

## 2012-2013 Teaching American History

# Extended Common Core Social Studies Lesson Plan Template

**Lesson Title:** Socrates Prosecution: Just or Unjust

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**Appropriate for Grade Level(s):** 6<sup>th</sup> Grade and Above

**History Standard(s)/Applicable CCSS(s):**

[CCSS.ELA-Literacy.RH.6-8.1](#) Cite specific textual evidence to support analysis of primary and secondary sources.

[CCSS.ELA-Literacy.RH.6-8.2](#) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

[CCSS.ELA-Literacy.RH.6-8.6](#) Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

[CCSS.ELA-Literacy.RI.6.8](#) Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not

[CCSS.ELA-Literacy.W.6.1a](#) Introduce claim(s) and organize the reasons and evidence clearly.

[CCSS.ELA-Literacy.W.6.1b](#) Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

**Engagement Strategy:** Students will activate prior knowledge based on the previous lesson on MLK Jr. Letter from a Birmingham Jail. In the letter he described the difference between just and unjust laws. That lesson provides the link between modern and ancient issues as they relate to societies cultural beliefs on laws and peoples rights. Students will also activate prior knowledge on Greece and Socrates. This lesson will allow them to explore this ancient society more closely.]

**Student Readings (list):**

The Apology by Daniel Marrow

Socrates Trial and Execution was Completely Justified, Says New Study by By Simon Johnson

**Total Time Needed:** 2 hours and 30 minutes]

**Lesson Outline:**

Time Frame (e.g. 15 minutes)	What is the teacher doing?	What are students doing?
10	Question: According to MLK Jr. What was the definition of a Just and Unjust law? Question: Explain who Socrates was.	Group/Whole-Group Discussion/Answer
5	Introduce Assignment: The Apology	Listen to Instructions
60	Informally Assess Student work	Students are reading <u>The Apology</u> . They are circling words, phrases which answer the question. <b>Was the prosecution of Socrates Just or Unjust?</b>
	“	They will be working in groups to discuss the evidence found and debate its quality as it pertains to answering the question.
	Teacher will check on students and scaffold if	Students will Keep or Junk their evidence.

*The pages that follow the Lesson Plan Template include: student readings (sources) and questions, assignment sheet, model essay and rubric, self-assessment/reflection.*

	necessary. Reiterate that their evidence supports the question.	
	Teacher will monitor student work and scaffold if necessary.	Students will sort the evidence and place it under 3 specific categories of their choosing.
	Teacher will monitor class, making sure students are writing complete sentences, and restating their question.	Students will then complete their summative assessment. The Lesson Summary worksheet. Students will write the Claim, and state the evidence. Additionally they will put it together as they answer the question using their evidence.
10	Class Discussion: Review the claims and evidence on <u>The Apology</u> . Students will review from their graphic organizer.	Group/Whole-Group Discussion/Answer
5	Introduce Assignment: <u>Socrates Trial and Execution was Completely Justified, Says New Study</u> .	Teacher explains that every argument has two sides. They will look at another point of view contrary to Platos account of Socrates' prosecution.
60	Informally Assess Student work	Students are reading , <u>Socrates Trial and Execution was Completely Justified, Says New Study</u> . They are circling words, phrases which answer the question. <b>Was the prosecution of Socrates Just or Unjust?</b>
	"	They will be working in partners to discuss the evidence found and debate its quality as it pertains to answering the question.
	Teacher will check on students and scaffold if necessary. Reiterate that their evidence supports the question.	Students will Keep or Junk their evidence.
	Teacher will monitor student work and scaffold if necessary.	Students will sort the evidence and place it under 3 specific categories of their choosing.
	Teacher will monitor class, making sure students are writing complete sentences, and restating their question.	Students will then complete their summative assessment. The Lesson Summary worksheet. Students will write the Claim, and state the evidence. Additionally they will put it together as they answer the question using their evidence.
10	Class Discussion: Review the claims and evidence on <u>Socrates Trial and Execution was Completely Justified, Says New Study</u>	Group/Whole-Group Discussion

**Description of Lesson Assessment:** Students will be assessed both with formative and summative assessment. Teacher will observe student discussion, looking for student evidence of using the text to answer the question "Was the prosecution of Socrates Just or Unjust?" Teacher will also observe students sorting evidence into meaningful categories. Students will be asked to summarize the lesson. They will summarize the claim, and list the evidence into complete sentences. The students will also answer the lesson question using evidence to support their answer. This will give the teacher a summative assessment of the student understanding of the lesson.

**How will students reflect on the process and their learning?** [Students will reflect on their learning through the prior knowledge portion of the activity. They will summarize their learning through their formative assessment. Additionally, they will share their learning and the process it took them to get there through whole group reflection on the lesson.]

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# Extended Discussion/Writing Lesson Plan Template

**Lesson Title:** Socrates: Just or Unjust

**Author Name:** Frank Rivas

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**Appropriate for Grade Level(s):** 6th

**US History Standard(s)/**

**CCSS(s):**

[CCSS.ELA-Literacy.RH.6-8.1](#) Cite specific textual evidence to support analysis of primary and secondary sources.

[CCSS.ELA-Literacy.RH.6-8.2](#) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. [CCSS.ELA-Literacy.RH.6-8.6](#) Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

[CCSS.ELA-Literacy.RI.6.8](#) Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. [CCSS.ELA-Literacy.W.6.1a](#) Introduce claim(s) and organize the reasons and evidence clearly. [CCSS.ELA-Literacy.W.6.1b](#) Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

**Discussion Question(s):** Was the Prosecution of Socrates Just or Unjust? Explain.

**Discussion Engagement Strategy:** Keep It or Junk it, Partner Investigation, Whole Class Discussion

**Student Readings/sources (list):**

The Apology by Daniel Marrow

Socrates Trial and Execution was Completely Justified, Says New Study by By Simon Johnson

**Description of student writing assignment and criteria/rubric used for assessment of student writing:** Students will write an argumentative essay. Students will be given their writing prompt: Based on the two different viewpoints on the Trial of Socrates please state and explain the claim you feel is stronger and state the counter claim and its evidence.

**Total Time Needed:** 2 1-hour sessions and 1 ½ hour session

**Lesson Outline:**

Time Frame (e.g. 15 minutes)	What is the teacher doing?	What are students doing?
5 min.	Teacher prompts students to get out student readings.	Get both readings out.
10-15 min.	Teacher prompts students to discuss the claims, evidence, and reasoning from both readings. (students discuss at their tables, then whole-group)	Students alternate expressing their claims, evidence and reasoning in their groups, then share out as a whole-group.
5-10 min.	Teacher prompts students to argue which articles claim was stronger.	Students argue over which claim is stronger in their groups and then share out as a whole group.

*The pages that follow the Lesson Plan Template include: student readings (sources) and questions, assignment sheet, model essay and rubric, self-assessment/reflection.*

5 min.	Teacher discusses their writing lesson and reviews the rubric.	Students review writing prompt and rubric. Ask questions if necessary.
30 min.	Teacher gives students time to research, and write a skeleton structure(pre-write) of their essay	Students will research using their readings and develop their arguments. They will create a skeleton structure which they use to organize their essay. Students ask for clarification if necessary.
1 hr.	Teacher gives students time to write their final draft using the rubric as a guide.	Students write their final draft.
15 min.	Teacher gives students time to read their essay and to self-assess.	Students reread their essay and score their own work on the rubric. They then hand the essay in to teacher.
	Teacher reads and grades essays and grade and combines student and teacher scores.	

**Include the model essay for the writing assignment, which uses the sources and criteria students will be using for their writing assignment.**

### Model Essay

#### Socrates: Argumentative Writing

By Frank Rivas

“...the Greeks invented democracy, but it was not democracy as we know it...” The trial of Socrates has long been viewed as a travesty, a sham on the stain of Athenian justice. Socrates was charged with “impiety” and for “corrupting the youth” (Johnson, 2009) and was sentenced to death by drinking the poison hemlock. However, as Simon Johnson states the democracy that we know and love was not the same everywhere, even if it did come from the birthplace of democracy, Greece. I believe that Johnsons article which states that the prosecution of Socrates was just, provided stronger evidence than the article from Daniel Marrow which gave the account of Plato, Socrates disciple, which described his prosecution as unjust. However, in true Socratic fashion, could they both be correct?

The article by Johnson’s claimed that the prosecution of Socrates was absolutely just! His strongest evidence comes from the fact that Ancient Greece’s’ democracy was different from our own, thus making their laws unrecognizable to us (Johnson, 2009). To us how could the fact that a man openly criticizing his leaders and practicing his religious and philosophical beliefs be so bad? According to Johnson and his understanding of Athenian Law, that was pretty much the worst thing that a citizen of Greece could do. The Greek deities were a very important part of their culture. Socrates was a little ahead of his time by questioning the legitimacy and authority of these gods. This very public questioning of the gods caused many citizens to be concerned especially when Athens experienced a series of disasters, such as plagues and military defeats, which they believed were brought upon by Socrates (Johnson, 2009). During this time period Socrates’ methods were too radical for them. Socrates forced the Athenian politicians to act, to serve and protect the “communal good” of its citizens (and themselves). It was in the public’s interests to remove Socrates from

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society, and cleanse their city of his impious actions. Socrates was a man ahead of his time, and thus challenged the culture of his society in particular its laws and beliefs in their gods. Johnson outlined these reasons as its justification for Socrates execution.

The counter-claim of Socrates' execution came from author Daniel Marrow as told from the account of Plato, his former student. Marrows' article claims that the prosecution of Socrates was unjust and that he was prevented from achieving "philosophical virtue" (Marrow, 2008) by corrupt officials who were afraid of his teachings. Socrates sought to improve the life and culture of the people of Athens by looking towards improving their morality and virtue, instead of seeking "wealth, power" (Marrow, 2008). The main argument of The Apology was the fact that Socrates chose to stand up for the noblest of causes, living life to its fullest by seeking to make one's life complete through seeking justice and truth. If seeking to live life like this, why would Socrates apologize? He knew that dying for this reason was not only the right thing to do in fact the noblest cause, virtue. It was morally wrong to be asked to stop living life exploring all it has to hold, simply to save his own life. Socrates knew that this request was made in an effort to debunk his philosophy and teachings. And in doing so, he knew that he would elevate the study of philosophy and in dying for that cause it will survive and live on in his pupils. Marrows article argued that there was no justification for his prosecution. It was simply a means to end the culture of studying life by questioning how people can change themselves and society to improve their virtue, justice and truth, the very things that were stripped from Socrates.

The articles of Johnson and Marrow offered opposing viewpoints on the prosecution of Socrates. In order to differentiate which claim is correct one must debate the evidence. While Marrows account of Socrates discusses his lifelong quest to seek philosophical virtue, the study of what is morally right, is honorable and just in its own right. One of our democracies most cherished right is the right to think, say and preach what we feel to be truth...or not. Johnson's article states that we must not judge all democracies alike, even the birthplace of that form of government. We have to understand that Athens democracy was very young and it did not function as our American government does. Socrates lived under their laws and their culture. Therefore, he was obligated to abide by their rules and laws. This reasoning by Johnson is the strongest piece of evidence which justified Socrates' prosecution. In addition, Socrates philosophy of cross-examining other people about their virtue, led him to openly criticizing prominent Athenian officials (Johnson, 2009). This open criticism brought negative attention to his teachings, which served counterproductive to his work, so much so that charges were filed against him. However, this doesn't mean that his thinking was wrong. Morally one should be able to study life and ask the questions necessary to improve our life, our virtue. We could look at it two ways. Socrates could have lived during the wrong time, when thoughts like his seemed too dangerous to Athens. The charges of corrupting the young, and atheism were unfounded, so much in fact that he was made a scapegoat for unfortunate events in Athens (Johnson, 2009). These facts seem unjust to us but during this time, Socrates radical philosophy had to have been the cause for their misfortune! The hand was forced upon the leaders of Athens to protect their people, as well as help them remove an unwanted pest. It was all too perfect. The second way to look at his prosecution is to think that perhaps, his forethought that by dying he would elevate the study of philosophy. Maybe he was meant to go through this tragedy to justify the "philosophical virtue, truth and justice" (Marrow, 2008) of philosophy. It was an unfortunate tragedy, but I believe that Johnsons reasoning for the justification of his prosecution and subsequent death was justified.

*"The unexamined life is not worth living"* (Marrow, 2008). This quote by Socrates describes the justification for his very actions. Socrates lived his life studying *life*, because what would be its purpose if not to improve our morality, our own soul. It seemed that given the time period in which he lived in and the method in which he carried out his philosophy, Athens and Socrates were destined for a tragedy. Johnson

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provided the strongest evidence for the justification of Socrates' prosecution based on the legal aspect, as well as the society's piece of mind in an effort to survive. It would be morally wrong to discount the impact that Socrates' philosophy has had. He too justified his own prosecution, not because he was guilty of the charges but in the respect that he elevated philosophy to its highest potential. He truly changed our world, even though his own world didn't fully realize it themselves.

## Works Cited

Johnson, S. (2009, June 08). *Socrates trial and execution was completely justified, says new study*. Retrieved 02 27, 2013, from The Telegraph: <http://www.telegraph.co.uk/news/worldnews/europe/greece/5469193/Socrates-trial-and-execution-was-completely-justified-says-new-study.html>

Marrow, D. (2008, 02 18). *The Apology: Socrates Defense*. Retrieved 02 27, 2013, from Ancient Greece: [http://www.ancientgreece.com/essay/v/the\\_apology\\_socrates\\_defense/](http://www.ancientgreece.com/essay/v/the_apology_socrates_defense/)

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## \*Prior Knowledge Lesson

\*Length of letter has been modified\*

16 April 1963

“Letter From Birmingham Jail”

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 goodwill 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.....

But more basically, I am in Birmingham because **injustice** is here....

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.....Whatever affects one directly, affects all **indirectly**.....Anyone who lives inside the United States can never be considered an outsider anywhere within its bounds....

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....

....Mindful of the difficulties involved, we decided to undertake a process of self-purification. We began a series of workshops on nonviolence, and we repeatedly asked ourselves: "Are you able to accept blows without retaliating?" "Are you able to endure the ordeal of jail?".....

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48 You may well ask: "Why direct action? Why sit-ins, marches and so forth? Isn't negotiation a better  
49 path?" You are quite right in calling for negotiation. Indeed, this is the very purpose of direct action.  
50 Nonviolent direct action seeks to create such a crisis and foster such a tension that a community  
51 which has constantly refused to negotiate is forced to confront the issue. It seeks to so dramatize the  
52 issue that it can no longer be ignored.....  
53

54 We know through painful experience that freedom is never voluntarily given by the oppressor; it must  
55 be demanded by the oppressed. Frankly, I have yet to engage in a **direct-action** campaign that was  
56 "well timed" in the view of those who have not suffered unduly from the disease of segregation. For  
57 years now I have heard the word "Wait!" It rings in the ear of every Negro with piercing familiarity.  
58 This "Wait" has almost always meant "Never." We must come to see, with one of our distinguished  
59 jurists, that "justice too long delayed is justice denied."...  
60

61 We have waited for more than 340 years for our constitutional and God-given rights....  
62

63 Perhaps it is easy for those who have never felt the stinging darts of segregation to say, "Wait." But  
64 when you have seen vicious mobs lynch your mothers and fathers at will and drown your sisters and  
65 brothers at whim; when you have seen hate-filled policemen curse, kick and even kill your black  
66 brothers and sisters; when you see the vast majority of your twenty million Negro brothers smothering  
67 in an airtight cage of poverty in the midst of an affluent society; when you suddenly find your tongue  
68 twisted and your speech stammering as you seek to explain to your six-year-old daughter why she  
69 can't go to the public amusement park that has just been advertised on television, and see tears  
70 welling up in her eyes when she is told that Funtown is closed to colored children, and see ominous  
71 clouds of inferiority beginning to form in her little mental sky, and see her beginning to distort her  
72 personality by developing an unconscious bitterness toward white people; when you have to concoct  
73 an answer for a five-year-old son who is asking: "Daddy, why do white people treat colored people so  
74 mean?"; when you take a cross-country drive and find it necessary to sleep night after night in the  
75 uncomfortable corners of your automobile because no motel will accept you.....  
76

77 I hope, sirs, you can understand our legitimate and unavoidable impatience....  
78

79 You express a great deal of anxiety over our willingness to break laws. This is certainly a legitimate  
80 concern. Since we so diligently urge people to obey the Supreme Court's decision of 1954 outlawing  
81 segregation in the public schools, at first glance it may seem rather paradoxical for us consciously to  
82 break laws. One may well ask: "How can you advocate breaking some laws and obeying others?"  
83 The answer lies in the fact that there are two types of laws: just and unjust. I would be the first to  
84 advocate obeying just laws. One has not only a legal but a moral responsibility to obey just laws.  
85 Conversely, one has a moral responsibility to disobey unjust laws. I would agree with St. Augustine  
86 that "an unjust law is no law at all."....  
87

88 Now, what is the difference between the two? How does one determine whether a law is just or  
89 unjust? A just law is a man-made code that squares with the moral law or the law of God. An unjust  
90 law is a code that is out of harmony with the **moral law**. To put it in the terms of St. Thomas Aquinas:  
91 An unjust law is a human law that is not rooted in eternal law and **natural law**. Any law that uplifts  
92 human personality is just. Any law that degrades human personality is unjust. All **segregation**  
93 statutes are unjust because segregation distorts the soul and damages the personality. It gives the  
94 segregator a false sense of superiority and the segregated a false sense of **inferiority**.... Thus it is

95 that I can urge men to obey the 1954 decision of the Supreme Court, for it is morally right; and I can  
96 urge them to disobey segregation ordinances, for they are morally wrong....

97  
98 Let us consider a more concrete example of just and unjust laws. An unjust law is a code that a  
99 numerical or power majority group compels a minority group to obey but does not make **binding** on  
100 itself. This is difference made legal. By the same token, a just law is a code that a **majority** compels a  
101 **minority** to follow and that it is willing to follow itself. This is sameness made legal.....

102  
103  
104 Sometimes a law is just on its face and unjust in its application. For instance, I have been arrested on  
105 a charge of parading without a permit. Now, there is nothing wrong in having an ordinance which  
106 requires a permit for a parade. But such an ordinance becomes unjust when it is used to maintain  
107 segregation and to deny citizens the **First Amendment** privilege of peaceful assembly and protest.

108  
109 I hope you are able to see the distinction I am trying to point out. In no sense do I advocate evading  
110 or defying the law, as would the rabid segregationist. That would lead to **anarchy**. One who breaks  
111 an unjust law must do so openly, lovingly, and with a willingness to accept the penalty. I submit that  
112 an individual who breaks a law that **conscience** tells him is unjust. and who willingly accepts the  
113 penalty of imprisonment in order to arouse the conscience of the community over its injustice, is in  
114 reality expressing the highest respect for law....

115  
116 ....I have no despair about the future. I have no fear about the outcome of our struggle in Birmingham,  
117 even if our motives are at present misunderstood. We will reach the goal of freedom in Birmingham  
118 and all over the nation, because the goal of America is freedom. Abused and scorned though we may  
119 be, our destiny is tied up with America's destiny. Before the pilgrims landed at Plymouth, we were  
120 here. Before the pen of Jefferson etched the majestic words of the Declaration of Independence  
121 across the pages of history, we were here. For more than two centuries our forebears labored in this  
122 country without wages; they made cotton king; they built the homes of their masters while suffering  
123 gross injustice and shameful humiliation—and yet out of a bottomless vitality they continued to thrive  
124 and develop. If the inexpressible cruelties of slavery could not stop us, the opposition we now face  
125 will surely fail. We will win our freedom because the sacred heritage of our nation and the eternal will  
126 of God are embodied in our echoing demands....

127  
128 Before closing I feel impelled to mention one other point in your statement that has troubled me  
129 profoundly. You warmly **commended** the Birmingham police force for keeping "order" and  
130 "preventing violence." I doubt that you would have so warmly commended the police force if you had  
131 seen its dogs sinking their teeth into unarmed, nonviolent Negroes. I doubt that you would so quickly  
132 commend the policemen if you were to observe their ugly and inhumane treatment of Negroes here in  
133 the city jail; if you were to watch them push and curse old Negro women and young Negro girls; if you  
134 were to see them slap and kick old Negro men and young boys; if you were to observe them, as they  
135 did on two occasions, refuse to give us food because we wanted to sing our grace together. I cannot  
136 join you in your praise of the Birmingham police department....

137  
138 I wish you had commended the Negro sit-inners and demonstrators of Birmingham for their **sublime**  
139 courage, their willingness to suffer and their amazing discipline in the midst of great **provocation**.  
140 One day the South will recognize its real heroes. There will be the James Merediths, with the noble  
141 sense of purpose that enables them to face jeering and hostile mobs, and with the agonizing  
142 loneliness that characterizes the life of the pioneer. There will be the old, oppressed, battered Negro

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143 women, symbolized in a seventy-two-year-old woman in Montgomery, Alabama, who rose up with a  
144 sense of dignity and with her people decided not to ride segregated buses, and who responded with  
145 ungrammatical profundity to one who inquired about her weariness: "My feets is tired, but my soul is  
146 at rest." There will be the young high school and college students, the young ministers of the gospel  
147 and a host of their elders, courageously and nonviolently sitting in at lunch counters and willingly  
148 going to jail for **conscience**' sake. One day the South will know that when these disinherited children  
149 of God sat down at lunch counters, they were in reality standing up for what is best in the American  
150 dream and for the most sacred values in our Judaeo-Christian heritage, thereby bringing our nation  
151 back to those great wells of democracy which were dug deep by the founding fathers in their  
152 formulation of the Constitution and the Declaration of Independence....  
153

154 Never before have I written so long a letter. I'm afraid it is much too long to take your precious time. I  
155 can assure you that it would have been much shorter if I had been writing from a comfortable desk,  
156 but what else can one do when he is alone in a narrow jail cell, other than write long letters, think long  
157 thoughts and pray long prayers?  
158

159 Yours for the cause of Peace and Brotherhood,  
160 Martin Luther King, Jr.

Name#:

Date:

**Claims/Evidence: MLK Jr. Worksheet**

**Definitions:**

Claim: to assert or maintain **as** a fact: *She claimed that he was telling the truth.*

Evidence: **that** which tends to prove or disprove something; ground for belief; proof.

Reasoning: **an explanation** of how **your evidence** connects to proving **your claim**.

**You will be able to identify a claim within a text:**

1. You will create/formulate a claim.
2. You will list three pieces of evidence to support their claim.
3. You will explain how your evidence proves your claim through reasoning.
4. You will write a 5-7 sentence Summary of your claim and why the evidence you found supports your claim.

**Sentence Starters for Reasoning:**

This proves...      This highlights...  
 This shows...      This illuminates...  
 This demonstrates...

**Please State the Authors' Claim:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Evidence 1:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

*Reasoning 1:* \_\_\_\_\_

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**Evidence 2:** \_\_\_\_\_

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*Reasoning 2:* \_\_\_\_\_

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**Evidence 3:** \_\_\_\_\_

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*Reasoning 3:* \_\_\_\_\_

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**Summary:** \_\_\_\_\_

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**Discussion Questions: Please Restate, Answer and Explain using evidence from the text (quote or paraphrase) \*On Another Sheet of Paper, please answer the following discussion questions\***

1. Explain what MLK Jr. meant by “Whatever affects one directly, affects all indirectly”? Line# 20-21
2. Were MLK Jr.’s First Amendment rights violated? Explain.
3. Describe the most memorable quote from the letter. Explain
4. Explain MLK Jr’s outlook of the future. Starting Line# 125
5. Explain your definition of a just and unjust law.

## The Apology: Socrates' Defense

by Daniel Marrow

The Apology

1  
2 At the trial for his life in 399 BC, Socrates defense is recounted in Plato's Apology.  
3 Here Socrates appeared, despite his lengthy defense, not to acquit himself from all  
4 accusations, but rather to deliberately ensure that he would be found guilty and thus  
5 condemned to death. If Socrates believed his moral purpose was to achieve  
6 philosophical virtue, justice and truth by examining life to its fullest, why then would  
7 he willingly give his life on the charges of crimes that he did not commit?  
8

9 The answer lies in Socrates realization that taking the right course of action is more  
10 important than one that will save him. For he states: "Someone will say: And are you  
11 not ashamed, Socrates, of a course of life which is likely to bring you to an untimely  
12 end? To him I may fairly answer: There you are mistaken: a man who is good for  
13 anything ought not to calculate the chance of living or dying; he ought only to  
14 consider whether in doing anything he is doing right or wrong - acting the part of a  
15 good man or of a bad" This is Socrates most cherished principle, that in dying for his  
16 beliefs he would be choosing the most noble action and not the most obvious.  
17

18 Throughout the Apology, Socrates puts forward his views of wisdom, virtue, and  
19 nobility he believes to be moral truths, not to clear his name, but to reveal the  
20 ignorance of his prosecutors, judges, and fellow citizens. Against the charges of  
21 corrupting the youth, atheism, and introducing new deities,

22  
23 Socrates states that has been doing Athens a service by improving its beliefs of  
24 wisdom and virtue. "He [Socrates] regarded the charges as wholly unjustified; he  
25 claimed to reform and improve both his own moral outlook and other people's. He  
26 devoted his life to cross-examining other people about virtue; he urged them to pay  
27 attention to their souls... not to wealth, power and other external advantages."  
28 Socrates states that this was his true purpose, for "The unexamined life is not worth  
29 living." Later on in the trial Socrates remains steadfast on his views and refuses to  
30 give up his philosophical pursuit, even if it costs him his life. He tells the jury,  
31 "Therefore if you let me go now... and say to me: Socrates, this time we will not mind  
32 Anytus [a prosecutor], and will let you off, but upon one condition, that you are not  
33 to inquire and speculate in this way any more, and that if you are caught doing this  
34 again you shall die; - if this was the condition on which you let me go, I should reply:  
35 Men of Athens, I honor and love you; but I shall obey God rather than you, and while I  
36 have life and strength I shall never cease from the practice and teaching of  
37 philosophy..."

38 Socrates died for a noble cause: the belief that one should never change their beliefs  
39 because of their fear of death. He chose to give up his life as an example for  
40 generations after as he declares to the jury, "Wherefore, O men of Athens, I say to  
41 you, do as Anytus bids or not as Anytus bids, and either acquit me or not; but  
42 whatever you do know that I shall never alter my ways, not even if I have to die many  
43 times"

**Question:** *Was the prosecution of Socrates Just or Unjust?*

**Directions:** *Please circle words or phrases that answer the question. Also give each paragraph a title/main idea.*

### **Use this Space for Notes**

3- find himself not guilty  
6- study of beliefs which are morally right

15-most important belief

21- teaching to be dishonest; gods

25- teaching right behavior

29-firm

**The pages that follow the Lesson Plan Template include: student readings (sources) and questions, assignment sheet, model essay and rubric, self-assessment/reflection.**

44  
45 This is why Socrates meant to be prosecuted, he was not afraid of death, and believed  
46 if he died for a noble cause it was justified. However, once accused, Socrates does not  
47 escape from prison and later, execution, for: "Socrates is confident that justice and  
48 morality are always in our interest. He insists that a just person will allow nothing to  
49 count against doing the just action, no matter what the cost may be. If Socrates were  
50 to choose an ordinary good over the just course of action he would be choosing an  
51 action that is bad for him, and he refuses to do this; this is why he refuses to propose  
52 an alternative to the death penalty."

53  
54 Thus, Socrates chooses to accept his fate and, doing so, secures his place as "the  
55 greatest hero in the history of philosophy." Socrates' primary concern in life was arete  
56 `excellence', not in the Sophistic sense of practical efficiency in public life, but as moral  
57 excellence of soul, that is, virtue. This belief sets the foundations for ethics and  
58 philosophy, that Socrates died, not in vain, but for that which he most valued: the  
59 pursuit of virtue.



## Article Summary

The authors' claim/main idea of this passage is: (write a complete sentence)

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The evidence the authors use to support their claim is:

Evidence A: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Evidence B: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Evidence C: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Evidence D: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Evidence E: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

This evidence demonstrates that: (Restate the Claim with your answer and Reasoning)

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## Socrates Trial and Execution was Completely Justified, Says New Study

By Simon Johnson

1  
2 Through the centuries, historians have portrayed the 399BC trial as a travesty, with Socrates  
3 forced to face charges invented by his ignorant fellow citizens.  
4

5  
6 He was found guilty of "impiety" and "corrupting the young", sentenced to death, and then  
7 required to carry out his own execution by consuming a deadly potion of the poisonous plant  
8 hemlock.  
9

10  
11 But, in a new study launched today, Professor Paul Cartledge has concluded that the trial was  
12 legally just and Socrates was guilty as charged.

13 Prof Cartledge said: "Everyone knows that the Greeks invented democracy, but it was not  
14 democracy as we know it, and we have misread history as a result  
15 "The charges Socrates faced seem ridiculous to us, but in Ancient Athens they were genuinely  
16 felt to serve the communal good."  
17

18  
19 Historians have traditionally claimed that Socrates' open criticism of prominent Athenian  
20 politicians had made him many enemies, who used the trial to get rid of him.  
21

22  
23 Socrates was made a scapegoat for a series of disasters to strike Athens, including a plague  
24 and major military defeat, it has been claimed.  
25

26  
27 But Prof Cartledge pointed out that many citizens would have seen these events as a sign that  
28 their gods had been offended by undesirable elements.

29 He argued that Socrates, who had questioned the legitimacy and authority of many deities,  
30 fitted the latter description.

31 With the gods clearly furious and more disasters perhaps just around the corner, Prof  
32 Cartledge said that a charge of impiety was seen not only as appropriate, but in the public  
33 interest.  
34

35  
36 The professor's study also concluded that Socrates essentially invited his own death. Under  
37 the Athenian system, in this kind of trial a defendant could suggest his own penalty.  
38

39 Socrates first joked that he should be rewarded, and eventually suggested a small fine but his  
40 jurors did not see the funny side and passed the death sentence.

41 "By removing him, society had in, Athenians' eyes, been cleansed and reaffirmed," Prof  
42 Cartledge concluded.  
43  
44

**Question:** Was the prosecution of Socrates Just or Unjust?

**Directions:** Please circle words or phrases that answer the question. Also give each paragraph a title/main idea.

### Use this Space for Notes

**2-** A false, absurd, or distorted representation of something

**6-** lacking in proper respect (as for God or one's parents)

**16-** Of, belonging to, or shared by the people of a community; public.

**19-** widely known

**27-** a person made to bear the blame for others



## Article Summary

The authors' claim/main idea of this passage is: (write a complete sentence)

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The evidence the authors use to support their claim is:

Evidence A: \_\_\_\_\_

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Evidence B: \_\_\_\_\_

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Evidence C: \_\_\_\_\_

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Evidence D: \_\_\_\_\_

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Evidence E: \_\_\_\_\_

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This evidence demonstrates that: (Restate the Claim with your answer and Reasoning)

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### Argumentative Writing Rubric

Component	Possible Score			Student	Teacher
	0	3	5	Score	Score
<p><b>Claim</b></p> <p>State the authors claim from the article.</p>	Does not make a claim, or makes an inaccurate claim.	Makes an accurate but incomplete claim.	Makes an accurate and complete claim for the article.		
<p><b>Evidence</b></p> <p>The evidence needs to be appropriate and sufficient to support the claim.</p>	Does not provide evidence, or only provides opinion that does not support claim.	Provides appropriate, but insufficient evidence to support claim. May include some inappropriate evidence.	Provides <u>appropriate</u> and <u>sufficient</u> evidence to support claim.		
<p><b>Reasoning</b></p> <p>An explanation that connects the evidence to the claim. It shows <i>why the evidence counts as evidence</i> by using appropriate and complete explanation.</p>	Does not provide reasoning, or only provides reasoning that does not link evidence to the claim.	Provides reasoning that links the claim and evidence, but not completely explained.	Provides reasoning that links evidence to claim. Includes <u>appropriate</u> and <u>sufficient</u> explanation.		
<p><b>Counter- Claim</b></p> <p>Recognizes and describes alternative claim, and provides counter evidence and reasoning for why the alternative explanation is not appropriate.</p>	Does not recognize that a counter claim exists and does not provide reasoning.	Recognizes a counter claim and provides appropriate but insufficient counter evidence and reasoning.	Recognizes a counter claim and provides <u>appropriate</u> and <u>sufficient</u> counter evidence and reasoning.		
			<b>Final Total</b>		

*The pages that follow the Lesson Plan Template include: student readings (sources) and questions, assignment sheet, model essay and rubric, self-assessment/reflection.*

## **Argumentative Writing**

**Directions:** Write an argumentative essay based on the following writing prompt: Based on the two different viewpoints on the Trial of Socrates please state and explain using evidence and reasoning the claim you feel is strongest and state the counter claim and its evidence with reasoning.

**Comments:**