UNIT

# What Matters

FILE



## Sometimes standing up means refusing to back down.



Philippe Petit

 Discuss It Why is volunteering, engaging in sports and hobbies, and pursuing personal dreams so fulfilling?
 Write your response before sharing your ideas.

ning INTING

#### UNIT 3

#### UNIT INTRODUCTION

SMALL-GROUP

LEARNING

LAUNCH TEXT ARGUMENT MODEL Freedom of the Press?

from Through My

The Unknown Citizen

Eyes

POFTRY

W. H. Auden

Ann Petry

Ruby Bridges

INDEPENDENT

**LEARNING** 



## ESSENTIAL QUESTION: When is it right to take a stand?

#### WHOLE-CLASS $( \cdot )$ LEARNING

#### ANCHOR TEXT: MAGAZINE ARTICLE

ANCHOR TEXT: OPINION PIECE

Barrington Irving, **Pilot and Educator** National Geographic

▶ MEDIA CONNECTION: Barrington Irving: Got 30 Dollars in My Pocket

Three Cheers for

the Nanny State

Sarah Conly



NONFICTION NARRATI from Follow the **Rabbit-Proof Fence** Doris Pilkington

PERSUASIVE SPEECH

Words Do Not Pay

....

Chief Joseph



BIOGRAPHY Harriet Tubman: Conductor on the Underground Railroad

Soda's a Problem but . . . Karin Klein

Ban the Ban! SidneyAnne Stone





PERFORMANCE TASK

SPEAKING AND LISTENING FOCUS: **Deliver an Oral Presentation**  PERFORMANCE-BASED ASSESSMENT PREP **Review Evidence for an Argument** 

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#### PERFORMANCE-BASED ASSESSMENT

Argument: Essay and Oral Presentation

PROMPT:

Is it important for people to make their own choices in life?

## **Unit Goals**

Throughout this unit, you will deepen your perspective about what it means to stand up for things that matter, 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.



#### STANDARDS

Language

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Academic Vocabulary: Argument

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

#### 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 the dictionary or other resources if needed.

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
retort ROOT: -tort- "twist"	<ol> <li>His grumpy retort made me sorry I had asked the question.</li> <li>I fired off a retort so clever she couldn't think of anything to add.</li> </ol>		contort; torture
candid	1. Take a <i>candid</i> photo of us so that		
ROOT: - <i>cand-</i> "shine"; "white"	we look like we do in real life. <b>2.</b> I wish she were more <i>candid</i> with me; I never know what she means.		
rectify ROOT: - <i>rect</i> - "straight"	<ol> <li>I will try to rectify the situation, but I think things are beyond fixing.</li> <li>Don't worry, I will rectify the problem as soon as I get to the office.</li> </ol>		
speculate ROOT: -spec- "look"	<ol> <li>The police did not want to speculate as to what motivated the crime.</li> <li>When I'm reading a really good book, it is hard not to speculate on how it is going to end.</li> </ol>		
verify ROOT: -ver- "truth"	<ol> <li>Can you please verify that your name is correct on this form?</li> <li>The claim isn't valid because no one can verify the source of the information on which it is based.</li> </ol>		

TIP

## UNIT 3 INTRODUCTION

#### LAUNCH TEXT | ARGUMENT MODEL

This selection is an example of an **argument**, a type of writing in which an author states and defends a position on a topic. This is the type of writing you will develop in the Performance-Based Assessment at the end of the unit.

As you read, look at the way the writer builds a case. Mark the text to answer this question: What is the writer's position, and how does he or she support it?

# Freedom of the Press?

#### NOTES

The First Amendment of the U.S. Constitution gives newspapers, magazines, and other publications the right to print whatever they see fit, without interference from the government. The framers of the Constitution felt that a free press is vital to a democratic society.

STO

- <sup>2</sup> This important idea breaks down when schools are involved. As it turns out, there is a difference between "free press" and high school newspapers.
- The difference is technical. The First Amendment prevents the government from censoring the press. However, private publishers can censor whatever they want. Since schools and school districts pay the student newspaper's publication costs, they are private publishers. This means that they can edit information as they see fit. They can even refuse to publish some articles.
- This is a tough lesson for budding journalists, some of whom have challenged the restrictions. One case even made it to the Supreme Court, in *Hazelwood School District v. Kuhlmeier*.
- Here are the facts. In 1983, students at Hazelwood High, a public high school near St. Louis, Missouri, saw two pages missing from their school newspaper, *The Spectrum*. They found out that the principal, Robert Reynolds, had removed two of the articles after finding them unfit for publication. One article, about teen pregnancy, contained interviews with pregnant students whose names were changed; the other article dealt with divorce.
- <sup>6</sup> Principal Reynolds said the pregnancy article was not appropriate for a high school audience. He was also concerned

that the girls' identities would have been revealed eventually in such a small school. His problem with the divorce article was that it was not "fair and balanced." He felt it criticized parents without providing their side of the story.

<sup>7</sup> Some students were outraged and sued the school. They argued that the issue was not the content of the articles, but whether or not the school had the right to suppress them.

In 1988, the Supreme Court ruled 5–3 in favor of the school. The ruling said that while students "do not shed their first amendment rights at the schoolhouse gate," no school should tolerate activities "inconsistent with its basic educational mission." In other words, when student expression is school-sponsored, it can be censored—as long as those doing the censoring have valid educational reasons. The law now varies from state to state. States that disagree with parts of the ruling have their own laws that govern students' freedom of expression.

<sup>9</sup> We are now left with these critical questions: Is it fair for some students to have greater freedom of speech in their high school newspapers when others are subjected to censorship? What does this situation say about us as a society and a nation?

10 The framers of the Constitution believed that if governments could censor opinions they did not like, the public would be less educated. Given that schools are places of education, it seems counterproductive to limit students' free speech. The more opinions students are exposed to, the better equipped they will be to handle the issues they will face later in life. **\*** 

#### 🚠 WORD NETWORK FOR TAKING A STAND

**Vocabulary** A Word Network is a collection of words related to a topic. As you read the selections in this unit, identify words related to the idea of taking a stand and add them to your Word Network. For example, you might begin by adding words from the Launch Text, such as *counterproductive, democratic,* and *censored.* Continue to add words as you complete this unit.

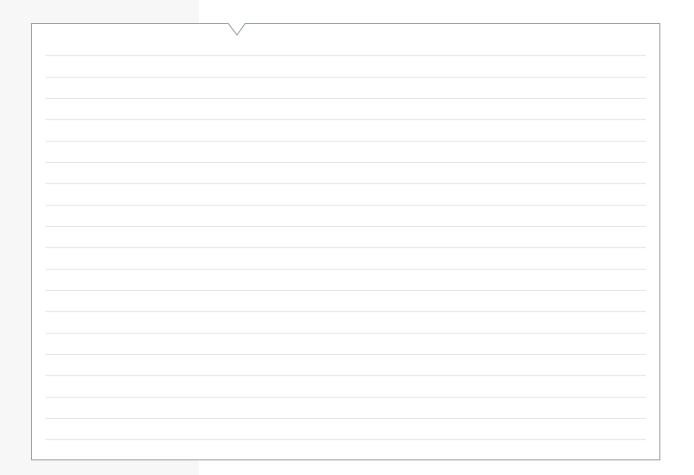
#### Col Kit Word Network Model



#### NOTES

### Summary

Write a summary of "Freedom of the Press?" A **summary** is a concise, complete, and accurate overview of a text. It should not include a statement of your opinion or an analysis.



## Launch Activity

**Class Statement** Think about this question: How do people determine what matters to them and make their own choices in life? Consider your response by completing this statement:

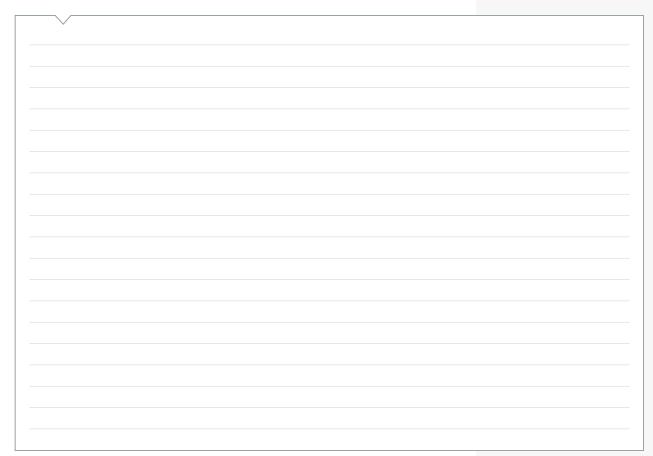
Some things people should bear in mind when making important decisions are \_\_\_\_\_

- On a sticky note, record a brief phrase to complete the statement.
- Place all sticky notes with suggestions on the board; and then read the suggestions aloud. Work together to group ideas that are related.
- As a class, decide which phrase or phrases best complete the statement. Students may vote for one, two, or three phrases.
- Place a tally mark on the notes that indicate your choices.
- Use the tally results to create and edit a class thesis statement.

## QuickWrite

Consider class discussions, the video, and the Launch Text as you think about the prompt. Record your first thoughts here.

PROMPT: Is it important for people to make their own choices in life?



#### EVIDENCE LOG FOR TAKING A STAND

Review your QuickWrite. Summarize your point of view in one sentence to record in your Evidence Log. Then, record evidence from "Freedom of the Press?" that supports your point of view.

Prepare for the Performance-Based Assessment at the end of the unit by completing the Evidence Log after each selection.

Tool Kit Evidence Log Model

Title of Text:		Date:
CONNECTION TO PROMPT	TEXT EVIDENCE/DETAILS	ADDITIONAL NOTES/IDEAS
How does this text change or a	dd to my thinking?	Date:



#### ESSENTIAL QUESTION:

## When is it right to take a stand?

What issues are worth defending? In today's complex world, it's important to get our priorities straight. Each of us must decide for ourselves what matters most—a principle, another human being, or the right to express ourselves. As you read, you will work with your whole class to explore some of the issues that have caused people to take a stand.

## 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> <li>Eliminate distractions. For example, put your cellphone away.</li> <li>Keep your eyes on the speaker.</li> </ul>
Clarify by asking questions	<ul> <li>If you're confused, other people probably are, too. Ask a question to help your whole class.</li> <li>If you see that you are guessing, ask a question instead.</li> </ul>
Monitor understanding	<ul> <li>Notice what information you already know and be ready to build on it.</li> <li>Ask for help if you are struggling.</li> <li></li> </ul>
Interact and share ideas	<ul> <li>Share your ideas and answer questions, even if you are unsure.</li> <li>Build on the ideas of others by adding details or making a connection.</li> </ul>

#### CONTENTS

#### ANCHOR TEXT: MAGAZINE ARTICLE

#### Barrington Irving, Pilot and Educator

National Geographic

When a poor kid from Miami learns to fly, his life really takes off.

▶ MEDIA CONNECTION: Barrington Irving: Got 30 Dollars in My Pocket



#### ANCHOR TEXT: OPINION PIECE

#### Three Cheers for the Nanny State Sarah Conly

Is being told what to do actually in our interests?



# COMPARE

#### ANCHOR TEXTS: OPINION PIECES

#### Ban the Ban!

SidneyAnne Stone

#### Soda's a Problem but. . .

Karin Klein

When food choices are regulated, we stop thinking for ourselves.



#### PERFORMANCE TASK

WRITING FOCUS Write an Argument

The Whole-Class readings focus on people who have taken a stand for or against something they felt strongly about. After reading, you will write an essay in which you make an argument about a problem you think is worth solving and how to solve it.

#### About the Publication

National Geographic (originally named The National Geographic *Magazine*) has been published continuously for more than 125 years. It is famous for its articles on history, geography, and culture around the world. Early in its life, the magazine became equally celebrated for the quality and content of its photography, which has remained a standard that many other publications try to match.

## Barrington Irving, Pilot and Educator

#### **Concept Vocabulary**

As you conduct your first read of "Barrington Irving, Pilot and Educator," you will encounter these words. 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
determination	
achieve	
pursue	
tackling	
accomplish	
purposeful	

After completing your first read, review your original 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.



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#### **STANDARDS**

Reading Informational Text By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

# Barrington Irving, Pilot and Educator

**National Geographic** 

#### BACKGROUND

One way to travel around the world is to become a pilot. In order to get a professional pilot's license, a person must be at least eighteen years old, pass a written exam, and practice flying for more than 1,000 hours. Pilots need to be able to communicate clearly, solve problems, observe and react quickly, and know how to use aircraft computer and navigation systems.

**B** arrington Irving is very good at rising above obstacles. Literally. Raised in Miami's inner city, surrounded by crime, poverty, and failing schools, he beat the odds to become the youngest person and only African American ever to fly solo around the world. He built a plane himself, made his historic flight, graduated magna cum laude<sup>1</sup> from an aeronautical science program, and founded a dynamic educational nonprofit. Then he turned 28.

NOTES

<sup>1.</sup> magna cum laude (MAG nuh kum LOW duh) with high honors, from Latin.

#### NOTES

**determination** (dih TUR muh NAY shuhn) *n.* quality of pursuing a goal even when it is difficult

achieve (uh CHEEV) v. succeed in doing something you want to do

**pursue** (puhr SOO) *v.* continue doing an activity over a period of time

His message for kids: "The only thing that separates you from CEOs in corner offices or scientists in labs is **determination**, hard work, and a passion for what you want to **achieve**. The only person who can stop you from doing something great is you. Even if no one believes in your dream, you have to **pursue** it." The secret, he believes, is having a dream in the first place, and that starts with powerful learning experiences that inspire kids to pursue careers—particularly in science, technology, engineering, and math.

The moment of inspiration for Irving came at age 15 while he was working in his parents' bookstore. One of their customers, a Jamaican-born professional pilot, asked Irving if he'd ever thought about becoming a pilot. "I told him I didn't think I was smart enough; but the next day he gave me the chance to sit in the cockpit of the commercial airplane he flew, and just like that I was hooked. There are probably millions of kids out there like me who find science and exploration amazing, but lack the confidence or opportunity to take the next step."

To follow his dream, Irving turned down a full football scholarship to the University of Florida. He washed airplanes to earn money for flight school and increased his flying skills by practicing at home on a \$40 flight simulator video game.

Then another dream took hold: flying solo around the world. He faced more than 50 rejections for sponsorship before convincing several manufacturers to donate individual aircraft

"The only person who can stop you from doing something great is you."

3

components. He took off with no weather radar, no de-icing system, and just \$30 in his pocket. "I like to do things people say I can't do."

<sup>6</sup> After 97 days, 26 stops, and dozens of thunderstorms, monsoons, snowstorms, and sandstorms, he touched down to a roaring crowd in Miami. "Stepping from the plane, it wasn't all the fanfare that changed my life. It was seeing so many young people watching and listening. I had no money, but I was determined

to give back with my time, knowledge, and experience." He's been doing it ever since.

Irving's nonprofit organization,<sup>2</sup> Experience Aviation, aims to boost the numbers of youth in aviation and other science- and math-related careers. Middle and high school students attend

<sup>2.</sup> **nonprofit organization** company formed to provide a benefit to the community rather than to make money for its own gain.

summer and after-school programs **tackling** hands-on robotics projects, flight simulator challenges, and field trips to major industries and corporations. In his Build and Soar program, 60 students from failing schools built an airplane from scratch in just ten weeks and then watched Irving pilot it into the clouds.

"We want to create a one-of-a-kind opportunity for students to take ownership and **accomplish** something amazing," he notes. "Meaningful, real-world learning experiences fire up the neurons in kids' minds. If you don't do that, you've lost them. **Purposeful**, inspiring activities increase the chance they'll stay on that learning and career path. We've had one young lady receive a full scholarship to Duke University as a math major, and several young men are now pilots, engineers, and aircraft mechanics."

"It's great to reach a few hundred kids every year," he says, "but I also wanted to find a way to inspire on a larger scale." How about millions of kids? Irving's next endeavor will transform a jet into a flying classroom that will circle the globe sharing science, technology, engineering, math, geography, culture, and history. "This isn't just an aircraft; it's an exploration vehicle for learning that will teach millions of kids in ways they've never been taught before—making them part of the expedition and research."

<sup>10</sup> A web-based experience will make it easy for kids to participate at home and school, voting on everything from where Irving should make a fuel stop to what local food he should sample. He plans to call classrooms from the cockpit; broadcast live video from 45,000 feet; blog with students; collect atmospheric data; communicate with the International Space Station; and wear a NASA<sup>3</sup> body suit that transmits his heart rate, blood pressure, and other vital signs.

Along the way, kids will have a virtual window on about 75 ground expeditions, including Machu Picchu, the Galápagos Islands, the Pyramids, the Serengeti Plains, the Roman Coliseum, the Taj Mahal, and the Great Wall of China. Cameras will provide 360-degree panoramic views of destinations from ancient archeological sites to Hong Kong skyscrapers. Apps will track adventures such as shark tagging, giving students ongoing location and water temperature data.

A steady stream of challenges will let kids compete to solve problems ranging from evacuating populations after tsunamis to collecting trash in space. "We also want to create a forum where

#### NOTES

**tackling** (TAK lihng) *v*. dealing with or handling a problem or situation

**accomplish** (uh KOM plish) *v.* carry out; finish or complete

**purposeful** (PUR puhs fuhl) *adj.* having a clear aim or goal

#### **CLOSE READ**

**ANNOTATE:** Mark details in paragraph 11 that describe the "virtual window."

**QUESTION:** Why do you think the writer has listed so many details?

**CONCLUDE:** What do these details lead you to conclude about the scope of Irving's project?

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<sup>3.</sup> NASA abbr. National Aeronautics and Space Administration.

#### NOTES

kids, parents, and teachers can speak to astronauts, scientists, and other specialists."

- <sup>13</sup> This "Journey for Knowledge" flight is scheduled to depart in 2013 and will make Irving the youngest person ever to fly to all seven continents.
- Perhaps Irving's most compelling educational tool is the example his own life provides. After landing his record-breaking flight at age 23, he smiled out at the airfield crowd and said, "Everyone told me what I couldn't do. They said I was too young, that I didn't have enough money, experience, strength, or knowledge. They told me it would take forever and I'd never come home. Well . . . guess what?"

#### MEDIA CONNECTION



Barrington Irving: Got 30 Dollars in My Pocket Discuss It How does viewing this video add to your appreciation of Barrington Irving's personal accomplishments?

Write your response before sharing your ideas.

## **Comprehension Check**

Complete the following items after you finish your first read.

- **1.** Name two obstacles Barrington Irving had to overcome in order to achieve his dream.
- 2. What were two of Irving's first big dreams?
- 3. How did Irving increase his flying skills at home?
- 4. What is Experience Aviation?
- 5. The Notebook Write a timeline of events in the life of Barrington Irving.

## 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 article?

**Research to Explore** Choose something that interested you from the text, and use it to formulate a research question.

#### MAKING MEANING



BARRINGTON IRVING, PILOT AND EDUCATOR

## Close Read the Text

1. The model, from paragraph 5, shows two sample annotations, along with guestions and conclusions. Close read the passage, and find another detail to annotate. Then, write a question and your conclusion.

> ANNOTATE: These details relate to Irving's pursuit of his next dream.

**QUESTION:** Why might the author have included these details?

**CONCLUDE:** These details show Irving's ambition, the obstacles he faced, and his attitude toward those obstacles.

Then another dream took hold: flying solo around the world. He faced more than 50 rejections for sponsorship before convincing several manufacturers to donate individual aircraft components. He took off with no weather radar, no de-icing system, and just \$30 in his pocket. "I like to do things people say I can't do."



author includes details about what Irving did not have on his solo flight.

**QUESTION:** Why might the author have included these details?

#### CONCLUDE: These details show the challenges

Irving faced and overcame.

- 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. Paraphrase** A **paraphrase** is a restatement of another person's ideas in your own words. Reread paragraph 3. Then, paraphrase how Barrington Irving discovered his life's calling.
- 2. Make a Judgment The author states that Irving's life is his "most compelling educational tool." Do you agree? Explain your thinking.
- 3. Essential Question: When is it right to take a stand? What have you learned about when and how to take action from reading this article?

#### **STANDARDS**

Tool Kit

Close-Read Guide

and Model Annotation

**Reading Informational Text** • Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

 Analyze how a text makes connections among and distinctions between individuals, ideas, or events.

## Analyze Craft and Structure

**Characterization in Nonfiction** Nonfiction writers often adapt techniques typically used by fiction writers to vividly portray the reallife people who are the subjects of their works. Taken together, the techniques writers use to portray characters are called **characterization**. There are two types of characterization:

- With **direct characterization**, the author simply tells the reader what a person is like. For example, the author might say a person is *stubborn, generous, shy,* or *brave.*
- With **indirect characterization**, the author reveals a subject's personality by including his or her words and describing his or her actions, appearance, and behavior. The author may also show how other people feel about the person.

When an author uses indirect characterization, the reader must make **inferences**, or educated guesses, to determine what the person is like. To make inferences, connect details in the text to your own background knowledge. For example, if an author describes someone who arrives as arriving late and out of breath, you might infer that the person had been running. Practice making an inference by reading this passage and marking details about Irving. Then, note an inference you can make based on those details.

PASSAGE FROM THE TEXT	MY INFERENCE
A web-based experience will make it easy for kids to participate at home and school, voting on everything from where Irving should make a fuel stop to what local food he should sample. He plans to call classrooms from the cockpit; broadcast live video from 45,000 feet; blog with students; collect atmospheric data; communicate with the International Space Station; and wear a NASA3 body suit that transmits his heart rate, blood pressure, and other vital signs. (paragraph 10)	

Practice	<b>CITE TEXTUAL EVIDENCE</b> to support your answers.
Notebook Respond to these questions.	
<b>1. (a)</b> Identify an example of direct characterization in para in the text indicate that this is direct characterization?	graph 1. <b>(b)</b> What clues
<b>2. (a)</b> Reread paragraph 6 of the article. What type of char author use in this paragraph? <b>(b)</b> What does the inform reveal about Irving's character?	
<b>3.</b> In paragraph 9, the author uses direct quotations, or Irvi reveal Irving's goals for the future. What can you infer al quotations in this paragraph?	5
4. Reread paragraph 14. (a) How many examples of charac	cterization appear in

 Reread paragraph 14. (a) How many examples of characterization appear in that passage? (b) Which detail do you find most revealing? Explain.

#### LANGUAGE DEVELOPMENT



BARRINGTON IRVING, PILOT AND EDUCATOR

## **Concept Vocabulary**

determination	pursue	accomplish
achieve	tackling	purposeful

**Why These Words?** The concept vocabulary words all relate to the effort an individual puts forth in order to succeed. For example, according to Irving, *determination* is a key factor in a person's success.

- 1. How does the concept vocabulary help the reader understand the reasons for Barrington's Irving's success?
- 2. What other words in the selection relate to success?

#### Practice

**Notebook** Complete the following activities.

- 1. What goals do you have and what will you need to *achieve* them? Use concept vocabulary words in your response.
- 2. With a partner, take turns listing as many **synonyms**, or words with similar meanings, as you can for each concept vocabulary word.

## Word Study

**Old English Suffix:** *-ful* The Old English suffix *-ful* means "full of" or "having qualities of." In the article, Irving says that he thinks *purposeful* activities, or activities that are goal-oriented, are most likely to inspire kids.

- 1. Irving says, "Meaningful, real-world learning experiences fire up the neurons in kids' minds." Based on this sentence and on what you know about the suffix *-ful*, define *meaningful*.
- **2.** What other words containing the suffix *-ful* can you use to describe Barrington Irving?

#### 🕂 WORD NETWORK

Add words related to taking a stand from the text to your Word Network.

#### E STANDARDS

#### Language

• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

c. Spell correctly.

• Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

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

b. Use the relationship between particular words to better understand each of the words.

## Conventions

**Nouns and Pronouns** Correct capitalization and spelling of nouns and pronouns are key to clear writing. A **noun** is used to name a person, place, or thing. A **pronoun** is used to replace a noun in a sentence. There are different kinds of nouns and pronouns, such as the ones listed here:

- **Proper nouns** name specific persons, places, or things, such as *Barrington Irving*. Proper nouns begin with capital letters.
- **Possessive nouns** such as *Miami's* show ownership.
- **Personal pronouns** such as *I*, *you*, and *they* refer to persons or things. The personal pronoun *I* is always capitalized.
- **Possessive pronouns** such as *my, your, its,* and *their* replace possessive nouns and also show ownership.

Be sure not to confuse possessive pronouns with words that sound the same: *Your* is a possessive pronoun, while *you're* is a contraction that stands for "you are." *Its* is a possessive pronoun, while *it's* is a contraction that stands for "it is." *Their* is a possessive pronoun, while *they're* is a contraction that stands for "they are."

#### Read It

- **1.** Identify the proper nouns, personal pronouns, possessive nouns, and possessive pronouns in the following sentences from the selection.
  - **a.** To follow his dream, Irving turned down a full football scholarship to the University of Florida.
  - **b.** Irving's nonprofit organization, Experience Aviation, aims to boost the numbers of youth in aviation and other science- and math-related careers.
- **2.** Reread paragraph 10 of "Barrington Irving, Pilot and Educator." Mark and then label at least one example of each of the following: proper noun, personal pronoun, and possessive pronoun.

#### Write It

**Notebook** Revise the paragraph below. Make sure that proper nouns and pronouns are capitalized correctly and that possessive pronouns are spelled correctly.

When barrington irving was a young man, no one encouraged him to pursue his dreams. In fact, he said, "Everyone told me what i couldn't do." Irving started a nonprofit organization. It's goal is to help kids achieve they're dreams in science and aviation. \_\_\_\_\_TIP Pay attention to

capitalization and spelling when you use nouns and pronouns. Remember, all proper nouns and the personal pronoun I are capitalized.

#### EFFECTIVE EXPRESSION



BARRINGTON IRVING, PILOT AND EDUCATOR

## STANDARDS Writing

• Write arguments to support claims with clear reasons and relevant evidence.

a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. e. Provide a concluding statement or section that follows from and

supports the argument presented.
Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

#### Speaking and Listening

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

## Writing to Sources

In an argumentative essay, a writer states a claim, or position, on a subject. He or she then explains reasons for that position, and uses evidence to show why the reasons makes sense.

#### Assignment

Write an **argumentative essay** in which you state a claim in response to the following statement:

Having passion for a subject is more important than having knowledge about it.

Be sure each piece of evidence you use to support your claim clearly relates to the reasons you provide. Begin your essay with a clear introduction in which you state your claim. Then, explain your reasons and give evidence that supports them. Finally, end with a conclusion that states your claim in a different way. Try to make that conclusion memorable for readers.

**Vocabulary and Conventions Connection** Consider including several of the concept vocabulary words in your essay. Also, remember to proofread your draft to correct any errors in the spelling and capitalization of nouns and pronouns.

determination	achieve	pursue
tackling	accomplish	purposeful

#### **Reflect on Your Writing**

After you have written your argument, answer the following questions.

- 1. How do you think your evidence helps support your claim?
- **2.** How might you revise the way you present your evidence so that it supports the claim more persuasively?
- **3. Why These Words?** The words you choose make a difference in your writing. Which words did you specifically choose to clearly convey your ideas?

## Speaking and Listening

#### Assignment

Work with a partner to conduct research on one of the educational nonprofit organizations or programs mentioned in the article. Use the information you gather to develop and deliver a **persuasive presentation** that highlights the benefits of the organization or program. Show why the organization deserves support, or why its programs provide valuable experiences.

- 1. Evaluate Your Evidence As you prepare your presentation, make sure you have supported your claims about the program or organization. Answer the following questions to determine whether you need more supporting evidence:
  - Have you described the features of the organization or program clearly and accurately?
  - Do you explain why each feature is beneficial or exciting?
  - Did you include evidence to show the organization or program and its features are successful?
- **2. Prepare Your Presentation** Practice your presentation before you deliver it to the class. Use the following techniques in your delivery:
  - Speak loudly enough to be heard by the entire class.
  - Maintain eye contact with your audience as you present.
- **3. Evaluate Presentations** As your classmates deliver their presentations, listen attentively. Then, evaluate the presentations to decide which one you felt was most convincing. Consider the reasoning and evidence and the speakers' presentation skills. Use a presentation evaluation guide like the one shown to analyze classmates' presentations.

#### EVALUATION GUIDE

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

The presentation was persuasive and supported by relevant evidence.

The speaker clearly explained his or her reasons.

The speaker spoke at an appropriate volume and maintained eye contact.

#### SEVIDENCE LOG

Before moving on to a new selection, go to your Evidence Log and record what you learned from "Barrington Irving, Pilot and Educator."

#### MAKING MEANING



## **Comparing Texts**

In this lesson, you will read and compare two selections that present different arguments about the same issue. First, you will complete the first read and close read activities for "Three Cheers for the Nanny State."



#### About the Author



Sarah Conly holds the title of Associate Professor of Philosphy at Bowdoin College in Brunswick, Maine. She is the author of numerous essays, journal articles, and opinion pieces focusing on issues of personal choice and public policy.

#### **Tool Kit** First-Read Guide and Model Annotation

#### **STANDARDS**

Reading Informational Text By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

## Three Cheers for the Nanny State Concept Vocabulary

As you conduct your first read of "Three Cheers for the Nanny State," you will encounter these words. Before you read, rate how familiar you are with each word. Then, rank the words in order from most familiar (1) to least familiar (5).

WORD	YOUR RANKING
impose	
rational	
justifiable	
principle	
status quo	

After completing your first read, come back to the selection vocabulary and review your ratings. 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 a close read after your first read.



ANCHOR TEXT | OPINION PIECE

# Three Cheers for the Nanny State Sarah Conly

#### BACKGROUND

The term "nanny state" is a negative nickname for a welfare state, which is a model of government that takes direct responsibility for the protection and well-being of its citizens. Welfare states offer basic social support, such as free health care or low-income housing, but also create laws and policies that attempt to control or influence how people behave.

W hy has there been so much fuss about New York City's attempt to **impose** a soda ban,<sup>1</sup> or more precisely, a ban on large-size "sugary drinks"? After all, people can still get as much soda as they want. This isn't Prohibition. It's just that getting it would take slightly more effort. So, why is this such a big deal?

Obviously, it's not about soda. It's because such a ban suggests that sometimes we need to be stopped from doing foolish stuff, and this has become, in contemporary American politics, highly controversial, no matter how trivial the particular issue. (Large cups of soda as symbols of human dignity? Really?)

Americans, even those who generally support government intervention in our daily lives, have a reflexive response to being told what to do, and it's not a positive one. It's this common desire to be left alone that prompted the Mississippi Legislature earlier this month to pass a ban on bans—a law that forbids municipalities to place local restrictions on food or drink.

#### NOTES

**impose** (im POHZ) *v*. force a law, idea, or belief on someone by using authority

#### CLOSE READ

**ANNOTATE:** In paragraph 1, mark the questions that the author does not answer.

**QUESTION:** Why might the author have begun the article with several unanswered guestions?

**CONCLUDE:** What effect do these questions have on the reader?

2

3

<sup>1.</sup> **soda ban** In 2013, New York City passed a law prohibiting soda containers larger than 16 ounces in volume. The New York State Court of Appeals later overturned the law.

#### NOTES

**rational** (RASH uh nuhl) *adj.* able to make decisions based on reason rather than emotion; sensible

5

7

8

**justifiable** (juhs tuh FY uh buhl) *adj*. able to be defended as correct; reasonable and logical

**principle** (PRIHN suh puhl) *n*. moral rule or set of ideas about right or wrong that influences individuals to behave in a certain way

#### **CLOSE READ**

**ANNOTATE:** In paragraphs 8–10, mark the types of **bias**, or judgments and prejudices, the author describes.

**QUESTION:** Why does the author include these explanations of different biases?

**CONCLUDE:** How does this information affect the persuasiveness of her argument?

**status quo** (STAT uhs kwoh) *n*. existing state or condition at a particular time We have a vision of ourselves as free, **rational** beings who are totally capable of making all the decisions we need to in order to create a good life. Give us complete liberty, and, barring natural disasters, we'll end up where we want to be. It's a nice vision, one that makes us feel proud of ourselves. But it's false.

John Stuart Mill<sup>2</sup> wrote in 1859 that the only **justifiable** reason for interfering in someone's freedom of action was to prevent harm to others. According to Mill's "harm **principle**," we should almost never stop people from behavior that affects only themselves, because people know best what they themselves want.

<sup>6</sup> That "almost," though, is important. It's fair to stop us, Mill argued, when we are acting out of ignorance and doing something we'll pretty definitely regret. You can stop someone from crossing a bridge that is broken, he said, because you can be sure no one wants to plummet into the river. Mill just didn't think this would happen very often.

Mill was wrong about that, though. A lot of times we have a good idea of where we want to go, but a really terrible idea of how to get there. It's well established by now that we often don't think very clearly when it comes to choosing the best means to attain our ends. We make errors. This has been the object of an enormous amount of study over the past few decades, and what has been discovered is that we are all prone to identifiable and predictable miscalculations.

Research by psychologists and behavioral economists, including the Nobel Prize-winner Daniel Kahneman and his research partner Amos Tversky, identified a number of areas in which we fairly dependably fail. They call such a tendency a "cognitive<sup>3</sup> bias," and there are many of them—a lot of ways in which our own minds trip us up.

For example, we suffer from an optimism bias, that is we tend to think that however likely a bad thing is to happen to most people in our situation, it's less likely to happen to us—not for any particular reason, but because we're irrationally optimistic. Because of our "present bias," when we need to take a small, easy step to bring about some future good, we fail to do it, not because we've decided it's a bad idea, but because we procrastinate.

We also suffer from a **status quo** bias, which makes us value what we've already got over the alternatives, just because we've already got it—which might, of course, make us react badly to

<sup>2.</sup> John Stuart Mill (1806–1873) British philosopher.

<sup>3.</sup> cognitive (KOG nih tihv) adj. related to thinking.

new laws, even when they are really an improvement over what we've got. And there are more.

- The crucial point is that in some situations it's just difficult for us to take in the relevant information and choose accordingly. It's not quite the simple ignorance Mill was talking about, but it turns out that our minds are more complicated than Mill imagined. Like the guy about to step through the hole in the bridge, we need help.
- Is it always a mistake when someone does something imprudent, when, in this case, a person chooses to chug 32 ounces of soda? No. For some people, that's the right choice. They don't care that much about their health, or they won't drink too many big sodas, or they just really love having a lot of soda at once.
- <sup>13</sup> But laws have to be sensitive to the needs of the majority. That doesn't mean laws should trample the rights of the minority, but that public benefit is a legitimate concern, even when that may inconvenience some.
- <sup>14</sup> So do these laws mean that some people will be kept from doing what they really want to do? Probably—and yes, in many ways it hurts to be part of a society governed by laws, given that laws aren't designed for each one of us individually. Some of us can drive safely at 90 miles per hour, but we're bound by the same laws as the people who can't, because individual speeding laws aren't practical. Giving up a little liberty is something we agree to when we agree to live in a democratic society that is governed by laws.

<sup>15</sup> The freedom to buy a really large soda, all in one cup, is something we stand to lose here. For most people, given their desire for health, that results in a net gain. For some people, yes, it's an absolute loss. It's just not much of a loss.

<sup>16</sup> Of course, what people fear is that this is just the beginning: today it's soda, tomorrow it's the guy standing behind you making you eat your broccoli, floss your teeth, and watch *PBS NewsHour*<sup>4</sup> every day. What this ignores is that successful paternalistic<sup>5</sup> laws are done on the basis of a cost-benefit analysis: if it's too painful, it's not a good law. Making these analyses is something the government has the resources to do, just as now it sets automobile construction standards while considering both the need for affordability and the desire for safety.

Do we care so much about our health that we want to be forced to go to aerobics every day and give up all meat, sugar and salt?

#### NOTES

#### **CLOSE READ**

**ANNOTATE:** In paragraph 14, mark the example the author uses to support her claim.

**QUESTION:** Why might the author have chosen this specific example as support?

**CONCLUDE:** How does the inclusion of this example affect the author's argument?

17

<sup>4.</sup> PBS NewsHour television news program in the United States.

<sup>5.</sup> **paternalistic** (puh tuhr nuh LIHS tihk) *adj.* protective, but controlling; in the manner of a parent.

#### NOTES

No. But in this case, it's some extra soda. Banning a law on the grounds that it might lead to worse laws would mean we could have no laws whatsoever.

- In the old days we used to blame people for acting imprudently, and say that since their bad choices were their own fault, they deserved to suffer the consequences. Now we see that these errors aren't a function of bad character, but of our shared cognitive inheritance. The proper reaction is not blame, but an impulse to help one another.
- That's what the government is supposed to do, help us get where we want to go. It's not always worth it to intervene, but sometimes, where the costs are small and the benefit is large, it is. That's why we have prescriptions for medicine. And that's why, as irritating as it may initially feel, the soda regulation is a good idea. It's hard to give up the idea of ourselves as completely rational. We feel as if we lose some dignity. But that's the way it is, and there's no dignity in clinging to an illusion.

## **Comprehension Check**

Complete the following items after you finish your first read.

1. What new law was proposed in New York City?

2. What is a "cognitive bias"?

**3.** According to the author, what do people fear they will lose as a result of the new law?

**4.** According to the author, what will most people gain from the soda ban?

5. Three Cheers for the Nanny State."

#### 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 text?

**Research to Explore** Write a research question that you might use to find out more about the concept of the "nanny state."

#### MAKING MEANING



THREE CHEERS FOR THE NANNY STATE

## Close Read the Text

1. The model, from paragraph 16, 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: The author begins the paragraph with the transition phrase *Of course*.

**QUESTION:** Why might the author have chosen this specific transition?

**CONCLUDE:** The author uses this phrase to show that she recognizes and, to some degree, understands opposing views.

Of course, what people fear is that this is just the beginning: today it's soda, tomorrow it's the guy standing behind you making you eat your broccoli, floss your teeth, and watch *PBS NewsHour* every day.



ANNOTATE: The author lists activities.

QUESTION: Why does the author list these activities?

#### CONCLUDE:

Each activity is considered "good" for people, and is something we usually do at home. The list exaggerates the idea of government control of our behavior.

Tool Kit Close-Read Guide and Model Annotation

#### STANDARDS

Reading Informational Text • Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

• Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

- **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.

- (a) Distinguish What is the author's tone, or attitude toward her subject and audience? (b) Support What words and phrases does the author use that create that tone?
- 2. (a) Deduce What is the larger issue that the author is addressing in this opinion piece? (b) Interpret Why do you think the author uses the soda-ban debate as a catalyst, or motivating force, for addressing this issue?
- **3. Essential Question:** *When is it right to take a stand?* What have you learned from this text about when it is right to take a stand?

## Analyze Craft and Structure

**Author's Argument** An **author's argument** is his or her position on a controversial or debatable topic or issue. In an argument, the author makes a **claim**, or statement of a specific position. The author's reason for writing is to convince readers to share that position. To do so, the author gives reasons for taking the position, and provides supporting evidence that is **relevant**, or related, to it. The most basic forms of evidence are facts and opinions:

- A **fact** is something that can be proved.
- An **opinion** is a person's judgment or belief. It may be supported by facts, but it cannot be proved.

A successful persuasive argument relies on factual evidence. It also uses **logical reasoning,** or clear thinking, that shows how an author has arrived at his or her position.

An author's argument and choices of supporting evidence can be influenced by various factors, including his or her perspective. An **author's perspective**, which can also be called **point of view**, includes his or her attitudes, beliefs, and feelings. If an author's personal beliefs, attitudes, or feelings are too prominent, an argument may seem less convincing. In extreme cases, it may even be read as **bias**, which is an unfair preference either for or against an idea, person, or group.

#### Practice

**CITE TEXTUAL EVIDENCE** to support your answers.

• Notebook Use the chart to identify at least four facts the author uses to support her argument. Then, answer the questions that follow.

FACTS	HOW THEY SUPPORT THE ARGUMENT

- 1. (a) What generalizations, or broad statements, does the author make about Americans? (b) What reasons does the author give for these generalizations?(c) Are the reasons based on facts or opinions?
- 2. (a) Do you think the author's argument will benefit the health of most people? Why or why not? (b) What evidence from the text supports your opinion?
- **3.** Based on your evaluation, did you find the author's argument convincing and persuasive? Why or why not?

#### LANGUAGE DEVELOPMENT



THREE CHEERS FOR THE NANNY STATE

## Concept Vocabulary

impose	justifiable	status quo
rational	principle	

**Why These Words?** These concept words help the author discuss rules and laws. For example, part of deciding whether a law is *justifiable*, or defensible, is to see if it is *rational*, or reasonable. Rules are often based on a *principle*, or idea, about cooperation or safety.

- 1. How is each concept vocabulary word related to the author's argument about the new law in New York?
- 2. What other words in the selection connect to rules or laws?

#### Practice

**Notebook** The concept vocabulary words appear in "Three Cheers for the Nanny State." First, use each concept vocabulary word in a sentence that shows your understanding of the word's meaning. Then, find a **synonym**, or word with a similar meaning, for each vocabulary word. Confirm your understanding of each synonym by checking the meanings in a dictionary.

## Word Study

**Latin Root:** *-just-* The Latin root *-just-* means "law" or "fair and right." In "Three Cheers for the Nanny State," the author refers to John Stuart Mill's idea that preventing harm to others is the only *justifiable* reason for interfering with a person's freedom. Mill felt that this was the only "fair and right" reason to interfere.

- 1. Think about how the root *-just-* contributes to the meaning of the concept vocabulary word *justifiable*. Then, write a sentence in which you correctly use *justifiable*. Remember to include context clues that show the relationship between the root *-just-* and the word's meaning.
- 2. Using your knowledge of the Latin root *-just-*, explain how the root contributes to the meaning of the following words: *adjust, justice, justification.*

#### H WORD NETWORK

Add words related to taking a stand from the text to your Word Network.

#### STANDARDS

Language

• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

• Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. d. Verify the preliminary determination of the meaning of a word or phrase.

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

b. Use the relationship between particular words to better understand each of the words.

## Conventions

**Clauses** A **clause** is a group of words that has both a subject and a verb. An **independent clause** has a subject and a verb, and it can stand by itself as a sentence. A **dependent**, or **subordinate**, **clause** has a subject and a verb, but it cannot stand alone as a complete sentence.

Subordinate clauses are classified according to their function in a sentence. The three kinds are **adverb clauses**, **relative clauses** (also called **adjective clauses**), and **noun clauses**.

CLAUSE	DESCRIPTION	EXAMPLE
Independent clause	• Can stand by itself as a sentence	Although many people oppose the new law, <u>the author supports it.</u>
Adverb clause	<ul> <li>Acts as an adverb</li> <li>Begins with a subordinating conjunction such as <i>if</i>, <i>although</i>, <i>when</i>, or <i>because</i></li> </ul>	Although many people oppose the <u>new law</u> , the author supports it.
Relative clause	<ul> <li>Acts as an adjective</li> <li>Usually begins with a relative pronoun: who, whom, whose, which, or that</li> </ul>	The author supports a law <u>that bans</u> large-size sugary drinks.
Noun clause	<ul> <li>Acts as a noun</li> <li>Begins with a word such as what, whatever, when, where, why, or how</li> </ul>	The author explains <u>how the new law</u> will work.

In a sentence with two or more clauses, you may need a comma between the clauses. For example, you usually need a comma between an adverb clause and an independent clause.

#### Read It

- 1. Identify whether each clause is an independent clause or a dependent clause. If it is a dependent clause, tell which kind.
  - a. People suffer from "cognitive bias"
  - b. Which makes us value what we already have
  - c. Because we procrastinate
  - d. Some new laws are really an improvement
- **2.** Reread paragraph 5 of "Three Cheers for the Nanny State." Mark and then label one example of an independent clause and one example of a dependent clause.

#### Write It

**Notebook** Write a brief paragraph about the goals of the new law in New York. Make sure to use at least two independent clauses and two dependent clauses in your paragraph. Then, identify each type of clause in your writing.

#### **EVIDENCE LOG**

Before moving on to a new selection, go to your Evidence Log and record what you have learned from "Three Cheers for the Nanny State."

#### MAKING MEANING



NANNY STATE

## **Comparing Texts**

You will now read "Ban the Ban!" and "Soda's a Problem but. . . ." First, complete the firstread and close-read activities. Then, compare the arguments in these opinion pieces with the argument in "Three Cheers for the Nanny State."



#### About the Authors SidneyAnne Stone

is a freelance writer, entrepreneur, marathoner, breast cancer survivor, and activist. She is currently working on her first novel and documentary.

#### Karin Klein has won

awards for her editorial and environmental writing. She attended Wellesley College and the University of California—Berkeley, and she is now an adjunct professor at Chapman University in Orange, California.

**Tool Kit** First-Read Guide and Model Annotation

#### STANDARDS

Reading Informational Text By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

## Ban the Ban! Soda's a Problem but...

#### Concept Vocabulary

You will encounter these words as you read. Before reading, note how familiar you are with each word. Then, rank the words from most familiar (1) to least familiar (6).

WORD	YOUR RANKING
implemented	
mandates	
intervene	
intentions	
dictate	
exemption	

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.



## Ban the Ban! SidneyAnne Stone Soda's a Problem but..

Karin Klein

**BACKGROUND** In 2012, New York City's Mayor Bloomberg pushed for a law limiting soft-drink sizes as part of his focus on public health. The law won the approval of the city's Board of Health, but industry groups claimed it was illegal because it interfered with consumers' choices. A judge ruled against the law because it excluded certain businesses and did not apply to all beverages.

#### Ban the Ban!

When Mayor Bloomberg implemented laws banning smoking in bars, parks and restaurants, that made sense. Whether or not I agreed, I understood the rationale because other people's health would inadvertently be impacted by the smoke. When he insisted on calorie counts being posted, I think many of us cringed but, again, it made sense. If you want to know how many calories something is before you indulge, it is now spelled out for you. On days when you feel like being especially naughty, you just don't look and order it anyway! That's what life is all about, isn't it? Choices. Informed decisions. I respect being given information that enables me to make an informed decision. What I do not respect is having my civil liberties stripped away.

When you take away the option to order a soda over a certain size, you have now removed my options. I no longer have a choice. That is not what this country is all about. I agree wholeheartedly that obesity is an issue that needs to be addressed. It is one that needs to be addressed with education, compassion and support, not government **mandates**. If, despite all those efforts, someone chooses to have a sugary drink anyway, that is their choice and their right. If they know all the facts and they do it anyway, that is a personal choice. It is not the place of our elected officials to **intervene**.

We cannot allow our government to make these kinds of decisions for us. I have said it before and I will say it again, once you allow the government to make choices on your behalf, it becomes a very slippery slope. I, personally, feel that it goes against everything this country stands for—we are a country built on freedom. That includes basic freedoms like what you are going to drink while watching a movie, and eating what will soon be un-buttered and un-salted popcorn, according to Mayor Bloomberg. Remember the days when New York was a really cool and fun place

#### NOTES

**implemented** (IHM pluh mehnt ihd) *v*. carried out; put into effect

**mandates** (MAN dayts) *n*. orders or commands

**intervene** (ihn tuhr VEEN) *v*. interfere with; take action to try to stop a dispute or conflict

2

3

#### NOTES

#### CLOSE READ

**ANNOTATE:** Mark the term in the fourth sentence of paragraph 4 that the author repeats.

4

2

3

**QUESTION:** Why do you think the author repeats this term?

**CONCLUDE:** What effect does this repetition have on the reader?

intentions (ihn TEHN shuhnz) n. purposes for or goals of one's actions

**dictate** (DIHK tayt) *v*. give orders to control or influence something

#### exemption (ehg ZEHMP

shuhn) *n*. permission not to do or pay for something that others are required to do or pay to live? Me too. Now a simple thing like going to the movies has even lost its "flavor."

The people of New York need to show our mayor that money can't buy him everything. He says he's going to "fight back" to get this pushed through. Well, it is our responsibility to fight back too. People might think it is not important because it is just soda but it is so much more than that—it is about freedom and the freedom to make your own decisions about what you do and what you put into your bodies. It started with soda and he has already moved on to salt. What is going to be next? If you're reading this and you are not a New Yorker, don't think you are not going to be affected. You will! It starts here and it will spread throughout the nation. I hope you will all start to speak up about this issue or, before you know it, it won't be the "land of the free and home of the brave" anymore. One day in the not too distant future we are all going to wake up in the land of "Big Brother"<sup>1</sup> with a list of things we can and cannot do, eat, drink, say, and so on, and we'll be wondering how we got there. Well, this is how. 🍋

#### Soda's a Problem but . . .

The **intentions** of New York Mayor Michael R. Bloomberg may be laudable, but it's wrong for one man, even an elected official and even a well-meaning one at that, to **dictate** to people how big a cup of sugary soda they're allowed.

Not that I have tremendous regard for soda. It's bad for you, especially in large quantities. The evidence against it mounts on a semi-regular basis. But the mayor's initiative goes further than something like a soda tax, which might aim to discourage people from purchasing something by making it cost a bit more but leaves the decision in their hands. Bloomberg is playing nanny in the worst sort of way by interfering in a basic, private transaction involving a perfectly legal substance. In restaurants and other establishments overseen by the city's health inspectors, it would have been illegal to sell a serving of most sugary drinks (except fruit juice; I always wonder about that **exemption**, considering the sugar calories in apple juice) that's more than 16 ounces.

Convenience stores such as 7-Eleven are overseen by the state and would be exempt, but a Burger King across the street would be restricted. A pizza restaurant would not be able to sell a 2-liter bottle of soda that would be shared out among the children at a birthday party. But they could all have a 16-ounce cup. The inherent contradictions that make it easy to sneer at such rules have been well-reported and were a good part of why earlier this week a judge stopped the new rules from being implemented. But he also pointed out a deeper problem: Bloomberg essentially made this decision himself. It was approved by the Board of Health, but that's a board of the administration, appointed by the mayor. That was

<sup>1.</sup> **the land of "Big Brother"** place in which the government or another organization exercises total control over people's lives; the term *Big Brother* was coined by George Orwell in his famous dystopian novel, *1984*.

an overreach that thwarted the system of checks and balances, according to the judge: The separately elected City Council would have to approve the law.

- That still leaves the question of whether governments or their leaders can begin dictating the look of an individual's meal, the portion sizes for each aspect. There are times when government has to step in on obviously dangerous situations—especially those, such as smoking, that affect people other than the person whose behavior would be curbed—but it's my belief that we want to scrutinize them carefully and keep them to a minimum. For that matter, it's not as though the mayor is moving to limit sales of tobacco to two cigarettes per transaction.
- Not that government has to aid and abet the situation. Schools don't have to sell junk foods, and, thankfully, after years of sacrificing their students' health to their desire to raise more money, most of them have stopped allowing vending machines stocked with sodas. Governments are under no obligation to sell such stuff in park or pool vending machines or in their offices. In such cases, government is simply the vendor making a decision about what it wants to sell.
- I don't buy the argument that people are helpless in the face of sugar and that it's better to have the government rather than the corporations dictate their behaviors. If people are so helpless against soda, the mayor's edict would be even more meaningless because people would simply buy two 16-ounce cups. But people are not helpless, and it's worrisome to promote a philosophy that infantilizes the individual. The public is simply ill-informed. It takes a while for people to become aware, but they do and they react. Soda consumption already is slipping nationwide.
- Let's not forget that scientists and even governments have at times pushed people—with better intentions than food corporations, certainly—into eating high levels of refined carbohydrates and sugars by sending out word that the only thing that really matters when it comes to obesity is to eat a very low-fat diet. **\***

#### NOTES

#### **CLOSE READ**

**ANNOTATE:** Mark the text in paragraph 4 in which the author makes exceptions to her claims.

**QUESTION:** Why might the author have chosen to include this information, which does not support her argument?

**CONCLUDE:** What effect does the author's inclusion of this information have on the reader?

## **Comprehension Check**

Complete the following items after you finish your first review.

- 1. Who is Michael Bloomberg?
- 2. According to the author of "Ban the Ban!," what is "life all about"?
- **3.** What does the author of "Soda's a Problem but..." think of the argument that "people are helpless in the face of sugar"?

#### RESEARCH

#### **Research to Explore**

Formulate a research question that you might use to find out more about other issues that relate to the concept of the "nanny state."

### MAKING MEANING



BAN THE BAN! | SODA'S A PROBLEM BUT . . .

Tool Kit Close-Read Guide and Model Annotation

### **STANDARDS**

Reading Informational Text Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. • Delineate and evaluate the

argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

• Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

# Close Read the Text

1. This model from paragraph 6 of "Soda's a Problem but..." shows two sample annotations along with guestions and conclusions. Close read the passage, and find another detail to annotate. Then, write a question and your conclusion.

ANNOTATE: The author repeats the word helpless. She also uses a negative word that suggests people are being treated like babies (infants).

QUESTION: Why does the author stress the idea of helplessness?

CONCLUDE: She stresses this idea to engage readers' emotions. Adults do not want to be treated like helpless infants.

If people are so helpless against soda, the mayor's edict would be even more meaningless because people would simply buy two 16-ounce cups. But people are not helpless, and it's worrisome to promote a philosophy that infantilizes the individual.



**ANNOTATE:** The author considers a premise, but then rejects it.

**QUESTION:** Why does the author structure her idea in this way?

CONCLUDE: This structure shows that the author considered another point of view, but found it

unconvincing.

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) Make Inferences In paragraph 3 of "Ban the Ban!," what does the author mean by the phrase "a very slippery slope"? (b) **Support** Which details in the text support your thinking?
- 2. (a) According to the author of "Soda's a Problem but...," why did the judge stop the soda ban from being put into effect? (b) Connect What "inherent contradictions" in the soda ban does the author believe the judge's opinion reflects?
- 3. (a) How does the author of "Soda's a Problem but..." view the public? (b) Make a Judgment Do you agree with her assessment of "the public"? Why or why not?
- 4. Essential Question: When is it right to take a stand? What have you learned about taking a stand from reading these opinion pieces?

# Analyze Craft and Structure

**Conflicting Arguments** In an **argument**, an author presents a **claim**, or position, about a debatable topic. He or she then explains reasons for taking that position, and uses evidence to show why the reasons are sound. Strong arguments rely on facts. Weak arguments may express the author's opinions but not use facts to support them. Weak arguments may also have poor reasoning or rely too heavily on exciting readers' emotions. Some types of poor reasoning or over-reliance on emotions are called **logical fallacies**. Common logical fallacies include the following:

- An **overgeneralization** is a conclusion that overstates the facts. A statement that includes words such as *always, never, everything,* or *only* may be an overgeneralization.
- A **slippery slope** assumes that if A happens then B, C, D,...X, Y, Z are inevitable. This fallacy says that event A, which might be minor, is the same as event Z, which might be terrible. If you do not want Z to occur, you must prevent A from occurring, too. The idea that such a chain of events will definitely happen may simply be untrue.

Although two authors might express the same position, they may not present it in the same way. Authors arguing similar positions may offer different reasons and evidence. One may use facts and sound reasoning, whereas another may use few or no facts and logical fallacies.

Practice	CITE TEXTUAL EVIDENCE to support your answers
Notebook Answer the following questions.	
1. What position on the question of the soda ban do both authors express?	
<ul><li>2. (a) Identify one fact about Mayor Bloomberg and the soda ban that both authors cite. (b) Note one fact that appears in one piece, but n in the other.</li></ul>	ot
<b>3.</b> Consider this statement from paragraph 3 of "Ban the Ban!": "Remember the days when New York was a really cool and fun place to live? Me too. Now a simple thing like going to the movies has even lost its 'flavor.'" In what ways is this statement an example of overgeneralization?	9
4. In the last paragraph of "Ban the Ban!" explain how the sentence "What is going to be next?" introduces the logical fallacy of slippery slope.	,
<b>5.</b> Which author presents a more convincing argument? Explain your thinking.	



BAN THE BAN! | SODA'S A PROBLEM BUT . . .

# **Concept Vocabulary**

implemented	mandates	intervene	
intentions	dictate	exemption	

**Why These Words?** The concept vocabulary words help the authors discuss the rules, laws, and regulations involved in the soda-ban debate. In "Ban the Ban!," the author feels that it is not the government's place to *intervene* with an individual's personal choice. In other words, she feels that elected officials should not make laws that interfere with an individual's right to make his or her own decisions.

- **1.** How does the concept vocabulary clarify your understanding of the issues presented in the opinion pieces?
- **2.** What other words in the opinion pieces connect to the concept of rules, laws, and regulations?

### Practice

Correctly complete the following sentences using a concept vocabulary word.

- 1. Roberto's repeated efforts to help shows that he has good \_\_\_\_\_\_
- **2.** My school \_\_\_\_\_\_ a new dress code this year that requires all students to wear uniforms.
- **3.** Some large companies receive a tax \_\_\_\_\_\_ when they move to a rural area in the hope that they will improve the local economy.
- **4.** New local \_\_\_\_\_\_ require that all dogs be on leashes in public places.
- **5.** The doctor felt it was necessary to \_\_\_\_\_\_ when he saw a patient being given the wrong treatment.
- 6. The new community council will \_\_\_\_\_\_ the terms and conditions of the new development.

# Word Study

• Notebook Latin Prefix: ex- The Latin prefix ex- means "out" or "out from within." In "Soda's a Problem but...," the author is curious about the reasons sales of fruit juices are given an exemption from the 16-ounce cap on soda sizes. Sellers of juice receive an exemption because the new rules do not apply to them—they are left "out" of the new laws. Explain how the prefix ex- contributes to the meaning of each of the following words: exhale, explore, exceptional, excommunicate.

### H WORD NETWORK

Add words related to taking a stand from the text to your Word Network.

### STANDARDS

Language

• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

• Use knowledge of language and its conventions when writing, speaking, reading, or listening.

• Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.

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

b. Use the relationship between particular words to better understand each of the words.

# Conventions

**Basic Sentence Structures** Good writers use a variety of sentence structures to make their writing smoother and more interesting to the reader. **Sentence structure** is defined by the types of **clauses** in a sentence. An **independent clause** forms a complete thought or a standalone sentence. A **dependent clause** is an incomplete thought. The four basic sentence structures are shown in the chart. Independent clauses are shown in bold. Dependent clauses are underlined.

SENTENCE STRUCTURE	EXAMPLE
A <b>simple sentence</b> has a single independent clause with at least one subject and verb.	The author opposes the new law.
A <b>compound sentence</b> consists of two or more independent clauses joined either by a comma and a conjunction or by a semicolon.	The author opposes the new law, but many people support it.
A <b>complex sentence</b> consists of an independent clause and one or more dependent clauses.	<b>The author opposes the new law,</b> <u>which bans</u> <u>sales of large-size sweet drinks</u> .
A <b>compound-complex sentence</b> consists of two or more independent clauses and one or more dependent clauses.	The author opposes the new law, which bans sales of large-size sweet drinks, but many people support it.

### Read It

- **1.** Identify the type of sentence represented in each lettered item.
  - **a.** If you want to know how many calories something is before you indulge, it is now spelled out for you.
  - b. Soda consumption already is slipping nationwide.
  - **c.** It takes a while for people to become aware, but they do and they react.
- **2.** Reread the first four sentences in paragraph 1 of "Ban the Ban!" Identify the type of sentence each one represents.

### Write It

**Notebook** Add one or more clauses to this simple sentence to form the type of sentence indicated in each numbered item: *Sugary drinks are unhealthy.* 

- 1. Compound sentence
- 2. Complex sentence
- 3. Compound-complex sentence

# EFFECTIVE EXPRESSION



THREE CHEERS FOR THE NANNY STATE



BAN THE BAN! | SODA'S A PROBLEM BUT . . .

### STANDARDS

#### **Reading Informational Text**

Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

### Writing

Draw evidence from literary or informational texts to support analysis, reflection, and research.

b. Apply *grade 8 Reading standards* to literary nonfiction.

# Writing to Compare

You have studied opinion pieces that present arguments on the same topic—the soda ban in New York City and the larger question of how much the government should be involved in personal decisions. Deepen your analysis by comparing and contrasting the arguments presented in the pro-soda ban opinion piece, "Three Cheers for the Nanny State," and the anti-soda ban opinion pieces, "Ban the Ban!" and "Soda's a Problem but...."

### Assignment

Write an **argumentative essay** in which you state a claim about which of the three arguments you found most convincing. To support your claim, analyze the facts and other information the three authors include. Consider these questions:

- What facts do all three authors include?
- Do they use any conflicting information—facts that are not the same? If so, what are they and why are they conflicting?
- Is one author's conclusion or interpretation of the facts more convincing than the others? If so, why?

Include evidence from all three opinion pieces to support your ideas.

### **Planning and Prewriting**

**Analyzing the Texts** Review the texts and identify facts each author uses, conclusions each author draws, and personal opinions each author expresses. Use the chart to capture your observations.

	THREE CHEERS FOR THE NANNY STATE	BAN THE BAN!	SODA'S A PROBLEM BUT
facts included			
conclusion or interpretation based on facts			
author's personal opinions (if any)			

### • Notebook Respond to these questions.

- 1. Do the authors disagree on the facts or is it just their interpretation of those facts that differs?
- 2. Are there any weaknesses in any author's reasoning? Explain.
- **3.** Which argument is strongest? Explain your thinking.

### Drafting

Write a Strong Claim A strong, specific claim is the basis for a strong argument. A narrower claim is usually more effective because it focuses your argument and makes it more manageable. Consider using words and phrases that limit the scope of your claim. These types of words and phrases include *generally, for the most part,* and *on average*. Consider the following examples:

**Broad Claim:** Laws governing food safety do a good job of protecting public health.

**Narrower Claim:** In general, laws governing food safety do a reasonably good job of protecting public health.

Use the space to write a working claim. As you draft your essay, you may refocus your claim as necessary.

### **Review, Revise, and Edit**

**Revising for Clarity and Cohesion** Precise word choices can clarify and strengthen your argument. Review your draft, and look for places in which you have not clearly connected your claim, reasons, and evidence. Ask yourself questions such as: *How does this fact support my reasoning? How does the fact in combination with my reasons support my claim?* Consider the following examples:

**Unclear Connection:** Our town should invest in computers. Libraries that have computers are more useful.

**Clear Connection:** There are many reasons why our town should invest in computers for the library. First, libraries that have computers provide a wider range of service. Second, libraries with computers are used more often by the community.

In the first example, the relationship between the ideas is not clear or specific. In the second example, the relationship is clear. "Many reasons" is followed by two specific examples that are set up in order of importance.

**Edit for Word Choice and Conventions** Reread your essay to identify any words that are vague or do not mean exactly what you want to say. If necessary, consult a thesaurus or other resource to find other words that are more accurate. Make sure you are sure of a word's meaning before you use it. Then, reread your essay again, identifying errors in grammar, spelling, or punctuation. Fix any errors you find.

### **EVIDENCE LOG**

Before moving on to a new selection, go to your Evidence Log and record what you learned from "Ban the Ban!," and "Soda's a Problem but...."

# STANDARDS Writing

• Write arguments to support claims with clear reasons and relevant evidence.

b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



WRITING TO SOURCES

- BARRINGTON IRVING, PILOT AND EDUCATOR
- THREE CHEERS FOR THE NANNY STATE
- BAN THE BAN! | SODA'S A PROBLEM BUT . . .

### 🤌 Tool Kit

Student Model of an Argument

### ACADEMIC VOCABULARY

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

retort candid rectify speculate verify

### STANDARDS

Writing Write arguments to support claims with clear reasons and relevant evidence.

# Write an Argument

The texts in Whole-Class reading focus on problems and solutions. For example, Barrington Irving found solutions to the obstacles he faced as he pursued his dream of becoming a pilot. In the opinion pieces about the New York City soda ban, authors discuss their responses to a proposed solution for a public health problem. Now you will have a chance to write about a problem you think is important and propose a solution you think will help.

### Assignment

Write a **problem-and-solution essay** on these questions:

What is a problem you think needs to be solved? How would you solve it?

Base your essay on your own observations and experiences, and conduct research as needed. In your essay, define the problem, explain the importance of solving it, and propose a specific solution in a persuasive way.

### **Elements of an Argument**

A **problem-and-solution essay** is a type of argument in which a writer identifies a problem and proposes at least one way to solve it. Both elements—the problem and the solution— require the building of an argument. The writer must convince readers that a situation is actually a problem, and that a proposed solution will make things better. An effective problem-and-solution essay contains these elements:

- a central claim about the importance of a problem and the effectiveness of a particular solution
- reasons, evidence, and examples that support the claim
- a clear and logical organization
- consideration of opposing positions, or counterclaims
- a formal style that conveys ideas in a serious way
- a conclusion that follows from and supports the claim

**Model Argument** For a model of a well-crafted argument, see the Launch Text, "Freedom of the Press?"

Challenge yourself to find all of the elements of an effective argument in the text. You will have an opportunity to review these elements as you prepare to write your own argument.



# Prewriting / Planning

**Choose a Focus** Reread the prompt. Then, decide what problem you will explain and what solution you can offer. This will be the starting point for your claim. Write your ideas here: State your claim in a sentence:

Problem: An important problem that demands a solution is \_\_\_\_\_

Solution: The most effective solution to this problem would be \_

**Consider Possible Counterclaims** A strong argument does not just present a claim. It also considers opposing positions, or counterclaims. Think about reasons people might *not* agree that the situation you describe is a problem, or that your proposed solution will be effective. List possible counterclaims in the chart. Then, decide how you will address and refute, or disprove, each one. Will be you able to provide specific details or examples? Will you need to do some research?

COUNTERCLAIM	STRATEGY ADDRESS IT

**Gather Evidence From Sources** While some of your evidence can come from your own experience and knowledge, you will probably need to do some research to find specific information that supports your position. Consult a variety of reliable sources—both print and digital—to find facts, data, or expert opinions.

Reliable sources are up-to-date and free from bias. The information provided in a reliable source can be confirmed in other sources. If you see a ".gov" or a ".edu" on the end of a Web address, that means the information comes from a governmental or educational institution. These types of web sites are often more trustworthy than those managed by private individuals or businesses.

Using evidence from a variety of sources can make your argument stronger. Study the Launch Text to identify the different types of evidence the author uses to develop the argument.

**Connect Across Texts** To see how a problem can be identified and solved creatively, consider how Barrington Irving devised ways to help young people learn about aviation, the larger world, and their own futures.

To consider how to deal effectively with counterclaims, review the articles on New York City's soda ban. For example, you might consider how the authors of "Ban the Ban!" and "Soda's a Problem but. . . " answer the counterclaim that there are already widely accepted bans in place for other unhealthy activities, such as smoking. The authors simply point out how cigarettes are different from soda. The harmful effects of smoking are not limited to the smoker—other people are affected. By contrast, the drinking of large amounts of soda affects only the health of the drinker.

### **EVIDENCE LOG**

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

### STANDARDS

### Writing

Write arguments to support claims with clear reasons and relevant evidence.

a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.



### STANDARDS

#### Writing

Write arguments to support claims with clear reasons and relevant evidence

a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

e. Provide a concluding statement or section that follows from and supports the argument presented.

# Drafting

**Organize Ideas and Evidence** A logical organization can make your ideas easier for readers to follow. Some arguments present the strongest ideas and supporting evidence first. Others go from weakest to strongest. Create an outline to plan a sequence for your ideas and supporting evidence.

- Start by introducing your problem and solution.
- Add supporting reasons and evidence in a logical order.
- Use transitional words and phrases such as *furthermore, additionally,* and *on the other hand,* to make clear connections from your claim, to your reasons, to the evidence. Work to guide your readers through your ideas.
- Finish with a conclusion that restates your claim.
- The outline here shows how the Launch Text is organized.

### LAUNCH TEXT

### Model: "Freedom of the Press?" Argument Outline

### INTRODUCTION

The claim is introduced: *Freedom of the press does not apply to school newspapers*.

### BODY

- High-school journalists have challenged efforts to limit their freedom of expression.
- Counterclaim: The Supreme Court ruled in the school's favor, because the censorship was for "valid educational reasons."
- "Valid educational reasons" is not a clear standard.
- Freedom of expression is an important part of becoming educated.

### CONCLUSION

Schools should not limit students' free speech.

Argument Out	line	
INTRODUCTION		
BODY		
•		
•		
•		
•		
CONCLUSION		

**Write a First Draft** Follow the order of ideas and evidence you planned in your outline. As you write, you may see a better way to sequence your ideas. Allow yourself to make adjustments that will improve the flow of your essay.

As you write, use a formal, academic style. Avoid slang or expressions that sound as though you are simply talking to someone. Instead, choose words that convey your ideas accurately. Define terms and explain situations that may be unfamiliar to your audience. Make sure to include transitional words and phrases that show how your ideas and evidence connect.

### LANGUAGE DEVELOPMENT: CONVENTIONS

# **Revising for Pronoun-Antecedent Agreement**

A **pronoun** is a word that takes the place of a noun or another pronoun. An **antecedent** is the word or group of words to which a pronoun refers. Pronouns should agree with their antecedents in number and person. *Number* refers to whether a pronoun is singular or plural. *Person* tells to whom a pronoun refers—the one(s) speaking, the one(s) spoken to, or the one(s) spoken about.

### **Read It**

These Launch Text sentences contain pronouns and their antecedents.

- His problem with the divorce article was that it was not "fair and balanced." (third person singular)
- *He felt it criticized parents without providing their side of the story.* (third person plural)

### Write It

As you draft your problem-and-solution essay, make sure your pronouns agree with their antecedents in person and number. This chart may help you.



### SPELLING

Make sure to spell pronouns correctly. Some are easily confused with other words or forms.

- Your refers to something that belongs to you. You're is a contraction for "you are."
- *Their* refers to something that belongs to them. *There* refers to a place.
- Its refers to something that belongs to it. It's is a contraction for "it is." There is no correct use of its'.

PERSON	NUMBER	PRONOUNS
First—the one speaking	Singular	l, me, my, mine
First—the ones speaking	Plural	we, us, our, ours
Second—the one spoken to	Singular	you, your, yours
Second—the ones spoken to	Plural	you, your, yours
Third—the one spoken about	Singular	he, she, it, his, her, hers, its
Third—the ones spoken about	Plural	they, them, their, theirs

Some **indefinite** pronouns—words that take the place of non-specific nouns or pronouns—can cause agreement problems.

- If the antecedent is a singular indefinite pronoun, use a singular personal pronoun to refer back to it. These indefinite pronouns are always singular: *another, anyone, anything, each, everybody, everything, little, much, nobody, nothing, one, other, someone, something.*
- If the antecedent is a plural indefinite pronoun, use a plural personal pronoun to refer back to it. These indefinite pronouns are always plural: *both, few, many, others, several*.
- If the antecedent can be either singular or plural, match the antecedent of the indefinite pronoun. These indefinite pronouns can be either singular or plural: *all, any, most, none, some*.

### STANDARDS

Language

• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

• Demonstrate command of the conventions of standard English capitalization, punctuation, and

spelling when writing.

c. Spell correctly.



### Revising

### **Evaluating Your Draft**

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

FOCUS AND ORGANIZATION	EVIDENCE AND ELABORATION	CONVENTIONS
<ul> <li>Presents a clearly stated claim about a problem and proposed solution.</li> <li>Organizes supporting reasons, evidence, and examples in a logical way.</li> <li>Presents ideas in a clear and formal style.</li> <li>Includes a conclusion that supports the main argument.</li> </ul>	<ul> <li>Uses relevant, logical evidence and reasons to support the main claim.</li> <li>Addresses and refutes possible counterclaims.</li> <li>Includes language that clarifies how claims, counterclaims, and supporting details are related.</li> </ul>	Attends to the norms and conventions of the discipline, especially correct pronoun- antecedent agreement.

### H WORD NETWORK

Include words from your Word Network in your argument.

### **Revising for Focus and Organization**

**Maintain Formal Style** Writers that propose solutions to important problems make sure that their **tone**—their attitude toward their subject—is earnest and serious. Their goal is to persuade readers that theirs is the best solution. Review your essay, and make sure your style and tone are formal and serious.

- Avoid informal expressions and slang words.
- Use precise words to help your readers grasp your ideas easily.
- Use humor sparingly. Overall, your style and tone should be serious.

### **Revising for Evidence and Elaboration**

**Use Relevant, Logical Evidence** Make sure all of your reasons and evidence directly support your main claim.

To do so, review your essay and mark your claim. Then, mark each supporting reason for your claim. Finally, mark each piece of evidence that supports your reasons. Look at your marked-up essay to determine if some points need additional support. Consider eliminating any details that do not support your main claim or reasons.

### STANDARDS

Writing

Write arguments to support claims with clear reasons and relevant evidence.

b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. d. Establish and maintain a formal style.

PEER REVIEW	
<ul> <li>Exchange essays with a classmate. Use the checklist to evaluate your classmate's problem-and-solution essays and provide supportive feedback.</li> <li>1. Is the claim clearly stated, and does it propose a solution to a problem?</li> <li>yes no If no, suggest how the writer might improve it.</li> </ul>	
<ul><li>2. Are the reasons and evidence logical and relevant?</li><li>yes no If no, explain what the author might add or remove.</li></ul>	
<b>3.</b> Does the argument address counterclaims? yes no If no, tell what you think might be missing.	
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 all the pronouns you use agree in person and number with their antecedents.

**Proofread for Accuracy** Read your draft carefully, looking for errors in spelling and punctuation. As you proofread, watch out for **homophones**. A homophone is a word that sounds the same as another word but is spelled differently, such as *your* and *you're*, *there* and *their*, and *its* and *it's*.

# Publishing and Presenting

Create a final version of your essay. Consider one of the following ways to share your essay:

- Post your essay online or on a bulletin board, along with the essays written by other class members. Read and comment on the essays of other class members, and respond to comments on your own essay.
- Ask your city, your school, or another local organization to help implement the solution to the problem suggested in your essay. Note any action taken and how well it worked.

# Reflecting

Reflect on what you learned as you wrote your argument. What was the most challenging aspect of composing your argument? What did you learn from reviewing the work of others and discussing your argument with your classmates that might inform your writing process in the future?

### STANDARDS

Writing
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and

With some guidance and support from peers and adults, develop and strengthen writing as needed by

strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

• Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

### Language

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Spell correctly.



### ESSENTIAL QUESTION:

# When is it right to take a stand?

What issues matter to you? Maybe they matter to other people, too. When you stand up for what you believe in, you may find that your action inspires others to act as well. In this section, you will work with your group to learn about individuals who took a stand in an effort to promote the greater good.

# Small-Group Learning Strategies

Throughout your life, in school, in your community, and in your career, you will continue to learn and work with others.

Review these strategies and the actions you can take to practice them as you work in teams. Add ideas of your own for each step. Use these strategies during Small-Group Learning.

STRATEGY	ACTION PLAN
Prepare	<ul> <li>Complete your assignments so that you are prepared for group work.</li> <li>Organize your thinking so you can contribute to your group's discussion.</li> </ul>
Participate fully	<ul> <li>Make eye contact to signal that you are listening and taking in what is being said.</li> <li>Use text evidence when making a point.</li> <li></li></ul>
Support others	<ul> <li>Build on ideas from others in your group.</li> <li>Invite others who have not yet spoken to do so.</li> </ul>
Clarify	<ul> <li>Paraphrase the ideas of others to ensure that your understanding is correct.</li> <li>Ask follow-up questions.</li> </ul>

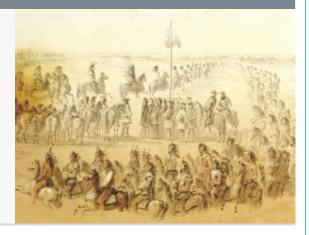
### CONTENTS

### PERSUASIVE SPEECH

### Words Do Not Pay

Chief Joseph

What meaning do words have if they are not followed by actions?



### NONFICTION NARRATIVE

### from Follow the Rabbit-Proof Fence Doris Pilkington

Three girls risk everything to find their way home.



### MEDIA: VIDEO

### The Moth Presents: Aleeza Kazmi

A high-school student relates her ongoing struggle for a way to describe herself.



### PERFORMANCE TASK

SPEAKING AND LISTENING FOCUS

### Present an Argument

The Small-Group readings focus on real people who took a stand in words, deeds, or both. After reading, your group will plan and deliver an oral presentation about whether winning or losing matters when you take a stand.



# Working as a Team

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

What are some character traits of people who stand up for their beliefs?

As you take turns sharing your thoughts, be sure to provide examples. After all group members have shared, discuss the ways in which these character traits are demonstrated in the actions of those who stand up for their beliefs.

- 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. You may add or revise rules based on your experience together.
  - Everyone should participate in group discussions.
  - People should not interrupt.

- **3. Apply the Rules** Share what you have learned about taking a stand. Make sure each person in the group contributes. Take notes 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 collaboration tools, email, or instant messaging.

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
Words Do Not Pay		
from Follow the Rabbit-Proof Fence		
The Moth Presents: Aleeza Kazmi		

# 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



**Chief Joseph** was a famous leader of the Nez Percé tribe. He was known by his people as Hin-mah-too-yahlat-kekt, or Thunder Rolling Down the Mountain. He was born in Wallowa Valley in 1840, in what is now Oregon. In 1877, when the U.S. government threatened to forcefully move the Nez Percé to a reservation, Chief Joseph refused, choosing instead to lead leading his people north toward Canada. Chief Joseph died in 1904, never having returned to the land he had fought so hard to keep for his tribe. His doctor said he died "of a broken heart."

### **STANDARDS**

Reading Informational Text By the end of the year, read and comprehend literary nonfiction at the bigh and of the grades 6.8 to

the high end of the grades 6–8 text complexity band independently and proficiently.

### Language

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade* 8 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. d. Verify the preliminary determination of the meaning of a word or phrase.

# Words Do Not Pay

### **Concept Vocabulary**

You will encounter the following words as you read "Words Do Not Pay."

misrepresentations

misunderstandings

**Context Clues** To find the meaning of an unfamiliar word, look for clues in the context, which consists of the other words that surround the unknown word in a text. If you are still unsure of the meaning, look up the word in a dictionary. Consider this example of how to apply the strategy.

**Example:** Good words will neither return our land nor **restore** our way of life.

**Analysis of Clues in the Text:** Good words will not return or *restore* something that has been taken.

**Possible Meaning:** *Restore* means "to return or give back."

Apply your knowledge of context clues and other vocabulary strategies to determine the meanings of unfamiliar words you encounter during your first read of "Words Do Not Pay."

### 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.



# Words Do Not Pay

**Chief Joseph** 

### BACKGROUND

In 1863, the Nez Percé tribe refused to sign a treaty that would make them move from their ancestral land in Oregon to a much smaller reservation in Idaho. Despite the refusal, the United States government sent in federal troops to force the Nez Percé off their land. In response, Chief Joseph led his people toward Canada in a three-month, 1600-mile flight across the Rocky Mountains. He eventually surrendered to General Miles in 1877, under the terms that his tribe could return to their homeland. Instead, the Nez Percé were sent to Oklahoma, and half of them died during the trip. In one of many appeals to Congress on behalf of his people, Chief Joseph made this speech in 1879 in Washington D.C.

I do not understand why nothing is done for my people. I have heard talk and talk, but nothing is done. Good words do not last long unless they amount to something. Words do not pay for my dead people. They

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

**misrepresentations** (mihs rehp rih zehn TAY shuhnz) *n*. MEANING:

misunderstandings (mihs uhn duhr STAND ihngz) n. MEANING: do not pay for my country, now overrun by white men. They do not protect my father's grave. They do not pay for all my horses and cattle. Good words will not give me back my children. Good words will not make good the promise of your war chief General Miles. Good words will not give my people good health and stop them from dying. Good words will not get my people a home where they can live in peace and take care of themselves. I am tired of talk that comes to nothing. It makes my heart sick when I remember all the good words and all the broken promises. There has been too much talking by men who had no right to talk. Too many misrepresentations have been made, too many misunderstandings have come up between the white men about the Indians. If the white man wants to live in peace with the Indian he can live in peace. There need be no trouble. Treat all men alike. Give them all the same law. Give them all an even chance to live and grow. All men were made by the same Great Spirit Chief. They are all brothers. The earth is the mother of all people, and all people should have equal rights upon it. You might as well expect the rivers to run backward as that any man who was born a free man should be contented when penned up and denied liberty to go where he pleases. . . .

2 Let me be a free man—free to travel, free to stop, free to work, free to trade where I choose, free to choose my own teachers, free to follow the religion of my fathers, free to think and talk and act for myself—and I will obey every law, or submit to the penalty. \*\*

# **Comprehension Check**

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

<b>1.</b> What is one problem that Chief Joseph has with the "good words" of others?
2. According to Chief Joseph, what is one thing the white man needs to do to live in peace with the Indian?
<b>3.</b> According to Chief Joseph, what is one thing all men have in common?
<b>4.</b> What activities does Chief Joseph associate with being a "free man"?
5. <b>Notebook</b> Confirm your understanding of the speech by writing a summary
RESEARCH
<b>Research to Clarify</b> Choose at least one unfamiliar detail from the speech. Briefly research that detail. In what way does the information you learned shed light on an aspect of the speech?

### MAKING MEANING





GROUP DISCUSSION As you discuss the speech, make sure that everyone listens respectfully to each other's ideas.

### **WORD NETWORK**

Add words related to taking a stand from the text to your Word Network.

### STANDARDS

Reading Informational Text Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

### Language

• Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

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

c. Distinguish among the connotations 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**?



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to support your answers.

Analyze the Text

### Notebook Complete the activities.

- Review and Clarify With your group, reread the speech. What do you think the author means when he claims that "words do not pay"? How does he use examples to support his claim?
- **2. Present and Discuss** Share the passages from the text that you found important. Discuss what you noticed in the text, what questions you asked, and what conclusions you reached.
- **3. Essential Question:** *When is it right to take a stand*? How is Chief Joseph taking a stand? Do you think his reasons for doing so are legitimate? Discuss with your group.

### LANGUAGE DEVELOPMENT

# **Concept Vocabulary**

misrepresentations misunderstandings

**Why These Words?** The two concept vocabulary words from the text are related. With your group, discuss the words and identify a concept they have in common. How do these words enhance the impact of the text?

### Practice

**Notebook** Confirm your understanding of the concept vocabulary words by using each one in a sentence.

# Word Study

**Notebook Old English Prefix:** *mis-* The Old English prefix *mis*means "opposite," "badly," or "wrongly." When added to a word, it creates an opposing or contrasting meaning. In his speech, Chief Joseph refers to "misrepresentations," or wrong representations, of Indians. Using your knowledge of the prefix *mis-*, answer the following questions.

- What might happen if you have a *miscommunication* as to the time you are meeting a friend?
- What can happen if you misread the instructions for a recipe?

# Analyze Craft and Structure

**Persuasive Techniques and Word Choice** Writers use persuasive techniques in an argument to lead an audience to agree with them. These are some of the persuasive techniques that writers use:

- **Repetition** consists of saying something repeatedly for effect.
- **Appeals to reason** invite the audience to use logic as they draw conclusions from the evidence presented by the writer.
- **Appeals to emotions** attempt to persuade readers by triggering their feelings about a subject.
- Appeals to authority are references to expert opinions.

A writer's **word choice** includes not only individual words but also the phrases and expressions the writer uses. Word choice can convey **tone**— the writer's attitude toward the topic or audience. These factors influence word choice:

- the writer's intended audience and purpose
- the **denotations** of words, or their dictionary definitions
- the **connotations** of words, or their negative or positive associations (For example, *assertive* and *pushy* have similar denotations but different connotations.)

A writer's word choice and tone can contribute to the power of the argument he or she presents. The denotations and connotations of the words a writer chooses as well as the phrases and expressions he or she includes in an argument can impact the effectiveness of persuasive techniques. For example, a writer may choose to create repetition in an argument using words with specific connotations in order to appeal to a specific audience.

### TIP

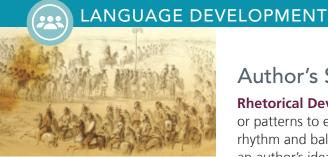
CLARIFICATION Consulting a dictionary for a word's denotation will help you grasp the difference between a word's precise meaning and the meaning suggested by its connotations.

chniques. Then, share your cha amples you have noted.	art with your group, and also	
WORE	DS DO NOT PAY	
PERSUASIVE TECHNIQUE	EXAMPLES	
repetition		
appeal to reason		
appeal to emotion		
appeal to authority		

that contribute to Chief Joseph's word choice and convey his tone. Then, discuss whether Chief Joseph's word choice and tone are effective and persuasive.

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WORDS DO NOT PAY

### **STANDARDS**

Writing

• Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. f. Provide a concluding statement or section that follows from and supports the information or explanation

• Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. • Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while

avoiding plagiarism and following a standard format for citation.

### Language

presented.

• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

• Use knowledge of language and its conventions when writing, speaking, reading, or listening.

# Author's Style

**Rhetorical Devices Parallelism** is the use of similar grammatical forms or patterns to express similar ideas within a sentence. Parallelism adds rhythm and balance to writing and strengthens the connections among an author's ideas.

Writing without parallelism produces awkward, distracting shifts for readers. By contrast, parallel constructions place ideas of equal weight in words, phrases, or clauses of similar types.

> Nonparallel: Dress codes are less restrictive, less costly, and are not a controversial system.

> **Parallel:** Dress codes are less restrictive, less costly, and less controversial.

SAMPLE PARALLEL FORMS	
modified nouns	bright eyes, large hands, strong fingers
verb forms	to ask, to learn, to share
phrases	under a gray sky, near an icy river
adverb clauses	when I am happy, when I am peaceful
adjective clauses	who read with care, who act with concern

### **Read It**

Work with your group to identify examples of parallelism in Chief Joseph's speech "Words Do Not Pay." Underline the parallel constructions of words, phrases, and clauses throughout the speech. Then, discuss with your group the ways in which Chief Joseph's use of parallelism creates rhythm and balance in the speech. How do his parallel constructions strengthen the connections between his ideas? Does the use of parallelism make his argument stronger and more persuasive?

### Write It

Write three sentences about the speech in which you correctly use parallelism.

## **EFFECTIVE EXPRESSION**



# Research

### Assignment

Work with your group to create a **research report** about Chief Joseph or the Nez Percé people. In your report, analyze the ways in which the topic your group chooses contributes to your understanding of Chief Joseph's argument. Choose one of the following topics:

a **historical report** on the history of the Nez Percé tribe, including information about their beliefs and culture

a **biographical report** on the life of Chief Joseph, including his upbringing and influences

TASK	GROUP MEMBER(S)	COMPLETED
Search for and take notes on reliable sources.		
Organize the information.		
Write the report.		
Proofread and edit the report.		

**Assign Tasks** Use the chart to assign tasks for each group member.

**Conduct Research** As you conduct research, follow these guidelines:

- When researching online, choose search terms that are specific and unique to your topic. General terms may have more than one meaning, and therefore may produce unhelpful results.
- Make sure the sources you find are relevant and reliable, and take detailed notes to use in your bibliography or Works Cited page.
- Include information from several different sources. Do not rely solely on one source, even if it is a credible one.
- **Paraphrase,** or restate, information from sources, and note **direct quotations**, that are particularly powerful. Remember to put direct quotations in quotation marks to indicate that they are the exact words of another writer.

**Organize Your Report** Organize the information from your research logically. For example, in a historical or biographical report, you may choose to present information about events and experiences in **chronological order**, or the order in which the events happened. Conclude your report by reflecting on the ways in which the knowledge you gained from your research helped you to better understand the Chief Joseph's speech.

### Sevidence log

Before moving on to a new selection, go to your Evidence Log, and record what you learned from "Words Do Not Pay."

### About the Author



Doris Pilkington (1937-2014) was an Aboriginal author best known for her nonfiction narrative Follow the Rabbit-Proof Fence, based on her mother's 1931 escape from the Moore River Mission. Under the Aborigines Act (1906–1954), approximately 100,000 children were removed from their tribal lands and placed in the care of the state. In 1940, when she was three-and-a-half years old, Doris became one of these children.

### STANDARDS

Reading Informational Text By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

### Language

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

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 or its part of speech.

# *from* Follow the Rabbit-Proof Fence

### **Concept Vocabulary**

As you conduct your first read of the excerpt from *Follow the Rabbit-Proof Fence,* you will encounter these words.

urgently	nervously	confidently	cautiously	

**Using a Dictionary and Thesaurus** If a word is unfamiliar to you and you cannot understand the meaning from the context, look up the word in a dictionary or thesaurus. Most **dictionaries**, whether print or online, will provide the meaning of the word, its part of speech, its pronunciation, and its etymology. A **thesaurus**, on the other hand, will not provide definitions but will include synonyms of the word, or words with similar meanings. For instance, compare these two entries for the word *crimson*.

### Dictionary

### Thesaurus

**crim•son** (KRIHM zuhn) *adj.* red in color

**crimson** *adj.* dark red, bloody, cherry, scarlet, rosy, cardinal, ruby

Apply your knowledge of using a dictionary and thesaurus as well as 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.



# from Follow the Rabbit-Proof Fence

**Doris Pilkington** 

### BACKGROUND

Aboriginal Australians are the native people of the Australian continent. From 1910 to 1970, many children of mixed Aboriginal and white descent were taken from their families by the government in an effort to train them to fit into white Australian culture. *Follow the Rabbit-Proof Fence* is a nonfiction narrative account of three Mardu Aboriginal girls who escaped a government settlement in 1931 to return home. The Mardu are the indigenous, or native, people of the Australian desert.

- The other girls were now getting ready for school, and the three watched quietly amidst all the activity. Bossing and bullying was everywhere around them and there were cries and squeals of, "Don't, you're hurting my head," as the tangled knots were combed out with tiny, fragile combs.
- <sup>2</sup> "Oh, Mummy, Daddy, Mummy, Daddy, my head," yelled a young girl, who stamped her feet and tried to pull away from her torturer, an older, well-built girl who seemed to have adopted the girl as her baby sister. They performed this ritual together every morning before school.
- "Come on, you girls," ordered Martha Jones as she passed by their bed. "The school bell's gone. Don't be late on your first day."
- "Alright, we're coming as soon as we empty the toilet bucket," answered Molly softly.
- "I'll wait for you then," said Martha.
- "No, don't wait we'll follow you, we know where the school is."
- "Alright then, we'll go along. Come on, Rosie," she said as she rushed out of the door into the cold, drizzly morning.
- As soon as the other girls left the dormitory, Molly beckoned her two sisters to come closer to her, then she whispered **urgently**, "We're not going to school, so grab your bags. We're not staying here." Daisy and Gracie were stunned and stood staring at her.
- "What did you say?" asked Gracie.
- "I said, we're not staying here at the settlement, because we're going home to Jigalong."

Use a dictionary or a thesaurus or indicate another strategy you used to help you determine meaning.

**urgently** (UR juhnt lee) *adv.* MEANING:

4

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NOTES

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Use a dictionary or a thesaurus or indicate another strategy you used to help you determine meaning.

nervously (NUR vuhs lee) adv.

MEANING:

**confidently** (KON fuh dehnt lee) *adv.* 

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MEANING:

- Gracie and Daisy weren't sure whether they were hearing correctly or not.
- <sup>12</sup> "Move quickly," Molly ordered her sisters. She wanted to be miles away before their absence was discovered. Time was of the essence.
- Her two young sisters faced each other, both looking very scared and confused. Daisy turned to Molly and said nervously, "We're frightened, Dgudu.<sup>2</sup> How are we going to find our way back home to Jigalong? It's a long way from home."
- <sup>14</sup> Molly leaned against the wall and said **confidently**, "I know it's a long way to go but it's easy. We'll find the rabbit-proof fence<sup>3</sup> and follow that all the way home."
  - "We gunna walk all the way?" asked Daisy.
- <sup>16</sup> "Yeah," replied Molly, getting really impatient now. "So don't waste time."
- <sup>17</sup> The task of finding the rabbit-proof fence seemed like a simple solution for a teenager whose father was an inspector who traveled up and down the fences, and whose grandfather had worked with him. Thomas Craig told her often enough that the fence stretched from coast to coast, south to north across the country. It was just a matter of locating a stretch of it then following it to Jigalong. The two youngsters trusted their big sister because she was not only the eldest but she had always been the bossy one who made all the decisions at home. So they did the normal thing and said, "Alright, Dgudu, we'll run away with you."
- <sup>18</sup> They snatched up their meager possessions and put them into calico bags and pulled the long drawstrings and slung them around their necks. Each one put on two dresses, two pairs of calico bloomers, and a coat.
- <sup>19</sup> Gracie and Daisy were about to leave when Molly told them to, "Wait. Take those coats off. Leave them here."
- 20 "Why?" asked Gracie.
- <sup>21</sup> "Because they're too heavy to carry."
- <sup>22</sup> The three sisters checked to make sure they hadn't missed anything then, when they were absolutely satisfied, Molly grabbed the galvanized bucket and ordered Gracie to get hold of the other side and walk quickly trying not to spill the contents as they made their way to the lavatories. Daisy waited under the large pine tree near the stables. She reached up and broke a small twig that was hanging down low and was examining it closely when the other two joined her.

<sup>2.</sup> Dgudu older sister in Mardudjara, the Mardu Aborigines' native language.

<sup>3.</sup> **the rabbit-proof fence** fence that ran from the north coast of Australia to the south coast to deter pests such as rabbits.

- <sup>23</sup> "Look, Dgudu, like grass indi?<sup>4</sup>" asked Daisy, passing the twig to Molly to feel.
- <sup>24</sup> "Youay,"<sup>5</sup> she said, as she gave it to Gracie who crushed the green pine needles into her small hands and sniffed them. She liked the smell and was about to give her opinion when Molly reminded them that they didn't have time to stand around examining pine needles.
- <sup>25</sup> "Come on, run, you two," she said sharply as she started to run towards the river.
- <sup>26</sup> Many young people had stood under the same big pine tree and waited while someone went into the stable or the garage to distract Maitland, the caretaker and stableman. Then they would give the signal that the coast was clear and everyone would dash into the grainary and fill their empty fruit tins with wheat from one of the opened bags at the back of the shed. Some of it was roasted on flat tins over the hot coals, the rest was saved to fill initials that had been dug into the sloping embankment of firm yellow sand along the cliffs. These were left until the first rain came, then all the inmates would rush down to inspect the cliffs. This grass graffiti revealed the new summer romances between the older boys and girls. But these three girls from the East Pilbara had no intention of participating, they had a more important task ahead of them.
- <sup>27</sup> On they went, dashing down the sandy slope of the cliffs, dodging the small shrubs on the way and following the narrow path to the flooded river. They slowed down only when they reached the bottom. Molly paused briefly, glancing at the pumping shed on their right where they had been the day before. Turning towards it she said to Gracie and Daisy, "This way." She ran for about 25 meters, crashing into the thick paperbark trees and the branches of the river gums that blocked their path.

Molly strode on as best as she could along the muddy banks, pausing only to urge her young sisters to hurry up and try to keep up with her. She kept up that pace until she saw what she thought to be a likely spot to cross the swift flowing river.

<sup>29</sup> The three girls watched the swirling currents and the white and brown frothy foam that clung to the trunks of the young river gums and clumps of tea-trees. They didn't know that this became one of the most popular spots during the hot summer days. This was the local swimming pool that would be filled with naked or semi-naked brown bodies, laughing, splashing, swimming and diving into the cool brown water during the long summer afternoons. Every now and then, the swimmers would sit on the coarse river sand and yank ugly, brown, slimy leeches off

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<sup>4.</sup> indi? "isn't it?" (Mardudjara).

<sup>5.</sup> Youay "Yes" (Mardudjara).

their bodies and impale them on sticks and turn them inside out and plunge them into the hot burning mud. The next day the swimmers would pull the sticks out of the sand and gloat at the shriveled dry skins that once were horrible little creatures, ready to suck all the blood from their bodies—or so the young people were led to believe.

- "The river is too deep and fast here, let's try up further," Molly said, leading the way through the thick young suckers and washed-up logs. They continued along the bank making slow progress through the obstacles that nature had left in their path. At last they came to a section in the river that seemed narrow enough to cross.
- <sup>31</sup> "We'll try here," said Molly as she bent down to pick up a long stick. She slid down the bank into the river and began measuring its depth just as she had seen Edna Green do the previous afternoon, while Daisy and Gracie watched patiently on the bank.
  - "Nah, too deep," Molly said in disgust. "Not here."
- <sup>33</sup> "Gulu,<sup>6</sup> Dgudu," cried the youngsters as they ran to follow her through the wet foliage.
- The three girls walked along the muddy banks for another 25 meters when they came to a clearing, devoid of any shrubs or young suckers, where the floods had receded.
- In a couple of weeks' time, this place would become a muddy skating rink where the girls of the settlement would spend hours having fun skating up and down the slippery mud. The idea was to skate by placing one foot in front of the other and maintain your balance for a couple of meters at least. The boys had their own skating area further up in a more secluded place amongst the thick tea-tree shrub. Peeping toms never existed in those days. Each group respected each other's privacy. Nearby, a huge fire would be lit and kept stoked. When everyone had finished skating in the slippery mud they would dive into the icy cold river to wash off the mud, then dry themselves by the roaring fire, dress, and return to the compound.
- <sup>36</sup> Molly decided to follow the paths made by the cattle. Another attempt was made to cross the river but once again proved unsuccessful. She walked on angrily, pushing the thick growth of eucalyptus suckers roughly aside, at the same time urging Daisy and Gracie to walk faster. But they decided that it was much safer at a distance and they followed her muddy footprints in silence without any questions, trusting her leadership totally.
- <sup>37</sup> They were still fighting their way through the tea-trees for almost an hour when they heard Molly call out to them somewhere down the track. "Yardini! Bukala! Bukala!"<sup>7</sup>

<sup>6.</sup> Gulu "wait" (Mardudjara).

<sup>7.</sup> Yardini! Bukala! Bukala! "Come here! Hurry! Hurry!" (Mardudjara).

- <sup>38</sup> Daisy and Gracie ran as fast as they could along the muddy path until they reached her. Molly was standing near a large river gum. As they stood gasping for wind she said, "We gunna cross here."
- As three pairs of eager eyes examined it closely, they knew that they had found the perfect place to cross the flooded river. A tree leaned over the water creating a natural bridge for them to cross safely to the other side.
- <sup>40</sup> The girls scraped mud from their feet then climbed onto the trunk and walked **cautiously** to the end then swung down off the limb onto the slippery, muddy bank on the other side. They sloshed through the wet, chocolate-colored banks for at least another two hours, then decided to rest amongst the thick reeds behind the tall river gums.
- A few minutes later, Molly stood up and told her young sisters to get up. "We go kyalie<sup>8</sup> now all the way." They obeyed without any protests. Ducking under the hanging branches of the paperbark trees they hurried as best they could, stomping on the reeds and bull rushes that covered the banks of the fast flowing river. The only sounds that could be heard were the startled birds fluttering above as they left their nests in fright, and the *slish*, *slosh* of the girls' feet as they trampled over the bull rushes. **\***

Use a dictionary or a thesaurus or indicate another strategy you used to help you determine meaning.

cautiously (KAW shuhs lee) adv.

MEANING:

8. kyalie "north" (Mardudjara).

# **Comprehension Check**

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

- 1. At the beginning of the excerpt, where are the three sisters living?
- 2. Where does Molly want to go?
- 3. How does Molly know about the rabbit-proof fence?
- 4. What does Molly try to avoid when looking for a place to cross the river?
- 5. Dotebook Confirm your understanding of the excerpt by creating a storyboard of events.

### RESEARCH

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

### MAKING MEANING



from FOLLOW THE **RABBIT-PROOF FENCE** 



**GROUP DISCUSSION** As you discuss the nonfiction narrative, ask questions that help other group members elaborate on their ideas.

### H WORD NETWORK

Add words related to taking a stand from the text to your Word Network.

### STANDARDS

**Reading Informational Text** • Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

• Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

• Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

### Language

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

# Close Read the Text

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



**CITE TEXTUAL EVIDENCE** 

to support your answers.

Analyze the Text

### Notebook Complete the activities.

- 1. Review and Clarify With your group, reread paragraph 17 of the selection. What important information about the three girls is conveyed? What is the author saying about the way the girls relate to one another?
- 2. Present and Discuss Now, work with your group to share the passages from the text that you found especially important. Take turns presenting your passages. Discuss what you noticed in the text, what guestions you asked, and what conclusions you reached.

### LANGUAGE DEVELOPMENT

#### **Concept Vocabulary** urgently nervously confidently cautiously

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

### Practice

Notebook Confirm your understanding of the vocabulary words by using them in sentences.

# Word Study

**Old English Suffix:** -*Iy* The Old English suffix -*Iy* is often used to make an adjective into an **adverb**, or a word that describes how, when, or how often something is done. For example, adding the suffix -ly to the adjective *urgent* creates the adverb *urgently*. In the excerpt, Molly whispers *urgently* to the other girls because the situation requires immediate action. Use a dictionary to find the precise meanings of the other three concept vocabulary words, which all end with the suffix -ly. Then, write a sentence or two explaining how the suffix *-ly* contributes to the meaning of each vocabulary word.

# Analyze Craft and Structure

**Descriptive Writing** A **description** is a portrait in words of a person, place, or thing. Descriptive writing uses **sensory details**, or language that appeals to the senses: sight, hearing, taste, smell, and touch. Effective description helps readers visualize settings, events, and characters clearly. It also helps convey emotions and ideas. Authors use description to emphasize a point of view and to create mood in a literary work.

- An author's **point of view** is his or her perspective or unique way of viewing a topic. Point of view is shaped by the author's knowledge, beliefs, and experiences. Description helps to convey that point of view because it shows more than just what a subject looks like. It reveals *how* the author sees the subject.
- **Mood** is the overall feeling created in a reader by a literary work. The mood of a work can typically be described using emotion words, such as *joyous, gloomy, peaceful,* or *frightening*. Some literary works convey a single mood. In other works, the mood changes within the selection.

### TIP

CLARIFICATION As you analyze descriptive writing, consider the ways in which an author's descriptions contribute to the development of his or her ideas.

# **CITE TEXTUAL EVIDENCE** to support your answers.

Analyze how the author's use of description reveals his or her point of view and creates a specific mood, or emotional atmosphere, in the excerpt. Note words and phrases from the text that support your analysis. Use the chart to capture your observations.

PASSAGE	POINT OF VIEW	MOOD

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**Practice** 





from FOLLOW THE RABBIT-PROOF FENCE

# Conventions

**Adjectives and Adverbs** Authors use **adjectives** and **adverbs** to tell more about the nouns and verbs in their sentences. An adjective modifies, or adds meaning to, a noun or a pronoun. An adverb modifies a verb, an adjective, or another adverb.

An adjective gives more information about a noun. For example, in the sentence *It's a long way from home*, the adjective *long* modifies the noun *way*. It answers the question *What kind (of way)*? Look at the chart to see examples of questions that adjectives answer.

What kind?	cold, long, easy, muddy, simple
Which one?	that, this, those
How many?	two, many, three
How much?	most, some, meager, huge
Whose?	her, their, my, your

An adverb gives more information about a verb, adjective, or another adverb. For example, in the sentence *She whispered urgently*, the adverb *urgently* modifies the verb *whispered*, answering the question *In what manner (did she whisper)?* Look at the chart to see examples of questions that adverbs answer. Note that adverbs often end in the suffix *-ly*.

When?	now, before, yesterday
Where?	everywhere, here, ahead
In what manner?	quietly, playfully, correctly, well
To what extent?	too, absolutely, totally

Be careful not to use adjectives in place of adverbs, as shown in this example: **Incorrect:** Move quick. **Correct:** Move quickly.

### Read It

- Work individually. Underline the adjective in each sentence.
   a. They did the normal thing.
  - **b.** They dashed down the sandy slopes.
- Correct each sentence by replacing the adjective with an adverb.
   a. Molly spoke soft.
  - **b.** Daisy tried to walk careful.

### Write It

**Notebook** Write a short paragraph about the excerpt. Use at least two adjectives and two adverbs in your paragraph.

### STANDARDS

Language

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.



# Writing to Sources

### Assignment

Work individually to write a **fictional retelling** of the excerpt from *Follow the Rabbit-Proof Fence* from the perspective of Molly, Daisy, or Gracie. If needed, conduct research to find out more information to help you create a vivid picture for your readers. Choose from the following topics:

Write a **journal entry** from the perspective of the character you chose. Include the events and experiences detailed in the excerpt as well as your reflections on these events and experiences—were you afraid? frustrated? sad?

Write a **letter** to one of the girls still living at the government settlement. Use details from the excerpt to describe how you escaped, the challenges of doing so, and the obstacles you encountered on your journey. Also, include your reflections on these events and experiences—were you nervous? confident? happy?

**Establish Your Point of View** Decide from which character's point of view you will write. Then, use the **first-person point of view** to retell the story. This means that your character participates in the story, relates events from her perspective, and uses the first-person pronouns *I*, *me*, *us*, and *we*. Draw on details from the text to represent your narrator vividly and accurately.

**Conduct Additional Research** To make the events and experiences in your retelling come alive for readers, briefly research topics that will help you better understand the setting and characters. For example, conduct research on life in the Australian Outback, the natural environment and wildlife of Australia, and techniques people use to survive in the wilderness.

**Compare Your Retellings** Once you have completed drafting, share your retelling with your group. Compare the ways in which your retellings are similar and different. Are you surprised at the way other members portrayed certain characters? Comment on each other's retellings, and offer ideas that will help others to improve their narratives:

- Did the character's actions and reactions make sense to you based on the details in the excerpt?
- Are there things that you found confusing or that did not align with your understanding of the excerpt?

Use the feedback from your group members to revise your retelling before handing it in to your teacher.

### **EVIDENCE LOG**

Before moving on to a new selection, go to your Evidence Log, and record what you learned from Follow the Rabbit-Proof Fence.

# STANDARDS Writing

• Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

• With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

### About the Speaker



Aleeza Kazmi is a student who attended the Beacon School in New York City. She intends to major in Journalism and Political Science. In her spare time, Aleeza can be found with her friends or in her backyard with her dogs.

# The Moth Presents: Aleeza Kazmi

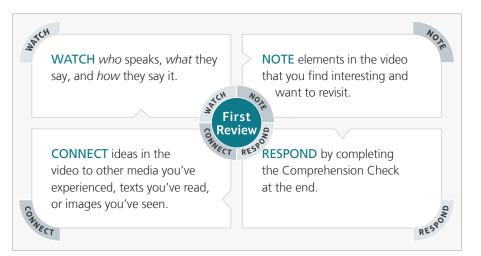
### Media Vocabulary

These words will be useful to you as you analyze, discuss, and write about the video.

<ul> <li>Storytelling is the oldest form of performance art.</li> <li>A storyteller can perform live or on a recording, from notes or without notes.</li> <li>Stories can be rehearsed or improvised.</li> </ul>
<ul> <li>A personal account can be written, performed live, or recorded.</li> <li>When telling about a personal experience in front of a live audience, the storyteller (and audience) can get caught up in emotion.</li> </ul>
<ul> <li>A speaker may vary the volume of his or her voice to convey emotion and to keep the audience's attention.</li> <li>During a performance, a speaker may change his or her pacing by pausing, speeding up, or slowing down to emphasize ideas or express emotion.</li> </ul>

### First Review MEDIA: VIDEO

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



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### STANDARDS

Reading Informational Text By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

### Language

Acquire and use accurately gradeappropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# The Moth Presents: Aleeza Kazmi



### BACKGROUND

The Moth is a nonprofit organization devoted to the art and craft of storytelling. Established in 1997, The Moth has featured thousands of stories that showcase a wide range of human experiences. The Moth's storytellers present their narratives live and without notes to standing-room-only crowds throughout the world. Each of The Moth's shows centers around a different theme, which the featured storytellers explore in distinct, and often unexpected, ways. Some of the storytellers are experienced in the art and craft of narration, whereas others have never told a story in performance before. The stories featured in The Moth's shows are recorded for broadcast and can be heard on many National Public Radio radio stations.

NOTES

# **Comprehension Check**

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

- 1. Why was Aleeza excited about the self-portrait project?
- 2. Why did she think peach was a good color to use?
- 3. What did Miss Harrington do that upset Aleeza?
- 4. How does Aleeza finally take a stand?

#### MEDIA VOCABULARY

Use these words as you discuss and write about the video.

performance personal account volume and pacing

#### H WORD NETWORK

Add interesting words related to taking a stand from the text to your Word Network.

#### STANDARDS

Speaking and Listening Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.

# **Close Review**

Watch the video, or parts of it, again. Write down any new observations that seem important. What **questions** do you have? What can you **conclude**?



Notebook Complete the activities.

- 1. **Present and Discuss** Choose the section of the video you found most interesting or powerful. Explain what you noticed in the section, what questions it raised for you, and what conclusions you reached about it.
- **2. Review and Synthesize** With your group, review the video. What do you think Aleeza's purpose was in telling her story? How does Aleeza's sincerity in her storytelling help viewers understand her perspective and her experience?
- **3. Essential Question:** *When is it right to take a stand?* What has this video taught you about taking a stand? Discuss with your group.





# Speaking and Listening

#### Assignment

Take part in a **group discussion** about Aleeza Kazmi's story. Choose from the following topics:

How does Kazmi's story support the idea that it is important to stand up for yourself and your beliefs?

How does Kazmi's story support the idea that each person should be able to determine her or his own identity?

**Prepare for the Discussion** To prepare for the discussion, review the video and take notes on the following aspects:

- sections of the video in which Kazmi discusses specific central ideas that are relevant to your discussion topic
- ideas that Kazmi implies, or suggests, but does not state directly
- descriptive details that Kazmi uses to develop her story and capture her audience's attention
- direct quotations, or Kazmi's exact words, that are related to your discussion topic
- the ways in which Kazmi delivers her story—changes in her tone that indicate emotion, emphasis she places on specific words or phrases, key points she repeats for emphasis

Review your notes and consider the ways in which Kazmi deals will both the internal and external conflicts created by her experience. An **internal conflict** takes place in a person's mind, as when he or she is struggling with opposing feelings. An **external conflict** takes place between a person and an outside force, such as another person or the environment with which they are surrounded. Consider how Kazmi's conflicts and the ways in which she resolves them relate to your discussion topic.

**During the Discussion** Listen to the ideas of other members of your group and consider the ways in which they are similar to and different from your own. To connect your own ideas with the ideas of other group members, ask questions that help to clarify the relationship between the different ideas expressed. Use your notes to support your ideas when responding to questions from other group members. Don't be afraid to change your ideas or views if another group member offers new thoughts or information that you agree with, provided that the ideas are well supported with evidence.



THE MOTH PRESENTS: ALEEZA KAZMI

#### SEVIDENCE LOG

Before moving on to a new selection, go to your Evidence Log, and record what you learned from "The Moth Presents: Aleeza Kazmi."

#### STANDARDS

Speaking and Listening • Engage effectively in a range of collaborative discussions with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

• Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.



#### SOURCES

- WORDS DO NOT PAY
- from FOLLOW THE RABBIT-PROOF FENCE
- THE MOTH PRESENTS: ALEEZA KAZMI

#### STANDARDS

Speaking and Listening Engage effectively in a range of collaborative discussions with diverse partners on *grade 8 topics, texts, and issues,* building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

# **Deliver an Oral Presentation**

#### Assignment

The selections in this section present people who took a stand, often against hopeless odds. Each one demonstrates courage and determination. Their efforts, however, are not always successful. They raise questions about ideas of winning and losing when one acts on principle. Work with your group to prepare and deliver an **oral presentation** in response to this question:

When you take a stand, how much does winning matter?

# Plan With Your Group

**Analyze the Texts** All of the people featured in the Small-Group readings took a stand in words, actions, or both. In each case, the people or group they opposed were powerful, and the odds of success in opposing them were low. Review the texts and think about what was at stake for Chief Joseph, the three Mardu sisters, and Aleeza Kami. Consider how these people or groups probably viewed their chances of success and why they chose to take a stand. With your group, discuss your observations and ideas, and note them in the chart.

TITLE	WHOM/WHAT THEY OPPOSED AND CHANCES OF SUCCESS
Words Do Not Pay	
from Follow the Rabbit- Proof Fence	
The Moth Presents: Aleeza Kazmi	
	<b>Determine Your Position and Gather Evidence</b> As you discuss the texts, work toward a consensus about the position you will present. Will you argue that taking a stand is valuable, even if the result is failure? Or will you argue that people should measure the possibility of success before taking a stand against something? Use evidence from the texts to support your claims. Identify passages to quote directly, details to paraphrase, and situations to summarize and use as examples.

**Organize Your Ideas.** As a group, organize the script for your skit. Each member of the group should play a character who expresses his or her ideas in response to the question "What can you learn from people who have chosen to take a stand?" Each character should present evidence from the text to support his or her points.

ASSIGNED TO

# Rehearse With Your Group

**Practice With Your Group** Practice delivering your oral presentation. Then, use this checklist to evaluate the effectiveness of your first runthrough. If you need to improve the content, rewrite or reorganize the material. If you need to improve the delivery, practice again, speaking clearly and with energy and expression.

CONTENT	PRESENTATION TECHNIQUES
<ul> <li>Claims and evidence are presented clearly and in a logical order.</li> <li>Claims and reasons are effectively supported with textual evidence.</li> <li>The content engages viewers' interest from start to finish.</li> <li>Transitions from section to section are smooth.</li> </ul>	<ul> <li>Each speaker presents with energy, enthusiasm, and expression.</li> <li>Speakers do not rush through the presentation, nor do they speak too slowly.</li> <li>Speakers behave with an appropriate level of formality.</li> </ul>

**Fine-Tune the Content** To make your oral presentation stronger, you may need to reorder ideas, add or change supporting reasons, or replace evidence. Review the presentation, adding material or finding better ways to phrase your ideas.

**Improve Use of Media** If you have included images or other media, make sure they are necessary and effective. If any media choices are not directly related to your claims and evidence, or are simply distracting, take them out of the presentation.

**Brush Up on Your Presentation Techniques** Practice your oral presentation before you present it to the class. Pay attention to all aspects of your delivery, including how you use your voice and how you conduct yourself in front of the class.

# Present and Evaluate

When you deliver your oral presentation, make sure that all of you have considered each of the checklist items. As you listen to other groups' presentations, consider their claims and reasoning as you evaluate how well they meet the requirements.

#### **STANDARDS**

Speaking and Listening Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

#### ESSENTIAL QUESTION:

# When is it right to take a stand?

As you have learned from the selections you have read so far, "taking a stand" can be defined in many ways—it can be small or large, personal or political, for the benefit of an individual or an entire community. In this section, you will choose one additional selection about this topic for your final reading experience in this unit. Follow these steps to help you choose.

**Look Back** Think about the selections you have already read. What more do you want to know about taking a stand?

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

**Look Inside** Take a few minutes to scan through 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> <li>Understand your goals and deadlines.</li> <li>Make a plan for what to do each day.</li> <li></li> </ul>
Practice what you have learned	<ul> <li>Use first-read and close-read strategies to deepen your understanding.</li> <li>After you read, evaluate usefulness of the evidence to help you understand the topic.</li> <li>Consider the quality and reliability of the source.</li> </ul>
Take notes	<ul> <li>Record important ideas and information.</li> <li>Review your notes before sharing with the group.</li> <li></li></ul>

#### Choose one selection. Selections are available online only.

#### MEMOIR

## from Through My Eyes

#### Ruby Bridges

A young girl's story about breaking the segregation barrier takes place in the context of one of the most important historical events of our time.



**CONTENTS** 

#### POETRY

# The Unknown Citizen

W. H. Auden

A renowned poet criticizes a society that no longer values individuals and their emotions and beliefs.



#### BIOGRAPHY

# Harriet Tubman: Conductor on the Underground Railroad

Ann Petry

An escaped slave risks her freedom and her life to lead others to safety.



#### PERFORMANCE-BASED ASSESSMENT PREP

## **Review Evidence for an Argument**

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



# First-Read Guide

Use this page to record your first-read ideas.

Selection Title: \_\_\_\_

**Tool Kit** First-Read Guide and Model Annotation



# Close-Read Guide

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

Close

Read

ONCLUD

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.

**E** STANDARD **Reading** Read and comprehend complex literary and informational texts independently and proficiently.



# INDEPENDENT LEARNING



Go to your Evidence Log, and record what you learned from the text you read.

# Share Your Independent Learning

#### **Prepare to Share**

#### When is it right to take a stand?

Even when you read something independently, you can continue to grow by sharing what you have learned with others. Reflect on the text you explored independently, and take notes about its connection to the unit. As you take 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

Mark the most important insight you gained from these writing and discussion activities. Explain how this idea adds to your understanding of the topic.

Speaking and Listening Engage effectively in a range of collaborative discussions with diverse partners on *grade 8 topics, texts, and issues,* building on others' ideas and expressing their own clearly.

# Review Evidence for an Argument

At the beginning of this unit you took a position on the following question:

Is it important for people to make their own choices in life?

#### SEVIDENCE LOG

Review your Evidence Log and your QuickWrite from the beginning of the unit. Has your position changed?

YES	NO	
Identify at least three pieces of evidence that convinced you to change your mind.	Identify at least three new pieces of evidence that reinforced your initial position.	
1.	1.	
2.	2.	
3.	3.	
State your position:		
<b>Evaluate the Strength of Your Evidence</b> Conside you have enough evidence to support your claim? Do evidence to refute a counterclaim? If not, make a pla	r your argument. Do o you have enough n. y classmates	



#### SOURCES

- WHOLE-CLASS SELECTIONS
- SMALL-GROUP SELECTIONS
- INDEPENDENT-LEARNING SELECTION

#### PART 1

# Writing to Sources: Argument

In this unit, you read about various people who take a stand for what matters. In some cases, they are the authors themselves, writing to convince others to adopt their point of view. In others, the authors or their subjects are discovering what matters to them.

#### Assignment

Write an **argument** in which you state and defend a claim in response to the following question:

# Is it important for people to make their own choices in life?

Use examples from the selections you read, viewed, and researched in this unit to support and verify your claim. Organize your ideas so that they flow logically and are easy for readers to follow. Use a formal style and tone.

#### - WORD NETWORK

As you write and revise your argument, use your Word Network to help vary your word choices. **Reread the Assignment** Review the assignment to be sure you fully understand it. The task may reference some of the academic words presented at the beginning of the unit. Be sure you understand each of the words in order to complete the assignment correctly. Also, consider using the academic vocabulary words in your argument. These words may help you to clarify your claims.

#### Academic Vocabulary



**Review the Elements of Effective Argument** Before you begin writing, read the Argument Rubric. Once you have completed your first draft, check it against the rubric. If one or more of the elements is missing or not as strong as it could be, revise your argument to add or strengthen that component.

#### Writing

• Write arguments to support claims with clear reasons and relevant evidence.

• Draw evidence from literary or informational texts to support analysis, reflection, and research.

• Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

# Argument Rubric

	Focus and Organization	Evidence and Elaboration	Language Conventions
4	The introduction engages the reader and establishes the claim in a compelling way.	The sources of evidence are relevant and credible.	The argument intentionally uses standard English conventions of usage and mechanics. The argument intentionally uses transitions to create cohesion.
	ne claim is supported by logical asons and relevant evidence, and oposing claims are addressed.	Logical reasoning is used to connect specific supporting evidence to specific claims.	
	The reasons and evidence are organized logically so that the argument is easy to follow.	The tone and style of the argument is formal and objective.	
	Clearly shows the relationships among claims, counterclaims, reasoning, and relevant evidence.	Words are carefully chosen and suited to the audience and purpose.	
	The conclusion supports the argument presented and provides a new insight that follows from the information in the argument.		
3	The introduction is somewhat engaging and states the claim clearly.	The sources are relevant.	The argument demonstrates general accuracy in standard
	The claim is supported by reasons and evidence, and opposing claims are acknowledged.	Logical reasoning is used to connect supporting evidence to claims.	English conventions of usage and mechanics.
	Reasons and evidence are organized so that the argument can be followed.	The tone and style of the argument is mostly formal and objective.	The argument uses transitions to create cohesion.
	Shows the relationships among claims, counterclaims, reasoning, and relevant evidence.	Words are generally suited to the audience and purpose.	
	The conclusion restates the claim and supports the argument.		
	The introduction states the claim.	Some sources are relevant.	The argument demonstrates
2	The claim is supported by some reasons and evidence, and opposing claims may be briefly acknowledged.	Logical reasoning is sometimes used to connect supporting evidence to claims.	some accuracy as well as minor mistakes in standard English conventions of usage and mechanics.
	Reasons and evidence are organized somewhat logically.	The tone and style of the argument is occasionally formal and objective.	The argument sometimes uses transitions to create cohesion.
	The conclusion relates to the claim.	Words are somewhat suited to the audience and purpose.	
1	The claim is not clearly stated.	Reliable and relevant evidence	The argument contains many
	The claim is not supported by reasons and evidence, and opposing claims are not addressed.	is not included. The tone and style of the argument is informal.	mistakes in standard English conventions of usage and mechanics.
	Reasons and evidence are disorganized and the argument is difficult to follow.	Vague words are used and word choices are not	The argument does not use transitions to create cohesion.
	The conclusion does not relate to the argument presented.	appropriate to the audience or purpose.	

### PART 2

# Speaking and Listening: Oral Presentation

#### Assignment

After completing the final draft of your argument, use it as the foundation for a short **oral presentation**.

Instead of reading your argument aloud, take the following steps to make your oral presentation lively and engaging.

- In your argument, annotate the most important claims and supporting details from the introduction, body paragraphs, and conclusion.
- Include visuals or other media that add interest to your presentation.
- Refer to your annotated text to keep your presentation focused.
- Deliver your argument with confidence. Look up from your annotated text frequently, and make eye contact with listeners.

**Review the Oral Presentation Rubric** Before you deliver your presentation, check your plans against this rubric. If elements are missing or not as strong as they could be, revise your presentation.

	Content	Organization	Presentation Techniques	
3	The introduction engages the reader and establishes a claim in a	The speaker uses a variety of media effectively to support the claim.	The speaker maintains appropriate eye contact	
	compelling way.	Ideas progress logically, with clear transitions so that listeners can easily follow the argument.	and speaks clearly and with adequate volume.	
	The presentation has valid reasons and evidence for support and		The speaker presents with strong confidence and energy.	
	answers counterclaims.	The speaker uses time effectively by spending the right amount of time on each part.		
	The conclusion offers fresh insight into the claim.			
	The introduction establishes the claim.	The speaker uses some media to support the claim.	The speaker sometimes maintains appropriate eye	
	The presentation includes some valid reasons and evidence to support the claim and acknowledges counterclaims.	Ideas progress somewhat logically, with transitions among ideas so that	contact and speaks somewhat clearly and with adequate volume	
2		listeners can follow the argument.	The speaker presents with	
	The conclusion offers some	The speaker mostly uses time effectively by spending almost the	some confidence and energy.	
	insight into the claim and restates important information.	right amount of time on each part.		
1	The introduction does not clearly state the claim.	The speaker doesn't use media to support the claim.	The speaker does not maintain appropriate eye	
	The presentation does not include reasons or evidence to support the claim or acknowledge counterclaims.	Ideas do not progress logically. Listeners have difficulty following.	contact or speak clearly with adequate volume. The speaker presents without confidence or energy.	
		The speaker does not use time effectively, spending too much time		
	The conclusion does not restate information about the claim.	on some parts of the presentation, and too little on others.		

#### E STANDARDS

Speaking and Listening

 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

• Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

# Reflect on the Unit

UNIT

Now that you've completed the unit, take a few moments to reflect on your learning.

## **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. Then, 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 joining 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 standing up for what matters? What did you learn?

# *from* Through My Eyes

**Ruby Bridges** 



#### SCAN FOR MULTIMEDIA

#### About the Author



In November 1960, **Ruby Bridges** (b. 1954) became the first African American child to attend an all-white elementary school in the South. She founded the Ruby Bridges Foundation in New Orleans in 1999—its motto is "Racism is a grown-up disease and we must stop using our children to spread it."

## BACKGROUND

In 1954, the U.S. Supreme Court declared that separate schools are "inherently unequal." There was huge resistance to change, so much so that in 1957, more than 1,000 army paratroopers were called to protect nine black students scheduled to attend a white high school in Arkansas. Throughout the 1960s, the federal government had to force many Southern school districts to comply with the law.

## One Year in an All-Black School

When it was time for me to start kindergarten, I went to the Johnson Lockett Elementary School. My segregated<sup>1</sup> school was fairly far from my house, but I had lots of company for the long walk. All the kids on my block went to Johnson Lockett. I loved school that year, and my teacher, Mrs. King, was warm and encouraging. She was black, as all the teachers in black schools were back then. Mrs. King was quite old, and she reminded me of my grandmother.

<sup>2</sup> What I didn't know in kindergarten was that a federal court in New Orleans was about to force two white public schools to admit black students. The plan was to integrate<sup>2</sup> only the first grade for

<sup>1.</sup> segregated (SEHG ruh gay tihd) adj. separated on the basis of race.

<sup>2.</sup> **integrate** (IHN tuh grayt) *v*. open to people of all races.

that year. Then, every year after that, the incoming first grade would also be integrated.

- In the late spring of my year at Johnson Lockett, the city school board began testing black kindergartners. They wanted to find out which children should be sent to the white schools. I took the test. I was only five, and I'm sure I didn't have any idea why I was taking it. Still, I remember that day. I remember getting dressed up and riding uptown on the bus with my mother, and sitting in an enormous room in the school board building along with about a hundred other black kids, all waiting to be tested.
- <sup>4</sup> Apparently the test was difficult, and I've been told that it was set up so that kids would have a hard time passing. If all the black children had failed, the white school board might have had a way to keep the schools segregated for a while longer.
- That summer, my parents were contacted by the National Association for the Advancement of Colored People (NAACP).
   The NAACP is an old and well-respected civil rights organization.
   Its members work to get equal rights for black people.
- Several people from the NAACP came to the house in the summer. They told my parents that I was one of just a few black children to pass the school board test, and that I had been chosen to attend one of the white schools, William Frantz Public School. They said it was a better school and closer to my home than the one I had been attending. They said I had the right to go to the closest school in my district. They pressured my parents and made a lot of promises. They said my going to William Frantz would help me, my brothers, my sister, and other black children in the future. We would receive a better education, which would give us better opportunities as adults.
- My parents argued about what to do. My father, Abon, didn't want any part of school integration. He was a gentle man and feared that angry segregationists might hurt his family. Having fought in the Korean War, he experienced segregation on the battlefield, where he risked his life for his country. He didn't think that things would ever change. He didn't think I would ever be treated as an equal.
- <sup>8</sup> Lucille, my mother, was convinced that no harm would come to us. She thought that the opportunity for me to get the best education possible was worth the risk, and she finally convinced my father.
- 9 Ruby was special. I wanted her to have a good education so she could get a good job when she grew up. But Ruby's father thought his child shouldn't go where she wasn't wanted.

#### NOTES

- <sup>10</sup> There were things I didn't understand. I didn't know Ruby would be the only black child in the school. I didn't know how bad things would get.
- <sup>11</sup> I remember being afraid on the first day Ruby went to the Frantz school, when I came home and turned on the TV set and I realized that, at that moment, the whole world was watching my baby and talking about her.
- 12 At that moment, I was most afraid.

—Lucille Bridges

## My Mother Breaks the News

- <sup>13</sup> When September came that year, I didn't start first grade at William Frantz. The lawmakers in the state capital, Baton Rouge, had found a way to slow down integration, so I was sent back to my old school. I didn't know I was ever supposed to go to school anywhere else, so being back at Johnson Lockett was fine with me.
- All through the summer and early fall, the state legislators fought the federal court. They passed twenty-eight new antiintegration laws. They even tried to take over the public school system. The Louisiana governor, Jimmie H. Davis, supported the segregationists. He said he would go to jail before he would allow black children in white schools. He even threatened to close all of the public schools rather than see them integrated.
- <sup>15</sup> The federal court, led by Federal District Court Judge J. Skelly Wright, unyielding<sup>3</sup> in his commitment to upholding the law of the land and in his dedication to equal opportunity for all Americans, would block the segregationists again and again. J. Skelly Wright struck down the state's new anti-integration laws as unconstitutional. School integration would proceed. Praise the Lord!
- <sup>16</sup> The judge couldn't enforce his order in time for the start of school in September, but he set a new deadline for Monday, November 14.
- <sup>17</sup> The anger all across New Orleans convinced Judge Wright that things might grow violent. He asked the U.S. government to rush federal marshals to New Orleans to protect the black first graders.
- <sup>18</sup> There were four of us in all. There was a fifth girl originally, but her parents decided at the last minute not to transfer her. Three of the remaining children, all girls, were to go to a school named McDonogh. I was the fourth child. I was going to integrate William Frantz Public School, and I was going alone.
- On Sunday, November 13, my mother told me I would start at a new school the next day. She hinted there could be something unusual about it, but she didn't explain. "There might be a lot of

<sup>3.</sup> unyielding (uhn YEEL dihng) adj. not giving way to pressure.

people outside the school," she said. "But you don't need to be afraid. I'll be with you."

<sup>20</sup> All I remember thinking that night was that I wouldn't be going to school with my friends anymore, and I wasn't happy about that.

## November 14, 1960

- <sup>21</sup> My mother took special care getting me ready for school. When somebody knocked on my door that morning, my mother expected to see people from the NAACP. Instead, she saw four serious-looking white men, dressed in suits and wearing armbands. They were U.S. federal marshals. They had come to drive us to school and stay with us all day. I learned later they were carrying guns.
- I remember climbing into the back seat of the marshals' car with my mother, but I don't remember feeling frightened. William Frantz Public School was only five blocks away, so one of the marshals in the front seat told my mother right away what we should do when we got there.
- "Let us get out of the car first," the marshal said. "Then you'll get out, and the four of us will surround you and your daughter. We'll walk up to the door together. Just walk straight ahead, and don't look back."
- <sup>24</sup> When we were near the school, my mother said, "Ruby, I want you to behave yourself today and do what the marshals say."
- <sup>25</sup> We drove down North Galvez Street to the point where it crosses Alvar. I remember looking out of the car as we pulled up to the Frantz school. There were barricades and people shouting and policemen everywhere. I thought maybe it was Mardi Gras, the carnival that takes place in New Orleans every year. Mardi Gras was always noisy.
- As we walked through the crowd, I didn't see any faces. I guess that's because I wasn't very tall and I was surrounded by the marshals. People yelled and threw things. I could see the school building, and it looked bigger and nicer than my old school. When we climbed the high steps to the front door, there were policemen in uniforms at the top. The policemen at the door and the crowd behind us made me think this was an important place.

It must be college, I thought to myself.

## The First Day at William Frantz

<sup>28</sup> Once we were inside the building, the marshals walked us up a flight of stairs. The school office was at the top. My mother and I went in and were told to sit in the principal's office. The marshals sat outside. There were windows in the room where we waited.

That meant everybody passing by could see us. I remember noticing everyone was white.

- <sup>29</sup> All day long, white parents rushed into the office. They were upset. They were arguing and pointing at us. When they took their children to school that morning, the parents hadn't been sure whether William Frantz would be integrated that day or not. After my mother and I arrived, they ran into classrooms and dragged their children out of the school. From behind the windows in the office, all I saw was confusion. I told myself that this must be the way it is in a big school.
- <sup>30</sup> That whole first day, my mother and I just sat and waited. We didn't talk to anybody. I remember watching a big, round clock on the wall. When it was 3:00 and time to go home, I was glad. I had thought my new school would be hard, but the first day was easy.

# **Going Home**

- <sup>31</sup> When we left school that first day, the crowd outside was even bigger and louder than it had been in the morning. There were reporters and film cameras and people everywhere. I guess the police couldn't keep them behind the barricades. It seemed to take us a long time to get to the marshals' car.
- <sup>32</sup> Later on I learned there had been protestors in front of the two integrated schools the whole day. They wanted to be sure white parents would boycott<sup>4</sup> the school and not let their children attend. Groups of high school boys, joining the protestors, paraded up and down the street and sang new verses to old hymns. Their favorite was "Battle Hymn of the Republic," in which they changed the chorus to "Glory, glory, segregation, the South will rise again." Many of the boys carried signs and said awful things, but most of all I remember seeing a black doll in a coffin, which frightened me more than anything else.
- <sup>33</sup> After the first day, I was glad to get home. I wanted to change my clothes and go outside to find my friends. My mother wasn't too worried about me because the police had set up barricades at each end of the block. Only local residents were allowed on our street. That afternoon, I taught a friend the chant I had learned: "Two, four, six, eight, we don't want to integrate." My friend and I didn't know what the words meant, but we would jump rope to it every day after school.
- <sup>34</sup> My father heard about the trouble at school. That night when he came home from work, he said I was his "brave little Ruby."

<sup>4.</sup> boycott (BOY kot) v. refuse to buy, sell, or use a product or service as a form of protest.

- <sup>35</sup> *Leaving the school each day seemed even more frightening than arriving in the morning.*
- <sup>36</sup> I always drove to work and kept my car on the playground behind the school building. The police had turned the playground into a parking lot because it was the only area they could protect.
- <sup>37</sup> On leaving school in the afternoon—even with a police escort—you were always fearful of how the people gathered along the sidewalks might choose to protest that day as you drove past them. The New Orleans police were supposed to be there to help us, but they very much disliked being the ones to enforce integration, so you never could be confident of their support and cooperation.

—Barbara Henry, Ruby's First-Grade Teacher

## NOTES

# The Unknown Citizen

W. H. Auden



#### SCAN FOR MULTIMEDIA

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#### About the Poet



**Wystan Hugh Auden** (1907–1973) was born and educated in England, where he established himself as a major poet. He moved to the United States in 1939 and eventually became an American citizen. Auden authored more than 400 poems, as well as plays, essays, travel writing, and criticism.

## BACKGROUND

Auden wrote this poem five years after the passage of the Social Security Act of 1935, which was designed to give workers pensions, or scheduled payments, after retirement. The system required that each citizen be assigned a unique number. For skeptics like Auden, the system symbolized a frightening new world controlled by the government.

(To JS/07 M 378 This Marble Monument Is Erected by the State)

He was found by the Bureau of Statistics to be One against whom there was no official complaint, And all the reports on his conduct agree That, in the modern sense of an old-fashioned word, he was a

- saint.5 For in everything he did he served the Greater Community.
- For in everything he did he served the Greater Community
  Except for the War till the day he retired
  He worked in a factory and never got fired,
  But satisfied his employers, Fudge Motors Inc.
  Yet he wasn't a scab or odd in his views,
- 10 For his Union reports that he paid his dues.(Our report on his Union shows it was sound)

And our Social Psychology workers found
That he was popular with his mates and liked a drink.
The Press are convinced that he bought a paper every day
<sup>15</sup> And that his reactions to advertisements were normal in every way.
Policies taken out in his name prove that he was fully insured, And his Health-card shows he was once in hospital but left it cured.
Both Producers Research and High-Grade Living declare
He was fully sensible to the advantages of the Installment Plan
<sup>20</sup> And had everything necessary to the Modern Man,

A phonograph, a radio, a car and a frigidaire. Our researchers into Public Opinion are content That he held the proper opinions for the time of year; When there was peace, he was for peace; when there was war, he went.

25 He was married and added five children to the population. Which our Eugenist<sup>1</sup> says was the right number for a parent of his generation,

And our teachers report that he never interfered with their education.

Was he free? Was he happy? The question is absurd: Had anything been wrong, we should certainly have heard.

<sup>1.</sup> **Eugenist** (YOO juh nihst) specialist in eugenics, the movement devoted to improving the human species through genetic control.

# *from* Harriet Tubman: Conductor on the Underground Railroad

Ann Petry



NOTES

#### About the Author



**Ann Petry** (1908–1997) was the first African American woman to publish a best-selling novel—her book *The Street* sold more than a million copies. Petry's grandfather Willis James was a fugitive who had escaped slavery in Virginia and settled in Connecticut in the 1800s. Petry's parents encouraged Petry to be confident and proud of her heritage by telling stories of

her ancestors. These stories later helped Petry capture the voices of history in her own writing.

#### BACKGROUND

By 1850, the United States had acquired new territory in the West. To calm antagonisms over the legality of slavery in the new states or territories, Congress reached the Compromise of 1850, which said that California would be admitted as a "free" state and that citizens of Utah and New Mexico territories would decide the slavery issue for themselves. This series of acts also included the controversial Fugitive Slave Law, which denied due process of law to recaptured slaves and set heavy fines for those who aided them.

## The Railroad Runs to Canada

- A long the Eastern Shore of Maryland, in Dorchester County, in Caroline County, the masters kept hearing whispers about the man named Moses, who was running off slaves. At first they did not believe in his existence. The stories about him were fantastic, unbelievable. Yet they watched for him. They offered rewards for his capture.
- <sup>2</sup> They never saw him. Now and then they heard whispered rumors to the effect that he was in the neighborhood. The woods were searched. The roads were watched. There was never

anything to indicate his whereabouts. But a few days afterward, a goodly number of slaves would be gone from the plantation. Neither the master nor the overseer had heard or seen anything unusual in the quarter. Sometimes one or the other would vaguely remember having heard a whippoorwill call somewhere in the woods, close by, late at night. Though it was the wrong season for whippoorwills.

<sup>3</sup> Sometimes the masters thought they had heard the cry of a hoot owl, repeated, and would remember having thought that the intervals between the low moaning cry were wrong, that it had been repeated four times in succession instead of three. There was never anything more than that to suggest that all was not well in the quarter. Yet when morning came, they invariably discovered that a group of the finest slaves had taken to their heels.

<sup>4</sup> Unfortunately, the discovery was almost always made on a Sunday. Thus a whole day was lost before the machinery of pursuit could be set in motion. The posters offering rewards for the fugitives could not be printed until Monday. The men who made a living hunting for runaway slaves were out of reach, off in the woods with their dogs and their guns, in pursuit of fourfooted game, or they were in camp meetings<sup>1</sup> saying their prayers with their wives and families beside them.

<sup>5</sup> Harriet Tubman could have told them that there was far more involved in this matter of running off slaves than signaling the would-be runaways by imitating the call of a whippoorwill, or a hoot owl, far more involved than a matter of waiting for a clear night when the North Star was visible.

<sup>6</sup> In December, 1851, when she started out with the band of fugitives that she planned to take to Canada, she had been in the vicinity of the plantation for days, planning the trip, carefully selecting the slaves that she would take with her.

She had announced her arrival in the quarter by singing the forbidden spiritual<sup>2</sup>—"Go down, Moses, 'way down to Egypt Land"—singing it softly outside the door of a slave cabin, late at night. The husky voice was beautiful even when it was barely more than a murmur borne on the wind.

Once she had made her presence known, word of her coming spread from cabin to cabin. The slaves whispered to each other, ear to mouth, mouth to ear, "Moses is here." "Moses has come." "Get ready. Moses is back again." The ones who had agreed to go North with her put ashcake and salt herring in an old bandanna,

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<sup>1.</sup> camp meetings religious meetings held outdoors or in a tent.

forbidden spiritual In 1831, a slave named Nat Turner encouraged an unsuccessful slave uprising by talking about the biblical story of the Israelites' escape from Egypt. Afterward, the singing of certain spirituals, songs based on the Bible, was forbidden for fear of encouraging more uprisings.

hastily tied it into a bundle, and then waited patiently for the signal that meant it was time to start.

- There were eleven in this party, including one of her brothers and his wife. It was the largest group that she had ever conducted, but she was determined that more and more slaves should know what freedom was like.
- <sup>10</sup> She had to take them all the way to Canada. The Fugitive Slave Law was no longer a great many incomprehensible words written down on the country's lawbooks. The new law had become a reality. It was Thomas Sims, a boy, picked up on the streets of Boston at night and shipped back to Georgia. It was Jerry and Shadrach, arrested and jailed with no warning.
- <sup>11</sup> She had never been in Canada. The route beyond Philadelphia was strange to her. But she could not let the runaways who accompanied her know this. As they walked along she told them stories of her own first flight, she kept painting vivid word pictures of what it would be like to be free.
- <sup>12</sup> But there were so many of them this time. She knew moments of doubt when she was half-afraid, and kept looking back over her shoulder, imagining that she heard the sound of pursuit. They would certainly be pursued. Eleven of them. Eleven thousand dollars' worth of flesh and bone and muscle that belonged to Maryland planters. If they were caught, the eleven runaways would be whipped and sold South, but she—she would probably be hanged.
- <sup>13</sup> They tried to sleep during the day but they never could wholly relax into sleep. She could tell by the positions they assumed, by their restless movements. And they walked at night. Their progress was slow. It took them three nights of walking to reach the first stop. She had told them about the place where they would stay, promising warmth and good food, holding these things out to them as an incentive to keep going.
- <sup>14</sup> When she knocked on the door of a farmhouse, a place where she and her parties of runaways had always been welcome, always been given shelter and plenty to eat, there was no answer. She knocked again, softly. A voice from within said, "Who is it?" There was fear in the voice.
- <sup>15</sup> She knew instantly from the sound of the voice that there was something wrong. She said, "A friend with friends," the password on the Underground Railroad.
- <sup>16</sup> The door opened, slowly. The man who stood in the doorway looked at her coldly, looked with unconcealed astonishment and fear at the eleven disheveled runaways who were standing near her. Then he shouted, "Too many, too many. It's not safe. My place was searched last week. It's not safe!" and slammed the door in her face.

- <sup>17</sup> She turned away from the house, frowning. She had promised her passengers food and rest and warmth, and instead of that, there would be hunger and cold and more walking over the frozen ground. Somehow she would have to instill courage into these eleven people, most of them strangers, would have to feed them on hope and bright dreams of freedom instead of the fried pork and corn bread and milk she had promised them.
- They stumbled along behind her, half-dead for sleep, and she urged them on, though she was as tired and as discouraged as they were. She had never been in Canada but she kept painting wondrous word pictures of what it would be like. She managed to dispel their fear of pursuit, so that they would not become hysterical, panic-stricken. Then she had to bring some of the fear back, so that they would stay awake and keep walking though they drooped with sleep.
- 19 Yet during the day, when they lay down deep in a thicket, they never really slept, because if a twig snapped or the wind sighed in the branches of a pine tree, they jumped to their feet, afraid of their own shadows, shivering and shaking. It was very cold, but they dared not make fires because someone would see the smoke and wonder about it.
- She kept thinking, eleven of them. Eleven thousand dollars' worth of slaves. And she had to take them all the way to Canada. Sometimes she told them about Thomas Garrett, in Wilmington. She said he was their friend even though he did not know them. He was the friend of all fugitives. He called them God's poor. He was a Quaker and his speech was a little different from that of other people. His clothing was different, too. He wore the wide-brimmed hat that the Quakers wear.
- She said that he had thick white hair, soft, almost like a baby's, and the kindest eyes she had ever seen. He was a big man and strong, but he had never used his strength to harm anyone, always to help people. He would give all of them a new pair of shoes. Everybody. He always did. Once they reached his house in Wilmington, they would be safe. He would see to it that they were.
  - She described the house where he lived, told them about the store where he sold shoes. She said he kept a pail of milk and a loaf of bread in the drawer of his desk so that he would have food ready at hand for any of God's poor who should suddenly appear before him, fainting with hunger. There was a hidden room in the store. A whole wall swung open, and behind it was a room where he could hide fugitives. On the wall there were shelves filled with small boxes—boxes of shoes—so that you would never guess that the wall actually opened.

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- <sup>23</sup> While she talked, she kept watching them. They did not believe her. She could tell by their expressions. They were thinking. New shoes, Thomas Garrett, Quaker, Wilmington—what foolishness was this? Who knew if she told the truth? Where was she taking them anyway?
- <sup>24</sup> That night they reached the next stop—a farm that belonged to a German. She made the runaways take shelter behind trees at the edge of the fields before she knocked at the door. She hesitated before she approached the door, thinking, suppose that he, too, should refuse shelter, suppose— Then she thought, Lord, I'm going to hold steady on to You and You've got to see me through—and knocked softly.
- 25 She heard the familiar guttural voice say, "Who's there?"
- <sup>26</sup> She answered quickly, "A friend with friends."
- <sup>27</sup> He opened the door and greeted her warmly. "How many this time?" he asked.
- <sup>28</sup> "Eleven," she said and waited, doubting, wondering.
- He said, "Good. Bring them in."
- <sup>30</sup> He and his wife fed them in the lamplit kitchen, their faces glowing, as they offered food and more food, urging them to eat, saying there was plenty for everybody, have more milk, have more bread, have more meat.
- <sup>31</sup> They spent the night in the warm kitchen. They really slept, all that night and until dusk the next day. When they left, it was with reluctance. They had all been warm and safe and well-fed. It was hard to exchange the security offered by that clean, warm kitchen for the darkness and the cold of a December night.

## "Go On or Die"

- <sup>32</sup> Harriet had found it hard to leave the warmth and friendliness, too. But she urged them on. For a while, as they walked, they seemed to carry in them a measure of contentment; some of the serenity and the cleanliness of that big warm kitchen lingered on inside them. But as they walked farther and farther away from the warmth and the light, the cold and the darkness entered into them. They fell silent, sullen, suspicious. She waited for the moment when some one of them would turn mutinous. It did not happen that night.
- <sup>33</sup> Two nights later she was aware that the feet behind her were moving slower and slower. She heard the irritability in their voices, knew that soon someone would refuse to go on.
- <sup>34</sup> She started talking about William Still and the Philadelphia Vigilance Committee.<sup>3</sup> No one commented. No one asked any

<sup>3.</sup> **Philadelphia Vigilance Committee** group of citizens that helped escaped slaves. Its secretary was a free black man named William Still.



questions. She told them the story of William and Ellen Craft and how they escaped from Georgia. Ellen was so fair that she looked as though she were white, and so she dressed up in a man's clothing and she looked like a wealthy young planter. Her husband, William, who was dark, played the role of her slave. Thus they traveled from Macon, Georgia, to Philadelphia, riding on the trains, staying at the finest hotels. Ellen pretended to be very ill—her right arm was in a sling, and her right hand was bandaged, because she was supposed to have rheumatism. Thus she avoided having to sign the register at the hotels for she could not read or write. They finally arrived safely in Philadelphia, and then went on to Boston.

- No one said anything. Not one of them seemed to have heard her.
- <sup>36</sup> She told them about Frederick Douglass, the most famous of the escaped slaves, of his eloquence, of his magnificent appearance. Then she told them of her own first vain effort at running away, evoking the memory of that miserable life she had led as a child, reliving it for a moment in the telling.

But they had been tired too long, hungry too long, afraid too long, footsore too long. One of them suddenly cried out in despair, "Let me go back. It is better to be a slave than to suffer like this in order to be free." NOTES

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- <sup>38</sup> She carried a gun with her on these trips. She had never used it—except as a threat. Now as she aimed it, she experienced a feeling of guilt, remembering that time, years ago, when she had prayed for the death of Edward Brodas, the Master, and then not too long afterward had heard that great wailing cry that came from the throats of the field hands, and knew from the sound that the Master was dead.
- <sup>39</sup> One of the runaways said, again, "Let me go back. Let me go back," and stood still, and then turned around and said, over his shoulder, "I am going back."
- <sup>40</sup> She lifted the gun, aimed it at the despairing slave. She said, "Go on with us or die." The husky low-pitched voice was grim.
- <sup>41</sup> He hesitated for a moment and then he joined the others. They started walking again. She tried to explain to them why none of them could go back to the plantation. If a runaway returned, he would turn traitor, the master and the overseer would force him to turn traitor. The returned slave would disclose the stopping places, the hiding places, the cornstacks they had used with the full knowledge of the owner of the farm, the name of the German farmer who had fed them and sheltered them. These people who had risked their own security to help runaways would be ruined, fined, imprisoned.
- <sup>42</sup> She said, "We got to go free or die. And freedom's not bought with dust."
- <sup>43</sup> This time she told them about the long agony of the Middle Passage on the old slave ships, about the black horror of the holds, about the chains and the whips. They too knew these stories. But she wanted to remind them of the long hard way they had come, about the long hard way they had yet to go. She told them about Thomas Sims, the boy picked up on the streets of Boston and sent back to Georgia. She said when they got him back to Savannah, got him in prison there, they whipped him until a doctor who was standing by watching said, "You will kill him if you strike him again!" His master said, "Let him die!"
- <sup>44</sup> Thus she forced them to go on. Sometimes she thought she had become nothing but a voice speaking in the darkness, cajoling, urging, threatening. Sometimes she told them things to make them laugh, sometimes she sang to them, and heard the eleven voices behind her blending softly with hers, and then she knew that for the moment all was well with them.
- <sup>45</sup> She gave the impression of being a short, muscular, indomitable<sup>4</sup> woman who could never be defeated. Yet at any

<sup>4.</sup> indomitable (ihn DOM uh tuh buhl) adj. not easily discouraged.

moment she was liable to be seized by one of those curious fits of sleep, which might last for a few minutes or for hours.<sup>5</sup>

<sup>46</sup> Even on this trip, she suddenly fell asleep in the woods. The runaways, ragged, dirty, hungry, cold, did not steal the gun as they might have, and set off by themselves, or turn back. They sat on the ground near her and waited patiently until she awakened. They had come to trust her implicitly, totally. They, too, had come to believe her repeated statement, "We got to go free or die." She was leading them into freedom, and so they waited until she was ready to go on.

<sup>47</sup> Finally, they reached Thomas Garrett's house in Wilmington, Delaware. Just as Harriet had promised, Garrett gave them all new shoes, and provided carriages to take them on to the next stop.

<sup>48</sup> By slow stages they reached Philadelphia, where William Still hastily recorded their names, and the plantations whence they had come, and something of the life they had led in slavery. Then he carefully hid what he had written, for fear it might be discovered. In 1872 he published this record in book form and called it *The Underground Railroad*. In the foreword to his book he said: "While I knew the danger of keeping strict records, and while I did not then dream that in my day slavery would be blotted out, or that the time would come when I could publish these records, it used to afford me great satisfaction to take them down, fresh from the lips of fugitives on the way to freedom, and to preserve them as they had given them."

49 William Still, who was familiar with all the station stops on the Underground Railroad, supplied Harriet with money and sent her and her eleven fugitives on to Burlington, New Jersey.

<sup>50</sup> Harriet felt safer now, though there were danger spots ahead. But the biggest part of her job was over. As they went farther and farther north, it grew colder; she was aware of the wind on the Jersey ferry and aware of the cold damp in New York. From New York they went on to Syracuse, where the temperature was even lower.

In Syracuse she met the Reverend J. W. Loguen, known as "Jarm" Loguen. This was the beginning of a lifelong friendship. Both Harriet and Jarm Loguen were to become friends and supporters of Old John Brown.<sup>6</sup>

From Syracuse they went north again, into a colder, snowier city—Rochester. Here they almost certainly stayed with Frederick Douglass, for he wrote in his autobiography: NOTES

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<sup>5.</sup> **sleep...hours** When she was about thirteen, Harriet accidentally received a severe blow on the head. Afterward, she often lost consciousness and could not be awakened until the episode ended.

John Brown white antislavery activist (1800–1859) hanged for leading a raid on the arsenal at Harpers Ferry, then in Virginia (now in West Virginia), as part of a slave uprising.

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- "On one occasion I had eleven fugitives at the same time under my roof, and it was necessary for them to remain with me until I could collect sufficient money to get them to Canada. It was the largest number I ever had at any one time, and I had some difficulty in providing so many with food and shelter, but, as may well be imagined, they were not very fastidious in either direction, and were well content with very plain food, and a strip of carpet on the floor for a bed, or a place on the straw in the barnloft."
- Late in December, 1851, Harriet arrived in St. Catharines, Canada West (now Ontario), with the eleven fugitives. It had taken almost a month to complete this journey; most of the time had been spent getting out of Maryland.
- <sup>55</sup> That first winter in St. Catharines was a terrible one. Canada was a strange frozen land, snow everywhere, ice everywhere, and a bone-biting cold the like of which none of them had ever experienced before. Harriet rented a small frame house in the town and set to work to make a home. The fugitives boarded with her. They worked in the forests, felling trees, and so did she. Sometimes she took other jobs, cooking or cleaning house for people in the town. She cheered on these newly arrived fugitives, working herself, finding work for them, finding food for them, praying for them, sometimes begging for them.
- <sup>56</sup> Often she found herself thinking of the beauty of Maryland, the mellowness of the soil, the richness of the plant life there. The climate itself made for an ease of living that could never be duplicated in this bleak, barren countryside.
- In spite of the severe cold, the hard work, she came to love St. Catharines, and the other towns and cities in Canada where black men lived. She discovered that freedom meant more than the right to change jobs at will, more than the right to keep the money that one earned. It was the right to vote and to sit on juries. It was the right to be elected to office. In Canada there were black men who were county officials and members of school boards. St. Catharines had a large colony of ex-slaves, and they owned their own homes, kept them neat and clean and in good repair. They lived in whatever part of town they chose and sent their children to the schools.
- <sup>58</sup> When spring came she decided that she would make this small Canadian city her home—as much as any place could be said to be home to a woman who traveled from Canada to the Eastern Shore of Maryland as often as she did.
- <sup>59</sup> In the spring of 1852, she went back to Cape May, New Jersey. She spent the summer there, cooking in a hotel. That fall she returned, as usual, to Dorchester County, and brought out nine more slaves, conducting them all the way to St. Catharines, in

Canada West, to the bone-biting cold, the snow-covered forests and freedom.

<sup>60</sup> She continued to live in this fashion, spending the winter in Canada, and the spring and summer working in Cape May, New Jersey, or in Philadelphia. She made two trips a year into slave territory, one in the fall and another in the spring. She now had a definite crystallized purpose, and in carrying it out, her life fell into a pattern which remained unchanged for the next six years.

NOTES