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Unit 4

Essential Question

How do we protect freedom in the modern world?

Freedom has been a core value since the founding of the United States. The Preamble to the Constitution states: “We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.” Throughout its history, the United States government has fought wars in the name of freedom and enacted laws to protect it, and the American people have engaged in much spirited debate about it.

However, freedom is not a static, one-dimensional concept. When most people think of freedom, they have multiple associations. To a prisoner, it may mean a release from incarceration. To a citizen under the rule of a dictatorship, freedom may be associated with being able to criticize the government without fear of repercussions. To a slave in a preCivil War era, freedom probably meant an escape from slavery. To a bored student sitting in class, freedom may simply mean an end to the school day.

With all of these different associations, how can a society agree on what defines freedom and how to protect it? Unit 4 will explore differing ideas of freedom. You’ll read about issues related to freedom from the perspective of American presidents, Supreme Court judges, and even literary characters. As you read, consider how freedom is represented and how it can be limited or restricted. Think about what people and governments do to protect freedom.

GOALS

- To analyze characters and their interactions
- To make inferences based on textual evidence
- To analyze how authors use rhetoric to accomplish purpose
- To understand how main ideas are developed in historical fiction
- To explore theme through analyzing style and point of view
- To evaluate a Supreme Court decision
- To write an argument analysis



Chapter 15

Analyzing Purpose Through Rhetoric

Preview Concepts

Think about a speech you recently heard or delivered. What was the speech's purpose? What made that purpose clear? Write a response below.

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

CHAPTER GOALS

In this chapter you will:

- explore speaker's purpose.
- analyze claims.
- compare rhetoric.
- create a public service announcement or write a speech.

PREVIEW ACADEMIC VOCABULARY

anaphora
claim
counterclaim
hyperbole
metaphor
pathos
personification
refute
rhetoric
simile

Making Connections

Listen as your teacher reads an excerpt from a speech by Mahatma Gandhi, leader of the nonviolent (non-cooperation) movement for Indian independence from Great Britain. What is his purpose for speaking? Discuss your thoughts with a partner.

I have suggested yet another difficulty—to withdraw our children from the Government schools and to ask collegiate students to withdraw from the College and to empty Government aided schools. How could I do otherwise? I want to gauge the national sentiment. I want to know whether the **Mahomodans** feel deeply. If they feel deeply they will understand in the twinkling of an eye, that it is not right for them to receive schooling from a Government in which they have lost all faith; and which they do not trust at all. How can I, if I do not want to help this Government, receive any help from that Government. I think that the schools and colleges are factories for making clerks and Government servants. I would not help this great factory for manufacturing clerks and servants if I want to withdraw co-operation from that Government. Look at it from any point of view you like. It is not possible for you to send your children to the schools and still believe in the doctrine of non-cooperation.

—“Speech at Madras,” August 12th, 1920

MAKING CONNECTIONS

In the excerpts in this chapter, you will be analyzing the speakers’ purposes and their claims.

Mahomodans: obsolete term for followers of Mohammed; Muslims

The Berlin Wall was built in 1961 at the height of the Cold War between the United States and Soviet Union. The first secretary of the communist party, Nikita Khrushchev, issued an order allowing the East German government to build a wall dividing East and West Berlin. President John Kennedy visited the Wall in 1963.

First Read: Speaker's Purpose

Objective: As you read the following excerpts from the speeches by John F. Kennedy and Ronald Reagan, think about the problems they are drawing to their audience's attention. Underline at least one sentence in each excerpt that identifies the problem(s) described. What solutions does each speaker propose? Write questions you have about Berlin and the Berlin Wall in the My Thoughts column as you read.

excerpt

Speech at the Berlin Wall

by President John F. Kennedy

1 Two thousand years ago the proudest boast was "*Civitas Romanus sum.*" Today, in the world of freedom, the proudest boast is "*Ich bin ein Berliner.*"

There are many people in the world who really don't

5 understand, or say they don't, what is the great issue between the free world and the Communist world. Let them come to Berlin. There are some who say that Communism is the wave of the future. Let them come to Berlin. And there are some who say in Europe and elsewhere we can work with the Communists.

10 Let them come to Berlin. And there are even a few who say that it is true that Communism is an evil system, but it permits us to make economic progress. "*Lasst sie nach Berlin kommen.*"

Freedom has many difficulties and democracy is not perfect, but we have never had to put a wall up to keep our

15 people in, to prevent them from leaving us. I want to say,

Civitas Romanus sum: I am a Roman citizen

Ich bin ein Berliner: I am a Berliner

Lasst sie nach Berlin kommen: Let them come to Berlin

My Thoughts

20

25

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35

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[illegible]

and ourselves to all mankind. Freedom is indivisible, and when one man is enslaved, all are not free. When all are free, 45 then we can look forward to that day when this city will be joined as one—and this country, and this great continent of Europe—in a peaceful and hopeful glow. When that day finally comes, as it will, the people of West Berlin can take sober satisfaction in the fact that they were in the front lines 50 for almost two decades.

All free men, wherever they may live, are citizens of Berlin, and, therefore, as a free man, I take pride in the words *“Ich bin ein Berliner.”*

On June 12, 1987, President Ronald Reagan delivered a speech in front of the Brandenburg Gate in West Berlin. This gate separated East Berlin from West Berlin and symbolized Communist oppression. The 12-foot concrete wall extended for a hundred miles around West Berlin.

excerpt

Remarks from the Brandenburg Gate

by President Ronald Reagan

1 . . . Behind me stands a wall that encircles the free sectors of this city, part of a vast system of barriers that divides the entire continent of Europe. From the Baltic South, those barriers cut across Germany in a gash of barbed wire, 5 concrete, dog runs, and guard towers. Farther south, there may be no visible, no obvious wall. But there remain armed guards and checkpoints all the same—still a restriction on the right to travel, still an instrument to impose upon ordinary men and women the will of a totalitarian state.

10 Yet, it is here in Berlin where the wall emerges most clearly; here, cutting across your city, where the news photo

My Thoughts

My Thoughts

and the television screen have imprinted this brutal division of a continent upon the mind of the world.

Standing before the Brandenburg Gate, every man is a
15 German separated from his fellow men.

Every man is a Berliner, forced to look upon a scar.

In the 1950s, Khrushchev predicted: "We will bury you."
But in the West today, we see a free world that has achieved
a level of prosperity and well-being unprecedented in all
20 human history. In the Communist world, we see failure,
technological backwardness, declining standards of health,
even want of the most basic kind—too little food. Even
today, the Soviet Union still cannot feed itself. After these
four decades, then, there stands before the entire world
25 one great and inescapable conclusion: Freedom leads to
prosperity. Freedom replaces the ancient hatreds among the
nations with **comity** and peace. Freedom is the victor.

And now the Soviets themselves may, in a limited way,
be coming to understand the importance of freedom. We
30 hear much from Moscow about a new policy of reform
and openness. Some political prisoners have been released.
Certain foreign news broadcasts are no longer being
jammed. Some economic enterprises have been permitted to
operate with greater freedom from state control.

35 Are these the beginnings of profound changes in the
Soviet state? Or are they token gestures, intended to raise
false hopes in the West, or to strengthen the Soviet system
without changing it? We welcome change and openness;

My Thoughts

for we believe that freedom and security go together, that
40 the advance of human liberty can only strengthen the cause
of world peace. There is one sign the Soviets can make that
would be unmistakable, that would advance dramatically the
cause of freedom and peace.

General Secretary Gorbachev, if you seek peace, if you seek
45 prosperity for the Soviet Union and Eastern Europe, if you
seek liberalization: Come here to this gate! Mr. Gorbachev,
open this gate! Mr. Gorbachev, tear down this wall!

I understand the fear of war and the pain of division
that afflict this continent—and I pledge to you my country’s
50 efforts to help overcome these burdens. To be sure, we in
the West must resist Soviet expansion. So we must maintain
defenses of unassailable strength. Yet we seek peace; so we
must strive to reduce arms on both sides.

Post Script: In November, 1989, the Berlin Wall was
55 ceremonially torn down. It signified the end of the Cold War.

My Thoughts

FIRST RESPONSE: KEY IDEAS AND DETAILS

What problem are the speakers calling to people’s attention?
Respond to this question in your journal. Be prepared to share your
answers in class.

Focus on Speaker’s Purpose

Writers and speakers have a purpose or goal they seek to
accomplish. Their goal may be to persuade, inform, entertain,
or achieve another purpose. At times, the writer’s or speaker’s
purpose may be unclear, so readers or listeners must sift through
information to discover the purpose. Often though, the writer or
speaker explicitly states what he or she wants to accomplish by
using phrases such as “I want,” “we must,” or “I believe.”

TECH-CONNECT

Kennedy delivered his
speech in 1963 while
Reagan spoke in 1987.
What is the Berlin Wall
site like today? Conduct
an Internet search using
the phrase *Berlin Wall
today*. Find facts from
at least two websites
on the topic. In your
response journal, record
these facts along with
the website’s URL, or
copy the URL and paste
it onto your class web
page as instructed by
your teacher.

In which sentence does Reagan reveal his purpose for speaking?
Support your answer with details from the speech.

What is Kennedy's purpose for speaking? Support your answer
with details from the speech.

REFLECT

A current political issue is the value of the border fence between the U.S. and Mexico. After reading their speeches, how do you think Kennedy and Reagan would respond to the border fence?

Language: Parts of Speech

Notice how the words *divides* and *division* are used in the following paragraphs from Reagan's speech:

Behind me stands a wall that encircles the free sectors of this city, part of a vast system of barriers that divides the entire continent of Europe. From the Baltic South, those barriers cut across Germany in a gash of barbed wire, concrete, dog runs, and guard towers. Farther south, there may be no visible, no obvious wall. But there remain armed guards and checkpoints all the same—still a restriction on the right to travel, still an instrument to impose upon ordinary men and women the will of a totalitarian state.

Yet, it is here in Berlin where the wall emerges most clearly; here, cutting across your city, where the news photo and the television screen have imprinted this brutal division of a continent upon the mind of the world.

Understanding a word's base meaning and part of speech can help you determine its meaning. All words are classified into one of the eight parts of speech. For example, *divides* is a verb, while *division* is a noun, but both words have similar meanings. If you know that *divides* means "to separate," you can infer that *division* is a "separation."

Part of Speech	Function	Example
noun	a thing or person	family, table, Mexico, Sofia
verb	an action or state of being	eat, smile, have, wish, do
pronoun	replaces a noun	he, she, them, you, it, someone
adjective	describes a noun	calm, bubbly, blue, feisty
adverb	describes a verb, adverb, or adjective	calmly, quietly, quite, quickly, jokingly
preposition	links a noun to another word	to, from, with, outside, before
conjunction	joins clauses or words	and, but, or, nor, for, so, yet, since
interjection	a brief exclamation	Hey! Oh, my! Well, . . .

A word may have the same spelling and similar meaning but be a different part of speech depending on how it is used in a sentence. For example, the word *trust* can function as a verb or a noun. Consider the following two sentences.

- I trust you. Here, *trust* is used as a verb.
- You have broken my trust. In this sentence, *trust* is used as a noun.

What other words used in the speeches have different forms or may be used as other parts of speech in another context?

CONNECT TO ESSENTIAL QUESTION

How much responsibility and power should the United States have or use to influence freedom in other countries?

Second Read: Analyzing Claims

Objective: Read the speeches again or listen as they are read aloud. Think about the following questions:

1. What does Kennedy claim about Communism and the Berlin Wall? What does he use to support his claims?
2. What does Reagan claim about Communism and the Berlin Wall? What does he use to support his claims?

Focus on Analyzing Claims

A counterclaim is a claim made to refute an opposing claim. Sometimes a speaker or writer will introduce an objection from the opposing side before they get the chance to do so. In this way, speakers or writers can make their argument appear stronger by addressing and refuting the counterclaim before it's even made.

Consider this example. When turning in a late assignment, you might begin by telling the teacher, "I know you said you would not accept any late submissions because we have known about and been working on this assignment for two weeks, but . . ."

When you mention the late work policy and the reasons for it on this assignment, you are addressing your teacher's main protest about why he or she will not accept your late work. After mentioning this concern (the counterclaim), you can offer evidence to persuade your teacher to your point of view.


1. In which sentence does Kennedy's speech address a counterclaim or an argument supporting Communism? What is that counterclaim?


2. How does Kennedy refute the argument in favor of Communism?

3. What emotionally charged language does Kennedy use to address the counterclaim? Write at least three emotionally charged words or phrases used in the text below.

4. What is the effect on his argument of the emotional language Kennedy uses?

5. How does Reagan address Khrushchev's claim, "We will bury you"?

 **Write** Restate the central claim of one of the speeches. Do you agree with the claim and the evidence used to support it? Is there enough evidence to justify an end to Communism and the destruction of the Berlin Wall? Why or why not? Explain your answers in a few paragraphs.

 **Speak and Listen** Share your writing with a partner. Take notes on ideas where your answers differed.

Third Read: Comparing Rhetoric

Rhetoric is the art of writing or speaking effectively. Rhetoric may be used to inform or persuade and often uses emotional appeals and figurative language to influence an audience.

Objective: With a partner, take turns reading the texts one paragraph at a time. As you read, pay attention to how each speaker appeals to your emotions. Point out language that is especially effective or persuasive.

Focus on Comparing Rhetoric

Pathos is a form of rhetoric that appeals to emotion. Speakers and writers use pathos to persuade audience members to accept their point of view, often by using figurative language to evoke emotions. Review the chart on the next page for some types of figurative language that writers and speakers may use to evoke pathos.

TECH-CONNECT

The Berlin Wall finally came down on November 9, 1989. Find photos online showing what happened that day. Collaborate with a group of students and use Glogster™ to create a poster illustrating that historic event.

Figurative Language	Examples
Metaphor—a comparison that points out how two very different things are similar. One thing is said to be another.	But soft, what light through yonder window breaks? / It is the east and Juliet is the sun!
Simile—a comparison that uses the words “like” or “as”	I found him under a tree, like a dropped acorn.
Personification—a comparison that attributes human qualities or abilities to an animal or object	The leaves shivered and clung stubbornly to the branches as the first snow of winter began falling.
Hyperbole—an exaggeration used for emphasis	I’m so tired that I could sleep for a year.
Sensory language—writing that appeals to the five senses	The brilliant colors of the monarch butterfly fill the sky as they begin their migratory journey with the flapping of hundreds of wings.
Anaphora—repeating a sequence of words (often at the beginnings of sentences or phrases) for emphasis	Robert F. Kennedy said, “What we need in the United States is not division. What we need in the United States is not hatred. What we need in the United States is not violence and lawlessness . . .”

The chart below contains excerpts from both speeches. Identify the figure of speech and then explain its effect, or the emotions it evokes. Complete the final row on your own by identifying one figure of speech from either of the excerpts and explaining its effect on the audience.

Example	Figure of Speech	What is the effect on the audience?
<i>Two thousand years ago the proudest boast was “Civitas Romanus sum.” Today, in the world of freedom, the proudest boast is “Ich bin ein Berliner.”</i>	hyperbole	Kennedy stresses the pride felt by residents of Berlin to contrast it to his criticism of Communism and the Berlin Wall. He also captures his audience by praising them.
<i>There are many people in the world who really don’t understand, or say they don’t, what is the great issue between the free world and the Communist world. <u>Let them come to Berlin.</u> There are some who say that Communism is the wave of the future. <u>Let them come to Berlin.</u> And there are some who say in Europe and elsewhere we can work with the Communists. <u>Let them come to Berlin.</u></i>		
<i>From the Baltic South, those barriers cut across Germany in a gash of barbed wire, concrete, dog runs, and guard towers.</i>		

Example	Figure of Speech	What is the effect on the audience?
<i>So let me ask you, as I close, to lift your eyes beyond the danger of today to the hopes of tomorrow, beyond the freedom merely of this city of Berlin, or your country of Germany, to the advance of freedom everywhere, beyond the wall to the day of peace with justice, beyond yourselves and ourselves to all mankind.</i>		

Project-Based Assessments

Develop a Public Service Announcement

Have you ever tried to convince a parent to let you attend a late-night concert, persuade a teacher to shorten an assignment, or persuade school administrators to change a school policy? Rhetoric is used not only by presidents and other famous speakers; it may also be used in your daily life, and how effectively you use it determines your success.

Create a 30-second public service announcement (PSA) to raise awareness for a need in your city. Find and watch examples at psacentral.org. Follow these steps to create your own public service announcement.

1. Identify a problem in your school, city, or state that could be changed. Possible ideas include the following:
 - Hunger
 - Bullying
 - Obesity
 - Pet shelter overpopulation
 - Support for local businesses
 - Recycling

2. Plan your PSA by explaining the problem and then offering a solution. Persuade your audience to join you in making a change.
3. Write a 30-second announcement that is 85 to 100 words in length.
4. Practice reading your announcement until it sounds professional and is within the prescribed time limit. Remember to read clearly and with feeling. Listening to professional PSAs will help you think about how your voice should sound. Record the announcement on a cell phone's memo feature or on a computer using recording software. Your announcement must be 29.5 to 30.5 seconds in length.
5. Before submitting your PSA as your teacher directs, play it for another student or a parent. Ask for feedback using the rubric below as a guide. Change your PSA based on this feedback.
6. Submit your digital recording and text electronically to your teacher or present it to the class as instructed.

Use the following guidelines for your public service announcement.

To receive the highest score (4.0), the public service announcement must meet all of these criteria.

Your announcement

- clearly and creatively explains the problem using facts and/or personal examples and then offers a solution.
- is digitally recorded and is 30 seconds in length.
- sounds professional. Announcer speaks clearly and uses good vocal variety to communicate ideas.
- contains correct grammar, spelling, and punctuation.

Speech

Instead of developing a public service announcement, write and deliver a speech. Use the same steps as for the PSA with these additions:

- Follow the format of introducing a problem and then offering a solution.
- Expand the length to three to five minutes.
- Conduct research about your topic so that you can add facts to your speech. You may need to use the Internet to conduct research about policies of other cities or states.
- Use pathos and figurative language in your speech.
- Prepare for your speech by reading it aloud several times. When you deliver your speech, however, make sure you do not keep your eyes fixed on your paper—be sure to make a substantial amount of eye contact with your audience. Avoid reading too quickly. Use voice inflections and pauses to make your speech more interesting.

REFLECT

Do you usually use emotion or logic when you want to persuade someone to share your point of view?

Use the following guidelines for your speech.	
<p><i>To receive the highest score (4.0), the speech must meet all of these criteria.</i></p>	<p>The speech</p> <ul style="list-style-type: none"> clearly and creatively explains the problem using facts and/or personal examples, and then offers a solution. shows evidence of research and demonstrates knowledge of the topic. uses logos, ethos, and pathos effectively to persuade the audience. is three to five minutes in length. is free from grammar, spelling, and punctuation errors. <p>When giving the speech, the speaker</p> <ul style="list-style-type: none"> talks clearly and uses good vocal variety to communicate ideas.

On Your Own: Integrating Ideas

1. Listen to both Reagan's and Kennedy's Berlin speeches on youtube.com.
2. Research what happened to President Kennedy and President Reagan in the years following these speeches. What did they achieve during the rest of their presidencies?
3. Reagan mentions Khrushchev. Who was he? Research his life and his connection to the Berlin Wall.
4. Research other walls and physical barriers that have divided countries or cities, such as Hadrian's Wall or the Great Wall of China. Why were these walls constructed? What happened to them?
5. Find and read the song lyrics from "Nikita" by Elton John. Song lyrics are readily available on sites such as Google Play Music and azlyrics.com. What references to the Cold War and the Berlin Wall does this song make? What type of figurative language did Elton John use in the song?

Connect to Testing

Reading assessments often contain questions concerning figurative language or other forms of rhetoric used to support writer's and speaker's claims and counterclaims. Answer the following questions.

1. **Part A:** Read this sentence from the text. Then answer the question that follows.

"General Secretary Gorbachev, if you seek peace, if you seek prosperity for the Soviet Union and Eastern Europe, if you seek liberalization: Come here to this gate! Mr. Gorbachev, open this gate!"

This excerpt contains which of the following figures of speech?

- A. hyperbole
- B. anaphora
- C. metaphor
- D. simile

Part B: Identify and explain how this figure of speech helps Reagan convince his audience to support his stance against Communism. Support your ideas with evidence from the text.

2. Which statement best describes Kennedy's rhetorical purpose in speaking German in three sentences in his Speech at the Berlin Wall?
 - A. The use of German is an example of logos, and Kennedy uses it to appeal to his listeners' reasoning.
 - B. The use of German is an example of ethos and Kennedy uses it to demonstrate his authority and credibility.
 - C. The use of German is an example of pathos, and Kennedy uses it to appeal to his listeners' emotions and sense of identity.
 - D. The use of German is an example of chronos, and Kennedy uses it to appeal to his listeners' sense of time and history.
3. Kennedy says to his audience of Berliners, "*You live in a defended island of freedom, but your life is part of the main.*" Which of the following statements most accurately characterizes the rhetoric in that sentence?
 - A. The word *defended* highlights the importance of military preparedness.
 - B. Kennedy uses the metaphor of an island to highlight the isolation that Berlin and West Germany experience because of the division between East and West Germany.
 - C. Kennedy uses the metaphor of an island to suggest that the people of West Berlin have an island culture.
 - D. When Kennedy says, "*your life is part of the main*," he means that West Germany is more important than East, that it is the "main" Germany.
4. What is the most specific way in which Reagan refers to Kennedy's speech in his own?
 - A. Reagan refers to the separation of the German people from their brethren.
 - B. Reagan says, "*Every man is a Berliner*," echoing Kennedy's "*I am a Berliner*."
 - C. Reagan refers to the loss of freedom experienced by the divided people.
 - D. Reagan refers to the physical wall, just as Kennedy does.
5. What evidence does Reagan offer that Communism has been a failure?
 - A. barbed wire, concrete, dog runs, and guard towers
 - B. armed guards, checkpoints, and travel restrictions
 - C. technological backwardness, declining standards of health, and too little food
 - D. release of some political prisoners, allowing certain foreign news broadcasts, some private economic enterprises

Writing an Argument Analysis

The texts in this unit focused on protecting freedom in the modern world. Throughout history, threats to freedom have emerged and been resolved in a variety of ways across the globe. The question as to how to best protect freedom and people's rights continues to this day.

Crafting a clear and effective argument is an important skill, whether you are convincing people to believe in a cause or persuading them to take action. Read and analyze the essay below and then respond to the writing prompt that follows.

Directions: Underline each of the following in the article below using a different colored pencil for each element in an argument: Claim, Opposing Viewpoint, Reasons, Evidence, and Counterclaim. In other words, underline a claim in one color, an opposing viewpoint in another, and so on. Then create a color chart as a key to identify which color goes with which argument element. Next, identify and label the type of evidence used: Statistic, Quotation, Anecdote, Fact, Example. (NOTE: You will find at least one example of each.)

Social Media's Positive Effect on Teens

by Riad Brown

1 [1] There is no getting around it—most teens use social media. A recent study by the child advocacy group Common Sense Media suggests that 90% of people aged 13 to 17 years have used social media, while 51% say they visit a social

5 networking site daily. So what is the effect of all of these social media on teenagers' social lives? Perhaps surprisingly, social media can be a positive force in teens' lives, helping them stay in touch with friends, feel better about themselves, and connect with the larger world.

10 [2] Social media help teens stay connected to friends and make new ones who share their interests. According to the Common Sense Media survey, 52% of teenagers say social networking has had a positive effect on their friendships, and 37% say it has had a positive effect on their relationships

CONNECT TO ESSENTIAL QUESTION

What would you sacrifice to protect your freedom?

My Thoughts

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

15 with family members. Furthermore, 69% say that social media has helped them get to know other students at their school and 57% say it has helped them connect with people who share a common interest. Sarah Crewe, a junior who recently transferred to McCallum High School, said, "The

20 social networking site I use is helping me stay in touch with friends at my old school. It's making the transition so much easier!"

[3] Another positive effect of social media is that it generally seems to make teens feel better about themselves.

25 In an informal survey conducted by Mr. Chang's 11th grade sociology class, the majority of students in our school agreed with the following statement: "Social media bolsters my self-esteem by making me feel connected to and supported by a wide variety of people." Furthermore, in the Common Sense

30 Media survey, 20% of teens say that social networking makes them feel more confident, compared to only 4% who say it makes them feel less confident.

[4] Finally, social media helps teenagers become more aware of and involved in important local and world events.

35 According to a survey conducted by the organization Teens Care, 75% of teenagers say that using social media has helped them be more aware of current events. Not only are teens more aware as a result of social media, they are also more involved with what is going on around them. For

40 instance, after Hurricane Sandy, a student at my school used social media to raise money for hurricane victims. Because

My Thoughts

Practice Performance Task

A performance task evaluates your ability to comprehend selections of literature and informational texts 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.

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

Source #1

Read the following excerpt from Justice Black's Dissenting Opinion in the *Tinker v. Des Moines Independent Community School District* case from Chapter 18 of this unit.

I deny, therefore, that it has been the "unmistakable holding of this Court for almost 50 years" that "students" and "teachers" take with them into the "schoolhouse gate" constitutional rights to "freedom of speech or expression." . . . The truth is that a teacher of kindergarten, grammar school, or high school pupils no more carries into a school with him a complete right to freedom of speech and expression than an anti-Catholic or anti-Semite carries with him a complete freedom of speech and religion into a Catholic church or Jewish synagogue. Nor does a person carry with him into the United States Senate or House, or into the Supreme Court, or any other court, a complete constitutional right to go into those places contrary to their rules and speak his mind on any subject he pleases. It is a myth to say that any person has a constitutional right to say what he pleases, where he pleases, and when he pleases. Our Court has decided precisely the opposite. See, e.g., *Cox v. Louisiana*; *Adderley v. Florida*

1. **Part A:** Based upon this passage, which of the following actions by school administration would Justice Black most likely support?
 - A. developing only a few general rules to guide student conduct in school
 - B. encouraging students to engage in free speech at school regardless of any disruption it causes
 - C. enforcing school policies regarding student and staff free speech practices
 - D. allowing students to organize and perform protests at any location

Part B: Which phrase or sentence from Source 1 best supports the conclusion from Question 1, Part A. Circle all that apply.

- A. "students" and "teachers" take with them into the "schoolhouse gate" constitutional rights to "freedom of speech or expression"
- B. a complete right to freedom of speech and expression
- C. a complete constitutional right to go into those places contrary to their rules and speak his mind on any subject he pleases
- D. It is a myth to say that any person has a constitutional right to say what he pleases, where he pleases, and when he pleases.

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

Source #2

Read the following excerpt from the Majority Opinion in the *Tinker v. Des Moines Independent Community School District* case from Chapter 18 of this unit.

In *West Virginia v. Barnette*, *supra*, this Court held that, under the First Amendment, the student in public school may not be compelled to salute the flag. Speaking through Mr. Justice Jackson, the Court said:

The Fourteenth Amendment, as now applied to the States, protects the citizen against the State itself and all of its creatures—Boards of Education not excepted. These have, of course, important, delicate, and highly discretionary functions, but none that they may not perform within the limits of the Bill of Rights. That they are educating the young for citizenship is reason for scrupulous protection of Constitutional freedoms of the individual, if we are not to strangle the free mind at its source and teach youth to discount important principles of our government as mere platitudes.

On the other hand, the Court has repeatedly emphasized the need for affirming the comprehensive authority of the States and of school officials, consistent with fundamental constitutional safeguards, to prescribe and control conduct in the schools. See *Epperson v. Arkansas*, *supra*; *Meyer v. Nebraska*, *supra*. Our problem lies in the area where students in the exercise of First Amendment rights collide with the rules of the school authorities.

2. Based on the information in Sources 1 and 2, which of the following would the justices writing the majority opinion and Justice Black most likely support?
 - A. Schools have special functions and must be able to exercise their authority within reason.
 - B. Schools have final say in developing policies in line with the state and federal governments.
 - C. Schools must allow students to practice unrestricted freedom of speech to educate them about their constitutional rights.
 - D. Schools should have heavy restrictions placed on how they limit students' freedom of speech and expression.
3. Identify and explain how both sources support this stance with evidence from the text.

supra: Latin term meaning “above.” It directs the reader to a previous citation.