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Message to the Instructor

This manual contains materials for 44 articles from 75 Readings Plus, Eighth Edition by Santi V. Buscemi and Charlotte Smith (McGraw-Hill, 2006). For each article, teachers will find:

- a brief introduction with teaching suggestions
- a vocabulary activity
- a page of comprehension questions
- a page of discussion questions
- a short quiz

Answer keys are included. Each set of materials appears in this manual in the order in which it is found in the book.

The vocabulary activities ask students to paraphrase from the text selected sentences that include what are likely to be new or unfamiliar words for them. The words presented in these exercises are not intended to be a comprehensive list of all words with which students are likely to be unfamiliar. However, the practice of paraphrasing is a more valuable exercise than one in which the students simply “look up” definitions of words in a list.

The ten comprehension questions can be used as a reading check. They can be completed at home or in class as a measurement of whether the students have read the assigned article and as a measurement of basic comprehension. Questions are generally given in the order in which the answers appear in the text. Some teachers use the comprehension questions as a “check quiz” at the start of class while others use them after first discussing the essay as a class under the teacher’s guidance, finding some other way of checking that the students have read the essay.

The discussion questions are intended for use in class. They are suitable as individual or small group exercises as a springboard for whole group discussion. Both the comprehension and discussion questions are reminiscent of some of the questions that follow each article in the text, but those included in this manual are intended for use in a developmental reading class. Nonetheless, some teachers opt to select one or two as the bases of longer writing assignments.

The quizzes are designed for students to be able to complete in about 15-20 minutes in class. They often repeat some items found in the comprehension and discussion questions, so students who complete those worksheets benefit the most. Teachers should use their discretion in deciding whether to allow “open book” quizzes.
NARRATION SELECTIONS

Salvation (Langston Hughes)

In this brief narrative, Langston Hughes recalls the moment in his life when he stopped believing in Jesus Christ. By using a first person’s perspective, Hughes conveys his message that the meaning of a religious ritual can be empty when reduced to figurative language that is taken literally by its participants. Students should examine the effectiveness of Hughes’ use of internal monologue and of the first-person perspective over that of a second- or third-person perspective.

Activity: independent work and class discussion—Ask the students to rewrite one of the paragraphs of Hughes’ story by replacing first-person pronouns with “Langston” and third-person pronouns. Then ask them to analyze the differences in the effects of each approach.

Activity: class discussion—Ask the students to think of specific examples of religious rituals or beliefs that can be understood both literally and contextually. Then ask them to think about how the figurative language in those examples might be confusing to a child.

Coming to an Awareness of Language (Malcolm X)

Before discussing this excerpt from The Autobiography of Malcolm X, it is important to provide some background to make sure students understand the context of his place in American history. This includes a brief discussion of the Civil Rights Movement (approximate time period and important events and figures) and the contribution of Malcolm X to that era. Another subject about which students might need more information before starting is the Islamic religion and Black Muslim sect. Also, the Columbia University website noted in the book has useful information about his life.

Activity: Think-Write-Pair-Share – Since this excerpt is about becoming literate, students will more easily identify his thesis if they are first directed to consider their own ideas about literacy. Present the following quote from another American author as a springboard to such a discussion and analysis.

Didn’t I realize that reading would open up whole new worlds? A book could open doors for me. It could introduce me to people and show me places I never imagined existed.

Richard Rodriguez, from his autobiography Hunger of Memory

Ask students to paraphrase it (write what they think it means in their own words). Assign each student a partner with whom to share this writing. Pairs combine their ideas to collaboratively create a single paraphrase of the quote. Randomly ask three student pairs to approach the board together to write their new statement and share with the entire class. Other students are to compare their work to the work on the board. Note the similarities and differences between the statements and decide as an entire group which ones are most accurate.
Me Talk Pretty One Day (David Sedaris)

This is a good essay for discussing learning and being a student, particularly being a low-skilled student in an intimidating classroom environment. Most students will be able to relate to the author’s experience, and the use of humor throughout the piece will engage the students. Background information on the author or the subject is not necessary for a full understanding of the essay, and the vocabulary is at an easy enough level to make this essay very accessible for students. This one is good as an assignment earlier in the semester and can be paired with Malcolm X’s essay on literacy.

37 Who Saw Murder Didn’t Call the Police (Martin Gansberg)

To stimulate discussion of this essay, you may want write one or more of the following quotes on the board and then ask students to interpret and explain them:

So much attention is paid to the aggressive sins, such as violence and cruelty and greed with all their tragic effects, that too little attention is paid to the passive sins, such as apathy and laziness, which in the long run can have a more devastating effect. –Eleanor Roosevelt

The difference between what we do and what we are capable of doing would suffice to solve most of the world's problems. –Mohandas Ghandi

Instead of saying that man is the creature of circumstance, it would be nearer the mark to say that man is the architect of circumstance. –Thomas Carlyle

We have all sufficient strength to endure the misfortunes of others. -François Duc de La Rochefoucauld

Additionally, www.shortnews.com/start.cfm?id=64470 offers a brief news clipping about 20 Minnesotan residents who allegedly observed a rape yet did not intervene. Following the article is a series of blog responses from everyday citizens who anonymously offer what they think they would do if they had witnessed the rape. The candid responses range from expressions of horror and disapproval to those of pardon and kindred fear; hence, they may act as a stimulating discussion piece for students.
Salvation (Langston Hughes)
Paraphrase Activity

Directions: These quotes come directly from the essay. Find them in the text and paraphrase them – rephrase them in your own words – using simple language.
- Using a dictionary to assist you, convert as many words as you can in each sentence, including changing figurative images to concrete ideas (i.e., hot as an anvil becomes extremely hot).
- Add words or change their order, but keep the same meaning as the original sentence.
- Avoid re-using part of the italicized word or its exact definition – use a synonym (a word that has a similar meaning – try a resource like www.merriam-webster.com).
- Write the new sentence from a third-person point of view (she, he, it, they, someone, the author, the essay, and so on), instead of first person (I).

Sample:
“In this selection, he captures the trauma and disillusionment he experienced during a childhood incident.” (Notes)
Paraphrase:
In “Salvation,” Hughes shows an upsetting time in his childhood that caused him to lose his faith.

1. “What we read here is a testament to the power of narration as a tool for analysis and persuasion.” (Notes)

2. “The preacher preached a wonderful rhythmical sermon, all moans and shouts and lonely cries and dire pictures of hell […]” (Paragraph 3)

3. “He was a rounder’s son named Westley” (Paragraph 6)

4. “And I kept waiting serenely for Jesus, waiting, waiting—but he didn’t come.” (Paragraph 7)

5. “When things quieted down, in a hushed silence, punctuated by a few ecstatic ‘Amen’s, all the new young lambs were blessed in the name of God.” (Paragraph 14)
Name: ________________________________

Salvation (Langston Hughes)  
Comprehension Questions

1. What event is Langston attending at the church?

2. What does Langston’s aunt mean when she says, “When you were saved you saw a light?”  
What does the light symbolize? What does Langston think the light is?

3. What does Langston’s aunt mean when she says that Jesus will come into Langston’s life?  
What does Langston understand it to mean?

4. Why does Hughes italicize “see” in “Still I kept waiting to see Jesus.”?

5. What are the two primary reasons that Langston finally gets up and pretends to be saved?

6. When the minister says to Langston, “My dear child, why don’t you come to Jesus?” what  
does Langston misunderstand about this question?

7. Through what examples does Hughes describe the atmosphere in the church as a way of  
creating a mounting pressure for Langston to save himself?

8. Why doesn’t Langston believe in Jesus by the end of the story?

9. Why does Langston bother to say, “I was saved from sin when I was going on thirteen,” since  
he contradicts that statement in the following sentence?

10. Based on information in the essay, why do you think the membership of Langston’s church  
has grown by “leaps and bounds?”
Name: ________________________________

**Salvation (Langston Hughes)**

**Discussion Questions**

1. Most stories contain a conflict that needs to be resolved. What is the first indication of conflict in “Salvation?”

2. This story contains a suspenseful rise in action, a climax, and a resolution. What is the climax of the story?

3. Identify places in the story that contain particularly powerful punctuation marks, and explain how Hughes uses them to affect the mood of the story.

4. According to Langston, is Westley “saved?” Explain.

5. What message is Hughes trying to send to his audience with this story?
Salvation (Langston Hughes)

Quiz

1. In “Salvation,” Westley
   A. sees Jesus
   B. cries and runs to the altar with joy
   C. is afraid he will be struck by lightening
   D. pretends to see Jesus

2. Why does Langston lie about seeing Jesus?

3. Thoroughly explain why Langston cries at the end of the story.

4. Hughes could have created an argument for his main idea, but instead, he creates a narrative to convey his point. Why does he choose narration as his method?

5. What is Hughes’ thesis (overall main idea) in this essay?
Salvation (Langston Hughes)

**ANSWER KEYS**

**Comprehension Questions**

1. a revival (1)
2. To her, the light is most likely a person’s realization that he has accepted Jesus. Langston, though, thinks that he will see a real light. (2, 5)
3. She means that Langston will accept the teachings and leadership of Jesus, but Langston thinks that a physical Jesus will appear before him. (2, 5)
4. Hughes wants his readers to know that the younger Langston misinterpreted his aunt to mean that Jesus would physically appear. (5)
5. Time is passing, and he is ashamed of himself for taking so long. Also, Westley was not struck dead, so Langston feels safe enough to take the risk. (11)
6. Langston doesn’t hear the minister saying that Langston needs to go to Jesus. Instead, he thinks that Jesus will come to him. (8)
7. His aunt is sobbing; the congregation is praying for him; people are wailing and moaning; the other “saved” children are waiting and watching him. (7, 9)
8. Because he didn’t physically see Jesus, and Jesus didn’t come to help him (15)
9. He recognized that “being saved,” for people like Westley, meant pretending to be saved because they didn’t understand what being saved meant. (6)
10. Every night for weeks, “hardened sinners” were brought to Christ. This has most likely been the cause of the rise in membership. (1)

**Discussion Questions**

1. when Langston says he was saved but not really saved OR when Langston says some children rose but “most of us just sat there” OR when only he and Westley remain OR when Langston is waiting, alone (1, 3-5)
2. when Langston finally gets up (12)
3. Hughes uses exclamation points to represent the enthusiasm in Langston’s aunt’s voice when she describes what happens when a person is saved. This pressures Langston to be saved. Also, Hughes may be mocking the validity of the revival. (2)
4. Langston knows that Westley was just pretending. He even notices that Westley was not punished by God, which indicates Langston was aware of the lie. (11)
5. Hughes wants his readers to know that religious rituals can be empty when taken literally and not contextually.

**Quiz**

1. D: pretends to see Jesus (6)
2. Langston doesn’t want to disappoint anyone by taking longer. OR The atmosphere of people wailing, praying, and crying applies pressure to make Langston rise and pretend to be saved. (7-11)
3. because he lied, didn’t see Jesus, and doesn’t believe in Jesus anymore (15)
4. Narrating the story allows the reader to see through Langston’s perspective and to better relate to his experience.
5. Religious rituals can be empty when their figurative language is taken literally. (Or use teacher’s discretion)
Name: ___________________________________________

**Coming to an Awareness of Language (Malcolm X)
Paraphrase Activity**

**Directions:** These quotes come directly from the essay. Find them in the text and paraphrase them – rephrase them in your own words – using *simple language.*

- Using a dictionary to assist you, convert as many words as you can in each sentence, including changing figurative images to concrete ideas (i.e., *hot as an anvil* becomes *extremely hot*).
- Add words or change their order, but keep the same meaning as the original sentence.
- Avoid re-using part of the italicized word or its exact definition – use a synonym (a word that has a similar meaning – try a resource like [www.merriam-webster.com](http://www.merriam-webster.com)).
- Write the new sentence from a third-person point of view (*she, he, it, they, someone, the author, the essay*, and so on), instead of first person (*I*).

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<th>Sample:</th>
<th>Paraphrase:</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Born Malcolm Little […], Malcolm X […] espoused the cause of black</td>
<td>Born as Malcolm Little, Malcolm X actively adopted the</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Proper names (like Malcolm Little & Malcolm X) and historical movements (like Black Nationalism) should never be altered in a paraphrase.*

1. “[…] He returned embracing a more peaceful and tolerant form of Islam and abandoning his *enmity* for white people, whom he had once called ‘devils.’” (Notes)

2. “But now, trying to write simple English, I […] wasn’t *articulate* […]” (Paragraph 8)

3. “Bimbi had always taken charge of any conversation he was in, and I had tried to *emulate* him.” (Paragraph 10)

4. “In my slow, *painstaking*, ragged handwriting, I copied onto my tablet everything […]” (Paragraph 13)

5. “I suppose it was *inevitable* that as my word-base broadened, I could for the first time pick up a book and read and now begin to understand what the book was saying.” (Paragraph 17)
Name: _____________________________

**Coming to an Awareness of Language (Malcolm X)**

**Comprehension Questions**

1. For what crime was Malcolm X in prison?
2. Who were the first people he wrote to from prison?
3. Give one reason he believed they didn’t reply.
4. What does he cite as the initial motivation for his homemade education?
5. To whom in particular did he desire to write articulate letters?
6. What other person did he desire to emulate?
7. How did he begin his homemade education?
8. What word could he remember from his initial studies?
9. What literary activities was he eventually able to do?
10. What does he say made him free?
Coming to an Awareness of Language (Malcolm X)
Discussion Questions

1. What is the actual topic of this text? (Do not use the title.)

2. How does Malcolm X describe the language he used in the “hustling world,” and what other version of the language was he able to use as a result of his prison studies?

3. What is the overall pattern of organization in this excerpt?

4. List the steps in his process of becoming literate.

5. How does his motivation change as his self-education progresses?

6. Give at least one conversion that takes place for the author during his prison time. Refer to an example from the text that illustrates this.
Name __________________________________________

**Coming to an Awareness of Language (Malcolm X)**

**Quiz**

1. Where was Malcolm X when he became literate? (circle one)
   A. Harlem
   B. Roxbury
   C. Norfolk
   D. Charlestown

2. How was letter writing frustrating to him?

3. What book did he study while in prison?

4. How did he spend his free time once he became literate?

5. State the author’s thesis (overall main idea) about becoming literate.
Coming to an Awareness of Language (Malcolm X)

ANSWER KEYS

Comprehension Questions

1. convicted of burglary (bio)
2. people he had known in the hustling world (1)
3. they were too uneducated to write a letter (2) OR
   3.1. they might have thought his ideas were crazy (3) OR
   3.2. “because the white man knew he was the devil” (5)
4. the difficulty he was having writing letters (7-8)
5. to write articulate letters to Mr. Elijah Muhammad (8)
6. to emulate his friend, Bimbi, from Charlestown Prison (10)
7. by painstakingly copying and studying a dictionary (11-14)
8. “aardvark” (15)
9. to read and understand books and to correspond in writing (17)
10. the new world that reading books opened for him, which allowed time to pass without him thinking about being imprisoned (17)

Discussion Questions

1. becoming literate
2. hustling world: non-standard, slang, “street” (one that allowed him to command attention)
   post-studies: standard, formal, with a broader word base, allowing him to understand books and to speak & write articulately
3. narration (process analysis in 11-16)
4. As follows:
   • Secured a dictionary, some tablets, and some pencils
   • Copied in writing everything in the dictionary, page by page
   • Re-read aloud everything he wrote each day
   • Tried to recall the new words he learned
   • Read in all of his spare time every book he could get
5. His motivation to improve his ability to communicate in the letters he wrote, “especially to Elijah Muhammad” changed later on as he became fascinated with learning new words and ideas and as he became proud of his achievements.
6. Religious (1, 4, 10); Literate (15-17); Potential Productive Citizen (17) in which he views himself as free and might see a different path for himself than the one he had been on.

Quiz

1. C Norfolk
2. He wasn’t able to express himself well. OR He didn’t get replies to his letters.
3. The dictionary
4. Reading every chance he could get
5. Becoming literate allowed him to forget he was in prison and escape to places and ideas he had never imagined existed. OR Becoming literate was the turning point in his life.
Me Talk Pretty One Day (David Sedaris)
Paraphrase Activity

**Directions:** These quotes come directly from the essay. Find them in the text and paraphrase them – rephrase them in your own words – using *simple language.*

- Using a dictionary to assist you, convert as many words as you can in each sentence, including changing figurative images to concrete ideas (i.e., *hot as an anvil* becomes *extremely hot*).
- Add words or change their order, but keep the same meaning as the original sentence.
- Avoid re-using part of the italicized word or its exact definition – use a synonym (a word that has a similar meaning – try a resource like www.merriam-webster.com).
- Write the new sentence from a third-person point of view (*she, he, it, they, someone, the author, the essay, and so on*), instead of first person (*I*).

<table>
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</thead>
<tbody>
<tr>
<td>“At the age of 41, I am returning to school and having to think of myself as what my French textbook calls ‘a true debutante.’” (paragraph 1)</td>
<td>Since the author is going back to school at 41 years old, he compares his discomfort to that of a young woman who makes a formal appearance in society for the first time.</td>
</tr>
</tbody>
</table>

1. “The teacher licked her lips, revealing a hint of the *sadist* we would later know.” (Paragraph 13)

2. “The teacher proceeded to *belittle* everyone from German Eva, who hated laziness, to Japanese Yukari, who loved paintbrushes and soap.” (Paragraph 19)

3. “Learning French is a lot like joining a gang in that it involved a long and intensive period of *hazing*.” (Paragraph 22)

4. “Following brutal encounters with […] the *concierge* of my building, I’d head off to class […]” (Paragraph 22)

5. “It’s a small step, nothing more, yet its rewards are *intoxicating* and deceptive.” (Paragraph 30)
Me Talk Pretty One Day (David Sedaris)
Comprehension Questions

1. What is the Alliance Francaise?

2. Why does the author feel intimidated on the first day of class?

3. What is the tone of the teacher’s response to “the first Anna” in paragraph 8?

4. According to the author, why do the two Polish women, like the rest of the students, appear “less than sophisticated”?

5. The author states that he “jotted frantic notes” in preparing a response to the teacher’s first question. Why?

6. In what way is learning a language a lot like joining a gang, according to the author?

7. What did the author do to prove he was not lazy?

8. What fact does the author tell us comforted him as a student of French?

9. What statement did the teacher make that the author finally understood in its entirety?

10. How did he feel when he realized that he could understand her?
Me Talk Pretty One Day (David Sedaris)
Discussion Questions

1. What are some examples of the teacher’s inappropriate and sadistic behavior?

2. Have you ever been in a situation in which you felt the way Sedaris did? Describe it.

3. List some examples of humor he uses as a strategy for narrating this story.

4. What is the author suggesting about Parisian store clerks (and, perhaps, about Parisians in general) by his comments in paragraph 24? How does that add to his general portrayal of the teacher?

5. Why does Sedaris seem pleased in the end despite the teacher’s insulting comments?

6. What point does the author seem to be making about learning a language?
Name ____________________________

Me Talk Pretty One Day (David Sedaris) Quiz

1. Who does the author say gave him comfort? (Circle one)
   A. the other students
   B. the teacher
   C. the French people
   D. his wife

2. Why did the author feel intimidated and scared in the beginning?

3. Describe how the teacher treated the students.

4. What happened that finally marked a turning point for the author in learning French?

5. State the author’s thesis (overall main idea) about learning something new.
Me Talk Pretty One Day (David Sedaris)

ANSWER KEYS

Comprehension Questions
1. A foreign language school in Paris that the author attended (1)
2. The other students look young, attractive, well dressed, and confident. (2)
3. Sarcastic and mean (9)
4. They are limited in terms of their French vocabulary. (12)
5. He did not want to be ridiculed by the teacher. (14-15)
6. It involves a long and intensive period of hazing. (22)
7. Spent four hours a night on homework, sometimes more (23)
8. The knowledge that he was not alone, that his fellow students felt the same (25)
9. “Every day spent with you is like having a Caesarian section.” (29)
10. He felt elated, like “the world opened up.” (32)

Discussion Questions
1. Sarcastic response to Polish seamstress (9), sadistic response to Yugoslavian optimist (13-15), ridicule of the author (17, 22, 31), violent attacks (19, 28)
2. Answers will vary, but difficulties in educational settings are likely.
3. Answers include: description of his first day of kindergarten (3), nonsense words representing French he doesn’t understand (5, 17, 22), explanation of why he thinks gender distinction in words for inanimate objects is ridiculous (18), the teacher’s insults (29-31), the students’ attempts to speak fluent French (12, 26-27, 32)
4. He suggests that they are rude and inattentive to others (24), which supports the portrayal of the teacher (another French native) as arrogant, rude, and ineffective.
5. He is elated at being able to understand every word she says. (32)
6. Learning a language can be a grueling, uncomfortable process during which one might feel embarrassed or unsure.

Quiz
1. A. the other students (25)
2. He felt that the other students exhibited an ease and confidence with the language that he did not possess. (2) He was also older than most of them and, presumably, had been out of school for a long time. (3)
3. She was mean, sarcastic, sadistic, and even physically aggressive.
4. He understood completely the sentences the teacher was saying, even though they were insulting. (29-31)
5. Learning a language can be a grueling, uncomfortable process during which one might feel embarrassed or unsure (but if one perseveres it can be rewarding).
37 Who Saw Murder Didn’t Call the Police (Martin Gansberg)
Paraphrase Activity

Directions: These quotes come directly from the essay. Find them in the text and paraphrase them—rephrase them in your own words—using simple language.

- Using a dictionary to assist you, convert as many words as you can in each sentence, including changing figurative images to concrete ideas (i.e., hot as an anvil becomes extremely hot).
- Add words or change their order, but keep the same meaning as the original sentence.
- Avoid re-using part of the italicized word or its exact definition—use a synonym (a word that has a similar meaning—try a resource like www.merriam-webster.com).
- Write the new sentence from a third-person point of view (she, he, it, they, someone, the author, the essay, and so on), instead of first person (I).

Sample:
“Twice the sound of their voices and the sudden glow of their bedroom lights interrupted him and frightened him off” (paragraph 1)

Paraphrase:
On two occasions, the neighbors’ voices and lit rooms made the murderer stop and leave the woman whom he had been attacking.

1. “This is what police say happened beginning at 3:20 a.m. in the staid, middle-class, tree-lined Austin Street area.” (paragraph 6)

2. “At night the quiet neighborhood is shrouded in the slumbering darkness that marks most residential areas.” (paragraph 9)

3. “The assailant looked up at him, shrugged, and walked down Austin Street toward a white sedan parked a short distance away.” (paragraph 14)

4. “We can understand the reticence of people to become involved in an area of violence […]” (paragraph 32)

5. A solemn police officer said that the people came out after the ambulance drove away with Miss Genovese’s body.
37 Who Saw Murder Didn’t Call the Police (Martin Gansberg)
Comprehension Questions

1. Why does the author mention that the witnesses of the murder were “respectable, law-
abiding citizens” (paragraph one)? What point is he trying to make?

2. Why does the author mention that twice the voices of neighbors and the glows of their
bedroom lights frightened the attacker? What point is he making?

3. Why has the author placed the phrase “good people” in quotation marks in paragraph
four?

4. Why does the author refer to the murderer’s interactions with the woman as “chances” to
kill her (paragraph five)? How might the involvement of the neighbors have affected his
chances?

5. Aside from being “staid,” in what kind of neighborhood was Miss Genovese murdered?
Do not say “Kew Gardens” or “Queens, New York.”

6. Why did the man who eventually phoned the police take as long as he did to call for
help?

7. What information does the author supply that might suggest why people would be
surprised to learn that Winston Moseley was a murderer?

8. Outside of the answer for the above question, list three reasons why witnesses did not call
for help, according to the answers that they supplied.

9. Why did one set of witnesses turn out their apartment light?

10. What do the editors of 75 Readings Plus think are the two reasons that witnesses didn’t
call the police?
Name: _________________________________

37 Who Saw Murder Didn’t Call the Police (Martin Gansberg)
Discussion Questions

1. Why does the author mention that the murder took place in a quiet, staid, residential area? Examine all three adjectives in the previous sentence.

2. After examining the text, provide at least two pieces of evidence that suggest that some of the witnesses may have felt guilty for not reporting the crime.

3. Do you think that witnesses should be held legally responsible for their failure to report a crime like murder? Equally weigh both sides of the issue.

4. Identify where the introduction to the story ends and where the story itself begins. Where is the first indication of a narrative conflict? Where is the climax?

5. Why does the author write this story? What does he want readers to think about?

6. What is the thesis of this story?
Name: ____________________________________

37 Who Saw Murder Didn’t Call the Police (Martin Gansberg)
Quiz

1. In what year or decade did the murder take place?

2. Where did the murder occur?

3. Provide three reasons why witnesses did not report the murder to the police.

4. What does the author hope that readers will do as a result of reading this essay?

5. What is the tone of the essay?
37 Who Saw Murder Didn't Call the Police (Martin Gansberg)

ANSWER KEYS

Comprehension Questions
1. The author is being ironic. 37 supposedly good people allowed an evil act to take place; while they might not have broken a legal law, they broke a moral one; they allowed an unrespectable act to occur (Use teacher’s discretion).
2. Outside interferences deterred the criminal, which suggests that witnesses could have saved the woman’s life with a call to police.
3. The author is being sarcastic because while the people are supposed to be kind, they ignored the pleas of a dying woman.
4. They were only chances because the silence of the witnesses allowed them to be. Their interaction could have eliminated the killer’s chances.
5. Accept any of the following answers: an area of good, law-abiding citizens (1); a quiet place (9); one of the better neighborhoods, with few reports of crimes (30)
6. He didn’t want to get involved. (21)
7. He was married homeowner with children and no previous record. (22)
8. They were afraid (31, 32, 36); they thought it was a lover’s quarrel (36); they didn’t want to get involved (36); they didn’t know why (39); one man was tired (40);
9. They wanted to see better. (38)
10. The witnesses had no courage or compassion (bio)

Discussion Questions
1. “Staid” suggests that the residents were permanent and should have known their neighbors and wanted to protect a neighborhood in which they would continue to reside, long-term. “Quiet” suggests that murders don’t typically occur in Kew Gardens and that witnesses shouldn’t have felt desensitized; rather, they should have been shocked enough to call for help. “Residential” reminds readers that everyday people lived there and were in the immediate vicinity of the murder; many opportunities for help existed.
2. The man who delayed in calling the police felt “sheepish” (21); the housewife and husband “seemed aware of the fact that events might have been different [if they had called for help]” (36); a woman spoke apprehensively about what she had witnessed (38).
3. The instructor should guide this discussion and allow for an open exchange of ideas.
4. The “story” begins with the establishment of time (6). The conflict appears in when Miss Genoveve sees a man and becomes nervous (10). The climax occurs when Miss Genoveve is fatally stabbed (18).
5. He wants readers to examine their own ethics and likely behavior in such a circumstance.
6. People’s apathy and fear of involvement cause them to ignore the needs of fellow humans, as in the murder of Miss Genovez when 37 New Yorkers watched and didn’t call for help.

Quiz
1. 1964 (or the 1960s)
2. Kew Gardens, Queens, NY
3. They didn’t want to get involved; they were afraid; they were tired; they thought the murder was a lover’s quarrel.
4. He wants readers to examine their own ethics and likely behavior in such a circumstance.
5. Sad; disappointed (Use teacher’s discretion)
DESCRIPTION SELECTIONS

**Fifth Avenue, Uptown (James Baldwin)**

This essay describes the poverty and despair of Fifth Avenue in Harlem during the 1940s. You should provide the students with background information about Harlem, and you may want to indicate the location of Harlem on a map of New York City. Cheryl Lynn Greenberg’s “Or Does It Explode?': Black Harlem in The Great Depression outlines the financial devastation from which the people of Harlem would have been trying to extricate themselves in the 40s, and Lewis A. Erenberg’s *Swingin’ the Dream: Big Band Jazz and the Rebirth of American Culture* describes how Harlem turned to jazz as an emotional outlet for its suffering. While Baldwin does not discuss music in his essay, the added information may be interesting to students who can use that medium as a way of connecting with the psychological pain—as well as the strength and perseverance—of Harlem residents. [http://www.harlem.org/people/name.html](http://www.harlem.org/people/name.html) provides a list of Harlem jazz musicians, some of whose music you may want to bring to class as a way of setting the essay’s tone or of obtaining the students’ interest. Snippets of Langston Hughes’ *Montage of a Dream Deferred* would accompany this text and lesson effectively because the poem is written in onomatopoeic way that expresses the sounds of jazz improvisation, bebop, and other genres that stem from jazz and that played a significant role in Harlem life. Meanwhile, the poem also highlights the difficulties of living in the pervasive poverty of Harlem. You may also want to explain what a housing project is; while the students have likely heard the term, not all of them will know its actual meaning, and some may similar attach various unfair connotations to it.

Activity: Explain what a “dominant impression” is in descriptive writing, and clarify how concrete words can create a physical description while abstract terms—in combination with physical terms—can create a psychological description. To do this, provide your own examples or examples from a text other than Baldwin’s. Then place the students in pairs or groups and ask them to locate three instances of physical description in Baldwin’s essay and three instances of psychological description in his essay. You may want to help them to find one psychological description before they begin, since the activity might be difficult for them. Then ask the students to share their answers and lead them in an analysis of the effectiveness of the combined descriptions in Baldwin’s essay.

Activity: Ask the students to write a paragraph that describes the street on which they grew up or on which they currently reside. Ask them to include both physical and psychological descriptors and to be prepared to share their paragraphs with the rest of the class. Compare the socioeconomic conditions of the students’ streets to those of Fifth Avenue. This activity may help the students to step outside of their own schemata to recognize that not everyone has the same level of economic ease and advantage, and it will also help them to understand the rhetorical mode of description.

**Marrying Absurd (Joan Didion)**

This essay about Las Vegas weddings consists of ironic examples of how the sacrament of marriage has become a corrupt, commercialized industry motivated by money and indulged by couples who seem to have forgotten the holiness the ritual once had. To compare this 1967 depiction of Las Vegas marriages with today’s Las Vegas marriages, students can go to [http://www.vegas.com/weddings/](http://www.vegas.com/weddings/), which provides links to various chapels that advertise
weddings with such themes as that of Elvis and helicopter rides. They can examine the language on each site and bring their reactions to class.

**Activity: Group Work**—Explain the concept of irony to the students, and provide them with one or two examples of irony from the text. Then, divide the class into several small groups, asking each group to locate four instances of irony in the essay. You may want to assign specific paragraphs to each group so that the students do not produce the same examples. Tell the students to explain on paper how the examples are ironic; for this part of the exercise, the students can elect one writer per group. The students will require teacher-provided guidance. When the students have finished, ask them to read their responses, and then, with the entire class, examine the examples they have located.

**Partial Remembrance of a Puerto Rican Childhood (Judith Ortiz Cofer)**

This is a story about family culture (the unique culture that arises in extended family groups from a combination of ethnic and geographic cultural influences and personal history). The author relates a childhood memory in which she was initiated into the community of women through storytelling. It is important to note the absence of the male family members and the role of communication among females in different cultures. Students might consider or share their memories of their own family culture. They will not likely have difficulty understanding the story within the story (the tale of Maria La Loca), but they might have some difficulty seeing its significance in regard to the author’s experience of family, the impact it had on her understanding of Puerto Rican womanhood, and the influence the entire event had on her future as a writer. Students will find it easier to break down the text into manageable sections.

**Activity – Guided Collaboration:** Form teams of three-four students. Give each team a slip of paper with a question related to one section of the text. Each group is to read, discuss, and try to answer the question, taking notes and writing their answer. They will need teacher guidance. Each team in turn presents the question and answer to the entire class (providing a transparency for presentation is a good idea, too). Below are some questions to use for this activity:

- How would you describe the scene in which Cofer’s story takes place?
- Why is Cofer allowed to hear the particular story of Maria La Loca?
- What happens to Maria La Loca and what is the story’s moral about men/marriage?
- Where is the story of Maria interrupted and why isn’t it told straight through?
- What differences does Cofer describe between her life in NJ and in Puerto Rico?
- How would you describe the women? How are they different from one another?
- Why is Mama braiding Cofer’s hair? What could the braiding symbolize?
- What is the purpose of Cofer hearing the cuentos and what does she learn from them?
Fifth Avenue, Uptown (James Baldwin)
Paraphrase Activity

Directions: These quotes come directly from the essay. Find them in the text and paraphrase them – rephrase them in your own words – using simple language.

- Using a dictionary to assist you, convert as many words as you can in each sentence, including changing figurative images to concrete ideas (i.e., *hot as an anvil* becomes *extremely hot*).
  - Add words or change their order, but keep the same meaning as the original sentence.
- Avoid re-using part of the italicized word or its exact definition – use a synonym (a word that has a similar meaning – try a resource like [www.merriam-webster.com](http://www.merriam-webster.com)).
- Write the new sentence from a third-person point of view (*she, he, it, they, someone, the author, the essay,* and so on), instead of first person (*I*).

Sample:
“With numbness, the people of Fifth Avenue teach their children pride and honor, which means that they have to constantly wrestle to create these emotions in themselves, too, despite the rudeness, meanness, and lack of caring shown by others.”

Paraphrase:
Paragraph 5

<table>
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<tbody>
<tr>
<td>“This means of course, that they must struggle, stolidly, <em>incessantly</em>, to keep this sense alive in themselves, in spite of the insults, the indifference and the cruelty they are certain to encounter […]” (paragraph 5)</td>
<td>With numbness, the people of Fifth Avenue teach their children pride and honor, which means that they have to constantly wrestle to create these emotions in themselves, too, despite the rudeness, meanness, and lack of caring shown by others.</td>
</tr>
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1. “There is a housing project standing now where the house in which we grew up once stood, and one of those _stunted_ city trees is _snarling_ where our doorway used to be.” (paragraph 1)

2. “Farther down the block stands the shoe-repair store in which our shoes were repaired until _reparation_ became impossible and in which, then, we bought all our ‘new’ ones.” (paragraph 1)

3. “The avenue is elsewhere the _renowned_ and elegant Fifth.” (paragraph 3)

4. “[…] We find ourselves on wide, filthy, hostile Fifth Avenue, facing that project which hangs over the avenue like a monument of the _folly_, and the _cowardice_, of good intentions.”

5. “These gaps are not created merely by […] those who have risen, almost always into a greater _capacity for self-loathing_ and _self-delusion_.” (paragraph 4)
Name: _______________________________

**Fifth Avenue, Uptown (James Baldwin)**

**Comprehension Questions**

1. In what city is the Fifth Avenue that the speaker describes? In what area of this city does Fifth Avenue exist? Do not write “Uptown.”

2. When the speaker discusses the shoe repair store, why does he place the word “new” in quotation marks when he mentions buying new shoes? Explain.

3. Explain what the speaker means by describing the project as a monument to folly and cowardice of good intentions (paragraph four). What were the good intentions, whose were they, and why were they cowardly and foolish?

4. Why does the speaker say that craters indicate that people have moved away “inevitably” to another ghetto? (paragraph four)

5. In paragraph four, the speaker says that when people move, they enter more self-loathing and self-delusion. Explain why they might feel that way.

6. List four ways in which people in the project of Fifth Avenue might die, according to the speaker.
   a. 
   b. 
   c. 
   d. 

7. Why does the speaker think that the people on Fifth Avenue need to keep their bitterness? Explain in your own words.

8. Why do you suppose some of the people on Fifth Avenue are, as the author describes them, “holy rollers?”

9. Explain why the people on Fifth Avenue might be angry toward whites. Provide an example from the essay to support your answer.

10. Why have many of the people on Fifth Avenue “given up?” (paragraph four)
Name: _____________________________

Fifth Avenue, Uptown (James Baldwin)
Discussion Questions

1. In the essay, locate five physical descriptions and five psychological descriptions (abstract words like “gang war, brawl, or madness” may imply a psychological make-up of the street). Compare the effectiveness of each, and weigh how well they work together. What is their combined result?

2. This essay contains a few instances of figurative language. Explain the meaning of the following sentences from the essay by translating them into their literal meanings:
   a. “These two, I imagine, could tell a long tale if they would (perhaps they would be glad to if they could), having watched so many, for so long, struggling in the fishhooks, the barbed wire, of this avenue. (paragraph two)

   b. “They patiently browbeat the landlord into fixing the heat, the plaster, the plumbing; this demands prodigious patience; nor is patience usually enough.” (paragraph five)

   c. “Such frustration, so long endured, is driving many strong, admirable men and women whose only crime is color to the very gates of paranoia.” (paragraph five)

3. What is Baldwin’s thesis (overall main idea) in this essay?

4. Who is the intended audience for this reading? Why?
Name: _____________________________

Fifth Avenue, Uptown (James Baldwin)
Quiz

1. What region of Uptown, NYC is Baldwin describing?

2. Describe the psychology of the people living in the project of Fifth Avenue.

3. Describe the physical conditions of Harlem life, using at least two specific examples from the essay to support your answer.

4. What is the thesis of this essay?

5. Who is the intended audience of this essay? Explain.
Fifth Avenue, Uptown (James Baldwin)

ANSWER KEYS

Comprehension Questions

1. Harlem, NYC
2. The shoes are new to him but were previously used by someone else.
3. The government has provided free housing to poor residents of the area with supposedly good intentions to help them financially, but it is foolish to assume that providing free housing would be enough to truly help the tenants rise out of poverty. It is also cowardly because it ignores the problem of poverty and instead tries to cure one of its symptoms.
4. People rarely rise out of poverty, so when people leave Fifth Avenue, they most likely do so by moving to another poor housing development, or ghetto.
5. They may dislike themselves because they live in poverty, and they may be deluded because they think that they might eventually escape it, yet their situations are too difficult for this to actually happen.
6. Accept any four of the following: WWII, Korean war, policeman’s gun, gang war, brawl, madness, overdose of heroin, exhaustion (4)
7. Without bitterness, they are dead, meaning that they have nothing for which to fight or about which to feel strongly. (4)
8. They need to find solace in God because without this, they might have no hope.
9. Segregation and white supremacy are rampant. The landlord is slow to fix the heat, plaster, and plumbing, too. (5)
10. Many people have given up because their situations are too difficult.

Discussion Questions

1. Use teacher’s discretion.
2. a. That the barbed wire acts as fishhooks means that the poverty of the street keeps its inhabitants there so that they cannot easily leave it. Also, like a caught fish has had the unlikely fate of being near the hook, a Harlem resident just happens to have been born into a group that was racially victimized and driven into poverty. The “fisherman” are the whites. b. Creasing one’s brows in disgust or anger (which is the origin of the phrase “browbeat”) is an intimidating look, which here represents the lengths to which tenants had to go when demanding repairs in their rented apartments. c. After a while, the exhausted residents of Harlem who have been the recipients of constant racial injustice begin to feel paranoid that in every situation the world is against them. Because they have struggled so long and hard, seeing an exception to the norm is difficult.
3. Fifth Street, Harlem in the 1940s was a place of poverty in which African-Americans struggled within racial injustice to maintain a sense of dignity, pride, and hope (Use teacher’s discretion).
4. Baldwin writes to whites so that they might see the poverty of Harlem and feel enough sympathy to help.

Quiz

1. Harlem, NYC
2. They are in despair, feeling exhaustion as well as pride in bitterness (Use teacher’s discretion). (4, 5)
3. The apartments are falling apart with broken heaters and bad plumbing; there are barbed wire fences; the street is filthy (4, 5)
4. Fifth Street, Harlem in the 1940s was a place of poverty in which African-Americans struggled within racial injustice to maintain a sense of dignity, pride, and hope (Use teacher’s discretion).
5. Baldwin writes to whites so that they might see the poverty of Harlem and feel enough sympathy to help.
Marrying Absurd (Joan Didion)
Paraphrase Activity

Directions: These quotes come directly from the essay. Find them in the text and paraphrase them – rephrase them in your own words – using simple language.

- Using a dictionary to assist you, convert as many words as you can in each sentence, including changing figurative images to concrete ideas (i.e., hot as an anvil becomes extremely hot).
- Add words or change their order, but keep the same meaning as the original sentence.
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- Write the new sentence from a third-person point of view (she, he, it, they, someone, the author, the essay, and so on), instead of first person (I).

Sample:
“While this piece shows us something about Las Vegas, it tells us even more about contemporary expectations concerning marriage and commitment.” (Notes)

Paraphrase:
This essay may describe some aspects of Las Vegas, but it says even more about people’s modern-day notions of romantic commitment and the institution of marriage.

1. “I could’ve married them en masse, but they’re people, not cattle.” (Paragraph 1)

2. “This geographical implausibility reinforces the sense that what happens there has no connection with ‘real’ life.” (Paragraph 2)

3. “[…] So much of their business is by no means a matter of simple convenience, of late-night liaisons between show girls and baby Crosbys. Of course there is some of that.” (Paragraph 4)

4. “I watched a bride in an orange minidress […] on the arm of her bridegroom, who looked the part of the expendable nephew in the movies like Miami Syndicate.” (Paragraph 4)

5. “‘You’ll need something with more kick than that,’ the bride’s father said with heavy jocularity to his new son-in-law.” (Paragraph 5)
Marrying Absurd (Joan Didion)
Comprehension Questions

1. What requirements do a bride and groom have to meet before getting married in Las Vegas?

2. Why did so many couples marry on August 26, 1965?

3. Why does Didion include the detail about the large number of couples who married on August 26, 1965? What does she want her readers to conclude about marriage in Las Vegas as a result?

4. What does Didion mean when she says that there is no time in Las Vegas? Explain, using your own words and basing your answers on information from the essay.

5. Provide two specific examples from the essay of how the act of marriage has become a commercialized industry.

6. Explain how a marriage in Las Vegas is part of the “immediate gratification” that Didion says defines Las Vegas.

7. According to Didion, the act of a couple’s getting married in Las Vegas has curious and self-contradictory expectations (paragraph two). What does she mean?

8. Explain what Didion means in paragraph four when she says that the weddings in Las Vegas is not always convenient for business owners. Use your own words.

9. Why does Didion mention that the bride in paragraph four is accompanied by her mother and “step father?” Why doesn’t she use a biological father for this example?

10. Why is the waiter bored at the end of the essay?
Name: _________________________________

Marrying Absurd (Joan Didion)
Discussion Questions

1. What are the main ideas of the first four paragraphs in Didion’s essay?

2. Why does Didion mention that couples who want to be married in Las Vegas must pay five dollars but that on Sundays and holidays, the fee is fifteen dollars?

3. Why does Didion end her essay with the sobbing pregnant bride who says, “It was just as nice as I hoped and dreamed it would be?”

4. How does Didion feel about Las Vegas weddings?

5. Why has Didion written this essay? What is she hoping her impact will be on her readers?
Name _____________________________________

Marrying Absurd (Joan Didion)
Quiz

1. When was “Marrying Absurd” published?
   A. 1960’s
   B. 1970’s
   C. 1980’s
   D. 1990’s

2. How might a couple, while driving into Las Vegas, be persuaded along the way to get married when they reached the city?

3. Explain how a person can lose touch with reality in Las Vegas.

4. Explain the following sentence from Didion’s essay: “Marriage, like craps, is a game to be played when the table seems hot.”

5. What is Didion’s thesis (overall main idea) about weddings in Las Vegas?
Marrying Absurd (Joan Didion)

**ANSWER KEYS**

**Comprehension Questions**

1. They must gain parental permission or be of legal age (18 for women, 21 for men) and they must pay $5.00 for the license. (1)
2. to avoid the draft (1)
3. She wants her readers to think the institution of marriage is being misused. (1)
4. It is located far away from other cities and seems “other worldly” OR some casinos try to confuse their guests by delivering news bulletins at odd hours. (2)
5. Chapels compete with each other for business (any two examples from paragraph three) OR the wedding industry tries to attract marriageable couples by billboard advertising. (1, 3)
6. A justice of the peace will provide prompt, 3-minute weddings (1) OR chapels will advertise their “faster” service OR wedding services are 24 hours a day (3)
7. Las Vegas’ location makes a person lose connection with real life OR Vegas has blinking lights, call girls and drug users—an odd place for a wedding. (2)
8. The speaker saw a drunken bride OR Las Vegas weddings don’t always involve beautiful show girls and attractive men. (4)
9. She is implying that Las Vegas weddings aren’t serious and don’t last. (4)
10. Presumably, because weddings have become routine business deals in Vegas, he works at many of these ceremonies, none of which is special. (5)

**Discussion Questions**

1. Par. 1: Marriage in Las Vegas has become quick and easy; Par. 2: Las Vegas is a strange place in which to marry; Par. 3: Weddings in Las Vegas are a business; Par. 4: The Las Vegas wedding business is inconvenient OR Las Vegas weddings offer a false picture of proper wedding rituals.
2. She wants to demonstrate that marriage has become a business. (1)
3. Didion is showing the irony of a bride who most likely married only because she became pregnant (5)
4. Didion does not agree with the casual quality of Las Vegas weddings or with their participation in what has become a wedding industry.
5. Didion is hoping that her readers will remember the original sanctity of marriage and take their wedding vows more seriously than the trend that she sees emerging in Las Vegas.

**Quiz**

1. A 1960s
2. They might see a billboard that advertises wedding packages (1)
3. Time is altered at casinos by the news bulletins that arrive at odd hours OR Las Vegas is in the middle of the desert, away from civilization. (2)
4. At the right moment in Vegas, a person can find special deals to get married (3)
5. That weddings in Las Vegas have become a business and a convenience is shameful. (Use teacher’s discretion)
Partial Remembrance of a Puerto Rican Childhood (Judith Ortiz Cofer)
Paraphrase Activity

Directions: These quotes come directly from the essay. Find them in the text and paraphrase them – rephrase them in your own words – using simple language.

- Using a dictionary to assist you, convert as many words as you can in each sentence, including changing figurative images to concrete ideas (i.e., hot as an anvil becomes extremely hot).
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<td>“They told real-life stories though, as I later learned, always embellishing them with a little or a lot of dramatic detail.” (Paragraph 2)</td>
<td>They told true tales that the speaker later realized had been enhanced with varying amounts of drama-filled details.</td>
</tr>
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1. “I may have been eleven or twelve years old, at that difficult age when a girl was no longer a child […] nor really old enough to be considered a part of their conclave.” (Paragraph 3)

2. “My mother was watching us […] On her lips played a little ironic smile.” (Paragraph 3)

3. “[…] I knew instinctively that she did not possess Mamá’s matriarchal power to command and keep everyone’s attention.” (Paragraph 3)

4. “Her stories were parables from which to glean the Truth.” (Paragraph 7)

5. “This word had for us the crude and comical connotation of ‘male of the species,’ stud; a macho was what you put in a pen to increase your stock.” (Paragraph 8)
Partial Remembrance of a Puerto Rican Childhood (Judith Ortiz Cofer)

Comprehension Questions

1. In what country and location does Cofer’s story take place?

2. Who is present in this scene?

3. What is Mama’s relationship to the author?

4. What are “cuentos”?

5. What age is the author at the time?

6. What is Mama doing during the storytelling?

7. Who is Maria La Loca and what happened to her?

8. How is Aunt Nena different from her sisters?

9. Why is Aunt Laura upset by Mama’s story?

10. What does Mama do at the end to lighten the mood?
Partial Remembrance of a Puerto Rican Childhood (Judith Ortiz Cofer)

Discussion Questions

1. How would you describe Mama? What kind of person is she?

2. Why do Mama and the other women retell these “cuentos” (cautionary tales) when they are together?

3. What advice does the story of Maria La Loca provide to the women and young girls?

4. What is the significance of Mama braiding the narrator’s hair?

5. How does Cofer vary the pace of the story? Where and why does she speed up and slow down?

6. What is Cofer’s message to the readers?
Partial Remembrance of a Puerto Rican Childhood (Judith Ortiz Cofer)
Quiz

1. What is a *cuento*? Circle one answer.
   A. a Spanish coin
   B. a type of coffee
   C. a morality tale
   D. the living room of a Puerto Rican house

2. What does Mama believe about men’s attitude toward marriage?

3. What is the purpose of Cofer hearing the stories Mama tells?

4. What does the braiding of Cofer’s hair during Mama’s storytelling symbolize?

5. State the author’s thesis (overall main idea) about what she learned from hearing these stories.
Partial Remembrance of a Puerto Rican Childhood (Judith Ortiz Cofer)

ANSWER KEYS

**Comprehension Questions**
1. At her grandmother’s house in Puerto Rico (1-2)
2. Cofer and her female relatives (mother, aunts, grandmother, cousins) (2)
3. She is Cofer’s grandmother (1)
4. Morality and cautionary tales (to teach young people expected behavior) (2)
5. Eleven or twelve years old (3)
6. Braiding Cofer’s hair (5)
7. An eccentric woman of Mama’s town who had been used and abandoned by a man, “left at the altar” (6-8)
8. She is quiet and bookish (9)
9. Her fiancé has gone to New York to work without having set a firm wedding date (5 & 11)
10. Sang the wedding march and started dancing with Cofer (13)

**Discussion Questions**
1. Mama is outspoken, strict, determined, and strong.
2. To teach the young girls what it was like to be a woman, particularly a Puerto Rican woman; to teach them the expected behaviors and morals of their culture. (2)
3. Women were to remain chaste until marriage; most men were inherently untrustworthy and had to be coerced into marriage; if left to their own devices, men would seduce women and then, without the legal contract of marriage, would make fools of them. “Smart” women would avoid this.
4. She wove the tale into the fabric of Cofer’s imagination, teaching her about strength and the power of storytelling. (10) ALSO Cofer is being initiated into (“woven into”) the community of women.
5. Not only is Cofer providing insight into the purpose of the story, the effect it has on its audience, and the background information about her family and Puerto Rican culture, but also the interruptions slow the pace of the narrative and heighten suspense for the reader.
6. She remembers that she learned from her grandmother’s stories both what it meant to be a Puerto Rican woman and also the power of storytelling as a way to unite women.

**Quiz**
1. C a morality tale
2. Men are not interested in marriage and women must push them into it (2)
3. To learn what it was like to be a woman, especially a Puerto Rican woman (2) [HALF CREDIT for “taught her to avoid the same mistakes” or “taught her about men”]
4. Her memories are woven into the fabric of her imagination like the braid OR she is being woven into the fabric of the community of women (2) [NO CREDIT for “gave her a reason to be in the room”]
5. As a young girl, she learned from her grandmother’s stories how she was supposed to act as a woman in her culture (and also the power of storytelling).
PROCESS ANALYSIS SELECTIONS

Why Leaves Turn Color in the Fall (Diane Ackerman)

When teaching this process-based essay, you may also want to present the rhetorical strategy of description by explaining the difference between concrete and abstract language so students can understand the power of specific, sensory details as a tool in writing.

Activity: First model a few of your own examples of concrete language and their more general meanings, like “wrinkled, sagging skin” versus “old-looking skin.” Then place the students in small groups or pairs, asking them to identify four instances of concrete language in the essay. When students have located the examples, ask them to write the more general words or ideas that are implied behind the specific descriptions. For example, if one group finds “when fig leaves never withered” (paragraph 7), they may translate this more generally to mean “when living things never died.” Similarly, if they find “In Europe, the warm, humid weather turns the leaves brown or mildly yellow” (paragraph 4), they may rewrite this to mean, “In some areas of the world, weather characteristics may turn leaves into duller colors.” Students should then be able to share their answers with the rest of the class. Expect the students to have difficulty with this exercise. To assist them, you may have to locate the first example or two with them and guide them through the process of translation. Not only will this contrast in language teach students about description, but it will also provide them with teacher-guided practice in paraphrase and extrapolation.

Behind the Formaldehyde Curtain (Jessica Mitford)

Since this essay is rich in satire, you may want to introduce the concept of this literary device before the students read the essay. This way, they will know to look for instances of it in the text while they read.

Activity: Place students into pairs or small groups and ask them to identify four instances of satire in the essay. Then ask them to write explanations of what is being attacked or criticized and to be prepared to share these answers aloud when finished. You should first model the task for them, making certain to show them even the more subtle instances of sarcasm via word choice, as in “[…] he is […] left unmolested for a while” (paragraph 13), wherein “unmolested” contains a decidedly negative connotation to suggest that the body is not being prepared but is somehow being harmed or disrespected. Students will need your guidance during this activity.

Alone on the Hilltop (John Lame Deer and Richard Erdoes)

This essay is a bildungsroman in that it describes a young Lakotan’s journey from boyhood to manhood during a four-day and four-night vision-seeking. Ask the students for ways in which this boy becomes a man. They might answer that the boy was left alone for the first time in his life; that he has endured a sweat bath; that he is miles away from people; that he is without food and drink; that he has a vision from Waken Tanka (the Great Spirit); and that he connects with the Great Spirit.

You may want to research the Lakotas to provide students with background information about this tribe of Native Americans. Snippets of Lewis and Clark’s journal about their encounters with the Lakota-Sioux are available, describing the tribe from an Anglo perspective: http://www.nps.gov/archive/jeff/lewisclark2/thejourney/NativeAmericans/LakotaSioux.htm

You may also want to pair this essay with Langston Hughes’ “Salvation.”
Why Leaves Turn Color in the Fall (Diane Ackerman)
Paraphrase Activity

Directions: These quotes come directly from the essay. Find them in the text and paraphrase them – rephrase them in your own words – using simple language.

- Using a dictionary to assist you, convert as many words as you can in each sentence, including changing figurative images to concrete ideas (i.e., *hot as an anvil* becomes *extremely hot*).
- Add words or change their order, but keep the same meaning as the original sentence.
- Avoid re-using part of the italicized word or its exact definition – use a synonym (a word that has a similar meaning – try a resource like www.merriam-webster.com).
- Write the new sentence from a third-person point of view (*she, he, it, they, someone, the author, the essay, and so on*), instead of first person (*I*).

Sample:

<table>
<thead>
<tr>
<th>The <em>stealth</em> of autumn catches one unaware.</th>
<th>Autumn arrives unexpectedly, surprising people with its sudden appearance.</th>
</tr>
</thead>
</table>

1. “At last the truth dawns on us: fall is staggering in, right on schedule, with its baggage of chilly nights, *macabre* holidays, and spectacular, heart-stoppingly beautiful leaves.” (Paragraph 1)

2. “The most spectacular range of fall *foliage* occurs in the northeastern United States and in Eastern China, where the leaves are *robustly* colored, thanks in part to a rich climate.” (Paragraph 4)

3. “Water-loving maples put on a *symphonic* display of *scarlets*.” (Paragraph 5)

4. “We are *predisposed* to respond to their beauty, of course.” (Paragraph 6)

5. “They remind us that the end of a season is *capricious*, as is the end of life.” (Paragraph 9)
Why Leaves Turn Color in the Fall (Diane Ackerman)
Comprehension Questions

1. When animals migrate or hibernate for the winter, how do trees survive?

2. Explain chlorophyll’s role in the changing color of leaves in autumn.

3. What conditions are required to make leaves their most vibrant?


5. Why do flowers and animals change color? By contrast, why do leaves change color?

6. Explain how fall is part of a recurring cycle for trees, according to Ackerman.

7. Why do people enjoy watching the fluttering motion of leaves? Find your answer in the text.

8. In what way are colored leaves like the sky, according to Ackerman?

9. What is the summer solstice? How does it relate to the cycle of trees? Use your own words.

10. How is a pilot sometimes like a falling leaf?
Name: _________________________________

Why Leaves Turn Color in the Fall (Diane Ackerman)
Discussion Questions

1. How is Christianity’s notion of mankind’s “fall” into sin comparable to falling leaves? What similarities do they share, besides the word “fall?” Do not mention the “hidden secrets.”

2. Based on information in the essay, how do people wish to be like leaves?

3. Why does Ackerman mention the fossil in her closing paragraph? What point is she trying to make?

4. What is the topic of this essay?

5. What is the thesis (overall main idea) of this essay?
Name: _________________________________

Why Leaves Turn Color in the Fall (Diane Ackerman)

Quiz

1. What chemical do trees produce that gives their leaves a green color?

2. What causes trees to stop producing this chemical?

3. In what way are leaves similar to human beings?

4. How does Ackerman want readers to view the shedding of leaves in autumn?

5. What is the rhetorical strategy of this essay? Explain.

6. What is the topic of this essay?
Why Leaves Turn Color in the Fall (Diane Ackerman)

ANSWER KEYS

Comprehension Questions

1. by shedding their leaves (2)
2. When days shorten, leaves receive less sunlight and therefore produce less chlorophyll, the chemical that gives leaves their green color. As the leaves slowly lose their greenness, the normally hidden colors within the leaf are exposed. (2-3)
3. a rich climate (cold nights and sunny days) (4)
4. Auzin (a leaf’s growth hormone) fades, and the cells at the base of the petiole—the stalk that attaches the leaf to its stem—divide. Two or three rows of cells at right angles to the petiole react with water, come apart, and leave the petiole barely attached. Wind then completely detaches the leaf. (9)
5. Flowers and animals change color to adapt to their environments. Leaves, though, do not change color to adapt but are simply beautiful. (6)
6. Every fall, trees lose their leaves. (7)
7. Since we are bound by gravity, we like to observe things that aren’t. (9)
8. Just as the leaves seem to have no reason for changing color, the sky seems to have no reason for being blue. (6)
9. The summer solstice is the longest day of the year. Once it passes and days begin to shorten, trees begin the process of starving their leaves in preparation for shedding them in the fall. (Do not accept, “Trees begin to ‘reconsider’ their leaves.”) (2)
10. Some pilots do a maneuver calling “falling leaf,” in which the pilot moves the plane in side-to-side arcs that mimic the pattern of a falling leaf. (9)

Discussion Questions

1. Both remind us of mortality—of the inability of an individual life to last forever (Use teacher’s discretion).
2. People hope to die as beautifully as leaves do when they change colors. (6) OR People hope not to disappear but to simply change into a new state. (6)
3. She wants people to see how long the beauty of leaves can survive. OR She wants people to realize how long trees have been part of the earth’s existence.
4. the changing color of leaves in the fall
5. When leaves change color in the fall, they remind people of the beauty and cycle of life. (Use teacher’s discretion)

Quiz

1. Chlorophyll
2. Less sunlight
3. Leaves and humans must both die at some point.
4. She wants people to appreciate the process as a beauty and marvel.
5. Process analysis. Ackerman explains, step by step, how leaves turn color in the fall and how they fall from the trees.
6. how leaves turn color in the fall
Name: _________________________________

**Behind the Formaldehyde Curtain (Jessica Mitford)**  
**Paraphrase Activity**

**Directions:** These quotes come directly from the essay. Find them in the text and paraphrase them – rephrase them in your own words – using *simple language.*

- Using a dictionary to assist you, convert as many words as you can in each sentence, including changing figurative images to concrete ideas (i.e., *hot as an anvil* becomes *extremely hot*).
- Add words or change their order, but keep the same meaning as the original sentence.
- Avoid re-using part of the italicized word or its exact definition – use a synonym (a word that has a similar meaning – try a resource like www.merriam-webster.com).
- Write the new sentence from a third-person point of view (*she, he, it, they, someone, the author, the essay,* and so on), instead of first person (*I*).

<table>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>“He regards as <strong>eccentric</strong> those few who are <strong>hardy</strong> enough to suggest that it might be <strong>dispensed</strong> with.”</strong> (Paragraph 2)</td>
<td><strong>The funeral director thinks that people who are bold enough to suggest doing away with embalming are odd.</strong></td>
</tr>
</tbody>
</table>

1. “The author points out that it would be most unusual for a responsible member of a *bereaved* family to instruct the *mortician,* in so many words, to ‘embalm’ the deceased relative.” (Paragraph 3)

2. “If the funeral men are *loath* to discuss the subject outside the trade, the reader may, understandably, be equally *loath* to go on reading at this point.” (Paragraph 6)

3. “In the average case, this would mean within an hour after *somatic* death.” (Paragraph 10)

4. “For those who feel that there is something a little *rudimentary,* not to say *haphazard,* about this advice, a comforting thought is offered by another writer.” (Paragraph 10)

5. “The opposite condition is more likely to present itself—that of *emaciation.*” (Paragraph 17)
Behind the Formaldehyde Curtain (Jessica Mitford)

Comprehension Questions

1. According to the essay, where in the world does embalming take place?

2. According to Mitford, why would a funeral director want the family members of the deceased to have the funeral at his own chapel and not at a church?

3. In the typical restorative process, what happens to the lips, jaws, and eyes of the deceased?

4. Why is the blood drained from the body before embalming takes place? Use your own words.

5. According to Mitford, what is the primary reason for the embalming process?

6. Why would a funeral director “dissuade” family members from being in the embalming room?

7. Why would an embalmer see death by carbon monoxide poisoning as a “rather good thing” from his perspective?

8. What does the English woman living in San Francisco mean when she says in a letter that she would not even attend an American funeral “dead?”

9. Why does Mitford tell readers about the advertisement for the Gordon Leak-Proof Earth Dispenser? What is her point?

10. What two props are added to the burial proceedings to create the illusion that the deceased is not really being buried?
Name: _________________________________

**Behind the Formaldehyde Curtain (Jessica Mitford)**

**Discussion Questions**

1. Why does Mitford use the phrase “formaldehyde curtain” in the title of this essay? What does it mean?

2. Why does Mitford choose to tell readers that the noun “casket” has a verb form: “casketing?” (paragraph 20)

3. Why does Mitford tell readers that the embalmer-restorative artist must first take a nine or twelve-month course in an embalming school?

4. Why does Mitford choose to tell readers that blood should ideally be drained within one hour after somatic death?

5. What is Mitford’s thesis?

6. What does she hope her audience will do after reading this essay?
Name: _________________________________

**Behind the Formaldehyde Curtain (Jessica Mitford)**

**Quiz**

1. What is embalming?

2. Why is the body of the deceased “propped up” in its coffin during the viewing?

3. Provide one specific example from the essay of how funerals are a business.

4. Provide two specific examples of what a restorative artist might have to do, according to the essay.

5. What laws exist in America about embalming?

6. What is Mitford’s thesis in this essay?
Behind the Formaldehyde Curtain (Jessica Mitford)

ANSWER KEYS

Comprehension Questions

1. North America, only (2)
2. It is more convenient and it allows the director to advertise his beautiful facilities to other future “survivors.” (23)
3. The lips are sewn shut (12) OR straight pins keep them together (17), and the eyes are glued shut. (12)
4. It helps the disinfecting and removes problems from discoloring. (9)
5. “To make the deceased presentable for viewing” (2) OR To make the deceased look as if he is alive and healthy (14)
6. He would be afraid that the public might begin to learn the truth about embalming and decide that they don’t want to purchase those services. (6)
7. Carbon monoxide gives the skin a pink glow, allowing the embalmer to use less make-up on the corpse. (18)
8. She does not want to be embalmed after she dies. (23)
9. She wants people to see that death has become a profit-making industry for some. (25)
10. Artificial grass to hide the freshly dug earth and a tent to make the sky (25)

Discussion Questions

1. “Curtain” suggests that something is being hidden from view. Mitford wants the public to know what really happens during embalming, since it is more disturbing that most people know.
2. Embalming is not a typical practice around the world, so Mitford points out this absurdity by highlighting that an unlikely word (and practice) has actually become part of the American-English vocabulary. (20)
3. She wants readers to be appalled at the short amount of time that embalmers are schooled in what to do with the bodies of our friends and relatives after they die. (8)
4. She wants readers to realize that draining the body of its blood actually kills the last living cells in the body. She wants people to know that if they are worried about a misdiagnosis of death by the hospital, a quick embalming will eliminate any remaining chance that the deceased is still alive. (10)
5. Embalming is a commercial industry that uses secretive and horrifying measures to make a profit at the misuse of the deceased’s family and friends. (Use teacher discretion)
6. Mitford hopes that people will make an informed decision about whether or not they want themselves or their loved ones to be embalmed after death.

Quiz

1. It is a process of draining a corpse of blood and then filling the veins with a solution that disinfects and preserves the body to make it suitable for viewing. (Use teacher discretion)
2. This practice leaves less of an impression that the body is in a box. (20)
3. Some Possible Answers: People can buy special dirt dispensers (25) OR The funeral director wants the funeral to occur in his own chapel to advertise his services to all. (23)
4. Possible Answers: Cut the insides of lips to reduce a swollen look (15); Construct a new limb if it has been dismembered (8, 15); Use splints and wires to attach a severed head (15); Inject massage cream to create a full figure (16); Use make-up to create a healthy skin tone (11). Answers will vary.
5. No laws prevent or require it (2-3) OR no laws require the signature of kin (2-3) OR laws prevent anyone but the embalmer’s apprentice from observing an embalming (5)
6. Embalming is a commercial industry that uses secretive and horrifying measures to make a profit at the misuse of the deceased’s family and friends. (Use teacher discretion)
Name: _____________________________

**Alone on the Hilltop (John Lame Deer and Richard Erdoes)**

**Paraphrase Activity**

**Directions:** These quotes come directly from the essay. Find them in the text and paraphrase them – rephrase them in your own words – using *simple language*.

- Using a dictionary to assist you, convert as many words as you can in each sentence, including changing figurative images to concrete ideas (i.e., *hot as an anvil* becomes *extremely hot*).
- Add words or change their order, but keep the same meaning as the original sentence.
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<tbody>
<tr>
<td>“My grandmother made it especially for this, my first <em>hanblechia</em>, my first vision-seeking.” (paragraph 5)</td>
<td>Lame Deer’s grandmother created a quilt for his first attempt to connect with the spirit and learn whether he would become a medicine man.</td>
</tr>
</tbody>
</table>

1. “[…] Lame Deer began to pursue his training more *vigorously* in a lifelong quest to find his Sioux identity.” (bio)

2. “One of his major goals was to preserve as much as he could of his *native* culture […]” (bio)

3. “He persuaded Erodes to *coauthor* a book on the culture of the Lakota Sioux.” (bio)

4. “[…] I sensed that my *forefathers* who had once smoked this pipe were with me on the hill, right in the vision pit. (paragraph 8)

5. “It would have made those *anthropologists* mad.” (paragraph 9)
Alone on the Hilltop (John Lame Deer and Richard Erdoes)
Comprehension Questions

1. What is the speaker’s specific ethnicity?

2. What point is the speaker making when he says that white folks consist of “a man and a wife, two children, and one babysitter who watches the TV set while parents are out visiting somewhere?”

3. When Chest leaves the speaker on the hilltop, the speaker says of himself that he “was shivering and not only from the cold.” For what other reason was he shivering?

4. Why is the speaker left on a hilltop alone for four days and nights?

5. What is the significance of the quilt?

6. What is Waken Tanka, and in what things can it be seen?

7. Explain how kinnickinnick is like a bible to the Sioux.

8. Why does the speaker’s grandmother cut 40 pieces of flesh from her body?

9. Describe a sweat bath.

10. Describe the significance of the birds during the speaker’s experience.
Name: _____________________________

**Alone on the Hilltop (John Lame Deer and Richard Erdoes)**

**Discussion Questions**

1. Find moments in the essay when the speaker compares the Lakotan culture with that of “white folks.” Where he does not make comparisons, make your own. For example, to what might you compare Waken Tanka, the Great Spirit?

2. Who is the intended audience for this essay? Explain how you know this.

3. List the steps in the vision-seeking.

4. What is the thesis (overall main idea) of this essay?

5. For what purpose have the authors written this essay?
Name: _____________________________

Alone on the Hilltop (John Lame Deer and Richard Erdoes)
Quiz

1. What is the speaker’s specific ethnicity?

2. What process are the authors describing?

3. Who is Waken Tanka?

4. Why does the speaker take the name Lame Deer?

5. Name at least three specific items that the speaker uses during his four nights on the hilltop.
Alone on a Hilltop (John Lame Deer and Richard Erdoes)

**ANSWER KEYS**

**Comprehension Questions**

1. Lakotan-Sioux
2. He is making the point that whites do not spend as much time with their children as Lakotans do. (3)
3. From fear (4)
4. He is seeking a vision from the Great Spirit to determine whether or not he will be a medicine man. (5)
5. The quilt covers his nakedness, keeps him warm, and acts as a symbol of his passage into manhood and his eventual role as medicine man. (5)
6. Waken Tanka is the Great Spirit, the soul and essence of the earth and all of its living creatures. (5)
7. The smoke from the pipe goes directly to the spirit world as a prayer or beckoning to Waken Tanka. Power flows down to the smoker through the smoke, into the pipe, and then into the person’s body. (7)
8. She cuts 40 pieces of her flesh to make the speaker stronger and to help him pray. (9)
9. A sweat bath involves sitting inside a tipi while someone pours water over hot coals to create a steam room. The steam purifies the Lakotan before he attempts a vision-seeking. (12)
10. A human voice speaks to him through the birds as the Great Spirit, telling him that he will be a medicine man. (17)

**Discussion Questions**

1. Use teacher’s discretion.
2. The intended audience consists of Caucasian-Americans because the speaker often clarifies the Sioux language and rituals by translating them into English words and Western rituals, like when he compares the term “night sun” to “moon” as if to give readers a familiar word to which to relate. (14)
3. Preparation of the peace pipe, tobacco, gourd, and quilt; sweat bath; progression to the hilltop; lighting of the pipe; meditation; vision (5-9)
4. A Lakotan vision-seeking is a multi-step ritual in which a boy seeks a vision from the Great Spirit to determine whether he will become a medicine man. (18)
5. They want to preserve and commemorate the Lakotan culture by putting it in print and communicating about it to others. (bio)

**Quiz Questions**

1. Lakotan-Sioux
2. A Lakotan vision-seeking, which involves one’s quest to learn from the Great Spirit whether or not one will become a medicine man (5)
3. The Great Spirit or life force, found in the earth and all living creatures (5)
4. The speaker has a vision of his great-grandfather whose name was Lame Deer. By seeing Lame Deer, the speaker knew that his ancestor wanted him to adopt his name. (18)
5. Accept any three of the following: quilt, peace pipe, tobacco, and gourd (5-9)
DEFINITION SELECTIONS

Women’s Beauty: Put Down or Power Source? (Susan Sontag)

Describing women’s beauty as an oppressive quality, Sontag identifies Christianity as the culprit behind this unfortunate misconception of the female gender. According to Sontag, while the Greeks saw beauty as a virtue of excellence in a person’s moral and physical attributes, Christianity privileged moral virtue over physical beauty. To Sontag, this division of a person’s beauty into one’s “inside” and “outside” qualities colored the already-supposed inferior state of women by equating “femininity” with outer beauty and “masculinity” with qualities like “strong” and “competent.”

Activity: Peer Work—Divide the students into pairs, assigning a different paragraph of the essay to each pair. Then, ask each set of partners to examine its assigned paragraph for all indications—whether direct or indirect—of the definition of beauty. In paragraph two, for example, students might infer that because people “are actually surprised when a beautiful person is intelligent, talented, and good,” beauty must mean to be unintelligent, untalented, and bad. Of course, you will need to provide the students with direction so they understand the difference between what the author says is society’s outlook on beauty and what she wants their outlook to be.

The Company Man (Ellen Goodman)

This satire attacks corporate America by telling the story of a man named Phil who literally “worked himself to death” in a passionless job while simultaneously neglecting his family, health, and personal interests. Because this story is filled with sarcasm, an analysis of the author’s tone in various sections will be useful. To open the discussion, try the following activity.

Activity: Group Work—Introduce the students to the term “American dream” and to what constitutes the dream, naming attributes like “good marriage,” “high job status,” “wealth,” “children,” “suburban homeownership” and possibly adding “fulfilling recreational life” and “good health,” since they should coalesce with the dream. Then, divide the students into groups, providing each group with one of the seven characteristics. Each group will search for examples that indicate whether or not Phil has successfully achieved their particular, assigned characteristic of the American dream and whether or not that achievement was worth what Phil did to earn it. After 10 or 15 minutes, ask the “group leaders” to share their groups’ answers.

Facing Famine (Tom Haines)

Introduce this essay with statistics on world hunger, available at the following website: http://www.bread.org/learn/hunger-basics/hunger-facts-international.html. Students can also go to thehungersite.com where they can click their mouses once a day to prompt sponsors to donate food to starving people: http://www.thehungersite.com/clickToGive/home.faces?siteId=1. Explain to students the difference between awareness and action, and speak to them about the impact of First-World apathy on the world’s poorest individuals. Be prepared to hear some students claim that people should fend for themselves and earn money through hard work. Explaining that some regions of the world have strained resources or—worse yet—zero resources can help students to understand the difference between survival in a country of opportunity, like the United States, and survival in countries of poverty, like those of Africa. Be sure to also explain the impact of natural
disasters, including long-term ones like drought, and compare this with the devastation brought by Hurricane Katrina. The students will remember that without government intervention, hurricane survivors in New Orleans would have died of starvation, so they should be able to connect this scenario to that of the droughts in Africa. Clarify, too, the geographic isolation of many starving villages and the challenges of reaching them with aid. Students should also understand the problem of overpopulation, the lack of technology, the large amount of debt, and the dependence on foreign aid in the Third World.

**The Green-Eyed Monster: Envy Is Nothing to Be Jealous Of (Joseph Epstein)**

This essay attempts to define envy by distinguishing it from jealousy and emulation; by quoting dictionaries, philosophers, and writers; by providing examples of types of envy and stimuli of envy; and by differentiating envy from the other six deadly sins. Expect that students will have difficulty extrapolating the essay’s major points and understanding its vocabulary.

**Activity:** Place the students in pairs or small groups and ask them to outline the entire essay by finding the main idea of all 10 paragraphs (so that they have to write ten sentences). After a sufficient amount of time has passed, ask them to share their answers as you (or they) write them on the board. Make corrections to their work where necessary.

**Activity:** After providing a few of your own examples of envious characters from popular films (preferably by showing brief film clips), ask students to think of additional movie-based examples of envy. Then, as a way of defining envy, lead the students through a discussion of the similarities and differences among the provided examples.

**Activity:** The author thinks that envy is the worst of the seven deadly sins. Make a list of all seven sins, and after prompting students for their definitions of them—and helping them when they have difficulty—ask the students what distinguishes envy from the other seven (which is that envy is the only one that is directly malicious and harmful toward another person).
Name: ________________________________

**Women’s Beauty: Put Down or Power Source? (Susan Sontag)**

**Paraphrase Activity**

**Directions:** These quotes come directly from the essay. Find them in the text and paraphrase them – rephrase them in your own words – using *simple language*.

- Using a dictionary to assist you, convert as many words as you can in each sentence, including changing figurative images to concrete ideas (i.e., *hot as an anvil* becomes *extremely hot*).
- Add words or change their order, but keep the same meaning as the original sentence.
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- Write the new sentence from a third-person point of view (*she, he, it, they, someone, the author, the essay,* and so on), instead of first person (*I*).

**Sample:**

| “This is “an essay important for its aesthetic and political implications […]” (Notes) | Paraphrase: “Women’s Beauty…” is valuable for what it suggests about beauty and politics. |

1. “The well-born young Athenians […] found it *paradoxical* that their hero was so intelligent, so brave, so honorable, so seductive—and so ugly.” (Paragraph 1)

2. “[…] it has become a convention to *attribute* beauty to only one of the two sexes.” (Paragraph 3)

3. “Think of the *depreciation* of women—as well as of beauty—that is implied in that statement.” (Paragraph 7)

4. “Beauty […] is a power that *negates* itself.” (Paragraph 8)

5. “How easy it is to start off by defining women as caretakers of their surfaces, and then *disparage* them […] for being ‘superficial.’ It is a crude trap […]” (Paragraph 10)
Name: __________________________

Women’s Beauty: Put Down or Power Source? (Susan Sontag)
Comprehension Questions

1. On what subjects has Susan Sontag written in the past?

2. How did the ancient Greeks view beauty?

3. What major historical development changed the idea of beauty into one that unfairly affects women? In your own words, explain how this change occurred.

4. What is significant about France and Italy’s allowance of men to be called beautiful?

5. How do Christian and post-Christian countries define “feminine” and “masculine?”

6. Explain the difference between the ways that men and women are taught to view their bodies in Christian and post-Christian countries?

7. What does Sontag mean in paragraph eight when she says that beauty in women is a power that negates itself? Explain this in your own words.

8. What does Sontag say is the danger of being a woman in the upper echelon of the workforce?

9. In paragraph five, Sontag says that women are the beautiful sex “to the detriment of the notion of beauty.” How is this a detriment to the notion of beauty?

10. In your own words, explain what Sontag is calling a “crude trap” for women (paragraph 10).
Name: _________________________________

**Women’s Beauty: Put Down or Power Source? (Susan Sontag)**

**Discussion Questions**

1. How does Sontag think beauty can be oppressive for women?

2. Explain the significance of the title of the essay.

3. What does Sontag want people to think about beauty? How does she want women to begin thinking about it?

4. This essay was published in 1975. Does Sontag’s point about women and beauty still have meaning today? Explain.

5. What is the mythology of the “feminine?”
Name _________________________________

Women’s Beauty: Put Down or Power Source? (Susan Sontag)
Quiz

1. In this essay, Sontag
   A. favors the Greek concept of beauty
   B. wishes that people would think of beauty in Christian terms
   C. thinks that men are the less attractive sex
   D. likes the way that one movie critic described Robert Redford’s appearance

2. Define the Greek and Christian definitions of beauty:
   Greek =
   Christian =

3. Explain the danger of reducing beauty to a person’s outer appearance.

4. What kind of power does Sontag say that beautiful women have but that negates itself?
Women’s Beauty: Put Down or Power Source? (Susan Sontag)

ANSWER KEYS

Comprehension Questions
1. Modern culture OR aesthetics/art OR social and political issues (bio)
2. As excellence; as an estimation of a whole person (inside and out) (1)
3. Christianity. It limited beauty to moral virtue, so outer beauty and not inner beauty began to identify women. (3)
4. In those countries, women and men are both considered to have inner and outer beauty OR In those countries, beauty still retains its prior definition. (4)
5. Feminine = caring about how one looks; masculine = caring about what one is and does (and only afterwards, about looks) (5)
6. Women are taught to view their bodies in parts, whereas men are taught to view their bodies holistically. (6)
7. While women have the power to attract men with their outer beauty, people tend to think that beautiful people can’t be intelligent or ethical OR women can’t choose to be beautiful, and society criticizes them when they try to lessen their beauty.
8. These women still have to try to look beautiful OR They aren’t taken as seriously as men who hold similar positions. (9)
9. Beauty should include men OR beauty should not be a concept reserved solely for women OR beauty begins to have negative or superficial associations. (10)
10. Society defines women as people concerned with appearances but then ridicules them for being shallow.

Discussion Questions
1. Since beauty is now equated with a person’s outer appearance, and since women are now associated with this characteristic, beautiful women are not immediately thought to be capable of intelligence.
2. Most people think that being called beautiful is a compliment, when, in actuality, it often suggests an absence of other desirable qualities.
3. Sontag wants people to stop seeing beauty as something reserved only for women, and she wants people to begin equating beauty with whole people, not people’s outer surfaces only. She wants women, specifically, to gain critical distance from the notion of beauty and to understand that its modern definition limits who they are.
4. Yes, today many women (as prompted by media and pop culture images) are seen as empty, sexual objects. (Allow students to add examples)
5. The mythology of the feminine is the idea that women are pretty but empty intellectually. (10)

Quiz
1. A favors the Greek concept of beauty
2. Greeks viewed beauty as excellence, as entire people; Christians viewed beauty as morality, only. (1, 3)
3. This makes people think that beautiful people are only beautiful on the outside.
4. The power to attract men (8)
Name: _________________________________

Company Man (Ellen Goodman)  
Paraphrase Activity

Directions: These quotes come directly from the essay. Find them in the text and paraphrase them – rephrase them in your own words – using simple language.

- Using a dictionary to assist you, convert as many words as you can in each sentence, including changing figurative images to concrete ideas (i.e., hot as an anvil becomes extremely hot).
- Add words or change their order, but keep the same meaning as the original sentence.
- Avoid re-using part of the italicized word or its exact definition – use a synonym (a word that has a similar meaning – try a resource like www.merriam-webster.com).
- Write the new sentence from a third-person point of view (she, he, it, they, someone, the author, the essay, and so on), instead of first person (I).

Sample:  
“The Company Man’ *indicts* corporate America for *fostering* the development of individuals who, apparently, have little in the way of souls.” (Notes)

Paraphrase:  
“The Company Man” charges the American world of business with the manufacturing of soulless people.

1. “It said that he died of a *coronary thrombosis*.” (Paragraph 2)

2. “He was, however, one of six vice-presidents, and one of three who might *conceivably*—if the president died or retired soon enough—have moved to the top spot. Phil knew that.” (Paragraph 3)

3. The obituary “did list his ‘*survivors*’ quite accurately.” (Paragraph 7)

4. “The boy once said, ‘My father and I only *board* here.’” (Paragraph 12)

5. “By 5:00 p.m. the afternoon of the funeral, the company president had begun, *discreetly* of course, with care and taste, to make inquiries about his replacement.” (Paragraph 16)
The Company Man (Ellen Goodman)
Comprehension Questions

1. What is ironic about Phil’s dying on Sunday?

2. Why was no one surprised when Phil died? Refer to the text for support.

3. Describe Phil’s relationship with his family.

4. When people tell Helen that they know she will miss Phil, she replies, “I already have.” What does she mean?

5. What does Phil’s youngest son mean when he says, “My father and I only board here?”

6. What does Goodman mean in paragraph 14 when she says that a person could pick out Phil in a lineup?

7. At Phil’s funeral, the company president asks around, “Who’s been working the hardest?” What does Goodman expect her readers to think will happen next?

8. Why does Phil play golf once a month?

9. Describe Phil’s physical health.

10. Describe Phil’s personality. Support your answer with specific examples from the text.
The Company Man (Ellen Goodman)
Discussion Questions

1. Why does Goodman choose to mention the detail about Phil’s friends and acquaintances shaking their heads and thinking “for ten or ten minutes” about the way they lived?

2. Why does Goodman say that Phil dies “finally” and “precisely?” What is the effect of this choice of words?

3. Why doesn’t Goodman include many transitions to introduce new ideas?

4. What is the organizational pattern of this essay? Explain.

5. Why did Goodman write this piece?

Name: _____________________________________

The Company Man (Ellen Goodman)
Quiz

1. After Phil’s death, Helen feels
   A. relieved
   B. devastated
   C. bitter
   D. overwhelmed

2. Aside from “work,” what were the routines in Phil’s life?

3. Why is this piece called “The Company Man?” Explain.

4. What does Goodman want her readers to understand was the actual cause of Phil’s death?

5. What is the thesis (overall main idea) of this essay?
The Company Man (Ellen Goodman)

ANSWER KEYS

Comprehension Questions

1. Sunday was his only day off and he didn’t get to enjoy it OR Since he “worked himself to death,” he was technically still working when he died. (1)
2. Phil was a Type A workaholic who even worked on Saturdays OR When he wasn’t working, he was worrying about work. (2)
3. Phil spent little or no time with his family. Possible examples: His wife says that she already missed him before he died; Phil’s oldest son had to research what his dad was like from their neighbors; and Phil’s daughter never had anything to say to him during car rides. (7-12)
4. Phil was not around much while he was living, so they spent little time together. (7)
5. They otherwise had no relationship. (11-12)
6. He fit the role of corporate worker very well; he looked the part (in his suit, etc.)
7. She expects her readers to understand that someone else would fill Phil’s position and suffer the same fate that Phil did.
8. He plays golf to network with coworkers; Goodman says, “To Phil, it was work.” (4)
9. Phil was overweight by 20 or 25 pounds OR He didn’t exercise OR He probably had blocked arteries from the cholesterol in his daily egg salad sandwiches. (4)
10. Phil was a dull, routine person who didn’t make conversation well with his daughter (10) and who ate the same lunches every day (4); he was also uptight because he always worried about work (14). (Use teacher’s discretion)

Discussion Questions

1. She wants to draw attention to society’s nonchalance about the harmful effects of working too much (10 minutes isn’t enough time to prompt a lifestyle change). (2)
2. “Finally” suggests that Phil was on a path to death due to his lifestyle (death was expected), and “precisely” mimics the corporate rule of being on time for work. (1)
3. Listing the features of Phil’s life makes him sound like an accumulation of characteristics rather than a human being with complexity and depth.
4. Definition. It defines the stereotypical corporate worker.
5. She hopes that readers like Phil will start taking care of themselves and enjoying life: exercising, eating well, engaging in recreation, and spending time with family.
6. Individuals who focus too much of their time on work and people who want a job simply for money and not enjoyment

Quiz

1. C bitter (13)
2. monthly golf game, sports jacket on Saturdays, eating egg salad every day (4-5)
3. Phil represents the type of person who works too much, doesn’t maintain good health, doesn’t have hobbies, and doesn’t nurture his interpersonal relationships.
4. Goodman wants people to know that Phil’s dedication to work killed him.
5. Privileging work over family, health, and recreation can kill a person prematurely. (Use teacher’s discretion)
Facing Famine (Tom Haines)
Paraphrase Activity

Directions: These quotes come directly from the essay. Find them in the text and paraphrase them – rephrase them in your own words – using simple language.

- Using a dictionary to assist you, convert as many words as you can in each sentence, including changing figurative images to concrete ideas (i.e., hot as an anvil becomes extremely hot).
- Add words or change their order, but keep the same meaning as the original sentence.
- Avoid re-using part of the italicized word or its exact definition – use a synonym (a word that has a similar meaning – try a resource like www.merriam-webster.com).
- Write the new sentence from a third-person point of view (she, he, it, they, someone, the author, the essay, and so on), instead of first person (I).

Sample:
“This journey began weeks earlier, when yet another report described widespread drought and the threat of famine across much of Africa.” (paragraph 6)

Paraphrase:
The travel writer and photographer went to a village in Africa after hearing a news report about a far-reaching shortage of rain and the real possibility of starvation throughout much of the continent.

1. “Two years earlier, and two years before that, meager rains had fallen.” (paragraph 36)


3. “Each bite brought more peril.” (paragraph 54)

4. “I had grown used to stoicism.” (paragraph 66)

5. “Is it empathy?” (paragraph 85)
Name: ____________________________

Facing Famine (Tom Haines)
Comprehension Questions

1. What is the speaker’s occupation?

2. What major problem faces the people in this village? What is causing the problem?

3. Explain the meaning of the following sentence: “Travel often approaches boundaries of wealth and health.” (paragraph 8)

4. Describe the health conditions of the village, using specific examples from the essay.

5. Where do the people in the village obtain their drinking water? How many people share it?

6. Most American children would not name milk and sugar as their favorite foods. Why does the writer include the detail about Shilla’s liking of milk and sugar? What point is he making?

7. For how much longer does Gebi think that his family will be able to stay alive?

8. What emotions does Gebi feel?

9. Why can’t the speaker look into Nurhusein’s mother’s eyes again?

10. When was this essay published?
Facing Famine (Tom Haines)
Discussion Questions

1. Define famine, according to how the essay presents it.

2. Fill in the chart below by contrasting life in the famine-stricken African village with life in suburban America, point by point.

<table>
<thead>
<tr>
<th>Life in the Famine-Stricken African Village</th>
<th>Life in Suburban-America</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: using a goat or harvesting grain for one’s livelihood</td>
<td>Working in an office, bank, store, restaurant, or construction site and getting a paycheck for it</td>
</tr>
<tr>
<td>Neighbors sharing bread and flour</td>
<td></td>
</tr>
<tr>
<td>Living under a thatched roof</td>
<td></td>
</tr>
<tr>
<td>Carting water from a muddy pond</td>
<td></td>
</tr>
<tr>
<td>Drinking water infested with salmonella and typhoid fever</td>
<td></td>
</tr>
<tr>
<td>Stuffing the spout of a water pitcher with grass to keep the water from spilling out</td>
<td></td>
</tr>
<tr>
<td>Selling animals (source of money) to survive</td>
<td></td>
</tr>
<tr>
<td>Naming milk and sugar as favorite foods</td>
<td></td>
</tr>
</tbody>
</table>

3. Why does the author write this essay? What does he hope to accomplish by writing it?

4. What do you think should be done to help the problem of starvation in Africa? From what source should the money come?

5. What is the topic of this essay? What is the thesis of this essay?
Name: _______________________________

Facing Famine (Tom Haines)
Quiz

1. Describe the health conditions in the African village that the speaker visits. Name at least two specific examples.

2. How do the people in the village maintain their livelihoods?

3. What is causing the people in the village to starve?

4. What is the thesis of the essay?

5. When was the essay published?
Facing Famine (Tom Haines)

ANSWER KEYS

Comprehension Questions

1. Travel writer (bio)
2. Famine caused by a drought (6)
3. Traveling to foreign countries often means realizing that not everyone in the world is wealthy or healthy; instead, many are poor and suffering with malnutrition and sickness.
4. The water is infested with salmonella, typhoid, and intestinal parasites (32); people are malnourished and walking on “stick legs” (1); and flies land on the people’s eyelids and lips (17)
5. From a muddy pond
6. The author wants Americans to realize that most African villages do not have luxuries like pizza, ice cream, etc. Most Africans survive on basic food items only.
7. Five months
8. Despair, anguish, misery, and terror
9. He has a 10-month-old son and knows how much love he feels for him and how much he would not want him to suffer. Because Nurhusein is dying of hunger, then, he cannot look at his mother’s eyes because, as a parent, he feels so much empathy for her.
10. 2004

Discussion Questions

1. Famine is a deep and widespread despair and terror that people feel when having to sell off personal belongings, watch the food supply dwindle, and eventually starve while watching their children die slowly. (Answers may vary)

| Neighbors sharing bread and flour | Everyone fending for himself; neighbors hardly talking to each other in urban areas |
| Living under a thatched roof | Living in sturdy weather-safe construction |
| Carting water from a muddy pond | Using the faucet (at least two per house) or bottled water |
| Drinking water infested with salmonella, typhoid fever, and intestinal parasites | Drinking purified water |
| Stuffing the spout of a water pitcher with grass to keep the water from spilling out | Using pitchers that have a built-in plastic flap |
| Selling one’s animals (source of money) to survive | Getting rid of a cell phone or getting cheaper cable, etc. |
| Naming milk and sugar as favorite foods | Naming pizza, ice cream, etc., as favorites |

3. He hopes that wealthy First-World readers will feel empathy and offer to help.
4. Answers will vary.
5. Topic: a starving village in Africa; Thesis: The famine in Africa is so severe that families are dying by the thousands in anguish and terror.

Quiz Questions

1. The water is infested with salmonella, typhoid, and intestinal parasites (32); people are malnourished and walking on “stick legs” (1); and flies land on the people’s eyes and lips (17)
2. They keep goats for milk (55), and they harvest grains (38, 55)
3. Severe drought
4. The famine in Africa is so severe that families are dying by the thousands in anguish and terror.
5. 2004
Name: _______________________________

The Green-Eyed Monster: Envy Is Nothing to Be Jealous Of (Joseph Epstein) Paraphrase Activity

Directions: These quotes come directly from the essay. Find them in the text and paraphrase them – rephrase them in your own words – using simple language.

- Using a dictionary to assist you, convert as many words as you can in each sentence, including changing figurative images to concrete ideas (i.e., hot as an anvil becomes extremely hot).
- Add words or change their order, but keep the same meaning as the original sentence.
- Avoid re-using part of the italicized word or its exact definition – use a synonym (a word that has a similar meaning – try a resource like www.merriam-webster.com).
- Write the new sentence from a third-person point of view (she, he, it, they, someone, the author, the essay, and so on), instead of first person (I).

Sample:
“They also include pride, avarice, anger, lust, gluttony, and sloth.” (bio)

Paraphrase:
Aside from envy, the seven deadly sins include self-love, greed, rage, excessive desire of sex, excessive love of food, and extreme laziness.

1. “In recompense, envy may be the subtest—perhaps I should say the most insidious—of the seven deadly sins.” (paragraph 1)

2. “It may also be the most endemic.” (paragraph 1)

3. “In politics, envy, or at any rate, the hope of eliminating it, is said to be the reigning principle of socialism, as greed is said to be that of capitalism […]” (paragraph 2)

4. “[…] It is difficult not to feel that, at least in part, much of the anti-American feeling that arose after September 11, 2001, had envy, some of it fairly rancorous, at its heart.” (paragraph 2)

5. “Not the least of its stigmata is the pettiness implicit in envy.” (paragraph 2)
The Green-Eyed Monster: Envy Is Nothing to Be Jealous Of (Joseph Epstein)  
Comprehension Questions

1. What does the author think is the worst of the seven deadly sins?

2. What reason does the author quote for why anti-Americanism in India has existed? Use your own words in a paraphrase of the answer.

3. What is the difference between jealousy and envy, according to Garner (as quoted by Epstein)? What does Epstein himself offer as the difference between jealousy and envy?

4. What is the difference between envy and yearning, according to the essay?

5. In your own words, explain the following point, quoted from Kierkegaard: “Admiration is happy self-surrender; envy is unhappy self-satisfaction.”

6. Explain how envy is personal, according to the author.

7. How are envious people like injustice collectors, according to the author?

8. Provide the best definition of envy, according to the author.

9. Why does the Epstein quote so many philosophers and writers on the topic of envy?

10. Why do you think that envy is described as “green-eyed?”
The Green-Eyed Monster: Envy Is Nothing to Be Jealous Of (Joseph Epstein)

Discussion Questions

1. Locate six sentences in the essay that contribute to the definition of envy. All six sentences should offer a different aspect of envy or a different approach to understanding envy.

   a. 
   b. 
   c. 
   d. 
   e. 
   f. 

2. How is envy malevolent? In other words, how does it involve wishing harm to others? Explain.

3. The author says that capitalism is steeped in the “regular stimulation of envy.” Explain what this means.

4. What is the thesis (overall main idea) of this essay?

5. Analyze and fully explain the meaning of the essay’s title. What does the author mean when he says that envy is nothing to be jealous of? Identify both meanings.
Name: ______________________________________

The Green-Eyed Monster: Envy Is Nothing to Be Jealous Of (Joseph Epstein) Quiz

1. Explain the difference between yearning and feeling envious.

2. Which of the following situations involves envy?
   a. Wanting a yellow Corvette just like your friend’s
   b. Feeling upset that your boyfriend/girlfriend is flirting with someone else
   c. Wanting to sabotage your coworker because you don’t want him to get a promotion
   d. Admiring your friend’s skill in soccer
   e. Thinking that the recent mega-million-dollar lottery winner didn’t deserve to win
   f. Both A and D
   g. Both C and E
   h. None of the above

3. Provide your own example of “envy without rancor.” Remember that rancor means “bitterness.”

4. Why is envy considered to be worse than the other six deadly sins?

5. What is the thesis (overall main idea) of this essay?
The Green-Eyed Monster: Envy Is Nothing to Be Jealous Of (Joseph Epstein)

**ANSWER KEYS**

**Comprehension Questions**

1. Envy (1)
2. He suggests that some Indians were envious of America’s wealth. (2)
3. Garner: jealousy involves “affairs of the heart,” and envy includes “resentful contemplation of a more fortunate person. (5) Epstein: one might sometimes be right to feel jealous, whereas feeling envious is always wrong; jealousy involves admiration, but envy involves ill-will; jealously isn’t necessarily romantic. (6)
4. Yearning is the desire to have more, but envy is the desire for others not to have what they possess; also, yearning is a general feeling while envy is specific, targeting a particular person (8)
5. Happy self-surrender involves willingly not caring about oneself but only liking a quality in and for another person (which is admiration), but unhappy self-satisfaction in envy means wanting more for oneself at the expense of someone else. (9)
6. Envy is personal because it focuses on self-gain and because it targets specific people who have what the envious person wants for himself or wishes the other person didn’t have. (9)
7. Envious people are like injustice collectors because they often think that other people do not deserve their good fortune. (10)
8. Envy is an angry, secret plot that aims to hurt others by taking away their fortunes; it is motivated by a desire to have those fortunes for oneself or to at least make sure that others don’t have them. (1, 9, 10)
9. He quotes so many people because envy is difficult to precisely define and because people often misuse the word.
10. Envy is so malicious that it can appear as an evil intention in a person’s eyes; it turns a person into a monster, figuratively speaking, because it is so rancorous.

**Discussion Questions:**

1. Answers will vary.
2. Envy is malevolent because it involves a secret plotting to take someone’s fortunes away from him/her; it involves a selfish wish to possess what someone else has at the expense of the other person.
3. Capitalism makes people want to outdo each other with better fashions, bigger homes, nicer cars, etc.
4. Envy is an angry, secret plot that aims to hurt others by taking away their fortunes or wishing that the other person didn’t have them.
5. “Envy is nothing to be jealous of” means that envy is not an admirable quality to possess AND that envy and jealous are not interchangeable terms.

**Quiz Questions:**

1. Yearning involves a desire to possess something, whereas envy involves a desire that someone else did not possess something.
2. G (Both C and E)
3. Answers will vary. Example: “I don’t envy her for her long work hours.”
4. It is the only deadly sin that involves a direct wish to harm another person.
5. **Envy is an angry, secret plot that aims to hurt others by taking away their fortunes or wishing that the other person didn’t have them.**

**CLASSIFICATION AND DIVISION SELECTIONS**

**Growing Up Asian in America (Kesaya E. Noda)**

This essay has the unusual quality of the author dividing and classifying not a subject or a system but herself. Noda states that if one is to know and define oneself, this identification must come from within a self-defined context based on a connection to community, culture, and history and externally from terms and messages received from the media and (often ignorant) people. She classifies herself into three groups based on her race/ethnicity, her nationality, and her gender. She closes with a parable from another culture (West African) that teaches that we are not separate from one another but rather connected, whether we are free to admit it or not. Students should consider the various ways in which they identify themselves and can even be invited to share their identifications with the entire class. This helps the group to see the diversity that they bring to the classroom even in a seemingly homogenous group.

Because most students will not be familiar with the period of Japanese American internment, it is necessary to introduce them to this period of history. The University of Utah at Provo has a photo archive at [www.lib.utah.edu/spc/photo](http://www.lib.utah.edu/spc/photo) and so does the Virtual Museum of the City of San Francisco at [www.sfmuseum.org](http://www.sfmuseum.org), including a looping slide show that can be displayed while presenting a brief account of the subject.

**The Truth about Lying (Judith Viorst)**

In this essay, Viorst classifies lies into four commonly accepted types: “social lies,” “peace-keeping lies,” “protective lies,” and “trust-keeping lies.” By supplying multiple examples of each type of lie—as well as the reasoning that both supports and refutes the compulsion to tell them—Viorst manages to engage the reader in an internal, ethical debate about whether or not such lies are morally wrong. While Viorst admits to thinking that each type of lie is necessary, she also says that truth is always best. Fully acknowledging her own contradiction, Viorst leaves the dilemma for her readers to resolve within themselves.

As a way of beginning a discussion on lying and ethics, you may want to open the discussion of this essay with one or more of the following quotes:

> It is hard to believe that a man is telling the truth when you know that you would lie if you were in his place. - *H L Mencken*

> A lie will easily get you out of a scrape, and yet, strangely and beautifully, rapture possesses you when you have taken the scrape and left out the lie. - *C. E. Montague*

> All men are born truthful and die liars. –*Vauvenarques*

Also, in her section on trust-keeping lies, Viorst uses the example of the Watergate scandal, and some students may not have background knowledge of this incident. Discussing it briefly will help them to understand what Viorst means when she says that lying to keep
someone’s trust is important but that one must have the ability to distinguish when not to do this (Watergate’s being an example of it).

**Activity: Take-Home Assignment and Follow-up Class Discussion**—When you assign Viorst’s essay to students, ask them to write their responses to the following questions and to bring their answers with them to the next class, prepared to discuss them. They will encourage students to think critically about the ethics of lying and to introspect about what position they take on the issue.

A. Name a time in your life when you lied and felt good about it. What was the situation and lie? Why did you feel good about it? (Students may have difficulty thinking of a situation for this scenario.)

B. Name a time in your life when you lied and felt bad about it. What was the situation and lie? Why did you feel bad about it?

C. Name a time in your life when you felt tempted to lie but courageously told the truth and then felt good about it. What was the situation and lie? Why did it feel good?

D. Name a time in your life when you felt tempted lie but courageously told the truth and then felt bad about it? What was the situation and lie? Why did it feel bad?

E. Number the above four scenarios from 1-4, according to which emotion felt strongest, with # 1 representing the strongest emotion.

**Doublespeak (William Lutz)**

Although this essay was written in 1989, the subject matter (misleading language designed to confuse, deceive, or manipulate) can be related to contemporary current events by locating recent examples. As of this writing, some examples of such language can be found in Michael Moore’s *Dude, Where’s My Country* or Al Franken’s *Lies and the Lying Liars Who Tell Them*. Despite the easily discernible organization (with Lutz’s helpful headings and subheadings) and the clear definition of each category, students might still have difficulty with the terminology. Current examples of each of the four types Lutz offers should be displayed or distributed to help students understand his four categories and differentiate between each. Suggestions appear below:

<table>
<thead>
<tr>
<th>Euphemism</th>
<th>Jargon</th>
<th>Inflated Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Punishment</td>
<td>Collateral Damage</td>
<td>Patriot Act</td>
</tr>
</tbody>
</table>

**Bureaucratese**

“What the President said is technically correct… but in the aggregate, do we believe that they had chemical and biological weapons and a nuclear program in progress? The answer is yes, I believe that … and right before it, I said as the President said, and right after it, I said as the President said. I was simply repeating what [he] said.” — Donald Rumsfeld, Secretary of Defense, July 2003

**9 Failures of the Imagination (Jonathan Lethem)**

“9 Failures of the Imagination” describes the disbelief that one man felt after learning about the attacks of September 11th. As the speaker grapples with what happened, he experiences a gamut of emotions and eventually realizes that language cannot accurately
represent one’s reaction to a tragic occurrence. This may be a sensitive topic for your students, so encourage them to objectively read the essay and not to stray from its focus.

**Activity: Group Work**—Divide the class into small groups and ask them to identify the nine failures of the imagination as described by Lethem. The students should supply one or two examples as support for each. Encourage them to use Lethem’s examples to detect implied main ideas. Also, be sure that students do not repeat the main ideas in the supporting examples. This will be a difficult activity, so you should assign it after discussing the comprehension and discussion questions, and you should also walk around the room, offering direction. Here is a list that the students will ideally devise:

| Inability to conceive of the possibility of what happened | Example: The speaker did not think the loud sound could have been an attack.  
Example: The speaker did not truly realize what happened because he was feeling annoyed by the personal inconveniences of the attack. If he had realized the full caliber of what occurred, he would have most likely not thought about such trifling things. |
|---|---|
| Mistrust of his senses | Example: The speaker “stared and stared” but felt his mind “slide from it again and again, despite the proof from the “ash-bathed faces.”  
Example: He repeatedly watches the plume on television but has a “reeling, refusing mind.” |
| Disgust with himself for wanting to believe what happened | Example: He feels the unfairness of trying to put the incident into words only 40 hours after the towers fell.  
Example: He is unhappy with himself for worrying about the way that he is processing the information when so many people have just lost their lives (“Speculation feels obscene. So does this self-indulgent self-castigation.”). |
| Failure to believe that his fond memories of the Towers now only have existence in his mind | Example: He took his bride to the top of one of the towers.  
Example: He watched the towers as they were built, and he always thought of them as an erector-set. |
| Unwillingness to accept that the sad reality that actual people were affected by the tragedy | Example: He found the piece of paper containing Joan Kirshenbaum’s name. |
| Failure to accept the inevitability of human cruelty | Example: While he wishes for a world without guns, he can only hope that he is not stupid in imagining that it could happen (He suspects that he is a “moron,” though.). |
| Resistance to the horrendous effects of the attacks | Example: He is appalled by body parts that the rescuers are finding.  
Example: He is upset by another building that collapses. |
| Realization that language cannot help him to understand what happened | Example: The crowd watching the aftermath is still and silent.  
Example: He is better immersed within the commonality and moans. |
| Rejection by the body of the tragedy | Example: A woman, although seeing the scene, rejects it by vomiting. |
Name: _________________________________

**Growing Up Asian in America (Kesaya E. Noda)**

**Paraphrase Activity**

**Directions:** These quotes come directly from the essay. Find them in the text and paraphrase them – rephrase them in your own words – using simple language.

- Using a dictionary to assist you, convert as many words as you can in each sentence, including changing figurative images to concrete ideas (i.e., *hot as an anvil* becomes *extremely hot*).
- Add words or change their order, but keep the same meaning as the original sentence.
- Avoid re-using part of the italicized word or its exact definition – use a synonym (a word that has a similar meaning – try a resource like [www.merriam-webster.com](http://www.merriam-webster.com)).
- Write the new sentence from a third-person point of view (*she, he, it, they, someone, the author, the essay*, and so on), instead of first person (*I*).

<table>
<thead>
<tr>
<th>Sample</th>
<th>Paraphrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I felt that way, encountering the stereotypes of my race <em>perpetuated</em> by non-Japanese people (primarily white) who may or may not have had contact with other Japanese in America.” (Paragraph 1)</td>
<td>She felt like that, coming into contact with unfair characterizations of her race that were encouraged and continued by non-Japanese (mostly whites) who did not have much experience with other Japanese people in America.</td>
</tr>
</tbody>
</table>

1. “Sometimes questions came making *allusions* to history.” (Paragraph 1)

2. “Confusions and distortions *abounded*.” (Paragraph 1)

3. “The land was so *barren* that men walking from house to house sometimes got lost.” (Paragraph 16)

4. “[…] My parents have hauled hundreds of pounds of rocks from fields and *arduously* planted Christmas trees and blueberries.” (Paragraph 18)

5. “Grandmother had Parkinson’s disease and it had frozen her *gait* […]” (Paragraph 22)
Growing Up Asian in America (Kesaya E. Noda)
Comprehension Questions

1. What are the author’s three classifications of herself?

2. Why does she feel “historically defined by law and custom as being forever alien”?

3. To what other place “across ocean and time” does Noda feel linked?

4. What is/was the occupation of her parents, uncle, and grandparents?

5. What “camps” did her parents go to during “the war” (World War II)?

6. Give an example of how her family became part of a community beyond their family.

7. Why did Noda have difficulty identifying her mother as a role model?

8. What example does she give to illustrate her mother’s strength?

9. Identify one aspect of Japanese or Japanese American culture she offers.

10. Why did the West African man in the Epilogue fear his family and friends would not accept him upon his return?
Name: _________________________________

**Growing Up Asian in America (Kesaya E. Noda)**

**Discussion Questions**

1. By what rhetorical strategy does Noda arrange her ideas?

   Complete the chart below to explain the three different ways Noda identifies herself.

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
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</tbody>
</table>

2. In paragraph 4, Noda says: “A third-generation German-American is an American. A third-generation Japanese-American is a Japanese-American.” Can you identify any other ethnic groups who are seen this way?

3. How do you know that Noda’s intended audience is probably not Japanese or Japanese American?

4. For what purpose(s) did she likely write this article?

5. What is Noda’s overall main idea (thesis)?
Name _______________________________

Growing Up Asian in America (Kesaya E. Noda)
Quiz

1. Where was Noda born? (Circle one)
   A. Japan
   B. California
   C. New England
   D. West Africa

2. What is the essay’s main rhetorical strategy?

3. Who is her intended audience for this essay? How do you know?

4. What two purposes does she probably have for writing this essay?

5. State the author’s overall (main idea) about identifying oneself.
Growing Up Asian in America (Kesaya E. Noda)

ANSWER KEYS

Comprehension Questions

1. Japanese, Japanese American, and a Japanese American woman
2. They used to be prohibited from owning land, and also most people still associate them with their ethnicity instead of their citizenry, even if they’re American. (4)
3. Japan (5-6) 4. Farming (12-19)
5. They were relocated to internment camps. (9, 11, 17)
6. Concern for a neighbor’s well-being; trusting and relying on their neighbors; help with support, money, materials, labor, etc. among their neighbors (18-19)
7. Was looking for a feminist role model, which her mother did not appear to be (21)
8. Her mother’s care for her ill grandmother (22-23)
9. Ritual and discipline; Shinto faith (5-6); Loyalty; passivity (9-11); Hard-working (12-16); Having a distinctive grace (20); Ease with the body, with nudity (26-28)
10. He had converted to another religion (to Christianity from Islam) (31)

Discussion Questions

1. Division and Classification

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Japanese</td>
<td>Enduring anti-Asian prejudice (3) and still today seen as alien (4)</td>
</tr>
<tr>
<td></td>
<td>Connected to ethnic and racial identity of Japan in its celebratory</td>
</tr>
<tr>
<td></td>
<td>festivals and in her grandmother’s Shinto faith (5-6)</td>
</tr>
<tr>
<td>Japanese American</td>
<td>Hard-working immigrants (12-16) whose internment during WW2</td>
</tr>
<tr>
<td></td>
<td>is indelibly embedded in their identity as Americans (17)</td>
</tr>
<tr>
<td></td>
<td>Productive and caring members of their community who responded to this</td>
</tr>
<tr>
<td></td>
<td>history with grace (18-20)</td>
</tr>
<tr>
<td>A Japanese American woman</td>
<td>Mother’s life serves as example not of feminism but of womanhood in her</td>
</tr>
<tr>
<td></td>
<td>faithful care of grandmother (22-23)</td>
</tr>
<tr>
<td></td>
<td>Good-natured, ease with body and nudity (24-28)</td>
</tr>
</tbody>
</table>

2. Answers will vary. Examples might include other Asian American groups, and also African Americans or American-born citizens of Arab or Middle Eastern descent.
3. The amount of detail she provides about her culture and Japanese American history.
4. To inform her readers about an unfamiliar subject and to expose, and possibly dispel, the stereotypes that they might hold about someone with her background.
5. One can know and define oneself both from the outside – based on the messages of the media and ignorant people – and from the inside – within a context that is self-defined and grounded in community, culture, and history. (Implied in para. 2)

Quiz

1. B California
2. Division and Classification
3. Non-Japanese or Non-Japanese Americans. A lot of information and detail are provided that someone from the culture would probably already know.
4. To inform about her culture AND to dispel stereotypes about her cultural group
5. One’s identity can come from both external and internal images and messages.
Name: _________________________________

**The Truth about Lying (Judith Viorst)**

**Paraphrase Activity**

**Directions:** These quotes come directly from the essay. Find them in the text and paraphrase them – rephrase them in your own words – using *simple language*.

- Using a dictionary to assist you, convert as many words as you can in each sentence, including changing figurative images to concrete ideas (i.e., *hot as an anvil* becomes *extremely hot*).
- Add words or change their order, but keep the same meaning as the original sentence.
- Avoid re-using part of the italicized word or its exact definition – use a synonym (a word that has a similar meaning – try a resource like [www.merriam-webster.com](http://www.merriam-webster.com)).
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</thead>
<tbody>
<tr>
<td>“It’s arrogant, they say, to insist on being so <em>incorruptible</em> and so brave that you cause other people unnecessary embarrassment or pain by compulsively <em>assailing</em> them with your honesty.” (Paragraph 2)</td>
<td>People suggest that it is rude to be so stubbornly honest that others feel embarrassed or hurt by this constant honesty.</td>
</tr>
</tbody>
</table>

1. “[…] as I do, you may prefer the polite *evasion* of ‘You really cooked up a storm,’ instead of ‘The soup’—which tastes like warmed-over coffee—‘is wonderful’ […]” (Paragraph 6)

2. “Now he won’t, *unsolicited*, offer his views on the painting you just bought, but you don’t ask his frank opinion unless you want frank […]” (Paragraph 7)

3. “They lie because they feel there are certain human values that *supersede* the wrong of having lied. They lie, not for personal gain, but because they believe it’s for the good of the person […]” (Paragraph 18)

4. “Another group of lies are trust-keeping lies that involve *triangulation*, with A (that’s you) telling B on behalf of C (whose trust you’d keep).”

5. “Fran is […] very *adamant*. ‘I wouldn’t want to betray you, so…don’t ask me.’” (Paragraph 37)
The Truth about Lying (Judith Viorst)

Comprehension Questions

1. In your own words, explain why so many people believe that white lies are necessary.


3. Why do people tell protective lies?

4. In your own words, explain triangulation in the context of protective lies.

5. What is Viorst’s position on lying?

6. What does Viorst mean when she says that points of view exist about “what we can and can never never” tell lies about?

7. Notice that Viorst does not discuss all kinds of lying. What do the four types of lies in the essay have in common with each other?

8. How can courage be similar to cruelty when telling the truth as opposed to keeping peace?

9. How can silence be a way of telling the truth in a social situation? Base your answer on information in the essay.

10. When does Viorst think that people should not tell a lie to keep someone’s trust?
Name: ____________________________________

The Truth about Lying (Judith Viorst)
Discussion Questions

1. Complete the following chart, based on your reading of Viorst’s essay.

<table>
<thead>
<tr>
<th>Type of Lie</th>
<th>Definition</th>
<th>Your Own Example</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

2. Aside from wanting to illustrate each type of lie for the reader’s understanding, why does Viorst include so many examples in her essay? How does she want the examples to affect her readers?

3. Why has Viorst written this essay?

4. Why do you think that Viorst tells her readers how she feels about each type of lie?
The Truth about Lying (Judith Viorst)
Quiz

1. Viorst says, “It’s quite presumptuous to claim I know what’s best for others to know. That’s called playing God.” To what type of lie is she referring?

   A. Social lies
   B. Peace-keeping lies
   C. Protective lies
   D. Trust-keeping lies

2. Identify the following types of lies:

   A. Lies that people tell when they believe the truth would be too destructive =

   B. White lies to avoid embarrassing situations =

   C. Lying to one person out of loyalty to another =

   D. Lies that avoid argument and blame =

3. What method does Viorst use to convince her readers that they most likely tell each of the four types of lies?

4. What is Viorst’s thesis (overall main idea) about lying?
The Truth about Lying (Judith Viorst)

ANSWER KEYS

Comprehension Questions

1. Without white lies, our interactions with people would be mean OR Without them, we would embarrass people OR White lies allow us to be civilized. (2)
2. They believe that they can avoid fights and blame. (8)
3. They don’t want to inflict pain on another person by revealing a difficult truth. (18)
4. It involves three people—one with a secret, one who knows of the secret, and one who wants to know the secret but doesn’t. The person who knows the secret will not tell the person who wants to know. (34)
5. Viorst believes that each type of lie is necessary, but she thinks that truth is always a better option. She asks the readers to decide. (52)
6. She thinks that lying is natural and/or necessary and that telling the truth 100% of the time is impossible. (1)
7. These four types of lies are commonly accepted in society OR They have deep, moral dilemmas because they often seem necessary.
8. Telling the truth to a person who will respond with anger takes strength (because we take blame when we do it), but telling a difficult truth can hurt the other person. (13)
9. A person who doesn’t tell social lies most likely won’t openly offer the truth if it’s painful; therefore, that person’s silence will indicate the negative thought. (7)
10. When a person’s secret is very morally wrong (like that of Watergate), she should break the person’s trust and reveal the secret. (44)

Discussion Questions

1. 

<table>
<thead>
<tr>
<th>Type of Lie</th>
<th>Definition</th>
<th>Your Own Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social</td>
<td>lies to reduce embarrassment in public; polite lies</td>
<td>Use teacher’s discretion</td>
</tr>
<tr>
<td>Peace-Keeping</td>
<td>lies to avoid arguments or avoid blame</td>
<td>Use teacher’s discretion</td>
</tr>
<tr>
<td>Protective</td>
<td>lies to protect people from painful news</td>
<td>Use teacher’s discretion</td>
</tr>
<tr>
<td>Trust-Keeping</td>
<td>lies to keep a secret for someone</td>
<td>Use teacher’s discretion</td>
</tr>
</tbody>
</table>

2. She wants readers to analyze enough difficult scenarios to realize that identifying these lies as right or wrong is not easy because the readers most likely tell them, too.
3. To encourage readers to decide their position on commonly accepted lies
4. To put readers at ease so they know that they are not unusual or “wrong” for lying

Quiz

1. C Protective lies (23)
2. A = Protective; B = Social; C = Trust-Keeping; D = Peace-Keeping
3. She uses many examples of familiar situations
4. Knowing when to tell the truth is not easy, since certain lies may be necessary.
Doublespeak (William Lutz)
Paraphrase Activity

Directions: These quotes come directly from the essay. Find them in the text and paraphrase them – rephrase them in your own words – using simple language.

- Using a dictionary to assist you, convert as many words as you can in each sentence, including changing figurative images to concrete ideas (i.e., hot as an anvil becomes extremely hot).
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<th>Paraphrase:</th>
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</thead>
<tbody>
<tr>
<td>“There are no more poor people, just ‘fiscal underachievers.’” (Paragraph 1)</td>
<td>Poor people do not exist anymore; now they are referred to as individuals who do not achieve enough money.</td>
</tr>
</tbody>
</table>

1. “A euphemism is sometimes used “to avoid directly discussing a topic subject to a social or cultural taboo.”

2. “Instead, it would use the phrase ‘unlawful or arbitrary deprivation of life.” (Paragraph 6)

3. “The use of a euphemism constitutes doublespeak, since it is designed to mislead, to cover up the unpleasant. Its real intent is at variance with its apparent intent.” (Paragraph 6)

4. Jargon “can be—and often is—pretentious—obscure, and esoteric terminology used to give an air of profundity, authority, and prestige to speakers and their subject matter.” (Paragraph 9)

5. “Such language breeds suspicion, cynicism, distrust, and, ultimately, hostility.” (Paragraph 19)
Doublespeak (William Lutz)
Comprehension Questions

1. What experiences qualify Lutz as an observer of language?

2. What exactly is doublespeak?

3. What questions can you ask to determine if language is doublespeak?

4. How does he distinguish common euphemisms from his first kind of doublespeak?

5. In what situations does Lutz believe jargon is actually doublespeak?

6. In the National Airlines example (paragraph 11), to what does the footnote “involuntary conversion of a 727” refer?

7. How is the third kind of doublespeak different from the first two?

8. In what kind of situations is the fourth kind of doublespeak serious instead of funny, according to the examples?

9. What phrase did the military use to refer to troops in the 1983 invasion of Grenada?

10. In what ways does doublespeak damage our society?
Name: _________________________________

Doublespeak (William Lutz)
Discussion Questions

Complete the chart below:

<table>
<thead>
<tr>
<th>Type of Doublespeak</th>
<th>Definition &amp; Characteristics</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
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</table>

1. What rhetorical strategy is used by Lutz to arrange his information?

2. What do the examples he gives suggest about his audience and purpose?

3. This article was written in 1989. Can you give a current example of doublespeak you have heard or read recently?

4. What is his overall main idea (thesis)?
Name ________________________________

Doublespeak (William Lutz)
Quiz

1. Which of the following groups does Lutz cite most often as users of doublespeak? (Circle one)
   A. lawyers
   B. politicians
   C. medical staff
   D. teachers

2. Define doublespeak.

3. List the four kinds of doublespeak.

4. What danger does Lutz believe doublespeak poses for our society?

5. State the author’s thesis (overall main idea) about what doublespeak is and the effects it has on society.
**Doublespeak (William Lutz)**

**ANSWER KEYS**

**Comprehension Questions**

1. *Professor of English; editor; writer (bio)*
2. *The use of evasive, unnecessarily complex and misleading language to manipulate or deceive (bio and 2)*
3. *Who is saying what to whom under what conditions and circumstances, with what intent and with what results? (3)*
4. *Common euphemisms are used out of courtesy and concern for others’ feelings and not to deceive or mislead or cover up (5)*
5. *When a member of a specialized group uses it to communicate with an outsider, knowing that he/she doesn’t understand and intending to exclude and deceive (9-11)*
6. *The plane crashed (11)*
7. *It is always doublespeak (the first two depend on the intent)*
8. *When it is to cover up human suffering or catastrophes (17-18)*
9. *Caribbean Peace Keeping Forces (18)*
10. *It attempts to avoid responsibility and alter our perception of reality, corrupt our thinking; it breeds suspicion, distrust, and hostility (19)*

**Discussion Questions**

<table>
<thead>
<tr>
<th>Type</th>
<th>Definition &amp; Characteristics</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Euphemism</strong></td>
<td>Inoffensive or positive word or phrase used to avoid unpleasant reality or taboo subject; as doublespeak, used to mislead and cover up</td>
<td>U.S. State Department Pentagon</td>
</tr>
<tr>
<td><strong>Jargon</strong></td>
<td>Specialized language of a trade, profession, or group; as doublespeak, pretentious, esoteric, gives air of authority, prestige, excludes others</td>
<td>Lawyers National Airlines</td>
</tr>
<tr>
<td><strong>Gobbledygook or Bureaucratese</strong></td>
<td>Piling on words, using big words &amp; long sentences to mask truth; overwhelms audience</td>
<td>Fed. Reserve Chair.; Sen. Quayle; NASA admin</td>
</tr>
<tr>
<td><strong>Inflated Language</strong></td>
<td>Designed to make ordinary seem extraordinary, simple seem complex</td>
<td>Chrysler Pentagon</td>
</tr>
</tbody>
</table>

1. *Division and Classification*
2. *Implies government and large corporations often try to deceive the public*
3. *Answers will vary (examples: collateral damage; Patriot Act)*
4. *Doublespeak is language designed to mislead and deceive, and it has a negative or harmful impact on our society.*

**Quiz**

1. *B politicians*
2. *Language that pretends to communicate but really doesn’t: designed to conceal, etc.*
3. *Euphemism, Jargon, Gobbledygook or Bureaucratese, and inflated language*
4. *Attempts to avoid responsibility, alter our perception of reality & corrupt our thinking; breeds distrust, etc.; doesn’t let us develop, advance, etc.*
5. *Doublespeak is dangerous to our society and doesn’t help us advance or develop. OR Because doublespeak is language designed to mislead us, it’s dangerous & we must be aware of it.*
**9 Failures of the Imagination (Jonathan Lethem)**  
**Paraphrase Activity**

**Directions:** These quotes come directly from the essay. Find them in the text and paraphrase them – rephrase them in your own words – using *simple language.*

- Using a dictionary to assist you, convert as many words as you can in each sentence, including changing figurative images to concrete ideas (i.e., *hot as an anvil* becomes *extremely hot*).
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<tr>
<td>&quot;It began as a <em>non sequitur</em> crackle of sunlight on a gorgeous morning after an evening of thunderstorms.” (Paragraph 1)</td>
<td>It began as a conclusion that does not logically follow its starting point—just as sunlight would seem to illogically follow a thunderstorm, wherein the assumption is that bad weather breeds more bad weather, not sunshine.</td>
</tr>
</tbody>
</table>

1. “Both planes had arrived by the time I looked out the window. My denial slid from the fact of it—they’re on fire, wow—to *tangential* irritations, stuff I had to get done this week.” (Paragraph 1)

2. “I’ve stared across the river at the raw, *unmediated* plume, now black, now white, now gray, now black again.” (Paragraph 2)

3. “Will the words I’m spilling here seem *fatuous* or hysterical or *naïve* by the time they’re read?” (Paragraph 3)

4. “I’ve abandoned the television five, six times now to walk to the edge and widen my *recalcitrant* eyes and mind again at the plume.” (Paragraph 5)
Name: _________________________________

9 Failures of the Imagination (Jonathan Lethem)
Comprehension Questions

1. In paragraph one, why does the speaker mention that he was wondering if Roger Clemens had won his 20th?

2. In paragraph one, the speaker says that the attacks on the Trade Center towers made him feel irritated because he had “stuff” he had to do that week. How could the Trade Center attacks have caused him difficulty in completing various tasks?

3. In paragraph two, why does the speaker call the smoke above the towers an “inverted Fuji?”

4. In paragraph three, why does the speaker say that he is “failing and relieved to fail” at composing a story about what happened to the Towers?

5. In the third paragraph, why does the speaker refer to the future as “rapidly toughening?”

6. In paragraph three, why does the speaker refer to the process of trying to accept what happened as a “channel surf?”

7. Why does the speaker recall that he used to think of the Towers as an erector set?

8. The essay is called “9 Failures of the Imagination. What is the speaker having difficulty imagining in paragraph five?

9. In paragraph six, what does the speaker reveal that he wants to happen in the future?

10. In the eighth paragraph, why does the speaker say, “This language is useless?” What does he mean?
Name: _________________________________

9 Failures of the Imagination (Jonathan Lethem)
Discussion Questions

1. Why has Lethem written this essay?

2. Who is Lethem’s target audience? Could anyone outside of this targeted group relate to this essay? Explain your answer.

3. Does Lethem reflect any of the emotions and difficulties that you experienced during the tragic aftermath of September 11th? Explain by referring to three of Lethem’s examples.

4. Why did the police officers refuse to allow traffic into NYC’s largest Arabic neighborhood after the September 11th attacks?
Name _______________________________________

9 Failures of the Imagination (John Lethem)
Quiz

1. Lethem suggests that the best way to relate to what happened on September 11th is
   A. communally, with other people
   B. through language
   C. through trial and error
   D. to watch the news

2. Name three specific failures of the speaker’s imagination.

3. Recall at least one metaphor that Lethem uses in his essay, and explain what it means.

4. What fond memory does the speaker have of the World Trade Center towers?

5. What is Lethem’s thesis (overall main idea)?
9 Failures of the Imagination (John Lethem)

ANSWER KEYS

Comprehension Questions

1. He is illustrating his ignorance that the tragedy had occurred (or could possibly occur); the thought about Clemens represents what he would think of in “normal” circumstances.

2. Much of the business in the country passed through those towers and would now have to be delayed.

3. The plume’s shape resembled an upside-down volcano that exists, dormant, in Japan.

4. He doesn’t want to contemplate the true extent of what happened.

5. After prolonged exposure to tragedy, many people, by necessity, become desensitized.

6. The speaker tried different ways of processing what happened, and, like trying various channels on TV, he could not find a way (channel) that satisfied his purpose.

7. Losing the Towers made him feel nostalgic for them; he could connect personally to the loss because, by observing the Towers as they were built, he shared their past. (4)

8. He cannot accept that real individuals with specific lives and situations needlessly perished.

9. He would like to see a peaceful world without senseless killing.

10. He means that the tragedy was too powerful to convey with words.

Discussion Questions

1. To examine the way that humans process unimaginable events and to connect with those who have tried; also, to pay tribute to those who died on September 11th.

2. People who have tried to process tragedy—specifically that of Sept. 11th.

3. Use teacher’s discretion.

4. Police were afraid that Americans would stereotype American citizens and legal aliens of Arabic origin because a few Arabs were said to be responsible for the Sept. 11th attacks.

Quiz

1. A communally, with other people (8)

2. Accept three of these: failure of language to communicate; failure to accept the death toll; failure to accept that people could be so cruel; failure to accept what his eyes/senses were telling him; failure to accept the images in the TV coverage; failure of the body to accept what happened (i.e. the women vomiting); failure to believe that something like that could happen in the first place; etc.

3. (Use teacher’s discretion)

4. He brought his wife there OR He remembered them as they were erected (4)

5. The human mind is highly resistant to accepting tragic events.
COMPARISON AND CONTRAST SELECTIONS

Two Views of the Mississippi (Mark Twain)

Most students will be familiar with Twain’s more famous titles, like *Tom Sawyer* and *Huckleberry Finn*. If copies of those novels or any of his novels can be brought to class, this helps to provide a framework for his significance as an American author. Many students, though, if not from the central United States, will probably need a geographic context for this excerpt from his *Life on the Mississippi*. Have they ever seen the Mississippi River? Do they have a general notion of where it is? A map of the U.S. is helpful here, and a photo of such a scene as he describes is also useful (see photo on next page). This essay, though brief, is dense with figurative language. Students often have trouble understanding it upon first reading. This is an excellent opportunity for paraphrasing practice. Typically, once completed, students have a greater understanding.

**Activity: Paraphrase Practice** – Identify one example of figurative language and paraphrase it as a model. Assign each student a partner. Give them each one sentence or sentence segment to rewrite in their own words. Assist them as needed. Have them share their results aloud or on the board or on a transparency.

The Men We Carry In Our Minds (Scott Russell Sanders)

The comparisons in this essay are fairly complex. Sanders presents information about convicts and guards; laborers and bosses; soldiers and laborers; men on TV and the men in his community; his father vs. other men in his community; fathers of his college classmates vs. fathers from his community; and men vs. women. It is helpful here to use some kind of graphic organizer like the one below to show connections and differences.

**Activity:** Assign students to teams of three. One student acts as leader to direct the work. Another student writes the team’s answers. The third student presents the information to the entire class. Each team is assigned one type of man (or woman) from the essay and lists words and phrases which Sanders uses to describe that type.

**Comparison and Contrast Graphic Organizer**

<table>
<thead>
<tr>
<th>Item A</th>
<th>Item B</th>
<th>Areas in common</th>
</tr>
</thead>
</table>

EHCW 103 Updated, 6/10/2008
Shakespeare’s Sister (Virginia Woolf)

You may want to couple this essay with “Why I Want a Wife” since each essay describes similarly unfair conditions for women as they existed in different countries and different times. Students should recognize the cross-cultural phenomenon of the ill-treatment of women and its duration over time. This may also be a good opportunity to discuss the attempts of women in other cultures to gain freedom, as in Afghanistan or Ethiopia where their rights are thwarted. You can search the Internet for women’s rights in any country, select a sample of countries, and present students with a general overview of a disturbing trend that exists in a number of non-industrialized nations to repress and abuse women or merely to deny them rights that some Western countries take for granted.

A video of “A Room of One’s Own,” from which “Shakespeare’s Sister” has been extracted, is available in most college libraries in both VHS and DVD formats, so you might wish to supplement the reading with this video, especially since the students may have some difficulty following the text itself.

Activity: Divide the students into pairs or groups of three and assign one paragraph of the essay to each pair/group, providing them with dictionaries. Split the long paragraphs in half and assign each half to separate groups. Giving the students ample time, tell them to look up unfamiliar words in the dictionary and to discuss the meanings of the sentences with their partner(s). They should be prepared to vocally explicate their paragraph or section in their own words to the rest of the class. Line by line written paraphrases may take too much time, but having to study the language closely will help students to understand the material.
Two Views of the Mississippi (Mark Twain)
Paraphrase Activity

Directions: These quotes come directly from the essay. Find them in the text and paraphrase them – rephrase them in your own words – using simple language.

- Using a dictionary to assist you, convert as many words as you can in each sentence, including changing figurative images to concrete ideas (i.e., hot as an anvil becomes extremely hot).
- Add words or change their order, but keep the same meaning as the original sentence.
- Avoid re-using part of the italicized word or its exact definition – use a synonym (a word that has a similar meaning – try a resource like www.merriam-webster.com).
- Write the new sentence from a third-person point of view (she, he, it, they, someone, the author, the essay, and so on), instead of first person (I).

Sample:
“Now, when I had mastered the language of this water, and had come to know every trifling feature that bordered the great river as familiarly as I knew the letters of the alphabet, I had made a valuable acquisition, but I had lost something, too.” (Paragraph 1)

Paraphrase:
He gained something worthwhile from becoming an expert riverboat pilot who knew well the details of the river, but he also lost something from gaining so much familiarity with it.

1. “[...] A black log came floating black and conspicuous.” (Paragraph 1)

2. “[...] where the ruddy flush was faintest, was a smooth spot [...]” (Paragraph 1)

3. “And high above the forest wall a clean stemmed dead tree waved a single leafy bough that glowed like a flame in the unobstructed splendor that was flowing from the sun.” (Paragraph 1)

4. “I stood like one bewitched. (Paragraph 2)

5. “All the value any feature of it had for me now was the amount of usefulness it could furnish toward compassing the safe piloting of a steamboat.” (Paragraph 3)
Two Views of the Mississippi (Mark Twain)
Comprehension Questions

1. For what career was Twain most famous?

2. What was the “valuable acquisition” Twain made?

3. What does he claim he lost?

4. What was the occupation he was learning at the time?

5. What colors can be seen in the first view of the river?

6. What shapes are identified in that same scene?

7. Why was Twain so moved by that scene?

8. What are some of the dangers he notices after he becomes experienced?

9. What does a person’s flushed face signal to a doctor?

10. What does a doctor lose as a result of medical training?
Two Views of the Mississippi (Mark Twain)

Discussion Questions

1. Twain uses figurative language (words and phrases used to convey an image rather than their literal meaning) throughout this piece. Explain each in your own words.

<table>
<thead>
<tr>
<th>Figurative Language</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>“when I had mastered the language of this water”</td>
<td></td>
</tr>
<tr>
<td>“the river was turned to blood”</td>
<td></td>
</tr>
<tr>
<td>“a … tree waved a single leafy bough that glowed like a flame”</td>
<td></td>
</tr>
<tr>
<td>“I drank it in”</td>
<td></td>
</tr>
<tr>
<td>“the river’s face”</td>
<td></td>
</tr>
<tr>
<td>“a bluff reef which is going to kill somebody’s steamboat…”</td>
<td></td>
</tr>
<tr>
<td>“a new snag… has located himself in the very best place… to fish for steamboats”</td>
<td></td>
</tr>
</tbody>
</table>

2. Contrast the features of the river in each scene by completing the chart below.

<table>
<thead>
<tr>
<th>1st View</th>
<th>2nd View</th>
</tr>
</thead>
<tbody>
<tr>
<td>The deep red and gold colors</td>
<td></td>
</tr>
<tr>
<td>Solitary floating black log</td>
<td></td>
</tr>
<tr>
<td>Sparkling slanting mark</td>
<td></td>
</tr>
<tr>
<td>Opalescent boiling, tumbling rings</td>
<td></td>
</tr>
<tr>
<td>Graceful lines &amp; radiating circles</td>
<td></td>
</tr>
<tr>
<td>Silver streak in the somber shadow of the forest</td>
<td></td>
</tr>
<tr>
<td>Clean-stemmed dead tree waving a single leafy bough</td>
<td></td>
</tr>
</tbody>
</table>

3. In what way is Twain’s experience like that of a doctor?

4. What is Twain’s overall message about learning a trade?
Two Views of the Mississippi (Mark Twain)

Quiz

1. Which former occupation of his did Twain refer to in this piece? (Circle one)
   A. historian
   B. writer
   C. boat pilot
   D. doctor

2. What was the valuable acquisition he made?

3. Twain uses the comparison and contrast rhetorical strategy here. What are the two major items he compares and contrasts?

4. Does he seem to view the effects of learning his trade as more POSITIVE or NEGATIVE? (Circle 1) Give a specific example of language from the text to support your answer.

5. State the author’s thesis (overall main idea) about the impact of learning a trade.
Two Views of the Mississippi (Mark Twain)

ANSWER KEYS

Comprehension Questions

1. Author
2. Mastering the “language of the water” – becoming familiar with the river (1)
3. The grace, beauty, poetry of it – an innocent appreciation of its majesty (1)
4. Steamboat pilot
5. Blood red, gold, black, opal-tinted, ruddy, silver, flame-like (1)
6. Slanting mark; rings; graceful circles; radiating lines; flame; curves (1)
7. It was new to him & he hadn’t seen anything like it at home (2)
8. Wind; rising river; bluff reef; dissolving bar & changing channel; place that’s shoaling up; fallen tree; and dying landmark (2)
9. Disease (3)
10. the ability to appreciate a human’s charms and beauty (3)

Discussion Questions

<table>
<thead>
<tr>
<th>Figurative Language</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>“when I had mastered the language...”</td>
<td>became an expert at navigating a boat on the river</td>
</tr>
<tr>
<td>“the river was turned to blood”</td>
<td>The surface of the river was deep red</td>
</tr>
<tr>
<td>“a ... tree waved a single leafy bough ...”</td>
<td>The one branch with leaves on the nearly-dead tree stood out, moved by the wind, reflecting the sunlight</td>
</tr>
<tr>
<td>“I drank it in”</td>
<td>I stared at the scene and saw all of it</td>
</tr>
<tr>
<td>“the river’s face”</td>
<td>The surface of the water</td>
</tr>
<tr>
<td>“a bluff reef which is going to kill ....”</td>
<td>A shallow area on which a boat could run aground</td>
</tr>
<tr>
<td>“a new snag... to fish for steamboats”</td>
<td>A fallen tree sticks out &amp; a boat could crash into it</td>
</tr>
</tbody>
</table>

1st View

The deep red and gold colors
Solitary floating black log
Sparkling slanting mark
Opalescent boiling, tumbling rings
Graceful lines & radiating circles
Silver streak in the shadow of the forest
Clean-stemmed nearly-dead tree...

2nd View

The sun indicates wind tomorrow
A rising river
A shallow area on which a boat could run aground
A dissolving bar and changing channel
Warning that the area is shoaling up dangerously
A fallen tree that a boat could hit
A landmark that will soon be gone

3. Both have learned a trade that interferes with the appreciation of beauty a novice sees.
4. Although mastering his profession provided me with a valuable skill, in doing so he lost the ability to appreciate the beauty of its natural setting. (Implied – para. 1)

Quiz

1. C boat pilot
2. learning a trade
3. Looking at the Mississippi River before and after learning how to pilot a steamboat
4. More negative according to this text. Examples: lost, never restored, beauty gone
5. Mastering a trade can be valuable but can impede one’s ability to appreciate its beauty.
Name: _________________________________

**The Men We Carry In Our Minds (Scott Russell Sanders)**

**Paraphrase Activity**

**Directions:** These quotes come directly from the essay. Find them in the text and paraphrase them – rephrase them in your own words – using *simple language.*

- Using a dictionary to assist you, convert as many words as you can in each sentence, including changing figurative images to concrete ideas (i.e., *hot as an anvil* becomes *extremely hot*).
- Add words or change their order, but keep the same meaning as the original sentence.
- Avoid re-using part of the italicized word or its exact definition – use a synonym (a word that has a similar meaning – try a resource like [www.merriam-webster.com](http://www.merriam-webster.com)).
- Write the new sentence from a third-person point of view (*she, he, it, they, someone, the author, the essay, and so on*), instead of first person (*I*).

<table>
<thead>
<tr>
<th>Sample:</th>
<th>Paraphrase:</th>
</tr>
</thead>
<tbody>
<tr>
<td>“The prisoners wore dingy gray-and-black zebra suits, heavy as canvas, sodden with sweat.” (Paragraph 1)</td>
<td>The prisoners wore shabby, dirty-looking uniforms of gray and white stripes, which appeared to be heavy and saturated with sweat.</td>
</tr>
</tbody>
</table>

1. “Hatless, steeped, they chopped weeds in the fierce heat, row after row, breathing the *acrid* dust of *boll-weevil* poison.” (Paragraph 1)

2. “But they have also come to stand for the twin poles of my early vision of manhood—the *brute toiling* animal and the boss.” (Paragraph 1)

3. “I could no more imagine growing up to become one of these cool, *potent* creatures than I could imagine becoming a prince.” (Paragraph 5)

4. “I was slow to understand the deep *grievances* of women.” (Paragraph 8)

5. “I wasn’t an enemy in fact or in feeling. I was an *ally*.” (Paragraph 11)
The Men We Carry In Our Minds (Scott Russell Sanders)
Comprehension Questions

1. In which states of the U.S.A. did Sanders spend his childhood?

2. What two types of men do the convicts and guards in the cotton field represent for Sanders in his early vision of manhood?

3. What kinds of jobs did most of the men he knew as a boy have?

4. Why didn’t he associate his own future with the men he saw on television?

5. What had his father achieved that gave Sanders a more hopeful example?

6. How were the men Sanders met in college different from those he had known?

7. What wrong assumption about Sanders did the women he met in college make because of their beliefs about males?

8. Why didn’t Sanders understand the grievances of those women?

9. What other groups of people does Sanders believe would share his vision of men and women?

10. What does Sanders believe that he and those college women had in common?
Name: _________________________________

**The Men We Carry In Our Minds (Scott Russell Sanders)**  
**Discussion Questions**

1. Complete the chart below to describe the different types of men Sanders remembers from his childhood.

<table>
<thead>
<tr>
<th>Type of Men</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Convicts</td>
<td></td>
</tr>
<tr>
<td>Prison guards</td>
<td></td>
</tr>
<tr>
<td>“Toilers”</td>
<td></td>
</tr>
<tr>
<td>“Warriors”</td>
<td></td>
</tr>
<tr>
<td>Men on TV</td>
<td></td>
</tr>
<tr>
<td>His father</td>
<td></td>
</tr>
</tbody>
</table>

2. Describe fathers his college classmates had known.

3. How did Sanders’ view of women change from his childhood to college?

4. For whom does he seem to have created this complex picture of men in our society? (Hint: note the sympathetic tone and the questions in paragraph 11)

5. What would Sanders’ purpose likely be in portraying for his readers all the different kinds of men he has encountered?

6. What is his overall message about one’s view of men (or women for that matter)?
Name ____________________________________

**The Men We Carry In Our Minds (Scott Russell Sanders)**

**Quiz**

1. Which type of man was not one of Sanders’ early images from childhood? (Circle one)
   - A. convict
   - B. laborer
   - C. soldier
   - D. stockbroker

2. Why did he sometimes “dread growing up”?

3. How were his college classmates’ fathers different from his own and those of his boyhood friends?

4. What did the women he met in college assume about him?

5. State the author’s thesis (overall main idea) about the images that we carry in our minds.
The Men We Carry In Our Minds (Scott Russell Sanders)

ANSWER KEYS

Comprehension Questions

1. Tennessee and Ohio (bio, 1, 4)
2. The brute toiling animal and the boss (1)
3. “toilers” – laborers, farmers, tradesmen – and “warriors” – soldiers (2-5)
4. they were too remote and unreal to him (5)
5. Promoted to front office of tire factory and wore white shirt and tie (6)
6. Children of the rich – assumed from birth they’d lead lives of comfort and power (7)
7. That he, like the powerful men they had known, would keep women from being able to enjoy privileges of power and success (7)
8. He had always envied the women he’d known because they seemed to him to have more free time, more leisure, and less worry than the men he knew. (8)
9. People who had grown up poor (in farm or mining areas, ghettos, factory towns, 3rd World countries), who had seen men and women both endure harsh lives. (9)
10. They both desired a future with fulfilling jobs, peaceful existences, and freedom from the powerlessness they had felt. (11)

Discussion Questions

1. | Type of Men | Description |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Convicts</td>
<td>Dingy suits, sweaty, hatless, stooped, toiling</td>
</tr>
<tr>
<td>Prison guards</td>
<td>White shirts, broad hats, shiny shotguns, blank faces, bosses</td>
</tr>
<tr>
<td>“Toilers”</td>
<td>Laborers, farmers, tradesmen, muscled, tired, bodies twisted &amp; maimed, nails black &amp; split, scarred hands, weak backs, hernias, ulcers, sore knees, squinting, wrinkled, etc.</td>
</tr>
<tr>
<td>“Warriors”</td>
<td>Soldiers, waiting, bored, practicing shooting, setting off bombs, driving tanks, willing to kill and die</td>
</tr>
<tr>
<td>Men on TV</td>
<td>Politicians, lawyers, doctors, bosses, cool, savvy, powerful</td>
</tr>
<tr>
<td>His father</td>
<td>Farm to factory, assembly line to front office, white shirt &amp; tie, worked with mind, died young from earlier hard work</td>
</tr>
</tbody>
</table>

2. Rich, comfortable, powerful, kept everything for themselves, ran the world
3. Had envied what seemed like leisure time & lack of worry, but later learned they had thankless jobs, were sometimes bullied, trapped, etc. & often felt denied power.
4. The intended audience is women, for whom he paints a more complex picture of men than they might have in their minds.
5. To illustrate that not all men are alike, and many men, like him, share their frustrations and desires and can be viewed as their allies.
6. We each carry a vision of men (and women) in our minds based on our experiences, which influences our interactions with both men and women.

Quiz

1. D stockbroker
2. He did not look forward to the back-breaking work he thought he had in store
3. Those men had power & privilege & didn’t need to use their bodies for work.
4. That he would deny them access to this power & privilege because he is male.
5. Our perceptions about men & women are influenced by the images from our youth.
Shakespeare’s Sister (Virginia Woolf)
Paraphrase Activity

Directions: These quotes come directly from the essay. Find them in the text and paraphrase them – rephrase them in your own words – using simple language.

- Using a dictionary to assist you, convert as many words as you can in each sentence, including changing figurative images to concrete ideas (i.e., *hot as an anvil* becomes *extremely hot*).
- Add words or change their order, but keep the same meaning as the original sentence.
- Avoid re-using part of the italicized word or its exact definition – use a synonym (a word that has a similar meaning – try a resource like www.merriam-webster.com).
- Write the new sentence from a third-person point of view (*she, he, it, they, someone, the author, the essay*, and so on), instead of first person (*I*).

Sample:  
“The essay shows Woolf’s skill at creating a context, *albeit* fictional, wherein her arguments about birth and opportunity and about the *exploitation* of women take on added power.” (bio)

Paraphrase:  
“Shakespeare’s Sister” demonstrates Woolf’s keen ability to make a statement that, although based in fiction, makes a strong argument about the abuse of women and the poor opportunities for women to succeed.

1. “For it is a *perennial* puzzle why no woman wrote a word of that extraordinary literature when every other man, it seemed, was capable of song or *sonnet*.” (paragraph one)

2. “She *pervades* poetry from cover to cover.” (paragraph three)

3. “[…] She is a vessel in which all sorts of spirits and forces are coursing and flashing *perpetually*.” (paragraph four)

4. “[…] What I find *deplorable*… is that nothing is known about women before the eighteenth century.” (paragraph five)

5. She was as adventurous, as imaginative, as *agog* to see the world as he was.” (paragraph six)
Shakespeare’s Sister (Virginia Woolf)
Comprehension Questions

1. After reading the essay, explain what the editors mean in the author’s biography when they say that Woolf has created a fictional context. What is the fictional scenario that she creates?

2. Basing your answers on information in the essay, provide three specific reasons from the essay for why women generally did not produce great literary works prior to the 1800s.

3. Name three of the specific questions that Woolf has about women.
   a. 
   b. 
   c. 

4. Provide three examples of activities (aside from writing and acting) in which Shakespeare probably engaged, according to the author.
   a. 
   b. 
   c. 

5. Describe what would have happened if a woman living in Shakespeare’s time said that she wanted to act in a play.

6. Describe the kind of marriage that an Elizabethan woman (a woman alive during Shakespeare’s time) would have had, according to the essay.

7. What point does Woolf make about genius in laboring classes?

8. When was the essay written?

9. Woolf could have created a fictional scenario for any female genius. Why does she create a hypothetical female genius who is the sibling of a male genius?

10. What is Woolf’s thesis (overall main idea)?
Name: ________________________________

Shakespeare’s Sister (Virginia Woolf)
Discussion Questions

1. What main question does Woolf ask in this essay?

2. Fully explain what Woolf means by saying that imaginative work “is not dropped like a pebble on the ground” but that “fiction is like a spider’s web.” To what is the “web” attached, and how does this impact a woman’s ability to produce ingenious works?

3. a. Woolf suggests in the middle of paragraph five that historians add a supplement to history. What would the supplement be?
   
   b. Why does Woolf say that the supplement to history should be titled with an “inconspicuous name” so that women may take part in history “without impropriety?” What point is she making about propriety?

4. Why would an English woman alive during Shakespeare’s time have “cried out that marriage was hateful,” as Woolf suggests in paragraph six? Provide as many reasons as possible, basing your answer on information in the essay.

5. What does Woolf mean when she says that Shakespeare’s hypothetical sister “lusted to feed abundantly upon the lives of men and women and the study of their ways?” (paragraph six)

6. Do you think that a modern, American woman has a better opportunity than that of an Elizabethan woman (like what Woolf describes) to exercise her genius in written form and publish it? Explain.
Name: ________________________________

Shakespeare’s Sister (Virginia Woolf) Quiz

1. Did Shakespeare have a sister?

2. Why weren’t women allowed to be actors in Elizabethan England?

3. Provide two reasons why women didn’t write fiction in Elizabethan times.

4. Why does Woolf want to add a supplement to history, and what does she want to be in it?

5. What does Woolf say about the creative potential of working class citizens?
**Shakespeare’s Sister (Virginia Woolf)**

**ANSWER KEYS**

**Comprehension Questions**

1. She pretends that Shakespeare had an ingenious sister who wanted to be an actor and writer but was unable to become either one of them, due to unfair social circumstances.

2. They weren’t allowed to be educated; they had to commit to household chores every day; men ridiculed their talent; and they were forced into arranged marriages by men who were allowed to beat them. (2, 6)

3. Accept any three of the following: how old was she when she married; how many children did she have; what was her house like; did she do the cooking; and did she have a servant? (5)

4. Accept any three of the following: he went to school; he hunted; he enjoyed the theatre; he became a successful actor; he socialized and knew everyone (6) (The students should not list separate hunting expeditions as separate answers)

5. The men would have scoffed at her. (6)

6. It was arranged. (2)

7. She means that the laboring classes would have had geniuses among them but that those individuals would not have had a chance to develop their abilities. (7)

8. 1929

9. Shakespeare was a genius, so genetically, if he had a sister, she may have been similarly endowed.

10. Women before the 18th century were unable to become renowned artists because they were not given fair opportunities for advancement.

**Discussion Questions**

1. Creating an imaginative work is not as quick and easy as dropping a pebble on the ground; rather, it involves the complexity of fashioning a web or of having to attach it to four corners, the four corners being areas of one’s life that must be in place for one to be successful: health, education, time for writing, space for writing, etc.

2. a. The supplement should include information about women. b. Women had to be “inconspicuous” because it was improper for them to take an active social role outside of housework and motherhood.

3. Because her marriage was arranged against her wishes and because marriage law allowed husbands to beat their wives

4. She wanted to write about people’s lives.

5. Use teacher’s discretion.

**Quiz Questions**

1. No

2. Men did not think that women could act

3. Accept two of the following: women weren’t allowed to be educated; women had no time to write because they were always cooking, cleaning, sewing, or parenting; women were ridiculed for not having talent; women were sometimes physically abused by their husbands (2, 6)

4. Not much has been written about women throughout pre-eighteenth-century history, so she wants a supplement to be added about them (5)

5. They must have creative talent without the means (financial and otherwise) of developing it. (7)
EXAMPLE AND ILLUSTRATION SELECTIONS

A Few Kind Words for Superstition (Robertson Davies)

This essay suggests that because human beings wish to exercise control of their destinies in a chaotic world, superstition provides a comfort that few people can resist—even intellectuals. Students should know the definition of superstition and be able to relate to it with examples from their own lives. As a prompt for discussion, you may want to use one or more of the following quotes from famous individuals throughout history:

- I don’t believe in God as I don’t believe in Mother Goose. –Clarence Darrow
- I cannot believe in the immortality of the soul.... No, all this talk of an existence for us, as individuals, beyond the grave is wrong. It is born of our tenacity of life—our desire to go on living—our dread of coming to an end. –Thomas Edison
- Theology is never any help; it is searching in a dark cellar at midnight for a black cat that isn't there. Theologians can persuade themselves of anything. –Robert A. Heinlein
- Senseless man, who cannot possibly make a worm and yet will make Gods by the dozen! –Michel Eyqyem de Montaigne

Activity: Group Work—Small groups of students take 10-15 minutes to make lists of 3-5 examples representing each of Davies’s four categories: “vain observances,” “divination,” “idolatry,” and “improper worship of the true god.” They will need guidance in separating the actual meaning of each category from its examples and in seeing a relationship between their own faith and the faith of superstition (through a few thought-provoking examples that are less apparent than not walking under a ladder). Each group dictates their lists as you write them on the board.

The Anthropology of Manners (Edward T. Hall)

This essay discusses the way in which various cultures have different systems of etiquette surrounding the concepts of space and time. To extend the discussion of differences in cultural etiquette, go to http://www.ediplomat.com/np/cultural_etiquette/cultural_etiquette.htm where you can click on the names of 44 countries and learn about manners that are particular to each of them. This information may be of interest to students.

Activity: This essay will be fairly accessible to students because its illustrations are clear and anecdotal; however, the students may have difficulty extrapolating and articulating major points for various anecdotes. To help the students to understand the example-illustration pattern, then, extract various illustrations of cultural manners and ask them to write a general sentence to represent the major point of each. For example, paragraph 23 provides an anecdote of a tribesman who arranged to meet his brother in Kabul, Afghanistan but had forgotten to specify the year for their meeting. After students read the entire scenario as well as the context that surrounds that paragraph, they should be able to write their own sentence to explain the point that the author is making with the illustration. Students can work in pairs or small groups for this activity. Be sure to give them direction first by providing them with the scenarios.

Black Men and Public Space (Brent Staples)

This piece provides an opportunity to show students how to approach a text objectively, identifying the motives for people’s behavior and the bases for their fears as the author suggests and not as they themselves might reason based on their own experiences. Teachers can aid class discussion by presenting current crime rate statistics and other factual information (say, about
weapons and crime legislation) in anticipation of misinformed opinions that could be proposed by students. This is also an opportunity to discuss stereotypes about race and gender and the influences of socioeconomic status on people’s assumptions, since Staples introduces the contrast of affluent and working class towns/neighborhoods (see paragraphs 1 and 6).

**Activity – Paraphrasing:** The teacher demonstrates how to rewrite one sentence in different words (with the second sentence in paragraph one, for example). Students are then given several sentences on slips of paper and asked to paraphrase these, working in pairs. The partners then present their rewritten sentences to the rest of the class aloud or on the board. With guidance from the teacher, the whole class determines whether the rewritten sentence is accurate. As an extension of this exercise, whole chunks of text can be paraphrased and each of these can be compiled into a summary.

**Forbidden Things (Bailey White)**

This essay discusses the urge that people have to engage in activities that spring from a primitive, human characteristic. Engage the students in a discussion about whether or not breaking the rules about prohibited public behaviors is acceptable. Contemplate with them the benefits of law and order and weigh this against the pleasure of unimpeded hedonism. To enrich the discussion, ask the students to think of examples of prohibited behaviors that the author does not mention. You should also highlight the hypocrisy wherein law enforcers (like the sign-maker in White’s essay) sometimes break the rules that to which they submit other people, as in a police officer who might break the speed limit laws of a highway (even when he is not in a car chase) and be unfairly immune to the penalties. Help the students to recognize the value of the principle of consistency, whereby what is good for one person should be good for all people without exception. You might want to use the example whereby people often say that if someone were to kill one of their family members, they would take revenge. In such a scenario, the victim’s family members would override due process of law for personal reasons in a more extreme version of being the one and only person to swing on the vine or feed the fish (per White’s examples). Contrarily, you should help students to see that sometimes breaking a rule is necessary, as in running a stop sign at a clear intersection for the purpose of transporting an ailing person to the hospital more expediently. Of course, the students should also recognize that some rules or laws are more serious than others.

This essay exposes raw, human, almost child-like instincts, which is reminiscent of Jean-Francois Lyotard’s *The Inhuman*, in which Lyotard examines what makes a person human—pre-lingual instincts or an imposed system of rules by which people create self-control. You may want to supplement the discussion of “Forbidden Things” by bringing clips from the first few chapters of *The Inhuman* or by summarizing the book’s core tenets and using them as catalysts for contemplation.

**Activity:** To help the students to understand the rhetorical pattern of the essay, place them in pairs or small groups and ask them to list examples of the essay’s prohibited activities and corresponding illustrations. Not every example will have an illustration, and likewise, not every illustration will directly state the example that it is illustrating (like the man in the end of the essay who is feeding the fish without the author’s saying so explicitly), so the students will have to infer the implied meanings. To organize the activity, you may want to assign specific paragraphs or sections to students.
Name: _________________________________

A Few Kind Words for Superstition (Robertson Davies)
Paraphrase Activity

Directions: These quotes come directly from the essay. Find them in the text and paraphrase them – rephrase them in your own words – using simple language.

- Using a dictionary to assist you, convert as many words as you can in each sentence, including changing figurative images to concrete ideas (i.e., *hot as an anvil* becomes *extremely hot*).
- Add words or change their order, but keep the same meaning as the original sentence.
- Avoid re-using part of the italicized word or its exact definition – use a synonym (a word that has a similar meaning – try a resource like [www.merriam-webster.com](http://www.merriam-webster.com)).
- Write the new sentence from a third-person point of view (*she, he, it, they, someone, the author, the essay*, and so on), instead of first person (*I*).

<table>
<thead>
<tr>
<th>Sample:</th>
<th>Paraphrase:</th>
</tr>
</thead>
<tbody>
<tr>
<td>“In grave discussions of ‘the renaissance of the irrational’ in our time, superstition does not figure largely as a serious challenge to reason or science.” (Paragraph 1)</td>
<td>During serious talks of the rebirth of irrational thought today, people generally do not see superstition as something that significantly goes against rationality or science.</td>
</tr>
</tbody>
</table>

1. “Few people will admit to being superstitious.” (Paragraph 2)

2. “First is what they call vain observances.” (Paragraph 3)

3. “The second form is divination, or consulting oracles.” (Paragraph 4)

4. “The third form is idolatry.” (Paragraph 5)

5. “[…] When Rome was in decline, superstition proliferated wildly […]” (Paragraph 10)
Name: _________________________________

**A Few Kind Words for Superstition (Robertson Davies)**

**Comprehension Questions**

1. Why do few people admit to being superstitious? Using your own words, base your answer on information from the essay.

2. Davies says that one example of a vain observance is the superstitious act of throwing salt over one’s shoulder. What is the definition of “vain observance?” Look up the definitions of “vain” and “observance” (and be sure to select the most appropriate ones).

3. Why does the professor who throws salt over his shoulder wink when he says that he was trying to “hit the Devil in the eye?”

4. Why do thousands of people consult the I Ching?

5. How is placing a lucky coin on a desk before a test an example of “idolatry?” Explain.


7. What suggestion does psychology offer for why people are superstitious? Does Davies accept this explanation? Why or why not?

8. According to Davies, some people associate the fall of Rome with its abundance of superstition and then compare this scenario with that of the modern Western world. He then accounts for their logic with the example of today’s astrology columns. Then he says, “But when has astrology not been popular?” What is his point about the Western world?

9. Does Davies see himself as inside or outside of the superstitious community? Explain by referring to the essay.

10. According to Davies, does superstition exist within religions? Explain, providing an example.
A Few Kind Words for Superstition (Robertson Davies)

Discussion Questions

Complete the chart below:

<table>
<thead>
<tr>
<th>Type of Superstition</th>
<th>Implied Definition</th>
<th>Your Own Example</th>
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</thead>
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</tbody>
</table>

1. What rhetorical pattern does Davies use to arrange his information?

2. Why does Davies use his college professors as examples to describe the four types of superstition?

3. What was Davies’ purpose for writing this essay?

4. What does Davies mean when he says that superstition runs as a “submerged river of crude religion, below the surface of human consciousness?”

5. According to Davies, why are people superstitious?

6. Who is Davies’ likely target audience?
Name _____________________________________

A Few Kind Words for Superstition (Robertson Davies)
Quiz

1. When did superstition originate, according to Davies?
   A. in an older generation of uneducated, poor people
   B. with the first university
   C. with the rise of Christianity
   D. before all religions as we know them

2. Define “superstition.”

3. List the four types of superstitions.

4. According to Davies, what kinds of people are capable of being superstitious?

5. What is Davies’ thesis (overall main idea) about superstition?
A Few Kind Words for Superstition (Robertson Davies)

**ANSWER KEYS**

**Comprehension Questions**

1. Believing in superstitions “implies naïveté or ignorance.” (2)
2. A senseless act or habit that does not have its desired effect but is practiced anyway
3. He is trying to soften the act by indicating that he knows it is superstitious. (3)
4. They believe the I Ching will give them good advice. (4)
5. Believing that a coin has power is a way of “worshipping” an ungodly thing. (5)
6. A person should not sin to win God’s favor, since God preaches honesty. (6)
7. Psychology says that superstition is a compulsion neurosis. (8)
8. He means that the modern world is not failing due to astrology, since numerous other civilizations in history have used astrology abundantly and have not failed. (10)
9. No, Davies admits that he has been superstitious: hoping that it would give him good luck, he used to touch a Lucky Baby before every college exam. (12)
10. Yes. He says that some Orthodox Jews place charms on their doorposts (9) and that his Roman Catholic Mother used to kill spiders on July 11th. (11)

**Discussion Questions**

<table>
<thead>
<tr>
<th>Type of Superstition</th>
<th>Implied Definition</th>
<th>Your Own Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vain Observance</td>
<td>A senseless act or habit that does not have its desired effect but is practiced anyway</td>
<td>Use teacher’s discretion</td>
</tr>
<tr>
<td>Idolatry</td>
<td>Worship of false gods; falsely attributing power to a non-godly thing</td>
<td>Use teacher’s discretion</td>
</tr>
<tr>
<td>Divination</td>
<td>Believing in the ability of something or someone to determine the future</td>
<td>Use teacher’s discretion</td>
</tr>
<tr>
<td>Improper Worship of the True God</td>
<td>Not respecting God; disobeying God’s rules during worship</td>
<td>Use teacher’s discretion</td>
</tr>
</tbody>
</table>

1. Division and classification
2. To prove that even very educated people believe in superstitions
3. To demonstrate that all types of people have used superstitions throughout history; to demonstrate people’s need to feel like they are controlling their destinies.
4. When people believe in God because simply because everyone else does, they begin to fear not conforming to religious doctrine; God becomes perceived as a punisher. (8)
5. They want to feel like they have control over their destinies. (11)

**Quiz**

1. D before all religions as we know them (9)
2. Irrational fear of the unknown; blindly accepted belief or action based on that belief
3. Vain observance; idolatry; divination; improper worship of the true God
4. All people, regardless of their educational level
5. Superstition has played a persistent role among educated and non-educated people throughout history due to their desires to know and control their own destinies.
Name: ________________________________

The Anthropology of Manners (Edward T. Hall)
Paraphrase Activity

Directions: These quotes come directly from the essay. Find them in the text and paraphrase them – rephrase them in your own words – using simple language.

- Using a dictionary to assist you, convert as many words as you can in each sentence, including changing figurative images to concrete ideas (i.e., hot as an anvil becomes extremely hot).
- Add words or change their order, but keep the same meaning as the original sentence.
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- Write the new sentence from a third-person point of view (she, he, it, they, someone, the author, the essay, and so on), instead of first person (I).

<table>
<thead>
<tr>
<th>Sample:</th>
<th>Paraphrase:</th>
</tr>
</thead>
<tbody>
<tr>
<td>“As you read the following essay, consider what your own rules and taboos are for time and space.” (bio)</td>
<td>The editors tell readers to think about what their own guidelines and unacceptable social behaviors are for time and space.</td>
</tr>
</tbody>
</table>

1. In an Arab country, etiquette dictates that the person being served must refuse the proffered dish several times, while his host urges him repeatedly to partake.” (paragraph 3)

2. The State Department especially has pioneered in the attempt to bring science to bear on this difficult and complex problem. (paragraph 5)

3. “Nobody is aware of the quality of his own voice, the subtleties of stress and intonation that color the meaning of his words or the posture and distance he assumes in talking to another person. (paragraph 9)

4. “My own studies of space and time have engendered considerable cooperation and interest on the part of friends and colleagues.” (paragraph 17)

5. In Arab countries, an American paying a duty call at the house of a desert sheik causes consternation if he gets up to leave after half a day. (paragraph 22)
The Anthropology of Manners (Edward T. Hall)
Comprehension Questions

1. What is an “enculturating device,” according to Hall? Find the answer in the text and paraphrase it.

2. Examine Emily Post’s statement that “There is not a single thing that we do, or say, or choose, or use, or even think, that does not follow or break one of the exactions of taste, or tact, or ethics of good manners, or etiquette.” What does she mean? Say it in your own words.

3. Provide a specific example from the essay about how “time” can be different in a country other than the US.

4. Find evidence in the text that indicates that Americans are the intended audience for the essay.

5. In paragraph eleven, Hall mentions the “lower forms of life.” To what is he referring?

6. Provide a specific example from the essay about how the US and another country or region of the world feel differently about personal space.

7. Despite that he speaks of the need for cultural tolerance, Hall makes a statement in paragraph fourteen that makes him seem to be prejudiced against homosexuals. Which sentence suggests this?

8. What two primary cultural concepts does Hall study when looking at manners in different areas of the world?

9. In paragraph 25, Hall says that people rely on built-in patterns to interpret messages. What does he mean?

10. What does an anthropologist study?
Name: ________________________________

The Anthropology of Manners (Edward T. Hall)
Discussion Questions

1. How can a unit of time be valued differently in two separate countries? Refer to an example from the essay. Explain fully.

2. Explain the difference in preferences for proximity in the US and Latin America.

3. What did you learn about manners in the following countries? List one fact for each:
   a. Lebanon:____________________________________________________
   b. Iran:_______________________________________________________
   c. China:____________________________________________________
   d. Cuba:_____________________________________________________
   e. Afghanistan:______________________________________________
   f. The United States:_________________________________________

4. What is Hall’s reason for writing this essay? What does he hope to accomplish?

5. What is Hall’s thesis?
Name: ________________________________

The Anthropology of Manners (Edward T. Hall)
Quiz

1. Where might a happy American speaking in a loud voice unintentionally cause his listeners to think that he is angry?
   a. Lebanon
   b. Iran
   c. China
   d. Cuba
   e. Afghanistan
   f. United States

2. Based on your reading of Hall’s essay, describe the spatial proximity (amount of space between two people) with which Latin Americans feel comfortable. Be as specific as possible.

3. According to the essay, how do Middle Easterners view time? Be specific.


5. What two concepts does Hall study regarding manners in various regions of the world?

6. What is Hall’s thesis?

7. What does anthropology study?
The Anthropology of Manners (Edward T. Hall)

ANSWER KEYS

Comprehension Questions

1. It is a way of training children for life by repeatedly exposing them to certain values or ways of behaving. (1)
2. Everything that we do and say follows or breaks rules of etiquette. (2)
3. A number of answers will suffice. Use teacher’s discretion.
4. Manners in non-American cultures are continually compared to corresponding American manners. Also, Hall says, “In the U.S., we [...],” hence making himself part of his audience, US citizens. (9)
5. Animals
6. A number of answers will suffice. Use teacher’s discretion.
7. “A distance of only eight to 13 inches between males is considered either very aggressive or indicative of a closeness of a type we do not ordinarily want to think about.” (8)
8. Space and time
9. We learn from experience and observation how to interpret ambiguous messages (24).
10. An anthropologist studies the beliefs and practices of different cultures.

Discussion Questions

1. Some countries regard an increment of time as long while other countries regard that same increment as short. (ex: 5 minutes in the US equal 15 minutes in Iran)
2. Latin Americans like to speak in close proximity to people while US Americans like more personal space. (10-16)
3. a. Lebanon: The Lebanese value close proximity between strangers (12)
   b. Iran: Iranians are easygoing about lateness (25); they must say, “No thank you” several times when dining as guests, while the host must repeatedly ask them to eat. (3)
   c. China: a loud voice usually signifies anger or loss of self-control (9)
   d. Cuba: Cubans value close proximity between strangers (14)
   e. Afghanistan: Afghans are easygoing about lateness (23)
   f. The United States: Americans do not like close proximity, and they allow short windows for lateness. (14, 18, 22)
4. He wants people to be more aware and less judgmental of differences in manners between cultures.
5. Each culture in the world has its own set of manners regarding the way in which it values space and time.

Quiz

1. C. China (9)
2. Latin Americans can feel comfortable conversing with strangers with only 13 inches between them. (14)
3. Middle Easterners allow larger windows of time for acceptable lateness. (21-25)
4. He didn’t realize that saying, “No thank you” would make Americans think that he didn’t want to eat, since in his country, it is polite to refuse food several times until the host insists upon the guest’s taking it. (3)
5. Space and time
6. Each culture in the world has its own set of manners regarding the way in which it values space and time.
7. Anthropology is the study of the beliefs and practices of different cultures.
Black Men and Public Space (Brent Staples)
Paraphrase Activity

Directions: These quotes come directly from the essay. Find them in the text and paraphrase them – rephrase them in your own words – using *simple language*.

- Using a dictionary to assist you, convert as many words as you can in each sentence, including changing figurative images to concrete ideas (i.e., *hot as an anvil* becomes *extremely hot*).
- Add words or change their order, but keep the same meaning as the original sentence.
- Avoid re-using part of the italicized word or its exact definition – use a synonym (a word that has a similar meaning – try a resource like www.merriam-webster.com).
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Sample:

<table>
<thead>
<tr>
<th>Original Quote</th>
<th>Paraphrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>“As I swung onto the avenue behind her, there seemed to be a discreet, uninflammatory distance between us.” (Paragraph 1)</td>
<td>When he turned onto the street behind the woman, he thought there was a tactful, non-threatening distance between them.</td>
</tr>
</tbody>
</table>

1. “I came upon her late one evening on a deserted street in Hyde Park, a relatively affluent neighborhood in an otherwise mean, impoverished section of Chicago.” (Paragraph 1)

2. “Her flight made me feel like an accomplice in tyranny.” (Paragraph 2)

3. “I needed only turn a corner into a dicey situation […] or make an errant move after being pulled over by a policeman.” (Paragraph 2)

4. “I moved to New York nearly two years ago and I have remained an avid night walker.” (Paragraph 4)

5. “Yet these truths are no solace against the kind of alienation that comes of being ever the suspect […]” (Paragraph 5)
Name: _________________________________

Black Men and Public Space (Brent Staples)
Comprehension Questions

1. In what kind of neighborhood was the author walking in the first example he offers (paragraph 1)?

2. Why did the woman in the first example run away?

3. What did her reaction to the author enable him to realize about public space?

4. How would “being perceived as dangerous” be “a hazard” to someone?

5. What do automobile passengers often do as Staples crosses the street?

6. Why, according to Staples, are women’s perceptions about him “not a hallucination?”

7. What was it about the author’s background that made strangers’ behavior toward him later in life surprising and upsetting to him?

8. What happened to his cousin, brother, and friend that led him to avoid violence?

9. What kind of tales does he tell us that black men commonly trade with each other?

10. List at least two precautions the author takes to seem “less threatening” to others?
Black Men and Public Space (Brent Staples)
Discussion Questions

1. Describe the way some people have reacted to the author in public places.

2. What causes does Staples offer to explain why people (especially women) sometimes act the way they do toward black men?

3. What are some of the effects their behavior has on black men like Staples?

4. For what group of readers do you think this essay is intended?

5. The author explains several adjustments he has made to his own actions in order to avoid problems in public. What change does it seem that he might like to see from others?

6. What point is Staples making about strangers’ perceptions of black men?
Name _________________________________

Black Men and Public Space (Brent Staples)

Quiz

1. Why does Staples whistle melodies by Beethoven and Vivaldi when he is out walking late at night? (Circle one)
   A. Classical music is his favorite
   B. To prove that he is better than those who judge him
   C. To reduce other people’s fears about him
   D. To relieve his stress

2. Complete the chart below.

<table>
<thead>
<tr>
<th>EXAMPLE</th>
<th>WHAT OCCURRED</th>
<th>ILLUSTRATED ASSUMPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deserted street in wealthy neighborhood</td>
<td></td>
<td>The person assumed …</td>
</tr>
<tr>
<td>(paragraph 1)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Magazine office                              |               | The people assumed …   |
| (paragraph 8)                                |               |                        |

| Jewelry store                                |               | The person assumed …   |
| (paragraph 9)                                |               |                        |

Black Men and Public Space (Brent Staples)

ANSWER KEYS

Comprehension Questions

1. A wealthy (affluent) one (1)
2. She was afraid of him (1)
3. He had the ability to alter public space in ugly ways; there was a vast gulf between pedestrians and him; strangers perceived him as dangerous. (2)
4. He could get shot if he encountered a fearful person who had a gun (2)
5. Lock their doors (3)
6. They are particularly vulnerable to street violence and young black men are drastically overrepresented among the perpetrators (5)
7. He had been one of the good boys, not prone to violence or crime, growing up against the backdrop of violence and gangs in a small town (6)
8. They all died from street violence (7)
9. Being mistaken for criminals, especially by police officers (10)
10. Answers could include: move about with care, give people plenty of room (a wide berth), not entering a building directly behind people who seem nervous, being calm and friendly with police, and whistling classical music while walking at night. (11-12)

Discussion Questions

1. Answers will vary. Casting back worried glances, quickening their pace, running away, locking their car doors, crossing to the other side of the street, being distrustful, assuming he was a criminal or violent, walking in a defensive stance, chasing him, threatening him (with a guard dog).
2. In his younger years, his appearance and manner of dress, and later people’s fear of muggers and criminals, city crowding, and the realities of women’s vulnerability to crime. But overall, it is people’s assumptions about black males.
3. Surprise, embarrassment, dismay, like “an accomplice in tyranny,” alienated, frightened, enraged, and cautious.
4. Those who have these mistaken perceptions that all black men are to be feared
5. That they stop making these assumptions about black men they do not know
6. Strangers often assume that the black men they meet in public places are threatening.

Quiz

1. C. to reduce other people’s fears about him
2. Example 1: A white woman seemed concerned when he walked behind her despite the distance between them. She glanced back several times and quickened her pace, and then she ran down a side street. She assumed he would hurt her.

Example 2: He rushed into the building with a story to meet his deadline. The office manager called security and together they chased him until he found someone who knew him. They assumed he was a burglar or intruder.

Example 3: The owner brought out a large guard dog. She stood silently with a fearful expression, refusing to answer his questions, until he left. She assumed he was a robber.

As a black man, he has experienced being misjudged in public situations as a criminal or someone to be feared.
Forbidden Things (Bailey White)
Paraphrase Activity

Directions: These quotes come directly from the essay. Find them in the text and paraphrase them – rephrase them in your own words – using simple language.

- Using a dictionary to assist you, convert as many words as you can in each sentence, including changing figurative images to concrete ideas (i.e., hot as an anvil becomes extremely hot).
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- Write the new sentence from a third-person point of view (she, he, it, they, someone, the author, the essay, and so on), instead of first person (I).

Sample: “‘Forbidden Things’ could be considered a satire, a rant, or a revenge fantasy—or all three.”(bio)
Paraphrase: This essay might be called a sarcastic mockery of society, an angry burst, or an imagined attempt at revenge—or possibly these three combined.

1. “I stood there, gazing down, and feeling a reverence for these spectacles of the natural world.” (paragraph 2)

2. “Then I noticed the sign, one of those tastefully unobtrusive state park signs.” (paragraph 3)

3. “Ever since El Paso, Texas, my seatmate had been an old man who chain-smoked Marlboro cigarettes and sucked and slobbered over a perpetual ham sandwich that kept oozing out of a greasy crumple of waxed paper.” (paragraph 4)

4. “I imagine with distaste a mean, sour, silent little man skulking around in public places, watching us furtively with squinny eyes while scribbling notes on his pad with a gnawed pencil.” (paragraph 9)

5. “And with that, the vine will untwine and drop him into the vortex of a limpid spring.” (paragraph 15)
Forbidden Things (Bailey White)
Comprehension Questions

1. What overall phenomenon does White dislike?

2. List three prohibited activities in which White would like to engage.
   a. 
   b. 
   c. 

3. Does White approve or disapprove of signs that prohibit behavior? Provide one specific piece of evidence from the text to support your answer.

4. About what prior experience does White have a flashback?

5. White could imagine any kind of sign-maker. Why does she imagine a sign-maker who first engages in an activity and then creates a sign to forbid it? Why would such a person make a logically good sign maker?

6. Why does White mention that she had to sit beside a man whose slobbery ham sandwich was perpetual? How does this fact impact the information that follows it?

7. Why does the sign-maker note the prohibited activities “with a smirk?” (paragraph 9)

8. Which paragraphs in the essay seem fictional?

9. White uses descriptive language in her essay. Quote one descriptive sentence, and indicate which of the five senses it appeals to.

10. How is White an “atavistic” person (in general) in her desire to do forbidden things?
Forbidden Things (Bailey White)
Discussion Questions

1. The editors suggest that this essay could be labeled as a satire. In what way is this essay satirical?

2. The editors also suggest that this essay could be labeled as a “revenge fantasy.” In what way is this essay like a fantasy of getting revenge? Refer to the text for your specific answer.

3. Why doesn’t White provide a transition between “Do not feed the fish” and “We prohibit climbing in any manner from or along the canyon rim” in paragraph seven?

4. Do you think it would be okay to break the rules in one of the scenarios that White describes? Is it okay for a person to justify breaking the rules because he or she “would be the exception?” Why or why not?

5. What is White’s thesis?
Name: _______________________________

Forbidden Things (Bailey White)
Quiz

1. What is White ranting about?

2. What kind of trip has White taken?

3. The sign-maker breaks all of his rules. What does this say about White?

4. According to the author, what is impressive about the sign-maker’s choice of what behaviors to prohibit?

5. Besides any emotions related to the signs, what other emotions does White relay in the essay and toward what does she feel them?
Forbidden Things (Bailey White)

ANSWER KEYS

Comprehension Questions

1. She dislikes signs that forbid behavior.
2. Throwing food in the gorge (3), washing her hair and feet in the sink (5), and feeding the fish (6); also accept any of the fantastical activities or scribblings of the sign-maker (9-16)
3. She approves of them. Accept any examples from paragraph eight.
4. Wanting to feed the fish at a downtown restaurant (6-7)
5. He knows what behaviors people want to engage in (9)
6. It clarifies the intensity of her need to wash her feet and hair in the sink as well as her subsequent disappointment at the sign that forbids those activities. (5)
7. He knows that he is going to break his own rules.
8. Paragraphs 9-16
9. Use teacher’s discretion.
10. She wants to act on the basic human desires that people would follow if rules were not in place.

Discussion Questions

1. It mocks society for creating rules against seemingly harmless and tempting behaviors—and it suggests that the rule-makers themselves are allowed to break their own rules if they want to.
2. It is like a revenge fantasy because when White imagines a man who breaks all of the rules, she puts herself in his position, imagining that she is him.
3. The continuation of the text emphasizes the shared quality of prohibition between the two signs.
4. Use teacher’s discretion.
5. The prohibition of various behaviors in public places is frustrating because it denies people the freedom of acting out their natural urges. (Use teacher’s discretion)

Quiz

1. Signs that prohibit behavior
2. A transcontinental bus trip (4)
3. She wishes that she could break all of the rules.
4. He somehow knows the deep universal human urges that people have (9)
5. Accept one of the following: she feels awed by nature (2, 6, 16), enticed by primitive desires (3, 7, 9, 15-16), and excited by the idea of the sign-maker who breaks the rules (13-16); she simultaneously feels disgusted by the sign-maker (9).
CAUSE AND EFFECT SELECTIONS

Where Have All the Parents Gone? (Barbara Dafoe Whitehead)

Most students will think this is a difficult piece. It has many historical and cultural references with which they might not be familiar, and the cause and effect relationships and logic of her arguments are complex. Provide background information on the economic principles of work, industry, and capital. Clarify terms like global economy, welfare, optimistic vs. dystopic views, demographic, national agenda, pronatal ideology, feminism, postwar, baby boom, public interest, yuppies, public sector, and social policy. Call their attention to liberal vs. conservative political ideology, too, and note that the author implies a relationship between feminism and the decline of the family, between illegitimacy and poor educational performance, and between two-income families and moral irresponsibility. In particular, there is an emphasis on today’s parents not “teaching good values” and social policy needing to support family values. One strategy is to use certain excerpts to help students locate the various causes and effects presented.

Activity: Guided Collaboration – Provide specific excerpts or paraphrases of excerpts provided on index cards. Pairs of students list the causes and effects from the text for their excerpt. These are shared aloud with the entire class or written as notes and later photocopied for distribution. Some excerpts are:

- American children aren’t prepared to run the race (compete in the global economy), let alone win it (dominate). (4). Why aren’t they? What will the result be?
- “Kids as capital” has caught on, but it could end up damaging our nation’s children. (5-14). Why is it popular? How will it impact children?
- Only a generation ago, parents stood at the center of society. (15-17). Why did they?
- By the 1970s, parenthood had lost its singular status. (18-20). Why did it? What happened as a result?
- …. There was only one way to face up to the new economic pressures of child rearing: work longer and harder outside the home. For all but the extremely well-off, a second income became essential. (21-25). Why was this necessary? What impact did this have on children and families?

- The flattering image of parenthood faded and a darker image of parents appeared. (26-31). Why did this image fade? What was the image that appeared? Why?
- “Kids as capital” paints a false picture of absent parents leaving children to the fate of struggling in the global economy when they become adults. (32-34). Why?

If Hitler Asked You to Electrocute a Stranger, Would You? Probably (Philip Meyer)

Students usually have difficulty comprehending this essay, so a teacher-led explication of the text will be necessary. Meyer’s essay reflects the frightening quality of human beings to do what they are told, regardless of circumstance. To demonstrate the impact of this reality, you can show your students Milgram’s 1965 VHS documentary titled Obedience, which Milgram created soon after his experiments to illustrate his findings. This film is available in major university libraries.
Before discussing Meyer’s essay with your students, consider briefly recounting the realities of the Holocaust as a way of reinforcing just how obedient people can be in the most ghastly of situations. At the following URL address, you can find a timeline of events as they occurred during the Holocaust, as well as photographs, documents, definitions of terms, and links to other websites: http://fcit.coedu.usf.edu/holocaust/timeline/camps.htm. You can find additional resources at http://fcit.coedu.usf.edu/holocaust/.

**Activity: Class Discussion**—Meyer quotes Milgram as saying that people become unconscious agents when they follow orders, thus seeing themselves as instruments “of the execution of another person’s wishes.” Milgram says that in such a situation, “You do not see yourself as acting on your own.” Ask students to brainstorm for examples of this kind of unconscious agency in society, wherein the “agents” do not feel responsible for their own actions. You may site as an example a salesperson who sells a faulty product but who claims that he is only following orders; that he does not want to lose his job (not thinking that he could, at any time, choose a different job); or that “business is about survival and profit, ‘each person for himself.”’ This activity can prompt an interesting discussion about ethics and free will in business.

**Shattered Sudan (Paul Salopek)**

This essay is challenging for students, so arrive to class with background information about Sudan’s longstanding internal racial and religious division. Bring a world map to class and show students the location and size of Sudan, comparing it to the state of Texas with which it is proportionately comparable. Be sure to specifically discuss the current genocide in Darfur and if possible, bring photographs to elucidate the devastation. The Internet offers plenty of websites on the situation in Darfur that can act as supplements to the text. Compare the situation to that of the Rwandan genocide and the Holocaust so that students understand the magnitude of the situation. You can also bring URL addresses of websites that students can access to offer monetary support. Stress that in the absence of money, letters to political leaders can also be effective.

**Activity:** Divide the essay into equally proportioned sections and assign each section to a different group of students. Ask each group to extrapolate the main idea and major supporting points from each paragraph in its section while you walk around the room, offering assistance where needed. The students will share their answers with the rest of the class at the completion of the activity.

**DNA as Destiny (David Ewing Duncan)**

“DNA as Destiny” will be moderately challenging to students. Spend time in class clarifying the meaning of SNPs as well as the different types of SNPs, most of which merely differentiate people from each other by supplying unique traits like hair color and height. Tell students that 98% of the DNA in all humans is alike and that likewise, humans and chimpanzees share 98% of the same DNA. You should also explain the benefits of personalized medicine by telling students that SNPs can forecast a person’s tolerance or reactivity to a drug and that not all people respond in the same way to medicine. You might want to discuss other advances in genetics wherein, for example, people may one day be able to fashion what media are calling “designer babies,” children that contain only “desirable” genes. To illustrate, consider showing parts of the movie *Gattaca* in class, especially since Duncan alludes to this film.
Activity: This essay contains numerous instances of figurative language, such as the following sentences and phrases: “I will discover a nucleic time bomb ticking inside my chromosomes” (1); “biotech startups incubating in the canyons” (2); “glitches” (3), which is actually a computer term; “I’m also clean for cystic fibrosis” (18); “the news sinks in” (20); “This attitude is buttressed” (20); “tainted blood line” (31); “We are all mutts” (35); “running another ancestry marker […] through a database” (37); “family trees” (39); “a pool of suspects” (39); “petal and jog like a madman” (40); “an ACE and ATHS deep inside me will be nagging me” (41); and “culprit genes” (44). Write these lines and their paragraph numbers on the board. Then place the students in pairs and tell them to convert the lines into their literal translations. You may have to first model for them how to translate a figurate phrase of your invention (i.e. “the foggy-headed man” becomes “the confused man” or “the man with fever” and “the crisp air” becomes “the cold, fresh, dry air”). Walk around the room, providing help as needed, and after about 15-20 minutes pass, ask the students to share their answers with the rest of the class.
Where Have All the Parents Gone? (Barbara Dafoe Whitehead)
Paraphrase Activity

Directions: These quotes come directly from the essay. Find them in the text and paraphrase them – rephrase them in your own words – using simple language.

- Using a dictionary to assist you, convert as many words as you can in each sentence, including changing figurative images to concrete ideas (i.e., hot as an anvil becomes extremely hot).
- Add words or change their order, but keep the same meaning as the original sentence.
- Avoid re-using part of the italicized word or its exact definition – use a synonym (a word that has a similar meaning – try a resource like www.merriam-webster.com).
- Write the new sentence from a third-person point of view (she, he, it, they, someone, the author, the essay, and so on), instead of first person (I).

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<td>“So children make up much of the stockpile of America’s potential human capital.” (Paragraph 2)</td>
<td>Kids are a large part of American’s stored human assets—things that are useful for making money.</td>
</tr>
</tbody>
</table>

1. “So ‘invest in kids’ is not the cry of the soft-hearted altruist but the call of the hardheaded realist.” (Paragraph 4)

2. “It evades the central fact of life for American children: They have parents.” (Paragraph 11)

3. “In the new rhetoric, it is hard even to find the word ‘parent.’” (Paragraph 13)

4. “Not surprisingly, there was little dissent when it came to building a new junior high or establishing a summer recreation program or a new playground.” (Paragraph 16)

5. “[…] America faced a birth dearth.” (Paragraph 22)
Where Have All the Parents Gone? (Barbara Dafoe Whitehead)
Comprehension Questions

1. What does Whitehead mean by the phrase *kids as capital*?

2. Why are American children unprepared to compete in the world market?

3. What central question does she believe the *kids as capital* idea evades?

4. What important change in American life does she say *kids as capital* ignores?

5. How does she describe the typical household of 1960?

6. What does she mean by the phrase *pronatal ideology*?

7. How did the typical American family change in the 1970s?

8. What economic reality forced more parents to have two-income households?

9. What are three problems she identifies that caused parents to be viewed as “toxic”?

10. What does she offer as the difference between American society and German or Japanese society?
Name: _________________________________

Where Have All the Parents Gone? (Barbara Dafoe Whitehead)
Discussion Questions

1. What two reasons does Whitehead give for the popularity of the *kids as capital* idea?

2. What two reasons does she initially offer to refute this idea?

3. What, according to the author, were two advantages of the 1960s kind of family?

4. What effect has the two-income household had on children?

5. What are the two stages of the shift in society’s view of parents from good to bad, as Whitehead explains?

6. What is ultimately Whitehead’s main argument for not support the *kids as capital* idea and what does she believe would be a more effective alternate?
Name _____________________________________

Where Have All the Parents Gone? (Barbara Dafoe Whitehead)
Quiz

1. In what decade was this essay written? (Circle one)
   A. 1960s
   B. 1970s
   C. 1980s
   D. 1990s

2. What does Whitehead mean by “kids as capital”?

3. What is the main reason she disagrees with this idea?

4. What are TWO results of the decline in the status of parenthood?

5. State the author’s thesis (overall main idea) about social policy regarding family.
Where Have All the Parents Gone? (Barbara Dafoe Whitehead)

ANSWER KEYS

Comprehension Questions
1. The value of preparing today’s children as tomorrow’s workers (2-3)
2. Many are Illiterate, undernourished, impaired, unskilled, poor, etc. (4)
3. They have parents (11)
4. The decline in the power and standing of the nation’s parents (14)
5. Half of all households were families with 3-4 young children and 2 young parents in which the father worked and the mother stayed at home (15)
6. The idea that having a child was the one action that most defined adulthood (17)
7. The women’s movement/feminism: more women divorced or became single parents and sought fulfillment through career; raising a child became one option (17-20)
8. The cost of raising a child increased (21)
9. Increasing child abuse, parental drug use, and divorce (26-29)
10. Those countries strongly value and support parents through their social policies (34)

Discussion Questions
1. Responds to some national concerns & offers support for child advocates (5-6)
2. It departs from the classic American vision of the future, one which is optimistic (8-10) and it ignores the role of parents in their children’s lives (11-14)
3. Broad common ground for parents to support each other & create a child-friendly culture, & their political power brought family interests onto the national agenda (16)
4. By working longer and harder at their jobs parents are not spending enough time with their children and not teaching good values (23)
5. First stage: 70s working mother struggled to properly care for her children; Second stage: 80s parents hurting their children – being ”toxic” (25-27)
6. The kids as capital idea mistakenly leaves parents out of the picture and society must adopt family policies that value and support parents. (34)

Quiz
1. D 1990s
2. Kids as capital is the value of preparing today’s children to be tomorrow’s workers
3. Ignores parents’ role in their children’s lives
4. Answers will vary. Examples: Parents no longer have central place in society; Connection between families and public interest lost; shift in view of parents (toxic).
5. The kids as capital idea mistakenly leaves parents out of the picture and society must adopt family policies that value and support parents.
If Hitler Asked You to Electrocute a Stranger, Would You? Probably
(Philip Meyer)
Paraphrase Activity

Directions: These quotes come directly from the essay. Find them in the text and paraphrase them – rephrase them in your own words – using simple language.

- Using a dictionary to assist you, convert as many words as you can in each sentence, including changing figurative to concrete ideas (i.e., hot as an anvil becomes extremely hot).
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- Write the new sentence from a third-person point of view (she, he, it, they, someone, the author, the essay, and so on), instead of first person (I).

Sample:
“Finally, at the very end, under 435- and 450-volt switches, there are three ambiguous X’s.” (Paragraph 14)

Paraphrase:
Lastly, at the end of the control board and beneath the 435- and 450-volt switches are three X’s, the meanings of which are unclear.

1. “All of the time, of course, what we were trying to do was not to create a macabre situation, but simply to generate disobedience.” (Paragraph 18)

2. “The only meaningful way to generate disobedience was to have the victim protest with great anguish, noise, and vehemence.” (Paragraph 20)

3. The protests were tape-recorded so that all the teachers ordinarily would hear the same sounds and nuances [...]” (Paragraph 20)

4. “All he says is that ordinarily we operate in a state of autonomy [...]” (Paragraph 34)

5. “But in certain circumstances, we operate under what Milgram calls a state of agency.” (Paragraph 34)
Name: _________________________________

**If Hitler Asked You to Electrocute a Stranger, Would You? Probably**
(Philip Meyer)
**Comprehension Questions**

1. What is the “Germans are different hypothesis” and why did it exist? Explain.

2. In the experiment, what did the subject have to do to the “learner?”

3. What did the learner have to do to invite this treatment?

4. In particular, how did the learner react when the subject enacted the “negative reinforcement?”

5. What was Milgram researching through this experiment? In other words, what was he seeking to learn?

6. Why were fewer people obedient in the Bridgeport experiment than in the New Haven experiment?

7. In what way is Meyer’s experiment like a dramatic play?

8. In your own words, explain what agency is, according to the text.

9. What percentages of subjects stayed in each experiment until they administered the maximum amount of shock?

10. Why does Meyer say in his opening paragraph that Milgram “worries about you and me, and, perhaps, himself a little bit too?”
If Hitler Asked You to Electrocute a Stranger, Would You? Probably
(Philip Meyer)
Discussion Questions

1. Does Milgram believe that the Nazi soldiers were inherently (naturally) brutish and sadistic?

2. What is the effect on the reader of the word “Zzumph!” to reflect the way in which one of the subjects held down the learner’s hand?

3. Explain what Milgram means when he says of the subjects, “They even try to get out of it, but they are somehow engaged in something from which they cannot liberate themselves. They are locked into a structure, and they do not have the skills or inner resources to disengage themselves.” To what “structure” is Milgram referring? What skills are needed to escape it?

4. What is the overall conclusion of Milgram’s experiment?

5. Why has Meyer written this essay? How does he hope that people will respond?
If Hitler Asked You to Electrocute a Stranger, Would You? Probably
(Philip Meyer)
Quiz

1. In Stanley Milgram’s experiment, who was the subject being studied?
   A. the learner
   B. the teacher
   C. the experimenter
   D. the learner and teacher

2. Explain the meaning of the title of Meyer’s essay.

3. Why did Milgram take his experiment to Bridgeport?

4. Identify the rhetorical pattern of the essay, and explain how the essay fits that pattern.

5. What is Meyer’s thesis statement (overall main idea)?
If Hitler Asked You to Electrocute a Stranger, Would You?  Probably
(Philip Meyer)

ANSWER KEYS

Comprehension Questions

1. Thinking that the Germans were different allowed non-Germans to feel comfort in blaming the capability of committing Holocaust crimes on those who were “different” from themselves. (2-3)
2. Electrocute the learner (7, 14)
3. Answer a question incorrectly (7, 14)
4. In the first experiment, the learner moaned as if in pain. In the second, the learner strongly protested and feigned extreme pain. (19-20)
5. People’s obedience levels when subjects are told to hurt other people (3)
6. The New Haven experiment was in Yale, which is prestigious and may have provided the illusion of a legitimate experiment, whereas Bridgeport was more ordinary and may not have elicited as much obedience. (29)
7. The experiment and learner were actors, and the equipment was fake. (6, 8)
8. An action on behalf of someone else’s command (34)
9. 65% in Yale, 48% in Bridgeport (31)
10. Milgram’s experiment revealed that a large percentage of everyday people were willing to “electrocute” strangers simply because they were told to do it; anyone might have fallen into that percentage

Discussion Questions

1. No, he proves that Americans, too, are capable of following orders despite the circumstance; he attributes the cause to one’s self-dismissal from responsibility, not to one’s inherent brutishness. (4, 32-36)
2. It reinforces for the reader that some subjects were not only obedient but were also enthusiastic while thinking they were causing someone pain. (26)
3. These people are not thinking critically when they obey without question; they become stuck in a pattern of following orders and do not know how to break out of it to think for themselves. (33)
4. People, including Americans, are startlingly obedient to authority, despite the harmful consequences of the obedience on others.
5. He wants people to evaluate what they are doing when following orders so that their behaviors are self-willed and ethical.

Quiz

1. B the teacher (8, 14)
2. In the context of the essay, the title indicates that a large number of non-Germans would probably have participated in the Nazi party during the Holocaust because people tend to readily obey authority without question.
3. He was hoping to observe less obedience at a place that seems less credible than Yale does. (30)
4. Cause and effect. People obey authority (effect) because they do not know how to think for themselves in such situations (cause).
5. Same as # 4, minus the name of the pattern
Name: __________________________

**Shattered Sudan (Paul Salopek)**

**Paraphrase Activity**

Directions: These quotes come directly from the essay. Find them in the text and paraphrase them – rephrase them in your own words – using *simple language*.

- Using a dictionary to assist you, convert as many words as you can in each sentence, including changing figurative images to concrete ideas (i.e., *hot as an anvil* becomes *extremely hot*).
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<td>“The oldest civil war in the world is being fought, on one side, by men who wander like demented hospital orderlies across the primordial wastes of Africa.” (paragraph 1)</td>
<td>The globe’s most dated civil war is being waged by crazed soldiers who drift on foot across war-torn African lands that originally birthed the human species.</td>
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1. “One of their *comrades* has just been shot dead, his body abandoned on a *parched savanna* that hides nearly 20 billion dollars’ worth of low-sulfur *crude*.” (paragraph 2)

2. “I will follow the flow of Sudan’s oil wealth from the *implacable* war zones of the south to an ultramodern export terminal on the Red Sea.” (paragraph 18)

3. “Food is *precarious*.” (paragraph 24)

4. “Such *stupefying* losses *pervade* life in the south.” (paragraph 28)

5. “Its *inert* presence now seems *malevolent*.” (paragraph 54)
Name: _________________________________

Shattered Sudan (Paul Salopek)
Comprehension Questions

1. Why do the Sudanese people have to worry about the guinea worm? Explain.

2. What was the original reason for the Sudan’s internal division? Refer to the essay for your answer.

3. How many Sudanese people have had to leave their homes from their homes by violence and starvation?

4. Name two losses of freedom that resulted from the fall of Sudan’s democratically elected government in 1989.

5. What two factors are bringing new hope to the shattered Sudan? You may have to combine sentences or infer connections between ideas, so read beyond what appear to be “answers” for the complete information. Supply full sentences for both answers.

6. What are “tribal abductions” in Sudan?

7. Describe the geographical differences of northern Sudan and southern Sudan?

8. Aside from the guinea worm, the harsh desert, and the hot jungle, Sudan contains dangerous wildlife. Provide three examples of natural dangers in Sudan.

9. Aside from the fact that racism is closed-minded in general, what logical reason does Salopek cite for why it is silly for the two halves of Sudan to dislike each other for racial differences?

10. What does Salopek hope that the pipeline in Sudan symbolizes?
Shattered Sudan (Paul Salopek)
Discussion Questions

1. Why does Salopek provide the Sudanese people’s varied answers to the question, “What color is oil?”

2. In paragraph 45, Salopek implies something about the conditions of the south. What does he imply, and what evidence points to this?

3. In paragraph 52, Salopek mentions that after the Clinton Administration launched retaliation missiles at Khartoum (the capital of Sudan), Sudanese rulers claimed to have expelled 3,000 foreigners who were linked with terrorist groups and also to have released political prisoners. Why would the Sudanese government have been so anxious to appease (bring to rest) the American government? Explain, basing your answer on information from the essay.

4. Describe the working conditions along the pipeline.

5. Why does Egypt fear a free Southern Sudan? Explain.

6. What does Salopek mean in the essay’s closing sentence when he says that “so much heartbreak […] gets burned up in Sudan’s oil?”

7. What is Salopek’s thesis (overall main idea)?
Name: ________________________________________

**Shattered Sudan (Paul Salopek)**

**Quiz**

1. List five different kinds of hardship in Sudan. Do not overlap answers.
   a. 
   b. 
   c. 
   d. 
   e. 

2. Why has Sudan been divided in a civil war?

3. a. What does Salopek think might bring peace to Sudan?
   b. Why does he think that this is the answer?

4. What do university students and Arab businessmen in Sudan fear about the world’s view of them?
Shattered Sudan (Paul Salopek)

**ANSWER KEYS**

**Comprehension Questions**

1. It burrows painfully beneath the skin and has to be slowly removed by winding it on a stick over the course of several days; bodies of water there contain it. (3)
2. Different geographical qualities of a superficial nature created an internal bifurcation, providing a reason for the north to enslave and attack the south. (8) (Use teacher’s discretion); Also accept “Racial differences: Arab masters in the north enslaved African people in the south” or “Muslims in the north and Christians in the south opposed each other.” (16)
3. Four million (8)
4. The banning of independent newspapers and the suppression of labor unions (10)
5. One: U.S. economic sanctions applied pressure on the region to start peace negotiations between its divided halves (11). (Give partial credit for “The US war on terrorism appears to be pressuring reforms in the northern Islamic regime” because this is vague and indirect). Two: international interest in Sudan’s oil has caused the two halves of Sudan to realize that they need each other to get rich (14). (Give partial credit for “oil” or “The second force of change is about oil” because this, too, is vague and indirect).
6. They occur when the murahilin (Muslim raiders backed by the Sudanese army) take slaves from the rebel lines. (25)
7. The north is a dessert, and the south is a tropical jungle (7)
8. Killer bees, cobras, and acid-spewing bugs that give people blisters (37)
9. The blood of Arabs and Africans has been mixing for centuries; no one is of pure blood. (64)
10. He hopes it means that it will bring peace to the disunited halves of Sudan. (74)

**Discussion Questions**

1. He wants to demonstrate the victimization of the Sudanese people by showing that they are ignorant to political developments.
2. By demonstrating the north’s opposite qualities, he implies that the south lacks modern technologies like machine-created sidewalks and roads; he shows that the south is poor and “desolate.”
3. The Sudanese do not want economic sanctions. (11)
4. The workers work double shifts, die, and are cremated on the spot. (47)
5. It is afraid that it will lose access to the middle of the Nile and the economic benefits that brings (77).
6. The workers are cremated there (47); the oil is burned figuratively speaking in the same way that lives are wasted in murder. (8, 44)
7. Sudan has been divided in a civil war for decades, but international interest in the country’s oilfields poses a chance for hope to the torn nation (Use teacher’s discretion).

**Quiz**

1. Possible answers: kidnapping, starvation, disease, dangerous animals and insects; murder; hard work at the oilfields; loss of family; loss of reputation; ignorance about political developments; displacement from homes
2. Differences in race, religion, and geography (Accept at least one)
3. a. oil; b. the north has access to the sea while the south has access to the oil fields, so with international interest in oil, the two halves of Sudan need each other to take advantage of this economic possibility.
4. They fear that the outside world will see all Arabic Sudanese people as terrorists.
Name: ______________________________

**DNA as Destiny (David Ewing Duncan)**

**Paraphrase Activity**

**Directions:** These quotes come directly from the essay. Find them in the text and paraphrase them – rephrase them in your own words – using *simple language*.

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- Add words or change their order, but keep the same meaning as the original sentence.
- Avoid re-using part of the italicized word or its exact definition – use a synonym (a word that has a similar meaning – try a resource like [www.merriam-webster.com](http://www.merriam-webster.com)).
- Write the new sentence from a third-person point of view (*she, he, it, they, someone, the author, the essay*, and so on), instead of first person (*I*).

**Sample:**

“For now I remain blissfully ignorant, awaiting the results in an office at Sequenom, one of scores of biotech startups *incubating* in the canyons north of San Diego.”

<table>
<thead>
<tr>
<th>Sample</th>
<th>Paraphrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>“For now I remain blissfully ignorant, awaiting the results in an office at Sequenom, one of scores of biotech startups <em>incubating</em> in the canyons north of San Diego.”</td>
<td>Before learning the results of his DNA test, the author—without knowledge of his likelihood for disease—waits at a biotechnology office, one of many such companies that are getting started in the San Diego area.</td>
</tr>
</tbody>
</table>

1. “I’m waiting to find out if I have a genetic *proclivity* for cancer, cardiac disease, deafness, Alzheimer’s, or schizophrenia.” (paragraph 2)

2. “[…] I’ll travel to Oxford and visit an ‘ancestral geneticist’ who has agreed to examine my DNA for links back to *progenitors* whose *mutations* have been passed on to me.” (paragraph 5)

3. “Yet I’m sitting across from her not because my parents carry some *perilous* SNP, but as a healthy man who is after a forecast of future *maladies*.” (paragraph 28)

4. No federal laws exist to protect us from *genism*, or from insurers and employers finding out our genetic secrets.” (paragraph 30)

5. “[…] I wonder if he has my *culprit* genes.” (paragraph 44)
DNA as Destiny (David Ewing Duncan)
Comprehension Questions

1. Aside from wanting to learn his predisposition to disease, for what other reason does the speaker test his DNA?

2. On a social level, what is one possible negative effect of wide-scale genetic testing, according to the speaker?

3. What is a SNP, or snip?

4. Should a person worry for having a possible million SNPs? Why or why not?

5. To what two diseases is the speaker predisposed?

6. What are a woman’s chances of developing breast cancer if she tests positive for BRCA1, the main breast cancer gene?

7. From how many women has the entire European population evolved, according to the essay?

8. Why does the speaker mention that in Oxford, he ate a “lean steak and a heart-healthy merlot?” (paragraph 32)

9. What is the speaker’s tone when he says that he has “44 years of StairMaster to go?” (paragraph 43)
   a. Exasperation
   b. Anger
   c. Sickness and fear
   d. Humor
   e. A and D
   f. B and C

10. What does the speaker mean in paragraph one when he says that he has a “nucleic time bomb” ticking inside his chromosomes?
DNA as Destiny (David Ewing Duncan)

Discussion Questions

1. Why does the speaker call his curiosity “morbid” in paragraph four? Explain.

2. Should people be allowed to know whether or not they have a proclivity to a disease if that disease cannot be cured? Why or why not? Think of all possible supporting points for both sides of the argument.

3. In what ways could a health insurance company discriminate against potential members if it abused its knowledge of people’s DNA? In what ways could an employer likewise discriminate against potential employees? Explain.

4. Provide three reasons why the speaker may not come down with heart disease, based on information from the essay.
   a.
   
   b.
   
   c.

5. This essay uses the rhetorical strategy of cause and effect.
   a. What is the causal relationship in testing DNA for disease?
      First relationship:
      Cause(s):
      
      Effect(s):
      
      Second relationship:
      Cause(s):
      
      Effect(s):
   
   b. What is the causal relationship in testing for one’s genealogical origins?
      Cause(s):
      
      Effect(s):

6. What is the thesis of this essay?
DNA as Destiny (David Ewing Duncan)

Quiz

1. The title of this essay is “DNA is Destiny.” How can DNA tell someone’s destiny?

2. What does Sykes mean when he says that “we are all mutts” and that “There is no ethnic purity?”

3. The author seems wary of genetic discrimination. What could genetic discrimination entail? Provide a specific example.

4. Provide two examples of what people can do to attempt overcoming their genetic forecasts for disease.
   a. 
   b. 

5. Why does the author worry about his children after he learns his test results?

6. Why was the blond-haired, blue-eyed Southern California resident able to receive grant funding as a Hawaiian?
DNA as Destiny (David Ewing Duncan)

**ANSWER KEYS**

**Comprehension Questions**

1. To learn his ancestral roots (31, 35)
2. Genism, or genetic discrimination (30)
3. A genetic variation between people (11)
4. No, because not all SNPs are indicative of disease; most SNPs simply indicate unique human traits. (14)
5. Heart disease and Type II diabetes (19, 23, 24); give half credit for “HIV” and “lung cancer”
6. 85% (26)
7. Seven (33)
8. To show that he is trying to prevent heart disease with a healthy diet
9. E (A and D)
10. He means that his genetic makeup could one day result in a disease that kills him.

**Discussion Questions**

1. He calls it morbid because he knows that he is asking to hear about his own possibly diseased future or short lifespan.
2. Use teacher’s discretion.
3. Health insurance companies could refuse coverage to people with higher chances of sickness, and employees could refuse to hire people who might need disability payments or who might not last long on the job. (30)
4. Accept three of these: he eats well; he exercises; he possesses a gene for longevity; he has a family history of longevity (23, 24, 40, 42)
5. a. First relationship, cause = DNA testing, effect = knowledge of potential for disease or unfavorable response to drugs; 2\(^{nd}\) relationship, cause = genetic susceptibility to disease, effect = possibly getting the disease. b. cause = genetic makeup of ancestors, effect = same genetics in current descendents OR cause = testing DNA, effect = learning ancestral roots
6. If genetic testing is not exploited, it can provide people with useful knowledge about their ancestry and future health.

**Quiz**

1. It can provide insight into whether or not people are prone to disease.
2. All people have evolved from the same relatively few people in history if we trace their genes far enough into the past. (36)
3. Discrimination in the insurance coverage or employment possibilities (30). Also accept “discrimination in dating” (30)
4. Accept two of the following: exercise; eat healthfully; get medical exams
5. He knows that he is predisposed to heart disease and diabetes and that he may have passed on these risks to his children. (10, 44)
6. He had Hawaiian DNA. (36)
ANALOGY SELECTIONS

The Myth of the Cave (Plato)

This allegory charges that the majority of human beings live in an illusory reality by believing in fleeting images of truth rather than the pure and constant truth that exists in humanity’s ability to reason. Expect that students will find this text to be challenging and will have some difficulty seeing past the literal components of the allegory. You should explain “allegory” and give an overview of Plato’s theory of forms from The Republic—the ideal, physical, and image states of objects, and in particular, how the latter two categories are once and twice removed from truth—before assigning this text. Ask them to look for symbolism as they read. Students may also have difficulty envisioning the position of the prisoners in relationship to the fire, the “puppet show” wall, the objects, the shadows of objects, and the cave’s opening. Drawing a diagram of the situation will help, as will a physical demonstration, wherein you place objects around the classroom according to their distance and relationship from you (the prisoner) and label them as the symbols in Plato’s allegory. Also, be sure that when students consider the first-person narrator, they do not confuse Socrates with Plato. Have them evaluate the effect of Socrates’ questioning method on Glaucon’s understanding and, therefore, on understanding in general. Additionally, Plato mentions “God” in his explication of the idea of the good. Be sure that students understand that this “God” did not mean, for Plato, the same as what it means for many modern readers. Consider pairing this essay with “The Cosmic Prison.” For a brief explanation of similarities between the two essays, refer to the next page under “The Cosmic Prison.”

Activity One: Group Work—To ensure that students understand the pervasive ability of images to distort reality, bring advertisements from magazines with you to class. Then place the students into groups and ask them to discuss what messages the advertisements convey and how much these messages influence particular, distorted perceptions. You may want to first model what the students must do. A great starter for the activity would involve an advertisement that depicts a thin, beautiful, scantily clad woman, of which you could discuss the trend in media to create distorted self-perceptions that lead to eating disorders, face-painting, objectified social roles, and increased sexual behavior (all products of a deviation from truth). In such an example, be sure that students recognize the difference between womanhood (the ideal), women (the physical people), and fixed pictures of women that limit expressiveness of truth to the angle of the camera, the lighting in the vicinity, the intentions of the advertiser, and—often—the tools of airbrushing. Students should understand the incompatibility of the advertisement with the physical woman and the incompatibility of the physical woman’s shape and appearance with who she is, “internally.” Be careful to monitor the students during the activity so they do not limit their observations to statements like, “This photograph of a hamburger looks nothing like the actual hamburger that I’ve eaten.” Encourage the students to go beyond this level to examine eating trends, for instance, or health standards (as manipulated by the food industry, which encourages the over-consumption of red meat, etc.). Students should focus on the influence of images on unconscious—rather than conscious—human behavior and social trends. You may want to provide the students with specific questions for each advertisement so that the students have some direction.
Activity Two: Demonstration and Class Discussion—If you think the above activity would be too difficult for your class, select one object and locate photographs of it in its various forms (an online search may help with this). If you select a house, for example, identify images of houses from a variety of cultures and time periods so that you represent a wide variation of one particular constant: “houseness,” so to speak. You may even want to include photographs of anthills and other aberrations of houseness. Through this demonstration, students will be able to see that no one house, in itself, allows a person to have an accurate understanding of what a house is and that as long as people are “chained,” or continually exposed to sameness through their habits and limited environments (i.e. caves), they will not have the realization of truth that reasoning allows. Students should understand that reasoning involves skepticism and that it leads to what Plato calls “goodness”—truth, beauty, open-mindedness, and knowledge. After your demonstration, you could ask students to think of examples of other constants that vary in physical form—like dogs, which can be Dalmatians, Saint Bernards, etc. Be careful, though, that the students do not engage in a simple division and classification activity that does not relate to Plato’s theory. You will have to help them to apply each example to the larger concepts.

Am I Blue? (Alice Walker)

This essay offers an analogy between humans and animals to suggest that animals have feelings and are entitled to the same freedom and justice that human beings deserve. To create a critical context for the subject of animal rights, refer to “Ethics in Human-Animal relationships,” written by two South African professors in 2004. The article is meant for advanced readers, so you can paraphrase passages from its sections on the philosophical and empirical approaches to the subject of ethics and animals: http://vfu-www.vfu.cz/acta-vet/vol73/73-539.pdf. For a less weighty reading, try “Do Animals Have Emotions?” on NewScientist.com: http://www.newscientist.com/channel/life/mg19426051.300-do-animals-have-emotions.html. In addition to discussing animal rights, to complete the analogy, you should briefly discuss Walker’s allusions to Native Americans during the European colonization of North America as well as African slavery in the United States. For an informative website about the interaction between white settlers and Native Americans, go to http://www.nebraskastudies.org/0500/frameset_reset.html?http://www.nebraskastudies.org/0500/stories/0503_0107.html. Also, Narrative in the Life of Frederick Douglass, an American Slave is available online at http://sunsite.berkeley.edu/Literature/Douglass.

Activity: Group Work—First, explain to your students the concept of personification, providing them with examples of your own creation, like “The flag sang to me in the distance” or “My dog keeps secrets well.” Then, divide the students into small groups and require them to locate each instance when Walker attributes a human quality to Blue. After the groups have finished, ask them to share their findings and to explain why they have chosen them. At this point, hold a class discussion about the power of word choice to produce an author’s desired effect. A few sample passages are:

- “It was a house of many windows […] and it was from one of these that I first saw our closest neighbor, a large white horse […]” (paragraph 2).
- “Blue was lonely. Blue was horribly lonely and bored” (paragraph 5).
- “Blue had decided to make friends […]” (paragraph 12).
Body Ritual Among the Nacirema (Horace Miner)

Parodying the style of a scholarly article, “Body Ritual Among the Nacirema” is a comical satire about American, body-centered rituals. Many students will not realize this immediately and may initially believe that the Nacirema tribe actually existed at some point in history. Encouraging the students to read the author’s biography prior to reading the essay might deter some misreadings. You may also consider bringing a map of North America to class on the day when you discuss this essay, since allowing the students to see the location of the society that Miner describes will assist them in identifying the true target of the satire. If the students still have difficulty, ask them to spell “Nacirema” backwards, at which point they will see the word “American.”

Before discussing the essay, be sure that the students understand the terms “parody” and “satire”—especially the former, since it may be difficult for them to conceptualize. The following website provides a few examples of pop-culture-related parodies to which students might more easily relate than if they were to view examples of “literary” parodies: [http://www.lsl-law.com/what-publications-67.html](http://www.lsl-law.com/what-publications-67.html).

Ultimately, after reading Miner’s essay, students should recognize the ignorance that many people have about the absurdity behind their own conditioned behaviors, as well as the hyperopic prejudices that unfairly label the unusual practices of other cultures. Miner’s satire, when understood, can promote cultural tolerance and self-awareness.

Activity: Group Work—The students will likely have some difficulty with the advanced vocabulary of this essay, so you may want the students to paraphrase more of this essay than the paraphrase activity requires. Breaking the students into groups of approximately four people and assigning each group a number of paragraphs to paraphrase will require the students to closely examine the text and to use their dictionaries to look up unfamiliar words. When each group has finished paraphrasing its assigned paragraphs, they can type their paraphrases, numbering each paragraph accordingly, and distribute them to their classmates during the following class. Alternatively, they can simply share their paraphrases aloud and stimulate class discussion.

Activity: Class discussion—Ask students to create a list of additional rituals in which all or many Americans engage. To help the students get started, you might begin with a few examples, including the idea of dying hair, piercing the body, visiting tanning salons, etc.

The Cosmic Prison (Loren Eiseley)

This essay offers an analogy to illustrate the vastness and incomprehensibility of the universe. Consider opening the discussion of this essay with some relevant quotes from famous people throughout history:

- Only two things are infinite, the universe and human stupidity, and I'm not sure about the former. –Albert Einstein
- Once you can accept the universe as matter expanding into nothing that is something, wearing stripes with plaid comes easy. –Albert Einstein
- The universe is a lot more complicated than you might think even if you start from a position of thinking that it’s pretty damn complicated to begin with. –Douglas Adams
- We are just an advanced breed of monkeys on a minor planet of a very average star. But we can understand the Universe. That makes us something very special. –Stephen Hawking
• We are the miracle of force and matter making itself over into imagination and will. Incredible. The Life Force experimenting with forms. You for one. Me for another. The Universe has shouted itself alive. We are one of the shouts. –Ray Bradbury
• Belief is nearly the whole of the Universe, whether based on truth or not. –Kurt Vonnegut
• The reduction of the universe to a single being, the expansion of a single being even to God, this is love. –Victor Hugo

After discussing the above quotes, provide the students with the definition of “analogy” and with sample analogies for them to dissect. Model how to match corresponding sides of an analogy, part by part, and tell students the importance of being able to explain an analogy with that amount of thoroughness and specificity. Provide the students with background information as well; since “The Cosmic Prison” mentions the “primordial atom” or “monobloc,” you should reiterate to students the concept of the Big Bang theory.

Since the beginning of the essay focuses on the limitations of language and the shortsightedness that it produces, consider pairing it with Plato’s “The Cave,” since “The Cave” highlights the ignorance with which humans amble through the world, naming its parts and duping themselves into believing that they understand their surroundings; here, the mental prison that Eiseley mentions is illustrated by a cave. Help students to see where the two authors deviate from each other’s observations, though, wherein Plato believes that Reason can bring people to “God,” whereas Eiseley believes that humans are not equipped for a total comprehension of truth and reality.

When discussing the section of Eiseley’s essay that mentions man’s desire to master the universe, consider adding a few summary notes of Immanuel Kant’s concept of the sublime, locatable in *Critique of Judgment*. Kant suggests that when humans are startled by the massive incomprehensibility and simultaneous beauty of their surroundings (which produces angst at their inability to connect the images before them with preexisting concepts), they trick themselves into believing that their faculty of Reason can override the limits of their comprehension; they believe that their Reason is freer and vaster than the terrifying image before them, so they engage in a progression toward a comprehension of “totality.” They never actually arrive at total comprehension but remain happily suspended in their self-impressed attempt. This is when humans feel like they are sublime “masters of the universe,” capable of conquering the unknown.

It may also be interesting to bring into the discussion the Cartesian notion of God, wherein Descartes suggests that having mental limitations means being imperfect and that something more perfect (i.e. God) must exist. While the students would find the actual philosophical texts of Kant and Descartes difficult to dissect, this is an opportunity for you to at least minimally expose them to important Western ideas as you have summarized them.
Name: ___________________________________________

The Myth of the Cave (Plato)
Paraphrase Activity

Directions: These quotes come directly from the essay. Find them in the text and paraphrase them – rephrase them in your own words – using simple language.

- Using a dictionary to assist you, convert as many words as you can in each sentence, including changing figurative images to concrete ideas (i.e., hot as an anvil becomes extremely hot).
- Add words or change their order, but keep the same meaning as the original sentence.
- Avoid re-using part of the italicized word or its exact definition – use a synonym (a word that has a similar meaning – try a resource like www.merriam-webster.com).
- Write the new sentence from a third-person point of view (she, he, it, they, someone, the author, the essay, and so on), instead of first person (I).

Sample:

<table>
<thead>
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<th>Paraphrase</th>
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</thead>
<tbody>
<tr>
<td>“And if they were able to converse with one another, would they not suppose that they were naming what was actually before them?” (Paragraph 9)</td>
<td>Through a rhetorical question, Socrates says to Glaucon that if the prisoners were capable of talking to each other, they would think that they were naming actual items that were in front of them.</td>
</tr>
</tbody>
</table>

1. “And if he is compelled to look straight at the light, will he not have a pain in his eyes which will make him turn away to take refuge in the objects of vision which he can see […]?” (Paragraph 17)

2. “This entire allegory, I said, you may now append, dear Glaucon, to the previous argument.” (Paragraph 35)

3. “You will not misapprehend me if you interpret the journey upwards to be the ascent of the soul into the intellectual world […]” (Paragraph 35)

4. “But, whether true or false, my opinion is that in the world of knowledge the idea of good […] when seen, is also inferred to be the universal author of all things beautiful and right […]” (Paragraph 35)

5. “Moreover, I said, you must not wonder that those who attain to this beatific vision are unwilling to descend to human affairs.” (Paragraph 37)
Name: _________________________________

The Myth of the Cave (Plato)

Comprehension Questions

1. Name the components that are in the cave.

2. What did the prisoners watch in the cave?

3. What happens to the prisoners who are released from their chains to see the light? How do they react?

4. Do the prisoners who are released want to go back into the cave to view the projected shadows?

5. How do the prisoners react when someone has exited the cave, seen the “sun,” and come back to tell them that the shadows are false?

6. Does Socrates believe in a soul? Identify evidence in the text to support your answer.

7. In paragraph 39, Socrates says that the person who has entered the divine and has returned will fight in courts of law about the shadows of images of justice. Why will such people do this?

8. What is the “idea of the good?”

9. Why do the prisoners say that “If anyone tried to loose another and lead him up to the light, let them only catch the offender, and they would put him to death” (paragraph 33).

10. What two kinds of bewilderments does Plato describe?
The Myth of the Cave (Plato)
Discussion Questions

1. Identify the meanings of the following symbols in Plato’s allegory:

<table>
<thead>
<tr>
<th>Symbols:</th>
<th>Ideas Represented by the Symbols:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sun</td>
<td></td>
</tr>
<tr>
<td>Cave</td>
<td></td>
</tr>
<tr>
<td>Chains</td>
<td></td>
</tr>
<tr>
<td>Shadows</td>
<td></td>
</tr>
</tbody>
</table>

2. How does Socrates’ method of questioning Glaucon reflect Socrates’ point that the idea of the good is “seen only with effort?”

3. What are some examples of today’s institutions and cultural values (religious, familial, etc.) that contribute to our false consciousness of the world? Provide three examples, and explain how each one causes misperceptions.

4. What reason might Plato provide for why nations go to war?

5. What does Plato think about people’s ability to see the truth? Explain.
Name ________________________________

The Myth of the Cave (Plato) Quiz

1. Plato would like people to
   A. memorize shadows
   B. stare at the sun
   C. make an effort to find truth and reason
   D. be careful of the brightness of light

2. What does Plato hope that people realize about themselves after reading this text? Do not respond in metaphor.

3. Identify the four major symbols in Plato’s allegory, and explain the meanings of each.
   A. 
   B. 
   C. 
   D. 

4. What does Plato think is “justice?”

5. What does Plato think should be an individual’s ultimate goal?
The Myth of the Cave (Plato)

**ANSWER KEYS**

**Comprehension Questions**

1. Cave, prisoners, wall with shadows, fire, objects and people passing along the top of another wall (1, 5-6)
2. shadows (5-6)
3. They feel blinded OR They see truth OR They see goodness OR They come back to share this knowledge with the prisoners OR They have gained knowledge.
4. Yes
5. They act incredulous OR They put him to death OR They ridicule him (33)
6. Yes, he says that souls who see the light “are ever hastening into the upper world.”
7. To help others to see the truth from which they are currently blinded
8. Knowledge; beauty; “immediate source of reason and truth in the individual” (35)
9. Because they would feel threatened by evidence contrary to what they have always believed to be true (33)
10. Entering truth for the first time (and having to adjust to the change), and reentering the world of ignorance (and having to readjust) (41)

**Discussion Questions**

1. Symbols | Ideas Represented by the Symbols
---|---
Sun | truth; goodness; knowledge; reason; transcendence
Cave | stagnant intellectual environment; social conditioning
Chains | Ignorance; faith in hearsay and material forms; lack of critical thinking; lack of reason
Shadows | Illusion; false perception

2. Socrates demonstrates that Glaucon must think through his assumptions with reason and doubt—that he should not accept what he immediately sees.
3. Use teacher’s discretion
4. That people often focus myopically on propaganda, momentary political interests, or the illusion of separatism (humanity divided into nations) OR that people focus on culturally specific ideologies of limited environments, therefore exercising a lack of reason and a blind adherence to belief.
5. Seeing truth takes extreme effort and reason, so few people succeed in doing it

**Quiz**

1. C Make an effort to find truth and reason
2. That they might be seeing illusions rather than truth
3. See the chart in the discussion section of the answer key for acceptable answers
4. Judgments made based on the use of reason
5. The finding of truth
Am I Blue? (Alice Walker)  
Paraphrase Activity

**Directions:** These quotes come directly from the essay. Find them in the text and paraphrase them – rephrase them in your own words – using *simple language*.

- Using a dictionary to assist you, convert as many words as you can in each sentence, including changing figurative images to concrete ideas (i.e., *hot as an anvil* becomes *extremely hot*).
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- Write the new sentence from a third-person point of view (*she, he, it, they, someone, the author, the essay, and so on*), instead of first person (*I*).

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</thead>
<tbody>
<tr>
<td>“Once given permission by a writer [...] horses, dogs, rivers, and yes, chickens, can step forward and <em>expound</em> on their lives.” (Notes)</td>
<td>A writer can choose to give voices to animals and other parts of nature, allowing them to express themselves through her pen.</td>
</tr>
</tbody>
</table>

1. “[...] And it was from one of these that I first saw our closest neighbor, a large white horse, *cropping* grass, flipping its mane, and *ambling* about [...]” (Paragraph 2)

2. “We were soon feeding him apples [...] so green and *succulent* [...]” (Paragraph 3)

3. “Perhaps the children have listened to much of the music of *oppressed* people their parents danced to before they were born [...].” (Paragraph 10)

4. “A look of independence, of self-possession, of *inalienable* horseness.” (Paragraph 13)
Am I Blue? (Alice Walker)
Comprehension Questions

1. What from the author’s past may have influenced her approach to discussing animal rights? Refer to her biography.

2. What is the superficial reason for which Blue frequently grazes near the fence? What is the deeper reason?

3. What evidence does Walker provide that indicates that Blue has feelings?

4. What does Walker mean when she says, “Animals are forced to become for us merely ‘images’ of what they once so beautifully expressed?”

5. What is Walker’s implication when she says that the word “settlers” is a “benign euphemism” for what they actually were?

6. What does Walker mean in the end of the essay when she says that as people discussed “freedom and justice […] for all,” they “sat down to steaks?”

7. At the end of the essay, why does the speaker say that she is “eating misery” and then spit out her food?

8. What point is Walker making in paragraph 18 when she says, “We are used to drinking milk from containers showing ‘contented’ cows?”

9. Explain Walker’s point about American men who marry non-English-speaking women and feel blissful until their wives learn to speak English?

10. How does Walker use the apple tree as a way of measuring Blue’s moods? Explain.
Name: _____________________

**Am I Blue? (Alice Walker)**

**Discussion Questions**

1. According to Walker, in what ways are women sometimes treated like animals and vice versa? Fill in the blank sections of the chart.

   **Similarities between the Disrespect of Women and the Disrespect of Animals, According to Walker**

<table>
<thead>
<tr>
<th>Disrespect of Women</th>
<th>Disrespect of Animals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some English-speaking men marry non-English-speaking women and enjoy the power they have over the women’s absence of voice.</td>
<td>Some people are taught that animals enjoy being used and abused.</td>
</tr>
</tbody>
</table>

2. According to Walker’s explicit and implicit statements, in what ways were African slaves sometimes treated like animals in American history (and animals like slaves)? Fill in the blank sections of the chart.

<table>
<thead>
<tr>
<th>Treatment of Slaves in the US</th>
<th>Treatment of Animals</th>
</tr>
</thead>
<tbody>
<tr>
<td>As adults, we forget that, as children, we knew that animals could communicate, says Walker.</td>
<td></td>
</tr>
<tr>
<td>People used to think that “niggers can’t faint.”</td>
<td></td>
</tr>
<tr>
<td>Slaves were sold, like commodities</td>
<td></td>
</tr>
</tbody>
</table>

3. Walker says that Native Americans were considered to be “like animals” by European colonists. What points of comparison between these people and animals could have been the basis for this statement? Fill in the chart below.

<table>
<thead>
<tr>
<th>Treatment of Native Americans</th>
<th>Treatment of Animals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some animals, like Blue, are taken from their natural habitats and kept confined in pens or fenced areas.</td>
<td></td>
</tr>
<tr>
<td>Large numbers of Native Americans were driven from their homes</td>
<td></td>
</tr>
<tr>
<td>Large numbers of animals are slaughtered each year (in factory farms)</td>
<td></td>
</tr>
</tbody>
</table>

4. What does Walker hope that people will do after reading this essay?
Name ________________________________

Am I Blue? (Alice Walker)
Quiz

1. When the speaker was a little girl, she
   A. learned that horses show feelings in their eyes
   B. stopped riding horses
   C. fell off a horse
   D. all of the above

2. Why does the speaker feed apples to Blue?

3. Why does Walker include the detail about the boy or girl next door riding Blue once every month or two?

4. What is Walker’s thesis (overall main idea) about animals?

5. Who is Walker’s intended audience?
Am I Blue? (Alice Walker)

ANSWER KEYS

Comprehension Questions

1. Since Walker compares the treatment of animals to that of African-Americans, her prior civil rights activism may have influenced this analogy.

2. Superficial reason = Blue wants apples; Deeper reason = Blue is lonely

3. He gallops furiously and gazes after Brown when Brown is taken away OR He shows grief in his eyes OR He shows independence and self-possession in his eyes OR He only eats half an apple when sad. (13, 17)

4. People forget that animals have feelings and begin to see them as objects—parts of the landscape. (18)

5. She means that the settlers were brutal for driving the Native Americans out of their lands and sequestering them to particular areas. (8)

6. She means that when people said this, they obviously weren’t including animals; instead, they were eating them. (19)

7. She feels bad that she is eating something that lived and possessed feelings OR She feels bad that she is eating something that was most likely abused in its lifetime. (19)

8. She means that we forget about how cows are treated at factory farms because it is easier for us to drink their milk without conscience.

9. She means that such men take unfair advantage of women who cannot speak to protect their freedoms. (9)

10. Blue goes less to the apple tree when he has a companion (Brown) OR He is less interested in the apples when he is mourning the loss of his companion. (12, 17)

Quiz

1. D All of the above

2. She feels sorry for Blue and wants to provide him with some companionship

3. to illustrate neglect; visiting the horse once or twice a month cannot provide much relief to a lonely animal (2)

4. People should realize that animals have feelings and deserve “freedom and justice.”

5. People who forget that animals have feelings OR people who eat animals OR people who do not treat animals with justice
### Am I Blue? (Alice Walker)

#### ANSWER KEYS

**Continued**

**Discussion Questions**

<table>
<thead>
<tr>
<th>1.</th>
<th>Disrespect of Women</th>
<th>Disrespect of Animals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Some English-speaking men marry non-English-speaking women and enjoy the power they have over the women’s absence of voice. (9)</td>
<td>Many people do not listen to animals. Walker says, “I almost laughed (I felt too sad to cry) to think there are people who do not know that animals suffer. People like me who have forgotten, and daily forget, all that animals have to tell us.” (17)</td>
</tr>
<tr>
<td></td>
<td>Some people are taught that “women ‘love’ to be mutilated and raped” or that “women can’t think.” (17)</td>
<td>Some people are taught that animals enjoy being used and abused. (17)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.</th>
<th>Treatment of Slaves in the US</th>
<th>Treatment of Animals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>White children who were raised and loved by black “mammies” during times of slavery were taught to forget that love as they grew older. (7)</td>
<td>As adults, we forget that, as children, we knew that animals could communicate, says Walker. (5, 17)</td>
</tr>
<tr>
<td></td>
<td>People used to think that “niggers can’t faint.” (17)</td>
<td>People sometimes think that animals can withstand hard labor for long periods of time OR People are taught that animals “want to be used and abused by us.” (17)</td>
</tr>
<tr>
<td></td>
<td>Slaves were sold, like commodities</td>
<td>The sale of animals and animal parts like commodities is a multi-million dollar industry.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.</th>
<th>Treatment of Native Americans</th>
<th>Treatment of Animals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Native Americans are only allowed few, specified “reservations” for their culture.</td>
<td>Some animals, like Blue, are kept confined in pens or fenced areas.</td>
</tr>
<tr>
<td></td>
<td>Large numbers of Native Americans were driven from their homes</td>
<td>Animals are often taken from their natural habitats: forests, lakes, etc.</td>
</tr>
<tr>
<td></td>
<td>Large numbers of Native Americans were massacred by settlers in various wars</td>
<td>Large numbers of animals are slaughtered each year (in factory farms)</td>
</tr>
</tbody>
</table>

4. She hopes that people will realize that animals have feelings and that they deserve “freedom and justice.”
Body Ritual Among the Nacirema (Horace Miner)
Paraphrase Activity

Directions: These quotes come directly from the essay. Find them in the text and paraphrase them – rephrase them in your own words – using simple language.

- Using a dictionary to assist you, convert as many words as you can in each sentence, including changing figurative images to concrete ideas (i.e., hot as an anvil becomes extremely hot).
- Add words or change their order, but keep the same meaning as the original sentence.
- Avoid re-using part of the italicized word or its exact definition – use a synonym (a word that has a similar meaning – try a resource like www.merriam-webster.com).
- Write the new sentence from a third-person point of view (she, he, it, they, someone, the author, the essay, and so on), instead of first person (I).

Sample:
“The fundamental belief underlying the whole system appears to be that the human body is ugly and that its natural tendency is to debility and disease.” (Paragraph 4)

Paraphrase:
The Nacirema’s customs are based on their belief that the human body is unattractive and that it will likely become weak and sick.

1. “Incarcerated in such a body, man’s only hope is to avert these characteristics through the use of powerful influences of ritual and ceremony.” (Paragraph 4)

2. “The more powerful individuals in the society have several shrines in their houses and, in fact, the opulence of a house is often referred to in terms of the number of such ritual centers it possesses.” (Paragraph 4)

3. “As these magical materials are specific for certain ills, and the real or imagined maladies of the people are many, the charm-box is usually full to overflowing.” (Paragraph 7)

4. “If this can be established, a very interesting pattern emerges, for most of the population shows definite masochistic tendencies.” (Paragraph 12)

5. “The supplicant entering the temple is first stripped of all his or her clothes.” (Paragraph 15)
Name: ____________________________

Body Ritual Among the Nacirema (Horace Miner)
Comprehension Questions

1. According to Miner’s biography, “Body Ritual Among the Nacirema” appeared as a ‘serious’ article in 1956.” Without reading ahead, why do you think the word “serious” is in quotation marks?

2. The biography about Miner says that “Body Ritual Among the Nacirema” is both a *parody* and a *satire*. Define both of these terms by finding their definitions in a dictionary.

3. What is the major reason behind the Nacirema’s body rituals?

4. Explain the role of the shrine in the homes of the Nacirema.

5. Why do the Nacirema worry so much about their mouths?

6. Why do the Nacirema go to the temple?

7. To whom do the Nacirema go when they desire an exorcism from their mothers’ bewitching curses?

8. Explain the way in which the Nacirema view the female anatomy.

9. What rituals surround pregnancy among the Nacirema?

10. Name one specific, masochistic ritual in which the men engage, as well as one, specific, masochistic ritual in which the women engage in the Nacirema. Look up the word “masochism” if you need to.
Body Ritual Among the Nacirema (Horace Miner)  
Discussion Questions

1. Explain how each of the following rituals actually represents an American ritual.

<table>
<thead>
<tr>
<th>Rituals of the Nacirema</th>
<th>Possible Corresponding Rituals of Americans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using a shrine in the home</td>
<td></td>
</tr>
<tr>
<td>Owning a charm box</td>
<td></td>
</tr>
<tr>
<td>Visiting medicine men</td>
<td></td>
</tr>
<tr>
<td>Using a small bundle of hog hairs and special powders in the mouth (Private Mouth Rite)</td>
<td></td>
</tr>
<tr>
<td>Visiting holy mouth men to exorcise the evils of the mouth</td>
<td></td>
</tr>
<tr>
<td>“Scraping and lacerating the surface of the face with a sharp instrument”</td>
<td></td>
</tr>
<tr>
<td>Baking one’s head in an oven</td>
<td></td>
</tr>
<tr>
<td>Visiting the temple</td>
<td></td>
</tr>
<tr>
<td>Excreting into a sacred vessel while naked in front of vestal maidens</td>
<td></td>
</tr>
<tr>
<td>Seeking a listener for an exorcism of a mother’s curse</td>
<td></td>
</tr>
<tr>
<td>Fasting to become thinner</td>
<td></td>
</tr>
<tr>
<td>Feasting to become fatter</td>
<td></td>
</tr>
<tr>
<td>Staring at women’s breasts for a fee</td>
<td></td>
</tr>
<tr>
<td>Avoiding pregnancy with magical materials</td>
<td></td>
</tr>
<tr>
<td>Limiting sexual intercourse to certain phases of the moon</td>
<td></td>
</tr>
</tbody>
</table>
Body Ritual Among the Nacirema (Horace Miner)  
Discussion Questions  
Continued

2. What is the first indication in the essay that it is a satire of American society?

3. Reread paragraph seven. Identify the moments when Miner sounds like he is mocking the “Nacirema.”

4. Why does Miner choose to call Americans “natives” throughout this essay?

5. Who is Miner’s primary audience?

6. Why does Miner choose to write about this topic in the style of a parody?
Body Ritual Among the Nacirema (Horace Miner)

Quiz

1. When was this essay published?
   A. 1800’s
   B. early twentieth century
   C. 1950’s
   D. within the past ten years

2. How is Miner’s essay a satire?

3. How is Miner’s essay a parody?

4. What effect was Miner hoping to have on his audience with this essay?

5. What is Miner’s thesis (overall main idea)?
Body Ritual Among the Nacirema (Horace Miner)

ANSWER KEYS

Comprehension Questions
1. The quotation marks suggest that the article is actually not serious.
2. A parody is a film or piece of literature that humorously imitates another film or piece of literature. A satire is a piece of literature that uses irony and sarcasm to ridicule a foolish element of society.
3. To deter debility and disease in the human body (4)
4. It stores charms for relieving the body of ills, and it is a source of holy water for bodily cleansing. (6-8)
5. They are afraid “their teeth will fall out, their gums bleed, their jaws shrink, their friends desert them, and their lovers reject them.” (9)
6. They go to be cured when sick. (14)
7. The listener (17)
8. Women with extremely large breasts are idolized or encouraged to get breast reductions, and women with small breasts are often enhance their breast size. (18)
9. Intercourse is scheduled, and efforts are made to avoid pregnancy with magical materials OR Women dress to hide their condition OR Most women do not nurse their infants OR The birthing process takes place in private. (19)
10. Men scrape their faces with metal, and women bake their heads in ovens. (12)

Quiz
1. C 1950’s
2. By using an analogy, it mocks American rituals by disguising them in different terms.
3. It mimics the style of a scholarly essay by including a footnote and pretending a detached, objective analysis.
4. He is hoping to make Americans more open-minded about the rituals of other cultures and to not automatically think that theirs is superior or “normal.”
5. Americans participate in some of the most bizarre body rituals on the planet. (1)
Body Ritual Among the Nacirema (Horace Miner)

**ANSWER KEYS**

Continued

**Discussion Questions**

1. **Rituals of the Nacirema**

<table>
<thead>
<tr>
<th>Rituals of the Nacirema</th>
<th>Possible Corresponding Rituals of Americans</th>
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</thead>
<tbody>
<tr>
<td>Using a shrine in the home</td>
<td>Using a bathroom</td>
</tr>
<tr>
<td>Owning a charm box (6-7)</td>
<td>Owning a medicine cabinet</td>
</tr>
<tr>
<td>Visiting medicine men (6)</td>
<td>Visiting medical doctors</td>
</tr>
<tr>
<td>Using a small bundle of hog hairs and special powders in the mouth (10)</td>
<td>Using a toothbrush and toothpaste</td>
</tr>
<tr>
<td>Visiting holy mouth men (9)</td>
<td>Visiting dentists and orthodontists</td>
</tr>
<tr>
<td>Scraping the surface of the face with a sharp instrument (12)</td>
<td>Shaving</td>
</tr>
<tr>
<td>Baking one’s head in an oven (12)</td>
<td>Sitting under a blow-dryer in a salon.</td>
</tr>
<tr>
<td>Visiting the temple (13-16)</td>
<td>Visiting the hospital</td>
</tr>
<tr>
<td>Excreting into a sacred vessel (15)</td>
<td>Excreting into a bedpan</td>
</tr>
<tr>
<td>Seeking a listener (17)</td>
<td>Seeking a psychiatrist</td>
</tr>
<tr>
<td>Fasting to become slimmer (18)</td>
<td>Going on a diet</td>
</tr>
<tr>
<td>Feasting to become fatter (18)</td>
<td>Eating the typical fattening diet</td>
</tr>
<tr>
<td>Staring at women’s breasts for a fee (18)</td>
<td>Going to a strip club</td>
</tr>
<tr>
<td>Avoiding pregnancy with magical materials (19)</td>
<td>Using birth control pills or injections</td>
</tr>
<tr>
<td>Limiting sexual intercourse to lunar phases (19)</td>
<td>Planning around a woman’s menstrual cycle</td>
</tr>
</tbody>
</table>

2. The indication of where the Nacirema live (2, footnote)

3. Miner suggests that their sicknesses are sometimes imagined and that they forget the purposes of their “charms” but do not discard the charm containers when they have finished taking a charm. (7)

4. This was the only way to get American readers to separate their objective opinions from their subjective involvement in what they do. Most people think that “tribal” communities are less advanced than more “modernized” cultures, hence will more easily believe that “natives” engage in strange behaviors. Then they can laugh at their own folly when they realize they are reading about themselves.

5. Americans who do not live on Native American reservations

6. To demonstrate how easily an “advanced,” educated community can be tricked into believing something ridiculous about cultures other than their own.
Name: ________________________________

The Cosmic Prison (Loren Eiseley)
Paraphrase Activity

Directions: These quotes come directly from the essay. Find them in the text and paraphrase them – rephrase them in your own words – using simple language.

- Using a dictionary to assist you, convert as many words as you can in each sentence, including changing figurative images to concrete ideas (i.e., hot as an anvil becomes extremely hot).
- Add words or change their order, but keep the same meaning as the original sentence.
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- Write the new sentence from a third-person point of view (she, he, it, they, someone, the author, the essay, and so on), instead of first person (I).

Sample: 
“Eiseley will probably be best remembered for the unique, eloquent, and sometimes verselike style with which he treats subject matter that would otherwise seem cold, abstract, and esoteric.” (bio)

Paraphrase: 
People will most likely remember the author for the original, smooth, and even poetic writing style with which he handles topics that would otherwise seem uninteresting, difficult to understand, and left to high academic circles.

1. “No matter how far-ranging some of the mental probes that man has philosophically devised, by his own created nature he is forced to hold the specious and emerging present and transform it into words.” (paragraph 2)

2. “This may seem a heretical statement, but its truth is self-evident if we try seriously to comprehend the nature of time and space that I sought to grasp when held up to view the fiery messenger that flared across the zenith in 1910.”

3. “Yet it, too, in its long traverse, was but a flitting mayfly in terms of the universe the night sky revealed.”

4. “But that its universe was alive, had been born and was destined to perish, its own ephemeral existence would never allow it to perceive.” (paragraph 7)

5. “We suspiciously sense, in the concept of the expanding universe derived from the primordial atom—the monobloc—some kind of oscillating universal heart.” (paragraph 9)
The Cosmic Prison (Loren Eiseley)
Comprehension Questions

1. What is “the unnamed shifting architecture of the universe” to which Eiseley refers?

2. What does Eiseley mean by “mental probes” in paragraph two?

3. Why is it comforting to say of man’s mission to the moon that “We are masters of the universe?”

4. What does Eiseley mean when he says that understanding the cosmos we inhabit means acknowledging that it is “relative?” (paragraph 6)

5. Eiseley compares the human being and its position in the universe to what two corresponding parts of an analogy?

6. To what does Eiseley compare a tree of spouting blood?

7. What other “creatures” does Eiseley imply exist alongside white blood cells?

8. What is the primordial atom, or monobloc?

9. Eiseley says in paragraph eight that “the universe terminates our vision.” What does he mean?

10. What is Eiseley’s thesis (overall main idea)?
Name: ________________________________

The Cosmic Prison (Loren Eiseley)
Discussion Questions
(for group work)

1. What does Eiseley mean in paragraph two when he says that man lays “a small immobilizing spell upon the nearer portions of his universe?” (paragraph 2)

2. Explain the meaning of the following sentences from paragraph three: “To escape the cosmic prison man is poorly equipped. He has to drag portions of his environment with him, and his life span is that of a mayfly in terms of the distances he seeks to penetrate.”

3. Explain what Eiseley means when he wonders if “the far galaxies man observes make up […]” either an “enormous creature” or a “cosmic snowflake?” Fully explain both parts of the wonderment.

4. Read paragraph six and find within it two instances of figurative (non-literal) language. Indicate the sentence and explain its meaning.

5. Explain the analogical (having to do with an analogy) parts of the tree of spouting blood.

6. What is the cosmic prison, according to Eiseley? You should arrive at more than one answer.
The Cosmic Prison (Loren Eiseley)

Quiz

1. What is the tone of this essay?

   A. Wonder and awe
   B. Anger
   C. Frustration
   D. Dismissal and lack of interest
   E. Loneliness

2. How are people ill-equipped for fully understanding the universe?

3. Fully describe one of the analogies that Eiseley presents.

4. What was man’s reaction to landing on the moon, according to Eiseley?

5. What is Eiseley’s thesis (overall main idea)?
The Cosmic Prison (Loren Eiseley)

ANSWER KEYS

Comprehension Questions

1. The things in existence to which we give names (1)
2. Intellectual attempts at understanding the universe
3. It tricks people into thinking that they can understand and contain the infinity of the universe when they know that they actually can’t. (3)
4. To attempt understanding the vast cosmos, we need to compare it to something that we can already measure and comprehend.
5. A single white blood cell (a person) in the human body (the universe) (6)
6. The human body (6-7)
7. Red blood cells, platelets, etc. (7)
8. The speck that caused the big bang; the original source of life, according to science (9)
9. It is too big for us to be able to see all of it; it makes us recognize the limitations of our human senses.
10. Humans are not equipped to fully understand the cosmos that contains them.

Discussion Questions

1. He means that people try to gain control of the universe by naming its parts, but they can only perceive those parts that are closest to them since the universe is so large.
2. People’s physical senses have limitations that prevent them from perceiving all aspects and parts of the universe. In this sense, a human is like a tiny insect, trying to traverse a great distance; the task is too big for people.
3. He means that the universe in which people live might be bigger than we think. It might be an animal, suggesting that the animal is, itself, living in a universe (so that our universe is inside another universe). It might also be a snowflake, suggesting that there are other snowflakes, or universes, and that no two universes are alike. (8)
4. Possible answers: the white blood cell courses through “a river”; the white blood cell “decides”; etc. Use teacher’s discretion.
5. The tree is the human body; the trunk is the heart, and the branches are veins and arteries. Together, they make the circulatory system.
6. Man’s own mind and capabilities; language (1-2)

Quiz

1. A. Wonder and awe
2. Their mental capacity is not equipped. (1-2)
3. Use teacher’s discretion.
4. He said that we were masters of the universe. (3)
5. Humans are not equipped to fully understand the cosmos that contains them.
ARGUMENT AND PERSUASION SELECTIONS

The Details of Life (Jonathan Kozol)

Kozol’s essay discusses the injustice in society’s treatment of inner-city youth. Condemning the corporate world for its self-motivated interest, he reveals that most “support” programs for impoverished youth are actually investment opportunities for big business. According to Kozol, seeing children in terms of their potential for productivity is reproachable and should be replaced with a caring pedagogy that encourages children “to delight in existence itself.” He criticizes the standardizing testing practices that aim for categorical results but that do not encourage children to learn about humor, relationships, emotional development, and similar qualities. This essay reminds readers of the disparity that exists between the education of wealthy children and that of poor children, while revealing the unfair prejudices that affect the latter.

Activity: Divide the class into small groups. Then, tell half of the groups to create an outline for an educational program that would train inner-city children to be productive workers and the other half of the groups to create a detailed educational program that would allow children to experience the delights of childhood. Specify that neither program type can include elements of the other. Then tell the students to select an age range for the programs that they are creating and to be as specific as possible when identifying the program’s key components. Afterwards, ask the students to share their creations, and, as a class, discuss the potential ramifications of each program. Actually engaging the students with examples of productivity-based approaches to “servicing” inner-city youth will help them to conceptualize the object of Kozol’s complaint.

Should This Student Have Been Expelled? (Nat Hentoff)

Students will likely have a strong response to this article because it centers on a college student and also deals with issues of discrimination. Some students might agree with the College’s decision to expel the student, while others will feel that the punishment was too harsh. It is important to make sure they clearly understand the College president’s position, the author’s position, and the issues of free speech inherent in the conflict. Only then can they come to a valid conclusion on one side or the other (and there will be still others who can see the merits of both sides). They will need to first be familiar with the Argument and Persuasion rhetorical strategy. They will also need background information regarding the First Amendment, the American Civil Liberties Union, and the difference between letters to the editor and editorials. The ACLU web site is www.aclu.org. Some discussion of what constitutes a threat may also ensue; members of certain groups because of the group’s history of persecution, oppression and genocide could reasonably be expected to respond with fear of harm upon hearing inappropriate or demeaning remarks about their group. Be prepared, though, that some students might hold the opinion that this does not apply equally to all groups (specifically, they might object to equating this kind of harassment against homosexuals with that of racial or religious groups). A good approach would be to adopt a code of conduct for the classroom, communicate it clearly to everyone, and prepare to intervene if discussion turns to conflict and enforce the adopted code. Once they have a rudimentary understanding of the issue of free speech, the main text (apart from the editorial and the letter to the editor that follow) can be divided into sections and outlined. This is a good opportunity for students to create comprehensive notes on the reading.
Consider pairing this essay with “Shouting ‘Fire!’” since both deal with issues of censorship and First Amendment rights. Refer to the section under “Shouting ‘Fire!’” below for an explanation.

**Activity:** Divide the main text into at least three sections: paragraphs 1-16 (what the student did and how the College responded), 17-31 (the reaction to the College’s decision), and 32-42 (the author’s argument against the College’s decision). Assign each section to one of three teams of students. Each team discusses their section, paraphrases the author’s ideas, and creates an outline on paper. Each outline is presented on the board for the entire class to review. To save time for students and to encourage their attention and participation during the presentations, collect, photocopy, and distribute the set of notes rather than having students copy the notes from the board.

**Shouting “Fire!” (Alan M. Dershowitz)**

Pair this essay with “Should This Student Have Been Expelled,” since both essays deal with issues of censorship and First Amendment rights. Discern the different approach of each essay, wherein “Shouting ‘Fire!’” examines the difference between speech and onomatopoeic sounds, and “Should This Student Have Been Expelled?” examines the difference between speech and action. Make students aware of the exploitation of semantics to blur the boundaries of speech and subsequently promote the censorship of disagreeable or distasteful language (so that speech and sound or speech and action can at times seem synonymous unless precision in meaning is objectively sought and carefully analyzed). Tell students of the importance of protecting even upsetting or socially inappropriate speech for the sake of protecting all [but not physically threatening] speech.

**Activity:** Divide the students into small groups and assign to each group one or two paragraphs from the essay. Ask each group to extrapolate the main idea and major supporting points from its paragraph(s) while you walk around the room, offering assistance where needed. The students will share their answers with the rest of the class at the completion of the activity.

**A Modest Proposal (Jonathan Swift)**

Expect that students will have difficulty understanding the satirical nature of this famous essay. Explain that a “satire” typically contains irony, sarcasm, social mockery, exaggeration, and—at times—shock value. Then ask the students to identify examples of extreme, absurd, or shocking statements that identify themselves within the parameters of a satire. You should also provide the students with background information about the longstanding strife between England and Ireland as well as between Roman Catholicism and Protestantism within Ireland itself, since Swift’s essay frequently alludes to these historical facts.

**Activity:** Divide the students into small groups and assign one long paragraph or two short paragraphs to each group. Ask the students to paraphrase their assigned sections. Afterwards, they can share their paraphrases vocally or in writing on the board. To get them started, paraphrase a paragraph or two with them before they begin.

**I Have a Dream (Martin Luther King, Jr.)**

Prior to discussing the reading, it will be helpful to provide students with a brief history of the African-American struggles that gave rise to the Civil Rights movement. Moreover, showing the video of King’s speech will be more powerful to students than simply discussing the
words as they appear on the page. This way, students can listen to King’s delivery: his tone of voice, pitch, and volume changes (qualities that are not as well conveyed in print).

Activity: First teach students about parallelism, antithesis, alliteration, consonance, assonance, and repetition, providing a few of your own examples of each rhetorical technique. Then, have students locate and share instances of each in King’s speech. They can do this in pairs or small groups.

To Any Would-Be Terrorists (Naomi Shihab Nye)

Expect that students will react viscerally to the subject matter even though the author, a Palestinian American, argues against terrorism, in response to 9/11/01. Also, expect that they are likely to take some statements out of context and misunderstand them because of the emotional nature of the subject matter and their possible lack of background knowledge. For instance, they might misconstrue the statement in paragraph 12 that the USA should apologize (the author is referring to the steady stream of violent images that appear in U.S. television programs and movies that she says only increase people’s appetite for violence). To place the author’s argument in context, there will have to be some preliminary discussion of the Israeli-Palestinian conflict, the geographic region of the Middle East and the cultures and religions of its inhabitants (particularly Islam and Judaism, but not limited to those). A world map and a discussion of certain terms (Arab, Muslim, Ethiopia, Jordan, Mecca, Jerusalem, Hajji and Sufi) would help. Students could also be introduced to the poetry of Rumi (see www.rumi.org.uk) since the author directly references him and suggests that reading one another’s poetry would lead to better cultural understanding and tolerance (see sample below).

Out beyond ideas of wrongdoing and rightdoing,
there is a field. I’ll meet you there.

When the soul lies down in that grass,
the world is too full to talk about.
Ideas, language, even the phrase each other
doesn’t make any sense.

by Jelaluddin Rumi (1207-1273)
from Open Secret: Versions of Rumi
tr. by Coleman Barks and John Mayne (Threshold Books, 1984)

Some non-Muslim students will carry prejudices about Muslims and possibly people of Arab ancestry (and even non-Arab Asians and Africans). A proactive technique would be to provide factual information about religions worldwide and within the U.S. to create a global perspective (as opposed to the dominant-culture-perspective that many students might hold, depending on the composition of the class). Some helpful facts (from Parade magazine, 4/17/05) are:

- The Arab American Institute believes there are about 3.5 mill. Arab Americans today.
- At least 66% of Arab-Americans are Christian. Only about 24% are Muslim.
- There are between 2.8 million and 7 million Muslims in the U.S. African-Americans account for 33%-40% of American Muslims.
Another approach to dispelling stereotypes about Arab-Americans is to direct students to an article about Arab-Americans serving in the U.S. military, “Don’t Ask Me To Take Off My Uniform,” by Lyric Wallwork Winik (Parade, 4/17/05). To help dispel myths and stereotypes about Muslims, direct students to www.freemuslims.org for a Muslim-sponsored website dedicated to an anti-terrorism message.

**Activity:** - Divide the main text into sections: paragraphs 1-2, 3-7, 8-9, 10-11, 12-14 and 15. Together, paraphrase the first two sections. Assign each remaining section (beginning at paragraph 8) to one of four teams of students. Each team discusses their section and writes a paraphrase of the author’s ideas. These can be presented aloud or written on the board or a transparency. It is important to make sure that students have correctly identified the author’s four major arguments against terrorism.

**Why I Want a Wife (Judy Brady)**

In Brady’s humorous essay “Why I Want a Wife (1971), a simultaneous wife and mother says that she wants a wife of her own who will complete the stereotypical and oppressive tasks of a wife of that time period. By assuming the role of a demanding husband through the ironic voice of a woman, Brady creates a powerful argument against the limited expectations for women in marriage in the 1960’s. Placing this essay—and Brady’s biography—within its appropriate historical context will be useful. For example, students might be interested in knowing that the National Organization for Women (NOW) formed in 1966 to support the right of women to have abortions, equal education, childcare centers, maternity leave, and equality in the workplace—the very issues about which Brady was publishing articles. Younger students need to recognize that women did not always have the rights that today’s youth might take for granted. Some of the male students might become defensive during class discussion, which is why stressing the publication date of the essay will be important; students should have a clear conception of how much the roles of women in the United States have evolved in the past few decades. They should also be aware, though, that for some women in the US—and for many women in other nations—having to play a subservient role in the home is still a reality. The follow-up essay “I Still Want a Wife” would be an interesting addition. Compare this essay to Susan Sontag’s “Women’s Beauty: Put Down or Power Source.” Refer to that section of the instructor’s manual for more direction.

**Activity 1:** Have the students create a detailed outline for “I Want a Wife” for homework before class discussion. Since Brady’s essay is well organized with clear topic sentences that begin each paragraph, composing an outline will be easy for students. Even so, you could model for them the Roman numeral system for organizing an outline with an essay that they have already read. Keep in mind that some students might use “I want a wife” as the overall thesis (I.) and then list Brady’s ironically written supporting points (A., B., C., etc.). Accept this response, and then, in class, show them how to convert Brady’s rhetorical language into one that is appropriate to her deeper meaning. For example, help them convert “I want a wife” to something like, “Society in 1970 dictated unfair and restrictive roles to women.” Then, model for students the first of Brady’s points, changing, “I want a wife so that I can become economically independent” to something like, “Because women were expected to be homemakers, they were forced to depend on their husbands for money, which restricted their freedom.” After you model one or two conversions, they can work together in pairs or groups to complete the new version of the outline.
Name: _________________________________

The Details of Life (Jonathan Kozol)
Paraphrase Activity

Directions: These quotes come directly from the essay. Find them in the text and paraphrase them – rephrase them in your own words – using simple language.

- Using a dictionary to assist you, convert as many words as you can in each sentence, including changing figurative images to concrete ideas (i.e., hot as an anvil becomes extremely hot).
- Add words or change their order, but keep the same meaning as the original sentence.
- Avoid re-using part of the italicized word or its exact definition – use a synonym (a word that has a similar meaning – try a resource like www.merriam-webster.com).
- Write the new sentence from a third-person point of view (she, he, it, they, someone, the author, the essay, and so on), instead of first person (I).

Sample:

“Then, too, in the business-minded ethos of our age, any money we may spend on children of poor people must be proven to be economically utilitarian and justifiable in cost-effective terms.” (Paragraph 10)

Paraphrase:

Also, in the money-hungry character of modern culture, any cash that we spend on poor children must be proven to be financially useful and reasonable in ways produce the best possible results for the money spent.

1. “Elements of childhood that bear no possible connection to the world of enterprise and profit get no honor in the pedagogic world right now […]” (Paragraph 11)

2. “Guests are inundated with expensively produced materials: shoulder bags embossed with corporate logos, loose-leaf notebooks filled with corporate position papers.” (Paragraph 12)

3. “If a bunch of kids like Elio and Pineapple […] were seated at a table, it would seem a comical anomaly.” (Paragraph 12)

4. “She cuts right through the philanthropic piety of many visitors.” (Paragraph 21)

5. “Piety is not a substitute for justice.” (Paragraph 21)
The Details of Life (Jonathan Kozol)  
Comprehension Questions

1. Why does Mother Martha often disregard appointments with visitors to St. Ann’s Church?

2. Why does Kozol say that the jargon at conferences now requires the attendees to say that they are there to “service” inner-city youth? What is the difference between the definitions of “serve” and “service?”

3. Describe the atmosphere of the conferences of urban school officials, according to Kozol.

4. What, according to Kozol, are many urban school officials, corporate leaders, and inner-city youth agencies forgetting about that is important to children?

5. What does Kozol mean when he says in paragraph 16 that “our natural compassion or religious inclination” needs “to find a surrogate in dollar savings to be voiced or acted on?”

6. What does Kozol reveal about the inequalities between the children of wealthy areas and the children of impoverished areas? Provide some examples from the essay.

7. Locate an instance in the text of Kozol’s opinion that inner-children are being treated as if they are sub-human?

8. In paragraph 21, Kozol says that Mother Martha “cuts right through the philanthropic piety of many visitors.” What does this mean?

9. How does Kozol view the standardized exams that are supposed to determine student learning?

10. Why does the speaker visit St. Ann’s church more often than he visits other after-school programs for inner-city children?
The Details of Life (Jonathan Kozol)
Discussion Questions

1. Why does Kozol mention the specific names of children in this essay?

2. What target audience does Kozol hope learns and changes as a result of reading this essay? Explain.

3. Why has Kozol written this essay?

4. What is Kozol’s argument or thesis (overall main idea)?
The Details of Life (Jonathan Kozol) Quiz

1. What is Mother Martha’s job title?
   A. a nun
   B. a priest
   C. a social counselor
   D. a parent and homemaker

2. What is the name of the little boy whose cat has died?

3. According to Kozol, how do corporations view impoverished children?

4. Name three specific qualities that you think Kozol would like to see in a program for inner-city children.

5. What is Kozol’s thesis (overall main idea)?
The Details of Life (Jonathan Kozol)

ANSWER KEYS

Comprehension Questions

1. She cherishes time with the children. (7)
2. “Serve” suggests helping children and keeping their interests in mind, while “servicing” suggests fixing the children as if something is wrong with them. (12)
3. Stifled, structured, impersonal (12)
4. That children need to learn humor and delight (25, 26)
5. America’s corporate lifestyle has required much of its humanitarian efforts to prove possible capital gain for supporters
6. Children in wealthy neighborhoods receive better preparation for standardized exams than do children in poor neighborhoods (23)
7. Some corporate CEOs see impoverished children as “economic units,” “cohort groups,” and “standard deviations” OR Some CEOs see children as being in need of “processing” (12-13) (Use teacher’s discretion)
8. She sees through their fake concern and to their actual monetary interests
9. He thinks they are deficient in determining a child’s full potential (23)
10. He is impressed by Mother Martha’s goodness OR He enjoys the humanity (the details) of these children and their personal stories. (28)

Discussion Questions

1. To help readers to remember that all children—rich or poor—are human.
2. People who see children as profit-makers OR people in politics who can affect change OR philanthropists who might want to help the situation
3. To reveal the ignobility in viewing children as economy enhancers and to prompt people to reverse the situation
4. Inner-city children deserve to enjoy life—not experience training for the workforce and consumer market.

Quiz

1. B a priest (2, 27)
2. Jefferson (1-6, 28)
3. As investment value (12-15) (Use teacher’s discretion)
4. Play time, arts, music, etc. (Use teacher’s discretion)
5. Inner-city children deserve to enjoy life—not experience training for the workforce and consumer market.
Paraphrase Activity

**Directions:** These quotes come directly from the essay. Find them in the text and paraphrase them – rephrase them in your own words – using simple language.

- Using a dictionary to assist you, convert as many words as you can in each sentence, including changing figurative images to concrete ideas (i.e., *hot as an anvil* becomes *extremely hot*).
- Add words or change their order, but keep the same meaning as the original sentence.
- Avoid re-using part of the italicized word or its exact definition – use a synonym (a word that has a similar meaning – try a resource like www.merriam-webster.com).
- Write the new sentence from a third-person point of view (*she, he, it, they, someone, the author, the essay, and so on*), instead of first person (*I*).

**Sample:**

On the night of October 18, 1990, Hann, a junior, was celebrating his twenty-first birthday, and in the process, had imbibed a considerable amount of spirits.” (Paragraph 1)

**Paraphrase:**

On October 18, 1990 in the evening, a college junior named Hann was recognizing his twenty-first birthday, at which time he consumed a large quantity of alcohol.

1. “Until two years ago, it was possible for a Brown student to be dismissed, which meant that he or she could reapply after a decent period of penance.” (Paragraph 13)

2. “The rules do not *proscribe* words, epithets, or slanders, they *proscribe* behavior.” (Paragraph 31)

3. “If that is correct, it follows that he was expelled for the unsavory content of his speech, and not for his actions.” (Paragraph 37)

4. “Perhaps this can be done once a year, so that the university’s rules can keep pace with the tenor of the times—after all, it wouldn’t do to have outmoded rules banning procommunist or blasphemous speech still on the books, now that it’s 1991.” (Paragraph 39)

5. “And what did the New York Times—in a stunningly fatuous February 21 editorial—say of Vartan Gregorian’s sending Doug Hann into permanent exile?” (Paragraph 41)
Should This Student Have Been Expelled? (Nat Hentoff)

Comprehension Questions

11. What was Doug Hann’s condition at the time of the incident?

12. What was Doug Hann’s “hat trick” of bigotry?

13. When Hentoff compares Brown University’s disciplinary procedure to music, what does he imply about it?

14. What was the ruling by the Undergraduate Disciplinary Council in regard to Hann?

15. What does Hentoff suggest was the reason the university president (Vartan Gregorian) did not overturn their ruling?

16. How did Hann become a historic figure?

17. What do the rules at Brown prohibit, according to its president’s letters and press releases?

18. What does Hentoff object to in regard to the University’s treatment of Hann?

19. What does Art Spitzer, of the American Civil Liberties Union, suggest is a good test for determining whether one is punished for speech or for actions?

20. Why does Spitzer accuse Gregorian of being hypocritical?
Should This Student Have Been Expelled? (Nat Hentoff)

Discussion Questions

1. What is Brown University’s justification for expelling the student?

2. What is the author’s argument for why that expulsion was unfair?

3. What is the ACLU?

4. Does the author seem to condone what the student did? Explain.

5. Does the author also seem to be attempting to persuade the audience of something? Support your position with information from the text.

6. What action in response to the student’s behavior could the University take that the author might support?
Name ____________________________

**Should This Student Have Been Expelled? (Nat Hentoff)**

**Quiz**

1. What did Doug Hann do that offended those at Brown University? (Circle one)
   A. Assault another student
   B. Run naked through the main courtyard
   C. Shout bigoted remarks
   D. Vandalize the library

2. What reason did the University give for expelling him?

3. What does the code of conduct at the University prohibit, specifically?

4. Why does the author disagree with what the University did?

5. State the author’s thesis (overall main idea) about free speech.
Should This Student Have Been Expelled? (Nat Hentoff)

ANSWER KEYS

Comprehension Questions

1. He was drunk. (1)
2. He made bigoted remarks about African Americans, Jews, & homosexuals. (4)
3. It is implied that they are both slow and tedious. (12)
4. He was expelled (13)
5. He himself had written the speech code. (15)
6. He was the first student to be expelled for “hate speech.” (17)
7. The code prohibits inappropriate, abusive, threatening, or demeaning actions (30)
8. The code prohibits actions not words, but Hann did not do anything physical. (26-33)
9. Ask whether one would have received the same punishment for speaking different words while engaging in the same actions (35)
10. Gregorian says he’s committed to free speech (27) but supports the expulsion of a student as a result of his words (33)

Discussion Questions

1. What he did was reprehensible and so offensive and abusive to others that his presence as a student is no longer acceptable. He had also apparently not been rehabilitated by the punishment for a similar, previous offense.
2. The student had only used words and had not done anything physical; the University’s code only prohibited physical actions; therefore, the University was mistakenly and unfairly applying their code to this student on the basis of the content of his speech. Furthermore, the president was incorrectly referring to the student’s offense as actions. The author claims that this is hypocritical and violates the First Amendment (free speech).
3. The American Civil Liberties Union is a non-profit legal organization that uses the law and the courts to protect citizens’ civil and constitutional rights. (ACLU website)
4. No. He characterizes Hann’s words as “bigoted” (4), “awful” (10), and “disgraceful” (11). He is in implied agreement with Spitzer, who characterizes the words as “unsavory” (37) and “offensive” (38).
5. No. Hentoff does not call for the University to reverse their ruling, nor even to stir the readers to protest the University’s decision. He is merely arguing that the ruling violates Hann’s civil rights.
6. He might support the University’s revision of their code to specify what speech would be considered unacceptable and punishable.

Quiz

1. C shout bigoted remarks
2. They claimed that he violated the student code of conduct.
3. It prohibits inappropriate, abusive, threatening, or demeaning actions based on race, etc.
4. The code prohibits certain behavior while he feels the student only used words.
5. Since the University’s rules prohibit actions but not words he was unfairly expelled and his right to free speech was violated.
Name: __________________________________________

**Shouting “Fire!” (Alan M. Dershowitz)**

**Paraphrase Activity**

**Directions:** These quotes come directly from the essay. Find them in the text and paraphrase them – rephrase them in your own words – using *simple language*.

- Using a dictionary to assist you, convert as many words as you can in each sentence, including changing figurative images to concrete ideas (i.e., *hot as an anvil* becomes *extremely hot*).
- Add words or change their order, but keep the same meaning as the original sentence.
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**Sample:**

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<tbody>
<tr>
<td>“But in spite of its hallowed position in both the jurisprudence of the First Amendment and the arsenal of political discourse, it is and was an inapt analogy, even in the context in which it was originally offered.” (paragraph 2)</td>
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<th>Paraphrase:</th>
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<tbody>
<tr>
<td>Despite the applauded position of the “shouting fire” comparison in both the philosophy of the First Amendment and in political conversation, it has been an inaccurate analogy since the beginning.</td>
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</table>

1. “It has lately become—despite, perhaps even because of, the frequency and *promiscuousness* of its *invocation*—little more than a *caricature* of logical argumentation.” (paragraph 2)

2. “Justice Holmes noted that nothing in the pamphlet suggested that the draftees should use unlawful or violent means to oppose *conscription* […]” (paragraph 4)

3. “Unsurprisingly, a war-weary nation—in the *throes* of a know-nothing hysteria over immigrant *anarchists* and *socialists*—welcomed the comparison between what was regarded as a *sedition* political pamphlet and a *malicious* shout of ‘Fire!’”

4. “These expressions may lead directly to serious harm, but the mechanisms of *causation* are very different from those at work when an alarm is sounded.” (paragraph 19)

5. “One may also argue—less persuasively, in my view—against protecting certain forms of public obscenity and *defamatory* statements.” (paragraph 19)
Shouting “Fire!” (Alan M. Dershowitz)
Comprehension Questions

1. Specifically, what did Schenck do that caused him to be taken to court?

2. Explain why Dershowitz compares shouting “Fire!” in a theater to an alarm. What does he say that they have in common?

3. Why does Dershowitz think that the example of shouting “Fire!” was logically unrelated to the Supreme Court case to which it was assigned? Explain.

4. Explain what Dershowitz means when he says that a shout of “Fire!” is not even speech.

5. Why does Dershowitz think that the analogy of shouting “Fire!” in a theater is an insult to Americans?

6. Why did Americans welcome Holmes’ original comparison of shouting “Fire!” with the Schenck case, according to Dershowitz?

7. Provide two examples of what Dershowitz sees as good analogies for shouting “Fire!”

8. What reason does Dershowitz offer for why so many people think that using the “shouting ‘Fire!’” analogy is so convincing in their own arguments?

9. Aside from speech that legitimately works as an analogy to shouting “Fire!” what kinds of speech does Dershowitz think are good reasons for censoring speech? Provide two examples.

10. What kind of speech does Dershowitz think that the government should not censor?
Name: _______________________________

**Shouting “Fire!” (Alan M. Dershowitz)**

**Discussion Questions**

1. What does Dershowitz mean when he says that Holmes substitutes “the derivative shout for the core alarm?” What is the difference between the two? Explain.

2. Provide your own specific example of a speech act that you think should be rightfully censored according to the Dershowitz’s reasoning.

3. Do you think that ideas should ever be censored? Why or why not? Provide a specific example to support your point.

4. What is Dershowitz’s argument or thesis (overall main idea)?

5. Who is Dershowitz’s audience? Be specific and support your answer with reasoning.
Shouting “Fire!” (Alan M. Dershowitz)

Quiz

1. Which of the following speech acts equates to falsely shouting “Fire!” in a public place?

   A. Shouting a racial slur
   B. Insulting the President
   C. Telling a police officer that a burglary is taking place when it actually isn’t
   D. Publishing anti-war pamphlets
   E. All of the above

2. Would Dershowitz want anti-American language to be censored? Why or why not?

3. Which of the following speech acts has no First Amendment protection?

   A. Revealing the identity of a CIA agent
   B. Cursing at your boss
   C. Saying that you dislike a particular ethnic group
   D. Telling people not to believe what the President says
   E. All of the above

4. Why is it insulting to compare a shout of “Fire!” with the distribution of a pamphlet that urges people to question their war draft? Explain.

Shouting “Fire!” (Alan M. Dershowitz)

ANSWER KEYS

Comprehension Questions

1. He created pamphlets, urging American draftees to peacefully fight the WWI draft. (3)
2. They both cause an immediate response; also, “Fire!” acts as a sound. (7-8)
3. A shout of “Fire!” causes people to react without thinking, whereas Schenck’s pamphlet caused people to think about their actions; also, a shout of “Fire!” would have been based on false information, whereas the pamphlet was not based on false information. (7-10)
4. He says it’s noise, like a clang. (8)
5. He says that Americans know how to think for themselves, unlike what the comparison of the pamphlet with a shout of “Fire” implies. (9)
6. They were upset about anarchists and socialists, and Schenck was a socialist. (12)
7. Accept two of these: a false bomb threat; dialing 911 and falsely describing an emergency; making a loud, gun-like sound in the presence of the President (16)
8. It claims the great authority of Justice Holmes. (13)
9. Accept two of the following: publication of nuclear-weapons codes; publication of information about troop movements; publication of the identity of undercover agents. (19)
10. Ideas (implied in 10)

Discussion Questions

1. He means that an alarm can be of any type; it is a general concept. A shout, though, is an example of an alarm; it is specific. (8)
2. Use teacher’s discretion.
3. Use teacher’s discretion.
4. The analogy of shouting “Fire!” does not work in an argument that favors censorship unless the language under scrutiny equates to a false alarm that stimulates immediate, thoughtless action.
5. He has written to Americans; we know this because he is discussing the First Amendment of the US Constitution, and he is discussing the US Supreme Court; plus, this issue of censorship impacts Americans.

Quiz

1. C
2. No, because it is protected free speech; people have the right to express their ideas.
3. A
4. It assumes that people will respond to the pamphlet without thinking when, actually, they know how to think for themselves. (9)
5. It causes people to respond immediately, like an alarm. (7-8)
Name: ________________________________

A Modest Proposal (Jonathan Swift)
Paraphrase Activity

Directions: These quotes come directly from the essay. Find them in the text and paraphrase them – rephrase them in your own words – using simple language.

- Using a dictionary to assist you, convert as many words as you can in each sentence, including changing figurative images to concrete ideas (i.e., *hot as an anvil* becomes *extremely hot*).
- Add words or change their order, but keep the same meaning as the original sentence.
- Avoid re-using part of the italicized word or its exact definition – use a synonym (a word that has a similar meaning – try a resource like [www.merriam-webster.com](http://www.merriam-webster.com)).
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<td>“It demonstrates Swift’s keen sensitivity to the problems of the poor in his native country as well as his ability to create satire that is both ironic and incisive.” (bio)</td>
<td>“A Modest Proposal” shows Swift’s deep sympathy for the issues of the Irish poor as well as his skill in writing an ironic and cutting social criticism.</td>
</tr>
</tbody>
</table>

1. “I think it is agreed by all parties that this *prodigious* number of children […] is in the present *deplorable* state of the kingdom a very great additional *grievance.*” (paragraph 2)

2. “Therefore it will have one other *collateral* advantage, by lessening the number of *papists* among us.” (paragraph 13)

3. “[…] *Shambles* may be appointed for this purpose […] and butchers we may be assured will not be *wanting.*” (paragraph 15)

4. “[…] It is not *improbable* that some *scrupulous* people might be *apt* to *censure* such a practice.” (paragraph 17)

5. “We should see an honest *emulation* among the married women, which of them would bring the fattest child to the market.” (paragraph 26)
A Modest Proposal (Jonathan Swift)  
Comprehension Questions

1. What country is the subject of Swift’s discussion?

2. What does Swift suggest that the children of beggars will grow up to do?

3. What solution does Swift offer for the problem of poverty in his country?

4. Explain Swift’s meaning in paragraph 12. Who is Swift criticizing and why?

5. What religious group does Swift frequently criticize?

6. What does Swift recommend that thrifty spenders do with the skin of children? Use your own words.

7. Why does Swift suggest that twelve-to-fourteen-year-old children are too old for sale in the food market?

8. Swift offers six primary reasons for his proposal. Reduce them to one general sentence apiece, using your own words and covering the most important information:
   a.
   b.
   c.
   d.
   e.
   f.

9. Why does Swift mention in the essay’s final paragraph that he has no personal interest in his proposal? Explain.

10. When was this essay written?
A Modest Proposal (Jonathan Swift)
Discussion Questions

1. a. When Swift says in paragraph 26 that after slaying and selling children for food, the Irish “should see an honest emulation among the married women, which of them would bring the fattest child to the market,” what kind of social behavior is he criticizing?

   b. If Swift were alive today, he might criticize modern American society for the same social phenomenon. Provide three examples of items, qualities, or statuses for which Americans often emulate each other.

2. In paragraph 29, Swift criticizes the Irish poor and merchant classes for several flaws. List eight of these criticisms, and, using a dictionary, offer definitions for all unfamiliar words.

   a.

   b.

   c.

   d.

   e.

   f.

   g.

   h.

3. Name one criticism that Swift has for landlords in paragraph 29.

4. In paragraph 26, what is Swift’s criticism of husbands of pregnant wives?

5. In what way is Swift’s essay a satire?

5. What is Swift’s thesis?
A Modest Proposal (Jonathan Swift)

Quiz

1. a. What is Swift’s satirical proposal?

   b. What is Swift’s actual proposal?

2. When Swift says, “Perhaps I could name a country which would be glad to eat up our whole nation,” to what country of eaters is he referring?

3. What two religions have tension toward each other in Swift’s country?

4. Why does Swift make the proposal that he does?

5. What tone does this essay carry?
   
   A. Enthusiasm
   B. Sarcasm
   C. Anger
   D. Boredom
   E. Confusion

6. Name two specific groups of people in Swift’s country that fall within his intended audience.
   
   a.

   b.
A MODEST PROPOSAL (Jonathan Swift)

ANSWER KEYS

COMPREHENSION QUESTIONS

1. Ireland (“as to our city of Dublin,” 16)
2. Steal (1)
3. Fatten babies on breast milk and then sell them for food and profit (as a way of solving poverty’s burden on society) (4, 9)
4. Swift is criticizing Irish landlords for mistreating their tenants (or “devouring” their labors).
5. Roman Catholics (13, 21)
6. Buy clothing: gloves and boots (15)
7. The flesh of 12-14-year-old men is tough and disagreeable to the palate, and eating the older female children would mean eliminating girls of a near-childbearing age. (16)
8. a. It will lessen the number of Catholics. b. The poor can pay their bills. c. The nation’s economy will boom, and gentleman will be able to add a new dish to their tables. d. The poor will no longer have the burden of paying for their children after the first year. e. Restaurants can increase their business by adding human children to their menus with tasty recipes. f. It will encourage people to marry, mothers to nurture their children, and women to compete with each other for who can bring the fattest child to the market. (21-26)
9. He wants credibility for being an objective source for why his proposal is reasonable and good. This way, people might accept the proposal more easily, thinking that it is good for society and not just for one person.

10. 1714

DISCUSSION QUESTIONS

1. a. Snobbery, materialism, and competition based on superficiality. b. cars, clothing, houses, job statuses, thinness among women, muscular builds among men, etc.
2. Accept any eight of these: being too proud; being too self-concerned; being too lazy; gambling; spending too much money; making hasty decisions; being too undisciplined; cheating one’s buyers; murdering each other
3. Accept one of these: being absent; being unmerciful to their tenants
4. They aren’t attracted to their pregnant wives.
5. It pretends to want Ireland to commit infanticide and cannibalism when it actually wants Ireland to start caring about itself and its poor; it mocks various unattractive social habits like those listed under question two.
6. Ireland should start taking care of itself and its poor.

QUIZ QUESTIONS

1. Satirical proposal: that the Irish fatten their babies on breast milk and then sell them for food and profit (as a way of solving poverty’s burden on society) (4, 9); Actual proposal: that the Irish start taking care of itself and its poor.
2. England
3. Roman Catholicism and Protestantism (13, 21)
4. He sees the poor struggling to survive, turning to crime, and costing society extra money (1)
5. B. Sarcasm
6. Accept two of these: Irish government; Protestants; landlords; educated classes (who could read and analyze their contributions to the social problems); “Irish people” is too general, and “poor people” is incorrect.
I Have a Dream (Martin Luther King, Jr.)
Paraphrase Activity

Directions: These quotes come directly from the essay. Find them in the text and paraphrase them – rephrase them in your own words – using simple language.

- Using a dictionary to assist you, convert as many words as you can in each sentence, including changing figurative images to concrete ideas (i.e., *hot as an anvil* becomes *extremely hot*).
- Add words or change their order, but keep the same meaning as the original sentence.
- Avoid re-using part of the italicized word or its exact definition – use a synonym (a word that has a similar meaning – try a resource like www.merriam-webster.com).
- Write the new sentence from a third-person point of view (*she, he, it, they, someone, the author, the essay, and so on*), instead of first person (*I*).

<table>
<thead>
<tr>
<th>Sample:</th>
<th>Paraphrase:</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Five score years ago, a great American, in whose symbolic shadow we stand, signed the <em>Emancipation Proclamation</em>.” (Paragraph 1)</td>
<td>One hundred years ago, Abraham Lincoln signed a document that freed African-Americans from slavery, and this act now remains a symbol to follow.</td>
</tr>
</tbody>
</table>

1. “This *momentous decree* came as a great *beacon* light of hope to millions of Negro slaves who had been seared in the flames of withering injustice.” (Paragraph 1)

2. “One hundred years later, the Negro is still *languishing* in the corners of American society and finds himself an exile in his own land.” (Paragraph 2)

3. “It is obvious today that America has *defaulted* on this *promissory* note insofar as her citizens of color are concerned.” (Paragraph 4)

4. “We cannot be satisfied as long as the Negro’s basic *mobility* is from a smaller ghetto to a larger one.” (Paragraph 7)

5. “Continue to work with the faith that unearned suffering is *redemptive*.” (Paragraph 8)
Name: _________________________________

**I Have a Dream (Martin Luther King, Jr.)**

**Comprehension Questions**

1. Where and when did King’s “I Have a Dream” speech take place? How many people were in attendance?

2. King says that his dream is “deeply rooted in the American dream.” According to him, what is the American dream?

3. What does King mean when he says that there is a “fierce urgency of now?”


5. Why does King say that one day the US will live out the “true” meaning of its creed: that “We hold these truths to be self-evident; that all men are created equal.” Why does he use the word “true?”

6. Why does King mention the Declaration of Independence and the Constitution? What is his point?

7. Select a line from the song in paragraph 20. First write the line in the space below, and then explain how King expected it to acquire new meaning in the future.

8. King says that he does not want people to be judged by their skin tone. According to his speech, how does he want them to be judged?

9. What does King mean when he says that the freedom of his “white brothers” is tied to the freedom of black people? How can one group’s freedom be tied to another group’s freedom?

10. What wish does King have for children in the United States?
I Have a Dream (Martin Luther King, Jr.)

Discussion Questions

Through his speech, King uses figurative language (words and phrases used to convey an image rather than a literal meaning). Explain the meaning of each in your own words.

<table>
<thead>
<tr>
<th>Figurative Language</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>“[…] transform this pending cosmic elegy into a creative psalm of brotherhood.” (notes)</td>
<td></td>
</tr>
<tr>
<td>“This momentous decree came as a great beacon light of hope […]”</td>
<td></td>
</tr>
<tr>
<td>“It came as a joyous daybreak to end the long night of captivity.”</td>
<td></td>
</tr>
<tr>
<td>“[…] the manacles of segregation and the chains of discrimination.”</td>
<td></td>
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<tr>
<td>“America has given the Negro people a bad check; a check which has come back marked ‘insufficient funds.’”</td>
<td></td>
</tr>
<tr>
<td>“Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice.”</td>
<td></td>
</tr>
<tr>
<td>“This sweltering summer of the Negro’s legitimate discontent will not pass until there is an invigorating autumn of freedom and equality.”</td>
<td></td>
</tr>
<tr>
<td>“The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.”</td>
<td></td>
</tr>
<tr>
<td>“[…] the warm threshold that leads into the palace of justice.”</td>
<td></td>
</tr>
<tr>
<td>“We cannot walk alone.”</td>
<td></td>
</tr>
<tr>
<td>“[…] transform the jangling discords of our nation into a beautiful symphony.”</td>
<td></td>
</tr>
<tr>
<td>“[…] every valley shall be exalted, every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight.”</td>
<td></td>
</tr>
</tbody>
</table>
Name: _________________________________

I Have a Dream (Martin Luther King, Jr.)
Quiz

1. True or false: Martin Luther King, Jr. wanted African-Americans to see Caucasian-Americans as enemies. Explain.

2. Explain what King means when he says, “We cannot walk alone.”

3. Explain the following quote: “We cannot wallow in the valley of despair.”

4. Name one specific action against African-Americans that King would like to end.

5. What is King’s thesis (overall main idea)?
I Have a Dream (Martin Luther King, Jr.)

ANSWER KEYS

Comprehension Questions

1. 1963 at the Washington Monument, with 200,000 people in attendance
2. A dream in which all people are free and equal in a land of justice (Use discretion)
3. Waiting will not solve the problems of discrimination and inequality. OR Waiting for the nation to adjust to slow steps toward equality is unacceptable. People deserve equality now. (4)
4. Passionate: He uses exclamation points (Answers will vary.)
5. He means that at that time, all people were not being treated equally despite the claim to the opposite.
6. He wants to raise people’s emotions regarding documents that they cherish. OR He wanted to remind people of the original meanings of those documents.
7. Answers will vary.
8. “by the content of their character” (14)
9. Possible Answers: (1) Bigotry is closed-minded, so freedom for blacks will open the minds of oppressive whites; (2) White people have a responsibility for helping black people to obtain freedom; (3) White and black people are deserve freedom equally; (4) If one racial group is free but not another, then laws that ensure freedom are false.
10. He wants children to be friends with each other, no matter what their racial backgrounds are.

Quiz

1. FALSE—He wanted people of all races to peacefully unite and respect each other as equals.
2. He means that for African-Americans to gain the freedom and equality that they deserved, they needed the cooperation of Caucasian-Americans as well.
3. This means that if African-Americans were to simply feel sorry for themselves but not take action to demand justice, their situation would not change.
4. Possible Answers: (1) being forbidden to vote in governmental elections; (2) police brutality; (3) confinement to ghettos
5. US citizens of all colors need to unite efforts to give equal rights to all people, regardless of race. (Use teacher’s discretion)
I Have a Dream (Martin Luther King, Jr.)

**ANSWER KEYS**

*Continued*

**Discussion Questions**

<table>
<thead>
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<th>Figurative Language</th>
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<tbody>
<tr>
<td>“[…] transform this pending cosmic elegy into a creative psalm of brotherhood.” (notes)</td>
<td>change the current sad state of the country into one of peace and mutual acceptance</td>
</tr>
<tr>
<td>“This momentous decree came as a great beacon light of hope […]”</td>
<td>This very important law offered tremendous hope to African-Americans</td>
</tr>
<tr>
<td>“It came as a joyous daybreak to end the long night of captivity.”</td>
<td>It was a happy relief after a long time of misery and slavery</td>
</tr>
<tr>
<td>“[…] the manacles of segregation and the chains of discrimination.”</td>
<td>Segregation and discrimination prevent people from being free.</td>
</tr>
<tr>
<td>“America has given the Negro people a bad check; a check which has come back marked ‘insufficient funds.’”</td>
<td>America has mistreated African-Americans, but African-Americans recognize this and will no longer accept it.</td>
</tr>
<tr>
<td>“Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice.”</td>
<td>Now is the time to end segregation and offer justice to all people, regardless of race.</td>
</tr>
<tr>
<td>“This sweltering summer of the Negro’s legitimate discontent will not pass until there is an invigorating autumn of freedom and equality.”</td>
<td>African-Americans will continue to work hard for freedom and equality and will not rest until they have it.</td>
</tr>
<tr>
<td>“The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.”</td>
<td>Protests will continue to create unrest until the United States offers justice for all.</td>
</tr>
<tr>
<td>“[…] the warm threshold that leads into the palace of justice.”</td>
<td>All people feel free and welcome in a world that offers justice to them.</td>
</tr>
<tr>
<td>“We cannot walk alone.”</td>
<td>We must join with other races to ensure success.</td>
</tr>
<tr>
<td>“[…] transform the jangling discords of our nation into a beautiful symphony.”</td>
<td>Transform the harshness of segregation and discrimination into a beautiful nation of peace and equality.</td>
</tr>
<tr>
<td>“[…] every valley shall be exalted, every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight.”</td>
<td>Victims of discrimination will have respect, bigots will lose their bigotry, mean people will become nicer, and corruption will end.</td>
</tr>
</tbody>
</table>
To Any Would-Be Terrorists (Naomi Shihab Nye)
Paraphrase Activity

Directions: These quotes come directly from the essay. Find them in the text and paraphrase them – rephrase them in your own words – using simple language.

- Using a dictionary to assist you, convert as many words as you can in each sentence, including changing figurative images to concrete ideas (i.e., hot as an anvil becomes extremely hot).
- Add words or change their order, but keep the same meaning as the original sentence.
- Avoid re-using part of the italicized word or its exact definition – use a synonym (a word that has a similar meaning – try a resource like www.merriam-webster.com).
- Write the new sentence from a third-person point of view (she, he, it, they, someone, the author, the essay, and so on), instead of first person (I).

Sample: “Not only did your colleagues kill thousands of innocent, international people in those buildings and scar their families forever, they wounded a huge community of people in the Middle East, in the United States, and all over the world.” (Paragraph 1)

Paraphrase: Nye says that not only did Muslim extremists murder thousands of innocent people from around the world and pain their families for the rest of their lives, but also they hurt Arabic people everywhere.

*Colleague = associate; fellow worker or fellow member

1. “My Palestinian father became a refugee in 1948.” (Paragraph 3)

2. “My hard-working mother has spent 50 years trying to convince her fellow teachers and choir mates not to believe stereotypes about the Middle East.” (Paragraph 5)

3. “Many happen to be Jews who are equally troubled by the inequity.” (Paragraph 8)

4. “The only place she ever went beyond Palestine and Jordan was to Mecca, by bus, and she was very proud to be called a Hajji and to wear white clothes afterward.” (Paragraph 10)

5. “Poetry humanizes us in a way that news, or even religion, has a harder time doing.” (Paragraph 15)
Name: _________________________________

To Any Would-Be Terrorists (Naomi Shihab Nye)
Comprehension and Discussion Questions

1. Of which country is the author a citizen?

2. To what event is this essay a response?

3. What is her primary occupation?

4. To whom does she direct this essay (who is her primary audience)?

5. She tells her audience that she feels closer to them than many Americans would feel (paragraph 2). Why does she feel closer to them?

6. What does she want her readers to know about her father and mother?

7. Explain the four reasons Nye gives for why the terrorists’ mission was a tragedy.
   (a)
   (b)
   (c)
   (d)

8. Why does Nye refer to her parents, cousins, grandmother and neighbors?

9. It is unlikely that this essay would actually have any impact on preventing a planned terrorist attack. Who else, then, might be interested in and moved by what Nye has to say? Who might be her secondary audience?

10. What is Nye’s message to any of her readers?
To Any Would-Be Terrorists (Naomi Shihab Nye)

Quiz

1. What is the author’s nationality (citizenship)? (Circle one)
   A. American
   B. Palestinian
   C. Iraqi
   D. Arab

2. The title suggests that her primary audience is people who would commit terrorist acts. To what other audience might she be directing her comments?

3. What does she want her readers to understand about people who are Muslim or of Arab ancestry?

4. Paraphrase (put in your own words) TWO of the four reasons she offers to support her point of view on terrorism.

5. State the author’s thesis (overall main idea) about peace.
To Any Would-Be Terrorists (Naomi Shihab Nye)

ANSWER KEYS

Comprehension & Discussion Questions
1. The U.S.
2. The 9/11/01 terrorist attacks on the U.S.
3. Poet/writer
4. Extremist Muslims who would advocate violence against non-Muslims
5. She is Palestinian (she shares their ethnic/religious background)
6. They are non-violent, hard-working American citizens who try to dispel stereotypes.
7. (a) Many people in the U.S. understand the Palestinian position in the Middle East and disagree with the U.S. government’s policies in that regard.
   (b) Truly religious Muslims do not support violence.
   (c) Many Americans do not support U.S.-backed war and violence.
   (d) God would prefer that we find a way to live peacefully and productively.
8. To personalize her message and remind her audience about human relationships.
9. Those who might hold stereotypical views of Muslims or Arabs
10. Only peace, not violence, will solve our problems.

Quiz
1. A American
2. Those who might hold stereotypical views of Muslims or Arabs to whom she can provide some information and possibly enlighten them
3. They are usually hard-working, tolerant people who don’t agree with violent extremist religious views.
4. Any TWO of the following: Many Americans understand and support Arab concerns; Islam is not a violent religion; Most Americans are against war and killing; God would rather that we live peacefully with one another.
5. Peace cannot be achieved through terrorism and violence.
Why I Want a Wife (Judy Brady)
Paraphrase Activity

Directions: These quotes come directly from the essay. Find them in the text and paraphrase them – rephrase them in your own words – using simple language.

- Using a dictionary to assist you, convert as many words as you can in each sentence, including changing figurative to concrete ideas (i.e., hot as an anvil becomes extremely hot).
- Add words or change their order, but keep the same meaning as the original sentence.
- Avoid re-using part of the italicized word or its exact definition – use a synonym (a word that has a similar meaning – try a resource like www.merriam-webster.com).
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</thead>
<tbody>
<tr>
<td>“Brady has worked to support the principles of feminism and of the other contemporary political and social movements to which she is committed.”</td>
<td>Brady has made efforts to support feminist values and other modern political and social movements that she follows with dedication.</td>
</tr>
</tbody>
</table>

1. “I belong to that classification of people known as wives. I am A Wife. And not altogether incidentally, I am a mother.” (Paragraph 1)

2. “I want a wife who is a good nurturant attendant.” (Paragraph 3)

3. “I want a wife who takes care of the needs of my guests so that […] they are passed the hors d’oeuvres, that they are offered a second helping of the food, that their wine glasses are replenished when necessary […]” (Paragraph 6)

4. “And I want a wife who understands that my sexual needs may entail more than strict adherence to monogamy.” (Paragraph 7)

5. “Naturally, I will expect a fresh, new life; my wife will take the children and be solely responsible for them so that I am left free.” (Paragraph 8)
Why I Want a Wife (Judy Brady)
Comprehension Questions

1. In paragraph two, what is the speaker implying when she says her divorced male friend has a child who is “of course” with his ex-wife?

2. Explain what the speaker means when she says in paragraph three that she wants to be “economically independent.”

3. In paragraph four, why does the speaker italicize the word “my” in “I want a wife who will take care of my physical needs?” What is she implying with the use of this pronoun?

4. Why does the speaker use the word “menus” in paragraph four? Typically, households do not have menus at mealtime.

5. Why does the speaker use the words “go along” in “I want a wife to go along when our family takes a vacation so that someone can continue to care for me and my children when I need a rest and change of scene” (paragraph four)? What connotation (shade of meaning) does this phrase contain?

6. The speaker says that she wants a wife that will not bother her with “rambling complaints.” How is this an ironic request in the context of the rest of the essay?

7. Count how many times the speaker uses the words “they,” “their,” and “them” in paragraph six. What effect does this have on the speaker’s meaning?

8. Why does the speaker say that she wants a wife who will assume the responsibilities of birth control (paragraph 7)? What does she want women to think about, here?

9. In paragraph eight, what does Brady imply about some married men?

10. How does Brady’s background impact our understanding of this essay?
Why I Want a Wife (Judith Brady)
Discussion Questions

1. In the chart the follows, fill in the missing sections by identifying examples for the ways in which women were expected to meet unfair expectations in the early 1970s, according to Brady’s essay.

<table>
<thead>
<tr>
<th>Type of Expectation</th>
<th>Examples of Each Type of Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial</td>
<td></td>
</tr>
<tr>
<td>Social</td>
<td></td>
</tr>
<tr>
<td>Intellectual</td>
<td></td>
</tr>
<tr>
<td>Parental</td>
<td></td>
</tr>
<tr>
<td>Verbal/Communicative</td>
<td></td>
</tr>
<tr>
<td>Sexual</td>
<td></td>
</tr>
<tr>
<td>Physical, Nonsexual</td>
<td></td>
</tr>
</tbody>
</table>

2. Why does Brady continually repeat the phrase “I want a wife?” Why does she use this particular phrase, as opposed to varying it with “Having a woman in my life would be nice” or “I would feel joy if I met my female partner,” etc?

3. Why has Brady written this essay? What does she want people to do after reading it?

4. To what target audience(s) is Brady writing? Explain.

5. What is Brady’s argument or thesis (overall main idea)?
Why I Want a Wife (Judy Brady)
Quiz

1. The speaker of “I Want a Wife” is
   A. married with children
   B. married without children
   C. single with children
   D. single without children

2. During what decade was this essay published?
   A. 1950’s
   B. 1960’s
   C. 1970’s
   D. 1980’s

3. Brady assumes the persona of a female speaker in her essay, but who is the real “I”? Who does Brady want her readers to hear as the voice who desires a wife?

4. What is Brady’s thesis (overall main idea)?
Why I Want a Wife (Judy Brady)

ANSWER KEYS

Comprehension Questions
1. That when couples divorce, the woman is usually left with the children.
2. Her desire to support herself without needing a man to give her money.
3. That many men do not always worry about their wives’ physical needs but that women are still expected to fulfill their husbands’ needs.
4. To argue that women are sometimes under unfair demands (like having to offer a variety of suggestions for dinner).
5. To indicate that the wife is not to serve as a companion but as a helper.
6. The entire essay rambles and makes demands that sound like complaints.
7. It places the concern on the guests’ needs and not on the wife’s needs.
8. To remind people that women unquestioningly assume birth control responsibility while most men do not offer their own assistance (i.e. taking the male pill).
9. That some married men disrespect their wives enough to dismiss them for new ones when the initial wives become old and worn (misshapen after pregnancy or, simply, too familiar as opposed to novel).
10. Knowing that she actively supports feminist principles may help readers to see that this essay supports a woman’s right to independence in a marriage.

Discussion Questions
1. Expectation Type | Examples That Represent Each Type of Expectations
--- | ---
Financial | child caretaker and homemaker; no opportunities for making money
Social | no social life — too busy taking care of kids, husband, husband’s friends
Intellectual | husband goes back to school; wife takes care of kids, husband, house
Parental | the ideal wife is expected to be the primary caretaker of the children
Verbal | a listener with no rambling complaints
Sexual | fulfills husband’s needs; shouldn’t inconvenience him with hers
Physical, Nonsexual | cooks, cleans, shops for husband and kids

2. Her point is that women were expected to be housewives — to get married, support a man’s needs, and take care of their children.
3. She wants people to see that reducing women’s opportunities to that of a caretaker is unfair and discriminatory.
4. Women in such stereotypical marriages as what she has described AND men who expect women to act like the “ideal” wife that she has described.
5. The restriction to a stereotypical female role of wife and homemaker is unfair and discriminatory.

Quiz
1. A married with children
2. A 1970s
3. She is speaking from what she thinks is a man’s perspective
4. The stereotypical role of the woman as wife and homemaker is unfair and discriminatory.
MIXED STRATEGIES SELECTIONS

Mother Tongue (Amy Tan)

This is not only about language but also about writing. Teachers can approach it from either or both perspectives, though students can probably relate more readily to using spoken language than to being a writer. Tan uses several strategies in this essay:

1. Definition – the qualities of one’s native language and the various versions of English
2. Cause/effect - explaining the roots of people’s perceptions about non-standard English and non-standard English speakers as well as the ramifications that these perceptions had on Tan and her mother
3. Narration - of significant moments and situations in Tan’s and her mother’s lives that illustrate their various forms of English and the impact of these on both of their lives
4. Argument – of the utility and validity of non-standard English in expressing oneself

In order for students to understand her point about the appropriateness of using non-standard English in literature, teachers should make students aware that this piece first appeared in Threepenny Review, a literary journal (Strategy and Style question j.). Because students are unlikely to be familiar with such a journal, provide explicit information as to what that audience’s likely viewpoints on standard vs. nonstandard English would be.

Activity: Begin by asking students about their own use of English and if they use different versions in different contexts. English-as-a-Second-Language speakers respond particularly well to this. Have them share examples aloud, and discuss when and why they switch. Then, have students locate examples from the text that illustrate Tan’s various Englishes: her academic English, her mother’s English, and her Standard English translation of her mother’s English. Ask whether Tan understands her mother’s English (yes), whether her mother understands standard English (yes), and whether and one of her “Englishes” is more valid or useful than another. From this point in the discussion, students might debate the issue, but they should be able to come to an understanding of her thesis (that her mother’s English is natural and clear to her and it represents that spoken by her characters and the audience she envisioned, so it is right that she include it in her writing).

On Dumpster Diving (Lars Eighner)

At first, students will be repulsed by the topic (living on Dumpster refuse), but this is an intelligent and well-written treatment of the issues of materialism and wastefulness. Teachers can refer to QVC and online shopping (Amazon.com and Ebay) to create contemporary relevance. Activity: Divide the text into sections and have students outline the major points of each (perhaps collaboratively). Since it is a lengthy and complex piece, the best way to share the outlines is probably to compile, copy, and distribute them.

This is a Religious War (Andrew Sullivan)

Sullivan brilliantly executes this essay by respecting all religions yet succinctly elucidating the dangers of fundamentalism within any one of them. He is careful to demonstrate his high respect for Islam, yet he wants readers to know that he sees a dangerous form of Islamic extremism as the motivation behind the September 11th attacks on the World Trade Center Towers. He compares Islamic fundamentalism to Christian fundamentalism (including the Crusades, the Inquisition, and the desire of modern-day evangelical Christians to fuse religion with American politics), and he also compares such fundamentalism with Nazism and Stalinism. Come to class prepared to provide the students with background information on each of these subjects.
If the students read the essay carefully, they should have no problem understanding that Sullivan is not attacking any religious groups but that he is revealing the dangers of a fundamentalist mindset that has reared itself universally throughout history, crossing religious boundaries and acting as a human tendency. The students should understand that fundamentalism is not inherent to any religious text or doctrine but that it develops within people as they determine how to perceive, interpret, and act upon religious doctrine. In case some students still feel confused and offended, be prepared to point out passages in the essay that clarify Sullivan’s point that fundamentalism—not religion (Islam or otherwise)—is his focus. On several occasions, for example, he praises Islam.

Explain to students the difference between fundamentalism and contextualism in reading any piece of literature, religious or otherwise. To do this, bring in a list of metaphors and ask students to explain what they mean beneath their non-literal levels. Explain to students that figurative language is often used for instructional purposes: in children’s books when animals or objects are personified or in Hindu or Christian texts when concepts are elaborated through parables that enliven ideas through characters and hypothetical scenarios. Consider bringing short passages from the Bhagavad Gita and the Old Testament to illustrate this.

Activity: Since this essay uses multiple rhetorical strategies (definition, cause and effect, comparison, argumentation, and example/illustration), the students should be able to locate sections in the text that demonstrate each. Divide the students into five groups, assigning each group to a different rhetorical strategy that the text contains. Then ask them to locate several instances (a number that you designate) of the essay’s use of their team’s strategy. Walk around the room, offering your assistance, and ask the students to vocally share their work at the culmination of the activity.

Activity: Divide the students into small groups and assign to each group one or two paragraphs from the essay. Ask each group to extrapolate the main idea and major supporting points from its paragraph(s) while you walk around the room, offering assistance where needed. The students will share their answers with the rest of the class at the completion of the activity.

Test Day (Frank Bures)

Although this essay reveals the struggles of one teacher in Tanzania, its message works on a universal level, making it applicable in any classroom in any country. The story is relatively easy to follow, and students should be able to relate to it to some degree as they, too, are students who are trying to succeed in their own subject areas.

Activity: “Test Day” uses several rhetorical strategies, including narration, cause and effect, example and illustration, description, and comparison and contrast. In a teacher-led discussion, elicit from the students the general characteristics of each of these strategies (assuming that you have already introduced them in previous lessons). Then divide the class into five groups of students (one group for each strategy) and ask them to identify sentences that act as proof of their group’s strategy. The group with narration may have difficulty because, to them, “the entire story” might look like a narrative, so be sure that they focus on identifying the setting, characters, conflict, dialogue, internal monologue, climax, and resolution. Students with description can identify detailed sentences that appeal to sight and sound. Walk around the room, offering assistance where necessary. Then, when each group is finished locating as many examples as they can, ask them to vocally share their answers and to offer explanations of why the sentences they have chosen illustrate their team’s particular strategy. Then you can discuss the benefits of using multiple strategies in essay-writing.
Name: _________________________________

Mother Tongue (Amy Tan)
Paraphrase Activity

Directions: These quotes come directly from the essay. Find them in the text and paraphrase them – rephrase them in your own words – using simple language.

- Using a dictionary to assist you, convert as many words as you can in each sentence, including changing figurative images to concrete ideas (i.e., *hot as an anvil* becomes *extremely hot*).
- Add words or change their order, but keep the same meaning as the original sentence.
- Avoid re-using part of the italicized word or its exact definition – use a synonym (a word that has a similar meaning – try a resource like [www.merriam-webster.com](http://www.merriam-webster.com)).
- Write the new sentence from a third-person point of view (*she, he, it, they, someone, the author, the essay*, and so on), instead of first person (*I*).

Sample:

<table>
<thead>
<tr>
<th>Sample:</th>
<th>Paraphrase:</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I spend a great deal of my time thinking about the power of language—the way it can <em>evolve</em> an emotion, a visual image, a complex idea, or a simple truth.” (Paragraph 2)</td>
<td>She spends much time studying the power that language has to produce emotions, mental pictures, complicated thoughts, or easy truths.</td>
</tr>
</tbody>
</table>

1. “You should know that my mother’s expressive command of English *belies* how much she actually understands.” (Paragraph 7)

2. “And I had plenty of *empirical* evidence to support me […]” (Paragraph 9)

3. “[…] My mother, the real Mrs. Tan, was shouting at his boss in her *impeccable* broken English.” (Paragraph 13)

4. “My mother had gone to the hospital for an appointment, to find out about a *benign* brain tumor a CAT scan had revealed a month ago.” (Paragraph 14)

5. “But I do think that language spoken in the family, especially in immigrant families which are more *insular*, plays a large role in shaping the language of the child.” (Paragraph 15)
Name: ________________________________

Mother Tongue (Amy Tan)
Comprehension Questions

1. How did Tan become a fiction writer?

2. What does she say qualifies her to make observations about language?

3. What version of English does she use when speaking before a large group?

4. What version of English do she and her mother speak with one another?

5. Which version of English does Tan say helped to shape her view of the world?

6. What language-related task was Tan often required to do for her mother?

7. What impact does Tan think her mother’s English had on her own education?

8. What reason does she offer for there being few Asian-American authors?

9. What trait enabled her to major in English and become a writer?

10. Who does Tan envision as her audience when she writes?
Mother Tongue (Amy Tan)

Discussion Questions

1. Describe and give examples of “the different Englishes” Tan uses.

2. What does Tan mean when she states that her mother’s “expressive command of English belies how much she actually understands” (paragraph 7)?

3. Give examples to explain the rhetorical strategies used in this article.

4. How is the essay geared toward an audience of scholars and professional writers?

5. What do you think Tan’s purpose was in writing this essay?

6. What is your understanding of the meaning of the title?
Name __________________________________

Mother Tongue (Amy Tan)
Quiz

1. Which one of the following occupations has Tan NOT held? (Circle one)
   A. therapist
   B. language consultant
   C. reporter
   D. technical writer

2. Describe Tan’s “public version” of English and her mother’s English.

3. What effect did Tan’s “mother tongue” have on her school performance?

4. Which version(s) of English does Tan use as a writer?

5. State the author’s thesis (overall main idea) about which versions of English are appropriate for her to use in her writing.
Mother Tongue (Amy Tan)

ANSWER KEYS

Comprehension Questions
1. As a form of mental health therapy (bio)
2. She is a writer (2)
3. A scholarly from of standard English (3)
4. Ahe and her mother use a “broken” form of non-standard English (6-7)
5. It is this non-standard form which she says shaped her view of the world and which she regards as her mother tongue (7)
6. Tan’s mother often required her to impersonate her or act as translator (10-12)
7. Poor performance on English tests and not majoring in English (15-17)
8. Perhaps because they, too, had similar limitations and encountered stereotypes that discouraged them from careers in English (18)
9. Rebelliousness (19)
10. Tan says she envisions her mother as her audience (21)

Discussion Questions
1. Formal, scholarly, standard English: “The intersection of memory upon imagination” (3)
   OR “This was my mental quandary in its nascent state” (20)
   “Broken” non-standard English: “Not waste money that way” (4)
   OR “Why he don’t send me check, already two weeks late. So mad he lie to me...” (11)
   Standard English, translation of her mother: “I’m getting rather concerned. You had agreed to send the check two weeks ago, but it hasn’t arrived.” (12)
2. What appears as “limited” English might lead one to believe that Tan’s mother’s understanding/intellect is also limited, but that would not be true.
3. Comparison/Contrast: shows different versions of English
   Cause/Effect: effect on Tan of her mother tongue (9, 13, 15, 21)
   Definition: of her mother tongue (3-7)
   Narration: stories to illustrate (3, 5, 10-14)
4. high vocabulary level, references to literary terms and subjects, references to literary activities (writing, SATs and standardized tests, audience)
5. Argues in favor of using all of her Englishes, for those who might disapprove (21-22)
6. In one respect, her “mother tongue” is her language of origin, a non-standard form of English. Literally, Tan learned that version of English from her mother. Her point is that this version of English is natural to her, as the one she was raised with and which shaped her view of the world, and, as such, she includes it in her fiction.

Quiz
1. A therapist
2. Tan’s public version of English: standard, formal, even scholarly; her “mother tongue” or her mother’s version of English: non-standard, “broken” or “limited”
3. She didn’t score well on English tests and, due to stereotypes, she was discouraged from majoring in English or writing.
4. All of the Englishes she grew up with
5. Since her mother’s English is natural and clear to her and it represents that spoken by her characters and audience, it is right that she include it as one version in her writing.
Name __________________________________

On Dumpster Diving (Lars Eighner)
Paraphrase Activity

Directions: These quotes come directly from the essay. Find them in the text and paraphrase them – rephrase them in your own words – using simple language.
- Using a dictionary to assist you, convert as many words as you can in each sentence, including changing figurative images to concrete ideas (i.e., hot as an anvil becomes extremely hot).
- Add words or change their order, but keep the same meaning as the original sentence.
- Avoid re-using part of the italicized word or its exact definition – use a synonym (a word that has a similar meaning – try a resource like www.merriam-webster.com).
- Write the new sentence from a third-person point of view (she, he, it, they, someone, the author, the essay, and so on), instead of first person (I).

Sample: “I learned from them that it is a proprietary word belonging to the Dempster Dumpster company.”
Paraphrase: Lars learned from the staff at Merriam-Webster that “Dumpster” is a name owned by a company called Dempster Dumpster.

1. “Although very rare with modern canning methods, botulism is a possibility.” (Paragraph 11)

2. “He finds pristine ice cream, still frozen, more than he can eat or keep.” (Paragraph 34)

3. “Dumpsters are full of things of some potential value to someone and also of things that never have much intrinsic value but are interesting.” (Paragraph 37)

4. “Most divers come to realize that they must restrict themselves to items of relatively immediate utility.” (Paragraph 37)

5. “The second lesson is the transience of material being.” (Paragraph 64)
Name: ____________________________________________

**On Dumpster Diving (Lars Eighner)**

**Comprehension Questions**

1. Why does Eighner prefer the word *scavenging* to the words *scrounging* or *foraging*?

2. What three principles should one apply when scavenging items from a Dumpster?

3. What is of greatest concern when eating canned goods from a Dumpster?

4. What reasons does he give for feeling it was safe to eat pizzas from a Dumpster?

5. Why does he frequent Dumpsters near a college?

6. Why does he feel it is unnecessary to hide or be ashamed when scavenging from a Dumpster?

7. Why does he have contempt for can scroungers?

8. Why does he think it is unethical to scavenge from individual garbage cans?

9. What does he identify as the worst of the hazards of Dumpsters?

10. For whom does he feel sorry?
On Dumpster Diving (Lars Eighner)
Discussion Questions

1. List at least two tips Eighner offers for Dumpster divers.

2. How does the example of the pizza shop illustrate the three principles involved in safe eating from a Dumpster?

3. What are the three stages of becoming a Dumpster scavenger?

4. What rhetorical strategies does Eighner use in this essay?

5. Explain the two important lessons he learned from his years of Dumpster scavenging.

6. To whom do you think he specifically aims his message (who is his audience)?

7. What overall message (thesis) do you think he wants his audience to understand?
On Dumpster Diving (Lars Eighner)

Quiz

1. What did the author NOT take from Dumpsters? (Circle one)
   A. clothes  
   B. empty soda cans  
   C. food  
   D. personal items

2. What are the three principles by which the author evaluated what he found in Dumpsters?

3. Why was it advantageous for a scavenger to know the academic calendar?

4. For whom does Eighner say he feels sorry? Why?

5. State the author’s thesis (overall main idea) about material possessions.
On Dumpster Diving (Lars Eighner)

ANSWER KEYS

Comprehension Questions

1. He likes its frankness, and it accurately identifies that he lives off the refuse of others. Scrounging is obscure and foraging seems to refer to gathering nuts and berries. (3-4)

2. Evaluate the conditions of the found materials; know the area and check it regularly; ask why an item was discarded. (8)

3. Taking care to avoid botulism (11-12)

4. They are boxed, and they are often discarded because of prank orders, wrong toppings, incorrect preparation, or refusal on delivery for being too cold. (18-20)

5. Many affluent college students discard perfectly good items. (21-25)

6. Most people instinctively look away & attempting to hide also arouses suspicion (32)

7. They usually need small amounts of cash for drugs or alcohol, they tend to mix up the contents of the Dumpster, and they pass up change and hockable items (41-46)

8. Aside from incurring public irritation, making a mess and taking up too much time, he sees it as a personal invasion. (47-48)

9. Fire ants (58)

10. The rat-race millions (working, middle class) who are slaves to materialism (67-68)

Discussion Questions

1. Any TWO of the following: beware of damaged cans; check for visible contaminants; pare away mold or minor imperfections; try to figure out why an item was discarded; yogurt keeps for several days unrefrigerated; peanut butter doesn’t spoil fast; near a college, pay attention to the academic calendar; make sure carbonated drinks still fizz; pour juices slowly into a clear glass; avoid most meats and eggs, home leftovers & ethnic foods (11-30)

2. The Dumpster was near the pizza shop; the pizzas were in good condition; they were discarded for reasons other than being spoiled ((18-20)

3. 1st, being ashamed and hiding; then, taking everything one sees; last, knowing from experience to take only what can be used right away (32-37)

4. Example and Illustration (7-30, 49-58); Process (31-37, 59-60); Cause and Effect (all)

5. One: take what you can use and let the rest go by; two: the value of material things is transient (they are only valuable if you place a value on them, in other words, and what is valuable to one person might not be to another) (63-64)

6. Those of us who place too much value on certain material things and are never satisfied with the material things we have. (67-68)

7. Scavenging has taught him that most people are very wasteful. (4 & 63-68)

Quiz

1. B empty soda cans

2. Evaluate the conditions of the found materials; know the area and check it regularly; ask why an item was discarded

3. Many affluent college students discard perfectly good items

4. The rat-race millions (working, middle class) who are slaves to materialism

5. Most people place too much value on material possessions and are very wasteful.
This is a Religious War (Andrew Sullivan)
Paraphrase Activity

Directions: These quotes come directly from the essay. Find them in the text and paraphrase them – rephrase them in your own words – using simple language.

- Using a dictionary to assist you, convert as many words as you can in each sentence, including changing figurative images to concrete ideas (i.e., *hot as an anvil* becomes extremely hot).
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- Write the new sentence from a third-person point of view (she, he, it, they, someone, the author, the essay, and so on), instead of first person (I).

Sample:

| “The only problem with this otherwise *laudable* effort is that it doesn’t hold up under inspection.” (paragraph 2) |
| Paraphrase: Pretending that religion was not behind the September 11th attacks is a praiseworthy act of respect, yet it ignores the truth that religion was, in fact, behind them. |

1. “Although some Muslims have criticized the terrorists […] other Muslims in the Middle East and elsewhere have not denounced these acts, have been *conspicuously* silent, or have indeed celebrated them.” (paragraph 2)

2. “This war even has far gentler echoes in America’s own religious conflicts between newer, more *virulent* strands of Christian fundamentalism and mainstream Protestantism and Catholicism.” (paragraph 3)

3. “It seems almost as if there is something *inherent* in religious *monotheism* that lends itself to this kind of terrorist temptation.” (paragraph 9)

4. “The first mistake is surely to *condescend* to *fundamentalism*.” (paragraph 10)

5. “The blind *recourse* to texts embraced as literal truth, the *injunction* to follow the commandments of God before anything else, the *subjugation* of reason and judgment and even conscience to the *dictates* of dogma: these can be exhilarating and transformative.” (paragraph 10)
This is a Religious War (Andrew Sullivan)
Comprehension Questions

1. What does Sullivan say was the real motivation behind the September 11th attacks?

2. What world religion does Sullivan say has spilled even more blood than Islam has? What two major events does he cite as proof of this?

3. What is religious fundamentalism?

3. Does Sullivan think that religious fundamentalism is more positive or negative? Explain.

4. Quote a sentence that indicates that Sullivan’s respects Islam.

5. Sullivan mentions that in Dostoyevsky’s book The Brothers Karamazov, The Grand Inquisitor says that Jesus’ crime was “revealing that salvation was possible but still allowing humans the freedom to refuse it.” Why might the Inquisitor have seen personal choice in religion as a crime?

6. What does Sullivan mean when he says, “The security against an American Taliban” is “the Constitution?” (paragraph 28)

7. Why does Sullivan compare the radical quality of the Taliban to that of Nazi Germany in paragraph 15? What is his point?

8. What does Sullivan mean by saying that fundamentalism contains “insecurity” (paragraph 21)?

9. What does Sullivan say are the two possible results of an Islamic extremist’s assimilation into American society? Provide the answer in your own words.

10. Does Sullivan agree with the concept of a separate Church and State—yes or no? Cite proof from the essay to support your answer.
This is a Religious War (Andrew Sullivan)
Discussion Questions

1. Sullivan implies that American evangelism can be dangerous if mixed with politics. What does he mean? Do you agree with him? Why or why not?

2. Reread paragraphs 8, 10, 13, and 14. Then list four reasons for why fundamentalism has the ability to lead to the persecution of others, according to Sullivan.
   a. 
   b. 
   c. 
   d. 

3. What was the Inquisition? Explain, basing your answer on information in the essay.

4. Why does Sullivan write this essay? What does he hope to accomplish?

5. What is Sullivan’s thesis (overall main idea)?
This is a Religious War (Andrew Sullivan)
Quiz

1. What devastating world event prompts Sullivan to examine religious fundamentalism?

2. Name one reason why religious fundamentalism can be dangerous, according to Sullivan.

3. Why have religions sometimes been afraid to give people free will to choose their faiths, according to Sullivan?

4. Name one rhetorical strategy that this essay uses and then explain how the author applies it. Be specific.

5. What is Sullivan’s message to his readers?
This is a Religious War (Andrew Sullivan)

**ANSWER KEYS**

**Comprehension Questions**

1. The belief of some Islamic Fundamentalists under the leadership of Osama bin Laden that America had started “a crusade against the Islamic nation”
2. Christianity; the Crusades and the Inquisition
3. Religious fundamentalism is an extreme form of devotion to a religious text wherein the text is thought to convey the exact words of a supreme being; the believer’s logic and tolerance are set aside and—at times—the believers coerce others to join them, or they persecute and kill others for not abiding by the holy text. (7-10, 14-15, 19)
4. Negative; he says that fundamentalism is dangerous because it can take away others’ freedoms by threatening to mix with government and because it persecutes or kills others for disbelieving. It takes away free will, logic, and judgment, too. (7-10, 14-20, 25-28)
5. Because it would allow people to choose a different religion, and then the disbelievers would act as tempters to believers who do not want to be corrupt sinners; people want to see their beliefs reflected in others (10-14)
6. He means that the Constitution protects the United States from a totalitarian regime like the Taliban because it allows freedom of speech and religious tolerance.
7. The Nazis believed in the supremacy of the German race just as the Taliban believed in the supremacy of the Koran; in both cases, believers killed others for belonging to different groups; both parties think communally and not individually or logically. Morality becomes warped, and good intentions result in the torture of others. Both parties coerced others to lose their free will and join them. (Use teacher’s discretion) (8-16)
8. Fundamentalists live in fear that nonbelievers will dominate the culture.
9. One: accepting the American culture; two: fighting against it with intensity (25)
10. Yes; he does not want an “American Taliban.” (28)

**Discussion Questions**

1. He means that it threatens to take away religious freedom from associating good government with one religion over all others. (Use your discretion for the second answer)
2. Followers believe the text contains the literal truth; the text can contain passages that urge readers to commit violent acts; it blinds people, altering their judgment; people forfeit their reason for it; they are afraid of being sinners, corrupted by nonbelievers; faith needs others to survive; they believe they are acting in mercy and goodness; etc. (Use teacher’s discretion)
3. Christians were burned alive for believing something contrary to religious doctrine. (12)
4. He wants people to see the dangers of fundamentalism and the importance of both subduing it and keeping it out of governments.
5. Religious fundamentalism is dangerous because it has the ability to engender a loss of free will, a loss of logic, the coercion of innocent people, and the destruction of innocent people.

**Quiz**

1. The September 11th attacks on the World Trade Center Towers (1)
2. Accept one of the following: it causes a loss of free will; it causes a loss of logic and judgment; it forces people to join; it can bring people to persecute or murder others (9-15)
3. Because the people might choose a different faith. (10-14)
4. Use teacher’s discretion (This essay contains definition, cause and effect, comparison, argumentation, and examples/illustrations).
5. Religious fundamentalism is dangerous because it has the ability to engender a loss of free will, a loss of logic, the coercion of innocent people, and the destruction of innocent people.
Name: ________________________________

Test Day (Frank Bures)
Paraphrase Activity

Directions: These quotes come directly from the essay. Find them in the text and paraphrase them – rephrase them in your own words – using simple language.

- Using a dictionary to assist you, convert as many words as you can in each sentence, including changing figurative images to concrete ideas (i.e., *hot as an anvil* becomes *extremely hot*).
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<td>“[… ] Sometimes on test day, a previously illiterate student mysteriously becomes a brilliant literary critic.” (paragraph 28)</td>
<td>During exam time, sometimes a student who cannot write well suddenly transforms into an ingenious master of literature, which usually means that he plagiarized.</td>
</tr>
</tbody>
</table>

1. “Testing is a *futile* exercise in so any ways.” (paragraph 4)

2. “In this kind of *immersion*, most students drown.” (paragraph 18)

3. “These were the days when they sat *rapt*, as I unlocked the secrets of America, and they, in turn, unlocked their own country, giving me all the street lingo I could use.” (paragraph 38)

4. “The students hand in the tests, and the scores are *abysmal* again.” (paragraph 44)

5. “But there are too many obstacles and too few *incentives*.” (paragraph 44)
Name: ________________________________

Test Day (Frank Bures)
Comprehension Questions

1. For what two reasons are the late students sluggish to arrive to class?
   a. 
   b. 

2. Why does the teacher say that testing is “futile?”

3. What does the teacher mean when he says that the students play “preposition roulette?”

4. Why is the word “certificate” in quotation marks in paragraph nine?

5. Why does Bures provide examples of the students’ incorrect answers?

6. What does the teacher mean when he says, “This, in other words, is test day for me too?”

7. Why does the teacher say that on test day, he wonders why he is there? (paragraph 14)

8. What is the teacher’s point when he says that “sometimes on a test day, a previously illiterate
   student mysteriously becomes a brilliant literary critic?”

9. What is the teacher’s meaning when he says that actually reading the 13 books on the syllabus
   would be like his reading Don Quixote in Spanish?

10. Why is learning English a huge challenge for these students? Provide two reasons.
Name: ________________________________

Test Day (Frank Bures)
Discussion Questions

1. Identify six sentences in the essay that suggest that the teacher has fondness or sympathy for his students.
   
   a. 
   
   b. 
   
   c. 
   
   d. 
   
   e. 
   
   f. 

2. Several of the students cheated on their exam. Was this behavior acceptable? Why or why not? Provide a full explanation to support your point.

3. Provide three ways in which the secondary school in the essay could be improved to help students reach success.

4. Provide two deficiencies (weaknesses) that the teacher admits that he has.
   
   a. 
   
   b. 

5. What is the thesis (overall main idea) of this essay?
Test Day (Frank Bures)

Quiz

1. In what country and continent does the story take place?

2. What is the immersion method of learning?

3. Provide two reasons for why the teacher in the story is frustrated.
   
   a. 
   
   b. 

4. Provide two reasons for why the students have unusually large challenges for learning at the school in the story.
   
   a. 
   
   b. 

5. How does the teacher feel toward his students?

   A. Constant irritation
   B. Confusion
   C. Hope and love
   D. Anger
   E. Boredom

6. What is the essay’s thesis (overall main idea)?
Test Day (Frank Bures)

ANSWER KEYS

Comprehension Questions
1. a. They know they won’t be beaten; b. They aren’t looking forward to their exam. (1)
2. Accept any of the following answers: English is the third language for most of these students; the teacher’s knowledge of Swahili is bad; the school doesn’t have enough books or supplies; the students are being forced to learn English through the sink-or-swim immersion method. (4, 28-21)
3. They are randomly selecting prepositions (they’re guessing) (6-7)
4. The certificate doesn’t represent high achievement because the students perform badly on the exams. (9)
5. To show how they frustrate and upset teachers who want students to excel (11, 13)
6. Test Day shows how well the teacher has done his job in teaching the students. (4, 9)
7. The students don’t perform well, so he feels like he has failed them and wasted his time.
8. Sometimes the students plagiarize/cheat. (28-30)
9. It is a near-impossible task for these students. (21)
10. Accept any two of the following: English is their third language; they are learning through the immersion method; the teachers don’t know Swahili; sometimes there are no teachers at all; the school does not have many supplies or books. (4, 18-21)

Discussion Questions
1. Possible answers: “My only real ambition here has been to leave them with a few practical English skills—how to write a letter, for example, or what the plot of ‘No Longer at Ease’ is. Something to help them get a job in town, or at least to pass their national exam” (12); “This, in other words, is test day for me too” (9) (This sentence suggests that he cares about his teaching ability); “We spent several weeks going over these books, and I wrote explicit outlines of everything that happened on the board” (22) (This suggests that he cares about being thorough for their sake); “Mostly test day is the day I wonder why I’m here” (14) (This shows that the teacher wants his presence to be fruitful to the students); “These days were the best of all, the days when I felt that I really had something to offer, something they wanted to know.” (35); “If I make it a curve […]” (44) (He wants to be fair); etc. Use teacher’s discretion.
2. Use teacher’s discretion.
3. Possible answers: Hire teachers who can also speak Swahili; offer more textbooks and supplies (after finding funding); have strict measures against cheating and plagiarizing; test students on general knowledge of the United States and not just proper English; teach English in the primary school first; etc. (4, 28-21). Use teacher’s discretion.
4. He doesn’t know Swahili; he isn’t sure that knowing English is enough to give him the ability to pass it along successfully to others. (4, 9)
5. Teachers feel hope, fear, frustration, and satisfaction in their jobs because they care about their students’ success.

Quiz
1. Tanzania, Africa (9)
2. It involves teaching a foreign language in the language being taught without the help of the students’ native language. (18)
3. Accept two of the following: His students do poorly on the test; he doesn’t know Swahili; the school doesn’t have enough supplies; a few of his students cheat/plagiarize (4, 18-21, 28-31)
4. They are in the immersion method; English is their third language; there aren’t enough books or supplies. (18-21)
5. C. Hope and love
6. Teachers feel hope, fear, frustration, and satisfaction in their jobs because they care about their students’ success.