

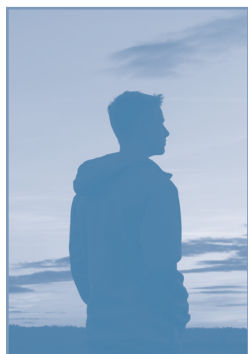
Contents

UNIT 1 Essential Question What forces shape who we are and who we are becoming? 7

Chapter 1	Analyzing the Effects of Plot and Imagery 8
	from <i>The Orphan Master’s Son</i> by Adam Johnson fiction 10
	Focus on Determining Theme, Narrative Structure, Imagery
Chapter 2	Understanding Literary Devices in Nonfiction 25
	from <i>Behind the Beautiful Forevers: Life, Death, and Hope in a Mumbai Undercity</i> by Katherine Boo journalistic nonfiction 26
	Focus on Setting Details, Examining Dialogue, Integrating Texts
Chapter 3	Comparing Texts from the Same Time Period 41
	from “The Lovesong of J. Alfred Prufrock” by T. S. Eliot poetry 43
	from “Song of Myself” by Walt Whitman poetry 52
	Focus on Determining Themes, Interpreting Allusions, Comparing and Contrasting Poems
Chapter 4	Evaluating Arguments 62
	from <i>The Glass Cage: Automation and Us</i> by Nicholas Carr nonfiction . . . 64
	“Is Technology Stealing Our (Self) Identities?” by Jim Taylor article 67
	Focus on Identifying Claims, Tracing an Argument, Evaluating Reasoning
Chapter 5	Recognizing Structure in Literature 80
	from <i>The Glass Castle</i> by Jeannette Wells memoir 82
	Focus on Portrayal of Characters, Point of View, How Structure Influences Meaning
	Writing a College Application Essay 97
	Practice Performance Task: Essay 105

UNIT 2 Essential Question Does physical appearance matter? .111

Chapter 6	Interpreting Explicit and Implicit Meanings 112
	“The Face of Beauty” by Diane Ackerman nonfiction essay 114
	Focus on Identifying Central Ideas, Textual Evidence, Rhetoric



Chapter 7	Exploring Characterization and Structure	129
	<i>from Frankenstein</i> by Mary Shelley fiction	131
	<i>Focus on Characterization and Conflict, Theme, Plot and Structure</i>	
Chapter 8	Appreciating Language and Meaning	151
	<i>from “For Brown-Skin Girls”</i> by Sharon Harvey Rosenberg poetry	153
	<i>from “Pretty”</i> by Katie Makkai poetry	159
	<i>Focus on Language and Tone, Shift in Tone, Irony</i>	
Chapter 9	Understanding Data, Details, and the Argument	170
	<i>“The Disproportionate Risks of Driving While Black”</i> by Sharon LaFraniere and Andrew W. Lehren article	171
	<i>Focus on Use of Anecdotes, Claims and Evidence, Interpreting Data</i>	
Chapter 10	Understanding Style	186
	<i>from Giving up the Ghost</i> by Hilary Mantel memoir	188
	<i>from “Tell Me I’m Fat”</i> by Elna Baker memoir	195
	<i>Focus on Author’s Point of View, Author’s Style, Comparing Authors’ Styles</i>	
	Writing a Definition Essay	206
	Practice Performance Task: Argumentative Essay	213

UNIT 3 Essential Question What is fair punishment for crime? . . .219

Chapter 11	Understanding Setting and Conflict	220
	<i>from Lord of the Flies</i> by William Golding novel	222
	<i>Focus on Setting, Conflict, Author’s Craft</i>	
Chapter 12	Comparing and Contrasting Key Ideas and Theme	234
	<i>from The Merchant of Venice</i> by William Shakespeare play	236
	<i>from “Justice”</i> by Paul Laurence Dunbar poem	237
	<i>from “Shakespeare”</i> by Vachel Lindsay poem	237
	<i>from “Justice”</i> by Langston Hughes poem	238
	<i>Focus on Main Ideas, Word Choice, Treatment of Themes</i>	
Chapter 13	Evaluating Arguments Through Point of View	246
	<i>from “Three Strikes and You’re Out”</i> by Mike Reynolds biography	248
	<i>from David and Goliath: Underdogs, Misfits, and the Art of Battling Giants</i> by Malcolm Gladwell informational	249
	<i>Focus on Main Ideas, Analyzing Assumptions, Evaluating Arguments</i>	
Chapter 14	Evaluating Arguments Through Purpose and Rhetoric	261
	<i>“The Agony of If”</i> by Roy Burgess Jr poetry	263
	<i>from “Abandon Hope, All Ye Who Enter Here”</i> by Supreme Court Justice Anthony Kennedy speech	263
	<i>Focus on Technical Language, Purpose and Rhetoric, Evaluating an Argument</i>	
Chapter 15	Evaluating Arguments Through Structure	281
	<i>from Supreme Court Ruling on Miller v. Alabama (2012)</i> by Hailey Black Supreme Court decision	283
	<i>Focus on Understanding Terms, Structure of a Court Ruling, Analyzing Argument</i>	
	Writing an Argument Analysis	298
	Practice Performance Task: Argumentative Essay	307

UNIT 4 Essential Question	What role does government play in personal freedom?	311
Chapter 16 Identifying Theme Through Character Development		312
<i>from The Night Thoreau Spent in Jail</i> by Jerome Lawrence and Robert E. Lee	play	314
<i>from Walden</i> by Henry David Thoreau	memoir	325
<i>Focus on Character Development, Themes, Synthesizing Sources</i>		
Chapter 17 Evaluating Arguments Through Key Details and Claims		331
<i>from Naked Economics: Undressing the Dismal Science</i> by Charles Wheelan	informational	333
<i>Focus on Key Details, Analyzing Arguments, Evaluating Arguments</i>		
Chapter 18 Analyzing Economic Rhetoric		345
<i>from Looking Backward</i> by Edward Bellamy	novel	347
<i>from "Statement to the Court"</i> by Eugene Victor Debs	speech	357
<i>Socialism</i>	encyclopedia article	358
<i>Focus on Main Ideas, Author's Craft, Connecting Themes</i>		
Chapter 19 Understanding Satire		365
<i>from Gulliver's Travels</i> by Jonathan Swift	novel	367
<i>from Common Sense</i> by Thomas Paine	primary source	377
<i>Focus on Important Details, Analyzing Satire, Synthesizing Texts</i>		
Writing a Division and Classification Paper		386
Practice Performance Task: Literary Analysis		394
Acknowledgments		399

Unit 3

Essential Question

What is fair punishment for crime?

Power is of two kinds. One is obtained by the fear of punishment and the other by acts of love. Power based on love is a thousand times more effective and permanent than the one derived from fear of punishment.

—Mahatma Gandhi

Rules regulate our lives. Consider high school. At the beginning of each year, you are given a handbook outlining rules for punctuality, attendance, assignment completion, grades, behavior, and dress code. Each teacher may add his or her own classroom rules to that seemingly endless list. Of course, the rules don't end when you exit the school building. The government has special laws for teenagers that outline when you can drive, how much you can work, how much you can be paid, and what time you must be home.

The sheer number of rules in your world may seem overwhelming, but they are necessary. Laws provide behavior boundaries, effectively protecting us from other people and sometimes from ourselves. Yes, we give up some of our freedoms, but we gain others. Without the law, you are free to steal your neighbor's dog, but your neighbor is also free to steal your dog!

And inevitably, rules *will* be broken. Crimes will be committed. What then? How does a society decide what is fair punishment for the criminal and just recourse for the victim? And what is the goal of punishment? Is it to placate the victim, to protect society, or to rehabilitate the criminal?

In this unit, you will explore a variety of texts on the theme of crime and punishment. You will consider important questions such as are laws really necessary to curb human behavior? Should the state try to rehabilitate offenders? Are long prison sentences effective at preventing crime? Throughout time, every generation continues to question and face these issues.

GOALS

- To analyze the role of setting, conflict, and characterization in revealing theme
- To analyze the use of figurative language in poetry
- To compare and contrast the styles of poems with similar themes
- To integrate ideas from multiple sources of information, including charts and texts
- To evaluate the evidence provided in support of an argument
- To analyze the structure and argumentation of a Supreme Court decision
- To write an essay, a poem, a literary analysis, a research paper, and an analysis of an argument



Chapter 11

Understanding Setting and Conflict

Preview Concepts

Think about being stranded on a desert island. What are a few of the problems you would face? How might being stranded and away from other people affect your behavior? 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:

- analyze character motivation.
- identify conflict using textual evidence.
- determine how a writer's language choices affect a text.
- write a human nature paper or create a comic strip.

PREVIEW ACADEMIC VOCABULARY

conflict
crime
criminal
mood
motivation
theme

Making Connections

Read the following excerpt.

It was now exactly seven months since the balloon voyagers had been thrown on Lincoln Island. During that time, notwithstanding the researches they had made, no human being had been discovered. No smoke even had betrayed the presence of man on the surface of the island. No vestiges of his handiwork showed that either at an early or at a late period had man lived there. Not only did it now appear to be uninhabited by any but themselves, but the colonists were compelled to believe that it never had been inhabited. And now, all this scaffolding of reasonings fell before a simple ball of metal, found in the body of an inoffensive rodent! In fact, this bullet must have issued from a firearm, and who but a human being could have used such a weapon?

—*Abandoned* by Jules Verne

What is the setting of the excerpt? Who are the characters? Underline lines from the text that suggest a problem or conflict.

MAKING CONNECTIONS

In the excerpt in this chapter, you will be analyzing the powerful role of setting and the resulting conflict.

The movement became regular while the chant lost its first
60 superficial excitement and began to beat like a steady pulse.

Roger ceased to be a pig and became a hunter, so that the
center of the ring yawned empty. Some of the littluns started
a ring on their own; and the complementary circles went
round and round as though repetition would achieve safety of
65 itself. There was the throb and stamp of a single organism.

The dark sky was shattered by a blue-white scar. An instant
later the noise was on them like the blow of a gigantic whip.
The chant rose a tone in agony.

“Kill the beast! Cut his throat! Spill his blood!”

70 Now out of the terror rose another desire, thick, urgent,
blind.

“Kill the beast! Cut his throat! Spill his blood!” . . .

The circle became a horseshoe. A **thing** was crawling out
of the forest. It came darkly, uncertainly. The shrill screaming
75 that rose before the beast was like a pain. The beast
stumbled into the horseshoe.

“Kill the beast! Cut his throat! Spill his blood!”

The blue-white scar was constant, the noise unendurable.
Simon was crying out something about a dead man on a hill.

80 *“Kill the beast! Cut his throat! Spill his blood! Do him in!”*

The sticks fell and the mouth of the new circle crunched
and screamed. The beast was on its knees in the center,
its arms folded over its face. It was crying out against the
abominable noise, something about a body on the hill. The

My Thoughts

thing: the “thing” is Simon, coming to tell the others about finding the dead paratrooper

FIRST RESPONSE

Imagine you are a movie director preparing to film this scene. Describe where the scene is set. What lighting or special effects would be needed to create the mood of the scene? What props or costumes would be essential? Write your response in your journal.

Focus on Setting

The events in this scene are horrible. Young boys kill one of their own. Is this unbelievable or is it understandable given the boys' situation?

1. How might the situation and/or setting impact the behavior of the boys? Cite details from the text to support your conclusions.

2. What evidence is there that the boys are being influenced to act as a group instead of individuals? Cite words and phrases from the text that support this idea.

TECH-CONNECT

What is trending on social media for this story (#LOTF #LordoftheFlies)? What images are associated with the story? Find something unexpected and be prepared to share it.

CONNECT TO ESSENTIAL QUESTION

How do we view children's crimes differently than we view adults' crimes?

REFLECT

Think about the last concert or sporting event you attended. Were you screaming and singing along with the rest of the crowd? Would you have acted this way if you were the only person doing so? Can you think of other situations in which mob mentality causes people to do things they normally wouldn't?

Second Read: Identifying Conflict

Objective: Read the selection again. Take turns reading aloud one page at a time with a partner. Stop and summarize what was read before switching roles. As you read each page, discuss the conflicts in the story.

Focus on Conflict

Every good story needs conflict. Conflict drives the action. When analyzing literature, readers often categorize the type of conflict to help them understand the themes of the story. Read the definitions in the first column. Then find an example of this conflict from the excerpt.

External Conflict: Conflict between a character and an outside force.			
	Definition	Explanation of how this conflict appears in <i>Lord of the Flies</i>	Quotation/evidence from the text
character vs. nature	<ul style="list-style-type: none"> character struggles against the forces of nature survival is at stake basic human needs for survival are water, shelter, and fire 		
character vs. character	<ul style="list-style-type: none"> character struggles with another character protagonist (central character) vs. antagonist (opposing character) 		
character vs. society	<ul style="list-style-type: none"> character fights against the society in which he or she lives character fights against rules or social issues may be used as satire to point out negative aspects of government, human nature, or society 	Consider how Jack and Ralph represent different types of societies.	

Internal Conflict: Conflict between the character and himself or herself.			
	Definition	Explanation of how this conflict appears in <i>Lord of the Flies</i>	Quotation/evidence from the text
character vs. self	<ul style="list-style-type: none"> • struggle takes place in character's own mind • choice between right and wrong • character may struggle with conflicting emotions 		

Speak and Listen With a partner, share your answers to the chart. Use the following to help you evaluate the effectiveness of the evidence. If you add to your answers based upon your discussion, use a different color pen or pencil.

1. Does the quotation/evidence from the text clearly support the conflict? If you disagree, explain why and support your opinion using examples from the excerpt.

Finish by discussing the following questions:

2. Based upon the conflicts, what is the author saying about human nature? What are the results of having no boundaries or limitations on behavior?
3. What conclusions can be drawn about organized laws or the government, based upon this scene?
4. Based upon the conflicts in this scene, what is/are the theme(s) of *Lord of the Flies*?

Write Based upon your answers to the graphic organizer and your partner discussion, write several paragraphs about how the conflict reveals the theme or themes of the book.

REFLECT

Why does the writer call Simon "a thing" (line 73), by his name (line 79) and then "the beast" (line 82)?

Third Read: Author's Craft

Objective: Listen as your teacher or another classmate reads the excerpt aloud. As you listen and follow along with the text, think about the following questions. Answer them in your response journal. Be prepared to discuss your answers with the class.

1. How does the author use repetition, description, and sensory language to communicate the changing mood of the scene? Underline specific words or phrases that seem especially effective.
2. How does the author use descriptions of nature to create the emotional tone of the story?
3. At what point does the mood and focus of the description change? Why does the writer change the mood at this point?

TECH-CONNECT

Send your best answer to question 1 to Polleverywhere.com according to your teacher's instructions.

Focus on Author's Craft


Words are the writer's tools to create meaning. Writers choose their words carefully to describe action and create the mood of the story. How a writer arranges the words is important too. For the following excerpt, analyze the underlined sections by identifying figurative language, repetition, and writing style in the space to the right.

The dark sky was shattered by a blue-white scar. An instant later the noise was on them like the blow of a gigantic whip. The chant rose a tone in agony.

"Kill the beast! Cut his throat! Spill his blood!"

Now out of the terror rose another desire, thick, urgent, blind.

"Kill the beast! Cut his throat! Spill his blood!"

 **Write** Choose three paragraphs from the excerpt that you feel communicate the changing mood of the scene. Write a paragraph analyzing how key words and phrases communicate emotion. Use a graphic organizer, like the following, to help you plan your writing. The sentence starters will help you write strong sentences using textual evidence.

Paragraph(s)	Key words/phrases	My explanation
In paragraph ____, the writer . . .	The phrase ____ is an example of . . .	This creates a feeling of . . . These words communicate . . .

Project-Based Assessments

Human Nature Paper

William Golding once said that his goal in writing *Lord of the Flies* was to trace society's flaws back to their source in human nature. Based upon your analysis of the excerpt in this chapter, what are Golding's conclusions about human nature? Left to themselves are humans innately good or evil? Does Golding believe that laws and government are necessary to keep order in a society?

Write an essay in which you draw conclusions about Golding's view of human nature. Explain how the setting, the conflicts, and the climax of the scene support your conclusions.

Use the following guidelines for your essay.

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

Your essay

- has a clear main idea included in a well-developed introduction.
- clearly explains how the setting, conflicts, and climax reveal the author's view of human nature and government.
- has a body organized with good transitional words and phrases.
- contains ideas that fit together logically to create a cohesive whole.
- ends with a conclusion that brings the writing to a satisfying close.
- maintains a formal style.
- is free from grammar, spelling, and punctuation errors.

Comic Strip Creation

Draw by hand or use an online comic strip generator to create a comic strip that explains one of the conflicts identified on pages 166–167. Use these steps:

1. Decide which type of conflict you want to illustrate.
2. Plan your comic strip before you begin creating it. Return to the excerpt and identify examples of the conflict at the beginning, middle, and end of the text. You may also want to refer to your answers in the graphic organizer on pages 228–229. The goal is to show the progression of the conflict throughout the excerpt. Your comic should include at least four panels.
3. Your strip should use both speech bubbles and narration in boxes below the illustrations. Use the speech bubbles to indicate dialogue or thoughts that develop the conflict. Use the narration to explain the progression of the conflict.
4. Whether you draw by hand or use an online program identified by your teacher, include a title that explains the conflict you are illustrating.

continued on next page

5. Save your completed strip and print it, or share it digitally through your class website. If drawn by hand, make a digital copy and post it.
6. Use this rubric to ensure your project meets all the requirements.

Use the following guidelines for your comic strip.	
<p><i>To receive the highest score (4.0), the comic strip must meet all of these criteria.</i></p>	<p>Your comic strip</p> <ul style="list-style-type: none"> • accurately traces a conflict throughout the excerpt. • uses evidence from the text in speech bubbles and narrative strips to support your conclusions about conflict. • is creatively illustrated using accurate and detailed backgrounds, characters, and images. • includes a minimum of four panels. • uses correct grammar, usage, punctuation, and spelling.

On Your Own: Integrating Ideas

1. Read the novel *Lord of the Flies* in its entirety, and then watch one of the movie versions. Evaluate how well the movie interprets the novel.
2. For a modern twist on the theme of *Lord of the Flies*, consider reading *Gone* by Michael Grant. In the book, all of the adults have suddenly vanished and technology no longer works. Things become more complicated when some of the teens left behind start developing strange powers.
3. Read *Animal Farm* by George Orwell. This allegory tells the story of a group of farm animals that overthrow their owner and create a new society built upon the idea that all animals are equal. Unfortunately, utopia doesn't last.
4. Anthony Burgess's novel, *A Clockwork Orange*, tells the story of a gang of violent youths in a dystopian England ruled by a totalitarian state. Antihero Alex and his "droogs" are wanton criminals. Eventually, Alex is caught and is forcibly rehabilitated. (You will question in the end who the real criminals are.) Be forewarned: the novel describes many violent acts.
5. Consider watching poet Patricia Smith perform her poem, "Undertaker." Gritty, hard-hitting, and realistic, the poem leaves a lasting impression

Connect to Testing

In this chapter, you analyzed how writers use conflict to reveal theme. Often you will be asked a follow-up question that requires you to identify evidence to support your conclusions about the text. Answer the following questions.

1. **Part A:** The central conflict between Ralph and Jack is about
 - A. who has a better way to get rescued from the island.
 - B. how to build shelters on the island.
 - C. who should be the leader of the boys.
 - D. how to kill the beast that is haunting the island.

Part B: Which of the following supports your answer to question 1? (Choose all that apply.)

- A. *The boys ranged themselves in rows on the grass before him but Ralph and Piggy stayed a foot lower, standing on the soft sand.*
 - B. *Ralph made a sudden movement that became a stumble. Some of the boys turned toward him.*
 - C. *“I gave you food,” said Jack, “and my hunters will protect you from the beast. Who will join my tribe?”*
 - D. *“I’m chief,” said Ralph, “because you chose me. And we were going to keep the fire going. Now you run after food—”*
 - E. *“Going to be a storm,” said Ralph, “and you’ll have rain like when we dropped here. Who’s clever now? Where are your shelters? What are you going to do about that?”*
2. Describe the type of conflict represented in the following quote and how it contributes to the mood.

The dark sky was shattered by a blue-white scar. An instant later the noise was on them like the blow of a gigantic whip.

Writing an Argument Analysis

He who opens a school door, closes a prison.
—Victor Hugo

The texts in this unit focus on the theme of crime and punishment. In this chapter, you will read a text and then write an essay to analyze the writer’s argument. This type of essay is often required by college entrance exams. It will test your ability to closely read a text, comprehend an argument, and then analyze the argument by writing a clear, cohesive essay.

As you read the editorial, think about the central claim the writers make. Think about how the paragraphs fit together to create a strong argument. Use the questions provided in the margin to aid your comprehension. Write your own questions or notes.

from

End Mass Incarceration Now

by the Editorial Board of *The New York Times*

- 1 For more than a decade, researchers across multiple disciplines have been issuing reports on the widespread societal and economic damage caused by America’s now-40-year experiment in locking up vast numbers of its citizens. If there is any remaining disagreement
- 5 about the destructiveness of this experiment, it mirrors the so-called debate over climate change.

In both cases, overwhelming evidence shows a crisis that threatens society as a whole. In both cases, those who study the problem have called for immediate correction.

- 10 Several recent reports provide some of the most comprehensive and compelling proof yet that the United States “has gone past the point where the numbers of people in prison can be justified by social benefits,” and that mass incarceration itself is “a source of injustice.”

What claim is made by the writers?

What is “societal and economic damage”?

Why do the writers equate disagreement about mass incarceration with the debate about climate change?

What purpose does this serve?

15 That is the central conclusion of a two-year, 444-page study prepared by the research arm of the National Academy of Sciences at the request of the Justice Department and others. The report highlights many well-known statistics: Since the early 1970s, the nation's prison population has quadrupled to 2.2 million, making it
20 the world's biggest. That is five to 10 times the incarceration rate in other democracies.

On closer inspection the numbers only get worse. More than half of state prisoners are serving time for nonviolent crimes, and one of every nine, or about 159,000 people, are serving life sentences—
25 nearly a third of them without the possibility of parole.

While politicians were responding initially to higher crime rates in the late 1960s, this "historically unprecedented" growth is primarily the result of harsher sentencing that continued long after crime
30 began to fall. These include lengthy mandatory minimums for nonviolent drug offenses that became popular in the 1980s, and "three strikes" laws that have put people away for life for stealing a pair of socks.

And even though the political climate has shifted in recent years,
35 many politicians continue to fear appearing to be "soft on crime," even when there is no evidence that imprisoning more people has reduced crime by more than a small amount.

Meanwhile, much of the world watches in disbelief. A report by Human Rights Watch notes that while prison should generally be a
40 last resort, in the United States "it has been treated as the medicine that cures all ills," and that "in its embrace of incarceration, the country seems to have forgotten just how severe a punishment it is."

What evidence does the writer give to support their claim?

What is the purpose of lines 26–32?

How do lines 38–42 support the central claim? Is it strong support, in your opinion?

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 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.

Take the following performance task based upon selections from Unit 3.

Sources 1 & 2

Read the following excerpt from Chapter 16.

“Because juveniles have diminished culpability and greater prospects for reform, they are less deserving of the most severe punishments.” *Id.* (internal citations omitted). “Deciding that a juvenile offender forever will be a danger to society would require making a judgment that he is incorrigible—but—incorrigibility is inconsistent with youth. . . . The characteristics of youth, and the way they weaken rationales for punishment, can render a life-without-parole sentence disproportionate.” Life without parole is especially harsh for the juvenile offender, who “will almost inevitably serve more years and a greater percentage of his life in prison than an adult offender.” . . .

Amendment VIII of the U.S. Constitution

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

1. In what way does mandatory life sentences for juveniles violate the Constitution? Explain the Supreme Court’s reasoning.

Source 3

Reread “Justice” by Paul Laurence Dunbar.

Enthroned upon the mighty truth,
Within the confines of the laws,
True Justice seeth not the man,
But only hears his cause.
Unconscious of his creed or race,
She cannot see, but only weighs;
For Justice with unbandaged eyes
Would be oppression in disguise.

2. The poem states that justice must be all of the following EXCEPT—
 - A. deaf to the rights of victims.
 - B. limited by the laws of the country.
 - C. blind to race, creed, color, or religion.
 - D. based in what is right and true.
3. Which of the following lines allude to the popular personification of Lady Justice?
 - A. *Enthroned upon the mighty truth,*
 - B. *Unconscious of his creed or race,*
 - C. *She cannot see, but only weighs;*
 - D. *Would be oppression in disguise.*

Source 4

Read the following excerpt from Justice Kennedy’s address from Chapter 15.

Consider this case: A young man with no previous serious offense is stopped on the George Washington Memorial Parkway near Washington, D.C., by United States Park Police. He is stopped for not wearing a seatbelt. A search of the car follows and leads to the discovery of just over 5 grams of crack cocaine in the trunk. The young man is indicted in federal court. He faces a mandatory minimum sentence of five years. If he had taken an exit and left the federal road, his sentence likely would have been measured in terms of months, not years.

United States Marshals can recount the experience of leading a young man away from his family to begin serving his term. His mother says, “How long will my boy be gone?” They say, “Ten years” or “Fifteen years.” Ladies and gentlemen, I submit to you that a 20-year-old does not know how long 10 or 15 years is. One day in prison is longer than almost any day you and I have had to endure. . . .