

## Title: “Letter From Birmingham Jail”

Grade Level: 9-10

Subject(s): English Language Arts

Keywords: Segregation, Nonviolence, Rhetorical Appeals

<b>Lesson Plan:</b>	“Letter From Birmingham Jail”
<b>Subject:</b>	English Language Arts
<b>Grade(s):</b>	9-10
<b>Description/ Abstract of Lesson</b>	Students will analyze the argument of Dr. Martin Luther King, Jr. regarding defense of his action against segregation in Birmingham, Alabama.
<b>LAFS910.RI.1.1</b>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>LAFS910.RI.1.2</b>	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.
<b>LAFS.910.W.4.10</b>	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.
<b>Objective(s):</b>	Students will be able to: <ul style="list-style-type: none"><li>● analyze argument in a seminal document.</li><li>● identify central ideas and rhetorical appeals (ethos, logos, pathos) to impact the meaning of the work as a whole.</li></ul>
<b>Materials:</b>	<ul style="list-style-type: none"><li>● <a href="#">Martin Luther King, Jr.: Leader of the 20th Century Civil Rights Movement   Biography</a></li><li>● <a href="#">Aristotle's Rhetorical Appeals (Ethos, Logos, Pathos)</a></li><li>● <a href="#">King's Letter from Birmingham Jail, 50 Years Later</a></li><li>● <a href="#">Letter from a Birmingham Jail - Martin Luther King Jr. (Audio)</a></li><li>● <a href="#">“Letter from Birmingham Jail”</a></li><li>● Student writing journals</li><li>● Chart Paper</li><li>● Markers</li></ul>
<b>Duration:</b>	<ul style="list-style-type: none"><li>● 2-3 Class Periods</li><li>● Block Scheduling (90 min.) 1 class period</li></ul>
<b>Lesson Lead In/ Opening:</b>	<ol style="list-style-type: none"><li>1. Introduce the lesson by telling students they will read and analyze the argument in “Letter From Birmingham Jail” by Dr. Martin Luther King, Jr. where he defends his direct action against segregation in Birmingham, Alabama. Ask students what they know about key terms <i>segregation</i> and <i>nonviolence</i>. Review <a href="#">Aristotle's Rhetorical Appeals</a>, reminding students that writers often use them to convey an argument. Reiterate that Dr. King was the leader of the nonviolent Civil Rights Movement.</li><li>2. View the <a href="#">biography of Dr. King</a>, asking students to write down five things they learn about his life. Debrief as a class.</li><li>3. Using <a href="#">King's Letter from Birmingham Jail, 50 Years Later</a>, discuss the events that led up to Dr. King writing “Letter From Birmingham Jail.”</li></ol>
<b>Activity 1:</b>	Students read <a href="#">“Letter From Birmingham Jail”</a> in groups of four. In their journals,

	students work together to identify the central argument of the text and at least three claims to support the argument, noting three examples with parenthetical citations to support each supporting claim.
<b>Activity 2:</b>	In groups of four, students discuss their findings. Then, the group comes to a consensus on at least two central ideas in the text, and how Dr. King uses rhetorical appeals (ethos, logos, pathos) to convey each argument, noting at least three examples from the text with parenthetical citations to support each central idea. The group displays its findings on chart paper for a class Gallery Walk.
<b>Activity 3:</b>	Students do a gallery walk, writing down at least three questions or observations they have about each group's findings. In all-class discussion, students share their questions or observations. Then the class debriefs on the text.
<b>Activity 4:</b>	Students complete a ticket out by choosing one of the higher order thinking questions and create a one-page response. Responses can be shared in an author's chair opportunity, where volunteers sit in the Author's Chair and read responses to the class.
<b>Higher Order Thinking Questions:</b>	<ul style="list-style-type: none"> <li>● Which rhetorical appeal (ethos, logos, pathos) do you think Dr. King uses to have a lasting impact on his readers? Explain.</li> <li>● How does Dr. King use biblical allusions to convey his argument? Explain.</li> <li>● Do you believe Dr. King's argument is justified given the social and historical issues of his time? Explain.</li> <li>● What do you think are the three most significant quotes in "Letter From Birmingham Jail"?</li> <li>● Create a series of images that communicate what you learned by exploring "Letter From Birmingham Jail."</li> <li>● If you could write your own letter to justify activism on a contemporary issue, what would it be and why? What rhetorical appeals would you use that Dr. King employs in "Letter From Birmingham Jail"?</li> <li>●</li> </ul>
<b>Suggested Books:</b>	<i>A Time to Break Silence: The Essential Works of Martin Luther King, Jr., for Students</i> (2013). Walter Dean Myers, Editor. Beacon Press <i>I Have a Dream</i> Children's Book (2012). Random House.
<b>Web Resources</b>	<a href="#">The King Center</a> <a href="#">Martin Luther King, Jr. Memorial (US National Park Service)</a> <a href="#">Teaching the Life and Legacy of MLK</a> <a href="#">Becoming Experts on MLK's "Letter from Birmingham Jail"</a>