

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> <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>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>
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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)

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.
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.9-10.5. 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.
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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.*

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 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.

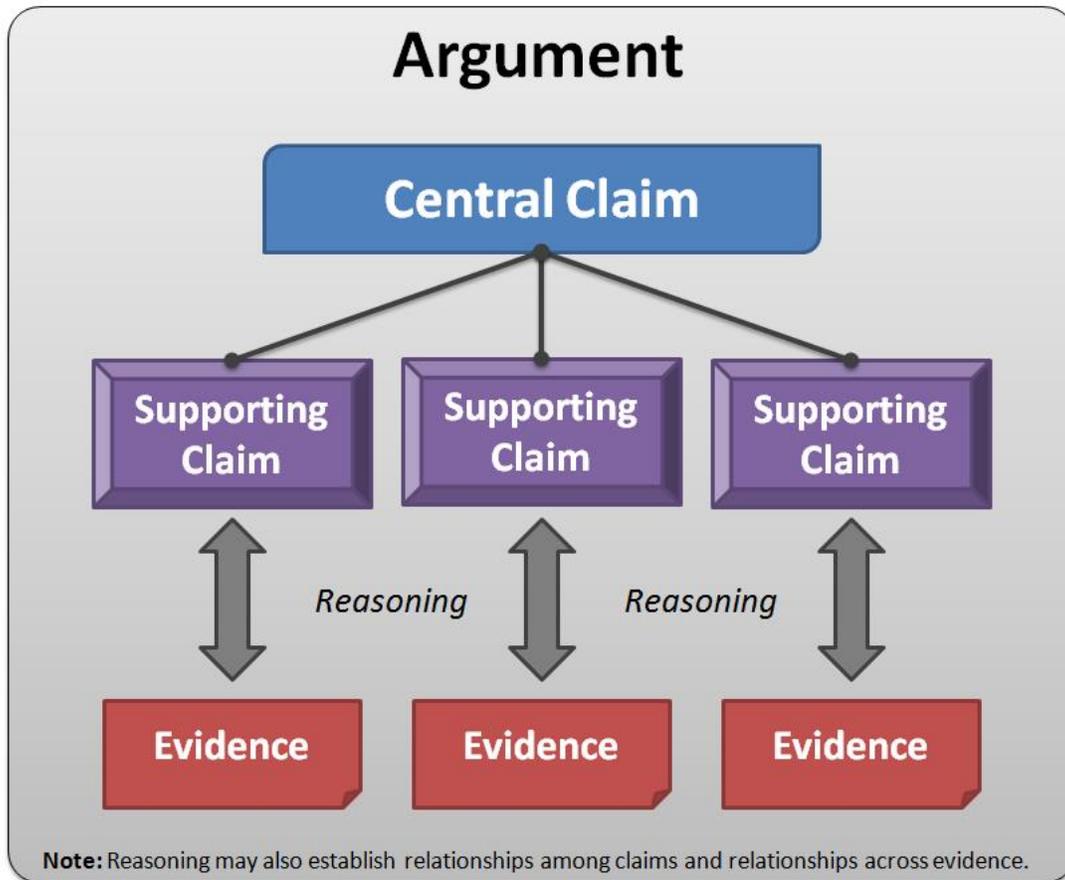
- ▶ Students follow along.

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.
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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.) – _____ _____ • 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.

- 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>	
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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	