

## 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. <ol style="list-style-type: none"> <li>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.</li> </ol>

## Assessment

Assessment(s)
<p>Student learning is assessed via a Quick Write at the end of the lesson. Students answer the following prompt, citing textual evidence to support analysis and inferences drawn from the text.</p> <ul style="list-style-type: none"> <li>How do specific words and phrases contribute to the impact of King’s opening?</li> </ul> <p><b>i</b> 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"> <li>Identify specific word or phrases in the opening of the letter (e.g., “my,” “fellow,” “dear,” “clergymen,” “confined,” “jail,” etc.).</li> <li>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.).</li> </ul>

## Vocabulary

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

## Lesson Agenda/Overview

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

<p>① In order to provide initial context, students will listen to the whole text in the Masterful Reading.</p> <p><b>Learning Sequence:</b></p> <ol style="list-style-type: none"> <li>1. Introduction of the Module and Lesson Agenda</li> <li>2. Masterful Reading</li> <li>3. Reading, Discussion, and Quick Write</li> <li>4. Closing</li> </ol>		<ol style="list-style-type: none"> <li>1. 10%</li> <li>2. 70%</li> <li>3. 15%</li> <li>4. 5%</li> </ol>
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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.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<i>Italicized text indicates a vocabulary word.</i>
▶	Indicates student action(s).
☞	Indicates possible student response(s) to teacher questions.
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?

🗨️ 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.

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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

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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<b>CCL Standards: Reading—Literature</b>		<b>I know what this is asking and I can do this.</b>	<b>This standard has familiar language, but I haven't mastered it.</b>	<b>I am not familiar with this standard.</b>
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.			

<b>CCL Standards: Reading—Informational</b>		<b>I know what this is asking and I can do this.</b>	<b>This standard has familiar language, but I haven't mastered it.</b>	<b>I am not familiar with this standard.</b>
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).			

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.			

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.9-10.9	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.			

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.b	<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>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>			

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.d	<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.
L.9-10.4.b	<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>			
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>			

## 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"/>