

### Hope, Despair, and Memory Unit Resources

Student Resource	Location
<b>Section 1: Lessons 1-3</b>	
Text: <i>Declaration of Independence</i> by Thomas Jefferson	Pages 2 – 5
Lesson handouts	Pages 6 – 8
<b>Section 2: Lessons 4-6</b>	
Text: “Hope, Despair, and Memory” by Elie Wiesel	Unit Reader
Lesson handouts	Pages 9 – 14
<b>Section 3: Lessons 7-10</b>	
Text: “The Lottery” by Shirley Jackson	Unit Reader
Video: “The Lottery” by Aura Pictures	<a href="#">Digital access</a>
Lesson handouts	Pages 15 – 17
<b>Section 4: Lesson 11</b>	
Text: “Hope, Despair, and Memory” by Elie Wiesel	Unit Reader
Lesson handouts	Page 18
<b>Section 5: Lessons 12-17</b>	
Text: Excerpts from <i>Antigone</i> by Sophocles	Pages 19 – 30
Lesson handouts	Page 31
<b>Section 6: Lessons 18-20</b>	
Text: “Hope, Despair, and Memory” by Elie Wiesel	Unit Reader
Lesson handouts	Pages 32 – 33
<b>Section 7: Lessons 21-24</b>	
Text: “I Have a Dream” by Martin Luther King, Jr.	Unit Reader
Audio: “I Have a Dream” by Martin Luther King Jr.	<a href="#">Digital Access</a>
Lesson handouts	Pages 34 – 46
<b>Section 8: Cold-Read Task</b>	
<b>Section 9: Culminating Writing Task</b>	
Text: “Hope, Despair, and Memory” by Elie Wiesel	Unit Reader
Text: <i>Declaration of Independence</i> by Thomas Jefferson	Pages 2 – 5
Text: “The Lottery” by Shirley Jackson	Unit Reader
Text: Excerpts from <i>Antigone</i> by Sophocles	Pages 19 – 30
Text: “I Have a Dream” by Martin Luther King, Jr.	Unit Reader
Lesson handouts	Pages 47 – 48
<b>Section 10: Extension Task</b>	
Lesson handouts	Page 49 – 51

## Declaration of Independence

Thomas Jefferson

**IN CONGRESS, July 4, 1776.**

**The unanimous Declaration of the thirteen united States of America,**

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.--That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, --That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.--Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

He has refused his Assent to Laws, the most wholesome and necessary for the public good.

He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public Records, for the sole purpose of fatiguing them into compliance with his measures.

He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the Legislative powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the dangers of invasion from without, and convulsions within.

He has endeavoured to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands.

He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary powers.

He has made Judges dependent on his Will alone, for the tenure of their offices, and the amount and payment of their salaries.

He has erected a multitude of New Offices, and sent hither swarms of Officers to harrass our people, and eat out their substance.

He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures.

He has affected to render the Military independent of and superior to the Civil power.

He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation:

For Quartering large bodies of armed troops among us:

For protecting them, by a mock Trial, from punishment for any Murders which they should commit on the Inhabitants of these States:

For cutting off our Trade with all parts of the world:

For imposing Taxes on us without our Consent:

For depriving us in many cases, of the benefits of Trial by Jury:

For transporting us beyond Seas to be tried for pretended offences

For abolishing the free System of English Laws in a neighbouring Province, establishing therein an Arbitrary government, and enlarging its Boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these Colonies:

For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:

For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.

He has abdicated Government here, by declaring us out of his Protection and waging War against us.

He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people.

He is at this time transporting large Armies of foreign Mercenaries to compleat the works of death, desolation and tyranny, already begun with circumstances of Cruelty & perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation.

He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands.

He has excited domestic insurrections amongst us, and has endeavoured to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.

In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people.

Nor have We been wanting in attentions to our Brittish brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which, would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.

We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our

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intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

*This text is in the public domain.*

## Declaration of Independence

Thomas Jefferson

IN CONGRESS, July 4, 1776.

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When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.--That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, --That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.--Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

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When it is necessary to split, it's important to explain why. We believe that all men are equal & have certain non-negotiable rights. The job of a government is to help people have these rights, and if it isn't it should be ended. Only when there is a pattern of abuse should a government be ended. This is the situation with the colonies & why we're seceding.



## Conversation Stems for Class Discussion

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

*They Say, I Say* by Gerald Graff

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**Answer Frame Template**

**Topic sentence:** Jefferson uses the grievance of \_\_\_\_\_ to further his central idea in the *Declaration of Independence*.

**Textual evidence:**

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**Commentary:**

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**Transition:**

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**Textual evidence:**

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**Commentary:**

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**Conclusion:**

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**“Hope, Despair, and Memory” by Elie Wiesel**

**Annotation Guide**

*Listen as your teacher reads paragraphs 1-4 of “Hope, Despair, and Memory”. Draw a box around words you don’t know.*

**Step One:** Use a dictionary to choose a synonym for the underlined words. Write the synonym above each word, and make sure that you are using the appropriate part of speech.

**Step Two:** What is Wiesel arguing? Highlight any claims Wiesel makes in this passage.

**Step Three:** Determine the meanings of words and phrases with figurative or connotative meanings. What patterns emerge? Highlight these patterns, and note the effects of these words and phrases. How does Wiesel develop his argument?

**Step Four:** Label Wiesel’s development of ethical, logical, and emotional claims (ethos, pathos, and logos).

**Step Five:** Write a brief **objective** summary of the passage below.

**Paragraphs 1-4 Summary**

*Listen as your teacher reads paragraphs 5-8 of “Hope, Despair, and Memory”. Draw a box around words you don’t know.*

**Step One:** Use a dictionary to choose a synonym for the underlined words. Write the synonym above each word, and make sure that you are using the appropriate part of speech.

**Step Two:** What is Wiesel arguing? Highlight any claims Wiesel makes in this passage.

**Step Three:** Determine the meanings of words and phrases with figurative or connotative meanings. What patterns emerge? Highlight these patterns, and note the effects of these words and phrases. How does Wiesel develop his argument?

**Step Four:** Label Wiesel’s development of ethical, logical, and emotional claims (ethos, pathos, and logos).

**Step Five:** Write a brief **objective** summary of the passage below.

**Paragraphs 5-8 Summary**

*Listen as your teacher reads paragraphs 9-13 of “Hope, Despair, and Memory”. Draw a box around words you don’t know.*

**Step One:** Use a dictionary to choose a synonym for the underlined words. Write the synonym above each word, and make sure that you are using the appropriate part of speech.

**Step Two:** What is Wiesel arguing? Highlight any claims Wiesel makes in this passage.

**Step Three:** Determine the meanings of words and phrases with figurative or connotative meanings. What patterns emerge? Highlight these patterns, and note the effects of these words and phrases. How does Wiesel develop his argument?

**Step Four:** Label Wiesel’s development of ethical, logical, and emotional claims (ethos, pathos, and logos).

**Step Five:** Write a brief **objective** summary of the passage below.

**Paragraphs 9-13 Summary**

## Tone Words

Tone is the speaker’s attitude toward the subject of a text and is revealed through the author’s word choice, organization, choice of detail, and sentence structure. The tone of a text impacts meaning. Your understanding of the text, how you feel about the text, and how the text impacts you are all related to the tone.

The following are sample tone words, which can be used to describe the tone of a text.

Positive Tone	Neutral Tone	Negative Tone
<ul style="list-style-type: none"> <li>• Eager, zealous</li> <li>• Imaginative, fanciful, whimsical</li> <li>• Humorous, playful, comical</li> <li>• Respectful, admiring, approving</li> <li>• Sincere</li> <li>• Powerful, confident</li> <li>• Complimentary, proud</li> <li>• Calm, tranquil, peaceful</li> <li>• Sentimental, nostalgic, wistful</li> <li>• Excited, exuberant, exhilarated</li> <li>• Happy, joyful, giddy, contented</li> </ul>	<ul style="list-style-type: none"> <li>• Conversational, informal</li> <li>• Matter-of-fact</li> <li>• Reflective</li> <li>• Impartial, objective, indifferent</li> <li>• Scholarly, instructive</li> <li>• Practical, pragmatic</li> <li>• Subdued, restrained, low-key</li> <li>• Serious, formal, solemn</li> <li>• Uncertain</li> <li>• Straightforward, direct, candid</li> </ul>	<ul style="list-style-type: none"> <li>• Accusatory, pointed</li> <li>• Cynical, bitter, biting, sharp</li> <li>• Satirical, critical</li> <li>• Condescending, arrogant, haughty</li> <li>• Contemptuous, scornful</li> <li>• Sarcastic, ironic, mocking, wry</li> <li>• Silly, childish</li> <li>• Sad, depressed, melancholy</li> <li>• Angry, indignant, harsh</li> <li>• Fearful, panicked, anxious</li> <li>• Demanding, insistent, urgent</li> <li>• Skeptical, dubious, questioning</li> <li>• Pretentious, pompous</li> </ul>

### Claims Graphic Organizer

Identify claim	Developed and refined by details	Connections between claims

Syntax Activity

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**stripped of possessions all human ties  
severed the prisoners found themselves  
in a social and cultural void**

**but the present was only a  
blink of the Lord's eye**

**the Almighty himself was a slaughterer it was He who  
decided who would die who would be tortured and  
who would be rewarded**

**night after night seemingly endless  
processions vanished into the flames  
lighting up the sky**

**children looked like old  
men old men whimpered  
like children**

### Written Response After Reading

**Focus Question: According to the text, how does tradition influence the villagers' behavior?**

Original Response:

[illegible]

Revised Response (after completing multiple reads and activities):

[illegible]

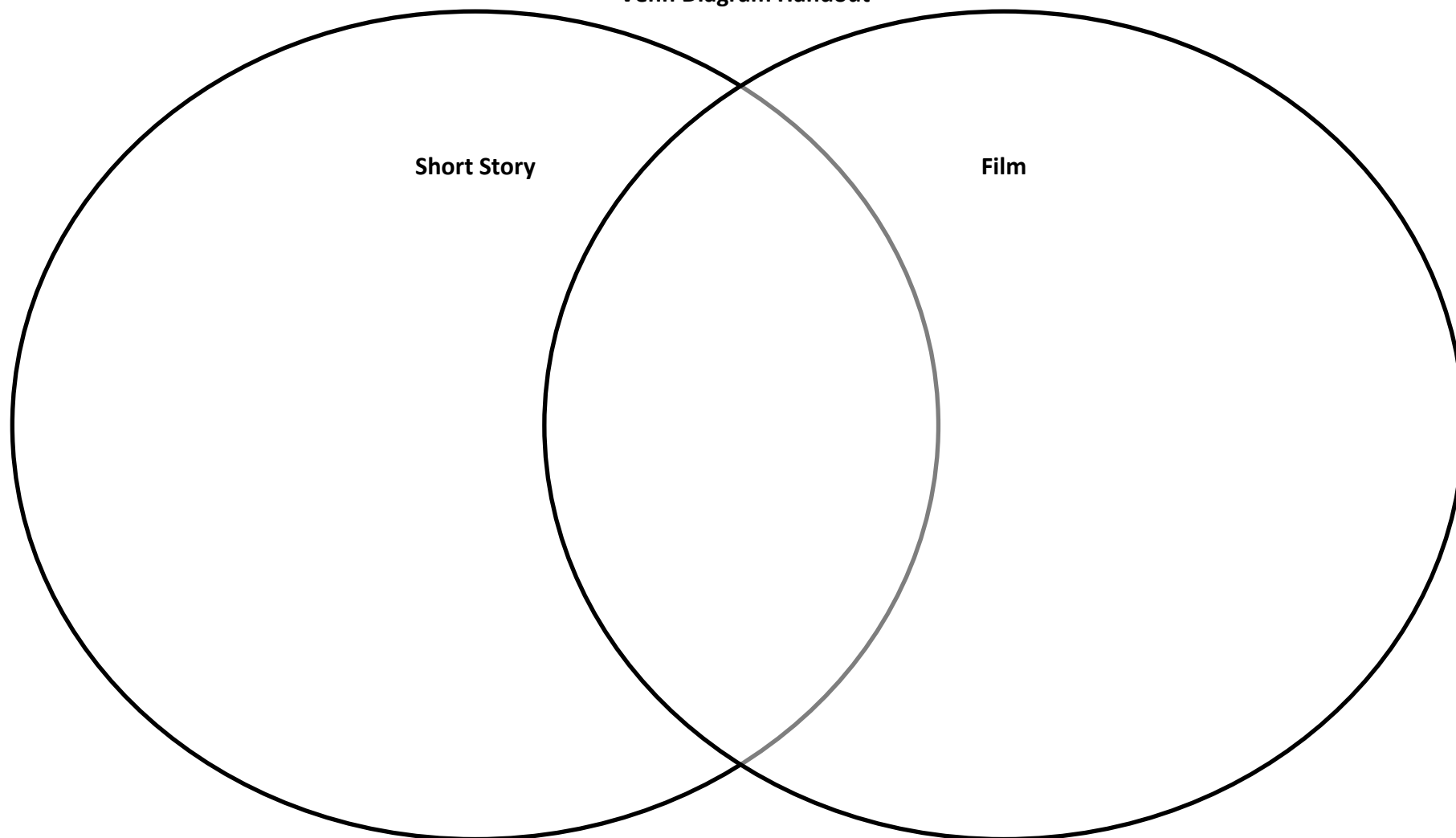


### Directed Note-Taking

Read “The Lottery” again, and pay attention to details that answer the question below. There are 5 spaces, so make sure to only include the MOST important details. Note the paragraph number, the quotation, and whether the detail focuses on fidelity to tradition or change to tradition.

Paragraph #	What aspects of the lottery have remained true to tradition or changed over time?	True to Tradition	Changed Tradition Over Time

Venn Diagram Handout



### Semantic Map

Use the following map to visually represent the relationships and connections among the words.

Word:	Original Sentence from Text:
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Illustration	Linguistic Structure
	# of Syllables: _____
	Prefix: _____
	Root: _____
	Suffix: _____
	Part of speech: _____

Synonyms	Antonyms
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What does this word mean?	What clues helped to determine the meaning?	What does this tell you about the text? (e.g. main idea, characters, plot, etc.)
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My New Sentence:

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## Excerpts from *Antigone*

Sophocles

### BACKGROUND NOTE TO THE STORY

When Oedipus, King of Thebes, discovered through his own investigations that he had killed his father and married his mother, Jocasta, he put out his own eyes, and Jocasta killed herself. Once Oedipus ceased being king of Thebes, his two sons, Polyneices and Eteocles, agreed to alternate as king. When Eteocles refused to give up power to Polyneices, the latter collected a foreign army of Argives and attacked the city. In the ensuing battle, the Thebans triumphed over the invading forces, and the two brothers killed each other, with Eteocles defending the city and Polyneices attacking it. The action of the play begins immediately after the battle. Note that Creon is a brother of Jocasta and thus an uncle of Antigone, Ismene, Eteocles, and Polyneices.

### DRAMATIS PERSONAE

ANTIGONE: daughter of Oedipus

ISMENE: daughter of Oedipus, sister of Antigone

CREON: king of Thebes

EURYDICE: wife of Creon

HAEMON: son of Creon and Euridice, engaged to Antigone.

TEIRESIAS: an old blind prophet

BOY: a young lad guiding Teiresias

GUARD: a soldier serving Creon

MESSENGER

CHORUS: Theban Elders

ATTENDANTS.

### EXCERPT ONE

*[In Thebes, directly in front of the royal palace, which stands in the background, its main doors facing the audience. Enter Antigone leading Ismene away from the palace]*

ANTIGONE

Now, dear Ismene, my own blood sister,  
do you have any sense of all the troubles  
Zeus keeps bringing on the two of us,

as long as we're alive? All that misery  
which stems from Oedipus? There's no suffering,  
no shame, no ruin—not one dishonour—  
which I have not seen in all the troubles  
you and I go through. What's this they're saying now,  
something our general has had proclaimed  
throughout the city? Do you know of it?  
Have you heard? Or have you just missed the news?  
Dishonours which better fit our enemies  
are now being piled up on the ones we love.

10

ISMENE

I've had no word at all, Antigone,  
nothing good or bad about our family,  
not since we two lost both our brothers,  
killed on the same day by a double blow.  
And since the Argive army, just last night,  
has gone away, I don't know any more  
if I've been lucky or face total ruin.

20

ANTIGONE

I know that. That's why I brought you here,  
outside the gates, so only you can hear.

ISMENE

What is it? The way you look makes it seem  
you're thinking of some dark and gloomy news.

ANTIGONE

Look—what's Creon doing with our two brothers?  
He's honouring one with a full funeral  
and treating the other one disgracefully!  
Eteocles, they say, has had his burial  
according to our customary rites,  
to win him honour with the dead below.  
But as for Polyneices, who perished  
so miserably, an order has gone out  
throughout the city—that's what people say.  
He's to have no funeral or lament,  
but to be left unburied and unwept,  
a sweet treasure for the birds to look at,  
for them to feed on to their heart's content.  
That's what people say the noble Creon  
has announced to you and me—I mean to me—  
and now he's coming to proclaim the fact,  
to state it clearly to those who have not heard.  
For Creon this matter's really serious.  
Anyone who acts against the order  
will be stoned to death before the city.

30

40

Now you know, and you'll quickly demonstrate  
whether you are nobly born, or else  
a girl unworthy of her splendid ancestors.

ISMENE

O my poor sister, if that's what's happening,  
what can I say that would be any help  
to ease the situation or resolve it?

50

ANTIGONE

Think whether you will work with me in this  
and act together.

ISMENE

In what kind of work?

What do you mean?

ANTIGONE

Will you help these hands  
take up Polyneices' corpse and bury it?

ISMENE

What? You're going to bury Polyneices,  
when that's been made a crime for all in Thebes?

ANTIGONE

Yes. I'll do my duty to my brother—  
and yours as well, if you're not prepared to.  
I won't be caught betraying him.

ISMENE

You're too rash.

Has Creon not expressly banned that act?

60

ANTIGONE

Yes. But he's no right to keep me from what's mine.

ISMENE

O dear. Think, Antigone. Consider  
how our father died, hated and disgraced,  
when those mistakes which his own search revealed  
forced him to turn his hand against himself  
and stab out both his eyes. Then that woman,  
his mother and his wife—her double role—  
destroyed her own life in a twisted noose.  
Then there's our own two brothers, both butchered  
in a single day—that ill-fated pair  
with their own hands slaughtered one another  
and brought about their common doom.  
Now, the two of us are left here quite alone.  
Think how we'll die far worse than all the rest,  
if we defy the law and move against  
the king's decree, against his royal power.  
We must remember that by birth we're women,

70

and, as such, we shouldn't fight with men.  
Since those who rule are much more powerful,  
we must obey in this and in events  
which bring us even harsher agonies.  
So I'll ask those underground for pardon—  
since I'm being compelled, I will obey  
those in control. That's what I'm forced to do.  
It makes no sense to try to do too much.

80

ANTIGONE

I wouldn't urge you to. No. Not even  
if you were keen to act. Doing this with you  
would bring me no joy. So be what you want.  
I'll still bury him. It would be fine to die  
while doing that. I'll lie there with him,  
with a man I love, pure and innocent,  
for all my crime. My honours for the dead  
must last much longer than for those up here.  
I'll lie down there forever. As for you,  
well, if you wish, you can show contempt  
for those laws the gods all hold in honour.

90

ISMENE

I'm not disrespecting them. But I can't act  
against the state. That's not in my nature.

ANTIGONE

Let that be your excuse. I'm going now  
to make a burial mound for my dear brother.

100

ISMENE

Oh poor Antigone, I'm so afraid for you.

ANTIGONE

Don't fear for me. Set your own fate in order.

ISMENE

Make sure you don't reveal to anyone  
what you intend. Keep it closely hidden.  
I'll do the same.

ANTIGONE

No, no. Announce the fact—  
if you don't let everybody know,  
I'll despise your silence even more.

ISMENE

Your heart is hot to do cold deeds.

ANTIGONE

But I know  
I'll please the ones I'm duty bound to please.

ISMENE

Yes, if you can. But you're after something

110



which you're incapable of carrying out.

ANTIGONE

Well, when my strength is gone, then I'll give up.

ISMENE

A vain attempt should not be made at all.

ANTIGONE

I'll hate you if you're going to talk that way.

And you'll rightly earn the loathing of the dead.

So leave me and my foolishness alone—

we'll get through this fearful thing. I won't suffer  
anything as bad as a disgraceful death.

ISMENE

All right then, go, if that's what you think right.

But remember this—even though your mission  
makes no sense, your friends do truly love you.

120

## EXCERPT TWO

*[The palace doors are thrown open and guards appear at the doors]*

CHORUS LEADER

But here comes Creon, new king of our land,  
son of Menoikeos. Thanks to the gods,  
who've brought about our new good fortune.  
What plan of action does he have in mind?  
What's made him hold this special meeting,  
with elders summoned by a general call?

180

*[Enter Creon from the palace. He addresses the assembled elders]*

CREON

Men, after much tossing of our ship of state,  
the gods have safely set things right again.  
Of all the citizens I've summoned you,  
because I know how well you showed respect  
for the eternal power of the throne,  
first with Laius and again with Oedipus,  
once he restored our city.<sup>3</sup> When he died,  
you stood by his children, firm in loyalty.  
Now his sons have perished in a single day,  
killing each other with their own two hands,  
a double slaughter, stained with brother's blood.  
And so I have the throne, all royal power,  
for I'm the one most closely linked by blood  
to those who have been killed. It's impossible  
to really know a man, to know his soul,  
his mind and will, before one witnesses  
his skill in governing and making laws.

190

200

For me, a man who rules the entire state  
and does not take the best advice there is,  
but through fear keeps his mouth forever shut,  
such a man is the very worst of men—  
and always will be. And a man who thinks  
more highly of a friend than of his country,  
well, he means nothing to me. Let Zeus know,  
the god who always watches everything,  
I would not stay silent if I saw disaster  
moving here against the citizens,  
a threat to their security. For anyone

210

who acts against the state, its enemy,  
I'd never make my friend. For I know well  
our country is a ship which keeps us safe,  
and only when it sails its proper course  
do we make friends. These are the principles  
I'll use in order to protect our state.  
That's why I've announced to all citizens  
my orders for the sons of Oedipus—

220

Eteocles, who perished in the fight  
to save our city, the best and bravest  
of our spearmen, will have his burial,  
with all those purifying rituals  
which accompany the noblest corpses,  
as they move below. As for his brother—  
that Polyneices, who returned from exile,  
eager to wipe out in all-consuming fire  
his ancestral city and its native gods,  
keen to seize upon his family's blood  
and lead men into slavery—for him,  
the proclamation in the state declares  
he'll have no burial mound, no funeral rites,  
and no lament. He'll be left unburied,  
his body there for birds and dogs to eat,  
a clear reminder of his shameful fate.

230

That's my decision. For I'll never act  
to respect an evil man with honours  
in preference to a man who's acted well.  
Anyone who's well disposed towards our state,  
alive or dead, that man I will respect.

240

**CHORUS LEADER**

Son of Menoikeos, if that's your will  
for this city's friends and enemies,  
it seems to me you now control all laws  
concerning those who've died and us as well—

the ones who are still living.

CREON

See to it then, and act as guardians of what's been proclaimed.

### EXCERPT THREE

*[Enter the Guard, bringing Antigone with him. She is not resisting]*

CHORUS LEADER

What this? I fear some omen from the gods.

I can't deny what I see here so clearly—

that young girl there—it's Antigone.

O you poor girl, daughter of Oedipus,

child of a such a father, so unfortunate,

what's going on? Surely they've not brought you here

because you've disobeyed the royal laws,

because they've caught you acting foolishly?

430

GUARD

This here's the one who carried out the act.

We caught her as she was burying the corpse.

Where's Creon?

*[The palace doors open. Enter Creon with attendants]*

CHORUS LEADER

He's coming from the house—

and just in time.

CREON

Why have I come "just in time"?

What's happening? What is it?

GUARD

My lord,

human beings should never take an oath

there's something they'll not do—for later thoughts

contradict what they first meant. I'd have sworn

I'd not soon venture here again. Back then,

the threats you made brought me a lot of grief.

But there's no joy as great as what we pray for

against all hope. And so I have come back,

breaking that oath I swore. I bring this girl,

captured while she was honouring the grave.

This time we did not draw lots. No. This time

I was the lucky man, not someone else.

And now, my lord, take her for questioning.

Convict her. Do as you wish. As for me,

by rights I'm free and clear of all this trouble.

440

450

CREON

This girl here—how did you catch her? And where?

GUARD

She was burying that man. Now you know  
all there is to know.

CREON

Do you understand  
just what you're saying? Are your words the truth?

GUARD

We saw this girl giving that dead man's corpse  
full burial rites—an act you'd made illegal.  
Is what I say simple and clear enough?

CREON

How did you see her, catch her in the act?

GUARD

It happened this way. When we got there,  
after hearing those awful threats from you, 460  
we swept off all the dust covering the corpse,  
so the damp body was completely bare.

Then we sat down on rising ground up wind,  
to escape the body's putrid rotting stench.

We traded insults just to stay awake,  
in case someone was careless on the job.

That's how we spent the time right up 'til noon,  
when the sun's bright circle in the sky  
had moved half way and it was burning hot.

Then suddenly a swirling windstorm came, 470  
whipping clouds of dust up from the ground,  
filling the plain—some heaven-sent trouble.

In that level place the dirt storm damaged  
all the forest growth, and the air around  
was filled with dust for miles. We shut our mouths  
and just endured this scourge sent from the gods.

A long time passed. The storm came to an end.

That's when we saw the girl. She was shrieking—  
a distressing painful cry, just like a bird  
who's seen an empty nest, its fledglings gone. 480

That's how she was when she saw the naked corpse.

She screamed out a lament, and then she swore,  
calling evil curses down upon the ones  
who'd done this. Then right away her hands  
threw on the thirsty dust. She lifted up  
a finely made bronze jug and then three times  
poured out her tributes to the dead.

When we saw that, we rushed up right away  
and grabbed her. She was not afraid at all.

We charged her with her previous offence 490

as well as this one. She just kept standing there,  
 denying nothing. That made me happy—  
 though it was painful, too. For it's a joy  
 escaping troubles which affect oneself,  
 but painful to bring evil on one's friends.  
 But all that is of less concern to me  
 than my own safety.

CREON

You there—you with your face  
 bent down towards the ground, what do you say?  
 Do you deny you did this or admit it?

ANTIGONE

I admit I did it. I won't deny that.

500

CREON [to the Guard]

You're dismissed—go where you want. You're free—  
 no serious charges made against you.

*[Exit the Guard. Creon turns to interrogate Antigone]*

Tell me briefly—not in some lengthy speech—  
 were you aware there was a proclamation  
 forbidding what you did?

ANTIGONE

I'd heard of it.

How could I not? It was public knowledge.

CREON

And yet you dared to break those very laws?

ANTIGONE

Yes. Zeus did not announce those laws to me.  
 And Justice living with the gods below  
 sent no such laws for men. I did not think  
 anything which you proclaimed strong enough  
 to let a mortal override the gods  
 and their unwritten and unchanging laws.  
 They're not just for today or yesterday,  
 but exist forever, and no one knows  
 where they first appeared. So I did not mean  
 to let a fear of any human will  
 lead to my punishment among the gods.  
 I know all too well I'm going to die—  
 how could I not?—it makes no difference  
 what you decree. And if I have to die  
 before my time, well, I count that a gain.  
 When someone has to live the way I do,  
 surrounded by so many evil things,  
 how can she fail to find a benefit  
 in death? And so for me meeting this fate

510

520

won't bring any pain. But if I'd allowed  
 my own mother's dead son to just lie there,  
 an unburied corpse, then I'd feel distress.  
 What's going on here does not hurt me at all. 530  
 If you think what I'm doing now is stupid,  
 perhaps I'm being charged with foolishness  
 by someone who's a fool.

CHORUS LEADER

It's clear enough  
 the spirit in this girl is passionate—  
 her father was the same. She has no sense  
 of compromise in times of trouble.

CREON [to the Chorus Leader]

But you should know the most obdurate will  
 are those most prone to break. The strongest iron  
 tempered in the fire to make it really hard—  
 that's the kind you see most often shatter. 540

I'm well aware the most tempestuous horses  
 are tamed by one small bit. Pride has no place  
 in anyone who is his neighbour's slave.  
 This girl here was already very insolent  
 in contravening laws we had proclaimed.  
 Here she again displays her proud contempt—  
 having done the act, she now boasts of it.  
 She laughs at what she's done. Well, in this case,  
 if she gets her way and goes unpunished,  
 then she's the man here, not me. No. She may be 550

my sister's child, closer to me by blood  
 than anyone belonging to my house  
 who worships Zeus Herkeios in my home,  
 but she'll not escape my harshest punishment—  
 her sister, too, whom I accuse as well.<sup>4</sup>  
 She had an equal part in all their plans  
 to do this burial. Go summon her here.  
 I saw her just now inside the palace,  
 her mind out of control, some kind of fit.

*[Exit attendants into the palace to fetch Ismene]*

When people hatch their mischief in the dark 560  
 their minds often convict them in advance,  
 betraying their treachery. How I despise  
 a person caught committing evil acts  
 who then desires to glorify the crime.

ANTIGONE

Take me and kill me—what more do you want?

CREON

Me? Nothing. With that I have everything.

ANTIGONE

Then why delay? There's nothing in your words  
that I enjoy—may that always be the case!

And what I say displeases you as much.

But where could I gain greater glory

570

than setting my own brother in his grave?

All those here would confirm this pleases them

if their lips weren't sealed by fear—being king,

which offers all sorts of various benefits,

means you can talk and act just as you wish.

CREON

In all of Thebes, you're the only one

who looks at things that way.

ANTIGONE

They share my views,

but they keep their mouths shut just for you.

CREON

These views of yours—so different from the rest—

don't they bring you any sense of shame?

580

ANTIGONE

No—there's nothing shameful in honouring

my mother's children.

CREON

You had a brother

killed fighting for the other side.

ANTIGONE

Yes—from the same mother and father, too.

CREON

Why then give tributes which insult his name?

ANTIGONE

But his dead corpse won't back up what you say.

CREON

Yes, he will, if you give equal honours

to a wicked man.

ANTIGONE

But the one who died

was not some slave—it was his own brother.

CREON

Who was destroying this country—the other one

590

went to his death defending it.

ANTIGONE

That may be,

but Hades still desires equal rites for both.<sup>8</sup>



CREON

A good man does not wish what we give him  
to be the same an evil man receives.

ANTIGONE

Who knows? In the world below perhaps  
such actions are no crime.

CREON

An enemy  
can never be a friend, not even in death.

ANTIGONE

But my nature is to love. I cannot hate.

CREON

Then go down to the dead. If you must love,  
love them. No woman's going to govern me—  
no, no—not while I'm still alive. 600

Source: Johnston, I. (Trans.). (2005, May 1). Retrieved September 21, 2015, from  
<http://records.viu.ca/~johnstoi/sophocles/antigone.htm>. Posted with permission of Ian Johnston.

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**Dialectical Journal**

Quotation and line number	Interpretation

### Essay Rubric

	3	2	1	0
<b>Reading and Understanding Text</b>	<ul style="list-style-type: none"> <li>Shows <b>full comprehension</b> of ideas both explicit and inferential indicated by grade-level reading standards</li> <li><b>Accurate</b> analysis and reasoning is demonstrated through <b>ample</b> textual evidence</li> </ul>	<ul style="list-style-type: none"> <li>Shows <b>comprehension</b> of ideas indicated by grade-level reading standards</li> <li><b>Mostly accurate</b> analysis and reasoning is demonstrated through <b>adequate</b> textual evidence</li> </ul>	<ul style="list-style-type: none"> <li>Shows <b>limited comprehension</b> of ideas indicated by grade-level reading standards</li> <li><b>Minimally accurate</b> analysis and reasoning is demonstrated through <b>minimal</b> textual evidence</li> </ul>	<ul style="list-style-type: none"> <li>Shows <b>no comprehension</b> of ideas indicated by grade-level reading standards</li> <li><b>Inaccurate or no</b> analysis and reasoning is demonstrated with <b>little or no</b> textual evidence</li> </ul>
<b>Writing about Text</b>	<ul style="list-style-type: none"> <li>Addresses the prompt and introduces a topic or <b>precise</b> claim(s), distinguishing claim(s) from counterclaims</li> <li>Development is even and organized to make important connections and distinctions with <b>relevant</b> support</li> <li>Language creates cohesion and clarifies relationships among ideas</li> <li><b>Formal</b> and <b>objective</b> style and tone <b>consistently</b> demonstrate awareness of purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>Addresses the prompt and states a topic or claim(s)</li> <li>Development is organized with <b>some</b> support and cohesion</li> <li>Language creates cohesion and links ideas</li> <li>Style and tone demonstrate awareness of purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>Addresses the prompt and has an introduction</li> <li>Development and support are <b>minimal</b></li> <li>Language links ideas</li> <li>Style and tone demonstrate <b>limited</b> awareness of purpose or audience</li> </ul>	<ul style="list-style-type: none"> <li>Does not address the prompt</li> <li><b>Lacks</b> organization, is <b>undeveloped</b>, and <b>does not</b> provide support</li> <li>Language and style demonstrate <b>no</b> awareness of purpose or audience</li> </ul>
<b>Language Conventions</b>	<ul style="list-style-type: none"> <li><b>Full command</b> of conventions indicated by grade-level standards</li> <li><b>Few minor errors</b> do not interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li><b>Some command</b> of conventions indicated by grade-level standards</li> <li><b>May have errors</b> that occasionally interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li><b>Limited command</b> of conventions indicated by grade-level standards</li> <li><b>Errors</b> often interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li><b>No command</b> of conventions indicated by grade-level standards</li> <li><b>Frequent and varied errors</b> interfere with meaning</li> </ul>

### **Proofreading Guide**

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 (e.g., 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. Review the sentence structure and offer suggestions for increasing the complexity by adding more phrases and clauses and using parallel structure.
6. Circle strong vocabulary words in the text and note any unnecessary repetitions.
7. Edit the essay for spelling mistakes and use of proper punctuation.
8. Return the essays to their owner and have students review the feedback.

### **"I Have a Dream" Guided Reading**

(First reading – vocabulary & literary devices)

1. What was the occasion for this speech? \_\_\_\_\_

\_\_\_\_\_

**Read the beginning of King's speech, from "I am happy to join with you today..." to "...long night of captivity.**

2. What metaphors does Dr. King use? *He compares slavery to \_\_\_\_\_, the*  
*Emancipation Proclamation to \_\_\_\_\_ and slavery to \_\_\_\_\_.*

**Read the paragraph that begins "But one hundred years later..." to "... finds himself an exile in his own land."**

3. What is segregation? \_\_\_\_\_

4. What is discrimination? \_\_\_\_\_

- 5. What metaphors does Dr. King use? \_\_\_\_\_
- \_\_\_\_\_

**Read the following section which begins "And so we've come here today to dramatize a shameful condition" and ends with "... that will give us upon demand the riches of freedom and the security of justice."**

- 6. What metaphors does Dr. King use? \_\_\_\_\_
- \_\_\_\_\_

**Read the next paragraph: "We have also come to this hallowed spot" to "Now is the time to make justice a reality for all of God's children."**

7. Why is "Now" capitalized? \_\_\_\_\_

8. What do you suppose "gradualism" is? \_\_\_\_\_

- 9. What metaphors does Dr. King use? \_\_\_\_\_
- \_\_\_\_\_

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Read the next section from “It would be fatal for the nation to overlook the urgency of the moment” ending with “The whirlwind of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.”

- 10. What metaphors does Dr. King use? \_\_\_\_\_
- 

Read from “But there is something that I must say...” through “We cannot walk alone.”

- 11. What metaphors does Dr. King use? \_\_\_\_\_
- 

Next, read from “And as we walk, we must make the pledge...” through “justice rolls down like waters, and righteousness like a mighty stream.”

12. Where do you think the quote came from? \_\_\_\_\_

Read the paragraph “I am not unmindful...” to “Let us not wallow in the valley of despair, I say to you today, my friends.”

- 13. What metaphors does Dr. King use? \_\_\_\_\_
- 

Read “And so even though we face the difficulties of today...” to “that all men are created equal.”

14. Where do you think the quote came from? \_\_\_\_\_

Read from “I have a dream that one day on the red hills of Georgia” to “... join hands with little white boys and white girls as sisters and brothers. I have a dream today!”

15. What do you suppose “interposition” and “nullification” mean in this context? \_\_\_\_\_
- 

Read from “I have a dream that one day every valley shall be exalted...” through “knowing that we will be free one day.”

16. Where do you think the quote came from? \_\_\_\_\_

- 17. What metaphors does Dr. King use? \_\_\_\_\_
-

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**Read the rest of the speech.**

18. What phrase does Dr. King repeat in this section? \_\_\_\_\_

19. Where do you think the first quote came from? \_\_\_\_\_

20. What is a “Negro spiritual”? \_\_\_\_\_

21. What does the ending mean? \_\_\_\_\_

22. What message did you understand from this first reading? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



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**"I Have a Dream" Guided Reading**

(Second Reading – Meaning)

**Read the beginning of the speech until "end the long night of their captivity."**

1. Who was this "great American"? \_\_\_\_\_

2. What is the Emancipation Proclamation? \_\_\_\_\_

3. What are "the flames of withering injustice"? \_\_\_\_\_

4. Paraphrase this section into your own words: \_\_\_\_\_

**Read from "But one hundred years later..." to "an exile in his own land."**

5. Using your knowledge of history, why does Dr. King say that "the Negro...finds himself an exile in his own land"? \_\_\_\_\_

6. Paraphrase this section into your own words: \_\_\_\_\_

**Read from "And so we've come here today to dramatize a shameful condition" to "...the riches of freedom and the security of justice."**

7. What is this "check" that Dr. King refers to? \_\_\_\_\_

8. How has America defaulted on this check? \_\_\_\_\_

9. Paraphrase this section into your own words: \_\_\_\_\_

**Read from "We have also come to this hallowed spot..." to "make justice a reality for all of God's children."**

10. Who is Dr. King addressing to in this section (what race)? \_\_\_\_\_

11. What is the main idea in this section? \_\_\_\_\_

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**Read from “It would be fatal for the nation to overlook the urgency of the moment.” To “the bright day of justice emerges.”**

12. Who is Dr. King addressing to in this section? \_\_\_\_\_

13. What does this section mean? \_\_\_\_\_

\_\_\_\_\_

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**Read from “But there is something that I must say to my people...” to “ meeting physical force with soul force.”**

14. Who is Dr. King addressing in this section? \_\_\_\_\_

15. What is Dr. King’s message in this section? \_\_\_\_\_

\_\_\_\_\_

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**Read from “The marvelous new militancy...” to “We cannot walk alone.”**

16. What is Dr. King’s message in this section? \_\_\_\_\_

\_\_\_\_\_

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**Read from “And as we walk...” to “justice rolls down like waters, and righteousness like a mighty stream.”**

17. Paraphrase this section into your own words \_\_\_\_\_

\_\_\_\_\_

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**Read from “I am not unmindful...” to “I say to you today, my friends.”**

18. Who is Dr. King addressing to in this section? \_\_\_\_\_

19. What is Dr. King’s message for the intended audience? \_\_\_\_\_

\_\_\_\_\_

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**Read from “And so even though we face the difficulties of today and tomorrow...” to “all men are created equal.”**

20. What “American Dream” is Dr. King talking about? \_\_\_\_\_

21. How could America live out the meaning of this creed? \_\_\_\_\_

\_\_\_\_\_

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**Read from “I have a dream that one day on the red hills of Georgia...” to “This is our hope.”**

22. In your own words, explain the “dream” that Dr. King has: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Read from “With this faith...” to “the curvaceous slopes of California.”**

23. Paraphrase this section into your own words: \_\_\_\_\_

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24. What do these geographical locations have in common? \_\_\_\_\_

**Read from “But not only that” to “From every mountainside, let freedom ring.”**

25. What do these geographical locations have in common? \_\_\_\_\_

**Read the end of the speech.**

26. Paraphrase this section into your own words: \_\_\_\_\_

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**"I Have a Dream" Guided Reading**

(Third Reading – Interpret, Author's Purpose & Tone)

**Read from the beginning of the speech to "And so we've come here today to dramatize a shameful condition."**

1. What was Dr. King's purpose in beginning his speech by talking about the Emancipation Proclamation?

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2. What tone does Dr. King immediately establish and how? \_\_\_\_\_

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**Read from "In a sense we've come to our nation's capital" to "the riches of freedom and the security of justice."**

3. What was Dr. King's purpose in using the extended metaphor about the check: \_\_\_\_\_

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4. What tone does Dr. King use in this section? \_\_\_\_\_

**Read from "We have also come to this hallowed spot..." to "Now is the time to make justice a reality for all of God's children."**

5. Why is it an appropriate metaphor for Dr. King to call racial injustice "quicksand"? \_\_\_\_\_

---

6. What tone does Dr. King use in this section? \_\_\_\_\_

**Read from "It would be fatal for the nation to overlook the urgency of the moment" to "until the bright day of justice emerges."**

7. Dr. King seems to be responding to something in this section. Make an inference about what Dr. King may be responding to.

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**Read from “But there is something that I must say to my people” to “We cannot walk alone.”**

8. Infer what “new militancy” Dr. King is addressing: \_\_\_\_\_

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9. What can you infer about Dr. King’s views based on this section? \_\_\_\_\_

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10. What tone does Dr. King use in this section? \_\_\_\_\_

**Read from “And as we walk, we must make the pledge that we shall always march ahead” to “justice rolls down like waters, and righteousness like a mighty stream.”**

11. List the reasons Dr. King gives for why people must continue to fight for civil rights:

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12. Why does Dr. King list these reasons? \_\_\_\_\_

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13. What tone does Dr. King use in this section? \_\_\_\_\_

14. Do these conditions still exist for African-Americans today? \_\_\_\_\_ Explain your answer:

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**Read from “I am not unmindful that some of you have come here out of great trials and tribulations” to “Let us not wallow in the valley of despair.”**

15. Dr. King addresses the “trials and tribulations” that many in his audience have suffered while fighting for their civil rights. Explain why he does this.

---

16. What tone does Dr. King use in this section? \_\_\_\_\_

**Read from “I say to you today my friends” to “the content of their character.”**

17. The last line in this section is one of the most famous lines from the speech. Why do you suppose this line resonates with people?

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18. What tone does Dr. King use in this section? \_\_\_\_\_

19. How is the tone in this section different than the tone in the previous section? \_\_\_\_\_

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20. Has America achieved Dr. King’s dream, as explained in this section? \_\_\_\_\_

21. Explain why or why not? \_\_\_\_\_

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**Read from “I have a dream that one day, down in Alabama” to “This is our hope.”**

22. Dr. King keeps repeating “I Have a Dream.” Why? \_\_\_\_\_

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23. Specifically, why does Dr. King repeat “I have a *dream* today?” \_\_\_\_\_

24. What tone does Dr. King use when talking about Alabama? Explain. \_\_\_\_\_

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25. Why does Dr. King quote scripture? \_\_\_\_\_

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Read from **“This is the faith I go back to the South with”** to ***“From every mountainside, let freedom ring!”***

26. Why does Dr. King use these song lyrics? \_\_\_\_\_

\_\_\_\_\_

27. What goal does Dr. King explain in this section? \_\_\_\_\_

\_\_\_\_\_

28. Has America achieved this goal? Explain why or why not? \_\_\_\_\_

\_\_\_\_\_

29. What tone does Dr. King use in this section? \_\_\_\_\_

Read from **“And if America is to be a great nation, this must become true”** to **“the curvaceous slopes of California.”**

30. Explain why Dr. King chose to list these states first? \_\_\_\_\_

Read from **“But not only that”** to **“From every mountainside, let freedom ring.”**

31. Explain why Dr. King chose to list these states last? \_\_\_\_\_

32. Why does Dr. King keep repeating “let freedom ring”? \_\_\_\_\_

\_\_\_\_\_

Read from **“And when this happens”** to the end.

33. Why did Dr. King end with this particular quote? \_\_\_\_\_

34. How is this quote related to the beginning of the speech? \_\_\_\_\_

\_\_\_\_\_

35. Describe the tone Dr. King uses at the end of his speech? \_\_\_\_\_

**SOAPStone**

As you read, look for these details...			How do you know? Cite specific evidence from the text.
<b>S</b>	Who is the <b>Speaker</b> ?	<ul style="list-style-type: none"> <li>What can you tell or what do you know about the speaker that helps you understand the point of view expressed?</li> </ul>	
<b>O</b>	What is the <b>Occasion</b> ?	<ul style="list-style-type: none"> <li>What is the time and place of the text? What caused this text to be written? Identify the context of the text.</li> </ul>	
<b>A</b>	Who is the <b>Audience</b> ?	<ul style="list-style-type: none"> <li>To whom is this text addressed? Does the speaker specify an audience? What does the author assume about the intended audience?</li> </ul>	
<b>P</b>	What is the <b>Purpose</b> ?	<ul style="list-style-type: none"> <li>What did the author want the audience to think or do as a result of reading this text? Why did the author write it?</li> <li>What is the message? How does the speaker convey this message?</li> </ul>	
<b>S</b>	What is the <b>Subject</b> ?	<ul style="list-style-type: none"> <li>What topic, content, and ideas are included in the text?</li> <li>How does the author present the subject? Does he introduce it immediately or do you, the reader, have to make an inference?</li> </ul>	
<b>TONE</b>	What is the <b>Tone</b> ?	<ul style="list-style-type: none"> <li>What is the author's attitude about the subject? Is the author emotional? Objective? Angry? How would you read the passage aloud if you were the author?</li> <li>What details "tell" the author's feelings about the topic? What words, phrases, imagery, examples, etc. reveal the tone?</li> </ul>	



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**"I Have a Dream" Timed Write Planning Handout**

**Directions:** Answer the questions on the handout to help you plan your essay.

**Prompt:** In a multi-paragraph timed write, explain how King develops his argument in "I Have a Dream." Base your explanation on the following:

- Determine a central idea of the speech, identify main claims made to support that idea, and explore the connections made between each claim.
- Describe how each claim is developed and refined by words, phrases, sentences, and paragraphs.

1. What is the context and occasion for the speech? Who is the speaker? Who is the audience?

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2.) What is King's central idea in "I Have a Dream"? Find two quotes to support your answer.

Answer: 

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Quote 1: 

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Quote 2: 

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3.) List 2-3 claims King makes to support his central idea. Find two quotes to support your answer.

Answer: 

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Quote 1: 

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Quote 2: 

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4.) List 2-3 figurative or rhetorical devices does King use to develop his argument. Find two quotes to support your answer.

Answer: \_\_\_\_\_

Quote 1: \_\_\_\_\_

\_\_\_\_\_

Quote 2: \_\_\_\_\_

\_\_\_\_\_

*Thesis statement template:* King's central idea of/ that \_\_\_\_\_ is  
*central idea*

supported by his claims that \_\_\_\_\_ and \_\_\_\_\_  
*claim 1 claim 3*

which he developed using \_\_\_\_\_.  
*figurative/ rhetorical device*

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### Cumulative Writing Task Directions

“Mankind must remember that peace is not God’s gift to his creatures, it is our gift to each other.”

--Elie Wiesel from “Hope, Despair and Memory”

Select one of the texts we’ve read in this unit. How would the author respond to Elie Wiesel’s claim in this quotation from “Hope, Despair and Memory”?

To answer this question:

- Interpret the meaning of the quotation as it relates to a central idea of “Hope, Despair and Memory.”
- Select a text read in the unit and determine a central idea of the text.
- Examine how a central idea of each text is developed.
- Evaluate how the author of the selected text might respond to Wiesel’s claims, support, evidence, and/or tone by comparing the way a central idea of each text is developed.

Write an essay that develops and supports your claim of how the author of the selected text would respond to Elie Wiesel’s speech. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence to support the analysis, including direct quotations and parenthetical citations.

### Culminating Writing Task Rubric

	3	2	1	0
<b>Reading and Understanding Text</b>	<ul style="list-style-type: none"> <li>Shows <b>full comprehension</b> of ideas both explicit and inferential indicated by grade-level reading standards</li> <li><b>Accurate</b> analysis and reasoning is demonstrated through <b>ample</b> textual evidence</li> </ul>	<ul style="list-style-type: none"> <li>Shows <b>comprehension</b> of ideas indicated by grade-level reading standards</li> <li><b>Mostly accurate</b> analysis and reasoning is demonstrated through <b>adequate</b> textual evidence</li> </ul>	<ul style="list-style-type: none"> <li>Shows <b>limited comprehension</b> of ideas indicated by grade-level reading standards</li> <li><b>Minimally accurate</b> analysis and reasoning is demonstrated through <b>minimal</b> textual evidence</li> </ul>	<ul style="list-style-type: none"> <li>Shows <b>no comprehension</b> of ideas indicated by grade-level reading standards</li> <li><b>Inaccurate or no</b> analysis and reasoning is demonstrated with <b>little or no</b> textual evidence</li> </ul>
<b>Writing about Text</b>	<ul style="list-style-type: none"> <li>Addresses the prompt and introduces a topic or <b>precise</b> claim(s), distinguishing claim(s) from counterclaims</li> <li>Development is even and organized to make important connections and distinctions with <b>relevant</b> support</li> <li>Language creates cohesion and clarifies relationships among ideas</li> <li><b>Formal</b> and <b>objective</b> style and tone <b>consistently</b> demonstrate awareness of purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>Addresses the prompt and states a topic or claim(s)</li> <li>Development is organized with <b>some</b> support and cohesion</li> <li>Language creates cohesion and links ideas</li> <li>Style and tone demonstrate awareness of purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>Addresses the prompt and has an introduction</li> <li>Development and support are <b>minimal</b></li> <li>Language links ideas</li> <li>Style and tone demonstrate <b>limited</b> awareness of purpose or audience</li> </ul>	<ul style="list-style-type: none"> <li>Does not address the prompt</li> <li><b>Lacks</b> organization, is <b>undeveloped</b>, and <b>does not</b> provide support</li> <li>Language and style demonstrate <b>no</b> awareness of purpose or audience</li> </ul>
<b>Language Conventions</b>	<ul style="list-style-type: none"> <li><b>Full command</b> of conventions indicated by grade-level standards</li> <li><b>Few minor errors</b> do not interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li><b>Some command</b> of conventions indicated by grade-level standards</li> <li><b>May have errors</b> that occasionally interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li><b>Limited command</b> of conventions indicated by grade-level standards</li> <li><b>Errors</b> often interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li><b>No command</b> of conventions indicated by grade-level standards</li> <li><b>Frequent and varied errors</b> interfere with meaning</li> </ul>

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### Extension Task Directions

Select one of the time periods represented by the texts in this unit (American Revolution, Civil War, Holocaust, or Civil Rights Movement) and conduct independent research on how that particular time period's events have been memorialized in our society. Consider how our society remembers events and attempts to prevent future tragedies through developing awareness in the form of monuments, museums, holidays, artwork, literature, etc.

To complete this assignment:

- Select a time period and develop a series of questions for research. For example: What monuments, holidays, museums, works of literature, or works of art, etc. commemorate this event/time period? Who commissioned and/or created the memorial? What purpose does the memorial serve? What is the significance of the memorial?
- Conduct independent research, gathering relevant information from multiple sources, narrowing or broadening the inquiry when appropriate.
- Develop a thesis based on the research, e.g., "The Holocaust is an often memorialized event in history. Within the United States, the Holocaust Memorial Museum in Washington, D.C., is a powerful reminder of why we should never forget tragedies of human history." Or "The Civil War is memorialized several ways in our society through battlefield sites and recreation areas, the Lincoln Memorial in Washington, D.C., and the Memorial Day holiday."
- Write and publish a research-based essay, incorporating evidence and quotations from multiple texts and avoiding plagiarism.
- Select one way the selected time period is memorialized and create a multimedia presentation to deliver to the class that describes the memorial and its purpose, and explains why the student selected that memorial to present.

### Extension Task Writing Rubric

	3	2	1	0
<b>Reading and Understanding Text</b>	<ul style="list-style-type: none"> <li>Shows <b>full comprehension</b> of ideas both explicit and inferential indicated by grade-level reading standards</li> <li><b>Accurate</b> analysis and reasoning is demonstrated through <b>ample</b> textual evidence</li> </ul>	<ul style="list-style-type: none"> <li>Shows <b>comprehension</b> of ideas indicated by grade-level reading standards</li> <li><b>Mostly accurate</b> analysis and reasoning is demonstrated through <b>adequate</b> textual evidence</li> </ul>	<ul style="list-style-type: none"> <li>Shows <b>limited comprehension</b> of ideas indicated by grade-level reading standards</li> <li><b>Minimally accurate</b> analysis and reasoning is demonstrated through <b>minimal</b> textual evidence</li> </ul>	<ul style="list-style-type: none"> <li>Shows <b>no comprehension</b> of ideas indicated by grade-level reading standards</li> <li><b>Inaccurate or no</b> analysis and reasoning is demonstrated with <b>little or no</b> textual evidence</li> </ul>
<b>Writing about Text</b>	<ul style="list-style-type: none"> <li>Addresses the prompt and introduces a topic or <b>precise</b> claim(s), distinguishing claim(s) from counterclaims</li> <li>Development is even and organized to make important connections and distinctions with <b>relevant</b> support</li> <li>Language creates cohesion and clarifies relationships among ideas</li> <li><b>Formal and objective</b> style and tone <b>consistently</b> demonstrate awareness of purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>Addresses the prompt and states a topic or claim(s)</li> <li>Development is organized with <b>some</b> support and cohesion</li> <li>Language creates cohesion and links ideas</li> <li>Style and tone demonstrate awareness of purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>Addresses the prompt and has an introduction</li> <li>Development and support are <b>minimal</b></li> <li>Language links ideas</li> <li>Style and tone demonstrate <b>limited</b> awareness of purpose or audience</li> </ul>	<ul style="list-style-type: none"> <li>Does not address the prompt</li> <li><b>Lacks</b> organization, is <b>undeveloped</b>, and <b>does not</b> provide support</li> <li>Language and style demonstrate <b>no</b> awareness of purpose or audience</li> </ul>
<b>Language Conventions</b>	<ul style="list-style-type: none"> <li><b>Full command</b> of conventions indicated by grade-level standards</li> <li><b>Few minor errors</b> do not interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li><b>Some command</b> of conventions indicated by grade-level standards</li> <li><b>May have errors</b> that occasionally interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li><b>Limited command</b> of conventions indicated by grade-level standards</li> <li><b>Errors</b> often interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li><b>No command</b> of conventions indicated by grade-level standards</li> <li><b>Frequent and varied errors</b> interfere with meaning</li> </ul>

### Multimedia Presentation Rubric

	3	2	1
<b>Demonstration of understanding</b>	The presentation addresses all elements of the task and effectively demonstrates understanding of the topic, text(s), or findings.	The presentation partially addresses the task and generally demonstrates understanding of the topic, text(s), or findings.	The presentation does not address the task or demonstrates a lack of understanding of the topic, text(s), or findings.
<b>Organization and development of presentation</b>	The presentation is organized clearly and logically so that listeners can easily identify the central ideas or claims and follow the line of reasoning; the supporting evidence is relevant and from credible sources.	The presentation is organized and has a clear central idea or claim and supporting evidence from credible sources.	The presentation has a central idea or claim and/or supporting evidence.
<b>Multimedia components</b>	The presentation effectively incorporates multimedia components (e.g., videos, graphics, images, music, sound) and visual displays to clarify, support, or enhance, the central ideas or claims.	The presentation incorporates multimedia components (e.g., videos, graphics, images, music, sound) and visual displays.	The presentation either fails to incorporate multimedia components (e.g., videos, graphics, images, music, sound) and visual displays or the components are distracting and ineffective.
<b>Delivery of presentation</b>	Speaker maintains consistent and appropriate eye contact, adequate volume, and clear pronunciation.	Speaker makes eye contact and can be generally heard and understood.	Speaker sometimes makes eye contact and is generally difficult to understand.