

Week Ten: Unit 2 Review

Weekly Focus: Response w/ Evidence
Weekly Skill: Essay Writing

Lesson Summary: This week, students will be given the opportunity to complete some of the writing activities from this unit again. Writing evidence-based responses can be challenging, so using familiar material to continue to practice this skill is essential to its mastery.

Materials Needed: Frederick Douglass reading, comprehension questions, and writing assignment; the Preamble reading and Preamble worksheet; Extended Response #2 prompt; "Are You Your Own Person?" article, Westward Expansion reading, and graphic organizer; Comma Rules; computers with internet access

Objectives: Students will...

- Revisit materials from this unit on independence
- Write an extended response

Common Core Standards Addressed: RL.11-12.1, RL.11-12.3, W.11-12.1, W.11-12.5

Note: This week, students will be given the opportunity to look at some of the activities from this unit again. There are a few activities included below. However, it will be up to you to choose which activity or activities you do. You may choose to revisit an activity as a whole class, or you may choose to set up "stations" and let your students decide which activity they would like to complete on their own. The timing for each of these activities is a mere suggestion. Please take the liberty with this lesson to do what you know is best for your students. There may be a particular lesson or skill that the whole class struggled with this unit. Use this time to revisit and clarify those things.

Also, since this is a review week, if the majority of your students need more help with commas, please feel free to use some of the time in this lesson to revisit those rules. With this, though, please choose a writing activity for students to complete as well, even if students produce one paragraph.

Talk with your coordinator if you are having trouble choosing which activities to do with your students. This week will serve as a "pause" or a "breather" before moving on to a new unit topic.

Week Ten: Unit 2 Review

Activities:

Introduction

Time: 10 minutes

Remind students that it is always a good idea to revisit material we have already covered to solidify understanding and to gain new insights. Today, they will be given a chance to revisit some activities from this past unit that were particularly challenging. For students who were not here, it will be a chance to get "caught up" on some of the content that we covered.

Activity 1 from RLA Week 8: Frederick Douglass

Time: 50 minutes

The Douglass reading and comprehension questions are included in the materials below. For students who were not present, you may choose to have them complete this assignment as a reading comprehension exercise. Students who were present should produce a written response. They can use the writing assignment sheet in the materials section below. The instructions for the writing activity are repeated from RLA Week 8 here:

- Remind students of the important elements of a paragraph. A **topic sentence**, which tells what the paragraph will be about; **supporting details**, which provide evidence that helps explain, illustrate, and support the topic sentence; and a **concluding sentence**, which sums up the main idea of the paragraph.
- Introduce students to the Individual Writing Assignment on Douglass.
- As a class, model answering the question together (not doing the RLA challenge), projecting the class-constructed paragraph on the board.
- Have students write a response to the question on their own, using the CLOZE structure provided or a similar structure of their own. If there is not time for them to do this in class, they may complete it as homework.
- Students who finish should do the RLA challenge, and incorporate the information they find into their responses. They can re-write or type up their answers.

Break: 10 minutes

Activity 2 from RLA Week 7: The Preamble

Time: 50 minutes

Hand out the Preamble reading included below in addition to the Preamble worksheet housed on the website. Have students read through the document and **focus primarily** on formulating a response to the question on the last page: "In my own words, I think the purpose of the preamble was to..." You may choose to have students conduct brief research about the context surrounding the creation of the Preamble. Students may need to write their responses on a separate sheet of paper.

Break: 10 minutes

Activity 3: Extended Response to Unit Question

Time: 50 minutes

- Have students construct an extended response to this unit's essential question, "What does it mean to be independent?" The prompt, remaining two readings (RLA 6 and 9—RLA 7 and 8 are already included), and a graphic organizer are included below. Students should choose one or two of the readings to pull evidence from to support their claim. Using all four texts will be overwhelming. Encourage students to type their final response to practice for the RLA test.

Week Ten: Unit 2 Review

Excerpt from “What to a Slave is the Fourth of July” given by Frederick Douglass

Fellow-citizens, pardon me to ask, why am I called upon to speak here to-day? What have I, or those I represent, to do with your national independence? Are the great principles of political freedom and of natural justice, embodied in that Declaration of Independence, extended to us?

But, such is not the state of the case. I say it with a sad sense of the disparity between us. I am not included within the pale of this glorious anniversary! Your high independence only reveals the immeasurable distance between us. The blessings in which you, this day, rejoice, are not enjoyed in common. The rich inheritance of justice, liberty, prosperity and independence, bequeathed by your fathers, is shared by you, not by me. The sunlight that brought life and healing to you, has brought stripes and death to me. This Fourth [of] July is yours, not mine. You may rejoice, I must mourn. To drag a man in fetters into the grand illuminated temple of liberty, and call upon him to join you in joyous anthems, were inhuman mockery and sacrilegious irony. Do you mean, citizens, to mock me, by asking me to speak to-day?

Fellow-citizens; above your national, tumultuous joy, I hear the mournful wail of millions! whose chains, heavy and grievous yesterday, are, to-day, rendered more intolerable by the jubilee shouts that reach them.... To forget them, to pass lightly over their wrongs, and to chime in with the popular theme, would be treason most scandalous and shocking, and would make me a reproach before God and the world. My subject, then fellow-citizens, is AMERICAN SLAVERY. I shall see, this day, and its popular characteristics, from the slave's point of view. Standing, there, identified with the American bondman, making his wrongs mine, I do not hesitate to declare, with all my soul, that the character and conduct of this nation never looked blacker to me than on this 4th of July! Whether we turn to the declarations of the past, or to the professions of the present, the conduct of the nation seems equally hideous and revolting.

I will, in the name of humanity which is outraged, in the name of liberty which is fettered, in the name of the constitution...dare to call in question and to denounce, with all the emphasis I can command, everything that serves to perpetuate slavery-the great sin and shame of America!

Week Ten: Unit 2 Review

Douglass Comprehension Questions

- 1) On what date does Douglass give his speech? Why is this date important?

- 2) On what topic does Douglass speak?

- 3) What is the difference between the Fourth of July for Douglass and the Fourth of July for the white government officials to whom he speaks?

- 4) What claim is Douglass making?

- 5) Choose one important sentence or, "deep quote" from Douglass' speech that you believe is especially important in helping us to understand his point of view. Write this sentence below. Then, state why you believe this sentence is important.

Week Ten: Unit 2 Review

Writing Assignment

- 1) Do you believe that there are some people today in American who are still less independent than others? Why or why not. Use examples from Douglass' speech, your own life, or both as evidence to help support your response to this question. Use the format below, or something similar to it, to answer this question.

I believe that _____

_____.

When Frederick Douglass spoke about independence, he said _____

_____.

I agree/disagree with this quote because _____

_____.

An example from my own life that supports this opinion is _____

_____.

In conclusion, I believe that _____

_____.

RLA Challenge: Look up a statistic and/or fact that will provide evidence to support your argument about whether or not there are people who are less independent than others.

For example, if you know that there still remains inequality between men and women's salaries in the United States, and you believe this affects independence, you may choose to look up the exact statistic (number) that proves this is true.

OR

Perhaps you believe racial inequality still exists. Find a fact or statistic to support your argument that there is still work to be done and explain how it affects independence. On the other hand, maybe you believe we have achieved better racial equality in today's society. Find a fact or statistic to support your argument that progress has been made, and has, therefore, affected independence.

Week Ten: Unit 2 Review

Constitutional Topic: The Preamble

[Taken from "U.S. Constitution Online" http://www.usconstitution.net/consttop_pre.html]

The Constitution was written by several committees over the summer of 1787, but the committee most responsible for the final form we know today is the "Committee of Style and Arrangement". This Committee was tasked with getting all of the articles and clauses agreed to by the Convention and putting them into a logical order. On September 10, 1787, the Committee of Style set to work, and two days later, it presented the Convention with its final draft. The members were Alexander Hamilton, William Johnson, Rufus King, James Madison, and Gouverneur Morris. The actual text of the Preamble and of much of the rest of this final draft is usually attributed to Gouverneur Morris.

...

We the People of the United States

The Framers were an elite group — among the best and brightest America had to offer at the time. But they knew that they were trying to forge a nation made up not of an elite, but of the common man. Without the approval of the common man, they feared revolution. This first part of the Preamble speaks to the common man. It puts into writing, as clear as day, the notion that the people were creating this Constitution. It was not handed down by a god or by a king — it was created by the people.

in Order to form a more perfect Union

The Framers were dissatisfied with the United States under the Articles of Confederation, but they felt that what they had was the best they could have, up to now. They were striving for something better. The Articles of Confederation had been a grand experiment that had worked well up to a point, but now, less than ten years into that experiment, cracks were showing. The new United States, under this new Constitution, would be more perfect. Not *perfect*, but more perfect.

establish Justice

Injustice, unfairness of laws and in trade, was of great concern to the people of 1787. People looked forward to a nation with a level playing field, where courts were established with uniformity and where trade within and outside the borders of the country would be fair and [unharmful]. Today, we enjoy a system of justice that is one of the fairest in the world. It has not always been so — only through great struggle can we now say that every citizen has the opportunity for a fair trial and for equal treatment, and even today there still exists discrimination. But we still strive for the justice that the Framers wrote about.

Week Ten: Unit 2 Review

insure domestic Tranquility

One of the events that caused the Convention to be held was the revolt of Massachusetts farmers known as Shays' Rebellion. The taking up of arms by war veterans revolting against the state government was a shock to the system. The keeping of the peace was on everyone's mind, and the maintenance of tranquility at home was a prime concern. The framers hoped that the new powers given the federal government would prevent any such rebellions in the future.

provide for the common defence

The new nation was fearful of attack from all sides — and no one state was really capable of fending off an attack from land or sea by itself. With a wary eye on Britain and Spain, and ever-watchful for Indian attack, no one of the United States could go it alone. They needed each other to survive in the harsh world of international politics of the 18th century.

promote the general Welfare

This, and the next part of the Preamble, are the culmination of everything that came before it — the whole point of having tranquility, justice, and defense was to promote the general welfare — to allow every state and every citizen of those states to benefit from what the government could provide. The framers looked forward to the expansion of land holdings, industry, and investment, and they knew that a strong national government would be the beginning of that.

and secure the Blessings of Liberty to ourselves and our Posterity

Hand in hand with the general welfare, the framers looked forward to the blessings of liberty — something they had all fought hard for just a decade before. They were very concerned that they were creating a nation that would resemble something of a paradise for liberty, as opposed to the tyranny of a monarchy, where citizens could look forward to being free as opposed to looking out for the interests of a king. And more than for themselves, they wanted to be sure that the future generations of Americans would enjoy the same.

do ordain and establish this Constitution for the United States of America

The final clause of the Preamble is almost anti-climactic, but it is important for a few reasons — it finishes the "We, the people" thought, saying what we the people are actually doing; it gives us a name for this document, and it restates the name of the nation adopting the Constitution. That the Constitution is "ordained" reminds us of the higher power involved here — not just of a single person or of a king, but of the people themselves. That it is "established" reminds us that it replaces that which came before — the United States under the Articles (a point lost on us today, but quite relevant at the time).

Week Ten: Unit 2 Review

Extended Response #2

What does it mean to be independent? Identify at least one criteria that you believe a person needs to meet in order to be considered independent. **Use evidence from the texts we read this unit** and experiences from your own life as examples.

Week Ten: Unit 2 Review

Are You Your Own Person?

Published on February 27, 2012 by Elliot D. Cohen, Ph.D. in *What Would Aristotle Do?*

"Where, not the person's own character, but the traditions or customs of other people are the rule of conduct," said John Stuart Mill. "There is wanting one of the principal ingredients of human happiness, and quite the chief ingredient of individual and social progress." In other words, to be happy you need to be your own person. But what exactly does it mean to be your own person? And how do you personally measure up? ...

Indeed, we all can use some work. If there is any settled philosophical consensus about humankind, it is that none of us are perfect.

In what ways and to what extent do you depend on others?

To be your own person clearly requires independence of thought, feeling, and action. This means that you can and do think, feel, and act without excessively relying on others to give you direction. However, as John Donne famously proclaimed, "no man is an island," and human happiness cannot be attained in a social vacuum. So, being independent does not mean that you live outside cultural, social, and legal boundaries; or that your character is not shaped by a process of socialization; or that all social conformity is unhealthy. Still, there exists a personal sphere of personal independent existence characterized by autonomous thinking and acting, which cannot be subtracted from a person without taking away the capacity for happiness.

Indeed, some people may be so dependent on others that they feel (understandably) that their lives are out of their control. They may feel lost, confused, manipulated, degraded, and needy. They may feel as though an important ingredient is missing from their lives but really not even know what's missing—let alone how to attain it or get it back.

Some people may be easily intimidated by others. They cave in to social pressures to think, feel, or act in certain ways, even if they know or should know better.

Some people live vicariously through others (for example, their children, partner, friends, or people they admire) instead of plotting an independent life plan. So, the accomplishments of someone else are substituted as though they were their own. Indeed, admiring, being proud of, or being happy for someone else are healthy responses to the good fortune of another—much more so than envy, jealousy, and disdain. But living through others is no substitute for living through oneself. The latter tends to promote and sustain happiness; while the former does not.

Week Ten: Unit 2 Review

Others may isolate themselves from social interaction. As the words of Simon and Garfunkel's classic song go, "Hiding in my room, safe within my womb, I touch no one and no one touches me. I am a rock, I am an island. And a rock feels no pain; and an island never cries." But this is more properly a form of depressed thinking than it is a healthy coping mechanism.

Still others may tend to deliberately do the opposite of what is expected of them primarily for the sake of being oppositional. This is also counterproductive because it is not based on any rational determination of what conduces to one's own best interest or the best interest of others.

While too much conformity or reliance on others can leave you without your own sense of purpose or direction, too little thwarts your chances of attaining any goals you may have set. However, between relying too much or too little there is also a "golden mean." While no person in the course of living attains perfect balance between these opposite poles, being your own person requires attainment of a significant measure of balance.

Such a balanced life is one where there is interdependence between you and others. There is reciprocity between the support you receive from others and that which you give, consistent with your own freedom and that of others to forge respective life plans and make reasonable strides toward them. In this balanced state, you may be actively involved in helping others thrive but not to the exclusion of helping yourself to live contentedly. You know where to draw the line between healthy helping and becoming a slave to others. In this healthy state of interdependence, there is mutuality in friendship, business ventures, intimate relationships, kinship, and other social encounters.

Week Ten: Unit 2 Review

GEORGE W. HARKINS TO THE AMERICAN PEOPLE FEB. 25TH, 1832 (EXCERPT)

Bio: George Harkins was a chief of the Choctaw tribe during the Indian removals, an act signed into law by President Andrew Jackson, which moved Native American tribes who lived east of the Mississippi River to the West of this.

We were hedged in by two evils, and we chose that which we thought the least. Yet we could not recognize the right that the state of Mississippi had assumed, to legislate for us.— Although the legislature of the state were qualified to make laws for their own citizens, that did not qualify them to become law makers to a people that were so dissimilar in manners and customs as the Choctaws are to the Mississippians. Admitting that they understood the people, could they remove that mountain of prejudice that has ever obstructed the streams of justice, and prevent their **salutary** influence from reaching my devoted countrymen. We as Choctaws rather chose to suffer and be free, than live under the **degrading** influence of laws, which our voice could not be heard in their formation.

Much as the state of Mississippi has wronged us, I cannot find in my heart any other sentiment than an ardent wish for her prosperity and happiness.

I could cheerfully hope, that those of another age and generation may not feel the effects of those oppressive measures that have been so **illiberally** dealt out to us; and that peace and happiness may be their reward. Amid the gloom and horrors of the present separation, we are cheered with a hope that ere long we shall reach our destined land, and that nothing short of the basest acts of treachery will ever be able to **wrest** it from us, and that we may live free. Although your ancestors won freedom on the field of danger and glory, our ancestors owned it as their birthright, and we have had to purchase it from you as the vilest slaves buy their freedom.

Harkins Questions:

- 1) Why is Harkins writing this letter and to whom is it addressed?
- 2) What does Harkins say is the difference between the way white Americans won their freedom and the way Native Americans received theirs?
- 3) George Harkin writes, "I could cheerfully hope, that those of another age and generation may not feel the effects of those oppressive measures that have been so illiberally dealt to us..." Do you think that his hope has come true today? Why or why not?

Week Ten: Unit 2 Review

John L. O'Sullivan on *Manifest Destiny*, 1839 (excerpt)

Bio: O'Sullivan was a journalist who coined the term "Manifest Destiny," an idea that linked America's Westward Expansion with the belief that it was God's will that the Americans should expand westward and annex new lands.

America is destined for better deeds. It is our unparalleled glory that we have no **reminiscences** of battle fields, but in defense of humanity.... Our **annals** describe no scenes of **horrid carnage**, where men were led on by hundreds of thousands to slay one another, dupes and victims to emperors, kings, nobles, demons in the human form called heroes....

We have no interest in the scenes of **antiquity**, only as lessons of avoidance of nearly all their examples. The expansive future is our arena. We are entering on its **untrodden** space, with the truths of God in our minds, beneficent objects in our hearts, and with a clear conscience **unsullied** by the past. We are the nation of human progress, and who will, what can, set limits to our onward march? **Providence** is with us, and no earthly power can....

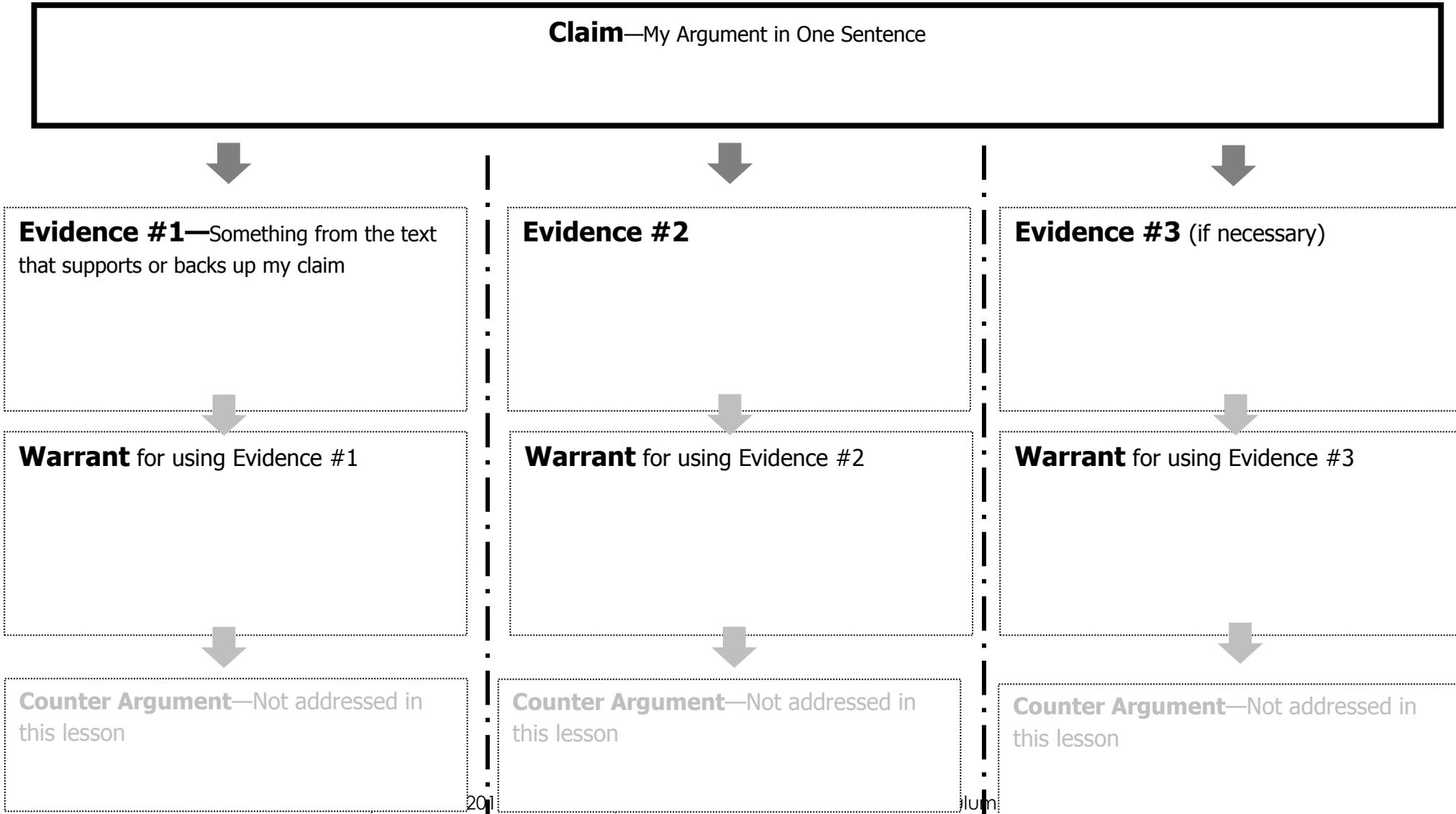
Yes, we are the nation of progress, of individual freedom, of universal **enfranchisement**... Who, then, can doubt that our country is destined to be *the great nation* of futurity?

O'Sullivan Questions

- 1) What kind of nation does John O'Sullivan think that America is? Support your answer with a quote from the passage.
- 2) How does O'Sullivan link America's Westward expansion with God? Use a quote to support your answer.
- 3) O'Sullivan says, "Our annals describe no scenes of horrid carnage, where men were led on by hundreds of thousands to slay one another...." Do you agree that this is true?

Week Ten: Unit 2 Review

PLANNING MY EVIDENCE-BASED RESPONSE



Week Ten: Unit 2 Review

Comma Use: Three Rules

1. Use commas after introductory a) clauses, b) phrases, or c) words that come before the main clause.

a. Common starter words for introductory clauses that should be followed by a comma include **after, although, as, because, if, since, when, while**.

While I was eating, the cat scratched at the door.

Because her alarm clock was broken, she was late for class.

If you are ill, you ought to see a doctor.

When the snow stops falling, we'll shovel the driveway.

However, don't put a comma after the main clause when a dependent (subordinate) clause follows it (except for cases of extreme contrast).

Incorrect: She was late for class, because her alarm clock was broken.

Incorrect: The cat scratched at the door, while I was eating.

Correct: She was still quite upset, although she had won the Oscar. (This comma use is correct because it is an example of extreme contrast)

b. Common introductory phrases that should be followed by a comma include participial and infinitive phrases, absolute phrases, nonessential appositive phrases, and long prepositional phrases (over four words).

Having finished the test, he left the room.

To get a seat, you'd better come early.

After the test but before lunch, I went jogging.

The sun radiating intense heat, we sought shelter in the cafe.

c. Common introductory words that should be followed by a comma include **yes, however, well**.

Well, perhaps he meant no harm.

Week Ten: Unit 2 Review

2. Use a pair of commas in the middle of a sentence to set off clauses, phrases, and words that are not essential to the meaning of the sentence. Use one comma before to indicate the beginning of the pause and one at the end to indicate the end of the pause.

Here are some clues to help you decide whether the sentence element is essential:

- If you leave out the clause, phrase, or word, does the sentence still make sense?
- Does the clause, phrase, or word interrupt the flow of words in the original sentence?
- If you move the element to a different position in the sentence, does the sentence still make sense?

If you answer "yes" to one or more of these questions, then the element in question is nonessential and should be set off with commas. Here are some example sentences with nonessential elements:

Clause: That Tuesday, ***which happens to be my birthday***, is the only day when I am available to meet.

Phrase: This restaurant has an exciting atmosphere. The food, ***on the other hand***, is rather bland.

Word: I appreciate your hard work. In this case, ***however***, you seem to have over-exerted yourself.

3. Use commas to separate three or more words, phrases, or clauses written in a series.

The Constitution establishes the legislative, executive, and judicial branches of government.

The candidate promised to lower taxes, protect the environment, reduce crime, and end unemployment.

The prosecutor argued that the defendant, who was at the scene of the crime, who had a strong revenge motive, and who had access to the murder weapon, was guilty of homicide.

This worksheet excerpted from The Purdue OWL's "Extended Rules for Using Commas," which can be found at:
<http://owl.english.purdue.edu/owl/resource/607/02/>