

Analyzing Informational Text Introduction

Analyzing Informational Text: Introduction

Spark



Source: Cathy Yeulet. 123RF

Informational text informs about the world and the human experience. You probably read informational texts in one form or another every day without thinking about it. From a text about the historical repercussions of the Industrial Revolution to a recap of a season-ending football game to a list of instructions for assembling a desk, these texts are written for a purpose.

The most informative texts are structured to support their purpose by conveying a clear flow of ideas in a way that seemingly fuses the links between them. Analyzing these texts allows us to arrive at the central ideas, or takeaways. If you've ever struggled through a rambling, seemingly random set of facts and found yourself thinking, *OK already, get to the point*, you know the importance of conveying central ideas clearly and concisely. That's when we have those "ah-ha" moments—when we get the message and everything makes sense.

Just as well-written literary texts can draw us into fictional worlds, well-written informational texts can captivate our thoughts and stimulate our minds, encouraging us to connect to a particular topic or issue. The authors who write about topics that inspire them and the texts that spring from their passions are typically the ones that affect us the most.

You probably understand that from your perspective as a reader. When you read about topics that excite you, it's often easier to absorb the information. You're reading with purpose, yes, but also with engagement. Think about reading that recap of a football game. It probably wouldn't be too exciting if you care nothing about football—in fact, unless you have a specific connection to the topic (your brother is on the team, for example), you would likely not read the text at all. If you have an avid interest in the game, however, the reading suddenly becomes captivating—you are motivated to analyze every detail so that you have a better understanding of the choices the player and coach made and the reasons why the team performed the way they did.

Activity

What motivates you as a reader of informational text? You likely have interests that drive you to the particular genre of informational text or topic that the text focuses on, but once you get past that, what keeps you reading? List five criteria for an informational text that you find motivating and then discuss your list with your Learning Coach.

Learning Coach Guide

This section will help you guide students through their learning.

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1. Throughout this unit, your student will read *Bury My Heart at Wounded Knee* by Dee Brown, the landmark text about the subjugation and displacement of Indigenous Americans during the colonization of the American West. Your student will also read a variety of shorter informational texts. As they read and respond to the texts, your student will be asked to analyze and evaluate complex ideas and write about their observations and conclusions.
2. Remind your student that informational texts are about real, factual topics and that their central ideas must be supported with factual evidence. That makes clarity of expression exceptionally important, as authors must be able to demonstrate the logic behind their words.
3. Discuss with your student different types of informational text they've read due to a particular motivation on their part (the requirements for an audition; a description of a campground or park; an explanation for a repair procedure to fix their bicycle). Have them contrast how these texts were structured to promote clarity and convey central ideas.

4. Have your student complete the activity by building on your discussion and creating a list of criteria they find motivating about an informational text. Make your own list and then compare it to your student's. Discuss the similarities and differences.

Analyzing Informational Text: Introduction

The Basics of Analyzing Informational Text

Analyzing informational text requires us to examine a particular work critically in order to evaluate the author's choices for conveying meaning. The structure of the text and the rhetoric should promote a clear flow of ideas that support the author's purpose and viewpoint.

In theory, informational text is intended to present ideas in an unbiased and objective way, given that its purpose is normally to inform. In practice, however, it can be difficult for authors of informational text to separate themselves from their own perspective toward a topic. Part of any thorough analysis of informational text is an assessment of purpose: Did the author write to inform or educate readers about a particular topic, or might they have another underlying purpose? Have they focused more strongly on one aspect of a topic than on another? Have elements of the author's perspective introduced bias in one form or another?

It may be that what you are reading is more accurately considered argumentative text. The purpose of argumentative text is to argue or defend a point—to make a claim, to support that claim with evidence, and ultimately to persuade readers to accept the claim as valid.

As you read a particular informational text (including the unit text, *Bury My Heart at Wounded Knee*), keep these considerations in mind by asking yourself questions like these as you read, and record your answers in your Reading Log:

- What is the author's purpose in writing this text? What do they mainly want readers to know?
- How does the author convey the significance of the issue or topic?

- Are the ideas well-supported with factual evidence?
- Is the author’s viewpoint objective, or is bias evident in their writing?
- How is the text structured? How does the structure of the text help clarify ideas?
- How would I characterize the author’s rhetoric? How does it highlight ideas, convey hidden meanings, and enhance the impact of the author’s message?
- What are the main messages I get from the text, and why are they important?

Just as it is crucial that we understand an author’s purpose in writing, it is equally important that we understand an author’s point of view and understand it in all its complexity. That means that to fully comprehend the meaning of a work, readers must not only understand *what* an author believes, but *why*. Knowing an author’s background and environment helps us place that belief within an appropriate frame of reference.

Activity

Consider an informational text you have read recently that you connected with in some way. What was the author’s perspective about the topic? Why do you think they might have had that perspective, and how closely did it align with your own point of view? If you can, go back to that text and look for details you might analyze to help you consider these questions. Then, discuss your findings and conclusions with your Learning Coach.

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The Basics of Analyzing Informational Text

1. Point out that while informational texts are factual, the perspective they convey can be shaped to reflect an author’s viewpoint, and

one reason to analyze a particular information text is to identify and evaluate bias in a work. Bias can be either intentional, to promote an idea, or unintentional, perhaps driven by a lack of knowledge about an issue or a different perspective.

- 2.** Reinforce the significance of understanding an author's frame of reference, or the background and environment in which they gained their information and developed their views. Tell your student that learning about an author's background is important not only for gaining insight into the meaning of the text but for analyzing its reliability, as one's background and experience reveals their qualifications for writing about the topic.
- 3.** Share with your student a personal belief you have or social issue you feel strongly about, and explain how your background and experience influenced your connection to a particular text. This should spark ideas for your student to respond to the question and complete the activity either orally or in writing. Discuss your student's thoughts once they have completed the activity.

Previewing the Unit Text: *Bury My Heart at Wounded Knee*

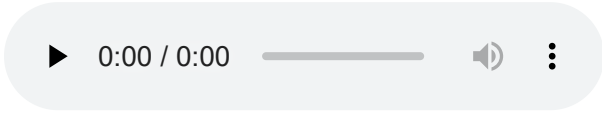
About the Author

Dee Brown (1908–2002) was born in Louisiana and grew up in Arkansas. Brown studied library science at George Washington University, and for 40 years he worked as a research librarian for major firms as well as several departments in the United States government. In his spare time, he wrote more than 30 books, both fiction and nonfiction. His works include two civil war histories, a number of westerns, and *Bury My Heart at Wounded Knee*, which took the nation by storm and surpassed all his others in importance.

Brown has said in interviews that his fascination with the real story of western expansion began when a childhood friend who was Indigenous American told him that the stereotypical “Indian” in American Westerns was an inaccurate representation of their people. Armed with exceptional research skills and an avid interest in his topic, Brown set about writing the book that changed history by upending prevailing beliefs about the growth of our nation. *Bury My Heart at Wounded Knee* is Dee Brown’s legacy, and it is still in print more than 50 years later.

Listen to this podcast of a discussion between a student and Learning Coach to learn more about the context in which *Bury My Heart at Wounded Knee* was written and its lasting influence.

Audio: Wounded Knee



Wounded Knee Transcript

About the Text



Source: chippix. Shutterstock

Bury My Heart at Wounded Knee relates the heart-wrenching details of the conflicts between Indigenous Americans and White people that occurred between 1860 and 1890, during the colonization of the American West. It was hailed as a landmark text in American history as well as the first description of the particular events from an Indigenous perspective. Although the events described in the book took place during that period, Brown published the book a century later, after Americans had had time to reflect on the issues that drove the civil rights movement and learned to question the concept of America as the land of the free. Through primary documents, many of them firsthand accounts, Brown demonstrated that in the majority of the conflicts between White settlers and government officials and Indigenous Americans, the White population was guilty of horrific abuses. This contradicted the stories he had heard as a child that portrayed Indigenous Americans as savages. These were White people's stories—so Brown set out to tell the stories from a different point of view.

Question

How might authors of factual accounts of marginalized groups ensure that their works benefit these people rather than contribute to the harm the groups have experienced?

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About the Author

- 1.** Make sure that your student can access the text. Supply your student with a graphic organizer that they can use as a Reading Log; or, if they prefer, they may record observations, questions, and ideas from the text in their own way. Explain that they will record their opinions and impressions as well as answers to some specific questions about the text and its usefulness as source material. They may also record any ideas and questions that emerge from their reading to discuss with you.
- 2.** Ask your student to read the brief biography of Dee Brown. Have them express their thoughts on the ability of a white author to describe the experience of an Indigenous American or other person of color in a way that accurately portrays that person's experience. Ask for your student's thoughts on the value of Brown's experience as a research librarian. Did Brown's ability to research the Indigenous American experience make him just as qualified as someone who lived it?
- 3.** Have your student listen to the podcast and then discuss the impact that the Indigenous American protest at Alcatraz might have had on both Dee Brown and his readers.

About the Text

- 1.** Have your student read this section, and then discuss why in the civil rights era particularly the rights of Indigenous Americans were ignored, whereas the rights of other marginalized groups were not. (Indigenous Americans were relegated to reservations and essentially removed from American society, so they were, for all practical purposes, invisible.)
- 2.** Discuss the power of the media to mold opinions, stressing the lure of informational texts that promoted a legendary image of the American West and stereotypical characters such as the Cowboy and the Indian. Point out that because Indigenous Americans were removed from society, their lives and customs were more or less invisible to the majority of White citizens of the U.S. Consequently, indigenous people were viewed in the way they were described in the media. Link this idea to the effect of rhetoric in informational texts to express views and sway opinion.
- 3.** Have your student respond to the question. If they need support, ask: What does an author of fiction do to help readers identify with the characters? (They invest their characters with familiar feelings and thoughts; they use metaphors and analogies to familiar experiences. Similarly, nonfiction authors writing about marginalized groups can highlight the same feelings and qualities in these people that we recognize in ourselves; they can draw analogies to situations and experiences common to everyone.)

Previewing the Unit Text: *Bury My Heart at Wounded Knee*

Pace and Prepare Yourself

At nineteen chapters (plus a preface and introduction) and close to 500 pages, *Bury My Heart at Wounded Knee* is a somewhat lengthy read. That said, you will have a bit more than two weeks to complete the text, so as long as you maintain a consistent pace, you should be able read with understanding and finish the text in time to complete the Apply activities that follow your reading. Consider devoting some weekend time to your reading; that way, you may have time to go back and revisit portions of the text you found particularly engaging or challenging.

Here is one suggested pacing guide you might consider, but feel free to adjust it in any way that works for you and your schedule.

Recommended Daily Reading Plan

Days	How Much to Read
Day 1 (today)	Preface, Introduction, Chapter 1

Reading Day	Chapters 2 and 3
Other days	1–2 chapters per day

In the Apply activities that follow your reading, you will find questions that assess your understanding and your ability to analyze informational text. You can prepare for these activities by thinking about some key questions as you read. As you finish each day’s reading, take notes in your Reading Log that offer potential answers to these questions:

- What is the author’s purpose for writing? What is he trying to achieve?
- What central ideas does the author explore about the Indigenous American experience? Why does the author focus on these ideas?
- How does the author support the central ideas he conveys? How does the evidence he includes align with his purpose? What perspective does it reflect?
- What is notable about the author’s rhetoric?
- How would you describe the author’s point of view?
- What are the main takeaways from the day’s reading?

Begin Reading

Bury My Heart at Wounded Knee has been praised as a landmark text in American history, but it was written in 1970, and some scholars argue that certain ideas it conveys are outdated. Since then, texts about the Indigenous American experience have emphasized the activism and resistance to displacement expressed by various tribes. As you read, take particular note of ideas Brown expresses about Indigenous Americans that portray them as passive victims of colonial ambitions. Is there evidence in the text of Indigenous American resistance? Note these ideas in your Reading Log before you continue reading.

Bury My Heart at Wounded Knee



Learning Coach Guide

This section will help you guide students through their learning.

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Pace and Prepare Yourself

1. Read the information in this section with your student. Review the chart and compare it to your calendar to help your student devise a reading schedule that will work for their needs.
2. Review the bulleted questions with your student. Explain that after they complete the text, they will apply skills they learn in this unit to *Bury My Heart at Wounded Knee*. The questions here will help them organize their thoughts as they read and prepare them for the analytical questions that they will encounter in Apply.

Begin Reading

1. Have your student read the preface and introduction to *Bury My Heart at Wounded Knee* and then discuss their initial thoughts on Brown's purpose for writing this book and his views on the topic. Given his purpose and views, have your student explain what they expect of the text and the messages it conveys.

2. Have your student begin reading, making sure that they have their Reading Log available for note-taking. Remind them that they will have more reading time available on Day 2.

23/24 Honors English 11 B - Analyzing Informational Text

Analyzing Informational Text Reading Day

Unit Reading Information

In this unit, you will read *Bury My Heart at Wounded Knee* unless otherwise directed by your teacher.

Select the links to access the text and reading log.

Bury My Heart at Wounded Knee



Reading Log: Bury My Heart at Wounded Knee

Reading Day

Please use today's lesson to read from the designated text for this unit. Use your reading log to take notes based on the guidance in the unit introduction reading preview. Refer to the pacing guide to plan your reading time during the rest of the unit. In the final lesson of the unit, you will be asked to apply skills learned during the unit to analyze the designated text.

Multiple Accounts

Unit Reading Information

In this unit, you will read *Bury My Heart at Wounded Knee* unless otherwise directed by your teacher.

Select the links to access the text and reading log.

Bury My Heart at Wounded Knee



Reading Log: Bury My Heart at Wounded Knee

Objective

Objective

In this section, you will integrate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.

Multiple Accounts

Analyze Media

Information is available in a variety of different formats. Choose any topic that interests you, and you might gather information about it in a magazine, an online article, a video, or an encyclopedia entry. Each format has its own special features, and although some of the information you find may overlap, by exploring multiple sources you will gather enough unique information to help you deepen your understanding of the topic.



Source: MarcelClemens. Shutterstock

Get Ready to Read and View

Whenever you approach a text or video about an unfamiliar topic, it helps to stop and think about what you already know about it. Even if what you know is not completely reliable information, it's a good place to start to build your understanding. Next, formulate some elementary questions you'd like to be able to answer about the topic. Then, it's always worthwhile to do some preliminary research to gain some background knowledge.

The text and video you are about to encounter deal with a response to a problem—the dangers from asteroids. Consider what you already know about asteroids. Read the “Did You Know?” feature to get started thinking and asking questions about the topic. Then, if possible, do some research into the topic of how scientists will respond to asteroids that pose a threat to Earth.

Did You Know?

A potentially hazardous asteroid (PHA) is essentially a space rock that is close enough to Earth to warrant watching from observatories. Asteroids are rocky masses left over

from the formation of our solar system. They are smaller than planets, but like planets, they orbit the sun. Most asteroids are found in the asteroid belt between Mars and Jupiter, and bits of asteroids have flaked off and fallen to the Earth as meteorites. Tiny pieces of asteroids are harmless, but scientists believe that an asteroid impact at the end of the Cretaceous Period led to mass extinctions, including of the dinosaurs. For that reason, scientists keep watch over PHAs. Even if they are not a threat now, scientists want to know where they are and how their orbits change.

Take Notes as You Read and View

Apply your new understanding of asteroids to your reading and viewing. In your Reading Log, take notes about how previewing the topic helps you comprehend the video and text. Keep a record of questions you had and note if you found answers in either text.

Behind the Spacecraft: NASA's DART, The Double Asteroid Redirection Test

Useful Vocabulary

1. **albeit:** although
 2. **autonomous:** functioning independently
 3. **avionics:** electronic systems related to aircraft
 4. **binary:** composed of two things
 5. **deflection:** redirection; moving off course
 6. **hydrazine:** a chemical compound used in some rocket fuels
 7. **reconnaissance:** the collection of information before acting
 8. **simulation:** a model that mimics a proposed system or event
-

Multiple Accounts

Integrate Sources of Information

Writers of informational texts often seek out and integrate information from multiple sources for a variety of reasons. Sometimes, they want to write about a topic or give an oral presentation, so they need to find several sources to help them develop a sophisticated understanding that they can then share with others. Sometimes, they hope to answer a question or solve a problem, and the more sources they consult, the closer they come to a solution. Sometimes, they simply want to add to their understanding of a complex topic, and a single resource does not contain enough information to satisfy their curiosity or provide totally accurate or current information.

Imagine reading a short article about asteroids that mentions a NASA project involving intercepting and deflecting a small asteroid in space. It piques your interest, so you search for further information on the NASA project. Your search may lead you to a variety of media or formats such as books, newspaper articles, online videos, photographs, audio recordings, or interviews. You can then integrate the information that you read and view to construct a clear picture of the NASA project.

As you look at the many resources you find, you may discover that some are more useful than others in addressing a question or solving a problem. For example, a video may show you specific aspects of the project with a visual interpretation that an article does not mention. An article may clarify data and statistics, tell where and when the project is taking place, or offer additional information that the video omits. Often, multiple sources will contain some of the same facts and details, and that's an important confirmation that the information is correct. When you notice information that is unique to one source, you will want to locate yet another source to see if it backs up what the original source said. That said, sometimes you may also notice discrepancies or a lack of corroboration of certain information in your various sources. Your sources may disagree about a particular fact or detail, which means you must

locate and check yet another source to verify its accuracy. Analyzing media or formats you find will help you approach the topic with a fuller understanding.

Question 1

How would you expect a video about dinosaurs and asteroids to differ from a text about dinosaurs and asteroids?

Reveal Answer

Sample answer: The video might include animation that shows the imagined effects of asteroids on the dinosaurs, whereas the text might cite more scientific details or dates in its coverage of the dinosaur extinction.

Question 2

How would you use information from both the video and the text?

Reveal Answer

Sample answer: I would think about the information that is the same in each source and consider it solid. I'd use the information I got from both sources to deepen my understanding of the topic.

Question 3

What would you do if you noticed a discrepancy between the video and the text about dinosaurs and asteroids?

Reveal Answer

Sample answer: I would consult at least one more source of information to determine which was accurate or, if neither was, to find the correct information.

As you read the article and watch the video clip on NASA's DART mission, determine which aspects of each medium work best to clarify the project for you. Pay attention to any discrepancies in the sources, too. Record your observations in your Reading Log.

Check-In

Watch the video again and reread the text to complete the activities.

Behind the Spacecraft: NASA's DART, The Double Asteroid Redirection Test

Activity 1

Identify which of the media contains interviews with members of the DART team. Cite a specific interview and tell how it helped you as a viewer and/or reader.

Reveal Answer

Sample answer: Both mediums interview members of the DART team. The interviews in the video with scientists working on the project helped put a human face on the program. Also, they described the project in a conversational way, which helped me better understand the topic.

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Activity 2

Identify which of the media mentions the solar arrays on the spacecraft.

Explain how you determined the answer.

Reveal Answer

Sample answer: Both the video and the text mention solar arrays. I scanned the video and the text to search for the key term *solar arrays*.

Activity 3

Identify which of the media reveals how the researchers will be able to document the impact of DART.

Reveal Answer

Only the text discusses how researchers will be able to document the impact of DART, through the use of the LICIACube.

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Activity 4

Identify the medium that mentions the dinosaurs as a reason for wanting to know how to deflect an asteroid.

Reveal Answer

Only the video mentions dinosaurs as a reason to deflect an asteroid.

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Practice

Use both the video clip and the text to complete this activity.

Behind the Spacecraft: NASA's DART, The Double Asteroid Redirection Test

Activity

Both the video and the text convey the sense of size and scale related to the asteroid—how far away it is and how small it is in relation to Earth. In an oral discussion with your Learning Coach, analyze the video to explain how it helps to illustrate the points about the Didymos system's size and distance that the text touches on briefly. Discuss how those aspects of the video help to clarify the mission in your mind. Use evidence from the video and the text in your response. Then, do some research on your own to find out whether the DART mission was ultimately successful and to resolve any discrepancies you may have noticed. Consult at least one text and one video, and integrate the information in your response.

Reveal Answer

Sample answer: The text states that the Didymos system is “too small and too far to be seen as anything more than a point of light.” The video reinforces this point when one speaker says that the asteroid is “only two football fields in size” and that even thirty days out from the asteroid, it appears as a single pixel. Another speaker then shows Didymos and Dimorphis as one point of light on a screen. Seeing that point of light on the screen clarifies the incredible distances that the spacecraft must cover. Understanding the impact as equivalent to something the size of a school bus hitting something the size of two football fields makes the mission seem incredibly challenging.

On September 26, 2022, the DART mission was successfully completed when the spacecraft smashed into the asteroid Dimorphos and changed its trajectory. The impact of the spacecraft shortened the asteroid’s orbit by 32 minutes. Scientists continue to study the asteroid’s orbit along with its other properties and will use what they learn as part of their defense of Earth should an asteroid head toward it in the future, although that’s not the case at the present time.

There were no obvious discrepancies between the video and the text, which makes sense because both sources were created by NASA, the government agency responsible for building the spacecraft and monitoring its mission.

How Did I Do?

Assess your response to the Practice activity by completing this checklist. If necessary, go back and revise your work.

1. _____ I discussed the text’s explanation of the size and scale of the Didymos system.
2. _____ I discussed specific examples in the video that referred to the size and distance of the system.
3. _____ I explained how aspects of the video’s illustration of scale helped to clarify the mission.

4. _____ I did some research on my own to learn about and explain the outcome of the DART mission.

5. _____ I clarified that there were no discrepancies between the two sources.

Objective and Key Words

Objective

In this section, you will evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.

Key Words

- **animation** – a method of photographic drawings or objects to create the illusion of movement
-

Multiple Accounts



Source: Ed Metz. Shutterstock

The Library of Congress in Washington, DC, is home to 173 million items, from books and manuscripts to films and sound recordings. A patron wanting a bit of information has thousands of resources to choose from and hundreds of library assistants to help narrow the search. When faced with such an enormous quantity of information, it is important to choose resources that fit your needs as precisely as possible.

Read and View Strategically

When you read two texts on a similar topic, you can compare and contrast the texts by considering the authors' purposes, the central ideas, and the choices the authors make in terms of vocabulary and text structure. When you compare and contrast different media, such as a text and a video, however, you must consider how the formats change the output.

You may still reflect on the purpose and central idea, but the choices the video producer makes will differ from those of an author. Instead of using descriptive words, a video may use illustrations, animation, sound, and moving or still pictures to show rather than tell. Instead of placing an interview within quotation marks, a video may show the person speaking directly to the camera.

In some ways, comparing two different media that address the same topic is a bit like comparing apples and oranges. They may include similar content, but the effect will be quite different.

Take Notes as You Read and View

As you reread the text and review the video, look for ways in which the different features of each medium lead to a different effect on you, the reader and viewer. Write your observations in your Reading Log.

Useful Vocabulary

1. **albeit:** although
2. **autonomous:** functioning independently
3. **avionics:** electronic systems related to aircraft
4. **binary:** composed of two things
5. **deflection:** redirection; moving off course
6. **hydrazine:** a chemical compound used in some rocket fuels
7. **reconnaissance:** the collection of information before acting
8. **simulation:** a model that mimics a proposed system or event

Multiple Accounts

Evaluate Sources of Information

To answer a question or solve a problem, certain informational resources will probably be more helpful than others. It is up to you to determine which resources best suit your purpose.

Different resources may be designed for different audiences. For example, an informational article may be more scholarly and specialized than a video is. Although both scholarly and popular media may be valid for research purposes, you may discover that one provides more of the details that you need or presents the material in a way that you more easily understand. Looking for the source (the author, organization, or producer) of a publication or video is a useful way to determine whether the resource is reliable and believable.

Different sources may also present different opinions on the same topic. Not everyone interprets information in the same way and even scientists can disagree. Sometimes you can research a topic and still be unsure of the truth because everyone has a different conclusion. When you analyze multiple sources on the same topic, it's important to compare the facts and information between them to determine what parts are factual and which are assumptions based on the author's opinions.

Watch this video to see how two students compare and contrast an article and a video about a NASA project. Notice how they evaluate the useful qualities of each medium in presenting information.

Video cannot be displayed on Print Preview

Question

What do the students consider as they assess the quality of the two sources?

Reveal Answer

Sample answer: They consider where the sources come from—both come from NASA, so they are both believable and expert.

As you reread the article and review the video clip about NASA's DART mission, decide whether you agree with the students in the video about which resource is more useful for answering the question of why NASA planned this mission. Record your opinions in your Reading Log.

Check-In

Use the video clip and the text to respond to the questions.

Behind the Spacecraft: NASA's DART, The Double Asteroid Redirection Test

Question 1

Reread the opening paragraph of the text. How does the author make the DART mission seem important and exciting?

Reveal Answer

Hide Answer:

Sample answer: The author uses words such as “one chance to hit its target” and “a feat so far seen only in science fiction films” to make the mission sound important and exciting.

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Question 2

Watch the opening of the video from 0:00 to 0:20. How does the producer make the DART mission seem important and exciting?

Reveal Answer

Hide Answer:

Sample answer: The producer has people with excited voices telling about the “fantastic” way they can “crash” a multimillion dollar spacecraft into an asteroid.

The clip opens by suggesting that there might be an asteroid coming toward Earth “and you could actually stop it!”

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Question 3

In your opinion, which account has an introduction that is more engaging? Explain your answer.

Reveal Answer

Sample answer: I found the video more engaging, because it used vibrant music, voiceovers, and animation of the DART spacecraft to show how the mission is exciting and important for all of us on Planet Earth. The text was more formal and serious, so it did not have the same immediacy and emotional appeal.

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Practice

Use both the video clip and the text to complete Activity 1.

Behind the Spacecraft: NASA's DART, The Double Asteroid Redirection Test

Activity 1

Suppose that you were eager to work for NASA and wondered what sorts of jobs were involved in the Double Asteroid Redirection Test (DART) mission. How would each of the accounts above help you determine which job was meant for you? In a brief analysis, evaluate each one in terms of how it helps you understand the work of the NASA team. Then use what you read and saw to select the job that best fits your talents.

Reveal Answer

Sample answer: The text describes the many aspects of the work that went into DART in some detail. The author explains the different steps, from observing Didymos with telescopes to modeling and simulation to engineering the spacecraft

itself. However, the video shows the passion of the team, interviewing scientists who were involved with each stage of the process. It brings their jobs to life by showing just what they have been doing. By incorporating words and phrases like *fantastic* and *never in my life*, as well as showing their enthusiastic expressions, the interviews show how excited the workers are about their mission. The video clarifies exactly how the different jobs come together to create a project that has real potential to help planet Earth.

If I were to work on the project, I would like to be one of the people who tells the story of the DART mission. I'm not a scientist or engineer, but I love to write, and it seems like a good fit for me.

Activity 2

Imagine that you are going to write an article about the future of NASA for a local newspaper. Choose two or more sources about the organization and analyze them for similarities and differences. Write a short paragraph comparing the two sources and explain why you think there are similarities and differences.

Reveal Answer:

Sample answer: I read two articles that disagreed about the importance of NASA to the American people. Although both authors agreed that NASA has done great things for our country, they did not agree on its importance now and in the future. According to one article, the author believes we should spend more money to explore space and protect the planet from things like asteroids. In the other article, the author believes that the American people should be spending their money on the military and protecting us from terrorists, not things from space. The first article was written by someone whose father was an astronaut and who grew up idolizing him. The second article was written by someone who is a former marine. I think their backgrounds have affected how they feel about the subject and have led them to different conclusions about the importance of NASA.

How Did I Do?

Assess your response to the Practice activities by completing this checklist. If necessary, go back and revise your work.

1. _____ I considered how both the text and video introduce the various jobs involved in DART.
 2. _____ I evaluated the text's and video's presentations to determine which one better helped me understand the work of the mission team.
 3. _____ I selected one potential job that seemed to fit my talents and interests.
 4. _____ I used correct spelling, punctuation, and grammar in my response.
 5. _____ I compared two sources about the future of NASA and analyzed the similarities and differences between them.
-

Text Structures

Unit Reading Information

In this unit, you will read *Bury My Heart at Wounded Knee* unless otherwise directed by your teacher.

Select the links to access the text and reading log.

Bury My Heart at Wounded Knee



Reading Log: Bury My Heart at Wounded Knee

Objective and Key Words

Objective

In this section, you will describe text structures in informational/explanatory texts.

Key Words

- **claim** – an assertion that something is true
 - **counterclaim** – a claim that opposes an existing claim or argument
 - **text structure** – how a text is organized
-

Text Structures

Informational and explanatory texts exist to provide readers with new knowledge about a topic or idea. We select informational and explanatory texts to learn new things, to explore things we have never experienced, and to confirm or challenge our existing ideas about the world.

Get Ready to Read

The time you spend preparing to read can be motivational, and it can help you retain what you read. A reasonable preview of a text will make you consider what you already know about the topic and allow you to predict what you might learn from the text. You can base your predictions on the title and any subheadings, and it is often worthwhile to skim the opening paragraph or paragraphs to get an overview of the material.

You already know that the texts in this unit are informational. The title of the text you are about to read is “E-scooter Companies Innovate to Avoid Sidewalk Problems.” Think about what you know about e-scooters and predict what the author might mean by “sidewalk problems.” The photograph below may help stimulate your memory and imagination.



Source: Scharfsinn. Shutterstock

Take Notes as You Read 📖✍️

Preview the text by skimming the opening paragraph and recording your prediction about the information to come in your Reading Log. Then read the whole text to see whether your prediction was accurate.

Reading Log: E-Scooter Innovations Avoid Sidewalk Problems

Useful Vocabulary

1. **autonomous:** functioning independently
 2. **dockless:** not requiring a permanent, secure station
 3. **hailing:** hiring a vehicle for transport
 4. **micromobility:** transportation using small vehicles such as scooters and bicycles
 5. **municipal:** relating to a city or town
 6. **suspension:** the system of shock absorbers that protect a vehicle from road conditions
 7. **vigilantes:** self-appointed enforcers of rules
-

Text Structures

Describe Text Structures

Authors connect ideas in a text by showing the relationships between them. They select a text structure to show how those ideas are connected, choosing a structure that suits their purpose and focus.

Usually, a text has one dominant text structure, but additional text structures may be incorporated to add information or clarify ideas. For example, a text that presents a claim and counterclaim may also provide comparisons and contrasts to support that original claim. Here are four common text structures of informational or explanatory text:

Text Structures, Their Purposes, and Examples

Text Structure	Purpose	Example
Cause/Effect	to show what happens and why	Because traffic is so intense at rush hour, some businesses are staggering shifts to allow

		workers to leave at easier commuting times.
Problem/Solution	to introduce a problem and show how it is solved	After a series of collisions, the village changed their parking spaces to angled spaces so that drivers could maneuver in and out more easily.
Compare/Contrast	to show how things are similar and/or different	The city buses purchased before 2018 were gas-powered; however, the new buses are either hybrid or fully electric.
Claim/Counterclaim/Evidence	to develop an argument by giving evidence and refuting the argument in opposition	Electric vehicles are the future. It is true that regions have been slow to add charging stations. Still, once states offer subsidies to build those stations, we can look forward to cleaner, greener travel.

Question

The text you are reading is called “E-scooter Companies Innovate to Avoid Sidewalk Problems.” What text structure do you expect to find in the text, and why?

Reveal Answer

Sample answer: I expect to find a problem/solution structure because the title mentions “problems” that the companies hope to “avoid” or solve.

Check-In

Use your understanding of problem/solution text structure to match the sentences from “E-scooter Companies Innovate to Avoid Sidewalk Problems.”

Need a little extra support?

[Get Help Here](#)

Practice

Refer to the entire text to complete the activity.

Activity

In this text, the author mentions a variety of potential solutions to the problem of “sidewalk clutter” from e-scooters. How might the author have presented this topic using different text structures? Explain.

Reveal Answer

Sample answer: The author might have used a cause/effect text structure to explore some of the innovations taking place. For example, because some companies are deploying pay-per-minute scooters, the result is fewer people are abandoning them. Because new pilot programs have three-wheelers that can roam around unmanned, it could lead to apps that summon an unmanned scooter directly to the doorstep. The author might have presented the topic using a compare/contrast text structure, showing how e-scooter clutter or mishaps on sidewalks and roadways is similar or different from bicycle clutter or collisions in metro areas. Or the author could have made a claim/counterclaim/evidence text structure, such as claiming that progress in addressing problems with e-scooters is making great strides; then, offering a counterclaim, such as setbacks that have occurred, but providing evidence to support the claim of progress, such as remote removal, third-party round-ups of abandoned e-scooters, new programs, and software advances.

How Did I Do?

Assess your response to the Practice activity by completing this checklist. If necessary, go back and revise your work.

1. _____ I recognized the problem/solution text structure the author used in the article.
 2. _____ I explained how the author might have presented the same topic using different text structures.
 3. _____ I used a variety of sentence lengths in my response.
-

Objective and Key Words

Objective

In this section, you will comparatively analyze the compare/contrast and problem/solution structure of texts and content by inferring connections among multiple texts and providing textual evidence to support inferences.

Key Words

- **evidence** – the facts and information that support an idea or analysis
 - **text structures** – how texts are organized
-

Text Structures

We read multiple texts on similar topics to develop our critical thinking skills and our awareness of diverse perspectives. As we become critical readers, we learn that not all texts are equivalent in completeness, clarity, and credibility. We start to recognize author biases and to develop our own sense of the features and qualities that indicate a well-constructed text.



Source: Solis Images. Shutterstock

Get Ready to Read

One reasonable way to approach a text on an unfamiliar topic is to begin by skimming the text—running your eye quickly over paragraphs to pick up some key ideas without worrying about specific details. Skimming delivers a quick overview of the topic before you read the text in detail.

Skimming is a useful strategy to use when you are doing research for your own writing. You can tell at a glance whether a resource is likely to be suitable for your needs. However, skimming can be equally valuable as a means of previewing a text.

As you skim, glance at the title, the introductory paragraph, and any text features such as headings or lists. If you wish, read the first and last sentence in longer paragraphs and the final paragraph of the text. Follow up by slowing down and reading the text in detail, using your preview to alert you to what is important.

Take Notes as You Read

Skim both texts before you read them, and record your impressions of the key ideas of each one in your Reading Log. Then slow down and read the texts more thoroughly.

Useful Vocabulary

1. **agronomic:** having to do with soil management and crop production
 2. **myriad:** a very great number
 3. **rarefied:** of interest to a select group
 4. **sequestered:** captured and stored away
 5. **tillage:** the preparation of land for crops, as by plowing and sowing
-

Text Structures

Analyze Compare/Contrast and Problem/Solution Text Structure

Informational text authors choose among a variety of text structures to make their points. Identifying the text structure being used can help a reader follow the argument in a text more easily.

As you read new texts, you can identify their text structures by looking for signal words that indicate the relationships among ideas. For example, words that compare such as *also*, *similar to*, *both* or words that contrast such as *unlike*, *different from*, *however* are clues that the author is using a compare/contrast structure. Words that indicate a problem such as *problem is*, *dilemma is*, *main difficulty is* and words that indicate a solution such as *therefore*, *a solution is*, *recommendations include* are clues that an author is using a problem/solution structure.

You may read related texts that have different text structures. You can use evidence from the texts to show how the texts are connected and how they differ.

Watch this video to see how a student looks for signal words that clarify which text structures the authors are using in two separate texts on the topic of farming.

Video cannot be displayed on Print Preview

Question

How could asking questions about the text help the student evaluate the author's presentation of ideas?

Reveal Answer

Sample answer: It could help the student determine whether the author has answered the questions that relate to the text structure chosen.

As you read “Is Organic Farming Really Better for the Environment?” and “This Researcher Seeks Farming Solutions That Are Easier on the Land and More Profitable,” keep the student’s questions in mind and use your Reading Log to record the answers that you find.

- How are the two types of farming alike?
- How are the two types of farming different?
- What are the problems with farming today?
- How can each problem be solved?

Check-In

Use this excerpt from the opening of “Is Organic Farming Really Better for the Environment?” to answer Questions 1 and 2.

Question 1

How does the author set up a contrast and a comparison in this introduction?

Reveal Answer

Sample answer: The author contrasts organic farming with conventional farming in the first paragraph, suggesting that organic farmers do not need synthetic fertilizers and pesticides the way conventional farmers do. The third paragraph presents a comparison, saying that many conventional farmers use the same soil-improving techniques as organic farmers.

Need a little extra support?

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Question 2

How does the final line in this introduction suggest that comparing the two kinds of farming is more complicated than it appears?

Reveal Answer

Sample answer: If many conventional farmers use the same soil-improving techniques as organic farmers, it is hard to tell which farmers are better for the environment.

Need a little extra support?

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Use this excerpt from the opening of “This Researcher Seeks Farming Solutions That Are Easier on the Land and More Profitable” to answer Question 3.

Question 3

What does this expert mean when she says that agriculture can solve its own problems?

Reveal Answer

Sample answer: She means that a better agricultural system will not only feed a growing population but also do it in a more sustainable, environmentally friendly way.

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Practice

Refer to both texts as you complete this activity.

Activity

Analyze how well each author presents information that answers the questions suggested by their content and explain why the text structure each author chose to use is appropriate for their purpose and focus.

Reveal Answer

Sample answer: “Is Organic Farming Really Better for the Environment?”

compares and contrasts organic farming with conventional farming in an effort to answer the question posed in the title. As the author points out, this proves to be a difficult question because data on soil health and environmental pollution is not complete. However, studies do make clear that organic systems sequester more carbon, use less fertilizer and herbicide, and in general use less energy than conventional farms. Although it is difficult to come to an overall conclusion, the author does determine that organic farms have healthier soil and “some environmental advantages” over conventional farms. The compare/contrast structure is the obvious structure to use for a text that tells how two systems (organic farming and conventional farming) are alike and different.

The author of “This Researcher Seeks Farming Solutions That Are Easier on the Land and More Profitable” is also looking for improvements in farming, but in this case, the focus is on a landscape ecologist who is trying to determine how to solve problems involving agriculture’s toll on the natural environment. The ecologist believes that incorporating different disciplines, as in her project involving strips of prairie vegetation in agricultural fields, can improve the environment without detracting from farmland. The strips can “bolster biodiversity, reduce nutrient runoff and improve soil health,” making them a winning solution for farmers and naturalists. By using a problem/solution structure, the author connects the ecologist’s ideas back to the problems she hopes to solve.

How Did I Do?

Assess your response to the Practice activity by completing this checklist. If necessary, go back and revise your work.

1. _____ I analyzed how well each author answered the questions suggested by their content.
 2. _____ I explained why the text structures chosen by each author make sense for their purposes and focuses.
 3. _____ I used specific examples from the texts to support my ideas.
-

Objective and Key Words

Objective

In this section, you will comparatively analyze the cause/effect and claim/counterclaim/evidence structure of texts and content by inferring connections among multiple texts and providing textual evidence to support inferences.

Key Words

- **claim** – an assertion that something is true
 - **counterclaim** – a claim that opposes an existing claim or argument
 - **evidence** – the facts and information that support an idea or analysis
 - **text structures** – how texts are organized
-

Text Structures

Reason Effectively

The point of reading multiple informational texts about a topic is not only to gain information but also to use your reasoning skills to develop a clear point of view about the topic. As you read widely, you judge whether a text is relevant to your interests and needs, and you discern and weigh the author's biases. As a thoughtful reader, you appreciate strong evidence and view unsupported arguments with skepticism. Today, you will read two articles about the state of modern farming.

Get Ready to Read

Take a moment to consider what you already know—or think you know—about modern farming. Draw on texts you have read or videos you have watched, as well as your own experiences. Keep all that in mind as you turn to the texts you are reading today, because they may reinforce or challenge your own preexisting ideas about farming. In case you imagine that you have no preexisting notions about farming, take a look at this photograph and decide whether it represents a positive or negative image.



Source: Federico Rostagno. Shutterstock

Some viewers may see the bountiful harvest in the photo, while others may see a factory farm practice of spraying harmful pesticides. In either case, readers bring biases to what they see and read. Nevertheless, preparing to read with an open mind can allow readers to access new ideas and points of view.

Take Notes as You Read

Preview the texts by reading the titles, and use the titles to make a prediction about whether the texts will confirm or contradict your own point of view about farming. Use your Reading Log to record questions that the titles raise in your mind. As you read the texts, pause occasionally to determine whether one of the texts has answered your questions.

Useful Vocabulary

- **judiciously:** sensibly; wisely
 - **mitigate:** to make less severe
 - **monocultures:** cultivations of single crops in a field
 - **moot:** having little practical significance
 - **niche:** specialized
 - **paltry:** meager; deficient
 - **pathogens:** agents of disease
 - **renaissance:** rebirth
 - **symbiotic:** living in an interdependent relationship
 - **tenacious:** persistent; not easily pulled apart
 - **verities:** truths
-

Text Structures

Analyze Cause/Effect and Claims/Counterclaims/Evidence Text Structure

Authors who write about complicated yet related topics may choose different text structures to clarify their points and convey information. As they research and write, they consider which text structure will best suit their purpose of presenting and supporting an argument with evidence. One author may tell why something happens, using a cause/effect structure. Another author may state a claim and contradict it with a counterclaim, using a claim/counterclaim/evidence structure. As a reader, it's your responsibility to use your reasoning skills to determine how effectively each author communicates the information and ideas. Comparing and contrasting two texts' structures can help you develop a deeper understanding of the topic as well as an appreciation of its complexity.

As you read “How More Organic Farming Could Worsen Global Warming” and “When Industrial-Scale Farming Is the Sustainable Path,” focus on how the authors have used different text structures to challenge your ideas about farming. Use your Reading Log to record your ideas.

Check-In

On the chart, record three cause-and-effect relationships from this excerpt from “Column: When Industrial-Scale Farming Is the Sustainable Path.”

T Chart

Need a little extra support?

Get Help Here

Now use your chart to complete the activity.

Activity 1

Explain how the author’s use of cause/effect structure helped you as a reader.

Reveal Answer

Hide Answer

Sample answer: The author’s use of cause/effect structure really clarified how a farmer’s decisions and actions can have an impact on the land and on the environment. By leaving soil untilled, using precision agriculture, and planting cover crops, Justin reduces carbon emissions, nitrogen run-off, and enhances diversity.

Read the claim and counterclaim in this excerpt from “How More Organic Farming Could Worsen Global Warming.” Then, complete the activity.

Activity 2

Identify the evidence you would want to see before accepting either the claim or the counterclaim as true.

Reveal Answer

Hide Answer

Sample answer: I would want to see actual tests of the emissions produced by organic farms and nonorganic farms. Then I would want to know whether organic farms would require more land or produce less than nonorganic farms.

Need a little extra support?

[Get Help Here](#)

Read another excerpt from “How More Organic Farming Could Worsen Global Warming” to complete the activity.

Activity 3

Explain whether you think the results of this study are sufficient evidence in support of the author’s counterclaim.

Reveal Answer

Hide Answer

Sample answer: The results of the study are not sufficient because the study is a hypothetical one, not one tested in the real world.

Practice

Reread both texts to complete this activity.

Activity

Use your reasoning skills to draw conclusions from the two texts about the choices that modern farmers face. Cite specific examples and evidence from both texts to support your conclusion. Then develop a logical argument about what is the best way for farmers to move forward.

Reveal Answer

Hide Answer

Sample answer: One conclusion readers might draw from reading both texts is that every move a farmer makes can have a long-lasting effect on the planet. The text “How More Organic Farming Could Worsen Global Warming,” clearly suggests that farming organically may not be the answer to producing healthy crops that are better for the environment. In fact, it turns out that some organic farms make more greenhouse gas emissions than nonorganic farms do. Not only that, but using lower strength fertilizer leads to lower yields, meaning that there could be a shortfall of food if everyone moves to organic farming. The solution to that problem is to import food grown in traditional ways.

Justin Knopf uses pesticides, fertilizer, and GMOs, yet his no-tilling farming leads to improved soil and biodiversity. He plants cover crops to further nourish the soil, and he adds buffer strips for pollinators. The synthetic herbicide he uses causes less damage to the ecology of his region than plowing would. As a result, his no-tilling practice has nearly restored his soil to prairie conditions, which is a great thing.

There are no easy answers to the question of how to farm responsibly in order to have good yield and also protect the planet for future generations. While it is easy to suggest that Justin has the answer to proper farming, it is also true that his use of herbicides remains a problem. Organic farming may be the right kind of farming, but studies suggest that it simply does not produce enough food to be sustainable

as a global practice. The best farming practice may be one that makes sense for the local environment and provides a good, healthy crop without overly damaging soil, water, or biodiversity. Each farmer will have to educate themselves, weigh their options carefully, and consider the best way forward for them, their communities, and the planet.

How Did I Do?

Assess your response to the Practice activity by completing this checklist. If necessary, go back and revise your work.

1. _____ I used information from multiple texts to draw my own conclusion about good farming practices.
 2. _____ I used specific evidence and examples from both texts to support my ideas.
 3. _____ I developed a logical argument about the future of farming.
 4. _____ I used paragraphs sensibly to separate ideas in my writing.
-

Rhetoric

Unit Reading Information

In this unit, you will read *Bury My Heart at Wounded Knee* unless otherwise directed by your teacher.

Select the links to access the text and reading log.

Bury My Heart at Wounded Knee



Reading Log: Bury My Heart at Wounded Knee

Objective and Key Words

Objective

In this section, you will describe various rhetorical techniques used in writing argument or opinion.

Key Words

- **allusion** – a reference to a familiar person or thing
- **anaphora** – the repetition of a word or phrase at the beginning of sentences or clauses
- **anecdote** – a personal story shared for effect
- **antithesis** – the stating of two opposite ideas using the same grammatical structure
- **chiasmus** – a two-part sentence in which the second part is a mirror image of the first
- **hypophora** – the asking and answering of a question for effect
- **metaphor** – a figure of speech that compares two unlike things
- **metonymy** – the use of one object or idea to refer to a related object or idea
- **rhetoric** – the art of using language to persuade
- **rhetorical question** – asking a question for effect rather than for an answer
- **synecdoche** – the use of a part of something to refer to or represent the whole
- **understatement** – the presentation of something as less than it really is

- **zeugma** – the use of one shared word or phrase to link a number of items in a sentence
-

Rhetoric

Someday, you may be chosen to speak for a group of people, to be the spokesperson who represents that group. If you are chosen, it will be because you exemplify the qualities of a good spokesperson. You are able to connect to an audience, to show emotion and express your feelings, and to deliver the message of your group in a way that is forceful and memorable.



Source: Inspirestock International - Exclusive Contributor. 123RF

Get Ready to Read

Sometimes, the gist of a text may refer to a concept or idea that seems straightforward but is, in fact, not well understood. Reading additional information about that concept or idea may boost your comprehension of the text as a whole.

In “Daniel Dae Kim written statement to the U.S. House Committee on the Judiciary Subcommittee on the Constitution, Civil Rights, and Civil Liberties, March 18, 2021,” Kim refers to hate crimes as he tries to persuade Congress to pass a “No Hate” bill. Hate crimes appear uncomplicated, but their legal definition is more intricate than you might expect. Read the following to learn more about hate crimes.

Did You Know?

Did you know that more than half of all hate crimes are never reported to the police? To commit a hate crime, the perpetrator does not need to “dislike” the victim. A hate crime requires a crime plus bias based on the victim’s real or perceived race, color, religion, nationality, sexual orientation, gender, gender identity, or disability. The crime is typically violent, involving an assault or damage to property, such as arson. Acts of bias that are not criminal are considered “bias incidents” or “hate incidents.” The Justice Department encourages the reporting of hate crimes to make clear that the community as a whole will not stand for such crimes.

Take Notes as You Read

As you read “Daniel Dae Kim written statement to the U.S. House Committee on the Judiciary Subcommittee on the Constitution, Civil Rights, and Civil Liberties, March 18, 2021,” apply what you learned about hate crimes to his description of recent crimes against Asian Americans. Record examples in your Reading Log and explain why they qualify as hate crimes.

Useful Vocabulary

1. **AAP**: Asian American and Pacific Islander
 2. **categorically**: absolutely; without exception
 3. **fallacy**: a mistaken idea based on faulty reasoning
 4. **partisan**: adhering to the beliefs of a party or faction
-

Rhetoric

Describe Rhetorical Techniques

The point of [rhetoric](#) is to persuade, but a speaker also hopes to make a speech memorable and eloquent. Rhetorical techniques are designed to improve the persuasiveness and significance of an argument.

Certain rhetorical techniques, such as [anaphora](#), use repetition to help make the text memorable. Similarly, [chiasmus](#) emphasizes ideas by presenting two phrases or sentences that mirror or reflect each other. Other techniques present ideas in opposition. [Antithesis](#) is one such technique.

Authors and speakers use rhetorical techniques of relation as well. Such techniques, including [metonymy](#), [synecdoche](#), and [zeugma](#), create connections between ideas.

Speakers or authors may include questions for effect, as in a [rhetorical question](#) or [hypophora](#). They may make comparisons in the form of a [metaphor](#) or [allusion](#). They may exaggerate or use [understatement](#) to make a point. They may even share a personal [anecdote](#) to capture their audience's attention. An author carefully chooses which rhetorical technique might be impactful at a certain point in a text or speech.

All of these techniques help a listener or reader remember important points of the argument. Rhetorical techniques impact how the reader or listener receives the message, often requiring them to stop, think, and perhaps have an emotional response. Whether the argument is written or spoken, a deliberate use of rhetoric can improve and strengthen an argument or opinion.

Review the table to learn how actor Daniel Dae Kim used rhetorical techniques in his testimony before the U.S. House's Judiciary Subcommittee.

Daniel Dae Kim Used Rhetorical Techniques

Quote	Technique	Explanation
<p>“For Asian Americans, now is one of those times. What happens right now and over the course of the next months will send a message for generations to come as to whether we matter.”</p>	Chiasmus	<p>These sentences mirror each other’s structure. The first sentence begins with the subject (Asian Americans) and ends with referencing a moment (now is one of those times). The second sentence begins with referencing the same moment (what happens right now) and ends with the subject (what will happen to Asian Americans). Kim uses this mirror structure to highlight the sentences and emphasize his point.</p>
<p>“Let’s teach them that the largest mass lynching in our history was of Asian, specifically Chinese, people, in the heart of downtown Los Angeles.”</p>	Metonymy	<p>The object of a heart is used to refer to the center of a city, but also the center of a community. Kim uses this technique to emphasize how deeply acts of racism have harmed Asian Americans.</p>
<p>“Within ourselves we are a proud and diverse</p>	Synecdoche	<p>The word “diaspora” means the spread of something, such as a</p>

diaspora . . .”		language or culture. This word is a part of Asian American culture but is used to refer to the entire population of Asian Americans. Kim uses “diaspora” to show his audience that Asian Americans are a diverse group of people.
“Whether the country we call home chooses to erase us or include us, dismiss us or respect us, invisibilize us or see us.”	Zeugma	The phrase “country we call home chooses” links the following ideas in the series: “erase us or include us, dismiss us or respect us, invisibilize us or see us.” Linking the ideas emphasizes the choice before the country as well as how serious the consequences of that choice might be.

Now, watch this video to see a student identify other rhetorical techniques in Daniel Dae Kim's testimony.

Video cannot be displayed on Print Preview

Peer Model Video Transcript

Question 1

How does Kim use a rhetorical question to capture the attention of his audience?

Reveal Answer

Sample answer: He asks whether the members of the House will vote against Asian Americans again, which makes the people in the room feel uncomfortable and pay attention.

Question 2

What is the effect of the chiasmus in the line “all that matters is that we look different – different enough to attack”?

Reveal Answer

Hide Answer

Sample answer: The first part of the sentence begins with “all that matters” and the second part ends with “enough to attack.” Kim uses this mirror structure to draw attention to where both parts meet: “look different.” This use of chiasmus emphasizes his point that Asian Americans are being targeted because of how they look.

As you reread “Daniel Dae Kim written statement to the U.S. House Committee on the Judiciary Subcommittee on the Constitution, Civil Rights, and Civil Liberties, March 18, 2021,” record in your Reading Log additional examples of the techniques described in the video.

Check-In

Use this excerpt from “Daniel Dae Kim written statement to the U.S. House Committee on the Judiciary Subcommittee on the Constitution, Civil Rights, and Civil Liberties, March 18, 2021” to answer the questions.

Question 1

Explain Kim’s use of hypophora in this passage.

Reveal Answer

Sample answer: Kim asks what we can do about the hurdles we face and answers his own question by saying that we can start with education.

Need a little extra support?

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Question 2

Find an example of anaphora in the excerpt and explain how it strengthens Kim’s argument.

Reveal Answer

Sample answer: Kim repeats the words “Let’s teach them” to show that there are multiple examples of things we should be teaching about the contributions of Asian Americans.

Need a little extra support?

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Question 3

To end this section of testimony, Kim provides an example of antithesis. In your own words, explain the point he is making.

Reveal Answer

Sample answer: Kim says that “These are not moments in Asian American history, this is AMERICAN history.” He means that Asian American history should be integrated into the history we teach in schools, not pulled out as something exotic or unconnected.

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Question 4

How would changing the line “. . . canceling the humanity of an entire community of Americans” to “. . . canceling the humanity of an entire community of Americans as well as their own” in paragraph 1 use zeugma to connect ideas?

Reveal Answer:

Sample answer: If Kim were to change the line “. . . canceling the humanity of an entire community of Americans” by adding “. . .as well as their own” to the end, it would create a connection between two ideas using zeugma. The word “cancelling” would make a connection between the humanity of Asian Americans as well as the humanity of the 164 members of the House who voted against the bill. This would make the point that voting against the proposed bills would remove what makes Asian Americans human before the law as well as what makes the members of the House humane.

Need a little extra support?

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Practice

Use the following speech to complete Activity 1.

Activity 1

The speaker uses several rhetorical devices in the speech. Identify one example each of synecdoche and metonymy. Then, explain how the speaker uses these devices to achieve their purpose. Use specific details from the speech to support your answer.

Reveal Answer

Hide Answer

Sample answer: The speaker uses synecdoche in the line “Will we not lend our hands in this great effort so that together, we may secure a brighter future?”

People use their hands in many ways to help others, such as holding out a hand, lifting someone up, or any other action that is helpful. Using hands to refer to the people of the country relates the image of a hand with the idea of helping out, which is exactly what the speaker is asking people to do.

The speaker also uses metonymy in the line “we have long kept our purse strings closed when asked to invest in education or community outreach programs.” A purse is an object that holds money, and in this sentence, the speaker uses this object to refer to money in general. Specifically, the speaker uses the phrase “purse strings” which people can either open or tie closed. The speaker uses this relationship to remind people they must choose to open their purse strings and give their money to support the cause.

Use this portion of Daniel Dae Kim's speech to complete Activity 2.

Activity 2

In this section toward the end of his testimony, Kim alludes to a speech by Martin Luther King, Jr. Consider Kim’s argument throughout his speech.

Then, explain how King uses metaphor and repetition to make a specific point and how Kim adapts King’s point to his own argument.

Reveal Answer

Hide Answer

Sample answer: Kim quotes Martin Luther King, Jr., who juxtaposes justice and injustice to show that we are all connected. King continues that point with a metaphor, comparing our interconnectedness to “an inescapable network of mutuality” in which we are all caught. King means that an attack on any one of us is indirectly an attack on us all.

Kim wants to make the point that Congress needs to support the reporting of hate crimes against the Asian American community, so this idea of interconnectedness supports his argument. If we fail to support Asian Americans when they come under attack, we are indirectly failing to support anyone else in America who might come under attack in the future. We cannot think of Asian Americans as separate from Americans.

How Did I Do?

Assess your response to the Practice activities by completing this checklist. If necessary, go back and revise your work.

1. _____ I explained how the speakers used metonymy and synecdoche.
 2. _____ I identified King’s use of repetition and metaphor to make a point.
 3. _____ I compared King’s point about interconnectedness to Kim’s argument.
 4. _____ I demonstrated how the King quotation supports Kim’s argument.
 5. _____ I organized my response in a logical order.
-

Objective and Key Words

Objective

In this section, you will analyze how an author uses rhetoric to advance their point of view or purpose in an informational text.

Key Words

- **allusion** – a reference to a familiar person or thing
- **anaphora** – the repetition of a word or phrase at the beginning of sentences or clauses
- **anecdote** – a personal story shared for effect
- **hypophora** – the asking and answering of a question for effect
- **hyperbole** – an intentional exaggeration
- **idiom** – a widely used and understood expression that has a figurative meaning that is different from the literal meaning of the individual words
- **irony** – a literary technique that shows a contrast between what is expected and what actually happens, or between the way things seem to be in contrast to the way they really are
- **juxtaposition** – the placing of two words or ideas side by side to compare and contrast them
- **metaphor** – a figure of speech that compares two unlike things
- **personification** – figurative language that gives human characteristics or traits to an inanimate object, abstraction, or animal to create imagery

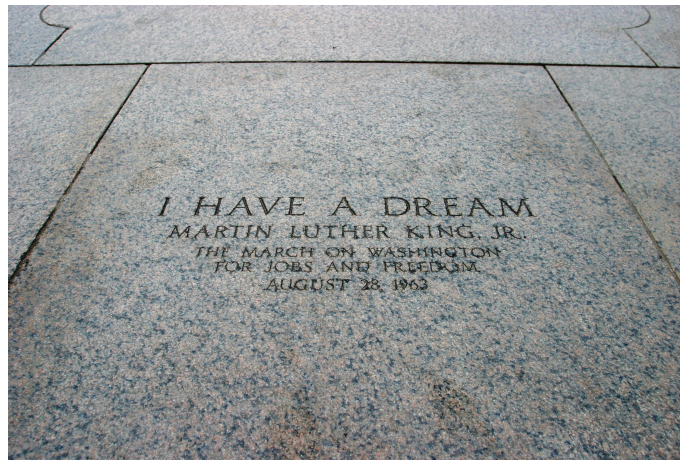
- **rhetoric** – the art of using language to persuade
 - **rhetorical questions** – asking questions for effect rather than for an answer
 - **tone** – the attitude an author shows toward their subject
 - **understatement** – the presentation of something as less than it really is
-

Rhetoric

A speech is the product of its author, its speaker, its time, its place, and its audience. A brilliant author may write a wonderful speech, but if the speaker is not impassioned and fluent, the speech may fall flat. Similarly, a speaker may be a thrilling presenter, but if the language does not suit the audience, the speech will fail to move its listeners.

Read Strategically

To read a speech with understanding, it is important to be aware of the time, place, and audience of the original presentation. Martin Luther King, Jr., is perhaps best known for his “I Have a Dream” speech, delivered on the steps of the Lincoln Memorial before a crowd of 250,000 during a massive protest march in Washington, D.C. Yet his “I’ve Been to the Mountaintop” speech, although different, is nearly as memorable. It was presented in a church to striking sanitation workers in Memphis, Tennessee, to remind them of the need for unity and nonviolent protest in any fight for justice.



Source: Joe Gough. Shutterstock

Good orators know how to adjust their language and tone to appeal to a particular audience. Whenever you read the text of a speech, familiarize yourself with its origins. Knowing the audience and circumstances behind the presentation will help you understand the author's purpose and choice of language.

Take Notes as You Read

As you read “Daniel Dae Kim written statement to the U.S. House Committee on the Judiciary Subcommittee on the Constitution, Civil Rights, and Civil Liberties, March 18, 2021,” consider how Kim’s very special audience informs his choice of words.

Record your observations in your Reading Log.

Useful Vocabulary

1. **AAP**: Asian American and Pacific Islander
 2. **categorically**: absolutely; without exception
 3. **fallacy**: a mistaken idea based on faulty reasoning
 4. **partisan**: adhering to the beliefs of a party or faction
-

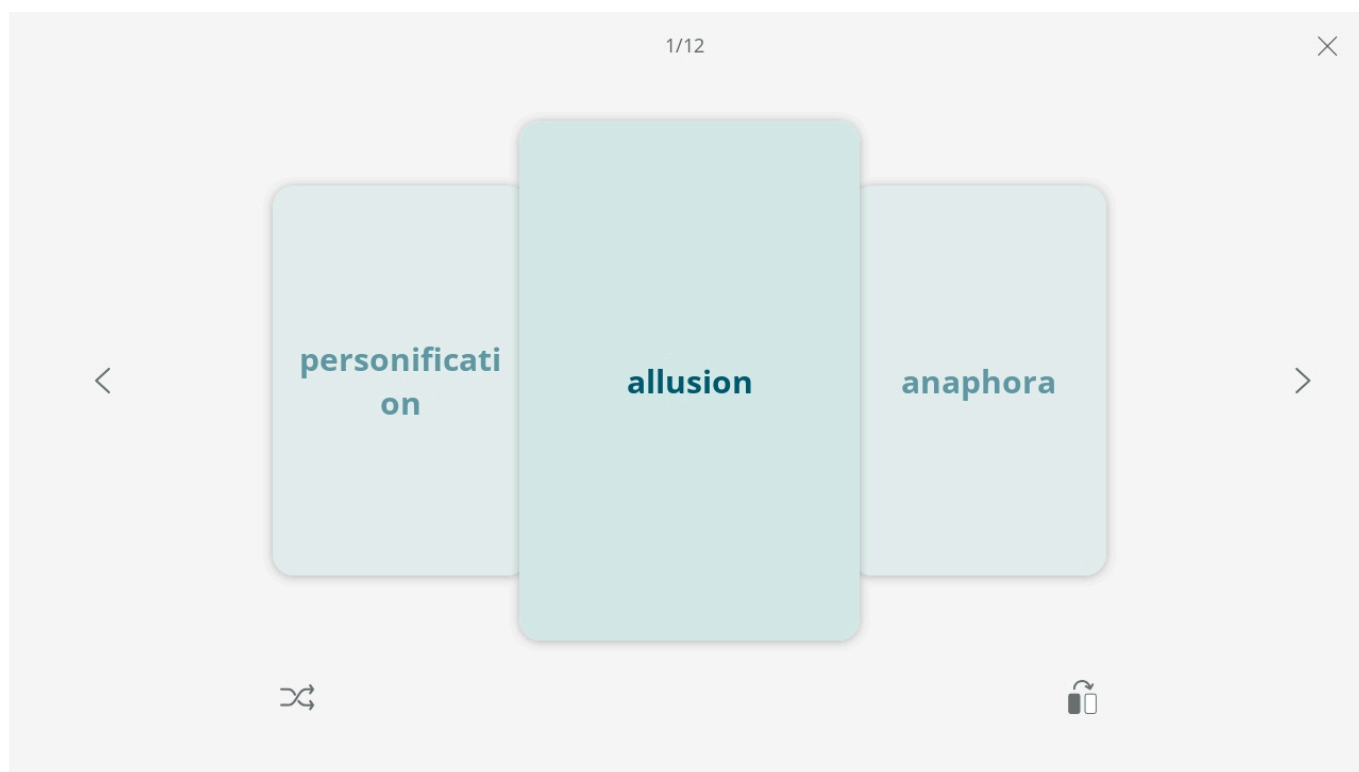
Rhetoric

Analyze Rhetoric

Rhetoric is designed to persuade, but it also helps to illuminate and underscore the author's or speaker's point of view. The purpose of a speech may vary with the occasion. Some speeches commemorate or celebrate; others summarize information. Some speeches motivate the audience to do or believe something; others elicit laughter or tears from their listeners.

To make their point, speakers use a variety of rhetorical techniques, from anaphora and allusion to hyperbole, hypophora, irony, and rhetorical questions. Authors or speakers make their ideas personal using anecdotes and understatement and make them lyrical with idiom, metaphor, personification and juxtaposition.

Use the flashcards to review some examples of rhetorical techniques related to the topic of immigration.



Activity

Choose one flashcard and explain how the example presented might support an author's point of view about immigration.

Reveal Answer

Sample answer: The example for juxtaposition shows that the author believes that even though we are mostly immigrants, each of us has a unique story.

As you reread “Daniel Dae Kim written statement to the U.S. House Committee on the Judiciary Subcommittee on the Constitution, Civil Rights, and Civil Liberties, March 18, 2021,” notice how Kim uses rhetoric to support his point of view about the legislation he is promoting. Record your observations in your Reading Log.

Check-In

Use this excerpt from “Daniel Dae Kim written statement to the U.S. House Committee on the Judiciary Subcommittee on the Constitution, Civil Rights, and Civil Liberties, March 18, 2021” to answer Questions 1–4.

Question 1

How does Kim use juxtaposition across these paragraphs to make a point about the Asian immigrant experience?

Reveal Answer

Hide Answer

Sample answer: Kim juxtaposes the successful Asian Americans with those who are struggling to show that the experience of Asian Americans is diverse; not all Asian Americans fit the stereotype of the “Model Minority.”

Need a little extra support?

Get Help Here

Question 2

How does Kim use a Biblical allusion to emphasize the peaceful response of Asian Americans toward the abuse they often endure?

Reveal Answer

Hide Answer

Sample answer: Kim uses the phrase “turn the other cheek to bigotry” to remind his audience that violence and bigotry are not reciprocated by Asian Americans.

Need a little extra support?

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Question 3

“Turning the other cheek” is also an idiom for accepting mistreatment without fighting back. How does Kim use this idiom?

Reveal Answer

Hide Answer

Sample answer: Kim uses this idiom to emphasize his point that no matter how peaceful or forgiving they are in the face of racism, Asian Americans are still denied the American Dream.

Need a little extra support?

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Question 4

Evaluate Kim's use of irony to progress his purpose. Use specific details from the excerpt to support your answer.

Reveal Answer

Hide Answer

Sample answer: Kim makes an ironic statement in the excerpt regarding the response to hate crimes against Asian Americans. He states that people should “consider” the adversity many Asian Americans live with as they observe or endure hate crimes. This is an understatement, because he actually means that Americans should be doing much more than just considering these facts. The facts in question are examples of violent hate crimes against older Asian Americans that Kim lists, in detail. Kim is trying to imply that a reasonable person would be horrified by such acts, and so the least we can do is to consider them. This is clear

because the violence he described is much more severe than the action he suggests be taken. Using this mismatch, Kim successfully exposes how the response from people to hate crimes against Asian Americans is inadequate.

Need a little extra support?

[Get Help Here](#)

Use this excerpt from “Daniel Dae Kim written statement to the U.S. House Committee on the Judiciary Subcommittee on the Constitution, Civil Rights, and Civil Liberties, March 18, 2021” to answer Question 5.

Question 5

What is Kim’s purpose in including the “foolish rhetoric” he quotes in this excerpt?

Reveal Answer

Hide Answer

Sample answer: His purpose is to show that using inflammatory rhetoric like this is not amusing and may lead to physical attacks.

Need a little extra support?

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Practice

Use the following speech to complete Activity 1.

Activity 1

The speaker uses several rhetorical devices in the speech. Identify one example each of personification and hyperbole. Then, explain how the speaker uses these devices to achieve their purpose.

Reveal Answer

Hide Answer

Sample answer: The speaker uses personification in the line, “We can no longer remain silent as this cancer spreads, destroying our beloved democracy.” The speaker calls hate a cancer, giving it the lifelike quality of a disease. The “beloved democracy” is given the human ability to be destroyed by this cancer. This helps the audience understand it in the context of something they can feel: illness. The speaker also uses hyperbole in the line, “We, the people, cannot and will not rest until justice prevails.” It is unlikely that justice will prevail overnight, and it would be impossible to go without rest or sleep until it does. The speaker is using this exaggeration to show how committed people are to this cause. While the people might rest before justice prevails, their commitment is tireless.

Use this portion of Daniel Dae Kim's speech to complete Activity 2.

Activity 2

As he begins his testimony, Kim makes his purpose clear. Explain how Kim’s use of juxtaposition and a rhetorical question clarifies that purpose and powerfully expresses Kim’s point of view.

Reveal Answer

Hide Answer

Sample answer: As Kim reminds the members of Congress of his previous testimony, he reminds them, too, that the bill they passed required “no money or resources, just a condemnation of acts of hate and bigotry against people of Asian descent.” Despite that, only 14 Republicans voted for it, whereas 164 voted against it. Kim uses juxtaposition to condemn the “no” voters for their refusal to pass something that required so little of them.

Kim then lists recent hate crimes to show that his purpose is still important. He ends with a rhetorical question addressed indirectly to the 164 “no” voters: Will they vote “no” again and thereby refuse to acknowledge the harm that is being done to their own fellow citizens?

Kim’s use of “Americans” instead of “Asian Americans” in his rhetorical question forces the members of Congress to notice that the people being harmed and killed are just as American as their representatives are. Kim powerfully makes the point that the “no” voters are failing to support their own people.

How Did I Do?

Assess your response to the Practice activities by completing this checklist. If necessary, go back and revise your work.

1. _____ I explained how the speakers used personification and hyperbole.
 2. _____ I identified examples of juxtaposition and a rhetorical question.
 3. _____ I explored the connection of Kim’s rhetoric to a powerful expression of his purpose and point of view.
 4. _____ I used correct spelling, grammar, and punctuation in my response.
-

Objective and Key Words

Objective

In this section, you will evaluate the use of rhetoric by an author, considering how it contributes to the power, persuasiveness, or beauty of the text.

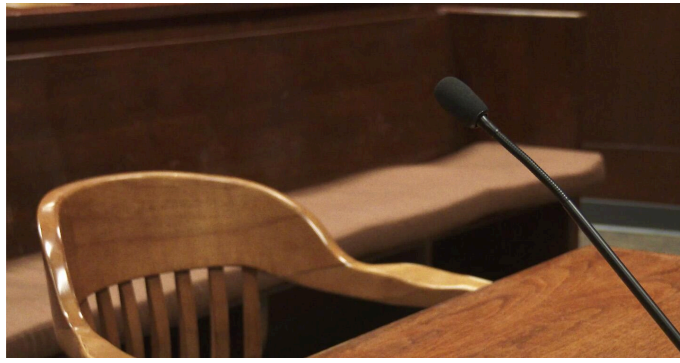
Key Words

- **alliteration** – the repetition of the same letter sound at the beginning of nearby words
 - **allusions** – references to familiar people or things
 - **anaphora** – the repetition of a word or group of words
 - **anecdote** – a personal story shared for effect
 - **asyndeton** – the omission of the conjunctions that ordinarily join coordinate words or clauses
 - **metaphors** – phrases that compare two unlike things
 - **onomatopoeia** – the use of a word that imitates the sound associated with it
 - **rhetoric** – the art of using language to persuade
 - **simile** – a figure of speech that compares two things by saying one is like or as the other
-

Rhetoric

Access and Evaluate Information

Consider what you know about how federal laws are created in the United States. The U.S. Congress has the power to investigate issues that require legislation. To that purpose, congressional committees may invite people to testify in brief speeches before the committee. The members of Congress then evaluate what they hear to determine how to draft laws. The speeches are part of the congressional record and are typically available to the public. If a citizen wants to understand why a particular piece of legislation passed or failed to become law, that citizen may locate and read transcripts of congressional hearings that are specifically about that legislation. Today, you will read one citizen's testimony, delivered before Congress on March 18, 2021, regarding legislation addressing discrimination and violence toward Asian Americans.



Source: IowaVideoGuy. Shutterstock

Read Strategically

A speech before Congress is presented with a clear goal: to present a case that changes the minds of some or most of the listeners. As you read a persuasive speech, watch how the speaker crafts their argument. You might expect speakers addressing Congress to focus strictly on reasoning and logic and fact and statistics to make their point, but just as often they rely on emotional appeal. As you read, notice any language that seems designed to manipulate emotions in order to convince the listener to accept the speaker's ideas. Notice especially any language that appeals to emotions using one of these techniques:

Emotional Appeal	How It Works
bandwagon effect	suggests that everyone believes what the speaker believes, and so should the listener
false flattery	heaps praise in hopes of changing the listener's mind
slanted language	uses words and phrases that are emotionally charged
stories sell	uses anecdotes rather than statistics to influence the listener
veiled threat	tries to frighten the listener into agreeing

Keep in mind that emotional appeals are logical fallacies because they do not engage an audience's intellect, logic, and reasoning. That said, emotional appeals can be very effective when artfully deployed.

Take Notes as You Read

As you read “Daniel Dae Kim written statement to the U.S. House Committee on the Judiciary Subcommittee on the Constitution, Civil Rights, and Civil Liberties, March 18, 2021,” pay attention to how Kim balances his use of appeals to reason and to emotions. Notice his use of hard facts and statistics as well as language that spills over from persuasive to manipulative. Record any examples of both appeals that you find in your Reading Log. After reading, review your Reading Log to evaluate Kim's overall approach to persuading his audience. Draw your own conclusions about the effectiveness of this approach.

Useful Vocabulary

- **AAPI:** Asian American and Pacific Islander
 - **categorically:** absolutely; without exception
 - **fallacy:** a mistaken idea based on faulty reasoning
 - **partisan:** adhering to the beliefs of a party or faction
-

Rhetoric

Evaluate an Author's Use of Rhetoric

Rhetoric refers to the art of speaking or writing persuasively. Authors and speakers use rhetoric not only to advance a point of view but also to affect a reader or listener emotionally. The best rhetoric gives a text power and beauty. It persuades effectively by pulling the reader or listener into the argument, using rhetorical devices such as **allusions**, **anaphora**, **antithesis**, and **asyndeton**, and figurative language such as **alliteration**, **onomatopoeia**, **metaphors**, and **simile**.

Read this section of Daniel Dae Kim's speech, in which he presents an **anecdote** to make an important point in his testimony:

Question 1

What phrase does Kim repeat three times in this excerpt?

Reveal Answer

Hide Answer

Kim repeats the phrase “statistically insignificant.”

Question 2

Imagine the audience listening to this excerpt. How does the repetition of that phrase add power to Kim's argument?

Reveal Answer

Hide Answer

Sample answer: By repeating the phrase and reminding the audience that they understand polling, Kim emphasizes the invisibility of Asian Americans in political data.

Question 3

Why is Kim's use of this anecdote effective?

Reveal Answer

Hide Answer

Sample answer: The anecdote is effective because it personalizes the issue. The anecdote is based on Kim's own experience, and it communicates his sense of outrage and dismay at the pollster's response.

Question 4

How does Kim use onomatopoeia in the phrase "rang in my ear" to impact his audience?

Reveal Answer:

Hide Answer

Sample answer: When his audience reads or hears him say "rang in my ear," they can imagine the ringing too. He is saying that the words echoed loudly in his mind like the sound of a bell. Using onomatopoeia makes his statement more memorable as well as helping his audience understand how he felt upon hearing the pollster's response.

As you reread "Daniel Dae Kim written statement to the U.S. House Committee on the Judiciary Subcommittee on the Constitution, Civil Rights, and Civil Liberties, March 18, 2021," record examples of particularly powerful or striking language in your Reading Log and think about how that language advances the persuasive purpose of the text.

Check-In

Refer to the text of “Daniel Dae Kim written statement to the U.S. House Committee on the Judiciary Subcommittee on the Constitution, Civil Rights, and Civil Liberties, March 18, 2021” to answer the questions.

Question 1

In the opening paragraph, Kim provides a list of names. How does this list contribute to the power of his opening?

Reveal Answer

Hide Answer

Sample answer: Kim lists names of Asian Americans who have been killed or injured, building up to an incident that happened just two days prior to his testimony. The specific details he includes, such as “set on fire,” and “slashed with a blade from ear to ear,” add power to the list by forcing the listeners to imagine the horror of the various scenes.

Need a little extra support?

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Question 2

In his discussion of Asian Americans as the “model minority,” Kim uses figurative language. He says, “We cannot simply be painted with the broad brush of assumption that the most successful of us represent the totality of us.” What is the “broad brush of assumption,” and how does that language help the listeners picture what Kim means?

Reveal Answer

Hide Answer

Sample answer: The broad brush of assumption is a way of viewing a class of humans generally rather than paying attention to variations among them. By using this language, Kim creates an image of people being painted with generalities so that they all look the same.

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Question 3

Kim quotes Congresswoman Meng, who uses a simile to make a comparison. How does her quote help strengthen Kim's statement?

Reveal Answer:

Hide Answer

Sample answer: Congresswoman Meng says that Asian Americans are made to feel like foreigners in their own country. Comparing them to foreigners highlights the discrimination that Asian Americans face, despite the fact that many are United States citizens.

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Question 4

Why does Kim use alliteration to emphasize the phrase "partisan posturing"?

Reveal Answer:

Hide Answer

Sample answer: The repeating initial p sound in “partisan posturing” comes off as mocking or ridiculing. Kim uses alliteration to emphasize the phrase because he wants to shame the members of the House who care more about political power than “those to whom humanity still matters.”

Need a little extra support?

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Question 5

Kim uses antithesis to make a point when he says, “These are not moments in Asian American History, this is AMERICAN history.” What is the impact of this statement?

Reveal Answer

Hide Answer

Sample answer: By using antithesis to balance opposing or contrasting ideas in the same sentence, Kim is making the point that Asian Americans are Americans; what happens to Asian Americans is part of, not separate from, the history of all Americans. The repetition of the word *American* also helps clarify that point.

Question 6

To end his testimony, Kim presents what might be considered a veiled threat in the form of repeated lines, or anaphora. What makes these clipped phrases powerful?

Reveal Answer

Hide Answer

Sample answer: Kim points out that Asian Americans, although they are now ignored, are the fastest growing racial demographic in the country. He then ends

with something that is close to a prose poem: We are 23 million strong, we are united, and we are waking up. He means that Congress would do well to pay attention to this demographic from now on, because Asian Americans are beginning to know their own power. This is a strong statement to present to Congress.

Need a little extra support?

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Question 7

How would changing the final line in his testimony to “We are 23 million strong, We are united, We are waking up” use asyndeton to make these phrases even more powerful?

Reveal Answer:

Hide Answer

Sample answer: If Kim were to omit the final conjunction, “and,” each phrase would be more closely connected. Using asyndeton in this way would speed up the rhythm and pace of the line, making his concluding remarks even more dramatic and powerful.

Need a little extra support?

[Get Help Here](#)

Practice

Use this portion of Daniel Dae Kim's speech to complete this activity.

Activity

Evaluate Kim's use of rhetoric in this part of his speech to enhance the persuasiveness of his text. Identify at least two forms of rhetoric Kim uses, why Kim included them, and whether you feel they add value to his speech.

Reveal Answer

Sample answer: In this excerpt from his speech, Kim makes allusions to four damaging incidents in American history, incidents his audience is sure to know about but may not want to recall or think deeply about. He alludes to the law that kept Chinese immigrants from entering the U.S. as well as to the laws that made Asian immigrants "permanent aliens," rather than allowing them to become citizens. In addition, he alludes to the imprisonment of Japanese American citizens during World War II. Finally, he alludes directly to the pandemic, which was still going strong in March, 2021. These references are certain to make his audience uncomfortable, because they allude to times when Congress behaved badly toward Asians and Asian Americans.

In addition to allusions, Kim uses anaphora to make his points. By beginning three sentences with the same wording—"It was this government that . . ."—his purpose is to emphasize the persistent failings of the U.S. government throughout history to treat Asian Americans fairly and respectfully. The effect of the repeated words is like a drumbeat, one that the listeners are certain to pay attention to.

These paragraphs are extremely effective because they highlight the power that Kim's audience has over the people under their authority. Despite the fact that his use of allusion and anaphora might irritate some listeners, the rhetoric is vital to his speech, because it reminds the members of Congress that they have enormous power and can use it for good if they choose.

How Did I Do?

Assess your response to the Practice activity by completing this checklist. If necessary, go back and revise your work.

1. _____ I identified two forms of rhetoric Kim used in his speech.
 2. _____ I indicated why Kim used this rhetoric.
 3. _____ I evaluated the impact of the rhetoric in Kim's speech.
 4. _____ I organized my response in a logical order.
-

23/24 Honors English 11 B - Analyzing Informational Text

Informational Text Point of View

Unit Reading Information

In this unit, you will read *Bury My Heart at Wounded Knee* unless otherwise directed by your teacher.

Select the links to access the text and reading log.

Bury My Heart at Wounded Knee



Reading Log: Bury My Heart at Wounded Knee

Objective and Key Words

Objective

In this section, you will determine an author's point of view or purpose in a text.

Key Words

- **connotations** – the ideas or feelings a word invokes in addition to its literal meaning
 - **point of view** – an author's perspective on a topic or idea
-

Informational Text Point of View

Prior to writing an informational text, an author must consider a number of questions, encompassing what to include and what to omit, who to quote and which quotes to eliminate. An author also considers which words to use to interest or move the reader. Every decision the author makes should connect to the author's purpose for writing. Every decision will have a particular effect on the reader, showing the reader whatever the author wants them to see.



Source: Ivelin Radkov. Shutterstock

Get Ready to Read

You are about to read “This Formerly Undocumented Woman Is Teaching Her Fellow Immigrants to Know Their Rights.” The text describes support for certain immigrants near the U.S. border with Mexico. A brief review of immigration rules and regulations may help you better understand the obstacles faced by the people in the text. View the flipbook to learn a bit about the history of U.S. immigration policies:

Video cannot be displayed on Print Preview

Take Notes as You Read

As you read “This Formerly Undocumented Woman Is Teaching Her Fellow Immigrants to Know Their Rights,” think about what you have learned about immigration policy and decide how a group like BNHR might be an important ally for immigrant families. Write your observations in your Reading Log.

Reading Log: Formerly Undocumented Woman Teaching Immigrants

Useful Vocabulary

1. **deported:** expelled from a country
 2. **family separation:** the forcible removal of migrant children from their adult relatives at the border
 3. **undocumented:** lacking the papers needed for legal immigration or residence
-

Informational Text Point of View

Determine an Author's Point of View or Purpose

In fiction writing, point of view has to do with narration, but in nonfiction writing, it refers to the author's perspective about the topic or subject. Unless a text is clearly persuasive, a reader must use inferential skills to determine the author's point of view.

The author's choice of words with positive or negative connotations, the inclusion or exclusion of content, and the citations or expert opinions the author quotes are all useful clues to the author's intentions. If the reader knows that the purpose of the text is informational, it may help to ask, "What does the author want me to comprehend after reading this text, and how has the author used language and content to serve that purpose?"

Read this sentence from the second paragraph of "This Formerly Undocumented Woman Is Teaching Her Fellow Immigrants to Know Their Rights." Look for particular word choices that inform you about the author's point of view.

Question

What do the connotations of words such as *advocacy*, *educate*, *reform*, and *rights* reveal about the author's point of view about BNHR?

Reveal Answer

Sample answer: The words all have positive connotations that suggest that the author considers BNHR a useful and constructive organization.

As you reread "This Formerly Undocumented Woman Is Teaching Her Fellow Immigrants to Know Their Rights," pay attention to word connotations and the inclusion of quotations that help to confirm the author's point of view. Use your Reading Log to record your ideas.

Check-In

Refer to this paragraph from the text to answer the questions that follow.

Question 1

How does the author feel about BNHR, and what clues in this paragraph help you determine that point of view?

Reveal Answer

Sample answer: The author considers BNHR an admirable organization. The author uses phrases such as “limit the suffering” and “free of charge” to show that the organization provides needed services for free. The fact that the classes “have reached thousands of undocumented immigrants” shows that the organization is not just useful but is also successful.

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Question 2

How does the author express a point of view in this paragraph about the policy of family separation?

Reveal Answer

Sample answer: The author uses the words *suffering* and *threatens* to express the idea that family separation is a harmful policy.

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Practice

Refer to the entire text to complete this activity.

Activity

In a paragraph or two, analyze the ways in which the author uses language and content to serve a particular purpose. In your response, consider the following questions:

- Why does the author choose certain people to focus on?
- Why does the author use certain words to inform their audience about the experiences of those people?

Reveal Answer

Sample answer: The author wants the reader to understand that Gabriela Castañeda, who works for the Border Network for Human Rights (BNHR), helps educate undocumented immigrants in the United States so they know their legal rights. The author explains that Castañeda understands that undocumented people need help because she was formerly undocumented herself. The author wants the reader to better understand some of the problems faced by undocumented immigrants. The author interviews an undocumented mother named Martina and learns about her fears of deportation and how the classes give her “the power and the knowledge to know that life can be better.” The author uses favorable language to describe the work that the BNHR does to “support families,” “protect,” and “limit the suffering caused by family separation.” The author wants readers to understand that the organization’s work is valuable, far-reaching, and powerful. The author’s purpose is to inform readers about the organization’s positive impact.

How Did I Do?

Assess your response to the Practice activity by completing this checklist. If necessary, go back and revise your work.

1. _____ I explained what the author wants readers to understand after reading the text.
 2. _____ I analyzed how content supports the author's purpose.
 3. _____ I analyzed how language supports the author's purpose.
 4. _____ I used correct grammar, punctuation, and spelling.
-

Objective and Key Words

Objective

In this section, you will analyze how an author uses rhetoric to advance a point of view or purpose.

Key Words

- **ethos** – an appeal to authority and credibility
 - **logos** – an appeal to logic
 - **pathos** – an appeal to emotion
 - **rhetoric** – the art of using language to persuade
-

Informational Text Point of View

As children, we learn the saying, “Sticks and stones may break my bones, but words will never hurt me.” In reality, we know that words have incredible power when used effectively: the power to motivate, the power to agitate, and the power to change minds. Never underestimate the power of words to affect your understanding of the world.



Source: docstockmedia. Shutterstock

Read Strategically

When reading a text in which multiple people are quoted, it is useful to keep track of who is speaking and what key ideas they support with their words. Keep in mind that the words of a quoted expert or other interview subject are not necessarily the opinions of the author. However, the author may include those quotations to support their own perspective on the topic or subject.

To track the various speakers, write the names as they appear in the text and list the key ideas that each person presents. Pay special attention to speakers who appear more than once; they may offer significant insight about the author's perspective.

Take Notes as You Read

As you read “This Formerly Undocumented Woman Is Teaching Her Fellow Immigrants to Know Their Rights,” list the various speakers in your Reading Log, including the author, and record the key ideas that each one presents.

Reading Log: Formerly Undocumented Woman Teaching Immigrants

Useful Vocabulary

1. **deported:** expelled from a country
 2. **family separation:** the forcible removal of migrant children from their adult relatives at the border
 3. **undocumented:** lacking the papers needed for legal immigration or residence
-

Informational Text Point of View

Connect Rhetoric to Point of View

An author uses rhetoric to engage and inspire a reader and to persuade that reader to accept the author's point of view on a topic or subject. As Aristotle taught in his treatise on the art of persuasion, rhetoric is based on three appeals to an audience: logos, ethos, and pathos.

- Logos uses statistics and facts to appeal to an audience's logic and reason.
- Ethos uses the author's or speaker's credibility to appeal to an audience's sense of trust.
- Pathos uses strong words and dramatic descriptions to appeal to an audience's emotions and values.

Watch this video to see how two students apply the three sorts of appeals to analyze a text.

Video cannot be displayed on Print Preview

Peer Model Video Transcript

Question 1

In the text described in the video, how might the use of pathos affect a reader?

Reveal Answer

Hide Answer

Sample answer: It might make the reader understand at an emotional level how the immigrants feel.

Question 2

Why might it be important for an informational text to use logos as well as pathos?

Reveal Answer

Hide Answer

Sample answer: To be informed, readers need to know facts about a topic and not just react emotionally to what they read.

As you continue the lesson, pay attention to the use of rhetoric that helps to substantiate the author's point of view about BNHR and the work that it does.

Check-In

Use the whole text to respond to the questions.

Question 1

In paragraph 2, the author includes the phrase “her words mixing with the sounds of hymns sung by the church’s choir practicing a room over.” What does this rhetorical appeal add to your understanding of the author’s point of view about Castañeda’s work?

Reveal Answer

Hide Answer

Sample answer: The phrase is an appeal to pathos, because it makes the reader think that Castañeda is doing work that is somehow righteous and holy. That is the author’s point of view about her work, and including the phrase helps the reader believe it.

Need a little extra support?

Get Help Here

Question 2

What about Castañeda’s own background allows her to appeal to the ethos of her students? How does that make her more worthy in the eyes of the author?

Reveal Answer

Hide Answer

Sample answer: The author points out that Castañeda was once undocumented herself and quotes her as saying, “I was just like them.” Her experience makes her

an expert and probably qualifies her to teach, both in the eyes of her students and in the eyes of the author.

Need a little extra support?

[Get Help Here](#)

Refer to this sentence from the passage to complete the next activity.

Activity

Revise this sentence, which primarily uses logos, to include pathos as well.

Reveal Answer

Hide Answer

Sample answer: [The classes] are generously provided free of charge and include basic lessons instructing would-be Americans about our foundational document, the United States Constitution, and the powers of state and federal authorities, as well as their rights and protections as human beings on U.S. soil when confronted by immigration officials.

Need a little extra support?

[Get Help Here](#)

Practice

Refer to the entire text to complete this activity.

Activity

The author includes direct quotations from Gabriela Castañeda and from three undocumented women in making a point about the program that teaches immigrants their rights. Imagine that you are the author. Justify the use of the direct quotations from Martina, Alma, and Linda, and explain how the rhetoric in those quotations enhances your point of view.

Reveal Answer

Hide Answer

Sample answer: In my article, I interviewed three undocumented women to get their perspectives on the program and their circumstances. I included Martina to show how the classes empower undocumented women. Her remark that she thought she had no rights appeals to the reader's emotions and supports the idea that these classes educate while empowering. Alma speaks of her sons' fears of her possible deportation. The knowledge that families can be separated may shock the reader and make them sympathize with the students in these important classes. I included Linda's words to appeal to the reader's emotions as well, causing the reader to imagine what it might be like to be sent away from the place where they grew up back to a place they do not remember. All of these appeals to pathos help to impress upon the reader the reasons I support and celebrate BNHR. Protecting the undocumented and apprising them of their rights is really just a matter of recognizing the humanity of those immigrants. It is easier to recognize their humanity by hearing their stories and by empathizing with their experiences than by reading facts and figures.

How Did I Do?

Assess your response to the Practice activity by completing this checklist. If necessary, go back and revise your work.

1. _____ I identified the type of rhetorical appeal used in this paragraph.
 2. _____ I explained how the rhetoric used supports the author's point of view.
 3. _____ I suggested why this type of rhetoric is appropriate for that purpose.
 4. _____ I used correct grammar, punctuation, and spelling in my response.
-

Word Meanings

Unit Reading Information

In this unit, you will read *Bury My Heart at Wounded Knee* unless otherwise directed by your teacher.

Select the links to access the text and reading log.

Bury My Heart at Wounded Knee



Reading Log: Bury My Heart at Wounded Knee

Objective and Key Words

Objective

In this section, you will identify patterns of word changes that indicate different meanings or parts of speech.

Key Words

- **affix** – a morpheme added to a base word
 - **base word** – a morpheme that has meaning on its own
 - **context** – the parts of a text before and after a word that clarify its meaning
 - **morphemes** – the smallest meaningful units in a language
 - **part of speech** – how a word is used in syntax: as a noun, pronoun, adjective, adverb, verb, preposition, conjunction, or interjection
 - **syntax** – the arrangement of words in a sentence
-

Word Meanings

Teachers use the word *decoding* to refer to the skills students apply to read new words, just as though reading a text were like translating a secret message. Decoding includes using sound-letter correlation to sound out words, but it also includes recognizing word relationships. Fluent readers do this without pausing; they recognize quickly that a word such as *robotically* contains a word they know, *robot*, plus other word parts. Identifying patterns of word changes is a critical reading skill that helps readers expand their speaking and writing vocabularies.

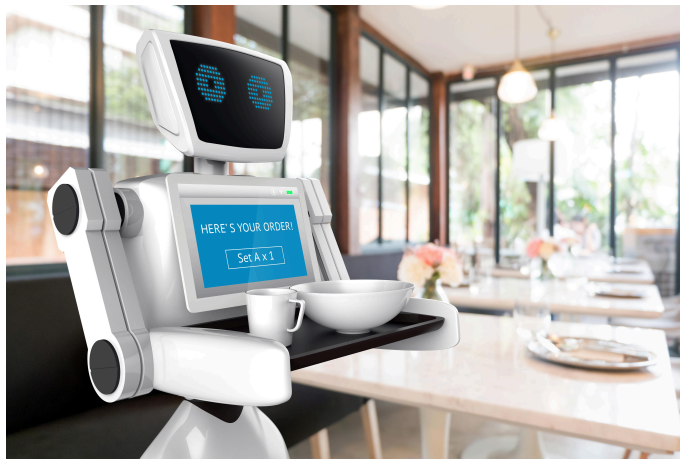
Get Ready to Read

Even a very short text may be daunting if it involves a concept you do not understand. The text you are about to read tells about social robots. Read this short passage to learn more about such automated systems.

Did You Know?

Did you know that some robots are designed to interact directly with humans in a way that is based on human behavior? Of course, social robots are not really social in the way that we define the term, but they do have characteristics of a social being. Some communicate with responsive dialogue. Some seem sentient and can perceive emotions and cues such as gestures and facial expressions. Many can react and learn.

Social robots may serve as greeters or perform customer service. They may act as companions in nursing homes or schools. They can perform certain medical tests or help an HR department interview new applicants. As artificial intelligence improves, expect to see more social robots in your community, performing basic—and maybe not so basic—tasks.



Source: Zapp2Photo. Shutterstock

Take Notes as You Read

Before you read “How Robots Can Assist Students with Disabilities,” use your new knowledge about social robots to predict how they might help students with disabilities. Record your thoughts in your Reading Log and see whether your reading confirms your predictions.

Reading Log: How Robots Can Assist Students with Disabilities

Word Meanings

Identify Patterns of Word Changes

English words are composed of units called morphemes, with the core morpheme being the base word. An affix added before or after the base word may alter the word's part of speech. Although a word in isolation may be difficult to understand, as you read unfamiliar words in a text, context and syntax clues give you substantial information that can help you determine the new word's part of speech and meaning.

Look at the image gallery to see how affixes can change a word into a related word, often resulting in a different part of speech:



To **translate** is to express meaning in different words, terms, or symbols.

^ Hide caption



Source: Cienpies Design. 123RF; lightfieldstudios. 123rf.com; Ivelin Radkov. Shutterstock; cienpies. 123rf.com

Question 1

What part of speech is each boldfaced word?

Reveal Answer

Translate is a verb, *translator* and *translation* are nouns, and *translatable* is an adjective.

Question 2

Which affix changes the base word to a noun that refers to a person?

Reveal Answer

The affix *-or* changes the base word to a noun that refers to a person.

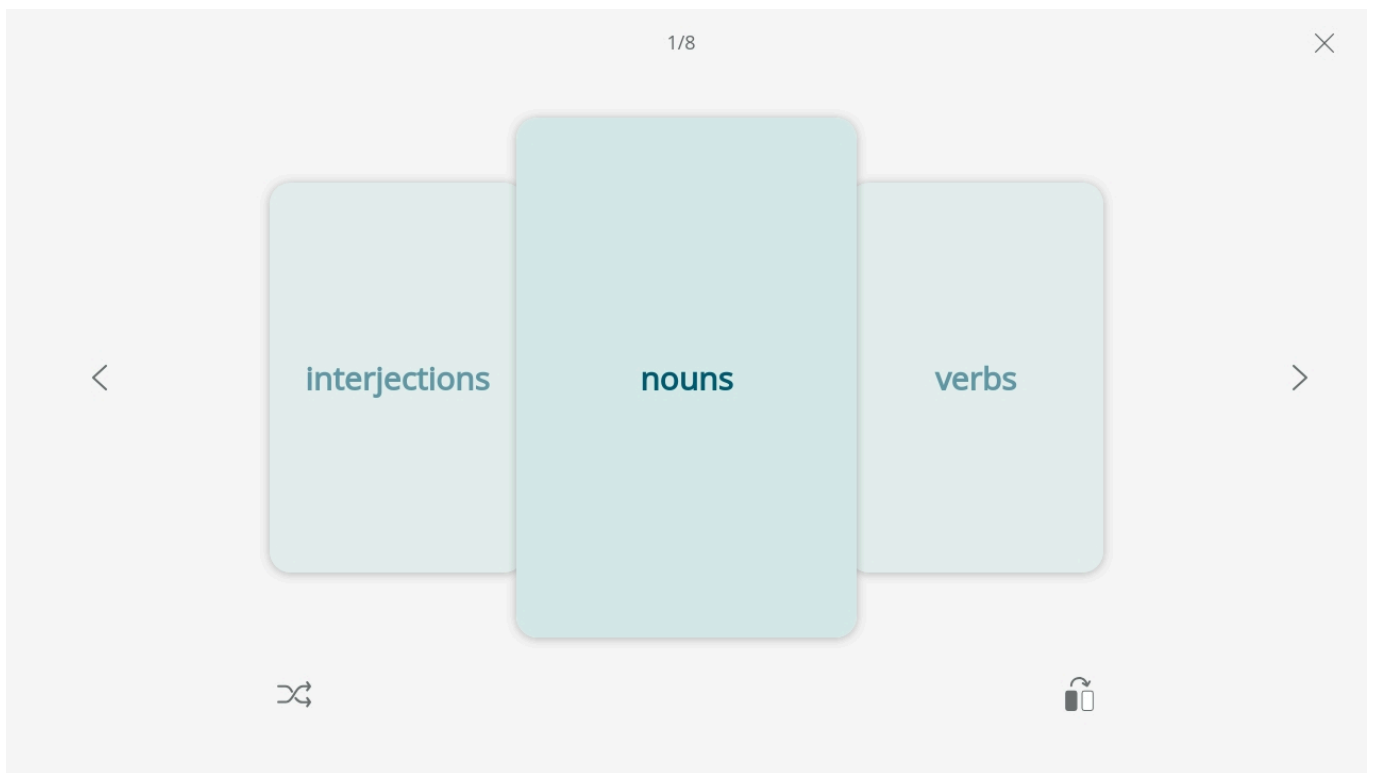
As you read “How Robots Can Assist Students with Disabilities,” watch for words that have related words that you know. Use your Reading Log to record your observations.

Parts of Speech

Choose Effective Words and Phrases

Understanding the various parts of speech is crucial for producing clear, detailed, and effective writing. Choosing the right words lets you craft sentences that are both engaging and impactful, influencing the meaning and tone of the text.

Use the flashcards to view parts of speech and their functions.



Understanding the parts of speech and their functions enables writers to craft dynamic texts with a coherent flow of ideas. Writers who excessively use certain parts of speech or repeat the same words and phrases risk losing their readers' attention and potentially causing confusion.

To achieve precise and engaging writing, vary the use of parts of speech. Before selecting words and phrases, consider what you want to convey and choose those that best express your message. Think about not only the words and phrases you use but also how you use them.

- Should two related ideas be linked with a conjunction?
- Could a verb be replaced with a more specific, active choice?
- Might an interjection be added to highlight a point?

Adjectives and adverbs can create vivid and impactful imagery, but excessive use may hinder clarity and overwhelm the reader with description. Remember that while engaging your reader is important, clarity should not be compromised. For example,

rather than write “the shiny, new, incredibly fast car” a writer could simply use “the sports car.” More is not always better!

Check-In

Use the text from “How Robots Can Assist Students with Disabilities” to answer the questions.

Question 1

Which word from the text is a verb related to the noun *assistance*?

Reveal Answer

The word *assist* is a verb and related to the noun *assistance*.

Need a little extra support?

[Get Help Here](#)

Question 2

What two words from the text are nouns related to the adjective *able*?

Reveal Answer

The words *abilities* and *disabilities* are nouns related to the adjective *able*.

Need a little extra support?

[Get Help Here](#)

Question 3

What word from the text is an adjective related to the verb *educate*?

Reveal Answer

The word *educational* is used in the text as an adjective and is related to the verb *educate*.

Need a little extra support?

[Get Help Here](#)

Question 4

What word from the text is a noun related to the verb *act*?

Reveal Answer

The word *hyperactivity* is a noun related to the verb *act*.

Need a little extra support?

[Get Help Here](#)

Practice

Use this excerpt from “How Robots Can Assist Students with Disabilities” to complete the activity.

Activity 1

Use your knowledge of the parts of speech to complete activity 2. You may wish to consult the flashcards.

Use the flashcards to review parts of speech and their functions.



interjections

nouns

verbs



Activity 2

How Did I Do?

Assess your response to the Practice activities by completing this checklist. If necessary, go back and revise your work.

1. _____ I located words in the text that contain the affix *-al*.
 2. _____ I used those words to draw a conclusion about parts of speech.
 3. _____ I identified three additional words to support my conclusion.
 4. _____ I constructed a sentence using effective words based on parts of speech.
-

Objective and Key Words

Objective

In this section, you will determine the meaning of grade-level technical academic English words in multiple content areas derived from Latin, Greek, or other linguistic roots and affixes.

Key Words

- **affix** – a morpheme added to a base word or root
 - **base word** – a morpheme that has meaning on its own
 - **etymology** – the historical development of a word's meaning
 - **morphemes** – the smallest meaningful units in a language
 - **roots** – the morphemes that give a word its principle meaning
-

Word Meanings

When a group of languages shares a common origin, we classify those languages as a language family. English is part of the Indo-European language family, but it is in a completely different subgroup from French or Spanish. English is considered a Germanic language, specifically West Germanic, similar linguistically to Dutch and German. Other Germanic languages include Danish, Norwegian, Icelandic, and Swedish, but they are not as similar to English as Dutch and German are.

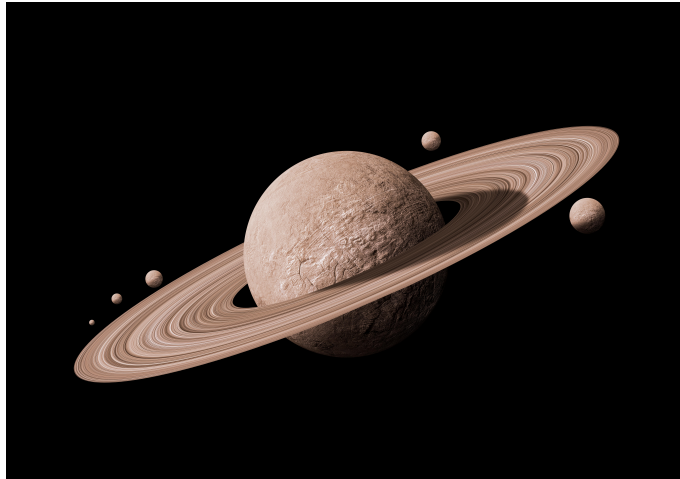
Get Ready to Read

Today, you will read a short text about Saturn's largest moon. You may wish to read a bit about Saturn's moons to get some background knowledge you can apply to your reading.

Did You Know?

Did you know that Earth is the only planet to have a single moon? Granted, Mercury and Venus have none at all, but Jupiter has 80, and Saturn may have 83!

Two of Saturn's moons, Enceladus and Titan, are considered "ocean moons"; they feature seas either above or below their surfaces. Titan, at 3,200 miles in diameter compared to our own moon's diameter of 2,159 miles, is the second largest moon in the solar system. It is the only moon with its own dense atmosphere and liquid lakes in addition to its underground oceans.



Source: 19 STUDIO. Shutterstock

Take Notes as You Read

As you do your initial reading of “Saturn Has Some Essential Ingredients for Life,” use what you learned about Titan to understand details about its chemical composition. Record your thoughts in your Reading Log.

Reading Log: How Robots Can Assist Students & Saturn Has Some Essential Ingredients

Word Meanings

Use Roots and Affixes to Determine Word Meaning

To learn new words, we often search for context clues in the text surrounding the unfamiliar word, but we may also choose to study the word's etymology, or derivation. A sizable percentage of English words derive from Greek or Latin roots, the morphemes that provide the central meaning of a word.

A base word can stand on its own as a free morpheme, as in the base word *act* in *activity*. However, a root generally has no meaning in English without receiving an inflectional bound morpheme in the form of an affix. This is true of the root *mort* in *mortal*.

Listen to this podcast, in which two students explore the etymology of a common word they often encounter in science readings.

Audio: The Etymology of Oxygen

The Etymology of Oxygen Transcript

Question

If the Greek word *nitron* means “sodium carbonate,” what is the etymological meaning of *nitrogen*?

Reveal Answer

something that generates sodium carbonate

As you reread “How Robots Can Assist Students with Disabilities” and read “Saturn Has Some Essential Ingredients for Life,” look for words that have familiar roots and affixes and record their potential meanings in your Reading Log.

Check-In

Use the text from “How Robots Can Assist Students with Disabilities” to answer the questions.

Question 1

Find the word with one root that means “difficult” and a second root that means “word.” Then use one of those roots in a second, different word.

Reveal Answer

Sample answer: The Greek *dys-* plus *lexis* forms the word *dyslexia*. Another word with one of these roots is *lexicon*.

Need a little extra support?

[Get Help Here](#)

Question 2

Find the word with a root that means “over, above, beyond.” Then use the root in a different word.

Reveal Answer

Sample answer: *Hyperactivity* means having overly active tendencies. I can use the same root in the word *hyperextend*.

Need a little extra support?

[Get Help Here](#)

Practice

Refer to “Saturn Has Some Essential Ingredients for Life” to complete the activity.

Activity

The words *cosmos* and *universe* are often used interchangeably, but one derives from the Greek root *kosmos*, meaning “world order,” and the other derives from the Latin roots for “one” and “turned into.” Locate the words in the text that are related to each of these words. Then, in a paragraph, speculate about how the derivations of the two words suggest how the people who first used the words saw the world around them.

Reveal Answer

Sample answer: The words from the text that have the same derivations are *cosmic* and *universal*. People who first used the Greek term may have seen the universe as an orderly pattern. People who first used the Latin term may have viewed it as a single unit. Both seem to have seen the world around them as harmonious and united.

How Did I Do?

Assess your response to the Practice activity by completing this checklist. If necessary, go back and revise your work.

1. _____ I identified the words in the text related to *cosmos* and *universe*.
 2. _____ I speculated about the way the original meanings of the words suggested a certain world view.
 3. _____ I used correct grammar, spelling, and punctuation in my response.
-

Objective and Key Words

Objective

In this section, you will analyze the relationships among words with multiple meanings and recognize the connotation and denotation of words.

Key Words

- **connotations** – the ideas or feelings a word invokes in addition to its literal meaning
 - **denotations** – the literal meanings of words
 - **diction** – an author's choice of words
 - **etymology** – the historical development of a word's meaning
 - **shades of meaning** – subtle differences in the meanings of words
-

Word Meanings

Careful authors have a deep understanding of diction, or the importance of word choice. Selecting the right word requires an understanding of purpose and audience—a word that works for a scientist may be lost on a high school student—and vice versa! Words must be precise, or the author risks confusing the reader. A word's meaning includes not only its literal definition but also the feelings it evokes in the reader. Words need not be multisyllabic and complex to be powerful, but they must be specific and direct.

Read Strategically

The etymology of many scientific terms derives from Greek mythology, which for centuries was a critical ingredient of a classical European and American education. Knowing some aspects of Greek mythology can help you better understand certain scientific texts.

Did You Know?

Did you know that the original Titans in Greek mythology were the twelve children of Gaea (Earth) and Uranus (Heaven)? They were a race of giants who were the ancestors of many of the Greek gods. Zeus, the king of the gods, was the son of the Titans Rhea and Cronus.

During a great war between the Titans and the gods of Mount Olympus, led by Zeus, the Titans were defeated and punished in various ways. According to the Greek poet Hesiod, the Titan Atlas, son of original Titan Iapetus, was forced forever after to hold up the heavens. He is pictured frequently in Greek and Roman art, sometimes holding up the sky, and other times supporting the world on his shoulders. He represents unending endurance and gives his name to the element titanium, a very durable metal.



Source: remart. 123RF

Take Notes as You Read

As you reread “Saturn Has Some Essential Ingredients for Life,” use your deductive skills to determine why the great moon of Saturn was given the name “Titan.” Record your thoughts in your Reading Log.

Reading Log: Saturn: Some Essential Ingredients for Life

Word Meanings

Recognize Multiple Meanings, Connotation, and Denotation

The term shades of meaning denotes the subtle nuances that differentiate sets of synonyms. Although certain words may have nearly identical denotations, or dictionary definitions, their connotations differ and have different effects on a reader or listener. We usually describe connotative meanings as positive, negative, or neutral, depending on their emotional impact.

This chart shows that connotations may apply to words with various parts of speech:

Connotative Variations of Words

	Positive	Neutral	Negative
Noun	authority	control	domination
Verb	accompany	follow	stalk
Adjective	unwavering	determined	stubborn

The word *stalk* in this chart has multiple meanings, represented in the dictionary by separate entries. Usually, separate entries appear when the etymology of each word differs. In the case of *stalk*, the origin of the word in the chart is probably a root meaning “to steal,” whereas the etymology of *stalk* meaning “the stem of a plant” is more likely a root meaning “to stand.”

Watch this video to see two students identify words with multiple meanings and differentiate between denotation and connotation.

Video cannot be displayed on Print Preview

Peer Model Video Transcript

Question 1

How do the students determine which meaning is being used in a multiple-meaning word?

Reveal Answer

Sample answer: They look at the context that surrounds the word.

Question 2

What is the connotation of the word *weird* in the article “Saturn Has Some Essential Ingredients for Life”?

Reveal Answer

Sample answer: The connotation is slightly negative; a weird moon is one that is especially peculiar.

As you reread “Saturn Has Some Essential Ingredients for Life,” pay attention to the author’s choice of words and the way those words reflect the author’s point of view. Watch for multiple-meaning words and be sure that you understand which meaning is being used before recording your observations in your Reading Log.

Check-In

Use this paragraph from “Saturn Has Some Essential Ingredients for Life” to answer the questions.

Question 1

Write your own definition of the word *flush* as it is used in context in the paragraph. Then write two additional denotative meanings for *flush*.

Reveal Answer

Sample answer: In this context, *flush* means “well supplied.” Other definitions might include “to get red in the face” or “to empty with a rush of water.”

Need a little extra support?

[Get Help Here](#)

Question 2

What size differential is implied by the connotative meanings of *lakes* and *ocean* in the paragraph?

Reveal Answer

Sample answer: The underground ocean of water seems huge compared to the lakes of methane.

Need a little extra support?

[Get Help Here](#)

Question 3

What is a synonym for *required by* that might have a stronger connotation?

Reveal Answer

Sample answer: A synonym with a stronger connotation is *vital to* or *essential for*.

Need a little extra support?

[Get Help Here](#)

Practice

Use the text from “Saturn Has Some Essential Ingredients for Life” to complete the activity.

Activity

In the quotation in the final paragraph, Professor Horst uses an extended metaphor to suggest the scientists’ experience as they detect ingredients for life. How does the connotation of *kitchen* help to drive the metaphor, and how does the entire quotation echo the opening line of the text? Explain why these word choices might help a reader understand the science being described.

Reveal Answer

Sample answer: The author opens with the line “If you were going to cook up life on another world, Titan is the place to do it,” which immediately compares the creation of life to a sort of cooking experiment. Since readers are more likely to have worked in a kitchen than in a laboratory, this comparison makes the science seem more basic than it really is—but also more understandable. The “cosmic kitchen” represents the galaxy, where some things are already set in motion, but the scientists as cooks are not quite sure of the final product being baked. They have located certain ingredients, but they are unsure whether adding all the ingredients will result in life on Titan. The connotation of the word *kitchen* makes their work seem homey and ordinary, but of course it is really very sophisticated. The author wants the reader to understand that the creation of life is a matter of certain critical ingredients being mixed in a certain way—but that the final product is not guaranteed.

How Did I Do?

Assess your response to the Practice activity by completing this checklist. If necessary, go back and revise your work.

1. _____ I used the connotation of *kitchen* to explain the text's effect on the reader.
 2. _____ I connected the final paragraph to the opening line of the text.
 3. _____ I used quotation marks correctly to cite examples from the text.
-

Legal Reasoning

Unit Reading Information

In this unit, you will read *Bury My Heart at Wounded Knee* unless otherwise directed by your teacher.

Select the links to access the text and reading log.

Bury My Heart at Wounded Knee



Reading Log: Bury My Heart at Wounded Knee

Objective and Key Words

Objective

In this section, you will delineate the use of legal reasoning and application of constitutional principles presented in a Supreme Court decision.

Key Words

- **claim** – an assertion that something is true
 - **constitutional principle** – a key principle of the U.S. Constitution
 - **dissenting opinion** – the legal opinion written by one or more judges to disagree with the majority opinion of the court
 - **evidence** – the facts and information that support an idea or analysis
 - **judicial review** – the power of the Supreme Court to strike down laws it determines are unconstitutional
 - **legal opinion** – a statement by a judge or group of judges giving the rationale and principles for a ruling
 - **legal reasoning** – the process of applying and interpreting the law
 - **majority opinion** – the legal opinion agreed upon by over half of the members of a court
 - **stare decisis** – the policy of being guided by principles established in previous court decisions
-

Legal Reasoning

Certain Supreme Court cases are considered “landmark” cases, meaning that they shape American history and have a strong impact on U.S. citizens going forward. No two legal scholars would agree on a list of landmark cases. Here are a few you may recognize.

- *Brown v. Board of Education*, which held that separate schools for different races were inherently unequal.
- *Miranda v. Arizona*, which held that law enforcement personnel must advise suspects of their rights during their arrest.

The former was a unanimous decision of the Court in 1954; the latter was a 5-to-4 decision in 1966.

The decision you are about to read is considered a landmark decision because of its lasting effects; it was a 7-to-2 decision in 1969.



Source: Brandon Bourdages. Shutterstock

Get Ready to Read

Reading a Supreme Court opinion is different from most of the reading you have done in the past. Beginning with the title, this sort of opinion has its own structure and language:

Tinker v. Des Moines Independent Community School District, 393, U.S. 503 (1969)

The case name is “*Tinker v. Des Moines Independent Community School District*.” The name includes the petitioner, or party filing the lawsuit, and the respondent, or the entity or person being sued. The number 393 is the volume number in the Supreme Court’s publication, *U.S. Reports*. The number 503 refers to the page where the decision begins, and the year of the decision appears in parentheses.

The written decision opens with a summary known as the syllabus. This outlines the facts of the case and the various court decisions that preceded its move to the Supreme Court.

That syllabus is followed by the majority opinion, typically written by one justice from the majority. In the case you are about to read, that opinion is separated into sections by Roman numerals I and II. Following that (but not included in your text) are any concurring or dissenting opinions.

Take Notes as You Read

As you read “*Tinker v. Des Moines Independent Community School District*, 393 U.S. 503 (1969),” notice how the document is divided into sections. Consider how the syllabus helps to clarify the work of the justices in forming an opinion, and record your thoughts in your Reading Log.

Reading Log: *Tinker v. Des Moines*

Useful Vocabulary

- **abridge**: to reduce or lessen
- **certiorari**: an order from a superior court to call up the records of a lower court
- **circumscribed**: limited
- **concurrence**: agreement
- **deadlocked**: at a standstill due to disagreement
- **deference**: respect

- **disputatious:** likely to argue
 - **en banc:** presented to all the judges of a court
 - **enclaves:** enclosed social or territorial units
 - **immunized:** protected from
 - **injunction:** a judicial order preventing or compelling an action
 - **petitioner:** a person applying to a court for judicial action
 - **platitudes:** overused or uninteresting statements
 - **sustained:** approved or allowed
 - **totalitarianism:** a system of government that prevents individual freedom
-

Legal Reasoning

Delineate Legal Reasoning and Application of Constitutional Principles

The Supreme Court is the highest court in the United States. Its nine justices select cases to hear that have moved up from lower courts and concern important problems or issues that the Court finds worth exploring.

Lawyers or legal teams from the opposing sides of the issue present their case to the Court. The Court weighs each claim presented and the evidence that supports it. Then the Court applies legal reasoning and constitutional principles to develop a legal opinion. One justice is selected to write the majority opinion.

The justices do not always agree. Justices who disagree may collaborate to write a dissenting opinion, or different justices may write different dissenting opinions. In their decisions, justices are usually ruled by stare decisis, meaning that they use previous court decisions to guide their work. Occasionally, the justices strike down laws they feel are unconstitutional based on their power of judicial review.

This table lists seven constitutional principles on which the Court bases its rulings:

Constitutional Principles and Their Meanings

Principle Number	Constitutional Principle	Explanation/Meaning
1	Rule by the people	The people may elect members of Congress and the President.
2	The right to vote for representation	The U.S. government is representative, and citizens may vote for whomever they choose to make laws and represent their interests.
3	Shared power between the states and the federal government	Our central government in Washington, DC, is part of the same political system as state governments and shares responsibilities with those regional governments. For example, the federal government takes care of defense and national infrastructure, but state governments deliver local services such as public health and state highways.
4	Separation of powers into executive, legislative, and judicial branches	Legislators make laws, judges and justices interpret them, and the executive branch enforces them.
5	Checks and balances, in which each branch may check and control the others	For example, the president may nominate judges, but the Senate must confirm them. The president may veto Congress's laws, or the judiciary may declare such laws unconstitutional. Congress has the power to impeach judges or the president.
6	No one is above the law	Everyone, no matter what rank, is bound by the supreme law of the land—the U.S. Constitution.
7	Personal freedoms are guaranteed by the Bill of Rights	The U.S. government may not strip away freedoms of religion, speech, assembly, trial by jury, and so on from any citizen.

Now reread “*Tinker v. Des Moines Independent Community School District*, 393 U.S. 503 (1969),” and watch for the reasoning that underlies the majority opinion. Record your observations in your Reading Log.

Check-In

Refer to this section of part I in “*Tinker v. Des Moines Independent Community School District*, 393 U.S. 503 (1969)” to answer the questions.

Question 1

The original Free Speech Clause, as penned by James Madison read, “The people shall not be deprived or abridged of their right to speak, to write, or to publish their sentiments. . . .” As incorporated into the final Bill of Rights, it reads, “Congress shall make no law . . . abridging the freedom of speech.”

How does that change help to support Justice Fortas’s discussion of the District Court’s findings in the opening paragraph of part I?

Reveal Answer

Hide Answer

Sample answer: The original wording might have limited free speech to spoken or written words, but the existing wording allowed the District Court to see the symbolic act of wearing an armband as a type of speech.

Need a little extra support?

[Get Help Here](#)

Question 2

In part I, how does Justice Fortas use the principle of stare decisis to support his opinion with prior decisions about similar or related cases?

Reveal Answer

Hide Answer

Sample answer: Fortas refers to “the unmistakable holding of this Court for almost 50 years” that students and teachers do not shed their constitutional rights at the

schoolhouse gate. He cites several other First Amendment and Fourteenth Amendment cases that affect students and teachers, showing that the Court typically chooses not to interfere with the rights of people just because they are on school grounds.

Need a little extra support?

[Get Help Here](#)

Practice

Refer to the summary of the case excerpted here to respond to this activity.

Activity

How Did I Do?

Assess your response to the Practice activity by completing this checklist. If necessary, go back and revise your work.

1. _____ I restated the Court's opinion in my own words.
 2. _____ I explained the Court's use of a specific constitutional principle.
 3. _____ I used correct spelling, grammar, and punctuation in my response.
-

Objective and Key Words

Objective

In this section, you will evaluate the use of legal reasoning and application of constitutional principles presented in a Supreme Court decision.

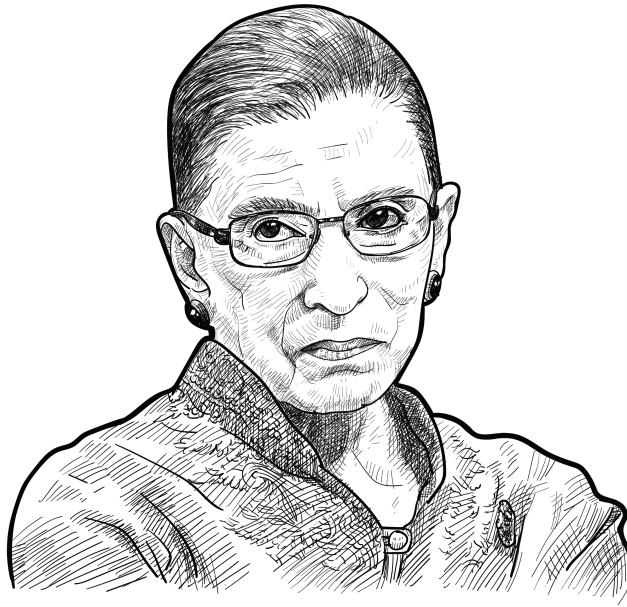
Key Words

- **claim** – an assertion that something is true
 - **constitutional principles** – the key principles of the U.S. Constitution
 - **evidence** – the facts and information that support an idea or analysis
 - **judicial review** – the power of the Supreme Court to strike down laws it determines are unconstitutional
 - **legal opinion** – a statement by a judge or group of judges giving the rationale and principles for a ruling
 - **legal reasoning** – the process of applying and interpreting the law
 - **majority opinion** – the legal opinion agreed upon by over half of the members of a court
 - **precedent** – something that serves as an example or rule for a subsequent act
 - **stare decisis** – the policy of being guided by principles established in previous court decisions
-

Legal Reasoning

In describing the work of the Supreme Court, the late Justice Ruth Bader Ginsburg once stated, “On the whole, we think of our consumers—other judges, lawyers, the public. The law that the Supreme Court establishes is the law that they must live by, so all things considered, it’s better to have it clearer than confusing.”

Justices who write opinions must consider their audience, just as other authors do. They are writing not only to persuade, but also to establish legal precedent that will hold up in the future.



Source: Ittichai Anusarn

Read Strategically

Supreme Court opinions are written for lawyers and legal scholars, but they are also recorded for history, so in theory, anyone should be able to read and comprehend them. You may find it worthwhile to employ a What It Says/What It Does technique to analyze the opinion in “*Tinker v. Des Moines Independent Community School District*, 393, U.S. 503 (1969).”

In the case of a court decision, What It Says will be the decision itself—what the author is saying about the case and its merits or faults. What It Does will look at the Court’s purpose in hearing the case and review the qualities that give the opinion historical importance.

You may find it helpful to do some independent research about the case *Tinker v. Des Moines Independent Community School District*, in order to build background and understand the case’s historical context. As you research, make your own connections to the case. Consider your opinion about the conflict at its center. Imagine what you might have done had you been in the defendants’ situation and why you might have done it.

Take Notes as You Read

As you read “*Tinker v. Des Moines Independent Community School District*, 393 U.S. 503 (1969),” record in your Reading Log statements that explain what the opinion is (what the majority decides about the case), and what the opinion does (why it is important). Add your own ideas and observations.

Reading Log: *Tinker v. Des Moines*

Useful Vocabulary

1. **abridge**: to reduce or lessen
2. **certiorari**: an order from a superior court to call up the records of a lower court
3. **circumscribed**: limited
4. **concurrence**: agreement
5. **deadlocked**: at a standstill due to disagreement
6. **deference**: respect

- 7. disputatious:** likely to argue
 - 8. en banc:** presented to all the judges of a court
 - 9. enclaves:** enclosed social or territorial units
 - 10. immunized:** protected from
 - 11. injunction:** a judicial order preventing or compelling an action
 - 12. petitioner:** a person applying to a court for judicial action
 - 13. platitudes:** overused or uninteresting statements
 - 14. sustained:** approved or allowed
 - 15. totalitarianism:** a system of government that prevents individual freedom
-

Legal Reasoning

Evaluate Legal Reasoning and Application of Constitutional Principles

As a justice or justices write an opinion, they must be mindful of precedent, or previous court decisions, that apply to the case they are judging. That principle of stare decisis guides judges in their work. Others may evaluate a majority opinion based on its strict adherence to precedent. In some cases, the courts may look at a law created by legislators or an act proposed by the executive branch and strike it down as unconstitutional, based on their powers of judicial review.

The Supreme Court applies legal reasoning and constitutional principles to develop a legal opinion. The justices look not only at the petitioner's claim and any evidence provided but also at how the case adheres to principles established in the U.S. Constitution.

Watch this video to see one student educate another student about the Court's use of legal reasoning and constitutional principles in a case about freedom of expression.

Video cannot be displayed on Print Preview

Activity 1

Explain why the Supreme Court applies constitutional principles and legal reasoning to cases.

Reveal Answer

Hide Answer

The Supreme Court applies constitutional principles and legal reasoning to cases in order to determine whether a law should be affirmed or struck down as unconstitutional.

Activity 2

Explain what legislative rule the Court strikes down in “*Tinker v. Des Moines Independent Community School District*, 393 U.S. 503 (1969).”

Reveal Answer

Hide Answer

They strike down the school board’s rule banning armbands worn in protest because it impinges on freedom of expression.

Activity 3

Explain the principle of stare decisis and how the Supreme Court applies it to the case.

Reveal Answer

Hide Answer

Sample answer: Stare decisis is policy the Supreme Court has used in making previous decisions. In the past, the Supreme Court has ruled that students have the right to free speech in school as long as their words or actions are not disruptive, and the justices apply that principle to the case here to reach their decision that the rule banning armbands is unlawful.

As you reread “*Tinker v. Des Moines*,” pay attention to the arguments and counterarguments the justices present and how they support or refute them, recording your observations in your Reading Log.

Check-In

Refer to the excerpts from “*Tinker v. Des Moines*” to answer the questions.

Question 1

How does Justice Fortas’s quoting of Justice Jackson in a prior case help to strengthen his own argument?

Reveal Answer

Hide Answer

Sample answer: Fortas uses precedent to strengthen the majority opinion by quoting Justice Jackson, who said that Boards of Education have important functions that they must nonetheless perform within the limits of the Bill of Rights—especially since they are presumably educating young people for citizenship. This supports the majority opinion that students are protected by the Bill of Rights, specifically the First Amendment.

Need a little extra support?

[Get Help Here](#)

Question 2

How does Justice Fortas include a counterargument to indicate that the Court is examining both sides of the question at hand?

Reveal Answer

Hide Answer

Sample answer: Fortas points out that the Court has always affirmed the authority of school officials and the States to control conduct in schools, which seems to contradict allowing students to exercise free speech rights. This counterargument

shows that the Court is considering the Board of Education's side as well as the students' side of the case.

Need a little extra support?

[Get Help Here](#)

Question 3

What constitutional principle does Justice Fortas apply in disputing the conclusion reached by the lower court?

Reveal Answer

Hide Answer

Sample answer: Fortas applies the constitutional principle of the freedom of speech and expression. He points out that the District court concluded that the school was right to punish the armband-wearing students because "of their fear of a disturbance." Fortas argues that "fear or apprehension of disturbance is not enough to overcome the right of freedom of expression."

Need a little extra support?

[Get Help Here](#)

Practice

Use this excerpt from Justice Fortas's decision to complete the activity.

Activity

Evaluate Justice Fortas's use of constitutional principles to support the legal reasoning in this excerpt from the majority opinion, and explain how this paragraph looks forward to future cases as well as back toward precedent.

Then, draw your own conclusion about the impact of the overall decision as a precedent. Think of a contemporary situation to which it might apply.

Reveal Answer

Sample answer: In this paragraph, Justice Fortas skilfully describes the First Amendment as a living right, not something that only “exists in principle, but not in fact.” He remarks succinctly that the First Amendment means what it says:

Congress and the States may not abridge the right to free speech. Fortas explains that the Court has interpreted this “properly” to allow for certain restrictions, as in cases where behavior is disruptive, but that the restrictions are not confined to explicit places or circumstances. In this way, Fortas clearly ties the armband case to constitutional principles while leaving open the possibility that other cases might need to be judged differently. He also clarifies that in a school, freedom of speech is not confined to a classroom with teacher supervision—it should be available to students wherever they are, on school grounds or off.

It seems fair to conclude that this Supreme Court decision had a great impact, as it clarified the parameters of the expression of free speech for all individuals. The decision makes clear that most situations don't warrant an authority, such as a school, to limit free speech, unless someone else's rights are being infringed, or the activity is disruptive or dangerous. This decision might serve as a precedent in a modern case in which a person or group of people was demonstrating or protesting in public, and others wanted to shut that demonstration or protest on the

grounds that it presented a danger or interfered with others' rights to be undisturbed.

How Did I Do?

Assess your response to the Practice activity by completing this checklist. If necessary, go back and revise your work.

1. _____ I evaluated the author's connection of the case to constitutional principles.
 2. _____ I explained how the paragraph connects both to precedent and to future cases.
 3. _____ I drew my own conclusions about the case and offered a hypothetical situation to which it might be applied.
 4. _____ I used correct spelling, grammar, and punctuation in my response.
-

Argument in Public Advocacy

Unit Reading Information

In this unit, you will read *Bury My Heart at Wounded Knee* unless otherwise directed by your teacher.

Select the links to access the text and reading log.

Bury My Heart at Wounded Knee



Reading Log: Bury My Heart at Wounded Knee

Objective and Key Words

Objective

In this section, you will describe the structural characteristics of works of public advocacy as presentations of arguments.

Key Words

- **claim** – an assertion that something is true
 - **counterclaim** – a claim that opposes an existing claim or argument
-

Argument in Public Advocacy

The art of persuasion may allow a politician to accrue power or motivate followers. It may change people's points of view or reveal the speaker as an ally. Effective persuasion also has the ability to promote ideas that serve the greater good and benefit the public, the state, the nation, or the world.

Get Ready to Read

It is difficult to grasp the context of the speech you are about to read without having a basic understanding of the history that preceded it. Read this brief description to develop a better understanding of the significance of the speech's setting.

Did You Know?

Did you know that there were once two Germanys? After defeating Germany in World War II, the Allies divided the country into four zones. Following tensions with the Soviet Union, the other Allies combined three of those zones to form the Federal Republic of Germany (West Germany). The Soviets then formed the German Democratic Republic (East Germany). In 1961, the Soviets divided the capital city of Berlin with a physical wall through the city to prevent East Berliners from fleeing to West Berlin.

The Brandenburg Gate, built as one of several town gates in the late 1700s, ended up in the Soviet sector alongside the Berlin Wall. For years, it was inaccessible to visitors or native Berliners.

Under Soviet General Secretary Mikhail Gorbachev, relationships between the Soviets and the West began to be more congenial. The Gate reopened in 1989, after East Berlin declared its people free to cross the Berlin Wall. The so-called "fall" of the Berlin Wall and the reunification of Berlin led to the reunification of Germany with an official declaration in 1990.



Source: tomas1111. 123RF

Take Notes as You Read

As you read "Reagan Speech From the Brandenburg Gate," consider how the setting of President Reagan's speech contributes to his argument, and record your theories in your Reading Log.

Useful Vocabulary

1. **comity:** a harmony among groups or nations
 2. **Khrushchev:** the premier of the Soviet Union at the height of the Cold War between the U.S. and Soviets
 3. **Ku'damm:** the nickname of a major avenue in Berlin
 4. **liberalization:** the relaxing of economic and governmental restrictions
 5. **Reichstag:** the building that houses the German parliament
 6. **schnauze:** snout
 7. **token:** done symbolically or for appearances
 8. **totalitarian:** having a government that prevents individual freedom
 9. **Wirtschaftswunder:** the rapid rebuilding of the West German economy after World War II
-

Argument in Public Advocacy

Describe the Structure of a Work of Public Advocacy

The structure of a speech whose purpose is persuasive is based on a variety of factors. The speaker must keep the audience and goal of the speech in mind. The goal depends very much on the context of the speech, which may be reflected in the setting—the time and place in which the speech takes place.

As we read a speech that was originally spoken aloud, it is easy to miss the nuances that tone of voice and volume might add. However, we can dissect the structure of the speech to analyze the speaker’s presentation of an argument and use our imaginations to picture how the argument was received.

A typical structure starts with an attention-grabbing introduction and then provides critical background information. The speaker then presents a claim, provides reasons to support and strengthen that claim, often includes a counterclaim, and concludes with a summary. The summary may involve a call to action directed at the audience or a portion of that audience.

At the beginning of the speech excerpted here, President Reagan addresses the audience directly and places himself within the continuum of historic American speeches presented in Berlin.

Question

President Kennedy visited Berlin two years after the Berlin Wall went up.

What dual purpose might President Reagan have in reminding his audience of that visit?

Reveal Answer

Sample answer: He may want to remind the audience that American presidents are their friends, but he may also want to remind them that the Wall has been up a

long time.

As you reread "Reagan Speech From the Brandenburg Gate," notice how the president continues to address the West German audience as well as other audiences not physically present, and consider how those audiences would be likely to react. Record your thoughts in your Reading Log.

Check-In

Refer to this excerpt from “Reagan Speech From the Brandenburg Gate” to answer the questions.

Question 1

How does the author use a comparison/contrast structure in the first paragraph to make an argument about freedom?

Reveal Answer

Sample answer: The author compares the free world to the Communist world, showing that one is prosperous and the other cannot feed itself. The author then uses this fact to support the conclusion that freedom leads to prosperity.

Need a little extra support?

[Get Help Here](#)

Question 2

How do the speaker’s questions in the second paragraph help to strengthen the argument about freedom?

Reveal Answer

Sample answer: The speaker poses questions to the audience to have them think about how things might change for the better in the Soviet Union—if the new policies are indeed a sign of profound changes. The paragraph concludes with the idea that the U.S. welcomes change because “we believe that freedom and security go together” and that a freer Soviet Union may help to promote world peace.

Need a little extra support?

[Get Help Here](#)

Practice

Refer to the text as necessary to complete the activity that follows.

Activity

Over the course of the speech, President Reagan addresses three separate audiences directly, allowing him to state his case and make a clear point about Berlin. Identify those three audiences and explain how Reagan's words to each audience combine to build an argument and create a call to action.

Reveal Answer

Sample answer: President Reagan begins by addressing the leaders and people of West Berlin. He talks about their city's history and beauty and the people's courage and determination. He then pivots to send "a special word" to the people of East Berlin who may be listening. To them, he affirms his belief that "There is only one Berlin." From that point, he describes the "scar" of the wall that divides them and explains that the wall conflicts with freedom.

The rest of the speech seems to be addressed to both groups, as Reagan discusses freedom and the failures of the Soviet state, comparing it to the successes of West Germany. Then, he ends this excerpt with a call to action to the Soviet leader, Mikhail Gorbachev, urging him to advance the cause of freedom and peace by opening the Brandenburg Gate and tearing down the Berlin Wall. The previous words seem to build to this important climax, which punctuates Reagan's purpose in giving this speech at this time—to improve east-west relations by removing the barriers between them.

How Did I Do?

Assess your response to the Practice activity by completing this checklist. If necessary, go back and revise your work.

1. _____ I identified the three audiences to whom President Reagan addresses his remarks.
 2. _____ I explained how remarks to each audience combined to build an argument.
 3. _____ I used correct spelling, grammar, and punctuation in my response.
-

Objective and Key Words

Objective

In this section, you will delineate the reasoning and the premises, purposes, and arguments in works of public advocacy.

Key Words

- **anecdote** – a personal story
 - **delineate** – to examine and accurately describe a text or other type of source
 - **inclusive language** – language that directly addresses the reader or includes them as part of a group with shared beliefs
 - **premise** – statements that provides reasons or support for a conclusion
 - **primary source** – a first-hand record of an event
 - **rhetorical question** – asking a question for effect rather than for an answer
-

Argument in Public Advocacy

How many presidential addresses go down in history? The answer is: Not that many! Presidents give speeches regularly, from campaign speeches to Rose Garden speeches announcing new initiatives to State of the Union speeches to Congress. Once in a while, a speech develops an argument that is memorable and lasting and influences a global audience.

Read Strategically

To trace the development of an argument in persuasive writing, it may be useful to outline the text, summarizing each paragraph or section to see how the argument builds.

Tani began an outline of “Remarks on East-West Relations at the Brandenburg Gate in West Berlin.” She gave each paragraph a Roman numeral and wrote a summary sentence for each one. Compare her initial outline to the opening paragraphs of the text to see how she summarized key ideas.



Source: Ermolaev Alexander. Shutterstock

President Reagan thanks the German leaders and mentions other presidential trips to Berlin.

American presidents come to Berlin to talk about freedom and to admire history, beauty, and courage.

The remarks today are broadcast in West and East, so Reagan reminds East Berliners that there is only one Berlin.

Take Notes as You Read

As you read “Reagan Speech From the Brandenburg Gate,” continue Tani’s outline, summarizing each paragraph in your Reading Log.

Useful Vocabulary

1. **comity:** a harmony among groups or nations
 2. **Khrushchev:** the premier of the Soviet Union at the height of the Cold War between the U.S. and Soviets
 3. **Ku'damm:** the nickname of a major avenue in Berlin
 4. **liberalization:** the relaxing of economic and governmental restrictions
 5. **Reichstag:** the building that houses the German parliament
 6. **schnauze:** snout
 7. **token:** done symbolically or for appearances
 8. **totalitarian:** having a government that prevents individual freedom
 9. **Wirtschaftswunder:** the rapid rebuilding of the West German economy after World War II
-

Argument in Public Advocacy

Delineate Reasoning, Premises, Purposes, and Arguments

Most public speeches have a persuasive purpose, providing strong premises that lead to a clear conclusion. By analyzing the persuasive techniques and reasoning an author uses, we can identify and describe the author's argument.

Among the techniques a speechwriter may use to reach and convince an audience are appeals to emotion, inclusive language, rhetorical questions, and personal anecdotes. To build an argument, the speechwriter must provide reasons and evidence that are relevant and meaningful to the audience.

Watch this video to see a student delineate the purpose of a primary source: President Reagan's 1987 speech at the Brandenburg Gate.

Video cannot be displayed on Print Preview

Peer Model Video Transcript

Question

What premises does the speechwriter use to lead to the conclusion that freedom results in prosperity?

Reveal Answer

Sample answer: He points out that the West is free and prosperous, but the Communist world is restricted and poor.

Check-In

Refer to portions of “Reagan Speech From the Brandenburg Gate” as needed to answer the questions.

Question 1

How does Reagan use a personal anecdote about the Reichstag to strengthen his argument about freedom?

Reveal Answer

Sample answer: He mentions a display commemorating the 40th anniversary of the Marshall plan with a sign reading, “The Marshall plan is helping here to strengthen the free world.” He uses that to remind the audience that the point of the plan was to build a strong, free world and to point out West Germany’s place in that free world.

Need a little extra support?

[Get Help Here](#)

Question 2

How does Reagan use inclusive language to make the point that America is on Germany’s side in the move toward freedom?

Reveal Answer

Sample answer: He refers to his audience as “my friends” and speaks in German to show his identification with the Germans. He says that when standing before the Brandenburg Gate, “every man is a German” and “every man is a Berliner.”

Need a little extra support?

[Get Help Here](#)

Practice

Use the entire excerpt from “Reagan Speech From the Brandenburg Gate” to complete the activity that follows.

Activity

How does President Reagan use this speech to develop an argument about freedom? Trace the reasoning he presents in the speech to support the idea that freedom matters.

Reveal Answer

Sample answer: President Reagan begins by saying that it is American presidents’ duty to speak, in West Berlin, of freedom. As he stands in front of the Gate and Wall, he describes the barriers that separate West from East, the division between a free state and a totalitarian state.

He says that as long as the Gate is closed and the Wall stands, the question of freedom for all mankind remains open. He moves back in history to describe the Marshall plan’s vision of a strong, free world. Then, he begins to tie freedom to prosperity, remarking on the “economic miracle” that took place in West Germany after the war, as the standard of living in that free nation doubled. He continues to praise the West Germans for their success, which he connects to their freedom. Next, he contrasts the free West with the impoverished, restricted Communist world, claiming that “freedom leads to prosperity.” He points to small movements toward freedom currently being made in the Soviet Union and says that “we welcome change and openness,” because we believe that human liberty can lead to world peace.

The excerpt ends with a call to General Secretary Gorbachev to increase freedom and, thus, prosperity by tearing down the Berlin Wall and opening the Brandenburg Gate. The argument is made: If you free the people, prosperity will follow.

How Did I Do?

Assess your response to the Practice activity by completing this checklist. If necessary, go back and revise your work.

1. _____ I identified the argument that President Reagan developed.
 2. _____ I traced the development of the argument from the beginning to the end of the excerpt.
 3. _____ I used a logical sequence to delineate my ideas.
-

Objective and Key Words

Objective

In this section, you will evaluate the reasoning and the premises, purposes, and arguments in works of public advocacy.

Key Words

- **appeal to emotion** – an argument that tries to evoke feelings over logic
 - **fallacy** – an unsound argument based on false or illogical evidence
 - **false analogy** – an argument that because things are alike in one way, they are alike in others
 - **false dichotomy** – an argument that limits options to two opposite choices
 - **premise** – a statement that provides reasons or support for a conclusion
 - **rhetoric** – the art of using language to persuade
 - **slippery slope** – an argument that suggests wrongly that one event will lead to a chain of calamitous events
 - **valid** – based on logic or fact
-

Argument in Public Advocacy

Reason Effectively



Source: Antonio Guillem. Shutterstock

Nowadays, the internet is our primary source of information and news. Because anyone can post anything online, it is increasingly important that we use critical thinking and effective reasoning to judge what we read there. Studies show that students differ widely in their abilities to assess the credibility of online texts. Rather than accepting every claim as valid, we must use reasoning skills to determine the credibility or trustworthiness of the information we read.

Read Strategically

A speech is designed to be read aloud. Reading a speech in print may mean missing certain critical characteristics that vocal intonation can assign to the words. You can often get more out of a written speech if you read it aloud.

As you prepare to read aloud, use your understanding of the purpose of the text to consider where a speaker would likely pause for effect and why. Determine which words and phrases the speaker would emphasize and where in the speech the speaker might speed up or slow down. Reading a speech aloud may give you new insights concerning how the argument was constructed and how the speech might affect an audience.

Take Notes as You Read

Read aloud “Reagan Speech From the Brandenburg Gate,” using your voice to indicate which aspects of the speech are most meaningful to both speaker and audience. Record your new insights in your Reading Log.

Useful Vocabulary

1. **comity**: a harmony among groups or nations
 2. **Khrushchev**: the premier of the Soviet Union at the height of the Cold War between the U.S. and the Soviets
 3. **Ku'damm**: the nickname of a major avenue in Berlin
 4. **liberalization**: the relaxing of economic and governmental restrictions
 5. **Reichstag**: the building that houses the German parliament
 6. **schnauze**: snout
 7. **token**: done symbolically or for appearances
 8. **totalitarian**: having a government that prevents individual freedom
 9. **Wirtschaftswunder**: the rapid rebuilding of the West German economy after World War II
-

Argument in Public Advocacy

Evaluate Reasoning, Premises, Purposes, and Arguments

For an argument in a speech to be valid, the premises in the speech must add up to a logical conclusion. Ideally, the premises themselves will be both true and relevant.

A fallacy exists when a premise is irrelevant or simply false. A different kind of fallacy exists when the conclusion does not follow logically from the premises provided, whether or not those premises are true.

Some speechwriters use fallacious reasoning as an element of rhetoric, employing statements that might fall apart under scrutiny but that sound good to the audience as the speaker says them aloud. Here is an example of a false analogy in President Reagan's speech at the Brandenburg Gate:

Question 1

Why does this analogy lack validity?

Reveal Answer

Sample answer: Economic freedom is not analogous to freedom of speech. Even if it can be proved that truth reaches everyone when journalists have freedom of speech, it is not clear that prosperity reaches everyone when farmers and businessmen have economic freedom.

Question 2

Why might this analogy sound good to a particular Western audience?

Reveal Answer

Sample answer: The audience might like to think that economic freedom is a right the way freedom of speech is.

Additional fallacies that may be used for effect include slippery slope, false dichotomy, and appeal to emotion, among others.

This table shows examples of each type of fallacy.

Logical Fallacies in Political Arguments		
Fallacy	Example	What Makes It Fallacious
appeal to emotion	Think of the heroes who have died in order to earn you the right to vote.	It manipulates feelings rather than offering facts.
false dichotomy	Unless we all start using mail-in ballots, we can kiss our democracy goodbye.	There is a range of possibilities between these two extremes.
slippery slope	If we let former felons vote, before we know it, our laws will be crafted by criminals.	Taking the first step does not lead to the second.

In every case where a fallacy appears, the reader or listener must decide whether the fallacy is used to deceive or simply to add dramatic flair to a speech.

Check-In

Use the entire excerpt from “Reagan Speech From the Brandenburg Gate” to complete this activity.

Activity

Locate one of these rhetorical fallacies in the text and explain whether it was primarily effective or primarily misleading in its likely impact on President Reagan’s listeners.

false dichotomy appeal to emotion slippery slope

Reveal Answer

Sample answer: Reagan quotes President von Weizsacker and goes on to say that it is not only the German question that remains open when the gate is closed, it is the question of freedom for all mankind. The slippery slope is the idea that what happens to restrict freedom in Germany could end up restricting freedom everywhere. Although it is probably an exaggeration at this point in history, it was also probably a very effective argument for his audience.

Need a little extra support?

[Get Help Here](#)

Practice

Use the entire excerpt from “Reagan Speech From the Brandenburg Gate” to complete the activity that follows.

Activity

Toward the end of the excerpt, President Reagan states, “After these four decades, then, there stands before the entire world one great and inescapable conclusion: Freedom leads to prosperity.” In a short essay, evaluate the premises that lead to his conclusion and suggest how his argument might be strengthened.

Reveal Answer

Sample answer: Throughout the speech, President Reagan contrasts the free West with the impoverished, restricted Communist world, claiming that “freedom leads to prosperity.” As proof, he shows that West Germany and West Berlin have bounced back after World War II, with their industrial output enormous, their culture restored, and abundant food, clothing, and automobiles.

In contrast, Reagan tells about the Communist world, which he describes as having technological backwardness, poor health, and too little food. The conclusion, he suggests, must be that freedom causes prosperity, whereas lack of freedom impedes prosperity.

The reasoning here is fallacious; it is a kind of false dichotomy. Reagan gives us only two choices: free and rich, or restricted and poor. However, there are obviously many nations in the world where those exact parameters do not fit. Poor people in America are presumably free, but they may still have too little food. There are incredibly rich people in Saudi Arabia, but not much freedom.

I think that Reagan’s argument could be stronger if he drew direct lines between freedom and prosperity; for example, with the model of a country outside Europe that gained its independence and then joined the world economy by marketing goods to other nations instead of dividing all resources among a few affluent rulers

or sending all profits to a colonial power. That model would more clearly show how breaking from bondage could allow the people of a free nation to prosper.

How Did I Do?

Assess your response to the Practice activity by completing this checklist. If necessary, go back and revise your work.

1. _____ I identified the premises that President Reagan used to support his conclusion.
 2. _____ I evaluated the reasoning used in the speech.
 3. _____ I suggested a way to strengthen the argument.
 4. _____ I used correct spelling, punctuation, and grammar in my response.
-

23/24 Honors English 11 B - Analyzing Informational Text

Early U.S. Documents

Unit Reading Information

In this unit, you will read *Bury My Heart at Wounded Knee* unless otherwise directed by your teacher.

Select the links to access the text and reading log.

Bury My Heart at Wounded Knee



Reading Log: Bury My Heart at Wounded Knee

Objective and Key Words

Objective

In this section, you will compare how two U.S. foundational documents from the seventeenth and eighteenth centuries address themes and concepts.

Key Words

- **foundational document** – a document outlining principles and ideals on which a particular government or civil society is based
-

Compare Foundational U.S. Documents

Imagine that life in your homeland has become so intolerable that you must leave it, so you make a plan with a group of like-minded people to emigrate to a newly settled area across the ocean. That is what forty-one Pilgrims, or religious dissenters, did in the early seventeenth century, making their way from England to North America in 1620. One hundred and fifty years later, the American colonists would similarly opt for a fresh start by declaring their independence from England and forming a new nation, the United States. Today, you will read two documents related to the founding of the United States and its government's guiding principles.



Source: Suchan. Shutterstock

Get Ready to Read

The *Mayflower* left England in 1620 carrying 102 people, one third of whom were Pilgrims, or dissenters from the Church of England. The passengers had signed a royal contract that would entitle them to reside in the colony of Virginia; however, the *Mayflower* was blown far off course by a storm and landed in unsettled territory in what is now Massachusetts. Some of the passengers argued that the charter they had signed was voided by the unexpected circumstances, which meant there were no rules in place for an orderly society in this new location. The Pilgrim leaders solved the problem by drawing up the Mayflower Compact, a brief text outlining the principles by which the members of the new community agreed to abide. The document was signed by the forty-one adult men on board the ship. No women signed the document, a social contract decreeing that the colonists consented to work together to form a civil society that functioned in accordance with “just and equal laws.” It was the first document to establish self-rule in the Americas, and it would remain in place for the next seventy-one years.

In the one hundred and fifty years after the landing of the *Mayflower*, England’s colonies thrived and spread out along the eastern coast of North America. During that time, many colonists began to think of themselves as Americans, not English, and their relationship with the king and Parliament began to fray. In 1775, a war of independence from England had begun in the colonies, and by the summer of 1776, the Americans were prepared to become an independent nation. The Declaration of Independence is

the colonists' formal announcement of their intention to separate from England and to form the United States. The document, authored primarily by Thomas Jefferson, has three main parts, a preamble or introduction that outlines the foundational principles of self-rule; a list of grievances against the king; and a conclusion in which the Americans establish their powers as a sovereign nation. Signed in Philadelphia on July 4, 1776, by delegates from all thirteen original colonies, the Declaration of Independence is one of the foundational documents of American government.

Take Notes as You Read

The texts you will read today are essentially legal documents, so their contents are organized in a logical way and their wording is careful and deliberate. As you read each text, pay attention to its structure and language, which may strike you as archaic and old-fashioned. Take notes as you read, and paraphrase difficult passages in your Reading Log. You may find it helpful after reading each document to write a brief summary of its key points.

Reading Log: Mayflower Compact and Declaration of Independence

Useful Vocabulary for Mayflower Compact

1. **covenant:** to agree by legal contract
 2. **dread:** (archaic) deeply revered; regarded with great awe and respect
 3. **ordinances:** local laws
 4. **sovereign:** supreme ruler or power
-

Useful Vocabulary for Declaration of Independence

1. **absolved:** declared free from guilt or blame
 2. **consanguinity:** the state of being relatives descended from the same ancestor
 3. **dissolutions:** the acts of closing or breaking down something or taking it apart
 4. **endowed:** to give or bequeath
 5. **evinces:** reveals
 6. **impel:** drive or force someone to do something
 7. **perfidy:** deceit or betrayal
 8. **quartering:** the act of providing accommodation, in this case for soldiers
 9. **rectitude:** morally correct behavior
 10. **redress:** compensation or other form of righting of a wrong
 11. **transient:** impermanent or changeable
 12. **usurpations:** the act of taking or wresting power or authority illegally or by force
-

Compare Foundational U.S. Documents

Compare the Mayflower Compact and the Declaration of Independence

The texts you are reading today are, along with the U.S. Constitution and the Bill of Rights, considered foundational documents because they establish the principles of self-rule on which the United States government and modern democracy were founded. These documents are the basis for American civil and political life. They are also touchstones that serve as a standard against which each new law, judicial decision, and social change is measured. When you read foundational U.S. documents, it's like witnessing the Big Bang—the moment when the universe as we know it first came into existence. By comparing the Mayflower Compact and the Declaration of Independence, you can trace the development of American democracy from its very beginnings.

As you watch the following video, observe how the students discuss and compare the way each document addresses specific concepts and themes.

Video cannot be displayed on Print Preview

Peer Model Video Transcript

Now, answer the questions.

Question 1

According to the students in the video, why are the Mayflower Compact and the Declaration of Independence foundational documents?

Reveal Answer

The documents formed the basis of the American government and legal system.

Question 2

According to the students in the video, what concepts or themes appear in both the Mayflower Compact and the Declaration of Independence?

Reveal Answer

Both documents address the American concepts of liberty and justice.

As you reread the documents, notice words or phrases that are repeated often. They will provide clues to the documents' themes and concepts. Use critical thinking skills to infer the documents' themes and then compare them by determining their similarities and differences. Record your ideas about the texts in your Reading Log.

Check-In

Read the opening passages from the Mayflower Compact and the Declaration of Independence to answer the questions.

Question 1

What do you notice about the language in the introduction to this document?

Reveal Answer

Sample answer: The language is formal and abstract. It uses serious language, such as *glory*, *honor*, *covenant*, *body politick*, *submission*, and *obedience* to convey the significance of the charter. It capitalizes words, such as “Ordering and Preservation” and “General good” to indicate their importance. The document repeats the word *God*.

Need a little extra support?

[Get Help Here](#)

Question 2

What concepts or themes does the beginning of this document address?

Reveal Answer

Sample answer: It addresses the concepts of equality, justice, and the responsibilities of those who wish to live in a civil society. It also addresses the theme of faith, as God is mentioned more than once in the text.

Need a little extra support?

Question 3

What do you notice about the language in the preamble to the Declaration of Independence?

Reveal Answer

Sample answer: The language is formal, consequential, and logical. It repeats key words such as *equal*, *rights*, *liberty*, *secure*, and *government*.

Question 4

What concepts or themes does the beginning of this document address?

Reveal Answer

Sample answer: It address the concepts of equality, justice, and the rights of a people to overthrow an unjust and despotic government and replace it with a better one.

Practice

Reread the two texts to complete the activity.

Activity

In one or two paragraphs, compare the two foundational documents, the Mayflower Compact and the Declaration of Independence, by examining similarities and differences in how they address specific themes and concepts. Cite details and evidence from each text to support your response.

Reveal Answer

Sample answer: Both the Mayflower Compact and the Declaration of Independence are foundational documents that were created at pivotal points in the history of the United States, and both use formal, abstract, and consequential language to establish principles for living under self-rule far from the English king. The Mayflower Compact was written in 1620 to protect the ship's passengers who, having landed in Massachusetts instead of Virginia, had no official charter for living together as a law-abiding community. The document formally lays out the principles under which the new colonists agreed to live. They consented to "covenant and combine ourselves together into a civil Body Politick" and to "enact, constitute, and frame . . . just and equal Laws" for the "General good of the Colony." By signing, each person demonstrated their willingness to submit to and be obedient to the compact, the English king, and God. It is worth noting that the word *God* is repeated in the document, suggesting that obedience to a higher power was especially important to the passengers aboard the Mayflower. By 1776, the American colonists were ready to sever ties with the English king and form a new nation and government. Like the Mayflower Compact, the Declaration of Independence outlines the principles on which the new nation's government will be founded, including self-rule through "the consent of the governed," equality among men, and the right to liberty and the pursuit of happiness. Unlike in the compact, the words *right* and *rights* are used repeatedly, and the declaration

includes a long list of grievances against the English king in stating an intention to separate from England. However, like the compact, the document ends with a promise by the signers to work together going forward. They pledged “to each other with our Lives, our Fortunes, and our sacred honor.”

How Did I Do?

Assess your response to the Practice activity by completing this checklist. If necessary, go back and revise your work.

1. _____ I responded to the entire prompt by comparing two foundational U.S. documents in how they address their specific themes and concepts.
 2. _____ I stated my ideas clearly in my response.
 3. _____ I cited specific evidence from both texts to support my idea.
 4. _____ I included some key concepts and/or Key Words in my response.
 5. _____ I used correct grammar, spelling, and punctuation.
-

Objective and Key Words

Objective

In this section, you will analyze how foundational U.S. documents addressed themes, purposes, and rhetorical features.

Key Words

- **allusion** – the rhetorical device of making a reference to a specific person, place, thing, historical event, or literary work that audiences will recognize
 - **anaphora** – the deliberate repetition of key words or phrases at the beginning of successive clauses
 - **antithesis** – a rhetorical device in which an author presents two opposing ideas, often using parallel structure, in order to clarify ideas; also known as juxtaposition
 - **diction** – an author's choice of words
 - **enumeration** – the listing of ideas in a specific order
 - **foundational document** – a document outlining principles and ideals on which a particular government or civil society is based
 - **parallelism** – the use of the same grammatical structure in a series of sentences or statements
-

Analyze Foundational U.S. Documents



Source: David Smart. Shutterstock

Think about what you already know about the founding of the United States. The story behind the nation's creation and its early years is wreathed in myth and legend, but its true foundation can be discerned in early documents. As you will read, a few dozen English settlers arriving in North America in 1620 and, later, the American colonists seeking independence from England, wrote down their concepts for self-rule, ideas that would become the foundation for modern American government. After independence,

representatives from each state in the newly formed United States gathered to create a new democratic form of government, recording its precepts in the U.S. Constitution and the Bill of Rights. Nearly a century later, President Abraham Lincoln addressed the nation in an inaugural speech, describing a plan for recovery after the devastation of the American Civil War. Today, you will analyze [foundational documents](#) from across three centuries in order to understand how they address related themes, purposes, and rhetorical features.

Get Ready to Read

In 1620, the 41 passengers aboard the *Mayflower* faced a serious dilemma. Their ship had blown off course, and they would be forced to land in an unsettled area of North America, territory for which the royal charter they had signed had no jurisdiction. This development meant there were no laws in place for maintaining an orderly society in their new settlement. The group solved the problem by drawing up a contract outlining the principles on which the new community would be based. The document, the Mayflower Compact, was a social contract decreeing that the signers consented to work together to form a civil society that functioned in accordance with “just and equal laws” and in obedience to the English king and to God.

Over the next century and a half, England’s colonies in North America thrived and grew, but many Americans began to feel alienated from the English king and Parliament. In July 1776, the colonies formally united as an independent nation. The Declaration of Independence is the colonies’ formal announcement of their intention to separate from England and become a sovereign nation. It outlines the principles on which a new American government would be based. In 1791, the Bill of Rights, which are the first ten amendments in the U.S. Constitution, were adopted as the law of the land. The introduction to the Constitution, known as the Preamble, briefly outlines the purpose of the document. The Bill of Rights themselves enumerate guaranteed rights and freedoms for American citizens, including freedom of speech and the right to assembly peacefully.

On March 4, 1865, the recently reelected President Abraham Lincoln delivered his second inaugural speech to a crowd gathered at the U.S. Capitol building in

Washington, D.C. As the sun broke through the clouds, Lincoln reflected on the effects of four years of war and hundreds of years of slavery on the nation. The Civil War and slavery would end in a matter of weeks, and millions of formerly enslaved Black Americans would experience freedom for the first time.

Take Notes as You Read

Except for Lincoln's inaugural address, the texts you will read today are essentially legal documents, and so their structure and language may be difficult to read and understand. As you read, notice the questions that arise and write them in your Reading Log. As you continue reading, the text may answer some of your questions, but you may find it helpful to do some online research to address any outstanding queries. Write the answers you find in your Reading Log.

Reading Log: Mayflower Compact and Declaration of Independence

Useful Vocabulary for Preamble to the Constitution

1. **posterity:** all future generations of people
-

Useful Vocabulary for Mayflower Compact

1. **covenant:** to agree by legal contract
 2. **dread:** (archaic) deeply revered or regarded with great awe and respect
 3. **ordinances:** local laws
 4. **sovereign:** supreme ruler or power
-

Useful Vocabulary for Declaration of Independence

1. **absolved:** declared free from guilt or blame

2. **consanguinity**: the state of being relatives descended from the same ancestor
 3. **dissolutions**: the acts of closing or breaking down something or taking it apart
 4. **endowed**: to give or bequeath
 5. **evinces**: reveals
 6. **impel**: drive or force someone to do something
 7. **perfidy**: deceit or betrayal
 8. **quartering**: the act of providing accommodation, in this case for soldiers
 9. **rectitude**: morally correct behavior
 10. **redress**: compensation or other form of righting of a wrong
 11. **transient**: impermanent or changeable
 12. **usurpations**: the act of taking or wresting power or authority illegally or by force
-

Useful Vocabulary for The U.S. Bill of Rights

1. **redress**: a remedy
 2. **infringed**: limited or encroached upon
 3. **quartered**: housed
 4. **compulsory**: obligatory
-

Useful Vocabulary for Lincoln's Second Inaugural Address

1. **ascribe**: to attribute to a cause; to give credit to

2. **bondsman:** slave
 3. **deprecated:** expressed disapproval of something
 4. **discern:** to perceive or recognize something
 5. **impending:** about to happen
 6. **insurgent:** related to rebellion or revolt
 7. **rend:** to tear, wrench, or shred something into pieces
 8. **the great contest:** a reference to the American Civil War
 9. **unrequited:** not rewarded
-

Analyze Foundational U.S. Documents

Analyze Seventeenth-, Eighteenth-, and Nineteenth-Century Foundational U.S. Documents

The word *foundational* comes from a Latin word that means “to lay the base for.” A foundation is the base layer on which everything else is built, whether it be something literal, like a house or a work of art, or something abstract, like a government. The texts you are reading today are considered foundational documents because they established or explored the principles of self-rule, equality, and justice on which the United States government was founded.

In order to analyze a foundational document, you must access and evaluate information and details in it. Start by considering the purpose of the document, or its reason for being written. The purpose may be directly stated in the document, but if it is not, you can use what you already know about the document or do some research to make inferences about its purpose.

Next, you can consider the document’s rhetorical features. Rhetoric refers to the art of writing or speaking. Authors employ such rhetorical features as allusion, antithesis, anaphora, diction, enumeration, parallelism, and appeals to logos (reason) and pathos (emotion) to express their ideas in a precise and memorable way. As you read the foundational texts, notice how the authors deployed rhetorical features.

Look for the use of rhetorical features in this excerpt from the preamble to the Declaration of Independence. Then, complete the activities.

Activity 1

Explain how this part of the text uses anaphora.

Reveal Answer

Sample answer: There are several clauses that begin with the word *that*. Each clause signals another self-evident truth.

Activity 2

Explain the use of enumeration in this excerpt.

Reveal Answer

Sample answer: The text enumerates, or lists, five self-evident truths, each one is set off in a separate clause.

Activity 3

Explain the impact of anaphora and enumeration on readers.

Reveal Answer

Sample answer: The impact of the use of these rhetorical devices is to make readers pay attention for each successive self-evident truth. The rhetorical devices create a sense of rhythm and expectation for the reader.

As you reread the foundational U.S. documents, you'll analyze them carefully by considering each how each text uses rhetorical tools to emphasize specific themes or messages. Pay attention, too, to each text's structure and language, and ask thoughtful questions about the purpose. Record your ideas in your Reading Log.

Check-In

Reread the body of the Mayflower Compact, the Preamble to the United States Constitution, and the excerpt from the U.S. Bill of Rights to answer the questions.

Question 1

What is the purpose of each document?

Reveal Answer

Sample answer: The purpose of the Mayflower Compact is for the passengers on the *Mayflower* to “covenant” or legally agree to form a “civil Body Politick” for the good of all in the community. The purpose of the Preamble is to state the purpose of the Constitution, while purpose of the Bill of Rights is to enumerate the rights and freedoms guaranteed to American citizens.

Need a little extra support?

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Question 2

What rhetorical devices did you notice in each document? What is the effect of the device?

Reveal Answer

Sample answer: The Mayflower Compact uses enumeration to list the ways in which signers agreed to live together in their new settlement. For example, they would “covenant and combine” themselves and they would “enact, constitute, and frame, such just and equal Laws, Ordinances, Acts, Constitutions, and Offices.” Much of the Preamble is a series of parallel phrases, each beginning with a verb, explaining what “We the People of the United States” do by approving the

Constitution: They “form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty.” In addition to parallel structure, the Bill of Rights uses appeal to logic. Each amendment in the document clearly delineates a right or set or related rights and freedoms.

Question 3

Do the language and structure of the Mayflower Compact appeal to reason or to the emotions? What about the Preamble to the Constitution?

Reveal Answer

Sample answer: The language in the Mayflower Compact is clear and carefully chosen, and the document’s structure is logical as it lays out the rules for the new society. At the same time, there is some emotional language, as the signers “promise all due submission and obedience” to fulfill their journey, which was “undertaken for the Glory of God, and Advancement of the Christian Faith, and the Honour of our King and Country.” The Preamble to the U.S. Constitution appeals primarily to the emotions. The authors’ use of elevated diction—“perfect Union,” “domestic Tranquility,” “Blessings of Liberty”—is intended to evoke deep feelings of unity and patriotism.

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Question 4

Choose one of the documents. What theme or overarching message does the document convey? How did you determine this theme?

Reveal Answer

Sample answer: The theme or overarching message of the Mayflower Compact is one of obedience to the founding principles, to the English king, and to God. The theme is made clear by the repeated use of the words *God* and *king*, as well as weighted words such as *honor*, *covenant*, *virtue*, *submission* and *obedience*.

Need a little extra support?

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Practice

Reread the three texts to complete the activity.

Activity

In an essay, access and evaluate information in the Mayflower Compact, the Declaration of Independence, and Lincoln's Second Inaugural Address to analyze their related themes, purposes, and rhetorical features. Be sure to identify similarities and differences in the documents. Finally, offer a critique of the authors' use of rhetorical features to convey specific themes or messages. Cite evidence from the texts to support your response.

Reveal Answer

Sample answer: Both the Mayflower Compact and the Declaration of Independence are foundational documents that address similar themes. Both documents, by focusing on the ideas of equality, rights, and justice, established principles for living under self-rule, but they were written for different purposes and employ different rhetorical features, and have a different impact on readers. The purpose of Mayflower Compact was to provide security for the passengers aboard the *Mayflower*, who, having landed in Massachusetts instead of the colony of Virginia, had no charter for the governance of their new settlement. The document uses enumeration to provide a logical structure for the list of the principles under which the newly arrived colonists agreed to live. The signers of the document consented to "covenant and combine ourselves together into a civil Body Politick" and to "enact, constitute, and frame . . . just and equal Laws" for the "General good of the Colony." The language used in the document reveals it is at once a legal document and a testament of the passengers' faith and loyalty, as the signers "promise all due submission and obedience" to fulfill their journey, which was "undertaken for the Glory of God, and Advancement of the Christian Faith, and the Honour of our King and Country." Its theme or message is that the new arrivals

to North America will humbly obey and submit to established ideas about law and order.

In 1776, representatives from each of the American colonies signed the Declaration of Independence, a document whose purpose was to sever ties with England and to establish the United States as a sovereign nation. Like the Mayflower Compact, this document outlines the principles on which the new nation's government will be founded, including self-rule through "the consent of the governed," equality among men, and the right to liberty and the pursuit of happiness. Unlike in the Mayflower Compact, the declaration does not declare loyalty to the king; instead it uses enumeration and anaphora to list a sequence of grievances against the English monarch. Similar to the earlier document, the Declaration of Independence uses a mixture of language that appeals to both reason and the emotions. The preamble explains the reasoning for separating from England but uses language that is inspiring. In addition, the declaration concludes with a list of the new nation's powers and a pledge of communal effort and support: ". . . we mutually pledge to each other our Lives, our Fortunes, and our sacred Honor." The document's theme is one of deliberate and thoughtful rebellion in pursuit of self-rule.

Written nearly one hundred years later, Lincoln's speech uses antithesis to describe the actions of both sides in the run-up to the Civil War, a rift that tested the principles enshrined in the Mayflower Compact, the Declaration of Independence, the Preamble to the U.S. Constitution, and the Bill of Rights. Lincoln explains that neither the North nor the South wanted war, but "one of them would make war rather than let the nation survive, and the other would accept war rather than let it perish." Lincoln uses the opposing actions to show how the two sides felt about the war. Lincoln also makes allusions by quoting from the Bible—"Woe unto the world because of offenses . . ." and "the judgments of the Lord are true and righteous altogether." The effect of the allusions is to show that Lincoln is a religious person who believes that God is on his side when he argues against slavery. In the final section of the speech, Lincoln uses parallelism to characterize how Americans should move forward after the war—"with malice toward none" and

“with charity for all.” He uses a series of infinitive phrases to prescribe what Americans should do—“to bind up the nation’s wounds, to care for him who shall have borne the battle and . . . to do all which may achieve.” This use of parallel structure creates a distinct rhythm. The effect of the use of the rhetorical device in the Mayflower Compact is practical, while in the Declaration of Independence and Lincoln’s speech it is inspiring. The compact outlines the principles on which the new community will be built, and the result is a document that feels a little improvised and not particularly inspiring to read. The authors of the Declaration of Independence, on the other hand, deployed rhetorical features and dramatic language to create a document that is inspiring even hundreds of years later. The use of anaphora and enumeration artfully lay out a series of self-evident truths, grievances against the English king, and the powers of a new nation. The effect of all of the rhetorical features in Lincoln’s speech is to underscore the theme of forgiveness and reconciliation in the aftermath of “the great contest” that nearly destroyed the nation of “We the People.”

How Did I Do?

Assess your response to the Practice activity by completing this checklist. If necessary, go back and revise your work.

1. _____ I responded to the entire prompt by analyzing how two foundational documents address related themes, purpose, use of rhetorical devices.
 2. _____ I stated my ideas clearly in my response.
 3. _____ I cited specific evidence from texts to support my ideas.
 4. _____ I used some key concepts and/or Key Words to formulate my response.
 5. _____ I used correct grammar, spelling, and punctuation.
-

Later U.S. Documents

Unit Reading Information

In this unit, you will read *Bury My Heart at Wounded Knee* unless otherwise directed by your teacher.

Select the links to access the text and reading log.

Bury My Heart at Wounded Knee



Reading Log: Bury My Heart at Wounded Knee

Objective and Key Words

Objective

In this section, you will compare how nineteenth-century foundational U.S. documents address similar themes and concepts.

Key Words

- **foundational document** – a document outlining principles and ideals on which a particular government or civil society is based
-

Compare Nineteenth-Century U.S. Documents

Americans who are at least 18 years old on Election Day are entitled to register to vote. As a young person, you may be looking forward to your first time in the voting booth, but imagine how you would feel if you were told you could not participate in an election, because you were born female and therefore lacked the intellectual and moral capacity to vote. For these and other reasons, American women were denied the right to vote from the nation's founding until 1920, when the 19th Amendment was passed. For the previous one hundred and forty-four years, it was illegal for American women to participate in the electoral process. Many women in the nineteenth century, including the authors of the texts you will read today, argued vociferously on behalf of women's suffrage.



Source: Frontpage. Shutterstock

Get Ready to Read

In July, 1848, hundreds of people flocked to the Seneca Falls Convention, in Seneca Falls, New York, to hear speeches calling for women’s enfranchisement, or the right to vote. A pivotal moment during the convention happened on July 20, when feminist Elizabeth Cady Stanton delivered the “Declaration of Sentiments,” a speech that borrowed heavily from the Declaration of Independence. That [foundational document](#) had been written by Thomas Jefferson and others in 1776, its purpose to sever political ties formally with England and to establish the United States as a sovereign nation. In deliberately appropriating and reframing Jefferson’s language detailing the rights, freedoms, and liberties of all Americans, Stanton makes a clear point: The Declaration of Independence asserts the rights of men only—specifically white men of property—and not those of women and people of color. Stanton’s declaration was signed by sixty-eight women and thirty-two men, including Black abolitionist Frederick Douglass. Yet the document and those who supported it were not taken seriously by the general

public, and the women's rights movement faltered. It faced further setbacks during the Civil War and its aftermath, when the public became focused on the rights of freed Black men, which were finally protected with the passage of the 15th Amendment in 1870. American women would not secure the right to vote for another fifty years. Sojourner Truth was an evangelical Christian, a devoted abolitionist, and a supporter of women's rights. Born into slavery in 1797 in New York, she was set free in 1827, the same year that her home state officially abolished the practice of slavery. In 1829, Truth became the first Black woman to succeed in suing a white man, for the illegal sale of one of her children into slavery. At age fifty, she became a crusader for abolition and women's rights, traveling around the northern portion of the United States, delivering speeches notable for their charisma and truth-telling. Today, you will read her most famous speech, "Ain't I a Woman?," delivered at a women's rights convention in Ohio, in 1851. Many historians have challenged the text of the speech and its provenance, citing linguistic and factual inaccuracies. The version you will read today was not actually written down by Truth, but recollected by an audience member and published twelve years later in 1863, during the height of the Civil War.

Take Notes as You Read

The texts you will read today are speeches by two prominent nineteenth-century women's rights advocates, Elizabeth Cady Stanton and Sojourner Truth. Stanton's "Declaration of Sentiments" and Truth's "Ain't I a Woman?" were delivered at women's rights conventions, in 1848 and 1851, respectively. As you read each speech, try to visualize the scene. Imagine each woman standing at a podium on a bare stage in a room packed with people in nineteenth-century garb—the women in hoop skirts and bonnets and the men in tall hats and tailcoats. The rooms would have been crowded and hot, with no electric lighting or microphones. The women would have spoken loudly, slowly, and clearly so their audiences could hear them. In your Reading Log, record your ideas about what it must have been like to be present for these groundbreaking speeches.

Useful Vocabulary for Declaration of Sentiments

1. **disenfranchisement**: the state of being deprived of the right to vote
 2. **elective franchise**: the right to vote in elections
 3. **evinces**: is evidence of
 4. **inalienable**: unable to be taken or given away
 5. **remuneration**: money paid for work or service
 6. **sentiments**: attitudes toward or opinions about a situation or event
 7. **supposition**: an uncertain belief
 8. **transient**: lasting only a short time; fleeting
 9. **usurpations**: actions of taking power by force
-
-

Useful Vocabulary for Ain't I a Woman?

1. **out of kilter:** out of harmony or balance
 2. **'twixt:** (shortened form of *betwixt*) between two people or things
-

Compare Nineteenth-Century U.S. Documents

Compare Themes and Concepts in “Declaration of Sentiments” and “Ain’t I a Woman?”

Foundational documents influence the formation and development of a body of political thought. Consider the examples of the Declaration of Independence and the U.S. Constitution. They are foundational documents because they established the principles that form the basis for American democracy. The speeches you are reading today, “Declaration of Sentiments” and “Ain’t I a Woman?” are foundational documents in the women’s rights movement, because they shine a bright spotlight on a glaring omission in the original founders’ conception of who is entitled to rights, privileges, and freedoms in the United States. By comparing the two speeches, you will notice how they address similar themes and concepts. The speeches will help you understand how the distant past has influenced and continues to shape the world you live in.

As you watch the video, think about how the student compares the themes and concepts addressed by each speech.

Video cannot be displayed on Print Preview

Question 1

What theme does the student in the video notice in Elizabeth Cady Stanton's speech?

Reveal Answer

The student identifies the theme that women deserve equality with men.

Question 2

What similarities and differences does the student in the video notice in Sojourner Truth's speech?

Reveal Answer

Sample answer: The student determines that the themes of the two speeches are the same—the need for equal rights, freedoms, and liberties for women, but Sojourner Truth comes at the issue from a different perspective as a Black woman.

Question 3

What conclusion does the student draw about the purpose of each speech?

Reveal Answer

Sample answer: The student concludes that the purpose of Stanton's speech is to persuade her audience that women deserve equality with men, but the purpose of Truth's speech is to attain freedom and rights not only for white women but also for Black women and all people.

Today, you will compare how two nineteenth-century foundational documents address similar themes and concepts. As you reread the texts, use the following strategies to think about the texts critically. Record your ideas in your Reading Log.

- Determine the themes or messages and concepts by focusing on the language used in each speech. Look for key words or phrases that are repeated for emphasis and dramatic effect.
- Think about how the two documents treat the themes and concepts you notice. There may be subtle differences in each speaker's message.

Check-In

Read the opening sections of “Declaration of Sentiments” and “Ain’t I a Woman?” to answer the questions.

Question 1

What do you notice about the language in the excerpt from Stanton’s speech?

Reveal Answer

Sample answer: The language is formal and directly borrowed from the Declaration of Independence. This section of the speech repeats key words, such as *equal*, *rights*, *liberty*, *secure*, *government*, and *suffering*.

Need a little extra support?

[Get Help Here](#)

Question 2

What concepts or themes does the beginning of this speech address?

Reveal Answer

Sample answer: It addresses the concepts of equality and justice, and the right of women to demand redress for the suffering they have experienced from a government that fails to recognize their rights.

Need a little extra support?

[Get Help Here](#)

Question 3

What themes or concepts does Truth address in her speech?

Reveal Answer

Sample answer: She addresses the idea that women are treated differently from men, but Black women are not treated with the same respect from men that white women are.

Question 4

Why are the Stanton's and Truth's speeches considered foundational documents?

Reveal Answer

Sample answer: Both speeches sharply focus on the lack of women's rights in the United States. They clarify how the rights and freedoms promised by the founders do not apply to women.

Practice

Reread the two speeches, focusing on their conclusions, to complete the activity.

Activity

In two or more paragraphs, compare how Elizabeth Cady Stanton's "Declaration of Sentiments" and Sojourner Truth's "Ain't I a Woman?" address similar themes and concepts. Cite specific details and evidence from each text to support your analysis.

Reveal Answer

Sample answer: Both speeches were written by women and delivered at women's rights conventions, and both were given for the purpose of calling attention to the failure of the U.S. government to protect and guarantee women's rights. Both address similar themes and concepts.

Stanton, a women's rights activist, explicitly repurposed the language of the Declaration of Independence in order to highlight how that foundational document failed to extend rights, liberties, and freedoms to all citizens, specifically to women. Like the Declaration of Independence, Stanton's speech introduces a problem and offers a comprehensive list of grievances. The government of the United States has deprived American women of the rights, liberties, freedoms that men are entitled to, including not only of the right to vote but also the rights to legal representation, access to meaningful work, the ability to own property and to raise their children, and to live according to their own wishes instead of those of husbands or fathers. Finally, Stanton concludes her speech with a call to action and for unity among women. Stanton acknowledges that the task of winning rights for women will be difficult: "we anticipate no small amount of misconception, misrepresentation, and ridicule." But she believes it can be done and it will be worth the effort.

Sojourner Truth, a former slave and an activist, approaches the issue of women's rights from a different perspective. In a speech that uses folksy language and

expressions, she shares observations about how men think women are supposed to be treated with respect and care; for example, by being “helped into carriages and lifted over ditches.” However, no one ever helps her, a Black woman. She asks after each observation, “And ain’t I a woman?” Her goal is to draw attention to the fact that while all women are denied their rights, Black women are denied not only their rights but also respectful treatment. Similar to Stanton’s speech, she ends with a call for solidarity among women: “If the first woman God ever made was strong enough to turn the world upside down all alone, these women together ought to be able to turn it back and get it right side up again.” Her implication is that women can and will have the power to get the rights they are entitled to as Americans.

How Did I Do?

Assess your response to the Practice activity by completing this checklist. If necessary, go back and revise your work.

1. _____ I responded to the entire prompt by comparing how two nineteenth-century foundational U.S. documents address similar themes and concepts.
 2. _____ I stated my ideas clearly in my written response.
 3. _____ I cited specific evidence from both texts to support my thinking.
 4. _____ I included some key concepts and/or Key Words in my response.
 5. _____ I used correct grammar, spelling, and punctuation.
-

Objective and Key Words

Objective

In this section, you will analyze two nineteenth-century foundational U.S. documents by comparing their themes, purposes, and rhetorical features.

Key Words

- **allusion** – the rhetorical device of making a reference to a specific person, place, thing, event, or literary work that audiences will recognize
 - **anaphora** – the deliberate repetition of key words or phrases at the beginning of successive clauses
 - **enumeration** – the listing of ideas in a specific order
 - **foundational document** – a document outlining principles and ideals on which a particular government or civil society is based
 - **hyperbole** – the deliberate use of exaggeration for emphasis or effect
 - **rhetorical question** – a question asked not to acquire information but for dramatic effect
-

Analyze Foundational U.S. Documents



Source: Rawpixelcom Shutterstock

Every generation has causes to fight for. Think about what issues and causes are important to you and your peers. In the 1960s, young people took to the streets to protest the Vietnam War and to support civil rights. More than one hundred years earlier, in the 1840s, an unprecedented number of American women demanded equal rights with men, including the right to vote. Today, you will analyze two speeches

given by nineteenth-century advocates of the American women's rights movement in order to compare their themes, purposes, and use of rhetorical features.

Get Ready to Read

Elizabeth Cady Stanton and Sojourner Truth were both outspoken champions for women's rights in the mid-nineteenth century. Seventy-five years earlier, the United States had been founded on the principle that "all men are created equal," but, in fact, only white men were granted the privileges, rights, and freedoms outlined in the Declaration of Independence and guaranteed by the U.S. Constitution and Bill of Rights. Women, enslaved people, and immigrants were denied many of these rights, including the right to vote.

On July 20, 1848, Elizabeth Cady Stanton delivered the "Declaration of Sentiments," a speech that reframed the language of the Declaration of Independence to highlight the rights due to women. Three years later, Sojourner Truth, a former enslaved person who became a crusader for abolition and women's rights, gave her most famous speech, "Ain't I a Woman?," at a women's rights convention in Ohio. While historians have challenged the accuracy of the text of the speech and its provenance, they agree that it reflects Truth's strongly held beliefs about women's equality. Both speeches ultimately became foundational documents in the women's rights movement.

Before you read the two speeches, you may find it helpful to do some independent research to gather information about the authors and the time period in which they wrote and spoke. You may be surprised to learn how few rights and privileges American women had in the mid-nineteenth century.

Take Notes as You Read

Because Stanton's speech borrows heavily from the language, rhetorical features, and structure used in the Declaration of Independence, and Truth's speech uses folksy language and idioms, you may find the language to be less than straightforward. Be prepared to read the documents more than once. You may find it helpful to listen to modern recordings you find online, so that you can focus on their author's diction and

meaning. As you read or listen, take notes in your Reading Log about whether your response to each speech is based in emotions or reasoning. Write down specific words, phrases, or sentences that evoke each response.

Reading Log: Declaration Sentiments and Ain't I a Woman?

Useful Vocabulary for Declaration of Sentiments

1. **disenfranchisement:** the state of being deprived of the right to vote
2. **elective franchise:** the right to vote in elections
3. **evinces:** is evidence of
4. **inalienable:** unable to be taken or given away
5. **remuneration:** money paid for work or service
6. **sentiments:** attitudes toward or opinions about a situation or event
7. **supposition:** an uncertain belief
8. **transient:** lasting only a short time; fleeting

9. **usurpations:** actions of taking power by force

Useful Vocabulary for Ain't I a Woman?

1. **out of kilter:** out of harmony or balance
 2. **'twixt:** (shortened form of *betwixt*) between two people or things
-

Analyze Nineteenth-Century U.S. Documents

Analyze Themes, Purpose, and Rhetorical Features

A foundation serves as the underlying base on which something else is built. A foundational document, therefore, establishes the fundamental principles of a political movement or cause. The texts you are reading today are considered foundational documents because they clarified the aims and goals of the women's rights movement in the United States. Today, you will use your reasoning effectively to analyze the two documents by comparing their themes, purposes, and rhetorical features.

In order to analyze a text, you must read it carefully and use your reasoning skills to understand how all the parts work together to create an effective speech. You can start by considering the purpose of the document, which may be to inform, persuade, or entertain. Its reason for being written may not be directly stated in an informational text, so you may need to draw on your prior knowledge to make an inference about its purpose.

Next, consider the themes of each document by determining the message its author wants to convey. Pay close attention to the author's diction and syntax. Notice repeated words and phrases and the order of words in sentences. Use your observations to understand what the speaker is saying about the topic.

Finally, consider the document's rhetorical features. Rhetoric refers to a speaker's style or way of speaking. There are dozens of rhetorical features that a speaker may draw on to give an engaging and convincing speech, including [allusion](#), [anaphora](#), logical or emotional appeals, [enumeration](#), [hyperbole](#), and [rhetorical questions](#). As you read "Declaration of Sentiments" and "Ain't I a Woman?," notice which rhetorical features are used and to what effect.

Read the excerpts from Sojourner Truth's speech and then complete the activities.

Activity 1

Identify three rhetorical devices Truth uses in this opening paragraph of her speech.

Reveal Answer

Sample answer: Truth uses allusion here by referring to the problems of “Negroes of the South and the women at the North.” She uses hyperbole, referring to the “racket” or fuss related to the causes of abolition and women’s rights. She ends the paragraph with a rhetorical question—“But what’s all this here talking about?”—which she uses to introduce the body of her speech.

Activity 2

Explain whether Truth’s speech appeals to your sense of reason or to your emotions. Tell why.

Reveal Answer

Sample answer: The speech appeals to my emotions. Truth describes her experiences as a Black woman. As a Black woman, she has worked hard and suffered terrible hardships and grief, such as when her children were sold into slavery, but never treated with the same respect and care that white women receive.

Activity 3

Identify an example of a rhetorical question in this part of Truth’s speech. Explain its effect on the audience.

Reveal Answer

Sample answer: Truth asks the rhetorical question, “And ain’t I a woman?” She asks it not to gather information but to make a point. The audience sees and hears Truth; they know that, yes, she is indeed a woman. Another rhetorical question she

asks is “Where did your Christ come from?” It also needs no answers, as her audience is likely familiar with the story of Christ’s birth.

Activity 4

Explain the effect of the repetition in this part of Truth’s speech.

Reveal Answer

Sample answer: The repetition of the rhetorical question helps drive home her points—as a woman, she deserves equal treatment to men; as a woman of color, she deserves equal treatment to white women.

As you reread Truth’s and Stanton’s speeches, use your reasoning skills effectively to analyze their purpose and use of rhetorical features. Consider how and why each woman structures her speech and uses language to convey a specific message or theme. Record your ideas in your Reading Log.

Choose a topic from the lesson to discuss with your Learning Coach or teacher. Use at least three key words from the lesson in your conversation. As you discuss the topic, share what content you struggled with during the lesson. What did you do that helped you learn it? Also, think about what content you found interesting. Why was it interesting?

Check-In

Read this excerpt from “Declaration of Sentiments” to answer the questions.

Question 1

What is the purpose of Stanton’s speech?

Reveal Answer

Sample answer: The purpose is to convince the audience that women have rights, freedoms, and liberties, just as men do, and that the U.S. government and legal system has withheld those rights.

Need a little extra support?

[Get Help Here](#)

Question 2

What three rhetorical features does Stanton use in her speech? Give examples of each.

Reveal Answer

Sample answer: The speech uses anaphora in the first paragraph, as a number of successive clauses begin with the word *that*. These clauses identify and enumerate the self-evident truths. The speech also uses enumeration and parallelism in listing the “injuries and usurpations on the part of man toward woman.” Using anaphora again, Stanton begins each grievance with “He has,” and each identifies a way in which women have suffered in a male-dominated society. The conclusion also uses anaphora and enumeration to list the ways that women will take action to secure their rights.

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Question 3

Do the language and rhetorical features in Stanton's speech primarily appeal to reason or to the emotions or to both?

Reveal Answer

Sample answer: The language appeals to both reason and the emotions. Stanton uses clear and carefully chosen language and rhetorical features to establish her reasoning and to provide evidence that supports her claim that women deserve equal rights. At the same time, words such as *degradation*, *oppressed*, *fraudulently*, *sacred rights*, and *privileges* are meant to evoke an emotional response in the audience.

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Question 4

How does the conclusion of Stanton's speech help clarify its purpose?

Reveal Answer

Sample answer: The closing paragraph outlines the steps that women will take to secure their rights from the state. For example, they will “employ agents, circulate tracts, petition . . . and endeavor to enlist” religious leaders and newspapers to support their cause.

Practice

Reread the two texts to complete the activity.

Activity

In two or more paragraphs, use your reasoning effectively to compare how “Declaration of Sentiments” and “Ain’t I a Woman?” address themes, purposes, and rhetorical features. Use your reasoning to identify similarities and differences between the two foundational documents. Offer your opinion about the impact—rhetorical or otherwise—of the two foundational documents. Cite evidence from the texts and draw on your understanding of historical context to support your response.

Reveal Answer

Sample answer: Elizabeth Cady Stanton’s “Declaration of Sentiments” and Sojourner Truth’s “Ain’t I a Woman?” are both speeches, and both are foundational documents in the nineteenth-century women’s rights movement in the United States. The speeches were both delivered at women’s rights conventions in the mid-1800s, and they had similar purposes and themes. In addition, they both made effective use of rhetorical features to get their points across and to persuade their audiences.

Stanton gave “Declaration of Sentiments” at a women’s rights convention in Seneca Falls, New York, in 1848. She explicitly repurposed the language used in the Declaration of Independence to make a point that women are entitled to the equality, liberties, and freedoms that were outlined in that foundational U.S. document. Like in the Declaration of Independence, Stanton uses rhetorical devices for emphasis and effect. She uses anaphora, or the repeated use of the same word or phrase at the beginning of successive clauses, to introduce her versions of the self-evident truths. She uses enumeration and anaphora to list the many grievances that women have suffered living in a male-dominated world. These grievances have roots in U.S. law. She identifies a host of ways that the

U.S. government and legal system has consistently and methodically deprived women of their rights. She appeals to both reason and emotion in her argument, concluding with a clear call to action. She urges her audience to “insist on the immediate admission to all the rights and privileges which belong to [women] as citizens of these United States.” She closes by using enumeration and anaphora again to outline the legal and logical steps that her supporters will need to take to “effect our object.”

Sojourner Truth was an abolitionist and a women’s rights advocate, and her speech takes a different approach to the theme of women’s right to equality. Using folksy, informal language, Truth draws on her own experiences as a Black woman, focusing on how she has been treated differently from white women. After each observation or grievance, she repeatedly asks a rhetorical question: “And aint’ I a woman?” She has no need to answer the question because the audience obviously knows the answer: Of course, she is a woman. The effect of this and other rhetorical questions Truth asks, such as “Where did your Christ come from?” is to make the audience aware of the way that Truth specifically and all women generally have been treated as less than equal to men. Truth’s use of hyperbole in the final paragraph grabs her audience’s attention. By describing the “first woman” as “strong enough to turn the world upside down all alone,” Truth’s point is that the real women in her audience can, by working together, set the world “right side up again” by championing equal rights for all Americans.

Each speech is powerful in its own way. While Stanton heavily borrows the language and structure of the Declaration of Independence, she alludes effectively to the document that announced the principles of the founding of the United States. At the same time, she adapts the language to suit her purpose. Reading the speech as a modern person, what’s striking is how sexist the original document was. Stanton’s reworking of the language to apply to women is skillful and effective. Scholars believe that the text of Truth’s speech does not reflect her own language. While she was born a slave, she never lived in the South, and she was self-educated, and the speech sounds almost like a parody. That said, its use of repetition and questions makes even a modern reader feel engaged by and

attentive to her points about the inequalities facing women of color in the United States in the 1800s. Both speeches are effective at making readers or listeners feel excited and outraged about women's lack of rights, freedoms, and equality in the United States then and now.

How Did I Do?

Assess your response to the Practice activity by completing this checklist. If necessary, go back and revise your work.

1. _____ I responded to the entire prompt by using my reason effectively to analyze two nineteenth-century U.S. foundational documents.
 2. _____ I compared the themes, purposes, and use of rhetorical features in the two texts.
 3. _____ I cited specific evidence from both texts to support my ideas.
 4. _____ I used some key concepts and/or Key Words to formulate my response.
 5. _____ I used correct grammar, spelling, and punctuation.
-

23/24 Honors English 11 B - Analyzing Informational Text

Analyzing Informational Text Apply

Unit Reading Information

In this unit, you will read *Bury My Heart at Wounded Knee* unless otherwise directed by your teacher.

Select the links to access the text and reading log.

Bury My Heart at Wounded Knee



Reading Log: Bury My Heart at Wounded Knee

Analyzing Informational Text: Apply

Objective

In this section, you will apply skills learned throughout the unit.

Show What You Know

In this unit, you focused on skills and strategies necessary to comprehend and analyze informational texts by implementing these learning goals:

- Integrate and evaluate multiple sources of information presented in different media (e.g., visually, quantitatively as well as in words in order to address a question or solve a problem.
- Describe compare/contrast, problem/solution, cause/effect, and claims/counterclaims/evidence text structure, and comparatively analyze these structures and content by inferring connections among multiple texts providing textual evidence to support their inferences.
- Describe rhetorical techniques used in writing argument or opinion, analyze its use to advance an author's point of view or purpose, and evaluate how it contributes to the power, persuasiveness or beauty of the text.
- Determine an author's point of view or purpose in a text and analyze how rhetoric is used to advance it.
- Identify patterns of word changes that indicate different meanings or parts of speech.
- Determine the meaning of grade-level technical academic English words in multiple content areas derived from Latin, Greek, or other linguistic roots and affixes.

- Analyze the relationships among words with multiple meanings and recognize the connotation and denotation of words.
- Delineate and evaluate the use of legal reasoning and application of constitutional principles presented in a Supreme Court decision.
- Describe the structural characteristics of works of public advocacy as presentations of arguments and delineate and evaluate the reasoning and premises, purposes, and arguments in those works.
- Analyze two or more seventeenth-, eighteenth-century foundational U.S. documents and two or more nineteenth-century foundational U.S. documents by comparing themes and concepts addressed, purposes, and rhetorical features.

Now, you will have an opportunity to show what you have accomplished and apply your learning to the unit text, *Bury My Heart at Wounded Knee*. If you haven't already done so, take time now to finish reading the text.

Then, spend a few minutes discussing your reading with your Learning Coach, using these questions as a guide. Notice that the questions are open-ended—there are no “correct” answers—but they will help you to focus on the text as you get ready to apply the learning goals you have mastered in this unit.

- What were your expectations of the text prior to reading it, and in what ways did the text surprise you? How did reading the book alter or broaden your perspective on the topic of the Indigenous American experience?
- To what degree was your reaction to the text molded by an emotional element? Explain your thoughts.
- Evaluate how successfully you believe Brown, a white man, provided an account of events from an Indigenous American perspective.
- According to the text, the perspective of the United States government was that “civilizing” Indigenous Americans would improve their lives. Discuss the concept of civilization and what it meant to specific groups of people at

different times in history and in different parts of the world. As you respond, consider the connotations that the words *civilize* and *colonize* evoke. Given the details provided by Brown, from whose perspective might the actions be necessary for advancement?

- Write two questions about the text to discuss with your Learning Coach.
 - One question should ask for the reader to evaluate the text or part of the text.
 - One question should ask the reader to synthesize, or to combine several elements of the text to form a coherent point.
- Given that your mindset is that of a 21st century reader, how might you compare your reaction to the text and the ideas Brown conveys with the reactions of a reader from the time period in which the book was written? As needed, search online for book reviews or other sources that convey the public's initial reactions to the text when it was first published.

Finally, review your notes and get ready to answer the text-related questions that follow.

Analyzing Informational Text: Apply

Show What You Know

Assess your application of learning goals from this unit by answering the questions that follow. As needed, refer to the text of *Bury My Heart at Wounded Knee*.

Bury My Heart at Wounded Knee





Tecumseh was a Shawnee chief who fought against expansion onto tribal lands by U.S. settlers.

Source: Patrick Guenette. 123RF

Question 1

Evaluate the rhetoric reflected in the quotation by Tecumseh that Brown chose to include at the beginning of Chapter 1. How does the rhetoric advance a particular purpose and contribute to the power and persuasiveness of Brown's work?

Reveal Answer

Sample answer: The quote is an appeal to pathos—our emotions. It generates compassion for these people and all they have lost, and it generates contempt for the white Europeans who robbed Indigenous Americans of their land and their lives. It also generates shock and then sadness as we learn, through words of Tecumseh, the truth of what happened to his people.

Earlier in the unit, you read “Ain’t I a Woman,” a speech given by abolitionist Sojourner Truth. Reread the speech.

Question 2

Compare Sojourner Truth's speech with the words of the Shawnee chief Tecumseh at the beginning of Chapter 1 of *Bury My Heart at Wounded Knee* by analyzing the purpose of each, one or more themes conveyed, and the effectiveness of the use of rhetorical features. What similarities do you see in the messages each speaker conveys and the ways in which they make their case?

Reveal Answer

Sample answer: Both texts share a common purpose: to motivate the audience to take action in fighting a particular injustice the author (and presumably, the audience) has experienced. In addition, both Sojourner Truth and Tecumseh pose questions rhetorically to convey the message that more needs to be done to overcome the oppression their group faces. In "Ain't I a Woman?," Sojourner Truth repeats one question—that from which the speech takes its name—multiple times to suggest that women and people of color deserve to be treated as equals to men and white people alike. Tecumseh also uses questioning in his words, asking the tribes where they are to pointedly accuse those in the tribe of not doing enough to fight the injustice they face.

Question 3

Reread the first six paragraphs of Chapter 1, beginning with the paragraph after Tecumseh's quotation. Then, select the interactive to answer the question.

Question 4

Examine Dee Brown's word choices in the first four paragraphs of Chapter 1, considering their effects on the reader. Then, choose several words or phrases with strong connotations and speculate on the reasons why Brown might have chosen them and how they impact the reader.

Reveal Answer

Sample answer: In the first sentence of paragraph 4, Brown uses the word *kidnapped* and the phrase *carried off* to describe Columbus's acts. Both terms have a negative connotation, suggesting abuse and the taking of others without their will, and thus the words reflect the brutality of Columbus's actions far more than neutral terms like *chose* or *selected*. The negative connotation of *kidnapped* and *carried off* evokes an emotional response from readers, who are appalled at the horror of Columbus's actions.

Question 5

Use what you know about derivations of roots and affixes to determine the meaning of the word *barbarities* as it is used in the first sentence of Chapter 1, paragraph 6. Then, identify a way an affix might be used to change the meaning of the word and describe how doing so would change the part of speech.

Reveal Answer

Sample answer: Within the word *barbarities*, I recognize *barbar*, which has French, Latin, and Greek counterparts that mean "foreign," "rude," or "uncivilized." I also see the suffix *-ities*, which is the plural form of *-ity*, a suffix that represents a quality or condition. That tells me that *barbarities* is a plural noun that identifies brutal or uncivilized actions brought about on people who are foreign to a particular place or society. Replacing the suffix *-ities* with *-ic* changes the word from the noun *barbarities* to the adjective *barbaric*.

Question 6

Discuss how Dee Brown presents information in *Bury My Heart at Wounded Knee* in a variety of formats, and evaluate how doing so enhances the meaning of the text.

Reveal Answer

Sample answer: Brown begins many chapters with a timeline; these timelines successfully place the story of Indigenous American removal within the historical context of what was happening in the country and in the world, primarily in the white world. He also incorporates original documents as noted in the text and a bibliography, the progression of which help recount events over the period of westward expansion. These elements show how America was progressing as a nation even as the Indigenous people were being removed from their land. This conveys the clear contrast between white progress and Indigenous suppression.

Earlier in the unit you read the Mayflower Compact, a document written by Pilgrim settlers in 1620. Reread the text.

Now, read a short excerpt from the 1778 Treaty with the Delawares, an agreement between the fledgling United States government and the Lenape (later given the name “Delaware”) people. The goal of the treaty, which was the first signed between the U.S. government and an Indigenous nation, was to convince the Lenape to take the side of the Americans during the Revolutionary War.

Question 7

Compare the promises made in each document in order to analyze how the concept of loyalty is presented. In hindsight, given the fact of the American Revolution and the later removal of Indigenous Americans from their lands, what underlying message do these documents give about the effect of western expansion on the colonists?

Reveal Answer

Sample answer: In the Mayflower Compact, the colonists pledged loyalty and obedience to Britain. Their goal was to spread the Christian faith and to act in the interest of Britain; yet later, as Americans, they revolted and fought for their independence. In the Treaty with the Delawares, the colonists pledged loyalty to Indigenous Americans, claiming they would fight for them; yet later, the U.S. waged war against the tribes and removed them from their lands. In both cases, loyalties and promises took a back seat to nation-building. Colonization and westward expansion bred power and greed.

Worcester v. Georgia was a landmark legal case decided by the U.S. Supreme Court in 1832. The Court ruled that states did not have the right to act against any federal authority over Indigenous American lands. Read a portion of the decision below.

from *Worcester v. Georgia*, 31 U.S. 6 Pet. 515 515 (1832)

Source: Supreme Court of the United States

Question 8

Explain the reasoning in this decision and evaluate its significance, including in your response a reflection on why this decision was considered a win for the Indigenous people. As you consider the decision, note that it did not ultimately prevent the removal of the Cherokee from their land.

Reveal Answer

Sample answer: The Europeans believed they had a right to the land and authority over the Indigenous people. However, when the State of Georgia wanted to impose laws on the Cherokee, this was shown in *Worcester vs. Georgia* to violate constitutional law. The reasoning for this decision is based on the idea that the Indigenous Americans have rights that are protected by the U.S. government, rights based on earlier treaties between the government and the Indians. The decision prevented Georgia from infringing on Cherokee land, but more significantly, unlike previous decisions, it recognized the independence of the Cherokee Nation.

Self-Assess

Compare your answers to Questions 1–8 with the sample answers. If you did well, move on to Try This. If you need more practice or review, use this chart to review the sections mentioned.

Missed

Question Missed	Section to Review
1	Rhetoric, Informational Text Point of View
2	Rhetoric, Later U.S. Documents
3	Text Structures
4	Word Meanings
5	Word Meanings
6	Multiple Accounts
7	Early U.S. Documents
8	Legal Reasoning

Analyzing Informational Text: Apply

Try This

Activity 1

Consider the overall structure of *Bury My Heart at Wounded Knee* and compare it to that of another text you read in this unit. Then, in a few paragraphs, note connections between the two structures, citing evidence from each text to support your ideas and inferences.

Activity 2

One might argue that, by its very nature, *Bury My Heart at Wounded Knee* could be considered a work of public advocacy. Consider this designation; then, an essay of 400 to 500 words, analyze the overall structure of the text and discuss how it allows author Dee Brown to present a particular argument, delineating and evaluating the reasoning and premises, purposes, and arguments the author makes throughout the text. Conclude by making and substantiating a claim in support of or in opposition to classifying the text as a work of public advocacy.

Use specific quotations and evidence from the text to support your analysis. Organize your essay clearly, and follow the rules of English grammar and punctuation.

Self-Assess

Use the rubric to decide whether your essay fulfills the standards of ideas/purpose; analysis; organization; comprehension; and grammar, conventions, and spelling.

Analyzing Informational Text Apply Rubric

Analyzing Informational Text Review

Unit Review

Today you will review all topics you've learned in this unit and complete a unit online practice. Review the unit introduction and the list of lessons in the course tree to engage with the topics from this unit. Make sure you feel confident about each topic before taking the assessment. If there are any topics that you forget or think you need to practice, go back and review those lessons now.

[View Learning Coach Guide](#)

Review

Read the information on the page with your student. Guide your student to review the major concepts in each unit by looking at the unit introduction and lessons.

Your student should identify the target concepts where additional practice may be needed before completing the unit's online practice.

Unit Reflect

Write a reflection about your learning in this unit. Your reflection should be at least five sentences in length. Use the following questions as a guide:

- What topics did you find most interesting in this unit?
- What skills or concepts were hard for you?
- What strategies or activities helped you to better understand a concept?
- What do you think you may need more practice with?
- What questions would you like to ask now that you have a better understanding of what you will find on the assessment?

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Reflect

Guide your student to reflect on how well they've mastered the content in the unit. Have your students use the questions provided as a guide for writing a reflection. Help your student to determine the next steps for review based on the responses given for the questions.

Study Tips

Once you have taken the unit online practice, use your results to determine if there are any topics that you need to go back and review. You may find the following approach useful while studying:

1. Review your results on lesson practice activities and assessments from throughout the unit.
2. As you review, make a list of the major concepts found in each lesson.
3. Write a summary of these concepts and place a star next to those you feel you have mastered.
4. Review the concepts that may need a bit more practice using strategies such as summarizing, making flash cards to test yourself, writing sentences with key vocabulary, working out problems or activities, or teaching a concept to a friend or family member. If other study methods work better for you, use those instead.
5. As you become more comfortable with each concept, place a star next to it and move on to the next until you are ready to complete the assessment.

[View Learning Coach Guide](#)

Study Tips

Read the study tips with your student and help identify what will be most helpful in reviewing the content from the unit. If needed, help your student brainstorm additional study tips that better fit their learning preference.

23/24 Honors English 11 B - Analyzing Informational Text

Analyzing Informational Text Unit Test