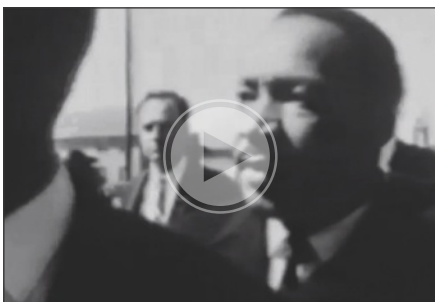
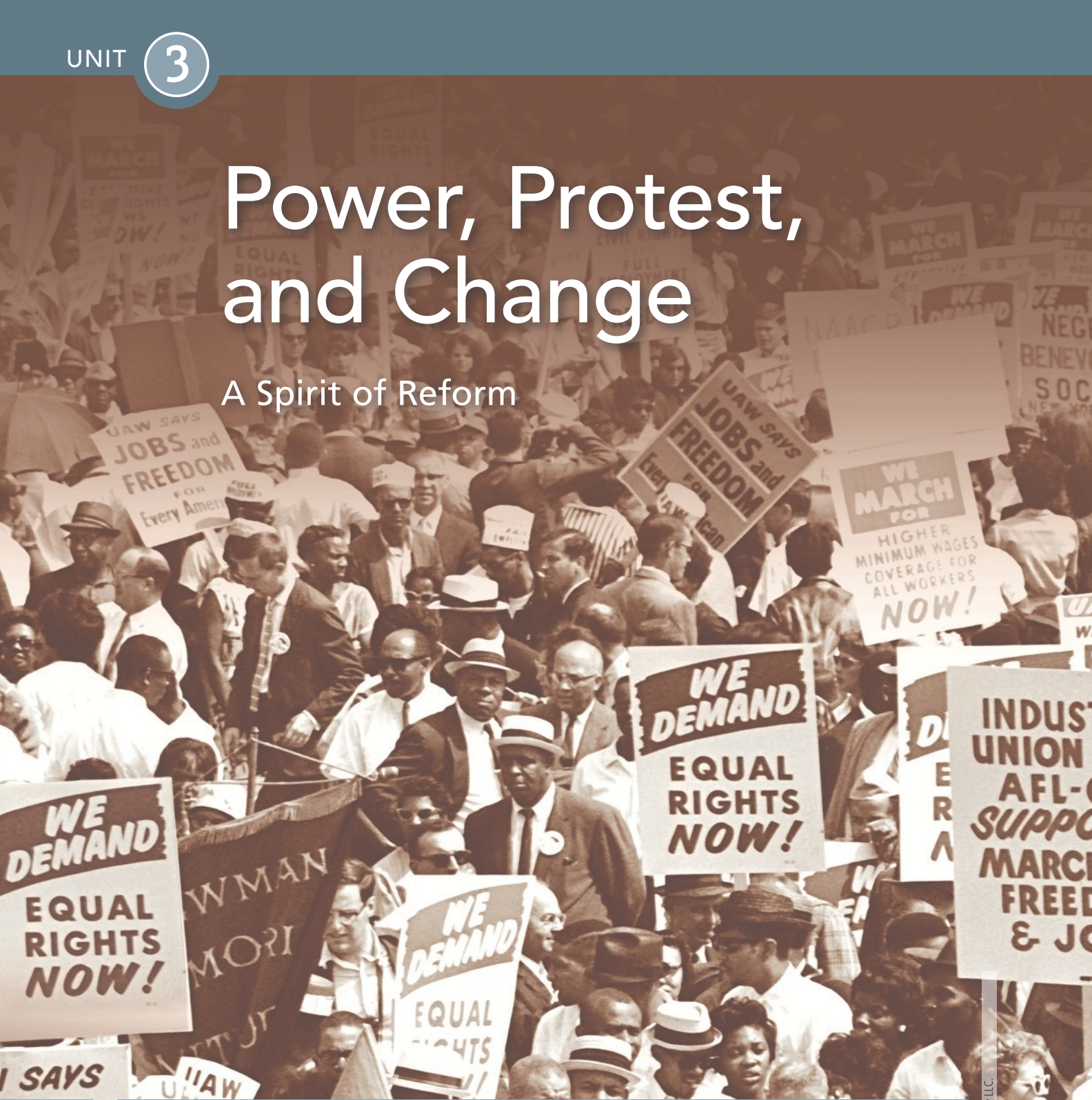


Power, Protest, and Change

A Spirit of Reform



Civil Rights Marches

Discuss It Perhaps more than any other country, the United States was founded on dreams people had of shaping the society in which they lived. What were some of those dreams?

Write your response before sharing your ideas.



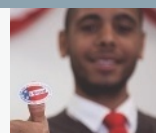
UNIT 3

UNIT INTRODUCTION

ESSENTIAL QUESTION:

In what ways does the struggle for freedom change with history?

LAUNCH TEXT
INFORMATIVE MODEL
The Zigzag Road to Rights



WHOLE-CLASS LEARNING

HISTORICAL PERSPECTIVES

Focus Period: 1850–1890
Civil War and Social Change



ANCHOR TEXT: SPEECH

from *What to the Slave Is the Fourth of July?*
Frederick Douglass



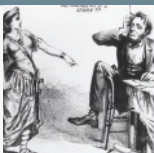
ANCHOR TEXT: SPEECH

Second Inaugural Address
Abraham Lincoln



MEDIA: IMAGE GALLERY

Perspectives on Lincoln



SMALL-GROUP LEARNING

SPEECH

Ain't I a Woman?
Sojourner Truth



PUBLIC DOCUMENT

Declaration of Sentiments
Elizabeth Cady Stanton



COMPARE

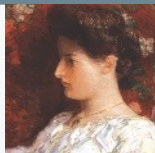
MEDIA: PODCAST

Giving Women the Vote
Sandra Sleight-Brennan



SHORT STORY

The Story of an Hour
Kate Chopin



LEGAL OPINION

Brown v. Board of Education: Opinion of the Court
Earl Warren



INDEPENDENT LEARNING

POETRY COLLECTION 1

The Poetry of Langston Hughes
Langston Hughes



POETRY COLLECTION 2

Douglass
Paul Laurence Dunbar



The Fifth Fact
Sarah Browning

Who Burns for the Perfection of Paper Martín Espada

HISTORY

from *The Warmth of Other Suns*
Isabel Wilkerson



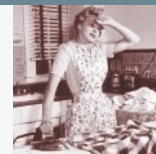
ESSAY

What a Factory Can Teach a Housewife
Ida Tarbell



PERSUASIVE ESSAY

from *Books as Bombs*
Louis Menand



MEDIA: PODCAST

A Balance Between Nature and Nurture
Gloria Steinem



PERFORMANCE TASK

WRITING FOCUS:
Write an Informative Essay

PERFORMANCE TASKS

SPEAKING AND LISTENING/RESEARCH FOCUS:
Panel Discussion/Research Presentation

PERFORMANCE-BASED ASSESSMENT PREP

Review Evidence for an Informative Essay

PERFORMANCE-BASED ASSESSMENT

Informative Text: Essay and Podcast

PROMPT:

What motivates people to struggle for change?

Unit Goals

Throughout this unit, you will deepen your perspective on power, protest, and change by reading, writing, speaking, listening, and presenting. These goals will help you succeed on the Unit Performance-Based Assessment.

Rate how well you meet these goals right now. You will revisit your ratings later when you reflect on your growth during this unit.

SCALE	1	2	3	4	5
	NOT AT ALL WELL	NOT VERY WELL	SOMEWHAT WELL	VERY WELL	EXTREMELY WELL
READING GOALS					
	1	2	3	4	5
• Read and analyze a variety of texts to gain the knowledge and insight needed to write about the struggle for freedom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Expand your knowledge and use of academic and concept vocabulary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WRITING AND RESEARCH GOALS					
	1	2	3	4	5
• Write an informative essay that has a clear structure and that draws evidence from texts and original research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Conduct research projects of various lengths to explore a topic and clarify meaning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LANGUAGE GOAL					
	1	2	3	4	5
• Use appropriate and varied sentence structures to create cohesion and clarify relationships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SPEAKING AND LISTENING GOALS					
	1	2	3	4	5
• Collaborate with your team to build on the ideas of others, develop consensus, and communicate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Integrate audio, visuals, and text to present information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

STANDARDS

L.11–12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.



Academic Vocabulary: Informative Text

Academic terms appear in all subjects and can help you read, write, and discuss with precision and clarity. Here are five academic words that will be useful to you in this unit as you analyze and write informative texts.

Complete the chart.

1. Review each word, its root, and the mentor sentences.
2. Use the information and your own knowledge to predict the meaning of each word.
3. For each word, list at least two related words.
4. Refer to a dictionary or other resources if needed.

TIP

FOLLOW THROUGH

Study the words in this chart, and mark them or their forms wherever they appear in the unit.

WORD	MENTOR SENTENCES	PREDICT MEANING	RELATED WORDS
informational ROOT: -form- "shape"; "image"	1. This <i>informational</i> pamphlet tells about the history of the village. 2. The students found the remarks both <i>informational</i> and inspirational.		inform; informative; uninformed; misinformed
inquire ROOT: -quir-/quer- "ask"	1. If you want to find out why your application was denied, you must <i>inquire</i> . 2. In my research, I <i>inquire</i> about the reasons for certain social customs.		
verbatim ROOT: -verb- "word"	1. The actor knew the script so well that he could quote it <i>verbatim</i> . 2. The witness's ability to give a <i>verbatim</i> account persuaded the jury that her memory was reliable.		
deduction ROOT: -duc- "lead"	1. The astronomer's <i>deduction</i> was based on years of observation. 2. The writer presented the objective facts and then shared his <i>deduction</i> from them.		
specific ROOT: -spec- "sort"; "kind"	1. Your report topic is too broad; find one that is more <i>specific</i> . 2. Was there one <i>specific</i> event that caused the war, or were there many?		

LAUNCH TEXT | INFORMATIVE MODEL

This selection is an example of an **informative text**, a type of writing in which an author examines concepts through the careful selection, organization, and analysis of information. This is the type of writing you will develop in the Performance-Based Assessment at the end of the unit.

As you read, think about how the information is shared. Mark the text to help you answer this question: How does the writer help readers understand the main point of the essay?

The Zigzag Road to Rights



NOTES

- 1 **W**hen we look back at history, we often like to identify trends. Viewing the big picture, we may see a steady push toward progress. However, every fight for rights involves a series of advances and setbacks. The struggle for equal recognition of African Americans demonstrates a zigzag road to rights.
- 2 The push-and-pull of this struggle was evident at the birth of the nation. In his original draft of the Declaration of Independence, Thomas Jefferson included a strong condemnation of slavery, protesting this “cruel war against human nature.” Jefferson wanted the Declaration of Independence to grant freedom to all men. However, at the Continental Congress in 1776, both northern and southern slaveholders objected to any mention of African American rights. Powerful indeed was their pressure. Any mention of slavery was deleted from the Declaration.
- 3 Although the removal of Jefferson’s antislavery paragraph was a severe setback, reformers did not give up hope. With the ratification of the Constitution, they gained an important tool for change. Article V describes the conditions required for amending the Constitution. Laws can be changed, and rights can be gained.
- 4 The struggle took another crucial step forward in 1863, when President Abraham Lincoln issued the Emancipation Proclamation. It asserted that “all persons held as slaves” within states that had seceded from the Union “are, and henceforward shall be, free.” Still, freedom for slaves depended upon a Union victory. Slavery remained legal in border states loyal to the Union, as well as in Confederate areas under Northern control.



- 5 The hope of change promised by Article V paid off in 1865. Congress passed the Thirteenth Amendment, abolishing slavery in the United States. “Neither slavery nor involuntary servitude . . . shall exist within the United States, or any place subject to their jurisdiction.” The next two amendments, adopted in 1868 and 1870, made African Americans citizens and gave them the right to vote. The expanded Constitution reflects a nation willing to change.
- 6 Yet these significant advances did not guarantee full rights for black Americans, as evidenced by a landmark decision by the Supreme Court in 1896. In the case of *Plessy v. Ferguson*, seven of eight Supreme Court justices voted in support of Louisiana’s Separate Car Act, which made it illegal for blacks to travel in trains reserved for white passengers. This decision set an important legal precedent: “Separate, but equal” facilities were constitutional.
- 7 That decision was eventually reversed in 1954, when the Supreme Court issued a unanimous decision in the case of *Brown v. Board of Education*. Finding that “separate educational facilities are inherently unequal,” the decision promised an end to segregation. Once again, progress toward equal rights surged forward.
- 8 Nonetheless, no single case, law, or amendment could instantly erase the long tradition of prejudice and inequality. For example, even though the Fifteenth Amendment guaranteed African Americans the right to vote, state and local laws and policies often kept black Americans from voting through tactics such as poll taxes, voter registration exams, and intimidation. These strategies were outlawed by the Voting Rights Act of 1965.
- 9 The history of African American rights features many crucial victories, from the Emancipation Proclamation through the Voting Rights Act. However, the record of the struggle also includes the difficult stumbling blocks that have had to be overcome. While the path to progress is not smooth, one thing is certain: The zigzag will continue into the future. History teaches us that rights gained can be lost, curtailed, or ignored—and perhaps gained once more. 🐼

NOTES



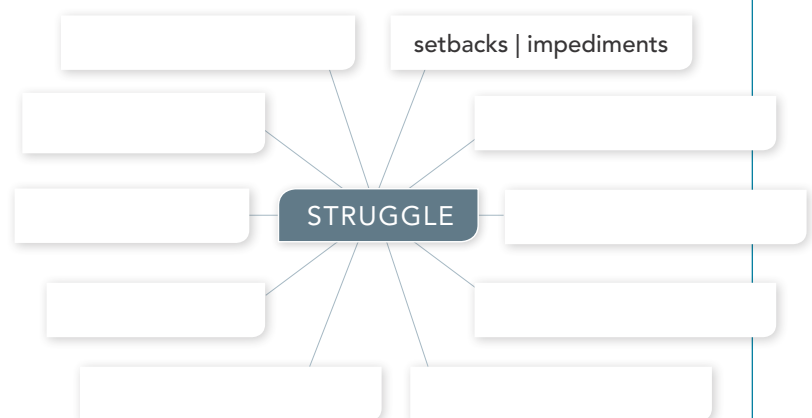
WORD NETWORK FOR POWER, PROTEST, AND CHANGE

Vocabulary A Word Network is a collection of words related to a topic. As you read the unit selections, identify words related to the idea of struggle, and add them to your Word Network. You might begin with words from the Launch Text, such as *setbacks*. For each word you identify, add a related word. Continue to add words as you complete this unit.



Tool Kit

Word Network Model



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OVERVIEW: WHOLE-CLASS LEARNING

ESSENTIAL QUESTION:

In what ways does the struggle for freedom change with history?

As you read these selections, work with your whole class to explore the struggle for freedom.

From Text to Topic For Frederick Douglass, the struggle for freedom meant a perilous escape from slavery. For Abraham Lincoln, it meant waging war against his fellow citizens. The issue of slavery polarized the country before the Civil War. As you read, consider what the selections show about the struggle for freedom during the Focus Period—and its relationship to our ideas of freedom today.

Whole-Class Learning Strategies

Throughout your life, in school, in your community, and in your career, you will continue to learn and work in large-group environments.

Review these strategies and the actions you can take to practice them as you work with your whole class. Add ideas of your own for each step. Get ready to use these strategies during Whole-Class Learning.

STRATEGY	ACTION PLAN
Listen actively	<ul style="list-style-type: none">• Eliminate distractions. For example, put your cellphone away.• Record brief notes on main ideas and points of confusion.•
Clarify by asking questions	<ul style="list-style-type: none">• If you're confused, other people probably are, too. Ask a question to help your whole class.• Ask follow-up questions as needed; for example, if you do not understand the clarification or if you want to make an additional connection.•
Monitor understanding	<ul style="list-style-type: none">• Notice what information you already know and be ready to build on it.• Ask for help if you are struggling.•
Interact and share ideas	<ul style="list-style-type: none">• Share your ideas and offer answers, even if you are unsure of them.• Build on the ideas of others by adding details or making a connection.•



CONTENTS

HISTORICAL PERSPECTIVES

Focus Period: 1850–1890

Civil War and Social Change

The second half of the nineteenth century was a period of deep political and social conflict, influencing writers, commentators, and activists to fight for freedom and reform.



ANCHOR TEXT: SPEECH

from What to the Slave Is the Fourth of July?

Frederick Douglass

How might America's celebration of liberty affect those Americans who are not yet free?



ANCHOR TEXT: SPEECH

Second Inaugural Address

Abraham Lincoln

Is warfare in the name of freedom and unity worth the sacrifice?



MEDIA: IMAGE GALLERY

Perspectives on Lincoln

How do political cartoons show us what people thought of President Lincoln in his own time?



PERFORMANCE TASK

WRITING FOCUS

Write an Informative Essay

Both Whole-Class readings present powerful arguments concerning the struggle to end slavery in America. After reading, you will write an informative essay in which you provide facts about the goals of these speeches.



Civil War and Social Change

Voices of the Period

“... I would write something that would make this whole nation feel what an accursed thing slavery is.”

—Harriet Beecher Stowe,
author of *Uncle Tom's Cabin*

“In your hands, my dissatisfied fellow countrymen, and not in mine, is the momentous issue of civil war. The government will not assail you. . . . You have no oath registered in heaven to destroy the government, while I shall have the most solemn one to ‘preserve, protect, and defend’ it.”

—Abraham Lincoln,
President of the United States
from 1861 to 1865

“Those who profess to favor freedom, and yet deprecate agitation, are men who want crops without plowing up the ground. They want rain without thunder and lightning. They want the ocean without the awful roar of its many waters. This struggle may be a moral one, or it may be a physical one, or it may be both moral and physical, but it must be a struggle. Power concedes nothing without a demand. It never did and it never will.”

—Frederick Douglass,
abolitionist

History of the Period

Dreams of Shaping Society More than any other nation, the United States was founded on dreams people had of shaping the society in which they lived. The Puritans who colonized New England came to build a new society, a society in which they could freely practice their religion. Some 150 years later, the American revolutionaries wrote a constitution that gave citizens powerful tools to continue reshaping society—tools such as freedom of speech and an elected, representative government. With these tools, citizens could change the course of the country.

The Crisis of Slavery By 1850, though, the question of whether those tools were enough became grave. About 88 percent of the African Americans in the country—approximately 14 percent of the nation's total population—were enslaved: treated as property, forced to work for others, torn in many cases from their own families, and subject to various other abuses and cruelties. Many in the nation cried out for change, but the economy of the South depended on the use of enslaved African Americans for labor. When challenged, many in the South rallied to the defense of the institution.

In the North, industry was replacing agriculture as the motor of the economy. Northern states had begun passing antislavery laws in the eighteenth century, and by 1850 slavery had all but vanished in the North. Critics of slavery were becoming

TIMELINE

1850: China Taiping Rebellion begins.

1850

1852: Harriet Beecher Stowe's *Uncle Tom's Cabin* is published.



1859: John Brown, an abolitionist, leads a raid on the federal arsenal at Harpers Ferry, Virginia.

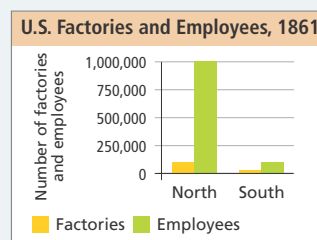
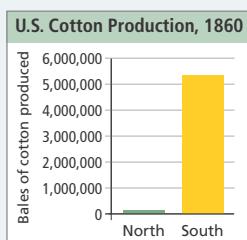
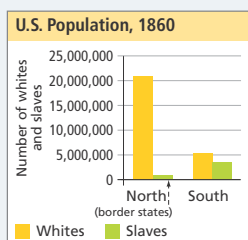
1860: Abraham Lincoln is elected president.



1861: The Civil War begins with Confederate forces firing on Fort Sumter, South Carolina.

Integration of Knowledge and Ideas

Notebook What does the information shown in these charts help you understand about differences between the North and South in their economies, population densities, and overall lifestyles? How do you think these differences affected the outcome of the Civil War?



vocal in their opposition, with abolitionists campaigning against slavery and assisting runaway slaves.

Civil War When Abraham Lincoln was elected president in 1860, the divisions between North and South only sharpened. Beginning with South Carolina in 1860, 11 Southern states seceded (separated) from the United States. In 1861, the Civil War began, pitting North against South. After years of suffering and devastation, the North won the war in 1865. This victory set the nation's future course, for it decided the issue of slavery: No longer would anyone be enslaved in the United States. In addition, it made clear the fact that the centers of economic influence in the country had shifted from the agricultural South to the industrial North. Finally, it confirmed the

strength of the country's central government in relation to the states.

Expansion and Progress Before the Civil War, the country had been busily expanding, adding new territories and states as settlers pushed west, seeking land. After the war, the country continued to grow at a furious pace. Settlers continued to move west, forcing Native Americans from their lands. Immigrants flooded the nation's cities, providing labor. For the first time, electricity was being used on a large scale for everything from city lights to factory machines. The nation began linking frontiers to cities with railway tracks and telegraph wires.

Reform Movements While forces such as westward expansion and immigration were reshaping the nation, reformers were attempting to transform society. Pioneers such as Horace

1862: France Louis Pasteur proposes the modern germ theory of disease.

1863: President Lincoln issues the Emancipation Proclamation.

1865: The Thirteenth Amendment, outlawing slavery, is added to the U.S. Constitution.



1867: The United States buys Alaska from Russia.



1865: President Lincoln is assassinated by John Wilkes Booth.

1869: Russia Leo Tolstoy's *War and Peace* is published.

1870



Mann championed public education. Other activists pushed forward reforms of the justice system, leading to the development of the modern prison. During this period, women also began pursuing political and economic rights equal to men's.

A Historic Convention In the years around 1850, women were discouraged from playing most major roles in public life. Their rights to property were limited. In addition, women did not yet have the right to vote. In 1848, Elizabeth Cady Stanton and Lucretia Mott helped organize the Seneca Falls Convention, which met to discuss women's rights. There, Stanton introduced a resolution to pursue the right to vote for women. With the support of Frederick Douglass, a former slave and an active abolitionist, the resolution passed.

The Movement for Women's Rights Reformers such as Stanton, Mott, and Susan B. Anthony campaigned vigorously for women's rights. Their tactics included lobbying politicians, holding public lectures, publishing newspapers, picketing, and marching.

Social Progress Some reforms were seen at the time. Even before the Seneca Falls Convention, some states had passed laws giving women the right to their own property, although their husbands still had the right to manage shared property.

Some states, including ones newly added to the Union, passed laws allowing women to vote. The right to vote was not granted to women nationwide, however, until the ratification of the Nineteenth Amendment to the Constitution in 1920.

A Nation Comes of Age In the decades from 1850 to 1914, the United States grew from a largely agricultural society into a modern industrial giant. During this time, important issues such as the freedom of African Americans, the rights of women, and the rights of workers were discussed and argued. In the end, the society of the United States was reshaped, not just by reformers, but by forces such as war, technological progress, and economic development. These forces laid the foundations of the nation we know today.

A Legacy of Protest The issues of power and change raised during the period were not resolved once and for all, however. Even though slavery had been abolished, injustices against African Americans continued. New eras of protest were born in the effort to end racial discrimination. Women's lives had generally improved but voting equality was still an unachieved goal, and other forms of inequality continued to reign. Protests continued. The literature in this unit tells of the ongoing struggle for social justice.

TIMELINE

1872: Susan B. Anthony is arrested for trying to vote in a presidential election.



1870

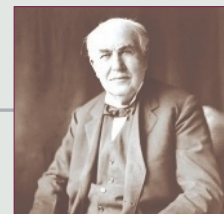


1874: France Claude Monet gathers Impressionist painters for their first exhibit.

1876: Baseball's National League is founded.

1876: Alexander Graham Bell patents the telephone.

1877: The Reconstruction Era ends in the South.



1879: Thomas Edison invents a practical electric light.

Literature Selections

Literature of the Focus Period Several of the selections in this unit were written during the Focus Period and pertain to the deep conflicts of the era over power and change:

from "What to the Slave Is the Fourth of July?"

Frederick Douglass

Second Inaugural Address, Abraham Lincoln

"Ain't I a Woman?" Sojourner Truth

Declaration of Sentiments, Elizabeth Cady Stanton

"The Story of an Hour," Kate Chopin

"Douglass," Paul Laurence Dunbar

Connections Across Time The struggle against social injustice and for the expansion of rights continued past the Focus Period. In addition, the struggles of the Focus Period have influenced contemporary writers and commentators.

Brown v. Board of Education: Opinion of the Court, Earl Warren

"Was *Brown v. Board* a Failure?" Sarah Garland

"The Fifth Fact," Sarah Browning

"Who Burns for the Perfection of Paper," Martín Espada

from *The Warmth of Other Suns*, Isabel Wilkerson

"What a Factory Can Teach a Housewife," Ida Tarbell

from *Books as Bombs*, Louis Menand

"A Balance Between Nature and Nurture," Gloria Steinem

ADDITIONAL FOCUS PERIOD LITERATURE

Student Edition

UNIT 2

The Writing of Walt Whitman

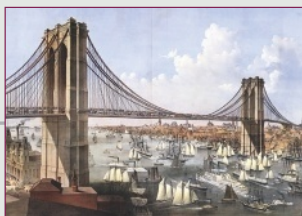
- from The Preface to the 1885 edition of *Leaves of Grass*
- from Song of Myself
- "I Hear America Singing"
- "On the Beach at Night Alone"
- "America"

The Poetry of Emily Dickinson

- "The Soul selects her own Society —"
- "The Soul unto itself"
- "Fame is a fickle food"
- "They shut me up in Prose —"
- "There is a solitude of space"
- "I heard a fly buzz — when I died —"
- "I'm Nobody! Who are you?"

1882: Europe The Triple Alliance (Germany, Austria-Hungary, and Italy) is formed.

1882: The Standard Oil trust becomes the first industrial monopoly.



1883: The Brooklyn Bridge is opened.

1884: Mark Twain's *The Adventures of Huckleberry Finn* is published.



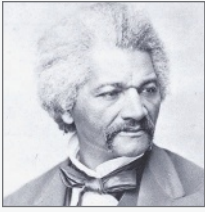
1886: The Statue of Liberty is dedicated in New York Harbor.

1890

1890: The U.S. Census Bureau declares the frontier closed.



About the Speaker



Frederick Douglass (1818–1895) was born into slavery in Maryland. He nevertheless learned to read and write, and at the age of 21 he escaped to Massachusetts. There, he joined the abolitionist cause and quickly became one of its most powerful public speakers, lecturing against slavery and campaigning for civil rights for all people. He published his autobiography, established a newspaper for African Americans, and went on to hold several governmental positions.

Tool Kit
First-Read Guide and
Model Annotation

STANDARDS
RI.11–12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

from What to the Slave Is the Fourth of July?

Concept Vocabulary

You will encounter the following words as you read this excerpt from “What to the Slave Is the Fourth of July?” Before reading, note how familiar you are with each word. Then, rank the words in order from most familiar (1) to least familiar (6).

WORD	YOUR RANKING
obdurate	
stolid	
disparity	
denounce	
equivocate	
conceded	

After completing the first read, come back to the concept vocabulary and review your rankings. Mark changes to your original rankings as needed.

First Read NONFICTION

Apply these strategies as you conduct your first read. You will have an opportunity to complete the close-read notes after your first read.



from What to the Slave Is the Fourth of July?

Frederick Douglass

BACKGROUND

On July 5, 1852, Frederick Douglass addressed an audience at the Rochester (New York) Ladies' Anti-Slavery Society. At a time when many people—some who were against slavery in principle—viewed the total abolition of slavery as a radical cause, Douglass pulled no punches in pleading his case.

SCAN FOR
MULTIMEDIA



- 1 **F**ellow citizens, pardon me, allow me to ask, why am I called upon to speak here today? What have I, or those I represent, to do with your national independence? Are the great principles of political freedom and of natural justice, embodied in that Declaration of Independence, extended to us? And am I, therefore, called upon to bring our humble offering to the national altar, and to confess the benefits and express devout gratitude for the blessings resulting from your independence to us?
- 2 Would to God, both for your sakes and ours, that an affirmative answer could be truthfully returned to these questions! Then would my task be light, and my burden easy and delightful. For who is there so cold that a nation's sympathy could not warm him? Who so **obdurate** and dead to the claims of gratitude that would not thankfully acknowledge such priceless benefits? Who so **stolid** and selfish that would not give his voice to swell the hallelujahs of a nation's jubilee,¹ when the chains of servitude had been torn from

NOTES

obdurate (OB dur iht) *adj.*
resistant to persuasion

stolid (STOL iht) *adj.*
feeling little or no emotion

1. **hallelujahs of a nation's jubilee** praises to God at the time of celebrating a national anniversary.

NOTES

disparity (dih SPAR uh tee) *n.*
great difference or inequality

CLOSE READ

ANNOTATE: **Parallelism** is the repetition of words or phrases that have similar grammatical structures. In the last two sentences of paragraph 4, mark two examples of parallelism.

QUESTION: What ideas do these examples of parallelism connect?

CONCLUDE: How does the use of parallelism add to the power and meaning of this section of the speech?

denounce (dih NOWNS) *v.*
criticize harshly

equivocate (ih KWIHV uh kayt) *v.*
use unclear language to avoid committing oneself to something

his limbs? I am not that man. In a case like that, the dumb might eloquently speak, and the “lame man leap as an hart.”²

3 But such is not the state of the case. I say it with a sad sense of the **disparity** between us. I am not included within the pale of glorious anniversary! Your high independence only reveals the immeasurable distance between us. The blessings in which you, this day, rejoice are not enjoyed in common. The rich inheritance of justice, liberty, prosperity, and independence, bequeathed³ by your fathers, is shared by you, not by me. The sunlight that brought light and healing to you has brought stripes and death to me. This Fourth of July is yours, not mine. You may rejoice; I must mourn. To drag a man in fetters⁴ into the grand illuminated temple of liberty, and call upon him to join you in joyous anthems, were inhuman mockery and sacrilegious irony. Do you mean, citizens, to mock me, by asking me to speak today? . . .

4 Fellow citizens, above your national, tumultuous joy, I hear the mournful wail of millions! whose chains, heavy and grievous yesterday, are, today, rendered more intolerable by the jubilee shouts that reach them. If I do forget, if I do not faithfully remember those bleeding children of sorrow this day, “may my right hand forget her cunning, and may my tongue cleave to the roof of my mouth!”⁵ To forget them, to pass lightly over their wrongs, and to chime in with the popular theme would be treason most scandalous and shocking, and would make me a reproach before God and the world. My subject, then, fellow citizens, is American slavery. I shall see this day and its popular characteristics from the slave’s point of view. Standing there identified with the American bondman, making his wrongs mine, I do not hesitate to declare, with all my soul, that the character and conduct of this nation never looked blacker to me than on this Fourth of July! Whether we turn to the declarations of the past or to the professions of the present, the conduct of the nation seems equally hideous and revolting. America is false to the past, false to the present, and solemnly binds herself to be false to the future. Standing with God and the crushed and bleeding slave on this occasion, I will, in the name of humanity which is outraged, in the name of liberty which is fettered, in the name of the Constitution and the Bible, which are disregarded and trampled upon, dare to call into question and to **denounce**, with all the emphasis I can command, everything that serves to perpetuate slavery—the great sin and shame of America! “I will not **equivocate**; I will not excuse;” I will use the severest language I can command; and yet not one word shall escape me that any man, whose judgment is not blinded by prejudice, or who is not at heart a slaveholder, shall not confess to be right and just.

2. “lame man leap as an hart” reference to the biblical passage Isaiah 35:6, promising God’s rescue of the weak and fearful. (A *hart* is a male deer.)

3. **bequeathed** (bih KWEETHT) *adj.* handed down.

4. **fetters** *n.* chains.

5. “may . . . mouth” reference to the biblical passage Psalm 137, referencing the grief of Jews who had been taken as captives to Babylon (c. 600 B.C.).

5 But I fancy I hear some one of my audience say, "It is just in this circumstance that you and your brother abolitionists fail to make a favorable impression on the public mind. Would you argue more, and denounce less; would you persuade more, and rebuke⁶ less; your cause would be much more likely to succeed." But, I submit, where all is plain, there is nothing to be argued. What point in the antislavery creed would you have me argue? On what branch of the subject do the people of this country need light? Must I undertake to prove that the slave is a man? That point is **conceded** already. Nobody doubts it. The slaveholders themselves acknowledge it in the enactment of laws for their government. They acknowledge it when they punish disobedience on the part of the slave. There are seventy-two crimes in the State of Virginia which, if committed by a black man (no matter how ignorant he be), subject him to the punishment of death; while only two of the same crimes will subject a white man to the like punishment. What is this but the acknowledgment that the slave is a moral, intellectual, and responsible being? The manhood of the slave is conceded. It is admitted in the fact that Southern statute books are covered with enactments forbidding, under severe fines and penalties, the teaching of the slave to read or to write. When you can point to any such laws in reference to the beasts of the field, then I may consent to argue the manhood of the slave. When the dogs in your streets, when the fowls of the air, when the cattle on your hills, when the fish of the sea, and the reptiles that crawl, shall be unable to distinguish the slave from a brute, then will I argue with you that the slave is a man!

6 For the present, it is enough to affirm the equal manhood of the Negro race. Is it not astonishing that, while we are plowing, planting, and reaping, using all kinds of mechanical tools, erecting houses, constructing bridges, building ships, working in metals of brass, iron, copper, silver and gold; that, while we are reading, writing and ciphering,⁷ acting as clerks, merchants, and secretaries, having among us lawyers, doctors, ministers, poets, authors, editors, orators, and teachers; that, while we are engaged in all manner of enterprises common to other men, digging gold in California, capturing the whale in the Pacific, feeding sheep and cattle on the hillside, living, moving, acting, thinking, planning, living in families as husbands, wives, and children, and, above all, confessing and worshipping the Christian's God, and looking hopefully for life and immortality beyond the grave, we are called upon to prove that we are men!

7 Would you have me argue that man is entitled to liberty? That he is the rightful owner of his own body? You have already declared it. Must I argue the wrongfulness of slavery? Is that a question for Republicans? Is it to be settled by the rules of logic and

NOTES

conceded (kuhn SEED ihd)
v. admitted

Must I undertake
to prove that the
slave is a man?

6. **rebuke** (rih BYOOK) v. criticize.

7. **ciphering** (SY fuhr ihng) v. computing using arithmetic.

CLOSE READ

ANNOTATE: In paragraph 10, mark words that suggest how strongly Douglass feels. Mark adjectives, nouns that name forms of expression, and nouns that name natural phenomena.

QUESTION: Why does Douglass compare certain forms of expression to natural phenomena?

CONCLUDE: What is the effect of this language?

argumentation, as a matter beset with great difficulty, involving a doubtful application of the principle of justice, hard to be understood? How should I look today, in the presence of Americans, dividing and subdividing a discourse, to show that men have a natural right to freedom—speaking of it relatively and positively, negatively and affirmatively? To do so would be to make myself ridiculous, and to offer an insult to your understanding. There is not a man beneath the canopy of heaven that does not know that slavery is wrong for him.

- 8 What, am I to argue that it is wrong to make men brutes, to rob them of their liberty, to work them without wages, to keep them ignorant of their relations to their fellow men, to beat them with sticks, to flay their flesh with the lash, to load their limbs with irons, to hunt them with dogs, to sell them at auction, to sunder their families, to knock out their teeth, to burn their flesh, to starve them into obedience and submission to their masters? Must I argue that a system thus marked with blood, and stained with pollution, is wrong? No! I will not. I have better employment for my time and strength than such arguments would imply.
- 9 What, then, remains to be argued? Is it that slavery is not divine; that God did not establish it; that our doctors of divinity are mistaken? There is blasphemy in the thought. That which is inhuman cannot be divine! Who can reason on such a proposition? They that can, may; I cannot. The time for such argument is passed.
- 10 At a time like this, scorching irony, not convincing argument, is needed. O! had I the ability, and could I reach the nation's ear, I would, today, pour out a fiery stream of biting ridicule, blasting reproach, withering sarcasm, and stern rebuke. For it is not light that is needed, but fire; it is not the gentle shower, but thunder. We need the storm, the whirlwind, and the earthquake. The feeling of the nation must be quickened; the conscience of the nation must be roused; the propriety⁸ of the nation must be startled; the hypocrisy of the nation must be exposed; and its crimes against God and man must be proclaimed and denounced.
- 11 What, to the American slave, is your Fourth of July? I answer: a day that reveals to him, more than all other days of the year, the gross injustice and cruelty to which he is the constant victim. To him, your celebration is a sham; your boasted liberty, an unholy license; your national greatness, swelling vanity; your sounds of rejoicing are empty and heartless; your denunciation of tyrants, brass-fronted impudence; your shouts of liberty and equality, hollow mockery; your prayers and hymns, your sermons and thanksgivings, with all your religious parade and solemnity, are, to Him, mere bombast, fraud, deception, impiety,⁹ and hypocrisy—a thin veil to cover up crimes which would disgrace a nation of savages. There is not a nation on the earth guilty of practices more shocking and bloody than are the people of these United States, at this very hour. . . .

8. **propriety** (pruh PRY uh tee) *n.* behavior that is accepted as socially correct or proper.

9. **impiety** (ihm PY uh tee) *n.* lack of respect for God.

12 Allow me to say, in conclusion, notwithstanding the dark picture I have this day presented, of the state of the nation, I do not despair of this country. There are forces in operation which must inevitably work the downfall of slavery. "The arm of the Lord is not shortened,"¹⁰ and the doom of slavery is certain. I, therefore, leave off where I began, with hope. While drawing encouragement from the Declaration of Independence, the great principles it contains, and the genius of American institutions, my spirit is also cheered by the obvious tendencies of the age. 🐾

10. "The arm of the Lord is not shortened" reference to the biblical passage Isaiah 59:1, assuring that God is able to hear and rescue those who call on him.

NOTES

Comprehension Check

Complete the following items after you finish your first read.

1. What kind of "easy and delightful" speech does Douglass wish he could present?
2. What is the "mournful wail" that gives Douglass the topic for his speech?
3. According to Douglass, how do laws in the South prove that slaves are human beings?
4. At the end of this excerpt, what encouraging signs does Douglass find?
5. 📓 **Notebook** Write a summary of this excerpt from "What to the Slave Is the Fourth of July?" to confirm your understanding of the speech.

RESEARCH

Research to Clarify Choose at least one unfamiliar detail from the text. Briefly research that detail. In what way does the information you learned shed light on an aspect of the speech?

Research to Explore Choose something that interests you from the text, and formulate a research question about it.



from WHAT TO THE SLAVE IS
THE FOURTH OF JULY?

Close Read the Text

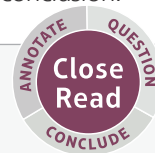
1. This model, from paragraph 3 of the text, shows two sample annotations, along with questions and conclusions. Close read the passage, and find another detail to annotate. Then, write a question and your conclusion.

ANNOTATE: These terms are similar.

QUESTION: What do these words show about Douglass's feelings toward American ideals?

CONCLUDE: They show his reverence. The legacy of freedom is both sacred ("blessings") and a part of every American's identity ("rich inheritance").

The **blessings** in which you, this day, rejoice are not enjoyed in common. The **rich inheritance** of justice, liberty, prosperity, and independence, bequeathed by your fathers, **is shared by you, not by me**. The sunlight that brought light and healing to you, has brought stripes and death to me. This Fourth of July **is yours, not mine**.



ANNOTATE: Here, Douglass is providing contrasts.

QUESTION: What point is Douglass making by this series of contrasts?

CONCLUDE: He is emphasizing the idea that enslaved Americans are denied freedom.

Tool Kit

Close-Read Guide and Model Annotation

STANDARDS

RI.11–12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11–12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11–12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.

2. For more practice, go back into the text, and complete the close-read notes.
3. Revisit a section of the text you found important during your first read. Read this section closely, and **annotate** what you notice. Ask yourself **questions** such as "Why did the author make this choice?" What can you **conclude**?

Analyze the Text

CITE TEXTUAL EVIDENCE
to support your answers.

Notebook Respond to these questions.

1. **Analyze** How does Douglass's opening reference to the Declaration of Independence reinforce his message?
2. **Interpret** Identify two biblical allusions Douglass makes, and then explain how each contributes to Douglass's overall argument.
3. (a) **Analyze** In what ways is Douglass's word choice suited to his audience?
(b) **Evaluate** How effective would it be for a modern audience? Explain.
4. **Historical Perspectives** Douglass presented this speech to an antislavery society—an audience that was already on his side. Why, then, did Douglass speak as harshly as he did? Whom was he trying to reach?
5. **Essential Question: How does the struggle for freedom change with history?** What have you learned about the struggle for freedom from reading this speech?

Analyze Craft and Structure

Argumentative Structure Frederick Douglass’s famous speech “What to the Slave Is the Fourth of July?” is an **argument**, a discussion of a controversial or debatable issue. In an argument, a writer or speaker uses valid reasoning and evidence to support a **claim**—a particular belief, conclusion, or point of view. The person who presents the argument also may anticipate objections and challenges, or **counterclaims**, and then refute them.

In general, an argument addresses at least one of these purposes:

- to change the audience’s mind about an issue
- to persuade the audience to accept an idea
- to motivate the audience to take a specific action

Douglass structures his speech to address all three purposes, either directly or by implication.

Practice

CITE TEXTUAL EVIDENCE
to support your answers.

 **Notebook** Respond to these questions.

1. (a) What main claim shapes Douglass’s speech? (b) How early in the speech does he introduce this claim?
2. In paragraph 10, Douglass states that “scorching irony, not convincing argument, is needed.” Nevertheless, his speech does make an argument. (a) In one sentence, state Douglass’s argument. (b) Up to that point, what evidence has he presented to support his claim?
3. (a) In paragraph 5, what does Douglass acknowledge as a counterclaim to his position? (b) How does he refute that counterclaim?
4. Reread the three purposes that most arguments address. (a) In the left-hand column of the chart, record those purposes in the order in which you think Douglass was effective in addressing them, from most successful to least successful. (b) Use the right-hand column to explain your choices.

PURPOSE	EXPLANATION
addressed most effectively:	
addressed fairly effectively:	
addressed least effectively:	



from WHAT TO THE SLAVE IS THE
FOURTH OF JULY?



WORD NETWORK

Add words related to struggle from the text to your Word Network.

STANDARDS

L.11–12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11–12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11–12.4.c Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

Concept Vocabulary

obdurate

disparity

equivocate

stolid

denounce

conceded

Why These Words? These concept vocabulary words help reveal the nature of the debate over slavery. For example, although many people *conceded* that slavery was profoundly wrong, few were willing to campaign against it. On the other hand, some Americans whose economic success depended on slave labor were *obdurate*, insisting that the institution continue. One word suggests an acknowledgement of another point of view, whereas the other suggests a rejection of it.

1. How does the concept vocabulary sharpen the reader's understanding of the debate over slavery?
2. What other words in the speech connect to this concept?

Practice



Notebook Respond to these questions.

1. How would you expect *obdurate* people to respond to advertisements?
2. Would you want to have *stolid* friends? Why, or why not?
3. Give an example of a *disparity* that you have noticed between two groups of people.
4. How might a group of people *denounce* a government policy?
5. Suppose that you are trying to get information from people who *equivocate*. What would you ask them to do?
6. If someone *conceded* a point, did he or she continue to argue against it? Explain.

Word Study



Notebook Latin Prefix: ob- The Latin prefix *ob-* often means “against.” It combines with the root *-dur-*, which means “hard,” to form *obdurate*, which means “hardened against.” The word suggests a lack of sympathy toward someone else’s difficulty or need and is a good synonym for *hard-hearted*.

1. Write a definition of *obstruction* based on your understanding of the prefix *ob-*. Check your answer in a print or an online college-level dictionary.
2. Identify and define two other words in which the prefix *ob-* means “against.” Use etymological information in a dictionary to verify your choices.

Conventions and Style

Types of Phrases A **noun phrase** consists of a noun and all of its modifiers. It functions just as a one-word noun does—as a subject, a direct or indirect object, a predicate nominative, an appositive, or the object of a preposition. A **verb phrase** consists of a main verb and all of its helping, or auxiliary, verbs.

Writers use noun phrases and verb phrases to add precision to their writing. A noun phrase can be quite specific and richly detailed. A verb phrase can indicate the exact tense, mood, and voice of the main verb.

This chart shows examples of noun phrases and verb phrases in the excerpt from “What to the Slave Is the Fourth of July?”

TYPE OF PHRASE	COMPOSITION	EXAMPLES
noun phrase	a noun and its modifiers, including articles, adjectives, and adjective phrases	<i>I am not <u>that man</u>.</i> (predicate nominative) <i><u>Your high independence only reveals the immeasurable distance between us.</u></i> (subject; direct object) <i>To drag . . . into <u>the grand illuminated temple of liberty</u> . . .</i> (object of a preposition)
verb phrase	a main verb and its helping verbs, but not any interrupting adverbs, such as <i>not</i>	<i>. . . when the chains of servitude <u>had been torn</u> from his limbs?</i> <i>In a case like that, the dumb <u>might</u> eloquently <u>speak</u>. . .</i> <i>. . . I <u>do not despair</u> of this country.</i>

TIP


CLARIFICATION

Refer to the Grammar Handbook to learn more about verb tense, verb mood, and active and passive voice.

Read It

- Each of these sentences contains at least one noun phrase or verb phrase—or both. Mark and label those phrases.
 - Douglass spoke to the Rochester Ladies Anti-Slavery Society.
 - He felt that listeners had not supported abolitionism strongly enough, and that he could stir them into action.
 - His powerful words and his urgent tone shocked many and are still resonating with readers today.
- Connect to Style** Reread paragraph 4 of the excerpt from “What to the Slave Is the Fourth of July?” Mark and label two noun phrases and two verb phrases. Explain how the use of the phrases you identified shapes Douglass’s style—how the reader “hears” the speaker’s voice.

Write It

 **Notebook** Replace each of these nouns with a noun phrase: *crowd*, *message*, *shame*. Replace each of these verbs with a verb phrase: *feel*, *participate*, *work*. Then, use each phrase in an original sentence that relates to Douglass’s speech.



from WHAT TO THE SLAVE IS THE
FOURTH OF JULY?

Writing to Sources

As Douglass's speech demonstrates, you can strengthen an argument by addressing counterclaims. A similar technique can strengthen informative writing as well: By addressing misconceptions or disproven ideas, you can guide readers to a clearer understanding of the information that you present. For example, if you were writing to explain why explorer Christopher Columbus had difficulty gaining support for his first Atlantic voyage, you might correct the following misconception by stating the fact:

Misconception: People thought that the world was flat and that Columbus would sail off the edge.

Fact: People thought that Columbus had underestimated the distance and that the crew would die when supplies ran out.

Assignment

In this speech, Douglass mentions Southern laws that made it a criminal offense to teach a slave to read and write. Briefly research how some slaves, including Douglass himself, learned to read. Then, write an **informative paragraph** in which you draw connections between your research and Douglass's speech. Include these elements in your paragraph:

- a clear introduction to the topic
- a misconception that you correct with a fact
- a formal, objective tone

Vocabulary and Conventions Connection Consider using several of the concept vocabulary words. Also, remember to use noun phrases and verb phrases to make your sentences precise and informative.

obdurate

disparity

equivocate

stolid

denounce

conceded

STANDARDS

W.11–12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11–12.2.e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

SL.11–12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Reflect on Your Writing

After you have drafted your informative paragraph, answer the following questions.

1. How do you think that refuting a misconception strengthened your presentation?
2. **Why These Words?** The words you choose make a difference in your writing. Which words helped you convey information precisely?

Speaking and Listening

Assignment

Tone is the attitude a speaker expresses toward the subject or audience. A speaker's tone may convey any emotion; for instance, it may be loving, angry, scornful, or amused. In this speech, Douglass changes his tone for a variety of reasons. With a partner, identify two passages from the excerpt that convey different tones. Then, take turns giving a **dramatic reading** of each example.

1. **Choose Examples** Together, look for examples of passages in which Douglass emphasizes each of these ideas.
 - He expresses confusion about his purpose for speaking at this occasion.
 - He seeks common ground with his audience.
 - He reaches a turning point.
 - He introduces a counterclaim.
 - He expresses outrage.
2. **Listen to Dramatic Readings** Before you present your dramatic readings, review your examples. Decide which example you will present and which one your partner will present. Then, follow these steps.
 - Practice reciting the passages. Try to convey the tone you feel Douglass wanted to express. Use your voice and body language to emphasize that tone.
 - Introduce each passage by stating the idea that Douglass wanted to present; then, deliver your dramatic reading.
 - After you have both recited, briefly summarize your thoughts about Douglass's use of tone in each passage.
3. **Evaluate the Examples** Use a presentation evaluation guide like the one shown to assess your classmates' readings. Then, as a class, discuss how Douglass's use of tone contributes to his argument.

PRESENTATION EVALUATION GUIDE

Rate each statement on a scale of 1 (not demonstrated) to 5 (demonstrated).

- ☐ The speaker clearly introduced the passage.
- ☐ The speaker communicated expressively.
- ☐ The speaker used body language, including gestures, to emphasize the tone of the passage.
- ☐ The speaker accurately interpreted the tone of the passage.
- ☐ The speaker showed a good understanding of the text.

EVIDENCE LOG

Before moving on to a new selection, go to your Evidence Log and record what you learned from "What to the Slave Is the Fourth of July?"



About the Speaker



Abraham Lincoln

(1809–1865) took office as president on March 4, 1861—just six weeks before the Civil War began. The war shaped his presidency, as he sought to reunify the nation. Lincoln took a keen interest in the operations of the war, appointing senior officers, following the war’s progress through telegraph updates, and even visiting Union encampments. His belief that slavery was morally wrong drove him to issue a preliminary Emancipation Proclamation in 1862 and a final version on January 1, 1863. From that point on, the Civil War was viewed as a fight to end slavery, as well as to restore the Union.

Tool Kit

First-Read Guide and Model Annotation

STANDARDS

RI.11–12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Second Inaugural Address

Concept Vocabulary

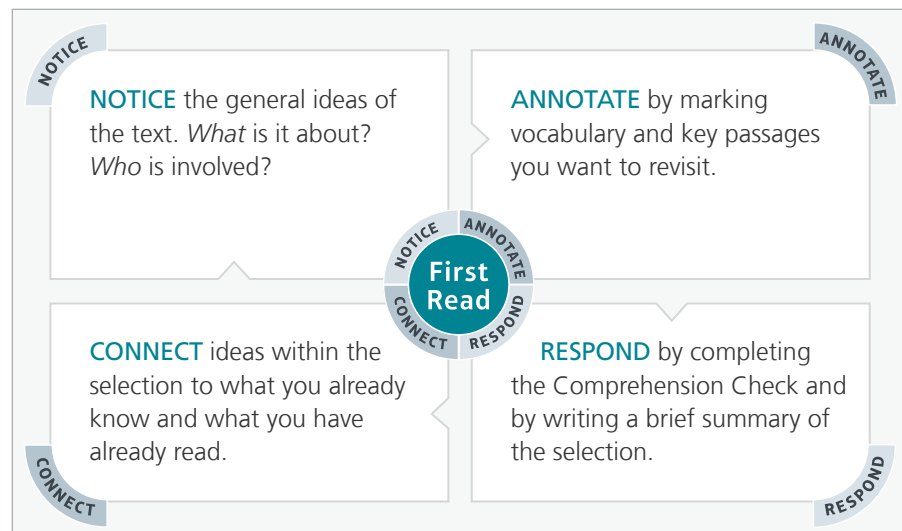
You will encounter the following words as you read Lincoln’s second inaugural address. Before reading, note how familiar you are with each word. Then, rank the words in order from most familiar (1) to least familiar (6).

WORD	YOUR RANKING
insurgent	
perish	
rend	
scourge	
unrequited	
malice	

After completing the first read, come back to the concept vocabulary and review your rankings. Mark changes to your original rankings as needed.

First Read NONFICTION

Apply these strategies as you conduct your first read. You will have an opportunity to complete the close-read notes after your first read.



Second Inaugural Address

Abraham Lincoln

BACKGROUND

On March 4, 1865, a crowd of perhaps as many as 40,000 people gathered on the muddy grounds of the United States Capitol to see Abraham Lincoln sworn in for his second term. Despite rain earlier in the morning, the sun broke through the clouds as Lincoln came forward. He gave the following speech to hopeful listeners, who (as one of his bodyguards later said) "seemed to hang on his words as though they were meat and drink." Indeed, Frederick Douglass told Lincoln that the speech had been "a sacred effort." Following the speech, Chief Justice Salmon P. Chase administered the oath of office. Ironically, Lincoln would die a little more than a month later at the hands of John Wilkes Booth, who stood in the crowd on the Capitol steps that day and listened to Lincoln give the speech.

SCAN FOR
MULTIMEDIA



NOTES

Fellow-Countrymen:

¹ **A**t this second appearing to take the oath of the presidential office, there is less occasion for an extended address than there was at the first. Then a statement somewhat in detail of a course to be pursued seemed fitting and proper. Now, at the expiration of four years, during which public declarations have been constantly called

insurgent (ihn SUR juhnt) *adj.*
rebellious or in revolt against
a government in power

perish (PEH rish) *v.* die

rend (rehnd) *v.* tear apart
with violent force

CLOSE READ

ANNOTATE: Mark the sentence in paragraph 3 that states the government's policy regarding the expansion of slavery.

QUESTION: Why does the president include this information?

CONCLUDE: What effect does this information have, particularly in shaping the audience's view of the Confederacy?

scourge (SKURJ) *n.* cause of serious trouble or suffering

unrequited (uhn rih KWI tihd) *adj.* not repaid or avenged

forth on every point and phase of the great contest which still absorbs the attention and engrosses the energies of the nation, little that is new could be presented. The progress of our arms, upon which all else chiefly depends, is as well known to the public as to myself, and it is, I trust, reasonably satisfactory and encouraging to all. With high hope for the future, no prediction in regard to it is ventured.

2 On the occasion corresponding to this four years ago, all thoughts were anxiously directed to an impending civil war. All dreaded it; all sought to avert it. While the inaugural address was being delivered from this place, devoted altogether to saving the Union without war, **insurgent** agents were in the city seeking to destroy it without war—seeking to dissolve the Union and divide effects by negotiation. Both parties deprecated war, but one of them would make war rather than let the nation survive, and the other would accept war rather than let it **perish**, and the war came.

3 One-eighth of the whole population were colored slaves, not distributed generally over the Union, but localized in the southern part of it. These slaves constituted a peculiar and powerful interest. All knew that this interest was somehow the cause of the war. To strengthen, perpetuate, and extend this interest was the object for which the insurgents would **rend** the Union even by war, while the government claimed no right to do more than to restrict the territorial enlargement of it. Neither party expected for the war the magnitude or the duration which it has already attained. Neither anticipated that the cause of the conflict might cease with or even before the conflict itself should cease. Each looked for an easier triumph, and a result less fundamental and astounding. Both read the same Bible and pray to the same God, and each invokes his aid against the other. It may seem strange that any men should dare to ask a just God's assistance in wringing their bread from the sweat of other men's faces, but "let us judge not, that we be not judged."¹ The prayers of both could not be answered. That of neither has been answered fully. The Almighty has his own purposes. "Woe unto the world because of offenses; for it must needs be that offenses come, but woe to that man by whom the offense cometh."² If we shall suppose that American slavery is one of those offenses which, in the providence of God, must needs come, but which, having continued through his appointed time, he now wills to remove, and that he gives to both North and South this terrible war as the woe due to those by whom the offense came, shall we discern therein any departure from those divine attributes which the believers in a living God always ascribe to him? Fondly do we hope, fervently do we pray, that this mighty **scourge** of war may speedily pass away. Yet, if God wills that it continue until all the wealth piled by the bondsman's two hundred and fifty years of **unrequited** toil

1. "let us judge not, that we be not judged" reference to the words of Jesus in the biblical passage Matthew 7:1.

2. "Woe unto the world . . . the offense cometh." reference to the biblical passage Matthew 18:7, in which Jesus warns about allowing sin into one's life.

shall be sunk, and until every drop of blood drawn with the lash shall be paid by another drawn with the sword, as was said three thousand years ago, so still it must be said “the judgments of the Lord are true and righteous altogether.”³

- 4 With **malice** toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in, to bind up the nation’s wounds, to care for him who shall have borne the battle and for his widow and his orphan, to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations. 🎧

3. “the judgments of the Lord are true and righteous altogether” reference to the biblical Psalm 19:9, praising the rightness of God’s ways.

NOTES

malice (MAL ihs) *n.* desire to harm or inflict injury

Comprehension Check

Complete the following items after you finish your first read.

1. To what event is Lincoln referring when he says, “On the occasion corresponding to this four years ago. . .”?
2. What was on people’s minds at the time of the occasion you identified in item 1?
3. What is the “peculiar and powerful interest” that Lincoln says was “somehow the cause of the war?”
4. What does Lincoln intend to do to heal the nation, after the war?
5. 📓 **Notebook** Write a summary of Lincoln’s second inaugural address to confirm your understanding of the speech.

RESEARCH

Research to Clarify Choose at least one unfamiliar detail from the text. Briefly research that detail. In what way does the information you learned shed light on an aspect of the speech?

Research to Explore Choose something that interests you from the text, and formulate a research question about it.



SECOND INAUGURAL ADDRESS

Close Read the Text

1. This model, from paragraph 2 of the text, shows two sample annotations, along with questions and conclusions. Close read the passage, and find another detail to annotate. Then, write a question and your conclusion.

ANNOTATE: Lincoln is comparing and contrasting reasons the North and South went to war.

QUESTION: For what purpose might Lincoln do this?

CONCLUDE: By showing insight about the war's causes, Lincoln might be indicating his ability to reunite the nation.

ANNOTATE: The final words are very dramatic.

QUESTION: What is the effect of these words?

CONCLUDE: Appearing at the end of a long, complex sentence, the simple words emphasize the horror of war.

Both parties deprecated war, but one of them would make war rather than let the nation survive, and the other would accept war rather than let it perish, and the war came.

Tool Kit

Close-Read Guide and Model Annotation

STANDARDS

RI.11–12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex analysis; provide an objective summary of the text.

RI.11–12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11–12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

RI.11–12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.

2. For more practice, go back into the text, and complete the close-read notes.
3. Revisit a section of the text you found important during your first read. Read this section closely, and **annotate** what you notice. Ask yourself **questions** such as "Why did the author make this choice?" What can you **conclude**?

Analyze the Text

CITE TEXTUAL EVIDENCE to support your answers.

Notebook Respond to these questions.

1. (a) **Paraphrase**, or state in your own words, Lincoln's comment that "all else chiefly depends" upon "the progress of our arms." (b) **Interpret** To what is Lincoln referring with the words "all else"?
2. **Connect** How do Lincoln's statements in paragraph 2 connect to the rest of the speech?
3. (a) **Make Inferences** The term **irony** refers to a discrepancy between appearances and reality. Think about the irony in paragraph 3. In what way does Lincoln see irony in the abolition of slavery in the United States? (b) **Interpret** What does Lincoln find ironic about the prayers of both sides?
4. **Historical Perspectives** In what ways is this speech a commentary on the issue of slavery?
5. **Essential Question** *How does the struggle for freedom change with history?* What have you learned about the struggle for freedom from reading this speech?

Analyze Craft and Structure

Structure Writers often use a **chronological structure**, or time order, as a framework for their ideas. You may be used to seeing chronological order in the plot of a novel or play, but this kind of structure is also effective in nonfiction. For example, listeners can more easily follow the logic of a speech when ideas are presented within a chronological structure.

- The speaker establishes the chronological structure by discussing the events or actions that led to the present situation—which is often the occasion for the speech.
- The present situation is examined. At this point, the audience understands the central idea of the speech and contemplates the author’s reasoning.
- The chronological framework is completed by a discussion of the future. This part can be a persuasive call to action or an explanation of a final step. It is always a clear statement of the speaker’s central idea.

In his second inaugural address, Lincoln recalls the past, discusses the present, and looks to the future.

Practice

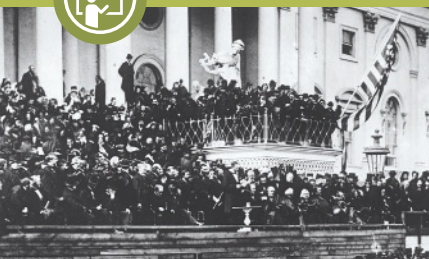
CITE TEXTUAL EVIDENCE
to support your answers.

 **Notebook** Respond to these questions.

1. (a) What does Lincoln say about the nature of the speech he made when he first took office, four years earlier? (b) How does he contrast that information with the speech that he is making in the present, at his second inauguration?
2. In this chart, briefly record the content of each part of the chronological framework of Lincoln’s speech.

LINCOLN’S SECOND INAUGURAL ADDRESS: CHRONOLOGICAL CONTENT	
Past	
Present	
Future	

3. What does the content of the speech tell you about Lincoln’s intended policy for his second term?
4. (a) What national issue does Lincoln discuss in paragraph 3? (b) What might have been the effect of the speech if Lincoln had developed it to discuss only this issue? Explain.
5. How does Lincoln’s use of chronological structure contribute to the effectiveness of the speech? Explain.



SECOND INAUGURAL ADDRESS

Concept Vocabulary

insurgent

rend

unrequited

perish

scourge

malice

Why These Words? These concept vocabulary words remind the audience of the terrible nature of the conflict that the nation was enduring at the moment. Lincoln says that the *insurgents* would *rend* the nation. He speaks of the *scourge* of war—and, indeed, the war took many American lives and destroyed much of the nation’s property.

1. How does the concept vocabulary convey the nature of the conflict?
2. What other words in the speech connect to this concept?

Practice

 **Notebook** Complete these activities.

1. Use each concept vocabulary word in a sentence that demonstrates your understanding of the word’s meaning.
2. In two of your sentences, replace the concept word with a synonym. What is the effect of your word change? For example, which sentence seems more powerful? Which one seems more positive or more negative?

WORD NETWORK

Add words related to struggle from the text to your Word Network.

STANDARDS

L.11–12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11–12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11–12.5.b Analyze nuances in the meaning of words with similar denotations.

L.11–12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Word Study

Synonyms and Nuances In this speech, Lincoln refers to the “scourge” of war. *Scourge* is a very strong word, an example of charged language. Lincoln might have chosen another word with a similar denotation, such as *blight* or *curse*. These words are synonyms because they have similar general meanings. They are also all examples of charged, or emotionally laden language. However, each word has its own **nuance**, or shade of meaning. For example, *blight* suggests disease or withering, whereas *curse* suggests a supernatural source of suffering.

1. Write two sentences, using a synonym for *scourge* in each sentence. Make sure that each sentence demonstrates the shade of meaning of the synonym you choose.
2. Reread the second inaugural address. Which synonym for *scourge* most closely reflects Lincoln’s use of the word? Explain.

Conventions and Style

Types of Phrases A **prepositional phrase** is a group of words that begins with a preposition. Some prepositions are listed here.

about	across	at	beneath	by
concerning	despite	except	for	from
in	into	near	of	on
regarding	than	to	toward	with


A prepositional phrase also includes an object and any modifiers of that object. The object of the preposition may be a noun, a pronoun, a gerund (a verb form that acts as a noun), or, occasionally, a clause. Prepositional phrases function in sentences as either adverbs or adjectives. They help writers and speakers express their ideas with greater clarity and precision.

TYPE OF PHRASE	DEFINITION	EXAMPLES
adverb phrase	a prepositional phrase that modifies a verb, an adjective, or another adverb, by telling <i>how</i> , <i>where</i> , <i>when</i> , or <i>to what degree</i>	<i>Lincoln was assassinated <u>at Ford's Theatre</u>. (tells where)</i> <i>John Wilkes Booth shot him <u>during a play</u>. (tells when)</i>
adjective phrase	a prepositional phrase that modifies a noun or pronoun, by telling <i>what kind</i> , <i>how many</i> , or <i>which one</i>	<i>The president <u>from Illinois</u> died soon after. (tells which one)</i> <i>Crowds <u>beyond number</u> mourned his loss. (tells how many)</i>

Read It

- Mark the prepositional phrase in each sentence. Then, label each one as an adverb phrase or an adjective phrase.
 - Lincoln delivered his address at the White House.
 - The East Portico of the White House was a historic place.
 - Lincoln spoke in a clear, strong voice.
- Connect to Style** Reread paragraph 3 of Lincoln's speech. Mark and then label two adjective phrases and two adverb phrases. Explain how the use of prepositional phrases contributes to Lincoln's style and helps clarify his ideas.

Write It

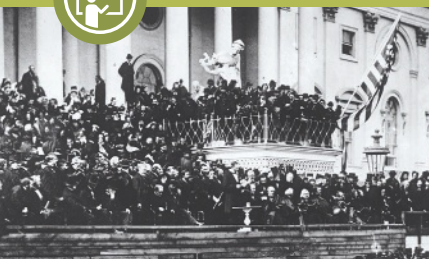
 **Notebook** Expand the numbered sentences by adding one or more adverb phrases or adjective phrases. Label each phrase in parentheses.

EXAMPLE

The sun began shining.

The sun began shining **through the clouds** (adverb phrase) **at the moment** (adverb phrase) **of Lincoln's speech** (adjective phrase).

- Lincoln spoke, and everyone paid rapt attention.
- Most listeners applauded when the words touched their minds and hearts.



SECOND INAUGURAL ADDRESS

Writing to Sources

Eyewitness accounts are important sources of historical information. Historians look for as many such accounts as are available in order to compare what each eyewitness has recorded. In addition to each person's unique insights, historians look for corroboration of descriptions and sequences of events.

Assignment

Imagine that you had been present when Abraham Lincoln delivered this inaugural address. Write an **informative eyewitness account** in the form of a letter or journal entry. Include details such as these:

- personal details, such as where you were standing
- an estimate of how many people were present
- Lincoln's appearance and delivery
- the effect of the speech on the crowd
- your opinion of the speech

Report narrative details in an orderly sequence. You might want to remark, for example, on your difficulties as you looked for a place to stand and observe the occasion. Then, describe the scene from the vantage point you eventually found.

Vocabulary and Conventions Connection Consider including several of the concept vocabulary words. Also, remember to use prepositional phrases to add precision to your account.

insurgent

rend

unrequited

perish

scourge

malice

STANDARDS

W.11–12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11–12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

SL.11–12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Reflect on Your Writing

After you have drafted your informative eyewitness account, answer these questions.

1. Did you write as if you had been actually present?
2. What kinds of details did you add to make your account realistic?
3. **Why These Words?** The words you choose can greatly increase the effect of your writing. Which words do you think are most helpful in conveying the sense that "you had been there"?

Speaking and Listening

Assignment

With a partner, prepare a brief **reading and discussion** of key passages from Lincoln's speech.

1. **Choose the Passages** Work together to choose two passages that you feel express key ideas with particular force or clarity.
 - Read the sentences or passages aloud, pausing to restate, or paraphrase, Lincoln's words.
 - Work together to develop a clear statement about the reasons you chose the two passages: What qualities in the language or ideas make these two passages especially powerful?
2. **Prepare Your Delivery** Read through the passages, and note natural breaks. These may be indicated by punctuation marks, but you also can choose places where you will want to pause for emphasis.
3. **Deliver Your Reading and Analysis** Follow these tips as you read your passages aloud and discuss your choices.
 - Speak slowly so that listeners can follow any challenging language or ideas.
 - Use gestures and body language carefully to emphasize meaning without causing distraction. In addition, vary the volume of your voice and the speed with which you speak to accurately reflect the ideas you are expressing.
 - Remember that the language of Lincoln's speech is formal. In addition, some word choices are different from those in modern speech. Make sure your interpretation reflects the meanings of such words accurately.
 - Pause after you complete your readings of the passages. Then, present your interpretations of the passages in your own words.
4. **Evaluate Presentations** As your classmates deliver their presentations, listen attentively. Use the evaluation guide to analyze their presentations.

PRESENTATION EVALUATION GUIDE

Rate each statement on a scale of 1 (not demonstrated) to 5 (demonstrated).

- ☐ The speaker read the text with proper emphasis on meaning.
- ☐ The speaker used appropriate gestures and body language.
- ☐ The speaker's pace and volume were varied and appropriate for the thoughts and feelings expressed in the text.
- ☐ The speaker's interpretations and evaluations were accurate and well expressed.

EVIDENCE LOG

Before moving on to a new selection, go to your Evidence Log and record what you learned from Lincoln's second inaugural address.



About Political Cartoons and Photojournalism

Many **political cartoons**, especially in the nineteenth century, were published anonymously; in fact, of the three cartoons in this gallery, only the pro-Lincoln caricature of the President's height is attributable (to Frank Billew). The others, expressing the dissatisfaction with Lincoln's leadership that seethed in the North among the Democrats and those Republicans unsatisfied with Lincoln's leadership in the war, were published anonymously in various newspapers.

Photojournalism—capturing news in photographs—emerged in the 1840s. The new technology of photography found a use in revealing events and preserving images for history, including battlefield photographs of the Civil War.

Perspectives on Lincoln

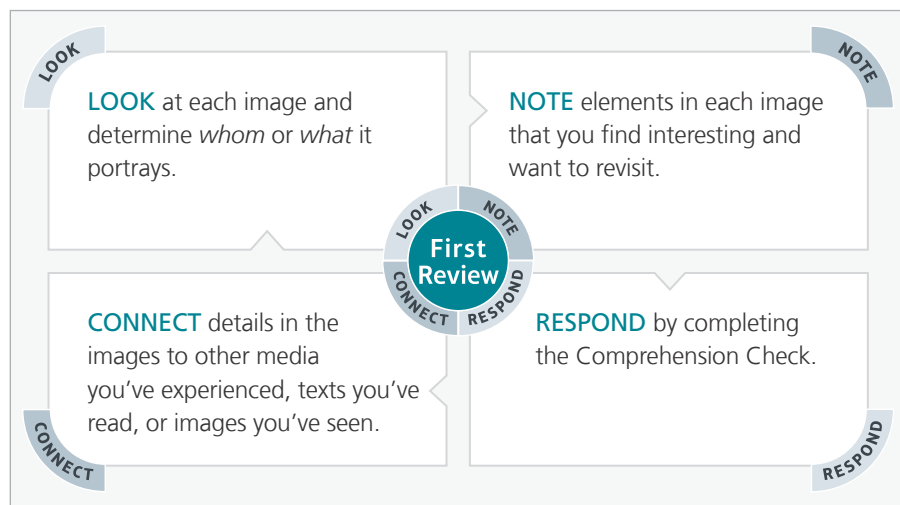
Media Vocabulary

The following words will be useful to you as you analyze, discuss, and write about political cartoons and photojournalism.

<p>Composition: arrangement of the parts of an image, whether drawn or recorded in some other visual format</p>	<ul style="list-style-type: none"> The composition may emphasize one part of an image more than another. The composition may offer clues to the political purpose of the image.
<p>Caricature: exaggeration of details relating to people and events, often for humorous effect, in a cartoon or other created image</p>	<ul style="list-style-type: none"> In political cartoons, caricature often shows how the cartoonist (or the publication that hired the cartoonist) feels about a particular person, group, or situation. Sometimes, elements of a public figure's appearance become commonly caricatured, making that person easy to identify.
<p>Labeling and Captions: written labels and other text that often accompany politically charged images to clarify their meanings</p>	<ul style="list-style-type: none"> In political cartoons, key details are often labeled to help readers recognize their meaning. Photographs are more likely to use captions or annotations that present the context in which the photograph was taken.

First Review MEDIA: ART AND PHOTOGRAPHY

Apply these strategies as you conduct your first review. You will have an opportunity to conduct a close review after your first review.



STANDARDS

RI.11–12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Perspectives on Lincoln

BACKGROUND

As Lincoln's second election campaign approached, he was faced with a Republican party threatening to splinter, a bloody Civil War in its final stages, and a Democratic party ready to capitalize on his apparent vulnerability. However, Lincoln overcame these obstacles by combining the political heft of an impending Union victory, the support of the soldier vote, and political deals brokered within the Republican party. His campaign's slogan was "Don't change horses in the middle of a stream." As you study these images, ask yourself these questions: What opinions did people have of Lincoln in his own time? How is he thought of today?

SCAN FOR
MULTIMEDIA

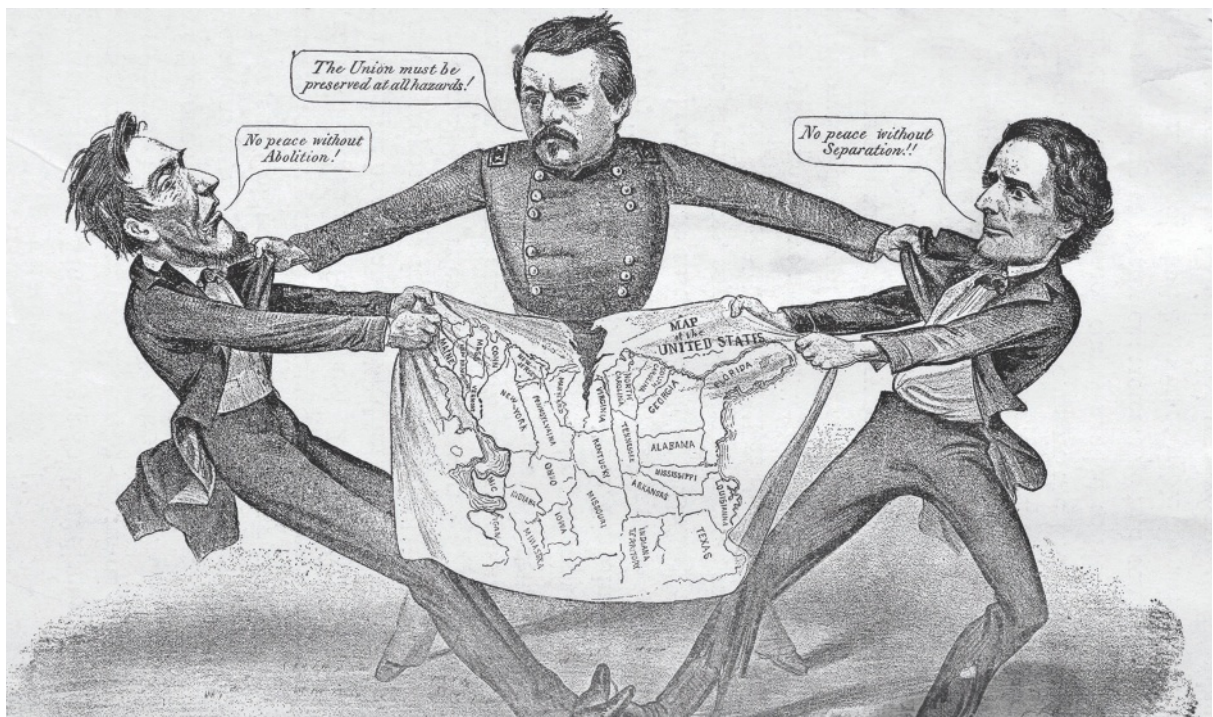


IMAGE 1: The Union Must Be Preserved at All Hazards This 1864 cartoon depicts Democratic presidential candidate George Brinton McClellan trying to keep a map of the United States from being pulled apart by President Abraham Lincoln and the Confederate president Jefferson Davis. The cartoon depicts both Lincoln and Davis as short-sightedly putting their own political goals (abolition for Lincoln, secession for Davis) ahead of the country's well-being.

NOTES

IMAGE 2: Columbia Demands Her Children!

"Columbia," a personification of America, is condemning Abraham Lincoln for the Union casualties of the Civil War. Lincoln's reply refers to a false report that Lincoln had told a joke on the battlefield of Antietam.

NOTES



IMAGE 3: Long Abe a Little Longer In this celebration of Lincoln's reelection, Lincoln is caricatured as being president "even longer"—a play on words regarding his height and his length of time in office, as well as a reference to his "stature," or importance, as president.

NOTES

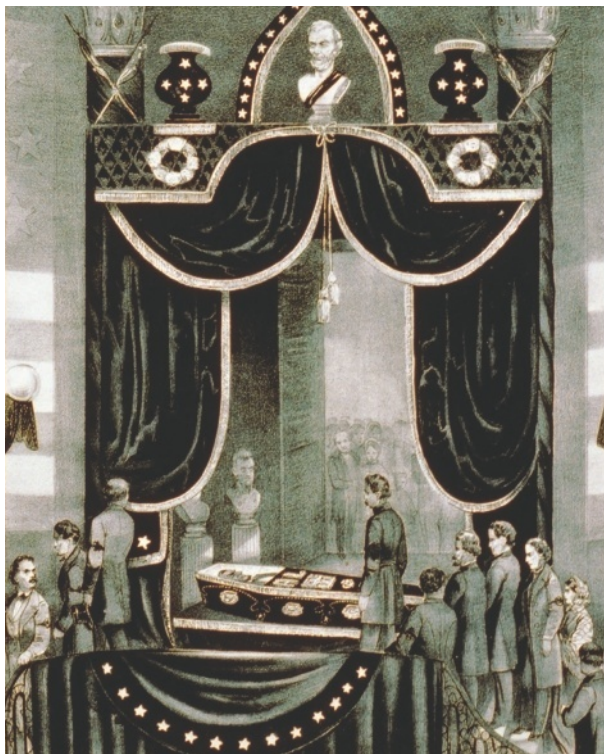


IMAGE 4: The Body of the Martyr President, Abraham Lincoln, Lying in State Further increasing his stature in the eyes of the nation, Lincoln's assassination made him a martyr, as the North was united in grief. Many historians have called Lincoln's funeral the greatest in the history of the United States.

NOTES



IMAGE 5: Funeral Procession in New York City Millions turned out to see Lincoln's funeral train pass on its way to his burial in Springfield, Illinois—and, in some cities, to attend a ceremony in his honor. In this photograph of a funeral procession held during a stop in New York City, a young Theodore Roosevelt (later President Roosevelt) and his brother watch the scene from a window (in the upper left-hand corner of the image).

NOTES



IMAGE 6: Civil Rights Activists at the Lincoln Memorial Almost a century after Lincoln's death, leaders of the Civil Rights movement, including Dr. Martin Luther King, Jr., (seated, farthest right) gather in front of the Lincoln Memorial during the 1963 March on Washington. The Civil Rights movement often looked to Abraham Lincoln, "the Great Emancipator," for inspiration.

NOTES

Comprehension Check

Use the chart to note details about the subject of each image. Identify people and/or symbols, objects, the setting (if there is one), and activities or events depicted.

IMAGE	PEOPLE AND/OR SYMBOLS	OBJECTS	SETTING	ACTIVITIES AND/OR EVENTS
IMAGE 1 				
IMAGE 2 				
IMAGE 3 				
IMAGE 4 				
IMAGE 5 				
IMAGE 6 				

NOTES



PERSPECTIVES ON LINCOLN

Close Review

Revisit the images and your first-review notes. Write down any new observations that seem important. What **questions** do you have? What can you **conclude**?



Analyze the Media

 **Notebook** Complete the activities.

- 1. Present and Discuss** Choose the image you find most interesting or persuasive. Share your choice with the class, and discuss why you chose it. Explain what you noticed in the image, the questions it raised for you, and the conclusions you reached about it.
- 2. Review and Synthesize** Review all the images. What perspectives do they present? What argument are they making? Are they examples of journalism, art, both, or neither? Explain.
- 3. Essential Question:** *In what ways does the struggle for freedom change with history?* What have you learned about the struggle for freedom from these cartoons and photographs?

LANGUAGE DEVELOPMENT

Media Vocabulary

composition

caricature

labeling and captions

Use these vocabulary words in your responses to the following questions.

- (a) In Image 1, what are the positions of the three people in relation to one another? To the map of the United States? (b) What might the artist have intended to convey through this depiction?
- (a) In Image 2, what visual details clarify the identity of the woman on the left? (b) On what visual details does Image 3 rely to convey its message?
- (a) In what sense does Image 6 express a political idea? (b) How does that idea reflect the ideas expressed in Images 4 and 5?

STANDARDS

RI.11–12.5.a Analyze the use of text features in public documents.

RI.11–12.7 Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.

SL.11–12.2 Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11–12.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.



Speaking and Listening

Assignment

Create and present an **image gallery**. Choose a person about whom or an event about which Americans had or have varying perspectives. Conduct research, using print and online sources, to find relevant political cartoons and photographs. Create a slide show of your image gallery, and write an informative script to accompany your presentation.

Plan the Project To help you prepare your image gallery, consider these questions.

- Why is or was the person or event important? What are you trying to show your audience about the perspectives that people had or have of the person or event?
- What sources will you use to conduct your research?
- What technology will you need to present your image slide show?

When choosing photographs, consider how the images reflect attitudes, not just how they preserve a moment in time. When you have chosen your images, make a storyboard.

STORYBOARD TEMPLATE

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Prepare the Informative Script Think about the relationships among the images. Consider how you might use the script to point out those relationships.

- Choose a logical sequence of images. Decide how to use transitions in your script to show that sequence.
- Decide how much time to spend on presenting each image. Tailor the length of each section of your script accordingly.
- Once you have written your script, practice reading it aloud.

Present and Discuss Present a slide show of your image gallery to the class, using your script to narrate each image as you show it. Afterward, discuss how well the various perspectives were captured in the images.

EVIDENCE LOG

Before moving on to a new selection, go to your Evidence Log and record what you learned from “Perspectives on Lincoln.”



WRITING TO SOURCES

- from WHAT TO THE SLAVE IS THE FOURTH OF JULY?
- SECOND INAUGURAL ADDRESS
- PERSPECTIVES ON LINCOLN

Tool Kit

Student Model of an Informative Essay

ACADEMIC VOCABULARY

As you write your essay, consider using some of the academic vocabulary you learned in the beginning of the unit.

informational
deduction
verbatim
inquire
specific

STANDARDS

W.11–12.2.a–f Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11–12.7 Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11–12.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Write an Informative Essay

You’ve just read two important nineteenth-century speeches. In the first, Frederick Douglass looks forward to the liberation of people from slavery. In the second, Abraham Lincoln looks forward to the end of a war and to a just and lasting peace. You’ve also examined political cartoons and other images from the period that portray differing attitudes about Abraham Lincoln.

Assignment

Write an **informative essay** that looks at American history after the Civil War and that answers this question:

Did the nation achieve the goals that Douglass and Lincoln desired?

Begin by doing some library or online research. Investigate the period following the Civil War by looking up “Reconstruction” and taking notes on your findings. Include facts, details, and definitions that clarify your response. Connect your findings to specific details from the selections in Whole-Class Learning.

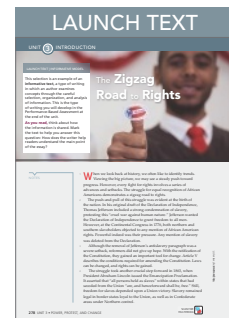
Elements of an Informative Essay

An **informative essay** uses facts, details, data, and other kinds of evidence to present information about a topic. Readers turn to informative texts when they wish to learn about a specific idea, concept, or subject area.

An effective informative essay contains these elements:

- a thesis statement that introduces the concept or subject
- relevant facts and concrete details that expand upon the topic
- extended definitions, quotations, and other examples that support the information presented
- use of varied sentence structures to clarify the relationships among ideas
- precise language and technical vocabulary where appropriate
- a formal style and an objective tone
- a conclusion that follows from and supports the information presented

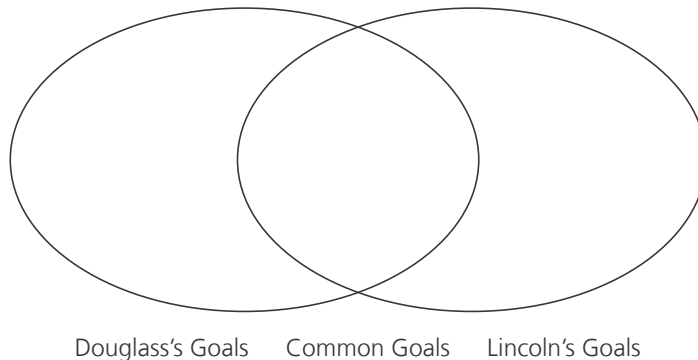
Model Informative Essay For a model of a well-crafted informative essay, see the Launch Text, “The Zigzag Road to Rights.” Review the Launch Text for examples of the elements described above. You will look more closely at these elements as you prepare to write your own informative essay.



Prewriting / Planning

Write a Working Thesis Reread the assignment. Based on the work you have done so far in this unit, think about what you want to say in response to the question that the assignment asks. Write a draft of your **thesis statement** (or **thesis**)—the sentence that presents the controlling idea of your text.

Compare and Contrast Douglass and Lincoln had different goals, but some of their concerns were similar. Record some areas of comparison and contrast that you might use to support your thesis statement.



Gather Evidence Several kinds of information support the thesis developed in the Launch Text. Think about ways in which you can effectively support your thesis. Consider these types of evidence:

- **facts:** relevant statements that can be proved true
- **statistics:** facts presented in the form of numerical data
- **definitions:** explanations of key terms that may be unfamiliar to readers
- **quotations:** statements from authoritative sources (such as historical documents)
- **examples:** specific circumstances that illustrate a general idea

Always confirm your evidence by using more than one source.

Connect Across Texts The prompt asks you to connect your findings to specific details from the speeches by Douglass and Lincoln. Also include details from the political cartoons and other images of Lincoln in your response. Return to those texts, and on note cards record **direct quotations** from the speeches that you might use to support your ideas. Look back at the Launch Text to see how the writer weaves direct quotations from court cases, proclamations, and amendments into the informative essay.

EVIDENCE LOG

Review your Evidence Log and identify key details you may want to cite in your informative essay.

STANDARDS

W.11–12.2.a Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension.

W.11–12.2.b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.



ENRICHING WRITING WITH RESEARCH

Conducting Research Most informative writing requires some research. Find relevant information from reputable sources, and then weave it into your essay.

Assessing Strengths and Limitations of Information Some information is reliable and useful, whereas other information may be suspect or simply not helpful. Evaluate the quality of the information you find by answering these questions:

- Will this information help me develop my topic or thesis?
- Will my audience understand this information, or will I need to provide more background or detail?
- Is this information current, or is it outdated?

Read It

This excerpt from the Launch Text shows how the writer integrates details found through research. The researched information is underlined.

LAUNCH TEXT EXCERPT

The struggle took another crucial step forward in 1863, when President Abraham Lincoln issued the Emancipation Proclamation. It asserted that “all persons held as slaves” within states that had seceded from the Union “are, and henceforward, shall be free.” Still, freedom for slaves depended upon a Union victory. Slavery remained legal in border states loyal to the Union, as well as in Confederate areas under Northern control.

The writer quotes directly from the researched text to illustrate one of the “zigzag” steps to rights for African Americans.

Avoiding Plagiarism *Plagiarism* means taking someone’s ideas and words and passing them off as your own. Nobody expects you to be an expert in every subject. However, when you rely on other experts, you must credit them. Follow these steps to avoid plagiarism.

1. **Quote.** If the source uses wording that you find especially strong or apt, quote it directly. Make sure the reader can tell whom you are quoting.

Example: *In his original draft of the Declaration of Independence, Thomas Jefferson included a strong condemnation of slavery, protesting this “cruel war against human nature.”*

2. **Paraphrase.** When an author’s ideas are important but the wording is less critical, restate the information in your own words.

Example:

Original: *The struggle took another crucial step forward in 1863, when President Abraham Lincoln issued the Emancipation Proclamation.*

Paraphrase: Lincoln’s Emancipation Proclamation of 1863 would prove to be a benchmark in the fight for civil rights.

3. **Cite.** Follow the format your teacher prefers to cite sources for any information you use that is not common public knowledge.

STANDARDS

W.11–12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes.

TIP

CITATIONS

- Sources are cited following the quotation or reference. The citation appears in parentheses with a page reference, as applicable.
- If the parenthetical citation appears at the end of a sentence, the period follows the final parenthesis.

TITLE: _____ PAGE _____

AUTHOR: _____

SUMMARY, QUOTATION, OR PARAPHRASE? (Circle one)

NOTES:

Weaving Research Into Text As you draft your essay, work to integrate quotations and other information from your sources. Clearly introduce each reference and note its relevance, as in this model.

Lincoln's proclamation was not guaranteed to have the effects he wanted. In his Lincoln Prize-winning book, *Lincoln's Emancipation Proclamation*, Gettysburg College professor Allen Guelzo called it "one of the biggest political gambles in American history" (7). It might easily have backfired.

The writer clearly introduces the quotation, identifying its author and integrating it with surrounding text, and then links it to a main point: *The proclamation might have made a situation worse instead of better.*



Drafting

Organize Your Essay Your essay should include an introduction, a body, and a conclusion. Each section of the essay should build on what has come before.

This outline shows the key sections of the Launch Text. In an informative essay, you have the option of adding headings to separate sections that belong together. Whether or not you use headings, each section of the text should have a specific purpose.

Consider the Launch Text outline as you organize information for your draft.

LAUNCH TEXT

Model: "The Zigzag Road to Rights" Outline

INTRODUCTION

Paragraph 1 states the thesis: *The struggle for equal recognition of African Americans demonstrates a zigzag road to rights.*

BODY

Paragraph 2 (failure): revisions to the Declaration of Independence

Paragraph 3 (improvement): Article V of the Constitution

Paragraph 4 (improvement): the Emancipation Proclamation

Paragraph 5 (improvement): the Thirteenth Amendment

Paragraph 6 (failure): *Plessy v. Ferguson*

Paragraph 7 (improvement): *Brown v. Board of Education*

Paragraph 8 (improvement): the Voting Rights Act of 1965

CONCLUSION

Paragraph 9 recalls the thesis: *History teaches us that rights gained can be lost, curtailed, or ignored—and perhaps gained once more.*

Informative Essay Outline

INTRODUCTION

BODY

CONCLUSION

STANDARDS

W.11–12.2.b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.11–12.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented.

Write a First Draft Use your outline to write your first draft. Include a variety of evidence, and make clear connections among ideas. Be sure that each paragraph has a purpose and follows logically from the paragraphs that come before it. Keep your readers in mind as you craft your text. Consider what they might already know and what might be unfamiliar. Work at making your writing engaging and logical. Include headings if they might clarify things for your readers. Write a conclusion that follows from your thesis and supports the information you presented.

LANGUAGE DEVELOPMENT: CONVENTIONS

Syntax: Sentence Patterns

Sentences come in a variety of patterns. Some sentence patterns are best suited for simple ideas; some patterns better convey complex, related ideas.

Read It

These sentences from the Launch Text demonstrate a variety of sentence patterns. Subjects are underlined once, and verbs are underlined twice.

- Simple Sentence (one independent clause): *In his original draft of the Declaration of Independence, Thomas Jefferson included a strong condemnation of slavery.*
- Inverted Sentence (verb precedes subject): *Powerful indeed was their pressure.*
- Compound Sentence (two or more independent clauses): *Laws can be changed, and rights can be gained.*
- Complex Sentence (one independent clause and one or more dependent clauses): *The struggle took another crucial step forward in 1863, when President Abraham Lincoln issued the Emancipation Proclamation.*
- Compound-Complex Sentence (two or more independent clauses and one or more dependent clauses): *While the path to progress is not smooth, one thing is certain: The zigzag will continue into the future.*

Write It

As you draft, choose sentence patterns that best match the ideas you want to convey. Here are some strategies and examples.

STRATEGY	EXAMPLES
To convey two closely related ideas, combine simple sentences to make compound sentences.	Today, all adult citizens can vote. Many hold higher office. <i>Today, all adult citizens can vote, and many hold higher office.</i>
Invert simple sentences to add interest.	Voting rights are among an American's most important privileges. <i>Among an American's most important privileges are voting rights.</i>
Add subordinate clauses to provide detail.	Eighteen-year-olds rarely vote. <i>Eighteen-year-olds who are not informed rarely vote.</i> <i>Even when the polls are nearby, eighteen-year-olds rarely vote.</i>

TIP

PUNCTUATION

Punctuate compound and complex sentences correctly.

- Use a comma before the coordinating conjunction in a compound sentence.
- Use a semicolon between independent clauses in a compound sentence with no coordinating conjunction.
- Use a comma after a subordinate clause that begins a complex sentence.

STANDARDS

W.11–12.2.c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

L.11–12.3.a Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.



Revising

Evaluating Your Draft

Use this checklist to evaluate the effectiveness of your first draft. Then, use your evaluation and the revising instructions on this page to guide your revision.

FOCUS AND ORGANIZATION	EVIDENCE AND ELABORATION	CONVENTIONS
<input type="checkbox"/> Provides an introduction that establishes the topic and thesis statement.	<input type="checkbox"/> Develops the topic using relevant facts, definitions, details, quotations, examples, and/or other evidence.	<input type="checkbox"/> Attends to the norms and conventions of the discipline, especially the correct use and punctuation of compound and complex sentences.
<input type="checkbox"/> Presents main points in a logical order.	<input type="checkbox"/> Uses vocabulary and word choices that are appropriate for the purpose and audience, including precise words and technical vocabulary where appropriate.	<input type="checkbox"/> Uses appropriate and varied sentence structures to create cohesion and clarify relationships.
<input type="checkbox"/> Uses words, phrases, and clauses to clarify relationships among ideas.		
<input type="checkbox"/> Provides a conclusion that follows logically from the preceding information.		

WORD NETWORK

Include interesting words from your Word Network in your informative essay.

STANDARDS

W.11–12.2.d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11–12.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented.

Revising for Focus and Organization

Strong Conclusion Your conclusion should reflect the information that precedes it, but it also should suggest the topic’s importance or somehow connect the topic to a broader view. Notice how the Launch Text writer draws a conclusion about the topic’s connection to the past and the future in the conclusion of “The Zigzag Road to Rights.”

LAUNCH TEXT EXCERPT

The history of African American rights features many crucial victories, from the Emancipation Proclamation through the Voting Rights Act. However, the record of the struggle also includes the difficult stumbling blocks that have had to be overcome. While the path to progress is not smooth, one thing is certain: The zigzag will continue into the future. History teaches us that rights gained can be lost, curtailed, or ignored—and perhaps gained once more.

Revising for Evidence and Elaboration

Technical Vocabulary If you use topic-specific words, consider how you might define them for your audience. Be sure to spell and use those words correctly.

PEER REVIEW

Exchange essays with a classmate. Use the checklist to evaluate your classmate's essay and provide supportive feedback.

1. Is the thesis clear?

☐ yes ☐ no If no, explain what confused you.

2. Are there sufficient examples and details to support the thesis?

☐ yes ☐ no If no, tell what you think might be missing.

3. Does the text conclude in a logical, satisfying way?

☐ yes ☐ no If no, indicate what you might change.

4. What is the strongest part of your classmate's essay? Why?

Editing and Proofreading

Edit for Conventions Reread your draft for accuracy and consistency. Correct errors in grammar and word usage. Make sure that you have quoted your sources accurately and indicated your sources.

Proofread for Accuracy Read your draft carefully, looking for errors in spelling and punctuation. If you are including technical vocabulary, use a dictionary to check your spelling.

Publishing and Presenting

Create a final version of your text. Pair up with a classmate (not your peer reviewer), and read each other's work. Discuss ways in which your two essays are alike and different. Are your thesis statements similar? Did you incorporate some of the same details? Even if the content is similar, do your styles differ? Share your findings with the class, and talk about what comparing the texts has taught you about developing a topic and supporting a thesis.

Reflecting

Consider what you learned by writing your text. Was your research sufficient to respond to the prompt, or would you have preferred to spend more time researching the topic? Think about what you will do differently the next time you write an informative essay.

STANDARDS

W.11–12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.



OVERVIEW: SMALL-GROUP LEARNING

ESSENTIAL QUESTION:

In what ways does the struggle for freedom change with history?

As you read these selections, work with your group to explore the various ways in which the struggle for freedom has changed over time.

From Text to Topic During the Civil War era, opponents of slavery argued that the nation had not fully lived up to its founding promise of liberty. In the selections in this section, others add their voices to the chorus, clamoring for liberty, justice, and equal rights. As you read, consider what the selections show about how the struggle for freedom has changed and grown over time.

Small-Group Learning Strategies

Throughout your life, in school, in your community, and in your career, you will continue to develop strategies when you work in teams. Use these strategies during Small-Group Learning. Add ideas of your own for each step.

STRATEGY	ACTION PLAN
Prepare	<ul style="list-style-type: none">• Complete your assignments so that you are prepared for group work.• Organize your thinking so you can contribute to your group's discussions.•
Participate fully	<ul style="list-style-type: none">• Make eye contact to signal that you are listening and taking in what is being said.• Use text evidence when making a point.•
Support others	<ul style="list-style-type: none">• Build off ideas from others in your group.• Invite others who have not yet spoken to join the discussion.•
Clarify	<ul style="list-style-type: none">• Paraphrase the ideas of others to ensure that your understanding is correct.• Ask follow-up questions.•



SPEECH

Ain't I a Woman?

Sojourner Truth

Haven't women proved over time that they are deserving of power?



PUBLIC DOCUMENT

Declaration of Sentiments

Elizabeth Cady Stanton

The Declaration of Independence did not free us all—a form of tyranny still exists!



MEDIA: PODCAST

Giving Women the Vote

Sandra Sleight-Brennan

The ratification of the Nineteenth Amendment came down to a single vote—and a surprising turn of events.



SHORT STORY

The Story of an Hour

Kate Chopin

What might it mean to a woman to be truly free?



LEGAL OPINION

Brown v. Board of Education: Opinion of the Court

Earl Warren

Can educational facilities be equal if they are racially segregated?



PERFORMANCE TASKS

SPEAKING AND LISTENING FOCUS

Panel Discussion

RESEARCH FOCUS:

Research Presentation



OVERVIEW: SMALL-GROUP LEARNING

Working as a Team

1. **Take a Position** In your group, discuss the following question:

What issue today might persuade you to join a movement for social change?

As you take turns sharing your positions, be sure to provide reasons for your response. After all group members have shared, discuss some of the connections among the issues that were presented.

2. **List Your Rules** As a group, decide on the rules that you will follow as you work together. Two samples are provided. Add two more of your own. As you work together, you may add or revise rules based on your experience together.

- People should respect each other's opinions.
- No one should dominate the discussion.

- _____

- _____

3. **Apply the Rules** Share what you have learned about power, protest, and change. Make sure each person in the group contributes. Take notes on and be prepared to share with the class one thing that you heard from another member of your group.

4. **Name Your Group** Choose a name that reflects the unit topic.

Our group's name: _____

5. **Create a Communication Plan** Decide how you want to communicate with one another. For example, you might use online platforms, collaboration apps, video conferencing, email, or group texts.

Our group's decision: _____

Making a Schedule

First, find out the due dates for the Small-Group activities. Then, preview the texts and activities with your group, and make a schedule for completing the tasks.

SELECTION	ACTIVITIES	DUE DATE
Ain't I a Woman?		
Declaration of Sentiments		
Giving Women the Vote		
The Story of an Hour		
Brown v. Board of Education: Opinion of the Court		
Was <i>Brown v. Board</i> a Failure?		

Working on Group Projects

As your group works together, you'll find it more effective if each person has a specific role. Different projects require different roles. Before beginning a project, discuss the necessary roles, and choose one for each group member. Here are some possible roles; add your own ideas.

Project Manager: monitors the schedule and keeps everyone on task

Researcher: organizes research activities

Recorder: takes notes during group meetings



About the Author



Sojourner Truth (c. 1797–1883) was born into slavery in Swartekill, New York, as Isabella Baumfree. In 1826, when one of her owners refused to honor his promise to free her, Baumfree fled with Sophia, her infant daughter. In 1843, she changed her name to Sojourner Truth and began her career as an abolitionist. Her memoirs were published in 1850, and she toured the country to promote not only abolitionism but also equal civil rights for women.

STANDARDS

RI.11–12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

L.11–12.4.a Use context as a clue to the meaning of a word or phrase.

L.11–12.4.d Verify the preliminary determination of the meaning of a word or phrase.

Ain't I a Woman?

Concept Vocabulary

As you perform your first read of “Ain’t I a Woman?” you will encounter these words.

racket fix obliged

Context Clues When you come across unfamiliar words in a text, you can often determine their meanings by using **context clues**—words and phrases. Punishment was harsh; many were subjected to the lash, which tore the skin and caused lasting physical and emotional scars that appear in nearby text. There are various kinds of context clues. Some provide information from which you can draw inferences, or reasonable guesses, about a word’s meaning.

Example Sentence: Punishment was harsh: Many were subjected to the **lash**, which tore the skin and caused deep physical and emotional scars.

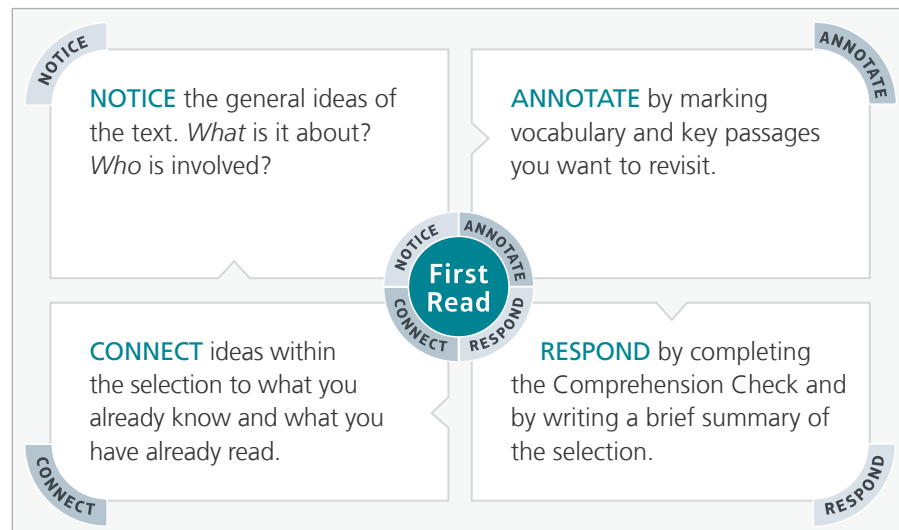
Inference: Because it causes the skin to tear and leaves scars, a *lash* must be a whip or cane.

You can verify your preliminary definition by consulting a reliable print or online dictionary.

Apply your knowledge of context clues and other vocabulary strategies to determine the meanings of unfamiliar words you encounter during your first read.

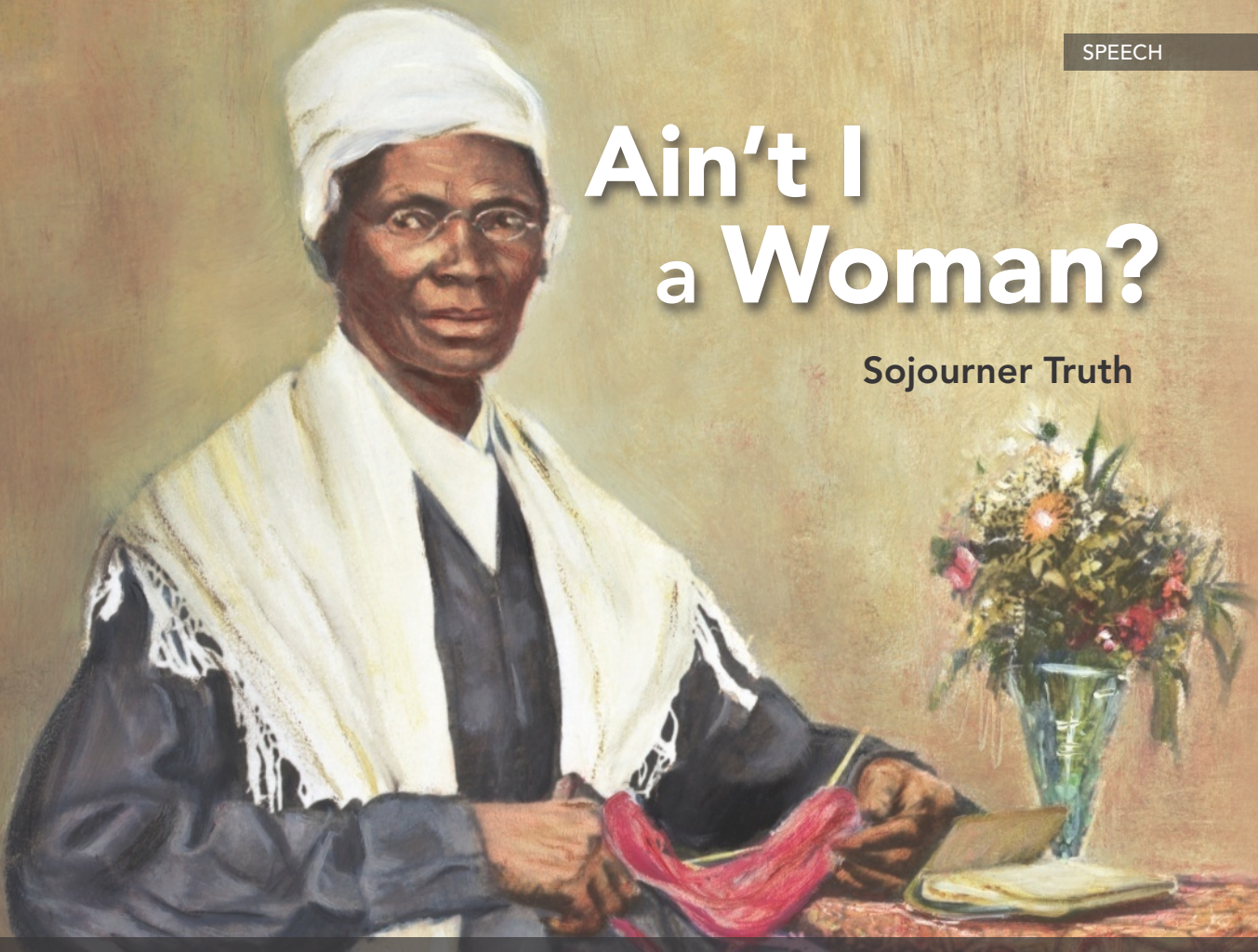
First Read NONFICTION

Apply these these strategies as you conduct your first read. You will have an opportunity to complete a close read after your first read.



Ain't I a Woman?

Sojourner Truth



BACKGROUND

Sojourner Truth delivered this speech at the Women's Rights Convention in Akron, Ohio, in 1851. It was never transcribed or recorded, but a woman in attendance, Frances Gage, committed it to paper from memory many years later. The words may not be entirely accurate, but the power of Truth's speech remains intact.

SCAN FOR
MULTIMEDIA



- 1 **W**ell, children, where there is so much **racket** there must be something out of kilter.¹ I think that 'twixt² the Negroes of the South and the women at the North, all talking about rights, the white men will be in a **fix** pretty soon. But what's all this here talking about?
- 2 That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mudpuddles, or gives me any best place! And ain't I a woman? Look at me! Look at my arm! I have ploughed and planted, and gathered into barns, and no man could head me! And ain't I a woman? I could work as much and eat as much as a man—when I could get it—and bear the lash as well! And ain't I a woman? I have borne thirteen children, and seen them most all sold off to slavery, and when I cried

1. **kilter** *n.* proper state or condition.

2. **'twixt** *prep.* between.

NOTES

Mark context clues or indicate another strategy you used that helped you determine meaning.

racket (RAK iht) *n.*

MEANING:

fix (fihks) *n.*

MEANING:

NOTES

Mark context clues or indicate another strategy you used that helped you determine meaning.

obliged (uh BLYJD) *adj.*

MEANING:

out with my mother's grief, none but Jesus heard me! And ain't I a woman? Then they talk about this thing in the head; what's this they call it? [A member of the audience whispers, "Intellect."] That's it, honey. What's that got to do with women's rights or Negroes' rights? If my cup won't hold but a pint, and yours holds a quart, wouldn't you be mean not to let me have my little half measure full? Then that little man in black there, he says women can't have as much rights as men, 'cause Christ wasn't a woman! Where did your Christ come from? Where did your Christ come from? From God and a woman! Man had nothing to do with him.³ If the first woman God ever made⁴ was strong enough to turn the world upside down all alone, these women together ought to be able to turn it back, and get it right side up again! And now they is asking to do it, the men better let them.


³ **Obliged** to you for hearing me, and now old Sojourner ain't got nothing more to say. 🗣️

3. **Man had nothing to do with him** reference to the biblical teaching of the virgin birth of Jesus.

4. **the first woman God ever made** the biblical Eve.

Comprehension Check

Complete the following items after you finish your first read. Review and clarify details with your group.

1. What two reform movements does Sojourner Truth connect?
2. According to Truth, what privileges do many people think women should enjoy?
3. Identify two hardships that Sojourner Truth says she has suffered.
4. What warning does Truth give just before concluding the speech?
5.  **Notebook** Confirm your understanding of the text by writing a summary.

RESEARCH

Research to Clarify Choose at least one unfamiliar detail from the text. Briefly research that detail. In what way does the information you learned shed light on an aspect of the speech?

Research to Explore This speech may spark your curiosity to learn more about the author, the era, or the topic. Briefly research a topic that interests you. You may want to share what you discover with your group.



AIN'T I A WOMAN?

TIP

GROUP DISCUSSION

If you disagree with someone's opinion, allow the speaker to finish his or her point. Then, raise your objection tactfully—for example, you might say, "I see it a little differently." Make sure that you have textual evidence to support your idea.



WORD NETWORK

Add words related to struggle from the text to your Word Network.

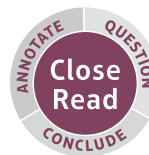
STANDARDS

RI.11–12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex analysis; provide an objective summary of the text.

RI.11–12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Close Read the Text

With your group, revisit sections of the text you marked during your first read. **Annotate** details that you notice. What **questions** do you have? What can you **conclude**?



Analyze the Text

CITE TEXTUAL EVIDENCE
to support your answers.

Complete the activities.

- 1. Review and Clarify** With your group, reread paragraph 2 of the selection. Discuss the figurative meanings of "pints" and "cups." What do they have to do with the overall argument in this speech?
- 2. Present and Discuss** Now, work with your group to share the passages from the selection that you found especially important. Take turns presenting your passages. Discuss what you noticed in the selection, the questions you asked, and the conclusions you reached.
- 3. Essential Question: *In what ways does the struggle for freedom change with history?*** What has this text taught you about power, protest, and change? Discuss with your group.

LANGUAGE DEVELOPMENT

Concept Vocabulary


racket

fix

obliged

Why These Words? The three concept vocabulary words are related. With your group, determine what the words have in common. How do these word choices enhance the impact of the text?

Practice

 **Notebook** Confirm your understanding of the concept vocabulary words by using them in sentences. Be sure to use context clues that hint at each word's meaning.

Word Study

Latin Root: -lig- At the end of this speech, Sojourner Truth thanks her audience for listening by saying, "Obliged to you for hearing me. . . ." The English word *obliged* is built from the Latin root *-lig-*, which means "to bind." Find several other words that have this same root. Then, write the words and their meanings.

Analyze Craft and Structure

Effective Rhetoric “Ain’t I a Woman?” is a speech that makes an **argument**; its message is meant to persuade an audience. Sojourner Truth connects her ideas and builds the argument to its climax by using a **refrain**, or repeated chorus. This refrain, “And ain’t I a woman?” urgently restates Truth’s main idea as she challenges listeners to rethink their ideas about equality.

Practice

Work on your own to fill in the chart. Track the ways in which Sojourner Truth uses refrain to build her argument. Find each use of the repeated question, “Ain’t I a woman?” Then, list the textual details that lead up to each repetition. Finally, consider how each set of details adds meaning to Truth’s question. After you have completed the chart, share and discuss your responses with your group.

CITE TEXTUAL EVIDENCE
to support your answers.

TEXTUAL DETAILS THAT LEAD TO . . .	ADDED MEANING
first statement of the refrain:	
first repetition of the refrain:	
second repetition of the refrain:	
third repetition of the refrain:	
fourth repetition of the refrain:	



AIN'T I A WOMAN?

STANDARDS

L.11–12.1.a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11–12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Author's Style

Use of Words and Phrases A writer or speaker's **diction** is his or her choice of words and phrases. Diction is a key element of a speaker's style—his or her distinct way of using language.

- Diction may be formal, informal, elevated, simple, technical, poetic, or have many other qualities.
- Diction may change to reflect the **audience**—the listeners a speaker is attempting to reach.
- A speaker's diction reflects both the occasion and purpose of a speech.

This example from President Lincoln's second inaugural address fits the formality of the occasion.

Formal Diction: At this second appearing to take the oath of the presidential office, there is less occasion for an extended address than there was at the first.

Sojourner Truth was born into slavery and received no formal education. This example of her colloquial, or informal, diction reflects those circumstances.

Colloquial Diction: Obligated to you for hearing me, and now old Sojourner ain't got nothing more to say.

However, Truth's diction also demonstrates other aspects of her personality, as well as her purpose for speaking at the Women's Rights Convention.

Read It

Work individually. For each example of formal diction, find the colloquial original in "Ain't I a Woman?" When you have completed the chart, meet with your group to discuss how the colloquial diction may have helped Truth connect with her audience.

FORMAL DICTION	ORIGINAL DICTION FROM "AIN'T I A WOMAN?"
<i>Ladies and gentlemen, where one hears such pandemonium, one suspects that something has gone awry.</i>	
<i>If I have but a little, and you have a great deal, would it not be fair for you to share?</i>	
<i>Now that women are clamoring for change, it is incumbent on men to permit it.</i>	

Write It

Notebook Write a paragraph that suggests the impact that Sojourner Truth may have had on her audience in 1851. Try to use a mix of formal and colloquial diction in your paragraph.



Writing to Sources

Assignment

With your group, prepare an **informative text** that presents facts about a topic. Choose from the following options:

- ☐ a **biographical sketch** about Sojourner Truth that expands upon the brief biography that accompanies this selection and that sheds light upon some of the references in “Ain’t I a Woman?”
- ☐ an **extended definition** of *woman* as it would have been seen by many in Sojourner Truth’s audience, focusing on the daily life of an ordinary woman in 1850s America
- ☐ a **cause-and-effect article** about the results of antislavery speeches by abolitionists in the 1850s

Project Plan Work with your group to divide the informative writing option that you chose into manageable sections or parts. Outline your ideas, and assign each member one part of the writing.

Working Title: _____

SECTION OR PART	ASSIGNED PERSON
Introduction	
Part I	
Part II	
Part III	
Part IV	
Part V	
Conclusion	

Tying It Together Work together to draft an introduction that touches on all the sections or parts that you plan to write. Once everyone has written his or her part of the project, get together again to read the parts aloud, suggest revisions, and draft a conclusion that follows from those parts.

EVIDENCE LOG

Before moving on to a new selection, go to your Evidence Log and record what you learned from “Ain’t I a Woman?”

STANDARDS

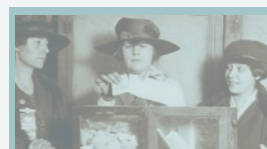
W.11–12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.



DECLARATION OF SENTIMENTS

Comparing Text to Media

In this lesson, you will compare the Declaration of Sentiments, a public document related to the campaign for women's suffrage, and a podcast called "Giving Women the Vote." First, you will complete the first-read and close-read activities for the Declaration of Sentiments.



GIVING WOMEN THE VOTE

About the Author



Elizabeth Cady Stanton (1815–1902) became interested in reform movements through a cousin, who introduced her to Henry Brewster Stanton, an abolitionist. Cady and Stanton married in 1840—agreeing that the bride's promise to obey her husband would be omitted from their vows. Stanton was the primary writer of the Declaration of Sentiments, adopted at the 1848 Seneca Falls Convention. Later, Stanton and Susan B. Anthony founded the National Woman Suffrage Association.

STANDARDS

RI.11–12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

L.11–12.4.a Use context as a clue to the meaning of a word or phrase.

L.11–12.4.d Verify the preliminary determination of the meaning of a word or phrase.

Declaration of Sentiments

Concept Vocabulary

As you perform your first read, you will encounter these words.

degraded

oppressed

subordinate

Context Clues If these words are unfamiliar to you, try using **context clues**—other words and phrases that appear in a text—to help you determine their meanings. There are various kinds of context clues. Some provide details that help you infer the word's meaning. You can then use a dictionary to confirm your inference.

Elaborating Details: Even when the terrifying storm was at its worst, my cousin maintained her usual calm and cheerful **demeanor**.

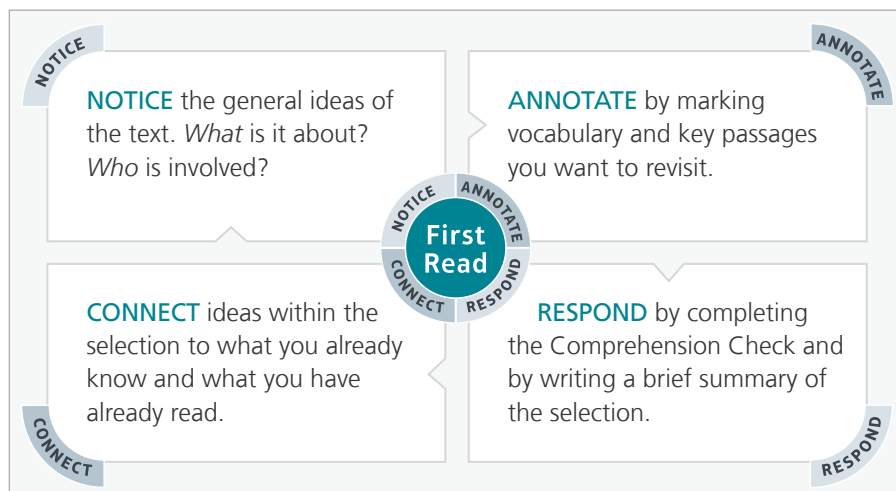
Inference: *Calm* and *cheerful* relate to a person's behavior. *Demeanor* must mean "how someone behaves."

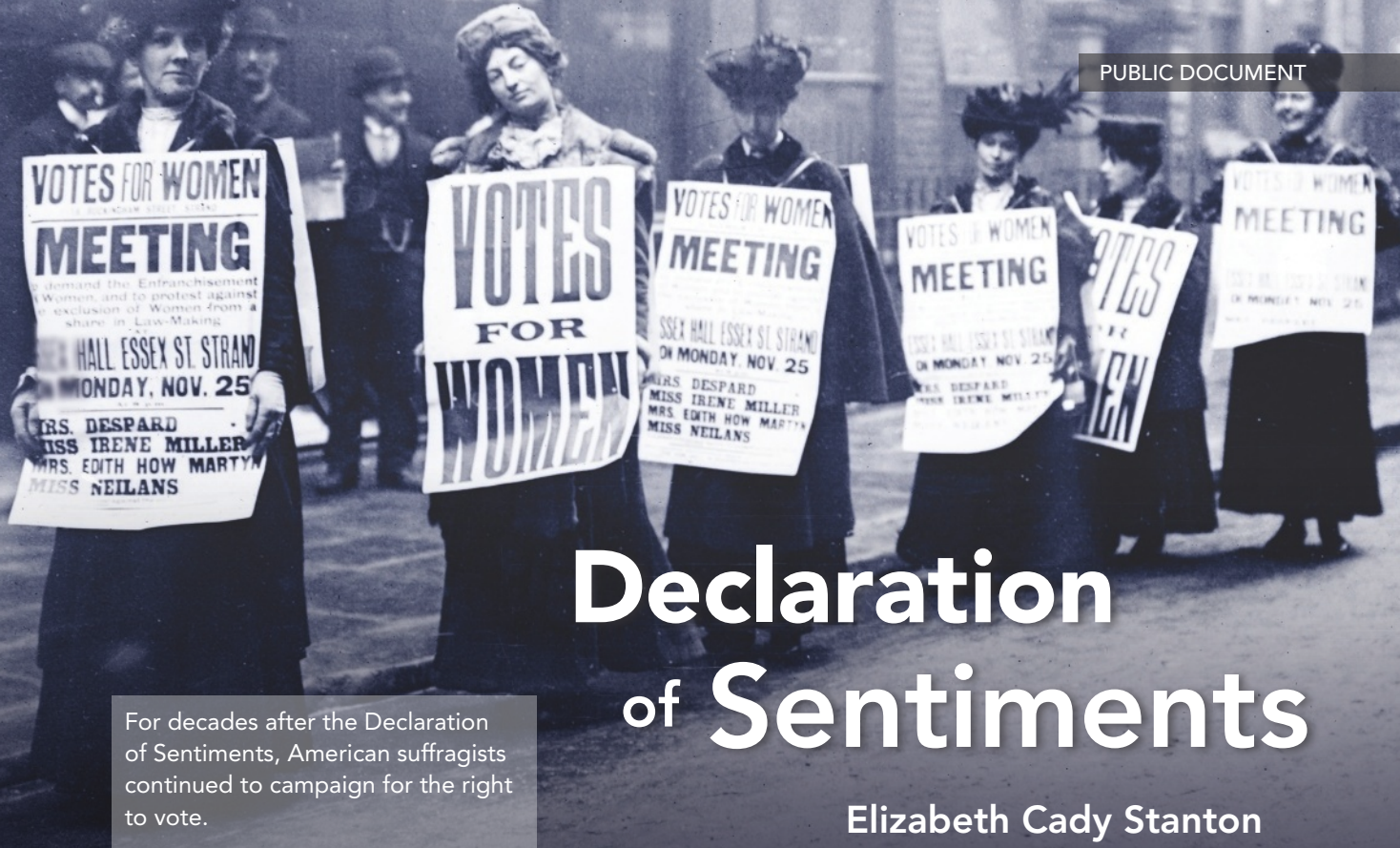
Dictionary Meaning: "outward behavior or bearing"

Apply your knowledge of context clues and other vocabulary strategies to determine the meanings of unfamiliar words you encounter during your first read.

First Read NONFICTION

Apply these strategies as you conduct your first read. You will have an opportunity to complete a close read after your first read.





For decades after the Declaration of Sentiments, American suffragists continued to campaign for the right to vote.

Declaration of Sentiments

Elizabeth Cady Stanton

BACKGROUND

In 1848, Elizabeth Cady Stanton and Lucretia Mott convened the first women's rights conference to demand that women be given basic human rights, including the right to vote, to own property, and to have equal status under the law. Of those who attended the conference in Seneca Falls, New York, about a third—32 men and 68 women—signed the Declaration of Sentiments. The document was highly controversial. An article published shortly after the convention described it as “the most shocking and unnatural event ever recorded in the history of womanity.”

SCAN FOR
MULTIMEDIA



1 **W**hen, in the course of human events, it becomes necessary for one portion of the family of man to assume among the people of the earth a position different from that which they have hitherto occupied, but one to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes that impel them to such a course.

2 We hold these truths to be self-evident: that all men and women are created equal; that they are endowed by their Creator with certain inalienable¹ rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights governments are instituted, deriving their just powers from the consent of the governed. Whenever any form of government becomes destructive of these ends, it is the right of those who suffer from it to refuse allegiance to it, and to insist upon the institution of a new government, laying its foundation on such principles, and organizing its powers in such

NOTES

1. **inalienable** (ihn AYL yuh nuh buhl) *adj.* absolute; not able to be taken or given away.

Mark context clues or indicate another strategy you used that helped you determine meaning.

degraded (dih GRAY dihd) *adj.*

MEANING:

oppressed (uh PREHST) *v.*

MEANING:

form, as to them shall seem most likely to effect their safety and happiness. Prudence, indeed, will dictate that governments long established should not be changed for light and transient² causes; and accordingly all experience hath shown that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations³ pursuing invariably the same object, evinces a design to reduce them under absolute despotism,⁴ it is their duty to throw off such government, and to provide new guards for their future security. Such has been the patient sufferance of the women under this government, and such is now the necessity which constrains them to demand the equal station to which they are entitled. The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

- 3 He has never permitted her to exercise her inalienable right to the elective franchise.⁵
- 4 He has compelled her to submit to laws, in the formation of which she had no voice.
- 5 He has withheld from her rights which are given to the most ignorant and **degraded** men—both natives and foreigners.
- 6 Having deprived her of this first right of a citizen, the elective franchise, thereby leaving her without representation in the halls of legislation, he has **oppressed** her on all sides.
- 7 He has made her, if married, in the eye of the law, civilly dead.
- 8 He has taken from her all right in property, even to the wages she earns.
- 9 He has made her, morally, an irresponsible being, as she can commit many crimes with impunity,⁶ provided they be done in the presence of her husband. In the covenant of marriage, she is compelled to promise obedience to her husband, he becoming, to all intents and purposes, her master—the law giving him power to deprive her of her liberty, and to administer chastisement.⁷
- 10 He has so framed the laws of divorce, as to what shall be the proper causes, and in case of separation, to whom the guardianship of the children shall be given, as to be wholly regardless of the happiness of women—the law, in all cases, going upon a false supposition of the supremacy of man, and giving all power into his hands.
- 11 After depriving her of all rights as a married woman, if single, and the owner of property, he has taxed her to support a government which recognizes her only when her property can be made profitable to it.

2. **transient** (TRAN see uhnt) *adj.* not lasting.

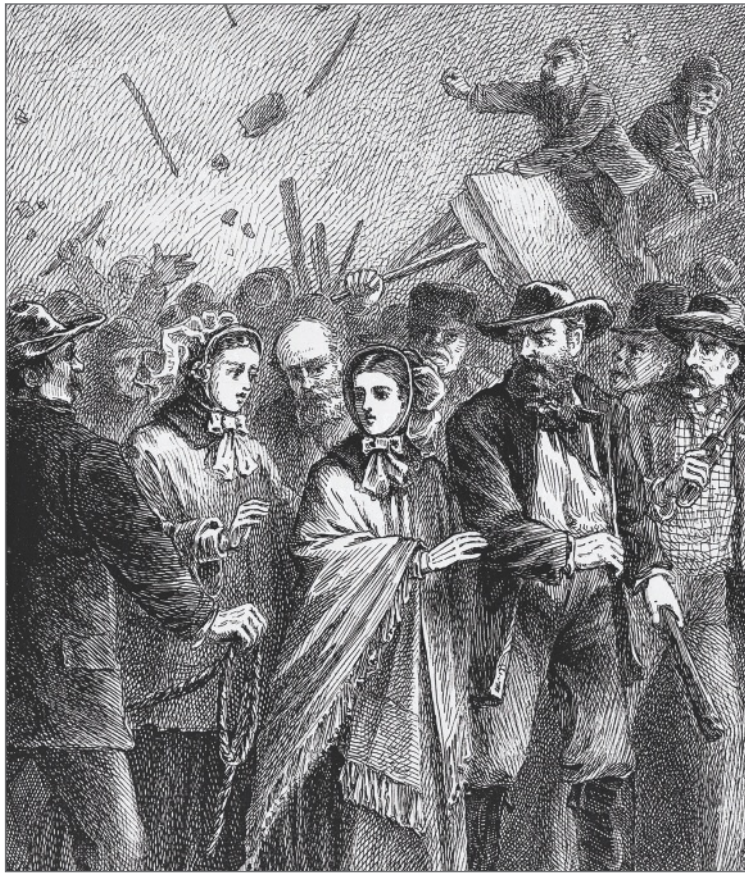
3. **usurpations** (yoo suhr PAY shuhnz) *n.* illegal seizures.

4. **evinces a design . . . despotism** shows an intent to submit women to a situation of total control.

5. **elective franchise** right to vote.

6. **impunity** (ihm PYOO nih tee) *n.* total freedom from punishment.

7. **chastisement** (CHAS tyz muhnt) *n.* strong, punishing criticism.



The demands of suffragist leaders aroused intense passions. In this artist's interpretation of a real event, suffragist Lucretia Mott is attacked by a mob when she appears in public.

- 12 He has monopolized nearly all the profitable employments, and from those she is permitted to follow, she receives but a scanty remuneration. He closes against her all the avenues to wealth and distinction which he considers most honorable to himself. As a teacher of theology, medicine, or law, she is not known.
- 13 He has denied her the facilities for obtaining a thorough education, all colleges being closed against her.
- 14 He allows her in church, as well as state, but a **subordinate** position, claiming apostolic⁸ authority for her exclusion from the ministry, and, with some exceptions, from any public participation in the affairs of the church.
- 15 He has created a false public sentiment by giving to the world a different code of morals for men and women, by which moral delinquencies which exclude women from society, are not only tolerated, but deemed of little account in man.
- 16 He has usurped the prerogative of Jehovah himself, claiming it as his right to assign for her a sphere of action, when that belongs to her conscience and to her God.
- 17 He has endeavored, in every way that he could, to destroy her confidence in her own powers, to lessen her self-respect, and to make her willing to lead a dependent and abject life.

8. **apostolic** (ap uh STOL ihk) *adj.* derived from the Bible (specifically, from the apostles appointed by Jesus to spread the gospel).

NOTES

Mark context clues or indicate another strategy you used that helped you determine meaning.


subordinate (suh BAWR duh niht) *adj.*

MEANING:

- 18 Now, in view of this entire disfranchisement of one-half the people of this country, their social and religious degradation—in view of the unjust laws above mentioned, and because women do feel themselves aggrieved, oppressed, and fraudulently deprived of their most sacred rights, we insist that they have immediate admission to all the rights and privileges which belong to them as citizens of the United States.
- 19 In entering upon the great work before us, we anticipate no small amount of misconception, misrepresentation, and ridicule; but we shall use every instrumentality within our power to effect our object. We shall employ agents, circulate tracts, petition the state and national legislatures, and endeavor to enlist the pulpit and the press in our behalf. We hope this convention will be followed by a series of conventions, embracing every part of the country.
- 20 Firmly relying upon the final triumph of the right and the true, we do this day affix our signatures to this declaration. ✎

Comprehension Check

Complete the following items after you finish your first read. Review and clarify details with your group.

1. According to this document, which truths are self-evident?
2. According to Stanton, why do women have a duty to throw off the government?
3. What does Stanton say is the result of denying women the right to vote?
4. What governmental action does the Declaration of Sentiments demand?
5.  **Notebook** Confirm your understanding of the text by writing a summary.

RESEARCH

Research to Explore This public document may spark your curiosity to learn more about this topic, author, or era. Briefly research a topic that interests you. You may wish to share what you discover with your group.



Close Read the Text

With your group, revisit sections of the text you marked during your first read. **Annotate** details that you notice. What **questions** do you have? What can you **conclude**?



Analyze the Text

CITE TEXTUAL EVIDENCE
to support your answers.

Complete the activities.

- 1. Review and Clarify** With your group, discuss the “long train of abuses and usurpations” that are listed in the document. If you were to categorize them, what headings would you use? Explain.
- 2. Present and Discuss** Now, work with your group to share the passages from the selection that you found especially important. Take turns presenting your passages. Discuss what you noticed in the selection, the questions you asked, and the conclusions you reached.
- 3. Essential Question: *In what ways does the struggle for freedom change with history?*** What have you learned about the struggle for freedom from reading this text?



DECLARATION OF SENTIMENTS

TIP

GROUP DISCUSSION

Give everyone a chance to contribute to the discussion. If you notice that someone is not participating, encourage him or her to join in.

LANGUAGE DEVELOPMENT

Concept Vocabulary


degraded

oppressed

subordinate

Why These Words? The three concept vocabulary words are related. With your group, discuss the words, and determine a concept that the words, have in common. How do these word choices enhance the text’s impact?

Practice

 **Notebook** Confirm your understanding of the concept vocabulary words by using them in sentences. Be sure to use context clues that hint at each word’s meaning.

Word Study

Latin Prefix: *sub-* According to the Declaration of Sentiments, the document should tell the world that American women are in a *subordinate* position. The word *subordinate* begins with the Latin prefix *sub-*, which means “under.” Find several other words that begin with this prefix. Use etymological information from the dictionary to verify your choices. Then, write the words and their meanings.



WORD NETWORK

Add words related to struggle from the text to your Word Network.

STANDARDS

L.11–12.4.c Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.



TIP

CLARIFICATION

An **extended allusion** may imitate or borrow the structure of the text after which it is modeled, the wording of that text, or both.

Analyze Craft and Structure

Author's Choices: Allusions An **allusion** is an unexplained reference within a literary work to a well-known person, place, event, text, or work of art. An allusion adds meaning to a text by offering a point of similarity or comparison to the ideas the author is presenting. Authors assume that readers understand both the reference and the layer of meaning it adds.

Although most allusions are conveyed in a word or a phrase, some provide structure for an entire piece of writing. In the Declaration of Sentiments, Elizabeth Cady Stanton creates an extended allusion by modeling her argument after the Declaration of Independence.

Practice

Use this chart to analyze how the extended allusion to the Declaration of Independence helps introduce, develop, and conclude the argument made in the Declaration of Sentiments. A first example has been done for you. Gather your notes, and then share your responses with your group.

CITE TEXTUAL EVIDENCE
to support your answers.

DECLARATION OF SENTIMENTS	ALLUSION TO THE DECLARATION OF INDEPENDENCE	DEVELOPMENT OF IDEAS
Paragraphs 1–2	The Declaration of Independence reads: “We hold these truths to be self-evident: that all men are created equal. . . .” Stanton revises this to read: “. . . all men and women are created equal.”	The allusion suggests that the Declaration of Sentiments is equal in importance to—and perhaps even goes beyond—the Declaration of Independence.
Paragraphs 3–17		
Paragraphs 18–20		



Conventions and Style

Types of Clauses A **clause** is a group of words that has a subject and a predicate. An **independent clause** can stand on its own as a complete sentence. A **subordinate** (also called **dependent**) **clause** is unable to stand alone because it does not express a complete thought. Writers use a variety of subordinate clauses to add information, to clarify meaning, and to link related ideas.




DECLARATION OF SENTIMENTS

TYPE OF CLAUSE	COMPOSITION	EXAMPLES
Independent	subject, predicate; expresses a complete thought	<i>We hold these truths to be self-evident . . . (paragraph 2)</i> <i>. . . it is their duty to throw off such government . . . (paragraph 2)</i>
Subordinate	subject, predicate; does not express a complete thought; begins with a word such as <i>which, who, that, since, when, if, as, although, or because</i>	<i>. . . that they should declare the causes . . . (paragraph 1)</i> <i>. . . as she can commit many crimes with impunity . . . (paragraph 9)</i>


Read It

- Each example contains one independent clause and one subordinate clause. Mark independent clauses once and subordinate clauses twice.
 - Although some proponents of women's rights supported the Declaration of Sentiments, others considered it too radical.
 - It was no secret that the work entailed danger and public censure.
 - Because suffrage is such a precious right, Americans should vote in all elections.
- Connect to Style** Reread this excerpt from Declaration of Sentiments. Mark independent clauses once and subordinate clauses twice.

We hold these truths to be self-evident: that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights. . . .

 **Notebook** Explain how the use of these clauses helps the writer show a main idea and the details that support it.

Write It

 **Notebook** Complete this paragraph by adding a clause to each sentence as directed.

If I had been working alongside Elizabeth Cady Stanton, [independent clause]. I also would have marched for female suffrage, [subordinate clause]. Many people fought against giving women the vote [subordinate clause]. The work was important, however, so [independent clause].



EVIDENCE LOG

Before moving on to a new selection, go to your Evidence Log and record what you learned from "Declaration of Sentiments."

STANDARDS

RI.11–12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.

L.11–12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.



DECLARATION OF SENTIMENTS

Comparing Text to Media

This podcast discusses the final steps that made women's suffrage a reality. After listening to it, you will compare how broadcast media can provide information in a way that differs from the way information is conveyed in a text.



GIVING WOMEN THE VOTE

About the Producer



Sandra Sleight-Brennan

(b. 1951) is an award-winning scriptwriter and media producer. She is the driving force behind many audio and video projects, Web-based documentaries, and a variety of multimedia efforts. Although she has covered a wide range of topics, she has a special interest in projects that show societal change and that reflect the struggles of minorities. Sleight-Brennan's work has been broadcast on radio stations across the country.

Giving Women the Vote

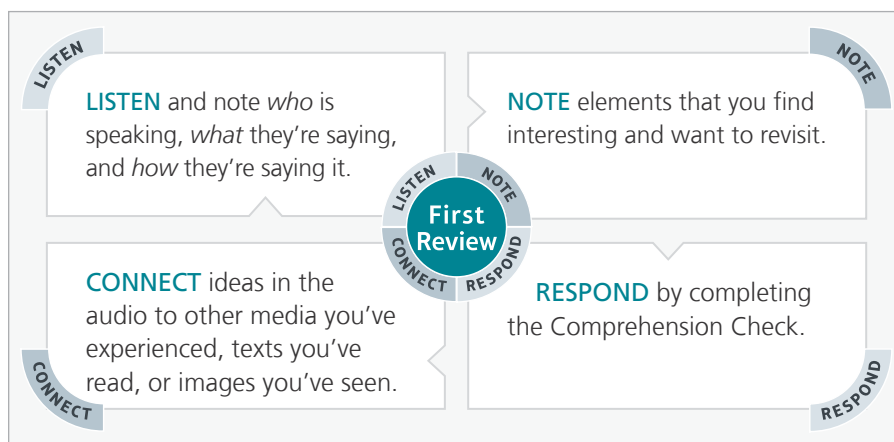
Media Vocabulary

These words or concepts will be useful to you as you analyze, discuss, and write about podcasts.

Frame: main spoken narrative of a production	<ul style="list-style-type: none"> A frame has a clear beginning, middle, and end. Usually, one narrator or host presents the frame.
Special Elements: features that provide points of emphasis in a production	<ul style="list-style-type: none"> Sound effects can add realism. Background music can highlight the emotion connected with an event. Either element can set a mood. Interview segments can add information and insights. Dramatic reenactments can bring events to life.
Tone: production's attitude toward a subject or audience	<ul style="list-style-type: none"> In a podcast, tone is created through the narrator or host's word choice and vocal qualities, as well as the use of special elements.

First Review MEDIA: AUDIO

Apply these strategies as you listen to the podcast.



STANDARDS

RI.11–12.10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Listening Strategy: Take Notes

Notebook As you listen, record your observations and questions, making sure to note time codes for later reference.

Giving Women the Vote

Sandra Sleight-Brennan



BACKGROUND

The campaign to give the vote to all American women faced many disappointments in the decades following the Seneca Falls Convention. Finally, however, in June 1919, Congress passed a women's suffrage amendment to the United States Constitution and sent it to the states for ratification. Nine months later, 35 states had ratified the amendment. Only one more state's ratification was needed, but the deadline for ratification was drawing near. "Giving Women the Vote," which Sandra Sleight-Brennan produced in 2010 to commemorate the ninetieth anniversary of the Nineteenth Amendment, tells the story of that final state's ratification—and the surprising way in which it happened.


SCAN FOR
MULTIMEDIA



NOTES

Comprehension Check

Complete the following items after you finish your first review. Review and clarify details with your group.

1. According to the interview with the reporter from the *Cleveland Plain Dealer*, what was the result of the campaign for women's suffrage in the years just prior to 1920?
2. Which state became the final battleground for making the Nineteenth Amendment the law of the land?
3. What was the significance of the red or yellow roses worn by people on the scene?
4. According to the dramatic reenactment, why did Harry Burn change his vote?
5.  **Notebook** Write a summary to confirm your understanding of the ratification of the Nineteenth Amendment, as presented in the podcast.

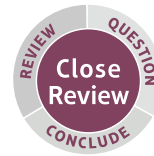
RESEARCH

Research to Clarify Choose at least one unfamiliar detail from the podcast. Briefly research that detail. In what way does the information you learned shed light upon an aspect of the podcast? Share your findings with your group.



Close Review

With your group, review your notes. If necessary, listen to the podcast again. Record any new observations that seem important. What **questions** do you have? What can you **conclude**?



GIVING WOMEN THE VOTE

Analyze the Media

CITE TEXTUAL EVIDENCE
to support your answers.

Complete the activities.

- 1. Present and Discuss** Choose the part of the podcast you find most interesting or powerful. Share your choice with your group, and discuss why you chose it. Explain what you noticed about that section, what questions it raised for you, and what conclusions you reached about it.
- 2. Synthesize** With your group, review the entire podcast. Do the frame and the special elements work together to inform listeners? Are they examples of information, of entertainment, or of both? Explain.
- 3. Essential Question:** *In what ways does the struggle for freedom change with history?* What have you learned about the struggle for freedom from listening to this podcast? Discuss with your group.

LANGUAGE DEVELOPMENT

Media Vocabulary

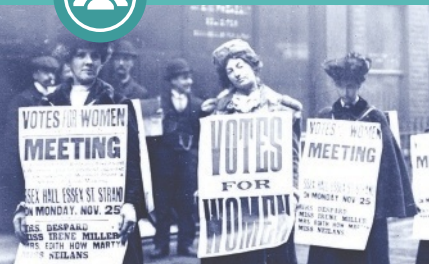
frame **special elements** **tone**

Use these vocabulary words in your responses to the following questions.

- 1. (a)** What do listeners learn from the narrator about the ratification process? **(b)** Why might Sleight-Brennan have wanted to include this information?
- 2.** How do the comments dramatized by the characters of Harry Burn and his mother help to show the tensions surrounding this final vote for ratification?
- 3.** This podcast was produced in recognition of the ninetieth anniversary of the Nineteenth Amendment. What attitude toward the event do you think it was meant to encourage in listeners? Explain.

STANDARDS

SL.11–12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.



DECLARATION OF SENTIMENTS



GIVING WOMEN THE VOTE

STANDARDS

RI.11–12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11–12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

RI.11–12.7 Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.

Writing to Compare

You have read a document that launched the women's suffrage movement—Elizabeth Cady Stanton's Declaration of Sentiments. You have also listened to a podcast about the ratification of the nineteenth amendment in 1920. Now, deepen your understanding of the issue of women's suffrage by comparing and contrasting elements of the two selections and putting your ideas in writing.

Assignment

Both the document and the podcast illustrate the methods suffragists and politicians used to convince people that granting women the vote was the right course of action. Write a **compare-and-contrast essay** in which you analyze how each selection shows persuasion at work. Focus on the arguments and rhetorical strategies used by the people involved in the campaign. How did they seek to communicate key ideas in powerful, convincing ways?

Prewriting

Analyze the Texts Persuasion involves communicating a point of view and convincing others to adopt it. Persuasion is accomplished through effective **rhetoric**, or the use of stylistic elements to build meaning in a powerful way. The elements of rhetoric include:

- strong arguments—clearly stated claims supported by compelling evidence
- a lofty or passionate tone
- the repetition of words, phrases, or ideas
- the use of striking images
- allusions to established or respected ideas or texts
- the use of analogies, or comparisons.

Notebook Complete the activity, and answer the questions.

1. Analyze elements of rhetoric used by suffragists and their supporters in each selection. Assign each group member one element to look for in either one or both selections. Then, discuss and analyze your findings.

Rhetorical Element	Declaration of Sentiments	Giving Women the Vote
Argument		
Tone		
Repetition		
Imagery		
Allusion		
Analogy		

2. Which elements of persuasion are showcased in both selections?
3. These two selections focus on events 70 years apart. How did the suffragists' arguments or strategies change over time?

Drafting

Draw Conclusions As a group, review and discuss your Prewriting notes. Based on those notes, what can you conclude about the use of rhetoric in the suffrage movement, as illustrated by these two selections? Which elements carried the movement to its successful conclusion?

Thesis/central idea: _____

Develop a Project Plan Work with your group to outline the body of your essay and divide the writing task into manageable parts. Use a chart like this one to assign parts. Write a description of each part in the left column, and the name of the person assigned to it in the right. Discuss and note key pieces of evidence to use in each section.

SECTIONS OR PARTS	PERSON ASSIGNED
Part I: Evidence:	
Part II: Evidence:	
Part III: Evidence:	
Part IV: Evidence:	
Part V: Evidence:	

Write a Draft Work as a group to draft an introduction that includes your working thesis and touches on all the sections or parts the body of the essay will include. Then, work independently to draft the body sections. When everyone is finished, share your drafts aloud. Discuss revisions that will make each section stronger. Tie the parts of your essay together with effective transitions. Finally, draft a conclusion that follows logically from all sections of the essay.

Reviewing, Revising, and Editing

Have each group member edit and proofread the text independently. Apply all your changes to the draft. Then, have one person read the finished essay aloud. What last small changes need to be made to finalize your work?

EVIDENCE LOG

Before moving on to a new selection, go to your Evidence Log and record what you've learned from the Declaration of Sentiments and "Giving Women the Vote."



About the Author



Kate Chopin (1850–1904) was born Kate O’Flaherty in St. Louis, Missouri. At the age of 20, she married Louisiana cotton trader Oscar Chopin. The couple lived in New Orleans before moving to a rural Louisiana plantation. Chopin briefly ran the plantation after her husband’s death but then returned to St. Louis with their six children. There, she began writing fiction. In the portraits of Louisiana that she created from that point forward, Chopin often addressed women’s rights and racial prejudice.

STANDARDS

RL.11–12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

L.11–12.4.b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.

The Story of an Hour

Concept Vocabulary

As you perform your first read of “The Story of an Hour,” you will encounter these words.

persistence

imploring

importunities

Familiar Word Parts Separating a word into its parts can often help you identify its meaning. Those parts might include familiar prefixes.

Some prefixes, such as *im-*, have more than one meaning. When you come across an unfamiliar word, consider all the meanings of the prefix.

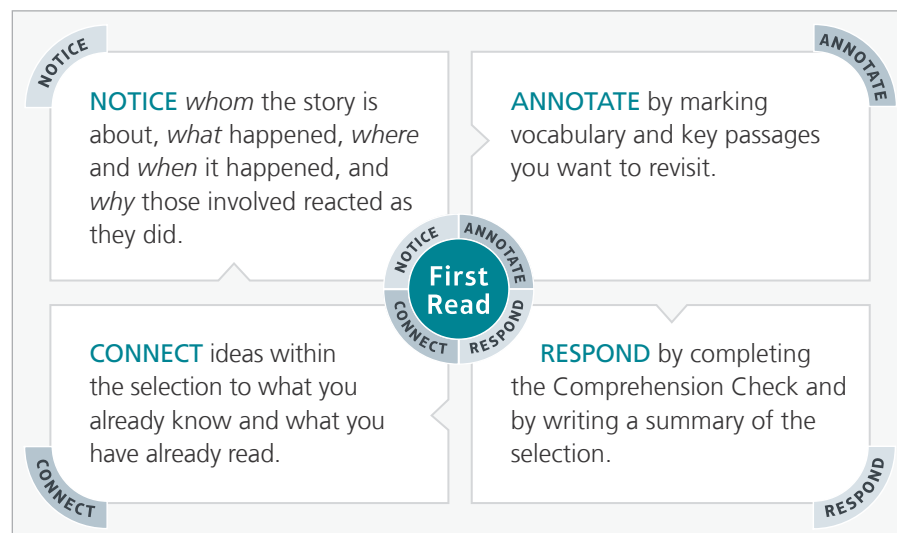
- For example, in the word *immobile*, *im-* means “not.” Added to the base word *mobile*, which means “in motion,” *im-* creates a new word that means “not mobile,” or “still.”
- In the word *immigrate*, *im-* means “into” or “toward.” Added to the base word *migrate*, which means “move from one region to another,” *im-* creates a new word that means “move into a new place.”

When you read an unfamiliar word that has a prefix, think about other words with the same prefix. Consider which meaning makes the most sense with the base word. If a prefix has more than one meaning, try out both to determine the meaning of the unfamiliar word.

Apply your knowledge of familiar word parts and other vocabulary strategies to determine the meanings of unfamiliar words you encounter during your first read.

First Read FICTION

Apply these strategies as you conduct your first read. You will have an opportunity to complete a close read after your first read.



The Story of an Hour

Kate Chopin

BACKGROUND

"The Story of an Hour" was considered daring in its time. The editors of at least two magazines refused the story, calling it immoral. They wanted Chopin to soften her female character and to make her less independent and less unhappy in her marriage. Undaunted, Chopin continued to deal with issues of women's growth and emancipation in her writing, advancing ideas that are widely accepted today.

SCAN FOR
MULTIMEDIA



- 1 **K**nowing that Mrs. Mallard was afflicted with a heart trouble, great care was taken to break to her as gently as possible the news of her husband's death.
- 2 It was her sister Josephine who told her, in broken sentences; veiled hints that revealed in half concealing. Her husband's friend Richards was there, too, near her. It was he who had been in the newspaper office when intelligence of the railroad disaster was received, with Brently Mallard's name leading the list of "killed." He had only taken the time to assure himself of its truth by a second telegram, and had hastened to forestall any less careful, less tender friend in bearing the sad message.
- 3 She did not hear the story as many women have heard the same, with a paralyzed inability to accept its significance. She wept at once, with sudden, wild abandonment, in her sister's arms. When the storm of grief had spent itself she went away to her room alone. She would have no one follow her.
- 4 There stood, facing the open window, a comfortable, roomy armchair. Into this she sank, pressed down by a physical exhaustion that haunted her body and seemed to reach into her soul.
- 5 She could see in the open square before her house the tops of trees that were all quiver with the new spring life. The delicious breath of rain was in the air. In the street below a peddler was crying his wares. The notes of a distant song which someone was singing reached her faintly, and countless sparrows were twittering in the eaves.

NOTES

Mark familiar word parts or indicate another strategy you used that helped you determine meaning.

persistence (puhr SIHS tuhns) *n.*

MEANING:

imploring (ihm PLAWR ihng) *v.*

MEANING:

- 6 There were patches of blue sky showing here and there through the clouds that had met and piled one above the other in the west facing her window.
- 7 She sat with her head thrown back upon the cushion of the chair, quite motionless, except when a sob came up into her throat and shook her, as a child who has cried itself to sleep continues to sob in its dreams.
- 8 She was young, with a fair, calm face, whose lines bespoke repression and even a certain strength. But now there was a dull stare in her eyes, whose gaze was fixed away off yonder on one of those patches of blue sky. It was not a glance of reflection, but rather indicated a suspension of intelligent thought.
- 9 There was something coming to her and she was waiting for it, fearfully. What was it? She did not know; it was too subtle and elusive to name. But she felt it, creeping out of the sky, reaching toward her through the sounds, the scents, the color that filled the air.
- 10 Now her bosom rose and fell tumultuously. She was beginning to recognize this thing that was approaching to possess her, and she was striving to beat it back with her will—as powerless as her two white slender hands would have been. When she abandoned herself a little whispered word escaped her slightly parted lips. She said it over and over under her breath: “free, free, free!” The vacant stare and the look of terror that had followed it went from her eyes. They stayed keen and bright. Her pulses beat fast, and the coursing blood warmed and relaxed every inch of her body.
- 11 She did not stop to ask if it were or were not a monstrous joy that held her. A clear and exalted perception enabled her to dismiss the suggestion as trivial. She knew that she would weep again when she saw the kind, tender hands folded in death; the face that had never looked save with love upon her, fixed and gray and dead. But she saw beyond that bitter moment a long procession of years to come that would belong to her absolutely. And she opened and spread her arms out to them in welcome.
- 12 There would be no one to live for during those coming years; she would live for herself. There would be no powerful will bending hers in that blind **persistence** with which men and women believe they have a right to impose a private will upon a fellow creature. A kind intention or a cruel intention made the act seem no less a crime as she looked upon it in that brief moment of illumination.
- 13 And yet she had loved him—sometimes. Often she had not. What did it matter! What could love, the unsolved mystery, count for in the face of this possession of self-assertion which she suddenly recognized as the strongest impulse of her being!
- 14 “Free! Body and soul free!” she kept whispering.
- 15 Josephine was kneeling before the closed door with her lips to the keyhole, **imploring** for admission. “Louise, open the door! I beg; open the door—you will make yourself ill. What are you doing, Louise? For heaven’s sake open the door.”

- 16 “Go away. I am not making myself ill.” No; she was drinking in a very elixir of life¹ through that open window.
- 17 Her fancy was running riot along those days ahead of her. Spring days, and summer days, and all sorts of days that would be her own. She breathed a quick prayer that life might be long. It was only yesterday she had thought with a shudder that life might be long.
- 18 She arose at length and opened the door to her sister’s **importunities**. There was a feverish triumph in her eyes, and she carried herself unwittingly like a goddess of Victory. She clasped her sister’s waist, and together they descended the stairs. Richards stood waiting for them at the bottom.
- 19 Someone was opening the front door with a latchkey. It was Brently Mallard who entered, a little travel-stained, composedly carrying his gripsack² and umbrella. He had been far from the scene of the accident, and did not even know there had been one. He stood amazed at Josephine’s piercing cry; at Richards’ quick motion to screen him from the view of his wife.
- 20 But Richards was too late.
- 21 When the doctors came they said she had died of heart disease—of the joy that kills. 🐼

1. **elixir of life** mythical liquid believed to prolong a person’s life indefinitely.
2. **gripsack** small bag for holding clothes; suitcase.

NOTES


Mark familiar word parts or indicate another strategy you used that helped you determine meaning.

importunities (ihm pawr TOO nuh teez) *n.*

MEANING:

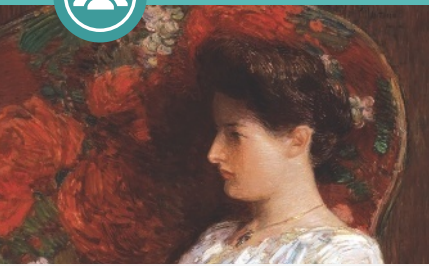
Comprehension Check

Complete the following items after you finish your first read. Review and clarify details with your group.

1. What medical problem afflicts Mrs. Mallard?
2. What news does Mrs. Mallard receive as the story opens?
3. As Mrs. Mallard sits alone in her room, what word does she keep whispering to herself?
4. What happens when Brently Mallard turns up, alive?
5.  **Notebook** Write a summary of the story to confirm your understanding.

RESEARCH

Research to Explore This story may spark your curiosity to learn more. Briefly research a relevant topic that interests you. You may want to share what you discover with your group.



THE STORY OF AN HOUR

TIP

GROUP DISCUSSION

Listen carefully as others present their ideas so that you do not simply repeat their words when your turn comes. Try to add something new to the discussion.

WORD NETWORK

Add words related to struggle from the text to your Word Network.

STANDARDS

RL.11–12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11–12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

L.11–12.5.b Analyze nuances in the meaning of words with similar denotations.

Close Read the Text

With your group, revisit sections of the text you marked during your first read. **Annotate** details that you notice. What **questions** do you have? What can you **conclude**?



Analyze the Text

CITE TEXTUAL EVIDENCE
to support your answers.

Notebook Complete the activities.

- 1. Review and Clarify** With your group, discuss the ending of the story. Do you agree with the doctors' evaluation? Why, or why not?
- 2. Present and Discuss** Now, work with your group to share the passages from the selection that you found especially important. Take turns presenting your passages. Discuss what you noticed in the selection, the questions you asked, and the conclusions you reached.
- 3. Essential Question: *In what ways does the struggle for freedom change with history?*** What has this text taught you about the struggle for freedom? Discuss with your group.

LANGUAGE DEVELOPMENT

Concept Vocabulary

persistence

imploring

importunities

Why These Words? The three concept vocabulary words from the text are related. With your group, discuss the words, and determine what the words have in common. How do these word choices enhance the text?

Practice

Notebook Use a dictionary or thesaurus to find and record two synonyms for each of the concept vocabulary words. Then, write a sentence that explains how you think Chopin's word choices affect readers' understanding of the story. Share your sentences with your group.

Word Study

Notebook Denotation and Connotation The **denotation** of a word is its dictionary meaning. **Connotation** refers to the shades of meaning a word conveys. As Mrs. Mallard sits in her room, she hears Josephine's *importunities* for her to open the door. The denotation of the word is "instances of persistent begging." The connotation, however, suggests that such begging is especially annoying. Use a thesaurus to find four other words that mean "to beg," and think about their connotations. Then, list the words in order—from least to most forceful, or from most negative to most positive.

Analyze Craft and Structure

Development of Theme In this story, the author develops a central idea, or **theme**, about the ways in which the society of her time constrains women. To develop that thematic insight, Chopin focuses on the contrast between Mrs. Mallard's **internal monologue**—her main character's thoughts and conversation with herself—and the external situation in which Mrs. Mallard finds herself.

Practice

CITE TEXTUAL EVIDENCE
to support your answers.

Use the chart to track Mrs. Mallard's actions and the emotional journey she undergoes. Then, explain how Mrs. Mallard's actions and feelings suggest Chopin's theme about the status of women in the society of her era. Note that there may be more than one theme. Complete this chart independently, and then share your responses with your group.

PARAGRAPH	WHAT MRS. MALLARD DOES	WHAT MRS. MALLARD FEELS	THEMATIC MEANING
3			
9			
10			
17			



THE STORY OF AN HOUR

Conventions and Style

Author's Choices: Irony “The Story of an Hour” is an ironic tale. **Irony** is a contradiction between appearance and reality, between expectation and outcome, or between meaning and intention. In literature, readers frequently encounter three types of irony.

Situational Irony: Something happens that contradicts readers' expectations.

Example: In the story “The Necklace,” a couple must replace a diamond necklace that the wife borrowed from a friend and lost. Years later, after falling into poverty in order to pay for the replacement necklace, the couple discover the original was a fake.

Dramatic Irony: Readers or viewers are aware of something that a character does not know.

Example: In *Romeo and Juliet*, characters believe that Juliet is dead, but the audience knows that she is simply in a drugged sleep.

Verbal Irony: Someone says something that deliberately contradicts what that person actually means.

Example: In *Julius Caesar*, Marc Antony refers to Brutus as “an honorable man” when he means to prove that Brutus, Caesar’s killer, is extremely dishonorable.

Read It

Work individually. Complete each situation below, and write your response to it based on the story. Then, reconvene with your group to compare and contrast your responses.

PARAGRAPHS	SITUATION	WHY IS THIS IRONIC?
5–6	Mrs. Mallard has just learned about her husband's death, but now she notices . . .	
20–21	Mrs. Mallard has reconciled herself to her newfound freedom, but now she discovers . . .	

STANDARDS

RL.11–12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant.

SL.11–12.1.c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

SL.11–12.1.d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Write It

Notebook Choose a favorite movie with a classic, expected ending. Write a paragraph that changes the ending so that it becomes ironic. Explain how your new ending is an example of situational irony.



Speaking and Listening

Assignment

Hold a **group discussion** to consider how readers of Chopin's time might have responded to "The Story of an Hour." Use what you know about the history of the era. Choose one of these social groups as the focus for your discussion.

- ☐ How might women in various social roles have responded to the story?
- ☐ How might other writers or artists have responded to the story?
- ☐ How might social critics or activists have responded to the story?

Preparing for the Discussion Locate areas of the text that support your ideas about how the social group you selected might respond to the story. Record your best examples here. Then, join up with others who chose the same perspective, and compare notes as a group.

Perspective: _____

SECTION OF TEXT	POSSIBLE RESPONSE / EXPLANATION

Holding the Discussion Decide as a group whether you want to go through the story section by section and have each person respond from his or her chosen perspective, or whether you prefer to look at the whole text through one perspective at a time. Either way, make sure that everyone has a chance to speak and to express opinions that are supported with evidence from the text and knowledge about 1890s America. If questions emerge from your discussion, decide together how you will locate the answers.

EVIDENCE LOG

Before moving on to a new selection, go to your Evidence Log and record what you learned from "The Story of an Hour."



BROWN v. BOARD OF EDUCATION: OPINION OF THE COURT

Comparing Texts

In this lesson, you will read and compare the decision of the Supreme Court in the case *Brown v. Board of Education* and the magazine article “Was *Brown v. Board* a Failure?” First, you will complete the first-read and close-read activities for the Supreme Court decision. The work you do with your group on this title will help prepare you for your final comparison.



WAS BROWN v. BOARD A FAILURE?

About the Author



Earl Warren (1891–1974), a lawyer and three-time governor of California, served as the fourteenth Chief Justice of the United States, from 1953 to 1969. Warren’s time on the Court was an active one, with landmark decisions in race relations, criminal procedure, and legislative apportionment. After the assassination of President John F. Kennedy in 1963, Warren headed a federal commission that investigated the murder.

STANDARDS

RI.11–12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

L.11–12.4.b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. Apply knowledge of Greek, Latin, Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.

Brown v. Board of Education: Opinion of the Court

Concept Vocabulary

As you read the Supreme Court’s opinion in *Brown v. Board of Education*, you will encounter these words.

plaintiffs

jurisdiction

disposition

Familiar Word Parts In your reading, you may encounter words that are a bit unfamiliar but that seem to have word parts that you recognize. As this example shows, the word part that you recognize can help you determine the meaning of the unfamiliar word.

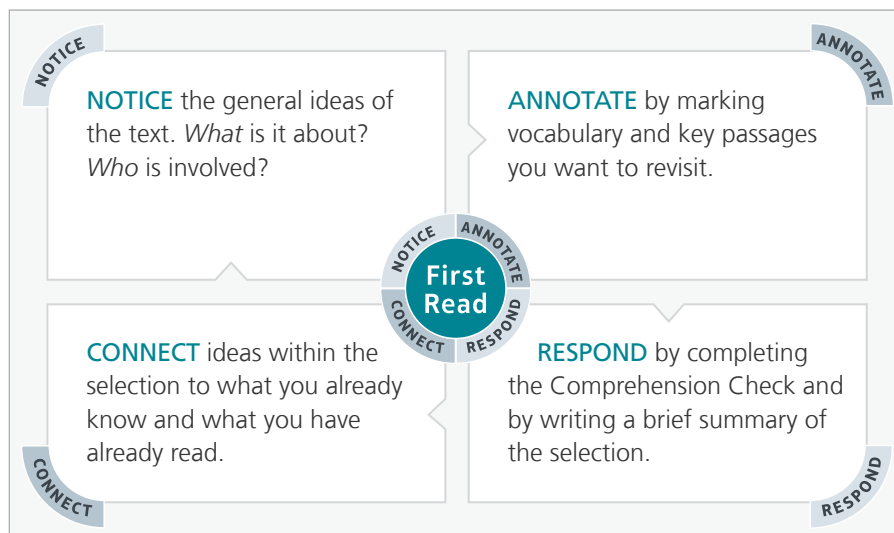
Sentence: A sense of possibilities can **embolden** children to learn.

Familiar Word Part: *bold*, which means “without fear” or “courageous”

Conclusion: Since *bold* involves a lack of fear, *embolden* must have something to do with instilling fearlessness in someone.

First Read NONFICTION

Apply these strategies as you conduct your first read. You will have an opportunity to complete a close read after your first read.



Brown v. Board of Education: Opinion of the Court

Earl Warren

BACKGROUND

In 1951, when 17 states required schools to be segregated by race, 13 parents brought a lawsuit against the Board of Education of Topeka, Kansas. At the forefront of the case was the Brown family. Linda Brown, an African American third-grader, was not allowed to attend the elementary school seven blocks from her house. Instead, she was required to take a bus to a school across town. Since the United States Supreme Court decision in the 1896 case *Plessy v. Ferguson*, racial segregation of schools had been allowed so long as the schools were “separate but equal.” In the landmark case of *Brown v. Board of Education*, the Supreme Court ruled unanimously (9–0) to overrule *Plessy*.

SCAN FOR
MULTIMEDIA



SUPREME COURT OF THE UNITED STATES

Brown v. Board of Education,
347 U.S. 483 (1954) (USSC+)

347 U.S. 483

Argued December 9, 1952

Reargued December 8, 1953

Decided May 17, 1954

APPEAL FROM THE UNITED STATES DISTRICT COURT
FOR THE DISTRICT OF KANSAS*

NOTES

Syllabus

- 1 Segregation of white and Negro children in the public schools of a State solely on the basis of race, pursuant to¹ state laws permitting or requiring such segregation, denies to Negro children the equal protection of the laws guaranteed by the Fourteenth Amendment—even though the physical facilities and other “tangible” factors of white and Negro schools may be equal.

1. **pursuant to** in a way that agrees with or follows.

Mark familiar word parts or indicate another strategy you used that helped you determine meaning.

plaintiffs (PLAYN tihs) *n.*

MEANING:

Mark familiar word parts or indicate another strategy you used that helped you determine meaning.

jurisdiction (jur ihs DIHK shuhn) *n.*

MEANING:

- 2 (a) The history of the Fourteenth Amendment is inconclusive² as to its intended effect on public education.
- 3 (b) The question presented in these cases must be determined not on the basis of conditions existing when the Fourteenth Amendment was adopted, but in the light of the full development of public education and its present place in American life throughout the Nation.
- 4 (c) Where a State has undertaken to provide an opportunity for an education in its public schools, such an opportunity is a right which must be made available to all on equal terms.
- 5 (d) Segregation of children in public schools solely on the basis of race deprives children of the minority group of equal educational opportunities, even though the physical facilities and other “tangible” factors may be equal.
- 6 (e) The “separate but equal” doctrine adopted in *Plessy v. Ferguson*, 163 U.S. 537, has no place in the field of public education.
- 7 (f) The cases are restored to the docket³ for further argument on specified questions relating to the forms of the decrees.

Opinion

- 8 MR. CHIEF JUSTICE WARREN delivered the opinion of the Court.
- 9 These cases come to us from the States of Kansas, South Carolina, Virginia, and Delaware. They are premised on⁴ different facts and different local conditions, but a common legal question justifies their consideration together in this consolidated opinion.
- 10 In each of the cases, minors of the Negro race, through their legal representatives, seek the aid of the courts in obtaining admission to the public schools of their community on a nonsegregated basis. In each instance, they had been denied admission to schools attended by white children under laws requiring or permitting segregation according to race. This segregation was alleged to deprive the **plaintiffs** of the equal protection of the laws under the Fourteenth Amendment. In each of the cases other than the Delaware case, a three-judge federal district court denied relief to the plaintiffs on the so-called “separate but equal” doctrine announced by this Court in *Plessy v. Ferguson*, 163 U.S. 537. Under that doctrine, equality of treatment is accorded when the races are provided substantially equal facilities, even though these facilities be separate. In the Delaware case, the Supreme Court of Delaware adhered to that doctrine, but ordered that the plaintiffs be admitted to the white schools because of their superiority to the Negro schools.
- 11 The plaintiffs contend that segregated public schools are not “equal” and cannot be made “equal,” and that hence they are deprived of the equal protection of the laws. Because of the obvious importance of the question presented, the Court took **jurisdiction**.

2. **inconclusive** *adj.* not fully resolving all doubts or questions.

3. **docket** *n.* list of the legal cases that will be tried in a court of law.

4. **premiered on** based on.

Argument was heard in the 1952 Term, and reargument was heard this Term on certain questions propounded⁵ by the Court.

- 12 Reargument was largely devoted to the circumstances surrounding the adoption of the Fourteenth Amendment in 1868. It covered exhaustively consideration of the Amendment in Congress, ratification⁶ by the states, then-existing practices in racial segregation, and the views of proponents and opponents of the Amendment. This discussion and our own investigation convince us that, although these sources cast some light, it is not enough to resolve the problem with which we are faced. At best, they are inconclusive. The most avid proponents of the post-War Amendments undoubtedly intended them to remove all legal distinctions among “all persons born or naturalized in the United States.” Their opponents, just as certainly, were antagonistic to both the letter and the spirit of the Amendments and wished them to have the most limited effect. What others in Congress and the state legislatures had in mind cannot be determined with any degree of certainty.

- 13 An additional reason for the inconclusive nature of the Amendment’s history with respect to segregated schools is the status of public education at that time. In the South, the movement toward free common schools, supported by general taxation, had not yet taken hold. Education of white children was largely in the hands of private groups. Education of Negroes was almost nonexistent, and practically all of the race were illiterate. In fact, any education of Negroes was forbidden by law in some states. Today, in contrast, many Negroes have achieved outstanding success in the arts and sciences, as well as in the business and professional world. It is true that public school education at the time of the Amendment had advanced further in the North, but the effect of the Amendment on Northern States was generally ignored in the congressional debates. Even in the North, the conditions of public education did not approximate those existing today. The curriculum was usually rudimentary; ungraded schools were common in rural areas; the school term was but three months a year in many states, and compulsory school attendance was virtually unknown. As a consequence, it is not surprising that there should be so little in the history of the Fourteenth Amendment relating to its intended effect on public education.

- 14 In the first cases in this Court construing the Fourteenth Amendment, decided shortly after its adoption, the Court interpreted it as proscribing all state-imposed discriminations against the Negro race. The doctrine of “separate but equal” did not make its appearance in this Court until 1896 in the case of *Plessy v. Ferguson*, supra,⁷ involving not education but transportation. American courts have since labored with the doctrine for over half a century. In this

5. **propounded** v. suggested for consideration.

6. **ratification** n. process of officially approving and accepting an agreement.

7. **supra** mentioned earlier in this writing.

Court, there have been six cases involving the “separate but equal” doctrine in the field of public education. In *Cumming v. County Board of Education*, 175 U.S. 528, and *Gong Lum v. Rice*, 275 U.S. 78, the validity of the doctrine itself was not challenged. In more recent cases, all on the graduate school level, inequality was found in that specific benefits enjoyed by white students were denied to Negro students of the same educational qualifications. *Missouri ex rel. Gaines v. Canada*, 305 U.S. 337; *Sipuel v. Oklahoma*, 332 U.S. 631; *Sweatt v. Painter*, 339 U.S. 629; *McLaurin v. Oklahoma State Regents*, 339 U.S. 637. In none of these cases was it necessary to reexamine the doctrine to grant relief to the Negro plaintiff. And in *Sweatt v. Painter*, supra, the Court expressly reserved decision on the question whether *Plessy v. Ferguson* should be held inapplicable to public education.

- 15 In the instant cases, that question is directly presented. Here, unlike *Sweatt v. Painter*, there are findings below that the Negro and white schools involved have been equalized, or are being equalized, with respect to buildings, curricula, qualifications and salaries of teachers, and other “tangible” factors. Our decision, therefore, cannot turn on merely a comparison of these tangible factors in the Negro and white schools involved in each of the cases. We must look instead to the effect of segregation itself on public education.
- 16 In approaching this problem, we cannot turn the clock back to 1868, when the Amendment was adopted, or even to 1896, when *Plessy v. Ferguson* was written. We must consider public education in the light of its full development and its present place in American life throughout the Nation. Only in this way can it be determined if segregation in public schools deprives these plaintiffs of the equal protection of the laws.
- 17 Today, education is perhaps the most important function of state and local governments. Compulsory school attendance laws and the great expenditures for education both demonstrate our recognition of the importance of education to our democratic society. It is required in the performance of our most basic public responsibilities, even service in the armed forces. It is the very foundation of good citizenship. Today it is a principal instrument in awakening the child to cultural values, in preparing him for later professional training, and in helping him to adjust normally to his environment. In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity, where the state has undertaken to provide it, is a right which must be made available to all on equal terms.
- 18 We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other “tangible” factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does.
- 19 In *Sweatt v. Painter*, supra, in finding that a segregated law school for Negroes could not provide them equal educational opportunities,

this Court relied in large part on “those qualities which are incapable of objective measurement but which make for greatness in a law school.” In *McLaurin v. Oklahoma State Regents*, supra, the Court, in requiring that a Negro admitted to a white graduate school be treated like all other students, again resorted to intangible considerations: “. . . his ability to study, to engage in discussions and exchange views with other students, and, in general, to learn his profession.” Such considerations apply with added force to children in grade and high schools. To separate them from others of similar age and qualifications solely because of their race generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely ever to be undone. The effect of this separation on their educational opportunities was well stated by a finding in the Kansas case by a court which nevertheless felt compelled to rule against the Negro plaintiffs:

Segregation of white and colored children in public schools has a detrimental effect upon the colored children. The impact is greater when it has the sanction⁸ of the law, for the policy of separating the races is usually interpreted as denoting the inferiority of the negro group. A sense of inferiority affects the motivation of a child to learn. Segregation with the sanction of law, therefore, has a tendency to [retard] the educational and mental development of negro children and to deprive them of some of the benefits they would receive in a racial[ly] integrated school system.

- 20 Whatever may have been the extent of psychological knowledge at the time of *Plessy v. Ferguson*, this finding is amply supported by modern authority. Any language in *Plessy v. Ferguson* contrary to this finding is rejected.
- 21 We conclude that, in the field of public education, the doctrine of “separate but equal” has no place. Separate educational facilities are inherently unequal. Therefore, we hold that the plaintiffs and others similarly situated for whom the actions have been brought are, by reason of the segregation complained of, deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment. This **disposition** makes unnecessary any discussion whether such segregation also violates the Due Process Clause of the Fourteenth Amendment.
- 22 Because these are class actions, because of the wide applicability of this decision, and because of the great variety of local conditions, the formulation of decrees in these cases presents problems of considerable complexity. On reargument, the consideration of appropriate relief was necessarily subordinated to the primary question—the constitutionality of segregation in public education. We have now announced that such segregation is a denial of the equal

Mark familiar word parts or indicate another strategy you used that helped you determine meaning.

disposition (dihs puh ZIHSH uhn) *n.*

MEANING:

8. **sanction** *n.* official permission or approval.

23 *It is so ordered.* 🐼

Complete the following items after you finish your first read. Review and clarify details with your group.

- Ally Glass Resealing Company LLC.

Research to Clarify Choose at least one unfamiliar detail from the text. Briefly research that detail. In what way does the information you learned shed light on an aspect of the Supreme Court’s opinion? Share your findings with your group.



Close Read the Text

With your group, revisit sections of the text you marked during your first read. **Annotate** details that you notice. What **questions** do you have? What can you **conclude**?



Analyze the Text

CITE TEXTUAL EVIDENCE
to support your answers.

Complete the activities.

- 1. Review and Clarify** With your group, review paragraphs 15–19. Then, discuss the justices' argument about why "separate but equal" is inherently unequal.
- 2. Present and Discuss** Share with your group the passages from the text that you found especially significant, taking turns with others. Discuss what you noticed in the text, what questions you asked, and what conclusions you reached.
- 3. Essential Question:** *In what ways does the struggle for freedom change with history?* What has this text taught you about the struggle for freedom? Discuss with your group.



BROWN v. BOARD OF EDUCATION:
OPINION OF THE COURT

TIP

GROUP DISCUSSION

If you do not fully understand a classmate's comment, ask for clarification. Using a respectful tone, state exactly what you don't understand.



WORD NETWORK

Add words related to struggle from the text to your Word Network.

LANGUAGE DEVELOPMENT

Concept Vocabulary

plaintiffs

jurisdiction

disposition

Why These Words? The three concept vocabulary words from the text are related. With your group, discuss the words, and determine what the words have in common. How do these word choices enhance the text?

Practice Use each concept vocabulary word in a sentence. Make sure to include context clues that hint at the word's meaning.

Word Study

Technical Words Most professions, including such fields as medicine and law, have their own technical language, often called **jargon**. In writing the Court's opinion in *Brown v. Board of Education*, Chief Justice Earl Warren uses technical legal words such as *plaintiffs*, *jurisdiction*, and *disposition*. Find four other words in the selection that could be classified as legal jargon. Write the words and their meanings.

STANDARDS

RI.11–12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

L.11–12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

BROWN v. BOARD OF EDUCATION:
OPINION OF THE COURT

Analyze Craft and Structure

Author's Choices: Structure In *Brown v. Board of Education*, Chief Justice Earl Warren delivers the **opinion**, or legal judgment, of the Court. He defends the Court's position in the form of an analytical argument. In an **analytical argument**, a writer or speaker uses logical reasoning and persuasive evidence to examine an issue and to support a particular conclusion, called a **claim**. In legal opinions, the writer presenting the argument anticipates and considers objections and challenges, or **counterclaims**.

CITE TEXTUAL EVIDENCE
to support your answers.

Practice

Work with your group to analyze the structure of the Court's opinion. Review the text, and complete the chart. Notice the order of topics: Warren proceeds from historical to legal to social considerations before arriving at a conclusion. Identify specific details from each section of the opinion, and explain the main idea they develop. Then, explain how each section adds to the line of reasoning that results in the Court's decision.

TOPIC	DETAILS IN THE TEXT	MAIN IDEA
Fourteenth Amendment (historical considerations)		
<i>Plessy v. Ferguson</i> (legal considerations)		
Importance of education (social considerations)		
Conclusions reached by the Court		



Conventions and Style

Coordinating Conjunctions A **coordinating conjunction** connects words, phrases, or clauses of equal rank. You can improve your sentence variety by using coordinating conjunctions to combine short, simple sentences into compound sentences.

Original: These cases are premised on different facts. A common legal question justifies their consideration together.

Revision: These cases are premised on different facts, *but* a common legal question justifies their consideration together.

Coordinating conjunctions show different relationships between the words or ideas that they connect. Study this chart.


COORDINATING CONJUNCTION	RELATIONSHIP
and	addition or similarity
but, yet	contrast
so	result or effect
for	reason or cause
or, nor	choice

Read It

In each item from or about the Supreme Court's opinion in *Brown v. Board of Education*, mark the coordinating conjunction and the words or groups of words that it connects.

1. Compulsory attendance laws and the great expenditures for education demonstrate our recognition of its importance.
2. Education is a principal instrument in awakening the child to cultural values, but success in life without the opportunity of an education is doubtful.
3. The state undertakes to make education available, yet it must be available to all on equal terms.
4. Education is a key function of government, for it is the very foundation of good citizenship.

Write It

 **Notebook** Use a coordinating conjunction to combine each pair of sentences. Write the new sentence.

1. According to the plaintiffs, public schools are not "equal." The schools cannot be made "equal."
2. Schools may have equal physical facilities. That fact doesn't guarantee equal educational opportunities.
3. Minority children in segregated schools may lack motivation to learn. By their very nature, such schools tend to instill a sense of inferiority.
4. The Court agreed. Segregation in public schools was struck down.

TIP

PUNCTUATION

If you use a coordinating conjunction to join two independent clauses, place a comma before the coordinating conjunction.



EVIDENCE LOG

Before moving on to a new selection, go to your Evidence Log and record what you learned from the Supreme Court's opinion in *Brown v. Board of Education*.

STANDARDS

RI.11–12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

L.11–12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11–12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.



BROWN V BOARD OF EDUCATION:
OPINION OF THE COURT

Writing to Sources

News articles inform the public about major events taking place in the world. They often summarize and explain complex happenings in a way that is easily understood.

Assignment

With your group, analyze the Supreme Court's opinion in *Brown v. Board of Education*. Then, write a **news article** in which you summarize and explain the Court's historic decision.

- Outline the essay, and take note of the key ideas you will include in your article.
- Provide an accurate summarization of the opinion.
- Use precise words to ensure your reporting is factual.
- Avoid injecting your own group's opinions or commentary.
- Title your article and list its contributors.

Vocabulary and Conventions Connection Consider including some of the concept vocabulary words. Also, consider using coordinating conjunctions to link ideas and to combine short sentences.

plaintiffs

jurisdiction

disposition

Reflect on Your Writing

After you have drafted your news article answer these questions.

1. In what ways is your writing suited to a general audience?
2. Are your summarizations and explanations an accurate reflection of the original text?
3. **Why These Words?** The words you choose can greatly increase the effect of your writing. To what extent are your word choices precise and clear?

Speaking and Listening

Assignment

Chief Justice Warren's Court tried several cases concerning civil rights. Choose one of the following cases to research. Then, hold a **group discussion** in which you share your findings.

- ☐ *Bolling v. Sharpe*
- ☐ *Cooper v. Aaron*
- ☐ *Lucy v. Adams*
- ☐ *Loving v. Virginia*

1. **Perform Research** As a group, decide which case to research, and then, working individually, find 2-3 reputable sources to consult. Keep the following in mind as you conduct research:
 - Internet sources that contain .gov or .edu are generally more reliable than sites containing .com or .org.
 - Be sure to verify evidence by cross-checking with another source.
2. **Take Notes** As you research, take careful, accurate notes and be sure to indicate which sources you used. At the end of your notes document, create a set of "talking points" to bring up during your group's discussion.
3. **Hold the Discussion** When all group members have completed their research, come together to discuss your findings.
 - Appoint a facilitator, who will lead the discussion and ensure that the group stays on topic and follows ground rules for discussion.
 - When it is your turn to share your research, refer to your talking points. Be brief and to the point, but try to make your research findings interesting to listeners. When you have finished presenting, invite questions from listeners.
 - When you are listening to others present, be respectful and attentive. When invited to do so, ask questions that are relevant to the topic.
4. **Summarize Findings** At the conclusion of your group discussion, work with your group's facilitator to summarize the work of Earl Warren's Court as it relates to civil rights. Share your findings with other groups, and invite questions from your audience.

EVIDENCE LOG

Before moving on to a new selection, go to your Evidence Log and record what you learned from the Supreme Court's opinion in *Brown v. Board of Education*.



SOURCES

- AIN'T I A WOMAN?
- DECLARATION OF SENTIMENTS
- GIVING WOMEN THE VOTE
- THE STORY OF AN HOUR
- BROWN v. BOARD OF EDUCATION: OPINION OF THE COURT

Panel Discussion

Assignment

You have read a variety of texts by people who sought to protest social ills and encourage change. Work with your group to hold an informative **panel discussion** that addresses these questions:

What were the goals of these reformers?

Why did they want to achieve those goals?

Make a video recording of your discussion to share with others.

Plan With Your Group

Analyze the Texts There are four texts in the chart. If there are four members in your group, have each member choose one text as his or her area of expertise. If there are more than four members, form partnerships to choose texts. Use the chart headings to formulate key ideas about the particular text you or your partnership has chosen.

TITLE	GOAL OF REFORMER	REASONS FOR GOAL
Ain't I a Woman?		
Declaration of Sentiments		
Giving Women the Vote		
The Story of an Hour		
Brown v. Board of Education: Opinion of the Court		

Gather Evidence Find specific details from your text to support your ideas. Take notes or use note cards to list quotations from the text that support your understanding of the reformer's goal. If necessary, conduct research to locate evidence that supports your understanding of why that goal was important to the reformer.

STANDARDS

SL.11–12.1.a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

Organize Your Presentation Choose a moderator to present the assignment questions, which each panel member will answer in turn. The moderator should also make sure that each speaker keeps to agreed-upon time limits and doesn't speak out of turn. Decide on the order in which presenters will speak. Ask a classmate from another group to make a video recording of your discussion.

Rehearse With Your Group

Practice With Your Group Use this checklist to evaluate the effectiveness of your group's first run-through. Then, use your evaluation and these instructions to guide your revision.

CONTENT	USE OF MEDIA	PRESENTATION TECHNIQUES
<input type="checkbox"/> Each speaker clearly answers the questions asked. <input type="checkbox"/> Each speaker supports ideas with evidence from the texts or additional research.	<input type="checkbox"/> The equipment functions properly. <input type="checkbox"/> The focus moves smoothly from speaker to speaker.	<input type="checkbox"/> The speakers use formal language appropriately. <input type="checkbox"/> The speakers make eye contact and speak clearly. <input type="checkbox"/> Interactions between speakers and the moderator are civil and smooth.

Fine-Tune the Content If necessary, find additional examples from your chosen text to support your ideas. Make sure that you have incorporated all of the outside research you did as you respond to the moderator's questions.

Improve Your Use of Media Watch a playback of your recording, and give feedback to your recorder. In particular, make sure that the sound is audible so that viewers can easily hear what is being asked and answered.

Brush-Up on Your Presentation Techniques Listen for places where you may revert to language that is more informal or less polished. Try to speak as though you are educating an audience that is eager to learn about these reformers.

Present and Evaluate

As you record your final panel discussion, give all speakers equal time to share their ideas. As you watch the videos made by other groups, evaluate the presentations based on the evaluation checklist.

STANDARDS

SL.11–12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation.

SL.11–12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.



PRIMARY SOURCES

- MARY CHESNUT'S CIVIL WAR
- BOMBARDMENT OF SUMTER (ART)
- RECOLLECTIONS OF A PRIVATE
- CIVIL WAR SOLDIER (ART)

Research Presentation

Assignment

You have explored ways in which people across history have struggled for freedom. Now, expand your knowledge by researching how individuals in the Civil War period dealt with realities of war. With your group, read the primary sources that have been provided. Then, form additional research questions based on your reading and locate another source to explore. Synthesize your learning to answer this question:

What can we learn from ordinary people about extraordinary wartime events?

Share your learning in a **research presentation**.

Plan With Your Group

Analyze the Texts As a group, analyze and discuss each primary source listed here. Remember that a primary source is a document, image, or artifact that provides information about a historical topic. As you study each source, note what information it conveys and also note what further questions the source raises. Perform additional research as needed to find additional information on events, authors, or artists.

TITLE	WHAT WE LEARNED	QUESTIONS WE HAVE
Mary Chesnut's Civil War		
Bombardment of Sumter (art)		
Recollections of a Private		
Civil War Soldier (art)		

Formulate a Research Question Once you have studied the sources that have been provided, formulate a research question that arises from your reading. With your group, locate and analyze a source that will provide the information you seek, and take notes on your learning.

Synthesize Your Findings Review what you've learned from the primary sources you consulted. Then, with your group, answer the question posed in the assignment.

from Mary Chesnut's Civil War

Mary Chesnut

BACKGROUND

The excerpts are from the diary of Mary Chestnut, who provides an eyewitness account of events leading to and following an attack on Fort Sumter.

APRIL 7, 1861. Today things seem to have settled down a little.

One can but hope still. Lincoln or Seward have made such silly advances and then far sillier drawings back. There may be a chance for peace, after all.

Things are happening so fast.

My husband has been made an aide-de-camp of General Beauregard.

Three hours ago we were quietly packing to go home. The convention has adjourned.

Now he tells me the attack upon Fort Sumter may begin tonight. Depends upon Anderson and the fleet outside. The Herald says that this show of war outside of the bar is intended for Texas.

John Manning came in with his sword and red sash. Pleased as a boy to be on Beauregard's staff while the row goes on. He has gone with Wigfall to Captain Hartstene with instructions.

Mr. Chesnut is finishing a report he had to make to the convention.

Mrs. Hayne called. She had, she said, "but one feeling, pity for those who are not here."

Jack Preston, Willie Alston—"the take-life-easys," as they are called—with John Green, "the big brave," have gone down to the island—volunteered as privates.

Seven hundred men were sent over. Ammunition wagons rumbling along the streets all night. Anderson burning blue lights—signs and signals for the fleet outside, I suppose.

Today at dinner there was no allusion to things as they stand in Charleston Harbor. There was an undercurrent of intense excitement. There could not have been a more brilliant circle. In addition to our usual quartet (Judge Withers, Langdon Cheves, and Trescot) our two governors dined with us, Means and Manning.

Primary Sources

Diaries and Journals What details of style and form tell you that you are reading a diary or journal entry?

Primary Sources

Diaries and Journals

Judging from her list of dinner guests, what can you infer about Mary Chesnut's social circumstances?



Bombardment of Sumter, Harper's Weekly, 1861

› **Primary Source: Art**

Describe the spectators' differing reactions to the attack on Fort Sumter as shown in this illustration.

These men all talked so delightfully. For once in my life I listened. That over, business began. In earnest, Governor Means rummaged a sword and red sash from somewhere and brought it for Colonel Chesnut, who has gone to demand the surrender of Fort Sumter.

And now, patience—we must wait.

Why did that green goose Anderson go into Fort Sumter? Then everything began to go wrong.

Now they have intercepted a letter from him, urging them to let him surrender. He paints the horrors likely to ensue if they will not.

He ought to have thought of all that before he put his head in the hole.

APRIL 12, 1861. Anderson will not capitulate.

Yesterday was the merriest, maddest dinner we have had yet. Men were more audaciously wise and witty. We had an unspoken foreboding it was to be our last pleasant meeting. Mr. Miles dined with us today. Mrs. Henry King rushed in: "The news, I come for the latest news—all of the men of the King family are on the island"—of which fact she seemed proud.

While she was here, our peace negotiator—or envoy—came in. That is, Mr. Chesnut returned—his interview with Colonel Anderson had been deeply interesting—but was not inclined to be communicative, wanted his dinner. Felt for Anderson. Had telegraphed to President Davis for instructions. . . .

I do not pretend to go to sleep. How can I? If Anderson does not accept terms—at four—the orders are—he shall be fired upon.

I count four—St. Michael chimes. I begin to hope. At half-past four, the heavy booming of a cannon.

I sprang out of bed. And on my knees—prostrate—I prayed as I never prayed before.

There was a sound of stir all over the house—pattering of feet in the corridor—all seemed hurrying one way. I put on my double gown and a shawl and went, too. It was to the housetop.

The shells were bursting. In the dark I heard a man say "waste of ammunition."

I knew my husband was rowing about in a boat somewhere in that dark bay. And that the shells were roofing it over—bursting toward the fort. If Anderson was obstinate—he was to order the forts on our side to open fire. Certainly fire had begun. The regular roar of the cannon—there it was. And who could tell what each volley accomplished of death and destruction.

The women were wild, there on the housetop. Prayers from the women and imprecations from the men, and then a shell would light up the scene. Tonight, they say, the forces are to attempt to land.

The *Harriet Lane* had her wheelhouse smashed and put back to sea.

We watched up there—everybody wondered. Fort Sumter did not fire a shot.

Today Miles and Manning, colonels now—aides to Beauregard—dined with us. The latter hoped I would keep the peace. I give him only good words, for he was to be under fire all day and night, in the bay carrying orders, etc.

Last night—or this morning truly—up on the housetop I was so weak and weary I sat down on something that looked like a black stool.

Primary Sources

Diaries and Journals

What seems to be Chesnut's emotional state as she writes this entry? What clues in the text support your analysis?



Primary Sources

Diaries and Journals

What do you learn from the entry of April 13, 1861, that you would probably not learn from a textbook?

“Get up, you foolish woman—your dress is on fire,” cried a man. And he put me out.

It was a chimney, and the sparks caught my clothes. Susan Preston and Mr. Venable then came up. But my fire had been extinguished before it broke out into a regular blaze. . . .

APRIL 13, 1861. Nobody hurt, after all. How gay we were last night.

Reaction after the dread of all the slaughter we thought those dreadful cannons were making such a noise in doing.

Not even a battery the worse for wear.

Fort Sumter has been on fire. He has not yet silenced any of our guns. So the aides—still with swords and red sashes by way of uniform—tell us.

But the sound of those guns makes regular meals impossible. None of us go to table. But tea trays pervade the corridors, going everywhere.

Some of the anxious hearts lie on their beds and moan in solitary misery. Mrs. Wigfall and I solace ourselves with tea in my room.

These women have all a satisfying faith.

APRIL 15, 1861. I did not know that one could live such days of excitement.

They called, “Come out—there is a crowd coming.”

A mob indeed, but it was headed by Colonels Chesnut and Manning.

The crowd was shouting and showing these two as messengers of good news. They were escorted to Beauregard’s headquarters. Fort Sumter had surrendered.

Those up on the housetop shouted to us, “The fort is on fire.” That had been the story once or twice before.

When we had calmed down, Colonel Chesnut, who had taken it all quietly enough—if anything, more unruffled than usual in his serenity—told us how the surrender came about.

Wigfall was with them on Morris Island when he saw the fire in the fort, jumped in a little boat and, with his handkerchief as a white flag, rowed over to Fort Sumter. Wigfall went in through a porthole.

When Colonel Chesnut arrived shortly after and was received by the regular entrance, Colonel Anderson told him he had need to pick his way warily, for it was all mined.

As far as I can make out, the fort surrendered to Wigfall.

But it is all confusion. Our flag is flying there. Fire engines have been sent to put out the fire.

Everybody tells you half of something and then rushes off to tell something else or to hear the last news. . . .

Recollections of a Private

Warren Lee Goss

In the weeks that followed the attack on Fort Sumter, thousands of men on both sides volunteered to fight. Among the early enlistees was Warren Lee Goss of Massachusetts.

“Cold chills” ran up and down my back as I got out of bed after the sleepless night, and shaved preparatory to other desperate deeds of valor. I was twenty years of age, and when anything unusual was to be done, like fighting or courting, I shaved.

With a nervous tremor convulsing my system, and my heart thumping like muffled drumbeats, I stood before the door of the recruiting office, and before turning the knob to enter read and reread the advertisement for recruits posted thereon, until I knew all its peculiarities. The promised chances for “travel and promotion” seemed good, and I thought I might have made a mistake in considering war so serious after all. “Chances for travel!” I must confess now, after four years of soldiering, that the “chances for travel” were no myth; but “promotion” was a little uncertain and slow.

I was in no hurry to open the door. Though determined to enlist, I was half inclined to put it off awhile; I had a fluctuation of desires; I was fainthearted and brave; I wanted to enlist, and yet—Here I turned the knob, and was relieved. . . .

My first uniform was a bad fit: My trousers were too long by three or four inches; the flannel shirt was coarse and unpleasant, too large at the neck and too short elsewhere. The forage cap was an ungainly bag with pasteboard top and leather visor; the blouse was the only part which seemed decent; while the overcoat made me feel like a little nubbin of corn in a large preponderance of husk. Nothing except “Virginia mud” ever took down my ideas of military pomp quite so low.



^ Primary Source: Art

What attitude toward war does this 1861 painting of a young Civil War soldier convey? Explain.

**Primary Sources****Diaries and Journals**

What does this account reveal about experiences of new soldiers?

After enlisting I did not seem of so much consequence as I had expected. There was not so much excitement on account of my military appearance as I deemed justly my due. I was taught my facings, and at the time I thought the drillmaster needlessly fussy about shouldering, ordering, and presenting arms. At this time men were often drilled in company and regimental evolutions long before they learned the manual of arms, because of the difficulty of obtaining muskets. These we obtained at an early day, but we would willingly have resigned them after carrying them a few hours. The musket, after an hour's drill, seemed heavier and less ornamental than it had looked to be.

The first day I went out to drill, getting tired of doing the same things over and over, I said to the drill sergeant: "Let's stop this fooling and go over to the grocery." His only reply was addressed to a corporal: "Corporal, take this man out and drill him"; and the corporal did! I found that suggestions were not so well appreciated in the army as in private life, and that no wisdom was equal to a drillmaster's "Right face," "Left wheel," and "Right, oblique, march." It takes a raw recruit some time to learn that he is not to think or suggest, but obey. Some never do learn. I acquired it at last, in humility and mud, but it was tough. Yet I doubt if my patriotism, during my first three weeks' drill, was quite knee high. Drilling looks easy to a spectator, but it isn't. After a time I had cut down my uniform so that I could see out of it, and had conquered the drill sufficiently to see through it. Then the word came: on to Washington! . . . 🐼

Develop Your Script

Plan Your Presentation Now that you have gathered information, create an outline and script for your group to follow during your research presentation.

- Be sure your presentation provides a response to the Assignment prompt: *What can we learn from ordinary people about extraordinary wartime events?*
- Develop a working script in which you decide which group member will deliver what information. For example, you may want each group member to discuss findings from one particular primary source.
- Be sure to include information about your additional research question and how you went about finding answers to it.
- Conclude with a summary of your findings.

Rehearse With Your Group

Practice With Your Group Rehearse your presentation with your group. Use this checklist to evaluate the effectiveness of your group's first run-through. Then, use your evaluation and these instructions to guide your revision.

CONTENT	PRESENTATION TECHNIQUES
<input type="checkbox"/> Each speaker clearly identifies the topic of his or her portion of the presentation.	<input type="checkbox"/> The focus moves smoothly from speaker to speaker.
<input type="checkbox"/> Each speaker supports ideas with evidence from the texts or additional research.	<input type="checkbox"/> The speakers use formal language appropriately.
	<input type="checkbox"/> The speakers make eye contact and speak clearly.

Fine-Tune the Content If necessary, find additional examples from your source materials to support your ideas. Consider switching the order of presenters, if necessary, for flow and logic. You may also want to include visuals to add interest to your presentation.

Brush-Up on Your Presentation Techniques Adapt your word choice if you find your presentation seems too informal. Make eye contact with your audience when it is your turn to speak. When others in your group are presenting, keep your focus on them.

Present and Evaluate

Once you have finished your presentation, invite comments and feedback from your audience. As you watch and listen to presentations of other groups, take notes and offer feedback based on the evaluation checklist.



OVERVIEW: INDEPENDENT LEARNING

ESSENTIAL QUESTION:

In what ways does the struggle for freedom change with history?

Freedom is a concept that means so many things, including the right to choose your path in life and to follow your ambitions wherever they may take you. In this section, you will complete your study of the struggle for freedom by exploring an additional selection related to the topic. You'll then share what you learn with classmates. To choose a text, follow these steps.

Look Back Think about the selections you have already studied. What more do you want to know about the topic of the struggle for freedom?

Look Ahead Preview the texts by reading the descriptions. Which one seems most interesting and appealing to you?

Look Inside Take a few minutes to scan the text you chose. Choose a different one if this text doesn't meet your needs.

Independent Learning Strategies

Throughout your life, in school, in your community, and in your career, you will need to rely on yourself to learn and work on your own. Review these strategies and the actions you can take to practice them during Independent Learning. Add ideas of your own for each category.

STRATEGY	ACTION PLAN
Create a schedule	<ul style="list-style-type: none">• Understand your goals and deadlines.• Make a plan for what to do each day.•
Practice what you have learned	<ul style="list-style-type: none">• Use first-read and close-read strategies to deepen your understanding.• After you read, evaluate the usefulness of the evidence to help you understand the topic.• After reading, consult reference sources for background information that can help you clarify meaning.•
Take notes	<ul style="list-style-type: none">• Record important ideas and information.• Review your notes before preparing to share with a group.•



Choose one selection. Selections are available online only.

POETRY COLLECTION 1

The Poetry of Langston Hughes

Langston Hughes

How does it feel to grow up an outsider in the land of the free?



POETRY COLLECTION 2

Douglass *Paul Laurence Dunbar*

The Fifth Fact *Sarah Browning*

Who Burns for the Perfection of Paper *Martín Espada*

How does the past affect our present view of change?



HISTORY

from The Warmth of Other Suns

Isabel Wilkerson

How far will people travel to find the freedom that they desire?



ESSAY

What a Factory Can Teach a Housewife

Ida Tarbell

Why might factory work be more freeing than a life of service?

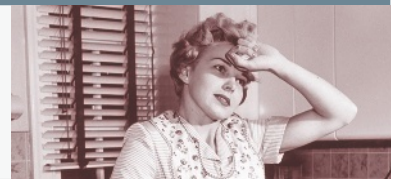


PERSUASIVE ESSAY

from Books as Bombs

Louis Menand

How can one book change the world?



MEDIA: PODCAST

A Balance Between Nature and Nurture

Gloria Steinem

Are humans born unequal, or is inequality learned?



PERFORMANCE-BASED ASSESSMENT PREP

Review Evidence for an Informative Essay

Complete your Evidence Log for the unit by evaluating what you've learned and synthesizing the information you have recorded.



First-Read Guide



Tool Kit

First-Read Guide and
Model Annotation

Use this page to record your first-read ideas.

Selection Title: _____

NOTICE

NOTICE new information or ideas you learn about the unit topic as you first read this text.

ANNOTATE

ANNOTATE by marking vocabulary and key passages you want to revisit.



CONNECT ideas within the selection to other knowledge and the selections you have read.

RESPOND by writing a brief summary of the selection.

CONNECT

RESPOND

STANDARD

Anchor Reading Standard 10 Read and comprehend complex literary and informational texts independently and proficiently.

Close-Read Guide



Tool Kit

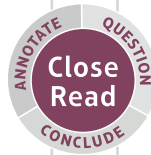
Close-Read Guide and
Model Annotation

Use this page to record your close-read ideas.

Selection Title: _____

Close Read the Text

Revisit sections of the text you marked during your first read. Read these sections closely and **annotate** what you notice. Ask yourself **questions** about the text. What can you **conclude**? Write down your ideas.



Analyze the Text

Think about the author's choices of patterns, structure, techniques, and ideas included in the text. Select one and record your thoughts about what this choice conveys.

QuickWrite

Pick a paragraph from the text that grabbed your interest. Explain the power of this passage.

STANDARD

Anchor Reading Standard 10 Read and comprehend complex literary and informational texts independently and proficiently.

I, Too

Langston Hughes



SCAN FOR
MULTIMEDIA

Meet the Poet



Langston Hughes (1902–1967) who emerged from the Harlem Renaissance, a cultural movement of the 1920s, was one of the country's most successful African American writers and prominent interpreters of the African American experience. Born in Missouri, Hughes lived in many parts of the United States and eventually moved to New York City and attended Columbia

University. While there, he began exploring Harlem, a place he would forever be associated with and later would help define.

BACKGROUND

Over the course of his writing career, Langston Hughes experimented with a variety of poetic forms and techniques. He often tried to recreate the rhythms of contemporary blues and jazz—two other artistic forms that flourished in the early part of the twentieth century.

NOTES

I, too, sing America.

I am the darker brother.
They send me to eat in the kitchen
When company comes,

5 But I laugh,
And eat well,
And grow strong.

Tomorrow,
I'll be at the table
10 When company comes.
Nobody'll dare
Say to me,

"Eat in the kitchen,"
Then.

15 Besides,
They'll see how beautiful I am
And be ashamed—

I, too, am America.

NOTES

The Negro Speaks of Rivers

Langston Hughes



NOTES

I've known rivers:

I've known rivers ancient as the world and older than the
flow of human blood in human veins.

My soul has grown deep like the rivers.

I bathed in the Euphrates when dawns were young.

- 5 I built my hut near the Congo and it lulled me to sleep.
I looked upon the Nile and raised the pyramids above it.
I heard the singing of the Mississippi when Abe Lincoln
went down to New Orleans, and I've seen its muddy
bosom turn all golden in the sunset.

I've known rivers:

Ancient, dusky rivers.

- 10 My soul has grown deep like the rivers.

Refugee in America

Langston Hughes



SCAN FOR
MULTIMEDIA



There are words like *Freedom*
Sweet and wonderful to say.
On my heart-strings freedom sings
All day everyday.

- 5 There are words like *Liberty*
That almost make me cry.
If you had known what I knew
You would know why.

NOTES

Dream Variations

Langston Hughes

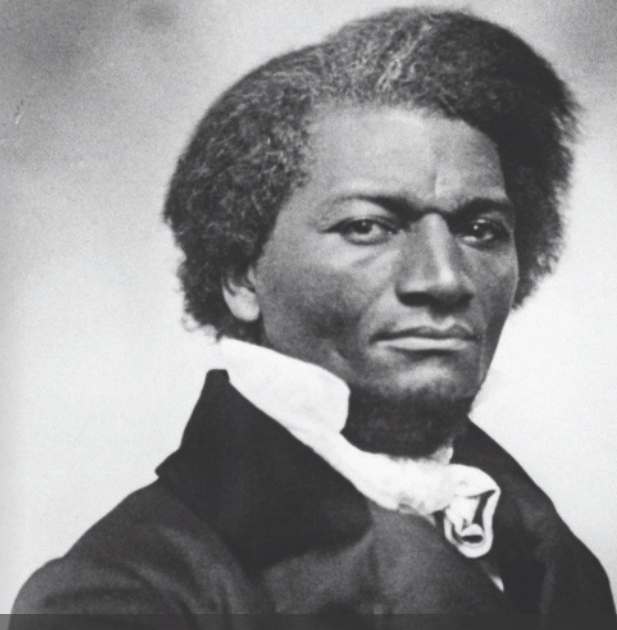


NOTES

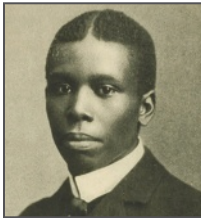
- To fling my arms wide
In some place of the sun,
To whirl and to dance
Till the white day is done.
- 5 Then rest at cool evening
Beneath a tall tree
While night comes on gently,
Dark like me—
That is my dream!
- 10 To fling my arms wide
In the face of the sun,
Dance! Whirl! Whirl!
Till the quick day is done.
Rest at pale evening . . .
- 15 A tall, slim tree . . .
Night coming tenderly
Black like me.

Douglass

Paul Laurence Dunbar



Meet the Poet



Paul Laurence Dunbar (1872–1906) was the first African American author to attain national recognition and support himself entirely with his writing. During his short career, he wrote many books of poetry, as well as four novels and four volumes of short stories. The son of former slaves, Dunbar began writing poetry at an early age, and his work first attracted critical attention in 1892. By the time of his death, he had become widely read.

SCAN FOR
MULTIMEDIA



BACKGROUND

Paul Laurence Dunbar was among the last generation to have had ongoing contact with former African American slaves. In this poem, Dunbar pays tribute to abolitionist and personal friend Frederick Douglass.

Ah, Douglass, we have fall'n on evil days,
 Such days as thou, not even thou didst know,
 When thee, the eyes of that harsh long ago
 Saw, salient,¹ at the cross of devious ways,
 5 And all the country heard thee with amaze.
 Not ended then, the passionate ebb and flow,
 The awful tide that battled to and fro;
 We ride amid a tempest of dispraise.
 Now, when the waves of swift dissension² swarm,
 10 And Honor, the strong pilot, lieth³ stark,
 Oh, for thy voice high-sounding o'er the storm,

NOTES

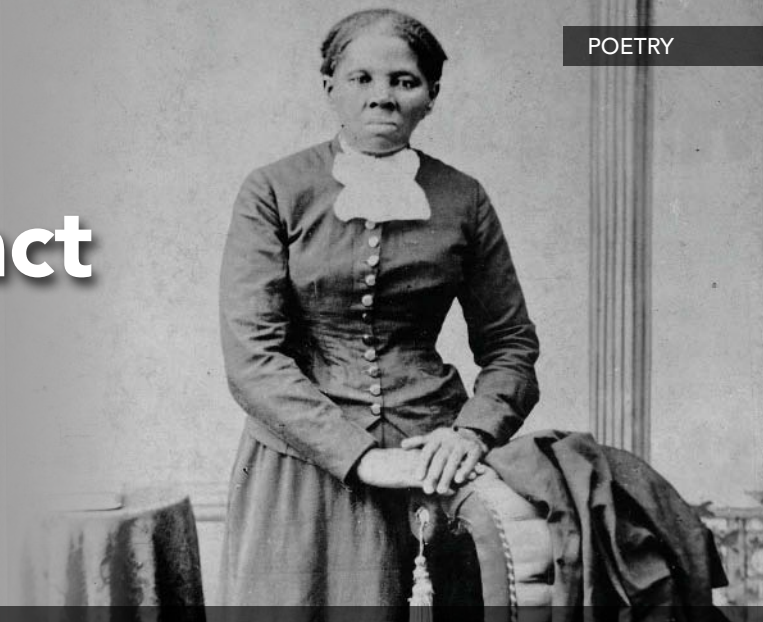
1. **salient** (SAY lyuhnt) *adj.* standing out from the rest.
2. **dissension** (dih SEHN shuhn) *n.* disagreement.
3. **lieth** (LY ethh) *v.* lies.

For thy strong arm to guide the shivering bark,⁴
The blast-defying power of thy form,
To give us comfort through the lonely dark.

4. **bark** *n.* boat.

The Fifth Fact

Sarah Browning



Meet the Poet



Sarah Browning has been a community organizer in Boston public housing and a grassroots political organizer on a host of social and political issues. She is the executive director of Split This Rock, a national organization dedicated to helping poets take a more visible role in public life and promoting poetry as an art form. An activist for a decade before beginning to write poetry, Browning now uses poetry as a form of activism.

SCAN FOR
MULTIMEDIA



BACKGROUND

This poem is set in the capital city of the United States. Washington, D.C., is not part of any state; rather, the *D.C.* stands for “District of Columbia,” a small region located between Maryland and Virginia. It was established as the permanent site for the federal government in 1790. Amid the city’s many government buildings, monuments, memorials, and museums are large residential neighborhoods that house a diverse population.

For Ben’s project he must research five facts about his African-American hero and write them on posterboard. He chooses Harriet Tubman, whose five facts are: *Her father’s name was Ben.*
 5 *Her mother’s name was Old Rit. She was born in 1820 and died in 1913. She was born in Maryland and died in New York.* Ben asks for advice about his fifth fact and I suggest: *She led more than 300 people to freedom.* Ben sighs the way he does
 10 now and says, *Everyone knows that, Mom.*

NOTES

So I try to remember the book we read yesterday,
search for the perfect fact, the one that will match
his four facts and satisfy his almost-seven mind.

- Remember, I ask, she was a spy for the North*
15 *during the Civil War? It's a hit! He writes it:*
Harriet Tubman was a spy for the north during
the civil war. It was a war between the north
which is where the slaves were trying to get
and the south which is where they were.
20 *Before the war, Abraham Lincoln signed a form*
that said All the slaves everywhere are free!
which is one of the reasons they were fighting.

- On summer mornings, Lincoln rode his horse
to work down the Seventh Street Turnpike
25 close to my new home. Down Georgia Avenue
past The Hunger Stopper and Pay Day 2 Go¹ and liquor
stores and liquor stores. Past Cluck-U-Chicken
and Fish in the 'Hood and Top Twins Faze II
Authentic African Cuisine and the newish Metro² station
30 and all those possibilities gleaming in developers' eyes.

- There goes Lincoln's horse down Georgia Avenue
from the Soldier's Home to the White House –
much cooler up here in the country, in the neighborhood,
at the hospital. And there's Walt Whitman,³ the sworn poet
35 of every dauntless rebel the world over, hanging around
his street corner every morning to bow to the president
at Thomas Circle by the homeless guys. It's 100 years now
since any president summered at the Soldier's Home.⁴
But I was born only 50 years after Harriet Tubman died,
40 all these centuries we drag into the next century and the next.

- Writing here, in my new neighborhood, the city old
and new around me, I see Harriet Tubman
and Lincoln and Uncle Walt and the true stories
and sometimes our own despair like Washington's
45 summer malaria, her 40 war hospitals, Whitman moving
from bed to bed, stroking the hair of so many dying boys.

1. **Pay Day 2 Go** payday lenders who offer small short-term loans, used mostly by those who do not have access to banking services (such as the very poor).
2. **Metro** commuter rail system in Washington, D.C.
3. **Walt Whitman** American poet and journalist who volunteered at an army hospital in Washington, D.C., during the Civil War.
4. **Soldier's Home** cottage in which Lincoln summered with his family during his presidency.

North up Georgia Avenue in our own soldiers' home—
Walter Reed⁵—the boys and now girls too
mourn the ghosts of their own legs and arms
50 and capacity for love. Where is their
sworn poet? Harriet Tubman born
so close. All these heroes under our feet.

NOTES

-
5. **Walter Reed** Walter Reed Army Medical Center, the U.S. Army's primary medical center and hospital until 2011.

Who Burns for the Perfection of Paper

Martín Espada



SCAN FOR
MULTIMEDIA

Meet the Poet



Martín Espada (b. 1957) has published thirteen books as a poet, essayist, editor, and translator. Inspired by his father, a photographer based in Brooklyn, New York, Espada published his first volume of poetry in 1982. A poet of deep social and political consciousness, he draws on his Puerto Rican heritage in his work, as well as on his experiences as a legal-aid lawyer and activist.

His poems celebrate and often lament the experiences of working-class people, especially those of Hispanic descent. He has been acclaimed as “the Latino poet of his generation.”

BACKGROUND

The yellow legal pad, now a staple of courtrooms, law schools, and many other professional settings, first emerged in the late nineteenth century as a way for paper mills to cheaply use and sell their scrap paper. A paper pad from that time would be a stack of sheets bound together at one end, without the yellow coloration or red glue commonly used now.

NOTES

At sixteen, I worked after high school hours
at a printing plant
that manufactured legal pads:

Yellow paper

- 5 stacked seven feet high
and leaning
as I slipped cardboard
between the pages,
then brushed red glue

- 10 up and down the stack.

No gloves: fingertips required

- for the perfection of paper,
smoothing the exact rectangle.
Sluggish by 9 PM, the hands
15 would slide along suddenly sharp paper,
and gather slits thinner than the crevices
of the skin, hidden.
The glue would sting,
hands oozing
20 till both palms burned
at the punchclock.

- Ten years later, in law school,
I knew that every legal pad
was glued with the sting of hidden cuts,
25 that every open lawbook
was a pair of hands
upturned and burning.

from The Warmth of Other Suns

Isabel Wilkerson



About the Author



Isabel Wilkerson (b. 1961) was born in Washington, D.C., to parents who had left the South. Their journey inspired her to investigate the Great Migration, the subject of *The Warmth of Other Suns*. After spending 15 years working on the book, Wilkerson published it in 2010 to immense acclaim. Already the first black woman in the history of American journalism to have won a Pulitzer Prize, in 1994, Wilkerson has since won more awards for her sprawling historical and journalistic work.

BACKGROUND

The Great Migration of African Americans from the South to the North was one of the largest and fastest population movements within a single country in history. Because five million men had left their jobs to serve in World War I, workers were in high demand, and some factories and railroads even paid for African American families to travel to the North.

NOTES

*Everybody seems to be asleep
about what is going on right under our noses.
That is, everybody but those farmers
who have wakened up on mornings recently
to find every Negro over 21 on his place gone—
to Cleveland, to Pittsburgh,
to Chicago, to Indianapolis. . . .
And while our very solvency
is being sucked out beneath us,
we go about our affairs as usual.*

— EDITORIAL, *The Macon Telegraph*,
SEPTEMBER 1916

SELMA, ALABAMA, EARLY WINTER 1916

NOTES

- 1 **N**o one knows who was the first to leave. It was sometime in the middle of World War I. The North faced a labor shortage and, after centuries of indifference, cast its gaze at last on the servant class of the South. The North needed workers, and the workers needed an escape. No one knows exactly when or how it commenced or who took the first actual step of what would become the Great Migration.
- 2 One of the earliest references came on February 5, 1916, and was seen as an isolated, random event. It merited only a paragraph in the *Chicago Defender*,¹ the agitator and unwitting chronicler of the movement, and was likely preceded by unremarked-upon departures months before. Railroads in Pennsylvania had begun undercover scouting of cheap black labor as early as 1915. But few people noticed when, in the deep of winter, with a war raging in Europe and talk of America joining in, several hundred black families began quietly departing Selma, Alabama, in February 1916, declaring, according to the *Chicago Defender's* brief citation, that the “treatment doesn’t warrant staying.”
- 3 Ida Mae Brandon was not yet three years old. George Starling, Pershing Foster, and millions of others who would follow in the footsteps of those first wartime families from Selma had not yet been born. But those early departures would set the stage for their eventual migration.
- 4 The families from Selma left in the midst of one of the most divisive eras in American history—the long and violent hangover after the Civil War, when the South, left to its own devices as the North looked away, dismantled the freedoms granted former Slaves after the war.
- 5 The plantation owners had trouble imagining the innate desires of the people they once had owned. “I find a worse state of things with the Negroes than I expected,” wrote General Howell Cobb, a Georgia planter, shortly after the slaves were freed. “Let any man offer them some little thing of no real value, but which looks a little more like freedom, and they catch at it with avidity,² and would sacrifice their best friends without hesitation and without regret.”
- 6 “They will almost starve and go naked,” wrote a planter in Warren County, Georgia, “before they will work for a white man, if they can get a patch of ground to live on and get from under his control.”
- 7 For all its upheaval, the Civil War had left most blacks in the South no better off economically than they had been before. Sharecropping, slavery’s replacement, kept them in debt and still bound to whatever plantation they worked. But one thing had changed. The federal government had taken over the affairs of the

1. **Chicago Defender** most influential African American newspaper during the early and mid-twentieth century.

2. **avidity** (uh VIHD uh tee) *n.* keen eagerness.

South, during a period known as Reconstruction, and the newly freed men were able to exercise rights previously denied them. They could vote, marry, or go to school if there were one nearby, and the more ambitious among them could enroll in black colleges set up by northern philanthropists,³ open businesses, and run for office under the protection of northern troops. In short order, some managed to become physicians, legislators, undertakers, insurance men. They assumed that the question of black citizens' rights had been settled for good and that all that confronted them was merely building on these new opportunities.

8 But, by the mid-1870s, when the North withdrew its oversight in the face of southern hostility, whites in the South began to resurrect the caste system founded under slavery. Nursing the wounds of defeat and seeking a scapegoat, much like Germany in the years leading up to Nazism, they began to undo the opportunities accorded freed slaves during Reconstruction and to refine the language of white supremacy. They would create a caste system based not on pedigree⁴ and title, as in Europe, but solely on race, and which, by law, disallowed any movement of the lowest caste into the mainstream.

9 The fight over this new caste system made it to the U.S. Supreme Court. Homer A. Plessy, a colored Louisianan, protested a new state law forbidding any railroad passenger from entering "a compartment to which by race he does not belong." On June 7, 1894, Plessy bought a first-class ticket on the East Louisiana Railroad, took an empty seat in the white-only car, and was arrested when he refused to move. In 1896, in the seminal⁵ case of Plessy v. Ferguson, the Supreme Court sided with the South and ruled, in an eight-to-one vote, that "equal but separate" accommodations were constitutional. That ruling would stand for the next sixty years.

10 Now, with a new century approaching, blacks in the South, accustomed to the liberties established after the war, were hurled back in time, as if the preceding three decades, limited though they may have been, had never happened. One by one, each license or freedom accorded them was stripped away. The world got smaller, narrower, more confined with each new court ruling and ordinance.

11 Not unlike European Jews who watched the world close in on them slowly, perhaps barely perceptibly, at the start of Nazism, colored people in the South would first react in denial and disbelief to the rising hysteria, then, helpless to stop it, attempt a belated resistance, not knowing and not able to imagine how far

3. **philanthropists** (fuh LAN thruh pihsts) *n.* wealthy people who donate time and money to help others.

4. **pedigree** (PEHD uh gree) *n.* social status.

5. **seminal** (SEHM uh nuhl) *adj.* having a strong influence on events that come later.

the supremacists would go. The outcomes for both groups were widely divergent, one suffering unspeakable loss and genocide, the other enduring nearly a century of apartheid, pogroms, and mob executions. But the hatreds and fears that fed both assaults were not dissimilar and relied on arousing the passions of the indifferent to mount so complete an attack.

12 The South began acting in outright defiance of the Fourteenth Amendment of 1868, which granted the right to due process and equal protection to anyone born in the United States, and it ignored the Fifteenth Amendment of 1880, which guaranteed all men the right to vote.

13 Each year, people who had been able to vote or ride the train where they chose found that something they could do freely yesterday, they were prohibited from doing today. They were losing ground and sinking lower in status with each passing day, and, well into the new century, the color codes would only grow to encompass more activities of daily life as quickly as legislators could devise them.

14 Thus, those silent parties leaving Selma in the winter of 1916 saw no option but to go. Theirs would become the first volley of a leaderless revolution. There was no Moses or Joshua or Harriet Tubman or for that matter, Malcolm X or Martin Luther King, Jr., to organize the Migration. The best-known leader at the start of it, Booker T. Washington, was vehemently against abandonment of the South and strongly discouraged it. Frederick Douglass, who saw it coming but died before it began, was against the very thought of it and considered an exodus from the South “a premature, disheartening surrender.”

15 Those entreaties had little effect.

16 “The Negroes just quietly move away without taking their recognized leaders into their confidence any more than they do the white people about them,” a Labor Department study reported. A colored minister might meet with his deacons on a Wednesday, thinking all was well, and by Sunday find all the church elders gone north. “They write the minister that they forgot to tell him they were going away.”

17 Ordinary people listened to their hearts instead of their leaders. At a clandestine meeting after a near lynching in Mississippi, a colored leader stood before the people and urged them to stay where they were.

18 A man in the audience rose up to speak.

19 “You tell us that the South is the best place for us,” the man said. “*What guaranties can you give us that our life and liberty will be safe if we stay?*”

20 The leader was speechless.

21 “When he asked me that, there was nothing I could answer, the leader said afterward. “So I have not again urged my race to remain.”

22 Any leader who dared argue against leaving might arouse suspicion that he was a tool of the white people running things. Any such leader was, therefore, likely to be ignored, or worse. One Sunday, a colored minister in Tampa, Florida, advised from the pulpit that his flock stay in the South. He was “stabbed the next day for doing so.”

23 In the years leading up to and immediately following the turn of the twentieth century, a generation came into the world unlike any other in the South. It was made up of young people with no personal recollection of slavery—they were two generations removed from it. The colored members of this generation were free but not free, chafing under Jim Crow⁶ and resisting the studied subservience⁷ of their slave parents and grandparents. They had grown up without the contrived intimacy that once bound the two races. And it appeared that young whites, weaned on a formal kind of supremacy, had grown more hostile to blacks than even their slaveholding ancestors had been.

24 “The sentiment is altogether different now,” William C. Oates, the old-guard former governor of Alabama, said in 1901 of the newer generation of white southerners. “When the Negro is doing no harm, why, the people want to kill him and wipe him from the face of the earth.”

25 The colored people of this generation began looking for a way out. “It is too much to expect that Negroes will indefinitely endure their severe limitations in the South when they can escape most of them in a ride of 36 hours,” the Labor Department warned. “Fifty years after the Civil War, they should not be expected to be content with the same conditions which existed at the close of the war.”

26 Younger blacks could see the contradictions in their world—that, sixty, seventy, eighty years after Abraham Lincoln signed the Emancipation Proclamation, they still had to step off the sidewalk when a white person approached, were banished to jobs nobody else wanted no matter their skill or ambition, couldn’t vote, but could be hanged on suspicion of the pettiest infraction.

27 *These were the facts of their lives:*

28 There were days when whites could go to the amusement park and a day when blacks could go, if they were permitted at all. There were white elevators and colored elevators (meaning the freight elevators in back); white train platforms and colored train platforms. There were white ambulances and colored ambulances

6. **Jim Crow** state and local laws that enforced racial segregation in the southern United States from the 1880s into the 1960s.

7. **subservience** (suhb SUR vee uhns) *n.* attitude of servitude to another’s authority.

to ferry the sick, and white hearses and colored hearses for those who didn't survive whatever was wrong with them.

- 29 There were white waiting rooms and colored waiting rooms in any conceivable place where a person might have to wait for something, from the bus depot to the doctor's office. A total of four restrooms had to be constructed and maintained at significant expense in any public establishment that bothered to provide any for colored people: one for white men, one for white women, one for colored men, and one for colored women. In 1958, a new bus station went up in Jacksonville, Florida, with two of everything, including two segregated cocktail lounges, "lest the races brush elbows over a martini," the *Wall Street Journal* reported. The president of Southeastern Greyhound told the *Journal*, "It frequently costs fifty percent more to build a terminal with segregated facilities." But most southern businessmen didn't dare complain about the extra cost. "That question is dynamite," the president of a southern theater chain told the *Journal*. "Don't even say what state I'm in."
- 30 There was a colored window at the post office in Pensacola, Florida, and there were white and colored telephone booths in Oklahoma. White and colored went to separate windows to get their license plates in Indianola, Mississippi, and to separate tellers to make their deposits at the First National Bank of Atlanta. There were taxicabs for colored people and taxicabs for white people in Jacksonville, Birmingham, Atlanta, and the entire state of Mississippi. Colored people had to be off the streets and out of the city limits by 8 P.M. in Palm Beach and Miami Beach.
- 31 Throughout the South, the conventional rules of the road did not apply when a colored motorist was behind the wheel. If he reached an intersection first, he had to let the white motorist go ahead of him. He could not pass a white motorist on the road no matter how slowly the white motorist was going and had to take extreme caution to avoid an accident because he would likely be blamed no matter who was at fault. In everyday interactions, a black person could not contradict a white person or speak unless spoken to first. A black person could not be the first to offer to shake a white person's hand. A handshake could occur only if a white person so gestured, leaving many people having never shaken hands with a person of the other race. The consequences for the slightest misstep were swift and brutal. Two whites beat a black tenant farmer in Louise, Mississippi, in 1948, wrote the historian James C. Cobb, because the man "asked for a receipt after paying his water bill."
- 32 It was against the law for a colored person and a white person to play checkers together in Birmingham. White and colored gamblers had to place their bets at separate windows and sit in separate

aisles at racetracks in Arkansas. At saloons in Atlanta, the bars were segregated: Whites drank on stools at one end of the bar and blacks on stools at the other end, until the city outlawed even that, resulting in white-only and colored-only saloons. There were white parking spaces and colored parking spaces in the town square in Calhoun City, Mississippi. In one North Carolina courthouse, there was a white Bible and a black Bible to swear to tell the truth on.

33 These were the facts of their lives—of Ida Mae’s, George’s, and Pershing’s existence before they left—carried out with soul-killing efficiency until Jim Crow expired under the weight of the South’s own sectarian violence: bombings, hosing of children, and the killing of dissidents seeking basic human rights. Jim Crow would not get a proper burial until the enactment of federal legislation, the Civil Rights Act of 1964, which was nonetheless resisted years after its passage as vigorously as Reconstruction had been and would not fully take hold in many parts of the South until well into the 1970s.

34 And so what started as a little-noticed march of the impatient would become a flood of the discontented during World War II, and by the tail end of the Migration, a virtual rite of passage for young southerners—brothers joining brothers, nieces joining aunts, as soon as they got big enough to go.

35 Many of the people who left the South never exactly sat their children down to tell them these things, tell them what happened and why they left and how they and all this blood kin came to be in this northern city or western suburb or why they speak like melted butter and their children speak like footsteps on pavement, prim and proper or clipped and fast, like the New World itself. Some spoke of specific and certain evils. Some lived in tight-lipped and cheerful denial. Others simply had no desire to relive what they had already left.

36 The facts of their lives unfurled over the generations like an overwrapped present, a secret told in syllables. Sometimes the migrants dropped puzzle pieces from the past while folding the laundry or stirring the corn bread, and the children would listen between cereal commercials and not truly understand until they grew up and had children and troubles of their own. And the ones who had half-listened would scold and kick themselves that they had not paid better attention when they had the chance.

37 And in this way, the ways of the South passed from one generation to the next in faraway cities by the Pacific Ocean and on the shores of the Great Lakes and along the Hudson and Potomac and Allegheny rivers. These are the stories of the forgotten, aggrieved, wishful generations between the Harlem Renaissance and the civil rights movement, whose private ambition for something better made a way for those who followed. 🍷

What a Factory Can Teach a Housewife

Ida Tarbell

About the Author



Ida Tarbell (1857–1944) has been credited as the inventor of investigative journalism for her series of articles, beginning in 1902, on the Standard Oil monopoly. Tarbell's exposé of Standard Oil is credited with stirring up the public outrage that led to government intervention and the eventual breakup of the company. Her work in general was driven by what she called "hatred of privilege, privilege of any sort."

SCAN FOR
MULTIMEDIA



BACKGROUND

In 1916, when this piece was written, it was common for an upper-class family to employ household servants. Servants lived with their employers and were expected to always be available for whatever task was required of them.

¹ **W**hen one set of people see that another set of people are taking from them that which they very much want to have, the intelligent procedure is to find the reasons behind the shift. The housewives of this country are seeing the great body of girls and women on whom they have always depended for household service turn their backs on them and accept employment in thousands of different kinds of shops and factories. They see the girl that they think they ought to secure as a waitress much preferring to go into a candy factory. They find the woman that they think would make an admirable cook possibly making munitions,¹ if she lives in Dayton, Ohio, for instance. This shift from the house to the factory is not local and sporadic.² It is general and permanent.

1. **munitions** (myoo NIHSH uhnz) *n.* guns or ammunitions.

2. **sporadic** (spuh RAD ihk) *adj.* happening often, but irregularly.

NOTES

- 2 There are, of course, reasons. Now what are the reasons? What the household employers in this country ought to do is to study carefully why the manufacturers can hold labor³ when they cannot. The factory has no way of compelling girls and women to come to it. They go, it is obvious, because they prefer it. Why do they prefer it?
- 3 Most housewives have traditional notions of the factory as something cruel, dark, distressing. They are appalled that any woman should prefer to go into these places, of which they have such horror. But is their notion correct? Take the woman who might be the cook. Why does she go to a factory? It is not at all because she does not want to cook. It is because she does want a regular day of a fixed number of hours. It is because she does want her Sundays and holidays. It is because she wants a fixed task, which she can perform without the hourly fussing and intrusion of a person who, because she is in authority, is unwilling to let her whom she hires go ahead and do her work in her own way. It is because she can have a home, a place which is her own, to which she can give her personal stamp, where she can be more independent, more cheerful, more of a person than she can in the home that is provided by the housewife.
- 4 The woman prefers the factory, too, because she finds that her employer and those who are immediately over her show her and her work more respect than the housewife ordinarily does. She can weave or spin. She can run a lathe⁴ or feed a machine, and the policeman on the beat will not look down on her, as he so often does if she is in a kitchen. She keeps caste⁵ in the factory, as she cannot keep it in the house. The women of this country are never going to be able to hold household workers until they offer the same physical and social advantages that the factory does. There never was a clearer demonstration that money has less influence with the mass of people than opportunities for a free life and for social standing. The woman makes more money in the average household. Her weekly wage may not be quite as large as that of the factory, but what she saves brings the earnings up considerably above that of the highest paid factory workers. It is with her a question of self-respect, a question of freedom, a question of opportunity to advance, to take and make a place for herself in the community.
- 5 Socially and economically speaking, the housewives of the United States are back in the eighteenth century, and not the eighteenth century of the revolutionary France and revolutionary

3. **hold labor** retain workers.

4. **lathe** (*layth*) *n.* wood-working machine.

5. **keeps caste** maintains a level of respect in society.

America, but the feudal⁶ eighteenth century. They see this thing from an aristocratic point of view, not from the democratic. Until they purge themselves of the class spirit, until they go out and study why the manufacturer is able to hold the labor which he wants, and are willing to transform their spirit and their methods, and are ready to adopt his spirit and his methods, they are not going to be able to stabilize and dignify the great industry which they control. They can learn what it is necessary to do from the factory.

- 6 Not long ago I stumbled upon an admirable illustration of this. The owner of a factory died, leaving his business to his wife. She had scarcely ever in his life passed the door of the plant. Now she was obliged to acquaint herself with its condition. She found it in debt. To save the property she was obliged to give attention to it. She went at the task with great energy, and in ten years has built up a factory which is in every way a model. She discovered at once that in order to hold the kind of labor which she needed she would be obliged to offer better hours, higher wages, better conditions than her predecessors. She built up a labor force where contentment and co-operation reign. She had been but a few years at this work when she began to ask herself, "Why can I hold these people better than I can my cook and maids?" Her factory experience enabled her to answer the question. She offered in the factory a life more in accordance with natural human wants than she did in her kitchen. She resolved to revolutionize her house and put the labor there on the same basis as labor in the factory. The result more than justified the experiment. She keeps her cook and her maids. They co-operate with her as her operatives in the factory co-operate. The result she claims is revolutionary in its spirit and its satisfactions.
- 7 Something like this every woman must do if she is to hold labor. 🍷

6. **feudal** (FYOO duhl) *adj.* of or related to a social system in which the majority of the population were ruled by a land-holding nobility.

from Books as Bombs

Louis Menand



SCAN FOR
MULTIMEDIA

About the Author



Louis Menand (b. 1952) was born in Syracuse, New York, and raised in the Boston area. Following his graduation from Pomona College, Menand attended Harvard Law School. After a year there, he took a leave of absence and began studying English in Columbia University's Ph.D. program. He never went back to law school. Menand has been a staff writer for *The New Yorker* since 2001 and is an English professor at Harvard. His book on American philosophical and intellectual traditions, *The Metaphysical Club*, won the 2002 Pulitzer Prize for history.

Yorker since 2001 and is an English professor at Harvard. His book on American philosophical and intellectual traditions, *The Metaphysical Club*, won the 2002 Pulitzer Prize for history.

BACKGROUND

The feminist movement in the United States seeks to end gender discrimination. The stages of the feminist movement are often referred to as "waves." In the first wave, women sought legal rights, such as the right to vote. The second wave focused on social and cultural equality. Arguably the strongest and most distinct voice of the second wave was that of Betty Friedan.

NOTES

¹ In 1963, the year she published *The Feminine Mystique*, Betty Friedan was living in Grand View-on-Hudson, New York, in an eleven-room house overlooking the river, with her husband, Carl, and their three children. Carl was an advertising executive; Betty was a summa-cum-laude¹ graduate of Smith who had been working for more than ten years as a successful freelance magazine writer. The Friedans had household help three or four days a week, which allowed Betty to travel for her research and to commute into the city.

1. **summa-cum-laude** (SUM uh kuhm LOW dee) phrase signifying the highest academic distinction or honor.

- 2 Friedan was, in other words, the kind of woman she wrote her book about. She was white and well educated; she had a financially dependable husband and a big house in a crime-free neighborhood; and she enjoyed the leisure to write, or do anything else she liked. The only expectations were that she manage the care of her healthy and well-adjusted children and be responsible for the domestic needs of her husband. By any material measure, and relative to the aspirations of most people, she was one of the most privileged human beings on the planet.
- 3 It is easy now to explain what was wrong with that existence—put simply: no matter how much she wanted, how hard she tried, or how qualified she was, Betty’s life could never be Carl’s—but it was not so easy to explain it when Friedan was writing her book. Apart from the Nineteenth Amendment, which gave women the right to vote, there were no laws against gender discrimination as such. The word “sexism,” in its current meaning, did not exist. The most brilliant thing about Friedan’s very brilliant book was her decision to call what was wrong with the lives of apparently comfortable and economically secure women “the problem that has no name”—and then to give it a name.
- 4 *The Feminine Mystique* came out in the middle of a four-month newspaper strike in New York City, and it had to get the public’s attention at first without the benefits of newspaper advertisements or reviews. (Eventually, the *Times*² ran a three-paragraph, rather skeptical assessment.) But the book was excerpted³ in *McCall’s* and *Ladies’ Home Journal*, magazines whose combined readership was a staggering thirty-six million, and its publisher, W. W. Norton, was astute enough to sense that it might have a blockbuster on its hands. It hired a publicist who arranged a book tour, then an unusual promotional tool, and it gave the book a dust jacket that was the color of a fire truck. *The Feminine Mystique* ended up spending six weeks on the *Times* best-seller list. The first paperback printing sold 1.4 million copies.
- 5 For many women, and not a few men, the publication of Friedan’s book was one of those events which seem, in retrospect, to have divided the sixties from the fifties as the day from the night. Friedan herself went on to become one of the most powerful figures in the women’s movement. From 1966 to 1970, she served as the first president of the National Organization for Women, which she named and helped to create; she conceived the highly effective Women’s Strike for Equality; and, together with Bella Abzug, Gloria Steinem, and others, she founded the National Women’s Political Caucus. By the time of her death, in

2. **the Times** shorthand for *The New York Times*, a prominent newspaper in New York City.

3. **excerpted** (ehk SURPT ihd) v. shortened and published in another work.

2006, more than three million copies of *The Feminine Mystique* had been sold.

- 6 By all accounts, Friedan was not a person inclined to share the credit. (Some men have been known to be this way as well.) The implication that she had diagnosed a condition no one else had even managed to identify—that the problem she wrote about had no name until she named it—was a pretty open invitation to revisionism.⁴ Thirty years later, the revisionists arrived. In 1993, Joanne Meyerowitz, a historian who is now at Yale, showed that Friedan’s claim that mass-circulation magazines in the nineteen-fifties represented women in submissive and domestic roles was oversimplified. The record was mixed: there were also many depictions of women as active and independent.
- 7 A few years later, the historian Daniel Horowitz, who taught at Smith, published a book revealing that Friedan’s feminism had its origins not in her frustrations as a suburban housewife, which is how she always chose to present it, but in her long history of associations with left-wing causes, a history that Friedan tried hard to suppress. (Horowitz, a wholly sympathetic biographer, heard that Friedan accused him privately of Red-baiting.⁵) Friedan campaigned on behalf of the rights of working women when she was still a student at Smith, where she supported unionizing the maids, and she continued to do so, after she left college, as a writer, first for the left-wing Federated Press, and then for the United Electrical, Radio, and Machine Workers of America, at one time believed to be the largest Communist-led union in the United States.
- 8 In 1999, the political scientist Alan Wolfe pointed out that much of the scholarship Friedan relied on in her diagnosis of the feminine mystique—work by Margaret Mead, Alfred Kinsey, and Bruno Bettelheim—has since turned out to be suspect. And a biography of Friedan by Judith Hennessee, published the same year, presented evidence suggesting that she was not a particularly cooperative spouse or attentive mother—a judgment uncontradicted by either her husband (whom she accused of physically abusing her and whom she divorced, in 1969) or her children. “She hates men,” Carl told a reporter after the divorce. “Let’s face it, they all do—all those activists in the women’s lib movement.”
- 9 Other writers, over the years, have criticized *The Feminine Mystique* for ignoring working class and nonwhite women, for promoting a psychology of self-help rather than a program of legal reform, and for slighting the contributions of previous

4. **revisionism** (rih VIHZH uh nihz uhm) *n.* change in the historical record, based on the claim that the record has been distorted or misrepresented.

5. **Red-baiting** *v.* denouncing someone as being communist, often without proof, a serious accusation in the mid-twentieth century.

books on the situation of women, including Elizabeth Hawes's *Why Women Cry* (1943), Simone de Beauvoir's *The Second Sex* (published in English in 1953), Mirra Komarovsky's *Women in the Modern World* (1953), and Alva Myrdal and Viola Klein's *Women's Two Roles* (1956)—all of them well known to Friedan.

- 10 Still, even Friedan's critics (apart from those who think that the women's movement was a bad idea altogether) agree that *The Feminine Mystique* was a book that helped to change the world, or at least the way a lot of people saw the world, and it almost certainly could not have done so if Friedan had been completely open about her political background and motivations. She may have exaggerated her originality as well, but she succeeded where no other feminist writer had. She touched the lives of ordinary readers.
- 11 There is a lot of cultural and psychological analysis in *The Feminine Mystique*. . . . But the core of the book's appeal was emotional: this is what it felt like to be an American housewife in 1963. Why it felt that way, what forces had trapped women inside what Friedan called (in an uncharacteristically extreme analogy) "the comfortable concentration camp," might be debated. But, whatever the book's merits as cultural history, an enormous number of women recognized themselves in its pages, and many wrote Friedan grateful letters describing the book's effect on them: "I feel, today, as though I had been filled with helium and turned loose!" "Like light bulbs going off again and again." "I understood what I was feeling and felt validated!!"
- 12 Stephanie Coontz's useful revisiting of Friedan's book, *A Strange Stirring: The Feminine Mystique and American Women at the Dawn of the 1960s* includes some excerpts from these letters. But Coontz also undertook her own survey—of a hundred and eighty-eight women and men today, who recall the first time they read *The Feminine Mystique*. Coontz's female respondents seem to have had no trouble reliving the experience, and they echo the readers who wrote to Friedan almost fifty years ago: "*The Feminine Mystique* left me breathless." "I finally realized I wasn't crazy." "It literally changed (and perhaps saved) my life." "Something clicked." "It slammed me in the face." "A bolt of lightning." "A revelation." "A bombshell."
- 13 The persistent characterization of *The Feminine Mystique* as some kind of bolt from the blue is part of a big historical mystery. Why did a women's movement take so long to develop in the United States after 1945? "Our society is a veritable crazy quilt of contradictory practices and beliefs," Komarovsky wrote, about gender roles, in 1953, and, as the revisionists have demonstrated, if

you pick out the right data you can identify trends in the direction of gender equality in the nineteen-fifties. The number of women enrolled in college nearly doubled in that decade, for example, and the employment rate for women rose four times as fast as it did for men. At some point, presumably, the increasing numbers of women in the educational and vocational pipelines would have produced pressure to get rid of gender discrimination. Coontz concludes that a women's movement "would have happened with or without Betty Friedan."

- 14 That may be so, but it's a counterfactual assertion. When Friedan was writing her book, the issue of gender equality was barely on the public's radar screen. On the contrary: it was almost taken for granted that the proper goal for intelligent women was marriage—even by the presidents of women's colleges. Coontz quotes the president of Radcliffe suggesting that if a Radcliffe graduate was really lucky she might end up marrying a Harvard man. Friedan quoted the president of Mills College citing with approval the remark "Women should be educated so that they can argue with their husbands."
- 15 By the late nineteen-fifties, seventy-five percent of the women who worked were in female-only, mainly service jobs. In the higher-status professions, women were virtually invisible. Seventy-eight percent of college faculty were men; ninety-five percent of physicians were men; ninety-seven percent of lawyers were men; and more than ninety-seven percent of United States senators, members of Congress, and ambassadors were men. Male-only institutions, from Harvard and Yale to the National Press Club, where invited female reporters had to sit in the balcony and were not allowed to ask questions during speeches, were prevalent.
- 16 The popular understanding was that the only reason for a marriageable woman to take a job was to find a husband. This was the premise of Rona Jaffe's bestselling novel *The Best of Everything* (1958), and it was essentially the counsel offered by Helen Gurley Brown in her mega-best-seller *Sex and the Single Girl* (1962)—a book that sold two million copies in three weeks. If that *was* why women worked, it made perfect economic sense: because of the disparity in pay and career opportunity between men and women, virtually the only way a woman could improve her economic situation was to marry.
- 17 The strangest part of it—this was one of Friedan's main points—was that, by many of these measures, women were worse off in 1963 than they had been in 1945, or even in 1920. In 1920, fifteen percent of Ph.D.s were awarded to women; in 1963, it was eleven percent. (Today, it is just over fifty percent.) Forty-seven percent of college students were women in 1920; in 1963, thirty-

eight percent were women. (Today, fifty-seven percent of college students are female. Come on, guys! You can do it!) The median age at first marriage was dropping: almost half of all women who got married in 1963 were teenagers. And the birth rate for third and fourth children was rising: between 1940 and 1960, the birth rate for fourth children tripled.

18 Demographically, it looked like a snowball effect. When sixteen million veterans, ninety-eight percent of whom were men, came home, in 1945, two predictable things happened: the proportion of men in the workforce increased, as men returned to (or were given) jobs that had been done by women during the war; and there was a big spike in the birth rate. But what should have been a correction became a trend. Fifteen years later, the birth rate was still high, and although many women came back to work in the nineteen-fifties, segregation by gender in employment was greater than it had been in 1900, and was more sharply delineated than segregation by race. Classified job ads in the *Times* were segregated by gender, a practice that didn't end until 1968.

19 A quasi-official ideology grew up to justify the new normal. "You may be hitched to one of these creatures we call 'Western man,'" Adlai Stevenson advised the Smith Class of 1955, "and I think part of your job is to keep him Western, to keep him truly purposeful, to keep him whole." Stevenson had, he affably confessed, "very little experience as a wife or mother"; but he believed that the housewife's task was a worthy one, since "we will defeat totalitarian, authoritarian ideas only by better ideas." The wife is there to implant those ideas in her working husband. It seems almost a kind of magical thinking that caused people to believe that keeping capable, highly educated people at home—actually de-incentivizing them from entering the workforce—was a good way to win the Cold War. Whatever fairy dust was doing this to people, in the end it took a book to break the spell. 📖

A Balance Between Nature and Nurture

Gloria Steinem



About the Author



Gloria Steinem (b. 1934) became one of the leaders of the movement called “second-wave feminism” through her work as a journalist and activist in the 60s and 70s. In 1972, Steinem co-founded *Ms.* magazine, a publication focused on women’s rights, and served as one of its editors for 15 years. Many of Steinem’s books on women’s rights became bestsellers, and her journalism has earned her a number of awards.

BACKGROUND

An individual can be influenced by many different factors. Psychologists and philosophers have long studied the magnitude of two specific kinds of traits: those that are inherited and biological, and those that are developed through experiences. There is great debate about which traits contribute more to the development of the individual.

NOTES



EVIDENCE LOG

Go to your Evidence Log and record what you learned from the text you read.

STANDARDS

SL.11–12.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.


Share Your Independent Learning

Prepare to Share

In what ways does the struggle for freedom change with history?

Even when you read or learn something independently, your understanding continues to grow when you share what you have learned with others. Reflect on the text you explored independently, and write notes about its connection to the unit. In your notes, consider why this text belongs in this unit.

Learn From Your Classmates

 **Discuss It** Share your ideas about the text you explored on your own. As you talk with your classmates, jot down ideas that you learn from them.

Reflect

Review your notes, and mark the most important insight you gained from these writing and discussion activities. Explain how this idea adds to your understanding of the meaning of freedom.



Review Evidence for an Informative Essay

At the beginning of this unit, you took a position on the following question:

What motivates people to struggle for change?

EVIDENCE LOG

Review your Evidence Log and your QuickWrite from the beginning of the unit. Have your ideas changed?

<input type="checkbox"/> YES	<input type="checkbox"/> NO
Identify at least three pieces of evidence that have caused you to reevaluate your ideas.	Identify at least three pieces of evidence that reinforced your original ideas.
1.	1.
2.	2.
3.	3.

Develop your thoughts into a topic sentence: *One significant motivation that may inspire people to struggle for change is:* _____

Identify a historical example of the motivation you identified: _____

Evaluate the Strength of Your Evidence Which two texts that you read in this unit offer the strongest support for your topic sentence?

1. _____

2. _____

What are some other resources you might use to locate information about the topic?

1. _____ 2. _____

STANDARDS

W.11–12.2.a Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension.



SOURCES

- WHOLE-CLASS SELECTIONS
- SMALL-GROUP SELECTIONS
- INDEPENDENT-LEARNING SELECTION

PART 1

Writing to Sources: Informative Essay

In this unit, you read a variety of texts by reformers whose goal was to initiate change. Not all struggles were alike: The writers faced various obstacles in their quests for reform.

Assignment

Write an **informative essay** in which you explore this question:

What motivates people to struggle for change?

Begin by defining the various reasons people decide to fight for change. Identify two or three texts from this unit that you feel most clearly show the connections between motivation and action. Use specific examples from each text to support your analysis and deductions.

Reread the Assignment Review the assignment to be sure you fully understand it. The assignment may reference some of the academic words presented at the beginning of the unit. Be sure you understand each of the words given below in order to complete the assignment correctly.

Academic Vocabulary

informational
inquire

verbatim
deduction

specific



WORD NETWORK

As you write and revise your text, use your Word Network to help vary your word choices.

STANDARDS

W.11–12.2.a–f Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11–12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11–12.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Review the Elements of an Informative Essay Before you begin writing, read the Informative Text Rubric. Once you have completed your first draft, check it against the rubric. If one or more of the elements are missing or not as strong as they could be, revise your text to add or strengthen those components.

Informative Text Rubric

	Focus and Organization	Evidence and Elaboration	Language Conventions
4	<p>The introduction is engaging and reveals the topic in a way that appeals to a reader.</p> <p>Facts, details, and examples progress logically, and transition words and phrases link and separate ideas.</p> <p>The conclusion leaves a strong impression on the reader.</p>	<p>Ideas are supported with specific and relevant examples from research and the texts.</p> <p>The style of the essay is formal, and the tone is objective.</p> <p>Vocabulary is used strategically and appropriately for the audience and purpose.</p>	<p>The essay demonstrates a clear command of standard English conventions of usage and mechanics.</p>
3	<p>The introduction is engaging and clearly reveals the topic.</p> <p>Facts, details, and examples progress logically, and transition words appear frequently.</p> <p>The conclusion follows from the rest of the essay.</p>	<p>Ideas are supported with relevant examples from research and the texts.</p> <p>The style of the essay is mostly formal, and the tone tends to be objective.</p> <p>Vocabulary is generally appropriate for the audience and purpose.</p>	<p>The essay demonstrates accuracy in standard English conventions of usage and mechanics.</p>
2	<p>The introduction states the topic.</p> <p>Facts, details and examples progress somewhat logically, and transition words may be used.</p> <p>The conclusion restates the main ideas.</p>	<p>Many ideas are supported with examples from research and the texts.</p> <p>The style of the essay is occasionally formal, and the tone is at times objective.</p> <p>Vocabulary is somewhat appropriate for the audience and purpose.</p>	<p>The essay demonstrates some accuracy in standard English conventions of usage and mechanics.</p>
1	<p>The introduction does not clearly state the topic, or there is no introduction.</p> <p>Facts, details, and examples do not progress logically, and sentences seem disconnected.</p> <p>The conclusion does not follow from the essay, or there is no conclusion.</p>	<p>Ideas are not supported with examples from research and the texts, or examples are irrelevant.</p> <p>The style of the essay is informal, and the tone frequently reveals biases.</p> <p>Vocabulary is limited, ineffective, or inappropriate.</p>	<p>The essay contains mistakes in standard English conventions of usage and mechanics.</p>



PART 2

Speaking and Listening: Podcast

Assignment

After completing the final draft of your informative essay, make a **podcast** or audio recording that could be uploaded for listeners. Then, share your recording, so that your classmates can listen to your work.

Follow these steps to make your podcast both informative and interesting.

- Give your podcast a title, and provide your name.
- Mark key examples in your informative essay that answer this question: *How does the motivator I analyzed encourage people to struggle for change?* These are the key points you will want to emphasize in your delivery.
- Practice your delivery, keeping in mind that you will be heard but not seen. You will need to vary your voice accordingly. Also, take care to eliminate distracting background noises.
- Deliver your podcast, being sure to maintain an even distance from the recording device. Focus on speaking clearly, and build in pauses so that listeners can follow and digest your ideas.

Review the Rubric The criteria by which your podcast will be evaluated appear in the rubric below. Review the criteria before recording to ensure that you are prepared.

	Content	Use of Media	Presentation Technique
3	The podcast focuses on the question. The flow of ideas is logical, clear, and easy to follow.	The voice on the recording is consistent and audible. The podcast file has a title that clearly illustrates the focus.	The speaker's voice is consistently clear and appropriately loud for the recording. The speaker varies tone and pace consistently and effectively.
2	The podcast mostly focuses on the question. The flow of ideas is fairly logical and mostly easy to follow.	The voice on the recording may vary but is mostly audible. The podcast file has a logical title.	The speaker's voice is mostly clear and sufficiently loud for the recording. The speaker varies tone and pace to some extent.
1	The podcast has no clear focus. The flow of ideas is illogical and difficult to follow.	The voice on the recording sometimes fades in and out. The podcast file lacks a meaningful title.	The speaker mumbles or speaks too quickly or quietly. The speaker does not vary tone and pace.


Reflect on the Unit

Now that you've completed the unit, take a few moments to reflect on your learning. Use the questions below to think about where you succeeded, what skills and strategies helped you, and where you can continue to grow in the future.

Reflect on the Unit Goals

Look back at the goals at the beginning of the unit. Use a different colored pen to rate yourself again. Think about readings and activities that contributed the most to the growth of your understanding. Record your thoughts.

Reflect on the Learning Strategies

 **Discuss It** Write a reflection on whether you were able to improve your learning based on your Action Plans. Think about what worked, what didn't, and what you might do to keep working on these strategies. Record your ideas before a class discussion.

Reflect on the Text

Choose a selection that you found challenging, and explain what made it difficult.

Explain something that surprised you about a text in the unit.

Which activity taught you the most about power, protest, and change?
What did you learn?

STANDARDS

SL.11–12.1.a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.