

Lesson Objectives & Standards | Is It Okay to Break the Law

GLOBAL COMPETENCE

- One's own culture and history is key to understanding one's relationship to others. (Core Concepts)
- The current world system is shaped by historical forces. (Core Concepts)
- Valuing multiple perspectives. (Values & Attitudes)
- Investigates the world by framing questions, analyzing and synthesizing relevant evidence, and drawing reasonable conclusions that lead to further enquiry. (Skills)
- Recognizes, articulates, and applies an understanding of different perspectives (including his/her own). (Skills)
- Forms opinions based on exploration and evidence. (Behaviors)

4Cs

During this lesson, students will:

- **CRITICALLY THINK** about the rationale and effectiveness of Dr. King's use of rhetorical devices in persuasive writing.
- **COLLABORATE** with peers to understand the effectiveness of literary techniques in Dr. King's essay.
- **COMMUNICATE** an understanding of the purpose and background of civil disobedience and the civil rights movement.
- **CREATE** an original product from a choice board that demonstrates application of persuasive literary techniques and rhetorical devices.

Skills for Tomorrow:

- Media Literacy
- Information Communication Technology Literacy
- Social and Cross Cultural Skills
- Initiative and Self-Direction
- Civic Literacy

Common Core ELA Standards

[CCSS.ELA-LITERACY.RI.9-10.9](#)

Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

[CCSS.ELA-LITERACY.RI.9-10.4](#)

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze 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).

[CCSS.ELA-LITERACY.L.9-10.5](#)

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

[CCSS.ELA-LITERACY.RI.9-10.6](#)

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

NC Information and Technology Essential Standards

[HS.TT.1.3](#)

Use appropriate technology tools and other resources to design products to share information with others (e.g. multimedia presentations, Web 2.0 tools, graphics, podcasts, and audio files).

[HS.SI.1.2](#)

Evaluate resources for point of view, bias, values, or intent of information

ISTE Standards for Students (International Society of Technology in Education)

[STANDARD 2 - COMMUNICATION AND COLLABORATION](#)

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

ISTE Standards for Teachers (International Society of Technology in Education)

[STANDARD 1 - FACILITATE AND INSPIRE STUDENT LEARNING](#)

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments

[STANDARD 2 - DESIGN AND DEVELOP DIGITAL AGE LEARNING EXPERIENCES AND ASSESSMENTS](#)

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the ISTE Standards for Students.