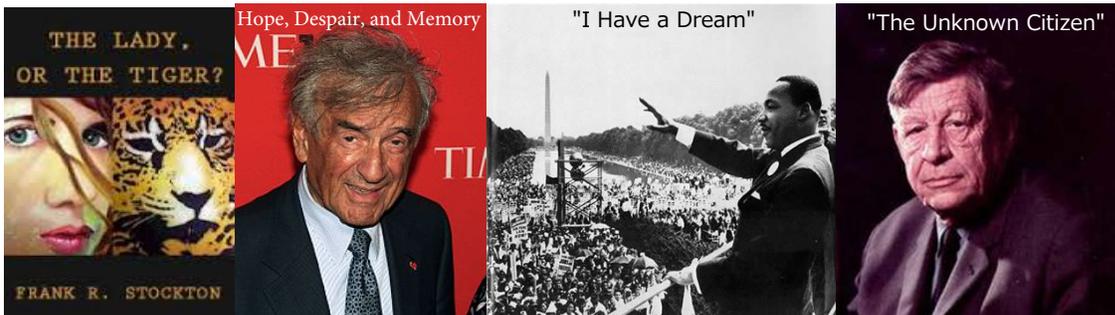


Student Resources

9th Grade ELA Common Core Unit of Study



Conflict is Inevitable

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Thinking map



“The Lady, or the Tiger” Synopsis

1 “The Lady, or the Tiger,” by Frank R. Stockton is about a fairy tale king who entertains his subjects through public trials with verdicts that are determined by chance. In every trial, the accused subject (guilty or not) must choose to open one of two identical doors. Behind one door is the reward—a beautiful lady to marry. If the accused subject chooses
5 this door, he is deemed to be innocent of the crime for which he is accused. Behind the other door lies the punishment—a ferocious tiger. In this case, the accused is considered guilty and receives his just punishment, getting ripped to shreds by a ferocious tiger.

When the king’s daughter takes on a lover, a courtier to the king, he is discovered and jailed. This particular trial takes on personal significance for the king and the princess.
10 The young man’s hopes for survival rest with the princess. For, the princess, “possessed of more power, influence, and force of character than anyone who had ever before been interested in such a case, had done what no other person had done—she had possessed herself of the secret of the doors. She knew in which of the two rooms, that lay behind those doors, stood the cage of the tiger, with its open front, and in which waited the
15 lady.” Furthermore, the lady behind the “door of innocence” is the princess’s rival!

Stockton continues, *now the point of the story is this: Did the tiger come out of that door, or did the lady?*

*The more we reflect upon this question, the harder it is to answer. It involves a study of the human heart which leads us through devious mazes of passion, out of which it is
20 difficult to find our way. Think of it fair reader, not as if the decision of the question depended upon yourself, but upon that hot-blooded, semi-barbaric princess, her soul at a white heat beneath the combined fires of despair and jealousy. She had lost him, but who should have him? How often, in her waking hours and in her dreams, had she started in wild horror, and covered her face with her hands as she thought of her lover opening the
25 door on the other side of which waited the cruel fangs of the tiger!*

*But how much oftener had she seen him at the other door! How in her grievous reveries had she gnashed her teeth, and torn her hair, when she saw his start of rapturous delight as he opened the door of the lady! How her soul had burned in agony when she had seen him rush to meet that woman, with her flushing cheek and sparkling
30 eyes of triumph; when she had seen him lead her forth, his whole frame kindled with the*

31 *joy of recovered life; when she had heard the glad shouts from the multitudes, and the*
wild ringing of the happy bells; when she had seen the priest, with his joyous followers,
advance to the couple, and make them man and wife before her very eyes; and when she
had seen them walk away together upon their path of flowers, followed by the tremendous
35 *shouts of hilarious multitude, in which her one despairing shriek was lost and drowned!*

...

The question of her decision is one not to be lightly considered, and it is not for me to
presume to set myself up as the one person able to answer it. And so I leave it with all of
38 *you: Which came out of the opened door—the lady or the tiger?*

STORYTELLER: The Lady, or the Tiger (abridged)

Long ago, in the very olden time, there lived a powerful king. Some of his ideas were progressive. But others caused people to suffer.

One of the king's ideas was a public arena as an agent of poetic justice. Crime was punished, or innocence was decided, by the result of chance. When a person was accused of a crime, his future would be judged in the public arena.

All the people would gather in this building. The king sat high up on his ceremonial chair. He gave a sign. A door under him opened. The accused person stepped out into the arena. Directly opposite the king were two doors. They were side by side, exactly alike. The person on trial had to walk directly to these doors and open one of them. He could open whichever door he pleased.

If the accused man opened one door, out came a hungry tiger, the fiercest in the land. The tiger immediately jumped on him and tore him to pieces as punishment for his guilt. The case of the suspect was thus decided.

Iron bells rang sadly. Great cries went up from the paid mourners. And the people, with heads hanging low and sad hearts, slowly made their way home. They mourned greatly that one so young and fair, or so old and respected, should have died this way.

But, if the accused opened the other door, there came forth from it a woman, chosen especially for the person. To this lady he was immediately married, in honor of his innocence. It was not a problem that he might already have a wife and family, or that he might have chosen to marry another woman. The king permitted nothing to interfere with his great method of punishment and reward.

Another door opened under the king, and a clergyman, singers, dancers and musicians joined the man and the lady. The marriage ceremony was quickly completed. Then the bells made cheerful noises. The people shouted happily. And the innocent man led the new wife to his home, following children who threw flowers on their path.

This was the king's method of carrying out justice. Its fairness appeared perfect. The accused person could not know which door was hiding the lady. He opened either as he pleased, without knowing whether, in the next minute, he was to be killed or married.

Sometimes the fierce animal came out of one door. Sometimes it came out of the other.

This method was a popular one. When the people gathered together on one of the great trial days, they never knew whether they would see a bloody killing or a happy ending. So everyone was always interested. And the thinking part of the community would bring no charge of unfairness against this plan. Did not the accused person have the whole matter in his own hands?

The king had a beautiful daughter who was like him in many ways. He loved her above all humanity. The princess secretly loved a young man who was the best-looking and bravest in the land. But he was a commoner, not part of an important family.

One day, the king discovered the relationship between his daughter and the young man. The man was immediately put in prison. A day was set for his trial in the king's public arena. This, of course, was an especially important event. Never before had a common subject been brave enough to love the daughter of the king.

The king knew that the young man would be punished, even if he opened the right door. And the king would take pleasure in watching the series of events, which would judge whether or not the man had done wrong in loving the princess.

The day of the trial arrived. From far and near the people gathered in the arena and outside its walls. The king and his advisers were in their places, opposite the two doors. All was ready. The sign was given. The door under the king opened and the lover of the princess entered the arena.

Tall, beautiful and fair, his appearance was met with a sound of approval and tension. Half the people had not known so perfect a young man lived among them. No wonder the princess loved him! What a terrible thing for him to be there!

As the young man entered the public arena, he turned to bend to the king. But he did not at all think of the great ruler. The young man's eyes instead were fixed on the princess, who sat to the right of her father.

From the day it was decided that the sentence of her lover should be decided in the arena, she had thought of nothing but this event.

The princess had more power, influence and force of character than anyone who had ever before been interested in such a case. She had done what no other person had done. She had possessed herself of the secret of the doors. She knew behind which door stood the tiger, and behind which waited the lady. Gold, and the power of a woman's will, had brought the secret to the princess.

She also knew who the lady was. The lady was one of the loveliest in the kingdom. Now and then the princess had seen her looking at and talking to the young man.

The princess hated the woman behind that silent door. She hated her with all the intensity of the blood passed to her through long lines of cruel ancestors.

Her lover turned to look at the princess. His eye met hers as she sat there, paler and whiter than anyone in the large ocean of tense faces around her. He saw that she knew behind which door waited the tiger, and behind which stood the lady. He had expected her to know it.

The only hope for the young man was based on the success of the princess in discovering this mystery. When he looked at her, he saw that she had been successful, as he knew she would succeed.

Then his quick and tense look asked the question: "Which?" It was as clear to her as if he shouted it from where he stood. There was not time to be lost.

The princess raised her hand, and made a short, quick movement toward the right. No one but her lover saw it. Every eye but his was fixed on the man in the arena.

He turned, and with a firm and quick step he walked across the empty space. Every heart stopped beating. Every breath was held. Every eye was fixed upon that man. He went to the door on the right and opened it.

Now, the point of the story is this: Did the tiger come out of that door, or did the lady?

The more we think about this question, the harder it is to answer. It involves a study of the human heart. Think of it not as if the decision of the question depended upon yourself. But as if it depended upon that hot-blooded princess, her soul at a white heat under the fires of sadness and jealousy. She had lost him, but who should have him?

How often, in her waking hours and in her dreams, had she started in wild terror, and covered her face with her hands? She thought of her lover opening the door on the other side of which waited the sharp teeth of the tiger!

But how much oftener had she seen him open the other door? How had she ground her teeth, and torn her hair, when she had seen his happy face as he opened the door of the lady! How her soul had burned in pain when she had seen him run to meet that woman, with her look of victory. When she had seen the two of them get married. And when she had seen them walk away together upon their path of flowers, followed by the happy shouts of the crowd, in which her one sad cry was lost!

Would it not be better for him to die quickly, and go to wait for her in that blessed place of the future? And yet, that tiger, those cries, that blood!

Her decision had been shown quickly. But it had been made after days and nights of thought. She had known she would be asked. And she had decided what she would answer. And she had moved her hand to the right.

The question of her decision is one not to be lightly considered. And it is not for me to set myself up as the one person able to answer it. And so I leave it with all of you:

Which came out of the open door – the lady, or the tiger?

Collaborative Annotation Chart

Symbol	Comment/Question/Response	Sample Language Support
?	<ul style="list-style-type: none"> • Questions I have • Confusing parts for me 	-The statement, “...” is confusing because... -I am unclear about the following Sentence(s) -I don’t understand what s/he means when s/he states...
+	<ul style="list-style-type: none"> • Ideas/statements I agree with 	-I agree with the author’s idea that...because... -Similar to the author, I also believe that...because -I agree somewhat with the author when s/he argues that...because...
-	<ul style="list-style-type: none"> • Ideas/statements I disagree with 	-I disagree with the author’s idea that...because... Unlike the author, I do not believe that...because -I agree somewhat with the author when s/he argues that...because...
*	<ul style="list-style-type: none"> • Author’s main points • Key ideas expressed • Significant ideas 	-One significant idea in this text is... -The author is trying to convey... -One argument the author makes is that...
!	<ul style="list-style-type: none"> • Shocking statements or parts • Emotional response • Surprising details/claims 	-I was shocked to read that... (further explanation) -How can anyone claim that... -The part about ____made me feel...
o	<ul style="list-style-type: none"> • Ideas/sections I connect with • What this reminds me of 	-This section reminded me of... -I can connect with what the author said because... -This experience connects with my own experience in that...

Collaborative Annotation Chart Response Sheet

Symbol/ Section	Comment/Question/Response	Partner's Comment/Question/Response

Name _____

Date _____ Period _____



“The Lady, or the Tiger?” Text Dependent Questions

- 1. What conflict does the princess face? Is it external or internal? (Lines 10-15)

Frame: *The conflict the princess faces is _____. It is a _____ conflict because _____.*

- 2. What decision will the princess make? Support your answer with evidence from the text.

Frame: *The princess will choose ____ because _____.*

- 3. What evidence do you have to show that she will choose one door over the other?

Frame: *It is clear that the princess will choose _____. The evidence the author provides for this decision is _____.*

- 4. What complications will the princess face with each of the choices before her?

Frame: *Complications the princess may face with the “Tiger” door are _____. Whereas, complications the princess may face with the “Lady” door are _____.*

CLARIFYING BOOKMARKS FOR TALKING STICK ACTIVITY (DAY 2)

CLARIFYING BOOKMARK 1:

WHAT WOULD HAVE HAPPENED IF THE PRINCESS MADE NO DECISION?

What I can do	What I can say	What my partner can say
Interpreting	If the princess had made no decision then...	<i>I agree/ disagree because...</i>
Explanation with textual support	The reason I believe this would be the outcome is because in the text it says... This means...	<i>I agree/ disagree because...</i> <i>I agree disagree and I would like to add...</i> <i>I don't understand, can you explain more?</i>

CLARIFYING BOOKMARK 2: WOULD THERE STILL BE A RESOLUTION TO THE STORY?

What I can do	What I can say	What my partner can say
Evaluating	There would/would not be a resolution to the story because... The text indicates this when it says, ...	<i>I agree/ disagree, and I would like to add...</i> <i>I agree/ disagree, and I would like to add...</i>

CLARIFYING BOOKMARK 3: WHAT DOES THIS SAY ABOUT OUR RESPONSE TO CONFLICT?

What I can do	What I can say	What my partner can say
Evaluating	As a result of reading this story, I believe that our response to conflict should be to... I believe this to be true because in the text ... So, ...	<i>I agree/ disagree and would like to add...</i> <i>I too, believe...but,</i> <i>I disagree, I believe...because the text says...</i>

CONFLICT-

The problem in the story.

There are 5 types of conflict found in movies and literature. A movie or story may have more than one.

The five types of conflict are:

- 1. Person vs. Person**
- 2. Person vs. Self**
- 3. Person vs. Society**
- 4. Person vs. Nature**
- 5. Person vs. God/Fate**

Claim – n. An opinion that has to be proven.



If everyone stops driving their cars, there won't be as much smog!

Evidence – n. Something that proves a claim or statement.



Explanation – n. The reasons you give for why something happened or why you did something:

Ex. I think you owe me an explanation (= you should explain to me why?).

Ex. There is no convincing explanation of the overall structure of the universe.

Ex. There was no apparent explanation for the attack.



*Use this rubric with the Quickwrite and the Digital Presentation

Appearance and Content Rubric for: Argumentative Digital Presentation

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Claim & Counterclaim	Thoroughly addresses all parts of the prompt. Includes at least 3 clear and specific claims based on textual evidence. Counterclaim is presented and clearly refuted.	Adequately addresses all parts of the prompt. Includes less than 3 specific claims based on textual evidence. Counterclaim is presented and somewhat refuted.	Does not address all parts of the prompt. Claims may be lacking, may not be strong, or are not based on evidence. Counterclaim may be weak or missing.	Does not address all parts of the prompt. Does not include any claims. No counterclaim is given.
Evidence & Citations	Evidence is thoroughly and clearly explained. Proper citation is given for each piece of evidence.	Evidence is clearly explained. Proper citation is given for most pieces of evidence.	Evidence is not clearly explained. Citations are lacking for most pieces of evidence.	Explanation of evidence is short, missing, or may be awkward. No citations are given.
Style & Conventions	Presentation has no misspellings or grammatical errors. Sentences are clear, concise, and varied.	Presentation has 1-2 misspellings, but no grammatical errors. Most sentences are clear and show variety.	Presentation has 1-2 grammatical errors and few misspellings. Sentences may be awkward or unclear.	Presentation has more than 2 grammatical and/or spelling errors. Sentences are very awkward.
Presentation & Organization	All graphics are attractive (size and colors) and support the theme/content of the presentation. Must include 5-10 slides.	A few graphics are not attractive but all support the theme/content of the presentation. Still includes 5-10 slides.	All graphics are attractive but a few do not seem to support the theme/content of the presentation. May be under 5 slides.	Several graphics are unattractive AND detract from the content of the presentation. Does not meet minimum requirement of slides.
Multimedia Usage	Presentation includes at least 2 pieces of school-appropriate pictures, videos, or music. Media use enhances presentation.	Presentation includes at least 2 pieces of school-appropriate pictures, videos, or music. Media use follows the flow of presentation.	Media use may distract from presentation.	Media may be lacking.

If Conflict is inevitable, should it be embraced or avoided?



Claim: Conflict is the key to building one's strength and thus should be embraced.



‘Hope, Despair, and Memory’

Elie Wiesel is a Romanian-born Jewish-American writer, professor, political activist (def: person who speaks out in favor of a cause), and Holocaust survivor. He is the author of 57 books, including *Night*, a work based on his experiences as a prisoner in the Auschwitz, Buna, and Buchenwald concentration camps. He won the Nobel Peace Prize in 1986 for speaking out against violence, repression, and racism. The committee called him a “messenger to mankind” and stated that through his struggle to come to terms with “his own personal experience of total humiliation and of the utter contempt (def: considering something worthless) for humanity shown in Hitler’s death camps” as well as his “practical work in the cause of peace,” Wiesel had delivered a powerful message “of peace, atonement (def: making up for sins), and human dignity (def: respect)” to humanity. The following passage is an excerpt of his acceptance speech for the Nobel Peace Prize, delivered in Oslo, Norway on December 10, 1986.

It is with a profound (def: great) sense of humility (def: having a modest opinion of one’s own value) that I accept the honor you have chosen to bestow (def: give) upon me. I know: your choice transcends (def: goes beyond) me. This both frightens and pleases me.

It frightens me because I wonder: do I have the right to represent the multitudes (def: great numbers) who have perished? Do I have the right to accept this great honor on their behalf? . . . I do not. That would be presumptuous (def: assuming something without a good reason). No one may speak for the dead; no one may interpret their mutilated dreams and visions.

It pleases me because I may say that this honor belongs to all the survivors and their children, and through us, to the Jewish people with whose destiny I have always identified.

I remember: it happened yesterday or eternities ago. A young Jewish boy discovered the kingdom of night. [Note: This is the phrase Wiesel used in *Night* to describe his experience in the Holocaust.] I remember his bewilderment (def: confusion); I remember his anguish (def: great distress, suffering, or pain). It all happened so fast. The ghetto (def: section of a city inhabited primarily by members of an ethnic or other minority group, often experiencing hardship). The deportation (def: forcibly sending Jews to concentration camps). The sealed cattle car (def: large train car used to ship Jews to concentration camps). The fiery altar upon which the history of our people and the future of mankind were meant to be sacrificed.

I remember: he asked his father: "Can this be true?" This is the twentieth century, not the Middle Ages. Who would allow such crimes to be committed? How could the world remain silent?

And now the boy is turning to me: "Tell me," he asks. "What have you done with my future? What have you done with your life?"

And I tell him that I have tried. That I have tried to keep memory alive, that I have tried to fight those who would forget. Because if we forget, we are guilty, we are accomplices (def: person who helps commit a crime).

And then I explained to him how naive (def: showing lack of experience, judgment, or information) we were, that the world did know and remained silent. And that is why I swore never to be silent whenever and wherever human beings endure suffering and humiliation. We must always take sides. Neutrality (def: not taking a side) helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented. Sometimes we must interfere. When human lives are endangered, when human dignity is in jeopardy (def: danger), national borders and sensitivities (def: concerns) become irrelevant. Wherever men or women are persecuted (def: harassed or oppressed) because of their race, religion, or political views, that place must – at that moment – become the center of the universe.

Reading in Four Voices

Directions: In groups of four, have each member of the group select the box that they will read (1-4). Students will then read the speech aloud within their group, with each member reading their assigned part (5 min). Next, re-read box 2 and box 3 to contrast the two different voices (the boy, Elie as a child, and then Elie as an adult). Finally, refer to resource 2.4 and 2.4A in order to compare and contrast box 2 and box 3.

Reader #1

It is with a profound sense of humility that I accept the honor you have chosen to bestow upon me. I know: your choice transcends me. This both frightens and pleases me.

It frightens me because I wonder: do I have the right to represent the multitudes who have perished? Do I have the right to accept this great honor on their behalf? . . . I do not. That would be presumptuous. No one may speak for the dead; no one may interpret their mutilated dreams and visions.

It pleases me because I may say that this honor belongs to all the survivors and their children, and through us, to the Jewish people with whose destiny I have always identified.

Reader #2

I remember: it happened yesterday or eternities ago. A young Jewish boy discovered the kingdom of night. I remember his bewilderment; I remember his anguish. It all happened so fast. The ghetto. The deportation. The sealed cattle car. The fiery altar upon which the history of our people and the future of mankind were meant to be sacrificed.

I remember: he asked his father: "Can this be true?" This is the twentieth century, not the Middle Ages. Who would allow such crimes to be committed? How could the world remain silent?

Reader #3

And now the boy is turning to me: "Tell me," he asks. "What have you done with my future? What have you done with your life?"

And I tell him that I have tried. That I have tried to keep memory alive, that I have tried to fight those who would forget. Because if we forget, we are guilty, we are accomplices.

And then I explained to him how naive we were, that the world did know and remained silent. And that is why I swore never to be silent whenever and wherever human beings endure suffering and humiliation. We must always take sides. Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented. Sometimes we must interfere.

Reader #4

When human lives are endangered, when human dignity is in jeopardy, national borders and sensitivities become irrelevant. Wherever men or women are persecuted because of their race, religion, or political views, that place must – at that moment – become the center of the universe.



Conflict is Inevitable: “Hope, Despair, and Memory”

Each group will receive a quotation from a speech given by Elie Wiesel. Read your quotation and, considering the picture displayed on the overhead, decide what the quotation might mean or how it might be related to the picture.

1. **My Group’s Quotation:**

2. **Just from looking at the quotation and the picture, we think this means . . .**

3. **After reading the speech, we think this means . . .**

After reading the speech aloud in your group of four, work together to create a **double-bubble map** in the space below. You need to **compare** and **contrast** the section marked for **Reader #2** with the section marked for **Reader #3**.

5. Now, write **two complete** sentences summarizing the **similarities** and **differences** between the sections for **Reader #2** and **Reader #3**.

Directions: Compare and contrast Section 2 of the Speech (Victims of the Holocaust; past tense) with Section 3 of the speech (Survivors; Past, present, and future tense).

Frame of reference: What is the significance of the verbs that are used in each section? Why does the author use the past, present, and future tense in section 3?



B. What does the textual evidence tell us about conflict and silence?

Silence Speaks Louder than Words



<http://www.examiner.com/article/silence-speaks-louder-than-words>



Speak up for those who are silenced.
Call the Family Violence Info Line at **310-1818**.

Alberta







Gallery Walk: How Does Silence Impact Conflict?

Photograph	What is happening in this photo?	What does it mean?	How does silence impact conflict in this photo?	What is your reaction to this photograph?
<p>Sample</p> 	<i>A man is in jail.</i>	<ul style="list-style-type: none"> • <i>He will no longer be allowed to vote.</i> • <i>He no longer determines his every day actions.</i> 	<ul style="list-style-type: none"> • <i>If he is silent, he may get out early for "good behavior."</i> 	<ul style="list-style-type: none"> • <i>When we silence people, we treat them as less than human.</i>
"Silence Speaks Louder than Words"				
"Another Hand Over Mouth"				
"Silence by Slitherin Prince"				
"Silent Statue"				

Third Read Responses “Hope, Despair, and Memory” and Photos of Silence

Directions: Answer the following questions after reading the final paragraph of “Hope, Despair, and Memory” and viewing the photos of silence.

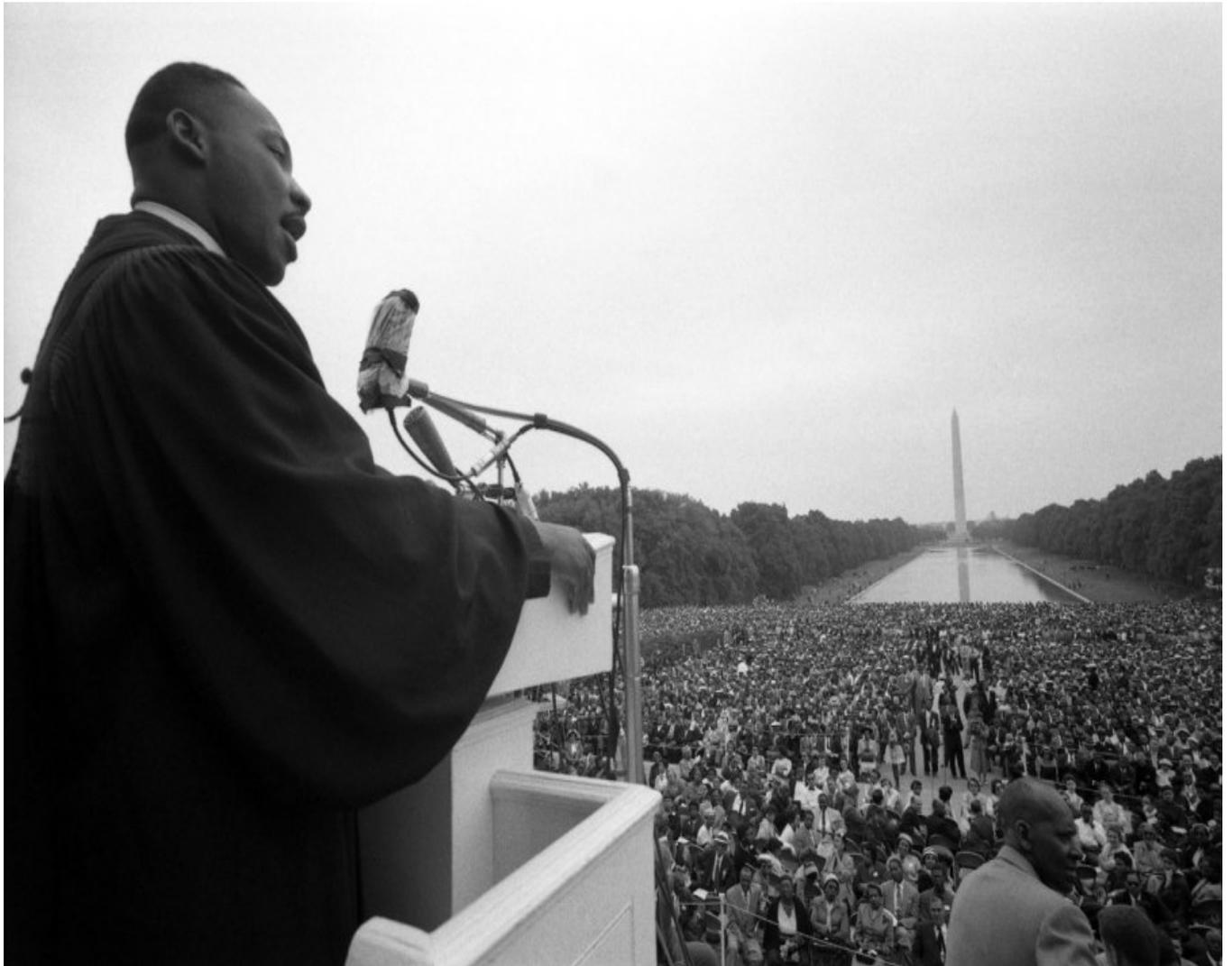
1. *How does silence impact conflict?*

2. *How do you know?*

3. *Which picture best portrays the type of silence that Elie Wiesel had to overcome? Explain your answer using textual evidence.*

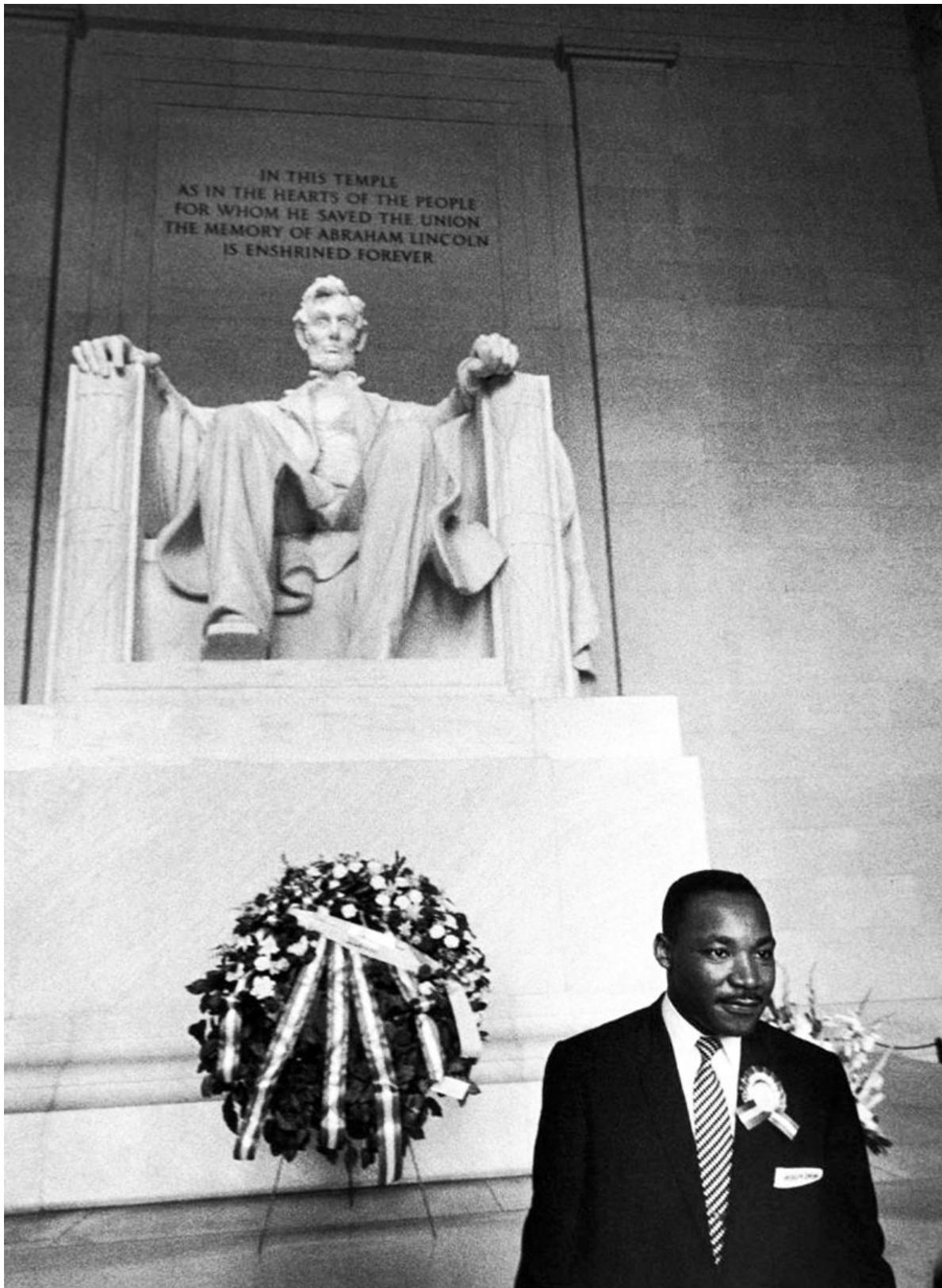
4. *Do you agree or disagree that an individual has an obligation to speak when he or she encounters conflict? Provide textual evidence to support your view.*

Martin Luther King, Jr.



Martin Luther King, Jr. giving his famous “I have a Dream” speech.

http://life.time.com/civil-rights-movement/mlk-the-freedom-rides-photos/attachment/51262_c8_21a/



<http://www.workingoutthedetails.com/inspiration-to-face-the-difficulties-of-today-and-tomorrow/>

"I Have a Dream"

Martin Luther King, Jr. was an African-American preacher who was a leader for non-violent change through civil disobedience (e.g., nonviolent protests, sit-ins (def: protest against racial discrimination in which people occupy the seats or an area of a segregated business or place and refuse to leave), etc.) during the 1950s and 1960s. The occasion for his speech on August 28, 1963 was the March on Washington, where 200,000 Americans of all races called on Congress to pass a Civil Rights bill demanding full equality for African-Americans. He gave his speech in front of the Lincoln Memorial.

Excerpts from "I Have a Dream" – Martin Luther King, Jr.

Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. 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. It came as a joyous daybreak to end the long night of their captivity.

But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languishing in the corners of American society and finds himself an exile in his own land. So we have come here today to dramatize a shameful condition.

In a sense we have come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men, yes, black men as well as white men, would be guaranteed the unalienable rights of life, liberty, and the pursuit of happiness.

It is obvious today that America has defaulted on this promissory note insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked "insufficient funds." But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. So we have come to cash this check -- a check that will give us upon demand the riches of freedom and the security of justice. . . .

We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again we must rise to the majestic heights of meeting physical force with soul force. The marvelous new militancy which has engulfed the Negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny. They have come to realize that their freedom is inextricably bound to our freedom. We cannot walk alone.

As we walk, we must make the pledge that we shall always march ahead. We cannot turn back. There are those who are asking the devotees of civil rights, "When will you be satisfied?" We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can never be satisfied, as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. We cannot be satisfied as long as the Negro's basic mobility is from a smaller ghetto to a larger one. We can never be satisfied as long as our children are stripped of their selfhood and robbed of their dignity by signs stating "For Whites Only". We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. No, no, we are not satisfied, and we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream.

I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. Some of you have come from areas where your quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive.

Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed. Let us not wallow in the valley of despair.

Text Dependent Questions

a. What is Martin Luther King, Jr. saying in his speech about conflict and unity?

b. Is he calling for individual or collective change?

"I Have a Dream"

Martin Luther King, Jr. was an African-American preacher who was a leader for non-violent change through civil disobedience (e.g., nonviolent protests, sit-ins (def: protest against racial discrimination in which people occupy the seats or an area of a segregated business or place and refuse to leave), etc.) during the 1950s and 1960s. The occasion for his speech on August 28, 1963 was the March on Washington, where 200,000 Americans of all races called on Congress to pass a Civil Rights bill demanding full equality for African-Americans. He gave his speech in front of the Lincoln Memorial.

Excerpts from "I Have a Dream" – Martin Luther King, Jr.	Definitions of bold words	Paraphrase (put in your own words) the meaning of each paragraph.
<p>Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. 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. It came as a joyous daybreak to end the long night of their captivity.</p> <p>But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity.</p>	<p>The Emancipation Proclamation proclaimed the freedom of slaves in the ten states that were still in rebellion during the Civil War,^[2] thus applying to 3.1 million of the 4 million slaves in the U.S. at the time.</p> <p>Seared-burned or scorched the surface of (something) with a sudden, intense heat.</p> <p>withering- any weakening or degeneration (especially through lack of use)</p> <p>Injustice- unfair treatment : a situation in which the rights of a person or a group of people are ignored</p> <p>Captivity-The state or period of being imprisoned, confined, or enslaved.</p> <p>manacle- shackle (hand-cuffs) that consists of a metal loop that can be locked around the wrist; usually used in pairs.</p> <p>Segregation- the practice or policy of keeping people of different races, religions, etc., separate from each other.</p>	

One hundred years later, the Negro is still **languishing** in the corners of American society and finds himself an exile in his own land. So we have come here today to dramatize a shameful condition.

In a sense we have come to our nation's capital to cash a check.

When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a **promissory note** to which every American was to fall heir. This note was a promise that all men, yes, black men as well as white men, would be guaranteed the **unalienable rights** of life, liberty, and the pursuit of happiness.

It is obvious today that America has **defaulted** on this promissory note insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a **bad check**, a check which has come back marked "insufficient funds." But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are **insufficient funds** in the great vaults of opportunity of this nation. So we have come to cash this check -- a check that will give us upon demand the riches of freedom and

Languishing- growing weak or feeble.

Promissory note- containing or conveying a promise or assurance.

unalienable rights- Not to be separated, given away, or taken away; inalienable.

Defaulted- fail to fulfill an obligation, esp. to repay a loan or to appear in a court of law.

bad check- A check drawn on a nonexistent account or on an account with insufficient funds to honor the check when presented.

insufficient funds- Not enough money in the bank or to cover the bill.

the security of justice. . . .

We must forever conduct our struggle on the high plane of **dignity** and discipline. We must not allow our creative protest to **degenerate** into physical violence. Again and again we must rise to the majestic heights of meeting physical force with soul force. The marvelous new militancy which has engulfed the Negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny. They have come to realize that their freedom is **inextricably** bound to our freedom. We cannot walk alone.

As we walk, we must make the pledge that we shall always march ahead. We cannot turn back. There are those who are asking the devotees of civil rights, "When will you be satisfied?" We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can never be satisfied, as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. We cannot be satisfied as long as the Negro's basic mobility is

Dignity- the state or quality of being worthy of honor or respect.

Degenerate- having lost the physical, mental, or moral qualities considered normal and desirable; showing evidence of decline.

Inextricably- not able to be escaped from: *an inextricable dilemma*.

from a smaller ghetto to a larger one. We can never be satisfied as long as our children are stripped of their **selfhood** and robbed of their dignity by signs stating "For Whites Only". We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. No, no, we are not satisfied, and we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream.

I am not unmindful that some of you have come here out of great **trials and tribulations**. Some of you have come fresh from narrow jail cells. Some of you have come from areas where your quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive.

Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed. Let us not **wallow** in the valley of despair

Selfhood- the quality that constitutes one's individuality; the state of having an individual identity.

Trials and tribulations- Problems, suffering and tests

Wallow- roll about or lie relaxed in mud or water, esp. to keep cool, avoid biting insects, or spread scent.

Conflict is Inevitable: "I Have a Dream"

As you view the pictures displayed on the screen, look for examples of conflicts people might have faced in that scene and the responses people display to those conflicts. These pictures will give you a little bit of background on the Civil Rights movement in America in the 1960s, which is the focus of Martin Luther King, Jr.'s "I Have a Dream" speech.

Picture	Possible Conflicts (Internal and External)	Responses to Conflict
1		
2		
3		

After viewing all three of the pictures, answer the three questions below in complete sentences.

Why might it be hard for a black person to fight for his or her rights (based on these pictures)? What would you do in his or her position? Why?

Why might it be hard for a white person to support black people (based on these pictures)? What would you do in his or her position? Why?

What can you infer about America during the Civil Rights movement?

After viewing the two pictures of Martin Luther King, Jr. giving his speech, answer the following two questions in complete sentences.

How might listeners have felt being in the crowd? Do you think it would have been an easy or difficult decision for them to go hear the speech?

Why do you think Martin Luther King, Jr. decided to give his speech in front of the Lincoln Memorial? (Hint: Think about who Lincoln was and his role in American history.)

Collaborative Annotation Chart

Symbol	Comment/Question/Response	Sample Language Support
?	<ul style="list-style-type: none"> • Questions I have • Confusing parts for me 	<ul style="list-style-type: none"> -The statement, “...” is confusing because... -I am unclear about the following Sentence(s) -I don't understand what s/he means when s/he states...
+	<ul style="list-style-type: none"> • Ideas/statements I agree with 	<ul style="list-style-type: none"> -I agree with the author's idea that...because... -Similar to the author, I also believe that...because -I agree somewhat with the author when s/he argues that...because...
-	<ul style="list-style-type: none"> • Ideas/statements I disagree with 	<ul style="list-style-type: none"> -I disagree with the author's idea that...because... Unlike the author, I do not believe that...because -I agree somewhat with the author when s/he argues that...because...
*	<ul style="list-style-type: none"> • Author's main points • Key ideas expressed • Significant ideas 	<ul style="list-style-type: none"> -One significant idea in this text is... -The author is trying to convey... -One argument the author makes is that...
!	<ul style="list-style-type: none"> • Shocking statements or parts • Emotional response • Surprising details/claims 	<ul style="list-style-type: none"> -I was shocked to read that... (further explanation) -How can anyone claim that... -The part about ____ made me feel...
o	<ul style="list-style-type: none"> • Ideas/sections I connect with • What this reminds me of 	<ul style="list-style-type: none"> -This section reminded me of... -I can connect with what the author said because... -This experience connects with my own experience in that...

Collaborative Annotation Chart Response Sheet

Symbol/ Section	Comment/Question/Response	Partner's Comment/Question/Response

Gallery Walk Photos

Picture 1--Woolworth Sit In



Demonstrators in support of the Sit-Ins

http://photos.state.gov/galleries/usinfo-photo/39/civil_rights_07/5.html

Picture 1 Continued (Woolworth's Sit-In)

The Woolworth Sit-In, Jackson Mississippi, 5/28/63 was the most violently attacked sit-in of the '60s and the most publicized. Involving a White mob of several hundred, it went on for several hours while hostile police from Jackson's huge all-white police department stood by approvingly outside and while hostile FBI agents inside (in sun-glasses) "observed." Seated, left to right are Hunter Gray (John R. Salter, Jr.) -- Native American; Joan Trumpauer (now Mulholland), a White Southern student at a private Black college, Tougaloo College [one of two White students at Tougaloo]; Anne Moody, Black, from Wilkinson County, Mississippi. Gray [Salter] was a very young Tougaloo professor; and Joan and Anne were my students. All of us are covered with sugar, salt, mustard, and other slop. I was beaten many times- fists, brass knuckles, and a broken glass sugar container - and am covered with blood.

Source: <http://hunterbear.org/Woolworth%20Sitin%20Jackson.htm>

Picture 2- Elizabeth Eckford

Elizabeth Ann Eckford made history as a member of the Little Rock Nine, the nine African-American students who desegregated Little Rock Central High School in 1957. The image of fifteen-year-old Eckford, walking alone through a screaming mob in front of Central High School, propelled the crisis into the nation's living rooms and brought international attention to Little Rock (Pulaski County).



http://photos.state.gov/galleries/usinfo-photo/39/civil_rights_07/4.html

Picture 3-Ruby Bridges

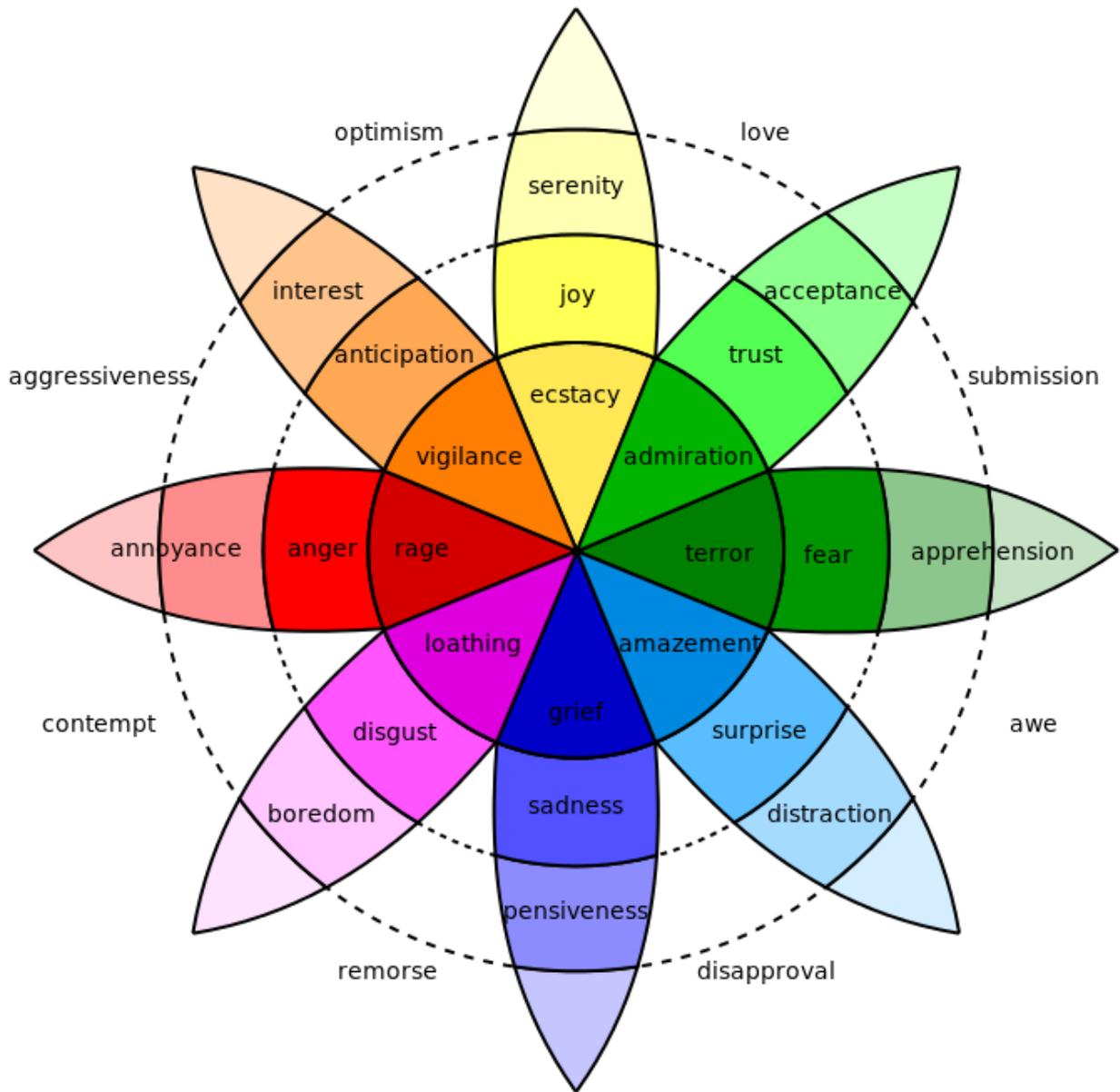
<http://0.tqn.com/d/detroit/1/0/T/8/-/-/The-Problem-We-All-Live-With-8x5.jpg>

In spring of 1960, Ruby Bridges was one of 6 black children in New Orleans to pass the test that determined whether or not the black children would go to the all white school. She went to a school by herself while the other 5 children went somewhere else. Six students were chosen; however, two students decided to stay at their old school, and three were transferred to McDonough. Ruby was the only one assigned to William Frantz. Her father was initially reluctant, but her mother felt strongly that the move was needed not only to give her own daughter a better education, but to "take this step forward ... for all African-American children." Her mother finally convinced her father to let her go to the school. The court-ordered first day of integrated schools in New Orleans, November 14, 1960, was commemorated by Norman Rockwell in the painting *The Problem We All Live With*. As Bridges describes it, "Driving up I could see the crowd, but living in New Orleans, I actually thought it was Mardi Gras. There was a large crowd of people outside of the school. They were throwing things and shouting, and that sort of goes on in New Orleans at Mardi Gras." Former United States Deputy Marshal Charles Burks later recalled, "She showed a lot of courage. She never cried. She didn't whimper. She just marched along like a little soldier, and we're all very very proud of her."

Gallery Walk Response Sheet

	<p>Emotion I feel when I look at the picture</p> <p><i>Use the Wheel of Emotions (Resource 3.8) to help you find the most accurate emotion.</i></p>	<p>How would you describe the emotional atmosphere (mood) in the picture?</p> <p><i>How do the people in the picture appear to feel?</i></p> <p>Identify one detail from the picture that supports your answer (e.g., a gigantic grin is evidence of happiness).</p>	<p>Look at the faces/body language of those in the picture.</p> <p>What conflicts are they experiencing?</p> <p><i>Identify at least two different conflicts. Each person in the picture might be facing a different conflict</i></p>
<p>Picture 1-</p> <p>Protest in front of Woolworth's</p>			
<p>Picture 2-</p> <p>Elizabeth Eckford</p>			
<p>Picture 3</p> <p>Norman Rockwell Painting <i>The Problem We All Live With</i></p> <p>(Ruby Bridges walking to school)</p>			

Plutchik's Wheel of Emotions



"I Have a Dream Speech"- Analyzing the Figurative Language

Figurative Language Example	Type of Figurative Language	Translation into Literal Language	Emotions I Feel Based on the Phrase	Sketch Picture (image) of Phrase

"I Have a Dream Speech"- Analyzing the Figurative Language

Figurative Language Example	Type of Figurative Language	Translation into Literal Language	Emotions I Feel Based on the Phrase	Sketch Picture (image) of Phrase

Looking For Pronouns: "I Have a Dream" – Martin Luther King, Jr.

Directions: Underline, circle, or highlight the different pronouns King uses in his speech. Use Resource 3.12 to help you identify the pronouns. As you are working on this activity, think about to whom or what the pronoun refers.

Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. 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. It came as a joyous daybreak to end the long night of their captivity.

But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languishing in the corners of American society and finds himself an exile in his own land. So we have come here today to dramatize a shameful condition.

In a sense we have come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men, yes, black men as well as white men, would be guaranteed the unalienable rights of life, liberty, and the pursuit of happiness.

It is obvious today that America has defaulted on this promissory note insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked "insufficient funds." But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. So we have come to cash this check -- a check that will give us upon demand the riches of freedom and the security of justice. . . .

We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again we must rise to the majestic heights of meeting physical force with soul force. The marvelous new militancy which has engulfed the Negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny. They have come to realize that their freedom is inextricably bound to our freedom. We cannot walk alone.

As we walk, we must make the pledge that we shall always march ahead. We cannot turn back. There are those who are asking the devotees of civil rights, "When will you be satisfied?" We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can never be satisfied, as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. We cannot be satisfied as long as the Negro's basic mobility is from a smaller ghetto to a larger one. We can never be satisfied as long as our children are stripped of their selfhood and robbed of their dignity by signs stating "For Whites Only". We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. No, no, we are not satisfied, and we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream.

I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. Some of you have come from areas where your quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive.

Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed. Let us not wallow in the valley of despair.

List of Pronouns

<p>A</p> <p>all another any anybody anyone anything</p> <p>B</p> <p>both</p> <p>E</p> <p>each either everybody everyone everything</p> <p>F</p> <p>few</p> <p>H</p> <p>he her hers herself him himself his</p>	<p>I</p> <p>I it its itself</p> <p>M</p> <p>many me mine more most much my myself</p> <p>N</p> <p>neither no one nobody none nothing</p>	<p>O</p> <p>one other others our ours ourselves</p> <p>S</p> <p>several she some somebody someone something</p> <p>T</p> <p>that their theirs them themselves these they this those</p>	<p>U</p> <p>us</p> <p>W</p> <p>we what whatever which whichever who whoever whom whomever whose</p> <p>Y</p> <p>you your yours yourself yourselves</p>
---	---	--	---

Pronoun References and their Meanings

Directions: Create a T-chart of King’s statements identifying the different conflicts that the African Americans face and the responsibilities we as Americans must collectively address. Look at the pronouns that you circled on Resource 3.11 in order to determine who King is referring to when he is speaking.

African Americans	Americans (Collectively)

Responding to the T-Chart

1. How does Martin Luther King, Jr. describe individuals and their situation in society?

2. How does Martin Luther King, Jr. describe larger groups of people and their situation in society?

3. What conclusions can you draw regarding facing conflicts as an individual or as a collective group?

4. How does this relate to conflicts our world is facing today or in your own life?

Name : _____ Date: _____ Period: _____

Video Clip Analysis

Directions: After viewing the *Pleasantville* clip, answer the questions below on the lines provided. Then, in small groups, share your answers with your peers, and record any new ideas your fellow teammates share on this Analysis form.

Questions:

1. Why are some characters “*colorful*” while others are in “*black & white*”? What does “colorfulness” seem to symbolize in this video clip?

2. Which group of characters (*colorful* or *black & white*) is avoiding conflict? Be sure to include evidence from the video clip!

3. The citizens of Pleasantville appear to be in conflict about something; what is/are the conflict(s) depicted in this video clip? How do you know?

4. Choose either the *colorful* characters or the *black & white* characters, and describe how Pleasantville would look/feel/function if your chosen characters were in control of the town. What evidence do you have to support your claim?

Teachers: The poem below is an example of how you may choose to chunk the text for the group reading.

The Unknown Citizen

by W. H. Auden

He was found by the Bureau of Statistics to be

One against whom there was no official complaint,

And all the reports on his conduct agree

That, in the modern sense of an old-fashioned word, he was a saint,

For in everything he did he served the Greater Community.

Except for the War till the day he retired

He worked in a factory and never got fired,

But satisfied his employers, Fudge Motors Inc.

Yet he wasn't a scab or odd in his views,

For his Union reports that he paid his dues,

(Our report on his Union shows it was sound)

And our Social Psychology workers found

That he was popular with his mates and liked a drink.

The Press are convinced that he bought a paper every day

And that his reactions to advertisements were normal in every way.

Policies taken out in his name prove that he was fully insured,

And his Health-card shows he was once in hospital but left it cured.

Both Producers Research and High-Grade Living declare

He was fully sensible to the advantages of the Instalment Plan

And had everything necessary to the Modern Man,

A phonograph, a radio, a car and a frigidaire.

Our researchers into Public Opinion are content

That he held the proper opinions for the time of year;

When there was peace, he was for peace: when there was war, he went.

He was married and added five children to the population,

Which our Eugenist says was the right number for a parent of his generation.

And our teachers report that he never interfered with their education.

Was he free? Was he happy? The question is absurd:

Had anything been wrong, we should certainly have heard.

The Unknown Citizen

(To JS/07 M 378 This Marble Monument Is Erected by the State)

He was found by the Bureau of Statistics to be
 One against whom there was no official complaint,
 And all the reports on his conduct agree
 That, in the modern sense of an old---fashioned word, he was a saint,
 For in everything he did he served the Greater Community.
 Except for the War till the day he retired
 He worked in a factory and never got fired,
 But satisfied his employers, Fudge Motors Inc.
 Yet he wasn't a scab¹ or odd in his views,
 For his Union reports that he paid his dues,
 (Our report on his Union shows it was sound)
 And our Social Psychology workers found
 That he was popular with his mates and liked a drink.
 The Press are convinced that he bought a paper every day
 And that his reactions to advertisements were normal in every way.
 Policies taken out in his name prove that he was fully insured,
 And his Health---card shows he was once in hospital but left it cured.
 Both Producers Research and High---Grade Living declare
 He was fully sensible to the advantages of the Installment Plan²
 And had everything necessary to the Modern Man,
 A phonograph³, a radio, a car and a frigidaire⁴.
 Our researchers into Public Opinion are content
 That he held the proper opinions for the time of year;
 When there was peace, he was for peace: when there was war, he went.
 He was married and added five children to the population,
 Which our Eugenist⁵ says was the right number for a parent of his generation.
 And our teachers report that he never interfered with their education.
 Was he free? Was he happy? The question is absurd:
 Had anything been wrong, we should certainly have heard.

¹ *scab*: (1) a worker who refuses to join a labor union;(2) a union member who refuses to strike or returns to work before a strike has ended;(3) a worker who accepts employment or replaces a union worker during a strike;(4) one who works for less than union wages or on nonunion terms

² *Installment Plan*: buying something on credit and paying it off in installments instead of all at once

³ *phonograph*: record player

⁴ *frigidaire*: refrigerator

⁵ *Eugenist*: a person who specializes in the study of the possibility of improving the qualities of the human species or a human population, especially by such means as discouraging reproduction by persons having genetic defects or presumed to have inheritable undesirable traits (negative eugenics), or encouraging reproduction by persons presumed to have inheritable desirable traits (positive eugenics)

Conflict is Inevitable: “The Unknown Citizen”

Paraphrasing (def: restate the text *in your own words*)

My Assigned Stanza/Chunk:

My Paraphrase:

Who was the Unknown Citizen?

Using the poem as evidence, list as many character traits of the Unknown Citizen as you can:

Complete the following chart to show each of the ways the Unknown Citizen avoided conflict and the consequence of each action (or example of *inaction*).

Conflict “Unknown Citizen” faced	Actions “Unknown Citizen” took to avoid conflict	Consequence (positive or negative) of action/inaction

Consider the final two lines of Auden’s poem and the characteristics/actions you listed above. Was the Unknown Citizen “free”? Was he “happy”? Why or why not?

Scoring Rubric

Claim	Reasons	Evidence	Grammar
____ Strong (5)	____ Convincing (5)	____ Convincing (5)	____ No/Few Errors (5)
____ Fair (3)	____ Included (3)	____ Included (3)	____ Some Errors (3)
____ Missing (0)	____ Missing (0)	____ Missing (0)	____ Many Errors (1)
			Total ____ / 20

Exit Ticket

Do you think people who avoid conflict live a happier, freer life? Why or why not? What might have happened if people like Elie Wiesel didn’t speak out about the Holocaust? What if African-Americans simply accepted segregation? Explain your answers with reasons and evidence/examples.

Argumentative Digital Presentation Assignment

Task: Create a digital presentation (eg. PowerPoint, Prezi etc.) in which you answer the following question:

Because conflict is inevitable, should it be embraced or avoided? Be sure to consider relationships, society, and ourselves (internal conflicts).

Content Guidelines

1. Your digital presentation must include ten slides/frames/transitions.
2. You must make a claim that responds to the prompt above.
3. Support your claim with at least three reasons using appropriately-cited evidence.
4. You must address and refute at least one counterclaim.
5. Include at least two pieces of school-appropriate and relevant multimedia (pictures, video, music, etc.).
6. Your final slide/frame/transition must include a bumper sticker (thematic statement) that summarizes your strongest belief related to the question posed in the prompt.

Style Guidelines

7. Proofread your presentation for spelling and subject-verb agreement.
8. Consider your audience and use academic language!
9. Each slide/frame/transition should have a clear heading and be clearly formatted.

Appearance and Content Rubric: Argumentative Digital Presentation

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Claim & Counterclaim	Thoroughly addresses all parts of the prompt. Includes at least 3 clear and specific claims based on textual evidence. Counterclaim is presented and clearly refuted.	Adequately addresses all parts of the prompt. Includes less than 3 specific claims based on textual evidence. Counterclaim is presented and somewhat refuted.	Does not address all parts of the prompt. Claims may be lacking, may not be strong, or are not based on evidence. Counterclaim may be weak or missing.	Does not address all parts of the prompt. Does not include any claims. No counterclaim is given.
Evidence & Citations	Evidence is thoroughly and clearly explained. Proper citation is given for each piece of evidence.	Evidence is clearly explained. Proper citation is given for most pieces of evidence.	Evidence is not clearly explained. Citations are lacking for most pieces of evidence.	Explanation of evidence is short, missing, or may be awkward. No citations are given.
Style & Conventions	Presentation has no misspellings or grammatical errors. Sentences are clear, concise, and varied.	Presentation has 1-2 misspellings, but no grammatical errors. Most sentences are clear and show variety.	Presentation has 1-2 grammatical errors and few misspellings. Sentences may be awkward or unclear.	Presentation has more than 2 grammatical and/or spelling errors. Sentences are very awkward.
Presentation & Organization	All graphics are attractive (size and colors) and support the theme/content of the presentation. Must include 10 slides/frames/transitions..	A few graphics are not attractive but all support the theme/content of the presentation. Still includes 10 slides/frames/transitions.	All graphics are attractive but a few do not seem to support the theme/content of the presentation. May be under 10 slides/frames/transitions.	Several graphics are unattractive AND detract from the content of the presentation. Does not meet minimum requirement of slides/frames/transitions.
Multimedia Usage	Presentation includes at least 2 pieces of school-appropriate pictures, videos, or music. Media use enhances presentation.	Presentation includes at least 2 pieces of school-appropriate pictures, videos, or music. Media use follows the flow of presentation.	Media use may distract from presentation.	Media may be lacking.

Resource 5.3 (for students needing additional support)

Example of how you may develop your presentation (Each number corresponds to a slide, frame or transition)

#1-Intro (Title and multi-media)

#2- Write a claim statement or thesis responding to the question, “Because conflict is inevitable, should it be embraced or avoided?” Be sure to consider relationships, society, and ourselves (internal conflicts).

#3-Support for you claim, including evidence (use multi-media)

#4-Support for you claim, including evidence (use multi-media)

#5-Support for you claim, including evidence (use multi-media)

6-Address and refute a counter-claim with evidence

#7-Address and refute a counter-claim with evidence

#8-Muti-media slide (video, picture that supports your argument.

#9-Be creative and create a good lead-in to your final slide

#10- Your final slide must include a bumper sticker (thematic statement) that summarizes your strongest belief related to the question posed in the prompt.

Resource 5.4

REFLECTION SHEET

1. What is the most important skill you learned or improved by doing this assignment?
2. What did you enjoy about this assignment?
3. What did you find most difficult about this assignment?
4. Finish one of the following 3 sentence starters:
 - a. I now know that . . .
 - b. I never knew that . . .
 - c. I realize that . . .

(Adapted from Jane Schaffer)

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Because Conflict is inevitable,
should it be embraced or avoided?



Claim: Conflict is the key to building one's strength and thus should be embraced.

