


The Literature of Civil Rights

During the Civil Rights movement, writings and speeches inspired sweeping social change. What gave those words the power to change a nation?



Civil Rights Movement and Martin Luther King

 **Discuss It** How was Dr. Martin Luther King, Jr., important to the Civil Rights movement?

Write your response before sharing your ideas.

ESSENTIAL QUESTION:

How can words inspire change?

LAUNCH TEXT
INFORMATIVE MODEL
1963: The Year That
Changed Everything



WHOLE-CLASS LEARNING

ANCHOR TEXT: SPEECH

"I Have a Dream"
Dr. Martin Luther King, Jr.

▶ MEDIA CONNECTION:
"I Have a Dream"



COMPARE

ANCHOR TEXT: LETTER

Letter From Birmingham Jail
Dr. Martin Luther King, Jr.



MEDIA: VIDEO

Remarks on the Assassination of Martin Luther King, Jr.
Robert F. Kennedy



SMALL-GROUP LEARNING

MEDIA: NEWSCAST

Remembering Civil Rights History, When "Words Meant Everything"
PBS NewsHour



POETRY COLLECTION

For My People
Margaret Walker



Incident
Natasha Trethewey

SPEECH

Lessons of Dr. Martin Luther King, Jr.
Cesar Chavez



MEMOIR

Traveling
Grace Paley



INDEPENDENT LEARNING

MEDIA: NEWSCAST

Frank McCain Dies—Helped Start Sit-In Movement at Greensboro Lunch Counter
Jeff Tiberi



NEWS ARTICLE

How the Children of Birmingham Changed the Civil-Rights Movement
Lottie L. Joiner



NARRATIVE NONFICTION

Sheyann Webb
from *Selma, Lord, Selma*
as told to Frank Sikora



MAGAZINE ARTICLE

The Many Lives of Hazel Bryan
David Margolick



MEDIA: VIDEO

Fannie Lou Hamer
BBC



PERFORMANCE TASK

WRITING FOCUS:

Write an Informative Essay

PERFORMANCE TASK

SPEAKING AND LISTENING FOCUS:

Multimedia Presentation

PERFORMANCE-BASED ASSESSMENT PREP

Review Evidence for an Informative Essay

PERFORMANCE-BASED ASSESSMENT PREP

Informative Text: Essay and Multimedia Presentation

PROMPT:

Explain how words have the power to provoke, calm, or inspire.

Unit Goals

Throughout the unit, you will deepen your perspective of the literature of civil rights by reading, writing, speaking, presenting, and listening. These goals will help you succeed on the Unit Performance-Based Assessment.

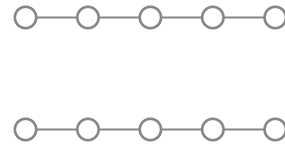
Rate how well you meet these goals right now. You will revisit your ratings later when you reflect on your growth during this unit.



READING GOALS

1 2 3 4 5

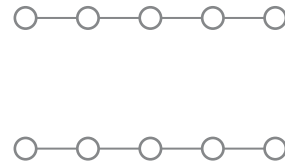
- Evaluate written arguments and informative texts by analyzing how authors introduce and develop ideas.
- Expand your knowledge and use of academic and concept vocabulary.



WRITING AND RESEARCH GOALS

1 2 3 4 5

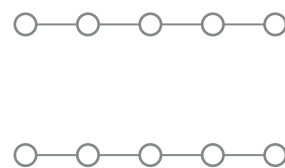
- Write an informative essay in which you effectively convey complex ideas and information.
- Conduct research projects of various lengths to explore a topic and clarify meaning.



LANGUAGE GOALS

1 2 3 4 5

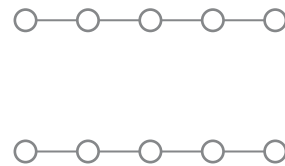
- Smoothly integrate information from varied sources to create cohesion.
- Correctly use varied types of clauses as well as parallelism in writing and presentations.



SPEAKING AND LISTENING GOALS

1 2 3 4 5

- Collaborate with your team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.



STANDARDS

L.9–10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Academic Vocabulary: Informative Texts

Academic terms appear in all subjects and can help you read, write, and discuss with more precision. Here are five academic words that will be useful to you in this unit as you analyze and write informative texts.

Complete the chart.

1. Review each word, its root, and the mentor sentences.
2. Use the information and your own knowledge to predict the meaning of each word.
3. For each word, list at least two related words.
4. Refer to a dictionary or other resources if needed.

TIP

FOLLOW THROUGH

Study the words in this chart, and highlight them or related word forms wherever they appear in the unit.

WORD	MENTOR SENTENCES	PREDICT MEANING	RELATED WORDS
disrupt ROOT: -rupt- "break"; "burst"	<ol style="list-style-type: none"> 1. We were worried a storm would <i>disrupt</i> the drive-in movie. 2. Golf fans are very quiet, so they do not <i>disrupt</i> the match. 		<i>disruptive; disrupting</i>
coherent ROOT: -her- "stick"; "cling"	<ol style="list-style-type: none"> 1. It is important to organize academic writing in a logical and <i>coherent</i> manner. 2. Although the philosopher spoke well, his argument was not <i>coherent</i>. 		
notation ROOT: -not- "mark"; "sign"	<ol style="list-style-type: none"> 1. The <i>notation</i> in the margin told more about the play. 2. The recipe contained a <i>notation</i> to substitute oil for butter. 		
aggregate ROOT: -greg- "herd"; "flock"	<ol style="list-style-type: none"> 1. The pavers are an <i>aggregate</i> of three types of stone. 2. The collage was an <i>aggregate</i> of the artist's photographs. 		
express ROOT: -press- "push"; "press down"	<ol style="list-style-type: none"> 1. <i>Express</i> your thoughts logically and clearly so that others can understand them. 2. We gave a gift because words alone could not fully <i>express</i> our gratitude. 		

LAUNCH TEXT | INFORMATIVE MODEL

This selection is an example of an **informative text**, a type of writing in which the author examines concepts through the careful selection, organization, and analysis of information. This is the type of writing you will develop in the Performance-Based Assessment at the end of the unit.

As you read, think about how the writer describes events. Mark the text to help you answer this question: How does the writer help the reader understand the importance of these events?

1963:

The Year That Changed Everything

^ During the Children's Crusade of May 1963, police turned fire hoses on young civil rights protesters, including this girl who was knocked to the ground by the force of the water.

NOTES

- 1 **I**n 1865, the Thirteenth Amendment to the United States Constitution ended slavery. Nearly a century later, African Americans continued to struggle for equality under the law. A number of major events in this dramatic battle took place in 1963.
- 2 In April of that year—from behind the bars of a jail cell in Birmingham, Alabama—Dr. Martin Luther King, Jr., wrote a message that would inspire countless others. King had been arrested for breaking a law banning public protest. His message, the famous “Letter From Birmingham Jail,” defends nonviolent resistance to injustice. “Injustice anywhere is a threat to justice everywhere,” King wrote. He added, “Whatever affects one directly, affects all indirectly.”
- 3 In early May, the young people of Birmingham took King’s message to heart. Disobeying a court order, more than 1,000 African American students marched from the 16th Street Baptist Church. The next day, the students marched through Kelly Ingram Park. They were met by an angry white mob as well as police who blasted

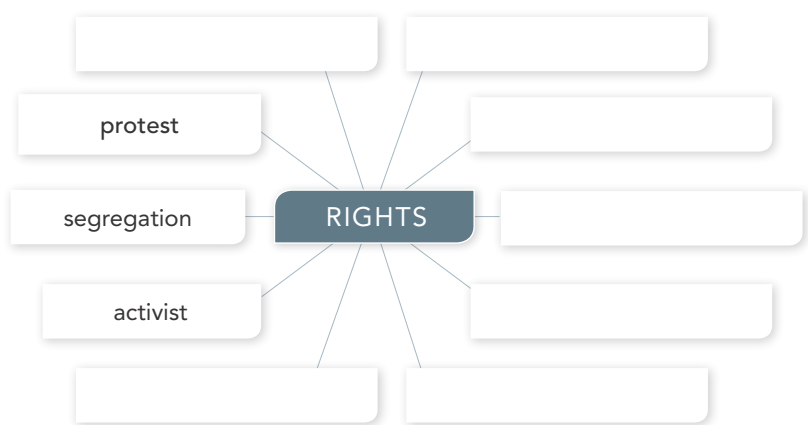
them with water from fire hoses and terrified them with dogs. The teenagers were jailed in temporary cells at the county fairgrounds. On the seventh day of the Children’s Crusade, city officials agreed to negotiate with the African American community. A few days later, the two sides reached an agreement to end local segregation.

- 4 News of the Children’s Crusade spread in the media, helping to transform the way Americans saw the civil rights movement. The *New York Times* ran more stories about civil rights in the two weeks after the Children’s Crusade than it had in the previous two years combined. Scenes of children under attack were filmed and broadcast all over the world, setting off a global outcry. Polls showed that Americans across the land believed racial justice was the nation’s biggest problem.
- 5 The struggle for civil rights continued to be marked by violence. On May 28, 1963, four African American college students in Jackson, Mississippi, were assaulted for sitting at a segregated lunch counter. Two weeks later, on June 12, an assassin killed civil rights activist Medgar Evers outside his home in Jackson.
- 6 That summer brought a landmark event in civil rights history. This was the March for Jobs and Freedom that took place in Washington, D.C., on August 28. Under the shadow of the Lincoln Memorial, Dr. King delivered his famous “I Have a Dream” speech to a crowd of 200,000 people from all walks of life. The peace and hope of that event did not last long. On September 15, a bomb exploded inside Birmingham’s 16th Street Baptist Church. The attack killed four little African American girls and injured twenty-two other people.
- 7 The struggle continued throughout 1963. The Southern Regional Council has records of protests that took place in more than 100 southern towns. Approximately 20,000 demonstrators were arrested. With words and actions, they delivered a demand for justice that could not be ignored.

NOTES

 WORD NETWORK FOR LITERATURE OF CIVIL RIGHTS

Vocabulary A Word Network is a collection of words related to a topic. As you read the selections in this unit, identify interesting words related to the idea of civil rights and add them to your Word Network. For example, you might begin by adding words from the Launch Text such as *protest*, *segregation*, and *activist*. Continue to add words as you complete this unit.



 **Tool Kit**
Word Network Model



ESSENTIAL QUESTION:

How can words inspire change?

During the 1960s, the fight for racial equality in the United States gave rise to powerful literary statements. In speeches, essays, poetry, and fiction, writers rose to the challenge of documenting injustice and inspiring change. You will work with your whole class to explore the literature of the Civil Rights movement. The selections you are going to read capture the struggles and hopes of an important era in American history.

Whole-Class Learning Strategies

Throughout your life, in school, in your community, and in your career, you will continue to learn and work in large-group environments.

Review these strategies and the actions you can take to practice them as you work with your whole class. Add ideas of your own for each step. Get ready to use these strategies during Whole-Class Learning.

STRATEGY	ACTION PLAN
Listen actively	<ul style="list-style-type: none">• Eliminate distractions. For example, put your cell phone away.• Keep your eyes on the speaker.•
Clarify by asking questions	<ul style="list-style-type: none">• If you're confused, other people probably are, too. Ask a question to help your whole class.• If you see that you are guessing, ask a question instead.•
Monitor understanding	<ul style="list-style-type: none">• Notice what information you already know and be ready to build on it.• Ask for help if you are struggling.•
Interact and share ideas	<ul style="list-style-type: none">• Share your ideas and answer questions, even if you are unsure.• Build on the ideas of others by adding details or making a connection.•

COMPARE

ANCHOR TEXT: SPEECH

"I Have a Dream"

Dr. Martin Luther King, Jr.

The speech that inspired millions to support the Civil Rights movement continues to inspire to this day.

► MEDIA CONNECTION: "I Have a Dream"



ANCHOR TEXT: LETTER

Letter From Birmingham Jail

Dr. Martin Luther King, Jr.

Read the letter that Dr. King wrote after he was jailed for staging a public protest.



MEDIA: VIDEO

Remarks on the Assassination of Martin Luther King, Jr.

Robert F. Kennedy

In one of the great speeches of the era, Senator Robert F. Kennedy both delivers terrible news and honors Dr. King.



PERFORMANCE TASK

WRITING FOCUS

Write an Informative Essay

Both Whole-Class readings and the two videos deal with the struggle for civil rights in the United States. After reading the selections and viewing the videos, you will conduct research and write your own informative essay about the power of the written and spoken word in the American Civil Rights movement.



"I HAVE A DREAM"

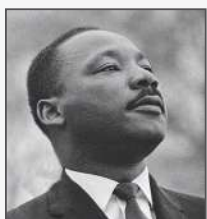
Comparing Texts

In this lesson, you will read and compare two of Dr. Martin Luther King, Jr.'s most famous works. First, you will complete the first-read and close-read activities for the "I Have a Dream" speech. Then, you will compare the speech to the letter King wrote while a prisoner in a jail cell in Birmingham, Alabama.



LETTER FROM BIRMINGHAM JAIL

About the Author



Dr. Martin Luther King, Jr. (1929–1968) was a prominent leader of the African American civil rights movement from 1955 until his assassination in 1968. His dedication to nonviolent resistance made him both a moral and a political leader. As a Baptist minister, he was a religious leader as well. Dr. King organized many of the largest and most effective civil rights protests of the era.

Tool Kit

First-Read Guide and Model Annotation

STANDARDS

RI.9–10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

"I Have a Dream"

Concept Vocabulary

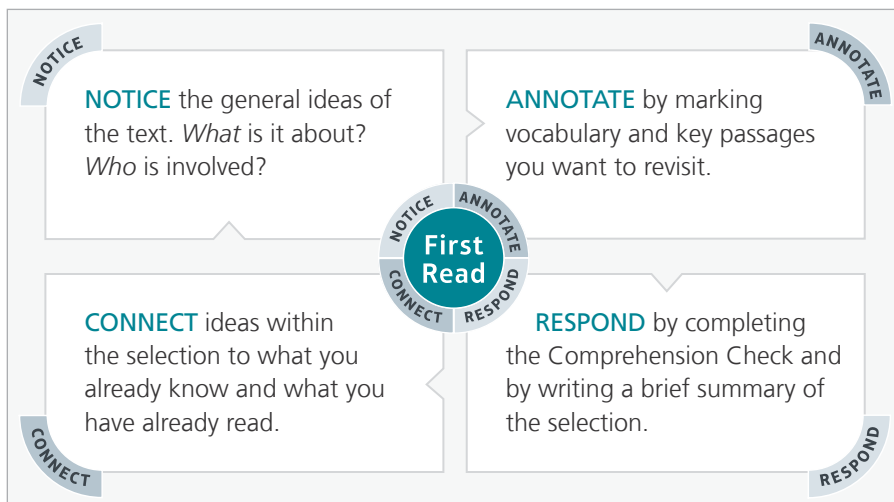
You will encounter the following words as you read King's speech. Before reading, note how familiar you are with each word. Then, rank the words in order from most familiar (1) to least familiar (6).

WORD	YOUR RANKING
prosperity	
hallowed	
tribulations	
redemptive	
oppression	
exalted	

After completing the first read, come back to the concept vocabulary and review your rankings. Mark any changes to your original rankings as needed.

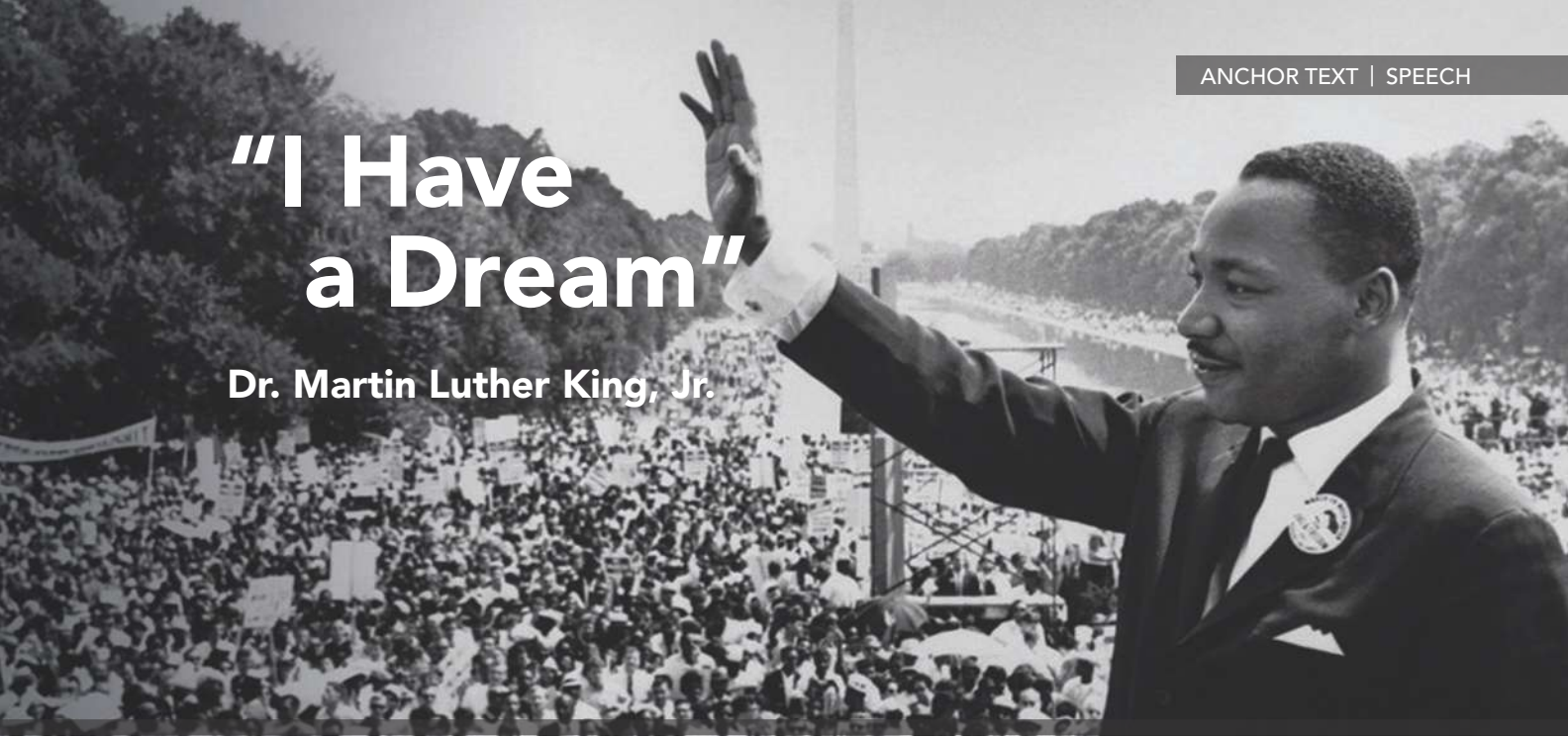
First Read NONFICTION

Apply these strategies as you conduct your first read. You will have an opportunity to complete the close-read notes after your first read.



"I Have a Dream"

Dr. Martin Luther King, Jr.



BACKGROUND

Because speeches are written to be spoken aloud, they are a more fluid form of literature than most other nonfiction. A strong speaker will react to unspoken signals from his or her listeners and adjust a speech accordingly. He or she might change words or add whole phrases. This is the case with Dr. Martin Luther King, Jr., one of the great speakers of the modern age. The text that appears here represents the speech exactly as it was delivered by Dr. King on the steps of the Lincoln Memorial.

SCAN FOR
MULTIMEDIA



- 1 **I** am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.
- 2 Five score¹ years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.
- 3 But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material **prosperity**. One hundred years later, the Negro is still languished in the corners of American society and finds himself an exile in his own land. And so we've come here today to dramatize a shameful condition.
- 4 In a sense we've come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note² to which every American was to fall heir.

NOTES

prosperity (pros PEHR uh tee)
n. good fortune; success

1. **score** *n.* twenty. "Five score" is one hundred years.

2. **promissory note** (PROM ih sawr ee) *n.* written promise to pay a specific amount.

hallowed *adj.* (HAL ohd)
holy; sacred

CLOSE READ

ANNOTATE: In paragraphs 6 and 7, mark sentences that present two highly contrasting or opposing images or ideas.

QUESTION: What do these images suggest about the speaker's view of both the present and the future?

CONCLUDE: How do these images add urgency to the speaker's message?

This note was a promise that all men, yes, black men as well as white men, would be guaranteed the “unalienable Rights” of “Life, Liberty, and the pursuit of Happiness.” It is obvious today that America has defaulted on this promissory note, insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked “insufficient funds.”

- 5 But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. And so, we've come to cash this check, a check that will give us upon demand the riches of freedom and the security of justice.
- 6 We have also come to this **hallowed** spot to remind America of the fierce urgency of Now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quicksands of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality for all of God's children.
- 7 It would be fatal for the nation to overlook the urgency of the moment. This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. Nineteen sixty-three is not an end, but a beginning. And those who hope that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual. And there will be neither rest nor tranquility in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.
- 8 But there is something that I must say to my people, who stand on the warm threshold which leads into the palace of justice. In the process of gaining our rightful place, we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred. We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again, we must rise to the majestic heights of meeting physical force with soul force.
- 9 The marvelous new militancy which has engulfed the Negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny. And they have come to realize that their freedom is inextricably bound to our freedom.
- 10 We cannot walk alone.
- 11 And as we walk, we must make the pledge that we shall always march ahead.

12 We cannot turn back.

13 There are those who are asking the devotees of civil rights, “When will you be satisfied?” We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can never be satisfied as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. We cannot be satisfied as long as the Negro’s basic mobility is from a smaller ghetto to a larger one. We can never be satisfied as long as our children are stripped of their self-hood and robbed of their dignity by signs stating: “For Whites Only.” We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. No, no, we are not satisfied, and we will not be satisfied until “justice rolls down like waters, and righteousness like a mighty stream.”

14 I am not unmindful that some of you have come here out of great trials and **tribulations**. Some of you have come fresh from narrow jail cells. And some of you have come from areas where your quest—quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is **redemptive**. Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed.

15 Let us not wallow in the valley of despair, I say to you today, my friends.

16 And so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

17 I have a dream that one day this nation will rise up and live out the true meaning of its creed: “We hold these truths to be self-evident, that all men are created equal.”

18 I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

19 I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of **oppression**, will be transformed into an oasis of freedom and justice.

20 I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

21 I have a *dream* today!

22 I have a dream that one day, down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of “interposition” and “nullification”³—one day right there in Alabama

3. “**interposition**” (ihn tuhr puh ZIHSH uhn) and “**nullification**” (nuhl uh fih KAY shuhn) disputed doctrine that a state can reject federal laws considered to be violations of its rights. Governor George C. Wallace of Alabama used this doctrine to reject federal civil rights legislation.

NOTES

tribulations (trihb yuh LAY shuhnz) *n.* great trouble or misery

redemptive (rih DEHMP tihv) *adj.* serving to deliver from sorrow; make amends or pay back

oppression (uh PREHSH uhn) *n.* cruel or unjust treatment

NOTES

exalted (ehg ZAWL tihd) *adj.*
elevated

CLOSE READ

ANNOTATE: Mark words and phrases in paragraphs 26–27 that refer to sounds or music.

QUESTION: How do these references help define the transformation in society King is seeking?

CONCLUDE: What effect do these references have on both the meaning and the emotional impact of the speech?

little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

23 I have a *dream* today!

24 I have a dream that one day every valley shall be **exalted**, and every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight; “and the glory of the Lord shall be revealed and all flesh shall see it together.”⁴

25 This is our hope, and this is the faith that I go back to the South with.

26 With this faith, we will be able to hew out of the mountain of despair a stone of hope. With this faith, we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith, we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

27 And this will be the day—this will be the day when all of God’s children will be able to sing with new meaning:

*My country 'tis of thee, sweet land of liberty, of thee I sing.
Land where my fathers died, land of the Pilgrim's pride,
From every mountainside, let freedom ring!*

28 And if America is to be a great nation, this must become true.

29 And so let freedom ring from the prodigious hilltops of New Hampshire.

30 Let freedom ring from the mighty mountains of New York.

31 Let freedom ring from the heightening Alleghenies⁵ of Pennsylvania.

32 Let freedom ring from the snow-capped Rockies of Colorado.

33 Let freedom ring from the curvaceous slopes of California.

34 But not only that:

35 Let freedom ring from Stone Mountain of Georgia.

36 Let freedom ring from Lookout Mountain of Tennessee.

37 Let freedom ring from every hill and molehill of Mississippi.

38 From every mountainside, let freedom ring.

39 And when this happens, when we allow freedom to ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God’s children, black men and white men, Jews and Gentiles,⁶ Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual:

40 Free at last! Free at last!

41 Thank God Almighty, we are free at last! 🎶

4. **every valley . . . all flesh shall see it together** reference to a biblical passage (Isaiah 40:4–5). King is likening the struggle of African Americans to the struggle of the Israelites.

5. **Alleghenies** (al uh GAY neez) mountain range that runs through Pennsylvania, Maryland, West Virginia, and Virginia.

6. **Gentiles** (JEHN tylz) people who are not Jewish; often refers to Christians.

MEDIA CONNECTION



"I Have a Dream"

Discuss It How does Dr. King's delivery contribute to the power and impact of the speech?

Write your response before sharing your ideas.

SCAN FOR
MULTIMEDIA 

Comprehension Check

Complete the following items after you finish your first read.

1. About how much time has passed between the signing of the Emancipation Proclamation and Dr. King's speech?
2. When his audience returns home after his speech, what does Dr. King want them to know about the situation African Americans face?
3. What dream does Dr. King have for his four children?
4. **Notebook** Write a summary of Dr. King's "I Have a Dream" speech.

RESEARCH

Research to Clarify Choose at least one unfamiliar detail from the text. Briefly research that detail. In what way does the information you learned shed light on an aspect of the speech?



"I HAVE A DREAM"

Close Read the Text

1. This model, from paragraph 8 of the text, shows two sample annotations, along with questions and conclusions. Close read the passage, and find another detail to annotate. Then, write a question and your conclusion.

ANNOTATE: The use of the word “thirst” relates to a physical need, something people must have in order to live.

QUESTION: How does this choice of words add intensity to King’s argument?

CONCLUDE: The powerful choice of words shows that freedom isn’t simply something King and his followers want; it is a basic human need.

ANNOTATE: This phrase develops the idea of thirst.

QUESTION: What does this phrase suggest about King’s view of the struggle for freedom?

CONCLUDE: The phrase implies that thirst can be quenched in various ways. King warns his listeners against taking a dark path.

Let us not seek to satisfy our **thirst for freedom** by drinking from the **cup of bitterness and hatred**.

2. For more practice, go back into the text, and complete the close-read notes.
3. Revisit a section of the text you found important during your first read. Read this section closely, and **annotate** what you notice. Ask yourself **questions** such as “Why did the author make this choice?” What can you **conclude**?

Analyze the Text

CITE TEXTUAL EVIDENCE to support your answers.

Notebook Respond to these questions.

1. **Interpret** What does King mean when he refers to the African American as an “exile in his own land”?
2. **Summarize** Explain the comparison King makes between the African American struggle for equality and the cashing of a check.
3. **Paraphrase** (a) When you **paraphrase**, you restate a text in your own words. Paraphrase King’s comments on the urgency of “Now.” (b) **Speculate** To which group of people might King have been directing that part of his argument? Explain.
4. **Evaluate** What idea is King trying to convey when he says that “unearned suffering is redemptive”?
5. **Essential Question: How can words inspire change?** What have you learned about the power of words by reading this speech?

Tool Kit

Close-Read Guide and Model Annotation

STANDARDS

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.9–10.6 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.9–10.9 Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.

Analyze Craft and Structure

Argument In a **persuasive speech**, the speaker tries to convince listeners to think or act in a certain way. Strong persuasive speakers present information and supporting evidence clearly and logically so listeners can follow the reasoning. Persuasive speakers may use charged language—language that appeals to emotions. In addition, they often use **rhetorical devices**—patterns of words and ideas that create emphasis and emotion. These devices include the following forms:

- **Parallelism:** repeating a grammatical structure or an arrangement of words to create rhythm and momentum
- **Repetition:** using the same words frequently to reinforce concepts and unify the speech
- **Analogy:** drawing a comparison that shows a similarity between two unlike things

Practice

CITE TEXTUAL EVIDENCE
to support your answers.

 **Notebook** Reread the speech. Then, respond to the questions.

1. In this speech, what is King attempting to persuade his listeners to think or do? Explain.
2. Use the chart to record at least one example of each type of rhetorical device used in this speech. Explain why each choice is a good example of that device.

RHETORICAL DEVICE	EXAMPLE FROM THE SPEECH	EXPLANATION
charged language		
parallelism		
repetition		
analogy		

3. For each example from your chart, state whether the rhetorical device serves to clarify an idea, stir listeners' emotions, or both. For each determination, explain your reasoning.
4. This speech has become an iconic part of American history. Do you think it deserves this standing? Support your answer with text evidence and your analysis of King's use of rhetoric.



"I HAVE A DREAM"

Concept Vocabulary

prosperity	tribulations	oppression
hallowed	redemptive	exalted

Why These Words? The six concept vocabulary words are all related to overcoming a challenge. For example, Dr. Martin Luther King, Jr., speaks of overcoming the *tribulations* that African Americans face.

1. How does the concept vocabulary help express both the difficulties and the possible rewards of the struggle for equality?
2. What other words in the selection connect to this concept?

Practice

 **Notebook** Complete the activities.

1. Use each concept vocabulary word in a sentence that demonstrates its meaning.
2. Rewrite each of your sentences, replacing the concept vocabulary word with a synonym. How do your replacements change the meaning of each sentence?

Word Study

Patterns of Word Changes When added to a base word, the suffix *-tion* changes a verb to a noun. In some words, that change requires other adjustments to spelling. For example, in the word *describe*, the letters *be* are deleted and replaced with a *p* plus *-tion* to get *description*.

1. Form nouns by adding the suffix *-tion* to each of the following verbs. Make any adjustments to spelling that might be required.
 - a. **assume** _____
 - b. **receive** _____
 - c. **prescribe** _____
2. Now that you have changed the verbs into nouns, use them in your own sentences.

WORD NETWORK

Add interesting words related to civil rights from the text to your Word Network.

STANDARDS

L.9–10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9–10.1.a Use parallel structure.

L.9–10.2.c Spell correctly.

L.9–10.4.b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech and continue to apply knowledge of Greek and Latin roots and affixes.

Conventions

Parallel Structure Parallelism, or **parallel structure**, is the use of similar grammatical forms or patterns to express similar ideas. Effective use of parallelism adds rhythm and balance to your writing and strengthens connections among your ideas.

When writing lacks parallelism, it presents equal ideas in an unnecessary mix of grammatical forms. This inconsistency can be awkward, confusing, or distracting for readers. By contrast, parallel constructions place equal ideas in words, phrases, or clauses of similar types.

This chart shows examples of nonparallel and parallel structure.

ELEMENTS	NONPARALLEL STRUCTURE	PARALLEL STRUCTURE
words	Planning, drafting, and revision are three steps in the writing process.	Planning, drafting, and revising are three steps in the writing process.
phrases	I could not wait <u>to try my new surfboard</u> , <u>to catch some waves</u> , and for a visit to the beach .	I could not wait <u>to try my new surfboard</u> , <u>to catch some waves</u> , and to visit the beach .
clauses	Olivia likes her school: <u>The teachers are good</u> , <u>the students are nice</u> , and she likes the new building .	Olivia likes her school: <u>The teachers are good</u> , <u>the students are nice</u> , and the building is new .

TIP


CLARIFICATION

Always check for parallelism when your writing contains items in a series, draws a comparison between two or more things, or includes a correlative conjunction, such as *both . . . and* or *not only . . . but also*.

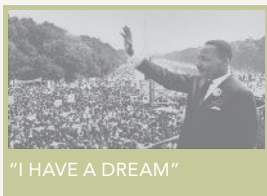
Read It

1. Read each sentence from Dr. King’s “I Have a Dream” speech. Mark the elements that are parallel. Then, note what type of parallel structure is being used—words, phrases, or clauses.
 - a. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination.
 - b. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism.
 - c. With this faith, we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

Write It

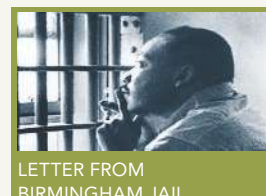
 **Notebook** Add a parallel phrase or clause to each of the following sentences.

1. But we refuse to believe that the bank of justice is bankrupt.
2. And so, we’ve come to cash this check.
3. And so, even though we face the difficulties of today and tomorrow, I still have a dream.



Comparing Texts

In this part of the lesson, you will read Dr. King’s “Letter From Birmingham Jail.” First, complete the first read and close read activities. Then, compare the ways in which Dr. King uses language to appeal to different audiences.



About the Author



Dr. Martin Luther King, Jr. (1929–1968) was one of the most charismatic leaders of the civil rights movement. King first came to national attention in Montgomery, Alabama in 1956 when he organized a boycott by African-Americans of the city’s segregated buses. He went on to lead other protests and to speak out against poverty and social injustice. He was assassinated on April 4, 1968.

Letter From Birmingham Jail

Concept Vocabulary

You will encounter the following words as you read “Letter From Birmingham Jail.” Before reading, note how familiar you are with each word. Then, rank the words in order from most familiar (1) to least familiar (6).

WORD	YOUR RANKING
idly	
postpone	
stagnation	
complacency	
yearning	
languished	

After completing the first read, come back to the concept vocabulary and review your rankings. Mark changes to your original rankings as needed.

First Read NONFICTION

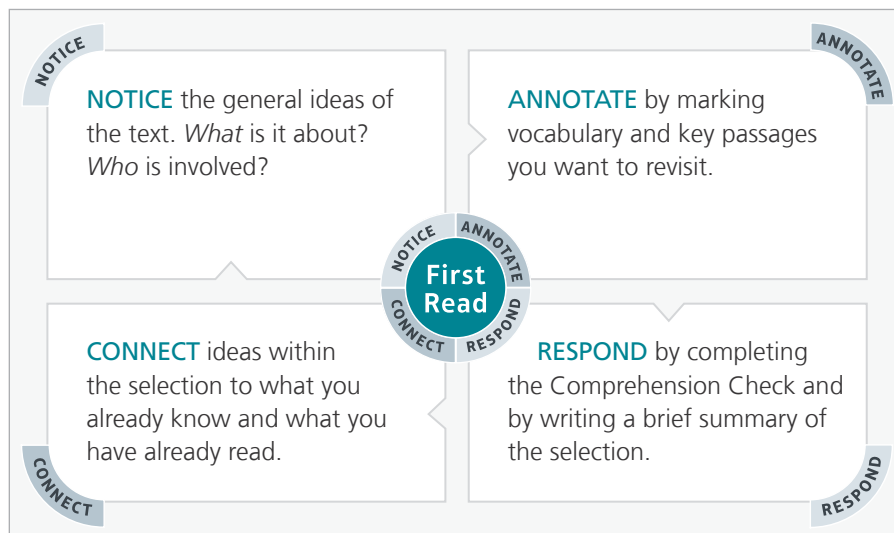
Apply these strategies as you conduct your first read. You will have an opportunity to complete a close read after your first read.

Tool Kit

First-Read Guide and Model Annotation

STANDARDS

RI.9–10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.





Letter From Birmingham Jail

Dr. Martin Luther King, Jr.

BACKGROUND

By the late 1950s, Dr. Martin Luther King, Jr. had emerged as a key figure of the Civil Rights movement. During the Kennedy administration, Dr. King was arrested in April, 1963, for protesting racial segregation in Birmingham, Alabama. As he sat in jail, he read a newspaper article in which eight white clergymen criticized him for “unwise and untimely” demonstrations. Without proper writing paper, Dr. King drafted a response—this letter—in the cramped margins of that newspaper.

SCAN FOR
MULTIMEDIA 

16 April 1963

My Dear Fellow Clergymen:

- 1 While confined here in the Birmingham city jail, I came across your recent statement calling my present activities “unwise and untimely.” Seldom do I pause to answer criticism of my work and ideas. If I sought to answer all the criticisms that cross my desk, my secretaries would have little time for anything other than such correspondence in the course of the day, and I would have no time for constructive work. But since I feel that you are men of genuine good will and that

NOTES

idly (YD lee) *adv.* lazily; without taking action

CLOSE READ

ANNOTATE: In paragraph 5, mark details that reveal what King is apologizing for.

QUESTION: Why would King express his apology in this way?

CONCLUDE: How does this approach emphasize what King believes is the real problem to address?

your criticisms are sincerely set forth, I want to try to answer your statement in what I hope will be patient and reasonable terms.

- 2 I think I should indicate why I am here in Birmingham, since you have been influenced by the view which argues against “outsiders coming in.” I have the honor of serving as president of the Southern Christian Leadership Conference, an organization operating in every southern state, with headquarters in Atlanta, Georgia. We have some eighty five affiliated organizations across the South, and one of them is the Alabama Christian Movement for Human Rights. Frequently we share staff, educational, and financial resources with our affiliates. Several months ago the affiliate here in Birmingham asked us to be on call to engage in a nonviolent direct action program if such were deemed necessary. We readily consented, and when the hour came we lived up to our promise. So I, along with several members of my staff, am here because I was invited here. I am here because I have organizational ties here.
- 3 But more basically, I am in Birmingham because injustice is here. Just as the prophets of the eighth century B.C. left their villages and carried their “thus saith the Lord” far beyond the boundaries of their home towns, and just as the Apostle Paul left his village of Tarsus and carried the gospel of Jesus Christ to the far corners of the Greco-Roman world, so am I compelled to carry the gospel of freedom beyond my own home town. Like Paul, I must constantly respond to the Macedonian call for aid.
- 4 Moreover, I am cognizant of the interrelatedness of all communities and states. I cannot sit **idly** by in Atlanta and not be concerned about what happens in Birmingham. Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly. Never again can we afford to live with the narrow, provincial “outside agitator” idea. Anyone who lives inside the United States can never be considered an outsider anywhere within its bounds.
- 5 You deplore the demonstrations taking place in Birmingham. But your statement, I am sorry to say, fails to express a similar concern for the conditions that brought about the demonstrations. I am sure that none of you would want to rest content with the superficial kind of social analysis that deals merely with effects and does not grapple with underlying causes. It is unfortunate that demonstrations are taking place in Birmingham, but it is even more unfortunate that the city’s white power structure left the Negro community with no alternative.
- 6 In any nonviolent campaign there are four basic steps: collection of the facts to determine whether injustices exist; negotiation; self purification; and direct action. We have gone through all these steps in Birmingham. There can be no gainsaying¹ the fact that racial

1. **gainsaying** *v.* denying or disproving.

injustice engulfs this community. Birmingham is probably the most thoroughly segregated city in the United States. Its ugly record of brutality is widely known. Negroes have experienced grossly unjust treatment in the courts. There have been more unsolved bombings of Negro homes and churches in Birmingham than in any other city in the nation. These are the hard, brutal facts of the case. On the basis of these conditions, Negro leaders sought to negotiate with the city fathers. But the latter consistently refused to engage in good faith negotiation.

- 7 Then, last September, came the opportunity to talk with leaders of Birmingham's economic community. In the course of the negotiations, certain promises were made by the merchants—for example, to remove the stores' humiliating racial signs. On the basis of these promises, the Reverend Fred Shuttlesworth and the leaders of the Alabama Christian Movement for Human Rights agreed to a moratorium² on all demonstrations. As the weeks and months went by, we realized that we were the victims of a broken promise. A few signs, briefly removed, returned; the others remained.
- 8 As in so many past experiences, our hopes had been blasted, and the shadow of deep disappointment settled upon us. We had no alternative except to prepare for direct action, whereby we would present our very bodies as a means of laying our case before the conscience of the local and the national community. Mindful of the difficulties involved, we decided to undertake a process of self purification. We began a series of workshops on nonviolence, and we repeatedly asked ourselves: "Are you able to accept blows without retaliating?" "Are you able to endure the ordeal of jail?" We decided to schedule our direct action program for the Easter season, realizing that except for Christmas, this is the main shopping period of the year. Knowing that a strong economic-withdrawal program would be the by-product of direct action, we felt that this would be the best time to bring pressure to bear on the merchants for the needed change.
- 9 Then it occurred to us that Birmingham's mayoral election was coming up in March, and we speedily decided to **postpone** action until after election day. When we discovered that the Commissioner of Public Safety, Eugene "Bull" Connor, had piled up enough votes to be in the run off, we decided again to postpone action until the day after the run off so that the demonstrations could not be used to cloud the issues. Like many others, we waited to see Mr. Connor defeated, and to this end we endured postponement after postponement. Having aided in this community need, we felt that our direct action program could be delayed no longer.
- 10 You may well ask: "Why direct action? Why sit-ins, marches, and so forth? Isn't negotiation a better path?" You are quite right in calling for negotiation. Indeed, this is the very purpose of direct action.

2. **moratorium** (mawr uh TAWR ee uhm) *n.* time when a particular activity is not allowed.

postpone (pohst POHN) *v.*
delay

CLOSE READ

ANNOTATE: In paragraph 10, mark the word that King repeats.

QUESTION: Why does King revisit this word? What is he trying to show or explain?

CONCLUDE: What is the effect of King's effort to clarify what he means in using this word?

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. It seeks so to dramatize the issue that it can no longer be ignored. My citing the creation of tension as part of the work of the nonviolent resister may sound rather shocking. But I must confess that I am not afraid of the word "tension." I have earnestly opposed violent tension, but there is a type of constructive, nonviolent tension which is necessary for growth. Just as Socrates felt that it was necessary to create a tension in the mind so that individuals could rise from the bondage of myths and half truths to the unfettered realm of creative analysis and objective appraisal, so must we see the need for nonviolent gadflies³ to create the kind of tension in society that will help men rise from the dark depths of prejudice and racism to the majestic heights of understanding and brotherhood.

- 11 The purpose of our direct action program is to create a situation so crisis-packed that it will inevitably open the door to negotiation. I therefore concur with you in your call for negotiation. Too long has our beloved Southland been bogged down in a tragic effort to live in monologue rather than dialogue.
- 12 One of the basic points in your statement is that the action that I and my associates have taken in Birmingham is untimely. Some have asked: "Why didn't you give the new city administration time to act?" The only answer that I can give to this query is that the new Birmingham administration must be prodded about as much as the outgoing one, before it will act. We are sadly mistaken if we feel that the election of Albert Boutwell as mayor will bring the millennium⁴ to Birmingham. While Mr. Boutwell is a much more gentle person than Mr. Connor, they are both segregationists, dedicated to maintenance of the status quo. I have hope that Mr. Boutwell will be reasonable enough to see the futility of massive resistance to desegregation. But he will not see this without pressure from devotees of civil rights. My friends, I must say to you that we have not made a single gain in civil rights without determined legal and nonviolent pressure. Lamentably, it is an historical fact that privileged groups seldom give up their privileges voluntarily. Individuals may see the moral light and voluntarily give up their unjust posture; but, as Reinhold Niebuhr⁵ has reminded us, groups tend to be more immoral than individuals.
- 13 We know through painful experience that freedom is never voluntarily given by the oppressor; it must be demanded by the oppressed. Frankly, I have yet to engage in a direct action campaign that was "well timed" in the view of those who have not suffered unduly from the disease of segregation. For years now I have heard

3. **gadflies** *n.* people who annoy others by being very critical.

4. **bring the millennium** In some forms of Christianity, the world is believed to enter a thousand-year period of peace and happiness before the end of time.

5. **Reinhold Niebuhr** (NEE bur) (1892–1971) American professor of theology who advocated nonviolence and social reform.



- ^ Police officers arrest Dr. King on September 3, 1958, in Montgomery, Alabama. Dr. King was charged with loitering outside the courtroom in which his colleague was testifying.

the word “Wait!” It rings in the ear of every Negro with piercing familiarity. This “Wait” has almost always meant “Never.” We must come to see, with one of our distinguished jurists, that “justice too long delayed is justice denied.”

- 14 We have waited for more than 340 years for our constitutional and God given rights. The nations of Asia and Africa are moving with jetlike speed toward gaining political independence, but we still creep at horse and buggy pace toward gaining a cup of coffee at a lunch counter. Perhaps it is easy for those who have never felt the stinging darts of segregation to say, “Wait.” But 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 and even kill your black brothers and sisters; when you see the vast majority of your twenty million Negro brothers smothering in an airtight cage of poverty in the midst of an affluent society; when you suddenly find your tongue twisted and your speech stammering as you seek to explain to your six year old daughter why she can’t go to the public amusement park that has just been advertised on television, and see tears welling up in her eyes when she is told that Funtown is closed to colored children, and see ominous clouds of inferiority beginning to form in her little mental sky, and see her beginning to distort her personality by developing an unconscious bitterness toward white people; when you have to concoct an answer for a five year old son who is asking: “Daddy,

why do white people treat colored people so mean?"; when you take a cross-county drive and find it necessary to sleep night after night in the uncomfortable corners of your automobile because no motel will accept you; when you are humiliated day in and day out by nagging signs reading "white" and "colored"; when your first name becomes "nigger," your middle name becomes "boy" (however old you are) and your last name becomes "John," and your wife and mother are never given the respected title "Mrs."; when you are harried by day and haunted by night by the fact that you are a

Negro, living constantly at tiptoe stance, never quite knowing what to expect next, and are plagued with inner fears and outer resentments; when you are forever fighting a degenerating sense of "nobodiness"—then you will understand why we find it difficult to wait. There comes a time when the cup of endurance runs over, and men are no longer willing to be plunged into the

abyss of despair. I hope, sirs, you can understand our legitimate and unavoidable impatience.

I would agree with St. Augustine that "an unjust law is no law at all."

15 You express a great deal of anxiety over our willingness to break laws. This is certainly a legitimate concern. Since we so diligently urge people to obey the Supreme Court's decision of 1954 outlawing segregation in the public schools, at first glance it may seem rather paradoxical for us consciously to break laws. One may well ask: "How can you advocate⁶ breaking some laws and obeying others?" The answer lies in the fact that there are two types of laws: just and unjust. I would be the first to advocate obeying just laws. One has not only a legal but a moral responsibility to obey just laws. Conversely, one has a moral responsibility to disobey unjust laws. I would agree with St. Augustine that "an unjust law is no law at all."

16 Now, what is the difference between the two? How does one determine whether a law is just or unjust? 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. To put it in the terms of St. Thomas Aquinas:⁷ An unjust law is a human law that is not rooted in eternal law and natural law. Any law that uplifts human personality is just. Any law that degrades human personality is unjust. All segregation statutes are unjust because segregation distorts the soul and damages the personality. It gives the segregator a false sense of superiority and the segregated a false sense of inferiority. Segregation, to use the terminology of the Jewish philosopher Martin Buber, substitutes an "I it" relationship for an "I thou" relationship and ends up relegating persons to the status of things. Hence segregation is not only politically, economically

6. **advocate** v. argue for or support a cause or policy.

7. **St. Thomas Aquinas** (uh KUY nuhs) (1225–1274) influential Christian philosopher who made lasting contributions to Western philosophy.

and sociologically unsound, it is morally wrong and sinful. Paul Tillich⁸ has said that sin is separation. Is not segregation an existential expression of man's tragic separation, his awful estrangement, his terrible sinfulness? Thus it is that I can urge men to obey the 1954 decision of the Supreme Court, for it is morally right; and I can urge them to disobey segregation ordinances,⁹ for they are morally wrong.

- 17 Let us consider a more concrete example of just and unjust laws. An unjust law is a code that a numerical or power majority group compels a minority group to obey but does not make binding on itself. This is difference made legal. By the same token, a just law is a code that a majority compels a minority to follow and that it is willing to follow itself. This is sameness made legal.
- 18 Let me give another explanation. A law is unjust if it is inflicted on a minority that, as a result of being denied the right to vote, had no part in enacting or devising the law. Who can say that the legislature of Alabama which set up that state's segregation laws was democratically elected? Throughout Alabama all sorts of devious methods are used to prevent Negroes from becoming registered voters, and there are some counties in which, even though Negroes constitute a majority of the population, not a single Negro is registered. Can any law enacted under such circumstances be considered democratically structured?
- 19 Sometimes a law is just on its face and unjust in its application. For instance, I have been arrested on a charge of parading without a permit. Now, there is nothing wrong in having an ordinance which requires a permit for a parade. But such an ordinance becomes unjust when it is used to maintain segregation and to deny citizens the First-Amendment privilege of peaceful assembly and protest.
- 20 I hope you are able to see the distinction I am trying to point out. In no sense do I advocate evading or defying the law, as would the rabid segregationist. That would lead to anarchy. One who breaks an unjust law must do so openly, lovingly, and with a willingness to accept the penalty. I submit that an individual who breaks a law that conscience tells him is unjust, and who willingly accepts the penalty of imprisonment in order to arouse the conscience of the community over its injustice, is in reality expressing the highest respect for law.
- 21 Of course, there is nothing new about this kind of civil disobedience. It was evidenced sublimely in the refusal of Shadrach, Meshach and Abednego to obey the laws of Nebuchadnezzar,¹⁰ on the ground that a higher moral law was at stake. It was practiced superbly by the early Christians, who were willing to face hungry lions and the excruciating pain of chopping blocks rather than submit to certain unjust laws of the Roman Empire. To a degree, academic freedom is a reality today because Socrates practiced civil

8. **Paul Tillich** (1886–1965) German American, Christian philosopher.

9. **ordinances** *n.* laws or regulations made by a city or town government.

10. **refusal . . . Nebuchadnezzar** story from the Bible about three Jews who refused to worship a golden statue; Nebuchadnezzar sentenced them to death by burning, but God protected them from harm.

NOTES

CLOSE READ

ANNOTATE: In paragraphs 17 and 18, mark words and phrases that sound as though King is actually speaking to his readers.

QUESTION: Why does King seem to be walking his readers through his reasoning?

CONCLUDE: How might this approach affect how King's readers understand and respond to his argument?

disobedience. In our own nation, the Boston Tea Party represented a massive act of civil disobedience.

- 22 We should never forget that everything Adolf Hitler did in Germany was “legal” and everything the Hungarian freedom fighters did in Hungary was “illegal.” It was “illegal” to aid and comfort a Jew in Hitler’s Germany. Even so, I am sure that, had I lived in Germany at the time, I would have aided and comforted my Jewish brothers. If today I lived in a Communist country where certain principles dear to the Christian faith are suppressed, I would openly advocate disobeying that country’s antireligious laws.
- 23 I must make two honest confessions to you, my Christian and Jewish brothers. First, I must confess that over the past few years I have been gravely disappointed with the white moderate. I have almost reached the regrettable conclusion that the Negro’s great stumbling block in his stride toward freedom is not the White Citizen’s Council or the Ku Klux Klanner, but the white moderate, who is more devoted to “order” than to justice; who prefers a negative peace which is the absence of tension to a positive peace which is the presence of justice; who constantly says: “I agree with you in the goal you seek, but I cannot agree with your methods of direct action”; who paternalistically believes he can set the timetable for another man’s freedom; who lives by a mythical concept of time and who constantly advises the Negro to wait for a “more convenient season.” Shallow understanding from people of good will is more frustrating than absolute misunderstanding from people of ill will. Lukewarm acceptance is much more bewildering than outright rejection.
- 24 I had hoped that the white moderate would understand that law and order exist for the purpose of establishing justice and that when they fail in this purpose they become the dangerously structured dams that block the flow of social progress. I had hoped that the white moderate would understand that the present tension in the South is a necessary phase of the transition from an obnoxious negative peace, in which the Negro passively accepted his unjust plight, to a substantive and positive peace, in which all men will respect the dignity and worth of human personality. Actually, we who engage in nonviolent direct action are not the creators of tension. We merely bring to the surface the hidden tension that is already alive. We bring it out in the open, where it can be seen and dealt with. Like a boil that can never be cured so long as it is covered up but must be opened with all its ugliness to the natural medicines of air and light, injustice must be exposed, with all the tension its exposure creates, to the light of human conscience and the air of national opinion before it can be cured.
- 25 In your statement you assert that our actions, even though peaceful, must be condemned because they precipitate violence. But is this a logical assertion? Isn’t this like condemning a robbed man because his possession of money precipitated the evil act of

robbery? Isn't this like condemning Socrates because his unswerving commitment to truth and his philosophical inquiries precipitated the act by the misguided populace in which they made him drink hemlock?¹¹ Isn't this like condemning Jesus because his unique God consciousness and never-ceasing devotion to God's will precipitated the evil act of crucifixion? We must come to see that, as the federal courts have consistently affirmed, it is wrong to urge an individual to cease his efforts to gain his basic constitutional rights because the quest may precipitate violence. Society must protect the robbed and punish the robber.

26 I had also hoped that the white moderate would reject the myth concerning time in relation to the struggle for freedom. I have just received a letter from a white brother in Texas. He writes: "All Christians know that the colored people will receive equal rights eventually, but it is possible that you are in too great a religious hurry. It has taken Christianity almost two thousand years to accomplish what it has. The teachings of Christ take time to come to earth." Such an attitude stems from a tragic misconception of time, from the strangely irrational notion that there is something in the very flow of time that will inevitably cure all ills. Actually, time itself is neutral; it can be used either destructively or constructively. More and more I feel that the people of ill will have used time much more effectively than have the people of good will. We will have to repent in this generation not merely for the hateful words and actions of the bad people but for the appalling silence of the good people. Human progress never rolls in on wheels of inevitability; it comes through the tireless efforts of men willing to be coworkers with God, and without this hard work, time itself becomes an ally of the forces of social **stagnation**. We must use time creatively, in the knowledge that the time is always ripe to do right. Now is the time to make real the promise of democracy and transform our pending national elegy¹² into a creative psalm¹³ of brotherhood. Now is the time to lift our national policy from the quicksand of racial injustice to the solid rock of human dignity.

27 You speak of our activity in Birmingham as extreme. At first I was rather disappointed that fellow clergymen would see my nonviolent efforts as those of an extremist. I began thinking about the fact that I stand in the middle of two opposing forces in the Negro community. One is a force of **complacency**, made up in part of Negroes who, as a result of long years of oppression, are so drained of self respect and a sense of "somebodiness" that they have adjusted to segregation; and in part of a few middle-class Negroes who, because of a degree of academic and economic security and because in some ways they profit by segregation, have become insensitive to the problems of the masses. The other force is one of bitterness and hatred, and it

stagnation (stag NAY shuhn) *n.* state of being inactive and not moving or changing

complacency (kuhm PLAY suhn see) *n.* state of unthinking or satisfied acceptance

11. **hemlock** *n.* highly poisonous plant.

12. **elegy** (EHL uh jee) *n.* song expressing sorrow or grief.

13. **psalm** (sahm) *n.* biblical song that praises God.



^ A crowd gathers on the steps of the Sixteenth Street Baptist Church in Birmingham, Alabama, during protests led by Dr. King in an effort to end racial segregation in the city.

NOTES

comes perilously close to advocating violence. It is expressed in the various black nationalist groups that are springing up across the nation, the largest and best known being Elijah Muhammad's¹⁴ Muslim movement. Nourished by the Negro's frustration over the continued existence of racial discrimination, this movement is made up of people who have lost faith in America, who have absolutely repudiated Christianity, and who have concluded that the white man is an incorrigible "devil."

28 I have tried to stand between these two forces, saying that we need emulate neither the "do-nothingism" of the complacent nor the hatred and despair of the black nationalist. For there is the more excellent way of love and nonviolent protest. I am grateful to God that, through the influence of the Negro church, the way of nonviolence became an integral part of our struggle.

29 If this philosophy had not emerged, by now many streets of the South would, I am convinced, be flowing with blood. And I am further convinced that if our white brothers dismiss as "rabble rousers" and "outside agitators" those of us who employ nonviolent direct action, and if they refuse to support our nonviolent efforts, millions of Negroes will, out of frustration and despair, seek solace

14. **Elijah Muhammad** (1897–1975) African American leader of the Nation of Islam and a mentor to Malcolm X.

and security in black nationalist ideologies—a development that would inevitably lead to a frightening racial nightmare.

30 Oppressed people cannot remain oppressed forever. The **yearning** for freedom eventually manifests itself, and that is what has happened to the American Negro. Something within has reminded him of his birthright of freedom, and something without has reminded him that it can be gained. Consciously or unconsciously, he has been caught up by the *Zeitgeist*,¹⁵ and with his black brothers of Africa and his brown and yellow brothers of Asia, South America and the Caribbean, the United States Negro is moving with a sense of great urgency toward the promised land of racial justice. If one recognizes this vital urge that has engulfed the Negro community, one should readily understand why public demonstrations are taking place. The Negro has many pent up resentments and latent frustrations, and he must release them. So let him march; let him make prayer pilgrimages to the city hall; let him go on freedom rides—and try to understand why he must do so. If his repressed emotions are not released in nonviolent ways, they will seek expression through violence; this is not a threat but a fact of history. So I have not said to my people: “Get rid of your discontent.” Rather, I have tried to say that this normal and healthy discontent can be channeled into the creative outlet of nonviolent direct action. And now this approach is being termed extremist.

31 But though I was initially disappointed at being categorized as an extremist, as I continued to think about the matter I gradually gained a measure of satisfaction from the label. Was not Jesus an extremist for love: “Love your enemies, bless them that curse you, do good to them that hate you, and pray for them which despitefully use you, and persecute you.” Was not Amos an extremist for justice: “Let justice roll down like waters and righteousness like an ever flowing stream.” Was not Paul an extremist for the Christian gospel: “I bear on my body the marks of the Lord Jesus.” Was not Martin Luther¹⁶ an extremist: “Here I stand; I cannot do otherwise, so help me God.” And John Bunyan:¹⁷ “I will stay in jail to the end of my days before I make a butchery of my conscience.” And Abraham Lincoln: “This nation cannot survive half slave and half free.” And Thomas Jefferson: “We hold these truths to be self evident, that all men are created equal.” So the question is not whether we will be extremists, but what kind of extremists we will be. Will we be extremists for hate or for love? Will we be extremists for the preservation of injustice or for the extension of justice? In that dramatic scene on Calvary’s hill three men were crucified. We must never forget that all three were crucified for the same crime—the crime of extremism. Two were

15. **Zeitgeist** (ZYT gyst) *n.* general intellectual, moral, and cultural spirit of an era.

16. **Martin Luther** (1483–1546) German priest and professor of theology who was an important figure in the Protestant Reformation.

17. **John Bunyan** (1628–1688) English writer and preacher who wrote *The Pilgrim’s Progress*.

NOTES

yearning (YUR nihng) *n.*
strong desire; longing

CLOSE READ

ANNOTATE: In paragraph 31, mark references to historic figures.

QUESTION: What qualities do these historic figures have in common?

CONCLUDE: How is King attempting to redefine what the word “extremist” means?

languished (LANG gwihst) *v.*
grown weak; lived under
distressing conditions

CLOSE READ

ANNOTATE: In paragraph 34, mark sentences in which King mentions his affection for and loyalty to the church.

QUESTION: Why does King present his religious credentials and emotions so emphatically?

CONCLUDE: What does King want his readers to understand about the target or point of his criticism?

extremists for immorality, and thus fell below their environment. The other, Jesus Christ, was an extremist for love, truth and goodness, and thereby rose above his environment. Perhaps the South, the nation, and the world are in dire need of creative extremists.

- 32 I had hoped that the white moderate would see this need. Perhaps I was too optimistic; perhaps I expected too much. I suppose I should have realized that few members of the oppressor race can understand the deep groans and passionate yearnings of the oppressed race, and still fewer have the vision to see that injustice must be rooted out by strong, persistent and determined action. I am thankful, however, that some of our white brothers in the South have grasped the meaning of this social revolution and committed themselves to it. They are still all too few in quantity, but they are big in quality. Some—such as Ralph McGill, Lillian Smith, Harry Golden, James McBride Dabbs, Ann Braden and Sarah Patton Boyle—have written about our struggle in eloquent and prophetic terms. Others have marched with us down nameless streets of the South. They have **languished** in filthy, roach infested jails, suffering the abuse and brutality of policemen who view them as “dirty nigger-lovers.” Unlike so many of their moderate brothers and sisters, they have recognized the urgency of the moment and sensed the need for powerful “action” antidotes to combat the disease of segregation.
- 33 Let me take note of my other major disappointment. I have been so greatly disappointed with the white church and its leadership. Of course, there are some notable exceptions. I am not unmindful of the fact that each of you has taken some significant stands on this issue. I commend you, Reverend Stallings, for your Christian stand on this past Sunday, in welcoming Negroes to your worship service on a nonsegregated basis. I commend the Catholic leaders of this state for integrating Spring Hill College several years ago.
- 34 But despite these notable exceptions, I must honestly reiterate that I have been disappointed with the church. I do not say this as one of those negative critics who can always find something wrong with the church. I say this as a minister of the gospel, who loves the church; who was nurtured in its bosom; who has been sustained by its spiritual blessings and who will remain true to it as long as the cord of life shall lengthen.
- 35 When I was suddenly catapulted into the leadership of the bus protest in Montgomery, Alabama, a few years ago, I felt we would be supported by the white church. I felt that the white ministers, priests and rabbis of the South would be among our strongest allies. Instead, some have been outright opponents, refusing to understand the freedom movement and misrepresenting its leaders; all too many others have been more cautious than courageous and have remained silent behind the anesthetizing security of stained glass windows.
- 36 In spite of my shattered dreams, I came to Birmingham with the hope that the white religious leadership of this community would see the justice of our cause and, with deep moral concern, would serve as

the channel through which our just grievances could reach the power structure. I had hoped that each of you would understand. But again I have been disappointed.

- 37 I have heard numerous southern religious leaders admonish their worshipers to comply with a desegregation decision because it is the law, but I have longed to hear white ministers declare: "Follow this decree because integration is morally right and because the Negro is your brother." In the midst of blatant injustices inflicted upon the Negro, I have watched white churchmen stand on the sideline and mouth pious irrelevancies and sanctimonious trivialities. In the midst of a mighty struggle to rid our nation of racial and economic injustice, I have heard many ministers say: "Those are social issues, with which the gospel has no real concern." And I have watched many churches commit themselves to a completely other-worldly religion which makes a strange, un-Biblical distinction between body and soul, between the sacred and the secular.
- 38 I have traveled the length and breadth of Alabama, Mississippi, and all the other southern states. On sweltering summer days and crisp autumn mornings I have looked at the South's beautiful churches with their lofty spires pointing heavenward. I have beheld the impressive outlines of her massive religious education buildings. Over and over I have found myself asking: "What kind of people worship here? Who is their God? Where were their voices when the lips of Governor Barnett dripped with words of interposition and nullification? Where were they when Governor Wallace gave a clarion call for defiance and hatred? Where were their voices of support when bruised and weary Negro men and women decided to rise from the dark dungeons of complacency to the bright hills of creative protest?"
- 39 Yes, these questions are still in my mind. In deep disappointment I have wept over the laxity of the church. But be assured that my tears have been tears of love. There can be no deep disappointment where there is not deep love. Yes, I love the church. How could I do otherwise? I am in the rather unique position of being the son, the grandson and the great grandson of preachers. Yes, I see the church as the body of Christ. But, oh! How we have blemished and scarred that body through social neglect and through fear of being nonconformists.
- 40 There was a time when the church was very powerful—in the time when the early Christians rejoiced at being deemed worthy to suffer for what they believed. In those days the church was not merely a thermometer that recorded the ideas and principles of popular opinion; it was a thermostat that transformed the mores of society. Whenever the early Christians entered a town, the people in power became disturbed and immediately sought to convict the Christians for being "disturbers of the peace" and "outside agitators." But the Christians pressed on, in the conviction that they were "a colony of heaven," called to obey God rather than man. Small in number,

CLOSE READ

ANNOTATE: In paragraph 42, mark King's use of a question.

QUESTION: Why do you think King begins the paragraph with a question?

CONCLUDE: Does the rest of the paragraph help us find an answer to the question? If so, what would that answer be?

they were big in commitment. They were too God-intoxicated to be “astronomically intimidated.” By their effort and example they brought an end to such ancient evils as infanticide and gladiatorial contests. Things are different now. So often the contemporary church is a weak, ineffectual voice with an uncertain sound. So often it is an arch defender of the status quo. Far from being disturbed by the presence of the church, the power structure of the average community is consoled by the church’s silent—and often even vocal—sanction of things as they are.

- 41 But the judgment of God is upon the church as never before. If today’s church does not recapture the sacrificial spirit of the early church, it will lose its authenticity, forfeit the loyalty of millions, and be dismissed as an irrelevant social club with no meaning for the twentieth century. Every day I meet young people whose disappointment with the church has turned into outright disgust.
- 42 Perhaps I have once again been too optimistic. Is organized religion too inextricably bound to the status quo to save our nation and the world? Perhaps I must turn my faith to the inner spiritual church, the church within the church, as the true *ekklesia*¹⁸ and the hope of the world. But again I am thankful to God that some noble souls from the ranks of organized religion have broken loose from the paralyzing chains of conformity and joined us as active partners in the struggle for freedom. They have left their secure congregations and walked the streets of Albany, Georgia, with us. They have gone down the highways of the South on tortuous rides for freedom. Yes, they have gone to jail with us. Some have been dismissed from their churches, have lost the support of their bishops and fellow ministers. But they have acted in the faith that right defeated is stronger than evil triumphant. Their witness has been the spiritual salt that has preserved¹⁹ the true meaning of the gospel in these troubled times. They have carved a tunnel of hope through the dark mountain of disappointment.
- 43 I hope the church as a whole will meet the challenge of this decisive hour. But even if the church does not come to the aid of justice, I have no despair about the future. I have no fear about the outcome of our struggle in Birmingham, even if our motives are at present misunderstood. We will reach the goal of freedom in Birmingham and all over the nation, because the goal of America is freedom. Abused and scorned though we may be, our destiny is tied up with America’s destiny. Before the pilgrims landed at Plymouth, we were here. Before the pen of Jefferson etched the majestic words of the Declaration of Independence across the pages of history, we were here. For more than two centuries our forebears labored in this country without wages; they made cotton king; they built the homes of their masters while suffering gross injustice and shameful

18. **ekklesia** (ih KLEE zhee uh) *n.* Greek word for a group of believers.

19. **spiritual salt that has preserved** Salt has traditionally been used to preserve food so that it remains edible.

humiliation—and yet out of a bottomless vitality they continued to thrive and develop. If the inexpressible cruelties of slavery could not stop us, the opposition we now face will surely fail. We will win our freedom because the sacred heritage of our nation and the eternal will of God are embodied in our echoing demands.

44 Before closing I feel impelled to mention one other point in your statement that has troubled me profoundly. You warmly commended the Birmingham police force for keeping “order” and “preventing violence.” I doubt that you would have so warmly commended the police force if you had seen its dogs sinking their teeth into unarmed, nonviolent Negroes. I doubt that you would so quickly commend the policemen if you were to observe their ugly and inhumane treatment of Negroes here in the city jail; if you were to watch them push and curse old Negro women and young Negro girls; if you were to see them slap and kick old Negro men and young boys; if you were to observe them, as they did on two occasions, refuse to give us food because we wanted to sing our grace together. I cannot join you in your praise of the Birmingham police department.

If the inexpressible cruelties of slavery could not stop us, the opposition we now face will surely fail.

45 It is true that the police have exercised a degree of discipline in handling the demonstrators. In this sense they have conducted themselves rather “nonviolently” in public. But for what purpose? To preserve the evil system of segregation. Over the past few years I have consistently preached that nonviolence demands that the means we use must be as pure as the ends we seek. I have tried to make 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 perhaps even more so, to use moral means to preserve immoral ends. Perhaps Mr. Connor and his policemen have been rather nonviolent in public, as was Chief Pritchett in Albany, Georgia, but they have used the moral means of nonviolence to maintain the immoral end of racial injustice. As T. S. Eliot has said: “The last temptation is the greatest treason: To do the right deed for the wrong reason.”

46 I wish you had commended the Negro sit inners and demonstrators of Birmingham for their sublime courage, their willingness to suffer and their amazing discipline in the midst of great provocation. One day the South will recognize its real heroes. They will be the James Merediths,²⁰ with the noble sense of purpose that enables them to face jeering and hostile mobs, and with the agonizing loneliness that characterizes the life of the pioneer. They will be old, oppressed, battered Negro women, symbolized in a seventy two year old woman in Montgomery, Alabama, who rose up with a sense of dignity and with her people decided not to

20. **James Meredith** (b. 1933) civil rights activist who, in 1962, became the first African American student admitted to the segregated University of Mississippi.

CLOSE READ

ANNOTATE: In paragraph 47, mark King's descriptions of himself.

QUESTION: What part of his character is King emphasizing in this paragraph?

CONCLUDE: What is the effect of King's describing himself like this at the very end of his letter?

ride segregated buses, and who responded with ungrammatical profundity²¹ to one who inquired about her weariness: "My feet is tired, but my soul is at rest." They will be the young high school and college students, the young ministers of the gospel and a host of their elders, courageously and nonviolently sitting in at lunch counters and willingly going to jail for conscience' sake. One day the South will know that when these disinherited children of God sat down at lunch counters, they were in reality standing up for what is best in the American dream and for the most sacred values in our Judeo-Christian heritage, thereby bringing our nation back to those great wells of democracy which were dug deep by the founding fathers in their formulation of the Constitution and the Declaration of Independence.

- 47 Never before have I written so long a letter. I'm afraid it is much too long to take your precious time. I can assure you that it would have been much shorter if I had been writing from a comfortable desk, but what else can one do when he is alone in a narrow jail cell, other than write long letters, think long thoughts and pray long prayers?
- 48 If I have said anything in this letter that overstates the truth and indicates an unreasonable impatience, I beg you to forgive me. If I have said anything that understates the truth and indicates my having a patience that allows me to settle for anything less than brotherhood, I beg God to forgive me.
- 49 I hope this letter finds you strong in the faith. I also hope that circumstances will soon make it possible for me to meet each of you, not as an integrationist or a civil-rights leader but as a fellow clergyman and a Christian brother. Let us all hope that the dark clouds of racial prejudice will soon pass away and the deep fog of misunderstanding will be lifted from our fear-drenched communities, and in some not too distant tomorrow the radiant stars of love and brotherhood will shine over our great nation with all their scintillating beauty.

Yours for the cause of Peace and Brotherhood,


Martin Luther King, Jr. ✉

21. **profundity** (pruh FUHN duh tee) *n.* quality of having intellectual depth.

Comprehension Check

Complete the following items after you finish your first read.

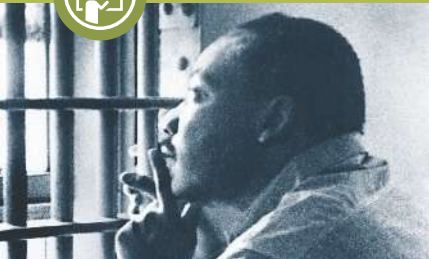
1. What circumstance or event is Dr. Martin Luther King, Jr., responding to in this letter?
2. According to Dr. King, what are the four basic steps that a nonviolent campaign must follow?
3. According to Dr. King, what are the two types of laws?
4. According to Dr. King, who are the South's real heroes?

 **Notebook** Write a summary of "Letter From Birmingham Jail."

RESEARCH

Research to Clarify Choose at least one unfamiliar detail from the text. Briefly research that detail. In what way does the information you learned shed light on an aspect of the letter?

Research to Explore Choose something that interested you from the text, and formulate a research question.



LETTER FROM BIRMINGHAM JAIL

Close Read the Text

1. This model, from paragraph 10 of the text, shows two sample annotations, along with questions and conclusions. Close read the passage, and find another detail to annotate. Then, write a question and your conclusion.

ANNOTATE: The author directly addresses the reader using the pronoun *you*.

QUESTION: What relationship with the reader is King trying to establish?

CONCLUDE: His use of “you” establishes a sense of connection; it suggests Dr. King is open to his critic’s ideas.

ANNOTATE: The author asks a series of questions readers might ask.

QUESTION: What purpose do these questions serve?

CONCLUDE: The questions show that King is taking his readers’ concerns into account. This makes his argument stronger.

You may well ask: “Why direct action? Why sit-ins, marches, and so forth? Isn’t negotiation a better path?” **You are quite right** in calling for negotiation. Indeed, this is the very purpose of direct action.

2. For more practice, go back into the selection and complete the close-read notes.
3. Revisit a section of the text you found important during your first read. Read this section closely, and **annotate** what you notice. Ask yourself **questions** such as “Why did the author make this choice?” What can you **conclude**?

Analyze the Text

CITE TEXTUAL EVIDENCE to support your answers.

Notebook Respond to these questions.

1. (a) In the first paragraph, what reasons does King give for his confidence in the outcome of the struggle? (b) **Infer** Why do you think he emphasizes his attitude about that outcome? Explain.
2. Reread paragraphs 13–18. How does Dr. King explain his decision to break the law?
3. Why is Dr. King more concerned with the attitudes of “white moderates” than he is with those of outright enemies of integration? Explain.
4. **Essential Question:** *How can words inspire change?* What have you learned about the power of words from reading this text?

Tool Kit

Close-Read Guide and Model Annotation

STANDARDS

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.9–10.3 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.9–10.9 Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.

Analyze Craft and Structure

Argument “Letter from Birmingham Jail” can be considered a persuasive essay in the form of a letter. A **persuasive essay** is a short nonfiction work in which a writer seeks to convince the reader to think or act in a certain way. Persuasive writers often use **rhetorical devices**, or special patterns of language that help to clarify ideas and evoke emotions. A persuasive essay may include the following types of rhetorical devices:

- **Antithesis:** a form of parallelism that emphasizes strong contrasts
Example: It was the best of times; it was the worst of times.
- **Allusion:** a brief, unexplained reference to a well-known person, historical event, organization, literary work, or place
Example: We all got the feeling that we were not in Kansas anymore. (reference to *The Wizard of Oz*)
- **Rhetorical Question:** a question asked to make a point rather than to invite an answer
Example: If you poison us, do we not die?

Practice

CITE TEXTUAL EVIDENCE
to support your answers.

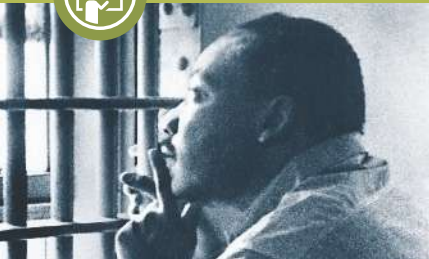
Go back and reread paragraph 27 in “Letter From Birmingham Jail.”

 **Notebook** Respond to these questions.

1. In this letter, what is King attempting to persuade his listeners to think or do? Explain.
2. Use the chart to record at least one example of each type of rhetorical device used in King’s letter.
3. For each example, explain whether the rhetorical device serves to clarify an idea, stir listeners’ emotions, or both. For each determination, explain your reasoning.

RHETORICAL DEVICE	EXAMPLE FROM THE LETTER	EXPLANATION
antithesis		
allusion		
rhetorical question		

4. This letter is widely regarded as a powerful defense of nonviolent protest. Do you think it deserves this recognition? Support your answer with text evidence and your analysis of King’s use of rhetoric.



LETTER FROM BIRMINGHAM JAIL

Concept Vocabulary

idly

stagnation

yearning

postpone


complacency

languished

Why These Words? These concept words are related to inaction. For example, in paragraph 27 of the selection, Dr. King claims that he stands in the middle of two forces at work in the African American community. One of those forces is *complacency*. Those who are complacent are satisfied and passive. That is, they will not work for change.

1. Select two concept vocabulary words other than *complacency*. How does each word contribute to the idea of inaction? Explain.
2. What other words in the selection connect to the concept of inaction?

Practice

 **Notebook** The concept vocabulary words appear in “Letter From Birmingham Jail.”

1. Use each concept word in a sentence that demonstrates your understanding of the word’s meaning.
2. Challenge yourself to replace the concept word with one or two synonyms. How does each word affect the meaning of your sentence? For example, which sentence is stronger? Which has a more positive meaning?

Word Study

Latin Root: -*plac*- The Latin root *-plac-* means “calm,” “peaceful,” or “pleasing.” The word *complacency* suggests a sense of relaxed or satisfied pleasure in a situation. Using your understanding of the root *-plac-*, define each of the words listed here. Consult a dictionary if necessary.

placate _____

placid _____

placebo _____

implacable _____

WORD NETWORK

Add interesting words related to civil rights from the selection to your Word Network.

STANDARDS

L.9–10.1.b Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.

L.9–10.4.b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech and continue to apply knowledge of Greek and Latin roots and affixes.

L.9–10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Conventions

Relative Clauses A **clause** is a group of words that contains a subject and a verb. A **relative clause** is a type of clause that modifies a noun or pronoun in another clause by telling what kind or which one. It usually begins with a **relative pronoun**, such as *that*, *which*, *who*, *whom*, or *whose*.


This chart shows examples of sentences containing relative clauses. The relative pronouns are italicized, and the relative clauses are highlighted.

SENTENCE	FUNCTION OF RELATIVE CLAUSE
The <u>month</u> <i>that</i> has 28 days is February.	modifies <i>month</i> , telling <i>which one</i>
The <u>dinner</u> , <i>which</i> includes dessert, is not expensive.	modifies <i>dinner</i> , telling <i>what kind</i>
This is the <u>player</u> <i>who</i> broke the record.	modifies <i>player</i> , telling <i>which one</i>
The next-door <u>neighbor</u> <i>whom</i> my sister has known since college is named Mario.	modifies <i>neighbor</i> , telling <i>which one</i>
The <u>senator</u> <i>whose</i> opinion was in question spoke to the press.	modifies <i>senator</i> , telling <i>which one</i>

Read It

- Mark the relative pronoun and the relative clause in each of these sentences from "Letter From Birmingham Jail." Then, indicate the noun or pronoun each clause modifies.
 - One who breaks an unjust law must do so openly, lovingly, and with a willingness to accept the penalty.
 - Every day I meet young people whose disappointment with the church has turned into outright disgust.
 - Now, there is nothing wrong in having an ordinance which requires a permit for a parade.
- Reread paragraph 23 of "Letter From Birmingham Jail." Mark the relative clauses and relative pronouns, and tell what each clause modifies.

Write It

 **Notebook** Add a relative clause to each sentence. Mark the relative clause and relative pronoun, and tell what word the clause modifies.

- Segregation is an injustice.
- Some church leaders stood up against discrimination.



"I HAVE A DREAM"



LETTER FROM BIRMINGHAM JAIL

STANDARDS

W.9–10.2 Write informative/explanatory texts to examine and convey ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9–10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9–10.9.b Apply grades 9–10 Reading standards to literary nonfiction.

Writing to Compare

You have studied two famous works by Dr. Martin Luther King, Jr.—his “I Have a Dream” speech and his “Letter From Birmingham Jail.” Now, deepen your analysis and formalize your observations in writing.

Assignment

Both works by Dr. King are arguments, or persuasive texts, and use two main types of persuasive appeals.

- **Logical appeal**, or *logos*: using a clear line of reasoning supported by evidence, such as facts, data, or expert testimony
- **Emotional appeal**, or *pathos*: using loaded or charged language and other devices to arouse emotions

Write a **comparison-and-contrast essay** in which you analyze Dr. King’s use of persuasive appeals in these two texts. Explain how the appeals he chooses fit the occasions and audiences for each text.

Prewriting

Clarify Audience and Occasion Dr. King’s use of the two main types of appeals reflects both the **occasion**, or circumstances of the writing, and the **audience**, or listeners and readers, he seeks to reach. Make sure you are clear about the audiences and occasions that prompted the writing of each text. If necessary, reread the Background notes to clarify that information.

“I Have a Dream” speech audience and occasion: _____

“Letter From Birmingham Jail” audience and occasion: _____

Gather Evidence Reread the two texts, and identify passages from each one that you feel are especially persuasive. Categorize each passage as an example of either logos or pathos. Explain why it fits that category.

PASSAGE	LOGOS OR PATHOS	EXPLANATION

Notebook Respond to these questions.

1. What types of appeals would you expect Dr. King to use to persuade the audience for each of these texts? Were your expectations met? Explain.
2. Does one text use more pathos or more logos than the other? Explain.

Drafting

Determine Your Central Idea In one sentence state the central idea or thesis you will develop:

Central Idea/Thesis: _____

As you write, your ideas may come into clearer focus. If necessary, refine your thesis so that it expresses your position more precisely.

Choose a Structure Decide how best to organize your essay. Point-by-point organization and block organization are two commonly used structures for essays of comparison.

Point-by-Point Organization

- I. Main Topic: Dr. King’s Use of Logos in Two Texts
 - A. Appeals to Logic in “I Have a Dream” Speech
 - B. Appeals to Logic in “Letter from Birmingham Jail”
- II. Main Topic: Dr. King’s Use of Pathos in Two Texts
 - A. Appeals to Emotion in “I Have a Dream” Speech
 - B. Appeals to Emotion in “Letter from Birmingham Jail”

Block Organization

- I. Main Topic: Types of Appeals in Dr. King’s “I Have a Dream” Speech
 - A. Appeals to Logic
 - B. Appeals to Emotion
- II. Main Topic: Types of Appeals in Dr. King’s “Letter from Birmingham Jail”
 - A. Appeals to Logic
 - B. Appeals to Emotion

No matter the organizational structure you choose, weave in quotations from the two texts to support your analysis.

Review, Revise and Edit

Once you are done drafting, review and revise your essay. Make sure you have given specific examples of Dr. King’s use of logos and pathos. In addition, make sure you have explained how those appeals fit the occasion and audience of each text. If necessary, add support for your ideas by incorporating additional examples from the texts.

EVIDENCE LOG

Before moving on to a new selection, go to your Evidence Log and record what you have learned from Dr. King’s “I Have a Dream” speech and “Letter From Birmingham Jail.”



About the Author



Robert F. Kennedy

(1925–1968) was named United States Attorney General beginning when his brother President John F. Kennedy took office in 1961. Robert Kennedy was known for fighting organized crime and championing civil rights. As Attorney General, Kennedy fought for racial equality and provided critical help in passing the landmark Civil Rights Act of 1964. Kennedy was a leading presidential candidate when he was killed in Los Angeles, a few months after the assassination of Dr. Martin Luther King, Jr.

Remarks on the Assassination of Martin Luther King, Jr.

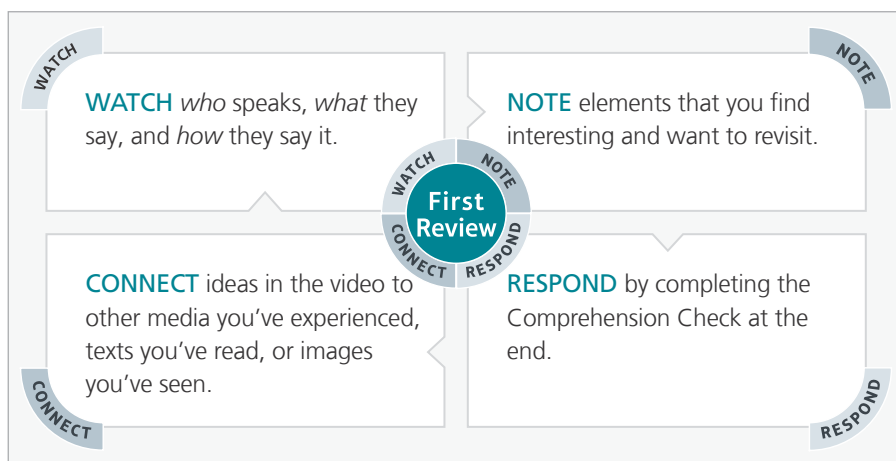
Media Vocabulary

The following words or concepts will be useful to you as you analyze, discuss, and write about recordings of speeches.

oratory: formal public speaking	<ul style="list-style-type: none"> • Speeches given on formal, serious, or ceremonial occasions are often examples of oratory. • Oratory is typically more dramatic and passionate than everyday speech.
delivery: manner in which a speaker gives a speech	<ul style="list-style-type: none"> • Delivery involves all aspects of a speaker's presentation: his or her voice, tone, emotional expressiveness, use of gestures, and overall personality.
gesture: movement of the hands or body that conveys meaning	<ul style="list-style-type: none"> • Gestures play an important role in oratory, helping to emphasize the speaker's ideas or emotions. • Gestures may help create a visual sense of a speaker's ideas.
cadence: rhythm and flow of language	<ul style="list-style-type: none"> • Cadence may have many different rhythms, from slow and steady to smooth and flowing. • Effective speakers often vary cadence to emphasize ideas and add drama.

First Review MEDIA: VIDEO

Apply these strategies as you conduct your first review.



STANDARDS

RI.9–10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Media Strategy: Tone and Context

Notebook Start your review of the speech by focusing on Kennedy's tone, or emotional attitude, and how it relates to the occasion. What makes the situation so difficult? What kind of assumptions must Kennedy have made about his audience? Why is his tone important in this situation?


Remarks on the Assassination of Martin Luther King, Jr.

Robert F. Kennedy



BACKGROUND

Martin Luther King, Jr., was assassinated on April 4, 1968, in Memphis, Tennessee. On that day, Senator Robert F. Kennedy, who was then running for president, was in Indianapolis to give a campaign speech. After hearing news of King's murder, Kennedy chose not to give his planned speech. Instead, he announced that King had been killed and made the following impromptu remarks.

SCAN FOR MULTIMEDIA 

NOTES



Comprehension Check

Complete the following items after you finish your first review.

1. What news does Kennedy communicate to his audience?
2. What fear does Kennedy have with respect to the African American members of his audience?
3. What response to the news does Kennedy urge his listeners to choose?
4. What poet does Kennedy quote at the end?
5. Where was Kennedy when he gave these remarks?

MEDIA VOCABULARY

Use these words as you discuss and write about the speech.

oratory
delivery
gesture
cadence

WORD NETWORK

Add interesting words related to civil rights from the video to your Word Network.

STANDARDS

SL.9–10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Close Review

Watch the video again. Write down any new observations that seem important. What **questions** do you have? What can you **conclude**?



Analyze the Media

CITE TEXTUAL EVIDENCE to support your answers.

Notebook Respond to these questions.

1. **Infer** What does the response of the audience at the beginning of the speech tell you about the occasion and listeners' expectations? Explain.
2. **(a)** In what specific ways does Kennedy address his fear that the nation might erupt in violence? **(b) Evaluate** Do you think his approach is effective? Explain.
3. **Essential Question: How can words inspire change?** What have you learned about the power of words from reading this selection?



Writing to Sources

Robert Kennedy was seeking election as president when Martin Luther King, Jr., was assassinated. He delivered this speech at an event that was supposed to be an ordinary campaign stop.

Assignment

Imagine that you are a newspaper reporter assigned to Senator Kennedy's presidential campaign. You have been traveling with the Senator and are on the spot when he delivers this speech. Write the **newspaper report** that you post later that day.

- Answer the five journalistic questions about the event. These are as follows: *Who is involved? What happened? Where did it happen? When did it happen? and Why did it happen?*
- Use precise, descriptive language that accurately captures the circumstances of the events and provides readers with a sense of how people reacted and seemed to feel.
- A news report is not a personal, first-person account. Use third-person pronouns, such as "he," and "they," as well as an appropriately serious tone. Focus attention on the events you observed, not on personal feelings or experiences.

Speaking and Listening

TV journalism follows many of the same rules as print journalism but requires strong speaking skills.

Assignment

Adapt your newspaper report as a **newscast** that might have aired on national television. You may deliver your newscast live to the class. Alternatively, you may work with a partner to record it and present or post it.

- TV journalists do not usually read their reports. Work to memorize your article so that you can deliver it smoothly. You may need to shorten it or make other changes so that it works as a spoken text.
- As you deliver your report, pay attention to your cadence and do not rush. Use an appropriately serious, somber tone.
- Add realism by using an actual microphone or a prop.
- If you are recording your report, look into the camera. In addition, keep gestures to a minimum.



REMARKS ON THE ASSASSINATION OF MARTIN LUTHER KING, JR.

EVIDENCE LOG

Before moving on to a new selection, go to your Evidence Log and record what you learned from "Remarks on the Assassination of Martin Luther King, Jr."

STANDARDS

W.9–10.2.b Develop a 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.

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.

SL.9–10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.9–10.4.a Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points.



WRITING TO SOURCES

- "I HAVE A DREAM"
- LETTER FROM BIRMINGHAM JAIL
- REMARKS ON THE ASSASSINATION OF MARTIN LUTHER KING, JR.

Tool Kit

Student Model of an Informative Text

ACADEMIC VOCABULARY

As you craft your informative essay, consider using some of the academic vocabulary you learned in the beginning of the unit.

- coherent
- aggregate
- disrupt
- notation
- express

STANDARDS

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.

W.9–10.7 Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9–10.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Write an Informative Essay

You've read an essay, a speech, and a letter and viewed two videos of speeches, all of which have to do with the struggle for civil rights in the United States. In his "I Have a Dream" speech, Dr. Martin Luther King, Jr., speaks of the long struggle of the movement and of the need to persevere. In "Letter From Birmingham Jail," Dr. King writes to the white moderate religious leaders who would have him move more slowly to end segregation. Finally, in "Remarks on the Assassination of Martin Luther King, Jr.," Robert Kennedy announces to a crowd that Dr. King has been shot, and strives to give solace while appealing for peace and prayer. Now you will use your knowledge of the topic to write an informative text about the literature of civil rights.

Assignment

Think about how Dr. Martin Luther King, Jr., and Robert Kennedy choose to address the question of civil rights in the United States, and how their listeners would have responded at the time. Conduct research to write an **informative essay** on this question:

How did the selections in this section affect those who first heard them or read them?

Elements of an Informative Text

A **informative text** presents and interprets information gathered through the extensive study of a subject.

An effective informative text includes these elements:

- a clear thesis statement
- facts and evidence from a variety of reliable, credited sources
- a clear organization that seamlessly integrates quotations, paraphrases, and analysis from various sources
- smooth transitions that show the relationships between ideas
- correct grammar, formal style, and an objective tone

Model Informative Text For a model of a well-crafted informative text, see the Launch Text, "1963: The Year That Changed Everything."

Challenge yourself to find all of the elements of effective informative writing in the text. You will have the opportunity to review these elements as you start to write your own informative text.



Prewriting / Planning

Focus Your Research Now that you have read the selections and thought about how words can inspire change, use the research question to focus your research. Plan to use a variety of sources. Consider:

- **primary sources**, which are firsthand or original accounts, such as newspaper articles
- **secondary sources**, such as encyclopedia entries
- **digital sources**, or material accessed on the Internet
- **print sources**, such as books or journal articles, which may be edited more carefully than digital material
- **original research**, such as eyewitness interviews or survey results

Create a list of sources to consult, and add new sources to your list as you find them.

Source List: _____

Search Terms Write down terms you plan to research online. Deciding on terms before going online may help you to stay focused on your topic. Use your search engine's advanced search function to narrow your results and find more relevant hits.

Search Terms: _____

Evaluate Sources To ensure that the sources you use are reliable, evaluate them carefully by asking yourself the following types of questions:

- Is the writer an authority on the subject?
- Is the information current, and does the publisher have a good reputation?
- Do other sources confirm the information in this source?

You can find out the answers to the first two questions by examining the author's and publisher's credentials. Do a quick Internet search to find out about the author's background, previous publications, and reputation.

Consider the author's bias, or leanings, before accepting a conclusion. Check publication dates to make sure information is current. If you find conflicts in information between two sources, check the facts in a third source.

Take notes as you find relevant information, and keep a reference list of every source you use. Note each source's author, title, publisher, city, and date of publication. For Internet sources, record the name and Web address of the site, and the date you accessed the information. For print sources, note the page numbers on which you found useful information.

EVIDENCE LOG

Review your Evidence Log and identify key details you may want to cite in your informative essay.

STANDARDS

W.9–10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes.



Drafting

Organize Your Informative Text Start by writing a **thesis statement**—a sentence that states your position. Your thesis for this essay will be a concise statement that summarizes the impact of the words of Dr. Martin Luther King, Jr., and Robert F. Kennedy on their audiences. This thesis can help shape the way you choose to organize your essay beyond the introduction.

- If your thesis emphasizes the connections between the impact of the words of the two men, you might consider a *point-by-point organization*. Each section of the essay would examine a new aspect of the men’s influence and show their similarities.
- If your thesis emphasizes distinctions, you might consider a *block organization*. First you would describe multiple aspects of one man’s words on his audience. Then, you would examine those same aspects with the words of the second man as the focus.

Adequate Support One of the main ingredients of a strong informative essay is the evidence you assemble to support your ideas. For example, you might be making a point about how Kennedy’s speech affected the mood of the crowd. You could support that point with an exact quotation from an eyewitness or with details about the emotions that people in the crowd experienced, based on your sources. If you use an exact quotation, be sure to cite the source.

- **Exact Quotation:** Vechel Rhodes, who was there that night, later described the Kennedy event for CBS News: “A white man coming in this neighborhood, especially seeking for [the office of] president, it was a big deal for the blacks [for Kennedy] to be in this area.”
- **Details:** The Indianapolis police chief was afraid Kennedy would be attacked by the crowd if he told them that King had been shot... The crowd’s mood seemed to shift during the course of the speech.

Remember Your Audience While selecting facts, details, and quotations, keep your audience and their knowledge level firmly in mind. For instance, if your audience has with very limited knowledge, you might have to supply an extended definition of *segregation*—explaining how the system of inequality came about and how it affected communities. Use this space to record some notes about who your audience is and what they might already know.

STANDARDS

W.9–10.2.a Introduce a topic or thesis statement, organize complex ideas, concepts, and information to make important connections and distinctions, include formatting, graphics, and multimedia when useful to aiding comprehension.

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.

W.9–10.2.d Use precise language and domain-specific vocabulary to manage the complexity of the topic.

LANGUAGE DEVELOPMENT: AUTHOR'S STYLE

Create Cohesion: Integrate Different Types of Information

As you write your draft, use the following methods to incorporate the facts, examples, and quotations you have found:

- **Direct Quotations:** Place a writer's exact words in quotation marks. Any omitted words or sentences should not alter the intent of the passage. Indicate omitted material with **ellipses**, or dots.
- **Paraphrase:** Restate a writer's specific ideas in your own words, accurately reflecting the writer's meaning.
- **Summary:** Condense an extended idea into a brief statement in your own words to introduce background information or review key ideas.

When paraphrasing or quoting text, provide proper credit for all sources. There are several citation formats that are widely accepted. Those offered by the Modern Language Association (MLA) and the American Psychological Association (APA) are two of the most common. Each has different rules about the source information to include, as well as how to order and punctuate it. The style guides treat quotations and in-text citations differently, as well. Follow the citation format your teacher specifies.

Read It

These sentences from the Launch Text show the different methods of incorporating information.

- *"Injustice anywhere is a threat to justice everywhere," King wrote. He added, "Whatever affects one directly, affects all indirectly."* (uses direct quotation from "Letter From Birmingham Jail")
- *His message, the famous "Letter From Birmingham Jail," defends nonviolent resistance to injustice.* (paraphrases Dr. King's ideas)
- *In 1865, the Thirteenth Amendment to the United States Constitution ended slavery.* (summarizes the text of the Amendment)

Write It

Use this chart to begin collecting source material and to plan your use of it.

SOURCE MATERIAL	QUOTATION	PARAPHRASE	SUMMARY

STANDARDS

W.9–10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes.

L.9–10.3.a Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.



Revising

Evaluating Your Draft

Use the following checklist to evaluate the effectiveness of your first draft. Then, use your evaluation and the instruction on this page to guide your revision.

FOCUS AND ORGANIZATION	EVIDENCE AND ELABORATION	CONVENTIONS
<input type="checkbox"/> Provides a clear thesis statement. <input type="checkbox"/> Includes a clear introduction, body, and conclusion. <input type="checkbox"/> Uses facts and evidence from a variety of reliable, credited sources. <input type="checkbox"/> Provides a logical text structure. <input type="checkbox"/> Concludes with a summary of the thesis and supporting evidence.	<input type="checkbox"/> Includes specific reasons, details, facts, and quotations to support the thesis. <input type="checkbox"/> Provides adequate support for each major idea. <input type="checkbox"/> Uses precise language that is appropriate for the audience and purpose. <input type="checkbox"/> Establishes a formal, objective tone.	<input type="checkbox"/> Attends to the norms and conventions of the discipline especially regarding crediting sources properly.

WORD NETWORK

Include interesting words from your Word Network in your informative text.

STANDARDS

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.

W.9–10.2.d Use precise language and domain-specific vocabulary to manage the complexity of the topic.

W.9–10.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented.

Revising for Focus and Organization

Review Your Conclusion Reread your conclusion. Make sure that it fully addresses the prompt and summarizes information you presented in your essay.

Use Transitions Make sure the flow of your ideas is clear to your readers. Reread your draft, highlighting places where the addition of a transition word or phrase would clarify your thinking. Words or phrases such as *in contrast*, *finally*, *additionally*, and *similarly* serve as signposts for the next idea.

Revising for Evidence and Elaboration

Use Precise Language Choose words that say exactly what you mean. The author of the Launch Text uses precise language to describe the effects of the Children’s Crusade. Words such as *transform*, *under attack*, and *global outcry* help capture the dramatic impact of the events described.

As you choose precise words, make sure you avoid overgeneralizations. Look through your draft for clue words, such as *all*, *none*, or *never* that suggest an overgeneralization. Circle these words in your draft and—if you can’t back them up with support—consider qualifying, or limiting, your statements.

Overgeneralization: *Everyone* who heard King’s words was inspired to change American society.

Qualified statement: *Many* who heard King’s words were inspired to change American society.

PEER REVIEW

Exchange papers with a classmate. Use the checklist to evaluate your classmate's informative essay and provide supportive feedback.

1. Is the thesis clear?

yes no If no, explain what confused you.

2. Is the essay organized logically?

yes no If no, what about the organization does not work?

3. Does the essay fully address the writing prompt?

yes no If no, write a brief note explaining what you thought was missing.

4. What is the strongest part of your classmate's essay? Why?

Editing and Proofreading

Edit for Formal Language Reread your draft to make sure that you did not use any slang or informal language. Also, keep in mind that informative writing requires an objective tone, so avoid adding personal opinions when presenting facts and information about the time period.

Proofread for Accuracy Read your draft carefully, looking for errors in spelling and punctuation. Double-check that you have used quotation marks correctly, and that there is an ending quotation mark for every beginning quotation mark.

Publishing and Presenting

Create a final version of your draft. Share it with a small group so that your classmates can read it and make comments. In turn, review and comment on your classmate's work. Together, determine what your different reports convey about the initial impact of Dr. King's and Senator Kennedy's words. Listen and respond respectfully to comments about your work.

Reflecting

Think about what you learned while writing your essay. What techniques did you learn that you could use when writing another informative text? How could you improve the process? For example, you might take more notes as you read over reliable sources of information.

STANDARDS

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.



OVERVIEW: SMALL-GROUP LEARNING

ESSENTIAL QUESTION:

How can words inspire change?

The 1960s marked a time of great change in American history. However, we should never forget the hardships of those who lived under segregation. The selections you will read present insights into different accounts of what took place during this important period. You will work in a group to continue your exploration of the civil rights movement.

Small-Group Learning Strategies

Throughout your life, in school, in your community, in college, and in your career, you will continue to learn and work with others.

Look at these strategies and the actions you can take to practice them as you work in teams. Add ideas of your own for each step. Use these strategies during Small-Group Learning.

STRATEGY	ACTION PLAN
Prepare	<ul style="list-style-type: none"> • Complete your assignments so that you are prepared for group work. • Organize your thinking so you can contribute to your group’s discussion. •
Participate fully	<ul style="list-style-type: none"> • Make eye contact to signal that you are listening and taking in what is being said. • Use text evidence when making a point. •
Support others	<ul style="list-style-type: none"> • Build off ideas from others in your group. • Invite others who have not yet spoken to join the discussion. •
Clarify	<ul style="list-style-type: none"> • Paraphrase the ideas of others to ensure that your understanding is correct. • Ask follow-up questions. •

MEDIA: NEWSCAST

Remembering Civil Rights History, When “Words Meant Everything”

PBS Newshour

Guided by poet Natasha Trethewey, take a journey through some of the dramatic events of the civil rights era.



POETRY

For My People *Margaret Walker*

This poem celebrates the resilience and strength of the African American people.

Incident *Natasha Trethewey*

An autobiographical poem presents frightening images from a painful time in American life.



SPEECH

Lessons of Dr. Martin Luther King, Jr.

Cesar Chavez

One political activist connects his purpose to the words and actions of a leader who came before him.



MEMOIR

Traveling

Grace Paley

In stories from different decades, members of one family confront the ugliness of segregation.



PERFORMANCE TASK

SPEAKING AND LISTENING FOCUS

Multimedia Presentation

The Small-Group readings present the experiences of people who were eyewitnesses to civil rights history. After reading, your group will develop a research presentation about civil rights in the United States.



Working as a Team

1. **Take a Position** In your group, discuss the following question:

If you saw an injustice in your community, how might you start to change it?

As you take turns sharing your ideas, be sure to provide reasons. After all group members have shared, discuss the strengths and weaknesses of different types of approaches to social change.

2. **List Your Rules** As a group, decide on the rules that you will follow as you work together. Two samples are provided. Add two more of your own. As you work together, you may add or revise rules based on your experience together.

- Everyone should read all of the texts.
- People should stay focused during discussions.

- _____

- _____

3. **Apply the Rules** Share what you have learned about the Civil Rights movement. Make sure each person in the group contributes. Take notes and be prepared to share with the class one thing that you have heard from another member of your group.

4. **Name Your Group** Choose a name that reflects the unit topic.

Our group's decision: _____

5. **Create a Communication Plan** Decide how you want to communicate with one another. For example, you might use online collaboration tools, email, or instant messaging.

Our group's decision: _____

Making a Schedule

First, find out the due dates for the Small-Group activities. Then, preview the texts and activities with your group, and make a schedule for completing the tasks.

SELECTION	ACTIVITIES	DUE DATE
Remembering Civil Rights History, When “Words Meant Everything”		
For My People Incident		
Lessons of Dr. Martin Luther King, Jr.		
Traveling		

Working on Group Projects

As your group works together, you’ll find it more effective if each person has a specific role. Different projects require different roles. Before beginning a project, discuss the necessary roles, and choose one for each group member. Some possible roles are listed here. Add your own ideas to the list.

Project Manager: monitors the schedule and keeps everyone on task

Researcher: organizes information-gathering activities

Recorder: takes notes during group meetings

Role: _____

Role: _____



About the Newscast



The poet featured in this newscast, **Natasha Trethewey** (b. 1966), was born in Gulfport, Mississippi, the daughter of a biracial couple. Trethewey has won numerous awards and honors for her poetry. In 2007, her book *Native Guard* was awarded the Pulitzer Prize. In 2012, Trethewey was named the Poet Laureate of the United States, 2012–2014.



Jeffrey Brown (b. 1956) is the Chief Correspondent for Arts, Culture, and Society at *PBS NewsHour*. His work as both a correspondent and a news producer has been recognized with numerous honors, including an Emmy.

Remembering Civil Rights History, When “Words Meant Everything”

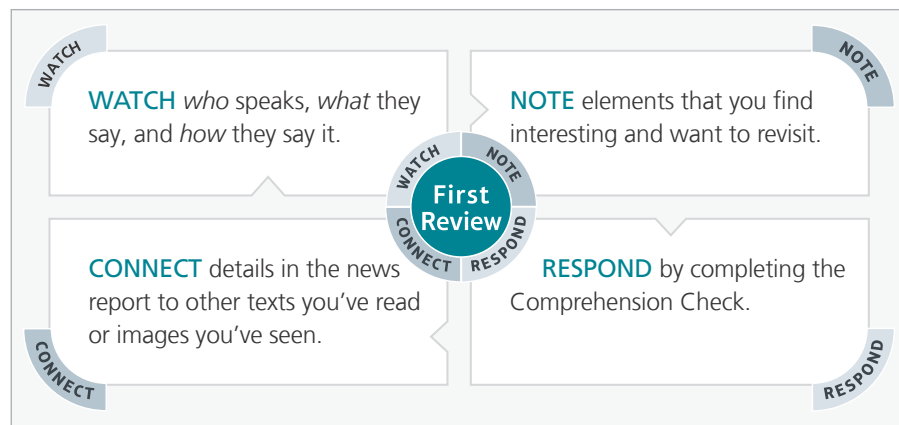
Media Vocabulary

The following words or concepts will be useful to you as you analyze, discuss, and write about media.

Point of View: perspective from which the creators of a media piece approach a topic	<ul style="list-style-type: none"> A media creator’s perspective includes his or her attitudes and assumptions as well as his or her knowledge of a topic.
Primary Source: document, recording, image, or other source that was created at the same time as the events it describes or shows	<ul style="list-style-type: none"> In journalism, someone with information to share or experience of an event may be referred to as a “source.” Newspaper articles are one type of written primary source.
Eyewitness: someone who has firsthand experience of an event	<ul style="list-style-type: none"> Information from eyewitnesses is often used in newscasts. Information from eyewitnesses is often seen as more credible than content from other sources.
Secondary Source: document, recording, image, or other source that is written or created after an event by someone who did not witness it firsthand	<ul style="list-style-type: none"> Secondary sources include history books, documentary films, and other works. Secondary sources often include references to or interpretations of primary sources.

First Review MEDIA: VIDEO

Apply these strategies as you conduct your first review.



STANDARDS

RI.9–10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.


Remembering Civil Rights History, When “Words Meant Everything”

Jeffrey Brown



BACKGROUND

This video describes key people, places, and events of the civil rights era, including the murder of activist Medgar Evers. Evers was an African American civil rights leader in Mississippi who helped desegregate the University of Mississippi in 1962. One year later, he was shot by a member of the Ku Klux Klan, a racist hate group, in his own driveway. His home, where this video begins, is now a museum.

SCAN FOR MULTIMEDIA 

NOTES



Comprehension Check

Complete the following items after you finish your first review. Review and clarify details with your group..

1. What event did Jeffrey Brown and Natasha Trethewey attend?
2. How long did the pilgrimage last, where did it go, and how many people participated?
3. What is the topic of the poem that Natasha Trethewey reads during the newscast?
4. What special status does Representative John Lewis have among the marchers?
5. Who is Terri Sewell and how does her current status demonstrate the ways life in Selma has changed?

MEDIA VOCABULARY

Use these words as you discuss and write about the newscast.

- point of view
- primary source
- eyewitness
- secondary source

WORD NETWORK

Add interesting words related to civil rights from the newscast to your Word Network.

STANDARDS


SL.9–10.2 Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.

Close Review

With your group, revisit the newscast and your first-review notes. Share your observations and brainstorm new ones that might seem important. What **questions** do you have? What can you **conclude**?



Analyze the Media

1. **Present and Discuss** Choose the part of the newscast that you find most interesting or powerful. Share your choice with the group and discuss why you chose it. Explain what you notice in that portion, the questions it raises for you, and the conclusions you reached about it.
2. **Review and Synthesize** With your group, review all of the scenes included in the newscast. How do they work together? How does the newscast add to your understanding of the topic of civil rights? Explain.
3.  **Notebook Essential Question: *How can words inspire change?*** Do you think the poem included in the newscast might help change someone’s opinion about the Civil Rights era? Explain why or why not.



Research

Assignment

The newscast refers to a number of important events from the Civil Rights era. Choose one of those events to research. Then, write a **research report** of your findings. Consider these topics or choose another one that was mentioned in the newscast:

- the killing of Medgar Evers
- the murders of civil rights workers James Chaney, Andrew Goodman, and Michael Schwerner
- “Bloody Sunday” in Selma, Alabama

As you research, identify at least three reliable sources to cite. Then, note unique information from each source that you will synthesize, or weave together, to create a complete picture of events. As you write, include the following elements:

- background information that will help readers understand the context, or bigger social and historical issues, of the event.
- clear presentation of basic information, such as who was involved, what happened, and where it happened.
- explanation of the impact the event had on people both at the time and in years to follow.



REMEMBERING CIVIL RIGHTS HISTORY, WHEN “WORDS MEANT EVERYTHING”

Writing to Sources

Assignment

Starting at about the 3:50 point in the newscast, listen to Natasha Trethewey’s description of “sacred language.” Then, write a short **essay** in which you consider how various types of “sacred language”—such as songs, poetry, or stories—can affect what people understand, know, and feel about social problems. Use these questions to guide your thinking:

- What does Natasha Trethewey mean by the term “sacred language”?
- What role does Trethewey believe “sacred language” played in the Civil Rights movement?
- Does “sacred language” like Trethewey describes exist today? If you think it does, provide examples. If you think it does not, explain your thinking.

STANDARDS

W.9–10.7 Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.



POETRY COLLECTION

For My People Incident

Concept Vocabulary

As you perform your first read of “For My People” and “Incident,” you will encounter these words.

bewildered **blundering** **trembling**

Context Clues If these words are unfamiliar to you, try using context clues. **Context clues** are other words and phrases that appear in a text and may provide hints about the meanings of unfamiliar words. There are various types of context clues that you may encounter as you read.

Definition: Tonight there will be a **lunar** eclipse—an eclipse of the moon!

Synonym: Oscar was known for his **acerbic**, or sharp, wit.

Elaborating Details: Curtis angered his father and was **disinherited**, which left his siblings with a much larger portion of the family fortune.

Apply your knowledge of context clues and other vocabulary strategies to determine the meanings of unfamiliar words you encounter during your first read.

First Read POETRY

Apply these strategies as you conduct your first read. You will have an opportunity to complete a close read after your first read.



STANDARDS

RL.9–10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

L.9–10.4.a Use context as a clue to the meaning of a word or phrase.

About the Poets



A writer, a teacher, and an activist, **Margaret Walker** (1915–1998) was 22 years old when she published her first volume of poetry, *For My People*. In 1942, she became the first African American to win the Yale Younger Poets Prize. She is also known for her epic novel *Jubilee*, which was based on the life of her great-grandmother and took 30 years to write, and for establishing one of the first African American–studies centers in the nation.



Natasha Trethewey (b. 1966) was Poet Laureate, or official poet, of the United States from 2012 to 2014. Born in Mississippi to an African American mother and a white father, Trethewey grew up in the South at a time when laws enforcing segregation had just been overturned, but stark divisions between African Americans and whites were still common. Much of her poetry addresses her biracial heritage, as well as the forgotten histories of African American men and women in the deep South.

Backgrounds

For My People

Margaret Walker wrote this poem as part of a book of poetry, also titled *For My People*. True to its name, Walker’s collection of sonnets, ballads, and free verse was intended to honor and celebrate the joys, struggles, and ordinary lives of African Americans—in her words, to “write the songs of my people—to frame their dreams into words, their souls into notes.”

Incident

During the 1960s, the Ku Klux Klan, a white supremacist hate group that had been active in the late nineteenth and early twentieth centuries, reemerged in response to the growing Civil Rights movement. One of their typical acts of terrorism was a cross-burning, during which a wooden cross would be set on fire in front of an African American home or church.



For My People

Margaret Walker



SCAN FOR
MULTIMEDIA

NOTES

Mark context clues or indicate another strategy you used that helped you determine meaning.

bewildered (bih WIHL duhrd)
adj.

MEANING:

For my people everywhere singing their slave songs
repeatedly: their dirges¹ and their ditties and their blues
and jubilees, praying their prayers nightly to an
unknown god, bending their knees humbly to an
5 unseen power;

For my people lending their strength to the years, to the
gone years and the now years and the maybe years,
washing ironing cooking scrubbing sewing mending
hoeing plowing digging planting pruning patching
10 dragging along never gaining never reaping never
knowing and never understanding;

For my playmates in the clay and dust and sand of Alabama
backyards playing baptizing and preaching and doctor
and jail and soldier and school and mama and cooking
and playhouse and concert and store and hair and
15 Miss Choomby and company;²

For the cramped **bewildered** years we went to school to learn
to know the reasons why and the answers to and the
people who and the places where and the days when, in
20 memory of the bitter hours when we discovered we
were black and poor and small and different and nobody
cared and nobody wondered and nobody understood;

1. **dirges** (DURJ uhz) *n.* slow songs expressing sorrow.

2. **Miss Choomby and company** Margaret Walker and her sister would play house, which they referred to as playing "Miss Choomby," because her father had said that Miss Choomby was a name for a black lady.

25 For the boys and girls who grew in spite of these things to
be man and woman, to laugh and dance and sing and
play and drink their wine and religion and success, to
marry their playmates and bear children and then die
of consumption³ and anemia⁴ and lynching;

30 For my people thronging 47th Street in Chicago and Lenox
Avenue in New York and Rampart Street in New
Orleans,⁵ lost disinherited dispossessed⁶ and happy
people filling the cabarets and taverns and other
people's pockets and needing bread and shoes and milk and
land and money and something—something all our own;

35 For my people walking blindly spreading joy, losing time
being lazy, sleeping when hungry, shouting when
burdened, drinking when hopeless, tied, and shackled
and tangled among ourselves by the unseen creatures
who tower over us omnisciently⁷ and laugh;

40 For my people **blundering** and groping and floundering in
the dark of churches and schools and clubs
and societies, associations and councils and committees and
conventions, distressed and disturbed and deceived and
devoured by money-hungry glory-craving leeches,
preyed on by facile force of state and fad and novelty, by
45 false prophet and holy believer;

50 For my people standing staring trying to fashion a better way
from confusion, from hypocrisy and misunderstanding,
trying to fashion a world that will hold all the people,
all the faces, all the adams and eves and their countless
generations;

55 Let a new earth rise. Let another world be born. Let a
bloody peace be written in the sky. Let a second
generation full of courage issue forth; let a people
loving freedom come to growth. Let a beauty full of
healing and a strength of final clenching be the pulsing
in our spirits and our blood. Let the martial songs
be written, let the dirges disappear. Let a race of men now
rise and take control.

3. **consumption** (kuhn SUHMP shuhn) *n.* tuberculosis, a lung disease that was widespread in poor communities.
4. **anemia** (uh NEE mee uh) *n.* blood disease caused by a lack of iron, often due to a lack of good nutrition suffered by the poor.
5. **47th Street . . . New Orleans** African American communities which were thriving but poor.
6. **dispossessed** *adj.* deprived of the possession of something, especially land or a house.
7. **omnisciently** (om NIHSH uhnt lee) *adv.* acting with complete knowledge of the world.

Mark context clues or indicate another strategy you used that helped you determine meaning.

blundering (BLUHN duhr ihng)
adj.

MEANING:

Incident

Natasha Trethewey



SCAN FOR
MULTIMEDIA

NOTES

Mark context clues or indicate another strategy you used that helped you determine meaning.

trembling (TREHM blihg) *v.*

MEANING:

We tell the story every year—
how we peered from the windows, shades drawn—
though nothing really happened,
the charred grass now green again.

- 5 We peered from the windows, shades drawn,
at the cross trussed¹ like a Christmas tree,
the charred grass still green. Then
we darkened our rooms, lit the hurricane lamps.

- 10 At the cross trussed like a Christmas tree,
a few men gathered, white as angels in their gowns.
We darkened our rooms and lit hurricane lamps,
the wicks² **trembling** in their fonts of oil.

- It seemed the angels had gathered, white men in their gowns.
When they were done, they left quietly. No one came.
15 The wicks trembled all night in their fonts of oil;
by morning the flames had all dimmed.

- When they were done, the men left quietly. No one came.
Nothing really happened.
By morning all the flames had dimmed.
20 We tell the story every year.

1. **trussed** *v.* tied up tightly.

2. **wicks** *n.* strings in lamps or candles that are lit to burn off oil or wax.

Comprehension Check

Complete the following items after you finish your first read. Review and clarify details with your group.

FOR MY PEOPLE

1. Who are the “people” that the speaker refers to in the title and text of the poem “For My People”?
2. In stanza four, what discovery does the speaker say “we” made?
3. What wish does the speaker express in the final stanza of the poem?

INCIDENT

1. What story does the speaker’s family tell every year?
2. To the speaker, what do the gathered men look like?
3. At the end of the poem, what has happened by morning?

RESEARCH

Research to Clarify Choose at least one unfamiliar detail from one of the poems. Briefly research that detail. In what way does the information you learned shed light on an aspect of the poem?



POETRY COLLECTION

TIP

GROUP DISCUSSION

Remember that personal experiences can affect how a reader perceives a poem. Some readers will be familiar with the imagery and context of a poem, whereas other readers may not relate to these poetic elements. Keep these differences in mind as your group discusses the poems.

WORD NETWORK

Add interesting words related to civil rights from the text to your Word Network.

STANDARDS

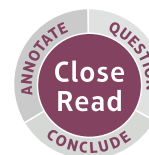
RL.9–10.5 Analyze how an author’s choices concerning how to structure a text, order events within and manipulate time create such effects as mystery, tension, or surprise.

L.9–10.4.b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech and continue to apply knowledge of Greek and Latin roots and affixes.

L.9–10.4.c Consult general and specialized reference materials, 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.

Close Read the Text

With your group, revisit sections of the text you marked during your first read. **Annotate** details that you notice. What **questions** do you have? What can you **conclude**?



Analyze the Text

CITE TEXTUAL EVIDENCE to support your answers.

Notebook Complete the activities.

- 1. Review and Clarify** With your group, reread stanza 4 (lines 17–22) of “For My People.” Discuss what the speaker claims African American children learned in school. Why does the speaker refer to “the reasons why and the answers to and the / people who and the places where and the days when,” rather than provide specific examples of people, places, and events?
- 2. Analyze** How does the speaker begin and end “Incident”? Does this line support or contradict the speaker’s statement in the final stanza, “Nothing really happened”? Discuss why you think the poet made these choices.
- 3. Essential Question: *How can words inspire change?*** What have you learned about the literature of civil rights from reading these poems?

LANGUAGE DEVELOPMENT

Concept Vocabulary

bewildered blundering trembling

Why These Words? The three concept vocabulary words are related. With your group, determine what the words have in common. Write your ideas, and add at least one other word that fits the category.

Practice

Notebook Use a print or online dictionary to confirm your understanding of each concept vocabulary word. Then, use each word in an original sentence. What emotions might a person be feeling if he or she were *trembling*, *bewildered*, or *blundering*?

Word Study

Latin Root: -trem- The word *trembling* contains the Latin root *-trem-*, meaning “to shake” or “to shiver.” Use an online thesaurus to look up these words that also contain the root *-trem-*: *tremor*, *tremendous*, *tremulous*. Write a synonym for each word.

Analyze Craft and Structure

Poetic Structure A **lyric poem** expresses the thoughts and feelings of a single speaker, often in vivid, musical language. Although it may describe characters and events, a lyric poem does not tell a complete story. Instead, it captures an emotion or a moment in time. Lyric poems may follow a particular **poetic form**, or structure. This may involve a pattern of lines, stanzas, rhyme, meter, or a combination of all of those elements. Stanzas are named for the number of lines they contain:

Couplet: two-line stanza

Sextet: six-line stanza

Tercet: three-line stanza

Septet: seven-line stanza

Quatrain: four-line stanza

Octet: eight-line stanza

The form of a poem may contribute to its effect in different ways. The form may emphasize words or sounds, create rhythm or flow, or build a sense of order or sequence.

Natasha Trethewey’s poem “Incident” is an example of an ancient form called a **pantoum**. Margaret Walker’s “For My People” is **free verse**, or a poem that does not follow a set pattern. Nevertheless, Walker includes elements that add structure and help organize the poem.


TIP

CLARIFICATION

Repeating lines in a poem may not be identical. Look for similar lines that share many—but perhaps not all—of the same words.

Practice

CITE TEXTUAL EVIDENCE
to support your answers.

 **Notebook** Work independently to answer the questions and complete the activities. Then, share your responses with your group.

- (a) What basic type of stanza appears in “Incident”? Explain. (b) Use the chart to identify by number which lines from stanza 1 repeat in stanza 2, which lines from stanza 2 repeat in stanza 3, and so on.

STANZA	LINES REPEATED FROM PREVIOUS STANZAS
2	
3	
4	
5	

- (a) At what point does the first line of “Incident” repeat? (b) Does the meaning of the first line change when it is repeated? Explain.
- Using “Incident” as a model, outline the structure of a pantoum.
- (a) Which elements of “For My People” repeat, either exactly or very closely? (b) What qualities connect the separate images in each stanza? (c) In what ways does the final stanza differ from the preceding stanzas?



POETRY COLLECTION

Author's Style

Punctuation Poets respect the rules of grammar and punctuation, but they may break them to add emphasis or to create a particular effect. Before examining how poets use interior punctuation (punctuation *within* a sentence), review the functions of commas, semicolons, and dashes.

Commas separate independent clauses linked by a coordinating conjunction (*and, but, or, nor, so, yet, or for*). Commas also separate words, phrases, or clauses in a series.

Semicolons separate independent clauses without a conjunction or items in a series, especially when one or more of the items already includes a comma.

Dashes set off a word, phrase, or clause from the rest of a sentence.

COMMAS	SEMICOLONS	DASHES
I caught my bus, yet was still late to practice.	I just missed my bus; Coach Carlos was pretty upset.	The bus—ten feet away—belched fumes in my face.
Our grocery list started with beef, onions, and peas.	We needed beef, peas, and onions; sugar for cookies; and fruit.	Start with beef, peas, and onions—for stew.

In “For My People,” Margaret Walker breaks some of the traditional rules of punctuation. In “Incident,” Natasha Trethewey uses conventional punctuation—commas, semicolons, and dashes—throughout. Complete this organizer with your group. The first and last items are done.


POEM	PUNCTUATION	HOW IT IS USED	EFFECT
“For My People”	comma	separates phrases in a series (lines 23–27)	creates a simple style that reinforces the humble images
	semicolon		
	dash		
“Incident”	comma		
	semicolon		
	dash	sets off explanatory material	creates suspense

STANDARDS


L.9–10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9–10.2.a Use a semicolon to link two or more closely related independent clauses.

Read It

 **Notebook** Work individually to identify and record examples of conventional and unconventional punctuation from the second stanza of “For My People.” Think about the effect of the punctuation on the poem’s meaning, and jot down your ideas. Then, discuss your findings with your group.

Write It

 **Notebook** Write a poem that describes an “incident” from your life. You may want to write it in complete sentences. You could then delete parts of sentences to leave meaningful phrases, and then make line breaks to create stanzas of free verse. Use commas, semicolons, and dashes for effect.



Speaking and Listening

Assignment

Create a **multimedia presentation** using the poem of your choice. In your presentation, combine text with audio, graphics, or both. When delivering your presentation, pay special attention to your pronunciation, tone, speaking rate, and voice modulation. Be sure to make eye contact with your audience and to use body language to add emphasis or reflect your meaning. Choose from among the following options.

- Soundtrack or Playlist** Record a soundtrack or playlist to accompany an oral reading of one of the poems. Decide what type of music you will include to enhance or support your oral reading. Practice your oral presentation of the poem using your finished soundtrack or playlist in the background. Prepare brief explanations of why you selected the music or songs you used.
- Historical Context Report** Prepare an oral report that explains the circumstances of the era one of the poems reflects. In your report, be sure to include factual details and events of the period and explain how these elements relate to images and language used in the poem.
- Annotated Illustration** Select images from period photographs and art that show a vision of the “new earth” the speaker imagines at the end of “For My People.” Prepare comments and excerpts from the poem to accompany and explain how each image is related to the speaker’s vision.

Use this chart or one like it to help gather and record the text excerpts, images, musical selections, and notes/comments you will use in your multimedia presentation.

Poem: _____

TEXT EXCERPT	IMAGE	MUSIC/SONG	NOTES/COMMENTS

EVIDENCE LOG

Before moving on to a new selection, go to your Evidence Log and record what you learned from “For My People” and “Incident.”

STANDARDS

SL.9–10.4.b Plan, memorize, and present a recitation that: conveys the meaning of the selection and includes appropriate performance techniques to achieve the desired aesthetic effect.

SL.9–10.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.9–10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.



About the Speaker



Cesar Chavez (1927–1993) was the founder of the United Farm Workers Union (UFW). In the 1960s, Chavez recognized that the predominantly Latino field workers who picked grapes, lettuce, and other crops were being poorly treated. Chavez tried to put an end to this mistreatment by organizing the workers into the UFW, a union that fought for higher wages and better treatment.

STANDARDS

RI.9–10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

L.9–10.4.a Use context as a clue to the meaning of a word or phrase.

Lessons of Dr. Martin Luther King, Jr.

Concept Vocabulary

As you perform your first read, you will encounter these words.

activist radical advocating

Context Clues To infer the meaning of an unfamiliar word, look to the context, the text that surrounds the word. Consider these lines from “Lessons of Dr. Martin Luther King, Jr.”

Context Clues: Word Position

*Our nation continues to **wage** war upon its neighbors, and upon itself.*

You can gather clues about a word’s meaning based on its role in a sentence. Here, *wage* is a verb; it is something that a nation is doing to another nation in the context of warfare. That helps you understand that the correct meaning of *wage* here is to “carry on a war.”

Context Clue: Series

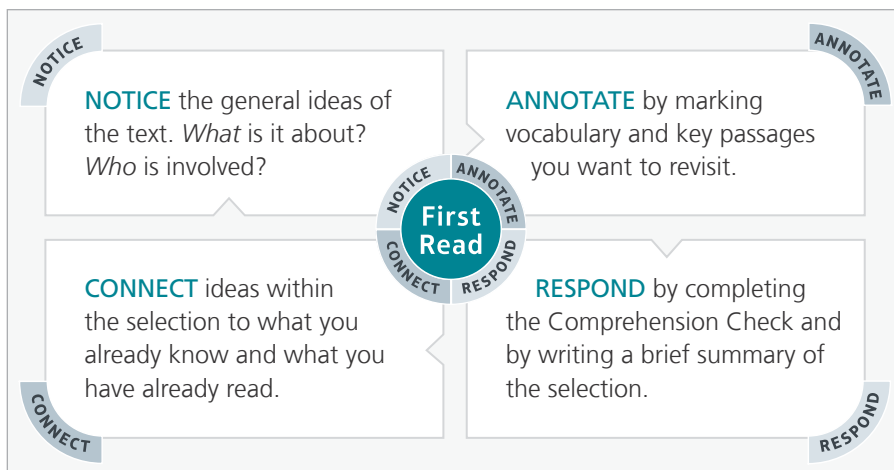
*When our workers complain, or try to organize, they are fired, **assaulted**, and even murdered.*

The sequence of *fired*, *assaulted*, and *murdered* is arranged so that each term names a more serious offense than the previous term. Since *assaulted* is the middle term, it must refer to something more serious than *fired* but less serious than *murdered*. So, *assaulted* may mean “attacked.”

Apply your knowledge of context clues and other vocabulary strategies to help you determine the meanings of unfamiliar words you encounter during your first read.

First Read NONFICTION

Apply these strategies as you conduct your first read. You will have an opportunity to complete a close read after your first read.



Lessons of Dr. Martin Luther King, Jr.

Cesar Chavez

BACKGROUND

Starting with the 1962 publication of *Silent Spring*, by Rachel Carson, an American anti-pesticide movement worked to reduce the amount and variety of toxic chemicals used to kill insects that feed on crops or spread disease. Cesar Chavez, shown here at an anti-pesticide rally in 1985, was one such activist. Chavez gave many speeches, including the following, against the use of pesticides on California grapes. One major success of the anti-pesticide movement was the banning of DDT, a powerful pesticide, in cases other than disease control.

SCAN FOR
MULTIMEDIA 

1 January 12, 1990

2 My friends, today we honor a giant among men: today we honor the reverend Martin Luther King, Jr.

3 Dr. King was a powerful figure of destiny, of courage, of sacrifice, and of vision. Few people in the long history of this nation can rival his accomplishment, his reason, or his selfless dedication to the cause of peace and social justice.

4 Today we honor a wise teacher, an inspiring leader, and a true visionary, but to truly honor Dr. King we must do more than say words of praise.

5 We must learn his lessons and put his views into practice, so that we may truly be free at last.

6 Who was Dr. King?

7 Many people will tell you of his wonderful qualities and his many accomplishments, but what makes him special to me, the truth many

NOTES

NOTES

Mark context clues or indicate another strategy you used that helped you determine meaning.

activist (AK tuh vihst) *n.*

MEANING:

radical (RAD uh kuh) *adj.*

MEANING:

advocating (AD vuh kayt ihng) *v.*

MEANING:

people don't want you to remember, is that Dr. King was a great **activist**, fighting for **radical** social change with radical methods.

- 8 While other people talked about change, Dr. King used direct action to challenge the system. He welcomed it, and used it wisely.
- 9 In his famous letter from the Birmingham jail, Dr. King wrote that "The purpose of direct action is to create a situation so crisis-packed that it will inevitably open the door to negotiation."
- 10 Dr. King was also radical in his beliefs about violence. He learned how to successfully fight hatred and violence with the unstoppable power of nonviolence.
- 11 He once stopped an armed mob, saying: "We are not **advocating** violence. We want to love our enemies. I want you to love our enemies. Be good to them. This is what we live by. We must meet hate with love."
- 12 Dr. King knew that he very probably wouldn't survive the struggle that he led so well. But he said "If I am stopped, the movement will not stop. If I am stopped, our work will not stop. For what we are doing is right. What we are doing is just, and God is with us."
- 13 My friends, as we enter a new decade, it should be clear to all of us that there is an unfinished agenda,¹ that we have miles to go before we reach the promised land.
- 14 The men who rule this country today never learned the lessons of Dr. King, they never learned that non-violence is the only way to peace and justice.
- 15 Our nation continues to wage war upon its neighbors, and upon itself.
- 16 The powers that be rule over a racist society, filled with hatred and ignorance.
- 17 Our nation continues to be segregated along racial and economic lines.
- 18 The powers that be make themselves richer by exploiting the poor. Our nation continues to allow children to go hungry, and will not even house its own people. The time is now for people, of all races and backgrounds, to sound the trumpets of change. As Dr. King proclaimed "There comes a time when people get tired of being trampled over by the iron feet of oppression."
- 19 My friends, the time for action is upon us. The enemies of justice want you to think of Dr. King as only a civil rights leader, but he had a much broader agent. He was a tireless crusader for the rights of the poor, for an end to the war in Vietnam long before it was popular to take that stand, and for the rights of workers everywhere.
- 20 Many people find it convenient to forget that Martin was murdered while supporting a desperate strike on that tragic day in Memphis, Tennessee. He died while fighting for the rights of sanitation workers.

1. **agenda** (uh JEHN duh) *n.* plan or goal that guides someone's behavior.

- 21 Dr. King's dedication to the rights of the workers who are so often exploited by the forces of greed has profoundly touched my life and guided my struggle.
- 22 During my first fast in 1968, Dr. King reminded me that our struggle was his struggle too. He sent me a telegram which said "Our separate struggles are really one. A struggle for freedom, for dignity, and for humanity."
- 23 I was profoundly moved that someone facing such a tremendous struggle himself would take the time to worry about a struggle taking place on the other side of the continent.
- 24 Just as Dr. King was a disciple of Ghandi² and Christ, we must now be Dr. King's disciples.
- 25 Dr. King challenged us to work for a greater humanity. I only hope that we are worthy of his challenge.
- 26 The United Farm Workers are dedicated to carrying on the dream of reverend Martin Luther King, Jr. My friends, I would like to tell you about the struggle of the farm workers who are waging a desperate struggle for our rights, for our children's rights and for our very lives.
- 27 Many decades ago the chemical industry promised the growers that pesticides would bring great wealth and bountiful harvests to the fields.
- 28 Just recently, the experts are learning what farm workers, and the truly organized farmers have known for years.
- 29 The prestigious National Academy of Sciences recently concluded an exhaustive five-year study which determined that pesticides do not improve profits and do not produce more crops.
- 30 What, then, is the effect of pesticides? Pesticides have created a legacy of pain, and misery, and death for farm workers and consumers alike.
- 31 The crop which poses the greatest danger, and the focus of our struggle, is the table grape crop. These pesticides soak the fields, drift with the wind, pollute the water, and are eaten by unwitting consumers.
- 32 These poisons are designed to kill, and pose a very real threat to consumers and farm workers alike. The fields are sprayed with pesticides: like Captan, Parathion, Phosdrin, and Methyl Bromide. These poisons cause cancer, DNA mutation, and horrible birth defects.
- 33 The Central Valley of California is one of the wealthiest agricultural regions in the world. In its midst are clusters of children dying from cancer.
- 34 The children live in communities surrounded by the grape fields that employ their parents. The children come into contact with the poisons when they play outside, when they drink the water, and when they hug their parents returning from the fields.

2. **Gandhi** Mohandas Karamchand Gandhi (1869–1948), an Indian leader who used nonviolent resistance to fight for Indian independence from Britain. He is considered to have been a major influence on Dr. Martin Luther King, Jr.

35 And the children are dying.

36 They are dying slow, painful, cruel deaths in towns called cancer clusters, in cancer clusters like McFarland, where the children cancer rate is 800 percent above normal. A few months ago, the parents of a brave little girl in the agricultural community of Earlimart came to the United Farm Workers to ask for help.

37 The Ramirez family knew about our protests in nearby McFarland and thought there might be a similar problem in Earlimart. Our union members went door to door in Earlimart, and found that the Ramirez family's worst fears were true:

38 There are at least four other children suffering from cancer in the little town of Earlimart, a rate 1200 percent above normal.

39 In Earlimart, little Jimmy Caudillo died recently from leukemia at the age of three.

40 Three other young children in Earlimart, in addition to Jimmy and Natalie, are suffering from similar fatal diseases that the experts believe are caused by pesticides.

41 These same pesticides can be found on the grapes you buy in the stores.

42 My friends, the suffering must end. So many children are dying, so many babies are born without limbs and vital organs, so many workers are dying in the fields.

43 We have no choice, we must stop the plague of pesticides.

44 The growers responsible for this outrage are blinded by greed, by racism, and by power.

45 The same inhumanity displayed at Selma, in Birmingham, in so many of Dr. King's battlegrounds, is displayed every day in the vineyards of California.

46 The farm labor system in place today is a system of economic slavery.

47 My friends, even those farm workers who do not have to bury their young children are suffering from abuse, neglect, and poverty.

48 Our workers labor for many hours every day under the hot sun, often without safe drinking water or toilet facilities.

49 Our workers are constantly subjected to incredible pressures and intimidation to meet excessive quotas.³

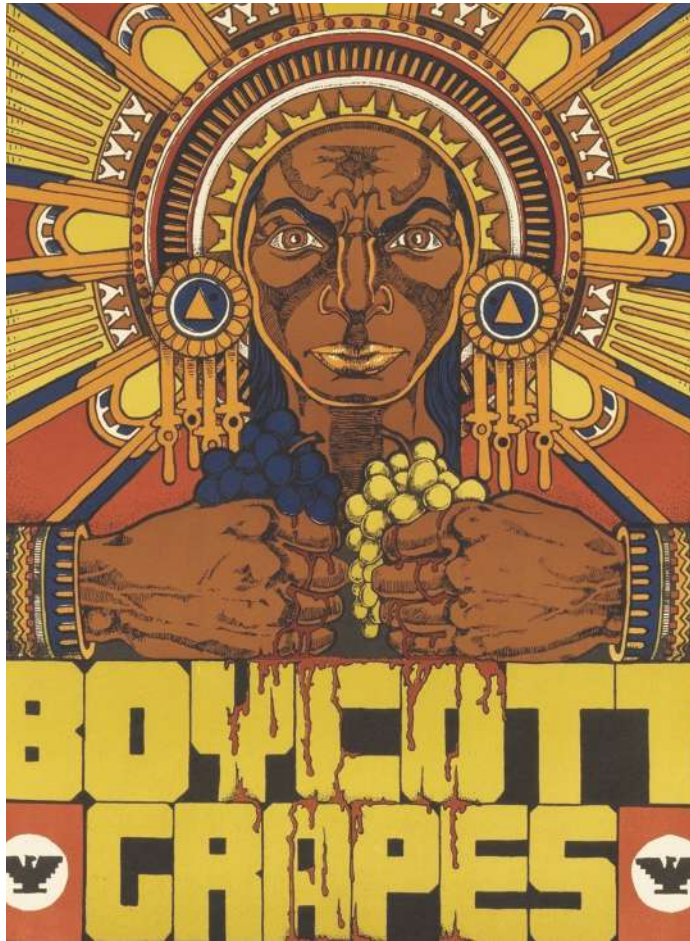
50 When our workers complain, or try to organize, they are fired, assaulted, and even murdered.

51 Just as Bull Connor turned the dogs loose on non-violent marchers in Alabama, the growers turn armed foremen on innocent farm workers in California.

52 The stench of injustice in California should offend every American. Some people, especially those who just don't care, or don't understand, like to think that the government can take care of these problems. The government should, but won't.

3. **quotas** (KWOHT uhz) *n.* specific amounts that are expected to be achieved.

Viramontes, Xavier (1947) © Copyright Smithsonian American Art Museum, Washington, DC/Art Resource, NY



Posters like the one pictured here were used to gain support for Chavez's cause.

NOTES

understand, like to think that the government can take care of these problems. The government should, but won't.

53 The growers used their wealth to buy good friends like Governor George Deukmajian, Ronald Reagan, and George Bush.

54 My friends, if we are going to end the suffering, we must use the same people power that vanquished injustice in Montgomery, Selma and Birmingham.

55 I have seen many boycotts succeed. Dr. King showed us the way with the bus boycott, and with our first boycott we were able to get DDT, Aldrin, and Dieldrin banned in our first contracts with grape growers. Now, even more urgently, we are trying to get deadly pesticides banned.

56 The growers and their allies have tried to stop us for years with intimidation, with character assassination,⁴ with public relations campaigns, with outright lies, and with murder.

57 But those same tactics did not stop Dr. King, and they will not stop us.

58 Once social change begins, it cannot be reversed.

59 You cannot uneducate the person who has learned to read. You cannot humiliate the person who feels pride. And you cannot oppress the people who are not afraid anymore.


4. **character assassination** *n.* saying false things about a person in order to make the public stop liking or trusting that person.

- 60 In our life and death struggle for justice we have turned to the court of last resort: the American people. And the people are ruling in our favor.
- 61 As a result, grape sales keep falling. We have witnessed truckloads of grapes being dumped because no one would stop to buy them. As demand drops, so do prices and profits. The growers are under tremendous economic pressure.
- 62 We are winning, but there is still much hard work ahead of us. I hope that you will join our struggle.
- 63 The simple act of refusing to buy table grapes laced with pesticides is a powerful statement that the growers understand.
- 64 Economic pressure is the only language the growers speak, and they are beginning to listen.
- 65 Please, boycott table grapes. For your safety, for the workers, and for the children, we must act together.
- 66 My friends, Dr. King realized that the only real wealth comes from helping others.
- 67 I challenge each and every one of you to be a true disciple of Dr. King, to be truly wealthy.
- 68 I challenge you to carry on his work by volunteering to work for a just cause you believe in.
- 69 Consider joining our movement because the farm workers, and so many other oppressed peoples, depend upon the unselfish dedication of its volunteers, people just like you.
- 70 Thousands of people have worked for our cause and have gone on to achieve success in many different fields.
- 71 Our non-violent cause will give you skills that will last a lifetime. When Dr. King sounded the call for justice, the freedom riders answered the call in droves. I am giving you the same opportunity to join the same cause, to free your fellow human beings from the yoke⁵ of oppression.
- 72 I have faith that in this audience there are men and women with the same courage and the same idealism, that put young Martin Luther King, Jr. on the path to social change.
- 73 I challenge you to join the struggle of the United Farm Workers. And if you don't join our cause, then seek out the many organizations seeking peaceful social change.
- 74 Seek out the many outstanding leaders who will speak to you this week, and make a difference.
- 75 If we fail to learn that each and every person can make a difference, then we will have betrayed Dr. King's life's work. The reverend Martin Luther King, Jr. had more than just a dream, he had the love and the faith to act.
- 76 God Bless You. 🙏

5. **yoke** (yohk) *n.* type of collar used on working animals to pull wagons or plows; here, used figuratively to indicate something that causes people to be treated cruelly and unfairly.

Comprehension Check

Complete the following items after you finish your first read. Review and clarify details with your group.

1. According to Chavez, what must people do to truly honor Dr. Martin Luther King, Jr.?
2. What was the primary message that Dr. Martin Luther King, Jr., wanted to communicate in the telegram he sent to Chavez?
3. What evidence does Chavez offer to make the case for banning pesticides?
4. What was Chavez doing to fight back against what he saw as oppression of the farm workers in California's central valley?
5.  **Notebook** Write a summary of "Lessons of Dr. Martin Luther King, Jr." to confirm your understanding of the text.

RESEARCH

Research to Clarify Choose at least one unfamiliar detail from the text. Briefly research that detail. In what way does the information you learned shed light on an aspect of the speech?

Research to Explore Choose something that interested you from the text, and formulate a research question.



LESSONS OF DR. MARTIN LUTHER KING, JR.

TIP

GROUP DISCUSSION

Keep in mind that the struggle for fair pay and good working conditions is ongoing in today's world. Different people have different ideas for how to solve these problems in the best possible way.

WORD NETWORK

Add interesting words related to civil rights from the selection to your Word Network.

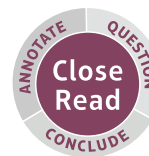
STANDARDS

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.

L.9–10.4.b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech and continue to apply knowledge of Greek and Latin roots and affixes.

Close Read the Text

With your group, revisit sections of the text you marked during your first read. **Annotate** details that you notice. What **questions** do you have? What can you **conclude**?



Analyze the Text

CITE TEXTUAL EVIDENCE to support your answers.

Notebook Complete the activities.

- 1. Review and Clarify** With your group, reread paragraphs 45–50 of “Lessons of Dr. Martin Luther King, Jr.” What does Chavez mean when he refers to “economic slavery”? Do you think Chavez’s use of this term is justified based on the evidence he presents? Explain.
- 2. Present and Discuss** Now, work with your group to share other key passages from “Lessons of Dr. Martin Luther King, Jr.” What made you choose these particular sections? Take turns presenting your choices. Discuss parts of the text that you found to be most meaningful, the questions you asked, and the conclusions you reached as a result of reading those passages.
- 3. Essential Question: How can words inspire change?** What have you learned about the power of words from reading this speech?

LANGUAGE DEVELOPMENT

Concept Vocabulary

activist radical advocating

Why These Words? Use a print or online dictionary to confirm your definitions of the three vocabulary words. Write a sentence using each vocabulary word. In what news stories would you hear these words commonly used? Discuss.

Practice

Notebook Confirm your understanding of these words from the text by using them in sentences. Be sure to use context clues that hint at each word’s meaning.

Word Study

Latin root: -voc- In this speech, Cesar Chavez discusses Dr. King’s assertion that he was not advocating violence. The word *advocating* contains the Latin root *-voc-* or *-vok-*, meaning “to call,” “to name,” or “voice.” Find several other words that were formed from this same root. Record the words and their meanings.

Analyze Craft and Structure

Development of Ideas One way in which an author can build a persuasive argument is by identifying **cause-and-effect relationships**, showing how one event or situation leads to another. Many complex issues, such as those Cesar Chavez discusses in this speech, have multiple causes or multiple, different effects.

To show the true seriousness of a problem, an author may present related aspects of an issue in a **cause-and-effect chain**. This means that the author demonstrates how a single cause results in an effect, which leads to a second effect, which causes a third effect, and so on. Cause-and-effect organization allows an author to show how one issue is part of a series or network of connected issues.

TIP

CLARIFICATION

Keep in mind the difference between a cause-and-effect chain and a single cause with multiple effects. Imagine the chain as having a linear shape, and a cause with multiple effects having a fanlike shape.

Practice

1. Work with your group to complete the chart. (a) Identify three effects resulting from each of the causes noted. (b) Identify another cause from the speech and at least two of its effects.

CITE TEXTUAL EVIDENCE
to support your answers.

TRACING CAUSE AND EFFECT

CAUSE: *The men who rule this country today never learned the lessons of Dr. King, they never learned that non-violence is the only way to peace and justice. (par. 14)*

EFFECT:

EFFECT:

EFFECT:

CAUSE: *Many decades ago the chemical industry promised the growers that pesticides would bring great wealth and bountiful harvests to the fields. (par. 27)*

EFFECT:


EFFECT:

EFFECT:

CAUSE:

EFFECT:

EFFECT:

 **Notebook** Answer the following questions.

2. What connections does Chavez make between Dr. King's approach to social change and the work of the UFW?
3. What effects does Chavez say those who volunteer to work for a just cause will experience?

LESSONS OF
DR. MARTIN LUTHER KING, JR.**STANDARDS**

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.

W.9–10.7 Conduct short as well as more sustained research projects to answer a question, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

L.9–10.2.a Use a semicolon to link two or more closely related independent clauses.

Author's Style

Cohesion and Clarity Transitions are the words and phrases that link sections of a text. Writers and speakers use transitions to create cohesion and to clarify the relationships among the ideas they are presenting.

When a transitional word or phrase begins a sentence, or when it joins two closely related independent clauses connected with a semicolon, follow it with a comma. When it appears in the middle of a word or phrase, set it off with two commas.

Here are examples of transitions and the types of relationships they indicate.

Similarity: *also, likewise, similarly, in the same way*

Example: Dr. King advocated for nonviolent resistance. *Similarly*, Chavez encourages the community to seek peaceful social change.

Contrast: *although, however, nevertheless, on the other hand*

Example: The workers protested; *however*, the growers refused to change.

Addition of Ideas: *also, in addition, moreover, even more so*

Example: Workers were underpaid. *Moreover*, they were treated poorly.

Cause-and-effect: *so, thus, therefore, consequently, as a result*

Example: Buyers boycotted. *As a result*, growers changed their practices.

Example: *for example, for instance, specifically, in particular*

Example: Growers were paying to receive favorable treatment. One grower, *for example*, gave over a million dollars to the governor.

Read It

Work individually. Read these pairs of sentences based on the “Lessons of Dr. Martin Luther King, Jr.” For each pair, indicate a transitional word or phrase that could be used to effectively link the sentences. Then, write the type of relationship the transition is conveying.

PASSAGE	TRANSITION	RELATIONSHIP
Dr. King knew that he probably would not survive the struggle. He believed that if he were stopped, the movement would not stop.		
The children live in communities surrounded by grape fields. They come into contact with poisons whenever they play outside.		
Our workers labor for man hours every day under the hot sun. They are subjected to incredible pressures to meet excessive quotas.		

Write It

Notebook Write a short description of the issues the farm workers faced. In your description, use at least three different transitional words or phrases. Identify the relationship each transition conveys.



Research

Assignment

Write a **team report** on one of the following topics:

- A **strategy analysis** that addresses the following questions: *Was Chavez’s strategy of asking consumers to boycott grapes morally responsible? Were Chavez and the UFW able to make the plight of farm workers clear and compelling? How likely was it that some consumers feel manipulated or resentful at being told what they could and could not buy? Given what happened in other boycotts, was Chavez’s strategy likely to be successful?*
- A **public opinion report** that addresses the following questions: *How did the general public view Chavez’s work during the era of the grape boycott? Did workers in general support Chavez and the UFW? How does the public view Chavez’s legacy today?*
- A **status report** that addresses the following questions: *How are farm workers in California and other places treated today? Do they have full rights? Are their wages comparable to workers in other industries? Have working conditions improved since Chavez’s time? Have the problems presented by pesticides been solved?*

Research Plan Before you write, work together to identify a variety of sources, including the following types:

- **Primary Sources:** firsthand or original accounts
- **Secondary Sources:** texts that analyze, retell, or report on events
- **Specialized Sources:** almanacs, government publications, and other texts that provide specific information or data

List the sources you consult and consider their usefulness. Make sure the authors have the knowledge to speak with authority on the topic. In addition, determine whether any show bias or make unfair judgments. You can then decide whether to use the information or to discard it.

EVIDENCE LOG

Before moving on to a new selection, go to your Evidence Log and record what you learned from “Lessons of Dr. Martin Luther King, Jr.”

EVALUATING USEFULNESS OF SOURCES

Primary Source(s)	authoritative? fair and unbiased?
Secondary Source(s)	authoritative? fair and unbiased?
Specialized Source(s)	authoritative? fair and unbiased?



About the Author



Grace Paley (1922–2007) grew up in New York, the daughter of Russian Jewish immigrants. Before writing as a career, she spent many hours in parks with her children, getting to know the women who would eventually become the focus of her literary output. In addition to writing, Paley also participated in many activist causes, such as the feminist and peace movements.

Traveling

Concept Vocabulary

As you perform your first read of “Traveling,” you will encounter these words.

absolute **sheer** **adamant**

Context Clues If these words are unfamiliar to you, try using **context clues**—other words and phrases that appear in a text—to help you determine their meanings. There are various types of context clues that you may encounter as you read.

Definition: Her mood yesterday seemed **pensive**, or deeply thoughtful.

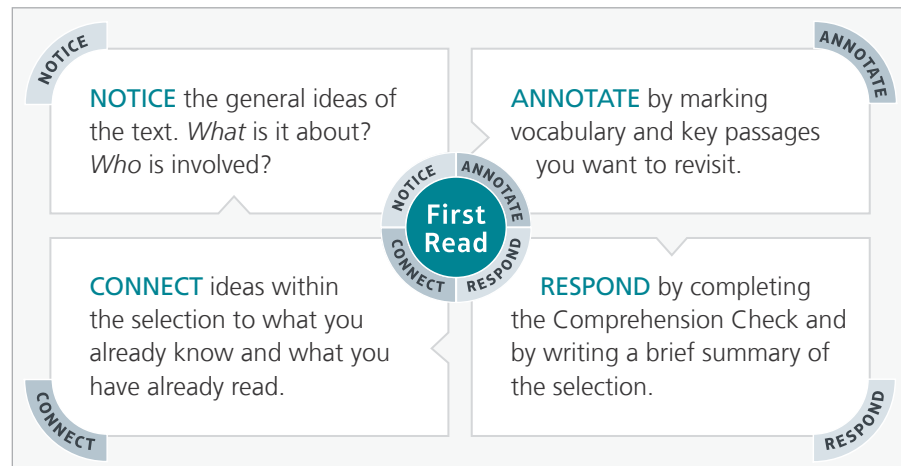
Elaborating Details: Many of their comments were **unintelligible**—because they mumbled or spoke too quietly to be heard.

Contrast of Ideas and Topics: Failing to display his usual **tenacity**, Patrick decided to abandon his science project.

Apply your knowledge of context clues and other vocabulary strategies to determine the meanings of unfamiliar words you encounter during your first read. Use a resource such as a dictionary or a thesaurus to verify the meanings you identify.

First Read NONFICTION

Apply these strategies as you conduct your first read. You will have an opportunity to complete a close read after your first read.



STANDARDS

RI.9–10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

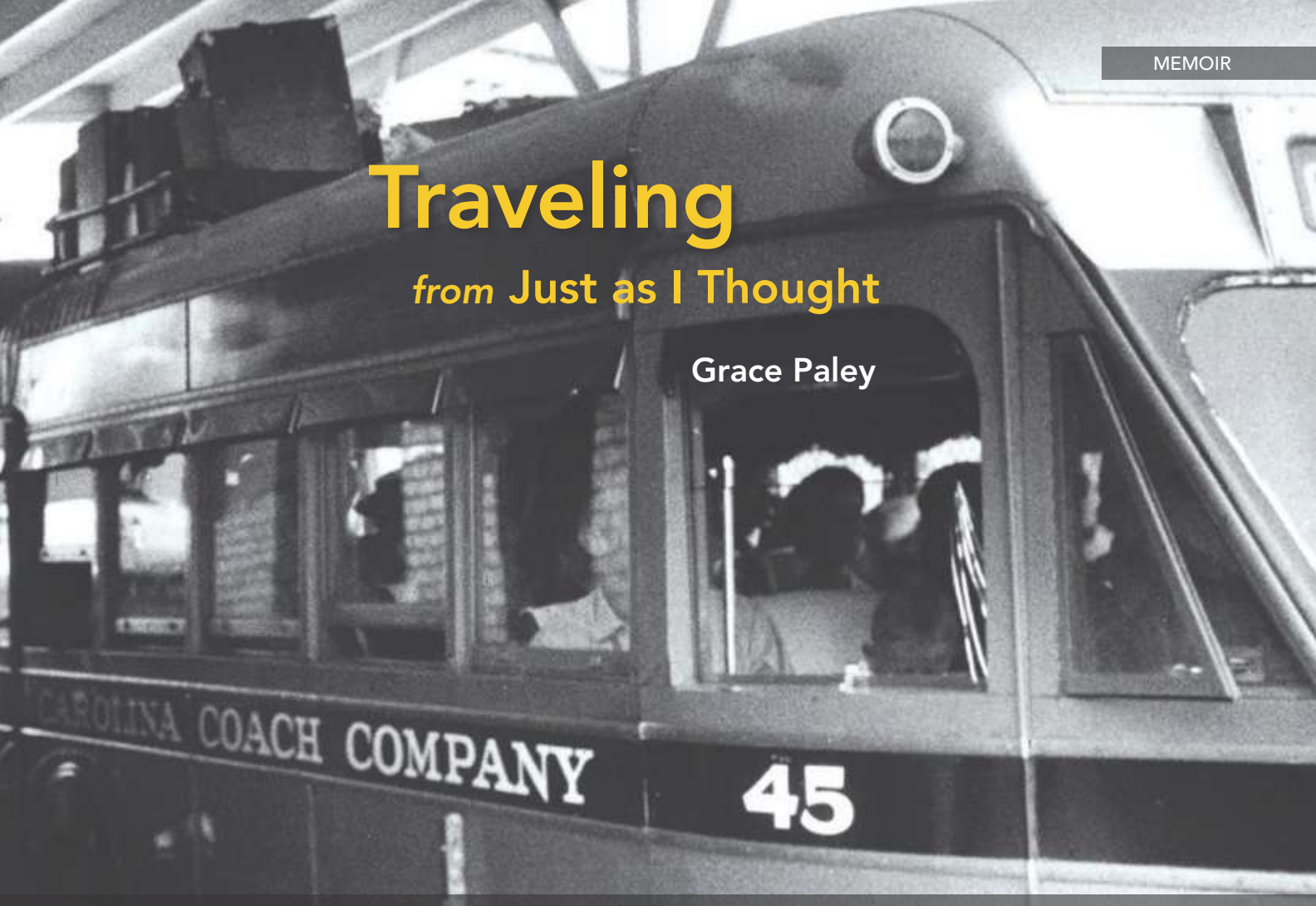
L.9–10.4.a Use context as a clue to the meaning of a word or phrase.

L.9–10.4.d Verify the preliminary determination of the meaning of a word or phrase.

Traveling

from Just as I Thought

Grace Paley



BACKGROUND

Some of the most visible Jim Crow laws (state laws establishing segregation between African American and white citizens) were those affecting public transportation. During the Civil Rights era, laws requiring African American travelers to sit in the back of buses became the focus of organized protest.

SCAN FOR
MULTIMEDIA 

¹ **M**y mother and sister were traveling south. The year was 1927. They had begun their journey in New York. They were going to visit my brother, who was studying in the South Medical College of Virginia. Their bus was an express and had stopped only in Philadelphia, Wilmington, and now Washington. Here, the darker people who had gotten on in Philadelphia or New York rose from their seats, put their bags and boxes together, and moved to the back of the bus. People who boarded in Washington knew where to seat themselves. My mother had heard that something like this would happen. My sister had heard of it, too. They had not lived in it. This reorganization of passengers by color happened in silence. My mother and sister remained in their seats, which were about three-quarters of the way back.

² When everyone was settled, the bus driver began to collect tickets. My sister saw him coming. She pinched my mother: Ma! Look! Of

NOTES

course, my mother saw him, too. What frightened my sister was the quietness. The white people in front, the black people in back—silent.

3 The driver sighed, said, You can't sit here, ma'am. It's for them, waving over his shoulder at the Negroes, among whom they were now sitting. Move, please.

4 My mother said, No.

5 He said, You don't understand, ma'am. It's against the law. You have to move to the front.

6 My mother said, No.

7 When I first tried to write this scene, I imagined my mother saying, That's all right, mister, we're comfortable. I can't change my seat every minute. I read this invention to my sister. She said it was nothing like that. My mother did not try to be friendly or pretend innocence. While my sister trembled in the silence, my mother said, for the third time, quietly, No.

8 Somehow finally, they were in Richmond. There was my brother in school among so many American boys. After hugs and my mother's anxious looks at her young son, my sister said, Vic, you know what Mama did?

9 My brother remembers thinking, What? Oh! She wouldn't move? He had a classmate, a Jewish boy like himself, but from Virginia, who had had a public confrontation with a Negro man. He had punched that man hard, knocked him down. My brother couldn't believe it. He was stunned. He couldn't imagine a Jewish boy wanting to knock anyone down. He had never wanted to. But he thought, looking back, that he had been set down to work and study in a nearly foreign place and had to get used to it. Then he told me about the Second World War, when the disgrace of black soldiers being forced to sit behind white German POWs¹ shook him. Shamed him.

10 About fifteen years later, in 1943, in early summer, I rode the bus for about three days from New York to Miami Beach, where my husband in sweaty fatigues,² along with hundreds of other boys, was trudging up and down the streets and beaches to prepare themselves for war.

11 By late afternoon of the second long day, we were well into the South, beyond Richmond, maybe South Carolina or Georgia. My excitement about travel in the wide world was damaged a little by a sudden fear that I might not recognize Jess or he, me. We hadn't seen each other for two months. I took a photograph out of my pocket; yes, I would know him.

12 I had been sleeping waking reading writing dozing waking. So many hours, the movement of the passengers was something like a tide that sometimes ebbed³ and now seemed to be noisily rising. I opened my eyes to the sound of new people brushing past my aisle seat. And looked up to see a colored woman holding a large sleeping

1. **POWs** abbreviation for "prisoners of war."

2. **fatigues** (fuh TEEGZ) *n.* uniforms soldiers wear while doing physical work.

3. **ebbed** *v.* flowed outward from the land, lowering the level of the water.



This photograph depicts how segregation looked on public buses in the Jim Crow South.

baby, who, with the heaviness of sleep, his arms so tight around her neck, seemed to be pulling her head down. I looked around and noticed that I was in the last white row. The press of travelers had made it impossible for her to move farther back. She seemed so tired and I had been sitting and sitting for a day and a half at least. Not thinking, or maybe refusing to think, I offered her my seat.

- 13 She looked to the right and left as well as she could. Softly she said, Oh no. I became fully awake. A white man was standing right beside her, but on the other side of the invisible **absolute** racial border. Of course, she couldn't accept my seat. Her sleeping child hung mercilessly from her neck. She shifted a little to balance the burden. She whispered to herself, Oh, I just don't know. So I said, Well, at least give me the baby. First, she turned, barely looking at the man beside her. He made no move. So, to my surprise, but obviously out of **sheer** exhaustion, she disengaged the child from her body and placed him on my lap. He was deep in child-sleep. He stirred, but not enough to bother himself or me. I liked holding him, aligning him along my twenty-year-old young woman's shape. I thought ahead to that holding, that breathing together that would happen in my life if this war would ever end.

- 14 I was so comfortable under his nice weight. I closed my eyes for a couple of minutes, but suddenly opened them to look up into the face of a white man talking. In a loud voice he addressed me: Lady, I wouldn't of touched that thing with a meat hook.

- 15 I thought, Oh, this world will end in ice. I could do nothing but look straight into his eyes. I did not look away from him. Then I held that boy a little tighter, kissed his curly head, pressed him even closer so that he began to squirm. So sleepy, he reshaped himself

NOTES

Mark context clues or indicate another strategy you used that helped you determine meaning.

absolute (AB suh loot) *adj.*

MEANING:

sheer (sheer) *adj.*

MEANING:

inside my arms. His mother tried to narrow herself away from that dangerous border, too frightened at first to move at all. After a couple of minutes, she leaned forward a little, placed her hand on the baby's head, and held it there until the next stop. I couldn't look up into her mother face.

- 16 I write this remembrance more than fifty years later. I look back at that mother and child. How young she is. Her hand on his head is quite small, though she tries by spreading her fingers wide to hide him from the white man. But the child I'm holding, his little face as he turns toward me, is the brown face of my own grandson, my daughter's boy, the open mouth of the sleeper, the full lips, the thick little body of a child who runs wildly from one end of the yard to the other, leaps from dangerous heights with certain experienced caution, muscling his body, his mind, for coming realities.
- 17 Of course, when my mother and sister returned from Richmond, the family at home wanted to know: How was Vic doing in school among all those gentiles?⁴ Was the long bus ride hard, was the anti-Semitism really bad or just normal? What happened on the bus? I was probably present at that supper, the attentive listener and total forgetter of information that immediately started to form me.
- 18 Then last year, my sister, casting the net of old age (through which recent experience easily slips), brought up that old story. First I was angry. How come you never told me about your bus ride with Mama? I mean, really, so many years ago.
- 19 I don't know, she said, anyway you were only about four years old, and besides, maybe I did.
- 20 I asked my brother why we'd never talked about that day. He said he thought now that it had had a great effect on him; he had tried unraveling its meaning for years—then life family work happened. So I imagined him, a youngster really, a kid from the Bronx in Virginia in 1927; why, he was a stranger there himself.
- 21 In the next couple of weeks, we continued to talk about our mother, the way she was principled, **adamant**, and at the same time so shy. What else could we remember . . . Well, I said, I have a story about those buses, too. Then I told it to them: How it happened on just such a journey, when I was still quite young, that I first knew my grandson, first held him close, but could protect him for only about twenty minutes fifty years ago. — 1997

Mark context clues or indicate another strategy you used that helped you determine meaning.


adamant (AD uh muhnt) *adj.*

MEANING:

4. **gentiles** (JEHN tylz) *n.* people who are not Jewish.

Comprehension Check

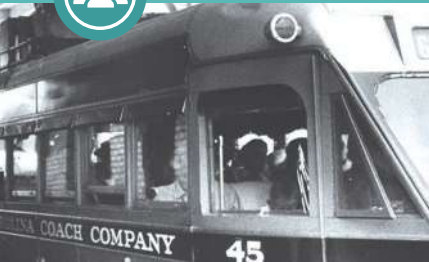
Complete the following items after you finish your first read. Review and clarify details with your group.

1. Why does the bus driver ask the author's mother and sister to change their seats?
2. On her way by bus to Miami, how does the author attempt to help one of her fellow passengers?
3. How does the author react when a white man addresses her in a loud voice?
4. About how much time separates the third part of the memoir from the second part?
5. In the last part of the memoir, what does the author come to realize about her mother?
6.  **Notebook** Confirm your understanding of "Traveling" by writing a timeline of events.

RESEARCH

Research to Clarify Choose at least one unfamiliar detail from the text. Briefly research that detail. In what way does the information you learned shed light on an aspect of the memoir?

Research to Explore Choose something that interested you from the text, and formulate a research question.



TRAVELING

TIP

GROUP DISCUSSION

Keep in mind that group members will have different interpretations of the text. These different perspectives will help you to learn from one another and clarify your own thoughts. Very often there is no single interpretation or conclusion.

WORD NETWORK

Add interesting words related to civil rights from the text to your Word Network.

STANDARDS

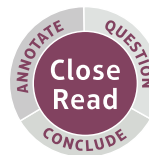
RI.9–10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9–10.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

L.9–10.4.b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech and continue to apply knowledge of Greek and Latin roots and affixes.

Close Read the Text

With your group, revisit sections of the text you marked during your first read. **Annotate** details that you notice. What **questions** do you have? What can you **conclude**?



Analyze the Text

CITE TEXTUAL EVIDENCE to support your answers.

Notebook Complete the activities.

- 1. Review and Clarify** Reread paragraphs 1–4 of the selection. Discuss why you think that the author’s mother refused to change her seat.
- 2. Present and Discuss** Now work with your group to share the passages from the selection that you found especially important. Take turns presenting your passages. Discuss what you notice in the selection, the questions you asked, and the conclusions you reached.
- 3. Essential Question: *How can words inspire change?*** What has this text taught you about the power of words to effect change?

LANGUAGE DEVELOPMENT

Concept Vocabulary

absolute **sheer** **adamant**

Why These Words? The three concept vocabulary words are related. With your group, discuss the words, and determine what they have in common. How do these word choices enhance the impact of the text?

Practice

Notebook Confirm your understanding of these words by using them in sentences. Include context clues that hint at each word’s meaning.

Word Study

Notebook Etymology A word’s origins are called its **etymology**. You will find every word’s etymology in its dictionary entry. For example, if you look up the word *adamant* in a dictionary, you will see that it comes from the Greek word *adamas*, which was formed in Greek from the prefix *a-*, meaning “not,” and the root *-daman-*, meaning “to subdue” or “to tame.” Thus, the original meaning of *adamant* was “untameable” or “unbreakable.” Use a good dictionary to research the etymology of the following words: *invention*, *disengaged*, *attentive*, and *remembrance*. Write each word’s etymology, and then write its meaning.

Analyze Craft and Structure

Author’s Choices: Point of View and Structure The **author’s point of view** is the perspective from which events are related. In a memoir like “Traveling,” the author’s point of view can be compared to a physical position. For example, an author may look at events from a distance, reflecting on them from the perspective of an older, wiser self. Alternatively, a writer may choose a much closer perspective, perhaps attempting to recreate the feeling of a long ago moment.

The **structure** of a work is its overall shape, including the relationship of its different parts or sections to one another. In this memoir, Grace Paley employs a different point of view in each of the work’s three sections. The point of view and the structure she uses are fully intertwined.


TIP

GROUP DISCUSSION

Members of your group may have responded in various ways to these questions. As you discuss your responses, be sure to allow group members to explain their thinking.

Practice

CITE TEXTUAL EVIDENCE
to support your answers.

 **Notebook** Work independently to answer these questions. Then, share your responses with the group.

1. Reread paragraphs 1–6. Did Paley herself live through the experience she describes in those paragraphs? Explain.
2. (a) What shift in author’s perspective happens in paragraph 7? (b) How does this shift allow the author to clarify the memoir’s opening scene? Explain.
3. (a) What is the author’s perspective in the memoir’s second section, paragraphs 1 through 15? (b) Explain the shift in perspective that happens at paragraph 16. (c) How does the perspective shift again in the final section, paragraphs 17–21?
4. Explain how the changes in perspective in each section of the memoir follow the chronology of the author’s life.
5. Why do you think the author chose to structure the memoir as she did? What does the shifting chronology and point of view allow that a more basic story structure might not?
6. (a) “Traveling” is a work of nonfiction. Identify at least two sections in which Paley uses techniques commonly found in works of fiction. (b) How does her use of fictional elements add to or detract from the power of the story? Explain.
7. Does the fact that this is a true story make it more powerful or less powerful than a fictionalized version might be? Explain.



TRAVELING

Author's Style

Punctuation In her memoir, Paley uses a nonstandard format for punctuating **dialogue**. In standard English, a speaker's exact words are enclosed by punctuation marks in a direct quotation. When Paley quotes the words spoken by her mother, her sister, her brother, and the bus driver in paragraphs 1–9 of "Traveling," however, she does not use quotation marks.

In addition, Paley occasionally omits punctuation marks, such as commas, that are standard for lists or series. For example, in paragraph 12, she writes this way about her bus ride to Miami: "I had been sleeping waking reading writing dozing waking."

Read It

Work individually. For each quotation from dialogue in the left column of the chart, examine the context. Then, write a note in the right column that comments on Paley's use of direct speech without standard quotation marks. Include your thoughts about the effect of Paley's punctuation choices.

QUOTATION	NOTES ON DIALOGUE
<i>The driver sighed, said, You can't sit here, ma'am. . . .</i> (paragraph 3)	
<i>My mother said, No.</i> (paragraph 6)	
<i>Softly she said, Oh no.</i> (paragraph 13)	
<i>In a loud voice, he addressed me: Lady, I wouldn't of touched that thing with a meat hook.</i> (paragraph 14)	
<i>I don't know, she said, anyway you were only about four years old, and besides, maybe I did.</i> (paragraph 19)	
<i>Well, I said, I have a story about those buses, too.</i> (paragraph 21)	

STANDARDS

L.9–10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Write It

Notebook Write a brief anecdote about something that happened recently to you and someone you know, such as a friend or classmate. Include some direct speech without the use of quotation marks.



Speaking and Listening

Assignment

In the memoir “Traveling,” two generations of women make difficult choices in the segregated South. Each decision has the potential to produce both positive and negative results for all of those involved. With a group, plan a **debate** about a question raised by Paley’s memoir. Choose from among these options for your debate.

- Was Paley’s mother right to refuse to move to the front of the bus? Was her attitude helpful?
- Was Paley right to hold the baby on the bus to Miami? Was she standing up for her principles, or was she endangering the child?
- Which story—Paley’s experience on a segregated bus or her mother’s—best reflects the tensions caused by the belief in “separate but equal” treatment?

Support Your Position Working individually, identify at least three specific supporting reasons for your position as well as passages from Paley’s memoir that you could use to support your position. Collect your ideas in the chart.

EVIDENCE LOG

Before moving on to a new selection, go to your Evidence Log and record what you learned from “Traveling.”

STANDARDS

SL.9–10.1.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.

SUPPORTING REASONS	SUPPORTING PASSAGES OR OTHER EVIDENCE
1	
2	
3	

Come to a Consensus Invite each member of your group to share their positions on the debate questions. Discuss one another’s positions, asking questions and clarifying your responses. Work together to reach a conclusion that identifies the strongest argument. This conclusion may draw on points from several group members.



SOURCES

- REMEMBERING CIVIL RIGHTS HISTORY, WHEN “WORDS MEANT EVERYTHING”
- FOR MY PEOPLE
- INCIDENT
- LESSONS OF DR. MARTIN LUTHER KING, JR.
- TRAVELING

Multimedia Presentation

Assignment

You have read stories, poems, and a speech that deal with the struggle for civil rights in the United States. Work with your group to develop a **multimedia presentation** that addresses this question:

Why do words and actions in some time periods produce meaningful change—and in others do not?

Plan With Your Group

Analyze the Text With your group, analyze each selection and consider what it suggests about the ways in which words and actions either did or could lead to change. Use the chart to record your notes.

TITLE	WHAT ACTIONS OR WORDS LEAD TO CHANGE?
Remembering Civil Rights History, When “Words Meant Everything”	
For My People	
Incident	
Lessons of Dr. Martin Luther King, Jr.	
Traveling	

STANDARDS

SL.9–10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Gather Evidence and Media Examples After your group has finished filling in the chart, list ways in which the words of civil rights leaders and political activists produced change in the 1960s. This will help you draw comparisons and contrasts with other eras, such as today. Consider using audio clips from speeches or news programs to emphasize points in your presentation. You may also include music and other sound effects. Allow each group member to make suggestions for how to integrate media that is appropriate for your audience and task.

Organize Your Ideas As a group, organize the script for your presentation. Decide who will do what job in each part of the presentation. Then, take note of when each section begins, and record what the speaker will say. Also, note when you will use excerpts from texts in this section, other sources, sound effects, and music.

MULTIMEDIA PRESENTATION SCRIPT		
	Media Cues	Script
Speaker 1		
Speaker 2		
Speaker 3		

Rehearse With Your Group

Practice With Your Group As you work through the script for your presentation, use this checklist to evaluate the effectiveness of your group’s first run-through. Then, use your evaluation and the instruction here to guide your revision.

CONTENT	USE OF MEDIA	PRESENTATION TECHNIQUES
<input type="checkbox"/> The presentation has a clear purpose and focus. <input type="checkbox"/> Main ideas are supported with evidence from the texts and from research.	<input type="checkbox"/> The media support and enhance understanding of the topic. <input type="checkbox"/> Media are used evenly throughout the report. <input type="checkbox"/> Equipment functions properly.	<input type="checkbox"/> Media are audible. <input type="checkbox"/> Transitions are smooth. <input type="checkbox"/> Each speaker speaks clearly and with conviction.

Fine-Tune the Content Work with your group to identify key points that are not clear to listeners. Add material to support your points or find another way to word these ideas. Make sure that you address the main prompt by offering an analysis of why some eras produce meaningful change, while others do not.

Improve Your Use of Media Review all audio clips, music, and sound effects to make sure they add interest and help create a cohesive presentation. If a sound cue is not clearly related to the presentation, replace it with a more relevant item.

Present and Evaluate

When you present, be sure that each member has taken into account each of the checklist items. As you listen to other groups’ presentations, evaluate how well they meet the items on checklist.

STANDARDS

SL.9–10.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.9–10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.



ESSENTIAL QUESTION:

How can words inspire change?

Words, as well as actions, were crucial to the fight for civil rights. In this section, you will complete your study of the literature of civil rights by exploring an additional selection related to the topic. You'll then share what you learn with classmates. To choose a text, follow these steps.

Look Back Think about the selections you have already studied. What more do you want to know about the topic of civil rights?

Look Ahead Preview the texts by reading the descriptions. Which one seems most interesting and appealing to you?

Look Inside Take a few minutes to scan the text you chose. Choose a different one if this text doesn't meet your needs.

Independent Learning Strategies

Throughout your life, in school, in your community, and in your career, you will need to rely on yourself to learn and work on your own. Review these strategies and the actions you can take to practice them during Independent Learning. Add ideas of your own for each category.

STRATEGY	ACTION PLAN
Create a schedule	<ul style="list-style-type: none"> • Understand your goals and deadlines. • Make a plan for what to do each day. •
Practice what you've learned	<ul style="list-style-type: none"> • Use first-read and close-read strategies to deepen your understanding. • After you read, evaluate the usefulness of the evidence to help you understand the topic. • Consider the quality and reliability of the source. •
Take notes	<ul style="list-style-type: none"> • Record important ideas and information. • Review your notes before preparing to share with a group. •

Choose one selection. Selections are available online only.

MEDIA: NEWSCAST

Frank McCain Dies—Helped Start Sit-In Movement at Greensboro Lunch Counter

Jeff Tiberii

How far-reaching can one small act of bravery be?



NEWS ARTICLE

How the Children of Birmingham Changed the Civil-Rights Movement *Lottie L. Joiner*

They were beaten, jailed, and scared, but the young people of the Children’s Crusade did not give up.



NARRATIVE NONFICTION

Sheyann Webb

from Selma, Lord, Selma as told to Frank Sikora

Sheyann Webb recounts her experience as a young girl during a dramatic and terrifying episode of the civil rights era.



MAGAZINE ARTICLE

The Many Lives of Hazel Bryan

David Margolick

An iconic photograph from the civil rights era shapes the lives of two women in surprising ways.



MEDIA: VIDEO

Fannie Lou Hamer

BBC

From sharecropper to civil rights activist to congresswoman, Fannie Lou Hamer faced life with courage and dignity.



PERFORMANCE-BASED ASSESSMENT PREP

Review Evidence for an Informative Essay

Complete your Evidence Log for the unit by evaluating what you’ve learned and synthesizing the information you have recorded.



First-Read Guide

Tool Kit
First-Read Guide and
Model Annotation

Use this page to record your first-read ideas.

Selection Title: _____

NOTICE

NOTICE new information or ideas you learn about the unit topic as you first read this text.

ANNOTATE

ANNOTATE by marking vocabulary and key passages you want to revisit.



CONNECT ideas within the selection to other knowledge and the selections you have read.

RESPOND by writing a brief summary of the selection.

CONNECT

RESPOND

STANDARD

Anchor Reading Standard 10 Read and comprehend complex literary and informational texts independently and proficiently.

Close-Read Guide

 **Tool Kit**
Close-Read Guide and
Model Annotation

Use this page to record your close-read ideas.

Selection Title: _____

Close Read the Text

Revisit sections of the text you marked during your first read. Read these sections closely and **annotate** what you notice. Ask yourself **questions** about the text. What can you **conclude?** Write down your ideas.



Analyze the Text

Think about the author's choices of patterns, structure, techniques, and ideas included in the text. Select one, and record your thoughts about what this choice conveys.

QuickWrite

Pick a paragraph from the text that grabbed your interest. Explain the power of this passage.

 STANDARD

Anchor Reading Standard 10 Read and comprehend complex literary and informational texts independently and proficiently.

How the Children of Birmingham Changed the Civil-Rights Movement

Lottie L. Joiner



About the Author



Lottie L. Joiner, a writer based in Washington, D.C., covers social justice issues. She has written for *The Washington Post*, *USA Today*, and *Essence Magazine*, and is the senior editor of *The Crisis* magazine, the official publication of the NAACP.

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BACKGROUND

In the 1960s, Birmingham, Alabama, remained one of the nation's most discriminatory cities. It was home to an exceedingly violent chapter of the Ku Klux Klan, and the state governor, George Wallace, was a leading and vocal opponent of integration. Because of its status as a stronghold of white supremacy, Birmingham was a major target of the civil rights movement.

¹ Fifty years ago this month, Charles Avery left his high school in Jefferson County, Alabama, to lead about 800 of his fellow students on a 10-mile walk to Birmingham City. They were stopped by the sheriff's department, arrested, and jailed. "I was put in the paddy wagon with Dick Gregory¹ and his writer," says Avery, who was 18 at the time and president of his senior class. "I would never forget that day."

² In 1963 Birmingham was known as one of the most racist cities in the South. Martin Luther King, Jr., had described it as a "symbol of hard-core resistance to integration." Activists had nicknamed it Bombingham, because of the frequency of violent attacks against those fighting the system of segregation.

NOTES

1. **Dick Gregory** (b. 1932) African American civil rights activist, writer, and comedian.

- 3 It was the Rev. James Bevel, a leader of the Southern Christian Leadership Conference² and adviser to King, who came up with the idea of a protest group made up of children. In May 1963 they launched the Children’s Crusade and began a march on Birmingham. By the time Avery made it to the city May 7, more than 3,000 black young people were marching on the city.
- 4 It was King’s words that inspired 16-year-old Raymond Goolsby to participate in the march.
- 5 “Rev. Martin Luther King stood right beside me,” remembers Goolsby, 66. “He said, ‘I think it’s a mighty fine thing for children, what you’re doing because when you march, you’re really standing up; because a man can’t ride your back unless it is bent.’ And, boy, I mean he talked so eloquent and fast, after he finished his motivational speech, I was ready.”
- 6 On May 2, 1963, Goolsby joined thousands of students who left their classrooms and gathered at the 16th Street Baptist Church in Birmingham. It was there where they spilled out in groups of 50 to march downtown. “My group was the first of 50 to march,” says Goolsby. “Our job was to decoy the police. We got arrested about a block and a half from 16th Street.”
- 7 The next day, the police, led by infamous commissioner of public safety Bull Connor, brought out fire hoses and attack dogs and turned them on the children. It was a scene that caused headlines across the nation and around the world.
- 8 “Pictures of the bravery and determination of the Birmingham children as they faced the brutal fire hoses and vicious police dogs were splashed on the front pages of newspapers all across America and helped turn the tide of public opinion in support of the civil-rights movement’s fight for justice,” says Marian Wright Edelman, founder and president of the Children’s Defense Fund³.
- 9 Jessie Shepherd, then 16, was soaked when she was loaded up in a paddy wagon. “I was told not to participate,” says Shepherd, now a retired clinical diet technician. “But I was tired of the injustice.”
- 10 “I couldn’t understand why there had to be a colored fountain and a white fountain,” says Shepherd. “Why couldn’t I drink out the fountain that other little kids drank out of? As I got older, I understood that’s just the way it was, because my skin was black, and we were treated differently because of that.”
- 11 So she marched.
- 12 Soon the city’s jails were so overcrowded that students were sent to the local fairground. They slept on cots and sang freedom

2. **Southern Christian Leadership Conference** civil rights organization founded by Martin Luther King, Jr., and others in 1957. The organization was hugely important in the civil rights movement and remains influential to this day.

3. **Children’s Defense Fund** organization founded in 1973 to provide a voice for American children and to protect and promote their rights.

songs while waiting for movement leaders to raise money for their bail.

13 “I didn’t anticipate the outcome being so drastic,” says Shepherd.

14 Gwen Gamble had just been released from jail and didn’t want to go back. Shortly before the crusade, the teenager had been arrested for participating in a lunch counter sit-in and jailed for five days. “We were put in with people who had actually broken the law. It was scary. They weren’t nice,” says Gamble, who was 15.

15 She and her two sisters were trained by the movement to be recruiters for the Children’s Crusade. On the first day of the march, they went to several schools and gave students the cue to leave. They then made their way to 16th Street Baptist.

16 “We left the church with our picket signs and our walking shoes,” says Gamble. “Some of us even had on our raincoats because we knew that we were going to be hosed down by the water hoses.”

17 Under intense public pressure, Birmingham negotiated a truce with King, and on May 10, Connor was removed from his position. The Children’s Crusade had worked.

18 “The Birmingham campaign was a crucial campaign,” says Clayborne Carson, director of the Martin Luther King, Jr., Research and Education Institute at Stanford University. “He had never led a massive campaign of civil disobedience before, and there were not enough adults prepared to be arrested. So the Children’s Crusade turned the tide of the movement.”

19 Carson also notes that had King failed in Birmingham, his legacy wouldn’t be what it is. “If he hadn’t won, there probably wouldn’t have been an ‘I Have a Dream’ speech or a Man of the Year award or a Nobel Peace Prize in 1964,” says Carson.

20 In honor of the 50th anniversary of the march, there will be a reenactment of the Children’s Crusade and the opening of an exhibit on the children’s march at the Birmingham Civil Rights Institute.

21 Today Birmingham has an African-American mayor, a majority-black City Council, and a black superintendent of schools.

22 “Had it not been for those children going out in the streets of Birmingham making a difference, going to jail, protesting, I really don’t believe what we have today would be possible,” says Gamble. “I definitely say there would not be a Barack Obama.”

Sheyann Webb from *Selma, Lord, Selma*

as told to Frank Sikora



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About the Author



Frank Sikora was born and raised in Ohio, but moved to the warmer climate of the South in 1962 after his daughter contracted a case of pneumonia. Sikora worked as a journalist at *The Birmingham News* for 32 years, and freelanced for *Time* magazine for six years. He has written several books on civil rights in Alabama.

BACKGROUND

In January 1965, Dr. Martin Luther King, Jr., traveled to Selma, Alabama, to enlist people in the fight for voting rights. Two young girls who were neighbors and best friends, eight-year-old Sheyann Webb and nine-year-old Rachel West Nelson, became members of the movement and joined the march across the Edmund Pettus Bridge in Selma. Ten years later, the journalist Frank Sikora conducted about 40 interviews with Webb and West about their experiences.

NOTES

- 1 **A**ll I knew is I heard all this screaming and the people were turning and I saw this first part of the line running and stumbling back toward us. At that point, I was just off the bridge and on the side of the highway. And they came running and some of them were crying out and somebody yelled, “Oh, God, they’re killing us!” I think I just froze then. There were people everywhere, jamming against me, pushing against me. Then, all of a sudden, it stopped and everyone got down on their knees, and I did too, and somebody was saying for us to pray. But there was so much excitement it never got started, because everybody was talking and they were scared and we didn’t know what was happening or was going to happen. I remember looking toward

the troopers and they were backing up, but some of them were standing over some of our people who had been knocked down or had fallen. It seemed like just a few seconds went by and I heard a shout. “Gas! Gas!” And everybody started screaming again. And I looked and I saw the troopers charging us again and some of them were swinging their arms and throwing canisters of tear gas. And beyond them I saw the horsemen starting their charge toward us. I was terrified. What happened then is something I’ll never forget as long as I live. Never. In fact, I still dream about it sometimes.

- 2 I saw those horsemen coming toward me and they had those awful masks on; they rode right through the cloud of tear gas. Some of them had clubs, others had ropes or whips, which they swung about them like they were driving cattle.
- 3 I’ll tell you, I forgot about praying, and I just turned and ran. And just as I was turning the tear gas got me; it burned my nose first and then got my eyes. I was blinded by the tears. So I began running and not seeing where I was going. I remember being scared that I might fall over the railing and into the water. I don’t know if I was screaming or not, but everyone else was. People were running and falling and ducking and you could hear the horses’ hooves on the pavement and you’d hear people scream and hear the whips swishing and you’d hear them striking the people. They’d cry out; some moaned. Women as well as men were getting hit. I never got hit, but one of the horses went right by me and I heard the swish sound as the whip went over my head and cracked some man across the back. It seemed to take forever to get across the bridge. It seemed I was running uphill for an awfully long time. They kept rolling canisters of tear gas on the ground, so it would rise up quickly. It was making me sick. I heard more horses and I turned back and saw two of them and the riders were leaning over to one side. It was like a nightmare seeing it through the tears. I just knew then that I was going to die, that those horses were going to trample me. So I kind of knelt down and held my hands and arms up over my head, and I must have been screaming—I don’t really remember.
- 4 All of a sudden somebody was grabbing me under the arms and lifting me up and running. The horses went by and I kept waiting to get trampled on or hit, but they went on by and I guess they were hitting at somebody else. And I looked up and saw it was Hosea Williams¹ who had me and he was running but we didn’t seem to be moving, and I kept kicking my legs in the air,

1. **Hosea Williams** (1926–2000) African American civil rights leader, scientist, and politician. He was the leader of the march across the Edmund Pettus Bridge.

trying to speed up, and I shouted at him, “Put me down! You can’t run fast enough with me!”

5 But he held on until we were off the bridge and down on Broad Street and he let me go. I didn’t stop running until I got home. All along the way there were people running in small groups; I saw people jumping over cars and being chased by the horsemen who kept hitting them. When I got to the apartments there were horsemen in the yards, galloping up and down, and one of them reared his horse up in the air as I went by, and he had his mask off and was shouting something at me.

6 When I got into the house my momma and daddy were there and they had this shocked look on their faces and I ran in and tried to tell them what had happened. I was maybe a little hysterical because I kept repeating over and over, “I can’t stop shaking, Momma, I can’t stop shaking,” and finally she grabbed me and sat down with me on her lap. But my daddy was like I’d never seen him before. He had a shotgun and he yelled, “By God, if they want it this way, I’ll give it to them!” And he started out the door. Momma jumped up and got in front of him shouting at him. And he said, “I’m ready to die; I mean it! I’m ready to die!” I was crying there on the couch, I was so scared. But finally he put the gun aside and sat down. I remember just laying there on the couch, crying and feeling so disgusted. They had beaten us like we were slaves.

Later that evening, Sheyann joined her friend Rachel at the church, where marchers and community members had gathered.

7 But then later in the night, maybe nine-thirty or ten, I don’t know for sure, all of a sudden somebody there started humming. I think they were moaning and it just went into the humming of a freedom song. It was real low, but some of us children began humming along, slow and soft. At first I didn’t even know what it was, what song, I mean. It was like a funeral sound, a dirge. Then I recognized it—*Ain’t Gonna Let Nobody Turn Me ‘Round*. I’d never heard it or hummed it that way before. But it just started to catch on, and the people began to pick it up. It started to swell, the humming. Then we began singing the words. We sang, “Ain’t gonna let George Wallace turn me ‘round.” And, “Ain’t gonna let Jim Clark turn me ‘round.” “Ain’t gonna let no state trooper turn me ‘round.”

8 Ain’t gonna let no horses . . . ain’t gonna let no tear gas—ain’t gonna let nobody turn me ‘round. *Nobody!*

9 And everybody’s singing now, and some of them are clapping their hands, and they’re still crying, but it’s a different kind of crying. It’s the kind of crying that’s got spirit, not the weeping they had been doing.

10 And me and Rachel are crying and singing and it just gets louder and louder. I know the state troopers outside the church

heard it. Everybody heard it. Because more people were coming in then, leaving their apartments and coming to the church—because something was happening.

11 We was singing and telling the world that we hadn't been whipped, that we had won.

12 *Just all of a sudden something happened that night and we knew in that church that—Lord Almighty—we had really won, after all. We had won! 🎉*

NOTES

The Many Lives of Hazel Bryan

David Margolick



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About the Author



David Margolick (b.1952) is a contributing editor at *Vanity Fair*. Previously he was a legal reporter and the national legal affairs editor and columnist at the *New York Times*. He graduated from the University of Michigan and from Stanford Law School. Margolick has taught at New York University's Department of Journalism and has published six books. He lives in New York City.

BACKGROUND

The Supreme Court ruled in 1954 that segregation in public schools was unconstitutional. Testing that decision, the “Little Rock Nine,” a group of African American teenagers, became the first black students to enroll at an all-white high school in Little Rock, Arkansas, in September of 1957. When school opened on September 4, the state governor called in the National Guard to prevent the students from entering the high school, but later that month President Eisenhower sent in federal troops to escort the nine students into the school.

NOTES

- 1 Who *doesn't* know that face?
- 2 It's the face of a white girl—she was only 15 years old, but everyone always thinks her older than that, and judges her accordingly—shouting at an equally familiar, iconic¹ figure: a sole black school girl dressed immaculately in white, her mournful and frightened eyes hidden behind sunglasses, clutching her books and walking stoically² away from Little Rock Central High School on Sept. 4, 1957—the date when, in many ways, desegregation first hit the South where it hurt.

1. **iconic** (y KON ihk) *adj.* widely recognized and known.

2. **stoically** (STOH ihk lee) *adv.* acting without showing complaint or emotion.

- 3 It's all in that white girl's face, or so it has always appeared. In those raging eyes and clenched teeth is the hatred and contempt for an entire race, and the fury of a civilization fighting tenaciously to preserve its age-old, bigoted way of life. You know what the white girl's saying, but you can't print it all: commands to get out and go home—"home" being the place from which her forebears had been dragged in chains centuries earlier. That what that white girl was actually doing that day was more grabbing attention for herself than making any statement of deep conviction doesn't really matter. Of anyone with *that* face, you simply assume the worst. You also assume she is beyond redemption, especially if, symbolically, she is more useful as is than further understood or evolved.
- 4 So how is it that 55 years later, it is this same white girl—even more than the black girl—who feels aggrieved, who considers herself the victim of intolerance, who has retreated into embittered sadness? How can it be that she, who was so prominent at the joyous 40th anniversary of the events in Little Rock, celebrated by President Bill Clinton among many others, was invisible at the 50th, and ever since?
- 5 The black girl is Elizabeth Eckford of the Little Rock Nine. Moments earlier, she'd tried to enter Central High School, only to be repeatedly rebuffed by soldiers from the Arkansas National Guard placed there by Gov. Orval Faubus. A mob baying at her heels, Elizabeth is making her way, fearfully but determinately, toward what she hoped would be the relative safety of the bus stop a block away.
- 6 *The face belongs to Hazel Bryan. Hazel, the daughter of a disabled war veteran, was largely apolitical,³ even on matters of race; while sharing the prejudices of her parents, she cared far more about dancing and dating. Being in that crowd that morning, making a ruckus, out-shouting all of her friends, was a way of getting noticed, and far more exciting than going into class. She'd thought nothing would come of what she'd done, and nothing ever would have had she not been captured in mid-epithet by Will Counts, a young photographer for the *Arkansas Democrat*.*
- 7 If anyone in the picture, which reverberated throughout the world that day and in history books ever since, should feel aggrieved, it's of course Elizabeth Eckford. What Counts had captured both symbolized and anticipated the ordeals that Elizabeth, a girl of unusual sensitivity and intelligence, would face in her lifetime. First came the hellish year she and other black students endured inside Central, and then decades in which the trauma from that experience, plus prejudice, poverty,

3. **apolitical** (ay puh LIHT uh kuhl) *adj.* not interested or involved in politics.

family tragedy, and her own demons kept her from realizing her extraordinary potential.

- 8 With enormous courage and resiliency, Elizabeth ultimately made a life for herself and has largely come to peace with her past. Paradoxically,⁴ it's been Hazel, who has led a life of far greater financial and familial security, who now feels wounded and angry. Someone who once embodied racial intolerance feels victimized by another form of prejudice, in which good deeds go unappreciated, forgiveness cannot possibly be won, and public statements of contrition breed only resentment and ridicule.
- 9 Concerned over her sudden notoriety, only days after the infamous photograph appeared, Hazel's parents transferred her from Central to a rural high school closer to home. She never spent a day in school with the Little Rock Nine and played no part in the horrors to which administrators, either lax or actually sympathetic to a small group of segregationist troublemakers, allowed them to be subjected. And she left her new school at 17, got married, and began a family.
- 10 But Hazel Bryan Massery was curious, and reflective. Tuning in her primitive Philco with the rabbit ears her father had bought her, she heard the speeches of Dr. Martin Luther King, Jr., and saw those black protesters getting hot coffee and ketchup poured on their heads at segregated lunch counters or being routed by fire hoses and German shepherds. Such scenes brought home to her the reality of racial hatred, and of her own small but conspicuous contribution to it. One day, she realized, her children would learn that that snarling girl in their history books was their mother. She realized she had an account to settle.
- 11 Sometime in 1962 or 1963—no cameras recorded the scene, and she didn't mark anything down—Hazel, sitting in the trailer in rural Little Rock in which she and her family now lived, picked up the Little Rock directory, and looked under "Eckford." Then, without telling her husband or pastor or anyone else, she dialed the number. Between sobs, she told Elizabeth that she was *that* girl, and how sorry she was. Elizabeth was gracious. The conversation lasted a minute, if that. In the South, in the '60s, how much more did a white girl and a black girl have to say to one another?
- 12 Still, Hazel never stopped thinking about the picture and making amends for it. She severed what had been her ironclad ties to an intolerant church. She taught mothering skills to unmarried black women, and took underprivileged black teenagers on field trips. She frequented the black history section at the local Barnes & Noble, buying books by Cornel West and Shelby Steele and

4. **paradoxically** (par uh DOK sihk lee) *adv.* unusually, as opposed to what one might expect.

the companion volume to *Eyes on the Prize*. She'd argue with her mother on racial topics, defending relatives who'd intermarried.

13 Secretly, Hazel always hoped some reporter would track her down and write about how she'd changed. But it didn't happen on its own, and she did nothing to make it happen. Instead, again and again, there was *the* picture. Anniversary after anniversary, Martin Luther King Day after Martin Luther King Day, Black History Month after Black History Month, it just kept popping up. The world of race relations was changing, but to the world, she never did.

14 Finally, on the 40th anniversary of Central's desegregation in 1997, Will Counts returned to Little Rock and arranged for Elizabeth and Hazel to pose for him again. Hazel was thrilled, Elizabeth, curious. Their first meeting was predictably awkward, but the new picture, showing the two women smiling in front of Central, revealed only the barest hint of that. It all but took over the next day's *Arkansas Democrat-Gazette*, and very nearly upstaged President Clinton's speech the next day, in which he worked in a reference to them both. Soon, a poster-sized version of the picture was available: "Reconciliation," it said. Everyone rejoiced; thanks to Elizabeth and Hazel, Little Rock, maligned for 40 years, bathed in instant absolution.⁵

15 Then, quietly, Elizabeth and Hazel discovered something quite miraculous: They actually liked each other. For all their differences—Elizabeth was better-read, Hazel's life far better-balanced—they shared a good deal. Both were introspective, skeptical, a bit isolated; neither fit in anywhere, including in their own families. They visited one another's homes, took trips together, spoke to schools and civic groups. In the process, Hazel helped pull Elizabeth out of her shell, then to blossom. Unemployed, on mental health disability for years, Elizabeth soon returned to work, as a probation officer for a local judge. Two years after they'd first met, the pair even appeared on *Oprah*.

16 Winfrey hadn't bothered hiding her incredulity, even disdain, that day: Of all people, *these two* were now friends? But as rude as both felt her to have been, she'd been on to something. The improbable relationship had already begun to unravel.

17 A student of, and stickler for, history, Elizabeth looked for—and, she thought, spotted—holes in Hazel's story. How, for instance, could Hazel have undertaken something so cruel so casually, then remembered so little about it afterward? And why, after all these years, did she absolve her parents from any blame? At their joint appearances, Elizabeth could treat Hazel impatiently,

5. **absolution** (ab suh LOO shuhn) *n.* forgiveness.

peremptorily.⁶ Meantime, others in the Little Rock Nine either shunned Hazel or complained of her presence at various commemorations.

- 18 But resentment came as well from whites, particularly whites who'd attended Central, particularly those from better families, who'd thought that, even by always looking the other way, they'd done absolutely nothing wrong during those dark days and, truth be told, considered Hazel and her ilk "white trash." Forty years earlier she'd given them all a black eye; now, she was back, more conspicuous, and embarrassing, than ever. At a reunion she foolishly, or naively, attended, she felt their cold shoulder, and could hear their snickers. None of *them* had ever apologized for anything they'd done or not done, and, as far as Hazel could tell, they'd been none the worse for their silence.
- 19 Ultimately, it grew too much for Hazel. She cut off ties with Elizabeth—for her, Sept. 11, 2011, marked another anniversary: 10 years had passed since they'd last spoken—and stopped making public appearances with her. Her interviews with me—granted only with great reluctance—will, she says, be her last. When I asked the two women to pose together one last time, Elizabeth agreed; Hazel would not. Hazel was poised to vote for Obama in 2008; after all, even her own mother did. But so deep was her hurt that she found some excuse not to.
- 20 So the famous photograph of 1957 takes on additional meaning: the continuing chasm between the races and the great difficulty, even among people of good will, to pull off real racial reconciliation. But shuttling back and forth between them, I could see that for all their harsh words—over the past decade, they've only dug in their heels—they still missed one another. Each, I noticed, teared up at references to the other. Perhaps, when no one is looking—or taking any pictures—they'll yet come together again. And if they can, maybe, so too can we. 🌱

6. **peremptorily** (puh REHMP tuh ruh lee) *adv.* in a commanding or imperious manner.

Fannie Lou Hamer

BBC



SCAN FOR
MULTIMEDIA



About the Narrator

Simon Schama (b. 1945) is an English historian and writer who has been a professor at Cambridge University; Oxford University; Harvard University; and Columbia University, where he is currently University Professor of Art History and History. His books have been translated into 15 languages and won numerous awards and honors. Schama is also an essayist and critic for the *New Yorker*. He has appeared in many BBC and PBS films and series as writer–presenter.

BACKGROUND

Fannie Lou Hamer, the subject of this video, was born in 1917. In the 1960s, she became involved in the civil rights movement, working with the Student Nonviolent Coordinating Committee and helping found the Mississippi Freedom Democratic Party. Because she was an activist, Hamer was shot at by the Ku Klux Klan, arrested, and beaten so severely that that she suffered permanent damage. Eventually she won recognition (including from the Mississippi state government), and she was awarded several honorary PhDs. Hamer died in 1977—her tombstone bears one of her most famous quotes: “I am sick and tired of being sick and tired.”

NOTES



EVIDENCE LOG

Go to your Evidence Log and record what you learned from the text you read.


Share Your Independent Learning

Prepare to Share

How can words inspire change?

Even when you read or learn you learn something independently, you can continue to grow by sharing what you've learned with others. Reflect on the text you explored independently and write notes about its connection to the unit. In your notes, consider why this text belongs in this unit.

Learn From Your Classmates

 **Discuss It** Share your ideas about the text you explored on your own. As you talk with your classmates, jot down ideas that you learn from them.

Reflect

Review your notes and underline the most important insight you gained from these writing and discussion activities. Explain how this idea adds to your understanding of the literature of civil rights.

STANDARDS

SL.9–10.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.



Review Evidence for an Informative Essay

At the beginning of the unit, you expressed your ideas in response to the following direction:

Explain how words have the power to provoke, calm, or inspire.

EVIDENCE LOG

Review your Evidence Log and your QuickWrite from the beginning of the unit. Did you learn anything new?

NOTES

Identify at least three pieces of information that interested you about the Civil Rights movement and its literature.

1.

2.

3.

Identify a real-life experience that illustrates one of your revised ideas about literature and the Civil Rights movement:

Develop your thoughts into a topic sentence for an informative essay. Complete this sentence starter:

I learned a great deal about the literature of civil rights when

Evaluate Your Evidence Consider the information you learned. Did the texts you read expand your knowledge? If not, make a plan.

- | | |
|---|--|
| <input type="checkbox"/> Do more research | <input type="checkbox"/> Talk with my classmates |
| <input type="checkbox"/> Reread a selection | <input type="checkbox"/> Ask an expert |
| <input type="checkbox"/> Other: _____ | |

STANDARDS

W.9–10.2 Write informative/explanatory texts to examine and convey ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.



SOURCES

- WHOLE-CLASS SELECTIONS
- SMALL-GROUP SELECTIONS
- INDEPENDENT LEARNING

WORD NETWORK

As you write and revise your informative essay, use your Word Network to help vary your word choices.

STANDARDS

W.9–10.2.a Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension.

W.9–10.2.b Develop a 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.

W.9–10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes.

W.9–10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9–10.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

PART 1

Writing to Sources: Informative Essay

In this unit, you read about various characters, both real and fictional, who are a part of the struggle for civil rights. Some used words to inspire others and share their own experiences, while others used words as a call to action.

Assignment

Write an **informative essay** on the following:

Explain how words have the power to provoke, calm, or inspire.

Use evidence from at least three of the selections you read and researched in this unit to express and support your thesis. If time permits, do outside research, using credible sources, to support your ideas with examples, facts, and quotations. Ensure that your ideas are fully supported, that you use a formal, objective tone, and that your organization is logical and coherent.

Reread the Assignment Review the assignment to be sure you fully understand it. The task may reference some of the academic words presented at the beginning of the unit. Be sure you understand each of the words given below in order to complete the assignment correctly.

Academic Vocabulary

- | | | |
|-----------|----------|----------|
| disrupt | coherent | notation |
| aggregate | express | |

Review the Elements of an Informational Text Before you begin writing, read the Informational Text Rubric. Once you have completed your first draft, check it against the rubric. If one or more of the elements are missing or not as strong as they could be, revise your essay to add or strengthen those components.

Informative Text Rubric

	Focus and Organization	Evidence and Elaboration	Conventions
4	<p>The introduction engages the reader and states a thesis in a compelling way.</p> <hr/> <p>The informative essay includes a clear introduction, body, and conclusion.</p> <hr/> <p>The essay uses facts and evidence from a variety of reliable sources.</p> <hr/> <p>The conclusion summarizes ideas and offers fresh insight into the thesis.</p>	<p>The essay includes specific reasons, details, facts, and quotations from selections and outside resources to support thesis.</p> <hr/> <p>The tone of the essay is always formal and objective.</p> <hr/> <p>The language is always precise and appropriate for the audience and purpose.</p>	<p>The essay consistently uses standard English conventions of usage and mechanics.</p>
3	<p>The introduction engages the reader and sets forth the thesis.</p> <hr/> <p>The essay includes an introduction, body, and conclusion.</p> <hr/> <p>The essay uses facts and evidence from a variety of sources.</p> <hr/> <p>The conclusion summarizes ideas.</p>	<p>The essay includes some specific reasons, details, facts, and quotations from selections and outside resources to support the thesis.</p> <hr/> <p>The tone of the essay is mostly formal and objective.</p> <hr/> <p>The language is generally precise and appropriate for the audience and purpose.</p>	<p>The essay demonstrates general accuracy in standard English conventions of usage and mechanics.</p>
2	<p>The introduction sets forth the thesis.</p> <hr/> <p>The essay includes an introduction, body, and conclusion, but one or more parts is weak.</p> <hr/> <p>The essay uses facts and evidence from a few sources.</p> <hr/> <p>The conclusion partially summarizes ideas.</p>	<p>The essay includes a few reasons, details, facts, and quotations from selections and outside resources to support the thesis.</p> <hr/> <p>The tone of the essay is occasionally formal and objective.</p> <hr/> <p>The language is somewhat precise and appropriate for the audience and purpose.</p>	<p>The essay demonstrates some accuracy in standard English conventions of usage and mechanics.</p>
1	<p>The introduction does not state the thesis clearly.</p> <hr/> <p>The essay does not include an introduction, body, and conclusion.</p> <hr/> <p>The essay does not use a variety of facts and evidence.</p> <hr/> <p>The conclusion does not summarize ideas.</p>	<p>Reliable and relevant evidence is not included.</p> <hr/> <p>The tone of the essay is not objective or formal.</p> <hr/> <p>The language used is imprecise and not appropriate for the audience and purpose.</p>	<p>The essay contains mistakes in standard English conventions of usage and mechanics.</p>



PART 2

Speaking and Listening: Multimedia Presentation

STANDARDS

SL.9–10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.9–10.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.9–10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Assignment

After completing the final draft of your informative essay, use it as the foundation for a three-to five-minute **multimedia presentation**.

Do not simply read your essay aloud. Instead, take the following steps to make your presentation lively and engaging.

- Go back to your essay and annotate the most important ideas and details.
- Choose audio clips and visuals to support your presentation.
- Deliver your presentation with conviction, maintaining eye contact with your audience.

Review the Multimedia Presentation Rubric The criteria by which your multimedia presentation will be evaluated appear in the rubric below. Review these criteria before presenting to ensure that you are prepared.

	Content	Use of Media	Presentation Techniques
3	<p>The introduction engages the audience and establishes the thesis in a compelling way.</p> <p>The presentation provides strong, valid reasons and evidence that support the thesis.</p> <p>The media support the thesis.</p> <p>The conclusion restates thesis and offers fresh insight.</p>	<p>The speaker focuses the right amount of time on each part.</p> <p>The media add interest to the presentation.</p> <p>Media are used evenly throughout the presentation.</p> <p>Listeners can follow presentation.</p>	<p>The speaker maintains eye contact and speaks effectively.</p> <p>Media are audible and visible.</p> <p>The speaker presents with strong conviction and energy.</p>
2	<p>The introduction sets out a thesis.</p> <p>The presentation includes some valid reasons and evidence that support the thesis.</p> <p>The media offer some support for the thesis.</p> <p>The conclusion offers some insight into the thesis.</p>	<p>The speaker focuses the right amount of time on most parts.</p> <p>Media add some interest to the presentation.</p> <p>Media are used in some parts of the presentation but not others.</p> <p>Listeners can mostly follow presentation.</p>	<p>The speaker mostly maintains eye contact and speaks effectively sometimes.</p> <p>Media are mostly audible and visible.</p> <p>The speaker presents with some level of conviction and energy.</p>
1	<p>The introduction does not set out a thesis.</p> <p>The presentation does not include reasons or evidence to support the thesis.</p> <p>The media do not support the thesis.</p> <p>The conclusion does not restate the thesis.</p>	<p>The speaker spends too much time on some parts of the presentation, and too little on others.</p> <p>Media do not add interest to the presentation.</p> <p>Media are used poorly throughout the presentation.</p> <p>Listeners cannot follow presentation.</p>	<p>The speaker does not maintain eye contact or speak effectively.</p> <p>Media are not visible or audible.</p> <p>The speaker presents with little conviction or energy.</p>


Reflect on the Unit

Now that you've completed the unit, take a few moments to reflect on your learning. Use the questions below to think about where you succeeded, what skills and strategies helped you, and where you can continue to grow in the future.

Reflect on the Unit Goals

Look back at the goals at the beginning of the unit. Use a different colored pen to rate yourself again. Think about readings and activities that contributed the most to the growth of your understanding. Record your thoughts.

Reflect on the Learning Strategies

 **Discuss It** Write a reflection on whether you were able to improve your learning based on your Action Plans. Think about what worked, what didn't, and what you might do to keep working on these strategies. Record your ideas before a class discussion.

Reflect on the Text

Choose a selection that you found challenging and explain what made it difficult.

Explain something that surprised you about a text in the unit.

Which activity taught you the most about the literature of civil rights? What did you learn?