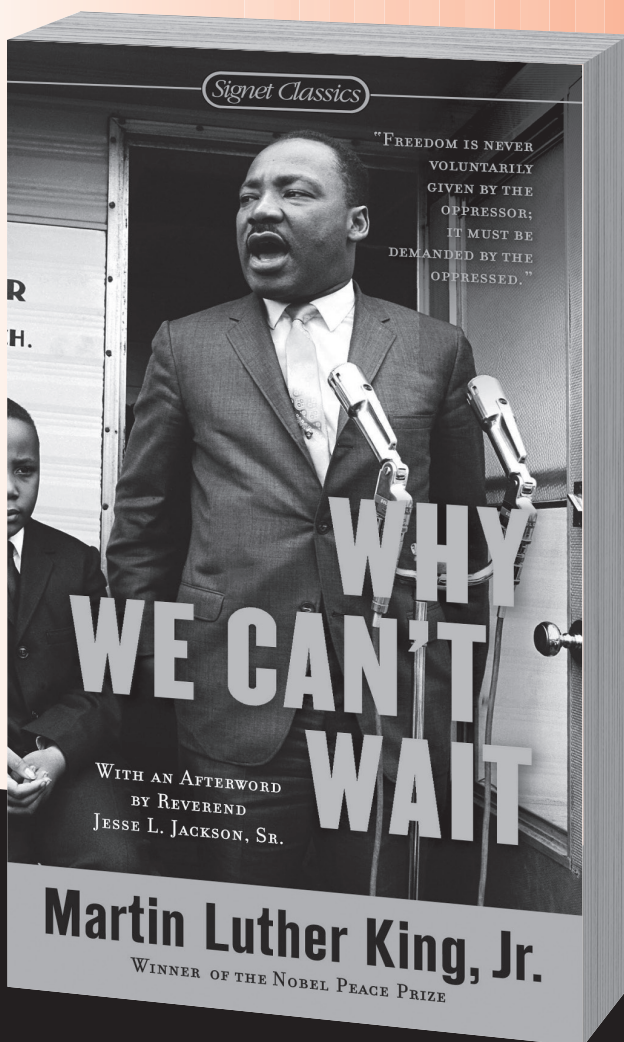


TEACHER'S GUIDE

A TEACHER'S GUIDE TO

WHY WE CAN'T WAIT

BY MARTIN LUTHER KING, JR.



BY LAURA REIS MAYER

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INTRODUCTION

A half century has passed since the Birmingham Campaign of 1963, a precisely orchestrated series of events that became the turning point in America's battle for civil rights. As with any war, the Birmingham Campaign was complex, full of heroes and antagonists, victories and defeats. These are the players and events brought to life on the pages of *Why We Can't Wait*, Martin Luther King, Jr.'s vivid depiction of Spring and Summer, 1963 in the most racially segregated city in the United States. Some of King's most eloquent rhetoric can be found in the book's fifth chapter, "Letter from Birmingham Jail."

Fifty years have passed, but how have we changed? What lessons did Birmingham teach us? How relevant is King's text today? We need only look to Hollywood for an answer. The critical and cultural success of recent films such as *The Help* and *Lee Daniel's The Butler* proves that America has much to gain by studying the civil rights movement, and most significantly, the role of its foot soldiers. Students will also be drawn in by the significance placed on Birmingham's teenagers and by the parallels between the civil rights struggles of the sixties and those currently playing out in America's courts.

Why We Can't Wait provides multiple, rich opportunities for Common-Core aligned analysis and activities. This guide can be used to teach the book as a whole or to concentrate on specific chapters or texts. Each of King's chapters serves as the anchor piece for a "text set." Each anchor is linked to one or more Common Core State Standards for Reading Informational Text and is then complemented by additional titles, providing multi-leveled access to the complexities of King's work. Discussion questions and key quotations are provided to elicit student response. Activities integrate CCSS skills such as evaluating claims, citing text evidence, summarizing ideas, distinguishing between different media, engaging in discussion, and analyzing rhetoric, purpose and point of view. These skills promote critical analysis of King's work while facilitating the engagement characteristic of today's classrooms.

BUILDING BACKGROUND KNOWLEDGE

Ask students to read "1963: The Defining Year of the Civil Rights Movement" <http://www.theguardian.com/world/2013/may/07/1963-defining-year-civil-rights>. As they read the article, instruct students to annotate it using the INSERT method. Symbols such as plus and minus signs, checks, and question marks indicate prior knowledge, contradictions, new learning, and questions. Ask students to summarize the main facts they learn from the article about the progress of the struggle for civil rights. For a handout on INSERT, see the following link: http://www.readwritethink.org/files/resources/lesson_images/lesson230/insert.pdf.

Project the image of Martin Luther King holding his book *Why We Can't Wait*, which can be found at <http://media.syracuse.com/news/photo/2012/12/11949080-large.jpg>. Ask students to make predictions about the book's title. Why might King have given his book this name? Who is "We?" What is being "waited" for?

As a class, read King's introduction to *Why We Can't Wait*. After reading the first line, discuss King's opening sentence: "It is the beginning of the year of our Lord 1963." What purpose is King establishing here? Point out the parallel structure of the beginning paragraphs: "I see a young Negro boy" and "I see a young Negro girl" (xi). What is the impact of this particular imagery on the reader? How does it advance King's purpose? Explain that imagery, religious allusions, personal examples and many more literary and rhetorical devices are the hallmark of Martin Luther King's style and that students should be looking for patterns of these devices as they read in order to more fully comprehend King's message and audience appropriateness.

Invite students to explore the archives at <http://www.thekingcenter.org/>. Here students will find photos, sermons, quotes, and letters from Martin Luther King's personal collections as well as those amassed from his family, colleagues, and other sources. Post a large piece of chart paper on the wall, labeled "Did You Know?" Ask students to choose one interesting or surprising fact they learned from their exploration and write it on the chart paper, graffiti style. Give classmates the opportunity to read each other's facts and discuss.

Direct students to the PBS interactive website: "Explore the Birmingham Campaign" <http://www.pbs.org/black-culture/explore/civil-rights-movement-birmingham-campaign/#.U2j3DqMo9dg>. Ask students to listen to at least one audio clip, reflect on one image, and take the online quiz linked there, called "The Year 1963." Instruct each student to devise a critical thinking question based on their exploration. As a class, create a bulleted list of these questions. Post them on the wall to set a class purpose for reading King's text.

Facilitate a jigsaw reading of The Civil Rights Act of 1964. A summary and image of the primary source can be found at <http://www.archives.gov/education/lessons/civil-rights-act/>. Divide the class into small groups and ask each group to read a section of the law. Groups can then present a summary of the law to the class. For a creative method for presenting summaries, groups might write a "six word story."

WHOLE-BOOK ACTIVITIES

Common Core Skill Focus: Analyze the development of central ideas; propel discussion.

CCSS ELA-Literacy Standards: RI.9-10.2, RI.9-10.3, RI.9-10.10, SL.9-10.1.C

Ask students to create a "Patterns Folder" for themes, rhetorical strategies, and other patterns they will encounter in *Why We Can't Wait*. Direct students to glue 5 or 6 old-fashioned library pockets onto the inside of a file folder. Ask students to tuck several index cards into each pocket. Explain that the cards are for keeping track of significant excerpts, words, or phrases, and that the pockets are for organizing this text evidence into "patterns." The pockets can be labeled according to teacher directions or by students as they identify patterns while reading. Sample pockets for King's text might include "war & battle diction," "rhetorical questions," "metaphor," and "freedom vs. enslavement." A low-cost alternative for library pockets is folded construction paper and tape. For a video clip of Patterns Folders in action, see <https://www.teachingchannel.org/videos/literary-analysis-tool>.

Why We Can't Wait is for the most part written as a chronology. In order to help students visualize and connect the series of events, challenge students to create a timeline of the Birmingham Campaign, starting with significant historical and political moments King alludes to in chapter one and including all events up through the end of September, 1963. Students might also choose to include on the timeline King's hopes for what was to come, as outlined in his final chapter. Engaging timeline tools can be found at:

- http://www.readwritethink.org/files/resources/interactives/timeline_2/
- <http://www.capzles.com/>
- <http://www.preceden.com/>
- <http://www.timerime.com/>

Invite students to "backchannel" their questions while reading *Why We Can't Wait*. The backchannel facilitates total-class participation and provides quiet students a platform to establish voice. As they read each of King's chapters, ask students to generate questions about the text. Questions might ask for background information, clarification, or interpretation. They could

also be about diction, imagery, rhetorical strategies, or point of view. Questions can be submitted on sticky notes to a “Parking Lot” poster or via social media platforms such as Twitter, Goto-Meeting.com, or Backchannel Chat. Teachers might choose to address the questions during a “hotseat” break or allow peers to answer them during class. Online, the teacher can also use the backchannel to pose questions, assign quick-writes, and post digital media that deepens understanding of the text at hand. For information about back channeling, see the following article: http://www.nytimes.com/2011/05/13/education/13social.html?pagewanted=all&_r=0

Assign students to mixed ability reciprocal reading groups to facilitate collaboration on King's themes, claims, and style. Each group is comprised of a Predictor, Questioner, Clarifier, and Summarizer. Groups meet to read or re-read the assigned chapter or excerpt from *Why We Can't Wait*. The predictor makes suggested inferences on content and purpose based on the title and a quick overview of the text. The questioner keeps track of questions group members pose as they read. Questions should range from “right there” to “between the lines” to those that require more critical thinking. The clarifier looks for and initiates discussion about significant vocabulary, purpose, tone, and theme. The summarizer writes an objective summary of the text. Though all group members contribute to the conversation, the roles ensure total student participation. Students may switch to a new role whenever a new chapter or excerpt is read.

CHAPTER ONE: THE NEGRO REVOLUTION—WHY 1963?

SUMMARY

The book opens with this essay, answering the question “Why now? Why not wait?” Using an extended metaphor, King contrasts the seemingly beautiful summer of 1963 with the sudden eruption of lightning that was the Negro Revolution. King describes a people on the edge, poised to defend themselves openly against the oppression they had been facing for centuries. He then delineates the reasons that made 1963 the year to act, including the reality that the 1954 Supreme Court ruling to desegregate schools with all deliberate speed had in fact been met with “all deliberate delay.” King also points to America's focus on the preservation of freedom abroad while at the same time denying liberty to its own citizens. After a discussion of the economic inequality still facing citizens of color, King points out the irony that America was celebrating the centennial of Lincoln's “Emancipation Proclamation.” These reasons, according to King, combined with the American and Christian tradition of nonviolent resistance, made 1963 the culmination of the “greatest mass-action crusade for freedom that has ever occurred in American history” (16).

Common Core Skills Focus: Examine the order of ideas; analyze the impact of word choice; distinguish between multiple mediums.

CCSS ELA-Literacy Standards: RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.7

TEXT SET

1. Hughes, Langston. “A Dream Deferred.” Poem. <http://www.poetryfoundation.org/poem/175884>
2. Lincoln, Abraham. “Emancipation Proclamation.” Primary Document. http://www.archives.gov/exhibits/featured_documents/emancipation_proclamation/
3. Rockwell, Norman. “The Problem We All Live With.” Oil Painting on Canvas. <http://www.nrm.org/2011/05/norman-rockwells-the-problem-we-all-live-with-to-be-exhibited-at-the-white-house/>

CLASSROOM ACTIVITIES

Ask students to draw a double-column chart for tracking weather metaphors throughout this chapter. Columns should be labeled “What It Says” and “What It Means.” In the “What It Says” column, students record examples and page numbers of King’s weather metaphors. In the “What It Means” column, students analyze the metaphor and its impact on the overall meaning. An example is provide below.

What It Says	What It Means
“The pen of the Great Emancipator had moved the Negro into the sunlight of physical freedom, but actual conditions had left him behind in the shadow of political, psychological, social, and intellectual bondage” (12).	Lincoln freed the slaves physically, but social slavery still exists in 1963. The “shadow” is a metaphor for the barriers that enslave blacks.

Text Mapping is a scroll-based strategy for helping students “see” how a text unfolds and connects its significant themes, purposes, and vocabulary. Because students see the text as a whole rather than one or two pages at a time, they are better able to comprehend the big picture. And since students write directly on the text, they are engaged in the comprehension process in a way that centers on text evidence. Photocopy or enlarge each page of the chapter and post pages around the room. Pages can be pasted onto chart paper to allow room for student thinking. Assign groups to move to a single excerpt. The groups re-read their section of text, annotating and discussing for meaning, patterns, diction, or whatever instructional focus is identified by students or teacher. Highlighters, post-it notes, arrows, and margin notes illustrate and record the group’s thinking. After each group is finished, the text gets taped and posted together in a long “scroll.” Students then move in groups down the scroll, discussing how themes, imagery, and rhetoric appear in multiple sections, unifying the text as a whole. More arrows and notes are recorded to illustrate these connections. For images and explanations of the text mapping process, see <http://www.textmapping.org/scrolls.html>.

Using a Powerpoint slide, project an image of Norman Rockwell’s “The Problem We All Live With,” an oil painting of Ruby Bridges on her way to an all-white New Orleans school in 1960. Uncover only one quadrant at a time, allowing students to jot down what they see and what they think is happening in the painting. As each of the four quadrants is revealed, ask students to amend their predictions and analysis. When the entire painting is uncovered, ask students to discuss: What is the purpose of this painting? How does the analysis of single images add to the audience’s overall interpretation? How does this painting deepen understanding of King’s assertion that the Supreme Court’s decree to desegregate schools “had been heeded with all deliberate delay” (8)?

Read Langston Hughes’s poem “A Dream Deferred” to the class. Then ask students to turn to a partner and read the poem out loud, again. Direct students to use the text-rendering process, where they mark one stanza, then one line, then one word that seems most significant. Students can share their thinking with partners, small groups, or the whole class. Pose these questions: How does this poem contribute to the meaning of this chapter’s title? To the title of King’s book? What happens when a group is forced to wait?

Using the “Say Something” strategy, ask partners to read Lincoln’s “Emancipation Proclamation.” Partners take turns reading small sections aloud to one another, stopping regularly to “say something” about the text. Students might draw inferences, ask questions, or summarize what they read. Sentence starters may be provided for those needing help starting a dialogue.

Afterwards, partners might write a short summary statement. Back in the large group, ask students to compare the promise of Lincoln's proclamation with the reality King describes in chapter one. Why does King say "one hundred years had passed since emancipation, with no profound effect on his [the Negro's] plight" (11)?

DISCUSSION QUESTIONS

1. Consider the title of this opening chapter. How does the title connect to the book as a whole and provide insight into King's purpose?
2. Describe the irony in King's weather imagery at the top of page 2.
3. Explain the paradox in "civil turmoil" (2).
4. When King details demonstrator actions, he uses actual names, such as "Sarah Turner," "John Wilkins," and "Bill Griggs" (5). What is his intended effect?
5. Evaluate the use of the pendulum metaphor used to illustrate the "deep disillusion of the Negro in 1963" (7). Is this an effective comparison? Explain.

KEY QUOTATIONS

1. "It would be a pleasant summer because, in the mind of the average man, there was little cause for concern" (1).
2. "The Negro felt that he recognized the same old bone that had been tossed to him in the past—only now it was being handed to him on a platter, with courtesy" (8).
3. "This was his recognition that one hundred years had passed since emancipation, with no profound effect on his plight" (11).
4. "Nonviolence is a powerful and just weapon. It is a weapon unique in history, which cuts without wounding and ennobles the man who wields it" (16).

CHAPTER TWO: THE SWORD THAT HEALS

SUMMARY

In this essay, King delves into the psychological and social conditions that led to the present Revolution. The only acceptable payment, he explains, is not a token, but equality. King characterizes the arrival of the nonviolence movement as a mirror through which the world will look directly at its injustices while defeating and shaming its perpetrators. Citing historical and literary examples, King characterizes the Negro Revolution as a moral offensive that seeks transformation of individuals and the evil system that empowers them. In 1963 Birmingham, King says, the Revolution had found its arena.

Common Core Skills Focus: Analyze the impact of word choice; distinguish between multiple mediums.

CCSS.ELA-Literacy Standards: RI.9-10.4, RI.9-10.7

TEXT SET

1. "Falchion." Image. <http://www.medievalwarfare.info/pics/falchion.jpg>
2. *The Help*. Dir. Tate Taylor. Dreamworks, 2011. Film.
3. Lee, Harper. *To Kill a Mockingbird*. Lippincott, 1960. Novel.

CLASSROOM ACTIVITIES

Show students an image of a traditional sword. Ask them to quietly record any characteristics that come to mind. Students might write “violent,” “scary,” or “vengeful.” Invite students to share their ideas and create a bubble map on the whiteboard or document camera. Inquire: Did anyone write “healing” for one of their characteristics? Why not? Explain that King names chapter two “The Sword that Heals,” and ask students to draw their own image of what this kind of sword looks like. Ask them to keep King’s paradoxical title in mind as they read the chapter. How does this sword metaphor extend throughout the chapter? How does it connect to the philosophy of nonviolence? Is the irony effective?

King asserts that Negroes have been “perfecting an air of ignorance and agreement. In days gone by, no cook would have dared to tell her employer what he ought to know. She had to tell him what he wanted to hear. She knew that the penalty for speaking the truth could be loss of her job” (19). King narrates several scenarios between white employers and their black domestics, indicating that while employers often thought employees were “satisfied,” the truth was far from that. To deepen understanding of King’s point, show two movie clips from *The Help*. One clip from early in the film depicts an interaction between Aibileen, the housekeeper, and Hilly Holbrook, best friend to Aibileen’s employer. Hilly pressures Aibileen to express delight over the building of a separate, “colored” bathroom. The second clip reveals Aibileen’s true feelings about white employers as she speaks in private for the first time to Skeeter, the protagonist. Aibileen’s fear is clear. Ask students to contrast Aibileen’s persona as they watch both scenes, citing evidence in her words, actions, and body language. Afterwards, ask students to journal: How does watching a film interpretation deepen my understanding of King’s text, particularly his discussion of Negro domestics?

Model the use of a DIDLS chart to analyze tone. Diction, images, details, language, and sentence structure all help to establish the author’s tone and point of view in this chapter. A sample student chart might look like the sample below.

Diction The connotation of the word choice	seized, weapon, victory, dangerous, peace Protesters are yielding weapons and fighting a war, though their method is peaceful and nonviolent. This ironic and contradictory diction illustrates that it is a war of morality.
Images Vivid appeals to understanding through the senses	“The united power of southern segregation was the hammer. Birmingham was the anvil” (43). A hammer stops abruptly and forcefully when it hits its anvil. King’s point is that segregation in a sense “stopped” here, a powerful use of imagery. (43)
Details Facts that are included or those omitted	Part II (24): MLK sets out to detail the “elusive path to freedom” Negroes had been on for 100 years. He spends a paragraph on Booker T. Washington, one on W.E.B. Du Bois, another on Marcus Garvey, and one on the N.A.A.C.P. These details are provided to support the idea that what has been tried before has not worked. The time for change is now.
Language The overall use of language, such as formal, clinical, jargon	King uses elevated language characterized by complex vocabulary and alliteration, with the effect of inspiring his readers and listeners, even while clearly calling out the perpetrators. Ex: “...a fallacious and dangerously divisive philosophy spread by those who were either dishonest or ignorant” (37).
Sentence Structure How structure affects the reader’s attitude	King often uses a combination of repetition and parallel structure, which promotes comprehension, and therefore, advances his argument. Ex: “...an army brandishing only the healing sword of nonviolence humbled the most powerful, the most experienced and the most implacable [underlining added] segregationists in the country” (42).

Project on a whiteboard or smart board the text of *To Kill a Mockingbird*, chapter 15, the scene where Atticus Finch disperses a racist mob with merely, as King asserts, “the force of his moral courage” (32). Ask students to read silently and jot down in their notes any words, actions, or body language used by Atticus and Scout that illustrate the idea of moral courage. Then invite students to come forward and annotate the text with colored dry-erase markers, sharing their thinking by circling or underlining significant words and phrases and by writing margin notes. Ask students to take a moment and read their peers’ thinking. Invite them to come up again and use arrows and lines to connect annotations and inferences that fit into patterns. Allow plenty of wait time to facilitate critical thinking. Discuss big ideas. Now direct students back to *Why We Can't Wait*. Ask them to turn and talk about what King means when he says, “To the Negro in 1963, as to Atticus Finch, it had become obvious that nonviolence could symbolize the gold badge of heroism rather than the white feather of cowardice” (32). Share as a whole class.

DISCUSSION QUESTIONS

1. Why does King shift to second person point of view for one paragraph on page 21?
2. Summarize King’s view of “tokenism” as it relates to the Pupil Placement Law (22).
3. Consider King’s explanations on pages 25-26 and write a comparison/contrast statement illustrating the primary differences in the philosophies of Booker T. Washington, W.E.B. Du Bois, and Marcus Garvey.
4. King describes the N.A.A.C.P.’s philosophy as “not a doctrine that made their followers yearn for revenge but one that called upon them to champion change” (28). Explain the distinction he is making between “revenge” and “change.” Why is this distinction important to King?
5. Discuss the paradox in the chapter’s title, “The Sword that Heals.” Why does King choose this metaphor and what does it show about his thinking?

KEY QUOTATIONS

1. “The Negro had really never been patient in the pure sense of the word. The posture of silent waiting was forced upon him psychologically because he was shackled physically” (17).
2. “So it was that, to the Negro, going to jail was no longer a disgrace but a badge of honor” (21).
3. “But he who sells you the token instead of the coin always retains the power to revoke its worth. . . .Tokenism is a promise to pay. Democracy, in its finest sense, is payment” (22).
4. “The united power of southern segregation was the hammer. Birmingham was the anvil” (43).

CHAPTER THREE: BULL CONNOR’S BIRMINGHAM

SUMMARY

Written in second person, this essay serves to describe the social, political, and economic atmosphere of Birmingham in the months leading up to the campaign. King paints a vivid picture for the reader, personalizing the culture of segregation, violence, and brutality that were integral to “the most segregated city in America” (49). Playing a major role in King’s description is the city’s Commissioner of Public Safety, Eugene “Bull” Connor, whose election bid for Mayor heavily impacted the timing of the Southern Christian Leadership Conference’s Birmingham Campaign.

Common Core Skills Focus: Cite text evidence, distinguish between multiple mediums.

CCSS.ELA-Literacy Standards: RI.9-10.1, RI.9-10.7

TEXT SET

1. “Eugene ‘Bull’ Connor.” Website. <http://www.pbs.org/wgbh/americanexperience/freedomriders/people/eugene-bull-connor>
2. “Jim Crow Laws.” Smithsonian National Museum of American History. Website. <http://americanhistory.si.edu/brown/history/1-segregated/jim-crow.html>
3. “The Spirit of Bull Connor Returns.” 21 Aug 2012. Cartoon. <http://www.nationalmemo.com/the-spirit-of-bull-conner-returns/>
4. Wallace, George. “Inaugural Address.” 1963. Primary document; speech. <http://digital.archives.alabama.gov/cdm/singleitem/collection/voices/id/2952/rec/5>

CLASSROOM ACTIVITIES

In “Bull Connors Birmingham,” King paints a picture of the Jim Crow South. While description is plentiful, much is left to inference. Select key passages for students to re-read and facilitate a close-reading focused on what King implies rather than directly states. On the first read, students discuss with a partner: What is going on here? What is the author literally saying? On the second read, partners discuss: What is being represented here, between the lines? What is the author implying? During the final read, students select specific words, phrases, and structures that support the author’s purpose. For instance, students might re-read the passage on church segregation (45). After reading King’s comment “...they practiced segregation as rigidly in the house of God as they did in the theater,” students might infer that King was insinuating segregationists were not acting like Christians. In another excerpt, King begins, “If you believed your history books and thought of America as a country whose governing officials . . . are selected by the governed” (46), students might infer King is calling into question the credibility of sixties-era textbooks. By selecting smaller passages for these “close reads,” students can dig deeper and focus not only on what is stated directly, but also on what is left unsaid. For more information on close reading of complex text, see this brief interview by Douglas Fisher: <http://www.mhecommoncoretoolbox.com/close-reading-and-the-ccss-part-1.html>

Help students examine King’s reference to the 1963 Inaugural Speech of Alabama Governor George Wallace (49). Students will utilize the SOAPSTone strategy to analyze Wallace’s point of view and to determine how it informs the atmosphere of Birmingham, “the most segregated city in America” (49). Distribute copies of Wallace’s speech. As they read, students can work independently or in partners to identify the speaker, occasion, audience, purpose, subject, and tone in order to analyze Wallace’s point of view. Afterwards, students can craft a summary or thesis statement that synthesizes their analysis. Statements can be shared via document camera in order to evaluate peer thinking and writing. Discuss with students: How does reading Wallace’s speech inform your understanding of King’s text?

To extend this activity, show students a video clip of Wallace delivering his speech and ask them to view it through the lens of a white supremacist, a black protester, a journalist, or a young child in the 1963 audience. The four groups can share their various points of view afterward. A video recording of Wallace’s speech can be found at <http://www.youtube.com/watch?v=sMDWov-kGcQ>. A SOAPSTone template is shown on the next page:

Speaker	
Occasion	
Audience	
Purpose	
Subject	
Tone	

Summary: (speaker's point of view) _____

Direct students to the Smithsonian National Museum of American History's website on Jim Crow laws and to the American Experience's Freedom Riders website on Bull Connor. Provide time for students to explore the primary documents and images in order to gather an impression of the atmosphere in the Jim Crow South. Then, break students into small groups that focus on a different aspect of the laws such as housing, restaurants, or transportation. Ask groups to analyze the effects of these laws on both blacks and whites in the 1960's, and to publish their analysis in a video montage or photostory posted on the class website or other social media venue. The idea is for groups to mix images, audio, and text to tell a story about one aspect of the Jim Crow South. One free and easy platform for story telling with images and audio is <http://voicethread.com/>, which integrates media while placing focus on content and providing an authentic audience for student writers.

Show students the 2012 political cartoon "The Spirit of Bull Connor Returns." Ask them to analyze the cartoon for its content and message using the National Archives cartoon analysis template, found at http://www.archives.gov/education/lessons/worksheets/cartoon_analysis_worksheet.pdf. Discuss with the class: What is the connection the artist is making between 1963 and today? Why does he pick Bull Connor as the vehicle to convey his point of view? What message is implied about remembering our history?

DISCUSSION QUESTIONS

1. Analyze King's use of the Rip Van Winkle allusion in the first paragraph. Is this an accurate portrayal of 1963 Birmingham? Or is there another allusion you might choose? Explain.
2. Read "between the lines" in King's assessment of white Christian churches at the bottom of page 45. What has King left unsaid? What is he implying?
3. King starts the last paragraph on page 46 with "If you believed your history books . . ." What is he really saying here? What other diction in this paragraph supports this implication?
4. The idea of "silence" is repeated in various forms on page 48. Why does King repeat this word? What does he see as its effects?

- King describes the role of the protest movement on the Birmingham business community. What in his discussion is new to you? How does considering the impact on business and economics change or add to your view of the civil rights movement?

KEY QUOTATIONS

- “You might have concluded that here was a city which had been trapped for decades in a Rip Van Winkle slumber; a city whose fathers had apparently never heard of Abraham Lincoln, Thomas Jefferson, the Bill of Rights, the Preamble to the Constitution, the Thirteenth, Fourteenth, and Fifteenth Amendments, or the 1954 decision of the United States Supreme Court outlawing segregation in the public schools” (44).
- “The ultimate tragedy of Birmingham was not the brutality of the bad people, but the silence of the good people” (48).
- “They had heard of it [school-desegregation] and, since its passage, had consistently expressed their defiance, typified by the prediction of one official that blood would run in the streets before desegregation would be permitted to come to Birmingham” (45).

CHAPTER FOUR: NEW DAY IN BIRMINGHAM

SUMMARY

Beginning with Bull Connor's Mayoral defeat, King continues chronicling the events of the days prior to the Birmingham Campaign. The city was in the unique position of operating under two governments, and for that and other reasons, division existed in both its white and black citizens. King argues against the oppositional views to initiating the campaign and details the meetings and speeches held to unify protesters. Justifying his reasons for submitting to arrest, King describes his gratitude and spiritual confirmation upon being released.

Common Core Skills Focus: Analyze point of view and purpose, distinguish between different mediums.

CCSS.ELA-Literacy Standards: RI.9-10.7, RI.9-10.6

TEXT SET

- “Ain't Gonna Let Nobody Turn Me Round.” Freedom Singers. Song recording. http://www.pbs.org/wgbh/amex/eyesontheprize/story/05_riders.html#music
- “Do You Want This in Birmingham?” Political flier; primary document. <http://birminghamhistorycenter.files.wordpress.com/2013/01/boutwell.jpg>
- “How the Power of Music Rallied the Civil Rights Movement.” 25 August 2013. Interview. <http://www.cbsnews.com/news/how-the-power-of-music-rallied-the-civil-rights-movement/>
- Lee Daniels' The Butler*. Dir. Lee Daniels. Follow Through Productions, 2013. Film.
- “Woke Up this Morning with My Mind Stayed on Freedom.” Freedom Singers. Song recording. <http://www.folkways.si.edu/TrackDetails.aspx?itemid=29306>
- “Woke Up this Morning with My Mind Stayed on Freedom.” John Legend. YouTube. <https://www.youtube.com/watch?v=0pOVElQFNMs>

CLASSROOM ACTIVITIES

Ask students to conduct a rhetorical feature analysis of an excerpt from “New Day in Birmingham,” pages 65–66. Features may be pre-selected and pre-taught by the teacher or chosen by students as they read the text. Rhetorical features for this section might include parallel structure, metaphor, antithesis, anaphora, and other. The analysis can take the form of a three-columned chart, with the first column labeled “rhetorical feature,” the second “example from text,” and the third “impact on meaning/point of view.”

Deepen students’ understanding of the training sessions King details which taught protesters “to resist without bitterness; to be cursed and not reply; to be beaten and not hit back” (66). After reading this excerpt, show the class the training session scene from *Lee Daniels’ The Butler*. In this scene, the protagonist’s son and his peers are cursed, hit, and spit upon. After viewing the film clip, ask students to create a multi-flow map detailing the purpose and effects of these painful trainings. In the middle box, students write “training sessions.” To the left, connected to the middle box with arrows, students write as many causes as they can think of to explain the sessions’ purpose. To the right, also connected to the center box by arrows, students infer the effects of these sessions, both on protesters and potential opponents. Possible causes might include to ensure peaceful protests, and one possible effect might be to shame the opposition. Students can summarize their thinking in a statement at the bottom of the map or extend their thinking in a formal essay.

King details several freedom songs that inspired protesters (64). Play several of these titles for students. As they listen, ask students to analyze the songs for physical qualities, tone, mood, audience, and purpose, using the Sound Recording Analysis template from the National Archive, which can be found at http://www.archives.gov/education/lessons/worksheets/sound_recording_analysis_worksheet.pdf

Discuss with the class the template’s final question: “What information do you gain about this event that would not be conveyed by a written transcript? Be specific.” Now show the CBS Evening News Interview, “How the Power of Music Rallied the Civil Rights Movement.” As they listen to the interview, ask students to jot down on sticky notes any new insights they gather about the purpose and effects of freedom songs during the Civil Rights era. Post-its can be categorized into key ideas on the whiteboard.

Review or teach a mini-lesson on the concept of propaganda. Point out to students that the title of this chapter refers to the election of new mayor Albert Boutwell, who Fred Shuttlesworth describes as “just a dignified Bull Connor” (61). Explain that ironically, Boutwell’s opponents portrayed him as a Negro sympathizer. Project the flier that depicts a Boutwell administration as one with mixed-race dating, swimming pools, and movie theaters. Assign a turn and talk: What is the purpose of this propaganda? Why would this have been an effective political device?

DISCUSSION QUESTIONS

1. Explain what King means when he characterizes Birmingham’s new mayor as “just a dignified Bull Connor” (61). Contrast King’s characterization of Boutwell and the caption he quoted from the Birmingham News.
2. Summarize King’s explanation of the role freedom songs played in the movement.
3. “Virtually all the coverage in the national press at first had been negative, picturing us as irresponsible hotheads who had plunged into a situation just when Birmingham was getting ready to change overnight into Paradise” (71). Characterize the tone of King’s portrayal here. How does his tone contribute to his overall purpose in this chapter?

4. “We decided that Good Friday, because of its symbolic significance would be the day that Ralph Abernathy and I would present our bodies as personal witnesses in this crusade” (78). What is King implying about the significance of his arrest? How does King’s diction here contribute to his purpose? Why does King portray himself with Christ-like imagery? Explain.
5. King uses light and dark imagery on the bottom of page 82. What is the effect of this strategy on the passage’s overall meaning?

KEY QUOTATIONS

1. “We sing the freedom songs today for the same reason the slaves sang them, because we too are in bondage and the songs add hope to our determination that ‘We shall overcome, Black and white together, We shall overcome someday’” (64).
2. “We, who contend for justice, and who oppose those who will not honor the law of the Supreme Court and the rulings of federal agencies, were saying that we would overtly violate a court order” (77).
3. “You will never know the meaning of utter darkness until you have lain in such a dungeon, knowing that sunlight is streaming overhead and still seeing only darkness below” (82).

CHAPTER FIVE: LETTER FROM BIRMINGHAM JAIL

SUMMARY

Written while serving jail time for participating in a civil rights demonstration in Birmingham, King composed this open letter on April 16, 1963. The letter is a response to several prominent Alabama clergymen, who had called on King to let the integration battle be waged in court rather than on the streets of America’s Southern cities. While opening with a collegial tone, King immediately sets out to dismantle his accusers’ claims in a methodical fashion. King addresses accusations of interference, extremism, and untimeliness, ending his argument with a reminder of the Christian values at the heart of the African American struggle.

Common Core Skills Focus: Analyze how claims are developed, determine point of view and purpose, evaluate claims, analyze seminal U.S. documents

CCSS.ELA-Literacy Standards: RI.9-10.5, RI.9-10.6, RI.9-10.8, RI.9-10.9

TEXT SET

1. “A Call for Unity.” Birmingham News. 12 April 1963. Letter. <http://www.stanford.edu/group/King/frequentdocs/clergy.pdf>
2. Eliot, T.S. *Murder in the Cathedral*. Houghton: 1964. Drama.
3. “Martin Luther King’s Letter from Birmingham Jail.” UT McCombs School. Dramatic Reading. <https://www.youtube.com/watch?v=s5Y-64GJT8E>.
4. “Rap Lyrics on Trial.” *New York Times*. 13 Jan 2014. Newspaper article. http://www.nytimes.com/2014/01/14/opinion/rap-lyrics-on-trial.html?_r=0

CLASSROOM ACTIVITIES

Ask students to read “A Call for Unity,” the letter from eight local white clergyman that prompted King’s “Letter from Birmingham Jail.” Then ask students to use Cornell Notes to

delineate and evaluate King's response, focusing on how he addresses the ministers' points. With Cornell Notes, students write main ideas on the left side of a double column chart, and specific details on the right. In this case, students can write the ministers' points on the left and King's responses on the right. The evaluation portion of the student analysis can be posted at the bottom of the notes pages. For sample notes and templates, see <http://coe.jmu.edu/learningtoolbox/cornellnotes.html>.

Ask students to “backward map” King's letter in order to analyze the role paragraphs and portions of text play in developing an author's claims. For each section of text that serves a different purpose, ask students to draw and label a flowmap box. Next, students should add arrows indicating the flow of King's ideas. In this way, students isolate King's separate ideas while at the same time viewing them as a “big picture” with a singular purpose. To extend the assignment, students can summarize supporting evidence under each box. Flowmaps can be created by hand or digitally, using Excel or <https://www.lucidchart.com/>.

Review or teach a mini-lesson on the use of Aristotle's three models of persuasion: ethos, logos, and pathos. Model their use in a current, accessible text, such as “Rap Lyrics on Trial,” asking students to highlight examples of each in the article. Then ask students to read an excerpt of “Letter from Birmingham Jail,” applying the same highlighting strategy to King's text. Students can look for examples of all three modes, or groups might focus on only one and share their analysis.

Show students a dramatic reenactment of King's “Letter from Birmingham Jail.” Ensure active listening by asking students to jot down key words or phrases heard that indicate King's purpose or point of view. Afterwards, invite students to share their thinking. Extend the discussion by asking: How does watching this reenactment add to or change your analysis of these key sections of text?

Write on the whiteboard the T.S. Eliot *Murder in the Cathedral* quotation: “The last temptation is the greatest treason: To do the right deed for the wrong reason.” Explain that King cites Eliot in his “Letter from Birmingham Jail” (110). Ask students to copy the quote onto the center of a piece of paper they have folded into four quadrants. In one of the quadrants, ask students to record their name and respond to the quote. They may choose to interpret or analyze it, cite examples from literature or society, or ask a question. Then direct students to exchange their foldable with three other students. Classmates pick a different quadrant, write their names, respond either to their peer or to the original quotation, and draw connecting arrows to clarify the conversation path. Afterwards, students read their peer's comments and respond with new thinking on the back of the foldable. Ask students to turn and talk about how King's allusion to Eliot advances his point of view.

DISCUSSION QUESTIONS

1. After reading the salutation and opening paragraph of King's letter, determine the writer's purpose. How does his tone contribute to this purpose?
2. King asserts, “We are caught in an inescapable network of mutuality, tied in a single garment of destiny” (87). Explain his point. Which of King's words contribute most effectively to this point?
3. King shifts his tone in the paragraph beginning “The purpose of our direct action program is to...” (90). How might you describe this shift? Is King depending more on logic (logos) or emotion (pathos) here? How does this shift contribute to his overall purpose?
4. In one sentence, summarize King's distinction between just and unjust laws. Are there examples of just and unjust laws in existence today?
5. King utilizes multiple historical and literary allusions in his letter. Which of these is the most effective toward advancing his purpose? Why?

KEY QUOTATIONS

1. "...[F]reedom is never voluntarily given by the oppressor; it must be demanded by the oppressed" (91).
2. "I would agree with St. Augustine that 'an unjust law is no law at all.' Now, what is the difference between the two? How does one determine whether a law is just or unjust?" (93-94)
3. "Shallow understanding from people of good will is more frustrating than absolute misunderstanding from people of ill will" (97).
4. "We will win our freedom because the sacred heritage of our nation and the eternal will of God are embodied in our echoing demands" (109).

CHAPTER SIX: BLACK AND WHITE TOGETHER

SUMMARY

This chapter characterizes a new phase of the campaign in the days immediately after King's imprisonment. King and his colleagues knew that for the drive to be successful, they must involve the children of Birmingham. As a result, over 1,000 young demonstrators were jailed. The nation reacted in protest, and its sympathy and moral indignation proved to become the turning point in the campaign. Bull Connor's last stand is detailed, along with the backing down of his own men. Violence escalates, a peace pact is drawn, and John F. Kennedy becomes a key player. Though Birmingham is not "miraculously desegregated," says King, it has made a bold step toward equality. The city of Birmingham, he says, has "discovered a conscience" (132).

Common Core Skills Focus: Prepare for discussions, respond to diverse perspectives, and evaluate a speaker's point of view, evidence, and rhetoric

CCSS.ELA-Literacy Standards: SL.9-10.1a, SL.9-10.1d, SL.9-10.3

TEXT SET

1. "Alabama Laws of Criminal Procedure: Rule 33. Contempt." Legislative Rule. http://judicial.alabama.gov/library/rules/cr33_4.pdf.
2. Hudson, Bill. "Policemen lead a group of black school children into jail." Photograph. <http://www.newyorker.com/online/blogs/newsdesk/birmingham-1963-580.jpg>
3. Hunter-Gault, Charlayne. "Fifty Years After the Birmingham Children's Crusade." *The New Yorker*. 2 May 2013. Article. <http://www.newyorker.com/online/blogs/newsdesk/2013/05/fifty-years-after-the-birmingham-childrens-crusade.html>

CLASSROOM ACTIVITIES

Project the photograph from Charlayne Hunter-Gault's *New Yorker* article. Provide time for students to view and reflect on the image. Ask them to jot down what they see and what they think is happening. Then direct student attention to the photo's caption: *Above: Policemen lead a group of black school children into jail on May 4, 1963. Photograph by Bill Hudson/AP.* Ask students to record any additional thoughts after seeing the caption. Now ask students to turn and talk with a partner and then share out with the class: What is the irony evident in this photo and caption? Discuss how children and jail don't usually go together. After students have

read King's "Black and White Together," ask them to return to Hunter-Gault's article, reading and highlighting any new understandings the article provides that deepen their comprehension of King's text. For example, students might highlight remarks by Janice Wesley Kelsey, a student protester who spent four days in jail after the Birmingham's Children's March. Discuss with the class: How do firsthand accounts contribute to our appreciation of King's text?

Hold a Paideia Seminar on "Black and White Together." Prior to the seminar, discuss with students what an ideal seminar looks and sounds like, including participation, active listening, and respect of multiple viewpoints. Ask students to set a class goal, such as: I will contribute to the discussion at least one time, as well as a personal goal, such as: I will mention a classmate's name and extend on or disagree with his thinking. Students should record their goals on paper or sticky-notes which are visible during the seminar. During the discussion, take a facilitator's role. Ask a low-risk opening question to encourage total class participation in a round robin response, such as: What is the single most important word or phrase in this chapter? This question might be provided the night before. Its purpose is to identify main ideas in King's text. Then move to a core question for the purpose of analyzing text details, such as: How does King characterize the media in his essay? End the discussion with a closing question that promotes personalization and application, such as: How might this essay's ideas and values apply to a current social issue or is there a modern parallel that involves significant roles by children? Ask students to evaluate their own and their classmates' speaking, thinking, and listening. Did they meet their class and personal goals? What should the class do differently in the next seminar discussion? How did the Paideia deepen their understanding of King's text?

After reading King's justification on page 115, assign groups a negative or affirmative position and hold a debate on the following resolution: Civil Rights organizers were/were not justified in encouraging children to protest and be taken to jail. Ask groups to prepare an opening speech and to predict claims the opposing side might make. During the debate, group members can share research to help speakers defend their claims and argue counterclaims. After the debate, the class can evaluate the arguments and select a winner. The debate might be formatted in the following manner:

5 min	Opening Statement: Affirmative
2 min	Clarifying Questions: Negative
5 min	Opening Statement: Negative
2 min	Clarifying Questions: Affirmative
2 min	Preparation Time
3 min	Rebuttal & Summary: Affirmative
3 min	Rebuttal and Summary: Negative

Ask students to delve into the legal code of Alabama in order to better understand King's text. In "Black and White Together," King clarifies the differences between criminal contempt and civil contempt in Alabama's state code (120-121). He asserts that charges against protest leaders were changed from "civil contempt" to "criminal contempt" for the sole purpose of preventing "a martyrdom which must eventually turn the full force of national public opinion against Birmingham" (121). Provide students with Rule 33 from the Alabama Rules of Criminal Procedure. Ask partners to read and summarize parts a, b, and c. in the margins. Then ask students to write a one-paragraph analysis of how the law supports King's assertion.

DISCUSSION QUESTIONS

1. King asserts that “the introduction of Birmingham’s children into the campaign was one of the wisest moves we made” (115). Yet, according to King, the national press protested. Who was right? Why?
2. King quotes a little girl who answered “F’edom” to the policeman’s question, “What do you want?” (115). What is his rhetorical purpose in citing this incident? What rhetorical strategy is King making use of here? Does the strategy advance or impede his purpose? Explain.
3. Bull Connor’s order to “turn on the hoses” is defied in what King describes as “one of the most fantastic events of the Birmingham story” (120). Evaluate the actions of the protestors and of Bull Connor’s men. Why do the policemen defy orders? What is “fantastic” about this event? Can non-violence be scarier than violence?
4. When King and his fellow leaders refused to recant their defiance of a civil injunction, the city attorney “undoubtedly realized he would be sentencing [them] to martyrdom” if he imprisoned them (121). What is King’s implication here? What does he leave unsaid about the connections the public would make?
5. Describe the tone of this chapter’s last paragraph. Why does King shift his voice here? Cite specific words and phrases that contribute to this tone.

KEY QUOTATIONS

1. “For the first time in the civil-rights movement, we were able to put into effect the Gandhian principle: ‘Fill up the jails’” (117).
2. “In the face of this resolution and bravery, the moral conscience of the nation was deeply stirred and, all over the country, our fight became the fight of decent Americans of all races and creeds” (119).
3. “I have this hope because, once on a summer day, a dream came true. The city of Birmingham discovered a conscience” (132).

CHAPTER SEVEN: THE SUMMER OF OUR DISCONTENT

SUMMARY

“The Summer of Our Discontent” is a retrospective of the months following the Birmingham Campaign, including the historic March on Washington on August 28, 1963. While total victory in Birmingham could not be claimed, King characterizes the effort as “socially transforming.” Both blacks and whites had changed, and the nation had taken notice. King compares the events and results of Birmingham to the Battle of Bunker Hill, where the “vanquished won the war.” Of particular emphasis in King’s reflection is the 16th Street Baptist Church bombing on September 15, 1963. The tragedy ignited a revolution that renewed demand for a civil rights bill. King’s rhetoric in this chapter is particularly strong, comparing injustice to a disease and claiming America was “born in genocide.” But the summer of 1963, he asserts, made clear that the persistence of the movement, the attention of the masses, and the power of the media were changing the course of a nation.

Common Core Skills Focus: Analyze word choice, distinguish between different mediums, evaluate specific claims.

CCSS.ELA-Literacy Standards: RI.9-10.4, RI.9-10.7, RI.9-10.8

TEXT SET

1. Farina, Richard. "Birmingham Sunday." Song. <http://www.metrolyrics.com/birmingham-sunday-lyrics-joan-baez.html> Sung by Joan Baez. <https://www.youtube.com/watch?v=WQ0y-vO9QLE>
2. "Birmingham remembers the deadly 1963 church bombing by the KKK." CBS. 15 September 2013. Newscast. <http://www.cbsnews.com/news/birmingham-remembers-the-deadly-1963-church-bombing-by-the-kkk/>.
3. Davis, Angela. "Terrorism is Part of Our History." Speech. http://www.democracynow.org/2013/9/16/terrorism_is_part_of_our_history
4. "Racial Attitudes of Whites." October 21 1963. *Newsweek*. Results summarized in "Chronicle of School Integration." September-October 1963. Harris Poll. <http://www.tandfonline.com/doi/abs/10.1080/0020486630010601?journalCode=uccc20#.U2e7PldWSo>
5. Randall, Dudley. "Ballad of Birmingham." Poem. <http://www.poetryfoundation.org/poem/175900>.

CLASSROOM STRATEGIES

Provide background on the church bombing that took the lives of four young black girls by broadcasting the CBS Newscast "Birmingham Remembers the Deadly 1963 Church Bombing by the KKK." Afterwards, ask students to re-read King's reference to this incident (136). Next, distribute the lyrics to Joan Baez's song "Birmingham Sunday" and the text to Randall Dudley's poem "Ballad of Birmingham." Provide time for students to read these texts as well. Ask students to look for similarities and differences in what is emphasized in each account. Findings can be posted on a feature analysis chart like the one modeled below. When students have completed their feature analysis, ask them to synthesize the significant differences in a comparison summary statement. If needed, scaffold instruction by providing sentence frames. For example, students might begin with "Because King's essay emphasizes _____, the literary texts provide more of a _____, whereas Dudley and Baez focus on _____."

	"Birmingham Sunday" (song)	"Ballad of Birmingham" (poem)	"The Summer of Our Discontent" (essay excerpt)
Details			
Diction			
Purpose			
Tone			

Summary Statement: _____

Provide data to deepen student understanding of the Harris Poll King references in this chapter. King says, “The striking result disclosed that overwhelming majorities favored laws to guarantee Negroes voting rights, job opportunities, good housing and integrated travel facilities” (148). Give students a copy of the Newsweek poll published in October 1963, or a summary of the results, found online at http://www.tandfonline.com/doi/abs/10.1080/0020486630010601?journalCode=uuec20#.U2e_7PldWSo. Ask students to create a visual representation of the poll results. For instance, they might choose to create a pie chart or bar graph. After reflecting on the visuals, ask students: Is King’s claim valid, that whites favored racial equality measures? How do you know? Cite data for evidence.

Have students re-read the excerpt where King references the U.S. treatment of Native Americans and compares it to the circumstances of Negroes in 1963. King asserts: “Our nation was born in genocide. . . . It was upon this massive base of racism that the prejudice toward the nonwhite was readily built. . . .” (146–47). Ask students: Is “genocide” too controversial a term to use when discussing the roots of racial inequality in the United States? Isn’t that a term usually reserved for other nations and other times? Should King have chosen another word here? Next, show students the Angela Davis speech, “Terrorism is Part of Our History.” In it, Davis says, “Racist terrorism . . . has shaped the history of this country. And there are lessons we need to learn from that.” Discuss with the class: Is “terrorism” the appropriate term here? Again, isn’t that a word we use in reference to outsiders attacking our country? What is domestic terrorism? Must we claim genocide and terrorism as part of our country’s history and culture? What might MLK and Angela Davis say are the lessons to be learned? Why did they choose such controversial language? Students might summarize the ideas of King and Davis on a large chart to be posted in the classroom as a public document.

DISCUSSION QUESTIONS

1. The chapter opens with the story of a dying prisoner and a reference to boxer Joe Louis. Analyze the purpose and effect of this extended metaphor.
2. King chooses to focus only one paragraph on the September church bombing that killed four little girls. He speaks of the incident indirectly, not citing the date, the church, or the identities of the victims. Why does King make this choice? Where does he want the focus to be? Why?
3. King says of the funeral, “More than children were buried that day; honor and decency were also interred” (137). Discuss the impact of personification here. To whom is King referring? The perpetrators of the violence? Or others, as well? Explain.
4. What would King rank as the most significant aspect of August 28, 1963? What evidence does the text provide?
5. Discuss the literary strategy and significance in “It was a fighting army, but no one could mistake that its most powerful weapon was love” (151). How does this language tie into King’s broader themes and imagery?

KEY QUOTATIONS

1. “In the summer of 1963, the Negroes of America wrote an emancipation proclamation to themselves” (135).
2. “More than children were buried that day; honor and decency were also interred” (137).
3. “At this point many observers began to charge that Birmingham had become the Waterloo of nonviolent direct action” (138).
4. “A social movement that only moves people is merely a revolt. A movement that changes both people and institutions is a revolution” (142).

CHAPTER EIGHT: THE DAYS TO COME

SUMMARY

In “The Days to Come,” Martin Luther King, Jr. outlines the next steps in the battle for equality. With the masterful use of rhetorical questions, historical allusions, and his ever present metaphor, King insists that the Negro should no longer have to bargain “for the freedom which inherently belongs to him” (156). Referencing the work of Mahatma Gandhi, King argues for the historic and moral evidence supporting a “Bill of Rights for the Disadvantaged,” a policy that would eventually come to be known as “Affirmative Action.” King warns that the future must make a study not only of the victories of the Civil Rights Movement but of the resistance it still faced at the end of 1963. King portrays racial hatred as a plague, and says it took the death of a much loved President to recognize the illness. Now that racism has become politicized, he says, the Negro will wield enormous leverage.

Common Core Skills Focus: Analyze claims and seminal U.S. documents.

CCSS.ELA-Literacy Standards: RI.9-10.5, RI.9-10.9

TEXT SET

1. Jefferson, Thomas. “The Declaration of Independence.” 1776. http://www.archives.gov/exhibits/charters/declaration_transcript.html
2. “Plessy v. Ferguson.” 1896. Supreme Court ruling. <http://www.ourdocuments.gov/doc.php?doc=52>
3. “Public Law 472.” (The Marshall Plan). 1947. http://www.archives.gov/exhibits/featured_documents/marshall_plan/
4. “Servicemen’s Readjustment Act.” (The G.I. Bill of Rights). 1944. http://www.ourdocuments.gov/doc_large_image.php?flash=true&doc=76

CLASSROOM ACTIVITIES

Write one of King’s challenging statements on the white board, such as: “There is a right and wrong side in this conflict and the government does not belong in the middle” (177). In partners, students should generate questions about this statement. For instance, students might write: What exactly *should* the role of government have been during the fight for racial equality? Next, the class generates a class list of questions, marking those that appear more than once. Students are now ready to read or re-read the chapter or excerpt with a purpose in mind.

To formatively assess comprehension while reading the chapter, ask students to note their thinking on an EXPLORE organizer. With this method, students consider style, purpose, language, text structure, and connections. The EXPLORE method can be used with the entire chapter or with a smaller excerpt. A template is illustrated below:

EX Example This is an example of what genre/author/style?	P Purpose What was the author’s purpose for writing? What is my focus as I read the text?	L Language What are the key words/ names/ places/ lines worth remembering?
O Organizational Features What organizational features (in the text) or supports (strategies) helped me read & comprehend this text?	R Relate How can I relate to what I just read? What connections are there to prior learning or current issues?	E Evaluate What are my “ah-has”? What inferences have I made? What questions do I have?

Break the class into groups and ask them to use the APPARTS document analysis method (see sample) to analyze the historical documents and initiatives King alludes to in “The Days to Come.” In APPARTS, students determine purpose by analyzing author, place and time, prior knowledge, audience, reason, main idea, and significance. Groups can share their analysis with the class via document camera, and students can take notes on additional APPARTS charts. After presentations and note-taking, the class should discuss: How do these historical documents relate to the rights of Negroes in 1963? Documents King references include:

- The Declaration of Independence
- Declaration of the Rights of Man
- The Marshall Plan
- The G.I. Bill of Rights
- Plessy v. Ferguson

Author	Thomas Jefferson (plus John Adams & Ben Franklin)
Place & Time	1776; Continental Congress
Prior Knowledge	Declared U.S. as 13 sovereign states
Audience	King George III & Great Britain
Reason	War had been going on for a year—U.S. wanted a written document to assert our natural and legal rights
The Main Idea	All men are created equal and have the rights to life, liberty, and pursuit of happiness
Significance	The document asserted a permanent, moral standard for the U.S.

Ask students to track and analyze King’s use of rhetorical questions in “The Days to Come.” Using a double-column chart, students should write King’s rhetorical questions in the left column and his intended answers on the right. In other words, had King expected an answer, what would it be?

DISCUSSION QUESTIONS

1. While addressing society’s tendency to make only small changes, King repeats the phrase “It will not work” four times. Why the repetition? Where else have you seen King employ repetition? What is the effect of the rhetorical device on King’s overall purpose in this essay?
2. In discussing the handicapping of Black Americans, King draws comparisons to the Marshall Plan and the G.I. Bill of Rights. Explain his purpose in using these historic policies as evidence.
3. Discuss the dramatic irony in King’s comments about assassination (179).
4. Explain why King uses the word “default” instead of “fault” in “The unforgivable default of our society has been its failure to apprehend the assassins” (180). What are the broader connotations of “default?”

5. King asserts that direct-action has empowered Negroes with an awareness of their “political potentiality” (185). What does he mean by this term? How might MLK describe the “political potentiality” of African-Americans today?

KEY QUOTATIONS

1. “What is implied here is the amazing assumption that society has the right to bargain with the Negro for the freedom which inherently belongs to him” (156).
2. “We need a powerful sense of determination to banish the ugly blemish of racism scarring the image of America” (158).
3. “For it is obvious that if a man is entered at the starting line in a race three hundred years after another man, the first would have to perform some impossible feat in order to catch up with his fellow runner” (165).
4. “There is a right and a wrong side in this conflict and the government does not belong in the middle” (177).
5. “We mourned a man who had become the pride of the nation, but we grieved as well for ourselves because we knew we were sick” (180).

AFTER READING ACTIVITIES

CCSS Skills Focus: Develop writing topics, use technology for publishing, conduct research.

CCSS.ELA-Literacy Standards: W.9-10.2.A, W.9-10.2.B, W.9-10.6, W.9-10.7

Invite students to select one of the topics or themes from their Patterns Folder, timeline, or back channel and extend it in a formal, informational essay. The essay should include details and quotations from King's text, one or more of the supplemental texts listed in this guide, and other appropriate sources located by students.

Ask students to publish a multimedia presentation on a topic of their choice from *Why We Can't Wait*. Using a free login on Thinglink.com, students can select an image (photograph, drawing, infographic) that best fits their topic, then use it as a visual from which to link and display multiple audio, video, image, and text files. Possible topics might include the role of children in the Birmingham campaign, the 16th Street Baptist Church bombing, the impact of Bull Connor, or the significance of Freedom Songs to the civil rights movement. For sample image-based multimedia presentations, see <http://www.thinglink.com/featured>.

Hold a gallery walk based on “Fifty Years of the Civil Rights Movement—In Ten Charts.” <http://www.thedailybeast.com/articles/2013/08/28/50-years-of-the-civil-rights-movement-in-10-charts.html>. Post the ten charts on large paper around the classroom. Divide the class into small groups and assign them a chart. Ask students to analyze the data on their chart and to write a summary statement under the chart, evaluating whether or not significant change has occurred in education, economics, politics, housing, etc. Afterwards, groups can travel to the other posters, read the summaries, discuss, and add commentary on sticky notes.

As a class, read Jesse Jackson's afterword to *Why We Can't Wait* (193). Ask students to draw parallels to the text structure of King's introduction (xi). Using a triple column chart, students can pull specific quotations from King, cite similarly structured text from Jackson, and draw conclusions about the impact of this parallel structure on purpose and tone.

Ask students to respond to Jesse Jackson's call for completing the work of Martin Luther King, Jr. Discuss: What is the goal identified by Jackson? Can this goal be achieved and how?

ABOUT THE AUTHOR OF THIS GUIDE

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