

edTPA LESSON PLAN 1 Instructional Materials

***Note: My cooperating teacher supplied this particular version of the clergymen letter!**

Letter to Martin Luther King

Printed in the *Birmingham News*

A Group of Clergymen

April 12, 1963

We clergymen are among those who, in January, issued "an Appeal for Law and Order and Common Sense," in dealing with racial problems in Alabama. We expressed understanding that honest convictions in racial matters could properly be pursued in the courts, but urged that decisions of those courts should in the meantime be peacefully obeyed.

Since that time there has been some evidence of increased forbearance and a willingness to face facts. Responsible citizens have undertaken to work on various problems which cause racial friction and unrest. In Birmingham, recent public events have given indication that we all have opportunity for a new constructive and realistic approach to racial problems.

However, we are now confronted by a series of demonstrations by some of our Negro citizens, directed and led in part by outsiders. We recognize the natural impatience of people who feel that their hopes are slow in being realized. But we are convinced that these demonstrations are unwise and untimely.

We agree rather with certain local Negro leadership which has called for honest and open negotiation of racial issues in our area. And we believe this kind of facing of issues can best be accomplished by citizens of our own metropolitan area, white and Negro, meeting with their knowledge and experiences of the local situation. All of us need to face that responsibility and find proper channels for its accomplishment.

Just as we formerly pointed out that "hatred and violence have no sanction in our religious and political traditions," we also point out that such actions as incite to hatred and violence, however technically peaceful those actions may be, have not contributed to the resolution of our local problems. We do not believe that these days of new hope are days when extreme measures are justified in Birmingham.

We commend the community as a whole, and the local news media and law enforcement officials in particular, on the calm manner in which these demonstrations have been handled. We urge the public to continue to show restraint should the demonstrations continue, and the law enforcement officials to remain calm and continue to protect our city from violence.

We further strongly urge our own Negro community to withdraw support from these demonstrations, and to unite locally in working peacefully for a better Birmingham. When rights are consistently denied, a cause should be pressed in the courts and in negotiations among local leaders, and not in the streets. We appeal to both our white and Negro citizenry to observe the principles of law and order and common sense.

Signed by:

C.C.J. CARPENTER, D.D., LL.D., *Bishop of Alabama.*

JOSEPH A. DURICK, D.D., *Auxiliary Bishop, Diocese of Mobile-Birmingham*

Rabbi MILTON L. GRAFMAN, *Temple Emanu-El, Birmingham, Alabama*

Bishop PAUL HARDIN, *Bishop of the Alabama-West Florida Conference of the Methodist Church*

Bishop NOLAN B. HARMON, *Bishop of the North Alabama Conference of the Methodist Church*

GEORGE M. MURRAY, D.D., LL.D., *Bishop Coadjutor, Episcopal Diocese of Alabama*

EDWARD V. RAMAGE, *Moderator, Synod of the Alabama Presbyterian Church in the United States*

EARL STALLINGS, *Pastors, First Baptist Church, Birmingham, Alabama*

Copy of clergymen letter online: <http://teachingamericanhistory.org/library/document/letter-to-martin-luther-king/>

***Note: This is a copy of the summative assessment that students received information on during lesson 1. They did not complete the assessment until lesson 5.**

“Injustice anywhere is a threat to justice everywhere”

MLK

I am thrilled to have the opportunity to fight against injustices through exploring MLK’s *Letter from Birmingham Jail* together. We’ll be doing quite a bit throughout this unit, and our culminating activity is an in-class assessment that will **serve you beyond grades, beyond school.**

This assessment has two parts:

- 1.) Analyze an excerpt from LBJ, and identify where MLK weaves rhetorical appeals into his argument. (10 min max)
- 2.) Utilize your knowledge of ethos, logos, and pathos rhetorical appeals in order to write about how your self-chosen topic is an injustice (35 min)

Here are the details!

Day one:

Choose something that you don’t believe is right in this world, that you would be willing to go to jail for.

- a. We’ll do lots of writing in class, but choose something that you’re passionate about, that has played a role in your life.

Day Four:

Select a quote from LBJ (that speaks to your topic) that you will incorporate into part two of your assessment.

Every day:

Authentically and fully participate in each day’s journal portions!

- b. Journal times are crucial (very important) to successfully completing the final assessment. It’s in your interest to engage each day, and they will count towards your final assessment grade.

Assessment day:

Incorporate specific PATHOS, LOGOS, and ETHOS appeals into your in-class writing assessment that illustrate why your topic is an injustice.

- c. Writing options: Formal intro to Letter (Like MLK’s), written poetry, slam poetry, a song, a rap, script for a speech, short narrative, memoir entry, blog entry, etc.

Daily journaling: ____/20 (completion grade—5 points for each)

Analysis of LBJ excerpt: ____/30

Written product: ____/50

Total: ____/100

Standards: 3.2.a.iii, 3.1.a.x, and 2.2.b.ii

“Injustice anywhere is a threat to justice everywhere”

MLK

Category	Mastery	Solid	Emerging
Rhetorical Appeal/LBJ Quote	<ol style="list-style-type: none"> 1.) Student perceptively and effectively incorporates all three appeals (and quote from LBJ) into his/her writing piece. 2.) It is clear that the student has a foundational, yet complex understanding of each appeal 	<ol style="list-style-type: none"> 1.) Student efficiently incorporates all three appeals (and quote) into his/her writing. 2.) Student displays basic knowledge of each appeal. 	<ol style="list-style-type: none"> 1.) Student does not incorporate all three appeals into his/her writing. 2.) Or, Student attempts to utilize appeals, but incorrectly utilizes each appeal.
Writing choice	<ol style="list-style-type: none"> 1.) Student utilizes specific writing format to authentically explore how chosen topic is an injustice. 2.) Student charismatically adheres to his/her chosen format 3.) Grammar and conventions do not prevent interpretation of meaning from text. 	<ol style="list-style-type: none"> 1.) Student appropriately utilizes chosen writing piece to stand up against injustice 2.) Student mostly adheres to specific writing style of chosen format. 3.) Grammar and conventions rarely detract from message. 	<ol style="list-style-type: none"> 1.) Student does not attempt to use specific writing format in order to explore how chosen topic is an injustice. 2.) Student compromises writing style of specific writing piece. 3.) Grammar and conventions prevent interpretation of meaning from text.

Letter from Birmingham Jail excerpt:

Correctly identified ETHOS appeal and explained reasoning sufficiently: ____/10

Correctly identified LOGOS appeal and explained reasoning sufficiently: ____/10

Correctly identified PATHOS appeal and explained reasoning sufficiently: ____/10

Link to Domestic Violence clip: https://www.youtube.com/watch?v=5Z_zWIVRIWk

Link to documentary that provides audio for clergymen letter:

<http://www.youtube.com/watch?v=s5Y-64GJT8E>

edTPA LESSON PLAN 2 Instructional Materials

Note: This is only the intro (first four paragraphs) of LBJ; this letter is far too long to fully attach. My CT supplied this version of the letter. A link to the rest of the letter is provided.

"Letter from a Birmingham Jail"

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 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.

Note: Because there was not room to attach each PowerPoint, I created miniature versions of PowerPoint that students used at stations. The following PowerPoints are heavily adapted from Kent Kirsten's unit *Rhetoric from a Birmingham Jail*

2. LOGOS

Appealing to logic

LOGOS (LOGIC) in action!

- If... then... statements are attempts to make a logical argument
 - **"If John can get a car, then I should get one, too!"**
- STATISTICS! WE LOVE STATS!
 - **"Studies show that America now has more obese citizens than ever."**
- Using anecdotes (personal stories) to back up your points
 - **"Not all students can handle balancing school and a job, take my friend Bill..."**

A Writer/Speaker is using LOGOS when they...

- -Cite learned people, authoritative studies, or proven statistics
 - **"Harvard Law professor Sean Dumbledore agrees that it is impossible to deport all undocumented workers"**
- -Use examples from history, current events, or personal anecdotes.
 - **"History shows America, from the beginning, has been part of the slave trade."**
- -Propose logical, hard-to-refute statements:
 - **"If we haven't been able to do that in the past, how could we be able to now?"**
 - -Cite learned people, authoritative studies, or proven statistics
 - **"Harvard Law professor Sean Dumbledore agrees that it is impossible to deport all undocumented workers"**

1. ETHOS

Someone's character, credibility, or identity...

How you establish Ethos

- Applying to NHS, running for student government

- **"I am an honors student..."**
- **"I have experience in student government..."** - Defend yourself to a teacher
- **"Please, you know that I don't normally try to turn things in late"**

- The way you dress, present, identify yourself • **Think: How would you dress for an interview?**

A writer/speaker is establishing their Ethos when they...

list their credentials!

- **When a professor includes 'Ph.D' by their name, or when a business person includes their MBA title on their talk about their experiences**
- **"If anyone knows about this field of study, it's me!"** talk about their behavior • **"I've been working with this c**

Two types of Ethos

- **Explicit (directly visible):** Ethos that the writer or speaker verbally tells you of.
- (Credentials listed, experiences mentioned) • **Implicit (inside, not directly visible):** Ethos that the writer or speaker does not directly talk about.
- (If a doctor wears a white coat, they don't say to their patients: "Let me clarify, this white coat means I'm a doctor!")

Writers/Speakers can also appeal to the ethos of their audience.

- They can appeal to their sense of identity • “Americans do not tolerate injustice”
- “Don’t be the type of person who allows • this to happen...”
- ...They can assert a shared ethos: • “We’re all in this together as Americans”

3. PATHOS

Appealing to emotions

-Depict consequences:

“Fine, mom, don’t let me go out. I’m just going to miss out on the best years of my life.”

“Come on, go to the fair with us, you’ll have a blast!”

- Puppy-Dog face - Guilt

A Writer/Speaker is using PATHOS when they...

- Paint an emotionally charged image **“Think of all the sad animals at the pound, waiting to get adopted.”**

- Use ‘emotive’ words “I was **thrilled** to see the fair was in town!”

-**Imply** that you should feel a certain way **“You should be outraged!”**

Link to Martin Luther King's *Letter from the Birmingham Jail*: http://mlk-kpp01.stanford.edu/kingweb/liberation_curriculum/pdfs/letterfrombirmingham_wwcw.pdf

Link to Kent Kirsten's unit *Rhetoric from a Birmingham Jail* (PDF):
<http://www.cpalms.org/ExportTemplates/Export.aspx?url=/Public/PreviewResource/PrintResource/?id=44329&IsAuthenticated=False&display=DisplayOrNot&Private=IsPrivate&type=Resource&providerUserKey=00000000-0000-0000-0000-000000000000>

edTPA LESSON PLAN 3 Instructional Materials

Name:
Period:

The Three Appeals... Teach Time!

After you explore your specific appeal, together with your other members in your group, you will have the opportunity to present what your appeal is! As MLK relied heavily on these appeals, and as you will get to incorporate these appeals into the specific injustice you are focusing on, it's important that each group does not simply restate the PowerPoint. We could simply read each one.

Rather, the purpose of teaching your appeal is two-fold.

- 1.) We learn through teaching! The presentation will create a deeper understanding of what the appeal is/isn't and how we can use it in the art of persuasion.
- 2.) A stellar presentation will help your classmates authentically know what the appeal is and how we use it.

Things to keep in mind...

- 1.) Your presentation must incorporate each section from your "NoteCatcher"
 - a. Clearly define what the appeal is
 - b. How writers use this appeal
 - c. Incorporate appeal into real world scenario! And act out/teach this scenario
- 2.) Think about how your group will present the appeal (acting out a scene, dramatic narrative, song, something else???)
- 3.) Each group member gets to have a specific role. Define what each role is and who will have it.
- 4.) Refer to the rubric for various questions!

Category	BOOM!	SPLAT!
Teaching of Appeal	Group members have clear understanding of what appeal is. Group members depict, in unique, engaging, and teachable ways what appeal is.	No clear understanding. Not presented in helpful and inviting manner.
Inclusion	Each group member has a specific and purposeful role in the presentation.	Some group members do not have specific and purposeful roles.
"NoteCatcher"	The "NoteCatcher" is completely filled out for each appeal.	The "NoteCatcher" is partially filled out.

Note: This "NoteCatcher" was heavily adapted from Kent Kirsten's materials from his unit *Rhetoric from a Birmingham Jail*

Name:
Period:

Three Modes of Persuasion

Ethos: _____

How you establish ethos:

-
-

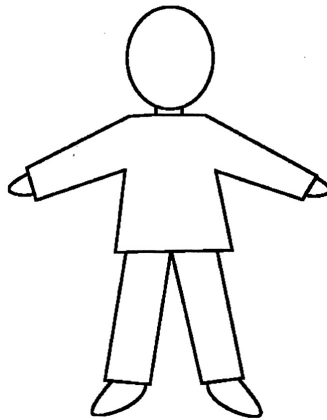
A writer establishes ethos when:

'Explicit ethos': _____

'Implicit ethos': _____

Scenario:

Quote(s) from section 1 (1-4) that illustrates ETHOS:



Name:
Period:

Three Modes of Persuasion

Logos: _____

How you use logos:

A writer draws on logos when:

Scenario:

Quote(s) from section one (1-4) that illustrate LOGOS:

Pathos: _____

How you use pathos:

A writer draws on pathos when:

Pathetic appeal:

Scenario:

Quote(s) from section one (1-4) that illustrate PATHOS:

edTPA LESSON PLAN 5 (Summative Assessment)

Instructional Materials

“Injustice anywhere is a threat to justice everywhere” MLK

Imagine this scenario:

You are enjoying the best bagel ever at *Moe's Bagel*. All of a sudden, a person (give your person a name) walks up to your table and sits down. This person tells you: “Hey! Word on the street is that you’re connecting your reading of LBJ to a self-chosen topic that you believe is an injustice. Well, I just don’t think your topic is a big deal. I just don’t see how your topic is *really* an injustice. I just don’t see how your topic is a fundamental wrong in our world.”

You’re startled, and you’re mid-bite. Before you can respond, the person walks off. As you’re sitting there, you realize that you need to write. So, using the rhetorical skills that you’ve both investigated and analyzed while reading LBJ, as well as a central quote from LBJ that speaks to your topic, **create a written product that responds to the person, arguing how your topic is an injustice.**

*Write in a format that will best help you respond to the person (poetry, a song, a rap, script for a speech, short narrative, memoir entry, blog entry, letter)

*Incorporate ETHOS, LOGOS, and PATHOS rhetorical appeals into your response (refer to LBJ excerpt above for guidance)

*Spend five minutes planning your rhetoric and argument before you write!

*Weave your central quote from LBJ into your written product

*Have your statistic about your topic and information about the question you asked on your desk to inform your writing

*Have your “NoteCatcher” out as well!

Good luck! And remember: use ETHOS, LOGOS, and PATHOS appeals in your response to this person about how your topic is an injustice.

Rhetorical Appeal/LBJ Quote	<ol style="list-style-type: none"> 1.) Student perceptively and effectively incorporates all three appeals (and quote from LBJ) into his/her writing piece. 2.) It is clear that the student has a foundational, yet complex understanding of each appeal 	<ol style="list-style-type: none"> 1.) Student efficiently incorporates all three appeals (and quote) into his/her writing. 2.) Student displays basic knowledge of each appeal. 	<ol style="list-style-type: none"> 1.) Student does not incorporate all three appeals into his/her writing. 2.) Or, Student attempts to utilize appeals, but incorrectly utilizes each appeal.
Writing choice	<ol style="list-style-type: none"> 1.) Student utilizes specific writing format to authentically explore how chosen topic is an injustice. 2.) Student charismatically adheres to his/her chosen format 3.) Grammar and conventions do not prevent interpretation of meaning from text. 	<ol style="list-style-type: none"> 1.) Student appropriately utilizes chosen writing piece to stand up against injustice 2.) Student mostly adheres to specific writing style of chosen format. 3.) Grammar and conventions rarely detract from message. 	<ol style="list-style-type: none"> 1.) Student does not attempt to use specific writing format in order to explore how chosen topic is an injustice. 2.) Student compromises writing style of specific writing piece. 3.) Grammar and conventions prevent interpretation of meaning from text.

Evidence of in-class journaling/writing: ____/20

Analysis of LBJ excerpt: ____/30

Written product: ____/50

Total: ____/100

Standards: 3.2.a.iii, 3.1.a.ix, and 2.2.b.ii

“Injustice anywhere is a threat to justice everywhere”

MLK

Read the excerpt from MLK’s “Letter from the Birmingham Jail” and complete the following actions:

Circle one instance where MLK utilizes an ETHOS appeal

Box one instance where MLK utilizes a PATHOS appeal

Underline one instance where MLK utilizes a LOGOS appeal

“I must close now. But before closing I am impelled to mention one other point in your statement that troubled me profoundly. You warmly commended the Birmingham police force for keeping "order" and "preventing violence." I don't believe you would have so warmly commended the police force if you had seen its angry violent dogs literally biting six unarmed, nonviolent Negroes. I don't believe you would so quickly commend the policemen if you would observe their ugly and inhuman treatment of Negroes here in the city jail; if you would watch them push and curse old Negro women and young Negro girls; if you would see them slap and kick old Negro men and young boys, if you would observe them, as they did on two occasions, refusing to give us food because we wanted to sing our grace together. I'm sorry that I can't join you in your praise for the police department. It is true that they have been rather disciplined in their public handling of the demonstrators. In this sense they have been publicly "nonviolent." But for what purpose? To preserve the evil system of segregation. Over the last few years I have consistently preached that nonviolence demands that the means we use must be as pure as the ends we seek. So I have tried to make it 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 even more, to use moral means to preserve immoral ends.”

Total: _____/100

Standards: 3.2.a.iii, 3.1.a.ix, and 2.2.b.ii