

**Accelerated English II 2016-2017 Summer Reading Assignment**

Students enrolled in Accelerated English II are required to read the texts and complete the assignments detailed below. **This assignment is due DAY 1, no excuses.** These texts are also necessary in class to complete the first week's work – which means you might need to buy your copy. This assignment is designed to reflect my expectations and assignments from class – that means, be prepared to do MANY similar reading and writing activities, plus more extensive writings and projects. Be prepared for a vocabulary and reading test.

**How much is the summer work worth?**

Your completed journal with literary elements and illustrated timeline is worth a total of **100 points – test grade.**  
Your annotated articles and written response will be worth a **100 points – 2 homework grades.**

*Please preview this material and begin your assignments as early as possible to ensure that you do not have any questions or concerns. If you wait until the last minute to ask a question, I CANNOT guarantee that you will get an immediate response.*

**Plagiarism & Academic Dishonesty:** Plagiarism, such as submitting another student's work, copying information from the Internet, or rewording someone else's ideas, is considered cheating and will not be tolerated. **This assignment should be completed individually and should represent your personal analysis of the texts.** If you plagiarize, you will receive a behavior referral, and the assignment will receive a zero.

**Books for Accelerated English II:**

*Fahrenheit 451* by Ray Bradbury (Genre: Novel) – check Amazon.com for CHEAP used books. You can e-mail if you have trouble finding the book.

**Assignment for Accelerated English II:**

**Overview:** You will read non-fiction articles to gain understanding of relevant thematic issues. You will construct a written response that 1) summarizes the author's arguments and 2) explains your response to the text. You will then read the novel *Fahrenheit 451*. While reading you will keep a 2-sided journal on literary elements – particularly character, conflict and theme. You will also develop your vocabulary by reviewing academic and grade-level vocabulary. I have included examples to demonstrate instructions.

**What's in your packet?**

1. These directions to your summer reading project..... 1-3
2. Vocabulary.....4-6
3. Non-fiction article with example annotations.....7-9
4. Non-fiction articles with reading questions .....10-24
5. Rubric and Instructions for written response.....25-26
6. Example written response.....27
7. Sample dialectical journal entries.....28

**Thematic Topics to think about while reading \*hint hint**

1. Censorship
2. Dangers of technology on society
3. Dangers of social media
4. Big government
5. Dystopian societies (Remember The Giver)

**1. Non-fiction Article Directions: Read 3 articles and answer questions; Respond to 1 article**

- a. These are current, real world articles that reflect themes of *Fahrenheit 451*.
- b. Review the example article
- c. Read the 3 non-fiction articles and follow the directions for annotations
- d. Answer the multiple choice questions after reading
- e. Review the written response rubric, guide and example
- f. Write a structured response to 1 article

**2. General Requirements: Fahrenheit 451 and the Dialectal Journal**

- a. Dialectical Journal – interactive journal where you can have a conversation with yourself about the text. There are two columns: the left/text says and the right/I say
- b. There will be 5 journal entries; these entries are separated into *sections detailed below*. \*\*
  - Characters – identifying information, how they change, **internal and external conflict**, relationships and actions.
  - Setting – when and where the events take place; this also includes cultural or social settings – traditions, beliefs, customs
  - Emerging themes (mentioned above \*hint hint)
- d. Begin each new entry (5 total) at the top of a new page.
- e. Label and number (5) each entry according to the *sections detailed below*. \*\*
- f. In the “text says” side, cite textual evidence about the information described below and specified each in *each section*. \*\*
  - When responding to the questions, write the text the question asks about in left column and the answer in the write
- g. In the “I say” column, show me what you are thinking and why the information is important: ask questions, infer, make predictions, connect to world, text, self
- h. Write neatly.

\*\* See the next page for section by section guide on journal

# What do I put in my Dialectical Journal? \*\*

## Part 1: "The Hearth and the Salamander"

### Journal Entry 1 (pages 1-35)

1. As you read this section, look for a short 5-10 line passage that you think best captures each of the following characters: Montag, Clarisse, and Mildred. Then, for each passage:
  - a. Identify the page and paragraph where the passage is found.
  - b. Make inferences or predictions about characters; note conflicts motivations, relationships
  - c. Identify significant words that describe the character. Highlight the words in your journal entry.
  - d. Explain what we learn about the character in this passage.

### Journal Entry 2 (pages 36-70)

1. List 10 very short lines (1-4 word phrases) from the book about the Mechanical Hound. Then write a response about how the Hound is being described. To what is it being compared? Why?
2. Carefully reread pages 37-38. List five words or short phrases that describe the books as they are burned. To what are they being compared? Why?
3. Look up and paraphrase the definitions of *hearth* and *salamander*. Why do you suppose the first section is called "The Hearth and the Salamander"?

## Part 2: "The Sieve and the Sand"

### Journal Entry 3 (pages 71-110)

1. How would you describe Faber? How is he similar to and different from Montag? What is his function or purpose in this section? Find excerpts that show these for the "text says" side; respond in the "I say" side
2. Look up and paraphrase the definition of *sieve*. Why do you think this section is called "The Sieve and the Sand"? Use excerpts from the text in your response. Highlight these excerpts.

## Part 3: "Burning Bright"

### Journal Page 4 (pages 113-165)

In these pages Montag moves between his old life and his new life after he crosses the river. Find a passage of 5-8 lines of text describing his life in the new world (which begins when he emerges from the river). Then,

1. Identify the page and passage you are analyzing.
2. Explain what is happening in this section, as well as how it relates to what has happened before and after this moment.
3. List six words or phrases that stand out to you.
4. Explain why these words or phrases stood out you. What image do these words form in your mind about this new world?
5. Explain what these words or phrases say about Montag and new environment.
6. How is this particular paragraph important and necessary to the book?

### Journal Page 5 (pages 145-165)

1. What book does Montag become? Do some research and describe what you learn about this book. How does Montag "fit" this book? Identify the webpage you used to answer this question.
2. Why is the final section of the book called "Burning Bright"? How is this image developed throughout the third section? ( put examples of text that show how it's developed in "text says" and explain why in "I say" column
3. How does symbolism of the Phoenix relate to the story and the message of *Fahrenheit 451*?

Below is a detailed list of vocabulary that you need to be familiar with when school starts in August. Expect a test the first days of school.

## Fiction Terms:

1. Setting – place and time, including culture, beliefs, and customs
  - a. Ex: Racial tension was part of the cultural setting of *Getting Away with Murder*
2. Conflict – the struggle a protagonist faces
  - a. Can be internal/external
  - b. The longer the text, the more conflicts the protagonist may encounter
  - c. Conflict and how a character deals with it can help us determine theme
3. Character Development – how a character grows and changes based on their experiences
  - a. Connected to conflict
  - b. Lessons learned may point to theme
4. Theme – main/central idea
  - a. Main message about the story; the moral
  - b. Starts as a topic (love, evil, survival) and turns into a message
  - c. Usually starts with a question the author asks – the story provides the answer
  - d. Usually multiple “mini” themes that build-up one central theme
  - e. Theme is a thread that runs through the stories and connects all the literary elements together: characters, conflict, symbols/motifs, and repeated ideas or images
5. Time Manipulation
  - a. Flashback
  - b. Foreshadow
  - c. Speed up/zoom out
  - d. Slow down/zoom in

## Non-Fiction Terms:

1. Argument:
  - a. an opinion that has been developed by research
  - b. has minor claims (reasons) and evidence (facts) to support it
2. Claim:
  - a. Opinion statement of belief
  - b. Major claim is the main idea
  - c. Minor claims are the reasons that support the main idea
3. Evidence:
  - a. Facts that support and strengthen claims/argument
  - b. Must be relevant, credible, sufficient
  - c. Quantitative: dates, statistics, research
  - d. Qualitative: testimony, personal examples or observations
  - e. Textual/source or Personal examples
4. Counter Argument
  - a. Opinions or evidence that disputes your claim
5. Rebuttal
  - a. Your defense or attack of the counterargument

***Fahrenheit 451* Vocabulary by section**

**Part One: The Hearth and the Salamander**

1. **stolid**: having or revealing little emotion
2. **refracted**: deflected from a straight path
3. **imperceptible**: impossible to detect by ordinary senses
4. **pulverized**: reduced to powder
5. **melancholy**: sadness; gloominess
6. **capillary**: fine; small in diameter
7. **multifaceted**: having many faces
8. **ballistics**: the study of the dynamics of projectiles
9. **erected**: set up; established
10. **proclivities**: predisposition; tendencies
11. **odious**: arousing strong dislike or displeasure
12. **ravenous**: extremely hungry; greedy for gratification
13. **pratfall**: humiliating failure; a fall on the backside
14. **dictum**: authoritative pronouncement
15. **noncombustible**: does not burn easily
16. **tactile**: relating to the sense of touch

**Part Two: The Sieve and the Sand**

1. **cadenced**: with a rhythmic flow
2. **retaliation**: returning like for like

3. **receptacle**: a container that holds matter
4. **cowardice**: ignoble fear in the face of danger
5. **simultaneously**: happening at the same time
6. **manifested**: showed; revealed
7. **verbiage**: wordiness

### **Part Three: Burning Bright**

1. **smoldering**: burning with little smoke and no flame
2. **indecisive**: not able to make a decision
3. **grotesque**: bizarre; distorted
4. **limned**: described
5. **juggernaut**: overwhelming advancing sight crushing all in its path
6. **cardamon**: Italian herb
7. **pedants**: those who flaunt their knowledge
8. **pyre**: a pile of combustible materials for burning a corpse

Name: \_\_\_\_\_ Class: \_\_\_\_\_

## Directions:

- Number each paragraph
- Underline and define unknown word. Then draw arrows to any text clues.
- 1<sup>st</sup> Reading: in the Left Margin note the Main idea or important details (can group paragraphs together)
- 2<sup>nd</sup> Reading: in the Right Margin note questions, inferences, connections to other texts/ideas why it's important in the bigger picture of things

## Militants pillage libraries, burn books in Iraq

By Associated Press, adapted by Newsela staff

02.04.15



In this Jan. 23, 2015, photo, Iraqis look at books on al-Mutanabi Street, home to the city's book market in central Baghdad.

Photo: AP/Karim Kadim

**BAGHDAD** — When members of the Islamic State group invaded the Central Library of Mosul earlier this month, they were on a mission: to destroy other people's ideas.

Residents say the extremists smashed the locks that had protected the biggest library in the northern Iraq city. They then loaded about 2,000 books — including children's stories, poetry and works on sports, health, culture and science — into six pickup trucks. Only Islamic texts were left behind.

The books that were taken are thought to have been destroyed.

"These books promote" the rejection of religion "and call for disobeying Allah. So they will be burned," a bearded Islamic State official told residents, according to one man living nearby. The man said the Islamic State members stuffed the books into empty flour bags.

Islamic militants took 2000 books at the Central Library of Mosul to be destroyed.

Burning them - disobedience/ rejection of religion.

Why would you want to destroy ideas?

They left behind religious texts.

Religious extremist

How are they getting away with it? Does the government agree?

**No Book Is Safe**

ISIS/ISIL – taking over neighboring countries; destroying cultural items that don't conform.

2 branches of Islam

The Islamic State group, also known as ISIS or ISIL, has been fighting government forces in both Iraq and neighboring Syria, and so far has managed to take over one-third of both countries. Since assuming control, it has sought to rid society of everything that does not conform to its violent interpretation of Islam. The group already has destroyed many pre-Islamic archaeological relics, deeming them pagan. It has even destroyed Islamic mosques and other sites it does not approve of, because they are from a different branch of Islam. Increasingly now, books are on the firing line.

This is the group we are fighting – they must be in a civil war.

2 branches/interpretations of their religion

Shows how complex the situation is.

Mosul is the biggest of the cities the Islamic State group now controls. It boasts an educated population that seeks to preserve its historical sites and libraries. In the chaos that followed the U.S.-led invasion of 2003, residents near the Central Library hid some of its centuries-old manuscripts in their own homes to prevent theft or destruction of the writings by looters.

However, this time the Islamic State group has made the penalty for such actions death, so there is little locals can do. The Central Library's collection of Iraqi newspapers dating to the early 20th century are presumed to have been destroyed. So too are maps and books from the Ottoman Empire and book collections contributed by around 100 of Mosul's most prominent families.

## Culture Is Burning

Days after the Central Library's ransacking, Islamic State members broke into the University of Mosul's library. They lit a bonfire using hundreds of books on science and culture, destroying them in front of students.

A University of Mosul history professor, who spoke on condition he not be named because of his fear of the Islamic State group, said the extremists started wrecking the collections of other libraries last month. He reported particularly heavy damage to three libraries: a Sunni Muslim library, the library of the 265-year-old Latin Church and Monastery of the Dominican Fathers, and the Mosul Museum Library with works dating back to 5000 BC.

Citing reports by locals who live near these libraries, the professor said that Islamic State members would show up during the night and carry the materials away in trucks. The fate of these old materials is still unknown, although the professor suggested some could be sold on the black market. In September, Iraqi and Syrian officials said that the Islamic State group has profited from the sale of ancient artifacts.

Mosul – big cultural center

2003 US invasion – hid relics

Now penalty is death. A LOT of priceless history destroyed.

List of 5 libraries in the area that were ransacked

Some artifacts from as far back as 5000 BC.

Sold for profit on the black market.

2<sup>nd</sup> anonymous source – the people are living in fear of their own people!

Profits used to fund terrorism!

The professor said the Islamic State group appears determined to "change the face of this city ... by erasing its iconic buildings and history."

## Pillaging Comes Full Circle

Since seizing Mosul last summer, the militant group has destroyed dozens of historic sites. Among them are the centuries-old Islamic mosque shrines of the prophets Seth, Jirjis and Jonah.

An Iraqi lawmaker, Hakim al-Zamili, said the Islamic State group "considers culture, civilization and science as their fierce enemies."

Al-Zamili, who leads Iraq's Security and Defense Committee, compared the Islamic State group to raiding medieval Mongols, who in 1258 ransacked Baghdad. Back then, libraries' ancient collections of works on history, medicine and astronomy were dumped into the Tigris River by the Mongols. Supposedly, the waters turned black from running ink.

"The only difference is that the Mongols threw the books in the Tigris River, while now" the Islamic State group "is burning them," he said. "Different method, but same mentality."

List of even more raids.

Islamic state is "fierce enemies" with culture, civilization, and science.

Compares to Mongol raiders of the past.

It's sad that we as a species have progressed so much and yet so little at the same time.

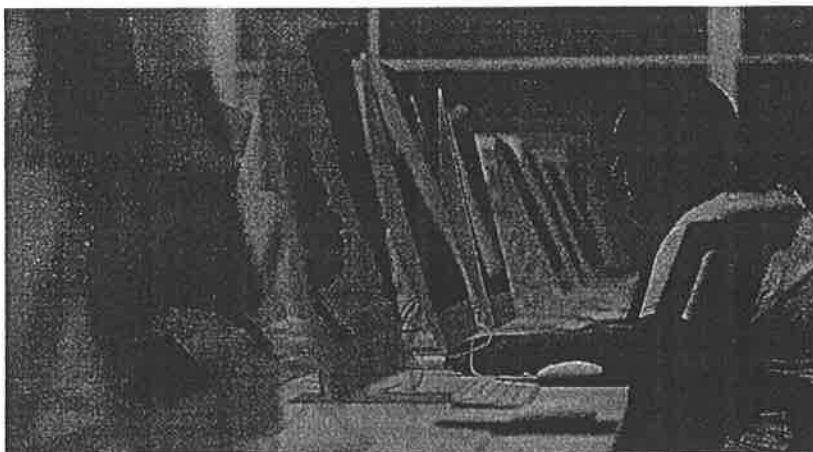
Name: \_\_\_\_\_ Class: \_\_\_\_\_

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## Libraries designed without old-fashioned books, for new-fashioned readers

By Maria Recio, McClatchy-Tribune 03.18.14



*Paco Garcia is reflected on computer screens as he uses a computer at BiblioTech, a first of its kind digital public library, on Sept. 16, 2013, in San Antonio, Texas. BiblioTech is a play on the Spanish word for library which is "biblioteca."*  
*Photo: AP Photo/Eric Gay*

WASHINGTON — The new public library on San Antonio's south side is missing something that once seemed unthinkable: books.

The south central Texas city's completely digital library, known as the BiblioTech, lets Bexar County readers check out up to five books at a time on their devices from home or wherever they are. Military personnel can even download the latest bestseller from Afghanistan.

No device? No problem.

Locals can check out tablets or e-readers for free. Or they can use the library's 48 iMac desktop computers. Children can take home any of the 200 Nook readers pre-loaded with 150 books aimed at their age group.

Opened six months ago, BiblioTech is the nation's first totally book-free public library. It just added a satellite branch in the jury room of the Bexar

County Courthouse. The name plays off the word "biblioteca": Spanish for library.

In Washington, the downtown Martin Luther King Jr. Memorial Library cleared the stacks in one wing last June to open a vast, bookless "Digital Commons" — part computer lab, part design center and part reading lounge.

The bound book has held sway for 500 years, and doesn't look like it's going away anytime soon. But the digital age, which has crept into libraries through new technology, is slowly taking over.

A number of ambitious national and international digital efforts are underway, focused on making cultural heritage books, manuscripts and books available online. The Digital Public Library of America and a Library of Congress-supported World Digital Library, which just reached 10,000 entries this past week, are making literary treasures, such as an early 16th-century Gospel manuscript from Ethiopia, more accessible.

"This project is of enormous benefit to students, teachers, scholars and lifelong learners," Librarian of Congress James H. Billington said to mark the milestone, "and I am gratified to see that it continues to grow."

At the MLK library, there's a giant touch screen used for teaching classes and a 3-D printer that on a recent afternoon was in the process of building a small basket. There's also a new book printer machine that will print and bind a book, small work spaces for people who need places for start-ups, a sound studio and a touch-screen table in the children's section for reading and playing. There's even a bank of express computers that visitors, no library card needed, can use for 15 minutes.

At North Carolina State University's new James B. Hunt Jr. Library in Raleigh, the 1.5 million books are stored underground, leaving lots of space for research and study groups. Virtual stacks enable students to check out books from a unique robotic retrieval system known as a bookBot that delivers them in five minutes or less.

"There are a lot of libraries that are shifting that way," said Barbara Stripling, the president of the American Library Association. "One of the biggest worries of libraries is equitable access."

The unlikely visionary in San Antonio was Nelson Wolff, the top county official, who in Texas is known as the county judge.

"It all started with my reading Walter Isaacson's biography of Steve Jobs," said Wolff, who's in his 70s and was taken with the speed of technology

developed by the late co-founder of Apple Inc. as he introduced a succession of new products.

So, in the space of about a year, Wolff raised the radical idea of a no-books library in a poor part of San Antonio with limited Internet service, used available space in a county-owned building and had it up and running by last September.

There were only 10,000 e-books at first. But the library has since added another 10,000 and hopes to bolster the collection with 10,000 e-books each month.

Wolff, a politician and former businessman who was the mayor of San Antonio in the 1990s, is a collector of first edition 20th-century books and has more than 1,500.

"I had refused to read e-books," he said of the time before he began working on a digital library.

Now?

"I don't read hardcover books," Wolff said. "I buy them but I don't read them."

That kind of conversion may be spreading. The BiblioTech attracts a steady flow of foreign and national visitors. Several San Antonio library officials are traveling to the Netherlands and England in a few weeks at the invitation of foreign officials to make presentations about their operation.

But Wolff is pleased that the local, majority Latino community has access to reading materials and the Internet.

"The main thing is people are using it," he said.

He's especially tickled that the jury duty branch is taking off.

"It's been a big hit with all the jurors sitting around," he said.

County residents can sign on and download books on-site, and there's been no problem with getting back the loaned e-readers and tablets.

"We've had a 100 percent return rate," said Laura Jesse, Bexar County's public information officer.

Downloaded e-books simply disappear from devices after two weeks. So no library late fees.

In downtown D.C., where the MLK library's computers are the only access to the Internet for many, users come from all economic levels, including a

lot of children and teenagers. The latter enjoy the digital options, including gaming afternoons in a space for them on the second floor

"Teens are digitally native," said library spokesman George Williams, adding that the libraries help break the digital divide.

Digital Commons Manager Nick Kerelchuk described the MLK library scene as "a culture of people connecting and sharing together."

## Quiz

- 1 Why is it significant that the BiblioTech got its name from the Spanish word for "library"?
  - (A) because San Antonio has a large Latino population
  - (B) because they thought "library" sounded too boring
  - (C) because the BiblioTech will be used by Spanish classes
  - (D) because it shows how books can teach different languages
  
- 2 What concern are the new digital libraries responding to?
  - (A) the concern that e-books are replacing paper books
  - (B) the concern that young people will forget how to read
  - (C) the concern that some people will grow up without iPads
  - (D) the concern that everyone will be able to access information
  
- 3 The article makes a connection between all of the following EXCEPT:
  - (A) Internet access and money
  - (B) Latinos and San Antonio
  - (C) tablet rentals and theft
  - (D) teens and digital devices
  
- 4 Which of the following was NOT a result of the construction of the MLK Library's digital section?
  - (A) stolen e-readers and tablets
  - (B) access to high-tech tools like 3-D printers
  - (C) many children and teens visiting the library
  - (D) access to Internet for people of different economic backgrounds

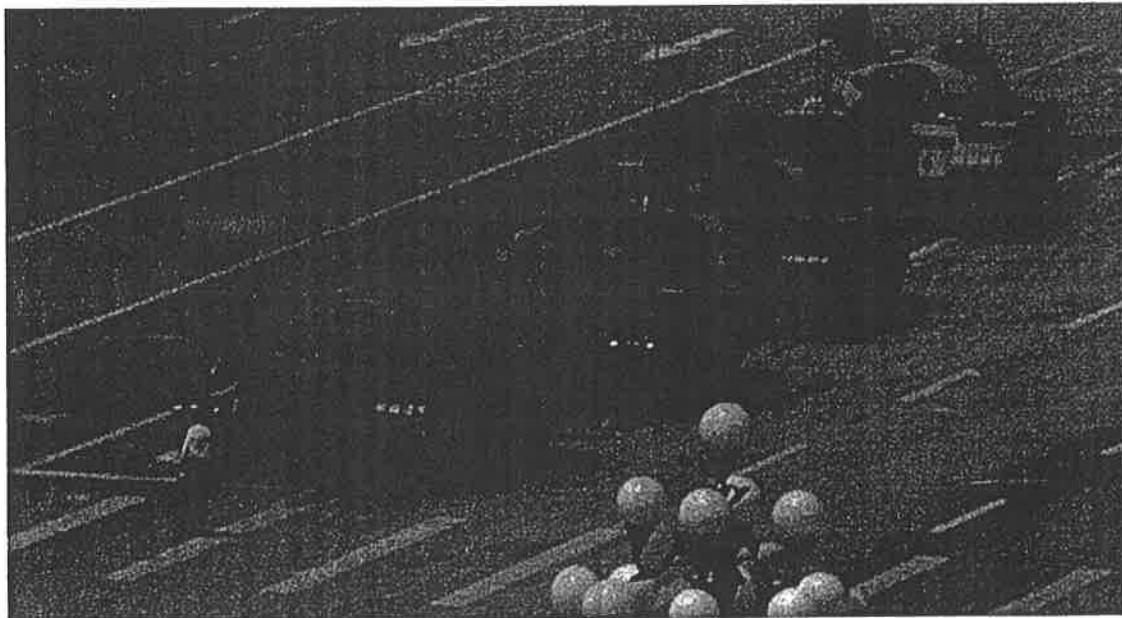
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## Scholars discuss Tiananmen Square massacre's 25th anniversary

By Jeff Gammage, Philadelphia Inquirer 04.29.14



*A Chinese man stands alone to block a line of tanks heading east on Beijing's Cangan Boulevard in Tiananmen Square on June 5, 1989. The man, calling for an end to the violence and bloodshed against pro-democracy demonstrators, was pulled away by bystanders, and the tanks continued on their way. Photo: AP Photo/Jeff Widener*

**PHILADELPHIA** — In China, Maura Cunningham says, if you're going to hold an online discussion of the Tiananmen Square massacre, you better speak in code.

Don't mention "June 4th," the date the tanks rolled against unarmed protesters. Instead, try "May 35th" — a count of that month's 31 days plus four in June. It's a way around the censors and to avoid the lurking presence of the state security apparatus.

The game being played between citizen and government isn't exactly cat-and-mouse, said Cunningham, a scholar of Chinese history from Philadelphia.

It's more like whack-a-mole.

On Thursday, Cunningham, 31, will explore new and ominous shifts in digital media and dissent at what's expected to be a crowded St. Joseph's University conference on Tiananmen, timed to the 25th anniversary of the 1989 protests.

"The Internet is a bigger and bigger part of life in China," Cunningham said in an interview. "But it's becoming more and more complicated."

The symposium, called "Tiananmen at 25," is free and open to the public. It gathers some of the world's top experts on the massacre and kicks off what promises to be a season of international remembrance.

Harvard University holds its own seminar two days after St. Joseph's. The University of Southern California U.S.-China Institute released a new video on how journalists covered the protests.

Among the new books is "The People's Republic of Amnesia: Tiananmen Revisited," by Beijing-based NPR correspondent Louisa Lim, who gave the keynote speech here Wednesday.

Lim, speaking to about 100 people in Mandeville Hall on Wednesday, described the Communist Party's successful effort to scrub the history and memory of Tiananmen from society.

"How can people have forgotten something that occurred in living memory?" she asked.

It turns out, it's not that difficult. The massacre doesn't appear in history books. Internet searches for "Tiananmen" bring up tourist information. And people, she said, face punishment or harassment if they bring up the protests.

Lim showed the famous photo of the "Tank Man" — the lone, anonymous figure who stood up and stopped an advancing line of tanks after the killings. Then she described an experiment: she showed the photo to 100 Chinese students at four top universities. Only 15 could identify the picture, and several were nervous to have that knowledge.

"It looks like Tiananmen," one told her. "But it can't be."

Today, the huge square in Beijing's center is some of the world's most sensitive and surveilled real estate, a space fraught with historical, political and emotional implications.

Its open plain is traversed each day by thousands of tourists from around the globe — and by plainclothes and uniformed security forces. Looming from its post on the Gate of Heavenly Peace is a giant, iconic portrait of Mao.

The nature of the square changed forever during a few weeks in spring 1989. The death of former Communist Party General Secretary Hu Yaobang, a popular, open-minded reformer, led thousands of students and young people to march to the square in mourning.

More and more protesters arrived over the coming weeks, eventually numbering hundreds of thousands. They demanded government accountability, freedom of speech and of the press, and even built an ersatz Statue of Liberty figure called the Goddess of Democracy.

A sense grew as news coverage spread worldwide that the regime would be toppled, as others had fallen in Poland, Hungary and Czechoslovakia.

Instead, on June 4, the Chinese government ordered the military to clear the square. Army units advanced from every direction, opening fire on protesters, bystanders and people in nearby buildings. An accurate death toll has never been established, though estimates range from a few hundred to a few thousand.

"It's vital that we keep the memory and lessons of those weeks alive," conference organizer James Carter, a St. Joseph's China expert, said in a statement, "partly to understand China more fully, but also to prevent the people who died standing up for their beliefs from being erased from history."

In a country where it's foolhardy to gather publicly to demand democratic reforms, dissent has moved online, onto a shifting landscape of chat rooms and social-media platforms.

Cunningham, who graduated from St. Joseph's, has seen the change. A former editor of *The China Beat* — "Blogging How the East is Read" — and a visiting scholar at the Shanghai Academy of Social Sciences, she's been traveling in China for a decade.

Back in the mid-2000s, she noticed that a few U.S. or British websites were difficult to access. Today, more and more are inaccessible. Facebook is blocked. So is Twitter and YouTube. And *The New York Times*.

As a scholar, completing her doctorate from the University of California, Irvine, Cunningham found the squeeze on information sparking her interest in how people find ways around restrictions on "subversive" opinions.

Censored words include not just "massacre" and "tank" but also mentions of Tibet, Taiwan and the restless, autonomous region of Xinjiang.

It's the big discussion groups and most-read Internet posters drawing government attention, Cunningham said. As in this country, a single, potentially controversial post can easily pass unnoticed.

The government simultaneously censors and embraces the Internet, opening its own accounts to connect with people and promote its ideas.

In the last year there's been a noticeable tightening online and a crackdown on those who voice complaints. The uncertainty over who else may be reading has pushed many discussions onto networks like WeChat, where users converse with people they know.

"It limits the spread of the idea, but people feel safer," Cunningham said.

Many people think everything on the Internet is censored in China, but actually it's more complicated than that, she said. What's acceptable today might be deemed subversive tomorrow.

"The line is constantly shifting," Cunningham said. "It's really hard to know what will get you in trouble."

## Quiz

1 What would be another good title for the section "A Shifting Landscape"?

- (A) "Ignoring History"
- (B) "Protesting Online"
- (C) "An Important Protest"
- (D) "A Fallen Government"

2 The sentence below is the main idea of which section of the article?

*The Chinese government has a complicated and shifting relationship with the Internet.*

- (A) Introduction [paragraphs 1-4]
- (B) "Scrubbing History"
- (C) "A Shifting Landscape"
- (D) "Blocking Information"

3 Which of the following is NOT a method the Chinese government has used to get people to forget about the events of Tiananmen Square?

- (A) punishing people who discuss the protests
- (B) making sure people do not learn about in school
- (C) removing every account of the events from the Internet
- (D) limiting how many people are allowed to go to Tiananmen Square

4 What is the MOST LIKELY reason that an accurate death toll has never been established for the Tiananmen Square protests?

- (A) too many people ran away before they were killed
- (B) the square was too big to count everybody
- (C) the Chinese government refused to count the number of dead
- (D) there was not enough money to pay people to count the number of dead

Name: \_\_\_\_\_ Class: \_\_\_\_\_

**Directions:**

- Number each paragraph
- Underline and define unknown word. Then draw arrows to any text clues.
- 1<sup>st</sup> Reading: in the Left Margin note the Main idea or important details (can group paragraphs together)
- 2<sup>nd</sup> Reading: in the Right Margin note questions, inferences, connections to other texts/ideas, why it's important in the bigger picture

## Look up! From your cellphone, that is

By Stateline.org, adapted by Newsela staff  
12.17.14

*In this July 10, 2012, photo, pedestrians cross K Street and Connecticut Avenue NW near the Farragut North Metro entrance in downtown Washington, D.C. Photo: AP Photo/Pablo Martinez Monsivais*



WASHINGTON — People distracted by cellphones are walking in front of cars, into trees and street signs. They are falling off curbs and bridges. They're walking into wet cement.

They have suffered cuts and bruises, and head injuries — some have even been killed.

Many cities and states are promoting walkable neighborhoods, in part to attract more young people. At the same time, some are also giving tickets to distracted walkers and lowering speed limits to make streets safer for pedestrians.

Pedestrian injuries caused by cellphone use are up 35 percent since 2010, according to federal emergency room data reviewed by Stateline.

### Danger Zones

Every year, thousands of pedestrians are injured as they walk in cities and some researchers blame at least 10 percent of those injuries on distraction by a mobile device, such as a phone or portable music player.

To reduce the number of injuries and deaths associated with distracted walking, Utah and New Jersey have experimented with fines for texting in dangerous walking situations. New York state has lowered speed limits in New York City, in part to make traffic less dangerous for distracted walkers.

"We have to design streets for the way people actually behave, and behavior is changing," said Noah Budnick of NYC-based Transportation Alternatives. "If you're looking at a phone when you're walking around, that shouldn't mean death. So we have to design forgiving streets."

### Slowing The Cars

New York City has new speed limits — 20 miles per hour (mph) in Central Park and 25 mph in the rest of the city unless otherwise posted. The city has also been blocking off more streets to make safer pedestrian plazas.

U.S. Secretary of Transportation Anthony Foxx has given \$1.6 million in grants to Louisville, New York City and Philadelphia for walker-safety programs.

"We've got to encourage people to have an awareness that this problem is a real problem," Foxx said last year.

In 2012, 78,000 pedestrians were injured — the highest number since 2001 — according to the National Highway Traffic Administration.

Also in 2012, 4,700 walkers were killed, a number that has been increasing since 2009, after falling for several years before that.

### Stay In Your E-Lane!

Some areas are focusing on stopping people who are not paying attention while walking. In Utah, distracted walkers can face a \$50 fine. In New Jersey, police used jaywalking laws to crack down on people using phones while walking into traffic.

Philadelphia had a different strategy: They made a joke of it. On April Fools' Day 2012 the city painted "e-lanes" on sidewalks, reserved for people staring at their phones.

"We know that many, many people are using the sidewalks, looking at their iPhones, BlackBerrys, other electronic devices and they're quite

distracted by those devices, bumping into people," Mayor Michael Nutter said in a video, as a distracted walker bumped into him.

But many pedestrians interviewed by the city seemed to like the idea and take it seriously.

"As a (cellphone) user, it'll keep most of those bozos out of my way," one onlooker said.

"I'm a severe texter and walker, so I don't know if I can quit on my own," another said.

Minnesota, Utah, North Carolina, South Carolina and Washington state have also started pedestrian safety programs to reduce traffic deaths.

San Francisco is pledging \$50 million for its Walk First program and will scrutinize "high injury corridors" to determine why they are so dangerous.

The plan also proposes improvements such as raised crosswalks and traffic islands for pedestrians.

### Distracted Drivers And Walkers Collide

Distracted driving is also causing more pedestrian deaths, researchers say, because a driver and a walker each staring at their cellphone can be a dangerous combination.

Half of pedestrians admit to talking on the phone while walking across the street. One out of 4 say they text or email while crossing the street, even though most realize it's dangerous, according to a survey last year by Liberty Mutual Insurance.

"So much attention has been paid, and rightly so, to distracted driving, that we have ignored the fact that distracted walking and crossing can be just as risky," said David Melton, a driving safety expert with Liberty Mutual.

While working as an emergency room doctor, University of Buffalo researcher Dr. Dietrich Jehle studied pedestrian injuries. He estimates that 1 in 10 pedestrian injuries is now related to distracted walking, and that it causes more accidents than distracted driving.

Texting is the most dangerous thing to do while walking, even more dangerous than listening to music or talking on the phone, he found.

A 2011 study found that texting while walking seriously impeded navigation. In simulations, walkers had a 61 percent error rate while distracted.

## Article 14

"While talking on the phone is a distraction, texting is much more dangerous because you can't see the path in front of you," Jehle said.

## Quiz

- 1 Read the following sentence from the article.

*The plan also proposes improvements such as raised crosswalks and traffic islands for pedestrians.*

What is the BEST definition for the word "proposes" as it is used in the sentence above?

- (A) to withdraw
- (B) to discourage
- (C) to recommend
- (D) to reject

- 2 According to Dr. Dietrich Jehle, what is the most dangerous thing to do while walking?

- (A) talking on the phone
- (B) listening to music
- (C) walking with a dog
- (D) texting on the phone

- 3 Read the following sentence from the article.

*A 2011 study found that texting while walking seriously impeded navigation.*

Which word could replace "impeded" WITHOUT changing the meaning of the sentence?

- (A) allow
- (B) permitted
- (C) promoted
- (D) blocked

- 4 What San Francisco want to implement to improve the safety of walkers?

- (A) They want to raise crosswalks and traffic islands.
- (B) They want to increase the number of emergency rooms.
- (C) They want to limit the number of vehicles in pedestrian areas.
- (D) They want pedestrians to talk on the phone instead of text.

# Written Response Guide 1

Your response should include **two paragraphs**:

(1) *They Say*

- What is this article about? **Put the author's claim in your own words.**

- What **evidence** does the author use?

- Use at least **TWO QUOTES** that illustrate their point.
- Explain what the quotes mean.

(2) *I Say*

- What is your opinion about the article?

- Do you agree/disagree with the author's claim? Why?

- How strong is the author's argument?

- **Use evidence from the article to support your opinion.**

## ARTICLE RESPONSE GUIDELINES & SENTENCE STARTERS

Introduction *	Sentence Starters	
	They Say	I Say
• The article " " by " "	<input type="radio"/> examines	<input type="checkbox"/> the idea of " "
• (Publisher)'s article, " " "	<input type="radio"/> addresses	<input type="checkbox"/> the issue of " "
• This first sentence provides an overview of the author's argument.	<input type="radio"/> introduces	<input type="checkbox"/> the relationship between " "
	<input type="radio"/> supports	<input type="checkbox"/> the importance of " "
	<input type="radio"/> " "	<input type="checkbox"/> the reasons for " "

	Sentence Starters	
	They Say	I Say
Claim	<ul style="list-style-type: none"> <li>• The author claims that ...</li> <li>• Author X argues that...</li> <li>• According to the article ...</li> <li>• The argument made by author X is that ...</li> </ul>	Opinion <ul style="list-style-type: none"> <li>• I think that ...</li> <li>• I believe that...</li> <li>• In my opinion...</li> <li>• In my view, X is wrong/right, because ...</li> <li>• My opinion is different from...</li> </ul>
Evidence Example	<ul style="list-style-type: none"> <li>• The author supports his/her claim by ...</li> <li>• In paragraph #, the author states, ...</li> <li>• As evidence, X uses ...</li> <li>• For instance, ... OR ...For example, ...</li> <li>• Another example...</li> </ul>	Evidence for YOUR opinion <ul style="list-style-type: none"> <li>• In my experience, ...</li> <li>• I have found that ...</li> <li>• For instance, ... OR ...For example, ...</li> <li>• Another reason ...</li> <li>• The author says ... but ...</li> </ul>
Quote	<ul style="list-style-type: none"> <li>• She/he writes, " " "</li> <li>• The text/author states that, " " "</li> <li>• X states/argues/claims/explains, " " "</li> <li>• This can best be explained in the following quote,</li> </ul>	Insight <ul style="list-style-type: none"> <li>• I learned that ...</li> <li>• I can relate to ...</li> <li>• The article makes me think about...</li> <li>• It seems to me that... OR...It occurs to me that...</li> </ul>
Explain Analyze	<ul style="list-style-type: none"> <li>• This quote means/shows/emphasizes ...</li> <li>• In other words, X believes...</li> <li>• The author's point is...</li> <li>• In summary...</li> <li>• In conclusion, X's belief is that ...</li> </ul>	Evaluate Analyze <ul style="list-style-type: none"> <li>• I agree with ...</li> <li>• I disagree with ...</li> <li>• This point/example IS NOT important because...</li> <li>• This point/example IS important because...</li> <li>• The important things to remember include ...</li> </ul>

# Written Response 2 Guide

Name: \_\_\_\_\_

## AoW RESPONSE Self-Editing Checklist

I included the article title (in quotation marks) and the author's name in my introductory sentence.	
I used the <i>They Say/I Say</i> templates as a guide to explain the author's argument and my opinion.	
I used at least TWO quotations from the article and explained them.	
I used textual evidence to support my own opinion.	
I have used appropriate transitions in my response.	
I read through my response and fixed anything that sounds awkward or redundant.	
Each sentence has a complete thought. NO SENTENCE FRAGMENTS.	
Sentences are separated by appropriate punctuation. NO RUN-ONS.	

## HOW will this be GRADED?

Reading	4 - Exceeds	3 - Meets	2 - Approaching	1 - Below
Close Reading Annotations	Frequent summary and inference annotations show a deep interaction with the text. Notes are insightful and specific.	Many summary and inference annotations show interaction with the text. Notes are insightful and mostly specific.	Some summary and inference annotations show only surface interaction with the text. Notes are predictable and general.	Few annotations show very little interaction with the text.
Comprehension	Demonstrates full comprehension of complex ideas stated explicitly and inferentially in the text.	Demonstrates comprehension of ideas stated explicitly and/or inferentially in the text.	Demonstrates basic comprehension of ideas stated explicitly and/or inferentially in the text.	Demonstrates little or no comprehension of ideas.
Reading for Meaning Statements	Statements are supported or refuted with specific and relevant evidence from the text.	Statements are supported or refuted with adequate textual evidence.	Statements are partially supported or refuted with some textual evidence. May be incomplete.	Little to no textual evidence or no attempt made.
Writing				
Content	Response is fully developed and supported by sufficient and relevant textual evidence.	Response is mostly developed and supported by relevant textual evidence.	Response shows some development and uses some textual evidence.	The response is underdeveloped and uses little or no textual evidence.
Organization	Demonstrates purposeful coherence and clarity, making it easy to follow the writer's progression of ideas.	Demonstrates coherence and clarity, making it fairly easy to follow the writer's progression of ideas.	Demonstrates some coherence and/or clarity, making the writer's progression of ideas somewhat unclear.	Lacks coherence and clarity. Writer's ideas are confusing.
Depth of Reflection	Response reveals deep insight and clearly shows what the student gained or learned from the article.	Response reveals some insight and shows what the student learned from the article.	Response attempts to reveal what the student learned from the article. Very little insight is revealed.	Response does not reveal insight or demonstrate any learning.
Language and Conventions	Demonstrates strong & consistent use of spelling, grammar, and punctuation. Shows evidence of careful proofreading.	Consistent use of spelling, grammar, and punctuation. Any errors do not impair meaning. Shows some evidence of proofreading.	Some spelling, grammar, and punctuation errors impair meaning. Little evidence of proofreading.	Several spelling, grammar, and punctuation errors impair meaning. No evidence of proofreading.

TOTAL POINTS \_\_\_\_\_/28

24-28 A

19-23 B

14-18 C

11-13 D

10-7 F

# Sample Guided Writing Response 1

## Sample Response to Non-Fiction Article

In "Iraqi libraries ransacked by Islamic State group in Mosul" by Sinan Salaheddin and Sameer N. Yacoub, the authors examine the problem of Islamic militants destroying culture in the Middle East. The authors claim that the extremists, ISIS or ISIL, are destroying culture in order to control people. For example, the author's describe the dozens of locations "ransacked" by the group as well as the many artifacts -- modern, historical, and religious - that were lost, some dating "back to 5000 BC". The authors cite one extremist as he explains why they took the books they did: "These books promote infidelity and call for disobeying Allah." What this shows is that these militants are trying to destroy any ideas or aspects of culture that opposes or contradicts their own interpretations of Islam in order to gain control.

I think that these incidents demonstrate the power of knowledge and free speech. The militants were described as destroying books, culture, history -- anything that opposed their ideals. This reminds me of what happened to Malala: the Taliban tried to kill her because she stood up for girls' right to an education. Both groups tried to stamp out free thought through fear tactics. The important thing is that these tactics will never succeed because they will never be able to kill free thought everywhere.

## Part 3: The Silencer

Text Says	I Say
<p>Pg. 136 "She may have been terrified at the time, and killing him may have bothered her afterward, but her fear and guilt didn't stop her from filling his body with lead. Fear didn't paralyze Cassie Sullivan, like it did some humans. Fear crystallized her reason, hardened her will, clarified her options.</p>	<p>This quote shows the theme of fear - how do people react to fear? Reminded of what Four said about Tris in <u>Divergent</u> - similar character response to conflict. This scene also mirrors Cassie's experience earlier in book - completely different perspective - She WAS terrified.</p>
<p>p 138 "The first kill would be the hardest, but the next would be easier, and the one after that easier still, because it's true: Even the most sensitive person can get used to even the most insensitive thing./ Cruelty isn't a personality trait. Cruelty is a habit."</p>	<p>Developing the theme of what it means to be human or how humans react in desperate situations - desperate for survival. What would you do to survive and how would that affect you? Reminded of "The Walking Dead" - Can you keep your humanity while doing the despicable to survive (killing - and a lot of it)? Brings up the question of good and evil in the line about cruelty .</p>
<p>Pg. 142 "He could see the familiar look of fear in her eyes, a look he had seen a hundred time, th e look we give back to death when death looks at us. / But there was somethin+R[-3]C:RC[1]g else in her eyes, too. Something that warred with her fear, strove against it, shouted it down, kept her still and the gun moving. Not hiding, not running, but facing.</p>	<p>Our human instinct to survival - animalistic instincts. Character and theme development - facing your fears. Humanity fighting back against destruction, refusing to be exterminated.</p>