CONQUERING CLOSE READING

Working with Freedom: A History of US

By Michael Hutchison





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PREFACE

TO THE TEACHER

Close reading refers to a "careful and purposeful reading" of a selection of text with the goal of discovering deeper comprehension and understanding of the material. This activity book helps students develop close reading skills that should further prepare them for college and career readiness.

The evolution of close reading is rooted in secondary-level learning, especially in preparing students for college-level courses. However, with the advent of Common Core State Reading and Language Arts Standards, it has become evident that close-reading skills are just as necessary for the elementary- and middle-school levels. It is not enough to expect students to develop close-reading skills on the high-school level. Instead, it is now necessary for students to develop these skills from kindergarten through elementary school as well.

These skills are essential since many high-quality texts don't provide an easy way to uncover their meanings. The goal is for "deep comprehension." This is a necessity as students graduate from lower-level to more complex and high-quality texts, which typically happens as they graduate from elementary school to secondary school and on to higher education. This book provides a foundation to help students develop those close-reading skills.

This activity book focuses on close reading excerpts from Joy Hakim's *Freedom: A History of US*. This lively and richly layered history text provides excellent opportunities for both learning close-reading skills and revealing a deeper understanding of U.S. history as conveyed by the full text. This activity book's goal, first and foremost, is to provide supplemental activities to *Freedom: A History of US* that teach skills that can translate into any area of reading and that also immerse students in a fuller understanding of the entire *Freedom: A History of US* text.

Secondarily, these activities can be used as stand-alone exercises in learning close-reading techniques. The myriad activities can be adapted by teachers and applied to many types, forms, and subject areas of readings.

The book is designed to correspond to the various units in the second half of *Freedom: A History* of US, targeting the high-school level and covering material in President Obama's second inaugural address and units 9–17 of the text. Although the activities in this book are geared to address high school U.S. history classes, with some adaptation, they can be used on the middle-school level, as well.

Each unit has two to five selected readings. Teacher information pages, located at the beginning of each reading, include a synopsis of the reading, alignment with specific Common Core State Reading Standards in Literacy for History/Social Studies (grades 9–12), and suggested answers. The following student pages provide the text of the close-reading excerpt and a mixture of reflective and challenging activities and questions.

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Common Core State Standards

Activities for each unit are aligned to Common Core Reading Standards for Literacy in History/Social Studies for Grades 9–12. Overall standards themes covered in the activities include "Key Ideas and Details," "Craft and Structure," and "Integration of Knowledge and Ideas."

How to Use the Activities

Activities may be used in several ways. You may elect to use the activities as warm-ups prior to students' reading the corresponding unit in the book. You may also want to use the activities as a follow-up, in-depth look at each unit after your students have finished reading, or you may wish to use them as stand-alone exercises to focus on close-reading techniques. If desired, the excerpts and their accompanying activities may be assigned as homework.

Time Allotted

Completion of activities and questions for each reading should take approximately 20 minutes. Time required may increase or decrease, depending on the reading level of students.

Strategies Used

Several close reading strategies are employed in this book. These deal with the following concepts:

compare and contrast: A strategy that has students analyze various aspects of a reading or situation for similarities or differences.

craft and structure: How the author uses syntax and order to effectively convey a reading's message.

evidence: Something that proves a particular point or idea. Students read in order to find evidence that corroborates an argument or position stated in the reading.

five-word summary: A strategy that has students identify the five most important words in an excerpt and then defend their choices in a short paragraph.

frame of reference: Information and values that help show how judgments or conclusions are made. With these activities, students analyze how the frame of reference impacts the writing.

inference: A conclusion drawn using evidence and reasoning. Students make conclusions based on evidence from within the excerpt.

irony: Describes a situation that seems to be intentionally contrary to what is expected; a point made by intentionally using language that expresses the opposite of one's meaning, sometimes for humorous effect. In questions dealing with irony, students look for and analyze instances of irony.

liberal understanding: The use of one's own viewpoint to make conclusions about an excerpt.

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metaphor: A descriptive word or phrase used to represent or explain something else. Students analyze the excerpt for metaphors and analyze those comparisons.

paradox: A statement that appears to contradict itself but ultimately proves to be true. In these activities, students read through the selection to identify instances of paradoxes.

point of view: A perspective taken by an author when evaluating or presenting a conclusion. Students draw conclusions about the point of view of the author of the excerpt.

primary source: A historic source that comes directly from the past, from someone who witnessed firsthand the period or events the source relates; an eyewitness account. Students read primary and secondary sources contained in the excerpt and use them to help answer the questions and complete the activities.

pull quote: A quotation "pulled" from the body of a passage and displayed as a graphic element within the text to "hook" the reader. For these activities, students are asked to identify one key quotation and explain why it should be used as a pull quote.

"read with a pencil": A close-reading strategy that asks students to mark key points and annotate text.

rhetorical précis: A four-sentence, detailed synthesis of an informational text.

simile: A figure of speech that compares two different things using the words "like" or "as." Students analyze the excerpt for similes and analyze those comparisons.

syntax: The manner in which an author uses and arranges words to form sentences. In these activities, students read through a selection looking for the topic sentence as well as key words that demonstrate the main theme.

thesis: A statement or premise to be maintained or proven as the central idea of a work.

vocabulary: Students determine the definitions of terms based on their context in the reading and then pair the terms and definitions using either matching or word banks.

word picture: A graphic or vivid description in words. In these activities, students analyze the author's choice of words and how they create a "picture" or "portrait" of an event or era.

"wrecking the text": A close-reading strategy in which the student rewrites a passage in his or her own words.

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COMMON CORE READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES

Grades 9-10

Key Ideas and Details

CCSS.ELA-LITERACY.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure

CCSS.ELA-LITERACY.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-LITERACY.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas

CCSS.ELA-LITERACY.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-LITERACY.RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

CCSS.ELA-LITERACY.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

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Grades 11-12

Key Ideas and Details

CCSS.ELA-LITERACY.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure

CCSS.ELA-LITERACY.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

CCSS.ELA-LITERACY.RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CCSS.ELA-LITERACY.RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas

CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

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Readings from

"Working for Freedom", "Freedom", "

READING 1

Susan B. Anthony Seeks to Vote

Introduction

In this activity, students close read a selection from *Freedom: A History* of *US* that describes Susan B. Anthony on trial for exercising the right to vote. Students analyze the reading looking for details about this complex issue.

Procedure and Notes

Allow sufficient time for students to reread the selection as needed. Answers to questions should range between three and five sentences each. Encourage students to reread the selection to improve comprehension and refine answers. The activity and questions should be answered totally by using the excerpt. The activity calls for the précis to be completed in pairs, but it also can be completed individually.

CCSS Reading Standards

Key Ideas and Details

- Standard 1
- Standard 2

Craft and Structure

Standard 5

Integration of Knowledge and Ideas

Standard 8

Strategies Used

evidence: something that proves a particular belief or idea

irony: describes a situation that seems to be intentionally contrary to what is expected

rhetorical précis: four-sentence, detailed synthesis of an informational text

thesis: statement or premise to be maintained or proven as the central idea of a work

Answers

Activity: Rhetorical Précis

A rhetorical précis highlights the main elements of an informational text through a four-sentence, detailed synthesis of the selection. The first sentence (1) contains the author's name, the title of the selection, a concise and appropriate verb (such as asserts, argues, suggests, implies, claims, etc.), and a "that-clause" stating the thesis or main assertion of the selection. The second sentence (2) explains how the author goes about supporting the thesis. The third sentence (3) explains why the author wrote the selection and should contain an "in order to" statement. The last sentence (4) addresses the author's intended audience and how the author positions himself/herself with the audience.

Using these guidelines, work with a partner to develop a rhetorical précis.

Student answers will vary. However, the teacher should ensure that the response includes each component of the précis. An example response could state, "Author Joy Hakim, in the reading 'Susan B. Anthony Seeks to Vote,' asserts that women deserve equal rights (including the right to vote). The author supports this view by comparing the suffragist movement with the Independence movement, noting that while women can be taxed, they cannot vote. The author wrote the selection in order to demonstrate to the reader that women were denied equal rights, including that of due process, as demonstrated in Anthony's trial. While the targeted audience includes those persons who know that women's right to vote is now well-established, the author also intends for readers to understand that the right was fought for during an era when many were close-minded."

Question

1. Irony, Evidence

Irony describes a situation that seems to be intentionally contrary to what is expected. Reread the selection. What points of irony can be found in the selection? Explain why the points you selected meet the definition of irony.

Students will likely note that several points of irony are found in the selection. Anthony notes Jefferson's contention that people are born with rights and that governments are formed to protect those unalienable rights. She notes that "half the people [women] are ruled by the other half [men]." Anthony also refers to the "1775 tea party cry" of "no taxation without representation," stating that women can be taxed, but they can't vote. She notes that women can be arrested, but they can't serve on a jury. While many believe Anthony is "making sense," the judge refuses to let her speak, calling her "incompetent."

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SUSAN B. ANTHONY SEEKS TO VOTE



Rights are not something that governments own and give out to people, Anthony says. They belong to each of us. People are born with rights. Governments are formed to protect those rights. She uses Thomas Jefferson's word, unalienable. She calls them "God-given rights." She also talks about the "hateful oligarchy of sex." By which she means the rule of men over women. Half the people are ruled by the other half, she says. She keeps reminding people of the colonists' 1775 tea party cry: No taxation without representation. Women can be taxed but they can't vote. Women can be arrested, but they can't serve on a jury. Many in Rochester think she is making sense. When the June day comes, the courtroom is packed. The judge, Ward Hunt, won't let Susan Anthony speak for herself. He says she is "incompetent" to do so. Anthony's friend, lawyer Henry Selden, responds, "Every citizen has a right to take part upon equal terms with every other citizen. . . . Political bondage equals slavery." But Judge Hunt gets the final word. He turns to the jurors. "Under the Fifteenth Amendment ... Miss Anthony was not protected in a right to vote," he says. "Therefore I direct you to find a verdict of guilty." No judge has a right to do that. Judges can tell a jury about the law. They cannot tell juries how to vote. The clerk of the court says to the jury, "You say you find the defendant guilty, so say you all?" No juror says a word.

Source: Part 9, "Working for Freedom," paragraph 5.

Activity: Rhetorical Précis

A rhetorical précis highlights the main elements of an informational text through a four-sentence, detailed synthesis of the selection. The first sentence (1) contains the author's name, title of the selection, a concise and appropriate verb (such as asserts, argues, suggests, implies, claims, etc.), and a "that-clause" stating the thesis or main assertion of the selection. The second sentence (2) explains how the author goes about supporting the thesis. The third sentence (3) explains why the author wrote the selection and should contain an "in order to" statement. The last sentence (4) addresses the author's intended audience and how the author positions himself/herself with the audience.

Using these guidelines, work with a partner to develop a rhetorical précis

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Question

1. Irony, Evidence

Irony describes a situation that seems to be intentionally contrary to what is expected. Reread the selection. What points of irony can be found in the selection? Explain why the points you selected meet the definition of irony.

READING 2

Rise of the Robber Barons

Introduction

Students analyze a reading dealing with the rise of the robber barons, who some identify as industrialists who made huge sums of money, usually by exploiting those who worked in their factories.

Procedure and Notes

Allow sufficient time for students to reread the selection as needed. Answers to questions should range between three and five sentences each. Encourage students to reread the selection to improve comprehension and refine answers. The activity and questions should be answered totally by using the excerpt.

CCSS Reading Standards

Key Ideas and Details

- Standard 1
- Standard 2

Craft and Structure

Standard 4

Integration of Knowledge and Ideas

• Standard 8

Strategies Used

evidence: something that proves a particular belief or idea

pull quote: quotation "pulled" from the body of a passage and displayed as a graphic element within the text to "hook" the reader

vocabulary: activity in which the student determines the definitions of terms based on their context in the reading

Answers

Activity: Vocabulary

Based on their use in the context above, match the vocabulary words with their definitions.

pragmatic: dealing with things in a realistic and practical way

restraint: device to maintain control; moderation and discipline

liberty: the power to act as one pleases

gilded: covered thinly with gold leaf or gold paint

burgeoning: thriving or developing rapidly

Questions

1. Cite Evidence

The author notes that American business during this period was "wholly without regulation." What evidence in the selection highlights a lack of regulation?

Immediately after making the claim, the author uses a quote from *The Nation* defining freedom as "the liberty to buy and sell, and mend and make, where, when, and how we please." Earlier in the passage, the author also notes that "that idea of unrestrained freedom encouraged shootouts. . .and horrific lawlessness, as well as the exhilaration of total independence." This suggests that the lack of regulation during the period affected both the economic and social state of the nation. Students might also infer a similar point in the discussion of the Gilded Age, noting the disparity of wealth between the "haves" and the "have-nots."

2. Pull Quotes

In order to attract the reader, editors frequently "pull" and box an important quote from a story. After rereading the selection, identify a significant statement from the reading as a pull quote. Write a short statement in which you justify why you selected that particular statement. Why is it significant?

Answers will vary depending on quotes selected by the student. Students may suggest, "By 1890, one percent of the population owns more property than all the rest of the nation's people combined," as it shows the opulence of the time period and demonstrates that the wealth was poorly distributed. Other students may suggest, "For the very rich, and for a burgeoning middle class, life is good and will get even better. But for immigrants, minorities, the unlucky, and the unskilled there is often grinding poverty," since it demonstrates that for a fair amount of people, the prosperity of the Gilded Age never reaches them.

RISE OF THE ROBBER BARONS

>

So American freedom headed off in a pragmatic direction, in what would be a continuing voyage. It often became a negative thing—an absence of restraints. . . . In the West, that idea of unrestrained freedom encouraged shootouts, wide-open saloons, and horrific lawlessness, as well as the exhilaration of total independence. And American business? In much of the nineteenth century it was wholly without regulation. E. L. Godkin, the liberal editor of *The Nation*, defined freedom as "the liberty to buy and sell, and mend and make, where, when, and how we please." Which is the way it was for Mattie Silks, a Denver madam who carried a lace parasol and a gold cross and said, "I went into the sporting life for business reasons and no other. It was a way for a woman in those days to make money and I made it."

Mark Twain calls the era a "Gilded Age." For the very rich, and for a burgeoning middle class, life is good and will get even better. But for immigrants, minorities, the unlucky, and the unskilled there is often grinding poverty. By 1890, one percent of the population owns more property than all the rest of the nation's people combined.

Source: Part 9, "Working for Freedom: An Age of Extremes," paragraphs 3-4.

Activity: Vocabulary

Based on their use in the context above, match the vocabulary words with their definition				
	: dealing with things in a realistic and practical way			
: device to maintain control; moderation and discipline				
: the power to act as one pleases				
: covered thinly with gold leaf or gold paint				
: thriving or developing rapidly				
Word Bank				
	liberty	pragmatic		
	burgeoning	gilded		
	restraint			

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Questions

1. Cite Evidence

The author notes that American business during this period was "wholly without regulation." What evidence in the selection highlights a lack of regulation?

2. Pull Quotes

In order to attract the reader, editors frequently "pull" and box an important quote from a story. After rereading the selection, identify a significant statement from the reading as a pull quote. Write a short statement in which you justify why you selected that particular statement. Why is it significant?

READING 3

Coxey's Army

Introduction

Students are introduced to Jacob Coxey, who leads an army of unemployed to Washington, D.C., to protest the Panic of 1893. President Grover Cleveland refuses to meet with the protesters. Students analyze the selection and answer questions based on the reading.

CCSS Reading Standards

Key Ideas and Details

- Standard 1
- Standard 2

Craft and Structure

Standard 5

Procedure and Notes

Allow sufficient time for students to reread the selection as needed. Answers to questions should range between three and five sentences each. Encourage students to reread the selection to improve comprehension and refine answers. The activity and questions should be answered totally by using the excerpt.

Strategies Used

craft and structure: how the author uses syntax and order to effectively convey a reading's message

evidence: something that proves a particular point or idea

metaphor: descriptive word or phrase used to represent or explain something else

point of view: perspective taken by an author when evaluating or presenting a conclusion

syntax: manner in which an author uses and arranges words to form sentences

"wrecking the text": close-reading strategy in which the student rewrites a passage in his or her own words

Answers

Activity: Syntax, Craft, and Structure

- 1. Highlight in yellow the sentence that, in your view, best summarizes the paragraph.
- **2.** Identify what you believe is the main theme the author develops.

Student answers should include mention of Coxey's beliefs that the government should help the unemployed and that Americans have a right to protest against what they perceive as injustice.

3. What key words in the reading demonstrate the main theme the author develops? Highlight those words in a different color.

Jacob Coxey is a Civil War veteran, a farmer, a quarry owner, and a devout Christian. He is also a reformer. He wants the government to help its out-of-work citizens find jobs. So, in 1894, when things are really bad, he assembles an army of unemployed men. They set off on a 400-mile freedom march from Massillon, Ohio, to Washington, D.C. They intend to ask the government to help the unemployed. But as Coxey's army tramps eastward, newspaper reports describe it as a bunch of ragged, hungry men out to terrorize the countryside. At the White House, extra guards are placed on duty. President Grover Cleveland makes it clear that he will not meet with the protesters. Thirty-five days after leaving Ohio, Coxey's army makes it to Washington. The men march down Pennsylvania Avenue to the steps of the Capitol; there Coxey prepares to speak. But before he can even begin, National Guardsmen move in and arrest him. Congress shall make no law . . . abridging the freedom of speech, says the First Amendment. "Freedom of speech is the safety valve of society; if it is obstructed there will be an explosion somewhere," says Coxey, who knows the Constitution well.

Questions

1. Metaphor, Cite Evidence, Point of View

A metaphor is a descriptive word or phrase used to represent or explain something else. After looking through the reading, what do you see as a metaphor in the selection? Does this help the author's point of view? Write a short paragraph defending your answer.

One significant metaphor deals with Coxey's comparison quote that "freedom of speech is the safety valve of society." Obviously, speech isn't a "valve" in the true sense of the word, but it figuratively is, according to Coxey's quote. Students may also see a metaphor in the rest of Coxey's quote that describes an "explosion" should freedom of speech be "obstructed." Student answers will vary as to whether the metaphor helps the author's point of view.

2. "Wrecking the Text"

Reread the selection. Then, rewrite the reading in your own words.

Answers will vary. However, students should note that Coxey and his men marched to Washington, D.C., to protest against high unemployment rates. However, the U.S. government and the press portray Coxey's army as "ragged, hungry men out to terrorize the countryside." Coxey is denied the right to speak on the Capitol steps. He warns that denying him the right to speak will lead to future violence.

Coxey's Army



Jacob Coxey is a Civil War veteran, a farmer, a quarry owner, and a devout Christian. He is also a reformer. He wants the government to help its out-of-work citizens find jobs. So, in 1894, when things are really bad, he assembles an army of unemployed men. They set off on a 400-mile freedom march from Massillon, Ohio, to Washington, D.C. They intend to ask the government to help the unemployed. But as Coxey's army tramps eastward, newspaper reports describe it as a bunch of ragged, hungry men out to terrorize the countryside. At the White House, extra guards are placed on duty. President Grover Cleveland makes it clear that he will not meet with the protesters. Thirty-five days after leaving Ohio, Coxey's army makes it to Washington. The men march down Pennsylvania Avenue to the steps of the Capitol; there Coxey prepares to speak. But before he can even begin, National Guardsmen move in and arrest him. Congress shall make no law . . . abridging the freedom of speech, says the First Amendment. "Freedom of speech is the safety valve of society; if it is obstructed there will be an explosion somewhere," says Coxey, who knows the Constitution well.

Source: Part 9, "Working for Freedom: Hard Times," paragraph 3.

Activity: Syntax, Craft, and Structure

- 1. Highlight in yellow the sentence that, in your view, best summarizes the paragraph.
- 2. Identify what you believe is the main theme the author develops.
- **3.** What key words in the reading demonstrate the main theme the author develops? Highlight those words in a different color.

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Questions

1. Metaphor, Cite Evidence, Point of View

A metaphor is a descriptive word or phrase used to represent or explain something else. After looking through the reading, what do you see as a metaphor in the selection? Does this help the author's point of view? Write a short paragraph defending your answer.

2. "Wrecking the Text"

Reread the selection. Then, rewrite the reading in your own words.

Readings from

"YEARNING TO BREATHE FREE"

READING 1

A Pedestal for Lady Liberty

Introduction

Students learn about the struggle to build a pedestal for the Statue of Liberty. They analyze a selection from *Freedom: A History of US* describing the work of Joseph Pulitzer to raise funds to provide the pedestal and erect the statue.

CCSS Reading Standards

Key Ideas and Details

Standard 1

Craft and Structure

Standard 4

Procedure and Notes

Allow sufficient time for students to reread the selection as needed. Answers to questions should range between three and five sentences each. Encourage students to reread the selection to improve comprehension and refine answers. The activity and questions should be answered totally by using the excerpt. Question 2 calls for students to work in pairs, but it also can be completed individually.

Strategies Used

evidence: something that proves a particular point or idea

five-word summary: strategy that has students identify the five most important words in an excerpt and then defend their choices in a short paragraph

vocabulary: activity in which the student determines the definitions of terms based on their context in the reading

Answers

Activity: Vocabulary

Based on their use in the context above, match the vocabulary words with their definitions.

genius: person who is exceptionally intelligent or creative, either generally or in some particular respect

pedestal: foundation or platform that serves as the base for a statue

auctioned: sold at a public event to the buyer who pays the most

contribute: to supply something in order to help achieve something else

sublime: of such excellence, grandeur, or beauty as to inspire great admiration or awe

Questions

1. Cite Evidence

What evidence does the author give to prove that Americans responded to Pulitzer's call to help fund the pedestal?

Pulitzer announced in his paper that anyone who donated any amount to the pedestal would have his or her name printed in the paper. The author notes that all across America, people responded. Twelve public schools in Trenton, New Jersey collected \$105.07 from their students. A "girl named Jane" sent fifty cents. Artists and writers donated their work to raise money for the statue. Mark Twain contributed a pile of canceled checks featuring his signature. By 1886, enough money had been contributed to pay for the pedestal.

2. Five-Word Summary

Work with a partner to determine the five most important words in the reading that best summarize the text. Once you and your partner have decided which five words best summarize the text, write a short paragraph defending your choices.

Answers will vary depending on the words selected by students. Examples of words students may include are "genius," "appeal," "donate," "contributes," "pedestal."

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A PEDESTAL FOR LADY LIBERTY

1

A newspaper publisher, who is a promotional genius, decides he will tell the statue's story to the public. Joseph Pulitzer was seventeen when he came to the United States from Hungary without knowing a word of English.... When Pulitzer learns that the wealthy citizens of New York will not build a pedestal for the statue, he decides to appeal to his readers....

Pulitzer announces that anyone who donates money—any amount—will have his or her name printed in the paper. All across America, people respond. Twelve public schools in Trenton, New Jersey, collect \$105.07 from their students. A girl named Jane sends fifty cents. "I am only a poor sewing girl," she writes. A ten-year-old sends "my pocket-piece-20 cents in silver." A group of artists and writers give their work to be auctioned to raise money for the statue. Mark Twain contributes a pile of canceled checks featuring his famous signature. "Use them as freely as they are freely contributed," he writes. "Heaven knows there are a ton of them; I will send them all to you, for my heart is in the sublime work!" In 1886, with the help of millions of donors, the Statue of Liberty is finally installed on its new pedestal.

Source: Part 10, "Yearning to Breathe Free," paragraphs 6–7.

Activity: Vocabulary

Based on their use in the context above, match the vocabulary words with their definition	ions.			
: person who is exceptionally intelligent or creative, either generally particular respect	y or in some			
: foundation or platform that serves as the base for a statue				
: sold at a public event to the buyer who pays the most				
: to supply something in order to help achieve something else				
: of such excellence, grandeur, or beauty as to inspire great admiration or av				
Word Bank				
auctioned pedestal				
sublime contribute				

genius

Questions

1. Cite Evidence

What evidence does the author give to prove that Americans responded to Pulitzer's call to help fund the pedestal?

2. Five-Word Summary

Work with a partner to determine the five most important words in the reading that best summarize the text. Once you and your partner have decided which five words best summarize the text, write a short paragraph defending your choices.

READING 2

Mother Jones

Introduction

Mary Harris "Mother" Jones was a well-known labor activist of the late nineteenth century. In this excerpt, students learn about her ability to advocate for workers seeking rights and benefits.

Procedure and Notes

Allow sufficient time for students to reread the selection as needed.

Answers to questions should range between three and five sentences each. Encourage students to reread the selection to improve comprehension and refine answers. The activity and questions should be answered totally by using the excerpt.

CCSS Reading Standards

Key Ideas and Details

- Standard 1
- Standard 2

Craft and Structure

Standard 5

Strategies Used

craft and structure: how the author uses syntax and order to effectively convey a reading's message

paradox: statement that appears to contradict itself but ultimately proves to be true

syntax: manner in which an author uses and arranges words to form sentences

word picture: graphic or vivid description in words

Answers

Activity: Syntax, Craft, and Structure

- Highlight in yellow the sentence that, in your view, best summarizes the reading.
- 2. Identify what you believe is the main theme the author develops.

Student answers will vary. However, students should note that the main theme the author develops is a description of Mary Harris "Mother" Jones as an organizer and a crusader for workers' rights, as well as someone who fought against child labor.

3. What key words in the reading demonstrate the main theme the author develops? Highlight those words in a different color.

[Mary Harris "Mother" Jones] also found time to support and organize miners, to help found the IWW, to aid Mexican revolutionaries in 1907, to help organize New York shirtwaist workers, and to speak out loudly and tell the story of the massacre of women and children in a miners' colony at Ludlow, Colorado (when almost everyone else was ignoring it). "Pray for the dead and fight like hell for the living," was one of her mottoes.

The police called Mother Jones a public nuisance. When a judge asked who gave her a permit to speak on the streets, she replied, "Patrick Henry, Thomas Jefferson, and John Adams!" Mother Jones was sent to jail—more than once. In jail she spoke of George Washington as a "gentleman agitator" who had fought the powerful British establishment. Each time Mother Jones got out of jail, she went right back to work. "I'm not a humanitarian," she said. "I'm a hell-raiser." But she was both. And very good at getting attention for herself and her causes. She was disorganized, she was mercurial, but she never wavered in her commitment to people she saw as oppressed. It was those, like Mother Jones—who shouted out on behalf of others—who laid the foundations for labor laws in this country.

Questions

1. Paradox

A paradox is defined as a statement that appears to contradict itself but ultimately proves to be true. Reread the selection carefully. What paradoxes can be found in the reading?

Most students will immediately be drawn to the comparisons of Mother Jones as both disorganized and mercurial but also as a great organizer and fighter for the rights of workers. Other students may consider the quote that says, "Pray for the dead and fight like hell for the living." Others may look at the sentence that notes that as soon as she got out of jail, she went back to work.

2. Word Picture

What descriptive words does the author use to describe Mother Jones? Do these words create an effective word picture of her? Write a short paragraph explaining your view.

Students should note that the author mentions she helped to support workers and spoke out loudly against injustice. The author also says that the police called Mother Jones a "public nuisance" and mentions that Mother Jones claimed she was not a "humanitarian" but a "hell-raiser." The author describes her as "disorganized" and "mercurial" but that she "never wavered in her commitment." Answers will vary as to the paragraph.

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Mother Jones

2

[Mary Harris "Mother Jones"] also found time to support and organize miners, to help found the IWW, to aid Mexican revolutionaries in 1907, to help organize New York shirtwaist workers, and to speak out loudly and tell the story of the massacre of women and children in a miners' colony at Ludlow, Colorado (when almost everyone else was ignoring it). "Pray for the dead and fight like hell for the living," was one of her mottoes.

The police called Mother Jones a public nuisance. When a judge asked who gave her a permit to speak on the streets, she replied, "Patrick Henry, Thomas Jefferson, and John Adams!" Mother Jones was sent to jail—more than once. In jail she spoke of George Washington as a "gentleman agitator" who had fought the powerful British establishment. Each time Mother Jones got out of jail, she went right back to work. "I'm not a humanitarian," she said. "I'm a hell-raiser." But she was both. And very good at getting attention for herself and her causes. She was disorganized, she was mercurial, but she never wavered in her commitment to people she saw as oppressed. It was those, like Mother Jones—who shouted out on behalf of others—who laid the foundations for labor laws in this country.

Source: Part 10, "Yearning to Breathe Free: Telling It Like It Is," paragraphs 6–7.

Activity: Syntax, Craft and Structure

- 1. Highlight in yellow the sentence that, in your view, best summarizes the reading.
- 2. Identify what you believe is the main theme the author develops.
- 3. What key words in the reading demonstrate the main theme the author develops? Highlight those words in a different color.

Questions

1. Paradox

A paradox is defined as a statement that appears to contradict itself but ultimately proves to be true. Reread the selection carefully. What paradoxes can be found in the reading?

2. Word Picture

What descriptive words does the author use to describe Mother Jones? Do these words create an effective word picture of her? Write a short paragraph explaining your view.

The Rise of William Jennings Bryan

Introduction

Students analyze a reading and editorial cartoon highlighting William Jennings Bryan's famous 1896 Cross of Gold speech. The speech, delivered at the 1896 Democratic National Convention, ensured that Bryan would win the presidential nomination, although he was defeated in the national election by William McKinley.

Procedure and Notes

Allow sufficient time for students to reread the selection as needed.

Answers to questions should range between three and five sentences each. Encourage students to reread the selection to improve

comprehension and refine answers. The activity and questions should be answered totally by using the excerpt and corresponding graphic.

CCSS Reading Standards

Key Ideas and Details

• Standard 1

Craft and Structure

Standard 4

Integration of Knowledge and Ideas

- Standard 7
- Standard 9

Strategies Used

compare and contrast: to analyze various aspects of a reading or situation for similarities or differences

evidence: something that proves a particular point or idea

metaphor: descriptive word or phrase used to represent or explain something else

pull quote: quotation "pulled" from the body of a passage and displayed as a graphic element within the text to "hook" the reader

word picture: graphic or vivid description in words

Answers

Questions

1. Metaphor, Word Picture

A metaphor is defined as a descriptive word or phrase used to represent or explain something else. What example of a metaphor can be found in the text selection? How does this help create a word picture of the speech Bryan made?

Bryan used the struggle between those who supported the gold standard and those who supported the silver standard in the famous Cross of Gold speech. He likened forcing farmers and small business to hold to the gold standard as similar to the crucifixion of Christ. Most students will note that the idea of the cross of gold would cause tremendous suffering and harm to the farming class.

2. Compare and Contrast, Cite Evidence

Reread the selection. Also, review the accompanying editorial cartoon. How does the cartoon support the evidence in the text account? How does it oppose the text account?

The cartoon is not complimentary of Bryan or his speech. Although it does depict the cross of gold, it is critical of Bryan and his motives. For example, the cross of gold has a price tag, which states, "Used by Bryan in his Chicago speech." Other captions in the cartoon insinuate Bryan used his religious faith and beliefs in order to gain political office. Some students may find some support of the text in the fact that the term "cross of gold" is mentioned in the cartoon.

3. Pull Quotes

In order to attract the reader, editors frequently "pull" and box an important quote from a story. After rereading the selection, identify a significant statement from the reading as a pull quote. Write a short statement in which you justify why you selected that particular statement. Why is it significant?

Answers will vary, depending on information selected. However, many students may select the most famous quote from the speech: "You shall not press down upon the brow of labor this crown of thorns; you shall not crucify mankind upon a cross of gold." They may note in their explanatory statement that the quote effectively highlights Bryan's gift of rhetoric in promoting the "silver standard."

THE RISE OF

WILLIAM JENNINGS BRYAN

Few of the delegates to the 1896 Democratic presidential convention in Chicago consider the young man from Nebraska a serious candidate—until he speaks about silver. He is clad in the armor of a righteous cause, he says. He leads them through the history of the struggle between silver and gold. On Bryan's tongue it becomes a struggle between good and evil. He divides the country between East and West. Between hardy pioneers and financial magnates. Between city and country. The convention is mesmerized. "Burn down your cities and leave our farms, and your cities will spring up again as if by magic," he said. "But destroy our farms and the grass will grow in the streets of every city in the country. . . . You shall not press down upon the brow of labor this crown of thorns; you shall not crucify mankind upon a cross of gold."



Novelist Willa Cather reported Bryan's campaign for a newspaper: "At Chicago, when Bryan stampeded a convention, appropriated a party, electrified a nation . . . one of those ragged farmers . . . leaned over the rail . . . and shouted, 'The sweet singer of Israel.'" But elsewhere he was hated. This cartoon suggested he was a rabble-rousing cousin of anarchists who exploited the Bible in his speeches.

Source: Part 10, "Yearning to Breathe Free: A Cross of Gold," paragraph 5.

Questions

1. Metaphor, Word Picture

A metaphor is defined as a descriptive word or phrase used to represent or explain something else. What example of a metaphor can be found in the text selection? How does this help create a word picture of the speech Bryan made?

2. Compare and Contrast, Cite Evidence

Reread the selection. Also, review the accompanying editorial cartoon. How does the cartoon support the evidence in the text account? How does it oppose the text account?

3. Pull Quotes

In order to attract the reader, editors frequently "pull" and box an important quote from a story. After rereading the selection, identify a significant statement from the reading as a pull quote. Write a short statement in which you justify why you selected that particular statement. Why is it significant?

A History of Standard Oil Company

Introduction

Muckrakers—investigative reporters who seek stories on corruption—were a feature of the Progressive Era. One of the most famous was Ida Tarbell, whose *The History of the Standard Oil Company* helped lead to government action against the oil company trust. Students read a selection dealing with Tarbell and her work.

CCSS Reading Standards

Key Ideas and Details

Standard 1

Craft and Structure

Standard 5

Procedure and Notes

Allow sufficient time for students to reread the selection as needed. Answers to questions should range between three and five sentences each. Encourage students to reread the selection to improve comprehension and refine answers. The activity and questions should be answered totally by using the excerpt. The activity calls for the précis to be completed in pairs, but it also can be completed individually.

Strategies Used

evidence: something that proves a particular belief or idea

rhetorical précis: four-sentence, detailed synthesis of an informational text

Answers

Activity: Rhetorical Précis

A rhetorical précis highlights the main elements of an informational text through a four-sentence, detailed synthesis of the selection. The first sentence (1) contains the author's name, the title of the selection, a concise and appropriate verb (such as asserts, argues, suggests, implies, claims, etc.) and a "that-clause" stating the thesis or main assertion of the selection. The second sentence (2) explains how the author goes about supporting the thesis. The third sentence (3) explains why the author wrote the selection and should contain an "in order to" statement. The last sentence (4) addresses the author's intended audience and how the author positions himself/herself with the audience.

Using these guidelines, work with a partner to develop a rhetorical précis. Write your response in the space provided.

Student answers will vary. However, the teacher should ensure that the response includes each component of the précis. An example could state: "Author Joy Hakim, in the selection 'A History of 'Standard Oil Company,' argues that muckraker Ida Tarbell worked independently to investigate charges of corruption that allowed the company to engage in an illegal restraint of trade. The author supports the thesis by noting that Tarbell herself elected not to go to Standard Oil for information about the trust but instead did independent research to back up her claims. The author likely wrote this selection in order to highlight the impact of the muckrakers on American life during the Progressive Era. The author wrote the selection in order to show the audience that through ingenuity and perseverance, an individual writer can stand up to one of the nation's largest corporations and leading industrialists."

Question

1. Cite Evidence

In the first sentence of the selection, the author notes that it has been suspected that Standard Oil is taking "unfair advantage of its competitors." What evidence does the author include in the reading to back that claim?

The author notes that Tarbell does four years of detailed research before publishing a series of articles in *McClure's* (magazine). Those articles show how Standard Oil's power affects the lives of virtually every American. The selection goes on to note that the articles are turned into best-selling books, and three years after that, the Supreme Court dissolves the Standard Oil Trust. Finally, the author notes a quote from a newspaper editor who says, "Miss Tarbell has done more to dethrone Rockefeller in esteem than all the preachers in the land."

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A HISTORY OF STANDARD OIL COMPANY

For years it has been suspected that Standard Oil is taking unfair advantage of its competitors, driving many of them out of business in its effort to monopolize the industry. Tarbell wants to know if that is so. "I did not go to the Standard Oil Company for my information," she says. "They would have shut the door of their closet on their skeletons." She does four years of detailed research before publishing a series of articles in *McClure's*. Those articles show how Standard Oil's power affects the lives of virtually every American. Three years after the articles are turned into best-selling books, the Supreme Court dissolves the Standard Oil trust. "Miss Tarbell has done more to dethrone Rockefeller in public esteem than all the preachers in the land," says one newspaper editor. Rockefeller calls her "Miss Tar-barrel." Those around him are forbidden to mention her name.

Source: Part 10, "Yearning to Breathe Free: Raking Muck," paragraph 6.

Activity: Rhetorical Précis

A rhetorical précis highlights the main elements of an informational text through a four-sentence, detailed synthesis of the selection. The first sentence (1) contains the author's name, the title of the selection, a concise and appropriate verb (such as asserts, argues, suggests, implies, claims, etc.), and a "that-clause" stating the thesis or main assertion of the selection. The second sentence (2) explains how the author goes about supporting the thesis. The third sentence (3) explains why the author wrote the selection and should contain an "in order to" statement. The last sentence (4) addresses the author's intended audience and how the author positions himself/herself with the audience.

Using these guidelines, work with a partner to develop a rhetorical précis. Write your response in the space provided.

Question

1. Cite Evidence

In the first sentence of the selection, the author notes that it has been suspected that Standard Oil is taking "unfair advantage of its competitors." What evidence does the author include in the reading to back that claim?

Jane Addams and Hull House

Introduction

Students read a selection on Jane Addams, progressive leader who founded Chicago's Hull House. They analyze the vocabulary in the selection and also look at how the selection describes Addams's work.

CCSS Reading Standards

Key Ideas and Details

Standard 1

Integration of Knowledge and Ideas

Standard 8

Procedure and Notes

Allow sufficient time for students to reread the selection as needed. Answers to questions should range between three and five sentences each. Encourage students to reread the selection to improve comprehension and refine answers. The activity and questions should be answered totally by using the excerpt.

Strategies Used

evidence: something that proves a particular point or idea

inference: conclusion drawn using evidence and reasoning

vocabulary: activity in which the student determines the definitions of terms based on their context in the reading

"wrecking the text": close-reading strategy in which the student rewrites a passage in his or her own words

Answers

Activity: Vocabulary

Based on their use in the context above, match the vocabulary words with their definitions.

epitomize: to be an ideal example of something

ease: freedom from pain or trouble

slum: dirty and overcrowded area characterized by poverty

squalid: filthy due to poverty or a lack of care

ethnic: related to a social group of specific nationality or cultural background

Questions

1. Cite Evidence, Inference

Reread the selection. What inference can be made about the functions of Hull House? What evidence does the selection include that backs your inference?

Students will likely infer that Hull House provided a large number of services for a diverse immigrant population. Evidence in the text includes providing English lessons, child care, and artistic opportunities, such as studying painting, concerts, and acting. Students may also add that at Hull House, various ethnic groups interact, "celebrate their heritage," and interact with other ethnic groups on an "equal turf."

2. "Wrecking the Text"

Reread the selection. Then, in a short paragraph, rewrite the reading in your own words.

Answers will vary. An example of rewriting the reading might be, "Although born into a wealthy and influential family, Jane Addams developed a concern for those less fortunate. Ignoring the traditional roles of women in the Gilded Age, she instead founded a settlement house which she called Hull House. Hull House becomes a place of learning and interaction for people of many ethnic groups and racial backgrounds."

JANE ADDAMS AND HULL HOUSE

Jane Addams (who epitomized the best in Progressivism) might have had a life of parties and ease. Her father, an Illinois state senator and friend of Abraham Lincoln, is a wealthy man; well-to-do women of the Gilded Age are expected to stay home. Addams chooses a different path. She goes off to college, one of the first generation of American women to do so. Then, wanting to make her life count, she heads for Chicago's slums. There she buys a redbrick house, with white columns on its porch, right in the middle of the toughest part of the city. It was built by a Mr. Hull, so she names it Hull House. Chicago's inner city is crime-ridden and squalid. Most of her neighbors are immigrants; many don't speak English. Addams makes Hull House a place where people can take English lessons, get care for their children, study painting, go to a concert, exercise in a gym, or act on a stage. At Hull House various ethnic groups get together, celebrate their heritage, and also meet other Americans of different ethnic origins on equal turf.

Source: Part 10, "Yearning to Breathe Free: Hull House," paragraph 1.

Activity: Vocabulary

Based on their use	in the context above, match the vocabulary words with their definitions.
	_: to be an ideal example of something
	_: freedom from pain or trouble
	_: dirty and overcrowded area characterized by poverty
	_: filthy due to poverty or a lack of care
	_: related to a social group of specific nationality or cultural background

Word Bank						
slum	ease					
epitomize	squalid					
ethnic						

Questions

1. Cite Evidence, Inference

Reread the selection. What inference can be made about the functions of Hull House? What evidence does the selection include that backs your inference?

2. "Wrecking the Text"

Reread the selection. Then, in a short paragraph, rewrite the reading in your own words.

READINGS FROM

"SAFE FOR DEMOCRACY?"

America in World War I

Introduction

Students read a passage from *Freedom: A History of US* describing American mobilization in World War I as well as discussing President Wilson's plan for a peace treaty known as the Fourteen Points. They analyze the passage and answer questions based on what they have read.

CCSS Reading Standards

Key Ideas and Details

- Standard 1
- Standard 3

Craft and Structure

• Standard 4

Procedure and Notes

Allow sufficient time for students to reread the selection as needed. Answers to questions should range between three and five sentences each. Encourage students to reread the selection to improve comprehension and refine answers. The activity and questions should be answered totally by using the excerpt.

Strategies Used

compare and contrast: to analyze various aspects of a reading or situation for similarities or differences

evidence: something that proves a particular point or idea

inference: conclusion drawn using evidence and reasoning

vocabulary: activity in which the student determines the definitions of terms based on their context in the reading

word picture: graphic or vivid description in words

Answers

Activity: Vocabulary

Based on their use in the context above, match the vocabulary words with their definitions.

bookish: devoted to reading and studying rather than worldly interests

amazingly: excellently or impressively

imperialist: related to a country's practice or policy of gaining power through militaristic

force or colonialism

pamphlet: brochure that contains information about something

imminent: expected to happen soon

Questions

1. Compare and Contrast, Word Picture, Cite Evidence

Read the selection carefully. What contrast does the author make in regard to Wilson's personality compared to his actions as president? Does this provide the reader with a better portrait of Wilson? Write a short paragraph explaining your view.

Answers will vary. Most students, however, will note that the reading describes a "weak-looking" Wilson becoming a tough, effective war president. They will also likely note that Wilson sought to mold the peace treaty in a way that would allow all nations to determine their own fate. Based on the reading, the author suggests that Germany, heartened by the terms announced by Wilson, forced Kaiser Wilhelm II to abdicate.

2. Cite Evidence, Inference

Based only on the reading, what inference can be made about America's entry into and involvement in World War I? What evidence does the selection include that backs your inference?

Most students will develop the inference that through President Woodrow Wilson's guidance, America becomes a superpower and turns the tide in World War I in favor of the Allies. Evidence that supports the inference includes, America successfully being able to quickly mobilize industry from making "corsets, bicycles, and brooms" to instead making "guns, ships, and uniforms." The reading also notes that in a year, more than a million men were drafted, trained, and sent overseas. The author concludes that "U.S. forces tip the balance in the Allies' favor; they make the difference."

AMERICA IN WORLD WAR I

>e

Slim, frail, bookish Woodrow Wilson turns out to be a tough, effective war president. In amazingly fast order he makes a peaceful nation into a strong fighting force. The country's factories go from making corsets, bicycles, and brooms to production of guns, ships, and uniforms. The Germans believe it will take years for the United States to get ready to fight; but in a single year, beginning in April 1917, more than a million American men are drafted into the army, trained, and sent overseas. And just in time. In Europe both sides are near collapse. U.S. forces tip the balance in the Allies' favor; they make the difference.

Wilson has thought about the peace since the war began. He has written a peace plan based on fair play. He intends to change the way nations conduct their affairs. He wants no imperialist division of spoils after this war; the world's peoples are to determine their own fate. Wilson has organized his ideas into Fourteen Points; they're put into a pamphlet which is distributed around the globe. Many Germans, knowing the collapse of the Reich is imminent, are heartened by Wilson's generous proposals. The Kaiser is forced to abdicate.

Source: Part 11, "Safe for Democracy? War," paragraphs 8–9.

bookish

pamphlet

Activity: Vocabulary

imminent

imperialist

amazingly

Questions

1. Compare and Contrast, Word Picture, Cite Evidence

Read the selection carefully. What contrast does the author make in regard to Wilson's personality compared to his actions as president? Does this provide the reader with a better portrait of Wilson? Write a short paragraph explaining your view.

2. Cite Evidence, Inference

Based only on the reading, what inference can be made about America's entry into and involvement in World War I? What evidence does the selection include that backs your inference?

The League of Nations

Introduction

The end of World War I saw the victorious Allied Powers looking for a peace treaty. However, the goals of three of the Big Four conflicted with those of Woodrow Wilson. Students analyze the views of the main delegates and make conclusions based on the reading.

CCSS Reading Standards

Key Ideas and Details

- Standard 1
- Standard 2

Craft and Structure

Standard 5

Procedure and Notes

Allow sufficient time for students to reread the selection as needed. Answers to questions should range between three and five sentences each. Encourage students to reread the selection to improve comprehension and refine answers. The activity and questions should be answered totally by using the excerpt. Question 2 calls for students to work in pairs, but it also can be completed individually.

Strategies Used

craft and structure: how the author uses syntax and order to effectively convey a reading's message

evidence: something that proves a particular point or idea

five-word summary: strategy that has students identify the five most important words in an excerpt and then defend their choices in a short paragraph

irony: describes a situation that seems to be intentionally contrary to what is expected

syntax: manner in which an author uses and arranges words to form sentences

Answers

Activity: Syntax, Craft, and Structure

- 1. Highlight in yellow the sentence that, in your view, best summarizes the paragraph.
- 2. Identify what you believe is the main theme the author develops.

The main theme developed is that President Woodrow Wilson went to the Versailles Treaty negotiations an idealistic leader. However, the other Allied leaders had far less lofty goals in the treaty talks. They disagreed with Wilson's belief that the treaty should serve as a "legacy for the future." They want revenge, and now.

3. What key words in the reading demonstrate the main theme the author develops? Highlight those words in a different color.

With the war over, Woodrow Wilson sets off for Europe, the first sitting American president ever to do so. He wants America to lead the world to a just peace, and he expects to be the peacemaker. . . . Wilson's Fourteen Points may be the most forgiving peace plan ever proposed. Under that plan, people all over the world are to determine their own fate. Selfdetermination is to end the old imperialist system that let winning nations grasp foreign colonies. The Fourteen Points call for free trade; an end to secret pacts between nations ("open covenants, openly arrived at"); freedom of the seas; arms reduction; and the creation of a world organization, the League of Nations. For Wilson the League is a legacy to the future; he intends that it will keep the peace. Some Europeans don't see it that way. The French are still smarting from their humiliating defeat in the Franco-Prussian War. (They've conveniently forgotten that they started it.) Georges Clemenceau, known as the "Tiger of France," was mayor of Montmartre when the Germans paraded down the Champs Elysees in 1871. A mustached, portly, cynical old man, unwilling to forgive, Clemenceau is president of the peace conference. He will plant anti-Wilson stories in the press and use police to spy on delegates. Openly contemptuous of the Fourteen Points, Clemenceau says, "God Almighty gave us only ten, and we broke those." David Lloyd George, recently elected on the slogan HANG THE KAISER! is Britain's representative. Like Clemenceau, he wants revenge.

Questions

1. Cite Evidence, Irony

Irony describes a situtaion that seems to be intentionally contrary to what is expected. Read the selection carefully. What evidence of irony can you see in the reading?

Answers will vary. However, many students may point to the irony that Wilson attended the peace conference believing that he could make the victors agree to idealistic goals, such as "self-determination," free trade, eliminating secret treaties, arms reduction, and the creation of the League of Nations. The other representatives to the conference (Clemenceau and Lloyd George) were determined to punish Germany for the war. The author cites that Clemenceau was a "cynical old man, unwilling to forgive." Lloyd George is described as wanting "revenge."

2. Five-Word Summary

Work with a partner to determine the five most important words in the reading that best summarize the text. Once you and your partner have decided which five words best summarize the text, write a short paragraph defending your choices.

Answers will vary depending on the words selected by students. Example words might include "self-determination," "peace," "legacy," "cynical," "contemptuous."

THE LEAGUE OF NATIONS



With the war over, Woodrow Wilson sets off for Europe, the first sitting American president ever to do so. He wants America to lead the world to a just peace, and he expects to be the peacemaker. . . . Wilson's Fourteen Points may be the most forgiving peace plan ever proposed. Under that plan, people all over the world are to determine their own fate. Self-determination is to end the old imperialist system that let winning nations grasp foreign colonies. The Fourteen Points call for free trade; an end to secret pacts between nations ("open covenants, openly arrived at"); freedom of the seas; arms reduction; and the creation of a world organization, the League of Nations. For Wilson the League is a legacy to the future; he intends that it will keep the peace. Some Europeans don't see it that way. The French are still smarting from their humiliating defeat in the Franco-Prussian War. (They've conveniently forgotten that they started it.) Georges Clemenceau, known as the "Tiger of France," was mayor of Montmartre when the Germans paraded down the Champs Elysees in 1871. A mustached, portly, cynical old man, unwilling to forgive, Clemenceau is president of the peace conference. He will plant anti-Wilson stories in the press and use police to spy on delegates. Openly contemptuous of the Fourteen Points, Clemenceau says, "God Almighty gave us only ten, and we broke those." David Lloyd George, recently elected on the slogan HANG THE KAISER! is Britain's representative. Like Clemenceau, he wants revenge.

Source: Part 11 "Safe for Democracy? The League of Nations," paragraph 1.

Activity: Syntax, Craft, and Structure

- 1. Highlight in yellow the sentence that, in your view, best summarizes the paragraph.
- 2. Identify what you believe is the main theme the author develops.
- **3.** What key words in the reading demonstrate the main theme the author develops? Highlight those words in a different color.

Questions

1. Cite Evidence, Irony

Irony describes a situation that seems to be intentionally contrary to what is expected. Read the selection carefully. What evidence of irony can you see in the reading?

2. Five-Word Summary

Work with a partner to determine the five most important words in the reading that best summarize the text. Once you and your partner have decided which five words best summarize the text, write a short paragraph defending your choices.

The Twenties Roar

Introduction

The end of World War I led to a period of isolationism and high living known by many as the Roaring Twenties. The reading describes the change in lifestyle and morals that occurred during this period. Students read a selection discussing those changes and also compare the reading with a photograph included in *Freedom: A History of US*.

CCSS Reading Standards

Key Ideas and Details

Standard 1

Craft and Structure

Standard 5

Integration of Knowledge and Ideas

Standard 7

Procedure and Notes

Allow sufficient time for students to reread the selection as needed.

Answers to questions should range between three and five sentences each. Encourage students to reread the selection to improve comprehension and refine answers. The activity and questions should be answered totally by using the excerpt and corresponding graphic.

Strategies Used

compare and contrast: to analyze various aspects of a reading or situation for similarities or differences

evidence: something that proves a particular point or idea

inference: conclusion drawn using evidence and reasoning

"read with a pencil": close-reading strategy that asks students to mark key points and annotate text

word picture: graphic or vivid description in words

Answers

Activity: "Read with a Pencil"

As you read the selection, highlight key ideas and write notes about the main points of the reading in the margins.

Answers will vary depending on what the student highlights and annotates. The teacher may wish to interact with the student via a "reflection" feedback interaction. Sample notes might include the women's "liberation" of the period, in which women wear makeup, "bob" their hair, and leave their legs uncovered. Women also find different things to do with their leisure time and find new political rights with the ratification of the Nineteenth Amendment.

Questions

1. Word Picture, Compare and Contrast

Read the text selection again, carefully. Also, look at the Charleston graphic. Write a short paragraph describing in what ways the graphic and text selection are similar. In what ways are they different?

Most students will note that the description of the Charleston dance is similar to what appears in the graphic. They should also note that the dress of the women in the photo seems similar to the description in the text selection. However, the photo does not include evidence that supports the claim in the reading that "more people in American have more money than ever before" or that "hardly anyone seems to worry that some people are being left out of the prosperity boom."

2. Cite Evidence, Inference

Reread the text selection. Based on what you see in the photograph and have read, what can you infer about the decade of the 1920s? What evidence does the selection include that backs your inference?

Students should note that the decade of the 1920s was an era of good times, including liberation of morality and women's fashions during the period. The author states that "it's a time to celebrate" and "m)ostly, [people in America] are intent on having a good time." Based on the reading, the student might also be convinced that all women during the 1920s dressed and acted like "flappers," and danced the Charleston.

THE TWENTIES ROAR

2



"Together we'll show them
How the Charleston is done
We'll surprise everyone
Just think what heaven it's going to be
If you will Charleston, Charleston with me."
—"Won't You Charleston With Me?" by Sandy Wilson

Some people call the new decade the "Roaring Twenties." Some call it the Jazz Age; some call it the Dance Age. Whichever you choose, it's a time to celebrate. More people in America have more money than ever before. And, mostly, they are intent on having a good time. Hardly anyone seems to worry that some people are being left out of the prosperity boom. In 1919, just before the Nineteenth Amendment is passed, girls' ankles can sometimes be glimpsed beneath long skirts. In the '20s, skirts start going up, and up, and up. Many young women are bobbing their hair—shedding those traditional long locks. Some daring girls wear bathing suits that actually leave their legs uncovered. (Police arrest women on the beaches for that.) And makeup! "Nice" women are wearing lipstick, rouge, and powder. The girls who bob their hair and wear short skirts and lipstick are called "flappers." They do other things, too. They drive cars, get jobs, go to the movies, read

romantic novels, play ping-pong, smoke cigarettes in public, and dance. My, do they dance! It's the big thing in the '20s. And the biggest dance is the Charleston. Doing the Charleston, you swing your arms, knock your knees together, and move as fast as you can.

Source: Part 11, "Safe for Democracy? The Twenties Roar," paragraph 2.

Activity: "Read with a Pencil"

As you read the selection, highlight key ideas and write notes about the main points of the reading in the margins.

Questions

1. Word Picture, Compare and Contrast

Read the text selection again, carefully. Also, look at the graphic. Write a short paragraph describing in what ways the graphic and text selection are similar. In what ways are they different?

2. Cite Evidence, Inference

Reread the text selection. Based on what you see in the photograph and have read, what can you infer about the decade of the 1920s? What evidence does the selection include that backs your inference?

The Jazz Age

Introduction

The 1920s was an era of changing morals and jazz music. In this reading, students learn about the origins of jazz music and its spread across the nation. They analyze the impact of the music and learn about some of the leading musicians of the era.

CCSS Reading Standards

Key Ideas and Details

• Standard 1

Craft and Structure

Standard 5

Procedure and Notes

Allow sufficient time for students to reread the selection as needed. Answers to questions should range between three and five sentences each. Encourage students to reread the selection to improve comprehension and refine answers. The activity and questions should be answered totally by using the excerpt.

Strategies Used

evidence: something that proves a particular point or idea

inference: A conclusion drawn using evidence and reasoning. Students make conclusions based on evidence from within the excerpt.

metaphor: descriptive word or phrase used to represent or explain something else

simile: figure of speech that compares two different things using the words "like" or "as"

"wrecking the text": close-reading strategy in which the student rewrites a passage in his or her own words

Answers

Questions

1. Metaphor, Simile, Cite Evidence

A metaphor is a descriptive word or phrase used to represent or explain something else. A simile is a figure of speech that compares two different things using the words "like" or "as." In the reading, how does the author describe jazz? What metaphors and similes can be found in this description?

Students will likely point to words such as "improvisation" and "talk to each other" as metaphors. The simile is in the sentence, "It is something like African drum talk." The author also describes jazz as an individual type of music with different musicians playing it in various ways. They will probably mention "one musician leads with a theme, then someone answers that theme, playing it in his own way."

2. Inference, Compare and Contrast

What can you infer from the Louis Armstrong quote? Why does the author include it?

Answers will vary. Students will probably note that Armstrong's comment about what jazz is— "If you gotta ask, you'll never know" —will go hand-in-hand with the author's earlier statements about the improvisation of jazz.

3. "Wrecking the Text"

Reread the selection. Then, rewrite the reading in your own words.

Answers will vary. An example of a possible rewrite might be: "Jazz became popular in the 1920s. The music was innovative, unique, and difficult to play. While the music symbolized the Jazz Age, its popularity did not decline with the advent of the Great Depression. Many musicians became legendary playing jazz, including Louis Armstrong, Billie Holiday, Duke Ellington, and others."

THE JAZZ AGE

2

No two jazz performances are exactly alike. Talk about freedom! In jazz you do your own thing. It's called improvisation. Jazz musicians talk to each other with their instruments. It is something like African drum talk. One musician leads with a theme. Then someone answers that theme, playing in his own way. Soon the whole band is playing with it. It's wild. And not easy to do well. Jazz pioneers began popping up everywhere—in Chicago, in Kansas City and New York, and, thanks to radio, all over the country. People in the 1920s were crazy about jazz, and when the Jazz Age '20s ended—with a big thud called the Depression—jazz went right on growing. Duke Ellington, Billie Holiday, Joe "King" Oliver, Benny Goodman—those were just some of the great players' names. When someone asked Louis Armstrong once, "Just what exactly is jazz?" he answered, "If you gotta ask, you'll never know."

Source: Part 11, "Safe for Democracy? All That Jazz," paragraph 4.

Questions

1. Metaphor, Simile, Cite Evidence

A metaphor is a descriptive word or phrase used to represent or explain something else. A simile is a figure of speech that compares two different things using the words "like" or "as." In the reading, how does the author describe jazz? What metaphors and similes can be found in this description?

2. Inference

What can you infer from the Louis Armstrong quote? Why does the author include it?

3. "Wrecking the Text"

Reread the selection. Then, rewrite the reading in your own words.

Lucky Lindy

Introduction

The reading highlights Charles Lindbergh's 1927 flight from New York to Paris. Students read an account of Lindbergh's flight and analyze the reading.

CCSS Reading Standards

Key Ideas and Details

Standard 1

Craft and Structure

Standard 5

Procedure and Notes

Allow sufficient time for students to reread the selection as needed. Answers to questions should range between three and five sentences each. Encourage students to reread the selection to improve comprehension and refine answers. The activity and questions should be answered totally by using the excerpt. The précis asks for students to work in pairs; however, it can be completed individually as well.

Strategies Used

evidence: something that proves a particular point or idea

irony: describes a situation that seems to be intentionally contrary to what is expected

rhetorical précis: four-sentence, detailed synthesis of an informational text

thesis: statement or premise to be maintained or proven as the central idea of a work

Answers

Activity: Rhetorical Précis

A rhetorical précis highlights the main elements of an informational text through a four-sentence, detailed synthesis of the selection. The first sentence (1) contains the author's name, the title of the selection, a concise and appropriate verb (such as asserts, argues, suggests, implies, claims, etc.), and a "that-clause" stating the thesis or main assertion of the selection. The second sentence (2) explains how the author goes about supporting the thesis. The third sentence (3) explains why the author wrote the selection and should contain an "in order to" statement. The last sentence (4) addresses the author's intended audience and how the author positions himself/herself with the audience

Using these guidelines, work with a partner to develop a rhetorical précis. Write your response in the space provided.

Student answers will vary. However, the teacher should ensure that the responses include each component of the précis. A sample response might state, "Author Joy Hakim in the excerpt 'Lucky Lindy' suggests that Lindbergh's accomplishment was not so much a matter of luck as it was an accomplishment requiring good planning and personal courage. The author supports this thesis by describing Lindbergh's past experience flying in bad weather, as well as his preparation for this trip. The author wrote this selection in order to show that Lindbergh gained 'instant celebrity and fame' from his flight. The intended audience for this reading would be persons who like the author would gain an appreciation for the daring and extraordinary accomplishment of Charles Lindbergh."

Question

1. Word Picture, Cite Evidence

What descriptive and graphic phrases can be found in the reading? What evidence does the selection include that backs your inference?

Some descriptive and graphic phrases are "bangs about in the wind," "careening down toward the water," and "there isn't an extra ounce of weight," which illustrate how dangerous and extraordinary this trip was at the time.

ъ r т

Lucky Lindy

It is 8 A.M. on May 20 when he takes off. The weather isn't good, but he's anxious to beat the competition, and he's used to flying the mail in all weathers. His little plane carries so much gasoline, some people are afraid it will never get into the air. But Lindbergh has planned carefully. There isn't an extra ounce of weight on the plane. He carries little besides the fuel: a quart of water, a paper bag of sandwiches, and a rubber raft. There is no radio. He will be on his own once he leaves the East Coast. He heads out to sea from Roosevelt Field on Long Island, New York; people around the world learn of his takeoff on their radios. And then there is nothing to hear. . . . Lindbergh, meanwhile, is struggling to stay awake. Luckily, his frail plane bangs about in the wind, and, each time he starts to nod, it goes careening down toward the water. That keeps him awake. Then, miraculously, the fatigue is gone, he looks down, and there is Ireland. He is exactly where the charts he has drawn say he should be. He is spotted and the news is radioed to America and France. People cheer and weep with relief. He's seen over London, and then the English Channel. Thirty-three and a half hours after leaving the United States, he circles the Eiffel Tower in Paris. It has taken less time than he expected, so he is worried that no one will be at the airport to meet him. Then he looks at the ground and sees a mob of people. They are waving and screaming.

Source: Part 11, "Safe for Democracy? Lucky Lindy," paragraph 4.

Activity: Rhetorical Précis

A rhetorical précis highlights the main elements of an informational text through a four-sentence, detailed synthesis of the selection. The first sentence (1) contains the author's name, the title of the selection, a concise and appropriate verb (such as asserts, argues, suggests, implies, claims, etc.), and a "that-clause" stating the thesis or main assertion of the selection. The second sentence (2) explains how the author goes about supporting the thesis. The third sentence (3) explains why the author wrote the selection and should contain an "in order to" statement. The last sentence (4) addresses the author's intended audience and how the author positions himself/herself with the audience

Using these guidelines, work with a partner to develop a rhetorical précis. Write your response in the space provided.

Question

1. Word Picture, Cite Evidence

What descriptive and graphic phrases can be found in the reading? What evidence does the selection include that backs your inference?

READINGS FROM

"DEPRESSION AND WAR"

The Stock Market Crash

Introduction

Students analyze the causes and impact of the 1929 stock market crash. The reading highlights the boom years of the 1920s, the immediate drop in stock prices that caused the 1929 stock market crash, and the impact of the crash on stockholders who bought shares on margin.

CCSS Reading Standards

Key Ideas and Details

- Standard 1
- Standard 3

Craft and Structure

Standard 4

Procedure and Notes

Allow sufficient time for students to reread the selection as needed. Answers to questions should range between three and five sentences each. Encourage students to reread the selection to improve comprehension and refine answers. All questions should be answered by reading the selection.

Strategies Used

evidence: something that proves a particular point or idea

metaphor: descriptive word or phrase used to represent or explain something else

vocabulary: activity in which the student determines the definitions of terms based on their context in the reading

Answers

Activity: Vocabulary

Based on their use in the context above, match the vocabulary words with their definitions.

С	insensate	a. paying only a small portion of the price
а	_ margin (bought on)	b. equal parts of a company's wealth
е	_ pitiless	c. without compassion or mercy
b	share	d. cash raised by a company by selling shares
d	stock	e. insensitive
f	wreak	f. to put in effect, begin

1. Interpretation, Cite Evidence

The author writes about October 24, 1929, mentioning that "something is wrong." What evidence does the reading give to prove this claim?

Specifically, the reading mentioned the price of Radio Corporation of America (RCA) stock fell from \$505 per share to \$28 per share in just a matter of a matter of weeks.

2. Metaphor

What metaphor does the author use to describe the stock market crash? How does this metaphor help to describe the market crash? Is it an effective way to describe the crash of the stock market? Why?

The author mentions that the stock market "balloon has been pierced; the air is rushing out." Answers will vary as to whether this metaphor is an effective way to describe the crash, but probably most students will state that the image of a balloon deflating is a fairly good way to describe the contraction of stock prices in late 1929 and onward.

THE STOCK MARKET CRASH

>

That summer of 1929 people are eager to buy stock in anything—it doesn't matter if a company has any real worth or not. And then comes Thursday, October 24, 1929. Something is wrong. The stock-market balloon has been pierced; the air is rushing out. All at once everyone is trying to sell stocks—but no one wants to buy. Stock prices start falling and keep falling. The value of a share in Radio Corporation of America (RCA) goes from \$505 on September 3, 1929, to \$28 on November 13. "It came with a speed and ferocity that left men dazed," says the *New York Times*. "The market seemed like an insensate thing that was wreaking a wild and pitiless revenge upon those who had sought to master it." If you took the experts' advice and bought on margin, you not only lost your stocks, you owe money to the bank.

Source: Part 12, "Depression and War," paragraph 3.

Activity: Vocabulary

Based on their use in the context above, match the vocabulary words with their definitions.

 insensate	a. paying only a small portion of the price
margin (bought on)	b. equal parts of a company's wealth
pitiless	c. without compassion or mercy
share	d. cash raised by a company by selling shares
stock	e. insensitive
wreak	f. to put in effect, begin

1. Interpretation, Cite Evidence

The author writes about October 24, 1929, mentioning that "something is wrong." What evidence does the reading give to prove this claim?

2. Metaphor

What metaphor does the author use to describe the stock market crash? How does this metaphor help to describe the market crash? Is it an effective way to describe the crash of the stock market? Why?

Roosevelt's "Hundred Days"

Introduction

The purpose of this activity is for students to understand more completely the purposes and philosophy of the early New Deal, the leadership ability of Franklin D. Roosevelt, and the role of his group of advisors known as "the brain trust."

Procedure and Notes

Allow sufficient time for students to reread the selection as needed. Answers to questions should range between three and five sentences each. Encourage students to reread the selection to improve comprehension and refine answers.

CCSS Reading Standards

Key Ideas and Details

- Standard 1
- Standard 2
- Standard 3

Craft and Structure

- Standard 4
- Standard 5

Integration of
Knowledge and Ideas

Standard 8

Strategies Used

craft and structure: how the author uses syntax and order to effectively convey a reading's message

evidence: something that proves a particular point or idea

liberal understanding: using one's own viewpoint to make conclusions about a reading

pull quotes: quotation "pulled" from the body of a passage and displayed as a graphic element within the text to "hook" the reader

syntax: manner in which an author uses and arranges words to form sentences

word picture: graphic or vivid description in words

Answers

Activity: Syntax, Craft, and Structure

- 1. Highlight in yellow the sentence that, in your view, best summarizes the reading selection.
- 2. Identify what you believe is the main theme the author develops.

Most students will note that the main theme of the reading is that Franklin D. Roosevelt was an innovator and a leader who instilled confidence in the American people during the Depression. Students will also note that Roosevelt delivers strong action to help fight the problems of the Depression.

3. What key words in the reading demonstrate the main theme the author develops? Highlight those words in a different color.

... And that is exactly what Roosevelt delivers: action. The first hundred days of his presidency are famous for their accomplishments. New programs and laws begin pouring out of Washington.... They are new to government, but they have energy, intelligence, and a desire to help their country.... Washington becomes an exciting place for some tough, altruistic citizens who believe they are making a difference.

Questions

1. Liberal Understanding, Cite Evidence

The author states that President Roosevelt delivers action. What words in the reading prove this statement? Explain why those words back up the author's claim.

The reading notes, "New programs and laws begin pouring out of Washington." In addition, the reading states, "The first hundred days of his presidency are famous for their accomplishments," and adds, "They are the words of a man who exudes self-confidence." Answers will vary as to why those words back up the author's claim, although most will probably note the positive connotation of such words as "famous," "self-confidence," and "new."

2. Word Picture

What adjectives does the author use to describe the "brain trust"? How do these words paint a word picture about these government advisers?

The author notes that the "brain trust" advisers are new, energetic, intelligent, and hard working. Answers will vary as to the word picture. Some students may note that the author describes these advisers in ways that make them sound as though they have the answer to the nation's economic woes.

3. Pull Quotes

In order to attract the reader, editors frequently "pull" and box an important quote from a story. After rereading the selection, identify a significant statement from the reading as a pull quote. Write a short statement in which you justify why you selected that particular statement. Why is it significant?

Answers will vary as to what quote the student will select. Many will probably pick a quote that highlights Roosevelt's confidence and willingness to try new ideas and programs to solve the problems of the Depression. Examples of possible pull quotes might include, "The only thing we have to fear is fear itself," or, "Washington becomes an exciting place for some tough, altruistic citizens who believe they are making a difference." In the first quote, the focus is on Roosevelt's attempt to ensure that the American people are aware that they are up to the challenge of dealing with the Depression. In the second quote, the abilities of the "brain trust" and those who want to "make a difference" are highlighted.

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ROOSEVELT'S "HUNDRED DAYS"



On that Inauguration Day, people across America cluster around their radios. The new president speaks in a reassuring voice: "Let me assert my firm belief that the only thing we have to fear is fear itself." Then he gets to the meat of his talk. "I shall ask the Congress for the one remaining instrument to meet the crisis—broad executive power to wage a war against the emergency. . . . This nation is asking for action, and action now."

And that is exactly what Roosevelt delivers: action. The first hundred days of his presidency are famous for their accomplishments. New programs and laws begin pouring out of Washington. It is all labeled the New Deal. "It is common sense to take a method and try it," says Roosevelt. "If it fails, admit it frankly and try another. But above all, try something." They are the words of a man who exudes self-confidence; it is what the country needs.

Roosevelt puts together a group of advisers—to be known as "the brain trust." Many are college professors. They are new to government, but they have energy, intelligence, and a desire to help their country. They work hard. Washington becomes an exciting place for some tough, altruistic citizens who believe they are making a difference.

Source: Part 12, "Depression and War: A New Deal," paragraphs 4–6.

Activity: Syntax, Craft, and Structure

- 1. Highlight in yellow the sentence that, in your view, best summarizes the reading selection.
- 2. Identify what you believe is the main theme the author develops.
- **3.** What key words in the reading demonstrate the main theme the author develops? Highlight those words in a different color.

1. Liberal Understanding, Cite Evidence

The author states that President Roosevelt delivers action. What words in the reading prove this statement? Explain why those words back up the author's claim.

2. Word Picture

What adjectives does the author use to describe the "brain trust"? How do these words paint a word picture about these government advisers?

3. Pull Quotes

In order to attract the reader, editors frequently "pull" and box an important quote from a story. After rereading the selection, identify a significant statement from the reading as a pull quote. Write a short statement in which you justify why you selected that particular statement. Why is it significant?

A Fireside Chat

Introduction

Here, students are asked to analyze a primary-source paragraph from "A Fireside Chat." The paragraph is part of the February 9, 1942, chat in which President Roosevelt informs the American people about the early days of American involvement in World War II. He also attempts to persuade his listeners to support his war policies. The purpose of the chat is to encourage complete support of the war effort by the American people.

CCSS Reading Standards

Key Ideas and Details

- Standard 1
- Standard 3

Craft and Structure

• Standard 6

Integration of Knowledge and Ideas

Standard 9

Procedure

Allow sufficient time for students to reread the selection as needed.

Answers to questions should range between two and three sentences each. Encourage students to reread the selection to improve comprehension and refine answers.

Strategies Used

evidence: something that proves a particular point or idea

inference: conclusion drawn using evidence and reasoning

point of view: perspective taken by an author when evaluating or presenting a conclusion

primary source: a historic source that comes directly from the past, from someone who witnessed firsthand the period or events the source relates; an eyewitness account. Students read primary and secondary sources contained in the excerpt and use them to help answer the questions and complete the activities

Answers

Activity: Summarizing

Highlight the main idea of Roosevelt's message.

... We are now in this war. We are all in it—all the way. Every single man, woman, and child is a partner in the most tremendous undertaking of our American history.... On the road ahead there lies hard work—grueling work—day and night, every hour and every minute. I was about to add that ahead there lies sacrifice for all of us.

1. Citing Evidence, Point of View, Primary Source

How does Franklin D. Roosevelt invoke patriotism as a way to encourage Americans to support the war effort? Quote specific examples from the text.

Roosevelt uses phrases such as, "We are now in this war," and, "We are all in it—all the way." He adds, "The United States does not consider it a sacrifice to do all that one can, to give one's best to our nation, when the nation is fighting for its existence and its future life." These phrases imply that "we" are the "United States," thus making his audience and the country one and the same.

2. Inference, Citing Evidence, Primary Source

Frequently, historians have suggested that the fireside chats were successful because of Roosevelt's ability to speak in ordinary terms to Americans and his ability to come across as an ordinary person. What evidence can you find in the excerpt that might support this claim?

Answers will vary, but most students will probably point to Roosevelt's use of the pronoun "we" as a common feature in the excerpt. Students may also point to FDR's contention that "we are all in it—all the way." Other students may note that Roosevelt infers that all Americans (including him, as president of the United States) will have to sacrifice and give their all in order to win the war.

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A FIRESIDE CHAT



We are now in this war. We are all in it—all the way. Every single man, woman, and child is a partner in the most tremendous undertaking of our American history. . . . On the road ahead there lies hard work—grueling work—day and night, every hour and every minute. I was about to add that ahead there lies sacrifice for all of us. But it is not correct to use that word. The United States does not consider it a sacrifice to do all that one can, to give one's best to our nation, when the nation is fighting for its existence and its future life. . . . There is no such thing as security for any nation—or any individual—in a world ruled by the principles of gangsterism. There is no such thing as impregnable defense against powerful aggressors who sneak up in the dark and strike without warning. We have learned that our ocean-girt hemisphere is not immune from severe attack—that we cannot measure our safety in terms of miles on any map anymore. . . .

Source: Part 12, "Depression and War: A Fireside Chat," paragraph 1.

Activity: Summarizing

Highlight the main idea of Roosevelt's message.

Questions

1. Citing Evidence, Point of View, Primary Source

How does Franklin D. Roosevelt invoke patriotism as a way to encourage Americans to support the war effort? Quote specific examples from the text.

2. Inference, Citing Evidence, Primary Source

Frequently, historians have suggested that the fireside chats were successful because of Roosevelt's ability to speak in ordinary terms to Americans and his ability to come across as an ordinary person. What evidence can you find in the excerpt that might support this claim?

Japanese-American Internment

Introduction

Students read and analyze a passage relating to Japanese-American internment during World War II. The reading discusses reasoning for the internment, as well as instances of Japanese-American patriotism and heroism during the war.

Procedure

Allow sufficient time for students to reread the selection as needed. Answers to questions should range between three and five sentences each. Encourage students to reread the selection to improve comprehension and refine answers.

CCSS Reading Standards

Key Ideas and Details

- Standard 1
- · Standard 2

Craft and Structure

Standard 4

Integration of Knowledge and Ideas

Standard 8

Strategies Used

compare and contrast: to analyze various aspects of a reading or situation for similarities or differences

evidence: something that proves a particular point or idea

vocabulary: activity in which the student determines the definitions of terms based on their context in the reading

"wrecking the text": close-reading strategy in which the student rewrites a passage in his or her own words

Answers

Activity: Vocabulary

Based on their use in the context above, match the vocabulary words with their definitions.

habeas corpus: legal term that means a person can't be held in jail without being charged with a crime

Nisei: American citizens of Japanese heritage **internment:** entrapment of people in custody

commendations: recognitions, awards **espionage:** spying for another nation

1. Compare and Contrast, Cite Evidence

How does the author describe the rationale for allowing relocation (internment)? With what does the author balance this rationale?

The author notes that the War Department is concerned about "national security." The reading also states that "habeas corpus has been suspended before." However, the reading also notes, "The [Fourth] Amendment to the Constitution is supposed to protect citizens from unreasonable searches and seizures. The Fourteenth Amendment says, 'nor shall any state deprive any person of life, liberty or property without due process of law."

2. Cite Evidence

What evidence does the author use to prove that the widespread fear of Japanese-Americans as a threat to national security was unfounded?

The reading states that "some [Japanese-Americans] work in war factories during the day. Some young men become soldiers. A Nisei regiment fighting in Europe wins more commendations than any other single American fighting regiment. Not a single case of Japanese-American espionage is found. Forty years after war's end, the United States government apologizes to Japanese-Americans for the injustices done them during this time."

3. "Wrecking the Text"

Reread the selection. Write a short paragraph in which you summarize the main points of the reading.

Answers will vary depending on what main points are selected. A possible summary might include, "While Americans are fighting to maintain individual rights and due process of law, the U.S. government is also denying rights and due process to certain U.S. citizens simply because they are of Japanese descent. Even so, some Japanese-Americans become soldiers and fight gallantly in the war. Decades later, the U.S. government apologizes to Japanese-Americans for the relocation.

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Japanese-American Internment

The [Fourth] Amendment to the Constitution is supposed to protect citizens from unreasonable searches and seizures. The Fourteenth Amendment says, "nor shall any state deprive any person of life, liberty or property without the due process of law." But we are at war, and the War Department is worried about "national security." The right of habeas corpus has been shelved in wartime before. And so President Roosevelt issues Executive Order 9102. Without any notice, without due process, with only a few days to get ready, 120,000 Japanese-Americans and their families are arrested and sent to internment camps. . . .

Most Japanese-Americans will remain in the camps for three years. Some work in war factories during the day. Some young men become soldiers. A Nisei regiment fighting in Europe wins more commendations than any other single American fighting regiment. Not a single case of Japanese-American espionage is found. Forty years after war's end, the United States government apologizes to Japanese-Americans for the injustices done them during this time.

Source: Part 12, "Depression and War: Forgetting the Constitution," paragraphs 2–3.

Activity: Vocabulary

Based on the	eir use in the context above, match th	e vocabulary words with their defi	nitions.	
	: legal term that means a pers a crime	on can't be held in jail without be	ing charged with	
	se heritage			
: entrapment of people in custody				
	: recognitions, awards			
	: spying for another nation			
	Word Bank			
	internment	espionage		
	habeas corpus	Nisei		
	commendations			

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Questions

1. Compare and Contrast, Cite Evidence

How does the author describe the rationale for allowing relocation (internment)? With what does the author balance this rationale?

2. Cite Evidence

What evidence does the author use to prove that the widespread fear of Japanese-Americans as a threat to national security was unfounded?

3. "Wrecking the Text"

Reread the selection. Write a short paragraph in which you summarize the main points of the reading.

Bombing Hiroshima

Introduction

The purpose of this activity is to analyze a passage describing the atomic bombing of Hiroshima, Japan, in 1945. Use of the atomic bomb hastened the end of World War II. The passage describes the immediate aftermath of the bombing as well as its long-term effects.

CCSS Reading Standards

Key Ideas and Details

Standard 3

Craft and Structure

- Standard 4
- Standard 5

Procedure

Allow sufficient time for students to reread the selection as needed. Answers to questions should range between two and three sentences each. Encourage students to reread the selection to improve comprehension and refine answers.

Strategies Used

compare and contrast: to analyze various aspects of a reading or situation for similarities or differences

evidence: something that proves a particular point or idea

five-word summary: strategy that has students identify the five most important words in an excerpt and then defend their choices in a short paragraph

irony: describes a situation that seems to be intentionally contrary to what is expected

Answers

Questions

1. Compare and Contrast, Irony

Irony describes a situation that seems to be intentionally contrary to what is expected. How does the author's description of conditions at Hiroshima before August 6, 1945, and then after the bombing demonstrate irony? How are these descriptions different?

The irony in the reading is that the passage begins with a description of Hiroshima on a "clear, beautiful day," adding that the streets are filled with people on their way to work. After the bombing, "seventy-five thousand Japanese are cremated instantly; tens of thousands more are burned or fatally poisoned by radiation and will die in the months and years to come. The center of the city is leveled."

2. Inference, Cite Evidence

The author notes, "The atomic age has begun." What inference can be made from this? What evidence is given to support this claim?

Student answers regarding the inference may vary. Some students may feel that the author is arguing that the way future wars would be fought would be different since a new, destructive force had been unleashed. Other students may note that while the atomic bomb is destructive, use of nuclear energy can be found in many peacetime endeavors as well. Evidence includes the long- and short-term effects of the bombing as well as the description of the damage done by the atomic bomb.

3. Five-Word Summary

Work with a partner to determine the five most important words in the reading that best summarize the text. Once you and your partner have decided which five words best summarize the text, write a short paragraph defending your choices.

Answers will vary depending on the words selected by students. Sample words might include "everything was nothing," "burned," "fatally," "poisoned," "surrender."

Activity: Rereading

Reread the selection. Which words draw your attention? Write a short paragraph defending your choices.

Answers will vary depending on word choices. Student answers may include "atomic," "cremated," (the center of the city) was "leveled," "radiation," (World War II is) "over." Justification for these word choices may note the severity of the author's diction while describing such an intense event.

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BOMBING HIROSHIMA



August 6, 1945, is a clear, beautiful day in the Japanese city of Hiroshima. The streets are filled with people on their way to work. And then, as one Japanese historian would write later, "everything was nothing." Seventy-five thousand Japanese are cremated instantly; tens of thousands more are burned or fatally poisoned by radiation and will die in the months and years to come. The center of the city is leveled. The atomic age has begun.

Three days later, a second bomb is dropped on Nagasaki. Emperor Hirohito asks his people to surrender and "accept the coming of peace." World War II is over.

Source: Part 12, "Depression and War: Freedom from Fear," last two paragraphs.

Questions

1. Compare and Contrast, Irony

Irony describes a situation that seems to be intentionally contrary to what is expected. How does the author's description of conditions at Hiroshima before August 6, 1945, and then after the bombing demonstrate irony? How are these descriptions different?

2. Inference, Cite Evidence

The author notes, "The atomic age has begun." What inference can be made from this? What evidence is given to support this claim?

3. Five-Word Summary

Work with a partner to determine the five most important words in the reading that best summarize the text. Once you and your partner have decided which five words best summarize the text, write a short paragraph defending your choices.

Activity: Rereading

Reread the selection. Which words draw your attention? Write a short paragraph defending your choices.

READINGS FROM

"DEMOCRACY AND STRUGGLES"

A New President

Introduction

Students learn of the 1945 ascension of Harry Truman to the presidency upon Franklin D. Roosevelt's death. Students read that he is far better qualified than most give him credit for.

Procedure and Notes

Allow sufficient time for students to reread the selection as needed. Answers to questions should range between three and five sentences each. Encourage students to reread the selection to improve comprehension and refine answers. The activity and questions should be answered totally by using the excerpt.

CCSS Reading Standards

Key Ideas and Details

- Standard 1
- Standard 3

Craft and Structure

- Standard 4
- Standard 5

Strategies Used

evidence: something that proves a particular point or idea

frame of reference: information and values that help show how judgments or conclusions are made **"read with a pencil":** close-reading strategy that asks students to mark key points and annotate text

simile: figure of speech that compares two different things using the words "like" or "as"

word picture: graphic or vivid description in words

Answers

Activity: "Read with a Pencil"

As you read the selection, highlight key ideas and write notes about the main points of the reading in the margins.

Answers will vary depending on what the student highlights and annotates. The teacher may wish to interact with the student via a "reflection" feedback interaction. Possible key points could include the suddenness in which Truman became president, his personal reluctance to consider the presidency, his wide reading and diligence, and his ability to show his contemporaries he has the ability to serve as an effective president.

1. Simile, Cite Evidence, Frame of Reference

A simile is defined as a figure of speech that compares two different things using the words "like" or "as." What simile can be found in the selection? How does the included simile help support the frame of reference of the selection?

The simile included in the selection is a quote from Truman himself saying that when he learned he had become president, it was "like a bull fell on him." Student answers as to supporting the frame of reference will vary, but many will likely say that the simile helps emphasize how unexpected Truman's ascension to the presidency was, even to himself.

2. Word Picture, Cite Evidence

Read the selection carefully. Write a short paragraph describing what word picture the selection paints of Harry Truman. Cite evidence that supports your view.

The selection appears to portray Truman as someone unprepared to assume the office of the presidency. However, the selection also notes that his personal preparation has made him ready to assume the duties of the presidency. The selection notes that when Eleanor Roosevelt told Truman that Roosevelt was dead, she told him, "Is there anything we can do for you, for you are the one in trouble now." The selection also notes that Truman never expected to be president. However, the author also notes that the sign in Truman's office ("The Buck Stops Here") signifies his determination to do well.

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A New President

2

Truman headed through the underground passage from the Senate Office building—where Secret Service agents lost track of him. But a car was waiting. As they drove the fifteen long blocks to the White House, he guessed that the president, who was resting in Warm Springs, Georgia, had flown in and wanted him for something ceremonial. Upstairs at the White House, he learned differently. Eleanor Roosevelt put her hand on his shoulder and said softly, "Harry, the president is dead." For a moment he could say nothing. Then he asked if there was anything he could do for her. "Is there anything we can do for you?" she answered. "For you are the one in trouble now.

Harry Truman never expected to be president; he says it is as if a bull has fallen on top of him. But his wide reading and diligence have prepared him far better than he or most of his contemporaries realize. He puts two signs on his desk that seem to sum up his values. On the first are the words of another Missourian, Mark Twain: ALWAYS DO RIGHT, THIS WILL GRATIFY SOME PEOPLE & ASTONISH THE REST. The second sign (which is still in the Oval Office) says: THE BUCK STOPS HERE.

Source: Part 13, "Democracy and Struggle," paragraphs 4 and 6.

Activity: "Read with a Pencil"

As you read the selection, highlight key ideas and write notes about the main points of the reading in the margins.

1. Simile, Cite Evidence, Frame of Reference

A simile is defined as a figure of speech that compares two different things using the words "like" or "as." What simile can be found in the selection? How does the included simile help support the frame of reference of the selection?

2. Word Picture, Cite Evidence

Read the selection carefully. Write a short paragraph describing what word picture the selection paints of Harry Truman. Cite evidence that supports your view.

An Iron Curtain

Introduction

Students read about the origin of the phrase "iron curtain" and what has happened to Central and Eastern Europe in the months after the end of World War II. They analyze the reading and make conclusions about the impact of Churchill's speech.

CCSS Reading Standards

Key Ideas and Details

Standard 1

Craft and Structure

- Standard 4
- Standard 5

Procedure and Notes

Allow sufficient time for students to reread the selection as needed. Answers to questions should range between three and five sentences each. Encourage students to reread the selection to improve comprehension and refine answers. The activity and questions should be answered totally by using the excerpt.

Strategies Used

evidence: something that proves a particular point or idea

metaphor: descriptive word or phrase used to represent or explain something else

pull quotes: quotation "pulled" from the body of a passage and displayed as a graphic element within the text to "hook" the reader

vocabulary: activity in which the student determines the definitions of terms based on their context in the reading

Answers

Activity: Vocabulary

Based on their use in the context above, match the vocabulary words with their definitions.

dictator: king or ruler who has unlimited power

odious: horrible, distasteful

totalitarian: description for a government with complete control over its citizens

stagnate: neutral, not flowing or moving

decay: to break down, decompose

1. Metaphor, Cite Evidence

A metaphor is a descriptive word or phrase used to represent or explain something else. What metaphor from Churchill's speech is cited in the selection? What is the meaning of the metaphor? What evidence does the author cite to back up this metaphor?

The metaphor included in the reading is Churchill's famous Iron Curtain speech in which he states that an "iron curtain" has descended across Europe. Churchill's meaning by the metaphor is that part of the continent of Europe has now fallen under Communist rule. The author includes evidence to back Churchill's claim, including that the nations behind the curtain have now become "prisoners of the Soviet Union," and noting that while the free nations of Europe will "flourish," these nations will "stagnate and decay."

2. Pull Quotes

In order to attract the reader, editors frequently "pull" and box an important quote from a story. After rereading the selection, identify a significant statement from the reading as a pull quote. Write a short statement in which you justify why you selected that particular statement. Why is it significant?

Answers will vary depending on quotes selected by the student. Examples of choices students might make include, "From Stettin in the Baltic to Trieste in the Adriatic an iron curtain has descended across the Continent," or, "Once again, Churchill wants to tell the world of a dangerous dictator and an odious form of government." In both instances, the focus is on the dangers of Communism as an oppressive government system and a danger to free nations.

An Iron Curtain

\(\)

Harry Truman believes Americans need to be informed. In 1946, he asks Winston Churchill if he will speak at tiny Westminster College in Fulton, Missouri. Churchill is eager to do so. He knows people will be listening to what he has to say. He warned the world of Adolf Hitler and Nazism long before most Britons or Americans understood the danger they represented. Once again, Churchill wants to tell the world of a dangerous dictator and an odious form of government. "A shadow has fallen upon the scenes so lately lighted by the Allied victory," he says to the assembled students. "From Stettin in the Baltic to Trieste in the Adriatic an iron curtain has descended across the Continent."

That curtain is totalitarian rule; its shadow blocks out truth and freedom. The nations behind the curtain—from Bulgaria and Romania on the Black Sea, through Hungary and Czechoslovakia, to Poland and East Germany and the Baltic republics of Latvia, Lithuania, and Estonia in the north—have become prisoners of the Soviet Union. In the years to come, while the free nations of Europe flourish, they will stagnate and decay.

Source: Part 13, "Democracy and Struggles: An Iron Curtain," paragraphs 4–5.

Activity: Vocabulary

Based on the	eir use in the context above, match	the vocabulary words with their definitio	ns.
	: king or ruler who has unli	mited power	
	: horrible, distasteful		
: description for a government with complete control over its citizens			3
: neutral, not flowing or moving			
	: to break down, decompos	e	
Word Bank			
	odious	stagnate	
	dictator	totalitarian	

decay

1. Metaphor, Cite Evidence

A metaphor is a descriptive word or phrase used to represent or explain something else. What metaphor from Churchill's speech is cited in the selection? What is the meaning of the metaphor? What evidence does the author cite to back up this metaphor?

2. Pull Quotes

In order to attract the reader, editors frequently "pull" and box an important quote from a story. After rereading the selection, identify a significant statement from the reading as a "pull quote." Write a short statement in which you justify why you selected that particular statement. Why is it significant?

A Close Election

Introduction

Students read about the famous 1948 presidential campaign between incumbent President Truman and New York Governor Thomas Dewey. They analyze the reading that recounts Truman's upset victory, which surprised political pundits and journalists.

CCSS Reading Standards

Key Ideas and Details

- Standard 1
- Standard 2

Craft and Structure

Standard 5

Procedure and Notes

Allow sufficient time for students to reread the selection as needed. Answers to questions should range between three and five sentences each. Encourage students to reread the selection to improve comprehension and refine answers. The activity and questions should be answered totally by using the excerpt. Question 2 calls for students to work in pairs, but it also can be answered individually.

Strategies Used

craft and structure: how the author uses syntax and order to effectively convey a reading's message

evidence: something that proves a particular point or idea

five-word summary: strategy that has students identify the five most important words in an excerpt and then defend their choices in a short paragraph

irony: describes a situation that seems to be intentionally contrary to what is expected

syntax: manner in which an author uses and arranges words to form sentences

Answers

Activity: Syntax, Craft, and Structure

- 1. Highlight in yellow the sentence that, in your view, best summarizes the reading selection.
- 2. Identify what you believe is the main theme the author develops.

Students will note that Truman was able to prove the "experts" wrong about the Election of 1948 and win a term as president on his own.

3. What key words in the reading demonstrate the main theme the author develops? Highlight those words in a different color.

On November 2, 1948, the American people vote. That evening, Dewey's supporters crowd into the ballroom of New York's Hotel Roosevelt. They are there to celebrate. In Washington, the Democrats don't even rent their usual hotel ballroom. They're short of money, and there's no point in wasting it—they've got nothing to celebrate. Even before the returns start coming in, reporters file articles congratulating the new president: Tom Dewey. At the *Chicago Tribune*, the morning's headline is set in type: DEWEY DEFEATS TRUMAN. As night arrives, the counting begins. For the first time, results are broadcast on television. But few people have TV sets—even the president doesn't have one. He goes to bed early. When it's announced that he's won in Massachusetts, one of his Secret Service agents wakes him. "Stop worrying," says Truman, and goes back to sleep. . . .

At dawn the radio commentators are saying the election is very close—but they're still predicting a Dewey win. By mid-morning it is clear: the experts are all wrong! This time Truman is no accidental president. He has won the job on his own.

Questions

1. Irony, Cite Evidence

Irony is describes a situation that seems to be intentionally contrary to what is expected. What evidence of irony can you find in the selection?

The selection notes that Dewey supporters are celebrating Dewey's apparent win in the election over Truman. In addition, the author notes that reporters file stories to congratulate Dewey. The *Chicago Tribune* sets the headline DEWEY DEFEATS TRUMAN. However, Truman appears unfazed. When he is told that he has carried Massachusetts, he tells a Secret Service agent to "stop worrying," and Truman goes to sleep. The selection concludes by noting that by mid-morning the next morning, the experts are all wrong, and Truman has won a full term.

2. Five-Word Summary

Work with a partner to determine the five most important words in the reading that best summarize the text. Once you and your partner have decided which five words best summarize the text, write a short paragraph defending your choices.

Answers will vary depending on the words selected by students. Examples of student selections may include "new" (president), "DEFEATS" (as in "DEWEY DEFEATS TRUMAN"), "experts," "wrong," and "accidental."

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A CLOSE ELECTION

2

On November 2, 1948, the American 306 people vote. That evening, Dewey's supporters crowd into the ballroom of New York's Hotel Roosevelt. They are there to celebrate. In Washington, the Democrats don't even rent their usual hotel ballroom. They're short of money, and there's no point in wasting it—they've got nothing to celebrate. Even before the returns start coming in, reporters file articles congratulating the new president: Tom Dewey. At the *Chicago Tribune*, the morning's headline is set in type: DEWEY DEFEATS TRUMAN. As night arrives, the counting begins. For the first time, results are broadcast on television. But few people have TV sets—even the president doesn't have one. He goes to bed early. When it's announced that he's won in Massachusetts, one of his Secret Service agents wakes him. "Stop worrying," says Truman, and goes back to sleep. . . .

At dawn the radio commentators are saying the election is very close—but they're still predicting a Dewey win. By mid-morning it is clear: the experts are all wrong! This time Truman is no accidental president. He has won the job on his own.

Source: Part 13, "Democracy and Struggles: Truman vs. Dewey," paragraphs 6 and 8.

Activity: Syntax, Craft, and Structure

- **1.** Highlight in yellow the sentence that, in your view, best summarizes the reading selection.
- 2. Identify what you believe is the main theme the author develops.
- **3.** What key words in the reading demonstrate the main theme the author develops? Highlight those words in a different color.

1. Irony, Cite Evidence

Irony describes a situation that seems to be intentionally contrary to what is expected. What evidence of irony can you find in the selection?

2. Five-Word Summary

Work with a partner to determine the five most important words in the reading that best summarize the text. Once you and your partner have decided which five words best summarize the text, write a short paragraph defending your choices.

Rise of McCarthyism

Introduction

Students read of the rise of Senator Joseph McCarthy of Wisconsin, who led the second Red Scare during the 1950s. Students analyze a selection that notes that McCarthy falsely accuses many of harboring communist sympathies.

Procedure and Notes

Allow sufficient time for students to reread the selection as needed.

Answers to questions should range between three and five sentences each. Encourage students to reread the selection to improve comprehension and refine answers. The activity and questions should be answered totally by using the excerpt.

Strategies Used

evidence: something that proves a particular point or idea

irony: describes situation that seems to be intentionally contrary to what is expected

paradox: statement that appears to contradict itself but ultimately proves to be true

point of view: perspective taken by an author when evaluating or presenting a conclusion

"wrecking the text": close-reading strategy in which the student rewrites a passage in his or her own words

CCSS Reading Standards

Key Ideas and Details

Standard 1

Craft and Structure

Standard 5

Integration of Knowledge and Ideas

Standard 8

Answers

Questions

1. Point of View, Cite Evidence

Read the selection carefully. Based on what you read in the selection, write a short paragraph describing the point of view of the author. What evidence is cited in the selection that backs the author's view?

Students will likely note that the point of view of the author is that McCarthy gained popularity and power by lying and "hyping" the communist threat. Evidence includes the assertion that "he's lying, but many people believe him; after all, he's a U.S. senator." The author also cites that cameras and microphones make McCarthy a bigger celebrity. The selection states that he will accuse hundreds of communist activity but never proves a single case. Whatever McCarthy says gets printed.

2. Irony

Irony describes a situation that seems to be intentionally contrary to what is expected. What ironies can you find in the selection?

Ironies that can be found in the selection include that cameras and microphones make McCarthy a bigger celebrity, although he isn't telling the truth and has no proof of any communist infiltration. Also, those who speak out against McCarthy are labeled as "communist sympathizers."

3. "Wrecking the Text"

Reread the selection. Write a short paragraph in which you summarize the main points of the reading.

Answers will vary, depending on main points selected. A sample paragraph might read, "Wisconsin senator Joseph McCarthy knows to effectively use the media to hype fear of Communism in the United States. He falsely states that 205 communists work in the U.S. State Department. He accuses many of communist ties, without producing any evidence to support the accusations. McCarthy is personally responsible for ruining the lives of many he accuses. Those who speak out against him are labeled 'communist sympathizers.'"

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RISE OF McCarthyism



Senator Joseph McCarthy of Wisconsin wants people to notice him. He needs an issue, and communism captures headlines. At a speech in Wheeling, West Virginia, he waves a piece of paper and says it contains the names of 205 communists who work in the State Department. He's lying, but many people believe him; after all, he's a U.S. senator. Cameras and microphones make McCarthy an instant celebrity, and, once he gets started, his stories get bigger and bigger. Before he is finished he will accuse many hundreds of people of communist activity. He never proves a single case. Given the fear of the time, that doesn't seem to matter. Whatever McCarthy says gets printed. And he knows how to use that new medium, television. He waves his arms and accuses. Those cited lose their jobs. Their friends desert them. Their lives are ruined. The few who speak against McCarthy are labeled communist sympathizers.

Source: Part 13, "Democracy and Struggles: Reds Scare US Again," paragraph 4.

Questions

1. Point of View, Cite Evidence

Read the selection carefully. Based on what you read in the selection, write a short paragraph describing the point of view of the author. What evidence is cited in the selection that backs the author's view?

2. Irony

Irony describes a situation that seems to be intentionally contrary to what is expected. What ironies can you find in the selection?

3. "Wrecking the Text"

Reread the selection. Write a short paragraph in which you summarize the main points of the reading.

Brown v. Board of Education

Introduction

Students read a passage that describes the Supreme Court reaching a decision in the case of *Brown v. Board of Education*. They analyze the role of Chief Justice Warren and the key point in Warren's opinion.

Procedure and Notes

Allow sufficient time for students to reread the selection as needed. Answers to questions should range between three and five sentences each. Encourage students to reread the selection to improve comprehension and refine answers. The activity and questions should be answered totally by using the excerpt.

CCSS Reading Standards

Key Ideas and Details

• Standard 1

Craft and Structure

- Standard 4
- Standard 5

Integration of Knowledge and Ideas

Standard 8

Strategies Used

evidence: something that proves a particular point or idea

paradox: a statement that appears to contradict itself but ultimately proves to be true. In these activities, students read through the selection to identify instances of paradoxes

"read with a pencil": close-reading strategy that asks students to mark key points and annotate text

word picture: graphic or vivid description in words

Answers

Activity: "Read with a Pencil"

As you read the selection, highlight key ideas and write notes about the main points of the reading in the margins.

Answers will vary depending on what the student highlights and annotates. The teacher may wish to interact with the student via a "reflection" feedback interaction. Sample key points students may identify include that although Chief Justice Warren is not expected to be "dynamic," he demonstrates a "gift for leadership." This is demonstrated by his ability to unite the justices under the unanimous decision that "separate educational facilities are inherently unequal.

Questions

1. Word Picture, Cite Evidence

Based on what you have read in the selection, describe the word picture the author makes of Chief Justice Earl Warren. Use specific evidence from the reading in your answer.

The selection describes Warren as a "mild-mannered man" and "not expected to be a dynamic chief justice." However, the selection also notes that "some who know [Warren] well, though, realize he has a gift for leadership." Students may also cite the author's statement that the new chief justice has convinced the other justices on the court that the decision should be unanimous.

2. Paradox, Cite Evidence

Paradox is defined as a statement that appears to contradict itself but ultimately proves to be true Reread the selection carefully, particularly the segment of Warren's decision. What evidence of paradox can you find in the selection? How does this influence the impact of Warren's writing? Write a short paragraph supporting your view.

Students may note that the phrase "separate but equal" is a paradox, as Warren points out when he reads the court decision. His decision to add the word "inherently" before "unequal" portrays the issue as a matter of human rights by adopting the type of diction that is used to describe free and unalienable rights in America.

Brown v. Board of Education



A year passes. It looks as if the Supreme Court may be split. This issue is dividing the whole country. If the court splits, it will make those divisions worse. Then President Eisenhower names a new chief justice to the Supreme Court. He is Earl Warren, a former California governor and a mild-mannered man, not expected to be a dynamic chief justice. Some who know him well, though, realize he has a gift for leadership. On May 17, 1954, Chief Justice Warren reads the court's decision in *Brown v. Board of Education:*

Does segregation of children in public schools solely on the basis of race deprive children of the minority group of equal educational opportunities? We believe that it does. We conclude, unanimously, that the doctrine of "separate but equal" has no place. Separate educational facilities are inherently unequal.

The new chiefjustice has convinced all the justices that, because of the importance of this decision, it should be unanimous. It is, as the *Washington Post* says the next day in an editorial, "a new birth of freedom."

Source: Part 13, "Democracy and Struggles: Brown v. Board of Education," paragraphs 5–7.

Activity: "Read with a Pencil"

As you read the selection, highlight key ideas and write notes about the main points of the reading in the margins.

Questions

1. Word Picture, Cite Evidence

Based on what you have read in the selection, describe the word picture the author makes of Chief Justice Earl Warren. Use specific evidence from the reading in your answer.

2. Paradox, Cite Evidence

Paradox is defined as a statement that appears to contradict itself but ultimately proves to be true. Reread the selection carefully, particularly the segment of Warren's decision. What evidence of paradox can you find in the selection? How does this influence the impact of Warren's writing? Write a short paragraph supporting your view.

READINGS FROM

"LET FREEDOM RING"

The Montgomery Bus Boycott

Introduction

Students read about the arrest of Rosa Parks on December 1, 1955. Her arrest for refusing to give up her seat on a Montgomery, Alabama, bus sparked the yearlong Montgomery Bus Boycott, which also made Reverend Martin Luther King known worldwide as the head of the nonviolent civil rights protest movement. In addition to reading the selection, students compare and contrast the selection with a photograph of Parks being booked after her arrest.

CCSS Reading Standards

Key Ideas and Details

- Standard 1
- Standard 2

Craft and Structure

Standard 5

Integration of Knowledge and Ideas

Standard 7

Procedure and Notes

Allow sufficient time for students to reread the selection as needed. Answers to questions should range between three and five sentences each. Encourage students to reread the selection to improve comprehension and refine answers. The activity and questions should be answered totally by using the excerpt and the corresponding graphic.

Strategies Used

compare and contrast: to analyze various aspects of a reading or situation for similarities or differences

craft and structure: how the author uses syntax and order to effectively convey a reading's message

evidence: something that proves a particular point or idea

irony: describes a situation that seems to be intentionally contrary to what is expected

syntax: manner in which an author uses and arranges words to form sentences

Answers

Activity: Syntax, Craft, and Structure

- **1.** Highlight in yellow the sentence that, in your view, best summarizes the reading selection.
- 2. Identify what you believe is the main theme the author develops.

Answers will vary. However, most students will note that the movement to integrate Montgomery (Alabama) city buses began with one small incident, the arrest of Rosa Parks for refusing to give up her seat on a bus. Risking arrest and possible physical abuse, she decided to test the system of segregation.

3. What key words in the reading demonstrate the main theme the author develops? Highlight those words in a different color.

Rosa Parks works as a tailor's assistant in a department store in Montgomery. She is a small, soft-voiced woman of forty-three who wears rimless glasses and pulls her brown hair back in a bun. Parks is a civil rights activist who has been secretary of the local chapter of the NAACP (National Association for the Advancement of Colored People). She is well known and well respected in the black community. But on the evening of December 1, 1955, Mrs. Parks is just tired. She has put in a full day at her job as a seamstress, she doesn't feel well, and her neck and back hurt. She gets on a bus and heads home.

In 1955, buses in the southern states are segregated. Laws say that the seats in the front are for whites and, when the bus is full, whites get priority on all seats. On that December day, a white man boards Rosa Parks's bus and the driver asks her to give her seat to him. Parks won't budge. She knows she will get in trouble, perhaps even end up in prison, but she keeps her seat. The bus driver calls the police. Rosa Parks is arrested and is soon on her way to jail. "Why do you push us around?" she asks the arresting officer. She knows that African-Americans are regularly beaten and abused in Montgomery's jail. It doesn't seem to matter to Parks. She's tired of riding on segregated buses. She's tired of being pushed around. She's ready to go to jail.

Questions

1. Irony, Cite Evidence

Irony describes a situation that seems to be intentionally contrary to what is expected. Read the text selection carefully. What irony about the description of Parks and her arrest can be found in the selection?

Students will note that the reading describes Parks as "small and soft-voiced." However, she also is a civil rights activist who is a former secretary of the NAACP. She is known and respected in the black community. Based on what they read in the selection, students should note the irony of someone who seems rather timid being a leader and willing to face arrest (and possible beatings in jail) for what she believes.

2. Compare and Contrast

Review the text selection and look at the related photograph of Parks being booked into the Montgomery jail. Write a short paragraph comparing and contrasting what you see in the photograph with what you read in the text selection. How does the photograph corroborate the information in the text? How are they different?

Students will likely note that the photograph backs the description of Parks in the text. Also, the caption under the text verifies Parks's arrest as it describes, and the photograph shows, her being fingerprinted at the time of booking. The photograph does not show detail enough to agree with the text's mention of Parks's determination or her past experiences in the NAACP or as a leader of Montgomery's civil rights movement. The photograph also does not show evidence that Parks might be beaten or abused by whites while in jail.

THE MONTGOMERY BUS BOYCOTT



Rosa Parks works as a tailor's assistant in a department store in Montgomery. She is a small, soft-voiced woman of forty-three who wears rimless glasses and pulls her brown hair back in a bun. Parks is a civil rights activist who has been secretary of the local chapter of the NAACP (National Association for the Advancement of Colored People). She is well known and well respected in the black community. But on the evening of December 1, 1955, Mrs. Parks is just tired. She has put in a full day at her job as a seamstress, she doesn't feel well, and her neck and back hurt. She gets on a bus and heads home.



Rosa Parks—who cleaned classrooms to pay for her own junior high education—gets finger-printed at the Montgomery police station.

In 1955, buses in the southern states are segregated. Laws say that the seats in the front are for whites and, when the bus is full, whites get priority on all seats. On that December day, a white man boards Rosa Parks's bus and the driver asks her to give her seat to him. Parks won't budge. She knows she will get in trouble, perhaps even end up in prison, but she keeps her seat. The bus driver calls the police. Rosa Parks is arrested and is soon on her way to jail. "Why do you push us around?" she asks the arresting officer. She knows that African-Americans are regularly beaten and abused in Montgomery's jail. It doesn't seem to matter to Parks. She's tired of riding on segregated buses. She's tired of being pushed around. She's ready to go to jail.

Source: Part 14, "Let Freedom Ring: Boycott," paragraphs 1–2.

Activity: Syntax, Craft, and Structure

- **1.** Highlight in yellow the sentence that, in your view, best summarizes the reading selection.
- 2. Identify what you believe is the main theme the author develops.
- **3.** What key words in the reading demonstrate the main theme the author develops? Highlight those words in a different color.

Questions

1. Irony, Cite Evidence

Irony describes a situation that seems to be intentionally contrary to what is expected. Read the text selection carefully. What irony about the description of Parks and her arrest can be found in the selection?

2. Compare and Contrast

Review the text selection and look at the related photograph of Parks being booked into the Montgomery jail. Write a short paragraph comparing and contrasting what you see in the photograph with what you read in the text selection. How does the photograph corroborate the information in the text? How are they different?

The Cuban Missile Crisis

Introduction

This reading highlights tensions during the 1962 Cuban Missile Crisis. Students analyze why the missiles were placed in Cuba, how they were discovered by the U.S. military, and what Kennedy's response was to removing the missiles. Students then answer questions related to the selection.

CCSS Reading Standards

Key Ideas and Details

Standard 1

Craft and Structure

- Standard 4
- Standard 5

Procedure and Notes

Allow sufficient time for students to reread the selection as needed. Answers to questions should range between three and five sentences each. Encourage students to reread the selection to improve comprehension and refine answers. The activity and questions should be answered totally by using the excerpt.

Strategies Used

compare and contrast: to analyze various aspects of a reading or situation for similarities or differences

evidence: something that proves a particular point or idea

point of view: perspective taken by an author when evaluating or presenting a conclusion

primary source: historic source that comes directly from the past, from someone who witnessed firsthand the period or events the source relates

"read with a pencil": close-reading strategy that asks students to mark key points and annotate text

Answers

Activity: "Read with a Pencil"

As you read the selection, highlight key ideas and write notes about the main points of the reading in the margins.

Answers will vary depending on what the student highlights and annotates. The teacher may wish to interact with the student via a "reflection" feedback interaction. Suggested answers include Khrushchev's anger regarding U.S. efforts to intimidate the U.S.S.R. in the arms race, Khrushchev's plan to put Soviet missiles in Cuba, the U.S. government's lack of awareness regarding the full extent of ammunition and troops in Cuba, and Kennedy's decision to "react if attacked."

Questions

1. Cite Evidence, Point of View, Compare and Contrast

Reread the selection. Using information from the selection only, write a short paragraph describing the Cuban Missile Crisis from the point of view of either John F. Kennedy or Nikita Khrushchev. Be sure to cite evidence justifying your point of view and rationale for your actions. You should also compare and contrast the viewpoint of the two leaders.

Answers will vary. Students selecting Khrushchev may note that the Soviet point of view is valid since, according to the selection, the United States holds a missile advantage over the Soviets and U.S. missiles in Turkey are pointed at targets in the U.S.S.R. Kennedy's point of view (based on what is seen in the selection) is that missiles are pointed directly at U.S. cities and he faces pressure from the joint chiefs of staff. His view is that he will "not drop the first bomb," but he will "react if attacked." Students will likely note that both the U.S. president and the Soviet premier believed they were in the right but did not want to be the first to "push the button" and begin a nuclear war.

2. Primary Source

A primary source is one that comes directly from the past (from an eyewitness). After reading the selection, describe the primary source quote that is included in the reading. Explain why this would be considered a primary source.

The quote from Kennedy at the end of the reading is a primary source because it came directly from Kennedy, who was a definite eyewitness to events in October 1962. The quote describes U.S. policy regarding the missile crisis. Kennedy warns that a missile launched from Cuba against any nation in the Western Hemisphere would be considered a direct attack by the Soviet Union against the United States, requiring a "full retaliatory response" upon the Soviet Union.

THE CUBAN MISSILE CRISIS



Russia's leader, Nikita Khrushchev . . . is angry at what he believes are U.S. efforts to intimidate Russia through the arms race. When it comes to nuclear warheads, the U.S. has a seventeen-to-one advantage over the U.S.S.R. U.S. missiles in Turkey point menacingly at Russia. The Cuban situation has added to the Soviets' outrage. Khrushchev decides to do something bold. Working with Castro, he makes plans to put nuclear missiles on Cuba and aim them at the United States' most important cities and military targets. In October 1962, American U-2 planes, flying thirteen miles high, take photographs of the island showing sixteen ballistic missiles in place. (The CIA doesn't know it, but there are more missiles than that—as well as 42,000 Russian soldiers and pilots.) Then a Russian submarine and twenty-three freighters, presumed to be carrying nuclear warheads for the Cuban missiles, are sighted at sea. What should the president do? He knows that the wrong move could start World War III. The joint chiefs of staff want to bomb Cuba; Kennedy says he will not drop the first bomb. But he will react if attacked: "It shall be the policy of this nation," he says, "to regard any nuclear missile launched from Cuba against any nation in the western hemisphere as an attack by the Soviet Union on the United States requiring a full retaliation response upon the Soviet Union."

Source: Part 14, "Let Freedom Ring: Cuba and the Cold War," paragraph 5.

Activity: "Read with a Pencil"

As you read the selection, highlight key ideas and write notes about the main points of the reading in the margins.

Questions

1. Cite Evidence, Point of View, Compare and Contrast

Reread the selection. Using information from the selection only, write a short paragraph describing the Cuban Missile Crisis from the point of view of either John F. Kennedy or Nikita Khrushchev. Be sure to cite evidence justifying your point of view and rationale for your actions. You should also compare and contrast the viewpoint of the two leaders.

2. Primary Source

A primary source is one that comes directly from the past (from an eyewitness). After reading the selection, describe the primary source quote that is included in the reading. Explain why this would be considered a primary source.

Letter from Birmingham Jail

Introduction

Martin Luther King's "Letter from Birmingham Jail" is the focus of this reading. Students analyze the selection, which details the reasons for King's arrest and for writing the letter. Students also view an excerpt from the letter itself.

Procedure and Notes

Allow sufficient time for students to reread the selection as needed. Answers to questions should range between three and five sentences each. Encourage students to reread the selection to improve comprehension and refine answers. The activity and questions should be answered totally by using the excerpt. Question 2 calls for students to work in pairs, but it also can be answered individually.

CCSS Reading Standards

Key Ideas and Details

- Standard 1
- Standard 3

Craft and Structure

- Standard 4
- Standard 5

Integration of Knowledge and Ideas

• Standard 9

Strategies Used

evidence: something that proves a particular point or idea

five-word summary: strategy that has students identify the five most important words in an excerpt and then defend their choices in a short paragraph

irony: describes a situation that seems to be intentionally contrary to what is expected

vocabulary: activity in which the student determines the definitions of terms based on their context in the reading

Answers

Activity: Vocabulary

Based on their use in the context above, match the vocabulary words with their definitions.

violation: breach of a law

clergy: religious leaders, such as priests, ministers, or rabbis

demonstrator: protester

advocate: to be in favor of something

injustice: denial of someone's rights or due process

Questions

1. Irony, Cite Evidence

Irony is describes a situation that seems to be intentionally contrary to what is expected. What irony can you see regarding Dr. King and the eight clergy mentioned in the reading? Write a short paragraph explaining the irony. Cite evidence to back your view.

The irony is that members of the clergy are critical of demonstrators who are also clergy. The author notes in the selection that King and the Rev. Ralph Abernathy are arrested while protesting on Good Friday and while singing hymns. Most students would presume that the protestors were following a religious conviction as part of their demonstration.

2. Five-Word Summary

Work with a partner to determine the five most important words in the reading that best summarize the text. Once you and your partner have decided which five words best summarize the text, write a short paragraph defending your choices.

Answers will vary depending on the words selected by students. Sample words students may select include "freedom," "court order," "counsel," "injustice," "arouse," "conscience," "highest respect," and "law."

LETTER FROM BIRMINGHAM JAIL



In April 1963, Martin Luther King, Jr., who is now pastor of a church in Atlanta, joins the marchers. On Good Friday he and the Rev. Ralph Abernathy lead fifty hymn-singing African-Americans toward Birmingham's city hall, in direct violation of a court order. "Freedom has come to Birmingham," they sing. The police move in to arrest them; Dr. King kneels and says a prayer. Then he and the others are taken to jail. A Southern jail is not a healthy place for a black civil rights leader. Eight local clergy—Christian ministers and a Jewish rabbi—criticize the civil rights demonstrators and ask why Dr. King has come to Birmingham. They counsel patience. Dr. King decides to write a letter from the jail in Birmingham, explaining the reasons behind the civil rights movement. He doesn't have any paper, so he writes on the margins of a newspaper and on toilet paper. He addresses the letter to the clergymen:

I am in Birmingham because injustice is here.... I cannot sit idly by in Atlanta and not be concerned about what happens in Birmingham. Injustice anywhere is a threat to justice everywhere.... What affects one directly affects all indirectly.... I would be the first to advocate obeying just laws.... One who obeys an unjust law must do so openly, lovingly, and with a willingness to accept the penalty.... an individual who breaks a law that conscience tells him is unjust, and who willingly accepts the penalty of imprisonment in order to arouse the conscience of the community over its injustice, is in reality expressing the highest respect for law.

Source: Part 14, "Let Freedom Ring: Freedom Comes to Birmingham," paragraph 5.

Activity: Vocabulary

advocate

Questions

1. Irony, Cite Evidence

Irony describes a situation that seems to be intentionally contrary to what is expected. What irony can you see regarding Dr. King and the eight clergy mentioned in the reading? Write a short paragraph explaining the irony. Cite evidence to back your view.

2. Five-Word Summary

Work with a partner to determine the five most important words in the reading that best summarize the text. Once you and your partner have decided which five words best summarize the text, write a short paragraph defending your choices.

The March on Washington

Introduction

Students read an excerpt from *Freedom: A History of US* that describes the 1963 March on Washington and also view a photograph of the marchers at the National Mall and on the steps of the Lincoln Memorial in Washington, D.C. They analyze the reading and the photograph.

CCSS Reading Standards

Key Ideas and Details

- Standard 1
- Standard 2

Integration of Knowledge and Ideas

Standard 7

Procedure and Notes

Allow sufficient time for students to reread the selection as needed.

Answers to questions should range between three and five sentences each. Encourage students to reread the selection to improve comprehension and refine answers. The activity and questions should be answered totally by using the excerpt and corresponding graphic.

Strategies Used

compare and contrast: to analyze various aspects of a reading or situation for similarities or differences

craft and structure: how the author uses syntax and order to effectively convey a reading's message

evidence: something that proves a particular point or idea

pull quote: quotation "pulled" from the body of a passage and displayed as a graphic element within the text to "hook" the reader

syntax: manner in which an author uses and arranges words to form sentences

Answers

Activity: Syntax, Craft, and Structure

- **1.** Highlight in yellow the sentence that, in your view, best summarizes the reading selection.
- 2. Identify what you believe is the main theme the author develops.

Answers will vary. However, most students will note that the civil rights movement and the March on Washington drew thousands of people of varied backgrounds and from various geographic areas. The Reverend Martin Luther King's "I Have a Dream" speech galvanizes the crowd and the movement.

3. What key words in the reading demonstrate the main theme the author develops? Highlight those words in a different color.

On August 28 [1963] there will be a march for freedom in Washington, D.C. Leaders hope that 100,000 people will participate. The marchers will demand four things: passage of the civil rights bill; integration of schools by year's end; an end to job discrimination; and a program of job training. Movie stars, singers, high school bands, preachers, and politicians practice speeches and songs. The participants are to stand on the steps of the Lincoln Memorial and look toward the tall, slender Washington Monument and, beyond that, to the Capitol. Two thousand buses and twenty-one chartered trains head for Washington. A man with a freedom banner roller-skates from Chicago. An eighty-two-year-old man bicycles from Ohio. Sixty thousand white people come. Television crews, high in the Washington Monument, guess there are 250,000 people altogether. "My friends," says activist Roy Wilkins, "we are here today because we want the Congress of the United States to hear from us. . . . We want freedom now!" It is a day filled with song, and hope, and good will.

Finally, in the late afternoon, the last of the speakers stands on the steps of the Lincoln Memorial. It is Dr. Martin Luther King, Jr. He begins with a prepared speech, formal and dignified. Then something happens, and his training as a preacher takes over. He leaves his written speech and speaks from his heart. "I have a dream," he says.

Questions

1. Compare and Contrast, Cite Evidence

Write a short paragraph comparing and contrasting what you see in the photograph with what you read in the text selection. How does the photograph corroborate the information in the text? How are they different? Cite evidence that proves your view.

Students will probably note that the description of the march and the related speeches in the text selection are correct based on what they see in the photograph. The Lincoln Memorial is clearly visible and a large crowd is visible in the picture, which corroborates the text's mention that 250,000 people are in attendance. Some things mentioned in the text that aren't visible in the photograph include exactly who is in the photograph or who might be speaking. It could be one of the movie stars or entertainers mentioned in the text, or it could be Dr. King. There's no evidence to support either view.

2. Pull Quotes

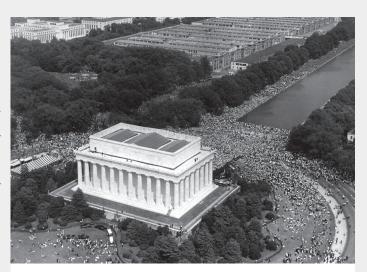
In order to attract the reader, editors frequently "pull" and box an important quote from a story. After rereading the selection, identify a significant statement from the reading as a pull quote. Write a short statement in which you justify why you selected that particular statement. Why is it significant?

Answers will vary depending on quotes selected by the student. Example quotes that may be selected include, "The marchers will demand four things: passage of the civil rights bill; integration of schools by year's end; an end to job discrimination; and a program of job training," "It is a day filled with song, and hope, and good will," or, "[King] leaves his written speech and speaks from his heart. 'I have a dream,' he says." In each instance, the quotes highlight the impact and significance of the day's events.

THE MARCH ON WASHINGTON

1

On August 28 [1963] there will be a march for freedom in Washington, D.C. Leaders hope that 100,000 people will participate. The marchers will demand four things: passage of the civil rights bill; integration of schools by year's end; an end to job discrimination; and a program of job training. . . . Movie stars, singers, high school bands, preachers, and politicians practice speeches and songs. The participants are to stand on the steps of the Lincoln Memorial and look toward the tall, slender Washington Monument and, beyond



A crowd gathers on the Mall for the March on Washington. "We are not going to stop until the walls of segregation are crushed," says the chief speaker, Martin Luther King, Jr. "We've gone too far to turn back now."

that, to the Capitol. Two thousand buses and twenty-one chartered trains head for Washington. A man with a freedom banner roller-skates from Chicago. An eighty-two-year-old man bicycles from Ohio. Sixty thousand white people come. Television crews, high in the Washington Monument, guess there are 250,000 people altogether. "My friends," says activist Roy Wilkins, "we are here today because we want the Congress of the United States to hear from us. . . . We want freedom now!" It is a day filled with song, and hope, and good will.

Finally, in the late afternoon, the last of the speakers stands on the steps of the Lincoln Memorial. It is Dr. Martin Luther King, Jr. He begins with a prepared speech, formal and dignified. Then something happens, and his training as a preacher takes over. He leaves his written speech and speaks from his heart. "I have a dream," he says.

Source: Part 14, "Let Freedom Ring: The March on Washington," paragraphs 2–3.

Activity: Syntax, Craft, and Structure

- **1.** Highlight in yellow the sentence that, in your view, best summarizes the reading selection.
- 2. Identify what you believe is the main theme the author develops.
- **3.** What key words in the reading demonstrate the main theme the author develops? Highlight those words in a different color.

Questions

1. Compare and Contrast, Cite Evidence

Write a short paragraph comparing and contrasting what you see in the photograph with what you read in the text selection. How does the photograph corroborate the information in the text? How are they different? Cite evidence that proves your view.

2. Pull Quotes

In order to attract the reader, editors frequently "pull" and box an important quote from a story. After rereading the selection, identify a significant statement from the reading as a pull quote. Write a short statement in which you justify why you selected that particular statement. Why is it significant?

The Kennedy Assassination

Introduction

President Kennedy was assassinated on November 22, 1963, in Dallas, Texas. In this activity, students read a retelling of the event and its impact on the nation. They analyze the account and answer questions.

Procedure and Notes

Allow sufficient time for students to reread the selection as needed.

Answers to questions should range between three and five sentences

each. Encourage students to reread the selection to improve comprehension and refine answers. The activity and questions should be answered totally by using the excerpt. The activity calls for students to work in pairs but can be answered individually.

CCSS Reading Standards

Key Ideas and Details

- Standard 1
- Standard 2

Craft and Structure

Standard 5

Strategies Used

evidence: something that proves a particular point or idea

inference: conclusion drawn using evidence and reasoning

rhetorical précis: four-sentence, detailed synthesis of an informational text

thesis: statement or premise to be maintained or proven as the central idea of a work

Answers

Activity: Rhetorical Précis

A rhetorical précis highlights the main elements of an informational text through a four-sentence, detailed synthesis of the selection. The first sentence (1) contains the author's name, the title of the selection, a concise and appropriate verb (such as asserts, argues, suggests, implies, claims, etc.), and a "that-clause" stating the thesis or main assertion of the selection. The second sentence (2) explains how the author goes about supporting the thesis. The third sentence (3) explains why the author wrote the selection and should contain an "in order to" statement. The last sentence (4) addresses the author's intended audience and how the author positions himself/herself with the audience

Using these guidelines, work with a partner to develop a rhetorical précis. Write your response in the space provided.

Student answers will vary. However, the teacher should ensure that the response includes each component of the précis. A sample response might state, "Author Joy Hakim asserts in the excerpt 'The Kennedy Assassination' that the events of November 22, 1963, shook the nation. The author supports this thesis by noting that "most Americans living then will remember exactly where they were on November 22, 1963," as well as the images they saw on TV and also by concluding the reading with a simple, 'and the world weeps.' The author wrote this selection in order to describe the events of the assassination, as well as the impact it had on ordinary Americans. The intended audience for this selection would be children who might not be old enough to remember the events of that day. The author's position in this excerpt is to show that the Kennedy assassination had long-range ramifications."

Question

1. Inference, Cite Evidence

Read the selection carefully. Based only on what you read in the selection, write a short paragraph inferring the long-term impact of the Kennedy assassination on the United States and the world. Cite evidence from the reading to support your point of view.

Students will likely note the emotional impact of the segment that states that most Americans living then "will remember exactly where they were on November 22, 1963, when they heard the news." The selection also uses the word "martyred" to describe the dead president, which many students may equate with someone who died for a cause.

THE KENNEDY ASSASSINATION



When *Air Force One*, the presidential plane, touches down at Love Field in Dallas, Mrs. Kennedy, in a pink suit and her signature pillbox hat, is handed a bouquet of roses and asters. Thousands are there to greet the president and first lady. The weather is gorgeous, so the plastic bubble top is taken off the presidential limousine and the bulletproof side windows rolled down. Texas's governor, John Connally, and his wife sit in the front seat, the Kennedys are behind them. When the car passes an old seven-story schoolbook warehouse, Mrs. Connally turns around and says to the president, "You can't say that Dallas isn't friendly to you today!" President Kennedy never answers.

For the rest of their lives, most Americans living then will remember exactly where they were on November 22, 1963, when they heard the news. Again and again, that day and for days to come, they would stare at their TV screens and see the motorcade, the president falling into his wife's lap, and Jacqueline Kennedy in her bloodstained suit.

At 1 p.m., John F. Kennedy is pronounced dead. At 2:30 p.m., Lyndon Baines Johnson is sworn in as chief executive on *Air Force One*. That plane carries him and the martyred president back to the nation's capital. And the world weeps.

Source: Part 14, "Let Freedom Ring: Journey to Dallas," paragraphs 4–6.

Activity: Rhetorical Précis

A rhetorical précis highlights the main elements of an informational text through a four-sentence, detailed synthesis of the selection. The first sentence (1) contains the author's name, the title of the selection, a concise and appropriate verb (such as asserts, argues, suggests, implies, claims, etc.), and a "that-clause" stating the thesis or main assertion of the selection. The second sentence (2) explains how the author goes about supporting the thesis. The third sentence (3) explains why the author wrote the selection and should contain an "in order to" statement. The last sentence (4) addresses the author's intended audience and how the author positions himself/herself with the audience

Using these guidelines, work with a partner to develop a rhetorical précis. Write your response in the space provided.

Question

1. Inference, Cite Evidence

Read the selection carefully. Based only on what you read in the selection, write a short paragraph inferring the long-term impact of the Kennedy assassination on the United States and the world. Cite evidence from the reading to support your point of view.

READINGS FROM

"MARCHING TO FREEDOM LAND"

Launching the Great Society

Introduction

This reading analyzes Lyndon B. Johnson's domestic legislative program that would become known as the Great Society. Various programs and successes are mentioned, yet students are left with a question at the end—something that will destroy Johnson's dream and cause deep divisions in the Great Society.

Procedure and Notes

Allow sufficient time for students to reread the selection as needed.

Answers to questions should range between three and five sentences each. Encourage students to reread the selection to improve comprehension and refine answers. The activity and questions should be answered totally by using the excerpt.

Strategies Used

evidence: something that proves a particular point or idea

point of view: perspective taken by an author when evaluating or presenting a conclusion

vocabulary: activity in which the student determines the definitions of terms based on their context in the reading

"wrecking the text": close-reading strategy in which the student rewrites a passage in his or her own words

Answers

Activity: Vocabulary

Based on their use in the context above, match the vocabulary words with their definitions.

profligacy: waste or extravagance

amendment: addition or change to the Constitution

discrimination: mistreatment of someone, usually because of his or her ethnicity

expenditure: spending money
productivity: making something

CCSS Reading Standards

Key Ideas and Details

Standard 1

Craft and Structure

Standard 4

Integration of Knowledge and Ideas

Standard 8

Questions

1. Point of View, Cite Evidence

Based on information in the reading, write a short paragraph identifying the point of view of the author. In your paragraph, give examples of evidence that back the author's view.

Most students will likely note that the author's point of view is supportive of Johnson's Great Society and related programs. The reading notes several instances of Great Society programs and their positive effect. Later, the reading also mentions that these successful programs come in under budget and the national deficit declines. The author also notes that productivity is up and "everyone, it seems, will be better off."

2. "Wrecking the Text"

Reread the selection. Write a short paragraph in which you summarize the main points of the reading.

Answers will vary, depending on main points selected. A sample student response may be, "The Great Society included many important and significant social welfare programs, as well as a major civil rights act and a constitutional amendment banning the poll tax. Although this was a major program, the costs of the Great Society were actually less than anticipated, and the federal deficit is actually quite low. However, America's further involvement in the Vietnam War leads to the elimination of some Great Society programs."

LAUNCHING THE GREAT SOCIETY



Later critics will accuse the Great Society of profligacy, but close study shows something else. Johnson manages to cut taxes, balance the budget, and address human rights and social issues. In January, the Twenty-fourth Amendment is ratified, making it illegal to deny anyone the vote because of a poll tax. In July, Johnson signs a Civil Rights Act banning discrimination in public accommodation and in employment. African-Americans can now, legally, check into all hotels and sit down at all restaurants. Federal aid is extended in elementary and secondary schools, a liberalized immigration law is passed, and the National Endowment for the Humanities is established.

Johnson's budget puts the cost of his Great Society programs at \$1 billion for fiscal 1964–1965. Actual expenditures are slightly more than \$600 million. The deficit for that year is the lowest in five years. We are a rich nation. Congress and the president know that we can afford to pay for programs that will give a broad base to prosperity in America. That prosperous base will provide customers for America's astonishing productivity. Everyone, it seems, will be better off. "The pursuit of happiness" begins to take on concrete meaning. Then something gets in the way—and the big dream starts falling into disarray.

Source: Part 15, "Marching to Freedom Land: All the Way with LBJ," paragraphs 4 and 7.

Activity: Vocabulary

Word Bank				
amendment	productivity			
profligacy	discrimination			
expenditure				

Questions

1. Point of View, Cite Evidence

Based on information in the reading, write a short paragraph identifying the point of view of the author. In your paragraph, give examples of evidence that back the author's view.

2. "Wrecking the Text"

Reread the selection. Write a short paragraph in which you summarize the main points of the reading.

The Quagmire of Vietnam

Introduction

This reading introduces students to the quagmire that was the Vietnam War. The selection highlights the difficulty American military planners have in subduing the Vietcong and North Vietnamese and how public opinion begins to turn against the war effort and Lyndon B. Johnson.

Procedure and Notes

Allow sufficient time for students to reread the selection as needed.

Answers to questions should range between three and five sentences each. Encourage students to reread the selection to improve comprehension and refine answers. The activity and questions should be answered totally by using the excerpt.

Strategies Used

evidence: something that proves a particular point or idea

inference: conclusion drawn using evidence and reasoning

paradox: statement that appears to contradict itself but ultimately proves to be true

point of view: perspective taken by an author when evaluating or presenting a conclusion

Answers

Questions

1. Cite Evidence, Irony

Irony describes a situation that is contrary to what is expected. Read the selection carefully. What evidence of irony can be found in the selection?

The author notes that the war is "between the most powerful nation in the world—using bombers and rockets—and a small country of farmers, dependent on water buffalo and barefoot runners." The reading questions how guerrilla fighters could defeat a modern army supplied by helicopters. The selection also notes that even though it is "true we are winning battles," media coverage of the war turns the public against the war and polarizes the nation.

CCSS Reading Standards

Key Ideas and Details

- Standard 1
- Standard 3

Craft & Structure

Standard 5

2. Point of View

Point of view refers to perspective taken by an author when evaluating or presenting a conclusion. Reread the selection. In a short paragraph, describe what you believe is the author's point of view in this excerpt.

Student answers will vary, but most will likely note that the author's point of view is that while victory seems within reach (the reading notes the military planners believe that if Johnson only sends a few thousand more soldiers and drops a few more bombs, the war will be over), the United States never can quite subdue the enemy. As a result, the war drags on, and public sentiment turns against Johnson and the war. The author also notes that the military chief should have recalled the colonists' experience in the American Revolution. If they had, they might have understood the Vietnamese's will to fight better.

3. Inference, Cite Evidence

Based on the information in the selection, make an inference as to the conclusion the author makes about the impact of the war on the public and American morale. Use evidence from the reading to prove your inference.

The author concludes the reading by noting that Americans become cynical and mistrusting of government. The war also means that money that would have gone to Great Society programs (beautification, building, education) instead goes to fund the Vietnam War, and as a result, people become even more opposed to the war. The author also notes that with all the expenditure of manpower and treasure, the United States still was not able to subdue North Vietnam.

THE QUAGMIRE OF VIETNAM

4

It is a war between the most powerful nation in the world—using bombers and rockets—and a small country of farmers, dependent on water buffalo and barefoot runners. How can guerrilla fighters who have their ammunition carried over jungle trails on the backs of old men and women beat a modem army supplied by helicopters? The military chiefs might have understood this—if they had thought about thirteen pesky colonies that once defeated the world's greatest military power. Our militarists keep telling the president that if we just send a few thousand more soldiers and bombs it will all be over. Before we finish we will drop more bombs on tiny Vietnam than we did on both Germany and Japan during all of World War II.

President Johnson keeps saying we are winning the war—and it's true that we are winning battles. But for the first time in history, people can see war for themselves. The TV screens in their living rooms show dead American soldiers and dead Vietnamese and dead civilians. The war goes on and on. It becomes the longest war in United States history. It polarizes the nation as only the Civil War has done before. It makes Americans angry, cynical, and mistrustful of government. It takes money that might have gone to educate, beautify, and build, and uses it for grenades, rocket launchers, napalm, and chemicals, like "Agent Orange," that take the leaves off jungle trees. And we still can't beat the Vietnamese.

Source: Part 15, "Marching to Freedom Land: Way Down Yonder in Vietnam," paragraphs 8 and 11.

Questions

1. Cite Evidence, Irony

Irony describes a situation that is contrary to what is expected. Read the selection carefully. What evidence of irony can be found in the selection?

2. Point of View

Point of view refers to perspective taken by an author when evaluating or presenting a conclusion. Reread the selection. In a short paragraph, describe what you believe is the author's point of view in this excerpt.

3. Inference, Cite Evidence

Based on the information in the selection, make an inference as to the conclusion the author makes about the impact of the war on the public and American morale. Use evidence from the reading to prove your inference.

Bloody Sunday

Introduction

Students read about the March 1965 march for voting rights from Selma to Montgomery, which became known as Bloody Sunday. The reading discusses the violence that occurred at the Edmund Pettus Bridge, as well as the impact of television on national public opinion about the civil rights movement. Students compare and contrast the text selection along with a photograph of the march.

CCSS Reading Standards

Key Ideas and Details

Standard 2

Craft and Structure

Standard 5

Integration of Knowledge and Ideas

• Standard7

Procedure and Notes

Allow sufficient time for students to reread the selection as needed. Answers to questions should range between three and five sentences each. Encourage students to reread the selection to improve comprehension and refine answers. The activity and questions should be answered totally by using the excerpt and the corresponding graphic.

Strategies Used

compare and contrast: to analyze various aspects of a reading or situation for similarities or differences

craft and structure: how the author uses syntax and order to effectively convey a reading's message

evidence: something that proves a particular point or idea

irony: describes a situation that seems to be intentionally contrary to what is expected

simile: figure of speech that compares two different things using the words "like" or "as"

syntax: manner in which an author uses and arranges words to form sentences

Answers

Activity: Syntax, Craft, and Structure

- 1. Highlight in yellow the sentence that, in your view, best summarizes the reading.
- 2. Identify what you believe is the main theme the author develops.

Students should note that the Selma to Montgomery voting rights march, and related television coverage, helped sway public opinion toward the marchers and away from Alabama government officials.

3. What key words in the reading demonstrate the main theme the author develops? Highlight those words in a different color.

On March 7, 1965, 600 people—men, women, and children—set out to walk the fifty-four miles from Selma to Alabama's capital, Montgomery. They intend to face Governor George Wallace and demand that all of Alabama's citizens be protected in their right to vote. Dr. King is not there. The president is worried about how Governor Wallace will respond, and hopes to tone down the action. He asks Dr. King to leave. Hosea Williams, a young firebrand, is in now charge.

The march begins with a prayer; then everyone starts walking, singing as they go. They march six blocks from Brown's Chapel to the Edmund Pettus Bridge, which crosses the Alabama River. Mounting the steep, sloping crest of the bridge, the marchers are stunned by what they see: George Wallace's state troopers are lined up, carrying bullwhips and billy clubs, many wearing gas masks, all in hard hats. The phalanx moves forward toward the marchers, releasing tear-gas bombs. . . . But something new has come to this out-of-the-way southern town: television coverage. Camera crews film the action. On what will become known as Bloody Sunday, TV stations across the nation interrupt their regular programs to show scenes of policemen on horseback clubbing peaceful marchers. "It looked like war," says Selma's mayor. "The wrath of the nation came down on us."

Questions

1. Simile, Irony, Cite Evidence

Irony describes a situation that seems to be intentionally contrary to what is expected. A simile is a figure of speech that compares two different things using the words "like" or "as." Look at the quote from the mayor of Selma, Alabama. In what way does the quote demonstrate irony? A simile? Cite evidence to support your conclusions.

The mayor's statement, "It looked like war. The wrath of the nation came down on us," shows irony as well as simile. When the mayor notes the "wrath of the nation came down on us," it's in sharp contrast to the earlier statements in the reading in which it is the law enforcement officials who use violent tactics and weapons against marchers. In the mayor's quote, it appears that the city was beaten, not the marchers. The statement also is a simile since it uses the word "like" to make the comparison between the Bloody Sunday march and a war.

2. Compare and Contrast, Cite Evidence

Read the text selection carefully. Then, review the information in the photograph. Compare the two sources. In what ways does the photograph support the text? In what ways are the two sources different?

The photograph seems to corroborate the author's claim that law enforcement officials attacked the marchers. Several marchers are on the ground while police (with helmets) either stand over them or are on horseback. While teargas isn't visible in the photo, several of the police officers are wearing gas masks. There are no visible television cameras or reporters in the photograph. Although it appears that some of the officers do have billy clubs or similar items in their hands, none of them are actually seen hitting a marcher. It is also impossible to see the gender or age of the people on the ground in the photograph, so it is impossible to corroborate the claim in the text that there were 600 marchers or that some of them were women and children.

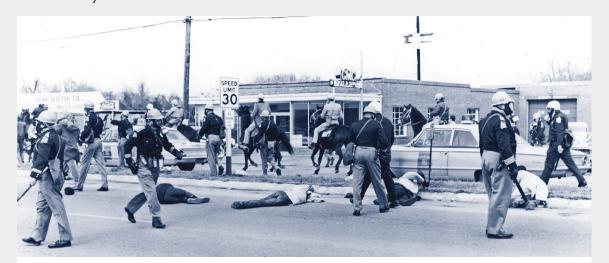
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BLOODY SUNDAY



On March 7, 1965, 600 people—men, women, and children—set out to walk the fifty-four miles from Selma to Alabama's capital, Montgomery. They intend to face Governor George Wallace and demand that all of Alabama's citizens be protected in their right to vote. Dr. King is not there. The president is worried about how Governor Wallace will respond, and hopes to tone down the action. He asks Dr. King to leave. Hosea Williams, a young firebrand, is in now charge.

The march begins with a prayer; then everyone starts walking, singing as they go. They march six blocks from Brown's Chapel to the Edmund Pettus Bridge, which crosses the Alabama River. Mounting the steep, sloping crest of the bridge, the marchers are stunned by what they see: George Wallace's state troopers are lined up, carrying bullwhips and billy clubs, many wearing gas masks, all in hard hats. The phalanx moves forward toward the marchers, releasing tear-gas bombs. . . . But something new has come to this out-of-the-way southern town: television coverage. Camera crews film the action. On what will become known as Bloody Sunday, TV stations across the nation interrupt their regular programs to show scenes of policemen on horseback clubbing peaceful marchers. "It looked like war," says Selma's mayor. "The wrath of the nation came down on us."



Dallas County police attack protesters in hopes of preventing the march from Selma to Montgomery

Source: Part 15, "Marching to Freedom Land: Selma," paragraphs 7–8.

Activity: Syntax, Craft, and Structure

- **1.** Highlight in yellow the sentence that, in your view, best summarizes the reading selection.
- 2. Identify what you believe is the main theme the author develops.
- **3.** What key words in the reading demonstrate the main theme the author develops? Highlight those words in a different color.

Questions

1. Simile, Irony, Cite Evidence

Irony describes a situation that seems to be intentionally contrary to what is expected. A simile is a figure of speech that compares two different things using the words "like" or "as." Look at the quote from the mayor of Selma, Alabama. In what way does the quote demonstrate irony? A simile? Cite evidence to support your conclusions.

2. Compare and Contrast, Cite Evidence

Read the text selection carefully. Then, review the information in the photograph. Compare the two sources. In what ways does the photograph support the text? In what ways are the two sources different?

A Dream Deferred

Introduction

The civil rights movement lost its greatest leader on April 4, 1968, with the assassination of Dr. Martin Luther King Jr. In this activity, students read an excerpt about Dr. King's last public speech and his death the next evening.

CCSS Reading Standards

Key Ideas and Details

Standard 1

Craft and Structure

Standard 5

Procedure and Notes

Allow sufficient time for students to reread the selection as needed. Answers to questions should range between three and five sentences each. Encourage students to reread the selection to improve comprehension and refine answers. The activity and questions should be answered totally by using the reading. Question 3 calls for students to work in pairs, but it also can be answered individually.

Strategies Used

evidence: something that proves a particular point or idea

five-word summary: strategy that has students identify the five most important words in an excerpt and then defend their choices in a short paragraph

irony: describes a situation that seems to be intentionally contrary to what is expected

point of view: perspective taken by an author when evaluating or presenting a conclusion

Answers

Questions

1. Irony

Irony describes a situation that seems to be intentionally contrary to what is expected. Read the selection, paying particular attention to the quote from Dr. King's speech. In what way does that quote demonstrate irony?

In the speech, Dr. King remarks about going to the "mountain top" and seeing "the Promised Land." He also notes "I may not get there with you." Some students may feel that this is ironic because while Dr. King led the movement, he will not be able to enjoy the fruits of his labors (getting to "the Promised Land"). Some students may also note that in their view, Dr. King is predicting his own upcoming death in this speech.

2. Point of View, Cite Evidence

What is the point of view of the author in this excerpt? Cite evidence from the reading that supports your view.

The author notes that in the April 3 speech, Dr. King doesn't have a written speech; he just speaks from his heart. The selection also notes that "the only path to freedom King can tolerate is peaceful and forgiving; he will not condone the violence and hatred that seem to be gaining ground." In this regard, the author's point of view is sympathetic, emphasizing the contrast between King's peaceful views and his violent death.

3. Five-Word Summary

Work with a partner to determine the five most important words in the reading that best summarize the text. Once you and your partner have decided which five words best summarize the text, write a short paragraph defending your choices.

Answers will vary depending on the words selected by students. Students may select words such as "peaceful," "forgiving," "Promised Land," "brotherhood," "reality," and "dead."

A Dream Deferred

2

(On) April 3, 1968, in Memphis, Dr. King talks to a huge crowd at a church rally. He doesn't have a written speech; he just speaks from his heart. . . . The only path to freedom King can tolerate is peaceful and forgiving; he will not condone the violence and hatred that seem to be gaining ground:

I would like to live a long (life). But I'm not concerned about that now. I just want to do God's will. And He's allowed me to go up to the mountain. And I've looked over. And I've seen the Promised Land. And I may not get there with you. But I want you to know tonight that we as a people will get to the Promised Land.... I have a dream this afternoon that the brotherhood of man will become a reality.

The following evening, on April 4, King steps out onto the balcony off his room at the Lorraine Motel. His friend Ralph Abernathy hears something that sounds like a firecracker. It is no firecracker. Martin Luther King, Jr., has been shot dead. He is thirty-nine years old.

Source: Part 15, "Marching to Freedom Land: A Dream Deferred," paragraphs 1–3.

Questions

1. Irony

Irony describes a situation that seems to be intentionally contrary to what is expected. Read the selection, paying particular attention to the quote from Dr. King's speech. In what way does that quote demonstrate irony?

2. Point of View, Cite Evidence

What is the point of view of the author in this excerpt? Cite evidence from the reading that supports your view.

3. Five-Word Summary

Work with a partner to determine the five most important words in the reading that best summarize the text. Once you and your partner have decided which five words best summarize the text, write a short paragraph defending your choices.

READINGS FROM

"BECOMING FREE"

Watergate

Introduction

Students read about the Watergate scandal, which began with a breakin at the Democratic Party headquarters at the Watergate complex and ended with the resignation of President Nixon in August 1974. Students analyze the reading and answer questions about the selection.

CCSS Reading Standards

Key Ideas and Details

• Standard 1

Craft and Structure

Standard 4

Procedure and Notes

Allow sufficient time for students to reread the selection as needed. Answers to questions should range between three and five sentences each. Encourage students to reread the selection to improve comprehension and refine answers. The activity and questions should be answered totally by using the excerpt.

Strategies Used

craft and structure: how the author uses syntax and order to effectively convey a reading's message

evidence: statement that proves a particular point or idea

paradox: statement that appears to contradict itself but ultimately proves to be true

point of view: perspective taken by an author when evaluating or presenting a conclusion

syntax: manner in which an author uses and arranges words to form sentences

Answers

Activity: Syntax, Craft, and Structure

- **1.** Highlight in yellow the sentence that, in your view, best summarizes the reading selection.
- **2.** Identify what you believe is the main theme the author develops.

In the excerpt, the author's main theme is that while other presidents had more corrupt administrations, Nixon was the instigator of the scandal, rather than someone who tried to stop it. The author also wants to show that no one, not even the president of the United States, is above the law.

3. What key words in the reading demonstrate the main theme the author develops? Highlight those words in a different color.

On June 17, 1972, four Cubans and an ex-CIA man wearing sunglasses and surgical gloves break into Democratic Party headquarters at Washington's fancy Watergate apartment complex. They are employees of the Committee to Re-elect the President (CREEP) and they have been engaged in a crime—breaking, entering, and planting eavesdropping equipment. They are caught by the local police.

...There have been more corrupt administrations: Ulysses S. Grant and Warren Harding presided over the worst. Their appointees took advantage of their positions to put money in their pockets. But once those presidents learned what was happening, they did all they could to stop it.

Nixon is different. He's the instigator of the malfeasance in his administration. It has little to do with greed for money (though there is some of that). It is about power, arrogance, vindictiveness and contempt for the democratic process. Richard Nixon has sworn to uphold the Constitution. Yet he seems to think that because he is president, and because he believes his goals are sound, that laws don't apply to him. But the whole point of the American experiment is that the same laws apply to everyone—even the president. North Carolina's Senator Sam Ervin, Jr., says of Nixon, "Divine right went out with the American revolution."

Questions

1. Paradox

A paradox is a statement that appears to contradict itself but ultimately proves to be true. Review the selection again. What paradoxes can you find in the reading?

There are several paradoxes found in the selection. First, members of the Nixon re-election committee (CREEP) are the criminals who break into the Democratic Party headquarters. Also, the author notes that other presidents (Grant, Harding) have dealt with scandals in their administrations, but they tried to stop it. Nixon, on the other hand, is the "instigator of the malfeasance," seeking power and showing contempt for the democratic process. Another paradox is mentioned when the author notes that Nixon has taken an oath to uphold the Constitution, but because he believes his goals are sound, the law does not apply to him.

2. Point of View, Cite Evidence

Reread the selection. In a short paragraph, describe the point of view the author uses in the reading. In your paragraph, include evidence that proves your belief.

The author's point of view tends to blame Nixon for the break-in and subsequent issues related to the scandal. The reading includes adjectives such as "malfeasance," "arrogance," "vindictiveness," and "contempt." The author also writes that Nixon believes "the laws don't apply to him." The author also notes that other presidents tried to stop scandals once they became aware of them, but Nixon himself was the instigator of the scandal. The author also asserts that "the whole point of the American experiment is that the same laws apply to everyone—even the President."

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WATERGATE

2

On June 17, 1972, four Cubans and an ex-CIA man wearing sunglasses and surgical gloves break into Democratic Party headquarters at Washington's fancy Watergate apartment complex. They are employees of the Committee to Re-elect the President (CREEP) and they have been engaged in a crime—breaking, entering, and planting eavesdropping equipment. They are caught by the local police.

... There have been more corrupt administrations: Ulysses S. Grant and Warren Harding presided over the worst. Their appointees took advantage of their positions to put money in their pockets. But once those presidents learned what was happening, they did all they could to stop it.

Nixon is different. He's the instigator of the malfeasance in his administration. It has little to do with greed for money (though there is some of that). It is about power, arrogance, vindictiveness and contempt for the democratic process. Richard Nixon has sworn to uphold the Constitution. Yet he seems to think that because he is president, and because he believes his goals are sound, that laws don't apply to him. But the whole point of the American experiment is that the same laws apply to everyone—even the president. North Carolina's Senator Sam Ervin, Jr., says of Nixon, "Divine right went out with the American revolution."

Source: Part 16, "Becoming Free: Watergate," paragraphs 4, 9–10.

Activity: Syntax, Craft and Structure

- 1. Highlight in yellow the sentence that, in your view, best summarizes the reading selection.
- 2. Identify what you believe is the main theme the author develops.
- **3.** What key words in the reading demonstrate the main theme the author develops? Highlight those words in a different color.

Questions

1. Paradox

A paradox is a statement that appears to contradict itself but ultimately proves to be true. Review the selection again. What paradoxes can you find in the reading?

2. Point of View, Cite Evidence

Reread the selection. In a short paragraph, describe the point of view the author uses in the reading. In your paragraph, include evidence that proves your belief.

Carter as President

Introduction

Students read about the presidency of Jimmy Carter, who defeated Gerald Ford in 1976. His term is consumed by the 1979 Iranian Hostage Crisis, but he does achieve a major foreign policy success with the Camp David Accords. After his 1980 defeat at the hands of Ronald Reagan, he continues to work for human rights and world peace through the Carter Center.

CCSS Reading Standards

Key Ideas and Details

• Standard 1

Craft and Structure

Standard 4

Procedure and Notes

Allow sufficient time for students to reread the selection as needed. Answers to questions should range between three and five sentences each. Encourage students to reread the selection to improve comprehension and refine answers. The activity and questions should be answered totally by using the excerpt.

Strategies Used

evidence: something that proves a particular point or idea

irony: describes a situation that seems to be intentionally contrary to what is expected

pull quotes: quotation "pulled" from the body of a passage and displayed as a graphic element within the text to "hook" the reader

vocabulary: activity in which the student determines the definitions of terms based on their context in the reading

Answers

Activity: Vocabulary

Based on their use in the context above, match the vocabulary words with their definitions.

fundamentalism: basic, literal, and sometimes extreme religious practice

intervention: involvement, interference

militant: radical and violent belief in a cause

compassionate: sympathetic

sacrifice: giving up something for a cause

Questions

1. Irony, Cite Evidence

Irony describes a situation that seems to be intentionally contrary to what is expected. Read the selection again. What instances of irony can you find in the selection? Cite evidence from the selection that proves your claim.

The selection contains several instances of irony. Carter refused to intervene in the Iranian revolution that put Ayatollah Khomeini into power, and after the United States admited the deposed shah for medical treatment, Iranian militants overran the embassy in Tehran and seized the hostages. Carter finally authorized a rescue mission, but it failed because of poor planning and execution. The hostages were finally released, but only after Carter left office. Carter also achieved a major foreign policy victory with the Camp David accords, but he drew fire in his plan to turn over control of the Panama Canal. He was a highly intelligent, compassionate man but a poor communicator. The American people weren't willing to make sacrifices he suggested. However, Carter continued to work as an expresident through the Carter Center for world peace and human rights.

2. Pull Quotes

In order to attract the reader, editors frequently "pull" and box an important quote from a story. After rereading the selection, identify a significant statement from the reading as a pull quote. Write a short statement in which you justify why you selected that particular statement. Why is it significant?

Answers will vary depending on quotes selected by the student. Sample "pull quotes" might include, "A highly intelligent, compassionate man, he is nonetheless a poor communicator," or, "Carter and his wife, Rosalynn, will work tirelessly for world peace." In the first instance, it defines the irony of Carter's personality. In the second instance, it highlights the determination of Carter and his wife to be involved in world affairs, especially in promoting world peace and human rights.

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CARTER AS PRESIDENT



During Carter's presidency, the shah is overthrown by a fundamentalist Muslim religious leader, the Ayatollah Khomeini, who, building on that bitterness, preaches hatred of the United States. At great political cost, Carter rejects intervention in the Iranian revolution. But when he allows the shah into the United States for medical treatment, militant Muslim students react by storming the U.S. embassy in Iran's capital, Teheran. They capture members of the embassy staff, holding them hostage for a harrowing 444 days. President Carter authorizes a daring rescue mission, but it fizzles into an embarrassing mess of poor planning and failed equipment. Carter continues to work hard to have the hostages returned. That will happen only hours after he leaves the presidency.

Jimmy Carter does achieve a major foreign policy success in the Middle East—succeeding in bringing the leaders of Israel and Egypt together to agree to a peace treaty. He also convinces Congress (again at political cost) to transfer control of the Panama Canal to the government of Panama and to stay out of a civil war in Nicaragua. A highly intelligent, compassionate man, he is nonetheless a poor communicator. He tries to solve problems of national debt and energy conservation by asking people to make sacrifices. Maybe he doesn't know how to ask—or maybe Americans aren't ready to make sacrifices. When he runs for reelection, Carter is defeated. As an expresident he founds the Carter Center at Emory University, devoted to settling international disputes and solving health and poverty problems at home and abroad. Carter and his wife, Rosalynn, will work tirelessly for world peace.

Source: Part 16, "Becoming Free: Not a Lincoln, but a Ford," paragraphs 5–6.

Activity: Vocabulary

Questions

1. Irony, Cite Evidence

Irony describes a situation that seems to be intentionally contrary to what is expected. Read the selection again. What instances of irony can you find in the selection? Cite evidence from the selection that proves your claim.

2. Pull Quotes

In order to attract the reader, editors frequently "pull" and box an important quote from a story. After rereading the selection, identify a significant statement from the reading as a pull quote. Write a short statement in which you justify why you selected that particular statement. Why is it significant?

Reaganomics

Introduction

The election of 1980 saw former California governor Ronald Reagan elected as president. In this reading, students read an account of the Reagan economic and military records and answer questions based on that reading.

CCSS Reading Standards

Key Ideas and Details

Standard 1

Integration of Knowledge and Ideas

Standard 8

Procedure and Notes

Allow sufficient time for students to reread the selection as needed. Answers to questions should range between three and five sentences each. Encourage students to reread the selection to improve comprehension and refine answers. The activity and questions should be answered totally by using the excerpt. Question 3 calls for students to work in pairs, but it also can be completed individually.

Strategies Used

evidence: something that proves a particular point or idea

five-word summary: strategy that has students identify the five most important words in an excerpt and then defend their choices in a short paragraph

paradox: statement that appears to contradict itself but ultimately proves to be true

point of view: perspective taken by an author when evaluating or presenting a conclusion

Answers

Questions

1. Cite Evidence, Paradox

A paradox is defined as a statement that appears to contradict itself but ultimately proves to be true. What paradoxes can be found in the reading?

The reading contains several paradoxes. Reagan wanted to reduce the size of government, and build up the U.S. military. By the end of his presidency, the United States was very powerful and very wealthy, but it was so at the expense of the nation's infrastructure. Inner cities, bridges, roads, and buildings were falling apart, education statistics were declining, and access to health care was limited. Also, although Reagan reduced the deficit and provided a tax cut while at the same time increasing military expenses in the Cold War, most of the tax break benefits fell to the wealthy.

2. Cite Evidence, Point of View

Reread the selection. Write a short paragraph describing what you think is the point of view of the author. In your paragraph, cite evidence that helps support your conclusion.

Student answers will vary. Some students may point to the author's claims of decaying inner cities, lower education statistics, and declining access to health care as demonstrating a point of view that the Reagan economic program was a failure. They might also look at the statement that while Reagan provided a large tax cut and increased military spending that won the Cold War, the tax cut in the Reagan years did not filter down to middle or lower economic class taxpayers.

3. Five-Word Summary

Work with a partner to determine the five most important words in the reading that best summarize the text. Once you and your partner have decided which five words best summarize the text, write a short paragraph defending your choices.

Answers will vary depending on the words selected by students. Examples of words students may select include "anti" (as in "anti-tax," "anti-union," and "anti-communist"), "superpower," "balancing" (as in "balancing the budget"), "stimulate," "increase" (in military spending), and "Cold War."

Reaganomics

Reagan is anti-tax, anti-union, and fiercely anti-communist. He wants to reduce the size of the government. He wants to cut spending on welfare programs, eliminate most government regulation of business, take the federal government out of the field of education, and balance the budget. He also wants to build up the armed forces and increase military spending. How do things actually turn out? Well, by the end of the 1980s, the United States is the world's greatest superpower, and very wealthy. But in most inner cities, schools, bridges, roads, and buildings are falling apart; urban crime is soaring; some education statistics are in a free fall; and access to good health care is not equal to that in most developed nations.

Balancing the budget is one of Reagan's key goals; he is strongly critical of the deficit, which, under Carter in 1979, seemed very high. He believes that if his administration cuts taxes and public welfare programs, and eliminates as much regulation of business as possible, it will stimulate the economy and tax revenues will increase—more than enough to pay for the huge increase in military spending that he believes necessary to continue to fight the Cold War. Under Reagan, Congress enacts the single largest tax cut in our history. That does stimulate the economy, which increases tax revenues and the total taxes paid by those in the higher income range. But people in the higher tax brackets (earning \$50,000 and up) keep 35 percent of the revenue lost by the federal government.

Source: Part 16, "Becoming Free: A Leading Role," paragraphs 5–6.

Questions

1. Cite Evidence, Paradox

A paradox is defined as a statement that appears to contradict itself but ultimately proves to be true. What paradoxes can be found in the reading?

2. Cite Evidence, Point of View

Reread the selection. Write a short paragraph describing what you think is the point of view of the author. In your paragraph, cite evidence that helps support your conclusion.

3. Five-Word Summary

Work with a partner to determine the five most important words in the reading that best summarize the text. Once you and your partner have decided which five words best summarize the text, write a short paragraph defending your choices.

A Disputed Election

Introduction

The 2000 presidential election was mired in controversy when both Democrat AI Gore and Republican George W. Bush claimed Florida's twenty-five electoral votes. Weeks later, the Supreme Court ruled, 5–4 that Bush was the rightful winner, and he took office. Students read an account about the disputed election and answer questions about the reading.

CCSS Reading Standards

Key Ideas and Details

• Standard 1

Craft and Structure

Standard 5

Procedure and Notes

Allow sufficient time for students to reread the selection as needed. Answers to questions should range between three and five sentences each. Encourage students to reread the selection to improve comprehension and refine answers. The activity and questions should be answered totally by using the excerpt.

Strategies Used

evidence: something that proves a particular point or idea

irony: describes a situation that seems to be intentionally contrary to what is expected

"read with a pencil": close-reading strategy that asks students to mark key points and annotate text

word picture: graphic or vivid description in words

Answers

Activity: "Read with a Pencil"

As you read the selection, highlight key ideas and write notes about the main points of the reading in the margins.

Answers will vary depending on what the student highlights and annotates. The teacher may wish to interact with the student via a "reflection" feedback interaction. Possible key points selected by students might include that Gore won the popular vote but the electoral vote was split, Florida's twenty-five electoral votes held the key to the election, antiquated voting machines had failed, there was a failure to agree on how recounts should be conducted, and the U.S. Supreme Court stepped in to decide the winner of the election.

Questions

1. Irony, Cite Evidence

Irony describes a situation that seems to be intentionally contrary to what is expected. Reread the selection. What points of irony can be found in the selection?

Both Gore and Bush believed they'd won Florida's twenty-five electoral votes and therefore, the election. While Gore won the popular vote, he was not declared the winner because he did not win a majority in the Electoral College. Students will likely also point to the part of the reading that states that the ballots were misleading, voting machines failed, and voters were being turned away for "invalid" reasons. In the end, it was the U.S. Supreme Court, not the electorate, that determined who wins the election. By a 5–4 vote, the Court ruled in favor of Bush. The author notes, "A presidential election has been determined by the Supreme Court, and by one vote." This is ironic as it demonstrates an imbalance of power (since the U.S. Supreme Court decided the election by the vote of a single justice), which the founding fathers tried to avoid. The teacher may also want to open a discussion with the class about the irony of how the results of the popular vote are given "short shrift" compared to the Electoral College.

2. Word Picture

Read the selection again. What descriptive words does the author use in order to explain the 2000 election? Write a short paragraph explaining how these words create a word picture of the contested election.

The author uses terms such as "disputed," "antiquated," "confusing," "a mess," and "disaster" to describe the election. Answers will vary as to how students will explain how these words create a word picture, but most will likely point to the thought that the adjectives describe an electoral process that is unworkable and out of control.

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A DISPUTED ELECTION

1

In the presidential election in the year 2000, Clinton's vice president, Democrat Al Gore, wins the popular vote, nationwide, by about half a million votes out of 100 million cast. But the electoral vote is split, with Florida's twenty-five electors holding the key to the election. George Bush seems the winner by a slight majority, but Florida's votes are being disputed. Substantial numbers of voters—especially African-Americans—have been turned away from the polls for reasons that are later found to be invalid. Antiquated voting machines have failed in some places. The ballot in one county is so confusing that many people vote for a third-party candidate without meaning to do so. And thousands of absentee ballots have been treated in different ways in different parts of the state. TV coverage on election night is a disaster: the networks predict a winner before all the polls have closed, changing their minds, and changing them again.

The situation is a mess; no president has been elected—and both sides bring in armies of lawyers. When they fail to agree on how vote recounts should be conducted—and as days pass—the U.S. Supreme Court steps in. By a five-to-four vote, the court stops the hand recounts—and that decides the election. George W. Bush becomes the forty-third president. A presidential election has been determined by the Supreme Court—and by one vote.

Source: Part 16, "Becoming Free: Of Colleges and Courts," paragraphs 4–5.

Activity: "Read with a Pencil"

As you read the selection, highlight key ideas and write notes about the main points of the reading in the margins.

Questions

1. Irony, Cite Evidence

Irony describes a situation that seems to be intentionally contrary to what is expected. Reread the selection. What points of irony can be found in the selection?

2. Word Picture

Read the selection again. What descriptive words does the author use in order to explain the 2000 election? Write a short paragraph explaining how these words create a "word picture" of the contested election.

September 11

Introduction

On September 11, 2001, hijackers took control of four airplanes and crashed them into the World Trade Center and the Pentagon. The fourth plane crashed before it reached its target as passengers attempted to regain control of the aircraft. In the activity, students read about the attack and analyze the author's meaning.

Procedure and Notes

Allow sufficient time for students to reread the selection as needed. Answers to questions should range between three and five sentences

each. Encourage students to reread the selection to improve comprehension and refine answers. The activity and questions should be answered totally by using the excerpt. The activity calls for students to work in pairs, but it also can be completed individually.

CCSS Reading Standards

Key Ideas and Details

· Standard 2

Craft and StructureStandard 5

Integration of Knowledge and Ideas

Standard 8

Strategies Used

evidence: something that proves a particular point or idea

inference: conclusion drawn using evidence and reasoning

rhetorical précis: four-sentence, detailed synthesis of an informational text

thesis: statement or premise to be maintained or proven as the central idea of a work

Answers

Activity: Rhetorical Précis

A rhetorical précis highlights the main elements of an informational text through a four-sentence, detailed synthesis of the selection. The first sentence (1) contains the author's name, the title of the selection, a concise and appropriate verb (such as asserts, argues, suggests, implies, claims, etc.), and a "that-clause" stating the thesis or main assertion of the selection. The second sentence (2) explains how the author goes about supporting the thesis. The third sentence (3) explains why the author wrote the selection and should contain an "in order to" statement. The last sentence (4) addresses the author's intended audience and how the author positions himself/herself with the audience.

Using these guidelines, work with a partner to develop a rhetorical précis. Write your response in the space provided.

Student answers will vary. However, the teacher should ensure that the response includes each component of the précis. A sample answer might state, "Author Joy Hakim, in the excerpt 'September 11,' asserts that the United States, while the world's superpower, also gains the hatred of radical Muslim groups. The author supports this thesis by stating that the terrorists blame the United States (and other free nations) for their problems and are willing to face death in order to enact revenge upon American citizens. The author wrote this selection in order to assert some of the reasons why these radical groups would orchestrate the September 11 attacks. The author's intended audience includes anyone who would see the radicals' message as a 'perversion' of Islam."

Question

1. Cite Evidence, Inference

Read the selection again. What inferences can you deduce from the information in the reading? What evidence is included in the reading that backs your inferences?

Student answers will vary. Student answers may include that the United States neglected to be vigilant against possible terrorist attacks, and that allowed al-qaeda to train terrorists and carry out the 9/11 attacks. Students will also likely note that the reading contends that the terrorists are extremists who blame "us, and the world's free nations" for their problems (poverty, ignorance, and powerlessness). Students will also likely infer that these extremists are so hateful of the west that they are willing to die themselves in order to kill U.S. citizens. However, they should also conclude (infer) that even most Muslims "recoiled in horror" upon hearing about the attacks.

SEPTEMBER 11

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We are the world's superpower, and often so self-absorbed that we hardly pay attention to what is going on in the rest of the world. We know that a worldwide terrorist organization, al-Qaeda, is training a generation of young men to hate America, but we don't do much about it. Then, on September 11, 2001, something happens to jolt us out of our complacency, and we—and the whole world—shudder.

It is, as President Bush announces, a declaration of war by international terrorists based in the Muslim world. "The civilized world," says the president, is pitted against a network intent on "remaking the world—and imposing its radical beliefs on people everywhere." The terrorists blame us, and the world's free nations, for most of their problems of poverty, ignorance, and powerlessness. They hate us so much that their hijackers are willing to die themselves in order to kill our citizens. It is our deep beliefs—in freedom and pluralism and religious tolerance—that they especially abhor, as well as our material wealth. The terrorists preach that we are Satan's children; that only they and their followers know the truth about God; and that God will reward them for punishing us. Their message is a perversion of Islam, which rests on a foundation of peacefulness and respect for others. (Around the world, religious leaders of every faith, including Muslims, recoil in horror.)

Source: Part 16, "Becoming Free: A New Century and a Catastrophe," paragraphs 2–4.

Activity: Rhetorical Précis

A rhetorical précis highlights the main elements of an informational text through a four-sentence, detailed synthesis of the selection. The first sentence (1) contains the author's name, the title of the selection, a concise and appropriate verb (such as asserts, argues, suggests, implies, claims, etc.), and a "that-clause" stating the thesis or main assertion of the selection. The second sentence (2) explains how the author goes about supporting the thesis. The third sentence (3) explains why the author wrote the selection and should contain an "in order to" statement. The last sentence (4) addresses the author's intended audience and how the author positions himself/herself with the audience.

Using these guidelines, work with a partner to develop a rhetorical précis. Write your response in the space provided.

Question

1. Cite Evidence, Inference

Read the selection again. What inferences can you deduce from the information in the reading? What evidence is included in the reading that backs your inferences?

Readings from

WAR IN DOUBLES"

War in Afghanistan and Iraq

Introduction

Students read about the escalation of the War on Terror in Iraq. They read that several senators had reservations about widening the war effort, believing that only Congress has the constitutional right to declare war. Students analyze the reading, looking for clues that help with understanding the purpose of the selection.

CCSS Reading Standards

Key Ideas and Details

- Standard 1
- Standard 3

Craft and Structure

Standard 5

Procedure and Notes

Allow sufficient time for students to reread the selection as needed. Answers to questions should range between three and five sentences each. Encourage students to reread the selection to improve comprehension and refine answers. The activity and questions should be answered totally by using the excerpt.

Strategies Used

evidence: statement that proves a particular point or idea

paradox: something that appears to contradict itself but ultimately proves to be true

point of view: perspective taken by an author when evaluating or presenting a conclusion

"read with a pencil": close-reading strategy that asks students to mark key points and annotate text

Answers

Activity: "Read with a Pencil"

As you read the selection, highlight key ideas and write notes about the main points of the reading in the margins.

Answers will vary depending on what the student highlights and annotates. The teacher may wish to interact with the student via a "reflection" feedback interaction. Sample key points students may identify include Bush's desire for broad military authority, Democratic attempts to thwart this, and Congress passing the power to declare war to the president, thereby enabling a war in Iraq.

Questions

1. Paradox, Cite Evidence

A paradox is defined as a statement that appears to contradict itself but ultimately proves to be true. What paradoxes can be found in the reading?

In this reading, the author notes that in the vote to send troops into Iraq in 2002 and 2003, Congress gave their constitutional authority to the president. Some students may point to the statements by Senator Robert C. Byrd stating he "won't make the same mistake again" about the resolution to allow the president to send troops into Iraq. (He voted in favor of the Tonkin Gulf Resolution in 1964.) He also stated "Congress should not hand away its constitutional powers easily." The major paradox here is that although the reading states that the president shouldn't have the power to declare war, the legislative branch gave up that authority and gave Bush wide latitude to fight an undeclared war against Iraq.

2. Point of View

Reread the selection. In a short paragraph, describe the point of view the author uses in the reading. In your paragraph, include evidence that supports your belief.

Answers will vary. Some students may believe that the author contends that the Bush administration may have overreached with its request for "broad authority" to use military force in Iraq. Others may note that Congress was too willing to give up its constitutional authority to declare war to the executive branch. Students may also note that by giving the executive branch extensive authority to use force, the executive also put American sons and daughters at risk.

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WAR IN AFGHANISTAN AND IRAQ

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In October 2002, one year after the start of the war in Afghanistan, President Bush asks Congress for broad authority to use military force in Iraq. Massachusetts Senator Edward (Ted) Kennedy voices concern. He says, "The power to declare war is the most solemn responsibility given to Congress by the Constitution. We must not delegate that responsibility to the president in advance."

West Virginia's crusty Constitutional scholar, Senator Robert C. Byrd, attempts a filibuster to stop the vote, but he can't even get his fellow Democrats to support him. Byrd, who is the longest-serving senator in American history, voted for the Tonkin Gulf Resolution that led to the escalation of U.S. involvement in the Vietnam War. He says he isn't going to make that mistake again. In an article in the *New York Times*, the senator asks, "Why are we allowing the executive to rush our decision-making right before an election? Congress, under pressure from the executive branch, should not hand away its Constitutional powers . . . it is Congress that casts the vote, it is the American people who will pay for a war with the lives of their sons and daughters."

The Senate votes 77–23 and the House of Representatives 296–133 and gives the president a bipartisan mandate to defend the United States from the "continuing threat" posed by Baghdad. The Constitution gives Congress the power to declare war; this vote passes that power to the president.

Source: Part 17, "War in Doubles," paragraphs 13–15.

Activity: "Read with a Pencil"

As you read the selection, highlight key ideas and write notes about the main points of the reading in the margins.

Questions

1. Paradox, Cite Evidence

A paradox is defined as a statement that appears to contradict itself but ultimately proves to be true. What paradoxes can be found in the reading?

2. Point of View

Reread the selection. In a short paragraph, describe the point of view the author uses in the reading. In your paragraph, include evidence that supports your belief.

Obama as President

Introduction

In 2008, America elected a new president, Barack Obama. The son of interracial parents, he became the first African American chief executive. While his election filled Americans with optimism after two wars and the Great Recession, continued conflict with Republicans led to gridlock and an administration that sometimes seems out of focus with goals to help solve the nation's problems.

CCSS Reading Standards

Key Ideas and Details

- Standard 1
- Standard 2

Craft and Structure

Standard 5

Procedure and Notes

Allow sufficient time for students to reread the selection as needed. Answers to questions should range between three and five sentences each. Encourage students to reread the selection to improve comprehension and refine answers. The activity and questions should be answered totally by using the excerpt.

Strategies Used

compare and contrast: to analyze various aspects of a reading or situation for similarities or differences

craft and structure: how the author uses syntax and order to effectively convey a reading's message

evidence: something that proves a particular point or idea

syntax: manner in which an author uses and arranges words to form sentences

"wrecking the text": close-reading strategy in which the student rewrites a passage in his or her own words

Answers

Activity: Syntax, Craft, and Structure

- **1.** Highlight in yellow the sentence that, in your view, best summarizes the reading selection.
- 2. Identify what you believe is the main theme the author develops.

Answers will vary. Some students may note that while Obama appears to have good intentions and has some major achievements in his first term, he also deals with a Republican Party that opposes him, no matter what. While the nation seeks "clarity and guidance," what it gets is "gridlock, frustration, and a level of partisanship that diminishes both Congress and the president."

3. What key words in the reading demonstrate the main theme the author develops? Highlight those words in a different color.

Obama's first term as president brings major achievements (healthcare legislation, finding and killing Osama bin Laden, the end of government-backed torture of suspected terrorists, the creation of a National Commission on Fiscal Responsibility and Reform, an auto industry rescue plan), but those looking for a vigorous new version of the FDR-era response to a financial crisis are disappointed. There is no way it can happen. The Republican Party of the 1930s worked with the Democratic president to tackle problems. In 2008, the situation is very different.

Obama faces a Republican Party that seems determined not to support him no matter what—even if he is proposing something they agree with; as for the Democratic Party, like the Republican Party it is beholden to big-money interests. Articulate as a candidate, Obama as president seems unclear about his goals. Attempting to compromise, he often ends up powerless. The result is gridlock, frustration, and a level of partisanship that diminishes both Congress and the president, leaving much of the nation longing for clarity and guidance at a time when an interconnected world demands responsive government and sophisticated citizens.

Questions

1. Cite Evidence, Compare and Contrast

Reread the selection carefully. How does the author compare the Obama administration with that of Franklin D. Roosevelt? What contrast does the author make between the two presidents' administrations? Cite evidence that backs your claim.

While the author notes that there are some major accomplishments during Obama's first term, many who sought a "vigorous new version of the FDR-era response to a financial crisis" are disappointed. The author also contends, "There is no way it can happen," adding that while the Republican Party of the 1930s worked with a Democratic president to solve problems, Obama faced a Republican Party unwilling to work with him, no matter what. Since the Republican Party (like the Democrats) is tied to "big money interests," the result is gridlock that diminishes both the president and Congress.

2. "Wrecking the Text"

Reread the selection. Write a short paragraph in which you summarize the main points of the reading.

Answers will vary, depending on main points selected. A sample response might be, "While Obama's first term brought some major achievements, they are overshadowed by partisanship and gridlock that seems impossible to break. Although Obama speaks well, he is frequently vague about his goals. As a result, very little gets done, and many Americans are frustrated with the lack of responsiveness from government."

Obama as President

Obama's first term as president brings major achievements (healthcare legislation, finding and killing Osama bin Laden, the end of government-backed torture of suspected terrorists, the creation of a National Commission on Fiscal Responsibility and Reform, an auto industry rescue plan), but those looking for a vigorous new version of the FDR-era response to a financial crisis are disappointed. There is no way it can happen. The Republican Party of the 1930s worked with the Democratic president to tackle problems. In 2008, the situation is very different.

Obama faces a Republican Party that seems determined not to support him no matter what—even if he is proposing something they agree with; as for the Democratic Party, like the Republican Party it is beholden to big-money interests. Articulate as a candidate, Obama as president seems unclear about his goals. Attempting to compromise, he often ends up powerless. The result is gridlock, frustration, and a level of partisanship that diminishes both Congress and the president, leaving much of the nation longing for clarity and guidance at a time when an interconnected world demands responsive government and sophisticated citizens.

Source: Part 17, "War in Doubles: Yes We Can," paragraphs 9–10.

Activity: Syntax, Craft, and Structure

- 1. Highlight in yellow the sentence that, in your view, best summarizes the reading selection.
- 2. Identify what you believe is the main theme the author develops.
- **3.** What key words in the reading demonstrate the main theme the author develops? Highlight those words in a different color.

1. Cite Evidence, Compare and Contrast

Reread the selection carefully. How does the author compare the Obama administration with that of Franklin D. Roosevelt? What contrast does the author make between the two presidents? Cite evidence that backs your claim.

2. "Wrecking the Text"

Reread the selection. Write a short paragraph in which you summarize the main points of the reading.

The Changing Face of Warfare

Introduction

The twenty-first century also led to a change in how wars are fought. Instead of fighting with boots on the ground, more frequently military planners now use drones, GPS technology, and unmanned aircrafts to conduct surgical strikes. Students look at a short reading discussing the impact of this new, technology-based method of warfare.

CCSS Reading Standards

Key Ideas and Details

• Standard 1

Craft and Structure

Standard 4

Procedure and Notes

Allow sufficient time for students to reread the selection as needed. Answers to questions should range between three and five sentences each. Encourage students to reread the selection to improve comprehension and refine answers. The activity and questions should be answered totally by using the excerpt.

Strategies Used

evidence: something that proves a particular point or idea

point of view: perspective taken by an author when evaluating or presenting a conclusion

pull quotes: quotation "pulled" from the body of a passage and displayed as a graphic element within the text to "hook" the reader

vocabulary: activity in which the student determines the definitions of terms based on their context in the reading

Answers

Activity: Vocabulary

Based on their use in the context above, match the vocabulary words with their definitions.

drone: missile or plane that does not have a pilot **cancerous:** malignant, invasive, and destructive

precisely: exact
innocent: not guilty

civilized: having a culture

1. Point of View, Cite Evidence

In a short paragraph, describe the point of view of the author using only information from the excerpt. Cite evidence from the paragraph that backs your conclusion.

Answers will vary, but most students will probably believe that the author's point of view is that war, regardless of how technologically advanced it is, is "messy and destructive" and not what civilized nations should be doing. Evidence to point to that conclusion would include the statistic that most people who are hit in drone strikes are innocent and not combatants. The author also notes that most strikes by piloted aircraft have higher kill ratios.

2. Pull Quotes

In order to attract the reader, editors frequently "pull" and box an important quote from a story. After rereading the selection, identify a significant statement from the reading as a pull quote. Write a short statement in which you justify why you selected that particular statement. Why is it significant?

Answers will vary depending on quotes selected by the student. Possible answers include, "The idea is to find enemies and deal with them the way a surgeon attacks a cancerous growth—cutting it out precisely," or, "Using GPS technologies and unmanned aircraft, the administration searches out and targets enemies. Yet those who get hit by drones are often innocent." The first quote points to the "surgical accuracy" of modern military strikes. The second quote points to the fact that innocents are often victims in war.

THE CHANGING FACE OF WARFARE

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The president and military leaders begin to change the way wars are fought: from troops on the ground to drones in the air. The idea is to find enemies and deal with them the way a surgeon attacks a cancerous growth—cutting it out precisely. Using GPS technology and unmanned aircraft, the administration searches out and targets enemies. Yet those who get hit by drones are often innocent. A Washington think tank, the Brookings Institution, suggests that the drone kill ratio of civilians to legitimate targets is probably 10:1 (ten innocents to one enemy). However, air strikes by piloted aircraft have much higher kill ratios. Is war ever anything but messy and destructive? Should civilized nations be doing any of this?

Source: Part 17, "War in Doubles: And the Wars?" paragraph 3.

Activity: Vocabulary

Based on their use in the context above, match the vocabulary words with their definitions.

: missile or plane that does not have a pilot
: malignant, invasive, and destructive
: exact

_____: not guilty
_____: having a culture

Word Bank					
precisely	cancerous				
drone	innocent				
civilized					

1. Point of View, Cite Evidence

In a short paragraph, describe the point of view of the author using only information from the excerpt. Cite evidence in the paragraph that backs your conclusion.

2. Pull Quotes

In order to attract the reader, editors frequently "pull" and box an important quote from a story. After rereading the selection, identify a significant statement from the reading as a pull quote. Write a short statement in which you justify why you selected that particular statement. Why is it significant?

Government Surveillance

Introduction

Students read a selection dealing with how modern technology and law enforcement sometimes collide, such as in the case of CIA Director David Petraeus' resignation. They analyze the role of the FBI in regard to its power to search and obtain personal data and information.

CCSS Reading Standards

Craft and Structure

• Standard 5
Integration of

Knowledge and Ideas

Standard 8

Procedure and Notes

Allow sufficient time for students to reread the selection as needed. Answers to questions should range between three and five sentences each. Encourage students to reread the selection to improve comprehension and refine answers. The activity and questions should be answered totally by using the excerpt. The activity calls for students to work in pairs, but it also can be completed individually.

Strategies Used

evidence: something that proves a particular point or idea

inference: conclusion drawn using evidence and reasoning

rhetorical précis: four-sentence, detailed synthesis of an informational text

thesis: statement or premise to be maintained or proven as the central idea of a work

Answers

Activity: Rhetorical Précis

A rhetorical précis highlights the main elements of an informational text through a four-sentence, detailed synthesis of the selection. The first sentence (1) contains the author's name, the title of the selection, a concise and appropriate verb (such as asserts, argues, suggests, implies, claims, etc.), and a "that-clause" stating the thesis or main assertion of the selection. The second sentence (2) explains how the author goes about supporting the thesis. The third sentence (3) explains why the author wrote the selection and should contain an "in order to" statement. The last sentence (4) addresses the author's intended audience and how the author positions himself/herself with the audience.

Using these guidelines, work with a partner to develop a rhetorical précis. Write your response in the space provided.

Student answers will vary. However, the teacher should ensure that the response includes each component of the précis. A possible student answer might state, "Author Joy Hakim, in the excerpt 'Government Surveillance,' claims that in order to ensure Americans remain safe from terrorism, the government has embarked on a program of unchecked surveillance on its own citizens. The author notes that this has occurred mainly because of the unchecked power of the FBI, and cites a *Manchester Guardian* editorial condemning the 'Surveillance State.' The author wrote the selection in order to show that while trying to protect its citizens, the government instead has violated their rights. The author makes these claims to note that there are 'important questions' that must be answered regarding the conduct of the FBI, and the reach of new technologies."

Question

1. Cite Evidence, Inference

Read the selection again. What inferences can you deduce from the information in the reading? What evidence is included in the reading that backs your inferences? What inferences can you draw from the content cited from the *Manchester Guardian*?

Answers will vary. Based on the reading, most students, however, will probably note that the government overstepped its authority with the surveillance of Petraeus. The quote from the *Manchester Guardian* would further back that inference, noting that the Obama administration "has been aggressively seeking to expand the Surveillance State." Students will likely note the content from the *Manchester Guardian* is highly critical of the Obama administration and its continued surveillance policies, stating that the government seeks to expand the PATRIOT Act and demand all Internet communications contain a "backdoor" of surveillance.

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GOVERNMENT SURVEILLANCE



Issues of privacy and government security become high drama in November 2012, when General David Petraeus resigns as the head of the CIA (Central Intelligence Agency). The much-decorated Petraeus, who led military forces in both Afghanistan and Iraq, is accused of an inappropriate personal relationship, which the FBI discovers by perusing his email. It is the fall of a giant, brought on by an indiscretion, but it highlights important questions about the conduct of the FBI, the breadth of the surveillance state, and the reach of the new technologies. The English newspaper *Manchester Guardian* comments, "What is most striking is how sweeping, probing and invasive the FBI's investigation . . . became, all without any evidence of any actual crime—or the need for any search warrant. . . . This is a surveillance state run amok. . . . The Obama administration has [been] aggressively seeking to expand that Surveillance State . . . to amend the Patriot Act to include Internet and browsing data among the records obtainable by the FBI without court approval and demanding legislation requiring that all Internet communications contain a government 'backdoor' of surveillance."

Source: Part 17, "War in Doubles: Newspapers and the Media in an Age of Information," paragraph 10.

Activity: Rhetorical Précis

A rhetorical précis highlights the main elements of an informational text through a four-sentence, detailed synthesis of the selection. The first sentence (1) contains the author's name, the title of the selection, a concise and appropriate verb (such as asserts, argues, suggests, implies, claims, etc.), and a "that-clause" stating the thesis or main assertion of the selection. The second sentence (2) explains how the author goes about supporting the thesis. The third sentence (3) explains why the author wrote the selection and should contain an "in order to" statement. The last sentence (4) addresses the author's intended audience and how the author positions himself/herself with the audience.

Using these guidelines, work with a partner to develop a rhetorical précis. Write your response in the space provided.

1. Cite Evidence, Inference

Read the selection again. What inferences can you deduce from the information in the reading? What evidence is included in the reading that backs your inferences? What inferences can you draw from the content cited from the *Manchester Guardian*?

What the Future Holds

Introduction

The author concludes Freedom: A History of US with a discussion of citizen participation in government and why those citizens need to be informed in order to participate. Students analyze this excerpt and answer questions on the reading.

Procedure and Notes

Allow sufficient time for students to reread the selection as needed. Answers to questions should range between three and five sentences

each. Encourage students to reread the selection to improve comprehension and refine answers. The activity and questions should be answered totally by using the excerpt. Question 2 calls for students to work in pairs, but it also can be completed individually.

CCSS Reading Standards

Key Ideas and Details

- Standard 1
- Standard 2

Integration of Knowledge and Ideas

Standard 8

Strategies Used

craft and structure: how the author uses syntax and order to effectively convey a reading's message

evidence: something that proves a particular point or idea

five-word summary: strategy that has students identify the five most important words in an excerpt and then defend their choices in a short paragraph

syntax: manner in which an author uses and arranges words to form sentences

Answers

Activity: Syntax, Craft, and Structure

- 1. Highlight in yellow the sentence that, in your view, best summarizes the reading selection.
- 2. Identify what you believe is the main theme the author develops.

Answers will vary. Most students, however, will note that the author is stating that it is important to have an informed people in order to make decisions and participate in government.

3. What key words in the reading demonstrate the main theme the author develops? Highlight those words in a different color.

Meanwhile, there are important issues to be decided. As usual, Thomas Jefferson had thoughts on this. In a letter to James Madison, he wrote, "Above all things I hope the education of the common people will be attended to: convinced that on their good sense we may rely with the most security for the preservation of a due degree of liberty." We can also look at his words to the Rev. Richard Price, which bear repeating: "Whenever the people are informed, they can be trusted with their own government."

Informed? It shouldn't be hard, given the technology of our time, to find ways to make civic information widely available. Big issues need deciding. Those who don't participate in the governing process—who don't read, think, and play their part—are missing the whole point of democracy; others will make decisions for them. The nation's future rests with those who participate. The more informed they are, the more likely they are to understand America's meaning to the world. The founding generation gave us a responsibility and a challenge, as well as a legacy. Here's how Tom Paine put it in *Common Sense* back in 1776, "The cause of America is in great measure the cause of all mankind."

Questions

1. Cite Evidence

Read the selection carefully. What conclusions does the author make in the reading? Write a short paragraph explaining how the author's use of evidence helps prove those conclusions.

Answers will vary. Most students will note that the author's conclusion is that there are major issues that must be decided by the nation's citizens, and those citizens need to be informed. The author also notes that those who don't participate in the governing process "are missing the whole point of democracy," and "others will make important decisions for them." The author also uses historical evidence from Jefferson and the Rev. Richard Price to back those claims. Jefferson is quoted as saying he hopes that the education of the "common people" will be attended to. Price states, "Whenever the people are informed, they can be trusted with their own government."

2. Five-Word Summary

Work with a partner to determine the five most important words in the reading that best summarize the text. Once you and your partner have decided which five words best summarize the text, write a short paragraph defending your choices.

Answers will vary depending on the words selected by students. Words that students may select include "important," "education," "trusted," "liberty," "informed," and "responsibility."

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WHAT THE FUTURE HOLDS

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Meanwhile, there are important issues to be decided. As usual, Thomas Jefferson had thoughts on this. In a letter to James Madison, he wrote, "Above all things I hope the education of the common people will be attended to: convinced that on their good sense we may rely with the most security for the preservation of a due degree of liberty." We can also look at his words to the Rev. Richard Price, which bear repeating: "Whenever the people are informed, they can be trusted with their own government."

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Source: Part 17, "War in Doubles: I Can't Resist: A Bit More History," paragraphs 7, 8.

Activity: Syntax, Craft, and Structure

- 1. Highlight in yellow the sentence that, in your view, best summarizes the reading selection.
- 2. Identify what you believe is the main theme the author develops.
- **3.** What key words in the reading demonstrate the main theme the author develops? Highlight those words in a different color.

1. Cite Evidence

Read the selection carefully. What conclusions does the author make in the reading? Write a short paragraph explaining how the author's use of evidence helps prove those conclusions.

2. Five-Word Summary

Work with a partner to determine the five most important words in the reading that best summarize the text. Once you and your partner have decided which five words best summarize the text, write a short paragraph defending your choices.

Readings from

PRESIDENT OBAMA'S SECOND INAUGURAL ADDRESS

Introduction

In this first quote from President Obama's second inaugural address (2013), the president recalls how American unity helped make the nation great. He also notes that in order to ensure a successful future for America, citizens must work together to achieve new goals. Students read the excerpt and answer questions about the reading.

CCSS Reading Standards

Key Ideas and Details

• Standard 1

Craft and Structure

Standard 4

Procedure and Notes

Allow sufficient time for students to reread the selection as needed. Answers to questions should range between three and five sentences each. Encourage students to reread the selection to improve comprehension and refine answers. The activity and questions should be answered totally by using the excerpt. Question 2 calls for students to read in pairs, but it also can be answered individually.

Strategies Used

evidence: something that proves a particular point or idea

five-word summary: strategy that has students identify the five most important words in an excerpt and then defend their choices in a short paragraph

point of view: perspective taken by an author when evaluating or presenting a conclusion

vocabulary: activity in which the student determines the definitions of terms based on their context in the reading

Answers

Activity: Vocabulary

Based on their use in the context above, match the vocabulary words with their definitions.

vulnerable: open to harm

relinquish: to give up

celebration: commemoration or observation

fidelity: loyalty, friendship

character: personality, individual qualities

1. Cite Evidence, Point of View

Read the selection carefully. Describe President Obama's point of view in the excerpt. What evidence does he give to support the point of view?

Student answers will vary. However, most students will likely point to the idea that the president is encouraging unity as the way that the nation can meet the future and ensure the nation will achieve its goals. The president also gives evidence of past instances in which the nation has worked together in order to help develop an industrial nation. For example, he notes, "Together we determined that a modern economy requires railroads and highways to speed travel and commerce, schools and colleges to train our workers. Together we discovered that a free market only thrives when there are rules to ensure competition and fair play."

2. Five-Word Summary

Work with a partner to determine the five most important words in the reading that best summarize the text. Once you and your partner have decided which five words best summarize the text, write a short paragraph defending your choices.

Answers will vary depending on the words selected by students. Sample words that may be used include "together," "discovered," "great," "vulnerable," "initiative," "enterprise," "fidelity," and "nation."

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President Obama's Second Inaugural Address

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Together we determined that a modern economy requires railroads and highways to speed travel and commerce, schools and colleges to train our workers. Together we discovered that a free market only thrives when there are rules to ensure competition and fair play. Together we resolve that a great nation must care for the vulnerable and protect its people from life's worst hazards and misfortune.

Through it all, we have never relinquished our skepticism of central authority, nor have we succumbed to the fiction that all society's ills can be cured through government alone. Our celebration of initiative and enterprise, our insistence on hard work and personal responsibility, these are constants in our character.

For we have always understood that when times change, so must we, that fidelity to our founding principles requires new responses to new challenges, that preserving our individual freedoms ultimately requires collective action.

For the American people can no more meet the demands of today's world by acting alone than American soldiers could have met the forces of fascism or communism with muskets and militias. No single person can train all the math and science teachers we'll need to equip our children for the future. Or build the roads and networks and research labs that will bring new jobs and businesses to our shores.

Now, more than ever, we must do these things together, as one nation, and one people.

Source: "President Obama's Second Inaugural Address," paragraphs 7–10.

Activity: Vocabulary

Word Bank					
character	celebration				
vulnerable	relinquish				
fidelity					

Questions

1. Cite Evidence, Point of View

Read the selection carefully. Describe President Obama's point of view in the excerpt. What evidence does he give to support the point of view?

2. Five-Word Summary

Work with a partner to determine the five most important words in the reading that best summarize the text. Once you and your partner have decided which five words best summarize the text, write a short paragraph defending your choices.

Introduction

In the conclusion of President Obama's second inaugural address, he challenges his audience (and the American people) to understand that all of us are created equal. The president's words echo familiar themes including women's rights, civil rights, immigration reform, and protection from violence.

CCSS Reading Standards

Key Ideas and Details

Standard 2

Procedure and Notes

Allow sufficient time for students to reread the selection as needed. Answers to questions should range between three and five sentences each. Encourage students to reread the selection to improve comprehension and refine answers. The activity and questions should be answered totally by using the excerpt.

Strategies Used

evidence: something that proves a particular point or idea

point of view: perspective taken by an author when evaluating or presenting a conclusion

pull quotes: quotation "pulled" from the body of a passage and displayed as a graphic element within the text to "hook" the reader

Answers

Questions

1. Point of View, Cite Evidence

In a short paragraph, describe the point of view of the author using only information from the excerpt. Cite evidence in the paragraph that backs your conclusion.

Answers will vary. Most students, however, will probably note the president's point of view is that we must still work to meet the goal of the Founders, "that all of us are created equal." However, Obama takes this in another direction, including women's rights, gay rights, immigration reform, and gun control.

2. Pull Quotes

In order to attract the reader, editors frequently "pull" and box an important quote from a story. After rereading the selection, identify a significant statement from the reading as a pull quote. Write a short statement in which you justify why you selected that particular statement. Why is it significant?

Answers will vary depending on quotes selected by the student. Examples of possible "pull quotes" include, "We the people declare today that the most evident of truths that all of us are created equal—is the star that guides us still," or, "That is our generation's task, to make these works, these rights, these values of life and liberty and the pursuit of happiness real for every American." In both quotes, President Obama suggests that the work of the nation is ongoing, and that we all have an equal stake and obligation to provide for the common good.

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President Obama's Second Inaugural Address

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We the people declare today that the most evident of truth that all of us are created equal—is the star that guides us still; just as it guided our forebears through Seneca Falls and Selma and Stonewall; just as it guided all those men and women, sung and unsung, who left footprints along this great mall, to hear a preacher say that we cannot walk alone; to hear a King proclaim that our individual freedom is inextricably bound to the freedom of every soul on Earth. . . .

Our journey is not complete until our gay brothers and sisters are treated like anyone else under the law, for if we are truly created equal, then surely the love we commit to one another must be equal, as well.

Our journey is not complete until no citizen is forced to wait for hours to exercise the right to vote.

Our journey is not complete until we find a better way to welcome the striving, hopeful immigrants who still see America as a land of opportunity, until bright young students and engineers are enlisted in our workforce rather than expelled from our country.

Our journey is not complete until all our children, from the streets of Detroit to the hills of Appalachia to the quiet lanes of Newtown, know that they are cared for and cherished and always safe from harm.

That is our generation's task, to make these works, these rights, these values of life and liberty and the pursuit of happiness real for every American.

Source: "President Obama's Second Inaugural Address," paragraphs 32–38.

1. Point of View, Cite Evidence

In a short paragraph, describe the point of view of the author using only information from the excerpt. Cite evidence in the paragraph that backs your conclusion.

2. Pull Quotes

In order to attract the reader, editors frequently "pull" and box an important quote from a story. After rereading the selection, identify a significant statement from the reading as a pull quote. Write a short statement in which you justify why you selected that particular statement. Why is it significant?