

English 3

Learning

Guide



Note to Students and Families: The learning guides can be translated using your phone!

How to Translate the Learning Guides:

1. Download the Google Translate app
2. Tap "Camera"
3. Point your camera at the text you want to translate
4. Tap "Scan"
5. Tap "Select all"

How to Use This Learning Guide:

This learning guide contains 10 lessons. Each lesson is made up of several sections. Here is how you should move through the sections:

- **First**, you will read the **text/story**.
- **Next**, there is a section called "**What Students are Learning**" that says what you are learning and what you will be doing. It includes information about the standards that are connected to the lesson.
- **After that**, there is a section called "**Background and Context**" that gives you more information about the author (writer) or the topic (what you read about).
- **Then**, there is a section called "**Supports for Learning**" that helps you to understand the lesson better.
- **Next**, there is a section called "**Online Resources for Students**" that has videos and websites that you can visit for additional information.
 - This section is *optional*. It extends the lesson (makes the lesson longer to learn more about the topic or the author/poet), but it is not needed to complete any of the activities found in the next section, called "Tic-Tac-Toe Choice Board."
- **Finally**, there is a section called "**Tic-Tac-Toe Choice Board**." This tells you what work to complete.
 - The directions say that you should complete at least 2 activities from each row.
 - You should pick activities that you think are interesting and help you show what you have learned from the text/poem.

Lessons One and Two

Note: Lessons 1-2 represent a unit. By the end of the unit, students will be able to answer the essential question: How do people face death?

Grade: 11 Subject: English Language Arts

Focus: President Lincoln's Second Inaugural Address
By President Abraham Lincoln

On March 4, 1865, President Abraham Lincoln (1809-1865), the United States' 16th President, delivered his second inaugural speech. Weeks of wet weather turned Pennsylvania Avenue into a sea of mud; nevertheless, thousands of people came out to see the president standing tall beneath the Capitol dome, a reminder of the strength of his administration throughout the war. In little over a month, and just after the official end of the Civil War, Lincoln would be assassinated. The following speech is considered one of the most eloquent in American history. **As you read, take notes on the central themes or ideas of the speech—how does Lincoln view the horrors of slavery and war, and how will the country move forward?**



"Abraham Lincoln delivering his second inaugural address as President of the United States, Washington, D.C." by Alexander Gardener is in the public domain.

[1]

Fellow Countrymen:

At this second appearing to take the oath of the presidential office, there is less occasion for an extended address than there was at the first. Then a statement, somewhat in detail, of a course to be pursued, seemed fitting and proper. Now, at the expiration of four years, during which public declarations have been constantly called forth on every point and phase of the great contest which still absorbs the attention, and engrosses¹ the energies of the nation, little that is new could be presented. The progress of our arms, upon which all else chiefly depends, is as well known to the public as to myself; and it is, I trust, reasonably satisfactory and encouraging to all. With high hope for the future, no prediction in regard to it is ventured.²

On the occasion corresponding to this four years ago, all thoughts were anxiously directed to an impending civil-war. All dreaded it - all sought to avert it. While the inaugural address was being delivered from this place, devoted

altogether to saving the Union without war, insurgent³ agents were in the city seeking to destroy it without war – seeking to dissolve the Union, and divide effects, by negotiation. Both parties deprecated⁴ war; but one of them would make war rather than let the nation survive; and the other would accept war rather than let it perish. And the war came.

One eighth of the whole population were colored slaves, not distributed generally over the Union, but localized in the Southern part of it. These slaves constituted a peculiar and powerful interest. All knew that this interest was, somehow, the cause of the war. To strengthen, perpetuate,⁵ and extend this interest was the object for which the insurgents would rend⁶ the Union, even by war; while the government claimed no right to do more than to restrict the territorial enlargement of it. Neither party expected for the war, the magnitude,⁷ or the duration, which it has already attained. Neither anticipated that the cause of the conflict might cease with, or even before, the conflict itself should cease. Each looked for an easier triumph, and a result less fundamental and astounding. Both read the same Bible, and pray to the same God; and each invokes His⁸ aid against the other.

[5]

It may seem strange that any men should dare to ask a just God's assistance in wringing their bread from the sweat of other men's faces;⁹ but let us judge not that we be not judged.¹⁰ The prayers of both could not be answered; that of neither has been answered fully. The Almighty has His own purposes. "Woe¹¹ unto the world because of offences! for it must needs be that offences come; but woe to that man by whom the offence cometh!"¹²

If we shall suppose that American Slavery is one of those offences which, in the providence of God, must needs come, but which, having continued through His appointed time, He now wills to remove, and that He gives to both North and South, this terrible war, as the woe due to those by whom the offence came, shall we discern therein any departure from those divine attributes which the believers in a Living God always ascribe¹³ to Him? Fondly do we hope – fervently¹⁴ do we pray – that this mighty scourge¹⁵ of war may speedily pass away. Yet, if God wills that it continue, until all the wealth piled by the bond-man's¹⁶ two hundred and fifty years of unrequited toil¹⁷ shall be sunk, and until every drop of blood drawn with the lash, shall be paid by another drawn with the sword, as was said three thousand years ago, so still it must be said "the judgments of the Lord, are true and righteous altogether."¹⁸

With malice¹⁹ toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation's wounds; to care for him who shall have borne the battle, and for his widow, and his orphan to do all which may achieve and cherish a just, and a lasting peace, among ourselves, and with all nations.

President Lincoln's Second Inaugural Address by President Abraham Lincoln is in the public domain.

What Students are Learning:

Students will read President Lincoln's Second Inaugural Address by Abraham Lincoln. Students will understand the theme of War and Peace as it related to the text. Students will examine and attempt to analyze the questions: "What can we learn from tragedy?" and "How are we changed by war?"

Standards Work:

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.

Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Analyze how words and phrases shape meaning and tone in texts.

Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Background and Context:

Abraham Lincoln, sixteenth President of the United States, was born near Hodgenville, Kentucky on February 12, 1809. His family moved to Indiana when he was seven and he grew up on the edge of the frontier. He had very little formal education, but read voraciously when not working on his father's farm. A childhood friend later recalled Lincoln's "manic" intellect, and the sight of him red-eyed and tousle-haired as he pored over books late into the night. In 1828, at the age of nineteen, he accompanied a produce-laden flatboat down the Mississippi River to New Orleans, Louisiana—his first visit to a large city--and then walked back home. Two years later, trying to avoid health and finance troubles, Lincoln's father moved the family moved to Illinois.

After moving away from home, Lincoln co-owned a general store for several years before selling his stake and enlisting as a militia captain defending Illinois in the Black Hawk War of 1832. Black Hawk, a Sauk chief, believed he had been swindled by a recent land deal and sought to resettle his old holdings. Lincoln did not see direct combat during the short conflict, but the sight of corpse-strewn battlefields at Stillman's Run and Kellogg's Grove deeply affected him. As a captain, he developed a reputation for pragmatism and integrity. Once, faced with a rail fence during practice maneuvers and forgetting the parade-ground instructions to direct his men over it, he simply ordered them to fall out and reassemble on the other side a minute later. Another time, he stopped his men before they executed a wandering Native American as a spy. Stepping in front of their raised muskets, Lincoln is said to have challenged his men to combat for the

terrified native's life. His men stood down.

After the war, he studied law and campaigned for a seat on the Illinois State Legislature. Although not elected in his first attempt, Lincoln persevered and won the position in 1834, serving as a Whig.

Abraham Lincoln met Mary Todd in Springfield, Illinois where he was practicing as a lawyer. They were married in 1842 over her family's objections and had four sons. Only one lived to adulthood. The deep melancholy that pervaded the Lincoln family, with occasional detours into outright madness, is in some ways sourced in their close relationship with death.

Lincoln, a self-described "prairie lawyer," focused on his all-embracing law practice in the early 1850s after one term in Congress from 1847 to 1849. He joined the new Republican party—and the ongoing argument over sectionalism—in 1856. A series of heated debates in 1858 with Stephen A. Douglas, the sponsor of the 1854 Kansas-Nebraska Act, over slavery and its place in the United States forged Lincoln into a prominent figure in national politics. Lincoln's anti-slavery platform made him extremely unpopular with Southerners and his nomination for President in 1860 enraged them.

On November 6, 1860, Lincoln won the presidential election without the support of a single Southern state. Talk of secession, bandied about since the 1830s, took on a serious new tone. The Civil War was not entirely caused by Lincoln's election, but the election was one of the primary reasons the war broke out the following year.

Lincoln's decision to fight rather than to let the Southern states secede was not based on his feelings towards slavery. Rather, he felt it was his sacred duty as President of the United States to preserve the Union at all costs. His first inaugural address was an appeal to the rebellious states, seven of which had already seceded, to rejoin the nation. His first draft of the speech ended with an ominous message: "Shall it be peace, or the sword?"

The Civil War with the opening bombardment of Fort Sumter, South Carolina, on April 12, 1861. Lincoln forced the Confederate hand with his decision to resupply the fort, which had suddenly become an outpost in a hostile nation. The Southern navy turned away the supply convoy and then fired the first shot of the war at Fort Sumter, forcing the Federal defenders to surrender after a 34-hour battle.

Throughout the war Lincoln struggled to find capable generals for his armies. As commander-in-chief, he

legally held the highest rank in the United States armed forces, and he diligently exercised his authority through strategic planning, weapons testing, and the promotion and demotion of officers. McDowell, Fremont, McClellan, Pope, McClellan again, Buell, Burnside, Rosecrans--all of these men and more withered under Lincoln's watchful eye as they failed to bring him success on the battlefield.

He did not issue his famous Emancipation Proclamation until January 1, 1863 after the Union victory at the Battle of Antietam. The Emancipation Proclamation, which was legally based on the President's right to seize the property of those in rebellion against the State, only freed slaves in Southern states where Lincoln's forces had no control. Nevertheless, it changed the tenor of the war, making it, from the Northern point of view, a fight both to preserve the Union and to end slavery.

In 1864, Lincoln ran again for President. After years of war, he feared he would not win. Only in the final months of the campaign did the exertions of Ulysses S. Grant, the quiet general now in command of all of the Union armies, begin to bear fruit. A string of heartening victories buoyed Lincoln's ticket and contributed significantly to his re-election. In his second inauguration speech, March 4, 1865, he set the tone he intended to take when the war finally ended. His one goal, he said, was "lasting peace among ourselves." He called for "malice towards none" and "charity for all." The war ended only a month later.

The Lincoln administration did more than just manage the Civil War, although its reverberations could still be felt in a number of policies. The Revenue Act of 1862 established the United States' first income tax, largely to pay the costs of total war. The Morrill Act of 1862 established the basis of the state university system in this country, while the Homestead Act, also passed in 1862, encouraged settlement of the West by offering 160 acres of free land to settlers. Lincoln also created the Department of Agriculture and formally instituted the Thanksgiving holiday. Internationally, he navigated the "Trent Affair," a diplomatic crisis regarding the seizure of a British ship carrying Confederate envoys, in such a way as to quell the saber-rattling overtures coming from Britain as well as the United States. In another spill-over from the war, Lincoln restricted the civil liberties of due process and freedom of the press.

On April 14, 1865, while attending a play at Ford's Theatre in Washington, D.C., Abraham Lincoln was shot by Confederate sympathizer, John Wilkes Booth. The assassination was part of a larger plot to eliminate the Northern government that also left Secretary of State William Seward grievously injured. Lincoln died the

following day, and with him the hope of reconstructing the nation without bitterness.

Source: <https://www.battlefields.org/learn/biographies/abraham-lincoln>

Supports for Learning:

Word Study:

1. Engross (verb) : to hold the complete interest or attention of (someone)
2. Venture (verb) : to do, say, or offer something (such as a guess or an opinion) even though you are not sure about it
3. Insurgent (adjective) : rebellious
4. Deprecate (verb) : to express disapproval
5. Perpetuate (verb) : to cause (something that should be stopped, such as a mistaken idea or a bad situation) to continue
6. “Rend” means to tear something apart
7. Magnitude (noun) : the size, extent, or importance of something
8. God’s
9. An allusion to the Fall of Man from the Book of Genesis
10. An allusion to the words of Jesus from Mathew 7:1
11. An expression of grief or regret
12. A quote from Jesus that appears in Mathew 18:7
13. Ascribe (verb) : to attribute something to a cause or source
14. Fervently (adjective) : felt very strongly : having or showing very strong feelings
15. Scourge (noun) : a cause of wide or great pain or suffering
16. A “bond-man” is an archaic term for “slave”
17. In this speech, “unrequited toil” refers to the unpaid work done by black slaves since the earliest days of American history.
18. A quote from Psalm 19.9 in the King James Bible
19. Malice (noun) : a desire to cause harm to another person

As you read think about the following questions:

- What is the central idea of the text?
- What does Lincoln think of both sides of the war?

Online Resources for Students:

[Lincoln's Second Inaugural Speech](#)

<https://www.commonlit.org/en/texts/president-lincoln-s-second-inaugural-address/related-media>

Power Library: is the online portal to all that Pennsylvania libraries offer. This is the place to find 24/7 access to newspapers, magazines, journals, historical documents and photos, online databases, and eBooks. Research a subject. Learn about your family history. Locate a title. Explore career options. It’s all here at POWER Library.

Link: <https://powerlibrary.org>

When you access this link from home you will need to log in with the barcode number on your library card. If you do not have a library card, click on the link that reads: Apply for an e-card now. You will need to enter your email and zip code. You will receive a login to Powerlibrary.

Activity Choice Board

Directions: Read the text, Excerpt from *President Lincoln's Second Inaugural Address*. Choose activities from the choice board below. You should complete at least **two activities** from each row.

| | | | |
|---|--|---|---|
| <p>R o w 1</p> | <p style="text-align: center;">Activity 1</p> <p>Response to text:</p> <p>What is the central idea of the speech? Cite evidence from the speech to support your claims.</p> | <p style="text-align: center;">Activity 2</p> <p>Response to text:</p> <p>According to the text, how does the difference of four years (between inaugural speeches) alter the context of the speeches? Cite evidence from the text to support your claims.</p> | <p style="text-align: center;">Activity 3</p> <p>Word Study: Review the critical vocabulary from the text</p> <ol style="list-style-type: none"> 1. Write a sentence for 5 of the identified words listed under wordstudy. <ol style="list-style-type: none"> a. The sentences are to be grade appropriate and use at least eight words in each sentence. |
| <p>R o w 2</p> | <p style="text-align: center;">Activity 4</p> <p>Respond to text:</p> <p>What distinction does the President Lincoln make in paragraph 3 about both sides of the war? Cite evidence from the text to support your claims.</p> | <p style="text-align: center;">Activity 5</p> <p>Respond to the text:</p> <p>What does Lincoln believe was the cause of the Civil War? Cite evidence from the speech to support your answer.</p> | <p style="text-align: center;">Activity 6</p> <p>Respond to text:</p> <p>Pathos means to persuade an audience by appealing to their emotions. How does Lincoln use Pathos in his speech? Cite evidence from the speech to support your claims.</p> |

Lessons Three and Four

Grade: 11 Subject: English Language Arts

Focus: *Excerpts from 'Song of Myself': 1, 2, 6, 52*
by Walt Whitman 1855

Walt Whitman (1819-1892) was an American poet, essayist, and journalist. Whitman is considered one of the most influential poets of his time and also recognized as the father of free verse. His epic, "Song of Myself" contains 52 verses and is regarded as one of the greatest depictions of the American experience. The poem was written in a time of unrest within America right before the Civil War, and also has strong influence from the transcendental movement. **As you read, keep this in mind and pay attention to the themes and ideas that emerge.**

1 [1]

I Celebrate myself, and sing myself,
And what I assume¹ you shall assume,
For every atom belonging to me as good belongs to you.

I loafe and invite my soul, [5]

I lean and loafe at my ease observing a spear of summer grass.

My tongue, every atom of my blood, form'd from this soil, this air,

Born here of parents born here from parents the same, and their parents the same,
I, now thirty-seven years old in perfect health begin,
Hoping to cease not till death.

Creeds and schools² in abeyance, [10]
Retiring back a while sufficed at what they are, but never forgotten,
I harbor³ for good or bad, I permit to speak at every hazard,
Nature without check with original energy.

2 [15]

Houses and rooms are full of perfumes.... the shelves are crowded with perfumes,

I breathe the fragrance myself, and know it and like it,
The distillation⁴ would intoxicate me also, but I shall not let it.

The atmosphere is not a perfume.... it has no taste of the distillation.... it is odorless,
It is for my mouth forever.... I am in love with it,
I will go to the bank by the wood and become undisguised and naked,

[20]

I am mad⁵ for it to be in contact with me.

The smoke of my own breath,
Echoes, ripples, and buzzed whispers.... loveroot, silkthread, crotch and vine,⁶
My respiration and inspiration.... the beating of my heart.... the passing of blood and air through my lungs,
The sniff of green leaves and dry leaves, and of the shore and dark-colored sea-rocks, and of hay in the barn,

[25]

The sound of the belched words of my voice.... words loosed to the eddies⁷ of the wind,

A few light kisses.... a few embraces.... reaching around of arms,
The play of shine and shade on the trees as the supple boughs⁸ wag,
The delight alone or in the rush of the streets, or along the fields and hill-sides,
The feeling of health.... the full-noon trill⁹.... the song of me rising from bed and meeting the sun.

[30]

Have you reckoned¹⁰ a thousand acres much? Have you reckoned the earth much?
Have you practiced so long to learn to read?
Have you felt so proud to get at the meaning of poems?

Stop this day and night with me and you shall possess the origin of all poems,
You shall possess the good of the earth and sun.... there are millions of suns left,

[35]

You shall no longer take things at second or third hand.... nor look through the eyes of the dead, nor feed on the
spectres¹¹ in books,
You shall not look through my eyes either, nor take things from me,
You shall listen to all sides and filter them from yourself.

6

A child said *What is the grass?* fetching it to me with full hands;
How could I answer the child? I do not know what it is any more than he.

[40]

I guess it must be the flag of my disposition, out of hopeful green stuff woven.

Or I guess it is the handkerchief of the Lord,
A scented gift and remembrancer¹² designedly¹³ dropt,
Bearing the owner's name someway in the corners, that we may see and remark, and say *Whose?*
Or I guess the grass is itself a child, the produced babe of the vegetation.

[45]

Or I guess it is a uniform hieroglyphic,
And it means, Sprouting alike in broad zones and narrow zones,
Growing among black folks as among white,
Kanuck, Tuckahoe, Congressman, Cuff, I give them the same, I receive then the same.
And now it seems to me the beautiful uncut hair of graves.



[50]

Tenderly will I use you curling grass,
It may be you transpire¹⁴ from the breasts of young men,
It may be you are from old people, or from offspring taken,

I

It may be if I had known them I would have loved them, soon out of their mother's laps,
And here you are the mothers' laps.

[55]

This grass is very dark to be from the white heads of old mothers,
Darker than the colorless beards of old men,
Dark to come from under the faint red roofs of mouths.

O I perceive after all so many uttering tongues,
And I perceive they do not come from the roofs of mouths for nothing.

[60]

I wish I could translate the hints about the dead young men and women,
And the hints about old men and mothers, and the offspring taken soon out of their laps.
What do you think has become of the young and old men?
And what do you think has become of the women and children?

They are alive and well somewhere,

[65]

The smallest sprout shows there is really no death,
And if ever there was it led forward life, and does not wait at the end to arrest¹⁵ it,
And ceas'd the moment life appear'd.

All goes onward and outward, nothing collapses,
And to die is different from what any one supposed, and luckier.

52

[70]

The spotted hawk swoops by and accuses me, he complains of my gab¹⁶ and my loitering.

I too am not a bit tamed, I too am untranslatable,
I sound my barbaric yawp¹⁷ over the roofs of the world.

The last scud¹⁸ of day holds back for me,
It flings my likeness after the rest and true as any on the shadow'd wilds,

[75]

It coaxes me to the vapor and the dusk.

I depart as air, I shake my white locks at the runaway sun,
I effuse¹⁹ my flesh in eddies, and drift it in lacy jags.

I bequeath²⁰ myself to the dirt to grow from the grass I love,
If you want me again look for me under your boot-soles.

[80]

You will hardly know who I am or what I mean,
But I shall be good health to you nevertheless,
And filter and fibre²¹ your blood.

Failing to fetch me at first keep encouraged,
Missing me one place search another,

[85]

I stop somewhere waiting for you.

What Students are Learning:

Students will read the short story and will be discussing the themes of Death and Fate & Free Will as they relate to the text. We are trying to answer these big questions: "How do people face death?" and "Can we control our fate?"

Standards Work:

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.

Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Analyze how words and phrases shape meaning and tone in texts.

Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Background and Context:

Walt Whitman was born on May 31, 1819, in West Hills, on Long Island, New York. He was the second son of Walter Whitman, a house-builder, and Louisa Van Velsor. In the 1820s and 1830s, the family, which consisted of nine children, lived in Long Island and Brooklyn, where Whitman attended the Brooklyn public

schools.

At the age of twelve, Whitman began to learn the printer's trade and fell in love with the written word. Largely self-taught, he read voraciously, becoming acquainted with the works of Homer, Dante, Shakespeare, and the Bible.

Whitman worked as a printer in New York City until a devastating fire in the printing district demolished the industry. In 1836, at the age of seventeen, he began his career as teacher in the one-room schoolhouses of Long Island. He continued to teach until 1841, when he turned to journalism as a full-time career.

He founded a weekly newspaper, *The Long-Islander*, and later edited a number of Brooklyn and New York papers, including the *Brooklyn Daily Eagle*. In 1848, Whitman left the *Brooklyn Daily Eagle* to become editor of the New Orleans *Crescent* for three months. After witnessing the auctions of enslaved individuals in New Orleans, he returned to Brooklyn in the fall of 1848 and co-founded a "free soil" newspaper, the *Brooklyn Freeman*, which he edited through the next fall. Whitman's attitudes about race have been described as "unstable and inconsistent." He did not always side with the abolitionists, yet he celebrated human dignity.

In Brooklyn, he continued to develop the unique style of poetry that later so astonished Ralph Waldo Emerson. In 1855, Whitman took out a copyright on the first edition of *Leaves of Grass*, which consisted of twelve untitled poems and a preface. He published the volume himself, and sent a copy to Emerson in July of 1855. Whitman released a second edition of the book in 1856, containing thirty-two poems, a letter from Emerson praising the first edition, and a long open letter by Whitman in response. During his lifetime, Whitman continued to refine the volume, publishing several more editions of the book. Noted Whitman scholar, M. Jimmie Killingsworth writes that "the 'merge,' as Whitman conceived it, is the tendency of the individual self to overcome moral, psychological, and political boundaries. Thematically and poetically, the notion dominates the three major poems of 1855: 'I Sing the Body Electric,' 'The Sleepers,' and 'Song of Myself,' all of which were 'merged' in the first edition under the single title *Leaves of Grass* but were demarcated by clear breaks in the text and the repetition of the title."

At the outbreak of the Civil War, Whitman vowed to live a "purged" and "cleansed" life. He worked as a freelance journalist and visited the wounded at New York City-area hospitals. He then traveled to Washington, D. C. in December 1862 to care for his brother, who had been wounded in the war.

Overcome by the suffering of the many wounded in Washington, Whitman decided to stay and work in the hospitals; he ended up staying in the city for eleven years. He took a job as a clerk for the Bureau of Indian Affairs within the Department of the Interior, which ended when the Secretary of the Interior, James Harlan, discovered that Whitman was the author of *Leaves of Grass*, which Harlan found offensive. After Harlan fired him, he went on to work in the attorney general's office.

In 1873, Whitman suffered a stroke that left him partially paralyzed. A few months later he travelled to Camden, New Jersey, to visit his dying mother at his brother's house. He ended up staying with his brother until the 1882 publication of *Leaves of Grass* (James R. Osgood), which brought him enough money to buy a home in Camden.

In the simple two-story clapboard house, Whitman spent his declining years working on additions and revisions to his deathbed edition of *Leaves of Grass* (David McKay, 1891–92) and preparing his final volume of poems and prose, *Good-Bye My Fancy* (David McKay, 1891). After his death on March 26, 1892, Whitman was buried in a tomb he designed and had built on a lot in Harleigh Cemetery.



Along with Emily Dickinson, he is considered one of America's most important poets.

Source: <https://poets.org/poet/walt-whitman>

Supports for Learning:

- Word study: Review the vocabulary words listed below.
 1. Assume (*verb*): to believe; to take on (character, quality, mode of life, beliefs)
 2. Creeds and schools refer to the formal institutions in society, such as religion, law, politics etc.
 3. Harbor (*verb*): to contain
 4. purification; extraction of essential or important aspects of something
 5. overcome by desire; excessively fond
 6. The speaker is conveying his overwhelming need to physically connect with nature.
 7. circular movements; swirls
 8. tree branches
 9. vibrating sound, such as laughter or birdsong
 10. Reckon (*verb*): to think of or consider
 11. ghosts or spirits
 12. one who is tasked with reminding or chronicling
 13. deliberate for a specific purpose or effect
 14. Transpire (*verb*): to occur
 15. Arrest (*verb*): to stop
 16. chatter
 17. harsh cry
 18. flash; swift movement
 19. Effuse (*verb*): to pour or flow

Online Resources for Students:

Videos:

[Walt Whitman Life Video](#)

<https://www.poetryfoundation.org/video/149110/walt-whitman-citizen-poet>

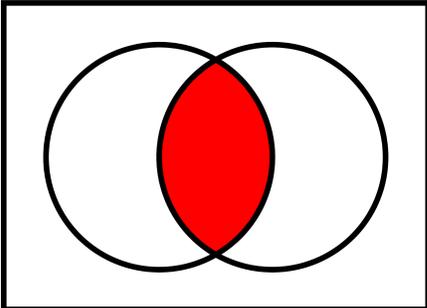
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Activity Choice Board: Excerpts from 'Song of Myself': 1, 2, 6, 52

Directions: Read *Excerpts from 'Song of Myself': 1, 2, 6, 52*. Choose activities from the choice board below. You should complete at least **two activities** from each row.

| | | | |
|---|--|---|---|
| <p>R o w 1</p> | <p style="text-align: center;">Activity 1</p> <p>Response to text:</p> <p>How does the symbol of grass develop the theme of section 6? Cite evidence from the speech to support your claims.</p> | <p style="text-align: center;">Activity 2</p> <p>Response to text:</p> <p>What is the author's likely purpose of having the speaker address "you" throughout the poem? Cite evidence from the speech to support your claims.</p> | <p style="text-align: center;">Activity 3</p> <p>Word Study: Review the critical vocabulary from the text</p> <p>2. Write a sentence for 10 of the identified words listed under wordstudy.</p> <p style="padding-left: 20px;">a. The sentences are to be grade appropriate and use at least eight words in each sentence.</p> |
| <p>R o w 2</p> | <p style="text-align: center;">Activity 4</p> <p>Respond to text:</p> <p>Identity is a theme in found in the poem. What identities does the speaker reveal throughout the poem? Cite evidence from the text to support your claims.</p> | <p style="text-align: center;">Activity 5</p> <p>Respond to the text:</p> <p>Using a Venn Diagram, compare and contrast yourself with the speaker in the poem.</p> <div style="text-align: center;">  </div> | <p style="text-align: center;">Activity 6</p> <p>Respond to text:</p> <p>Re-read lines 30 - 32. Answer the questions posed by the speaker of the poem from your perspective (as if you were responding to the questions).</p> |

Lessons Five and Six

Grade: 11 Subject: English Language Arts

Focus: Fear of Change
by Henry Ford 1922

Henry Ford (1863-1947) is most famous for founding the Ford Motor Company and developing the assembly line, which is essential to mass production. "Fear of Change" is an excerpt from Ford's longer work entitled Ford Ideals. In "Fear of Change," Ford examines why change is necessary and why some people respond to it negatively. As you read, take notes on Ford's tone and the strength of his rhetoric in his article.

Voices on every side are counseling us to fill ourselves with fear. Wherever you go, whatever you read, the tones of calamity are strongly emphasized. The proper aftermath of war does not seem to be a sense of relief at all, nor a spirit of gratitude for the deliverance, nor yet a hopeful view of the future. Our loudest advisers would have us believe that the only proper feeling is one of dread for the dire events that are expected to follow.

All this is very strange when you stop to consider it, because it is not so many months ago when anyone who forecasted the future in other than rosy hues was denounced as a "calamity howler."

Today, however, Jeremiah is chief among the prophets.

And when this occurs, it is a sign.

No stronger sign could be given that something has been wrong and still is wrong in America than the readiness of a certain class to accept this counsel of fear.

The man whom you can reduce to a state of fear by threats of retribution, is not reduced to such a state by your words, but by the corroboration of a guilty conscience within him.

One is justified by human experience in gauging the degree of guilt by the readiness of the fear. When a spokesman arises and says, "Yes, we have a great deal of fear," it is probably true that he and those he represents really have much to fear. But it does not follow that everyone has.

Those whose conscience is clear, who know that they have done their duty and have not denied their obligations to humanity, who have not thought themselves better or more deserving than their fellow-creatures—these do not have to take refuge in fears. They are free to scan the future and to greet whatever it may have in store.

The accusing conscience, the life that knows it has ignored the rights of others, is Fear's ally.

Well, what about the mysterious future? What are its portents? What is the outlook? False prophets always prophesy peace, and the reason their prophecy is false is that there never is peace in the way they mean it.

So, if this page were to begin on the note of "Peace, peace," you could at once set it down as false. As long as there is life there is Change. The peace of stagnation is an attribute of death.

That, therefore, is one element we may expect in the future—the element of Change.

Whatever we may regret about it, the old world as we knew it can never come back. It can never be the same again. Even if every human being on the globe devoted himself to reconstructing the old world as it was, it could not be done.

And the reason for this is that we ourselves have changed. We are not what we were. We can never be the same again. Something has passed over us and upon us that has rendered us different. We have changed our angle of view. That which formerly seem all-important now occupies a lower place, and that of which we seldom thought has been made the chief interest of life. The world has really been turned upside down as far as its thinking is concerned.

Of course, this is nothing new. It has always happened, though not always so suddenly and inclusively as it has happened now. We are continually changing and life is always changing for us and the world is changing beneath and around us—so why fear Change?

And yet there are people who really do fear it. These are the people who are falling victims to the propaganda of Fear today.

To shrink from a new situation is, in ordinary time, a sign of weakness. When a man feels that he is afraid to tackle anything out of the ordinary routine, when circumstance throws an obstruction in his way and it cows him instead of rousing him, then he has lost his zest for real life.

Life is just one unexpected thing after another, and if a man fails to appreciate the glory of the unexpected, his pulse is slowing up. It is Change that keeps men alive, just as it is the flow that keeps water pure.

But aside from the fear which is a sign of weakness, there is another fear which is a sign of selfishness. It is that fear which has clutched a whole class in America today.

We have been pretty calm and easy-going in America. We have left a great many leaks which shrewd men use to exploit for their personal gain. We have unregulated power which unscrupulous men use to entrench themselves at the expense of other.

And the whole posse of get-rich-quick thieves, and the whole class of those who fatten on the productive thought and labor of others, are the ones who fear the specter of Change as it were an accusing spirit.

And in their case impending Change is an accusing spirit. For what can be changed to anyone's hurt is wrong to begin with. The right system cannot be changed. Even an improvement of the right system injures no one, but helps all. But if Change strikes the grafts of the idle rich class and hurts them, it is a proof that their system is wrong and harmful to others.

Anyone who has been living by his productive thought and labor, who has been mindful to bring his fellow-men along with him, who has never thought in terms of his own wealth and glory but always in terms of the general good and prosperity, such a one has nothing to fear from Change. He usually foresees it meets it half way. It is his friend and ally.

Why should it be so hard to get this thought into men's mind, that Change can only hit those matters which ought to be changed for the better?

If our rich idlers are made to work for their bread and contribute something beside their ornamental presence to general good, will that be a disastrous change?

If those who live by dickering instead of by laboring are made to get down to business and earn their living, will that be a change to be feared?

If the whole mass of human spiders, financial, professional and social, are hindered from spinning their webs to catch hard-working human flies and their earning, is that a change to be dreaded?

Of the dishonest, shrewd, scheming, gambling, double-crossing tribe of shirkers are put out of their feathered nests and made to pay their labor for their living, will such a thing "the end civilization" as some of the fear-peddlers tell us?

Instead of bringing "the end of civilization," they will constitute a very promising beginning along sadly neglected lines.

It is a pretty safe method to follow, when you hear a man raving about the danger there is to Civilization at the present moment, to ask him, "Which of your grafts is in danger?"

You don't see people who do their daily work honestly and well going about and spreading this fear.

You don't hear of the farmers calling mass-meetings and warning each other to look out, that something is going to happen!

Why? Because these people are doing their duty to mankind. They are producing their living. They are not living off other people. Their conscience doesn't accuse them. This is very significant. It is so significant that you had better consider it a moment. The fear-peddlers of the present hour are the privileged class, the big grafter class, and its servant--and these servants are the reactionary politicians, and the newspapers which seem to believe that all Change and improvements is of the devil.

Observe and see if this is not true. Watch the "voices of warning" and see if they do not issue from those classes where the Guilty Conscience would naturally become most active in times of threatened Change.

Surveying the disorder in Europe, its cause would appear to be the determination of the privileged classes that the world shall go on in the old way, and the utter impossibility of the world going on in the old way. For we must remember that when kings were dethroned, Private Privilege was not dethroned. Kingship was always built upon the foundation of class privilege, and it was possible for the head to abdicate without breaking up the system. Kings were useful to private privilege because they helped keep the people's respect for high graft. But Privilege can get along without kings if it can only control the people by other means. Here in the United States we have never had a king, yet we have a privileged aristocracy which can be as sharply defined as the nobility of England or the Junkers of Germany.

So, unless these privileged classes of yesterday can start again on yesterday's plan, they will not start at all, and that is at the bottom of the disorder of Europe. They are trying to hold back the tide of progress, which is impossible.

Europe has been the scene of endless war simply because it has distrusted and feared Change.

The danger of Europe today is not that Progress is knocking at her door, but that she will debar to open the door, and will come to her senses only when the door is broken down. Progress will pass, even though it must batter down the barricades of selfishness and prejudice. But it would rather pass peacefully through the doorways of those who trust and welcome it.

Two thousand years of civilization have not taught certain parts of Europe the primary lesson that no nation or system is stronger than the strength and privilege of its humblest member.

Things were coming to an end in Europe even if the war has not intervened. When men deliberately invent a philosophy, print it in books and teach it in schools, which pretends to prove that certain classes are the destined slaves of other classes, the question of privilege being a matter of caste or birth, it was significant that the end was near. For no sooner do you formulate an erroneous philosophy than you inform the world where to strike, and it strikes.

The teaching that any class is good enough to rule another class is the old theory of the divine right of kings revamped and applied to a privileged aristocracy.

Who is so foolish as to believe that the people of Europe, having rid themselves of autocrats, are going to turn around and submit to the same misuse from aristocrats?

“But,” say some of those aristocrats with an expression that would be comical were it not so pitiable, “But, if this new thing comes, then privileges and my vast wealth and lands disappear!”

And why not? Why should not land be put to productive use? Why should not wealth minister to the good of all the people instead of the luxurious tastes of the few?

The land cannot be destroyed, neither can the wealth. It is just a taking of the useless thing and making it useful. Surely that is civilized and right!

There are two evils we want to abolish from our world: one of them is Poverty, the other is Privilege. No, how can we abolish Poverty? You do not accomplish it by destroying the poor. You accomplish it by destroying the causes of Poverty.

Then how can we abolish Privilege? You do not do it by standing the privileged class against stone walls. You accomplish it by abolishing the causes of Privilege. Privilege has just as definite causes as Poverty, and they are just as easily controlled—just as easily.

No one will be hurt in the good Changes that may be in store for this world. Not at all.

Even the idle nobleman who loses his luxury is not going to be hurt—he will be a better man without his idleness, his useless luxury and his expensive vices.

They say that some of the princes of Europe are going into business, becoming clerks and salesmen and farmers. Well, have they been harmed? Not at all. They are more princely now than they ever were with the baubles of rank dangling from their narrow chests. Get the gambling aristocrats and the selfish capitalists to

work for a year, and they would never go back to the old life. They will come round and thank the influences that made them get out and hustle and become of some use.

If the poor will thank you for abolishing Poverty, the useless rich will thank you for abolishing Privilege.

Because a good Change works good all around.

That is why a man with a clear conscience need never fear a Progressive Change. If he is a worker now, he will be needed in the world whatever happens.

Nothing will ever happen that will dethrone the worker. He is the one class who place is secure throughout all time. The man who produces by his thought or his labor will always be in request and in favor. He constitutes the continuing class—he is the hold-over through every change.

That is why the workers are not afraid.

If a moral were needed, this might do: to escape fear and a guilty conscience, become a worker. And this applies very directly to the wealthy idler whose fears are very lively just now.

Fear of Change by Henry Ford is in the public domain.

What Students are Learning:

In his essay "Fear of Change," Henry Ford, the inventor of the Model T and the assembly line discusses why he believes some resist innovation and change.

As you read, you will be discussing the theme of [Social Change & Revolution](#) as it relates to the text. We are trying to answer this big question : "Why do people resist change?"

Standards Work:

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.

Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Analyze how words and phrases shape meaning and tone in texts.

Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.



Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Background and Context:

Henry Ford

His Early Life as an Inventor

Henry Ford did not invent the automobile. He didn't even invent the assembly line. But more than any other single individual, he was responsible for transforming the automobile from an invention of unknown utility into an innovation that profoundly shaped the 20th century and continues to affect our lives today.

Innovators change things. They take new ideas, sometimes their own, sometimes other people's, and develop and promote those ideas until they become an accepted part of daily life. Innovation requires self-confidence, a taste for taking risks, leadership ability and a vision of what the future should be. Henry Ford had all these characteristics, but it took him many years to develop all of them fully.

His beginnings were perfectly ordinary. He was born on his father's farm in what is now Dearborn, Michigan on July 30, 1863. Early on Ford demonstrated some of the characteristics that would make him successful, powerful, and famous. He organized other boys to build rudimentary water wheels and steam engines. He learned about full-sized steam engines by becoming friends with the men who ran them. He taught himself to fix watches, and used the watches as textbooks to learn the rudiments of machine design. Thus, young Ford demonstrated mechanical ability, a facility for leadership, and a preference for learning by trial-and-error. These characteristics would become the foundation of his whole career.

Ford could have followed in his father's footsteps and become a farmer. But young Henry was fascinated by machines and was willing to take risks to pursue that fascination. In 1879 he left the farm to become an apprentice at the Michigan Car Company, a manufacturer of railroad cars in Detroit. Over the next two-and-one-half years he held several similar jobs, sometimes moving when he thought he could learn more somewhere else.

He returned home in 1882 but did little farming. Instead he operated and serviced portable steam engines used by farmers, occasionally worked in factories in Detroit, and cut and sold timber from 40 acres of his father's land. By now Ford was demonstrating another characteristic—a preference for working on his own rather than for somebody else. In 1888 Ford married Clara Bryant and in 1891 they moved to Detroit where Henry had taken a job as night engineer for the Edison Electric Illuminating Company. Ford did not know a great deal about electricity. He saw the job in part as an opportunity to learn.

Henry was an apt pupil, and by 1896 had risen to chief engineer of the Illuminating Company. But he had other interests. He became one of scores of people working in barns and small shops across the country trying to build horseless carriages. Aided by a team of friends, his experiments culminated in 1896 with the completion of his first self-propelled vehicle, the Quadricycle. It had four wire wheels that looked like heavy bicycle wheels, was steered with a tiller like a boat, and had only two forward speeds with no reverse.

A second car followed in 1898. Ford now demonstrated one of the keys to his future success—the ability to articulate a vision and convince other people to sign on and help him achieve that vision. He persuaded a group of businessmen to back him in the biggest risk of his life—a company to make and sell horseless

carriages. But Ford knew nothing about running a business, and learning by trial-and-error always involves failure. The new company failed, as did a second. To revive his fortunes Ford took bigger risks, building and even driving racing cars. The success of these cars attracted additional financial backers, and on June 16, 1903 Henry incorporated his third automotive venture, Ford Motor Company.

The Innovator and Ford Motor Company

The early history of Ford Motor Company illustrates one of Henry Ford's most important talents—an ability to identify and attract outstanding people. He hired a core of young, able men who believed in his vision and would make Ford Motor Company into one of the world's great industrial enterprises. The new company's first car, called the Model A, was followed by a variety of improved models. In 1907 Ford's four-cylinder, \$600 Model N became the best-selling car in the country. But by this time Ford had a bigger vision: a better, cheaper "motorcar for the great multitude." Working with a hand-picked group of employees he came up with the Model T, introduced on October 1, 1908.

The Model T was easy to operate, maintain, and handle on rough roads. It immediately became a huge success. Ford could easily sell all he could make; but he wanted to make all he could sell. Doing that required a bigger factory. In 1910 the company moved into a huge new plant in Highland Park, Michigan, just north of Detroit. There Ford Motor Company began a relentless drive to increase production and lower costs.

Henry and his team borrowed concepts from watch makers, gun makers, bicycle makers, and meat packers, mixed them with their own ideas and by late 1913 they had developed a moving assembly line for automobiles. But Ford workers objected to the never-ending, repetitive work on the new line. Turnover was so high that the company had to hire 53,000 people a year to keep 14,000 jobs filled. Henry responded with his boldest innovation ever—in January 1914 he virtually doubled wages to \$5 per day.

At a stroke he stabilized his workforce and gave workers the ability to buy the very cars they made. Model T sales rose steadily as the price dropped. By 1922 half the cars in America were Model Ts and a new two-passenger runabout could be had for as little as \$269.

In 1919, tired of "interference" from the other investors in the company, Henry determined to buy them all out. The result was several new Detroit millionaires and a Henry Ford who was the sole owner of the world's largest automobile company. Ford named his 26-year-old son Edsel as president, but it was Henry who really ran things. Absolute power did not bring wisdom, however.

Success had convinced him of the superiority of his own intuition, and he continued to believe that the Model T was the car most people wanted. He ignored the growing popularity of more expensive but more stylish and comfortable cars like the Chevrolet, and would not listen to Edsel and other Ford executives when they said it was time for a new model.

By the late 1920s even Henry Ford could no longer ignore the declining sales figures. In 1927 he reluctantly shut down the Model T assembly lines and began designing an all-new car. It appeared in December of 1927 and was such a departure from the old Ford that the company went back to the beginning of the alphabet for a name—they called it the Model A.

The new car would not be produced at Highland Park. In 1917 Ford had started construction on an even bigger factory on the Rouge River in Dearborn, Michigan. Iron ore and coal were brought in on Great Lakes steamers and by railroad. By 1927, all steps in the manufacturing process from refining raw materials to final

assembly of the automobile took place at the vast Rouge Plant, characterizing Henry Ford's idea of mass production. In time it would become the world's largest factory, making not only cars but the steel, glass, tires, and other components that went into the cars.

Henry Ford's intuitive decision making and one-man control were no longer the formula for success. The Model A was competitive for only four years before being replaced by a newer design. In 1932, at age 69 Ford introduced his last great automotive innovation, the lightweight, inexpensive V8 engine. Even this was not enough to halt his company's decline. By 1936 Ford Motor Company had fallen to third place in the US market, behind both General Motors and Chrysler Corporation.

In addition to troubles in the marketplace, Ford experienced troubles in the workplace. Struggling during the Great Depression, Ford was forced to lower wages and lay off workers. When the United Auto Workers Union tried to organize Ford Motor Company, Henry wanted no part of such "interference" in running his company. He fought back with intimidation and violence, but was ultimately forced to sign a union contract in 1941.

When World War II began in 1939, Ford, who always hated war, fought to keep the United States from taking sides. But after the Japanese attack on Pearl Harbor Ford Motor Company became one of the major US military contractors, supplying airplanes, engines, jeeps and tanks.

The influence of the aging Henry Ford, however, was declining. Edsel Ford died in 1943 and two year later Henry officially turned over control of the company to Henry II, Edsel's son. Henry I retired to Fair Lane, his estate in Dearborn, where he died on April 7, 1947 at age 83.

Henry Ford's Legacy

Henry Ford had laid the foundation of the twentieth century. The assembly line became the century's characteristic production mode, eventually applied to everything from phonographs to hamburgers. The vast quantities of war material turned out on those assembly lines were crucial to the Allied victory in World War II. High wage, low skilled factory jobs pioneered by Ford accelerated both immigration from overseas and the movement of Americans from the farms to the cities. The same jobs also accelerated the movement of the same people into an ever expanding middle class. In a dramatic demonstration of the law of unintended consequences, the creation of huge numbers of low skilled workers gave rise in the 1930s to industrial unionism as a potent social and political force. The Model T spawned mass automobility, altering our living patterns, our leisure activities, our landscape, even our atmosphere.

From: <https://www.thehenryford.org/explore/stories-of-innovation/visionaries/henry-ford/>

Supports for Learning:

- Word Study: Review the vocabulary words listed below.
 - 1. Jeremiah: a Hebrew prophet who was said to have been beaten by his own brothers, thrown into prison, questioned, and threatened with death
 - 2. Retribution (noun) : punishment inflicted on someone as revenge for a wrong or crime
 - 3. Corroborate (verb) : to confirm or give support to a theory

While reading the text, think about these questions:

- What was Ford's central idea in his essay?
- According to Ford, why do people fear change?

Online Resources for Students :Watch [Video: Henry Ford's Assembly Line Turns 100](#)

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Activity Choice Board

Directions: Read the text “*Fear of Change*”. Choose activities from the choice board below. You should complete at least **two activities** from each **row**.

| | Activity 1 | Activity 2 | Activity 3 |
|---------------------------------|--|--|---|
| R o w 1 | <p>Complete a first read of the text. As you read, respond to the following questions:</p> <ul style="list-style-type: none"> • What is Ford’s view on the concept of change? • According to Ford, why do people fear change? • What moral does Ford suggest in his conclusion of the passage? | <p>Complete a first read of the text. Then answer the following questions:</p> <ul style="list-style-type: none"> • What is a central idea presented in the text? Support your response with evidence from the text. • Describe the tone of the passage (examples: angry, idealistic, indifferent, sarcastic). Support your answer with evidence from the text. | <p>Word Study: Review the critical vocabulary from the text</p> <ol style="list-style-type: none"> 1. Write a sentence for the identified words listed under word study. <p>*The sentences are to be grade appropriate and use at least eight words in each sentence.</p> |
| R o w 2 | <p>Activity 4</p> <p>Respond to the text: Write an essay responding to the questions below.</p> <p>The speaker states that change keeps men alive. Write an essay analyzing how the author develops this argument. Support your response with evidence from the text.</p> | <p>Activity 5</p> <p>Respond to the text: Write an essay responding to the questions below.</p> <p>What are the two evils in the world, according to Ford, that must be abolished? In your answer, analyze Ford’s plans to end these evils—to what extent has he planned this abolition?</p> | <p>Activity 6</p> <p>Respond to the text: Write an essay responding to the questions below.</p> <p>Do you think hard work is necessary for change? Why or why not? Support your response with evidence from the text and your own life experiences. You may draw on evidence from other texts as well.</p> |

Lessons Seven and Eight

Grade: 11 Subject: English Language Arts

Focus: *Proposals Relating to the Education of Youth in Pennsylvania*
By Benjamin Franklin 1749

Benjamin Franklin (1706-1790) was one of the Founding Fathers of the United States, known for his contributions to the Declaration of Independence and the Constitution, as well as his many inventions. Franklin also became a founder of the Ivy League school, the University of Pennsylvania. In this text, Franklin attempts to spark citizens' interest in an academy in Pennsylvania by detailing what it should include and the subjects it should address. As you read, take notes on the details of the academy that Franklin proposes and how he thinks the academy will benefit its students.

It is propos'd,

THAT some Persons of Leisure and publick Spirit, apply for a CHARTER, by which they may be incorporated, with Power to erect an ACADEMY for the Education of Youth, to govern the same, provide Masters, make Rules, receive Donations, purchase Lands, &c.¹ and to add to their Number, from Time to Time such other Persons as they shall judge suitable.

That the Members of the Corporation make it their Pleasure, and in some Degree their Business, to visit the Academy often, encourage and countenance² the Youth, countenance and assist the Masters, and by all Means in their Power advance the Usefulness and Reputation of the Design; that they look on the Students as in some Sort their Children, treat them with Familiarity and Affection, and when they have behav'd well, and gone through their Studies, and are to enter the World, zealously³ unite, and make all the Interest that can be made to establish them, whether in Business, Offices, Marriages, or any other Thing for their Advantage, preferably to all other Persons whatsoever even of equal Merit.

And if Men may, and frequently do, catch such a Taste for cultivating Flowers, Planting, Grafting, Inoculating,⁴ and the like, as to despise all other Amusements for their Sake, why may not we expect they should acquire a Relish for that more useful Culture of young Minds. Thompson says,

'Tis Joy to see the human Blossoms blow,
When infant Reason grows apace, and calls
For the kind Hand of an assiduous_s Care;
Delightful Task! to rear the tender Thought,
To teach the young Idea how to shoot,
To pour the fresh Instruction o'er the Mind,
To breathe th' enliv'ning Spirit, and to fix
The generous Purpose in the glowing Breast.

That a House be provided for the ACADEMY, if not in the Town, not many Miles from it; the Situation high and dry, and if it may be, not far from a River, having a Garden, Orchard, Meadow, and a Field or two. That the House be furnished with a Library (if in the Country, if in the Town, the Town Libraries may serve) with Maps of all Countries, Globes, some mathematical Instruments, and Apparatus for Experiments in Natural Philosophy, and for Mechanics; Prints, of all Kinds, Prospects, Buildings, Machines, &c.

That the RECTOR⁶ be a Man of good Understanding, good Morals, diligent and patient, learn'd in the Languages and Sciences, and a correct pure Speaker and Writer of the English Tongue; to have such Tutors under him as shall be necessary.

That the boarding Scholars diet together, plainly, temperately,⁷ and frugally.⁸

That to keep them in Health, and to strengthen and render active their Bodies, they be frequently exercis'd in Running, Leaping, Wrestling, and Swimming &c.

That they have peculiar Habits to distinguish them from other Youth, if the Academy be in or near the Town; for this, among other Reasons, that their Behaviour may be the better observed.

As to their STUDIES, it would be well if they could be taught every Thing that is useful, and every Thing that is ornamental: But Art is long, and their Time is short. It is therefore propos'd that they learn those Things that are likely to be most useful and most ornamental. Regard being had to the several Professions for which they are intended.

All should be taught to write a fair Hand, and swift, as that is useful to All. And with it may be learnt something of Drawing, by Imitation of Prints, and some of the first Principles of Perspective.

Arithmetick, Accounts, and some of the first Principles of Geometry and Astronomy.

The English Language might be taught by Grammar; in which some of our best Writers, as Tillotson, Addison, Pope, Algernoon Sidney, Cato's Letters, &c. should be Classicks: The Stiles principally to be cultivated, being the clear and the concise. Reading should also be taught, and pronouncing, properly, distinctly, emphatically; not with an even Tone, which under-does, nor a theatrical, which over-does Nature.

To form their Stile, they should be put on Writing Letters to each other, making Abstracts⁹ of what they read; or writing the same Things in their own Words; telling or writing Stories lately read, in their own Expressions. All to be revis'd and corrected by the Tutor, who should give his Reasons, explain the Force and Import of Words, &c.

To form their Pronunciation, they may be put on making Declamations, repeating Speeches, delivering Orations, &c. The Tutor assisting at the Rehearsals, teaching, advising, correcting their Accent, &c.

But if HISTORY be made a constant Part of their Reading, such as the Translations of the Greek and Roman Historians, and the modern Histories of ancient Greece and Rome, &c. may not almost all Kinds of useful Knowledge be that Way introduc'd to Advantage, and with Pleasure to the Student? As GEOGRAPHY, by reading with Maps, and being required to point out the Places where the greatest Actions were done, to give their old and new Names, with the Bounds, Situation, Extent of the Countries concern'd, &c.

CHRONOLOGY, by the Help of Helvicus or some other Writer of the Kind, who will enable them to tell when those Events happened; what Princes were Cotemporaries, what States or famous Men flourish'd about that Time, &c. The several principal Epochas to be first well fix'd in their Memories.

ANTIEN CUSTOMS, religious and civil, being frequently mentioned in History, will give Occasion for explaining them; in which the Prints of Medals, Basso Relievo's, and ancient Monuments will greatly assist.

MORALITY, by descanting¹⁰ and making continual Observations on the Causes of the Rise or Fall of any Man's Character, Fortune, Power, &c . mention'd in History; the Advantages of Temperance, Order, Frugality, Industry, Perseverance, &c. &c. Indeed the general natural Tendency of Reading good History, must be, to fix in the Minds of Youth deep Impressions of the Beauty and Usefulness of Virtue of all Kinds, Publick Spirit, Fortitude,¹¹ &c.

*Refer to Word Study below for all the definitions of the numbered words.

What Students are Learning:

In "Proposals Relating to the Education of Youth in Pennsylvania," Benjamin Franklin proposes what an academy in Pennsylvania should look like and the subjects it should teach students.

As we read, we will be discussing the theme of [Education & Knowledge](#) as it relates to the text. We are trying to answer these big questions :

- "What is the goal of education?"
- "How do we understand the world around us?"

Standards Work:

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.

Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Analyze how words and phrases shape meaning and tone in texts.

Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Background and Context:

The video, Benjamin Franklin Documentary - Success Story

https://www.youtube.com/watch?v=bcCqck_tgUg provides information on the author and supports understanding the text.



Supports for Learning:

- Word study: Review the vocabulary words listed below.
 1. & C: an abbreviation for “et cetera”
 2. Countenance: support
 3. Zealously: feeling or showing strong and energetic support for something
 4. Inoculating: to treat a person or animal with a vaccine to produce immunity against a disease
 5. Assiduous (adjective) : showing great care and perseverance
 6. Rector: the head of a school
 7. Temperately: showing moderation
 8. Frugal (adjective) : simple and plain and costing little
 9. Abstracts: a summary of the contents of a book or article
 10. Descanting: to talk at length
 11. Fortitude (noun) : courage in pain or adversity

Online Resources for Students:

Videos:

Benjamin Franklin Documentary - Success Story

https://www.youtube.com/watch?v=bcCqck_tgUg

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Link: <https://powerlibrary.org>

When you access this link from home you will need to log in with the barcode number on your library card. If you do not have a library card, click on the link that reads: Apply for an e-card now. You will need to enter your email and zip code. You will receive a login to Powerlibrary.

Activity Choice Board

Directions: Read the text *Proposals Relating to the Education of Youth in Pennsylvania*. Choose activities from the choice board below. You should complete at least **two activities** from each row.

| | | | |
|---|--|---|---|
| <p>R o w 1</p> | <p style="text-align: center;">Activity 1</p> <p>Respond to the text:</p> <p>Write an essay responding to the questions below:</p> <p>How does Benjamin Franklin's proposal for education compare to what you study in school? Do you agree with the subjects that Franklin proposes for the academy? Why or why not?</p> | <p style="text-align: center;">Activity 2</p> <p>Response to text:</p> <p>What are Franklin's goals for education, based on the subjects that he proposes for the academy? Cite evidence from the text to support your claims.</p> | <p style="text-align: center;">Activity 3</p> <p>Word Study: Review the critical vocabulary from the text</p> <ul style="list-style-type: none"> ● Write a sentence for 10 of the identified words listed under wordstudy. <p>*The sentences are to be grade appropriate and use at least eight words in each sentence.</p> |
| <p>R o w 2</p> | <p style="text-align: center;">Activity 4</p> <p>Respond to the text: Write an essay responding to the questions below.</p> <p>Do you think Franklin's new plan would give students a well-rounded education? How? Why is a balanced education important in helping students understand the world?</p> | <p style="text-align: center;">Activity 5</p> <p>Write an essay on your response to the essential question:</p> <p>What is the goal of education? Support your response with evidence from the text as well as with information from your own experiences. You may include information from other texts you have read as well.</p> | <p style="text-align: center;">Activity 6</p> <p>Answer the following question: Which of the following describes Franklin's views on studying history?</p> <ol style="list-style-type: none"> A. It's not as important as studying the present. B. It's important to understand essential concepts from the past. C. It provides students with a form of entertainment. D. It teaches students a sense of national pride about their history. |

Lessons Nine and Ten

Grade: 11 Subject: English Language Arts**Focus: *Federigo's Falcon***

By Giovanni Boccaccio, translated by Mark Musa and Peter Bondanella From *The Decameron* 1353

Giovanni Boccaccio (1313-1375) was an Italian writer, poet, and a Renaissance humanist. "Federigo's Falcon" comes from *The Decameron*, a masterpiece collection of 100 stories in early Italian prose that broke away from medieval literary traditions and focused on the human condition rather than spiritual concerns. In this tale, a man loses everything for his love of a rich lady. **As you read, take notes on Boccaccio's use of irony and figurative language. What does the use of these devices reveal about Boccaccio's take on the human condition?**

There was once in Florence a young man named Federigo, the son of Messer Filippo Alberighi, renowned above all other men in Tuscany for his prowess in arms and for his courtliness. As often happens to most gentlemen, he fell in love with a lady named Monna Giovanna, in her day considered to be one of the most beautiful and one of the most charming women that ever there was in Florence; and in order to win her love, he participated in jousts and tournaments, organized and gave feasts, and spent his money without restraint; but she, no less virtuous than beautiful (for the young woman was already married), cared little for these things done on her behalf, nor did she care for him who did them. Now, as Federigo was spending far beyond his means and was taking nothing in, as easily happens he lost his wealth and became poor, with nothing but his little farm to his name (from whose revenues he lived very meagerly) and one falcon which was among the best in the world.

More in love than ever, but knowing that he would never be able to live the way he wished to in the city, he went to live at Campi, where his farm was. There he passed his time hawking whenever he could, asked nothing of anyone, and endured his poverty patiently. Now, during the time that Federigo was reduced to dire need, it happened that the husband of Monna Giovanna fell ill, and realizing death was near, he made his last will. He was very rich, and he made his son, who was growing up, his heir, and, since he had loved Monna Giovanna very much, he made her his heir should his son die without a legitimate heir; and then he died.¹

Monna Giovanna was now a widow, and as is the custom among our women, she went to the country with her son to spend a year on one of her possessions very close by to Federigo's farm, and it happened that this young boy became friends with Federigo and began to enjoy birds and hunting dogs; and after he had seen Federigo's falcon fly many times, it pleased him so much that he very much wished it were his own, but he did not dare to ask for it, for he could see how dear it was to Federigo. And during this time, it happened that the young boy took ill, and his mother was much grieved, for he was her only child and she loved him enormously. She would spend the entire day by his side, never ceasing to comfort him, and often asking him if there was anything he desired, begging him to tell her what it might be, for if it were possible to obtain it, she would certainly do everything possible to get it. After the young boy had heard her make this offer many times, he said:

"Mother, if you can arrange for me to have Federigo's falcon, I think I would be well very soon."

When the lady heard this, she was taken aback for a moment, and she began to think what she should do.

She knew that Federigo had loved her for a long while, in spite of the fact that he never received a single glance from her, and so, she said to herself:

“How can I send or go and ask for this falcon of his which is, as I have heard tell, the best that ever flew, and besides this, his only means of support? And how can I be so insensitive as to wish to take away from this gentleman the only pleasure which is left to him?”

And involved in these thoughts, knowing that she was certain to have the bird if she asked for it, but not knowing what to say to her son, she stood there without answering him. Finally the love she bore her son persuaded her that she should make him happy, and no matter what the consequences might be, she would not send for the bird, but rather go herself for it and bring it back to him; so she answered her son:

“My son, take comfort and think only of getting well, for I promise you that the first thing I shall do tomorrow morning is to go for it and bring it back to you.”

The child was so happy that he showed some improvement that very day. The following morning, the lady, accompanied by another woman, as if going for a stroll, went to Federigo’s modest house and asked for him.

Since it was not the season for it, Federigo had not been hawking for some days and was in his orchard, attending to certain tasks. When he heard that Monna Giovanna was asking for him at the door, he was very surprised and happy to run there. As she saw him coming, she greeted him with feminine charm, and once Federigo had welcomed her courteously, she said:

“Greetings, Federigo!” Then she continued: “I have come to compensate you for the harm you have suffered on my account by loving me more than you needed to; and the compensation is this: I, along with this companion of mine, intend to dine with you—a simple meal—this very day.”

To this Federigo humbly replied: “Madonna,² I never remember having suffered any harm because of you. On the contrary, so much good have I received from you that if ever I have been worth anything, it has been because of your merit and the love I bore for you; and your generous visit is certainly so dear to me that I would spend all over again that which I spent in the past; but you have come to a poor host.”

And having said this, he received her into his home humbly, and from there he led her into his garden, and since he had no one there to keep her company, he said:

“My lady, since there is no one else, this good woman here, the wife of this workman,³ will keep you company while I go to set the table.”

Though he was very poor, Federigo, until now, had never before realized to what extent he had wasted his wealth; but this morning, the fact that he found nothing with which he could honor the lady for the love of whom he had once entertained countless men in the past gave him cause to reflect. In great anguish, he cursed himself and his fortune and, like a man beside himself, he started running here and there, but could find neither money nor a pawnable object. The hour was late and his desire to honor the gracious lady was great, but not wishing to turn for help to others (not even to his own workman), he set his eyes upon his good falcon, perched in a small room; and since he had nowhere else to turn, he took the bird, and finding it plump, he decided that it would be a worthy food for such a lady. So, without further thought, he wrung its neck and quickly gave it to his servant girl to pluck, prepare, and place on a spit to be roasted with care; and



when he had set the table with the whitest of tablecloths (a few of which he still had left), he returned, with a cheerful face, to the lady in his garden, saying that the meal he was able to prepare for her was ready.

The lady and her companion rose, went to the table together with Federigo, who waited upon them with the greatest devotion, and they ate the good falcon without knowing what it was they were eating. And having left the table and spent some time in pleasant conversation, the lady thought it time now to say what she had come to say, and so she spoke these kind words to Federigo:

“Federigo, if you recall your past life and my virtue, which you perhaps mistook for harshness and cruelty, I do not doubt at all that you will be amazed by my presumption when you hear what my main reason for coming here is; but if you had children, through whom you might have experienced the power of parental love, it seems certain to me that you would, at least in part, forgive me. But, just as you have no child, I do have one, and I cannot escape the common laws of other mothers; the force of such laws compels me to follow them, against my own will and against good manners and duty, and to ask of you a gift which I know is most precious to you; and it is naturally so, since your extreme condition has left you no other delight, no other pleasure, no other consolation; and this gift is your falcon, which my son is so taken by that if I do not bring it to him, I fear his sickness will grow so much worse that I may lose him. And therefore I beg you, not because of the love that you bear for me, which does not oblige you in the least, but because of your own nobility, which you have shown to be greater than that of all others in practicing courtliness, that you be pleased to give it to me, so that I may say that I have saved the life of my son by means of this gift, and because of it I have placed him in your debt forever.”

When he heard what the lady requested and knew that he could not oblige her since he had given her the falcon to eat, Federigo began to weep in her presence, for he could not utter a word in reply. The lady, at first, thought his tears were caused more by the sorrow of having to part with the good falcon than by anything else, and she was on the verge of telling him she no longer wished it, but she held back and waited for Federigo’s reply after he stopped weeping. And he said:

“My lady, ever since it pleased God for me to place my love in you, I have felt that Fortune has been hostile to me in many things, and I have complained of her, but all this is nothing compared to what she has just done to me, and I must never be at peace with her again, thinking about how you have come here to my poor home where, while it was rich, you never deigned to come, and you requested a small gift, and Fortune worked to make it impossible for me to give it to you; and why this is so I shall tell you briefly. When I heard that you, out of your kindness, wished to dine with me, I considered it fitting and right, taking into account your excellence and your worthiness, that I should honor you, according to my possibilities, with a more precious food than that which I usually serve to other people; therefore, remembering the falcon that you requested and its value, I judged it a food worthy of you, and this very day you had it roasted and served to you as best I could; but seeing now that you desired it in another way, my sorrow in not being able to serve you is so great that I shall never be able to console myself again.”

And after he had said this, he laid the feathers, the feet, and the beak of the bird before her as proof. When the lady heard and saw this, she first reproached him for having killed such a falcon to serve as a meal to a woman; but then to herself she commended the greatness of his spirit, which no poverty was able or would be able to diminish; then, having lost all hope of getting the falcon and, perhaps because of this, of improving the health of her son as well, she thanked Federigo both for the honor paid to her and for his good will, and she left in grief, and returned to her son. To his mother’s extreme sorrow, either because of his disappointment that he could not have the falcon, or because his illness must have necessarily led to it, the boy passed from this life only a few days later.

After the period of her mourning and bitterness had passed, the lady was repeatedly urged by her brothers to remarry, since she was very rich and was still young; and although she did not wish to do so, they became so insistent that she remembered the merits of Federigo and his last act of generosity—that is, to have killed such a falcon to do her honor—and she said to her brothers:

“I would prefer to remain a widow, if that would please you; but if you wish me to take a husband, you may rest assured that I shall take no man but Federigo degli Alberighi.”

In answer to this, making fun of her, her brothers replied:

“You foolish woman, what are you saying? How can you want him; he hasn’t a penny to his name?”

To this she replied: “My brothers, I am well aware of what you say, but I would rather have a man who needs money than money that needs a man.”

Her brothers, seeing that she was determined and knowing Federigo to be of noble birth, no matter how poor he was, accepted her wishes and gave her in marriage to him with all her riches. When he found himself the husband of such a great lady, whom he had loved so much and who was so wealthy besides, he managed his financial affairs with more prudence than in the past and lived with her happily the rest of his days.

*Refer to Notes from the text below for all the notes on the numbered phrases.

What Students are Learning:

Giovanni Boccaccio (1313-1375) was an Italian writer, poet, and a Renaissance humanist. In this story from *The Decameron*, a man loses everything for his love of a beautiful and wealthy woman in an ironic twist of fate.

As they read, they will be discussing the theme of Prejudice & Discrimination as it relates to the text. We are trying to answer this big question : "How does prejudice emerge?"

Standards Work:

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.

Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Analyze how words and phrases shape meaning and tone in texts.

Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Background and Context:

Giovanni Boccaccio (1313-1375) was an Italian writer, poet, and a Renaissance humanist. "Federigo's Falcon" comes from The Decameron, a masterpiece collection of 100 stories in early Italian prose that broke away from medieval literary traditions and focused on the human condition rather than spiritual concerns. In this tale, a man loses everything for his love of a rich lady.

Supports for Learning:

- Notes from the text:
 1. During these times, it was not uncommon for a son to be named the heir of a man's fortune instead of his wife.
 2. Here, "Madonna" means an idealized virtuous and beautiful woman.
 3. A workman refers to a man employed to do manual labor.

Online Resources for Students:

Videos:

How Much Money is LOVE Worth? <https://www.youtube.com/watch?v=Jf7Uo6nqalg>

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Activity Choice Board

Directions: Read the text *Federigo's Falcon*. Choose activities from the choice board below. You should complete at least **two activities** from each row.

| | Activity 1 | Activity 2 | Activity 3 |
|---------------------------------|---|---|---|
| R o w 1 | <p>Complete a first read of the text. Then answer the following questions:</p> <ul style="list-style-type: none"> • Describe the character of Federigo. What is his life like? • What conflict does Monna face? • What is Monna's motivation for the decision that she makes at the end of the story? <p>Cite evidence from the text to support your response.</p> | <p>Complete a first read of the text. Then answer the following questions:</p> <ul style="list-style-type: none"> • What is the theme of the passage? Support your response with evidence from the text. • How does Federigo use figurative language to describe his luck? Support your response with evidence from the text. | <p>Federigo's life was described in detail in the text. Write an essay describing Federigo's and his life. Cite evidence from the text to support your claims and descriptions.</p> |
| R o w 2 | <p>Activity 4</p> <p>Complete a second read of the text. After you read the text for a second time, write a summary of the passage.</p> <p>In your response, summarize the various complications, or moral dilemmas, utilized in the story. How, if at all, do they resolve themselves?</p> | <p>Activity 5</p> <p>Respond to the text:</p> <p>Write an essay explaining the importance of "love" in the life of Federigo. Cite evidence from the text to support your claims.</p> <p>Support for writing:</p> <p>As you write, think about the following: How does love emerge? Why does Federigo fall in love with Monna? What makes Monna change her mind about Federigo?</p> | <p>Activity 6</p> <p>Respond to the text:</p> <p>In the context of the content of the text, money plays a role in Federigo's life, but does it buy happiness? Cite evidence from the text to support your claim.</p> |



Rubrics

PENNSYLVANIA WRITING ASSESSMENT DOMAIN SCORING GUIDE

| | FOCUS | CONTENT | ORGANIZATION | STYLE | CONVENTIONS |
|----------|---|--|---|--|--|
| | <i>The single controlling point made with an awareness of task (mode) about a specific topic.</i> | <i>The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons and/or explanations.</i> | <i>The order developed and sustained within and across paragraphs using transitional devices including introduction and conclusion.</i> | <i>The choice, use and arrangement of words and sentence structures that create tone and voice.</i> | <i>The use of grammar, mechanics, spelling, usage and sentence formation.</i> |
| 4 | Sharp, distinct controlling point made about a single topic with evident awareness of task (mode) | Substantial, specific and/or illustrative content demonstrating strong development and sophisticated ideas | Sophisticated arrangement of content with evident and/or subtle transitions | Precise, illustrative use of a variety of words and sentence structures to create consistent writer’s voice and tone appropriate to audience | Evident control of grammar, mechanics, spelling, usage and sentence formation |
| 3 | Apparent point made about a single topic with sufficient awareness of task (mode) | Sufficiently developed content with adequate elaboration or explanation | Functional arrangement of content that sustains a logical order with some evidence of transitions | Generic use of a variety of words and sentence structures that may or may not create writer’s voice and tone appropriate to audience | Sufficient control of grammar, mechanics, spelling, usage and sentence formation |
| 2 | No apparent point but evidence of a specific topic | Limited content with inadequate elaboration or explanation | Confused or inconsistent arrangement of content with or without attempts at transition | Limited word choice and control of sentence structures that inhibit voice and tone | Limited control of grammar, mechanics, spelling, usage and sentence formation |
| 1 | Minimal evidence of a topic | Superficial and/or minimal content | Minimal control of content arrangement | Minimal variety in word choice and minimal control of sentence structures | Minimal control of grammar, mechanics, spelling, usage and sentence formation |

ENGLISH COMPOSITION CONVENTIONS SCORING GUIDELINES

| Scoring Domain | Score Point 4 At this score point, the writer— | Score Point 3 At this score point, the writer— | Score Point 2 At this score point, the writer— | Score Point 1 At this score point, the writer— | Score Point 0 At this score point, the writer— |
|---------------------------|--|--|--|---|--|
| Grammar and Usage | demonstrates command of standard English grammar and usage | demonstrates control of standard English grammar and usage | demonstrates limited or inconsistent control of standard English grammar and usage | demonstrates minimal control of standard English grammar and usage | demonstrates little or no control of standard English grammar and usage |
| Mechanics | demonstrates command of standard English capitalization, punctuation, and spelling | demonstrates control of standard English capitalization, punctuation, and spelling | demonstrates limited or inconsistent control of standard English capitalization, punctuation, and spelling | demonstrates minimal control of standard English capitalization, punctuation, and spelling | demonstrates little or no control of standard English capitalization, punctuation, and spelling |
| Sentence Formation | demonstrates command of sentence formation | demonstrates control of sentence formation | demonstrates limited or inconsistent control of sentence formation | demonstrates minimal control of sentence formation | demonstrates little or no control of sentence formation |
| Summation | At this score point, the writer makes few errors, and errors do not interfere with reader understanding. | At this score point, the writer makes few errors, and errors seldom interfere with reader understanding. | At this score point, the writer makes errors, and errors may interfere with reader understanding. | At this score point, the writer makes errors, and errors often interfere with reader understanding. | At this score point, the writer makes errors, and errors consistently interfere with reader understanding. |

How to Structure an Essay

Introductory paragraph: The introductory paragraph allows students to introduce their topic. The introductory paragraph contains a thesis statement and serves to build background knowledge or set a scene for the reader, in regards to the topic.

Thesis Statement: A thesis statement usually appears at the beginning of the introductory paragraph of a [paper](#), and it offers a concise summary of the student’s main point or claim in the essay, research paper, etc. The thesis statement is developed, supported, and explained in the course of the paper by means of examples and evidence. Students can determine the strength of their thesis statement by asking the following:

- Do I answer the question? Re-reading the question prompt after constructing a working thesis can help you fix an argument that misses the focus of the question.
- Have I taken a position that others might challenge or oppose? If your thesis simply states facts that no one would, or even could, disagree with, it’s possible that you are simply providing a summary, rather than making an argument.
- Is my thesis statement specific enough? Thesis statements that are too vague often do not have a strong argument. If your thesis contains words like “good” or “successful,” see if you could be more specific: why is something “good”; what specifically makes something “successful”?
- Does my thesis pass the “So what?” test? If a reader’s first response is, “So what?” then you need to clarify, to forge a relationship, or to connect to a larger issue.
- Does my essay support my thesis specifically and without wandering? If your thesis and the body of your essay do not seem to go together, one of them has to change. It’s okay to change your working thesis to reflect things you have figured out in the course of writing your paper. Remember, always reassess and revise your writing as necessary.
- Does my thesis pass the “how and why?” test? If a reader’s first response is “how?” or “why?” your thesis may be too open-ended and lack guidance for the reader. See what you can add to give the reader a better take on your position right from the beginning.

Formal Style: When writing in a formal style, students need to be as thorough as possible and ensure that each point that is being made is introduced, elaborated, and concluded. Writing that adheres to a formal style will generally contain the following components:

- **Complex** – Longer sentences are likely to be more prevalent in formal writing. You need to be as thorough as possible with your approach to each topic when you are using a formal style. Each main point needs to be introduced, elaborated and concluded.
- **Objective** – State main points confidently and offer full support arguments. A formal writing style shows a limited range of emotions and avoids emotive punctuation such as exclamation points, ellipsis, etc., unless they are being cited from another source. (See objective tone for additional details)
- **Full Words** – No contractions should be used to simplify words (in other words use “It is” rather than “It’s”). Abbreviations must be spelt out in full when first used, the only exceptions being when the acronym is better known than the full name (BBC, ITV or NATO for example).
- **Third Person** – Formal writing is not a personal writing style. The formal writer is disconnected from the topic and does not use the first person point of view (I or we) or second person (you).



Objective Tone: When using objective tone in writing, students present information in a neutral, factual and unbiased manner. To achieve an objective tone, students must avoid personal pronouns, judgemental words that indicate personal feelings, and emotive words that may indicate their opinions in regards to the selected topic. Additionally, to ensure objectivity, students may use the following appeals throughout their writings.

Conclusion (discussion - if long in length): A conclusion is closely related to the introduction. The conclusion summarises the major inferences that can be drawn from the information presented in the student's' written work. The conclusion / discussion usually adheres to the following format:

- It often begins by summarising (briefly) the main structure or scope of the paper. (This is not necessary if the paper follows a very predictable structure, such as the Methods, Results, Discussion structure of a scientific report).
- The conclusion then confirms the topic which was given in the introduction. Depending on what type of paper you are writing, this may take the form of the aims of the paper, a thesis statement (point of view) or a research question/hypothesis and its answer/outcome.
- The conclusion usually ends with a more general statement about how this topic relates to its context. This may take the form of an evaluation of the importance of the topic, implications for future research or a recommendation about theory or practice.

Transitions: A transition establishes logical connections between sentences, paragraphs, concepts, and sections of a student's work. Transitions allow students to convey information clearly and concisely. (See additional resources for a link to transitional words and phrases for effective writing)

Here are some modifications for students who may experience difficulty or need extra support with the assignments.

These activities are to be used with each text and/or poem

- Use pictures to review vocabulary
- Choose up to 3 activities to complete from the choice board (Complete one activity a day)
- After at least 2 readings of the poem, choose up to 2 words to describe the main idea(s). Provide at least one detail to support your choice.
- Write at least 1 or 2 questions you may have about the poem/text.
- Write a short summary about the text, citing up to 2 supporting details
- Pick out one idea that stood out to you from the text and write a short summary about why this is important to you

More Online Resources for Additional Support:

World news for students

Link: <https://www.newsinlevels.com>

Video lessons and activities for learning English

Link: <http://www.usalearns.org>

Additional Online Resources:

The International Children's Library has a multicultural collection of free digital books.

Link: bit.ly/interchildlibrary

StoryWeaver has a collection of read along stories.

Link: bit.ly/StoryWeaver2020

The British Council's Learn English Kids website has stories, videos and games for English Learners.

Link: learnenglishkids.britishcouncil.org

Cambridge has online activities for students learning English.

Link: bit.ly/CamEnglishActivities

The San Diego Zoo has online stories, videos, and activities.

Link: kids.sandiegozoo.org/stories

Colorín Colorado has many resources for parents.

Link: <https://www.colorincolorado.org/families>