Nonfiction

Teaching Informational Prose

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Introduction

The world of nonfiction has long been a part of the English language arts curriculum, albeit a somewhat minor one in comparison to the roles of fiction, poetry, and even drama. This is perhaps unfortunate in light of the fact that so much of what people encounter and read every day is nonfiction. Newspapers, whether printed on paper or online, are filled with news stories and opinion pieces; magazines include occasional narratives and verses but specialize in nonfiction articles. Political campaigns and election seasons pelt people with rhetoric intended to shape opinions and actions.

The study of informational text involves some of the same issues as the study of literature but also includes its own exigencies. While the identity and credentials of the writer are generally not critical in working with poetry or fiction, they are vitally important in examining nonfiction. If someone writes an article about Afghanistan but has never been there, has never met an Afghan, and has only read a few encyclopedia excerpts about the country's history and geography, readers are right to be skeptical about the article's worth. If a magazine piece touts the value of avocados in a diet regimen and the writer never went to college, let alone majored in medicine or nutrition, then the article is best disregarded.

This unit begins by focusing students' attention on nonfiction authors, their backgrounds, purposes, and attitudes. Students also consider the importance of the reading audience's backgrounds and attitudes. They look at the role propaganda devices play in much of what we read and the tendency of logical fallacies to creep into nonfiction writing. The emphasis is on critical reading skills—on asking and answering the right questions as we approach a work of nonfiction.

The unit looks at some specific types of nonfiction. In today's market, autobiographies, memoirs, and biographies, especially those by or about famous or notorious people, often draw large audiences. This type of writing includes not just full-length books but also letters and journals, which are documents of critical interest to historians.

Students consider expository writing, which includes journalism. News stories, columns, editorials, and reviews make more sense when readers repeatedly go back to some basic questions. Who is the speaker or writer? What is that speaker trying to accomplish? What methods are used to achieve the purpose?

In practice, the various types of nonfiction often overlap. A book about medical research may well include biographical and autobiographical narratives related to the topic. It might also attempt to persuade the reader of the value of the research itself; it might even attempt to elicit financial support to further that research. The modes of writing can operate hand-in-hand to produce excellence.

Teacher Notes

One major asset of nonfiction writings is that they are not "made-up stories," and this often exerts a major appeal to students. While the fiction writer can manipulate events and characters to suit his or her purpose or fancy, the nonfiction writer is tied to the facts as they are—to reality, not to imagination.

Educational standards related to the study of nonfiction focus first on content and the importance of providing textual evidence to support ideas. Readers, including students, need to identify both main points and subpoints, either directly stated or implied, and to document insights with specific statements made by the writer. Readers also need to pay attention to order and to the author's reasons for juxtaposing various pieces of the text.

The standards also emphasize that nonfiction, like its literary cousins, involves craft and artistry. The writer chooses words, images, and figures of speech with careful attention to both denotation and connotation. The reader can often puzzle out the meaning of unfamiliar words and phrases by focusing on context. Rhetorical devices often play a key role in informative writing and in argumentation, as well as in speeches.

Finally, the standards stress the importance of text-to-text connections and the need to assess the extent to which writers are able to achieve their purposes. The lessons in this unit address all of the standards and aim to engage students in close reading, lively discussion, and meaningful writing and projects related to nonfiction. The end result is students who are well prepared for the challenges presented by nonfiction readings in high-stakes tests and who are, hopefully, lifelong readers.

In addition to involving students in the study of nonfiction, lessons also emphasize the development of writing skills. Studies of the importance of audience and purpose and encounters with other people's writing lead naturally to effective original writing in a variety of modes.

You may want to enhance your study of nonfiction with one or more major works. Title choices will depend largely on needs, interests, strengths, and limitations of your students. You may also want to distribute a list of titles you recommend for independent reading; students can work on these individually or in small groups and report observations to the class as a whole. There are so many possibilities that it is impossible for this unit to present a one-size-fits-all reading list. Great choices are available for all reading levels, from easy but worthwhile books such as *Red Scarf Girl* by Ji-li Jiang and *Shipwreck at the Bottom of the World* by Jennifer Armstrong to riveting but more challenging texts like Rebecca Skloot's *The Immortal Life of Henrietta Lacks* and Erik Larson's *In the Garden of Beasts.* These four titles

demonstrate some of the diversity of nonfiction: growing up in Chairman Mao's China; Ernest Shackleton's courageous attempt to explore Antarctica; medical research and genetics; life in Adolf Hitler's Germany before World War II. Variety is important; be careful not to select a slew of titles that focus intensely on the very heavy topics of suffering and death.

Many of the works discussed in the lessons are included on handouts; others are available on the Internet, where students can read them online or you can download copies. If you use a literature textbook, you will also want to refer your students to nonfiction excerpts included there. Handouts also include student activities, background information, and discussion questions. Answers will vary unless otherwise indicated. Students may need additional paper to complete some handouts.

Lesson 1

Introducing Nonfiction

Objectives

- To distinguish nonfiction from other forms of writing
- To encounter both autobiographical and expository writing

Notes to the Teacher

In this lesson, students discuss the differences between nonfiction and the other kinds of writing they read and study. While poetry, drama, and fiction can have factual elements, they are essentially imaginative in nature. The writer of nonfiction, on the other hand, has to know the facts and stick to them. If a person died in real life, that person also has to die in the story. If there is information the writer cannot or does not know, he or she cannot just make something up to fill in the gap. A guess must be identified as a guess, not a fact.

In this lesson, students first discuss the nature of autobiography and biography. They read and discuss a short excerpt from *Narrative of the Life of Frederick Douglass*. They then discuss the nature of exposition and examine a news story about the death of Michael Jackson.

Procedure

1. Ask students to define the term *fiction* (a made-up or imaginative story) and to give examples of books of fiction they have read and studied. Point out that fiction writers can control characters' actions and decide how the plots will come out.
2. Explain that the situation is quite different for nonfiction writers, who have to tell things the way they are or were. Ask students to brainstorm types of nonfiction they have encountered. Lead them to see that biographies and autobiographies tell the real stories of people's lives; news stories present information; articles and essays provide opinions and information and sometimes try to persuade readers to a particular opinion.
3. Distribute **Handout 1**. Ask students to read the passage carefully and to discuss the questions with partners or in small groups. Follow with whole-class discussion.

Suggested Responses

1. Frederick Douglass may have had some dim memories of visits from his mother, but most of the information came from other slaves with whom he lived, as well as from knowledge of typical behaviors of slave owners in the region.
2. Besides trying to tell the story of his life, Douglass from the very beginning of his autobiography stressed the evils of slavery: exploitation of female slaves by white masters; mothers deprived of the opportunity to care for their children; babies and young children separated from their mothers; the white master's complete control of slaves' lives.
3. A fiction writer might do more with the idea that the man who owned Douglass was also his father and might have imputed feelings and emotions to the man; fiction would probably describe the mother's feelings on arriving to see her son and then on having to leave him quickly again—things about which Douglass could only guess or conjecture. In a fiction, Douglass might have reported a premonition about his mother's death and would probably have described some emotional response.

4. Ask students to write a few paragraphs about very early years in their own lives. What they write will be based on memory, on what others have told them, and on artifacts such as photographs, home movies, and letters. Point out that autobiographers do not have to reveal everything, but what they do include has to be factual. For example, Douglass does not include his owner's name. When students have finished, collect the writings, or have students place them in portfolios for possible future development.
5. Point out that news stories are another type of nonfiction. It is the reporter's job to discover the facts and present those facts in order of importance, with the most important information first. Acquaint students with journalism's basic questions:
   - What? (What happened?)
   - Who? (What people were involved in the event or might be affected by it? Who witnessed it?)
   - Where? (Where did the event occur? This can include city and state, as well as a specific neighborhood or building.)
   - When? (What was the exact day and time of the event?)
   - Why? (What factor(s) caused the event?)
   - How? (What details are known about how the event occurred?)

6. Distribute **Handout 2**, and ask students to complete the exercise.

Suggested Responses

1. At the time the article was written, only a limited amount was known about Michael Jackson's death. The article announces his death and names Jackson and his children. The place was Los Angeles, including both Jackson's home and the UCLA Medical Center. The time is specified as the day the article appeared. The death was caused by cardiac arrest. The article presents the few bare facts known at the time.
2. A tabloid piece would incorporate speculation and exaggeration, essentially turning the story into a fiction.
3. In the hours and days after the death, additional facts would come to life, including observations by witnesses at Jackson's home and at the hospital and autopsy results. The answers to the why and how questions would become more detailed.

7. Assign students to write short news articles about events they observe and to be careful to include only verifiable facts. If necessary, suggest topics such as an accident in a parking lot, an altercation in a mall, a shoplifter in a music store, or a building on fire. Tell them to present the most important information first and to wind down to the least important.

A Look at the Autobiography of Frederick Douglass

Directions: Frederick Douglass was born into slavery and worked first as a house slave and later as a field slave before he escaped to freedom. Later he wrote his life story and revised it several times. The following passage comes from the first chapter of *Narrative of the Life of Frederick Douglass.* Read it carefully, and answer the questions.

My mother was named Harriet Bailey. She was the daughter of Isaac and Betsey Bailey, both colored, and quite dark. My mother was of a darker complexion than either my grandmother or grandfather.

My father was a white man. He was admitted to be such by all I ever heard speak of my parentage. The opinion was also whispered that my master was my father; but of the correctness of this opinion, I know nothing; the means of knowing was withheld from me. My mother and I were separated when I was but an infant—before I knew her as my mother. It is a common custom, in the part of Maryland from which I ran away, to part children from their mothers at a very early age. Frequently, before the child has reached its twelfth month, its mother is taken from it, and hired out on some farm a considerable distance off, and the child is placed under the care of an old woman, too old for field labor. For what this separation is done, I do not know, unless it be to hinder the development of the child's affection toward its mother, and to blunt and destroy the natural affection of the mother for the child. This is the inevitable result.

I never saw my mother, to know her as such, more than four or five times in my life; and each of these times was very short in duration, and at night. She was hired by a Mr. Stewart, who lived about twelve miles from my home. She made her journeys to see me in the night, travelling the whole distance on foot, after the performance of her day's work. She was a field hand, and a whipping is the penalty of not being in the field at sunrise, unless a slave has special permission from his or her master to the contrary—a permission which they seldom get, and one that gives to him that gives it the proud name of being a kind master. I do not recollect of ever seeing my mother by the light of day. She was with me in the night. She would lie down with me, and get me to sleep, but long before I waked she was gone. Very little communication ever took place between us. Death soon ended what little we could have while she lived, and with it her hardships and suffering. She died when I was about seven years old, on one of my master's farms, near Lee's Mill. I was not allowed to be present during her illness, at her death, or burial. She was gone long before I knew any thing about it. Never having enjoyed, to any considerable extent, her soothing presence, her tender and watchful care, I received the tidings of her death with much the same emotions I should have probably felt at the death of a stranger.

1. What were Frederick Douglass's sources for the information about his early years?

2. What do you think Douglass was trying to do in these paragraphs?

3. How do you think the passage would be different if he had been writing a work of fiction?

Death of a Star

Directions: Pop star Michael Jackson had millions of fans and just as many detractors. His unexpected death in 2009 resulted immediately in the following news story. Read it carefully, and answer the questions.

> Michael Jackson died today after suffering cardiac arrest at home and arriving at the hospital in a deep coma, report TMZ and the *Los Angeles Times*. The King of Pop, 50, was rushed to a Los Angeles hospital this afternoon after collapsing. A police rep said he was not breathing when paramedics arrived; they performed CPR and took him to the UCLA Medical Center.
>
> After years of being tabloid fodder, Jackson had been preparing for a comeback. He had rented a home in Bel Air and was rehearsing for a series of upcoming shows in London. Jackson is survived by three children, Michael Joseph Jackson Jr., Paris Michael Katherine Jackson, and Prince "Blanket" Michael Jackson II.[1]

1. News stories typically address six basic questions: who, what, where, when, why, and how. What does this article do with those questions?

2. How would a tabloid article be likely to handle the same story?

3. What additional information would be likely to appear in future articles about Michael Jackson's death?

[1]Harry Kimball, "Michael Jackson Dead at 50," *Newser,* June 25, 2009, <http:www.newser.com/story/62862/michael-jackson-dead-at-50.html> (November 9, 2012).

Lesson 2

Focus on the Writer

Objectives

- To recognize the importance of the nonfiction writer's credentials
- To understand that a writer's background exerts an important influence on his or her viewpoint

Notes to the Teacher

This is an area in which nonfiction differs from other genres. In many ways, it really does not matter to the reader who wrote a story, poem, or play. The work stands on its own. When we read nonfiction, however, the writer's credentials become crucial. Equally important are the writer's attitudes, which are usually products of past experiences, and his or her purpose. Students are probably well aware that, in real life, we cannot believe everything everyone tells us. The same is true of nonfiction writing.

In this lesson, students first focus on credentials that indicate we can have confidence in the content of a piece of writing. A person who never visited or lived in Chicago is not a good source of information about life in the Windy City. Students then focus on attitude; a U.S. Army veteran who served in Iraq and received many medals there will probably write a very different piece than someone with a dishonorable discharge. Finally, students focus on purpose; an economist writing about the state of the nation can be objective, while a political candidate usually has one main goal, to secure votes.

Procedure

1. Ask students the following question: In real life situations, how do you know whom to believe and whom to distrust? Lead them to see that a person's credibility is often a result of personal experience, book learning, and motivation.
2. Distribute **Handout 3**, and ask students to complete the exercise individually. Follow with whole-class discussion.

Suggested Responses

1. Such a book, *In the Garden of Beasts* by Erik Larson, actually exists. Research, including access to primary source documents and interviews, can provide a writer with credibility, as this fascinating work demonstrates.

2. There is always the danger of fictional elements slipping into a book like this—things the writer imagines about the thoughts and actions of Anne Frank, her family, and her neighbors.
3. Readers could believe what the writer says about her own experiences, but it would take nutritionists and doctors to discuss the possible dangers of such a diet.
4. John Hersey's *Hiroshima*, sometimes lauded as the best piece of journalistic writing ever produced, is such a book. It recounts the experiences of six survivors based on Hersey's interviews with them a year after the bombing.
5. The writing could be an interesting first-person testimonial; for full credibility, the writer would have to consult with other professionals in both medicine and education.
6. *The Places in Between* by Rory Stewart is this book, which seems entirely credible. Readers today might want to do additional research to see if much has changed in Afghanistan in the years since Stewart's difficult trek.
7. The writing could be entirely credible, but readers would have to be aware that it is probably biased toward the Israeli side and against the Palestinians. A balanced view would require an investigation of alternative perspectives.
8. The writing probably reflects an honest personal view but may be far from objective. It might also be part of a marketing campaign.

3. Distribute **Handout 4**, and read the directions with the students. Explain that we often speak of four main purposes in writing: to tell a story, to describe, to explain, and to persuade. Ask students to work in small groups to complete the handout.

Suggested Responses

1. The paragraph aims to convince the reader of the importance and practicality of post-secondary education and perhaps to persuade eligible readers to register for courses immediately. The last sentence is laden with syntax that reflects attitude: "affordable world," "expand," "frivolity of dorm life," "internship." The paragraph as a whole is earnest and appeals to potential students for a purposeful move into the future through more advanced education.
2. The paragraph aims to inform and explain and is based on research. The attitude is positive: "most popular," "drew from his own experiences," "vehicles for social reform," "negative aspects of industrialization."

3. This paragraph has a hint of narration but is dominantly descriptive of a perfectly delightful summer morning canoeing on a river: "placid and deep," "alive with birdsong," "widening ripples," "float in the air," "strong black coffee."
4. The narrative tells a story and provides descriptive details about an unexpected and frightening experience: "ecstatic," "gentle stop," "squealed," "plowed," "thrown against my seatbelt," "staggered," "scent of stale beer."

Assessing a Writer's Credibility

Directions: Read the following descriptions of nonfiction writings and their authors. Then fill in the third column with your judgment about the writers' believability.

Topic	Author	Credibility
1. Life in Adolf Hitler's Germany during the 1930s	A journalist and history major born in the 1950s who did extensive research into the experiences of America's ambassador to Germany during the 1930s	
2. Life of Anne Frank	A librarian who read Anne Frank's diary and saw the movie based on it	
3. The benefits of a watermelon diet	A young woman who lost thirty pounds after eating nothing but watermelon for a month	
4. The bombing of Hiroshima, Japan, at the end of World War II	An experienced journalist who went to Hiroshima in 1946 to interview survivors	
5. The potential of babies born with Down Syndrome	A special education teacher whose younger brother has Down Syndrome	
6. Life in Afghanistan today	A Scotsman who walked all the way across Afghanistan in 2002	
7. Conflict in Israel	A high-ranking member of the Israeli army	
8. The benefits of single-sex education	The principal of a large suburban girls' high school	

Focus on Attitude and Purpose

Directions: For each of the following paragraphs, identify the writer's purpose. Then underline words and phrases that reflect attitude.

1. In today's world, a high school education is not enough. Years ago a person could drop out of school early, start a business, and succeed. That is no longer the case. Advances in computer technology, a complicated tax system, and the important field of public relations mean that junior college, at the very least, should be part of every young person's plan for the future. The affordable world of the two-year community college means that you can expand your education, avoid the expenses and frivolity of dorm life, and even earn money at a part-time job that could turn into an internship.

2. Charles Dickens was born in 1812 and died in 1870. During the Victorian era, he was the most popular British author, with works including *Oliver Twist*, *A Tale of Two Cities*, *A Christmas Carol*, and *Great Expectations.* Dickens drew from his own experiences in creating the characters that give so much life to his works. He also used his novels as vehicles for social reform. In them, he revealed many of the negative aspects of industrialization: child labor, workhouses, and unsanitary living and working conditions.

3. Mist was rising from the river in the early dawn light when we pushed off from shore and began to paddle downstream. We knew there were rapids ahead, but this little section of the river was placid and deep. The trees in the surrounding forest were alive with birdsong, and an occasional fish flashed to the water's surface and sank in the center of widening ripples. Overhead two hawks seemed to float in the air. After I opened the thermos and poured two mugs of strong black coffee, we parked the paddles and sat back in the canoe to revel in a perfect summer morning.

4. My mom picked me up after the basketball game, and we set off for home. The road was a little wet from sprinkles earlier in the day, but it did not feel slick. She was in a good mood, and I was ecstatic because we won. When the light ahead of us turned from green to amber, she tapped on the brake, and we came to a gentle stop. Suddenly, tires squealed, something plowed into the back of our little sedan, and I was thrown against my seat belt. My mother seemed to be in shock, but she was not bleeding. Four people got out of the vehicle behind us—later I saw that it was a van with a smashed-in front end—and staggered toward us, along with the scent of stale beer that moved with them.

Lesson 3

Applications: Abraham Lincoln and Martin Luther King Jr.

Objectives

- To recognize rhetoric as part of the genre of nonfiction
- To analyze purpose and attitude in famous pieces of rhetoric

Notes to the Teacher

As short as it is, Abraham Lincoln's Gettysburg Address is widely considered one of the greatest speeches ever written. Delivered in 1863 at the cemetery for the Union dead of the Battle of Gettysburg, the speech declines the desire of many in the North to seek a compromise. The war was not going well for the Union army, and victory seemed nowhere in sight. A century later, speaking near the Lincoln Memorial in Washington, D.C., Dr. Martin Luther King Jr. delivered a longer but equally celebrated speech proclaiming, "I have a dream." The two pieces exemplify superb writing and speaking, as well as the importance of recognizing the writer's authority, purpose, and attitude.

In this lesson, students first consider the nature of rhetoric and its relationship to nonfiction writing. They read the Gettysburg Address and respond to questions about it. They then read an excerpt from King's speech and analyze its purpose, as well as the importance of connotations. They conclude with an assignment involving research and culminating in oral presentations. You will need to provide an excerpt from the "I have a dream" speech for procedure 4.

Procedure

1. Explain that speeches are one form of nonfiction, and that rhetoric is an art that has been practiced since ancient times. A speech is an essay, but it is also intended for oral delivery, so it involves body language and vocal tones.
2. Have students brainstorm what they know about President Abraham Lincoln. Tell them that in 1863, as the Civil War was raging, Lincoln went to Gettysburg, Pennsylvania, to deliver a speech at the inauguration of a new cemetery for the Union soldiers who died in the terrible battle there. The speech was very short, but it is still viewed today as one of the greatest speeches ever given.

3. Distribute **Handout 5**, and read the Gettysburg Address aloud. Then ask small groups to answer the questions. Follow with whole-class discussion.

Suggested Responses

1. The ceremony at Gettysburg was a solemn occasion. The statement establishes a serious and reflective tone and is one with which no one could disagree. It also states the issue at the heart of the great conflict that was the Civil War.
2. The continued existence of the United States was at stake.
3. The second paragraph ends with the statement that it was fitting to dedicate the cemetery ground to the soldiers who died there. The third paragraph reverses this idea, pointing out that the wounded and dead soldiers themselves hallowed the ground with their sacrifice. It would be impossible to make the ground any more sacred than they themselves made it.
4. "We can not dedicate—we can not consecrate—we can not hallow." Parallel structures convey a sense of balance and control.
5. Lincoln did not know that the speech would be long remembered and regarded as one of the greatest ever delivered.
6. Lincoln wanted to honor the dead but also to exhort his listeners not to give up the cause for which the Union army was fighting. He desired a kind of rebirth of the country in the spirit of the ideals established by the Founding Fathers. The speech is so concise that virtually every word could be seen as powerful enough to persuade listeners to agree with him.

4. Explain that the Gettysburg Address was delivered in 1863. A century later, near the Lincoln Memorial in Washington, D.C., another leader delivered a famous speech. Introduce Martin Luther King Jr.'s "I have a dream" speech, which is widely available on the Internet and in anthologies. Focus on the passage that begins with the words "even though we face the difficulties of today and tomorrow" through the line "we will be free one day." Ask students to write an assessment of King's credibility, attitude, and purpose. Follow with discussion. (King's credibility came from his experience as a leader in the civil rights movement and advocate of nonviolent resistance. The "I have a dream" refrain exhorted the listeners to join him in the struggle to achieve a dream of equality and peace. His idealism and religious beliefs are evident. His purpose was to inspire and encourage the crowd of listeners.)
5. If possible, use the Internet to show students a video of King delivering the speech in Washington, D.C., in 1963. Point out that rhetoric is more than words on a page; it also involves vocal tones and gestures.

6. Direct students to use the Internet to find an effective speech by a famous person. Tell them that the inauguration speeches of all the presidents from George Washington to the present are available online. Nobel Prize recipients' speeches are included at the Nobel Prize Web site. Other speeches can be found at sites that deal with prominent individuals. Ask students to find an effective excerpt of not more than four hundred words, to print the excerpt, and to analyze the speaker's credibility, attitudes, and purposes. They will present the results of their analyses to the class, along with dramatizations of the chosen selections. (Note: You may want to have students work with partners or small groups to select and analyze the speeches and choose different portions for oral presentation.)
7. Distribute **Handout 6**, and review the rubric so that students know the criteria for evaluation of the assignment.

Abraham Lincoln's Gettysburg Address

Directions: In 1863, President Abraham Lincoln delivered his famous speech at the Gettysburg cemetery that was created to commemorate the Union soldiers who died there. Read the speech carefully, and answer the questions.

> Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.
>
> Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.
>
> But, in a larger sense, we can not dedicate—we can not consecrate—we can not hallow—this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people,—shall not perish from the earth.

1. Why did Lincoln begin with a brief factual statement?

2. What did Lincoln see at stake in the Civil War?

3. How does the second paragraph lead into the third one?

4. Parallel structure is a powerful rhetorical device. Find the parallel structure in the opening sentence of the third paragraph.

5. Where is the unintended irony in the third paragraph?

6. What was Lincoln's purpose in this speech? What words or phrases would be likely to move listeners to agree with him?

Rubric for Rhetoric Assignment

Directions: Use the following criteria for evaluation.

Category	5	3	1
Choice of Speech	A well-written and interesting speech by a person with significant personal achievements	A moderately interesting and generally well-written speech	A speech with little or nothing to recommend it to an educated audience
Excerpt Selection	A meaningful and well-constructed excerpt that demonstrates the writer/speaker's purpose	A significant portion of the speech	A seemingly haphazard choice that leaves meaning incomplete or unclear
Analysis	A clear and convincing description of the writer/speaker's credentials, attitudes, and purposes	An adequate description of credentials, attitudes, and purposes	Vague or inaccurate statements about credentials, attitudes, and purposes
Oral Presentation	A moving dramatic interpretation of the excerpt, with effective body language and vocal tones	Poise in presenting the excerpt orally	A dull reading of the excerpt without gestures or meaningful vocal tones

Lesson 4

How the Audience Shapes the Writing

Objective

- To recognize the impact of the intended audience on a writer's choices of topic, diction, and syntax

Notes to the Teacher

For all writers, purpose and audience are central concerns. Nonfiction writings generally aim to do more than entertain readers. They are usually intended to inform, instruct, or persuade. It is vitally important for the writer to keep a steady eye on purpose and equally important not to forget who the people are that comprise the audience. Particularly for people in marketing, this focus can mean the difference between success and failure.

In this lesson, students first complete short writings with specific target audiences. They meet in small groups to discuss ways the audience affected their choices in both content and language. Students read and analyze a passage from Helen Keller's *The Story of My Life*; they also study a passage from Mark Twain's *Life on the Mississippi*. The first excerpt may surprise you, for it gives no indication that Keller was both deaf and blind; she describes the difficulty involved in looking back through time and trying to recall what childhood was like. The excerpt from Twain emphasizes the awesome size of the Mississippi River.

For the first procedure, you will need to select a recreational area with which your students are familiar (for example, an amusement park or a tourist area).

Procedure

1. Divide the class into five groups, and explain to students that it is their job to write advertising copy to lure visitors to the recreational area you have chosen. Assign each group an audience of a different age: children ages six to twelve (Girl Scout and Boy Scout troops, for example), teenagers (perhaps a junior class trip), young professionals (maybe to attract a convention of some sort), families (with children of various ages and interests), and retirees (who now have more time but a bit less energy for fun). Ask the groups to write at least two paragraphs emphasizing opportunities that would be attractive to the age group assigned. Explain that each member of the group needs a copy of the final result.

2. Reconfigure the class into groups of five representing each of the different age groups. Have groups share writings and note ways they differ in choices of content and language. (For example, children would be interested in elaborate water slides; teens might be more drawn to the poolside band every evening; adults might relish the thought of bird-watching or a massage at the spa.)
3. Ask volunteers to share examples. Point out differences. Clarify with other examples. (The content and language in an essay written for college admissions are likely to differ from those in an e-mail to a friend. When addressing young children, we usually employ simple diction and syntax.)
4. Emphasize that focus on purpose and audience is important for all writers, but especially for writers of nonfiction.
5. Distribute **Handout 7**, and ask students to complete the exercise.

Suggested Responses

1. Memories of Keller's childhood seem vague and hard to pinpoint, but the phrase "golden mist" indicates that she remembers a happy time, even if it now seems nebulous.
2. The years in between seem like a bridge or a chain that links the present to childhood.
3. People were amazed that someone deprived of both sight and hearing could achieve so much and wanted to know how she did that. She was a celebrity who evoked people's interest and admiration. Keller's purpose was to respond to those people.
4. The vocabulary and sentence structure suggest that she was writing for adults, not children. The perspective requires that the reader comprehend the gap between childhood memories and the adult present and the difficulty in distinguishing the real from the imagined in memories.

6. Distribute **Handout 8**, and ask students to complete the exercise.

Suggested Responses

1. Twain stressed that everything about the Mississippi River is superlative: "all ways remarkable," "longest river in the world," "crookedest river in the world," "three times as much water at the St. Lawrence," "draws its water supply from twenty-eight States and Territories," "its drainage-basin is as great as the combined areas."
2. Twain provided measurements and comparisons with other large rivers, as well as the number of states the river affects and comparisons with the sizes of areas in Europe.

3. The passage can appeal to any age from middle school up. The content can appeal to anyone with an interest in geography, and the language is easily accessible.

7. Assign students to write paragraphs using either Keller or Twain as a model. If necessary, suggest sample topics (remembering the first day in kindergarten; life before the birth of a younger brother or sister; the wonder of Lake Michigan; the grandeur of the Painted Desert).

Helen Keller Introduces Herself

Directions: Read the following information about Helen Keller, and answer the questions.

Helen Keller was born in 1880 in Alabama. When she was just a toddler, she suffered an illness that left her blind and deaf. Despite this, she went on to graduate from Radcliffe and become, in Mark Twain's estimation, one of the most interesting people who ever lived. The following paragraph comes from her autobiography, *The Story of My Life.*

> It is with a kind of fear that I begin to write the history of my life. I have, as it were, a superstitious hesitation in lifting the veil that clings about my childhood like a golden mist. The task of writing an autobiography is a difficult one. When I try to classify my earliest impressions, I find that fact and fancy look alike across the years that link the past with the present. The woman paints the child's experiences in her own fantasy. A few impressions stand out vividly from the first years of my life; but "the shadows of the prison-house are on the rest." Besides, many of the joys and sorrows of childhood have lost their poignancy; and many incidents of vital importance in my early education have been forgotten in the excitement of great discoveries. In order, therefore, not to be tedious I shall try to present in a series of sketches only the episodes that seem to me to be the most interesting and important.

1. How would you interpret the figurative language in the second sentence?

2. What does Keller mean by the metaphor in the fourth sentence?

3. What do you think was Keller's purpose in writing her autobiography?

4. Who were the people in her intended audience? Explain your thinking.

Mark Twain and the Mississippi River

Directions: Many people do not know that Mark Twain was for a time a pilot on a Mississippi riverboat. Read the following paragraph from his *Life on the Mississippi,* and answer the questions that follow.

> The Mississippi is well worth reading about. It is not a commonplace river, but on the contrary is in all ways remarkable. Considering the Missouri its main branch, it is the longest river in the world—four thousand three hundred miles. It seems safe to say that it is also the crookedest river in the world, since in one part of its journey it uses up one thousand three hundred miles to cover the same ground that the crow would fly over in six hundred and seventy-five. It discharges three times as much water as the St. Lawrence, twenty-five times as much as the Rhine, and three hundred and thirty-eight times as much as the Thames. No other river has so vast a drainage-basin: it draws its water supply from twenty-eight States and Territories; from Delaware, on the Atlantic seaboard, and from all the country between that and Idaho on the Pacific slope—a spread of forty-five degrees of longitude. The Mississippi receives and carries to the Gulf water from fifty-four subordinate rivers that are navigable by steamboats, and from some hundreds that are navigable by flats and keels. The area of its drainage-basin is as great as the combined areas of England, Wales, Scotland, Ireland, France, Spain, Portugal, Germany, Austria, Italy, and Turkey; and almost all this wide region is fertile; the Mississippi valley, proper, is exceptionally so.

1. What was Twain's purpose in this paragraph? What words emphasize his purpose?

2. What supportive details did Twain include?

3. Whom do you see as Twain's audience? Explain.

Lesson 5

Nonfiction Is Nothing New

Objectives

- To recognize that nonfiction's history is as broad and extensive as the history of imaginative literature
- To sample nonfiction writing reflecting diverse eras

Notes to the Teacher

The impulse to write informative text seems as universal as the desire to tell stories and to write poems. Classical Greece produced Plato, Aristotle, and Herodotus as well as great playwrights, and Rome gave us Plutarch's biographies. During the eighth century in Britain, Bede attempted to write a history of England. Later, in the sixteenth century, Raphael Holinshed wrote a history of England, Scotland, and Ireland. Periodicals began to flourish early in the eighteenth century and emphasized informational text, and men like Jonathan Edwards in America wrote stirring religious tracts. Charles Darwin's scientific writing during the nineteenth century revolutionized thinking. A visit to any library today will reveal nonfiction writings on every subject imaginable. The popularity of a nonfiction book is a strong indicator of shared interests and concerns among the reading public.

In this lesson, students first read Holinshed's account of Richard II's fall from power. For students' ease in reading, the excerpt on **Handout 9** has been lightly edited to use today's spelling and punctuation. Students then read and discuss an excerpt from Darwin's *On the Origin of Species.* The third excerpt discusses the almost liturgical role sports play in America. For all three excerpts, students focus on the main ideas, as well as on the writers' credentials, attitudes, purposes, and intended audiences.

Procedure

1. Point out that nonfiction has been around as long as fiction, drama, and poetry, and mention names from the past such as Aristotle, Plato, and Plutarch. Emphasize that students have had a great deal of experience reading nonfiction; every time they encounter an explanation in a mathematics textbook, they are reading nonfiction. The same is true for other informational texts encountered both inside and outside of school.
2. Distribute **Handout 9**, and read the excerpt from Holinshed aloud. Then conduct a discussion based on the questions.

Suggested Responses

1. Richard II ruled for more than twenty-two years before he was forced to resign and concede control to Henry IV. Holinshed does not provide details, but it seems that Richard's fall was a result not of his own vices, but because he was duped into believing an evil advisor. The king grieved over the loss of his position, but he seems to have resigned gracefully.
2. Holinshed's tone is generally objective, but there is evidence of some sympathy in the description of Richard's grief and his personal nobility, but also disapproval of his choices of advisors, manner of ruling, and poor judgments as a young person.
3. The purpose is to convey information about rulers of England and to explain why Henry IV supplanted Richard II.
4. There are innumerable examples of officials making bad mistakes while in office and being replaced. Machiavelli's idea that power corrupts is evident in Richard's "insolent misgovernance," despite his "noble and worthy" nature.

3. Point out that history is a frequent subject in informational texts; so is science. Distribute **Handout 10**, and ask small groups to complete the exercise.

Suggested Responses

1. *Natural selection* means that the strongest creatures that are best adapted to their environment are most likely to survive, while those that are weaker or less well adapted will diminish or actually become extinct.
2. Darwin recognized change as a constant in all aspects of reality, from land formations to life forms.
3. The struggle for existence is "constantly-recurrent." Which male will dominate the herd? Which predator will get the prey? Which rabbit will escape unharmed? Which small businesses will endure?
4. Any circumstances that involve competition also involve the struggle for existence. Which team will make it to the state competition? Of all the turtle eggs laid, which will actually survive to turtle adulthood?
5. Darwin was an experienced scientist who gave a great deal of thought to his theories; he believed his views about natural selection were credible, and he wanted others to understand them and also see them as believable. His language is calm and reasonable, as if to deter emotional and defensive responses.

4. Explain that the next excerpt was written more recently and deals with the role of sports in American life. Ask students to write brief reflections responding to the following prompt: How important are sports to you, as either a participant or a spectator? Ask students to share responses in small groups.
5. Distribute **Handout 11**, and read the directions as well as the excerpt aloud. Then conduct a discussion based on the questions.

Suggested Responses

1. This part of the discussion is quite open-ended. It is hard to ignore the jubilation that seems to fill a city or a college campus with a winning team and the sense of community that results.
2. Horace Newcomb takes a factual tone and includes details to support his generalizations. He neither criticizes nor praises the general infatuation with sports.
3. Newcomb implies that sports play a role similar to religion in our society. They involve a sense of belonging to a community, and they often take place in elegant surroundings that can be compared to temples. They involve liturgical elements. The author stresses details related to baseball, but the same statements could be made about other sports that draw large audiences such as football, basketball, and hockey.

6. Distribute **Handout 12**, and use it to explain the system of organization most often in use in libraries. Then ask students to answer the questions.

Suggested Responses

1. Books about Hinduism would be in the 200s.
2. Books about cancer research would be in the 600s.
3. This history topic would be in the 900s.

7. Take the class to a library, or assign students to visit the school library or a public library. Ask students to select one nonfiction book for independent reading. Monitor choices for appropriate topics and reading levels. Assign a deadline for students to submit reports that include a general content description, selected memorable passages, and an assessment of the author's credibility, attitudes, and purposes.

 Name:

The Story of King Richard II

Directions: During the sixteenth century in England, Raphael Holinshed attempted to write a history of England, Scotland, and Ireland. The resulting *Chronicles* were an important source of ideas for some of William Shakespeare's plays. Read the following excerpt, in which Holinshed wrote about Richard II.

> . . . [T]he king rose from his place, and with a cheerful and right courteous countenance regarding the people, went to Whitehall, where the same day he held a great feast. In the afternoon were proclamations made in the accustomed places of the city, in the name of King Henry IV. On the morrow following, being Wednesday and first of October, the procurators above named repaired to the Tower of London, and there signified unto King Richard the admission of King Henry. And the aforesaid Justice William Thirning, in the name of the other, and for all the states of the land, renounced unto the said Richard, late king, all homage and fealty unto him before time due, in manner and form as appertained. Which renunciation to the deposed king, was a redoubling of his grief, in so much as thereby it came to his mind, how in former times he was acknowledged and taken for their liege lord and sovereign, who now (whether in contempt or in malice, God knoweth) to his face forswore him to be their king. . . .
>
> Thus was King Richard deprived of all kingly honor and princely dignity, by reason he was so given to follow evil counsel, and used such inconvenient ways and means, through insolent misgovernance, and youthful outrage, though otherwise a right noble and worthy prince. He reigned two and twenty years, three months and eight days. He delivered to King Henry now that he was thus deposed, all the goods that he had to the sum of three hundred thousand pounds in coin, besides plate and jewels, as a pledge and satisfaction of the injuries by him committed and done. . . .

1. What does Holinshed reveal about the reign of Richard II? Does the writer appear to be credible?

2. What seem to be Holinshed's attitudes toward Richard II, Henry IV, and the forced removal of Richard from power? What specific word choices convey these attitudes?

3. Describe the purpose of the writing.

4. Do public figures today sometimes have experiences similar to those of Richard II and Henry IV? Explain.

Scientific Theories of Charles Darwin

Directions: Read the excerpts from Charles Darwin's *On the Origin of Species*, and answer the questions.

There is no obvious reason why the principles which have acted so efficiently under domestication should not have acted under nature. In the preservation of favoured individuals and races, during the constantly-recurrent Struggle for Existence, we see the most powerful and ever-acting means of selection. The struggle for existence inevitably follows from the high geometrical ratio of increase which is common to all organic beings. This high rate of increase is proved by calculation, by the effects of a succession of peculiar seasons, and by the results of naturalisation, as explained in the third chapter. More individuals are born than can possibly survive. A grain in the balance will determine which individual shall live and which shall die,—which variety or species shall increase in number, and which shall decrease, or finally become extinct. As the individuals of the same species come in all respects into the closest competition with each other, the struggle will generally be most severe between them; it will be almost equally severe between the varieties of the same species, and next in severity between the species of the same genus. But the struggle will often be very severe between beings most remote in the scale of nature. The slightest advantage in one being, at any age or during any season, over those with which it comes into competition, or better adaptation in however slight a degree to the surrounding physical conditions, will turn the balance.

With animals having separated sexes there will in most cases be a struggle between the males for possession of the females. The most vigorous individuals, or those which have most successfully struggled with their conditions of life, will generally leave most progeny. But success will often depend on having special weapons or means of defence, or on the charms of the males; and the slightest advantage will lead to victory.

As geology plainly proclaims that each land has undergone great physical changes, we might have expected that organic beings would have varied under nature, in the same way as they generally have varied under the changed conditions of domestication. And if there be any variability under nature, it would be an unaccountable fact if natural selection had not come into play. It has often been asserted, but the assertion is quite incapable of proof, that the amount of variation under nature is a strictly limited quantity. Man, though acting on external characters alone and often capriciously, can produce within a short period a great result by adding up mere individual differences in his domestic productions; and every one admits that there are at least individual differences in species under nature. But, besides such differences, all naturalists have admitted the existence of varieties, which they think sufficiently distinct to be worthy of record in systematic works. No one can draw any clear distinction between individual differences and slight varieties; or between more plainly marked varieties and subspecies, and species. Let it be observed how naturalists differ in the rank which they assign to the many representative forms in Europe and North America.

If then we have under nature variability and a powerful agent always ready to act and select, why should we doubt that variations in any way useful to beings, under their excessively complex relations of life, would be preserved, accumulated, and inherited? Why, if man can by patience select variations most useful to himself, should nature fail in selecting variations useful, under changing conditions of life, to her living products?

 Name:

1. Based on the selection, how would you define *natural selection*?

2. According to Darwin, what role does change play in nature?

3. What does Darwin say about the struggle for existence?

4. What evidence have you observed that tends to support Darwin's ideas?

5. Describe Darwin's credentials, attitudes, and purposes.

Sports in American Culture

Directions: The following commentary on the role of sports in our lives appeared in a book published by Horace Newcomb in 1974. Read the excerpt carefully. Then answer the questions that follow.

> Sport has never served as mere entertainment in American culture. From Little League through high school, sports activities have been cited as a means of self-identification for participants. For parents, supporters, cheerleaders, and bands, sports frequently serve as the center for community activity. These identifications expand into the local semipro teams and the regional professional organizations, and the whole structure of classes, regions, and leagues serves as a cultural framework. For a [youth], growing up in New York meant for many years a symbiotic relationship with one of the three major baseball teams located there. The Yankees, the Giants, and the Dodgers took on symbolic, mythic proportions, and around the teams was built the whole mystique of gathering autographs, monitoring averages, and predicting success at the league or the "world" level. For millions of other fans far away from such centers of pure worship the teams were venerated via newspapers and radio, but always with the knowledge that the "home team" was a surrogate, embodying an ideal expressed far away in the elegant temples of competition. The idea that two American baseball teams were competing each year for the "world" championship title was a unifying concept. Sports offered cohesion and identity, the mythic model.[1]

1. To what extent do you agree with the views expressed in the excerpt?

2. How would you describe Newcomb's attitude toward sports?

3. What seem to have been his purposes in this writing?

[1]Horace Newcomb, *TV: The Most Popular Art* (Garden City, N.Y.: Anchor Books, Inc., 1974), 192–93.

The Organization of a Library

Directions: The Dewey Decimal System is the way most library collections are organized. Fiction has its own shelves in alphabetical order by authors' last names. Informational texts are organized by subject matter, and books are assigned call numbers, all of which begin with a three-digit number. Examine the general classifications, and answer the questions that follow.

000	Generalities, encyclopedias
100	Philosophy and psychology
200	Religion
300	Social sciences (including diverse subjects like political science, economics, and etiquette)
400	Languages
500	Natural sciences (a broad area including mathematics, chemistry, and biology)
600	Technology (a very diverse classification that includes medicine, mining, and engineering)
700	The arts (a broad category including gardening, architecture, painting, sculpture, and music)
800	Literature and rhetoric
900	Geography and history

1. If you wanted to browse through the library's books about Hinduism, what general section would you use?

2. Where would you look for books dealing with cancer research?

3. What section might include books about Winston Churchill's years as prime minister in England?

Lesson 6

The World of Biography

Objectives

- To investigate biographers' sources of information
- To understand the nature and purposes of biography
- To sample several examples of biographical writing

Notes to the Teacher

In today's world, biography has become one of the most popular types of reading. People are curious about other people—famous and infamous historical figures, sports legends, politicians and their families, performing arts stars, and notorious criminals. For some famous people, there is only one authorized biography. For others (Jacqueline Kennedy Onassis is a prominent example), one can find numerous biographies, some more credible than others. Some biographies are full-length books, while others are more like essays or short stories. Still others are very brief and resemble thumbnail sketches.

In this lesson, students first discuss ways of obtaining the information needed to write a biography. They describe the nature and purpose of the genre. Then they read and respond to a brief excerpt from John Gunther's *Death Be Not Proud*. Finally, they read and analyze an excerpt from Carl Sandburg's biography of Abraham Lincoln. Note that the research described in procedure 2 can develop into a full-scale group project.

Procedure

1. Ask the class to define the word *biography* (the story of a person's life). Explain that biographies vary in length and that biographers have to decide what events are important enough to include in their narratives. Ask students to brainstorm types of information that would be essential in any biography (date and place of birth; parents and siblings; education; main achievements; important statements; if applicable, date and cause of death).
2. Divide the class into five small groups. Explain that each group will have the job of planning the process of writing a different biography and that the target length is ten pages. Clarify that groups will not actually write the biographies; they will summarize data and decide what other information is necessary and how researchers

could go about getting that information. Assign each group one of the following general topics: a current or former Supreme Court justice; someone who ran for president but either did not receive the nomination or lost the general election; a recipient of a Nobel Peace Prize; an Olympic gold medalist; a famous inventor. Distribute **Handout 13** for students to record notes.

3. Have the groups share results with the class as a whole. Point out that successful biographers often have to look for new angles. They try to unearth information that has not been included in previous biographies. This information can be either positive or negative in nature. Lead the class to recognize possible sources such as newspaper articles, journals and diaries, letters to friends and relatives, and interviews of fellow students, coworkers, and family members.
4. Point out that sometimes an author already knows a great deal about the subject matter. The writer would have to verify the accuracy of his or her memory but would not have to do a great deal of outside research. This was the case when John Gunther wrote *Death Be Not Proud*, a biography of his son.
5. Distribute **Handout 14**, and ask students to read it. Emphasize a critical difference between fiction and biography; in fiction, the author controls the fate of the characters. In the nonfiction world of *Death Be Not Proud*, the writer, the doctors, Johnny, and readers want the boy to live, but there is nothing they can do to prevent his death. Conduct a discussion based on the questions on the handout.

Suggested Responses

1. The book is a kind of eulogy and testimonial to a beloved son. There was probably a healing process involved in the writing. In addition, the book could be helpful to others struggling with the serious illness of a child.
2. Gunther expresses pride in his son's bravery (never blubbering) and intelligence, as well as in the doctors' affection for Johnny. (The reader cannot help but wonder about that one possible exception.) He also expresses gratitude and appreciation to the doctors, mixed with a little criticism about withheld information.
3. Readers see Johnny as a smart and likeable boy who tried hard to be brave about his illness. His academic approach to it was probably a coping mechanism. Many readers will have seen or experienced a similar illness.

6. Point out that other biographies involve extensive research. This was true for Carl Sandburg when he wrote his multivolume biography of Abraham Lincoln more than half a century after Lincoln's assassination. Distribute **Handout 15**, and have students complete the exercise.

Suggested Responses

1. Sandburg probably wanted to demonstrate Lincoln's innate intelligence and his awareness of the power of language, as well as his determination and his grassroots origins.
2. Lincoln knew the importance of having a clear purpose in any writing and choosing the most effective words to achieve that purpose. These points are stressed in all writing classes, but Lincoln arrived at the insights on his own.
3. Perhaps a man with Lincoln's talents could achieve success in any political climate; it is true, however, that today's political elections involve immense amounts of money.

 Name:

Planning to Write a Biography

Directions: Record information that you can easily find, identify types of data for which you would have to search, and suggest potential sources that could be consulted. Include published materials, private correspondence, and people to be interviewed.

Subject of the biography _____

Available Information	Less Widely Known Information	Potential Sources
Date and place of birth		
Family		
Education		
Achievements		
Quotations		

Personal Biography: John Gunther Jr.

Directions: John Gunther was a popular twentieth-century journalist whose son Johnny died of brain cancer in 1947 at the age of seventeen. Gunther wrote his son's biography, *Death Be Not Proud*. Read the excerpt, and answer the questions.

> [Johnny] got angry sometimes but he never blubbered. Soon he became fascinated, as a bright child would, with his own illness, and particularly with all the techniques the doctors applied—he demanded to know the precise reason for every step both theoretically and in the realm of concrete therapy. He helped the doctors in the most active possible manner and indeed came presently to regard himself with detachment and curiosity almost as another person on whom emergency experiments were being performed. "I am quite a guinea pig," he would say.
>
> And the doctors! So many doctors! We had thirty-two or thirty-three—maybe more, including some of the most famous specialists in the world—before the end. Every doctor who dealt with him, except possibly one, every one of those thirty-two or thirty-three doctors came to love him, and I truly think half a dozen would have gladly given their lives to save him. But very soon we discovered several things about doctors. One is that they seldom, if ever, tell you everything. Another is that there is much, even within the confines of a splinter-thin specialty, that they themselves do not know. Let me salute all those doctors.[1]

1. What do you think Gunther's purpose was in writing a book about his son's illness and death?

2. What attitudes do the paragraphs reflect?

3. What are the reader's main impressions of Johnny?

[1]John Gunther, *Death Be Not Proud* (1949; reprint, New York: Harper Collins, 2007), 25–26.

Carl Sandburg's Biography of Abraham Lincoln

Directions: Read the information and the excerpt from the first chapter of *The Prairie Years*, and answer the questions that follow.

Carl Sandburg (1878–1967) is today best remembered as an American poet, but he also wrote an extensive biography of Abraham Lincoln, for which he won a Pulitzer Prize in 1940. Sandburg, writing decades after Lincoln's death, needed source materials, which he acknowledged in the texts of the six-volume work. For information about Lincoln's life before his entry into politics, he made extensive use of materials from the Abraham Lincoln Association in Springfield, Illinois.

> Education came to the youth Abe by many ways outside of schools and books. As he said later, he "picked up" education. He was the letter writer for the family and for neighbors. As he wrote he read the words out loud. He asked questions, "What do you want to say in the letter? How do you want to say it? Are you sure that's the best way to say it? Or do you think we can fix up a better way to say it?" This was a kind of training in grammar and English composition.
>
> He walked 30 miles to a courthouse to hear lawyers speak and to see how they argued and acted. He heard roaring and ranting political speakers—and mimicked them. He listened to wandering evangelists who flung their arms and tore the air with their voices—and mimicked them. He told droll stories with his face screwed up in different ways. He tried to read people as keenly as he read books. He drank enough drams of whisky to learn he didn't like the taste and it wasn't good for his mind or body. He smoked enough tobacco to learn he wouldn't care for it.[1]

1. What main impression of Lincoln does Sandburg convey in this excerpt?

2. What do the questions he asked when writing letters show about Lincoln as a very young man?

3. Is it surprising that a man with this beginning could end up in the White House and be considered one of the greatest presidents the United States ever had? Could such a thing happen today?

[1]Carl Sandburg, *Abraham Lincoln: The Prairie Years and The War Years* (New York: Harcourt, Inc., 1982), 15.

Lesson 7
Autobiography

Objectives

- To recognize autobiography as a form of biography with its own assets and limitations
- To read and respond to excerpts from several autobiographies

Notes to the Teacher

It would seem that autobiographers have the advantage of already knowing a great deal about their topics. On the other hand, readers need to take advice from Robert Burns's famous lines: "O wad some Power the giftie gie us/To see oursels as ithers see us!" An autobiographer's view of himself or herself can differ substantially from the view of others who know the person. On the other hand, the autobiographer has access to information about which others can only guess: feelings, motivations, fears, and memories.

In America, the genre of autobiography reaches back to colonial and revolutionary times. Benjamin Franklin's autobiography was a huge success that demonstrated the possibility of rising from rags to riches through diligence and intelligence. Slave narratives, a form of autobiography, abounded in the 1800s. Today just about everyone who becomes a celebrity seems to produce an autobiography, sometimes actually written by a ghost writer, and these books can mean big money for both writers and publishing houses.

In this lesson, students first consider the Johari window, which has interesting applications to biography and autobiography. They then read and analyze excerpts from *The Autobiography of Benjamin Franklin* and *Incidents in the Life of a Slave Girl.*

Procedure

1. Point out that both biography and autobiography aim to convey a sense of a person's background, personality, and achievements, as well as an awareness of important formative events in the person's life.
2. Distribute **Handout 16**, and use it to explain the Johari window and its connections with both autobiography and biography.

Suggested Responses

1. Quadrant 1 includes public knowledge such as education, hobbies, preferred clothing styles, and participation in

teams and clubs. Quadrant 2 might include something like observations of occasions when we tend, unknown to ourselves, to look bored, angry, or amused. Quadrant 3 is the place for secrets and private matters (for example, a feeling of self-consciousness or embarrassment). Quadrant 4 includes completely untapped potential; for instance, someone could be a championship chess player but has not yet learned the game.

2. Quadrant 1 is accessible to both biographers and autobiographers. Quadrant 2 can be discovered by biographers who read accounts by other people or through interviews with those people, so information unlikely to be found in an autobiography could be included in the story told by a different writer. The autobiographer has access to quadrant 3 but might also want to conceal some information from readers; on the other hand, confessional writing delights in airing the contents of quadrant 3. Sometimes details in a writing can give readers insights into possible contents of quadrant 4.
3. In real life, the truth tends to come out, so quadrant 1 gains more and more content, while the other quadrants decrease in content.

3. Distribute **Handout 17**. Have students read the excerpt on the handout, and ask them to apply the quadrants of the Johari window to Franklin's writing. (Everyone knew that Franklin was a writer and a publisher; the contents of the *Almanack* were common knowledge. Franklin's goal of providing moral instruction may reflect quadrant 3; the preaching was veiled in humor and wit. Franklin's capacity as a political figure, scientist, and inventor was yet to be discovered.)
4. Conduct a discussion based on the questions on the handout.

Suggested Responses

1. Benjamin Franklin was success-oriented, and he achieved success as a businessman. He believed in being industrious and prudent and thought that, as a publisher, he had a responsibility to readers to tell them the truth. He had high principles, and he deliberately sought to convey those principles to others through the use of wit.
2. Some people saw the newspaper as a stagecoach: anyone who paid the fare had a right to a place in the coach; anyone who bought newspaper space could print anything he or she wanted. Franklin insisted on control over what was in the "stagecoach."

3. The emphasis on honesty is not characteristic of the media today, which often seem to be dominated by propaganda. For example, a radio station might broadcast an enthusiastic endorsement for one political candidate, only to follow it immediately with an equally enthusiastic endorsement of the competition.

5. Point out that Benjamin Franklin says that he printed many proverbs. Distribute **Handout 18**, and ask students to complete the exercise.

Suggested Responses

1. Guests should be careful not to outlast their welcome. We might be delighted to have someone drop in for a visit but find the visitor tedious and annoying if he or she stays too long.
2. Getting to bed early means we can get up early and spend the day on healthful and profitable activities. This is similar to the proverb, "The early bird gets the worm."
3. When we are in need, we are not in a good bargaining position.
4. This is a warning against bad companions and negative influences.
5. We should not expect some deity to save us from trouble or provide for our needs; instead, we should help ourselves.
6. People who are hungry are most likely to think food tastes good.
7. Learning only from experience is likely to cause a person a lot of pain and difficulty. The wise person can also learn from others' experiences.
8. This saying warns against egocentrism. People who focus only on themselves become very uninteresting to other people.
9. Franklin frequently warned against carelessness with money; the idea is that saved pennies can add up.
10. People tend to talk and let secrets slip out; if we really want something to stay secret, we should tell no one.

6. Explain that an autobiography entitled *Incidents in the Life of a Slave Girl*, published in 1861, was written by a woman who escaped from slavery in North Carolina and fled to freedom in New York. Distribute **Handout 19**, and ask students to complete the exercise. Follow with whole-class discussion.

Suggested Responses

1. Harriet Jacobs indicated that her purpose was to arouse antislavery sentiment, and her target audience was women in the North. Her work was part of a growing body of slave

narratives. The paragraph makes it clear that Jacobs was far from illiterate, although an editor also played some role in the published work.

2. The paragraphs communicate the author's empathy with the slaves, whose plights were completely at the mercy of their owners' inclinations. We can see her attitude in many phrases: "their little nothings," "the whip is used till the blood flows," "degraded by the system that has brutalized her," "a mother's agonies," "her wild, haggard face."

 Name:

The Johari Window

Directions: Carefully read the information, and answer the questions that follow.

The Johari window is sometimes used to analyze effective team building, and it also has connection with both biography and autobiography. It presents information about a person in four quadrants.

1 **Open Knowledge** Things both we and others know	**2** **Blind Knowledge** Things others observe about us, but about which we are unaware
3 **Secret Knowledge** Things we know about ourselves but strive to prevent others from knowing	**4** **The Unknown** Things that neither we ourselves nor anyone else knows about us

1. Give examples of types of knowledge that might go in each window.

2. How do the ideas behind the Johari window affect the work of biographers and autobiographers?

3. In life, how do the contents of the four quadrants tend to shift as time passes?

Benjamin Franklin and Responsible Publication

Directions: Read the following excerpt from *The Autobiography of Benjamin Franklin*, and underline words and phrases that reflect the writer's attitudes and purposes. Then answer the questions that follow.

In 1732 I first published my Almanack, under the name of *Richard Saunders*; it was continued by me about twenty-five years, commonly called *Poor Richard's Almanac*. I endeavored to make it both entertaining and useful, and it accordingly came to be in such demand, that I reaped considerable profit from it, vending annually near ten thousand. And observing that it was generally read, scarce any neighborhood in the province being without it, I considered it as a proper vehicle for conveying instruction among the common people, who bought scarcely any other books. I therefore filled all the little spaces that occurred between the remarkable days in the calendar with proverbial sentences, chiefly such as inculcated industry and frugality as the means of procuring wealth and thereby securing virtue; it being more difficult for a man in want to act always honestly as, to use here one of those proverbs, *it is hard for an empty sack to stand up-right.*

These proverbs, which contained the wisdom of many ages and nations, I assembled and formed into a connected discourse prefixed to the Almanack of 1757, as the harangue of a wise old man to the people attending an auction. The bringing all these scattered counsels thus into a focus enabled them to make greater impression. The piece, being universally approved, was copied in all the newspapers of the Continent; reprinted in Britain on a broad side, to be stuck up in houses; two translations were made of it in French, and great numbers bought by the clergy and gentry, to distribute gratis among their poor parishioners and tenants. In Pennsylvania, as it discouraged useless expenses in foreign superfluities, some thought it had its share of influence in producing that growing plenty of money which was observable for several years after its publication.

I considered my newspaper, also, as another means of communicating instruction, and in that view frequently reprinted in it extracts from the "Spectator," and other moral writers, and sometimes published little pieces of my own, which had been first composed for reading in our Junto. Of these are a Socratic dialogue, tending to prove that, whatever might be his parts and abilities, a vicious man could not properly be called a man of sense; and a discourse on self-denial, showing that virtue was not secure till its practice became a habitude and was free from the opposition of contrary inclinations. These may be found in the papers about the beginning of 1735.

In the conduct of my newspaper, I carefully excluded all libeling and personal abuse, which is of late years become so disgraceful to our country. Whenever I was solicited to insert anything of that kind, and the writers pleaded, as they generally did, the liberty of the press, and that a newspaper was like a stagecoach, in which any one who would pay had a right to a place, my answer was that I would print the piece separately if desired, and the author might have as many copies as he pleased to distribute himself, but that I would not take upon me to spread his detraction; and that, having contracted with my subscribers to furnish them with what might be either useful or entertaining, I could not fill their papers with private altercation, in which they had no concern, without doing them manifest injustice. Now, many of our printers make no scruple of gratifying the malice of individuals by false accusations of the fairest characters among ourselves, augmenting animosity even to the producing of duels; and are, moreover, so indiscreet as to print scurrilous reflections on the government of neighboring states, and even on the conduct of our best national allies, which may be attended with the most pernicious consequences. These things I mention as a caution to young printers, and that they may be encouraged not to pollute their presses and disgrace their profession by such infamous practices, but refuse steadily, as they may see by my example that such a course of conduct will not, on the whole, be injurious to their interests.

1. Benjamin Franklin is today known as one of the Founding Fathers of the United States, as a statesman, as a scientist, as a writer, and as an inventor. What characteristics of his personality are evident in the excerpt?

2. Explain the simile about the stagecoach in the last paragraph.

3. To what extent do today's journalists live by the principles Franklin applauds in these paragraphs?

Ben Franklin's Proverbs

Directions: In *Poor Richard's Almanack,* Benjamin Franklin included numerous proverbs; he created some of them and collected others from many sources. Some of the sayings have come down through the centuries as familiar words of wisdom. Read the following examples, and briefly summarize the meaning of each.

1. Fish and visitors stink in three days.

2. Early to bed and early to rise, makes a man healthy, wealthy, and wise.

3. Necessity never made a good bargain.

4. He that lieth down with dogs will rise up with fleas.

5. God helps them that help themselves.

6. Hunger is the best pickle.

7. Experience keeps a hard school, but fools will learn in no other.

8. People who are wrapped up in themselves make small packages.

9. A penny saved is a penny earned.

10. Three can keep a secret, if two of them are dead.

Life in Slavery

Directions: In *Incidents in the Life of a Slave Girl,* Harriet Jacobs, a woman who escaped from slavery in North Carolina, described her own life and the lives of other slaves. She used the pseudonym Linda Brent and disguised the names of others to protect them. Read the excerpt, and answer the questions.

When I first arrived in Philadelphia, Bishop Paine advised me to publish a sketch of my life, but I told him I was altogether incompetent to such an undertaking. Though I have improved my mind somewhat since that time, I still remain of the same opinion; but I trust my motives will excuse what might otherwise seem presumptuous. I have not written my experiences in order to attract attention to myself; on the contrary, it would have been more pleasant to me to have been silent about my own history. Neither do I care to excite sympathy for my own sufferings. But I do earnestly desire to arouse the women of the North to a realizing sense of the condition of two millions of women at the South, still in bondage, suffering what I suffered, and most of them far worse. I want to add my testimony to that of abler pens to convince the people of the Free States what Slavery really is. Only by experience can any one realize how deep, and dark, and foul is that pit of abominations. . . .

Hiring-day at the south takes place on the 1st of January. On the 2d, the slaves are expected to go to their new masters. On a farm, they work until the corn and cotton are laid. They then have two holidays. Some masters give them a good dinner under the trees. This over, they work until Christmas eve. If no heavy charges are meantime brought against them, they are given four or five holidays, whichever the master or overseer may think proper. Then comes New Year's eve; and they gather together their little alls, or more properly speaking, their little nothings, and wait anxiously for the dawning of day. At the appointed hour the grounds are thronged with men, women, and children, waiting, like criminals, to hear their doom pronounced. The slave is sure to know who is the most humane, or cruel master, within forty miles of him.

It is easy to find out, on that day, who clothes and feeds his slaves well; for he is surrounded by a crowd, begging, "Please, massa, hire me this year. I will work *very* hard, massa."

If a slave is unwilling to go with his new master, he is whipped, or locked up in jail, until he consents to go, and promises not to run away during the year. Should he chance to change his mind, thinking it justifiable to violate an extorted promise, woe unto him if he is caught! The whip is used till the blood flows at his feet; and his stiffened limbs are put in chains, to be dragged in the field for days and days! . . .

But to the slave mother New Year's day comes laden with peculiar sorrows. She sits on her cold cabin floor, watching the children who may all be torn from her the next morning; and often does she wish that she and they might die before the day dawns. She may be an ignorant creature, degraded by the system that has brutalized her from childhood; but she has a mother's instincts, and is capable of feeling a mother's agonies.

On one of these sale days, I saw a mother lead seven children to the auction-block. She knew that *some* of them would be taken from her; but they took *all*. The children were sold to a slave-trader, and their mother was bought by a man in her own town. Before night her children were all far away. She begged the trader to tell her where he intended to take them; this he refused to do. How *could* he, when he knew he would sell them, one by one, wherever he could command the highest price? I met that mother in the street, and her wild, haggard face lives to-day in my mind. She wrung her hands in anguish, and exclaimed, "Gone! All gone! Why *don't* God kill me?" I had no words wherewith to comfort her. Instances of this kind are of daily, yea, of hourly occurrence.

1. What was Harriet Jacobs's purpose in writing her autobiography? Whom did she see as her audience?

2. What attitudes and beliefs do the excerpts convey?

Lesson 8

The Nature of Memoirs

Objectives

- To recognize memoirs as forms of autobiography
- To read and analyze several passages from memoirs

Notes to the Teacher

Memoirs are autobiographical in nature, but they generally do not try to tell the entire story of a person's life. Instead, memoirs limit themselves to an event or cluster of events. Because memoirs focus on individuals at particular places and times, they are of considerable historical importance. Memoirs have to do with memories, and those can be quite subjective. Two witnesses of the same event often give quite different descriptions of what happened, and both can be completely sincere and convinced of their accuracy.

In this lesson, students first discuss the nature of memories. They then read and discuss an excerpt from Maxine Hong Kingston's *The Woman Warrior: Memoirs of a Girlhood among Ghosts*, which received the National Book Critics Circle Award for nonfiction in 1976. The book includes legends, family stories, personal memories, and imaginative conjectures in a reflection on tensions involved in growing up a Chinese-American woman. Students then read an excerpt from Mitch Albom's *Tuesdays with Morrie*, in which the author recalls his early college years and his reunion with a professor suffering from Lou Gehrig's disease.

Procedure

1. Explain that memoirs belong to the general category of autobiography and focus on memories. Ask students to what extent memories are factual. (Memories involve both facts and personal perspectives. The facts are objective, but the perspective is subjective; for this reason, people who share an experience often describe it in quite different ways.)
2. Point out that memoirs are often combinations of informational text and literature. Provide the following examples:
    - Elie Wiesel's *Night* is the powerful story of a young boy's experiences during the Holocaust. The author and his entire Jewish neighborhood were deported from their home to horrors, which Wiesel narrates firsthand.

- *Farewell to Manzanar* (written by Jeanne Wakatsuki Houston and James D. Houston) describes a young Japanese American's experiences in an internment camp during World War II.

3. Explain that people usually write memoirs because of some outstanding experience: injustice, such as in the aforementioned examples; growing up with famous people or in famous places; stressful happenings that relate to others' experiences and can be instructive.
4. Point out that memoirs often relate to the description of America as a "nation of immigrants." What is it like to grow up in America as the son or daughter of immigrants, either legal or illegal, from countries in the Middle East, Asia, Africa, South America, or Central America?
5. Distribute **Handout 20**, and have students complete the exercise.

Suggested Responses

1. Brave Orchid directed all of her energy to keeping the plane in flight. When loved ones go on long trips, people often worry about the possibility of a serious accident and imagine that sheer will power can protect the travelers.
2. The second generation was thoroughly Americanized; Brave Orchid's children were too restless to wait patiently with their mother. This reflects the tension that often develops between first and second generations, one wanting to maintain the old traditions, the other eager to belong in America.
3. For Maxine Hong Kingston and her siblings, Moon Orchid was an emissary from the family's past in China, which seemed in many ways to haunt their present in America.

6. Explain that Mitch Albom achieved fame as a writer, journalist, and news broadcaster. In 1997, he published *Tuesdays with Morrie*, which focuses on his friendship with one of his college teachers. Distribute **Handout 21**, and ask students to complete the exercise.

Suggested Responses

1. Morrie was intelligent and highly educated, but not arrogant; he also singled out Mitch, a young college student, for special attention.
2. The past tense seems to reflect Mitch at the time of the writing in the act of remembering the past, but then he slips easily into present tense as if actually reliving events.
3. When we pull on a rubber band, there is tension as the piece tries to contract. In life, we experience pulls in opposite directions, like Mitch's sense of the tension between his own aspirations and the expectations of others.

7. Assign students to write original memoirs. Point out that many students at first find it difficult to settle on a topic because of a feeling that their lives have been rather ordinary. Distribute **Handout 22**, and ask students to complete it individually. If necessary, provide suggestions to generate ideas.

Suggested Responses

1. Perhaps a great-grandparent immigrated to the United States all alone, leaving the rest of the family behind, and had experiences that have become legendary among his or her descendants.
2. Growing up in a crowded city neighborhood can lead a person to become street-smart and self-reliant. What are the side effects of growing up at military bases? How does being an adopted or foster child affect a person?
3. Possibilities include teachers, coaches, scout leaders, and clergy.
4. Perhaps a beloved pet got hit by a car or a dear relative was diagnosed with cancer.
5. For example, most people discover that it is not realistic to expect to always be treated fairly; the good guys do not always win.
6. Many memoirs have been written by children of famous or notorious people.

Growing Up Chinese American

Directions: Read the background information and the excerpt, and answer the questions.

Maxine Hong Kingston grew up in California, the daughter of Chinese immigrants who were laundry workers. In her book entitled *The Woman Warrior: Memoirs of a Girlhood among Ghosts*, she describes growing up surrounded by traditions and legends her parents brought with them from China.

> When she was about sixty-eight years old, Brave Orchid took a day off to wait at the San Francisco International Airport for the plane that was bringing her sister to the United States. She had not seen Moon Orchid for thirty years. She had begun this waiting at home, getting up a half-hour before Moon Orchid's plane took off in Hong Kong. Brave Orchid would add her will power to the forces that keep an airplane up. Her head hurt with the concentration. The plane had to be light, so no matter how tired she felt, she dared not rest her spirit on a wing but continuously and gently pushed up on the plane's belly. She had already been waiting at the airport for nine hours. She was wakeful.
>
> Next to Brave Orchid sat Moon Orchid's only daughter, who was helping her aunt wait. Brave Orchid had made two of her own children come too because they could drive, but they had been lured away by the magazine racks and the gift shops and coffee shops. Her American children could not sit for very long. They did not understand sitting; they had wandering feet. She hoped they would get back from the pay t.v.'s or the pay toilet or wherever they were spending their money before the plane arrived.[1]

1. For many immigrants, reconnecting with family and friends from home is both important and terrifying. What was Brave Orchid busy doing during the hours of her sister's flight from China?

2. What do the comments about Brave Orchid's children suggest?

3. How can this brief excerpt be connected with the subtitle of the book?

[1]Maxine Hong Kingston, *The Woman Warrior: Memoirs of a Girlhood among Ghosts* (New York: Vintage International, 1976), 113.

An Excerpt from *Tuesdays with Morrie*

Directions: Read the background information and the excerpt, and answer the questions.

In *Tuesdays with Morrie*, Mitch Albom wrote about a college professor whose classes he liked so much that he took all of them. Years later the professor was diagnosed with amyotrophic lateral sclerosis (ALS; also known as Lou Gerhrig's disease), an incurable and debilitating malady, and Albom renewed their friendship. In the following passage, he recalls his college days.

> Before college I did not know the study of human relations could be considered scholarly. Until I met Morrie, I did not believe it.
>
> But his passion for books is real and contagious. We begin to talk seriously sometimes, after class, when the room has emptied. He asks me questions about my life, then quotes lines from Erich Fromm, Martin Buber, Erik Erikson. Often he defers to their words, footnoting his own advice, even though he obviously thought the same things himself. It is at these times that I realize he is indeed a professor, not an uncle. One afternoon, I am complaining about the confusion of my age, what is expected of me versus what I want for myself.
>
> "Have I told you about the tension of opposites?" he says.
>
> The tension of opposites?
>
> "Life is a series of pulls back and forth. You want to do one thing, but you are bound to do something else. Something hurts you, yet you know it shouldn't. You take certain things for granted, even when you know you should never take anything for granted.
>
> "A tension of opposites, like a pull on a rubber band. And most of us live somewhere in the middle."[1]

1. Many people emphasize the importance of acquiring a wise mentor at points during our journey through life. What qualities drew Mitch Albom to choose Morrie as a college mentor?

2. Notice the shifts in verb tenses. Are these accidental or purposeful?

3. Explain the simile involving a rubber band. Have you ever experienced the tension of opposites?

[1]Mitch Albom, *Tuesdays with Morrie* (New York: Doubleday, 1997), 39.

Writing an Original Memoir

Directions: Use the following questions to generate some ideas for memoir topics.

1. Who is the most interesting person in your family history? What do you know about him or her? Why do you find the person interesting?

2. In what kind of a neighborhood did you spend your early childhood years? How did that neighborhood affect your life?

3. What adults have played mentor roles in your life? Why did you select those individuals to help make you the person you are?

4. When did you have to confront the facts of suffering and death as part of life? How did that experience affect you?

5. Disillusionment occurs when we understand that something we once believed is simply not true. This is a painful experience but also an important part of growing to maturity. When have you felt disillusioned?

6. Have you ever spent time in the company of a famous or an infamous person? Describe what happened and your thoughts and feelings during the encounter.

Lesson 9

Focus on Primary Sources

Objectives

- To recognize letters and diaries as nonfiction writing
- To understand the importance of primary sources to writers of history and biography
- To analyze several short pieces of writing

Notes to the Teacher

Letters, journals, and diaries are related to autobiographies and memoirs. A main difference is that the person writing a letter or a diary entry often does not think in terms of publication. Grammatical correctness may not be a top priority, and both abbreviations and code words may be used. For biographers, letters and other informal writings are extremely important primary sources; a discovery of long-lost Civil War letters can motivate a book with a new slant on the experience of that conflict. These sources are easily lost, as people tend to dispose of letters once they have read them, and materials that were precious to one generation may seem like worthless paperwork to another.

In this lesson, students consider the value of these kinds of writing to researchers. Many books have been filled with generalizations about life in colonial America, for example, but hitherto undiscovered letters among young married women in New England could call into question many commonly accepted generalizations. Students first look at a letter written by Abigail Adams to her husband during the Revolutionary period. They then consider an excerpt from the Lewis and Clark journals regarding their journey exploring land west of the Mississippi River. Finally, students read and discuss a letter from Jackie Robinson to President Dwight D. Eisenhower. Students also write business letters regarding an issue of local importance.

Procedure

1. Point out that people do a lot of writing that has little or nothing to do with publication. Just about everybody sends letters and e-mails; police officers write lists of suspects, and doctors record symptoms; people in business write journal accounts of meetings and plans. These writings are also forms of nonfiction.

2. Ask students what happened July 4, 1776. (Annual Fourth of July celebrations commemorate the Declaration of Independence and colonial determination to terminate British control.) Explain that the Revolutionary War was already in process at this time, so militiamen and officers were away from their families. John Adams, the second president of the United States, was one of those men; during that time, he and his wife, Abigail Adams, maintained a steady correspondence that today is an important source of information about the history of the period.
3. Distribute **Handout 23**, and have a volunteer read the letter aloud. Explain that Braintree was the home of the Adams family. Abigail Adams used "Portia" as a pen name, an allusion to the legendary wife of Brutus and perhaps to the heroine of William Shakespeare's *The Merchant of Venice*. (This use of a pen name tends to confuse students; you may want to use an example of a young person signing a letter "Romeo" or "Juliet" as an expression of love.) Conduct a discussion based on the questions.

Suggested Responses

1. The paragraphs focus on the loneliness that resulted from John Adams being away for extended periods, a feeling Abigail Adams tried, perhaps unsuccessfully, to suppress.
2. People often visualize women of the 1700s as docile and content with subservient roles. It is clear that Abigail Adams, and probably other women of her time as well, did not subscribe to the idea of the subordinate role of women and men's complete control.
3. Abigail Adams meant that the well-being of all of the people in the colonies depended on the health of the state as a whole, and she was dissatisfied with the current government. She suggested what the Declaration of Independence did a few months later, a statement to the world explaining the actions of the colonies in seeking independence from England.
4. She recognized her husband's concern about the children's well-being and said that they would be better off if their father were also present.
5. The addendum focuses on facts, including the successful capture of British ships by the colonists. Abigail Adams seems to have been attentive to the political situations around her.
6. As people and events fade into the past, history tends to become flattened and to lose its depth of human complexity. Letters like this one help to prevent oversimplification.

4. Point out that journals and diaries are also forms of nonfiction and are important ways of learning about people and events in the past. Explain that President Thomas Jefferson sent a team to explore the land west of the Mississippi early in the nineteenth century and that those men kept a comprehensive journal of their day-to-day experiences as they made their way to the Pacific Ocean and back. Distribute **Handout 24**, and ask small groups to read the excerpts and discuss the questions.

   Suggested Responses

   1. The trip was a long and physically taxing one, with dangerous terrain and magnificent sights. The explorers were treading into uncharted territory and had to make their own way and take risks. (Note: Only one member of the expedition died during the journey, probably from a ruptured appendix.)
   2. Captain Lewis was able to keep a calm mind and a practical manner during emergencies. He did not panic.
   3. No doubt the expedition was a great adventure, but the men were ready to return to the comforts of civilization, family, and friends. They were probably very tired.
   4. We still have individuals like the people on the expedition today—those who hike the Appalachian Trail, climb high mountains, and explore deep into caves, for example.
   5. The journals reveal much about western geography and native flora and fauna. Other entries demonstrate the expedition's ability to work harmoniously with indigenous people.

5. Point out that the value of these nonfiction pieces is not confined to centuries ago. Distribute **Handout 25**, and ask a volunteer to read the letter aloud. Ask students to voice their immediate responses to the letter. (Jackie Robinson was a few years ahead of his time in voicing a determination to attain rights that should have been a product of the Emancipation Proclamation nearly a century earlier. The letter has a clear purpose from which it does not sway.)
6. Remind students that awareness of both purpose and audience is essential to effective writing. Ask the following questions:
   - What attitude does the letter express to the audience, President Eisenhower? (The letter is completely respectful but refuses to be obsequious.)
   - What is the letter's purpose? (Robinson wanted to convince President Eisenhower that the solution to racial bigotry was not more patience on the part of the victims.)

- What are some particularly effective choices of diction in the letter? (Among the possibilities are the following: "the most patient of all people"; "the hearts of men to change"; "unwittingly crush the spirit"; "the freedom we are entitled to.")

7. Point out that Jackie Robinson was in a situation (hearing a speech) which made him realize he had something to say to the president of the United States. Robinson had broken the color barrier in American baseball, and he wanted other African Americans to transcend color barriers. Ask students to brainstorm local issues about which they have strong opinions (e.g., curfews, a no-campfires rule on a public beach, a store's refusal to hire clerks under the age of twenty-one, the difficulty college graduates have finding jobs). Assign them to write business letters to appropriate authorities regarding specific issues. If necessary, review business letter format, which is described at numerous Web sites.

A Letter from Abigail Adams to Her Husband

Directions: Read the following letter, which dates back to the Revolutionary War, and answer the questions.

Braintree, 7 May, 1776.

How many are the solitary hours I spend, ruminating upon the past, and anticipating the future, whilst you, overwhelmed with the cares of state, have but a few moments you can devote to any individual.

All domestic pleasures and enjoyments are absorbed in the great and important duty you owe your country, "for our country is, as it were, a secondary god, and the first and greatest parent. It is to be preferred to parents, wives, children, friends, and all things, the gods only excepted; for, if our country perishes, it is as impossible to save an individual, as to preserve one of the fingers of a mortified hand." Thus do I suppress every wish, and silence every murmur, acquiescing in a painful separation from the companion of my youth, and the friend of my heart.

I believe 't is near ten days since I wrote you a line. I have not felt in a humor to entertain you if I had taken up my pen. Perhaps some unbecoming invective might have fallen from it. The eyes of our rulers have been closed, and a lethargy has seized almost every member. I fear a fatal security has taken possession of them. Whilst the building is in flames, they tremble at the expense of water to quench it. In short, two months have elapsed since the evacuation of Boston, and very little has been done in that time to secure it, or the harbour, from future invasion. The people are all in a flame, and no one among us, that I have heard of, even mentions expense. They think, universally, that there has been an amazing neglect somewhere. Many have turned out as volunteers to work upon Noddle's Island, and many more would go upon Nantasket, if the business was once set on foot. "'T is a maxim of state, that power and liberty are like heat and moisture. Where they are well mixed, every thing prospers; where they are single, they are destructive."

A government of more stability is much wanted in this colony, and they are ready to receive it from the hands of the Congress. And since I have begun with maxims of state, I will add another, namely, that a people may let a king fall, yet still remain a people; but, if a king let his people slip from him, he is no longer a king. And as this is most certainly our case, why not proclaim to the world, in decisive terms, your own importance?

Shall we not be despised by foreign powers, for hesitating so long at a word?

I cannot say, that I think you are very generous to the ladies; for, whilst you are proclaiming peace and good-will to men, emancipating all nations, you insist upon retaining an absolute power over wives. But you must remember, that arbitrary power is like most other things which are very hard, very liable to be broken; and, notwithstanding all your wise laws and maxims, we have it in our power, not only to free ourselves, but to subdue our masters, and, without violence, throw both your natural and legal authority at our feet;—

"Charm by accepting, by submitting sway,
Yet have our humor most when we obey."

I thank you for several letters which I have received since I wrote last; they alleviate a tedious absence, and I long earnestly for a Saturday evening, and experience a similar pleasure to that which I used to find in the return of my friend upon that day after a week's absence. The idea of a year dissolves all my philosophy.

Our little ones, whom you so often recommend to my care and instruction, shall not be deficient in virtue or probity, if the precepts of a mother have their desired effect; but they would be doubly enforced, could they be indulged with the example of a father alternately before them. I often point them to their sire,

"engaged in a corrupted state,
Wrestling with vice and faction."

9 May.

I designed to have finished the sheet, but, an opportunity offering, I close, only just informing you that, May the 7th, our privateers took two prizes in the bay, in fair sight of the man-of-war; one, a brig from Ireland; the other from Fayal, loaded with wine, brandy, &c.; the other with beef, &c. The wind was east, and a flood tide, so that the tenders could not get out, though they tried several times; the lighthouse fired signal guns, but all would not do. They took them in triumph, and carried them into Lynn.

Pray be kind enough to remember me at all times, and write, as often as you possibly can, to your

PORTIA.

1. What is the main focus of the first few paragraphs?

2. What does the letter reveal about attitudes toward women during the Revolutionary period?

3. What did Abigail Adams mean by the reference to "the fingers of a mortified hand"?

4. While John Adams was away, his wife was responsible for all parenting tasks. What does she say about that?

5. What does the addendum written a few days later reveal?

6. How do letters like this one benefit the work of historians?

Journal Writings of the Lewis and Clark Expedition

Directions: President Thomas Jefferson sent the expedition led by Meriwether Lewis and William Clark to explore the land west of the Mississippi River all the way to the Pacific Ocean. On the way, the expedition members made daily journal writings to record their experiences. Read the following excerpts, all written by Lewis, and answer the questions.

Friday June 7th 1805

. . . In passing along the face of one of these bluffs today I sliped at a narrow pass of about 30 yards in length and but for a quick and fortunate recovery by means of my espontoon I should been precipitated into the river down a craggy pricipice of about ninety feet. I had scarcely reached a place on which I could stand with tolerable safety even with the assistance of my espontoon before I heard a voice behind me cry out god god Capt. What shall I do on turning about I found it was Windsor who had sliped and fallen about the center of this narrow pass and was lying prostrate on his belley, with his <one> wright hand arm and leg over the precipice while he was holding on with the left arm and foot as well as he could which appeared to be with much difficulty. I discovered his danger and the trepedation which he was in gave me still further concern for I expected every instant to see him loose his strength and slip off; altho' much allarmed at his situation I disguised my feelings and spoke very calmly to him and assured him that he was in no kind of danger, to take the knife out of his belt begind him with his wright hand and dig a hole with it in the face of the bank to receive his wright foot which he did and then raised himself to his knees; I then directed him to take off his mockersons and to come forward on his hands and knees holding the knife in one hand and the gun in the other. This he happily effected and escaped. . . .

Thursday June 13th 1805

I did not however loose my direction to this point which soon began to make a roaring too tremendious to be mistaken for any cause short of the great falls of the Missouri. here I arrived about 12 OClock having traveled by estimate about 15 Miles. I hurryed down the hill which was about 200 feet high and difficult of access, to gaze on this sublimely grand specticle. I took my position on the top of some rocks about 20 feet high opposite the center of the falls. this chain of rocks appear once to have formed a part of those over which the waters tumbled, but in the course of time has been seperated from it to the distance of 150 yards lying prarrallel to it and forming a butment against which the water after falling over the precipice beats with great fury; this barrier extends on the right to the perpendicular clift which forms that board [bound? border?] of the river but to the distance of 120 yards next to the clift it is but a few feet above the level of the water, and here the water in very high tides appears to pass in a channel of 40 yds. next to the higher part of the ledg of rocks; on the left it extends within 80 or ninty yards of the lard. Clift which is also perpendicular; between this abrupt extremity of the ledge of rocks and the perpendicular bluff the whole body of water passes with incredible swiftness. immediately at the cascade the river is about 300 yds. wide; about ninty or a hundred yards of this next the Lard. bluff is a smoth even sheet of water falling over a precipice of at least eighty feet, the remaining part of about 200 yards on my right formes the grandest sight I ever beheld, the hight of the fall is the same of the other but the irregular and somewhat projecting rocks below receives the water in it's passage down and brakes it into a perfect white foam which assumes a thousand forms in a moment sometimes flying up in jets of sparkling foam to the hight of fifteen or twenty feet and are scarcely formed before large roling bodies of the same beaten and foaming water is thrown over and conceals them. in short the rocks seem to be most happily fixed to present a sheet of the

whitest beaten froath for 200 yards in length and about 80 feet perpendicular. the water after decending strikes against the butment before mentioned or that on which I stand and seems to reverberate and being met by the more impetuous courant they role and swell into half formed billows of great hight which rise and again disappear in an instant. . . .

Thursday September 19th 1805

The country is thickly covered with a very heavy growth of pine of which I have ennumerated 8 distinct species. after leaving the ridge we asscended and decended several steep mountains in the distance of 6 miles further when we struck a Creek about 15 yards wide. our course being S. 35 W. we continued our rout 6 miles along the side of this creek upwards passing 2 of it's branches which flowed in from the N. 1st at the place we struck the creek and the other 3 miles further. the road was excessively dangerous along this creek being a narow rockey path generally on the side of steep precipice, from which in many places if ether man or horse were precipitated they would inevitably be dashed in pieces. Fraziers horse fell from this road in the evening, and roled with his load near a hundred yards into the Creek. we all expected that the horse was killed but to our astonishment when the load was taken off him he arose to his feet & appeared to be but little injured, in 20 minutes he proceeded with his load. this was the most wonderfull escape I ever witnessed, the hill down which he roled was almost perpendicular and broken by large irregular and broken rocks. . . .

Fort Clatsop 1806
January 1st Tuesday

This morning I was awoke at an early hour by the discharge of a volley of small arms, which were fired by our party in front of our quarters to usher in the new year; this was the only mark of rispect which we had it in our power to pay this celebrated day. our repast of this day tho' better than that of Christmass, consisted principally in the anticipation of the 1st day of January 1807, when in the bosom of our friends we hope to participate in the mirth and hilarity of the day, and when the zest given by the recollection of the present, we shall completely, both mentally and corporally, enjoy the repast which the hand of civilization has prepared for us. at present we were content with eating our boiled Elk and wappetoe, and solacing our thirst with our only beverage *pure water. . . .*

1. The Lewis and Clark expedition explored something that no longer exists—an American West untouched by white settlers. What do the excerpts reveal about the explorers' experiences?

2. How would you describe Captain Lewis's responses in the face of danger?

3. What feelings are reflected in the entry for January 1, 1806?

4. Would you have liked to have been a member of the Lewis and Clark expedition? Why or why not?

5. What benefits do scholars of American history and culture derive from reading and discussing the Lewis and Clark journals?

Jackie Robinson Speaks Out

Directions: Jackie Robinson, the first African-American major league baseball player, wrote the following letter to President Dwight D. Eisenhower during the decade prior to the civil rights revolution led by people like Dr. Martin Luther King Jr. Read the letter, and make note of the writer's audience, purpose, and attitudes. The spelling and punctuation are exactly as Robinson wrote them.

May 13, 1958

The President
The White House
Washington, D.C.

My dear Mr. President:

I was sitting in the audience at the Summit Meeting of Negro Leaders yesterday when you said we must have patience. On hearing you say this, I felt like standing up and saying, "Oh no! Not again."

I respectfully remind you sir, that we have been the most patient of all people. When you said we must have self-respect, I wondered how we could have self-respect and remain patient considering the treatment accorded us through the years.

17 million Negroes cannot do as you suggest and wait for the hearts of men to change. We want to enjoy now the rights that we feel we are entitled to as Americans. This we cannot do unless we pursue aggressively goals which all other Americans achieved over 150 years ago.

As the chief executive of our nation, I respectfully suggest that you unwittingly crush the spirit of freedom in Negroes by constantly urging forbearance and give hope to those pro-segregation leaders like Governor Faubus who would take from us even those freedoms we now enjoy. Your own experience with Governor Faubus is proof enough that forbearance and not eventual integration is the goal the pro-segregation leaders seek.

In my view, an unequivocal statement backed up by action such as you demonstrated you could take last fall in dealing with Governor Faubus if it became necessary, would let it be known that America is determined to provide—in the near future—for Negroes—the freedoms we are entitled to under the constitution.

Respectfully yours,

(Signed)

Jackie Robinson

Lesson 10

The Work of Historiographers

Objectives

- To understand historical writing as a form of nonfiction primarily concerned with cause-effect connections
- To recognize that historiographers can concern themselves with very broad topics such as the history of Egypt or with more narrow ones such as the Great Depression or the development of coal mining in the United States

Notes to the Teacher

Students are certainly acquainted with history textbooks, which focus on major events, the connections among them, and the persons involved. History involves politics, economics, culture, religion, philosophy, and technological development. Historians need a broad and deep knowledge of their subject matter, and they are always looking for new evidence that generates revisionist approaches. For students, who often write reports based on very limited research, the concept of being a real expert is often a new one.

This lesson suggests that you begin by showing students a video of a reenactment of a battle during the American Civil War; you can easily find one on the Internet. Students then discuss how the people planning the reenactment knew what to do and recognize the need for comprehensive knowledge of the battle itself and the men involved in it.

Next, students work in groups to discover types of information needed to develop histories based on a variety of topics. Finally, they look at an excerpt from a book about coal miners in Kentucky during the Great Depression. You will find it useful to bring to class a variety of books that belong to the classification of history. Students will find it helpful to have access to the Internet.

Procedure

1. Tell students that historiographers write nonfiction, and present a variety of examples of their works. Emphasize that people who write history, like all nonfiction writers, cannot just make things up. They have to do careful research and admit instances when some facts appear to be unavailable.

2. Show students a video of a Civil War battle reenactment, and emphasize that it is a reenactment of an actual war, not a fiction. Ask students how the people who planned the reenactment knew what to include. (They had to research military records, news accounts from the 1860s, leaders on both the Union and the Confederate side, and eyewitness accounts.)
3. Divide the class into six groups, and assign each group one of the following topics: India's acquisition of independence from England; the attack on Pearl Harbor during World War II; women's acquisition of the right to vote; the dissolution of the Soviet Union; the roles of Quakers in U.S. history; events at Kent State University in 1970. Explain that their task is not to write histories but to discuss what information they would need and what sources they would have to consult if they were going to write those histories.
4. Have groups present information to the class, and point out that historiographers are concerned with the same questions journalists use: Who? What? Where? When? Why? How? Examples of questions for the various topics include the following:
    - How did India get to be part of the British Empire? What was India's previous political structure? What role did Gandhi play? Why was Pakistan separated from India and made into a separate nation?
    - Who were the Allied and Axis Powers? Why did Japan decide to attack Pearl Harbor? How much damage was done by the attack? How did President Franklin D. Roosevelt respond? How did the attack affect the American public?
    - What are the roots of the movement toward women's suffrage in the United States and in other countries? What was the rationale of people opposed to it? What political figures and discussions were involved in passing the Nineteenth Amendment?
    - Who are Quakers, and what do they believe? When and how did they come to the United States? What roles have they played at various key points in history? Who are some famous Quakers?
    - Why did Russia form the Soviet Union? What other countries were affected? How does a communist government function? When and why did the Soviet Union collapse?
    - Where is Kent State University, and what happened there in 1970? Why did college students demonstrate against U.S. involvement in the Vietnam War? Why did the National Guard intervene? Who were killed and injured? How did the rest of the nation react?

5. Distribute **Handout 26**, and ask small groups to collaborate to answer the questions.

Suggested Responses

1. Coal is a fossil fuel, which means that it is not a renewable resource. It is highly combustible, and it is found in many places, especially mountainous areas, of the United States and elsewhere.
2. During the Revolutionary War, coal was essential for ammunition for weaponry.
3. For ordinary families, coal was an inexpensive source of heat.
4. Because trains used coal as fuel, the demand for coal rose steeply, making coal mining a profitable business.
5. Coal mine owners and operators fiercely opposed unionization. In some areas, United Mine Workers succeeded in unionization and negotiated on behalf of workers; in others, the miners themselves resisted unionization, often because of fear of retaliation by management.
6. The nonunionized workers went on a strike that led to violence and the death of some people, eventually leading the governor of Kentucky to call in the National Guard.
7. The Great Depression resulted in widespread unemployment and poverty. For many people, especially in the lower economic classes, this was a desperate time.
8. The coal miners worked in dark and dangerous conditions and generally lived with their families in small houses near the mines.

6. Distribute **Handout 27**, and ask students to read the excerpt and complete the exercise. Follow with whole-class discussion. Be sure to include the following key points of information:
   - In the 1920s, most of the Harlan miners, having come from hardscrabble farms, were financially better off than ever before.
   - The miners knew that management hated the idea of unionization and that efforts to unionize would lead to unemployment, eviction of their families, and blacklisting.
   - The miners were very independent and not prone to seek membership in groups such as unions.
   - Working in the mines meant that the families did not experience the isolation of life on small and impoverished farms.
   - The miners had no knowledge of the effects of supply and demand relationships.

- The Great Depression brought hardships that changed the miners' attitudes toward labor unions.

7. Ask students what they know about the status of coal mining today. (There are still working coal mines, and some electrical utility companies are still based on fossil fuels; however, for many, nuclear energy has prevailed, along with its attendant risks.)

The Role of Coal in U.S. History

Directions: Use the Internet or print sources to answer the following questions.

1. What is coal? Where is it found?

2. What role did coal play during the Revolutionary War?

3. What uses did ordinary families make of coal?

4. How did the railroad industry affect coal mining?

5. How did the evolution of labor unions affect coal mining?

6. What happened at the coal mines in Harlan County, Kentucky, in 1931?

7. What was going on in the nation as a whole at that time?

8. In what conditions did coal miners in Kentucky and elsewhere live and work?

Harlan County, Kentucky, 1931

Directions: Read the following excerpt from John W. Hevener's *Which Side Are You On?* Summarize the most important points in this paragraph from a book about coal miners in Kentucky.

> During the 1920s, Harlan miners generally prospered. While daily wages and working conditions gradually eroded, running time and annual earnings increased. At the same time, the almost certain prospect of discharge, eviction, and blacklisting in retaliation for union activity acted as a powerful deterrent to organization. Many earlier unionists were disillusioned with the union's response to the post–World War I situation. Reinforcing this was the psychology of the typical Harlan miner. A first-generation industrial worker drawn from the impoverished hillside farms of the surrounding region, he possessed a fiercely independent spirit and had not yet accepted the idea of permanent working-class status. The new housing and bustling activity of the coal camp was superior to the isolated mountain cabin he had fled. His desertion of a hillside farm had decidedly enhanced his economic fortune. Economically unsophisticated, he could not comprehend that increased production of cheap southern coal would glut the already saturated coal market, undermine union strength in the North, hasten the depression of the entire coal industry, and ultimately bring unemployment and substandard wages home to Harlan. Not until he experienced firsthand the impact of the Great Depression with deteriorating work conditions, inadequate wages, and severe unemployment resulting from economic forces beyond the control of either himself or his paternalistic employer would the Harlan County miner be prepared to join the union.[1]

[1]John W. Hevener, *Which Side Are You On?: The Harlan County Coal Miners, 1931–39* (Urbana: University of Illinois Press, 2002), 9–10.

Lesson 11

The Nature of Propaganda

Objective

- To understand the nature and purposes of propaganda

Notes to the Teacher

The word *propaganda* has negative connotations, but propaganda in itself is not bad. Its purpose, however, is not so much to inform as to persuade or convince. It focuses not on objective facts but on moving us to particular actions. In achieving its goals, propaganda tends to emphasize emotions and distort truth. We encounter propaganda every day through advertising and politics. An informed audience strives not to be gullible but to recognize propaganda and its typical devices.

This lesson focuses on recognizing propaganda and on distinguishing it from exposition. Students then examine a short section from Thomas Paine's *The Crisis,* which is clearly a form of propaganda as Paine aimed to move his fellow colonists to support the idea of freedom from England's control. His goal was not so much manipulation as to convince readers to agree with the convictions he held so dear. In this, he was more like a preacher than a journalist.

Prior to the lesson, ask students to bring to class advertisements that they find appealing and convincing.

Procedure

1. Ask small groups to meet to share the advertisements they chose. Then ask groups to choose one example to share with the entire class. For each, conduct a discussion based on the following questions:
   - What product is advertised? What other products constitute the competition? Are there actually significant differences between the product and the competition?
   - What about the ad is particularly attractive or appealing? Is it a pretty face or an attractive body? bright colors? clever words?
   - What is the purpose of the ad? What was the writer trying to persuade the audience to do?
2. Explain that advertisements are one form of propaganda, and define the term. (Propaganda is communication intended to convince the audience to think or act in a specific way; propaganda presents only the facts that support its purpose and usually capitalizes on emotion more than on logic. In contrast, exposition aims to inform the audience.)

3. Distribute **Handout 28**, and ask students to complete the exercise.

Suggested Responses

1. This expository piece presents facts about the development of an inoculation to prevent polio. It does not try to endorse either vaccine; it does not even try to endorse being vaccinated. There are no propaganda elements.
2. This is pure propaganda, providing many generalizations in an effort to stir up the audience's emotions and garner votes for Democratic candidates. There is nothing evil about it, but one feels that the opponents could produce a refutation with similar emotional appeals with ease.
3. This piece is exposition; it clearly praises the effects of the construction of the tunnel, but it is based on rational, not emotional, support. It also acknowledges that drivers who want the scenic view can take the route over the mountain, but most drivers probably feel that they see plenty of mountainsides and peaks elsewhere on the highway.

4. Distribute **Handout 29**, and have students complete the exercise. When they have finished, ask the following questions:
   - Whom did Paine see as his audience? (He was addressing others living in the colonies.)
   - What was his purpose? (He clearly supported independence from England.)
   - Did he try to deceive readers? (He was direct about his beliefs, and he used emotional language to try to move readers to agree with him.)
5. Ask students to identify elements of exposition and propaganda in the excerpt. (The piece was not really intended to inform, since the audience already knew the facts. The times were difficult; perhaps the decision for independence should have been made sooner; the success of the movement for independence was not totally in the people's control. Propaganda elements include emotionally charged words and phrases: "summer soldier"; "sunshine patriot"; "tyranny"; "freedom"; "perish"; "a common murderer, a highwayman, or a house-breaker."

Exposition or Propaganda?

Directions: Read the paragraphs, and decide whether they are exposition or propaganda. Do they use logic and facts to inform audiences, or do they stress emotions to lead audiences to particular courses of action?

1. The development of the polio vaccine in use today represents a remarkable example of cooperation between American and Russian scientists in spite of the Cold War. During the early 1950s, polio was reaching epidemic status, and researchers worked feverishly for ways to prevent it. Dr. Jonas Salk developed the first effective polio vaccine, which was administered widely throughout the United States. Another researcher, Dr. Albert Sabin, also worked on a vaccine, but one based on a live virus, in contrast to the dead virus used by Salk. Because so many Americans had already been inoculated with the Salk vaccine, it was necessary to look elsewhere to test the one developed by Sabin. By summer 1960, fifteen million Soviet men, women, and children received the inoculation. The results led to the general conclusion that the Sabin vaccine is the one with superior results, and it is the one in use in the United States today, although some countries, preferring the use of a dead virus, still use the Salk vaccine.

2. The Democratic Party has always been the one to stand up for working-class people, not just for a few wealthy families who have all of the advantages money can buy. Our opponents, on the other hand, want to increase taxes on the middle class and decrease taxes on owners of large businesses—the very people who can actually afford to pay more. The bottom line is that we want to help you, while they just want to help themselves to more. Isn't it clear what side you should be on in the next election?

3. Before the construction of the East River Mountain Tunnel on Interstate 77, right at the juncture of West Virginia and Virginia, motorists had to drive a hazardous trip up one side of the mountain and down the other. The road was neither wide nor straight, and it was sometimes closed because of heavy rain, snow, or fog, leaving people stranded. The tunnel, less than two miles long, saves hours of driving time, although it is admittedly far less scenic than the winding mountainside road and the view from the peak. For most travelers, the tunnel is the best way to make the journey south toward the Carolinas.

Thomas Paine and the American Revolution

Directions: On December 23, 1776, Thomas Paine published a pamphlet entitled *The Crisis* in which he focused on the importance of the war for American independence. Read the first three paragraphs, and identify uses of exposition and propaganda.

> These are the times that try men's souls. The summer soldier and the sunshine patriot will, in this crisis, shrink from the service of their country; but he that stands by it now, deserves the love and thanks of man and woman. Tyranny, like hell, is not easily conquered; yet we have this consolation with us, that the harder the conflict, the more glorious the triumph. What we obtain too cheap, we esteem too lightly: it is dearness only that gives every thing its value. Heaven knows how to put a proper price upon its goods; and it would be strange indeed if so celestial an article as FREEDOM should not be highly rated. Britain, with an army to enforce her tyranny, has declared that she has a right (not only to TAX) but "to BIND us in ALL CASES WHATSOEVER" and if being bound in that manner, is not slavery, then is there not such a thing as slavery upon earth. Even the expression is impious; for so unlimited a power can belong only to God.
>
> Whether the independence of the continent was declared too soon, or delayed too long, I will not now enter into as an argument; my own simple opinion is, that had it been eight months earlier, it would have been much better. We did not make a proper use of last winter, neither could we, while we were in a dependent state. However, the fault, if it were one, was all our own; we have none to blame but ourselves. But no great deal is lost yet. All that Howe has been doing for this month past, is rather a ravage than a conquest, which the spirit of the Jerseys, a year ago, would have quickly repulsed, and which time and a little resolution will soon recover.
>
> I have as little superstition in me as any man living, but my secret opinion has ever been, and still is, that God Almighty will not give up a people to military destruction, or leave them unsupportedly to perish, who have so earnestly and so repeatedly sought to avoid the calamities of war, by every decent method which wisdom could invent. Neither have I so much of the infidel in me, as to suppose that He has relinquished the government of the world, and given us up to the care of devils; and as I do not, I cannot see on what grounds the king of Britain can look up to heaven for help against us: a common murderer, a highwayman, or a house-breaker, has as good a pretence as he.

Lesson 12

Propaganda Devices

Objectives

- To recognize frequently used propaganda devices
- To understand the logical flaws inherent in these devices

Notes to the Teacher

The central fact about propaganda devices is that they do not rely on facts and logic. Instead, they attempt to manipulate the audience's emotions toward a particular idea or action. Most people recognize that advertising is a form of propaganda; after all, we do not expect ads for Chevrolet or Ford to include the assets of Toyota vehicles. In other situations, propaganda can be subtle, seductive, and even dangerous.

In 1937, the Institute for Propaganda Analysis was established with a goal of fostering critical thinking and helping Americans to recognize propaganda. The institute lasted for only five years, but its publications, including its identification of propaganda devices, established the basic elements of propaganda analysis still used today.

This lesson emphasizes logical thinking, both inductive and deductive, and introduces students to a number of common propaganda devices. Students then work in small groups to create original examples and to find examples in ads on the Internet.

Procedure

1. Review the nature of propaganda, and ask students to define the term *logic* (reasoning, using one's mind, rationality). If students have taken geometry, point out that it is based solidly on deduction; general rules lead to conclusions about lines and angles.
2. Distribute **Handout 30**, and ask students to read the information. Then base a discussion on the questions.

Suggested Responses

1. Deduction and induction are both logical modes of thinking, but they go in different directions, one from the general to the specifics, the other from specifics to generalities.
2. Scientific reasoning points out the importance of both kinds of thinking. Scientists observe specific examples and make a hypothesis (induction). They then apply the

hypothesis to additional specific examples (deduction). If the new examples support the generalization, there is no need to change it; however, if the new examples contradict the hypothesis, it is necessary to adapt it or come up with a totally new generalization.

3. Provide an example that demonstrates the hand-in-hand relationship between induction and deduction. (For example, based on five days of commuting, Carole concludes that her drive to work takes thirty minutes. This works just fine until one sleety morning when traffic is very slow, and she arrives fifteen minutes late. Another day, a major accident blocks access to the highway and she has to use a maze of residential roads to reach her destination. The original generalization has to be modified to state that in ordinary circumstances the commute requires thirty minutes.)
4. Explain that propaganda usually includes some facts and logic, but it relies primarily on emotion and sometimes even distorts the facts because the main goal is to convince (not to inform) the audience.
5. Distribute **Handout 31**, and review the propaganda devices with the students. Ask students to suggest other examples. Share the following examples if you wish:

   Bad names/glad names—City police used Gestapo techniques to stop the demonstration.

   Bandwagon—Join the generation that never stops texting!

   Card-stacking—A representative mentions all of the good points of his company's cell phone service but not the fact that the contract ties customers down for five years.

   Glittering generalities—Vote Republican, and restore the ideals that made this country great!

   Plain folks—My granddaddy got up every morning at 5:00, and he worked hard to support his family, just like you do for yours.

   Snob appeal—Why settle for second best?

   Testimonial—A local radio celebrity raves about the new windows installed in her house.

   Transfer—She is the Aretha Franklin of country music.
6. Divide the class into small groups. Instruct groups to select two of the propaganda devices described on the handout, to write an original example of each, and to find an example of each in an ad on the Internet. When groups have finished, have them share both original and professional examples with the class as a whole.

7. Divide the class into eight small groups, assign each group one of the propaganda devices, and provide art materials. Assign groups to list and define the propaganda devices and to include the best examples generated or found by the class as a whole. When groups have finished, mount results around the classroom as reminders of the nature and tools of propaganda.

Inductive and Deductive Thinking

Directions: Read the information, and answer the questions.

Deductive thinking proceeds from generalities to specifics. Here are several examples:

- All freshmen at North High School take algebra. Taylor is a North freshman. Therefore, Taylor must take algebra.
- It takes thirty minutes for Carole to get to the office where she works. Tomorrow morning she has a meeting at 9:00. This means that tomorrow morning she should leave home before 8:30.
- All fruits grow on bushes or trees. Lemons are fruits, so lemons must grow on bushes or trees.

Inductive thinking goes in the opposite direction, from specifics to generalizations. Here are some examples:

- A prospective student visiting North High School ate lunch with a large group of freshmen, all of whom said they were in algebra classes. The visitor concluded that all freshmen at the school registered to take algebra.
- When Carole drove to work for her first day on the job, she noticed that the trip took thirty minutes. She noticed the same thing each of the next four days. She concluded that she needed to allow thirty minutes to arrive at work on time.
- In a botany class, Steve observed that figs, lemons, oranges, apples, pears, and blueberries are all fruits, and they all grow on trees or bushes. Steve concluded that all fruits grow on trees or bushes.

1. What is the relationship between deductive and inductive reasoning?

2. Why does logical reasoning require us to use both induction and deduction?

Propaganda Devices

Directions: Read the following information about frequently used propaganda devices.

1. *Bad names/glad names*—the use of words with powerful negative or positive connotations

   Example Mr. Jones, the supervisor, is a bully and a tyrant.

2. *Bandwagon*—language that capitalizes on popular appeal and invites us to do what everybody else is doing

   Example An election headquarters representative asserts that 80 percent of voters agree that it is time for a change in the governor's mansion.

3. *Card-stacking*—providing only the information that persuades the audience to adopt a particular point of view; leaving out data supporting a different view

   Example A campaign ad fails to mention that a candidate was once charged with petty larceny.

4. *Glittering generalities*—making promises that sound wonderful, but providing no supporting evidence

   Example Joe Smith is the candidate who will make the changes we so desperately need.

5. *Plain folks*—the speaker's use of a folksy manner that suggests he or she is just like other ordinary people

   Example Speaking about the competition, someone says, "If you're anything like me, you know that just is not true."

6. *Snob appeal*—use of language that invites us to feel special or superior to just about everyone else or to belong to a small and special elite

   Example No one deserves a day at a spa as much as you do!

7. *Testimonial*—the use of a respected person or group as a spokesperson for a particular product or idea

   Example A professional athlete endorses one brand of athletic shoes as the best on the market—and the only one he or she ever uses.

8. *Transfer*—a ploy to identify with the values or achievements of another person, group, or organization

   Example A college describes itself as the Harvard of the Midwest.

Lesson 13

The Importance of Denotation and Connotation

Objectives

- To recognize that words have many shades of meaning
- To appreciate the emotional content in word choices

Notes to the Teacher

This lesson focuses attention on the importance of word choices. Students first consider denotation, the dictionary meaning of a word. This sounds fairly simple until we realize that a single word can have multiple denotations. A *base*, for example, can be a side of a triangle, a foundation, military headquarters, a landing spot in baseball, or the opposite of an acid. The same word can also be an adjective meaning *vulgar* or *low*, and it can function as a verb: we must base our decision on the facts. A writer or speaker can add impact by capitalizing on multiple denotations.

Connotations are equally important and can sometimes be subtle. These are the emotional meanings connected with words and tend to be subjective. Speakers and writers cannot ignore the impact of connotations or issues of political correctness. Often, there are shades of prestige, desirability, or appeal. It makes a difference whether we describe a person as cute, attractive, appealing, or handsome, even though all four words are complimentary. Similarly, there are shades of difference among referring to someone as a friend, a pal, a buddy, or a cohort.

After discussing denotation and connotation, students examine Annie Dillard's word choices in an excerpt from *Pilgrim at Tinker Creek*.

Procedure

1. Point out that words are basic units of writing and speech and that word choices can be vitally important. Introduce the terms *denotation* and *connotation*, and distinguish their meanings.
2. Distribute **Handout 32**, and have small groups complete the exercise.

Suggested Responses

1. People often confuse *affect* and *effect*. We most often use *affect* as a verb meaning *influence*; e.g., the weather affects people's moods. We most often use *effect* as a noun meaning *result*; e.g., the book describes the effects of the Great Depression.

2. This is a malapropism; the word should be *obliterate*.
3. It would be stronger to refer to specific types of flowers—e.g., red roses, daisies, pink carnations.
4. The word *bat* has multiple denotations.

3. Distribute **Handout 33**, and ask students to complete the exercise individually. Follow with class discussion. (Connotations tend to be either positive or negative, and words often suggest specific emotions. *Hurling* a ball across a room could suggest anger. *Ambling* and *trudging* are both slow, but one suggests relaxation, the other exhaustion or boredom. *Ruler* is a neutral term, while *despot* carries negative connotations. A *joyous* smile seems to suggest deeper happiness than one that is merely *cheerful*.)
4. Explain the background of Annie Dillard's *Pilgrim at Tinker Creek*: As a young woman, the author spent several years living in a cabin in the mountains of Virginia, observing nature and writing about what she saw. Then distribute **Handout 34**, and ask students to complete the exercise.

Suggested Responses

1. *Aliens* echoes *strangers* earlier in the sentence but is a stronger word; a stranger can be welcome, but an alien really does not belong.
2. An enemy camp can only exist if there is some kind of war going on. The sentence indicates that in darkness people feel that they are in danger, about to be attacked by some unseen foe.
3. The turtle exhaled, but the word *hiss* suggests an unfriendly warning.
4. When something is unfathomable, we cannot figure it out, cannot plumb to its depths. Fathoms are used to measure deep water.
5. *Lurking* suggests stealth and perhaps malevolence.
6. The debris is not just lying under the tree; some unseen force threw it there.
7. A tremor is a small, involuntary movement, not as rough as a spasm or a seizure.
8. Ripples are gentle, but something has to cause them, and here the cause is hidden from the eye.
9. In a sense, night turns everyone into a eyeless mask, invisible to others and unable to see; nevertheless, the phrase has an eerie feel.

10. *Transfixed* indicates that the speaker was not able to move away. She was completely engrossed in the night.
11. The plane seems to break the spell and then merge with it, but then the speaker returns to the night. *Pooling* is a quiet and slow motion.
12. The untamed lights are the stars in the night sky, forever beyond human control.

Focus on Denotation

Directions: A word's denotation is its dictionary meaning. Denotation is literal and objective. Read the information, and answer the questions.

> The first issue with word choices is correctness. Sometimes people use sophisticated word choices in totally incorrect ways, resulting in great amusement for their listeners. These are called malapropisms. Word choices also vary in their level of specificity. In general, it is preferable to be specific. Sometimes words change in their denotation as time goes by. Some definitions become obsolete, and new ones may come into being. Sometimes words have multiple definitions and can be used as multiple parts of speech. Context can help us to know what the writer means.

1. "The Civil War had many important affects on the development of industry in America." Can you find at error in word choice?

2. When Pete's girlfriend broke up with him, his friends counseled him: "Try to illiterate her from your mind." What is amiss in their advice?

3. "For Mother's Day I gave Mom a dozen flowers." How could the word choice be improved?

4. How is the word *bat* used in the following sentences?
   a. We had to call the exterminator to get the bats out of the attic.

   b. The coach told us to leave our bats in the gym.

   c. I tried to bat the mosquitoes away.

Focus on Connotation

Directions: Connotations, the emotional meanings of words, can exert a strong effect on readers and listeners. Explain the diverse connotations of the word choices in the following sentences.

1. George (tossed hurled flung threw) the ball across the room.

2. Stacey (ambled strolled strode trudged) into the office an hour late.

3. The math test was extremely (difficult challenging puzzling arduous).

4. That movie star is (beautiful glamorous charming attractive).

5. Do you (aspire hope plan wish) to become a doctor?

6. Hitler was a (dictator tyrant ruler despot).

7. All of the (females girls women ladies) are asked to report to the cafeteria immediately.

8. Casey usually wears a (happy cheerful joyous contented) smile.

Denotation and Connotation in Action

Directions: Carefully read the following excerpt from Annie Dillard's *Pilgrim at Tinker Creek*. Then prepare to discuss the denotations and connotations of the twelve underlined words and phrases.

> . . . After thousands of years we're still strangers to darkness, fearful aliens in an enemy camp with our arms crossed over our chests. I stirred. A land turtle on the bank, startled, hissed the air from its lungs and withdrew into its shell. An uneasy pink here, an unfathomable blue there, gave great suggestions of lurking beings. Things were going on. I couldn't see whether that sere rustle I heard was a distant rattlesnake, slit-eyed, or a nearby sparrow kicking in the dry flood debris slung at the foot of a willow. Tremendous action roiled the water everywhere I looked, big action, inexplicable. A tremor welled up beside a gaping muskrat burrow in the bank and I caught my breath, but no muskrat appeared. The ripples continued to fan upstream with a steady, powerful thrust. Night was knitting over my face an eyeless mask, and I still sat transfixed. A distant airplane, a delta wing out of a nightmare, made a gliding shadow on the creek's bottom that looked like a stingray cruising upstream. At once a black fin slit the pink cloud on the water, shearing it in two. The two halves merged together and seemed to dissolve before my eyes. Darkness pooled in the cleft of the creek and rose, as water collects in a well. Untamed, dreaming lights flickered over the sky.[1]

[1]Annie Dillard, *Pilgrim at Tinker Creek* (New York: HarperCollins, 1974), 22–23.

Lesson 14

Focus on Journalism: News Stories

Objectives

- To understand the essential content of news stories
- To recognize and use the inverted-pyramid structure

Notes to the Teacher

News reporting is intended to be factual, and the purpose is to inform readers and listeners. It is the reporter's task to discover and report information: What happened? Who were the people involved? Where and when did the event occur? Why and how did it occur? The reporter may and probably does have a personal opinion, but there is no place for it in a true news story.

Because true news stories are often urgent and must rush to deadlines, the stories are written in what is referred to as inverted-pyramid form. The most important information appears first, the least important last. This means that a publisher can use as much of a story as fits in available space and cut the rest without losing the most essential facts; readers can learn the basics from the opening paragraphs.

News stories by their very nature evolve as facts are discovered. One good example of this is reporting about the bombing in Oklahoma City in 1995. Early reports suggested quite baldly the guilt of terrorists from the Middle East. Only later was it discovered that the perpetrator was a veteran of the U.S. Army.

In this lesson, students study the basic journalistic questions and learn the inverted-pyramid structure. Since what is news today quickly becomes an old story, it is best to use current news reports—local, national, or international—as examples. You will need copies of newspapers; city newspaper editors are often happy to donate issues for lessons like this, in the hope of fostering the next generation of avid newspaper readers.

Procedure

1. Ask students to define the word *news.* (News consists of events and can include stories as diverse as terrorist attacks and high school sports victories. When we read the front page of a newspaper or watch the evening news on television, we expect to find out the important things occurring in our world today.)
2. Explain the basic questions news reporters try to answer: What? Who? Where? When? Why? How? Then distribute **Handouts 35**

and **36**, and ask small groups to complete the exercises. Follow with discussion. Lead students to see that the information did not come neatly sorted out and that there is still much the reporter does not know, so the initial story will necessarily be incomplete, although it will include a clear what, where, and when, as well as some information about the people involved.

3. Explain that not everything in a newspaper or news broadcast is a news story. We can also often find editorials, letters to the editor, political cartoons, ads, articles, and other types of writing that capitalize on opinions. News stories focus on facts. They can deal with an attack on an embassy, a speech during an election campaign, a crime, a large bequest to a university, a high school football game, or a major horse race.
4. Divide the class into small groups, and provide students with newspapers; ask each group to select a news story and to read it carefully. Distribute **Handout 37**, and have groups use it for analysis. As groups work, circulate through the room to make sure students have selected news articles, not opinion pieces.
5. Have students use responses to the questions on the handout to share insights with the class as a whole. Point out observations such as the following:
   - Witnesses to an event do not always agree about what they saw, including such details as estimated age and hair color.
   - Often the most vital information consists of what happened and who were involved; this information usually comes first in news stories.
   - Follow-up investigation often searches for information about motives and contributing factors. Why did the masked gunmen rob four small banks in quick order—something likely to lead to quick apprehension and arrest? Were they motivated by greed or by desperation?
   - Opinions often sift in through comments by witnesses and may not reflect the opinions of the news writer.
6. Direct students to watch for events in their own lives and observations that are worthy of news stories and to write those stories. Establish a deadline. Point out that news stories seldom involve a lengthy process of drafting, conferencing, and redrafting. In the newsroom, time is always crucial and filled with impending deadlines. If necessary, present sample topics: a fire in an apartment building, an upset at a wrestling tournament, a car accident at a major intersection, and/or the arrest of a prominent person.

Reporter on the Job

Directions: Imagine that you are a reporter investigating events related to a bank robbery in your town. You have visited the scene, talked with both witnesses and police officers, and recorded notes, and you are now ready to write your story. Review the notes below, and record answers to the basic questions: Who? What? Where? When? Why? How?

At 10:15 911 operator Gladys Romero received an anonymous call reporting a bank robbery at the Central Bank downtown on Main Street—man's voice, no accent.

2 tellers and the bank manager working—Michelle Donofrio, age 24; Peter Wong, 30; Martine Sanchez, 45. Sanchez injured when pistol-whipped across face.

Customers also present: Denise Roberts, 40, to make deposit for McDonald's; Larry McBride, retiree from steel mill, to cash check; Carla Bates, carrying infant son, to open savings account. Scared, but no injuries.

All: Shortly after 10:00 two masked men entered. One approached Donofrio, demanded money. Other herded customers and bank personnel and threatened to shoot infant if any trouble. Donofrio wounded after attempt to use cell phone.

Donofrio: robber about six feet tall, athletic looking, blue eyes, no accent, age between 30 and 40. Blue hooded sweatshirt, stocking mask, ski hat. Given approximately $20,000, new twenties, and assorted bills in drawer.

Wong: returned from coffee room to see robber with customers and pressed security alarm to signal police station.

Roberts: Robber well under 6 feet tall and young, maybe early twenties; slight unidentified accent. Green hooded sweatshirt, stocking mask, black baseball cap, sunglasses.

All: Sound of sirens; robbers exit back emergency door; time: 10:20.

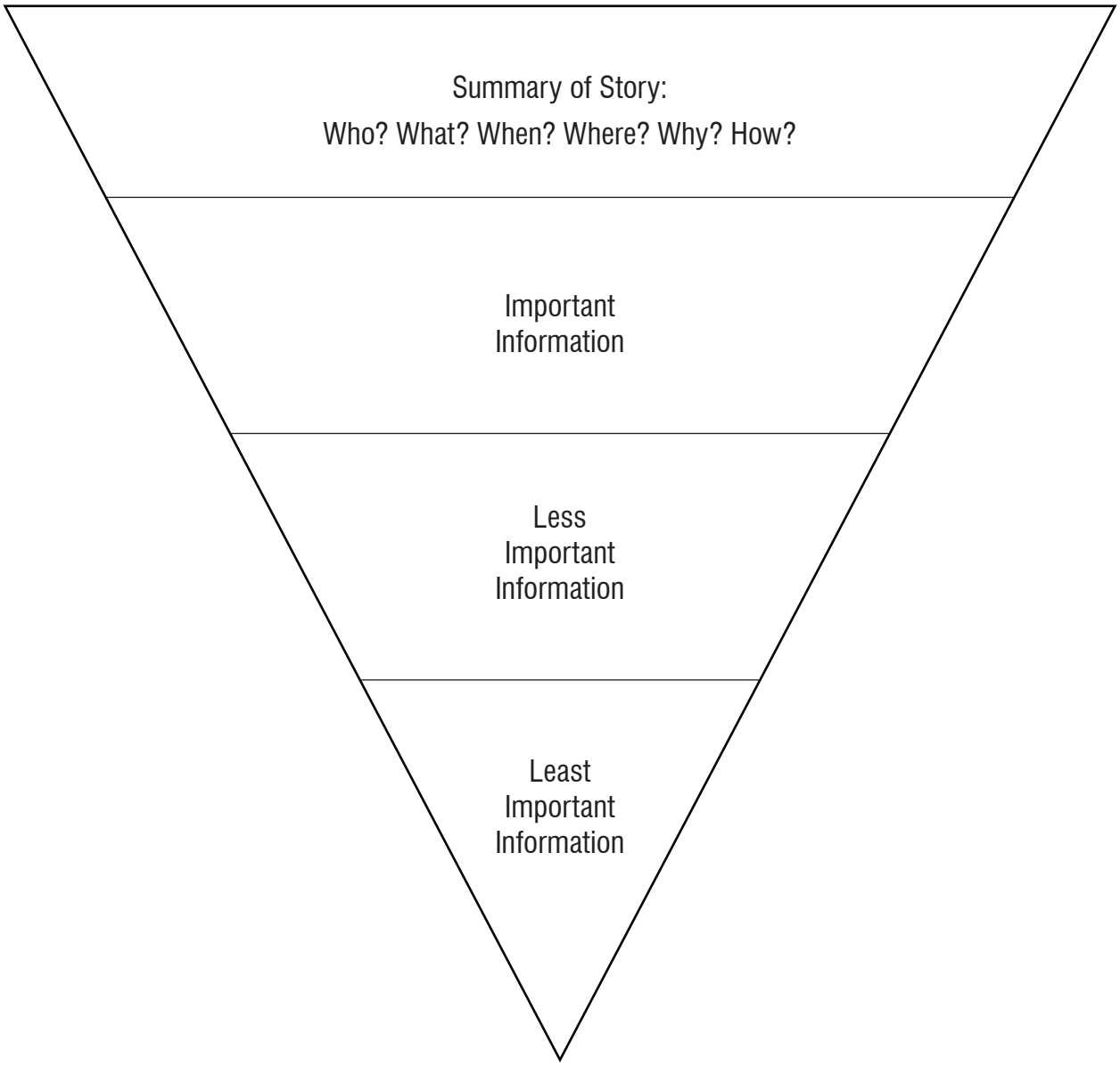
Wong: Silver Ford truck peeled away from back lot, entered alley.

Sgt. Stegmitz: arrived 10:22, called EMT for Sanchez; interviewed witnesses; fourth robbery in two weeks, all in different banks, all mid-morning; request for information from the public.

 Name:

The Inverted Pyramid of News Stories

Directions: News stories always present information in descending order of importance. Before the advent of computerized layouts, this enabled editors to insert news reports in the available space and simply cut whatever did not fit, without losing vital information. It also means that readers get the main facts in the first few paragraphs. In the inverted pyramid below, arrange the information from **Handout 35** in the order in which you think it should appear in a news article.



Analyzing a News Story

Directions: Select a contemporary news story, and read it carefully. Then answer the following questions.

1. What event(s) does the story report?

2. Who were involved? What do we learn about those people?

3. Where did the event(s) occur? Is this place significant in any way?

4. When did the event(s) occur?

5. Why did the event(s) occur? What is known about the motivations and causes involved?

6. What does the story say about how events transpired? What factors contributed to or interfered with what happened?

7. Was the writer careful to stick to facts and not to insert his or her personal opinions? Have any opinions seeped into the writing?

8. What further information is needed for a full understanding of the event(s)?

9. How could an investigative reporter go about trying to obtain this information?

Lesson 15

Focus on Journalism: Opinion Pieces

Objectives

- To distinguish a variety of types of journalistic writing
- To understand journalism as a source of commentary

Notes to the Teacher

Each year the Pulitzer committee awards a variety of coveted prizes in journalism categories. These are not static; some are terminated, and new ones can be created. Sometimes a category that was tabled is resurrected. The list of awards clearly shows that journalism is not just about news stories; it includes photography, editorial cartoons, commentary, exposition, and criticism. Investigative reporting involves news, but it is usually also laden with commentary. For example, an article or series of articles on human trafficking invariably turns into a condemnation and a warning.

Virtually every type and topic of nonfiction appearing in books on library shelves can also appear in shorter pieces in newspapers and magazines. In this lesson, students first learn about the history of news media. They then consider a variety of types of subjective material in newspapers and magazines. Procedures 4 and 5 suggest that you use the Internet to share a cartoon by Thomas Nast and a Pulitzer Prize–winning photograph. Finally, students focus on an early sample of investigative reporting. You may want to follow up on this lesson with a speaker from law enforcement or from a local nonprofit agency involved in the fight against human trafficking.

Procedure

1. Ask students to brainstorm ways that information has been disseminated over the course of history (rumor, town criers, broadsheets, newspapers, pamphlets, letters, magazines, books, radio, television, the Internet).
2. Ask students to distinguish between newspapers and magazines. Lead them to see the contrast in format; point out that major newspapers today are published daily; magazines are, at most, weekly publications.
3. Distribute **Handout 38**, and have students read the information. Then ask why newspapers and magazines have had so much success with the public. (The publications include short pieces on a variety of timely topics written at a relatively easy reading level.)

4. Point out that editorial cartoons have long been part of the business of journalism, and explain that Thomas Nast was a famous early cartoonist. One of his subjects was the 1872 presidential election that pitted Horace Greeley against the incumbent, Ulysses S. Grant. Display Nast's "Anything to Beat Grant" from the July 1872 edition of *Vanity Fair*. (It is readily available on the Internet.) Ask students whether they think Nast supported or opposed Greeley. (Nast opposed Greeley, whom he presented as a pigeon-toed and rotund little man gazing through thick lenses and laden with newspapers, not looking a bit like presidential material.) Explain that editorial cartoons often make use of caricature.
5. Point out that newspapers and magazines also make use of photographs, and photographic journalism has become a field of its own. Show students the winner of the 1984 Pulitzer Prize in photography, which shows an Ethiopian woman during famine. Ask students what the picture depicts and what they believe the photographer was trying to convey. (We see an emaciated woman with a careworn face stooping down in a desolate tract of ground and apparently listening to someone off to her right. The photograph conveys the individual human anguish of the drought and famine and probably evoked viewers' compassion.)
6. Explain the work of investigative journalists and the development of the muckrakers (so named by President Theodore Roosevelt) at the turn of the twentieth century. Then distribute **Handout 39**, and ask students to read the excerpts and answer the questions.

Suggested Responses

1. Two purposes seem to work in tandem, although the second one does not emerge clearly until the end of the article. Clearly, George Kibbe Turner wanted to inform the public and incite horror at the trafficking that debased young women into lives of hopelessness and shame. There was also a motive to oust the political machine then in control in New York City and popularly referred to as Tammany Hall.
2. The intended audience members were the readers of *McClure's Magazine*, primarily adult Americans.
3. Turner expresses horror at the duping of young girls from poor families into forced prostitution. We also see some stereotyping of the poor themselves, especially the Jewish and Italian families living in New York apartments. In addition, the author's political position is evident.
4. Turner accused New York City of being one of the world's major harbors for human trafficking; he included specific examples and references to both federal and police investigations. The

article insists that trafficking had become a male-dominated business activity that treated young women like commodities to be bartered and sold.

7. Conduct a discussion based on the following questions. Lead students to see that human trafficking continues to be a problem in today's world and that there are ways to protect ourselves from it.
   - Is human trafficking a problem in our world today? (By its very nature, trafficking is a secret kind of business; it is estimated that up to two million people annually are victims. Human trafficking has been discovered in all fifty states and in urban, suburban, and rural areas.)
   - What are the purposes of those who engage in human trafficking? (Most often the victims are used for prostitution or pornography; others are forced into slave labor. There is also trafficking to acquire babies for the adoption market and for body organs.)
   - What makes a person likely to become a victim of trafficking? (The common factor is extreme vulnerability, often caused by poverty, ignorance, or youth. Groups especially at risk include illegal immigrants and runaway youth.)
   - Why is human trafficking wrong? (Traffickers treat human beings like livestock to be used for exploitation. Victims are deprived of basic human rights and often end up with sexually transmitted diseases and severe mental problems.)
   - What should we do if we become aware of human trafficking in our own community or if we ourselves are threatened by a trafficker? (We need to remember that human trafficking is not just immoral; it is also illegal. School and church officials and local law enforcement know how to provide individuals with protection. We should not attempt to apprehend the traffickers ourselves. Since vulnerability is the main trait shared by victims of trafficking, our best hope is to reduce vulnerability.)

A Short History of Journalism

Directions: Read the information, and underline the main points.

The development of print journalism as we know it today depended on the invention of the printing press during the fifteenth century. Prior to that, works had to be written or printed by hand, one by one. The first actual newspaper seems to have been published in Venice, Italy, an important center of commerce, during the sixteenth century. By the early seventeenth century, there were newspapers in Germany, Austria, the Netherlands, and England.

The first American newspaper started in Boston in 1690. The *New York Gazette* was founded in New York City in 1725. In 1791, with the passage of the Bill of Rights, the First Amendment guaranteed the freedom of the press that most people take for granted today. The development of the telegraph made it possible for newspaper editors to access information quickly. During the Civil War, newspapers proliferated to meet the public's desire to know what was happening, and intrepid journalists made their way to battlefields to discover events, take photographs, and make sketches.

Magazines were born early in the eighteenth century largely as opinion pieces and bore little resemblance to what we see on magazine racks today. They were more like little books or pamphlets. Two famous names in British magazine history are Joseph Addison and Richard Steele, associated first with *Tatler* and later with the *Spectator*.

The turn of the twentieth century brought a type of journalist described by President Theodore Roosevelt as muckrakers; the reporters disturbed the status quo by unearthing and writing about social, political, and economic ills. Investigative journalists do more than just report on news. They conduct in-depth research that sometimes has dramatic results, as with the Watergate reports researched and written by reporters for the *Washington Post* during the 1970s.

Newspapers and magazines include drawings, photographs, news, stories, articles, and advertisements, as well as a variety of other kinds of writing. Today some people rely totally on the Internet and radio or television news for information; these sources, however, generally report only on highlights and often rely on major newspapers for information.

"The Daughters of the Poor"

Directions: In November 1909, *McClure's Magazine* published a lengthy article by investigative journalist George Kibbe Turner. Read the following excerpts, and answer the questions.

The Daughters of the Poor: A Plain Story of the Development of New York City as a Leading Centre of the White Slave Trade of the World, under Tammany Hall

There are now three principal centers of the so-called white slave trade—that is, the recruiting and sale of young girls of the poorer classes by procurers. The first is the group of cities in Austrian and Russian Poland, headed by Lemberg; the second is Paris; and the third the city of New York. In the past ten years New York has become the leader of the world in this class of enterprise. The men engaged in it there have taken or shipped girls, largely obtained from the tenement districts of New York, to every continent on the globe; they are now doing business with Central and South America, Africa, and Asia. They are driving all competitors before them in North America. And they have established, directly or indirectly, recruiting systems in every large city of the United States.

The story of the introduction of this European business into New York, under the protection of the Tammany Hall political organization, its extension from there through the United States, and its shipments of women to the four corners of the earth, is a strange one; it would seem incredible if it were not thoroughly substantiated by the records of recent municipal exposures in half a dozen great American cities, by two independent investigations by the United States Government during the past year, and by the common knowledge of the people of the East Side tenement district of New York, whose daughters and friends' daughters have been chiefly exploited by it. . . .

The odds in life are from birth strongly against the young Jewish-American girl. The chief ambition of the new Jewish family in America is to educate its sons. To do this the girls must go to work at the earliest possible date, and from the population of 350,000 Jews east of the Bowery tens of thousands of young girls go out into the shops. There is no more striking sight in the city than the mass of women that flood east through the narrow streets in a winter's twilight, returning to their homes in the East Side tenements. The exploitation of young women as money-earning machines has reached a development on the East Side of New York probably not equaled anywhere else in the world.

It is not an entirely healthy development. Thousands of women have sacrificed themselves uselessly to give the boys of the family an education. And in the population of young males raised in this atmosphere of the sacrifice of the woman to the man, there have sprung up all sorts of specialization in the petty swindling of women of their wages. One class of men, for instance, go about dressed like the hero in a cook's romance, swindling unattractive and elderly working-women out of their earnings by promising marriage, and borrowing money to start a shop. The acute horror among the Jews of the state of being an old maid makes swindling of Jewish women under promise of marriage especially easy. . . .

In the survey of the conditions of the procuring business in the United States during the recent Government investigations, no more melancholy feature was discovered than that of the little Italian peasant girls, taken from various dens, where they lay, shivering and afraid, under the lighted candles and crucifixes in their bedrooms. Fear is more efficacious with this class than any other, because of the notorious tendency of the low-class Italian to violence and murder. These girls are closely confined, see only their managers and Italian laborers, do not talk

English, and naturally do not know how to escape. At last, of course, they become desperate and hardened by the business. The American trade in them centers in the Bowery Assembly District in New York. From there they are sent in small numbers to various cities where the Italian laborer is found in considerable numbers, including Philadelphia, Pittsburg, Chicago and Boston. . . .

During the past six or seven years the police of most large American cities outside of New York have noticed a strange development which they have never been able to explain entirely to themselves. The business enterprises for marketing girls have passed almost entirely from the hands of women into those of men. In every case these men have the most intimate connections with the political machines of the slums, and everywhere there has developed a system of local cadets. . . .

The issues of the coming campaign for the control of New York City have been framed in charges to enlist all classes of the people against Tammany Hall. For the rich, the great tax rate for wasted and misappropriated money; for the citizen of average means, the inadequate schools, dirty highways, burglaries, and violence upon the public streets. There is a perennial issue for the people of the tenement districts. Shall New York City continue to be the recruiting-ground for the collection for market of young women by politically organized procurers? The only practical way to stop it will be by the defeat of Tammany Hall.

1. Identify the purposes of the article.

2. What audience did Turner address?

3. What attitudes did Turner express?

4. What tools did Turner use to accomplish his purpose?

Lesson 16

Understanding Words and Phrases in Context

Objectives

- To use context clues to define words and phrases
- To make effective use of a dictionary

Notes to the Teacher

Nonfiction often deals with subjects that are relatively new to readers and may, more often than fiction, include unfamiliar words and phrases. In dealing with this, a dictionary is often a valuable tool; even more valuable is the ability to define terms based on context. A dictionary can then be used to verify understanding.

For example, a nonfiction book dealing with the Holocaust is likely to include the following words and phrases: Kristallnacht, the Final Solution, Auschwitz, Dachau, Goebbels, Himmler, Nazi, Gestapo, anti-Semitism, führer, genocide, and Third Reich. Stopping to look everything up interrupts reading and can be frustrating; most often the intent of the words can be deduced from context and verified later.

The same is true in the sciences. Works related to biology mention things like nucleic acid, gametes, metastasis, the human genome, and osmosis. A book dealing with astronomy is likely to refer to absolute zero, the Doppler effect, electromagnetic radiation, and magnetic fields. A description of an archaeological expedition might refer to alluvium, artifacts, and petroglyphs.

This lesson takes time out to hone the ability to define based on context and to verify definitions with dictionary references.

Procedure

1. Remind students that words often have multiple denotations. Use the word *prime* for an example, and point out that it can be used in a variety of ways: prime minister, prime the pump, prime of life, prime number, prime example, prime rate. To grasp how a writer wants us to understand the word, we need to rely on context. A dictionary alone is not much help.
2. Point out that prefixes can often be helpful in decoding words. Distribute **Handout 40**, and review the definitions and examples. If students have trouble thinking of additional examples, allow the use of dictionaries.

3. Distribute **Handout 41**, and ask students to complete the exercise. Follow with discussion.

Suggested Responses

1. Catacombs are underground passageways, in this case used for burial. To meander is to turn and twist, and subterranean passages are underground. Interment is burial, and cremation is the funeral practice of burning the body. Something that is eerie is strange and a little spooky.
2. Here *groundbreaking* is a metaphorical term meaning that Marie Curie started a new era in the world of science; physics and chemistry are advanced sciences. Magnetism is a property by which bodies attract or repel each other. Radioactivity occurs when matter gives off energy. Pitchblende is an ore that includes two radioactive elements discovered by the Curies; those elements are polonium and radium.
3. An eminent person is famous and respected. To excavate an area is to dig in it. *Predate* is a synonym for *antedate*, and a millennium consists of one thousand years. A site is a place, and Tikal is the site of important archaeological findings in Guatemala. Mesoamerica consists of Mexico and Central America. The Olmecs were an important Mexican indigenous group from 1200 to 400 B.C.E.

4. Distribute **Handout 42**, and have students complete it individually. Then share ideas as a whole class.

Suggested Responses

1. George William Curtis argued that age is more a matter of attitude than one of years. He held that people should not be judged old just because of how long they have lived.
2. "Young fellows of seventy" and "octogenarians of thirty" are both ironic and oxymoronic phrases that underscore the central point.
3. Curtis says that as a new year begins, people should look forward—say not "good night," but "good morning."
4. For example, Procrustean attitudes expect rigid conformity and do not allow for individual differences; intercalations are insertions or additions, as to calendars or books; a jocund person is cheerful and friendly.

Some Common Prefixes

Directions: Knowing prefixes can help in decoding words. Read the following examples, and provide original examples of words using the prefixes.

Prefix	Meaning	Example	Original Example
1. ambi-	both	ambidextrous	
2. ante-	before	antecedent	
3. anti-	against	antiwar	
4. bi-	two	bifocals	
5. contra-	against	contrary	
6. dis-	not	dishonest	
7. dys-	bad or abnormal	dysfunctional	
8. eco-	related to environment	ecocatastrophe	
9. hetero-	other	heterogeneous	
10. homo-	similar	homogeneous	

 Name:

Prefix	Meaning	Example	Original Example
11. inter-	between	interstate	
12. intra-	within	intramural	
13. mal-	bad	malodorous	
14. multi-	many	multimedia	
15. ortho-	straight	orthodontist	
16. omni-	all	omnipresent	
17. poly-	many	polygon	
18. pre-	before	predate	
19. pseudo-	false	pseudonym	
20. re-	again	regenerate	
21. sub-	under	subterranean	
22. tri-	three	trisect	

Defining Words and Phrases Based on Context

Directions: Read the following passages, and define the underlined words and phrases based on context. Then use a dictionary to verify your conclusions.

1. Visitors to Rome, Italy, often like to tour one or more of the catacombs that meander through nearly four hundred miles of subterranean passageways outside of the city's ancient walls. These ancient sites are most often associated with early Christian sects, which used the tunnels, some of which are five layers deep, for interment. While Romans practiced cremation, the Christians preferred burial because of the idea of a resurrection of the dead. Today tours of the catacombs provide a somewhat eerie peek into the past.

2. Marie Curie's groundbreaking scientific investigations resulted in two Nobel Prizes, one in physics in 1903 and the second one in chemistry in 1911. As a student in Paris, she began to study magnetism, which led to her life's work with the power and potential of radioactivity. After studying properties of uranium, she and her husband, Pierre Curie, turned their attention to pitchblende, leading to their discovery of two powerful radioactive elements—polonium and radium.

3. In 2010, archaeologists representing both Mexico and America, including an eminent scientist from Brigham Young University, excavated a pyramid at Chiapa de Corzo that predates by half a millennium sites such as the famous one at Tikal. Findings contribute to a rapidly growing body of information about ancient cultures in Mesoamerica and suggest both similarities to and differences from Olmec culture. The pyramid, estimated to be 2,700 years old, is the interment site of an adult man and an adult woman, both clearly royal figures.

Reflections on Youth and Old Age

Directions: In 1887, George William Curtis published an article entitled "The New Year" in *Harper's New Monthly Magazine* and concluded with the following excerpt. Read it carefully, and answer the questions.

> Every well-regulated citizen of the world is interested, and more vitally interested with every closing year, that upon the point of age all men shall be left to their merits, and shall not be measured arbitrarily by that Procrustean standard of years. It is notorious that men grow wiser every year, and it is observable that the more years they have, the more they look with doubt and questioning upon the Family Record. Those leaves of births following the doubtful books of Scripture, registered with such painful and needless particularity of dates, partake of the doubtfulness of their neighborhood. They are mere intercalations, new books of the Apocrypha. Yet they often cause young fellows of seventy to be accused and convicted of being old men.
>
> Since, then, we cannot stop the flight of Time, let him pass. But he must not calumniate as he passes. He must not be allowed to stigmatize vigor and health and freshness of feeling and the young heart and the agile foot as old merely because of a certain number of years. This is the season of good resolutions. The new year begins in a snow-storm of white vows. So be it. But let our whitest vow be, after that for a whiter life, that age shall no longer be measured by this arbitrary standard of years, and that those deceitful and practical octogenarians of thirty shall not escape as young merely because they have not yet shown the strength to carry threescore and ten with jocund elasticity.
>
> Then Happy New Year shall not mean Good-night, but Good-morrow.

1. What seems to be the author's main point?

2. Find two examples of verbal irony, and explain the author's intent.

3. What is the significance of the closing sentence?

4. Underline words or phrases that are not familiar to you, and attempt to define them from context. Then check the definitions in a dictionary.

Lesson 17

Reading and Understanding Documents

Objectives

- To understand the nature of documents
- To read and decipher several types of documents

Notes to the Teacher

The word *document* can be understood several ways. Sometimes it is used to represent any writing—e.g., when the computer crashed, I lost the document. It can also be used as a verb: I was asked to document all of the steps in the diagnostic procedure. Most often documents are official papers intended to record information, establish policies, and serve as precedents.

History is full of documents—constitutions, treaties, presidential addresses, motions in Congress and the Senate, and Supreme Court decisions. Most companies have documents that include statements of their missions and define policies. When we lease an apartment or a vehicle, we read and sign documents that describe the conditions of the agreement. Anyone involved in a legal proceeding of any kind is bound to run into documents, and sometimes these are so convoluted that meaning is obscured. Although documents can be tedious, an ability to read them and sort through the information is important on both societal and individual levels.

In this lesson, students first examine President Abraham Lincoln's Emancipation Proclamation of 1863. They then read and analyze an excerpt from President Jimmy Carter's inaugural address. Finally, they read and analyze a contract for services.

Procedure

1. Ask students to list some important documents in history (Magna Carta, Declaration of Independence, Constitution, Treaty of Versailles, etc.) Explain that the U.S. Civil War (1861–1865) resulted not from a single cause but from long-term and deep-seated tensions between the North and the South. The issue of slavery was part of this web of tensions.
2. Distribute **Handout 43**, and read the Emancipation Proclamation aloud to the class. Then conduct a discussion based on the questions.

Suggested Responses

1. Lincoln issued a proclamation September 22, 1862, and its import is here recorded in a document dated January 1, 1863.
2. Lincoln declared the freedom of the slaves in areas in rebellion against the Union. This means, for example, that he freed all of the slaves in Arkansas and Alabama, but in some areas of Virginia, which maintained loyalty to the Union, slaves remained in bondage. Lincoln's document would not have applied to slaves in Maryland. The president probably did not want to anger people in the loyal areas, which could provoke them to join the rebellion.
3. Lincoln wanted to make it vividly clear which areas were in rebellion.
4. African-American men could join the military and fight on the side of the Union.
5. The legal bases are the Constitution and Lincoln's authority as commander in chief. He encouraged the newly freed slaves not to rebel, but rather to work for financial recompense, as free people do.

3. Ask students how they would describe the importance of the Emancipation Proclamation. (It was the beginning of a long effort to make American ideals of equality and freedom transcend the color line.)
4. Explain that every four years when a president of the United States is inaugurated, the ceremonies include an inauguration speech, which is considered a national document. Ask students to take a few minutes to research the circumstances that preceded President Jimmy Carter's election. (Watergate led to the resignation of President Richard Nixon; Vice President Gerald Ford assumed the presidency and ran for office in the next election, narrowly losing to Carter, who then served one term as president and was succeeded by President Ronald Reagan.)
5. Distribute **Handout 44**, and have students complete the exercise. Then conduct a discussion based on the following questions:
   - Would you characterize the president's comments as realistic or idealistic? Why? (Carter's comments are overtly idealistic and express a belief in the American dream of freedom. Watergate caused national disillusionment with government; the second paragraph in the excerpt states the dangers of succumbing to hatred of one's own government.)
   - How do you think Carter wanted his listeners to respond? (He wanted to rally people's support after a divisive election campaign. As noted in the second paragraph, he wanted Americans to stand strong in unity.)

- To what extent is this decades-old speech still relevant to circumstances in the United States and in the world as a whole today? (It seems as if a politician today could borrow all or part of the speech and have to change little or nothing.)

6. Explain that documents are used in many situations besides political contexts. Before signing a contract, it is important to make sure we understand all of it. Otherwise, we might find ourselves embroiled in very difficult situations.
7. Distribute **Handout 45**, and have students examine the contract. Then ask students to identify what the contract specifies as the responsibilities of both the writer and the company. (The writer can choose both workplace and work times and will produce scripts for broadcast each weekday; to prepare the material, the writer will monitor local, national, and international news; the writer will use only original wording and will submit work the day before it is to be broadcast. The writer has no future claim to the writings, which will belong to Smith, and a desire to terminate the contract by either party necessitates a two-week warning. The company's only other responsibility is the biweekly payment.)
8. Ask students to define the word *document*, based on the readings they have just completed. (A document is a formal piece of nonfiction writing with a specific practical purpose, often involving legal ramifications. Documents often detail responsibilities.)

President Lincoln's Emancipation Proclamation

Directions: On January 1, 1863, in the midst of the Civil War, President Abraham Lincoln issued the Emancipation Proclamation. Read it carefully, and answer the questions.

January 1, 1863

By the President of the United States of America:
A Proclamation.

Whereas, on the twenty-second day of September, in the year of our Lord one thousand eight hundred and sixty-two, a proclamation was issued by the President of the United States, containing, among other things, the following, to wit:

"That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free; and the Executive Government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom.

"That the Executive will, on the first day of January aforesaid, by proclamation, designate the States and parts of States, if any, in which the people thereof, respectively, shall then be in rebellion against the United States; and the fact that any State, or the people thereof, shall on that day be, in good faith, represented in the Congress of the United States by members chosen thereto at elections wherein a majority of the qualified voters of such State shall have participated, shall, in the absence of strong countervailing testimony, be deemed conclusive evidence that such State, and the people thereof, are not then in rebellion against the United States."

Now, therefore I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief, of the Army and Navy of the United States in time of actual armed rebellion against the authority and government of the United States, and as a fit and necessary war measure for suppressing said rebellion, do, on this first day of January, in the year of our Lord one thousand eight hundred and sixty-three, and in accordance with my purpose so to do publicly proclaimed for the full period of one hundred days, from the day first above mentioned, order and designate as the States and parts of States wherein the people thereof respectively, are this day in rebellion against the United States, the following, to wit:

Arkansas, Texas, Louisiana, (except the Parishes of St. Bernard, Plaquemines, Jefferson, St. John, St. Charles, St. James Ascension, Assumption, Terrebonne, Lafourche, St. Mary, St. Martin, and Orleans, including the City of New Orleans) Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia, (except the forty-eight counties designated as West Virginia, and also the counties of Berkley, Accomac, Northampton, Elizabeth City, York, Princess Ann, and Norfolk, including the cities of Norfolk and Portsmouth[)], and which excepted parts, are for the present, left precisely as if this proclamation were not issued.

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

And I hereby enjoin upon the people so declared to be free to abstain from all violence, unless in necessary self-defence; and I recommend to them that, in all cases when allowed, they labor faithfully for reasonable wages.

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

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

In witness whereof, I have hereunto set my hand and caused the seal of the United States to be affixed.

Done at the City of Washington, this first day of January, in the year of our Lord one thousand eight hundred and sixty three, and of the Independence of the United States of America the eighty-seventh.

By the President: ABRAHAM LINCOLN
WILLIAM H. SEWARD, Secretary of State.

1. What two official statements by Abraham Lincoln are mentioned in the document?

2. Does the document declare the freedom of all of the slaves in the Union and the Confederacy? Why did Lincoln make this decision?

3. Why did Lincoln carefully catalog the areas in rebellion against the Union?

4. What option did the document offer to men in slavery?

5. What legal basis did Lincoln claim for his proclamation?

President Carter's Inauguration Speech

Directions: In 1977, President Jimmy Carter was inaugurated after a campaign in which he and Gerald Ford appeared nearly tied in the polls. Read the following excerpt from Carter's inauguration speech, and highlight important points.

The American dream endures. We must once again have full faith in our country—and in one another. I believe America can be better. We can be even stronger than before.

Let our recent mistakes bring a resurgent commitment to the basic principles of our Nation, for we know that if we despise our own government, we have no future. We recall in special times when we have stood briefly, but magnificently, united. In those times no prize was beyond our grasp.

But we cannot dwell upon remembered glory. We cannot afford to drift. We reject the prospect of failure or mediocrity or an inferior quality of life for any person. Our Government must at the same time be both competent and compassionate.

We have already found a high degree of personal liberty, and we are now struggling to enhance equality of opportunity. Our commitment to human rights must be absolute, our laws fair, our national beauty preserved; the powerful must not persecute the weak, and human dignity must be enhanced.

We have learned that more is not necessarily better, that even our great Nation has its recognized limits, and that we can neither answer all questions nor solve all problems. We cannot afford to do everything, nor can we afford to lack boldness as we meet the future. So, together, in a spirit of individual sacrifice for the common good, we must simply do our best.

Our Nation can be strong abroad only if it is strong at home. And we know that the best way to enhance freedom in other lands is to demonstrate here that our democratic system is worthy of emulation.

To be true to ourselves, we must be true to others. We will not behave in foreign places so as to violate our rules and standards here at home, for we know that the trust which our Nation earns is essential to our strength.

The world itself is now dominated by a new spirit. Peoples more numerous and more politically aware are craving, and now demanding, their place in the sun—not just for the benefit of their own physical condition, but for basic human rights.

The passion for freedom is on the rise. Tapping this new spirit, there can be no nobler nor more ambitious task for America to undertake on this day of a new beginning than to help shape a just and peaceful world that is truly humane.

We are a strong nation, and we will maintain strength so sufficient that it need not be proven in combat—a quiet strength based not merely on the size of an arsenal, but on the nobility of ideas.

We will be ever vigilant and never vulnerable, and we will fight our wars against poverty, ignorance, and injustice, for those are the enemies against which our forces can be honorably marshaled.

We are a purely idealistic nation, but let no one confuse our idealism with weakness.

Because we are free, we can never be indifferent to the fate of freedom elsewhere. Our moral sense dictates a clear-cut preference for these societies which share with us an abiding respect for individual human rights. We do not seek to intimidate, but it is clear that a world which others can dominate with impunity would be inhospitable to decency and a threat to the well-being of all people.

The world is still engaged in a massive armaments race designed to ensure continuing equivalent strength among potential adversaries. We pledge perseverance and wisdom in our efforts to limit the world's armaments to those necessary for each nation's own domestic safety. And we will move this year a step toward our ultimate goal—the elimination of all nuclear weapons from this Earth. We urge all other people to join us, for success can mean life instead of death.

Examining a Contract

Directions: Study the following contract.

Smith Broadcasting

Writer's Agreement

Agreement made between Smith Broadcasting, a not-for-profit radio station based in Iowa ("Smith"), and the undersigned writer ("Writer").

1. Smith retains Writer to gather news and write news segments based on information derived from major national and international newspapers. On occasion, Writer will perform this service in collaboration with and under the supervision of a coordinator retained by Smith.
2. At the end of each workday, Writer will submit to Smith manuscripts to broadcast main events in local, national, and international news. The writings may be submitted by e-mail or fax. If directed to do so, Writer will revise work according to the direction of Smith.
3. Writer will append to each writing the name and page of the source of the information, as well as the author, if applicable.
4. Smith may make additions to and deletions from Writer's work and is under no obligation to use in any way all or part of Writer's work.
5. Smith will be the absolute and unqualified owner of Writer's work and shall have the right to obtain copyrights and copyright renewals for Writer's work. Writer hereby assigns to Smith all legal rights to the work.
6. Writer represents that all of the facts in the work are accurate and that all of the wording is original except for quotations accompanied by proper citations. Writer agrees to hold Smith harmless from any litigation or liability that might result from Writer's work.
7. Smith has the right to use Writer's name in conjunction with broadcast and/or publication of the work.
8. Writer warrants that no other individual or group has rights to the work submitted.
9. Writer shall not be deemed to be an employee of Smith, but rather an independent contractor.
10. Writer has the option of working in the office of Smith or at any site of Writer's choosing.
11. Termination of this contract by either Smith or Writer requires two weeks' notice, but reasons for the termination need not be stated.
12. For one year from the initial date of work, Writer will be paid $100 for each day's consignment of information for broadcasts, to be remitted on a biweekly basis by Smith through direct deposit to Writer's financial institution of choice.

Dated this _____ day of _____, 20 _____.

Writer _____

(signature)

Smith Broadcasting

By _____

(signature)

Lesson 18

Humor and Satire

Objectives

- To understand the elusive and subjective nature of humor
- To recognize and respond to satire

Notes to the Teacher

E. B. White once wrote, "Humor can be dissected, as a frog can, but the thing dies in the process and the innards are discouraging to any but the pure scientific mind." Laughter results from some kind of irony, and the need to explain the irony usually has the unfortunate result of stilling the laughter. This lesson attempts the delicate balance of studying humor and satire without studying them too hard.

Students first consider diverse connotations of words associated with laughter; for example, a guffaw is loud and perhaps a bit vulgar, while a snicker tends to have something mean about it. They then read and reflect on various quotations about the value and power of humor. Finally, they read Mark Twain's description of an ant from *A Tramp Abroad* and discuss his use of humor. You will need a copy of Aesop's fable about the grasshopper and the ant, which is readily available online.

Procedure

1. Ask students to brainstorm what makes people laugh. (People laugh for many reasons, including amusement and nervousness. Sometimes we laugh with others in a shared moment of amusement; at other times, people laugh at each other, a much less genial situation.)
2. Distribute **Handout 46**, and ask students to complete part A.

Suggested Responses

1. A snicker is nearly always derisive and sneaky, while a guffaw is loud and unrestrained. Giggles tend to be nervous, while chuckles are more friendly expressions of general amusement. The connotations of *laugh* are less precise.
2. Mirth seems to suggest jollity, amusement, and celebration. Hilarity is unrestrained, while amusement is controlled. Merriment indicates a party atmosphere. Laughter is less precise.
3. Laughter is usually a pleasing sound when it expresses no strain of mockery or disrespect.

3. Ask students to complete part B of the handout.

Suggested Responses

1. Over time, wit often becomes sarcastic and abrasive, which tends to put others on the defensive, while genuine humor generates friendship and a comfortable atmosphere.
2. As soon as we have to explain a joke, it usually stops being funny.
3. Laughter has healing benefits and can help us to get through very trying circumstances.
4. Without a sense of humor, people and groups are doomed.
5. The metaphor indicates that life is a tricky balancing act, and we need a sense of humor to survive.
6. Surprise—the unexpected—is an essential element of humor.
7. We all need common sense, which sometimes seems a plodding sort of thing, and a sense of humor, which is lively and inexhaustible.
8. Without a sense of humor, a person tends to take every little problem way too seriously.

4. Share Aesop's fable about the grasshopper and the ant. Then ask students to state the moral of the story. (It is important to work and save, like the ant, so that we have resources during less prosperous times. The unindustrious grasshopper is bound to perish in the winter.)
5. Distribute **Handout 47**, and ask students to read the excerpt and answer the questions. As students read, watch for traces of amusement on their faces or in their voices. Follow with discussion.

Suggested Responses

1. In Twain's view, the ant is far from being a model for human behavior. The ant acts in a totally mindless sort of way.
2. Twain was clearly amused by the ant's assumption of worthless burdens, total lack of direction, and inability to perceive the most efficient way of proceeding.
3. In discussing the question, take advantage of signs of amusement you observed among the students. People find the ant's actions amusing because they so clearly mirror some of our own behaviors.
4. Satire uses humor, wit, and exaggeration to poke fun at people's behaviors and cultural practices. Twain's description of the ant seems to satirize a human tendency to assume useless burdens that can do us no good at all and a mindless determination not to let those burdens go; like ants, we seem to have no idea where we belong, which way "home" lies.

Optional Activity

Have students read Henry David Thoreau's description of the battle of the ants in chapter 2 of *Walden*. Then have them write about or discuss the extent to which Thoreau and Mark Twain agree in their views about ants and human beings.

Laughter and Life

Part A.

Directions: Sometimes words that are nearly synonyms have quite different connotations. Answer the following questions.

1. What differences do you perceive in the connotations of the following words: laugh, guffaw, giggle, chuckle, snicker?

2. How would you distinguish among the following: laughter, mirth, hilarity, amusement, merriment?

3. When is laughter a pleasing sound? Are there times when it is offensive?

Part B.

Directions: Read the following quotations, and briefly respond to each.

1. "Humorous persons, if their gift is genuine and not a mere shine upon the surface, are always agreeable companions and they sit through the evening best. They have pleasant mouths turned up at the corners. To these corners the great Master of marionettes has fixed the strings and he holds them in his nimblest fingers to twitch them at the slightest jest. But the mouth of a merely witty man is hard and sour until the moment of its discharge. Nor is the flash from a witty man always comforting, whereas a humorous man radiates a general pleasure and is like another candle in the room." (Charles S. Brooks)

2. "Humor can be dissected, as a frog can, but the thing dies in the process and the innards are discouraging to any but the pure scientific mind." (E. B. White)

3. "Through humor, you can soften some of the worst blows that life delivers. And once you find laughter, no matter how painful your situation might be, you can survive it." (Bill Cosby)

4. "When humor goes, there goes civilization." (Erma Bombeck)

5. "A well-developed sense of humor is the pole that adds balance to your steps as you walk the tightrope of life." (William Arthur Ward)

6. "The secret to humor is surprise." (Aristotle)

7. "Common sense and a sense of humor are the same thing, moving at different speeds. A sense of humor is just common sense, dancing." (William James)

8. "A person without a sense of humor is like a wagon without springs. It's jolted by every pebble in the road." (Henry Ward Beecher)

Mark Twain and the Laborious Ant

Directions: Mark Twain is best known today for *The Adventures of Huckleberry Finn*, but he was a prolific writer of both fiction and nonfiction. In chapter 22 of *A Tramp Abroad*, a nonfiction book, he includes the following dissertation on the hardworking ant. Read it, and answer the questions that follow.

> . . . I have not yet come across a living ant that seemed to have any more sense than a dead one. I refer to the ordinary ant, of course; I have no experience of those wonderful Swiss and African ones which vote, keep drilled armies, hold slaves, and dispute about religion. Those particular ants may be all that the naturalist paints them, but I am persuaded that the average ant is a sham. I admit his industry, of course; he is the hardest-working creature in the world,—when anybody is looking,—but his leather-headedness is the point I make against him. He goes out foraging, he makes a capture, and then what does he do? Go home? No,—he goes anywhere but home. He doesn't know where home is. His home may be only three feet away,—no matter, he can't find it. He makes his capture, as I have said; it is generally something which can be of no sort of use to himself or anybody else; it is usually seven times bigger than it ought to be; he hunts out the awkwardest place to take hold of it; he lifts it bodily up in the air by main force, and starts; not toward home, but in the opposite direction; not calmly and wisely, but with a frantic haste which is wasteful of his strength; he fetches up against a pebble, and instead of going around it, he climbs over it backward dragging his booty after him, tumbles down on the other side, jumps up in a passion, kicks the dust off his clothes, moistens his hands, grabs his property viciously, yanks it this way then that, shoves it ahead of him a moment, turns tail and lugs it after him another moment, gets madder and madder, then presently hoists in into the air and goes tearing away in an entirely new direction; comes to a weed; it never occurs to him to go around it; no, he must climb it; and he does climb it, dragging his worthless property to the top,—which is as bright a thing to do as it would be for me to carry a sack of flour from Heidelberg to Paris by way of Strasburg steeple; when he gets up there he finds that that is not the place; takes a cursory glance at the scenery and either climbs down again or tumbles down, and starts off once more,—as usual, in a new direction. At the end of half an hour, he fetches up within six inches of the place he started from and lays his burden down; meantime he has been over all the ground for two yards around, and climbed all the weeds and pebbles he came across. Now he wipes the sweat from his brow, strokes his limbs, and then marches aimlessly off, in as violent a hurry as ever. He traverses a good deal of zig-zag country, and by and by stumbles on this same booty again. He does not remember to have ever seen it before; he looks around to see which is not the way home, grabs his bundle and starts; he goes through the same adventures he had before; finally stops to rest, and a friend comes along. Evidently the friend remarks that a last year's grasshopper leg is a very noble acquisition, and inquires where he got it. Evidently the proprietor does not remember exactly where he did get it, but thinks he got it "around here somewhere." Evidently the friend contracts to help him freight it home. Then, with a judgment peculiarly antic (pun not intended), [they] take hold of opposite ends of that grasshopper leg and begin to tug with all their might in opposite directions. Presently they take a rest and confer together. They decide that something is wrong, they can't make out what. Then they go at it again, just as before. Same result. Mutual recriminations follow. Evidently each accuses the other of being an obstructionist. They lock themselves together and chew each other's jaws for a while; then they roll and tumble on the ground till one loses a horn or a leg and has to haul off for repairs.

1. How does Mark Twain's portrayal of the ant differ from the view in Aesop's fable about the grasshopper and the ant?

2. How would you describe the tone of the piece? What attitudes did Twain express about his observation of the ant?

3. Some readers find the piece to be hilariously funny. What is the source of the humor?

4. Is Twain's description of the ant an example of satire? Why or why not?

Lesson 19

Reading Historical Nonfiction

Objectives

- To understand the differences between historical fiction and historical nonfiction
- To read and analyze several excerpts from historical nonfiction

Notes to the Teacher

Historical fiction and nonfiction can both foster readers' interest in and understanding of past events. The difference is that fiction can exert creative license; it can invent characters and events that never existed or happened and insert them into the story. Historical nonfiction, on the other hand, must stick to the facts and acknowledge conjectures to be just that, guesses based on evidence but not necessarily accurate. Ironically, historical fiction can sometimes seem to recreate an authentic atmosphere just because it can invent details.

In this lesson, students consider times and places in history which they might like to visit. Students observe that histories can focus on very discrete sorts of topics; for example, histories dealing with the Civil War can focus on a series of battles, on the growth of railroads because of the conflict, on the escalation of popular sentiment for abolition, on domestic life in the South, or on many other areas of interest. Finally, students read and analyze two historical excerpts—one dealing with an early exploration in Antarctica, the other with Germany in the years preceding World War II.

Procedure

1. Distribute **Handout 48**, and ask students to complete it individually. Follow with open-ended discussion.
2. Ask students to pick a time and place in history that they would like to have an opportunity to visit so that they could see and experience it as it really was. Stress that this would only be a visit—not a permanent move—and that the visit could be as brief as a few hours or as long as a week. Then assign students to write about their choices and include the following information: place and time; reasons for the choice; what they would hope to experience during this visit to the past; what they would do with the new knowledge when they returned to the present. Collect writings.

3. Emphasize the nature of the work of historians—the focus on real events and real people and on cause-effect connections. Then distribute **Handout 49**, and read the background information with the class. Use the Internet to show students photographs of Antarctica, and share the following facts: nearly all of Antarctica is covered with a thick ice sheet; penguins, seals, and whales live there in abundance; the average annual temperature is -56 degrees Fahrenheit; today Antarctica is an important base for scientists who study biology, ecology, climatology, astronomy, geology, and many other fields. The continent was almost completely unknown until the twentieth century.
4. Ask students to read the excerpt on the handout and to respond to the questions.

Suggested Responses

1. The seasons in Antarctica are the reverse of those in the Northern Hemisphere; New Year's occurs during summer.
2. The men were surrounded by miles of ice capable of destroying their ship. The threat was always there.
3. The detail shows a "life goes on" aspect of the expedition. Surrounded by unfamiliar territory and threats, men and animals found time to play.
4. The whales are another aspect of potential danger about to strike from the unknown.
5. Jennifer Armstrong intended her book for young people in middle school and junior high. Note the relatively simple diction and syntax and the emphasis on human interest angles.

5. Distribute **Handout 50**, and ask students to complete the exercise individually or with partners.

Suggested Responses

1. Adolf Hitler was an unimpressive looking man who liked to surround himself with weak individuals who admired him; this shows a basic insecurity. He was also, however, an actor, able to project powerful sincerity. People tended to underestimate him.
2. Ernst Hanfstaengl's dedication to Nazism did not mean that he felt an obligation to admire Hitler during the 1930s.
3. It is easy in retrospect to recognize the destruction that Hitler brought to Europe. As the old saying goes, "Hindsight is twenty-twenty." For people in Germany and in the rest of the world in the first half of the 1930s, Hitler's nature and purposes were far from clear.

4. Erik Larson's diction and syntax make it clear that he was writing for an adult audience interested in background about World War II and in contacts between the United States and Germany before the war.
5. The insecure and unimpressive man Larson describes is nothing like the demagogue evident in films and propaganda from Nazi Germany and about World War II.
6. Larson made extensive use of diaries, personal letters, and official government records, as well as works published during the 1930s.

A Visit to the Past

Directions: We can imagine what it was like to live in another place at another time in history, but it is impossible to know what the people who were actually there thought, felt, and experienced. Imagine that you had a chance to be there for a while, either in the flesh or invisibly. Indicate which of the following destinations you would choose. Then write a reason for one of your "yes" responses and one of your "no" responses.

Yes	Maybe	No	Occasion
			1. A seat in a theatre in Athens for performances of plays by the great tragedian Sophocles
			2. A member of the crowd in Rome on the Ides of March when Julius Caesar was attacked
			3. The wedding ceremony of Henry VIII and Anne Boleyn
			4. The *Mayflower* when it landed in the New World in 1620
			5. The Salem witch trials in 1692
			6. The Boston Tea Party in 1773
			7. The Lewis and Clark expedition during the spring of 1805
			8. A large plantation in Alabama in 1850
			9. The gunfight at the OK Corral in 1881
			10. Aboard the *Titanic* on its maiden voyage in 1912

Reason for one "Yes" response

Reason for one "No" response

An Exploration of Antarctica

Directions: Read the following background information and the excerpt, and answer the questions.

From 1914 to 1916, Sir Ernest Shackleton led an expedition to explore Antarctica, an experience fraught with extreme weather conditions, rough terrain, and perilous danger. Jennifer Armstrong tells the story of this true historical event in her book *Shipwreck at the Bottom of the World: The Extraordinary True Story of Shackleton and the Endurance.*

> On New Year's Eve [1914], they crossed the Antarctic Circle at last, and some of the men gathered on the bridge to sing "Auld Lang Syne" with an accompaniment of dog howls. The ice grew denser, and open water became harder and harder to find. There was no sign that the pack was opening up at all. Day and night, ice growled and scraped along the sides of the ship. The men heard it grinding while they slept, while they ate or played cards, while they stoked the engines or read the charts.
>
> When fog and ice made progress impossible, Shackleton ordered the ship moored to a large iceberg or floe. Then the men and dogs would take advantage of the wide, flat floes to get some exercise. Hockey and soccer games were the sport of choice among the men. As for the dogs, they could chase penguins and run wild without going too far—on all sides was the frigid sea, where killer whales cruised in search of a meal. "These beasts have a habit of locating a resting seal by looking over the edge of a floe, and then striking through the ice from below in search of a meal; they would not distinguish between a seal and a man," Shackleton noted.[1]

1. Why would the men have expected the ice pack to begin breaking up?

2. What effect would the sounds of the ice have had on the crew?

3. Why did the author include the detail about the games both men and dogs played outside?

4. What does the note about the whales add?

5. For what audience was Jennifer Armstrong writing? Support your answer with textual evidence.

[1]Jennifer Armstrong, *Shipwreck at the Bottom of the World* (New York: Crown Publishers, Inc., 1998), 20–21.

 Name:

Life in Hitler's Germany

Directions: Read the following background information and the excerpt, and answer the questions.

In 1933, Franklin D. Roosevelt was inaugurated as president of the United States. He faced daunting problems, with the Great Depression on the homefront, as well as the need to manage foreign policy. He needed an ambassador to Germany and had considerable trouble finding one. Finally, the position was given to William Dodd, a history professor, and the Dodd family (parents and an adult son and daughter) went to live in Berlin, where they experienced effects of passionate nationalism and the rise of Adolf Hitler. Writer Erik Larson tells the story of the real experiences of the Dodds in *In the Garden of Beasts*. In the following excerpt, he deals with a meeting Dodd had with Hitler.

> Even so, Hitler did not cut a particularly striking figure. He rarely did. Early in his rise it was easy for those who met him for the first time to dismiss him as a nonentity. He came from plebeian roots and had failed to distinguish himself in any way, not in war, not in work, not in art, though in this last domain he believed himself to have great talent. He was said to be indolent. He rose late, worked little, and surrounded himself with the lesser lights of the party with whom he felt more comfortable, an entourage of middle-brow souls that Putzi Hanfstaengl derisively nicknamed the "Chauffeureska," consisting of bodyguards, adjutants, and a chauffeur. He loved movies—*King Kong* was a favorite—and he adored the music of Richard Wagner. He dressed badly. Apart from his mustache and his eyes, the features of his face were indistinct and unimpressive, as if begun in clay but never fired. Recalling his first impression of Hitler, Hanfstaengl wrote, "Hitler looked like a suburban hairdresser on his day off."
>
> Nonetheless the man had a remarkable ability to transform himself into something far more compelling, especially when speaking in public or during private meetings when some topic enraged him. He had a knack as well for projecting an aura of sincerity that blinded onlookers to his true motives and beliefs, though Dodd had not yet come to a full appreciation of this aspect of his character.[1]

1. The paragraphs focus on Hitler. What do they say about him?

2. Ernst "Putzi" Hanfstaengl was a German who graduated from Harvard and returned home to be a dedicated Nazi involved with the press. What did he think of Hitler?

3. How do the paragraphs help readers to understand Hitler's rise to power?

4. What reading audience do you think Erik Larson was addressing? Give reasons for your answer.

5. How does Larson's portrait of Hitler contrast with typical views of the leader of the Third Reich?

6. Where do you think the author went to obtain information for this book?

[1]Erik Larson, *In the Garden of Beasts* (New York: Crown, 2011), 157–58.

Lesson 20

Reading about Science

Objectives

- To understand the nature of scientific reasoning
- To read and analyze several excerpts from nonfiction works dealing with science

Notes to the Teacher

The science portions of many standardized tests are more concerned with scientific reasoning than with retention of facts about science. Scientific reasoning involves scrupulous attention to detail, creation of hypotheses, tests to determine the accuracy of hypotheses, revision of hypotheses, additional tests, and additional revisions in a process that can go on and on. Conclusions held firmly by one generation are often refuted by another as both science and technology advance. For this reason, reading about science necessitates attention not only to the writer's credentials, but also to when a book or article was written.

Science, of course, does not exist in a vacuum. It both shapes and is shaped by history, and it involves both humanitarian and ethical issues. The practical results of scientific and technological advancement affect our daily lives, international relations, and both the national and world economy.

In this lesson, students read and analyze three excerpts. The first, from Rebecca Skloot's *The Immortal Life of Henrietta Lacks,* deals with human tissue research. The second focuses on ecology and extinction of species. The third focuses on the type of cancer known as melanoma.

Procedure

1. Point out that science impacts almost every aspect of our lives—the fact that we can use a hair dryer, have our teeth x-rayed, and watch movies online, for example.
2. Present students with the following fictional scenario: Suppose you went to the doctor to have a few moles removed from your back, and you returned home just happy to have gotten rid of them. Your clothes kept sticking to them, and sometimes when you undressed the moles would bleed. Within a few days, you forgot all about them. Then, a few years later, you found that your doctor used the moles he removed to develop a product that destroyed moles with no need for a surgical procedure. A simple application of cream took care of the whole

problem. That product, created through the use of your nasty moles, earned the doctor nearly a million dollars. It did not earn you anything; in fact, you had to pay to have the moles removed. Was there any justice in that? (Lead students to see that this is a complicated issue; even if you kept your newly severed moles, you would not have had the first idea of how to make practical use of them. The doctor must have spent many years and dollars on education and research to be able to invent this important product. When we have a cyst, mole, or organ removed, we leave it behind as unwanted trash to be disposed of somehow and give up all ownership of it. Still, it seems somehow unfair that you, perhaps struggling to pay off debts, received absolutely no benefit from the moles that made someone else rich.)

3. Distribute **Handout 51**, and ask students to complete the exercise.

Suggested Responses

1. The sale of human organs for use in transplants would probably spawn a huge black market in body organs and could lead to widespread crimes against individual persons.
2. Context makes it clear that John Moore's individual cells were in themselves worth a fortune. Earlier the book tells the story of Moore, who had leukemia; his doctor made a fortune using Moore's cells, while Moore earned nothing except doctor bills. Context makes it clear that Clayton is some kind of authority; in writing the book, Skloot cited information from Ellen Wright Clayton, a physician, lawyer, and director of a society that focuses on biomedical ethics.
3. Improved medical treatments and cures depend on experimentation, and experiments depend on raw materials. People in general benefit from medical advances, but sometimes these advances bring wealth to businesses and their investors.
4. Central issues include personal rights to property, privacy, and life. On the other hand, as the book as a whole points out, sometimes one person's cells can lead to improved lives and health for untold millions of other people.

4. Ask students to define the term *ecosystem*. (The term means that our environment consists of diverse elements that do not operate independently but rather have profound impacts on one another.) Provide examples: A successful aquarium depends on the complementary presence of flora, fauna, and other materials such as rocks and clean water so that a healthy environment is created. When Europeans came to the islands off the east coast of what is now the United States, they brought with them factors that were alien to the ecosystem in which the indigenous people lived, resulting in illness and the near extinction of the native people.

5. Distribute **Handout 52**, and ask students to complete the exercise.

Suggested Responses

1. The Hawaiian Islands are remote from other places, so a unique ecosystem of geography, plants, and animals developed and thrived there. The arrival of the Polynesians impacted the environment through their introduction of agriculture and through hunting, but the effect was relatively minor. When Europeans came, however, they brought new plant and animal life that changed Hawaii's ecosystem forever.
2. Something that is endemic belongs naturally and inherently in a specific time and place; extinction occurs when a type of animal or plant is completely obliterated from the face of the earth; the base for *depauperate* is *pauper,* so the word means *poor* or *impoverished*.
3. The example makes the point that the arrival of people alters a natural ecosystem, either deliberately or accidentally. The passage suggests that what we see as improvements can actually be destructive, which can be read as a warning to people today, when, for example, a disease that originates in one part of the world can be dispersed to all of the continents in the time it takes a jet to fly from one city to another.

6. Distribute **Handout 53**. Read the excerpt aloud with the class, and conduct a discussion based on the questions.

Suggested Responses

1. The author aims to explain what causes cancers to develop and spread.
2. The intended audience is clearly educated adults who will not be repelled by specialized terminology.
3. Cancers develop when something causes the normal controls over cell death and growth to go awry. The process that causes a sick cell to die so that a new and healthy one can develop does not occur; instead, the sick one proliferates.

Scientific Use of Human Tissue

Directions: Read the following excerpt from *The Immortal Life of Henrietta Lacks*, and answer the questions.

> It's illegal to sell human organs and tissues for transplants or medical treatments, but it's perfectly legal to give them away while charging fees for collecting and processing them. Industry-specific figures don't exist, but estimates say one human body can bring in anywhere from $10,000 to $150,000. But it's extremely rare for individual cells from one person to be worth millions like John Moore's In fact, just as one mouse or one fruit fly isn't terribly useful for research, most individual cell lines and tissue samples aren't worth anything on their own. Their value for science comes from being part of a larger collection.
>
> Today, tissue-supply companies range from small private businesses to huge corporations, like Ardais, which pays the Beth Israel Deaconess Medical Center, Duke University Medical Center, and many others an undisclosed amount of money for exclusive access to tissues collected from their patients.
>
> "You can't ignore this issue of who gets the money and what the money is used for," says Clayton. "I'm not sure what to do about it, but I'm pretty sure it's weird to say everybody gets money except the people providing the raw material."
>
> Various policy analysts, scientists, philosophers, and ethicists have suggested ways to compensate tissue donors. . . .[1]

1. Why would the sale of human organs and tissues for use as transplants be illegal?

2. Based on context, what do you think John Moore was able to do? Can you infer the identity of Clayton?

3. Why is access to human tissue important to the advancement of science? Whom does this benefit?

4. What ethical issues are involved?

[1]Rebecca Skloot, *The Immortal Life of Henrietta Lacks* (New York: Crown Publishers, 2010), 322–23.

Thinking about Ecosystems

Directions: Read the following excerpt from *Nature Out of Place*, and answer the questions.

> When the first Polynesian explorers arrived in the Hawaiian Islands about sixteen hundred years ago, upwards of 90 percent of the species they encountered were found nowhere else. This high level of endemism—the quality of belonging or being unique to a particular place—arguably made the islands the most biologically distinct place on the planet. These first Hawaiians converted some of the native lowland ecosystems to agriculture and caused the extinction of a number of species endemic to those habitats. However, because these people brought relatively few nonnative species with them on their 2,400-mile canoe voyage, the damage they did to Hawaii's native ecosystems was mostly limited to the lowland areas where they lived and farmed. (One notable exception is that a number of upland species of flightless birds were driven to extinction at least in part through overhunting.) Their impacts were not substantially different from those of any other agricultural people who settled a place where farming did not previously dominate the landscape: they cleared land, hunted animals, and gathered plants. Beyond the margins of their fields, Hawai'i remained largely Hawaiian.
>
> The wholesale transformation of the undeveloped Hawaiian landscape gained speed only in the nineteenth century, when European explorers and settlers began to introduce one species after another to the islands in an attempt to make what they saw as a strangely depauperate and seemingly fragile environment a little more bountiful and robust.[1]

1. What does the excerpt say about the history of Hawaii's ecosystems?

2. Define the following words based on context: *endemic, extinction, depauperate*.

3. The subtitle of the book indicates that the authors' focus will be nature in a global age. Why does the first chapter begin with Hawaii a century and a half in the past? What seems to be the authors' purpose?

[1]Jason Van Driesche and Roy Van Driesche, *Nature Out of Place: Biological Invasions in the Global Age* (Washington, D.C.: Island Press, 2000), 7–9.

 Name:

Cancer Research

Directions: Read the excerpt, and answer the questions.

> The revolution in molecular biology and the ability of scientists to study genes has led to new and unexpected findings for a number of diseases, including melanoma. Melanoma strikes when the DNA of melanocytes in the skin mutates, making them apt to grow out of control and spread to internal organs. Most cancer researchers believe that this process is due to the loss of specific genes that control the start and stop of cell division and growth. More recently they have identified a number of genes that stop cells from dividing and may even cause injured cells to die, in a process called *apoptosis*. This cell death is a normal body function that destroys injured, stressed, or abnormal cells and makes room for new normal cells. In melanoma, as well as other cancers, apoptosis is unable to occur, as the genes that regulate the cell death are lost or damaged. Scientists have isolated many of these genes by comparing the DNA in melanoma cells with the DNA in normal melanocytes.[1]

1. What is the author's purpose in this excerpt?

2. What audience is being addressed?

3. In your own words, what seems to cause the development of melanoma and other cancers?

[1]Howard L. Kaufman, M.D., *The Melanoma Book* (New York: Gotham Books, 2005), 36.

Lesson 21

A Nonfiction Bridge to Writing

Objectives

- To read and analyze a memoir
- To write, revise, and publish an original memoir

Notes to the Teacher

A program in reading nonfiction naturally leads to original writing. As we read what others have to say in informational prose, we often discover that we, too, have something to say. This lesson begins with a short piece from Mark Twain's *Life on the Mississippi* which can stand alone as an essay. Twain explains how his experiences learning to navigate the river forever changed his attitudes toward it; for him, the Mississippi became the subject of science, and the romance and beauty of the river were gone forever.

Students then begin an assignment intended to involve them in all of the stages of writing from prewriting to publication. Throughout the process, you will need to emphasize that this is an experience in writing nonfiction; it is necessary to avoid making up details to spice up the narrative. In planning ahead for the completion of this project, you will want to schedule class time for conferencing and plan the method to publish the final products—possibly a printed book, an online publication, or a bulletin board display.

Procedure

1. Distribute **Handout 54**, and ask small groups to complete the exercise. Follow with discussion.

Suggested Responses

1. Mark Twain contrasts his view of the Mississippi before he learned to pilot a steamboat to his view afterward.
2. As Twain grew familiar with the river, he lost any sense of its beauty, grace, and majesty. For him, the poetic side of the Mississippi was gone.
3. The river was fascinating, mysterious, and even bewitching in a way.
4. Twain's attention became focused on what details told him about navigating the steamboat; his interests became entirely pragmatic.

5. Twain likens his experience to that of a doctor who, after time, no longer notices the beauty of the human body but rather must always focus on diagnosis.
6. Twain separated his two views of the river. He described his enamored view first, then his practical view, and then provided an analogy.
7. The diction and syntax indicate that Twain was writing for an adult audience, and the subject matter suggests that he expected readers to understand his experience. His attitude seems to be a mixture of regret and resignation, as reflected in the chapter's title, "Continued Perplexities." He seems to be pointing out that scientific analysis can deaden us to perceptions of beauty and mystery.

2. Explain that students are going to write memoirs about experiences that changed them in some way, as Twain's experiences with the Mississippi altered his way of seeing the river. Like Twain, they will describe their before and after perceptions and create an analogy for the experience. Explain that these writings will have an audience, as they will be published for a variety of readers. This assignment is not intended to be a vehicle for true confessions.
3. Allow time for students to brainstorm possible topics, and, if necessary, make suggestions. (For example, a ten-year-old might be entirely happy getting around on a bicycle, but the same person at sixteen usually wants to discard the bike in favor of a car.)
4. Point out that often writings of this type include quotations and/or dialogue, and review the conventions for punctuation. Provide an example such as this: In one of my earliest memories, my father is standing at my bedroom door and saying in a near whisper, "You have to learn to look before you leap."
5. Distribute **Handout 55**, and review the rubric. Then establish a time line of days for conferencing, revision and editing, and publication. Explain that at the final deadline, students will submit an early draft, the final paper, and a completed rubric reflecting self-evaluation.

Mark Twain Speaks of Perplexities

Directions: Read the following excerpt from chapter 9 of Mark Twain's *Life on the Mississippi*, and answer the questions.

> Now when I had mastered the language of this water and had come to know every trifling feature that bordered the great river as familiarly as I knew the letters of the alphabet, I had made a valuable acquisition. But I had lost something, too. I had lost something which could never be restored to me while I lived. All the grace, the beauty, the poetry had gone out of the majestic river! I still keep in mind a certain wonderful sunset which I witnessed when steamboating was new to me. A broad expanse of the river was turned to blood; in the middle distance the red hue brightened into gold, through which a solitary log came floating, black and conspicuous; in one place a long, slanting mark lay sparkling upon the water; in another the surface was broken by boiling, tumbling rings, that were as many-tinted as an opal; where the ruddy flush was faintest, was a smooth spot that was covered with graceful circles and radiating lines, ever so delicately traced; the shore on our left was densely wooded, and the sombre shadow that fell from this forest was broken in one place by a long, ruffled trail that shone like silver; and high above the forest wall a clean-stemmed dead tree waved a single leafy bough that glowed like a flame in the unobstructed splendor that was flowing from the sun. There were graceful curves, reflected images, woody heights, soft distances; and over the whole scene, far and near, the dissolving lights drifted steadily, enriching it, every passing moment, with new marvels of coloring.
>
> I stood like one bewitched. I drank it in, in a speechless rapture. The world was new to me, and I had never seen anything like this at home. But as I have said, a day came when I began to cease from noting the glories and the charms which the moon and the sun and the twilight wrought upon the river's face; another day came when I ceased altogether to note them. Then, if that sunset scene had been repeated, I should have looked upon it without rapture, and should have commented upon it, inwardly, in this fashion: "This sun means that we are going to have wind to-morrow; that floating log means that the river is rising, small thanks to it; that slanting mark on the water refers to a bluff reef which is going to kill somebody's steamboat one of these nights, if it keeps on stretching out like that; those tumbling 'boils' show a dissolving bar and a changing channel there; the lines and circles in the slick water over yonder are a warning that that troublesome place is shoaling up dangerously; that silver streak in the shadow of the forest is the 'break' from a new snag, and he has located himself in the very best place he could have found to fish for steamboats; that tall dead tree, with a single living branch, is not going to last long, and then how is a body ever going to get through this blind place at night without the friendly old landmark?"
>
> No, the romance and the beauty were all gone from the river. All the value any feature of it had for me now was the amount of usefulness it could furnish toward compassing the safe piloting of a steamboat. Since those days, I have pitied doctors from my heart. What does the lovely flush in a beauty's cheek mean to a doctor but a "break" that ripples above some deadly disease? Are not all her visible charms sown thick with what are to him the signs and symbols of hidden decay? Does he ever see her beauty at all, or doesn't he simply view her professionally, and comment upon her unwholesome condition all to himself? And doesn't he sometimes wonder whether he has gained most or lost most by learning his trade?

1. What does Mark Twain compare and contrast in this essay?

2. In the third paragraph, what does Twain say that he lost?

3. Describe the river as he first experienced it.

4. How and why did Twain's view change?

5. What purpose does the reference to the doctors serve?

6. How is the essay organized?

7. Describe Twain's intended audience, attitudes, and purpose in the passage.

Memoir Evaluation Rubric

Directions: Use the following criteria as tools for both revision and evaluation.

Category	5	3	1
Topic	The paper focuses on a significant change the writer experienced and explains the reasons for the change.	The paper describes the writer's experiences but is somewhat vague about how and why the experiences caused change.	The content seems vague and somewhat purposeless.
Opening	The first paragraph(s) vividly depict the writer's attitudes about a specific topic at an earlier time in life.	The opening section of the essay deals with the author's life as a younger person.	The opening section reflects confusion about the purpose of the essay.
Catalyst	The author makes clear what caused a change in attitude or perception.	The writer's perception of the cause-effect relationship seems unclear.	The essay fails to identify a believable cause for a change.
Result	The essay clearly indicates how and why the writer's perceptions and attitudes changed.	The difference between the author's before and after attitudes is not quite clear.	The writer seems unaware of the purpose of the assignment: depiction of a change in attitude.
Analogy	The essay concludes with a compelling analogy to illustrate the impact of the experience and its consequences.	The writer included an analogy, but it does not seem to connect convincingly with the experience.	There is no analogy, or the analogy is inappropriate.
Writing Process	The final product reflects careful attention to revision and editing and contains no serious language errors.	The final product contains few language errors and demonstrates at least some revision and editing.	The final product seems haphazard and includes a substantial number of errors.

Lesson 22

Launching a Research Project

Objectives

- To understand the nature of a true research project
- To learn and use conventions for citing sources
- To initiate a formal research project culminating in a paper or a presentation

Notes to the Teacher

Students have probably engaged in various kinds of reports in many earlier classroom contexts; in approaching this lesson, you will want to emphasize that the goal of the research project is not a perfunctory summary of information gleaned from one or two encyclopedias or Web sites. Any topic worth research will be complicated enough to allow for diverse perspectives and interpretations, and it is the researcher's task to discover and integrate those diversities into a single project or paper.

If you have not already taken your students to a library, this lesson provides a good reason to do so. Library shelves make it clear that there are literally millions of topics to research. Encourage students to choose topics that connect with personal interests. As students work on their research, you will find it worthwhile to schedule some class time to oversee their work and provide assistance; this will help to ascertain that they have not used the loophole of purchasing work from a Web site that markets ready-made papers.

You will also want to select a mode for final presentation of information. This can be a formal research paper, with parenthetical documentation and a bibliography. In some contexts, it works better to have students deliver oral presentations or devise multimedia presentations. Regardless of method, students should be asked to cite sources.

Procedure

1. Explain that students are about to begin research in preparation for a major project, and identify the form you want in their final work. Emphasize that this lesson will focus on information sources.
2. Distribute **Handout 56**, and review the information in part A with the class. Identify the specific requirements of your assignment, including format of documentation. Explain that use of the format will not be an issue until the completion of the final product; the important thing is keeping a thorough record about sources of information.

3. Have small groups complete part B of the handout. Follow with discussion.

Suggested Responses

1. The United Dairy Association is a reputable group, but its views on butter and margarine are likely to be biased in favor of butter. Mario needs to double-check information with that in other sources and watch for elements of propaganda.
2. President Eisenhower was a Republican, so party politics could interfere with the accuracy of the views in this publication. The source is not worthless, but Lee needs to check information from additional sources.
3. Colleen needs to incorporate more recent data into her work. A lot can change as the decades slip by. The Internet can be a valuable source for very recent information, as books take quite a lot of time in publication.
4. The book may be helpful, but there are questions about the ability of anyone to explain the beliefs of a religion to which he or she does not belong.
5. Children's books often make delightful reading and are seldom deceptive, but they do tend to oversimplify. Information from texts written for adult audiences is essential.
6. Since Annie Dillard was born in 1945 and grew up in Pittsburgh, Pennsylvania, the source seems not to be credible and should be disregarded.

Consider the Source

Part A.

Directions: Read the following guidelines for use of sources in preparation for a major project or essay.

1. A key issue in all informational prose is the credibility of the writer. If you come across a source in which no author is listed, disregard it. Keep in mind that an author can be an individual, a group of people, or an organization.
2. Pay attention to the intended audience, and avoid obtaining key information from works aimed at children. While these books are often interesting, they also tend to simplify and omit some information because of the needs of the audience.
3. Identify the writer's purpose(s). Determine whether the piece is intended to provide information, to entertain, or to convince readers about something. Be alert for any propaganda devices that might be at work.
4. Identify the writer's attitude. Does the writing as a whole seem to be objective? Does it tend toward praise or condemnation?
5. When using the Internet, pay attention to the quality of the language, the layout of the Web site, and the source of the information. If any of these seem flawed, view the online material with skepticism.
6. Record information in your own words. If you come across a quotation that might be useful in your final project, place it in quotation marks and keep a thorough record of the source in which you found the quotation.
7. For every source you use, record the information you will need for your bibliography: author, title, publishing information, and specific pages used. Forgetting to do this can result in hours of frustration later as you try to rediscover sources.
8. Most people today cite sources using the format of either the Modern Language Association or the American Psychological Association. The formats are similar but not identical. Review the following sample citations for a book.

   APA Stewart, Rory. (2004). *The places in between*. Orlando: Harcourt, Inc.

   MLA Stewart, Rory. *The Places in Between*. Orlando: Harcourt, Inc., 2004.

   In completing formal research papers and projects, always use the format designated by your instructor. You can find detailed directions for both APA and MLA citations on the Internet, including applications to all kinds of print materials and media.

Part B.

Directions: Consider the following research scenarios, and assess the usefulness of sources.

1. Mario's research focuses on comparison and contrast of the effects of the use of butter and margarine as dietary elements. He comes across a detailed report from the American Dairy Association.

2. In studying challenges faced by the administration of President Dwight D. Eisenhower, Lee finds a publication by the Democratic Party that evaluates U.S. presidents from best to worst.

3. Colleen's project deals with causes and effects of global warming. Her sources are all books copyrighted before 1980.

4. Riley is researching beliefs and practices of Zen Buddhists and finds a book on the topic written by a Franciscan monk in Italy.

5. Jamie's search for information on Navajo customs and beliefs leads her to the juvenile section of the library, where she finds several books with interesting pictures.

6. In researching information about writer Annie Dillard's life and work, Yvonne finds an article online that describes Dillard's childhood years as happy although troubled by the rise to power of Adolf Hitler.

Index of Authors and Works