

“Vociferous Voices from our Pitiless Past”

**A Unit on Protest Literature
For 10th grade**

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Table of Contents

Rationale	3
Goals and Objectives	7
Unit Points /200 Points Total.....	8
Unit Outline (Daily Activities)	9
Bibliography/Works Cited	23
Appendix	25

Rationale

“Vociferous Voices from our Pitiless Past” is a phrase I thought thoroughly represents this unit. This unit is all about loud voices that have taken a toll in our nation’s past. I firmly believe it is imperative for our students to learn about the past in order to make our future better. In this unit, I have organized four weeks of lessons that will dip my students into the protest pool of history. The first two weeks are based on actual people of protest and famous speeches. The third week is a transition from protest literature to speech writing and performing. This way the students can make the connection to the texts and learn that protest literature is anything but dead. The fourth week consists of the students performing/delivering their own speeches. These speeches are either historically famous and influential, songs of protest, or protest originals from the students.

Throughout the weeks I have devised many different lessons that use many different types of media and outlooks to protest literature. We start off with a video of Martin Luther King Jr. and his famous speech, “I have a dream.” This is one of the most popular speeches, and will show the students that the unit is not that intimidating, and will actually be really enticing. Day 2 of week 1, we start off by doing an exercise of freedom and identity. Depending on the class that this unit is taught to, the freedom history may differ among the class. This exercise will help the teacher assess where the students are in their knowledge of how free we actually

are here in the United States. Then, we will apply this to the school itself and the students will evaluate issues of protest in the school itself. The students will have to write a letter of protest about a specific issue about the school. We will end the week with a poem by Barbauld. I have chosen these activities because they will get the students familiar with the term protest and actually have a chance to practice their freedom of their identity and opinion.

The next week and a half is devoted to famous protestors of our nation. We will watch a video on Rosa Parks and her determination to stand up for what she believes. The video will also introduce valuable vocabulary words that the students will be quizzed on later in the week. I picked these specific words because they all have a great deal to do with protest and are found in many protest speeches. During this time, we also will look at a song by Buffalo Springfield. This will introduce the musical aspect of protest.

One of my favorite parts of the unit is when the students will do literature circles. Literature circles are amazing because they really keep each student accountable for gathering knowledge. Each student has a particular job and has to do specific tasks while their peers are counting on them. The students will switch the jobs to get different views of the speeches. Each job shows you a different aspect of the speech. This exercise also helps group communication and student interaction.

In this unit we cover very important protest figures of the history including: Rosa Parks, MLK, and Malcolm X, and even views from the Pope about the Holocaust. Towards the end of the unit, we discuss the important qualities of a great speech. Also, we learn ways to perform a speech in a way that shows passion and gets an audiences' attention. The students are given a few opportunities to practice these traits of a good speaker before they have to give their own speech. I think this is a very important part of the unit because it public speaking is very hard to learn. It (public speaking) is the number one leading fear- even over DEATH! If my students can learn to conquer this fear, I truly believe that they will be better off in the future. Also, the students will be helping society in the long run by learning how to form and express their opinions.

I truly believe that this unit is relevant to the students' interests. Not only will the students get time to shine, a few that have musical talent will be able to share it with the class. (One project option is to write a protest musical number.) I have also included writing assignments, vocabulary, and speaking lessons that all fall under the Sunshine State Standards.

I hope that this unit will be used over and over and that it will be tweaked for a perfect fit to each class. This unit is very flexible and could be stretched out for another week or two as well. It really just depends on each class. At the end of the unit, the students will have a greater knowledge base of protest literature and it's impact in society. They will also have learned public speaking skills and have

performed in front of their class. I genuinely believe that this unit will make an imprint on each student and be a little bit of fun in the process. ENJOY!

Goals and Objectives

Goals

To have a greater knowledge base of protest literature.

To better understand some major Protestors (i.e. Rosa Parks) in history.

To understand the components of a well-written speech.

To perform/deliver a speech in front of the class.

Objectives (that coincide with Florida's Sunshine State Standards)

SWBAT use volume, stress, pacing, enunciation, eye contact and gestures that meet the needs of the audience and topic. (from SSS LA. C. 2.4)

SWBAT select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences. (from SSS LA.C.3.4)

SWBAT apply oral communication skills to group projects and presentations, formal presentation, and impromptu situations. (from SSS LA.C.3.4)

SWBAT understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities. (from LA.D.2.4)

SWBAT understand the common features of a variety of literary forms. (from SSS LA.E.1.4)

SWBAT understand the different stylistic thematic, and technical qualities present in the literature of different cultures and historical periods. (from SSS LA.E.1.4)

SWBAT write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization. (from SSS LA.B.2.4)

Unit Points /200 Points Total

Assignment	Points Received	Points Possible
Freedom-Identity Worksheet		10
Letter of Protest in Class		15
Class participation Week 1 day 3		10
Poetry Feedback worksheet		10
Class participation Week 2 day 1		10
Class participation Week 2 day 2		10
Literature Circles Assignment (See rubric)		20
Vocabulary Test		20
Class participation Week 3 day 1		10
Class participation Week 3 day 2 (mini speech)		10
Class participation Week 3 day 3		10
Main Presentation of Protest speech or musical number		50
Constructive Criticism Response to peers		15

Unit Outline (Daily Activities)

WEEK 1	Day 1 Intro and MLK	50 min periods
Teacher Objectives	Activity and Time	Materials Needed (worksheets, media, etc.)
<ol style="list-style-type: none"> To introduce the unit of Protest Literature. Get the students thinking in a way that will spark interest in the unit. Introduce MLK/speeches 	<ol style="list-style-type: none"> <u>Housekeeping</u>: welcome, attendance, organizing, answers questions. (5min) Introduce Unit on Protest Literature. (10min) Announce that each student will have to perform a speech of protest. (5min) Hand out Speech Instructions sheet. Show MLK's speech and discussion. (10min) Discussion on types of speeches that students have heard of. (20 min) 	<ol style="list-style-type: none"> Video clip of MLK's speech, "I have a dream." <p>Homework: Ask your parents and or search the web for protest speeches. Bring in 3 ideas of speeches you are interested in. The speeches can be in original speech form , or they can be preformed in a musical style</p>

WEEK 1	Day 2 Freedom and Identity	50 min periods
Teacher Objectives	Activity and Time	Materials Needed (worksheets, media, etc.)
<ol style="list-style-type: none"> Get the students mind in "protest" mode. Discuss the student's homework. 	<ol style="list-style-type: none"> <u>Housekeeping</u>: welcome, attendance, organizing, answers questions. (5min) 	<ol style="list-style-type: none"> Freedom and Identity worksheet. See appendix

	<ol style="list-style-type: none"> 2. Collect homework/ have volunteers share the types of speeches they found. (10 min) 3. Complete "Freedom and Identity" worksheet. (15 min) 4. Discuss each question. (20min) 	
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WEEK 1	Day 3 Letters of Protest Day 1	50 min periods
Teacher Objectives	Activity and Time	Materials Needed (worksheets, media, etc.)
<ol style="list-style-type: none"> 1. To get students thinking about their own protest issues. 2. Team work 3. Organization 	<ol style="list-style-type: none"> 1. <u>Housekeeping</u>: welcome, attendance, organizing, answers questions. (5min) 2. Divide the students into groups of 4 or 5. Each group of students will be responsible for a certain school issue. The group will pick a issue (short passing periods, lunch, parking, no hats, etc.) (20min) 3. Each group will have to come up with arguments as to why their issue needs to be changed. Record on paper and organize thoughts. (20min) 	Homework: Type up your letter of protest. Tmrw your group will decide on the most compelling letter.

WEEK 1	Day 4 Letters of Protest Day 2	50 min periods
Teacher Objectives	Activity and Time	Materials Needed (worksheets, media, etc.)
<ol style="list-style-type: none"> 1. Evaluate students' letters and ideas for the issues presented in the group. 2. Have student role play to see how to discuss important issues. 	<ol style="list-style-type: none"> 1. <u>Housekeeping</u>: welcome, attendance, organizing, answers questions. 2. Get back into the groups from yesterday. Read each group members article and decided on the most convincing letter of protest. 3. Select a person to read the letter with vigor and enthusiasm to the panel. 4. The teacher will have selected one student from each group to be part of the official "panel." The panel will sit in the front of the classroom and listen to the letters. They will collectively pick one issue to change from the argument of the letter. (They can only pick one letter from all of the groups. 	<ol style="list-style-type: none"> 1. Set 5 or 6 chairs up for the panel. The panel will make their decision together based on how convincing the group arguments are. 2. It would be nice to have jeopardy music playing in the background while the panel makes their decision.

WEEK 1	Day 5 Protest Poetry	50 min periods
Teacher Objectives	Activity and Time	Materials Needed (worksheets, media, etc.)
<ol style="list-style-type: none"> 1. Introduce another form of protest literature. 2. Have students wrestle with a poem. 3. Have students form their own opinions about the poem and the author. 	<ol style="list-style-type: none"> 1. <u>Housekeeping</u>: welcome, attendance, organizing, answers questions. (5min) 2. Pass out poems: "Rights of Woman" by Barbauld. 3. Have the student read the poem silently. 4. Read the poem out loud and project it on the overhead. 5. Pass out worksheet "Dialogue with a Poem" for the poem. Have the students break up into pairs and complete the worksheets. 6. Go over the "Dialogue with a Poem" worksheet as a class. 	<ol style="list-style-type: none"> 1. Overhead to project poem. 2. Poem 3. Poem Worksheet, "Dialogue with a Poem" (See appendix for both poem and worksheet.)

WEEK 2	Day 1 Rosa Parks Movie and Vocabulary	50 min periods
Teacher Objectives	Activity and Time	Materials Needed (worksheets, media, etc.)
<ol style="list-style-type: none"> 1. Introduce the students to vocabulary and to assess how much they already know. 2. Show a movie introducing the students to an important woman in history. 	<ol style="list-style-type: none"> 1. <u>Housekeeping</u>: welcome, attendance, organizing, answers questions. 2. Pass out vocabulary list with no definitions. 3. Give instructions to fill in the 	<ol style="list-style-type: none"> 1. Empty Vocabulary lists 2. Video 3. TV and VHS Player 4. Vocabulary with definitions. <p>Homework: Compare your definition</p>

<p>3. Get the students prepared for the vocabulary quiz on Friday.</p>	<p>definitions of vocabulary as the students watch the movie.</p> <p>4. Show Video: "Mighty Times" The Legacy of Rosa Parks.</p> <p>5. Pass out vocabulary definitions.</p>	<p>of the vocabulary words from the movie to the definition you received at the end of the class.</p> <p>Start studying the vocabulary- Quiz on Friday!</p>
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WEEK 2	Day 2	50 min periods
Teacher Objectives	Activity and Time	Materials Needed (worksheets, media, etc.)
<p>1. Assess vocabulary skills.</p> <p>2. Introduce another form of protest to the students.</p>	<p>1. <u>Housekeeping</u>: welcome, attendance, organizing, answers questions.</p> <p>2. Go over vocabulary from yesterday and have students share their comparisons (homework.)</p> <p>3. Play song, "For What It's Worth."</p> <p>4. Divide into groups and answer the questions: Buffalo Springfield's "For What It's Worth" is a protest song written in 1966. In your groups of three or four people take a look at the lyrics. What makes the song a protest song? What</p>	<p>1. Vocab worksheets</p> <p>2. Youtube/ or recording of song</p> <p>3. Students need paper and pencil to record group thoughts.</p>

	<p>is it advocating? What groups and ideas is it critical of? To which group or groups does it make its appeal?</p> <p>4. Have the groups share their discussions about the song.</p>	
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WEEK 2	Day 3	50 min periods
Teacher Objectives	Activity and Time	Materials Needed (worksheets, media, etc.)
<ol style="list-style-type: none"> 1. Introduce Literature Circles. 2. Use speeches in lit circles to help the students wrestle with the text. 	<ol style="list-style-type: none"> 1. <u>Housekeeping</u>: welcome, attendance, organizing, answers questions. 2. Explain Literature Circles 3. Have the students break up into groups and have them pick a speech. 4. Start Literature Circles (This will take about 2.5 days) 	<ol style="list-style-type: none"> 1. Lit Circles worksheets 2. Lit circle instructions and job descriptions. 3. Each student should get be able to do a different job each night. <p>Homework: Finish your job in the lit circle group.</p>

WEEK 2	Day 4	50 min periods
Teacher Objectives	Activity and Time	Materials Needed (worksheets, media, etc.)
<ol style="list-style-type: none"> 1. Make sure students are participating in lit circles. 2. Circle around the room and help 	<ol style="list-style-type: none"> 1. <u>Housekeeping</u>: welcome, attendance, organizing, answers questions. 	<ol style="list-style-type: none"> 1. Lit Circles worksheets 2. Lit circle instructions and job descriptions.

groups that are struggling or that have questions.	<ol style="list-style-type: none"> 2. Continue to work on lit circles. 3. Remind students about the vocabulary quiz tomorrow. 	<ol style="list-style-type: none"> 3. Each student should get be able to do a different job each night. <p>Homework: Finish your job in the lit circle group.</p> <p>Also- study for vocab quiz.</p>
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WEEK 2	Day 5	50 min periods
Teacher Objectives	Activity and Time	Materials Needed (worksheets, media, etc.)
<ol style="list-style-type: none"> 1. Assess how the students liked lit circles. 2. Gain ideas for how to do speeches next time. 3. Give vocabulary quiz 	<ol style="list-style-type: none"> 1. Finish last reporting last job to lit circles group. 2. Give feedback on lit circles. Was this an affective way to learn about a speech? What did you learn from your peers? What were the two speeches about and what did you learn? 3. Give vocabulary quiz. 	<ol style="list-style-type: none"> 1. Lit Circles worksheets. 2. Vocabulary quizzes.

WEEK 3	Day 1	50 min periods
Teacher Objectives	Activity and Time	Materials Needed (worksheets, media, etc.)
<ol style="list-style-type: none"> 1. Introduce students to graphic novel. 2. Give one last example of protest literature before the students start their speech. 	<ol style="list-style-type: none"> 1. <u>Housekeeping</u>: welcome, attendance, organizing, answers questions. 3. Read pages 1-20 in graphic novel to 	<p>HOMEWORK: PRACTICE SPEECH!</p>

	<p>students. Talk about what the students know about MLK.</p> <ol style="list-style-type: none"> 4. Read excerpt of <i>Letter from Birmingham Jail</i>. 5. Have students share their thoughts on the speech. 6. Discuss speech delivery tactics that MLK used. 	
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WEEK 3	Day 2	50 min periods
Teacher Objectives	Activity and Time	Materials Needed (worksheets, media, etc.)
<ol style="list-style-type: none"> 1. Today we need to talk about what makes a good speech, what make a good speaker, and how do you put it all together? 2. The teacher needs to teach public speaking skills today. 	<ol style="list-style-type: none"> 1. <u>Housekeeping</u>: welcome, attendance, organizing, answers questions. 2. Have students brainstorm traits of a good public speaker. What qualities does a public speaker have? What physical movements do they make? What are the speakers eyes and hands doing while words are coming out of their mouth? 3. Make a class list of AWESOME qualities of a public speaker. 4. Introduce the rubric and show that eye contact, mannerisms, and voice projection matter! 	<ol style="list-style-type: none"> 1. Long poster to make qualities of a good speaker. <p>HOMEWORK: PRACTICE SPEECH!</p>

WEEK 3	Day 3	50 min periods
Teacher Objectives	Activity and Time	Materials Needed (worksheets, media, etc.)
1. Have students practice speaking in front of small groups.	<p>1. <u>Housekeeping</u>: welcome, attendance, organizing, answers questions.</p> <p>2. Today students will practice speaking in front of their peers. They will have 15 minutes to write a short narrative about their favorite birthday or vacation. Then, they will take turns reading it aloud to their groups. Last, they will try to memorize most of it and then perform it in front of 2 groups combined.</p> <p>This way the students will see how hard it can be to talk in front of their peers. This will give them good practice and make them focus on all the work they have to do to prepare for their big speech.</p>	<p>1. The students will need paper and pencil to write their narrative.</p> <p>HOMEWORK: PRACTICE SPEECH!</p>

WEEK 3	Day 4	50 min periods
Teacher Objectives	Activity and Time	Materials Needed (worksheets, media, etc.)
<p>1. Give clear instructions on what the assignment is.</p> <p>2. The students have</p>	<p>3. <u>Housekeeping</u>: welcome, attendance, organizing, answers questions.</p>	<p>1. Speech assignment instructions.</p>

known about this project since day one and should have been thinking ahead.	<ol style="list-style-type: none"> 4. Give out worksheet for speech assignment. (This is the second time it is being handed out so it should look familiar.) 5. Fill out sign up sheets for speech slots. 6. Class Time to practice speech. 	HOMEWORK: PRACTICE SPEECH!
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WEEK 3	Day 5	50 min periods
Teacher Objectives	Activity and Time	Materials Needed (worksheets, media, etc.)
1. Make sure all students are on task and have a good chunk of their speech coming along.	<ol style="list-style-type: none"> 1. <u>Housekeeping</u>: welcome, attendance, organizing, answers questions. 2. Class time to practice speeches. PERFORMANCES ARE NEXT WEEK! 	HOMEWORK: PRACTICE SPEECH!

WEEK 4	Day 1	50 min periods
Teacher Objectives	Activity and Time	Materials Needed (worksheets, media, etc.)
<ol style="list-style-type: none"> 1. Assess 6 students by listening to their speeches. 2. Have students practice giving and accepting 	<ol style="list-style-type: none"> 1. <u>Housekeeping</u>: welcome, attendance, organizing, answers questions. (5min) 	<ol style="list-style-type: none"> 1. The students should be prepared to give speech. 2. Each student should have a copy of his/her speech

<p>constructive criticism.</p> <p>3. Evaluate each student's ability to perform speaking in public.</p>	<p>2. 6 students present. Each student is allowed 5 minutes to give his or her speech. After each speech is given, the class will have 2 minutes to write feedback for each student. (2 things they did well and 1 thing the presenter could work on.) This will take 6x7=42 minutes. So, about 45min should be allowed for the lesson to be completed.</p>	<p>printed out. This copy will be given to another student that will follow along with the speech. The student giving the speech can call, "line" if he/she forgets a word or line.</p> <p>3. Worksheets for feedback.</p> <p>4. Microphone and podium to give speech. (The microphone will not be on because it might disturb another class.)</p> <p>5. Camera Recorder to record speeches</p>
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WEEK 4	Day 2	50 min periods
Teacher Objectives	Activity and Time	Materials Needed (worksheets, media, etc.)
<p>1. Assess 6 students by listening to their speeches.</p> <p>2. Have students practice giving and accepting constructive criticism.</p> <p>3. Evaluate each student's ability to perform speaking in public.</p>	<p>1. <u>Housekeeping</u>: welcome, attendance, organizing, answers questions. (5min)</p> <p>2. 6 students present. Each student is allowed 5 minutes to give his or her speech. After each speech is given, the class will have 2 minutes to write feedback for each</p>	<p>1. The students should be prepared to give speech.</p> <p>2. Each student should have a copy of his/her speech printed out. This copy will be given to another student that will follow along with the speech. The student giving the speech can call, "line" if he/she</p>

	<p>student. (2 things they did well and 1 thing the presenter could work on.) This will take $6 \times 7 = 42$ minutes. So, about 45min should be allowed for the lesson to be completed.</p>	<p>forgets a word or line. 3. Worksheets for feedback. 4. Microphone and podium to give speech. (The microphone will not be on because it might disturb another class.) 5. Camera Recorder to record speeches</p>
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WEEK 4	Day 3	50 min periods
Teacher Objectives	Activity and Time	Materials Needed (worksheets, media, etc.)
<ol style="list-style-type: none"> 1. Assess 6 students by listening to their speeches. 2. Have students practice giving and accepting constructive criticism. 3. Evaluate each student's ability to perform speaking in public. 	<ol style="list-style-type: none"> 1. <u>Housekeeping</u>: welcome, attendance, organizing, answers questions. (5min) 2. 6 students present. Each student is allowed 5 minutes to give his or her speech. After each speech is given, the class will have 2 minutes to write feedback for each student. (2 things they did well and 1 thing the presenter could work on.) This will take $6 \times 7 = 42$ minutes. So, about 45min should be allowed for the lesson to be completed. 	<ol style="list-style-type: none"> 1. The students should be prepared to give speech. 2. Each student should have a copy of his/her speech printed out. This copy will be given to another student that will follow along with the speech. The student giving the speech can call, "line" if he/she forgets a word or line. 3. Worksheets for feedback. 4. Microphone and podium to give speech. (The microphone will not be on because it might disturb

		another class.) 5. Camera Recorder to record speeches
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WEEK 4	Day 4	50 min periods
Teacher Objectives	Activity and Time	Materials Needed (worksheets, media, etc.)
<ol style="list-style-type: none"> 1. Assess 6 students by listening to their speeches. 2. Have students practice giving and accepting constructive criticism. 3. Evaluate each student's ability to perform speaking in public. 	<ol style="list-style-type: none"> 1. <u>Housekeeping</u>: welcome, attendance, organizing, answers questions. (5min) 2. 7 students present. Each student is allowed 5 minutes to give his or her speech. After each speech is given, the class will have 2 minutes to write feedback for each student. (2 things they did well and 1 thing the presenter could work on.) This will take $6 \times 7 = 42$ minutes. So, about 45min should be allowed for the lesson to be completed. 	<ol style="list-style-type: none"> 1. The students should be prepared to give speech. 2. Each student should have a copy of his/her speech printed out. This copy will be given to another student that will follow along with the speech. The student giving the speech can call, "line" if he/she forgets a word or line. 3. Worksheets for feedback. 4. Microphone and podium to give speech. (The microphone will not be on because it might disturb another class.) 5. Camera Recorder to record speeches.

WEEK 4	Day 5	50 min periods
Teacher Objectives	Activity and Time	Materials Needed (worksheets, media, etc.)
1. Show the students what a great job they did on the unit!	<ol style="list-style-type: none"> 1. Finish up the last speech. 2. Watch the video of all the class speeches! 	<ol style="list-style-type: none"> 1. TV to watch speeches! 2. Popcorn!

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Witte, S. *"I have Dream..." A Unit of Protest Literature*, page 10

Appendix

(handouts rubrics, assessments, assignment sheets, etc.)

“Speech Day” Feedback

Name: _____

Date _____

Instructions:

Give the presenter your upmost attention during their speech. You can take notes if you notice the presenter doing something good, or give if you need to jot down a helpful hint. Please wait until he/she is finished with their speech to completely fill out this form. The presenters will all see this feedback so be honest, helpful, and respectful will your comments.

Name of Presenter #1: _____

Name and Author of Speech _____

Describe one aspect of the presenter’s speech that was AWESOME!

Describe one aspect of the presenter’s mannerisms that qualifies them as a GREAT public speaker. (This could be anything from good eye contact, to flawless memorization, to loud voice projection)

Give one CONSTRCUTIVE and helpful bit of advice to the speaker that he/she should remember the next time they give a speech.

Name of Presenter #2: _____

Name and Author of Speech _____

Describe one aspect of the presenter’s speech that was AWESOME!

Describe one aspect of the presenter's mannerisms that qualifies them as a GREAT public speaker. (This could be anything from good eye contact, to flawless memorization, to loud voice projection)

Give one CONSTRUCTIVE and helpful bit of advice to the speaker that he/she should remember the next time they give a speech.

Name of Presenter #3: _____

Name and Author of Speech _____

Describe one aspect of the presenter's speech that was AWESOME!

Describe one aspect of the presenter's mannerisms that qualifies them as a GREAT public speaker. (This could be anything from good eye contact, to flawless memorization, to loud voice projection)

Give one CONSTRUCTIVE and helpful bit of advice to the speaker that he/she should remember the next time they give a speech.

Name of Presenter #4: _____

Name and Author of Speech _____

Describe one aspect of the presenter's speech that was AWESOME!

Describe one aspect of the presenter's mannerisms that qualifies them as a GREAT public speaker. (This could be anything from good eye contact, to flawless memorization, to loud voice projection)

Give one CONSTRUCTIVE and helpful bit of advice to the speaker that he/she should remember the next time they give a speech.

Name of Presenter #5: _____

Name and Author of Speech _____

Describe one aspect of the presenter's speech that was AWESOME!

Describe one aspect of the presenter's mannerisms that qualifies them as a GREAT public speaker. (This could be anything from good eye contact, to flawless memorization, to loud voice projection)

Give one CONSTRUCTIVE and helpful bit of advice to the speaker that he/she should remember the next time they give a speech.

Name of Presenter #6: _____

Name and Author of Speech _____

Describe one aspect of the presenter's speech that was AWESOME!

Describe one aspect of the presenter's mannerisms that qualifies them as a GREAT public speaker. (This could be anything from good eye contact, to flawless memorization, to loud voice projection)

Give one CONSTRUCTIVE and helpful bit of advice to the speaker that he/she should remember the next time they give a speech.

Name of Presenter #7: _____

Name and Author of Speech _____

Describe one aspect of the presenter's speech that was AWESOME!

Describe one aspect of the presenter's mannerisms that qualifies them as a GREAT public speaker. (This could be anything from good eye contact, to flawless memorization, to loud voice projection)

Give one CONSTRUCTIVE and helpful bit of advice to the speaker that he/she should remember the next time they give a speech.

Name _____

Date _____

Freedom and Identity

For each of the following statements, circle strongly agree, agree, disagree, or strongly disagree. Be able to defend your answers with logic or personal example.

1. Everyone in America has the same amount of freedom, regardless of race, gender, or financial status.

Strongly Agree Agree Disagree Strongly Disagree

2. Racism no longer exists in America.

Strongly Agree Agree Disagree Strongly Disagree

3. Students who can legally buy cigarettes should be allowed to bring them to school.

Strongly Agree Agree Disagree Strongly Disagree

4. Students should be allowed to leave school during lunch.

Strongly Agree Agree Disagree Strongly Disagree

5. The government should watch people who are from the same country as a terrorist.

Strongly Agree Agree Disagree Strongly Disagree

6. Some slaves were better off before they were freed because their masters treated them well.

Strongly Agree Agree Disagree Strongly Disagree

7. People who do not worship God are not good citizens.

Strongly Agree Agree Disagree Strongly Disagree

8. A girl cannot be raped by her boyfriend.

Strongly Agree Agree Disagree Strongly Disagree

9. I would rather die a horrible death than be at the mercy of my enemies.

Strongly Agree Agree Disagree Strongly Disagree

10. I would risk death to protect someone I love.

Strongly Agree Agree Disagree Strongly Disagree

Week 1 day 5

Poetry Response

The Rights of Woman

Anna Letitia Barbauld (1743 - 1825)

Yes, injured Woman! rise, assert thy right!
 Woman! too long degraded, scorned, opprest;
 O born to rule in partial Law's despite,
 Resume thy native empire o'er the breast!

Go forth arrayed in panoply divine;
 That angel pureness which admits no stain;
 Go, bid proud Man his boasted rule resign,
 And kiss the golden sceptre of thy reign.

Go, gird thyself with grace; collect thy store
 Of bright artillery glancing from afar;
 Soft melting tones thy thundering cannon's roar,
 Blushes and fears thy magazine of war.

Thy rights are empire: urge no meaner claim,--
 Felt, not defined, and if debated, lost;
 Like sacred mysteries, which withheld from fame,
 Shunning discussion, are revered the most.

Try all that wit and art suggest to bend
 Of thy imperial foe the stubborn knee;
 Make treacherous Man thy subject, not thy friend;
 Thou mayst command, but never canst be free.

Awe the licentious, and restrain the rude;
 Soften the sullen, clear the cloudy brow:
 Be, more than princes' gifts, thy favours sued;--
 She hazards all, who will the least allow.

But hope not, courted idol of mankind,
 On this proud eminence secure to stay;
 Subduing and subdued, thou soon shalt find
 Thy coldness soften, and thy pride give way.

Then, then, abandon each ambitious thought,
 Conquest or rule thy heart shall feebly move,
 In Nature's school, by her soft maxims taught,
 That separate rights are lost in mutual love.

Worksheet for "Rights of Woman"

"Dialogue with a Poem" from: *Adolescent Literacy*

Name_____

Date_____

Instructions:

Please read the poem, and take a moment or two to reflect on it. Then go to the tables and take a few minutes to think about and answer each question. Try to fill in an answer for each question.

<p>What is your first reaction or response to the poem? What feelings or emotions did you have as you read the poem? Describe or explain briefly.</p>	<p>What did you see happening in the poem? Paraphrase it-retell the event briefly. When you discuss, see if there are differences in the paraphrasing.</p>
<p>What memory does the poem call to mind- of people, places, events, sights, smells, or even of something more ambiguous, perhaps feelings or attitudes?</p>	<p>What idea or thought was suggested by the poem? Explain it briefly.</p>

<p>What is the most important word in the poem?</p>	<p>What sort of person do you imagine the author of this poem to be?</p>
<p>Did you feel involved with the poem or distant from it?</p>	<p>Does this poem call to mind any other literary work (poem, play, film, story-any genre)? If it does, what is the connection you see between the two?</p>

Day 1 Speech

MLK, "I have a DREAM"

<http://www.youtube.com/watch?v=gZLvSnr6s50>

Vocabulary

Mighty Times, The Legacy of Rosa Parks

Name _____

Date_____

Instructions: As you watch the video, listen for the vocabulary words. As you hear each word, use context clues to create a definition for the word.

1. Boycott
2. Brown vs Board of Education
3. Civil disobedience
4. Integration
5. Jim Crow
6. Ku Klux Kan
7. Literacy tests
8. Lynching
9. National Association for the Advancement of Colored People (NAACP)
10. Segregation
11. U.S. Supreme Court

Vocabulary and Definitions

Mighty Times, The Legacy of Rosa Parks

Name_____

Date_____

1. Boycott- a form of protest consistent in the refusal to have dealings with a person, business or organization.
2. Brown vs Board of Education- landmark 1954 Supreme Court decision outlawing the separation of races in public schools.
3. Civil disobedience- the nonviolent protest of a law or social/political system deemed unjust.
4. Integration-the process of bringing a group into equal membership in society
5. Jim Crow-the system of laws and practices that discriminated against African Americans between the Civil War and the Civil Rights Movement.
6. Ku Klux Kan-a secret White supremacist organization that came into prominence in the South after the Civil War.
7. Literacy tests- civics-based tests administered by Southern states to prevent African Americans from voting.
8. Lynching-the execution of an individual, usually by a mob, without legal sanction.
9. National Association for the Advancement of Colored People (NAACP)- organization founded in 1909 to combat racial discrimination
10. Segregation- the separation or isolation of a race, class or ethnic group
11. U.S. Supreme Court- the final court of appeal in the United States.

Literary Circles Rubric

Category	4	3	2	1
Discussion Participation 60%	<ul style="list-style-type: none"> *Always contributes to group discussion * Always asks open-ended questions *Is always willing to consider differing opinions *Is always a respectful and attentive listener 	<ul style="list-style-type: none"> *Usually contributes to group discussion *Usually asks open- ended questions * Is usually willing to consider differing opinions * Is usually a respectful and attentive listener 	<ul style="list-style-type: none"> *Sometimes contributes to group discussion * Sometimes asks open-ended questions *Is sometimes willing to consider differing opinions *Is sometimes a respectful and attentive listener 	<ul style="list-style-type: none"> *Rarely contributes to group discussion * Rarely asks open-ended questions *Is rarely willing to consider differing opinions *Is rarely a respectful and attentive listener
Role Sheets 20%	<ul style="list-style-type: none"> *Sheets are always completed * It is always evident that significant thought was devoted to preparation for discussion *Sheets are turned in on time 	<ul style="list-style-type: none"> *Sheets are usually completed * It is usually evident that significant thought was devoted to preparation for discussion *Sheets are usually turned in on time 	<ul style="list-style-type: none"> *Sheets are sometimes completed * It is sometimes evident that significant thought was devoted to preparation for discussion *Sheets are sometimes turned in on time 	<ul style="list-style-type: none"> *Sheets are never completed * It is never evident that significant thought was devoted to preparation for discussion *Sheets are never turned in on time
Presentation 20%	<ul style="list-style-type: none"> *Presentation includes a summary of plot * Presentation demonstrates the central message of the book *Every group member participates 	<ul style="list-style-type: none"> *Presentation includes a summary of plot * Presentation demonstrates the central message of the book *Every group member participates 	<ul style="list-style-type: none"> *Presentation includes a summary of plot *Presentation demonstrates a message of the book 	<ul style="list-style-type: none"> *Presentations does not include summary of plot *Presentation does not demonstrate a central Message *no participation

Literature Circles

One of the projects we will be participating in this semester is literature circles. For those of you who may not have participated in literature circles before, there are usually several groups comprised of four or five members. Each group member has a different role, as listed below:

Discussion Director: Comes up with ideas and questions from the reading

Illuminator: Connector: Literary Luminary: Illustrator:

Digs up background information about the book Find connections between the book and the world Selects significant passages for discussion

Represents the reading in a drawing or other art form

You will be assigned one speech/ text to read for your literature circle groups. The groups will be assigned randomly. Please refer to the attached rubric for any additional questions.

Literature Circles Role Sheet:**Discussion Director**

Name _____

Speech _____

Date _____

Assignment:

Discussion Director: Your job is to develop a list of questions that your group might want to discuss about this part of the book. Don't worry about the small details; your task is to help people talk over the big ideas in the reading and share their reactions. Usually the best discussion questions come from your own thoughts, feelings, and concerns as you read. You can list them below during or after your reading. You may also use some of the general questions below to develop topics for your group.

Sample questions

What was going through your mind while you read this? How did you feel while reading this part of the book? What was discussed in this section of the book? Can someone summarize briefly?

Did today's reading remind you of any real-life experiences? What questions did you have when you finished this section? Did anything in this section of the book surprise you? What are the one or two most important ideas?

What are some things you think will be talked about next?

Topic to be carried over to next time: _____

You can take notes here:

Literature Circle Role Sheet:

Illuminator

Name _____

Speech _____

Date _____

Assignment:

Investigator: Your job is to dig up some background information on any topic related to your book. This might include:

- *The geography, weather, culture, or history of the book's setting
- *Information about the author - her/his life and other works
- *Information about the time period portrayed in the book
- *Pictures, objects, or materials that illustrate elements of the book
- *The history and derivation of words or names used in the book
- * Music that reflects the book or its time

*Suggestions for other books that address a similar topic in some way

This is *not* a formal research report. The idea is to find bits of information or material that helps your group better understand the book. Investigate something that really interests you - something that struck you as puzzling or curious while you were reading, and report back to your group.

Suggestions for where to find more information: The introduction, preface, or "about the author" section of the book, library books and magazines, online computer searches or encyclopedias, interviews with people who know the topic, and any other novels, nonfiction, or textbooks you've read.

Topic to be carried over to next time: _____

Literature Circle Role Sheet:**Connector**

Name _____

Speech _____

Date _____

Assignment:

Connector: Your job is to find connections between the book your group is reading and the world outside. This means connecting the reading to your own life, happenings at school or in the community, similar events at other times and places, or other people or problems that this book brings to mind. You might also see connections between this book and other writings on the same topic or other writings by the same author. There are no right answers here. Whatever the reading connects you with is worth sharing!

Some connections I found between this reading and other people, places, events, authors:

1.

2.

3.

4.

Topic to be carried over to next time: _____

Literature Circle Role Street:**Literary Luminary**

Name _____

Speech _____

Date _____

Assignment:

Literary Luminary: Your job is to choose a paragraph or sentences from the book to discuss with your group. Your purpose is to help other students by spotlighting something interesting, powerful, funny, puzzling, or important to discuss from the text. You can read parts aloud yourself, or ask another group member to read them. Be sure to include your reasons for picking the paragraphs or selections that you did, and record the page number and paragraph.

1.

2.

3.

4.

5.

Topic to be carried over to next time: _____

Literature Circle Role Sheet:**Illustrator**

Name _____

Speech _____

Date _____

Assignment:

Illustrator: Your job is to draw some kind of picture related to the reading. It can be a sketch, cartoon, diagram, flow chart, collage, or other expression. You can draw a picture of something that is discussed specifically in your book, something that the reading reminded you of, or a picture that conveys any idea or feeling you got from the reading. Any kind of drawing or graphic is okay. You can even label things with words if that helps. Make your drawing on the back of this paper, or feel free to create art in another form and attach this paper to it.

Topic to be carried over to next time: _____

Speeches Used for Literature Circles:

Speech #1

Malcolm X: The House Negro vs The Field Negro

"There was two kind of slaves. There was the house negro and the field negro. The house negro, they lived in the house, with master. They dressed pretty good. They ate good, cause they ate his food, what he left. They lived in the attic or the basement, but still they lived near their master, and they loved their master, more than their master loved himself. They would give their life to save their masters house quicker than their master would. The house negro, if the master said "we got a good house here" the house negro say "yeah, we got a good house here". Whenever the master would said we, he'd say we. That's how you can tell a house negro. If the master's house caught on fire, the house negro would fight harder to put the blaze out than the master would. If the master got sick, the house negro would say "What's the matter, boss, we

sick?" We sick! He identified himself with his master, more than the master identified with himself. And if you came to the house negro and said "Let's run away, Let's escape, Let's separate" the house negro would look at you and say "Man, you crazy. What you mean separate? Where is there a better house than this? Where can I wear better clothes than this? Where can I eat better food than this?" There was that house negro. In those days, he was called a house nigger. And that's what we call him today, because we still got some house niggers runnin around here. This modern house negro loves his master. He wants to live near him. He'll pay three times as much as the house is worth just to live near his master, and then brag about "I'm the only negro out here. I'm the only one on my job. I'm the only one in this school." "You're nothing but a house negro. And if someone come to you right now and say "Let's separate.", you say the same thing that the house negro said on the plantation. "What you mean separate? From America? This good white

land? Where you gonna get a better job than you get here? I mean, this is what you say! "I di-I ain't left nothing in Africa" That's what you say.

"Why, you left your mind in Africa". On that same plantation, there was the field negro. The field negro, those were the masses. There was always more negros in the field as there were negros in the house. There negro in the field caught hell. He ate leftovers. In the house, they ate high up on the hog. The negro in the field didn't get nothing but what was left in the insides of the hog. They call them chit'lins nowadays. In those days, they called them what they were, guts! That's what you were, a guteater. And some of you are still guteaters. The field negro was beaten, from morning til night. He lived in a shack, in a hut. He wore cast-off clothes. He hated his master. I say, he hated his master.

He was intelligent. That house negro loved his master. But that field negro, remember, they were in the majority, and they hated their master. When the house caught on fire, he didn't try to put it out, that field negro prayed for a wind. For a breeze. When the master got

sick,
the field negro prayed that he died. If someone come to the field
negro
and said "Let's separate, let's run." He didn't say "Where we
going?" he
said "Any place is better than here". We got field negros in
America
today. I'm a field negro. The masses are the field negros. When
they see
this mans house on fire, we don't hear these little negros talkin
bout
"Our Government is in trouble. They say thee Government is in
trouble."
Imagine a negro, "Our Government". I even heard one say "Our
astronauts." They won't even let him near the plant, and "Our
astronauts". "Our neighbors" That's a negro that's out of his
mind. That's
a negro that's out of his mind! Just cause the slave master in
that day,
used Tom, to keep the field negroes in check. The same ol
slavemaster
today has negros who are nothing but modern Uncle Toms. 20th
century Uncle Toms to keep you and me in check. Keep us
under
control. Keep us passive and peaceful. And nonviolent. That's
Tom
making you nonviolent. It's like when you go to the dentist and
the man
is going to take your tooth. You're going to fight him when he
start

**pulling. So they squirt some stuff in your jaw called novocane,
to make
you think their not doing anything to you. So you sit there and
because
you got all that novocane in your jaw, you suffer peacefully.
Hahahaha.**

**There's nothing in our book, the Quran, as you call it, Koran, that
teaches us to suffer peacefully. Our religion teaches us to be
intelligent.**

**Be peaceful. Be courteuos. Obey the law. Respect everyone. But
if**

**someone puts his hand on you, send him to the cemetery! That's
a good**

**religion. In fact, that's that old-time religion. That's the one that
ma and**

**pa used to talk about. An eye for an eye and a tooth for a tooth
and a**

head for a head and a life for a life. That's a good religion.

Speech #2: The Holocaust by Pope John Paul II

The words of the ancient Psalm, rise from our hearts: "I have become like a broken vessel. I hear the whispering of many - terror on every side - as they scheme together against me, as they plot to take my life. But I trust in you, O Lord: I say, 'you are my God.'" In this place of memories, the mind and heart and soul feel an extreme need for silence. Silence in which to remember. Silence in which to try to make some sense of the memories which come flooding back. Silence because there are no words strong enough to deplore the terrible tragedy of the Shoah.

My own personal memories are of all that happened when the Nazis occupied Poland during the war. I remember my Jewish friends and neighbours, some of whom perished, while others survived. I have come to Yad Vashem to pay homage to the millions of Jewish people who, stripped of everything, especially of human dignity, were murdered in the Holocaust. More than half a century has passed, but the memories remain. Here, as at Auschwitz and many other places in Europe, we are overcome by the echo of the heart-rending laments of so many. Men, women and children, cry out to us from the depths of the horror that they knew.

How can we fail to heed their cry? No one can forget or ignore what happened. No one can diminish its scale. We wish to remember. But we wish to remember for a purpose, namely to ensure that never again will evil prevail, as it did for the millions of innocent victims of Nazism. How could man have such utter contempt for man? Because he had reached the point of contempt for God. Only a godless ideology could plan and carry out the extermination of a whole people.

The honour given to the 'Just Gentiles' by the state of Israel at Yad Vashem for having acted heroically to save Jews, sometimes to the point of giving their own lives, is a recognition that not even in the darkest hour is every light extinguished. That is why the Psalms and the entire Bible, though well aware of the human capacity for evil, also proclaims that evil will not have the last word. Out of the depths of pain and sorrow, the believer's heart cries out: "I trust in you, O Lord: 'I say, you are my God.'"

Jews and Christians share an immense spiritual patrimony, flowing from God's self-revelation. Our religious teachings and our spiritual experience demand that we overcome evil with good. We remember, but not with any desire for vengeance or as an incentive to hatred. For us, to remember is to pray for peace and justice, and to commit ourselves to their cause. Only a world at peace, with justice for all, can avoid repeating the mistakes and terrible crimes of the past.

Vocabulary Quiz

Name _____

Date _____

Instructions: Fill in the vocabulary word next to the definition.

1. A form of protest consistent in the refusal to have dealings with a person, business or organization. _____
2. Landmark 1954 Supreme Court decision outlawing the separation of races in public schools. _____
3. The nonviolent protest of a law or social/political system deemed unjust.

4. The process of bringing a group into equal membership in society

5. The system of laws and practices that discriminated against African Americans between the Civil War and the Civil Rights Movement.

6. Ku Klux Kan-a secret White supremacist organization that came into prominence in the South after the Civil War.

7. Civics-based tests administered by Southern states to prevent African Americans from voting.

8. The execution of an individual, usually by a mob, without legal sanction.

9. Organization founded in 1909 to combat racial discrimination

10. The separation or isolation of a race, class or ethnic group

11. The final court of appeal in the United States.

Speech Assignment

For our Unit on Protest Literature you will have to perform what you have learned! Each student will perform a 4-5 minute speech or musical production for the class. You must get the speech or musical number approved by the teacher by Friday. You have three options:

1. Perform a famous protest speech. This can be one we have studied or one we have not. It has to have historical value and you must be able to explain its significance. (Remember to run it by the teacher for approval)
2. Write your own protest speech and deliver it. It must be well written, with no grammatical or spelling errors. It must be something you are passionate about. (Remember to run it by the teacher for approval)
3. Perform musical number that is about protest. Think about the song we studied, "For What it's Worth." (Remember to run it by the teacher for approval)

You can sign up for when you want to deliver your speech next week. Those of you who do not sign up will be placed in the empty slots.

This project is worth 50 points.

Rubric

- | | |
|------------------|---|
| ___ out of 20pts | The student's speech fit into the protest theme and caught our attention about the subject. |
| ___ out of 10pts | The student maintained good eye contact when delivering his/her speech. The student also only had to ask for help 2 or fewer times. |
| ___ out of 10pts | The student spoke clearly had good voice projection. |
| ___ out of 5pts | The student listened carefully and respectfully to each of his/her classmates. |
| ___ out of 5pts | The student turned in a well written speech/musical number that is prepared in nice and neat manner. |

LETTER FROM BIRMINGHAM JAIL April 16, 1963 (Excerpt)

MY DEAR FELLOW CLERGYMEN:

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 statements in what I hope will be patient and reasonable terms.

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. 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.

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.

You deplore the demonstrations taking place in Birmingham. But your statement, I am sorry to say, fails to express a similar concern for the conditions that brought about the demonstrations. I am sure that none of you would want to rest content with the superficial kind of social analysis that deals merely with effects and does not grapple with underlying causes. It is unfortunate that demonstrations are taking place in Birmingham, but it is even more unfortunate that the city's white power structure left the Negro community with no alternative.

In any nonviolent campaign there are four basic steps: collection of the facts to determine whether injustices exist; negotiation; self-purification; and direct action. We have gone through all of these steps in Birmingham. There can be no gainsaying the fact that racial injustice engulfs this community. Birmingham is probably the most thoroughly segregated city in the United States. Its ugly record of brutality is widely known. Negroes have experienced grossly unjust treatment in the courts. There have been more unsolved bombings of Negro homes and churches in Birmingham than in any other city in the nation. These are the hard, brutal facts of the case. On the basis of these conditions, Negro leaders sought to negotiate with the city fathers. But the latter consistently refused to engage in good-faith negotiation.

Then, last September, came the opportunity to talk with leaders of Birmingham's economic community. In the course of the

negotiations, certain promises were made by the merchants --- for example, to remove the stores humiliating racial signs. On the basis of these promises, the Reverend Fred Shuttlesworth and the leaders of the Alabama Christian Movement for Human Rights agreed to a moratorium on all demonstrations. As the weeks and months went by, we realized that we were the victims of a broken promise. A few signs, briefly removed, returned; the others remained.