dedé, Minerva, and Maria Teresa Mirabal.
 - The Mirabal sisters were political dissidents who became involved in the movement against Trujillo.
 - The underground resistance movement that the Mirabal sisters formed was called the Movement of the Fourteenth of June, after a massacre that Patria witnessed while on a religious retreat.
 - The Movement of the Fourteenth of June distributed pamphlets about Trujillo’s crimes and obtained materials to make guns and bombs for an armed revolt.
 - The Mirabal sisters named themselves “Las Mariposas” or “The Butterflies” after Minerva’s underground name.
 - Trujillo had Minerva and Maria Teresa imprisoned and tortured on several occasions.

- On November 25, 1960, Minerva, Maria Teresa, Patria, and their driver were stopped by Trujillo’s men and beaten to death. Their death was made to look like a car accident.
- Dedé created a museum in honor of her sisters called the *Museo Hermanas Mirabal*.
- Dedé died in February 2014.
- In 1994, Julia Alvarez published a novel called *In The Time of the Butterflies* about the sisters.

Instruct students to take out their paragraphs 20–22 annotations (Read and annotate paragraphs 20–22 for central ideas, using the annotation code “CI.”) and do a Turn-and-Talk in pairs about their annotations. Instruct student pairs to discuss, based on their annotation, the ideas Alvarez develops in these paragraphs.

🗨 Student responses may include:

- Trauma
- Silence

Remind students that annotating helps them keep track of evidence they use later in the End-of-Unit Assessment, which focuses on the development of central ideas.

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

Activity 3: Masterful Reading

5%

Have students listen to a Masterful Reading of “A Genetics of Justice” paragraphs 20–22 (from “My mother, especially lived in terror of the consequences” to “I was a real thorn in my mother’s side”). Instruct students to follow along and listen for details that develop ideas from earlier in the essay.

- ▶ Students follow along, reading silently.

Activity 4: Reading and Discussion

30%

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

Instruct student pairs to reread paragraph 20 from (“My mother, especially lived in terror of the consequences” to “The same thing could happen to us”) and answer the following questions before sharing out with the class.

How does Alvarez’s use of the word *especially* further develop an idea that she introduces in paragraphs 2–6?

🗨️ Student responses may include:

- Alvarez’s comment that her mother “especially” lived in terror of Trujillo even after his fall recalls her statement in paragraph 2 that “Especially, I imagine my mother’s life.”
- Alvarez explains in paragraphs 2 and 3 that her mother was sheltered from the truth about Trujillo for a long time because her grandparents were afraid to criticize the regime and because “families such as hers kept their daughters out of the public eye.”
- As a result, Alvarez suggests in paragraph 6 that the reality of the dictatorship had a greater impact on her mother than on her father: “Perhaps because she had innocently revered him, my mother was now doubly revolted by this cold-blooded monster.”
- The word “especially” in paragraph 20 develops this by suggesting that her mother was more deeply and more lastingly affected by living under Trujillo.

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

Whose life does Alvarez “especially” imagine in paragraph 2?

🗨️ Alvarez “especially” imagines her mother’s life in paragraph 2.

Why does Alvarez suggest that her mother “knew nothing of the horrid crimes of the dictatorship” in paragraphs 2 and 3?

🗨️ Student responses may include:

- Alvarez notes that families like her mother’s “kept their daughters out of the public eye” (par. 2).
- Alvarez tells the reader that her grandparents were afraid to say anything against Trujillo, “even to their own children” (par. 3).

What is the impact on Alvarez’s mother of her sheltered upbringing in paragraphs 3 to 6?

🗨️ Student responses may include:

- Alvarez suggests that her mother was “intrigued” by Trujillo and that he must have appeared to her as “a kind of movie star” (par. 3). She even suggests that her mother may have had romantic fantasies about “the handsome young dictator” (par. 4).
- In paragraph 6, Alvarez suggests that because of her previous admiration of Trujillo, it came as a great shock to her mother to learn of his crimes and that “[p]erhaps because she had innocently revered him, my mother was now doubly revolted by this cold-blooded monster.”

What does the word *especially* imply about Alvarez’s mother in paragraph 20?

🗨️ It implies that she was more affected than Alvarez’s father by living under Trujillo’s rule.

How do Alvarez’s specific word choices develop the idea of trauma in the first three sentences of paragraph 20?

🗨️ Student responses may include:

- Alvarez refers to her mother’s “terror” of consequences: this is a very strong word, implying great fear.
- Alvarez states that her mother became “hysterical” when her father attended political meetings, suggesting a response beyond regular anxiety.

What consequences does Alvarez’s mother fear as a result of her husband’s activities?

🗨️ Student responses may include:

- Alvarez’s mother is afraid that the SIM will find out about Alvarez’s father’s activities.
- Alvarez’s mother is afraid that “family members remaining behind” in the Dominican Republic will be in danger.
- Alvarez’s mother fears that even in New York, the family “could suffer consequences.”
- Alvarez’s mother cites the example of Galíndez, an exiled anti-Trujillo activist who disappeared from the New York subway, and worries that the same could happen to one of her family.

Lead a brief, whole-class discussion of student responses. Distribute a Paragraphs 20–22 Discussion Tool to each student and ask them to write in the first column the central ideas as discussed here. Then in the third column, instruct students to write how the ideas have developed in paragraph 20.

Instruct student pairs to read and analyze paragraph 21 (from “I don’t know if my father complied” to “the entrance of the SIM’s torture center at La Cuarenta”) and answer the following questions before sharing out with the class.

What is the impact of Alvarez’s choice to begin paragraph 21 with the words “I don’t know”?

- 🗨️ By beginning the paragraph with the phrase “I don’t know,” Alvarez develops the idea of silence, highlighting the fact that she has been kept in the dark by her parents’ silence.

How does Alvarez develop the idea of silence in paragraph 21?

🗨️ Student responses may include:

- Alvarez refers to the fact that “[her father’s] silence deepened” after he abandoned his political activities.
- Alvarez highlights the “hushed voices” in which her parents speak about the Dominican Republic.

- Twice in the paragraph, Alvarez notes her own ignorance, saying that she “knew very little” about what was going on in the Dominican Republic.

Who imposes silence on the Alvarez household? Provide an example from the text to support your response.

☞ Student responses may include:

- Alvarez’s parents impose silence on their daughters.
- An example of this is when they confiscate the copy of *Time* magazine that reports the death of the Mirabal sisters.

① Students should be familiar with the Mirabal sisters from the 10.2.2 Lesson 6 homework.

Paraphrase Alvarez’s mother’s saying, “No flies fly into a closed mouth” (paragraph 20).

☞ Nothing bad happens if you keep silent.

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

To whom does Alvarez’s mother use the phrase “No flies fly into a closed mouth”?

☞ She uses it to Alvarez and her sisters.

When does Alvarez’s mother say, “No flies fly into a closed mouth”?

☞ She says this when Alvarez and her sisters ask “our many questions.”

Where else does Alvarez reveal that this saying was to be found?

☞ The saying was on one of Trujillo’s torture centers.

How does Alvarez’s description of her parents’ imposition of silence in paragraph 21 develop and refine the idea of trauma?

☞ Student responses may include:

- In paragraph 17, Alvarez refers to “habits of repression, censorship, terror” which continued long after Trujillo fell from power. In paragraph 21, she shows how the trauma of living under dictatorship remains in her parents even in New York.
- In paragraph 21, Alvarez refines this idea of “habits” of trauma by showing that Alvarez’s parents not only continue to live as if under a dictatorship, but they also impose the same fear on others, forcing silence and censorship on their daughters, for example, by taking away the magazine.

Provide students with the following definition: *lintel* means “horizontal architectural member supporting the weight above an opening, as a window or a door.”

- ▶ Students write the definition of *lintel* on their copy of the text or in a vocabulary journal.

How does Alvarez draw a connection between her mother’s response to questions and Trujillo?

☞ Student responses may include:

- By quoting the phrase “En boca cerrada no entran moscas” in Spanish first, Alvarez emphasizes its origins in the Dominican Republic.
- Alvarez adds the detail that the phrase was scratched on the lintel of one of Trujillo’s torture centers.

Lead a brief, whole-class discussion of student responses. Instruct students to use their Paragraphs 20–22 Discussion Tools to record how central ideas have developed in paragraph 21.

Provide students with the following definition: *mandate* means “authoritative order or command.”

- ▶ Students write the definition of *mandate* on their copy of the text or in a vocabulary journal.

Instruct student pairs to read and analyze paragraph 22, “Given this mandate of silence, I was a real thorn in my mother’s side,” and answer the following questions before sharing out with the class.

What is the impact of Alvarez’s choice of the words “mandate of silence” in paragraph 22?

- ☞ By calling it a “mandate,” Alvarez implies that her mother was acting like a dictator, like Trujillo.

What kind of relationship does Alvarez suggest between herself and her mother in paragraph 22?

- ☞ Alvarez states that she was “a real thorn in my mother’s side,” suggesting conflict.

Lead a brief, whole-class discussion of student responses. Instruct students to use their Paragraphs 20–22 Discussion Tools to record how central ideas have developed in paragraph 22.

Activity 5: Small Group Discussion

30%

Direct students to form small groups. Explain to students that they are going to participate in a small-group discussion around the following prompt:

Identify ideas common to paragraphs 3–7 and paragraphs 20–22. Support your responses with evidence from the text.

Direct students to take out their Paragraphs 20–22 Discussion Tool. Instruct students to take notes on their tool during the small group discussions. Explain to students that throughout their reading and discussion in the previous activity, they have likely completed columns 1 and 3 of the tool and should use column 2 to write about connections to paragraphs 3–7.

- ▶ Students in small groups discuss the prompt and take notes using the Paragraphs 20–22 Discussion Tool.
- 🗨️ See the Model Paragraphs 20–22 Discussion Tool for sample student responses.

Conduct a brief whole-class discussion, asking groups to discuss how Alvarez further develops ideas from paragraphs 3–7 in paragraphs 20–22.

- ① Consider reminding students of their previous work with standard SL.9-10.1.a–e, which requires that students participate in collaborative discussions, drawing on reading and research, and probing reasoning while remaining respectful of diverse perspectives.

Activity 6: Quick Write

10%

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

In paragraphs 20–22, how does Alvarez further develop ideas she introduces in paragraphs 3–7?

Instruct students to look at their annotations and tools to find evidence. Ask students to use this lesson’s vocabulary wherever possible in their written responses and to practice using specific language and domain-specific vocabulary. 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 7: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to reread paragraphs 1–22 and write a paragraph in response to the following prompt:

Analyze how Alvarez develops her description of her mother in relation to Trujillo in paragraphs 1–22.

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

Additionally, 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

Reread paragraphs 1–22 and write a paragraph in response to the following prompt:

Analyze how Alvarez develops her description of her mother in relation to Trujillo in paragraphs 1–22.

Use the Short Response Rubric and Checklist to guide your written responses and use this lesson’s vocabulary wherever possible.

Additionally, continue reading 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.

Paragraphs 20–22 Discussion Tool

Name:		Class:		Date:	
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Idea	Introduction in Paragraphs 3–7 (with textual evidence)	Development in Paragraphs 20–22 (with textual evidence)

Model Paragraphs 20–22 Discussion Tool

Name:		Class:		Date:	
Idea	Introduction in Paragraphs 3–7 (with textual evidence)	Development in Paragraphs 20–22 (with textual evidence)			
Trauma	<p>Alvarez’s mother loses friends to Trujillo’s regime: “Thousands had lost their lives in failed attempts to return the country to democracy” (par. 5).</p> <p>The discovery of the true nature of Trujillo’s regime is all the more devastating for Alvarez’s mother because she had admired him: “Perhaps because she had innocently revered him, my mother was now doubly revolted by this cold-blooded monster” (par. 6). He becomes an “obsession” (par. 6).</p>	<p>Alvarez develops the idea of trauma by showing how the habits of terror continue to influence her parents even after their escape: “My mother . . . lived in terror of the consequences of living as free citizens” (par. 20).</p> <p>She further refines the idea of trauma by showing how Alvarez’s parents, especially her mother, act like a dictator to their own daughters: her mother repeats the phrase “En boca cerrada no entran moscas,” which was scratched on the lintel of La Cuarenta, the SIM torture center (par. 21). She imposes a “mandate of silence” (par. 22).</p>			
Silence	<p>Alvarez’s grandparents are afraid to speak against Trujillo in paragraph 3: “her [mother’s] parents were afraid to say anything—even to their own children—against the regime.”</p>	<p>Alvarez emphasizes the silence that surrounds the Dominican Republic in her family. After her father stops going to meetings “his silence deepened” (par. 21); her mother imposes a “mandate of silence” (par. 22) and reminds her daughters that, “No flies fly into a closed mouth,” meaning that safety lies in silence (par. 21).</p>			

10.2.2

Lesson 8

Introduction

In this lesson, students read and analyze paragraphs 23–26 of “A Genetics of Justice” (from “She had named me, her second of four daughters” to “If looks could kill”), in which Alvarez describes her relationship with her mother. Students explore how Alvarez unfolds and connects her ideas and then analyze how she uses specific details to shape and refine central ideas. Student learning culminates in a Quick Write on the following prompt: How do the connections Alvarez draws in paragraphs 23–26 further shape and refine a central idea? For homework, students continue their Accountable Independent Reading.

Standards

Assessed Standard(s)	
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
Addressed Standard(s)	
None.	

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 do the connections Alvarez draws in paragraphs 23–26 further shape and refine a central idea?

High Performance Response(s)

A High Performance Response should:

- Identify one or more connections Alvarez draws in paragraphs 23–26 (e.g., Alvarez draws connections between the way her mother “found ways of controlling [her]” (par. 24) and the way Trujillo controlled people of the Dominican Republic).
- Identify a central idea related to the connections in paragraphs 23–26 (e.g., the central idea of silence versus voice is developed through the connection between Alvarez’s mother and Trujillo).
- Explain how the connections in paragraphs 23–26 refine a central idea (e.g., the way Alvarez’s mother and Trujillo both use threats and fear to prevent people from speaking the truth develops the central idea of silence versus voice).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- adolescence (n.) – the period in human development that occurs between the beginning of puberty and adulthood
- outlandish (adj.) – freakishly or grotesquely strange or odd, as appearance, dress, objects, ideas, or practices
- disown (v.) – to deny the ownership of or responsibility for

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

- None.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p>Standards & Text:</p> <ul style="list-style-type: none"> • Standards: RI.9-10.2, RI.9-10.3 • Text: “A Genetics of Justice” by Julia Alvarez, paragraphs 23–26 <p>Learning Sequence:</p> <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Masterful Reading 4. Reading and Discussion 	<ol style="list-style-type: none"> 1. 5% 2. 10% 3. 10% 4. 55%

5. Quick Write	5. 15%
6. Closing	6. 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 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 standards for this lesson: RI.9-10.2 and RI.9-10.3. In this lesson, students analyze how Alvarez unfolds ideas and draws connections between them. Students also analyze how Alvarez refines the essay’s central ideas.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

10%

Instruct students to talk in pairs about how they applied their focus standard to their 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 form new pairs and exchange their responses to the 10.2.2 Lesson 7 homework prompt (Analyze how Alvarez develops her description of her mother in relation to Trujillo in paragraphs 1–22.).

🗨 Student responses may include:

- As a girl, Alvarez’s mother was “kept . . . out of the public eye,” so she wouldn’t catch Trujillo’s eye and be a victim of his “appetite for pretty girls” (par. 2).
- Alvarez’s grandparents “were afraid to say anything—even to their own children—against the regime” (par. 3), so Alvarez’s mother knew little of Trujillo’s true character.
- She thought of Trujillo “as a kind of movie star” (par. 3) and in her daydreams, “her great love wore the handsome young dictator’s face” (par. 4).
- By the time Alvarez’s mother married Alvarez’s father, she “knew all about the true nature of the dictatorship” (par. 5). Family friends had disappeared and she knew that Trujillo had killed thousands of people.
- Alvarez’s mother was “doubly revolted” by Trujillo and thought of him as a “cold-blooded monster” (par. 6).
- Trujillo even became “something of an obsession” to Alvarez’s mother. She used him as a boogeyman in “cautionary tales” to Alvarez and her sisters.
- Alvarez’s mother suffered in the parade for Trujillo, marching “for hours in the hot sun” until she felt like “she was going to faint” and her “feet were swollen and hurting” (par. 12).
- The parade increased Alvarez’s mother’s obsession with Trujillo. Even after she left the Dominican Republic, she still lived with “the habits of repression, censorship, terror” (par. 17).
- Trujillo so affected Alvarez’s mother that she enforced on her daughters the same “mandate of silence” (par. 22) that Trujillo had enforced in the Dominican Republic.

Activity 3: Masterful Reading

10%

Have students listen to a Masterful Reading of paragraphs 23–26 from “A Genetics of Justice,” (from “She had named me, her second of four daughters” to “If looks could kill”). Ask students to listen for details that develop the central ideas in the story.

- ▶ Students follow along, reading silently.

Activity 4: Reading and Discussion

55%

Explain to students that, throughout the discussion, they 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.

Provide students with the following definition: *adolescence* means “the period in human development that occurs between the beginning of puberty and adulthood.”

- ▶ Students write the definition of *adolescence* on their copy of the text or in a vocabulary journal.

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

Instruct student pairs to reread paragraph 23 (from “She had named me, her second of four daughters” to “but adolescence was a full-fledged war”) and answer the following questions before sharing out with the class.

What ideas about herself does Alvarez reveal in paragraph 23?

🗨 Student responses may include:

- Alvarez reveals that she talked a lot: “I would not shut up.”
- She frequently disagreed and argued with her mother: “I always had to answer her back when I disagreed with her.”
- Her relationship with her mother was strained: “Childhood was rocky, but adolescence was a full-fledged war.”
- She also reveals that she shares the same name with her mother.

What words does Alvarez use to describe her relationship with her mother? How does the word choice develop Alvarez’s relationship with her mother?

🗨 Alvarez describes the relationship as “rocky” and “a full-fledged war” (par. 23). These word choices develop the reader’s understanding of the conflict that defines the relationship.

How is Alvarez different from her mother? Cite specific examples from paragraph 23 and earlier in the essay to support your analysis.

🗨 Alvarez does “not shut up.” She also feels the need to answer back when she disagrees with her mother. In contrast, her mother is “afraid of awful consequences if [she speaks] out or disagree[s] with authorities” (par. 18).

How does the contrast between Alvarez and her mother develop one of the essay’s central ideas?

🗨 The contrast between Alvarez and her mother develops the central idea of silence. When Alvarez says she was “the best behaved [child] until [she] learned to talk” (par. 23), she reinforces that authority figures in her life often prefer when people are silent.

Lead a brief whole-class discussion of student responses. Distribute or ask students to take out their Central Ideas Tracking Tool and record how central ideas are developed in paragraph 23.

Provide students with the following definitions: *outlandish* means “freakishly or grotesquely strange or odd, as appearance, dress, objects, ideas, or practices” and *disown* means “to deny the ownership of or responsibility for.”

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

Instruct student pairs to read paragraphs 24–26 (from “Still, my mother found ways of controlling me” to “If looks could kill”) and answer the following questions before sharing out with the class.

Why did the Trujillo “cautionary tales” work only “momentarily”?

- ☞ The cautionary tales worked only momentarily because Alvarez loved hearing the stories that were supposed to serve as warnings.

- ① **Differentiation Consideration:** If students struggle with this question, consider asking them to revisit the “cautionary tales” Alvarez relates in paragraphs 7 and 8. Then ask the following question:

According to paragraphs 7–8, why does Alvarez’s mother tell “cautionary tales”?

- ☞ She tells the cautionary tales when the girls “misbehaved” (par. 7) or “cared too much about our appearance” (par. 8) to get them to see Trujillo’s bad example and behave better.

Where did Alvarez’s mother learn her definition of disrespect? How does Alvarez’s mother’s definition of “disrespect” develop the central idea of silence?

- ☞ Alvarez’s mother learned her severe, strict definition of “disrespect” from the dictatorship. This definition of disrespect as “anything short of worship” (par. 24) develops the central idea of silence by revealing that “saying the truth” (par. 25) about family members is forbidden.

- ① **Differentiation Consideration:** If students struggle with the question above, consider asking the following scaffolding question:

How does Alvarez say her mother defines “disrespect”?

- ☞ Alvarez says her mother defines disrespect as “anything short of worship” (par. 24).


How does Alvarez develop the contrast between herself and her mother in paragraphs 24–26?

- ☞ Alvarez reveals that she is concerned about “just saying the truth” (par. 25), but her mother is concerned about enforcing silence and respect for authority. For example, when Eleanor Roosevelt’s grandson calls Roosevelt a “plain woman” (par. 25) Alvarez’s mother says “Truth! What about honoring his grandmother?” (par. 26).



Lead a brief whole-class discussion of student responses.

Consider suggesting students refine the central idea of “silence” to “silence versus voice.” Define the term “voice” as “the relationship between self-expression and power.” Then, discuss the following questions as a class:


How does the contrast in paragraphs 24–26 refine one of the essay’s central ideas?

-  The different reactions to Roosevelt’s grandson’s biography develop the idea of silence versus voice. Alvarez’s mother promotes silence when she says the grandson “should be ashamed of himself . . . for calling his grandmother a plain woman” (par. 24). Alvarez, on the other hand, believes the grandson can say whatever he wants because he is “just saying the truth” (par. 25).


What connections does Alvarez draw between her mother and Trujillo? Consider evidence about Alvarez’s mother in comparison to descriptions of Trujillo earlier in the essay.

-  Even though Alvarez’s mother despises Trujillo, she mirrors some of his behaviors in the tactics she uses to control Alvarez. For example, Alvarez’s mother threatens to “disown” her for being “disrespectful” (par. 24). Similarly, Trujillo uses threats and fear so “parents were afraid to say anything—even to their own children” (par. 3).
-  **Differentiation Consideration:** If students need additional support to identify the connections between Alvarez’s mother and Trujillo, consider asking the following questions.

What methods does Trujillo use to control people (paragraphs 3–5)?

-  Student responses may include:
 - Trujillo uses fear to control people: “[P]arents were afraid to say anything—even to their own children” (par. 3).
 - Trujillo reminds people he is in charge. All houses hang the declaration “In this house Trujillo is chief” (par. 4).
 - Trujillo creates fear because he kills or imprisons people who challenge him: “Family friends . . . turned out to have been disappeared” (par. 5).

How did Alvarez’s mother control Alvarez (paragraphs 24–26)?

-  Student responses may include:
 - Alvarez’s mother tells “Trujillo cautionary tales” (par. 24) to warn Alvarez.
 - Alvarez’s mother uses “threats to disown” Alvarez for showing “anything less than worship” (par. 24).

- Alvarez’s mother tries to use fear to influence Alvarez: “My mother’s eyes had that look she saw in my eyes when she said ‘If looks could kill’” (par. 26).

Ask students to use their Central Ideas Tracking Tools to record how central ideas have developed in paragraphs 24–26.

Activity 5: Quick Write

15%

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

How do the connections Alvarez draws in paragraphs 23–26 further shape and refine a central idea?

Instruct students to look at their annotations to find evidence. Ask students to use this lesson’s vocabulary wherever possible in their written responses and to practice using specific language and domain-specific vocabulary. 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 continue reading 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

Continue reading 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 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:	“A Genetics of Justice”
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Paragraph #	Central Ideas	Notes and Connections
Alvarez 23	Silence	The contrast between Alvarez and her mother develops the central idea of silence. When Alvarez says she was “the best behaved [child] until [she] learned to talk” (par. 23), she reinforces that authority figures in her life prefer when people are silent.
Alvarez 24–26	Silence versus voice	Alvarez defends Eleanor Roosevelt’s grandson because he is “just saying the truth” (par. 25). She believes the writer can write what he wants to write. Alvarez’s mother, on the other hand, says the grandson “should be ashamed of himself . . . for calling his grandmother ‘a plain woman’” (par. 24). The connections between Alvarez’s mother and Trujillo develop the central idea of silence versus voice. Trujillo is brutal and violent, and Trujillo’s mother is not, but they both try to silence someone else’s voice as a method of control. For example, if Alvarez shows “anything less than worship” to someone she should respect, her mother uses “threats to disown” her (par. 24). In a much more brutal sense, Trujillo kills and imprisons people until “parents [are] afraid to say anything—even to their own children” (par. 3).

10.2.2

Lesson 9

Introduction

In this lesson, students read and analyze paragraphs 27–31 of “A Genetics of Justice” (from “Unfortunately for my mother, I grew up to be a writer” to “full-blown in a family moment, there it was”), in which Alvarez describes her choice to become a writer and the challenge she faces when she decides to publish a novel critical of the dictatorship. Students explore how portions of the text develop and refine Alvarez’s ideas and claims. Additionally, students analyze the powerful family moment and reflection Alvarez uses to conclude the essay.

This lesson assesses student learning through a Quick Write on the following prompt: How does Alvarez refine a central idea of the text in paragraphs 27–31? For homework, students reread the essay and organize their notes to prepare for the End-of-Unit Assessment. Students also reread and annotate the essay with a specific focus on of the idea of justice.

Standards

Assessed Standard(s)	
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
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)	
L.9-10.5.a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

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 Alvarez refine a central idea of the text in paragraphs 27–31?
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> • Identify a central idea that Alvarez refines in paragraphs 27–31 (e.g., silence versus voice, trauma, or freedom). • Explain how Alvarez refines the idea in paragraphs 27–31 (e.g., throughout the essay Alvarez’s family struggles to be free from the fear and influence of the dictatorship. In the final paragraphs Alvarez’s mother finally says, “I don’t care what happens to us.” This is the first time in the essay Alvarez’s mother seems to be free from her fear of the dictatorship).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> • contemporaries (n.) – people of the same age as each other • cronies (n.) – close friends, companions • embers (n.) – small live pieces of coal, wood, etc., as in a dying fire • instilled (v.) – infused slowly or gradually into the mind or feelings
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> • inscribed (v.) – addressed or dedicated (a book, photograph, etc.) informally to a person, especially by writing a brief personal note in or on it

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p>Standards & Text:</p> <ul style="list-style-type: none"> • Standards: RI.9-10.2, RI.9-10.5, L.9-10.5.a • Text: “A Genetics of Justice” by Julia Alvarez paragraphs 27–31 	

Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 10%
3. Masterful Reading	3. 10%
4. Reading and Discussion	4. 55%
5. Quick Write	5. 15%
6. Closing	6. 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 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 standards for this lesson: RI.9-10.2 and RI.9-10.5. In this lesson, students read the conclusion of “A Genetics of Justice” and analyze how the final paragraphs of the essay develop and refine one of Alvarez’s central ideas.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

10%

Instruct students to talk in pairs about how they applied their chosen focus standard to their 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 chosen focus standard to their AIR text from the previous lesson's homework.

Activity 3: Masterful Reading

10%

Have students listen to a Masterful Reading of paragraphs 27–31 from “A Genetics of Justice” (from “Unfortunately for my mother, I grew up to be a writer” to “full-blown in a family moment, there it was”). Instruct students to listen for ideas developed in these final paragraphs of the essay.

- ▶ Students follow along, reading silently.

Activity 4: Reading and Discussion

55%

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

Instruct student groups to reread paragraph 27 (from “Unfortunately for my mother, I grew up to be a writer” to “she did not talk to me for months”) and answer the following questions before sharing out with the class.

In paragraph 27, What is Alvarez’s mother’s response to Alvarez’s poetry? What is her response to Alvarez’s first novel?

- ☞ At first, when Alvarez writes poetry, her mother “[flushes] with personal pride” but then she becomes angry and will “not talk to [Alvarez] for months.”

Explain the reason behind Alvarez’s mother’s response to Alvarez’s first novel.

- ☞ Alvarez’s mother’s feelings change because Alvarez writes a novel with a “strong autobiographical base” (par. 27).

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

Which of her decisions does Alvarez claim is “unfortunate” for her mother?

- ☞ Alvarez says her decision to become “a writer publishing under [her] maiden name” was unfortunate for her mother.

Why do Alvarez’s mother’s friends believe that Alvarez’s mother is a writer?

- Alvarez’s mother’s friends are confused because both Alvarez and her mother are named Julia Alvarez.

Based on Alvarez’s mother’s concerns from earlier in the essay, why would she object to a novel with a “strong autobiographical base”?

- Because she believes that “disrespect” is “anything short of worship” (par. 24), Alvarez’s “just saying the truth” (par. 25) in her autobiographical novel would probably seem like disrespect to Alvarez’s mother.

How do Alvarez’s mother’s responses to Alvarez’s writing develop central ideas of the text?

- Student responses may include:
 - Alvarez’s mother disapproves of Alvarez’s writing or Alvarez’s “voice,” especially in novels “with a strong autobiographical base” (par. 27). Alvarez’s mother’s desire for “silence,” especially about family “truths” further develops the ideas of silence versus voice (par. 26).
 - Alvarez’s mother’s desire for silence about Alvarez’s writing shows that she is still living with the trauma of “living in the dictatorship” even though Trujillo is long dead (par. 18).

Lead a brief whole-class discussion of student responses. Distribute or instruct students to take out their Central Ideas Tracking Tools and record the development of central ideas in paragraph 27.

Provide students with the following definitions: *contemporaries* means “people of the same age as each other” and *cronies* means “close friends or companions.”

- Students write the definitions of *contemporaries* and *cronies* on their copy of the text or in a vocabulary journal.

Instruct small groups to read paragraph 28 (from “Then I started to work on my second novel” to “an excuse to go after my family, after my father, after her”) and answer the following questions before sharing out with the class.

Which specific words in paragraph 28 recall ideas from earlier in the text?

- Student responses may include:
 - The phrase “three Mirabal sisters” and “confiscated *Time* magazine” recalls the “silence” Alvarez’s parents demanded “about anything ‘political’” (par. 18).

- The phrase “to go after my family, after my father, after her” recalls Alvarez’s mother’s traumatic fears that even after they move to New York her “own family . . . could suffer consequences” (par. 20).

What is the impact of recalling these ideas at the end of the essay?

- Recalling these ideas at the end of the essay reminds the readers of the issues still present in the Alvarez’s family life, especially those in the lives of Julia Alvarez and her mother: silence versus voice, trauma, and freedom.

- ① **Differentiation Consideration:** If students struggle with the previous two questions, ask the following questions:

What is the story of Alvarez’s second novel?

- Alvarez’s second novel is a “fictional retelling” of the story of three sisters living under the dictatorship.

What does Alvarez’s mother believe might happen if Alvarez publishes her second novel?

- Alvarez’s mother believes “cronies of the dictator” might go after her family because of the novel.

- ① Consider reminding students of their work with the Mirabal sisters in 10.2.2 Lesson 6 homework.

Lead a brief whole-class discussion of student responses. Instruct students to use their Central Ideas Tracking Tools to record the development of central ideas in paragraph 28.

Provide students with the following definition: *embers* means “small live pieces of coal, wood, etc., as in a dying fire.”



- ▶ Students write the definition of *embers* on their copy of the text or in a vocabulary journal.

Instruct small groups to read paragraph 29 (from “This was one of the hardest challenges” to “they said, shaking their heads”) and answer the following questions before sharing out with the class.



What “hardest challenge” does Alvarez introduce in paragraph 29? How does Alvarez use rhetoric to develop this “challenge”?

- Alvarez develops her challenge about whether or not she should publish her second novel. Alvarez uses two rhetorical questions to develop the challenge. First she asks, “Could I really put my work above the lives of human beings?” Next, she asks, “But, if I shut up, wouldn’t I still be fanning the embers of dictatorship?” (par. 29).


What does the word *embers* in the phrase “the embers of the dictatorship” suggest about the status of the dictatorship?

-  The word *embers* describes what is left over when a fire is dying. This image suggests the dictatorship is not powerful like it used to be, but it is not totally gone and could still be dangerous.
-  Consider drawing students' attention to their application of standard L.9-10.5.a through the process of determining meaning of figurative language.

How does Alvarez's “challenge” in paragraph 29 further develop one of the essay's central ideas?

-  Alvarez considers not publishing her second novel because she is afraid she would be “put[ting] [her] work above the lives of human beings” (par. 29). This develops the essay's central idea of silence versus voice. This is another example of how the dictatorship used fear to silence people in the Dominican Republic and even after they left the country.
-  **Differentiation Consideration:** If students struggle to understand Alvarez's “challenge,” consider asking the following question:

What do Alvarez's cousins in the Dominican Republic say about Alvarez's mother's “dire predictions”?


-  Alvarez's cousins say that her “mother's dire predictions” have no “foundation.” This means that people will not be killed because of Alvarez's writing.

What is the meaning of the cousins' response that “old people still see a SIM agent under every bush”?

-  The cousins say that “old people still see a SIM agent under every bush” to illustrate how older people in the Dominican Republic still live in fear of the dictatorship.

Lead a brief whole-class discussion of student responses. Instruct students to use their Central Ideas Tracking Tools to record the development of central ideas in paragraph 29.

Provide students with the following definition: *instilled* means “infused slowly or gradually into the mind or feelings.”

-  Students write the definition of *instilled* on their copy of the text or in a vocabulary journal.

Instruct small groups to read paragraphs 30 and 31 (from “When the novel came out” to “in a family moment, there it was”) and answer the following questions before sharing out with the class.

What does Alvarez inscribe for her parents? How does this inscription refine an idea developed in Alvarez’s “challenge” about publishing the novel?

- ① Consider providing students with the following definition: *inscribed* means “addressed or dedicated (a book, photograph, etc.) informally to a person, especially by writing a brief personal note in or on it.”
 - ▶ Students write the definition of *inscribed* on their copy of the text or in a vocabulary journal.
 - 🗨 Alvarez inscribes the note, “Thank you for having instilled in me through your sufferings a desire for freedom and justice” inside her novel. This inscription refines the idea that Alvarez published the novel, even though she was afraid, because she wants freedom and justice.

How does the phone call between Alvarez and her mother develop the central ideas of trauma and freedom?

- 🗨 Student responses may include:
 - The way Alvarez’s mother reacts to the novel develops the idea of trauma. After she reads the novel, Alvarez’s mother says, “You put me back in those days. It was like I was reliving it all” (par. 30).
 - Imagining her past experience through the novel allows Alvarez’s mother to be freed from the trauma of the dictatorship. She goes from being afraid that the novel will “directly” endanger her family’s lives to sobbing, “I don’t care what happens to us!” (par. 30).
- ① **Differentiation Consideration:** If students struggle to answer these questions, consider asking the following questions:

What is Alvarez’s mother’s reaction after reading the novel? What causes this reaction?

- 🗨 Alvarez’s mother calls Alvarez to tell her that reading the novel was like being “back in those days” and “reliving it all” (par. 30). Then she begins “sobbing” (par. 30). Alvarez’s mother is grateful and “so proud of [Alvarez] for writing this book” (par. 30).

How does the phone call refine Alvarez’s ideas about her relationship with her mother?

- 🗨 Throughout the essay, Alvarez develops the conflict in her “rocky” (par. 23) relationship with her mother. The phone call in paragraph 30 introduces a new element of the relationship by showing how Alvarez’s mother is proud of her for her courage in publishing the novel.

What is the meaning of “genetic justice” as Alvarez describes it? How is the event described in paragraph 31 an example of “genetic justice”?

- 🗨 Student responses may include:

- Genetic justice is the value of justice being handed down from one generation to the next.
- Although Alvarez describes her parents as losing their “spark” of fighting for justice (par. 10), Alvarez credits her parents’ “sufferings” as giving her “a desire for freedom and justice” (par. 30). So they handed down a desire for justice to Alvarez.
- Alvarez herself gives justice back to her parents. Alvarez writes a novel that “put[s her mother] back in those days” of suffering under the dictatorship. By giving voice to her parents’ fears and suffering, she frees them from the hold the dictatorship had on them. Her mother finally experiences this freedom and justice, saying, “I don’t care what happens to us!” (par. 30).

Lead a brief whole-class discussion of student responses. Instruct students to use their Central Ideas Tracking Tools to record the development of central ideas in paragraphs 30 and 31.

Activity 5: Quick Write

15%

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

How does Alvarez refine a central idea of the text in paragraphs 27–31?

Instruct students to look at their annotations and tools to find evidence. Ask students to use this lesson’s vocabulary wherever possible in their written responses and to practice using specific language and domain-specific vocabulary. 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 reread “A Genetics of Justice” and organize their notes and annotations in preparation for the End-of-Unit Assessment.

- ▶ Students follow along.

Also for homework, instruct students to reread the essay and annotate for the idea of “justice” and how Alvarez develops the idea throughout the essay.

Homework

Reread “A Genetics of Justice” and organize and expand your notes and annotations in preparation for the End-of-Unit Assessment. Also, reread the essay and annotate for the idea of justice and how Alvarez develops the idea throughout the essay.

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:	“A Genetics of Justice”
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Paragraph #	Central Ideas	Notes and Connections
27	Trauma	Alvarez publishes a novel “with a strong autobiographical base” in which she likely revealed details about her family’s life, so her mother does “not talk to [her] for months” (par. 27). The fear surrounding Alvarez publishing her second novel refines the idea of trauma. Even though there is no real danger, “old people still see a SIM agent under every bush” (par. 29), so Alvarez’s mother worries that the dictatorship will hurt people because of the novel. This fear shows some of the long-term effects of trauma.
29–31	Silence versus voice	Alvarez considers not publishing her second novel because she is afraid she would be “put[ting her] work above the lives of human beings,” but she also doesn’t want to “[fan] the embers of the dictatorship” (par. 29). This debate is a struggle between Alvarez being silenced by fear of the dictatorship and using her voice to tell a story based on truth.
30	Freedom	Alvarez thanks her parents for instilling in her “a desire for freedom and justice.” Alvarez’s mother has a breakthrough when she finally feels free from the fear and influence of the dictatorship. Speaking of the consequences that might come from the publishing of Alvarez’s second novel, she says, “I don’t care what happens to us” (par. 30).

10.2.2

Lesson 10

Introduction

In this End-of-Unit Assessment, students use textual evidence from “A Genetics of Justice” to craft a formal, multi-paragraph response on the following prompt: How does the sentence “No flies fly into a closed mouth” (par. 21) develop and refine one of Alvarez’s ideas in “A Genetics of Justice”?

Students review their annotated texts, lesson Quick Writes, discussion notes, homework notes, and tools to organize their ideas. Students then develop their essays with relevant and sufficient facts, extended definitions, concrete details, and quotations.

Student responses are assessed using the Text Analysis Rubric. For homework, students define vocabulary words in preparation for 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).
W.9-10.2.a-f	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

	f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.9-10.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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”).
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Addressed Standard(s)	
None.	

Assessment

Assessment(s)
<p>Student learning is assessed via a multi-paragraph response to the End-of-Unit Assessment. 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 the sentence “No flies fly into a closed mouth” (par. 21) develop and refine one of Alvarez’s ideas in “A Genetics of Justice”? <p>i Student responses will be evaluated using the 10.2.2 End-of-Unit Text Analysis Rubric.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Identify an idea Alvarez develops in “A Genetics of Justice” (e.g., silence versus voice) Demonstrate a text-based analysis of how the sentence, “No flies fly into a closed mouth” (par. 21) develops and refines the identified idea. <p>Student responses may include the following ideas:</p> <ul style="list-style-type: none"> Alvarez’s mother’s parents were “afraid to say anything—even to their own children—against the regime” (par. 3). Alvarez’s father loses his will to protest and rebel against the regime after he has children to worry

about. His spark “seemed to have burnt out” (par. 10).

- Even after Alvarez’s parents move to the United States they are silent because they fear the regime: “[T]hey were afraid of awful consequences if they spoke out or disagreed with authorities” (par. 18).
- Alvarez’s parents were silent on the issue of the United States’ role in installing the dictatorship. Alvarez says, “About all these matters, my parents were silent, afraid that ungratefulness would result in our being sent back to where we had come from” (par. 19).
- After a few months of attending Juan Bosch’s revolutionary meetings, Alvarez’s father stopped participating: “[H]e dropped out of these political activities and his silence deepened” (par. 21).
- Whenever the topic of the situation on the island came up, Alvarez’s parents “spoke in hushed voices” because they were scared (par. 21).
- When Alvarez writes her second novel, she considers not publishing it because of fear caused by the dictatorship (par. 29).

Student responses may include the following analysis:

- The statement “No flies fly into a closed mouth” (par. 21) develops the idea that speaking out can cause problems and being silent is the safest decision. While Alvarez knows that speaking the truth is important, people in authority try to keep others silent as a way of controlling them.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- None.*

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

- None.*

*Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the text, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1E of this document http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text:	
<ul style="list-style-type: none"> Standards: RI.9-10.5, W.9-10.2.a-f, W.9-10.9.b, L.9-10.1, L.9-10.2 Text: "A Genetics of Justice" by Julia Alvarez 	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 10%
3. End-of-Unit Assessment	3. 80%
4. Closing	4. 5%

Materials

- Copies of 10.2.2 End-of-Unit Assessment for each student
- Copies of the 10.2.2 End-of-Unit Text Analysis Rubric and Checklist for each student
- Copies of *The Universal Declaration of Human Rights* for each student (with the preamble paragraphs numbered 1-8)

① Consider numbering the paragraphs of *The Universal Declaration of Human Rights* before the lesson.

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.
①	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and assessed standards for this lesson: RI.9-10.5, W.9-10.2.a-f, L.9-10.1, and L.9-10.2. In this lesson, students complete the End-of-Unit Assessment in which they analyze how one sentence from the essay refines and develops one of Alvarez’s ideas.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

10%

Ask students to take out their materials for the End-of-Unit Assessment, including all notes, annotations, and Quick Writes.

- ▶ Students take out their materials for the End-of-Unit Assessment.
- ① Students demonstrate completion of their homework by having all of their materials organized and accessible for the assessment.

Instruct students to talk in pairs about how they annotated for the idea of justice in the text.

- ☞ Student annotated responses may include a star (*) or the word *justice* near text:
 - In paragraph 14, “I want my mother to see what she cannot yet imagine: El Jefe coming undone.”
 - In paragraph 16, “Finally, after thirty one years, Trujillo was brought to justice.”
 - In paragraph 30, “Thank you having instilled in me through your sufferings a desire for freedom and justice.”
 - In paragraph 31, “If there is such a thing as genetic justice that courses through the generations and finally manifests itself full-blown in a family moment, there it was.”

Remind students that annotating helps them keep track of evidence they can use for the End-of-Unit Assessment.

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

Activity 3: End-of-Unit Assessment

80%

Inform students that they should use their annotated text, lesson Quick Writes, discussion notes, and homework notes for the End-of-Unit Assessment. Instruct students to write a multi-paragraph response to the following prompt:

How does the sentence “No flies fly into a closed mouth” (par. 21) develop and refine one of Alvarez’s ideas in “A Genetics of Justice”?

Remind students to use the Text Analysis Rubric to guide their written responses. Ask students to use this unit’s vocabulary wherever possible in their written responses.

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

Explain to students that because it is a formal writing task, the End-of-Unit Assessment should include an introductory statement, well-organized ideas supported by relevant and sufficient textual evidence, and a concluding statement or section. Remind students to use this unit’s vocabulary, as well as proper grammar, capitalization, punctuation, and spelling to achieve a formal style and objective tone.

- ▶ Students listen.

Distribute and review the 10.2.2 End-of-Unit Text Analysis Rubric. Remind students to revisit the rubric once they are finished with the assessment to ensure they have fulfilled all the criteria.

- ▶ Students review the 10.2.2 End-of-Unit Text Analysis Rubric.

Transition students to independent writing. Give students the remaining class period to write.

- ▶ Students independently answer the prompt using evidence from the text.

☞ See High Performance Response at the beginning of this lesson.

① Consider encouraging those who finish early to reread and revise their response using the Text Analysis Rubric and Checklist.

Activity 4: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to read the preamble and Articles 1–10 of *The Universal Declaration of Human Rights*. 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.

① Distribute copies of *The Universal Declaration of Human Rights* to each student.

Homework

Read the preamble and Articles 1–10 of *The Universal Declaration of Human Rights*. 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.

10.2.2 End-of-Unit Assessment

Text-Based Response

Your Task: Rely on your reading and analysis of “A Genetics of Justice” to write a well-developed response to the following prompt:

How does the sentence “No flies fly into a closed mouth” (par. 21) develop and refine one of Alvarez’s ideas in “A Genetics of Justice”?

Your writing is assessed using the 10.2.2 End-of-Unit Text Analysis Rubric.

Guidelines

Be sure to:

- Closely read the prompt
- Address all elements of the prompt in your response
- Paraphrase, quote, and reference relevant evidence to support your analysis
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

CCSS: RI.9-10.5, W.9-10.2.a-f, W.9-10.9.b, L.9-10.1, L.9-10.2

Commentary on the Task:

This task measures RI.9-10.5 because it demands that students:

- 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).

This task measures W.9-10.2.a-f because it demands that students:

- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - Use precise language and domain-specific vocabulary to manage the complexity of the topic.

- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

This task measures W.9-10.9.b because it demands that students:

- Draw evidence from informational texts to support analysis, reflection, and research.

This task measures L.9-10.1 and L.9-10.2 because it demands that students:

- Demonstrate command of the conventions of standard English grammar, capitalization, punctuation, and usage when writing or speaking.

10.2.2 End-of-Unit Text Analysis Rubric

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Criteria	4 – Response at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
<p>Content and Analysis The extent to which the response analyzes 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). CCSS.ELA-Literacy.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).</p>	Skillfully analyze how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	Analyze how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	Inaccurately identify an author’s ideas or claims in a text or misidentify sentences, paragraphs, or larger portions of a text that develop or refine an author’s ideas or claims.	Inaccurately identify an author’s ideas or claims; provide little to no analysis of how particular sentences, paragraphs, or larger portions of a text develop or refine those claims.
<p>Command of Evidence and Reasoning The extent to which the response examines and conveys complex ideas, concepts and information clearly and accurately through the effective selection, organization, and analysis of content. CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. CCSS.ELA-Literacy.W.9-10.2.b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. The extent to which the response draws evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-Literacy.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	Develop the response and support analysis with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (W.9-10.2.b)	Develop the response and support analysis with relevant and sufficient facts, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (W.9-10.2.b)	Partially develop the response and partially support analysis with relevant facts, details, quotations, or other information and examples that are appropriate to the audience’s knowledge of the topic. (W.9-10.2.b)	Do not develop the response or support analysis with relevant facts, details, quotations, or other information and examples that are appropriate to the audience’s knowledge of the topic. (W.9-10.2.b)

<p>The extent to which responses apply grade 9-10 Reading standards to literary nonfiction.</p> <p>CCSS.ELA-Literacy.W.9-10</p> <p>Apply grades 9-10 Reading standards 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>	<p>Skillfully introduce a topic; effectively organizes complex ideas, concepts, and information to make important connections and distinctions. (W.9-10.2.a)</p> <p>Skillfully use appropriate and varied transitions to link the major sections of the text; create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2.c)</p> <p>Skillfully and accurately use precise language and domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)</p> <p>Skillfully establish and maintain a formal style and objective tone appropriate to the norms and conventions of the discipline. (W.9-10.2.e)</p> <p>Skillfully provide a concluding statement or section that follows from and supports the information or explanation presented. (W.9-10.2.f)</p>	<p>Introduce a topic; effectively organize complex ideas, concepts, and information to make important connections and distinctions. (W.9-10.2.a)</p> <p>Use appropriate and varied transitions to link the major sections of the text; create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2.c)</p> <p>Accurately use precise language or domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)</p> <p>Establish a style and tone appropriate to the discipline; demonstrate inconsistent use of formality and objectivity. (W.9-10.2.e)</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.9-10.2.f)</p>	<p>Introduce a topic; inconsistently organize complex ideas, concepts, and information to make important connections and distinctions. (W.9-10.2.a)</p> <p>Inconsistently use appropriate and varied transitions to link the major sections of the text; create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2.c)</p> <p>Inconsistently use domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)</p> <p>Use inconsistent style and tone with some attention to formality and objectivity. (W.9-10.2.e)</p> <p>Provide a concluding statement or section that partially follows from and supports the information or explanation presented. (W.9-10.2.f)</p>	<p>Ineffectively introduce a topic; ineffectively organize complex ideas, concepts and information to make important connections and distinctions. (W.9-10.2.a)</p> <p>Effectively use appropriate and varied transitions to link the major sections of the text; create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2.c)</p> <p>Ineffectively or inappropriately use precise language or domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)</p> <p>Lack a formal style, using language that is basic, imprecise, or contextually inappropriate. (W.9-10.2.e)</p> <p>Ineffectively provide a concluding statement or section that follows from and supports the information or explanation presented. (W.9-10.2.f)</p>
<p>Coherence, Organization, and Style</p> <p>The extent to which the response introduces a topic, organizes complex ideas, concepts, and information to make important connections and distinctions.</p> <p>CCSS.ELA-Literacy.W.9-10.2</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCSS.ELA-Literacy.W.9-10.2.a</p> <p>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>The extent to which the response uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>CCSS.ELA-Literacy.W.9-10.2.c</p> <p>Use appropriate and varied transitions to link the major sections of the text; create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>The extent to which the response includes and uses precise language and domain specific vocabulary to manage the complexity of the topic.</p>	<p>Skillfully introduce a topic; effectively organizes complex ideas, concepts, and information to make important connections and distinctions. (W.9-10.2.a)</p> <p>Skillfully use appropriate and varied transitions to link the major sections of the text; create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2.c)</p> <p>Skillfully and accurately use precise language and domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)</p> <p>Skillfully establish and maintain a formal style and objective tone appropriate to the norms and conventions of the discipline. (W.9-10.2.e)</p> <p>Skillfully provide a concluding statement or section that follows from and supports the information or explanation presented. (W.9-10.2.f)</p>	<p>Introduce a topic; effectively organize complex ideas, concepts, and information to make important connections and distinctions. (W.9-10.2.a)</p> <p>Use appropriate and varied transitions to link the major sections of the text; create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2.c)</p> <p>Accurately use precise language or domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)</p> <p>Establish a style and tone appropriate to the discipline; demonstrate inconsistent use of formality and objectivity. (W.9-10.2.e)</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.9-10.2.f)</p>	<p>Introduce a topic; inconsistently organize complex ideas, concepts, and information to make important connections and distinctions. (W.9-10.2.a)</p> <p>Inconsistently use appropriate and varied transitions to link the major sections of the text; create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2.c)</p> <p>Inconsistently use domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)</p> <p>Use inconsistent style and tone with some attention to formality and objectivity. (W.9-10.2.e)</p> <p>Provide a concluding statement or section that partially follows from and supports the information or explanation presented. (W.9-10.2.f)</p>	<p>Ineffectively introduce a topic; ineffectively organize complex ideas, concepts and information to make important connections and distinctions. (W.9-10.2.a)</p> <p>Effectively use appropriate and varied transitions to link the major sections of the text; create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2.c)</p> <p>Ineffectively or inappropriately use precise language or domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)</p> <p>Lack a formal style, using language that is basic, imprecise, or contextually inappropriate. (W.9-10.2.e)</p> <p>Ineffectively provide a concluding statement or section that follows from and supports the information or explanation presented. (W.9-10.2.f)</p>

<p>CCSS.ELA-Literacy.W.9-10.2.d Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>The extent to which the response properly uses formal style and objective tone as well as adheres to the writing conventions of the discipline.</p> <p>CCSS.ELA-Literacy.W.9-10.2.e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>The extent to which the response provides a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>CCSS.ELA-Literacy.W.9-10.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>				
<p>Control of Conventions</p> <p>The extent to which the response demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CCSS.ELA-Literacy.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-Literacy.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Demonstrate consistent control of conventions with essentially no errors, even with sophisticated language.</p>	<p>Demonstrate basic control of conventions with occasional errors that do not hinder comprehension.</p>	<p>Demonstrate partial control of conventions with some errors that hinder comprehension.</p>	<p>Demonstrate little control of conventions with frequent errors that make comprehension difficult.</p>

- A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
- A response that is totally copied from the text with no original writing must be given a 0.
- A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.

10.2.2 End-of-Unit Text Analysis Checklist

Assessed Standards: _____

	Does my writing...	✓
Content and Analysis	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text? (RI.9-10.5)	<input type="checkbox"/>
Command of Evidence and Reasoning	Develop the response and support analysis with well-chosen, relevant, and sufficient evidence? (W.9-10.2.b, W.9-10.9.b)	<input type="checkbox"/>
Coherence, Organization, and Style	Introduce a topic? (W.9-10.2.a)	<input type="checkbox"/>
	Organize complex ideas, concepts, and information to make important connections and distinctions? (W.9-10.2.a)	<input type="checkbox"/>
	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts? (W.9-10.2.c)	<input type="checkbox"/>
	Establish and maintain a formal style and objective tone, using precise language and domain-specific vocabulary? (W.9-10.2.d,e)	<input type="checkbox"/>
	Provide a concluding statement or section related to the explanation or analysis? (W.9-10.2.f)	<input type="checkbox"/>
Control of Conventions	Demonstrate control of the conventions with infrequent errors? (L.9-10.1, L.9-10.2)	<input type="checkbox"/>

ENGLISH LANGUAGE ARTS

GRADE 10
Curriculum Guide
Module 2.3

10.2.3

Unit Overview

“...to lift men everywhere to a higher standard of life and to a greater enjoyment of freedom.”

Text(s)	<i>The Universal Declaration of Human Rights</i> “On the Adoption of the <i>Universal Declaration of Human Rights</i> ” by Eleanor Roosevelt “Address to the United Nations Youth Assembly” by Malala Yousafzai
Number of Lessons in Unit	7

Introduction

In this unit, students encounter three documents focusing on human rights: *The Universal Declaration of Human Rights*, adopted by the United Nations in 1948; Eleanor Roosevelt’s “On the Adoption of the *Universal Declaration of Human Rights*”; and Malala Yousafzai’s “Address to the United Nations Youth Assembly,” which was delivered in July 2013. Each document uses rhetoric to further specific claims related to the broad topic of human rights.

Throughout the unit, students continue to practice their writing skills while developing their ability to analyze an author’s arguments. Students delineate arguments by identifying claims and evaluating the quality of evidence and reasoning authors use to support those claims. In addition to reading and writing, students participate in civil and productive conversation.

For the End-of-Unit Assessment, students write a multi-paragraph response delineating the argument of each text and analyzing how each document develops a common claim. Students who would benefit from a greater challenge are asked to assess the use of evidence and reasoning in each text.

Literacy Skills & Habits

- Read closely for textual details.
- Annotate texts to support comprehension and analysis.
- Delineate an argument, assessing evidence and reasoning.
- Engage in productive evidence-based conversations about text.

- Determine meaning of unknown vocabulary.
- Independently preview text in preparation for supported analysis.
- Paraphrase and quote relevant evidence from a text.
- Write original evidence-based claims.
- Generate and respond to questions in scholarly discourse.

Standards for This Unit

College and Career Readiness Anchor Standards for Reading	
None.	
CCS Standards: Reading–Literature	
None.	
CCS Standards: Reading—Informational Text	
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).
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.
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.
RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.
CCS Standards: Writing	
W.9-10.2.a-f	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection,

	<p>organization, and analysis of content.</p> <ul style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations, or other relevant information and examples appropriate to the audience’s knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<p>W.9-10.9.b</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> 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>CCS Standards: Speaking & Listening</p>	
<p>SL.9-10.1.a-e</p>	<p>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.</p> <ul style="list-style-type: none"> 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. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

	<p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</p>
CCS Standards: Language	
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.9-10.4.a, b	<p>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.</p> <p>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.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p>
L.9-10.5.a	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p>

Note: Bold text indicates targeted standards that will be assessed in the unit.

Unit Assessments

Ongoing Assessment

Standards Assessed	RI.9-10.5, RI.9-10.6, RI.9-10.8
Description of Assessment	Students answer questions, write informally in response to text-based prompts, and present information in an organized and logical manner.

End-of-Unit Assessment	
Standards Assessed	RI.9-10.8, W.9-10.2.a-f, W.9-10.9.b, L.9-10.1, L.9-10.2
Description of Assessment	<p>Students write a multi-paragraph essay responding to the following prompt based on their work in this unit:</p> <p>Delineate the argument in each of the unit texts and analyze how the authors develop a common claim.</p> <p>Differentiation Consideration: Offer the following extension for students who would benefit from more challenging work:</p> <p>Assess whether the reasoning in each text is valid and the evidence is relevant and sufficient.</p>

Unit-at-a-Glance Calendar

Less on	Text to be Covered	Learning Outcomes/Goals
1	<i>The Universal Declaration of Human Rights</i> (Preamble and Articles 1–10)	In this first lesson of the unit, students read and analyze the Preamble and Articles 1–10 of <i>The Universal Declaration of Human Rights</i> to identify the document’s purpose and the basic human rights named in the document. Students explore the ideas and claims introduced in the Preamble and analyze how those ideas and claims are developed and refined in Articles 1–10.
2	“On the Adoption of the <i>Universal Declaration of Human Rights</i> ,”	In this lesson, students read the first two paragraphs of Eleanor Roosevelt’s “On the Adoption of the <i>Universal Declaration of Human Rights</i> .” Throughout the lessons, students consider Roosevelt’s argument, analyzing her supporting claims, evidence, and reasoning.

	(par. 1–2)	
3	“On the Adoption of the <i>Universal Declaration of Human Rights</i> ” (par. 3–9)	In this lesson, students read paragraphs 3–9 of Roosevelt’s speech, participating in an evidence-based jigsaw discussion to analyze how Roosevelt develops and refines her claim that the United Nations should reject the Soviet delegation’s proposals without debate.
4	“On the Adoption of the <i>Universal Declaration of Human Rights</i> ” (par. 10–16)	In this lesson, students read and analyze paragraphs 10–16 of Roosevelt’s “On the Adoption of the <i>Universal Declaration of Human Rights</i> ” to examine how her use of rhetoric works to persuade the Assembly.
5	“Address to the United Nations Youth Assembly” (par. 1–6)	In this lesson, students listen to Malala Yousafzai’s “Address to the United Nations Youth Assembly” before analyzing her use of rhetoric in paragraphs 1–6 to advance her purpose. Students participate in both a whole-class and pair discussions before annotating their copies of the text for rhetoric.
6	“Address to the United Nations Youth Assembly” (par. 7–20)	In this lesson, students read paragraphs 7–20 of Yousafzai’s speech to the UN Youth Assembly to analyze how she uses these paragraphs to develop and refine ideas in this portion of the speech that were introduced in the first half of the speech. Students work in pairs before participating in a silent discussion.
7	<i>The Universal Declaration of Human Rights</i> ; “On the Adoption of the <i>Universal Declaration of Human Rights</i> ”; “Address to the United Nations Youth Assembly”	In this End-of-Unit Assessment, students demonstrate their cumulative understanding of the arguments presented in all three of the unit texts. Students first delineate the argument of each text and then analyze how the authors develop a common claim. Some students, who might benefit from an additional challenge, will respond to an extension prompt that asks students to assess the reasoning and evidence in each text. Students review their annotated text, lesson Quick Writes, discussion notes, homework notes, and tools to organize their ideas before writing multi-paragraph essays independently. The essays should include relevant and sufficient facts, extended definitions, concrete details, and quotations.

Preparation, Materials, and Resources

Preparation

- Read and annotate *The Universal Declaration of Human Rights*, “On the Adoption of the *Universal Declaration of Human Rights*,” and “Address to the United Nations Youth Assembly,” including numbering paragraphs.
- Review the Short Response Rubric and Checklist.
- Review the 10.2.3 End-of-Unit Text Analysis Rubric.
- Review all unit standards and post in classroom.

Materials/Resources

- Copies of *The Universal Declaration of Human Rights*, “On the Adoption of the *Declaration of Human Rights*,” and “Address to the United Nations Youth Assembly”
- Free audio resources (for Roosevelt: www.americanrhetoric.com/ and Yousafzai: <http://webtv.un.org/watch/malala-yousafzai-addresses-united-nations-youth-assembly/2542094251001/>)
- Self-stick notes for students
- Writing utensils including pencils, pens, markers, and highlighters
- Methods for collecting student work: student notebooks, folders, etc.
- Access to technology (if possible): interactive whiteboard, document camera, and LCD projector
- Copies of handouts and tools for each student: see Materials list in individual lesson plans
- Copies of the 10.2.3 End-of-Unit Text Analysis Rubric
- Copies of the Short Response Rubric and Checklist
- Copies of the 10.2 Common Core Learning Standards Tool

10.2.3 Lesson 1

Introduction

In this lesson, students read and analyze the Preamble and Articles 1–10 of *The Universal Declaration of Human Rights* (from “Whereas recognition of the inherent dignity and of the equal and inalienable” to “rights and obligations and of any criminal charge against him”), which includes the document’s purpose and a list of basic human rights. Students explore the ideas and claims introduced in the Preamble and then analyze how those ideas and claims are developed and refined in Articles 1–10.


Student learning is captured via a Quick Write on the following prompt: How do the Articles develop and refine the ideas expressed in the Preamble? For homework, students complete an Argument Delineation Tool for *The Universal Declaration of Human Rights*. Students also conduct a brief Internet search and write about Eleanor Roosevelt and her connection to *The Universal Declaration of Human Rights*.

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)	
SL.9-10.1.a-e	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners <i>on grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> 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. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

	<p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</p>
L.9-10.4.b	<p>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.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p>

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 do the Articles develop and refine the ideas expressed in the Preamble? <p> Throughout this unit, Quick Writes will be evaluated using the Short Response Rubric.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Identify one or more ideas introduced in the Preamble (e.g., people have “inherent dignity” (par. 1); people have “inalienable rights,” which means people have rights that should not and cannot be taken away (par. 1); recognizing people’s rights and dignity is the “foundation of freedom, justice and peace in the world” (par. 1)). Demonstrate an analysis of how the Articles develop and refine one or more idea from the Preamble (e.g., Article 2 further develops the idea that people have “inalienable rights” by confirming that people cannot lose their rights because of their “race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status” or because of the “political, jurisdictional or international status of the country or territory” in which they live. The Preamble introduces the idea the human rights are inalienable, and Article 2 lists the human characteristics, such as race, which cannot be violated).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> • whereas (conj.) – it being the case that, or considering that (used especially in formal preambles) • inherent (adj.) – existing in someone or something as a permanent and inseparable element, quality • contempt (n.) – the feeling with which a person regards anything considered mean, vile, or worthless; disdain; scorn • advent (n.) – an arrival or coming, especially one which is awaited • want (n.) – the state of being without the necessities of life; destitution; poverty • recourse (n.) – access or resort to a person or thing for help or protection • jurisdiction (n.) – the right, power, or authority to administer justice by hearing and determining controversies • endowed (v.) – furnished, as with some talent, faculty, or quality • sovereignty (n.) – a country’s independent authority and the right to govern itself • degrading (adj.) – debasing; humiliating • tribunals (n.) – courts of justice • arbitrary (adj.) – subject to individual will or judgment without restriction
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> • inalienable (adj.) – not transferable to another or capable of being repudiated • barbarous (adj.) – savagely cruel or harsh

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p>Standards & Text:</p> <ul style="list-style-type: none"> • Standards: RI.9-10.5, SL.9-10.1.a-e, L.9-10.4.b • Text: <i>The Universal Declaration of Human Rights</i>, Preamble and Articles 1–10 (http://www.un.org/en/documents/udhr/) <p>Learning Sequence:</p> <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 	<ol style="list-style-type: none"> 1. 5% 2. 10%

3. Masterful Reading	3. 15%
4. Reading and Discussion	4. 30%
5. Jigsaw Discussion	5. 20%
6. Quick Write	6. 15%
7. Closing	7. 5%

Materials

- Copies of the Articles 1–10 Jigsaw Tool for each student
- Optional audio recording of Eleanor Roosevelt Reading *The Universal Declaration of Human Rights* (<http://unmultimedia.org/radio/library/classics/detail/1007.html>)
- Student copies of the Short Response Rubric and Checklist (refer 10.2.1 Lesson 1)
- Copies of the Argument Delineation Tool for each student (refer to 10.2.1 Lesson 5)—Students will need blank copies of the tool for this lesson’s homework.

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 sharing the assessed standard for this lesson: RL.9-10.5. In this lesson, students explore the Preamble to *The Universal Declaration of Human Rights* and then analyze how the first 10 Articles of the Declaration support the ideas introduced in the Preamble.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

10%

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

- 🗨️ Students may identify the following words: *whereas, inherent, contempt, advent, want, recourse, jurisdiction, endowed, sovereignty, degrading, tribunals, and arbitrary.*

① Definitions are provided in the vocabulary box in this lesson.

Activity 3: Masterful Reading

15%

Have students listen to a Masterful Reading of the Preamble and the first 10 Articles from *The Universal Declaration of Human Rights* (from “Whereas recognition of the inherent dignity and of the equal and inalienable” to “rights and obligations and of any criminal charge against him”). Instruct students to follow along and pause at two points during the reading (after the Preamble and after Article 10) to write down their initial questions and reactions to the Declaration.

- ▶ Students follow along, reading silently then writing initial reactions and questions.

Lead a brief class share out of students' initial reactions and questions. Remind students that as they analyze the text throughout the unit, they will answer many of these initial questions.

Activity 4: Reading and Discussion

30%

Instruct students to stop and take notes throughout this discussion in preparation for the Quick Write assessment. Ask students to take notes in their notebooks or add to their text annotation.

- ▶ Students listen.

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

Instruct student pairs to read paragraphs 1–5 of the Preamble (from “Whereas recognition of the inherent dignity and of the equal and inalienable” to “better standards of life in larger freedom”) and answer the following questions before sharing out with the class.

Why are human rights “inalienable” (par. 1)? Consider the structure and parts of the word “inalienable” to define the word.

- 🗨️ The prefix *in-* means “not.” The suffix *-able* means “to be able to.” *Alien* means foreign or excluded. Therefore, human rights are “inalienable rights” because they cannot be taken or given away.
- ▶ Students write the definition of *inalienable* on their copy of the text or in a vocabulary journal.

- ① Consider drawing students' attention to their application of standard L.9-10.4.b through the process of using word parts to determine meaning.
- ① Consider providing students with the following definition: *inalienable* means "not transferable to another or capable of being repudiated."

What words does *The Universal Declaration of Human Rights* use to describe people of the world in paragraph 1? What is the impact of this choice of words?

- ☞ The Declaration describes people of the world as "the human family" (par. 1). This word choice develops the idea that all people have a responsibility for and a connection with each other.

What are the effects of the *barbarous* acts described in paragraph 2? What elements of the word *barbarous* confirm the definition of the word?

- ☞ *Barbarous* acts are those that violate human rights and "outrage the conscience of mankind" (par. 2). *Barbarous* shares a root with barbaric, which confirms that *barbarous* acts are vicious and inhuman.
- ▶ Students write the definition of *barbarous* on their copy of the text or in a vocabulary journal.
- ① Consider drawing students' attention to their application of standard L.9-10.4.b through the process of using word parts to determine meaning.
- ① Consider providing students with the following definition: *barbarous* means "savagely cruel or harsh."

What is the "highest aspiration of the common people" (par. 2)?

- ☞ The highest aspiration of the common people is a world in which human beings will "enjoy freedom of speech and belief and freedom from fear and want" (par. 2).

According to paragraph 3, what is "essential"? Why is it essential?

- ☞ It is "essential" that "human rights should be protected by the rule of law." If human rights are not protected by law, then people may be "compelled" to rebel against "tyranny and oppression" (par. 3).

According to paragraph 4, what is "essential"? What does this reveal about a purpose of *The Universal Declaration of Human Rights*?

- ☞ Paragraph 4 says it is "essential" to "promote the development of friendly relations between nations." This reveals the *Universal Declaration on Human Rights'* purpose is to promote peace and better relations between nations.

Lead a brief whole-class discussion of student responses.

Instruct student pairs to read paragraphs 6–8 of the Preamble (from “Whereas Member States have pledged themselves to achieve” to “among the peoples of territories under their jurisdiction”) and answer the following question before sharing out with the class.

What ideas and words are repeated throughout the Preamble? What is the cumulative impact of this repetition?

- 🗨️ Every paragraph addresses “rights” and “freedoms.” This repetition, combined with the title of *The Universal Declaration of Human Rights*, develops the document’s focus on human rights.
- ① Students may also note the repetition of the word “whereas.” Consider reminding students of the definition and asking the following extension question:

Paraphrase the use of the word *whereas* in *The Universal Declaration of Human Rights*. What is the cumulative impact of using this word?

- 🗨️ In *The Universal Declaration of Human Rights*, the word *whereas* means “considering that.” By repeating it at the beginning of each statement, the *Declaration* emphasizes that all of these statements are true.

What have Member States pledged in paragraph 6? How does this pledge support an idea developed throughout the preamble?

- 🗨️ Member States have pledged to “achieve . . . the promotion of universal respect for and observance of human rights and fundamental freedoms” (par. 6). This supports the idea that all people have “inalienable” rights and freedoms.
- ① Consider informing students that *Member States*, in this context, means countries.

What is of the “greatest importance” for realizing the pledge (par. 7)?

- 🗨️ The “greatest importance” is that people have a “common understanding” of the rights and freedoms described in *The Universal Declaration of Human Rights* (par. 7).

How does the General Assembly describe *The Universal Declaration of Human Rights* in paragraph 8? How does the General Assembly hope people will use the UDHR?

- 🗨️ The General Assembly describes *The Universal Declaration of Human Rights* as “a common standard of achievement for all peoples and nations” (par. 8). They hope people will “keep the declaration in mind” as they “promote respect for these rights and freedoms” and “secure [the] universal and effective recognition and observance” of rights and freedoms (par. 8).

Lead a brief whole-class discussion of student responses.

Activity 5: Jigsaw Discussion

20%

Instruct student pairs to read Articles 1–10 (from “All Human Beings are born free and equal in dignity and rights” to “his rights and obligations and of any criminal charges against him”).

Instruct students to complete the Articles 1–10 Jigsaw Tool. Assign each student pair one set of articles to read, and complete the corresponding section of the tool (Articles 1–3, Articles 4–6, and Articles 7–10).

- ▶ Each student pair completes one section of the Jigsaw Tool.

① If any student pairs finish their section of the tool early, instruct them to continue working on another section of the tool.

Lead a brief whole-class discussion of the Articles 1–10 Jigsaw Tool. Ask pairs who studied the same articles to make contributions to the discussion that build on and do not just repeat what other pairs have said. Instruct students to take notes on their tools, especially when the articles they did not study are discussed.

- 🗨 See Model Articles 1–10 Jigsaw Tool for sample student responses.

① Consider reminding students of the expectations established in standard SL.9-10.1.a-e as they discuss the Jigsaw Tool.

① Remind students to keep a copy of their Articles 1–10 Jigsaw Tool for reference as they work on this lesson’s homework.

Activity 6: Quick Write

15%

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

How do the Articles develop and refine the ideas expressed in the Preamble?

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

- ▶ Students listen and read the Quick Write prompt.

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 7: Closing

5%

For homework, instruct students to use their copies of the Articles 1–10 Jigsaw Tool to complete an Argument Delineation Tool for *The Universal Declaration of Human Rights*.

- ① Because the Argument Delineation Tool requires students to articulate a central claim, consider reminding students that central claim means “authors’ or speakers’ main point about an issue in an argument.”
- ① **Differentiation Consideration:** Remind students of their work delineating arguments in 10.2.1. If students struggle, consider demonstrating how to identify the central claim and one of each of the following: a supporting claim, evidence, and reasoning. Use the Model Argument Delineation Tool in 10.2.3 Lesson 2 for sample responses.

Also, for homework, instruct students to conduct the necessary Internet searches to research and write a response to the following prompt:

Who was Eleanor Roosevelt? How is Eleanor Roosevelt’s life and work connected to *The Universal Declaration of Human Rights*?

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

Homework

Use your copy of the Articles 1–10 Jigsaw Tool to complete an Argument Delineation Tool to delineate the argument of *The Universal Declaration of Human Rights*.

Conduct the necessary Internet searches and write a response to the following prompt:

Who was Eleanor Roosevelt? How are Eleanor Roosevelt’s life and work connected to *The Universal Declaration of Human Rights*?

Articles 1–10 Jigsaw Tool

Name:		Class:		Date:	
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Directions: Read either articles 1–3, 4–7, or 8–10 and complete the corresponding section of the tool. Summarize each article’s claim. Then write about how the article develops or refines an idea about human rights or freedom.

Articles 1–3		
Article	Summarize the article’s claim.	How does the article develop or refine an idea about human rights or freedoms?
1		
2		
3		
Article 4–7		
Article	Summarize the article’s claim.	How does the article develop or refine an idea about human rights or freedoms?
4		
5		
6		
7		

Article 8–10		
Article	Summarize the article’s claim.	How does the article develop or refine an idea about human rights or freedoms?
8		
9		
10		

Model Articles 1–10 Jigsaw Tool

Name:		Class:		Date:	
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Directions: Read either articles 1–3, 4–7, or 8–10 and complete the corresponding section of the tool. Summarize each article’s claim. Then write about how the article develops or refines an idea about human rights or freedom.

Articles 1–3		
Article	Summarize the Article’s claim.	How does the Article develop or refine an idea about human rights or freedoms?
1	People are born with dignity, rights, intelligence, and a conscience. They should treat each other well.	People are “born free and equal.” This supports the idea that people are born with rights that are “inalienable.”
2	Everyone is entitled to the rights and freedoms outlined in <i>The Universal Declaration of Human Rights</i> . People cannot lose their rights because of how they look or what they believe.	The Article provides several reasons why people might choose to violate someone’s human rights and then confirms that human rights can never be taken away. This supports the idea that rights are “inalienable.”
3	Everyone has a right to life, freedom and “security of person.”	<i>The Universal Declaration of Human Rights</i> states that people have certain rights. This article defines what specific rights people have.
Article 4–7		
Article	Summarize the Article’s claim.	How does the Article develop or refine an idea about human rights or freedoms?
4	No person should ever be a slave.	Slavery, in any form, is unacceptable. This supports the idea that people are entitled to “fundamental freedoms.”
5	No person should be subject to torture.	Torture is a clear violation of human rights, so this article supports the idea that people have “inalienable” human rights.
6	Everyone has the right to be legally recognized as a person.	In order to have recognized “human rights,” everyone must be legally recognized as a person.

7	People are entitled to equal protection under the law. People are protected against discrimination.	Recognition of human rights is the “foundation” of “freedom, justice and peace.” Ensuring equal protection under the law develops the relationship between human rights and justice.
Article 8–10		
Article	Summarize the Article’s claim.	How does the Article develop or refine an idea about human rights or freedoms?
8	People have the right to access a competent court system when their human rights are violated.	Ensuring people’s rights in the court system refines the idea that “human rights should be protected by the rule of law.”
9	People should not be arrested, detained, or exiled without a reason.	Article 9 develops the idea that people should enjoy “freedom from fear.” Protection from “arbitrary arrest, detention or exile” supports “freedom from fear.”
10	If people are accused of a crime, they have the right to a fair court hearing.	Similar to Article 8, ensuring people’s rights in the court system refines the idea that “human rights should be protected by the rule of law.”

10.2.3

Lesson 2

Introduction

In this lesson, students read and analyze paragraphs 1–2 of Eleanor Roosevelt’s speech “On the Adoption of *The Universal Declaration of Human Rights*” (from “Mr. President, fellow delegates: The long and meticulous study” to “it is perhaps better tactics to try to cooperate”) in which Roosevelt begins to develop her argument for adopting *The Universal Declaration Human Rights*. Students examine how Roosevelt crafts her argument, analyzing her supporting claims, evidence, and reasoning.

Student learning is captured in a Quick Write on the following prompt: Delineate Roosevelt’s argument and assess whether her reasoning is valid. For homework, students preview paragraphs 3–9 and briefly paraphrase each article from *The Universal Declaration Human Rights* that Roosevelt mentions. Additionally, students continue to read their Accountable Independent Reading text and prepare for a brief discussion on how they applied their chosen focus standard to 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)	
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. <ol style="list-style-type: none"> 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.
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. <ol style="list-style-type: none"> 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)

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.

- Delineate Roosevelt’s argument in paragraphs 1–2 and assess whether her reasoning is valid.

High Performance Response(s)

A High Performance Response should:

- Identify the claims Roosevelt makes in her argument (e.g., Roosevelt’s central claim is that the United Nations Assembly should adopt *The Universal Declaration of Human Rights*. One of Roosevelt’s supporting claims is that *The Universal Declaration of Human Rights* is “a good document—even a great document” (par. 1). Another one of Roosevelt’s supporting claims is that “it is perhaps better tactics” for the Soviet delegation “to try to cooperate” (par. 2) with the Assembly).
- Identify the evidence and reasoning Roosevelt uses to support her claims (e.g., *The Universal Declaration of Human Rights* was formed through “long and meticulous study and debate” and “it reflects the composite views of many men and governments” (par. 1)).
- Demonstrate whether Roosevelt’s reasoning is logical and supports her claims (e.g., Roosevelt reasons that the document cannot reflect what every single person wants, because “[n]ot every man nor every government can have what he wants in a document of this kind” (par. 1). Even if the committee “continued [their] labors over many years,” still someone would not be fully satisfied (par. 1). Thus, for what the committee was able to do with the time and effort they put into it, this is a good document “taken as a whole” that should be adopted (par. 1). This reasoning is valid, because it logically supports her claim that *The Universal Declaration of Human Rights* is “a good document—even a great document” (par. 1), which logically supports her central claim that the United Nations Assembly should adopt it).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- meticulous (adj.) – taking or showing extreme care about minute details; precise; thorough
- Soviet (adj.) – of the Soviet Union (country from 1922–1991, in Eastern Europe and Northern Asia, bordering on the Arctic and Pacific Oceans and the Baltic and Black Seas)
- delegation (n.) – a group of people who are chosen to vote or act for someone else
- convictions (n.) – fixed or firm beliefs

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

- composite (adj.) – made up of separate parts or elements

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p>Standards & Text:</p> <ul style="list-style-type: none"> • Standards: RI.9-10.8, SL.9-10.1.a, L.9-10.4.a • Text: “On the Adoption of <i>The Universal Declaration of Human Rights</i>” by Eleanor Roosevelt, paragraphs 1–2 (http://www.americanrhetoric.com) <p>📘 In order to provide initial context, the Masterful Reading includes the whole text.</p> <p>Learning Sequence:</p> <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Masterful Reading 4. Reading and Discussion 5. Quick Write 6. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 10% 3. 35% 4. 35% 5. 10% 6. 5%

Materials

- Copies of “On the Adoption of *The Universal Declaration of Human Rights*” for each student (with paragraphs numbered 1–16)
 - Copies of the Argument Delineation Tool for each student (refer to 10.2.1 Lesson 5)—Students will need blank copies of the tool for this lesson.
 - Student copies of the Short Response Rubric and Checklist (refer 10.2.1 Lesson 1)
- 📘 Consider numbering the paragraphs of “On the Adoption of *The Universal Declaration of Human Rights*” before the lesson.

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 sharing the assessed standard for this lesson: RI.9-10.8. In this lesson, students explore Roosevelt’s claims, evidence, and reasoning, analyzing how Roosevelt develops and supports her argument. Students engage in evidence-based discussions and demonstrate their learning at the end of the lesson by completing a Quick Write.

- ▶ Students look at the agenda.
- ⓘ In this lesson students are working with standard RI.9-10.8. Consider reminding students of their work with this standard in 10.2.1.
- ⓘ Questions and activities in this unit are designed to explore the argument Roosevelt makes in her speech. It is not necessary for students to read or hear a summary of the historical context of the speech or to read the Soviet Union’s proposals that Roosevelt addresses before beginning the study of the speech as outlined in this unit.

Activity 2: Homework Accountability

10%

Instruct students to take out their Argument Delineation Tool for *The Universal Declaration of Human Rights* to discuss in pairs the central and supporting claims, evidence, and reasoning they identified.

- ☞ See the Model Argument Delineation Tool for *The Universal Declaration of Human Rights* at the end of this lesson.
- ⓘ Remind students to keep their Argument Delineation Tools for use on the End-of-Unit Assessment.

Instruct students to take out their responses to the 10.2.3 Lesson 1 homework prompt: Who was Eleanor Roosevelt? How are Eleanor Roosevelt’s life and work connected to *The Universal Declaration of Human Rights*? Ask students to form pairs to discuss their findings.

🗨 Student responses may include the following evidence:

- Roosevelt was a passionate and knowledgeable political activist and reformer.
- President Truman appointed Roosevelt as the United States’ ambassador to the United Nations (UN).
- Roosevelt was elected the chair of the UDHR drafting committee and was recognized as playing a significant leadership role throughout the drafting and adoption process.
- Roosevelt was known both for defending attacks against *The Universal Declaration of Human Rights* and for motivating supporters.
- Prior to the UN General Assembly’s vote, Roosevelt gave a speech urging the Assembly to adopt *The Universal Declaration of Human Rights*.

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 searches on the topic.

Lead a brief whole-class discussion of student responses.

Activity 3: Masterful Reading

35%

Have students listen to a Masterful Reading of all 16 paragraphs of “On the Adoption of *The Universal Declaration of Human Rights*.” Inform students that they will pause at two points during the letter (after paragraphs 2 and 9) to write down their initial questions and reactions to the letter. Ask students to listen for Roosevelt’s central claim.

- ▶ Students follow along, reading silently then writing initial reactions and questions.

Lead a brief share out of students’ initial reactions and questions. Discuss Roosevelt’s central claim.

Activity 4: Reading and Discussion

35%

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

Instruct students to reread paragraph 1 (from “The long and meticulous study and debate” to “with a restatement of that position here”) and answer the following questions before sharing out with the class.

Provide students with the following definitions: *meticulous* means “taking or showing extreme care about minute details; precise; thorough,” *Soviet* means “of the Soviet Union (country from 1922–1991, in Eastern Europe and Northern Asia, bordering on the Arctic and Pacific Oceans and the Baltic and Black Seas),” and *delegation* means “a group of people who are chosen to vote or act for someone else.”

- ▶ Students write the definitions of *meticulous*, *Soviet*, and *delegation* on their copy of the text or in a vocabulary journal.

In her opening sentence, what does Roosevelt emphasize in the way she describes the process of forming *The Universal Declaration of Human Rights* (UDHR)?

- 🗨️ Roosevelt says it was a “long and meticulous study and debate” (par. 1), which emphasizes the time, effort, and care put into forming the UDHR.

How does Roosevelt describe “the composite views” that are reflected in the UDHR? What does *composite* mean in this context?

- 🗨️ Roosevelt says “the composite views” are made up of “many men and governments” (par. 1). Composite means “made up of separate parts or elements.”

- ▶ Students write the definition of *composite* on their copy of the text or in a vocabulary journal.

① Consider drawing students’ attention to their application of standard L.9-10.4.a through the process of using context to determine meaning.

What is the impact of Roosevelt’s use of the word “composite”?

- 🗨️ By using the word “composite,” Roosevelt is drawing attention to the fact that a variety of separate, different views “contributed to [the UDHR’s] formulation” (par. 1).

How does Roosevelt’s second sentence (beginning “Not every man”) relate to her opening sentence?

- 🗨️ Roosevelt creates a contrast between her first and second sentences. Roosevelt first states that the UDHR was formed with significant time, effort, care, and it reflects many views. In Roosevelt’s second sentence, she says that even though there has been “long and meticulous study and debate,” “not every man nor every government” can be satisfied with the final document (par. 1).

What is the impact of Roosevelt’s use of “we” in the third sentence (beginning “There are of course”)?

- 🗨️ By using “we” when Roosevelt says, “we are not fully satisfied” (par. 1), Roosevelt shows that her previous statement is sincere. Roosevelt knows and agrees that not everyone can be fully satisfied.

How does Roosevelt’s fourth sentence (beginning “I have no doubt”) refine her first three sentences?

- Even though the UDHR reflects “[t]he long and meticulous study and debate” and the “composite views” put into forming it, several delegations, including the US, would remain “not fully satisfied” even if more time was put into revising the UDHR (par. 1).

What is Roosevelt’s claim in the first paragraph, and how do the first four sentences connect to that claim?

- Roosevelt claims that the UDHR is “a good document—even a great document” (par. 1). Roosevelt uses the first four sentences to give evidence and reasoning for why the UDHR is a good document.

Lead a brief whole-class discussion of student responses. Then distribute blank copies of the Argument Delineation Tool. Instruct student groups to write the central claim the class discussed during the masterful reading and then delineate Roosevelt’s argument up to this point.

- Students use the tool to delineate Roosevelt’s argument.
- See the Roosevelt Model Argument Delineation Tool for sample student responses.

Instruct students to reread paragraph 2 (from “I should like to comment briefly on the amendments” to “it is perhaps better tactics to try to cooperate”) and answer the following questions in small groups before sharing out with the class.

Provide students with the following definition: *convictions* means “fixed or firm beliefs.”

- Students write the definition of *convictions* on their copy of the text or in a vocabulary journal.

How does Roosevelt demonstrate that “the Soviet delegation has fought for their convictions” in paragraph 2?

- Roosevelt shows that the Soviet delegation continues to present their proposals that have already been rejected. Roosevelt says that the Soviet delegation’s amendments have already been “rejected after exhaustive discussion” both in committee and in the Human Rights Commission, yet the delegation is again proposing “substantially the same amendments” (par. 2).

What connections does Roosevelt draw between conviction and cooperation in paragraph 2?

- Student responses may include:
 - “[T]he United States admire those who fight for their convictions;” however, one must “bow to the will of the majority” sometimes (par. 2).
 - One does not have to “give up” his convictions to cooperate, because he can “continue sometimes to persuade” (par. 2).

- When “the majority is against” the one fighting for his conviction, “it is perhaps better tactics to try to cooperate” in order “to progress” (par. 2).

Who does Roosevelt say has learned this connection and what does Roosevelt imply through comparison?

- 🗨️ Roosevelt says that “the older democracies . . . have learned that sometimes [they] bow to the will of the majority” (par. 2). Roosevelt implies that the Soviets, who are not bowing to the will of the majority, have not learned this.

What is the impact of this comparison?

- 🗨️ Through this comparison, Roosevelt claims that “it is perhaps better tactics” for the Soviet delegation “to try to cooperate” (par. 2).

Lead a brief whole class sharing of student responses. Then instruct student groups to continue their work on the Roosevelt Argument Delineation Tool, adding to the tool what they uncovered in paragraph 2.

- ▶ Students use the tool to delineate Roosevelt’s argument.
- 🗨️ See the Roosevelt Model Argument Delineation Tool for sample student responses.
- ① Consider reminding students that for some claims, there may not be evidence. Students can note this on their tools and assess whether this affects the claim.
- ① Remind students to keep their Argument Delineation Tools for use on the End-of-Unit Assessment.

Activity 5: Quick Write

10%

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

Delineate Roosevelt’s argument in paragraphs 1–2 and assess whether her reasoning is valid.

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

- ▶ Students listen and read the Quick Write prompt.
- 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 preview paragraphs 3–9 (from “I feel bound to say that I think” to “economic, social and cultural rights set forth in these articles”) by reading and taking notes on the articles from *The Universal Declaration of Human Rights* that Roosevelt mentions. Direct students to use their previous work with the UDHR text to briefly paraphrase each article that Roosevelt mentions.

Also for homework, students should continue to read their Accountable Independent Reading 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

Preview paragraphs 3–9 (from “I feel bound to say that I think” to “economic, social and cultural rights set forth in these articles”) and take notes on which articles from *The Universal Declaration of Human Rights* (UDHR) Roosevelt mentions. Use your previous work with the UDHR text to briefly paraphrase each article that Roosevelt mentions.

Also, continue reading your Accountable Independent Reading text through the lens of your chosen focus standard and prepare for a 3–5 minute discussion of your text based on that standard.

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:	<i>Universal Declaration of Human Rights</i>
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Central Claim:
All people have “inherent dignity,” “inalienable rights,” (par. 1) and “fundamental freedoms” (par. 6).

Supporting Claim:
“Everyone is entitled to all the rights and freedoms set forth in this Declaration” (Article 2).

Evidence:	Explain how the evidence is relevant:	Explain whether the evidence is sufficient:
“Disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind” (par. 2)	This evidence is relevant because it describes a consequence of not respecting human rights.	This evidence is not sufficient because the UDHR does not provide specific examples of barbarous acts or trace why the disrespect for human rights is responsible for the barbarous acts.
Reasoning:		Explain whether the reasoning is valid:
The UDHR says people are entitled to human rights. The UDHR also shows the consequences of when people do not respect human rights.		The reasoning is somewhat valid. While many readers probably believe that everyone is entitled to human rights if the disregard of human rights results in barbarous acts, the argument does not prove this point.

Supporting Claim:		
"All human beings are born free and equal in . . . [human] rights" (Article 1).		
Evidence:	Explain how the evidence is relevant:	Explain whether the evidence is sufficient:
The Articles outline many of the specific rights to which people are entitled. For example, the right to "life, liberty, and security of person" (Article 3), "right to a fair and public hearing" (Article 10), etc.	This evidence is relevant because it provides specific examples that illustrate the supporting claim.	The evidence is not sufficient. The UDHR does not explain why people have equal rights. It only provides examples of human rights based on opinion.
Reasoning:		Explain whether the reasoning is valid:
The UDHR claims people are born free and equal in human rights. To support this claim, the UDHR provides specific examples of these human rights.		The reasoning is not valid. The UDHR clearly explains what its writers believe, but it does not use objective facts and evidence to support the claim.

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:	“On the Adoption of <i>The Universal Declaration of Human Rights</i> ”
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Central Claim:
The United Nations Assembly should adopt the Universal Declaration of Human Rights.

Supporting Claim:
The UDHR is “a good document—even a great document” (par. 1).

Evidence:	Explain how the evidence is relevant:	Explain whether the evidence is sufficient:
The UDHR was formed through “long and meticulous study and debate,” and “it reflects the composite views of many men and governments” (par. 1).	Explaining the time, effort, care, and many views that went into creating the UDHR supports why Roosevelt states it is a good document.	Yes. While short, this explanation is adequate for the purpose of the speech. She is addressing people who know the history of how the document was developed.

Reasoning:	Explain whether the reasoning is valid:
The document cannot reflect what every single person wants. Even if the committee put more time, effort, care, and viewpoints into the document, still someone would not be fully satisfied. Thus, for what the committee was able to do with the time and effort they put into it, this is a good document that should be adopted (par. 1).	Yes, it is logical to reason that there will always be someone dissatisfied with a document like this.

Supporting Claim:		
“[I]t is perhaps better tactics” for the Soviet delegation “to try to cooperate” (par. 2).		
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:
The Soviet delegation’s proposed amendments are “substantially the same” amendments that have already been discussed and rejected in committee and by the Human Rights Commission. Although fighting for convictions is admirable, at this point the Soviet delegation should cooperate with the majority to adopt the UDHR (par. 2).		The reasoning follows that if the Soviets have not persuaded the majority after many attempts, then at this point they should try to cooperate.

10.2.3 Lesson 3

Introduction

In this lesson, students read and analyze paragraphs 3–9 of Eleanor Roosevelt’s speech “On the Adoption of the Universal Declaration of Human Rights” (from “I feel bound to say that I think” to “economic, social and cultural rights set forth in these articles”) in which Roosevelt further develops her argument for adopting *The Universal Declaration of Human Rights* (UDHR). Through an evidence-based jigsaw discussion, students delineate and evaluate how Roosevelt supplements her claim about rejecting the Soviet delegation’s proposals without debate. Student learning is captured in a Quick Write at the end of the lesson, in response to the following prompt: How does Roosevelt use paragraphs 4–9 to develop her claim in paragraph 3?

For homework, students add to their Argument Delineation Tool, tracing Roosevelt’s claim and evidence in paragraphs 3–9. Students also read the remainder of the text (paragraphs 10–16), boxing any 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)	
SL.9-10.1.a-e	<p>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.</p> <ul style="list-style-type: none"> 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. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

	<p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</p>
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Assessment

Assessment(s)

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.

- How does Roosevelt use paragraphs 4–9 to develop her claim in paragraph 3?

High Performance Response(s)

A High Performance Response should:

- Identify Roosevelt’s claim in paragraph 3 (e.g., the Soviet delegation’s amendments should be rejected, or the Soviet delegation’s amendments are likely to be rejected).
- Explain that Roosevelt uses evidence in paragraphs 4–9 to support her claim from paragraph 3 (e.g., “The first two paragraphs of the amendment to article 3 deal with the question of minorities, which committee 3 decided required further study” (par. 4); “The Soviet amendment to article 20 . . . sets up standards which would enable any state practically to deny all freedom of opinion and expression without violating the article” (par. 5); etc.).
- Explain how the evidence Roosevelt gives in paragraphs 4–9 develops her claim from paragraph 3 (e.g., Roosevelt’s evidence in this section is relevant, because each paragraph in this section directly addresses one of the Soviet delegation’s amendments or proposals. Roosevelt’s evidence is sufficient because she gives a reason to reject each amendment or proposal of the Soviet delegation, which is adequate for the purpose. For example, in paragraph 4, Roosevelt states that “committee 3 decided [the amendment] required further study,” which is adequate for explaining why it was rejected).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> • liable (adj.) – subject or susceptible • flagrant (adj.) – shockingly noticeable or evident • subversive (adj.) – tending to or advocating secretly trying to ruin or destroy a government, political system, etc.
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, SL.9-10.1.a-e • Text: “On the Adoption of the Universal Declaration of Human Rights” by Eleanor Roosevelt, paragraphs 3–9 	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 10%
3. Masterful Reading	3. 10%
4. Reading and Discussion	4. 10%
5. Jigsaw Discussion	5. 45%
6. Quick Write	6. 15%
7. Closing	7. 5%

Materials

- Copies of the Roosevelt Paragraphs 4–9 Jigsaw Tool for each student
- Student copies of the Short Response Rubric (refer to 10.2.1 Lesson 1)
- Student copies of the Argument Delineation 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.

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 the assessed standard for this lesson: RI.9-10.5. In this lesson, students briefly discuss how Roosevelt begins this section of text before engaging in a jigsaw discussion to explore how Roosevelt supplements her claim in paragraph 3. Students demonstrate their learning at the end of the lesson by completing a Quick Write.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

10%

Instruct students to talk in pairs about how they applied their 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 share how they applied their focus standard to their AIR text from the previous lesson's homework.

Instruct students to take out their work paraphrasing each article from the UDHR that Roosevelt mentions in paragraphs 3–9. Direct students to form pairs to review and discuss each article.

- ☞ Student responses may include:
 - Roosevelt mentions Article 3 in paragraph 4. Article 3 is a broad article addressing the rights to life, liberty, and security.
 - Roosevelt mentions Article 20 in paragraph 5. Article 20 deals with the right to freedom of expression and association and not being forced to be a part of any particular association.

- Roosevelt mentions Article 22 in paragraph 6. Article 22 states that “economic, social and cultural rights” are necessary for each person to fully develop his personality.
- Roosevelt mentions Article 2 in paragraph 6. Article 2 states that everyone is entitled to the rights in the UDHR regardless of their personal attributes.
- Roosevelt mentions Article 30 in paragraph 8. Article 30 is the last article in the UDHR, emphasizing that no “state, group or person” can use the UDHR as a way to destroy other’s rights.
- Roosevelt mentions Article 23 in paragraph 9. Article 23 deals with labor rights and the right to economic security through work and social protection.

Activity 3: Masterful Reading

10%

Have students listen to a Masterful Reading of paragraphs 3–9 of “On the Adoption of the *Universal Declaration of Human Rights*” (from “I feel bound to say that I think” to “economic, social and cultural rights set forth in these articles”). Ask students to follow along and listen for Roosevelt’s claim.

- ▶ Students follow along, reading silently.

Activity 4: Reading and Discussion

10%

Read aloud paragraph 3 (from “I feel bound to say that I think” to “that they will be rejected without debate”). Post or project the following questions for students to answer in pairs before sharing out with the class.

In what does Roosevelt have confidence?

- 🗨️ Roosevelt is confident that the Assembly will reject the Soviet delegation’s proposals “without debate” (par. 3).

- ① **Differentiation Consideration:** If students struggle, explain to students that the verb *will* indicates the future tense. *Will* is used in three different ways: first, to express something that happens with regularity, as in “As usual, my boss will be late to work today”; second, to express the strong probability that something is about to happen in reference to the present time, as in “I hear footsteps in the hall, so that will be dad at the door”; and third, to give a command, as in “You will finish your dinner before you get dessert.”

How does Roosevelt use “will” in paragraph 3, and how does this influence the meaning of the sentence?

- 🗨️ Student responses may include:

- Since the amendments are “substantially the same” as ones that have already been rejected, Roosevelt uses “will” to emphasize her confidence and express the strong probability that the Soviet delegation’s proposals “will be rejected” (par. 3).
- Since the U.S. delegation “give[s] [the UDHR] [its] full support” (par. 1) and Roosevelt states “it is perhaps better tactics to try to cooperate” (par. 2), Roosevelt uses “will” to give an order to the Assembly, expressing that they should reject the Soviet delegation’s proposals so that they can adopt the UDHR.

What is Roosevelt’s claim in paragraph 3, and how does it develop the central claim of the speech?

🗨 Student responses may include:

- By using “will,” Roosevelt’s claim in paragraph 3 is that the Assembly is very likely to reject the Soviet delegation’s proposals: “I am confident that they will be rejected without debate” (par. 3). By stating this claim, Roosevelt is removing reasons for not adopting the UDHR. Roosevelt uses this claim to support her central claim that the Assembly should adopt the UDHR.
- By using “will,” Roosevelt’s claim in paragraph 3 is that the Assembly should reject the Soviet delegation’s proposals: “I am confident that they will be rejected without debate” (par. 3). Roosevelt is emphasizing what the Assembly needs to do in order to adopt the UDHR, and through this statement is supporting her central claim that the Assembly should adopt the UDHR.

Activity 5: Jigsaw Discussion

45%

Transition students to the jigsaw discussion and distribute copies of the Roosevelt Paragraphs 4–9 Jigsaw Tool to each student. Create groups of three students each; these are the “home” groups. Instruct student groups to decide among themselves which group member will be responsible for which two paragraphs in paragraphs 4–9 (from “The first two paragraphs of the amendment to article 3” to “economic, social, and cultural rights set forth in these articles”).

Direct students to leave their home groups to form “expert” groups, so that groups are now based on the pair of paragraphs students are responsible for (e.g., all students responsible for paragraphs 4 and 5 come together to form a group).

Instruct expert groups to read and analyze their paragraphs, identifying the idea of the Soviet delegation’s amendment or proposal, and Roosevelt’s reason(s) the amendment or proposal should be rejected. Remind students to take notes on their Jigsaw Tool during small group discussions.

- ① Consider reminding students that this is an opportunity to apply standard SL.9-10.1.a-e by participating effectively in a collaborative discussion, building on others’ ideas, and expressing their own ideas clearly and persuasively.

Provide students with the following definitions: *liable* means “subject or susceptible,” *flagrant* means “shockingly noticeable or evident,” and *subversive* means “tending to or advocating secretly trying to ruin or destroy a government, political system, etc.”

- ▶ Students write the definitions of *liable*, *flagrant*, and *subversive* on their copy of the text or in a vocabulary journal.
- ① Explain to the group that is analyzing paragraph 8 that the last Soviet proposal was an additional article after Article 30. This context is integral to understanding Roosevelt’s meaning in paragraph 8.
 - ▶ In their expert groups, students read and analyze their particular paragraphs. Students begin to fill in their Roosevelt Paragraphs 4–9 Jigsaw Tool to prepare for a small group discussion when they return to their home groups.
 - 🗨 See the Model Roosevelt Paragraphs 4–9 Jigsaw Tool for sample student responses.

When expert groups complete their analysis of their paragraphs, instruct students to return to their home group in which each member has explored two different paragraphs. Each student should present the analysis from the expert group to his or her home group members for discussion.

Post or project the following questions for students to answer in their home groups before sharing out with the class.

Is Roosevelt’s evidence in paragraphs 4–9 relevant to her claim in paragraph 3? Explain.

- 🗨 Roosevelt’s evidence in this section is relevant because each paragraph in this section directly addresses one of the Soviet delegation’s amendments or proposals.
- ① Consider reminding students that *relevant* means “relating to a subject in an appropriate way.”

Is Roosevelt’s evidence in this section sufficient to support her claim in paragraph 3? Why or why not?

- 🗨 Student responses may include:
 - Roosevelt’s evidence is sufficient because she gives a reason to reject each amendment or proposal of the Soviet delegation, which is adequate for the purpose. For example, in paragraph 4, Roosevelt states that “committee 3 decided [the amendment] required further study,” which is adequate for explaining why it was rejected.
 - Roosevelt’s evidence is not sufficient. Even though she addresses each point in the Soviet delegation’s proposal, she does not fully explain all of her reasons. For example, in paragraph 5, Roosevelt does not explain how the Soviet amendment “sets up standards which would enable any state practically to deny all freedom of opinion and expression without violating the article”; she only states that the amendment does set up these standards.

- ① Consider reminding students that *sufficient* means “adequate for the purpose; enough.” Sufficient evidence thoroughly reinforces the claims in an argument (central and/or supporting claims). One piece of powerful evidence may be sufficient to support a claim, or several pieces of evidence may be collectively sufficient to support a claim.

Lead a whole-class discussion of student responses.

Activity 6: Quick Write

10%

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

How does Roosevelt use paragraphs 4–9 to develop her claim in paragraph 3?

Instruct students to use their Roosevelt Paragraphs 4–9 Jigsaw Tool and annotations 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.

- ▶ 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 7: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to add to their Argument Delineation Tool, tracing Roosevelt’s claim and evidence in paragraphs 3–9.

- ① Consider reminding students that for some claims, there may not be reasoning. Students can note this on their tools and assess whether this affects the claim.

Also for homework, instruct students to read the remainder of Roosevelt’s speech “On the Adoption of the Universal Declaration of Human Rights” paragraphs 10–16 (from “In giving our approval to the Declaration today” to “join our effort in good faith to live up to this high standard”). 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

Add to your Argument Delineation Tool, tracing Roosevelt’s claim and evidence in paragraphs 3–9.

Read the remainder of Roosevelt’s speech “On the Adoption of the Universal Declaration of Human Rights,” paragraphs 10–16 (from “In giving our approval to the Declaration today” to “join our effort in good faith to live up to this high standard”). 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.

Roosevelt Paragraphs 4–9 Jigsaw Tool

Name:		Class:		Date:	
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Directions: Read your pair of paragraphs. Identify and record the Soviet delegation’s amendment or proposal from each paragraph. Identify and record the article from the UDHR that is related to the Soviet delegation’s amendment or proposal. Identify and record Roosevelt’s reasons for rejecting the Soviet delegation’s amendment or proposal.

Text	Soviet delegation’s amendment or proposal	Related Article in UDHR	Roosevelt’s reasons for rejection
Paragraph 4			
Paragraph 5			
Paragraph 6			
Paragraph 7			
Paragraph 8			
Paragraph 9			

Model Roosevelt Paragraphs 4–9 Jigsaw Tool

Name:		Class:		Date:	
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Directions: Read your pair of paragraphs. Identify and record the Soviet delegation’s amendment or proposal from each paragraph. Identify and record the article from the UDHR that is related to the Soviet delegation’s amendment or proposal. Identify and record Roosevelt’s reasons for rejecting the Soviet delegation’s amendment or proposal.

Text	Soviet delegation’s amendment or proposal	Related Article in UDHR	Roosevelt’s reasons for rejection
Paragraph 4	Adds issue of “minorities.”	Article 3: broad, simple article, which states, “Everyone has the right to life, liberty and security of person.”	Committee 3 already dealt with this issue and decided that it “required further study,” so it is being referred to the Economic and Social Council on Human Rights.
Paragraph 5	Modifies existing article to include the adjectives “democratic” and the idea of “fascism.”	Article 20: deals with the right to freedom of expression and association. “Everyone has the right to peaceful assembly and association” and “No one may be compelled to belong to an association.”	This modification would actually restrict freedom of expression by qualifying what counts as freedom of expression. Adding the particular modifiers of “democratic” and “fascism” is dangerous, because—as the Assembly knows from experience—states can easily interpret these terms differently and abuse them.
Paragraph 6	Adds “specific reference to ‘discrimination’.”	Article 22: states that everyone deserves “economic, social and cultural rights indispensable for his dignity and the free development of his personality.” Article 2: states that everyone is entitled to the rights in the UDHR regardless of their personal attributes.	Committee 3 already determined that “the question of discrimination is comprehensively covered in Article 2,” so it does not need to be added again. In fact, adding it in Article 22 would weaken the comprehensiveness intended in Article 2. Also, the Soviet proposal to Article 22 adds “State obligation,” which would change the character of the UDHR.

Text	Soviet delegation’s amendment or proposal	Related Article in UDHR	Roosevelt’s reasons for rejection
Paragraph 7	The Soviets proposed delaying voting on the UDHR until the next session.	Related to the UDHR as a whole.	Roosevelt states that the Soviets have already presented an identical proposal, and it was already soundly rejected in Committee 3.
Paragraph 8	Added new article after Article 30.	Article 30: the last article in the UDHR emphasizing that no “State, group or person” can use the UDHR as a way to destroy other’s rights.	The new article would erase the effect of Article 30. Article 30 is necessary as is, because it provides limits for the broad nature of the UDHR. These limits are based on morality, public order, and general welfare.
Paragraph 9	The Soviet proposal includes “an obligation on governments to assure the enjoyment of these rights by direct governmental action.”	Article 23: deals with labor rights and the right to economic security through work and social protection.	Although Article 23 does not include an obligation for governments to protect economic and social rights, and Article 23 does not directly reference the articles that follow, the “umbrella” nature of Article 23 still supports “basic principles of economic, social, and cultural rights.”

10.2.3

Lesson 4

Introduction

In this lesson, students read and analyze paragraphs 10–16 of Eleanor Roosevelt’s speech “On the Adoption of the Universal Declaration of Human Rights” (from “In giving our approval to the Declaration today” to “to live up to this high standard”) in which Roosevelt calls on the Assembly to adopt *The Universal Declaration of Human Rights* (UDHR). Students explore how Roosevelt appeals to her audience and uses rhetoric to persuade the Assembly. The learning in this lesson is captured in a Quick Write on the following prompt: How does Roosevelt use rhetoric in paragraphs 10–16 to advance the purpose of her speech?

For homework, students add to their Argument Delineation Tool, tracing Roosevelt’s claims and reasoning in paragraphs 10–16. Additionally, students conduct a brief search into Malala Yousafzai and write a few sentences about her life to prepare for the following lesson’s text.

Standards

Assessed 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.
Addressed Standard(s)	
L.9-10.5.a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

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"> How does Roosevelt use rhetoric in paragraphs 10–16 to advance the purpose of her speech?

High Performance Response(s)

A High Performance Response should:

- Determine the purpose of Roosevelt’s speech (e.g., Roosevelt’s purpose is to persuade the United Nations Assembly to adopt the UDHR).
- Identify examples of rhetoric from paragraphs 10–16 (e.g., repetition, parallel structure, and contrast in “It is not a treaty; it is not an international agreement. It is not and does not purport to be a statement of law or legal obligation. It is a Declaration of basic principles of human rights and freedoms” (par. 10); imagery in “stand today at the threshold of a great event” (par. 11); etc.).
- Explain how the examples of rhetoric advance Roosevelt’s purpose (e.g., by clarifying exactly what the UDHR is and repeatedly emphasizing what the UDHR is not, Roosevelt calms any fears or reservations members of the Assembly may have in adopting it, and so advances her purpose to persuade the Assembly to adopt the UDHR).

Vocabulary**Vocabulary to provide directly (will not include extended instruction)**

- purport (v.) – profess or claim, often falsely
- threshold (n.) – the entrance to a house or building; any place or point of entering or beginning
- proclamation (n.) – the act of saying something in a public, official, or definite way
- flagrant (adj.) – shockingly noticeable or evident
- impetus (n.) – a force that causes something (such as a process or activity) to be done or become more active
- fruition (n.) – attainment of anything desired; realization; accomplishment
- covenant (n.) – an agreement, usually formal, between two or more persons to do or not do something specified

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

- None.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text:	
<ul style="list-style-type: none"> Standards: RI.9-10.6, L.9-10.5.a Text: “On the Adoption of the <i>Universal Declaration of Human Rights</i>” by Eleanor Roosevelt, paragraphs 10–16 	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 15%
3. Masterful Reading	3. 10%
4. Reading and Discussion	4. 50%
5. Quick Write	5. 15%
6. Closing	6. 5%

Materials

- Student copies of the Argument Delineation 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.
- Copies of the Rhetorical Impact Tracking Tool for each student (refer to 10.2.1 Lesson 4) —Students will need blank copies of the tool for this lesson.
- 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 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 the assessed standard for this lesson: RI.9-10.6. In this lesson, students discuss how Roosevelt calls on the Assembly to adopt the UDHR, exploring the rhetoric she uses to advance her purpose. Students engage in evidence-based discussion and demonstrate their learning at the end of the lesson by completing a Quick Write.

- ▶ Students follow along.

Activity 2: Homework Accountability

15%

Instruct students to take out their Argument Delineation Tools to discuss in pairs how they traced Roosevelt’s claim and evidence in paragraphs 3–9.

- 🗨 See the Model Argument Delineation Tool at the end of this lesson for sample student responses.

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

- 🗨 Students may identify the following words: *purport*, *threshold*, *proclamation*, *flagrant*, *impetus*, *fruition*, and *covenant*.

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

Activity 3: Masterful Reading

10%

Have students listen to a Masterful Reading of paragraphs 10–16 of “On the Adoption of the *Universal Declaration of Human Rights*.” Ask students to follow along and listen for how Roosevelt appeals to the Assembly.

- ▶ 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 paragraphs 10–11 (from “In giving our approval to the Declaration today” to “at different times in other countries”) and answer the following questions before sharing out with the class.

Recalling the work you did delineating Roosevelt’s argument, what is the purpose of her speech?

- Roosevelt’s central claim is that the Assembly should adopt the UDHR, and she develops the central claim using these supporting claims: “this is a good document—even a great document” (par. 1), “it is perhaps better tactics” for the Soviet delegation “to try to cooperate” (par. 2), and the Assembly should, or is very likely to, reject the Soviet proposals (par. 3). So, Roosevelt’s purpose is to persuade the Assembly to adopt the UDHR.

How does Roosevelt unfold her explanation of the “basic character of the document” in paragraph 10?

- Roosevelt first explains what the UDHR is not, using three short sentences to give examples of what it is not: “It is not a treaty; it is not an international agreement. It is not and does not purport to be a statement of law or of legal obligation” (par. 10). Then, Roosevelt gives a long sentence explaining what the UDHR is: “It is a Declaration of basic principles of human rights and freedoms, to be stamped with the approval of the General Assembly by formal vote of its members, and to serve as a common standard of achievement for all peoples of all nations” (par. 10).

What rhetorical devices does Roosevelt use in paragraph 10, and what is their cumulative impact?

- Roosevelt uses parallel structure (“it is not” and “it is”), repetition, and contrast to explain clearly “the basic character of the document” (par. 10). By repeatedly emphasizing what the UDHR is not, Roosevelt calms any fears or reservations members of the Assembly may have in adopting it.

What does Roosevelt express with her specific word choice in the phrase “stamped with the approval” in paragraph 10?

- Student responses may include:
 - By using the verb “stamped,” Roosevelt expresses that nothing else needs to be done to the UDHR except to adopt it.
 - Roosevelt’s use of “stamped” emphasizes that adopting the UDHR should be an easy task.

How does Roosevelt use figurative language in the first sentence of paragraph 11 to contribute to the overall tone of the speech?

- Student responses may include:
 - Using the figurative language of “[w]e stand today at the threshold” (par. 11), Roosevelt creates an image of the Assembly standing at “the entrance to a house or building or any place or point of entering or beginning.”
 - By saying “[w]e stand today at the threshold” (par. 11), Roosevelt compares adopting the UDHR to crossing a threshold.

- Through this figurative language, Roosevelt emphasizes that the Assembly is at an important moment right now when they will choose whether or not to make this “great event” happen (par. 11). This creates a sense of excitement, contributing to her inspirational tone.
- ① This question and the Differentiation Consideration below both support students’ engagement with L.9-10.5.a, which requires students to demonstrate an understanding of figurative language, interpreting figures of speech and their role in the text.
- ① **Differentiation Consideration:** If students struggle with figurative language, consider asking the following scaffolding questions:

How does Roosevelt use the combination of the words “stand” and “threshold” to create an image?

- 💬 The word threshold means “the entrance to a house or building or any place or point of entering or beginning.” By saying the Assembly “stand[s] today at the threshold,” Roosevelt creates the image of the Assembly standing in front of an entrance or point of beginning.

What comparison does Roosevelt make by creating this image?

- 💬 Roosevelt compares adopting the UDHR to crossing a threshold.

How does Roosevelt use historical references in paragraph 11, and what is the rhetorical impact?

- 💬 Student responses may include:
 - Roosevelt draws a connection between the UDHR and other historically important documents related to declaring rights: “Magna Carta,” “Declaration of the Rights of Man,” and “the Bill of Rights” (par. 11).
 - By comparing the UDHR to these documents, Roosevelt emphasizes the importance of the UDHR, and through this is using ethos (an appeal to her audience’s shared values of the historical documents) to persuade the Assembly to adopt the UDHR.

Lead a brief whole-class discussion of student responses and instruct students to use their Rhetorical Impact Tracking Tool to record the rhetoric discussed.

- ① Remind students of the work they did with rhetoric in 10.2 Units 1 and 2. If necessary, review the definitions and examples of rhetorical devices on the Rhetorical Impact Tracking Tools from 10.2.1.

Instruct student groups to reread paragraphs 12–16 (from “At a time when there are so many issues” to “join our effort in good faith to live up to this high standard”) and answer the following questions in before sharing out with the class.

What specific word choices develop the ways Roosevelt appeals to the Assembly in paragraph 12?

🗨️ Student responses may include:

- Roosevelt uses the words “fact” and “testimony” (par. 12) to introduce evidence, which develops logos (an appeal to the Assembly’s logic).
- Roosevelt repeats the words “common” and “agreement” to emphasize that the UDHR expresses that the Assembly has a shared “aspiration” (par. 12) and uses this to appeal to her audience’s shared ethics.
- Roosevelt uses the phrase “flagrant violation” and references the “Nazi[s] and Fascist[s]” and “world war” (par. 12). By using emotional words and references to the last war, Roosevelt uses pathos, appealing to her audience’s emotional experience of the war.

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

How does Roosevelt use the words “fact” and “testimony” to appeal to the Assembly?

🗨️ Roosevelt introduces forms of evidence to appeal to the Assembly’s logic.

What words does Roosevelt repeat in paragraph 12, and how do the words work together to appeal to the Assembly?

🗨️ Roosevelt repeats the words “common” and “agreement” to emphasize that the UDHR expresses that the Assembly has a shared “aspiration,” and uses this to appeal to her audience’s shared ethics.

What is the rhetorical impact of Roosevelt’s word choice and cultural references to “flagrant violation[s],” “Nazi and Fascist countries,” and “the last world war”?

🗨️ By reminding the Assembly of the war and using emotional words to describe the war, Roosevelt appeals to her audience’s emotions.

How does the “spiritual fact” in paragraph 14 connect to the quotation from Gladstone Murray?

🗨️ Murray says “that the light we have is imperfect does not matter so long as we are always trying to improve it . . . we are equal in sharing the moral freedom” (par. 13). Roosevelt connects to this in paragraph 14 by saying it is a “spiritual fact that man must have freedom in which to develop his full stature.”

How does Roosevelt use this connection to appeal to her audience?

🗨️ By linking the ability of man to “develop his full stature” to both “moral freedom” and “spiritual fact” (par. 14), Roosevelt uses ethos, an appeal to her audience’s shared beliefs about the morality of freedom.

What is the rhetorical impact of repeating the word *common* again in paragraph 14?

- 🗨️ Roosevelt emphasizes to her audience that they are all together trying to “raise the level of human dignity” (par. 14) by adopting the UDHR, which appeals to the Assembly members’ shared ethics.

How does Roosevelt advance her purpose when she speaks about “the unfinished task which lies before us” in paragraph 15?

- 🗨️ Reminding the Assembly of what needs to happen after the Assembly adopts the UDHR emphasizes the importance of adopting the UDHR in the first place.

What is the rhetorical impact of Roosevelt’s concluding paragraph?

- 🗨️ Students responses may include:
 - By repeating Marshall’s opening words to them “as Members of the United Nations” (par. 16), Roosevelt uses ethos, appealing to the values the members of the Assembly share by being part of the United Nations.
 - Roosevelt ends her speech by quoting Marshall’s call to “approve [the Declaration] by an overwhelming majority” and “join our effort in good faith to live up to this high standard” (par. 16). This call to action inspires the Assembly by using pathos, appealing to their emotions.

Lead a brief whole-class discussion of student responses and instruct students to use their Rhetorical Impact Tracking Tool to record the rhetoric discussed.

Activity 5: Quick Write**15%**

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

How does Roosevelt use rhetoric in paragraphs 10–16 to advance the purpose of her speech?

Instruct students to look at their tools and annotations 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.

- ▶ Students listen and read the Quick Write prompt.

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

Transition students to the independent Quick Write.

- ▶ Students independently answer the prompt, using evidence from the text.

- See the High Performance Response at the beginning of this lesson.

Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, students add to their Argument Delineation Tool, tracing Roosevelt’s claims and reasoning in paragraphs 10–16 (from “In giving our approval to the Declaration today” to “to live up to this high standard”).

Also for homework, instruct students to find biographical information about Malala Yousafzai, and write a few sentences about her life to prepare for the following lesson’s text.

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

Homework

Add to your Argument Delineation Tool, tracing Roosevelt’s claims and reasoning in paragraphs 10–16.

Use the Internet or library sources to find biographical information on Malala Yousafzai, and write a few sentences about her life to prepare for the following lesson’s 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: “On the Adoption of the *Universal Declaration of Human Rights*”

Central Claim:
The United Nations Assembly should adopt the Universal Declaration of Human Rights.

Supporting Claim:
The Assembly is very likely to reject the Soviet delegation’s proposals (par. 3).
OR
The Assembly should reject the Soviet delegation’s proposals (par. 3).

Evidence:	Explain how the evidence is relevant:	Explain whether the evidence is sufficient:
<p>“The first two paragraphs of the amendment to article 3 deal with the question of minorities, which committee 3 decided required further study” (par. 4)</p> <p>“The Soviet amendment to article 20 . . . sets up standards which would enable any state practically to deny all freedom of opinion and expression without violating the article.” (par. 5)</p> <p>“the question of discrimination is comprehensively covered in article 2 of the Declaration, so that its restatement elsewhere is completely unnecessary and also has the effect of weakening the comprehensive principles stated in article 2” (par. 6).</p>	<p>Roosevelt’s evidence in this section is relevant because each paragraph in this section directly addresses one of the Soviet delegation’s amendments or proposals.</p>	<p>Roosevelt’s evidence is sufficient because she gives a reason to reject each amendment or proposal of the Soviet delegation, which is adequate for the purpose. For example, in paragraph 4, Roosevelt states that “committee 3 decided [the amendment] required further study,” which is adequate for explaining why it was rejected.</p> <p>OR</p> <p>Roosevelt’s evidence is not sufficient. Even though she addresses each point in the Soviet delegation’s proposal, she does not fully explain all of</p>

Evidence:	Explain how the evidence is relevant:	Explain whether the evidence is sufficient:
<p>“An identical text was rejected in committee 3 by a vote of 6 in favor and 26 against.” (par. 7)</p> <p>The Soviet proposal to add an article after Article 30 would erase the effect of Article 30, but “[t]he basic principle of equality and of nondiscrimination as to public employment . . . cannot be accepted without limitation.” (par. 8)</p> <p>“[T]he principle has not been affected by the fact that this article no longer contains a reference to the articles which follow it.” (par. 9)</p>		<p>her reasons. For example, in paragraph 5, Roosevelt does not explain how the Soviet amendment “sets up standards which would enable any state practically to deny all freedom of opinion and expression without violating the article”; she only states that the amendment does set up these standards.</p>
Reasoning:		Explain whether the reasoning is valid:
N/A		N/A

Model Rhetorical Impact Tracking Tool

Name:	Class:	Date:
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Directions: In column 1, identify and record the author’s use of a rhetorical device. If the device is new to you, record a definition in column 1 as well. In column 2, record the example of the rhetorical device from the text. (Include a paragraph or page reference.) In column 3, record the impact of the rhetorical device on the author’s point of view or purpose.

Text: “On the Adoption of the *Universal Declaration of Human Rights*”

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.

Rhetorical device and definition	Examples of the rhetorical device in the text (with paragraph or page reference)	Impact of the rhetorical device on point of view or purpose
Repetition, parallel structure, contrast	“It is not a treaty; it is not an international agreement. It is not and does not purport to be a statement of law or legal obligation. It is a Declaration of basic principles of human rights and freedoms” (par. 10)	By clarifying exactly what the UDHR is and repeatedly emphasizing what the UDHR is not, Roosevelt calms any fears or reservations members of the Assembly may have in adopting it, thereby advancing her purpose to persuade the Assembly to adopt the UDHR.
Descriptive language	“to be stamped with the approval” (par. 10)	By using the verb “stamped,” Roosevelt expresses that nothing else needs to be done to the UDHR except to adopt it. Roosevelt’s use of “stamped” emphasizes that adopting the UDHR should be an easy task.
Imagery	“stand[s] today at the threshold of a great event” (par. 11)	Roosevelt creates the image of being in the moment right before making a decision to begin something or enter new territory, establishing a sense of excitement and inspirational tone, which supports her purpose to persuade the Assembly to adopt the UDHR.

Rhetorical device and definition	Examples of the rhetorical device in the text (with paragraph or page reference)	Impact of the rhetorical device on point of view or purpose
Historical references, ethos	"Magna Carta," "Declaration of the Rights of Man," "Bill of Rights" (par. 11)	Roosevelt draws a connection between the UDHR and these historically significant documents related to declaring rights. By comparing the UDHR to these documents, Roosevelt emphasizes the importance of the UDHR, and through this is using ethos (an appeal to her audience's shared values of the historical documents) to persuade the Assembly to adopt the UDHR.
Logos (appeal to logic)	"fact that 58 states have found such a large measure of agreement" and "[t]his must be taken as testimony of our common aspiration" (par. 12)	Roosevelt uses fact and testimony to appeal to the Assembly's logic in order to persuade them to adopt the UDHR.
Repetition and ethos (appeal to ethics)	repeats the words "common" and "agreement" (par. 12)	Roosevelt emphasizes that the UDHR expresses the Assembly's shared "aspiration," and through this appeals to her audience's ethics and advancing her purpose of persuading the Assembly to adopt the UDHR.
Pathos (appeal to emotion)	"flagrant violation" and references the "Nazi[s] and Fascist[s]" and "world war" (par. 12)	By using emotional words and references to the last war, Roosevelt uses pathos, appealing to her audience's emotional experience of the war in order to persuade them to adopt the UDHR.
Ethos (appeal to ethics)	Quotation from Gladstone Murray: "sharing the moral freedom" (par. 13) and statement that it is a "spiritual fact that man must have freedom in which to develop his full stature." (par. 14)	By linking the ability of man to "develop his full stature" to both "moral freedom" and "spiritual fact," Roosevelt uses ethos, an appeal to her audience's shared beliefs about the morality of freedom.
Ethos (appeal to ethics) and pathos (appeal to emotion)	Quotation of Secretary Marshall beginning "Let this third regular session . . ." (par. 16)	By echoing the opening statement at the end and reminding the Assembly members why they are there "as Members of the United Nations," Roosevelt uses ethos, appealing to the

Rhetorical device and definition	Examples of the rhetorical device in the text (with paragraph or page reference)	Impact of the rhetorical device on point of view or purpose
		<p>ethics the members of the Assembly share by being part of the United Nations.</p> <p>Roosevelt ends her speech by repeating Marshall’s call to “approve [the Declaration] by an overwhelming majority” and “join our effort in good faith to live up to this high standard.” This call to action inspires the Assembly by using pathos, appealing to their emotions.</p>

10.2.3 Lesson 5

Introduction

In this lesson, students listen to Malala Yousafzai’s “Address to the United Nations Youth Assembly.” After listening to the sixteen-year-old Pakistani girl deliver her speech, students read paragraphs 1–6 of the transcript (from “In the name of God, the Most Beneficent” to “My dreams are the same”). In small groups, students analyze how Yousafzai uses rhetoric to advance her purpose. Students participate in a whole-class discussion and then work in pairs to analyze a paragraph independently. Finally, students annotate the text they have read before completing a Quick Write on the following prompt: How does Yousafzai use rhetoric in paragraphs 1–6 to advance her purpose? For homework, students read paragraphs 7–20 of the transcript of Yousafzai’s speech (from “Dear sisters and brothers, I am not against anyone” to “Education is the only solution. Education First”) and use the Rhetorical Impact Tracking Tool to record the impact of her use of rhetoric.

Standards

Assessed 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.
Addressed Standard(s)	
W.9-10.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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”).
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 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 Yousafzai use rhetoric in paragraphs 1–6 to advance her purpose?
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Identify a purpose advanced in Yousafzai’s speech (e.g., to speak “so that those without a voice can be heard” (par. 5) etc.). Identify an example of rhetoric (e.g., use of repetition when she uses “the same” in the final two sentences of paragraph 6; appeal to pathos when she describes the Taliban attack in paragraph 6; the use of parallel structure in paragraph 6: “Weakness, fear and hopelessness died. Strength, power and courage was born”; etc.). Explain how rhetoric advances the purpose (e.g., Yousafzai’s description of the shooting is an appeal to ethos that establishes her credentials as someone willing to risk her life in order to promote education; her use of the shooting is also an appeal to pathos because it creates sympathy for her as a young girl who is being shot by extremists).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> Taliban (n.) – a fundamentalist Islamic militia [originating] in Afghanistan
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
<p>Standards & Text:</p> <ul style="list-style-type: none"> Standards: RI.9-10.6, W.9-10.9.b, L.9-10.4.a Text: “Address to the United Nations Youth Assembly” by Malala Yousafzai, July 12, 2013 (http://secure.aworldatschool.org), “Malala Yousafzai Addresses United Nations Youth Assembly” video (http://webtv.un.org/watch/malala-yousafzai-addresses-united-nations-youth-assembly/2542094251001/) 	

Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 10%
3. Masterful Reading	3. 40%
4. Reading and Discussion	4. 30%
5. Quick Write	5. 10%
6. Closing	6. 5%

Materials

- Copies of the Rhetorical Impact Tracking Tool for each student (refer to 10.2.1 Lesson 4)—Students will need blank copies of the tool for this lesson.
 - Copies of Malala Yousafzai’s “Address to the United Nations Youth Assembly” for each student (with paragraphs numbered 1–20)
 - Copies of the Argument Delineation Tool for each student (refer to 10.2.1 Lesson 5)—Students will need blank copies of the tool for this lesson’s homework.
- ① Consider numbering the paragraphs of the transcript of Yousafzai’s “Address to the United Nations Youth Assembly” before the lesson.

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.
①	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.9-10.6. In this lesson, students explore how Malala Yousafzai advances her purpose in the first half of her speech through the use of rhetoric. Students watch Yousafzai delivering her speech to the United Nations Youth Assembly on July

12, 2013. Students engage in evidence-based discussions as well as complete a brief writing assignment to close the lesson.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

10%

Instruct students to work in pairs to share their additions to the Argument Delineation Tool for Eleanor Roosevelt’s “On the Adoption of *The Universal Declaration of Human Rights*.”

- 🗨️ See the Model Argument Delineation Tool at the end of this lesson for sample student responses.
- ① Remind students to maintain their Argument Delineation Tools for use on the End-of-Unit Assessment.

Instruct students to Turn-and-Talk in pairs about their sentences on the biographical information they found on Malala Yousafzai.

- 🗨️ Student responses may include:
 - Malala Yousafzai is a Pakistani student and activist for education.
 - Prior to the shooting, when she was 11–12, Yousafzai had also kept a radio blog for the BBC describing the conditions under the *Taliban* and her efforts to attend school and promote education for girls.
 - A member of the *Taliban* who wanted to stop Malala Yousafzai’s activism shot her in the head.
 - Malala Yousafzai gained international acclaim for her courage and her forgiveness in the aftermath of the shooting.

Activity 3: Masterful Reading

40%

Have students listen to a Masterful Reading of Malala Yousafzai’s “Address to the United Nations Youth Assembly,” delivered on July 12, 2013. Ask students to listen and record their initial thoughts and reactions about the speech.

- ▶ Students follow along, reading silently.
- ① If possible for the Masterful Reading, consider showing students the online video of Yousafzai delivering her speech (<http://webtv.un.org/watch/malala-yousafzai-addresses-united-nations->

[youth-assembly/2542094251001/](#)). The video not only provides context for the speech but also allows students to hear Yousafzai’s own voice as well as the audience’s reactions.

Instruct students to work in pairs to share their initial thoughts and reactions about the speech.

Activity 4: Reading and Discussion

30%

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

Instruct students to stop to annotate the speech and take notes on the Rhetorical Impact Tracking Tool throughout the discussion, in preparation for the Quick Write assessment. Remind students that annotating helps them keep track of evidence they use later in the End-of-Unit and Performance Assessments, which focus on the development of central ideas.

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

Instruct student pairs to read paragraphs 1–6, from the greeting, “In the name of God, the Most Beneficent the Most Merciful,” to “My dreams are the same,” and annotate the text for examples of rhetoric and answer the following questions and before sharing out with the class.

What is the rhetorical impact of the thanks Yousafzai gives before beginning her speech?

🗨 Student responses may include:

- The thanks are an appeal to ethos because it shows that Yousafzai shares similar values to those listening: “[T]hank you to every person who has prayed for my fast recovery and a new life . . . I have received thousands of good wish cards and gifts from all over the world” (par. 2).
- The thanks are an appeal to pathos because they include emotional phrases like “I cannot believe how much love people have shown me” and “Thank you to the children whose innocent words encouraged me” (par. 2).
- The repetition of “thank you” emphasizes that she has a lot of support and gratitude, making her appeal to ethos stronger.
- The thanks given to important people (Mr. Ban Ki-moon, the UN Secretary-General and Mr. Gordon Brown, the UN Special Envoy) show that Yousafzai is connected to powerful people, giving her words more weight.

① If necessary, remind students to consult their Rhetorical Impact Tracking Tools from 10.2.1, 10.2.2, and 10.2.3 for possible rhetorical devices and definitions.

In paragraph 5, what are Malala Yousafzai’s stated purposes for addressing the United Nations Youth Assembly?

🗨️ Student responses may include:

- Yousafzai says she is speaking not for herself, but for “all girls and boys” (par. 5).
- She says she is speaking “so that those without a voice can be heard” (par. 5).
- She expands the voiceless from “all girls and boys” to all “those who have fought for their rights” (par. 5).

What facts does Yousafzai provide about her experience in paragraph 6?

🗨️ Student responses may include:

- She was shot on October 9, 2012.
- She was shot “on the left side of [her] forehead” (par. 6).
- The *Taliban* shot her.
- The *Taliban* also shot her friends.

Provide students with the following definition: the *Taliban* is “a Muslim fundamentalist group that originated in Afghanistan but is active in other countries as well.”

- ▶ Students write the definition of *Taliban* on their copy of the text or in a vocabulary journal.

According to paragraph 6, what did the *Taliban* hope to achieve by shooting Yousafzai?

🗨️ Student responses may include:

- The *Taliban* wanted to “silence” the children (par. 6).
- The *Taliban* wanted to change the “aims” and “ambitions” of children (par. 6).

Based on your response to the last question, what can you infer about Yousafzai’s actions before the shooting?

🗨️ Student responses may include:

- Yousafzai was one of “the hundreds of Human rights activists and social workers who are not only speaking for human rights, but who are struggling to achieve their goals of education, peace, and equality” (par. 4).
- Yousafzai was already working to “raise up [her] voice” (par. 5).
- Yousafzai had “ambitions . . . hopes . . . [and] dreams” that the *Taliban* did not support (par. 6).

What did the *Taliban*’s shooting actually accomplish?

🗨️ Student responses may include:

- More people joined Yousafzai’s cause; she says “thousands of voices” came “out of that silence” (par. 6).

- The *Taliban* failed to change the “aims” and “ambitions” of Yousafzai and her coworkers. Yousafzai says she is “the same Malala” with the same “ambitions,” “hopes,” and “dreams” (par. 6).
- Instead of causing Yousafzai and her coworkers to become silent and afraid, the *Taliban*’s shooting made them more determined. Yousafzai says, “Weakness, fear and hopelessness died. Strength power and courage was born” (par. 6).

① **Differentiation Consideration:** Consider encouraging students to make inferences by asking the following question:

What inference can listeners make about Yousafzai’s actions from the fact that the *Taliban* hoped to “silence” her and change her “aims” and “ambitions”?

🗨️ Student responses may include:

- Yousafzai must have been speaking out against the *Taliban*.
- Yousafzai’s “aims” and “ambitions” must have been against the *Taliban*’s wishes.

What rhetorical devices does Yousafzai use in paragraph 6? What is the impact of these rhetorical devices?

🗨️ Student responses may include:

- Yousafzai’s appeal to ethos by showing her “[s]trength, power and courage” (par. 6) in the face of violence encourages her listeners to trust her as someone who knows first-hand what it is like to struggle to get an education despite grave threats.
- Yousafzai uses parallel structures when she states, “Weakness, fear, and hopelessness died. Strength, power and courage was born” (par. 6). The parallel structure emphasizes that for each hope the *Taliban* had, Yousafzai denied them their victory and emerged stronger.
- Yousafzai uses repetition by using the word *same* four times in the last two sentences: “I am the same Malala. My ambitions are the same. My hopes are the same. My dreams are the same” (par. 6). The repetition emphasizes Yousafzai’s determination.

① **Differentiation Consideration:** If students struggle with this question, remind them to consult their Rhetorical Impact Tracking Tools for possible devices and definitions. If students continue to struggle, consider posing the following questions:

In paragraph 6 Malala Yousafzai states, “Weakness, fear, and hopelessness died. Strength, power and courage was born.” In what ways are these statements similar?

🗨️ The statements are grammatically similar. Each begins with three qualities and ends with a verb having to do with a state of being (life/death).

In what ways are the statements different?

- ☞ The statements express opposing ideas. The first statement is about three negative qualities, while the second is about three positive qualities. The first statement says the qualities died, while the second statement says the qualities were born.

What word does Malala Yousafzai repeat in the last two sentences of paragraph 6? What is the impact of this repetition?

- ☞ She repeats the word *same*, which emphasizes that despite the *Taliban's* efforts to change Yousafzai, she remains unchanged.

Lead a brief whole-class discussion of student responses. Then instruct students to use their Rhetorical Impact Tracking Tool to track and analyze Yousafzai's use of rhetoric in paragraphs 1–6.

Activity 5: Quick Write

10%

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

How does Yousafzai use rhetoric in paragraphs 1–6 to advance her purpose?

Instruct students to look at their annotations and the Rhetorical Impact Tracking Tool to find evidence. Ask students to use this lesson's vocabulary wherever possible in their written responses and to practice using specific language and domain-specific vocabulary. 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 use an Argument Delineation Tool to trace Yousafzai's argument in paragraphs 1–6 of the speech (from "In the name of God, the Most Beneficent" to "My dreams are the same").

Also for homework, instruct students to read paragraphs 7–20 of the transcript of Yousafzai's speech (from "The wise saying, 'The pen is mightier than sword'" to "Education is the only solution. Education First") and use the Rhetorical Impact Tracking Tool to record the impact of her use of rhetoric.

- ▶ Students follow along.

Homework

Use an Argument Delineation Tool to trace Yousafzai’s argument in paragraphs 1–6 of her speech, (from “In the name of God, the Most Beneficent the Most Merciful” to “My dreams are the same”).

Also, read paragraphs 7–20 of the transcript of Yousafzai’s speech (from “The wise saying, ‘The pen is mightier than sword’” to “Education is the only solution. Education First”) and use the Rhetorical Impact Tracking Tool to record the impact of her use of rhetoric.

Model Argument Delineation Tool

Name:		Class:		Date:	
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Directions: Identify and record the central claim from the text or excerpt (paragraph or section). Identify and record each claim that supports the central claim. Identify and record each piece of evidence that supports the supporting claims. Identify and record the reasoning that explains the relationships among claims and across evidence.

Text:	“On the Adoption of <i>The Universal Declaration of Human Rights</i> ” (paragraphs 10–16)
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Central Claim: The United Nations Assembly should adopt the Universal Declaration of Human Rights “as a standard for conduct for all” (par. 16).

Supporting Claim:

The UDHR serves as “a common standard of achievement” (par. 10).

Evidence:	Explain how the evidence is relevant:	Explain whether the evidence is sufficient:
The document “is not a treaty; it is not an international agreement” (par. 10).	Signing the document will not impose new legal obligations on member nations.	The evidence is sufficient because it reviews the legal status of the document and its implications of countries signing the document.
Reasoning:		Explain whether the reasoning is valid:
Since the document does not have legal obligations, no country should feel uncomfortable signing it as a signal of agreement with its principles.		<p>The reasoning is valid because since the document is not legally binding, signing it is less significant than signing a legal document.</p> <p>OR</p> <p>The reasoning is not valid because member countries will still want the document to reflect their own beliefs and principles.</p>

Supporting Claim:		
The UDHR may be considered “the international Magna Carta of all men everywhere” (par. 11).		
Evidence:	Explain how the evidence is relevant:	Explain whether the evidence is sufficient:
None	N/A	N/A
Reasoning:		Explain whether the reasoning is valid:
By describing the UDHR as the “international Magna Carta” (par. 11) and comparing it to other important documents associated with promoting human rights, Roosevelt suggests that this document is part of a long history of improving human rights.		The reasoning is not necessarily valid since Roosevelt does not explain in detail how the UDHR is similar in content or in import to the documents she names.
Supporting Claim:		
The UDHR represents “[m]an’s desire for peace” (par. 12).		
Evidence:	Explain how the evidence is relevant:	Explain whether the evidence is sufficient:
58 states have found a “large measure of agreement” regarding human rights (par 12).	The 58 states to which Roosevelt refers are all members of the UN, and each will sign the document if it is adopted by the UN.	The evidence is sufficient; most listeners would recognize how much effort was needed to get 58 states to agree to a single document.
The document must reflect the UN’s “aspiration . . . to lift men everywhere to a higher standard of life” (par. 12).	Roosevelt directly refers to a document member nations have already signed.	The evidence is sufficient because signing the Charter was a necessary part of joining the UN.
Realizing that “the flagrant violation of human rights by Nazi and Fascist countries sowed the seeds of the last world war” (par. 12) makes it important for the UN to make a statement about human rights.	The listeners had just experienced the horrors of World War II and would be eager to avoid a similar situation.	World War II is a significant historical event that was in recent memory for Roosevelt’s’ listeners, so this evidence would have been sufficient for her listeners.

Reasoning:		Explain whether the reasoning is valid:
<p>If 58 states have agreed to the contents of the document, it must contain principles that are universally recognized.</p> <p>The document merely supports what members have already agreed to in the Charter.</p> <p>Signing the document will help avoid another experience like World War II.</p>		<p>The reasoning is valid because it reflects the work of many participants and reflects joint effort.</p> <p>The reasoning is valid; member could easily review the language of the two documents.</p> <p>This reasoning is not valid; Roosevelt does not clearly establish a link between abusing human rights and World War II and some member nations might have identified other factors as more significant contributing causes.</p>
Supporting Claim:		
<p>“This Declaration is based upon the spiritual fact that man must have freedom” (par. 14).</p>		
Evidence:	Explain how the evidence is relevant:	Explain whether the evidence is sufficient:
<p>Gladstone Murray says “we are equal in sharing the moral freedom that distinguishes us as men” (par. 13).</p>	<p>Murray was a recognized statesman at the time.</p>	<p>The evidence is sufficient because Murray’s status would have lent support to Roosevelt’s position.</p> <p>OR</p> <p>The evidence is not sufficient because Murray’s words might have been taken out of context.</p> <p>“Spiritual facts” are not evidence because they cannot be proven.</p>

<p>“The Declaration is based upon the spiritual fact that man must have freedom” (par. 14).</p>	<p>If freedom is a necessary element for man to develop his full stature, then the UDHR works to ensure that everyone has the necessary freedom.</p>	
<p>Reasoning:</p>		<p>Explain whether the reasoning is valid:</p>
<p>Roosevelt appeals to authority (the words of a respected statesman) and facts.</p>		<p>The reasoning is not valid because it is not clear in what context Gladstone was speaking and spiritual facts cannot be proven.</p>
<p>Supporting Claim:</p>		
<p>Secretary of UN, Marshall, called on General Assembly to approve the UDHR.</p>		
<p>Evidence:</p>	<p>Explain how the evidence is relevant:</p>	<p>Explain whether the evidence is sufficient:</p>
<p>Language from Marshall’s opening statement.</p>	<p>Marshall is secretary of the UN.</p>	<p>Marshall’s position and clear statement is sufficient evidence.</p>
<p>Reasoning:</p>		<p>Explain whether the reasoning is valid:</p>
<p>Roosevelt uses an appeal to reason by citing the words of the secretary of the UN.</p>		<p>This reasoning is valid; Marshall has a position of authority and respect within the organization Roosevelt is addressing.</p>

Model Rhetorical Impact Tracking Tool

Name:	Class:	Date:
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Directions: In column 1, identify and record the author’s use of a rhetorical device. If the device is new to you, record a definition in column 1 as well. In column 2, record the example of the rhetorical device from the text. (Include a paragraph or page reference.) In column 3, record the impact of the rhetorical device on the author’s point of view or purpose.

Text: “Address to the United Nations Youth Assembly”

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.

Rhetorical device and definition	Examples of the rhetorical device in the text (with paragraph or page reference)	Impact of the rhetorical device on point of view or purpose
Appeal to Ethos	“Today, it is an honour . . . Thank you to my elders whose prayers strengthened me.” (par. 1–3)	Making it clear that it is an honor to speak to the assembly presents Malala Yousafzai as a humble person and generates goodwill. It establishes her credibility as a likeable person whose message listeners might want to hear. Similarly, thanking so many people presents Yousafzai as someone who is grateful and again establishes her as a sympathetic speaker. The opening phrases of thanks show that Yousafzai shares similar values to those listening: “Thank you to every person who has prayed for my fast recovery and a new life. . . I have received thousands of good wish cards and gifts from all over

Rhetorical device and definition	Examples of the rhetorical device in the text (with paragraph or page reference)	Impact of the rhetorical device on point of view or purpose
Appeal to Pathos	<p>“Dear Friends, on the 9th of October, 2012, the Taliban shot me on the left side of my forehead.” (par. 6)</p> <p>“I cannot believe how much love people have shown me . . . Thank you to the children whose innocent words encouraged me. Thank you to my elders whose prayers strengthened me.” (par. 2)</p> <p>“Dear Friends, on the 9th of October, 2012, the Taliban shot me on the left side of my forehead.” (par. 6)</p>	<p>the world” (par. 3).</p> <p>A simple account of a horrifying act establishes Yousafzai as an eyewitness to the conditions in Pakistan about which she speaks.</p> <p>Referring to the expressions of love and encouragement and to the prayers of her elders encourages listeners to feel sympathy and empathy toward Malala Yousafzai.</p> <p>Depicting a child being shot by <i>terrorists</i> creates a feeling of disgust toward the <i>terrorists</i> and sympathy for the victim (who is Yousafzai, the speaker).</p>
Parallel Structure	<p>“The terrorists thought that they would change our aims and stop our ambitions but nothing changed in my life except this: Weakness, fear, and hopelessness died. Strength, power and courage was born.” (par. 6)</p>	<p>The parallel structure shows how each of the <i>terrorists’</i> goals failed and contrasts the results of the <i>terrorist</i> attack with its aims.</p>
Repetition	<p>“But first of all, thank you to God . . . and thank you to every person . . . Thank you to all of them. Thank you to the children . . . Thank you to my elders . . . I would like to thank my nurses, doctors and all of the staff of the hospitals.” (par. 1–3)</p>	<p>The repetition of “thank you” emphasizes that she has a lot of support and gratitude, making her appeal to ethos stronger.</p> <p>The thanks given to important people (Mr. Ban Ki-moon the Secretary-General and UN Special Envoy Mr. Gordon Brown) show that Yousafzai is connected to powerful people, giving</p>

Rhetorical device and definition	Examples of the rhetorical device in the text (with paragraph or page reference)	Impact of the rhetorical device on point of view or purpose
	<p>“I am the same Malala. My ambitions are the same. My hopes are the same. My dreams are the same.” (par. 6)</p>	<p>her words more weight.</p> <p>The repetition of the word <i>same</i> demonstrates Yousafzai’s strength of character and defines the ways in which she remains unchanged.</p>

10.2.3

Lesson 6

Introduction

In this lesson, students read paragraphs 7–20 of the transcript of Malala Yousafzai’s “Address to the United Nation Youth Assembly” (from “Dear sisters and brothers, I am not against anyone” to “Education is the only solution. Education First”), paying special attention to how Yousafzai develops and refines ideas she introduced in the first half of the speech. Students first work in pairs to answer a series of questions in Close Reading and Discussion. After a brief share-out, they form new pairs to conduct a silent discussion focusing on how Yousafzai uses paragraphs 10–20 of the speech to develop and refine ideas from paragraphs 1–9.

Students demonstrate their learning in a Quick Write at the end of the lesson on the following prompt: Select a passage from paragraphs 10–20. How does this passage develop and refine a claim from the text as a whole? For homework, students prepare for the End-of-Unit Assessment by reviewing the texts they read in 10.2.3 (“The Universal Declaration of Human Rights,” Eleanor Roosevelt’s “On the Adoption of *The Universal Declaration of Human Rights*,” and Malala Yousafzai’s “Address to the United Nations Youth Assembly”) as well as related notes and annotations to identify a claim that is common to all three texts from the unit. Students use an Argument Delineation Tool to delineate the claims in the authors’ arguments and prepare to evaluate those claims.

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>

L.9-10.4.a	<p>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.</p> <p>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.</p>
L.9-10.5.a	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p>

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"> • Select a passage from paragraphs 10–20. How does this passage develop and refine a claim from the text as a whole?
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> • Identify an idea that is important to the text as a whole (e.g., education is an important human right, educating women is necessary to promote justice, etc.). • Identify a passage in the selected excerpt that develops and refines the idea (e.g., paragraph 12 illustrates many of the problems that result from a lack of education: “[C]hildren are victims of child labour...Young girls have to do domestic child labour and are forced to get married at [an] early age.”). • Identify evidence of where and how Yousafzai introduced and developed the idea earlier in the speech (e.g., paragraph 5 introduces the “right to be educated” as a basic right, similar to the rights “to live in peace,” “to be treated with dignity,” and “to equality of opportunity.” After describing how the Taliban shot her for promoting education, Yousafzai says, “I am here to speak up for the right of education of every child. I want education for the sons and the daughters of all the extremists, especially the Taliban” (par. 7)). • Explain how the selected passage develops and refines the idea (e.g., paragraph 12 develops the need for education by demonstrating what happens when this basic human right is denied; Yousafzai’s examples emphasize how denying girls an education harms them and prevents them from enjoying other basic human rights).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> terrorist (n.) – a person, usually a member of a group, who uses or advocates the use of violence and threats to intimidate or coerce, especially for political purposes Talib (n.) – in the context of this text: a member of the Taliban (Note that this word can also be transcribed as <i>taleb</i>; the literal translation of the word is <i>student</i> but when capitalized in English it generally refers to a member of the Taliban.) compulsory (adj.) – required
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> compassion (n.) – a feeling of deep sympathy and sorrow for another who is stricken by misfortune, accompanied by a strong desire to alleviate the suffering legacy (n.) – anything handed down from the past, as from an ancestor or predecessor conservative (adj.) – not liking or accepting changes or new ideas flourish (v.) – to be successful; prosper wage (v.) – to carry on (a battle, war, conflict, argument, 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, L.9-10.4.a, L.9-10.5.a Text: “Address to the United Nations Youth Assembly” by Malala Yousafzai, July 12, 2013 	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 15%
3. Jigsaw Reading and Discussion	3. 40%
4. Silent Discussion	4. 20%
5. Quick Write	5. 15%
6. Closing	6. 5%

Materials

- Copies of the Developing Claims Tool for each student
- 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 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.
①	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and sharing the assessed standard for this lesson: RI.9-10.5. In this lesson, students work in pairs to analyze the second half of the speech. Students then hold silent discussions in pairs about how Yousafzai uses the second half of her speech to develop and refine one particular idea she introduces earlier in the speech. After a brief whole-class discussion, students complete a Quick Write to close the lesson.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

15%

Instruct students to form pairs to share their Argument Delineation Tools and trace an argument Yousafzai makes in the first half of her speech.

- ☞ See the Model Argument Delineation Tool at the end of this lesson for possible student responses.
- ① Remind students to keep their tools throughout the unit so that they can use them for the End-of-Unit Assessment.

Instruct students to form new pairs to share their Rhetorical Impact Tracking Tools and discuss how Yousafzai used rhetoric in the second half of her speech to advance her purpose.

- 🗨️ See the Model Rhetorical Impact Tracking Tool for Yousafzai at the end of this lesson for possible student responses.

Activity 3: Jigsaw Reading and Discussion

40%

- 📍 If necessary to support comprehension and fluency, consider using a Masterful Reading of the focus excerpt for the lesson before beginning discussion.

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

Explain to students that they are going to participate in a Jigsaw discussion. Assign students to analyze one of the following three sections in their pairs: paragraphs 7–9, paragraphs 10–13, or paragraphs 14–20. Ensure that the three sections of the excerpt are evenly distributed throughout the class. In other words, several pairs should read and analyze each section.

Instruct student pairs to annotate their texts as they read and discuss their questions. Remind students that annotating helps them keep track of evidence they use in the End-of-Unit Assessment, which focuses on the delineation of arguments.

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

Instruct student pairs to read paragraphs 7–9 (from “Dear sisters and brothers, I am not against anyone” to “we realised the importance of pens and books when we saw the guns”) and answer the following questions before sharing out with a jigsaw group.

Provide students with the following definition: *Talibs* (sometimes spelled *Talebs*) are “individual members of the group.” Although the word in Arabic and Farsi means *student*, when used in English it refers to members of the Taliban.

- ▶ Students write the definition of *Talib* on their copy of the text or in a vocabulary journal.

In paragraph 7, what reason does Yousafzai give for speaking? How does this connect to the events described in paragraph 6?

- 🗨️ Yousafzai says she is speaking “for the right of education of every child” (par. 7). It is this stance that the Taliban sought to “silence” by shooting her (par. 6).

What is Yousafzai’s response to the Taliban?

- 🗨️ Student responses may include:
 - She is not “against” them (par. 7).

- She does not want “personal revenge” (par. 7).
- She wants “education for the sons and daughters of all the extremists especially the Taliban” (par. 7).
- She does “not even hate the Talib who shot [her]” and she would not shoot him, “even if there is a gun in [her] hand and he stands in front of [her]” (par. 8).

Provide students with the following definition: *terrorist* means “a person, usually a member of a group, who uses or advocates the use of violence and threats to intimidate or coerce, especially for political purposes.”

- ▶ Students write the definition of *terrorist* on their copy of the text or in a vocabulary journal.

Based on Yousafzai’s description of her feelings toward the Taliban, what can you infer about the meaning of the word *compassion*?

- 🗨️ Yousafzai says that her response is an example of compassion, so *compassion* must mean a feeling of goodwill or sympathy toward someone.
- ① Consider providing students with the following definition: *compassion* means “a feeling of sympathy and sorrow for another, accompanied by the desire to alleviate suffering.”
- ① Consider drawing students’ attention to their application of standard L.9-10.4.a through the process of using context to determine meaning.

How does Yousafzai explain her feelings of compassion?

- 🗨️ Yousafzai says she learned compassion from “Muhammad—the prophet of mercy, Jesus Christ, and Lord Buddha” (par. 8).

How does the word *inherited* help you understand the meaning of the word *legacy* in the fourth sentence of paragraph 8, “This is the legacy of change that I have inherited from Martin Luther King, Nelson Mandela and Muhammad Ali Jinnah”?

- 🗨️ Inheriting something means receiving something from someone who lived earlier; a *legacy* must mean something that is received from someone who lived earlier.
- ① Consider providing students with the following definition: *legacy* means “anything handed down from the past, as from an ancestor or predecessor.”
- ① Consider drawing students’ attention to their application of standard L.9-10.4.a through the process of using context to determine meaning.

In his “Letter from Birmingham Jail,” Martin Luther King, Jr. states, “Nonviolent direct action seeks to create such a crisis and foster such a tension that a community which has constantly refused to

negotiate is forced to confront the issue” (King, paragraph 9). In what way is King’s definition of nonviolent direct action related to Yousafzai’s work?

- 🗨️ Yousafzai has used nonviolent direct action to force her local community, under the control of the Taliban, and the global community, who are observing what is happening in Pakistan, to confront the issue of education for girls under Taliban rule.
- ① Consider reminding students of their work with King’s “Letter from Birmingham Jail” in 10.2.1 in order to emphasize how Yousafzai’s reference to King strengthens her position as an advocate of non-violent change.

In what ways is Yousafzai’s refusal to accept the Taliban’s rules about the education of girls related to Martin Luther King, Jr.’s stance on “just and unjust laws” (King, paragraphs 12–18) as described in his “Letter from Birmingham Jail”?

- 🗨️ Martin Luther King, Jr. explained why it is necessary to disobey unjust laws. The Taliban’s laws about the education of girls are unjust, so Yousafzai feels morally obligated to disobey these laws.

What claim does Yousafzai present in paragraph 9?

- 🗨️ She claims that the need for education (“pens and books”) became obvious in the midst of the violence (when they “saw the guns”).

What rhetorical evidence does Yousafzai use to support this claim?

- 🗨️ Student responses may include:
 - She uses “pens and books” and “guns” to represent ideas.
 - She uses contrast (light/darkness; voice/silence) to emphasize the difference between the value of education (“pens and books”) and the evil of war (“guns”).
 - She uses parallelism to emphasize that “pens and books” are good, like light and voice, while guns are evil, like darkness and silence.
- ① **Differentiation Consideration:** If students have difficulty answering this question, consider asking the following question:

What does Yousafzai mean when she refers to “pens and books” and “guns” in paragraph 9?

- 🗨️ She means “education” and “war.”

Instruct student pairs to read paragraphs 10–13 (from “The wise say, ‘The pen is mightier than [the sword]’ to ‘to be independent to fight for themselves’) and answer the following questions before sharing out with a jigsaw group.

Of what are the extremist *Talibs* afraid, according to Yousafzai’s statements in paragraph 10?

🗨️ Student responses may include:

- They are afraid education will give power to women: “The extremists are afraid of books and pens...The power of the voice of women frightens them” (par. 10).
- They are afraid education will bring change and promote equality, “Because they were and they are afraid of change, afraid of the equality that we will bring into our society” (par. 10).

In paragraph 11, why does the boy in Yousafzai’s school say the Taliban is afraid of education?

🗨️ The boy says the Taliban is afraid of education because they are uneducated themselves: “A Talib doesn’t know what is written inside this book” (par. 11).

📌 Remind students that when the word *Talib* appears with a capital *T* it refers to a member of the *Taliban*, a Muslim fundamentalist group.

According to Yousafzai, what do members of the Taliban believe will be God’s response to girls who go to school?

🗨️ According to Yousafzai, the Taliban believe God will “send girls to the hell just because of going to school” (par. 11).

How does Yousafzai end the previous paragraph (paragraph 10)?

🗨️ Yousafzai said that the Taliban “were and they are afraid of change, afraid of the equality that we will bring into our society” (par. 10).

Based on your responses to the last two questions, what does Yousafzai mean when she says that the *Talibs* “think that God is a tiny, little conservative being” (paragraph 11)?

🗨️ She means that the Taliban think that God does not want any change and will punish girls for trying to change society.

📌 Consider providing students with the following definition: *conservative* means “not liking or accepting changes or new ideas.”

📌 Some students may associate the word *conservative* with American politics; explain that without a capital letter the word does not refer to a political group but rather to the meaning given here.

How does this statement build on additional information from paragraph 7?

- 🗨️ This statement suggests that the Taliban shot Yousafzai because she did not share their *conservative* views; she was a girl who was speaking up “for the right of education of every child” (par. 7) and the Taliban did not want her to be speaking up; they wanted to “silence” her (par. 6) and stop her work.

What is the relationship between the specific conditions Yousafzai describes in paragraph 12 and the larger problems she mentions in the same paragraph?

- 🗨️ Student responses may include:
 - The specific conditions are examples of the larger problems Yousafzai names.
 - Yousafzai illustrates problems of poverty by saying, “innocent and poor children are victims of child labour” and “young girls have to do domestic child labour” (par. 12).
 - Yousafzai demonstrates problems of ignorance by saying, “terrorism, wars and conflicts stop children to go to their schools” and “[m]any schools have been destroyed in Nigeria” (par. 12).
 - Yousafzai shows the consequences of injustice by saying that it is not fair that girls are “forced to get married at [an] early age” (par. 12).

① **Differentiation Consideration:** If students have difficulty answering this question, consider posing the following questions:

In paragraph 12, what specific connections does Yousafzai establish between education and the lives of women and children?

- 🗨️ Student responses may include:
 - Without education “innocent and poor children are victims of child labour” and “[y]oung girls have to do domestic child labour” (par. 12).
 - Because girls have no education they are “being forced to get married” at an early age (par. 12).

What larger problems does she suggest result from a lack of education in this paragraph?

- 🗨️ Yousafzai suggests that “[p]overty, ignorance, injustice, racism and the deprivation of basic rights” result from a lack of education (par. 12).

How does paragraph 12 develop ideas that Yousafzai introduces in paragraph 5?

- 🗨️ Student responses may include:
 - In paragraph 5, Yousafzai explains that she is speaking for the voiceless: “I raise up my voice...so that those without a voice can be heard.” In paragraph 12, Yousafzai illustrates

- who some of the voiceless are: children who cannot go to school because of “terrorism, wars, and conflicts”; “victims of child labour”; young girls who do “domestic child labor” and “are forced to get married at [an] early age.”
- In paragraph 5, Yousafzai lists the rights for which she and others are fighting: “to live in peace...to be treated with dignity...to equality of opportunity...to be educated.” In paragraph 12, Yousafzai shows the results of these rights being violated: children without schools and without opportunities.

Instruct student pairs to read paragraphs 14–20 (from “Dear sisters and brothers, now it’s time to speak up.” to “Education is the only solution. Education First”) and answer the following questions before sharing out with a jigsaw group.

What is Yousafzai’s stated purpose in paragraph 14?

- In paragraph 14 Yousafzai calls on world leaders to promote peace deals that “protect women’s and children’s rights” and to “ensure free compulsory education all over the world for every child.”

Explain that when Yousafzai refers to “free compulsory education” she means that governments should make it a law that all children be required to attend school for a set period of time.

Provide students with the following definition: *compulsory* means “required by law.”

- ▶ Students write the definition of *compulsory* on their copy of the text or in a vocabulary journal.

How does Yousafzai’s statement that “[w]e cannot all succeed when half of us are held back” clarify the meaning of the word *flourish* in the second sentence of paragraph 14?

- “We cannot all succeed” clarifies that the word *flourish* means “succeed” (par. 14). If women have “freedom and equality” they will not be “held back,” so they will *flourish* (“succeed”).
- 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.
- ▶ Students write the definition of *flourish* on their copy of the text or in a vocabulary journal.
- ① Consider providing students with the following definition: *flourish* means “to be successful; prosper.”

How does Yousafzai’s metaphor in paragraph 16 advance the purpose of her speech?

- ☞ The metaphor of “knowledge” as a weapon, and “unity and togetherness” as a shield advances Yousafzai’s purpose of encouraging people to struggle to ensure that education is available to all children.

What is the connection between the metaphor Yousafzai uses in paragraph 16 and the ideas she expresses in paragraph 15?

- ☞ In paragraph 15 Yousafzai stated that she and others would “bring change,” meaning “peace and education for everyone” through their voices and that their words will “change the world.” Here she is promoting the use of language and ideas to create change; she continues this idea in paragraph 16, saying that the words can be used as “weapons” to create change, but they are weapons that do not create violence.
- ① Consider drawing students’ attention to their application of standard L.9-10.5.a through the process of determining meaning and impact of figurative language.

How does Yousafzai’s choice of words in paragraph 18 develop ideas she presented in paragraphs 15 and 16?

- ☞ She continues the metaphor of conflict by encouraging listeners to “wage a global struggle” and refers to “books and pens” as “our most powerful weapons” (par. 15).
- ① Some students may notice Yousafzai’s use of rhetoric here: Yousafzai uses the language of war to promote peaceful change. Consider encouraging students to refer to their Rhetorical Impact Tracking Tool to identify this use of figurative language.

How does the imagery of conflict support an understanding of the word *wage* in the first sentence of paragraph 18: “So let us wage a global struggle against illiteracy”?

- ☞ Because Yousafzai is encouraging her listeners to participate in a “global struggle,” (par. 18) the word *wage* must mean to participate in a struggle or battle.
- ① Consider providing students with the following definition: *wage* means “to carry on (a battle, war, conflict, argument, etc.).”
 - ▶ Students write the definition of *wage* on their copy of the text or in a vocabulary journal.

When pairs have completed their analysis of their section, direct them to split up and form a group with two other students, each of whom have analyzed a different section. In other words, students form groups of three to share their responses to their section of text.

Activity 4: Silent Discussion

20%

Instruct students to review the greetings and paragraphs 1–9 (from “In the name of God, the Most Beneficent, the Most Merciful” to “we realised the importance of pens and books when we saw the guns”) along with any notes and annotations related to the first half of the speech. Instruct student pairs from the previous activity to join with another pair, forming small groups of four.

Post or project the following questions for students to answer in their small groups. Remind students to annotate their texts as they discuss the question.

What claims does Yousafzai introduce and develop in paragraphs 1–9 of “Address to the United Nations Youth Assembly”?

☞ Student responses may include:

- Those without a voice need to be heard: “I speak – not for myself, but for all girls and boys. I raise up my voice—not so that I can shout, but so that those without a voice can be heard” (par. 5).
- The Taliban do not deter Malala Yousafzai: “The terrorists thought that they would change my aims and stop my ambitions but nothing changed in my life except this: Weakness, fear and hopelessness died. Strength, power, and courage was born. I am the same Malala” (par. 6).
- Nonviolence is at the heart of the world’s great traditions: “This is the compassion that I have learnt from Muhammed—the prophet of mercy...my soul is telling me, be peaceful and love everyone” (par. 8).
- Education is important: “We realised the importance of pens and books when we saw the guns” (par. 9).
- Yousafzai’s work is part of a larger effort by “hundreds of Human rights activists and social workers who are...struggling to achieve their goals of education, peace and equality” (par. 4).

Lead a brief whole-class discussion of student responses.

Distribute a copy of the Developing Claims Tool to each student. Explain to students that they are now going to participate in a Silent Discussion by following the instructions below:

Instruct students to choose one claim that Yousafzai develops in the first half of the speech and record this claim on the Developing Claims Tool. Then students provide evidence to show where Yousafzai introduces and/or develops the claim in paragraphs 1–9.

Instruct students to exchange tools with another student silently. After reading the claim and evidence the first student identified, the second student should silently reread the second half of the speech,

looking for evidence of how Yousafzai develops and refines this claim. Instruct students to record their notes on the tool and then return it to the original student, who reviews the evidence and records his or her final thoughts about the topic.

🗨️ See the Model Developing Claims Tool for possible student responses.

Lead a brief share-out of the Silent Discussion.

Activity 5: Quick Write

15%

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

Select a passage from paragraphs 10–20. How does this passage develop and refine a claim from the text as a whole?

Instruct students to look at their annotations and Developing Claims Tool to find evidence. Ask students to use this lesson’s vocabulary wherever possible in their written responses and to practice using specific language and domain-specific vocabulary. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

📄 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 prepare for the End-of-Unit Assessment by reviewing the three texts they read in this unit, along with their notes, annotations, Rhetorical Devices Tracking Tools, and Argument Delineation Tools. Identify a common central claim between all three texts.

▶ Students follow along.

Homework

Review the three texts you read in this unit, along with your notes, annotations, Rhetorical Devices Tracking Tools, and Argument Delineation Tools. Identify a common claim between all three texts.

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: “Address to the United Nations Youth Assembly”

Central Claim: Yousafzai’s work is part of a larger effort to achieve human rights.

Supporting Claim:

Many other people are also currently working to promote human rights, including the right to an education.

Evidence:	Explain how the evidence is relevant:	Explain whether the evidence is sufficient:
“There are hundreds of human rights activists and social workers who are not only speaking for human rights, but who are struggling to achieve their goals of education, peace and equality.” (par. 4)	By mentioning that “hundreds of human rights activists and social workers” are seeking “to achieve their goals of education, peace and equality” Yousafzai makes it clear she is not just a single individual but part of a larger community.	This is compelling evidence, but would be better if she had named a specific organization. “Hundreds of human rights activists and social workers” is a little vague.
Reasoning:		Explain whether the reasoning is valid:
Yousafzai uses logical reasoning: she cites facts that support her assertion that many other people are working for the same cause as she is, supporting the idea that she is part of a larger movement.		This reasoning is valid; noting that hundreds of other people are working for the same cause proves that Yousafzai is part of a larger effort.

Model Rhetorical Impact Tracking Tool

Name:	Class:	Date:
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Directions: In column 1, identify and record the author’s use of a rhetorical device. If the device is new to you, record a definition in column 1 as well. In column 2, record the example of the rhetorical device from the text. (Include a paragraph or page reference.) In column 3, record the impact of the rhetorical device on the author’s point of view or purpose.

Text: “Address to the United Nations Youth Assembly”

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.

Rhetorical device and definition	Examples of the rhetorical device in the text (with paragraph or page reference)	Impact of the rhetorical device on point of view or purpose
Appeal to Ethos	<p>Yousafzai cites famous leaders and thinkers in paragraph 8: “that I have learnt from Muhammad —the prophet of mercy, Jesus Christ and Lord Buddha...from Martin Luther King, Nelson Mandela and Muhammad Ali Jinnah...from Gandhi Jee, Bacha Khan and Mother Teresa” (par. 8)</p> <p>“The wise saying, ‘The pen is mightier than sword’ was true.” (par. 10)</p> <p>“I remember that there was a boy in our school who” (par. 11)</p>	<p>Including important figures from around the world and from history emphasizes the shared values Yousafzai is promoting.</p> <p>By quoting a well-known saying, Yousafzai appeals to a shared belief system.</p> <p>By telling the story of the boy in her school, Yousafzai establishes her credibility as an eyewitness to the events she describes.</p>



Rhetorical device and definition	Examples of the rhetorical device in the text (with paragraph or page reference)	Impact of the rhetorical device on point of view or purpose
Contrast	“We realise the importance of light when we see darkness. We realise the importance of our voice when we are silenced. In the same way, when we were in Swat, the north of Pakistan, we realised the importance of pens and books when we saw the guns.” (par. 9)	Yousafzai first contrasts light and dark, then contrasts voicing ideas and silence, and finally contrasts the power of the pen and the power of guns. All three contrasting images present something good as the opposite of something bad.
Appeal to Pathos	“In many parts of the world . . . forced to get married at early age.” (par. 12)	Yousafzai’s words (<i>suffering, innocent, poor children, and victims</i>) and examples demonstrate the bad effects of war on children in the areas she names and motivates listeners to support her cause.
Appeal to Reason	<p>“And that is why...And that is why...That is why” (par. 10)</p> <p>“The terrorists are misusing the name of Islam and Pashtun society...rather it is their duty and responsibility.” (par. 11)</p> <p>“And if we want to achieve our goal, then let us empower ourselves” (par. 16)</p>	<p>Stating “that is why” establishes a series of cause-and-effect relationships that supports Yousafzai’s appeal to reason.</p> <p>Yousafzai states a claim and supports the claim with specific reasons when she says, “The terrorists are misusing the name of Islam and Pashtun society” (par. 11) and then goes on to explain why this claim is true.</p> <p>Using the if/then construction establishes a relationship between the desired ends (“to achieve our goal”) and the necessary means “empower ourselves” (par. 16).</p>
Appeal to Conscience	“In many parts of the world...forced to get married at early age.” (par. 12)	Yousafzai’s description creates a sense of moral urgency.
Repetition	“The power of education frightens them... The power of the voice of women frightens them.” (par. 10)	Repeating the phrase “frightens them” reinforces Yousafzai’s point that the Taliban fighters are fearful men and makes them appear less powerful.

Rhetorical device and definition	Examples of the rhetorical device in the text (with paragraph or page reference)	Impact of the rhetorical device on point of view or purpose
	<p>“And that is why...And that is why... That is why” (par. 10)</p> <p>“So today, we call upon...We call upon...We call upon... We call upon... We call upon... We call upon... We call upon...” (par. 14)</p> <p>“we must not forget that... We must not forget that... We must not forget that” (par. 17)</p> <p>“One child, one teacher, one pen, and one book can change the world.” (par. 19)</p> <p>“Education is the only solution. Education First.” (par. 20)</p>	<p>Repeating “that is why” emphasizes the series of cause-and-effect relationships that supports Yousafzai’s appeal to reason.</p> <p>Repeating the phrase “We call upon” reinforces the idea that Yousafzai wants many people to work together.</p> <p>Repetition reminds listeners of important issues Yousafzai wants the audience to remember.</p> <p>Repeating the word <i>one</i> makes it clear that each individual can make a difference.</p> <p>Repeating <i>education</i> in the final two sentences of the speech reinforces that promoting education is the goal of Malala Yousafzai’s speech.</p>
Parallel Structure	<p>“We realize the importance of light when we see darkness. We realize the importance of our voice when we are silenced. In the same way, when we were in Swat, the north of Pakistan, we realized the importance of pens and books when we saw the guns.” (par. 9)</p> <p>“We call upon the world leaders to change their strategic policies... We call upon all governments to ensure free compulsory education... We call upon the developed nations to support the expansion of</p>	<p>Yousafzai uses parallel structure to show that when she compares books to guns, it is similar to comparing light to darkness and voice to silence; it is a contrast between good and evil.</p> <p>Using parallel structure, Yousafzai asks different groups (from largest to smallest) to meet different challenges.</p>

Rhetorical device and definition	Examples of the rhetorical device in the text (with paragraph or page reference)	Impact of the rhetorical device on point of view or purpose
Word Choices	<p>educational opportunities...We call upon all communities to be tolerant...We call upon our sisters around the world to be brave” (par. 14)</p> <p>“So let us a global struggle against illiteracy...and let us pick up our books and pens. They are our most powerful weapons.” (par. 18)</p>	<p>The verb <i>wage</i> is usually associated with war, so Yousafzai’s choice of words helps advance the idea that she is encouraging people in a difficult conflict. Politicians frequently speak of the “war on terror” and Yousafzai is suggesting that promoting education is an important part of this war.</p>
Metaphor	<p>“let us empower ourselves with the weapon of knowledge and let us shield ourselves with unity and togetherness” (par. 16)</p> <p>“So let us wage a global struggle against illiteracy . . . and let us pick up our books and pens. They are our most powerful weapons.” (par. 18)</p>	<p>By comparing knowledge to a weapon, Yousafzai suggests that knowledge can be dangerous; by comparing unity and togetherness to a shield, she suggests that these qualities are protective.</p> <p>This paragraph continues the metaphor Yousafzai used in paragraph 16. She compares promoting education to waging a war through her choice of words and continues the metaphor by comparing books and pens to powerful weapons. This metaphor advances Yousafzai’s purpose by presenting education as strong force.</p>
Synecdoche / Using Objects to Represent Ideas	<p>“So let us wage a global struggle against illiteracy . . . and let us pick up our books and pens. They are our most powerful weapons.” (par. 19)</p>	<p>In this passage, “books and pens” represents “education” (par. 19).</p>

Developing Claims Tool

Name:		Class:		Date:	
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Directions: Form pairs. One student identifies a claim Yousafzai introduces in the first half of her speech (paragraphs 1–9). This same student records the claim, the paragraph reference, the actual quote for the claim, and an analysis of how Yousafzai introduces the claim. The second student then reads the first student’s work and identifies where Yousafzai develops the claim in the second half of the speech (paragraphs 10–20). The second student records the paragraph reference, the actual quote, and an analysis of how Yousafzai develops the claim.

Student 1 – Claim Yousafzai introduces in the **first half** of her speech:

Evidence from Par. 1–9	Yousafzai’s Words:	How Yousafzai introduces and develops this claim in the first half of the speech:

Student 2 – How Yousafzai develops and refines the claim in the second half of her speech:		
Evidence from Par. 10–20	Yousafzai’s Words:	How Yousafzai develops this claim in the second half of the speech:

Model Developing Claims Tool

Name:		Class:		Date:	
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Directions: Form pairs. One student identifies a claim Yousafzai introduces in the first half of her speech (paragraphs 1–9). This same student records the claim, the paragraph reference, the actual quote for the claim, and an analysis of how Yousafzai introduces the claim. The second student then reads the first student’s work and identifies where Yousafzai develops the claim in the second half of the speech (paragraphs 10–20). The second student records the paragraph reference, the actual quote, and an analysis of how Yousafzai develops the claim.

Student 1 – Claim Yousafzai introduces in the **first half** of her speech:

- Student responses may include:
 - Those without a voice need to be heard. (A)
 - The Taliban cannot deter Malala Yousafzai. (B)
 - Nonviolence is at the heart of the world’s great traditions. (C)
 - Education is an important human right. (D)

Evidence from Par. 1–9	Yousafzai’s Words:	How Yousafzai introduces and develops this claim in the first half of the speech:
(A) Par 4–5	“I speak—not for myself, but for all girls and boys. I raise up my voice—not so that I can shout, but so that those without a voice can be heard.”	These lines make it clear that Yousafzai does not see herself as a unique victim but as a representative of a group of victims whose concerns need attention.
Par. 6	“They thought that the bullets would silence us...out of that silence came thousands of voices.”	Yousafzai contrasts having a voice with being silent and affirms that she will not be silent and neither will those whom terrorists try to scare into being silent.
Par. 7	“I am here to speak up for the right of education of every child.”	Yousafzai recognizes that she can represent all of the children who have a right to education.
(B) Par. 6	“The terrorists thought that they would change our aims and stop our ambitions but nothing changed in my life except this: Weakness, fear and hopelessness died. Strength, power and courage	Here Yousafzai illustrates how committed she is to her convictions and how useless violence is against someone whose beliefs are so strong.

Evidence from Par. 1–9	Yousafzai’s Words:	How Yousafzai introduces and develops this claim in the first half of the speech:
	was born. I am the same Malala”	
Par. 9	“Dear sisters and brothers, we realise the importance of light when we see darkness...when we saw the guns.”	This paragraph develops the idea that the Taliban’s efforts to deprive Yousafzai of her education only made it more clear to her how much she wanted that education.
(C) Intro	“In the name of God, the Most Beneficent, the Most Merciful.”	By invoking the merciful aspects of God at the beginning of her speech Yousafzai reminds listeners of her religion’s tradition of recognizing mercy and peace (not violence) as important qualities.
Par. 7	“I am not against anyone...especially the Taliban.”	This paragraph demonstrates what nonviolence “looks like.” Despite what the Taliban did to her, Yousafzai still wishes them well.
Par. 8	“This is the compassion that I have learnt from Muhammed—the prophet of mercy. . . . my soul is telling me, be peaceful and love everyone.”	Yousafzai draws strength from many world traditions and from history; everyone she mentions is admirable and someone most people would want to associate with (in contrast to the Taliban).
(D) Par. 5	“Their right to be educated.”	Yousafzai includes this as a basic human right.
Par. 7	“I am here to speak up for the right of education of every child. I want education for the sons and daughters of all the extremists, especially the Taliban.”	Yousafzai emphasizes that all children—especially those of people who are against education—deserve to be educated.
Par. 9	“we realised the importance of pens and books when we saw the guns”	Yousafzai appreciates the value of education, especially when violence threatened to take it away

Student 2 – How Yousafzai develops and refines the idea in the second half of her speech:		
Evidence from Par. 10–20	Yousafzai’s Words	How Yousafzai develops this claim in the second half of the speech:
(A) Par. 14	“So today, we call upon...we call upon...we want...we are all together . . . They are our most powerful weapons.”	In the second half of the speech Yousafzai uses the pronouns <i>we</i> and <i>our</i> to reflect that she is not just speaking for herself anymore. Most of the first half of the speech used the pronouns <i>I</i> and <i>my</i> .
Par. 12	“Women and children are suffering in many parts of the world in many ways.”	Yousafzai expands her concerns from her own personal experience to those of her schoolmates and fellow Pakistanis to people around the world. In the first half of the speech, Yousafzai told how she had suffered personally, but now she expands her speech to describe the suffering of others.
Par. 13	“There was a time when women social activists asked men to stand up for their rights...I am focusing on women to be independent to fight for themselves.”	Yousafzai doesn’t want to depend on men to speak up for the rights of men and children; she is willing to speak up, too, and encourages other women to speak up. In the very beginning of her speech, Yousafzai announced her intention to speak “for all girls and boys” and “so that those without a voice can be heard” (par. 5). Here she is demonstrating how a woman can effectively fight for rights.
Par. 17	“We must not forget that millions of people are suffering...We must not forget that our sisters and brothers are waiting for a bright peaceful future.”	Yousafzai reminds listeners of the many people for whom she is speaking. She does the same thing in paragraph 5: “So here I stand...one girl among many. I speak—not for myself, but for all girls and boys. I raise up my voice—not so that I can shout, but so that those without a voice can be heard,” and again in paragraph 7, when she says, “I am here to speak up for the right of education of every child.”
Par. 19	“One child, one teacher, one pen and one book can change the world.”	Yousafzai is an example of how one child can change the world because she is speaking for many. This echoes her statement in paragraph 5, “So here I stand...one girl among many.”
(B) Par. 11	“The terrorists are misusing the name of Islam...rather it is their duty and responsibility.”	Yousafzai does not let the Taliban’s interpretation of her beliefs change her own understanding of her religion’s principles. She began her speech “[i]n the name of God, the Most Beneficent, the Most Merciful,” which reminds listeners that Yousafzai’s

		beliefs have not necessarily been changed by the terrorists' attempts to impose their beliefs on her.
Par. 15	"No one can stop us."	Yousafzai is not discouraged and she is not afraid, even after what happened to her. She describes the events of October 9, 2012, in paragraph 6, but even the terrorists' attack on her personally cannot stop her from seeking her education. She also describes the work of the many other people seeking to establish human rights in paragraph 4, when she talks about "every woman, every boy and every girl who have raised their voice for human rights," and when she mentions the "hundreds of human rights activists and social workers" and the "[t]housands of people" who "have been killed by the terrorists" and the "millions" who "have been injured."
(C) Par. 10	"The wise saying, 'The pen is mightier than sword' was true."	Yousafzai uses a well-known expression that conveys the idea that ideas are more effective than weapons and warfare. She says something similar in paragraph 9 when she states, "we realised the importance of pens and books when we saw the guns."
Par. 11	"The terrorists are misusing the name of Islam...rather it is their duty and responsibility."	Yousafzai explains that Islam is part of the tradition of nonviolence she describes in paragraph 8. She even begins her address, "In the name of God, the Most Beneficent the Most Merciful," emphasizing the nonviolent aspects of God.
Par. 18–19	"So let us wage a global struggle...one book can change the world."	Yousafzai emphasizes the effectiveness of education and language as a tool for change as opposed to violence. She made the same point in paragraph 9 when she said, "we realised the importance of pens and books when we saw the guns."
(D) Par. 10	"The wise saying, 'The pen is mightier than sword' was true."	This paragraph reminds listeners of how important it is for people to have an education so that they can express themselves. The Taliban is afraid of letting people have this power, so they destroy schools and prevent education.
Par. 11	"I remember that there was a boy... 'A Talib doesn't know what is written inside this book.'"	This quote suggests that if the Taliban were more educated they might not be so fearful and eager to prevent others from gaining knowledge. It explains why Yousafzai said she wanted "education for the sons and the daughters of all the extremists, especially

		the Taliban” (par. 7).
Par. 12	“In many parts of the world, especially Pakistan and Afghanistan, terrorism, wars and conflicts stop children to go to their schools.”	This paragraph illustrates the negative effects of violence. Paragraph 6 dramatically illustrates how terrorists try to prevent children from going to school. Education must be something very important if so many people try to prevent it.
Par. 14	“We call upon all governments to ensure free compulsory education for every child all over the world...We call upon the developed nations to support the expansion of educational opportunities for girls in the developing world.”	Yousafzai’s direct requests emphasize that education is an important human right. In paragraph 5, she says she is speaking for those who have “fought for their rights” and then lists four specific rights. The last one she names is the “right to be educated.”
Par. 15–20	“we want schools and education...Education First.”	The conclusion of Yousafzai’s speech restates the need for education for all children and makes it clear that education is one of the most important tools for ensuring human dignity. She names the right to education as a basic human right in paragraph 5. In paragraph 7 Yousafzai says she is speaking “for the right of education of every child” and goes on to say that she wants “education for the sons and the daughters of all the extremists especially the Taliban.” It is clear that Yousafzai values education in these lines.

10.2.3

Lesson 7

Introduction

In this final lesson of the unit, students complete the End-of-Unit Assessment, which evaluates students' cumulative understanding of three texts: *The Universal Declaration of Human Rights*, Eleanor Roosevelt's speech, "On the Adoption of *The Universal Declaration of Human Rights*," and Malala Yousafzai's "Address to the United Nations Youth Assembly." After sharing ideas about how each text uses claims, evidence, and reasoning to support a common claim, students independently complete a multi-paragraph response to the following prompt: Delineate the argument in each of the unit texts and analyze how the authors develop a common claim. Some students who would benefit from an additional challenge may also respond to an extension of the prompt: Assess whether the reasoning in each text is valid and the evidence is relevant and sufficient.

In their responses, students delineate the argument of each text in this unit. They then identify a claim common to all three texts and analyze how the authors develop the common claim. Students responding to the extension also assess whether the reasoning is valid and the evidence is relevant and sufficient. For homework, students begin preparing for the module's Performance Assessment by rereading Martin Luther King, Jr.'s "Letter from Birmingham Jail" and Julia Alvarez's "Genetics of Justice," using a Performance Assessment Synthesis Tool to record observations about the authors' use of structure, rhetoric, and word choice.

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.
W.9-10.2.a-f	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <ol style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

	<ul style="list-style-type: none"> b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.9-10.9.b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> 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”).
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Addressed Standard(s)	
RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.
SL.9-10.1.a-e	<p>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.</p> <ul style="list-style-type: none"> 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. b. Work with peers to set rules for collegial discussions and decision-making (e.g.,

	<p>informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</p>
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Assessment

Assessment(s)

End-of-Unit Assessment: Student learning is assessed via a multi-paragraph essay at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the texts.

- Delineate the argument in each of the unit texts and analyze how the authors develop a common central claim.

① **Differentiation Consideration:** Consider offering the following optional extension question to deepen students’ understanding, particularly for students who would benefit from more challenging work:

Assess whether the reasoning in each text is valid and the evidence is relevant and sufficient.

① Student responses are evaluated using the 10.2.3 End-of-Unit Text Analysis Rubric.

High Performance Response(s)

A High Performance Response should:

- Delineate the argument in each of the three unit texts.
- Analyze how the authors develop a common claim.

A High Performance Response to the extension prompt should:

- Assess the validity of the reasoning in each text.
- Evaluate whether each text provides relevant and sufficient evidence.

A High Performance Response may include the following evidence in support of a multi-paragraph

High Performance Response(s)

analysis. The texts are diverse and the prompt is complex, so High Performance Responses may vary widely:

- *The Universal Declaration of Human Rights* (UDHR) proclaims “all members of the human family” have “inherent dignity” and “inalienable rights,” and suggests that promoting these rights also promotes “freedom, justice, and peace in the world” (UDHR, par. 1). The UDHR goes on to name some of those rights and supports this position first by stating as fact that these rights exist and that they are inalienable. The document continues by reminding readers of the “barbarous acts” (UDHR, par. 2) that occur when human rights are disregarded, and of the rebellions that take place against “tyranny and oppression” (UDHR, par. 3). In addition, the document states that the Charter of the United Nations, which governments have already signed, reaffirms “fundamental human rights” (UDHR, par. 5) and pledges to achieve “the promotion of universal respect for and observance of human rights and fundamental freedoms” (UDHR, par. 6).
- Eleanor Roosevelt argues forcefully that the members of the United Nations should reject the Soviet Union’s proposed amendments to the UDHR and should instead adopt the document as it stands. She claims adopting the UDHR supports “[m]an’s desire for peace” that “lies behind this Declaration” (Roosevelt, par. 12). She first supports her position by reminding the member nations of how much time and energy members have already invested in this document, pointing to the “long and meticulous study and debate” (Roosevelt, par. 1) that contributed to the document, and suggesting that the Soviets are creating “somewhat of an imposition” (Roosevelt, par. 3) on the Assembly by offering its proposals. Next, she gives a point-by-point explanation of why each of the Soviet proposals is unnecessary or inappropriate. She continues, reminding her listeners that they have already agreed to promote human rights, the focus of the UDHR, when they signed the United Nations Charter, and that doing so is necessary to avoid “the flagrant violation of human rights” that was evident in the Nazi and Fascist countries that “sowed the seeds” of World War II (Roosevelt, par. 12). Finally, Roosevelt cites other world leaders to support her position.
- Malala Yousafzai also promotes human rights; in particular, she promotes the education of children, especially girls. Yousafzai claims that promoting education is part of the work of “hundreds of Human rights activists and social workers . . . who are struggling to achieve their goals of education, peace, and equality” (Yousafzai, par. 4). While addressing the United Nations Youth Assembly, Yousafzai lists education as one of the basic rights that activists are fighting for. She places her work, and that of others seeking to promote education, in the larger context of religious, historic, and global efforts to promote human rights and dignity, claiming that she has learned “compassion” from “Muhammad—the prophet of mercy, Jesus Christ, and Lord Buddha”; that she has learned the importance of change from “Martin Luther King, Nelson Mandela, and Muhammad Ali Jinnah”; that she has learned “the philosophy of non-violence” from “Gandhi Jee, Bacha Khan, and Mother Teresa”; and that she has learned forgiveness from her parents (Yousafzai, par. 8). She

High Performance Response(s)

also gives concrete descriptions of what happens when people, especially girls, are denied an education, explaining that they forced to “do domestic child labour and are forced to get married at early age” (Yousafzai, par. 12). Perhaps Yousafzai’s most powerful testimony, however, is her own experience of having been shot by the Taliban, who sought to silence her efforts to speak up for education. Yousafzai is clear in her determination, however, and affirms that nothing about her has changed, saying, “I am the same Malala. My ambitions are the same. My hopes are the same. My dreams are the same” (Yousafzai, par. 6). She ends her speech by asking that her listeners “wage a global struggle against illiteracy, poverty, and terrorism” (Yousafzai, par. 19) and that they remember, “Education is the only solution. Education First” (Yousafzai, par. 20).

- Together, the documents work to demonstrate that human rights provide an ethical and moral framework for creating a more peaceful world. All three documents cite evidence to demonstrate what happens when human rights are ignored. The *Universal Declaration of Human Rights* speaks of “barbarous acts” (*UDHR*, par. 2) and “rebellions” (*UDHR*, par. 3) when human rights are denied. Eleanor Roosevelt says that, “the flagrant violation of human rights . . . sowed the seeds of the last world war” (Roosevelt, par. 12). Malala Yousafzai reminds her listeners that “the pen is mightier than sword” (Yousafzai, par. 10) and that by providing education to all children, nations will be able to promote the equality and provide a “bright peaceful future” for “the millions of people” who are “suffering from poverty, injustice, and ignorance” (Yousafzai, par. 17).

A High Performance Response to the extension prompt may include the following evidence in support of an additional multi-paragraph analysis. Again, the diversity of the texts and the complexity of the prompt may result in widely varying responses.

- All three texts are powerful; both the *UDHR* and Eleanor Roosevelt use facts to support their arguments, stating that “the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights” (*UDHR*, par. 5) and that “58 states have found . . . a large measure of agreement” about human rights (Roosevelt, par. 12). Both documents also use examples (past rebellions against “tyranny and oppression” (*UDHR*, par. 3) and the more recent experience of World War II (Roosevelt, par. 12)) to support their claims. Overall, this evidence is sufficient because the texts include multiple pieces of evidence, and relevant because the evidence relates directly to the claims. Malala Yousafzai draws on the powerful example of her own personal experience when she states, “Dear Friends, on the 9th of October 2012, the Taliban shot me on the left side of my forehead” (Yousafzai, par. 6), and other recent events to support her claims. Both Roosevelt and Yousafzai present other authorities (Roosevelt cites Gladstone Murray and Marshall, while Yousafzai cites a list of respected figures from history and religion, as well as the teachings of Islam) as additional evidence that their positions should be supported. All three documents use relevant and sufficient evidence, as well as clear reasoning, to communicate their ideas effectively.

OR

High Performance Response(s)
<ul style="list-style-type: none"> While many readers may share the beliefs stated in the three unit texts, each text relies to some extent on evidence that is insufficient and/or irrelevant. The UDHR offers as evidence the “fact” that rights are inalienable (<i>UDHR</i>, par. 1), but this is difficult to prove. Similarly, Roosevelt states that it is “a spiritual fact that man must have freedom” (Roosevelt, par. 14). This is more of a shared assumption than an actual fact. It is unlikely to persuade someone who does not share this assumption and is impossible to prove. Yousafzai ends her speech with the phrase, “Education is the only solution. Education first” (Yousafzai, par. 20). While education is clearly important to Yousafzai and is probably a goal many people share, some might suggest other solutions to the global problems Yousafzai describes. This is an assumption that Yousafzai makes but does not actually prove. Neither the UDHR nor Roosevelt’s speech provides proof that the violence they describe was provoked solely by a lack of human rights. Yousafzai relies on the power of her own testimony and on anecdotal evidence, but, though moving, it is not sufficient or relevant evidence that clearly supports her position. The three documents are very moving, but each text would be more effective with more relevant or sufficient evidence and stronger reasoning.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> None.*
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> None.*

*Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the text(s), students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1E of this document http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p>Standards & Text:</p> <ul style="list-style-type: none"> Standards: RI.9-10.8, W.9-10.2.a-f, W.9-10.9.b, L.9-10.1, L.9-10.2, SL.9-10.1.a-e Texts: <i>The Universal Declaration of Human Rights</i>, “On the Adoption of <i>The Universal Declaration of Human Rights</i>” by Eleanor Roosevelt, “Address to the United Nations Youth Assembly” by Malala Yousafzai 	

Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 15%
3. End-of-Unit Assessment	3. 70%
4. Closing	4. 10%

Materials

- Chart paper (if doing the optional activity in Homework Accountability)
- Copies of the 10.2.3 End-of-Unit Assessment for each student
- Copies of the 10.2.3 End-of-Unit Text Analysis Rubric for each student
- Student copies of the Argument Delineation Tools (refer to 10.2.1 Lesson 5)
- Student copies of the 10.2 Common Core Learning Standards Tool (refer to 10.2.1 Lesson 1)
- Copies of the Performance Assessment Synthesis 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.
	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 the assessed standards for this lesson: RI.9-10.8, W.9-10.2.a-f, L.9-10.1, and L.9-10.2. In this lesson, students engage in evidence-based discussion to review the arguments of each of the unit texts, considering how each text uses claims, evidence, and reasoning to develop its argument. Students use the remainder of the lesson to write a multi-paragraph response to the End-of-Unit Assessment prompt: Delineate the argument in each of the unit texts and analyze how the authors develop a common claim. Some students may respond to the additional response extension: Assess whether the reasoning in each text is valid and the evidence is relevant and sufficient.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

15%

Instruct students to form small groups and share the common claim they identified across all three unit texts. Instruct students to highlight their Argument Delineation Tools from each text to identify supporting claims, evidence, and reasoning they will use in their essay.

- ① As students build on their own and others' ideas in collaborative discussions on grade 9 topics and texts, they are working with SL.9-10.1.a-e.

☞ Student responses may vary, but should focus on promoting human rights.

- ① **Differentiation Consideration:** If students struggle to synthesize the three texts from this unit, consider completing the following activity. Because the additional scaffolding provided in this activity serves as a significant preparation for the End-of-Unit Assessment, allot more time to Homework Accountability and less time to the actual Assessment.

Direct students to form small groups. Provide each group with a piece of chart paper and each group member with a different colored marker. (Each student's work will be assessed via his or her marker color.) Then ask each group to create an Argument Delineation Tool for Unit 3 Texts on the chart paper. Students write the common claim at the top of the paper and delineate the supporting claims, reasoning, and evidence from each text. Ask students to post their chart paper around the room and conduct a gallery walk to see the ideas of other groups before writing their essays. Consider the additional scaffolding of leaving the chart papers displayed for students to consult as they write the End-of-Unit Assessment.

- ▶ Students work on Argument Delineation Tools in small groups and review the work of other groups.
- ☞ See the Model Argument Delineation Tool for Unit 3 Texts for possible responses.

Activity 3: End-of-Unit Assessment

70%

Instruct students to write a multi-paragraph response to the following prompt:

Delineate the argument in each of the unit texts and analyze how the authors develop a common central claim.

- ① **Differentiation Consideration:** Consider offering the following optional extension question to deepen students' understanding, particularly for students who would benefit from more challenging work:

Assess whether the reasoning in each text is valid and the evidence is relevant and sufficient.

① Display the prompt(s) for students to see or provide the prompt(s) in hard copy.

Explain to students that because it is a formal writing task, the End-of-Unit Assessment should include an introductory statement, well-organized ideas supported by relevant and sufficient textual evidence, and a concluding statement or section. Remind students to use this unit’s vocabulary, as well as proper grammar, capitalization, punctuation, and spelling to achieve a formal style and objective tone.

- ▶ Students listen.

Distribute and review the 10.2.3 End-of-Unit Text Analysis Rubric. Remind students to revisit the rubric once they are finished with the assessment to ensure they have fulfilled all the criteria. Also, remind students to use this unit’s vocabulary wherever possible.

- ▶ Students review the 10.2.3 End-of-Unit Text Analysis Rubric.

Transition students to independent writing time. Give students the remaining class period to write.

- ▶ Students independently answer the prompt using evidence from the text.

☞ See the High Performance Response at the beginning of this lesson.

Activity 4: Closing

10%

Distribute or instruct students to take out their copy of the 10.2 Common Core Learning Standards Tool. Inform students that in the Performance Assessment they will work with a new standard: RI.9-10.9. Ask students to individually read the standard on their tools and assess their familiarity with and mastery of the standard.

- ▶ Students read and assess their understanding of standard RI.9-10.9.

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

☞ Student responses regarding RI.9-10.9 should include the following:

- Analyze U.S. documents that are important in history and literature
- Analyze how the U.S. documents address similar themes and ideas

① Consider providing the following definition to students: *seminal* means “highly original and influencing the development of future events.”

Display and distribute the homework assignment. For homework, instruct students to prepare for the Performance Assessment by considering the following prompt:

Identify a purpose common to King’s “Letter from Birmingham Jail,” Alvarez’s “A Genetics of Justice,” and one of the texts from Unit 3. Discuss how each of these texts uses at least one of the following to advance that purpose: structure, rhetoric, or impact of specific word choices.

Instruct students to reread Martin Luther King, Jr.’s “Letter from Birmingham Jail” and Julia Alvarez’s “A Genetics of Justice,” as well as any relevant notes, annotations, and Rhetorical Impact Tracking Tools, paying particular attention to the authors’ use of structure, rhetoric, or word choice to further their purposes. Remind students to review their notes, annotations, and the tools they have developed throughout the unit before completing the Performance Assessment Synthesis Tool.

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

- ▶ Students follow along.

Homework

Prepare for the Performance Assessment by rereading Martin Luther King, Jr.’s “Letter from Birmingham Jail” and Julia Alvarez’s “A Genetics of Justice,” paying particular attention to the authors’ use of structure, rhetoric, or word choice to further their purposes. Review your notes, annotations, and the tools you have developed throughout the module. Record your observations on the Performance Assessment Synthesis Tool.

Model Argument Delineation Tool

Name:		Class:		Date:	
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Directions: Identify and record the central claim from the text or excerpt (paragraph or section). Identify and record each claim that supports the central claim. Identify and record each piece of evidence that supports the supporting claims. Identify and record the reasoning that explains the relationships among claims and across evidence.

Text: *The Universal Declaration of Human Rights, "On the Adoption of The Universal Declaration of Human Rights, "Address to the United Nations Youth Assembly"*

Central Claim: Promoting human rights creates a more peaceful and just world.

Supporting Claim from *The Universal Declaration of Human Rights*

All people have "inherent dignity" and "inalienable rights" that must be ensured to promote peace (UDHR, par. 1).

Evidence:	Explain how the evidence is relevant:	Explain whether the evidence is sufficient:
<p>The document argues that human rights should be supported because they are "inalienable" (UDHR, par. 1).</p> <p>When human rights are ignored, "barbarous acts" (UDHR, par. 2) occur and people rebel "against tyranny and oppression" (UDHR, par. 3).</p> <p>The Charter of the United Nations, which governments have already signed, reaffirms "fundamental human rights" (UDHR, par. 5) and pledges to achieve "the promotion of universal respect for and observance of human rights and fundamental freedoms" (UDHR, par. 6).</p>	<p>It is difficult to give evidence to support or dispute this claim.</p> <p>The UDHR relies on references to historical events to support the idea that human rights are essential to world peace.</p> <p>The document is to be adopted by the United Nations (UN) member countries; so if they are members of the UN, they already have said they agree, in principle, to the contents of the UDHR.</p>	<p>Common sense is/is not sufficient. (Student responses may vary.)</p> <p>The document uses two vague references to historical events; this is not sufficient evidence because it is not specific.</p> <p>This is sufficient evidence; each of the member nations must have had a representative who signed the original charter and so they have already pledged to support human rights.</p>

Reasoning (Extension):	Explain whether the reasoning is valid:
<p>The document appeals to both logic and emotion by recalling historical events (the American Declaration of Independence is recalled through the use of the phrase “inalienable rights,” the references to rebellion refer to events around the world, and the reference to “barbarous acts” could remind people of World War II.</p> <p>The events are actual episodes from history, but they are not specified; the use of descriptive language (e.g., “inalienable,” “barbarous,” “compelled,” “tyranny,” and “oppression”) appeals to emotions.</p> <p>The document also uses logic by citing the fact that the member nations have already pledged to support human rights.</p>	<p>The reasoning is not valid because it is not specific, and the document does not prove the link between oppression and the events it refers to.</p> <p>The reasoning is valid because the document refers to well-known historical events and relies on commonsense understandings of the causes of those events.</p> <p>This is valid evidence; signatures are proof of agreement.</p> <p>OR</p> <p>This is not valid evidence; the members may have agreed in principle, but not necessarily in the specifics named in the UDHR.</p>

Supporting Claim from Eleanor Roosevelt’s “On the Adoption of <i>The Universal Declaration of Human Rights</i>”
<p>The United Nations should adopt <i>The Universal Declaration of Human Rights</i> without the Soviet proposals to prevent the “flagrant violation of human rights” (Roosevelt, par. 12).</p>

Evidence:	Explain how the evidence is relevant:	Explain whether the evidence is sufficient:
<p>The members have engaged in “long and meticulous study and debate” to create a good document (Roosevelt, par. 1).</p>	<p>The members are being asked to spend additional time considering the Soviet proposals, which is a “burden” (Roosevelt, par. 1) and “imposition” (Roosevelt, par. 3), so it is useful to recall how much time they have already devoted to this topic.</p>	<p>This is sufficient because the members are all aware of how much time they have already spent on this issue.</p>

Evidence:	Explain how the evidence is relevant:	Explain whether the evidence is sufficient:
<p>The members have already heard the Soviet proposals and the proposals have been “rejected after exhaustive discussion” (Roosevelt, par. 2).</p> <p>Member states have already signed the UN Charter, which states as its goal that the members seek “to lift men everywhere to a higher standard of life and to a greater enjoyment of freedom” (Roosevelt, par. 12).</p> <p>Signing the UDHR will help prevent “the flagrant violation of human rights by Nazi and Fascist countries” that “sowed the seeds” of World War II (Roosevelt, par. 12).</p> <p>Gladstone Murray and Secretary Marshall express thoughts that suggest member nations would be wise to adopt the UDHR.</p>	<p>The items under discussion are not original and have already been discussed by the Human Rights Commission.</p> <p>All of the members of Roosevelt’s audience are UN members, so they are aware of the UN Charter.</p> <p>Roosevelt is speaking shortly after the end of World War II, when memories of World War II are very fresh, and people are eager to avoid similar horrors.</p> <p>Gladstone Murray and Secretary Marshall are well-respected political leaders whose opinions are valued by the members of the UN.</p>	<p>The evidence is sufficient because a respected commission of the UN has already considered very similar proposals.</p> <p>This is sufficient evidence because it quotes the language of a document the member nations have already signed.</p> <p>This is sufficient because it recalls the horror of an event that is very recent for the listeners.</p> <p>OR</p> <p>This is not sufficient because Roosevelt does not prove either that the “flagrant violation of human rights” actually contributed to World War II or that delaying signing of the UDHR will lead to a similar violation of human rights.</p> <p>This evidence is sufficient because the experts Roosevelt names have valuable experience and insight.</p> <p>OR</p> <p>This evidence is not sufficient because Murray and Marshall are not talking about this particular issue.</p>

Reasoning (Extension):	Explain whether the reasoning is valid:
<p>As in the UDHR itself, Roosevelt uses a combination of logical reasoning, referring to actual events, and emotion, using the word “flagrant” to convey both judgment and emotion (Roosevelt, par. 12). She also appeals to authority, citing recognized political leaders.</p>	<p>Reminding listeners that the countries have already agreed to the principles of the UDHR is valid because it holds member nations to previous agreements.</p> <p>Citing the amount of time representatives have already spent on the document is valid because eventually the UN must make a decision and move on. It is valid to encourage people to avoid wasting time listening to arguments they have already heard.</p> <p>Recent history is also valid, since none of the member nations would want to repeat the experiences of World War II.</p> <p>The reasoning is not valid because she does not prove that violating human rights contributed to World War II; she states it as fact, but does not provide an explanation.</p> <p>Citing Murray and Marshall is an example of valid reasoning because they are experienced statesmen whose expertise is valuable.</p> <p>OR</p> <p>Citing Murray and Marshall is not an example of valid reasoning because they do not know the specific details of the document Roosevelt is promoting, and she used their words out of context.</p>

Supporting Claim from Malala Yousafzai’s “Address to the United Nations Youth Assembly”

All children, including girls, should be educated to achieve the goals of “education, peace, and equality” (Yousafzai, par. 4).

Evidence:	Explain how the evidence is relevant:	Explain whether the evidence is sufficient:
<p>Education is a basic human right.</p> <p>Yousafzai focuses on “women’s rights and girls’ education because they are suffering the most”(Yousafzai, par. 13). Without education, girls and women are forced to work in poor conditions or to marry too young (Yousafzai, par. 12).</p> <p>Member nations of the UN should change “their strategic policies in favor of peace and prosperity” so that children everywhere can get an education (Yousafzai, par. 14).</p> <p>“Islam says that it is not only each child’s right to get education, rather it is their duty and responsibility” (Yousafzai, par. 11).</p>	<p>Yousafzai is addressing the UN, which promotes human rights.</p> <p>Education provides opportunities to live with dignity, a basic human right.</p> <p>This is relevant because Yousafzai is speaking at the UN. When people are educated, they can use words rather than weapons to promote change.</p> <p>The evidence is relevant because Yousafzai is not only speaking to the Youth Assembly, but she is hoping her critics, members of an Islamic fundamentalist group, will hear her and consider her words.</p>	<p>This evidence is sufficient because she quotes the same religion that her critics claim to be following.</p> <p>This evident is sufficient because she provides several examples of what can happen to women without an education.</p> <p>This evidence is not sufficient because many people with educations use violence to promote change.</p> <p>This evidence is sufficient because she quotes the same religion that her critics claim to be following.</p> <p>OR</p> <p>This evidence is not sufficient because she does not cite evidence, such as the teachings of a particular imam or a quote from the Qur’an, to support her statement.</p>

Reasoning (Extension):	Explain whether the reasoning is valid:
<p>Yousafzai is using an appeal to authority by citing the teachings of an important world religion – one to which both she and her critics belong. Yousafzai makes some appeals to logic, relying on facts, examples, and anecdotes to demonstrate how her supporting claims bolster her central claim. She also uses many appeals to emotion, describing the Taliban attack on her and her friends, and providing examples of the difficult circumstances faced by many people around the world.</p>	<p>Yousafzai’s references to various religious and historical figures are valid because she is speaking to a broad audience with different backgrounds. Her references to Islam are valid because the religious teachings to which she refers guide her critics. Her facts and anecdotes are valid because they are based in fact.</p>

10.2.3 End-of-Unit Assessment

Text-Based Response

Your Task: Based on your reading of “The Universal Declaration of Human Rights,” Eleanor Roosevelt’s “On the Adoption of *The Universal Declaration of Human Rights*,” and Malala Yousafzai’s “Address to the United Nations Youth Assembly,” as well as your notes, annotations, and various tracking tools, write a well-developed, multi-paragraph response to the following prompt:

Delineate the argument in each of the unit texts and analyze how the authors develop a common central claim.

- ① **Differentiation Consideration:** Consider offering the following optional extension question to deepen students’ understanding, particularly for students who would benefit from more challenging work:

Assess whether the reasoning in each text is valid and the evidence is relevant and sufficient.

Your response will be assessed using the 10.2.3 End-of-Unit Text Analysis Rubric.

Guidelines

Be sure to:

- Closely read the prompt
- Organize your ideas and evidence
- Develop a claim that responds directly to all parts of the prompt
- Cite strong and thorough textual evidence to support your analysis
- Follow the conventions of standard written English

CCSS: RL.9-10.8, W.9-10.2.a-f, W.9-10.9.b, L.9-10.1, L.9-10.2

Commentary on the Task:

This task measures RI.9-10.8 because it demands that students:

- Delineate and evaluate arguments in three different texts, assessing whether the reasoning in each text is valid and the evidence is relevant and sufficient.

This task measures W.9-10.2.a-f because it demands that students:

- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - Introduce a topic; organize complex ideas, concepts, and information to make important

connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

This task measures W.9-10.9.b because it demands that students:

- Draw evidence from informational texts to support analysis, reflection, and research.

This task measures L.9-10.1 because it demands that students:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

This task measures L.9-10.2 because it demands that students:

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

10.2.3 End-of-Unit Text Analysis Rubric

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Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
<p>Content and Analysis The extent to which the response delineates and evaluates the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient.</p> <p>CCSS.ELA-Literacy.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.</p>	<p>Skillfully delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient.</p>	<p>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient.</p>	<p>Partially delineate and evaluate the argument and specific claims in a text; partially assess whether the reasoning is valid and the evidence is relevant and sufficient.</p>	<p>Inaccurately delineate or evaluate the argument and specific claims in a text and/or inaccurately or ineffectively assess whether the reasoning is valid and whether the evidence is relevant and sufficient.</p>
<p>Command of Evidence and Reasoning The extent to which the response examines and conveys complex ideas, concepts and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCSS.ELA-Literacy.W.9-10.2.b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic</p> <p>The extent to which the response draws evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-Literacy.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Develop the response and support analysis with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.9-10.2.b)</p>	<p>Develop the response and support analysis with relevant and sufficient facts, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.9-10.2.b)</p>	<p>Partially develop the response and partially support analysis with relevant facts, details, quotations, or other information and examples that are appropriate to the audience's knowledge of the topic. (W.9-10.2.b)</p>	<p>Do not develop the response or support analysis with relevant facts, details, quotations, or other information and examples that are appropriate to the audience's knowledge of the topic. (W.9-10.2.b)</p>

<p>The extent to which responses apply grade 9-10 Reading standards to literary nonfiction.</p> <p>CCSS.ELA-Literacy.W.9.b</p> <p>Apply grades 9-10 Reading standards 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>	<p>Skillfully introduce a topic; effectively organizes complex ideas, concepts, and information to make important connections and distinctions. (W.9-10.2.a)</p> <p>Skillfully use appropriate and varied transitions to link the major sections of the text; create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2.c)</p> <p>Skillfully and accurately use precise language and domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)</p> <p>Skillfully establish and maintain a formal style and objective tone appropriate to the norms and conventions of the discipline. (W.9-10.2.e)</p> <p>Skillfully provide a concluding statement or section that follows from and supports the information or explanation presented. (W.9-10.2.f)</p>	<p>Introduce a topic; effectively organize complex ideas, concepts, and information to make important connections and distinctions. (W.9-10.2.a)</p> <p>Use appropriate and varied transitions to link the major sections of the text; create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2.c)</p> <p>Accurately use precise language or domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)</p> <p>Establish a style and tone appropriate to the discipline; demonstrate inconsistent use of formality and objectivity. (W.9-10.2.e)</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.9-10.2.f)</p>	<p>Introduce a topic; inconsistently organize complex ideas, concepts, and information to make important connections and distinctions. (W.9-10.2.a)</p> <p>Inconsistently use appropriate and varied transitions to link the major sections of the text; create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2.c)</p> <p>Inconsistently use domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)</p> <p>Use inconsistent style and tone with some attention to formality and objectivity. (W.9-10.2.e)</p> <p>Provide a concluding statement or section that partially follows from and supports the information or explanation presented. (W.9-10.2.f)</p>	<p>Ineffectively introduce a topic; ineffectively organize complex ideas, concepts and information to make important connections and distinctions. (W.9-10.2.a)</p> <p>Effectively use appropriate and varied transitions to link the major sections of the text; create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2.c)</p> <p>Ineffectively or inappropriately use precise language or domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)</p> <p>Lack a formal style, using language that is basic, imprecise, or contextually inappropriate. (W.9-10.2.e)</p> <p>Ineffectively provide a concluding statement or section that follows from and supports the information or explanation presented. (W.9-10.2.f)</p>
<p>Coherence, Organization, and Style</p> <p>The extent to which the response introduces a topic, organizes complex ideas, concepts, and information to make important connections and distinctions.</p> <p>CCSS.ELA-Literacy.W.9-10.2</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCSS.ELA-Literacy.W.9-10.2.a</p> <p>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	<p>Skillfully introduce a topic; effectively organizes complex ideas, concepts, and information to make important connections and distinctions. (W.9-10.2.a)</p> <p>Skillfully use appropriate and varied transitions to link the major sections of the text; create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2.c)</p> <p>Skillfully and accurately use precise language and domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)</p> <p>Skillfully establish and maintain a formal style and objective tone appropriate to the norms and conventions of the discipline. (W.9-10.2.e)</p> <p>Skillfully provide a concluding statement or section that follows from and supports the information or explanation presented. (W.9-10.2.f)</p>	<p>Introduce a topic; effectively organize complex ideas, concepts, and information to make important connections and distinctions. (W.9-10.2.a)</p> <p>Use appropriate and varied transitions to link the major sections of the text; create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2.c)</p> <p>Accurately use precise language or domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)</p> <p>Establish a style and tone appropriate to the discipline; demonstrate inconsistent use of formality and objectivity. (W.9-10.2.e)</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.9-10.2.f)</p>	<p>Introduce a topic; inconsistently organize complex ideas, concepts, and information to make important connections and distinctions. (W.9-10.2.a)</p> <p>Inconsistently use appropriate and varied transitions to link the major sections of the text; create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2.c)</p> <p>Inconsistently use domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)</p> <p>Use inconsistent style and tone with some attention to formality and objectivity. (W.9-10.2.e)</p> <p>Provide a concluding statement or section that partially follows from and supports the information or explanation presented. (W.9-10.2.f)</p>	<p>Ineffectively introduce a topic; ineffectively organize complex ideas, concepts and information to make important connections and distinctions. (W.9-10.2.a)</p> <p>Effectively use appropriate and varied transitions to link the major sections of the text; create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2.c)</p> <p>Ineffectively or inappropriately use precise language or domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)</p> <p>Lack a formal style, using language that is basic, imprecise, or contextually inappropriate. (W.9-10.2.e)</p> <p>Ineffectively provide a concluding statement or section that follows from and supports the information or explanation presented. (W.9-10.2.f)</p>
<p>The extent to which the response uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>CCSS.ELA-Literacy.W.9-10.2.c</p> <p>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>The extent to which the response includes and uses precise language and domain specific vocabulary to manage the complexity of the topic.</p>	<p>Skillfully use appropriate and varied transitions to link the major sections of the text; create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2.c)</p> <p>Skillfully and accurately use precise language and domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)</p> <p>Skillfully establish and maintain a formal style and objective tone appropriate to the norms and conventions of the discipline. (W.9-10.2.e)</p> <p>Skillfully provide a concluding statement or section that follows from and supports the information or explanation presented. (W.9-10.2.f)</p>	<p>Use appropriate and varied transitions to link the major sections of the text; create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2.c)</p> <p>Accurately use precise language or domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)</p> <p>Establish a style and tone appropriate to the discipline; demonstrate inconsistent use of formality and objectivity. (W.9-10.2.e)</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.9-10.2.f)</p>	<p>Inconsistently use appropriate and varied transitions to link the major sections of the text; create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2.c)</p> <p>Inconsistently use domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)</p> <p>Use inconsistent style and tone with some attention to formality and objectivity. (W.9-10.2.e)</p> <p>Provide a concluding statement or section that partially follows from and supports the information or explanation presented. (W.9-10.2.f)</p>	<p>Effectively use appropriate and varied transitions to link the major sections of the text; create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2.c)</p> <p>Ineffectively or inappropriately use precise language or domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)</p> <p>Lack a formal style, using language that is basic, imprecise, or contextually inappropriate. (W.9-10.2.e)</p> <p>Ineffectively provide a concluding statement or section that follows from and supports the information or explanation presented. (W.9-10.2.f)</p>

<p>CCSS.ELA-Literacy.W.9-10.2.d Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>The extent to which the response properly uses formal style and objective tone as well as adheres to the writing conventions of the discipline.</p> <p>CCSS.ELA-Literacy.W.9-10.2.a Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>The extent to which the response provides a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>CCSS.ELA-Literacy.W.9-10.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>				
<p>Control of Conventions The extent to which the response demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CCSS.ELA-Literacy.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-Literacy.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Demonstrate consistent control of conventions with essentially no errors, even with sophisticated language.</p>	<p>Demonstrate basic control of conventions with occasional errors that do not hinder comprehension.</p>	<p>Demonstrate partial control of conventions with some errors that hinder comprehension.</p>	<p>Demonstrate little control of conventions with frequent errors that make comprehension difficult.</p>

- A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
- A response that is totally copied from the text with no original writing must be given a 0.
- A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.



10.2.3 End-of-Unit Text Analysis Checklist

Assessed Standards: _____

	Does my writing...	✓
Content and Analysis	Delineate and evaluate the argument and specific claims in a text? (RI.9-10.8)	<input type="checkbox"/>
	Assess whether the reasoning is valid and the evidence is relevant and sufficient? (RI.9-10.8)	<input type="checkbox"/>
Command of Evidence and Reasoning	Develop the response and support analysis with well-chosen, relevant, and sufficient evidence? (W.9-10.2.b, W.9-10.9.b)	<input type="checkbox"/>
Coherence, Organization, and Style	Introduce a topic? (W.9-10.2.a)	<input type="checkbox"/>
	Organize complex ideas, concepts, and information to make important connections and distinctions? (W.9-10.2.a)	<input type="checkbox"/>
	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts? (W.9-10.2.c)	<input type="checkbox"/>
	Establish and maintain a formal style and objective tone, using precise language and domain-specific vocabulary? (W.9-10.2.d,e)	<input type="checkbox"/>
	Provide a concluding statement or section related to the explanation or analysis? (W.9-10.2.f)	<input type="checkbox"/>
Control of Conventions	Demonstrate control of the conventions with infrequent errors? (L.9-10.1, L.9-10.2)	<input type="checkbox"/>

Performance Assessment Synthesis Tool

Name:		Class:		Date:	
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Directions: Review your notes, annotations, and tools to identify and record a purpose for each text. Use your notes, annotations, and tools to identify structures, rhetorical devices, and word choices that advance the purpose you identified for each text.

Text and Purpose	Structure	Rhetoric	Word Choices
<p>Text: Martin Luther King, Jr. "Letter from Birmingham Jail"</p> <p>Purpose:</p>			
<p>Text: Julia Alvarez's "A Genetics of Justice"</p> <p>Purpose:</p>			

Text and Purpose	Structure	Rhetoric	Word Choices
<p>Text: <i>The Universal Declaration of Human Rights</i></p> <p>Purpose:</p>			
<p>Text: Eleanor Roosevelt’s “On the Adoption of <i>The Universal Declaration of Human Rights</i>”</p> <p>Purpose:</p>			

Text and Purpose	Structure	Rhetoric	Word Choices
<p>Text: Malala Yousafzai’s “Address to the United Nations Youth Assembly”</p> <p>Purpose:</p>			

ENGLISH LANGUAGE ARTS

GRADE 10
Curriculum Guide
Module 2

Performance Assessment

10.2 Performance Assessment

Introduction

In this Performance Assessment, students demonstrate the skills and habits they have practiced throughout this module as they analyze a range of texts and convey complex ideas through the effective selection and organization of textual evidence. Students identify a purpose common to two of the central texts from the module (Martin Luther King, Jr.’s “Letter from Birmingham Jail” and Julia Alvarez’s “A Genetics of Justice”), as well as a third self-selected text from Unit 3. Students then respond to a prompt that encourages them to use what they have learned in this module about structure, rhetoric, and word choice to explore how each author uses these textual elements to advance a common purpose.

Detailed instructions for the three-lesson assessment follow the prompt. Each lesson is likely to last one class period. However, timing may vary depending on scaffolding necessary to address student needs.

This Performance Assessment is evaluated using the 10.2 Performance Assessment Text Analysis Rubric.

Standards

Assessed Standard(s)	
RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
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).
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.
W.9-10.2.a-f	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings),

	<p>graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
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>
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Addressed Standard(s)	
RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SL.9-10.1.a-e	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.

	<ul style="list-style-type: none"> 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. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.
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Prompt

The focal texts for the first two units of this module are, respectively, Martin Luther King, Jr.’s “Letter from Birmingham Jail” and Julia Alvarez’s “A Genetics of Justice.” The third unit features an international document and two speeches. For this assessment, use the focal texts named for Units 1 and 2 and a third, self-selected text from Unit 3 to write a multi-paragraph response to the following prompt:

Identify a purpose common to King’s “Letter from Birmingham Jail,” Alvarez’s “A Genetics of Justice,” and one of the texts from Unit 3. Discuss how each of these texts uses at least one of the following to advance that purpose: structure, rhetoric, or impact of specific word choices.

In order to address the prompt, review the texts as well as your notes, annotations, and any tracking tools about the texts in this module, including statements you have made about the purpose of each text and how the author of each text advances his or her purpose through the use of structure, rhetoric, and word choices. Participate in a gallery walk and whole-class discussion to review the module texts before identifying a purpose shared by the three texts you choose as a focus for your response. Next, gather relevant textual evidence to demonstrate how each text advances the stated

purpose. After drafting a multi-paragraph response to the prompt, engage in the revision process, independently or with a classmate, to edit and revise your response.

High Performance Response(s)

A High Performance Response should:

- Identify a purpose common to all three texts (e.g., promoting human rights is a moral/ethical obligation; protecting the rights of individuals creates a better world; demonstrating that human rights are necessary to live a life with dignity).
- Demonstrate how Martin Luther King, Jr.'s "Letter from Birmingham Jail" uses structure, rhetoric, or word choice to advance the selected purpose (e.g., King uses the form of a letter to address not only the clergymen who are the addressees, but also to moderate white Americans in general when he directly speaks to the addressees, as when he writes, "I must make two honest confessions to you, my Christian and Jewish brothers" (par. 19). King often uses parallel structure, as when he contrasts the evil of preserving segregation with the moral obligation to promote justice: "So I have tried to make it clear that it is wrong to use immoral means to attain moral ends. But now I must affirm that it is just as wrong, or even more, to use moral means to preserve immoral ends" (par. 36). King uses vivid language to describe the injustices experienced by African-Americans living in a segregated society: "when you have seen vicious mobs lynch your mothers and fathers at will and drown your sisters and brothers at whim; when you have seen hate-filled policemen curse, kick, brutalize, and even kill your black brothers and sisters with impunity" (par. 11)).
- Demonstrate how Julia Alvarez's "A Genetics of Justice" uses structure, rhetoric, or word choice to advance the selected purpose (e.g., Alvarez uses flashbacks and imagined events to demonstrate the power of a dictator over his citizen's lives. Alvarez uses repetition in paragraph 17 when she uses the word "habits" and the phrase "would not disappear" to show that the her family remained fearful even after leaving the Dominican Republic. Alvarez uses powerful words like "monster" and "exorcism" to convey Trujillo's evil influences over his country and its citizens.).
- Demonstrate how a Unit 3 text uses structure, rhetoric, or word choice to advance the selected purpose (e.g., *The Universal Declaration of Human Rights* uses structure by setting forth basic beliefs in the preamble and then using the individual articles of the declaration to list the rights to which all human beings are entitled. In her speech "On the Adoption of *The Universal Declaration of Human Rights*," Eleanor Roosevelt uses rhetoric in paragraph 1. She makes an appeal to ethos by recalling the shared values of the documents to which she compares the UDHR: the Magna Carta, the Declaration of the Rights of Man, and the United States' Bill of Rights. Malala Yousafzai uses careful word choices in her "Address to the United Nations Youth Assembly" in paragraph 17, when she contrasts the "bright peaceful future" for which "sisters and brothers are waiting" with the "poverty, injustice and ignorance" from which "millions of people are suffering").

Standard-Specific Demands of the Performance Assessment

This Module Performance Assessment requires students to meet numerous demands required by the ELA/Literacy Standards for grades 9–10.

Students' deep engagement with these texts and practice with identifying textual evidence in support of inferences and claims provide a solid foundation for the demands of this assessment. Throughout this module students have examined how authors use structure, rhetoric, and word choice to further their purposes throughout the module. In addition, students have edited, revised, and refined their writing during the module, a process in which they will re-engage during this Performance Assessment.

This Performance Assessment requires that students have read and comprehended informational texts and literary nonfiction in the grades 9–10 text complexity band (RI.9-10.10). The Performance Assessment demands that students determine authors' purpose and analyze how these authors use rhetoric (RI.9-10.6), structure (RI.9-10.5), and word choices (RI.9-10.4) to advance that purpose.

The assessment also requires students to write informative texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content (W.9-10.2.a-f). To satisfy this demand, students must draw evidence from the text to support their analysis; develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, and quotations; and use precise language and domain-specific vocabulary to manage the complexity of the topic they write about (W.9-10.2.a-f, W.9-10.9.b).

As part of the drafting process, students must develop and strengthen their writing by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for the essay's purpose and audience (W.9-10.5). The writing, revising, and editing of the essay also requires that students demonstrate command of the conventions of English grammar, capitalization, punctuation, spelling, and usage (L.9-10.1, L.9-10.2).

Preparation for the written component of this assessment requires students to participate in a range of collaborative discussions, as they incorporate other perspectives, and propel conversations forward by building on each other's ideas and expressing their own clearly and persuasively (SL.9-10.1.a-e).

Process

The Module Performance Assessment encourages students to revisit two of the unit's central texts, as well as the texts from Unit 3 in order to consider how different authors use structure, rhetoric, and word choice to convey a common purpose. In this module students have had multiple opportunities to examine both the content and craft of nonfiction texts; they are now ready to apply what they have learned in an independent analysis. Students demonstrate their own writing skills in a multi-paragraph essay by selecting and organizing relevant textual evidence to support their analysis; expressing their own ideas clearly; and building upon the ideas of others through small group discussions. Finally, students draft, revise, and edit their multi-paragraph responses.

Lesson 1

Post and explain the Performance Assessment prompt for student reference. Working in small groups, students review their annotations and previous work with the selected module texts. Students first work collaboratively to review and/or complete the Performance Assessment Synthesis Tool for the texts by King, Alvarez, and one Unit 3 text of their own choosing.

- ① This use of focused analysis supports students' engagement with W.9-10.9.b, which addresses the use of textual evidence in writing. As students build on their own and others' ideas in collaborative discussions on grade 9–10 topics and texts, they are working with SL.9-10.1.a-e.

After students have completed this tool, post chart paper around the room with one text title on each piece of paper. Working in groups (based on the selection of a Unit 3 text), have students circulate and generate observations, add evidence, and make statements about how each text uses structure, rhetoric, and/or word choices to advance a purpose. At the end of Lesson 1, students use the evidence-based discussion to help them select a third text to analyze in their essays. (Based on the gallery walk and class discussion, some students may choose a text other than the one they analyzed in class.)

Optional Writing Instruction

Depending on the strength of student writing, consider devoting some class time to reviewing writing skills and habits students have been developing across this module. It may be necessary to revisit structural expectations such as how to develop an introduction and a conclusion, as well as formal language expectations such as the conventions of English grammar, capitalization, punctuation, and spelling (specifically, the appropriate use of parallel structure, semicolons, and colons).

Lesson 2

Students meet in small groups with other students who have selected the same text to review notes and annotations and briefly discuss the prompt. Students gather relevant evidence to be used in their essays. Students then independently write a first draft of their essay using the analysis from the previous lesson. Remind students to use the module's vocabulary wherever possible in their essays.

Lesson 3

Depending on student needs and strengths, have students self-review or peer-review using the 10.2 Performance Assessment Text Analysis Rubric. Students use this review to strengthen and refine the response they drafted in the previous lesson. Students edit, revise, and rewrite as necessary, ensuring their analysis is clear, accurate, and effectively supported by relevant and sufficient textual evidence.

- ① Consider incorporating collaborative technologies such as Google Drive or Track Changes in the revision and editing process (W.9-10.6).

Model Performance Assessment Synthesis Tool

Name:		Class:	
		Date:	

Directions: Review your notes, annotations, and tools to identify and record a purpose for each text. Use your notes, annotations, and tools to identify structures, rhetorical devices, and word choices that advance the purpose you identified for each text.

① The Model Performance Assessment Synthesis Tool is not an exhaustive list of all possible student responses. The responses on this tool represent some possible ways in which students might analyze the texts.

Text and Purpose	Structure	Rhetoric	Word Choices
<p>Text: Martin Luther King, Jr. "Letter from Birmingham Jail"</p> <p>Purpose: To promote human rights (by gathering support for nonviolent campaign for Civil Rights)</p>	<ul style="list-style-type: none"> Letter to specific addressees: Begins with logical presentation of his activities in Birmingham explaining the need to fight for rights; continues with disappointments, including with white moderates, to demonstrate how lack of action is contributing to the violation of human rights; concludes with disappointment with white church leadership to spur action Descriptive passages 	<ul style="list-style-type: none"> Appeals to Logos: <ul style="list-style-type: none"> Logical presentation of facts Analysis of legal points Appeal to Ethos: <ul style="list-style-type: none"> Establishes credibility Establishes shared values through references: from the Bible (Paul, Jesus, etc.); from American history (Lincoln, Jefferson, etc.) and events from American history (Pilgrims' arrival, "Declaration of Independence," etc.) Appeals to Pathos: <ul style="list-style-type: none"> Vivid descriptions: "when you suddenly find your tongue twisted and your speech stammering as you seek to explain to your six-year-old daughter why she 	<ul style="list-style-type: none"> Transitions create logical sequence of ideas: <i>beyond this, moreover, then, now, of course, but</i> (par. 1–5). Analyses of word meanings (<i>tension, extremist</i>), ideas (positive/negative), and concepts (time, just/unjust laws) Violent verbs show police brutality: <i>lynch, curse, kick, brutalize, kill, smother, biting, push, slap</i> (par. 11, 35)

Text and Purpose	Structure	Rhetoric	Word Choices
		<p>cannot go to the public amusement park.” (par. 11)</p> <ul style="list-style-type: none"> • Concession: “Of course, there are some notable exceptions.” (par. 26) • Parallel Structure: “An unjust law is....This is difference made legal... a just law is....This is sameness made legal.” (par. 14). • Repetition: “extreme/ extremist” (par. 22, 24) • Rhetorical Questions: “Why didn’t you give the new administration time to act?” (par. 10) • Contrast 	
<p>Text: Julia Alvarez’s “A Genetics of Justice”</p> <p>Purpose: To promote human rights (by demonstrating how lack of human rights in a dictatorship affects its citizens).</p>	<ul style="list-style-type: none"> • Essay is literary nonfiction • 3 sections: par. 1–15; par.16–22; par. 23–31 • Time shifts • Official versions/true versions/imagined versions • Use mother’s storytelling • Mother’s proverb (“No flies fly into a closed mouth”) • Short/long sentences (create tension and contrast) 	<ul style="list-style-type: none"> • Irony: describing Trujillo as a “great man” (par. 10) • Repetition: repeating the word “habits” and also the phrase “would not disappear” (par. 17) to highlight the persistence of fear • Contrast: emphasizing the difference between the physical distance between the Alvarez family and the Dominican Republic and the way in which they continue to act as though they were still living under Trujillo: “a plane ride north that put hundreds of miles distance between the Island and our apartment in New York” (par. 17) 	<ul style="list-style-type: none"> • <i>spared, endured, absolute rule</i> (par. 1) – Creates atmosphere of tension, suspense • <i>been disappeared</i> (par. 5) – The <i>expression</i> makes the reader wonder who causes the disappearance and hints at the power of Trujillo. • <i>repression, censorship, terror</i> (par. 17) – These words express the control Trujillo exerted on Dominicans. • <i>mandate of silence</i> (par. 22) – Silence and breaking silence are significant ideas in the text; choosing

Text and Purpose	Structure	Rhetoric	Word Choices
	<ul style="list-style-type: none"> • Climax 		<p>this expression to convey Alvarez’s mother’s refusal to discuss events in the Dominican Republic shows that she is so controlled by Trujillo that she is continuing his “mandate of silence” in her family in the United States.</p> <ul style="list-style-type: none"> • <i>A Genetics of Justice</i> (title, par. 31) – The words of the title and found in the concluding sentence suggest that justice can be genetic; Alvarez has showed how a dictator denying civil rights affects not only the people who live under his regime, but also generations beyond. Similarly, the desire for justice can be passed down through <i>generations</i>. Using the word <i>genetics</i> makes it clear that human rights affect more than a single generation.
<p>Text: <i>The Universal Declaration of Human Rights</i></p> <p>Purpose: Promote human rights for all citizens of the world (by having UN member</p>	<ul style="list-style-type: none"> • International document consisting of preamble with Articles 	<ul style="list-style-type: none"> • Appeal to Reasoning: <ul style="list-style-type: none"> ○ “Whereas...therefore...” • Appeal to Ethos: “a common standard of achievement for all peoples” (par. 8) • Allusions: (drafters use the language of the “Declaration of Independence” without explicitly quoting it) 	<ul style="list-style-type: none"> • <i>inherent, inalienable, foundation</i> (par. 1 of Preamble) – Using these words suggests that the rights named in the UDHR are basic and universally acknowledges; <i>inalienable</i> echoes the United States’ “Declaration of Independence.”

Text and Purpose	Structure	Rhetoric	Word Choices
<p>nations clarify what they mean by human rights)</p>		<ul style="list-style-type: none"> • Repetition: “Article 7: All are equal before the law....All are entitled to equal....Article 13: (1) Everyone has the right to....(2) Everyone has the right to...” • Contrast: “Article 15: (1) Everyone has...(2) No one shall... Article 17: (1) Everyone has the right... (2) No one shall” – draws attention to the use of “everyone” and “no one” to create “blanket statements” that emphasize the universality of the ideas expressed 	<ul style="list-style-type: none"> • <i>disregard, contempt, barbarous</i> – All of these words have negative connotations, so choosing these words shows that not recognizing the rights in the document is considered unacceptable. • <i>tyranny, oppression</i> – Again, these words have negative connotations and are used to show that governments that do not support human rights are seen in a negative light. • <i>endowed</i> (Article 1) – The word echoes the United States’ “Declaration of Independence.” • <i>entitled</i> (Article 2) – Using this word shows that rights are not given to people; rather, governments owe these rights to their citizens (people are “entitled”). • <i>subjected, degrading</i> (Article 5) –These words show the negative consequences of ignoring human rights (using torture or cruel, inhuman treatment).

<p>Text: Eleanor Roosevelt’s “On the Adoption of the <i>Universal Declaration of Human Rights</i>”</p> <p>Purpose: To promote human rights (by having member nations support UDHR without Soviet proposals)</p>	<ul style="list-style-type: none"> • Public Speech • Background (par. 1) • Clarification of document’s function • Context (par. 11–12) • Ethical/spiritual reasons for supporting document (including quotation) (par. 13–14) • Final appeal (par. 15–16) 	<ul style="list-style-type: none"> • Repetition: “It is not...” (par. 10) • Appeal to Ethos: Description of what happens through the “flagrant violation of human rights” (par. 12) • Appeal to Ethos: Reminder that majority of member nations support human rights and have worked to create the document; 58 members have signed the charter, which aspires to support human rights • Cultural references: Magna Carta; Declaration of the Rights of Man; Bill of Rights • Appeal to Authority – Quotes Gladstone and Marshall – (Article 9) 	<ul style="list-style-type: none"> • <i>composite</i> (par. 1), <i>long</i>, <i>Meticulous</i>, (par. 1) <i>exhaustive</i> (par. 2), <i>comprehensively</i> (par. 6) – Roosevelt’s choice of words emphasizes the collective effort that has gone into creating the UDHR and the need to end the process by adopting the UDHR. • <i>dressed up</i> (par. 2) – The phrase shows Roosevelt’s attitude toward the Soviet proposals; Roosevelt does not think they reflect any new thought, they are merely the same ideas presented in a new format. • <i>burden</i> (par. 1), <i>imposition</i> (par. 3) – Roosevelt’s choice of words reflect a sense that the Soviets are being unreasonable and adding unnecessary work to the United Nations. • <i>warmongering</i> (par. 5) – This word means <i>urging war</i>, which is against the principles of the UN; using this word suggests that Roosevelt thinks the Soviets can be unhelpful; their amendments are a further example of their negative behavior. • <i>abuse</i> (par. 5) – <i>Flagrant</i> emphasizes the abuse that
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Text and Purpose	Structure	Rhetoric	Word Choices
			<p>Roosevelt thinks will result from the introduction of the terms the Soviets have included in their amendments; by using this word Roosevelt suggests that the amendments themselves will not only be unhelpful, but might promote abuse.</p>
<p>Text: Malala Yousafzai’s “Address to the United Nations Youth Assembly”</p> <p>Purpose: To promote human rights (by encouraging UN member nations to support education, especially for women and girls)</p>	<ul style="list-style-type: none"> • Public speech • Lengthy greetings • Personal account of attack • Appeal to governments • Conclusion 	<ul style="list-style-type: none"> • Repetition: “the same... the same” (par. 6) • Parallel Structure: “Weakness, fear and hopelessness died. Strength, power and courage was [sic] born.” (par. 6) • Appeals to Ethos: <ul style="list-style-type: none"> ○ Generates good will through greetings ○ Establishes credibility by telling personal story ○ Reminds listeners of shared values through religious references • References to religious and historical figures: Muhammad, Jesus Christ, Lord Buddha, Martin Luther King, Nelson Mandela, Ali Jinnah, Gandhi Jee, Bacha Khan, Mother Teresa, parents • Contrast: “light when we see darkness...voice when we are silenced” (par. 9) 	<ul style="list-style-type: none"> • <i>struggling</i> (par. 4) – more emotional word than <i>working</i>; invites sympathy • <i>hurdles of extremism</i> (par. 12) – Yousafzai uses the phrase to show that the work of groups like the Taliban creates problems (hurdles) instead of solving them and that the groups are not part of a larger tradition, but are on the edges of tradition (extreme) and so do not have the same support as Yousafzai and her colleagues. • <i>poverty, ignorance, injustice, racism, and the deprivation of human rights</i> (par. 12) – By grouping these words together Yousafzai suggests that just as the first three items in the list are recognized evils, so is

Text and Purpose	Structure	Rhetoric	Word Choices
		<ul style="list-style-type: none"> • Synecdoche: Using objects to represent ideas: The word “guns” represents violence. The word “books” represents education (par. 9). 	<p>the deprivation of human rights.</p> <ul style="list-style-type: none"> • <i>brutality</i> (par. 14) – By linking “brutality and harm” to “terrorism and violence” Yousafzai contrasts her own goals of “educational opportunities for girls in the developing world” with those of the terrorists and extremists who are trying to deny girls educational opportunities.

10.2 Module Performance Assessment

Text-Based Response

Your Task: Based on your reading of “Letter from Birmingham Jail,” “The Genetics of Justice,” and a text from Unit 3 (*The Universal Declaration of Human Rights*, Eleanor Roosevelt’s “On the Adoption of the *Universal Declaration of Human Rights*,” or Malala Yousafzai’s “Address to the United Nations Youth Assembly”), write a well-developed, multi-paragraph response to the following prompt:

Identify a purpose common to King’s “Letter from Birmingham Jail,” Alvarez’s “A Genetics of Justice,” and one of the texts from Unit 3. Discuss how each of these texts uses at least one of the following to advance that purpose: structure, rhetoric, or impact of specific word choices.

Your response will be assessed using the 10.2 Performance Assessment Text Analysis Rubric.

Guidelines

Be sure to:

- Closely read the prompt.
- Organize your ideas and evidence.
- Develop a claim that responds directly to all parts of the prompt.
- Cite strong and thorough textual evidence to support your analysis.
- Follow the conventions of standard written English.

CCSS: RI.9-10.4, RI.9-10.5, RI.9-10.6, W.9-10.2.a-f, W.9-10.9.b, L.9-10.1, L.9-10.2

Commentary on the Task:

This task measures RI.9-10.4 because it demands that students:

- Demonstrate the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

This task measures RI.9-10.5 because it demands that students:

- 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).

This task measures RI.9-10.6 because it demands that students:

- 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.

This task measures W.9-10.2.a-f because it demands that students:

- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

This task measures W.9-10.9.b because it demands that students:

- Draw evidence from informational texts to support analysis, reflection, and research.

This task measures L.9-10.1 because it demands that students:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

This task measures L.9-10.2 because it demands that students:

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

10.2 Performance Assessment Text Analysis Rubric

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Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
<p>Content and Analysis The extent to which the response determines and analyzes the cumulative impact of specific word choices, including figurative and connotative language on meaning and tone differs from that of a newspaper).</p> <p>CCSS.ELA-Literacy.RI.9-10.4</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>	<p>Accurately determine the contextual meanings of words and phrases and skillfully analyze the cumulative impact of specific word choices, including figurative and connotative language on meaning and tone.</p>	<p>Determine the contextual meanings of words and phrases and analyzes the cumulative impact of specific word choice, including figurative and connotative language on meaning and tone.</p>	<p>Determine the contextual meanings of words and phrases with partial accuracy or completeness; provide partial or insufficient analysis of the impact of word choices on meaning and tone.</p>	<p>Inaccurately determine the contextual meanings of words and phrases; provide inaccurate or little to no analysis of the impact of word choice on meaning and tone.</p>
<p>Content and Analysis The extent to which the response analyzes 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).</p> <p>CCSS.ELA-Literacy.RI.9-10.5</p> <p>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).</p>	<p>Skillfully analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p>	<p>Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p>	<p>Inaccurately identify an author's ideas or claims in a text or misidentify sentences, paragraphs, or larger portions of a text that develop or refine an author's ideas or claims.</p>	<p>Inaccurately identify an author's ideas or claims; provide little to no analysis of how particular sentences, paragraphs, or larger portions of a text develop or refine those claims.</p>
<p>Content and Analysis The extent to which the response identifies an author's point of view or purpose in a text and analyzes how an author uses rhetoric to advance that point of view or purpose.</p> <p>CCSS.ELA-Literacy.RI.9-10.6</p> <p>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.</p>	<p>Accurately determine an author's point of view or purpose in a text and skillfully analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p>Accurately 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.</p>	<p>Inaccurately identify an author's point of view or purpose in a text and/or ineffectively analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p>Inaccurately identify an author's point of view or purpose in a text; provide inaccurate or insufficient analysis of how an author uses rhetoric to advance a point of view or purpose.</p>

<p>Command of Evidence and Reasoning The extent to which the response examines and conveys complex ideas, concepts and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCSS.ELA-Literacy.W.9-10.2.b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic</p> <p>The extent to which the response draws evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-Literacy.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>The extent to which responses apply grade 9-10 Reading standards to literary nonfiction.</p> <p>CCSS.ELA-Literacy.W.9.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>	<p>Develop the response and support analysis with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.9-10.2.b)</p>	<p>Develop the response and support analysis with relevant and sufficient facts, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.9-10.2.b)</p>	<p>Partially develop the response and partially support analysis with relevant facts, details, quotations, or other information and examples that are appropriate to the audience's knowledge of the topic. (W.9-10.2.b)</p>	<p>Do not develop the response or support analysis with relevant facts, details, quotations, or other information and examples that are appropriate to the audience's knowledge of the topic. (W.9-10.2.b)</p>
<p>Coherence, Organization, and Style The extent to which the response introduces a topic, organizes complex ideas, concepts, and information to make important connections and distinctions.</p>	<p>Skilfully introduce a topic; effectively organizes complex ideas, concepts, and information to make important connections and distinctions. (W.9-10.2.a)</p> <p>Skilfully use appropriate and varied transitions to link the major sections of the text; create</p>	<p>Introduce a topic; effectively organize complex ideas, concepts, and information to make important connections and distinctions. (W.9-10.2.a)</p> <p>Use appropriate and varied transitions to link the major sections of the text; create cohesion, and</p>	<p>Introduce a topic; inconsistently organize complex ideas, concepts, and information to make important connections and distinctions. (W.9-10.2.a)</p> <p>Inconsistently use appropriate and varied transitions to link the major sections of the text;</p>	<p>Ineffectively introduce a topic; ineffectively organize complex ideas, concepts and information to make important connections and distinctions. (W.9-10.2.a)</p> <p>Effectively use appropriate and varied transitions to link the major sections of the text; create</p>

<p>CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCSS.ELA-Literacy.W.9-10.2.a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>The extent to which the response uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>CCSS.ELA-Literacy.W.9-10.2.c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>The extent to which the response includes and uses precise language and domain specific vocabulary to manage the complexity of the topic.</p> <p>CCSS.ELA-Literacy.W.9-10.2.d Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>The extent to which the response properly uses formal style and objective tone as well as adheres to the writing conventions of the discipline.</p> <p>CCSS.ELA-Literacy.W.9-10.2.e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<p>cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2.c)</p> <p>Skillfully and accurately use precise language and domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)</p> <p>Skillfully establish and maintain a formal style and objective tone appropriate to the norms and conventions of the discipline. (W.9-10.2.e)</p> <p>Skillfully provide a concluding statement or section that follows from and supports the information or explanation presented. (W.9-10.2.f)</p>	<p>clarify the relationships among complex ideas and concepts. (W.9-10.2.c)</p> <p>Accurately use precise language or domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)</p> <p>Establish a style and tone appropriate to the discipline; demonstrate inconsistent use of formality and objectivity. (W.9-10.2.e)</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.9-10.2.f)</p>	<p>create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2.c)</p> <p>Inconsistently use domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)</p> <p>Use inconsistent style and tone with some attention to formality and objectivity. (W.9-10.2.e)</p> <p>Provide a concluding statement or section that partially follows from and supports the information or explanation presented. (W.9-10.2.f)</p>	<p>cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2.c)</p> <p>Ineffectively or inappropriately use precise language or domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)</p> <p>Lack a formal style, using language that is basic, imprecise, or contextually inappropriate. (W.9-10.2.e)</p> <p>Ineffectively provide a concluding statement or section that follows from and supports the information or explanation presented. (W.9-10.2.f)</p>
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<p>The extent to which the response provides a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>CCSS:ELA-Literacy.W.9-10.2.f</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>				
<p>Control of Conventions</p> <p>The extent to which the response demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CCSS:ELA-Literacy.L.9-10.1</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS:ELA-Literacy.L.9-10.2</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Demonstrate consistent control of conventions with essentially no errors, even with sophisticated language.</p>	<p>Demonstrate basic control of conventions with occasional errors that do not hinder comprehension.</p>	<p>Demonstrate partial control of conventions with some errors that hinder comprehension.</p>	<p>Demonstrate little control of conventions with frequent errors that make comprehension difficult.</p>

- A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
- A response that is totally copied from the text with no original writing must be given a 0.
- A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.



10.2 Performance Assessment Text Analysis Checklist

Assessed Standards: _____

	Does my writing...	✓
Content and Analysis	Identify the cumulative impact of specific word choices, including figurative and connotative language on meaning and tone? (RI.9-10.4)	<input type="checkbox"/>
	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text? (RI.9-10.5)	<input type="checkbox"/>
	Determine an author’s point of view or purpose in a text? (RI.9-10.6)	<input type="checkbox"/>
	Analyze how an author uses rhetoric to advance a point of view or purpose? (RI.9-10.6)	<input type="checkbox"/>
Command of Evidence and Reasoning	Develop the response and support analysis with well-chosen, relevant, and sufficient evidence? (W.9-10.2.b, W.9-10.9.b)	<input type="checkbox"/>
Coherence, Organization, and Style	Introduce a topic? (W.9-10.2.a)	<input type="checkbox"/>
	Organize complex ideas, concepts, and information to make important connections and distinctions? (W.9-10.2.a)	<input type="checkbox"/>
	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts? (W.9-10.2.c)	<input type="checkbox"/>
	Establish and maintain a formal style and objective tone, using precise language and domain-specific vocabulary? (W.9-10.2.d,e)	<input type="checkbox"/>
	Provide a concluding statement or section related to the explanation or analysis? (W.9-10.2.f)	<input type="checkbox"/>
Control of Conventions	Demonstrate control of the conventions with infrequent errors? (L.9-10.1, L.9-10.2)	<input type="checkbox"/>

