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.
	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.
	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	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	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").

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)
Student learning in the first part of this unit is assessed via 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.
ⓘ Student responses are evaluated using the 10.2.1 Mid-Unit Text Analysis Rubric.
High Performance Response(s)
A High Performance Response should:
• 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)
• 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:	
• 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:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 10%
3. Mid-Unit Assessment	3. 80%
4. Closing	4. 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.

File: 10.2.1 Lesson 10 **Date:** 4/18/14 **Classroom Use:** Starting 4/2014
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symbol	**Bold text indicates questions for the teacher to ask students.**
	Italicized text indicates a vocabulary word.
▶	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.

ⓘ 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.

ⓘ 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.

  o 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),

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and multimedia when useful to aiding comprehension.

o   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.

o   Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

o   Use precise language and domain-specific vocabulary to manage the complexity of the topic.

o   Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

o   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:
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 (e.g., how the language of a court opinion differs from that of a newspaper).** **CCSS.ELA-Literacy.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).	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.	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.	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.	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.
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.RI9-10.6** 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.	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.	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.	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.	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.
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.	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)

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. **The extent to which responses apply grade 9-10 Reading standards to literary nonfiction.** **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").				
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.** **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.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.	Skillfully introduce a topic; effectively organizes complex ideas, concepts, and information to make important connections and distinctions. (W.9-10.2.a) 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) Skillfully and accurately use precise language and domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d) Skillfully establish and maintain a formal style and objective tone appropriate to the norms and conventions of the discipline. (W.9-10.2.e) Skillfully provide a concluding statement or section that follows from and supports the information or explanation presented. (W.9-10.2.f)	Introduce a topic; effectively organize complex ideas, concepts, and information to make important connections and distinctions. (W.9-10.2.a) 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) Accurately use precise language or domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d) Establish a style and tone appropriate to the discipline; demonstrate inconsistent use of formality and objectivity. (W.9-10.2.e) Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.9-10.2.f)	Introduce a topic; inconsistently organize complex ideas, concepts, and information to make important connections and distinctions. (W.9-10.2.a) 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) Inconsistently use domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d) Use inconsistent style and tone with some attention to formality and objectivity. (W.9-10.2.e) Provide a concluding statement or section that partially follows from and supports the information or explanation presented. (W.9-10.2.f)	Ineffectively introduce a topic; ineffectively organize complex ideas, concepts and information to make important connections and distinctions. (W.9-10.2.a) 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) Ineffectively or inappropriately use precise language or domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d) Lack a formal style, using language that is basic, imprecise, or contextually inappropriate. (W.9-10.2.e) Ineffectively provide a concluding statement or section that follows from and supports the information or explanation presented. (W.9-10.2.f)

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. **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. **The extent to which the response includes and uses precise language and domain specific vocabulary to manage the complexity of the topic.** **CCSS.ELA-Literacy.W.9-10.2.d** Use precise language and domain-specific vocabulary to manage the complexity of the topic. **The extent to which the response properly uses formal style and objective tone as well as adheres to the writing conventions of the discipline.** **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. **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).** **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).			

- 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)**	☐
	Determine an author's point of view or purpose in a text? **(RI.9-10.6)**	☐
	Analyze how an author uses rhetoric to advance a point of view or purpose? **(RI.9-10.6)**	☐
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)**	☐
Coherence, Organization, and Style	Introduce a topic? **(W.9-10.2.a)**	☐
	Organize complex ideas, concepts, and information to make important connections and distinctions? **(W.9-10.2.a)**	☐
	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)**	☐
	Establish and maintain a formal style and objective tone, using precise language and domain-specific vocabulary? **(W.9-10.2.d,e)**	☐
	Provide a concluding statement or section related to the explanation or analysis? **(W.9-10.2.f)**	☐