

Rising High School English 12
Summer Enrichment Packet



Prince George's County Public Schools
Division of Academics
Department of Curriculum and Instruction

English 12

Summer Packet for Rising 12th Graders

Student Instructions: The schedule below includes the work that you will complete for the next four weeks. All of the resources that you need to complete the activities are included in this packet. The focus of the work that you will complete will be exploring poetry and short stories. These are types of reading and writing that you will be working on when you enter English 10 RELA classes in the fall. Be sure to read all of the directions and documents carefully.

	Instructional Focus (Topic)	Task	Standard Alignment
Week One	Poetry (Understanding Theme)-	<input type="checkbox"/> Read each of the mentor poems <input type="checkbox"/> Annotate each poem with your thinking, questions, and ideas <input type="checkbox"/> Reflect on the themes presented in each poem <input type="checkbox"/> Select the poem that you will use as a mentor text	RL 11-12.1 RL 11-12.2 RL 11-12.4 SL 11-12.1 SL 11-12.5
Week Two	Poetry (Understanding Imagery/Language Usage)-	<input type="checkbox"/> Use mentor texts for inspiration <input type="checkbox"/> Brainstorm ideas for poems <input type="checkbox"/> Draft poetry based upon theme <input type="checkbox"/> Read your poems to someone for feedback and make revisions <input type="checkbox"/> Share with others	W 11-12.3 SL 11-12.1 SL 11-12.5
Week Three	Short Story (Reading and Analyzing Point of View and Theme)	<input type="checkbox"/> Read each of the mentor short stories <input type="checkbox"/> Annotate each story with your thinking, questions, and ideas <input type="checkbox"/> Reflect on the themes and the author's point of view presented in each short story <input type="checkbox"/> Select the short story that you will use as a mentor text	RL 11-12.1 RL 11-12.2 RL 11-12.4 RL 11-12.6 SL 11-12.1 SL 11-12.5
Week Four	Talk Back to Your Story- Create response	<input type="checkbox"/> Use mentor text for inspiration	W 11-12.3

	to the story you selected as your mentor text	<input type="checkbox"/> Brainstorm ideas for your response to the story you selected as a mentor text <input type="checkbox"/> Draft your own short story or other creative response <input type="checkbox"/> Share your creative response to someone for feedback and make revisions <input type="checkbox"/> Share with others	SL 11-12.1 SL 11-12.5
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Instructional Guidance and Support Resources

Daily Reading: Find a book, magazine, comic, newspaper article to read. Read your selection for 30 or more minutes a day. You are asked to time your reading every day, and to track the time you spend reading on a self-made chart. The chart you create can be hand-written or created digitally, and it might look like this example:

Date	Book	Pages Read	Time Spent Reading

Week One

Objective: Students will build an understanding of expressing their insights through the creation of their own poetry about their own ideas and insights on the theme related to nature.

Overview: This lesson will focus on the creation of your own poetry. As we have learned, poets use words to paint pictures for others about the messages and insights they have on topics. You have insights and ideas about themes related to nature. Your ideas about nature and your relationship to it can help you communicate important ideas. When we want to start our ideas, one of the best ways is to brainstorm or write anything that comes to mind about the topic before we start to draft these ideas into some structure or form. In today's lesson, you will focus on brainstorming your ideas and then drafting your first draft of your poem.

Warm-up: What lessons do you see in nature? Discuss how references to nature can be used to communicate ideas.

Write your big ideas in the space provided.

BRAINSTORMING:

Now, let's see if we can put more ideas together around this topic of themes related to nature. We will use the poetry map as a way to capture your ideas. A graphic organizer is a simple place where you can add your thoughts and ideas about your topic. As you think about the theme of self and identity jot down all your ideas. As you develop your poetry map, you may want to organize your ideas into separate categories to help you later as you build your own poem.

Fill in the Poetry Map below with all of your ideas about nature and lessons that can be learned through studying or observing it that you could use for ideas in your poem.

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Re-Read the poems below

About the Author	Readings: Annotate each text.	Reflection: My Thoughts, My Reactions
Elinor Wylie was born in Somerville, New Jersey, on September 7, 1885. Her collections of poetry include <i>Black Armour</i> (George H. Doran Company, 1923) and <i>Angels and Earthly Creatures</i> (Alfred A. Knopf, 1929). She died on December 16, 1928.	<p style="text-align: center;">POEM #1 Wild Peaches BY ELINOR WYLIE</p> <p style="text-align: center;">1</p> <p>When the world turns completely upside down You say we'll emigrate to the Eastern Shore Aboard a river-boat from Baltimore; We'll live among wild peach trees, miles from town, You'll wear a coonskin cap, and I a gown Homespun, dyed butternut's dark gold color. Lost, like your lotus-eating ancestor, We'll swim in milk and honey till we drown.</p>	

The winter will be short, the summer long,
The autumn amber-hued, sunny and hot,
Tasting of cider and of scuppernong;
All seasons sweet, but autumn best of all.
The squirrels in their silver fur will fall
Like falling leaves, like fruit, before your shot.

2

The autumn frosts will lie upon the grass
Like bloom on grapes of purple-brown and gold.
The misted early mornings will be cold;
The little puddles will be roofed with glass.
The sun, which burns from copper into brass,
Melts these at noon, and makes the boys unfold
Their knitted mufflers; full as they can hold
Fat pockets dribble chestnuts as they pass.

Peaches grow wild, and pigs can live in clover;
A barrel of salted herrings lasts a year;
The spring begins before the winter's over.
By February you may find the skins
Of garter snakes and water moccasins
Dwindled and harsh, dead-white and cloudy-clear.

3

When April pours the colors of a shell
Upon the hills, when every little creek
Is shot with silver from the Chesapeake
In shoals new-minted by the ocean swell,
When strawberries go begging, and the sleek
Blue plums lie open to the blackbird's beak,
We shall live well — we shall live very well.

The months between the cherries and the peaches
Are brimming cornucopias which spill
Fruits red and purple, sombre-bloomed and black;

	<p>Then, down rich fields and frosty river beaches We'll trample bright persimmons, while you kill Bronze partridge, speckled quail, and canvasback.</p> <p>4</p> <p>Down to the Puritan marrow of my bones There's something in this richness that I hate. I love the look, austere, immaculate, Of landscapes drawn in pearly monotones. There's something in my very blood that owns Bare hills, cold silver on a sky of slate, A thread of water, churned to milky spate Streaming through slanted pastures fenced with stones.</p> <p>I love those skies, thin blue or snowy gray, Those fields sparse-planted, rendering meagre sheaves; That spring, briefer than apple-blossom's breath, Summer, so much too beautiful to stay, Swift autumn, like a bonfire of leaves, And sleepy winter, like the sleep of death.</p>	
About the Author	Readings: Annotate each text.	Reflection: My Thoughts, My Reactions
<p>On September 17, 1883, William Carlos Williams was born in Rutherford, New Jersey. He began writing poetry while a student at Horace Mann High School, at which time he made the decision to become both a writer and a doctor. He received his MD from the University of Pennsylvania, where he met and befriended Ezra Pound.</p>	<p>Poem #2</p> <p>“Spring and All” by William Carlos Williams</p> <p>I</p> <p>By the road to the contagious hospital under the surge of the blue mottled clouds driven from the northeast-a cold wind. Beyond, the waste of broad, muddy fields brown with dried weeds, standing and fallen</p>	

Pound became a great influence on his writing, and in 1913 arranged for the London publication of Williams's second collection, *The Tempers*. Returning to Rutherford, where he sustained his medical practice throughout his life, Williams began publishing in small magazines and embarked on a prolific career as a poet, novelist, essayist, and playwright.

Following Pound, he was one of the principal poets of the Imagist movement, though as time went on, he began to increasingly disagree with the values put forth in the work of Pound and especially Eliot, who he felt were too attached to European culture and traditions. Continuing to experiment with new techniques of meter and lineation, Williams sought to invent an entirely fresh—and singularly American—poetic, whose subject matter was centered on the everyday circumstances of life and the lives of common people.

His influence as a poet spread slowly during the 1920s and 1930s, overshadowed, he felt, by the immense popularity of Eliot's "The Waste Land"; however, his work received increasing attention in the 1950s and 1960s as younger poets, including Allen Ginsberg and the Beats, were impressed by the accessibility of his language and his openness as a mentor. His major works include *Kora in Hell*

patches of standing water
the scattering of tall trees

All along the road the reddish
purplish, forked, upstanding, twiggy
stuff of bushes and small trees
with dead, brown leaves under them
leafless vines-

Lifeless in appearance, sluggish
dazed spring approaches-

They enter the new world naked,
cold, uncertain of all
save that they enter. All about them
the cold, familiar wind-

Now the grass, tomorrow
the stiff curl of wild carrot leaf
One by one objects are defined-
It quickens: clarity, outline of leaf

But now the stark dignity of
entrance-Still, the profound change
has come upon them: rooted, they
grip down and begin to awaken

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(1920); Spring and All (1923); Pictures from Brueghel and Other Poems (1962), which was awarded the Pulitzer Prize; the five-volume epic Paterson (1963, 1992); and Imaginations (1970).

Williams's health began to decline after a heart attack in 1948 and a series of strokes, but he continued writing up until his death in New Jersey on March 4, 1963.

DRAFTING

After you have finished your brainstorming ideas, you will start to create the form or structure for your poem. You can decide to make the poem rhyme, use repetition of ideas as we saw our mentor poets do, or use any other form of poetry that you wish. Think about these big ideas:

- a. How will you show your theme- your big message or insight related to nature that you want your readers to come away from your poem?
- b. What kinds of patterns, rhymes, or forms will you use?
- c. What kinds of word images will you use?

Write your poem in the space provided.

EXIT SLIP: Reflect on your process for writing; what did you find exciting or interesting? What was challenging for you?

Week Two

Objective: Students will draft, review, finalize and present their poems to others.

Overview: In this lesson, you will get feedback on your poem, revise your ideas, polish/edit the poem and then share the final draft with others.

WARM UP: What is important to you about getting feedback on your writing?

Put your response in the space provided.

Close Reading: Give your draft to someone else to read or re-read your poem and think about the following questions:

What is the message or insight (THEME) of the poem? How can you tell?

What word pictures or images are created? Where could more detail be added to help with creating word pictures?

What is the structure of this poem?

Put the responses here and be sure to review these ideas as you make revisions to the poem.

REVISING: Rewrite the poem to add ideas, details, nouns, verbs, adjectives adverbs that make the word pictures more vivid, clear, and more reflective of your theme.

EDITING: BE SURE YOUR LANGUAGE CHOICES, SPELLING, AND PUNCTUATION ARE CORRECTLY USED.

WRITING/ EXIT TICKET - SHARING WITH OTHERS:

Find one other person close to you- friend or family member to read your final poem to and write a reflection on the feedback that they gave you.

WEEK 3/ Lesson 3 Objective: Students will read 2 different short stories that have unique points of view.

Overview: This week, you will be reading an excerpt from a short story and an article. As you read, think about how these two readings are similar even though the genres are different. Then, you will be able to craft your own story that responds to the mentor text you have chosen. You will be able to select how you will respond- write a story, write a short play, write a letter to the author, make a video, etc.

WARM UP:

When you are reading stories or information about other people, what do you think about as you are reading? Jot down your ideas here:

STORY #1: Read this story about what happens when a recommendation is made to sell children in response to a famine in Ireland. The author uses satire, in this case an outlandish inappropriate solution to draw attention to the fact that the authorities have not solved such an important problem reasonably.

Story #1: A Modest Proposal-By Jonathan Swift 1729

Jonathan Swift (1667-1745) was an Anglo-Irish essayist, writer, and political pamphleteer best known for his book *Gulliver's Travels*. In "A Modest Proposal," Swift offers an unconventional solution to poverty in Ireland. As you read, determine how Swift's tone helps reveal the message of the piece.

It is a melancholy object to those who walk through this great town or travel in the country, when they see the streets, the roads, and cabin doors, crowded with beggars of the female sex, followed by three, four, or six children, all in rags and importuning every passenger for an alms.

These mothers, instead of being able to work for their honest livelihood, are forced to employ all their time in strolling to beg sustenance for their helpless infants: who as they grow up either turn thieves for want of work, or leave their dear native country to fight for the Pretender in Spain, or sell themselves to the Barbadoes.

I think it is agreed by all parties that this prodigious number of children in the arms, or on the backs, or at the heels of their mothers, and frequently of their fathers, is in the present Deplorable state of the kingdom a very great additional grievance; and, therefore, whoever could find out a fair, cheap, and easy method of making these children sound, useful members of the commonwealth, would deserve so well of the public as to have his statue set up for a preserver of the nation.

But my intention is very far from being confined to provide only for the children of professed beggars; it is of a much greater extent our charity in the streets.

As to my own part, having turned my thoughts for many years upon this important subject, and maturely weighed the several schemes supported by her milk for a solar year, with little other nourishment; at most not above the value of 2s., which the mother may carry in her manner as instead of being a charge upon their parents or the parish, or wanting food and raiment for the rest of their lives, they

There is likewise another great advantage in my scheme, that it will prevent those voluntary abortions, and that horrid practice of the shame, which would move tears and pity in the most savage and inhuman breast.

The number of souls in this kingdom being usually reckoned one million and a half, of these I calculate there may be about two hundred children, although I apprehend there cannot be so many, under the present distresses of the kingdom; but this being granted, the accident or disease within the year. There only remains one hundred and twenty thousand children of poor parents annually born utterly impossible by all the methods hitherto proposed. For we can neither employ them in handicraft or agriculture; we neither buy where they are of towardly parts, although I confess they learn the rudiments much earlier, during which time, they can however

he never knew above one or two instances under the age of six, even in a part of the kingdom so renowned for the quickest profit

I am assured by our merchants, that a boy or a girl before twelve years old is no salable¹⁰ commodity;

and even when they come to this age they will not yield above three pounds, or three pounds and half a-crown at most on the export; I shall now therefore humbly propose my own thoughts, which I hope will not be liable to the least objection.

I have been assured by a very knowing American of my acquaintance in London, that a young healthy child well nursed is at a year old a fricassee or a ragout. I do therefore humbly offer it to public consideration that of the hundred and twenty thousand children already bred in cattle or swine; and my reason is, that these children are seldom the fruits of marriage, a circumstance not much regarded by our countrymen to the persons of quality and fortune through the kingdom; always advising the mother to let them suck plentifully in the last month, the fore or hind quarter will make a reasonable dish, and seasoned with a little pepper or

salt will be very good boiled on the fourth day, especially in winter. I have reckoned upon a medium that a child just born will weigh 12 lb. and will in a year grow to 36 lb. for landlords, who, as they have already devoured most of the parents, seem to have the

best title to the children. Infant's flesh will be in season throughout the year, but more plentiful in March, and a little before and after that time in all countries about nine months after Lent than at any other season; therefore, reckoning a year after Lent, the markets will be more to our advantage, by lessening the number of papists among us. I have already computed the charge of nursing a beggar's child (in which case I would repine¹⁶ to give ten shillings for the carcass¹⁷ of a good fat child, which, as I have said, will make four dishes of excellent nourishment) and find it amounts to 20 shillings. I have also computed that a child will grow popular among his tenants; the mother will have eight shillings net profit and be fit for work till she produces another child.

Those who are more thrifty (as I must confess the times require) may flay the carcass; the skin of which artificially dressed will make admirable gloves for ladies, and summer boots for fine gentlemen. As to our city of Dublin, shambles may be appointed for this purpose in the most convenient parts of it,

and butchers we may be assured will not be wanting; although I rather recommend buying the children alive, and dressing them hot from the knife, as we do roasting pigs.

A very worthy person, a true lover of his country, and whose virtues I highly esteem, was lately pleased in discoursing on this matter to offer a refinement upon my scheme. He said that many gentlemen of this kingdom, having of late destroyed their deer, he conceived that the want of venison might be well supplied by the bodies of young lads and maidens, not exceeding fourteen years of age nor under twelve; so great a number of both sexes in every country being now ready to starve for want of work and service; and these to be disposed of by their parents, if alive, or otherwise by their nearest relations. But with due deference to so excellent a friend and so deserving a patriot, I cannot be altogether in his sentiments; for as to the males, my American acquaintance assured me, from frequent experience, that their flesh was generally tough and lean, like that of our

schoolboys by continual exercise, and their taste disagreeable; and to fatten them would not answer the charge. Then as to the females, it would, I think, with humble submission be a loss to the public, because they soon would become breeders themselves; and besides, it is not improbable that some scrupulous people might be apt to censure such a practice (although indeed very unjustly), as a little bordering upon cruelty; which, I confess, hath always been with me the strongest objection against any project, however so well intended. But in order to justify my friend, he confessed that this expedient was put into his head by the famous Psalmanazar, a native of the island Formosa, who came from thence to London above twenty years ago, and in conversation told my friend, that in his country when any young person happened to be put to death, the executioner sold the carcass to persons of quality as a prime dainty; and that in his time the body of a plump girl of fifteen, who was crucified for an attempt to poison the emperor, was sold to his imperial majesty's prime minister of state, and other great mandarins of the court, in joints from the gibbet, at four hundred crowns. Neither indeed can I deny, that if the same use were made of several plump young girls in this town, who without one single groat²¹ to their fortunes cannot stir abroad without a chair, and appear at playhouse and assemblies in foreign fineries which they never will pay for, the kingdom would not be the worse.

Some persons of a desponding spirit are in great concern about that vast number of poor people, who are aged, diseased, or maimed, and I have been desired to employ my thoughts what course may be taken to ease the nation of so grievous an encumbrance. But I am not in the least pain upon that matter, because it is very well known that they are every day dying and rotting by cold and famine, and filth and vermin, as fast as can be reasonably expected. And as to the young laborers, they are now in as hopeful a condition; they cannot get work, and consequently pine away for want of nourishment, to a degree that if at any time they are accidentally hired to common labor, they have not strength to perform it; and thus the country and themselves are happily delivered from the evils to come.

I have too long digressed, and therefore shall return to my subject. I think the advantages by the proposal which I have made are obvious and many, as well as of the highest importance.

For first, as I have already observed, it would greatly lessen the number of papists, with whom we are yearly overrun, being the principal breeders of the nation as well as our most dangerous enemies; and who stay at home on purpose with a design to deliver the kingdom to the Pretender, hoping to take their advantage by the absence of so many good protestants, who have chosen rather to leave their country than stay at home and pay tithes against their conscience to an episcopal curate.

Secondly, The poorer tenants will have something valuable of their own, which by law may be made liable to distress and help to pay their landlord's rent, their corn and cattle being already seized, and money a thing unknown.

Thirdly, Whereas the maintenance of an hundred thousand children, from two years old and upward, cannot be computed at less than ten shillings a-piece per annum, the nation's stock will be thereby increased fifty thousand pounds per annum, beside the profit of a new dish introduced to the tables of all gentlemen of fortune in the kingdom who have any refinement in taste. And the money will circulate among ourselves, the goods being entirely of our own growth and manufacture.

Fourthly, The constant breeders, beside the gain of eight shillings sterling per annum by the sale of their children, will be rid of the charge of maintaining them after the first year.

Fifthly, This food would likewise bring great custom to taverns; where the vintners²⁶ will certainly be so prudent as to procure the best receipts for dressing it to perfection, and consequently have their houses frequented by all the fine gentlemen, who justly value themselves upon their knowledge in good eating: and a skillful cook, who understands how to oblige his guests, will contrive to make it as expensive as they please.

Sixthly, This would be a great inducement to marriage, which all wise nations have either encouraged by rewards or enforced by laws and penalties. It would increase the care and tenderness of mothers toward their children, when they were sure of a settlement for life to the poor babes, provided in some sort by the public, to their annual profit instead of expense. We should see an honest emulation among the married women, which of them could bring the fattest child to the market. Men would become as fond of their wives during the time of their pregnancy as they are now of their mares in foal, their cows in calf, their sows when they are ready to farrow; nor offer to beat or kick them (as is too frequent a practice) for fear of a miscarriage. Many other advantages might be enumerated.²⁸ For instance, the addition of some thousand carcasses in our exportation of barreled beef, the propagation of swine's flesh, and improvement in the art of making good bacon, so much wanted among us by the great destruction of pigs, too frequent at our tables; which are no way comparable in taste or magnificence to a well-grown, fat, yearling child, which roasted whole will make a considerable figure at a lord mayor's feast or any other public entertainment. But this and many others I omit, being studious of brevity.

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which TWO of the following statements best describe the central ideas of the text?

- A. Poor families are just going to keep growing, so it's best to leave them to starve themselves out.
- B. In order to control population and poverty, the children of the poor should be sold as food.
- C. Any other proposal would be a waste of time to listen to.

- D. The social situation during this time is dire, with poverty rampant throughout the kingdom, particularly in Ireland.
- E. A person is not measured by how productive, costly, or useful they can be to larger society.
- F. The poor should get out of the streets and make more of an effort to find employment, rather than beg for their food.

2. PART B: Which TWO of the following paragraphs best support the answers to Part A?

- A. Paragraph 1
- B. Paragraph 6
- C. Paragraph 8
- D. Paragraph 18
- E. Paragraph 24
- F. Paragraph 30

3. PART A: To what is the author referring when using words like "breeders" (Paragraph 5, Paragraph 14, Paragraph 18, and Paragraph 21) and "commodity" (Paragraph 6 and Paragraph 29) in the text?

- A. poor child-bearing women and their children
- B. various forms of livestock
- C. middle-class women and their property
- D. Catholic women and their babies

4. PART B: What effect does the author's word choice have on the tone of the text?

- A. It makes the proposal sound even more ridiculous and over-the-top.
- B. It is comparable to the way people talk about livestock and trade, adding to the silly tone of the text.
- C. It dehumanizes these people, reducing them to their worth or abilities (i.e. giving birth), conveying a tone of indifference.
- D. It divides people based on their religious practices, contributing to the incited and biased tone of the text.

8

5. How does the following quote develop the narrator's point of view? "I desire those politicians who dislike my overture... that they will first ask the parents of these mortals, whether they would not at this day think it a great happiness to have been sold for food, at a year old in the manner I prescribe, and thereby have avoided such a perpetual scene of misfortunes as they have since gone through by the oppression of landlords, the impossibility of paying rent without money or trade, the want of common sustenance, with neither house nor clothes to cover them from the inclemencies of the weather, and the most inevitable prospect of entailing the like or greater miseries upon their breed for ever."

(Paragraph 32)

6. How does Swift's use of hyperbole, or exaggeration, contribute to this satirical text?

- A. Swift uses hyperbole when describing the benefits of cannibalism, satirizing the upper class for overtaxing the poor.
- B. Swift uses hyperbole when suggesting infanticide as a way to solve population increase, satirizing those who encourage it.
- C. By suggesting taboos such as infanticide and cannibalism to solve social issues, Swift employs hyperbole to satirize the government and upper class's lack of concern for poverty.
- D. By suggesting taboos such as infanticide and cannibalism to solve social issues, Swift employs hyperbole to satirize the extent of poverty in Ireland.

7. Which TWO groups is Swift ultimately criticizing in “A Modest Proposal”?

- A. the poor/lower class
- B. the Irish
- C. the Catholics
- D. the English middle class
- E. the upper classes
- F. politicians (Irish and English)

Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided.

1. Can any proposal be justified if objectively analyzed and presented? Why or why not?

Explain your answer in detail.

2. What is fair? Drawing upon your own experiences and outside readings, explain your answer in detail.

STORY #2: Read this story about the Missouri Compromise and what happens when a country is faced with a decision that will benefit some human beings while others suffer. You may make notes and write your ideas about what you are thinking as you read.

Story #2: The Missouri Compromise

This text discusses how the addition of new states to the United States raised questions about the future of slavery. In 1818, when Missouri asked to join the Union as a slave state, the U.S. had an equal number of slave and free states, which balanced disputes between them in Congress. The Missouri Compromise would be the first of many disagreements that led to the Civil War, where the South tried to leave the U.S. in order to continue to practice slavery. As you read, identify what the Missouri Compromise was and how different people and groups involved with the compromise reacted to it.

The Slavery Question

During the early 1800s, the United States was a rapidly growing nation. During that time, many Americans were moving west in search of new opportunities. While most white Americans agreed that this expansion was crucial to the health of the nation, they couldn't agree about what should be done about slavery in the West.

Westward expansion had a very negative impact on the rights of Native American communities, but that rarely became a controversial public issue. This was not the case for slavery, however, as northern and southern whites differed sharply about slavery's proper role in the west.

As western territories became accepted into the United States as states, it made slavery an explicit concern of national politics. Balancing the interests of slave and free states had played a role from the very start of designing the federal government at the Constitutional Convention in 1787.

The crucial compromise there that sacrificed the rights of African Americans in favor of a stronger union among the states exploded once more in 1819 when Missouri petitioned to join the United States as a slave state.

In 1819, the nation contained eleven free and eleven slave states, creating a balance in the U.S. Senate. Missouri's entrance threatened to ruin this balance in favor of slave interests. The debate in Congress over the admission of Missouri became

extraordinarily bitter after Congressman James Tallmadge from New York proposed that slavery be prohibited in the new state.

The debate was especially ironic because defenders of slavery relied on a central principle of fairness. How could the Congress deny a new state the right to decide for itself whether or not to allow slavery?

If Congress controlled the decision, then the new states would have fewer rights than the original ones. Henry Clay, a leading congressman, known as “The Great Compromiser,” played a crucial role in brokering a two-part solution known as the Missouri Compromise. First, Missouri would be admitted to the union as a slave state, but would be balanced by the admission of Maine, a free state, that had long wanted to be separated from Massachusetts. Second, slavery was to be excluded from all new states in the Louisiana Purchase north of the southern boundary of Missouri. People on both sides of the controversy saw the compromise as deeply flawed. Nevertheless, it lasted for over thirty years until the Kansas-Nebraska Act of 1854 determined that new states north of the boundary deserved to be able to exercise their sovereignty in favor of slavery if they so choose.

Even though the Missouri crisis ended peacefully for white Americans, it further highlighted the divide between northern and southern states. As Thomas Jefferson observed about the Missouri crisis, “This momentous question, like a fire-bell in the night, awakened and filled me with terror.”

African-American Revolts

African Americans obviously opposed slavery and news of some congressional opposition to its expansion circulated widely within slave communities. Denmark Vesey, a free black man living in Charleston, South Carolina, made the most dramatic use of the white disagreement about the future of slavery in the west. Vesey quoted the Bible as well as congressional debates over the Missouri issue to denounce slavery from the pulpit of the African Methodist Episcopal Church where he was a lay minister. Along with a key ally named Gullah Jack, Vesey organized a slave rebellion in 1822 that planned to capture the Charleston arsenal and seize the city long enough for its black population to escape to the free black republic of Haiti.

The rebellion was betrayed just days before its planned starting date and resulted in the execution of thirty-five organizers as well as the destruction of the black church where Vesey preached.

Slaveholders were clearly on the defensive with antislavery sentiment building in the north and undeniable opposition among African Americans in the south. As one white Charlestonian complained, “By the Missouri question, our slaves thought, there was a charter of liberties granted them by Congress.”

African Americans knew that they could not rely upon whites to end slavery, but they also recognized that the increasing divide between north and south and their battle over western expansion could open opportunities for blacks to exploit. The most

explosive of these future black actions would be Nat Turner's Virginia Slave Revolt in 1831.

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: How does the Missouri Compromise and slave revolution interact within the text?

- A. The Missouri Compromise encouraged slaves sold to Missouri families to revolt and run away before they could arrive in the controversial state.
- B. The Missouri Compromise encouraged slaves to resist revolution in the hopes that those against slavery would soon abolish it in the United States.
- C. Slaves who heard of Congressional support of the Missouri Compromise were encouraged to revolt.
- D. Slaves who heard of Congressional opposition to the Missouri Compromise were encouraged to revolt.

2. PART B: Which phrase from the text best supports the answer to Part A?

- A. "Vesey quoted the Bible as well as congressional debates over the Missouri issue to denounce slavery from the pulpit of the African Methodist Episcopal Church where he was a lay minister." (Paragraph 8)
- B. "Slaveholders were clearly on the defensive with antislavery sentiment building in the north and undeniable opposition among African Americans in the south."
(Paragraph 9)
- C. "African Americans knew that they could not rely upon whites to end slavery, but they also recognized that the increasing divide between north and south and their battle over western expansion could open opportunities for blacks to exploit."
(Paragraph 10)
- D. "The most explosive of these future black actions would be Nat Slave Revolt in 1831." (Paragraph 10)

3. How does this sentence from paragraph 5 contribute to the central ideas of the text: “The debate was especially ironic because defenders of slavery relied on a central principle of fairness.”

- A. It hints at the contradiction between what is fair for the states and what is fair for African Americans.
- B. It undermines the notion that the Missouri Compromise was unfair.
- C. It reveals how difficult the debate over Missouri statehood was due to the subjective nature of fairness.
- D. It reinforces the logical reasoning of defenders of slavery.

4. Which statement best describes a central idea of the text?

- A. A country cannot be founded on equality and enslave its people.
- B. Western expansion revealed deep divides regarding equality in the U.S. that the Missouri Compromise could not completely fix.
- C. Without the Missouri Compromise, slave revolts would not have happened.
- D. The Missouri Compromise was a solution to a temporary problem. Passage of the bill was a major turning point in American history.

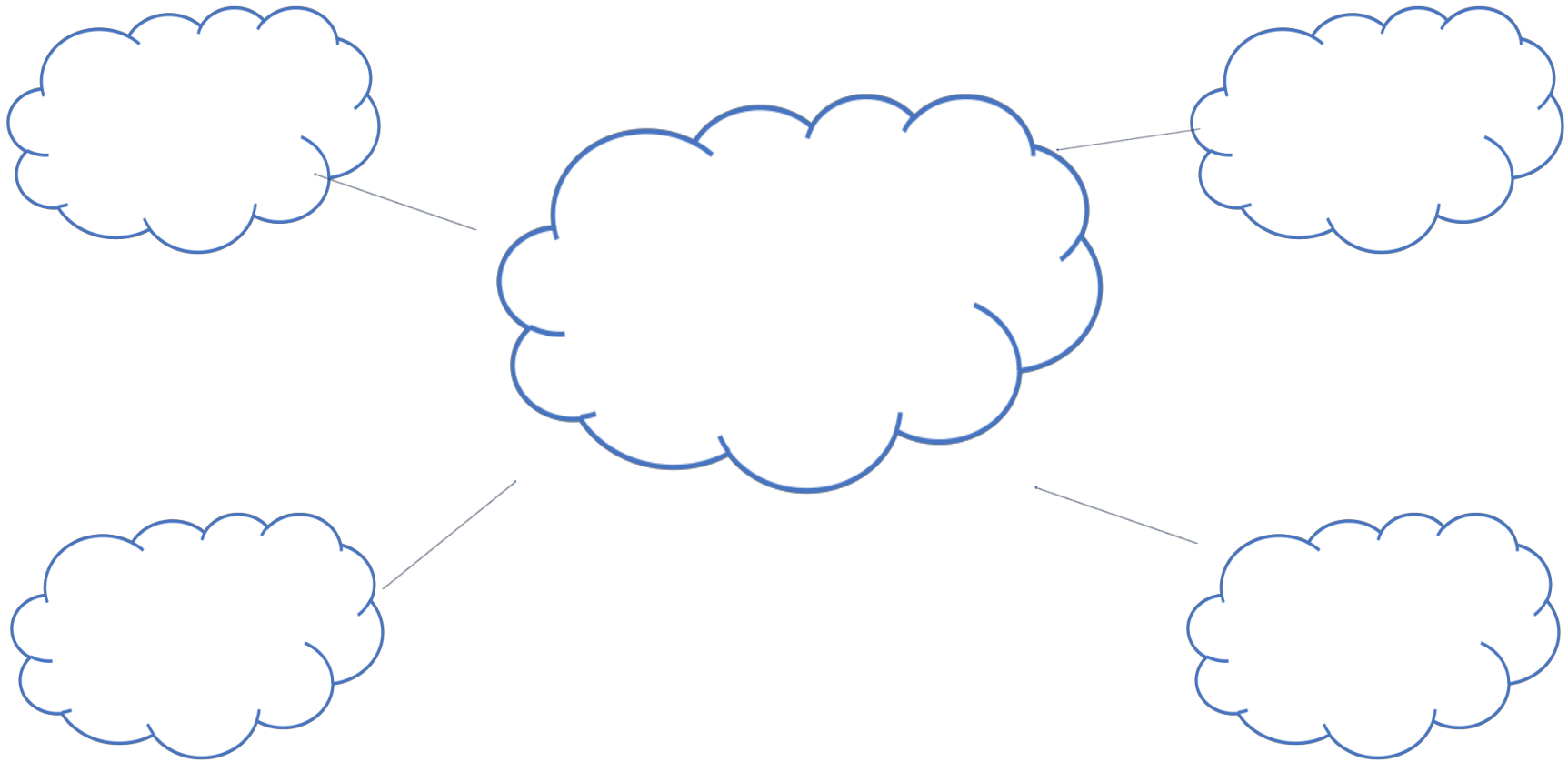
5. According to the author, how did the Missouri Compromise lay the groundwork for the Civil War. Provide evidence from the text in your answer.

WEEK 4/ Lesson 4 Objective: Students will build understanding of expressing their insights through the creation of their own stories or other creative responses about their own ideas and insights on the theme of power as their culminating task.

Overview: This lesson will focus on the creation of your own short story. As we have learned, authors use important realizations to develop the complexity of their characters. When we want to start our ideas, one of the best ways is to brainstorm or jot down anything that comes to mind about the topic before we start to draft these ideas into some structure or form. In today's lesson, you will focus on brainstorming your ideas and then drafting your first draft of your short story.

WARM UP: Using the short story you selected as a mentor story, jot down some of your ideas about the theme or central idea that you might use in brainstorming.

BRAINSTORMING: Now, let's see if we can put some more ideas together around your theme. Just as we did when writing our poems, we will use a graphic organizer to capture these ideas. As you think about your own ideas and the readings, what are your thoughts about leaders making decisions like a compromise to continue slavery or not being able to solve a famine when resources are available? What did the readings make you think about?



DRAFTING: After you have finished your brainstorming ideas, you will start to create the form or structure for your short story. Think about these big ideas:

- a. **How will you show your theme- your big message or insight about coming of age that you want your readers to come away from your short story?**
- b. **What kinds of language, characters, and setting will you use?**
- c. **What kinds of imagery will you use?**

Write your short story in the space provided. Use additional paper as needed.

CLOSE READING: Give your draft to someone else to read or re-read your short story and think about the following questions:

- What is the message or insight (THEME) of the story? How can you tell?
- How are characters developed? Where could more detail be added to help with creating complex characters?

Put the responses here and be sure to review these ideas as you make revisions to the story.

REVISING: Rewrite the short story to add ideas, details, characterization that make the story more vivid, clear, and more reflective of your theme.

EDITING: Be sure your language choices, spelling, and punctuation are correctly used.

SHARING WITH OTHERS:

Find one other person close to you- friend or family member to read your final short story to.