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Unit 4

Essential Question

Can a simple idea bring about great change?

History is the story of change. Discoveries, inventions, conflicts, and natural events shake the status quo and initiate a new chapter in the human narrative. But determining the exact impetus of these changes can be difficult because of the complex interplay of cause and effect.

Many changes seem to originate with an idea. Religions, philosophies, and forms of government spring forth based on the writings of a few innovative thinkers. Do these ideas spread by the sheer power of their philosophy or because they are adopted by aggressive leaders and groups that are already capable of dominating the common people? And once an influential idea has taken hold, can a newer idea supplant it? Is violent force required to effect a revolution, or can a new idea spread like a virus, gradually replacing the old ways of seeing the world?

In recent years, Americans have seen the majority views on issues like same-sex marriage and capital punishment gradually shift. The election of an African American president—or a female president—would have been inconceivable a few decades ago, but over time, people’s conceptions have evolved, for good or for ill. No violent rebellion was required for these changes to come about; instead, millions of supporters worked for years to sway public opinion. Again the question is raised: did ideas bring about change or did people?

An aphorism attributed to anthropologist Margaret Mead states, “Never doubt that a small group of thoughtful, committed citizens can change the world.” As you read the selections in this unit, you will explore how people have effected change, how they have been affected by change, and how one change often leads to others. What impact can a single, simple idea have? Can an average person make a difference? Consider these questions as you explore the texts in this unit.

GOALS

- To analyze and evaluate an author’s argument, including claims and evidence
- To determine the theme or central idea of a text and analyze its development
- To analyze how a cultural experience is reflected in a text
- To reflect on how an author draws on and transforms source materials
- To determine the meaning of words and phrases
- To determine and analyze an author’s point of view
- To cite thorough evidence in support of analysis
- To write a well-informed research paper



Chapter 16

Analyzing the Development of Ideas

Preview Concepts

How would you define the term *civil disobedience*?

Think about a video you have seen or an article you have read that inspired your passion for a cause or made you want to change an unfair practice. What was it about the video or article that made you want to take action? Did it appeal to your emotions or to logic?

Write a response below. Use the following key words to focus your writing: *inspire, develop, explain, story*.

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

CHAPTER GOALS

In this chapter you will:

- analyze how the author develops a series of ideas or events.
- analyze in detail how an author's ideas are refined by sentences and paragraphs.
- evaluate whether the author's claims are supported by valid reasoning and evidence.

PREVIEW ACADEMIC VOCABULARY

memoir
first-person
claim
reason
evidence
logos/logical appeal
pathos/emotional appeal

Making Connections

Read the following excerpt.

Unjust laws exist; shall we be content to obey them, or shall we endeavor to amend them, and obey them until we have succeeded, or shall we transgress them at once? Men generally, under such a government as this, think that they ought to wait until they have persuaded the majority to alter them. They think that, if they should resist, the remedy would be worse than the evil. But it is the fault of the government itself that the remedy *is* worse than the evil. *It* makes it worse.

—“Resistance to Civil Government” by Henry David Thoreau

What is Thoreau suggesting about how to go about changing unjust laws? Paraphrase his ideas in your own words.

Notice how Thoreau introduces his main idea in the first sentence. Is this effective? Why or why not? Underline a sentence from the text that supports your point of view.

MAKING CONNECTIONS

In this chapter, you will read a memoir about an act of civil disobedience and analyze how the author develops main and supporting ideas.

for one another. They were really free—free inside! They felt it! Acted it! Manifested it in their entire beings! They took great pride in being black.

My Thoughts

FIRST RESPONSE: KEY IDEAS AND DETAILS

What new information did you learn about the Montgomery bus boycott that you didn't know before? How is Robinson's account different from other accounts you've read?

TECH-CONNECT


Submit your answer to the First Response question to your class website. Read and comment positively on others' responses.

Focus on Identifying Main Ideas

Memoirs explain events from the perspective of someone who was directly involved in the action. In this case, Jo Ann Gibson Robinson describes in first person the actions taken by civil rights organizers and then the resulting reactions to these events. The following chart will help you analyze the relationships among the events in the story. First, fill in the sections that describe the actions and reactions in the excerpt. (You will fill in the rest of the chart after the second read.)

Main Ideas in the Memoir	
Action in Paragraphs 1–3:	Initial Reaction in Paragraph 4:
Repeated ideas in the text:	Repeated ideas in the text:
The author repeats these ideas in order to emphasize	The author repeats these ideas in order to emphasize

Main Ideas in the Memoir	
Action in Paragraphs 5–10:	Reaction in Paragraph 11:
Repeated ideas in the text:	Repeated ideas in the text:
The author repeats these ideas in order to emphasize	The author repeats these ideas in order to emphasize

 **Write** Write a summary of events in the passage. Use good transitional phrases to communicate the interaction of events.

Second Read: Development of Supporting Ideas

As your teacher reads the selection aloud, follow along with your printed copy.

Objective: Circle words and phrases that repeat similar ideas within a paragraph. Especially notice the description of people involved in the boycott. What do the repeated ideas emphasize?

Focus on Analyzing the Development of Supporting Ideas

In nonfiction texts, writers develop main ideas by giving examples, explaining details, defining terms, listing reasons, or in the case of this memoir, by narrating events. Each paragraph within the excerpt works together to accomplish the goal of the entire passage, and within each paragraph, words and sentences communicate the central idea of the paragraph.

You've already broken down the excerpt into actions and reactions explained by the author. Now dig a little deeper to analyze how the author communicates these actions and reactions. Authors often use repeated ideas to emphasize important details. Look back at the repeated ideas you circled during the second read. Finish filling in the chart on pages 366–367 by adding examples of repeated ideas and finishing the sentence starters *The author repeats these ideas in order to emphasize . . .*

Speak and Listen Think about the following questions: How does the content and the structure of the passage emphasize the role of the WCP in the bus boycott? What evidence from the text supports your answer? With a partner, discuss your answers to these questions. Summarize your discussion in the space below.

Third Read: Evaluating Arguments

Read the excerpt by Jo Ann Gibson Robinson and David J. Garrow again. Then read the following excerpt from a speech given by President Johnson on his signing of the Civil Rights Act of 1964. This act is a result of many years of hard work by civil rights activities—including Robinson and the WCP.

Objectives:

- In the leaflet that Jo Ann Gibson Robinson created, underline and label the central claim she makes.
- In President Johnson’s speech, underline his central claim.

excerpt

The Civil Rights Act of 1964

TITLE II—INJUNCTIVE RELIEF AGAINST DISCRIMINATION IN PLACES OF PUBLIC ACCOMMODATION

SEC. 201. (a) All persons shall be entitled to the full and equal enjoyment of the goods, services, facilities, and privileges, advantages, and accommodations of any place of public accommodation, as defined in this section, without discrimination or segregation on the ground of race, color, religion, or national origin.

Support for claims may include . . .

- reasons that offer a logical explanation for why the claim is true, why the proposed solution would be effective or superior to another, or why an action is worth taking.
- facts and evidence that are used to support reasons. Examples include quotations from experts, statistics, or scientific data. This is the *logos* (or logical appeal) studied in earlier chapters.
- emotional pleas to motivate (or manipulate) the audience to agree with the speaker. Personal stories are one example of emotional pleas. Appeals to emotion are also called *pathos*.

Fill in the following charts to help you identify the claim and evidence from each passage.

REFLECT

The Civil Rights Act of 1964 is an executive order. This means that the act became law without the American people voting on it. Where does Johnson anticipate the objection that Americans should have been allowed to vote on the act?

Jo Ann Gibson Robinson	
1. What central claim does Robinson make in the leaflet she distributed?	
2. How does she support her claim? Reasons? Facts? Quotations? Give examples.	3. Where does Robinson appeal to emotions? Give examples.

President Johnson	
1. What central claim does Johnson make in his speech?	
2. How does he support his claim? Reasons? Facts? Quotations? Give examples.	3. Where does Johnson appeal to emotions? Give examples.

An argument includes a claim and the evidence used to support the claim. However, all arguments are not equal. Some are better supported than others; some are more logical than others. When evaluating an argument, it is not enough to say it is “good” or “bad.” It is very easy to judge an argument based upon whether you agree with it, but instead you must evaluate the parts of the argument based on identifiable criteria. One method of evaluating arguments is FELT:

FELT Strategy for Analyzing Arguments
<p>Fairness:</p> <p>Is the argument fair and balanced, or does it contain bias? Bias can be detected by asking the following questions:</p> <ul style="list-style-type: none"> • Is the argument overly emotional and filled with loaded language? Using only emotional pleas makes an argument weak. • Is the argument one-sided? Are there alternative points of view not addressed?
<p>Evidence:</p> <p>Is there sufficient evidence to be convincing or is limited evidence given?</p> <p>Is the evidence valid? Does it support the claim?</p> <ul style="list-style-type: none"> • To evaluate personal experience, ask: Is this relevant? Is this biased? • To evaluate examples, ask: Are sufficient examples given? Are the examples given important enough to be valid, such as examples from history? • To evaluate data or statistics, ask: Are statistics interpreted correctly or are they misinterpreted or manipulated to support the author’s opinion?
<p>Logic:</p> <p>Does the writer only appeal to emotions and not logic?</p> <p>Are the reasons logical or faulty? Faulty reasons may attack a person’s character instead of addressing arguments, restate the claim instead of providing reasons, or go off on a tangent instead of providing convincing reasons.</p>
<p>Tone:</p> <p>Is the attitude of the writer appropriate for the content? For example, is it too serious? Is it too sarcastic or dismissive? Is it overly dramatic? (Tone can reinforce bias.)</p>

Reread the following excerpt from the pamphlet distributed by civil rights’ workers, focusing on the underlined sentence.

This has to be stopped. Negroes have rights, too, for if Negroes did not ride the buses, they could not operate. Three-fourths of the riders are Negroes, yet we are arrested, or have to stand over empty seats. If we do not do something to stop these arrests, they will continue. The next time it may be you, or your daughter, or mother.

1. The word *for* indicates that the writer is giving a reason why African Americans have rights. Does the phrase if Negroes did not ride the buses, they could not operate explain a reason why African Americans have rights? Why or why not? Write your answer below.

**CONNECT TO
ESSENTIAL QUESTION**

Was the bus boycott a simple idea? Did it bring about great change?

2. What reasons would you give to support the claim “Negroes have rights”? What reasons did President Johnson give?

3. Which reasons you listed above are the strongest? Draw a star by them.

REFLECT

What did you find the most interesting part of the story of the Montgomery bus boycott? Why?

4. Based upon the evidence that three-fourths of bus riders are African Americans and the buses could not operate if African American riders stopped riding, what implied claim is the author making about the best way to stop discrimination on buses?

Refer to the FELT chart on page 372 as you write an evaluation of both texts.

Jo Ann Gibson Robinson
How effectively did Robinson support her claim in the leaflet? Evaluate it using FELT.
President Johnson
How effectively did President Johnson support his claim? Evaluate it using FELT.

Speak and Listen Share your answers to the chart above with a partner. Then discuss the question: How does both Robinson and Johnson effectively persuade their audiences to take action?

Write Write several paragraphs in which you use the FELT outline to evaluate President Johnson’s speech. Refer to specific lines in the text to support your conclusions.

Project-Based Assessments

Leaflet

Using a word processing or design program, create a leaflet encouraging people to participate in a protest about a social or political issue that is important to you, similar to the leaflet Jo Ann Gibson Robinson created. First, choose the issue you want to protest or bring awareness to, such as climate change, sexism, or racism.

Next, find reliable sources for your information. Remember, websites that end in *.edu*, *.gov*, or *.org* usually have more reliable information than sites with many contributors such as Wikipedia. Check the site's "About" tab to find out if it is maintained by a reputable source, such as a educational institution, a government agency, or an advocacy group.

Gather enough information to write a short (half-page) description of the issue and the protest. Be sure to include the following:

- a claim about what policy or behavior you want to see changed, such as laws, corporate practices, or school rules, as applicable
- reasons and evidence to support your claim, such as the negative effects of the issue and how the proposed changes would benefit people
- appeals to both logic and emotion
- details about the nonviolent protest event, such as time, place, and activities
- three or more sources used for the project. Include the name of article, website, date.

Design your leaflet so that readers will be able to understand the issue and take steps to protest it. Use pictures to reinforce the writing. Include your list of three sources on the back of the leaflet.

Use the following guidelines for your leaflet.	
<i>To receive the highest score (4.0), the project must meet all of these criteria.</i>	<p>Your leaflet</p> <ul style="list-style-type: none">• looks professional and is visually appealing.• includes a clear claim supported with reasons and evidence.• includes a good balance of both logical and emotional appeals.• includes at least one picture that supports the text.• proposes a specific nonviolent protest activity, including time and place.• uses correct grammar, usage, punctuation, and spelling.

Roundtable Discussion

Many civil rights workers were influenced by Russian writer Leo Tolstoy's *Writings on Civil Disobedience and Nonviolence*. Read the following excerpt.

No feats of heroism are needed to achieve the greatest and most important changes in the existence of humanity; neither the armament of millions of soldiers, nor the construction of new roads and machines, nor the arrangement of exhibitions, nor the organization of workmen's unions, nor revolutions, nor barricades, nor explosions, nor the perfection of aerial navigation; but a change in public opinion. . . . it is only needful that we should not succumb to the erroneous, already defunct, public opinion of the past, which governments have induced artificially; it is only needful that each individual should say what he really feels or thinks, or at least that he should not say what he does not think.

And if only a small body of the people were to do so at once, of their own accord, outworn public opinion would fall off us of itself, and a new, living, real opinion would assert itself.

And when public opinion should thus have changed without the slightest effort, the internal condition of men's lives which so torments them would change likewise of its own accord.

One is ashamed to say how little is needed for all men to be delivered from those calamities which now oppress them; it is only needful not to lie.

Participate in a roundtable discussion in which you discuss how the bus boycott demonstrated Tolstoy's belief that speaking honestly would change "the internal condition of men's lives." In a roundtable discussion all students are equal and everyone participates. Arrange your seats in a circle so that all participants can see one another. The teacher or a discussion leader may sit in the middle. Come to the discussion with an open mind and be prepared for a challenge!

Before the discussion, study the expectations on the next page.

Expectations for Discussion	
Listening	Speaking
Listen respectfully. Look at speaker. Follow text references. Take notes on what the speaker is saying. Write down follow-up questions.	Speak at least two times. Refer to text to support conclusions. Ask questions. Explain and justify (offer reasons to support your opinion). Invite comment.

Prepare for your discussion by thinking about your response to the following question:

- Is Tolstoy correct in saying that all that is needed to change public opinion is for people to speak honestly about their beliefs? Why or why not?

As you participate in the discussion, you will need to support your conclusions with details from Tolstoy and from the other text you read, *The Montgomery Bus Boycott and the Women Who Started It*. You should also find information in support of your opinion from two other resources. Bring these to the discussion so that you can refer to them accurately.

In your response journal, create the following chart to refer to during the discussion.

Detail from the Text	How It Supports Your Opinion

Follow these steps for the roundtable:

1. The discussion leader (teacher or student) begins by asking the questions: Was Tolstoy correct about the effect on public opinion of people speaking honestly about their beliefs? Why or why not?
2. Allow each member the chance to reply to the question. Do not move on to the follow-up questions until each member has spoken.
3. Take notes on comments you disagree with or you have questions about. Write down what was said and who said it.
4. Go around the circle again and allow everyone to ask a follow-up question. Questions should be directed to the person who made the original comment. Try phrasing your questions in these ways:
 - How does Tolstoy think speaking honestly will help change public opinion?
 - Which of Tolstoy’s words or phrases do you feel are most likely to have inspired actions like the Montgomery bus boycott? Why?
 - Explain what you mean by
 - Who agrees/disagrees with (name of participant)? Why?
5. Close the discussion by having everyone respond to the following question:
 - What lessons can be learned about nonviolent protest in America or in the world today?
6. Reflect on your participation in the discussion by considering the following questions:
 - What evidence did you see of people actively listening and building upon others’ ideas?
 - How has your understanding of the chapter texts been affected by this discussion?
 - What would you like to do differently as a participant during a roundtable discussion?

Your participation will be graded using the following rubric.

Use the following guidelines for your roundtable discussion.	
<p><i>To receive the highest score (4.0), the discussion must meet all of these criteria.</i></p>	<p>During the roundtable discussion, you should</p> <ul style="list-style-type: none"> • demonstrate respect, offer insight, and effectively contribute to the discussion more than once. • offer thoughtful feedback and encourage other students to participate. • offer reasonable arguments supported by the texts. • listen effectively and respond to speakers with clear, thoughtful feedback. • demonstrate that you have read the texts carefully.

On Your Own: Integrating Ideas

1. The Montgomery bus boycott became celebrated as a central event in the American civil rights movement. How successful was the boycott in eliciting changes to the transit system rules? Go online and read about the effects of the boycott at www.montgomeryboycott.com.
2. Rosa Parks was not just a seamstress who was “tired from work.” She was also the secretary for the local NAACP chapter who had taken a class on nonviolent civil disobedience. In fact, in her autobiography, Rosa Parks wrote, “People always say that I didn’t give up my seat because I was tired, but that isn’t true. . . . No, the only tired I was, was tired of giving in.” What might have led Jo Ann Robinson to downplay Parks’s background as a civil rights activist in her leaflet and again in her memoir? What message was Robinson hoping to send by making Rosa Parks seem like an average person? Discuss the meaning of the “Rosa was tired” myth.
3. Read more about Claudette Colvin, the girl whose arrest for resisting bus segregation inspired Rosa Parks. Check your library for the book *Claudette Colvin: Twice Toward Justice* by Phillip Hoose or look for the *New York Times* article “From Footnote to Fame in Civil Rights History.” You could also listen to the NPR radio story “Before Rosa Parks, There Was Claudette Colvin.”



The Montgomery civil rights bus boycott exhibit inside the National Civil Rights Museum in Montgomery, Alabama.

Connect to Testing

In this chapter, you practiced identifying the ways authors introduce and develop their ideas. You were asked to analyze an author's claims, including how they are refined and whether they are supported by valid reasoning. The following questions will give you practice answering questions on these skills.

1. Which of the following sentences shows the protesters' reaction to the boycott?
 - A. *Just like me, the two students felt a sense of satisfaction at being able to contribute to the cause of justice.*
 - B. *There was open respect and admiration in the eyes of many whites who had looked on before, dubious and amused.*
 - C. *Many were themselves surprised at the response of the masses, and could not explain, if they had wanted to, what had changed them overnight into fearless, courageous, proud people, standing together for human dignity, civil rights, and, yes, self-respect!*
 - D. *When I told him that the WPC was staging a boycott and needed to run off the notices, he told me that he too had suffered embarrassment on the city buses. Like myself, he had been hurt and angry.*
2. How does Leo Tolstoy organize his ideas in the first paragraph of the excerpt from *Writings on Civil Disobedience and Nonviolence* on page 376?
 - A. He introduces the concept of public opinion and then describes examples of how it can be changed.
 - B. He lists ineffective ways that groups have tried to effect change and then makes his own claim about how to do it.
 - C. He begins by describing the methods that others have tried to solve society's problems and then refuting each of those ideas one by one.
 - D. He proposes a system for taking action to change unjust conditions, then relates a series of events that illustrate the successful use of his proposal.
3. Which statement from the leaflet in *The Montgomery Bus Boycott* best represents the specific reason Robinson argues that a bus boycott will bring about a change in policy toward unfair treatment of African Americans?
 - A. *It is the second time since the Claudette Colvin case that a Negro woman has been arrested for the same thing.*
 - B. *. . . if Negroes did not ride the buses, they could not operate.*
 - C. *If we do not do something to stop these arrests, they will continue.*
 - D. *The next time it may be you, or your daughter, or mother.*

4. How does Jo Ann Robinson introduce her description of making flyers to promote the bus boycott?
- A. She depicts the African American community's activities in the days following Rosa Parks's arrest.
 - B. She tells of her immediate response to the news of Parks's arrest, including her desire to stay off the bus.
 - C. She describes the previous boycott plans the Women's Political Council had made, which she put into action.
 - D. She recounts the phone call from Fred Gray, who prompted her to explain how she planned to respond.
5. Read the following excerpt from *The Montgomery Bus Boycott* and answer the question that follows.

In the afternoon of Thursday, December 1, a prominent black woman named Mrs. Rosa Parks was arrested for refusing to vacate her seat for a white man. Mrs. Parks was a medium-sized, cultured mulatto woman; a civic and religious worker; quiet, unassuming, and pleasant in manner and appearance; dignified and reserved; of high morals and a strong character. She was—and still is, for she lives to tell the story—respected in all black circles.

Based upon the description of Rosa Parks, the reader can infer that the author believes that

- A. Rosa's blameless character made her the ideal person to be the figurehead of the boycott.
- B. Rosa was not interested in changing unjust laws.
- C. White society had reason to believe that Rosa was an outsider sent to Montgomery to cause problems.
- D. Social activism is best carried out by a very assertive, vocal leader.

Writing a Research Paper

In this unit, you read a variety of works on the theme of ideas that brought about great change. Some ideas were simple but took some planning and organization. Such is the case in *The Montgomery Bus Boycott*, which described a protest against discriminatory policies. In *The Facebook Effect*, a Colombian man decided to use a new social platform to influence terrorists to release prisoners. Finally, “Pure Genius” shows how ingenuity and hard work can bring water to thirsty people all over the world. You now will have a chance to trace the effects of an idea on human society.

CONNECT TO ESSENTIAL QUESTION

What idea has led to the greatest change in human society? Is it a technology? A philosophy? A system of government?

WRITING PROMPT

Describe how an idea has greatly changed the world. First, research some of the most significant ideas in history. Books and articles about “ideas that changed the world” often include inventions such as farming or the internal combustion engine and political systems like democracy or communism. Choose a topic that interests you and has had a clear impact on the world. Then describe how the idea came about, what its effects have been, and how it might affect the future. Your paper must be 7 to 10 pages in length, double-spaced in a standard font. Six to ten different sources should be used for the research. Use MLA (or other citation style as directed by your teacher) to cite your sources in your paper. Include a Works Cited page and at least three direct quotations from your sources 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 on the below.

Purpose	
Audience	
Content Requirements	
Additional Requirements	

Brainstorm

Here are some examples of influential ideas:

Ideas that Changed the World	
• the printing press	• the scientific method
• refrigeration	• evolution by natural selection
• electronic communication	• vaccination
• the automobile	• the assembly line
• feminism	• capitalism
• democracy	

These general topics will need to be narrowed down to a more specific subject. For example, electronic communication may be narrowed into the following innovations:

- radio
- telegraphy
- penicillin
- television
- satellite transmission
- email

Conduct research to help you decide on a more specific topic for your paper. The website worldhistorymatters.org is an especially helpful resource for students. Other online sources include edsitement.neh.gov and historyoftechnology.org.

Research Ideas

After selecting your innovation, gather information. At the media center, consult various types of 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 key words and compare the types of results you get. Find books in your library, which might provide you with background about your world-changing idea.
- 2. Readers' Guide to Periodical Literature:** Use this online reference source at ebshost.com to identify useful magazine or newspaper articles.
- 3. Database:** Ask a librarian or media specialist to recommend a database that can lead you to information that is relevant to the topic you are researching.

Practice Performance Task

A performance task evaluates your ability to comprehend selections of literature and informational text and then demonstrate your knowledge in writing. The task may begin 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.

Take the following performance task based upon selections from Unit 4. You will read several sources and answer questions. Finally, you will complete a longer writing task that will address the Unit 4 Essential Question: Can a simple idea bring about great change?

Source #1

Read the following excerpt from *The Montgomery Bus Boycott and the Women Who Started It*. Then answer question 1.

They were sullen and uncommunicative, but they rode the buses. There was a silent, tension-filled waiting. For blacks were not talking loudly in public places—they were quiet, sullen, waiting. Just waiting!

Thursday evening came and went. Thursday night was far spent, when, at about 11:30 P.M., I sat alone in my peaceful single family dwelling on a quiet street. I was thinking about the situation. Lost in thought, I was startled by the telephone's ring. Black attorney Fred Gray, who had been out of town all day, had just gotten back and was returning the phone message I had left for him about Mrs. Parks's arrest. . . . Fred was shocked by the news of Mrs. Parks's arrest. I informed him that I already was thinking that the WPC should distribute thousands of notices calling for all bus riders to stay off the buses on Monday, the day of Mrs. Parks's trial. "Are you ready?" he asked. Without hesitation, I assured him that we were. With that he hung up, and I went to work.

1. The repeated ideas in the first paragraph of the excerpt above emphasize that
 - A. the buses were still running after Rosa Parks's arrest.
 - B. the WPC already had a plan for a boycott in place.
 - C. blacks were uncertain how to take action.
 - D. many bus riders were afraid to talk about the arrest.
2. Which of the following is the best summary of the entire excerpt of *The Montgomery Bus Boycott and the Women Who Started It* from Chapter 16?
 - A. Fred Gray, a black attorney, along with the WPC was instrumental in starting the Montgomery bus boycott.
 - B. Rosa Parks bravely refused to give up her seat on a Montgomery bus, an action that started a bus boycott that kick-started the civil rights movement.
 - C. Jo Ann Robinson and the WPC were instrumental in rallying African Americans to boycott Montgomery buses in protest of segregated conditions.
 - D. The Montgomery bus boycott began on Monday, December 5th, as a direct result of Rosa Parks's arrest after she refused to give up her seat.

Source #2

Read the following excerpt from E. B. White's essay "Freedom." Then answer the questions that follow.

"I know," wrote Hitler, "that one is able to win people far more by the spoken than by the written word. . . ." Later he adds contemptuously: "For let it be said to all knights of the pen and to all the political dandies, especially of today: the greatest changes in this world have never been brought about by a goose quill! No, the pen has always been reserved to motivate these changes theoretically."

Luckily I am not out to change the world—that's being done for me, and at a great clip. But I know that the free spirit of man is persistent in nature; it recurs, and has never successfully been wiped out, by fire or flood. I set down the above remarks merely (in the words of Mr. Hitler) to motivate that spirit, theoretically. Being myself a knight of the goose quill, I am under no misapprehension about "winning people"; but I am inordinately proud these days of the quill, for it has shown itself, historically, to be the hypodermic which inoculates men and keeps the germ of freedom always in circulation, so that there are individuals in every time in every land who are the carriers, the Typhoid Marys, capable of infecting others by mere contact and example. These persons are feared by every tyrant—who shows his fear by burning the books and destroying the individuals. A writer goes about his task today with the extra satisfaction which comes from knowing that he will be the first to have his head lopped off—even before the political dandies. In my own case this is a double satisfaction, for if freedom were denied me by force of earthly circumstance, I am the same as dead and would infinitely prefer to go into fascism without my head than with it, having no use for it any more and having no use for it any more and not wishing to be saddled with so heavy an encumbrance.

3. Based upon the passage, White compares the work of a writer to a
 - A. politician who makes laws that protect civil rights.
 - B. doctor who vaccinates against tyranny and fascism.
 - C. librarian who provides information about freedom.
 - D. warrior who fights for freedom.

4. How does White respond to Hitler's suggestion that the written word only motivates the spirit "theoretically"?
 - A. He observes that humanity's innate love of freedom has endured in spite of opposition.
 - B. He proclaims himself to be a knight of the quill who will boldly persuade people to oppose Hitler.
 - C. He praises martyrs who have given their lives to guarantee that freedom will continue.
 - D. He vows to give up his own life to further the cause of freedom and end Hitler's tyranny.