Studysync®

Reading & Writing Companion



GRADE 11 UNITS

We the People • The Individual Modern Times • Seeking Romance

Studysync[®]

Reading & Writing Companion

GRADE 11 UNITS

We the People • The Individual Modern Times • Seeking Romance

studysync°

Table of Contents



We the People

What shaped America's early identity?

UNIT 1



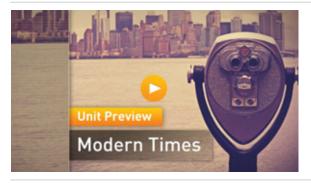


The Individual

How does one person find his or her place in society?

UNIT 2





Modern Times

How was being American redefined in the 20th century?

UNIT 3





Seeking Romance

How can love inspire both folly and wisdom?

UNIT 4





GETTING STARTED

elcome to the StudySync Reading and Writing Companion! In this booklet, you will find a collection of readings based on the theme of the unit you are studying. As you work through the readings, you will be asked to answer questions and perform a variety of tasks designed to help you closely analyze and understand each text selection. Read on for an explanation of each section of this booklet.



CORE ELA TEXTS

In each Core ELA Unit you will read texts and text excerpts that share a common theme, despite their different genres, time periods, and authors. Each reading encourages a closer look with questions and a short writing assignment.







INTRODUCTION

An Introduction to each text provides historical context for your reading as well as information about the author. You will also learn about the genre of the excerpt and the year in which it was written.



FIRST READ

During your first reading of each excerpt, you should just try to get a general idea of the content and message of the reading. Don't worry if there are parts you don't understand or words that are unfamiliar to you. You'll have an opportunity later to dive deeper into the text.



NOTES

Many times, while working through the activities after each text, you will be asked to annotate or make annotations about what you are reading. This means that you should highlight or underline words in the text and use the "Notes" column to make comments or jot down any questions you may have. You may also want to note any unfamiliar vocabulary words here.



vocabulary words used in the excerpt.

CLOSE READ & FOCUS QUESTIONS

After you have completed the First Read, you will then be asked to go back and read the excerpt more closely and critically. Before you begin your Close Read, you should read through the Focus Questions to get an idea of the concepts you will want to focus on during your second reading. You should work through the Focus Questions by making annotations, highlighting important concepts, and writing notes or questions in the "Notes" column. Depending on instructions from your teacher, you may need to respond online or use a separate piece of paper to start expanding on your thoughts and ideas.

WRITING PROMPT

Your study of each excerpt or selection will end with a writing assignment. To complete this assignment, you should use your notes, annotations, and answers to both the Think and Focus Questions. Be sure to read the prompt carefully and address each part of it in your writing assignment.

STUDYSYNC LIBRARY | Lord of the Flies the glamour and made happy by it. They turned to each other, laughing excitedly, talking, not listening. The air was bright. Raiph, faced by the task of translating all this into an explanation, stood on his head and fell over. When they had done laughing, Simon stroked Raiph's arm shyly; and they had to "Come on," said Jack presently, "we're explorers." THINK QUESTIONS What has happened that has caused be where they are? Explain your about where they are and what happ textual evidence Why must the boys choose a lead role does the conch shell play answer using evidence from th tat can you infer about procede Reading & Writing 51

Reread the excerpt from Lord of the Flies use your answers and annotations from th

FOCUS QUESTIONS

As you reread the excerpt from T In The Lord of the Flies. Golding explores the Flies, focus on the character

do his words and a nove except Two Upp and the Street and th

In this excerpt, the boys choose a leader. Why do they choose Ralph? Is it because they think he will be the best leader or for some other reason? What possible theme might Golding be exploring through the election and its results?

very popular. Summarize the events that take place in this excerpt from the story. What do you think has attracted readers to the story's conflicts and suspense? Use text evidence to describe how the reader is drawn into the story's plot.

Think about the relationship between the characters of Ralph and Piggy as revealed in this excerpt. How does Jack Merridew affect this relationship? Use your understanding of character and theme to examine the relationship between Ralph and Piggy and what it might suggest about the rules and challenges of finerithinp.

What do his words and actions reveal about his character? Why do you think he wants to be called Merridew instead of Jack? Ask and answer your own question about Jack's character.

As you reread the excerpt from *The Lord of the*4. What might the mysterious conch symbolize?

*Files. focus on the character of Jack Merridew.

Why might it hold such a strange power over the boys? What possible theme in the novel might Golding be exploring through the conch?

Analyze the character of Piggy in the novel

5. In The Lord of the Flies, Golding explores the theme of civilization. Based on evidence throughout the excerpt, what tension exists between the boys' ideas about civilization and their behavior toward one another?

what possible theme

The story is a classic in literature as well as b very popular. Summarize the events that take place in this excerpt from the story. What do you think has attracted readers to the story's conflicts and suspense? Use text evidence to describe how the reader is drawn into the story's plot.

Think about the relationship betys of Ralph and Piggy as revealed in this ex How does Jack Merridew affect be your understanding of character and theme to challenges of friendship.



ENGLISH LANGUAGE DEVELOPMENT TEXTS

The English Language Development texts and activities take a closer look at the language choices that authors make to communicate their ideas. Individual and group activities will help develop your understanding of each text.





After you have completed the First Read, you will have two additional opportunities to revisit portions of the excerpt more closely. The directions for each reread will specify which paragraphs or sections you should focus on.

2 USING LANGUAGE

These questions will ask you to analyze the author's use of language and conventions in the text. You may be asked to write in sentence frames, fill in a chart, or you may simply choose between multiple-choice options. To answer these questions, you should read the exercise carefully and go back in the text as necessary to accurately complete the activity.

MEANINGFUL INTERACTIONS & SELF-ASSESSMENT RUBRIC

After each reading, you will participate in a group activity or discussion with your peers. You may be provided speaking frames to guide your discussions or writing frames to support your group work. To complete these activities, you should revisit the excerpt for textual evidence and support. When you finish, use the Self-Assessment Rubric to evaluate how well you participated and collaborated.





EXTENDED WRITING PROJECT

The Extended Writing Project is your opportunity to explore the theme of each unit in a longer written work. You will draw information from your readings, research, and own life experiences to complete the assignment.

1

WRITING PROJECT

After you have read all of the unit text selections, you will move on to a writing project. Each project will guide you through the process of writing an argumentative, narrative, informative, or literary analysis essay. Student models and graphic organizers will provide guidance and help you organize your thoughts as you plan and write your essay. Throughout the project, you will also study and work on specific writing skills to help you develop different portions of your writing.

2

WRITING PROCESS STEPS

There are five steps in the writing process: Prewrite, Plan, Draft, Revise, and Edit, Proofread, and Publish. During each step, you will form and shape your writing project so that you can effectively express your ideas. Lessons focus on one step at a time, and you will have the chance to receive feedback from your peers and teacher.



WRITING SKILLS

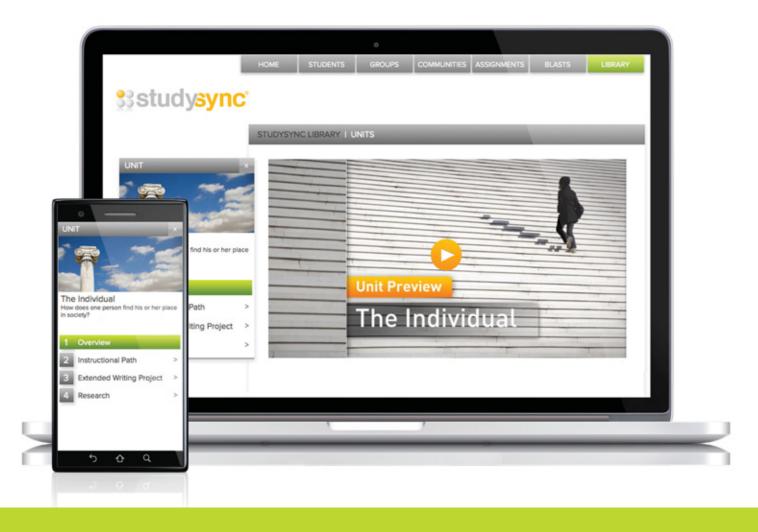
Each Writing Skill lesson focuses on a specific strategy or technique that you will use during your writing project. The lessons begin by analyzing a student model or mentor text, and give you a chance to learn and practice the skill on its own. Then, you will have the opportunity to apply each new skill to improve the writing in your own project.





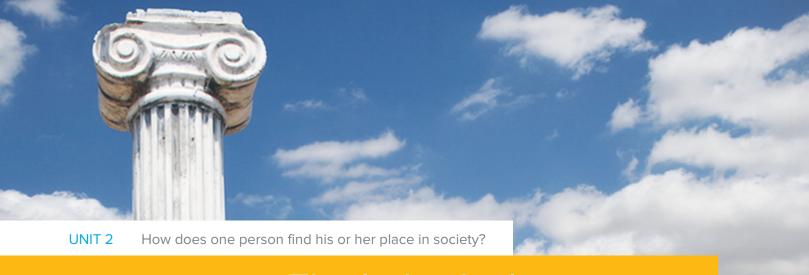
33 Studysync[®]

Reading & Writing Companion



How does one person find his or her place in society?

The Individual



The Individual



TEXTS

140	Song of Myself POETRY Walt Whitman
147	Walden NON-FICTION Henry David Thoreau
152	Society and Solitude NON-FICTION Ralph Waldo Emerson
157	The Adventures of Huckleberry Finn FICTION Mark Twain
163	Declaration of Sentiments by the Seneca Falls Convention NON-FICTION Seneca Falls Convention
168	The Story of an Hour FICTION Kate Chopin
173	What to the Slave Is the Fourth of July? NON-FICTION Frederick Douglass
180	Second Inaugural Address NON-FICTION Abraham Lincoln
185	Lee Surrenders to Grant, April 9th, 1865 NON-FICTION Horace Porter

189	What They Fought For 1861–1865 NON-FICTION James M. McPherson
194	The Cask of Amontillado FICTION Edgar Allan Poe
204	Because I could not stop for Death POETRY Emily Dickinson



ENGLISH LANGUAGE DEVELOPMENT TEXTS

208 A New Beginning

FICTION

217 The Quest for Woman Suffrage

NON-FICTION



262

EXTENDED WRITING PROJECT

227	Extended Writing Project: Literary Analysis
232	Extended Writing Project: Prewrite
234	SKILL: Thesis Statement
236	SKILL: Supporting Details
240	SKILL: Organize Argumentative Writing
244	Extended Writing Project: Plan
246	SKILL: Introductions
248	SKILL: Sources and Citations
252	SKILL: Body Paragraphs and Transitions
255	SKILL: Conclusions
258	Extended Writing Project: Draft
260	Extended Writing Project: Revise

502

Text Fulfillment through StudySync



Extended Writing Project: Edit, Proofread, and Publish

THE ADVENTURES OF HUCKLEBERRY FINN (CHAPTER 1)

FICTION

Mark Twain

1885

INTRODUCTION studysynce

rnest Hemingway claimed that Mark Twain's *The Adventures of Huckleberry*Finn is the one book from which all modern American literature springs.

While capturing cultural changes of the times, Twain weaves a memorable tale as told by the spirited Huck. In Chapter 1, Huck considers settling into a respectable life with the decent Widow Douglas.

"I got so down-hearted and scared I did wish I had some company."





FIRST READ

CHAPTER 1

- You don't know about me without you have read a book by the name of The Adventures of Tom Sawyer; but that ain't no matter. That book was made by Mr. Mark Twain, and he told the truth, mainly. There was things which he stretched, but mainly he told the truth. That is nothing. I never seen anybody but lied one time or another, without it was Aunt Polly, or the widow, or maybe Mary, Aunt Polly—Tom's Aunt Polly, she is—and Mary, and the Widow Douglas is all told about in that book, which is mostly a true book, with some stretchers, as I said before.
- 2 Now the way that the book winds up is this: Tom and me found the money that the robbers hid in the cave, and it made us rich. We got six thousand dollars apiece—all gold. It was an awful sight of money when it was piled up. Well, Judge Thatcher he took it and put it out at interest, and it fetched us a dollar a day apiece all the year round-more than a body could tell what to do with. The Widow Douglas she took me for her son, and allowed she would sivilize me; but it was rough living in the house all the time, considering how dismal regular and decent the widow was in all her ways; and so when I couldn't stand it no longer I lit out. I got into my old rags and my sugarhogshead again, and was free and satisfied. But Tom Sawyer he hunted me up and said he was going to start a band of robbers, and I might join if I would go back to the widow and be respectable. So I went back.
- The widow she cried over me, and called me a poor lost lamb, and she called me a lot of other names, too, but she never meant no harm by it. She put me in them new clothes again, and I couldn't do nothing but sweat and sweat, and feel all cramped up. Well, then, the old thing commenced again. The widow rung a bell for supper, and you had to come to time. When you got to the table you couldn't go right to eating, but you had to wait for the widow to tuck down her head and grumble a little over the victuals, though there warn't

158

really anything the matter with them,—that is, nothing only everything was cooked by itself. In a barrel of odds and ends it is different; things get mixed up, and the juice kind of swaps around, and the things go better.

- 4 After supper she got out her book and learned me about Moses and the Bulrushers, and I was in a sweat to find out all about him; but by and by she let it out that Moses had been dead a considerable long time; so then I didn't care no more about him, because I don't take no stock in dead people.
- 5 Pretty soon I wanted to smoke, and asked the widow to let me. But she wouldn't. She said it was a mean practice and wasn't clean, and I must try to not do it any more. That is just the way with some people. They get down on a thing when they don't know nothing about it. Here she was a-bothering about Moses, which was no kin to her, and no use to anybody, being gone, you see, yet finding a power of fault with me for doing a thing that had some good in it. And she took snuff, too; of course that was all right, because she done it herself.
- Her sister, Miss Watson, a tolerable slim old maid, with goggles on, had just come to live with her, and took a set at me now with a spelling-book. She worked me middling hard for about an hour, and then the widow made her ease up. I couldn't stood it much longer. Then for an hour it was deadly dull, and I was fidgety. Miss Watson would say, "Don't put your feet up there, Huckleberry;" and "Don't scrunch up like that, Huckleberry—set up straight;" and pretty soon she would say, "Don't gap and stretch like that, Huckleberry why don't you try to behave?" Then she told me all about the bad place, and I said I wished I was there. She got mad then, but I didn't mean no harm. All I wanted was to go somewheres; all I wanted was a change, I warn't particular. She said it was wicked to say what I said; said she wouldn't say it for the whole world; she was going to live so as to go to the good place. Well, I couldn't see no advantage in going where she was going, so I made up my mind I wouldn't try for it. But I never said so, because it would only make trouble, and wouldn't do no good.
- 7 Now she had got a start, and she went on and told me all about the good place. She said all a body would have to do there was to go around all day long with a harp and sing, forever and ever. So I didn't think much of it. But I never said so. I asked her if she reckoned Tom Sawyer would go there, and she said not by a considerable sight. I was glad about that, because I wanted him and me to be together.
- 8 Miss Watson she kept pecking at me, and it got tiresome and lonesome. By and by they fetched the n----- in and had prayers, and then everybody was off to bed. I went up to my room with a piece of candle, and put it on the table. Then I set down in a chair by the window and tried to think of something

cheerful, but it warn't no use. I felt so lonesome I most wished I was dead. The stars were shining, and the leaves rustled in the woods ever so mournful; and I heard an owl, away off, who-whooing about somebody that was dead, and a whippowill and a dog crying about somebody that was going to die; and the wind was trying to whisper something to me, and I couldn't make out what it was, and so it made the cold shivers run over me. Then away out in the woods I heard that kind of a sound that a ghost makes when it wants to tell about something that's on its mind and can't make itself understood, and so can't rest easy in its grave, and has to go about that way every night grieving. I got so down-hearted and scared I did wish I had some company. Pretty soon a spider went crawling up my shoulder, and I flipped it off and it lit in the candle; and before I could budge it was all shriveled up. I didn't need anybody to tell me that that was an awful bad sign and would fetch me some bad luck, so I was scared and most shook the clothes off of me. I got up and turned around in my tracks three times and crossed my breast every time; and then I tied up a little lock of my hair with a thread to keep witches away. But I hadn't no confidence. You do that when you've lost a horseshoe that you've found, instead of nailing it up over the door, but I hadn't ever heard anybody say it was any way to keep off bad luck when you'd killed a spider.

9 I set down again, a-shaking all over, and got out my pipe for a smoke; for the house was all as still as death now, and so the widow wouldn't know. Well, after a long time I heard the clock away off in the town go boom-boomboom—twelve licks; and all still again—stiller than ever. Pretty soon I heard a twig snap down in the dark amongst the trees—something was a stirring. I set still and listened. Directly I could just barely hear a "me-yow! me-yow!" down there. That was good! Says I, "me-yow! me-yow!" as soft as I could, and then I put out the light and **scrambled** out of the window on to the shed. Then I slipped down to the ground and crawled in among the trees, and, sure enough, there was Tom Sawyer waiting for me.



THINK QUESTIONS CA-CCSS: CA.RL.11-12.1, CA.L.11-12.4a

- 1. How does Huck describe living with the Widow Douglas? What does Huck's view of the widow reveal about himself? Cite evidence from the text to support your response.
- 2. What is the conflict between Huck Finn and Miss Watson? How does this conflict reveal that the two characters do not fully understand each other? Cite evidence from the text to support your response.
- 3. In the eighth paragraph, how does Huck feel? How does Huck's description of the evening reflect his own mood? Cite evidence from the text to support your response.

- In the second paragraph, do you think the word dismal has a negative or positive connotation? How can you tell from the context clues in the sentence in which it appears?
- 5. Look up the word **scramble** in a dictionary and notice that it has multiple meanings. Explain how context clues help you determine which is the intended meaning in the last paragraph.



CLOSE READ ca-ccss: Ca.RL:11-12.1, Ca.RL:11-12.3, Ca.RL:11-12.9, Ca.W:11-12.4, Ca.W:11-12.5, Ca.W:11-12.6, Ca.W:11-12.9a, Ca.W:11-12.10

Reread the excerpt from The Adventures of Huckleberry Finn. As you reread, complete the Focus Questions below. Then use your answers and annotations from the questions to help you complete the Writing Prompt.



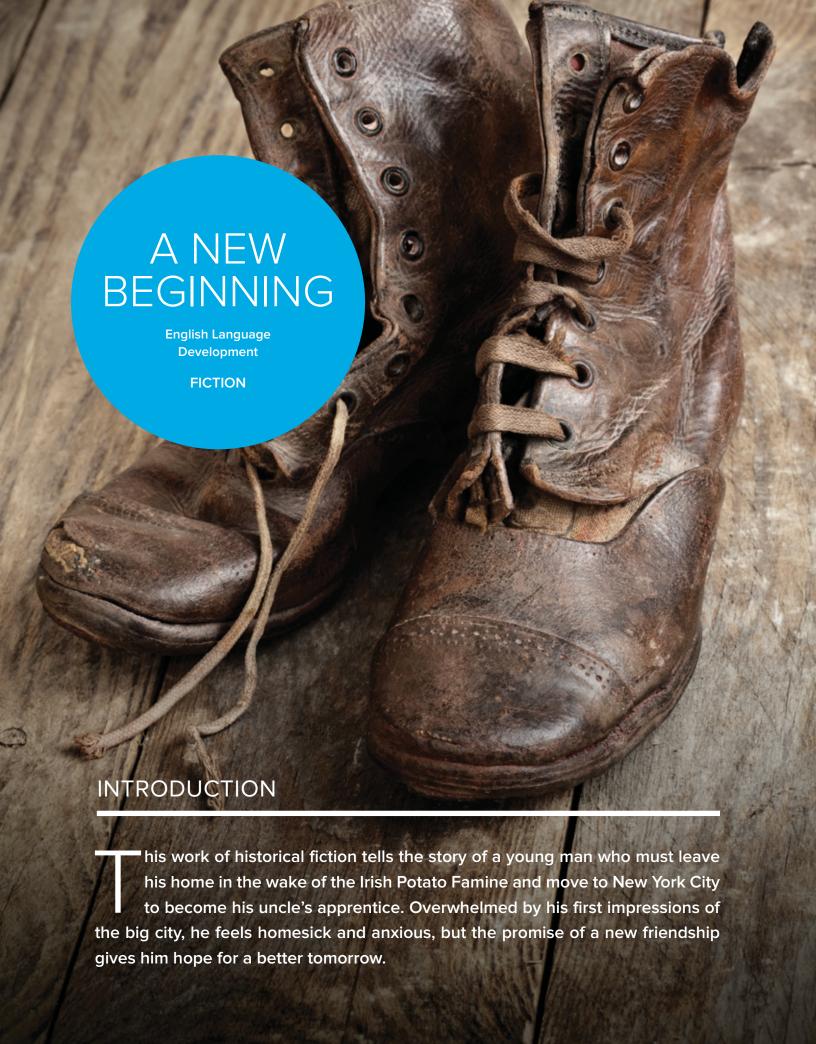
FOCUS QUESTIONS

- Many literary critics have identified Huck as an unreliable narrator. An unreliable narrator is one who does not understand the full significance of the characters and events that he or she is describing and commenting on. Huck is not intentionally unreliable. His narration is unreliable because Huck is a teenager who lacks formal education and experience. In fact, much of the humor in the first chapters comes from Huck's incomplete understanding of the adults around him and their "sivilized" ways. Reread the first paragraph. Highlight text that you find humorous, and explain how that text begins to establish Huck as an unreliable narrator.
- 2. Reread paragraphs 2 and 3. What does Huck value? What does the Widow Douglas value?

- 3. Reread paragraphs 6 and 7. How do these paragraphs establish Huck as an unreliable narrator? How do they create humor in the narrative?
- 4. Huck says that he wants to join "a band of robbers" and go to "the bad place." Despite these statements, what evidence can you find of Huck's goodness?
- 5. Reread paragraph 8. How does this paragraph demonstrate Huck's connection to nature? How would you describe his connection to nature?
- 6. Reread the final paragraph. What decision does Huck make? How does the stillness of the house and the stirring of trees outside relate to Huck's decision? What does this decision reveal about Huck's sense of belonging in relation to "civilized society"?

WRITING PROMPT

What do you think freedom means to the speaker of Walt Whitman's "Song of Myself" and to Huck Finn in Mark Twain's The Adventures of Huckleberry Finn? Write a response in which you compare and contrast how the two literary works from the 19th century treat the concept of freedom. Cite evidence from the text to support your response.



"I was surrounded by hundreds of thousands of people, but I had never felt so alone."



FIRST READ



- My stomach was doing somersaults as I **clambered** off the boat in New York Harbor. I had been looking forward to a new life as my uncle's apprentice. But now that I had set foot in this strange city, I yearned for the quiet hills of my native Ireland. Life had been difficult ever since the Great Famine took hold. Our potato crops began to fail year after year. When my uncle suggested that I come live with him and learn his trade, my parents arranged passage for me on the next boat. I'd had no real desire to become a **cobbler**. But as a growing twelve-year-old boy, I did maintain a desire to eat regular meals. I packed up and left home without a fight.
- 2 From the moment I spotted New York City on the horizon, I knew that my life would never be the same. I had heard stories about the city, but even in my wildest dreams, I never imagined anything like what I was seeing with my own two eyes. There were more buildings than I could count. I thought back to the dozen buildings that made up our small town square and shook my head in disbelief.
- I disembarked from the ship with my fellow passengers, and I found myself pushed along with the ebb and flow of the city. I barely felt my feet touch the ground as I was carried away from the harbor. I had never seen so many people. Everywhere I turned there were bodies. I quickly lost sight of the corner where I was supposed to meet my uncle. I couldn't breathe as chaos swirled around me. A hand reached out from the throng and grasped my shoulder roughly. I started to scream, but then I recognized my uncle's harried face.
- The foot traffic thinned out as we made our way deeper into the city. I summoned the courage to look up at my surroundings. I tipped my head back and gasped with astonishment at the clotheslines stretched between buildings. What looked like hundreds of shirts and pants swayed gently in the breeze above the street. I thought we'd had a lot of laundry at home between my parents and five siblings, but it was nothing like this. I suddenly realized

that each item of clothing represented a person that I might never meet in this vast city. At the same time, I thought of everyone at home that I might never see again. Homesickness gripped my heart. I was surrounded by hundreds of thousands of people, but I had never felt so alone.

- We arrived at the tenement. My feet stumbled in the narrow hallway. I grabbed onto the railing so I wouldn't trip as I made my way up the steep stairway toward our apartment. A boy about my age appeared on the landing ahead of us. He nodded a silent greeting, and I returned the gesture. I wondered who the boy was, but since my uncle did not stop to say hello, I kept climbing the stairs. With a frown, I almost said, "Back home, we would have stopped to chat with our neighbors," but I caught myself. This city was where I lived now, and I needed to make a home here.
- Later that night, I sat down to write a letter to my parents, but I did not know what to say. Life in New York was supposed to be easier than the life I had left behind in Ireland, but so far, it was not. Just then, I heard a burst of laughter coming from the other side of the wall. My mind flashed back to the boy I met on the stairs. Eager to make a new friend, I hurried to the door just in time to see the same boy walk out of the next apartment. He flashed me a quick smile and continued on his way, laughing with each step. As the sounds of his laughter bounced off the walls around me, I came to realize something important. If he was so happy here, then I could be too. We were not friends yet, but I could not wait to see what tomorrow would bring.



USING LANGUAGE CA-CCSS: ELD.PII.11-12.2.b.EX

Read each sentence or sentences about the story. Choose the correct connecting word or phrase to fill in the blank.

1.	First, the crops began to fail, the boy's parents decided to send him to live with his uncle.
	HoweverSecond
2.	The boy got off the boat in the harbor, his stomach did somersaults. On the contrary Meanwhile
3.	The boy was excited about his new life, he missed his home and family. On the other hand For that reason
4.	The boy was frightened when he felt a hand on his shoulder he saw his uncle's face. O Then O Moreover
5.	The clotheslines made the boy think about all the people in the big city, he recalled all the people he left behind in Ireland. O Similarly O Specifically
6.	For most of the day, the boy missed his home in Ireland, he decided that he needed to make New York his new home. O Before O Finally

MEANINGFUL INTERACTIONS CA-CCSS: ELD.PI.11-12.1.Ex, ELD.PI.11-12.6.a.Ex

First, complete the chart below to explain the causes and effects in the plot. Then, with your group, discuss how these causes and effects lead to one another as the plot of the story develops. In your discussion, practice providing coherent and well-articulated comments. Use the self-assessment rubric to evaluate your participation in the discussion.

Cause	Effect
The family's crops failed.	The family faced financial difficulty.
The boy leaves Ireland for New York City.	He is overwhelmed by how big the city is.
	He feels scared.
The boy sees a lot of clothes on a clothesline.	
The boy doesn't understand why his uncle is not friends with the boy they meet on the stairs.	
	He decides to make a new friend.

SELF-ASSESSMENT RUBRIC CA-CCSS: ELD.PI.11-12.1.Ex, ELD.PI.11-12.6.a.EX

	4 I did this well.	3 I did this pretty well.	2 I did this a little bit.	1 I did not do this.
I took an active part with others in doing the activity.				
I contributed effectively to the group's discussion.				
I understood the causes and effects in the story's plot.				
I helped others understand the causes and effects in the story's plot.				
I provided coherent and well-articulated comments.				



Reread paragraphs 1–3 of "A New Beginning." After you reread, complete the Using Language and Meaningful Interactions activities.



USING LANGUAGE CA-CCSS: ELD.PII.11-12.3.EX

Read each sentence about the story, and note the verb form or tense listed in the second column. Complete the chart by choosing the correct vivid verb to complete each sentence.

		Vivid Verb Options		
struggling	flees	fantasizing	drifted	push

Quotation	Verb Form or Tense	Vivid Verb
The narrator his home in Ireland.	present	
The boat into the harbor.	past	
The boy had been about New York City.	past perfect	
The people began to the boy.	infinitive	
The boy was to breathe.	participle	



MEANINGFUL INTERACTIONS CA-CCSS: ELD.PI.11-12.6.b.Ex

Based on what you have read in "A New Beginning," what can you infer about the narrator and his situation? Work in a small group to practice sharing and discussing your inferences, using the speaking frames. Remember to use textual evidence to support your inferences. Then, use the self-assessment rubric to evaluate your participation in the discussion.

- The text describes the narrator as . . . As a result. I can infer . . .
- The text says that Ireland is . . . These details suggest that . . .
- The narrator says that New York City is . . . These details indicate that . . .
- More textual evidence that supports my inferences includes . . .

SELF-ASSESSMENT RUBRIC CA-CCSS: ELD.Pl.11-12.6.b.EX

	4 I did this well.	3 I did this pretty well.	2 I did this a little bit.	1 I did not do this.
I made inferences about the narrator based on details in the text.				
I made inferences about the narrator's situation based on details in the text.				
I supported my inference using details from the text.				
I helped others find textual evidence to support their inferences.				



REREAD

Reread paragraphs 4-6 of "A New Beginning." After you reread, complete the Using Language and Meaningful Interactions activities.



USING LANGUAGE CA-CCSS: ELD.PI.11-12.7.EX

Sort the quotations that the author uses to create a feeling of worry or wonder and write them in the columns below.

Quotations					
I grabbed onto the railing so I wouldn't trip as I made my way up the steep stairway toward our apartment.	I suddenly realized that each item of clothing represented a person that I might never meet in this vast city.				
What looked like hundreds of shirts and pants swayed gently in the breeze above the street.	He flashed me a quick smile and continued on his way, laughing with each step.				
I summoned the courage to look up at my surroundings.	I was surrounded by hundreds of thousands of people, but I had never felt so alone.				

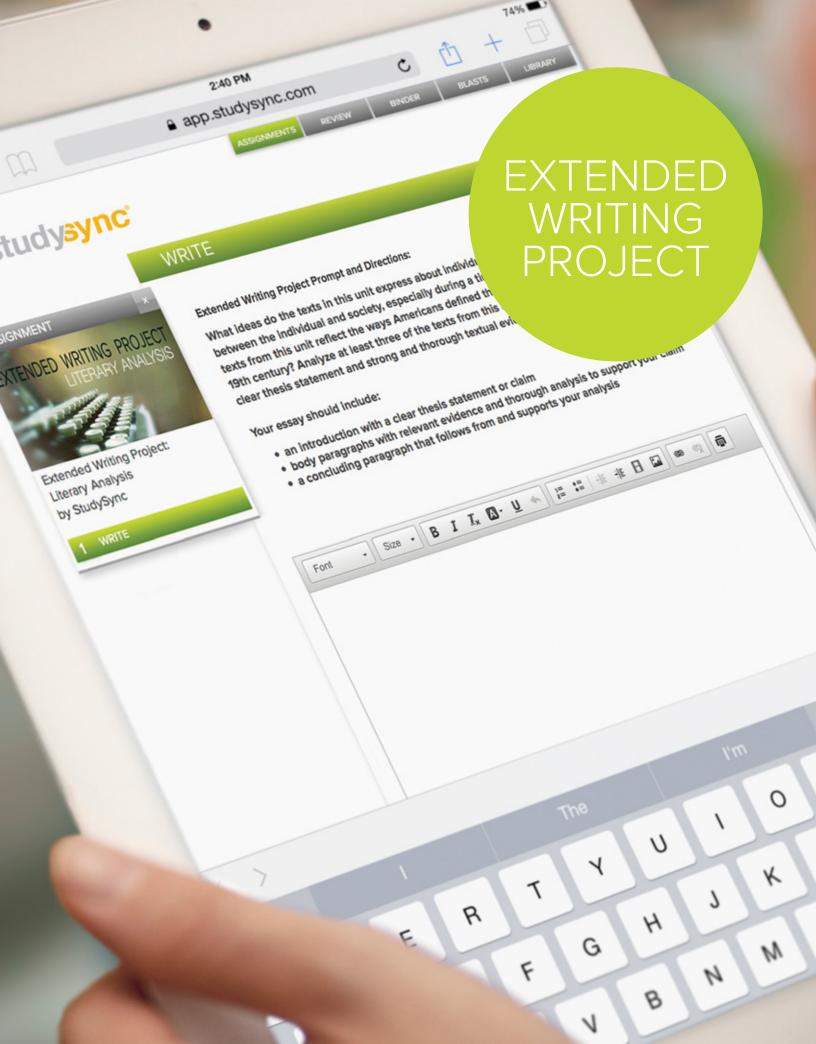
Worry	Wonder



MEANINGFUL INTERACTIONS CA-CCSS: ELD.Pl.11-12.6.b.EX

What do you think will happen next to the narrator? Will he like living in New York City? Why or why not? What evidence from the text supports your prediction? Use the writing frames below to take notes about your prediction. Then, use your notes to participate in the discussion.

•	My prediction is that the narrator will / will not like living in New York City because			
•	Textual evidence that supports my prediction includes			
•	I think the narrator will probably			
	because			







LITERARY ANALYSIS

WRITING PROMPT

What ideas do the texts in this unit express about individualism and the relationship between the individual and society, especially during a time of cultural turmoil? How do the texts from this unit reflect the ways Americans defined themselves as individuals in the 19th century? Analyze at least three of the texts from this unit in an essay that provides a clear thesis statement and strong and thorough textual evidence.

Your essay should include:

- an introduction with a clear thesis statement or claim
- body paragraphs with relevant evidence and thorough analysis to support your claim
- a concluding paragraph that follows from and supports your analysis

Literary analysis is a form of argumentative writing. There are different purposes for argumentative writing. For example, an argument might aim to change the readers' perspective, inspire readers to take action, or convince readers to accept the writer's ideas, beliefs, or analysis. In a literary analysis essay, a writer makes claims about the meaning or the value of a literary work and defends his or her interpretations with evidence from the text.

Strong argumentative writing introduces a main idea, often in the form of a central claim, and establishes the significance of that claim with strong and thorough evidence. The writing should stay focused on the central claim and create an organizational structure that logically sequences the supporting details and textual evidence. Though analysis and argumentative writing may express strong opinions based on textual evidence, the writing should maintain a formal style and an objective tone.

The features of literary analysis and argumentative writing include:

- an engaging introduction with a clear thesis statement or central claim
- a clear organizational structure
- body paragraphs that present supporting details
- transitions between paragraphs and ideas
- · a formal style and an objective tone
- a strong and memorable conclusion

As you continue with this extended writing project, you'll receive more instructions and practice to help you craft a literary analysis essay.



STUDENT MODEL

Before you get started on your own literary analysis essay, consider this model that one student wrote in response to the writing prompt. As you read, highlight and annotate the features of argumentative writing that the student included in her essay.

Making the Personal Political

One isn't always the loneliest number. While it may be true that there is strength in numbers, there's no denying the social power of the individual. According to the Encyclopedia Britannica, the term "individualism" emerged in the 19th century and means a "political and social philosophy that emphasized the moral worth of the individual (Lukes)." Many American writers of that period adopted that philosophy and used it to push for changes in society. Sometimes the individual set a new course for his or her own life. At other times, the individual rallied the masses to action. As demonstrated by the works of Henry David Thoreau, Elizabeth Cady Stanton, and Frederick Douglass, some of the most influential social movements relied on significant contributions by individual writers.

Thoreau immediately springs to mind in any discussion of 19th century intellectuals with new ideas about the individual. Alone in his cabin on Walden Pond, Thoreau set out to "front only the essential facts of life, and see if I could not learn what it had to teach." In other words, Thoreau opened himself up to discovering new truths and ideas about the individual and his role in society. As a white man, he probably had more personal freedom than other writers of the time did. The primary goal of his time alone on Walden Pond was self-discovery,

but he did not want to keep his epiphanies to himself. Thoreau understood that he could write about his personal experiences and influence the outside world and hope to change things for the better. If life "proved to be mean," Thoreau said, then he would "get the whole and genuine meanness of it, and publish its meanness to the world." At the conclusion of that investigation, Thoreau published Walden, a philosophical autobiography that showed readers the value of individual insight and observation.

Thoreau's belief in the power of each individual's personal experience led him to urge his readers to not so readily accept any established belief system but to draw their own conclusions about life based on their direct experiences. He states, "For most men, it appears to me, are in a strange uncertainty about it, whether it is of the devil or of God, and have somewhat hastily concluded that it is the chief end of man here to 'glorify God and enjoy him forever." Thoreau himself did not want to arrive at any "hasty conclusions" about the nature and the meaning of life. Instead, he wanted "to know it by experience, and be able to give a true account of it." Thoreau states that he launched into this project of discovery making no assumptions. If life "proved to be mean" or "sublime," whatever he observed, he would write about honestly. Thoreau's observations included criticisms of society, which is perhaps one of the roles that he saw for himself as a writer. For instance, Thoreau believed in nature and simplicity and thought that the country in pursuing economic and technological improvements was becoming "an unwieldy and overgrown establishment."

"The Declaration of Sentiments" by the Seneca Falls Convention described a lot of "mean" things about life in the 19th century, primarily the social, political, and educational inequalities between men and women. One of its main authors, Elizabeth Cady Stanton, intentionally alluded to the Declaration of Independence to make a clear connection between the personal and the political. Unlike Thoreau, she wanted to unite individuals in society, not wander off alone in search of truth and insights in nature. She didn't feel that women shared in the same personal freedoms as men. When it came to moral truths, she and her friends added to what the Founding Fathers claimed was "self-evident," clarifying "that all men and women are created equal." When the suffragists listed their grievances, they didn't use plural nouns like "women" and "men." Instead, they wrote "he" and "she" and described their complaints in the singular person to point out society's injustices against individuals. This final claim shows how angry they were: "He has



endeavored, in every way that he could, to destroy her confidence in her own powers, to lessen her self-respect, and to make her willing to lead a dependent and abject life." Stanton and the other writers of the "Declaration of Sentiments" hoped to convince the conference attendees that only full freedom and independence for every individual, man or woman, mattered.

Frederick Douglass also looked to the Declaration of Independence as an opportunity to demonstrate that full freedom and independence for all remained an illusion for many individuals in 19th century America. Born into slavery, Douglass later escaped and became one of the nation's most famous speakers of the abolitionist movement. As the country headed closer and closer to an all-out civil war, Douglass' forceful rhetoric was matched by an equally strong sense of self, both of which he used to empower others. Quiet meditations like Henry David Thoreau's Walden musings would not suffice. As the convention members at Seneca Falls realized, louder voices were needed to respond to the surrounding political turmoil. Whenever Douglass told his own individual story, he recognized that he had to speak for others in society who still had little or no political voice. For example, when asked to speak at a Fourth of July event, he asked his audience, "What have I, or those I represent, to do with your national independence?" Douglass repeated this strong need to represent the many people still in bondage when he said, "I shall see this day and its popular characteristics from the slave's point of view." In this instance, the controversial politics of the situation made Douglass' personal situation and insights even more compelling. He helped to rally the masses and inspire others to continue their work toward freedom not just for himself but for all enslaved people.

Like Thoreau, Douglass challenged individuals in society to take a critical look at themselves and their beliefs. To emphasize his points, Douglass used sarcasm in his rhetoric. "Would you have me argue that man is entitled to liberty?" he asked, knowing that the answer, at least to his audience, was self-evident. "Must I argue the wrongfulness of slavery?" The idea of answering the question seemed ridiculous to him. Rhetorical questions like these were meant to show individuals that if they just stopped to think about such issues, they would find the obvious answer themselves. "What, then, remains to be argued?" he asked near the end of his speech. If his role in society was to continue arguing about something that seemed self-evident, he would accept invitations to speak on the subject. However, that didn't mean he would leave people's ideas about things such as freedom and slavery unchallenged.

Each of the authors mentioned above expanded upon ideas about the roles individuals played in society. They pushed for changes that would improve the world around them and empower more and more individuals. Their words would inspire future leaders such as Gandhi and Martin Luther King, Jr., who both wrote about how Thoreau's ideas and writings influenced their own contributions to society. Such personal calls for political change continue today. Whether in cabins, convention halls, courtrooms, or classrooms, individuals continue to speak out on behalf of others in order to make this a better world for all.

Works Cited

Lukes, Steven M. "Individualism: Politics and Philosophy"; Encyclopaedia Brittanica

Online. Encyclopædia Britannica Inc., 2014. Web. Jul 17 2015

Douglass, Frederick. "What to the Slave Is the Fourth of July?"

StudySync. BookheadEd Learning, LLC., 2015. Web. 4 June 2015.

Stanton, Elizabeth Cady. "Declaration of Sentiments by the Seneca Falls

Convention." StudySync. BookheadEd Learning, LLC., 2015. Web. 4 June 2015.

Thoreau, Henry David. Walden. StudySync. BookheadEd Learning, LLC., 2015.

Web. 4 June 2015.



THINK QUESTIONS

- 1. Which sentence from the first paragraph states the main idea of the essay?
- 2. How is the text in "Making the Personal Political" organized?
- 3. Do you think the writer addressed all aspects of the prompt in the essay? Were there any points that could have been better developed or supported more strongly?
- Which selections, Blasts, or other resources do you think would best address the writing prompt in a literary analysis essay? Why do these particular texts appeal to you? What are some ideas or claims that you may want to develop in your analysis?
- Based on what you have read, listened to, and researched, what ideas do you have about how particular individuals in the 19th century viewed the relationship between the individual and society?



PREWRITE

CA-CCSS: CA.RL.11-12.1, CA.RL.11-12.2; CA.RI.11-12.1, CA.RI.11-12.2, CA.W.11-12.5, CA.W.11-12.6, CA.W.11-12.9, CA.W.11-12.10,

WRITING PROMPT

What ideas do the texts in this unit express about individualism and the relationship between the individual and society, especially during a time of cultural turmoil? How do the texts from this unit reflect the ways Americans defined themselves as individuals in the 19th century? Analyze at least three of the texts from this unit in an essay that provides a clear thesis statement and strong and thorough textual evidence.

Your essay should include:

- an introduction with a clear thesis statement or claim
- body paragraphs with relevant evidence and thorough analysis to support your claim
- a concluding paragraph that follows from and supports your analysis

In addition to studying techniques authors use to convey information, you have been reading and learning about how individuals define themselves in relation to society. Now you will use those argumentative writing techniques to compose your own literary analysis essay.

As you reread and reflect upon the writing prompt for your literary analysis essay, think about the key words "individual" and "society." How do the writers you've read so far portray or depict each one in their works? Do they suggest a relationship between the two? How might you describe that relationship? As you brainstorm ideas, think about how these questions and your answers relate back to the context of the United States in the 19th century.

The prompt also asks you to select at least three works for discussion in your essay. Based on the questions above, which ones come to mind first? Use a

concept map or three-column chart to record your choices and list reasons why you think they relate to the prompt. For example, how did these three writers define "society"? Did they view it in a positive or negative way? Did they believe that society helped individuals achieve their goals or did it present obstacles toward that achievement? What role(s) did they believe the individual could play to change or sustain society? How did their own writing fulfill those roles?

As you write down your ideas, look for similarities or relationships between the texts. Do you notice ideas that are repeated? Looking for patterns such as these may help you clarify the claims you want to propose in your essay. Use the observations and details from your concept map or chart to write down any claims that you think might be interesting to develop and explore in a literary analysis of the selected texts.

Use this model to give you ideas or guidance for your own prewriting:

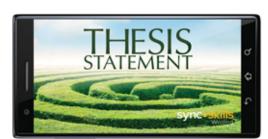
Text: "What to the Slave Is the Fourth of July?"

Author: Frederick Douglass

Ideas about the individual: Believes all people should be free with equal rights. Douglass escaped to freedom from slavery.

Ideas about society: Government promises freedom for all, but Douglass sees hypocrisy in that. Not all people are free in 19th-century society in the U.S.

Douglass's role in society: Speaks of his own individual experiences. Also represents those who aren't free to speak out. Believes that telling his story can help to change society.



SKILL: THESIS **STATEMENT**



DEFINE

The thesis statement is the most important sentence in an essay because it introduces the topic that the writer will explore and develop in the body paragraphs. The thesis statement expresses the writer's central argument or claim about a topic. The thesis statement usually appears in the essay's introductory paragraph and is often the introduction's last sentence. The body paragraphs in a literary analysis all develop and support the thesis statement with evidence drawn from the texts being analyzed. Quite often, the writer will restate the thesis statement for added emphasis in the concluding paragraph.



IDENTIFICATION AND APPLICATION

A thesis statement:

- appears in the introductory paragraph
- makes a clear statement about the writer's central idea or argument
- lets the reader know what to expect in the body of the essay
- · may be restated in the concluding paragraph
- responds fully and completely to an essay prompt



MODEL

Consider the introductory paragraph from the student model essay "Making the Personal Political":

One isn't always the loneliest number. While it may be true that there is strength in numbers, there's no denying the social power of the individual. According to the Encyclopedia Britannica, the term "individualism" emerged in the 19th century and means a "political and social philosophy that emphasized the moral worth of the individual (Lukes)." Many American writers of that period adopted that philosophy and used it to push for changes in society. Sometimes the individual set a new course for his or her own life. At other times, the individual rallied the masses to action. As demonstrated by the works of Henry David Thoreau, Elizabeth Cady Stanton, and Frederick Douglass, some of the most influential social movements relied on significant contributions by individual writers.

Notice the boldfaced thesis statement. This student's thesis statement clearly responds to the prompt. It includes two of the key words from the prompt, "social" and "individual", and states an objective claim rather than simply restating the prompt. Without being too specific, the writers leads the reader to understand that the essay will include information about "influential social movements" and "contributions by individual writers." This might engage the reader's interest and provide a hint at how the essay might be structured.



PRACTICE

Review the essay prompt for the extended writing project. Next, write a rough draft of your thesis statement. Refer back to your prewriting activity to guide your writing and include the main point[s] you generated during the prewriting activity in their thesis statements. Once you have completed your rough draft, exchange papers or request a peer's thesis statement online. Provide each other with courteous and constructive feedback on the thesis statements.



SKILL: SUPPORTING DETAILS



DEFINE

In literary analysis and argumentative writing, writers develop their main ideas and central claims with relevant information called **supporting details**. Supporting details can be any facts, definitions, details, quotations, or textual evidence that are important to the reader's understanding of the topic and closely relate to the thesis statement of the essay. For the purposes of literary analysis, most of the supporting details should come from the texts being analyzed.

Strong and relevant supporting details include:

- Facts, definitions, and details important to understanding the topic
- Quoted passages from and descriptions about the texts being analyzed
- Accurate summaries of texts and/or significant scenes
- Research related to the thesis statement or the texts
- Pertinent quotations from experts, such as scholars and critics

Writers can choose supporting details from many sources. Encyclopedias, research papers, newspaper articles, memoirs, biographies, book reviews and criticism, documentaries, and online resources can all provide relevant information to develop and support claims and arguments. Though information is plentiful, the writer must be careful to evaluate the quality of information to determine what information is most important and most closely related to the thesis. If the information doesn't support the topic or if the information doesn't strengthen the writer's point, it is not relevant. For the purposes of a literary analysis essay, the best and most important resources are the texts themselves.

236



IDENTIFICATION AND APPLICATION



Step 1:

Review your thesis statement. To identify relevant supporting details, ask yourself, "What is my main idea or central claim about this topic?" For example, a writer might be making a claim about the influence of oratory, or the art of formal public speaking, in 19th-century America:

The political speeches of 19th-century America were more powerful and influential than today's speeches.

Step 2:

Ask what a reader needs to know about the topic (such as the definition of the word "oratory" above) in order to understand the main idea. In addition to definitions of key words and phrases, examples may help a reader better understand the author's argument.

Both Abraham Lincoln and Frederick Douglass provide strong examples of how convincing one person can be when speaking to a crowd.

A writer might add another detail to develop and strengthen the claim further in the continued hopes of convincing the reader:

For example, many school children today still memorize "The Gettysburg Address," which has become a foundational U.S. document with historical significance.

Finally, an excerpt from the text can drive the point home:

Most Americans instantly recognize the memorable and meaningful opening words in their recollection of the "Gettysburg Address": "Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal."

Step 3:

Look for other related facts, quotations, details, and data. These will strengthen your thesis statement. Keep in mind that identifying and gathering supporting details is a building process. In an essay, one sentence often builds on another and guides the reader forward. Unrelated details, however, can stop readers in their tracks and leave them confused. Ask yourself:

- Is this information necessary to the reader's understanding?
- Does this information help to develop and prove my point?

Copyright © BookheadEd Learning, LLC

- Does this information relate closely to my thesis statement?
- Can I find stronger evidence to support my argument?



MODEL

In response to the writing prompt about the individual's role in society, the writer of the student essay determined that a reader might want to know the meaning of the term "individualism," especially as its definition has changed over time. For that reason, the introduction contains a bit of research that places the central term in the proper context of the literary analysis:

According to the Encyclopedia Britannica, the term "individualism" emerged in the 19th century and means a "political and social philosophy that emphasized the moral worth of the individual" (Lukes). Many American writers of that period adopted that philosophy and used it to push for changes in society.

The writer knew that this definition would support the thesis statement because it contains other key words related to the prompt. The writer's purpose is to convince the reader that the "personal" and the "political" are linked. The idea of a "political and social philosophy" that also considers the "moral worth of the individual" provides direct support for this central argument from a respected and authoritative source. The writer then links this philosophy to "changes in society," which will be addressed in further detail in subsequent paragraphs.

First however, the student writer directly connects the term "individualism" to the first text under consideration in the essay, Henry David Thoreau's Walden:

Thoreau immediately springs to mind in any discussion of 19th century intellectuals with new ideas about the individual. Alone in his cabin on Walden Pond, Thoreau set out to "front only the essential facts of life, and see if I could not learn what it had to teach." In other words, Thoreau opened himself up to discovering new truths and ideas about the individual and his role in society.

With Thoreau, the writer has provided an example of a 19th-century writer who has "new ideas about the individual." In order to demonstrate this further, the writer provides a relevant quotation from the text, noting Thoreau's intention to "front only the essential facts of life, and see if I could not learn what it had to teach." A reader might not be able to make a direct connection back to the thesis statement, and so the writer provides a restatement—"in other words"—of Thoreau's purpose in going to Walden Pond. By mentioning both "the individual and his role in society," the writer repeats key words from the prompt and demonstrates how this piece of textual evidence relates to the thesis.





PRACTICE

Look at the draft of the Thesis Statement you have developed over previous lessons. List out all the possible relevant textual evidence you might use to support your thesis statement. Then form pairs to review each other's thesis statement and list of evidence and to provide feedback and suggestions for improvement. When providing feedback, consider the following questions:

- 1. How well does the textual evidence support the thesis statement?
- 2. Is some textual evidence better than other evidence? How would you rank the evidence in terms of relevance to the thesis?
- 3. Is any of the textual evidence off topic?
- 4. Do you think the thesis statement needs to be revised in light of the textual evidence?