

Letter From Birmingham Jail Figurative Language Analysis

In "Letter from Birmingham Jail," Martin Luther King Jr. explains why blacks can no longer be victims of inequality.

This text offers lesson plans, realistic advice, and explanations and descriptions focused on how to move academically discouraged students from failure to thrive to success with the Common Core. Paths to College and Career Jossey-Bass and PCG Education are proud to bring the Paths to College and Career English Language Arts (ELA) curriculum and professional development resources for grades 6–12 to educators across the country. Originally developed for EngageNY and written with a focus on the shifts in instructional practice and student experiences the standards require, Paths to College and Career includes daily lesson plans, guiding questions, recommended texts, scaffolding strategies and other classroom resources. Paths to College and Career is a concrete and practical ELA instructional program that engages students with compelling and complex texts. At each grade level, Paths to College and Career delivers a yearlong curriculum that develops all students' ability to read closely and engage in text-based discussions, build evidence-based claims and arguments, conduct research and write from sources, and expand their academic vocabulary. Paths to College and Career's instructional resources address the needs of all learners, including students with disabilities, English language learners, and gifted and talented students. This enhanced curriculum provides teachers with freshly designed Teacher Guides that make the curriculum more accessible and flexible, a Teacher Resource Book for each

module that includes all of the materials educators need to manage instruction, and Student Journals that give students learning tools for each module and a single place to organize and document their learning. As the creators of the Paths ELA curriculum for grades 6–12, PCG Education provides a professional learning program that ensures the success of the curriculum. The program includes: Nationally recognized professional development from an organization that has been immersed in the new standards since their inception. Blended learning experiences for teachers and leaders that enrich and extend the learning. A train-the-trainer program that builds capacity and provides resources and individual support for embedded leaders and coaches. Paths offers schools and districts a unique approach to ensuring college and career readiness for all students, providing state-of-the-art curriculum and state-of-the-art implementation.

The Developing Core Literacy Proficiencies program is an integrated set of English Language Arts/Literacy units spanning grades 6-12 that provide student-centered instruction on a set of literacy proficiencies at the heart of the Common Core State Standards (CCSS). Reading Closely for Textual Details Making Evidence-Based Claims Making Evidence-Based Claims about Literary Technique (Grades 9-12) Researching to Deepen Understanding Building Evidence-Based Arguments The program approaches literacy through the development of knowledge, literacy skills, and academic habits. Throughout the activities, students develop their literacy along these three paths in an integrated, engaging, and empowering way. Knowledge: The texts and topics students encounter in the program have been carefully selected to expose them to rich and varied ideas and perspectives of cultural significance. These texts not only equip students with key ideas for participating knowledgeably in the important discussions of our time, but also contain the complexity of expression necessary for developing college- and career-ready literacy

skills. Literacy Skills: The program articulates and targets instruction and assessment on twenty CCSS-aligned literacy skills ranging from “making inferences” to “reflecting critically.” Students focus on this set of twenty skills throughout the year and program, continually applying them in new and more sophisticated ways. **Academic Habits:** The program articulates twelve academic habits for students to develop, apply, and extend as they progress through the sequence of instruction. Instructional notes allow teachers to introduce and discuss academic habits such as “preparing” and “completing tasks” that are essential to students’ success in the classroom. The program materials include a comprehensive set of instructional sequences, teacher notes, handouts, assessments, rubrics, and graphic organizers designed to support students with a diversity of educational experiences and needs. The integrated assessment system, centered around the literacy skills and academic habits, allows for the coherent evaluation of student literacy development over the course of the year and vertically across all grade levels.

"In a Single Garment of Destiny"

America in the Twentieth Century

The Composition of Everyday Life, Brief (with 2016 MLA Update Card)

The Core Deconstructed: How to Deconstruct the Common Core State Standards So You Can Teach ELA/Literacy for Middle and High School Practice Journal

The Composition of Everyday Life

Performing Prose

Accessible to a broad range of users, this book covers the writing process from generating content through document design. It focuses on the influence of audience, content, and purpose on writing choices and encourages development of critical thinking and critical

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reading skills. Concise and reader-friendly, this book contains numerous examples, and the most recent information on documentation for Internet sources. An inductive/intuitive presentation of major concepts allows the reader to relate concepts to their own experience. The writing process is emphasized throughout, with concepts organized in the order that writers confront them. The book focuses on research skills, including strategies for doing research on the Internet, evaluating sources, and using specific Internet sites. Questions of usage important to speakers of English as a Second Language are addressed. For professionals who wish to improve their written communication and analysis skills.

Houston A. Baker Jr. condemns black intellectuals who, he believes, have turned their backs on the tradition of racial activism in America. In their literature, speeches, and academic and public behavior, Baker identifies a "hungry generation" eager for power, respect, and money. Critiquing his own impoverished childhood in the "Little Africa" section of Louisville, Kentucky, Baker seeks to understand the shaping of this new public figure. He also revisits classical sites of African American literary and historical criticism and critique, and devotes chapters to the writing and thought of such black academic superstars as Cornel West, Michael Eric Dyson, and Henry Louis Gates Jr.; Hoover Institution senior fellow Shelby Steele; Yale law professor Stephen Carter; and Manhattan Institute fellow John McWhorter. Baker's provocative investigation into the disingenuous posturing of these and other individuals exposes what he deems to be a tragic betrayal of the legacy of Martin Luther King Jr. He urges black intellectuals to reestablish both sacred and secular connections with local communities and rediscover the value of social responsibility. As Baker sees it, the mission of the black intellectual today is not to do great

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things but to do specific, racially based work that is in the interest of the black majority. Martin Luther King, Jr., may be America's most revered political figure, commemorated in statues, celebrations, and street names around the world. On the fiftieth anniversary of King's assassination, the man and his activism are as close to public consciousness as ever. But despite his stature, the significance of King's writings and political thought remains underappreciated. In *To Shape a New World*, Tommie Shelby and Brandon Terry write that the marginalization of King's ideas reflects a romantic, consensus history that renders the civil rights movement inherently conservative—an effort not at radical reform but at “living up to” enduring ideals laid down by the nation's founders. On this view, King marshaled lofty rhetoric to help redeem the ideas of universal (white) heroes, but produced little original thought. This failure to engage deeply and honestly with King's writings allows him to be conscripted into political projects he would not endorse, including the pernicious form of “color blindness” that insists, amid glaring race-based injustice, that racism has been overcome. Cornel West, Danielle Allen, Martha Nussbaum, Robert Gooding-Williams, and other authors join Shelby and Terry in careful, critical engagement with King's understudied writings on labor and welfare rights, voting rights, racism, civil disobedience, nonviolence, economic inequality, poverty, love, just-war theory, virtue ethics, political theology, imperialism, nationalism, reparations, and social justice. In King's exciting and learned work, the authors find an array of compelling challenges to some of the most pressing political dilemmas of our present, and rethink the legacy of this towering figure. This year (2012) marks ten years of No Child Left Behind and the U.S. federal government's official designation of what qualifies as “scientifically based research” (SBR)

in education. Combined, these two policies have resulted in a narrowing of education via standardization and high stakes testing (Au, 2007) as well as the curtailment of forms of inquiry that are deemed legitimate for examining education (Wright, 2006). While there has been much debate about the benefits and limitations of the NCLB legislation (e.g., Au, 2010) and SBR (e.g., Eisenhart & Towne, 2003), critical researchers have held strong to their position: The reductionistic narrowing of education curricula and educational research cannot solve the present and historical inequities in society and education (Shields, 2012). Contrarily, reductionism (via standardization and/or methodological prescription) exacerbates the challenges we face because it effectively erases the epistemological, ontological, and axiological diversity necessary for disrupting hegemonic social structures that lie at the root of human suffering (Kincheloe, 2004). Not only has NCLB proven incapable of overcoming inequalities, but there seems to be sufficient evidence to suggest it was never really intended to eliminate poverty and human suffering. That is, it seems NCLB, despite its lofty title and public discourse, is actually designed to advance the agenda of handing public education over to for-profit corporations to manage and privatize thereby intensifying the capitalist class' war on those who rely on a wage to survive (Malott, 2010). In the present ethos, reductionism upholds and retrenches the status quo (i.e. the basic structures of power), and it puts at risk education and educational research as means of working toward social justice (Biesta, 2007). Because social justice can be interpreted in multiple ways, we might note that we understand critical social justice as oriented toward action and social change. Thus, critical education and research may have potential to contribute to a number of social justice imperatives, such as:

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redistributing land from the neo-colonizing settler-state to Indigenous peoples, halting exploitative labor relations and hazardous working conditions for wage-earners, and engaging in reparations with formerly enslaved communities.

A Prejudice Reduction Program of the Anti-Defamation League of B'nai B'rith :

Teacher/student Resource Guide

The Trial of Martin Luther King

Political science quarterly

Reading Reconsidered

Race and Reconciliation

Teaching With Text-Based Questions

10th graders need to be aware of proper essay writing through the analyses of source documents and the use of appropriate writing styles. To do this, you will need a valuable resource that will take you through the process of academic writing step by step. Prove that you are skilled at intellectual writing. Don't forget to buy a copy today.

Showing students that the act of writing is connected to everyday living, *THE COMPOSITION OF EVERYDAY LIFE*, Brief, emphasizes invention while helping student writers rediscover concepts, uncover meaning, and rethink the world around them. Each student text is packaged with a free Cengage Essential Reference Card to the *MLA HANDBOOK*, Eighth Edition. Important Notice: Media content referenced within the product

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description or the product text may not be available in the ebook version.

In *Performing Prose*, authors Chris Holcomb and M. Jimmie Killingsworth breathe new life into traditional concepts of style. Drawing on numerous examples from a wide range of authors and genres, Holcomb and Killingsworth demonstrate the use of style as a vehicle for performance, a way for writers to project themselves onto the page while managing their engagement with the reader. By addressing style and rhetoric not as an editorial afterthought, but as a means of social interaction, they equip students with the vocabulary and tools to analyze the styles of others in fresh ways, as well as create their own. Whereas most writing texts focus exclusively on analysis or techniques to improve writing, Holcomb and Killingsworth blend these two schools of thought to provide a singular process of thinking about writing. They discuss not only the benefits of conventional methods, but also the use of deviation from tradition; the strategies authors use to vary their style; and the use of such vehicles as images, tropes, and schemes. The goal of the authors is to provide writers with stylistic “footing”: an understanding of the ways writers use style to orchestrate their relationships with readers, subject matter, and rhetorical situations. Packed with useful tips and insights, this comprehensive volume investigates every aspect of style and its use to

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present an indispensable resource for both students and scholars. Performing Prose moves beyond customary studies to provide a refreshing and informative approach to the concepts and strategies of writing.

This brief edition of a groundbreaking textbook addresses the need for college students to develop critical reading, writing, and thinking skills for self-defense in the contentious arena of American civic rhetoric. Designed for first-year or more advanced composition and critical thinking courses, it is one-third shorter than the original edition, more affordable for students, and easier for teachers to cover in a semester or quarter. It incorporates up-to-date new readings and analysis of controversies like the growing inequality of wealth in America and the debates in the 2008 presidential campaign, expressed in opposing viewpoints from the political left and right. Exercises help students understand the ideological positions and rhetorical patterns that underlie such opposing views. Widely debated issues of whether objectivity is possible and whether there is a liberal or conservative bias in news and entertainment media, as well as in education itself, are foregrounded as topics for rhetorical analysis.

Essays on the Political Philosophy of Martin Luther King, Jr.
Helping Students Analyze Nonfiction and Visual Texts

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The Essay

Essays by Men and Women

The Study and Practice of Style in Composition

Martin Luther King Jr. and the Sermonic Power of Public Discourse

The first books to present specific guidance for teaching the Common Core State Standards Forty-three states plus the District of Columbia and the U.S. Virgin Islands have signed on to adopt the Common Core State Standards (CCSS). The need for curriculum guides to assist teachers in helping students meet these standards has become imperative. Created by teachers, for teachers, the research-based curriculum maps in this book present a comprehensive, coherent sequence of thematic units for teaching the skills outlined in the CCSS for English language arts in Grades 9-12. Teachers can use the maps to plan their year and craft their own more detailed lesson plans. Each grade is broken down into six units that include focus standards, suggested works, sample activities and assessments, lesson plans, and more The maps address every standard in the CCSS, yet are flexible and adaptable to accommodate diverse teaching styles Any teacher, school, or district that chooses to follow the Common Core maps can be confident that they are adhering to the standards.

"This stimulating book consists of nine essays—preceded by an instructive

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introduction and followed by a useful bibliography—[and] the authors not only show the effectiveness of King's rhetoric, but they also place each of his works in historical context." —Journal of American History "The essays range from windy city to thunder road, from temple to garbage truck, from judicious inferences drawn from a remarkable array of primary sources to worshipful scrutiny of oratorical text. Several authors stress the relative merit and impact of Dr. King's oral works. Students of King's thought, idiom, deficiencies, and triumphs should examine the insightful and provocative findings in this carefully edited book." —Georgia Historical Quarterly

Critical Thinking: The Basics is an accessible and engaging introduction to the field of critical thinking, drawing on philosophy, communication and psychology. Emphasising its relevance to decision making (in personal, professional and civic life), academic literacy and personal development, this book supports the reader in understanding and developing the knowledge and skills needed to avoid poor reasoning, reconstruct and evaluate arguments, and engage constructively in dialogues. Topics covered include: the relationship between critical thinking, emotions and the psychology of persuasion the role of character dispositions such as open-mindedness, courage and perseverance argument identification and reconstruction fallacies and argument evaluation.

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With discussion questions/exercises and suggestions for further reading at the end of each main chapter, this book is an essential read for students approaching the field of critical thinking for the first time, and for the general reader wanting to improve their thinking skills and decision-making abilities. This nine-chapter book narrates a writing-centered approach to the teaching of literature and literary research. As the title suggests, the book also embraces a thematic approach to reading and writing about twentieth-century American literature, focusing on the grounds for hope in an age of despair. The first five chapters explore in detail the teaching of the twentieth-century American literature course at the University of Pristina in Kosovo, where the author served as Fulbright Professor of American Literature in the spring semester of 2012. Throughout, these chapters narrate students' in-class interactions to illustrate writing-to-learn strategies for teaching the literature. Chapter six then follows the same cohort of 22 students as they learned to ground their literary research in their own questions about American and Balkan narratives of oppression and liberty, of despair and hope. The last three chapters document the responses of students and their professors to this American theme of liberty and hope as seen through the Balkan lenses of ethnic violence and emerging republican government. Specifically, chapter seven focuses on students' participation in a

blog featuring Balkans literature that explores the same issues of liberty and justice examined in the American literature they have read. Chapter eight then celebrates student writing, the fruit of the writing-to-learn strategies narrated in earlier chapters. Finally, chapter nine narrates professors ' and students ' responses, gathered through surveys and interviewing, to questions about their country ' s violent past and the value of literary study in preparing citizens to shape a new republic.

Perspectives on Software Documentation

New Directions in Critical Research

Teaching Twentieth-Century American Literature and Research

How Struggling Learners Can Cope with the Common Core State Standards

Reading and Writing for Civic Literacy

Redressing Wounds of Injustice

Hatch develops a robust rhetorical theory of reconciliation and applies it to contemporary national and global efforts to redress the racialized wounds and injustices created by slavery. What emerges from this work is a profound vision for the prospects of meaningful reparation, forgiveness, and reconciliation in American race relations.

Letter from the Birmingham Jail Createspace Independent Publishing Platform

College programmer Stranger is an anxiety-ridden over-thinker who takes psychoactive drugs while contemplating the heretical philosophical gambit of techno-anarchy to Satanism. Masking this underlying nerdiness with the public persona of an alpha-male heavy drinking frat star, he's coming to age as a mixed kid whose parents were born during the Civil Rights movement; one generation removed, he is increasingly forced to confront the myths of a post-racial America. Oh, and because these daily identity crises didn't cause enough trouble, Stranger falls in love for the first time, despite never having had a girlfriend or sex sober. He's become enthralled with the demure, soulfully morbid Gunny, who not only has a boyfriend but self-esteem issues that manifest in the self-harm practice of cutting, and she isn't exactly ready to leave the one guy who's supported her throughout the addiction. But don't worry, Stranger doesn't navigate this collegiate underworld alone, he has a whole

cast of equally brilliant but disturbed misfits for his hedonistic, poetical high-romance odyssey. And throughout the chronicles of these madcap, absurdist tales, Stranger learns of the limits to love and the pains to be temporary, of failing friendships and intimate escapades, of youth and the aging world.

Showing students that the act of writing is connected to everyday living, THE COMPOSITION OF EVERYDAY LIFE emphasizes invention while helping student writers rediscover concepts, uncover meaning, and rethink the world around them.

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Inquiries and Innovations

Context

Closing the Gap between Risk and Resilience

Why We Can't Wait

To Shape a New World

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Offers chronologically arranged coverage of twentieth-century America, including highlights of the wars, weapon development, the civil rights movement, space exploration, and the telecommunications revolution.

Violations of international law and human rights laws are the plague of the 20th and 21st centuries. People's inhumanity to people escalates as wars proliferate and respect for human rights and the laws of war diminish. Decoding International Law analyses international law as represented artfully in the humanities.

TEACH YOUR STUDENTS TO READ LIKE CHAMPIONS—WITH RIGOR, INDEPENDENCE, PRECISION, AND INSIGHT The world we are preparing our students to succeed in is one bound together by words and phrases. Our students learn their literature, history, math, science, or art via a firm foundation of strong reading skills. When we teach students to read with precision, rigor, and insight, we are truly handing over the key to the kingdom. Of all the subjects we teach reading is first among equals. Grounded in advice from effective classrooms nationwide, enhanced with more than 40 video clips, Reading Reconsidered

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takes you into the trenches with actionable guidance from real-life educators and instructional champions. The authors address the anxiety-inducing world of Common Core State Standards, distilling from those standards four key ideas that help hone teaching practices both generally and in preparation for assessments. This 'Core of the Core' comprises the first half of the book and instructs educators on how to teach students to: read harder texts, 'closely read' texts rigorously and intentionally, read nonfiction more effectively, and write more effectively in direct response to texts. The second half of *Reading Reconsidered* reinforces these principles, coupling them with the 'fundamentals' of reading instruction—a host of techniques and subject specific tools to reconsider how teachers approach such essential topics as vocabulary, interactive reading, and student autonomy. *Reading Reconsidered* breaks an overly broad issue into clear, easy-to-implement approaches. Filled with practical tools, including: 44 video clips of exemplar teachers demonstrating the techniques and principles in their classrooms (note: for online access of this content, please visit my.teachlikeachampion.com) Recommended book lists

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Downloadable tips and templates on key topics like reading nonfiction, vocabulary instruction, and literary terms and definitions. Reading Reconsidered provides the framework necessary for teachers to ensure that students forge futures as lifelong readers.

Help your students navigate complex texts in history/social studies and English language arts! This book shows you how to use a key tool—text-based questions—to build students’ literacy and critical thinking skills and meet the Common Core State Standards. You’ll learn how to ask text-based questions about different types of nonfiction and visual texts, including primary and secondary sources, maps, charts, and paintings. You’ll also get ideas for teaching students to examine point of view, write analytical responses, compare texts, cite textual evidence, and pose their own high-level questions. The book is filled with examples that you can use immediately or modify as needed. Each chapter ends with a reflection section to help you adapt the ideas to your own classroom. What’s Inside: Helpful information on teaching different types of nonfiction texts, including literary nonfiction, informational texts, primary and

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secondary sources, and visual texts Ideas for locating primary sources Questions students should ask about every text Techniques for soliciting higher-order questions from students Ways to get students to think critically about the relationships between texts Strategies to help students integrate information from different types of sources, a skill that will help students respond to performance tasks on the PARCC and SBAC assessments and DBQs on AP exams Tips for teaching students to write good responses to text-based questions, including how to cite sources and incorporate point of view Ideas for using rubrics and peer grading to evaluate students' responses Connections to the informational reading standards of the Common Core State Standards for English Language Arts for grades 3-12 and of the Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects English Language Arts, Grade 10 Module 2 How Black Intellectuals Have Abandoned the Ideals of the Civil Rights Era Academic Reading English Common Core 10th Grade (Speedy Study Guides)

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Betrayal

Writing Visions of Hope

'Lightning makes no sound until it strikes' This is the momentous story of the Civil Rights movement, told by one of its most powerful and eloquent voices. Here Martin Luther King Jr. recounts the pivotal events in the city of Birmingham, Alabama in 1963 that propelled a violent campaign for racial justice from a movement of lunch counter sit-ins and prayer meetings to a phenomenon that 'rocked the richest, most powerful nation to its foundations.' Inspiring and resonant as it was upon publication, *Why We Can't Wait* is both a unique historical document, and an enduring testament to one man's wise, courageous and hopeful vision.

Showing students that the act of writing is connected to everyday living, *THE COMPASSION OF EVERYDAY LIFE*, Concise, emphasizes invention while helping student writers rediscover concepts, uncover meaning, and rethink the world around them. Each student text is accompanied with a free Cengage Essential Reference Card to the *MLA HANDBOOK*, Eighth Edition. Important Notice: Media content referenced within the product description or the promotional image may not be available in the ebook version.

On The Contrary contains a balance of writings by men and women. The essays are paired, a man and a woman writing on each topic. This balanced juxtaposition allows students to discuss, think, and write about changing roles and relationships without being forced to take a feminist or traditionalist party line. The essays in each section reverberate suggesting

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each other and this effect is reinforced by the discussion questions, writing topics, and introductory material. An additional table of contents arranges the essays according to rhetorical rubrics.

"Academic Reading" is an advanced reading text that provides reading comprehension and critical thinking strategies for reading in the major academic disciplines, and has been developed in consultation with teachers from across each discipline.

Multicultural Perspectives/Student Edition

The Composition of Everyday Life, Concise

A World of Difference

A Handbook and Guide for Writers

Critical Thinking: The Basics

A Global Vision of Justice

This book is designed to address the randomness of the literature on software documentation. As anyone interested in software documentation is aware, the field is highly synthetic; information about software documentation may be found in engineering, computer science training, technical communication, management, education and so on.

"Perspectives on Software Documentation" contains a variety of perspectives, all tied together by the shared need to make software products more usable.

The highest-level text in Flemming's popular series, Reading for

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Thinking helps students develop critical thinking skills through high-interest reading selections. Appreciated by instructors for its clear instruction and interesting activities, the text offers students a guide to the strategies essential for good reading comprehension. A sustained focus on critical thinking teaches students to evaluate ideas encountered in textbooks, magazines, and newspapers in Part 1; then the focus shifts to their own thinking in Part 2; and finally to the expression of their points of view in Part 3.

This book is designed to introduce readers to the language of contemporary rhetorical studies. The book format is an alphabetized glossary (with appropriate cross listings) of key terms and concepts in contemporary rhetorical studies. An introductory chapter outlines the definitional ambiguities of the central concept of rhetoric itself. The primary emphasis is on the contemporary tradition of rhetorical studies as it has emerged in the discipline of speech communication. Each entry in the glossary ranges in length from a few paragraphs to a short essay of a few pages. Where appropriate, examples are provided to further illustrate the term or concept. Each entry will be accompanied by a list of references and additional readings to direct the reader to other materials of possible interest. An unprecedented and timely collection that captures the global vision of Dr. King—in his own words Too many people continue to think of Dr.

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King only as “a southern civil rights leader” or “an American Gandhi,” thus ignoring his impact on poor and oppressed people around the world. "In a Single Garment of Destiny" is the first book to treat King's positions on global liberation struggles through the prism of his own words and activities. From the pages of this extraordinary collection, King emerges not only as an advocate for global human rights but also as a towering figure who collaborated with Eleanor Roosevelt, Albert J. Luthuli, Thich Nhat Hanh, and other national and international figures in addressing a multitude of issues we still struggle with today—from racism, poverty, and war to religious bigotry and intolerance. Introduced and edited by distinguished King scholar Lewis Baldwin, this volume breaks new ground in our understanding of King.

The Critical Citizen's Guide to Argumentative Rhetoric

Timing the Infinite

On the Contrary

Common Core Curriculum Maps in English Language Arts, Grades 9-12

Sourcebook on Rhetoric

Letter from the Birmingham Jail