

Connecticut Yankee Unit Resources

Student Resource	Location
Section 1: Lessons 1-5	
Text: <i>Connecticut Yankee in King Arthur's Court</i> by Mark Twain	Purchased text
Lesson handouts	Pages 3-7
Section 2: Lessons 6-10	
Text: "Fear of Change" from <i>Ford Ideals</i> by Henry Ford	Connecticut Yankee Student Materials or Download for educational use
Text: "Every Man A King" by Huey Long	Connecticut Yankee Student Materials or Download for educational use
Lesson handouts	Pages 8-28
Section 3: Lessons 11-13 PCRT	
Text: "The Gospel of Wealth" by Andrew Carnegie	Connecticut Yankee Student Materials or Download for educational use
Lesson handouts	Pages 29-44
Section 4: Lessons 14-17	
Text: "The Pedestrian" by Ray Bradbury	Connecticut Yankee Unit Reader
Text: "Out, out" by Robert Frost	Connecticut Yankee Student Materials or Download for educational use
Lesson handouts	Pages 45-51
Section 5: Lessons 18-21	
Text: <i>Connecticut Yankee in King Arthur's Court</i> by Mark Twain	Purchased text
Lesson handouts	Pages 51-56
Section 6: Lessons 22-26	
Text: <i>Connecticut Yankee in King Arthur's Court</i> by Mark Twain	Purchased text
Lesson handouts	Pages 57-60
Section 7: Lessons 27-28	
Text: <i>Connecticut Yankee in King Arthur's Court</i> by Mark Twain	Purchased text
Lesson handouts	Page 61
Section 8: Lessons 29-30	
Text: "A Rose for Emily" by William Faulkner	Connecticut Yankee Unit Reader
Lesson handouts	Pages 62-66
Section 9: Lessons 31-32 Cold-Read Task	
Text: "The End of Something" from <i>In Our Time</i> by Ernest Hemingway	Connecticut Yankee Unit

	Reader
Text: Nobel Prize Banquet Speech by William Faulkner	Connecticut Yankee Unit Reader
Section 10: Lessons 33-36 Culminating Writing Task	
Text: <i>Connecticut Yankee in King Arthur's Court</i> by Mark Twain	Purchased text
Lesson handouts	Pages 67-77
Section 11: Lessons 37-40 ExtensionTask	
Text: <i>Connecticut Yankee in King Arthur's Court</i> by Mark Twain	Purchased text
Various student-selected research texts	
Lesson handouts	Page 78

Evidence Chart, Part A

Locate evidence which illustrates how Twain is addressing social issues of the 19th century through humor and irony.

Evidence (quotation or paraphrase)	What social issue is being addressed? What claim is Twain making? How is he making this claim?

Evidence Chart, Part B

Locate evidence which illustrates how the character of Hank Morgan (the Yankee) is further developing Twain's commentary on social issues.

Evidence (quotation or paraphrase)	What are Hank's beliefs, motivations, and behaviors? What conflicts does he experience? What social issue is being discussed as a result?

Investigating Social Issues in 19th Century America

Directions: Work with a collaborative group to explore 19th century social issues to support analysis of the text, *A Connecticut Yankee in King Arthur's Court*.

Social Issue (noun): a problem that influences a substantial number of individuals in society, often the consequence of factors beyond the individual's control or influence.

Social issues motivate a society to take action and are often the unintended consequence of societal traditions and beliefs, governmental policies and laws, or the structures of society. Social issues and their solutions can be quite divisive for a society.

Group Members: _____

Social Issue: _____

Part I- Independent

Perform internet research, and record at least five facts about the issue. Utilize 2-3 different sources.

Fact (paraphrase or "direct quotes")	Source (author, title, publication, dates)	What makes this source credible?

Fact (paraphrase or “direct quotes”)	Source (author, title, publication, dates)	What makes this source credible?

Part II- Collaborative

Work with group members to identify similar or duplicate facts. Select the most relevant, interesting facts and scribe them on a poster to present to the whole group. Be sure to:

- Write in complete sentences.
- Write clearly and legibly.
- Spell correctly.
- Provide sources at the bottom of the poster.

“Is He Serious? and Other Ironies” Reading Tips

1. *Irony is a powerful literary device that “trumps” all other inferences and assertions to be made about the text.*
2. *Ironic mode is when a main character seems inferior or unequal to the reader. Normally, literary characters are viewed as “on par” with the reader socially and intellectually.*
3. *All writers use irony; some more so than others.*
4. *Irony doesn’t work for everyone.*
5. *Irony involves defying the reader’s expectations.*

Analyzing Claims in “The Fear of Change” and “Every Man A King”

Timed Response

Select one of the texts to write about. Determine two or more central ideas and write a response that analyzes the development of those ideas and the credibility of the speaker’s claims. Be sure to point out where the speaker lacks credibility and leaves matters uncertain.

Part I: “The Fear of Change” from The Ford Ideals by Henry Ford

- I. **As you read “The Fear of Change,” make the following annotations:**
 - a. Mark claims in yellow.
 - b. Mark supporting details (evidence, logic, examples, etc.) in green.
 - c. Place a question mark (?) in the margins where matters are uncertain/questions come into your mind.

- II. **After reading “The Ford Ideals,” complete the following chart:**

Paragraph(s)	Summary of Claims	Analysis of Impact Is the claim credible? How is it related or unrelated to the other claims in the text? How is this claim sequenced with the others?

Paragraph(s)	Summary of Claims	Analysis of Impact Is the claim credible? How is it related or unrelated to the other claims in the text? How is this claim sequenced with the others?

- III. Determine at least two central ideas, based on the summary and analysis of the claims in the chart above.

- a. _____

- b. _____

Part II-“Every Man A King” by Huey P. Long

- I. **As you read “Every Man A King,” make the following annotations:**
 - a. Mark claims in yellow.
 - b. Mark supporting details (evidence, logic, examples, etc.) in green.
 - c. Place a question mark (?) in the margins where matters are uncertain/questions come into your mind.
- II. **After reading “Every Man A King,” complete the following chart:**

Paragraph(s)	Summary of Claims	Analysis of Impact Is the claim credible? How is it related or unrelated to the other claims in the text? How is this claim sequenced with the others?

Paragraph(s)	Summary of Claims	Analysis of Impact Is the claim credible? How is it related or unrelated to the other claims in the text? How is this claim sequenced with the others?

III. Determine at least two central ideas, based on the summary and analysis of the claims in the chart above.

- a. _____

- b. _____

Part III- Writing the Response

I. After you select a text, re-read the prompt, and complete the following:

a. Thesis:

II. Use the following format for each of your body paragraphs:

a. Assertion (Topic Sentence):

b. Evidence #1:

c. Commentary:

d. Evidence #2:

e. Commentary:

f. Reflection:

III. **Style and Voice**

Be sure to include the following in your response:

a. **Syntax/Sentence Variety**

b. **Word Choice**

“Every Man A King”

Huey P. Long

1 Is that a right of life, when the young children of this country are being
reared into a sphere which is more owned by 12 men that is by 120 million
people?

2 Ladies and gentlemen, I have only 30 minutes in which to speak to you
this evening, and I, therefore, will not be able to discuss in detail so much as I can
write when I have all of the time and space that is allowed me for the subjects,
but I will undertake to sketch them very briefly without manuscript or
preparation, so that you can understand them so well as I can tell them to you
tonight.

3 I contend, my friends, that we have no difficult problem to solve in
America, and that is the view of nearly everyone with whom I have discussed the
matter here in Washington and elsewhere throughout the United States -- that
we have no very difficult problem to solve.

4 It is not the difficulty of the problem which we have; it is the fact that the
rich people of this country -- and by rich people I mean the super-rich -- will not
allow us to solve the problems, or rather the one little problem that is afflicting
this country, because in order to cure all of our woes it is necessary to scale
down the big fortunes, that we may scatter the wealth to be shared by all of the
people.

5 We have a marvelous love for this Government of ours; in fact, it is
almost a religion, and it is well that it should be, because we have a splendid

form of government and we have a splendid set of laws. We have everything here that we need, except that we have neglected the fundamentals upon which the American Government was principally predicated.

6 How many of you remember the first thing that the Declaration of Independence said? It said, "We hold these truths to be self-evident, that there are certain inalienable rights of the people, and among them are life, liberty, and the pursuit of happiness"; and it said, further, "We hold the view that all men are created equal."

7 Now, what did they mean by that? Did they mean, my friends, to say that all men were created equal and that that meant that any one man was born to inherit \$10,000,000,000 and that another child was to be born to inherit nothing?

8 Did that mean, my friends, that someone would come into this world without having had an opportunity, of course, to have hit one lick of work, should be born with more than it and all of its children and children's children could ever dispose of, but that another one would have to be born into a life of starvation?

9 That was not the meaning of the Declaration of Independence when it said that all men are created equal of "That we hold that all men are created equal."

10 Now was it the meaning of the Declaration of Independence when it said that they held that there were certain rights that were inalienable -- the right of

life, liberty, and the pursuit of happiness. Is that right of life, my friends, when the young children of this country are being reared into a sphere which is more owned by 12 men than it is by 120,000,000 people?

11 Is that, my friends, giving them a fair shake of the dice or anything like the inalienable right of life, liberty, and the pursuit of happiness, or anything resembling the fact that all people are created equal; when we have today in America thousands and hundreds of thousands and millions of children on the verge of starvation in a land that is overflowing with too much to eat and too much to wear? I do not think you will contend that, and I do not think for a moment that they will contend it.

12 Now let us see if we cannot return this Government to the Declaration of Independence and see if we are going to do anything regarding it. Why should we hesitate or why should we quibble or why should we quarrel with one another to find out what the difficulty is, when we know what the Lord told us what the difficulty is, and Moses wrote it out so a blind man could see it, then Jesus told us all about it, and it was later written in the Book of James, where everyone could read it?

13 I refer to the Scriptures, now, my friends, and give you what it says not for the purpose of convincing you of the wisdom of myself, not for the purpose ladies and gentlemen, of convincing you of the fact that I am quoting the Scripture means that I am to be more believed than someone else; but I quote you the Scripture, rather refer you to the Scripture, because whatever you see there you may rely upon will never be disproved so long as you or your children or anyone may live; and you may further depend upon the fact that not one

historical fact that the Bible has ever contained has ever yet been disproved by any scientific discovery or by reason of anything that has been disclosed to man through his own individual mind or through the wisdom of the Lord which the Lord has allowed him to have.

14 But the Scripture says, ladies and gentlemen, that no country can survive, or for a country to survive it is necessary that we keep the wealth scattered among the people, that nothing should be held permanently by any one person, and that 50 years seems to be the year of jubilee in which all property would be scattered about and returned to the sources from which it originally came, and every seventh year debt should be remitted.

15 Those two things the Almighty said to be necessary -- I should say He knew to be necessary, or else He would not have so prescribed that the property would be kept among the general run of the people and that everyone would continue to share in it; so that no one man would get half of it and hand it down to a son, who takes half of what was left, and that son hand it down to another one, who would take half of what was left, until, like a snowball going downhill, all of the snow was off of the ground except what the snowball had.

16 I believe that was the judgment and the view and the law of the Lord, that we would have to distribute wealth every so often, in order that there could not be people starving to death in a land of plenty, as there is in America today. We have in America today more wealth, more goods, more food, more clothing, more houses than we have ever had. We have everything in abundance here. We have the farm problem, my friends, because we have too much cotton, because we have too much wheat, and have too much corn, and too much potatoes.

17 We have a home-loan problem because we have too many houses, and yet nobody can buy them and live in them.

18 We have trouble, my friends, in the country, because we have too much money owing, the greatest indebtedness that has ever been given to civilization, where it has been shown that we are incapable of distributing to the actual things that are here, because the people have not money enough to supply themselves with them, and because the greed of a few men is such that they think it is necessary that they own everything, and their pleasure consists in the starvation of the masses, and in their possessing things they cannot use, and their children cannot use, but who bask in the splendor of sunlight and wealth, casting darkness and despair and impressing it on everyone else.

19 "So, therefore," said the Lord, in effect, "if you see these things that now have occurred and exist in this and other countries, there must be a constant scattering of wealth in any country if this country is to survive."

[...]

20 Then we have heard of the great Greek philosopher, Socrates, and the greater Greek philosopher, Plato, and we have read the dialog between Plato and Socrates, in which one said that great riches brought on great poverty, and would be destructive of a country. Read what they said. Read what Plato said; that you must not let any one man be too poor, and you must not let any one man be too rich; that the same mill that grinds out the extra rich is the mill that will grind out the extra poor, because, in order that the extra rich can become so affluent, they must necessarily take more of what ordinarily would belong to the

average man.

21 It is a very simple process of mathematics that you do not have to study, and that no one is going to discuss with you.

22 So that was the view of Socrates and Plato. That was the view of the English statesmen. That was the view of American statesmen. That was the view of American statesmen like Daniel Webster, Thomas Jefferson, Abraham Lincoln, William Jennings Bryan, and Theodore Roosevelt, and even as late as Herbert Hoover and Franklin D. Roosevelt.

23 Both of these men, Mr. Hoover and Mr. Roosevelt, came out and said there had to be a decentralization of wealth, but neither one of them did anything about it. But, nevertheless, they recognized the principle. The fact that neither one of them ever did anything about it is their own problem that I am not undertaking to criticize; but had Mr. Hoover carried out what he says ought to be done, he would be retiring from the President's office, very probably, 3 years from now, instead of 1 year ago; and had Mr. Roosevelt proceeded along the lines that he stated were necessary for the decentralization of wealth, he would have gone, my friends, a long way already, and within a few months he would have probably reached a solution of all of the problems that afflict this country.

24 But I wish to warn you now that nothing that has been done up to this date has taken one dime away from these big-fortune holders; they own just as much as they did, and probably a little bit more; they hold just as many of the debts of the common people as they ever held, and probably a little bit more; and unless we, my friends, are going to give the people of this country a fair shake of the dice,

by which they will all get something out of the funds of this land, there is not a chance on the topside of this God's eternal earth by which we can rescue this country and rescue the people of this country.

25 It is necessary to save the Government of the country, but is much more necessary to save the people of America. We love this country. We love this Government. It is a religion, I say. It is a kind of religion people have read of when women, in the name of religion, would take their infant babes and throw them into the burning flame, where they would be instantly devoured by the all-consuming fire, in days gone by; and there probably are some people of the world even today, who, in the name of religion, throw their tear-dimmed eyes into the sad faces of their fathers and mothers, who cannot given them food and clothing they both needed, and which is necessary to sustain them, and that goes on day after day, and night after night, when day gets into darkness and blackness, knowing those children would arise in the morning without being fed, and probably to bed at night without being fed.

26 Now, we have organized a society, and we call it "Share Our Wealth Society," a society with the motto "every man a king."

 [...]

27 Every man a king, so there would be no such thing as a man or woman who did not have the necessities of life, who would not be dependent upon the whims and caprices and ipsi dixit of the financial martyrs for a living. What do we propose by this society? We propose to limit the wealth of big men in the country. There is an average of \$15,000 in wealth to every family in America.

That is right here today.

[...]

28 Now, my friends, we have got to hit the root with the axe. Centralized power in the hands of a few, with centralized credit in the hands of a few, is the trouble.

29 Get together in your community tonight or tomorrow and organize one of our Share Our Wealth societies. If you do not understand it, write me and let me send you the platform; let me give you the proof of it.

30 This is Huey P. Long talking, United States Senator, Washington, D.C. Write me and let me send you the data on this proposition. Enroll with us. Let us make known to the people what we are going to do. I will send you a button, if I have got enough of them left. We have got a little button that some of our friends designed, with our message around the rim of the button, and in the center "Every man a king." Many thousands of them are meeting through the United States, and every day we are getting hundreds and hundreds of letters. Share Our Wealth societies are now being organized, and people have it within their power to relieve themselves from this terrible situation.

31 Look at what the Mayo brothers announced this week, these greatest scientists of all the world today, who are entitled to have more money than all the Morgans and the Rockefellers, or anyone else, and yet the Mayos turn back their big fortunes to be used for treating the sick, and said they did not want to lay up fortunes in this earth, but wanted to turn them back where they would do some good; but the other big capitalists are not willing to do that, are not willing

to do what these men, 10 times more worthy, have already done, and it is going to take a law to require them to do it.

32 Organize your Share Our Wealth Society and get your people to meet with you, and make known your wishes to your Senators and Representatives in Congress.

33 Now, my friends, I am going to stop. I thank you for this opportunity to talk to you. I am having to talk under the auspices and by the grace and permission of the National Broadcasting System tonight, and they are letting me talk free. If I had the money, and I wish I had the money, I would like to talk to you more often on this line, but I have not got it, and I cannot expect these people to give it to me free except on some rare instance. But, my friends, I hope to have the opportunity to talk with you, and I am writing to you, and I hope that you will get up and help in the work, because the resolution and bills are before Congress, and we hope to have your help in getting together and organizing your Share Our Wealth society.

This text is in the public domain.

“The Fear of Change” from *Ford Ideals*

Henry Ford

1 VOICES on every side are counseling us to fill ourselves with
fear. Wherever you go, whatever you read, the tones of calamity are
strongly emphasized. The proper aftermath of war does not seem to
be a sense of relief at all, nor a spirit of gratitude for the deliverance,
nor yet a hopeful view of the future. Our loudest advisers would have
us believe that the only proper feeling is one of dread for the dire
events that are expected to follow.

2 All this is very strange when you stop to consider it, because it
is not so many months ago when anyone who forecasted the future in
other than rosy hues was denounced as a "calamity howler." Today,
however, Jeremiah is chief among the prophets.

3 And when this occurs, it is a sign.

4 No stronger sign could be given that something has been
wrong and still is wrong in America than the readiness of a certain
class to accept this counsel of fear.

5 The man whom you can reduce to a slate of fear by threats of
retribution, is not reduced to such a state by your words, but by the
corroboration of a guilty conscience within him.

6 One is justified by human experience in gauging the degree of
guilt by the readiness of the fear. When a spokesman arises and says,

“Yes, we have a great deal to fear.” it is probably true that he and those "" he represents really have much to fear. But it does not follow that everyone has.

Those whose conscience is clear, who know that they have done their duty and have not denied their obligations to humanity, who have not thought themselves better or more deserving than their fellow- creatures-- these do not have to take refuge in fears. They are free to scan the future and to greet what-ever it may have store.

The accusing conscience, the life that knows it has ignored the rights of others, is Fear's ally.

Well, what about the mysterious future? What are its portents? What is the outlook? False prophets always prophesy peace, and the reason their prophecy is false is that there never is peace in the way they mean it.

So, if this page were to begin on the note of "Peace, peace," you could at once set it down as false. As long as there is life there is Change. The peace of stagnation is an attribute of death.

That, therefore, is one element we may expect in the future “the element of Change.”

Whatever we may regret about it, the old world as we knew it can never come back. It can never be the same again. Even if every human being on the globe devoted himself to reconstructing the old world as it was, it could not be done.

And the reason for this is that we ourselves have changed. We are not what we were. We can never be the same again. Something has passed over us and upon us that has rendered us different. We have changed our angle of view. That which formerly seemed all-important now occupies a lower place, and that of which we seldom
14 thought has been made the chief interest of life. The world has really been turned upside down as far as its thinking is concerned.

Of course, this is nothing new. It has always happened, though not always so suddenly and inclusively as it has happened
15 now. We are continually changing and life is always changing for us and the world is changing beneath and around us--so why fear
16 Change?

And yet there are people who really do fear it. These are the people who are falling victims to the propaganda of Fear today.

To shrink from a new situation is, in ordinary times, a sign of weakness. When a man feels that he is afraid to tackle anything out of
17 the ordinary routine, when circumstance throws an obstruction in his way and it cows him instead of rousing him, then he has lost his zest for real life.

Life is just one unexpected thing after another, and if a man
18 fails to appreciate the glory of the unexpected, his pulse is slowing up. It is Change that keeps men alive, just as it is the flow that keeps water pure.

But aside from the fear which is a sign of weakness, there is
19 another fear which is a sign of selfishness. It is that fear which has

clutched a whole class in America today.

20 We have been pretty calm and easygoing in America. We have left a great many leaks which shrewd men use to exploit for their personal gain. We have unregulated power which unscrupulous men use to entrench themselves at the expense of others.

21 And the whole posse of get-rich-quick thieves, and the whole clique of get-rich-still blunders, and the whole class of those who fatten on the productive thought and labor of others, are the ones who fear the specter of Change as it were an accusing spirit.

 And in their case impending Change is an accusing spirit. For what can be changed to anyone's hurt is wrong to begin with. The
22 right system cannot be changed. Even an improvement of the right system injures no one, but helps all. But if Change strikes the grafts of the idle rich class and hurts them, it is a proof that their system is wrong and harmful to others.

 Anyone who has been living by his productive thought and labor, who has been mindful to bring his fellow-men along with him,
23 who has never thought in terms of his own wealth and glory but always in terms of the general good and prosperity, such a one has nothing to fear from Change. He usually foresees it and meets it half
24 way. It is his friend and ally.

 Why should it be so hard to get this thought into men's minds, that Change can only hit those matters which ought to be changed for
25 the better?

 If our rich idlers are made to work for their bread and

contribute something beside their ornamental presence to the general good, will that be a disastrous change ?

26

It those who live by dickering instead of by- laboring are made to get down to business and earn their living, will that be a change to be feared?

27

If the whole mass of human spiders, financial, professional and social, are hindered from spinning their webs to catch hard-working human flies and their earnings, is that a change to be dreaded? If the dishonest, shrewd, scheming, gambling, double-crossing tribe of shirkers are put out of their feathered nests and made to pay their labor for their living, will such a thing mean "the end of civilization" as some of the fear-peddlers tell us?

28

Instead of bringing "the end of civilization," they will constitute a very promising beginning along sadly neglected lines.

29

It is a pretty safe method to follow, when you hear a man raving about the danger there is to Civilization at the present moment, to ask him, "Which of your grafts is in danger?"

30

You don't see people who do their daily work honestly and well going about and spreading this fear.

31

You don't hear of the farmers calling mass-meetings and warning each other to look out, that some-thing is going to happen!

32

Why? Because these people are doing their duty to mankind. They are producing their living. They are not living off other people. Their conscience doesn't accuse them.

33

This is very significant. It is so significant that you had better consider it a moment.

34 The fear-peddlers of the present hour are the privileged class, the big grafter class, and its servants--and these servants are the reactionary politicians, and the newspapers which seem to believe that all Change and improvement is of the devil.

35 Observe and see if this is not true. Watch the voices of warning" and see if they do not issue from those classes where the Guilty Conscience would naturally become most active in times of threatened Change.

Surveying the disorder in Europe, its cause would appear to be the determination of the privileged classes that the world shall go on in the old way, and the utter impossibility of the world going on in the old way. For we must remember that when kings were dethroned, Private Privilege was not dethroned. Kingship was always built upon the foundation of class privilege, and it was possible for the head to abdicate without breaking up the system. Kings were useful to private privilege because they helped keep the people's respect for high graft.

36 But Privilege can get along without kings if it can only control the people by other means. Here in the United States we have never had a king, yet we have a privileged aristocracy which can be as sharply defined as the nobility of England or the Junkers of Germany.

37 So, unless these privileged classes of yesterday can start again on yesterday's plan, they will not start at all, and that is at the bottom
38 of the disorder of Europe. They are trying to hold back the tide of

progress, which is impossible.

Europe has been the scene of endless war simply because it has distrusted and feared Change.

The danger of Europe today is not that Progress is knocking at her door, but that she will fear to open the door, and will come to her senses only when the door is broken down. Progress will pass, even though it must batter down the barricades of selfishness and prejudice. But it would rather pass peacefully through the doorways of those who trust and welcome it. Two thousand years of civilization have not taught certain parts of Europe the primary lesson that no nation or system is stronger than the strength and privilege of its humblest member.

Things were coming to an end in Europe even if the war had not intervened. When men deliberately invent a philosophy, print it in books and teach it in schools, which pretends to prove that certain classes are the destined slaves of other classes, the question of privilege being a matter of caste or birth, it was significant that the end was near. For no sooner do you formulate an erroneous philosophy' than you inform the world where to strike, and it strikes.

The teaching that any class is good enough to rule another class is the old theory- of the divine right of kings revamped and applied to a privileged aristocracy.

Who is so foolish as to believe that the people Europe, having rid themselves of autocrats, are going to turn around and submit to

the same misuse from aristocrats?

"But," say some of those aristocrats with an expression that would be comical were it not so pitiable, "But, if this new thing comes, then my privileges and my vast wealth and lands disappear!"

And why not? Why should not land be put to productive use? Why should not wealth minister to the good of all the people instead of the luxurious tastes of the few?

The land cannot be destroyed, neither can the wealth. It is just a taking of the useless thing and making it useful. Surely that is civilized and right!

There are two evils we want to abolish from our world: one of them is Poverty, the other is Privilege. Now, how can we abolish Poverty? You do not accomplish it by destroying the poor. You accomplish it by destroying the causes of Poverty.

Then how can we abolish Privilege? You do not do it by standing the privileged class against stone walls. You accomplish it by abolishing the causes of Privilege. Privilege has just as definite causes as Poverty, and they are just as easily controlled-- just as easily.

No one will be hurt in the good Changes that may be in store for this world. Not at all.

Even the idle nobleman who loses his luxury is not going to be hurt--he will be a better man without his idleness, his useless luxury and his expensive vices.

They say that some of the princes of Europe are going into

business, becoming clerks and salesmen and farmers. Well, have they been harmed? Not at all. They are more princely now than they ever were with the baubles of rank dangling from their narrow chests.

Get the gambling aristocrats and the selfish capitalists to work for a year, and they would never go back to the old life. They will come round and thank the influences that made them get out and hustle and become of some use.

If the poor will thank you for abolishing Poverty, the useless rich will thank you for abolishing Privilege.

Because a good Change works good all round.

That is why a man with a clear conscience need never fear a Progressive Change. If he is a worker now, he will be needed in the world whatever happens.

Nothing will ever happen that will dethrone the worker. He is the one class whose place is secure throughout all time. The man who produces by his thought or his labor will always be in request and in favor. He constitutes the continuing class—he is the hold-over through every change.

That is why the workers are not afraid.

If a moral were needed, this might do: to escape fear and a guilty conscience, become a worker. And this applies very directly to the wealthy idler whose fears are very lively just now.

This text is in the public domain.

Practice Cold-Read Task

Read the excerpt from "The Gospel of Wealth" by Andrew Carnegie. Then answer the questions.

The Gospel of Wealth

Andrew Carnegie

1 The problem of our age is the proper administration of wealth, so that the ties of brotherhood may still bind together the rich and poor in harmonious relationship. The conditions of human life have not only been changed, but revolutionized, within the past few hundred years. In former days there was little difference between the dwelling, dress, food, and environment of the chief and those of his retainers. The Indians are to-day where civilized man then was. When visiting the Sioux, I was led to the wigwam of the chief. It was just like the others in external appearance, and even within the difference was trifling between it and those of the poorest of his braves. The contrast between the palace of the millionaire and the cottage of the laborer with us to-day measures the change which has come with civilization.

2 This change, however, is not to be deplored, but welcomed as highly beneficial. It is well, nay, essential for the progress of the race, that the houses of some should be homes for all that is highest and best in literature and the arts, and for all the refinements of civilization, rather than that none should be so. Much better this great irregularity than universal squalor. Without wealth there can be no Mæcenæ. The "good old times" were not good old times. Neither master nor servant was as well situated then as to-day. A relapse to old conditions would be disastrous to both--not the least so to him who serves--and would sweep away civilization with it. But whether the change be for good or ill, it is upon us, beyond our power to alter, and therefore to be accepted and made the best of. It is a waste of time to criticize the inevitable.

3 It is easy to see how the change has come. One illustration will serve for almost every phase of the cause. In the manufacture of products we have the whole story. It applies to all combinations of human industry, as stimulated and enlarged by the inventions of this scientific age. Formerly articles were manufactured at the domestic hearth or in small shops which formed part of the household. The master and his apprentices worked side by side, the latter living with the master, and therefore subject to the same conditions. When these apprentices rose to be masters, there was little or no change in their mode of life, and they, in turn, educated in the same routine succeeding apprentices. There was,

substantially social equality, and even political equality, for those engaged in industrial pursuits had then little or no political voice in the State.

4 But the inevitable result of such a mode of manufacture was crude articles at high prices. To-day the world obtains commodities of excellent quality at prices which even the generation preceding this would have deemed incredible. In the commercial world similar causes have produced similar results, and the race is benefited thereby. The poor enjoy what the rich could not before afford. What were the luxuries have become the necessities of life. The laborer has now more comforts than the landlord had a few generations ago. The farmer has more luxuries than the landlord had, and is more richly clad and better housed. The landlord has books and pictures rarer, and appointments more artistic, than the King could then obtain.

5 The price we pay for this salutary change is, no doubt, great. We assemble thousands of operatives in the factory, in the mine, and in the counting-house, of whom the employer can know little or nothing, and to whom the employer is little better than a myth. All intercourse between them is at an end. Rigid Castes are formed, and, as usual, mutual ignorance breeds mutual distrust. Each Caste is without sympathy for the other, and ready to credit anything disparaging in regard to it. Under the law of competition, the employer of thousands is forced into the strictest economies, among which the rates paid to labor figure prominently, and often there is friction between the employer and the employed, between capital and labor, between rich and poor. Human society loses homogeneity.

6 The price which society pays for the law of competition, like the price it pays for cheap comforts and luxuries, is also great; but the advantage of this law are also greater still, for it is to this law that we owe our wonderful material development, which brings improved conditions in its train. But, whether the law be benign or not, we must say of it, as we say of the change in the conditions of men to which we have referred: It is here; we cannot evade it; no substitutes for it have been found; and while the law may be sometimes hard for the individual, it is best for the race, because it insures the survival of the fittest in every department. We accept and welcome therefore, as conditions to which we must accommodate ourselves, great inequality of environment, the concentration of business, industrial and commercial, in the hands of a few, and the law of competition between these, as being not only beneficial, but essential for the future progress of the race. Having accepted these, it follows that there must be great scope for the exercise of special ability in the merchant and in the manufacturer who has to conduct affairs upon a great scale. That this talent for organization and management is rare among men is proved by the fact that it invariably secures for its possessor enormous rewards, no matter where or under what laws or conditions. The experienced in affairs always rate the MAN whose services can be obtained as a partner as not only the first consideration, but such as to render the question of his

capital scarcely worth considering, for such men soon create capital; while, without the special talent required, capital soon takes wings. Such men become interested in firms or corporations using millions; and estimating only simple interest to be made upon the capital invested, it is inevitable that their income must exceed their expenditures, and that they must accumulate wealth. Nor is there any middle ground which such men can occupy, because the great manufacturing or commercial concern which does not earn at least interest upon its capital soon becomes bankrupt. It, must either go forward or fall behind: to stand still is impossible. It is a condition essential for its successful operation that it should be thus far profitable, and even that, in addition to interest on capital, it should make profit. It is a law, as certain as any of the others named, that men possessed of this peculiar talent for affair, under the free play of economic forces, must, of necessity, soon be in receipt of more revenue than can be judiciously expended upon themselves; and this law is as beneficial for the race as the others.

7 Objections to the foundations upon which society is based are not in order, because the condition of the race is better with these than it has been with any others which have been tried. Of the effect of any new substitutes proposed we cannot be sure. The Socialist or Anarchist who seeks to overturn present conditions is to be regarded as attacking the foundation upon which civilization itself rests, for civilization took its start from the day that the capable, industrious workman said to his incompetent and lazy fellow, "If thou dost not sow, thou shalt not reap," and thus ended primitive Communism by separating the drones from the bees. One who studies this subject will soon be brought face to face with the conclusion that upon the sacredness of property civilization itself depends--the right of the laborer to his hundred dollars in the savings bank, and equally the legal right of the millionaire to his millions. To these who propose to substitute Communism for this intense Individualism the answer, therefore, is: The race has tried that. All progress from that barbarous day to the present time has resulted from its displacement. Not evil, but good, has come to the race from the accumulation of wealth by those who have the ability and energy that produce it. But even if we admit for a moment that it might be better for the race to discard its present foundation, Individualism,--that it is a nobler ideal that man should labor, not for himself alone, but in and for a brotherhood of his fellows, and share with them all in common, realizing Swedenborg's idea of Heaven, where, as he says, the angels derive their happiness, not from laboring for self, but for each other,--even admit all this, and a sufficient answer is, This is not evolution, but revolution. It necessitates the changing of human nature itself a work of aeons, even if it were good to change it, which we cannot know. It is not practicable in our day or in our age. Even if desirable theoretically, it belongs to another and long-succeeding sociological stratum. Our duty is with what is practicable now; with the next step possible in our day and generation. It is criminal to waste our energies in endeavoring to uproot, when all we can profitably or possibly accomplish is to bend the

universal tree of humanity a little in the direction most favorable to the production of good fruit under existing circumstances. We might as well urge the destruction of the highest existing type of man because he failed to reach our ideal as favor the destruction of Individualism, Private Property, the Law of Accumulation of Wealth, and the Law of Competition; for these are the highest results of human experience, the soil in which society so far has produced the best fruit. Unequally or unjustly, perhaps, as these laws sometimes operate, and imperfect as they appear to the Idealist, they are, nevertheless, like the highest type of man, the best and most valuable of all that humanity has yet accomplished.

This text is in the public domain.

1. How does Carnegie introduce his ideas in the first paragraph of “The Gospel of Wealth”?
 - a. Carnegie presents examples of how wealth is changing lifestyles of ‘to-day’.
 - b. Carnegie presents different problems and solutions for the evil of money.
 - c. Carnegie presents a well-documented timeline of the advantages of wealth and privilege.
 - d. Carnegie presents a satirical analogy of the disadvantages of wealth and privilege.

2. Part A

Read the second sentence from “The Gospel of Wealth”.

The conditions of human life have not only been changed, but revolutionized, within the past few years.

Which best defines “revolutionized”?

- a. A necessary or needed change
- b. A well-received or happy change
- c. A radical or major change
- d. A simple or little change

Part B

Which statement **best** supports the answer to Part A?

- a. "The contrast between the palace of the millionaire and the cottage of the laborer measures the change."
- b. "This change is not to be deplored, but welcomed as highly beneficial."
- c. "Much better this great irregularity than universal squalor."
- d. "It applies to all combinations of human industry, as stimulated and enlarged by the inventions of this scientific age."

3. Part A

What is the "change which has come with civilization" in the first paragraph of the text?

- a. According to Carnegie, people are less civilized with respect to money.
- b. According to Carnegie, there are growing differences between the rich and poor.
- c. According to Carnegie, millionaires and laborers enjoy a friendly relationship.
- d. According to Carnegie, money is no longer important to people and society.

Part B

Which **two** statements from the article best support the answer to Part A?

- a. "the problem of our age is the administration of wealth"
- b. "in former days, there was very little difference"
- c. "I was led to the wigwam of a chief"
- d. "the contrast between the palace of the millionaire and the cottage of the laborer"
- e. "therefore, to be accepted and made best"

4. Part A

Read the sentence from the second paragraph of "The Gospel of Wealth".

The “good old times” were not good old times.

How does this statement further Carnegie’s claims from the first to second paragraph?

- a. Carnegie is claiming that the need of the people cannot wait on proper time.
- b. Carnegie is claiming that modern millionaires have more money than in the past.
- c. Carnegie is claiming that there are more poor people than in the past.
- d. Carnegie is claiming that both rich and poor people have better lifestyles and more resources than in the past.

Part B

Which statement **best** supports the answer to Part A?

- a. “This change is not to be deplored, but welcomed as highly beneficial.”
- b. “Much better this great irregularity than universal squalor.”
- c. “Neither master nor servant was as well situated then as to-day.”
- d. “In the manufacture of products we have the whole story.”

5. Read the statement from the second paragraph of “The Gospel of Wealth”.

It is a waste of time to criticize the inevitable.

Which sentence from the article helps with understanding the meaning of the word ‘inevitable’?

- a. “This change is not to be deplored, but welcomed as highly beneficial.”
- b. “Much better this great irregularity than universal squalor.”
- c. “A relapse to old conditions would be disastrous to both and would sweep away civilization with it.”
- d. “It is upon us, beyond our power to alter, and therefore to be accepted and made the best of.”

6. Part A

How is Carnegie’s rhetoric in the first and third paragraphs persuasive?

- a. Carnegie's use of nostalgia sets a tone that persuades the reader to reminisce about better times that have passed.
- b. Carnegie's use of sarcastic, caustic remarks persuades the reader that circumstances are better today than in the past.
- c. Carnegie's use of a comedic tone persuades the reader through humor that current circumstances cannot be changed and should be accepted.
- d. Carnegie's use of analogous, realistic examples and persuades the reader that circumstances are better today than in the past.

Part B

Which **two** statements support the answer to Part A?

- a. "When visiting the Sioux, I was led to the wigwam of a chief."
- b. "A relapse to old conditions would be disastrous to both and Sweep away civilization."
- c. "It is a waste of time to criticize the inevitable."
- d. "It is easy to see how the change has come."
- e. "In the manufacture of products we have the whole story."

7. Which statement best summarizes paragraph 4 from "The Gospel of Wealth"?

- a. "But the inevitable result of such a mode of manufacture was crude articles at high prices."
- b. "In the commercial world similar causes have produced similar results."
- c. "The laborer has now more comforts than the landlord had a few generations ago."
- d. "The price we pay for this salutary change is, no doubt, great."

8. Part A

What does Carnegie mean by 'mutual ignorance breeds mutual distrust' with regard to the Law of Competition in paragraph 5 of "The Gospel of Wealth"?

- a. Mass-produced commercial products are less expensive and of a better quality.
- b. A society with shared wealth promotes more harmony among people.
- c. People live in much better conditions than their ancestors.
- d. The change has polarized the manager and the laborer.

Part B

Which statement best supports the answer to Part A?

- a. "The price we pay for this salutary change is, no doubt, great."
- b. "We assemble thousands of operatives in the factory, in the mine, and in the counting house."
- c. "Often there is friction between the employer and the employed."
- d. "But the advantage of this law is greater still."

9. Part A

What is Carnegie's attitude toward Communism in paragraph 7 of the article?

- a. Carnegie claims to be a Communist.
- b. Carnegie claims to be a Socialist.
- c. Carnegie's claims are in direct opposition to Communism.
- d. Carnegie's claims are in direct support of Communism.

Part B

Which statement **best** supports Part A?

- a. "the condition of the race is better with these than it has been"
- b. "civilization took its start from the day"
- c. "If thou does not sow, thou shalt not reap"
- d. "share with them all in common"

10. Part A

How does Carnegie's choice of words and phrases make the text more attractive and thus, persuasive?

- a. Carnegie's frequent use of expletives as a word choice reinforces his strong, dogmatic beliefs about wealth and the management of wealth. His harsh, critical tone impresses the reader that the new era wealth cannot be changed, only managed appropriately.
- b. Carnegie's use of witty, comedic anecdotes entertains the reader and thus persuades the reader to agree with claims about the rich being better at managing money. His light, humorous tone engages the reader in agreeing with Carnegie's claims.
- c. Carnegie's clever choice of words, including antonyms, gives the text a prose-like, rhythmic quality. The words convey a serious, convincing tone in an attempt to persuade the reader that there are not any choices, but to accept and move forward with the change.
- d. Carnegie portrays the poor and the rich as protagonists and antagonists in a story that vilifies the rich and infers the poor are helpless. His dark, depressing tone sets a mood of fatalism that persuades the reader of the inevitability of change.

Part B

Which **two** statements best support the answer to Part A?

- a. "would Sweep away civilization"
- b. "beyond our power to alter"
- c. "one illustration will serve"
- d. "books and pictures rarer, and appointments more artistic"
- e. "between capital and labor, between rich and poor"
- f. "it is here, we cannot evade it"
- g. "rate the MAN whose services can be obtained"
- h. "capable, industrious workman said to his incompetent and lazy fellow"
- i. "criminal to waste our energy"

11. What is Carnegie claiming about himself in “The Gospel of Wealth”?

- a. Carnegie had the ability to accumulate wealth, and therefore claims he should manage wealth; people who do not accumulate wealth do not have the skills of administration and management.
- b. Carnegie is important in society and believes he should assist the poor, because the poor are helpless. Although people important to society are not always elected, they should still be responsible for the administration and management of the laws.
- c. People like Carnegie who accumulate wealth should keep it, because they earned the money themselves. This could be an employer or the employed, as everyone spends money.
- d. People who are wealthy are ignorant about people who do not accumulate wealth. Carnegie claims that the rich are generally non-charitable and untrustworthy of administering wealth.

12.

In Carnegie’s time, what might be the opinion of the laborer or employed about “The Gospel of Wealth”? Write a multi-paragraph essay, explaining in detail Andrew Carnegie’s claims about the accumulation and administration of wealth, as well as how and why the laborer or the employed may agree and/or disagree with the claims. Cite evidence from the article to support your response. Be sure to observe the conventions of Standard English.

Practice Cold-Read Task Answer Sheet

1. _____

2. _____ Part A
_____ Part B

3. _____ Part A
_____, _____ Part B

4. _____ Part A
_____ Part B

5. _____

6. _____ Part A
_____ Part B

7. _____

8. _____ Part A
_____ Part B

9. _____ Part A
_____ Part B

10. _____ Part A
_____, _____ Part B

11. _____

12.

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

Student Editing Checklist

Problem	Symbol	Example	Self	Peer
Awkward wording	Awk	Middle school students have a lot of pressure on them being high achievers. Awk		
Fragment	Frag	Because the map shows us. Frag		
Run-on/Fused sentence	RO	I was hungry, the pie looked delicious. RO		
Verb tense problem	VT	If I went to school, I would have learned something. VT		
Begin new paragraph	¶	"I knew it," I said. ¶ I thought so," she replied.		
Spelling error	SP	Did you compleat your assignment? SP		
Add	^	I am good at math and he is good at English. ,		
Delete	2	The elephant's trunk is really loose. /		
Transpose elements	~	He only picked the one he liked. ~		
Capitalize	≡	Is new York a state or a city? ≡		
Make lowercase	/	Mike and Rita are only friends. / /		
Add a period	○	This is a declarative sentence. ○		
Close up this space	○	Jordan lost his favorite basket ball. ○		
Space needed	#	I have only threefriends: Ted, Raoul, and Alice. #		

Feedback and Revision Tasks for Practice CRT

1. Identify and underline the thesis or main claim of the essay.
2. Next to each body paragraph, write a one sentence summary. Determine how the ideas of the body paragraph are connected to the main claim of the essay. Next to the thesis statement, write a brief summary describing the organization and connection between various ideas of the essay.
3. Underneath each summary sentence, list the evidence used in that paragraph (i.e., direct quotation, paraphrased quotation, key details from the text).
4. Assess the quality of the evidence and how well it supports the thesis and ideas of the paragraph. Place a “plus sign” next to relevant evidence and logical reasoning and a “minus sign” next to irrelevant evidence or false reasoning.
5. Circle strong vocabulary words in the text and underline any unnecessary repetitions.
6. Edit the essay for spelling mistakes and use of proper punctuation.

Analyzing an Author's Choices Across Texts

As you read the texts, consider the following questions:

- What attitude or mood does this choice reveal?
- How does this choice enforce or contradict one of the emerging themes?

Text	Word Choices What strategic word choices is the author making?	Mood How do these choices impact the mood?	Tone How do these choices impact the tone?	Emerging Themes What emerging themes are discussed? Do these choices reinforce or contradict those themes?
"The Pedestrian" by Ray Bradbury				
"Out, Out" by Robert Frost				
Chapter 7, <i>A Connecticut Yankee in King Arthur's Court</i> by Mark Twain				

Catalog Of Brush Strokes

Absolute Brush Stroke

An absolute is a noun and an –ing verb. Some writers put one or two absolute brush strokes at the beginning or end of sentences.

A dozen volcanic faces with fiery eyes crushed close to the window, fists hammering the glass. –Ray Bradbury

Examples:

Heart pounding, arms stretching, the skydiver glided toward the earth from 20,000 feet. Feet stomping, ears flapping, the elephant charged the lions.

Write your own example below:

Appositive Brush Stroke

An appositive is a noun that refers to another noun directly in front of it. Think of the appositive brush stroke as a noun phrase that is acting like an adjective. Appositives are set off by commas in a sentence.

Charles Beckendorf, senior counselor for the Hephaestus cabin, would make most monsters cry for their mommies. - Rick Riordan

Examples:

The elephant, an angry 1,200-pound beast, charged the lions.

The newborn harp seal, a tiny creature with snow-white fur, nestled in the snow.

Write your own example below:

Participle Brush Stroke

Participle brush strokes are participles (verbs with –ing or –ed) used at the beginning or the end of the sentence. (They are not used as the predicate of the sentence.)

The moose charged him again, using her head and front hooves, slamming him back and down into the water. – Gary Paulsen

Examples:

Roaring a loud warning screech, the elephant charged the lions. (participle brush stroke phrase) Trailing, tracking, accelerating, the cheetah gained on the injured zebra. (3 participles used together for effect)

Write your own example below:

Adjectives Out Of Order Brush Stroke

Adjectives add detail to sentences, but often a string of three adjectives together sounds like a list. Experienced writers often shift some adjectives away from the usual before the noun position, to put them after the noun. This breaks up a string of adjectives and is called the adjective out of order brush stroke.

More tormentors, Buck decided, for they were evil-looking creatures, ragged and unkempt. – Jack London

Examples:

The angry elephant, monstrous and fierce, charged the lions.

The metal steam shovel, large and powerful, dug into the ground.

Write your own example below:

Action Verb Brush Stroke

Being Verbs

Being verbs are forms of the verb to be: is, was, were, are, am and others. They are necessary in writing, but replacing them with action verbs makes your writing stronger and more vivid for your reader.

Action Verbs

Action verbs are like engines. They move noun images into action as in these examples: “The car screeched. The dog howled. The eagle soared.”

The Bumpas women, their lank hair streaming down their red necks, cackled fiendishly. – Jean Shepherd

Examples:

The elephant attacked the lions.

The cold wind whipped along the back side of the tent.

Write your own example below:

Using Brush Strokes

Many writers add brush strokes or combine sentences to create brush strokes during the revising stage of the writing process. When you get comfortable using the brush strokes, try adding in one or two to your rough drafts as you revise. Not only will your writing sound much more sophisticated, but you will help your reader really experience your description with more sensory detail.

“The Pedestrian” by Ray Bradbury Style Analysis Activity

1. Write the quote from your card.

2. What stylistic device is illustrated in the quote? Please specify the figure of speech or specific sound device if applicable (for example: metaphor, simile, personification, paradox, alliteration, onomatopoeia, etc...). If imagery is evident, specify what sense or senses are appealed to in the quote (sight, sound, taste, touch, smell).

3. **IF your quote is an example of imagery**, answer the following questions:
 - A. Is the image created by the author positive or negative? How does the image contribute to the feeling of the text?

 - B. Why did the author choose to emphasize that specific image? In other words, what is the purpose behind the inclusion of that particular image? (For example, does it help to create a particular mood/atmosphere? Does it help to convey a particular attitude towards a subject?)

4. **IF your quote is an example of figurative language**, answer the following questions:
 - A. Is the figure of speech created by the author positive or negative? How does the example contribute to the feeling of the text?

B. What effect does this example of figurative language have on the text? Why might the author have chosen to provide this particular comparison when producing images for the reader?

5. **IF your quote is an example of a sound device**, answer the following questions:

A. What does the sound device emphasize in the text?

B. What effect does this sound device have on the text? Is it meant to convey positive or negative imagery (think about with what the sound is associated)?

—

“Out, Out” by Robert Frost

The buzz saw snarled and rattled in the yard
And made dust and dropped stove-length sticks of wood,
Sweet-scented stuff when the breeze blew across it.
And from there those that lifted eyes could count
Five mountain ranges one behind the other 5
Under the sunset far into Vermont.
And the saw snarled and rattled, snarled and rattled,
As it ran light, or had to bear a load.
And nothing happened: day was all but done.
Call it a day, I wish they might have said 10
To please the boy by giving him the half hour
That a boy counts so much when saved from work.
His sister stood beside him in her apron
To tell them ‘Supper.’ At the word, the saw,
As if to prove saws knew what supper meant, 15
Leaped out at the boy’s hand, or seemed to leap—
He must have given the hand. However it was,
Neither refused the meeting. But the hand!
The boy’s first outcry was a rueful laugh,
As he swung toward them holding up the hand 20
Half in appeal, but half as if to keep
The life from spilling. Then the boy saw all—
Since he was old enough to know, big boy
Doing a man’s work, though a child at heart—
He saw all spoiled. ‘Don’t let him cut my hand off— 25

The doctor, when he comes. Don't let him, sister!'

So. But the hand was gone already.

The doctor put him in the dark of ether.

He lay and puffed his lips out with his breath. 30

And then—the watcher at his pulse took fright.

No one believed. They listened at his heart.

Little—less—nothing!—and that ended it.

No more to build on there. And they, since they

Were not the one dead, turned to their affairs. 35

This text is in the public domain.

Cornell Notes

As you read the chapter, use the notes below to identify the social issues that Twain is discussing

Notes	
Summary	

Reader's Theatre
A Connecticut Yankee in King Arthur's Court

In reader's theatre, participants take a piece of a narrative text, identify the characters in the text, and then create and perform a script of the text. Stage sets, costumes, and props are minimal, and there is no memorization; scripts are openly used on stage. The purpose of reader's theatre is to enhance the understanding of the text and to allow readers to practice fluency in reading.

Reader's Theatre Tips:

- ✓ Study the text thoroughly prior to creating a script.
- ✓ Use the original text.
- ✓ Both the narrator telling the story and the characters in the story are represented. Some characters are "silent" but may be given lines in the script. Characters can also be cut, split, or combined, depending on the interpretation.
- ✓ Use multiple narrators and incorporate stage directions to add clarity.

I. Practicing A Performance

Practice the following reading with your partner(s).

The following script is adapted from the Yankee's eclipse in chapter six in *A Connecticut Yankee in King Arthur's Court*. Practice performing it with your partner.

from *A Connecticut Yankee in King Arthur's Court* by Mark Twain
As told by John Smith and Jane Walker

The Yankee is led by soldiers into the court, where the King, the Queen, Merlin and several monks await. Suddenly, Clarence appears at the stake.

CLARENCE: *(in a hushed, excited tone, whispering to the Yankee):* "Tis through me the change was wrought! And main hard have I worked to do it too. But when I revealed to them the calamity in store and saw how mighty was the terror it did engender, then I saw also that this was the time to strike!"

The Yankee looks at Clarence, bewildered. Clarence continues, excitedly.

CLARENCE: "Odsbodikins, it was but a dull lie, a most indifferent invention, but you should have seen them seize it and swallow it, in the frenzy of their fright, as it were salvation sent from heaven; and all the while was I laughing in my sleeve the one moment, to see them so cheaply deceived, and glorifying God the next that He was content to let the meanest of His creatures be His instrument to the saving of thy life."

(continued...)

The Yankee's face is white, grief-stricken. Clarence prattles on.

CLARENCE: "Go to thy triumph, now! But remember-ah, good friend, I implore thee remember by supplication, and do the blessed sun no hurt. For *my* sake, thy true friend."

NARRATOR (YANKEE): "I choked out some words through my grief in misery; as much as to say I would spare the sun." *Clarence looks at the Yankee with deep and loving gratitude.*

Soldiers fasten the Yankee to the stake, and pile brush around him. A monk appears and begins to mumble prayers over the Yankee in Latin. A soldier reaches down to apply a torch to the brush.

MONK: *mumbles prayers in Latin; suddenly stops; looks up bewildered.*

NARRATOR (YANKEE) (*in an excited, exuberant tone*): "I followed their eyes; as sure as guns, there was my eclipse beginning! The life went boiling through my veins; I was a new man!"

All of the characters turn their gaze from the sun to the Yankee. He is confidently pointing at the sky. The mass of courtiers physically shudders.

MERLIN: "Apply the torch!"

KING: "I forbid it!"

Merlin reaches for the torch still dangling in the soldier's hand.

NARRATOR (YANKEE) (*in a confident and assertive voice*): "Stay where you are. If any man moves- even the King- before I give him leave, I will blast him with thunder, I will consume him with lightnings."

II. Writing a Script

Refer back to the tips in the gray box before beginning to create the script. Fill out the following to help catalyze the script-writing process.

Group Members:

_____	_____
_____	_____

Assigned Scene: _____ Chapter/Page Numbers: _____

Characters Present (both spoken and silent):

_____	_____
_____	_____

Describe the scene:

Type or write a script for the assigned scene on blank computer paper. Use the model script in section I as a guide. Remember to do all the following:

- ✓ Include stage directions (underline or highlight in a designated color) that describe the scene and what is happening on stage.
- ✓ Include *how* a character should say his or her lines.
- ✓ Use “chunks” of the original text, placed in quotations.

III. Performing the Script

Practice performing the script as a group; prior to performing for the whole group.

Reader's Theatre

Peer Evaluation Rubric

Group: _____

Element	Excellent	Satisfactory	Needs Work
Content	The performance incorporates all of the important elements of the text AND goes further by incorporating subtle details and features which enhance interpretation of the text.	The performance incorporates all of the important elements of the scene, including major and minor characters, setting, mood, and tone. The lines are the original text.	The performance misses critical elements of the scene; characters are missing; the tone and mood are not identifiable within the performance.
Reading Fluency	Performers' readings are excellent, with very few mispronunciations. The sentences are read with clarity and appropriate cadence. The inflection and tone used adds to the understanding of the text.	Performers' readings are clear and understandable; mispronunciations are minimal.	Performers' readings are unclear or difficult to hear; mispronunciations are frequent.
Visual Performance	Performers' actions and mannerisms add to the understanding of the text AND go further by using gestures and stage placement to enhance the interpretation of the text.	Performers' actions and mannerisms add to the understanding of the text.	Performers' actions lack understanding and mannerisms of the characters.

Feedback:

What went well in the performance?

What are some areas of potential improvement?

Question Stems

What is the main reason you believe ____?	How would you describe ____?
Can you explain how ____ affected ____?	How are ____ alike? How are ____ different?
What can you say about ____?	Summarize your best argument for/against ____.
How is ____ related to ____?	What conclusions can you draw about ____?
What conclusions can you draw about ____?	What reasons/facts best support ____?
Can you elaborate on the reason ____?	What would happen if ____?

Question Stems

What is the main reason you believe ____?	How would you describe ____?
Can you explain how ____ affected ____?	How are ____ alike? How are ____ different?
What can you say about ____?	Summarize your best argument for/against ____.
How is ____ related to ____?	What conclusions can you draw about ____?
What conclusions can you draw about ____?	What reasons/facts best support ____?
Can you elaborate on the reason ____?	What would happen if ____?

Conversation Stems for Class Discussion¹

As you engage in class discussion, it is important to consider the other side, expressing understanding for those who have a different point of view. To do this, you can insert a **concession** in your comments. You can also use the templates in the chart to help frame your answers.

Concession Stems

- Although I grant that __, I still maintain that __.
- While it is true that __, it does not necessarily follow that __.
- On one hand I agree with X that __. But on the other hand, I insist that __.
- It cannot be denied that __; however, I believe__.
- Certainly __, but
- It goes without saying...
- Perhaps __, yet....

TO DISAGREE	TO AGREE--WITH A DIFFERENCE	TO QUALIFY
<ul style="list-style-type: none"> • I think X is mistaken because she overlooks ____. • X's claim that ____ rests upon the questionable assumption that ____. • I disagree with X's view that ____ because in the text, ____. • X contradicts herself. On the one hand, she argues _____. But on the other hand, she also says ____. • By focusing on ____, X overlooks the deeper problem of ____. 	<ul style="list-style-type: none"> • X is surely right about ____ because, as she may not be aware, recent studies have shown that ____. • X's theory of ____ is extremely useful because it sheds insight on the difficult problem of ____. • I agree that ____, a point that needs emphasizing since so many people believe ____. • Those unfamiliar with this school of thought may be interested to know that it basically boils down to ____. 	<ul style="list-style-type: none"> • Although I agree with X up to a point, I cannot accept his overall conclusion that ____. • Although I disagree with much that X says, I fully endorse his final conclusion that ____. • Though I concede that ____, I still insist that ____. • X is right that ____, but I do not agree when she claims that ____. • I am of two minds about X's claim that _____. On the one hand I agree that _____. On the other hand, I'm not sure if ____.

¹ Graff, G., & Birkenstein, C. (2014). *They Say, I Say: The Moves that Matter in Academic Writing* (Third ed.). New York City, New York: W.W. Norton & Company.

Student Discussion Self Tracker

I. Preparation

My Initial Responses	My Initial Questions

II. Discussion

My partner...	1	2	3	4	5	6	7	8	9	10	11	12	13	14
asks a question														
cites evidence														
provides a response														

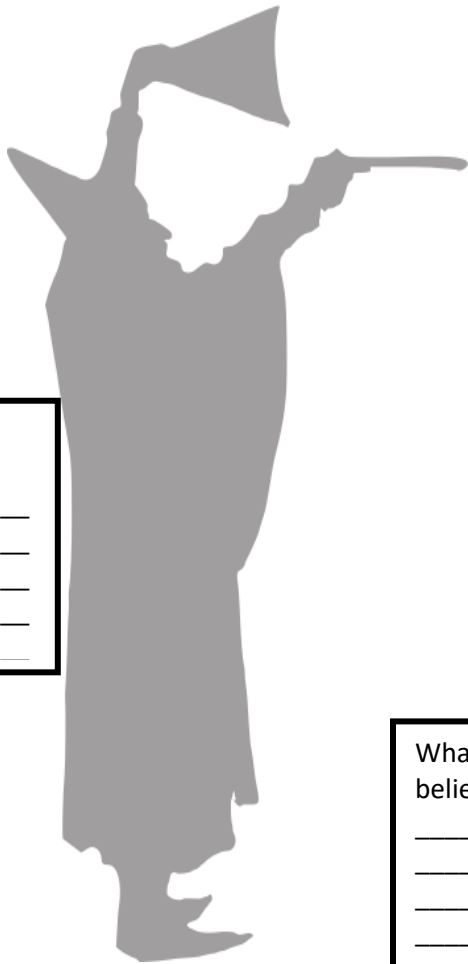
III. Reflection

I am proud of:

Next time, I will:

Analyzing Complex Characters in Chapters 22-23 *A Connecticut Yankee in King Arthur's Court*

Merlin, the Magician

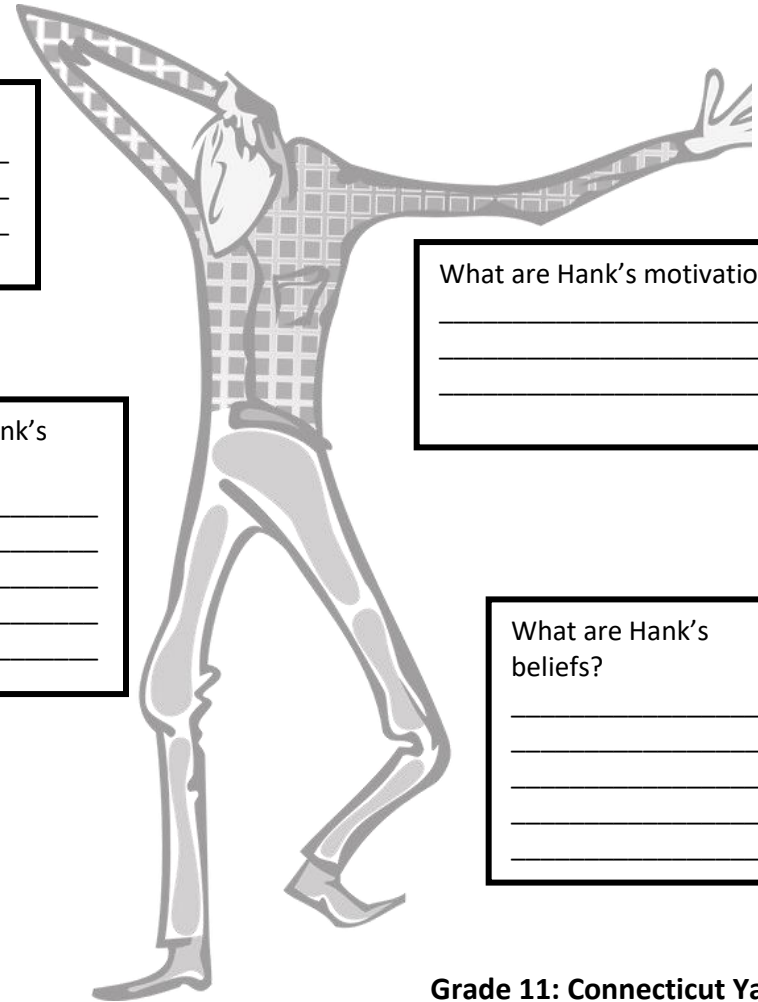


What are Merlin's behaviors?

What are Merlin's motivations?

What are Merlin's beliefs?

Hank, The Yankee



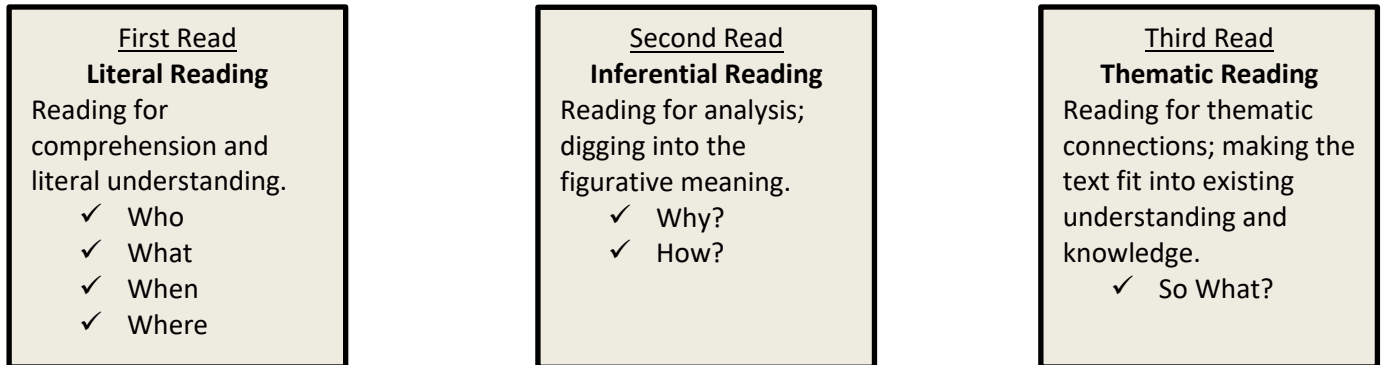
What are Hank's motivations?

What are Hank's behaviors?

What are Hank's beliefs?

Three Levels of Reading

When reading a complex text, it's important to read the text multiple times, and at different levels.



Instructions for Creating Concentric Circles Graphic

- Across the top of the paper, write the title of the work and the author's name. [L] [SEP]
- Draw three large concentric circles on the paper (one circle inside another circle inside a larger circle). Or use the template provided by the teacher. [L] [SEP]
- First Reading: For the innermost circle, concentrate on the concrete level of meaning— **literal reading (reading for comprehension)**
 - Write the most significant word from the part of the work assigned. [L] [SEP]
 - Quote the entire sentence in which the word appears—or enough of the sentence to reveal the [L] [SEP] word's use in context. Document the source of the quotation in parentheses. [L] [SEP]
 - Write multiple dictionary definitions of the word (denotation). [L] [SEP]
 - Explain why the word is important to the meaning of the work by placing it in the context of the [L] [SEP] narrative. (Explain what is literally happening in the text when the word is used.) [L] [SEP]
- Second level of reading: In the middle circle, concentrate on the abstract level of meaning— **inferential reading (reading for analysis)**
 - Draw four images that relate to the assigned part of the reading. [L] [SEP]
 - Write an explanation of the link between each image and the word you have written in the [L] [SEP] innermost circle. [L] [SEP]
- Third level of reading: In the outer circle, concentrate on the thematic level of meaning— **thematic reading (reading for connections)**
 - Write two thematic statements drawn from the significant word you wrote in the innermost circle and the images you drew in the middle circle. These should be universal thematic statements and should not refer directly to the text. [L] [SEP]

Catalog Of Brush Strokes

Absolute Brush Stroke

An absolute is a noun and an –ing verb. Some writers put one or two absolute brush strokes at the beginning or end of sentences.

Examples:

Heart pounding, arms stretching, the skydiver glided toward the earth from 20,000 feet. Feet stomping, ears flapping, the elephant charged the lions.

Appositive Brush Stroke

An appositive is a noun that refers to another noun directly in front of it. Think of the appositive brush stroke as a noun phrase that is acting like an adjective. Appositives are set off by commas in a sentence.

Examples:

The elephant, an angry 1,200-pound beast, charged the lions.

The newborn harp seal, a tiny creature with snow-white fur, nestled in the snow.

Participle Brush Stroke

Participle brush strokes are participles (verbs with –ing or –ed) used at the beginning or the end of the sentence. (They are not used as the predicate of the sentence.)

Examples:

Roaring a loud warning screech, the elephant charged the lions. (participle brush stroke phrase) Trailing, tracking, accelerating, the cheetah gained on the injured zebra. (3 participles used together for effect)

Adjectives Out Of Order Brush Stroke

Adjectives add detail to sentences, but often a string of three adjectives together sounds like a list. Experienced writers often shift some adjectives away from the usual before the noun position, to put them after the noun. This breaks up a string of adjectives and is called the adjective out of order brush stroke.

Examples:

The angry elephant, monstrous and fierce, charged the lions.

The metal steam shovel, large and powerful, dug into the ground.

Action Verb Brush Stroke

Being Verbs

Being verbs are forms of the verb to be: is, was, were, are, am and others. They are necessary in writing, but replacing them with action verbs makes your writing stronger and more vivid for your reader.

Action Verbs

Action verbs are like engines. They move noun images into action as in these examples: "The car screeched. The dog howled. The eagle soared."

Examples:

The elephant attacked the lions.

The cold wind whipped along the backside of the tent.

“A Rose for Emily” by William Faulkner Syntactical Analysis

Alive, Miss Emily had been a tradition, a duty, and a care; a sort of hereditary obligation upon the town, dating from that day in 1894 when Colonel Sartoris, the mayor--he who fathered the edict that no Negro woman should appear on the streets without an apron--remitted her taxes, the dispensation dating from the death of her father on into perpetuity.

1. List each of the appositives and appositive phrases that describe Miss Emily.
2. What objects or ideas do you think of when you hear “tradition,” “duty,” and “obligation?”
3. What can we infer from Faulkner’s descriptions about the attitude of the town towards Miss Emily?
4. How is Colonel Sartoris described?
5. Based on these descriptions, what can we infer about the “traditions” and “customs” of the town and people in this story?
6. What is the impact of placing the description of Miss Emily ahead of the description of Colonel Sartoris? Who seems to be more important? Would this have been a “custom” of the time? Why or why not?
7. Faulkner and Twain were contemporaries. What claim is Faulkner making about the changing role of women?

Analyzing an Author's Choices in "A Rose for Emily" by William Faulkner

I. Symbolism

Symbol	Interpretation	Impact on Meaning	Impact on Tone
House			
Pocket Watch, Hair, and Stationary			
Lime and Arsenic			
Death and Taxes			

II. Word Choices

Words and Phrases	Impact on Tone

“A Rose for Emily” by William Faulkner Syntactical Analysis

Alive, Miss Emily had been a tradition, a duty, and a care; a sort of hereditary obligation upon the town, dating from that day in 1894 when Colonel Sartoris, the mayor--he who fathered the edict that no Negro woman should appear on the streets without an apron--remitted her taxes, the dispensation dating from the death of her father on into perpetuity.

1. List each of the appositives and appositive phrases that describe Miss Emily.
2. What objects or ideas do you think of when you hear “tradition,” “duty,” and “obligation?”
3. What can we infer from Faulkner’s descriptions about the attitude of the town towards Miss Emily?
4. How is Colonel Sartoris described?
5. Based on these descriptions, what can we infer about the “traditions” and “customs” of the town and people in this story?
6. What is the impact of placing the description of Miss Emily ahead of the description of Colonel Sartoris? Who seems to be more important? Would this have been a “custom” of the time? Why or why not?
7. Faulkner and Twain were contemporaries. What claim is Faulkner making about the changing role of women?

Tone Words Resource

Tone: The writer's or speaker's/narrator's attitude toward the subject, the audience, or a character

Mood: The feeling created in the reader; the atmosphere of a piece

Both tone and mood involve emotions. The *tone* is established by the *author* (through word choice). The reader controls the *mood* because it is about the emotions experienced when reading the text.

Positive	Neutral	Negative
admiring amazed amused awed benevolent benign candid cheerful comforting compassionate complimentary concerned delighted ecstatic excited forgiving giddy humorous impressed lighthearted nostalgic optimistic peaceful playful respectful sincere sympathetic sweet	authoritative clinical confident detached dramatic factual formal impartial ironic matter-of-fact neutral nostalgic objective outspoken restrained sentimental solemn straightforward surprised	angry argumentative arrogant biased biting blasphemous childish condescending confused disdainful disrespectful fearful frivolous grim indignant irreverent melancholy moralistic mournful outraged patronizing pessimistic sarcastic scornful self-pitying somber threatening

Writer's Workshop: *A Connecticut Yankee in King Arthur's Court* by Mark Twain

Part I. Analyzing the Prompt

How does Twain comment on and/or criticize social issues of the late 19th century? Does Twain effectively deliver his message and impact readers?

Write a literary analysis to support your claims in answer to the questions. Conclude the essay by stating and defending a claim about Twain's purpose and style: Does Twain effectively deliver his message and impact readers? Be sure to use appropriate transitions and varied syntax, grade-appropriate language and

1. Highlight the essential questions to be answered in yellow.
2. How many questions must be answered? _____
3. Highlight the commands or tasks in green.
4. Write a brief summary of how the questions should be answered according to the tasks of the prompt.

Part II. Pre-Writing Strategy

Take a moment to think about how to organize the response by filling out this chart.

Question from Prompt (Paraphrase)	Number of Paragraphs Needed	Placement in Response (Beginning, Middle, End, After, Before)

1. Can any of the questions be answered in the same paragraphs? Which ones?

Part III. Social Issues

Make a list of the social issues addressed in your evidence journal. Highlight two-three issues that are addressed most frequently.

Part IV. Devices

Answer the following:

1. What two issues does Twain provide “social commentary” on? List the two main issues identified above.
2. How does he provide this commentary? Complete the following chart:

Device	How does Twain use this device?	Why is this effective
First Person Narrator		
Irony		

Satire/ Humor		
Add your own:		

Part V. Thesis

Essentially, the thesis must answer three questions:

- What is Twain saying about 19th century America? (What are the two issues being addressed?)
- How is he saying it? (What is his style? What devices does he use?)
- Is he effective? (What impact does he have on his readers?)

First, write a complete answer to each question with a complete sentence. Use the author's last name and focus on using strong, descriptive verbs.

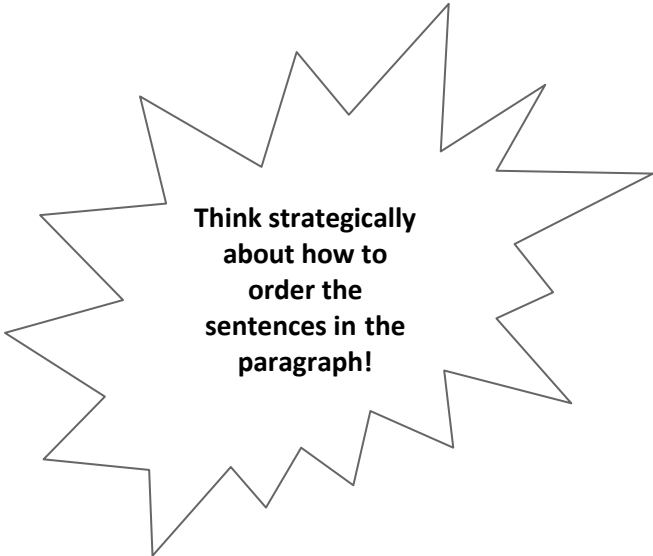
1. _____
2. _____
3. _____

Now, work to combine these sentences into one-two robust sentences. Use strategically placed phrases to incorporate the most important elements of the sentence above.

Part VI Opening Paragraph

Expand the thesis by adding descriptive details including:

- The title of the text
- The author's first and last name
- A short summary of the important elements of the text: characters, setting, plot.



**Think strategically
about how to
order the
sentences in the
paragraph!**

Write a rough draft of the opening paragraph:

Part VII Revising the Opening Paragraph

Edit the paragraph for errors, and add the following to describe the author, characters, and/or setting:

- Appositives/appositive phrases

- Participial phrases
- Active voice (replace “is” or “has” whenever possible)

Write a revised paragraph:

Part VIII Building the Body of the Response

Use the following format to build your body paragraphs. Refer back to Parts I-IV of this handout, as well as your completed evidence journal, to support your work.

A- Assertion: Write a robust topic sentence that can be connected to your thesis. It should contain a more specific answer to the three questions answered in the thesis.

Model: Twain uses Hank’s disdain for the Church, the Catholic church during this period in England, to address the deep anti-Catholic sentiment and the favor of the Protestant faith in the American nineteenth century.

E- Evidence: Write two-three sentences including direct (quotes) and indirect (summary) evidence from the text, with proper citation. Hint: Use your completed evidence journal.

Model: Hank, “The Yankee,” relentlessly tries to discredit the Church and its teachings. His chief mission is to “overthrow the Catholic Church and set up the Protestant faith in its ruins- not as the Established Church- but, a go-as-you-please one...” (Chapter 40, p.238).

C- Commentary: Write your analysis of the evidence in three-four sentences. Explain HOW this evidence supports your assertion. Hint: Use your completed evidence journal.

Model: These musings from the Yankee parallel the anti-Catholic sentiment of the late 19th century. Twain uses satire to make the point that people, like the Yankee, were viciously opposed to the Catholic church, while in favor of the more lenient Protestant church.

R- Restatement: Remind the reader of your topic sentence by restating (using different sentence structures and words) your claim.

Model: Twain uses Hank’s designs and motives to further discuss the distrust of religion, and, by extension, political structures felt in America during the 19th century.

Write a rough draft of the first body paragraph.

A- Assertion:

E-Evidence:

C-Commentary:

R- Restatement:

Part IX Revising Body Paragraphs

Complete the following tasks for the body paragraph from part VIII.

- Circle weak verbs and repetitive word choices
- Put a * by sentences that have the same structure.
- Box any descriptive phrases used.
- Correct grammar and punctuation errors.

Write a revised body paragraph that includes:

- Strong action verbs
- Varied sentence structures (Hint: use opening, interrupting, and closing phrases).
- Descriptive words and phrases
- Correct grammar, usage, and punctuation

[illegible]

Adapted from the National Math and Science Initiative's Laying the Foundation Training

[illegible]

Part X Concluding Paragraph

Conclude the essay by stating and defending a claim about Twain's purpose and style: Does Twain effectively deliver his message and impact readers?

Refer back to part IV of the handout, and use the completed evidence journal, to write a robust paragraph in response to the question from the prompt above. Use AECR paragraph structure.

Part XI Assembling the Response

Write a complete draft of the response using the revised paragraphs from this handout.

Part XII Revising the Response

Revise the full draft of the response:

Include/Add	Correct/Delete
<ul style="list-style-type: none"> → Descriptive phrases for people, places, and objects → Robust active verb choices → Varied sentence structures 	<ul style="list-style-type: none"> → Unnecessary repetitions → Errors in grammar, spelling, and punctuation → Repetitive sentence structures

Writing a Frame Narrative

Frame Narrative: sometimes called a **frame story** is a story within a story, sometimes within another story. A different individual often narrates the events of a story in each frame.

Frame narratives are written from the **first person perspective**, so the reader must question the narrator's limitations, prejudices, and motives.

Extension Task Directions:

Select a decade from US history. Research the time, concerns, clothing, customs, etc. Then create a modern character who represents our current time. Write a **frame narrative** in which the modern character returns to the previous decade or vice versa; some questions to consider for narrative development include:

- What does the character discover in this time period?
- What is the character's perception of the time period?
- How is the character perceived by those who live in that period?
- Through the use of characters, structure, language, and devices, comment on whether the differences in each time period are beneficial or detrimental to society.

Use *A Connecticut Yankee in King Arthur's Court* as a model for your **frame story**: consider how Twain uses

Decade Selected: _____

What do you know about the decade?

Part I Performing Research

Complete the following chart using credible internet sources.

Major Events	Political/Social Issues of the Time/Important People	Clothing	Traditions and Customs

--	--	--	--

Part II Developing a Character

1. Describe your character's name, age, gender, and ethnic background.
2. Describe your character's physical appearance. What is their stature? How do they dress?
3. What is your character's personality? Is he/she calm? Humorous? Arrogant? Shy?
4. What is your character's profession? If they are a student, where do they attend school?
5. What is your character's relationship status, if applicable?
6. What are your character's core beliefs?

Part III Building the Narrative

1. What does the character discover in this time period?
2. What is the character's perception of the time period?
3. How is the character perceived by those who live in that period?
4. What happens to the character in this time period?
5. What is the turning point for the character? Do his/her beliefs change? If so, why?
6. Think about the differences in the societies. Are these differences beneficial or detrimental to society? Why? What is your core claim or message that you intend to deliver through the narrative? Be sure to incorporate that into your narrative.

Part IV Drafting the Narrative

Write a rough draft of your narrative (seven-nine paragraphs).

Be sure to include:

- A frame. Frame your story with an opening paragraph.
- Descriptive words and phrases. In narratives, description is king. Incorporate all of the flowery language you can muster. Use similes, metaphors, and the brushstrokes of writing.
- A exposition (beginning), climax (middle), and resolution (end). Follow the story arc.
- A variety of sentence structures.
- Dialogue between characters (to reveal motivations and thoughts).

- First Person Narration (your character as the narrator).
- Commentary on whether the differences are detrimental to society (refer back to the prompt).

Part V Editing the Narrative

Work with a partner to edit and revise your narrative.

Include/Add	Correct/Delete
<ul style="list-style-type: none">➔ Descriptive phrases for people, places, and objects➔ Robust active verb choices➔ Varied sentence structures	<ul style="list-style-type: none">➔ Unnecessary repetitions➔ Errors in grammar, spelling, and punctuation➔ Repetitive sentence structures

Part VI Publishing the Narrative

Use technology to publish your narrative and submit for assessment.

