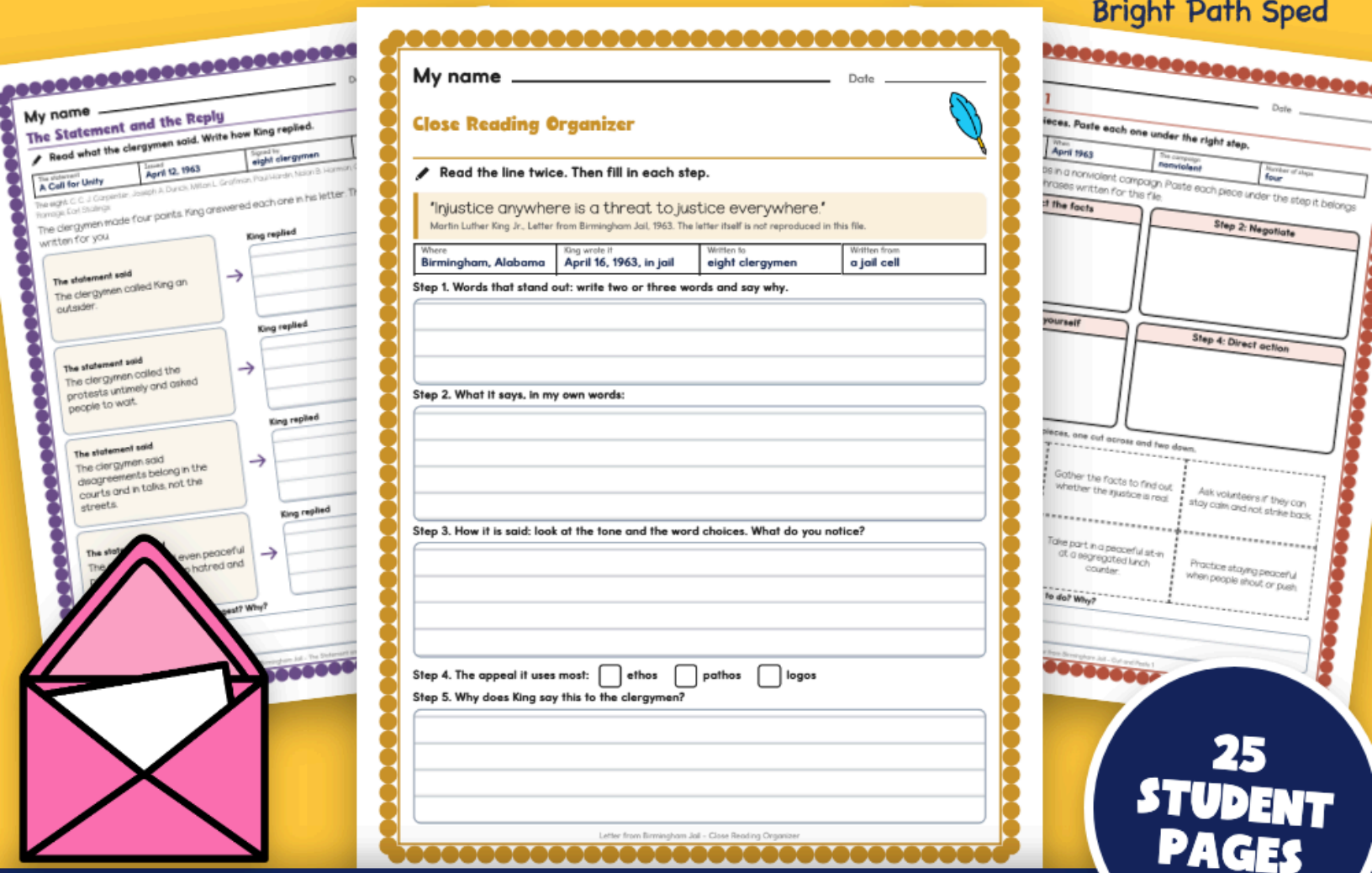
Bright Path Sped



25 STUDENT PAGES

LETTER FROM BIRMINGHAM JAIL

CLOSE READING AND RHETORIC

GRADES 8-12

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Please read before you print your first page.

One classroom license

- This file is for one classroom: one teacher, one group of students.
- Please do not share it, post it online, or sell it.
- Extra licenses for a team or a school are available on the product page.

This is a fillable PDF

- Open it in a PDF reader (Adobe Acrobat Reader, Preview, or your browser), click into a line or a box, type, and Save As.
- The name line, every answer box, every ruled work box and every check box on the student pages are type-in fields, and so are the tracker, class grid, team note and family page. You can also print any page and write by hand.
- It works offline. No account, no subscription, no internet connection needed after you download it.

Print at 100 percent

Turn off fit to page and shrink to fit so the ruled lines stay 0.34 inch apart. Every student page is black and white inside a colored border, so it still reads when copied in black and white.

Student work

A filled-in tracker, class grid or team note carries a real student's name. Keep it in the data folder, and use a first name only on any page that leaves your hands.

Need help?

If a field will not behave or a page will not print the way you expect, use Ask a Question on the product page. Every question is read, and a fix ships as a free update.

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PREVIEW

How To Read a Page

The parts of a student page, then the page types in the order they come.

The parts of a page

- **The answer box.** A bordered box for a letter or a number. Click it to type, or print and write in it.
- **The ruled work box.** Lines 0.34 inch apart. A short answer gets 4 lines; the main idea and why-it-mattered boxes get 3 and the paragraph page gets 18. It types and prints.
- **The check box.** True or false, yes or not yet: click or mark one.
- **The reading.** A short passage with the date at the top, a main idea box, a why-it-mattered box (Reading 2) and the checks.
- **The source page.** A short source written for this file, in a box. A note says it is a paraphrase. Only one short line of the letter is quoted, and it is cited.
- **The cut line.** Six pieces in a 3 by 2 grid, each 2.4 by 1.25 inches, edge to edge: one cut across and two down.

Page type	What it looks like	What the student does
Check, Before You Read, Words to Know	3 pages, 17 items	A five-question check for before and after; true or false on the big picture; match eight words to their meanings.
Reading 1 and Reading 2 (A to C)	9 checks	Read, write the main idea (and why it mattered), answer the checks with a letter.
Source analysis, pages A and B	2 pages, 6 questions	Read a short source, then answer questions in ruled boxes.
Close reading, timeline, statement and reply, chart	4 pages, 6 dates	Close read one line; write the date for each event; write King's reply to each point; fill in ethos, pathos and logos.
Comic strip, Think It Through, claim-evidence-reasoning	8 panels, 6 questions	Draw 8 panels; 4 lines per question; a plan and an 18-line paragraph.
Quiz, Cut and Paste, Exit Tickets	12 items, 18 pieces, 4 tickets	A quiz in two parts, three cut-and-paste mats (four steps, three appeals, put in order) and four exit tickets.

Untimed, unscored on the page

No student page has a timer or a score on it. The keys and the tracker are for you. The answer keys are on pages 30 to 33.

A short account, not a full textbook

Each reading is a summary in plain words. It is not a complete history, and it is not tied to any particular standard. Add your own textbook, map or source for more depth.

Printing and the type-in fields

Every page prints clean in black and white. The name line, every answer box, every ruled box and every check box are type-in fields in any PDF reader: click one, type, then save. This is a fillable PDF, not a slideshow or a word-processor file.

Open answers

Sources, the close-reading organizer, the chart, the statement and reply, the comic strip, short answers, the exit tickets and the paragraph are open. The keys give a sample and what to look for. Accept any answer that is true to the readings and explains its reason.

PREVIEW

Preview - Bright Path Sped

My name _____ Date _____



Before and After Check

Write a letter in the Before box now and the After box when you finish.

Write the letter of the best answer. Guess if you are not sure. Fill in **Before** now, and **After** when you finish the unit.

1. In what year did King write the Letter from Birmingham Jail?
   - A 1963
   - B 1863
   - C 1983

2. In which city was King held in jail?
   - A Atlanta
   - B Birmingham
   - C Memphis

3. Who was the letter written to?
   - A The mayor
   - B The president
   - C Eight Alabama clergymen

4. What kind of campaign did King help lead?
   - A A nonviolent campaign
   - B An armed uprising
   - C A court case

5. What happened in 1964, the year after the Birmingham campaign?
   - A The Constitution was signed
   - B Congress passed the Civil Rights Act
   - C The telephone was invented

	Before	After
1		
2		
3		
4		
5		

One thing I already know about the Letter from Birmingham Jail is...

PREVIEW

Preview - Bright Path Sped

My name _____ Date _____

Words to Know



Write the letter of each meaning.

1	injustice		A	religious leaders, such as ministers and rabbis
2	direct action		B	keeping people apart by race in schools, stores and public places
3	rhetoric		C	the art of using words to persuade
4	segregation		D	a public act, such as a march or sit-in, meant to get attention for a problem
5	audience		E	the people a writer wants to reach
6	clergy		F	using peaceful action instead of force to bring change
7	negotiate		G	unfair treatment
8	nonviolent		H	talk with others to reach an agreement

Use two of the words in one sentence about the Letter from Birmingham Jail.

PREVIEW

Preview - Bright Path Sped

My name _____ Date _____

Reading 2A: Birmingham in 1963



Read the story. Then write the main idea and why it mattered.

1955 to early 1963

By 1963, Birmingham was a large industrial city in Alabama, and it enforced strict segregation. Black residents could not use many of the same stores, lunch counters, restrooms and schools as white residents, and they had little say in how the city was run. Local Black leaders had tried to change this through talks with city leaders and business owners. Some promises were made, but Black leaders said that many were not kept. Earlier, in 1955, a bus boycott in Montgomery, Alabama, had shown the power of peaceful protest. In early 1963, the Southern Christian Leadership Conference, a civil rights group led by King, joined local leaders to plan a nonviolent campaign in Birmingham. The plan called for sit-ins at lunch counters, marches and boycotts of stores. Volunteers were trained to stay peaceful, even if others were rude or violent toward them.

Main idea: What is this reading mostly about?

Why it mattered: Why is this important to the story?

Check what you read. Write the letter in the box.

1. What group led by King joined the Birmingham campaign? ☐
   - **A** The Southern Christian Leadership Conference
   - **B** The Birmingham police
   - **C** A group of clergymen

2. What was the goal of the sit-ins, marches and boycotts? ☐
   - **A** To raise money for new schools
   - **B** To draw attention to segregation and press the city to change
   - **C** To win a sports contest

PREVIEW

Preview - Bright Path Sped

My name _____ Date _____

Reading 2C: The Letter and After

Read the story. Then write the main idea and why it mattered.

April 16, 1963 and after

King dated his reply April 16, 1963. In it, he said he was in Birmingham because injustice was there. He explained that Black leaders had tried to talk first, but that waiting had never won freedom. He described four steps in a nonviolent campaign: collect the facts, negotiate, prepare yourself, and take direct action. He also wrote that people have a duty to resist unjust laws, such as laws that force segregation. The letter was printed in newspapers and magazines in the weeks that followed. In May 1963, hundreds of students marched in Birmingham, and the city's leaders later agreed to some changes. In 1964, Congress passed the Civil Rights Act, which banned discrimination in public places such as restaurants and hotels. Today, teachers use the letter as a model of persuasive writing, because King uses reasons, feelings and his own character to reach his readers.

Main idea: What is this reading mostly about?

Why it mattered: Why is this important to the story?

Check what you read. Write the letter in the box.

1. Which is one of the four steps King described? ☐
   - **A** Close the stores
   - **B** Elect a governor
   - **C** Collect the facts

2. What law did Congress pass in 1964? ☐
   - **A** The Civil Rights Act
   - **B** The Homestead Act
   - **C** The Bill of Rights

PREVIEW

My name _____ Date _____

Close Reading Organizer



Read the line twice. Then fill in each step.

> "Injustice anywhere is a threat to justice everywhere."
> Martin Luther King Jr., Letter from Birmingham Jail, 1963. The letter itself is not reproduced in this file.

Where	King wrote it	Written to	Written from
Birmingham, Alabama	**April 16, 1963, in jail**	**eight clergymen**	**a jail cell**

Step 1. Words that stand out: write two or three words and say why.

Step 2. What it says, in my own words:

Step 3. How it is said: look at the tone and the word choices. What do you notice?

Step 4. The appeal it uses most: ☐ **ethos** ☐ **pathos** ☐ **logos**

Step 5. Why does King say this to the clergymen?

PREVIEW

Preview - Bright Path Shed

My name _____ Date _____

The Statement and the Reply

Read what the clergymen said. Write how King replied.

The statement	Issued	Signed by	King wrote it
A Call for Unity	**April 12, 1963**	**eight clergymen**	**April 16, 1963, in jail**

The eight: C. C. J. Carpenter, Joseph A. Durick, Milton L. Grafman, Paul Hardin, Nolan B. Harmon, George M. Murray, Edward V. Ramage, Earl Stallings.

The clergymen made four points. King answered each one in his letter. Their point is already written for you.

The statement said
The clergymen called King an outsider.

→ **King replied**

The statement said
The clergymen called the protests untimely and asked people to wait.

→ **King replied**

The statement said
The clergymen said disagreements belong in the courts and in talks, not the streets.

→ **King replied**

The statement said
The clergymen said even peaceful protests could stir up hatred and violence.

→ **King replied**

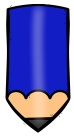
Which reply do you think is strongest? Why?

PREVIEW

Preview - Bright Ideas Shop

My name _____ Date _____

Comic Strip, Part A



Draw each part of the story. Write what people say.

Tell the story in pictures. Use the readings to help you.

1 Birmingham, 1963

Draw a city street with a sign that keeps people apart.

What people say:

2 Leaders plan

Draw leaders planning a peaceful campaign.

What people say:

3 The march

Draw people walking in a peaceful march.

What people say:

4 A statement in the news

Draw a newspaper with the clergymen's statement.

What people say:

PREVIEW

Preview - Bright Path Sped

My name _____ Date _____

Think It Through A

Answer each question in full sentences.

Use facts from the readings to answer.

1. Why was King in Birmingham in April 1963?

2. Why did King write the letter?

3. What are the four steps of a nonviolent campaign that King described?

PREVIEW

My name _____ Date _____

Claim, Evidence, Reasoning



Plan your answer. Write a claim, evidence and reasoning.

Question: Which appeal does King use most to persuade the clergymen: ethos, pathos or logos?

Use facts from the readings, pages 8 to 11, and the sources.

King uses ____ the most because ____. For example, ____. This shows that ____ because ____.

Claim: Which appeal does King use most?

Evidence: Give two facts from the readings or the sources.

Reasoning: Explain how your facts prove your claim.

PREVIEW

Preview - Bright Path Sped

My name _____ Date _____

Quiz, Part B

Read each one. Write the letter of the best answer.

Write the letter of the best answer in the box.

7 Which appeal reaches the reader's feelings?

A Pathos
B Ethos
C Logos

8 Which is the first of the four steps King described?

A Direct action
B Collecting the facts
C Negotiation

9 Where did King first write his reply?

A In the margins of a newspaper
B On a typewriter in his office
C On a computer

10 What is one purpose of direct action in the letter?

A To close stores forever
B To avoid all talks
C To open the door to real talks

11 What did Congress pass in 1964 to ban discrimination in public places?

A The Homestead Act
B The Civil Rights Act
C The Pure Food Act

12 What does segregation mean?

A Keeping people apart by race
B Voting in an election
C Paying a tax

PREVIEW

Preview - Bright Path Sped

My name _____ Date _____

Cut and Paste 2

Cut out the six pieces. Paste each one under the right appeal.

These lines are not real quotes from the letter. Paste each one under the appeal it uses.

Ethos (trust)	
Pathos (feelings)	
Logos (reasons)	

Cut on the dashed lines: six pieces, one cut across and two down.

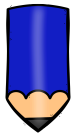
Imagine telling a small child she cannot go to the park.	I am here because people in this city asked me, and I care about it.	An unfair law must be challenged, so we cannot just wait.
Think of waiting year after year for rights others already have.	As a minister, I am writing to other ministers who share my faith.	We tried talks first and promises were broken, so direct action came next.

Which line was hardest to place? Why?

PREVIEW

My name _____ Date _____

Exit Tickets



Answer the exit tickets before you leave.

Each ticket takes about two minutes. Your teacher may collect them at the door.

1. One thing I learned about the Letter from Birmingham Jail today is...

2. Why did King write a letter? Use one fact from the readings.

3. One question I still have about 1963 is...

4. The appeal I found strongest was ___ because ___.

PREVIEW

Answer Key: Timeline, Quiz, Sorts

The timeline page, the quiz and the three cut-and-paste mats.

Timeline: Dates page 15

#	Event	Date
1	Civil Rights Act Passed	1964
2	Students March	May 1963
3	Montgomery Bus Boycott	1955
4	King Dates His Reply	April 16, 1963
5	Birmingham Campaign Begins	Early April 1963
6	Statement and Arrest	April 12, 1963

Quiz pages 24, 25

#	Starts with	Answer
1	In which city was King …	B. Birmingham
2	Who issued a statement calling …	C. Eight Alabama clergymen
3	What did the statement call …	A. Outsiders
4	What does nonviolent mean?	C. Using peaceful action instead of …
5	Which appeal makes the reader …	B. Ethos
6	Which of these happened first?	C. The Montgomery bus boycott began.
7	Which appeal reaches the reader's …	A. Pathos
8	Which is the first of …	B. Collecting the facts
9	Where did King first write …	A. In the margins of a …
10	What is one purpose of …	C. To open the door to …
11	What did Congress pass in …	B. The Civil Rights Act
12	What does segregation mean?	A. Keeping people apart by race

Cut and Paste 1 page 26

Piece (row, column)	Box
r1 c1: Hold a peaceful march to …	Step 4: Direct action
r1 c2: Gather the facts to find …	Step 1: Collect the facts
r1 c3: Ask volunteers if they can …	Step 3: Prepare yourself
r2 c1: Meet with city leaders and …	Step 2: Negotiate
r2 c2: Take part in a peaceful …	Step 4: Direct action
r2 c3: Practice staying peaceful when people …	Step 3: Prepare yourself

Cut and Paste 2 page 27

Piece (row, column)	Box
r1 c1: Imagine telling a small child …	Pathos
r1 c2: I am here because people …	Ethos
r1 c3: An unfair law must be …	Logos
r2 c1: Think of waiting year after …	Pathos
r2 c2: As a minister, I am …	Ethos
r2 c3: We tried talks first and …	Logos

Cut and Paste 3 page 28

Piece (row, column)	Box
r1 c1: Hundreds of students march in …	Fifth
r1 c2: The Montgomery bus boycott begins …	First
r1 c3: Congress passes the Civil Rights …	Sixth
r2 c1: The Birmingham campaign of nonviolent …	Second
r2 c2: King dates his reply to …	Fourth
r2 c3: Eight clergymen issue a statement, …	Third

Reading the sort keys

Read each strip left to right, top row first. On Cut and Paste 3 the boxes are first to sixth, so the box is the event's place in time. Cut and Paste 2 uses invented sayings, not real quotes.

PREVIEW

Letter from Birmingham Jail Tracker

One student, every scored page. Filled example: page 38.

Student _____ Teacher _____ Month _____

Page	Page type and set	Items	Right	Date	Notes
5	Before and After Check	5			
6	Before You Read	4			
7	Words to Know	8			
8	Reading 1: The Short Read	3			
9	Reading 2A: Birmingham in 1963	2			
10	Reading 2B: The Statement and the Arrest	2			
11	Reading 2C: The Letter and After	2			
15	Timeline: Dates	6			
24	Quiz, Part A	6			
25	Quiz, Part B	6			
26	Cut and Paste 1	6			
27	Cut and Paste 2	6			
28	Cut and Paste 3	6			

How to fill this in

Write how many items the student got right with no prompt, and the date. A blank means not tried yet, never wrong. There are 62 items on the 13 scored pages. Answer keys: pages 30 to 33. Filled example: page 38.

This month we are working on (your own standard or wording)

PREVIEW

Team Note

Use this page between team meetings or when a student moves classes, to hand off what changed without writing a note from scratch. Everything below is observable, with a blank for the number or the wording your team already uses.

Student _____ Team member _____ Date _____

Page type	Covered since last note (Y/N)	Items right	Still blank
Before and After Check			
Readings			
Words to Know			
Timeline			
Quiz			
Cut and paste			

What I saw (observable, not a conclusion)

- Named the main idea of ___ of ___ readings without a prompt.
- Put the events in order on ___ of ___ (page 28).
- Used a fact from a reading or a source in the claim, evidence and reasoning pages (22, 23): yes / no / with a reminder.
- Told ethos, pathos and logos apart in their own words: yes / no.

Next step

- Next page or set: ___, because ___ (what you saw).
- What to try in another class or at home: ___.
- What to keep doing because it is working: ___.
- Anything for the team meeting to decide: ___ (this page records what happened, never a label or a plan).

Summary, in one or two sentences, for whoever reads this next

A filled-in line, for reference

"Matched 6 of 8 words on Words to Know with no prompt on 10/3. Next step: use negotiate and direct action in sentences about the letter." That is the level of detail this page is built for. It matches the filled example on page 38.

PREVIEW

Devon's Tracker (Invented Student)

Devon R. is invented; nothing on this page describes a real student. The blank tracker is on page 34.

Student: Devon R. (an invented student)

Teacher: Mr. Ellis (invented)

Month: September to October

Page	Page type and set	Items	Right	Date	Notes
5	Before and After Check	5	3	9/22	Guessed the first answer
6	Before You Read	4	4	9/23	-
7	Words to Know	8	6	10/3	Mixed up negotiate and direct action
8	Reading 1: The Short Read	3	3	9/24	-
9	Reading 2A: Birmingham in 1963	2	2	9/25	-
10	Reading 2B: The Statement and the Arrest	2	1	9/29	Mixed up the statement and the reply
11	Reading 2C: The Letter and After	2	2	10/1	-
15	Timeline: Dates	6	5	10/6	Swapped two 1963 dates
24	Quiz, Part A	6	-	-	-
25	Quiz, Part B	6	-	-	-
26	Cut and Paste 1	6	-	-	-
27	Cut and Paste 2	6	-	-	-
28	Cut and Paste 3	6	-	-	-

PREVIEW

How to read it

Devon R. has done **8 of 13** scored pages and got **26 of 32** items right with no prompt. **4** pages were all right and **4** carry a note. Every number comes from the table.

What the table points to

The lowest page is Reading 2B: The Statement and the Arrest (1 of 2). That is where the next practice goes. The 5 pages left blank are not tried yet, never wrong.

Binder Cover

Slide this into the front of a binder. Type a name in the two fields or write it by hand. The divider tabs and a spine label to cut out are on the next page (page 41).

Social Studies - U.S. History and ELA

LETTER FROM BIRMINGHAM JAIL

Readings, Close Reading and Rhetoric

Birmingham | **The Statement** | **The Letter**

Four Steps | **Ethos Pathos Logos**

Teacher _____

Class or student _____

PREVIEW