

**Module: Reading**

**Lesson Title: Understanding Nonfiction Text Structure**

**Standards**

Florida Adult Basic Education Reading Standards	Level Expectation
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. (CCR.RE.ABE.5)	NRS Level 3 - Describe the overall structure of a text (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, information in a text or part of a text. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem solution) of events, ideas, concepts, or information in two or more texts. (CCR.RE.ABE.5.3a)

**Interpreting the Standard**

1 Standards	2 Skills Included in the Standard	3 Concepts Included in the Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. (CCR.RE.ABE.5).	analyze	structure of text	nonfiction text	This standard is of high complexity	Have students identify the organizational pattern or text structure of various informational texts, such as newspapers.

**Objectives of the Lesson**

Students will:

- Review the major text structures or organizational patterns in nonfiction text
- Practice identifying text structures in select passages
- Read and analyze excerpts from two newspaper articles to determine the overall text structure
- Compare and contrast the overall structure in two newspaper articles

## Materials

- Understanding Text Structure PowerPoint Adapted from the following link:  
<http://mrcoreyjeffers.wikispaces.com/Expository+Text+Structures>
- Five Expository Text Structures  
<http://www.cpalms.org/uploads/resources/45416/Five%20Expository%20Text%20Structures.pdf>
- Expository Text Structures Overview  
<http://mrcoreyjeffers.wikispaces.com/file/view/Expository%20Text%20Structures%20Overview.pdf/120620991/Expository%20Text%20Structures%20Overview.pdf>
- Expository Text Structures Overview Text Structures Blank Organizer  
<http://mrcoreyjeffers.wikispaces.com/file/view/Text%20Structures%20Organizer%20-%20Blank.pdf/130067997/Text%20Structures%20Organizer%20-%20Blank.pdf>
- Copies of article from *New York Daily News*
- Copies of article from *The Washington Post*

## Instructional Plan

### Overview

In this lesson, students will:

- Review the major text structure or organizational patterns in nonfiction text
- Practice identifying text structure in select passages
- Read and analyze two newspaper articles to determine the overall text structure
- Compare and contrast the overall structure in two newspaper articles

### Process

The teacher will provide an overview for students that reading informational text requires the reader to have an understanding of the patterns of organization or text structure. Text structure refers to the ways that authors organize information in text. Teaching students to recognize the underlying structure of content-area texts can help students focus attention on key concepts and relationships, anticipate what's to come, and monitor their comprehension as they read. The teacher will use the adapted PowerPoint *Understanding Text Structure*.

As readers interact with the text to construct meaning, their comprehension is facilitated when they organize their thinking in a manner similar to that used by the author. Readers who struggle with text comprehension often do so because they fail to recognize the organizational structure of what they are reading, and they are not aware of cues that alert them to particular text structures (Cochran & Hain).

All texts are different to a certain extent, but depending upon the author's purpose, the topic and the genre, reading selections tend to be organized into specific organizational patterns or structures. The following should be explicitly taught to teach students to comprehend more effectively:

### Five Expository Text Structures

<http://www.cpalms.org/uploads/resources/45416/Five%20Expository%20Text%20Structures.pdf>

This document can be provided to students as a handout and reviewed as they progress through the slides on the PowerPoint.

The teacher should explicitly model, with the use of a think-aloud, how to read and identify the various text structures in the passages on the PowerPoint.

The teacher should provide students with opportunities to engage in discussion and discourse through turn and talk or think, pair, share activities.

When students have had adequate practice in identifying nonfiction text structures, the teacher will then introduce the two newspaper articles on the topic of the 1963 church bombing in Birmingham, Alabama, that killed four children and injured others at the height of the fight for Civil Rights.

The teacher will emphasize the publication date of each article: *The Washington Post* article was published following the September, 1963, church bombing while the article from the *New York Daily News* was published 50 years later commemorating the event.

The teacher will introduce and/or review with students that they will engage in a close reading activity to analyze an excerpt from each newspaper article to compare and contrast how each author organized the article and presented the information on the same event.

According to *Supporting Students in Close Reading*, the goal of close reading is to enable students to deeply engage with challenging and high quality text. Eventually, through close reading, students will be able to read increasingly complex text independently, relying only on what the author provides in the text to support their comprehension and evaluation of the text.

According to Fisher and Frey, selections, typically between three and nine paragraphs, allow students to practice the analytic skills required of sophisticated readers. Longer, extended texts are often used to encourage students to practice the skills that they have been taught during close readings.

It is important for teachers review the specific roles they and their students will have in close reading, which are described below.

Teacher Roles	Student Roles
(1) Select challenging and appropriate text (2) Analyze the text's content and language in advance. (3) Anticipate potential challenges the text may present for certain students (e.g., English Learners, students reading far above or below grade level) (4) Write text-dependent questions that engage students in interpretive tasks (5) Lead rich and rigorous conversations (through the use of text-dependent questions) that keep students engaged with the text's deeper meaning (6) Ensure reading activities stay closely connected to the text	(1) Read the text more than once (2) Persevere in reading and comprehending challenging text (3) Analyze the text for purpose and/or levels of meaning (4) Use evidence from the text to ask and answer text-dependent questions (5) Increase comprehension of a text through multiple re-readings (6) Participate in rich and rigorous conversations about a common text

**NOTE FOR TEACHERS:** In close reading, teachers minimally introduce the text with the goal that students read and make sense of what the text says for themselves. However, Catherine Snow, a leading researcher in the field of literacy, cautions against what she calls cold close reading in which students read a text without any introductory activity that warms them to a topic or task, orients them, or cultivates enthusiasm. Snow (2013) writes that a “collapse of motivation” occurs when the selected text is too hard, too long, too full of unknown words or an unknown topic, and the reader “quickly exhausts his or her initial willingness to struggle with it...the reality of reading a text too hard is that it often results, not in productive struggle, but in destructive frustration” (p. 19). Teachers will need to provide some motivator for students and an appropriate level of support. so as to engage them in close reading of challenging text. (*Supporting Students in Close Reading*, 2014, p. 5)

**Fisher and Frey provide the following process to use when engaging students in a close reading:**

#### Steps in a Close Read

1. Establish a purpose for reading.
2. Students read independently. They will circle words or ideas they have questions about.
3. Students write key ideas and share with a partner. “I was amazed to learn that...”
4. Have students share their ideas. Teachers will use this to guide their modeling.
5. Teacher will read aloud the text and model confusing parts/words or comprehension modeling. Students will reread passage in response to text-dependent questions.
6. Students will continue discussion around text-dependent questions referring to text as needed.
7. Final reading of text (optional).
8. Journal/2riting response or final step in graphic organizer.

[http://www.rec9nm.org/filestore/regionixclosereading\\_092012.pdf](http://www.rec9nm.org/filestore/regionixclosereading_092012.pdf)

As students close read each article they will need to annotate. Annotating a text, or marking the pages with notes, is an excellent, if not essential, way to make the most out of the reading you do for college courses. Annotations make it easy to find important information quickly when you look back and review a text. They help you familiarize yourself with both the content and organization of what you read. They provide a way to begin engaging ideas and issues directly through comments, questions, associations, or other reactions that occur to you as you read. In all these ways, annotating a text makes the reading process an active one, not just background for writing assignments, but an integral first step in the writing process.

#### A well-annotated text will accomplish all of the following:

- clearly identify where in the text important ideas and information are located
- express the main ideas of a text
- trace the development of ideas/arguments throughout a text
- keep track of the reader’s thoughts and reactions

<http://rwc.hunter.cuny.edu/reading-writing/on-line/annotating-a-text.pdf>

The teacher can chose to show a brief video on *How to Annotate a Text* (2:01 minutes) for additional scaffolding if needed. <https://www.youtube.com/watch?v=BrlUkc5hPzs>

The teacher should review the annotation symbols students will utilize as they read. Below is a sample from <http://fisherandfrey.com/resources/>

- Underline the major points.

- Circle keywords or phrases that are confusing or unknown to you.
- Use a question mark (?) for questions that you have during the reading. Be sure to write your question.
- Use an exclamation mark (!) for things that surprise you, and briefly note what it was that caught your attention.
- Draw an arrow (↔) when you make a connection to something inside the text, or to an idea or experience outside the text. Briefly note your connections.
- Mark **EX** when the author provides an example.
- Numerate arguments, important ideas, or key details and write words or phrases that restate them.

The teacher should stress that the purpose for reading both articles is to compare and contrast the organizational structure or pattern the author has selected to convey the information about the topic.

Students will engage in a close read of an excerpt (the first seven paragraphs) of the September, 1963 *Washington Post* article, “Six Dead After Church Bombing” using the procedure below:

### **First Reading**

Students will engage in the first reading of the first three paragraphs from the article independently and underline the main points in each paragraph. They will also circle any words or phrases they find confusing.

Students will share their annotation with a partner and discuss. Students will share by using sentence starters e.g. “I was amazed to learn that . . .”. Teacher will observe students’ annotations and discussion for areas of confusion.

### **Second Reading**

The teacher will conduct the reading and utilize think-alouds in areas of the text that teacher observed led to confusion for students during the first reading.

### **Third Reading**

Students will reread text to respond to text-dependent questions, e.g., What text structure(s) does this author use? (chronology, comparison, cause/effect, problem/solution) in the first three paragraphs of the article?

Students will continue their discussion of the text with a partner or in a small group.

An additional reading of the text is optional depending on the need.

The teacher will follow the same procedure when engaging in a close reading of the first two pages of the article, “Justice Story: Birmingham Church Bombing Kills Four Innocent Girls in Racially Motivated Attack”.

### *Sample Debriefing Questions*

How can understanding text structure assist a reader when they read?

What role do signal or clue words play in assisting the reader in understanding the organization of nonfiction text?

What text structure(s) does this author use (chronology, comparison, cause/effect, problem/solution) in the opening paragraph of the article?

What is the overall text structure of the article, “Six Dead After Church Bombing”?

What signal or clue words does the author use to assist the reader in determining the overall text structure?

What is the overall text structure of the article, “Justice Story: Birmingham Church Bombing Kills Four Innocent Girls in Racially Motivated Attack”?

How does the author of “Justice Story: Birmingham Church Bombing Kills Four Innocent Girls in Racially Motivated Attack” utilize text features to convey his point of view?

How is the overall text structure of each article similar and/or different?

How does the date of publication of the article impact the author’s message?

How did this sentence/paragraph/portion of the text help develop the author’s overall message?

### **Modifications for Different Levels**

This lesson is for students with average to higher reading levels. For students at lower reading levels the teacher should provide more time to activate/build students’ background knowledge. The teacher should also provide students with additional time to practice identifying the appropriate text structure. The handout *Five Expository Text Structures* and any additional handout that accompanies this lesson can be utilized to further scaffold students. Additionally, the teacher can utilize active reading strategies e.g., cloze reading, echo reading, choral reading) to assist with students fluency as they read. The teacher should also select newspaper articles of less complexity. The teacher can choose to utilize a Venn diagram to assist students in comparing and contrasting text structures.

### **Assessments/Extensions**

Students can be provided with an assessment or extension activity in which they engage in a close read and annotation of two excerpts of nonfiction text in which they must compare and contrast the overall structure of the texts.

## Handout: Article from *New York Daily News*

### Justice Story: Birmingham church bombing kills 4 innocent girls in racially motivated attack

#### Case took years to go to trial despite tip from family of Klansman Robert (Dynamite Bob) Chambliss

By David J. Krajicek

Sunday, September 1, 2013, 12:01 AM

Retrieved from the World Wide Web at: <http://www.nydailynews.com/news/justice-story/justice-story-birmingham-church-bombing-article-1.1441568>



AP

**Large crater is the result of bomb that exploded near a basement room of the Sixth Avenue Baptist Church in Birmingham, Ala. on Sept. 15, 1963, killing four innocent young black girls. All the windows were blown out of the building just behind police and emergency workers.**

Sunday school was drawing to a close, and a gaggle of adolescent girls gathered in a church basement bathroom, preening to look their best for a service set to begin at 11.

The Bible lesson that morning, about love and forgiveness, was based on a verse from Matthew: "For if you forgive men when they sin against you, your heavenly Father will also forgive you. But if you do not forgive men their sins, your Father will not forgive your sins."

At 10:22 a.m., a deafening explosion stilled the hearts of four of the black girls in the bathroom: Cynthia Wesley, Carole Robertson and Addie Mae Collins, all 14, and Denise McNair, 11. Nearly two dozen others were injured.

Someone had slithered beneath the vast brick church, Sixteenth Street Baptist in Birmingham, Ala., and planted 19 sticks of dynamite under the bathroom. The explosion destroyed cars on the street outside and blew out stained glass windows nearly 100 feet away.

This unthinkable mass murder happened on Sept. 15, 1963, 50 years ago this month and barely 2½ weeks after the Rev. Martin Luther King Jr. led the civil rights March on Washington.





**Firemen and ambulance attendants remove a body from the Sixteenth Street Baptist Church, where an explosion ripped the structure during services Sept.15,1963.**

Two more black youths were murdered that same night, as Birmingham teetered on the edge of white anarchy. A policeman killed Johnny Robinson, 16, with a bullet to the back, and two white youths shot and killed bicyclist Virgil Ware, 13.

In his funeral eulogy, King said, “These children — unoffending, innocent and beautiful — were the victims of one of the most vicious and tragic crimes ever perpetrated against humanity.”

Some 8,000 people attended the service, including many outraged white citizens.

There was little doubt about who was behind the bombing.



**The innocent victims of Sixteenth Street Baptist Church bombing in 1963 were (from left) Denise McNair, 11; Carole Robertson, 14; Addie Mae Collins, 14; and Cynthia Wesley, 14.**

A local Ku Klux Klan chapter, Klavern 13, had helped Birmingham earn the nickname “Bombingham.” Nearly 50 explosives had been planted or tossed in racially motivated attacks over the previous 15 years. Most of the violence was against black families that dared to move west of Center St., the city’s longstanding color line, or the white families that sold to them.

That newly integrated neighborhood, Smithfield, became known as Dynamite Hill, and the chief boomer was recognized to be a truck-driving Klansman named Robert (Dynamite Bob) Chambliss, 59.



Sixteenth Street Baptist was a focal point for civil rights in Birmingham. Its basement served as a meeting site for King and other black leaders, and Kelly Ingram Park across the street was the scene of confrontations between activists and Police Commissioner Bull Connor's truncheon-bearers.

Four months after Connor was ousted by voters, the Klan was clinging to its strategy of segregation by violent intimidation, and the iconic black church was a high-value target.



BURTON MCNEELY/TIME & LIFE PICTURES/GETTY IMAGE

**Robert (Dynamite Bob) Chambliss was arrested and taken to trial in 1977 for the 1963 atrocity in Birmingham.**

But the abominable murders of children had the unintended effect of galvanizing national support for the federal Civil Rights Act of 1964.

Yet justice for the crime was a long time coming, and the backstory of the investigation is one of the most perplexing in American law enforcement history, even by the dodgy standards of the civil rights era.

In the hours before the bomb exploded, an informant had twice reached out to James Hancock, a Birmingham deputy sheriff, to warn him that dynamite had been planted beneath the church.

Hancock failed to pass along the information, though he did forward the names of several suspects to the FBI. Twenty months after the bombing, on May 13, 1965, the agency's Birmingham field office sent a memo to FBI Director J. Edgar Hoover that all but pleaded for prosecution.



PHILIP BARR/AP

**Bobby Frank Cherry was finally convicted of his role in the Birmingham bombing more than 37 years after the explosion killed 4 girls. He died in prison in 2004.**

“No avenue of investigative activity has been overlooked,” the memo read. “As a result, it is apparent that the bombing was the handiwork of former Klansmen Robert E. Chambliss, Bobby Frank Cherry, Herman Frank Cash, Thomas E. Blanton Jr. and probably Troy Ingram.”

But Hoover replied that chances for conviction were “remote,” and he essentially closed the investigation. Some have ascribed Hoover’s decision to his contempt for King.

The FBI defends its longtime chief in the introduction to its 3,400-page file on what it calls the “BAPBOMB” case. “It’s been claimed that Director Hoover held back evidence from prosecutors in the ’60s or even tried to block prosecution,” the agency says. “But it’s simply not true. His concern was to prevent leaks, not to stifle justice.”



DAVE MARTIN/AP

**Jefferson County Sheriff's deputies lead former Ku Klux Klansman Thomas Blanton Jr. out of the courtroom in handcuffs after a jury convicted him of 1963 murders in Birmingham, Ala., on May 1, 2001. He is still serving his life sentence.**

In the mid-1970s, Alabama Attorney General William Baxley reopened the case. (When the Ku Klux Klan threatened him in a letter, he replied, “Kiss my ass.”)

Chambliss finally went on trial for murder in 1977. He was convicted and sentenced to life in prison, which proved to be just eight years. He died in 1985, at age 81.

In 2000, 37 years after the bombing, Alabama brought state murder charges against the other men named in the Birmingham FBI memo of 1965. Ingram had died in 1973, Cash in 1994. But Cherry and Blanton Jr. were convicted of murder and sent away for life. Cherry died in prison in 2004, and Blanton Jr., approaching his mid-80s, is still there.

There was one final mind-bending coda. It turned out that the informants who warned of the bombing and named the guilty Klansmen back in 1963 were intimates of Dynamite Bob Chambliss, including a niece and a close family friend.

They had passed along tips that came from Chambliss’ wife, Flora Lee. She despised him.

**Handout: Article from *The Washington Post***

**Six Dead After Church Bombing**

*Blast Kills Four Children; Riots Follow; Two Youths Slain; State Reinforces Birmingham Police*

United Press International, September 16, 1963

Retrieved from the World Wide Web at: <http://www.washingtonpost.com/wp-srv/national/longterm/churches/archives1.htm>

Birmingham, Sept. 15 -- A bomb hurled from a passing car blasted a crowded Negro church today, killing four girls in their Sunday school classes and triggering outbreaks of violence that left two more persons dead in the streets.

Two Negro youths were killed in outbreaks of shooting seven hours after the 16th Street Baptist Church was bombed, and a third was wounded.

As darkness closed over the city hours later, shots crackled sporadically in the Negro sections. Stones smashed into cars driven by whites.

**Five Fires Reported**

Police reported at least five fires in Negro business establishments tonight. An official said some are being set, including one at a mop factory touched off by gasoline thrown on the building. The fires were brought under control and there were no injuries.

Meanwhile, NAACP Executive Secretary Roy Wilkins wired President Kennedy that unless the Federal Government offers more than "picayune and piecemeal aid against this type of bestiality" Negroes will "employ such methods as our desperation may dictate in defense of the lives of our people."

Reinforced police units patrolled the city and 500 battle-dressed National Guardsmen stood by at an armory.

City police shot a 16-year-old Negro to death when he refused to heed their commands to halt after they caught him stoning cars. A 13-year-old Negro boy was shot and killed as he rode his bicycle in a suburban area north of the city.

**Police Battle Crowd**

Downtown streets were deserted after dark and police urged white and Negro parents to keep their children off the streets.

Thousands of hysterical Negroes poured into the area around the church this morning and police fought for two hours, firing rifles into the air to control them.

When the crowd broke up, scattered shootings and stonings erupted through the city during the afternoon and tonight.

The Negro youth killed by police was Johnny Robinson, 16. They said he fled down an alley when they caught him stoning cars. They shot him when he refused to halt.

The 13-year-old boy killed outside the city was Virgil Ware. He was shot at about the same time as Robinson.

Shortly after the bombing police broke up a rally of white students protesting the desegregation of three Birmingham schools last week. A motorcade of militant adult segregationists apparently en route to the student rally was disbanded.

Police patrols, augmented by 300 State troopers sent into the city by Gov. George C. Wallace, quickly broke up all gatherings of white and Negroes. Wallace sent the troopers and ordered 500 National Guardsmen to stand by at Birmingham armories.

King arrived in the city tonight and went into a conference with Rev. Fred Shuttlesworth, a leader in the civil rights fight in Birmingham.

The City Council held an emergency meeting to discuss safety measures for the city, but rejected proposals for a curfew.

Dozens of persons were injured when the bomb went off in the church, which held 400 Negroes at the time, including 80 children. It was Young Day at the church.

A few hours later, police picked up two white men, questioned them about the bombing and released them.

The Rev. Martin Luther King Jr. wired President Kennedy from Atlanta that he was going to Birmingham to plead with Negroes to "remain non-violent."

But he said that unless "immediate Federal steps are taken" there will be "in Birmingham and Alabama the worst racial holocaust this Nation has ever seen."

Dozens of survivors, their faces dripping blood from the glass that flew out of the church's stained glass windows, staggered around the building in a cloud of white dust raised by the explosion. The blast crushed two nearby cars like toys and blew out windows blocks away.

Negroes stoned cars in other sections of Birmingham and police exchanged shots with a Negro firing wild shotgun blasts two blocks from the church. It took officers two hours to disperse the screaming, surging crowd of 2,000 Negroes who ran to the church at the sound of the blast.

At least 20 persons were hurt badly enough by the blast to be treated at hospitals. Many more, cut and bruised by flying debris, were treated privately.

(The Associated Press reported that among the injured in subsequent shooting were a white man injured by a Negro. Another white man was wounded by a Negro who attempted to rob him, according to police.)

Mayor Albert Boutwell, tears streaming down his cheeks, announced the city had asked for help.

"It is a tragic event," Boutwell said. "It is just sickening that a few individuals could commit such a horrible atrocity. The occurrence of such a thing has so gravely concerned the public..." His voice broke and he could not go on.

Boutwell and Police Chief Jamie Moore requested the State assistance in a telegram to Wallace.

"While the situation appears to be well under control of federal law enforcement officers at this time, the possibility of further trouble exists," Boutwell and Moore said in their telegram.

President Kennedy, yachting off Newport, R.I., was notified by radio-telephone and Attorney General Robert F. Kennedy ordered his chief civil rights troubleshooter, Burke Marshall, to Birmingham. At least 25 FBI agents, including bomb experts from Washington, were being rushed in.

City Police Inspector W.J. Haley said as many as 15 sticks of dynamite must have been used.

"We have talked to witnesses who say they saw a car drive by and then speed away just before the bomb hit," he said.

In Montgomery, Wallace said he had a similar report and said the descriptions of the car's occupants did not make clear their race. But he served notice "on those responsible that every law enforcement agency of this State will be used to apprehend them."

The bombing was the 21st in Birmingham in eight years, and the first to kill. None of the bombings have been solved.

As police struggled to hold back the crowd, the blasted church's pastor, the Rev. John H. Cross, grabbed a megaphone and walked back and forth, telling the crowd: "The police are doing everything they can. Please go home."

"The Lord is our shepherd," he sobbed. "We shall not want."

The only stained glass window in the church that remained in its frame showed Christ leading a group of little children. The face of Christ was blown out.

After the police dispersed the hysterical crowds, workmen with pickaxes went into the wrecked basement of the church. Parts of brightly painted children's furniture were strewn about in one Sunday School room, and blood stained the floors. Chunks of concrete the size of footballs littered the basement.

The bomb apparently went off in an unoccupied basement room and blew down the wall, sending stone and debris flying like shrapnel into a room where children were assembling for closing prayers following Sunday School. Bibles and song books lay shredded and scattered through the church.

In the main sanctuary upstairs, which holds about 500 persons, the pulpit and Bible were covered with pieces of stained glass.

One of the dead girls was decapitated. The coroner's office identified the dead as Denise McNair, 11; Carol Robertson, 14; Cynthia Wesley, 14, and Addie Mae Collins, 10.

As the crowd came outside watched the victims being carried out, one youth broke away and tried to touch one of the blanket-covered forms.

"This is my sister," he cried. "My God, she's dead." Police took the hysterical boy away.

Mamie Grier, superintendent of the Sunday School, said when the bomb went off "people began screaming, almost stampeding" to get outside. The wounded walked around in a daze, she said.

One of the injured taken to a hospital was a white man. Many others cut by flying glass and other debris were not treated at hospitals.

#### **Fourth in Four Weeks**

It was the fourth bombing in four weeks in Birmingham, and the third since the current school desegregation crisis came to a boil Sept. 4.

Desegregation of schools in Birmingham, Mobile, and Tuskegee was finally brought about last Wednesday when President Kennedy federalized the National Guard. Some of the Guardsmen in Birmingham are still under Federal orders. Wallace said the ones he alerted today were units of the Guard "not now federalized."

The City of Birmingham has offered a \$52,000 reward for the arrest of the bombers, and Wallace today offered another \$5,000.

#### **Dr. King Berates Wallace**

But Dr. King wired Wallace that "the blood of four little children ... is on your hands. Your irresponsible and misguided actions have created in Birmingham and Alabama the atmosphere that has induced continued violence and now murder."