

Contents

UNIT 1 Essential Question	What strikes fear into the heart?.....	7
Chapter 1	Building Suspense Through Descriptive Language	8
	<i>from The Graveyard Book</i> by Neil Gaiman novel	10
	Focus on Suspenseful Details, Sensory Description, Structure	
Chapter 2	Analyzing Narrative Word Choice	22
	<i>from The Hot Zone</i> by Richard Preston informational	23
	Focus on Identifying Key Details, Figurative Language, Author’s Craft	
Chapter 3	Analyzing Characters Through Inference	35
	<i>from Dracula</i> by Bram Stoker novel	37
	Focus on Analyzing Characters, Character Interactions, Characters’ Thoughts and Dialogue	
Chapter 4	Identifying Main Ideas and Themes Through Symbolism	47
	<i>from “The Black Cat”</i> by Edgar Allan Poe short story	49
	Focus on Determining Main Ideas, Author’s Craft, Determining Theme	
Chapter 5	Understanding the Development of Ideas	60
	<i>from Genreflecting</i> by Diana Tixier Herald informational	62
	Focus on New Words, Central Ideas, Development of Ideas	
	Writing a Personal Narrative	76
	Practice Performance Task: Continuing the Narrative	84
UNIT 2 Essential Question	Are all people truly equal?.....	89
Chapter 6	Understanding Theme Through Inferences	90
	<i>from “Harrison Bergeron”</i> by Kurt Vonnegut short story	92
	Focus on Making Inferences, Identifying Theme, Irony	
Chapter 7	Understanding Rhetoric	109
	<i>from Address to the Commonwealth Club</i> by Cesar Chavez	
	speech	111
	Focus on Speaker’s Purpose, How Ideas Fit Together, Rhetoric	

Chapter 8	Analyzing Arguments	123
	<i>from</i> <i>To Kill a Mockingbird</i> by Harper Lee novel	125
	Focus on Summarizing an Argument, Argumentation, Comparing and Contrasting Presentations	
Chapter 9	Understanding Persuasive Language	137
	<i>from</i> Letter from Birmingham Jail by Dr. Martin Luther King Jr. editorial	138
	Focus on Defining Terms, Key Ideas, Analyzing Author’s Style	
Chapter 10	Analyzing Arguments Through Claims and Evidence	150
	<i>from</i> The Declaration of Independence historical document	152
	Focus on Finding Central Ideas, Analyzing Argument, Analyzing Counterclaims	
	Writing an Argumentative Essay	164
	Practice Performance Task: Argumentative Essay	173

UNIT 3 Essential Question How do American Indians experience life in the United States? 179

Chapter 11	Analyzing Tone Through Connotation and Denotation	180
	<i>from</i> “Indian Education” by Sherman Alexie short story	182
	Focus on Connotation and Denotation, Point of View, Understanding Tone	
Chapter 12	Understanding Narrative Through Structure	199
	<i>from</i> I Will Fight No More Forever by TobyMac and Michael Tait informational	201
	Focus on Identifying Key Details, Understanding Structure, Author’s Rhetoric	
Chapter 13	Evaluating Point of View	214
	<i>from</i> “A Colloquy at a Kiowa Agency” by Judson Elliott Walker historical document	216
	Focus on Summarizing Points of View, Analyzing Arguments, Evaluating Point of View	
Chapter 14	Understanding Problem and Solution Arguments	228
	<i>from</i> State of the Union Address (1829) by President Andrew Jackson speech	230
	Focus on Problem and Solution, Analyzing Author’s Claims, Analyzing Arguments	
Chapter 15	Understanding Narrative Through Key Events and Point of View	243
	<i>from</i> <i>Bury My Heart at Wounded Knee</i> by Dee Brown informational	245
	Focus on Key Events, Author’s Point of View, Analyzing Points of View	

Writing a Comparative Essay	257
Practice Performance Task: Comparative Essay	265
UNIT 4 Essential Question When you see injustice, do you stand by—or stand up?.....	271
Chapter 16 Analyzing Theme Through Description and Style	272
<i>from</i> <i>Night</i> by Elie Wiesel memoir	274
Focus on Development of the Central Character, Uncovering Themes, Style	
Chapter 17 Understanding Author’s Purpose and Style	288
<i>from</i> Nobel Peace Prize Acceptance Speech by Elie Wiesel	
speech	290
“First They Came for the Jews” by Martin Niemöller poem	295
Focus on Author’s Purpose, Author’s Craft, Synthesizing Texts	
Chapter 18 Analyzing Contrasting Points of View	301
<i>from</i> Enemies from Within by Senator Joseph R. McCarthy	
speech	303
<i>from</i> Declaration of Conscience by Senator Margaret Chase Smith	
speech	306
Focus on Defining Key Terms, Claims and Support, Evaluating Arguments	
Chapter 19 Analyzing Characters Through Actions and Dialogue	317
<i>from</i> <i>Twelve Years a Slave</i> by Solomon Northup memoir	319
Focus on Analyzing Characters, Character Interactions, Synthesizing Texts	
Writing a Research Paper	336
Practice Performance Task: Letter to the Editor	344
Acknowledgments	347



Unit 4

Essential Question

When you see injustice, do you stand by—or stand up?

Columbine, the 9/11 terrorist attacks, Hurricane Katrina, the Japanese tsunami, the Sandy Hook school shootings, the Boston Marathon bombing . . . Far too frequently details of disasters flicker across our television screens. We can watch video of a tornado tearing through a farmhouse or a hit-and-run accident on our cell phones minutes after they happen. We watch in horror, and then share the link with our friends. We watch, but what do we *do*?

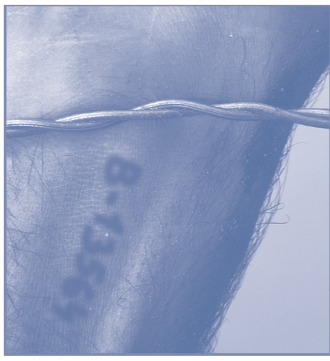
Even when people are watching horrific events unfold right in front of them, they often don't act. In fact, the more eyewitnesses are present during a crime, the less likely it is that someone will help the victim. Three social psychological processes explain why bystanders fail to offer assistance: audience inhibition, or the fear of risking embarrassment in front of so many others; social inhibition, or looking to the reaction of others in determining what to do; and diffusion of responsibility, or the feeling that there are others available to help. And the result is called the *bystander effect*.

On December 3, 2011, a 58-year-old man was involved in an altercation with a 30-year-old homeless male at the Times Square subway station on a Monday afternoon during the busiest time of the year. The older man was pushed down into the tracks and pleaded for help. Countless witnesses watched, took pictures, and failed to help him for a reported 22 seconds until the oncoming train pulled into the station and struck him.

As you read the selections in this unit, you will explore how the choice to act—or not to act—has consequences. Holocaust survivor Elie Wiesel once said, “The opposite of love is not hate, it's indifference. The opposite of art is not ugliness, it's indifference. The opposite of faith is not heresy, it's indifference. And the opposite of life is not death, it's indifference.” What moves people from apathy to action? What causes bystanders to stand up and make a difference? Consider these questions as you explore the texts in this unit.

GOALS

- To analyze how character and imagery contribute to a work's theme
- To analyze how word choice and sentence structure contribute to style
- To identify and analyze author's purpose
- To evaluate the arguments of speakers with contrasting points of view
- To write a research paper that synthesizes information from a variety of sources



Chapter 16

Analyzing Theme Through Description and Style

Preview Concepts

Think of a superhero and his or her back story. Does he or she stay the same throughout the story? If not, how does he or she change? Write a response below.

Share your answers with a partner. In the space below, summarize conclusions from your discussion.

CHAPTER GOALS

In this chapter you will:

- analyze character development using textual evidence.
- determine theme and how writing style indicates theme.
- write a letter to the editor or rewrite prose into poetry.

PREVIEW ACADEMIC VOCABULARY

central character
figurative language
realistic dialogue
style of writing

Making Connections

Read the following poem.

He ate and drank the precious words,
His spirit grew robust;
He knew no more that he was poor,
Nor that his frame was dust.
He danced along the dingy days,
And this bequest of wings
Was but a book. What liberty
A loosened spirit brings!

—“A Book” by Emily Dickinson

What is this poem mainly about? What life lesson does the poem suggest?

MAKING CONNECTIONS

In the excerpt in this chapter, you will analyze the development of the central character as he changes based on his experiences.



First Read: Development of the Central Character

Elie Wiesel was a teenager when he was sent to Auschwitz. The book *Night* is a memoir based upon Wiesel’s memories of the horrors of Nazi concentration camps.

Objective: Underline sentences that have a great impact on you. Write about your reaction to the images described in the story in the My Thoughts column.

from
Night
by Elie Wiesel

1 The beloved objects that we had carried with us from place to place were now left behind in the wagon and, with them, finally, our illusions.

Every few yards, there stood an **SS man**, his machine gun

5 trained on us. Hand in hand we followed the throng.

“Men to the left! Women to the right!”

Eight words were spoken quietly, indifferently, without emotion. Eight simple, short words. Yet that was the moment when I left my mother. There was no time to think, and I

10 already felt my father’s hand press against mine: we were

alone. In a fraction of a second I could see my mother, my sisters, move to the right. Tzipora was holding Mother’s hand. I saw them walking farther and farther away; Mother was stroking my sister’s blond hair, as if to protect her. And

15 I walked on with my father, with the men. I didn’t know that this was the moment in time and the place where I was leaving my mother and Tzipora forever. I kept walking, my father holding my hand.

SS man: member of a Nazi paramilitary organization in Germany during WW II. The SS was largely responsible for carrying out the Holocaust.

My Thoughts

Handwriting practice area with 18 horizontal lines for notes.

Behind me, an old man fell to the ground. Nearby, an SS
20 man replaced his revolver in its holster.

My hand tightened its grip on my father. All I could think
of was not to lose him. Not to remain alone.

The SS officers gave the order.

“Form ranks of five!”

25 There was a tumult. It was imperative to stay together.

“Hey, kid, how old are you?”

The man interrogating me was an inmate. I could not see
his face, but his voice was weary and warm.

“Fifteen.”

30 “No. You’re eighteen.”

“But I’m not,” I said. “I’m fifteen.”

“Fool. Listen to what I say.”

Then he asked my father, who answered:

“I’m fifty.”

35 “No.” The man sounded angry. “Not fifty. You’re forty. Do
you hear? Eighteen and forty.”

He disappeared into the darkness. Another inmate
appeared, unleashing a stream of invectives:

“Sons of bitches, why have you come here? Tell me, why?”

40 Someone dared to reply:

“What do you think? That we came here of our own free
will? That we asked to come here?”

The other seemed ready to kill him:

“Shut up, you moron, or I’ll tear you to pieces! You should

45 have hanged yourselves rather than come here. Didn’t you

My Thoughts

know what was in store for you here in **Auschwitz**? You didn't know? In 1944?"

True. We didn't know. Nobody had told us. He couldn't believe his ears. His tone became even harsher:

50 "Over there. Do you see the chimney over there? Do you see it? And the flames, do you see them?" (Yes, we saw the flames.) "Over there, that's where they will take you. Over there will be your grave. You still don't understand? You sons of bitches. Don't you understand anything? You will be
55 burned! Burned to a cinder! Turned into ashes!"

His anger changed into fury. We stood stunned, petrified. Could this be just a nightmare? An unimaginable nightmare?

I heard whispers around me:

"We must do something. We can't let them kill us like that,
60 like cattle in a slaughterhouse. We must revolt."

There were, among us, a few tough young men. They actually had knives and were urging us to attack the armed guards. One of them was muttering:

"Let the world learn about the existence of Auschwitz. Let
65 everybody find out about it while they still have a chance to escape . . ."

But the older men begged their sons not to be foolish:

"We mustn't give up hope, even now as the sword hangs over our heads. So taught our sages . . ."

70 The wind of revolt died down. We continued to walk until we came to a crossroads. Standing in the middle of it was,

My Thoughts

Auschwitz: a Nazi concentration camp in Poland

though I didn't know it then, **Dr. Mengele**, the notorious Dr. Mengele. He looked like the typical SS officer: a cruel, though not unintelligent, face, complete with monocle. He
75 was holding a conductor's baton and was surrounded by officers. The baton was moving constantly, sometimes to the right, sometimes to the left.

In no time, I stood before him.

"Your age?" he asked, perhaps trying to sound paternal.

80 "I'm eighteen." My voice was trembling.

"In good health?"

"Yes."

"Your profession?"

Tell him that I was a student?

85 "Farmer," I heard myself saying.

This conversation lasted no more than a few seconds. It seemed like an eternity.

The baton pointed to the left. I took half a step forward. I first wanted to see where they would send my father. Were
90 he to have gone to the right, I would have run after him.

The baton, once more, moved to the left. A weight lifted from my heart.

We did not know, as yet, which was the better side, right or left, which road led to prison and which to the
95 **crematoria**. Still, I was happy, I was near my father. Our procession continued slowly to move forward.

Dr. Mengele: SS doctor who conducted medical experiments on Jewish concentration camp victims
crematoria: buildings where bodies of the dead are burned

My Thoughts

Another inmate came over to us:

“Satisfied?”

“Yes,” someone answered.

100 “Poor devils, you are heading for the crematorium.”

He seemed to be telling the truth. Not far from us, flames, huge flames, were rising from a ditch. Something was being burned there. A truck drew close and unloaded its hold: small babies. Babies! Yes, I did see this, with my own eyes . . .

105 children thrown into the flames. (Is it any wonder that ever since then, sleep tends to elude me?)

So that was where we were going. A little farther on, there was another, larger pit for adults.

I pinched myself: Was I still alive? Was I awake? How was it possible that men, women, and children were being burned and that the world kept silent? No. All this could not be real. A nightmare perhaps . . . Soon I would wake up with a start, my heart pounding, and find that I was back in the room of my childhood with my books . . .

My Thoughts

Lined writing area for student reflections.

FIRST RESPONSE: KEY IDEAS AND DETAILS

What part of this story had the greatest impact on you? What image stays in your mind? Describe your thoughts in your response journal.

Focus on Development of the Central Character

In this excerpt the narrator Eliezer, an Orthodox Jewish teenager, describes his feelings as he realizes what is happening at Auschwitz. Earlier in the book, a Jewish man who had been deported to the camps escapes and warns Eliezer’s village of the horrible murders taking place. However, the villagers do not believe him.

TECH-CONNECT

Who was Dr. Josef Mengele? Why did Elie Wiesel call him notorious? Use your phone or computer to find out more information about this infamous Nazi.

CONNECT TO ESSENTIAL QUESTION

Why do people sometimes reject uncomfortable or frightening information?

Think about how Eliezer’s character changes over the course of the narrative from when he first gets off the train to the final paragraphs. Fill in the chart below. In the first column, describe the narrator’s attitude. In the second column, include a quotation or detail from the text that supports your conclusion about the narrator’s attitude.

What is the narrator’s attitude?	Evidence from the text
When he arrives at the camp (lines 1–22)	
As he is told what happens at the camp (lines 50–55 and 100–105)	
At the end of the excerpt (lines 109–114)	

Speak and Listen With a partner, share your answers to the graphic organizer above. Work together to write a one- to two-sentence summary of how the narrator’s attitude changes throughout the excerpt.

Second Read: Uncovering Themes

Objective: Read the excerpt again. This time look for repeated ideas. Think about the following:

1. Underline every time the word *night* or *nightmare* appears in the text.
2. Throughout this passage, what is the narrator continually focused on in relationship to his father?

Focus on Uncovering Themes

The theme of a work is the central main idea. It is a truth about life. Theme is reflected in how characters grow and change through conflict. Authors often use repeated ideas to emphasize theme. (To review theme, see page 99.)

continued on next page

Focus on Uncovering Themes (continued)

What are the theme(s) of this excerpt? It is about the Holocaust, but the Holocaust is not the theme. What bigger message about the Holocaust does the author reveal? What is the central idea about his own survival? Answer the following questions.

1. Why do you think the writer titled his book *Night*? Why does the narrator repeatedly talk about being in a nightmare?

2. What might the writer be trying to say about the Holocaust by using the repeated ideas involving night?

3. On lines 39–40 and lines 44–47, an inmate asks the newcomers why they have come. “Didn’t you know what was in store for you here in Auschwitz?” he asks. What is the narrator’s response to the inmate?

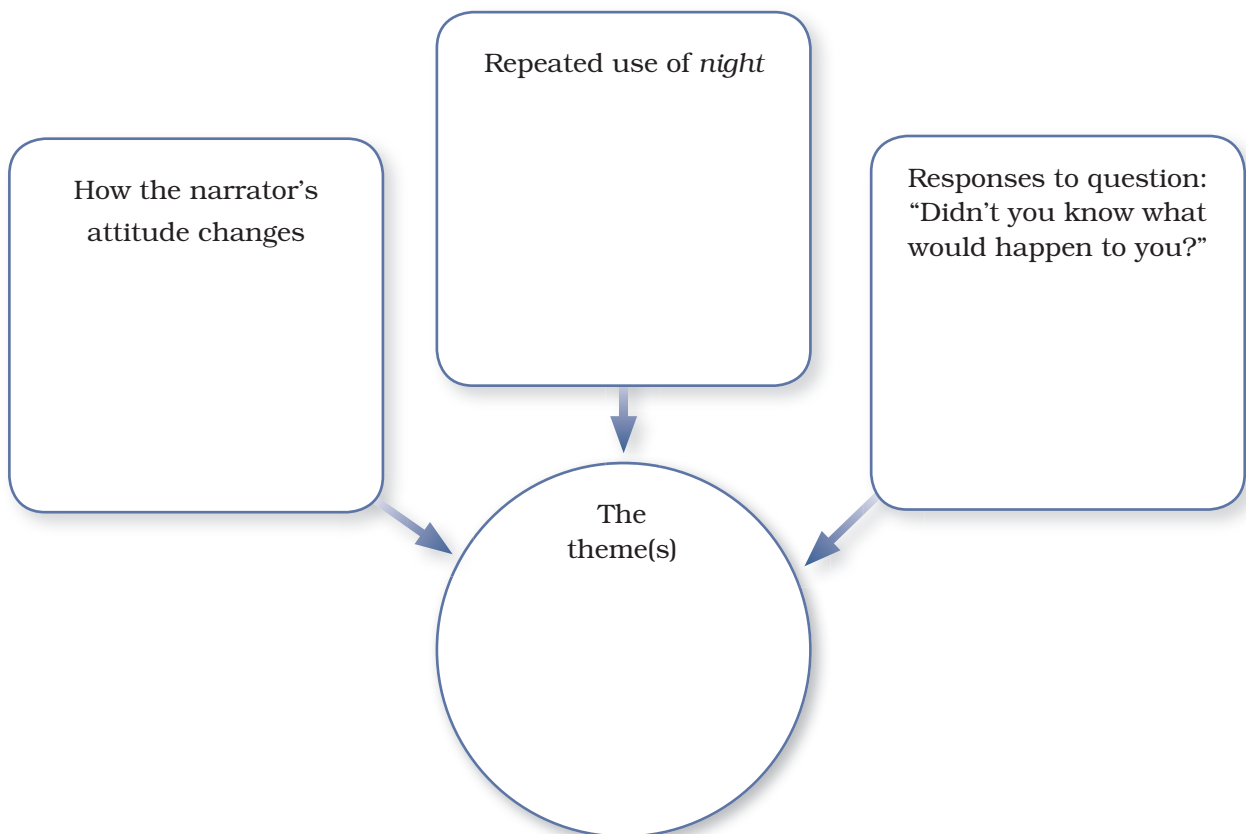
REFLECT

Night is the first book in a trilogy. The next books are titled *Dawn* and *Day*. What ideas do these titles communicate?

4. What is the response of the angry young men in lines 59–66?

5. How might their response be connected to the writer’s purpose for writing the book?

Based upon what you discovered in your first and second reads of *Night*, fill in the following organizer to help you determine the theme:



Third Read: How Style Supports Theme

Objective: Listen as your teacher or other students read the passage aloud. Think about how the writing sounds.

1. Do you hear long, flowing sentences or short, clipped ones?
2. Does the writer use many unfamiliar words or are most of them used in everyday speech?
3. Are there many descriptive passages with figurative language or realistic dialogue?


Focus on Style


Style is the way in which a text is written. It is *how* something is written, as opposed to *what* is written. However, a writer's style will always support the theme he or she wants to communicate.

Use the following chart to help you analyze the style of *Night*.

1. For rows 1–3, circle the description that best fits the style of the text.
2. In the final row, place a star by the best description of the style.

How would you describe the style of <i>Night</i> ?	
1. Long, flowing sentences	1. Short, clipped sentences
2. Many difficult, unfamiliar words	2. Familiar words used in everyday speech
3. Much description and unique figurative language	3. Very little description, mostly dialogue
The writing is formal, descriptive, and complex.	The writing is informal, stark, and to the point.

 **Speak and Listen** With a partner, discuss how the style of the writing is appropriate for the topic of the Holocaust and the themes you uncovered during your second read.

 **Write** After discussing how the style supports the theme, write one or two paragraphs explaining how the style fits the theme. Include examples from the excerpt. On the next page are some sentence starters to help you compose your paragraphs.

The style of the novel *Night* is

The writer's words are One example of this is

He does/does not use sentences that are For example,

This formal/informal style supports the topic because

The writing style also supports the theme by

Project-Based Assessments

Letters to the Editor

Not everyone agrees with the opinions expressed in articles published in a newspaper, in a magazine, or on the internet. Just read the comments readers post at the end of an article. Comments often become heated exchanges as readers share their opinions.

Before the internet, newspaper readers would respond to articles by writing letters to the editor. These letters would be published in the editorial section of the paper. Most letters to the editor share an opposing viewpoint of a previously published article. They reference the content of the letter with which the writer disagrees, state why they disagree, and offer evidence to support an alternative point of view. For this project, you will write your own letter to the editor based upon the following situation.

Like Elie Wiesel, you are a survivor of a concentration camp who has immigrated to the U.S. Some of the SS officers who worked at Auschwitz and escaped to America are finally being tried for their crimes against humanity. A newspaper article quotes one of the men as stating that he is not guilty of any crime and that he was merely following orders. In fact, he goes so far as to say that if he had resisted orders, he would have been killed himself. The reporter for the article didn't interview victims for an opposing point of view. You are outraged and decide to write a letter that will be published in the newspaper. Follow these steps:

- Read some examples of letters to the editor in your local newspaper or an online newspaper. Think about the tone the writers use. Is he/she angry, opinionated, confident, or logical? What words does the writer use to communicate this tone?

continued on next page

- Before writing, consider your response to the SS officer's comments. Because you didn't experience the events first-hand, you will need to rely on descriptions from *Night* and other works about the Holocaust. Imagine what you would say in response to the guard's comments. Remember to use persuasive appeals such as logos, ethos, and pathos. Provide evidence to support your position. Make sure your style of writing fits the ideas you are communicating.
- Use business letter format in a block style and include the following: date, recipient's address (use information for the editor of your city's newspaper), salutation, body, closing, and signature. Visit Purdue Online Writing Lab to view an example: owl.english.purdue.edu.

Use the following guidelines for your letter to the editor.	
<i>To receive the highest score (4.0), the letter must meet all of these criteria.</i>	<p>Your letter to the editor</p> <ul style="list-style-type: none"> • addresses the original comments made by the SS officer on trial. • clearly explains your point of view on the subject. • strongly presents your opinion by presenting reasons, along with pathos. • contains convincing and effective language and style. • is in business letter format with a header, salutation, body, and closing. • contains correct grammar, usage, mechanics, and spelling.

Modern Poem

Transform Wiesel's prose into a work of modern poetry. Capture his style in short, exact words. Read Gwendolyn Brooks' "We Real Cool" for an example of using few words and abbreviated sentences to communicate much meaning. Also, consider how you might arrange the words on the page to communicate the meaning and emotion of the words. Here is an example of a poem with visual elements:

```

Two by
Two they
trudge through
the snow.
One line
leads to life.
The other
to death.

```

TECH-CONNECT

Type *visual poetry* into your search engine. Then click on the *Images* tab to see examples.

How does the poem visually communicate the idea of walking in a line? Of the people in the lines being separated?

Use these guidelines as you write your poem:

- Focus less on explaining every event that happened in the story and more on capturing a single image or idea from the story.
- Try to say as much as possible with as few words as possible. Use a thesaurus to pick just the right words.
- Arrange the words on the page to help the reader visualize the ideas you are communicating.

Use the following guidelines for your poetry.	
<i>To receive the highest score (4.0), the poetry must meet all of these criteria.</i>	<p>Your poem</p> <ul style="list-style-type: none">• is based upon an image, idea, or event from the excerpt.• captures the tone of the prose by using carefully chosen words.• has a visual element that supports the words.• is free from grammar, spelling, and punctuation errors.

On Your Own: Integrating Ideas

1. Oprah Winfrey joined Elie Wiesel on a return trip to Auschwitz 61 years after he was a prisoner there. Read the interview at oprah.com or watch a YouTube video of their trip.
2. Three powerful movies about the Holocaust are *The Pianist*, *Schindler's List*, and *The Boy in the Striped Pajamas*. Each one describes the horrors of the Holocaust from a little different perspective. What other movies about the Holocaust have you seen?
3. Using Google Earth, search Auschwitz-Birkenau Memorial Museum to view pictures of what Auschwitz looks like today. You can also download a Google Lit Trip which traces Wiesel's deportation from his hometown of Sighet, Romania, to Auschwitz-Birkenau and finally Buchenwald, Germany.
4. The most widely published book about the Holocaust is *The Diary of Anne Frank*. Read the book and watch the movie or play.
5. Explore the United States Holocaust Memorial Museum website, which includes interactive online exhibitions with pictures and video. Elie Wiesel is the Founding Chair of the museum council.

REFLECT

Do you think Holocaust literature is important? Should students be required to read about the horrors of the Holocaust? Why or why not?

CONNECT TO ESSENTIAL QUESTION

How do historical tragedies, such as the events related to the Holocaust, become transmuted from generation to generation?

Connect to Testing

In this chapter, you analyzed the development of the central character throughout the excerpt. You were asked to point to specific sentences in the text that supported your ideas. Here is an example of how this type of question might appear on a test.

1. **Part A:** How does the narrator's attitude change from the beginning to the end of the passage from *Night*?
 - A. He becomes increasingly more hopeful.
 - B. His attitude changes from hopeful to angry to disbelieving.
 - C. He grows increasingly more disbelieving of what is happening.
 - D. He becomes more and more angry.

Part B: On the lines below, write two examples from the text that support your answer to Part A.

EXPLANATION

As you analyze the narrator's attitude, focus on his response to what is happening around him. In the first paragraph, he leaves his illusions behind. He realizes that his family is not merely being relocated. They are being sent to a horrible prison. As he walks through the line, he can't believe what the inmates are saying. After seeing piles of corpses for himself, he is so shocked that he tells himself it is just a nightmare. He knows the truth, but he wants to deny it and escape. Thus, C is the best answer. Supporting examples include the following:

Lines 1–3: *The beloved objects that we had carried . . . were now left behind in the wagon and, with them, finally, our illusions.*

Lines 56–57: *We stood stunned, petrified. Could this be just a nightmare? An unimaginable nightmare?*

Lines 111–112: *All this could not be real. A nightmare perhaps . . .*

The following questions deal with the author's style of writing—his use of figurative language and manipulation of time.

2. **Part A:** In lines 76–77, Dr. Mengele is holding a conductor's baton that was "moving constantly, sometimes to the right, sometimes to the left." Where do we usually see someone using a conductor's baton? What sort of metaphor is the author creating?

Part B: How does this affect the tone of the scene?

3. **Part A:** The following excerpts indicate that the author is manipulating time. Circle the ones that slow down time and underline the ones that speed it up.
- A. *Eight words were spoken quietly, indifferently, without emotion. Eight simple, short words. Yet that was the moment when I left my mother.*
 - B. *In a fraction of a second I could see my mother, my sisters, move to the right.*
 - C. *This conversation lasted no more than a few seconds. It seemed like an eternity.*
 - D. *In no time, I stood before him.*

Part B: What effect does the manipulation of time in the story have on the tension in the story?

2. Infer from Bass's traits exhibited in the excerpt which of the following actions he would likely take if he lived today. Choose all that apply.
 - A. borrow money to start a new business venture
 - B. question whether the immigration policies of the United States are fair
 - C. volunteer to help rebuild a house destroyed by a tornado
 - D. readily enter into political debate before an election
 - E. agree with the majority despite his feelings
3. Which inference is best supported by the excerpt from *Twelve Years a Slave*?
 - A. Epps agreed with Bass but didn't want to admit it.
 - B. Bass had no idea that Solomon had been a free man living in the North before Bass talked with him.
 - C. Bass really didn't stand behind his opinions; he just liked to argue.
 - D. Solomon Northup would have never escaped slavery if Bass had not come to Bayou Beouf to work.
4. Why is the enforcement of the Fugitive Slave Act of 1793 left up to the magistrate of the state or territory rather than the federal government?
 - A. Slavery was a state issue.
 - B. States had more power than the federal government.
 - C. At this time, states were in charge of all laws.
 - D. President George Washington didn't support slavery.

Writing a Research Paper

If you don't stand for something, you will fall for anything.
—Malcolm X

In this unit, you read a variety of works on the theme of taking a stand. In Elie Wiesel's *Night*, he describes the cruelties of the Holocaust. Wiesel's writing is a wake-up call to the world that evil still exists in our modern era. Because of his work, Wiesel won the Nobel Peace Prize. You also read Margaret Chase Smith's response to McCarthyism during the Red Scare of the 1940s and 1950s. In this chapter, you have a chance to speak out against an injustice you see in the world.

CONNECT TO ESSENTIAL QUESTION

What issue would you take a stand for or against? What action(s) would you take?

WRITING PROMPT

Take a stand on a human rights issue that you feel strongly about. First, research some modern problems of which your community needs to be aware. Pick a topic that interests you and inspires you to make a change. Your paper should address the problem, identifying how human rights are being violated. Then suggest one or more solutions to the problem, including how students your age can help. Your paper should be 3–5 pages in length, double-spaced in a 12-point Times New Roman font. Use five different sources for the research. Use MLA (or other formatting style as directed by your teacher) to cite your sources in your paper. Include a Works Cited page. Include at least three direct quotations from your research in your paper.

Prepare to Write

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

Purpose	to explain a human rights problem and suggest possible solutions
Audience	classmates, teacher
Content Requirements	
Additional Requirements	

The Writing Process

Brainstorm

Here are some basic categories of human rights:

Human Rights Categories	
• Protect Children's Rights	• Spread the Word on Free Expression
• Fight Discrimination	• Halt Religious Persecution
• Stop Torture and Political Killing	• Advocate for Fair Trials and Due Process
• Advance the Human Rights of Women	• Secure "Freedom from Want"
• Worker's Rights	

Narrow down these general topics to a more specific issue. For example, protecting children's rights may be narrowed into the following abuses:

- child abuse
- child labor
- human trafficking
- gang violence
- child soldiers
- education for girls

Conduct research to help you decide on a more specific topic for a 3–5 page paper. The website youthforhumanrights.org is an especially helpful resource for young people. Short videos describe 30 basic human rights. Other online sources include amnesty.org, hrw.org, childrensdefense.org, and ohchr.org (United Nations Human Rights).

Research Ideas

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

To locate sources, use some of these options:

- 1. Digital library catalog:** Use a library's online catalog to search by subject. Use various keywords and combinations of keywords and compare the types of results you get. Find books in your library, which might provide you with background about your human rights violation.
- 2. Readers' Guide to Periodical Literature:** Use this online reference source at ebSCOhost.com to identify useful magazine or newspaper articles.

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Practice Performance Task

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

Complete the following performance task based upon selections from Unit 4.

Source #1

Read the following excerpt from Elie Wiesel's Nobel Peace Prize Acceptance Speech from Chapter 2 of this unit.

And then I explain to him how naive we were, that the world did know and remained silent. And that is why I swore never to be silent whenever wherever human beings endure suffering and humiliation. We must take sides. Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented. Sometimes we must interfere. When human lives are endangered, when human dignity is in jeopardy, national borders and sensitivities become irrelevant. Wherever men and women are persecuted because of their race, religion, or political views, that place must—at that moment—become the center of the universe.

1. **Part A:** Based upon this passage, which of the following actions would Wiesel most likely support?
 - A. sending troops to countries where human rights are being violated
 - B. overthrowing Communist countries
 - C. bombing countries where terrorists limit religious freedom
 - D. remaining neutral in order to avoid war

Part B: Which phrases from Source 1 best support the conclusion from Part A? Circle all that apply.

- A. We must take sides.
- B. Neutrality helps the oppressor, never the victim.
- C. When human lives are endangered, when human dignity is in jeopardy, national borders and sensitivities become irrelevant.
- D. Wherever men and women are persecuted because of their race, religion, or political views, that place must—at that moment—become the center of the universe.

Continue the performance task by reading a second source and answering questions.

Source #2

2. Read the following passage from “Declaration of Conscience” by Margaret Chase Smith.

I think that it is high time that we remembered that the Constitution, as amended, speaks not only of the freedom of speech, but also of trial by jury instead of trial by accusation.

Whether it be a criminal prosecution in court or a character prosecution in the Senate, there is little practical distinction when the life of a person has been ruined. Those of us who shout the loudest about Americanism in making character assassinations are all too frequently those who, by our own words and acts, ignore some of the basic principles of Americanism—

The right to criticize.

The right to hold unpopular beliefs.

The right to protest.

The right to independent thought.

The exercise of these rights should not cost one single American citizen his reputation or his right to a livelihood nor should he be in danger of losing his reputation or his livelihood merely because he happens to know someone who holds unpopular beliefs. Who of us doesn't? Otherwise none of us could call our souls our own. Otherwise thought control would have set in.

What does Senator Chase Smith mean by the phrase “Otherwise thought control would have set in”? Support your ideas with evidence from the text.

Your Assignment

WRITING PROMPT

You have a friend who is Muslim. Recently, his family members have received anonymous threatening letters accusing them of being terrorists. In a conversation with your friend, he says that while some of his extended family members in the Middle East have extremist beliefs, his family does not. You decide to write a letter to the local newspaper supporting him and his family. Use the ideas from the two sources you just read by Elie Wiesel and Senator Chase Smith in your letter, either by using a direct quotation or referencing their ideas.

Read the prompt carefully. Underline words that indicate what to include and how to write your letter. Study the qualities shown below on which your writing will be evaluated before you begin to write.

Plan your letter so that your ideas are organized logically. You will probably want to explain the situation first. Then, take a stand to support your friends' family. Explain why the accusers are incorrect in their thinking and their actions toward this Muslim family.

Your letter will be scored using the following:

Reading Comprehension:

How well did you understand the texts?

Does your writing reflect your understanding of the sources?

Writing Expression:

Does your writing address the requirements of the prompt?

Does your letter communicate a stand in support of the family?

Does your letter include references or quotations from both sources?

Is your letter well-organized with ideas that fit together logically?

Does the writing style contain precise, accurate language and content appropriate to the purpose, task, and audience?

Writing Conventions:

Does your writing follow the rules of standard English with few errors in grammar, usage, and spelling?