WV TREE Resource:

English Language Arts

Resource Name: Teacher Guide for Why We Can’t Wait by Martin Luther King, Jr.

Grade Level(s): 10th grade

Resource Summary/Overview: Teachers are provided with resources to introduce the novel, to discuss while reading the novel, and to demonstrate an understanding of the novel upon completion. This is a complete unit plan for the novel. This unit covers the College and Career Readiness Standards listed and more if the whole unit is completed as presented.

Length: minimum of twenty class periods

Domain(s) Addressed: (Reading, Writing, Speaking/Listening, and/or Language)

reading, speaking and listening

West Virginia College- and Career-Readiness Standards:

ELA.10.4 Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the informational text, recognizing when the text leaves matters uncertain.

ELA.10.5 Determine two central ideas of an informational text and analyze their development over the course of the informational text, including how they emerge and are shaped and refined by specific details; provide an objective summary of the informational text.

ELA.10.6 Analyze how the author unfolds an analysis or series of complex ideas or events in informational texts, including the order in which the points are made, how they are developed, and how they interact.

ELA.10.10 Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze and defend the cumulative impact of specific word choices on meaning and tone (e.g. how the language of a court opinion differs from that of a newspaper).

ELA.10.12 Determine an author’s point of view or purpose in an informational text and evaluate how the author uses rhetoric to advance that point of view or purpose.

ELA.10.16 Delineate and evaluate the argument and specific claims and counterclaims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

ELA.10.17 Analyze and defend influential U.S. documents of historical and literary significance (e.g. Roosevelt’s Four Freedoms speech or King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

Delivery Method(s): whole group, small group, individual

Resource Materials: teacher/student directions, Why We Can’t Wait pdf.

Resource Purpose(s): provide teacher resources to teach the novel

Instructor Notes: see attachment of directions and the .pdf file