

# Extending Freedom's Reach

What factors determine who is free and who remains oppressed?



We Are All Born Free

**Discuss It** What are the basic rights and freedoms that belong to everyone, everywhere?

Write your response before sharing your ideas.

UNIT 3

UNIT INTRODUCTION

ESSENTIAL QUESTION:

What is the relationship between power and freedom?

LAUNCH TEXT  
INFORMATIVE MODEL  
Born Free: Children  
and the Struggle for  
Human Rights



WHOLE-CLASS LEARNING

ANCHOR TEXT: SPEECH

from The "Four  
Freedoms"  
Speech  
Franklin D. Roosevelt



COMPARE

ANCHOR TEXT: SPEECH

Inaugural Address  
John F. Kennedy



MEDIA: VIDEO

Inaugural Address  
John F. Kennedy



SMALL-GROUP LEARNING

SPEECH

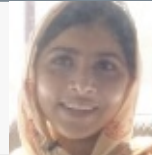
Speech at the  
United Nations  
Malala Yousafzai



COMPARE

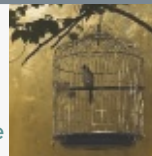
MEDIA: INTERVIEW

Diane Sawyer  
Interviews Malala  
Yousafzai  
ABC News



POETRY COLLECTION

Caged Bird  
Maya Angelou

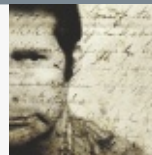


Some Advice To  
Those Who Will Serve  
Time in Prison

Nazim Hikmet, translated by  
Randy Blasing and Mutlu Konuk

SHORT STORY

The Censors  
Luisa Valenzuela,  
translated by David Unger



MEDIA: INFORMATIONAL GRAPHIC

from Freedom of the  
Press Report 2015  
Freedom House



PERFORMANCE TASK

WRITING FOCUS:  
Write an Informative Essay

PERFORMANCE TASK

SPEAKING AND LISTENING FOCUS:  
Deliver a Multimedia Presentation

INDEPENDENT LEARNING

MEDIA: INFORMATIONAL TEXT

Law and the Rule  
of Law: The Role of  
Federal Courts  
Judicial Learning Center



ESSAY

Misrule of Law  
Aung San Suu Kyi



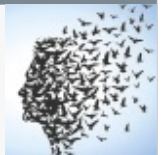
SHORT STORY

Harrison Bergeron  
Kurt Vonnegut, Jr.



PERSONAL ESSAY

Credo: What I Believe  
Neil Gaiman



PERFORMANCE-BASED ASSESSMENT PREP

Review Evidence for an  
Informative Essay

PERFORMANCE-BASED ASSESSMENT

Informative Text: Essay and Multimedia Presentation

PROMPT:

What does it mean to "be free"?

## Unit Goals

Throughout the unit, you will deepen your perspective on the literature of freedom by reading, writing, speaking, presenting, and listening. These goals will help you succeed on the Unit Performance-Based Assessment.

Rate how well you meet these goals right now. You will revisit your ratings later when you reflect on your growth during this unit.

SCALE	1	2	3	4	5
	NOT AT ALL WELL	NOT VERY WELL	SOMEWHAT WELL	VERY WELL	EXTREMELY WELL
<b>READING GOALS</b>					
	1	2	3	4	5
	<ul style="list-style-type: none"> <li>Evaluate written informative texts by analyzing how authors convey complex ideas, concepts, and information.</li> </ul>				
	<ul style="list-style-type: none"> <li>Expand your knowledge and use of academic and concept vocabulary.</li> </ul>				
<b>WRITING AND RESEARCH GOALS</b>					
	1	2	3	4	5
	<ul style="list-style-type: none"> <li>Write an informative essay in which you effectively introduce and develop a thesis with well-chosen evidence.</li> </ul>				
	<ul style="list-style-type: none"> <li>Conduct research projects of various lengths to explore a topic and clarify meaning.</li> </ul>				
<b>LANGUAGE GOALS</b>					
	1	2	3	4	5
	<ul style="list-style-type: none"> <li>Correctly integrate quotations and other evidence into written texts and presentations.</li> </ul>				
<b>SPEAKING AND LISTENING GOALS</b>					
	1	2	3	4	5
	<ul style="list-style-type: none"> <li>Collaborate with your team to build on the ideas of others, develop consensus, and communicate.</li> </ul>				
	<ul style="list-style-type: none"> <li>Integrate audio, visuals, and text in presentations.</li> </ul>				

### STANDARDS

#### Language

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Academic Vocabulary: Informative Text

Academic terms appear in all subjects and can help you read, write, and discuss with more precision. Here are five academic words that will be useful to you in this unit as you analyze and write informative texts.

Complete the chart.

1. Review each word, its root, and the mentor sentences.
2. Use the information and your own knowledge to predict the meaning of each word.
3. For each word, list at least two related words.
4. Refer to a dictionary or other resources if needed.

**TIP**

**FOLLOW THROUGH**

Study the words in this chart, and mark them or their forms wherever they appear in the unit.

WORD	MENTOR SENTENCES	PREDICT MEANING	RELATED WORDS
<p><b>attribute</b></p> <p>ROOT: <b>-trib-</b> "assign"; "give"</p>	<ol style="list-style-type: none"> <li>1. In the nineteenth century, such an <i>attribute</i> was seen as ordinary.</li> <li>2. They <i>attribute</i> their success this season to teamwork and training.</li> </ol>		<p>attribution; attributable</p>
<p><b>hierarchy</b></p> <p>ROOT: <b>-hier-</b> "sacred"; "holy"</p>	<ol style="list-style-type: none"> <li>1. In high school, freshmen are usually considered to be at the bottom of the social <i>hierarchy</i>.</li> <li>2. Making an outline is a good way to organize a <i>hierarchy</i> of ideas.</li> </ol>		
<p><b>demarcate</b></p> <p>ROOT: <b>-marc- / -mark-</b> "separate from"</p>	<ol style="list-style-type: none"> <li>1. The bold black lines on the map <i>demarcate</i> the borders of each country.</li> <li>2. Our neighbors planted trees to <i>demarcate</i> the edge of their property.</li> </ol>		
<p><b>fundamental</b></p> <p>ROOT: <b>-fund-</b> "base"; "bottom"</p>	<ol style="list-style-type: none"> <li>1. The order of operations is a <i>fundamental</i> concept in mathematics.</li> <li>2. The <i>fundamental</i> reason our team lost was because the starting quarterback was injured.</li> </ol>		
<p><b>democracy</b></p> <p>ROOT: <b>-demo-</b> "people"; "populace"</p>	<ol style="list-style-type: none"> <li>1. In a <i>democracy</i>, the people hold the power, and the government represents their interests.</li> <li>2. When we complained about having a cumulative final exam, our teacher reminded us that her classroom was not a <i>democracy</i> and overruled us.</li> </ol>		

## LAUNCH TEXT | INFORMATIVE MODEL

This selection is an example of an **informative essay**, a type of writing in which the author examines concepts through the careful selection, organization, and analysis of information. This is the type of writing you will develop in the Performance-Based Assessment at the end of the unit.

**As you read**, notice the way the writer provides information about the topic. How are ideas organized, and how do the details support the main points?

## Born Free: Children and the Struggle for Human Rights

## NOTES

- 1 In our national anthem, “The Star-Spangled Banner,” we sing of America as “the land of the free and the home of the brave.” Throughout much of our history, though, many groups have struggled to share fully in the nation’s promise of freedom and justice. Like other groups who have faced unfair or undignified treatment, young people have also realized that in order to be heard, they might have to make some noise.
- 2 One incident of children raising their voices to advance their rights occurred in New York City during the “newsies” strike of 1899. Newsies were children who sold newspapers on the sidewalks of major cities. In the late 1890s, there were roughly 2,500 newsies in New York City, most between the ages of 6 and 16. The shouts of these children calling, “Extra! Extra! Read all about it!” were part of the soundtrack of urban life. In that long-ago era before computers, smartphones, television, and even radio, newspapers were the main source of news.
- 3 The newsies suffered a host of problems. While some lived with their families, many others were orphans, homeless, or both. The United States did not institute laws protecting child workers until 1916, and the newsies were victims of unscrupulous business practices. They often worked 10- or 12-hour days. Most gave any money they earned to their families, or used it to pay the costs of food and shelter for a night. Newsies did not go to school.
- 4 The newsies’ circumstances deteriorated even further during the Spanish-American War of 1898. The public’s hunger for news of the war led to increased demand for newspapers. Newsies bought the newspapers from publishers and then sold them to the public. During the war, the price newsies paid for a bundle of 100 papers

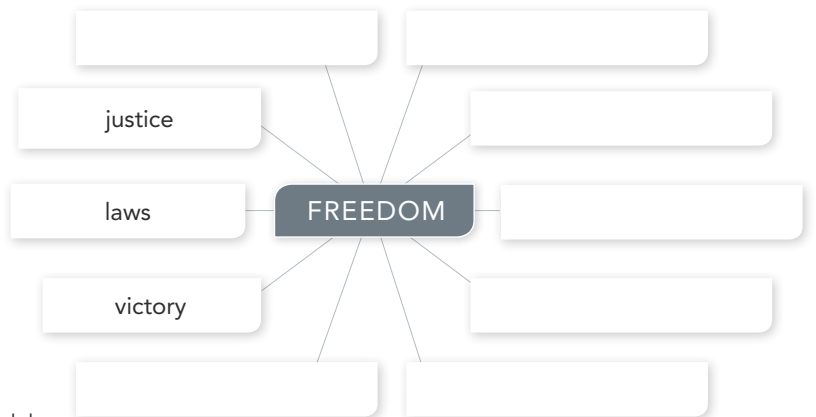
rose from 50 to 60 cents. Once the war ended, readership declined. Most newspaper owners responded by returning the price of a bundle to 50 cents, but the two biggest publishers—Joseph Pulitzer of the *New York World* and William Randolph Hearst of the *New York Journal*—refused to lower their prices. In addition, both Pulitzer and Hearst discontinued the practice of buying back unsold papers. Instead, they forced the newsies to absorb the losses.

- 5 On July 20, 1899, the newsies took on Pulitzer and Hearst by launching a strike. They refused to sell either newspaper and warned off anyone who tried. They brought traffic to a halt by marching through the streets and gathering at the Brooklyn Bridge. They made signs asking the public not to buy Pulitzer and Hearst newspapers, and they chased off men who were attempting to deliver bundles of papers for distribution. The public showed its support, raining coins down on the strikers from the windows of offices and apartments. What began as a localized strike by about 300 newsies near Manhattan’s Wall Street soon spread—west to New Jersey, south to Brooklyn, north to the Bronx, and east to Queens.
- 6 The newspapers that covered the strike found ways to show their disrespect for the newsies. “Dere’s t’ree t’ousand of us, and we’ll win for sure,” is how one newspaper mockingly quoted a newsie’s reference to the number of strikers. Another newspaper explained that the newsies were striking for their “rights,” using quotation marks to imply that the children had no rights and that it was quaint for them to suggest they did.
- 7 The strike lasted two weeks. Some newsies were arrested for vandalism. Others were arrested for stealing copies of the Pulitzer or Hearst papers. Although some adults reached out to help the newsies, most of the power stayed where it started. Pulitzer and Hearst did not lower the cost of newspaper bundles to the prewar price, but they did agree to buy back unsold copies from the newsies. It may have been a small victory, but it was more than the newsies would have received had they not raised their voices. 🗣️

**WORD NETWORK FOR EXTENDING FREEDOM’S REACH**

**Vocabulary** A Word Network is a collection of words related to a topic. As you read the selections in this unit, identify interesting words related to the idea of freedom and add them to your Word Network. For example, you might begin by adding words from the Launch Text, such as *justice*, *laws*, and *victory*. Continue to add words as you complete the unit.

**Tool Kit** Word Network Model



### Summary

Write a summary of “Born Free: Children and the Struggle for Human Rights.” A **summary** is a concise, complete, and accurate overview of a text. It should not include a statement of your opinion or an analysis.

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### Launch Activity

**Vote** Consider this statement: **People who stand up for their rights will always win.**

- Record your position on the statement, and explain your thinking.
- Strongly Agree    Agree    Disagree    Strongly Disagree

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- After everyone has recorded their positions, take a poll of the class to find out how each person voted.
- Count the number of votes in each category, and record those numbers on the board or in another place where everyone can see them.
- Contribute to a discussion about why students took the positions they did. Be sure to provide reasons and examples that support your position.
- At the end of the discussion, take another poll. Has anyone changed his or her mind? If so, why? If not, why not?

## QuickWrite

Consider class discussions, the video, and the Launch Text as you think about the prompt. Record your first thoughts here.

PROMPT: **What does it mean to “be free”?**

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### EVIDENCE LOG FOR EXTENDING FREEDOM'S REACH

Review your QuickWrite, and summarize your initial position in one sentence to record in your Evidence Log. Then, record evidence from “Born Free: Children and the Struggle for Human Rights” that supports your initial position.

Prepare for the Performance-Based Assessment at the end of the unit by completing the Evidence Log after each selection.



**Tool Kit**  
Evidence Log Model

Title of Text: \_\_\_\_\_ Date: \_\_\_\_\_

CONNECTION TO PROMPT	TEXT EVIDENCE/DETAILS	ADDITIONAL NOTES/IDEAS

How does this text change or add to my thinking? \_\_\_\_\_ Date: \_\_\_\_\_





ESSENTIAL QUESTION:

# What is the relationship between power and freedom?

Can you be free if you don't have power, at least over your own life? Can a government guarantee freedom to its citizens if its leaders fear their own loss of power? The selections you are going to read offer insight into the complex relationship between power and freedom for individuals and for nations.

## Whole-Class Learning Strategies

Throughout your life, in school, in your community, and in your career, you will continue to learn and work in large-group environments.

Review these strategies and the actions you can take to practice them as you work with your whole class. Add ideas of your own for each step. Get ready to use these strategies during Whole-Class Learning.

STRATEGY	ACTION PLAN
Listen actively	<ul style="list-style-type: none"> <li>• Eliminate distractions. For example, put your cellphone away.</li> <li>• Keep your eyes on the speaker.</li> <li>•</li> </ul>
Clarify by asking questions	<ul style="list-style-type: none"> <li>• If you're confused, other people probably are, too. Ask a question to help your whole class.</li> <li>• If you see that you are guessing, ask a question instead.</li> <li>•</li> </ul>
Monitor understanding	<ul style="list-style-type: none"> <li>• Notice what information you already know and be ready to build on it.</li> <li>• Ask for help if you are struggling.</li> <li>•</li> </ul>
Interact and share ideas	<ul style="list-style-type: none"> <li>• Share your ideas and answer questions, even if you are unsure.</li> <li>• Build on the ideas of others by adding details or making a connection.</li> <li>•</li> </ul>

COMPARE

ANCHOR TEXT: SPEECH

from **The “Four Freedoms” Speech**  
*Franklin D. Roosevelt*

At a crucial moment in the history of the United States, President Franklin Delano Roosevelt prepares the nation for hardship and sacrifice.



ANCHOR TEXT: SPEECH

**Inaugural Address**  
*John F. Kennedy*

In his first and only inaugural address, President John F. Kennedy calls on the American people to make a new commitment to the country and the world.



MEDIA: VIDEO

**Inaugural Address**  
*John F. Kennedy*

A new era begins as the young president speaks to an eager nation.

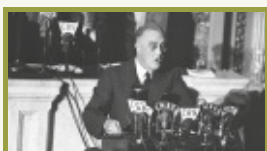


PERFORMANCE TASK

WRITING FOCUS

**Write an Informative Essay**

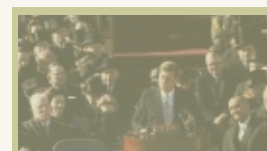
The Whole-Class selections deal with freedom and its costs. After studying the excerpt from Roosevelt’s “Four Freedoms” speech and Kennedy’s inaugural address, you will write an informative essay about the ideas these two leaders express.



from THE "FOUR FREEDOMS" SPEECH

## Comparing Texts

In this lesson, you will read and compare two famous speeches, Franklin Roosevelt's "Four Freedoms" speech and John F. Kennedy's inaugural address. First, you will complete the first-read and close-read activities for the excerpt from the "Four Freedoms" speech.



INAUGURAL ADDRESS

### About the Speaker



#### Franklin Delano Roosevelt

(1882–1945) realized his potential as a leader only after falling victim to polio at age thirty-nine. He was twice elected governor of New York; then, in 1932, he defeated President Herbert Hoover to become the nation's thirty-second president. Roosevelt won an unprecedented four terms as president and led the nation through two great challenges: the Great Depression and World War II.

### Tool Kit

First-Read Guide and Model Annotation

### STANDARDS

**Reading Informational Text**  
By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

## from The "Four Freedoms" Speech

### Concept Vocabulary

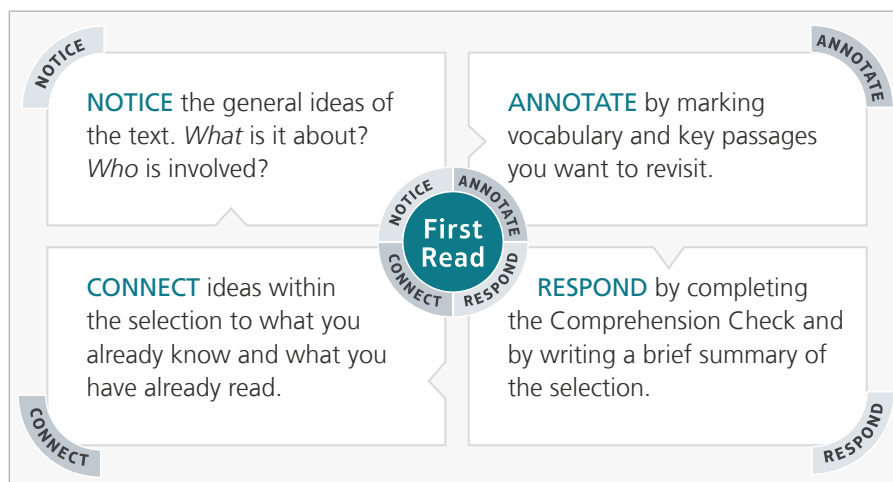
You will encounter the following words as you read the excerpt from Roosevelt's "Four Freedoms" speech. Before reading, note how familiar you are with each word. Then, rank the words in order from most familiar (1) to least familiar (6).

WORD	YOUR RANKING
pacification	
tyranny	
propaganda	
disarmament	
appeasement	
treachery	

After completing the first read, come back to the concept vocabulary and review your rankings. Mark changes to your original rankings as needed.

### First Read NONFICTION

Apply these strategies as you conduct your first read. You will have an opportunity to complete the close-read notes after your first read.



from  
**The “Four  
 Freedoms”  
 Speech**

Franklin Delano Roosevelt

### BACKGROUND

Roosevelt gave this speech as a State of the Union address in 1941, following his 1940 election to a third term as president. At the time, much of the world was in turmoil as Nazi Germany, under the leadership of Adolf Hitler, had already invaded Norway, Belgium, the Netherlands, and France, and attacked Great Britain. A significant number of Americans wanted to remain uninvolved in the war, insisting that problems overseas did not affect the United States. However, others felt that German aggression threatened democracy throughout the world and that Hitler must be stopped.

- 1 *Mr. President, Mr. Speaker, Members of the Seventy-seventh Congress:*
- 2 I address you, the Members of the Seventy-seventh Congress, at a moment unprecedented in the history of the Union. I use the word “unprecedented,” because at no previous time has American security been as seriously threatened from without as it is today.
- 3 Since the permanent formation of our Government under the Constitution, in 1789, most of the periods of crisis in our history have related to our domestic affairs. Fortunately, only one of these—the four-year War Between the States<sup>1</sup>—ever threatened our national

1. **four-year War Between the States** United States Civil War, 1861–1865.

### NOTES

**CLOSE READ**

**ANNOTATE:** Mark words and phrases in paragraph 5 that suggest something that is absolute—unchanging and without compromise.

**QUESTION:** Why has Roosevelt used words that suggest an unbending point of view?

**CONCLUDE:** What do these word choices suggest about the quality of leadership Roosevelt is trying to convey?

unity. Today, thank God, one hundred thirty million Americans, in forty-eight States, have forgotten points of the compass in our national unity.

- 4 It is true that prior to 1914 the United States often had been disturbed by events in other continents. We had even engaged in two wars with European nations and in a number of undeclared wars in the West Indies, in the Mediterranean, and in the Pacific for the maintenance of American rights and for the principles of peaceful commerce. But in no case had a serious threat been raised against our national safety or our continued independence.
- 5 What I seek to convey is the historic truth that the United States as a nation has at all times maintained clear, definite opposition to any attempt to lock us in behind an ancient Chinese wall<sup>2</sup> while the procession of civilization went past. Today, thinking of our children and of their children, we oppose enforced isolation for ourselves or for any other part of the Americas.
- 6 That determination of ours, extending over all these years, was proved, for example, during the quarter century of wars following the French Revolution.
- 7 While the Napoleonic struggles did threaten interests of the United States because of the French foothold in the West Indies and in Louisiana, and while we engaged in the War of 1812 to vindicate our right to peaceful trade, it is nevertheless clear that neither France nor Great Britain, nor any other nation, was aiming at domination of the whole world.
- 8 In like fashion from 1815 to 1914—ninety-nine years—no single war in Europe or in Asia constituted a real threat against our future or against the future of any other American nation.
- 9 Except in the Maximilian interlude in Mexico,<sup>3</sup> no foreign power sought to establish itself in this hemisphere; and the strength of the British fleet in the Atlantic has been a friendly strength. It is still a friendly strength.
- 10 Even when the World War broke out in 1914, it seemed to contain only small threat of danger to our own American future. But, as time went on, the American people began to visualize what the downfall of democratic nations might mean to our own democracy.
- 11 We need not overemphasize imperfections in the Peace of Versailles.<sup>4</sup> We need not harp on failure of the democracies to deal

2. **ancient Chinese wall** Great Wall of China, the stone-and-earth wall built as a defense against invaders, starting in the third century B.C.
3. **Maximilian interlude in Mexico** period from 1863 to 1867 during which Maximilian I, Archduke of Austria, ruled as Emperor of Mexico as part of a scheme to remove then-President Benito Juárez.
4. **Peace of Versailles** (vuhr SY) Treaty of Versailles, a treaty signed in 1919 that formally brought an end to World War I (1914–1918).

with problems of world reconstruction. We should remember that the Peace of 1919 was far less unjust than the kind of “**pacification**” which began even before Munich, and which is being carried on under the new order of **tyranny** that seeks to spread over every continent today. The American people have unalterably set their faces against that tyranny.

12 Every realist knows that the democratic way of life is at this moment being directly assailed in every part of the world—assailed either by arms or by secret spreading of poisonous **propaganda** by those who seek to destroy unity and promote discord in nations that are still at peace.

13 During sixteen long months, this assault has blotted out the whole pattern of democratic life in an appalling number of independent nations, great and small. The assailants are still on the march, threatening other nations, great and small.

14 Therefore, as your President, performing my constitutional duty to “give to the Congress information of the state of the Union,” I find it, unhappily, necessary to report that the future and the safety of our country and of our democracy are overwhelmingly involved in events far beyond our borders.

15 Armed defense of democratic existence is now being gallantly waged in four continents. If that defense fails, all the population and all the resources of Europe and Asia and Africa and Australasia<sup>5</sup> will be dominated by conquerors. Let us remember that the total of those populations and their resources in those four continents greatly exceeds the sum total of the population and the resources of the whole of the Western Hemisphere—many times over.

16 In times like these it is immature—and, incidentally, untrue—for anybody to brag that an unprepared America, single-handed, and with one hand tied behind its back, can hold off the whole world.

17 No realistic American can expect from a dictator’s peace international generosity, or return of true independence, or world **disarmament**, or freedom of expression, or freedom of religion—or even good business.

18 Such a peace would bring no security for us or for our neighbors. “Those who would give up essential liberty to purchase a little temporary safety deserve neither liberty nor safety.”<sup>6</sup>

19 As a nation, we may take pride in the fact that we are softhearted; but we cannot afford to be softheaded.

20 We must always be wary of those who with sounding brass and a tinkling cymbal preach the “ism” of **appeasement**.

5. **Australasia** region consisting of Australia, New Zealand, New Guinea, and the neighboring islands of the Pacific Ocean.

6. “**Those . . . safety**” quotation from a famous letter written by Benjamin Franklin.

## NOTES

**pacification** (pas uh fuh KAY shuhn) *n.* state of peace put in place through diplomacy, or political negotiation; also, use of force to suppress a hostile or resistant population

**tyranny** (TEER uh nee) *n.* harsh rule over a nation or people

**propaganda** (prop uh GAN duh) *n.* information, often of a false or misleading nature, used to promote a cause

**disarmament** (dihs AHR muh muhnt) *n.* limiting or getting rid of weapons

**appeasement** (uh PEEZ muhnt) *n.* giving in to demands in order to keep peace

**treachery** (TREHCH uhr ee) *n.*  
act of betrayal

### CLOSE READ

**ANNOTATE:** In paragraphs 27–29, mark the group of words that is repeated.

**QUESTION:** What does the repetition of this particular group of words emphasize?

**CONCLUDE:** What is the effect of this repetition?

- 21 We must especially beware of that small group of selfish men who would clip the wings of the American eagle in order to feather their own nests.
- 22 I have recently pointed out how quickly the tempo of modern warfare could bring into our very midst the physical attack which we must eventually expect if the dictator nations win this war.
- 23 There is much loose talk of our immunity from immediate and direct invasion from across the seas. Obviously, as long as the British Navy retains its power, no such danger exists. Even if there were no British Navy, it is not probable that any enemy would be stupid enough to attack us by landing troops in the United States from across thousands of miles of ocean, until it had acquired strategic bases from which to operate.
- 24 But we learn much from the lessons of the past years in Europe—particularly the lesson of Norway, whose essential seaports were captured by **treachery** and surprise built up over a series of years.
- 25 The first phase of the invasion of this hemisphere would not be the landing of regular troops. The necessary strategic points would be occupied by secret agents and by their dupes—and great numbers of them are already here, and in Latin America.
- 26 As long as the aggressor nations maintain the offensive, they—not we—will choose the time and the place and the method of their attack.
- 27 That is why the future of all the American republics is today in serious danger.
- 28 That is why this Annual Message to the Congress is unique in our history.
- 29 That is why every member of the executive branch of the government and every member of the Congress face great responsibility and great accountability.
- 30 The need of the moment is that our actions and our policy should be devoted primarily—almost exclusively—to meeting this foreign peril. For all our domestic problems are now a part of the great emergency.
- 31 Just as our national policy in internal affairs has been based upon a decent respect for the rights and the dignity of all of our fellow men within our gates, so our national policy in foreign affairs has been based on a decent respect for the rights and the dignity of all nations, large and small. And the justice of morality must and will win in the end.
- 32 Our national policy is this:
- 33 First, by an impressive expression of the public will and without regard to partisanship, we are committed to all-inclusive national defense.
- 34 Second, by an impressive expression of the public will and without regard to partisanship, we are committed to full support of all those resolute peoples, everywhere, who are resisting aggression and are

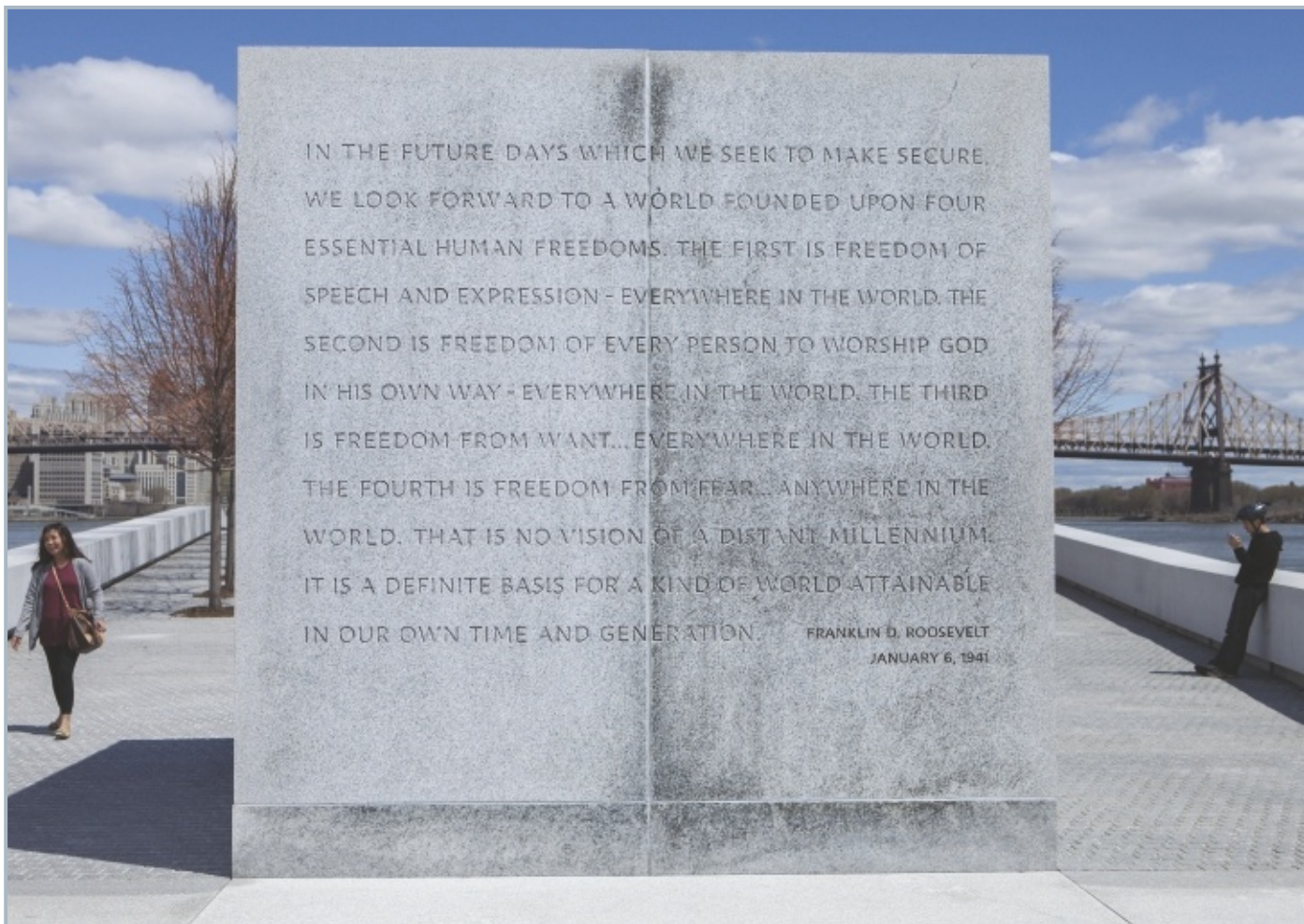
thereby keeping war away from our hemisphere. By this support, we express our determination that the democratic cause shall prevail, and we strengthen the defense and the security of our own nation.

35 Third, by an impressive expression of the public will and without regard to partisanship, we are committed to the proposition that principles of morality and considerations for our own security will never permit us to acquiesce in a peace dictated by aggressors and sponsored by appeasers. We know that enduring peace cannot be bought at the cost of other people's freedom.

36 In the recent national election, there was no substantial difference between the two great parties in respect to that national policy. No issue was fought out on this line before the American electorate. Today, it is abundantly evident that American citizens everywhere are demanding and supporting speedy and complete action in recognition of obvious danger.

37 Therefore, the immediate need is a swift and driving increase in our armament production. . . .

✓ Four Freedoms Park, Roosevelt Island, New York





- 38 Let us say to the democracies: "We Americans are vitally concerned in your defense of freedom. We are putting forth our energies, our resources, and our organizing powers to give you the strength to regain and maintain a free world. We shall send you, in ever-increasing numbers, ships, planes, tanks, guns. This is our purpose and our pledge."
- 39 In fulfillment of this purpose, we will not be intimidated by the threats of dictators that they will regard as a breach of international law or as an act of war our aid to the democracies which dare to resist their aggression. Such aid is not an act of war, even if a dictator should unilaterally proclaim it so to be.
- 40 When the dictators—if the dictators—are ready to make war upon us, they will not wait for an act of war on our part. They did not wait for Norway or Belgium or the Netherlands to commit an act of war.
- 41 Their only interest is in a new one-way international law, which lacks mutuality in its observance and, therefore, becomes an instrument of oppression.
- 42 The happiness of future generations of Americans may well depend upon how effective and how immediate we can make our aid felt. No one can tell the exact character of the emergency situations that we may be called upon to meet. The nation's hands must not be tied when the nation's life is in danger.
- 43 We must all prepare to make the sacrifices that the emergency—almost as serious as war itself—demands. Whatever stands in the way of speed and efficiency in defense preparations must give way to the national need.
- 44 A free nation has the right to expect full cooperation from all groups. A free nation has the right to look to the leaders of business, of labor, and of agriculture to take the lead in stimulating effort, not among other groups but within their own groups.
- 45 The best way of dealing with the few slackers or troublemakers in our midst is, first, to shame them by patriotic example, and, if that fails, to use the sovereignty of government to save government.
- 46 As men do not live by bread alone, they do not fight by armaments alone. Those who man our defenses, and those behind them who build our defenses, must have the stamina and the courage which come from unshakable belief in the manner of life which they are defending. The mighty action that we are calling for cannot be based on a disregard of all things worth fighting for.
- 47 The nation takes great satisfaction and much strength from the things which have been done to make its people conscious of their individual stake in the preservation of democratic life in America. Those things have toughened the fiber of our people, have renewed their faith and strengthened their devotion to the institutions we make ready to protect.

48 Certainly this is no time for any of us to stop thinking about the social and economic problems which are the root cause of the social revolution which is today a supreme factor in the world.

49 For there is nothing mysterious about the foundations of a healthy and strong democracy. The basic things expected by our people of their political and economic systems are simple. They are:

Equality of opportunity for youth and for others.

Jobs for those who can work.

Security for those who need it.

The ending of special privilege for the few.

The preservation of civil liberties for all.

The enjoyment of the fruits of scientific progress in a wider and constantly rising standard of living.

50 These are the simple, basic things that must never be lost sight of in the turmoil and unbelievable complexity of our modern world. The inner and abiding strength of our economic and political systems is dependent upon the degree to which they fulfill these expectations.

51 Many subjects connected with our social economy call for immediate improvement. As examples:

52 We should bring more citizens under the coverage of old-age pensions and unemployment insurance.

53 We should widen the opportunities for adequate medical care.

54 We should plan a better system by which persons deserving or needing gainful employment may obtain it.

55 I have called for personal sacrifice. I am assured of the willingness of almost all Americans to respond to that call.

56 A part of the sacrifice means the payment of more money in taxes. In my Budget Message, I shall recommend that a greater portion of this great defense program be paid for from taxation than we are paying today. No person should try, or be allowed, to get rich out of this program and the principle of tax payments in accordance with ability to pay should be constantly before our eyes to guide our legislation.

57 If the Congress maintains these principles, the voters, putting patriotism ahead of pocketbooks, will give you their applause.

58 In the future days, which we seek to make secure, we look forward to a world founded upon four essential human freedoms.

59 The first is freedom of speech and expression—everywhere in the world.

60 The second is freedom of every person to worship God in his own way—everywhere in the world.

61 The third is freedom from want—which, translated into world terms, means economic understandings which will secure to every

## NOTES

### CLOSE READ

**ANNOTATE:** In paragraph 49, mark changes you see in sentence lengths.

**QUESTION:** How do the short sentences relate to the long ones?


**CONCLUDE:** How does this structure help clarify the president's meaning?

nation a healthy peacetime life for its inhabitants—everywhere in the world.

- 62 The fourth is freedom from fear—which, translated into world terms, means a worldwide reduction of armaments to such a point and in such a thorough fashion that no nation will be in a position to commit an act of physical aggression against any neighbor—anywhere in the world.
- 63 That is no vision of a distant millennium. It is a definite basis for a kind of world attainable in our own time and generation. That kind of world is the very antithesis of the so-called new order of tyranny which the dictators seek to create with the crash of a bomb.
- 64 To that new order we oppose the greater conception—the moral order. A good society is able to face schemes of world domination and foreign revolutions alike without fear.
- 65 Since the beginning of our American history, we have been engaged in change—in a perpetual peaceful revolution—a revolution which goes on steadily, quietly adjusting itself to changing conditions—without the concentration camp or the quicklime in the ditch. The world order which we seek is the cooperation of free countries, working together in a friendly, civilized society.
- 66 This nation has placed its destiny in the hands and heads and hearts of its millions of free men and women, and its faith in freedom under the guidance of God. Freedom means the supremacy of human rights everywhere. Our support goes to those who struggle to gain those rights or keep them. Our strength is our unity of purpose. To that high concept there can be no end save victory. 🇺🇸

# Comprehension Check

Complete the following items after you finish your first read.

1. According to Roosevelt, with what nations and events is the future of the United States intertwined?
2. What does Roosevelt say about attempts to isolate the United States from the rest of the world?
3. What does Roosevelt say is happening at that present moment to the democratic way of life around the world?
4. According to Roosevelt, what are the four freedoms to which everyone in the world is entitled?
5.  **Notebook** Write a summary of this excerpt from the “Four Freedoms” speech.

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## RESEARCH

**Research to Clarify** Choose at least one unfamiliar detail from the text. Briefly research that detail. In what way does the information you learned shed light on an aspect of the speech?

**Research to Explore** Choose a topic from the speech that sparked your interest. Then, formulate a research question about that topic.



from THE "FOUR FREEDOMS" SPEECH

## Close Read the Text

1. This model, from paragraph 36 of the text, shows sample annotations, with questions and conclusions. Close read the passage, and find another detail to annotate. Then, write a question and your conclusion.

**ANNOTATE:** Roosevelt restates information about election results and American voters.

**QUESTION:** What is his purpose in restating this information?

**CONCLUDE:** He wants to convince his listeners that Americans are unified in their views.

**ANNOTATE:** These strong adjectives and adjective phrases appear close together.

**QUESTION:** Why does Roosevelt use all these powerful words and phrases in sequence?

**CONCLUDE:** Roosevelt wants to emphasize the urgency of the moment and his certainty about the best way forward.

**In the recent national election, there was no substantial difference between the two great parties in respect to that national policy. No issue was fought out on this line before the American electorate. Today, it is abundantly evident that American citizens everywhere are demanding and supporting speedy and complete action in recognition of obvious danger.**

### Tool Kit

Close-Read Guide and Model Annotation

### STANDARDS

#### Reading Informational Text

- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.

#### Speaking and Listening

- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

2. For more practice, go back into the text, and complete the close-read notes.
3. Revisit a section of the text you found important during your first read. Read this section closely, and **annotate** what you notice. Ask yourself **questions** such as "Why did the author make this choice?" What can you **conclude**?

## Analyze the Text

**CITE TEXTUAL EVIDENCE** to support your answers.

**Notebook** Respond to these questions.

- 1 (a) **Connect** How does Roosevelt link his assertion that this speech occurs at an unprecedented moment to his later claim that this speech "is unique in our history"? (b) **Analyze** What language does Roosevelt use to emphasize the unique circumstances surrounding the speech?
2. **Evaluate** How effectively does Roosevelt's discussion of domestic issues help him build his case for helping other countries? Use examples from the speech to support your evaluation.
3. **Essential Question:** *What is the relationship between power and freedom?* What has this speech taught you about power and freedom?

## Analyze Craft and Structure

**Seminal Documents: Persuasive Appeals** This speech by President Roosevelt is a seminal document that helped shape history. Knowing that his **central idea**—his main claim or position—will not be popular with all of his listeners, the president uses persuasion to present a convincing case. Roosevelt employs three kinds of **persuasive appeals**:

- **Appeals to logic** ask the audience to follow a line of reasoning. Roosevelt uses verifiable evidence to support his interpretation of the world’s crisis and the validity of his plan.
- **Appeals to emotion** evoke listeners’ feelings, including sympathy for others. These types of appeals often use words that have strong positive or negative connotations. They may also refer to moral, religious, or patriotic feelings.
- **Appeals to authority** encourage the audience to trust the speaker’s credibility. In some cases, such an appeal can be a **logical fallacy**, or an argument that does not have a true foundation. However, by invoking his power and the privileged knowledge he has as president, Roosevelt attempts to strengthen his argument.

**CITE TEXTUAL EVIDENCE**  
to support your answers.

### Practice

 **Notebook** Respond to these questions.

1. (a) Review paragraphs 2–10, and identify closely related words and phrases that Roosevelt repeats. (b) Does this use of repetition represent an appeal to logic, to emotions, to his own authority, or to a combination of these? Explain.
2. (a) Why does Roosevelt refer to a “realist” in paragraph 12 and to a “realistic American” in paragraph 17? (b) How do these references relate to paragraph 19? Explain.
3. Use the chart to link Roosevelt’s reasoning to his central idea. First, identify the central idea of the speech. Then, give three examples of appeals to logic in the speech, and note how each example shapes or refines the central idea.

**Central Idea:** \_\_\_\_\_

EXAMPLE OF APPEAL TO LOGIC	HOW IT SHAPES OR REFINES THE CENTRAL IDEA

4. Read the paragraphs that follow Roosevelt’s list of four freedoms (paragraphs 63–66). (a) What persuasive appeals does Roosevelt use in these paragraphs? (b) What is his purpose for using these particular appeals?



from THE "FOUR FREEDOMS" SPEECH

## Concept Vocabulary

pacification      propaganda      appeasement  
 tyranny      disarmament      treachery

**Why These Words?** The concept vocabulary words all relate to conflicts between or among nations or other political groups. For example, *pacification* is the attempt to achieve, maintain, or force an end to hostilities. People might try to do this by promoting policies of *appeasement* or *disarmament*.

- As expressed in this speech, what is Roosevelt's opinion of each concept these words represent?
- Identify another word in the selection that relates to pacification and another word in the selection that relates to tyranny. Define each word.

### Practice

**Notebook** The concept words appear in the "Four Freedoms" speech.

- Use pairs of concept words in sentences that demonstrate their meanings. Write three sentences, each with two of the concept words.
- Rewrite the sentences you just wrote using an antonym for each concept word. Consult a thesaurus as needed. How do your replacements change the impact each sentence would have on a reader?

### Word Study

**Latin Root: -pac-** The word *pacification* contains the Latin root *-pac-*, which comes from the Latin word *pax*, meaning "peace." The words in the chart all share this same root. Using your knowledge of suffixes, write the meaning of each word. Use a college-level dictionary to verify your definitions.

WORD	MEANING
pacifier	
pacific	
pacifist	
pacify	

### WORD NETWORK

Add words related to power and freedom from the text to your Word Network.

### STANDARDS

#### Language

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
- Verify the preliminary determination of the meaning of a word or phrase.

## Conventions


**Types of Phrases** Writers and speakers, such as President Roosevelt, use various types of phrases, such as noun phrases, to convey specific meanings. A **noun phrase** consists of a noun, called the head noun, and one or more modifiers that tell *which one* or *what kind*. Modifiers may consist of adjectives, adjective phrases, prepositional phrases, participles, articles, or other grammatical elements. They can appear before the noun, after the noun, or in both locations. This chart shows some examples of noun phrases.

NOUN	NOUN PHRASES
people	those people; those people in huts; those people in huts and villages
threat	the small threat; the small, but real, threat; the small, but real, threat of danger
member	every member; every former member; every former member of Congress

### Read It

- Mark the noun phrases and head nouns in these sentences based on President Roosevelt’s “Four Freedoms” speech. Each sentence may contain more than one noun phrase, and one noun phrase may form part of another.
  - That is why the future of the American Republics is today in serious danger.
  - The first phase of the invasion would not be the landing of regular troops.
  - Our national policy in foreign affairs has been based on a decent respect for all nations, large and small.
- Choose a sentence from paragraph 63 of the “Four Freedoms” speech. Mark the head nouns and modifiers in its noun phrases.

### Write It

 **Notebook** In the example, the original sentence has been revised to include another noun phrase. Following the example, rewrite each sentence below by adding a noun phrase. Mark the noun phrase you added, as well as its head noun.

**EXAMPLE**

**ORIGINAL:** The United States still had not declared war.

**REVISION:** The United States still had not declared war against the other Axis powers.

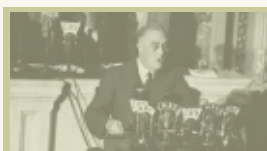
- Roosevelt’s program calls for jobs.
- The program increases insurance coverage.

**TIP**

**CLARIFICATION**

One noun phrase may form part of another. For example, read this sentence: “He sat in the rocking chair on the porch.” The short noun phrase “the porch” forms part of the longer noun phrase “the rocking chair on the porch.”

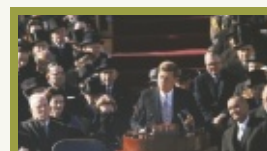




from THE "FOUR FREEDOMS" SPEECH

## Comparing Texts

You will now read Kennedy's inaugural address. First, complete the first-read and close-read activities. Then, compare the ways in which Roosevelt and Kennedy use persuasive appeals.



INAUGURAL ADDRESS

### About the Speaker



#### John F. Kennedy

(1917–1963) graduated from Harvard University and served with distinction in the United States Navy during World War II. After his service, Kennedy won election to the House of Representatives in 1946, and was elected Senator from Massachusetts in 1952. In 1960, at the age of forty-three, Kennedy became the youngest person ever to be elected to the office of the presidency. Tragically, Kennedy was assassinated on November 22, 1963, in Dallas, Texas.

#### Tool Kit

First-Read Guide and Model Annotation

#### STANDARDS

**Reading Informational Text**  
By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

## Inaugural Address

### Concept Vocabulary

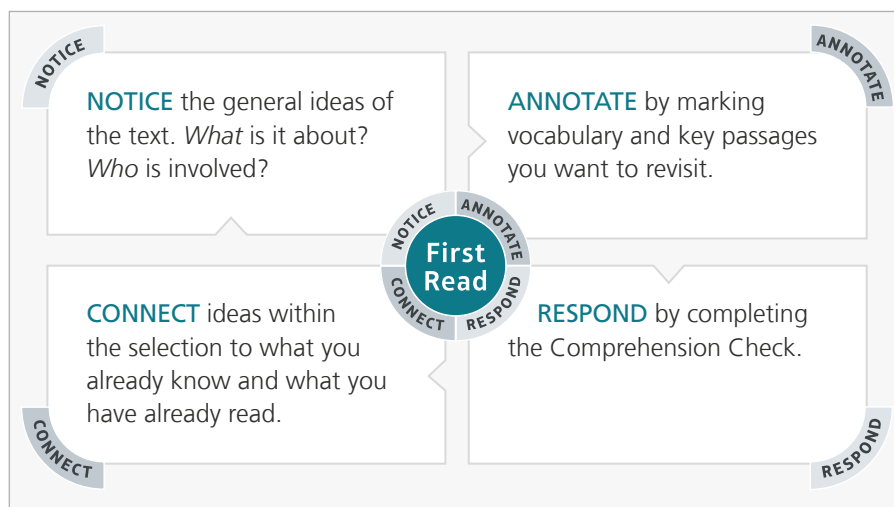
You will encounter the following words as you read John F. Kennedy's inaugural address. Before reading, note how familiar you are with each word. Then, rank the words in order from most familiar (1) to least familiar (6).

WORD	YOUR RANKING
revolution	
asunder	
invective	
belaboring	
invoke	
beachhead	

After completing the first read, come back to the concept vocabulary and review your rankings. Mark changes to your original rankings as needed.

### First Read NONFICTION

Apply these strategies as you conduct your first read. You will have an opportunity to complete the close-read notes after your first read.




 A photograph of John F. Kennedy speaking at a podium during an inauguration ceremony. He is surrounded by a large crowd of people, many wearing top hats. The podium features the Presidential Seal of the United States.
 

# Inaugural Address

John F. Kennedy

## BACKGROUND

When John F. Kennedy took office in 1961, the United States was locked in a potentially explosive stalemate with the Soviet Union and its allies. Fierce adversaries in the Cold War, the United States and the Soviet Union were stockpiling nuclear weapons, creating the possibility of a disastrous war that could destroy the earth.

- 1 *Vice President Johnson, Mr. Speaker, Mr. Chief Justice, President Eisenhower, Vice President Nixon, President Truman,<sup>1</sup> Reverend Clergy, fellow citizens:*
- 2 We observe today not a victory of party but a celebration of freedom—symbolizing an end as well as a beginning—signifying renewal as well as change. For I have sworn before you and Almighty God the same solemn oath our forbears prescribed nearly a century and three quarters ago.
- 3 The world is very different now. For man holds in his mortal hands the power to abolish all forms of human poverty and all forms of

1. **Vice President . . . Truman** present at Kennedy's inauguration were Lyndon B. Johnson, Kennedy's vice president; Dwight D. Eisenhower, 34rd president; Richard M. Nixon, Eisenhower's vice president; and Harry S. Truman, 33rd president.

## NOTES

**revolution** (rehv uh LOO shuhn) *n.* overthrow of a government that is replaced by a new system

**asunder** (uh SUHN duhr) *adv.* divided; torn into separate pieces

### CLOSE READ

**ANNOTATE:** In paragraphs 5–12, mark references to specific nations or groups the president is addressing in this speech.

**QUESTION:** Why does Kennedy acknowledge all these groups?

**CONCLUDE:** What is the effect of these references?

human life. And yet the same revolutionary beliefs for which our forebears fought are still at issue around the globe—the belief that the rights of man come not from the generosity of the state but from the hand of God.

- 4 We dare not forget today that we are the heirs of that first **revolution**. Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans—born in this century, tempered by war, disciplined by a hard and bitter peace, proud of our ancient heritage—and unwilling to witness or permit the slow undoing of those human rights to which this nation has always been committed, and to which we are committed today at home and around the world.
- 5 Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and the success of liberty.
- 6 This much we pledge—and more.
- 7 To those old allies whose cultural and spiritual origins we share, we pledge the loyalty of faithful friends. United there is little we cannot do in a host of cooperative ventures. Divided there is little we can do—for we dare not meet a powerful challenge at odds and split **asunder**.<sup>2</sup>
- 8 To those new states whom we welcome to the ranks of the free, we pledge our word that one form of colonial control shall not have passed away merely to be replaced by a far more iron tyranny. We shall not always expect to find them supporting our view. But we shall always hope to find them strongly supporting their own freedom—and to remember that, in the past, those who foolishly sought power by riding the back of the tiger ended up inside.
- 9 To those people in the huts and villages of half the globe struggling to break the bonds of mass misery, we pledge our best efforts to help them help themselves, for whatever period is required—not because the communists<sup>3</sup> may be doing it, not because we seek their votes, but because it is right. If a free society cannot help the many who are poor, it cannot save the few who are rich.
- 10 To our sister republics south of our border, we offer a special pledge—to convert our good words into good deeds—in a new alliance for progress—to assist free men and free governments in casting off the chains of poverty. But this peaceful revolution of hope cannot become the prey of hostile powers. Let all our neighbors know that we shall join with them to oppose aggression or subversion anywhere in the Americas. And let every other

2. **United . . . Divided . . . split asunder** Kennedy echoes the famous lines from Abraham Lincoln's second inaugural address: "United we stand . . . divided we fall."

3. **communists** *n.* refers to members or allies of the Soviet Union, a state whose government was based on the principles of communism, such as total government ownership of land and factories, laid out by Karl Marx (1818–1883).

power know that this hemisphere intends to remain the master of its own house.

11 To that world assembly of sovereign states, the United Nations, our last best hope in an age where the instruments of war have far outpaced the instruments of peace, we renew our pledge of support—to prevent it from becoming merely a forum for **invective**—to strengthen its shield of the new and the weak—and to enlarge the area in which its writ may run.

12 Finally, to those nations who would make themselves our adversary, we offer not a pledge but a request: that both sides begin anew the quest for peace, before the dark powers of destruction unleashed by science<sup>4</sup> engulf all humanity in planned or accidental self-destruction.

13 We dare not tempt them with weakness. For only when our arms are sufficient beyond doubt can we be certain beyond doubt that they will never be employed.

14 But neither can two great and powerful groups of nations take comfort from our present course—both sides overburdened by the cost of modern weapons, both rightly alarmed by the steady spread of the deadly atom, yet both racing to alter that uncertain balance of terror that stays the hand of mankind’s final war.

15 So let us begin anew—remembering on both sides that civility is not a sign of weakness, and sincerity is always subject to proof. Let us never negotiate out of fear. But let us never fear to negotiate.

16 Let both sides explore what problems unite us instead of **belaboring** those problems which divide us.

17 Let both sides, for the first time, formulate serious and precise proposals for the inspection and control of arms—and bring the absolute power to destroy other nations under the absolute control of all nations.

18 Let both sides seek to **invoke** the wonders of science instead of its terrors. Together let us explore the stars, conquer the deserts, eradicate disease, tap the ocean depths, and encourage the arts and commerce.

19 Let both sides unite to heed in all corners of the earth the command of Isaiah—to “undo the heavy burdens . . . [and] let the oppressed go free.”<sup>5</sup>

20 And if a **beachhead** of cooperation may push back the jungle of suspicion, let both sides join in creating a new endeavor, not a new balance of power, but a new world of law, where the strong are just and the weak secure and the peace preserved.

21 All this will not be finished in the first one hundred days. Nor will it be finished in the first one thousand days, nor in the life of this administration, nor even perhaps in our lifetime on this planet. But let us begin.

4. **dark powers of destruction unleashed by science** nuclear war.

5. “**Isaiah . . . free**” refers to a Biblical passage, Isaiah 58:6.

## NOTES

**invective** (ihh VEHK tihv)  
*n.* negative, aggressive language that seeks to harm

### CLOSE READ

**ANNOTATE:** In paragraph 11, mark the verbs that follow the word *we*.

**QUESTION:** What do these words have in common?

**CONCLUDE:** What does this set of verbs show about Kennedy’s attitude toward the United Nations?

**belaboring** (bih LAY buhr ihng)  
*n.* focusing on something too much

**invoke** (ihh VOHK) *v.* call on

**beachhead** (BEECH hehd)  
*n.* secure starting point; foothold

- 22 In your hands, my fellow citizens, more than mine, will rest the final success or failure of our course. Since this country was founded, each generation of Americans has been summoned to give testimony to its national loyalty. The graves of young Americans who answered the call to service surround the globe.
- 23 Now the trumpet summons us again—not as a call to bear arms, though arms we need—not as a call to battle, though embattled we are—but as a call to bear the burden of a long twilight struggle, year in and year out, “rejoicing in hope, patient in tribulation”<sup>6</sup>—a struggle against the common enemies of man: tyranny, poverty, disease, and war itself.
- 24 Can we forge against these enemies a grand and global alliance, North and South, East and West, that can assure a more fruitful life for all mankind? Will you join in that historic effort?
- 25 In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility—I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it—and the glow from that fire can truly light the world.
- 26 And so, my fellow Americans: Ask not what your country can do for you—ask what you can do for your country.
- 27 My fellow citizens of the world: Ask not what America will do for you—but what together we can do for the freedom of man.
- 28 Finally, whether you are citizens of America or citizens of the world, ask of us here the same high standards of strength and sacrifice which we ask of you. With a good conscience our only sure reward, with history the final judge of our deeds, let us go forth to lead the land we love, asking His blessing and His help, but knowing that here on earth God’s work must truly be our own. 🇺🇸

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6. “rejoicing . . . tribulation” refers to a Biblical passage, Romans 12:12. In Paul’s letter to the Romans, he calls people to work together in love and mutual respect.

# Comprehension Check

Complete the following items after you finish your first read.

1. According to Kennedy, inauguration day is not a celebration of the victory of a party. Of what is it a celebration?
2. How far does Kennedy say the United States is willing to go to assure liberty for all nations?
3. Kennedy singles out one group of countries that the United States will defend against any attacker. What countries are they?
4. At the end of the speech, what does Kennedy urge his fellow Americans to do?

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## RESEARCH

**Research to Clarify** Choose at least one unfamiliar detail from the text. Briefly research that detail. How does the information you learned shed light on an aspect of the speech?



INAUGURAL ADDRESS

## Close Read the Text

This model, from paragraph 25 of the text, shows two sample annotations, along with questions and conclusions. Close read the passage, and find another detail to annotate. Then, write a question and your conclusion.

**ANNOTATE:** These nouns in sequence are very powerful.

**QUESTION:** Why does Kennedy use these emotionally charged words?

**CONCLUDE:** These words emphasize Kennedy's conviction that America is a force for good in the world.

**ANNOTATE:** Kennedy connects the abstract idea of defending freedom to the concrete idea of fire.

**QUESTION:** Why does the president use this comparison?

**CONCLUDE:** Fire represents light, warmth, and safety. Kennedy's comparison creates a vision of a world that is a safe haven for all.

The **energy, the faith, the devotion,** which we bring to this endeavor will **light our country** and all who serve it—and the **glow from that fire can truly light the world.**

### Tool Kit

Close-Read Guide and Model Annotation

### STANDARDS

#### Reading Informational Text

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.

2. For more practice, go back into the text, and complete the close-read notes.
3. Revisit a section of the text you found important during your first read. Read this section closely, and **annotate** what you notice. Ask yourself **questions** such as "Why did the author make this choice?" What can you **conclude**?

## Analyze the Text

**CITE TEXTUAL EVIDENCE** to support your answers.

**Notebook** Respond to these questions.

1. (a) **Compare and Contrast** What similarities and differences does Kennedy see between the world now and the world as it was during the American Revolution? (b) **Interpret** How does he think these similarities and differences affect the American commitment to human rights?
2. **Infer** Why does Kennedy repeatedly refer to "both sides" in the middle of the speech? What effect might this repetition have on listeners, including those from the other "side"?
3. **Synthesize** Kennedy chooses language meant to remind people of wartime experiences and quotes religious literature. How do these choices reflect the purpose and occasion of the speech?
4. **Essential Question:** *What is the relationship between power and freedom?* What have you learned about power and freedom from reading this speech?


## Analyze Craft and Structure

**Seminal Documents: Emotional Appeals** Kennedy’s inaugural address is an example of **persuasion**, a type of writing in which an author or speaker attempts to influence an audience to think a certain way or take a particular action. The rhetorical techniques Kennedy uses in the speech, including charged language and restatement, appeal to listeners’ emotions, thus making listeners more receptive to the ideas he expresses.

- **Charged Language:** words and phrases that have strong positive or negative connotations—Charged language encourages listeners to connect with a speaker’s message through emotion rather than logic. Kennedy’s listeners would have been stirred by his description of Americans as “tempered by war, disciplined by a hard and bitter peace.” The words *tempered*, *disciplined*, and *bitter* are emotionally charged. They suggest toughness and self-control in the face of hardship.
- **Restatement:** the expression of similar ideas in different words—Speakers use restatement to clarify and emphasize ideas and to add urgency. For example, in paragraph 5, Kennedy says, “we shall pay any price, bear any burden, meet any hardship.” The restatements emphasize the idea of America’s commitment to freedom, while adding a sense of urgency and rhythmic intensity.

**CITE TEXTUAL EVIDENCE**  
to support your answers.

### Practice

 **Notebook** Respond to these questions.

1. Reread paragraphs 9 and 10 of Kennedy’s inaugural address. **(a)** Which words and phrases have negative connotations, and what do they describe? **(b)** What do these examples of charged language reveal about Kennedy’s purpose in the speech?
2. Reread paragraphs 21 and 22. What idea does Kennedy reinforce through restatement?
3. Use this chart to further analyze Kennedy’s speech. Find at least three ways Kennedy uses restatement to emphasize his message of working together. Then, find at least three instances of charged language with which Kennedy describes atomic weapons. Finally, describe how his use of rhetoric supports Kennedy’s purpose in this speech.

RESTATEMENT	CHARGED LANGUAGE

How rhetoric supports purpose:





INAUGURAL ADDRESS

## Concept Vocabulary

revolution	invective	invoke
asunder	belaboring	beachhead

**Why These Words?** These concept words all relate to instances of physical or verbal confrontation. *Revolution* and *beachhead* call up images of military conflict. *Asunder* emphasizes the division of something that was once united. Speakers *invoke* powerful aid as they appeal for help. An abusive speaker uses *invective*, whereas a *belaboring* speaker deflects attention from significant issues by focusing too much on one topic.

1. Read paragraphs 11 and 16, and consider the context in which Kennedy uses the concept words *invective* and *belaboring*. What do the paragraphs have in common? How does Kennedy's word choice connect the paragraphs?
2. Find other words in the speech that refer to physical confrontation. Which ones does Kennedy use to suggest that people are in danger? Which ones does he use to inspire people to stand up for what they believe?

### Practice

**Notebook** The concept words appear in Kennedy's inaugural address.

1. Use each concept word in a sentence about a current event that demonstrates your understanding of the word's meaning.
2. For each sentence you just wrote, write a companion sentence about a historical event that uses the same concept word.

## Word Study

**Latin Root: -vol-** In his inaugural address, Kennedy uses the concept vocabulary word *revolution* twice—once when referring to the American Revolutionary War and once when describing a new “peaceful revolution of hope.” *Revolution* is formed from the Latin root *-vol-*, meaning “to roll” or “to turn.” The words in the chart all share this same root. Use a print or online dictionary to look up each word, and write its meaning.

WORD	MEANING
voluble	
convolution	
involve	
revolve	
evolve	

### WORD NETWORK

Add words related to freedom and power from the text to your Word Network.

### STANDARDS

**Reading Informational Text**  
Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

#### Language

- Use parallel structure.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
- Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

## Author's Style

**Author's Choices: Use of Language** Rhetorical devices are special patterns of words and ideas that create emphasis and stir emotion, especially in speeches or other oratory. In his inaugural address, Kennedy uses three closely related rhetorical devices: repetition, parallelism, and antithesis.

- **Repetition** is the use multiple times of the same word or phrase to emphasize key concepts.

**Example:** “Let freedom ring from every hill and molehill of Mississippi. From every mountainside, let freedom ring.”—from the “I Have a Dream” speech, Martin Luther King, Jr.

- **Parallelism** is the repetition of related ideas in the same grammatical structure. There are many kinds of parallelism, all of which establish a rhythm that makes ideas memorable. One kind is **anaphora**, in which a word or group of words repeats at the beginnings of phrases, clauses, or sentences that appear in close succession.

**Example:** “This blessed plot, this earth, this realm, this England . . .”  
—from *Richard III*, William Shakespeare


- In **antithesis**, two strongly contrasting ideas, expressed using parallel structure, are placed side-by-side.

**Example:** “To err is human; to forgive divine.” —from “An Essay on Criticism,” Alexander Pope

### Read It

1. Identify the rhetorical device in each passage as either simple parallelism or antithesis. Then, explain your choice.
  - a. We shall not always expect to find them supporting our view. But we shall always hope to find them strongly supporting their own freedom. . . .
  - b. Let every nation know . . . that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and the success of liberty.
2. Find at least one example each of parallelism, anaphora, and antithesis in paragraphs 16–20 of Kennedy’s inaugural address. For each passage you chose, identify the type of rhetorical device being used. Then, explain why the passage is a good example of that device.

### Write It

 **Notebook** Rewrite the following sentences to create one sentence that uses parallelism.

We walked through the forest quietly. Loudly over a stream we splashed. We happily climbed up a mountain.



INAUGURAL ADDRESS



from THE "FOUR FREEDOMS" SPEECH

## Writing to Compare

You have studied two seminal American texts—Roosevelt’s “Four Freedoms” speech, delivered in 1941, and Kennedy’s inaugural address, delivered in 1961. Now, deepen your understanding of the two speeches by comparing and writing about them.

### Assignment

Both of these speeches were given at critical moments in American history. They reflect the concerns of the era, and define each president’s vision for the country and its role in the world. Write a **comparison-and-contrast essay** in which you explain what each leader means when he talks about “freedom.” Include the following elements in your essay:

- a summary of the historical context of each speech—The **historical context** involves the state of the country and the world at these two moments in history.
- an explanation of each speaker’s purpose—the call to action each leader issues
- an explanation of the role each president thinks America should play in the world

### Prewriting

**Notebook** Make sure you are clear about the historical context of each speech. Answer these questions to clarify your understanding.

1. **(a)** As Roosevelt delivers his speech, what conflict is growing around the world? **(b)** How does Roosevelt want America to respond to that conflict?
2. **(a)** What concerns about the Cold War does Kennedy express in his speech? **(b)** What does Kennedy want the opposing side in that conflict to consider?

**Analyze the Texts** Reread each speech, and identify passages related to the concept of freedom, particularly in regard to America’s responsibilities in the world.

PASSAGES RELATED TO FREEDOM	
“FOUR FREEDOMS” SPEECH	INAUGURAL ADDRESS

#### STANDARDS

##### Reading Informational Text

Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.

##### Writing

- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Apply *grades 9–10 Reading standards* to literary nonfiction.

## Drafting

**Write a Thesis Statement** In a comparison-and-contrast essay about literary nonfiction, the thesis statement should indicate the major similarities and differences between the two works being compared. Draft a thesis statement consisting of two or three sentences. State how the “Four Freedoms” speech and the inaugural address are similar, as well as how they are different. Use comparison-and-contrast key words, such as those underlined in this thesis frame:

### Thesis Frame:

Both Roosevelt’s “Four Freedoms” speech and Kennedy’s inaugural address \_\_\_\_\_,  
However, Roosevelt’s speech \_\_\_\_\_,  
whereas Kennedy’s speech \_\_\_\_\_.

**Choose a Structure** Decide how best to organize your essay. Point-by-point organization and block organization are two commonly used structures for essays of comparison.

- **Block Format:** Discuss the historical context, purpose, and meaning of freedom in one speech. Then, discuss the historical context, purpose, and meaning of freedom in the other speech.
- **Point-by-Point Format:** First, discuss the historical context and purpose of each speech. Next, discuss the meaning of freedom presented in each speech.

Make sure to include a section in which you explain the vision of America and its role in the world that the two presidents put forward.

**Use Varied Evidence** Include supporting evidence in a variety of ways.

- **Direct Quotations:** use of exact language from the text  
 Avoid misrepresenting a speaker’s meaning. For example, if one part of a quotation supports your ideas, but another part does not, explain the discrepancy—don’t use only the part that fits your analysis.
- **Summaries:** brief retellings of parts of the text  
 Summarize complex sequences of events or ideas so that readers have the information they need to understand your analysis. The use of summaries can help you give readers necessary knowledge without unnecessary detail.
- **Paraphrases:** restatements of a text in your own words  
 Use paraphrases when the speaker’s exact words are not that distinctive, or when you wish to clarify someone else’s ideas or demonstrate your knowledge of a text.

## Review, Revise, and Edit

When you have finished drafting, reread your essay. Mark ideas that need more support, and then return to your Prewriting notes or the texts themselves to find additional evidence. Check for logical, clear transitions between paragraphs. Edit your work for grammar, sentence structure, and word choice. Finally, proofread your essay to eliminate spelling and punctuation errors.

### EVIDENCE LOG

Before moving on to a new selection, go to your Evidence Log and record what you learned from Roosevelt’s “Four Freedoms” speech and Kennedy’s inaugural address.



About the Speaker



**John F. Kennedy** (1917–1963) came from a family with extensive political connections and ambitions, but it was Joseph, his older brother, who was expected to run for high office. Joseph, however, died in World War II, and John became the family’s political hope. As a United States senator, he advocated for foreign aid to developing nations in Africa and Asia, and for France to grant Algerian independence. A concern with foreign affairs would become a major element of his presidency.

# Inaugural Address

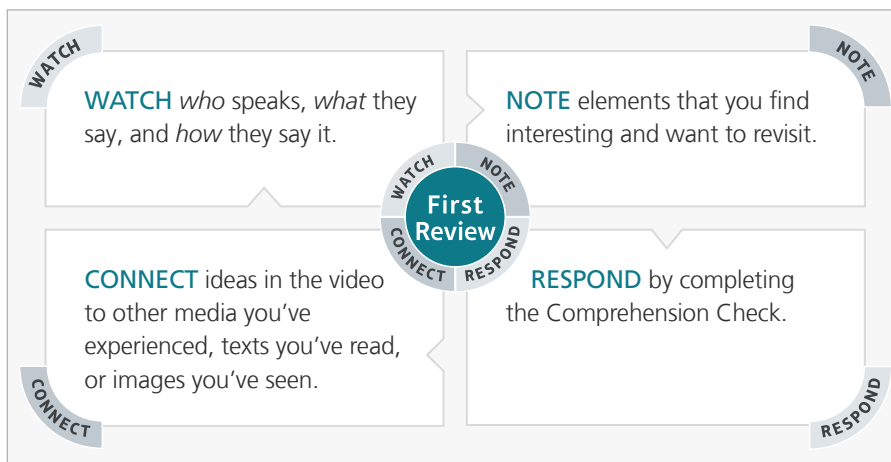
## Media Vocabulary

The following words or concepts will be useful to you as you analyze, discuss, and write about videos.

<p><b>tone:</b> sound of a voice with respect to pitch, volume, and overall quality</p>	<ul style="list-style-type: none"> <li>• Pitch refers to how high or low in frequency a voice sounds.</li> <li>• Overall quality refers to such traits as squeakiness, depth, resonance, or thinness.</li> </ul>
<p><b>inflection:</b> changes to pitch or volume within a single word or between words</p>	<ul style="list-style-type: none"> <li>• Inflection can go up or down or be loud or soft.</li> <li>• Speakers use inflection to emphasize certain words, to modify rhythm, or to add drama.</li> </ul>
<p><b>gesture:</b> movement of the body that conveys meaning</p>	<ul style="list-style-type: none"> <li>• Gestures are a form of nonverbal communication that help emphasize meaning.</li> <li>• Some gestures, such as a thumbs-up sign, have meanings that are essentially the same in any situation. Other gestures, such as a wave of the hands, reflect a speaker’s emotions and meaning in a specific situation.</li> </ul>
<p><b>enunciation:</b> manner in which a speaker pronounces words</p>	<ul style="list-style-type: none"> <li>• A speaker with good enunciation speaks clearly and avoids slurring words, omitting syllables, or dropping word endings.</li> <li>• Enunciation is sometimes referred to as “diction.”</li> </ul>

## First Review MEDIA: VIDEO

Apply these strategies as you conduct your first review. You will have an opportunity to complete a close review after your first review.



STANDARDS

Reading Informational Text

By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

Language

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# Inaugural Address

John F. Kennedy



## BACKGROUND

Harry S. Truman was the first United States president to deliver a televised inaugural address. Kennedy, in turn, was the first to deliver a televised inaugural address on color TV. Furthermore, Kennedy used the newly global mass media of television to speak to both the American people and the entire world, addressing the country's allies and adversaries, the United Nations, and other international audiences.

## NOTES



## Comprehension Check

Complete the following items after you finish your first review.

1. Describe the setting in which Kennedy delivers the speech.
2. What are some phrases Kennedy emphasizes with voice and gestures?
3. Which parts of the speech does the audience respond to most enthusiastically?

### RESEARCH

**Research to Explore** Choose an element of the speech that sparked your interest. Then, formulate a research question about that topic.

#### MEDIA VOCABULARY

Use these words as you discuss and write about the video.

tone  
inflection  
gesture  
enunciation

#### WORD NETWORK

Add words related to freedom and power from the text to your Word Network.

#### STANDARDS

##### Speaking and Listening

- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## Close Review

Watch and listen to the speech again. Write any new observations that seem important. What **questions** do you have? What can you **conclude**?



## Analyze the Media

**CITE TEXTUAL EVIDENCE** to support your answers.

**Notebook** Respond to these questions.

1. **(a) Interpret** Rewatch the part of the speech that starts at the 8:12 mark—beginning with “we dare not tempt them with weakness”—and ends at 9:19. What international issue is Kennedy addressing? **(b) Connect** What do Kennedy’s references to “both sides” suggest about the issue?
2. **(a) Interpret** Listen for the word *pledge* in the speech. For whom is Kennedy speaking when he uses this word? **(b) Evaluate** How credible are the promises he makes in these statements? Explain.
3. **Connect** To date, John F. Kennedy is the youngest elected United States president. Listen for the word *generation* as you review the speech. What connections does Kennedy make between his generation and his vision for the future? Explain.
4. **Essential Question: *What is the relationship between power and freedom?*** What have you learned about power and freedom from listening to this speech?



## Writing to Sources

### Assignment

Imagine you are a television journalist in 1961 covering the Kennedy inauguration. Write the text for a **news report** about the event.

- **Write an introduction.** Find the answers to questions such as these: *What were the major issues in the 1960 election? Against whom did Kennedy run? How close was the election?*
- **Describe the scene.** Answer questions such as these: *What is the weather like? How many people seem to be in attendance? What is the mood of the crowd? Who is assembled on the steps of the Capitol building?*
- **Describe Kennedy's delivery.** Answer questions such as these: *How does Kennedy look? What is the tone of his speech? How do his gestures and body language affect his message? What can you say about his rhetoric?*
- **Review the content of the speech.** State Kennedy's central idea, and describe the crowd's reception of that idea. Report what Kennedy says about the country's rich and poor, its allies and enemies. Also, identify what you consider to be the high points of the address. What challenge does Kennedy issue to the American public?



INAUGURAL ADDRESS (video)

## Speaking and Listening

### Assignment

Adapt the text of the news report you wrote, and deliver it as a **newscast**. You may either present it live or record it and share it digitally.

- **Integrate visuals.** Review your news report, and find visuals or audio that will enhance its transition into a newscast. Plan how to integrate the visuals into your presentation.
- **Consider your speaking style.** Choose a speaking style that suits your audience and purpose. Your style might be informal, but still highly informational. Alternatively, you might choose a formal approach in acknowledgment of the importance of the event.
- **Vary your pitch and volume.** Avoid speaking in a monotone. Instead, vary the pitch and volume of your voice. Likewise, find a middle ground between speaking too slowly and too quickly. Make sure you clearly enunciate so that listeners fully understand what you are saying.
- **Rehearse your delivery.** Practice your newscast either in front of a mirror if you plan to perform live, or in an audio recording if you plan to share a digital version. Look for ways in which you can strengthen your delivery through gestures, tone, or enunciation.

### EVIDENCE LOG

Before moving on to a new selection, go to your Evidence Log and record what you learned from listening to and watching Kennedy's inaugural address.





WRITING TO SOURCES

- from THE “FOUR FREEDOMS” SPEECH
- INAUGURAL ADDRESS
- INAUGURAL ADDRESS (video)

Tool Kit

Student Model of an Informative Essay

ACADEMIC VOCABULARY

As you craft your informative essay, consider using some of the academic vocabulary you learned in the beginning of the unit.

- attribute
- hierarchy
- demarcate
- fundamental
- democracy

STANDARDS

Writing

- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

# Write an Informative Essay

You have read two speeches that shed light on the relationship between power and freedom. In his “Four Freedoms” speech, Franklin D. Roosevelt speaks of the need for the United States to protect itself during a time of danger, and of universal freedoms that deserve protection throughout the world. In his inaugural address, John F. Kennedy argues that Americans must appreciate their own freedom while understanding the country’s importance in the world.

### Assignment

Use the knowledge you have gained from reading Roosevelt’s “Four Freedoms” speech and from reading and listening to Kennedy’s inaugural address to write about the power of the individual. Write a brief **informative essay** in which you focus on answering this question:

**What can one person do to defend the human rights of all people?**

### Elements of an Informative Essay

An **informative essay** develops a thesis, or main idea, about a topic through the effective selection, organization, and analysis of content. An effective informative essay includes these elements:

- an engaging introduction to its topic
- the writer’s main idea about the topic, supported by facts, definitions, details, examples, quotations, and other information from credible sources
- an organization that helps readers make connections and distinctions among ideas
- clear transitions that clarify relationships among ideas
- a conclusion that restates the thesis and follows from the information presented
- correct grammar, a formal style, and an objective tone

**Model Informative Essay** For a model of a well-crafted informative essay, see the Launch Text, “Born Free: Children and the Struggle for Human Rights.”

Challenge yourself to find all of the elements of effective informative writing in the text. You will have the opportunity to review these elements as you start to write your own informative essay.



## Prewriting / Planning

**Develop a Working Thesis** Reread the assignment and rephrase it to state your topic. Then, compose an answer to the question. This is your initial thesis, or main idea. You may return to it and change it as you gather more information and work through the writing process.

Topic: \_\_\_\_\_

Thesis: \_\_\_\_\_

Review the texts and media that you have studied in this unit so far. Take note of details that support your main idea. Then, decide whether outside research will help you develop your ideas more fully.

**Focus Research** If a short research project is in order, plan to use several sources. Focus your efforts by developing a research question, such as “Who are three individuals known for their defense of human rights?” or “What opportunities exist in my hometown for a person to defend human rights?” You can find primary and secondary sources in print or online. You can conduct original research as well, through surveys or personal interviews.

Research Question: \_\_\_\_\_

Possible Sources:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**Gather Evidence** Be sure that your sources are reliable. Ask your librarian about the best sources to use. This excerpt from the Launch Text shows that the writer used newspapers as a source of information.

*“Dere’s t’ree t’ousand of us, and we’ll win for sure,” is how one newspaper mockingly quoted a newsie’s reference to the number of strikers.*

—from “Born Free: Children and the Struggle for Human Rights”

Take notes as you find and connect relevant information from multiple sources, and keep a reference list of every source you use. Create a notecard that includes each source’s author, title, publisher, city, and date of publication, along with the fact or idea you discovered. For Internet sources, record the name and Web address of the site, as well as the date you accessed the information. For print sources, note the page numbers on which you found useful information.

**Connect Across Texts** As you write your informative essay, you will be combining facts, examples, and details from multiple sources. Remember to identify the source of every exact quotation. Cite President Roosevelt, President Kennedy, and any other authority who helps you formulate and support your main idea. As you compile evidence from various texts, note any information that may help you revise or refine your main idea.

### EVIDENCE LOG

Review your Evidence Log and identify key details you may want to cite in your informative essay.

### STANDARDS

#### Writing

- Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension.
- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.



## Drafting

**Organize Your Essay** Consider your topic statement, your main idea, and the supporting information you have gathered, and then choose an organizational structure. Make sure your choice will help you sequence information so that it flows logically from your introduction, through your body paragraphs, to your conclusion. There are a variety of useful structures, including the ones described here. Place a check in the box of the one you plan to use.

- Problem-Solution Order:** Present a problem, such as a specific example of a human rights violation, and offer information about possible solutions. In your conclusion, identify the solution that most strongly supports your main idea.
- Order of Importance:** State your thesis in your introduction. Then, present your supporting reasons and evidence in order of importance, from most important to least.
- Nestorian Order, or Reverse Order of Importance:** State your thesis in your introduction. Then, offer supporting reasons and evidence starting with weaker or less dramatic ideas and building to stronger or more dramatic ones. This can be an effective way to lead readers to a powerful conclusion.
- Cause-Effect Order:** Present a person's actions as a cause that has the effect of defending human rights, or present defending human rights as a cause that has the effect of inspiring individual actions.
- Steps in a Process:** Present the stages through which an individual progresses in his or her defense of human rights. In your conclusion, link this process to your main idea.

### STANDARDS

#### Writing

- Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension.
- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

Notice how the Launch Text is organized. The first paragraph states, "young people have also realized that in order to be heard, they might have to make some noise." The body paragraphs report causes and effects in chronological order. The concluding paragraph revisits the main idea: "It may have been a small victory, but it was more than the newsies would have received had they not raised their voices."

**Write a First Draft** Use your chosen organization to write a first draft. As you write, your style should be formal, and your tone should be objective. Avoid revealing your own personal biases, and do not use slang or expressions that sound overly conversational. Instead, choose words that convey your ideas precisely, and define or explain terms that may be unfamiliar to your audience. Make sure to include transitional words and phrases that clarify the relationships among your ideas.

LANGUAGE DEVELOPMENT: STYLE

## Create Cohesion: Integrate Information in Different Ways

As you write your draft, use the following methods to present the ideas, facts, examples, and quotations you use to support your thesis. In each case, you must credit the source.

- **Direct Quotations:** Use the writer’s exact words when they provide the strongest support for an idea. Indicate omitted material with ellipses.
- **Paraphrase:** Restate a writer’s specific ideas in your own words, accurately reflecting the original meaning.
- **Summary:** To provide background or general information, condense complex material into a briefer statement in your own words.

NOTE: If you find a fact in only one source, include documentation. If you find identical facts in multiple sources, you need not provide documentation.

### Read It

These sentences from the Launch Text show different methods of incorporating information.

- *In our national anthem, “The Star-Spangled Banner,” we sing of America as “the land of the free and the home of the brave.”* (direct quotation)
- *Another newspaper explained that newsies were striking for their “rights,” using quotation marks to suggest that the children had no rights and that it was quaint for them to suggest they did.* (direct quotation combined with paraphrase)
- *The newsies’ circumstances deteriorated even further during the Spanish-American War of 1898.* (summary)

### Write It

As you draft your essay, keep track of your sources, and include appropriate citations to avoid plagiarism, or the presentation of another’s work as your own. You may use a chart like this to track your information.

Source title	
Author	
Publisher or site	
Date of publication or update	
Date you accessed (for online sources)	
Website URL (for online sources)	
Direct quotation	
Summary or paraphrase	

**TIP**

**PUNCTUATION**

Make sure to enclose direct quotations in quotation marks. Do not use quotation marks for paraphrased remarks.

**STANDARDS**

**Writing**

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.



## Revising

### Evaluating Your Draft

Use the following checklist to evaluate the effectiveness of your first draft. Then, use your evaluation and the instruction on this page to guide your revision.

FOCUS AND ORGANIZATION	EVIDENCE AND ELABORATION	CONVENTIONS
<input type="checkbox"/> The introduction clearly states the topic.	<input type="checkbox"/> Specific reasons, details, facts, and quotations support the main idea.	<input type="checkbox"/> Attends to the norms and conventions of the discipline, especially regarding the proper crediting of sources.
<input type="checkbox"/> The introduction presents a specific thesis.	<input type="checkbox"/> The main idea is developed with relevant information from multiple credible sources.	<input type="checkbox"/> Uses precise language appropriate for the audience and purpose.
<input type="checkbox"/> The organization is logical, allowing for effective development of ideas.	<input type="checkbox"/> Accurate credit is provided to sources of information.	<input type="checkbox"/> Establishes an objective tone and formal style.
<input type="checkbox"/> The conclusion clearly connects back to the introduction.		

### WORD NETWORK

Include interesting words from your Word Network in your informative essay.

### STANDARDS

#### Writing

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

### Revising for Focus and Organization

**Internal Logic** Reread your essay, making sure the ideas you set up in the introduction are clearly developed in the body and echoed in the conclusion. Rearrange paragraphs or sections that do not build in a logical way. Consider adding or revising transitional words and phrases to clarify the connections you want to emphasize.

### Revising for Evidence and Elaboration

**Correct Citations** Consider how you have used and cited researched information in your essay. Have you accurately identified the sources of all the evidence you use to support your main idea? If not, review your notes to find and add the proper citations.

**Language** Clear, strong language will help make your ideas memorable. Consider these options:

- **Comparatives and Superlatives:** Comparative adjectives, such as *sharper* and *bolder*, clarify ideas. Avoid overuse of predictable or subjective superlatives, such as *best*, *strongest*, or *bravest*.
- **Action Verbs:** Whenever possible, replace weaker linking verbs with stronger action verbs.

#### EXAMPLE

**LINKING VERB:** The policy *is* unfair.

**ACTION VERB:** The policy *cheats* us all.

Review your essay, looking for any ineffective uses of language. Replace weaker word choices with stronger alternatives.

PEER REVIEW

Exchange essays with a classmate. Use the checklist to evaluate your classmate’s informative essay and provide supportive feedback.

1. Is the thesis, or main idea, clear?  
 yes     no    If no, explain what confused you.
2. Is the text organized logically?  
 yes     no    If no, what aspect of organization does not work?
3. Does the essay fully address the assignment?  
 yes     no    If no, write a brief note explaining what you thought was missing.
4. What is the strongest part of your classmate’s essay? Why?

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## Editing and Proofreading

**Edit for Conventions** Reread your draft for accuracy and consistency. Correct errors in grammar and word usage. Use a style guide if you need help crediting your sources correctly.

**Proofread for Accuracy** Read your draft carefully, looking for errors in spelling and punctuation. Double-check that you have used quotation marks correctly and that there is an ending quotation mark for every beginning quotation mark.

## Publishing and Presenting

Create a final version of your essay and share it with your classmates. Together, determine what your different essays convey about the values Roosevelt and Kennedy promote in their speeches.

## Reflecting

Think about what you learned while writing your essay. What techniques did you learn that you could use when writing another informative essay? How could you improve the process? For example, you might choose to spend more time examining primary sources.

### STANDARDS

#### Writing

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

#### Language

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Spell correctly.



ESSENTIAL QUESTION:

# What is the relationship between power and freedom?

What does it mean to have your freedom to learn, read, or think what you want threatened? Is freedom of thought and expression something we treasure only when we might lose it? The selections you will read present various perspectives on these questions. You will work in a group to continue your exploration of the relationship between power and freedom.

## Small-Group Learning Strategies

Throughout your life, in school, in your community, and in your career, you will continue to develop strategies when you work in teams.

Review these strategies and the actions you can take to practice them. Add ideas of your own for each step. Get ready to use these strategies during Small-Group Learning.

STRATEGY	ACTION PLAN
Prepare	<ul style="list-style-type: none"> <li>• Complete your assignments so that you are prepared for group work.</li> <li>• Organize your thinking so you can contribute to your group’s discussions.</li> <li>•</li> </ul>
Participate fully	<ul style="list-style-type: none"> <li>• Make eye contact to signal that you are listening and taking in what is being said.</li> <li>• Use text evidence when making a point.</li> <li>•</li> </ul>
Support others	<ul style="list-style-type: none"> <li>• Build off ideas from others in your group.</li> <li>• Invite others who have not yet spoken to do so.</li> <li>•</li> </ul>
Clarify	<ul style="list-style-type: none"> <li>• Paraphrase the ideas of others to ensure that your understanding is correct.</li> <li>• Ask follow-up questions.</li> <li>•</li> </ul>

COMPARE

SPEECH

Speech at the United Nations

Malala Yousafzai

An extraordinary young woman raises her voice to support every child's right to learn.



MEDIA: INTERVIEW

Diane Sawyer Interviews Malala Yousafzai

ABC News

Can a child's message promoting education for all change the world?



POETRY COLLECTION

Caged Bird Maya Angelou

Some Advice To Those Who Will Serve Time in Prison Nazim Hikmet, translated by Randy Blasing and Mutlu Konuk

Even in prison, can the human imagination roam free?



SHORT STORY

The Censors

Luisa Valenzuela, translated by David Unger

Can a government possibly control its citizens' every thought, every joke, every expression of love?



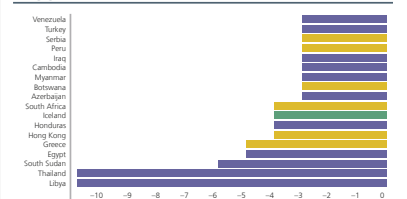
MEDIA: INFORMATIONAL GRAPHIC

from Freedom of the Press Report 2015

Freedom House

How does a free press help balance the power of governments?

Biggest Press Freedom Declines in 2014



PERFORMANCE TASK

SPEAKING AND LISTENING FOCUS

Deliver a Multimedia Presentation

The Small-Group readings explore the conflicts that arise when governments try to control the freedom to create and share knowledge and information. After reading, your group will create a multimedia presentation about these concepts.





### Working as a Team

1. **Take a Position** With your group, discuss the following question:

In what ways do laws both protect and limit our personal freedom?

As you take turns sharing your ideas, be sure to provide supporting reasons and examples. After all group members have shared, discuss which aspect of the law you think is more important—the power to protect or the power to restrict.

2. **List Your Rules** As a group, decide on the rules that you will follow as you work together. Samples are provided; add two more of your own. As you work together, you may add or revise rules based on your experience together.

- Everyone should participate in group discussions.
- People should not interrupt.

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

3. **Apply the Rules** Practice working as a group. Share what you have learned about personal freedom and the law. Make sure each person in the group contributes. Take notes on and be prepared to share with the class one thing that you heard from another member of your group.

4. **Name Your Group** Choose a name that reflects the unit topic.

Our group's name: \_\_\_\_\_

5. **Create a Communication Plan** Decide how you want to communicate with one another. For example, you might use online collaboration tools, email, or instant messaging.

Our group's decision: \_\_\_\_\_

\_\_\_\_\_

## Making a Schedule

First, find out the due dates for the small-group activities. Then, preview the texts and activities with your group, and make a schedule for completing the tasks.

SELECTION	ACTIVITIES	DUE DATE
Speech at the United Nations		
Diane Sawyer Interviews Malala Yousafzai		
Caged Bird Some Advice To Those Who Will Serve Time in Prison		
The Censors		
<i>from Freedom of the Press Report 2015</i>		

## Working on Group Projects

As your group works together, you'll find it more effective if each person has a specific role. Different projects require different roles. Before beginning a project, discuss the necessary roles, and choose one for each group member. Here are some possible roles; add your own ideas.

**Project Manager:** monitors the schedule and keeps everyone on task

**Researcher:** organizes research activities

**Recorder:** takes notes during group meetings

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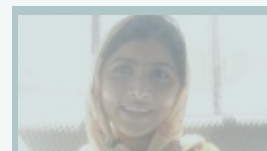
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SPEECH AT THE UNITED NATIONS

## Comparing Texts

In this lesson, you will compare the speech that Malala Yousafzai delivered at the United Nations with an interview of Yousafzai by journalist Diane Sawyer. First, complete the first-read and close-read activities for Yousafzai’s speech.



DIANE SAWYER INTERVIEWS MALALA YOUSAFZAI

### About the Speaker



**Malala Yousafzai** (b. 1997) was born and raised in the Swat Valley of Pakistan. In 2007, the area was invaded by the Taliban, a radical Islamist group. When the Taliban outlawed education for girls, Yousafzai spoke out, becoming a highly visible advocate. For this reason, when she was just 15 years old, a member of the Taliban shot her in the head. Miraculously, she recovered. Since then, she has spoken publicly about universal education and gender equality. In 2014, she became the youngest person ever awarded the Nobel Peace Prize.

## Speech at the United Nations

### Concept Vocabulary

As you perform your first read, you will encounter these words.

**beneficent**      **envoy**      **initiative**

**Familiar Word Parts** Separating a word into its parts can often help you identify its meaning. Those parts might include base words, roots, or affixes.

**Unfamiliar Word:** *unidirectional*

**Familiar Base Word:** *direction*, meaning “point toward which something faces or moves”

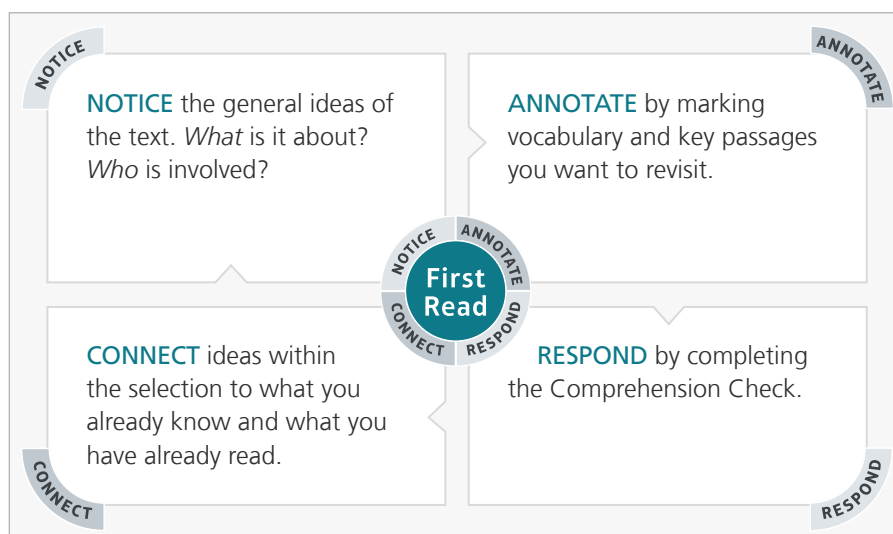
**Familiar Affixes:** the prefix *uni-*, meaning “one”; the suffix *-al*, which forms adjectives

**Conclusion:** *Unidirectional* may mean “moving in only one direction, or toward only one point.”

Apply your knowledge of familiar word parts and other vocabulary strategies to determine the meanings of unfamiliar words you encounter during your first read.

### First Read NONFICTION

Apply these strategies as you conduct your first read. You will have an opportunity to complete a close read after your first read.



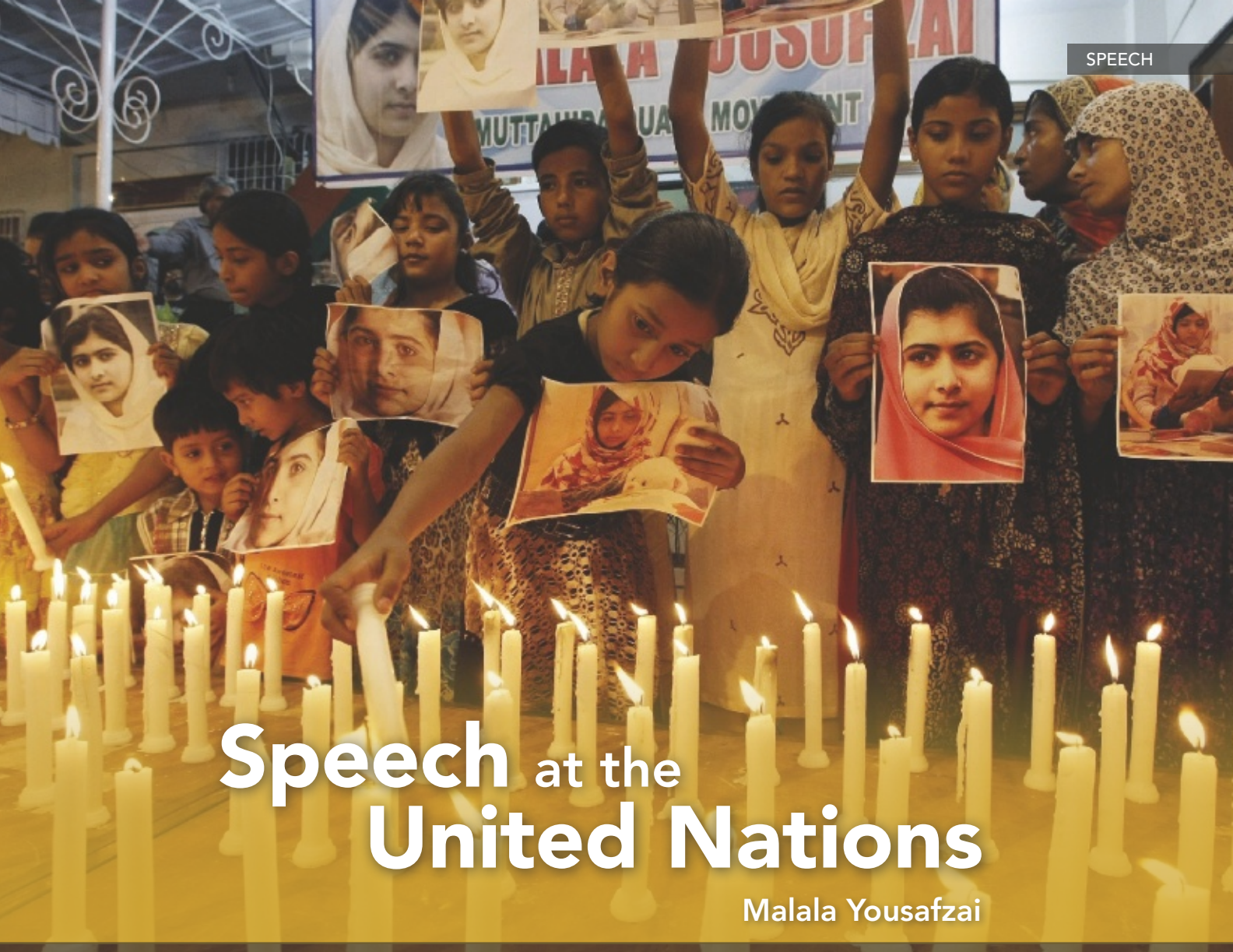
### STANDARDS

#### Reading

By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

#### Language

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.



# Speech at the United Nations

Malala Yousafzai

## BACKGROUND

The Taliban emerged following the defeat and withdrawal of Russian forces from Afghanistan in the early 1990s. The Taliban's mission is to restore its interpretation of strict Sharia, or Islamic, law, which calls for such things as banning music, covering the faces of women, and forbidding school for girls. By the time Malala Yousafzai was growing up in northern Pakistan, the Taliban were a major force in her area.

- 1 In the name of God, The Most **Beneficent**, The Most Merciful.
- 2 Honorable UN Secretary-General Mr. Ban Ki-moon,
- 3 Respected President of the General Assembly Vuk Jeremic,
- 4 Honorable UN **envoy** for Global education Mr. Gordon Brown,
- 5 Respected elders and my dear brothers and sisters;
- 6 Today, it is an honor for me to be speaking again after a long time. Being here with such honorable people is a great moment in my life.

## NOTES

Mark familiar word parts or indicate another strategy you used that helped you determine meaning.

**beneficent** (buh NEHF uh suhnt) *adj.*

MEANING:

**envoy** (EHN voy) *n.*

MEANING:

Mark familiar word parts or indicate another strategy you used that helped you determine meaning.

**initiative** (ih NIH shuh tivv) *n.*

MEANING:

- 7 I don't know where to begin my speech. I don't know what people would be expecting me to say. But first of all, thank you to God, for whom we all are equal, and thank you to every person who has prayed for my fast recovery and a new life. I cannot believe how much love people have shown me. I have received thousands of good-wish cards and gifts from all over the world. Thank you to all of them. Thank you to the children, whose innocent words encouraged me. Thank you to my elders, whose prayers strengthened me.
- 8 I would like to thank my nurses, doctors, and the staff of the hospitals in Pakistan and the UK, and the UAE government, who have helped me get better and recover my strength. I fully support Mr. Ban Ki-moon, the Secretary-General, in his Global Education First **Initiative**; and the work of the UN Special Envoy, Mr. Gordon Brown. And I thank them both for the leadership they continue to give. They continue to inspire all of us to action.
- 9 Dear brothers and sisters, do remember one thing: Malala Day is not my day. Today is the day of every woman, every boy, and every girl who have raised their voice for their rights. There are hundreds of human-rights activists and social workers who are not only speaking for their rights, but who are struggling to achieve their goals of peace, education, and equality. Thousands of people have been killed by the terrorists, and millions have been injured. I am just one of them.
- 10 So here I stand . . . one girl among many.
- 11 I speak—not for myself, but for all girls and boys.
- 12 I raise up my voice—not so that I can shout, but so that those without a voice can be heard.
- 13 Those who have fought for their rights:  
 Their right to live in peace.  
 Their right to be treated with dignity.  
 Their right to equality of opportunity.  
 Their right to be educated.
- 14 Dear friends, on the ninth of October 2012, the Taliban shot me on the left side of my forehead. They shot my friends, too. They thought that the bullets would silence us. But they failed. And then, out of that silence came thousands of voices. The terrorists thought that they would change my aims and stop my ambitions, but nothing changed in my life except this: Weakness, fear, and hopelessness died. Strength, power, and courage were born. I am the same Malala. My ambitions are the same. My hopes are the same. My dreams are the same.
- 15 Dear sisters and brothers, I am not against anyone. Neither am I here to speak in terms of personal revenge against the Taliban or any other terrorist group. I am here to speak up for the right of education of every child. I want education for the sons and daughters of the Taliban and all terrorists and extremists.



- 16 I do not even hate the Talib<sup>1</sup> who shot me. Even if there is a gun in my hand and he stands in front of me, I would not shoot him. This is the compassion that I have learned from Muhammad—the prophet of mercy—Jesus Christ, and Lord Buddha. This is the legacy of change that I have inherited from Martin Luther King, Nelson Mandela, and Muhammad Ali Jinnah.<sup>2</sup> This is the philosophy of nonviolence that I have learned from Gandhi Jee,<sup>3</sup> Bacha Khan,<sup>4</sup> and Mother Teresa.<sup>5</sup> And

1. **Talib** member of the Taliban.

2. **Muhammad Ali Jinnah** politician who fought for a Muslim state separate from India during the early twentieth century. He became the founder of this state, now known as Pakistan.

3. **Gandhi Jee** Mohandas “Mahatma” Gandhi, a religious leader who fought for India’s independence from Great Britain during the early twentieth century.

4. **Bacha Khan** twentieth century leader of the Pashtuns, an ethnic group in Afghanistan and Pakistan, and a close friend and follower of Gandhi.

5. **Mother Teresa** Catholic nun who received the Nobel Peace Prize in 1979 for her work helping poor and sick people in India.

this is the forgiveness that I have learned from my father and mother. This is what my soul is telling me: Be peaceful, and love everyone.

- 17 Dear sisters and brothers, we realize the importance of light when we see darkness. We realize the importance of our voice when we are silenced. In the same way, when we were in Swat, the north of Pakistan, we realized the importance of pens and books when we saw the guns.
- 18 The wise saying “The pen is mightier than the sword” was true. The extremists were, and they are, afraid of books and pens. The power of education frightens them. They are afraid of women. The power of the voice of women frightens them. And that is why they killed 14 innocent students in the recent attack in Quetta.<sup>6</sup> And that is why they killed female teachers and polio workers in Khyber Pukhtoon Khwa<sup>7</sup> and FATA.<sup>8</sup> That is why they are blasting schools every day. Because they were, and they are, afraid of change, afraid of the equality, that we will bring into our society.
- 19 I remember that there was a boy in our school who was asked by a journalist, “Why are the Taliban against education?” He answered very simply. By pointing to his book, he said, “A Talib doesn’t know what is written inside this book.” They think that God is a tiny, little conservative being who would send girls to hell just because of going to school. The terrorists are misusing the name of Islam and Pashtun society for their own personal benefits. Pakistan is a peace-loving, democratic country. Pashtuns want education for their daughters and sons. And Islam is a religion of peace, humanity, and brotherhood. Islam says that it is not only each child’s right to get education; rather, it is their duty and responsibility.
- 20 Honorable Secretary-General, peace is necessary for education. In many parts of the world, especially Pakistan and Afghanistan, terrorism, wars, and conflicts stop children to go to their schools. We are really tired of these wars. Women and children are suffering in many ways in many parts of the world. In India, innocent and poor children are victims of child labor. Many schools have been destroyed in Nigeria. People in Afghanistan have been affected by the hurdles of extremism for decades. Young girls have to do domestic child labor and are forced to get married at early age. Poverty, ignorance, injustice, racism, and the deprivation of basic rights are the main problems faced by both men and women.
- 21 Dear fellows, today I am focusing on women’s rights and girls’ education because they are suffering the most. There was a time

6. **Quetta** (KWEHT uh) city in Pakistan.

7. **Khyber Pukhtoon Khwa** (KY buhr PUHK toon KWAH) northernmost province in Pakistan.

8. **FATA** *abbr.* Federally Administered Tribal Areas, a semi-independent area of Pakistan.


when women social activists asked men to stand up for their rights. But this time, we will do it by ourselves. I am not telling men to step away from speaking for women's rights; rather, I am focusing on women to be independent to fight for themselves.

- 22 Dear sisters and brothers, now it's time to speak up.
- 23 So today, we call upon the world leaders to change their strategic policies in favor of peace and prosperity.
- 24 We call upon the world leaders that all the peace deals must protect women and children's rights. A deal that goes against the rights of women is unacceptable.
- 25 We call upon all governments to ensure free compulsory education all over the world for every child.
- 26 We call upon all governments to fight against terrorism and violence; to protect children from brutality and harm.
- 27 We call upon the developed nations to support the expansion of educational opportunities for girls in the developing world.
- 28 We call upon all communities to be tolerant; to reject prejudice based on caste, creed, sect, color, religion, or gender; to ensure freedom and equality for women so that they can flourish. We cannot all succeed when half of us are held back.
- 29 We call upon our sisters around the world to be brave; to embrace the strength within themselves and realize their full potential.
- 30 Dear brothers and sisters, we want schools and education for every child's bright future. We will continue our journey to our destination of peace and education. No one can stop us. We will speak up for our rights, and we will bring change through our voice. We believe in the power and the strength of our words. Our words can change the whole world.
- 31 Because we are all together, united for the cause of education. And if we want to achieve our goal, then let us empower ourselves with the weapon of knowledge, and let us shield ourselves with unity and togetherness.
- 32 Dear brothers and sisters, we must not forget that millions of people are suffering from poverty, injustice, and ignorance. We must not forget that millions of children are out of schools. We must not forget that our sisters and brothers are waiting for a bright peaceful future.
- 33 So let us wage a global struggle against illiteracy, poverty, and terrorism. Let us pick up our books and pens. They are our most powerful weapons.
- 34 One child, one teacher, one book, and one pen can change the world.
- 35 Education is the only solution. Education First.
- 36 Thank you. 🙏



## Comprehension Check

Complete the following items after you finish your first read. Review and clarify details with your group.

1. According to Yousafzai, whom does Malala Day honor?
2. What does Yousafzai believe the terrorists hope to accomplish through violence?
3. Cite three people Yousafzai names as role models.
4. According to Yousafzai, what basic condition is necessary for education?
5.  **Notebook** Confirm your understanding of the speech by stating at least two actions Yousafzai urges world leaders to take.

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## RESEARCH

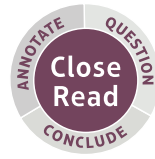
**Research to Clarify** Choose at least one unfamiliar detail from the text. Briefly research that detail. In what way does the information you learned shed light on an aspect of the speech?

**Research to Explore** Choose something that interested you from the text, and formulate a research question.



## Close Read the Text

With your group, revisit sections of the text you marked during your first read. **Annotate** what you notice. What **questions** do you have? What can you **conclude**?



SPEECH AT THE UNITED NATIONS

## Analyze the Text

**CITE TEXTUAL EVIDENCE**  
to support your answers.

**Notebook** Complete the activities.

- 1. Review and Clarify** With your group, reread paragraph 15 of the speech. Why do you think Yousafzai wants the sons and daughters of extremists to receive an education? Why might their education be particularly important? What does this idea suggest about the importance of education?
- 2. Present and Discuss** Now, work with your group to share the passages from the text that you found especially important. Take turns presenting your passages. Discuss what you notice in the text, what questions you asked, and what conclusions you reached.
- 3. Essential Question:** *What is the relationship between power and freedom?* What has this speech taught you about power and freedom? Discuss with your group.

### LANGUAGE DEVELOPMENT

## Concept Vocabulary

**beneficent**      **envoy**      **initiative**

**Why These Words?** The three concept vocabulary words are related. With your group, determine what the words have in common. Write your ideas, and add another word that fits the category.

### Practice

With your group, conduct an informal discussion on an issue of your choice. During the conversation, challenge yourselves to include the concept vocabulary as normally as possible. Be sure you are using the words correctly.

## Word Study

**Latin Prefix: bene-** The concept vocabulary word *beneficent* includes the Latin prefix *bene-*, meaning “well.” Reread paragraph 19 of Yousafzai’s speech. Mark the word that contains the prefix *bene-*, and write the word’s meaning. With your group, identify other words that contain this prefix, and discuss their meanings.

### WORD NETWORK

Add words related to power and freedom from the text to your Word Network.

### STANDARDS

**Language**  
Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.



SPEECH AT THE UNITED NATIONS

**STANDARDS**

**Reading Informational Text**

- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

## Analyze Craft and Structure

**Author's Purpose: Rhetorical Devices** An **author's purpose** is his or her reason for speaking or writing. General purposes are *to inform*, *to entertain*, and *to persuade*. Speakers also have specific purposes that vary with the topic and audience. Most speeches delivered in the public arena, including this one by Yousafzai, are primarily persuasive. They may also provide information or entertain, but the speaker's main agenda is to convince listeners to think or do something specific. In order to advance that purpose, persuasive speakers employ a variety of different types of **evidence**, or supporting content. In this speech, Yousafzai uses anecdotes, proverbs, and examples.

- **Anecdote:** a brief story that illustrates a point
- **Proverb:** a pithy, clever saying that offers wisdom about life or communicates a belief or value
- **Example:** a specific instance of a general issue or idea

Speakers include different types of evidence to achieve particular effects. They may clarify a point, add emotional intensity, or serve another function.

**CITE TEXTUAL EVIDENCE**  
to support your answers.

### Practice

Work independently to complete the chart. Identify at least one example from Yousafzai's speech of each type of evidence noted. Explain how each example develops her key ideas, adds emotional intensity, or has another effect. Then, share and discuss your responses with your group.

TYPE OF EVIDENCE	PASSAGE(S) FROM THE SPEECH	EFFECT
Anecdote		
Proverb		
Example		



## Conventions

**Types of Clauses** Writers and speakers, such as Yousafzai, use various types of clauses to clarify the relationships among ideas and to add variety to sentences. An **adverbial clause** is a type of clause that begins with a subordinating conjunction and functions as an adverb in a sentence. It tells *when, where, why, to what extent, in what way, or under what condition*. This box shows twenty common **subordinating conjunctions** that may begin adverbial clauses.

after	because	so that	when
although	before	than	whenever
as	even though	though	where
as if	if	unless	wherever
as long as	since	until	while

These sentences from Yousafzai’s speech at the United Nations show examples of adverbial clauses and their functions.


SENTENCE	FUNCTION
<i>I raise up my voice . . . <u>so that those without a voice can be heard</u>.</i> (paragraph 12)	tells why she is raising up her voice
<i>Dear sisters and brothers, we realize the importance of light <u>when we see darkness</u>.</i> (paragraph 17)	tells when or under what condition we realize the importance of light

### Read It

Working individually, read each of these sentences from Yousafzai’s speech at the United Nations. Mark the adverbial clause in each sentence, identify the subordinating conjunction, and describe the clause’s function in the sentence. Discuss your answers with your group.

1. In the same way, when we were in Swat, the north of Pakistan, we realized the importance of pens and books. . . .
2. Dear fellows, today I am focusing on women’s rights and girls’ education because they are suffering the most.
3. And if we want to achieve our goal, then let us empower ourselves with the weapon of knowledge. . . .

### Write It

 **Notebook** Using what you’ve learned from Yousafzai’s speech, write a paragraph that explains when a person should speak up for his or her rights and why doing so is important. Use at least three adverbial clauses in your paragraph.

#### TIP

#### CLARIFICATION

Recall that a **subordinate clause** is a group of words that includes a subject and a verb but cannot stand on its own as a complete sentence. Refer to the Grammar Handbook to learn more about this and other terms.

#### EVIDENCE LOG

Before moving on to a new selection, go to your Evidence Log and record what you learned from “Speech at the United Nations.”

#### STANDARDS

**Language**  
Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.



SPEECH AT THE UNITED NATIONS

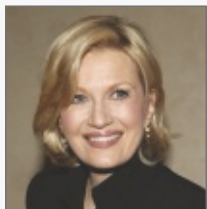
## Comparing Text to Media

In this part of the lesson, you will view Diane Sawyer's interview with Malala Yousafzai. As you watch the interview, think back to Yousafzai's United Nations speech. Consider ways in which the two texts connect with one another.



DIANE SAWYER INTERVIEWS MALALA YOUSAFZAI

### About the Journalist



**Diane Sawyer** (b. 1945) began her career as a TV journalist on a local station in Kentucky. From there, Sawyer went on to the Nixon White House where she worked in the press office. In 1984, she joined CBS News and became the first woman correspondent for the highly acclaimed *60 Minutes*. Since then, Sawyer has assumed lead roles in a number of high-profile newscasts and special reports. Sawyer conducted her interview of Malala Yousafzai as the anchor for *ABC WorldNews*.

## Diane Sawyer Interviews Malala Yousafzai

### Media Vocabulary

The following words or concepts will be useful to you as you analyze, discuss, and write about newscasts.

<b>Lead-In:</b> in a newscast, the short preliminary section that is used to set up the main story or interview	<ul style="list-style-type: none"> <li>The purpose of the lead-in is to spark interest in the story that follows.</li> <li>The lead-in usually provides important background information.</li> </ul>
<b>Close-Up Shot:</b> close-range view of the subject	<ul style="list-style-type: none"> <li>Close-ups typically focus on a single face.</li> <li>Close-ups are often used to show increasing emotion.</li> <li>Close-ups may also focus on objects, such as the fine print on a sign.</li> </ul>
<b>Slant:</b> attitude or opinion that a reporter takes toward a story	<ul style="list-style-type: none"> <li>A slant can be positive or negative, objective or subjective, critical or noncritical.</li> <li>Typical slants a reporter may take: an analytical slant, a humorous slant, a skeptical slant.</li> </ul>

### First Review MEDIA: VIDEO

Apply these strategies as you conduct your first review. You will have an opportunity to complete a close review after your first review.

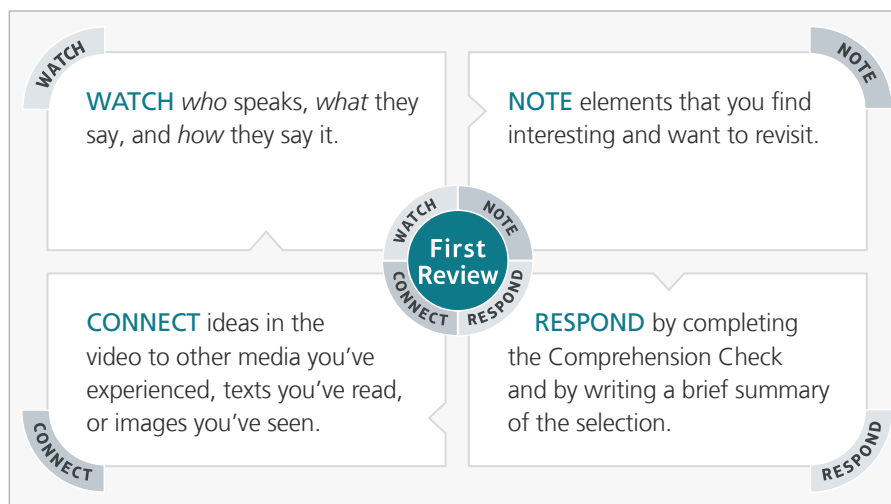
### STANDARDS

#### Reading Informational Text

By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

#### Language

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.



# Diane Sawyer Interviews Malala Yousafzai

ABC News




## BACKGROUND

After the United States invaded Afghanistan in 2001, the country of Pakistan allied itself with the United States in the battle against terrorism. The Pakistani government had denounced the Taliban, a terrorist group operating both within Pakistan and elsewhere. However, the Taliban continued to maintain control of a few Pakistani regions and provinces, including Malala Yousafzai's home of Swat Province. There, they imposed a strict interpretation of religious ideology, fought the Pakistani army, and planned attacks against Western nations.

NOTES

# Comprehension Check

Complete the following items after you finish your first review. Review and clarify details with your group.

1. What publication coincides with the airing of this interview?
2. As a young child, how did Yousafzai begin to publicize her ideas for a larger audience?
3. According to Yousafzai, what is more powerful than guns?
4. Before her attack, how did Yousafzai imagine she might speak to an attacker?
5.  **Notebook** Confirm your understanding of the interview by writing a summary of it.

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## RESEARCH

**Research to Clarify** Choose at least one unfamiliar detail from the interview. Briefly research that detail. In what way does the information you learned shed light on an aspect of Yousafzai's story?

**Research to Explore** Choose something that interested you from the interview, and formulate a research question.



## Close Review

Watch the interview again. Write any new observations that seem important. What **questions** do you have? What can you **conclude**?



DIANE SAWYER INTERVIEWS  
MALALA YOUSAFZAI

## Analyze the Media

Complete the activities.

- 1. Present and Discuss** Identify the comment from Yousafzai you found most powerful. Share your choice with your group, and explain why you chose it. Explain why you found the comment powerful, and share any questions it raised for you. Discuss the conclusions you reached about it.
- 2. Review and Synthesize** With your group, listen again to the retelling of Yousafzai’s shooting. Note details Yousafzai provides, as well as those Diane Sawyer adds. How would you describe Yousafzai’s character, based on her actions that day? Discuss.
- 3. Notebook Essential Question: *What is the relationship between power and freedom?*** What does Yousafzai’s experience suggest about an individual’s power to secure freedom for herself and others? Support your response with evidence from the interview.

### LANGUAGE DEVELOPMENT

## Media Vocabulary

lead-in      close-up      slant

Use the vocabulary words in your responses to the questions.

1. How does the introduction to the interview engage viewers’ attention?
2. What camera techniques help viewers understand the mood on the day of Yousafzai’s shooting? Explain.
3. How would you describe Sawyer’s approach to the interview? Explain.

### WORD NETWORK

Add words related to power and freedom from the text to your Word Network.

### STANDARDS

**Reading Informational Text**  
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Language**  
Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.





SPEECH AT THE UNITED NATIONS

DIANE SAWYER INTERVIEWS  
MALALA YOUSAFZAI

## Writing to Compare

You have read Malala Yousafzai's speech at the United Nations and watched her interview with Diane Sawyer. Both texts recount the young woman's experience and convey her undaunted passion for education.

### Assignment

Write an **explanatory essay** in which you discuss why Yousafzai has been able to attract supporters from all over the world. What makes her message and her story so compelling? Consider which details are emphasized in the speech and the interview, as well as the effect these details have on your understanding of Yousafzai, her experience, and her activism. Cite evidence from both texts in your essay.

### Planning and Prewriting

**Analyze the Texts** Reread the speech, and—with your group—watch the interview again. Look for mirror details, or those that are very similar in the speech and the interview. Consider how these details are presented in the two texts. Also, look for details that appear in only one text or the other. Collect your observations in the chart.

BOTH TEXTS	JUST THE INTERVIEW	JUST THE SPEECH

#### STANDARDS

##### Reading Informational Text

Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.

##### Writing

- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Apply *grades 9–10 Reading standards* to literary nonfiction.

### Notebook Answer these questions.

1. How do both texts depict Yousafzai's character, the conditions under which she lived in Pakistan, and her development as an activist?
2. **(a)** Which facts or other information appear in both the speech and the interview but are presented differently? **(b)** How do you account for those differences? Consider the medium of each text—one a written text, and one a work of broadcast journalism.

## Drafting

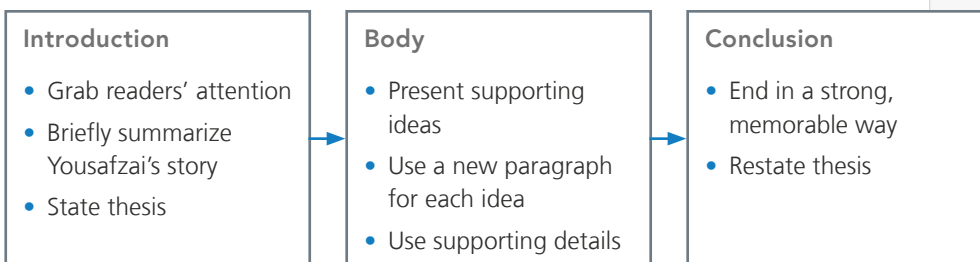
**Write a Thesis** Work on your own to plan and write your essay. First, review the notes you took with your group. Organize observations into logical categories. For example, you might group one set of details related to facts, another set related to emotional impact, and another set related to the way information can be presented in a written text versus a broadcast. Then, use the sentence starter to write a working thesis.

**Working Thesis:** As both her speech at the United Nations and her interview with Diane Sawyer demonstrate, Malala Yousafzai is a compelling figure because \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_.

**Provide Varied Details** Include supporting evidence for every point you make. Try to use different types of evidence to make your essay more interesting.

- **Exact quotations** can illustrate a speaker’s attitude.
- **Examples** can help readers visualize a reporter’s actions or an interviewee’s responses.
- **Paraphrases**, or restatements using your own words, can help clarify others’ ideas.

**Establish a Structure** Follow this guide to plan the order in which you will present your ideas and evidence.



## Review, Revise, and Edit

Share your writing with your group, and review one another’s work. Ask for feedback about the clarity of your organization and the strength of your supporting details. Use the feedback to improve any elements that are unclear or ineffective. Then, check your essay for spelling or grammatical errors, and make any necessary fixes.

### EVIDENCE LOG

Before moving on to a new selection, go to the Evidence Log and record what you’ve learned from Malala Yousafzai’s speech at the United Nations and “Diane Sawyer Interviews Malala Yousafzai.”



POETRY COLLECTION

## Caged Bird

### Some Advice to Those Who Will Serve Time in Prison

#### Concept Vocabulary

As you perform your first read of these poems, you will encounter the following words.

current      trill      flurry

**Context Clues** If these words are unfamiliar, try using **context clues**—other words and phrases that appear nearby in the text—to help you determine their meanings. There are various types of context clues that you may find useful as you read.

**Synonyms:** Sadly, Tim concluded that his laptop computer was **obsolete**, rendered outdated by new advances in technology.

**Restatement of Ideas:** Sara’s facial expression was **enigmatic**, so no one could tell for sure what she was thinking.

**Contrast of Ideas:** Though usually quite **prudent**, they threw caution to the wind and jumped into the pounding surf.

Apply your knowledge of context clues and other vocabulary strategies to determine the meanings of unfamiliar words you encounter during your first read.

#### First Read POETRY

Apply these strategies as you conduct your first read. You will have an opportunity to complete a close read after your first read.



STANDARDS

Reading Literature

- By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

Language

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
- Use context as a clue to the meaning of a word or phrase.

## About the Poets



**Maya Angelou** (1928–2014) was born in St. Louis, Missouri, and raised in a rural, segregated section of Arkansas. Growing up, she faced racial discrimination, but she also learned strong values. As a single mother, she worked a wide array of jobs to support her family before discovering her talent as a writer. Angelou raised her voice during the Civil Rights movement, speaking out for racial and gender equality. She received numerous awards for her work, including more than fifty honorary doctorates and the 2011 Presidential Medal of Freedom.



**Nazim Hikmet** (1902–1963) was raised in Istanbul, Turkey, but attended university in Moscow, Russia. He returned to Turkey after completing his studies and was jailed by the anti-Communist government, which objected to Hikmet's writing in support of leftist causes. Although Hikmet resisted, the regime's harshness forced him to eventually leave Turkey forever. Hikmet's writing was censored during his lifetime, but his poetry and other writings became widely available after his death. Today, Hikmet is regarded as one of the greatest international poets of the twentieth century.

## Backgrounds

### Caged Bird

This poem joins a number of others by important African American poets in which a caged or injured bird is a central image. For example, in Paul Laurence Dunbar's poem "Sympathy," the speaker says, "I know what the caged bird feels," and "I know why the caged bird sings." Likewise, in Langston Hughes's poem "Dreams," life becomes a "broken-winged bird / that cannot fly."

### Some Advice to Those Who Will Serve Time in Prison

This poem is informed by Nazim Hikmet's personal experiences. Repeatedly arrested for his political beliefs and writings, Hikmet spent most of his life either in prison or in exile from Turkey, his home country.



# Caged Bird

Maya Angelou

A free bird leaps  
on the back of the wind  
and floats downstream  
till the **current** ends  
5 and dips his wing  
in the orange sun rays  
and dares to claim the sky.

But a bird that stalks  
down his narrow cage  
10 can seldom see through  
his bars of rage  
his wings are clipped and  
his feet are tied  
so he opens his throat to sing.

15 The caged bird sings  
with a fearful **trill**  
of things unknown  
but longed for still  
and his tune is heard  
20 on the distant hill  
for the caged bird  
sings of freedom.

The free bird thinks of another breeze  
and the trade winds soft through the sighing trees  
25 and the fat worms waiting on a dawn bright lawn  
and he names the sky his own

But a caged bird stands on the grave of dreams  
his shadow shouts on a nightmare scream  
his wings are clipped and his feet are tied  
30 so he opens his throat to sing.

The caged bird sings  
with a fearful trill  
of things unknown  
but longed for still  
35 and his tune is heard  
on the distant hill  
for the caged bird  
sings of freedom.

## NOTES

Mark context clues or indicate another strategy you used that helped you determine meaning.

**current** (KUR uhnt) *n.*

MEANING:

**trill** (trihl) *n.*

MEANING:



# Some Advice to Those Who Will Serve Time in Prison

Nazim Hikmet

translated by  
Randy Blasing and Mutlu Konuk

## NOTES

If instead of being hanged by the neck  
you're thrown inside  
for not giving up hope  
in the world, your country, and people,  
5 if you do ten or fifteen years  
apart from the time you have left,  
you won't say,

“Better I had swung from the end of a rope  
like a flag”—

10 you'll put your foot down and live.  
It may not be a pleasure exactly,  
but it's your solemn duty  
to live one more day  
to spite the enemy.

15 Part of you may live alone inside,  
like a stone at the bottom of a well.  
But the other part  
must be so caught up  
in the **flurry** of the world  
that you shiver there inside  
when outside, at forty days' distance, a leaf moves.  
To wait for letters inside,  
to sing sad songs,  
or to lie awake all night staring at the ceiling  
is sweet but dangerous.

25 Look at your face from shave to shave,  
forget your age,  
watch out for lice  
and for spring nights,  
and always remember  
to eat every last piece of bread—  
also, don't forget to laugh heartily.  
And who knows,  
the woman you love may stop loving you.

35 Don't say it's no big thing:  
it's like the snapping of a green branch  
to the man inside.  
To think of roses and gardens inside is bad,  
to think of seas and mountains is good.

40 Read and write without rest,  
and I also advise weaving  
and making mirrors.  
I mean, it's not that you can't pass  
ten or fifteen years inside  
and more—  
you can,  
as long as the jewel  
on the left side of your chest doesn't lose its luster!

## NOTES

Mark context clues or indicate another strategy you used that helped you determine meaning.

**flurry** (FLUR ee) *n.*

MEANING:



## Comprehension Check

Complete the following items after you finish your first read. Review and clarify details with your group.

### CAGED BIRD

1. According to the speaker, what are three things the free bird does?
2. What has been done to the caged bird's wings and feet?
3. What is the subject of the caged bird's song?
4. How does the free bird regard the sky?
5. Where is the caged bird's song heard?

### SOME ADVICE TO THOSE WHO WILL SERVE TIME IN PRISON

1. According to the speaker, for what reasons might someone be imprisoned, or “thrown inside”?
2. According to the speaker, what is the prisoner’s “solemn duty”?
3. How does the speaker say the prisoner should be affected by the movement of a leaf at forty days’ distance?
4. According to the speaker, what kinds of scenes are “bad” and what kinds are “good” for prisoners to imagine?
5. According to the speaker, of what must the prisoner make sure in order to “pass ten or fifteen years inside”?

---

## RESEARCH

**Research to Clarify** Choose at least one unfamiliar detail from one of the poems. Briefly research that detail. In what way does the information you learned shed light on an aspect of the poem?

**Research to Explore** Locate another poem by one of the poets, or research his or her life in greater detail. Share what you find with your group.



POETRY COLLECTION

**TIP**

**GROUP DISCUSSION**

There are many different kinds of cages or prisons—physical ones, emotional ones, intellectual ones. As you discuss the poems with your group, consider whether their meanings change when you view them in the context of various types of cages or prisons.

**WORD NETWORK**

Add words related to power and freedom from the texts to your Word Network.

**STANDARDS**

**Reading Literature**

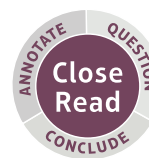
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

**Language**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

## Close Read the Text

With your group, revisit sections of the poems you marked during your first read. **Annotate** details that you notice. What **questions** do you have? What can you **conclude**?



## Analyze the Text

**CITE TEXTUAL EVIDENCE** to support your answers.

**Notebook** Complete the activities.

- 1. Review and Clarify** Reread the second stanza of “Caged Bird.” What feelings does the caged bird experience? What does this suggest about the song the caged bird sings?
- 2. Present and Discuss** Now, work with your group to share the passages from the texts that you found especially important. Take turns presenting your passages. Discuss what you noticed in the texts, what questions you asked, and what conclusions you reached.
- 3. Essential Question:** *What is the relationship between power and freedom?* What have these poems taught you about the connection between power and freedom? Discuss with your group.

## LANGUAGE DEVELOPMENT

### Concept Vocabulary

current      trill      flurry

**Why These Words?** The three concept vocabulary words are related. With your group, determine what the words have in common. Write your ideas, and add another word that fits the category.

**Practice**

**Notebook** Confirm your understanding of the concept words by using them in sentences. Include context clues that hint at each word’s meaning.

### Word Study

**Notebook Multiple-Meaning Words** Many English words have multiple meanings, or more than one distinct definition. For instance, the concept vocabulary word *current* can be a noun, as it is in “Caged Bird,” but it can also be an adjective meaning “up-to-date.”

Identify two meanings for each of the following words: *grave, well, weaving, care, chain*. First, determine the word’s meaning in either “Caged Bird” or “Some Advice to Those Who Will Serve Time in Prison.” Then, determine another meaning of the word, consulting a dictionary as needed. Record both meanings for each word.

## Analyze Craft and Structure

**Author’s Choices: Figurative Language** Language that is used imaginatively rather than literally is referred to as **figurative language**. Poets rely on figurative language because it helps them express ideas in vivid ways and invest even small details with meaning. Simile, metaphor, and extended metaphor are three commonly used types of figurative language.


- A **simile** is a direct comparison, using the words *like* or *as*, that shows similarities between two seemingly unlike things: “life is too much like a pathless wood” (from “Birches,” by Robert Frost).
- A **metaphor** is a comparison of two seemingly unlike things that does not use an explicit comparison word: “The sun and the moon are eternal voyagers” (from “Narrow Road of the Interior,” by Bashō).
- An **extended metaphor** involves a metaphorical comparison that does not end after a single line or image, but continues for several lines or throughout an entire work.

**CITE TEXTUAL EVIDENCE**  
to support your answers.

### Practice

1. Working individually, use this chart to identify and analyze three similes and one metaphor that appear in Nazim Hikmet’s poem. Compare and discuss your responses with your group.

EXAMPLE	THINGS COMPARED	MEANING AND EFFECT
Simile:		
Simile:		
Simile:		
Metaphor:		

2.  **Notebook** Explain how Maya Angelou’s “Caged Bird” can be read as an extended metaphor. What implied comparison is the poet making between the free bird, the caged bird, and people or ideas in the real world?



POETRY COLLECTION

## Author's Style

**Specific Details** An **image** is a word or phrase that appeals to one or more of the senses—sight, hearing, touch, taste, or smell. We often refer to multiple images or patterns of images as **imagery**. Poets use images to create word pictures in readers' minds. Imagery enriches meaning, suggests emotions, and adds vividness to a text.

**Image appealing to taste and touch:** "sweet, slippery mango slices"  
**Image appealing to sight and hearing:** "glaring lights and wailing sirens"

### Read It

Work individually. Use this chart to identify images in each poem. Then, explain how each image helps create meaning. Discuss your responses with your group.

CAGED BIRD	SOME ADVICE TO THOSE WHO WILL SERVE TIME IN PRISON
Images:	Images:
Meaning:	Meaning:

### STANDARDS


#### Reading Literature

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.

#### Writing

- Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

### Write It

 **Notebook** Write a paragraph that includes at least three images.



## Writing to Sources

### Assignment

Working individually, write an original **poem** based on one of the poems in this collection. Choose from the following prompts:

- Using “Caged Bird” as a model, write a poem on the theme of freedom/imprisonment that develops a different extended metaphor.
- Imagine that the speaker of “Some Advice to Those Who Will Serve Time in Prison” is set free after many years of unjust imprisonment. Using the poem as a model, write another poem of advice from the speaker’s point of view about a first day of freedom.
- Choose an image in one of the poems that you thought was particularly powerful. Use this image as a starting point for your own poem about freedom, imprisonment, or both.

**Project Plan** As a group, decide whether you will all work on the same prompt or will each choose the one you prefer. Then, work together to help one another brainstorm for ideas or clarify your thoughts.

**Identifying Models** As you plan your poem, go back to the poem you chose as inspiration, and identify elements you like or find effective. For example, notice how the poet uses repetition or rhyme, and think about how you can incorporate those elements into your work. Use this chart to record examples of elements you would like to use and how you might do so.

### EVIDENCE LOG

Before moving on to a new selection, go to your Evidence Log and record what you learned from “Caged Bird” and “Some Advice to Those Who Will Serve Time in Prison.”

ELEMENT TO INCLUDE IN POEM	EXAMPLE FROM TEXT	NOTES



About the Author



**Luisa Valenzuela** (b. 1938) was born in Buenos Aires, Argentina. She first pursued a career as a painter, but she soon discovered her true calling as a writer. Like many contemporary Latin American writers, Valenzuela takes an experimental approach to literary style and language. She believes that writers derive their power and influence from the way they use and define words. Influenced by the political turmoil in Argentina, Valenzuela examines the repression of speech and identity in much of her fiction.

**STANDARDS**

**Reading Literature**

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

**Language**

- Use context as a clue to the meaning of a word or phrase.
- Verify the preliminary determination of the meaning of a word or phrase.

# The Censors

## Concept Vocabulary

As you perform your first read of “The Censors,” you will encounter the following words.

sabotage      intercept      subversive

**Context Clues** If these words are unfamiliar, try using **context clues**—other words and phrases that appear nearby in the text—to help you determine their meanings. There are various types of context clues that you may find useful as you read.

**Synonyms:** The newspaper editor **incited** the rebellion, stirring up the government’s opponents.

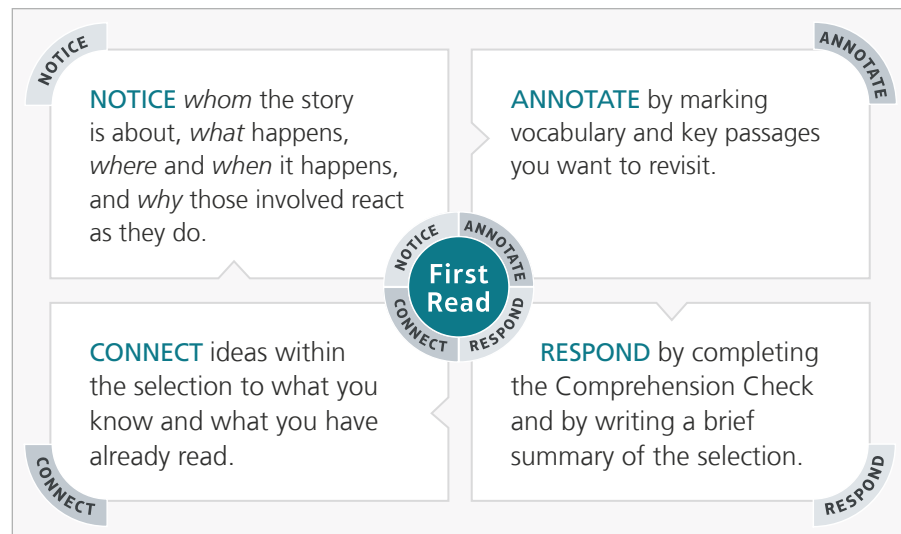
**Restatement of Ideas:** Periodically, Sam grew **nostalgic**, as he yearned to see his homeland once more.

**Contrast of Ideas:** Abandoning her customary **nonchalance**, Sofia felt anxious and tense that afternoon.

Apply your knowledge of context clues and other vocabulary strategies to determine the meanings of unfamiliar words you encounter during your first read. Use a resource such as a dictionary or a thesaurus to verify the meanings you identify.

## First Read FICTION

Apply these strategies as you conduct your first read. You will have an opportunity to complete a close read after your first read.



# The Censors

Luisa Valenzuela  
translated by David Unger

## BACKGROUND

Like many other Latin American writers, Luisa Valenzuela often addresses political issues in her fiction. Her native country, Argentina, now a democracy, has had a troubled history of censorship and extreme human-rights violations. In the 1970s, a military regime took power, brutally hunted down suspected political foes, and censored news and mail. In “The Censors,” Valenzuela explores the absurd aspects of life under such oppression.

- 1 **P**oor Juan! One day they caught him with his guard down before he could even realize that what he had taken as a stroke of luck was really one of fate’s dirty tricks. These things happen the minute you’re careless, as one often is. Juancito let happiness—a feeling you can’t trust—get the better of him when he received from a confidential source Mariana’s new address in Paris and knew that she hadn’t forgotten him. Without thinking twice, he sat down at his table and wrote her a letter. *The letter that now keeps his mind off his job during the day and won’t let him sleep at night (what had he scrawled, what had he put on that sheet of paper he sent to Mariana?)*.
- 2 Juan knows there won’t be a problem with the letter’s contents, that it’s irrefragable, harmless. But what about the rest? He knows that they examine, sniff, feel, and read between the lines of each and every letter, and check its tiniest comma and most accidental stain. He knows that all letters pass from hand to hand and go through all sorts of tests in the huge censorship offices and that, in the end, very few continue on their way. Usually it takes months, even years, if there aren’t any snags; all this time the freedom, maybe even the life, of both sender and receiver is in jeopardy. And that’s why Juan’s so troubled: thinking that something might happen to Mariana because of his letters. Of all people, Mariana, who must finally feel safe there where she always dreamt she’d live. But he knows that the *Censor’s Secret Command* operates all over the world and cashes in on the discount in airfares; there’s nothing to stop them from going as far as

## NOTES



## NOTES

Mark context clues or indicate another strategy you used that helped you determine meaning.

**sabotage** (SAB uh tozh) *v.*

MEANING:

**intercept** (ihn tuhr SEHPT) *v.*

MEANING:

Mark context clues or indicate another strategy you used that helped you determine meaning.

**subversive** (suhb VUR sihv) *adj.*

MEANING:

that hidden Paris neighborhood, kidnapping Mariana, and returning to their cozy homes, certain of having fulfilled their noble mission.

3 Well, you've got to beat them to the punch, do what everyone tries to do: **sabotage** the machinery, throw sand in its gears, get to the bottom of the problem so as to stop it.

4 This was Juan's sound plan when he, like many others, applied for a censor's job—not because he had a calling or needed a job: no, he applied simply to **intercept** his own letter, a consoling albeit unoriginal idea. He was hired immediately, for each day more and more censors are needed and no one would bother to check on his references.

5 Ulterior motives couldn't be overlooked by the *Censorship Division*, but they needn't be too strict with those who applied. They knew how hard it would be for the poor guys to find the letter they wanted and even if they did, what's a letter or two when the new censor would snap up so many others? That's how Juan managed to join the *Post Office's Censorship Division*, with a certain goal in mind.

6 The building had a festive air on the outside that contrasted with its inner staidness. Little by little, Juan was absorbed by his job, and he felt at peace since he was doing everything he could to get his letter for Mariana. He didn't even worry when, in his first month, he was sent to *Section K* where envelopes are very carefully screened for explosives.

7 It's true that on the third day, a fellow worker had his right hand blown off by a letter, but the division chief claimed it was sheer negligence on the victim's part. Juan and the other employees were allowed to go back to their work, though feeling less secure. After work, one of them tried to organize a strike to demand higher wages for unhealthy work, but Juan didn't join in; after thinking it over, he reported the man to his superiors and thus got promoted.

8 You don't form a habit by doing something once, he told himself as he left his boss's office. And when he was transferred to *Section F*, where letters are carefully checked for poison dust, he felt he had climbed a rung in the ladder.

9 By working hard, he quickly reached *Section E* where the job became more interesting, for he could now read and analyze the letters' contents. Here he could even hope to get hold of his letter, which, judging by the time that had elapsed, had gone through the other sections and was probably floating around in this one.

10 Soon his work became so absorbing that his noble mission blurred in his mind. Day after day he crossed out whole paragraphs in red ink, pitilessly chucking many letters into the censored basket. These were horrible days when he was shocked by the subtle and conniving ways employed by people to pass on **subversive** messages; his instincts were so sharp that he found behind a simple "the weather's unsettled" or "prices continue to soar" the wavering hand of someone secretly scheming to overthrow the Government.


11 His zeal brought him swift promotion. We don't know if this made him happy. Very few letters reached him in *Section B*—only a handful passed the other hurdles—so he read them over and over again,

passed them under a magnifying glass, searched for microprint with an electronic microscope, and tuned his sense of smell so that he was beat by the time he made it home. He'd barely manage to warm up his soup, eat some fruit, and fall into bed, satisfied with having done his duty. Only his darling mother worried, but she couldn't get him back on the right track. She'd say, though it wasn't always true: Lola called, she's at the bar with the girls, they miss you, they're waiting for you. Or else she'd leave a bottle of red wine on the table. But Juan wouldn't overdo it: any distraction could make him lose his edge and the perfect censor had to be alert, keen, attentive, and sharp to nab cheats. He had a truly patriotic task, both self-denying and uplifting.

12 His basket for censored letters became the best fed as well as the most cunning basket in the whole *Censorship Division*. He was about to congratulate himself for having finally discovered his true mission, when his letter to Mariana reached his hands. Naturally, he censored it without regret. And just as naturally, he couldn't stop them from executing him the following morning, another victim of his devotion to his work. 🐼

## Comprehension Check

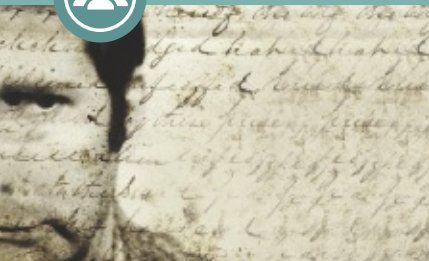
Complete the following items after you finish your first read. Review and clarify details with your group.

1. Why does Juan take a job as a censor?
2. Why is the Censorship Division not particularly careful about whom it hires?
3. What is the result of Juan's enthusiasm on the job?
4. What does Juan do when he finds his letter to Mariana?
5.  **Notebook** Confirm your understanding of the story by writing a summary.

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## RESEARCH

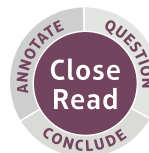
**Research to Clarify** Choose at least one unfamiliar detail from the text. Briefly research that detail. In what way does the information you learned shed light on an aspect of the story?



THE CENSORS

## Close Read the Text

With your group, revisit sections of the text you marked during your first read. **Annotate** what you notice. What **questions** do you have? What can you **conclude**?



**TIP**

### GROUP DISCUSSION

Keep in mind that the narrator plays an important role in this short story. Consider how the narration affects your understanding of the story as you analyze and discuss the text.

### WORD NETWORK

Add words related to power and freedom from the text to your Word Network.

### STANDARDS

#### Reading Literature

- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

#### Language

- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
- Verify the preliminary determination of the meaning of a word or phrase.

## Analyze the Text

**CITE TEXTUAL EVIDENCE**  
to support your answers.

**Notebook** Complete the activities.

- 1. Review and Clarify** Reread the first two paragraphs of “The Censors” carefully. What emotion leads Juan to write and send Mariana a letter? How does he feel after he has sent the letter? Why do his feelings change? What does this communicate about the society in which he lives?
- 2. Present and Discuss** Now, work with your group to share the passages from the text that you found especially important. Take turns presenting your passages. Discuss what you notice in the text, what questions you asked, and what conclusions you reached.
- 3. Essential Question: *What is the relationship between power and freedom?*** What has this story taught you about the nature of freedom and power in an oppressive society? Discuss with your group.

## LANGUAGE DEVELOPMENT

### Concept Vocabulary

sabotage      intercept      subversive

**Why These Words?** The three concept vocabulary words are related. With your group, determine what the words have in common. Write your ideas, and add another word that fits the category.

### Practice

**Notebook** Confirm your understanding of these words by using them in sentences. Include context clues that hint at each word’s meaning.

### Word Study

**Notebook Latin Prefix: *sub-*** The concept vocabulary word *subversive* begins with the Latin prefix *sub-*, meaning “under,” “below,” or “from beneath.”

Use your understanding of the prefix *sub-* to determine the meaning of each of the following words: *submissive*, *subculture*, *subterranean*. After you have recorded a meaning for each word, use a dictionary to confirm or correct your definitions.

## Analyze Craft and Structure

**Author’s Choices: Satire** A **satire** is a work that ridicules individuals, ideas, institutions, social conventions, or humanity in general. While satire may be funny, its purpose is serious—to improve society by exposing absurdity, corruption, or other social ills. Because of this serious purpose, satire is a vehicle for **social commentary**, or writing that criticizes institutions or behaviors.

Satiric writings vary in **tone**, or attitude toward the subject and reader. Some satire is bitter and cynical, whereas other satire is gentle and funny. A writer establishes tone through word choice, details, and even grammatical structures.


**CITE TEXTUAL EVIDENCE**  
to support your answers.

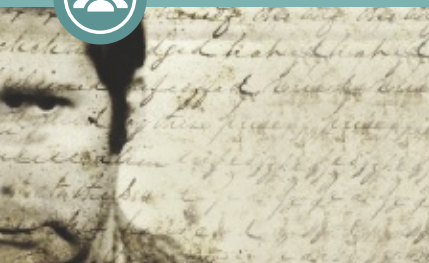
### Practice

Work independently to complete the following items. Then, share your responses with your group, and discuss any differences in your ideas.

1. What tone is created by the narrator’s use of expressions such as “beat them to the punch” and “throw sand in its gears”? Explain.
2. Use the chart to identify three other examples of diction (or word choice) that contribute to the narrator’s tone. Explain the tone each example helps create.

PASSAGE	TONE IT CREATES

3. Briefly describe the social ills that are the target of the satire in this story.
4.  **Notebook** (a) How does the tone of this story contrast with the seriousness of its subject? Explain. (b) In what ways does the tone of the story add to the satire? Explain.



THE CENSORS

## Author's Style

**Word Choice** Many satiric works use the literary devices of hyperbole and understatement to add humor. These devices also help emphasize specific qualities in the target of the satire.

- **Hyperbole** is a deliberate exaggeration or overstatement, often to emphasize emotion or to create a comic effect. For example, calling the discovery of a missing sock a “joyous reunion” is an example of hyperbole.
- **Understatement** is the opposite of hyperbole. It is the deliberate minimizing of the seriousness or gravity of an event or idea. Mark Twain is famous for this understated comment: “The reports of my death are greatly exaggerated.”

### Read It

Work individually. Use the chart to record examples of hyperbole and understatement in “The Censors.” Then, explain how these elements help create humor and add to the satire of the story. Discuss your responses with your group.

HYPERBOLE	UNDERSTATEMENT
Examples:	Examples:
Effects:	Effects:

### STANDARDS

#### Reading Literature

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.


#### Speaking and Listening

Initiate and participate effectively in a range of collaborative discussions with diverse partners on *grades 9–10 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

#### Language

Interpret figures of speech in context and analyze their role in the text.

### Write It

 **Notebook** Write a brief, humorous invitation to an event such as a birthday party or a school dance. Include at least one example of hyperbole and one example of understatement.



## Speaking and Listening

### Assignment

Conduct a **small-group discussion** about one of the following topics. Then, summarize the main points of the discussion, and share your ideas with the class.

- How would your life be different if mail and other forms of communication—such as text messages and emails—were censored? Connect your sense of privacy to Juan’s experiences in the story.
- How might various characters in the story describe Juan? Consider what Mariana, Juan’s mother, and his coworkers at the Censorship Bureau might say about him.
- Discuss the evolution of Juan’s work ethic and his feelings about his job at the Censorship Bureau. Why does he become so dedicated to his job?

**Discussing Juan’s Character** If your group chooses to discuss how other characters view Juan, use the chart to record your notes.

CHARACTER	VIEW OF JUAN
Mariana	
Juan’s Mother	
Juan’s Coworkers	

### EVIDENCE LOG

Before moving on to a new selection, go to your Evidence Log and record what you learned from “The Censors.”



**About the Organization**

Freedom House is an independent, nonprofit organization dedicated to the expansion of freedom around the world. The organization was established in 1941 in response to the Nazi threat then growing throughout Europe. In the decades following the war, Freedom House has sought to fight oppressive ideologies through the spread of democracy, the strengthening of human rights, and the expansion of civil liberties for all. The organization publishes a number of significant documents each year, including the *Freedom of the Press* report.

# from Freedom of the Press Report 2015

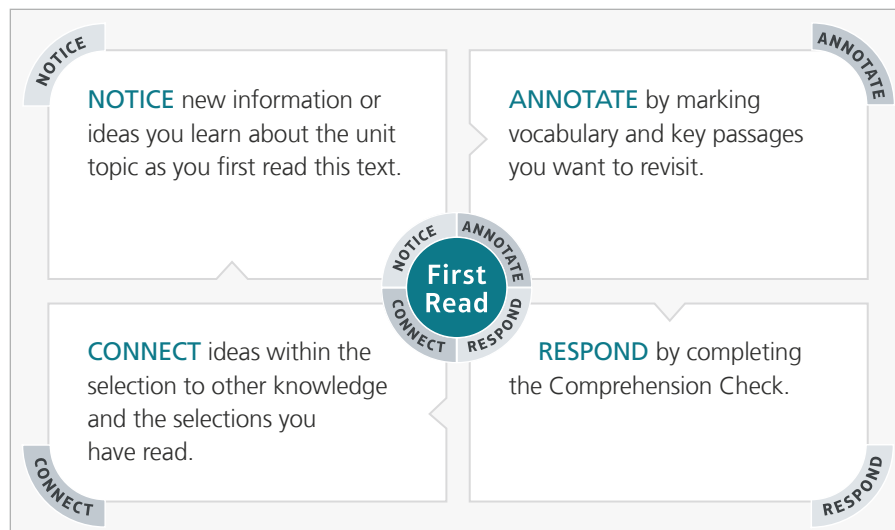
## Media Vocabulary

The following words or concepts will be useful to you as you analyze, discuss, and write about informational graphics.

<p><b>Infographic:</b> display that combines text with visual elements and design to represent data</p>	<ul style="list-style-type: none"> <li>• The word <i>infographic</i> is short for <i>informational graphic</i>.</li> <li>• An infographic allows the user to see trends and make comparisons at a glance.</li> </ul>
<p><b>Bar Graph:</b> representation of data points using rectangular bars</p>	<ul style="list-style-type: none"> <li>• Bar graphs can be organized vertically or horizontally.</li> <li>• Bar graphs can compare two or more data points in the same segment by clustering bars of different colors.</li> </ul>
<p><b>Line Graph:</b> representation of data points using a line that connects points</p>	<ul style="list-style-type: none"> <li>• Line graphs are especially useful for showing how data changes over time.</li> <li>• Line graphs can compare two (or more) sets of data with two (or more) lines.</li> </ul>
<p><b>Pie Chart:</b> representation of data points using a circle cut into segments</p>	<ul style="list-style-type: none"> <li>• Pie charts are especially useful for showing how the size of each data point compares to the total size of all the data.</li> <li>• Typically, each segment is a different color.</li> </ul>

## First Read

Apply these strategies as you conduct your first read. You will have an opportunity to complete a close read after your first read.



**STANDARDS**

**Reading Informational Text**  
By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

**Language**

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# from Freedom of the Press Report 2015

Freedom House

## BACKGROUND

From the introduction to the *Freedom of the Press Report 2015*: “Conditions for the media deteriorated sharply in 2014 as journalists around the world faced mounting restrictions on the free flow of news and information—including grave threats to their own lives. Governments employed tactics including arrests and censorship to silence criticism. Terrorists and other nonstate forces kidnapped and murdered journalists attempting to cover armed conflicts and organized crime. . . . The share of the world’s population that enjoys a free press stood at 14 percent, meaning only one in seven people live in countries where coverage of political news is robust, the safety of journalists is guaranteed, state intrusion in media affairs is minimal, and the press is not subject to onerous legal or economic pressures.”

### Biggest Press Freedom Declines in 2014

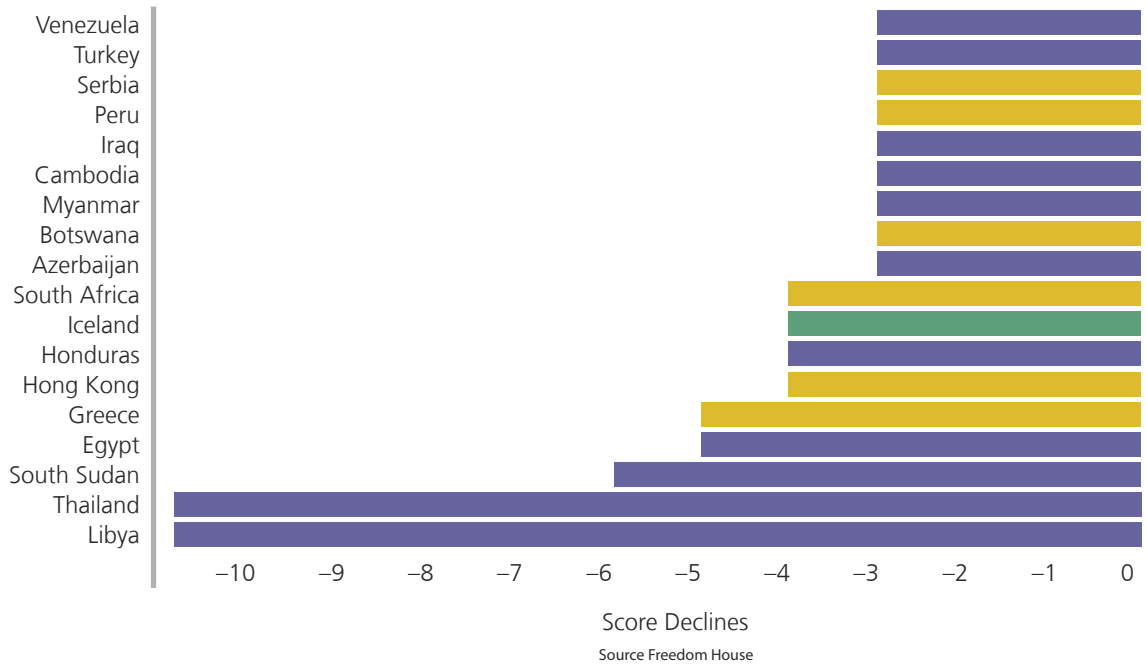


FIGURE 1

NOTES



# The Global Average Press Freedom Score Has Declined Sharply Since 2004

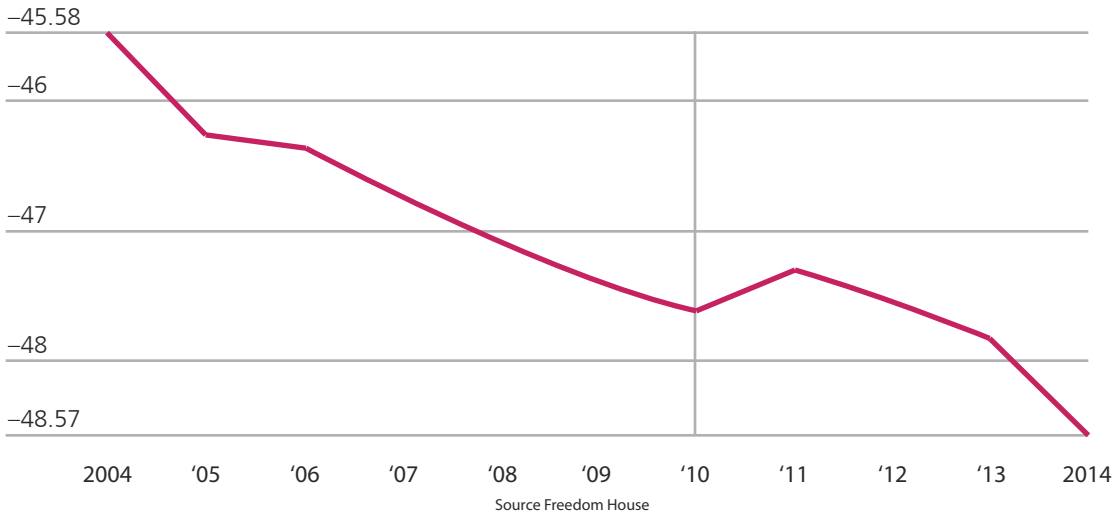
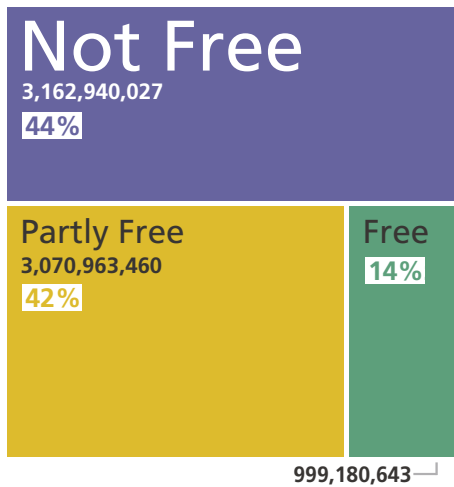


FIGURE 2

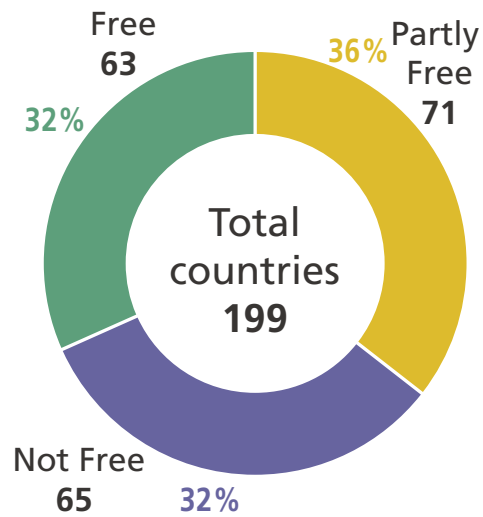
NOTES

# Global Status for Press Freedom

GLOBAL-STATUS BY POPULATION



GLOBAL-STATUS BY COUNTRY



Source: Freedom House

FIGURE 3

NOTES

## Comprehension Check

Complete the following items after you finish your first read. Review and clarify details with your group.

1. What two countries showed the greatest decline in press freedom in 2014?
2. What has happened to global average press freedom since 2004?
3. In which year between 2004 and 2014 did global average press freedom increase?
4. By what two different measures is press freedom measured in Figure 3?
5. Which category was greater in 2014: the number of nations with free press or the number of nations without free press?

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## RESEARCH

**Research to Clarify** Choose at least one unfamiliar detail from the infographics. Briefly research that detail. In what way does the information you learned shed light on an aspect of the infographics?



from FREEDOM OF THE PRESS REPORT 2015

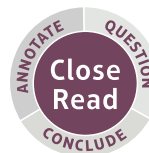
**TIP**

**GROUP DISCUSSION**

Consider what it means for the press to truly operate freely and independently. What conditions would have to be met? Keep this in mind as you analyze and discuss the data in the graphs.

## Close Read

With your group, look at the infographic again. **Annotate** details that you notice. What **questions** do you have? What can you **conclude**?



## Analyze the Media

Complete the activities.

- 1. Review and Clarify** With your group, review Figures 2 and 3. How is it possible that 32 percent of the countries in the world have a free press, but only 14 percent of the world’s people have access to a free press? Discuss.
- 2. Present and Discuss** Now, work with your group to share other important data from the infographics. Take turns presenting your data. Discuss what you noticed in the data, what questions you asked, and what conclusions you reached.
- 3. Essential Question: *What is the relationship between power and freedom?*** What have the data in this infographic taught you about power and freedom? Discuss with your group.

### LANGUAGE DEVELOPMENT

## Media Vocabulary

infographic      bar graph      line graph      pie chart

Use the vocabulary words in your responses to these questions.

1. In Figure 1, how does the presentation of the data enable readers to make comparisons?
2. In Figure 2, how does the type of graph help illustrate a trend in the change of global average press freedom over time?
3. In what way are the images in Figure 3 similar to pie charts?

**STANDARDS**

**Language**

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.



## Research

### Assignment

Research the issue of freedom of the press in at least two countries, and then create an **infographic** that captures your findings. Your research can begin with the information provided in the informational graphics from *Freedom of the Press Report 2015*.

Use the following questions as a starting point for your research:

- Who owns or controls the major media outlets in each country? The government? Private owners?
- What are the consequences of violating a regulation or publishing unpopular information in each country?
- In each country, how free are journalists to pursue stories?
- Are foreign journalists allowed to report in each country?

Add more questions of your own as you gather information.

**Plan Your Research** As a group, decide which countries you will research. Then, consider how to collect the kinds of information and data you need. Use the space here to record your decisions. Then, split the work among your team members, and gather information.

Country 1: \_\_\_\_\_

Country 2: \_\_\_\_\_

Types of Information and Data: \_\_\_\_\_

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**Assess Your Data** Meet regularly to evaluate the data you have collected, and to consider any elements that are missing or need more work. Once you have all the information and data you need, consider how best to organize it. Will one infographic be sufficient, or do you need two or more to present information clearly and effectively?

**Create and Deliver the Presentation** Write an introduction to your findings. Explain which countries you chose and why, as well as how you conducted your research. Also, explain how you chose to organize the data. If possible, share your presentation digitally by posting it online or using a computer and projector to display it. Alternatively, print your presentation and distribute it to the class.

### EVIDENCE LOG

Before moving on to a new selection, go to your Evidence Log and record what you learned from *Freedom of the Press Report 2015*.

### STANDARDS

#### Writing

Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

#### Speaking and Listening

- Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.



SOURCES

- SPEECH AT THE UNITED NATIONS
- DIANE SAWYER INTERVIEWS MALALA YOUSAFZAI
- CAGED BIRD
- SOME ADVICE TO THOSE WHO WILL SERVE TIME IN PRISON
- THE CENSORS
- *from* FREEDOM OF THE PRESS REPORT 2015

# Deliver a Multimedia Presentation

### Assignment

You have read many selections and watched an interview that deal with issues of power and freedom. Work with your group to develop, refine, and deliver a **multimedia presentation** that addresses this question:

**When, if ever, are limits on freedom necessary?**

## Plan With Your Group

**Analyze the Texts** With your group, discuss the purposes and messages of the selections you have read and viewed in this section. As you conduct your discussion, consider the idea that freedom offers both privileges and obligations. Talk about what those privileges and obligations might be, and how limits on freedom may or may not be necessary. Use the chart to list your ideas. Then, come to a consensus about which ideas you want to include in your presentation.

TITLE	PRIVILEGES AND OBLIGATIONS OF FREEDOM
Speech at the United Nations	
Diane Sawyer Interviews Malala Yousafzai	
Caged Bird	
Some Advice to Those Who Will Serve Time in Prison	
The Censors	
<i>from</i> Freedom of the Press Report 2015	

**Gather Evidence and Media Examples** Identify specific details from the selections that support your group’s ideas. Number the details in order of relevance to your position—from most to least relevant. Use this analysis to choose the details you will include in your presentation. Then, brainstorm for types of media you can use to elaborate on each detail. Consider photographs, illustrations, charts, graphs, music, and audio and video clips. Allow each group member to make suggestions.

### STANDARDS

#### Speaking and Listening

- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**Organize Your Ideas** Decide who will perform which task in each part of the presentation. Use a chart like the one shown to note when each section begins, and what each speaker will say. Also note where images, music, and audio and video clips will be used.

MULTIMEDIA PRESENTATION SCRIPT		
	Media Cues	Script
Presenter 1		
Presenter 2		
Presenter 3		

## Rehearse With Your Group

**Practice With Your Group** Use this checklist to evaluate the effectiveness of your group’s first run-through. Then, use your evaluation and the instruction here to guide your revision.

CONTENT	USE OF MEDIA	PRESENTATION TECHNIQUES
<input type="checkbox"/> The presentation conveys main ideas clearly. <input type="checkbox"/> Main ideas are supported with relevant evidence from the texts in Small-Group Learning.	<input type="checkbox"/> Appropriate types of media are used to convey main ideas. <input type="checkbox"/> Media are distributed evenly throughout the presentation. <input type="checkbox"/> Equipment functions properly.	<input type="checkbox"/> Media are visible and audible. <input type="checkbox"/> Transitions between media segments are smooth. <input type="checkbox"/> Each presenter makes eye contact and speaks at an appropriate volume and pace.

**Fine-Tune the Content** Strengthen your presentation by ensuring that ideas are conveyed clearly. With your group, identify any points of confusion or vagueness. Revise the content to clarify these elements, adding supporting material as needed.

**Improve Your Use of Media** Review all multimedia elements to ensure that they add interest and help create a cohesive presentation. If an element is not clearly related to the presentation, replace it with a more relevant item or omit it.

**Brush Up on Your Presentation Techniques** Practice your presentation before you deliver it to the class. During the presentation, speak clearly and with both liveliness and conviction.

## Present and Evaluate

When you deliver your presentation, be sure that each member has taken into account all of the checklist items. As you listen to other groups’ presentations, evaluate how well they meet the checklist requirements.

### STANDARDS

#### Speaking and Listening

- Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
- Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.



ESSENTIAL QUESTION:

## What is the relationship between power and freedom?

The struggle for human rights around the world is an ongoing battle. In this section, you will complete your study of the literature of freedom by exploring an additional selection related to the topic. You'll then share what you learn with classmates. To choose a text, follow these steps.

**Look Back** Think about the selections you have already studied. What more do you want to know about the topic of power and freedom?

**Look Ahead** Preview the texts by reading the descriptions. Which one seems most interesting and appealing to you?

**Look Inside** Take a few minutes to scan the text you chose. Choose a different one if this text doesn't meet your needs.

### Independent Learning Strategies

Throughout your life, in school, in your community, and in your career, you will need to rely on yourself to learn and work on your own. Review these strategies and the actions you can take to practice them during Independent Learning. Add ideas of your own for each category.

STRATEGY	ACTION PLAN
Create a schedule	<ul style="list-style-type: none"> <li>• Understand your goals and deadlines.</li> <li>• Make a plan for what to do each day.</li> <li>•</li> </ul>
Practice what you've learned	<ul style="list-style-type: none"> <li>• Use first-read and close-read strategies to deepen your understanding.</li> <li>• After you read, evaluate the usefulness of the evidence to help you understand the topic.</li> <li>• Consider the quality and reliability of the source.</li> <li>•</li> </ul>
Take notes	<ul style="list-style-type: none"> <li>• Record important ideas and information.</li> <li>• Review your notes before preparing to share with a group.</li> <li>•</li> <li>•</li> </ul>

Choose one selection. Selections are available online only.

**MEDIA: INFORMATIONAL TEXT**

**Law and the Rule of Law:  
The Role of Federal Courts**

*Judicial Learning Center*

Where do laws come from? How do they change over time?



**ESSAY**

**Misrule of Law**

*Aung San Suu Kyi*

The ways in which an oppressive government tries to control its people are both awful and absurd.



**SHORT STORY**

**Harrison Bergeron**

*Kurt Vonnegut, Jr.*

An equitable society may be a noble goal, but what happens when it goes horribly wrong?



**PERSONAL ESSAY**

**Credo: What I Believe**

*Neil Gaiman*

A writer who lives by the strength of his imagination staunchly defends freedom of thought and expression.



**PERFORMANCE-BASED ASSESSMENT PREP**

**Review Evidence for an Informative Essay**

Complete your Evidence Log for the unit by evaluating what you've learned and synthesizing the information you have recorded.





# First-Read Guide



**Tool Kit**  
First-Read Guide and  
Model Annotation

Use this page to record your first-read ideas.

Selection Title: \_\_\_\_\_

NOTICE

**NOTICE** new information or ideas you learn about the unit topic as you first read this text.

ANNOTATE

**ANNOTATE** by marking vocabulary and key passages you want to revisit.



**CONNECT** ideas within the selection to other knowledge and the selections you have read.

**RESPOND** by writing a brief summary of the selection.

CONNECT

RESPOND

**STANDARD**

**Reading** Read and comprehend complex literary and informational texts independently and proficiently.

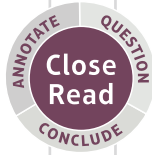
# Close-Read Guide

 **Tool Kit**  
Close-Read Guide and  
Model Annotation

Use this page to record your close-read ideas.

Selection Title: \_\_\_\_\_

Close Read the Text	Analyze the Text
<p>Revisit sections of the text you marked during your first read. Read these sections closely and <b>annotate</b> what you notice. Ask yourself <b>questions</b> about the text. What can you <b>conclude?</b> Write down your ideas.</p>	<p>Think about the author's choices of patterns, structure, techniques, and ideas included in the text. Select one, and record your thoughts about what this choice conveys.</p>



**QuickWrite**

Pick a paragraph from the text that grabbed your interest. Explain the power of this passage.

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 **STANDARD**  
**Reading** Read and comprehend complex literary and informational texts independently and proficiently.



## EVIDENCE LOG

Go to your Evidence Log and record what you learned from the text you read.

## Share Your Independent Learning

### Prepare to Share

What is the relationship between power and freedom?

Even when you read or learn something independently, you can continue to grow by sharing what you have learned with others. Reflect on the text you explored independently, and write notes about its connection to the unit. In your notes, consider why this text belongs in this unit.

### Learn From Your Classmates

**Discuss It** Share your ideas about the text you explored on your own. As you talk with your classmates, jot down ideas that you learn from them.

### Reflect

Mark the most important insight you gained from these writing and discussion activities. Explain how this idea adds to your understanding of the topics of power and freedom.

#### STANDARDS

##### Speaking and Listening

Initiate and participate effectively in a range of collaborative discussions with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.



## Review Evidence for an Informative Essay

At the beginning of the unit, you responded to the following question:

What does it mean to “be free”?

### EVIDENCE LOG

Review your Evidence Log and your QuickWrite from the beginning of the unit. Have your ideas changed?

<input type="checkbox"/> YES	<input type="checkbox"/> NO
Identify at least three pieces of evidence that influenced your ideas.	Identify at least three pieces of evidence that reinforced your initial ideas.
1.	1.
2.	2.
3.	3.

State your ideas now: \_\_\_\_\_

\_\_\_\_\_

Identify a possible addition: \_\_\_\_\_

\_\_\_\_\_

**Evaluate the Strength of Your Evidence** Do you have enough evidence to support your ideas? If not, make a plan.

Do more research

Talk with my classmates

Reread a selection

Ask an expert

Other: \_\_\_\_\_

### STANDARDS

#### Writing

Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.



SOURCES

- WHOLE-CLASS SELECTIONS
- SMALL-GROUP SELECTIONS
- INDEPENDENT-LEARNING SELECTION

 WORD NETWORK

As you write and revise your informative essay, use your Word Network to help vary your word choices.

 STANDARDS

Writing

- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

PART 1

Writing to Sources: Informative Essay

In this unit, you read about various people, both real and fictional, who have struggled to extend freedom’s reach. Their efforts focused on both people in their own countries and their fellows around the world.

**Assignment**

Write an **informative essay** in which you gather and present information to respond to the following question:

What does it mean to “be free”?

Introduce the topic by defining freedom and explaining what it means to be free. Then, develop the topic with facts, details, quotations, examples, and other evidence from at least three of the selections you read. Select the most relevant ideas about fundamental human freedoms and democracy from the texts, and organize these ideas logically using appropriate and varied transitions. Conclude by clearly restating the main idea. Use a formal style and an objective tone, and follow the conventions of standard English.

**Reread the Assignment** Review the assignment to be sure you fully understand it. The assignment may reference some of the academic words presented at the beginning of the unit. Be sure you understand each of the words given here in order to complete the assignment correctly.

**Academic Vocabulary**

- attribute
- demarcate
- democracy
- hierarchy
- fundamental

**Review the Elements of Informative Text** Before you begin writing, read the Informative Text Rubric. Once you have completed your first draft, check it against the rubric. If one or more of the elements is missing or not as strong as it could be, revise your essay to add or strengthen that component.

## Informative Text Rubric

	Focus and Organization	Evidence and Elaboration	Language Conventions
4	<p>The introduction is very engaging and features a clear and complete explanation of the topic.</p> <p>All ideas are organized logically using appropriate and varied transitions.</p> <p>The conclusion clearly restates the main idea and connects it to the supporting information.</p>	<p>The topic is developed fully with well-chosen evidence from three or more texts.</p> <p>The most relevant text evidence is used to support and elaborate on the topic.</p>	<p>A formal style and an objective tone are maintained throughout the entire essay.</p> <p>The conventions of standard English are maintained throughout the entire essay.</p>
3	<p>The introduction is somewhat engaging and features an adequate explanation of the topic.</p> <p>Most ideas are organized logically using appropriate and varied transitions.</p> <p>The conclusion provides a clear restatement of the main idea but the connection to supporting information is unclear.</p>	<p>The topic is developed adequately with sufficient evidence from at least three texts.</p> <p>Relevant text evidence is used to support and elaborate on the topic.</p>	<p>A formal style and an objective tone are maintained throughout most of the essay.</p> <p>The conventions of standard English are maintained throughout most of the essay.</p>
2	<p>The introduction is unclear or contains only a partial explanation of the topic.</p> <p>Some ideas are organized logically using transitions; some transitions may be incorrect or overused.</p> <p>The conclusion is unclear or provides only a partial restatement of the main idea.</p>	<p>The topic is only partially developed with evidence from three texts or includes evidence from fewer than three texts.</p> <p>Tangential or less relevant text evidence is used to support and elaborate on the topic.</p>	<p>An informal style and a nonobjective tone are sometimes used in the essay.</p> <p>The conventions of standard English are sometimes used in the essay.</p>
1	<p>The introduction is missing or does not contain an adequate explanation of the topic.</p> <p>Ideas are not organized logically using transitions, or transitions are mostly absent or used incorrectly.</p> <p>The conclusion is missing or does not provide an adequate restatement of the main idea.</p>	<p>The topic is not adequately developed with text evidence.</p> <p>Irrelevant text evidence is used to support and elaborate on the topic, or text evidence is mostly or completely absent.</p>	<p>An informal style and a nonobjective tone appear throughout the essay.</p> <p>The conventions of standard English are rarely or never used in the essay.</p>



PART 2

## Speaking and Listening: Multimedia Presentation

### Assignment

After completing the final draft of your informative essay, use it as the foundation for a five- to ten-minute **multimedia presentation**.

Follow these steps to create an informative, engaging presentation.

- Annotate the most important ideas and supporting details in your essay. Consider which ideas and details could best be enhanced by digital media.
- Choose various digital media (e.g, audio and video clips, images, interactive elements) to include in your presentation.
- Mark your essay to note when to present each multimedia element. Use these annotations to keep your presentation on track.
- As you deliver your presentation, speak clearly and at an adequate volume and rate. Maintain eye contact with your audience.

**Review the Multimedia Presentation Rubric** The criteria by which your multimedia presentation will be evaluated appear in this rubric. Review these criteria before presenting to ensure that you are prepared.

### STANDARDS

#### Speaking and Listening

- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

	Content	Use of Media	Presentation Technique
3	<p>The presentation conveys main ideas clearly and thoroughly.</p> <p>Main ideas are strongly supported with relevant evidence from texts.</p>	<p>Well-chosen media are used to support all or most main ideas.</p> <p>Media are distributed evenly throughout the presentation.</p>	<p>Media are sufficiently visible and audible.</p> <p>Transitions between media segments are consistently smooth.</p> <p>Each presenter maintains appropriate eye contact, volume, and pacing throughout the presentation.</p>
2	<p>The presentation conveys main ideas somewhat clearly and thoroughly.</p> <p>Main ideas are partially supported with evidence from the texts.</p>	<p>Somewhat well-chosen media are used to support some main ideas.</p> <p>Media are distributed somewhat evenly throughout the presentation.</p>	<p>Media are somewhat visible and audible.</p> <p>Transitions between media segments are somewhat smooth.</p> <p>Each presenter uses eye contact and speaks at an appropriate volume and pace at times during the presentation.</p>
1	<p>The presentation does not convey main ideas clearly or thoroughly.</p> <p>Main ideas are not supported with evidence from the texts.</p>	<p>Poorly chosen media are used and do not support main ideas.</p> <p>Media are not used or are distributed very unevenly throughout the presentation.</p>	<p>Media are insufficiently visible and audible.</p> <p>Transitions between media segments are very disjointed or are absent.</p> <p>Each presenter does not use eye contact or speak at an appropriate volume or pace throughout the presentation.</p>


## Reflect on the Unit

Now that you've completed the unit, take a few moments to reflect on your learning. Use the questions below to think about where you succeeded, what skills and strategies helped you, and where you can continue to grow in the future.

### Reflect on the Unit Goals

Look back at the goals at the beginning of the unit. Use a different colored pen to rate yourself again. Think about readings and activities that contributed the most to the growth of your understanding. Record your thoughts.

### Reflect on the Learning Strategies

 **Discuss It** Write a reflection on whether you were able to improve your learning based on your Action Plans. Think about what worked, what didn't, and what you might do to keep working on these strategies. Record your ideas before a class discussion.

### Reflect on the Text

Choose a selection that you found challenging, and explain what made it difficult.

Explain something that surprised you about a text in the unit.

Which activity taught you the most about the relationship between power and freedom? What did you learn?

#### STANDARDS

##### Speaking and Listening

- Initiate and participate effectively in a range of collaborative discussions with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas..



# Law and the Rule of Law: The Role of Federal Courts

Judicial Learning Center



## BACKGROUND

The ancient Babylonian Code of Hammurabi is an early example of a systematized body of laws. The Code employed the principle of talion, or “an eye for an eye.” Every punishment fit the crime, and the law was sometimes quite literal: a man caught stealing would have his hand cut off. Modern law has evolved tremendously since the time of Hammurabi, as this explanation of the Canadian legal system demonstrates.

NOTES

# Misrule of Law

Aung San Suu Kyi

## About the Author



Inspired by the great peacemakers Mahatma Gandhi and Martin Luther King, Jr., **Aung San Suu Kyi** (b. 1945) organized rallies in the late 1980s that called for peace and democracy in Burma, now called Myanmar. Suu Kyi was under house arrest in military-ruled Myanmar at various points in her life before winning seats in the parliament. Today, Suu Kyi strives to transition Myanmar to a full-fledged democracy.

## BACKGROUND

In 1962, Burma's democracy ended when the military overthrew the elected government. Burma was renamed Myanmar by the dictatorship in the late 1980s. Anti-government demonstrations and opposition groups erupted. Aung San Suu Kyi led the National Democratic Front in condemning the military government for its suppression of political dissidence.

1 **A**s I understand it, a kangaroo court<sup>1</sup> is so called because it is a burlesque<sup>2</sup> performance where the process of the law takes heart-stopping leaps and bounds. Out of curiosity, I looked up the entry on kangaroos in the *Encyclopedia Britannica* to see how far these marsupial mammals can clear in a leap. Apparently the record is 13.5 meters. This is far superior to the Olympic long-jump record. It is no surprise then that the erratic course of justice in a kangaroo court is outside the bounds of normal human conduct.

1. **kangaroo court** corrupted court that neglects and misrepresents the law while it pretends to protect it.
2. **burlesque** (buhr LEHSK) *n.* parody or caricature.

## NOTES

- 2 I have written about the challenges that political dissidents in Burma have to face. Everybody committed to taking an active part in the endeavor to return the country to democracy has to be prepared to go to prison at any time. It usually happens in the middle of the night, appropriately, as there can be fewer deeds more akin to darkness than that of depriving innocent people of a normal, healthy life. The ones most vulnerable to arrest are members of the NLD.<sup>3</sup> Many of them are already seasoned jail veterans who, at casual moments, exchange prison yarns<sup>4</sup> and instruct the as yet uninitiated on such matters as the kind of treatment they can expect at the interrogation sessions and what they should take with them when the banging on the door comes: a change of clothing, soap, toothpaste and toothbrush, medicines, a blanket or two, et cetera, all in a plastic bag. Nothing so respectable as a knapsack or suitcase is permitted. And do not be fooled if the people who turn up at the door, usually without a warrant, say that they will only be keeping you for a few days. That could well translate into a twenty-year sentence.
- 3 When U Win Htein, a key member of my office staff, was arrested one night last May, he had a bag ready packed. He had previously spent six years in Insein Jail:<sup>5</sup> he was one of the people taken away from my house in 1989 on the day I was detained and he was released only in February 1995. When U Win Htein asked those who had come to take him away whether they had an arrest warrant, they replied that it was not necessary as charges had already been moved against him and his sentence had been decided. So much for the concept of the law that deems a person innocent until proven guilty.
- 4 Section 340 (I) of the Code of Criminal Procedure provides that “any person accused of an offence before a criminal court, or against whom proceedings are instituted under this code, in any such court, may of right be defended by a pleader.” This basic right to counsel is systematically denied to political prisoners in Burma. They are not even allowed to make contact with their families. The authorities generally refuse to give any information on detainees who have not yet been tried. The NLD and the families of political prisoners have to make strenuous inquiries to find out where they are, with what “crime” they are to be charged and when and where the trials would take place. Usually the trials of political prisoners are conducted in a special courthouse within the jail precincts.
- 5 Last month a number of political prisoners were tried in Insein Jail. When the NLD heard that U Win Htein and some others

3. **NLD** National League for Democracy. Political party headed by Aung San Suu Kyi.

4. **yarns** *n.* stories.

5. **Insein Jail** (IHN say jayl) prison sanctioned by the Burmese military, which mainly comprises political dissidents.

were going to be produced at court on a certain day, a lawyer was sent to defend them. The Special Branch officer at the jail questioned by the lawyer said he did not know anything about a trial. But the trial took place while the lawyer was waiting at the gate and continued after he left in the afternoon. The next week, a number of lawyers again went to Insein Jail, accompanied by the families of the prisoners, on the day they had heard the trial was to continue. This time they managed to get into the prison courthouse. However, they were only allowed to cross-examine four of the twenty-four witnesses for the prosecution.

- 6 The next morning, the lawyers and the families of the prisoners arrived at Insein Jail at nine o'clock, as they had heard sentence would be passed that day. The area around the jail entrance was full of security personnel and all the shops along the road were shut. The lawyers were refused entry. They were told sentence would only be passed at the end of the month and were asked to leave. However, as the magistrate concerned with the case had been seen at the Insein Township Magistrate's Court, the lawyers were convinced the trial was scheduled to proceed within a matter of hours and continued to wait outside the jail. The magistrate eventually arrived and entered the prison precincts at around two o'clock and came out again after about forty minutes. The lawyers followed him to the Insein Township Court to ask what kind of sentence had been passed. The magistrate, very nervous and surrounded by security personnel, would only say that an application should be made to copy the records of the court proceedings. Some days later the government media announced that U Win Htein and others had been given seven-year prison sentences each.
- 7 The sight of kangaroos bounding away across an open prairie can sometimes be rather beautiful. The spectacle of the process of law bounding away from accepted norms of justice is very ugly at all times. 🐨

# Harrison Bergeron

Kurt Vonnegut



## About the Author



**Kurt Vonnegut** (1922–2007) is known as one of the great writers of the twentieth century. His experience as a prisoner of war during WWII was the basis for his literary masterpiece, *Slaughterhouse Five*. In addition to exploring such themes as the disintegration of families and the trauma of war, Vonnegut was an outspoken supporter of preserving freedoms guaranteed by the

United States Constitution, controlling nuclear weapons, and ensuring sustainability on Earth.

## BACKGROUND

“Harrison Bergeron” by Kurt Vonnegut takes readers on an unsettling journey into a future world where everyone is rendered equal by the government. The government takes the son of a married couple away from them. Unable to fully understand what has happened, the couple sees their son, Harrison, on television. The events that follow are shockingly unexpected.

## NOTES

- 1 **T**he year was 2081, and everybody was finally equal. They weren't only equal before God and the law. They were equal every which way. Nobody was smarter than anybody else. Nobody was better looking than anybody else. Nobody was stronger or quicker than anybody else. All this equality was due to the 211th, 212th, and 213th Amendments to the Constitution, and to the unceasing vigilance of agents of the United States Handicapper General.
- 2 Some things about living still weren't quite right, though. April, for instance, still drove people crazy by not being springtime. And it was in that clammy month that the H-G men took George and Hazel Bergeron's fourteen-year-old son, Harrison, away.

8 It was tragic, all right, but George and Hazel couldn't think about it very hard. Hazel had a perfectly average intelligence, which meant she couldn't think about anything except in short bursts. And George, while his intelligence was way above normal, had a little mental handicap radio in his ear. He was required by law to wear it at all times. It was tuned to a government transmitter. Every twenty seconds or so, the transmitter would send out some sharp noise to keep people like George from taking unfair advantage of their brains.

9 George and Hazel were watching television. There were tears on Hazel's cheeks, but she'd forgotten for the moment what they were about.

10 On the television screen were ballerinas.

11 A buzzer sounded in George's head. His thoughts fled in panic, like bandits from a burglar alarm.

12 "That was a real pretty dance, that dance they just did," said Hazel.

13 "Huh?" said George.

14 "That dance—it was nice," said Hazel.

15 "Yup," said George. He tried to think a little about the ballerinas. They weren't really very good—no better than anybody else would have been, anyway. They were burdened with sash-weights and bags of birdshot,<sup>1</sup> and their faces were masked, so that no one, seeing a free and graceful gesture or a pretty face, would feel like something the cat drug in. George was toying with the vague notion that maybe dancers shouldn't be handicapped. But he didn't get very far with it before another noise in his ear radio scattered his thoughts.

16 George winced. So did two out of the eight ballerinas.

17 Hazel saw him wince. Having no mental handicap herself, she had to ask George what the latest sound had been.

18 "Sounded like somebody hitting a milk bottle with a ball peen hammer," said George.

19 "I'd think it would be real interesting, hearing all the different sounds," said Hazel a little envious. "All the things they think up."

20 "Um," said George.

21 "Only, if I was Handicapper General, you know what I would do?" said Hazel. Hazel, as a matter of fact, bore a strong resemblance to the Handicapper General, a woman named Diana Moon Glampers. "If I was Diana Moon Glampers," said Hazel, "I'd have chimes on Sunday—just chimes. Kind of in honor of religion."

22 "I could think, if it was just chimes," said George.

23 "Well—maybe make 'em real loud," said Hazel. "I think I'd make a good Handicapper General."

1. **birdshot** *n.* smallest size of shot for shotguns.

- 24 “Good as anybody else,” said George.
- 25 “Who knows better’n I do what normal is?” said Hazel.
- 26 “Right,” said George. He began to think glimmeringly about his abnormal son who was now in jail, about Harrison, but a twenty-one-gun salute in his head stopped that.
- 27 “Boy!” said Hazel, “that was a doozy, wasn’t it?”
- 28 It was such a doozy that George was white and trembling, and tears stood on the rims of his red eyes. Two of the eight ballerinas had collapsed to the studio floor, were holding their temples.
- 29 “All of a sudden you look so tired,” said Hazel. “Why don’t you stretch out on the sofa, so’s you can rest your handicap bag on the pillows, honeybunch.” She was referring to the forty-seven pounds of birdshot in a canvas bag, which was padlocked around George’s neck. “Go on and rest the bag for a little while,” she said. “I don’t care if you’re not equal to me for a while.”
- 30 George weighed the bag with his hands. “I don’t mind it,” he said. “I don’t notice it any more. It’s just a part of me.”
- 31 “You been so tired lately—kind of wore out,” said Hazel. “If there was just some way we could make a little hole in the bottom of the bag, and just take out a few of them lead balls. Just a few.”
- 32 “Two years in prison and two thousand dollars fine for every ball I took out,” said George. “I don’t call that a bargain.”
- 33 “If you could just take a few out when you came home from work,” said Hazel. “I mean—you don’t compete with anybody around here. You just set around.”
- 34 “If I tried to get away with it,” said George, “then other people’d get away with it—and pretty soon we’d be right back in the dark ages again, with everybody competing against everybody else. You wouldn’t like that, would you?”
- 35 “I’d hate it,” said Hazel.
- 36 “There you are,” said George. “The minute people start cheating on laws, what do you think happens to society?”
- 37 If Hazel hadn’t been able to come up with an answer to this question, George couldn’t have supplied one. A siren was going off in his head.
- 38 “Reckon it’d fall all apart,” said Hazel.
- 39 “What would?” said George blankly.
- 40 “Society,” said Hazel uncertainly. “Wasn’t that what you just said?”
- 41 “Who knows?” said George.
- 42 The television program was suddenly interrupted for a news bulletin. It wasn’t clear at first as to what the bulletin was about, since the announcer, like all announcers, had a serious speech impediment. For about half a minute, and in a state of high excitement, the announcer tried to say, “Ladies and gentlemen—”
- 43 He finally gave up, handed the bulletin to a ballerina to read.

- 44 “That’s all right—” Hazel said of the announcer, “he tried. That’s the big thing. He tried to do the best he could with what God gave him. He should get a nice raise for trying so hard.”
- 45 “Ladies and gentlemen—” said the ballerina, reading the bulletin. She must have been extraordinarily beautiful, because the mask she wore was hideous. And it was easy to see that she was the strongest and most graceful of all the dancers, for her handicap bags were as big as those worn by two-hundred-pound men.
- 46 And she had to apologize at once for her voice, which was a very unfair voice for a woman to use. Her voice was a warm, luminous, timeless melody. “Excuse me—” she said, and she began again, making her voice absolutely uncompetitive.
- 47 “Harrison Bergeron, age fourteen,” she said in a grackle<sup>2</sup> squawk, “has just escaped from jail, where he was held on suspicion of plotting to overthrow the government. He is a genius and an athlete, is under-handicapped, and should be regarded as extremely dangerous.”
- 48 A police photograph of Harrison Bergeron was flashed on the screen—upside down, then sideways, upside down again, then right side up. The picture showed the full length of Harrison against a background calibrated in feet and inches. He was exactly seven feet tall.
- 49 The rest of Harrison’s appearance was Halloween and hardware. Nobody had ever born heavier handicaps. He had outgrown hindrances<sup>3</sup> faster than the H-G men could think them up. Instead of a little ear radio for a mental handicap, he wore a tremendous pair of earphones, and spectacles with thick wavy lenses. The spectacles were intended to make him not only half blind, but to give him whanging<sup>4</sup> headaches besides.
- 50 Scrap metal was hung all over him. Ordinarily, there was a certain symmetry, a military neatness to the handicaps issued to strong people, but Harrison looked like a walking junkyard. In the race of life, Harrison carried three hundred pounds.
- 51 And to offset his good looks, the H-G men required that he wear at all times a red rubber ball for a nose, keep his eyebrows shaved off, and cover his even white teeth with black caps at snaggle-tooth random.
- 52 “If you see this boy,” said the ballerina, “do not—I repeat, do not—try to reason with him.”
- 53 There was the shriek of a door being torn from its hinges.
- 54 Screams and barking cries of consternation<sup>5</sup> came from the television set. The photograph of Harrison Bergeron on the screen

2. **grackle** *n.* songbird of the American blackbird family.

3. **hindrances** *n.* things that cause resistance or delay to something or someone.

4. **whanging** (WANG ihng) *v.* producing a resonant noise.

5. **consternation** (kon stuhr NAY shuhn) *n.* anxiety or dismay.



jumped again and again, as though dancing to the tune of an earthquake.

55 George Bergeron correctly identified the earthquake, and well he might have—for many was the time his own home had danced to the same crashing tune. “My God—” said George, “that must be Harrison!”

56 The realization was blasted from his mind instantly by the sound of an automobile collision in his head.

57 When George could open his eyes again, the photograph of Harrison was gone. A living, breathing Harrison filled the screen.

58 Clanking, clownish, and huge, Harrison stood in the center of the studio. The knob of the uprooted studio door was still in his hand. Ballerinas, technicians, musicians, and announcers cowered on their knees before him, expecting to die.

59 “I am the Emperor!” cried Harrison. “Do you hear? I am the Emperor! Everybody must do what I say at once!” He stamped his foot and the studio shook.

60 “Even as I stand here—” he bellowed, “crippled, hobbled, sickened—I am a greater ruler than any man who ever lived! Now watch me become what I *can* become!”

61 Harrison tore the straps of his handicap harness like wet tissue paper, tore straps guaranteed to support five thousand pounds.

62 Harrison’s scrap-iron handicaps crashed to the floor.

63 Harrison thrust his thumbs under the bar of the padlock that secured his head harness. The bar snapped like celery. Harrison smashed his headphones and spectacles against the wall.

64 He flung away his rubber-ball nose, revealed a man that would have awed Thor, the god of thunder.

65 “I shall now select my Empress!” he said, looking down on the cowering people. “Let the first woman who dares rise to her feet claim her mate and her throne!”

66 A moment passed, and then a ballerina arose, swaying like a willow.

67 Harrison plucked the mental handicap from her ear, snapped off her physical handicaps with marvelous delicacy. Last of all he removed her mask.

68 She was blindingly beautiful.

69 “Now—” said Harrison, taking her hand, “shall we show the people the meaning of the word dance? Music!” he commanded.

70 The musicians scrambled back into their chairs, and Harrison stripped them of their handicaps, too. “Play your best,” he told them, “and I’ll make you barons and dukes and earls.”

71 The music began. It was normal at first—cheap, silly, false. But Harrison snatched two musicians from their chairs, waved them like batons as he sang the music as he wanted it played. He slammed them back into their chairs.

- 72 The music began again and was much improved.
- 73 Harrison and his Empress merely listened to the music for a while—listened gravely, as though synchronizing their heartbeats with it.
- 74 They shifted their weights to their toes.
- 75 Harrison placed his big hands on the girl’s tiny waist, letting her sense the weightlessness that would soon be hers.
- 76 And then, in an explosion of joy and grace, into the air they sprang!
- 77 Not only were the laws of the land abandoned, but the law of gravity and the laws of motion as well.
- 78 They reeled, whirled, swiveled, flounced, capered, gamboled, and spun.
- 79 They leaped like deer on the moon.
- 80 The studio ceiling was thirty feet high, but each leap brought the dancers nearer to it.
- 81 It became their obvious intention to kiss the ceiling.
- 82 They kissed it.
- 83 And then, neutralizing gravity with love and pure will, they remained suspended in air inches below the ceiling, and they kissed each other for a long, long time.
- 84 It was then that Diana Moon Clampers, the Handicapper General, came into the studio with a double-barreled ten-gauge shotgun. She fired twice, and the Emperor and the Empress were dead before they hit the floor.
- 85 Diana Moon Clampers loaded the gun again. She aimed it at the musicians and told them they had ten seconds to get their handicaps back on.
- 86 It was then that the Bergerons’ television tube burned out.
- 87 Hazel turned to comment about the blackout to George. But George had gone out into the kitchen for a can of beer.
- 88 George came back in with the beer, paused while a handicap signal shook him up. And then he sat down again. “You been crying?” he said to Hazel
- 89 “Yup,” she said.
- 90 “What about?” he said.
- 91 “I forget,” she said. “Something real sad on television.”
- 92 “What was it?” he said.
- 93 “It’s all kind of mixed up in my mind,” said Hazel.
- 94 “Forget sad things,” said George.
- 95 “I always do,” said Hazel.
- 96 “That’s my girl,” said George. He winced. There was the sound of a riveting gun in his head.
- 97 “Gee—I could tell that one was a doozy,” said Hazel.
- 98 “You can say that again,” said George.
- 99 “Gee—” said Hazel, “I could tell that one was a doozy.”

# Credo: What I Believe

Neil Gaiman



## About the Author



**Neil Gaiman** (b. 1960) is a British author of novels and comic books. With the success of *Black Orchid* and *Sandman* in the DC Comics universe, Gaiman revitalized the adult comic book market. He primarily writes in the dark fantasy genre, and his rich style and imagery have been very popular among both mature and young readers. In 2009, Gaiman received the Newbery Medal, which is awarded to authors making the most distinguished contribution to American literature for children.

## BACKGROUND

A credo is a statement of a person's beliefs that guides his or her actions. Neil Gaiman wrote "Credo" in response to the 2015 attack on the French satirical magazine *Charlie Hebdo*. The terrorist group Al-Qaeda claimed responsibility for the attack at the magazine, which killed 12 people.

## NOTES

- 1 **I** believe that it is difficult to kill an idea, because ideas are invisible and contagious, and they move fast.
- 2 I believe that you can set your own ideas against ideas you dislike. That you should be free to argue, explain, clarify, debate, offend, insult, rage, mock, sing, dramatize and deny.
- 3 I do not believe that burning, murdering, exploding people, smashing their heads with rocks (to let the bad ideas out), drowning them or even defeating them will work to contain ideas you do not like. Ideas spring up where you do not expect them, like weeds, and are as difficult to control.
- 4 I believe that repressing ideas spreads ideas.
- 5 I believe that people and books and newspapers are containers for ideas, but that burning the people will be as unsuccessful as

firebombing the newspaper archives. It is already too late. It is always too late. The ideas are out, hiding behind people's eyes, waiting in their thoughts. They can be whispered. They can be written on walls in the dead of night. They can be drawn.

- 6 I believe that ideas do not have to be right to exist.
- 7 I believe you have every right to be perfectly certain that images of god or prophet or man are sacred and undefilable, just as I have the right to be certain of the sacredness of speech, of the sanctity of the right to mock, comment, to argue and to utter.
- 8 I believe I have the right to think and say the wrong things. I believe your remedy for that should be to argue with me or to ignore me, and that I should have the same remedy for the wrong things that you think.
- 9 I believe that you have the absolute right to think things that I find offensive, stupid, preposterous, or dangerous, and that you have the right to speak, write, or distribute these things, and that I do not have the right to kill you, maim you, hurt you, or take away your liberty or property because I find your ideas threatening or insulting or downright disgusting. You probably think my ideas are pretty vile, too.
- 10 I believe that in the battle between guns and ideas, ideas will, eventually, win.
- 11 Because the ideas are invisible, and they linger, and, sometimes, they are even true.
- 12 *Eppur si muove*:<sup>1</sup> and yet it moves. 🍷

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1. **Eppur si muove** (ehp puh see MWOH vay) Italian phrase meaning "and yet it moves," attributed to the Italian mathematician, physicist, and philosopher Galileo Galilei (1564–1642) in 1633, after being forced to recant his claim that the Earth moves around the sun.