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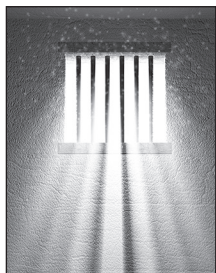
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# Unit 1

## How Did the Civil War Impact the United States?

A civil war takes place when two groups within the same country war against each other. Ironically, the word *civil* can also mean “polite or friendly,” making the term an oxymoron. There is nothing friendly or polite about war, and civil wars are especially brutal when fellow citizens or members of the same family or tribe turn against each other.

Civil wars start when groups within a country can no longer peaceably coexist. Sometimes the central government is weak or extremely oppressive. Perhaps a segment of the population is being oppressed or there is great division over a key issue. These conditions encourage groups to form around a common goal—to achieve independence for a region or to change the government’s policies.

The United States has a bloody civil war in its past. Over 750,000 people died fighting for their beliefs. One of these core beliefs was the legality of slave ownership. Views on slavery were vastly different between Northern and Southern states. Because an end to slavery threatened their way of life, seven states seceded from the Union to form a Confederacy, and shortly after the first shots were fired on South Carolina’s Fort Sumter, four more states joined them.

In this unit, you’ll read diverse texts written about the American Civil War and the issue of slavery. You’ll view the war from the perspective of leaders like Abraham Lincoln and from Southern plantation owners. As you read, consider how citizens from the same country held diverse viewpoints. Think about how people today civilly coexist with fellow Americans who have vastly different opinions.

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# Unit 1

## How Did the Civil War Impact the United States?

Use the following activities to introduce the unit theme along with reading the opening text on page 7.

- Show students the map of the United States during the Civil War at [www.nps.gov/liho/learn/historyculture/life.htm](http://www.nps.gov/liho/learn/historyculture/life.htm). Ask them to imagine what life was like for people on opposing sides, particularly those living in border states. Ask them to identify reasons people go to war (e.g., freedom from tyranny, human rights, land disputes, etc.). Encourage students to compare the reasons they name with the key issues that started the Civil War: slavery and states’ rights.
- Listen to the song “When Johnny Comes Marching Home Again.” Display the lyrics (available at [www.gutenberg.org/files/21566/21566-h/images/johnny.pdf](http://www.gutenberg.org/files/21566/21566-h/images/johnny.pdf)) as the students listen. Ask students to infer whether the songwriter agreed with the North or the South (or neither side). Encourage students to support their inferences with evidence from the lyrics.
- Watch a scene from the movie, *Glory*. Ask students to compare and contrast how the different characters discuss freedom, patriotism, and the war.

**!ELL!** Create a word wall using words related to “war,” including *conflict*, *battle*, *fight*, *skirmish*, *hostility*, and *confrontation*. Use pictures or drawings to indicate multiple word meanings. Arrange the words from least to greatest intensity. Clarify that these are multiple meaning words. For example, *conflict* can mean “military warfare between opposing forces;” “a disagreement between ideas, principles, or people;” and other definitions. This is an excellent activity for teaching denotation and connotation with all students.

## Unit Support

**Write** Have students write a response to one of the following quotations:

“A house divided against itself cannot stand. I believe this government cannot endure, permanently half slave and half free.”

—Abraham Lincoln

“My inclination is to whip the rebellion into submission, preserving all constitutional rights. If it cannot be whipped in any other way than through a war against slavery, let it come to that legitimately.”

—Ulysses S. Grant

“It is well that war is so terrible, or we should grow too fond of it.”

—Robert E. Lee

“Before this war is over, I intend to be a major general or a corpse.”

—Major General Isaac R. Trimble

**Speak and Listen** Use the following to guide discussion in pairs or as a class.

- Recall a time when you strongly disagreed with someone. What details do you remember about the experience? Did the disagreement impact your subsequent interactions?
- With a partner, create a list of adjectives that describe the United States. Which adjectives do you feel best describe the United States? Why? Compare lists with other pairs. How and why do they differ?
- How would you justify fighting a civil war? What circumstances would justify going to war against other states in your own nation?
- Why was the Civil War fought?



# Chapter 1

## The Art of Description

### First Read: Identifying Suspenseful Details

As you read this excerpt, try to visualize the events as they unfold. Thoughtfully choose one sentence from the passage that you feel creates the most suspenseful visual image.

*excerpt*

#### The First Assassin

Chapter 1: Saturday, February 23, 1861

by John J. Miller

- 1 When Lorenzo Smith heard the chugging of the train, he felt for the revolver at his side. His fingers met its smooth handle hidden beneath his black coat. Then he found the short barrel and the trigger below. Smith had reached for it a dozen times in the last hour, but he wanted to be certain that the gun was still there. It will make me a hero, he thought. It will change history.
- 2 Listening for the rumble of the train had been difficult. A loud mass of people waited for its arrival at Calvert Street Station. Smith did not know how many were there, but they must have numbered in the thousands. The noisy throng spilled from the open-ended depot onto Calvert and Franklin streets. Inside the station, where Smith stood, shouts bounced off the walls and ceiling. This place of tearful departures and happy reunions had become a hotbed of agitation.

# Chapter 1

## The Art of Description

### The First Assassin

by John J. Miller

#### 11–12 STANDARDS

Reading Literature: 1,4,7

Writing: 3

Speaking and Listening: 1,2,6

Language: 4

#### Vocabulary L.11–12.4, RL.11–12.4

Ask students to circle unfamiliar words as they complete the first read of a text. After the first read, guide students in determining the words' meanings using the context. Encourage students to support their responses with evidence. Have students confirm their initial definitions with a dictionary.

**inaugural:** *marking the beginning of a new endeavor.* The president prepared for his inaugural voyage to the Capitol.

**snub:** *an action intended to insult someone.* The doctor realized it was a snub when the patient switched to a different doctor and cited her unsympathetic bedside manner as the reason for the change.

**circulated:** *to pass from person to person.* The news that the CEO was stepping down circulated quickly through the office.

**transit:** *to travel from one place to another.* The mother and child made a slow transit from one side of the park to the other.

**meticulous:** *careful and thorough.* The scientist was meticulous in documenting every step in the experiment.

**surveyed:** *to gain a comprehensive view.* The announcer surveyed his audience before introducing the first act.

3 The train's steam whistle pierced the din of the crowd. The engine would pull into Baltimore on schedule at half past noon. Heads bobbed for a view. Smith struggled to keep his position near the track. He had picked it two hours earlier, when the flood of people was just a trickle. He was not sure precisely where the train would stop, but he thought he had made a good guess about where the last car might come to a halt. He wanted to be within striking distance.

4 As the locomotive's big chimney came into view, a man standing next to Smith bellowed, "Here he comes! Here comes the Black Republican!" A roar of jeers and insults filled the station. Smith craned his neck. He saw the engine's massive oil lamp mounted on top of the smoke box. It gazed forward like the unblinking eye of a mechanical Cyclops. Behind it were the cab, the coal tender, and a line of cars. Flags and streamers covered them all. The whole train glistened from a recent cleaning. At the rear, Smith spotted a car painted in orange and black. He reached into his coat another time and tapped the gun. Just making sure.

5 For the last ten days, the train carrying Abraham Lincoln on his inaugural journey from Springfield, Illinois, to Washington, D.C., had taken the president-elect through six Northern States—all populated by the abolitionists who had voted him into office. Applause greeted him at almost every stop. But on this morning, as Lincoln's train turned south into Maryland, it had entered slave-holding territory for the first time. Baltimore was the only city on the trip that had not extended a formal welcome to the incoming president—an obvious snub that pleased Smith when he thought of it.

#### Academic Vocabulary L.11–12.4,6

**!ELL!** For English learners, explain, act out, and draw pictures to explain vocabulary and academic vocabulary. Have students keep a list of these words in their response journal.

**suspenseful:** *feeling of nervous excitement caused by wondering what will happen.* The most suspenseful part of the book was when the police were about to catch the murderer.

**textual evidence:** *details from a reading passage used to support the reader's ideas about a text.* Explain that text is another word for story or book and evidence is "information in the story." The character's choice to rescue the cat was textual evidence proving that the character was kind.

## Lesson Support

### Vocabulary (continued)

**anonymity:** *to be anonymous or unknown.* The author maintained her anonymity because she valued her privacy.

**commotion:** *noisy disturbance.* No one noticed the dog slipping out the door with all the commotion.

**First Read** (p. 8) RL.11–12.1  
Use the introductory paragraph to set the purpose for reading. Remind students to annotate the text as they read.

As students read the excerpt, they may be surprised that the main character, Lorenzo Smith, wishes to assassinate Lincoln. Ask students to consider Miller’s characterization of Smith. Consider the following questions: *How does Smith view himself? Which details suggest his state of mind? How do Smith’s thoughts and impressions move the plot forward? Does Miller portray Smith as a character readers can identify with? Why or why not?*

### Text-Based Questions

1. Which sentence contained the most suspenseful visual image in the passage? Why? Support your answer with evidence. *Answers will vary.*
2. What words or phrases best describe the crowd? *A loud mass of people (para. 2); numbered in the thousands (para. 2); the noisy throng (para. 2); a hotbed of agitation (para. 2); the din of the crowd (para. 3); a roar of jeers and insults filled the station (para. 4); members of the mob (para. 6); an angry swarm (para. 7); so full of people (para. 10); the tone of the mob’s shouting had changed (para. 18).*

6 Smith scanned the crowd and saw several men wearing hats with blue-ribbon **cockades**. This was the fashion among Baltimore’s **secessionist** set. Each cockade had a button in its center displaying the palmetto tree, the symbol of South Carolina. That state had quit the Union in December, before any of the others. Many Marylanders now wanted to join the growing Confederacy. The moment Lincoln pulled into the depot, the members of the mob would let him know that he did not have their support. They did not even respect him. In fact, they hated him.

7 Rumors had circulated for weeks that Lincoln would not be safe when he reached Baltimore. But the president-elect had no choice about the visit. The only rail route into Washington from the north required going through Baltimore. Lincoln had to stop and switch to the Baltimore & Ohio Rail Road line at another station more than a mile away. That meant the presidential party would have to make a slow transit from one depot to the other, surrounded the whole way by an angry swarm. Lincoln was supposed to catch a three o’clock departure for Washington, where he would arrive about an hour and a half later.

8 Smith could not keep from grinning. He could hardly have asked for a better opportunity than the one handed to him here and now. He was about to become a hero—the hero of a new nation. He had been planning for this moment from the day he heard Lincoln would pass through his city. He had visited the depot to see where the trains stopped along the platform. He had walked the route Lincoln would take to the other rail line, checking alleys and side streets for the best escape routes. He had studied a picture of Lincoln that had appeared in a magazine. When he learned that

**cockades:**  
*a decoration that is worn on a hat as a badge*

**secessionist:**  
*a person who believes that slave states of the South should leave the United States*

### Academic Vocabulary (continued)

**secede:** *to withdraw from an organization, state, or alliance.* The South wanted to secede from the Union and separate from the North.

**slavery:** *the practice of owning a person or considering a person property.* The Civil War was fought mainly over the issue of slavery and whether each state should be able to decide whether to make slavery legal.

**sensory language:** *words that appeal to the senses—sight, touch, taste, smell, hearing.* The commercial used sensory language to convince the viewer to buy juicy, delicious hamburgers.

**suspense:** *a feeling of excitement or uncertainty while awaiting an outcome.* This mystery novel keeps readers in suspense about who the killer is until the very last page.



the president-elect had grown a beard, he drew whiskers on the picture and studied it more. Smith had cleaned his revolver over and over, trying to keep it in perfect condition. He had tried on his entire wardrobe, testing the gun in trouser pockets, through belts, and in his coat. He had bought himself a new pair of shoes and had broken them in.

9 They felt good on his feet as Lincoln's train crawled into the station. The shouting grew louder and louder. The engine rolled past Smith slowly, from right to left. His eyes met the conductor's for a moment. The man was shaking his head from side to side. Smith wondered what it meant, but not for long—there was too much going on. The cars kept moving by him. The presidential car in back crept closer. He could see the silhouettes of a few heads through its windows. A fellow up the platform from Smith began to smack the car's exterior with his cane, but it rolled out of his reach a moment later.

10 The train hissed to a halt with the presidential car directly in front of Smith. His meticulous planning had paid off. He jumped onto the car's metal steps. His feet clanged against them as he thrust himself forward and up. He heard men rushing behind him. At the door to Lincoln's car, Smith hesitated. He quickly surveyed the depot from this elevated position. It was so full of people that he was not sure how he would make a hasty exit. He would have to slip into the crowd and count on its anonymity to envelop him.

11 First things first, he reminded himself. Several other men stood beside him on the back of the car. Smith thought he recognized one of them from a secessionist meeting he had attended. His hand was hidden inside his coat. Smith saw a slight bulge. So at least two

## About Abraham Lincoln's Assassination

On the evening of April 14, 1865, while attending a special performance of the comedy *Our American Cousin*, President Abraham Lincoln was shot. Accompanying him at Ford's Theater that night were his wife, Mary Todd Lincoln; a twenty-eight-year-old officer named Major Henry R. Rathbone; and Rathbone's fiancée, Clara Harris. After the play was in progress, a figure with a drawn derringer pistol stepped into the presidential box, aimed, and fired. The president slumped forward.

The assassin, John Wilkes Booth, dropped the pistol and waved a dagger. Rathbone lunged at him, and though slashed in the arm, forced the killer to the railing. Booth leapt from the balcony, caught the spur of his left boot on a flag draped over the rail, and shattered a bone in his leg on landing. Though injured, he rushed out the back door and disappeared into the night on horseback.

A doctor in the audience immediately went upstairs to the box. The bullet had entered through Lincoln's left ear and lodged behind his right eye. He was paralyzed and barely breathing. He was carried across Tenth Street to a boarding-house opposite the theater, but the doctors' best efforts failed. Nine hours later, at 7:22 AM on April 15th, Lincoln died.

**imagery:** *figurative or descriptive words used to describe something.* The poet's use of imagery to describe the ocean in the second stanza was stunning.

**inference:** *a conclusion based on evidence and logical reasoning.* Explain that *inference* is the noun form and *infer* is the verb form. We can infer that the main character in the story is greedy by the way she takes advantage of others to make more money.

**point of view:** *one's perspective or opinion or the perspective from which a story is told.* Explain that the first definition is general, and the second one is a literary definition. Let's ask Jennifer to explain her point of view. The story is told from the narrator's point of view.

## Lesson Support

### FIRST RESPONSE

Please note that students are encouraged to have a response journal in which to complete the first response activities in this curriculum. For this activity, you may have students post their response to your class Web site or tweet their responses to you. Another option is to use polleverywhere.com to compile responses.

of us are ready to perform the job today, he thought. Then Smith reached into his own coat and clutched his revolver. He was about to pull it out when the door flew open.

12 "Stop right there!"

13 The shout came from within the car. Before Smith could comprehend it, he saw the end of a pistol pointing at his face just inches away. Behind the weapon he met the gaze of a man who looked ready to pull the trigger.

14 "Raise your hands!"

15 Smith knew that before he could even lift his gun, he would be shot between the eyes. But he did not loosen his grip. He was too close to his goal.

16 "Where's Lincoln?" yelled Smith.

17 "Raise your hands, sir, or I will shoot!" came the reply. The man leaned forward. His pistol almost touched Smith's forehead.

18 Suddenly Smith felt a commotion in the depot. He sensed that the men backing him up were pulling away. The tone of the mob's shouting had changed too. He could not hear exactly what they were saying.

19 Smith released the revolver. It slid back into his pocket. He showed his hands.

20 "Lincoln is not on this train," said the man. "You won't find him in Baltimore today."

### FIRST RESPONSE

Which sentence from this excerpt do you feel creates the most suspenseful visual image? Write your choice in your response journal. Be prepared to defend your choice and explain what you picture in your mind when you read that particular sentence.

### TECH-CONNECT

Submit your sentence to your class Web site or tweet your sentence to your teacher. (Include paragraph # and your initials.)

**REMEDIATION** If needed, read the passage aloud in the class. Ask student volunteers to summarize each paragraph as it is read and have students write these notes in the margin of their books.

**Focus on Suspenseful Details**

When defending your ideas about the most suspenseful sentence, return to the passage and identify specific sentences that create nervous excitement. Evidence used to support your opinion should be based on what the text says—not on personal feelings. Compare the following sentences:

No evidence given to support opinions (Nonexample)	Textual evidence given (Good example)
I think the most suspenseful sentence is "Before Smith could comprehend it, he saw the end of a pistol pointing at his face just inches away."	The most suspenseful sentence in the text is "Before Smith could comprehend it, he saw the end of a pistol pointing at his face just inches away" because the description of the gun pointed in his face makes me wonder if Smith is going to die.
My teacher's example:	
My example:	

Fill in the second row with a nonexample and an example provided by your teacher. Finally, write your own nonexample and example based upon what you wrote in your response journal.

**Write** Write a short paragraph defending your choice for the most suspenseful sentence in *The First Assassin* excerpt. Explain what words or ideas in the sentence make it exciting and scary.

**Focus on Suspenseful Details**

Model how to cite and use textual evidence based upon the chart. Students may need extra practice speaking and writing using specific details from a text. Return to the exercise as needed to reinforce this skill. Connect the language standard by reminding students how to use quotation marks to punctuate direct quotations from a text.

**Answers to chart:**

My teacher's nonexample: *The most suspenseful sentence is found in paragraph 13.*

My nonexample: *The last sentence in paragraph 17 is the most suspenseful.*

My teacher's example: *The most suspenseful sentence is found in paragraph 13 when Smith looks into the eyes of the man holding a gun on him. We feel suspense wondering if the man is going to pull the trigger or if Smith will draw his gun.*

My example: *The moment when the man's "pistol almost touche[s] Smith's forehead" in paragraph 17 is the most suspenseful sentence. This part makes it seem that the situation is escalating and the man or Smith may resort to violence.*

**Write** RL.11–12.2 If needed, model how to write a good summary using a topic sentence and supporting details. Remind students that they should return to the excerpt to find evidence to support their claim.

**ELL!** Write Have students use the following sentence frames to write about their most suspenseful sentence:

The most suspenseful sentence in the passage is . . . .

What makes this sentence suspenseful is . . . .

Another reason this sentence is suspenseful is . . . .

Remind students to use quotation marks around sentences quoted from the story.

## Lesson Support

### Second Read RL.11–12.4

Ask students to follow along or read the text aloud. As they listen, ask students to mark details that appeal to the five senses with simple drawings: sight (eye), sound (ear), smell (nose), taste (mouth), or touch (hand). Use the questions to guide the reading and foster class discussion after the second read. Further questions are listed below:

#### Text-Based Questions

1. What sense is being emphasized in the first paragraph? Give examples. *The sense of touch: “he felt for the revolver,” “His fingers met its smooth handle,” “he found the short barrel and the trigger below.”*
2. What effect does the description of the feel of the gun have on the context of the entire passage? What emotions does it create in the reader? *Answers will vary. The feel of the gun invokes a feeling of potential violence and danger. These emotions are in contrast to Smith’s feelings toward his gun; he views the gun as a tool vital to his purpose as he continually checks to make sure it is still there.*
3. What elements of Miller’s writing do you find particularly effective? Could you use these techniques in your own writing? *Answers will vary. Students could begin a story by focusing on a specific object, like Miller does when he writes about the gun.*

#### TECH-CONNECT

If students need guidance to find reliable Web sites, direct them to the CARS chart on page 29. Or use this activity to diagnose students’ understanding before teaching the concept in depth in chapter 2.

### Second Read: Sensory Language

As you read the text a second time, pay attention to the description of the setting and the pacing of the plot. Think about the following:

1. At what point in the story do you realize that Lorenzo Smith is going to try to kill Lincoln?
2. What inferences can you make about Smith’s political viewpoints? What evidence is there to support your inferences?
3. How does the author use imagery to describe the setting?

#### Focus on Sensory Description

Good writers make the readers feel as if they are part of the action. Vivid details and sensory description immerse the readers into a specific time and place. Read the following excerpt from *The First Assassin*:

A loud mass of people waited for its arrival at Calvert Street Station. Smith did not know how many were there, but they must have numbered in the thousands. The noisy throng spilled from the open-ended depot onto Calvert and Franklin streets. Inside the station, where Smith stood, shouts bounced off the walls and ceiling. This place of tearful departures and happy reunions had become a hotbed of agitation.

Look carefully at the references to sound in this paragraph. Underline all words used to describe what the main character hears.

The author uses language that appeals to the senses to establish the setting, describe events, and create tension. Study this chart to learn more about sensory description.

Sight	Sight is the most important sense to use in good creative writing. This helps the reader “see” the setting you are trying to describe. <i>Examples: a winding highway; translucent waters; sagging abandoned buildings; fall foliage</i>
Sound	Sound sets the mood: <i>creaking doors; felt marker squeaking on paper; the yipping dog; fronds rustling; stomachs grumbling</i> <i>Onomatopoeia</i> are words that sound like what they mean: <i>ticktock; clippity-clop; jingle; thump</i> Comparisons include similes and metaphors: <i>The lonely “caw, caw” of the black crow sounded like a tortured prisoner.</i>

**!ELL!** Use simple pictures of an ear, eye, nose, hand, and mouth to help students understand the five senses. Create a list of vocabulary words related to each sense. For example, *ear: sound, hear, listen; nose: smell, sniff, aroma.*

## Lesson Support

### Focus on Sensory Description

#### Answers to Chart:

#### Sight

1. *As the locomotive's big chimney came into view*
2. *He saw the engine's massive oil lamp mounted on top of the smoke box.*

#### Sound

1. *When Lorenzo Smith heard the chugging of the train*
2. *shouts bounced off the wall and ceiling*

#### Smell

1. *no sensory details related to smell in the story*

#### Taste

1. *no sensory details related to taste in the story*

#### Touch

1. *He reached into his coat another time and tapped the gun.*
2. *They felt good on his feet*

### TECH-CONNECT

Have students take a picture that appeals to one of the senses and upload the picture to a class Pinterest pinboard or to Instagram. Ask students to post a short description of the picture using sensory language.

Smell	Smells evoke memories: <i>buttery popcorn; musty sneakers; newly mowed lawn; cookies just out of the oven; freshly painted room</i>
Taste	Tastes can also trigger memories. Think about menu descriptions: <i>slowly smoked chicken; spicy picanté; sugary cotton candy; salty seawater</i>
Touch	Touch can communicate pain or pleasure: <i>smooth sheets; soft cheek; kitten's fur; asphalt tearing your skin; a burnt hand; a smack on the face</i>

Return to the story to find two sensory details that appeal to each of the senses. Write them in the chart below:

Sense	Details from the story
Sight	1.
	2.
Sound	1.
	2.
Smell	1.
	2.
Taste	1.
	2.
Touch	1.
	2.

**TELL!** To confirm pronunciation of new words, encourage students to use the pronunciation feature found on online dictionaries, including [www.merriam-webster.com](http://www.merriam-webster.com).

## Lesson Support

### Third Read RL.11–12.4

Instruct students to study the picture on page 16 as you read the text aloud.

#### Text-Based Questions

1. What are the main events in the story? *Lorenzo Smith is waiting at a train station, and he continually checks that his gun is still in his pocket. Smith maintains his position as the people surge when they hear the train whistle. Smith sees other secessionists in the crowd and then he sees the conductor shaking his head as the train pulls into the station. Smith leaps onto a train car's steps but is halted by a man holding a gun. The crowd backs away as the man informs Smith that Lincoln is not on this train.*
2. What is the focus of the first paragraph? *The focus is on the gun—how it feels and how Smith wants to use it. Examples: “he felt for the revolver at his side,” “its smooth handle,” and “It will make me a hero, he thought.”*
3. What effect does the immediate focus on the revolver and Smith’s connection to it have on the reader? *It makes the reader realize that Smith is willing and even eager to use the gun, and the reader wonders how he will use it to make himself a hero and why he is so eager to use it.*
4. What does the sentence, “It will change history,” imply in the first paragraph? *It implies that Smith believes his actions will have enormous repercussions, resulting in changing the course of history.*

### Third Read: Analyzing Different Interpretations of a Scene

As you listen to your teacher read the excerpt aloud, compare the text with this sketch drawn by Thomas Nast as he stood in Calvert Station.



The Crowd at Baltimore Waiting for Mr. Lincoln, President of the United States, February 23, 1861.

#### Focus on Analyzing a Historical Image

Writers use descriptive words to paint a picture in the reader’s mind. However, artists use pictures to communicate ideas. A careful analysis of a historical image, political cartoon, or photograph can offer a different perspective of an event. Sometimes these formats can give a more concrete picture of the setting.

#### W.A.V.E.

A strategy for analyzing historical images to help draw a conclusion about the artist’s point of view

W: Words—What words are in the picture? Do the words used have more than one meaning?

A: Actions—What is happening in the image? What was happening when the image was made?

V: Visuals—What do you notice first? What are the observable facts in the image? What do you see that looks different than it would if it were in a photograph?

E: Emotions—How does the image make you feel? Who do you think was the audience for this image? What do you think the artist’s opinion on the topic is?

**Speak and Listen** In your response journal, create a graphic organizer like the one below. Fill in each square with details about the picture on page 16.

Words	Actions
Visuals	Emotions

**Focus on Comparing and Contrasting Versions of an Event**

Compare the artistic representation of “The Crowd at Baltimore” and *The First Assassin*. What does each one emphasize? How are they different or similar? Use details from both the text and image to support your conclusions.

To help you organize your thoughts before writing your response, complete this graphic organizer.

Details from the story	Sense	Details from the image
1. 2.	Sight	1. 2.
1. 2.		Sound
1. 2.	Touch	

**Speak and Listen**

**Answers to graphic organizer:**

**Words:** *The Crowd at Baltimore*  
*Waiting for Mr. Lincoln, President of the United States*

**Actions:** *One man is above the mass of people with his left hand raised. Another man is using a walking stick to push past a second man. A third man is pulling back on the reins of his horse.*

**Visuals:** *The picture shows a crowd of people, and several have their hands in their pockets with two men holding walking sticks in their hands. Several people appear to be yelling while others are trying to listen or watching for something. Two women in the picture appear to be waiting and looking around. Several men in the picture are in an aggressive or alert stance. Expressions appear disgruntled or impatient. There are both African Americans and white people in the crowd.*

**Emotions:** *The image suggests anger and tumult to me. The audience for this image was probably people who read the newspaper during the time period. The artist, Nast, may have wanted to portray the crowd’s anger to show its unreasonableness or to illustrate the crowd’s frustration with Lincoln, so it is difficult to tell from the image whether Nast was pro- or anti-Lincoln.*

**Focus on Comparing and Contrasting Versions of an Event**

**Answers to graphic organizer:**

**Sight**

Details from the story

1. *The whole train glistened from a recent cleaning.*
2. *Smith . . . saw several men wearing hats with blue-ribbon cockades.*

## Lesson Support

### Answers to Graphic Organizer: (continued)

#### Details from the image

1. *Several men have their hands in their pockets.*
2. *People in the crowd are jostling for position.*

#### Sound

##### Details from the story

1. *The noisy throng*
2. *The train's steam whistle pierced the din of the crowd.*

##### Details from the image

1. *The crowd looks noisy as one man is holding one hand up to his mouth to shout.*
2. *The horse may be whinnying.*

#### Touch

##### Details from the story

1. *he felt for the revolver at his side.*
2. *His fingers met its smooth handle*

##### Details from the image

1. *The people are packed in close together, bumping and jostling one another.*
2. *One man is pushing another out of the way with a walking stick.*

**Speak and Listen** If needed, conduct a fishbowl activity to model this discussion for students. Ask a group of three to four students to demonstrate the steps for the peer review as the rest of the class watches and takes notes on what they see and hear. You may want to assign an observer to take notes on each group member. When the group is finished, have the observers discuss what they saw and how the group interaction was helpful for evaluating writing.

**Write** Write a two- to three-paragraph analysis comparing and contrasting the sensory details depicted by the text and by the image. Support your conclusions by referring to specific lines or details. Double space or write on every other line to make revising easier.

**Speak and Listen** In groups of three or four, conduct a peer review of your analysis about sensory imagery. As soon as possible after the peer review, revise your draft based on your peers' questions and comments. Refer to the steps below to guide your review.

#### Steps for Peer Review

1. Select a timekeeper. Stick to the time. Each writer gets 5 minutes.
2. One person begins by reading aloud his or her analysis while other members listen.
3. Pause. The same reader reads the analysis aloud a second time. (Don't skip this step.)
4. Group members listen and write comments or notes.
5. Writer asks, "What part was most clear to you?" Each member responds. Writer jots notes on draft.
6. Writer asks, "Was there any part that confused you?" Each member responds. Writer jots notes on draft.
7. Repeat steps 1-6 with the next writer in the group.
8. Make changes based upon feedback. Proofread for capitalization, spelling, and punctuation.

#### RULES FOR PEER REVIEW

1. Be confident. Don't apologize for your writing.
2. Be open to advice.
3. Be nice.



**ELL! Speak and Listen** Place ELLs in groups with native English speakers. If needed, use the following sentence frames during the peer review:

Step 4: What I like about your paragraph is. . . .

Step 5: The part I understood the best was. . . .

Step 6: I did not understand. . . .

I was confused by. . . .



**Project-Based Assessments**

**RAFT**

RAFT is a writing activity that helps a writer understand her role, audience, format, and chosen topic. It is a creative way to demonstrate your understanding of a current story by looking at the events from a different point of view. RAFT stands for the following:

**Role:** Who are you as the writer? You may choose to write from the perspective of a person, an object, or an animal.

**Audience:** To whom are you writing? Who are the people at that time in history who might want to read your account of the events?

**Format:** What format is the best way to present your ideas? Possible formats include a diary, a newspaper column, an advice column, or a letter.

**Topic:** What or who is the subject of the writing—a famous president, the repercussions of a historical event or a decision, or a current state of affairs?

Your assignment is to rewrite about the events described in the excerpt from a different perspective. The chart below provides suggestions to get you started; however, you are free to create your own.

Role	Audience	Format	Topic
Lincoln	Secessionists in Maryland	Letter to editor	Defending his decision to sneak into Washington, D.C.
Reporter in the crowd	Public	Newspaper article	Lincoln's cowardice
Train Station employee	Self	Diary entry	Cleaning up after a disappointed crowd leaves
Train	Platform crowd	Apology	Disappointing the crowd
Head of security	Security team	Thank-you letter	Praising his team for a job well done

Once you decide on the four elements of your RAFT, brainstorm for ideas and plan your writing. Return to the excerpt to gather information. Your writing must reference a minimum of two events from the passage. You should also research the events online. Using the excerpt as a model, include good sensory details in your writing as appropriate.

**Project-Based Assessments**

**RAFT W.11–12.3**

Students may also want to pick a character from the picture on page 16 and write their RAFT from that character's perspective. They should create a story that fits with the details in the picture.

Confirm that students understand the format to use when writing a letter or article. Show examples as needed.

Plan to have students present their projects to the class or post them on the class Web site. Assign students to comment on two of their fellow classmates' writing. Require students to comment positively on specific elements of the writing or to offer appropriate suggestions for improvement.

Extend the RAFT project by having students use SOAPStone technique to guide their writing. They should identify the Speaker, Occasion, Audience, Purpose, Speaker, and Tone of their writing.

**REMEDIATION** If students need extra support, break the project into smaller assignments due every few days.

## Lesson Support

### On Your Own: Integrating Ideas

1. April 15, 2015, was the 150th anniversary of Lincoln's assassination. Several online media outlets feature stories that include pictures of Lincoln artifacts and videos of commemorating events: <[www.usatoday.com/story/theoval/2015/04/14/abraham-lincoln-assassination/25754969/](http://www.usatoday.com/story/theoval/2015/04/14/abraham-lincoln-assassination/25754969/)>.
2. Have students evaluate the cartoons using the WAVE on page 16. Then have them create their own cartoon that depicts their view of whether Lincoln's actions were prudent or cowardly.

Use the following guidelines for your RAFT.

To receive the highest score (4.0), the project must meet all of these criteria.

#### Your RAFT

- contains a Role, Audience, Format, and Topic that creatively develop a different point of view from the original selection.
- refers to at least two events in the original excerpt; however, these events are told in a completely new, creative way.
- integrates information from an online source.
- accurately follows your chosen format (e.g., is written in letter format or in the style of a newspaper article).
- uses a variety of sentence styles.
- includes interesting sensory language.
- is free from grammar, spelling, and punctuation errors.

### On Your Own: Integrating Ideas

1. Consider reading the rest of the story by checking out *The First Assassin* by John J. Miller at your library. If assassination plots interest you, read *Chasing Lincoln's Killer* by James L. Swanson.
2. Lincoln was widely criticized for sneaking into Washington. Look at these political cartoons:
  - <[en.wikipedia.org/wiki/File:Lincoln\\_in\\_a\\_cattle\\_car.jpg#60tzn1](http://en.wikipedia.org/wiki/File:Lincoln_in_a_cattle_car.jpg#60tzn1)>
  - <[en.wikipedia.org/wiki/File:Plot-kill-lincoln-1861\\_Picture2.jpg](http://en.wikipedia.org/wiki/File:Plot-kill-lincoln-1861_Picture2.jpg)>
  - <[en.wikipedia.org/wiki/File:Maclincoln\\_harrisburg\\_Highland\\_fling.jpg](http://en.wikipedia.org/wiki/File:Maclincoln_harrisburg_Highland_fling.jpg)>Do you think Lincoln's actions were prudent or cowardly?
3. Research and watch the movie *Saving Lincoln*, which tells the story of Ward Hill Lamon, Lincoln's bodyguard and friend who thwarted not only the attempt on Lincoln's life in Baltimore but also several other assassination attempts during Lincoln's time in office.

#### REFLECT

This book opens with a fictionalized account of a failed assassination attempt against President Lincoln. This genre of writing is called historical fiction. Do you prefer to learn about history from a textbook or from a story or novel?

## Connect to Testing

The critical reading skills you are learning in this book will prepare you to do well on state assessments and also on the SAT and ACT. The Connect to Testing provides practice questions on skills learned in the chapter. The goal is to help you feel more comfortable with the format of the test questions and give you strategies to successfully answer different types of questions.

Some test questions will ask you to integrate information from a text with information found in a graph, chart, or picture. Answer the following question and then read the explanation below.

1. Which of the following sentences from *The First Assassin* best reflect Thomas Nast's historic image found on page 16? Choose all that apply.
- A. When Lorenzo Smith heard the chugging of the train, he felt for the revolver at his side.
  - B. A loud mass of people waited for its arrival at Calvert Street Station. Smith did not know how many were there, but they must have numbered in the thousands.
  - C. He was not sure precisely where the train would stop, but he thought he had made a good guess about where the last car might come to a halt.
  - D. As the locomotive's big chimney came into view, a man standing next to Smith bellowed, "Here he comes! Here comes the Black Republican!"
  - E. That meant the presidential party would have to make a slow transit from one depot to the other, surrounded the whole way by an angry swarm.

### EXPLANATION

- This question asks you to synthesize information you read in the text and observed in the picture. Think about how the two are similar. Both discuss the large crowds and a mob of diverse people.
- Choices A, C, and D can be eliminated.
- Choices B and E discuss the "mass of people" and "an angry swarm." These answers are correct.

*continued on next page*

## Connect to Testing

RL.11–12.7

This Connect to Testing section focuses on the skill of synthesizing information from a text and a visual representation. Encourage students to try the question on their own without looking ahead to the explanation.

**REMEDIATION** Model the thinking process used to answer the question by using a think-aloud strategy and underlining key words from the question. For example, "I must decide which two sentences show how the text's description can help interpret the image. Let me find one answer first. Which answer shows details that can describe both the text and the image. . . ."

## Connect to Testing

RL.11–12.1,4

2. A *Answer A is the best answer because it describes the sounds that help readers picture the setting: a busy train station. Answer B is not the best answer because it focuses on planning, not the setting. Answer C is incorrect because the alliteration in those phrases does not create an image of the setting. Answer D refers to word choice and character motivation, not the setting.*
3. D *The best answer is D facelessness because Smith is counting on the crowd to obscure his identity. A, celebrity, and B, familiarity, both relate to being known, the opposite of anonymity. Answer B, crowdedness, seems plausible, but crowdedness allows Smith to maintain anonymity; it does not mean anonymity.*
4. D, E *These answers best support the idea of going unnoticed or being faceless.*

## Connect to Testing (continued)

Answer the following questions on your own.

Read the following excerpt from the text:

The train hissed to a halt with the presidential car directly in front of Smith. His meticulous planning had paid off. He jumped onto the car's metal steps. His feet clanged against them as he thrust himself forward and up. He heard men rushing behind him.

2. How does the use of descriptive language help develop the setting?
- A. The sounds of a steam engine and the clang of metal deepen the imagery of a busy train station.
  - B. The description of the metal steps is a metaphor for how hard it was to pull off his meticulous plan.
  - C. The use of alliteration, as in "hissed to a halt" and "planning had paid off," best help create a clear image of the setting.
  - D. The words "jumped" and "thrust" demonstrate Lorenzo Smith's eagerness to board the train once it stopped in front of him.

Read the following excerpt from the text:

At the door into Lincoln's car, Smith hesitated. He quickly surveyed the depot from this elevated position. It was so full of people that he was not sure how he or anybody else could make a hasty exit. He would have to slip into the crowd and count on its anonymity to envelop him.

3. What is the meaning of *anonymity*?
- A. celebrity
  - B. crowdedness
  - C. familiarity
  - D. facelessness
4. Which phrases from the text support your answer to question 3? Circle all that apply.
- A. surveyed the depot from the elevated position
  - B. so full of people
  - C. how he or anybody else could make a hasty exit
  - D. slip into the crowd
  - E. envelop him



## Chapter 6

### Writing an Argumentative Paper

*The greatness of America lies not in being more enlightened than any other nation, but rather in her ability to repair her faults.*

—Alexis de Tocqueville

As evidenced by the texts from this unit, during the Civil War Americans were very divided in their opinions about slavery. Even people who agreed that slavery was evil disagreed about how to go about ending slavery and ensuring civil rights for all people. Yet, in some ways, America seems just as divided today as it was in 1863. Prejudice continues even today. Health care, gun control, and tax rates continue to divide our country. A study by the Pew Research Center found that Republicans and Democrats are further apart ideologically than at any point in recent history. Yet, our democratic system demands that people with diverse opinions work together to accomplish necessary change.

In a democracy, opinions matter. It is crucial that you develop the ability to understand an issue and build a logical argument. You must also be able to understand and fairly refute opposing points of view.

#### WRITING PROMPT

Choose a topic about which Americans have differing opinions. Research and write an essay in which you make a claim about the issue. Support your claim with relevant evidence. Avoiding faulty reasoning, fairly represent a counterclaim and refute it.

Your paper should be 4–6 pages, double-spaced, typed, and use standard Times New Roman, 12-point font. You must consult 8 sources and cite at least 6 in your paper. Use MLA format (or another style, as instructed by your teacher).

**refute:** *to prove something false.* The woman claimed that she was at home watching TV during the time the crime took place, but video surveillance at the gas station refutes her claim.

**fallacy:** *an error in reasoning that weakens an argument.* One fallacy in logical reasoning is the red herring, where the speaker derails into a side argument that distracts attention from the primary issue.

## Chapter 6

### Writing an Argumentative Paper

#### 11–12 STANDARDS

Writing: 1,4,5,6,7,8,9,10

Speaking and Listening: 1

Language: 1,2,3

#### Lesson Support

Discuss the quote that opens the chapter. Do students agree or disagree? What historical evidence can be used to support the idea that America is great because she can repair her faults?

#### Writing Prompt

This chapter gives students the opportunity to take a side on an issue and support their opinion by developing a strong argument. The task requires them to research eight sources on their chosen topic and cite six of them in their paper.

## Lesson Support

### Prepare to Write W.11–12.5

Students should look at the writing prompt and underline key words that explain the requirements of the task. Instruct them to break down the requirements based on purpose, audience, content, and additional requirements and complete the chart in the student book.

Purpose: *to write an argumentative paper*

Audience: *classmates, teacher*

Content Requirements: *must make a claim about the issue. Support the claim with relevant evidence and not use faulty reasoning. Must also include a counterclaim and refute it.*

Additional Requirements: *4–6 pages, typed, double-spaced, 12-point Times New Roman font*

### The Writing Process

W.11–12.5; L.11–12.1,2

#### Generate Ideas W.11–12.1a,b; 5

Direct students to *The New York Times*' "301 Prompts for Argumentative Writing" for more ideas about argumentative paper topics: [learning.blogs.nytimes.com/2015/02/05/301-prompts-for-argumentative-writing/](http://learning.blogs.nytimes.com/2015/02/05/301-prompts-for-argumentative-writing/).

Another option for brainstorming topics is to have students narrow a general topic to five levels of specificity. For example:

1. Baseball
2. American League v. National League
3. American League team—Seattle Mariners
4. Seattle Mariners' 2004 season
5. The role of the outfield in the Seattle Mariners' 2004 season

Students can more easily make a claim about a specific topic that they have brainstormed.

### Prepare to Write

Carefully look at the prompt. Underline key words that explain the requirements of the task. Break it down based on purpose, audience, content, and additional requirements by filling in the chart below:

Purpose	to write an argumentative paper
Audience	classmates, teacher
Content Requirements	
Additional Requirements	

### The Writing Process

#### Generate Ideas

One way to find good topics for an argumentative essay is to read about current events in newspapers or on Web sites. What issues are people talking about? What cases are being heard by the Supreme Court? What are the underlying issues that cause people to have strong opinions? Write down 5 topics below. Then brainstorm 5 more with a partner. Your teacher has final approval of your topic.

Topics for an argumentative essay
Racism and law enforcement officers
Buying goods produced in factories with unfair labor practices
Pathways to citizenship for illegal immigrants

**¡ELL!** Use the following sentence frames to help ELLs choose a topic:

Many Americans believe . . . .

My opinion on the issue is . . . .

**¡ELL! Generate Ideas** Help students choose a topic for which they can find sources at their appropriate reading levels.

**Research**

Remember that when writing an argumentative paper, you must make a claim about the topic. Your claim should be based upon an opinion. Write a preliminary claim before beginning your research. However, be open to changing your claim as you gather information. You may change your opinion based upon your research. Below, write your preliminary claim:

Preliminary claim	
-------------------	--

After selecting your topic, gather information. At the media center, consult various types of informative sources including books, magazines, newspapers, and professional journals. As you know, many of these types of sources can be found on the Internet.

To locate sources, use these options:

1. **Digital library catalog:** Use a library’s online catalog to search by subject. Use various keywords and combinations of keywords and compare the search results.
2. **Readers’ Guide to Periodical Literature:** Use this online reference source at ebscohost.com to identify useful magazine or newspaper articles.
3. **Databases:** Ask a librarian or media specialist to recommend a database that can lead you to information that is relevant to the topic you are researching.
4. **Internet:** Type your keywords into a search engine to find articles, Web pages, and encyclopedia entries about your topic. The Internet is also a great place to find video resources such as documentaries and television news shows on your topic.

**Evaluate Sources**

Refer to page 29 and the CARS checklist of items to consider when determining the reliability and credibility of the sources from which you gather information.

**Conduct Research**

Choose eight sources of information that seem the most relevant to your topic. Refer to the prompt to help you gather the right kinds of information. Write down or type into a computer file topics that will help guide your research:

Background information on the topic

*continued on next page*

**Research W.11–12.7,8,9**

Remind students that their preliminary claim can and likely will change as they research their topic. Their claim should be arguable and about a topic that has plenty of research material available (some recent topics may not have enough credible sources).

**Conduct Research W.11–12.1**

Students may organize their research using notecards, an online note taking program, notebook paper, or a word processing program. Remind them to use print sources as well as online ones.

Remind students to not only find information that supports their claim but some opposing information as well.

**Additional Instruction W.11–12.3**

Narrative writing is not practiced as much once students reach upper grades. Encourage your students to use narrative within their argumentative paper. It could be used to tell a story that illustrates their central claim. Narrative can be effective when used to introduce a problem. Discuss how stories that appeal to emotion can be effectively used in conjunction with logos.

**!ELL! Sources** You may alter the requirements to allow students to use a certain number of sources in their first language, along with some in English. Have students share summaries of foreign language sources in English with their English-speaking peers who are writing about the same or similar topics.

## Lesson Support

### Conduct Research *(continued)*

Use the sample note and in-text citation on page 84 to teach students how to translate their notes into their report. Confirm that students understand how to use in-text citations. Students can refer to the Purdue Online Writing Lab Web site at [owl.english.purdue.edu/owl/resource/747/02/](http://owl.english.purdue.edu/owl/resource/747/02/). Explain that students should avoid plagiarism by properly citing sources. For a discussion about avoiding plagiarism, direct students to this Web site: [owl.english.purdue.edu/owl/resource/589/01/](http://owl.english.purdue.edu/owl/resource/589/01/).

#### Conduct Research *(continued)*

Reasons and evidence to support my claim  
Counterclaims (opinions different from your own)  
Evidence to refute counterclaims

Next, gather information from your sources and record it under your topics. As you take notes always write down (or cut and paste) the source information. Include the author's name, title of the article or book, Web site name, publisher, date of publication, and page numbers. You will use this information to cite your sources in the body of your paper and on your Works Cited page.

#### Sample note for direct quotation:

##### Background information on human trafficking

"Throughout Africa, children and adults are forced to work on farms and plantations harvesting cotton, tea, coffee, cocoa, fruits, vegetables, rubber, rice, tobacco, and sugar. There are documented examples of children forced to herd cattle in Lesotho, Mozambique, and Namibia and tend camels in Chad."

<http://www.state.gov/documents/organization/226844.pdf>

MLA format: "Trafficking in Persons Report." *state.gov*. The United States State Department. June 2014. p 52. Web. 10 January 2015.

In MLA format, in-text citations are included in the text of your paper to indicate any information that is not common knowledge. Citations are always included with direct quotations. Usually an in-text citation includes the author's name and the page number (Stark 24) or if no author is given, a key word from the title and a page number ("Trafficking" 52). The end punctuation comes after the citation. If you use the author's name in your writing, cite only the page number (24).

#### Sample in-text citation with a direct quotation:

In many countries in Africa, children and adults are forced to work long hours harvesting crops that range from cotton to sugar. In Lesothos, Mozambique, Chad, and Namibia, children are forced to herd cattle and camels ("Trafficking" 52).

#### Logical Reasoning

##### Counterarguments

As part of your research, you noted opposing

#### TECH-CONNECT

Any notes that have been cut and pasted directly from Web sites must be rewritten in your own words before adding them to your paper or must be indicated with quotation marks. Instructors use software to determine if passages have been plagiarized.

**!ELL!** ELLs will likely take longer to conduct research than native speakers. Guide them in learning how to skim a text so that they can quickly determine whether it may be useful to them. This exercise may be helpful to native speakers, too.

The steps to skim an article include the following:

- Step 1: Completely read the title, the introduction, and first paragraph.
- Step 2: Read the first sentence of every other paragraph (the paragraph's main idea usually appears in this sentence).
- Step 3: Read the final paragraph in full (it typically summarizes the source's main ideas).



## Logical Reasoning

W.11–12.1

Explain that stating their arguments in a logical, objective way will make their arguments more credible. Some emotional appeals are acceptable, but students should avoid using extremely emotional language or loaded words. *Ad populum* is an emotional appeal to positive or negative concepts instead of a discussion of the actual issue.

Example: If you were a true friend, you would lie and say I was at your house yesterday.

Example: A real patriot would support people's right to choose whether they wear seatbelts.

For more examples of logical fallacies see <fallacyfiles.org>.

viewpoints to your claim. In your paper, you should acknowledge at least one counterclaim to your own. Then you should refute the counterclaim by offering evidence as to why it is incorrect. Doing this will strengthen your own argument. Tips for including a counterclaim:

- A fair argument offers a strong counterclaim, not a weak one. Avoid trivializing the opposing viewpoint. (See straw man fallacy below.)
- Use good transitions to indicate your counterclaim and your refutation. Phrases that indicate counterclaims and refuting ideas include:  
The opposition believes . . . but . . .  
Some hold the position that . . . . However, . . .  
Critics argue that . . . . On the other hand . . .
- Maintain a respectful tone. Do not resort to sarcasm or name-calling.

### Logical Reasoning

A fallacy is an error in reasoning that weakens an argument. Avoid using fallacies as you build your own position and also in your counterargument. Here are a few fallacies:

Hasty generalization	Making assumptions about a whole group or range of cases based on a sample that is inadequate. Stereotypes about people are a common example of the principle underlying hasty generalization. Example: Based upon a survey of gun owners in our town, Americans do not want more restrictions on gun ownership.
Straw man	Setting up a weak version of an opponent's arguments to strengthen your own argument. Example: Those who want to end capital punishment don't care about justice for victims of horrible crimes.
Red herring	The arguer goes off on a tangent, raising a side issue that distracts the audience from what's really at stake. Often, the arguer never returns to the original issue. Example: Grading this exam on a curve would be the most fair thing to do. After all, classes go more smoothly when the students and the professor are getting along well.
ad hominem	The arguer attacks his or her opponent instead of the opponent's argument. Example: Senator Jackson says that we need healthcare reform, but she is a communist. If you value your freedom, don't vote for her.
False cause	Assuming that because B comes after A, A caused B. No explanation of the process of how A caused B is given. Example: The mayor raised taxes, and then the rate of violent crimes went up. The mayor's tax hike is responsible for the rise in crime.

Your paper should focus on using logical reasoning (logos) to give your arguments, but emotion (ethos) can also be used effectively. However, avoid using extremely emotional language as a way of manipulating your audience.

## Lesson Support

### Organize Ideas W.11–12.4,5

Review the sample outline with students. Explain that it is easier to shift and reorganize ideas to a more logical order in the outline stage of writing than later.

### TECH-CONNECT

When developing an outline in Microsoft Word, explain that students should use the indents (found on the ruler at the top of the document), the tab key, and numbered list options instead of manually hitting the space bar and typing in numbers and letters.

### First Draft W.11–12.4,5

Remind students not to worry about spelling and perfect grammar while writing the first draft. The purpose of writing a first draft is to get all of your ideas down on paper. There will be time to rearrange ideas and proofread in later steps of the process.

### Organize Ideas

Before you begin writing your paper, take some time to plan the order of your main points.

1. Clarify your central claim.  
Your claim may have changed as you gathered information. Make sure your position is clear.
2. Create an outline based upon the information from your notes.  
Your paper should have an introduction, body, and conclusion. Study the following sample outline.

- I. Introduction
  - A. Introduce the topic, capture your readers' interest, use a story or quotation. For example, tell the story of children in Western Africa who are abducted and forced to work in the cocoa fields.
  - B. Claim: Purchasing consumer goods that have been produced by victims of human-trafficking is participating in the crime of slavery.
- II. Body
  - A. Reason 1
    1. Explanation
    2. Evidence
  - B. Reason 2
    1. Explanation
    2. Evidence
  - C. Counterclaim
    1. Evidence for counterclaim
    2. Refute counterclaim
  - D. Reason 3
    1. Explanation
    2. Evidence
- III. Conclusion
  - A. Summary of main points and restatement of claim
  - B. Inspire and challenge readers to take action.

### First Draft

Use your outline to write a draft of your research paper. Here are some hints:

- Refer to your notes while drafting.
- Write quickly. You will revise and proofread later.
- Write on every other line or double-space if working on a computer. This will make it easier to make revisions.

- If you take a break and then return to drafting, reread what you have written before continuing. This will help you resume the flow of thought.
- Mark this paper Draft #1.
- Make sure to include your in-text citations in your draft.

### Prepare Research Format

#### MLA Format for Works Cited List

A research paper that follows MLA format includes a Works Cited list on a separate sheet of paper. Here, you list the publication information for each research source that you quoted, paraphrased, or summarized within the essay. Every in-text citation should have a full-length entry on your Works Cited page. The entries in the list are arranged alphabetically, and each entry follows the MLA format.

Each entry should include the following information. (The word *Print* or *Web* identifies whether the source is in print or from the Internet.)

#### For a book:

Last name, First name. *Title*. City of publication: Publisher, Year. Print.

#### For an article:

Last name, First name. "Title." *Magazine or Journal Title*. Volume. Number (Year): page numbers. Print.

Last name, First name. "Title." *Newspaper Title*. Date: Section and page. Web. 9 August 2011.

**For an Internet article:** The final date is when the Web page was accessed.

Last name, First name. "Title." Web address. *Title of Publication*. Date. or n.d. (if no date is given) Web. 9 August 2011.

Here is an example of a Works Cited list. Notice the use of punctuation and formatting.

#### Works Cited

Hakim, Joy. *The First Americans*. New York: Oxford University Press, 2003. Print.

Johnson, George. "Social Strife May Have Exiled Ancient Indians." *The New York Times*. 20 August 1996. Web. 9 August 2011.

Markowitz, Matthew. "The Ancient Pueblo (the Anasazi)." *ICE Case Studies*. Vol. 20: August 2003. Web. 9 August 2014.

## Prepare Research Format

W.11–12.7,8,9

One way to help students practice MLA format is to find several different types of sources from the library (a book, a magazine, an online journal) and as a whole class activity, create works cited entries for each source.

### TECH-CONNECT

You may want students to use an online bibliographic Web site such as <easybib>, <refme.com>, or another site that your school subscribes to.

## Lesson Support

### First Peer Review W.11–12.5; L.11–12.1,2

Students should be familiar with the steps of peer review by this point. However, if needed, conduct a fishbowl to model peer review process for students. Assign two students to model the process while the rest of the students watch. Encourage the class to take notes on what they observe.

#### Revision

There is great benefit to having other students and adults read your paper. Listen carefully to their questions and comments on your writing. Applying their advice will help refine your writing.

Here are three ways to revise your paper.

#### First Peer Review

This review will evaluate whether your ideas are interesting and whether they flow together in a logical order. With a group of two to three people, complete the following steps:

##### Steps for Peer Review

1. Select a timekeeper. Each writer gets 10 minutes. Stick to the time.
2. One person begins by reading aloud his or her introduction while other members listen.
3. Pause. The same writer reads the introduction aloud a second time.
4. Writer asks, "Does my introduction clearly state my claim? Does the writing draw you in and make you want to know more?" Each member responds, as the writer takes notes on his or her draft.
5. Writer reads the entire paper, pauses, and then reads it again.
6. As writer reads, members take notes.
7. Writer asks, "What could I add to make my argument stronger? Did I use any fallacies? Where?" Writer jots down replies.
8. Repeat steps 1–7 with the next writer.

As soon as possible after peer review, revise your draft based on your peers' questions and comments. Mark this paper Draft #2.

#### Second Peer Review

##### Self-Revision: Ratiocination Review

*Ratiocination* is a systematic approach to revision. It will help you break down your writing in order to improve the variety of your words and sentences. The following steps will instruct you to mark your paper and then make specific revisions.

**Tools needed:** colored pencils

**Step 1:** With a green colored pencil, bracket [ ] the first word of each sentence. Make a list of these words on a separate sheet of paper. Identify their parts of speech.

**!ELL!** Place ELLs in groups with native English speakers. If needed, use the following sentence frames during the peer review:

Step 4: The main claim in the introduction is . . . .

The most interesting part of your writing is . . . .

Step 7: I think you could make your argument stronger by . . . .

The part of your writing that did not make sense to me was . . . .

**Self-Revision: Ratiocination Review** L.11–12.1,3

Ratiocination may be new to most students. The goal is to improve sentence variety. If students have trouble identifying the part of speech of beginning words, display a list on the board or pair struggling students with more advanced peers.

**Evaluate:** Are a variety of words used? Which word(s) appear most?

**Action:** Reduce the number of identical first words by half. Try starting sentences with descriptive phrases or clauses. Use a variety of different parts of speech.

**Step 2:** Underline each sentence in the paper with alternating blue and orange colored pencils.

Sentence 1—orange; sentence 2—blue, sentence 3—orange . . .

**Evaluate:** Does the sentence length vary? Are most sentences the same length? Are any too long and wordy?

**Action:** Add variety by combining short sentences. Strive for a balance of long and short sentences.

**Step 3:** Circle all the *being* verbs with red pencil. Use this list to help you.

am, is, was, were, be, being, been

**Evaluate:** Do I overuse *being* verbs? Can I substitute any action verbs for *being* verbs?

**Action:** Reduce the number of *being* verbs by half.

**Step 4:** Choose a black pencil and draw a box around “dead” words. Refer to the following list of overused words in the coffin:

a lot, also,  
awesome, awful, bad, big, cool, fun,  
got, get, good, great, have to, like, nice, pretty,  
really, so, very, went,

**Evaluate:** Can I replace dead words with more specific ones? Use a thesaurus to find more interesting substitutes.

**Action:** Reduce the number of dead words by half.

**Step 5:** Put a brown triangle around every use of *it*.

**Evaluate:** Is *it* referring to a noun in the sentence?

**Action:** If *it* is not referring to a specific noun, reword the sentence using specific words or phrases. For example, change *It seemed scary* to *I was scared*.

## Lesson Support

### Proofread L.11–12.1,2

Suggest students read their papers backward once. Reading the text this way will help students focus on individual words and sentences and avoid skipping automatically over errors due to reading the same text several times.

### TECH-CONNECT

#### W.11–12.6

Publish student essays as a classroom magazine or newspaper. See this Web site for tools and instructions about how to use them to create online magazines: <[elearningindustry.com/the-5-best-free-digital-magazine-creation-tools-for-teachers](http://elearningindustry.com/the-5-best-free-digital-magazine-creation-tools-for-teachers)>.

When you finish the steps for ratiocination, mark the version Draft #3.

#### Final Peer Review

Ask another student to read your argumentative paper and rate it using the rubric below:

Use the following guidelines for your argumentative essay.	
<i>To receive the highest score (4.0), the essay must meet all of these criteria.</i>	<b>Your argumentative essay</b> <ul style="list-style-type: none"><li>• has a specific claim on the topic, maintained throughout with ideas that flow seamlessly.</li><li>• includes strong evidence such as facts and reasons that support the claim.</li><li>• includes a counterargument, along with evidence to refute the counterargument.</li><li>• uses valid reasoning; avoids faulty reasoning.</li><li>• uses transitions that help the reader follow the flow of ideas.</li><li>• contains correct grammar, usage, punctuation, and spelling.</li></ul>

#### Proofread

As you prepare a final draft, make sure you have included correct grammar and punctuation. Proofread carefully for omitted words and punctuation marks, especially in dialogue. If you used a word processing program, run spell check, but be aware of its limitations. Proofread again to detect the kinds of errors the computer can't catch.

#### Final Essay

Share your completed essay with audiences beyond your classroom. Read it to your family and friends. Upload your finished digital copy to your class Web site. If you have a school or personal blog or Web site, share it with your readers.

## Practice Performance Task

A performance task evaluates your ability to comprehend selections of literature and informational text and then demonstrate your knowledge in writing. The task may begin with several multiple-choice or short answer questions on key vocabulary and the main ideas of the passage(s). The task culminates with a writing assignment.

Complete the following performance task based upon selections from Unit 1.

### Source 1

Read the following excerpt from William Garrison's "Prospectus" from Chapter 4 of this unit.

... Assenting to the "self-evident truth" maintained in the American Declaration of Independence, "that all men are created equal and endowed by their Creator with certain inalienable rights—among which are life, liberty and the pursuit of happiness," I shall strenuously contend for the immediate enfranchisement of our slave population. . . .

I am aware that many object to the severity of my language; but is there not cause for severity? I will be as harsh as truth, and as uncompromising as justice. On this subject, I do not wish to think, or speak, or write, with moderation. No! no! Tell a man whose house is on fire, to give a moderate alarm; tell him to moderately rescue his wife from the hands of the ravisher; tell the mother to gradually extricate her babe from the fire into which it has fallen;—but urge me not to use moderation in a cause like the present. I am in earnest—I will not equivocate—I will not excuse—I will not retreat a single inch—AND I WILL BE HEARD.

1. What is the meaning of the word *moderation* as used in the text?
  - A. state of being free to vote
  - B. in a manner that is harsh and difficult
  - C. condition of lying or not speaking the truth
  - D. state of avoiding extremes in behavior
2. In the text above, underline two context clues that help you determine the definition of *moderation*.
3. The tone of Garrison's speech could best be described as
  - A. matter-of-fact and scholarly.
  - B. unrelentingly passionate.
  - C. gently persuasive.
  - D. calmly inspiring.

**ELL!** Provide more scaffolding for ELLs by modeling how to answer questions 1–3 over Source 1. Then have students complete the questions on Sources 2–3 on page 92–93 on their own.

## 11–12 STANDARDS

Reading Informational Text: 1,2,4,8,9

Writing: 2,4

Language: 1,2,4

### Practice Performance Task

The purpose of this section is to prepare students for the types of performance tasks they will be completing on standardized testing. The task requires students to synthesize knowledge gained throughout the unit. If used as test-prep, review with students the process of answering multiple-choice questions, including eliminating answers that are clearly incorrect.

This performance task could be used as an assessment over Unit 1, instead of the Unit 1 assessment on pages 325–335. It could be completed entirely during class time. The task may be completed over two class periods by having students complete questions 1–6 and the planning stage of the writing task during one class period and writing the essay during the second class period. Another alternative is to assign the writing to be completed at home.

### Answers to Source 1:

1. D
2. Possible answers: *I shall strenuously contend for the immediate enfranchisement of our slave; tell the mother to gradually extricate her babe from the hands of the ravisher*
3. B *Garrison uses phrases such as "strenuously contend," "harsh as truth," and "uncompromising as justice" that inject a spirited, heated tone into his writing. He ends with the fully capitalized statement, "AND I WILL BE HEARD." This statement and*  
(continued)

## Unit Support

### Answers to Source 1: (continued)

*Garrison's word choice does not suggest anything scholarly (A), gently persuasive (C), or calmly inspiring (D).*

### Answers to Source 2:

4. B *Lincoln identifies freeing the slaves "as a fit and necessary war measure for suppressing said rebellion." He does not mention freeing the slaves because it is an unjust practice (C) or because of a Constitutional amendment (D). Lincoln opens up the military to receive freed slaves, but he does not indicate that having them fight for the North is a reason for abolishing slavery (A).*
5. B, D *These details support the answer to number 4 because they both mention abolishing slavery as a military necessity.*

### Source 2

Read the following passage from the Emancipation Proclamation.

Now, therefore I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief, of the Army and Navy of the United States in time of actual armed rebellion against the authority and government of the United States, and as a fit and necessary war measure for suppressing said rebellion, . . .

And by virtue of the power, and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States, and parts of States, are, and henceforward shall be free; and that the Executive government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons. . . .

And I further declare and make known, that such persons of suitable condition, will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service.

And upon this act, sincerely believed to be an act of justice, warranted by the Constitution, upon military necessity, I invoke the considerate judgment of mankind, and the gracious favor of Almighty God.

4. Based upon the Emancipation Proclamation, readers can infer that the main reason Lincoln frees the slaves in the Confederate states is
- A. so they can fight for the North.
  - B. because it is necessary to win the war.
  - C. because he believes that slavery is evil and unjust.
  - D. because there was a Constitutional amendment making slavery illegal.
5. Which of the following support your answer to question 4? Choose all that apply.
- A. by virtue of the power in me vested as Commander-in-Chief, of the Army and Navy of the United States
  - B. as a fit and necessary war measure for suppressing said rebellion
  - C. all persons held as slaves within said designated States, and parts of States, are, and henceforward shall be free;
  - D. sincerely believed to be an act of justice, warranted by the Constitution, upon military necessity,
  - E. I invoke the considerate judgment of mankind, and the gracious favor of Almighty God.



## Source 3

The following passage is from [www.ourdocuments.gov](http://www.ourdocuments.gov).

Initially, the Civil War between North and South was fought by the North to prevent the secession of the Southern states and preserve the Union. Even though sectional conflicts over slavery had been a major cause of the war, ending slavery was not a goal of the war. That changed on September 22, 1862, when President Lincoln issued his Preliminary Emancipation Proclamation, which stated that slaves in those states or parts of states still in rebellion as of January 1, 1863, would be declared free. One hundred days later, with the rebellion unabated, the president issued the Emancipation Proclamation declaring “that all persons held as slaves” within the rebellious areas “are, and henceforward shall be free.”

Lincoln’s bold step to change the goals of the war was a military measure and came just a few days after the Union’s victory in the Battle of Antietam. With this Proclamation he hoped to inspire all blacks, and slaves in the Confederacy in particular, to support the Union cause and to keep England and France from giving political recognition and military aid to the Confederacy. Because it was a military measure, however, the Emancipation Proclamation was limited in many ways. It applied only to states that had seceded from the Union, leaving slavery untouched in the loyal border states. It also expressly exempted parts of the Confederacy that had already come under Union control. Most important, the freedom it promised depended upon Union military victory.

Although the Emancipation Proclamation did not end slavery in the nation, it did fundamentally transform the character of the war. After January 1, 1863, every advance of Federal troops expanded the domain of freedom. Moreover, the Proclamation announced the acceptance of black men into the Union Army and Navy, enabling the liberated to become liberators. By the end of the war, almost 200,000 black soldiers and sailors had fought for the Union and freedom.

From the first days of the Civil War, slaves had acted to secure their own liberty. The Emancipation Proclamation confirmed their insistence that the war for the Union must become a war for freedom. It added moral force to the Union cause and strengthened the Union both militarily and politically. As a milestone along the road to slavery’s final destruction, the Emancipation Proclamation has assumed a place among the great documents of human freedom.

6. The central claim of the passage is that
- the Civil War was not fought over the issue of slavery.
  - Lincoln abused his powers by issuing the Emancipation Proclamation.
  - the Emancipation Proclamation changed the focus of the war.
  - the war could not have been won by the North without the help of black soldiers.

## Answers to Source 3:

6. C *The idea that the Emancipation Proclamation changed the focus of the war is mentioned in every paragraph: “That changed on September 22, 1862 . . .” (paragraph 1), “Lincoln’s bold step to change the goals of the war . . .” (paragraph 2), “it [the Emancipation Proclamation] did fundamentally transform the character of the war” (paragraph 3), “it [the Emancipation Proclamation] added moral force to the Union cause . . .” (paragraph 4).*

## Unit Support

If students are completing the performance task as part of a timed assessment, encourage them to use their time wisely, allowing time for planning, writing, editing, and proofing. Remind them that they will be graded on the qualities listed on page 94.

### Your Assignment

Both Garrison and Lincoln write about the need to abolish slavery. However, there are many differences between these two important documents. The methods of persuasion and the tone that these men use are very different. How does each writer's style reflect his purpose? Use direct quotations from both sources in your paper.

Your writing will be evaluated on the following:

#### Reading Comprehension:

- How well did you understand the texts?
- Does your essay reflect a correct understanding of the texts by using direct quotations and/or paraphrasing key terms?

#### Writing Expression:

- Does your writing address the requirements of the prompt?
- Does your essay compare and contrast the purpose and style of the two texts?
- Are your ideas supported with textual evidence including quotations and paraphrases?
- Does your writing style contain precise, accurate language and content appropriate to the purpose, task, and audience?

#### Writing Conventions:

- Does your writing follow the rules of standard English with few or no errors in grammar, usage, and spelling?

### EXPLANATION

Read the prompt carefully. Underline words that indicate what and how to write your essay. Study the qualities of Reading Comprehension, Writing Expression, and Writing Conventions on which your writing will be evaluated.

Create a graphic organizer to help you plan your writing. Write down key points to compare and contrast and quotations that can be used as textual evidence. Next, write a thesis statement with your main idea. Think about the main conclusion you can draw about how the two texts are similar or different. Explain it in one sentence.

Write your essay. Use good transitional phrases between ideas and between paragraphs.

Take time to edit and proofread your essay before turning it in.