Grades 11-12 ELA Common Core Learning Standards

Reading Standards for Literature

Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas

7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
    a. Analyze multiple interpretations of full-length works by authors other than American and European writers.
8. (Not applicable to literature)
9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity

10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR[1] text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

Responding to Literature

11. Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and philosophically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations.
    a. Self-select text to respond and develop innovative perspectives.
    b. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.

[1] CCR= College/Career Readiness

Reading Standards for Informational Text

Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Integration of Knowledge and Ideas

7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist,* presidential addresses).
9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
    a. Read, annotate, and analyze informational texts on topics related to diverse and non-traditional cultures and viewpoints.

Range of Reading and Level of Text Complexity

10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

Writing Standards

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.
    a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
    b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
    c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
    d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from and supports the argument presented.

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
   a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
   b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
   c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
   d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
   e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
   f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
   a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
   b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
   c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
   d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
   e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
   f. Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
   a. Explore topics dealing with different cultures and world viewpoints.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
   a. Apply *grades 11–12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
   b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S.

Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Responding to Literature

11. Create interpretive and responsive texts to demonstrate knowledge and a sophisticated understanding of the connections between life and the literary work.
    a. Engage in using a wide range of prewriting strategies, such as visual representations and the creation of factual and interpretive questions, to express personal, social and cultural connections and insights.
    b. Identify, analyze, and use elements and techniques of various genres of literature, such as allegory, stream of consciousness, irony, and ambiguity, to affect meaning.
    c. Develop innovative perspectives on texts, including historical, cultural, sociological, and psychological contexts.
    d. Create poetry, stories, plays, and other literary forms (e.g. videos, art work).

Speaking and Listening Standards

Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively.
    a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
    b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
    c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
    d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
    e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.

2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language Standards

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
   b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage*) as needed.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Observe hyphenation conventions.
   b. Spell correctly.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
   a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.
   a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
   b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
   c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
   d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
   b. Analyze nuances in the meaning of words with similar denotations.

6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Standard 10: Range, Quality, and Complexity of Student Reading 6–12

Measuring Text Complexity: Three Factors

Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text: Readability measures and other scores of text complexity

Matching reader to text and task: Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

Note: More detailed information on text complexity and how it is measured is contained in Appendix A.

Range of Text Types for 6–12

Students in grades 6–12 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature			Informational Text
Stories	**Drama**	**Poetry**	**Literary Nonfiction**
Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels	Includes one-act and multi-act plays, both in written form and on film	Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics	Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience

Texts Illustrating the Complexity, Quality, and Range of Student Reading 6–12

	Literature: Stories, Dramas, Poetry	Informational Texts: Literary Nonfiction
6–8	▪ *Little Women* by Louisa May Alcott (1869) ▪ *The Adventures of Tom Sawyer* by Mark Twain (1876) ▪ "The Road Not Taken" by Robert Frost (1915) ▪ *The Dark Is Rising* by Susan Cooper (1973) ▪ *Dragonwings* by Laurence Yep (1975) ▪ *Roll of Thunder, Hear My Cry* by Mildred Taylor (1976)	▪ "Letter on Thomas Jefferson" by John Adams (1776) ▪ *Narrative of the Life of Frederick Douglass, an American Slave* by Frederick Douglass (1845) ▪ "Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940" by Winston Churchill (1940) ▪ *Harriet Tubman: Conductor on the Underground Railroad* by Ann Petry (1955) ▪ *Travels with Charley: In Search of America* by John Steinbeck (1962)
9–10	▪ *The Tragedy of Macbeth* by William Shakespeare (1592) ▪ "Ozymandias" by Percy Bysshe Shelley (1817) ▪ "The Raven" by Edgar Allen Poe (1845) ▪ "The Gift of the Magi" by O. Henry (1906) ▪ *The Grapes of Wrath* by John Steinbeck (1939) ▪ *Fahrenheit 451* by Ray Bradbury (1953) ▪ *The Killer Angels* by Michael Shaara (1975)	▪ "Speech to the Second Virginia Convention" by Patrick Henry (1775) ▪ "Farewell Address" by George Washington (1796) ▪ "Gettysburg Address" by Abraham Lincoln (1863) ▪ "State of the Union Address" by Franklin Delano Roosevelt (1941) ▪ "Letter from Birmingham Jail" by Martin Luther King, Jr. (1964) ▪ "Hope, Despair and Memory" by Elie Wiesel (1997)
11–CCR	▪ "Ode on a Grecian Urn" by John Keats (1820) ▪ *Jane Eyre* by Charlotte Brontë (1848) ▪ "Because I Could Not Stop for Death" by Emily Dickinson (1890) ▪ *The Great Gatsby* by F. Scott Fitzgerald (1925) ▪ *Their Eyes Were Watching God* by Zora Neale Hurston (1937) ▪ *A Raisin in the Sun* by Lorraine Hansberry (1959) ▪ *The Namesake* by Jhumpa Lahiri (2003)	▪ *Common Sense* by Thomas Paine (1776) ▪ *Walden* by Henry David Thoreau (1854) ▪ "Society and Solitude" by Ralph Waldo Emerson (1857) ▪ "The Fallacy of Success" by G. K. Chesterton (1909) ▪ *Black Boy* by Richard Wright (1945) ▪ "Politics and the English Language" by George Orwell (1946) ▪ "Take the Tortillas Out of Your Poetry" by Rudolfo Anaya (1995)

Note: Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of grades 6–12 text complexity, quality, and range.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth.

Exemplars of Reading Text Complexity, Quality, and Range & Sample Performance Tasks Related to Core Standards

Selecting Text Exemplars

The following text samples primarily serve to exemplify the level of complexity and quality that the Standards require all students in a given grade band to engage with. Additionally, they are suggestive of the breadth of texts that students should encounter in the text types required by the Standards. The choices should serve as useful guideposts in helping educators select texts of similar complexity, quality, and range for their own classrooms. They expressly do not represent a partial or complete reading list.

The process of text selection was guided by the following criteria:

- Complexity. Appendix A describes in detail a three-part model of measuring text complexity based on qualitative and quantitative indices of inherent text difficulty balanced with educators' professional judgment in matching readers and texts in light of particular tasks. In selecting texts to serve as exemplars, the work group began by soliciting contributions from teachers, educational leaders, and researchers who have experience working with students in the grades for which the texts have been selected. These contributors were asked to recommend texts that they or their colleagues have used successfully with students in a given grade band. The work group made final selections based in part on whether qualitative and quantitative measures indicated that the recommended texts were of sufficient complexity for the grade band. For those types of texts—particularly poetry and multimedia sources—for which these measures are not as well suited, professional judgment necessarily played a greater role in selection.

- Quality. While it is possible to have high-complexity texts of low inherent quality, the work group solicited only texts of recognized value. From the pool of submissions gathered from outside contributors, the work group selected classic or historically significant texts as well as contemporary works of comparable literary merit, cultural significance, and rich content.

- Range. After identifying texts of appropriate complexity and quality, the work group applied other criteria to ensure that the samples presented in each band represented as broad a range of sufficiently complex, high-quality texts as possible. Among the factors considered were initial publication date, authorship, and subject matter.

Copyright and Permissions

For those exemplar texts not in the public domain, we secured permissions and in some cases employed a conservative interpretation of Fair Use, which allows limited, partial use of copyrighted text for a nonprofit educational purpose as long as that purpose does not impair the rights holder's ability to seek a fair return for his or her work. In instances where we could not employ Fair Use and have been unable to secure permission, we have listed a title without providing an excerpt. Thus, some short texts are not excerpted here, as even short passages from them would constitute a substantial portion of the entire work. In addition, illustrations and other graphics in texts are generally not reproduced here. Such visual elements are particularly important in texts for the youngest students and in many informational texts for readers of all ages. (Using the qualitative criteria outlined in Appendix A, the work group considered the importance and complexity of graphical elements when placing texts in bands.)

When excerpts appear, they serve only as stand-ins for the full text. The Standards require that students engage with appropriately complex literary and informational works; such complexity is best found in whole texts rather than passages from such texts.

Please note that these texts are included solely as exemplars in support of the Standards. Any additional use of those texts that are not in the public domain, such as for classroom use or curriculum development, requires independent permission from the rights holders. The texts may not be copied or distributed in any way other than as part of the overall Common Core State Standards Initiative documents.

Sample Performance Tasks

The text exemplars are supplemented by brief performance tasks that further clarify the meaning of the Standards. These sample tasks illustrate specifically the application of the Standards to texts of sufficient complexity, quality, and range. Relevant Reading standards are noted in brackets following each task, and the words in italics in the task reflect the wording of the Reading standard itself. (Individual grade-specific Reading standards are identified by their strand, grade, and number, so that RI.4.3, for example, stands for Reading, Informational Text, grade 4, standard 3.)

How to Read This Document

The materials that follow are divided into text complexity grade bands as defined by the Standards: K–1, 2–3, 4–5, 6–8, 9–10, and 11–CCR. Each band's exemplars are divided into text types matching those required in the Standards for a given grade. K–5 exemplars are separated into stories, poetry, and informational texts (as well as read-aloud texts in kindergarten through grade 3). The 6–CCR exemplars are divided into English language arts (ELA), history/social studies, and science, mathematics, and technical subjects, with the ELA texts further subdivided into stories, drama, poetry, and informational texts. (The history/social studies texts also include some arts-related texts.) Citations introduce each excerpt, and additional citations are included for texts not excerpted in the appendix. Within each grade band and after each text type, sample performance tasks are included for select texts.

Media Texts

Selected excerpts are accompanied by annotated links to related media texts freely available online at the time of the publication of this document.

Grades 11–CCR Text Exemplars

Stories

Chaucer, Geoffrey. *The Canterbury Tales.* Translated into modern English by Neville Coghill. Harmondsworth: Penguin, 1951. (Late 14th Century)
From The General Prologue

When in April the sweet showers fall
That pierce March's drought to the root and all
And bathed every vein in liquor that has power
To generate therein and sire the flower;
When Zephyr also has with his sweet breath,
Filled again, in every holt and heath,
The tender shoots and leaves, and the young sun
His half-course in the sign of the Ram has run,
And many little birds make melody
That sleep through all the night with open eye
(So Nature pricks them on to ramp and rage)
Then folk do long to go on pilgrimage,
And palmers to go seeking out strange strands,
To distant shrines well known in distant lands.
And specially from every shire's end
Of England they to Canterbury went,
The holy blessed martyr there to seek
Who helped them when they lay so ill and weak
It happened that, in that season, on a day
In Southwark, at the Tabard, as I lay
Ready to go on pilgrimage and start
To Canterbury, full devout at heart,
There came at nightfall to that hostelry
Some nine and twenty in a company
Of sundry persons who had chanced to fall
In fellowship, and pilgrims were they all
That toward Canterbury town would ride.
The rooms and stables spacious were and wide,
And well we there were eased, and of the best.
And briefly, when the sun had gone to rest,
So had I spoken with them, every one,
That I was of their fellowship anon,
And made agreement that we'd early rise
To take the road, as I will to you apprise.
But none the less, whilst I have time and space,
Before yet further in this tale I pace,
It seems to me in accord with reason
To describe to you the state of every one
Of each of them, as it appeared to me,
And who they were, and what was their degree,
And even what clothes they were dressed in;
And with a knight thus will I first begin.

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de Cervantes, Miguel. *Don Quixote: The Ormsby Translation, Revised Backgrounds and Sources Criticism*. New York: W. W. Norton, 1981. (1605)

In a village of La Mancha, the name of which I have no desire to call to mind, there lived not long since one of those gentlemen that keep a lance in the lance-rack, an old buckler, a lean hack, and a greyhound for coursing. An olla of rather more beef than mutton, a salad on most nights, scraps on Saturdays, lentils on Fridays, and a pigeon or so extra on Sundays, made away with three-quarters of his income. The rest of it went in a doublet of fine cloth and velvet

breeches and shoes to match for holidays, while on week-days he made a brave figure in his best homespun. He had in his house a housekeeper past forty, a niece under twenty, and a lad for the field and market-place, who used to saddle the hack as well as handle the bill-hook. The age of this gentleman of ours was bordering on fifty; he was of a hardy habit, spare, gaunt-featured, a very early riser and a great sportsman. They will have it his surname was Quixada or Quesada (for here there is some difference of opinion among the authors who write on the subject), although from reasonable conjectures it seems plain that he was called Quexana. This, however, is of but little importance to our tale; it will be enough not to stray a hair's breadth from the truth in the telling of it.

You must know, then, that the above-named gentleman whenever he was at leisure (which was mostly all the year round) gave himself up to reading books of chivalry with such ardour and avidity that he almost entirely neglected the pursuit of his field-sports, and even the management of his property; and to such a pitch did his eagerness and infatuation go that he sold many an acre of tillageland to buy books of chivalry to read, and brought home as many of them as he could get. But of all there were none he liked so well as those of the famous Feliciano de Silva's composition, for their lucidity of style and complicated conceits were as pearls in his sight, particularly when in his reading he came upon courtships and cartels, where he often found passages like "the reason of the unreason with which my reason is afflicted so weakens my reason that with reason I murmur at your beauty;" or again, "the high heavens, that of your divinity divinely fortify you with the stars, render you deserving of the desert your greatness deserves." Over conceits of this sort the poor gentleman lost his wits, and used to lie awake striving to understand them and worm the meaning out of them; what Aristotle himself could not have made out or extracted had he come to life again for that special purpose. He was not at all easy about the wounds which Don Belianis gave and took, because it seemed to him that, great as were the surgeons who had cured him, he must have had his face and body covered all over with seams and scars. He commended, however, the author's way of ending his book with the promise of that interminable adventure, and many a time was he tempted to take up his pen and finish it properly as is there proposed, which no doubt he would have done, and made a successful piece of work of it too, had not greater and more absorbing thoughts prevented him.

Many an argument did he have with the curate of his village (a learned man, and a graduate of Siguenza) as to which had been the better knight, Palmerin of England or Amadis of Gaul. Master Nicholas, the village barber, however, used to say that neither of them came up to the Knight of Phoebus, and that if there was any that could compare with him it was Don Galaor, the brother of Amadis of Gaul, because he had a spirit that was equal to every occasion, and was no finikin knight, nor lachrymose like his brother, while in the matter of valour he was not a whit behind him. In short, he became so absorbed in his books that he spent his nights from sunset to sunrise, and his days from dawn to dark, poring over them; and what with little sleep and much reading his brains got so dry that he lost his wits. His fancy grew full of what he used to read about in his books, enchantments, quarrels, battles, challenges, wounds, wooings, loves, agonies, and all sorts of impossible nonsense; and it so possessed his mind that the whole fabric of invention and fancy he read of was true, that to him no history in the world had more reality in it. He used to say the Cid Ruy Diaz was a very good knight, but that he was not to be compared with the Knight of the Burning Sword who with one back-stroke cut in half two fierce and monstrous giants. He thought more of Bernardo del Carpio because at Roncesvalles he slew Roland in spite of enchantments, availing himself of the artifice of Hercules when he strangled Antaeus the son of Terra in his arms. He approved highly of the giant Morgante, because, although of the giant breed which is always arrogant and ill-conditioned, he alone was affable and well-bred. But above all he admired Reinaldos of Montalban, especially when he saw him sallying forth from his castle and robbing everyone he met, and when beyond the seas he stole that image of Mahomet which, as his history says, was entirely of gold. To have a bout of kicking at that traitor of a Ganelon he would have given his housekeeper, and his niece into the bargain.

In short, his wits being quite gone, he hit upon the strangest notion that ever madman in this world hit upon, and that was that he fancied it was right and requisite, as well for the support of his own honour as for the service of his country, that he should make a knight-errant of himself, roaming the world over in full armour and on horseback in quest of adventures, and putting in practice himself all that he had read of as being the usual practices of knights-errant; righting every kind of wrong, and exposing himself to peril and danger from which, in the issue, he was to reap eternal renown and fame. Already the poor man saw himself crowned by the might of his arm Emperor of Trebizond at least; and so, led away by the intense enjoyment he found in these pleasant fancies, he set himself forthwith to put his scheme into execution.

The first thing he did was to clean up some armour that had belonged to his great-grandfather, and had been for ages lying forgotten in a corner eaten with rust and covered with mildew. He scoured and polished it as best he could, but he perceived one great defect in it, that it had no closed helmet, nothing but a simple morion. This deficiency, however, his ingenuity supplied, for he contrived a kind of half-helmet of pasteboard which, fitted on to the morion, looked like a whole one. It is true that, in order to see if it was strong and fit to stand a cut, he drew his sword and gave it a couple of slashes, the first of which undid in an instant what had taken him a week to do. The ease with which he had knocked it to pieces disconcerted him somewhat, and to guard against that danger he set to work again, fixing bars of iron on the inside until he was satisfied with its strength; and then, not caring to try any more experiments with it, he passed it and adopted it as a helmet of the most perfect construction.

He next proceeded to inspect his hack, which, with more quartos than a real and more blemishes than the steed of Gonela, that "tantum pellis et ossa fuit," surpassed in his eyes the Bucephalus of Alexander or the Babieca of the Cid. Four days were spent in thinking what name to give him, because (as he said to himself) it was not right that a horse

belonging to a knight so famous, and one with such merits of his own, should be without some distinctive name, and he strove to adapt it so as to indicate what he had been before belonging to a knight-errant, and what he then was; for it was only reasonable that, his master taking a new character, he should take a new name, and that it should be a distinguished and full-sounding one, befitting the new order and calling he was about to follow. And so, after having composed, struck out, rejected, added to, unmade, and remade a multitude of names out of his memory and fancy, he decided upon calling him Rocinante, a name, to his thinking, lofty, sonorous, and significant of his condition as a hack before he became what he now was, the first and foremost of all the hacks in the world.

Having got a name for his horse so much to his taste, he was anxious to get one for himself, and he was eight days more pondering over this point, till at last he made up his mind to call himself "Don Quixote," whence, as has been already said, the authors of this veracious history have inferred that his name must have been beyond a doubt Quixada, and not Quesada as others would have it. Recollecting, however, that the valiant Amadis was not content to call himself curtly Amadis and nothing more, but added the name of his kingdom and country to make it famous, and called himself Amadis of Gaul, he, like a good knight, resolved to add on the name of his, and to style himself Don Quixote of La Mancha, whereby, he considered, he described accurately his origin and country, and did honour to it in taking his surname from it.

So then, his armour being furbished, his morion turned into a helmet, his hack christened, and he himself confirmed, he came to the conclusion that nothing more was needed now but to look out for a lady to be in love with; for a knight-errant without love was like a tree without leaves or fruit, or a body without a soul. As he said to himself, "If, for my sins, or by my good fortune, I come across some giant hereabouts, a common occurrence with knights-errant, and overthrow him in one onslaught, or cleave him asunder to the waist, or, in short, vanquish and subdue him, will it not be well to have some one I may send him to as a present, that he may come in and fall on his knees before my sweet lady, and in a humble, submissive voice say, 'I am the giant Caraculiambro, lord of the island of Malindrania, vanquished in single combat by the never sufficiently extolled knight Don Quixote of La Mancha, who has commanded me to present myself before your Grace, that your Highness dispose of me at your pleasure'?" Oh, how our good gentleman enjoyed the delivery of this speech, especially when he had thought of some one to call his Lady! There was, so the story goes, in a village near his own a very good-looking farm-girl with whom he had been at one time in love, though, so far as is known, she never knew it nor gave a thought to the matter. Her name was Aldonza Lorenzo, and upon her he thought fit to confer the title of Lady of his Thoughts; and after some search for a name which should not be out of harmony with her own, and should suggest and indicate that of a princess and great lady, he decided upon calling her Dulcinea del Toboso—she being of El Toboso—a name, to his mind, musical, uncommon, and significant, like all those he had already bestowed upon himself and the things belonging to him.

Austen, Jane. *Pride and Prejudice.* New York: Oxford University Press, 1990. (1813)
From Chapter 1

It is a truth universally acknowledged that a single man in possession of a good fortune, must be in want of a wife.

However little known the feelings or views of such a man may be on his first entering a neighbourhood, this truth is so well fixed in the minds of the surrounding families that he is considered as the rightful property of someone or other of their daughters.

"My dear Mr. Bennet," said his lady to him one day, "have you heard that Netherfield Park is let at last?"

Mr. Bennet replied that he had not.

"But it is," returned she; "for Mrs. Long has just been here, and she told me all about it."

Mr. Bennet made no answer.

"Do not you want to know who has taken it?" cried his wife impatiently.

"You want to tell me, and I have no objection to hearing it."

This was invitation enough.

"Why, my dear, you must know, Mrs. Long says that Netherfield is taken by a young man of large fortune from the north of England; that he came down on Monday in a chaise and four to see the place, and was so much delighted with it, that he agreed with Mr. Morris immediately; that he is to take possession before Michaelmas, and some of his servants are to be in the house by the end of next week."

"What is his name?"

"Bingley."

"Is he married or single?"

"Oh! single, my dear, to be sure! A single man of large fortune; four or five thousand a year. What a fine thing for our girls!"

"How so? how can it affect them?"

"My dear Mr. Bennet," replied his wife, "how can you be so tiresome! You must know that I am thinking of his marrying one of them."

"Is that his design in settling here?"

"Design! nonsense, how can you talk so! But it is very likely that he may fall in love with one of them, and therefore you must visit him as soon as he comes."

"I see no occasion for that. You and the girls may go, or you may send them by themselves, which perhaps will be still better, for as you are as handsome as any of them, Mr. Bingley might like you the best of the party."

"My dear, you flatter me. I certainly have had my share of beauty, but I do not pretend to be anything extraordinary now. When a woman has five grown-up daughters she ought to give over thinking of her own beauty."

"In such cases a woman has not often much beauty to think of."

"But, my dear, you must indeed go and see Mr. Bingley when he comes into the neighbourhood."

"It is more than I engage for, I assure you."

"But consider your daughters. Only think what an establishment it would be for one of them. Sir William and Lady Lucas are determined to go, merely on that account, for in general, you know, they visit no new-comers. Indeed you must go, for it will be impossible for us to visit him if you do not."

"You are over-scrupulous surely. I dare say Mr. Bingley will be very glad to see you; and I will send a few lines by you to assure him of my hearty consent to his marrying whichever he chooses of the girls: though I must throw in a good word for my little Lizzy."

"I desire you will do no such thing. Lizzy is not a bit better than the others; and I am sure she is not half so handsome as Jane, nor half so good-humoured as Lydia. But you are always giving her the preference."

"They have none of them much to recommend them," replied he; "they are all silly and ignorant, like other girls; but Lizzy has something more of quickness than her sisters."

"Mr. Bennet, how can you abuse your own children in such a way! You take delight in vexing me. You have no compassion on my poor nerves."

"You mistake me, my dear. I have a high respect for your nerves. They are my old friends. I have heard you mention them with consideration these twenty years at least."

"Ah! you do not know what I suffer."

"But I hope you will get over it, and live to see many young men of four thousand a year come into the neighbourhood."

"It will be no use to us if twenty such should come, since you will not visit them."

"Depend upon it, my dear, that when there are twenty, I will visit them all."

Mr. Bennet was so odd a mixture of quick parts, sarcastic humour, reserve, and caprice, that the experience of three-and-twenty years had been insufficient to make his wife understand his character. Her mind was less difficult to develop. She was a woman of mean understanding, little information, and uncertain temper. When she was discontented she fancied herself nervous. The business of her life was to get her daughters married; its solace was visiting and news.

Poe, Edgar Allan. "The Cask of Amontillado." *Complete Stories and Poems of Edgar Allan Poe*. New York: Doubleday, 1984. (1846)

The thousand injuries of Fortunato I had borne as I best could, but when he ventured upon insult I vowed revenge. You, who so well know the nature of my soul, will not suppose, however, that gave utterance to a threat. At length I would be avenged; this was a point definitely, settled --but the very definitiveness with which it was resolved precluded the idea of risk. I must not only punish but punish with impunity. A wrong is unredressed when retribution overtakes its redresser. It is equally unredressed when the avenger fails to make himself felt as such to him who has done the wrong.

It must be understood that neither by word nor deed had I given Fortunato cause to doubt my good will. I continued, as was my in to smile in his face, and he did not perceive that my smile now was at the thought of his immolation.

He had a weak point --this Fortunato --although in other regards he was a man to be respected and even feared. He prided himself on his connoisseurship in wine. Few Italians have the true virtuoso spirit. For the most part their enthusiasm is adopted to suit the time and opportunity, to practise imposture upon the British and Austrian millionaires. In painting and gemmary, Fortunato, like his countrymen, was a quack, but in the matter of old wines he was sincere. In this respect I did not differ from him materially; --I was skilful in the Italian vintages myself, and bought largely whenever I could.

It was about dusk, one evening during the supreme madness of the carnival season, that I encountered my friend. He accosted me with excessive warmth, for he had been drinking much. The man wore motley. He had on a tight-fitting parti-striped dress, and his head was surmounted by the conical cap and bells. I was so pleased to see him that I thought I should never have done wringing his hand.

I said to him --"My dear Fortunato, you are luckily met. How remarkably well you are looking to-day. But I have received a pipe of what passes for Amontillado, and I have my doubts."

"How?" said he. "Amontillado, A pipe? Impossible! And in the middle of the carnival!"

"I have my doubts," I replied; "and I was silly enough to pay the full Amontillado price without consulting you in the matter. You were not to be found, and I was fearful of losing a bargain."

"Amontillado!"

"I have my doubts."

"Amontillado!"

"And I must satisfy them."

"Amontillado!"

"As you are engaged, I am on my way to Luchresi. If any one has a critical turn it is he. He will tell me --"

"Luchresi cannot tell Amontillado from Sherry."

"And yet some fools will have it that his taste is a match for your own.

"Come, let us go."

Brontë, Charlotte. *Jane Eyre*. Oxford: Oxford University Press, 2000. (1848)
From Chapter 1

There was no possibility of taking a walk that day. We had been wandering, indeed, in the leafless shrubbery an hour in the morning; but since dinner (Mrs. Reed, when there was no company, dined early) the cold winter wind had brought with it clouds so sombre, and a rain so penetrating, that further out-door exercise was now out of the question.

I was glad of it: I never liked long walks, especially on chilly afternoons: dreadful to me was the coming home in the raw twilight, with nipped fingers and toes, and a heart saddened by the chidings of Bessie, the nurse, and humbled by the consciousness of my physical inferiority to Eliza, John, and Georgiana Reed.

The said Eliza, John, and Georgiana were now clustered round their mama in the drawing-room: she lay reclined on a sofa by the fireside, and with her darlings about her (for the time neither quarrelling nor crying) looked perfectly happy. Me, she had dispensed from joining the group; saying, "She regretted to be under the necessity of keeping me at a distance; but that until she heard from Bessie, and could discover by her own observation, that I was endea-

vouring in good earnest to acquire a more sociable and childlike disposition, a more attractive and sprightly manner—something lighter, franker, more natural, as it were—she really must exclude me from privileges intended only for contented, happy, little children."

"What does Bessie say I have done?" I asked.

"Jane, I don't like cavillers or questioners; besides, there is something truly forbidding in a child taking up her elders in that manner. Be seated somewhere; and until you can speak pleasantly, remain silent."

A breakfast-room adjoined the drawing-room, I slipped in there. It contained a bookcase: I soon possessed myself of a volume, taking care that it should be one stored with pictures. I mounted into the window-seat: gathering up my feet, I sat cross-legged, like a Turk; and, having drawn the red moreen curtain nearly close, I was shrined in double retirement.

Folds of scarlet drapery shut in my view to the right hand; to the left were the clear panes of glass, protecting, but not separating me from the drear November day. At intervals, while turning over the leaves of my book, I studied the aspect of that winter afternoon. Afar, it offered a pale blank of mist and cloud; near a scene of wet lawn and storm-beat shrub, with ceaseless rain sweeping away wildly before a long and lamentable blast.

Hawthorne, Nathaniel. *The Scarlet Letter: A Romance*. New York: Penguin, 2003. (1850)
From Chapter 16

The road, after the two wayfarers had crossed from the Peninsula to the mainland, was no other than a foot-path. It straggled onward into the mystery of the primeval forest. This hemmed it in so narrowly, and stood so black and dense on either side, and disclosed such imperfect glimpses of the sky above, that, to Hester's mind, it imaged not amiss the moral wilderness in which she had so long been wandering. The day was chill and sombre. Overhead was a gray expanse of cloud, slightly stirred, however, by a breeze; so that a gleam of flickering sunshine might now and then be seen at its solitary play along the path. This flitting cheerfulness was always at the further extremity of some long vista through the forest. The sportive sunlight--feebly sportive, at best, in the predominant pensiveness of the day and scene--withdrew itself as they came nigh, and left the spots where it had danced the drearier, because they had hoped to find them bright.

"Mother," said little Pearl, "the sunshine does not love you. It runs away and hides itself, because it is afraid of something on your bosom. Now, see! There it is, playing a good way off. Stand you here, and let me run and catch it. I am but a child. It will not flee from me--for I wear nothing on my bosom yet!"

"Nor ever will, my child, I hope," said Hester.

"And why not, mother?" asked Pearl, stopping short, just at the beginning of her race. "Will not it come of its own accord when I am a woman grown?"

"Run away, child," answered her mother, "and catch the sunshine. It will soon be gone "

Pearl set forth at a great pace, and as Hester smiled to perceive, did actually catch the sunshine, and stood laughing in the midst of it, all brightened by its splendor, and scintillating with the vivacity excited by rapid motion. The light lingered about the lonely child, as if glad of such a playmate, until her mother had drawn almost nigh enough to step into the magic circle too.

"It will go now," said Pearl, shaking her head.

"See!" answered Hester, smiling; "now I can stretch out my hand and grasp some of it."

As she attempted to do so, the sunshine vanished; or, to judge from the bright expression that was dancing on Pearl's features, her mother could have fancied that the child had absorbed it into herself, and would give it forth again, with a gleam about her path, as they should plunge into some gloomier shade. There was no other attribute that so much impressed her with a sense of new and untransmitted vigor in Pearl's nature, as this never failing vivacity of spirits: she had not the disease of sadness, which almost all children, in these latter days, inherit, with the scrofula, from the troubles of their ancestors. Perhaps this, too, was a disease, and but the reflex of the wild energy with which Hester had fought against her sorrows before Pearl's birth. It was certainly a doubtful charm, imparting a hard, metallic lustre to the child's character. She wanted--what some people want throughout life--a grief that should deeply touch her, and thus humanize and make her capable of sympathy. But there was time enough yet for little Pearl.

"Come, my child!" said Hester, looking about her from the spot where Pearl had stood still in the sunshine--"we will sit down a little way within the wood, and rest ourselves."

Dostoevsky, Fyodor. *Crime and Punishment.* Translated by Constance Black Garnett. New York: Dover, 2001. (1866)

On an exceptionally hot evening early in July a young man came out of the garret in which he lodged in S. Place and walked slowly, as though in hesitation, towards K. bridge.

He had successfully avoided meeting his landlady on the staircase. His garret was under the roof of a high, five-storied house and was more like a cupboard than a room. The landlady who provided him with garret, dinners, and attendance, lived on the floor below, and every time he went out he was obliged to pass her kitchen, the door of which invariably stood open. And each time he passed, the young man had a sick, frightened feeling, which made him scowl and feel ashamed. He was hopelessly in debt to his landlady, and was afraid of meeting her.

This was not because he was cowardly and abject, quite the contrary; but for some time past he had been in an overstrained irritable condition, verging on hypochondria. He had become so completely absorbed in himself, and isolated from his fellows that he dreaded meeting, not only his landlady, but anyone at all. He was crushed by poverty, but the anxieties of his position had of late ceased to weigh upon him. He had given up attending to matters of practical importance; he had lost all desire to do so. Nothing that any landlady could do had a real terror for him. But to be stopped on the stairs, to be forced to listen to her trivial, irrelevant gossip, to pestering demands for payment, threats and complaints, and to rack his brains for excuses, to prevaricate, to lie—no, rather than that, he would creep down the stairs like a cat and slip out unseen.

This evening, however, on coming out into the street, he became acutely aware of his fears.

"I want to attempt a thing like that and am frightened by these trifles," he thought, with an odd smile. "Hm... yes, all is in a man's hands and he lets it all slip from cowardice, that's an axiom. It would be interesting to know what it is men are most afraid of. Taking a new step, uttering a new word is what they fear most.... But I am talking too much. It's because I chatter that I do nothing. Or perhaps it is that I chatter because I do nothing. I've learned to chatter this last month, lying for days together in my den thinking... of Jack the Giant-killer. Why am I going there now? Am I capable of that? Is that serious? It is not serious at all. It's simply a fantasy to amuse myself; a plaything! Yes, maybe it is a plaything."

The heat in the street was terrible: and the airlessness, the bustle and the plaster, scaffolding, bricks, and dust all about him, and that special Petersburg stench, so familiar to all who are unable to get out of town in summer—all worked painfully upon the young man's already overwrought nerves. The insufferable stench from the pot-houses, which are particularly numerous in that part of the town, and the drunken men whom he met continually, although it was a working day, completed the revolting misery of the picture. An expression of the profoundest disgust gleamed for a moment in the young man's refined face. He was, by the way, exceptionally handsome, above the average in height, slim, well-built, with beautiful dark eyes and dark brown hair. Soon he sank into deep thought, or more accurately speaking into a complete blankness of mind; he walked along not observing what was about him and not caring to observe it. From time to time, he would mutter something, from the habit of talking to himself, to which he had just confessed. At these moments he would become conscious that his ideas were sometimes in a tangle and that he was very weak; for two days he had scarcely tasted food.

He was so badly dressed that even a man accustomed to shabbiness would have been ashamed to be seen in the street in such rags. In that quarter of the town, however, scarcely any shortcoming in dress would have created surprise. Owing to the proximity of the Hay Market, the number of establishments of bad character, the preponderance of the trading and working class population crowded in these streets and alleys in the heart of Petersburg, types so various were to be seen in the streets that no figure, however queer, would have caused surprise. But there was such accumulated bitterness and contempt in the young man's heart, that, in spite of all the fastidiousness of youth, he minded his rags least of all in the street. It was a different matter when he met with acquaintances or with former fellow students, whom, indeed, he disliked meeting at any time. And yet when a drunken man who, for some unknown reason, was being taken somewhere in a huge waggon dragged by a heavy dray horse, suddenly shouted at him as he drove past: "Hey there, German hatter" bawling at the top of his voice and pointing at him—the young man stopped suddenly and clutched tremulously at his hat. It was a tall round hat from Zimmerman's, but completely worn out, rusty with age, all torn and bespattered, brimless and bent on one side in a most unseemly fashion. Not shame, however, but quite another feeling akin to terror had overtaken him.

Jewett, Sarah Orne. "A White Heron." *A White Heron and Other Stories*. Boston: Houghton Mifflin, 1886. (1886)

Half a mile from home, at the farther edge of the woods, where the land was highest, a great pine-tree stood, the last of its generation. Whether it was left for a boundary mark, or for what reason, no one could say; the woodchoppers who had felled its mates were dead and gone long ago, and a whole forest of sturdy trees, pines and oaks and maples, had grown again. But the stately head of this old pine towered above them all and made a landmark for sea and shore miles and miles away. Sylvia knew it well. She had always believed that whoever climbed to the top of it could see the ocean; and the little girl had often laid her hand on the great rough trunk and looked up wistfully at those dark boughs that the wind always stirred, no matter how hot and still the air might be below. Now she thought of the tree with a new excitement, for why, if one climbed it at break of day, could not one see all the world, and easily discover from whence the white heron flew, and mark the place, and find the hidden nest?

What a spirit of adventure, what wild ambition! What fancied triumph and delight and glory for the later morning when she could make known the secret! It was almost too real and too great for the childish heart to bear.

All night the door of the little house stood open and the whippoorwills came and sang upon the very step. The young sportsman and his old hostess were sound asleep, but Sylvia's great design kept her broad awake and watching. She forgot to think of sleep. The short summer night seemed as long as the winter darkness, and at last when the whippoorwills ceased, and she was afraid the morning would after all come too soon, she stole out of the house and followed the pasture path through the woods, hastening toward the open ground beyond, listening with a sense of comfort and companionship to the drowsy twitter of a half-awakened bird, whose perch she had jarred in passing. Alas, if the great wave of human interest which flooded for the first time this dull little life should sweep away the satisfactions of an existence heart to heart with nature and the dumb life of the forest!

There was the huge tree asleep yet in the paling moonlight, and small and silly Sylvia began with utmost bravery to mount to the top of it, with tingling, eager blood coursing the channels of her whole frame, with her bare feet and fingers, that pinched and held like bird's claws to the monstrous ladder reaching up, up, almost to the sky itself. First she must mount the white oak tree that grew alongside, where she was almost lost among the dark branches and the green leaves heavy and wet with dew; a bird fluttered off its nest, and a red squirrel ran to and fro and scolded pettishly at the harmless housebreaker. Sylvia felt her way easily. She had often climbed there, and knew that higher still one of the oak's upper branches chafed against the pine trunk, just where its lower boughs were set close together. There, when she made the dangerous pass from one tree to the other, the great enterprise would really begin.

She crept out along the swaying oak limb at last, and took the daring step across into the old pine-tree. The way was harder than she thought; she must reach far and hold fast, the sharp dry twigs caught and held her and scratched her like angry talons, the pitch made her thin little fingers clumsy and stiff as she went round and round the tree's great stem, higher and higher upward. The sparrows and robins in the woods below were beginning to wake and twitter to the dawn, yet it seemed much lighter there aloft in the pine-tree, and the child knew she must hurry if her project were to be of any use.

The tree seemed to lengthen itself out as she went up, and to reach farther and farther upward. It was like a great main-mast to the voyaging earth; it must truly have been amazed that morning through all its ponderous frame as it felt this determined spark of human spirit wending its way from higher branch to branch. Who knows how steadily the least twigs held themselves to advantage this light, weak creature on her way! The old pine must have loved his new dependent. More than all the hawks, and bats, and moths, and even the sweet voiced thrushes, was the brave, beating heart of the solitary gray-eyed child. And the tree stood still and frowned away the winds that June morning while the dawn grew bright in the east.

Sylvia's face was like a pale star, if one had seen it from the ground, when the last thorny bough was past, and she stood trembling and tired but wholly triumphant, high in the tree-top. Yes, there was the sea with the dawning sun making a golden dazzle over it, and toward that glorious east flew two hawks with slow-moving pinions. How low they looked in the air from that height when one had only seen them before far up, and dark against the blue sky. Their gray feathers were as soft as moths; they seemed only a little way from the tree, and Sylvia felt as if she too could go flying away among the clouds. Westward, the woodlands and farms reached miles and miles into the distance; here and there were church steeples, and white villages, truly it was a vast and awesome world.

Melville, Herman. *Billy Budd, Sailor*. New York: Penguin, 1986. (1886)
From Chapter 26

At sea in the old time, the execution by halter of a military sailor was generally from the fore-yard. In the present instance, for special reasons the main-yard was assigned. Under an arm of that lee-yard the prisoner was presently brought up, the Chaplain attending him. It was noted at the time and remarked upon afterwards, that in this final scene the good man evinced little or nothing of the perfunctory. Brief speech indeed he had with the condemned one, but the genuine Gospel was less on his tongue than in his aspect and manner towards him. The final preparations personal to the latter being speedily brought to an end by two boatswain's mates, the consummation impended. Billy stood facing aft. At the penultimate moment, his words, his only ones, words wholly unobstructed in the utterance were these -- "God bless Captain Vere!" Syllables so unanticipated coming from one with the ignominious hemp about his neck -- a conventional felon's benediction directed aft towards the quarters of honor; syllables too delivered in the clear melody of a singing-bird on the point of launching from the twig, had a phenomenal effect, not unenhanced by the rare personal beauty of the young sailor spiritualized now thro' late experiences so poignantly profound.

Without volition as it were, as if indeed the ship's populace were but the vehicles of some vocal current electric, with one voice from alow and aloft came a resonant sympathetic echo -- "God bless Captain Vere!" And yet at that instant Billy alone must have been in their hearts, even as he was in their eyes.

At the pronounced words and the spontaneous echo that voluminously rebounded them, Captain Vere, either thro' stoic self-control or a sort of momentary paralysis induced by emotional shock, stood erectly rigid as a musket in the ship-armorer's rack.

The hull deliberately recovering from the periodic roll to leeward was just regaining an even keel, when the last signal, a preconcerted dumb one, was given. At the same moment it chanced that the vapory fleece hanging low in the East, was shot thro' with a soft glory as of the fleece of the Lamb of God seen in mystical vision, and simultaneously therewith, watched by the wedged mass of upturned faces, Billy ascended; and, ascending, took the full rose of the dawn.

In the pinioned figure, arrived at the yard-end, to the wonder of all no motion was apparent, none save that created by the ship's motion, in moderate weather so majestic in a great ship ponderously cannoned.

Chekhov, Anton. "Home." Translated by Constance Garnett. *Early Short Stories 1883–1888*. New York: Modern Library, 1999. 352–361. (1887)

'Somebody came from the Grigorievs' to fetch a book, but I said you were not at home. The postman has brought the newspapers and two letters. And, by the way, sir, I wish you would give your attention to Seriozha. I saw him smoking today and also the day before yesterday. When I told him how wrong it was he put his fingers in his ears, as he always does, and began to sing loudly so as to drown my voice.'

Eugene Bilovsky, an attorney of the circuit court, who had just come home from a session and was taking off his gloves in his study, looked at the governess who was making this statement and laughed.

'So Seriozha has been smoking!' he said with a shrug of his shoulders. 'Fancy the little beggar with a cigarette in his mouth! How old is he?'

'Seven years old. It seems of small consequence to you, but at his age smoking is a bad, a harmful habit; and bad habits should be nipped in the bud.'

'You are absolutely right. Where does he get the tobacco?'

'From your table.'

'He does? In that case, send him to me.'

When the governess had gone, Bilovsky sat down in an easy-chair before his writing-table and began to think. For some reason he pictured to himself his Seriozha enveloped in clouds of tobacco smoke, with a huge, yard-long cigarette in his mouth, and this caricature made him smile. At the same time the earnest, anxious face of the governess awakened in him memories of days long past and half-forgotten, when smoking at school and in the nursery aroused in masters and parents a strange, almost incomprehensible horror. It really was horror. Children were unmercifully flogged, and expelled from school, and their lives were blighted, although not one of the teachers nor fathers knew exactly what constituted the harm and offence of smoking. Even very intelligent people did not hesitate to combat the vice they did not understand. Bilovsky called to mind the principal of his school, a highly educated, good-natured old man, who was so shocked when he caught a scholar with a cigarette that he would turn pale and immediately summon a special session of the school board and sentence the offender to expulsion. No doubt that is one of the laws of society—the less an evil is understood the more bitterly and harshly it is attacked.

The attorney thought of the two or three boys who had been expelled and of their subsequent lives, and could not but reflect that punishment is, in many cases, more productive of evil than crime itself. The living organism possesses the faculty of quickly adapting itself to every condition; if it were not so man would be conscious every moment of the unreasonable foundations on which his reasonable actions rest and how little of justice and assurance are to be found even in those activities which are fraught with so much responsibility and which are so appalling in their consequences, such as education, literature, the law—

And thoughts such as these came floating into Bilovsky's head; light, evanescent thoughts such as only enter weary, resting brains. One knows not whence they are nor why they come; they stay but a short while and seem to spread across the surface of the brain without ever sinking very far into its depths. For those whose minds for hours and days together are forced to be occupied with business and to travel always along the same lines, these homelike, untrammelled musings bring a sort of comfort and a pleasant restfulness of their own.

It was nine o'clock. On the floor overhead someone was pacing up and down, and still higher up, on the third storey, four hands were playing scales on the piano. The person who was pacing the floor seemed, from his nervous strides, to be the victim of tormenting thoughts or of the toothache; his footsteps and the monotonous scales added to the quiet of the evening something somnolent that predisposed the mind to idle reveries.

In the nursery, two rooms away, Seriozha and his governess were talking.

'Pa–pa has come!" sang the boy. "Papa has co–ome! Pa! Pa! Pa!'

'Votre père vous appelle, allez vite!' cried the governess, twittering like a frightened bird.

'What shall I say to him?' thought Bilovsky.

But before he had time to think of anything to say his son Seriozha had already entered the study. This was a little person whose sex could only be divined from his clothes—he was so delicate, and fair, and frail. His body was as languid as a hot-house plant and everything about him looked wonderfully dainty and soft—his movements, his curly hair, his glance, his velvet tunic.

'Good evening, papa,' he said in a gentle voice, climbing on to his father's knee and swiftly kissing his neck. 'Did you send for me?'

'Wait a bit, wait a bit, master,' answered the lawyer, putting him aside. 'Before you and I kiss each other we must have a talk, a serious talk. I am angry with you, and I don't love you any more; do you understand that, young man? I don't love you, and you are no son of mine.'

Seriozha looked steadfastly at his father and then turned his regard to the table and shrugged his shoulders.

'What have I done?' he asked, perplexed, and blinked. 'I didn't go into your study once today, and I haven't touched a thing.'

'Miss Natalie has just been complaining to me that you have been smoking; is that so? Have you been smoking?'

'Yes, I smoked once. That is so.'

'There! So now you have told a lie into the bargain!' said the lawyer, disguising his smile by a frown. 'Miss Natalie saw you smoking twice. That means that you have been caught doing three naughty things: smoking, taking tobacco that doesn't belong to you off my table, and telling a lie. Three accusations!'

Fitzgerald, F. Scott. *The Great Gatsby*. New York: Scribner, 2000. (1925)
From Chapter 3

There was music from my neighbor's house through the summer nights. In his blue gardens men and girls came and went like moths among the whisperings and the champagne and the stars. At high tide in the afternoon I watched his guests diving from the tower of his raft, or taking the sun on the hot sand of his beach while his two motorboats slit the waters of the Sound, drawing aquaplanes over cataracts of foam. On week ends his Rolls-Royce became an omnibus, bearing parties to and from the city between nine in the morning and long past midnight, while his station wagon scampered like a brisk yellow bug to meet all trains. And on Mondays eight servants, including an extra gardener, toiled all day with mops and scrubbing brushes and hammers and garden shears, repairing the ravages of the night before.

Every Friday five crates of oranges and lemons arrived from a fruiterer in New York—every Monday these same oranges and lemons left his back door in a pyramid of pulpless halves. There was a machine in the kitchen which could extract the juice of two hundred oranges in half an hour if a little button was pressed two hundred times by a butler's thumb.

At least once a fortnight a corps of caterers came down with several hundred feet of canvas and enough colored lights to make a Christmas tree of Gatsby's enormous garden. On buffet tables, garnished with glistening hors d'oeuvres, spiced baked hams crowded against salads of harlequin designs and pastry pigs and turkeys bewitched to a dark gold. In the main hall a bar with a real brass rail was set up, and stocked with gins and liquors and with cordials so long forgotten that most of his female guests were too young to know one from another.

Faulkner, William. *As I Lay Dying.* New York: Vintage, 1990. (1930)
From "Darl"

Jewel and I come up from the field, following the path in single file. Although I am fifteen feet ahead of him, anyone watching us from the cottonhouse can see Jewel's frayed and broken straw hat a full head above my own.

The path runs straight as a plumb-line, worn smooth by feet and baked brick-hard by July, between the green rows of laidby cotton, to the cottonhouse at four soft right angles and goes on across the field again, worn so by feet in fading precision.

The cottonhouse is of rough logs, from between which the chinking has long fallen. Square, with a broken roof set at a single pitch, it leans in empty and shimmering dilapidation in the sunlight, a single broad window in two opposite walls giving onto the approaches of the path. When we reach it I turn and follow the path which circles the house. Jewel, fifteen feet behind me, looking straight ahead, steps in a single stride through the window. Still staring straight ahead, his pale eyes like wood set into his wooden face, he crosses the floor in four strides with the rigid gravity of

a cigar store Indian dressed in patched overalls and endued with life from the hips down, and steps in a single stride through the opposite window and into the path again just as I come around the corner. In single file and five feet apart and Jewel now in front, we go on up the path toward the foot of the bluff.

Tull's wagon stands beside the spring, hitched to the rail, the reins wrapped about the seat stanchion. In the wagon bed are two chairs. Jewel stops at the spring and takes the gourd from the willow branch and drinks. I pass him and mount the path, beginning to hear Cash's saw.

When I reach the top he has quit sawing. Standing in a litter of chips, he is fitting two of the boards together. Between the shadow spaces they are yellow as gold, like soft gold, bearing on their flanks in smooth undulations the marks of the adze blade: a good carpenter, Cash is. He holds the two planks on the trestle, fitted along the edges in a quarter of the finished box. He kneels and squints along the edge of them, then he lowers them and takes up the adze. A good carpenter. Addie Bundren could not want a better one, a better box to lie in. It will give her confidence and comfort. I go on to the house, followed by the

Chuck. Chuck. Chuck.

of the adze.

Hemingway, Ernest. *A Farewell to Arms.* New York: Scribner, 1995. (1929)

Sometimes in the dark we heard the troops marching under the window and guns going past pulled by motor-tractors. There was much traffic at night and many mules on the roads with boxes of ammunition on each side of their pack-saddles and gray motor trucks that carried men, and other trucks with loads covered with canvas that moved slower in the traffic. There were big guns too that passed in the day drawn by tractors, the long barrels of the guns covered with green branches and green leafy branches and vines laid over the tractors. To the north we could look across a valley and see a forest of chestnut trees and behind it another mountain on this side of the river. There was fighting for that mountain too, but it was not successful, and in the fall when the rains came the leaves all fell from the chestnut trees and the branches were bare and the trunks black with rain. The vineyards were thin and bare-branched too and all the country wet and brown and dead with the autumn. There were mists over the river and clouds on the mountain and the trucks splashed mud on the road and the troops were muddy and wet in their capes; their rifles were wet and under their capes the two leather cartridge-boxes on the front of the belts, gray leather boxes heavy with the packs of clips of thin, long 6.5 mm. cartridges, bulged forward under the capes so that the men, passing on the road, marched as though they were six months gone with child.

Hurston, Zora Neale. *Their Eyes Were Watching God*. New York: Harper Perennial, 1990. (1937)
From Chapter 1

Ships at a distance have every man's wish on board. For some they come in with the tide. For others they sail forever on the horizon, never out of sight, never landing until the Watcher turns his eyes away in resignation, his dreams mocked to death by Time. That is the life of men.

Now, women forget all those things they don't want to remember, and remember everything they don't want to forget. The dream is the truth. Then they act and do things accordingly.

So the beginning of this was a woman and she had come back from burying the dead. Not the dead of sick and ailing with friends at the pillow and the feet. She had come back from the sodden and the bloated; the sudden dead, their eyes flung wide open in judgment.

The people all saw her come because it was sundown. The sun was gone, but he had left his footprints in the sky. It was the time for sitting on porches beside the road. It was the time to hear things and talk. These sitters had been tongueless, earless, eyeless conveniences all day long. Mules and other brutes had occupied their skins. But now, the sun and the bossman were gone, so the skins felt powerful and human. They became lords of sounds and lesser things. They passed nations through their mouths. They sat in judgment.

Seeing the woman as she was made them remember the envy they had stored up from other times. So they chewed up the back parts of their minds and swallowed with relish. They made burning statements with questions, and killing tools out of laughs. It was mass cruelty. A mood come alive, Words walking without masters; walking altogether like harmony in a song.

Borges, Jorge Luis. "The Garden of Forking Paths." From *Labyrinths: Selected Stories and Other Writings*. New York: New Directions, 1964. (1941)

"Before unearthing this letter, I had questioned myself about the ways in which a book can be infinite. I could think of nothing other than a cyclic volume, a circular one. A book whose last page was identical with the first, a book which had the possibility of continuing indefinitely. I remembered too that night which is at the middle of the Thousand and One Nights when Scheherazade (through a magical oversight of the copyist) begins to relate word for word the story of the Thousand and One Nights, establishing the risk of coming once again to the night when she must repeat it, and thus on to infinity. I imagined as well a Platonic, hereditary work, transmitted from father to son, in which each new individual adds a chapter or corrects with pious care the pages of his elders. These conjectures diverted me; but none seemed to correspond, not even remotely, to the contradictory chapters of Ts'ui Pen. In the midst of this perplexity, I received from Oxford the manuscript you have examined. I lingered, naturally, on the sentence: I leave to the various futures (not to all) my garden o f forking paths. Almost instantly, I understood: `the garden of forking paths' was the chaotic novel; the phrase `the various futures (not to all)' suggested to me the forking in time, not in space. A broad rereading of the work confirmed the theory. In all fictional works, each time a man is confronted with several alternatives, he chooses one and eliminates the others; in the fiction of Ts'ui Pen, he chooses simultaneously-all of them. He creates, in this way, diverse futures, diverse times which themselves also proliferate and fork. Here, then, is the explanation of the novel's contradictions. Fang, let us say, has a secret; a stranger calls at his door; Fang resolves to kill him. Naturally, there are several possible outcomes: Fang can kill the intruder, the intruder can kill Fang, they both can escape, they both can die, and so forth. In the work of Ts'ui Pen, all possible outcomes occur; each one is the point of departure for other forkings. Sometimes, the paths of this labyrinth converge: for example, you arrive at this house, but in one of the possible pasts you are my enemy, in another, my friend. If you will resign yourself to my incurable pronunciation, we shall read a few pages."

Bellow, Saul. *The Adventures of Augie March*. New York: Viking, 1953. (1949)
From Chapter 10

"I haven't been wasting my time," he said. "I've been working on something. I think I'm getting married soon," he said, and didn't allow himself to smile with the announcement or temper it in some pleasant way.

"When? To whom?"

"To a woman with money."

"A woman? An older woman?" That was how I interpreted it.

"Well, what's the matter with you? Yes, I'd marry an older woman. Why not?"

"I bet you wouldn't." He was still able to amaze me, as though we had remained kids.

"We don't have to argue about it because she's not old. She's about twenty-two, I'm told."

"By whom? And you haven't even seen her?"

"No, I haven't. You remember the buyer, my old boss? He's fixing me up. I have her picture. She's not bad. Heavy—but I'm getting heavy too. She's sort of pretty. Anyhow, even if she weren't pretty, and if the buyer isn't lying about the dough—her family is supposed to have a mountain of dough—I'd marry her."

"You've already made up your mind?"

"I'll say I have!"

"And suppose she doesn't want to marry you?"

"I'll see that she does. Don't you think I can?"

"Maybe you can, but I don't like it. It's cold-blooded."

"Cold-blooded!" he said with sudden emotion. "What's cold-blooded about it? I'd be cold-blooded if I stayed as I am. I see around this marriage and beyond it. I'll never again go for all the nonsense about marriage. Everybody you lay eyes on, except perhaps a few like you and me, is born of marriage. Do you see anything so exceptional or wonderful about it that it makes it such a big deal? Why be fooling around to make this perfect great marriage? What's it going to save you from? Has it saved anybody—the jerks, the fools, the morons, the schleppers, the jag-offs, the monkeys, rats, rabbits, or the decent unhappy people or what you call nice people? They're all married or are born of marriages, so how can you pretend to me that it makes a difference that Bob loves Mary who loves Jerry? That's for the movies. Don't you see people pondering how to marry for love and getting the blood gypped out of them? Because while

they're looking for the best there is—and I figure that's what's wrong with you—everything else gets lost. It's sad. It's a pity, but it's that way."

I was all the same strongly against him; that he saw. Even if I couldn't just then consider myself on the active list of lovers and wasn't carrying a live torch any more for Esther Fenchel. I recognized his face as the face of a man in the wrong.

Morrison, Toni. *The Bluest Eye*. New York: Random House, 2007. 121–122. (1970)

One winter Pauline discovered she was pregnant. When she told Cholly, he surprised her by being pleased. He began to drink less and come home more often. They eased back into a relationship more like the early days of their marriage, when he asked if she were tired or wanted him to bring her something from the store. In this state of ease, Pauline stopped doing day work and returned to her own housekeeping. But the loneliness in those two rooms had not gone away. When the winter sun hit the peeling green paint of the kitchen chairs, when the smoked hocks were boiling in the pot, when all she could hear was the truck delivering furniture downstairs, she thought about back home, about how she had been all alone most of the time then too, but that this lonesomeness was different. Then she stopped staring at the green chairs, at the delivery truck; she went to the movies instead. There in the dark her memory was refreshed, and she succumbed to her earlier dreams. Along with the idea of romantic love, she was introduced to another—physical beauty. Probably the most destructive ideas in the history of human thought. Both originated in envy, thrived in insecurity, and ended in disillusion. In equating physical beauty with virtue, she stripped her mind, bound it, and collected self-contempt by the heap. She forgot lust and simple caring for. She regarded love as possessive mating, and romance as the goal of the spirit. It would be for her a well-spring from which she would draw the most destructive emotions, deceiving the lover and seeking to imprison the beloved, curtailing freedom in every way.

Garcia, Cristina. *Dreaming in Cuban*. New York: Random House, 1993. (1992)
From "The Languages Lost: Six Days in April"

Abuela gives me a box of letters she wrote to her onetime lover in Spain, but never sent. She shows me his photograph, too. It's very well preserved. He'd be good-looking by today's standards, well built with a full beard and kind eyes, almost professorial. He wore a crisp linen suit and a boater tilted slightly to the left. Abuela tells me she took the picture herself one Sunday on the Malecón,

She also gives me a book of poems she's had since 1930, we she heard García Lorca read at the Principal de la Comedia Theater. Abuela knows each poem by heart, and recites them quite dramatically.

I've started dreaming in Spanish, which has never happened before. I wake up feeling different, like something inside me is changing, something chemical and irreversible. There's a magic here working its way through my veins. There's something about the vegetation, too, that I respond to instinctively—the stunning bougainvillea, the flamboyants and jacarandas, the orchids growing from the trunks of the mysterious ceiba trees. And I love Havana, its noise and decay and painted ladyness. I could happily sit on one of those wrought-iron balconies for days, or keep my grandmother company on her porch, with its ringside view of the sea. I'm afraid to lose all this. To lose Abuela Celia again. But I know that sooner or later I'd have to return to New York. I know now it's where I belong—not instead of here, but more than here. How can I tell my grandmother this?

Media Text
Portal to selected interviews with author Cristina García:
http://www.cristinagarcianovelist.com/index.php?page=selectedinterviews

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Lahiri, Jhumpa. *The Namesake.* New York: Houghton Mifflin, 2004. (2003)
From Chapter 5

One day he attends a panel discussion about Indian novels written in English. He feels obligated to attend; one of the presenters on the panel, Amit, is a distant cousin who lives in Bombay, whom Gogol has never met. His mother has asked him to greet Amit on her behalf. Gogol is bored by the panelists, who keep referring to something called "marginality," as if it were some sort of medical condition. For most of the hour, he sketches portraits of the panelists, who sit hunched over their papers along a rectangular table. "Teleologically speaking, ABCDs are unable to answer the question 'Where are you from?'" the sociologist on the panel declares. Gogol has never heard the term ABCD. He eventually gathers that it stands for "American-born confused deshi." In other words, him. He learns that the C could also stand for "conflicted." He knows that deshi, a generic word for "countryman," means "Indian," knows that his parents and all their friends always refer to India simply as desh. But Gogol never thinks of India as desh. He thinks of it as Americans do, as India.

Gogol slouches in his seat and ponders certain awkward truths. For instance, although he can understand his mother

tongue, and speak it fluently, he cannot read or write it with even modest proficiency. On trips to India his American-accented English is a source of endless amusement to his relatives, and when he and Sonia speak to each other, aunts and uncles and cousins always shake their heads in disbelief and say, "I didn't understand a word!" Living with a pet name and a good name, in a place where such distinctions do not exist—surely that was emblematic of the greatest confusion of all. He searches the audience for someone he knows, but it isn't his crowd—lots of lit majors with leather satchels and gold-rimmed glasses and fountain pens, lots of people Ruth would have waved to. There are also lots of ABCDs. He has no idea there are this many on campus. He has no ABCD friends at college. He avoids them, for they remind him too much of the way his parents choose to live, befriending people not so much because they like them, but because of a past they happen to share. "Gogol, why aren't you a member of the Indian association here?" Amit asks later when they go for a drink at the Anchor. "I just don't have the time," Gogol says, not telling his well-meaning cousin that he can think of no greater hypocrisy than joining an organization that willingly celebrates occasions his parents forced him, throughout his childhood and adolescence, to attend. "I'm Nikhil now," Gogol says, suddenly depressed by how many more times he will have to say this, asking people to remember, reminding them to forget, feeling as if an errata slip were perpetually pinned to his chest.

Drama

Shakespeare, William. *The Tragedy of Hamlet.* New Haven: Yale University Press, 2003. (1599)
From Act III, Scene 3

KING CLAUDIUS

O, my offence is rank it smells to heaven;
It hath the primal eldest curse upon't,
A brother's murder. Pray can I not,
Though inclination be as sharp as will:
My stronger guilt defeats my strong intent;
And, like a man to double business bound,
I stand in pause where I shall first begin,
And both neglect. What if this cursed hand
Were thicker than itself with brother's blood,
Is there not rain enough in the sweet heavens
To wash it white as snow? Whereto serves mercy
But to confront the visage of offence?
And what's in prayer but this two-fold force,
To be forestalled ere we come to fall,
Or pardon'd being down? Then I'll look up;
My fault is past. But, O, what form of prayer
Can serve my turn? 'Forgive me my foul murder'?
That cannot be; since I am still possess'd
Of those effects for which I did the murder,
My crown, mine own ambition and my queen.
May one be pardon'd and retain the offence?
In the corrupted currents of this world
Offence's gilded hand may shove by justice,
And oft 'tis seen the wicked prize itself
Buys out the law: but 'tis not so above;
There is no shuffling, there the action lies
In his true nature; and we ourselves compell'd,
Even to the teeth and forehead of our faults,
To give in evidence. What then? what rests?
Try what repentance can: what can it not?
Yet what can it when one can not repent?
O wretched state! O bosom black as death!
O limed soul, that, struggling to be free,
Art more engaged! Help, angels! Make assay!
Bow, stubborn knees; and, heart with strings of steel,
Be soft as sinews of the newborn babe!
All may be well.

Molière, Jean-Baptiste Poquelin. Tartuffe. *The Project Gutenberg eBook of Tartuffe*. Translated by Jeffrey D. Hoeper. Release Date: April 3, 2009 [eBook #28488] (1664)
From Act III, Scene VI

Orgon. What do I hear? Good God! Is it credible?

Tartuffe. Yes, brother, I'm wicked and culpable,
A sorry sinner, full of iniquity,
As great a wretch as there ever could be.
My entire life has been soiled with evil;
It's nothing but a mass of sinful upheaval.
And I see that God has, for my punishment,
Chosen to mortify me with this event.
Let them connect any crime with my name;
I waive all defense and take all the blame.
Believe what they tell you, stoke up your wrath,
And drive me like a felon from your path.
The shame that I bear cannot be too great,
For I know I deserve a much worse fate.

Orgon [to his son]. Traitor! Do you dare, by your duplicity,
To taint both his virtue and purity?

Damis. What? Can the false meekness of this hypocrite
Cause you to belie . . .

Orgon. Shut up, you misfit.

Tartuffe. Oh, let him go on. You are wrong to scold,
And you'd be wise to believe the story he's told.
In light of his claims, why should you favor me?
What do you know of my culpability?
Why put your faith in my exterior?
Why should you think that I'm superior?
No, no, appearances are fooling you,
I am the kind of man you should eschew.
The whole world thinks that I have earned God's blessing,
But the plain truth is . . . that I'm worth nothing.

Wilde, Oscar. *The Importance of Being Earnest*. Cambridge: Cambridge University Press, 1999. (1895)
From Act II, Part 2

Cecily [rather shy and confidingly]: Dearest Gwendolen, there is no reason why I should make a secret of it to you. Our little county newspaper is sure to chronicle the fact next week. Mr. Ernest Worthing and I are engaged to be married.

Gwendolen [quite politely, rising]: My darling Cecily, I think there must be some slight error. Mr. Ernest Worthing is engaged to me. The announcement will appear in the Morning Post on Saturday at the latest.

Cecily [very politely, rising]: I am afraid you must be under some misconception. Ernest proposed to me exactly ten minutes ago. [Shows diary.]

Gwendolen [examines diary through her lorgnettte carefully]: It is certainly very curious, for he asked me to be his wife yesterday afternoon at 5.30. If you would care to verify the incident, pray do so. [Produces diary of her own.] I never travel without my diary. One should always have something sensational to read in the train. I am so sorry, dear Cecily, if it is any disappointment to you, but I am afraid I have the prior claim.

Cecily: It would distress me more than I can tell you, dear Gwendolen, if it caused you any mental or physical anguish, but I feel bound to point out that since Ernest proposed to you he clearly has changed his mind.

Gwendolen [meditatively]: If the poor fellow has been entrapped into any foolish promise I shall consider it my duty to rescue him at once, and with a firm hand.

Cecily [thoughtfully and sadly]: Whatever unfortunate entanglement my dear boy may have got into, I will never reproach him with it after we are married.

Gwendolen: Do you allude to me, Miss Cardew, as an entanglement? You are presumptuous. On an occasion of this kind it becomes more than a moral duty to speak one's mind. It becomes a pleasure.

Cecily: Do you suggest, Miss Fairfax, that I entrapped Ernest into an engagement? How dare you? This is no time for wearing the shallow mask of manners. When I see a spade I call it a spade.

Gwendolen [satirically]: I am glad to say that I have never seen a spade. It is obvious that our social spheres have been widely different.

[Enter Merriman, followed by the footman. He carries a salver, table cloth, and plate stand. Cecily is about to retort. The presence of the servants exercises a restraining influence, under which both girls chafe.]

Merriman: Shall I lay tea here as usual, Miss?

Cecily [sternly, in a calm voice]: Yes, as usual. [Merriman begins to clear table and lay cloth. A long pause. Cecily and Gwendolen glare at each other.]

Gwendolen: Are there many interesting walks in the vicinity, Miss Cardew?

Cecily: Oh! yes! a great many. From the top of one of the hills quite close one can see five counties.

Gwendolen: Five counties! I don't think I should like that; I hate crowds.

Cecily [sweetly]: I suppose that is why you live in town? [Gwendolen bites her lip, and beats her foot nervously with her parasol.]

Gwendolen: [Looking round.] Quite a well-kept garden this is, Miss Cardew.

Cecily: So glad you like it, Miss Fairfax.

Gwendolen: I had no idea there were any flowers in the country.

Cecily: Oh, flowers are as common here, Miss Fairfax, as people are in London.

Gwendolen: Personally I cannot understand how anybody manages to exist in the country, if anybody who is anybody does. The country always bores me to death.

Cecily: Ah! This is what the newspapers call agricultural depression, is it not? I believe the aristocracy are suffering very much from it just at present. It is almost an epidemic amongst them, I have been told. May I offer you some tea, Miss Fairfax?

Gwendolen [with elaborate politeness]: Thank you. [Aside.] Detestable girl! But I require tea!

Cecily [sweetly]: Sugar?

Gwendolen [superciliously]: No, thank you. Sugar is not fashionable any more. [Cecily looks angrily at her, takes up the tongs and puts four lumps of sugar into the cup.]

Cecily [severely]: Cake or bread and butter?

Gwendolen [in a bored manner]: Bread and butter, please. Cake is rarely seen at the best houses nowadays.

Cecily [cuts a very large slice of cake, and puts it on the tray]: Hand that to Miss Fairfax.

[Merriman does so, and goes out with footman. Gwendolen drinks the tea and makes a grimace. Puts down cup at once, reaches out her hand to the bread and butter, looks at it, and finds it is cake. Rises in indignation.]

Gwendolen: You have filled my tea with lumps of sugar, and though I asked most distinctly for bread and butter, you have given me cake. I am known for the gentleness of my disposition, and the extraordinary sweetness of my nature, but I warn you, Miss Cardew, you may go too far.

Cecily [rising]: To save my poor, innocent, trusting boy from the machinations of any other girl there are no lengths to which I would not go.

Gwendolen: From the moment I saw you I distrusted you. I felt that you were false and deceitful. I am never deceived in such matters. My first impressions of people are invariably right.

Cecily: It seems to me, Miss Fairfax, that I am trespassing on your valuable time. No doubt you have many other calls of a similar character to make in the neighbourhood.

Wilder, Thornton. *Our Town: A Play in Three Acts*. New York: Perennial, 2003. (1938)

Emily: (softly, more in wonder than in grief) I can't bear it. They're so young and beautiful. Why did they ever have to get old? Mama, I'm here. I'm grown up. I love you all, everything.— I cant look at everything hard enough. *(pause, talking to her mother who does not hear her. She speaks with mounting urgency)* Oh, Mama, just look at me one minute as though you really saw me. Mama, fourteen years have gone by. I'm dead. You're a grandmother, Mama. I married George Gibbs, Mama. Wally's dead, too. Mama, his appendix burst on a camping trip to North Conway. We felt just terrible about it - don't you remember? But, just for a moment now we're all together. Mama, just for a moment we're happy. Let's look at one another. *(pause, looking desperate because she has received no answer. She speaks in a loud voice, forcing herself to not look at her mother)* I can't. I can't go on. It goes so fast. We don't have time to look at one another. *(she breaks down sobbing, she looks around)* I didn't realize. All that was going on in life and we never noticed. Take me back - up the hill - to my grave. But first: Wait! One more look. Good-by, Good-by, world. Good-by, Grover's Corners? Mama and Papa. Good-bye to clocks ticking? and Mama's sunflowers. And food and coffee. And new-ironed dresses and hot baths? and sleeping and waking up. Oh, earth, you're too wonderful for anybody to realize you. *(she asks abruptly through her tears)* Do any human beings ever realize life while they live it? - every, every minute? *(she sighs)* I'm ready to go back. I should have listened to you. That's all human beings are! Just blind people.

Miller, Arthur. *Death of a Salesman*. New York: Viking, 1996. (1949)
From Act II

Willy: Oh, yeah, my father lived many years in Alaska. He was an adventurous man. We've got quite a little streak of self-reliance in our family. I thought I'd go out with my older brother and try to locate him, and maybe settle in the North with the old man. And I was almost decided to go, when I met a salesman in the Parker House. His name was Dave Singleman. And he was eighty-four years old, and he'd drummed merchandise in thirty-one states. And old Dave, he'd go up to his room, y'understand, put on his green velvet slippers—I'll never forget—and pick up his phone and call the buyers, and without ever leaving is room, at the age of eighty-four, he made his living. And when I saw that, I realized that selling was the greatest career a man could want. 'Cause what could be more satisfying than to be able to go, at the age of eighty-four, into twenty or thirty different cities, and pick up a phone, and be remembered and loved and helped by so many different people? Do you know? When he died—and by the way he died the death of a salesman, in his green velvet slippers in the smoker of the New York, New Haven and Hartford, going into Boston—when he died, hundreds of salesmen and buyers were at his funeral. Things were sad on a lotta trains for months after that. He stands up. Howard has not looked at him. In those days there was personality in it, Howard. There was respect, and comradeship, and gratitude in it. Today, it's all cut and dried, and there's no chance for bringing friendship to bear—or personality. You see what I mean? They don't know me anymore.

Hansberry, Lorraine. *A Raisin in the Sun*. New York: Vintage, 1994. (1959)
From Act III

BENEATHA: He's no brother of mine.

MAMA: What you say?

BENEATHA: I said that that individual is that room is no brother of mine.

MAMA: That's what I thought you said. You feeling like you better than he is today? [BENEATHA does not answer.] Yes? What you tell him a minute ago? That he wasn't a man? Yes? You give him up for me? You done wrote his epitaph too—like the rest of the world? Well who give you the privilege?

BENEATHA: Be on my side for once! You say what he just did, Mama! You saw him—down on his knees. Wasn't it you who taught me—to despise any man who would do that. Do what he's going to do.

MAMA: Yes—I taught you that. Me and your daddy. But I thought I taught you something else too...I thought I taught you to love him.

BENEATHA: Love him? There is nothing left to love.

MAMA: There is always something left to love. And if you ain't learned that you ain't learned nothing. [Looking at her.] Have you cried for that boy today? I don't mean for yourself and for the family 'cause we lost the money. I mean for him; what he been through and what it done to him. Child, when do you think is the time to love somebody the most; when they done good and made things easy for everybody? Well then, you ain't through learning—because that ain't the time at all. It's when he's at him lowest and can't believe in hisself 'cause the world done whipped him so. When

you starts measuring somebody, measure him right, child, measure him right. Make sure you done taken into account what hills and valleys he come through before he got to wherever he is.

Soyinka, Wole. *Death and the King's Horseman: A Play*. New York: W. W. Norton, 2002. (1976)
From Act I, Scene 1

ELESIN:
Where the storm pleases, and when, it directs
The giants of the forest. When friendship summons
Is when the true comrade goes.

WOMEN:
Nothing will hold you back?

ELESIN:
Nothing. What! Has no one told you yet?
I go to keep my friend and master company.
Who says the mouth does not believe in
'No, I have chewed all that before?' I say I have.
The world is not a constant honey-pot.

Poetry

Li Po. "A Poem of Changgan." *The Jade Mountain: A Chinese Anthology.* Translated by Witter Bynner. New York: Knopf, 1929. (circa 700)

My hair had hardly covered my forehead.
I was picking flowers, playing by my door,
When you, my lover, on a bamboo horse,
Came trotting in circles and throwing green plums.
We lived near together on a lane in Ch'ang-kan,
Both of us young and happy-hearted.

...At fourteen I became your wife,
So bashful that I dared not smile,
And I lowered my head toward a dark corner
And would not turn to your thousand calls;
But at fifteen I straightened my brows and laughed,
Learning that no dust could ever seal our love,
That even unto death I would await you by my post
And would never lose heart in the tower of silent watching.

...Then when I was sixteen, you left on a long journey
Through the Gorges of Ch'u-t'ang, of rock and whirling water.
And then came the Fifth-month, more than I could bear,
And I tried to hear the monkeys in your lofty far-off sky.
Your footprints by our door, where I had watched you go,
Were hidden, every one of them, under green moss,
Hidden under moss too deep to sweep away.
And the first autumn wind added fallen leaves.
And now, in the Eighth-month, yellowing butterflies
Hover, two by two, in our west-garden grasses
And, because of all this, my heart is breaking
And I fear for my bright cheeks, lest they fade.

...Oh, at last, when you return through the three Pa districts,
Send me a message home ahead!
And I will come and meet you and will never mind the distance,
All the way to Chang-feng Sha.

Donne, John. "A Valediction Forbidding Mourning." *The Complete Poetry of John Donne*. Edited by John T. Shawcross. New York: Anchor Books, 1967. (1633)

As virtuous men pass mildly' away,
And whisper to their souls to go,
Whilst some of their sad friends do say
The breath goes now, and some say, no;

So let us melt, and make no noise,
No tear floods, nor sigh-tempests move,
'Twere profanation of our joys
To tell the laity our love.

Moving of th' earth brings harms and fears,
Men reckon what it did and meant;
But trepidation of the spheres,
Though greater far, is innocent.

Dull sublunary lovers' love
(Whose soul is sense) cannot admit
Absence, because it doth remove
Those things which elemented it.

But we by' a love so much refined
That our selves know not what it is,
Inter-assured of the mind,
Care less, eyes, lips, and hands to miss.

Our two souls therefore, which are one,
Though I must go, endure not yet
A breach, but an expansion,
Like gold to airy thinness beat.

If they be two, they are two so
As stiff twin compasses are two;
Thy soul, the fixed foot, makes no show
To move, but doth, if th' other do.

And though it in the center sit,
Yet when the other far doth roam,
It leans and hearkens after it,
And grows erect, as that comes home.

Such wilt thou be to me, who must
Like th' other foot, obliquely run.
Thy firmness makes my circle just.
And makes me end where I begun.

Wheatley, Phyllis. "On Being Brought From Africa to America." *New Anthology of American Poetry: Traditions and Revolutions, Beginnings to 1900 (Vol 1).* Edited by Steven Gould Axelrod, Camille Roman, and Thomas J. Travisano. Piscataway, New Jersey: Rutgers University Press, 2003. (1773)

'Twas mercy brought me from my Pagan land,
Taught my benighted soul to understand
That there's a God, that there's a Saviour too:
Once I redemption neither sought nor knew.
Some view our sable race with scornful eye,
"Their colour is a diabolic die."
Remember, Christians, Negros, black as Cain,
May be refin'd, and join th' angelic train.

Keats, John. "Ode on a Grecian Urn." *The Complete Poems of John Keats*. New York: Modern Library, 1994. (1820)

Thou still unravish'd bride of quietness,
Thou foster-child of silence and slow time,

Sylvan historian, who canst thus express
A flowery tale more sweetly than our rhyme:
What leaf-fring'd legend haunts about thy shape
Of deities or mortals, or of both,
In Tempe or the dales of Arcady?
What men or gods are these? What maidens loth?
What mad pursuit? What struggle to escape?
What pipes and timbrels? What wild ecstasy?

Heard melodies are sweet, but those unheard
Are sweeter; therefore, ye soft pipes, play on;
Not to the sensual ear, but, more endear'd,
Pipe to the spirit ditties of no tone:
Fair youth, beneath the trees, thou canst not leave
Thy song, nor ever can those trees be bare;
Bold Lover, never, never canst thou kiss,
Though winning near the goal—yet, do not grieve;
She cannot fade, though thou hast not thy bliss,
For ever wilt thou love, and she be fair!

Ah, happy, happy boughs! that cannot shed
Your leaves, nor ever bid the Spring adieu;
And, happy melodist, unwearied,
For ever piping songs for ever new;
More happy love! more happy, happy love!
For ever warm and still to be enjoy'd,
For ever panting, and for ever young;
All breathing human passion far above,
That leaves a heart high-sorrowful and cloy'd,
A burning forehead, and a parching tongue.

Who are these coming to the sacrifice?
To what green altar, O mysterious priest,
Lead'st thou that heifer lowing at the skies,
And all her silken flanks with garlands drest?
What little town by river or sea shore,
Or mountain-built with peaceful citadel,
Is emptied of this folk, this pious morn?
And, little town, thy streets for evermore
Will silent be; and not a soul to tell
Why thou art desolate, can e'er return.

O Attic shape! Fair attitude! with brede
Of marble men and maidens overwrought,
With forest branches and the trodden weed;
Thou, silent form, dost tease us out of thought
As doth eternity: Cold Pastoral!
When old age shall this generation waste,
Thou shalt remain, in midst of other woe
Than ours, a friend to man, to whom thou say'st,
"Beauty is truth, truth beauty,"—that is all
Ye know on earth, and all ye need to know.

Whitman, Walt. "Song of Myself." *Leaves of Grass*. Oxford: Oxford University Press, 1990. (c1860)
From "Song of Myself" 1

I celebrate myself, and sing myself,
And what I assume you shall assume,
For every atom belonging to me as good belongs to you.

I loafe and invite my soul,
I lean and loafe at my ease observing a spear of summer grass.

My tongue, every atom of my blood, form'd from this soil, this air,
Born here of parents born here from parents the same, and their parents the same,
I, now thirty-seven years old in perfect health begin,

Hoping to cease not till death.

Creeds and schools in abeyance,
Retiring back a while sufficed at what they are, but never forgotten,
I harbor for good or bad, I permit to speak at every hazard,
Nature without check with original energy.

Dickinson, Emily. "Because I Could Not Stop for Death." ***The Complete Poems of Emily Dickinson.*** **Boston: Little, Brown, 1960. (1890)**

Because I could not stop for Death—
He kindly stopped for me—
The Carriage held but just Ourselves—
And Immortality.

We slowly drove—He knew no haste
And I had put away
My labor and my leisure too,
For His Civility—

We passed the School, where Children strove
At Recess—in the Ring—
We passed the Fields of Grazing Grain—
We passed the Setting Sun—

We paused before a House that seemed
A Swelling of the Ground—
The Room was scarcely visible—
The Cornice—in the Ground—

Since then—'tis Centuries—and yet
Feels shorter than the Day
I first surmised the Horses' Heads
Were toward Eternity—

Tagore, Rabindranath. "Song VII." ***The Complete Text of Rabindranath Tagore's Gitanjali: Text and Critical Evaluation*** **by S. K. Paul. Translated by Rabindranath Tagore. New Dehli: Sarup and Sons, 2006. (1913)**

My song has put off her adornments.
She has no pride of dress and decoration.
Ornaments would mar our union;
they would come between thee and me;
their jingling would drown thy whispers.

My poet's vanity dies in shame before thy sight.
O master poet, I have sat down at thy feet.
Only let me make my life simple and straight,
like a flute of reed for thee to fill with music.

Eliot, T. S. "The Love Song of J. Alfred Prufrock." ***T. S. Eliot: The Complete Poems and Plays, 1909–1950.*** **Orlando: Harcourt Brace & Company, 1952. (1917)**

Let us go then, you and I,
When the evening is spread out against the sky
Like a patient etherised upon a table;
Let us go, through certain half-deserted streets,
The muttering retreats
Of restless nights in one-night cheap hotels
And sawdust restaurants with oyster-shells:
Streets that follow like a tedious argument
Of insidious intent
To lead you to an overwhelming question…
Oh, do not ask, "What is it?"
Let us go and make our visit.

Pound, Ezra. "The River Merchant's Wife: A Letter." ***Anthology of Modern American Poetry.*** **Edited by Cary Nelson. New York: Oxford University Press, 2000. (1917)**

While my hair was still cut straight across my forehead
I played about the front gate, pulling flowers.
You came by on bamboo stilts, playing horse;
You walked about my seat, playing with blue plums.
And we went on living in the village of Chokan:
Two small people, without dislike or suspicion.

At fourteen I married My Lord you.
I never laughed, being bashful.
Lowering my head, I looked at the wall.
Called to, a thousand times, I never looked back.

At fifteen I stopped scowling,
I desired my dust to be mingled with yours
Forever and forever and forever.
Why should I climb the lookout?

At sixteen you departed,
You went into far Ku-to-en, by the river of swirling eddies,
And you have been gone five months.
The monkeys make sorrowful noise overhead.
You dragged your feet when you went out.
By the gate now, the moss is grown, the different mosses,
Too deep to clear them away!
The leaves fall early this autumn, in wind.
The paired butterflies are already yellow with August
Over the grass in the West garden --
They hurt me.
I grow older.
If you are coming down through the narrows of the river,
Please let me know beforehand,
And I will come out to meet you
    As far as Cho-fo-Sa.

Frost, Robert. "Mending Wall." ***The Complete Poems of Robert Frost*****. New York: Holt, Rinehart and Winston, 1949. (1914)**

SOMETHING there is that doesn't love a wall,
That sends the frozen-ground-swell under it,
And spills the upper boulders in the sun;
And makes gaps even two can pass abreast.
The work of hunters is another thing:
I have come after them and made repair
Where they have left not one stone on stone,
But they would have the rabbit out of hiding,
To please the yelping dogs. The gaps I mean,
No one has seen them made or heard them made,
But at spring mending-time we find them there.
I let my neighbor know beyond the hill;
And on a day we meet to walk the line
And set the wall between us once again.
We keep the wall between us as we go.
To each the boulders that have fallen to each.
And some are loaves and some so nearly balls
We have to use a spell to make them balance:
"Stay where you are until our backs are turned!"
We wear our fingers rough with handling them.
Oh, just another kind of outdoor game,
One on a side. It comes to little more:
He is all pine and I am apple-orchard.
My apple trees will never get across
And eat the cones under his pines, I tell him.
He only says, "Good fences make good neighbors."

Spring is the mischief in me, and I wonder
If I could put a notion in his head:
"Why do they make good neighbors? Isn't it
Where there are cows? But here there are no cows.
Before I built a wall I'd ask to know
What I was walling in or walling out,
And to whom I was like to give offence.
Something there is that doesn't love a wall,
That wants it down!" I could say "Elves" to him,
But it's not elves exactly, and I'd rather
He said it for himself. I see him there,
Bringing a stone grasped firmly by the top
In each hand, like an old-stone savage armed.
He moves in darkness as it seems to me,
Not of woods only and the shade of trees.
He will not go behind his father's saying,
And he likes having thought of it so well
He says again, "Good fences make good neighbors."

Media Text
The Frost Free Library, with essays, interviews, and audio:
http://www.frostfriends.org/library.html

Neruda, Pablo. "Ode to My Suit." Translated by Margaret Sayers Peden. *Selected Odes of Pablo Neruda*. Berkeley: University of California Press, 1990. (1954)

Bishop, Elizabeth. "Sestina." *The Complete Poems of Elizabeth Bishop, 1927–1979*. New York: Farrar, Straus and Giroux, 1983. (1965)

Ortiz Cofer, Judith. "The Latin Deli: An Ars Poetica." *The Latin Deli: Telling the Lives of Barrio Women*. New York: Norton, 1995. (1988)

Presiding over a formica counter,
Plastic Mother and Child magnetized
to the top of an ancient register,
the heady mix of smells from the open bins
of dried codfish, the green plantains
hanging in stalks like votive offerings,
she is the Patroness of Exiles,
a woman of no-age who was never pretty,
who spends her days selling canned memories
while listening to the Puerto Ricans complain
that it would be cheaper to fly to San Juan
than to by a pound of Bustelo coffee here,
and to the Cubans perfecting their speech
of a "glorious return" to Havana—where no one
has been allowed to die and nothing to change until then;
to Mexicans who pass through, talking lyrically
of dólares to be made in El Norte—
all wanting the comfort
of spoken Spanish, to gaze upon the family portrait
of her plain wide face, her ample bosom
resting on her plump arms, her look of maternal interest
as they speak to her and each other
of their dreams and their disillusions—
how she smiles understanding,
when they walk down the narrow aisles of her store
reading the labels of the packages aloud, s if
they were the names of lost lovers: Suspiros,
Merengues, the stale candy of everyone's childhood.
She spends her days
Slicing jamón y queso and wrapping it in wax paper
tied with string: plain ham and cheese
that would cost less at the A&P, but it would not satisfy
the hunger of the fragile old man lost in the folds

of his winter coat, who brings her lists of items
that he reads to her like poetry, or the others,
whose needs she must divine, conjuring up products
from places that now exist only in their hearts—
closed ports she must trade with.

"The Latin Deli: An Ars Poetica" by Judith Ortiz Cofer is reprinted with permission from the publisher (© Arte Público press - University of Houston).

Dove, Rita. "Demeter's Prayer to Hades." ***Mother Love: Poems*****. New York: Norton, 1996. (1995)**

This alone is what I wish for you: knowledge.
To understand each desire has an edge,
To know we are responsible for the lives
we change. No faith comes without cost,
no one believes without dying.
Now for the first time
I see clearly the trail you planted,
What ground opened to waste,
though you dreaded a wealth
of flowers.
There are no curses—only mirrors
held up to the souls of gods and mortals.
And so I give up this fate, too.
Believe in yourself,
go ahead—see where it gets you.

"Demeter's Prayer to Hades," from MOTHER LOVE by Rita Dove. Copyright © 1995 by Rita Dove. Used by permission of W.W. Norton & Company, Inc.

Collins, Billy. "Man Listening to Disc." ***Sailing Alone Around the Room*****. New York: Random House, 2001. (2001)**

Sample Performance Tasks for Stories, Drama, and Poetry

- Students *analyze* the first impressions given of Mr. and Mrs. Bennet in the opening chapter of *Pride and Prejudice* based on *the setting* and how the *characters are introduced*. By comparing these first impressions with their later understanding based on how *the action is ordered* and the *characters develop* over the course of the novel, students understand *the impact of* Jane Austen's *choices* in *relating elements of a story*. [RL.11–12.3]

- Students compare and contrast how the protagonists of Herman Melville's *Billy Budd* and Nathaniel Hawthorne's *Scarlet Letter* maintain their integrity when confronting authority, and they relate their *analysis* of that *theme* to other portrayals in *nineteenth- and early-twentieth-century foundational works of American literature* they have read. [RL.11–12.9]

- Students *analyze* how Anton Chekhov's choice of *structuring* his *story* "Home" by *beginning* in "midstream" *shapes the meaning of the text* and *contributes to its overall* narrative arc. [RL.11–12.5]

- Students *provide an objective summary* of F. Scott's Fitzgerald's *Great Gatsby* wherein they analyze how *over the course of the text* different characters try to escape the worlds they come from, including whose help they get and whether anybody succeeds in escaping. [RL.11–12.2]

- Students *analyze* Miguel de Cervantes's *Don Quixote* and Jean-Baptiste Poquelin Molière's *Tartuffe* for how *what is directly stated in a text differs from what is really meant*, comparing and contrasting the *point of view* adopted by the protagonist in each work. [RL.11–12.6]

- Students compare two or more *recorded or live productions* of Arthur Miller's *Death of a Salesman* to the written text, *evaluating* how *each version interprets the source text* and debating which aspects of the enacted *interpretations* of the play best capture a particular character, scene, or theme. [RL.11–12.7]

- Students compare and contrast the *figurative and connotative meanings* as well as *specific word choices* in John Donne's "Valediction Forbidding Mourning" and Emily Dickinson's "Because I Would Not Stop for Death" in order to *determine how* the metaphors of the carriage and the compass *shape the meaning and tone* of each poem. Students *analyze* the ways both poets use *language that is particularly fresh, engaging, or beautiful* to convey the *multiple meanings* regarding death contained in each *poem*. [RL.11–12.4]

- Students *cite strong and thorough textual evidence* from John Keats's "Ode on a Grecian Urn" to *support* their *analysis* of what the poem says explicitly about the urn as well as what can be *inferred* about the urn from *evidence* in the poem. Based on their close reading, students *draw inferences from the text* regarding what meanings the figures decorating the urn convey as well as noting *where the* poem *leaves matters about the urn and its decoration uncertain*. [RL.11–12.1]

Informational Texts: English Language Arts

Paine, Thomas. *Common Sense*. New York: Penguin, 2005. (1776)

A government of our own is our natural right: And when a man seriously reflects on the precariousness of human affairs, he will become convinced, that it is infinitely wiser and safer, to form a constitution of our own in a cool deliberate manner, while we have it in our power, than to trust such an interesting event to time and chance. If we omit it now, some Massenello* may hereafter arise, who laying hold of popular disquietudes, may collect together the desperate and the discontented, and by assuming to themselves the powers of government, may sweep away the liberties of the continent like a deluge. Should the government of America return again into the hands of Britain, the tottering situation of things, will be a temptation for some desperate adventurer to try his fortune; and in such a case, what relief can Britain give? Ere she could hear the news the fatal business might be done, and ourselves suffering like the wretched Britons under the oppression of the Conqueror. Ye that oppose independence now, ye know not what ye do; ye are opening a door to eternal tyranny, by keeping vacant the seat of government.

(*Thomas Anello, otherwise Massenello, a fisherman of Naples, who after spiriting up his countrymen in the public market place, against the oppression of the Spaniards, to whom the place was then subject, prompted them to revolt, and in the space of a day became king.)

Jefferson, Thomas. The Declaration of Independence. (1776)

IN CONGRESS, July 4, 1776

The unanimous Declaration of the thirteen united States of America

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

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

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

He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his

Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

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

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

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

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

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

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

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

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

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

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

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

For quartering large bodies of armed troops among us:

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

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

For imposing taxes on us without our Consent:

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

For transporting us beyond Seas to be tried for pretended offences:

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

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

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

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

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

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

He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to be-

come the executioners of their friends and Brethren, or to fall themselves by their Hands.

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

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

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

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

United States. The Bill of Rights (Amendments One through Ten of the United States Constitution). (1791)

Amendment I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press, or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Amendment II

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

Amendment III

No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

Amendment IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment V

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb, nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Amendment VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed; which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defence.

Amendment VII

In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

Amendment VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment IX

The enumeration in the Constitution of certain rights shall not be construed to deny or disparage others retained by the people.

Amendment X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

Thoreau, Henry David. *Walden; or, Life in the Woods*. Boston: Houghton, 1893. (1854)

I went to the woods because I wished to live deliberately, to front only the essential facts of life, and see if I could not learn what it had to teach, and not, when I came to die, discover that I had not lived. I did not wish to live what was not life, living is so dear; nor did I wish to practise resignation, unless it was quite necessary. I wanted to live deep and suck out all the marrow of life, to live so sturdily and Spartan-like as to put to rout all that was not life, to cut a broad swath and shave close, to drive life into a corner, and reduce it to its lowest terms, and, if it proved to be mean, why then to get the whole and genuine meanness of it, and publish its meanness to the world; or if it were sublime, to know it by experience, and be able to give a true account of it in my next excursion. For most men, it appears to me, are in a strange uncertainty about it, whether it is of the devil or of God, and have somewhat hastily concluded that it is the chief end of man here to "glorify God and enjoy him forever."

Emerson, Ralph Waldo. "Society and Solitude." *Essays and Poems*. New York: Library of America, 1996. (1857)

'Tis hard to mesmerize ourselves, to whip our own top; but through sympathy we are capable of energy and endurance. Concert fires people to a certain fury of performance they can rarely reach alone. Here is the use of society: it is so easy with the great to be great; so easy to come up to an existing standard;—as easy as it is to the lover to swim to his maiden through waves so grim before. The benefits of affection are immense; and the one event which never loses its romance, is the encounter with superior persons on terms allowing the happiest intercourse.

It by no means follows that we are not fit for society, because soirées are tedious, and because the soirée finds us tedious. A backwoodsman, who had been sent to the university, told me that, when he heard the best-bred young men at the law school talk together, he reckoned himself a boor; but whenever he caught them apart, and had one to himself alone, then they were the boors, and he the better man. And if we recall the rare hours when we encountered the best persons, we then found ourselves, and then first society seemed to exist. That was society, though in the transom of a brig, or on the Florida Keys.

A cold, sluggish blood thinks it has not facts enough to the purpose, and must decline its turn in the conversation. But they who speak have no more,—have less. 'Tis not new facts that avail, but the heat to dissolve everybody's facts. The capital defect of cold, arid natures is the want of animal spirits. They seem a power incredible, as if God should raise the dead. The recluse witnesses what others perform by their aid, with a kind of fear. It is as much out of his possibility as the prowess of Cœur-de-Lion, or an Irishman's day's-work on the railroad. 'Tis said, the present and the future are always rivals. Animal spirits constitute the power of the present, and their feats are like the structure of a pyramid. Their result is a lord, a general, or a boon companion. Before these, what a base mendicant is Memory with his leathern badge! But this genial heat is latent in all constitutions, and is disengaged only by the friction of society. As Bacon said of manners, "To obtain them, it only needs not to despise them," so we say of animal spirits, that they are the spontaneous product of health and of a social habit. "For behavior, men learn it, as they take diseases, one of another."

But the people are to be taken in very small doses. If solitude is proud, so is society vulgar. In society, high advantages are set down to the individual as disqualifications. We sink as easily as we rise, through sympathy. So many men whom I know are degraded by their sympathies, their native aims being high enough, but their relation all too tender to the gross people about them. Men cannot afford to live together by their merits, and they adjust themselves by their demerits,—by their love of gossip, or by sheer tolerance and animal good-nature. They untune and dissipate the brave aspirant.

The remedy is, to reinforce each of these moods from the other. Conversation will not corrupt us, if we come to the assembly in our own garb and speech, and with the energy of health to select what is ours and reject what is not. Society we must have; but let it be society, and not exchanging news, or eating from the same dish. Is it society to sit in one of your chairs? I cannot go into the houses of my nearest relatives, because I do not wish to be alone. Society exists by chemical affinity, and not otherwise.

Put any company of people together with freedom for conversation, and a rapid self-distribution takes place, into sets and pairs. The best are accused of exclusiveness. It would be more true to say, they separate as oil from water, as children from old people, without love or hatred in the matter, each seeking his like; and any interference with the affinities would produce constraint and suffocation. All conversation is a magnetic experiment. I know that my friend can talk eloquently; you know that he cannot articulate a sentence: we have seen him in different company. Assort your party, or invite none. Put Stubbs and Coleridge, Quintilian and Aunt Miriam, into pairs, and you make them all wretched. 'Tis an extempore Sing-Sing built in a parlor. Leave them to seek their own mates, and they will be as merry as sparrows.

A higher civility will re-establish in our customs a certain reverence which we have lost. What to do with these brisk young men who break through all fences, and make themselves at home in every house? I find out in an instant if my companion does not want me, and ropes cannot hold me when my welcome is gone. One would think that the affinities would pronounce themselves with a surer reciprocity.

Here again, as so often, Nature delights to put us between extreme antagonisms, and our safety is in the skill with which we keep the diagonal line. Solitude is impracticable, and society fatal. We must keep our head in the one and our hands in the other. The conditions are met, if we keep our independence, yet do not lose our sympathy. These wonderful horses need to be driven by fine hands. We require such a solitude as shall hold us to its revelations when we are in the street and in palaces; for most men are cowed in society, and say good things to you in private, but will not stand to them in public. But let us not be the victims of words. Society and solitude are deceptive names. It is not the circumstance of seeing more or fewer people, but the readiness of sympathy, that imports; and a sound mind will derive its principles from insight, with ever a purer ascent to the sufficient and absolute right, and will accept society as the natural element in which they are to be applied.

Porter, Horace. "Lee Surrenders to Grant, April 9th, 1865." ***Eyewitness to America: 500 Years of American History in the Words of Those Who Saw It Happen*****. Edited by David Colbert. New York: Vintage, 1998. (1865)**
From "Lee Surrenders to Grant, April 9th, 1865"

When Lee came to the sentence about the officers' side-arms, private horses & baggage, he showed for the first time during the reading of the letter a slight change of countenance & was evidently touched by this act of generosity. It was doubtless the condition mentioned to which he particularly alluded when he looked toward General Grant, as he finished reading & said with some degree of warmth in his manner, 'This will have a very happy effect upon my army.'"

General Grant then said: "Unless you have some suggestions to make in regard to the form in which I have stated the terms, I will have a copy of the letter made in ink, and sign it."

"There is one thing I should like to mention," Lee replied, after a short pause. "The cavalrymen and artillerists own their own horses in our army. Its organization in this respect differs from that of the United States." This expression attracted the notice of our officers present, as showing how firmly the conviction was grounded in his mind that we were two distinct countries. He continued: "I should like to understand whether these men will be permitted to retain their horses."

"You will find that the terms as written do not allow this," General Grant replied; "only the officers are permitted to take their private property."

Lee read over the second page of the letter again, and then said: "No, I see the terms do not allow it; that is clear." His face showed plainly that he was quite anxious to have this concession made; and Grant said very promptly, and without giving Lee time to make a direct request:

"Well, the subject is quite new to me. Of course I did not know that any private soldiers owned their animals; but I think we have fought the last battle of the war,—I sincerely hope so,—and that the surrender of this army will be followed soon by that of all the others; and I take it that most of the men in the ranks are small farmers, and as the country has been so raided by the two armies, it is doubtful whether they will be able to put in a crop to carry themselves and their families through the next winter without the aid of the horses they are now riding, and I will arrange it in this way: I will not change the terms as now written, but I will instruct the officers I shall appoint to receive the paroles to let all the men who claim to own a horse or mule take the animals home with them to work their little farms."

Chesterton, G. K. "The Fallacy of Success." *Selected Essays.* London: Methuen, 1949. (1909)

There has appeared in our time a particular class of books and articles which I sincerely and solemnly think may be called the silliest ever known among men. They are much more wild than the wildest romances of chivalry and much more dull than the dullest religious tract. Moreover, the romances of chivalry were at least about chivalry; the religious tracts are about religion. But these things are about nothing; they are about what is called Success. On every bookstall, in every magazine, you may find works telling people how to succeed. They are books showing men how to succeed in everything; they are written by men who cannot even succeed in writing books. To begin with, of course, there is no such thing as Success. Or, if you like to put it so, there is nothing that is not successful. That a thing is successful merely means that it is; a millionaire is successful in being a millionaire and a donkey in being a donkey. Any live man has succeeded in living; any dead man may have succeeded in committing suicide. But, passing over the bad logic and bad philosophy in the phrase, we may take it, as these writers do, in the ordinary sense of success in obtaining money or worldly position. These writers profess to tell the ordinary man how he may succeed in his trade or speculation—how, if he is a builder, he may succeed as a builder; how, if he is a stockbroker, he may succeed as a stockbroker. They profess to show him how, if he is a grocer, he may become a sporting yachtsman; how, if he is a tenth-rate journalist, he may become a peer; and how, if he is a German Jew, he may become an Anglo-Saxon. This is a definite and business-like proposal, and I really think that the people who buy these books (if any people do buy them) have a moral, if not a legal, right to ask for their money back. Nobody would dare to publish a book about electricity which literally told one nothing about electricity; no one would dare publish an article on botany which showed that the writer did not know which end of a plant grew in the earth. Yet our modern world is full of books about Success and successful people which literally contain no kind of idea, and scarcely and kind of verbal sense.

It is perfectly obvious that in any decent occupation (such as bricklaying or writing books) there are only two ways (in any special sense) of succeeding. One is by doing very good work, the other is by cheating. Both are much too simple to require any literary explanation. If you are in for the high jump, either jump higher than any one else, or manage somehow to pretend that you have done so. If you want to succeed at whist, either be a good whist-player, or play with marked cards. You may want a book about jumping; you may want a book about whist; you may want a book about cheating at whist. But you cannot want a book about Success. Especially you cannot want a book about Success such as those which you can now find scattered by the hundred about the book-market. You may want to jump or to play cards; but you do not want to read wandering statements to the effect that jumping is jumping, or that games are won by winners. If these writers, for instance, said anything about success in jumping it would be something like this: 'The jumper must have a clear aim before him. He must desire definitely to jump higher than the other men who are in for the same competition. He must let no feeble feelings of mercy (sneaked from the sickening Little Englanders and Pro-Boers) prevent him from trying to do his best. He must remember that a competition in jumping is distinctly competitive, and that, as Darwin has gloriously demonstrated, THE WEAKEST GO TO THE WALL.' That is the kind of thing the book would say, and very useful it would be, no doubt, if read out in a low and tense voice to a young man just about to take the high jump. Or suppose that in the course of his intellectual rambles the philosopher of Success dropped upon our other case, that of playing cards, his bracing advice would run—'In playing cards it is very necessary to avoid the mistake (commonly made by maudlin humanitarians and Free Traders) of permitting your opponent to win the game. You must have grit and snap and go in to win. The days of idealism and superstition are over. We live in a time of science and hard common sense, and it has now been definitely proved that in any game where two are playing IF ONE DOES NOT WIN THE OTHER WILL.' It is all very stirring, of course; but I confess that if I were playing cards I would rather have some decent little book which told me the rules of the game. Beyond the rules of the game it is all a question either of talent or dishonesty; and I will undertake to provide either one or the other—which, it is not for me to say.

Mencken, H. L. *The American Language, 4th Edition*. New York: Knopf, 1938. (1938)
From Chapter XI: "American Slang," Section I: "The Nature of Slang"

What chiefly lies behind (slang) is simply a kind of linguistic exuberance, an excess of word-making energy. It relates itself to the standard language a great deal as dancing relates itself to music. But there is also something else. The best slang is not only ingenious and amusing; it also embodies a kind of social criticism. It not only provides new names for a series of every-day concepts, some new and some old; it also says something about them. "Words which produce the slang effect," observes Frank Sechrist, "arouse associations what are incongruous or incompatible with those of customary thinking."

Everyone, including the metaphysician in his study or the eremite in his cell, has a large vocabulary of slang, but the vocabulary of the vulgar is likely to be larger than that of the cultured, and it is harder worked. Its content may be divided into two categories: (a) old words, whether used singly or in combination, that have been put to new uses, usually metaphorical, and (b) new words that have not yet been admitted to the standard vocabulary. Examples of the first type are rubberneck, for a gaping and prying person, and iceberg, for a cold woman; examples of the second are hoosegow, flim-flam, blurb, bazoo and blah. There is a constant movement of slang into accepted usage. Nice, as an adjective of all work, signifying anything satisfactory, was once used in slang only, but today no one would question "a nice day," "a nice time," or "a nice hotel."...The verb-phrase to hold up is now perfectly good American, but so recently as 1901 the late Brander Matthews was sneering at it as slang. In the same way many other verb-phrases, e.g., to cave in, fill the bill and to fly off the handle, once viewed askance, have gradually worked their way to a relatively high level of the standard speech. On some indeterminate tomorrow to stick up and to take for a ride may follow them.

Wright, Richard. *Black Boy*. New York: Harper Perennial, 1998. (1945)
From Part One: Southern Night

That night in my rented room, while letting the hot water run over my can of pork and beans in the sink, I opened A Book of Prefaces and began to read. I was jarred and shocked by the style, the clear, clean, sweeping sentences. Why did he write like that? And how did one write like that? I pictured the man as a raging demon, slashing with his pen, consumed with hate, denouncing everything American, extolling everything European or German, laughing at the weakness of people, mocking God, authority. What was this? I stood up, trying to realize what reality lay behind the meaning of the words...Yes, this man was fighting, fighting with words. He was using words as a weapon, using them as one would use a club. Could words be weapons? Well, yes, for here they were. Then maybe, perhaps, I could use them as a weapon? No. It frightened me. I read on and what amazed me was not what he said, but how on earth anybody had the courage to say it.

Occasionally I glance up to reassure myself that I was alone in the room. Who were these men about whom Mencken was talking so passionately? Who was Anatole France? Joseph Conrad? Sinclair Lewis, Sherwood Anderson, Dostoevski, George Moore, Gustave Flaubert, Maupassant, Tolstoy, Frank Harris, Mark Twain, Thomas Hardy, Arnold Bennett, Stephen Crane, Zola, Norris, Gorky, Bergson, Ibsen, Balzac, Bernard Shaw, Dumas, Poe, Thomas Mann, O. Henry, Dreiser, H.G. Wells, Gogol, T.S. Eliot, Gide, Baudelaire, Edgar Lee masters, Stendhal, Turgenev, Huneker, Nietzsche, and scores of others? Were these men real? Did they exist or had they existed? And how did one pronounce their names?

Orwell, George. "Politics and the English Language." *All Art Is Propaganda: Critical Essays*. New York: Mariner, 2009. (1946)

Hofstadter, Richard. "Abraham Lincoln and the Self-Made Myth." *The American Political Tradition and the Men Who Made It*. New York: Vintage, 1974. (1948)

Lincoln was shaken by the presidency. Back in Springfield, politics had been a sort of exhilarating game; but in the White House, politics was power, and power was responsibility. Never before had Lincoln held executive office. In public life he had always been an insignificant legislator whose votes were cast in concert with others and whose decisions in themselves had neither finality nor importance. As President he might consult with others, but innumerable grave decisions were in the end his own, and with them came a burden of responsibility terrifying in its dimensions.

Lincoln's rage for personal success, his external and worldly ambition, was quieted when he entered the White House, and he was at last left alone to reckon with himself. To be confronted with the fruits of his victory only to find that it meant choosing between life and death for others was immensely sobering. That Lincoln should have shouldered the moral burden of the war was characteristic of the high seriousness into which he had grown since 1854; and it may be true, as Professor Charles W. Ramsdell suggested, that he was stricken by an awareness of his own part in whipping up the crisis. This would go far to explain the desperation with which he issued pardons and the charity that he wanted to extend to the conquered South at the war's close. In one of his rare moments of self-revelation he is reported to have said: "Now I don't know what the soul is, but whatever it is, I know that it can humble itself." The great prose of the presidential years came from a soul that had been humbled. Lincoln's utter lack of personal malice during these years, his humane detachment, his tragic sense of life, have no parallel in political history.

Tan, Amy. "Mother Tongue." *The Opposite of Fate: Memories of a Writing Life*. New York: G. P. Putnam's Sons, 2003. (1990)

Just last week, I was walking down the street with my mother, and I again found myself conscious of the English I was using, the English I do use with her. We were talking about the price of new and used furniture and I heard myself saying this: "Not waste money that way." My husband was with us as well, and he didn't notice any switch in my English. And then I realized why. It's because over the twenty years we've been together I've often used that same kind of English with him, and sometimes he even uses it with me. It has become our language of intimacy, a different sort of English that relates to family talk, the language I grew up with.

So you'll have some idea of what this family talk I heard sounds like, I'll quote what my mother said during a recent conversation which I videotaped and then transcribed. During this conversation, my mother was talking about a political gangster in Shanghai who had the same last name as her family's, Du, and how the gangster in his early years wanted to be adopted by her family, which was rich by comparison. Later, the gangster became more powerful, far richer than my mother's family, and one day showed up at my mother's wedding to pay his respects. Here's what she said in part: "Du Yusong having business like fruit stand. Like off the street kind. He is Du like Du Zong—but not Tsung-ming Island people. The local people call putong, the river east side, he belong to that side local people. That man want to ask Du Zong father take him in like become own family. Du Zong father wasn't look down on him, but didn't take seriously, until that man big like become a mafia. Now important person, very hard to inviting him. Chinese way, came only to show respect, don't stay for dinner. Respect for making big celebration, he shows up. Mean gives lots of respect. Chinese custom. Chinese social life that way. If too important won't have to stay too long. He come to my wedding. I didn't see, I heard it. I gone to boy's side, they have YMCA dinner. Chinese age I was nineteen."

Anaya, Rudolfo. "Take the Tortillas Out of Your Poetry." *The Anaya Reader*. New York: Warner Books, 1995. (1995)

In a recent lecture, "Is Nothing Sacred?", Salman Rushdie, one of the most censored authors of our time, talked about the importance of books. He grew up in a household in India where books were as sacred as bread. If anyone in the household dropped a piece of bread or a book, the person not only picked it up, but also kissed the object by way of apologizing for clumsy disrespect.

He goes on to say that he had kissed many books before he had kissed a girl. Bread and books were for his household, and for many like his, food for the body and the soul. This image of the kissing of the book one had accidentally dropped made an impression on me. It speaks to the love and respect many people have for them.

I grew up in a small town in New Mexico, and we had very few books in our household. The first one I remember reading was my catechism book. Before I went to school to learn English, my mother taught me catechism in Spanish. I remember the questions and answers I had to learn, and I remember the well-thumbed, frayed volume which was sacred to me.

Growing up with few books in the house created in me a desire and a need for them. When I started school, I remember visiting the one room library of our town and standing in front of the dusty shelves. In reality there were only a few shelves and not over a thousand books, but I wanted to read them all. There was food for my soul in the books, that much I realized.

Sample Performance Tasks for Informational Texts: English Language Arts

- Students *delineate* and *evaluate* the *argument* that Thomas Paine makes in *Common Sense*. They *assess the reasoning* present in his analysis, including the *premises and purposes* of his essay. [RI.11–12.8]

- Students *analyze* Thomas Jefferson's Declaration of Independence, identifying its *purpose* and evaluating *rhetorical features* such as the listing of grievances. Students compare and contrast the *themes* and argument found there to those of other *U.S. documents of historical and literary significance*, such as the Olive Branch Petition. [RI.11–12.9]

- Students *provide an objective summary* of Henry David Thoreau's *Walden* wherein they *analyze how* he articulates *the central ideas* of living simply and being self-reliant and how those ideas *interact and build on one another* (e.g., "According to Thoreau, how specifically does moving toward complexity in one's life undermine self-reliance?") [RI.11–12.2]

- Students *analyze how* the *key term success* is interpreted, *used, and refined over the course of* G. K. Chesterton's essay "The Fallacy of Success." [RI.11–12.4]

- Students determine Richard Hofstadter's *purpose and point of view* in his "Abraham Lincoln and the Self-Made Myth," *analyzing* how both Hofstadter's *style* and *content contribute* to the *eloquent* and *powerful* contrast he draws between the younger, ambitious Lincoln and the sober, more reflective man of the presidential years. [RI.11–12.6]

Informational Texts: History/Social Studies

Tocqueville, Alexis de. *Democracy in America.* Translated by Henry Reeve. (1835)
From Chapter 2: "The Origins of the Anglo-Americans"

The remarks I have made will suffice to display the character of Anglo-American civilization in its true light. It is the result (and this should be constantly present to the mind of two distinct elements), which in other places have been in frequent hostility, but which in America have been admirably incorporated and combined with one another. I allude to the spirit of Religion and the spirit of Liberty.

The settlers of New England were at the same time ardent sectarians and daring innovators. Narrow as the limits of some of their religious opinions were, they were entirely free from political prejudices. Hence arose two tendencies, distinct but not opposite, which are constantly discernible in the manners as well as in the laws of the country.

It might be imagined that men who sacrificed their friends, their family, and their native land to a religious conviction were absorbed in the pursuit of the intellectual advantages which they purchased at so dear a rate. The energy, however, with which they strove for the acquirement of wealth, moral enjoyment, and the comforts as well as liberties of the world, is scarcely inferior to that with which they devoted themselves to Heaven.

Political principles and all human laws and institutions were moulded and altered at their pleasure; the barriers of the society in which they were born were broken down before them; the old principles which had governed the world for ages were no more; a path without a turn and a field without an horizon were opened to the exploring and ardent curiosity of man: but at the limits of the political world he checks his researches, he discreetly lays aside the use of his most formidable faculties, he no longer consents to doubt or to innovate, but carefully abstaining from raising the curtain of the sanctuary, he yields with submissive respect to truths which he will not discuss. Thus, in the moral world everything is classed, adapted, decided, and foreseen; in the political world everything is agitated, uncertain, and disputed: in the one is a passive, though a voluntary, obedience; in the other an independence scornful of experience and jealous of authority.

These two tendencies, apparently so discrepant, are far from conflicting; they advance together, and mutually support each other. Religion perceives that civil liberty affords a noble exercise to the faculties of man, and that the political world is a field prepared by the Creator for the efforts of the intelligence. Contented with the freedom and the power which it enjoys in its own sphere, and with the place which it occupies, the empire of religion is never more surely established than when it reigns in the hearts of men unsupported by aught beside its native strength. Religion is no less the companion of liberty in all its battles and its triumphs; the cradle of its infancy, and the divine source of its claims. The safeguard of morality is religion, and morality is the best security of law and the surest pledge of freedom.

Declaration of Sentiments by the Seneca Falls Conference. *An American Primer*. Edited by Daniel J. Boorstin. Chicago: University of Chicago Press, 1966. (1848)

When, in the course of human events, it becomes necessary for one portion of the family of man to assume among the people of the earth a position different from that which they have hitherto occupied, but one to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes that impel them to such a course.

We hold these truths to be self-evident: that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights governments are instituted, deriving their just powers from the consent of the governed. Whenever any form of government becomes destructive of these ends, it is the right of those who suffer from it to refuse allegiance to it, and to insist upon the institution of a new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness. Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and accordingly all experience hath shown that mankind are more disposed to suffer while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same object, evinces a design to reduce them under absolute despotism, it is their duty to throw off such government, and to provide new guards for their future security. Such has been the patient sufferance of the women under this government, and such is now the necessity which constrains them to demand the equal station to which they are entitled. The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

He has never permitted her to exercise her inalienable right to the elective franchise.

He has compelled her to submit to laws, in the formation of which she had no voice.

He has withheld from her rights which are given to the most ignorant and degraded men—both natives and foreigners.

Having deprived her of this first right of a citizen, the elective franchise, thereby leaving her without representation in the halls of legislation, he has oppressed her on all sides.

He has made her, if married, in the eye of the law, civilly dead.

He has taken from her all right in property, even to the wages she earns.

He has made her, morally, an irresponsible being, as she can commit many crimes with impunity, provided they be done in the presence of her husband. In the covenant of marriage, she is compelled to promise obedience to her husband, he becoming, to all intents and purposes, her master—the law giving him power to deprive her of her liberty, and to administer chastisement.

He has so framed the laws of divorce, as to what shall be the proper causes, and in case of separation, to whom the guardianship of the children shall be given, as to be wholly regardless of the happiness of women—the law, in all cases, going upon a false supposition of the supremacy of man, and giving all power into his hands.

After depriving her of all rights as a married woman, if single, and the owner of property, he has taxed her to support a government which recognizes her only when her property can be made profitable to it.

He has monopolized nearly all the profitable employments, and from those she is permitted to follow, she receives but a scanty remuneration. He closes against her all the avenues to wealth and distinction which he considers most honorable to himself. As a teacher of theology, medicine, or law, she is not known.

He has denied her the facilities for obtaining a thorough education, all colleges being closed against her.

He allows her in church, as well as state, but a subordinate position, claiming apostolic authority for her exclusion from the ministry, and, with some exceptions, from any public participation in the affairs of the church.

He has created a false public sentiment by giving to the world a different code of morals for men and women, by which moral delinquencies which exclude women from society are not only tolerated, but deemed of little account in man.

He has usurped the prerogative of Jehovah himself, claiming it as his right to assign for her a sphere of action, when that belongs to her conscience and to her God.

He has endeavored, in every way that he could, to destroy her confidence in her own powers, to lessen her self-respect, and to make her willing to lead a dependent and abject life.

Now, in view of this entire disfranchisement of one-half the people of this country, their social and religious degradation—in view of the unjust laws above mentioned, and because women do feel themselves aggrieved, oppressed, and fraudulently deprived of their most sacred rights, we insist that they have immediate admission to all the rights and privileges which belong to them as citizens of the United States.

Douglass, Frederick. "What to the Slave Is the Fourth of July?: An Address Delivered in Rochester, New York, on 5 July 1852." ***The Oxford Frederick Douglass Reader.*** **Oxford: Oxford University Press, 1996. (1852)**

Fellow Citizens, I am not wanting in respect for the fathers of this republic. The signers of the Declaration of Independence were brave men. They were great men, too great enough to give frame to a great age. It does not often happen to a nation to raise, at one time, such a number of truly great men. The point from which I am compelled to view them is not, certainly, the most favorable; and yet I cannot contemplate their great deeds with less than admiration. They were statesmen, patriots and heroes, and for the good they did, and the principles they contended for, I will unite with you to honor their memory....

...Fellow-citizens, pardon me, allow me to ask, why am I called upon to speak here to-day? What have I, or those I represent, to do with your national independence? Are the great principles of political freedom and of natural justice, embodied in that Declaration of Independence, extended to us? And am I, therefore, called upon to bring our humble offering to the national altar, and to confess the benefits and express devout gratitude for the blessings resulting from your independence to us?

Would to God, both for your sakes and ours, that an affirmative answer could be truthfully returned to these questions! Then would my task be light, and my burden easy and delightful. For who is there so cold, that a nation's

sympathy could not warm him? Who so obdurate and dead to the claims of gratitude, that would not thankfully acknowledge such priceless benefits? Who so stolid and selfish, that would not give his voice to swell the hallelujahs of a nation's jubilee, when the chains of servitude had been torn from his limbs? I am not that man. In a case like that, the dumb might eloquently speak, and the "lame man leap as an hart."

But such is not the state of the case. I say it with a sad sense of the disparity between us. I am not included within the pale of glorious anniversary! Your high independence only reveals the immeasurable distance between us. The blessings in which you, this day, rejoice, are not enjoyed in common. The rich inheritance of justice, liberty, prosperity and independence, bequeathed by your fathers, is shared by you, not by me. The sunlight that brought light and healing to you, has brought stripes and death to me. This Fourth July is yours, not mine. You may rejoice, I must mourn. To drag a man in fetters into the grand illuminated temple of liberty, and call upon him to join you in joyous anthems, were inhuman mockery and sacrilegious irony. Do you mean, citizens, to mock me, by asking me to speak to-day? If so, there is a parallel to your conduct. And let me warn you that it is dangerous to copy the example of a nation whose crimes, towering up to heaven, were thrown down by the breath of the Almighty, burying that nation in irrevocable ruin! I can to-day take up the plaintive lament of a peeled and woe-smitten people!

"By the rivers of Babylon, there we sat down. Yea! We wept when we remembered Zion. We hanged our harps upon the willows in the midst thereof. For there, they that carried us away captive, required of us a song; and they who wasted us required of us mirth, saying, Sing us one of the songs of Zion. How can we sing the Lord's song in a strange land? If I forget thee, O Jerusalem, let my right hand forget her cunning. If I do not remember thee, let my tongue cleave to the roof of my mouth."

Fellow-citizens, above your national, tumultuous joy, I hear the mournful wail of millions! whose chains, heavy and grievous yesterday, are, to-day, rendered more intolerable by the jubilee shouts that reach them. If I do forget, if I do not faithfully remember those bleeding children of sorrow this day, "may my right hand forget her cunning, and may my tongue cleave to the roof of my mouth!" To forget them, to pass lightly over their wrongs, and to chime in with the popular theme, would be treason most scandalous and shocking, and would make me a reproach before God and the world. My subject, then, fellow-citizens, is American slavery. I shall see this day and its popular characteristics from the slave's point of view. Standing there identified with the American bondman, making his wrongs mine, I do not hesitate to declare, with all my soul, that the character and conduct of this nation never looked blacker to me than on this 4th of July! Whether we turn to the declarations of the past, or to the professions of the present, the conduct of the nation seems equally hideous and revolting. America is false to the past, false to the present, and solemnly binds herself to be false to the future. Standing with God and the crushed and bleeding slave on this occasion, I will, in the name of humanity which is outraged, in the name of liberty which is fettered, in the name of the constitution and the Bible which are disregarded and trampled upon, dare to call in question and to denounce, with all the emphasis I can command, everything that serves to perpetuate slavery the great sin and shame of America! "I will not equivocate; I will not excuse"; I will use the severest language I can command; and yet not one word shall escape me that any man, whose judgment is not blinded by prejudice, or who is not at heart a slaveholder, shall not confess to be right and just.

But I fancy I hear some one of my audience say, "It is just in this circumstance that you and your brother abolitionists fail to make a favorable impression on the public mind. Would you argue more, an denounce less; would you persuade more, and rebuke less; your cause would be much more likely to succeed." But, I submit, where all is plain there is nothing to be argued. What point in the anti-slavery creed would you have me argue? On what branch of the subject do the people of this country need light? Must I undertake to prove that the slave is a man? That point is conceded already. Nobody doubts it. The slaveholders themselves acknowledge it in the enactment of laws for their government. They acknowledge it when they punish disobedience on the part of the slave. There are seventy-two crimes in the State of Virginia which, if committed by a black man (no matter how ignorant he be), subject him to the punishment of death; while only two of the same crimes will subject a white man to the like punishment. What is this but the acknowledgment that the slave is a moral, intellectual, and responsible being? The manhood of the slave is conceded. It is admitted in the fact that Southern statute books are covered with enactments forbidding, under severe fines and penalties, the teaching of the slave to read or to write. When you can point to any such laws in reference to the beasts of the field, then I may consent to argue the manhood of the slave. When the dogs in your streets, when the fowls of the air, when the cattle on your hills, when the fish of the sea, and the reptiles that crawl, shall be unable to distinguish the slave from a brute, then will I argue with you that the slave is a man!

For the present, it is enough to affirm the equal manhood of the Negro race. Is it not astonishing that, while we are ploughing, planting, and reaping, using all kinds of mechanical tools, erecting houses, constructing bridges, building ships, working in metals of brass, iron, copper, silver and gold; that, while we are reading, writing and ciphering, acting as clerks, merchants and secretaries, having among us lawyers, doctors, ministers, poets, authors, editors, orators and teachers; that, while we are engaged in all manner of enterprises common to other men, digging gold in California, capturing the whale in the Pacific, feeding sheep and cattle on the hill-side, living, moving, acting, thinking, planning, living in families as husbands, wives and children, and, above all, confessing and worshipping the Christian's God, and looking hopefully for life and immortality beyond the grave, we are called upon to prove that we are men!

Would you have me argue that man is entitled to liberty? That he is the rightful owner of his own body? You have already declared it. Must I argue the wrongfulness of slavery? Is that a question for Republicans? Is it to be settled by the rules of logic and argumentation, as a matter beset with great difficulty, involving a doubtful application of the

principle of justice, hard to be understood? How should I look to-day, in the presence of Americans, dividing, and subdividing a discourse, to show that men have a natural right to freedom? Speaking of it relatively and positively, negatively and affirmatively. To do so, would be to make myself ridiculous, and to offer an insult to your understanding. There is not a man beneath the canopy of heaven that does not know that slavery is wrong for him.

What, am I to argue that it is wrong to make men brutes, to rob them of their liberty, to work them without wages, to keep them ignorant of their relations to their fellow men, to beat them with sticks, to flay their flesh with the lash, to load their limbs with irons, to hunt them with dogs, to sell them at auction, to sunder their families, to knock out their teeth, to burn their flesh, to starve them into obedience and submission to their masters? Must I argue that a system thus marked with blood, and stained with pollution, is wrong? No! I will not. I have better employment for my time and strength than such arguments would imply.

What, then, remains to be argued? Is it that slavery is not divine; that God did not establish it; that our doctors of divinity are mistaken? There is blasphemy in the thought. That which is inhuman, cannot be divine! Who can reason on such a proposition? They that can, may; I cannot. The time for such argument is passed.

At a time like this, scorching irony, not convincing argument, is needed. O! Had I the ability, and could reach the nation's ear, I would, to-day, pour out a fiery stream of biting ridicule, blasting reproach, withering sarcasm, and stern rebuke. For it is not light that is needed, but fire; it is not the gentle shower, but thunder. We need the storm, the whirlwind, and the earthquake. The feeling of the nation must be quickened; the conscience of the nation must be roused; the propriety of the nation must be startled; the hypocrisy of the nation must be exposed; and its crimes against God and man must be proclaimed and denounced.

What, to the American slave, is your 4th of July? I answer; a day that reveals to him, more than all other days in the year, the gross injustice and cruelty to which he is the constant victim. To him, your celebration is a sham; your boasted liberty, an unholy license; your national greatness, swelling vanity; your sounds of rejoicing are empty and heartless; your denunciation of tyrants, brass fronted impudence; your shouts of liberty and equality, hollow mockery; your prayers and hymns, your sermons and thanksgivings, with all your religious parade and solemnity, are, to Him, mere bombast, fraud, deception, impiety, and hypocrisy — a thin veil to cover up crimes which would disgrace a nation of savages. There is not a nation on the earth guilty of practices more shocking and bloody than are the people of the United States, at this very hour.

Go where you may, search where you will, roam through all the monarchies and despotisms of the Old World, travel through South America, search out every abuse, and when you have found the last, lay your facts by the side of the everyday practices of this nation, and you will say with me, that, for revolting barbarity and shameless hypocrisy, America reigns without a rival.

An American Primer. **Edited by Daniel J. Boorstin. Chicago: University of Chicago Press, 1966. (1966)**

Lagemann, Ellen Condliffe. "Education." ***The Reader's Companion to American History.*** **Edited by Eric Foner and John A. Garraty. New York: Houghton Mifflin, 1991. (1991)**

McPherson, James M. ***What They Fought For 1861–1865*****. New York: Anchor, 1995. (1994)**
From Chapter 2: "The Best Government on God's Footstool"

One of the questions often asked a Civil War historian is, "Why did the North fight?" Southern motives seem easier to understand. Confederates fought for independence, for their own property and way of life, for their very survival as a nation. But what did the Yankees fight for? Why did they persist through four years of the bloodiest conflict in American history, costing 360,000 northern lives—not to mention 260,000 southern lives and untold destruction of resources? Puzzling over this question in 1863, Confederate War Department clerk John Jones wrote in his diary: "Our men must prevail in combat, or lose their property, country, freedom, everything.... On the other hand the enemy, in yielding the contest, may retire into their own country, and possess everything they enjoyed before the war began."

If that was true, why did the Yankees keep fighting? We can find much of the answer in Abraham Lincoln's notable speeches: the Gettysburg Address, his first and second inaugural addresses, the peroration of his message to Congress on December 1, 1862. But we can find even more of the answer in the wartime letters and diaries of the men who did the fighting. Confederates who said that they fought for the same goals as their forebears of 1776 would have been surprised by the intense conviction of the northern soldiers that they were upholding the legacy of the American Revolution.

The American Reader: Words that Moved a Nation, 2nd Edition**. Edited by Diane Ravitch. New York: HarperCollins, 2000. (2000)**

Amar, Akhil Reed. *America's Constitution: A Biography.* New York: Random House, 2005. (2005)
From Chapter 2: "New Rules for a New World"

Let's begin with two tiny puzzles posed by the Article I command that "Representatives and direct Taxes shall be apportioned among the several States…by adding to the whole Number of free Persons…three fifths of all other Persons." First, although this language specified the apportionment formula "among the several states," it failed to specify the formula within each state.

[…]

A second small puzzle: why did Article I peg the number of representatives to the underlying number of persons, instead of the underlying number of eligible voters, a là New York?

[…]

These two small problems, centering on the seemingly innocent words "among" and "Persons" quickly spiral out into the most vicious words of the apportionment clause: "adding three fifths of all other persons." Other persons here meant other than free persons – that is, slaves. Thus, the more slaves a given state's master class bred or bought, the more seats the state could claim in Congress, for every decade in perpetuity.

The Philadelphia draftsmen camouflaged this ugly point as best they could, euphemistically avoiding the S-word and simultaneously introducing the T-word – taxes – into the equation (Representatives and direct Taxes shall be apportioned).

[…]

The full import of the camouflaged clause eluded many readers in the late 1780s. In the wake of two decades of debate about taxation and burdens under the empire and confederation, many Founding-era Americans confronting the clause focused on taxation rather than on representation. Some Northern critics grumbled that three-fifths should have been five-fifths so as to oblige the South to pay more taxes, without noticing that five-fifths would have also enabled the South to gain more House seats.

McCullough, David. *1776*. New York: Simon & Schuster, 2005. (2005)
From Chapter 3: "Dorchester Heights"

On January 14, two weeks into the new year, George Washington wrote one of the most forlorn, despairing letters of his life. He had been suffering sleepless nights in the big house by the Charles. "The reflection upon my situation and that of this army produces many an uneasy hour when all around me are wrapped in sleep," he told the absent Joseph Reed. "Few people know the predicament we are in."

Filling page after page, he enumerated the same troubles and woes he had been reporting persistently to Congress for so long, and that he would report still again to John Hancock that same day. There was too little powder, still no money. (Money was useful in the common affairs of life but in war it was essential, Washington would remind the wealthy Hancock.) So many of the troops who had given up and gone home had, against orders, carried off muskets that were not their own that the supply of arms was depleted to the point where there were not enough for the new recruits. "We have not at this time 100 guns in the stores of all that have been taken in the prize ship [the captured British supply ship Nancy]," he wrote to Reed. On paper his army numbered between 8,000 and 10,000. In reality only half that number where fit for duty.

It was because he had been unable to attack Boston that things had come to such a pass, he was convinced, The changing of one army to another in the midst of winter, with the enemy so close at hand, was like nothing, "in the pages of history." That the British were so "blind" to what was going on and the true state of his situation he considered nearly miraculous.

He was downcast and feeling quite sorry for himself. Had he known what he was getting into, he told Reed, he would never have accepted the command.

Bell, Julian. *Mirror of the World: A New History of Art*. New York: Thames & Hudson, 2007. (2007)
From Chapter 7: "Theatrical Realities"

The idea that artists are transforming the cultures around them and imagining the previously unimaginable – Michelangelo painting the Sistine Chapel, for instance—makes for a more exciting story. But if we insist on looking for innovation, we may go against the historical grain. Art cultures always move, but not always in leaps. Westerners are used to thinking that small-scale societies (Aboriginal Australia, for instance) have changed their terms of reference relatively slowly, but the same might be said of the largest of all regional civilizations. Through the 16th century—as

through most of the last two millennia—the world's wealthiest and most populous state was China, then ruled by the Ming dynasty. Far from Beijing, the empire's capital, a landed elite had converged for three centuries around the lakeside city of Souzhou. In this agreeably sophisticated environment, Weng Zhingming was one of hundreds devoting himself to painting scrolls with landscape or plant studies accompanied by poetic inscriptions. It was a high-minded pursuit, in so far as literati like Wen would not (in principle at least) take money for their work.

Wen's Seven Junipers of 1532 stands out among the throng of such works on account of its whip-crack dynamism, a wild, irregular rhythm bounding over the length of three and a half metres (twelve feet) of paper. It seems to do things with pictorial space that Western painters would not attempt until the 20th century. But its force—unlike that of contemporary works by Michelangelo—is by no means a matter of radicalism. Wen, painting the scroll in his sixties, was returning to an image painted by his revered predecessor in Suzhou, Shen Zhou, and looking back beyond Shen to the style of Zhao Mengfu, who had painted around 1300. His accompanying poem, written 'in admiration of antiquity', identifies the junipers as morally encouraging emblems of resilience as 'magic witnesses of days gone by'. 'Who knows', he adds wistfully, 'what is to come hereafter?' In other words, the momentum here is one of nostalgia: in the hands of a distinguished exponent in a privileged location in a politically unruffled era, backwards-looking might have a creative force of its own.

FedViews by the Federal Reserve Bank of San Francisco (2009)

The opinions expressed in this article do not necessarily reflect the views of the management of the Federal Reserve Bank of San Francisco, or of the Board of Governors of the Federal Reserve System.

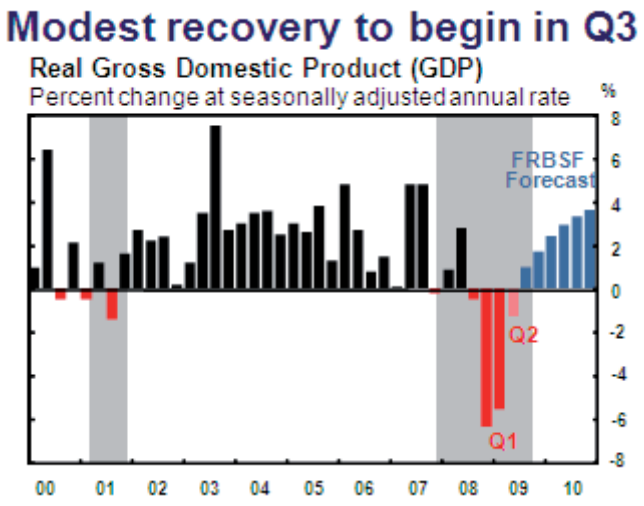
Mary C. Daly, vice president and director of the Center for the Study of Innovation and Productivity at the Federal Reserve Bank of San Francisco, states her views on the current economy and the outlook.

- Financial markets are improving, and the crisis mode that has characterized the past year is subsiding. The adverse feedback loop, in which losses by banks and other lenders lead to tighter credit availability, which then leads to lower spending by households and businesses, has begun to slow. As such, investors' appetite for risk is returning, and some of the barriers to credit that have been constraining businesses and households are diminishing.

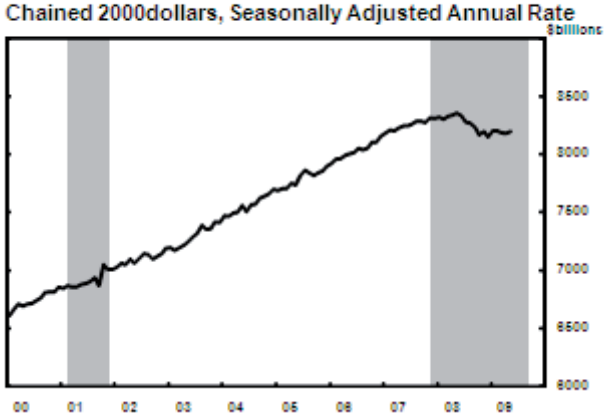
- Income from the federal fiscal stimulus, as well as some improvement in confidence, has helped stabilize consumer spending. Since consumer spending accounts for two-thirds of all economic activity, this is a key factor affecting our forecast of growth in the third quarter.

- The gradual nature of the recovery will put additional pressure on state and local budgets. Following a difficult 2009, especially in the West, most states began the 2010 fiscal year on July 1 with even larger budget gaps to solve.

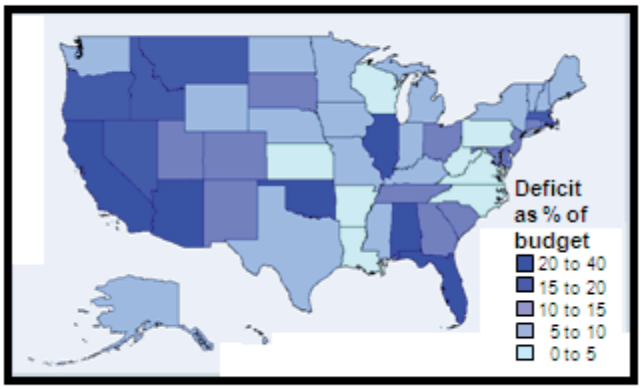
- Still, many remain worried that large fiscal deficits will eventually be inflationary. However, a look at the empirical link between fiscal deficits and inflation in the United States shows no correlation between the two. Indeed, during the 1980s, when the United States was running large deficits, inflation was coming down.



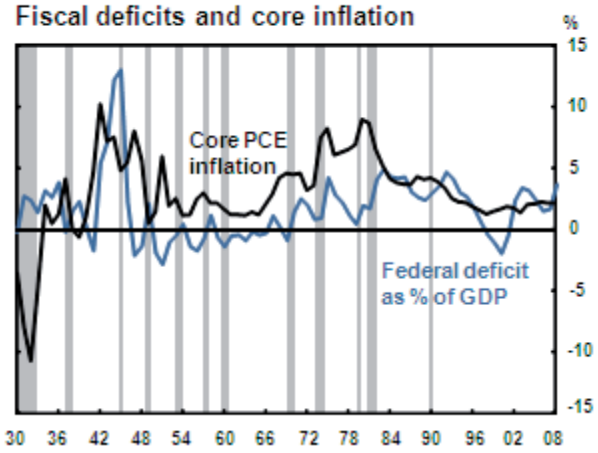
Consumers hanging on



State budget gaps pervasive in 2009



No link between deficits and inflation



Informational Texts: Science, Mathematics, and Technical Subjects

Paulos, John Allen. *Innumeracy: Mathematical Illiteracy and Its Consequences*. New York: Vintage, 1988. (1988)
From Chapter 1: "Examples and Principles"

Archimedes and Practically Infinite Numbers

There is a fundamental property of numbers named after the Greek mathematician Archimedes which states that any number, no matter how huge, can be exceeded by adding together sufficiently many of any smaller number, no matter how tiny. Though obvious in principle, the consequences are sometimes resisted, as they were by the student of mine who maintained that human hair just didn't grow in miles per hour. Unfortunately, the nanoseconds used up in a simple computer operation do add up to lengthy bottlenecks on intractable problems, many of which would require millennia to solve in general. It takes some getting accustomed to the fact that the minuscule times and distances of microphysics as well as the vastness of astronomical phenomena share the dimensions of our human world.

It's clear how the above property of numbers led to Archimedes' famous pronouncement that given a fulcrum, a long enough lever, and a place to stand, he alone could physically lift the earth. An awareness of the additivity of small quantities is lacking in innumerates, who don't seem to believe that their little aerosol cans of hairspray could play any role in the depletion of the ozone layer of the atmosphere, or that their individual automobile contributes anything to the problem of acid rain.

Gladwell, Malcolm. *The Tipping Point: How Little Things Can Make a Big Difference.* New York: Back Bay Books, 2002. (2002)
From "The Three Rules of Epidemics"

The three rules of the Tipping Point—the Law of the few, the Stickiness Factor, the Power of Context—offer a way of making sense of epidemics. They provide us with direction for how to go about reaching a Tipping Point. The balance of this book will take these ideas and apply them to other puzzling situations and epidemics from the world around us. How do these three rules help us understand teenage smoking, for example, or the phenomenon of word of mouth, or crime, or the rise of a bestseller? The answers may surprise you.

Tyson, Neil deGrasse. "Gravity in Reverse: The Tale of Albert Einstein's 'Greatest Blunder.'" *Natural History*. 112.10 (Dec 2003). (2003)

Sung to the tune of "The Times They Are A-Changin'":

Come gather 'round, math phobes,
Wherever you roam
And admit that the cosmos
Around you has grown
And accept it that soon
You won't know what's worth knowin'
Until Einstein to you
Becomes clearer.
So you'd better start listenin'
Or you'll drift cold and lone
For the cosmos is weird, gettin' weirder.
—The Editors (with apologies to Bob Dylan)

Cosmology has always been weird. Worlds resting on the backs of turtles, matter and energy coming into existence out of much less than thin air. And now, just when you'd gotten familiar, if hot really comfortable, with the idea of a big bang, along comes something new to worry about. A mysterious and universal pressure pervades all of space and acts against the cosmic gravity that has tried to drag the universe back together ever since the big bang. On top of that, "negative gravity" has forced the expansion of the universe to accelerate exponentially, and cosmic gravity is losing the tug-of-war.

For these and similarly mind-warping ideas in twentieth-century physics, just blame Albert Einstein.

Einstein hardly ever set foot in the laboratory; he didn't test phenomena or use elaborate equipment. He was a theorist who perfected the "thought experiment," in which you engage nature through your imagination, inventing a situation or a model and then working out the consequences of some physical principle.

If—as was the case for Einstein—a physicist's model is intended to represent the entire universe, then manipulating the model should be tantamount to manipulating the universe itself. Observers and experimentalists can then go out and look for the phenomena predicted by that model. If the model is flawed, or if the theorists make a mistake in their

calculations, the observers will detect a mismatch between the model's predictions and the way things happen in the real universe. That's the first cue to try again, either by adjusting the old model or by creating a new one.

Media Text
NOVA animation of an Einstein "thought experiment":
http://www.pbs.org/wgbh/nova/einstein/relativity/

Calishain, Tara, and Rael Dornfest. *Google Hacks: Tips & Tools for Smarter Searching, 2nd Edition*. Sebastopol, Calif.: O'Reilly Media, 2004. (2004)
From Chapter 1: "Web: Hacks 1–20," Google Web Search Basics

Whenever you search for more than one keyword at a time, a search engine has a default strategy for handling and combining those keywords. Can those words appear individually in a page, or do they have to be right next to each other? Will the engine search for both keywords or for either keyword?

Phrase Searches

Google defaults to searching for occurrences of your specified keywords anywhere on the page, whether side-by-side or scattered throughout. To return results of pages containing specifically ordered words, enclose them in quotes, turning your keyword search into a phrase search, to use Google's terminology.

On entering a search for the keywords:

to be or not to be

Google will find matches where the keywords appear anywhere on the page. If you want Google to find you matches where the keywords appear together as a phrase, surround them with quotes, like this:

"to be or not to be"

Google will return matches only where those words appear together (not to mention explicitly including stop words such as "to" and "or" [...]).

Phrase searches are also useful when you want to find a phrase but aren't sure of the exact wording. This is accomplished in combination with wildcards [...])

Basic Boolean

Whether an engine searches for all keywords or any of them depends on what is called its Boolean default. Search engines can default to Boolean AND (searching for all keywords) or Boolean OR (searching for any keywords). Of course, even if a search engine defaults to searching for all keywords, you can usually give it a special command to instruct it to search for any keyword. Lacking specific instructions, the engine falls back on its default setting.

Google's Boolean default is AND, which means that, if you enter query words without modifiers, Google will search or all of your query words. For example if you search for:

snowblower Honda "Green Bay"

Google will search for all the words. If you prefer to specify that any one word or phrase is acceptable, put an OR between each:

snowblower OR Honda OR "Green Bay"

Kane, Gordon. "The Mysteries of Mass." *Scientific American Special Edition* December 2005. (2005)

Physicists are hunting for an elusive particle that would reveal the presence of a new kind of field that permeates all of reality. Finding that Higgs field will give us a more complete understanding about how the universe works.

Most people think they know what mass is, but they understand only part of the story. For instance, an elephant is clearly bulkier and weighs more than an ant. Even in the absence of gravity, the elephant would have greater mass—it would be harder to push and set in motion. Obviously the elephant is more massive because it is made of many more atoms than the ant is, but what determines the masses of the individual atoms? What about the elementary particles that make up the atoms—what determines their masses? Indeed, why do they even have mass?

We see that the problem of mass has two independent aspects. First, we need to learn how mass arises at all. It turns out mass results from at least three different mechanisms, which I will describe below. A key player in physicists'

tentative theories about mass is a new kind of field that permeates all of reality, called the Higgs field. Elementary particle masses are thought to come about from the interaction with the Higgs field. If the Higgs field exists, theory demands that it have an associated particle, the Higgs boson. Using particle accelerators, scientists are now hunting for the Higgs.

Fischetti, Mark. "Working Knowledge: Electronic Stability Control." ***Scientific American*** **April 2007. (2007)**

Steer Clear

Automakers are offering electronic stability control on more and more passenger vehicles to help prevent them from sliding, veering off the road, or even rolling over. The technology is a product of an ongoing evolution stemming from antilock brakes.

When a driver jams the brake pedal too hard, anti-lock hydraulic valves subtract brake pressure at a given wheel so the wheel does not lock up. As these systems proliferated in the 1990s, manufacturers tacked on traction-control valves that help a spinning drive wheel grip the road.

For stability control, engineers mounted more hydraulics that can apply pressure to any wheel, even if the driver is not braking. When sensors indicate the car is sliding forward instead of turning or is turning too sharply, the actuators momentarily brake certain wheels to correct the trajectory. "Going to electronic stability control was a big step," says Scott Dahl, director of chassis-control strategy at supplier Robert Bosch in Farmington Hills, Michigan. "We had to add sensors that can determine what the driver intends to do and compare that with what the car is actually doing." Most systems also petition the engine-control computer to reduce engine torque to dampen wayward movement.

U.S. General Services Administration. Executive Order 13423: Strengthening Federal Environmental, Energy, and Transportation Management.
http://www.gsa.gov/Portal/gsa/ep/contentView.do?contentType=GSA_BASIC&contentId=22395 2010 (2007)

Executive Order 13423

Strengthening Federal Environmental, Energy, and Transportation Management

The President Strengthening Federal Environmental, Energy, and Transportation Management
By the authority vested in me as President by the Constitution and the laws of the United States of America, and to strengthen the environmental, energy, and transportation management of Federal agencies, it is hereby ordered as follows:

Section 1. Policy. It is the policy of the United States that Federal agencies conduct their environmental, transportation, and energy-related activities under the law in support of their respective missions in an environmentally, economically and fiscally sound, integrated, continuously improving, efficient, and sustainable manner.

Sec. 2. Goals for Agencies. In implementing the policy set forth in section 1 of this order, the head of each agency shall:

(a) improve energy efficiency and reduce greenhouse gas emissions of the agency, through reduction of energy intensity by (i) 3 percent annually through the end of fiscal year 2015, or (ii) 30 percent by the end of fiscal year 2015, relative to the baseline of the agency's energy use in fiscal year 2003;

(b) ensure that (i) at least half of the statutorily required renewable energy consumed by the agency in a fiscal year comes from new renewable sources, and (ii) to the extent feasible, the agency implements renewable energy generation projects on agency property for agency use;

(c) beginning in FY 2008, reduce water consumption intensity, relative to the baseline of the agency's water consumption in fiscal year 2007, through life-cycle cost-effective measures by 2 percent annually through the end of fiscal year 2015 or 16 percent by the end of fiscal year 2015;

(d) require in agency acquisitions of goods and services (i) use of sustainable environmental practices, including acquisition of biobased, environmentally preferable, energy-efficient, water-efficient, and recycled-content products, and (ii) use of paper of at least 30 percent post-consumer fiber content;

(e) ensure that the agency (i) reduces the quantity of toxic and hazardous chemicals and materials acquired, used, or disposed of by the agency, (ii) increases diversion of solid waste as appropriate, and (iii) maintains cost-effective waste prevention and recycling programs in its facilities;

(f) ensure that (i) new construction and major renovation of agency buildings comply with the Guiding Principles for

Federal Leadership in High Performance and Sustainable Buildings set forth in the Federal Leadership in High Performance and Sustainable Buildings Memorandum of Understanding (2006), and (ii) 15 percent of the existing Federal capital asset building inventory of the agency as of the end of fiscal year 2015 incorporates the sustainable practices in the Guiding Principles;

(g) ensure that, if the agency operates a fleet of at least 20 motor vehicles, the agency, relative to agency baselines for fiscal year 2005, (i) reduces the fleet's total consumption of petroleum products by 2 percent annually through the end of fiscal year 2015, (ii) increases the total fuel consumption that is non-petroleum-based by 10 percent annually, and (iii) uses plug-in hybrid (PIH) vehicles when PIH vehicles are commercially available at a cost reasonably comparable, on the basis of life-cycle cost, to non-PIH vehicles; and

(h) ensure that the agency (i) when acquiring an electronic product to meet its requirements, meets at least 95 percent of those requirements with an Electronic Product Environmental Assessment Tool (EPEAT)-registered electronic product, unless there is no EPEAT standard for such product,

(ii) enables the Energy Star feature on agency computers and monitors,

(iii) establishes and implements policies to extend the useful life of agency electronic equipment, and (iv) uses environmentally sound practices with respect to disposition of agency electronic equipment that has reached the end of its useful life.

Kurzweil, Ray. "The Coming Merger of Mind and Machine." *Scientific American Special Edition* January 2008. (2008)

The accelerating pace of technological progress means that our intelligent creations will soon eclipse us—and that their creations will eventually eclipse them.

Sometime early in this century the intelligence of machines will exceed that of humans. Within a quarter of a century, machines will exhibit the full range of human intellect, emotions and skills, ranging from musical and other creative aptitudes to physical movement. They will claim to have feelings and, unlike today's virtual personalities, will be very convincing when they tell us so. By around 2020 a $1,000 computer will at least match the processing power of the human brain. By 2029 the software for intelligence will have been largely mastered, and the average personal computer will be equivalent to 1,000 brains.

Once computers achieve a level of intelligence comparable to that of humans, they will necessarily soar past it. For example, if I learn French, I can't readily download that learning to you. The reason is that for us, learning involves successions of stunningly complex patterns of interconnections among brain cells (neurons) and among the concentrations of biochemicals known as neurotransmitters that enable impulses to travel from neuron to neuron. We have no way of quickly downloading these patterns. But quick downloading will allow our nonbiological creations to share immediately what they learn with billions of other machines. Ultimately, nonbiological entities will master not only the sum total of their own knowledge but all of ours as well.

Gibbs, W. Wayt. "Untangling the Roots of Cancer." *Scientific American Special Edition* June 2008. (2008)

Recent evidence challenges long-held theories of how cells turn malignant—and suggests new ways to stop tumors before they spread.

What causes cancer?

Tobacco smoke, most people would say. Probably too much alcohol, sunshine or grilled meat; infection with cervical papillomaviruses; asbestos. All have strong links to cancer, certainly. But they cannot be root causes. Much of the population is exposed to these carcinogens, yet only a tiny minority suffers dangerous tumors as a consequence.

A cause, by definition, leads invariably to its effect. The immediate cause of cancer must be some combination of insults and accidents that induces normal cells in a healthy human body to turn malignant, growing like weeds and sprouting in unnatural places.

At this level, the cause of cancer is not entirely a mystery. In fact, a decade ago many geneticists were confident that science was homing in on a final answer: cancer is the result of cumulative mutations that alter specific locations in a cell's DNA and thus change the particular proteins encoded by cancer-related genes at those spots. The mutations affect two kinds of cancer genes. The first are called tumor suppressors. They normally restrain cells' ability to divide, and mutations permanently disable the genes. The second variety, known as oncogenes, stimulate growth—in other words, cell division. Mutations lock oncogenes into an active state. Some researchers still take it as axiomatic that such growth-promoting changes to a small number of cancer genes are the initial event and root cause of every human cancer.

Gawande, Atul. "The Cost Conundrum: Health Care Costs in McAllen, Texas." ***The New Yorker*** **June 1, 2009. (2009)**

It is spring in McAllen, Texas. The morning sun is warm. The streets are lined with palm trees and pickup trucks. McAllen is in Hidalgo County, which has the lowest household income in the country, but it's a border town, and a thriving foreign-trade zone has kept the unemployment rate below ten per cent. McAllen calls itself the Square Dance Capital of the World. "Lonesome Dove" was set around here.

McAllen has another distinction, too: it is one of the most expensive health-care markets in the country. Only Miami—which has much higher labor and living costs—spends more per person on health care. In 2006, Medicare spent fifteen thousand dollars per enrollee here, almost twice the national average. The income per capita is twelve thousand dollars. In other words, Medicare spends three thousand dollars more per person here than the average person earns.

The explosive trend in American medical costs seems to have occurred here in an especially intense form. Our country's health care is by far the most expensive in the world. In Washington, the aim of health-care reform is not just to extend medical coverage to everybody but also to bring costs under control. Spending on doctors, hospitals, drugs, and the like now consumes more than one of every six dollars we earn. The financial burden has damaged the global competitiveness of American businesses and bankrupted millions of families, even those with insurance. It's also devouring our government. "The greatest threat to America's fiscal health is not Social Security," President Barack Obama said in a March speech at the White House. "It's not the investments that we've made to rescue our economy during this crisis. By a wide margin, the biggest threat to our nation's balance sheet is the skyrocketing cost of health care. It's not even close."

Sample Performance Tasks for Informational Texts: History/Social Studies & Science, Mathematics, and Technical Subjects

- Students *determine the central ideas* found in the Declaration of Sentiments by the Seneca Falls Conference, noting the parallels between it and the Declaration of Independence and *providing a summary that makes clear the relationships among the key details and ideas* of each text and between the texts. [RH.11–12.2]

- Students *evaluate* the *premises* of James M. McPherson's argument regarding why Northern soldiers fought in the Civil War by *corroborating* the *evidence* provided from the letters and diaries of these soldiers with *other* primary and secondary *sources* and *challenging* McPherson's *claims* where appropriate. [RH.11–12.8]

- Students *integrate* the *information* provided by Mary C. Daly, vice president at the Federal Reserve Bank of San Francisco, with the data presented *visually* in the *FedViews* report. In their analysis of these *sources of information presented in diverse formats*, students frame and *address a question* or *solve a problem* raised by their *evaluation* of the evidence. [RH.11–12.7]

- Students *analyze the hierarchical* relationships between phrase searches and searches that use basic Boolean operators in Tara Calishain and Rael Dornfest's *Google Hacks: Tips & Tools for Smarter Searching, 2nd Edition*. [RST.11–12.5]

- Students *analyze* the concept of mass based on their close reading of Gordon Kane's "The Mysteries of Mass" and *cite specific textual evidence* from the *text* to answer the question of why elementary particles have mass at all. Students explain *important distinctions the author makes* regarding the Higgs field and the Higgs boson and their relationship to the concept of mass. [RST.11–12.1]

- Students *determine the meaning of key terms* such as *hydraulic*, *trajectory*, and *torque* as well as other *domain-specific words and phrases* such as *actuators*, *antilock brakes*, and *traction control used* in Mark Fischetti's "Working Knowledge: Electronic Stability Control." [RST.11–12.4]

Writing

Definitions of the Standards' Three Text Types

Argument

Arguments are used for many purposes—to change the reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation or evaluation of a concept, issue, or problem. An argument is a reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid. In English language arts, students make claims about the worth or meaning of a literary work or works. They defend their interpretations or judgments with evidence from the text(s) they are writing about. In history/social studies, students analyze evidence from multiple primary and secondary sources to advance a claim that is best supported by the evidence, and they argue for a historically or empirically situated interpretation. In science, students make claims in the form of statements or conclusions that answer questions or address problems. Using data in a scientifically acceptable form, students marshal evidence and draw on their understanding of scientific concepts to argue in support of their claims. Although young children are not able to produce fully developed logical arguments, they develop a variety of methods to extend and elaborate their work by providing examples, offering reasons for their assertions, and explaining cause and effect. These kinds of expository structures are steps on the road to argument. In grades K–5, the term "opinion" is used to refer to this developing form of argument.

Informational/Explanatory Writing

Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as types (*What are the different types of poetry?*) and components (*What are the parts of a motor?*); size, function, or behavior (*How big is the United States? What is an X-ray used for? How do penguins find food?*); how things work (*How does the legislative branch of government function?*); and why things happen (*Why do some authors blend genres?*). To produce this kind of writing, students draw from what they already know and from primary and secondary sources. With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skilled at selecting and incorporating relevant examples, facts, and details into their writing. They are also able to use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point. Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and précis writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and résumés. As students advance through the grades, they expand their repertoire of informational/explanatory genres and use them effectively in a variety of disciplines and domains.

Although information is provided in both arguments and explanations, the two types of writing have different aims. Arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him or her to accept a certain point of view. In short, arguments are used for persuasion and explanations for clarification.

Like arguments, explanations provide information about causes, contexts, and consequences of processes, phenomena, states of affairs, objects, terminology, and so on. However, in an argument, the writer not only gives information but also presents a case with the "pros" (supporting ideas) and "cons" (opposing ideas) on a debatable issue. Because an argument deals with whether the main claim is true, it demands empirical descriptive evidence, statistics, or definitions for support. When writing an argument, the writer supports his or her claim(s) with sound reasoning and relevant and sufficient evidence.

Narrative Writing

Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, instruct, persuade, or entertain. In English language arts, students produce narratives that take the form of creative fictional stories, memoirs, anecdotes, and autobiographies. Over time, they learn to provide visual details of scenes, objects, or people; to depict specific actions (for example, movements, gestures,

Creative Writing beyond Narrative

The narrative category does not include all of the possible forms of creative writing, such as many types of poetry. The Standards leave the inclusion and evaluation of other such forms to teacher discretion.

postures, and expressions); to use dialogue and interior monologue that provide insight into the narrator's and characters' personalities and motives; and to manipulate pace to highlight the significance of events and create tension and suspense. In history/social studies, students write narrative accounts about individuals. They also construct event models of what happened, selecting from their sources only the most relevant information. In science, students write narrative descriptions of the step-by-step procedures they follow in their investigations so that others can replicate their procedures and (perhaps) reach the same results. With practice, students expand their repertoire and control of different narrative strategies.

Texts that Blend Types

Skilled writers many times use a blend of these three text types to accomplish their purposes. For example, *The Longitude Prize*, included above and in Appendix B, embeds narrative elements within a largely expository structure. Effective student writing can also cross the boundaries of type, as does the grade 12 student sample "Fact vs. Fiction and All the Grey Space In Between" found in Appendix C.

The Special Place of Argument in the Standards

While all three text types are important, the Standards put particular emphasis on students' ability to write sound arguments on substantive topics and issues, as this ability is critical to college and career readiness. English and education professor Gerald Graff (2003) writes that "argument literacy" is fundamental to being educated. The university is largely an "argument culture," Graff contends; therefore, K–12 schools should "teach the conflicts" so that students are adept at understanding and engaging in argument (both oral and written) when they enter college. He claims that because argument is not standard in most school curricula, only 20 percent of those who enter college are prepared in this respect. Theorist and critic Neil Postman (1997) calls argument the soul of an education because argument forces a writer to evaluate the strengths and weaknesses of multiple perspectives. When teachers ask students to consider two or more perspectives on a topic or issue, something far beyond surface knowledge is required: students must think critically and deeply, assess the validity of their own thinking, and anticipate counterclaims in opposition to their own assertions.

"Argument" and "Persuasion"

When writing to persuade, writers employ a variety of persuasive strategies. One common strategy is an appeal to the credibility, character, or authority of the writer (or speaker). When writers establish that they are knowledgeable and trustworthy, audiences are more likely to believe what they say. Another is an appeal to the audience's self-interest, sense of identity, or emotions, any of which can sway an audience. A logical argument, on the other hand, convinces the audience because of the perceived merit and reasonableness of the claims and proofs offered rather than either the emotions the writing evokes in the audience or the character or credentials of the writer. The Standards place special emphasis on writing logical arguments as a particularly important form of college- and career-ready writing.

The unique importance of argument in college and careers is asserted eloquently by Joseph M. Williams and Lawrence McEnerney (n.d.) of the University of Chicago Writing Program. As part of their attempt to explain to new college students the major differences between good high school and college writing, Williams and McEnerney define *argument* not as "wrangling" but as "a serious and focused conversation among people who are intensely interested in getting to the bottom of things *cooperatively*":

> Those values are also an integral part of your education in college. For four years, you are asked to read, do research, gather data, analyze it, think about it, and then communicate it to readers in a form . . . which enables them to assess it and use it. You are asked to do this not because we expect you all to become professional scholars, but because in just about any profession you pursue, you will do research, think about what you find, make decisions about complex matters, and then explain those decisions—usually in writing—to others who have a stake in your decisions being sound ones. In an Age of Information, what most professionals do is research, think, and make arguments. (And part of the value of doing your own thinking and writing is that it makes you much better at evaluating the thinking and writing of others.) (ch. 1)

In the process of describing the special value of argument in college- and career-ready writing, Williams and McEnerney also establish argument's close links to research in particular and to knowledge building in general, both of which are also heavily emphasized in the Standards.

Much evidence supports the value of argument generally and its particular importance to college and career readiness. A 2009 ACT national curriculum survey of postsecondary instructors of composition, freshman English, and survey of American literature courses (ACT, Inc., 2009) found that "write to argue or persuade readers" was virtually tied with "write to convey information" as the most important type of writing needed by incoming college students. Other curriculum surveys, including those conducted by the College Board (Milewski, Johnson, Glazer, & Kubota, 2005) and

the states of Virginia and Florida[6], also found strong support for writing arguments as a key part of instruction. The 2007 writing framework for the National Assessment of Educational Progress (NAEP) (National Assessment Governing Board, 2006) assigns persuasive writing the single largest targeted allotment of assessment time at grade 12 (40 percent, versus 25 percent for narrative writing and 35 percent for informative writing). (The 2011 prepublication framework [National Assessment Governing Board, 2007] maintains the 40 percent figure for persuasive writing at grade 12, allotting 40 percent to writing to explain and 20 percent to writing to convey experience.) Writing arguments or writing to persuade is also an important element in standards frameworks for numerous high-performing nations.[7]

Specific skills central to writing arguments are also highly valued by postsecondary educators. A 2002 survey of instructors of freshman composition and other introductory courses across the curriculum at California's community colleges, California State University campuses, and University of California campuses (Intersegmental Committee of the Academic Senates of the California Community Colleges, the California State University, and the University of California, 2002) found that among the most important skills expected of incoming students were articulating a clear thesis; identifying, evaluating, and using evidence to support or challenge the thesis; and considering and incorporating counterarguments into their writing. On the 2009 ACT national curriculum survey (ACT, Inc., 2009), postsecondary faculty gave high ratings to such argument-related skills as "develop ideas by using some specific reasons, details, and examples," "take and maintain a position on an issue," and "support claims with multiple and appropriate sources of evidence."

The value of effective argument extends well beyond the classroom or workplace, however. As Richard Fulkerson (1996) puts it in *Teaching the Argument in Writing*, the proper context for thinking about argument is one "in which the goal is not victory but a good decision, one in which all arguers are at risk of needing to alter their views, one in which a participant takes seriously and fairly the views different from his or her own" (pp. 16–17). Such capacities are broadly important for the literate, educated person living in the diverse, information-rich environment of the twenty-first century.

[6]Unpublished data collected by Achieve, Inc.
[7]See, for example, frameworks from Finland, Hong Kong, and Singapore as well as Victoria and New South Wales in Australia.

Student Sample: Grade 11, Informative/Explanatory

The essay that follows was written in response to this assignment: "Reflection Topic #3: Pride and Acceptance. Wright struggles to find his 'place' in society. He refuses to forgo his morality and beliefs to conform to the status quo. Examine Wright's pride. Find examples in the text that demonstrate the influence pride has on Wright's actions. How does his pride influence his decisions? Is pride a positive or negative influence in Wright's life? How does Wright's pride affect how his family members treat him?" Students had one week to complete this assignment. The maximum length allowed was three pages.

Marching to His Own Beat

Pride is often criticized by society and habitually seen as a negative characteristic evoking such connotations as conceit, egotism, arrogance, and hubris. In Richard Wright's struggle to find his "place" in society in Black Boy, pride has both negative and positive connotations. Despite the negative consequences, pride allows Wright to maintain his moral compass, oppose conformity, and pursue his passion of writing, thus demonstrating pride's positive influence on Wright's life.

Wright's pride prompts him to make principled decisions and carry out actions that illustrate his morality and inherent beliefs. Wright refuses to neglect his values and chooses right over wrong even when he recognizes that failure to adhere to what is expected of him will ultimately result in negative and often violent consequences. When he receives the title of valedictorian and refuses to read the speech prepared for him by his principal, choosing instead to present his own speech in spite of the threat of being held back, Wright's pride is demonstrated. Although he comprehends the consequences and the gravity of his decision, Wright refuses to compromise his beliefs: "I know that I'm not educated, professor . . . But the people are coming to hear the students, and I won't make a speech that you've written" (174). Though urged by his family members and his classmates to avoid conflict and to comply with the principal's demand, Wright refuses because he does not believe it is the morally correct thing to do. Even though his pride is negatively perceived by his peers and relatives as the source of defiance, they fail to realize that his pride is a positive factor that gives him the self confidence to believe in himself and his decisions. Wright's refusal to acquiesce to his family's ardent religious values is another illustration of his pride. Wright is urged by his family and friends to believe in God and partake in their daily religious routines; however, he is undecided about his belief in God and refuses to participate in practicing his family's religion because "[His] faith, such as it was, was welded to the common realities of life, anchored in the sensations of [his] body and what [his] mind could grasp, and nothing could ever shake this faith, and surely not [his] fear of an invisible power" (115). He cannot put his confidence into something unseen and remains unwavering in his belief. Pride allows Wright to flee from the oppressive boundaries of expectations and to escape to the literary world.

Wright's thirst and desire to learn is prompted by his pride and allows him to excel in school and pursue his dreams of becoming a writer. The reader observes Wright's pride in his writing when he wrote his first story. Pleased with his work, he "decided to read it to a young woman who lived next door . . . [He] looked at her in a cocky manner that said: . . . I write stuff like this all the time. It's easy" (120-121). This attitude of satisfaction permits Wright to continue to push himself to improve and pursue his craft. Pride eventually leads Wright to submit his work to the local newspaper; his obvious pride in his work is clearly portrayed when he impatiently tells the newspaper editor, "But I want you to read it *now*" (165) and asks for his composition book back when he does not immediately show interest in his story. Pride in his academic achievements motivates him to excel in his studies; after Wright advanced to sixth grade in two weeks, he was elated and thrilled at his astonishing accomplishment: "Overjoyed, I ran home and babbled the news . . . I had leaped a grade in two weeks, anything seemed possible, simple, easy" (125). Wright's pride in his intelligence and studies allows him to breeze through school: "I burned at my studies . . . I read my civics and English and geography volumes through and only referred to them in class. I solved all my mathematical problems far in advance" (133). Pride provides him with the self-confidence and contentment that his family and society fail to give him. It removes Wright from both the black culture and the white culture and moves him rather to the "art culture", in which Wright can achieve higher than what is anticipated of him.

Wright's ability to oppose conformity and forego the status quo also stems from his pride. Pride propels him to assert himself even if it defies what is expected of him as a black individual. Upon telling one of his old employers, a white woman, that he wants to be a writer, she indecorously scoffs at him and makes an impudent remark "You'll never be a writer . . . Who on earth put such ideas into your . . .

head?" (147). This remark causes him to almost immediately quit his job; Wright remarks, "The woman had assaulted my ego; she had assumed that she knew my place in life . . . what I ought to be, and I resented it with all my heart" (147). Wright's refusal to simply go along with what is expected of him, thoroughly disappoints and aggravates his family and society, yet his pride has a positive influence on his life; pride allows Wright to not only remove himself from the boundaries of the black vs. white society and the insidious effect of racism but it also sets Wright free from the constraints of acceptance. Pride ultimately frees Wright to pursue his passion and identify himself not as a black or white person but rather as a "writer".

In Wright's struggle to overcome the overwhelming expectations he is faced with by society, pride puts him at odds with his family and society but ultimately serves as a positive influence, allowing him to withstand conformity and escape the status quo. This attitude allows Wright to maintain his moral compass, believe in his self worth, and pursue his passion. Pride is more than pure arrogance and haughtiness. To Wright, pride is something far greater; pride is the characteristic that gives him the strength to march to his own beat; to the beat of the literary world.

Annotation

The writer of this piece

- **introduces a topic.**
    - *Pride is often criticized by society and habitually seen as a negative characteristic evoking such connotations as conceit, egotism, arrogance, and hubris. In Richard Wright's struggle to find his "place" in society in Black Boy, pride has both negative and positive connotations. Despite the negative consequences, pride allows Wright to maintain his moral compass, oppose conformity, and pursue his passion of writing, thus demonstrating pride's positive influence on Wright's life.*
- **organizes complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.**
    - In separate paragraphs, the writer organizes the body of his text to provide examples of the ways in which Wright's pride allows him *to maintain his moral compass, oppose conformity, and pursue his passion of writing.*
- **develops the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.**
    - Examples: *When he receives the title of valedictorian and refuses to read the speech prepared for him by his principal, choosing instead to present his own speech in spite of the threat of being held back, Wright's pride is demonstrated.*
    - Quotations: *Although he comprehends the consequences and the gravity of his decision, Wright refuses to compromise his beliefs: "I know that I'm not educated, professor . . . But the people are coming to hear the students, and I won't make a speech that you've written" (174).*
    - Details: . . . *after Wright advanced to sixth grade in two weeks, he was elated and thrilled at his astonishing accomplishment . . . Upon telling one of his old employers, a white woman, that he wants to be a writer, she indecorously scoffs at him and makes an impudent remark . . .*
- **integrates selected information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.**
    - Using a standard format, the writer uses quotations selectively to illustrate examples of pride's positive influence on Wright's life: (e.g., *The reader observes Wright's pride in his writing when he wrote his first story. Pleased with his work, he "decided to read it to a young woman who lived next door . . . [He] looked at her in a cocky manner that said: . . . I write stuff like this all the time. It's easy" (120-121).*

- **uses appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.**
    - *. . . In Richard Wright's struggle . . . When he receives the title of valedictorian . . . Although . . . Though urged by his family members . . . Even though . . . however . . . The reader observes . . . This attitude of satisfaction . . . Upon telling one of his old employers . . . This remark causes him . . . In Wright's struggle to overcome the overwhelming expectations he is faced with by society . . .*
- **uses precise language and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.**
    - *. . . moral compass . . . principled decisions . . . valedictorians . . . the consequences and gravity of his decision . . . obvious pride . . . excel in his studies . . . thoroughly disappoints and aggravates . . .*
    - *. . . march to his own beat; to the beat of the literary world.*
- **establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which the student is writing.**
    - *Pride is often criticized by society and habitually seen as a negative characteristic evoking such connotations as conceit, egotism, arrogance, and hubris . . . To Wright, pride is something far greater: pride is the characteristic that gives him the strength to march to his own beat; to the beat of the literary world.*
- **provides a concluding section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).**
    - *In Wright's struggle to overcome the overwhelming expectations he is faced with by society, pride puts him at odds with his family and society but ultimately serves as a positive influence, allowing him to withstand conformity and escape the status quo. This attitude allows Wright to maintain his moral compass, believe in his self worth, and pursue his passion. Pride is more than pure arrogance and haughtiness. To Wright, pride is something far greater: pride is the characteristic that gives him the strength to march to his own beat; to the beat of the literary world.*
- **demonstrates exemplary command of the conventions of standard written English.**

Student Sample: Grade 11, Informative/Explanatory

The essay that follows was written in response to an extra credit assignment in an anatomy and physiology class. Students were asked to summarize key points about a topic from given information and from their own research on the Internet and to explain how the topic was relevant to their future. A list of sources was not required in the assignment.

Summary of Key Points

For many years, scientists and researchers weren't able to examine normal, healthy brains. They only got brain data from autopsies and surgeries. Even so, they were able to learn a lot about how the brain functioned because when people suffered brain damage to parts of the brain, they could see what functions were impaired and know the parts of the brain that were responsible for that function. MRI technology has changed that because now scientists can examine healthy brains at all stages of development, including getting functional results that show areas of the brain that "light up" while performing tasks. Therefore, scientists are now able to measure how the brain works.

95% of the brain has been formed by age 6, but through MRI studies researchers now know that changes in the brain structure continue to occur late in child development. The prefrontal cortex has a growth spurt just before puberty and then prunes back in adolescence. This part of the brain is responsible for reasoning, controlling impulses, and making judgments. The growth and pruning is a very important stage of brain development, so when this second wave is happening teen's activities can affect how their brain responds for the rest of their lives.

Researchers have found waves of growth and change in other parts of the brain as well, including the corpus callosum and the cerebellum. The corpus callosum influences language learning, and the cerebellum helps physical coordination and is also used to process mental tasks and higher thought such as math, philosophy, decision-making, etc.

This recent research has confirmed what scientists have known for many years . . . that different parts of the brain mature at different times. However, the brain is much more changeable than previously thought, with structural changes taking place into adolescence and beyond. Knowing more about the brain's structure is only one piece of the puzzle. Much more research is needed to draw conclusions about how the brain structure and function directly cause behavior.

Conclusion:

MRI technology has enabled researchers to learn much more about the brain's growth and development. They have learned that parts of the brain, such as the pre-frontal cortex, an area of the brain that controls reasoning and judgment, goes through a second growth spurt just before puberty, and that this helps to explain why teenagers begin to have more control over their impulses and are able to make better judgments. Additionally, scientists have been able to confirm that some brain characteristics are genetic, and others are affected by environmental factors. Confirming that different parts of the brain mature at different times and that the brain has structural changes through adolescence is very important, but there is a great deal more research that needs to be done to learn about how brain structure and function relate to behavior.

How is this article relevant to my future?

Knowing more about the brain and how it influences behavior will have a major impact on how children and teenagers are raised and educated. For example, one of the researchers, Giedd believed that the growth and pruning can happen at a time of brain development when the actions of teenagers can affect them the rest of their lives, his "use it or lose it principle." This is the time when music or academic development could be "hardwired." This theory puts more emphasis on parents to make sure their teens have the right focus and guidance. Most parents already believe in a basic approach to raising and educating their children, but this research could lead to a very specific timetable and a do and don't guide to child development, making sure that their child is exposed to the appropriate factors at the right time.

Annotation

The writer of this piece

- **introduces a topic.**
    - *For many years, scientists and researchers weren't able to examine normal, healthy brains. They only got brain data from autopsies and surgeries. Even so, they were able to learn a lot about how the brain functioned because when people suffered brain damage to parts of the brain, they could see what functions were impaired and know the parts of the brain that were responsible for that function. MRI technology has changed that because now scientists can examine healthy brains at all stages of development, including getting functional results that show areas of the brain that "light up" while performing tasks. Therefore, scientists are now able to measure how the brain works.*
- **organizes complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.**
    - *95% of the brain has been formed by age 6, but through MRI studies researchers now know that changes in the brain structure continue to occur late in child development. The prefrontal cortex has a growth spurt just before puberty and then prunes back in adolescence . . . Researchers have found waves of growth and change in other parts of the brain as well, . . . This recent research has confirmed what scientists have known for many years . . . that different parts of the brain mature at different times.*
- **develops the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.**
    - Details: *95% of the brain has been formed by age 6 . . .*
    - Facts: *The corpus callosum influences language learning, and the cerebellum helps physical coordination and is also used to process mental tasks and higher thought . . .*
    - Examples: *They have learned that parts of the brain, such as the pre-frontal cortex, . . .*
- **uses appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.**
    - *For many years . . . Even so . . . Therefore . . . other parts of the brain as well . . . This recent research . . . However, . . . Knowing more about the brain's structure . . . Additionally, . . . Confirming that different parts of the brain mature at different times and that the brain has structural changes through adolescence is very important, but . . . .For example . . . This theory . . .*
- **uses precise language, domain-specific vocabulary (when appropriate), and techniques such as metaphor, simile, and analogy to manage the complexity of the topic (though sometimes important concepts, notably *pruning*, go undefined).**
    - *. . . data . . . autopsies . . . surgeries . . . MRI technology . . . prefrontal cortex . . . growth spurt . . . corpus callosum . . . cerebellum . . . puberty . . .*
    - *This is the time when music or academic development could be "hardwired."*
- **establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which the student is writing.**
    - *For many years, scientists and researchers weren't able to examine normal, healthy brains . . . Most parents already believe in a basic approach to raising and educating their children, but this research could lead to a very specific timetable and a do and don't guide to child development, making sure that their child is exposed to the appropriate factors at the right time.*
- **provides a concluding section that follows from and supports the information or explanations presented (e.g., articulating implications or the signifigance of the topic).**
    - *Knowing more about the brain and how it influences behavior will have a major impact*

on how children and teenagers are raised and educated. For example, one of the researchers, Giedd believed that the growth and pruning can happen at a time of brain development when the actions of teenagers can affect them the rest of their lives, his "use it or lose it principle." This is the time when music or academic development could be "hardwired." This theory puts more emphasis on parents to make sure their teens have the right focus and guidance. Most parents already believe in a basic approach to raising and educating their children, but this research could lead to a very specific timetable and a do and don't guide to child development, making sure that their child is exposed to the appropriate factors at the right time.

- **demonstrates good command of the conventions of standard written English.**

Student Sample: Grade 12, Argument

This essay on dress codes was written for a university/college placement assessment. Two different perspectives on an issue (whether or not dress codes should be adopted in school) were provided in the prompt, and students were advised to either support one of the two points of view given or present a different point of view on the issue. The students were allowed thirty minutes to write.

I believe that it would be beneficial for our schools to adopt dress codes. Although some may argue that this action would restrict the individual student's freedom of expression, I do not agree. Our right to express ourselves is important, but in our society none of us has unrestricted freedom to do as we like at all times. We must all learn discipline, respect the feelings of others, and learn how to operate in the real world in order to be successful. Dress codes would not only create a better learning environment, but would also help prepare students for their futures.

Perhaps the most important benefit of adopting dress codes would be creating a better learning environment. Inappropriate clothing can be distracting to fellow students who are trying to concentrate. Short skirts, skimpy tops, and low pants are fine for after school, but not for the classroom. T-shirts with risky images or profanity may be offensive to certain groups. Students should espress themselves through art or creative writing, not clothing. With fewer distractions, students can concentrate on getting a good education which can help them later on.

Another benefit of having a dress code is that it will prepare students to dress properly for different places. When you go to a party you do not wear the same clothes you wear to church. Likewise, when you dress for work you do not wear the same clothes you wear at the beach. Many professions even require uniforms. Having a dress code in high school will help students adjust to the real world.

Lastly, with all the peer pressure in school, many students worry about fitting in. If a dress code (or even uniforms) were required, there would be less emphasis on how you look, and more emphasis on learning.

In conclusion, there are many important reasons our schools should adopt dress codes. Getting an education is hard enough without being distracted by inappropriate t-shirts or tight pants. Learning to dress for particular occasions prepares us for the real world. And teens have enough pressure already without having to worry about what they are wearing.

Annotation

The writer of this piece

- **introduces a precise, knowledgeable claim.**
    - *I believe that it would be beneficial for our schools to adopt dress codes.*
- **establishes the significance of the claim, distinguishing the claim from alternate or opposing claims.**
    - *Although some may argue that this action would restrict the individual student's freedom of expression, I do not agree. Our right to express ourselves is important, but in our society none of us has unrestricted freedom to do as we like at all times. We must all learn discipline, respect the feelings of others, and learn how to operate in the real world in order to be successful.*
- **creates an organization that logically sequences claim, counterclaims, reasons, and evidence.**
    - *I believe that it would be beneficial for our schools to adopt dress codes. Although some may argue . . . Perhaps the most important benefit . . . Another benefit . . . Lastly . . . In conclusion . . .*
- **develops the claim and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both (though the evidence provided is limited by the constraints of an on-demand assessment).**
    - *Perhaps the most important benefit of adopting dress codes would be creating a better learning environment. Inappropriate clothing can be distracting to fellow students who are trying to concentrate.*

- *Another benefit of having a dress code is that it will prepare students to dress properly for different places. When you go to a party you do not wear the same clothes you wear to church.*
- *If a dress code (or even uniforms) were required, there would be less emphasis on how you look, and more emphasis on learning.*

- **develops the claim in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.**
  - The writer addresses an unknown adult audience likely to appreciate values such as *discipline*, *respect* [for] *the feelings of others*, and *the creation of a better learning environment*.
- **uses words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim and reasons, between reasons and evidence, and between claim and counterclaims.**
  - *Although some may argue . . . Perhaps the most important benefit . . . With fewer distractions . . . Another benefit . . . When . . . Likewise . . . If a dress code (or even uniforms) were required . . . Lastly . . . In conclusion . . .*
- **establishes and maintains a formal style and objective tone.**
- **demonstrates good command of the conventions of standard written English (with occasional errors that do not interfere materially with the underlying message).**

Student Sample: Grade 12, Argument

This essay was produced in a two-hour-long college placement exam. Students first read a passage of approximately a thousand words titled "In Praise of Boredom." The passage was adapted from an essay published by Ellen Ruppel Shell in 2000. Students were then asked to respond to Shell's views, drawing on anything else they had previously read, their observations, and/or their experiences.

Freedom From Structure

Children are blank slates that are subject to the environment around them. Allowing a child to interact with their surroundings is difficult for adults because it leaves each decision, and each consequence of that decision, up to them. Ellen Ruppel Shell believes that children miss out on experimenting and discovering aspects of the world that cannot be taught in a classroom or read about in a book. I agree that children can learn many important lessons about social interaction and the products of creativity by playing on their own, or with other children, in a free and open environment.

To relieve the inevitable boredom that every child eventually encounters, they can nourish their creative minds by playing alone. As a child, I was content to sometimes play by myself in a land of make-believe. If it was cold and rainy outside, I would pretend it was the middle of summer. Night became day, my bedroom became a kingdom, my bed was a castle, my floor was a mote, and I was a princess. Playing "let's pretend" allowed me to imagine and create my own world when reality seemed too mundane. "Boredom leads to exploration, which leads to creativity," and nothing is more creative than a world that exists in the mind of a child.

There are endless opportunities for parents to stimulate and teach their kids that come with instructions and rules and boundaries, but I agree with Shell when she declares that "the best play is spontaneous and unpredictable." Plain and simple freedom is invaluable, and we are only so free as children. As we grow up, our minds become molded around society's rules and we learn to conform to a certain way of thinking and creating. If adults see a soccer ball, they will only think of how to play soccer. If children see a soccer ball they will immediately create their own rules and proceed with an entirely different game. The ability to be spontaneous and imaginative is strongest in children because they know nothing else. Adults and parents that bombard their kids with structured activities are wasting the unique and innate ability of children to create; however, a parent's reasoning for such structure is not unsupported.

There are many life lessons that can be difficult to learn on your own, so adults establish controlled environments for their children to learn about the world. For example, making new friends can be an awkward and terrifying process for kids, so parents will try to make friends for their children. What most adults don't realize is that they are robbing their child of a chance to open up and reach out to another person. The kid they meet on the jungle gym will be more beneficial to them than the kid their parent forced them to play with. "We don't believe that they can navigate the world, so we try to navigate it for them." Shell believes that adults need to trust their kids to discover the world for themselves and that it's just as important for them to fail as it is for them to succeed.

For children, it's not about the final product, it's how they get there. When forced to follow rules and obey boundaries, kids are not given the opportunity to use their imagination. I agree with Shell and I believe that it is more beneficial for children to make believe, be spontaneous, and discover as much as they can about the world for themselves.

Annotation

The writer of this piece

- **introduces a precise, knowledgeable claim.**
    - *I agree that children can learn many important lessons about social interaction and the products of creativity by playing on their own, or with other children, in a free and open environment.*

- **establishes the significance of the claim, distinguishing the claim from alternate or opposing claims.**
    - *Allowing a child to interact with their surroundings is difficult for adults because it leaves each decision, and each consequence of that decision, up to them.*
- **creates an organization that logically sequences claim, counterclaims, reasons, and evidence.**
    - *I agree that children . . . they can nourish their creative minds by playing alone. . . . As a child, I was . . . but I agree with Shell when she declares . . . As we grow up . . . There are many life lessons that can be difficult to learn on your own . . . What most adults don't realize . . . For children, it's not about the final product . . . I agree with Shell and I believe . . .*
- **develops the claim and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both.**
    - *Allowing a child to interact with their surroundings . . . leaves each decision, and each consequence of that decision, up to them.*
    - *Ellen Ruppel Shell believes that children miss out on experimenting and discovering aspects of the world that cannot be taught in a classroom or read about in a book.*
    - *. . . they can nourish their creative minds by playing alone.*
    - *There are many life lessons that can be difficult to learn on your own, so adults establish controlled environments for their children to learn about the world.*
    - *When forced to follow rules and obey boundaries, kids are not given the opportunity to use their imagination.*
- **develops the claim in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.**
    - *. . . making new friends can be an awkward and terrifying process for kids, so parents will try to make friends for their children. What most adults don't realize is that they are robbing their child of a chance to open up and reach out to another person.*
- **uses words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim and reasons, between reasons and evidence, and between claim and counterclaims.**
    - *As a child . . . As we grow up . . . For example . . .*
    - *To relieve the inevitable boredom that every child eventually encounters, they can nourish their creative minds by playing alone. As a child, I was content to sometimes play by myself in a land of make-believe. . . . "Boredom leads to exploration, which leads to creativity," and nothing is more creative than a world that exists in the mind of a child.*
    - *There are endless opportunities for parents to stimulate and teach their kids that come with instructions and rules and boundaries, but I agree with Shell when she declares that "the best play is spontaneous and unpredictable."*
- **provides a concluding statement that follows from and supports the argument presented.**
    - *I agree with Shell and I believe that it is more beneficial for children to make believe, be spontaneous, and discover as much as they can about the world for themselves.*
- **demonstrates good command of the conventions of standard written English (with occasional errors that do not interfere materially with the underlying message).**

Student Sample: Grade 12, Informative/Explanatory

The essay that follows was written for an Advanced Placement U.S. history class. The student had unlimited time to write and likely received feedback and instructional support while creating the essay. (Essay ©2009 by The Concord Review, Inc. Reprinted with permission.)

In the Wake of the Spanish Lady:
American Economic Resilience in the Aftermath of the Influenza Epidemic of 1918

Whatever does not kill me makes me stronger.[1]
—Friedrich Nietzsche

America in the years leading up to 1918 was as confident in its medical ability as it had ever been. In only one century, it had seen the successful vaccination, containment, or cure for the notorious menaces of smallpox, anthrax, rabies, meningitis, typhoid, malaria, yellow fever, diphtheria, cholera, and tetanus.[2] Due to the new strides in bacteriology, germ theory, and sanitation, as well as new methods devised to control food-, water-, and insect-borne diseases, Americans were experiencing an era of unprecedented health. Whereas in all previous wars, more American soldiers were lost to disease than in action, American troops in World War I saw an all-time low in the number of deaths due to disease. Army camp inspections, carried out by William Henry Welch, the respected doctor and assistant to the Army Surgeon General, revealed that, though camps were overcrowded, "the health of the army proved to be as good as any reasonable doctor could expect."[3] Unfortunately, the new light that had been shed on disease control did not apply to air-borne viruses. Because neither antibiotics nor a way to control the spread of air-borne diseases had been invented yet, America was as vulnerable to the deadly grip of influenza that would befall it in 1918 as Medieval Europe had been to the Bubonic Plague of the 14th century.

More people died of the Spanish Flu in the 10 months that it devastated the world than had died of any other disease or war in history. A commonly cited estimate of deaths is 21 million worldwide, yet prominent demographer Kingsley Davis estimates that the disease killed approximately 20 million in the Indian subcontinent alone.[4] The actual number of deaths will never be known, but the modern estimate is somewhere between 50 and 100 million.[5] If an equal percentage of the world population died today, that would be close to 2 billion victims.[6] A bare minimum of 550,000 Americans, or .5 percent of the American population, died in the apocalyptic pandemic.[7] Yet, due to some historical and demographic particulars of the 1918 flu, the American economy—which nearly collapsed in some areas during the outbreak—was not crippled in any lasting way.

The flu is not generally thought of as a killer. Instead, it is perceived as a pesky annual virus, slightly more troublesome than the common cold, but nothing serious. In reality, the average yearly flu is an extremely virulent disease, infecting anywhere from 30 to 60 million Americans annually, of whom about 36,000 die (usually the very old or the very young.)[8] It mutates so frequently that humans are never fully immune to it, so a yearly vaccine must be produced to counteract it, whereas most viruses require only one vaccination in a lifetime.[9] The killer flu of 1918, dubbed the Spanish Flu or the Spanish Lady, was a particularly deadly mutation of this influenza virus.[10] In comparison to the .1 percent of infected who die of the annual flu, it killed 2.5 percent of those who contracted it.[11] This mutation had a propensity to cause pneumonia, untreatable at the time, and clogged its victims' lungs with bloody sputum until their faces turned dark purple and they died of suffocation.[12]

The origins of the Spanish Flu are uncertain, but most experts believe that the first wave in the U.S. emerged in Fort Riley, Kansas, on March 11, 1918, when one of the men came down with a milder form of the mysterious illness.[13] As of the next day, 414 soldiers had contracted the virus, and by the end of the week at least 500 were sick.[14] In total, 48 men died from the first influenza-pneumonia strain by the time it had run its course in the camp—too low a number to merit any concern in the medical community in 1918.[15] Even though the virus struck at least 13 other military camps, there was sparse evidence that civilians were similarly affected, and, besides, disease was a fact of life in any military camp.[16] So, little attention was directed to the budding pandemic. America instead focused on the new draft calls, the war in Europe, the suffragette movement, and the Bolshevik tumult in Russia, while ignoring the mild outbreak of a hard-to-identify flu.[17]

As expected, the flu subsided quickly with a forgettable number of casualties. Unforeseen, however, was the deadlier second wave that would emerge that August to explode in September with

unprecedented virulence. Influenza viruses thrive in cold, dry weather, which is why flu season tends to be during the winter.[18] The fact that it exploded like it did in August, which is neither cold nor dry, makes this flu remarkable. The epidemic first struck Camp Devens, an overcrowded military camp thirty miles from Boston, on September 8 after brewing in Europe for about a month.[19] From there, it spread to the rest of the United States in an unsettlingly erratic manner, hitting most of the East coast, then some of the Midwest and the Gulf Coast region, then the West coast, and ultimately striking the interior.[20] Although at times slow in reaching certain regions, the Spanish Flu was horrifyingly thorough in its damages.

Nearly every city in the United States was affected economically by the flu in the short-term. In many places, the workforce was paralyzed because 21-to-29-year-olds suffered the greatest casualties.[21] So many people died at uncommonly young ages that the average life expectancy dropped 12 years, from 51 in 1917 to 39 in 1918.[22] Whether or not the infected had been young, healthy, and robust prior to contracting the flu was of little consequence. The military, which consisted of a particularly young, healthy, and robust demographic, was hit the hardest of any social group in America: 40 percent of the Navy and 36 percent of the Army developed the flu in 1918.[23] With victims' average age being 33, the volume of death claims by flu victims blind-sided the life insurance companies.[24] One life insurance company handled $24 million worth of unanticipated death claims for 68,000 deaths.[25] The fact that the majority of victims were in the prime of their lives defied actuarial projections, confusing insurance companies, destroying families, and disrupting the economy at large.

In the most severe stages of the flu, the "essential services" of cities verged on collapse as policemen, firemen, garbage collectors, telephone operators, and even the doctors, nurses, and social workers who were struggling to fight the flu, were absent from work.[26] The Bureau of Child Hygiene strove to handle an overwhelming population of orphans as the fathers and mothers of America, those in the most vulnerable age-range, were decimated by influenza.[27] Employment standards plummeted, the only requirement in some places being "two hands and willingness to work."[28] Worst off of any "essential service" were the processors of the dead. As morgues filled up, in some places with bodies stacked three and four high, corpses accumulated in the streets, spreading bacteria and the residual influenza virus.[29] In some situations, the dead were left untended, festering in their homes for days.[30] The primary emergency during the flu was in these "essential services," which could not have held out much longer than they did. While those services continued functioning, even at a minimal level, the rest of the economy was able to rebound to normal capacity within three years, the "Roaring Twenties" as evidence of this resilience. Despite the chaos, the nation persisted.

In *The Review of Economic Statistics* of December 1919, the year 1919 was deemed a "year of readjustment," one in which the United States was healing from the tensions of 1918.[31] According to the article, in 1918, "industries were straining their energies to meet the unusual demands occasioned by the war," yet it should be noted that the strain was also partially due to the Spanish Flu.[32] In one county in West Virginia, during the fall of 1918, the three months of flu had left 6,000 ill, of whom 500 died.[33] This sapped the county economy to near-collapse as 80 percent of the labor force fell ill.[34] Coupled with the large population overseas for the war, situations like this compromised cities across the nation, especially with Surgeon General of the Army William Crawford Gorgas shipping thousands of America's fittest young doctors and nurses to Europe, where he believed they were most necessary.[35] The doctors and nurses who continued to serve at home, like many of the civilians who remained, were generally too old, or too young, or too disabled to adequately respond to the Spanish Flu.[36]

When the epidemic reached cities with a deficient work force and incompetent, sparse medical care, the critical damage to the economy was compounded by restrictive public health ordinances. In an effort to restrict exposure to the virus, the Surgeon General had issued public health ordinances that prohibited most public gatherings and required gauze masks to be worn at all times.[37] In Philadelphia alone, it is estimated that theaters, cinemas, and hotels lost $2 million to the flu from the ordinances, while saloons lost $350,000.[38] These ordinances turned out to be fairly pointless: even in places that strictly adhered to the recommendations of the Surgeon General the case and death rates were no lower than those in lenient cities.[39] On a smaller scale, tobacco sales dropped off about 50 percent in places that strictly required cotton face masks because men could not smoke while wearing masks.[40] These masks turned out to be completely ineffective, because the weave of the gauze proved too porous to stop a virus, usually a tiny sphere with a diameter of about 1/10,000 of a millimeter.[41] The futile public health ordinances and gauze masks temporarily damaged business during the flu crisis, yet the economy rebounded.

When contagious diseases attack a society, it tends to hit the poorest sector of economy the hardest. One of the reasons for this is that they are more prone to infect people who have cramped

living quarters, poor hygiene, inadequate water and food supplies, and exposure to parasites—some of the consequences of poverty.[42] Because the working class would be disproportionately affected by disease, the work force would be disproportionately affected by disease, the work force would be disproportionately diminished in the lowest-paying, most essential jobs during an epidemic. By contrast, the Spanish Flu, being an air-borne disease (and thus not preventable through good hygiene and health), affected all sectors of the economy equally. It killed vast numbers of people, but, as noted by historian Alfred W. Crosby, it "ignored the differences between rural and urban, patrician and peasant, capitalist and proletarian, and struck them all down in similar proportions."[43] Because it was so unbiased in its selection, no social hierarchies were overturned, nor were any particular divisions of employment gutted of laborers. Influenza's only prejudice was that it ravaged the young, healthy age-range—something fairly irrelevant to economic status—and thus the only long-term economic imbalance was proportional: there were fewer people to work and fewer people sharing in the wealth.

Although the Spanish Flu killed a lower percentage of the population than it affected and lasted for a shorter period of time, the economic benefits of the epidemic can be compared to those of the Black Death. One of the peculiar positive effects of the Black Death, according to historian Norman Davies, was that it marked "the decisive point in the decline of the feudal system in Western Europe."[44] Although social upheaval may have already been gaining momentum, the deadly epidemic that killed approximately one-third of Europe allowed formerly impoverished and powerless serfs to assert their independence.[45] With an absence of competition in the work force and a high demand for menial labor, serfs were able to gain comparative economic freedom with rising pay.[46] This escalation of the price of labor and goods during the plague is echoed in the aftermath of the Spanish Flu epidemic. *The Review of Economic Statistics* of December 1919 observes the post-influenza wage inflation, noting that the "efficiency of labor, unfortunately, has not materially improved and is still generally below the pre-war level," yet "rates of wages have remained high during 1919 and have continued to rise rather than decline."[47] *The Review* also remarks on the oddity that "unemployment has not developed, in spite of the demobilization of the army; and in many sections labor is still reported to be scarce."[48] The unusually high wages and low labor supply despite the re-absorption of troops into the work force could be attributed to the fact that so many people had succumbed to the pandemic on the home front that the re-entry of troops had normalized, rather than overwhelmed, the labor market.

In the years following 1918, the influenza pandemic, though surely seared in the memories of those it personally affected, quickly subsided from national consciousness.[49] Even during the epidemic, the flu was rarely mentioned in the papers or truly noticed on a national level. As noted by Crosby, "*The Reader's Guide to Periodical Literature*, 1919-1921 has 13 inches of column space devoted to citations of articles about baseball, 20 inches to Bolshevism, 47 to Prohibition, and 8 inches to the flu."[50] As the United States emerged victorious from the devastations of World War I, the brief but deadly nightmare of the Spanish Flu was lost to the national memory. The war had put pressure on Americans to sacrifice as much as possible: the government urging people to grow what food they could, eat less meat and fewer luxury foods, buy war bonds, and serve in the army as required by the draft. Wartime America was dealing with death on a regular basis as the war casualties continued to grow, ultimately reaching approximately 117,000 deaths—about 53,000 in battle, the remainder due to disease.[51] With such a high proportion of war losses due to disease and the influenza deaths accompanying the hardships on the home front, the flu must have seemed so intricately enmeshed in the reality of war that it became unremarkable.

After the war had ended and the flu had essentially run its course in most places, the thrifty attitudes about consumption enforced by the war effort and the strict public health ordinances were immediately discarded. Americans had a brief attention span for such restrictions—they were only heeded during the war for patriotic reasons or in the midst of a deadly, dramatic pandemic. *The Review of Economic Statistics* of December 1919 remarked that "extravagant expenditure, both public and private, is found on every hand."[52] San Franciscans—who endured the worst hit of the Spanish Flu on the West Coast—had complied with the October-November 1918 masking ordinance that had required gauze masks be worn at all times.[53] Yet, a mid-December masking recommendation of that same year met the fierce opposition of 90 percent of the city and was struck down by the San Francisco Board of Supervisors.[54] The intolerance for what were thought at the time to be potentially life-saving health measures reflects the prevalent mood at the time of impatience with inconvenience that trumped even fear of death.

Perhaps the Spanish Flu would have drawn more attention if only it had left the scar of a long depression in its wake. Yet, after the crippling 10 months of the flu, the American economy was not only

undamaged, but booming. Following the "year of readjustment" of 1919, the United States experienced a sunny era of unprecedented prosperity.[55] The national income, which had remained stagnant from 1890 to 1918, rose more than $200 per capita and laborers enjoyed a workday diminished from 12 to eight hours, as well as a paid annual vacation.[56] With the advent of mass-production due to the innovations of the assembly line and expanded industrial exploitation of electricity, productivity soared to unheard-of levels.[57] In the mere 30 years between 1899 and 1929, industrial production expanded by 264 percent.[58] All of this was accomplished by a manufacturing labor pool that, according to historian William E. Leuchtenburg in his book *The Perils of Prosperity*, contained "precisely the same number of men in 1929 as it had in 1919."[59] The workforce to attain these new heights was the same workforce that been described in 1919 as generally sufficient, yet which was in many sectors "still reported to be scarce."[60] In the same way that the Renaissance thrived in the wake of the Black Plague by benefiting from capital redistribution to a greater demographic, the destruction of the Spanish Flu had opened up a decade of culture and materialism to a population that benefited from the resulting availability of jobs and higher wages.

With thousands of the fittest soldiers, doctors, and nurses overseas and the stress of coping with wartime and its strict economic regulations, a flu epidemic was the last thing that Americans of 1918 needed, or expected. It was especially traumatic when even the enormous strides that had been made in recent years in the medical community were insufficient to control this epidemic of a traditionally unobtrusive disease. Disturbingly, young, healthy adults were the most likely to succumb to the virus and die of a violent, delirious pneumonia. With the backbone of the economy debilitated and inept medical care, U.S. society could have collapsed. However, the flu lasted for a short enough time that it did not permanently disable the workforce. Also, because the primary target was an age-group rather than a class, the virus infected different socioeconomic sectors evenly. As a consequence, though in many places the workforce was reduced to the point of near-collapse, the population retained its socioeconomic balance. Finally, because the flu took place for 10 months during and after World War I, the most devastated demographic was replaced by the return of soldiers who could then be reabsorbed easily into society, thereby alleviating the labor-pool crisis. From the perspective of its victims and their loved ones, the 1918 influenza was a tragedy; however, viewed within an economic paradigm, the Spanish Lady smoothed the transition from the turbulence of the 19th and early 20th centuries into the prosperity of the 1920s.

Endnotes

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[3] Crosby, p. 3

[4] Ibid., pp. 206, 207

[5] Svenn-Erik Mamelund, "Can the Spanish Influenza Pandemic of 1918 Explain the Baby Boom of 1920 in Neutral Norway? Population English Edition, 2002) Vol 59, No. 2 (March-April, 2004) p. 232, http://links.jstor.org/sici?sici=1634-2941%28200403%2F04%2959%3A2%3C229%3ACTSIPO %3E2.0.CO%3B2-Z

[6] John M. Barry, Great Influenza: The Epic Story of the Deadliest Plague in History (New York: Penguin Group, 2004) p. 238

[7] Ibid., p. 238

[8] Tim Appenzeller, "Tracking the Next Killer Flu," National Geographic (October 2005) p. 12

[9] Ibid., p. 12

[10] It is generally thought that the Spanish flu got its name because Spain, being a neutral country in the World War I, did not censor its newspapers, so the mortality rates were exposed to the world. It is certain that the flu did not originate in Spain, though it is not certain where it did originate. Most experts agree that it probably began in America. Ibid., p. 12

[11] Gina Kolata, Flu: The Story of the Great Influenza Pandemic of 1918 and the Search for the Virus That Caused It (New York: Farrar, Straus and Giroux, 1999) p. 7

[12] Barry, p. 243

[13] Mary Ellen Snodgrass, World Epidemics: A Cultural Chronology of Disease from Prehistory to the Era of SARS (Jefferson, North Carolina: McFarland & Company, Incorporated, 2003) p. 272

[14] Ibid., p. 272

[15] Crosby, p. 19

[16] The flu was not made a reportable disease in many cities until the second wave of the epidemic was already in full swing because the medical community was reluctant to accept that influenza had reached such proportions. This partially accounts for the incomplete civilian records concerning the flu, in contrast to the records of controlled populations, like the military and prisons, which kept strict medical records of any and all diseases in the community. Kolata, Flu, p. 10

[17] Crosby, pp. 17, 18

[18] Gina Kolata, "Why winter for the flu? A virus has its reasons; [4 edition]," International Herald Tribune (December 6, 2007) p. 5 http://proquest.umi.com pqdweb?index=1&did=1393874091&SrchMode=1&sid=2&Fmt=3&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS =1197252984&clientId=14764

[19] Ibid., p. 4

[20] The American Experience: Influenza 1918, Maps, PBS, http://www.pbs.ory/wgbh/amex/influenza/maps/index.htm

[21] Crosby, p. 21

[22] Laura B. Shrestha, "CRS Report for Congress: Life Expectancy in the United States," (Domestic Social Policy Division, 2006) p. 31, http://www.ncseonline.org/NLE/CRSreports/06Sep/RL32792.pdf

[23] Kolata, Flu, pp. 6, 7

[24] Crosby, p. 312

[25] Ibid., p. 312

[26] Ibid., p. 75

[27] Ibid., p. 75

[28] Ibid., p. 75

[29] Ibid., p. 76

[30] Ibid., p. 76

[31] Joseph S. Davis, "Economic Conditions Since the Armistice," The Review of Economic Statistics Vol 1, Monthly Supplement (December 1919) p. 9, http://links.jstor.org/sici?sici=00346535%28191912%291%3C9% 3AIROTY %3E2.0.CO%3B2-0

[32] Ibid., p. 9

[33] Snodgrass, p. 276

[34] Ibid., p. 276

[35] Barry, pp. 142, 143

[36] Ibid., p. 143

[37] Crosby, p. 74

[38] Ibid., p. 87

[39] Ibid., p. 74

[40] Ibid., p. 104

[41] Barry, pp. 359, 103

[42] Kolata, Flu, p. 47

[43] Crosby, p. 323

[44] Norman Davies, Europe: A History (New York: Oxford University Press, 1996) p. 412

[45] Ibid., p. 412

[46] Ibid., p. 412

[47] Ibid., p. 412; Davis, p. 10

[48] Davis, p. 10

[49] Crosby, p. 314

[50] Ibid., p. 314

[51] The Great War: Resources, WWI Casualty and Death Tables, PBS, http://www.pbs.org/greatwar/resources/casdeath_pop.html

[52] Davis, p. 9

[53] Crosby, pp. 70, 108-110

[54] Ibid., pp. 70, 108-110

[55] Davis, p. 10; William E. Leuchtenburg, The Perils of Prosperity: 1914-32 (Chicago: The University of Chicago Press, 1958) p. 178

[56] Leuchtenburg, pp. 178-179

[57] Ibid., p. 179

[58] Ibid., p. 180

[59] Ibid., p. 179

[60] Davis, p. 10

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Annotation

The writer of this piece

- **introduces a topic.**
    - *More people died of the Spanish Flu in the 10 months that it devastated the world than had died of any other disease or war in history. . . . Yet, due to some historical and demographic particulars of the 1918 flu, the American economy—which nearly collapsed in some areas during the outbreak—was not crippled in any lasting way.*
- **organizes complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.**
    - The information is organized logically (and, in places, chronologically). The introduction previews the content and then moves through several carefully sequenced categories of information, ending with a conclusion that summarizes the main points of the explanation.
- **develops the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.**
    - Details: *In only one century, it had seen the successful vaccination, containment, or cure for the notorious menaces of smallpox, anthrax, rabies, meningitis, typhoid, malaria, yellow fever, diphtheria, cholera, and tetanus.[2] . . . The war had put pressure on Americans to sacrifice as much as possible: the government urging people to grow what food they could, eat less meat and fewer luxury foods, buy war bonds, and serve in the army as required by the draft.*
    - Examples: *It mutates so frequently that humans are never fully immune to it . . . The killer flu of 1918, dubbed the Spanish Flu or the Spanish Lady, was a particularly deadly mutation of this influenza virus.[10]*
    - Facts: *Following the "year of readjustment" of 1919, the United States experienced a sunny era of unprecedented prosperity.[55] The national income, which had remained stagnant from 1890 to 1918, rose more than $200 per capita and laborers enjoyed a workday diminished from 12 to eight hours, as well as a paid annual vacation. [56]*
    - Quotations: *As noted by Crosby,* "The Reader's Guide to Periodical Literature, *1919-1921 has 13 inches of column space devoted to citations of articles about baseball, 20 inches to Bolshevism, 47 to Prohibition, and 8 inches to the flu."[50] . . . All of this was accomplished by a manufacturing labor pool that, according to historian William E. Leuchtenburg in his book* The Perils of Prosperity, *contained "precisely the same number of men in 1929 as it had in 1919."*[59]
- **uses appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.**
    - *Because neither antibiotics nor a way to control the spread of air-borne diseases . . . had been invented yet . . . Yet, due to . . . Instead, it . . . In reality . . . As of the next day . . . In total . . . Even though . . . So . . . As expected . . . However . . . From there . . . Although at times slow . . . Whether or not . . . In the most severe stages . . . As morgues filled up . . . In some situations . . . By contrast . . . But . . . Because it was so unbiased in its selection . . . This escalation . . . In the years following 1918 . . . As the United States emerged . . . After the war had ended . . . Yet . . . From the perspective of . . .*
    - *. . . there was sparse evidence that civilians were similarly affected, and, besides, disease was a fact of life in any military camp.[16] So, little attention was directed to the budding pandemic . . . With an absence of competition in the work force and a high demand for menial labor, serfs were able to gain comparative economic freedom with rising pay.[46]*
- **uses precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.**
    - *. . . bacteriology . . . diphtheria . . . sanitation . . . suffragette movement . . . pandemic . . . virulent disease . . . influenza viruses . . .*

- *. . . as a killer . . . As a pesky annual virus, slightly more troublesome than the common cold . . . if only it had left the scar of a long depression . . . budding pandemic . . . In the same way that the Renaissance thrived in the wake of the Black Plague . . .*

- **establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which the student is writing.**
  - *. . . there was sparse evidence that civilians were similarly affected, and, besides, disease was a fact of life in any military camp.[16] So, little attention was directed to the budding pandemic . . . With an absence of competition in the work force and a high demand for menial labor, serfs were able to gain comparative economic freedom with rising pay.[45]*
  - *When contagious diseases attack a society, it tends to hit the poorest sector of the economy the hardest. . . . By contrast, the Spanish Flu, being an air-borne disease (and thus not preventable through good hygiene and health) affected all sectors of the economy equally.*
- **provides a concluding section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).**
  - *From the perspective of its victims and their loved ones, the 1918 influenza was a tragedy; however, viewed within an economic paradigm, the Spanish Lady smoothed the transition from the turbulence of the 19th and early 20th centuries into the prosperity of the 1920s.*
- **demonstrates good command of the conventions of standard written English.**

Student Sample: Grade 12, Informative/Explanatory

This essay was one of a portfolio of four essays submitted by a high school student for placement in a college composition course sequence. The student had unlimited time to write and likely received feedback and instructional support while creating the portfolio.

Fact vs. Fiction and All the Grey Space in Between

The modern world is full of problems and issues—disagreements between peoples that stem from today's wide array of perceptions, ideas, and values. Issues that could never have been foreseen are often identified and made known today because of technology. Once, there were scatterings of people who had the same idea, yet never took any action because none knew of the others; now, given our complex forms of modern communication, there are millions who have been connected. Today, when a new and arguable idea surfaces, the debate spreads across the global community like wildfire. Topics that the general public might never have become aware of are instantly made into news that can be discussed at the evening dinner table. One such matter, which has sparked the curiosity of millions, is the recent interest in the classification of literature as fiction or nonfiction.

A number of questions have arisen: What sparked the booming interest? Where exactly is the line that separates fiction from nonfiction, and how far can the line be stretched until one becomes the other? Are there intermediaries between the two, or must we classify each piece of literature as one or the other? Do authors do this purposefully, or with no intent? The answers to these questions are often circular and simply lead to further dispute. In modern times, the line between the classification of literature as either fiction or nonfiction has become blurred and unclear; the outdated definitions and qualifications have sparked the development of new genres and challenged the world's idea on the differences between the two.

The Spark Which Lit the Fire

Though it had been a fairly relevant and known topic to members of the literary world, the idea that a book is not always completely fiction or nonfiction seemed to be an obscure and unnecessary subject for the public to ponder. However, the average Monday morning watercooler conversation was forever changed when what has become known as the "Million Little Lies Scandal" broke out in early 2006. It started on October 26, 2005 when author James Frey appeared on *The Oprah Winfrey Show*. He was the only guest of the day, there to promote and discuss his book entitled *A Million Little Pieces*. The book, a nonfiction memoir, recounts Frey's experience as an alcoholic, drug addict, and criminal, and the heroic story of his overcoming of every obstacle in his path to getting clean. After his appearance on the show and addition into Oprah's highly esteemed and publicized book club, the novel skyrocketed to the top of the charts, eventually becoming a number one best seller. But his success was short lived; in the months that followed, *The Smoking Gun*, a Web site that posts legal documents, arrest records, and investigates celebrity police dealings, unearthed some discrepancies between Frey's story and the police documents that should have supported his claims.

Though the Web site had originally only been searching for Frey's mugshot, one small inconsistency soon led to another, and after a six-week investigation, the site released its findings. Investigators had taken any parts of Frey's story that could be verified by a police record, matched it with his actual records, and were shocked by what they found; nearly all of Frey's memoir was either highly embellished or flat out fabricated. Huge discrepancies between the truth and what was stated in Frey's book became headline news; instances like Frey claiming to be in jail for eighty-seven days when in reality he was incarcerated for a mere four hours, or the serious drug charges that he claimed were filed against him that were never found on any record.

Frey was caught, and on January 8, 2006, *The Smoking Gun* published an article called "A Million Little Lies," which took an in-depth look at every provable inconsistency in the novel. By comparing direct quotes from the book to police records—or rather, the lack of police records—Frey's entire novel was pieced apart until there was nothing remaining. Completely discredited, yet still somehow maintaining the entire situation was a misunderstanding, Frey attempted to salvage his namesake by reappearing on *Oprah*; in the end, this proved to be more damaging than helpful. He had his reasons for what he'd done, he tried to explain.

Reasons that were valid and legitimate according to him, as he stated that he would not have been able to get the book signed unless he was willing to sell it as nonfiction. Details had been slightly exaggerated, he conceded, but this was only to allow the novel to fluctuate and flow in a way that would not have been possible had he stuck to the bare facts.

Regardless, in the end, it was proved beyond anyone's reasonable doubt that James Frey's novel landed dead center in the proverbial grey area between black and white—his novel was partially fiction and partially nonfiction. And so started the media frenzy; the scandal covered newsstands for weeks, people took sides with either Frey or his critics, and similarly themed novels were called into question. Suddenly the world *cared* about a novel's validity; they no longer assumed that the words fiction and nonfiction could themselves define the amount of fact that stood behind a piece of literature. People also realized, simultaneously, that they might not exactly know what defined and separated fiction and nonfiction, or if, in more modern times, the two might mesh together a bit more than in the literature of old.

With Difficulty, the Line is Drawn

Fiction and nonfiction: they're two words that are surprisingly hard to define. It's difficult to ascertain what the words have meant in the past, what they each encompass today, and how past and present definitions have been molded and shaped by the literature of the time. Traditionally, fiction is 'a tale drawn from the imagination' and nonfiction is 'a statement of fact'; however, the two are so much more complex than that. For many, the word 'fiction' is associable with the word 'story,' as if the two are equal or interchangeable. Subgenres of fiction often contribute to this perception; novels, short stories, fairy tales, comics, films, animation, and even video games help the mind classify fiction as a substance completely fabricated in the mind. Fiction is largely assumed to be a form of art or entertainment, and in many cases this is true—science fiction and romance novels are two examples of how we are entertained by a good book. But frequently, stories are told to educate—to raise awareness regarding a certain topic about which the author is concerned.

Stories like Cormac McCarthy's *The Road*, George Orwell's *1984*, and Ayn Rand's *Anthem* all warn us about terrible futures that may arise as the result of the choices of humanity. Uzodinma Iweala's *Beasts of No Nation* is a short work of fiction based entirely around fact; while it tells the tale of a fictional little African boy thrown into a bloody civil uprising, his story of being a recruited child soldier is happening to hundreds of similar boys to this very day. Fables and parables are other, more subliminal examples of educational, moral-based fiction.

In the same way, nonfiction is surrounded by many presumptions; people assume that anything read in a nonfiction book is true, otherwise the literature would be labeled as fiction. Nonfiction literature *is* factual literature, but there is one important note to make. Nonfiction is literature that is *presented* as fact. This presentation may be accurate or inaccurate; in other words, the author is presumed to be writing what he or she believes to be the truth, or what he or she has been led to believe is the truth. Examples of nonfiction include essays, documentaries, scientific papers, textbooks, and journals. Nonfiction differs from fiction, however, in the areas regarding how the literature is presented and used. Directness, simplicity, and clarity are all aims of nonfiction literature.

Providing straight, accessible, understandable information to the reader is the purpose of nonfiction, and the ability to communicate well to the audience is what defines a skilled writer of the field. And despite the truth behind nonfiction writing, it is often necessary to persuade the reader to agree with the ideas being presented; therefore, a balanced, coherent and informed argument is also vital.

More Than Simply Black or White

The line between fiction and nonfiction starts to blur, however, when one considers genres that seem to mesh the two; historical fiction, new journalism, and biographies/autobiographies. These are only three of the defined new genres encompassed by what has become the intermediary between fiction and nonfiction— literary nonfiction. When one explores these three genres, it becomes blaringly obvious how easily fiction and nonfiction can blur into one.

Historical fiction is the product when an author takes real people and real events and tells the story of what actually happened to them, but inserts characters of their own creation and a plot line that they invent in order to tie the entire novel together. This idea is perfectly exampled in Ann Rinaldi's *An Acquaintance with Darkness*. This novel takes real historical aspects (the assassination of President

Lincoln; the trial of the only woman associated with his murder; the society of Washington, D.C., at the time of his death; the history behind the practice of grave robbing) and inserts the character of a young girl and her dying mother who, between the two of them, manage to tell the historical side of the story along with their own imagined one. All the pieces of history are told completely as they happened; so on some level, this novel *is* nonfiction. Yet it is also blatantly fiction—it has *characters*.

New journalism, biographies, and autobiographies, however, blur the lines in a slightly different way; they call into question people's ability to relay information truthfully and with no bias. New journalism is the term coined in the 1960s to describe the then unconventional journalism techniques that brought the reader inside the life and mind of the story. It's a practice very common today; just watch any network investigation series. The journalist attempts to get inside the mind of whomever is being investigated; he or she digs up information regarding that person's past, present, and potential future. The author then takes all the factual background information they've collected and pairs it with the emotions, memories, and feelings described to them by the person, and writes the complete story. If the complete work is to be published as a book rather than a news article or made into a television script, it often ends up being sold as a fiction novel. Yet is this the correct classification, given that all the information is true?

One excellent example of new journalism is Truman Capote's *In Cold Blood*. When asked about it, Capote himself even called it "unclassifiable." Capote traveled to Kansas to investigate the murder of a family of four; he ended up staying there for years, befriending the people of the town, discovering what he could about the murders from them, and piecing together his book from interviews and information he gained during his stay. When it was published, the novel became a best seller and also one of the first highly noted pieces of literature to border the line between fiction and nonfiction; it was the first of its kind to bring the idea of the blurring line to households across the United States.

Biographies and autobiographies are often questioned in the same way. Though not always thought of as controversial and previously considered nonfiction, biographies and autobiographies don't appear to fit into today's definition of fiction or nonfiction. The authors of both are simply telling the story of their own life or of someone else's life, but that begs an obvious question; is a highly detailed, written record of a person's feelings and perceptions able to be considered nonfiction? How can we classify people's emotions and memories as fact? An outstanding example of an autobiographical piece that cannot be defined is Tim O'Brien's *The Things They Carried*. His self-proclaimed 'nonfiction novel' is a collection of stories stemming from both his imagination and his personal experience in Vietnam during the war. O'Brien feels that the idea of creating a story that is technically false yet truthfully portrays a situation—as opposed to just stating the facts and stirring no emotion within the reader—is the correct way to educate the public in a meaningful, everlasting way. He, like many others, believes that biographies and autobiographies should be left as their own separate being; a genre where the reader may classify for himself or herself what truth and what fiction might lie within the literature. All of the issues mentioned above are shrouded in debate; there are no straightforward answers.

Fiction and nonfiction are two polar opposites on a scale that today offers little to no gradient. In years past, these two words have been definition enough and have managed to encompass all types of written word. Times change, however, and in the modern day, authors have begun to push the boundaries and discover the furthest extent of where literature can take us. Since they feel as if their literature does not fit into the classifications of fiction or nonfiction, authors are creating *new* genres where their novels and books can be properly sorted and defined. An update is long overdue—both an update to the definitions currently used to classify books, and an update in which we create new areas into which books can be classified.

Annotation

The writer of this piece

- **introduces a topic.**
    - *In modern times, the line between the classification of literature as either fiction or nonfiction has become blurred and unclear; the outdated definitions and qualifications have sparked the development of new genres and challenged the world's idea on the differences between the two.*

- **organizes complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole, and includes formatting when useful to aiding comprehension.**
    - The writer uses headers to help organize sections and uses cohesion devices to link sentences (*The Spark Which Lit the Fire; With Difficulty, the Line is Drawn; More Than Simply Black or White*).
    - *However, the average Monday morning watercooler conversation was forever changed when what has become known as the "Million Little Lies Scandal" broke out in early 2006.*
    - *Regardless, in the end, it was proved beyond anyone's reasonable doubt that James Frey's novel landed dead center in the proverbial grey area between black and white—his novel was partially fiction and partially nonfiction.*
    - *Fiction and nonfiction: they're two words that are surprisingly hard to define. It's difficult to ascertain what the words have meant in the past, what they each encompass today, and how past and present definitions have been molded and shaped by the literature of the time.*
    - *Fiction and nonfiction are two polar opposites on a scale that today offers little to no gradient.*
- **develops the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.**
    - *Frey was caught, and on January 8, 2006,* The Smoking Gun *published an article called "A Million Little Lies," which took an in-depth look at every provable inconsistency in the novel. By comparing direct quotes from the book to police records—or rather, the lack of police records—Frey's entire novel was pieced apart until there was nothing remaining.*
    - *Stories like Cormac McCarthy's* The Road*, George Orwell's* 1984*, and Ayn Rand's* Anthem *all warn us about terrible futures that may arise as the result of the choices of humanity.*
- **uses appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.**
    - *. . . the debate spreads across the global community like wildfire.*
    - *Where exactly is the line that separates fiction from nonfiction, and how far can the line be stretched until one becomes the other? Are there intermediaries between the two, or must we classify each piece of literature as one or the other?*
    - *All the pieces of history are told completely as they happened; so on some level, this novel* is *nonfiction. Yet it is also blatantly fiction—it has* characters.
- **uses precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.**
    - *Uzodinma Iweala's* Beasts of No Nation *is a short work of fiction based entirely around fact . . .*
    - *The line between fiction and nonfiction starts to blur, however, when one considers genres that seem to mesh the two; historical fiction, new journalism, and biographies/autobiographies.*
- **establishes and maintains a formal style and objective tone while attending to the norms and conventions of the specific discipline in which the student is writing.**
    - *One such matter . . .*
    - *Though it had been a fairly relevant and known topic to members of the literary world, the idea that a book is not always completely fiction or nonfiction seemed to be an obscure and unnecessary subject for the public to ponder.*
    - *Historical fiction is the product when . . .*

- **provides a concluding section that follows from and supports the information or explanation explanation presented (e.g., articulating implications or the significance of the topic).**
    - *Since they feel as if their literature does not fit into the classifications of fiction or nonfiction, authors are creating new genres where their novels and books can be properly sorted and defined.*
- **demonstrates good command of the conventions of standard written English (with occasional errors that do not interfere materially with the underlying message).**

Student Sample: Grade 12, Informative/Explanatory

The essay that follows was one of a portfolio of four essays submitted by a high school student for placement in a college composition course sequence. The student had unlimited time to write and likely received feedback and instructional support while creating the portfolio.

The Making of a Human Voice and How to Use It

The violin is arguably the most cherished and well-known orchestral instrument in the world. Many are moved by its unique quality of sound; it is known as the only instrument close to the sound of a human voice. Maybe the violin is so revered because "humans in all times and places are powerfully moved, or threatened, by the possibility that with our hands and minds we can create something that is perfect" (Ebert). But the sound of this instrument was not magically created overnight; the creation of the very first violin took many years and has been a product of much experimentation. This is the reason that every beginning violinist should learn to appreciate the art of making a violin and the process of holding and bowing his instrument so that he will have the knowledge to play it well.

The process of constructing a violin is an age-old tradition that has been developed and refined for centuries. Each step is crucial to the quality of the instrument's sound. The violin's body consists of a rib structure, which is made from six thin maple ribs that are bent to shape by applying dry heat. The ribs are reinforced at the joints by wood blocks that are located in each of the four outward curving corners, one at the top rib, and one at the lower rib. To reinforce the glue-joints between the ribs and the table and back of the violin, strips of willow or pine are glued along the inside edges of the ribs to create the lining. The back plate of the violin is made from either one or two matched pieces of maple. The wood chosen for these pieces is very important and affects the sound production of the violin. The outline of the plate is drawn onto the maple and sawn out, and the arching (the outward bulge) is then painstakingly carved to a thickness of about five millimeters. The front plate of the violin, or table, has two soundholes carved from it on either side of the bridge. These soundholes are [shaped like the letter f] and are made to project the sound. Purfling is done by inlaying thin strips of wood around the top and back of the violin a short distance from the rim. Purfling strengthens the delicate edgework and produces a beautiful frame around the instrument's outline (Gusset).

The bridge is cut from a thin sliver of maple. Intricate shapes are carved from it, known as the "heart," "ears," and the two "feet" that allow it to stand on the violin table. The bridge is placed directly between the small nicks cut in the middle of each [soundhole]. The top of the bridge is curved to conform to the arch of the violin table, which allows the player to play each string individually (Skinner). The bridge is held onto the instrument by as much as seventeen pounds of pressure exerted from the four strings, which makes it a very delicate piece that must be checked periodically for leaning or warping. A bass-bar is fitted to the underside of the table underneath the left foot of the bridge. Underneath the right foot of the bridge, a soundpost is wedged between the front and back panel. The soundpost is made of spruce or pine and resists the downward pressure of the strings and improves the sound.

A neck is fitted to the top rib and is made to hold the fingerboard above the table. The fingerboard is a piece of ebony that extends beyond the neck and gradually widens towards the bridge. At the top of the neck is a pegbox that has holes drilled into each side in which the pegs are held. The pegs are used for a wide range of tuning. The pegbox slopes slightly backwards, which tensions the strings across the ebony nut at the top of the fingerboard and keeps them raised above the fingerboard. At the top of the pegbox is a scroll, added during the baroque period as an artistic flourish to provide an aesthetic touch to its already pleasing appearance (Vienna Online Magazine). The strings are wrapped around the pegs, stretched across the bridge, and held by an ebony or boxwood tailpiece. Anywhere from one to four fine tuners can be attached to the tailpiece; these are used to tighten or loosen the string to change its pitch for fine-tuning. The tailpiece is held into place by a loop of gut or nylon that is wrapped around an ebony end button located in the middle of the bottom rib.

After gluing is done, the violin must be exposed to air and sun for several days to a few weeks to darken the wood through the process of oxidation (Gusset). A protective varnish is brushed onto the surface of the violin, which has a slight dampening effect to the sound, but it is primarily used to protect the wood from perspiration, dust, dirt, and humidity (Kolneder 21). "The classical Italian makers appear to have used different formulations for the ground coat, which seals and protects the wood and does much to bring out its natural beauty, and the top coats, which were tinted with rich red, yellow and golden-brown

colours . . . Recent research suggests that walnut or linseed oil may have been an important constituent of the finest old Italian varnish, later supplanted by recipes based on shellac and alcohol" (Stowell 5).

Both the construction of the violin and the way it is played are equally important to its sound production. This is very critical to learn early so that a bad habit does not need correcting later on. The modern violin is held between the chin and the left shoulder, with the scroll angling towards the left. Violin teachers will have varying ideas of the correct position to hold a violin, but many great violinists have held their instruments in different ways and have been successful. Some will hold a violin directly under the chin, and others believe that the highest position on the shoulder is best. A chinrest is usually attached to the left side of the tailpiece to make it more comfortable for the violinist to hold. Sometimes a shoulder rest can be attached to the back of the violin which can be taken off after playing. The shoulder rest can be made of various materials and provides height and padding to the violinist's shoulder.

The left hand gently moves along the neck and fingerboard of the violin. The left fingers press down upon the string, shortening its length, which creates a higher pitch. The right hand holds the bow, which consists of a long stick of wood and a gathering of horsehair stretched from one end of the bow to the other. "In the bowing area, two C-shaped indentations (the waist) accommodate the bow's motion across the strings" (Kolneder 13). The four strings can be bowed with the horsehair, plucked, or bounced with the stick of the bow to produce vastly different colors of sound. "Bowing across the string is the normal manner of tone production, but the process is actually extremely complicated and in its most minute details not yet entirely understood . . . The strings' basic pitch depends on its length, thickness, material . . . and tension. These factors determine the frequency, that is, the number of vibrations . . . per second" (Kolneder 16). The bow must be rosined frequently to allow the strings to vibrate to create the fullest sound.

Even if a luthier, or stringed instrument maker, takes years to complete a violin, it can only produce its best sound if every step of its construction and every piece is made with is of the best quality. The same is true of the time needed for a musician to play the violin well. A player must learn that what counts is not how much time is spent practicing, but the quality of practice. A private teacher is also required, so proper instruction will be given. A musician must also fully understand and appreciate the skill required for constructing a violin. Not until then will a violinist be able to use his knowledge to bring forth their instrument's fullest and most beautiful sound.

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Annotation

The writer of this piece

- **introduces a topic.**
    - *The violin is arguably the most cherished and well-known orchestral instrument in the world. Many are moved by its unique quality of sound; it is known as the only instrument*

close to the sound of a human voice. . . . the sound of this instrument was not magically created overnight; the creation of the very first violin took many years and has been a product of much experimentation. This is the reason that every beginning violinist should learn to appreciate the art of making a violin and the process of holding and bowing his instrument so that he will have the knowledge to play it well.

- **organizes complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.**
    - The information is sequenced logically. The writer provides a carefully sequenced explanation of how a violin is made through detailed descriptions of the various parts of a violin and their purposes and steps in the process of building a violin.
- **develops the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.**
    - Facts: *. . . the creation of the very first violin took many years and has been a product of much experimentation.*
    - Examples: *. . . many great violinists have held their instruments in different ways and have been successful. Some will hold a violin directly under the chin, and others believe that the highest position on the shoulder is best.*
    - Details: *The four strings can be bowed with the horsehair, plucked, or bounced with the stick of the bow to produce vastly different colors of sound.*
    - Quotations: *"Bowing across the string is the normal manner of tone production, but the process is actually extremely complicated and in its most minute details not yet entirely understood . . . The strings' basic pitch depends on its length, thickness, material . . . and tension. These factors determine the frequency, that is, the number of vibrations . . . per second" (Kolneder 16).*
- **integrates information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation**.
    - *At the top of the pegbox is a scroll, added during the baroque period as an artistic flourish to provide an aesthetic touch to its already pleasing appearance (Vienna Online Magazine).*
    - *"The classical Italian makers appear to have used different formulations for the ground coat, which seals and protects the wood and does much to bring out its natural beauty, and the top coats, which were tinted with rich red, yellow and golden-brown colours . . . Recent research suggests that walnut or linseed oil may have been an important constituent of the finest old Italian varnish, later supplanted by recipes based on shellac and alcohol" (Stowell 5).*
    - *Stowell, Robin, ed.* The Cambridge Companion to the Violin*. New York: Press Syndicate of the University of Cambridge, 1992.*
- **uses appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.**
    - *But the sound of this instrument . . . This is the reason . . . To reinforce the glue joints . . .*
    - *These soundholes . . . The top of the bridge . . . Underneath the right foot . . . At the top of the pegbox . . . After gluing is done . . .*
    - *Both the construction of the violin and the way it is played are equally important to its sound production. This is very critical to learn early so that a bad habit does not need correcting later on. . . . Even if a luthier, or stringed instrument maker, takes years to complete a violin, it can only produce its best sound if every step of its construction and every piece is made with is of the best quality.*

- **uses precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.**
    - *. . . a rib structure . . . glue-joints . . . back plate . . . soundholes . . . tuning . . .*
    - *. . . known as the only instrument close to the sound of a human voice . . .*
    - *Purfling is done by inlaying thin strips of wood around the top and back of the violin a short distance from the rim. . . . a luthier, or stringed instrument maker . . .*
- **establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which the student is writing.**
    - *The violin is arguably the most cherished and well-known orchestral instrument in the world. . . . A musician must also fully understand and appreciate the skill required for constructing a violin. Not until then will a violinist be able to use his knowledge to bring forth their instrument's fullest and most beautiful sound.*
- **provides a concluding section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).**
    - *Even if a luthier, or stringed instrument maker, takes years to complete a violin, it can only produce its best sound if every step of its construction and every piece is made with is of the best quality. The same is true of the time needed for a musician to play the violin well. A player must learn that what counts is not how much time is spent practicing, but the quality of practice. A private teacher is also required, so proper instruction will be given. A musician must also fully understand and appreciate the skill required for constructing a violin. Not until then will a violinist be able to use his knowledge to bring forth their instrument's fullest and most beautiful sound.*
- **demonstrates good command of the conventions of standard written English (with occasional errors that do not interfere materially with the underlying message).**

Student Sample: Grade 12, Informative/Explanatory

A high school senior wrote the essay that follows for a career and technical class. The student had unlimited time to research and write this paper.

Wood Joints

Have you ever wondered how to design complex wood joinery? The types of wood joinery have been around for thousands of years. There are only twelve different main types of joints but there are many that combine more than one for aesthetics or strength. The first step in designing joints is understanding the different types and what their uses are. After you understand the strengths and weaknesses of the different joints you can compare and contrast the joints for aesthetics. This and a lot of practice are what make excellent wood joinery.

The first step in designing joints is to figure out what way the wood will move so it won't destroy the joint. Then figure in the stresses that will be put on the joint. The three types of stresses on joints are compression, tension, and shear. Compression is the weight pushing down on another piece and making it crush down. Tension is things being pulled apart. Shear is when a piece breaks off when overloaded.

There are two categories of joints there are sawed joints and shaped joints. A sawed joint is one that can be cut in one pass with a saw. The shaped joints can be complicated and take multiple cuts. Joints are either made to lock together which are the shaped ones or to make glue surfaces to glue together which are the sawed ones. The twelve types of joints are the butt joints, miter joints, rebate joints, dado joints, groove joints, and lap joints are sawed joints. Scarf joints, finger joints, dovetails, mortise and tenon, dowel joints, and spline joints are shaped joints.

To lay out good joints there are a few tools necessary. You need a good square that is accurate, a steel ruler for measuring, a miter square, a sliding bevel, a protractor, and a caliper. The square is to draw perfect ninety-degree lines. The miter square is so you can check your miters for accuracy. The sliding bevel and protractor is to draw angles other than forty-five degrees. The caliper is to make sure the pieces getting joined are the right thickness.

For a good joint the fit should be tight. But if it is too tight it is not good because the wood joint could crack or break. It should be tight enough that you can either push it together or give it a light tap with a hammer to seat it. Another reason it can't be too tight is because when the glue is applied the wood will expand. Then it may not fit. The reason the wood expands is because putting the glue on is like putting water on it.

The way to make a tight joint is in the layout. A marking knife is a lot more accurate than a pencil. Also make sure you use the same ruler throughout the project because there could be slight variations in different ones. Always mark the waste side of the line and make sure you follow on the right side of the line. If you cut on the wrong side of the line it will not be tight enough.

Now that you know what tools to use the next thing in tight joinery is to make sure all the pieces are the same thickness or the thickness needed. Boards should be cut to a rough length so they are easier to run through the machines. This will leave less room for error because the pieces won't be so bulky. Also make sure that the plywood is the thickness it's claimed to be because it could be off 1/64 of an inch. Whenever possible trace the mate for the joint to ensure a good fit.

If the joint is cut too small there are four different repairs. You can fill small gaps with a mixture of sawdust of the same species of wood and glue. For loose parts you can add shims and sand or file to fit. You could also make a design feature for loose parts. A slot cut in the end of a loose tenon with a wedge put in it makes a nice design feature. But if it is real noticeable you should just replace it. When buying lumber, always make sure you buy a couple of extra boards for mistakes or defects you didn't notice when you bought it.

Out of the twelve different joints, I'll start with the ones easiest to make. Butt joints are the easiest joints to make. A butt joint is wood joined face to edge or edge to end. There are several ways to attach the two pieces. They can be nailed or screwed together but should have a pilot hole drilled or the pieces may split. Corrugated or metal fasteners can be used. Also you can make wooden triangles or blocks to

strengthen up corners. The pieces can also be doweled together, which is one of the stronger ways to attach the two pieces. The two pieces can also be biscuit jointed together which is another fairly strong way to attach them.

Another fairly simple joint is the lap joint. The lap joint is where the two pieces of wood to be joined are cut so only half the thickness of each piece is left. They are then glued, nailed, or screwed together. The lap joint is mostly used for frames that will have plywood on them. The joint is also used in latticework, which is used for decoration in different pieces of furniture. The downside to this joint is that it isn't very strong but it does look nice in some applications.

The next joint is a little more complicated but still fairly simple. The only thing complicated about the miter joint is figuring out the angles for different shapes. A square is simple but you have to make sure the saw is exactly square or the joints won't fit tight. But as you get into different sided shapes the angles are harder to figure out, especially if they have to be a compound miter. That is where it is cut on an angle in two different directions. The miter joint looks good because there is no end grain but it isn't very strong. But biscuits can be added for some extra strength.

The next joint is the dado joint. Dados are slots cut across the grain. They are cut using a dado blade in the table saw, on a router, or hand chiseled. The uses of a dado are for putting shelves in the sideboards of a bookcase or other piece of furniture. The dado can be stopped short of the edge of the board to form a stopped dado. This is useful when you don't want the joint to be seen.

A joint similar to the dado is a groove. A groove runs with the grain instead of against it. There are several ways to cut a groove. You can use a dado blade, router, molder, or shaper. A groove is usually used in making raised panels. It is what holds the pane in between the rails and stiles.

A joint similar to a groove is the spline. The spline joint can either be a solid spline like tongue and groove. That is where one board has a groove and another one has a piece with both edges are cut off leaving the middle. A loose spline is a board with two grooves cut and then apiece of wood inserted in the tow grooves and glued. The uses good for the spline is siding and paneling. It also works fairly well in making large panels because the tongue helps to keep the boards aligned. You can dress up the spline joint by putting a chamfer or bead on the edge of the boards.

A good joint for joining backs to furniture is the rebate joint. It also works well for joining the tops and bottoms of furniture. A rebate joint is a dado at the end or edge of a board and usually has a piece of wood in it the same thickness as the dado. The wood is usually nailed or screwed into place. Another version of the rebate joint is one that is stopped. The stopped rebates are used when you don't want the joint to show.

A joint that can be quite complicated is the scarf joint. The scarf joint is used to make two boards into a a longer one. This joint is mostly used in timber frames. The joint came around in Europe when they had cut all the long big trees down and had to find a way to make the long beams needed for their buildings (Ramuz, 279). Then when the settlers came to America, they didn't need it for another hundred years or so until they did the same thing over here. The joint is usually about eight times longer than the width of the board or beam. It is made to have a lot of glue surface to make it a fairly strong joint. But it is not as strong as a full-length board or beam.

Another joint that can be quite complicated until you have the jig made for it is the finger joint. The finger joint is easy once the jig is made you just have to stand at the table saw and keep running the boards over the dado bade. The finger joint is several grooves on the end of a board with the other board cut to mate. They are very strong because it really increases the glue surface. The joint can also be used as a hinge if the corners are rounded and a dowel put all the way through the joint.

The last two joints left are some of the most complicated ones to design and cut. These joints are the real give away of quality joinery. If these joints are done properly they can last for hundreds of years and will really make your work look professional. The two joints are the mortise and tenon and dovetails. You can either cut these by hand or machine. If cut by machine, they aren't as complicated to make as they are when you cut them by hand. The joints aren't cut by hand as much anymore, but when they are you can take more pride in your work.

I will start with the mortise and tenon. The mortise and tenon has been around for hundreds and hundreds

of years. There are many uses including timber frame, attaching aprons to the legs on tables, and attaching rails and stiles on doorframes. Mortise and tenon are very strong joints. The timber frame barns and buildings are still standing after hundreds of years. The only reason they fall is because of decay and neglect. The mortise is a square hold cut to a certain depth and size. A through mortise is a square hole that is cut all the way through the board or beam. The tenon is the mate to a mortise. It is a square cut on the end of a board or beam. They are usually in the center of the board but can be offset if there is going to be more than one joint in the same spot. It also could be offset if it was going to be close to the edge of the other post or leg. A through tenon can look good with a wedge, or you can peg the tenon for strength. Mortises can be cut with a mortise, router, or drilled out and squared up with a chisel. Tenons can be cut by router, table saw, or by hand. But whatever way you do it they still mean good quality work.

The other hallmark of quality wood joinery is the dovetail. Dovetails can either be cut by a router and template or by hand with a lot of practice. A dovetail is similar to a finger joint except that it has angles. The dovetail has been around for thousands of years and there is a reason why. It is very aesthetically pleasing and strong enough to last for a very long time. Dovetails are very strong because it is made to pull apart in only one direction so from any other direction it can handle extreme loads.

Now to make dovetails by hand you need to take your time and be patient. They aren't as hard as you may think but does take practice. When the joint is completely cut it should fit together with a light push and should be very stiff. Dovetails are used in making drawer frames and the main box in cabinets. There are two types of dovetails and they are through dovetails and half-blind dovetails. Through dovetails are the ones where both boards go all the way through each other leaving the joint exposed. Half-blind dovetails are usually used to attach drawer fronts to the rest of the frame. On those, only half of the joint is visible because the other half ends short by 1/8 inch or more.

Now that you know the basics, here are a few more things you should know to make strong dovetails. If creating dovetails out of softwood, you should have a slope of 1 to 6 on the dovetails. If making them out of hardwood, the angle should be 1 to 8 (AM-wood.com). The reason for this is because softwood splits easier, this way the dovetail won't spread the wood as much when pulled on. If you are making multiple joints it is better to make a pattern so they are all the same. Plus it won't take as long because you won't have to lay them out every time. Dovetails are made up of two parts and they are pins and tails. It doesn't matter which ones you choose to cut first but you should always trace its mate to get a perfect fit.

That is all twelve woodworking joints. Now lets talk about beefing them up a little. Sure there are nails, screws, and other mechanical fasteners, but I'm talking about shop made ones. Dowels and biscuits are excellent ways to strengthen joints unnoticeably. But wedges, pegs, and wooden blocks are good ways and could even add some decoration. On through tenons, you can cut slots in the end of the tenon and add some wedges as a design and a way to keep it from pulling out. On mortise and tenons you can drill a hole and insert a peg for strength and looks.

To sum it all up there is a lot of information on the twelve different wood joints. Some of them can be quite complicated but with practice you could become an amateur woodworker. I have learned a lot about the different joints and techniques behind them. This research helped a lot in deciding what joints to use and how to construct them for my tech project. My tech project is designing and building a gun cabinet. In my gun cabinet I'm going to use rebates, grooves, dados, lock miters, dovetails, mortise and tenon and lap joints. I hope you have learned as much as I have about choosing and creating joints in wood. There is still more to be learned but this is a very good start in becoming a professional woodworker.

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Annotation

The writer of this piece

- **introduces a topic.**
  - *Have you ever wondered how to design complex wood joinery?*
- **organizes complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.**
  - *The first step in designing joints is to figure out what way the wood will move so it won't destroy the joint.*
  - *There are two categories of joints . . .*
  - *To lay out good joints there are a few tools necessary.*
  - *The way to make a tight joint is in the layout . . .*
- **develops the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.**
  - *If the joint is cut too small, there are four different repairs. You can fill small gaps with a mixture of sawdust of the same species of wood and glue. For loose parts, you can add shims and sand or file to fit. You could also make a design feature for loose parts. A slot cut in the end of a loose tenon with a wedge put in it makes a nice design feature. But if it is real noticeable you should jut replace it.*
- **uses appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.**
  - *Out of the twelve different joints, I'll start with the ons easiest to make.*
  - *Another fairly simple joint is the lap joint.*
  - *A joint similar to a groove is the spline.*
  - *To sum it all up . . .*
- **uses precise language and domain-specific vocabulary to manage the complexity of the topic.**
  - *Dados are slots cut across the grain.*
  - *A groove runs with the grain instead of against it.*
  - *A rebate joint is a dado at the end or edge of a board and usually has a piece of wood in it the same thickness as the dado.*

- **establishes and maintains a formal style and objective tone while attending to the norms and conventions of the specific discipline in which the student is writing.**
    - *The other hallmark of quality wood joinery is the dovetail.*
    - *My tech project is designing and building a gun cabinet. In my gun cabinet I'm going to use rebates, grooves, dados, lock miters, dovetails, mortise and tenon and lap joints.*
- **provides a concluding section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).**
    - *To sum it all up . . . with practice you could become an amateur woodworker . . . There is still more to be learned but this is a very good start in becoming a professional woodworker.*
- **demonstrates good command of the conventions of standard written English (with occasional errors that do not interfere materially with the underlying message).**

Student Sample: Grade 12, Informative/Explanatory

A high school senior wrote the essay that follows for a career and technical class. The student had unlimited time to research and write this paper.

TIG/GTAW Welding

Welding is a highly demanded trade across the US. There are many types of welding such as wire feed, stick, TIG (Tungsten Inert Gas), and oxy acetylene welding. I will explain the most perfected and efficient welding process of them all, TIG welding. I will take you through shielding gases, tungsten materials, tungsten shapes and shaping, heat and warp age, welding flaws, and some recommendations to prevent welding flaws.

There are many purposes for shielding gases in the welding industry. In general, shielding gases are one of the many variables throughout the TIG welding processes. There are four types of gases and they all have their own characteristics. Shielding gases protect the molten metal and the tungsten from the impurities in the air during welding. Shielding gases also have an effect on the temperature the arc produces and the physical appearance of the weld bead. Flow rates in the TIG welding processes can also affect the shielding aspects of your weld.

The four types of shielding gases throughout the TIG welding processes are: argon (Ar), helium (He), hydrogen (H), and nitrogen (N). Any of those four gases can be mixed together.

Argon is a by-product of oxygen and nitrogen. Before it was produced on a huge scale, argon was a rare gas. Since argon is denser than air, argon can shield welds in deep grooves and tight places. But since argon is denser than air, when overhead welding is necessary, flow rates need to be increased because the argon will fall from the weld. Argon is fairly easy to ionize so it makes it convenient for AC (Alternating Current) welding.

Helium is a by-product of natural gas. Helium increases your weld penetration. Helium is great for welding aged aluminum and is also great for tube mills since helium allows you to weld at higher speeds. Helium is usually mixed with argon to help the shielding aspects since helium is lighter than air. Helium is not used with the AC since it doesn't have the cleaning aspects that argon has.

Hydrogen is not used so much as a shielding gas as much as an additive to other shielding gases. Hydrogen is used when weld penetration and speed is needed. Hydrogen is not used when welding stainless steel since hydrogen is the number one cause of porosity and cracking in mild and stainless steel.

Similar to hydrogen, nitrogen is used as an additive to argon. It also can cause porosity in some ferritic steels. Ferritic steels are defined as a group of stainless steels with a chromium content range of 12-18o. Such steels do not respond well to heat treatment or temperament.

Nitrogen is used to increase penetration when welding copper alloys. Nitrogen is also a stabilizer when welding alloys. When it comes to shielding gases it makes a big difference in your welds. There are many characteristics to consider when you weld different materials.

Tungsten is a base material the electrode is made of. The electrode is the part of the welding torch that transfers the electrical arc to the weld material. Tungsten materials are another huge variable when it comes to TIG welding. Tungsten materials can affect your weld in similar ways as shielding gases. There are many characteristics of each material and depending upon what you are welding you may have to make some choices. Each tungsten is labeled by a color to make choosing easier.

There are five common types of tungstens including: pure tungsten (green), 1 % thorium (yellow) and 2 % thorium (red), 1/4to 1/2 % zirconium (brown), 2 % cerium (orange), 1 % lanthanum (black).

Pure tungsten has limited use for AC welding, and has the poorest heat resistance and electron flow, since there is no other material mixed with pure tungsten, it doesn't have any of there characteristics including electron flow rates or heat resistance. Pure tungsten is mostly used for aluminum and magnesium.

Thoriated tungsten improves current flow, but to maintain an arc with thoriated tungsten requires more voltage. Thorium increases service life of the tungsten and makes arc starting easier. Thoriated tungstens do not work well with AC welding since it is hard to maintain a ball end shape, which is required for AC welding.

Zirconium tungstens help emit electrons more freely and can be used with AC and DC (Direct Current) welding processes, unlike thoriated tungstens. Unlike thoriated tungstens zirconium tungstens are not radioactive. So they have less contamination aspects than thoriated tungstens.

Cerium tungstens have many of the same characteristics as thoriated tungstens, they were actually made to replace thoriated tungstens since they are not radioactive, which makes them safer. Lithium tungstens are also non-radioactive like cerium. They are similar to thoriated tungstens, except they have a higher arc voltage.

Tungsten shaping and heat penetration are directly related to each other. When you change the thickness of the materials you are welding, you need to maybe consider changing shielding gases or tungeten types but you also need to think about the shape on the end of the tungsten especially since it changes weld penetration.

There are three basic shapes to choose from You can modify each as you learn more about all the variables you can choose from The three basic shapes are: pointed end, rounded end, and tapered with ball end (FIGURE 1).

There are special ways to grind and shape your tungstens. When you grind your tungsten, you need to make sure you use a grinding wheel that you have never grinded with before. If you use a used grinding wheel, the tungsten may become contaminated, and eventually contaminate the metal you are welding. You also need to make sure when you grind a point on your tungsten, to grind the tungsten parallel to the grinding wheel. Grinding your tungsten parallel to the grinding wheel allows electrons to flow easier, and prevents further contamination to the tungsten. You need to make sure when grinding a pointed end tungsten that the length of the tapered part of the tungsten is twice as long as the diameter of the tungsten. Tungsten shape and shaping is another large element of TIG welding that needs to be considered to make your welds most efficient.

(figure not reprinted here)

Heat is the main reason for warpage in the welding industry. Warpage needs to be considered when welding since the shape of the material will change after applying heat. There are different ways metals warp depending on where the heat is applied and how much heat is applied. Many professional welders know through experience how much a project will warp with different settings on the welder. They can also predict and correct warpage before it happens. Warpage can also depend on tungsten shape, tungsten material, amperage, shielding gases, weld angles and weld distances. There are also different ways metal warps depending on the weld joint.

(figure not reprinted here)

As shown in FIGURE 2, once the heat from the welding process is applied to the objects, the two arrows show which way the metal is warped. The two dots represent the weld. There are many different ways metal can warp and this shows just an idea of how the weld warps the metal.

There are many TIG welding flaws you can run into when you are not fully experienced. These flaws must be looked at, especially when people's lives depend on it, such as in constructing bridges and buildings.

Many common welding failures are caused by welding flaws such as porosity, inclusions, inadequate penetration, and cracks, just to name a few. All of these problems can cause your weld to be weaker than you intended.

Porosity is caused when gases are dissolved in the weld, forming air bubbles in and on the weld. The result of porosity is caused by improper shielding gases or pressure settings. The shielding gases are what protect the molten metal when welding and eliminates porosity.

Inclusions are when non-metallic metals such as slag enters the molten metal. This can be caused by multiple weld starts. It can be fixed by welding one continuous bead.

Inadequate penetration can weaken the weld severely along with inclusions and porosity. When you don't get the right amount of penetration you don't allow the full amount of materials to fuse together. The main cause of improper penetration are a misdirected arc and not enough amperage. Simply, the weld bead is too small for the job.

Cracks are another flaw that can have drastic effects. Cracks are caused during the solidifying stages of welding. When the metals drastically drop temperature, the weld materials are vulnerable to cracking. Slowing your weld speed is one of the main corrections to cracking. When welding it is most important to ask questions if you need to since someone's life could depend on it.

TIG welding processes can weld many more materials than wire feed of stick welding. TIG welding processes are capable of welding many types of materials such as: copper, aluminum, mild and low carbon steels, stainless steel, and magnesium. This is what makes TIG welding so different than any other welding process. You can weld so many different materials. This is where TIG welding becomes the most perfected welding process in the welding industry. The TIG welding process can weld the most materials of all the welding processes.

Some recommendations will help you perform better welds, these fall into categories like welding angles, arc distance control, tungsten types, and shielding gas considerations. TIG welding can be a lot to take in when it comes to an essay, but if you can remember different recommendations such as these you will increase your abilities to weld with a TIG welder. The first recommendation is to consider all your variables throughout the whole process, ask questions when needed and take your time. Speed will eventually come as time goes on. To clear up how the TIG welding process works check out the illustration below.

(illustration from online source not reprinted here)

Now that you know about some recommendations on how to improve your weld abilities, I will explain how to protect yourself during welding. Safety is a huge deal when it comes to welding in general. You need the proper protective equipment to make your job or experience as safe as it can be. You need to protect your eyes, skin, and lungs. You need a proper welding helmet to protect your eyes and face from the bright arc and spatter. You will also need thick gloves and a long sleeve cotton shirt to protect your skin from burning from the bright light. You should leave no skin uncovered or unprotected. Burns can lead to blindness and skin cancer. You should also have pants and steel toe boots to protect against further burns or falling objects. A respirator should be used when welding specific metals to protect your respiratory system from cancer and other damage.

Learning about TIG welding has been a very helpful experience for me since it will help me in my college career, and in my job after school. I am going to be a certified welder. This learning experience has helped me greatly. TIG welding is something that needs to be learned not only by textbook or paper but also by hands on learning. And thankfully, I have gotten that experience to weld hands on. It makes learning so much easier

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Annotation

The writer of this piece

- **introduces a topic.**
    - *There are many types of welding . . . I will explain . . . I will take you through . . .*
- **organizes ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; includes graphics when useful to aiding comprehension.**
    - *I will explain the most perfected and efficient welding process of them all, TIG welding. I will take you through shielding gases, tungsten materials, tungsten shapes and shaping, heat and warp age, welding flaws, and some recommendations to prevent welding flaws.*
    - *There are many purposes for shielding gases in the welding industry.*
    - *The four types of shielding gases throughout the TIG welding process are: argon (Ar) . . .*
    - *Argon is a by-product of oxygen and nitrogen.*
- **develops the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.**
    - *Hydrogen is not used so much as a shielding gas as much as an additive to other shielding gases. Hydrogen is used when weld penetration and speed is needed. Hydrogen is not used when welding stainless steel since hydrogen is the number one cause of porosity and cracking in mild and stainless steel.*
    - *If you use a used grinding wheel, the tungsten may become contaminated, and eventually contaminate the metal you are welding.*
    - *When welding it is most important to ask questions if you need to since someone's life could depend on it.*
- **uses appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.**
    - *There are special ways to grind and shape your tungstens. When you grind your tungsten, you need to make sure . . .*
    - *As shown in FIGURE 2, once the heat from the welding process is applied to the objects . . .*
    - *Inadequate penetration can weaken the weld severely along with inclusions and porosity. . . . Cracks are another flaw that can have drastic effects.*
- **uses precise language and domain-specific vocabulary to manage the complexity of the topic.**
    - *Similar to hydrogen, nitrogen is used as an additive to argon. It also can cause porosity in some ferritic steels. Ferritic steels are defined as a group of stainless steels with a chromium content range of 12-180.*
    - *Zirconium tungstens help emit electrons more freely and can be used with AC and DC (Direct Current) welding processes, unlike thoriated tungstens.*
- **establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which the student is writing.**
    - *Now that you know about some recommendations on how to improve your weld abilities, I will explain how to protect yourself during welding.*
    - *Learning about TIG welding has been a very helpful experience for me since it will help me in my college career, and in my job after school. I am going to be a certified welder.*
- **provides a concluding section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).**
    - *Learning about TIG welding has been a very helpful experience . . . I am going to be a certified welder. . . . TIG welding is something that needs to be learned not only by*

textbook or paper but also by hands on learning. And thankfully, I have gotten that experience to weld hands on. It makes learning so much easier.

- **demonstrates good command of the conventions of standard written English (with occasional errors that do not interfere materially with the underlying message).**

Language

Overview

The Standards take a hybrid approach to matters of conventions, knowledge of language, and vocabulary. As noted in the table below, certain elements important to reading, writing, and speaking and listening are included in those strands to help provide a coherent set of expectations for those modes of communication.

Figure 16: Elements of the Language Standards
in the Reading, Writing, and Speaking and Listening Strands

Strand	Standard
Reading	**R.CCR.4.** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
Writing	**W.CCR.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Speaking and Listening	**SL.CCR.6.** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

In many respects, however, conventions, knowledge of language, and vocabulary extend across reading, writing, speaking, and listening. Many of the conventions-related standards are as appropriate to formal spoken English as they are to formal written English. Language choice is a matter of craft for both writers and speakers. New words and phrases are acquired not only through reading and being read to but also through direct vocabulary instruction and (particularly in the earliest grades) through purposeful classroom discussions around rich content.

The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, knowledge of language, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Conventions and Knowledge of Language

Teaching and Learning the Conventions of Standard English

Development of Grammatical Knowledge

Grammar and usage development in children and in adults rarely follows a linear path. Native speakers and language learners often begin making new errors and seem to lose their mastery of particular grammatical structures or print conventions as they learn new, more complex grammatical structures or new usages of English, such as in college-level persuasive essays (Bardovi-Harlig, 2000; Bartholomae, 1980; DeVilliers & DeVilliers, 1973; Shaughnessy, 1979). These errors are often signs of language development as learners synthesize new grammatical and usage knowledge with their current knowledge. Thus, students will often need to return to the same grammar topic in greater complexity as they move through K–12 schooling and as they increase the range and complexity of the texts and communicative contexts in which they read and write. The Standards account for the recursive, ongoing nature of grammatical knowledge in two ways. First, the Standards return to certain important language topics in higher grades at greater levels of sophistication. For instance, instruction on verbs in early elementary school (K–3) should address simple present, past, and future tenses; later instruction should extend students' knowledge of verbs to other tenses (progressive and perfect tenses[8] in grades 4 and 5), mood (modal auxiliaries in grade 4 and grammatical mood in grade 8) and voice (active and passive voice in grade 8). Second, the Standards identify with an asterisk (*) certain skills and understandings that students are to be introduced to in basic ways at lower grades but that are likely in need of being

[8]Though progressive and perfect are more correctly *aspects* of verbs rather than *tenses*, the Standards use the more familiar notion here and throughout for the sake of accessibility.

retaught and relearned in subsequent grades as students' writing and speaking matures and grows more complex. (See "Progressive Language Skills in the Standards," below.)

Making Appropriate Grammar and Usage Choices in Writing and Speaking

Students must have a strong command of the grammar and usage of spoken and written standard English to succeed academically and professionally. Yet there is great variety in the language and grammar features of spoken and written standard English (Biber, 1991; Krauthamer, 1999), of academic and everyday standard English, and of the language of different disciplines (Schleppegrell, 2001). Furthermore, in the twenty-first century, students must be able to communicate effectively in a wide range of print and digital texts, each of which may require different grammatical and usage choices to be effective. Thus, grammar and usage instruction should acknowledge the many varieties of English that exist and address differences in grammatical structure and usage between these varieties in order to help students make purposeful language choices in their writing and speaking (Fogel & Ehri, 2000; Wheeler & Swords, 2004). Students must also be taught the *purposes* for using particular grammatical features in particular disciplines or texts; if they are taught simply to vary their grammar and language to keep their writing "interesting," they may actually become more confused about how to make effective language choices (Lefstein, 2009). The Standards encourage this sort of instruction in a number of ways, most directly through a series of grade-specific standards associated with Language CCR standard 3 that, beginning in grade 1, focuses on making students aware of language variety.

Using Knowledge of Grammar and Usage for Reading and Listening Comprehension

Grammatical knowledge can also aid reading comprehension and interpretation (Gargani, 2006; Williams, 2000, 2005). Researchers recommend that students be taught to use knowledge of grammar and usage, as well as knowledge of vocabulary, to comprehend complex academic texts (García & Beltrán, 2003; Short & Fitzsimmons, 2007; RAND Reading Study Group, 2002). At the elementary level, for example, students can use knowledge of verbs to help them understand the plot and characters in a text (Williams, 2005). At the secondary level, learning the grammatical structures of nonstandard dialects can help students understand how accomplished writers such as Harper Lee, Langston Hughes, and Mark Twain use various dialects of English to great advantage and effect, and can help students analyze setting, character, and author's craft in great works of literature. Teaching about the grammatical patterns found in specific disciplines has also been shown to help English language learners' reading comprehension in general and reading comprehension in history classrooms in particular (Achugar, Schleppegrell, & Oteíza, 2007; Gargani, 2006).

As students learn more about the patterns of English grammar in different communicative contexts throughout their K–12 academic careers, they can develop more complex understandings of English grammar and usage. Students can use this understanding to make more purposeful and effective choices in their writing and speaking and more accurate and rich interpretations in their reading and listening.

Progressive Language Skills in the Standards

While all of the Standards are cumulative, certain Language skills and understandings are more likely than others to need to be retaught and relearned as students advance through the grades. Beginning in grade 3, the Standards note such "progressive" skills and understandings with an asterisk (*) in the main document; they are also summarized in the table on pages 29 and 55 of that document as well as on page 34 of this appendix. These skills and understandings should be mastered at a basic level no later than the end of the grade in which they are introduced in the Standards. In subsequent grades, as their writing and speaking become more sophisticated, students will need to learn to apply these skills and understandings in more advanced ways.

The following example shows how one such task—ensuring subject-verb agreement, formally introduced in the Standards in grade 3—can become more challenging as students' writing matures. The sentences in the table below are taken verbatim from the annotated writing samples found in Appendix C. The example is illustrative only of a general development of sophistication and not meant to be exhaustive, to set firm grade-specific expectations, or to establish a precise hierarchy of increasing difficulty in subject-verb agreement.

Figure 17: Example of Subject-Verb Agreement Progression across Grades

Example	Condition
Horses are so beautiful and fun to ride. [Horses, grade 3]	Subject and verb next to each other
When I started out the door, I noticed that Tigger and Max were following me to school. [Glowing Shoes, grade 4]	Compound subject joined by *and*
A mother or female horse is called a mare. [Horses, grade 3]	Compound subject joined by *or*; each subject takes a singular verb[1]
The first thing to do is research, research, research! [Zoo Field Trip, grade 4]	Intervening phrase between subject and verb
If the watershed for the pools is changed, the condition of the pools changes. [A Geographical Report, grade 7]	Intervening phrase between each subject and verb suggesting a different number for the verb than the subject calls for
Another was the way to the other evil places. [Getting Shot and Living Through It, grade 5] *All his stories are the same type.* [Author Response: Roald Dahl, grade 5] *All the characters that Roald Dahl ever made were probably fake characters.* [Author Response: Roald Dahl, grade 5] *One of the reasons why my cat Gus is the best pet is because he is a cuddle bug.* [A Pet Story About My Cat . . . Gus, grade 6]	Indefinite pronoun as subject, with increasing distance between subject and verb

[1]In this particular example, *or female horse* should have been punctuated by the student as a nonrestrictive appositive, but the sentence as is illustrates the notion of a compound subject joined by or.

Figure 18: Language Progressive Skills, by Grade

The following standards, marked with an asterisk (*) in the main Standards document, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard	Grade(s)							
	3	4	5	6	7	8	9–10	11–12
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.								
L.3.3a. Choose words and phrases for effect.								
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.								
L.4.1g. Correctly use frequently confused words (e.g., *to/too/two; there/their*).								
L.4.3a. Choose words and phrases to convey ideas precisely.*								
L.4.3b. Choose punctuation for effect.								
L.5.1d. Recognize and correct inappropriate shifts in verb tense.								
L.5.2a. Use punctuation to separate items in a series.†								
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.								
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).								
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.								
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.								
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.‡								
L.6.3b. Maintain consistency in style and tone.								
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.								
L.9–10.1a. Use parallel structure.								

* Subsumed by L.7.3a
† Subsumed by L.9–10.1a
‡ Subsumed by L.11–12.3a